Honolulu Community College
General Education – DIVERSIFICATION DESIGNATION
Certification and Recertification
Application Form
Spring 2012

APPLICANT: Fumiko Takasugi

E-MAIL: takasugi@hawaii.edu

COURSE ALPHA and NUMBER: SOC218

COURSE TITLE: Introduction to Social Problems

ESTIMATED NUMBER OF SECTIONS:
Fall: 1
Spring: 1

APPLICATION IS FOR:
☐ New Course ☐ Modified Course x Existing Course ☐ Re-designation

☐ Certification x Re-Certification. Date of last certification:

DIVERSIFICATION AREA DESIGNATION SOUGHT:
☐ DA (Arts) ☐ DP (Physical Sciences)
☐ DB (Biological Sciences) X DS (Social Sciences)
☐ DH (Humanities) ☐ DY (Laboratory)
☐ DL (Literature and Language)

What percentage of the CONTENT of this course focuses on this diversification area? 100%

What percentage of CLASS MEETINGS focuses on this diversification area? 100%
1. **Hallmarks and SLOs.** Please explain how course-specific SLOs align with the diversification area’s hallmarks.

**DS.1. uses the terminology of theories, structures, or processes in the social or psychological sciences.**

SLO 1 – Employ major sociology theoretical perspectives to social problems in daily life
SLO 4 – Summarize, analyze, and evaluate academic articles about social problems
SLO 5 – Use writing to discover, develop, and support ideas on social problems

Students of SOC218 learn major theoretical approaches in Sociology, as well as societal processes, through concepts like socialization and structure versus agency, especially with regards to social problems (SLO 1) through lectures, discussion, reading, and writing. Familiarity with concepts leads to the ability to use the terminology (SLO 4, SLO 5). This familiarity is acquired through learning the concepts, and engagement with the terms results in the application of these concepts.

**DS.2 involves concepts, models, practices, or issues of concern in the scientific study of these theories, structures, or processes**

SLO 1 – Employ major sociology theoretical perspectives to social problems in daily life
SLO 2 – Recognize strengths and weaknesses of basic sociological research methods in social problems
SLO 3 – See social problems in the local, national, and the global
SLO 4 – Summarize, analyze, and evaluate academic articles related to social problems
SLO 5 – Use writing to discover, develop, and support ideas on social problems
SLO 6 – Use discussion to discover, develop, and support ideas on social problems

DS2 addresses the core of Sociology, which is the scientific study of the interaction of individual and society. The individual is affected by the society in which s/he lives, and the individual also affects that society. SOC218 introduces students to the scientific method (SLO 2), the meaning of the social fact, and how these can be applied in the sociological imagination (SLO 1) as applied particularly to the area of social problems. Students of SOC218 are challenged to apply concepts and models to everyday examples and current events (SLO 3). They are expected to gradually utilize sociological concepts and models in analyzing daily life. This is done through engaging in critical thinking through discussion (SLO 6), reading (SLO 4), and writing (SLO 5).

**DS3. demonstrates inquiry that is guided by quantitative and/or qualitative methods employed in the scientific study of structures or processes of these sciences.**

SLO 2 – Recognize strengths and weaknesses of basic sociological research methods in social problems
SLO 4 – Summarize, analyze, and evaluate academic articles related to social problems
SLO 5 – Use writing to discover, develop, and support ideas on social problems
SLO 6 – Use discussion to discover, develop, and support ideas on social problems

Students of SOC218 gain an understanding of the scientific method in order to distinguish "common sense" knowledge from knowledge gained by rigorous systematic observation through an objective eye. Students learn both quantitative methods such as survey, experiments, and content analysis as well as ethnographic and archival research that is more qualitative in nature, learning the strengths and weaknesses of each (SLO 2). As a way of accomplishing this learning, students read academic work (SLO 4), do structured writing (SLO 5), and engage in discussion that encompasses the scientific method (SLO 6).

2. Assessment strategies. Explain assessment strategies you have used (or plan to use) to measure the degree to which students exit the course with the course-specific SLOs. If there are multiple sections of the course taught by different instructors, please discuss how assessment is (or will be) carried out across instructors.

Multiple instructors teach sections of SOC218. Instructors assess SLOs each semester through exams, writing assignments, and discussion/oral presentations. Student surveys are also utilized as a form of assessment data, although information gained is less direct with regard to how well a student has achieved a given SLO (since this is based on the student’s confidence in what s/he has achieved).

