

Fond du Lac Tribal and Community College
COURSE OUTLINE FORM

03/19/19

Please return this form to the college vice president of academic affairs and the chairperson of the Academic Affairs and Standards Council (AASC)

1. Prepared by: _____

2. Date submitted: _____

3. Date approved: _____ Date revised 09/09/24, 10/21/24

4. Department/discipline: Sociology

5. Department(s) endorsement(s): Humanities
(Signatures of the person(s) providing the endorsement are required.)

6. Course Title: Social Problems
Abbreviated course title for Transcripts (25 characters or less): _____

7. Course Designator: SOC 8. Course Level: 2010

9. Number of Credits: Lecture 3 Lab _____

10. Control Number (on site) 40 Control Number (online) 30

11. Catalog/Course description:

Survey of contemporary social problems with emphasis on social disorganizations: mental and physical health, chemical dependency, crime and delinquency, racism and sexism, the elderly population, the environment, and liberties. Origins, social effects, public attitudes, and means of trying to resolve these conditions are stressed.

12. Course prerequisite(s) or co-requisite(s): Accuplacer scores/ Other courses

Prerequisite(s): None

Co-requisite:

13. **Course Materials** (Recommended course materials and resources. List all that apply, e.g. textbooks, workbooks, study guides, lab manuals, videos, guest lecturers).

Social Problems, D. Stanley Eitzen, Maxine Baca Zinn, & Kelly Eitzen Smith, Allyn & Bacon, Twelfth Ed.

14. **Course Content** (Provide an outline of major topics covered in course)

1. -The Sociological Approach to Social Problems
2. -Problems of People, The Environment, and Locations
3. -Problems of Inequality
4. -Institutional Problems
5. -Social Structure and Individual Deviance

15. **Learning Goals, Outcomes, and Assessment**

At FDLTCC we have 4 Competencies Across the Curriculum (CAC) areas. They are as follows:

- A. Information Literacy (the ability to use print and/or non-print tools effectively for the discovery, acquisition, and evaluation of information)
- B. Ability to Communicate (the ability to listen, read, comprehend, and/or deliver information in a variety of formats.)
- C. Problem Solving (the ability to conceptualize, apply, analyze, synthesize, and/or evaluate information to formulate and solve problems.)
- D. Culture (knowledge of Anishinaabe traditions and culture, knowledge of one's own traditions and culture, knowledge of others' traditions and cultures, culture of work, culture of academic disciplines and/or respect for global diversity.)

Upon completion of this course, the student will be able to:

Learning Outcomes	Competencies (CAC)	Cultural Standards
1. Understand and describe the interrelatedness of social issues and institutions	B, C	
2. Develop the basis from which to be a social critic.	B, C	
3. Demonstrate an understanding of the complexities of social problems.	B, C, D	
4. Demonstrate an understanding that proposed solutions are often the creation or exacerbation of problems for other groups.	A, B, C, D	

WINHEC Cultural Standards:

- GIKENDAASOWIN – *Knowing knowledge*:** To develop human beings who value knowledge, learning, and critical thinking and are able to effectively use the language, knowledge, and skills central to an Ojibwe-Anishinaabe way of knowing.
- GWAYAKWAADIZIWIN – *Living a balanced way*:** To develop balanced human beings who are reflective, informed learners who understand the interrelatedness of human society and the natural environment, recognize the importance of living in harmony with creation, and are able to apply a systems approach to understanding and deciding on a course of action.
- ZOONGIDE'EWIN – *Strong hearted*:** To increase the students' capacity to live and walk with a strong heart, humble and open to new ideas and courageous enough to confront the accepted truths of history and society.
- AANGWAAMIZIWIN – *Diligence and caution*:** To develop students' capacity to proceed carefully, after identifying, discussing, and reflecting on the logical and ethical dimensions of political, social, and personal life.
- DEBWEWIN – *Honesty and integrity*:** To increase students' capacity to think and act with honesty and integrity as they understand and face the realities of increasingly interdependent nations and people

6. **ZAAGI' IDIWIN – *Loving and Caring*:** To encourage students' acceptance of the diversity within their school, community, and environment by developing healthy, caring relationships built on respect for all.
 7. **ZHAWENINDIWIN – *Compassion*:** To expand students' knowledge of the human condition and human cultures and the importance of compassion especially in relation to behavior, ideas, and values expressed in the works of human imagination and thought.
16. **Minnesota Transfer Curriculum (MnTC):** List which goal area(s) – up to two – this course fulfills.
See www.mntransfer.org

Goal Area(s): 5 & 7B

Provide the specific learning outcomes as listed on the mntransfer.org website that pertain to this course.

Goal Area 5: History and the Social and Behavioral Sciences

To increase students' knowledge of how historians and social and behavioral scientists discover, describe, and explain the behaviors and interactions among individuals, groups, institutions, events, and ideas. Such knowledge will better equip students to understand themselves and the roles they play in addressing the issues facing humanity.

- a. employ the methods and data that historians and social and behavioral scientists use to investigate the human condition.
- b. examine social institutions and processes across a range of historical periods and cultures.
- c. use and critique alternative explanatory systems or theories.
- d. develop and communicate alternative explanations or solutions for contemporary social issues.

**Goal Area 7: Human Diversity, Race, Power, and Justice in the United States
(Previously Goal Area 7: Human Diversity)**

To increase students' understanding of individual and group differences (e.g. race, gender, class) and their knowledge of the traditions and values of various groups in the United States. Students should be able to evaluate the United States' historical and contemporary responses to group differences.

Option B: Race, Power, and Justice -5 new learning outcomes that seek to build knowledge and understanding of historic and contemporary structures of racism in the United States, which systemically shape complex social, political, economic, and environmental inequities experienced by marginalized groups and identities, and promote agency to address matters of structural inequality.

- a. Understand historical and contemporary systemic structures of racism that sustain social, political, economic, and/or environmental inequities, particularly for Black, Indigenous lands and people, and other communities of color.
- b. Describe individual and institutional dynamics of unequal power relations among racial groups in the United States and how inequality is maintained by redefining race and other social identities and structures.
- c. Examine significant challenges of and contributions by people in the United States who have experienced racism and other forms of oppression such as sexism, classism, ableism, heterosexism, transphobia, antisemitism, and Islamophobia.

- d. Identify communication and relational skills necessary for living and working effectively in a racially, culturally, and linguistically stratified society with historic and ongoing practices and structures of exclusion.

17. Are there any additional licensing/certification requirements involved?

_____Yes_____✓_____No

Provide the required documentation to show course meets required licensing/certification standards.

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