# *Understanding Social Problems 11th edition Mooney Solutions Manual*

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# Instructor Manual

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## Table of Contents

Purpose and Perspective of the Chapter ..... 2
Cengage Supplements ..... 2
Learning Objectives ..... 3
Key Terms ..... 3
What's New in This Chapter ..... 5
Chapter Outline ..... 6
Discussion Questions ..... 14
Additional Activities and Assignments ..... 14
- Student Projects ..... 14
- Classroom Activities ..... 16
- Internet Assignments ..... 17
- Video Activity Suggestions ..... 18
- Solving Social Problems ..... 20

Additional Resources ..... 20
- Related Social Movements ..... 20
- External Videos or Playlist ..... 21

Appendix ..... 22
- Generic Rubrics ..... 22
- Standard Writing Rubric ..... 22
- Standard Discussion Rubric ..... 23

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Understanding Social Problems 11th edition Mooney Solutions Manual

## Purpose and Perspective of the Chapter

This chapter provides students with a look at social context and social problems, highlighting the elements of social structure and culture. The chapter provides an overview of the American political system and the importance of sociological imagination. The connections between private troubles and public issues in the context of sociological imagination have also been discussed.

Students are introduced to the different theoretical perspectives seen in sociology. Perspectives such as structural functionalism, conflict theory, and symbolic interactionism along with the respective theories of social problems have been explained. Social problems research and the different stages in conducting such research are also explained. The different types of data collection methods with their advantages and disadvantages have been covered.

[return to top]

## Cengage Supplements

The following product-level supplements provide additional information that may help you in preparing your course.

- **Online Test Bank**. Test items include multiple-choice and true-false questions with answers and text references, as well as essay questions for each chapter.
- **Cengage Learning Testing Powered by Cognero**. The Test Bank is also available through Cognero, a flexible, online system that allows instructors to author, edit, and manage test bank content as well as create multiple test versions in an instant. Instructors can deliver tests from their school's learning management system, classroom, office, or home.
- **Online PowerPoints**. These vibrant, Microsoft® PowerPoint® lecture slides for each chapter assist instructors with lectures by providing concept coverage using images, figures, and tables from the textbook.
- **Create Activity Prompts**. The open response questions ask student to connect concepts from each chapter to their own lives and larger sociological concepts.
- **Capstone Activity**. This activity can be assigned as a group or independent project. Students will focus on the topic of globalization by choosing a particular product and researching the process and effects of its globalization through a case study. This

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Understanding Social Problems 11th edition Mooney Solutions Manual

project includes both a presentation as well as a written paper.

[return to top]

## Learning Objectives

The following objectives are addressed in this chapter:

LO 1: Describe the American political party system.
LO 2: Discuss the causes of political partisanship in the United States.
LO 3: Define a social problem.
LO 4: Discuss the elements of the social structure and culture of society.
LO 5: Explain the connections between private troubles and public issues as well as how they relate to the sociological imagination.
LO 6: Summarize structural functionalism, conflict theory, and symbolic interactionism and their respective theories of social problems.
LO 7: Describe the stages in conducting a research study.
LO 8: Distinguish between the four methods of data collection used by sociologists.

**[return to top]**

## Key Terms

- **Achieved status:** Status that society assigns to an individual on the basis of factors over which the individual has some control.
- **Alienation:** A sense of powerlessness and meaninglessness in people's lives.
- **Anomie:** A state of normlessness in which norms and values are weak or unclear.
- **Ascribed status:** A status that society assigns to an individual on the basis of factors over which the individual has no control.
- **Beliefs:** Definitions and explanations about what is assumed to be true.
- **Culture:** The meanings and ways of life that characterize a society, including beliefs, values, norms, sanctions, and symbols.
- **Dependent variable:** The variable that researchers want to explain; that is, it is the variable of interest.
- **Experiments:** Manipulating the independent variable to determine how it affects the dependent variable. Experiments require one or more experimental groups that are

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Understanding Social Problems 11th edition Mooney Solutions Manual

exposed to the experimental treatment(s) and a control group that is not exposed.

