

CURRICULUM PROPOSAL COVER SHEET
University-Wide Undergraduate Curriculum Committee

LSC Use Only
Number LS 80
Action _____
Date _____

UWUCC Use Only
Number _____
Action _____
Date _____

I. TITLE/AUTHOR OF CHANGE Contemporary
COURSE/PROGRAM TITLE Social Problems SO 231
DEPARTMENT Sociology - Anthropology
CONTACT PERSON _____

II. THIS COURSE IS BEING PROPOSED FOR:

- Course Approval Only
 Course Approval and Liberal Studies Approval
 Liberal Studies Approval only (course previously has been approved by the University Senate)

III. APPROVALS

Thomas Nowak
Department Curriculum Committee

Charles Kohler
College Curriculum Committee
Director of Liberal Studies
(where applicable)

Ray Snyder
Department Chairperson

Mark Dwyer
College Dean*

Provost
(where applicable)

*College Dean must consult with Provost before approving curriculum changes. Approval by College Dean indicates that the proposed change is consistent with long range planning documents, that all requests for resources made as part of the proposal can be met, and that the proposal has the support of the university administration.

IV. TIMETABLE

Date Submitted
to LSC _____
to UWUCC _____

Semester/Year to be
implemented _____

Date to be published
in Catalog _____

LIBERAL STUDIES COURSE APPROVAL FORM

About this form: Use this form only if you wish to have a course included for Liberal Studies credit. The form is intended to assist you in developing your course to meet the university's Criteria for Liberal Studies, and to arrange your proposal in a standard order for consideration by the LSC and the UWUCC. If you have questions, contact the Liberal Studies Office, 353 Sutton Hall; telephone, 357-5715.

Do not use this form for technical, professional, or pre-professional courses or for remedial courses, none of which is eligible for Liberal Studies. Do not use this form for sections of the synthesis course or for writing-intensive sections; different forms will be available for those.

PART I. BASIC INFORMATION

A. For which category(ies) are you proposing the course? Check all that apply.

LEARNING SKILLS

- First English Composition Course
- Second English Composition Course
- Mathematics

KNOWLEDGE AREAS

- Humanities: History
- Humanities: Philosophy/Religious Studies
- Humanities: Literature
- Fine Arts
- Natural Sciences: Laboratory Course
- Natural Sciences: Non-laboratory Course
- Social Sciences
- Health and Wellness
- Non-Western Cultures
- Liberal Studies Elective

B. Are you requesting regular or provisional approval for this course?

- Regular Provisional (limitations apply, see instructions)

C. During the transition from General Education to Liberal Studies, should this course be listed as an approved substitute for a current General Education course, thus allowing it to meet any remaining General Education needs? yes no

If so, which General Education course(s)? SO 231

PART II. WHICH LIBERAL STUDIES GOALS WILL YOUR COURSE MEET? Check all that apply and attach an explanation.

All Liberal Studies courses must contribute to at least one of these goals; most will meet more than one. As you check them off, please indicate whether you consider them to be primary or secondary goals of the course. [For example, a history course might assume "historical consciousness" and "acquiring a body of knowledge" as its primary goals, but it might also enhance inquiry skills or literacy or library skills.] Keep in mind that no single course is expected to shoulder all by itself the responsibility for meeting these goals; our work is supported and enhanced by that of our colleagues teaching other courses.

	Primary	Secondary
A. Intellectual Skills and Modes of Thinking:	See Proposal pp. 1-2	
1. Inquiry, abstract logical thinking, critical analysis, synthesis, decision making, and other aspects of the critical process.	<u>XX</u>	_____
2. Literacy--writing, reading, speaking, listening	<u>XX</u>	_____
3. Understanding numerical data	_____	_____
4. Historical consciousness	_____	<u>XX</u>
5. ^{social} Scientific inquiry	<u>XX</u>	_____
6. Values (ethical mode of thinking or application of ethical perception)	<u>XX</u>	_____
7. Aesthetic mode of thinking	_____	_____
B. Acquiring a Body of Knowledge or Understanding Essential to an Educated Person	<u>XX</u>	_____
	See Proposal p. 2	
C. Understanding the Physical Nature of Human Beings	_____	_____
D. Certain Collateral Skills:		
1. Use of the library	_____	<u>X</u>
2. Use of computing technology	_____	_____

PART III. DOES YOUR COURSE MEET THE GENERAL CRITERIA FOR LIBERAL STUDIES? Please attach answers to these questions.

