

## Term Information

Effective Term Autumn 2022  
*Previous Value* Autumn 2020

## Course Change Information

What change is being proposed? (If more than one, what changes are being proposed?)

Adjust course for Social and Behavioral Sciences foundation of new GE.

What is the rationale for the proposed change(s)?

Respond to new GE.

What are the programmatic implications of the proposed change(s)?

(e.g. program requirements to be added or removed, changes to be made in available resources, effect on other programs that use the course)?

Minimal.

Is approval of the request contingent upon the approval of other course or curricular program request? No

Is this a request to withdraw the course? No

## General Information

Course Bulletin Listing/Subject Area	Sociology
Fiscal Unit/Academic Org	Sociology - D0777
College/Academic Group	Arts and Sciences
Level/Career	Undergraduate
Course Number/Catalog	2202
Course Title	Social Problems and Public Policy
Transcript Abbreviation	Social Problems
Course Description	Analysis of contemporary social problems such as inequality, discrimination, and crime.
Semester Credit Hours/Units	Fixed: 3

## Offering Information

Length Of Course	14 Week, 12 Week
Flexibly Scheduled Course	Never
Does any section of this course have a distance education component?	Yes
Is any section of the course offered	100% at a distance
Grading Basis	Letter Grade
Repeatable	No
Course Components	Lecture
Grade Roster Component	Lecture
Credit Available by Exam	No
Admission Condition Course	No
Off Campus	Never
Campus of Offering	Columbus, Lima, Mansfield, Marion, Newark, Wooster
<i>Previous Value</i>	<i>Columbus, Lima, Mansfield, Marion, Newark</i>

## Prerequisites and Exclusions

### Prerequisites/Corequisites

### Exclusions

Electronically Enforced No

## Cross-Listings

### Cross-Listings

## Subject/CIP Code

Subject/CIP Code 45.1101  
Subsidy Level Baccalaureate Course  
Intended Rank Sophomore

## Requirement/Elective Designation

Required for this unit's degrees, majors, and/or minors

Social and Behavioral Sciences

The course is an elective (for this or other units) or is a service course for other units

### *Previous Value*

*Required for this unit's degrees, majors, and/or minors*

*The course is an elective (for this or other units) or is a service course for other units*

## Course Details

### Course goals or learning objectives/outcomes

- Analysis of contemporary social problems such as inequality, discrimination, and crime

### Content Topic List

- Social problems
- Poverty and wealth
- Racial and ethnic inequality
- Gender inequality
- Aging and inequality
- Crime and criminal justice
- Sexuality
- Alcohol and drugs
- Family
- Technology and environment

### Sought Concurrence

No

**COURSE CHANGE REQUEST**  
2202 - Status: PENDING

Last Updated: Vankeerbergen, Bernadette  
Chantal  
11/10/2021

**Attachments**

- Edmunds\_GE Submission.pdf  
*(GEC Model Curriculum Compliance Stmt. Owner: Downey, Douglas B)*
- Edmunds\_SocialProblems\_Syllabus\_Sp22.pdf  
*(Syllabus. Owner: Downey, Douglas B)*
- SocialProblems\_Syllabus\_Sp22\_211105.pdf  
*(Syllabus. Owner: Downey, Douglas B)*

**Comments**

- The revised syllabus responds to the two contingencies and four recommendations made by the panel on 11/3/21.  
*(by Downey, Douglas B on 11/09/2021 03:51 AM)*
- Please see Panel feedback email sent 11/03/2021. *(by Cody, Emily Kathryn on 11/03/2021 01:34 PM)*

**Workflow Information**

Status	User(s)	Date/Time	Step
Submitted	Downey, Douglas B	10/05/2021 06:06 AM	Submitted for Approval
Approved	Downey, Douglas B	10/05/2021 06:07 AM	Unit Approval
Approved	Vankeerbergen, Bernadette Chantal	10/15/2021 12:49 PM	College Approval
Revision Requested	Cody, Emily Kathryn	11/03/2021 01:34 PM	ASCCAO Approval
Submitted	Downey, Douglas B	11/09/2021 03:51 AM	Submitted for Approval
Approved	Downey, Douglas B	11/09/2021 03:52 AM	Unit Approval
Approved	Vankeerbergen, Bernadette Chantal	11/10/2021 12:45 PM	College Approval
Pending Approval	Cody, Emily Kathryn Jenkins, Mary Ellen Bigler Hanlin, Deborah Kay Hilty, Michael Vankeerbergen, Bernadette Chantal Steele, Rachel Lea	11/10/2021 12:46 PM	ASCCAO Approval

# **SYLLABUS: SOCIOLOGY 2202**

## **SOCIAL PROBLEMS AND PUBLIC POLICY**

**SPRING 2022**

### **Course overview**

#### **Instructor**

Instructor: Dr. Chrise Edmunds

Email address: [edmunds.32@osu.edu](mailto:edmunds.32@osu.edu)

Office hours: Please email me to schedule a Zoom meeting.

This course is 100% online (asynchronous). You will complete modules at your own pace throughout each week, with all assignments due by midnight on Monday nights. Per Ohio State policy, this course is designed to take three hours of work outside of class for each credit hour. Because this class is worth three credits, you can expect to spend nine hours per week on this course.

#### **Course description**

We face a number of social problems in our world. The purpose of this course is to develop an understanding of how problematic conditions of society develop into widespread social problems and to analyze the research about these social problems. We begin the semester by learning about how social problems are defined and the role that policy plays. Then, we will do a deep dive into specific social problems. The content of this course is important and fascinating. However, it can also be frustrating, and you may find yourself reflecting on how we can improve conditions in our society. We will discuss the role that policy plays in mitigating social problems as we unpack potential solutions to social problems.

#### **Course goals**

By the end of this course, students should successfully be able to:

- Critically analyze and apply theoretical and empirical approaches within the social sciences, including modern principles, theories, and modes of inquiry.
  - Use sociological theory to describe how social problems are constructed and defined.
  - Map the current state of social problems using the social problems process framework.
  - Identify high quality, reliable research as it relates to social problems.

- Recognize the implications of social scientific findings and its potential impacts.
  - Interpret social scientific claims and research as they relate to social problems.
  - Identify the role of social policy and research in solving social problems.
  - Communicate with others about the nuance of various social problems.

## Social and behavioral sciences expected learning outcomes

This course fulfills the Social and Behavioral Sciences GE and meets the following goals and learning outcomes.

1. Successful students will critically analyze and apply theoretical and empirical approaches within the social and behavioral sciences, including modern principles, theories, methods and modes of inquiry.
  - Explain basic facts, principles, theories and methods of social and behavioral science.
  - Explain and evaluate differences, similarities, and disparities among institutions, organizations, cultures, societies, and/or individuals using social and behavioral science.
2. Successful students will recognize the implications of social and behavioral scientific findings and their potential impacts.
  - Analyze how political, economic, individual, or social factors and values impact social structures, policies, and/or decisions.
  - Evaluate social and ethical implications of social scientific and behavioral research.
  - Critically evaluate and responsibly use information from the social and behavioral sciences.

The course materials and assignments meet these goals and learning outcomes by introducing students to foundational theoretical frameworks. Students will engage with a textbook and a variety of high-quality research-based materials to learn basic facts and theories about social problems. They will demonstrate critical thinking around these topics through their weekly reading notes assignments. The discussion boards give them an opportunity to analyze how social factors influence policies and decisions. In the paper assignments, students will evaluate the implications of social research and evaluate how to use it responsibly. The exams are a culmination of what students have learned related to the social sciences and the implications of social scientific research.

## Course materials

### Textbook

*Social Problems: Continuity and Change*, by University of Minnesota  
 Download free eBook online: <https://open.lib.umn.edu/socialproblems/>

## Supplemental materials

Links to supplementary articles and materials will be posted within the modules on the Carmen page. Reading/Viewing/Listening to these are required, not optional.

## Listening materials

During some modules, we will use podcasts to highlight various social problems. Listening to (or reading the transcripts of) these podcasts is required. You will be expected to reference these in assignments and exams.

- **How to listen:** You may listen to the podcast using any device you choose (laptop, tablet, smart phone, et.). You can download or stream the podcasts from the links provided in the syllabus and within the modules. You may also use a podcast app to listen to these, but you must find the correct podcast on your own within those apps.
- **How to read:** Deaf and hard of hearing students, students who are unable to listen to audio files, or who prefer to read can find links to transcripts of the podcasts provided in the syllabus and within the modules.

## Course technology

For help with your password, university e-mail, Carmen, or any other technology issues, questions, or requests, contact the OSU IT Service Desk. Standard support hours are available at <https://ocio.osu.edu/help/hours>, and support for urgent issues is available 24x7.

- **Self-Service and Chat support:** <http://ocio.osu.edu/selfservice>
- **Phone:** 614-688-HELP (4357)
- **Email:** [8help@osu.edu](mailto:8help@osu.edu)
- **TDD:** 614-688-8743

## Baseline technical skills necessary for online courses

- Basic computer and web-browsing skills
- Navigating Carmen

## Necessary equipment

- Computer: current Mac (OS X) or PC (Windows 7+) with high-speed internet connection

## Necessary software

- [Microsoft Office 365 ProPlus](#) All Ohio State students are now eligible for free Microsoft Office 365 ProPlus through Microsoft's Student Advantage program. Each student can install Office on five PCs or Macs, five tablets (Windows, iPad® and Android™) and five phones.

- Students are able to access Word, Excel, PowerPoint, Outlook and other programs, depending on platform. Users will also receive 1 TB of OneDrive for Business storage.
- Office 365 is installed within your BuckeyeMail account. Full instructions for downloading and installation can be found <https://ocio.osu.edu/kb04733>.

## Grading and faculty response

### Grades

Graded Items	Points
11 Sets of Reading Notes (each worth 5 points)	55
6 Sets of Posts on Discussion Board (each worth 10 points)	60
Introduction Post	5
4 Paper Assignments (each worth 20 points)	80
Midterm	65
Final Exam	85
<b>Total</b>	<b>350</b>

*See course schedule, below, for due dates*

### Assignment Information

#### Modules

The content of this course is arranged into weekly modules. As you work through each module, you will be prompted to complete the following a few tasks each week: read a textbook chapter, learn about a social problem case study through an article or podcast, and view a PowerPoint and/or watch a video from the instructor that will provide additional instruction beyond the readings and case studies. Within the module, each task will include an explanation of what is included in the component as well as a few main points to focus on and reflection questions to consider. The end of every module will include a page with instructor comments.

Modules will open at 12am each Tuesday morning. All assignments for that module are due by 11:59pm each Monday night.

## **Reading Notes (15%)**

You will take notes while completing the components of each module. These can be notes about the material, questions you have, things that are confusing you, connections to your life or society, connections between components within a module, or connections to other modules. The first purpose of these notes is for the instructor to make sure you are completing the modules. The second purpose of the notes is for you to have a record of what you are learning about in each module. These notes will help you participate on the discussion boards. You will be able to reference these notes on exams. You should use these reading notes as an opportunity to internalize the material.

Reading note grades are pass/fail. There is no specific format required for the notes, as long as it is clear that you have taken notes on all components of a module. Reading notes can include paragraphs, bullet points, mind maps, sketches, etc. Take notes in a way that will help you make sense of the material. You can use headings to separate the notes for each component within a module. Notes must be at least half a page long and must be substantial and relevant to the material or you will receive a zero. You are only required to submit reading notes for 12 of the 14 module weeks, which means that you can select which weeks you complete the reading notes. If you fail a reading note assignment, you can make it up by submitting notes for an additional week. See 'Reading Notes Guidelines' at the end of this syllabus for more detailed instructions of what this assignment should look like.

## **Discussion Board (18%)**

The class will be divided into two groups of 30 students. Each group will have their own discussion board every other week. Each discussion board will cover two modules. You must make at least three contributions on your group's weekly discussion board and you must write at least 400 words between your posts. You must include your word count at the end of your post.

At the bottom of each post, post the number (1, 2, 3, etc.) and the word count of that post. After your first post it should look like this (1/160). After your second post it should look like this (2/240) and the third post would look like this (3/100). If you surpass the minimum of both number of posts and number of words (three posts and 400 words), you do not need to keep posting the post number and word count. You can post as many times as you need to or want to. One post must be your own original post and the other two must be comments.

Discussion board grades are pass/fail. A student who posts three times and writes at least 400 words but provides low quality responses will receive a failing grade. See discussion board guidelines document for more details on what is considered a substantial contribution along with communication guidelines.