- **Field research:** Observing and studying social behavior in settings in which it occurs naturally.
- **Globalization:** The growing economic, cultural, and technological interdependence between countries and regions.
- **Hypothesis:** A prediction or educated guess about how one variable is related to another variable.
- **Independent variable:** The variable that is expected to explain change in the dependent variable.
- **Institution:** An established and enduring pattern of social relationships.
- **Latent functions:** Consequences that are unintended and often hidden.
- **Manifest functions:** Consequences that are intended and commonly recognized.
- **Norms:** Socially defined rules of behavior, including folkways, laws, and mores.
- **Objective element of a social Problem:** Awareness of social conditions through one's own life experiences, through the media, and through education.
- **Primary groups:** Usually small numbers of individuals characterized by intimate and informal interaction.
- **Political partisanship:** Supporters of a political party are entrenched in their party's policies, with little to no motivation to compromise with opposing political views.
- **Populist movement:** Emphasize "the people" rather than the "government elite" and their political parties, tend to be conservative, right to far-right leaning, anti-immigrant, nationalistic, and anti-globalist.
- **Roles:** The set of rights, obligations, and expectations associated with a status.
- **Sample:** A portion of the population, selected to be representative so that the information from the sample can be generalized to a larger population.
- **Sanctions:** Social consequences for conforming to or violating norms.
- **Secondary groups:** Involving small or large numbers of individuals, groups that are task oriented and are characterized by impersonal and formal interaction.
- **Social group:** Two or more people who have a common identity, interact, and form a social relationship.
- **Social movement:** An organized group of individuals with a common purpose of promoting or resisting social change through collective action.
- **Social problem:** A social condition that a segment of society views as harmful to members of society and in need of remedy.
- **Sociological imagination:** The ability to see the connections between our personal lives and the social world in which we live.
- **Status:** A position that a person occupies within a social group.

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- **Structure:** The way society is organized including institutions, social groups, statuses, and roles.
- **Subjective element of a social Problem:** The belief that a particular social condition is harmful to society, or to a segment of society, and that it should and can be changed.
- **Survey research:** Eliciting information from respondents through questions.
- **Symbol:** Something that represents something else.
- **Theory:** A set of interrelated propositions or principles designed to answer a question or explain a particular phenomenon.
- **Values:** Social agreements about what is considered good and bad, right and wrong, desirable and undesirable.
- **Variable:** Any measurable event, characteristic, or property that varies or is subject to change.

[return to top]

## What's New in This Chapter

The following elements are improvements in this chapter from the previous edition:

- In response to the increasing politicization of social problems, new sections have been added about "The Social Context: A Divided Nation, Politics in America" (with subsections on "The Roots of Political Partisanship," "The Growth of Political Partisanship," and "State of the Union").
- All *What Do You Think?* features are new and address such topics as the meaning of democracy, the role of social sciences in fighting the pandemic, former President Trump's alleged culpability in the January 2021 attempted coup, and the impact of political partisanship on family relations.
- New *The Human Side*, which offers advice from student activists on getting involved in "good trouble."
- New *Social Problems Research Up Close*, which examines generational variations in following the news on the 2020 election, COVID-19, and Black Lives Matter protests.
- New topics include globalization, the American political spectrum, political polarization, populist movements, and the media's role in defining social problems.

[return to top]

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Understanding Social Problems 11th edition Mooney Solutions Manual

# Chapter Outline

## I. WHAT IS A SOCIAL PROBLEM?

### A. Objective and Subjective Elements of Social Problems

- Objective element of a social problem: the existence of a social condition.
- Subjective element: the belief that a particular social condition is harmful to society or to a segment of society and that it should and can be changed.
- Definition of a social problem contains objective and subjective elements: a social condition that a segment of society views as harmful to members of society and in need of remedy.

### B. Variability in Definitions of Social Problems

- Individuals and groups frequently disagree about what constitutes a social problem.
- Definitions of social problems vary within societies, across societies, and across historical time periods.

