

# UNIBETSEDAT GUAHAN/ UNIVERSITY OF GUAM

## SO 411-01: Social Issues in Micronesia and Guam

### 2024 Fall Semester/Fanuchanan'

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Lecturer: Dr. Todd Ames

Course Delivery: On-line OLL at UOG Moodle Site and Zoom Meetings.

Moodle Key: SO-411-01 is: [REDACTED]

Zoom Address: [REDACTED]

Meeting ID: [REDACTED] Passcode: [REDACTED]

Lecture Hours: Mon. and Wed. 4:00 to 5:20

Office Hours: Tue. Thu. & Fri. 2:00 to 4:00 by e-mail, phone, or by appointment.

Office: SBS Main Office

Email: [tames@triton.uog.edu](mailto:tames@triton.uog.edu)

Phone: 671-735-2884

#### **COURSE TEXTS**

There is a reading pack which will be available on the Moodle Platform.

#### **RECOMMENDED TEXTS**

Moulder, Francis, *Social Problems in the Modern World*, 2000

#### **COURSE STUDENT LEARNING OBJECTIVES**

The objectives of this course will be to introduce to students the major theories, issues, and research in the study of social issues and social problems of Micronesia. This course is designed to provide students with an understanding of the relevant research that has been conducted on social problems and issues in Micronesia and Guam and assist students in developing the ability to design a research study, collect and analyze data and present their data in a research paper format. This course should help students develop the abilities to develop technical skill in retrieving information and data from various archival sources, and the ability to collect and analyze data. Students should also develop the technical skill to present the research findings in a scientific technical writing format. And, that students develop an understanding of the ethical issues surrounding the study of social issues and problems.

#### **COURSE DESCRIPTION**

This course will cover a wide range of topics dealing with the social issues and social problems of Micronesia and our anthropological, political, economic, sociological and historical understandings of them.

#### **COURSE CONTENT**

The course covers the following aspects of the study of People and Culture of Micronesia:

- a. An analysis of the definitions of social issues and social problems.
- b. Theories and explanations of social issues and social problems.
- c. Drug and Alcohol Abuse
- d. Family Violence and Changes to Family Structures
- e. Health
- f. Suicide
- g. Economic Disparity and Development Issues
- h. Global Warming, Sea Level Changes and Climatic Implications
- i. Marine Resource Management
- j. Historic and Cultural Preservation
- k. Environmental Issues
- l. Crime
- m. Migration
- n. Political Status

**COURSE ORGANIZATION**

This course will consist of a combination of approaches that are intended to aid the student in approaching and entering the study Social Issues and Problems of Micronesia. The approaches will include Moodle lectures and presentations, course readings, seminar-style discussion groups on Zoom and independent research projects and presentations.

**ACCESS STATEMENT**

Students must have access to a computer daily. The computer should have access to general software applications for word processing software, electronic spreadsheets, graphic presentation, video viewing software, the recommended web browser and a reliable internet connection. The student must be able to navigate the Moodle System site, upload and download materials, participate in assigned online activities, and follow generally accepted online etiquette.

**GRADING INFORMATION****GRADE**

Letter Grade	Grade Point Value	Percent Grade	Definition	
A+	4.00	98-100%	Outstanding	Honors-level performance with superior quality and extraordinary distinction.
A	4.00	93-97%		
A-	3.67	90-92%		
B+	3.33	87-89%	Good	Solid accomplishment, indicating a substantial mastery of course materials and a good command of skills required by the course.
B	3.00	83-86%		
B-	2.67	80-82%		
C+	2.33	77-79%	Adequate	Students have achieved the level of competency needed for advancing to a subsequent course which has this course as pre-requisite.
C	2.00	70-76%		
D	1.00	60-69%	Deficient	Minimal passing, but not adequate to take a subsequent course which has this course as pre-requisite.
F	0.00	<60%	Failure	Inadequate to receive credits.
P			Pass	
I			Incomplete	
NC			No Credit	

**GRADE CATEGORIES FOR ASSIGNMENTS AND TESTS BY PERCENTAGE POINTS****GRADING**

Attendance is required at all classes, discussion groups and class presentations. Letter grades will be based on the CLASS Grading Policies.

