

Social Problems I: A World in Crisis

COURSE DESCRIPTION

Social Problems I: A World in Crisis

Students will become aware of the challenges faced by social groups, as well as learn about the complex relationship among societies, governments and the individual. Each unit is focused on a particular area of concern, often within a global context. Possible solutions at both the structural level as well as that of the individual will be examined. Students will not only learn more about how social problems affect them personally, but begin to develop the skills necessary to help make a difference in their own lives and communities, not to mention globally.

COURSE METHODOLOGY

- This is an inquiry-based course. Students will generate knowledge through online readings, asynchronous discussions with students and their instructor, interactions with online tutorials, and online and hands-on simulations.
- The instructor will act as a guide, a facilitator, an events planner, and a resource advisor. He/she will always be available through course message.
- The student must actively construct and acquire knowledge by being intrinsically motivated to succeed. To succeed, students must participate and complete all readings and activities. This course requires the student's active participation.
- Both formal and informal assessment methods will be used in the course. Informal assessment will include an evaluation of the quality and timeliness of participation in class activities. Formal assessment may include multiple-choice quizzes, tests, discussion board participation, and written assignments. A final exam will be given at the end of the course.

COURSE PARTICIPATION OBJECTIVES

This course for which you are registered is a college preparatory, academically rigorous course that covers an entire semester's worth of material. As such, it is important that you adhere to the following guidelines as you manage your time and commit to successfully completing all required coursework:

1. The requirements for this course are equivalent to completion of minimum of 90+ hours of class instruction at a traditional on-site high school
2. Assignments must be submitted for each unit as they are completed so that the teacher may review and assess your performance. Do not hold your work, you must submit each unit's homework as it is completed, demonstrating weekly assignment completions
3. You must log in regularly to your course to demonstrate continued participation, and completion of all course requirements, including assignments, assessments and discussion forums
4. You must complete your individual work and any incident of suspected cheating, plagiarism or collaboration on assignments violates the academic integrity expectations outlined at the time of your enrollment and can result in failure of the course or further action as deemed appropriate

Citizenship

Students are expected to conduct themselves in a responsible manner that reflects sound ethics, honor, and good citizenship. It is the student's responsibility to maintain academic honesty and integrity and to manifest their commitment to the goals of NUVHS through their conduct and behavior. Students are expected to abide by all NUVHS policies and regulations. Any form of academic dishonesty, or inappropriate conduct by students or applicants may result in penalties ranging from warning to dismissal, as deemed appropriate by NUVHS.

Communication

Throughout this course students will need to be in close contact with their instructor and fellow students. Students are expected to communicate via course message and electronic discussion boards. Therefore, students should plan on checking their course messages at least three times a week and participate in the discussion boards during the weeks they are live.

Instructors strongly encourage and welcome open communication. Clear, consistent, and proactive communication will ensure a successful experience in this course. It is the student's responsibility to notify the instructor immediately if and when a personal situation occurs that affects his/her performance in this class. Being proactive with communication will result in a quick solution to any problems that may occur.

COURSE OUTLINE

Unit 1: Analyzing Social Problems

In this unit, you will be introduced to the topic of social problems. We will discuss what social problems are, some of the major elements of social problems, and the stages that social problems often go through. We will also examine different types of social problems and some of the issues that researchers and society have in studying and understanding social problems. Finally, we'll investigate several different approaches to social problems and how these approaches guide the possible solutions that are considered for a social problem.

Learning Objectives

- Understand social problems and what elements are commonly found in social problems.
- Review the different stages of a social problem.
- Discuss some of the issues in studying social problems.
- Examine the two types of social problems.
- Discuss two approaches to social problems.

Activities

Unit 1 Text Questions	Homework	10 points
Unit 1 Online Lab Questions	Homework	10 points
Unit 1 Discussion Assignment 1	Discussion	5 points
Unit 1 Discussion Assignment 2	Discussion	5 points
Unit 1 Quiz	Quiz	15 points

Unit 2: Mass Media

In this unit, we will examine the mass media and its effect on social problems. The media both influences existing social problems and is seen as a social problem itself for the negative effects that it appears to have on some areas of social life. We will examine several ways that the media influences social problems and our awareness of them. We will also learn about how the media was used during the Rwandan genocide. Finally, we will discuss some of the areas that critics say the mass media has negative effects on, including increasing violence, giving stereotypical representations of minorities, and destroying cultures across the world.

Learning Objectives

- Understand what makes up the mass media.
- Discuss how the media affect what is seen as a social problem.
- Learn how gatekeeping, agenda setting, and framing affect the perceptions of social problems.
- Examine how the media was used in the Rwandan genocide.
- Investigate claims that the media are connected to social problems like violence and racism.