Discussion questions will be provided at the beginning of each module and on the discussion board page. In your posts and comments, you can answer these questions, ask questions to the instructor and your classmates, develop your understanding of the material, and think critically about the content that week. You can also share other sources related to the topic (along with an appropriate citation and link to the material). Meaningful participation on discussion boards is essential to performing well on the midterms and final exam. You are only required to participate



on the discussion board for 6 of the 7 discussion boards. If you fail a discussion board post, you can make it up by participating on the discussion board of an additional week. See 'Discussion Board Guidelines' document at the end of this syllabus for more details on discussion posts.

## **Exams (44%)**

You will take one midterm and one final. The midterm is worth 65 points each and the final is worth 85 points. Exams are a mix of about fifty-percent multiple choice/true-false/fill-in-the-blank and fifty-percent short essay. All course material is subject to being on an exam. Exams will be open for one week. You will have two hours to complete each exam.

These exams are open book, open note, and open discussion board. However, your ideas and phrasing must be original. Copying lines from the textbook or discussion board are plagiarism and will not be tolerated. You may not communicate with other students in the class, friends, relatives, roommates, etc. during the exam. You may not share exam information with classmates after taking the exam. No study guide will be given prior to the exam. Use the reflection questions to guide what to pay most attention to in the readings and course materials. Take notes in your reading notes for each module so that you know where to look if you see an exam question you don't know the answer to.

## **Assignments (23%)**

There are six paper assignments over the course of the semester, but you are only required to complete four of them. You may complete one additional assignment for extra credit. If you receive at least an 85% on this additional assignment, you can earn 5 extra points on the final exam. More details about each assignment will be provided throughout the semester. Detailed instructions and rubrics for each assignment are included at the end of this syllabus.

### **1. Experts and Policy**

You will read a policy brief by an expert and assess the legitimacy of the social problem, the expert, the claims made, and the policy solutions provided.

### **2. Misinformation**

- a. You will learn about the role that misinformation plays in the social problems and policymaking processes. You will investigate how social media platforms deal with misinformation.

### **3. Documentary**

- a. You will select a documentary about a social problem from a list and watch it. You will analyze the social problem and reflect on its claims, claimsmakers, and solutions.

### **4. Education Discussion Groups**

- a. After completing the module on education and school funding, you will do some research on how your K-12 school was funded. You will meet (virtually) with a small group of students from the class to compare your school backgrounds.

### **5. Media, Race, and Drug Policy**

- a. You will investigate how the media treats drug epidemics differently for various racial groups. You will explore the impact of the media in the policymaking process related to drug policy.

**6. Comparative Social Problems**

- a. You will compare how a social problem in the U.S. compares to how a different country handles that social problem.

**Late assignments**

For all reading notes, discussion board posts, and assignments, you will receive 5% off your grade for each 24 hours late you submit the assignment. You will have up to two weeks after an assignment is due to turn it in before you get a zero. If you think there may be a circumstance where you might miss a full week’s worth of work, please contact me *before* the beginning of that week so we can have a conversation about it.

Exams must be taken during the one-week window they are open. If you believe you have a valid reason for not taking the exam during that time, you must contact me *prior* to the opening of the exam so we can have a conversation about it.

**Grade Dispute Policy**

If you disagree with the grade or feedback you receive on an assignment or exam, please wait at least 24 hours before contacting me to discuss via email. If you prefer to talk over virtual office hours, please send an email so we can schedule a call for at least 24 hours after the grade was released. If you are concerned about your grade, I want to have a productive discussion with you. This policy gives you time to plan what you would like to say and gives me an opportunity to review your work before we discuss.

**Grading scale**

93%–100: A	87–89.9: B+	77–79.9: C+	67 –69.9: D+
90–92.9: A-	83–86.9: B	73–76.9: C	60 –66.9: D
	80–82.9: B-	70 –72.9: C-	Below 60: E

**Faculty feedback and response time**

I am providing the following list to give you an idea of my intended availability throughout the course. (Remember that you can call **614-688-HELP** at any time if you have a technical problem.)

**Grading and feedback**

For weekly assignments and exams, you can generally expect feedback within **7 days**.

## E-mail

I will reply to e-mails within **48 hours on school days**. This means that if you send an e-mail on a Saturday or Sunday, I may not respond until Monday morning. Weekly reading notes and discussion posts are due by midnight on Monday nights. I will spend all day Monday answering questions on discussion boards and in emails so you will have plenty of time to revise your work before the midnight deadline. Please reach out with questions early in the module week.

## Discussion board

I will check and reply to messages in the discussion boards every **48 hours on school days**. This means that if you post on the discussion board on a Saturday or Sunday, I may not respond until Monday morning.

# Attendance, participation, and discussions

## Student participation requirements

Because this is a distance-education course, your attendance is based on your online activity and participation. The following is a summary of everyone's expected participation:

- **Logging in: AT LEAST ONCE PER WEEK**  
Be sure you are logging in to the course in Carmen each week, including weeks with holidays or weeks with minimal online course activity. (During most weeks you will probably log in many times.) If you have a situation that might cause you to miss an entire week of class, discuss it with me *as soon as possible*.
- **Office hours and live sessions: OPTIONAL OR FLEXIBLE**  
There are no live, scheduled events in this course. My office hours are optional. The times listed are when I'm guaranteed to be at my computer and available to talk immediately. Please contact me as early as possible in the week if you need to schedule a time to talk about an assignment or the course content.
- **Participating in discussion forums: THREE TIMES EVERY OTHER WEEK**  
There will be a discussion board every other week. You are required to make three substantive contributions to the discussion board. See discussion guidelines document for details on expectations related to discussion boards.

## Discussion and communication guidelines

The following are my expectations for how we should communicate as a class. Above all, please remember to be respectful and thoughtful.

- **Writing style:** While there is no need to participate in class discussions as if you were writing a research paper, you should remember to write using good grammar, spelling, and punctuation. Informality (including an occasional emoticon) is fine for non-academic topics.

- **Tone and civility:** Let's maintain a supportive learning community where everyone feels safe and where people can disagree amicably. Remember that sarcasm doesn't always come across online.
- **Citing your sources:** When we have academic discussions, please cite your sources to back up what you say. (For the textbook or other course materials, list at least the title and page numbers. For online sources, include a link.) You must use theory and evidence to support your posts, not your opinions. You may be asked for opinion occasionally, but it still must be informed by the course content.
- **Backing up your work:** Consider composing your academic posts in a word processor, where you can save your work, and then copying into the Carmen discussion.

## Other course policies

### Student academic services

Student academic services offered on the OSU main campus

<http://advising.osu.edu/welcome.shtml>.

### Student support services

- Student support services offered on the OSU main campus <http://ssc.osu.edu>.
- The Ohio State University Wexner Medical Center's [Coronavirus Outbreak site](#) includes the latest information about COVID-19 as well as guidance for students, faculty and staff.
- The [Keep Learning site](#) includes tips and resources to help students make the shift to online learning, addressing strategies for success as well as technology tools.
- The [Office of Student Life's "We Are Here For You" page](#) includes several resources to support students' mental, physical and financial health.

### Your mental health

As a student you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance or reduce a student's ability to participate in daily activities. The Ohio State University offers services to assist you with addressing these and other concerns you may be experiencing. If you or someone you know are suffering from any of the aforementioned conditions, you can learn more about the broad range of confidential mental health services available on campus via the Office of Student Life's Counseling and Consultation Service (CCS) by visiting [ccs.osu.edu](http://ccs.osu.edu) or calling 614- 292-5766. CCS is located on the 4th Floor of the Younkin Success Center and 10th Floor of Lincoln Tower. You can reach an on call counselor when CCS is closed at 614-292-5766 and 24 hour emergency help is also available

through the 24/7 National Suicide Prevention Hotline at 1-800-273- TALK or at [suicidepreventionlifeline.org](http://suicidepreventionlifeline.org)

## Academic integrity policy

### Policies for this online course

- **Exams:** You must complete the two midterms and final exam yourself, without any communication with classmates, friends, or relatives, etc. Exams are open book, open note, and open discussion board; however, all ideas and writing must be your own. I will not tolerate plagiarism on exams.
- **Written assignments:** Your written assignments, including reading notes and discussion posts, should be your own original work.

### Ohio State's academic integrity policy

## Academic Misconduct

It is the responsibility of the Committee on Academic Misconduct to investigate or establish procedures for the investigation of all reported cases of student academic misconduct. The term “academic misconduct” includes all forms of student academic misconduct wherever committed; illustrated by, but not limited to, cases of plagiarism and dishonest practices in connection with examinations. Instructors shall report all instances of alleged academic misconduct to the committee (Faculty Rule 3335-5-487). For additional information, see the Code of Student Conduct <http://studentlife.osu.edu/csc/>.

## Copyright disclaimer

The materials used in connection with this course may be subject to copyright protection and are only for the use of students officially enrolled in the course for the educational purposes associated with the course. Copyright law must be considered before copying, retaining, or disseminating materials outside of the course.

## Statement on title IX

Title IX makes it clear that violence and harassment based on sex and gender are Civil Rights offenses subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories (e.g., race). If you or someone you know has been sexually harassed or assaulted, you may find the appropriate resources at <http://titleix.osu.edu> or by contacting the Ohio State Title IX Coordinator at [titleix@osu.edu](mailto:titleix@osu.edu)

## Commitment to Diversity

The Ohio State University affirms the importance and value of diversity in the student body. Our programs and curricula reflect our multicultural society and global economy and seek to provide

opportunities for students to learn more about persons who are different from them. We are committed to maintaining a community that recognizes and values the inherent worth and dignity of every person; fosters sensitivity, understanding, and mutual respect among each member of our community; and encourages each individual to strive to reach his or her own potential. Discrimination against any individual based upon protected status, which is defined as age, color, disability, gender identity or expression, national origin, race, religion, sex, sexual orientation, or veteran status, is prohibited.

## **COVID-Related Accommodations**

The university strives to make all learning experiences as accessible as possible. In light of the current pandemic, students seeking to request COVID-related accommodations may do so through the university's [request process](#), managed by Student Life Disability Services. If you anticipate or experience academic barriers based on your disability (including mental health, chronic, or temporary medical conditions), **please let me know immediately so that we can privately discuss options. To establish reasonable accommodations, I may request that you register with Student Life Disability Services.** After registration, make arrangements with me as soon as possible to discuss your accommodations so that they may be implemented in a timely fashion. SLDS contact information: [slds@osu.edu](mailto:slds@osu.edu); 614-292-3307; [slds.osu.edu](http://slds.osu.edu); 098 Baker Hall, 113 W. 12<sup>th</sup> Avenue.

## **Accessibility Accommodations for Students with Disabilities**

**The University strives to make all learning experiences as accessible as possible. If you anticipate or experience academic barriers based on your disability (including mental health, chronic or temporary medical conditions), please let me know immediately so that we can privately discuss options. To establish reasonable accommodations, I may request that you register with Student Life Disability Services. After registration, make arrangements with me as soon as possible to discuss your accommodations so that they may be implemented in a timely fashion. SLDS contact information: [slds@osu.edu](mailto:slds@osu.edu); 614-292-3307; [slds.osu.edu](http://slds.osu.edu); 098 Baker Hall, 113 W. 12th Avenue.**

### **Accessibility of course technology**

This online course requires use of Carmen (Ohio State's learning management system) and other online communication and multimedia tools. If you need additional services to use these technologies, please request accommodations with your instructor.

- [Carmen \(Canvas\) accessibility](#)
- Streaming audio and video

# Course schedule

\*Course schedule and content is subject to change. All article, video, and podcast links can be found in the modules on Carmen.

Week	Dates	Topics, Readings, Assignments, Deadlines
1	Jan 10- Jan 17	<p><b>START HERE MODULE and MODULE 1- STUDYING SOCIAL PROBLEMS</b></p> <p><b>Learning Outcomes</b></p> <ul style="list-style-type: none"> <li>• Understand structure and details of course</li> <li>• Get to know instructor and other students</li> <li>• Recognize the social construction of social problems</li> <li>• Analyze human trafficking as a social problem</li> </ul> <p><b>Module Items</b></p> <ul style="list-style-type: none"> <li>• Module Introduction with Instructor Comments</li> <li>• Read Textbook Chapter 1, Sections 1 and 2 (p. 2-20; 18 pages)</li> <li>• Case Study- Human Trafficking as a Social Problem:</li> <li>• <a href="#"><u>"The Evolution of Human Trafficking Messaging in the United States and Its Effect on Public Opinion" by Tabitha Bonilla and Cecilia Hyunjung Mo, <i>Journal of Public Policy</i>, April 25, 2018.</u></a></li> <li>• Module Conclusion with Instructor Comments</li> <li>• Reading Notes Due</li> <li>• Discussion Posts Due</li> </ul>
	Jan 10	Review syllabus and Carmen course. Complete Introduction post assignment.
	Jan 11	Read textbook section. Work on reading notes.
	Jan 12	Complete case study. Work on reading notes.
	Jan 13	Write first discussion post.
	Jan 14	Write two discussion post responses.
	Jan 17	Finish all assignments. Submit reading notes and discussion posts.