- A. If this is a multiple-section, multiple-instructor course, there should be a basic equivalency (though not necessarily uniformity) among the sections in such things as objectives, content, assignments, and evaluation. Note: this should not be interpreted to mean that all professors must make the same assignments or teach the same way; departments are encouraged to develop their courses to allow the flexibility which contributes to imaginative, committed teaching and capitalizes on the strengths of individual faculty.

What are the strategies that your department will use to assure that basic equivalency exists? Examples might be the establishment of departmental guidelines, assignment of responsibility to a coordinating committee, exchange and discussion of individual instructor syllabi, periodic meetings among instructors, etc.

See proposal pp. 2-3

- B. Liberal Studies courses must include the perspectives and contributions of ethnic and racial minorities and of women wherever appropriate to the subject matter. If your attached syllabus does not make explicit that the course meets this criterion, please append an explanation of how it will.

See proposal p.3

- C. Liberal Studies courses must require the reading and use by students of at least one, but preferably more, substantial works of fiction or nonfiction (as distinguished from textbooks, anthologies, workbooks, or manuals). Your attached syllabus must make explicit that the course meets this criterion.

[The only exception is for courses whose primary purpose is the development of higher level quantitative skills; such courses are encouraged to include such reading, but are not expected to do so at the expense of other course objectives. If you are exercising this exception, please justify here.]

See proposal p.3

- D. If this is an introductory course intended for a general student audience, it should be designed to reflect the reality that it may well be the only formal college instruction these students will have in that discipline, instead of being designed as the first course in a major sequence. That is, it should introduce the discipline to students rather than introduce students into the discipline. If this is such an introductory course, how is it different from what is provided for beginning majors?

See proposal p.3

E. The Liberal Studies Criteria indicate six ways in which all courses should contribute to students' abilities. To which of the six will your course contribute? Check all that apply and attach an explanation.

- XX 1. ^{See Proposal pp. 3-4} Confront the major ethical issues which pertain to the subject matter; realize that although "suspended judgment" is a necessity of intellectual inquiry, one cannot live forever in suspension; and make ethical choices and take responsibility for them.
- XX 2. Define and analyze problems, frame questions, evaluate available solutions, and make choices
- XX 3. Communicate knowledge and exchange ideas by various forms of expression, in most cases writing and speaking.
- ___ 4. Recognize creativity and engage in creative thinking.
- XX 5. Continue learning even after the completion of their formal education.
- XX 6. Recognize relationships between what is being studied and current issues, thoughts, institutions, and/or events.

PART IV. DOES YOUR COURSE MEET THE CRITERIA FOR THE CURRICULUM CATEGORY IN WHICH IT IS TO BE LISTED?

Each curriculum category has its own set of specific criteria in addition to those generally applicable. The LSC provides copies of these criteria arranged in a convenient, check-list format which you can mark off appropriately and include with your proposal. The attached syllabus should indicate how your course meets each criterion you check. If it does not do so explicitly, please attach an explanation.

CHECK LIST -- SOCIAL SCIENCES

Knowledge Area Criteria which the course must meet:

- XX *See Proposal pp. 3-4*
Treat concepts, themes, and events in sufficient depth to enable students to appreciate the complexity, history, and current implications of what is being studied; and not be merely cursory coverages of lists of topics.
- XX Suggest the major intellectual questions/problems which interest practitioners of a discipline and explore critically the important theories and principles presented by the discipline.
- XX Allow students to understand and apply the methods of inquiry and vocabulary commonly used in the discipline.
- XX Encourage students to use and enhance, wherever possible, the composition and mathematics skills built in the Skill Areas of Liberal Studies.

Social Science criteria which the course must meet:

- XX *See proposal p. 6*
Explore the critical thinking and analytical skills employed by the discipline to offer meaningful explanations of social and individual behavior.
- XX Acquaint students with the various approaches, perspectives, and methodologies used to examine the intellectual questions and problems of the discipline(s).
- XX Include, where appropriate, discussion of other cultures and subcultures, including minorities, and the roles of women.

