

Course: Sociology 4 Social Problems

1. Date of Application: 12/1
2. Name of Proposer: Cynthia Ganote
3. Name of Department/Program housing the course: Modern Languages
4. Name of Chair/Program Director: Phylis Martinelli
5. How often is this course taught: semesterly
6. Course Prerequisites (if any): none
7. Unit Value of the Course: 1
8. Normal Class Size: 28-30
9. Number of Sections expected to be taught in Fall 2012: 2
10. Number of Sections expected to be taught in Spring 2013: 2
11. Is the course designed for and/or appropriate for first-year students: yes
12. Relevant Working Goal(s): SHC
13. Chair will oversee submission of student work:
14. Chair will oversee instructor participation in Norming and Assessment exercises: yes
15. Teaching: how the course will guide students to achieve the learning outcomes:

LO#1: Throughout our discipline, we ask students to examine human activity within social context. In order to do this, we teach students a number of concepts from sociology that can be used to understand social problems. By using C. Wright Mills' concept of the sociological imagination, we can analyze social problems by looking at connections between social structure (issues arising out of social forces in the broader social institutions of society, e.g. economy, polity, family, education, religion, etc.), history (how the social problem relates to its particular time and place in history), and biography (ways in which broader social forces intersect in our own personal lives). Throughout multiple sections of the course, the sociological imagination is used as a tool for analyzing various social problems, their causes, and their possible solutions.

LO#2: In this course, students learn sociological theory from the three founding fathers of Sociology (Marx, Durkheim and Weber) and they apply these theories to various social problems in order to determine their causes and possible solutions.

LO#3: In one section of the course (Ganote syllabus), students learn how to conduct an in-depth interview and to interpret the interview data. They learn these skills after learning about social problems related to the gendered division of household labor or difficulties related to social class.

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"LO#1: Students write a paper in which they use the sociological imagination to analyze a social problem from the news (e.g. analyzing an article on the rise of homelessness by looking at how issues of one's own biography, broader social forces and our particular place in history have shaped it.)

LO #2: Students are given an exam-based essay question in which they must choose a "tool"(one of the theoretical frameworks) to analyze a social problem.

LO#3: In one section of the course (Ganote syllabus), students write a paper in which they

analyze and interpret their in-depth interview data. They compare their original findings with the books they have read on the gendered division of household labor (Hochschild's *The Second Shift*) or the on problems related to social class (Shipler's *The Working Poor*).

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