2	Jan 18- Jan 24	<p><b>MODULE 2- CLAIMS AND CLAIMSMAKING</b></p> <p><b>Learning Outcomes</b></p> <ul style="list-style-type: none"> <li>• Understand what constitutes a social problems claim and how claims are made</li> <li>• Distinguish between different types of claimsmakers</li> <li>• Analyze the claims and claimsmaking related to the Black Lives Matter movement</li> </ul> <p><b>Module Items</b></p> <ul style="list-style-type: none"> <li>• Module Introduction with Instructor Comments</li> <li>• Instructor video lecture on claims and claimsmaking</li> <li>• PowerPoint notes on reliable sources</li> <li>• Case Study- Black Lives Matter movement:</li> <li>• Read <a href="#"><u>“How Black Lives Matter Changed the Way Americans Fight for Freedom” by Frank Leon Roberts, ACLU, July 13, 2018</u></a></li> <li>• Watch six-minute video: <a href="#"><u>“#BlackTwitter After #Ferguson” by Brent McDonald and John Woo, New York Times, August 10, 2015</u></a></li> <li>• Read <a href="#"><u>“National Media Coverage of Black Lives Matter Had Fallen During the Trump Era- Until Now” by Dhruvil Mehta, FiveThirtyEight, June 11, 2020.</u></a></li> <li>• Listen to <a href="#"><u>“Why Now, White People?” by Gene Demby; Code Switch, NPR; June 16, 2020</u></a></li> <li>• Module Conclusion with Instructor Comments</li> <li>• Reading Notes Due</li> <li>• Experts and Policy Assignment Due</li> </ul>
	Jan 18	Review materials on Carmen. Work on reading notes.
	Jan 19	Complete case study. Work on reading notes.
	Jan 20	Work on paper assignment.
	Jan 21	Work on paper assignment.
	Jan 24	Finish all assignments. Submit reading notes and paper assignment.



3	Jan 25- Jan 31	<p><b>MODULE 3- THE ROLE OF PUBLIC POLICY</b></p> <p><b>Learning Outcomes</b></p> <ul style="list-style-type: none"> <li>• Understand how society handles social problems</li> <li>• Evaluate the power structure of public policy and policy changes</li> <li>• Analyze conversations about gun policy in the United States</li> </ul> <p><b>Module Items</b></p> <ul style="list-style-type: none"> <li>• Module Introduction with Instructor Comments</li> <li>• Read Textbook Chapter 1, Section 3 (p. 21-24; 3 pages)</li> <li>• Policymaking PowerPoint</li> <li>• Case Study- The Role of the NRA on Gun Policy:</li> <li>• Read <a href="#"><u>"The School Shooting Generation Has Had Enough" by Charlotte Alter, Time, March 22, 2018</u></a></li> <li>• Read <a href="#"><u>"US Gun Control: What is the NRA and Why Is It So Powerful?" BBC, January 8, 2016</u></a></li> <li>• Module Conclusion with Instructor Comments</li> <li>• Reading Notes Due</li> <li>• Discussion Posts Due (over Modules 2 and 3)</li> </ul>
	Jan 25	Read textbook and review materials on Carmen. Work on reading notes.
	Jan 26	Complete case study. Work on reading notes.
	Jan 27	Write first discussion post.
	Jan 28	Write two discussion post responses.
	Jan 31	Finish all assignments. Submit reading notes and discussion post.
4	Feb 1- Feb 7	<p><b>MODULE 4- POVERTY</b></p> <p><b>Learning Outcomes</b></p> <ul style="list-style-type: none"> <li>• Consider the variety of ways families and individuals are disadvantaged in the United States</li> <li>• Compare different explanations for poverty</li> </ul>

		<ul style="list-style-type: none"> <li>• Explore the effects of various poverty policies</li> <li>• Analyze homelessness as a social problem</li> </ul> <p><b>Module Items</b></p> <ul style="list-style-type: none"> <li>• Module Introduction with Instructor Comments</li> <li>• Read Textbook Chapter 2 (p. 40-93; 53 pages)</li> <li>• Case Study- Poverty Policy and Homelessness:</li> <li>• Listen to 26-minute Podcast <a href="#"><u>“When the Safety Net Doesn’t Catch You” by On the Media (WNYC Studios), October 21, 2016 (or read transcript)</u></a></li> <li>• Watch five-minute video <a href="#"><u>“Unstable Housing: Matthew Desmond” by Stanford Center on Poverty &amp; Inequality, October 2016</u></a></li> <li>• Module Conclusion with Instructor Comments</li> <li>• Reading Notes Due</li> <li>• Misinformation Assignment Due</li> </ul>
	Feb 1	Read textbook section. Work on reading notes.
	Feb 2	Complete case study. Work on reading notes.
	Feb 3	Work on paper assignment.
	Feb 4	Work on paper assignment.
	Feb 7	Finish all assignments. Submit reading notes and paper assignment.
5	Feb 8- Feb 14	<p><b>MODULE 5- RACIAL INEQUALITY</b></p> <p><b>Learning Outcomes</b></p> <ul style="list-style-type: none"> <li>• Understand the history racial and ethnic inequality in the United States</li> <li>• Explore current dimensions of racial and ethnic inequality</li> <li>• Analyze the effects of the racial wealth gap</li> </ul> <p><b>Module Items</b></p> <ul style="list-style-type: none"> <li>• Module Introduction with Instructor Comments</li> <li>• Read Textbook Chapter 3 (p. 94-145; 51 pages)</li> </ul>

		<ul style="list-style-type: none"> <li>• Case Study- Racial Wealth Gap:</li> <li>• Listen to 42-minute Podcast <a href="#">“A Call for Reparations: How America Might Narrow the Racial Wealth Gap” by Terry Gross, Fresh Air NPR, June 24, 2020</a> (or read transcript)</li> <li>• Module Conclusion with Instructor Comments</li> <li>• Reading Notes Due</li> <li>• Discussion Post Due (over Modules 4-5)</li> </ul>
	Feb 8	Read textbook section. Work on reading notes.
	Feb 9	Complete case study. Work on reading notes.
	Feb 10	Write first discussion post.
	Feb 11	Write two discussion post responses.
	Feb 14	Finish all assignments. Submit reading notes and discussion post.
6	Feb 15- Feb 21	<p><b>MODULE 6- GENDER INEQUALITY</b></p> <p><b>Learning Outcomes</b></p> <ul style="list-style-type: none"> <li>• Demonstrate knowledge over the first six modules</li> <li>• Understand dimensions of gender inequality</li> <li>• Analyze the gender wage gap and its potential solutions</li> </ul> <p><b>Module Items</b></p> <ul style="list-style-type: none"> <li>• Module Introduction with Instructor Comments</li> <li>• Read Textbook Chapter 4 (p. 146-193; 47 pages)</li> <li>• Case Study- Gender Wage Gap:</li> <li>• Listen to 45-minute Podcast <a href="#">“The True Story of the Gender Pay Gap” by Stephen J. Dubner, Freakonomics Radio, January 7, 2016</a> (or read transcript)</li> <li>• Module Conclusion with Instructor Comments</li> <li>• Reading Notes Due</li> <li>• Documentary Assignment Due</li> </ul>
	Feb 15	Read textbook section. Work on reading notes.
	Feb 16	Complete case study. Work on reading notes.

	Feb 17	Work on paper assignment.
	Feb 18	Work on paper assignment.
	Feb 21	Finish all assignments. Submit reading notes and paper assignment.
7	Feb 22- Feb 28	<p><b>MODULE 7- SEXUAL ORIENTATION AND INEQUALITY</b></p> <p><b>Learning Outcomes</b></p> <ul style="list-style-type: none"> <li>• Understand social problems experienced by LGBTQ persons</li> <li>• Analyze the effect of LGBTQ hate crimes</li> </ul> <p><b>Module Items</b></p> <ul style="list-style-type: none"> <li>• Module Introduction with Instructor Comments</li> <li>• Read Textbook Chapter 5 (p. 185-225; 40 pages)</li> <li>• Case Study- LGBTQ Hate Crimes</li> <li>• Read policy brief <a href="#">“Understanding and Handling Hate Crimes Against Gay, Bisexual, and Transgender People” by Eli Coston, Scholars Strategy Network, November 9, 2018</a></li> <li>• Listen to 20-minute Podcast <a href="#">“Black Trans Lives Matter” by Tobin Low and Kathy Tu, WNYC Studios, June 11, 2020</a> (or read transcript)</li> <li>• Module Conclusion with Instructor Comments</li> <li>• Reading Notes Due</li> <li>• Discussion Post Due (over modules 6-7)</li> </ul>
	Feb 22	Read textbook section. Work on reading notes.
	Feb 23	Complete case study. Work on reading notes.
	Feb 24	Write first discussion post.
	Feb 25	Write two discussion post responses.
	Feb 28	Finish all assignments. Submit reading notes and discussion post.
8	Mar 1- Mar 7	<p><b>MIDTERM EXAM</b></p> <p>Complete Exam over Modules 1-7</p>
	Mar 1	Prepare for exam

	Mar 2	Prepare for exam
	Mar 3	Prepare for exam
	Mar 4	Prepare for exam
	Mar 7	Take midterm exam
9	Mar 8- Mar 14	<p><b>MODULE 8- SCHOOLS AND EDUCATION</b></p> <p><b>Learning Outcomes</b></p> <ul style="list-style-type: none"> <li>• Reflect on the role education plays and whether the United States education system provides equal opportunities to all students</li> <li>• Identify issues that affect education in the United States</li> <li>• Analyze school funding policies and their effects</li> </ul> <p><b>Module Items</b></p> <ul style="list-style-type: none"> <li>• Module Introduction with Instructor Comments</li> <li>• Read Textbook Chapter 11 (p. 473-521; 48 pages)</li> <li>• Case Study: School Funding</li> <li>• Read <a href="#">“Why America’s Schools Have a Money Problem” by Cory Turner, Reema Khrais, Tim Lloyd, Alexandra Olgin, Laura Isensee, Becky Vevea, and Dan Carsen; School Money, NPR; April 18, 2016.</a> (6-minute podcast on page is optional)</li> <li>• Listen to 7-minute Podcast <a href="#">“Can More Money Fix America’s Schools?” by Cory Turner, Kevin McCorry, Lisa Worf, Sarah Gonzalez, Kirk Carapezza, and Claire McNery; School Money, NPR; April 25, 2016</a> (reading affiliated article on page is optional)</li> <li>• Listen to 4-minute Podcast <a href="#">“Is There a Better Way to Pay for America’s Schools?” by Cory Turner, Jennifer Guerra, Sam Zeff, Kate McGee, Aaron Schrank, Jenny Brundin, Rob Manning, Ana Tintocalis, and Paul Boger; School Money, NPR; May 1, 2016</a> (also look at graph immediately under the playback bar; reading the rest of the affiliated article on page is optional)</li> <li>• Listen to 30-minute Podcast <a href="#">“A Tale of Two School Districts”; Code Switch, NPR; September 11, 2019</a></li> <li>• Module Conclusion with Instructor Comments</li> </ul>

		<ul style="list-style-type: none"> <li>• Reading Notes Due</li> <li>• Education Discussion Groups Paper Due</li> </ul>
	Mar 8	Read textbook section. Work on reading notes.
	Mar 9	Complete case study. Work on reading notes.
	Mar 10	Work on paper assignment.
	Mar 11	Work on paper assignment.
	Mar 16	Finish all assignments. Submit reading notes and paper assignment.
10	Mar 15-Mar 21	Spring Break
11	Mar 22-Mar 28	<p><b>MODULE 9- POPULATION AND THE ENVIRONMENT</b></p> <p>Learning Outcomes</p> <ul style="list-style-type: none"> <li>• Understand the trends of population growth and decline</li> <li>• Identify the types of environmental inequality some groups face</li> <li>• Analyze the debate about climate change</li> </ul> <p>Module Items</p> <ul style="list-style-type: none"> <li>• Module Introduction with Instructor Comments</li> <li>• Read Textbook Chapter 15 (p. 653-704; 51 pages)</li> <li>• Case Study- Climate Change</li> <li>• Listen to 25-minute Podcast <a href="#">“Why Our Brains Weren’t Made to Deal with Climate Change” by Shankar Vedantam, Maggie Penman, and Max Newterak, Hidden Brain, NPR, April 19, 2016</a></li> <li>• Module Conclusion with Instructor Comments</li> <li>• Reading Notes Due</li> <li>• Discussion Post Due (over Modules 8-9)</li> </ul>
	Mar 22	Read textbook section. Work on reading notes.
	Mar 23	Complete case study. Work on reading notes.
	Mar 24	Write first discussion post.