**INFORMATION ON HOW ASSIGNMENTS AND TESTS WILL BE GRADED**

Reading Assignments will be graded using a rubric based on the number of questions completed for each assignment, their complexity and the students participation in the discussion seminar. Tests will be graded using a rubric based on the number of points correctly addressed in each test answer. The research paper will be graded using a rubric based on the number of points identified in the research paper description. The Research Presentation will be graded using a rubric based on how thoroughly the student presents their research activities, data analysis and conclusions.

**ASSIGNMENT DESCRIPTIONS****GRADING**

Grades for the course will be awarded on the following basis:

Class Participation	24%
Midterm	20%
Research Paper	30%
Research Presentation	06%
Final Exam	20%

Attendance is required at all classes, discussion groups and class presentations. Letter grades will be based on the CLASS Grading Policies.

**SEMINAR DISCUSSION UNITS**

These are periods during the scheduled class times when students will meet on a Zoom to discuss the week's assigned articles or chapters. The purpose of discussion units is to assist students in developing their abilities in evaluating and critically assessing the processes of social change, modernization and development.

**Preparing for Discussion Units**

To prepare for the discussion units students must read the assigned material and prepare a set of 2 to 3 questions per article or paper that will enable them to have a useful exchange of views with other members of the group (6 in total).

**Step 1:** Read the assigned material and make notes of the main points, topics, and conclusions. Reread the article or chapter, and note the page numbers and lines for each important point or topic.

**Step 2:** Use your notes to generate six questions about the assigned material that can be posed to other students in your unit. These questions need to be genuine questions and not statements, and should be in your own words. Ensure that your questions are as concise as possible.

**Step 3:** Other than your discussion questions note down any points or topics that are unclear to you. An important

aspect of learning new material is recognizing when something is unclear and finding the answers to your questions. One of the best methods to really learn a new topic is to have to explain it to others. This is why you will have to rely on your fellow students, and they will rely on you, for answers and clarification.

**Step 4:** On discussion unit days, send a copy of your questions to the instructor. And have a copy on hand one to use in the discussion unit. Also have your assigned reading material and your reference notes available for reference.

**Step 5:** During discussion units students will take turns with each presenting a question. The point is to hear all of the other student's opinions and views.

### **Notes on Preparing Questions:**

1. Be sure to read the material and prepare your questions before the discussion seminar. A copy must be delivered to the instructor that day. Students who do not prepare questions before the class will not receive a credit towards their grade for that day's discussion unit.
2. Be sure to prepare questions that are not simply answered with a "yes" or "no". The questions that you prepare must invite discussion. For example if you were preparing discussion questions on Hezel's work you could ask: "Is the issue of the "motivational problem" one that is still relevant in today's age of ever more global labor sources?"
3. Do not prepare questions which simply ask what the author said, these questions should generate discussion about the topics.
4. Do not deliver your questions and leave before the discussion or you will not receive credit for that discussion unit

### **How the Discussion Units Work:**

During the discussion units each student in turn should pose one of their questions to the group. This should be followed by a discussion, the purpose of which is for the students to help each other to understand the material better. The discussion units are not intended to be a forum for arguments. If a student's question is unclear, the other students should indicate this and help in its clarification. If members of a unit have widely differing questions, the unit might discuss why this has occurred. It is essential that each student participates fully and that there is a useful exchange of ideas.

If students have completed discussion of all the questions posed, they should proceed to whatever points or topics that one or more of the unit members found difficult or unclear. Remember that by using each other as resources, it will help all of you to learn the material better. Before the end of the discussion period, each group will need to decide on a question posed within the group to present to the class in a general discussion. Select whichever question seems to be of the greatest interest within the group and the author of that question will present it in the general class discussion.

During the discussion units, the instructor will listen to the discussions and ensure that the unit is dealing with issues relevant to the assigned material. Attendance will be recorded at this time. Unless there is a problem or the instructor decides to enter the discussion, the unit should continue the dialogue and ignore the instructor.

### **Grading for the Discussion Unit:**

For each of the sets of discussion unit questions you may receive up to 3 percent of your final grade, or 3 points per unit. No grade will be issued for students who turn in questions but do not attend the discussion units, or for students who attend without turning in questions at the time. In addition to required attendance, grading will be based on the quality of questions that each student generates.

## **RESEARCH PAPER**

For the research paper each student will need to conduct research on some aspect of social issues or social problems in Micronesia. Suitable topics would include any of the main topics covered during the course, or any other topic that is clearly a social issue or social problem.

