SOC 132

Social Problems in Modern Society

Course Package

Approved
February 12, 2010
# Course Package Form (SOC 132: Social Problems in Modern Society)

**Contact Person(s):** Michele Bogue, Ext. 4160

**Date of proposal to Curriculum Sub-committee:**

**Purpose:** A detailed update and repackage of SOC 132.

**If this is a change, what is being changed? (Check ALL that apply):**

- [X] Learning Units
- [X] Course Description
- [X] Prerequisite

**Effective Semester/Year:**
- Fall 2010
- Spring 2014
- Summer 2014

## Course Information

**Prefix & Number:** SOC 132  
**Title:** Social Problems in Modern Society

**Catalog Course Description:** The course provides an analysis of contemporary social problems, the potential causes, sociological perspectives on the social problem, how they affect societies (American and global), as well as possible solutions to contemporary social problems.

**Credit Hours:** 3  
**Lecture Hours:** 3  
**Lab Hours:** 0

**Prerequisite(s):** Appropriate score on assessment test or successful completion of TRE 089; SOC 131 (SOC 131 and SOC 132 can be taken concurrently)

**Co-requisite(s):**

**Does this course need a separately scheduled lab component?**  
- [X] Yes  
- [ ] No

**Does this course require additional fees? If so, please explain.**  
- [X] Yes  
- [ ] No

**Is there a similar course in the course bank?**  
- [X] Yes (Please identify.)  
- [ ] No

**Articulation:** Is this course or an equivalent offered at other two and four-year universities in Arizona?

- [X] Yes (Identify the college, subject, prefix, number and title: ASU—SOC 341; NAU—SOC 210; UA—SOC 210; [Please identify other institutions as well].)  
- [ ] No
Writing Across the Curriculum Rationale:

Mohave Community College firmly supports the idea that writing can be used to improve education; students who write in their respective content areas will learn more and retain what they learn better than those who don’t. Courses in the core curriculum have been identified as “Writing Across the Curriculum” courses.

Minimum standards for the Writing Across the Curriculum component are:

1. The writing assignments should total 1500 – 2000 words. For example, a single report which is 1500 words in length OR a series of essay questions and short papers (example: four 375-word assignments) which total 1500 words could meet the requirement.

2. The writing component will represent at least 10% of a student’s final grade in the course.

3. Formal research papers will be written using APA format to support preparing students to write in the discipline of the social sciences.

Is this course identified as a Writing Across the Curriculum course? _X_ Yes ___No
(See addendum for writing rubrics)

Intended Course Outcomes/Goals

By the end of the semester, students will be able to:

1. Demonstrate an understanding of what constitutes a social problem.

2. Explain the theoretical foundations that underlie social problems.

3. Summarize foundational concepts about specific social problems at the local, national, and global level.

4. Describe how the social and cultural structure of society contributes to and maintains social problems

5. Demonstrate an understanding of how their personal actions and attitudes can perpetuate a social problem and/or how they can work for social change.

6. Use critical thinking, research, and writing skills to analyze and report on current social problems (in support of Writing Across the Curriculum component).
**Course Competencies and Objectives**

*By the end of the semester, students will be able to:*

### Competency 1: The student will examine how social problems are defined, using social theory to analyze social problems, and common research methods to study social problems.

- **Objective 1.1** Define social problem.
- **Objective 1.2** Discuss the difficulty in determining what constitutes a social problem.
- **Objective 1.3** Summarize theoretical perspectives used to study social problems (specifically functionalist, conflict, and symbolic interaction).
- **Objective 1.4** Examine three major types of research used to study social problems (field research, survey, and secondary analysis).
- **Objective 1.5** Compare and contrast how each major theoretical perspective (functionalism, conflict, symbolic interaction) views the nature and origins of social problems.

### Competency 2: The student will examine wealth and poverty in the United States and issues of global economic inequality.

