



**CREDIT COURSE OUTLINE**

**I. COVER PAGE**

(1) SOC 1B  
Number

(2) Critical Thinking in Social Problems  
Title

(3) 3  
Units

(4) Lecture / Lab Hours:			(8) Classification:		
Course Hours					
	Weekly Lec hours:	3.00	Degree applicable:		X
	Weekly Lab hours:	0	Non-degree applicable:		
	Total Contact hours:	54.00	Basic skills:		
Lec will generate __ hour(s) outside work.			(9)RC Fulfills AS/AA degree requirement: (area)		
Lab will generate __ hour(s) outside work.			Competence in writing		
(5) Grading Basis:	Grading Scale Only	X	General education category:		
	Pass/No Pass option		Area B2 Other Social and Behavioral Sciences		
	Pass/No Pass only		Major:		
(6) Advisories:	• Sociology 1A and/or English 1A		Certificate of:		
(7) Pre-requisites (requires C grade or better):			Certificate in:		
Corequisites:	• None		(10)CSU Baccalaureate:	X	
			(11)Repeatable: (A course may be repeated three times)	0	
			(12)C-ID:		
			Proposed Start Date:	Fall 2012	

(12) Catalog Description:  
An identification and analysis of contemporary social problems including causes, consequences and possible solutions. Explanation of theoretical perspectives used to explain social problems. Considerations of sociological methods of research and analysis. Application of critical thinking skills, specifically taught in the course, designed to result in heightened critical thinking ability as well as strengthened social awareness.

**II. COURSE OUTCOMES:**

*(Specify the learning skills the student demonstrates through completing the course and link critical thinking skills to specific course content and objectives.)*

Upon completion of this course, students will be able to:

- I. Identify, define and apply the elements of critical thinking.
- II. Evaluate social problems from both a macrosociological and a microsociological perspective, and discuss which perspective is most useful under different conditions.
- III. Support a position regarding a social problem using a logical argument and evidence.

**III. COURSE OBJECTIVES:**

*(Specify major objectives in terms of the observable knowledge and/or skills to be attained.)*

In the process of completing this course, students will:

- I. Demonstrate an understanding of the major social problems concerning the United States.
- II. Place local, regional, and national social problems in a global context.
- III. Identify and distinguish between causes and consequences of social problems.
- IV. Analyze social problems using sociological approaches and concepts.
- V. Analyze and interpret qualitative and quantitative information about social problems.
- VI. Identify and evaluate policies that address social problems and assess the policies' impact on society.

**IV. COURSE OUTLINE:**

## Lecture Content:

- I. What is Critical Thinking? (Suggested subtopics)
  - A. Ethical reasoning
  - B. Becoming a critic of your thinking
    - 1. Distinguish between inductive and deductive reasoning
  - C. Ladder of inference
  - D. How to write a position paper
    - 1. Recognize, analyze, evaluate & construct arguments
    - 2. Analyze and evaluate the types of evidence for various claims
- II. Social Problems in Perspective: Introduction and Overview: Suggested subtopics
  - A. The sociological imagination
  - B. Microsociological perspective
    - 1. Symbolic interactionism
  - C. Macrosociological perspective
    - 1. Structural functionalism
    - 2. Conflict theory
      - a. The role of power and ideology in the definition of social problems
  - D. Sociological methods of research and analysis
- III. Contemporary Social Problems: Suggested subtopics:
  - A. Causes
    - 1. Construction of Social Problems
  - B. Consequences
  - C. Possible solution
- IV. Problems of Well-Being: Suggested subtopics:
  - A. Illness and Health care
  - B. Alcohol and/or drugs
  - C. Crime and violence
    - 1. Criminal justice system
  - D. Family problems
- V. Problems of Human Diversity: Suggestions subtopics:
  - A. Age inequalities
    - 1. Ageism
    - 2. Problems of youth in the United States
    - 3. Problems of the elderly
  - B. Race and ethnic relations
    - 1. Prejudice and discrimination
      - a. Racism
  - C. Gender inequality
    - 1. Sexism
  - D. Sexual orientation
    - 1. Heterosexism
    - 2. Homophobia
    - 3. Biphobia
- VI. Problems of Inequality and Power: Suggested subtopics:
  - A. Economic inequality
  - B. Problems of work and unemployment
    - 1. Sweatshop labor
    - 2. Child labor
    - 3. Health and safety hazards in the U.S. workplace
    - 4. Workers' rights
      - a. Labor unions
  - C. Problems in education
    - 1. Inequality of educational attainment
      - a. Race and ethnicity
      - b. Gender
      - c. Social class and family background
    - 2. Problems in the American education system
      - a. Low levels of academic achievement
      - b. School dropouts
      - c. Violence in schools
      - d. Inadequate school facilities and personnel
  - D. Cities in crisis
    - 1. Urbanization
    - 2. Urban sprawl
    - 3. Urban renewal efforts
      - a. Gentrification
      - b. Community improvements
- VII. Problems of modernization: Suggested subtopics:
  - A. Social problems related to population growth
    - 1. Fertility rates
    - 2. Increased global food requirements