## II. ELEMENTS OF SOCIAL STRUCTURE AND CULTURE

- Social structure and culture are distinct but inseparable elements of society that help us understand the root causes of social problems.

### A. Elements of Social Structure

- The structure of a society refers to the way society is organized.
- Institution: an established and enduring pattern of social relationships.
    - The five traditional institutions: family, religion, politics, economics, and education.
    - Other institutions important in modern society: science and technology, mass media, medicine, sports, military.
- Social groups: two or more people who have a common identity, interact, and form a social relationship.

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- Primary groups, which tend to involve small numbers of individuals, are characterized by intimate and informal interaction.
- Secondary groups which may involve small or large numbers of individuals, are task oriented and characterized by impersonal and formal interaction.

- Statuses: positions within a social group.
  - Ascribed status is assigned on the basis of factors over which the individual has no control (e.g., sex, race).
  - Achieved status is one that society assigns to an individual on the basis of some characteristic or behavior over which the individual has some control (e.g., parent, college graduate).
  - One's ascribed status may affect the likelihood of achieving other statuses.
  - Master status: the status that is considered the most significant in a person's social identity.
- Roles: the set of rights, obligations, and expectations associated with a status.
  - Roles guide our behavior and allow us to predict the behavior of others.
  - A single status involves more than one role.

**B. Elements of Culture**

- The culture refers to the meanings and ways of life that characterize a society.
- Beliefs: definitions and explanations about what is assumed to be true
  - Beliefs influence whether an individual or group views a particular condition as a social problem.
  - Beliefs influence not only how a social condition is interpreted but also the existence of the condition itself.
- Values: social agreements about what is considered good and bad, right and wrong, desirable and undesirable.
  - Conditions are viewed as social problems when they are incompatible with or contradict closely held values.
  - Values also impact the development of the social condition itself.
- Norms and Sanctions: socially defined rules of behavior.
  - Folkways: customs, habits, and manners of society.
  - Laws: norms that are formalized and backed by political authority.
  - Mores: norms with a moral basis.
  - Sanctions: social consequences for conforming to or violating norms.
    - Sanctions may be positive or negative, formal or informal.
- Symbol: something that represents something else.

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- Cultural symbols: language, gestures, and objects whose meaning the members of a society commonly understand.
- Sometimes people attach different meanings to the same symbol.

## III. THE SOCIOLOGICAL IMAGINATION

- The sociological imagination: the ability to see the connections between our personal lives and the social world.
- When we use our sociological imagination, we are able to distinguish between "private troubles" and "public issues" and to see connections between the events and conditions of our lives and the social and historical context in which we live.

## IV. THEORETICAL PERSPECTIVES

### A. Structural-Functionalist Perspective

- Defines society as a system of interconnected parts that work together in harmony to maintain a state of balance and social equilibrium for the whole.
- The structural-functionalist perspective emphasizes the interconnectedness of society by focusing on how each part influences and is influenced by other parts.
- Effects of social elements on society.
  - Functional effects: contribute to social stability.
  - Dysfunctional effects: disrupt social stability.
  - An element of society, such as crime, can be both functional and dysfunctional.
- There are two types of functions:
  - Manifest functions: consequences that are intended and commonly recognized.
  - Latent functions: consequences that are unintended and often hidden.

### B. Structural-Functionalist Theories of Social Problems

- Two dominant theories of social problems grew out of the structural-functionalism perspective.
  - Social Pathology: problems result from elements of social structure or culture that no longer perform properly.
    - Problems such as crime, violence, poverty, and juvenile delinquency are

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often attributed to the breakdown of the family institution; the decline of the religious institution; and inadequacies in our economic, educational, and political institutions.

- Social Disorganization: rapid social change disrupts norms in society.
  - Anomie (normlessness) results when norms become weak or are in conflict with each other.
  - Social problems may be solved by slowing the pace of social change and strengthening social norms.

**C. Conflict Perspective**

- Views society as composed of different groups and interests that compete for power and resources.

