

In General, always be able to present a review of the key insights from any classroom video or activity connected to each chapter. Also, know the **key terms** and be able to explore the **critical thinking questions** at the end of each chapter. Upon completion of the assigned material, you should be able to explore the following textbook learning objectives:

CHAPTER 1: THINKING ABOUT SOCIAL PROBLEMS

After reading this chapter, students should be able to:

1. Answer the question: “What is a social problem?” Explain objective and subjective elements of social problems.
2. Define and give examples of the following elements of social structure and culture: institutions, social groups, statuses, roles, beliefs, values, norms, sanctions, and symbols.
3. Explain the term “sociological imagination” and discuss its relevance to the study of social problems.
4. Contrast the different emphases of the structural-functionalist, conflict, and symbolic interactionist theoretical perspectives, explain the fundamental concepts of each of these perspectives, and use these concepts to help explain and solve social problems.
5. Outline the steps involved in conducting a research study.
6. Describe and compare the following methods of research: experiments, surveys, field research, and secondary data research.
7. Identify the goals of *Understanding Social Problems*.

CHAPTER 2: *Illness and the Health Care Crisis*

After reading this chapter, students should be able to:

1. Explain the positive and negative effects of globalization on health.
2. Contrast reasons for morbidity and longevity in industrialized and less-developed countries and compare longevity in the United States with that of other countries in the world.
3. Describe and explain the reasons for differences among nations in rates of infant and childhood mortality and maternal mortality.
4. Explain the epidemiological transition and how changes in patterns of consumption are creating additional risks in low-income and middle-income countries.
5. Explain how the sociological perspectives of structural-functionalism, conflict theory, and symbolic interactionism contribute to our understanding of illness and health care.
6. Explain the problem of HIV/AIDS in the United States and around the world by describing modes of transmission, at-risk populations, and the devastating effects of the disease on developing societies.
7. Define mental illness and describe general kinds of mental disorders, the extent of mental disorders cross-nationally and in the United States, and the impact of mental illness on suicide rates.

8. Explain causes of mental illness worldwide.
9. Explain how health and illness are influenced by the social factors of social class, education, family structure, gender, and race and ethnic minority status.
10. Compare the United States to other countries in amount of gross national product spent on health care and overall health care performance.
11. Describe differences between traditional health insurance plans and health maintenance organizations, preferred provider organizations, and managed care.
12. Describe the provisions and recipients of America's major publicly funded health programs of Medicare, Medicaid, and the state Children's Health Insurance Program and explain problems associated with Medicare and Medicaid.
13. Describe and explain the problems in the United States of inadequate health insurance coverage, the high costs of health care, the managed health care crisis, and current inadequacy in mental health care.
14. Describe and explain strategies for improving maternal and infant health and for preventing and alleviating HIV/AIDS.
15. Explain the national health insurance systems of other countries, recent proposals for a national health insurance in the United States, and reasons for opposition to these proposed reforms.
16. Describe strategies to improve mental health care, including eliminating the stigma of mental illness and eliminating inequalities in health care coverage for mental disorders in contrast to other health disorders.
17. Describe and explain the reasons for gender differences in attitudes toward seeking professional health.

CHAPTER 3: *Alcohol and Other Drugs*

After reading this chapter, students should be able to:

1. Describe the extent of drug use in the United States and throughout the world.
2. Explain the medical model approach to drug use in countries such as the Netherlands and Britain.
3. Explain how the structural-functional, conflict, and symbolic interaction perspectives contribute to our understanding of drug use and abuse.
4. Explain biological and psychological theories of drug use and abuse.
5. Compare the legal status, usage, and negative effects of alcohol, tobacco, marijuana, cocaine and crack, club drugs, heroin, psychotherapeutic drugs, and inhalants.
6. Describe how drug misuse contributes to family problems, crime, economic costs, and health problems.
7. Describe means of drug testing and explain the arguments for and against mandatory drug testing.
8. Compare drug treatment alternatives.
9. Describe governmental regulations and social policies that have been implemented or proposed to help control drug use and its negative consequences.

10. Present arguments for and against the deregulation, legalization, and decriminalization of various drugs.
11. Describe collective action initiatives that have been taken to reduce the problems of drug misuse.
12. Understand the arguments regarding prevention versus punitive approaches to drug use.