Additional Social Science criteria which the course should meet:

- XX *See proposal p. 6*
Illustrate how a discipline shares common theories and methods with other disciplines in the social sciences.
- XX Promote an understanding of individuals, groups, and their physical and social environment by exploring and analyzing concepts developed in the discipline(s).

LIBERAL STUDIES PROPOSAL

CONTEMPORARY SOCIAL PROBLEMS SO 231

Part II. Which Liberal Studies Goals Will Your Course Meet?

A. Intellectual Skills and Modes of Thinking.

Our Social Problems course is designed to develop the following liberal studies intellectual skills: A-1, inquiry, abstract logical thinking, critical analysis and synthesis; A-2, literacy; A-5, (social) scientific inquiry; and A-6, values and ethics. Additionally, some of the Social Problems sections contribute to goal A-4, historical consciousness.

A-1. The development of abstract logical thinking, critical analysis and synthesis is the major objective of the Social Problems course. It is accomplished through teaching students a specific method of critical analysis and having them use this method in class and as they write regular (in some sections, weekly) assignments and papers. As such it is discussed in detail in the Generic Syllabus (see pp. 1-2, "Overview" and "Objectives" and page 5, Appendix B).

A-2. Through the regular (in some sections, weekly) practice of writing critically, the goal of literacy also becomes a major emphasis of the course. Students are taught to read critically and write logically, and are given multiple opportunities to improve writing skills. In addition, they are taught to use citations, footnotes and references correctly. Once they complete this course they will know how to write a term paper for an upper division course. Again, see the "Overview" and "Objectives" section (pp. 1-2) and Appendix B (pp. 5-6) of the Generic Syllabus for a detailed discussion of the function of reading and writing in the course.

A-4. In some sections of the course, each current social problem is presented in its historical context, thus contributing to students' development of historical consciousness through the course. For example, during the sections on poverty and poverty policy, class lecture and discussion would include FDR's New Deal, proposed changes in AFDC policy by Nixon and Carter and the Reagan retrenchment in social welfare policy.

A-5. The skill of social scientific inquiry is developed as part of the critical reasoning section of the course. Students are taught how social scientists gather data, the different kinds of data that can be gathered (e.g., anecdotal, historical, survey), and the types of generalizations and conclusions that can be drawn from each type of data. They are then challenged to look for the type of evidence authors present and analyze whether the

conclusions the authors draw are appropriate to the type of evidence presented.

A-6. The application of values, or the skill of developing an ethical mode of thinking, is taught primarily through discussion during the course. Throughout the course the values inherent in differing viewpoints and the potential ethical implications of different courses of social action (or non-action) will be emphasized in class discussion. The issues raised in this course are often highly charged for students. Students will be helped to examine, clarify and make explicit their own values as they participate in class discussion of assigned articles and videotapes.

B. Acquiring a Body of Knowledge Essential to an Educated Person

Our Social Problems course helps students acquire "a body of knowledge essential to an educated person." By helping the student interpret events as part of general patterns, we encourage the student to learn more about his/her own and other societies. Social problems often reflect or constitute "major trends in society" (e.g, racism, unemployment, declining productivity, divorce). Social processes (e.g., socialization, education, development of technology) help us understand how such social trends develop in the United States and other societies.

D. Collateral Skills

D-1. Students will grow in their ability to use the library as they work on their term papers.

Part III. Does Your Course Meet the General Criteria for Liberal Studies?

A. While ordinarily no more than two faculty members teach this course at the same time, different instructors may teach it from semester to semester. Currently, both instructors are using the same text and have the same basic design to their courses. However, it is possible that new instructors may use different texts. Therefore, the Department of Sociology will use several strategies to "assure that basic equivalency exists." Our undergraduate Education Committee will collect syllabi from faculty teaching Social Problems, review the syllabi, and meet with instructors to discuss ways in which they meet or do not meet the goals for liberal studies generally and the social sciences knowledge area in particular. In reviewing courses and syllabi, the Undergraduate Education Committee will use a number of general criteria to assess basic equivalency among Social Problems Courses. First, every Social Problems section ought to give students exposure to a variety of important social problems (See the generic syllabus for examples). Second, every Social Problems section

ought to be designed to develop the intellectual skills outlined above. Third, as they cover specific social problems, faculty should give coverage to critical sociological views on to the social problem at hand, such as social stratification, race and ethnicity, gender stratification, political economy and the structure of power, and family organization.