**D. Conflict Theories of Social Problems**

- There are two general types of conflict theories of social problems: Marxist and non-Marxist.
  - According to contemporary Marxist theorists, social problems result from class inequality inherent in a capitalistic system.
    - A system of haves and have-nots may be beneficial to the haves but often translates into poverty for the have-nots.
    - Corporate violence: actual harm and/or risk of harm inflicted on consumers, workers, and the general public as a result of decisions by corporate executives or managers.
    - Alienation: powerlessness and meaningless in people's lives.
      Workers feel sense of powerlessness due to lack of control over jobs. Specialized nature of work requires repetitive tasks, which may make workers feel that their lives are meaningless.
  - Non-Marxist Conflict Theories: conflicts arise when groups have opposing values and interests.
    - Different values result in different subjective interactions of what constitutes a social problem.
    - Sometimes the social problem is not the conflict itself but rather the way that conflict is expressed.
      Even most pro-life advocates agree that shooting doctors who perform abortions and blowing up abortion clinics constitute

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unnecessary violence and lack of respect for life.

**E. Symbolic Interactionist Perspective**

- Micro sociological: another level of sociological analysis concerned with the social-psychological dynamics of individuals interacting in small groups.
- Symbolic interactionism emphasizes that human behavior is influenced by definitions and meanings created and maintained through symbolic interaction with others.
    - W. I. Thomas suggested that humans respond to their definition of a situation rather than to the objective situation itself; therefore, situations we define as real become real in their consequences.
    - Cooley stated that we develop our self-concept by observing how others interact with and label us; we see a reflection of ourselves called the "looking-glass self."
    - Weber argued social scientists must see the world through the eyes of an individual or group to understand behavior; he called this approach *Verstehen*, which in German means to understand.

**F. Symbolic Interactionist Theories of Social Problems**

- A condition must be defined or recognized as a social problem for it to be a social problem.
    - Blumer suggested social problems develop in stages.
        - Societal recognition—the process by which a social problem is "born."
        - Social legitimization—the social problem achieves recognition by the larger community, including the media, schools, and churches.
        - Mobilization for action—individuals and groups become concerned about how to respond to the social condition.
        - Development and implementation of an official plan—for dealing with the problem.
    - Labeling theory suggests that a social condition or group is viewed as problematic if it is labeled as such.
        - According to this theory, resolving social problems sometimes involves changing the meanings and definitions that are attributed to people and situations.
    - Social constructionists argue that individuals who interpret the social world

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around them socially construct reality.
    - Society is a social creation rather than an objective given.
    - The media, universities, research institutes, and government agencies are often responsible for the public's initial "take" on the problem under discussion.

## V. SOCIAL PROBLEMS RESEARCH

### A. Stages of Conducting a Research Study

- Sociologists progress through the following stages in conducting research on a social problem.
    - Formulating a research question.
        - Question may come from the researcher's own life experiences, personal values, test a particular sociological theory, or reflect current events or concerns of community groups/activist organizations.
    - Reviewing the literature.
        - Review of published material on the topic to find out what is already known.
    - Defining variables.
        - Variable: any measurable event, characteristic, or property that varies or is subject to change.
        - Operational definition: specifies how a variable is to be measured.
    - Formulating a hypothesis.
        - Hypothesis: prediction or educated guess about how one variable is related to another variable.
        - Dependent variable: the variable that researchers want to explain.
        - Independent variable: the variable that is expected to explain change in the dependent variable.
        - In formulating a hypothesis, researchers predict how the independent variable affects the dependent variable.