	Mar 25	Write two discussion post responses.
	Mar 28	Finish all assignments. Submit reading notes and discussion post.
12	Mar 29- April 4	<p><b>MODULE 10- ALCOHOL AND OTHER DRUGS</b></p> <p><b>Learning Outcomes</b></p> <ul style="list-style-type: none"> <li>• Understand the drug use problem in the United States</li> <li>• Analyze the effect of the opioid crisis and its potential solutions</li> </ul> <p><b>Module Items</b></p> <ul style="list-style-type: none"> <li>• Module Introduction with Instructor Comments</li> <li>• Read Textbook Chapter 7 (p. 274-330; 56 pages)</li> <li>• Case Study- The Opioid Crisis:</li> <li>• Listen to 50-minute Podcast <a href="#">“Life, Death, and the Lazarus Drug: Confronting America’s Opioid Crisis” by Shankar Vedantam et al., Hidden Brain NPR, October 29, 2018</a> (or read transcript)</li> <li>• Module Conclusion with Instructor Comments</li> <li>• Reading Notes Due</li> <li>• Media and Race Assignment Due</li> </ul>
	Mar 29	Read textbook section. Work on reading notes.
	Mar 30	Complete case study. Work on reading notes.
	Mar 31	Work on paper assignment.
	Apr 1	Work on paper assignment.
	Apr 2	Finish all assignments. Submit reading notes and paper assignment.
13	April 5- April 11	<p><b>MODULE 11- CRIME AND CRIMINAL JUSTICE</b></p> <p><b>Learning Outcomes</b></p> <ul style="list-style-type: none"> <li>• Explore theories of why crime occurs</li> <li>• Understand the role of the criminal justice system in the United States</li> </ul>

		<ul style="list-style-type: none"> <li>Analyze the effects of mass incarceration and its potential solutions</li> </ul> <p><b>Module Items</b></p> <ul style="list-style-type: none"> <li>Module Introduction with Instructor Comments</li> <li>Read Textbook Chapter 8 (p. 330-378; 48 pages)</li> <li>Case Study- Mass Incarceration:</li> <li>Watch 24-minute video <a href="#"><u>"The Future of Race in America" by Michelle Alexander at TEDxColumbus, October 16, 2013</u></a></li> <li>Read <a href="#"><u>"The Growth of Incarceration in the United States- Causes, Consequences, and Proposed Reforms" by Bruce Western, Scholars Strategy Network, May 27, 2014</u></a></li> <li>Module Conclusion with Instructor Comments</li> <li>Reading Notes Due</li> <li>Discussion Post Due (over Modules 10-11)</li> </ul>
	Apr 5	Read textbook section. Work on reading notes.
	Apr 6	Complete case study. Work on reading notes.
	Apr 7	Write first discussion post.
	Apr 8	Write two discussion post responses.
	Apr 11	Finish all assignments. Submit reading notes and discussion post.
14	April 12- April 18	<p><b>MODULE 12- URBAN AND RURAL PROBLEMS</b></p> <p><b>Learning Outcomes</b></p> <ul style="list-style-type: none"> <li>Understand the process and consequences of urbanization</li> <li>Compare and contrast the challenges faced by urban and rural areas</li> <li>Analyze the issues related to healthcare in rural areas</li> <li>Study a social problem of your choice through a documentary</li> </ul> <p><b>Module Items</b></p> <ul style="list-style-type: none"> <li>Module Introduction with Instructor Comments</li> <li>Read Textbook Chapter 14 (p. 614-653; 39 pages)</li> </ul>



		<ul style="list-style-type: none"> <li>• Case Study: Rural Healthcare</li> <li>• Listen to 5-minute Podcast <a href="#"><u>"The Struggle to Hire and Keep Doctors in Rural Areas Means Patients Go Without Care" by Kirk Siegler, NPR, May 21, 2019</u></a></li> <li>• Module Conclusion with Instructor Comments</li> <li>• Reading Notes Due</li> <li>• Comparative Social Problems Assignment Due</li> </ul>
	Apr 12	Read textbook section. Work on reading notes.
	Apr 13	Complete case study. Work on reading notes.
	Apr 14	Work on paper assignment.
	Apr 15	Work on paper assignment.
	Apr 18	Finish all assignments. Submit reading notes and paper assignment.
15	April 19- April 25	<p><b>MODULE 13- HEALTH AND HEALTHCARE</b></p> <p><b>Learning Outcomes</b></p> <ul style="list-style-type: none"> <li>• Explore the causes of health inequalities</li> <li>• Analyze the causes and effects of rising healthcare costs</li> </ul> <p><b>Module Items</b></p> <ul style="list-style-type: none"> <li>• Module Introduction with Instructor Comments</li> <li>• Read Textbook Chapter 13 (p. 565-613; 48 pages)</li> <li>• Case Study: Rising Healthcare Costs</li> <li>• Listen to 50-minute Podcast <a href="#"><u>"More is Less" (prologue and all four acts) by David Frum, Alix Spiegel, Lisa Pollak, Sarah Koenig, and Ira Glass, This American Life, NPR, October 9, 2009</u></a></li> <li>• Module Conclusion with Instructor Comments</li> <li>• Reading Notes Due</li> <li>• Discussion Post Due (over Modules 12-13)</li> </ul>
	Apr 19	Read textbook section. Work on reading notes.
	Apr 20	Complete case study. Work on reading notes.
	Apr 21	Write first discussion post.

	<b>Apr 22</b>	<b>Write two discussion post responses.</b>
	<b>Apr 25</b>	<b>Finish all assignments. Submit reading notes and discussion post.</b>
<b>16</b>	<b>April 26-May 2</b>	<b>Final Exam open from Tuesday, April 26-May 2</b>
	<b>Apr 26</b>	<b>Prepare for exam</b>
	<b>Apr 27</b>	<b>Prepare for exam</b>
	<b>Apr 28</b>	<b>Prepare for exam</b>
	<b>Apr 29</b>	<b>Prepare for exam</b>
	<b>May 2</b>	<b>Take final exam</b>

*\*\*The instructor reserves the right to make changes to the course schedule and content. Updates will be communicated to students through email and on Carmen.*

## Reading Note Guidelines

### To Get Full Points:

1. *Notes must be the equivalent of one a page long*
2. *Clear distinction that you have completed and taken notes on all components within a module*
  - a. Use headings or clear labels to indicate notes from each component
  - b. All components in a module includes: instructor notes, powerpoints, textbook chapters, and all portions of the case study.
3. *Make substantive notes*
  - a. Notes about the material- main themes, paraphrase ideas you want to remember, summary of main points
  - b. Questions you have or things that are confusing you
  - c. Connections to your life or society
  - d. Connections between components within a module or to other course content
  - e. Content within notes must be relevant to the material that week
4. *Notes must be in your own words*
  - a. You cannot copy key takeaways or paragraphs from the textbook
  - b. You can include quotes, but you must use quotations and include page numbers where applicable
  - c. If you're only including quotes without your own words to summarize and contextualize them, this will not count

### Format

- No specific format- Take notes in a way that will help you make sense of the material.
- Can include paragraphs, bullet points, sketches, mind maps, pictures of written notes, etc.

### Grading

- Reading Notes are pass/fail
- If you fail a week's reading notes, you can make it up by completing reading notes for an additional week later in the semester (lowest two grades are dropped)

\*You will get to use these notes on the exams, so it's in your best interest to take good notes.

## Discussion Board Guidelines

### To Get Full Points:

1. *Make at least three contributions*

- At least one has to be an original post
- You are encouraged to post more than three times

2. *Write at least 400 words between the posts*

- You are encouraged to write more than 400 words

3. *Include post number and word count at the end of each post*

- At the bottom of each post, post the number (1, 2, 3, etc.) and the word count of that post. After your first post it should look like this (1/160). After your second post it should look like this (2/240) and the third post would look like this (3/100).
- If you surpass the minimum of both number of posts and number of words (three posts and 400 words), you do not need to keep posting the post number and word count.

4. *Make a substantive contribution*

○ **Original Posts:**

- Answer questions in discussion board description.
- Or pose new questions and connections about the material.
- Or ask your classmates and instructor questions about the content.

○ **Comments:**

- Include the specific phrase, sentence, or comment you are replying to.
- Your comment should add something to the conversation. You cannot just disagree or agree. Here are some ways of thinking about how you can add to the conversation:

▪ **Three ways to make substantive comments:**

• **Respectfully disagree (No, because...)**

- Do not attack the writer, just comment on the content of their post. Does it make sense? What are they missing? Ask questions to understand their points better.
- Provide new information that explains why you disagree.

• **Agree and Expand (Yes, and...)**

- If you agree with their comment and want to add more, use your comment to provide another angle or example. How can your contribution provide a clearer picture or facilitate a discussion?
- **Agree and Clarify (Yes, but...)**
  - Instead of agreeing and adding, you can agree and point out some additional things that may contradict or conflict with their original post. You can say that you agree but also point out some problems with their view.
  - You are encouraged to share other sources related to the topic.
    - Must include an appropriate citation or link to the material.
  - Please do not write repetitive or fluffy comments. If you've said what you need to say in 100 words (or someone else has already said it), please find other ways to participate on the board to meet the rest of your word/post count.
  - Discussion board grades are pass/fail. A student who posts three and writes at least 400 words but provides low quality responses will receive a failing grade.

### **Conduct:**

- Our discussion boards are an important part of our virtual classroom.
- Appropriate behavior is expected.
  - Give classmates and the instructor the benefit of the doubt when interpreting their comments.
  - Respect your classmates and their diverse ideas.
  - Use language you would use in-person when communicating with the instructor and your classmates.
  - Humor does not always translate into written comments. Be mindful of how your comments may be misinterpreted.
- Try reading your comments out loud before posting them.
- Confidentiality- please protect the privacy of other students in the class. Do not screenshot or copy comments.

### **Other Tips**

- Grammar and Formatting
  - Use correct spelling, grammar, and sentence structure.
  - Use spell check.
  - Avoid using curse words or slang.

- Do not use ALL CAPS.
- Use standard font and colors (for accessibility purposes)
- Due Date
  - Discussion Board participation must be complete by the time listed.
  - Any posts or comments after this time will be subject to a 5% penalty for each day they are posted late
- Pass/Fail
  - Discussion post participation each week is pass/fail.
  - If you fail a discussion board, you can make it up by participating in an additional discussion board later in the semester (your two lowest discussion boards are dropped)

**Purpose of Discussion Boards**

- Build community within the class
- Allow for in-depth reflection and application of course content
- Practice thinking and writing skills

## **Experts and Policy**

### **Social Problems and Public Policy**

We have been learning about the social problems process and how social change occurs. One important way that social change can occur is through policy changes. Policymakers look to expert claimsmakers to provide information on the best way to make changes. In this assignment, you will analyze the claims and policy suggestions of expert claimsmakers.

#### **Steps to complete the assignment:**

1. Select a social problem that interests you.
2. Use the [Scholars Strategy Network](#) to review (at least) two research briefs about this social problem. The research briefs can be about different aspects of the social problem.
  - a. On the home page, you will use the search bar (“Connect with Scholars or Research”) to type in the name of your social problem.
  - b. Under the ‘Contributions’ title (in a light blue/green box), select ‘All Contributions.’ Then scroll through the pages of research briefs related to that social problem and select the two briefs you’re going to analyze.
  - c. You can write this paper based on the research brief on the SSN website. You do not need to follow the ‘Read More’ link at the bottom of the research brief (unless you want to!). Use these research briefs in your citations.
3. Write up your paper according to the instructions below.

#### **Formatting and Organization Specifications (5 points)**

- ✓ About 2.5-3.5 pages double spaced (600-900 words, not including references)
  - Word count included at the end of the document
  - Times New Roman font, size 12
- ✓ **Use subheadings** to break up the three components of your paper. Do not include extra spaces before or after your subheadings—include only the double-spacing from the rest of the paper.
- ✓ You should use complete sentences. Be sure to **proofread for grammar, spelling, organization, and flow**. Your paper should not be a stream of consciousness; your ideas need to be clear and organized.
- ✓ You should **include citations** to the research briefs you use. You can choose what citation style you use. Use in-text citations when referencing the research briefs in your paragraphs.
  - If you don’t have a preferred citation style, you can use [this ASA style guide](#).