Social Problems courses give strong attention to the perspectives of ethnic minorities and women. Gender stratification and race and ethnicity are basic areas of sociological concern and are basic to Social Problems courses. Instructors typically spend at least two weeks on sex and gender and race and ethnicity, and these issues are central to the design of most of the course with the exception of the unit on the environment.

C. This course will require students to read at least one substantial work of nonfiction. Additionally, they will have to write a critical analysis of the work and incorporate it as a source in their term paper. Representative required titles might include: 1) Silent Spring, by Rachel Carson, which argues an environmentalist position that the problems of ground and water pollution through use of pesticides and toxic industrial wastes outweigh the benefits of these chemicals to society, 2) The Declining Significance of Race, by William Julius Wilson, which argues that the "indirect" effects of economic discrimination are more important than the "direct" effects of overt racism in explaining economic inequality of blacks in the U.S.; 3) The Fate of the Earth, by Jonathan Schell, which argues that the nuclear arms race escalates, rather than reduces, the danger of nuclear war and therefore should be ended; and 4) Megatraumas: America at the Year 2000, by Richard D. Lamm, which argues that reckless spending and inadequate investment led to the current budget deficit and will bring economic crisis if U.S. economic policy is not changed. See pp. 2-3 of the Generic Syllabus for more information on this point.

D. Social Problems is a course designed for a general student audience. It was designed for non-majors and the majority of students in the class are non-majors. While Sociology majors may take the course, most are not required to do so and Social Problems is not a prerequisite for any other Sociology course.

PART III SECTION E.

Social Problems courses contribute in several ways to student's abilities.

E-1. In the Social Problems course we confront major ethical issues virtually every class session. As we discuss each social problem, differing views about the causes of the problem and opposing views about potential solutions to the problem, the values behind differing views and the ethical implications of various policy choices are emphasized. In so doing, we sensitize students

to their own biases about racial and occupational inequality, gender stereotypes, interpersonal relations, etc. Once students become more aware of their own prejudices and how such prejudices influence their behavior, and how groups and individuals currently and historically have combatted injustice, our students are better positioned to make ethical choices and take responsibility for them.

E-2. As discussed above in section II-A-1 (p. 1 of this proposal) and in the Generic Syllabus (see pp. 1-2, "Overview" and "Objectives" and page 5, Appendix B), the major emphasis of this course is to teach students to define and analyze problems, frame questions, evaluate available solutions and make choices.

E-3. As discussed above in section II-A-2 (pp. 1-2 of this Proposal) and in the Generic Syllabus, regular (in some sections, weekly) writing assignments and class discussion in every class session ensure that students make significant gains in their ability to communicate knowledge and exchange idease during their semester in Social Problems.

E-5. Social Problems course often encourage students to continue learning. In some sections students who have had intensive practice in critical analysis report that they are already applying these new skills as they read newspapers, newsmagazines, platforms and and listen to candidates' speeches and ads on TV. We expect them to use these skills to enhance their learning and participation in the political process after the completion of their formal education at IUP.

E-6. Since the entire Social Problems course is about current issues, thoughts, institutions and events, this goal is automatically met by this course.

SOCIAL SCIENCES CHECK LIST:

A-Knowledge Area Criteria which the course must meet

A-1. This course does not provide a cursory coverage of lists of topics. Instead, it treats concepts, themes and events in depth. Each social problem discussed is presented in terms of its past history, its causes and consequences, the opposing viewpoints of different factions contributing to the debate on the problem, and the potential solutions that might ameliorate the problem--both those that have been tried and those as yet untried.

A-2. The social problems presented in class are used as a springboard to discuss the major intellectual questions/problems which interest sociologists. Several techniques used in Social Problems classes assure that the major intellectual questions/problems which interest sociologists are covered in

sufficient depth. Most Professors favor one of the dominant theoretical perspectives in sociology and use this perspective to organize many topics. A conflict theorist, for example, views society as a system characterized by groups' struggles over resources, social inequality and social conflict that often leads to change. Conflict theorists typically examine how different institutions create, perpetuate or exemplify inequality. Such a theorist might ask, for example, "How does gender socialization within the family perpetuate gender tracking that reinforces male economic dominance?" This type of unity in theoretical perspective adds depth to much of our analysis of the different social problems discussed in class. At the same time our appreciation of theories that differ from those we favor, enables students to understand the complexity of social analysis.