### B. Methods of Data Collection

- Experiments: assess causation by manipulating the independent variable to determine how it affects the dependent variable.
    - Requires one or more experimental groups that are exposed to the

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experimental treatment(s) and a control group that is not exposed.
    - Major strength: provides evidence for causal relationships.
    - Major weakness: results from small samples and artificial laboratory settings; may not be generalizable to people in natural settings.
- Surveys: eliciting information from respondents through questions.
    - Requires a representative sample, which is a portion of the population selected so that the information from the sample can be generalized to a larger population.
    - Interviews: use trained interviewers to ask questions.
        - Advantages: interviewers can clarify questions and follow up on answers.
        - Disadvantages: Cost; Lack of privacy and anonymity that may result in respondents refusing to participate or concealing or altering information.
    - Questionnaires: mail, post on-line, or give to a sample of respondents.
        - Advantages: Less expensive and less time-consuming; Provide privacy and anonymity to the respondents thus increasing the likelihood of truthful answers.
        - Disadvantage: difficult to obtain an adequate response rate.
    - Web-based surveys.
        - A new method of conducting survey research through web-based surveys.
        - Reduce many of the problems associated with traditional surveys.
- Field Research: observing and studying social behavior in settings in which it occurs naturally.
    - Two types of field research:
        - Participant observation: researchers participate in the phenomenon being studied so as to obtain an insider's perspective on the people and/or behavior being observed.
        - Non-participant observation: researchers observe the phenomenon being studied without actively participating in the group or the activity.
    - Sometimes sociologists conduct in-depth detailed analyses or case studies of an individual, group, or event.
    - Advantage: Provides detailed information about values, rituals, norms, behaviors, symbols, beliefs, and emotions of those being studied.
    - Disadvantages: Researcher's observations may be biased; Findings may not be generalizable due to small samples.

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- Secondary data research: analyze data already collected by other researchers or government agencies such as historical documents, police reports, school records, etc.
    - Advantages: Researchers avoid time and expense of collecting data and is readily accessible; Often based on large, representative samples.
    - Disadvantage: Researcher is limited to the data already collected.

## VI. TEN GOOD REASONS TO READ THIS BOOK

- Understanding that the social world is too complex to be explained by just one theory will expand your thinking about how the world operates.
- Developing a sociological imagination will help you see the link between your personal life and the social world in which you live.
- Understand globalization can help you become a safe, successful, and productive world citizen.
- Understanding the difficulty involved in "fixing" social problems will help you make decisions about your own actions.
- Although this is a social problems book, it may actually make you more rather than less optimistic.
- Knowledge is empowering.
- The Self and Society exercises increase self-awareness and allow you to position yourself within the social landscape.
- The Human Side features make you a more empathetic and compassionate human being by personalizing the topic at hand.
- The Social Problems Research Up Close features teach you the basics of scientific inquiry, making you a smarter consumer of "pop" sociology, psychology, anthropology, and the like.
- Learning about social problems and their structural and cultural origins helps you—individually or collectively—make a difference in the world.

## VII. UNDERSTANDING SOCIAL PROBLEMS

- Sociologists have been studying social problems since the Industrial Revolution.
    - Industrialization brought about massive social changes: The influence of religion declined, and families became smaller and moved from traditional, rural communities to urban settings.
        - These and other changes have been associated with increases in crime,

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pollution, divorce, and juvenile delinquency

- Field of sociology was developed to understand and find solutions to the issues.
- There is no single agreed upon definition of what constitutes a social problem.
    - Most sociologists agree, however, that all social problems share two important elements: an objective social condition and a subjective interpretation of that condition.

[return to top]

## Discussion Questions

You can assign these questions several ways: in a discussion forum in your LMS, as whole-class discussions in person, or as a partner or group activity in class.

1. How might the definition of social problem vary in terms of geographical orientation? Is there a possibility that a social problem in one region might not be perceived as a problem in another? (LO 1.3; 30 minutes)
2. How can we apply what we learn about social problems in our society? What are some barriers toward the efforts in eradicating social problems? Are these barriers cultural or do they relate to the structure of the society? (LO 1.4; 45 minutes)
3. What are some of the challenges faced by researchers while collecting research data? Are the methods discussed in the text sufficient? Should the researchers devise different methods in changing times like these? (LO 1.8; 45 minutes)

[return to top]

## Additional Activities and Assignments

### Student Projects

1. **The History of Activism** (LO 1.1)

   The history of social movements in the United States has involved a number of people we do not traditionally hear about. Assign each student to write a one-page profile of an important activist. Post the profiles on a class webpage or distribute

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them to all students, so everyone will have easy access to the important reformers.