Exams

Type of exam differs from instructor to instructor. However, regardless of mode (i.e., essay format, multiple choice, short answer, or a combination of these), exams are developed to assess: 1) whether a student knows and can apply the necessary terminology of theories, structures, and social process and 2) whether a student comprehends and can use the concepts involved in the scientific method. A few examples can help to illustrate. A multiple-choice question may test a student on whether s/he knows the definition of social construction. Such an exam question can assess SLOs 1 and 4. A short-answer question can assess how well a student understands the strengths and weaknesses of quantitative versus qualitative research methods (SLO 2). In an essay exam question, the instructor can assess SLOs 1 and 2 through SLOs 4 and 5. The instructor can ask the student to demonstrate the application of a concept like claimmaking, by having him/her write a paragraph or two to show how an article (read for class) utilizes the concept.

Writing assignments

Different instructors have developed different writing assignments in the various sections of SOC218, but all instructors create such assignments to assess how well students: 1) understand concepts and theories (SLO 1); 2) are able to apply these concepts and theories to everyday life (SLO 3); and 3) can use the scientific method to structure writing (SLO 2, SLO 5). Writing assignments directly assess SLO 5. SLO 4 is also assessed in writing assignments, as proper citation and format are significant parts of a Sociology paper. Reviewing literature and the ability to discuss and apply concepts, theories, and methods from peer-reviewed published work are important skills learned in SOC218. Acquisition of these skills is assessed through student writing.

Discussion and oral presentations
Different instructors have developed different discussion and oral presentation requirements in the various sections of SOC218. Some instructors do not stress much oral in-class presentation, while others have students work on group projects to be presented to the rest of the class. For example, one instructor has students work in groups to examine and demonstrate how we tend to think that privilege is earned and that what one has/owns was gained through individual effort. Examining subsidized housing, education, and other areas of everyday life on the personal level in a group helps us understand why as a society we are hard on the idea of "welfare" but would do very badly if it did not exist (SLO 1, SLO 3).

Student surveys

Regular student evaluations conducted at the end of the semester as well as more informal surveys are used to gauge how students feel about their learning in SOC218. For example, questions such as how well a student feels s/he achieved understanding human behavior and use of research methods and scientific inquiry skills help derive quantitative data on students' confidence in these areas. Furthermore, areas where students feel they need more work and/or support can be fleshed out in the open-ended questions at the end of the evaluations.

3. **Assessment of assessment.** How have you used (or plan to use) the assessment findings to modify or improve this course? If there are multiple sections of the course taught by different instructors, please discuss how review of assessment results is (or will be) carried out across instructors.

Individual instructors review results from exams, papers, and oral presentations each semester to determine where students are succeeding and where they are experiencing difficulty. Instructors then work on modifying teaching in areas where assessment shows students having difficulty. For example, exams often show that students have difficulty in applying concepts to real-life scenarios. Theories are often abstract and difficult to grasp; therefore, instructors work at exposing students to many examples in lectures and through reading. If students do not come to class or do not do the reading, they will not be fully comprehend or be able to apply these concepts. Instructors have therefore worked on attendance policy or testing and quizzing students specifically on readings.

Instructors in Sociology also continuously reflect on and discuss challenges in the SOC218 sections throughout the semester. At the end of the semester, the instructors meet as a department to reflect back on what worked and what hadn't worked during the past semester. Exam questions, paper guidelines, use of specific materials, group projects, and other innovations are continuously revisited in these instructor group settings. Looking to the future, we now have a plan in place to continue these meetings, but with a focus on the Diversification Hallmarks and course SLOs. The results of these meetings will be reflected in the next round of recertification of the course.
DIVERSIFICATION BOARD DECISION:

☐ Approved

Re-Certification Due: ____________________

☐ Not approved

If not approved, reasons for disapproval:


Diversification Board Chair Signature: ____________________

Date: ________________
INTRODUCTION TO SOCIAL PROBLEMS  
(SOC218—CRN 21293/SOC218W—CRN21294)  
COURSE SYLLABUS

UNIVERSITY OF HAWAII HONOLULU COMMUNITY COLLEGE  
FALL SEMESTER 2012  
T/R 11:30-12:45 Bldg 7/634

Instructor  
Fumiko Takasugi, Ph.D.