Second, faculty constantly link concepts to each other in their effort to understand complex social phenomena. For example, one cannot discuss social inequality without also discussing a) the emergence of racial and ethnic subcultures b) the process of socialization in different classes and ethnic groups c) the tendency of dominant groups to perpetuate themselves d) the relationship between corporate and political power in America, and e) the short run profit orientation of many corporations and willingness of shift capital abroad, etc.

A-3. Social Problems students are exposed to the methods of inquiry and the vocabulary commonly used in the discipline of Sociology. We teach students how to use techniques common in the social sciences to define and analyze problems and follow with a discussion of the different tools and techniques (e.g., survey analysis, participant observation) used to accumulate information and interpret and analyze such information.

A-4. Social Problems students will develop their skills in composition through regular writing assignments that build on previous assignments. For example, in one instructor's version of the course, (see Appendices B and C of the Generic Syllabus), all assignments and exams are written. In addition, longer writing assignments build upon each other. For example, students first write about poverty in Midterm 1. For their final exam, which is comprehensive, they build upon the work they did in Midterm 1 and develop the topic further. Likewise, the book report requires both that they apply the critical analysis method they have been learning to a larger format than an article, and serves as an initial draft of the important arguments for their term paper.

B. SOCIAL SCIENCE CRITERIA WHICH THE COURSE MUST MEET

B-1&2. A major objective of this course is to teach the students a method of critical analysis consistent with social scientific reasoning. We also explore the formal analytical skills employed by sociologists. We discuss the nature of scientific evidence,

the logic of science, how one examines relationships among variables and limitations on the logic of science. We also examine methods of sociological research (e.g., experiments, survey research, historical analysis, participant observation, etc.).

B-3. In our Social Problems course we give strong attention to the perspectives of ethnic minorities and women. Gender stratification and race and ethnicity are basic areas of sociological concern and get serious treatment in Social Problems courses. See Section III-B above for a more detailed discussion of how the perspectives of ethnic minorities and women are included in this course. In addition, during class discussion, we encourage the expression of varied perspectives of class members, especially minorities, women, the handicapped and foreign students.

C. ADDITIONAL SOCIAL SCIENCE CRITERIA WHICH THE COURSE SHOULD MEET

C-1. Because social problems must be approached on an interdisciplinary basis, the common (and variant) perspectives of sister social science disciplines, with emphasis on economics and political science and some discussion of psychology and anthropology are included along with sociological perspectives in class discussions of theories of the causes of social problems in this course.

C-2. Macroeconomic vs. micro social-psychological theories of how individuals and groups are affected by their physical and social environment are central to the study of poverty and inequality, which is the unifying core topic in most instructors' sections of Social Problems.

CONTEMPORARY

SOCIAL PROBLEMS
Generic Syllabus
Sociology 231

OVERVIEW OF THE COURSE:

In this course we will begin by defining the process by which an issue comes to be seen as a social problem. Then we will learn to use sociological methods to analyze the causes and solutions of various social problems. We will use the writings of sociologists and journalists to look at each social problem from the points of view of different social actors and at both the macro and micro levels. For example, we will examine the views of conservatives and liberals on single mother family poverty, hawks and doves on nuclear deterrence, and industrialists and environmentalists on acid rain.

Instructors will decide which social problems to emphasize. One might for example cover social problems such as: 1) poverty, inequality and social stratification, 2) women, gender stratification, and changes in family structure, 3) race, ethnicity and class, 4) the problems of large cities (e.g., impact of transition from industrial to information age), and 5) the environment. The specific environmental problems covered will differ from section to section, but may include: various types of pollution, the greenhouse effect, destruction of the ozone layer, acid rain, and waste disposal. Examples of additional social problems covered in some sections include: AIDS, nuclear war, alcohol/drugs/substance abuse, homelessness, crime, smoking and health, mental health, overpopulation, and poverty and inequality as consequences of the world economic system.

Some sections of this course will also include a unit on the U.S. policy-making and legislative process, so that students understand how we as a country make choices in social and economic policy, and how they as citizens participate in making those choices.