- 3. Depletion of natural resources
- B. Environmental problems
  - 1. Pollution
    - a. Air
    - b. Water
    - c. Land
- C. Societal consequences of science and technology
  - 1. Digital divide
- D. Social problems associated with war and militarism
  - 1. Causes of war
  - 2. Terrorism
- E. Other social problems

V. APPROPRIATE READINGS

**Reading assignments may include but are not limited to the following:**

- I. Sample Text Title:
  - and/or
  - 1. Recommended - Ruane,J.,Cerulo,K *Second Thoughts:Sociology Challenges Conventional Wisdom*, ed. 5th edition Sage, 2012, and/or
  - 2. Recommended - Mooney, Linda.,Knox, D., Schacht, C. *Understanding Social Problems*, ed. 8th Wadsworth, 2012, and/or
  - 3. Recommended - Henslin,J. *Social Problems: A Down to Earth Approach*, ed. 10th/e Pearson, 2011, and/or
  - 4. Recommended - Mooney,L.,Knox,D.,Schacht,C. *Understanding Social Problems*, ed. 7th/e Belmont Cengage Learning Solutions, 2011, and/or
  - 5. Recommended - Kornblum, W., Julian, J. *Social Problems*, ed. 14th Prentice Hall, 2011, and/or
  - 6. Recommended - Etizen, S., Zinn, M.B., Smith, K.E. *Social Problems*, ed. 12th Prentice Hall, 2010, and/or
  - 7. Recommended - Stark, Rodney *Doing Sociology*, ed. 4th edition Wadsworth, 2002,

II. Other Readings

- Global or international materials or concepts are appropriately included in this course
- Multicultural materials and concepts are appropriately included in this course

If either line is checked, write a paragraph indicating specifically how global/international and/or multicultural materials and concepts relate to content outline and/or readings.

Issues such as race/ethnicity, gender and social class will be examined from a sociological perspective. Global issues of war, terrorism, population growth and the environment will also be investigated.

VI. METHODS TO MEASURE STUDENT ACHIEVEMENT AND DETERMINE GRADES:

Students in this course will be graded in at least one of the following four categories. Please check those appropriate. A degree applicable course must have a minimum of one response in category A, B, or C.

<b>A. Writing</b>			
Check either 1 or 2 below			
<input checked="" type="checkbox"/>	<b>1. Substantial writing assignments are required. Check the appropriate boxes below and provide a written description in the space provided.</b>		
<input type="checkbox"/>	<b>2. Substantial writing assignments are NOT required. If this box is checked leave this section blank. For degree applicable courses you must complete category B and/or C.</b>		
<input type="checkbox"/>	a) essay exam(s)	<input checked="" type="checkbox"/>	d) written homework
<input checked="" type="checkbox"/>	b) term or other paper(s)	<input type="checkbox"/>	e) reading reports
<input type="checkbox"/>	c) laboratory report(s)	<input checked="" type="checkbox"/>	f) other (specify)

**Required assignments may include but are not limited to the following:**

Construction of arguments in a position paper, including analysis and evaluation of evidence for various claims.