Office Hours  
M/T 1:30-2:30, M/W 10:30-11:30 and T 4-5 or by appointment in  
Bldg 7/621

Contact info  
845-9152 and takasugi@hawaii.edu  
Please DO NOT private message me on Laulima – email me  
directly instead.

Required Materials  
  Co.  
- Other readings will be announced and distributed in class.

Recommended Materials  
- Other readings will be announced and distributed in class.

This course focuses on the study of local (Hawaii), national, and international social problems,  
using the social problems process approach.

This course gives the student a dual option of taking the course as a Writing Intensive (WI) focus  
designated course or as a non-WI course. Note the difference in requirements and grading  
throughout the syllabus.

Course Description  
(from the college catalogue) The course will acquaint students with the  
variety of social problems facing our society today. Local social problems will be emphasized.  
Sociological research and theories related to crime and delinquency, drug and alcohol abuse,  
sexual deviance, ethnic relations, economic disruption and unemployment, social consequences  
of sexism, and family disorganization will be discussed.

Student Learning Outcomes

Upon course completion, you will have had the opportunity to:

1. Employ major sociology theoretical perspectives to social problems in daily life,

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syllabus and all of it is necessary to get the most out of this class.
2. Recognize strengths and weaknesses of basic sociological research methods in social problems,
3. See social problems in the local, national, and the global,
4. Summarize, analyze, and evaluate academic articles about social problems,
5. Use writing to discover, develop, and support ideas on social problems,
6. Use discussion to discover, develop, and support ideas on social problems.

**DS Credit/Articulation/Prerequisite**  
SOC218 fulfills a social sciences requirement (DS) for the A.A. degree at HCC and UH-Manoa. This three-credit course transfers to all UH campuses and virtually every college in the country; however, students should review their core distribution requirements before enrolling. As this is a transfer level course, ENG22/60 is a prerequisite and collegiate reading and writing levels are absolutely necessary.

As this is a transfer level course and because this course is Writing Intensive (WI) certified, if you are taking this course for WI credit, a grade of "C" or higher in English 100 is a prerequisite and collegiate reading and writing levels are absolutely necessary.

**Notes, Announcements, Discussions, and Laulima**  
I will be using Laulima to post lecture outlines, announcements, and discussions. After every exam, I start a new set of lecture outlines, so you end up with 3 sets by the end of the semester. The OUTLINES ARE IMPORTANT in this class and I refer to them during class lectures, so be sure to stay up-to-date with them. I also post materials that I use during class, including this syllabus, so if you lose your copy you can always get another one off Laulima. I STRONGLY RECOMMEND that you check Laulima at least weekly. The link for Laulima is https://laulima.hawaii.edu/portal. Check it out 🍀

FYI: I also urge you to start or continue discussions on Laulima for you and your classmates. I will also count participation on these discussion sites as participation in the class, so take advantage, especially if you're not too keen on participating in in-class discussions.

**Service Learning**  
While not mandatory, you can earn service learning credits while you are taking this course. Service learning courses are a new designation on our campus, and you will be hearing more about this aspect of the course early on in the semester. See the section on "Project" for COURSEWORK below for more information on SL regarding this course.

**COURSEWORK**

There are three major parts to the coursework required for this course: exams, discussion participation, and a project/writing. Following are the expectations for each of the requirements.

**Exams**  
Three essay-format exams will be given throughout the semester. The exams are in-class open book and open notes exams. You will be tested on and expected to answer and write on lectures, discussions, readings, and other class materials such as films.

**Discussion participation**  
You will be responsible for participating in class discussions. Get used to READING. It becomes clear very quickly during discussion if you haven't prepared for the day's class by reading. If you don't read, your participation grade (not to mention, your exam grades) will suffer. If you are uncomfortable participating in class, you have the option to start and/or join discussions on Laulima, so take advantage of that too. We'll try to make the

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atmosphere as friendly and open to hearing what you have to say, though, so hopefully, the face-to-face will happen as often as the online.

**Project/Writing** You will be required to do a project or writing for this course. You have an option of either writing a 6-page paper on a social problem of your choice that affects you personally using the social problems process perspective OR do a service learning project with a site of your choice.

Early on in the semester, you will choose between the 2 options and commit to one or the other. We will then work on several drafts of your paper and/or the process of your service learning project. For the SL project, you will also do some writing in the form of a report (roughly 2-3 pages). I will work with you on choosing your topics and also choosing a site, if you go with Option 2.