Throughout the course, in all sections, the values inherent in differing viewpoints and the potential ethical implications of different courses of social action (or non-action) will be discussed. Students will be helped to examine, clarify and make explicit their own values as they form viewpoints and participate in the political process.

OBJECTIVES FOR THIS COURSE:

The purpose of this course is to teach you to think and write critically about social problems. This is important, because a democracy stands on the ability of its citizens to make informed choices. While the facts pertaining to urgent social problems may change, the ability to reason clearly and to analyze the reasoning

of others will stand you in good stead throughout your life. As a citizen of the United States, your ideas, your voice and your vote are critical to the future of this country. Thus, the ultimate purpose of this course is to help you become an informed citizen prepared to contribute to the political process in the United States.

This overall goal will be accomplished in two ways. First, during this course you will be exposed to current, up-to-date views about the social problems that your teacher judges are most pressing at this time. Second, in your assignments and exams you will be required to analyze and write about the arguments of opposing factions as to causes and solutions of current social problems.

COURSE MATERIALS:

Different instructors will use various texts and supplementary materials in this course. Most instructors will include a mix of a textbook, and articles on specific social problems.

Typical textbooks include:

1. Baker, Paul J. and Louis E. Anderson. 1987. Social Problems: A Critical Thinking Approach. Belmont, California: Wadsworth.
2. Finsterbusch, Kurt and George McKenna. 1988. Taking Sides: Clashing Views on Controversial Social Issues (Fifth Edition). Guilford, Connecticut: Dushkin Publishing Group.

Supplementary materials might include:

1. A required subscription to a weekly news magazine, for example, Time or Mewsweek.
2. A supplementary readings packet (usually from Kinko's) containing articles representing different viewpoints on social problems to be included in the course that are not well covered in the assigned text. See Appendix A for an example of supplementary readings included in a recent section of the course.

In addition, as part of the preparation for their term paper, students will be required to read an important nonfiction book, approved by the teacher, on the social problem chosen for their term paper. Representative titles include: 1) Silent Spring, by Rachel Carson, which argues an environmentalist position that the problems of ground and water pollution through use of pesticides and toxic industrial wastes outweigh the benefits of these chemicals to society, 2) The Declining Significance of Race, by William Julius Wilson, which argues that the "indirect" effects of economic discrimination are more important than the "direct" effects of overt racism in explaining economic inequality of blacks

in the U.S.; 3) The Fate of the Earth, by Jonathan Schell, which argues that the nuclear arms race escalates, rather than reduces, the danger of nuclear war and therefore should be ended; and 4) Megatraumas: America at the Year 2000, by Richard D. Lamm, which argues that reckless spending and inadequate investment led to the current budget deficit and will bring economic crisis if U.S. economic policy is not changed.

METHOD OF EVALUATION:

In all sections, course grades will be based on the total number of points accumulated during the course, with grades assigned on the standard 90-100%--A, 80-89%--B, 70-79%--C... scale. The number of assignments/exams, due dates, the point value of each assignment/exam and the criteria for grades and will be clearly specified in each syllabus.

See Appendix B for the assignments and method of evaluation used in a recent section of the course.

COURSE OUTLINE:

Course outlines will vary according the emphases of different instructors. See Appendix C for a sample course outline.

Appendix A

Articles included in the Supplementary Readings Packet of a typical section of SO 231:

HOMELESSNESS:

McChesney, Kay Young. "Families: The New Homeless." Family Professional 1(1):13-14, 1986.

Riordan, Teresa. "Housekeeping at HUD: Why the homeless problem could get much, much worse." Common Cause Magazine, March/April:26-31, 1987.

ENVIRONMENT:

"Endangered Earth: Planet of the Year--What on Earth are We Doing?" Time, 133(1):24-74, 1989.

Woods, Frank W. "The Acid Rain Question--Making Decisions Today for Tomorrow." The Futurist, Jan./Feb:34-37, 1987.

AIDS:

Bezold, Clement, Jonathan Peck and Robert L. Olson. "AIDS and the Year 2000." The Futurist, Nov/Dec:9-21, 1987.