Activities

Unit 2 Text Questions	Homework	10 points
Unit 2 Online Lab Questions	Homework	10 points
Unit 2 Discussion Assignment 1	Discussion	5 points
Unit 2 Discussion Assignment 2	Discussion	5 points
Unit 2 Quiz	Quiz	15 points

Unit 3: Poverty

In this unit, we will discuss the social problem of poverty, both in North America and in other parts of the world. In doing so, we will examine different definitions of poverty and how these affect the solutions that are suggested for poverty. We will investigate the possible causes of poverty and the costs of poverty to both individuals and society. Finally, we will discuss possible answers to the problem of poverty.

Learning Objectives

- Understand the different ways of defining poverty and deprivation.
- Understand the extent of poverty in North America and around the world.
- Examine the possible causes of poverty.
- Investigate the costs of poverty for individuals and society.
- Discuss potential ways to decrease poverty.

Activities

Unit 3 Text Questions	Homework	10 points
Unit 3 Online Lab Questions	Homework	10 points
Unit 3 Discussion Assignment 1	Discussion	5 points
Unit 3 Discussion Assignment 2	Discussion	5 points
Unit 3 Quiz	Quiz	15 points

Unit 4: Education

In this unit, we will discuss some of the social problems in the educational system. We will discuss some of the issues that educators have identified, including cheating, school dropouts, illiteracy, and school financing. We will also examine the practices and effects of tracking, grade inflation, and social promotion. In addition, we will consider segregation, hidden curriculums, and school violence. Finally, we will discuss some of the suggestions that social scientists and others have made for addressing the education problems.

Learning Objectives

- Understand some of the social problems affecting the educational system.
- Discuss the benefits of desegregation and the issues in implementing desegregation.
- Understand what tracking is and the effects that this practice can have.
- Examine school violence and some of the solutions that have been suggested.
- Investigate some of the solutions that have been suggested for educational problems.

Activities

Unit 4 Text Questions	Homework	10 points
Unit 4 Online Lab Questions	Homework	10 points
Unit 4 Discussion Assignment 1	Discussion	5 points
Unit 4 Discussion Assignment 2	Discussion	5 points
Unit 4 Quiz	Quiz	15 points

Unit 4: Education (Continued)

Midterm Exam Objectives

- Review information acquired and mastered from this course up to this point.
- Take a course exam based on material from the first four units in this course (Note: You will be able to open this exam only one time.)

Midterm Exam Activities

Midterm Discussion	Discussion	5 points
Midterm Exam	Exam	50 points

Unit 5: Health Care

In this unit, we will examine some of the social problems connected with health care. We will discuss the connections between health and global economic development and examine the AIDS epidemic across the world. We will also investigate several bioethics controversies, including abortion and euthanasia. Finally, we will discuss some of the social problems present in the health care system in the United States.

Learning Objectives

- Understand the global AIDS epidemic and the patterns of transmission.
- Discuss the abortion and euthanasia controversies.
- Investigate how health is related to economics.
- Examine some of the problems in the United States health care system.
- Discuss how health care might become more equal throughout society.

Activities

Unit 5 Text Questions	Homework	10 points
Unit 5 Online Lab Questions	Homework	10 points
Unit 5 Discussion Assignment 1	Discussion	5 points
Unit 5 Discussion Assignment 2	Discussion	5 points
Unit 5 Quiz	Quiz	15 points

Unit 6: Crime

In this unit, we will discuss the social problem of crime in society. We will examine the history of crime and how crime is measured. We will also discuss different types of crime, including traditional street crimes and organized crime. Finally, we will investigate some different explanations for crime and suggestions from scholars on how to decrease crime around the world.

Learning Objectives

- Review the different types of crime in society.
- Discuss the history of crime and how urbanization affects crime rates.
- Investigate theories on why individuals commit crimes.
- Understand how social issues like poverty influence crime rates.
- Think about how to decrease crime rates in society.

Activities

Unit 6 Text Questions	Homework	10 points
Unit 6 Online Lab Questions	Homework	10 points
Unit 6 Discussion Assignment 1	Discussion	5 points
Unit 6 Discussion Assignment 2	Discussion	5 points
Unit 6 Quiz	Quiz	15 points

Unit 7: Population and the Environmental Crisis

In this unit, we will discuss the related social problems of population growth and environmental issues. We will examine how fast the world’s population is growing and the effects that overpopulation has on society. We will also look at some different approaches that countries have used to reduce their population growth. In addition, we will look at how society contributes to the environmental crisis and what we can do to reduce our environmental impact.

Learning Objectives

- Examine the effects that overpopulation has on individuals and society.
- Investigate how many people the earth can support and feed.
- Discuss different ways to reduce population growth globally.
- Learn how cultural values and practices influence environmental problems.
- Discuss the social consequences of environmental issues.