### **Description of Social Problem (5 points)**

- ✓ Briefly describe the social problem you are analyzing. What is the social problem? What claims are made about it? Who makes the claims? What does the general public think about the social problem?
- ✓ Take about one-half to three-quarters of a page to review the social problem

### **Policy Analysis (5 points)**

- ✓ Analyze the policy conversations related to this social problem. Question prompts to get you started:
  - What role do expert claimsmakers play in policy conversations related to this social problem?
  - What issues or hang-ups occur in policy conversations about this social problem?
  - Why is it hard to make policy changes in this area?

### **Policy Solutions (5 points)**

- ✓ What policy solutions exist for this social problem?
- ✓ What do expert claimsmakers have to say about this social problem and its policy solutions compared to what the general public thinks?



**Experts and Policy Assignment Rubric (20 points)**

<b>Formatting and Organization</b>	<b>5 points:</b> Paper is the correct length and formatted correctly; Paper was organized and made sense; Spelling, sentence structure, and grammar were appropriate, paper had been proofread.	<b>4 points:</b> Most formatting and organization specifications were met.	<b>3 points:</b> Paper was missing multiple formatting and organization specifications.	<b>2 points:</b> Poor attempt at meeting formatting and organization specifications.	<b>1 point:</b> Most formatting and organization specifications were not met.
<b>Description of Social Problem</b>	<b>5 points:</b> Description includes all relevant information and is an appropriate length	<b>4 points:</b> Description was missing a bit of important information.	<b>3 points:</b> Paper was missing key information; section was not appropriate length.	<b>2 points:</b> Poor attempt at describing the social problem. Issue with length.	<b>1 point:</b> Description was not helpful. Issue with length.
<b>Policy Analysis</b>	<b>5 points:</b> Policy analysis is fully developed.	<b>4 points:</b> Section is developed but missing some information and clarity.	<b>3 points:</b> Paper was missing key information; section was not appropriate length.	<b>2 points:</b> Poor attempt at completing the assignment. Issue with length.	<b>1 point:</b> Description was not adequate. Issue with length.
<b>Policy Solutions</b>	<b>5 points:</b> Policy solutions are fully developed.	<b>4 points:</b> Section is developed but missing some information and clarity.	<b>3 points:</b> Paper was missing key information; section was not appropriate length.	<b>2 points:</b> Poor attempt at completing the assignment. Issue with length.	<b>1 point:</b> Description was not adequate. Issue with length.

## **Misinformation and the Media**

### **Social Problems and Public Policy**

We have discussed the role of the media in the social problems and policymaking processes. However, we live in an age of instant access to information and with that, misinformation. Misinformation is inaccurate information, such as false information, rumors, exaggerating information out of context, and intentionally deceitful framing of ideas. In this assignment, you will learn consider the following questions:

- What is misinformation?
- What is the media’s role in spreading misinformation?
- What does misinformation do to the social problems and policymaking processes?
- What policy solutions can ensure that we consume correct information, not misinformation?

#### **Steps to complete the assignment:**

1. Watch the 15-minute TED talk “[How we can protect truth in the age of misinformation](#)” by Dr. Sinan Aral, Professor of Management, IT, Marketing, and Data Science at MIT (January 16, 2020).
2. Listen to the podcast (or read transcript) “[What can social media do to slow down the spread of misinformation?](#)” by Shannon Bond, Morning Edition, NPR (September 22, 2020).
3. Research the misinformation policies of one social media site. Look at the primary sources (from that social media’s website) as well as articles and reports from credible news sources (think back to the graphs of reputable information from Module 2).
  - a. What is this social media site’s history with misinformation?
  - b. How has this impacted the social problems and policymaking processes in the United States?
  - c. What are their current policies and/or what are they doing moving forward?
4. Write up your paper according to the instructions below.

#### **Formatting and Organization Specifications (5 points)**

- ✓ About 2.5-3.5 pages double spaced (600-900 words, not including references)
  - **Word count included at the end of the document**
  - Times New Roman font, size 12
- ✓ **Use subheadings** to break up the three components of your paper. Do not include extra spaces before or after your subheadings—include only the double-spacing from the rest of the paper.

- ✓ You should use complete sentences. Be sure to **proofread for grammar, spelling, organization, and flow**. Your paper should not be a stream of consciousness; your ideas need to be clear and organized.
- ✓ You should **include citations** to the research briefs you use. You can choose what citation style you use. Use in-text citations when referencing the research briefs in your paragraphs.
  - If you don't have a preferred citation style, you can use [this ASA style guide](#).

### **Misinformation as a Social Problem (5 points)**

- ✓ Using the sources in this assignment, describe what misinformation is and why it is a social problem.
- ✓ What does misinformation do to the social problems and policymaking processes?
- ✓ Make specific reference to the two sources listed above.

### **Social Media and Misinformation (5 points)**

- ✓ What is social media's role in spreading misinformation?
- ✓ Which social media platform did you research? What is their history with misinformation?
- ✓ How has this impacted the social problems and policymaking processes in the United States?
- ✓ What are their current policies and/or what are they doing moving forward?

### **Policy Solutions (5 points)**

- ✓ What policy solutions and other strategies exist for stopping the spread of misinformation?
- ✓ What can individuals do to stop the spread of misinformation?

**Misinformation Assignment Rubric (20 points)**

<b>Formatting and Organization</b>	<b>5 points:</b> Paper is the correct length and formatted correctly; Paper was organized and made sense; Spelling, sentence structure, and grammar were appropriate, paper had been proofread.	<b>4 points:</b> Most formatting and organization specifications were met.	<b>3 points:</b> Paper was missing multiple formatting and organization specifications.	<b>2 points:</b> Poor attempt at meeting formatting and organization specifications.	<b>1 point:</b> Most formatting and organization specifications were not met.
<b>Misinformation as a Social Problem</b>	<b>5 points:</b> Description includes all relevant information and is an appropriate length	<b>4 points:</b> Description was missing a bit of important information.	<b>3 points:</b> Paper was missing key information; section was not appropriate length.	<b>2 points:</b> Poor attempt at completing the assignment. Issue with length.	<b>1 point:</b> Description was not adequate. Issue with length.
<b>Social Media and Misinformation</b>	<b>5 points:</b> Description includes all relevant information and is an appropriate length	<b>4 points:</b> Description was missing a bit of important information.	<b>3 points:</b> Paper was missing key information; section was not appropriate length.	<b>2 points:</b> Poor attempt at completing the assignment. Issue with length.	<b>1 point:</b> Description was not adequate. Issue with length.
<b>Policy Solutions</b>	<b>5 points:</b> Policy solutions are fully developed.	<b>4 points:</b> Section is developed but missing some information and clarity.	<b>3 points:</b> Paper was missing key information; section was not appropriate length.	<b>2 points:</b> Poor attempt at completing the assignment. Issue with length.	<b>1 point:</b> Description was not adequate. Issue with length.

## **Documentary Assignment**

### **Social Problems and Public Policy**

Over the course of the semester, we have talked about what makes a social problem and how to change social problems. We've also learned about many different social problems that exist in the United States today. For this assignment, you will watch a documentary related to a social problem that interests you.

#### **Steps to complete the assignment:**

1. Watch your selected documentary.
  - a. Make note of the main points of the documentary, who the specific claimsmakers are and what claims they are making, and what policy solutions are addressed (or not addressed).
  - b. If it is a social problem we covered in our course content, you should also draw comparisons between what you learned in the class and what you learned in the documentary.
2. Write up your paper according to the instructions below.

#### **Formatting and Organization Specifications (5 points)**

- ✓ At the top of the paper, please include the name of the documentary, the name(s) of the filmmakers, and the year it was released
- ✓ About 2.5-3.5 pages double spaced (600-900 words, not including references)
  - Word count included at the end of the document
  - Times New Roman font, size 12
- ✓ Use subheadings to break up the three components of your paper. Do not include extra spaces before or after your subheadings—include only the double-spacing from the rest of the paper.
  - The three components are the (1) Summary of the documentary and social problem, (2) Description of claims made and the claimsmakers interviewed or cited in the documentary, and (3) Analysis of the policy solutions suggested in the documentary
- ✓ You should use complete sentences. Be sure to proofread for grammar, spelling, organization, and flow. Your paper should not be a stream of consciousness; your ideas need to be clear and organized.

### **Summary of the Documentary (5 points)**

- ✓ Briefly describe the documentary and the social problem it focuses on. What is the social problem? What are the main points made? What connected to our course material? What surprised you?
- ✓ Take about half of a page to summarize the documentary

### **Claims and Claimsmakers (5 points)**

- ✓ Who were the claimsmakers in the documentary? Were they activists? Experts?
  - What claims did they make? How did the types of claims made vary between claimsmakers? Did the claims sound similar to what most Americans understand about this social problem?
  - Were they persuasive? Why or why not?
- ✓ Take about three-quarters to one page to write about claims and claimsmakers

### **Policy Solutions (5 points)**

- ✓ Analyze the policy solutions talked about in the documentary (you don't have to answer all of these- just the ones most relevant to your documentary):
  - What policy solutions exist for this social problem?
  - What issues or hang-ups occur in policy conversations about this social problem?
  - Why is it hard to make policy changes in this area?
  - What are the consequences if no policy changes are made?
- ✓ Take about three-quarters to one page to write about policy solutions

## **LIST OF DOCUMENTARIES**

The documentaries listed below are all about 60-120 minutes long. [All videos on Kanopy are available for free through our class Kanopy playlist](#). If you want to watch a documentary not on this list, please email the instructor to get permission first.

### **Economic Inequality/Poverty**

- Requiem for the American Dream (Kanopy)
- Frontline: Left Behind America (Kanopy)
- American Winter (Kanopy)
- The End of Poverty? (Kanopy)

### **Healthcare**

- In Sickness and in Wealth (Kanopy)
- Care (Kanopy)

- Big Bucks, Big Pharma (Kanopy)

### **Criminal Justice System**

- Whose Streets? (Kanopy)
- Life After Life (Kanopy)
- 13<sup>th</sup> (Netflix)
- Crime + Punishment (Hulu)

### **Gender**

- The Mask You Live In (Kanopy)
- Red Light, Green Light (Kanopy)
- Sex Trafficking in the USA (Kanopy)
- It Was Rape (Kanopy)
- Miss Representation (Kanopy)

### **Race**

- I Am Not Your Negro (Kanopy and Netflix)
- White Like Me (Kanopy)
- American Denial (Kanopy)
- In Whose Honor? (Kanopy)

### **Environment**

- The Pollinators (Kanopy)
- Troubled Waters (Kanopy)
- Trashed with Jeremy Irons (Kanopy)
- Riverblue (Kanopy)
- Flow (Kanopy)

### **Government Policies**

- Dark Money (Kanopy)
- The Pruitt-Igoe Myth (Kanopy)
- Grass is Greener (Netflix)

<b>Documentary Assignment Rubric (20 points)</b>					
<b>Formatting and Organization</b>	<b>5 points:</b> Paper is the correct length and formatted correctly; Paper was organized and made sense; Spelling, sentence structure, and grammar were appropriate, paper had been proofread.	<b>4 points:</b> Most formatting and organization specifications were met.	<b>3 points:</b> Paper was missing multiple formatting and organization specifications.	<b>2 points:</b> Poor attempt at meeting formatting and organization specifications.	<b>1 point:</b> Most formatting and organization specifications were not met.
<b>Summary of Documentary</b>	<b>5 points:</b> Description includes all relevant information and is an appropriate length	<b>4 points:</b> Description was missing a bit of important information.	<b>3 points:</b> Paper was missing key information; section was not appropriate length.	<b>2 points:</b> Poor attempt at describing the documentary. Issue with length.	<b>1 point:</b> Description was not adequate. Issue with length.
<b>Claims and claimsmakers</b>	<b>5 points:</b> Description includes all relevant information and is an appropriate length	<b>4 points:</b> Description was missing a bit of important information.	<b>3 points:</b> Paper was missing key information; section was not appropriate length.	<b>2 points:</b> Poor attempt at describing the claims and claimsmakers. Issue with length.	<b>1 point:</b> Description was not adequate. Issue with length.
<b>Policy Solutions</b>	<b>5 points:</b> Description includes all relevant information and is an appropriate length	<b>4 points:</b> Description was missing a bit of important information.	<b>3 points:</b> Paper was missing key information; section was not appropriate length.	<b>2 points:</b> Poor attempt at describing the policy solutions. Issue with length.	<b>1 point:</b> Description was not adequate. Issue with length.



## **Education Group Discussion**

### **Social Problems and Public Policy**

After completing the Schools and Education module, you should have an understanding of the roots of educational inequality. In this assignment, you will reflect on your own educational experience and then discuss and compare experiences in a virtual Zoom meeting with your assigned group members.