Suitable background sources for the research projects are any of the professional journals, or any sociological, anthropological, political science, historical or economic account of some social issue or social problem of Micronesia. Students must choose a main background source other than from the readings in class, although those may be used as secondary sources. The students will then need to conduct some research on their topic. This could entail secondary sources, interviews, questionnaires and/or observations. Relatives and acquaintances are especially useful in researching social issues and social problems. If you are going to conduct research with first hand sources, it is the responsibility of the student to apply for and receive IRB approval.

**\*\*Some suggestions on approaches to our research.** You can ask people opinions about your topic: What do they think about a particular social issue or problem? Are they inevitable? Have they suffered hardships due to this issue/problem?

Or you could also ask how people have been affected by things like crime, drug abuse, war or environmental issues. What was the cause? What can be done about it? Should anything be done about it? If so why? Or one could ask their respondents how an issue has changed over time, like family violence, environmental issues, drug use, political status, poverty or?

**Remember** you are social scientists, you want to find out what other people think, feel or have experienced, this is not a paper about your own opinions. The research paper should identify a clear topic to address, offer an introduction and background material on the topic. The student must then explain both their secondary and first hand research findings, analyze the data and offer conclusions. The paper must also have a clear theoretical application explaining your topic or issue.

The research paper should be 10-12 pages in length, typed, and double-spaced. The paper needs to have full bibliographic citations and should not have lengthy quotes. Web sources should be limited to less than half of the material cited in paper and must also be given a full citation.

One page outlines for the papers, identifying the sources, and basic points of the study are due by Sep. 16th. The final paper is due on the 9<sup>th</sup> of December. Late papers will have 10% deducted for each day late.

The final weeks of class each student will have to make a brief (45 minute) presentation of their findings. This will be followed by several minutes of questions and class discussion. Attendance at the class presentations is required.

## **CLASS SCHEDULE AND READING ASSIGNMENT FOR SO411**

### Introduction to Course

#### **WEEK 1**

Aug. 14 Course Session 1, Access Moodle site, download syllabus and assigned text.

#### **WEEK 2**

Aug. 19 Course Session 2, \*\*\* **Synchronous Zoom Meeting 4:00. Introduction to Course:** Asynchronous Lecture on definitions of social issues and social problems. Targets SLO 1 and 2.

Aug. 21 Course Session 3, Watch YouTube Movie: “Radio Bikini FULL MOVIE 🌟 Nuclear Weapons Channel HD” Targets SLO 1 and 2.

**WEEK 3**

Aug. 26 Course Session 4, Asynchronous Lecture on social issues and social problems in Micronesia.

Aug. 28 Course Session 5, Watch YouTube Movies on Social Problems in Micronesia. Watch YouTube Movies; “Too High” by Micronesian Seminar, and *Habilitat Hawaii: True Stories of Addiction to Crystal Methamphetamine and Other Drugs* Targets SLO 1 and 2.

**WEEK 4**

Sep. 02 **Labor Day-No Class**

Sep. 04 Course Session 6, Watch Movie on Youtube: *The Missing Micronesians* 112,705 views•May 23, 2016, By Micronesian Seminar. Targets SLO 1 and 2.

**WEEK 5**

Sep. 09 Course Session 7, Asynchronous Lecture on Drug and Alcohol Abuse in Micronesia. Targets SLO 1 and 2.

Sep. 11 Course Session 8, Reading on Mokuau, Noreen and Lisalinda Natividad, “Chamorros: Recognizing a people and their issues with substance abuse.” Pgs.137-150 and Mason, Michael, “Chilling the Pacific: Ice in the Commonwealth of the Northern Marianas (CNMI).” pgs. 172-184, Both in *Cultural Competence Series, Responding to Pacific Islanders: Culturally competent perspectives for substance abuse prevention*, US Dept. of Human Services. 1998. Targets SLO 1 and 2. \*\*Outlines of Paper due.

**WEEK 6**

Sep. 16 Course Session 9, Asynchronous Lecture on Family Violence and Changes to Family Structures Targets SLO 1 and 2.

Sep. 18 Course Session 10, \*\*\* **Synchronous Zoom Meeting 4:00**. Reading and Discussion on: Hoff, Lee Ann. 1992. Review Essay: Wife Beating in Micronesia. *ISLA: A Journal of Micronesian Studies* 1(2): 199—221.Souder, Laura M. 1992. Conflict Management by Micronesian Women: A Strategy for Progress. *ISLA: A Journal of Micronesian Studies* 1(2): 173—182, Dry Season. Targets SLO 1 and 2.