- **Objective 2.1** Define poverty and wealth.
- **Objective 2.2** Explain the difference between absolute and relative poverty.
- **Objective 2.3** Discuss the positives and negatives of globalization of labor.
- **Objective 2.4** Define poverty rate.
- **Objective 2.5** Explain how the poverty line is determined.
- **Objective 2.6** Summarize those in poverty in the United States by age, sex, race, and household composition.
- **Objective 2.7** Define the feminization of poverty.
- **Objective 2.8** Discuss the consequences of poverty.
- **Objective 2.9** Explain the individualistic, cultural, and structural explanations for poverty.
- **Objective 2.10** Develop potential solutions to the social problem of poverty.

### Competency 3: The student will examine the issues of racial and ethnic inequality.

- **Objective 3.1** Define race (sociological and biological definitions).
- **Objective 3.2** Explain the difference between race and ethnicity.
Objective 3.4 Define and give examples of racism, prejudice, and stereotypes

Objective 3.5 Explain the difference between individual and institutional discrimination

Objective 3.6 Summarize sociological theories on racial and ethnic inequality: social-psychological, symbolic interactionist, functionalist, and conflict

Objective 3.7 Discuss inequalities among racial and ethnic groups in the United States: Native Americans, African Americans, Hispanic Americans, Asian & Pacific Americans.

Objective 3.8 Develop potential solutions to the social problem of racial & ethnic inequality.

Competency 4: The student will survey gender inequality.

Objective 4.1 Define sex and gender.

Objective 4.2 Explain how the difference between sex and gender contributes to gender inequality.

Objective 4.3 Explain how agents of socialization contribute to gender inequality: parents, peers, education, sports, and media

Objective 4.4 Discuss the gendered division in the workplace

Objective 4.5 Define the wage gap.

Objective 4.6 Define sexual harassment

Objective 4.7 Define the glass ceiling and the glass elevator and their impact on women and men in the workplace.

Objective 4.8 Explain the concept of “double shift.”

Objective 4.9 Compare and contrast how each major theoretical perspective (functionalism, conflict, symbolic interaction) views gender inequality.

Objective 4.10 Develop potential solutions to the social problem of gender inequality

Competency 5 The student will survey inequality based on age.

Objective 5.1 Define ageism

Objective 5.2 Identify age-based stereotypes

Objective 5.3 Summarize age-based inequality across the lifespan (childhood, adolescence, young adulthood, middle age, and old age)

Objective 5.4 Identify common problems associated with aging
Objective 5.5 Compare and contrast how each major theoretical perspective (functionalism, conflict, symbolic interaction) views inequality based on age.

Objective 5.6 Develop potential solutions to the social problem of age-based inequality.

Competency 6 The student will survey inequality based on sexual orientation.

Objective 6.1 Define sexual orientation & sexuality.

Objective 6.2 Define homophobia and explain its cause.

Objective 6.3 Identify and analyze stereotypic beliefs about gays and lesbians.

Objective 6.4 Compare and contrast the views of religion and law on homosexuality.

Objective 6.5 Summarize the major forms of discrimination based on sexual orientation.

Objective 6.6 Compare and contrast how each major theoretical perspective (functionalism, conflict, symbolic interaction) views sexual orientation.

Objective 6.7 Identify other sociological perspective on sexual orientation.

Objective 6.8 Develop potential solutions to the social problem of inequality based on sexual orientation.

Competency 7 The student will examine issues of deviance in the sex industry.

Objective 7.1 Define prostitution; pornography.

Objective 7.2 Outline the history of prostitution (sale of sexual services)

Objective 7.3 Identify the physical and psychological effects of prostitution.

Objective 7.4 Define the five tiers (levels) of prostitution (the nature or structure of the industry)

Objective 7.5 Explain the role of prostitution in the global economy.

Objective 7.6 Discuss the views of pornography as obscenity versus art.

Objective 7.7 Analyze the arguments that prostitution and pornography are not social problems.

Objective 7.8 Compare and contrast how each major theoretical perspective (functionalism, conflict, symbolic interaction) views prostitution & pornography.

Objective 7.9 Develop potential solutions to the social problems of prostitution and pornography.
Competency 8 The student will examine the use of alcohol and other drugs in society.