NUCLEAR WAR:

Schell, Jonathan. "Is Nuclear Deterrence Irrational?--Yes." Excerpt from The Fate of the Earth, Pp. 296-304 in Finsterbusch, Kurt and George McKenna (eds.). Taking Sides: Clashing Views on Controversial Social Issues (Fifth Edition). Guilford, Connecticut: Dushkin Publishing Group, 1988.

Krauthammer, Charles. "Is Nuclear Deterrence Irrational?--No." Excerpt from "The real way to prevent nuclear war." The New Republic, April 28, 1982.

POVERTY:

Wilson, William Julius. "The American Underclass: Inner-City Ghettos and the Norms of Citizenship." Preprint of the Godkin Lecture, delivered on April 26, 1988, John F. Kennedy School of Government, Harvard University.

Appendix B

Sample list of assignments and method of evaluation.

This version of the course is based on the use of Baker and Anderson's method of critical analysis, which requires students to analyze each author's argument in terms of causes, evidence, solutions and values, using a critical analysis form (provided in their supplementary packet) and essays.

Therefore, all assignments and exams are written (take home) and require critical thinking and analysis, rather than memorization.

In addition, longer writing assignments build upon each other. For example, students first write about poverty in Midterm 1. For their final exam, which is comprehensive, they build upon the work they did in Midterm 1 and develop the topic further. Likewise, the book report requires both that they apply the critical analysis method they have been learning to a larger format than an article, and serves as an initial draft of the important arguments for their term paper. In both Midterm 2 and the Final Exam, students are also given an opportunity to develop their own solutions for important social problems after analyzing the policy solutions suggested by others.

<u>Assignment</u>	<u>Points</u>	<u>Short Description</u>
Assignment 1	5	Register to Vote.
Assignment 2	0	Select Term Paper Topic
Assignment 3	15	Critical Analysis of "A Mother's Choice," pp. 87-92.
Assignment 4	30	Critical Analysis of "The American Lower Class: A Typological Approach" (pp. 134-144).
Midterm 1	70	"Why are single-mother families poor?"
Assignment 5	40	Critical analysis of "The Black Underclass" (pp. 197-202).
Assignment 6	40	Critical analysis & book review of book selected for term paper.
Assignment 7	40	Critical analysis of "From an Urban Policy to a Social Policy" (pp. 291-320).

Midterm 2	70	"Develop a national drug policy"
Term Paper	70	
Final Exam	<u>120</u>	"Why are black single-mother families living in rustbelt inner cities poor?"

Total: 500 Points

Grading Scale. For each assignment or exam you will be given a letter grade and the number of points earned. In assigning points for letter grades your teacher will use the following scale:

A+	98-100%
A	93-97%
A-	90-92%
B+	88-89%
B	83-87%
B-	80-82%
C+	78-79%
C	73-77%
C-	70-72%
D+	68-69%
D	63-67%
D-	60-62%
F	0-59%

At any point during the course you can compare the total possible points with the points you have earned, look at this scale, and compute your grade at that time.

Course Grade. There will be a total of 500 points possible in the course. Your course grade will be determined by the total number of points you earned during the semester, using the following scale:

A	450-500 Points	90-100%
B	400-449 Points	80-89%
C	350-399 Points	70-79%
D	300-349 Points	60-69%
F	0-299 Points	0-59%

Class Participation. Class participation will be very important during the course. If everyone talks, we'll all learn a lot and enjoy our time together. Therefore, you will be rewarded for class participation. If your total points fall within 10 points of the next highest grade (for example, you get 440 points, but you need 450 points to get an "A,") your teacher may, at her option, choose to give you the higher grade. Her decision will be based on records of how prepared you were in class and how well you participated in class discussion.

APPENDIX C

SOCIAL PROBLEMS
SO 231
SAMPLE COURSE OUTLINE

EXPECTATIONS:

1. Do assigned reading before you come to class so that you can participate in the class discussion. As you read, think about your own beliefs with regards to the social problem being presented. What do you think? Do you agree or disagree with the author? Why do you agree or disagree? Can you support your own opinions?
2. Be prepared to discuss your opinions and analyses in class. You will be expected to debate ideas in class and on paper. You will be free to hold any opinion you like, (opinions opposing those of your teacher are welcome), but you must be prepared to examine the logic and emotions behind your opinions, and you will have to defend your opinions against others with different views. This should be fun--it can be an exhilarating experience to engage in spirited debate on issues of real importance.
3. When you are assigned to do a critical analysis, be prepared to present your analysis in class (you will often be asked to put a section of it on the board).