**WEEK 7**

Sep. 23 Course Session 11, Asynchronous Lecture on Health Issues in Micronesia

Sep. 25 Course Session 12, \*\*\* **Synchronous Zoom Meeting 4:00**. Reading and Discussion on: Finau, Sitaleki A. 1992/1993. Pacific Health: An Analysis for Training New Leaders. *Asia-Pacific Journal of Public Health* 6(2): 46—53. Labarthe, Darwin, et al. 1973. Health Effects of Modernization in Palau. *American Journal of Epidemiology* 98(3): 161—174. Targets SLO 1 and 2.

**WEEK 8**

Sep. 30 Course Session 13, Watch Youtube Movie on Global Warming, Sea Level Changes and Climatic Implications: *Kiribati: a drowning paradise in the South Pacific, DW Documentary*. Targets SLO 1 and 2.

Oct. 02 Course Session 14, \*\*\* **Synchronous Zoom Meeting 4:00**. Reading and Discussion on: Connell, John, and Peter Roy. 1990. The Greenhouse Effect: The Impact of Sea Level Rise on Low Coral Islands in the South Pacific. In *Implications of Expected Climate Changes in the South Pacific Region: An overview*, edited by J. C. Pernetta and P. J. Hughes, pp. 88-115. UNEP Regional Seas Reports and Studies No. 128. Targets SLO 1, 2 and 3.

**WEEK 9**

Oct. 7-12<sup>th</sup> **FALL BREAK-NO CLASSES**

**WEEK 10**

Oct. 14 Course Session 15, Asynchronous Lecture on Economic Disparity and Development Issues Targets SLO 1, 2 and 3.

Oct. 16 Course Session 16, \*\*\* **Synchronous Zoom Meeting 4:00**. Reading and Discussion on: Bertram, Geoffrey. 1998. Economy. In *The Pacific Islands, Environment & Society*, edited by Moshe Rapaport, pp. 337—352. Honolulu: Bess Press. Hezel, Francis X. 2006. Is That the Best You Can Do? A Tale of Two Micronesian Economies. *Pacific Islands Policy* 1. 41 pp. Honolulu: East-West Center. Petersen, Glenn. 1993. Targets SLO 1, 2 and 3.

**WEEK 11**

Oct. 21 Course Session 17, Online Video on Suicide. \*\* Find this video online at: Micronesian Seminar Video Listings: *Suicide in Micronesia: Finding a Better Way Out* Targets SLO 1, 2 and 3.

Oct. 23 Course Session 18, \*\*\* **Synchronous Zoom Meeting 4:00**. Reading and Discussion on: Hezel, Francis X. 1989. Suicide and the Micronesian Family. *The Contemporary Pacific* 1(1, 2): 43—74. Rubinstein, Donald H. 1995. Love and Suffering: Adolescent Socialization and Suicide in Micronesia. *The Contemporary Pacific* 7(1): 21—53, Spring. Targets SLO 1, 2 and 3.

**WEEK 12**

Oct. 28 Course Session 19, **Midterm Exam** Targets SLO 1, 2, 3 and 5.

Oct. 30 Course Session 20, Youtube film: History of Micronesia Part IV: The March to Self Government <https://www.youtube.com/watch?v=QiNs9r-LkpQ> Targets SLO 1, 2 and 3.

**WEEK 13**

Nov. 04 Course Session 21, Asynchronous Lecture on The Legacy of Nuclear Testing in Micronesia. Targets SLO 1, 2 and 3.

Nov. 06 Course Session 22, \*\*\* **Synchronous Zoom Meeting 4:00**. Reading and Discussion on: Alcalay, Glenn H. 1984. Maelstrom in the Marshall Islands: The Social Impact of Nuclear Weapons. In *Micronesia as a Strategic Colony: The Impact of US Policy on Micronesian Health and Culture*. Occasional Paper No. 12, edited by Catherine Lutz, pp. 25—36. Cambridge MA: Cultural Survival. Davis, Jeffrey. 1994. Bombing Bikini Again (This Time with Money) *Bikini's Silver Lining*. New York Times Magazine 1 May, 43-48, 68—69. Targets SLO 1, 2 and 3.