Objective 8.1 Define drug abuse, to include the objective and subjective components.

Objective 8.2 Summarize alcohol-related social problems (health, workplace, drinking and driving, family issues, etc.)

Objective 8.3 Identify social problems related to tobacco use.

Objective 8.4 Identify social problems related to prescription and OTC (over the counter) drug use.

Objective 8.5 Identify the most widely used illegal drugs (to include marijuana, stimulants such as cocaine, crack, and amphetamines, depressants, narcotics such as heroin, and hallucinogens such as LSD, PCP, and designer drugs such as Ecstasy).

Objective 8.6 Explain the medical treatment model.

Objective 8.7 Compare and contrast how each major theoretical perspective (functionalism, conflict, symbolic interaction) explains drug abuse.

Objective 8.8 Develop potential solutions to the social problem of drug use/abuse.

Competency 9 The student will examine problems with crime and violence.

Objective 9.1 Define crime.

Objective 9.2 Identify the major categories of crime (violent crimes to include murder, rape, robbery, and aggravated assault; property crimes to include burglary, larceny-theft, motor vehicle theft and arson; occupational crime; corporate crime; organized crime; juvenile delinquency).

Objective 9.3 Explain the biological and psychological explanations of crime.

Objective 9.4 Identify the major components of the criminal justice system.

Objective 9.5 Explain why the death penalty is a controversial issue in American society.

Objective 9.6 Compare and contrast how each major theoretical perspective (functionalism, conflict, symbolic interaction) explains crime.

Objective 9.7 Develop potential solutions to the social problem of crime.
Competency 10 The student will survey institutional social problems, to include health care, politics, and the economy.

Objective 10.1 Summarize the types of healthcare available in the United States.
Objective 10.2 Outline the types of health problems caused by high healthcare costs.
Objective 10.3 Explain the difference between Medicare and Medicaid.
Objective 10.4 Explain why mental illness is considered a social problem.
Objective 10.5 Summarize how race, class, and gender affect healthcare people receive.
Objective 10.6 Summarize the three major modern economic systems: capitalism, socialism, and mixed economies.
Objective 10.7 Identify major problems in the United States economy.
Objective 10.8 Outline the positives and negatives of transnational corporations.
Objective 10.9 Identify major problems in United States politics.
Objective 10.10 Compare and contrast how each major theoretical perspective (functionalism, conflict, symbolic interaction) explains healthcare problems.
Objective 10.11 Compare and contrast the sociological perspectives of the pluralist model, the elite model, and the power elite model.
Objective 10.12 Develop potential solutions to the social problem of healthcare.

Competency 11 The student will examine the changing family and family-related issues.