Pretend you are the founder of a social movement. What would your movement be concerned with and how would you gain support for the movement? List your goals, obstacles, and plan of action.

2. **Feminist Movement** (LO 1.3)

Request students to research the feminist movement, starting at colonial times through today's status of women. Share with the class your opinion of women and inequality, glass ceilings (real or perceived), and equal pay.

3. **Local Organizational Activism** (LO 1.3)

Instruct students to contact a local organization that is working to remedy a social problem. Request the students to report the following information about the organization they select:

a. What is the name, address, and phone number of the organization?
b. With what social problem is the organization concerned?
c. What is the organization doing to remedy the problem?
d. Is the group part of a larger organization, for example, state or international?
e. Does the group or organization consist of paid employees, volunteers, or both?
f. What are the sources of funding for the organization?
g. How successful has the organization been in reaching its goals?

4. **College Student Activism** (LO 1.3)

Instruct students to find a listing of student organizations from a university website and select one organization that is concerned with a social problem. Request the students to contact someone from the organization and obtain and report the following information:

a. What is the name of the organization and the university with which it is affiliated?
b. Is the organization part of a larger organization, for example, state or international?
c. With what social problem is the organization concerned?
d. What activities of the organization are directly concerned with the social

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problem?

e. How successful have these activities been? Do these activities serve as a solution to the social problem?

## Classroom Activities

1. **Culture and Social Problems** (LO 1.4)

   Divide the class into small groups and ask each group to choose a social problem (or the instructor can assign a problem). Request the students to brainstorm possible cultural causes of the problem using the elements of culture described in the text. They should also list possible social structural causes of the problem with the help of the elements of social structure described in the text. Divide the class into small groups and have them create a video or an infographic for students, parents, and community leaders. The video should explain the largest problem facing our culture today.

2. **Analyzing Social Problems from Different Sociological Perspectives** (LO 1.6)

   Choose a widely publicized event related to a social problem, such as school shootings. Divide the class into small groups and instruct the students to brainstorm possible causes of the social problem using each of the three major theoretical perspectives in sociology: structural-functionalism, conflict theory, and symbolic interactionism. Then, engage the students in a general class discussion of these causes and possible solutions from the different sociological perspectives.

3. **International Solutions to Social Problems** (LO 1.3)

   Divide students into small working groups that they will be in for the semester. Assign these groups various regions of the world, and have them report and discuss in class how countries in those regions deal with different social problems.

4. **Recognizing Problems Associated with Solutions** (LO 1.3)

   Divide students into small groups. Give each group one of the lists of solutions to social problems from the exercise above. Instruct students to brainstorm a list of the problems associated with each solution. For example, what are the difficulties

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involved in implementing each solution? Do the proposed solutions contribute to other social problems? Request a spokesperson from each group to describe the problems associated with the solutions to the class.

5. **Applying the Sociological Imagination** (LO 1.5)

   Divide students into small groups. Assign each group a personal trouble (e.g., intimate partner abuse, drug addiction, and criminal victimization). Instruct the groups to use their sociological imaginations to explain how their personal trouble would be viewed as a social problem. A spokesperson from each group can describe how their personal trouble would be viewed as a social problem to the class.

## Internet Assignments

1. **Applying the Sociological Imagination to Personal Stories** (LO 1.5)

   In order to get a sociological perspective on current events, have your students read the articles at **ThoughtCo** and report on three events throughout the semester. Have them summarize the story and relate it to the theories discussed in the textbook.

2. **Increasing Political Awareness and Participation** (LO 1.1)

   Instruct students to explore the website of **Vote Smart** to learn about their local and state elected officials and their officials' positions on social problems. Request the students to write a short paper explaining the position of one of their elected officials toward a social problem.