**WEEK 14**

Nov. 11 **Veteran's Day-No Class**

Nov. 13 Course Session 23, Asynchronous Lecture on Political Status in Micronesia

**WEEK 15**

Nov. 18 Course Session 24, Watch Youtube Movie: "YAP DAY 2020: 52 YEARS OF RICH CULTURAL HERITAGE AND TRADITIONS. Targets SLO 1 and 2.

Nov. 20 Course Session 25, \*\*\* **Synchronous Zoom Meeting 4:00**. Reading and Discussion on: Petersen, Glenn. 1995. Nan Madol' s Contested Landscape: Topography and Tradition in the Eastern Caroline Islands. *ISLA: A Journal of Micronesian Studies* 3(1): 105—128.  
Poyer, Lin. 1992. Defining History across Cultures: Islander and Outsider Contrasts. *ISLA: A Journal of Micronesian Studies* 1(1): 73—89. Targets SLO 1, 2 and 3.

### **WEEK 16**

Nov. 25 Course Session 26, Asynchronous Lecture on Crime. Targets SLO 1, 2 and 3.

Nov. 27 Course Session 27, \*\*\* **Synchronous Zoom Meeting 4:00**. Reading and Discussion on: Workmen, Randall et al., Required Readings: Workmen, Randall et al., *Guam Youth Risk Behavior Surveys: 2011. Percentage Distributions for Total Middle School and High School populations with breakdowns by Gender, Grade Level, and Ethnicity*. Center for Disease Control, Atlanta Georgia. *2020 Uniform Crime Report of Guam*, Government of Guam. Targets SLO 1, 2 and 3.

### **WEEK 17**

Dec. 02 Course Session 28, Research Presentations. \*\*\* **Synchronous Zoom Meeting 4:00**. Targets SLO 1, 3, 4.

Dec. 04 Course Session 29, Research Presentations. \*\*\* **Synchronous Zoom Meeting 4:00**. Targets SLO 1, 3, 4. \*\*\*\*Papers Due.

### **WEEK 18**

Dec. 09 **Our Lady of Camarin-No Classes**

Dec. 11 Course Session 30, Asynchronous Final Exam: 4:00 PM. Targets SLO 1, 2, 3, 4.

### **PLAGIARISM**

Plagiarism will be dealt with in accordance to the Student Handbook. The UOG Student Handbook p. 49 defines plagiarism as: “The term “plagiarism” includes, but is not limited to the use by paraphrase or direct quotation, of the published or unpublished work of another person without full and clear acknowledgment. It also includes the unacknowledged use of materials prepared by another person or agency engaged in the selling of term papers or other academic materials.”

The Univ. of Calgary web-page ([www.ucalgary.ca—hexham/study/plag.html](http://www.ucalgary.ca/~hexham/study/plag.html)) defines plagiarism a bit more explicitly:

“Plagiarism is the deliberate attempt to deceive the reader through the appropriation and representation as one’s own the work and words of others. Academic plagiarism occurs when a writer repeatedly uses more than four words from a printed source without the use of quotation marks and a precise reference to the original source in a work presented as the author’s (read plagiarist’s) own research and scholarship.

### **NETIQUETTE**

Remember your “netiquette,” or network etiquette. Although you may traditionally interact informally with friends and family when you are online, it is important to note that this is a classroom environment and students must adhere to high standards of academic behavior. This classroom is a safe haven for all ideas. We are all unique individuals entitled to our own opinions and beliefs. Any comments, jokes, or remarks that denigrate the worth of an individual's physical/mental ability, body size, religion, race, creed, ethnic background, sexual preference, or gender are inappropriate and will not be tolerated.

- a. Do not say things in an email or forum post that you would not say face to face.
- b. Be polite, concise, and remember that all-caps signify yelling.



- c. Do not send forwards to the class list or to the professor.
- d. Proofread. Please avoid texting language, lack of punctuation, capitalization, or inappropriate signatures.
- e. Emojis should not be used in graded assignments. You are welcome to use them in informal writing.

### **TECHNICAL ASSISTANCE STATEMENT**

Students needing technical assistance from the Center for Online Learning can reach them at the following contacts.