CHAPTER 4: *Crime and Social Control*

After reading this chapter, students should be able to:

1. Compare crime in industrialized and non-industrialized countries and describe trends in transnational crime.
2. Describe and compare three major sources of crime statistics: official statistics, victimization surveys, and self-report offender surveys.
3. Explain crime and violence from the three major sociological perspectives: structural-functionalism (including strain theory, subcultural theory, and control theory), conflict theory, and symbolic interactionism (including labeling theory and differential association).
4. Identify, define, and describe trends in the FBI's eight crime index offenses—including street violent crimes and street property crimes—and in vice crime, organized crime, white-collar crime, computer crime, and juvenile delinquency.
5. Describe demographic patterns of crime by gender, age, race, social class, and region of the United States.
6. Describe race and ethnic disparities in sentencing outcomes.
7. Describe the economic and the social and psychological costs of crime.
8. Describe strategies to reduce crime and violence, including local initiatives of youth programs and community programs and U.S. criminal justice policy regarding deterrence, law enforcement agencies, corrections, and capital punishment.
9. Present arguments regarding rehabilitation versus incapacitation and the arguments for and against capital punishment and gun control.

CHAPTER 5: *Family Problems*

After reading this chapter, students should be able to:

1. Describe global diversity in family forms, norms and policies regarding same sex relationships, and family values, roles, and norms.
2. Describe significant changes in U.S. families and households that have occurred over the last several decades.
3. Contrast the optimistic and pessimistic views regarding changes in the American family.
4. Explain family problems from the structural-functionalist, conflict, and symbolic interactionist perspectives.
5. Describe the prevalence, patterns, and effects of intimate partner violence abuse and explain why abused adults stay in abusive relationships.
6. Define child abuse and neglect and the effects of child abuse.

7. Describe the nature and prevalence of elder abuse, parent abuse, and sibling abuse.
8. Explain cultural, community, individual, and family factors that contribute to intimate partner abuse and family violence and abuse.
9. Describe prevention strategies that target the general population, groups at high risk for family violence and abuse, and families who have experience abuse.
10. Explain the social causes of divorce.
11. Describe the effects of divorce on adults and children, including the effects of father-child relationships.
12. Describe strategies to strength marriages and prevent divorce.
13. Describe global and United States patterns in nonmarital and teenage childbearing.
14. Explain social factors related to nonmarital and teenage childbearing and explain the perceptions of marriage among low-income single mothers.
15. Describe interventions in teenage and nonmarital childbearing.

CHAPTER 9: *Race, Ethnicity and Immigration*

After reading this chapter, students should be able to:

1. Define “minority group.”
2. Explain how race is socially constructed.
3. Describe and give historical examples of the following patterns of majority-minority interaction: genocide, expulsion, slavery, colonialism, segregation, acculturation, pluralism, assimilation, and amalgamation.
4. Trace changes in how race has been defined in the United States since the first U.S. census and discuss the implications of the new "mixed-race" category of racial identification.
5. Describe the extent of and trends in racial and ethnic diversity in the United States.
6. Describe historical trends in U.S. immigration policies, characteristics of present U.S. immigrants, and the economic benefits and public attitudes towards immigrants.
7. Explain major emphases of the structural-functionalist, conflict, and symbolic interactionist perspectives of race and ethnic relations.
8. Distinguish between prejudice and racism and explain aversive and modern racism.
9. Explain how people learn prejudice in the socialization process and through the media.
10. Define and give examples of individual discrimination, overt discrimination, adaptive discrimination, and institutional discrimination.
11. Describe the extent of racial and ethnic discrimination in the United States in employment, housing, education, and politics.

12. Define hate crimes, explain why the FBI data undercounts hate crimes, describe the types of motivations for hate crimes, describe hate crimes on college campuses, and give examples of the backlash of hate directed toward Muslims and people of Middle-Eastern descent after 9/11.
13. Describe legal and political strategies to reduce prejudice, racism, and discrimination, including Affirmative Action and arguments for and against it.
14. Describe educational strategies to reduce prejudice, racism, and discrimination, including multicultural education, diversification of college student populations, and diversity training in the workplace.

CHAPTER 10: *Gender Inequality*

After reading this chapter, students should be able to:

1. Define sexism, double or triple jeopardy, and gender.
2. Give examples of gender inequality in status in the United States and in other countries.
3. Describe the structural-functionalist, conflict, and symbolic interactionist views of gender, gender differences, and gender inequality.
4. Give examples of structural sexism in the United States, including sexism in education, income, work, politics, and civil rights and the law.
5. Give examples of cultural sexism in the United States, including sexism in family relations, computer technology, schools, media, and language
6. Explain social problems associated with traditional gender role socialization, including the feminization of poverty, social-psychological costs, health costs, and relationship problems.
7. Describe how grassroots movements (e.g., the Women's Movement and the Men's Movement) have responded to gender inequality.
8. Explain public policy efforts to address gender inequality and describe policies related to sexual harassment and affirmative action as well as international efforts to address gender inequality.