Objective 11.1 Compare and contrast definitions of family and types of family structures
Objective 11.2 Discuss the functions of a family in society.
Objective 11.3 Discuss the opposing views on the decline of the American family.
Objective 11.4 Discuss contemporary patterns of marriage in the United States.
Objective 11.5 Define cohabitation and discuss the positives and negatives of this living arrangement.
Objective 11.6 Compare two-parent and one-parent households.
Objective 11.7 Examine the issue of teen pregnancy in the United States.
Objective 11.8 Discuss the impact violence, divorce, and remarriages have on the family.
Objective 11.9 Compare and contrast how each major theoretical perspective (functionalism, conflict, symbolic interaction) views of the family.
Objective 11.10 Develop potential solutions to social problems within the family.
<table>
<thead>
<tr>
<th>Competency 12</th>
<th>The student will survey problems within education in the United States.</th>
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<tbody>
<tr>
<td>Objective 12.1</td>
<td>Define education.</td>
</tr>
<tr>
<td>Objective 12.2</td>
<td>Outline the manifest and latent functions of education.</td>
</tr>
<tr>
<td>Objective 12.3</td>
<td>Define the concept of hidden curriculum and tracking and their impact on education.</td>
</tr>
<tr>
<td>Objective 12.4</td>
<td>Identify problems in U.S. education (to include illiteracy, race/class/gender inequalities in education, violence in schools, costs of education, and equal access to education)</td>
</tr>
<tr>
<td>Objective 12.5</td>
<td>Explain the Americans with Disabilities Act and its role in increasing access to education.</td>
</tr>
<tr>
<td>Objective 12.6</td>
<td>Develop potential solutions to the social problems in education.</td>
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<table>
<thead>
<tr>
<th>Competency 13</th>
<th>The student will examine environmental social issues.</th>
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<tbody>
<tr>
<td>Objective 13.1</td>
<td>Identify the primary factors that affect population growth.</td>
</tr>
<tr>
<td>Objective 13.2</td>
<td>Explain how population growth impacts society at the local, national, and international levels.</td>
</tr>
<tr>
<td>Objective 13.3</td>
<td>Define and explain two major approaches to ending world hunger: the green revolution and the biotechnological revolution.</td>
</tr>
<tr>
<td>Objective 13.4</td>
<td>Define environmental degradation and identify primary contributors to environmental degradation in the United States.</td>
</tr>
<tr>
<td>Objective 13.5</td>
<td>Define the greenhouse effect and identify potential consequences of this condition.</td>
</tr>
<tr>
<td>Objective 13.6</td>
<td>Summarize opposing arguments about the existence of the greenhouse effect and the depletion of the ozone layer.</td>
</tr>
<tr>
<td>Objective 13.7</td>
<td>Discuss the impact of solid, toxic, and nuclear waste.</td>
</tr>
<tr>
<td>Objective 13.8</td>
<td>Compare and contrast how each major theoretical perspective (functionalism, conflict, and symbolic interaction) views social problems involving population and the environment.</td>
</tr>
<tr>
<td>Objective 13.9</td>
<td>Develop potential solutions to environmental social problems.</td>
</tr>
</tbody>
</table>
Competency 14 The student will examine the global issue of war & terrorism

Objective 14.1 Define the concepts of war and terrorism.

Objective 14.2 Identify consequences of war.

Objective 14.3 Define weapons of mass destruction and discuss their impact on war and terrorism.

Objective 14.4 Explain the concept of “just war.”

Objective 14.5 Discuss the opposing arguments on the USA Patriot Act made law in 2001.

Objective 14.6 Compare and contrast the biological and psychological perspectives on war and terrorism.

Objective 14.7 Compare and contrast how each major theoretical perspective (functionalism, conflict, and symbolic interaction) views war and terrorism.

Objective 14.8 Develop potential solutions to global war and terrorism.

Teacher’s Guide
Course Textbook, Materials and Equipment

<table>
<thead>
<tr>
<th>Textbook(s)</th>
<th>Title</th>
<th>Social Problems in a Diverse Society (Current edition in print)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Author(s)</td>
<td>Diana Kendall</td>
<td></td>
</tr>
<tr>
<td>Publisher</td>
<td>Pearson/Allyn &amp; Bacon</td>
<td></td>
</tr>
</tbody>
</table>

| Title                        | Social Problems Website (free access to website companion) at www.ablongman.com/socprobs; Select “Book Specific Resources” and then select this course text. Site provides chapter objectives, practice questions, and chapter summaries. |

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| Author(s)                    |                                                               |
| Publisher                    |                                                               |
| ISBN                         |                                                               |

Software/Equipment

1. **Student study guides** are available from the publisher that can be ordered/purchased individually or packaged with the text

2. **Tutoring Center** (Access Code required): free access to the Addison Wesley Higher Education Tutoring Center can be added as a part of this text

3. **Social Problems Website** (free access to website companion) at www.ablongman.com/socprobs: students may select any of the “Problem Area” sources and gain access to online study guides, flash cards, quizzes, and other support services.
2. VCR/DVD; Smart Classroom w/Internet Access

3. There are online sources available through the publisher, to include access to study guide materials. Instructors are strongly encouraged to utilize the Internet for a wide range and variety of resources to support learning units presented in the classroom. A sample of potential sites is offered below: www.ablongman.edu