<b>B. Problem Solving</b>			
Computational or non-computational problem-solving demonstrations, including:			
<input type="checkbox"/>	a) exam(s)	<input type="checkbox"/>	d) laboratory reports
<input type="checkbox"/>	b) quizzes	<input type="checkbox"/>	e) field work
<input type="checkbox"/>	c) homework problems	<input type="checkbox"/>	f) other (specify):

**Required assignments may include but are not limited to the following:**

<b>C. Skill demonstrations, including:</b>			
<input type="checkbox"/>	a) class performance(s)	<input type="checkbox"/>	c) performance exams(s)
<input type="checkbox"/>	b) field work	<input type="checkbox"/>	d) other (specify)

**Required assignments may include but are not limited to the following:**

<b>D. Objective examinations including:</b>			
<input checked="" type="checkbox"/>	a) multiple choice	<input type="checkbox"/>	d) completion
<input checked="" type="checkbox"/>	b) true/false	<input checked="" type="checkbox"/>	e) other (specify): essay and short answer questions utilizing sociological terms, concepts and critical thinking. Critical consideration of solutions to social problems.
<input type="checkbox"/>	c) matching items		

**COURSE GRADE DETERMINATION:**

Description/explanation: Based on the categories checked in A-D, it is the recommendation of the department that the instructor's grading methods fall within the following departmental guidelines; however, the final method of grading is still at the discretion of the individual instructor. The instructor's syllabus must reflect the criteria by which the student's grade has been determined. (A minimum of five (5) grades must be recorded on the final roster.)

If several methods to measure student achievement are used, indicate here the approximate weight or percentage each has in determining student final grades.

Exams- 10-40% Written work/short answer- 60-90%

**VII. EDUCATIONAL MATERIALS**

For degree applicable courses, the adopted texts, as listed in the college bookstore, or instructor-prepared materials have been certified to contain college-level materials.

Validation Language Level (check where applicable):	College-Level Criteria Met	
	YES	NO
Textbook	<u>  X  </u>	<u>      </u>
Reference materials	<u>      </u>	<u>  X  </u>
Instructor-prepared materials	<u>      </u>	<u>  X  </u>
Audio-visual materials	<u>      </u>	<u>  X  </u>

Indicate Method of evaluation:

Used readability formulae (grade level 10 or higher)	<u>      </u>
Text is used in a college-level course	<u>  X  </u>
Used grading provided by publisher	<u>      </u>
Other: (please explain; relate to Skills Levels)	<u>      </u>

Computation Level (Eligible for MATH 101 level or higher where applicable)	<u>      </u>	<u>  X  </u>
Content		
Breadth of ideas covered clearly meets college-level learning objectives of this course	<u>  X  </u>	<u>      </u>
Presentation of content and/or exercises/projects:		
Requires a variety of problem-solving strategies including inductive and deductive reasoning.	<u>  X  </u>	<u>      </u>
Requires independent thought and study	<u>  X  </u>	<u>      </u>
Applies transferring knowledge and skills appropriately and efficiently to new situations or problems.	<u>      </u>	<u>  X  </u>

List of Reading/Educational Materials

- Recommended - Ruane, J., Cerulo, K. *Second Thoughts: Sociology Challenges Conventional Wisdom*, ed. 5th edition Sage, 2012,
- Recommended - Mooney, Linda., Knox, D., Schacht, C. *Understanding Social Problems*, ed. 8th Wadsworth, 2012,
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- Recommended - Stark, Rodney *Doing Sociology*, ed. 4th edition Wadsworth, 2002,

Comments:

- This course requires special or additional library materials (list attached).
- This course requires special facilities:

Attached Files:

**BASIC SKILLS ADVISORIES PAGE** The skills listed are those needed for eligibility for English 125, 126, and Math 201. These skills are listed as the outcomes from English 252, 262, and Math 250. In the right hand column, list at least three major basic skills needed at the beginning of the target course and check off the corresponding basic skills listed at the left.

Check the appropriate spaces.

- Eligibility for Math 201 is advisory for the target course.
- Eligibility for English 126 is advisory for the target course.
- Eligibility for English 125 is advisory for the target course.

*If the reviewers determine that an advisory or advisories in Basic Skills are all that are necessary for success in the target course, stop here, provide the required signatures, and forward this form to the department chair, the appropriate associate dean, and the curriculum committee.*

**REQUISITES**

No requisites

## JUSTIFICATION OF LIMITATION ON ENROLLMENT

Enrollment in courses or blocks of courses may be limited based on performance, honors, or other performance based criteria. Be mindful of the disproportionate impact the limitation will have on specific groups of students. It is important to determine if the limitation will disproportionately keep under-represented students from enrolling in the course or block of courses.

Describe the reasons for limiting the enrollment.

Course Designator: SOC 1B

Course Title(s): Critical Thinking in Social Problems

Rationale for Limiting Enrollment:

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