#### **Steps to complete the assignment:**

1. Complete the Schools and Education Module.
2. [Use this website to determine the range of school district spending](#) per student in your home state.
  - a. Are most of the school districts above or below the national average? Is the spending gap large or small compared to other states?
  - b. If you did not live in the U.S. before college, examine the state of Ohio.
3. If you attended public school, [use this website to examine how much money your school district spends per student](#). ('Search for your school district' search bar is about a quarter of the way down the page, right above the U.S. map).
  - a. Compare your school district to other districts around you.
  - b. If you did not live in the U.S. before college, attended private school, or were homeschooled, examine the Columbus School District in Franklin County, OH.
4. Using tally marks to count your 'steps forward' and 'steps back', use the table below to count how many educational advantages and disadvantages you experienced before attending college. Keep track of your number at the end.
5. Meet with your group over Zoom and talk about the following questions. You must talk for at least 20 minutes.
  - a. Using your data from parts 2 and 3 above, how did your educational experiences compare with those in your group? What types of educational advantages and disadvantages did your group members experience? How do they compare to yours?
  - b. If there are variations in which state group members attended school, compare the state spending gaps from part 1. What are the implications of spending gaps?
  - c. What are the consequences of educational inequality?
  - d. What are some policy suggestions that could help decrease this inequality (via school funding and other educational inequalities)?
6. Write up the paper according to the instructions below.

<b>Take one step FORWARD if...</b>	<b>Take one step BACK if...</b>
1. You attended a school where there was a no standardized test to graduate.	2. You attended a school where you were required to take a standardized test to graduate.
Test standardization has limited curriculum development in schools (Dolgon and Baker 2011).	
3. You attended a high school where most students were not on free or reduced lunch.	4. You attended a high school where a majority of the students were on free or reduced lunch.
School social class is an indicator of how well the school is funded because schools are funded by property taxes. Schools with high rates of poverty also intensify racial stereotyping by teachers (Staiger 2004)	
5. If your school offered at least 4 AP (Advanced Placement) or IB (International Baccalaureate) courses.	6. If your school offered little or no IB or AP courses.
These courses are often regarded highly by colleges and universities and can even count for college credit which gives students who have access to than a jump-start when they apply and attend college. In addition, placement and the option to take these courses varies by school race/class composition (Southworth and Mickelson 2007).	
7. If your high school offered a lot of afterschool programs and sports.	8. If you high school did not offer a lot of afterschool programs or sports.
General cultural capital literature that suggests these things can be helpful for grades (Dumais 2004)	
9. If your parents could afford to send you to music/art/dance/sporting lessons.	10. If you parents could not afford to send you to a lot of music/art/dance/sporting lessons.
Lareau (2003): Being able to participate in such activities allows children to practice performing and teamwork skills that is helpful for obtaining middle class jobs.	
11. Your school offered competent college and career counseling.	12. If your school did not have a lot of resources for good college and career counseling or if they were not offered to all students.
School counselors' can make a big difference in the futures of the students they advise. Some are better able than others to lobby for their students at colleges and universities (Persell and Cookson 1985; McDonough 1994).	
13. If your school had a (and acted on) zero tolerance policy for bullying.	14. If you witnessed a lot of bullying or were bullied during high school.
Pascoe (2007): Bullying (on terms of masculinity and sexuality) depresses kids performance in schools and their overall connectedness to their educational experiences.	
15. Your school sponsored yearly field trips.	16. Your school rarely sponsored field trips or if you had to pay out-of-pocket to go on field trips.
These things help students in the classroom specifically in the form of cultural capital (Lareau and Weininger 2003—although did not address this form of cultural capital, have a thorough review and nice table describing this process)	

17. You attended high school in New Jersey, New York, Connecticut or Pennsylvania	18. You attended school in Mississippi, Arkansas, Oklahoma, or Utah
Gets at literature on state spending on school. Some states spend more annual per student than others. In other words, there are state level inequalities as well as school level and individual level inequalities. See Burtless 1996 or Harris, Evans, and Schwab 2001.	
19. If most of your teachers were of the same race as you.	20. If most of your teachers were of a different race than you.
Racial mismatch (with white teacher) between students and teachers disadvantages black and Hispanic students in terms of teachers' evaluations of behavior and ability. Also, when white teachers rate Asian students, they tend to rate them better, which gets at the model minority stereotype (McGrady and Reynolds forthcoming)	
21. If you attended a small, well-funded private school.	22. If you attended a larger (800 students or more) public school.
This is another question that addresses school resources and class size/teacher to student ratio.	
23. Most or all of your friends graduated high school.	24. If some or a majority of your friends dropped out of high school.
Peer culture can affect ambition and future education outcomes (MacLeod 1987)	
25. Both of your parents attended and graduated from college.	26. You are the first from your family to go to college.
One option is to explain how such knowledge about schools and college is a form of cultural capital. This also speaks to the general theory of social reproduction and how middle class families are better equipped to prepare their kids for middle class lives (Lareau 2002)	
27. Growing up, you had plenty of practice in building vocabulary at home through interacting with your parents, having books in the house, etc.	28. Growing up, you had limited practice in building vocabulary at home through interacting with your parents, having books in the house, etc.
Before children get to school, there are social class differences in children's vocabulary. Differences in parents' education and resources impacts how much parents are able to interact with their children and impacts the rate of which parents' teach their children new words (Hart and Risley 1995).	
29. If English is your first language.	30. If English is not your first language.
Same as the previous. But this also gets at racial stereotyping (Valdes' 1996 school ethnography of Mexican children in classrooms with white teachers).	
31. If your gender has afforded you extra opportunities like more high school/college sports teams and belief of more professional jobs are for you	32. Your gender has contributed to you not being taken seriously at in the classroom
While some trends in gender and education attainment are starting to show an advantage for women, there are still classroom dynamics and gender stereotyping that can disadvantage both men and women (Buchmann, Thomas, and McDaniel 2008).	
33. You feel that your teachers rarely stereotyped you because of your race.	34. You feel that your teachers stereotyped you as not taking school seriously because your race.

Foster (1990) discussed how white teachers stereotype black students as only being good at sports.	
35. You feel that your teachers appreciated your social class background.	36. You feel that your teachers viewed you as uncultured, “trashy,” or hard to teach because of your social class background.
Alexander et al. 1987a, 1987b. Two studies that examine how social class matching between students and teachers advantages middle class kids (in terms of test scores and how parents and teachers agree on appropriate behaviors).	

(See reference list at the end of this document)

### **Formatting and Organization Specifications (5 points)**

- ✓ About 2.5-3.5 pages double spaced (600-900 words, not including references)
  - Word count included at the end of the document
  - Times New Roman font, size 12
- ✓ Use subheadings to break up the three components of your paper. Do not include extra spaces before or after your subheadings—include only the double-spacing from the rest of the paper.
- ✓ You should use complete sentences. Be sure to proofread for grammar, spelling, organization, and flow. Your paper should not be a stream of consciousness; your ideas need to be clear and organized.

### **Data Summary (5 points)**

- ✓ Summarize the information you gathered in parts 2, 3, and 4.
- ✓ How does your state compare to others? How does your school district compare to others?
- ✓ What was your total value at the end of the ‘steps’ activity?
- ✓ What was your educational experience like growing up? Do you feel like you received a lot of advantages or disadvantages?
- ✓ How does quantifying your experiences and school funding inform your understanding of educational inequality?

### **Group Discussion Summary (5 points)**

- ✓ What were the educational experiences of others in your group? How did your educational experiences compare?
- ✓ Include the date and time your group talked (including start and end time of Zoom call).

### **Education Analysis and Solutions (5 points)**

- ✓ What are the consequences of educational inequality?

- ✓ Why do we have so much educational inequality in the U.S.?
- ✓ What policy solutions can help decrease educational inequalities?

### References for the 'Steps' Activity

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- Michaels, Sarah. 1981. "Sharing Time: Children's Narrative Styles and Differential Access to Literacy." *Language and Society* 10:30-34.
- Pascoe, C.J. 2007. *Dude, You're a Fag: Masculinity and Sexuality in High School*. Berkeley: University of California Press.

- Persell, Caroline Hodges and Peter W. Cookson. 1985. "Chartering and Bartering: Elite Education and Social Reproduction." *Social Problems* 33(2):114-129.
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- Southworth, Stephanie and Rosyln A. Mickelson. 2007. "The Interactive Effects of Race, Gender, and School Composition on Achievement Track Placement." *Social Forces* 86:497-523.
- Staiger, Annegret. 2004. "Whiteness as Giftedness: Racial Formation at an Urban High School." *Social Problems* 51:161-181.

**Education Discussion Group Rubric (20 points)**

<b>Formatting and Organization</b>	<b>5 points:</b> Paper is the correct length and formatted correctly; Paper was organized and made sense; Spelling, sentence structure, and grammar were appropriate, paper had been proofread.	<b>4 points:</b> Most formatting and organization specifications were met.	<b>3 points:</b> Paper was missing multiple formatting and organization specifications.	<b>2 points:</b> Poor attempt at meeting formatting and organization specifications.	<b>1 point:</b> Most formatting and organization specifications were not met.
<b>Data Summary</b>	<b>5 points:</b> Description includes all relevant information and is an appropriate length	<b>4 points:</b> Description was missing a bit of important information.	<b>3 points:</b> Paper was missing key information; section was not appropriate length.	<b>2 points:</b> Poor attempt at describing the social problem. Issue with length.	<b>1 point:</b> Description was not helpful. Issue with length.
<b>Group Discussion Summary</b>	<b>5 points:</b> Description includes all relevant information and is an appropriate length	<b>4 points:</b> Description was missing a bit of important information.	<b>3 points:</b> Paper was missing key information; section was not appropriate length.	<b>2 points:</b> Poor attempt at describing the social problem. Issue with length.	<b>1 point:</b> Description was not helpful. Issue with length.
<b>Education Analysis and Solutions</b>	<b>5 points:</b> Education analysis and solutions are fully developed.	<b>4 points:</b> Section is developed but missing some information and clarity.	<b>3 points:</b> Paper was missing key information; section was not appropriate length.	<b>2 points:</b> Poor attempt at completing the assignment. Issue with length.	<b>1 point:</b> Description was not adequate. Issue with length.

## **Media, Race, and Drug Policy**

### **Social Problems and Public Policy**

Earlier in the semester, we learned about the role that the media plays in the policymaking process. The way the media portrays different racial groups has important consequences for how individuals and policymakers interpret social problems.

In the past, drug epidemics that have disproportionately affected non-White communities have been heavily criminalized. However, the opioid epidemic has been called a ‘public health crisis’, presumably because many individuals affected by this epidemic are white.

In this assignment, you will read a peer-reviewed research article about race and the media coverage of the opioid epidemic. You will explore how the media has contributed to the framing of the opioid epidemic and the racialization of drug policy.

#### **Steps to complete the assignment:**

1. Read the article [“The War on Drugs That Wasn’t: Wasted Whiteness, “Dirty Doctors”, and Race in Media Coverage of Prescription Opioid Misuse”](#) by Dr. Julie Netherland and Dr. Helena B. Hansen (2016).
  - a. You can also look up other resources on race and media, race and drug policy, media and drug policy, etc. to help you contextualize what you are reading in this article.
2. Write up your paper according to the instructions below.
  - a. The best papers will make multiple specific references to the required reading above.
  - b. You will summarize and analyze the Introduction, Findings, and Discussion sections. To summarize is to paraphrase the main points; showing that you understand the material. To analyze is to make connections and explain how the main points relate to each other and the overall purpose of the research study.

#### **Formatting and Organization Specifications (5 points)**

- ✓ About 2.5-3.5 pages double spaced (600-900 words, not including references)
  - Word count included at the end of the document
  - Times New Roman font, size 12
- ✓ **Use subheadings** to break up the three components of your paper. Do not include extra spaces before or after your subheadings—include only the double-spacing from the rest of the paper.
- ✓ You should use complete sentences. Be sure to **proofread for grammar, spelling, organization, and flow**. Your paper should not be a stream of consciousness; your ideas need to be clear and organized.



- ✓ You should **include citations** to the research briefs you use. You can choose what citation style you use. Use in-text citations when referencing the research briefs in your paragraphs.
  - If you don't have a preferred citation style, you can use [this ASA style guide](#).

### **Introduction Summary and Analysis (5 points)**

- ✓ Summarize and analyze the Introduction section of this article. What are they studying? Why is this study important?
- ✓ How has the media reinforced racist stereotypes in the past and present?

### **Findings Summary and Analysis (5 points)**

- ✓ Summarize and analyze the four main findings (subheadings) reported in the Findings section of this paper.