Activities

Unit 7 Text Questions	Homework	10 points
Unit 7 Online Lab Questions	Homework	10 points
Unit 7 Discussion Assignment 1	Discussion	5 points
Unit 7 Discussion Assignment 2	Discussion	5 points
Unit 7 Quiz	Quiz	15 points

Unit 8: War and Terrorism

In this unit, we will discuss the social problems of war and terrorism. In doing so, we will consider various explanations for what causes war. We will also examine some of the costs of war and some suggestions on what might reduce war. We will also discuss terrorism, including some different types of terrorism. In addition, we will look at some of the weapons used by terrorists and how terrorism might be reduced globally.

Learning Objectives

- Examine various theories on what causes war.
- Understand the costs of war for individuals, societies, and countries.
- Discuss how the arms race began and what form it currently takes.
- Investigate some of the different types of terrorism.
- Look at the weapons that terrorists might use and what effects they might have on individuals and society.

Activities

Unit 8 Text Questions	Homework	10 points
Unit 8 Online Lab Questions	Homework	10 points
Unit 8 Discussion Assignment 1	Discussion	5 points
Unit 8 Discussion Assignment 2	Discussion	5 points
Unit 8 Quiz	Quiz	15 points

Unit 8: War and Terrorism (Continued)

Final Exam Objectives

- Review information acquired and mastered from this course up to this point.
- Take a course exam based on material from units five to eight in this course – the last four units.
(Note: You will be able to open this exam only one time.)

Final Exam Activities

Class Reflection Discussion	Discussion	10 points
Final Exam	Exam	50 points

HOW YOU WILL BE GRADED

For critical thinking questions, there are no right or wrong answers. For example, a question on your thoughts on why you think people are shy is a pretty open-ended type of question. Grades will be based on the depth of personal insight you present. **Do not simply agree or disagree** with an insight question. We are looking for critical thinking and possibly a related personal experience with the question.

It is important to provide detailed answers for insight/opinion questions.

For review questions, you should be produce a more academic answer. For example, "What two categories are norms divided into?" This type of direct question requires a specific answer. Please use full sentences and proper grammar.

When submitting paragraphs, use these guidelines.

1. The first, second or last sentence contains the main idea and key words from the question or assigned topic.
2. Paragraph contains one to three explanatory sentences.
3. Paragraph contains two to four sentences about specific details related to question.
4. Details are colorful, interesting and appropriate.
5. Paragraph ends with a good closing sentence that refers to the main idea without repeating it.
6. Free of spelling and grammatical errors.

GRADE SCALE

The following grading scale will be used to determine your final letter grade.

Letter Grade	Percentage Earned
A	95%+
A-	90% - 94.9%
B+	87% - 89.9%
B	84% - 86.9%
B-	80% - 83.9%
C+	77% - 79.9%
C	74% - 76.9%
C-	70% - 73.9%
D+	67% - 69.9%
D	64% - 66.9%
D -	60% - 63.9%
F	59% and lower

SUPPORT

At NUVHS you will have access to multiple support teams. Who you contact will depend on the questions you have. Always start by contacting your teacher through the Message Center in the course. Your teacher should be able to answer your question, but if they can't, then they will direct you to another support team. If you have questions about any of the course content, your grades, or course policies, you should contact your instructor.

For questions about your enrollment, transcripts, or general school-wide policies, you can contact **NUVHS Student Services** at info@nuvhs.org or by phone at 866.366.8847. For example, if you would like to withdraw from your course, you should contact Student Services. Please note that a refund for your course can only be obtained if you drop within the first seven days of enrolling in the course.

For help with login/password issues, or other technical issues specific to the Blackboard website, you can contact the team at [National University Blackboard Learn](#). They can also be reached by phone at (888) 892-9095.

EXPECTED SCHOOL-WIDE LEARNING RESULTS (ESLRs)

Engaged Learners

- Demonstrate self-directed learning skills such as time management, and personal responsibility through the completion of course requirements
- Develop an understanding of their own preferred learning styles to enhance their overall academic potential
- Incorporate effective and relevant internet and multimedia resources in their learning process to broaden their knowledge base

Critical Thinkers

- Effectively analyze and articulate sound opinions on a variety of complex concepts
- Illustrate a variety of problem-solving strategies that strengthen college preparation and workforce readiness
- Formulate a framework for applying a variety of technology and internet-based research to enhance information literacy and collaborative thinking

Effective Communicators

- Demonstrate awareness and sensitivity to tone and voice in multiple forms of communication
- Express concepts and ideas in a variety of forms
- Enhance communication skills through the use of media rich or other technology resources

Global Citizens

- Appreciate the value of diversity
- Understand the range of local and international issues facing today's global community
- Demonstrate awareness of the importance of cultural sensitivity and social responsibility in the 21st century