Instructor supplements include:

- Instructor's Manual and Test Bank
- Computerized Test Bank
- PowerPoint Presentations (slides)
- The Video Professor: Applying Lessons in Sociology to Classic and Modern Films (movies)
- ABC News/Allyn & Bacon Sociology Video Programs (with user guides)

Course Assessments

Description of Course Assessments

1. Exams: (Objective in nature; multiple choice, fill in the blank, listing, describing, short answer essay, etc.)

Instructors should construct tests that include both objective and essay formats. A scheduled midterm and final are the minimum given the amount of the material. Students will benefit from the opportunity for additional exams or quizzes because of the sheer amount of information. Please adjust your testing methods to meet the needs of your current student population; however, please include questions on the course material as noted in the objectives and competency requirements. Because this is a writing across the curriculum course, instructors are strongly encouraged to include writing assignments that will also count toward that assessment if no other activities are being offered to satisfy the writing assessment requirement. Essay questions can also support the five MCC learning outcomes.
2. Class Activities

In support of a student-centered learning environment, instructors are **strongly encouraged** to make class activities a part of overall grade assessment. MCC requires Participation to be a minimum of 15% of the overall grade. Class activities that get students involved and interacting about the subject matter have proven to be a very effective tool to support the five MCC learning outcomes.

3. Research/Writing Assignments

Instructors are **strongly encouraged** to incorporate assignments that require students to conduct academic research and writing on topics related to course competencies and objectives. Examples might include short summary papers over journal articles, problem solving or position paper on an issue presented in the text or lecture, a course portfolio on a specific social issue, etc. Papers and/or portfolios can be a very effective learning tool as well as supporting the five MCC learning outcomes. Formal papers will be formatted in APA format, in support of professional style utilized by the social sciences.

4. Presentations

Instructors are **strongly encouraged** to incorporate assignments that engage students in quantitative and/or qualitative inquiry leading to the formulation of individual and/or group oral presentations within the classroom. This supports the five core learning outcomes of the institution.

<table>
<thead>
<tr>
<th>Exams standardized for this course?</th>
<th>NO</th>
<th>Midterm</th>
<th>Final</th>
<th>Other (Please specify):</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Yes</strong></td>
<td>X</td>
<td>No</td>
<td></td>
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</table>

If Yes, please specify: While not “required,” it is expected that faculty utilize some testing measure to assess learning outcomes along with other assessments.
Where can faculty members locate or access the required standardized exams for this course?

Instructors may write their own exams. The publishers support instructors using this text by providing Internet resources (testing banks, instructor’s manual, power point lectures, and other classroom aids) and on-going ground support via software, updates to texts, CD’s with instructor manuals, exam preparation tools, etc.

www.ablongman.com

Learning Units

*Standard activities and assignments are listed for all faculty teaching the course. “Suggested” activities are offered as options and/or idea starters that could be used in studying the learning unit topic and supporting the core learning outcomes of MCC.