### **Discussion Summary and Analysis (5 points)**

- ✓ Summarize and analyze the Discussion section of this paper.
- ✓ What are the policy consequences of the racialization of drug policy related to the opioid epidemic?
- ✓ What role does the media play? What policy solutions or conversations are needed to decrease the racialization of drug policy in the opioid epidemic?

**Media, Race, and Drug Policy Assignment Rubric (20 points)**

<b>Formatting and Organization</b>	<b>5 points:</b> Paper is the correct length and formatted correctly; Paper was organized and made sense; Spelling, sentence structure, and grammar were appropriate, paper had been proofread.	<b>4 points:</b> Most formatting and organization specifications were met.	<b>3 points:</b> Paper was missing multiple formatting and organization specifications.	<b>2 points:</b> Poor attempt at meeting formatting and organization specifications.	<b>1 point:</b> Most formatting and organization specifications were not met.
<b>Introduction Summary and Analysis</b>	<b>5 points:</b> Description includes all relevant information and is an appropriate length	<b>4 points:</b> Description was missing a bit of important information.	<b>3 points:</b> Paper was missing key information; section was not appropriate length.	<b>2 points:</b> Poor attempt at describing the social problem. Issue with length.	<b>1 point:</b> Description was not helpful. Issue with length.
<b>Findings Summary and Analysis</b>	<b>5 points:</b> Description includes all relevant information and is an appropriate length	<b>4 points:</b> Description was missing a bit of important information.	<b>3 points:</b> Paper was missing key information; section was not appropriate length.	<b>2 points:</b> Poor attempt at completing the assignment. Issue with length.	<b>1 point:</b> Description was not adequate. Issue with length.
<b>Discussion Summary and Analysis</b>	<b>5 points:</b> Description includes all relevant information and is an appropriate length	<b>4 points:</b> Description was missing a bit of important information.	<b>3 points:</b> Paper was missing key information; section was not appropriate length.	<b>2 points:</b> Poor attempt at completing the assignment. Issue with length.	<b>1 point:</b> Description was not adequate. Issue with length.

# **Comparative Social Problems**

## **Social Problems and Public Policy**

This course has been largely focused on social problems in the United States. However, many other countries face similar social problems, to varying degrees and with different policy solutions. In this assignment, you will select a social problem and compare its status and policy solutions between the United States and another country of your choice.

### **Steps to complete the assignment:**

1. Research a social problem in the United States.
  - a. Remember to use reputable sources.
2. Research the severity of this social problem in another country and the policy solutions employed by that country.
3. Make comparisons about this social problem between these two countries.
4. Write up your paper according to the instructions below.

### **Formatting and Organization Specifications (5 points)**

- ✓ About 2.5-3.5 pages double spaced (600-900 words, not including references)
  - Word count included at the end of the document
  - Times New Roman font, size 12
- ✓ **Use subheadings** to break up the three components of your paper. Do not include extra spaces before or after your subheadings—include only the double-spacing from the rest of the paper.
- ✓ You should use complete sentences. Be sure to **proofread for grammar, spelling, organization, and flow**. Your paper should not be a stream of consciousness; your ideas need to be clear and organized.
- ✓ You should **include citations** to the research briefs you use. You can choose what citation style you use. Use in-text citations when referencing the research briefs in your paragraphs.
  - If you don't have a preferred citation style, you can use [this ASA style guide](#).

### **Social Problem in the United States (5 points)**

- ✓ What social problem did you select? Why is this social problem important?
- ✓ What is the history of this social problem in the U.S.? How severe is this social problem? What policy solutions do we currently have to help this social problem?

**Social Problem in Another Country (5 points)**

- ✓ What is the history of the social problem in this country? How severe is this social problem?
- ✓ What policy solutions do they currently have to help this social problem?

**Comparative Analysis (5 points)**

- ✓ Compare the history and severity of this social problem between the two countries.
- ✓ What are the strengths and weaknesses of their policy solutions?
- ✓ What could the U.S. and the other country learn from each other about this social problem?

**Comparative Social Problems Assignment Rubric (20 points)**

<b>Formatting and Organization</b>	<b>5 points:</b> Paper is the correct length and formatted correctly; Paper was organized and made sense; Spelling, sentence structure, and grammar were appropriate, paper had been proofread.	<b>4 points:</b> Most formatting and organization specifications were met.	<b>3 points:</b> Paper was missing multiple formatting and organization specifications.	<b>2 points:</b> Poor attempt at meeting formatting and organization specifications.	<b>1 point:</b> Most formatting and organization specifications were not met.
<b>Social Problem in the U.S.</b>	<b>5 points:</b> Description includes all relevant information and is an appropriate length	<b>4 points:</b> Description was missing a bit of important information.	<b>3 points:</b> Paper was missing key information; section was not appropriate length.	<b>2 points:</b> Poor attempt at describing the social problem. Issue with length.	<b>1 point:</b> Description was not helpful. Issue with length.
<b>Social Problem in Another Country</b>	<b>5 points:</b> Description includes all relevant information and is an appropriate length	<b>4 points:</b> Description was missing a bit of important information.	<b>3 points:</b> Paper was missing key information; section was not appropriate length.	<b>2 points:</b> Poor attempt at completing the assignment. Issue with length.	<b>1 point:</b> Description was not adequate. Issue with length.
<b>Comparative Analysis</b>	<b>5 points:</b> Description includes all relevant information and is an appropriate length	<b>4 points:</b> Description was missing a bit of important information.	<b>3 points:</b> Paper was missing key information; section was not appropriate length.	<b>2 points:</b> Poor attempt at completing the assignment. Issue with length.	<b>1 point:</b> Description was not adequate. Issue with length.



**THE OHIO STATE UNIVERSITY**

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COLLEGE OF ARTS AND SCIENCES

# GE Foundation Courses

## Overview

Courses that are accepted into the General Education (GE) Foundations provide introductory or foundational coverage of the subject of that category. Additionally, each course must meet a set of Expected Learning Outcomes (ELO). Courses may be accepted into more than one Foundation, but ELOs for each Foundation must be met. It may be helpful to consult your Director of Undergraduate Studies or appropriate support staff person as you develop and submit your course.

This form contains sections outlining the ELOs of each Foundation category. You can navigate between them using the Bookmarks function in Acrobat. Please enter text in the boxes to describe how your class meets the ELOs of the Foundation(s) to which it applies. Because this document will be used in the course review and approval process, you should use language that is clear and concise and that colleagues outside of your discipline will be able to follow. Please be as specific as possible, listing concrete activities, specific theories, names of scholars, titles of textbooks etc. Your answers will be evaluated in conjunction with the syllabus submitted for the course.

## Accessibility

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## GE Rationale: Foundations: Race, Ethnicity, and Gender Diversity (3 credits)

Requesting a GE category for a course implies that the course fulfills **all** the expected learning outcomes (ELOs) of that GE category. To help the reviewing panel evaluate the appropriateness of your course for the Foundations: Race, Ethnicity, and Gender Diversity, please answer the following questions for each ELO.

### A. Foundations

Please explain in 50-500 words why or how this course is introductory or foundational for the study of Race, Ethnicity and Gender Diversity.

**B. Specific Goals of Race, Ethnicity, and Gender Diversity**

GOAL 1: Successful students will engage in a systematic assessment of how historically and socially constructed categories of race, ethnicity, and gender, and possibly others, shape perceptions, individual outcomes, and broader societal, political, economic, and cultural systems.

**Expected Learning Outcome 1.1: Successful students are able to describe and evaluate the social positions and representations of categories including race, gender, and ethnicity, and possibly others.** Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

**Expected Learning Outcome 1.2: Successful students are able to explain how categories including race, gender, and ethnicity continue to function within complex systems of power to impact individual lived experiences and broader societal issues.** Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)



**Expected Learning Outcome 1.3: Successful students are able to analyze how the intersection of categories including race, gender, and ethnicity combine to shape lived experiences.** Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

**Expected Learning Outcome 1.4: Successful students are able to evaluate social and ethical implications of studying race, gender, and ethnicity.** Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

GOAL 2: Successful students will recognize and compare a range of lived experiences of race, gender, and ethnicity.

**Expected Learning Outcome 2.1: Successful students are able to demonstrate critical self- reflection and critique of their social positions and identities.** Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

**Expected Learning Outcome 2.2: Successful students are able to recognize how perceptions of difference shape one’s own attitudes, beliefs, or behaviors.** Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

**Expected Learning Outcome 2.3: Successful students are able to describe how the categories of race, gender, and ethnicity influence the lived experiences of others.** Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met.

**GE Rationale: Foundations: Social and Behavioral Sciences (3 credits)**

Requesting a GE category for a course implies that the course **all** expected learning outcomes (ELOs) of that GE category. To help the reviewing panel evaluate the appropriateness of your course for the Foundations: Social and Behavioral Sciences, please answer the following questions for each ELO.

**A. Foundations**

Please explain in 50-500 words why or how this course is introductory or foundational in the study of Social and Behavioral Sciences.

This course is foundational to the study of social and behavioral sciences because it provides a theoretical framework that helps students interpret the world around them. Students are introduced to the sociological perspective that connects individual experiences to public issues. They are also introduced to the social problems and policymaking process, which begins with claims being made about a social problem by experts and activists. Then, the claims are legitimized by a critical mass of individuals advocating for a solution. Finally, policymakers take up the cause and use their power to make changes. The social problems process is iterative and nonlinear. This process provides a foundational framework for how social problems are addressed in our society. Understanding this process provides a strong foundation for all sociological, and specifically social problems, research.

This course is also foundational because it introduces students to the history of a wide breadth of social problems in the United States. Upon taking this course, students have a base knowledge of a wide variety of social problems. Weekly assignments to read textbook chapters help provide this foundation. Through instruction from the course instructor, carefully crafted assignments, and ample opportunities for personal reflection, this course also gives students the critical thinking and analytic tools they need to build on this foundation.

**B. Specific Goals of Social and Behavioral Sciences**

GOAL 1: Successful students will critically analyze and apply theoretical and empirical approaches within the social and behavioral sciences, including modern principles, theories, methods, and modes of inquiry.

**Expected Learning Outcome 1.1: Successful students are able to explain basic facts, principles, theories and methods of social and behavioral science.** Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

After completing this course, students are able to explain basic facts, theories, and methods of sociology, and social science more broadly. They will have an understanding of the great theoretical paradigm of sociology (functionalism vs conflict theory) as well as a firm grasp of basic sociological principles like systemic racism, race and gender as social constructs, power, social mobility, and interpreting research on social disparities. These principles, and others, are foundational to the study of sociology which means that students will be able to enter mid-level and advanced sociological courses after completing this class.

This course also reviews how social science research is translated into claims about social problems, which then lead to discourse in policymaking conversations about social problems. Students learn about the specific processes that occur in claimsmaking and policymaking related to social problems. In their reading notes and discussion boards, students solidify their knowledge and ask questions to each other that push their current understanding. On essay exams, students demonstrate their understanding of basic facts and principles of sociology and the social problems process.

**Expected Learning Outcome 1.2: Successful students are able to explain and evaluate differences, similarities, and disparities among institutions, organizations, cultures, societies, and/or individuals using social and behavioral science.** Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

A major theme of this class is exploring how different groups of people interact with a social problem. Members of some social groups may not even know a social problem exists while others suffer to a great degree. Students will learn about these differences and the root causes of these differences. The weekly case studies allow students to do a "deep dive" into a problem that affects a certain group of people. Every semester, students report that these case studies helped them contextualize their own experiences, reflect on their own privileges, and compare how their experience interacting with a social problem may be different from people whose lives are determined by that social problem.

Several of the paper assignments in this course require students to directly explain and evaluate differences and similarities among groups of people. In the Schools and Education paper, students collect data (from an online source and a reflection of their experiences) about the circumstances they were educated in during K-12 schooling. Then, they meet up with peers from the class to compare experiences. Students always report surprise at hearing about their peers' educational experiences. In another paper assignment, students read a peer-reviewed article about race and the media. In the paper they write about this assignment, they are asked to draw comparisons between how Black and white individuals are treated by the media, especially in stories about crime. Another paper assignment requires students to research the same social problem topic in two different countries. Students compare and contrast the conditions of the social problem as well as the policy solutions the two countries adopt.

GOAL 2: Successful students will recognize the implications of social and behavioral scientific findings and their potential impacts.

**Expected Learning Outcome 2.1: Successful students are able to analyze how political, economic, individual, or social factors and values impact social structures, policies, and/or decisions.** Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

In this course, students gain a base understanding of a wide variety of social problems. This broad understanding allows them to analyze and make connections about how political, economic, individual, and social factors impact social problems and the structures, policies, and decisions that uphold them. Students are given opportunities to identify areas where the political, economic, individual, and social spheres intersect. This course explicitly links social experiences to policies and the decision-making process by using the social problems process as a framework.