CLASS SCHEDULE:

- | | |
|---------|--|
| Week 1: | Introduction to the course. |
| 9/8 | Syllabus, assignments and grading. Discussion of Assignment 1 (Register to vote. Due Th., 9/15.) |
| Week 2: | Learning about Social Problems. |
| 9/13 | <u>Read</u> Chapter 1. The Construction of Social Problems. Discussion of Assignment 2 (Select term paper topic. Due Tuesday, 9/27.) |
| 9/15 | <u>Read</u> Chapter 2. Journalism, Sociology, and Macro/Micro perspectives. |
| | <u>Turn in</u> Assignment 1. |
| Week 3: | Critical Reasoning. |
| 9/20 | <u>Read</u> Chapter 3. Guidelines for Critical Reasoning. |

- 9/22 Analysis from the ground up--sentences, paragraphs, sections, articles, books.
- Week 4: Critical Reasoning continued.
- 9/27 Read Chapter 4. Case Study in Critical Reasoning.
Turn in Assignment 2.
- 9/29 Read Chapter 5, pp. 87-99.
Turn in Assignment 3. Assignment 3: Using forms provided, do a critical analysis of "A Mother's Choice" (pp. 87-92).
- Week 5: Gender Stratification.
- 10/4 Read Chapter 5, pp. 100-124. Videotape: "Rosie the Riveter."
- 10/6 Read Chapter 6, pp. 125-144.
Turn in Assignment 4. Assignment 4: Using forms provided, do a critical analysis of "The American Lower Class: A Typological Approach" (pp. 134-144).
- Week 6: Poverty.
- 10/11 Read Chapter 6, pp. 145-151.
- 10/13 Turn in Midterm 1. Class discussion will be a debate of the positions you have taken on Midterm 1.
- Week 7: Race, Class and Poverty.
- 10/18 Read Chapter 7, pp. 159-201. Videotape: "The Vanishing Black Family."
- 10/20 Read Chapter 7, pp. 183-202.
Turn in Assignment 5. Assignment 5: Using forms provided, do a critical analysis of "The Black Underclass" (pp. 197-202).
- Week 8: Substance Abuse.
- 10/25 Read Chapter 8, pp. 203-218. Videotape: "War on Drugs? The Case of South Jamaica."
- 10/27 Read Chapter 8, pp. 219-233.

Turn in Assignment 6 (Book Review.)

Week 9: The Problems of Large Cities.

11/1 Read Chapter 10, pp. 270-290.

11/3 Read Chapter 10, pp. 291-320.

Turn in Assignment 7. Assignment 7: Using forms provided, do a critical analysis of both "From an Urban Policy to a Social Policy" and "Response to the President's Commission Report" (pp. 291-320).

Week 10: Homelessness.

11/8 Read Homelessness I (Micro) articles in Supplementary readings packet. Videotapes on Homelessness: "Shopping Bag Lady," "Inner-City Dwellers: Housing."

11/10 Read Homelessness II (Macro) articles in Supplementary readings packet.

Week 11: The Environment.

11/15 The world ecological system. Read pp. 26-35, Time magazine handout.

11/17 Pollution and the greenhouse effect; Waste disposal. Read pp. 36-47. Discuss Midterm 2.

Week 12:

11/22 Turn in Midterm 2. Class discussion will be a debate of the positions you have taken on Midterm 2.

11/24 Thanksgiving. No class.

Week 14: Acid Rain; Nuclear Deterrence.

11/29 Read Chapter 12, pp. 390-404 and Acid Rain articles in Supplementary readings packet. Videotape: "Acid Rain."

12/1 Read Nuclear Deterrence articles in Supplementary readings packet. Videotape: "Nuclear Strategy for Beginners."

Week 15: AIDS.

12/6 AIDS (no assigned reading).

Turn in Term Paper.

12/8 Read AIDS articles in Supplementary readings packet.

Week 16: Poverty Policy.

12/13 Audiotapes: Nixon and Ford on Welfare Policy.

12/15 Summary and Course Evaluation

Final Exams: 12/17 - 12/22 Turn in Final Exam.