CHAPTER 6: *Economic Inequality (Poverty)*

After reading this chapter, students should be able to:

1. Differentiate between absolute and relative poverty and describe international and U.S. measures of poverty.
2. Describe the extent of global poverty and economic inequality.
3. Explain poverty and economic inequality from the structural-functionalist, conflict, and symbolic interactionist perspectives.
4. Describe attitudes toward economic opportunity in the United States.
5. Describe economic inequality in the United States in terms of wealth as well as income.
6. Explain how poverty rates vary according to age, education, sex, family structure, race/ethnicity, and labor force participation.

7. Describe how media stereotypically portray the poor.
8. Describe the effects of poverty and economic inequality on health, education problems, family stress and parenting problems, housing problems and homelessness, intergenerational poverty, and war and social conflict.
9. Identify major government assistance and welfare programs to relieve poverty, including cash support, temporary assistance to needy families, food assistance, housing assistance, medical care, educational assistance, job training programs, child care assistance, child support enforcement, and earned income tax credit.
10. Contrast myths about welfare with the realities of welfare recipients.
11. Describe the effects of minimum wage laws and living wage laws on America's low-income families.
12. Describe the role of charity, nonprofit organizations, and nongovernmental organizations in providing aid to the poor
13. Discuss international responses to poverty, including promoting economic growth and investing in human capital.
14. Explain the benefits and risks and ethical issues related to agricultural biotechnology as a strategy to reduce poverty.

CHAPTER 7: *Work and Unemployment*

After reading this chapter, students should be able to:

1. Explain what is meant by the terms "economic institution" and "global economy."
2. Contrast socialism and capitalism.
3. Explain how industrialization and post-industrialization changes the nature of work..
4. Describe American attitudes toward work today.
5. Describe the impacts of globalization of trade and free trade agreements.
6. Describe transnational corporations and explain their economic effects nationally and internationally.
7. Explain sociological theories of work and the economy from the structural-functionalist, conflict, and symbolic interactionist perspectives.
8. Identify and explain problems of work and employment, including modern-day slavery, sweatshop labor, health and safety hazards in the U.S. workplace, job dissatisfaction and alienation, work and family concerns, unemployment and underemployment, and low-wage jobs.
9. Describe the effectiveness of labor unions in the struggle for workers' rights.
10. Describe ways in which government, private business, human rights organizations, labor organizations, college student activists, and consumers have responded to workers' concerns. These include efforts to end slavery, reduce sweatshop labor, create healthier and safer work environments, enable workers to accommodate family responsibilities, workforce development and job creation programs, and efforts to strengthen labor.

11. Explain the benefits of telework for employers, employees, and the environment and identify concerns regarding telework.
10. Describe recent challenges to corporate power and globalization, including campaign finance reform and the antiglobalization movement.

CHAPTER: 8: Issues in Education

After reading this chapter, students should be able to:

1. Give examples of cross-cultural variation in education.
2. Give an example of scientific investigation of the extent of and motivations for carrying guns in schools.
3. Explain theories of education from the structural-functionalist, conflict, and symbolic interactionist perspectives.
4. Explain how social class and family background affect educational performance and attainment.
5. Explain how race and ethnicity affect educational performance and attainment.
6. Explain how gender affects educational performance and attainment.
7. Describe problems in the U.S. educational system, including illiteracy and low levels of academic achievement, school dropouts, violence in the schools, inadequate school facilities, and deficient teachers.
8. Describe the goals and provisions of President Bush's education plan "No Child Left Behind."
9. Explain character education and plans for its implementation in American schools.
10. Explain the benefits of and concerns about computer technology in education, including the new trend of distance education.
11. Describe and explain the benefits and opposition to the recent educational trends of school vouchers, charter schools, and home schooling.

CHAPTER 13: Population and Urbanization

After reading this chapter, students should be able to:

1. Describe historical and current trends in world and U.S. population growth and future population projections.
2. Describe the trend towards urbanization worldwide and the history of urbanization and the processes of suburbanization and urban sprawl in the United States.
3. Explain population growth and its consequences from the structural-functionalist, conflict, and symbolic interactionist perspectives.
4. Compare classical, modern, and synthetic theories of the impact of urbanization on social interaction and relationships.