The project/writing is a semester-long endeavor. You will have due dates throughout the semester for drafts and progress reports.

If you are taking the course for WI credit, HCC requires that you complete a revision writing process (i.e., multiple drafts with feedback and guidance from the instructor) of 16 double-spaced, typed pages. Note below that the weighting of various requirements for the class also differ considerably for WI students, as HCC requires that 60% of a student's grade for a WI course be based on student writing. WI students will write two 5-page papers (one will be a literature review and the other will be an essay on your engagement and thinking on the social problem of your choice) in addition to the 6-page paper.

**Grading system** The following is the breakdown of your grade for this class:

<table>
<thead>
<tr>
<th>Component</th>
<th>Weight</th>
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<tbody>
<tr>
<td>Exam 1</td>
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<tr>
<td>Exam 2</td>
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<tr>
<td>Exam 3</td>
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<tr>
<td>Discussion participation</td>
<td>20%</td>
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<tr>
<td>Project</td>
<td>20%</td>
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<tr>
<td><strong>Total</strong></td>
<td><strong>100%</strong></td>
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<tr>
<td>Discussion participation</td>
<td>10%</td>
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<tr>
<td>Papers</td>
<td>60%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>100%</strong></td>
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**About Attendance** Attendance will not be taken; however, the consequences of missing class are obvious in that you will miss material, which will be necessary for the required work to be done for the course.

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CLASS POLICIES

1. Respect for other viewpoints and perspectives In a Sociology course of this nature, we deal with many timely and controversial topics. There will most likely be at least one subject area in which you have strong feelings and opinions. This is fine and only natural. I only ask of you that you respect the viewpoints and perspectives of others in the class. Loud voices and swearing at your classmates or at me is unacceptable behavior and will not be tolerated (the one exception is me – I get to speak loudly). Part of what I would like to have accomplished in this course is to have you gain an understanding of how others frame the world, so it is necessary that you learn to listen, even if you don’t agree. Communication is the only way to solve problems, both in the private and public realm. Listening is a part of communication.

2. Policy on disabilities If you need or desire special support services, you can contact Student ACCESS (Bldg. 5, Room 107B, phone 844-2392 or 845-9272). Services are based on documented needs. It is recommended that you contact ACCESS early, so that there is sufficient time for services to be put in place. You can also let me know of a special need or support needs and I can help you get the ball rolling.

3. Cellphone and texting policy I don’t have a strict cellphone and texting policy, since I don’t believe in having to police these for adults. I know that some message/calls are emergencies. I also know that sometimes one is looking something up on the phone. BUT if your texting or other phone activity is disruptive to others in the class, I will call you on it. What it comes down to is basic social etiquette – given this is a college class. Honestly, though, if you can focus for the class time, you will do better on exams and you will use your time effectively, because trying to make up for what should have been learned during class outside of class generally takes twice or three times longer. Look at it this way... a class isn’t THAT long. And if you have something better to do than be in my class, then why are you in my class??

4. Make-up exam policy As a general rule I do not give make-up exams. However, you will be given an opportunity to make up an exam or receive up to 5 days extension on an assignment. To take the one opportunity to make up an exam, you are required to give me advance notice (in advance of the exam date) that you want to make up the exam and you will need to make up the exam within a week of the original exam date. (See section on "predicament coupon.")

5. N Grade I reserve the right to grant an N grade (no grade or evaluation...?) to students who are in good academic standing (i.e., a C or higher grade), but who, for exceptional personal reasons, is unable to complete the course. Do not assume that I will give you an N grade just because. Please see me to discuss your situation but do it as early as you can. Discussion of an N grade must take place during the semester.

6. I Grade I also reserve the right to grant an I grade (an Incomplete) to a student who I feel should be granted extra time to finish up the work necessary to pass the course. You should be advised, however, that the majority of students who receive an I grade do not finish the work in the required time. When this happens, you receive the grade you would have received, had you not been granted an Incomplete.

7. Predicament coupon I make use of a "predicament coupon," which allows you one make-up exam, an extension on a paper, or other extra consideration that you can use once a semester. Each student has one coupon, which can be used throughout the semester. If the coupon is unused by the end of the semester, you can cash it in for extra credit points.