In one paper assignment, students use research briefs from the Scholar Strategy Network (SSN) as their sources. These research briefs are written by experts in their field, summarizing peer-reviewed research. Students use these briefs to inform their paper that discusses the background of the social problem, the types of policy conversations that occur around this social problem, and finally, potential policy solutions. In this assignment, students make connections between the academic, political, and economic fields to understand how decisions are made around policies that affect social problems. Students also make these analytic connections in their weekly reading notes assignments as well as on exams, where they are given space to explain these intersections and connections in their own, concise words.

**Expected Learning Outcome 2.2: Successful students are able to evaluate social and ethical implications of social scientific and behavioral research.** Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

This course focuses on the relationship between social scientific research and its social and ethical implications by utilizing the social problems process as a framework. Students see how research informs the broad understanding about troubling conditions and social problems. For this, students learn about expert claimsmakers (social science scholars) and the influence that they have when educating others. The next step in the process is getting a critical mass of individuals pushing for progress around a social problem. When enough people care about a social problem, it gets picked up in the policymaking sphere. This iterative, nonlinear process provides a framework for thinking about the implications of social science research. This research has the power to shape actionable policies, but there are many barriers to this actually happening. Students spend time learning about this process at the beginning of the semester and then spend the rest of the semester mapping social problems to their current stages in this process.

In discussion boards and on essay exams, students make direct links between social science research and policy solutions. They use the material they have learned in the class and transform it into tangible, applicable solutions. They identify gaps in current research and present ideas for future research that could better inform policy solutions to social problems. Additionally, the case studies and reading notes that students do exposes them to the ethical implications of social research. In one particular case study, students learn about the opioid epidemic and the role of Narcan as a potential solution. They hear from multiple claimsmakers about the benefits and dangers of making Narcan widely available. It can save a life in the moment, but if everyone knows it is widely available they may not feel pressure to stop using opioids. Students reflect on these social and ethical implications in their reading notes assignments and then discuss together on the discussion boards.

**Expected Learning Outcome 2.3: Successful students are able to critically evaluate and responsibly use information from the social and behavioral sciences.** Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Students engage with a variety of social science research mediums, including peer-reviewed journal publications, research-based news articles and documentaries, and research-based podcasts. Part of their reading notes assignment after consuming these various mediums is to evaluate the validity of the social science research being shared by these specific mediums. In discussion board posts, students discuss with each other how to responsibly use the social science research presented in the class.

In this course, students write multiple papers that evaluate and responsibly use information from the social sciences. In one of the papers, they focus on dissecting the validity of claims made in documentaries. Though the documentaries available for them to choose from are all grounded in valid and reliable research, students still have sift through the claims being made and make decisions about whether the documentary accurately represented this social problem and its proposed policy solutions. In another assignment, students learn about misinformation and do a case study on how various social media platforms handle misinformation. Thus, this course promotes the responsible use of information in two ways: First, by leading by example and introducing students to a wide variety of trustworthy social science resources. Second, it overtly teaches information literacy and gives students a chance to reflect on the importance of using valid and reliable sources.

**GE Rationale: Foundations: Historical or Cultural Studies (3 credits)**

Requesting a GE category for a course implies that the course fulfills the expected learning outcomes (ELOs) of that GE category. To help the reviewing panel evaluate the appropriateness of your course for the Foundations: Historical and Cultural Studies, please answer the following questions for each ELO. Note that for this Foundation, a course need satisfy either the ELOs for Historical Studies or the ELOs for Cultural Studies.

**A. Foundations**

Please explain in 50-500 words why or how this course is introductory or foundational in the study of History **or** Cultures.

**B. Specific Goals of Historical *or* Cultural Studies**

**Historical Studies (A) Goal:** Successful students will critically investigate and analyze historical ideas, events, persons, material culture and artifacts to understand how they shape society and people.

**Expected Learning Outcome 1.1A:** Successful students are able to identify, differentiate, and analyze primary and secondary sources related to historical events, periods, or ideas. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

**Expected Learning Outcome 1.2A:** Successful students are able to use methods and theories of historical inquiry to describe and analyze the origin of at least one selected contemporary issue. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

**Expected Learning Outcome 1.3A: Successful students are able to use historical sources and methods to construct an integrated perspective on at least one historical period, event or idea that influences human perceptions, beliefs, and behaviors.** Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

**Expected Learning Outcome 1.4A: Successful students are able to evaluate social and ethical implications in historical studies.** Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)



Cultural Studies (B) Goal: Successful students will evaluate significant cultural phenomena and ideas to develop capacities for aesthetic and cultural response, judgment, interpretation, and evaluation.

**Expected Learning Outcome 1.1B: Successful students are able to analyze and interpret selected major forms of human thought, culture, ideas or expression.** Please link this ELO to the course goals and topics and identify the *specific* activities/assignments through which it will be met. (50-700 words)

**Expected Learning Outcome 1.2B: Successful students are able to describe and analyze selected cultural phenomena and ideas across time using a diverse range of primary and secondary sources and an explicit focus on different theories and methodologies.** Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

**Expected Learning Outcome 1.3B: Successful students are able to use appropriate sources and methods to construct an integrated and comparative perspective of cultural periods, events or ideas that influence human perceptions, beliefs, and behaviors.** Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

**Expected Learning Outcome 1.4B: Successful students are able to evaluate social and ethical implications in cultural studies.** Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met.

### **GE Rationale: Foundations: Writing and Information Literacy (3 credits)**

Requesting a GE category for a course implies that the course fulfills **all** expected learning outcomes (ELOs) of that GE category. To help the reviewing panel evaluate the appropriateness of your course for the Foundations: Writing and Information Literacy, please answer the following questions for each ELO.

**A. Foundations**

Please explain in 50-500 words why or how this course is introductory or foundational in the study of Writing and Information Literacy.

**B. Specific Goals of Writing and Information Literacy**

GOAL 1: Successful students will demonstrate skills in effective reading, and writing, as well as oral, digital, and/or visual communication for a range of purposes, audiences, and context.

**Expected Learning Outcome 1.1: Successful students are able to compose and interpret across a wide range of purposes and audiences using writing, as well as oral, visual, digital and/or other methods appropriate to the context.**

Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. Explain how the course includes opportunities for feedback on writing and revision. Furthermore, please describe how you plan to insure sufficiently low instructor-student ratio to provide efficient instruction and feedback. (50-700 words)

**Expected Learning Outcome 1.2: Successful students are able to use textual conventions, including proper attribution of ideas and/or source, as appropriate to the communication situation.** Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. Is an appropriate text, writing manual, or other resource about the pedagogy of effective communication being used in the course? (50-700 words)

**Expected Learning Outcome 1.3: Successful students are able to generate ideas and informed responses incorporating diverse perspectives and information from a range of sources, as appropriate to the communication situation.** Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Course Subject & Number: \_\_\_\_\_

**Expected Learning Outcome 1.4: Successful students are able to evaluate social and ethical implications in writing and information literacy practices.** Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

GOAL 2: Successful students will develop the knowledge, skills, and habits of mind needed for information literacy.

**Expected Learning Outcome 2.1: Successful students are able to demonstrate responsible, civil, and ethical practices when accessing, using, sharing, or creating information.** Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

**Expected Learning Outcome 2.2: Successful students are able to locate, identify and use information through context appropriate search strategies.** Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

**Expected Learning Outcome 2.3: Successful students are able to employ reflective and critical strategies to evaluate and select credible and relevant information sources.** Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

**GE Rationale: Foundations: Literary, Visual, or Performing Arts (3 credits)**

Requesting a GE category for a course implies that the course fulfills **all** expected learning outcomes (ELOs) of that GE category. To help the reviewing panel evaluate the appropriateness of your course for the Foundations: Literary, Visual, and Performing Arts, please answer the following questions for each ELO.

**A. Foundations**

Please explain in 50-500 words why or how this course is introductory or foundational in the study of Literary, Visual, or Performing Arts.

**B. Specific Goals**

Goal 1: Successful students will analyze, interpret, and evaluate major forms of human thought, cultures, and expression; and demonstrate capacities for aesthetic and culturally informed understanding.

**Expected Learning Outcome 1.1: Successful students are able to analyze and interpret significant works of design or visual, spatial, literary or performing arts.** Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

**Expected Learning Outcome 1.2: Successful students are able to describe and explain how cultures identify, evaluate, shape, and value works of literature, visual and performing art, and design.** Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

**Expected Learning Outcome 1.3: Successful students are able to evaluate how artistic ideas influence and shape human beliefs and the interactions between the arts and human perceptions and behavior.** Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)



**Expected Learning Outcome 1.4: Successful students are able to evaluate social and ethical implications in literature, visual and performing arts, and design.** Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Goal 2: Successful students will experience the arts and reflect on that experience critically and creatively.

**Expected Learning Outcome 2.1: Successful students are able to engage in informed observation and/or active participation within the visual, spatial, literary, or performing arts and design.** Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

**Expected Learning Outcome 2.2: Successful students are able to critically reflect on and share their own experience of observing or engaging in the visual, spatial, literary, or performing arts and design.**

Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

**GE Rationale: Foundations: Natural Science (4 credits)**

Requesting a GE category for a course implies that the course fulfills **all** expected learning outcomes (ELOs) of that GE category. To help the reviewing panel evaluate the appropriateness of your course for the Foundations: Natural Sciences, please answer the following questions for each ELO.

**A. Foundations**

Please explain in 50-500 words why or how this course is introductory or foundational in the study of Natural Science.

**B. Specific Goals for Natural Sciences**

GOAL 1: Successful students will engage in theoretical and empirical study within the natural sciences, gaining an appreciation of the modern principles, theories, methods, and modes of inquiry used generally across the natural sciences.

**Expected Learning Outcome 1.1: Successful students are able to explain basic facts, principles, theories and methods of modern natural sciences; describe and analyze the process of scientific inquiry.** Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

**Expected Learning Outcome 1.2: Successful students are able to identify how key events in the development of science contribute to the ongoing and changing nature of scientific knowledge and methods.** Please link this ELO to the course goals and topics and indicate specific activities/assignments through which it will be met. (50-700 words)

**Expected Learning Outcome 1.3: Successful students are able to employ the processes of science through exploration, discovery, and collaboration to interact directly with the natural world when feasible, using appropriate tools, models, and analysis of data.** Please explain the 1-credit hour equivalent experiential component included in the course: e.g., traditional lab, course-based research experiences, directed observations, or simulations. Please note that students are expected to analyze data and report on outcomes as part of this experiential component. *(50-1000 words)*

GOAL 2: Successful students will discern the relationship between the theoretical and applied sciences, while appreciating the implications of scientific discoveries and the potential impacts of science and technology.

**Expected Learning Outcome 2.1: Successful students are able to analyze the inter-dependence and potential impacts of scientific and technological developments.** Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

**Expected Learning Outcome 2.2: Successful students are able to evaluate social and ethical implications of natural scientific discoveries.** Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

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**Expected Learning Outcome 2.3: Successful students are able to critically evaluate and responsibly use information from the natural sciences.** Please link this ELO to the course goals and topics and indicate *specific* activities/ assignments through which it will be met. (50-700 words)

**GE Rationale: Foundations: Mathematical and Quantitative Reasoning (or Data Analysis) (3 credits)**

Requesting a GE category for a course implies that the course fulfills **all** expected learning outcomes (ELOs) of that GE category. To help the reviewing panel evaluate the appropriateness of your course for the Foundations: Mathematical and Quantitative Reasoning (or Data Analysis), please answer the following questions for each ELO.

**A. Foundations**

Please explain in 50-500 words why or how this course is introductory or foundational in the study of Mathematical & Quantitative Reasoning (or Data Analysis).

**B. Specific Goals for Mathematical & Quantitative Reasoning/Data Analysis**

Goal: Successful students will be able to apply quantitative or logical reasoning and/or mathematical/statistical analysis methodologies to understand and solve problems and to communicate results.

**Expected Learning Outcome 1.1: Successful students are able to use logical, mathematical and/or statistical concepts and methods to represent real-world situations.** Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

**Expected Learning Outcome 1.2: Successful students are able to use diverse logical, mathematical and/or statistical approaches, technologies, and tools to communicate about data symbolically, visually, numerically, and verbally.** Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

**Expected Learning Outcome 1.3: Successful students are able to draw appropriate inferences from data based on quantitative analysis and/or logical reasoning.** Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)



**Expected Learning Outcome 1.4: Successful students are able to make and evaluate important assumptions in estimation, modeling, logical argumentation, and/or data analysis.** Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

**Expected Learning Outcome 1.5: Successful students are able to evaluate social and ethical implications in mathematical and quantitative reasoning.** Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)