<table>
<thead>
<tr>
<th>Learning Unit Topic 1: Defining social problems</th>
</tr>
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<tbody>
<tr>
<td>Competency: 1</td>
</tr>
<tr>
<td>Objectives: 1.1 through 1.5</td>
</tr>
<tr>
<td>Activities/ Assignments: Interactive lecture, Read Chapter 1, study guide online/disk; student notes or handouts available on ANGEL; class discussion; Interactive class activities on identifying social problems (via television, newspaper, Internet, etc.)</td>
</tr>
<tr>
<td>Laboratory Activities: N/A</td>
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</tbody>
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<tr>
<th>Learning Unit Topic 2: Wealth and Poverty</th>
</tr>
</thead>
<tbody>
<tr>
<td>Competency: 2</td>
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<tr>
<td>Objectives: 2.1 through 2.10</td>
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<tr>
<td>Activities/ Assignments: Interactive lecture, Read Chapter 2, study guide online/disk; student notes or handouts available on ANGEL; class discussion; Interactive class activities on poverty (examples: calculating how a family lives on minimum wage, exercises for living on a budget, etc.)</td>
</tr>
<tr>
<td><a href="http://www.freepoverty.com/">http://www.freepoverty.com/</a></td>
</tr>
<tr>
<td>(The Poverty Game, teaching tool; playing the geographical game donates water to places in need)</td>
</tr>
<tr>
<td><a href="http://userpages.umbc.edu/~korenman/wmst/poverty_game2.html">http://userpages.umbc.edu/~korenman/wmst/poverty_game2.html</a></td>
</tr>
<tr>
<td>(Exercise can be adapted for your use)</td>
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<tr>
<td><a href="http://costoflife.ning.com/">http://costoflife.ning.com/</a></td>
</tr>
<tr>
<td>(The cost of life, an Internet interactive game students can play as a group in the classroom dealing with issues of poverty)</td>
</tr>
<tr>
<td>Laboratory Activities: N/A</td>
</tr>
<tr>
<td>Learning Unit Topic 3: Racial and Ethnic Inequality</td>
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<td>--------------------------------------------------</td>
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<tr>
<td>Competency: 3</td>
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<tr>
<td>Objectives: 3.1 through 3.8</td>
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<tr>
<td>Activities/ Assignments: Interactive lecture, Read Chapter 3, study guide online/disk; student notes or handouts available on ANGEL; class discussion; Interactive class activities (suggestions include viewing movies such as <em>Crash</em>, <em>American History X</em>, <em>Higher Learning</em>, etc.)</td>
</tr>
<tr>
<td>Laboratory Activities: N/A</td>
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<tr>
<th>Learning Unit Topic 4: Gender Inequality</th>
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<tbody>
<tr>
<td>Competency: 4</td>
<td></td>
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<tr>
<td>Objectives: 4.1 through 4.10</td>
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</tr>
<tr>
<td>Activities/ Assignments: Interactive lecture, Read Chapter 4, study guide online/disk; student notes or handouts available on ANGEL; class discussion; Interactive class/field activities (suggestions include use of Internet resources to show current gender pay gaps, issues of sex, age, or orientation discrimination, etc.)</td>
<td></td>
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<tr>
<td>Laboratory Activities: N/A</td>
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<tr>
<th>Learning Unit Topic 5: Inequality Based On Age</th>
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<tbody>
<tr>
<td>Competency: 5</td>
<td></td>
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<tr>
<td>Objectives: 5.1 through 5.6</td>
<td></td>
</tr>
<tr>
<td>Activities/ Assignments: Interactive lecture, Read Chapter 5, study guide online/disk; student notes or handouts available on ANGEL; class discussion; Interactive class activities (Internet resources on age discrimination are suggested: <a href="http://www.dol.gov/dol/topic/discrimination/agedisc.htm">http://www.dol.gov/dol/topic/discrimination/agedisc.htm</a>, <a href="http://www.eeoc.gov/types/age.html">http://www.eeoc.gov/types/age.html</a>, <a href="http://www.articlearchives.com/society-social/aging-age-discrimination/38181-1.html">http://www.articlearchives.com/society-social/aging-age-discrimination/38181-1.html</a> (Website is “Article Archives,” which pulls full text articles about any subject of choice); <a href="http://www.articlearchives.com">www.articlearchives.com</a>)</td>
<td></td>
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<tr>
<td>Laboratory Activities: N/A</td>
<td></td>
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</table>
Learning Unit Topic 6: Inequality Based On Sexual Orientation

Competency: 6

Objectives: 6.1 through 6.8

Activities/ Assignments: Interactive lecture, Read Chapter 6, study guide online/disk; student notes or handouts available on ANGEL; class discussion; Interactive class activities (suggestions include Internet resources and local resources on discussing GLBT topics)

http://www.apa.org/topics/sorientation.html
(American Psychological Association, material on sexual orientation)

http://www.pbs.org/wgbh/pages/frontline/shows/assault/etc/quiz.html
(PBS article “Assault on Gay America” with quiz on homophobia)

http://www.adl.org/hate-patrol/homophobia.asp
(Anti-Defamation League/ADL resources on sexual orientation)

Laboratory Activities: N/A

Learning Unit Topic 7: The Sex Industry

Competency: 7

Objectives: 7.1 through 7.9

Activities/ Assignments: Interactive lecture, Read Chapter 7, study guide online/disk; student notes or handouts on ANGEL; class discussion; Interactive class activities.