5. Describe and explain social problems related to population growth and urbanization, including poor maternal and infant health, increased global food and water requirements, urban crowding and the spread of disease, urban poverty and unemployment, urban housing problems, inadequate schools, transportation and traffic problems, and the endangerment of wildlife due to urban sprawl.
6. Describe strategies to reduce the problems of population growth and urbanization, including controversies regarding access to family planning services, improving the status of women, means of improving economic development and health status in poor countries and U.S. communities.
7. Describe United States efforts to revitalize cities, including the Empowerment Zone /Enterprise Community Program, infrastructure improvements, brownfields, gentrification, incumbent upgrading, and community-based renewal efforts.
8. Explain problems associated with transportation and means of alleviating traffic congestion.
9. Describe means of responding to urban sprawl, including growth boundaries, smart growth, and the New Urbanism movement.
10. Describe the use of regionalism to solve problems related to metropolitan areas.
11. Describe strategies for reducing urban growth in developing countries.

CHAPTER 14: *Environmental Problems*

After reading this chapter, students should be able to:

1. Explain how globalization affects the environment, including permeability of international borders, cultural and social integration across nations, and the growth of transnational corporations.
2. Explain environmental problems from the perspectives of structural-functionalism, conflict theory, ecofeminism, and symbolic interactionism.
3. Describe worldwide and national environmental problems related to energy use, depletion of natural resources, air pollution, global warming and climate change, land pollution and water pollution.
4. Explain the hazards of computer manufacturing and e-waste disposal, environmental problems associated with recycling computers and exportation of hazardous e-waste, and legislative and industry initiatives to solve these problems, including the principle of Extended Producer Responsibility.
5. Describe environmental injustice in the United States and around the world.
6. Describe recent research findings regarding changes in human exposure to environmental chemicals.
7. Describe environmental threats to biodiversity and the creation of refugees due to degradation of living environments.
8. Explain how population growth, industrialization and economic development, and cultural values and attitudes contribute to environmental problems.
9. Describe strategies to solve environmental problems by environmental activism, education, energy conservation and innovative sources of energy, modifications in consumer behavior, government policies, regulations, and funding, and international cooperation and assistance.
10. Explain the importance of sustainable economic development.

CHAPTER 15: Science and Technology

After reading this chapter, students should be able to:

1. Explain the relationship between science and technology.
2. Describe three levels of technological development (mechanization, automation, and cybernation).
3. Give examples of the globalization of technology.
4. Explain the difference between solving social problems through social engineering versus through a “technological fix.”
5. Use the structural-functionalist, conflict, and symbolic interactionist perspectives to explain social problems related to science and technology.
6. Describe the social construction of the computer hacking community.
7. Describe ways in which technology has transformed the workplace.
8. Describe the impact of the computer revolution and the Internet on U.S. society and the global community.
9. Explain controversial issues regarding developments in biotechnology, including genetics and reproductive technologies.
10. Describe consequences of science and technology, including alienation, deskilling, and upskilling, effects on social relationships and interaction, the threat to privacy and security, unemployment, the increased division between the haves and the have-nots, mental and physical health risks, and the challenge to traditional values and beliefs.
11. Describe strategies for controlling science and technology, including legal strategies, the role of corporate America in technological development, and government policies.
12. Explain the idea of technological dualism and identify guiding principles for technological development that are just and fair.

CHAPTER 16: *Conflict, War, and Terrorism*

After reading this chapter, students should be able to:

1. Explain the relationship of war to social change in world history.
2. Describe international and national trends in military spending.
3. Describe cyberwarfare capabilities and problems associated with cyberwarfare.
4. Explain the functions of war.
5. Explain how inequality contributes to war and the ways in which corporate, political, and military elites benefit from war.
6. Explain why people develop attitudes that support war.

7. Identify and give examples of the causes of war, including conflict over land and other natural resources, conflict over values and ideologies, racial and ethnic hostilities, defense against hostile attacks, revolution, and nationalism.
8. Distinguish and give examples of transnational versus domestic terrorism, describe patterns of global terrorism, and explain the causes of terrorism.
9. Describe America's responses to terrorism, including its types of policies and offensive and defensive strategies, and explain the problems associated with combating terrorism and guerilla warfare.
10. Describe social problems associated with war and militarism, including death and disability, rape, forced prostitution and displacement of women and children, disruption of social-psychological comfort, diversion of economic resources, and destruction of the environment
11. Describe strategies and policies aimed at creating and maintaining global peace, including redistribution of economic resources, creation of a world government, the operations of the United Nations, mediation and arbitration, and arms control and disarmament.