**Location: Dean's Circle, House #6**

**Tel: (671) 735-2620**

**Help Desk: [helpdesk@uog.edu](mailto:helpdesk@uog.edu)**

**Moodle Help: [moodlehelp@triton.uog.edu](mailto:moodlehelp@triton.uog.edu)**

**Hours: 8 a.m. – Noon and 1 p.m. – 5 p.m., Monday – Friday**

### **CERTIFICATION OF ORIGINAL WORK**

I certify that the attached paper is my original work. I am familiar with, and acknowledged my responsibilities which are part of, the University of Guam Student Code of Academic Integrity. I affirm that any sections of the paper which has been submitted previously is attributed and cited as such, and that this paper has not been submitted by anyone else. I have identified the sources of all information whether quoted verbatim or paraphrased, all images, and all quotations with citations and reference listings. Along with citations and reference listings, I have used quotation marks to identify quotations of fewer than 40 words and have used block indentation for quotations of 40 or more words. Nothing in this assignment violates copyright, trademark, or other intellectual property laws. I further agree that the submission of my assignment as replied back to this thread is intended to have, and shall have, the same validity as my handwritten signature.

### **COMMUNICATIONS POLICY**

Use of gotritons/triton email accounts are the preferred method of communication, the course will also be using ZOOM and instructor course mail on the Moodle Site for messages and assignments.

### **EEO/ADA STATEMENT**

#### **ADA Accommodation Services**

For individuals covered under the ADA (Americans with Disabilities Act), if you are a student with a disability requiring academic accommodation(s), please contact the Disability Support Services Office to discuss your confidential request. A Faculty Notification letter from the Disability Support Services counselor will be provided to me. To register for academic accommodations, please contact or visit Sallie S. Sablan, DSS counselor in the School of Education, office 110, [disabilitysupport@triton.uog.edu](mailto:disabilitysupport@triton.uog.edu) or telephone/TDD 671-735-2505/2460.

#### **No Recording Policy:**

**Recording of online class meetings is not allowed. Not only is the delivery of course content the intellectual property of the instructor, but students enrolled in the course have privacy rights. Unauthorized recording and distribution of online courses may violate federal law.**

**Learning Outcomes:**

The University of Guam’s Sociology Program Learning Outcomes (PLOs) are aligned with UOG’s Institutional Learning Outcomes (ILOs). ILOs can be found at: <http://www.uog.edu/administration/academic-and-student-affairs/accreditation/assessment-committee>. This table describes sociology’s PLOs and links them to SO 411’s Student Learning Outcomes (SLOs), which are also described. It lists the course assignments designed to assess these learning outcomes.

**Program and Student Learning Outcomes:**

For Students of SO 411, Social Issues in Micronesia and Guam

Course Student Learning Outcomes (SLOs)	Program Learning Outcomes (PLOs)	Institutional Learning Outcomes (ILOs)	Methods for Assessing SLOs
SLO 1: To reinforce in students the sociological principles, concepts and issues that contribute to our understanding of social issues in Micronesia and Guam.	PLO 1: Apply sociological principles and concepts to the social world.	ILO4: Understanding and appreciation of culturally diverse people, ideas and values in a democratic context; ILO6: An appreciation of the arts and sciences; ILO7: An interest in personal development and lifelong learning.	Midterm and final Exams, and final paper.
SLO 2: After completing this course students should be able to define and describe and contrast the theoretical perspectives that apply to social issues in Micronesia and Guam.	PLO 2: Evaluate the effectiveness of sociological theories in explaining aspects of the social world.	ILO1: Mastery of critical thinking and problem solving; ILO3: Effective oral and written communication.	Midterm and Final Exam. Weekly reading assignments.
SLO 3: This course is designed to reinforce student’s understanding of the relevant research that has been conducted on social issues in Micronesia and Guam, and assist students in developing the ability to design a research study, collect and analyze data and present their data in a research paper format.	PLO 3: Apply qualitative and quantitative research methodologies in research design, data collection and analyses in an ethical manner.	ILO1: Mastery of critical thinking and problem solving; ILO2: Mastery of quantitative analysis.	Midterm and Final Exam and Final paper, and weekly assignments.
SLO 4: To develop technical skill in retrieving information and data from various archival sources, and the ability to collect and analyze data.	PLO4: Explain sociological knowledge through oral and written communication.	ILO1: Mastery of critical thinking and problem; solving; ILO2: Mastery of quantitative analysis; ILO3: Effective oral and written communication;	Final paper.