3. **Social Problems in the News** (LO 1.3)

   Instruct the students to use an Internet search engine to find the website of a major newspaper, such as the ***New York Times***, ***Washington Post***, or ***Chicago Tribune***. Request the students to bookmark the website of their selected newspaper and visit the site weekly to find news articles that relate to social problems. The students should keep these articles in a file and share the information from the article with the class when that topic is discussed. Request the students to submit their file at the end of the semester.

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4. **Campus Activism** (LO 1.3)

   Instruct the students to go to **campusactivism** and choose an issue, social movement, or activist organization of interest to them. Request the students to explore the links to the resources given about this issue, movement, or organization. Instruct students to then use their college or university website to investigate the presence or absence of movements or organizations that address the same issue on their own campus. Instruct students to write a short (two- to three-page) explanation of their findings and prepare to present it to the class.

5. **Government Initiatives on Social Problems** (LO 1.3)

   Instruct the students to choose a social problem and do an Internet search for either federal or state government initiatives to solve that problem. Have the students report on these initiatives in class, and engage the class in a discussion of the potential effectiveness of these initiatives.

## Video Activity Suggestions

1. ***Dreamworlds 3: Desire, Sex and Power in Music Video*** (LO 1.5; 91 minutes)

   This is a documentary that examines the impact of music videos in shaping attitudes toward femininity, masculinity, sexuality, and race. It relates to the concept of culture and could also be used to demonstrate the sociological imagination as it shows how individual thoughts, perceptions, and behaviors are shaped by social institutions, culture, and society.

   Discussion Questions:
   a. How are women and men portrayed in the videos examined in the film?
   b. How do these portrayals impact people's perceptions of gender, sexuality, and race?
   c. We typically think of our thoughts, perceptions, and behaviors as being private and personal, but this video challenges us to think about how they are impacted by society. How does this relate to the sociological imagination?

2. ***Hate.Com: Extremists on the Internet*** (LO 1.5; 42 minutes)

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This is a documentary that examines racist, anti-Semitic, and heterosexist hate websites and their consequences. The video includes interviews of individuals who promote these websites, including adults and children. This video relates to the topic of culture by illustrating subcultures that exist on the Internet and the impact of technology on the recruitment of individuals into hate groups.

Discussion Questions:

a. What are some of the consequences of hate websites?
b. Do you think the websites shown in the video should be censored or banned? Why, or why not?
c. What elements of U.S. culture make these websites possible?

3. ***Made in L.A.* (*Hecho en Los Angeles*)** (LO 1.3; 70 minutes)

This documentary shows working conditions of immigrant women in the garment industry in Los Angeles. It follows a three-year battle fought between workers and workers' rights advocates, and a popular clothing chain, Forever 21. It provides an example of social activism and resistance.

Discussion Questions:

a. What kinds of working conditions led to the lawsuit against Forever 21? Explain the controversy surrounding the company that was responsible for the working conditions. Who do you think is responsible?
b. What actions did the workers take to try to gain their rights? How effective were their actions?
c. What rights do you think undocumented workers in the U.S. should have?

4. **The *Up* Series 1964–2019** (LO 1.4; 40 to 150 minutes)

This classic documentary by Michael Apted follows children in England, interviewing them every seven years about their current lives, hopes for the future, and long-term dreams.

Discussion Questions:

a. What do you think should determine whether someone reaches their long-term dreams and goals?
b. How are the people in the film similar to you? How are they different? Which

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person did you identify with most?

5. ***Life Is Beautiful*** (LO 1.4;122 minutes)

   *Life Is Beautiful* (Italian: *La vita è bella*) is a 1997 Italian comedy-drama film directed by and starring Roberto Benigni. Benigni plays Guido Orefice, a Jewish Italian bookshop owner, who must employ his fertile imagination to shield his son from the horrors of internment in a Nazi concentration camp.

   Discussion Questions:
   a. Why were the Jews singled out as a group to be persecuted?
   b. What would you do if a similar situation were to occur in your society?