8. Cheating and plagiarism Any kind of cheating, plagiarism, or getting other people to do your work will not be tolerated. This is a very basic academic rule and you will get an automatic F for
the assignment, exam, etc., with the real possibility of an F for your course grade. The following is from your Student Conduct Code (http://honolulu.hawaii.edu/policies/conduct.html):

Plagiarism includes, but is not limited to, submitting, in fulfillment of an academic requirement, any document that has been copied in whole or in part from another individual’s work without attributing that borrowed portion to the individual; neglecting to identify as a quotation another’s idea and particular phrasing that was not assimilated into the student’s language and style or paraphrasing a passage so that the reader is misled as to the source; submitting the same written or oral material in more than one course without obtaining authorization from the instructors involved; or dry labbing, which includes obtaining and using experimental data and laboratory write-ups from other sections of the course or from previous terms or fabricating data to fit the desired or expected results.

**IMPORTANT DATES**

EVERY DAY WE MEET IS AN IMPORTANT DATE FOR THIS CLASS, but you will want to stay on track. See “important dates” in Laulima for deadlines and exam dates for this class.

**THEMATIC SCHEDULE**

This course is centered on lectures, discussions (of readings, in-class exercises, and films), exams, and a paper. The reading is do-able. **YOUR HOMEWORK IS THE READINGS.** This is the attitude you should have. Readings are assigned for class meetings. This means that the reading should be done before the class meeting so you can actively participate in class discussion (Exception for the first class meeting).

At the end of each class meeting, I will let you know what we will be covering in the next class meeting. You really get much more out of a class **WHEN YOU DO THE READING.** You will also do much better on the exams! Please bring your books to class for in-class discussion and exercises.

Additional articles will be assigned for reading throughout the semester in addition to the textbook readings.

**PART I  SOCIOCOLOGICAL FOUNDATIONS AND THE SOCIAL PROBLEMS PROCESS**

**The sociological imagination**

“THE SYLLABUS”
Handouts

**History and theory of sociology**

Handouts

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Sociological Investigation (Sociological research methods)

Handouts
READER: #11 Binder. "Dangerous Music in Black and White."

The social problems process

TEXT: Chapter 1
READER: #3 Silverstein. "Viewing Bodily Imperfection as a Health Problem."
#26 Glassner. "Black Men as Criminals and as Victims."
#30 Rosenbaum. "The Politics of Disaster."

PART II THE SOCIAL PROBLEMS PROCESS PART I

Claims

TEXT: Chapter 2
READER: #8 Jackson. "The Problem with Welfare as We Know It."
#20 Zernike. "The Difference between Steroids and Ritalin Is..."
#22 Luker. "Babies Having Babies."

Claimsmakers—Activists

TEXT: Chapter 3
READER: #10 Johnson. "The Horrors of Child Abuse."
#12 Berbrier and Pruett. "Injustice Based on Sexual Orientation."

Claimsmakers—Experts

TEXT: Chapter 4
READER: #6 The Center for Consumer Freedom. "Getting Fat on Misinformation."
#13 Tavris. "PMS and the Biological Flaws of Womanhood."
#19 Ungar. "Selling Environmental Problems."

The Media and Claims

TEXT: Chapter 5
READER: #18 "A Picture is Worth a Thousand Words."
#31 Martin. "Labor Strife Produces Disgruntled Consumers."

Public Reaction

TEXT: Chapter 6
READER: #4 Bruni. "Seeing Police Mistreatment of Blacks as a Necessary Evil."
#16 Jenkins. "Killer Tales about Serial Killers."

PART III THE SOCIAL PROBLEMS PROCESS PART II

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Policymaking

TEXT: Chapter 7
READER: #2 Reinerman and Levine. "Waging War on Drugs."
       #24 Blasi. "Homeless, Not Poor."
       #27 Rothe and Muzzatti. "The War on Terror and a Terrified Public."

Social Problems Work

TEXT: Chapter 8
       Handout

Policy Outcomes

TEXT: Chapter 9
READER: #29 Gladwell. "Providing Free Housing to the Homeless."
       Handout

Claims across Space and Time

TEXT: Chapter 10
READER: #17 Lowney and Best. "Stalking as a Danger Potentially Menacing All Women."
       Handout

The Uses of the Constructionist Stance

TEXT: Chapter 11

*This schedule is subject to change, in part, because I will adjust the schedule to fit the needs of the class. I will let you know in advance if this happens. If you miss a class, it is your responsibility to find out what you missed from me or a classmate.

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