

Social Problems II: Crisis, Conflicts, & Challenges

COURSE DESCRIPTION

Social Problems II: Crisis, Conflicts, & Challenges

The Social Problems II course continues to examine timely social issues affecting individuals and societies around the globe. Students learn about the overall structure of the social problem as well as how it impacts their lives. Each unit focuses on a particular social problem, including racial discrimination, drug abuse, the loss of community, and urban sprawl, and discusses possible solutions at both individual and structural levels. For each issue, students examine the connections in the global arena involving societies, governments and the individual.

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: The Individual in Modern Society

In this unit, we will examine the effects of modern society on individuals. Some have argued that the changes in society over the last century have created negative effects for individuals. We will examine the problems of alienation, anomie, and the loss of community. We will also consider problems in developing personal identities today and look at how society may be contributing to youth suicides.

Learning Objectives

- Learn about alienation and anomie in society and their effects on individuals.
- Discuss the issues in developing personal identities in modern society.
- Investigate whether individualism is declining.
- Examine whether communities are decreasing in modern society or changing form.
- Discuss youth suicide and how modern society may affect it.

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: Consumption and Consumerism

In this unit, we will examine the growing problems of consumerism and over-consumption. In doing so, we will look at how the “consumer” was created in modern society and what a consumer culture is. We will also discuss how consumption levels differ around the world and how this contributes to inequality and other issues. Finally, we will investigate three different negative effects of consumerism and consumption, including the misuse of land, exporting pollution, and consumption’s role in violent conflicts around the world.

Learning Objectives

- Learn about consumption and consumerism.
- Examine how “consumers” were created after the Industrial Revolution.
- Discuss the characteristics of a culture of consumption.
- Look at the differing consumption levels around the world.
- Investigate the effects of consumption and consumerism on individuals and society.

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: Homelessness

In this unit, we will discuss the problem of homelessness. In doing so, we will examine some of the issues with trying to determine how many people are homeless today and investigate some of the causes of homelessness. We will also look at five different groups that may experience homelessness and what the consequences are for these individuals. Finally, we will address some of the ways that homelessness might be reduced in society.

Learning Objectives

- Learn about homelessness and how it is defined.
- Discuss why it is difficult to know how many people are homeless in society.
- Investigate some of the causes of homelessness.
- Examine the effects of homelessness on families, youths, the elderly, veterans, and the rural poor.
- Look at some ways that homelessness might be reduced in society.

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: Obesity and Health

In this unit, we will look at the growing problem of obesity and the effects that this has on health. We will look at how obesity is measured and how many people in the world today are overweight or obese. We will examine what factors and structures in society are contributing to the increase in obesity and investigate both the health and societal costs of obesity for individuals and communities. Finally, we will look at some ways of reducing obesity in society.

Learning Objectives

- Learn what obesity is and how it is measured.
- Look at how many people around the world are considered obese and what the predictions are for the future.
- Examine what factors encourage obesity in modern society.
- Investigate the consequences that obesity can have for individuals and society.
- Discuss some ways to potentially reduce obesity in society.

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: Obesity and Health (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: Science and Technology

In this unit, we will discuss social problems related to science and technology. We will examine the growing issue of identity theft and what is being done to combat this issue as well concerns about privacy in modern society. We will also discuss the digital divide and how this contributes to global inequality. Finally, we will look at how the rapid growth of science and technology can create unintended negative consequences for individuals and society.

Learning Objectives

- Learn about identity theft and the consequences for individuals.
- Examine why people may have less privacy in the modern age and what technologies are contributing to this area of concern.
- Discuss the digital divide and how it contributes to inequality around the world.
- Investigate the growth of science and technology in society and why this has occurred.
- Examine how new technologies and advances in science can have unintended negative consequences on individuals and 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: Problematic Groups

In this unit, we will examine the issue of groups that pose moral issues or danger to the larger society. We will discuss how groups are defined as cults or extremist groups and the problems with some of these labels. We will investigate why individuals join groups such as these and what affects the groups may have on members and on society as a whole. Finally, we will examine several specific groups in these categories to gain a better understanding of the risks that they may pose.

Learning Objectives

- Learn how cults, gangs, and extremist groups are defined and what problems there are in defining groups with these labels.
- Examine why individuals join problematic groups and why they continue to participate despite the negative labels.
- Look at the effects that problematic groups have on individuals and society.
- Investigate several problematic groups, including their goals, activities, and role in society.
- Discuss the risks that problematic groups may have for individuals and 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: Alcohol and Drug Abuse

In this unit, we will discuss the social problems of alcohol and drug abuse. We will look at how prevalent this issue is in society, including the use of alcohol and drugs by teens. We will investigate some of the causes of this social problem and some ways that individuals and groups have tried to reduce the impact and scope of the issue. Finally, we will examine the War on Drugs in the United States and the pros and cons of this government policy.

Learning Objectives

- Learn what alcohol and drug abuse are and how large this problem is in society.
- Look at some of the causes of alcohol and drug abuse at both the individual and societal levels.
- Investigate the effects that alcohol and drug abuse have on society.
- Examine some of the ways that individuals and groups have coped with and tried to reduce this issue.
- Discuss the War on Drugs and whether these policies have been successful or not in reducing drug use.

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: Globalization

In this unit, we will discuss the process of globalization. We will look at what globalization is and why it is occurring in modern society. We will examine the effects of globalization, both positive and negative, on local communities in North America. We will also look at the effect of globalization on countries and people outside of North America, including the possible loss of indigenous cultures and customs. Finally, we will discuss what the future of globalization may be for the world.

Learning Objectives

- Learn what globalization is and why it is occurring in modern society.
- Examine the effects of globalization on our daily lives and our communities.
- Look at how globalization is affecting people and communities outside of North America.
- Investigate how globalization may be contributing to the loss of indigenous cultures and customs around the world.
- Discuss what the future of globalization may be and how it may change our lives in the future.

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: Globalization (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 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