## Solving Social Problems

**Idealist** is a good place to go to if you are interested in a career that deals with social issues. They can help you find a job, internship, and volunteer openings to work with issues that you care about across the country. Locally, you can always start with a Boys and Girls Club or a United Way agency to get hooked up with local issues. Also, you could look into becoming a Big Brother or Big Sister.

**[return to top]**

# Additional Resources

## Related Social Movements

Social Justice: **The Society for the Study of Social Problems** is an organization that uses sociological research to work for social justice.

Public Sociology: One of the ways that sociologists make their work impact social issues is by practicing public sociology where they intentionally design research projects which will inform the public debate about social issues. Visit the **section of American Sociological Association** on sociological practice and public sociology. Make sure to check out other resources on this page.

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## External Videos or Playlist

**Social Problems YouTube Channel:** Use the **Social Problems YouTube Channel** as a resource to help students further understand concepts and topics from each chapter.

[return to top]

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# Appendix

## Generic Rubrics

Providing students with rubrics helps them understand expectations and components of assignments. Rubrics help students become more aware of their learning process and progress, and they improve students' work through timely and detailed feedback.

Customize these rubrics as you wish. The writing rubric indicates 40 points and the discussion rubric indicates 30 points.

## Standard Writing Rubric

| Criteria | Meets Requirements | Needs Improvement | Incomplete |
|---|---|---|---|
| Content | The submission clearly and comprehensively addresses all questions in the assignment.<br>15 points | The submission partially addresses some or all questions in the assignment.<br>8 points | The submission does not address the questions in the assignment.<br>0 points |
| Organization and Clarity | The submission presents ideas in a clear manner and with strong organizational structure. The assignment includes an appropriate introduction, content, and conclusion. Coverage of facts, arguments, and conclusions are logically related and consistent.<br>10 points | The submission presents ideas in a mostly clear manner and with a mostly strong organizational structure. The assignment includes an appropriate introduction, content, and conclusion. Coverage of facts, arguments, and conclusions are mostly logically related and consistent. | The submission does not present ideas in a clear manner and with strong organizational structure. The assignment includes an introduction, content, and conclusion, but coverage of facts, arguments, and conclusions are not logically related and consistent.<br>0 points |

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| | | | |
|---|---|---|---|
| | | 7 points | |
| Research | The submission is based upon appropriate and adequate academic literature, including peer reviewed journals and other scholarly work.<br>5 points | The submission is based upon adequate academic literature but does not include peer reviewed journals and other scholarly work.<br>3 points | The submission is not based upon appropriate and adequate academic literature and does not include peer reviewed journals and other scholarly work.<br>0 points |
| Research | The submission follows the required citation guidelines.<br>5 points | The submission follows some of the required citation guidelines.<br>3 points | The submission does not follow the required citation guidelines.<br>0 points |
| Grammar and Spelling | The submission has two or fewer grammatical and spelling errors.<br>5 points | The submission has three to five grammatical and spelling errors.<br>3 points | The submission is incomplete or unintelligible.<br>0 points |

## Standard Discussion Rubric

| **Criteria** | **Meets Requirements** | **Needs Improvement** | **Incomplete** |
|---|---|---|---|
| Participation | Submits or participates in discussion within the posted deadlines. Follows all instructions for initial post and responses.<br>5 points | Does not participate or submit discussion within the posted deadlines. Does not follow instructions for initial post and responses.<br>3 points | Does not participate in discussion.<br>0 points |
| Contribution Quality | Comments stay on task. Comments add value to discussion | Comments may not stay on task. Comments may not | Does not participate in discussion.<br>0 points |

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| | | | |
|---|---|---|---|
| | topic. Comments motivate other students to respond. 20 points | add value to discussion topic. Comments may not motivate other students to respond. 10 points | |
| Etiquette | Maintains appropriate language. Offers criticism in a constructive manner. Provides both positive and negative feedback. 5 points | Does not always maintain appropriate language. Offers criticism in an offensive manner. Provides only negative feedback. 3 points | Does not participate in discussion. 0 points |

[return to top]

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