Laboratory Activities: N/A

Learning Unit Topic 8: Alcohol and Other Drugs

Competency: 8

Objectives: 8.1 through 8.8

Activities/ Assignments: Interactive lecture, Read Chapter 8, study guide online/disk; student notes or handouts on ANGEL; class discussion; Interactive class activities such as guest speakers from local law enforcement or treatment facilities, professional faculty working with chemical dependency programs, etc.

Laboratory Activities: N/A
<table>
<thead>
<tr>
<th>Learning Unit Topic 9: Crime and Criminal Justice</th>
</tr>
</thead>
<tbody>
<tr>
<td>Competency: 9</td>
</tr>
<tr>
<td>Objectives: 9.1 through 9.7</td>
</tr>
<tr>
<td>Activities/Assignments: Interactive lecture, Read Chapter 9, study guide online/disk; student notes or handouts on ANGEL; class discussion; Interactive class activities (suggestions include Internet resources on crime reports such as UCR, NCVS, self-report survey; guest speakers from local law enforcement agencies, regional corrections facilities, etc.)</td>
</tr>
<tr>
<td>Laboratory Activities: N/A</td>
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<tbody>
<tr>
<td>Competency: 10</td>
</tr>
<tr>
<td>Objectives: 10.1 through 10.11</td>
</tr>
<tr>
<td>Activities/Assignments: Interactive lecture, Read Chapter 10 &amp; Chapter 13, study guide online/disk; student notes or handouts on ANGEL; class discussion; Interactive class activities.</td>
</tr>
<tr>
<td>Laboratory Activities: N/A</td>
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<tr>
<th>Learning Unit Topic 11: Changing Family and Family-Related Issues</th>
</tr>
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<tbody>
<tr>
<td>Competency: 11</td>
</tr>
<tr>
<td>Objectives: 11.1 through 11.10</td>
</tr>
<tr>
<td>Activities/Assignments: Interactive lecture, Read Chapter 11, study guide online/disk; student notes or handouts on ANGEL; class discussion; Interactive class activities (potential for community guest speakers working in the area of domestic violence, marriage and family counselors, adoption agencies, etc.)</td>
</tr>
<tr>
<td>Laboratory Activities: N/A</td>
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<table>
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<tr>
<th>Learning Unit Topic 12: Problems in Education</th>
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<tbody>
<tr>
<td>Competency: 12</td>
</tr>
<tr>
<td>Objectives: 12.1 through 12.6</td>
</tr>
<tr>
<td>Activities/Assignments: Interactive lecture, Read Chapter 12, study guide online/disk; student notes or handouts on ANGEL; class discussion; Interactive class activities.</td>
</tr>
<tr>
<td>Laboratory Activities: N/A</td>
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</tbody>
</table>
Learning Unit Topic 13: Environmental Social Issues

Competency: 13

Objectives: 13.1 through 13.9

Activities/Assignments: Interactive lecture, Read Chapter 15, study guide online/disk; student notes or handouts available on ANGEL; Interactive class activities (suggestions include the following)

http://www.globalissues.org/issue/168/environmental-issues

(Internet resource on environmental issues from the global perspective)

http://www.nationalacademies.org/environment/

(Clearing house of information on environmental issues)


News on environmental issues and articles on global warming, ozone depletion, air and water pollution, acid rain, waste management, etc.

Laboratory Activities: N/A

Learning Unit Topic 14: Global War and Terrorism

Competency: 14

Objectives: 14.1 through 14.8

Activities/Assignments: Interactive lecture, Read Chapter 17, study guide online/disk; student notes or handouts available on ANGEL; class discussion; Interactive class activities.

Laboratory Activities: N/A