

ARTICULATION and CERTIFICATE INFORMATION

Associate Degree:

GAV D2, effective 199970

CSU GE:

CSU D7, effective 199970

IGETC:

IGETC 4G, effective 199970

CSU TRANSFER:

Transferable CSU, effective 199970

UC TRANSFER:

Transferable UC, effective 199970

PREREQUISITES:

COREQUISITES:

STUDENT LEARNING OUTCOMES:

TOPICS AND SCOPE:

Inactive Course: 10/25/2010

WEEK HRS CONTENT/ASSIGNMENTS/OBJECTIVES

1 3 UNIT: What is social science?

& objectives, teacher introduction; student interviews/introductions. What is "social science?", world views, models, paradigms, disciplines.

LECTURES/READINGS/HANDOUTS: Overview of domains and concerns of social science, major disciplines.

IN-CLASS ACTIVITIES: Pair work: Define social science, interview & introduce the person the "most unlike" yourself.

PERFORMANCE OBJECTIVES: Recognize breadth & multifarious practical applications of social science. Identify and define the 6 social science disciplines. Begin to recognize and appreciate the course and students as a "learning community."

ASSIGNMENTS: Ch. 1 (Dye). Reading study questions & key terms/concepts. Choose a discipline of interest to you and interview an instructor at Gavilan who teaches that discipline.

2-3 6 UNIT: Bloom's Taxonomy; The History of Social Science.

CONTENT: Bloom's taxonomy as a model for studying the social sciences. History of the social sciences. Response to the excesses of capitalism and industrialization.

Influence of scientific method, evolutionary theory, humanitarianism, movements for social reform & revolution. The social science disciplines revisited.

LECTURES/READINGS/HANDOUTS: Adapted version of Bloom's taxonomy. Lecture notes for history of social science.

IN-CLASS ACTIVITIES: Short comprehension quiz for Bloom's taxonomy. Comprehension quiz for lecture on history of social science. Peer teaching/assessment of the six disciplines.

OBJECTIVES: Identify, define, and apply Bloom's taxonomy to concrete situations. Understand activist origins of modern social science in a historical context of crisis &

social upheaval. Analysis of social science disciplines as distinct constructions & interpretations of same social fields.

ASSIGNMENTS: Choose and begin social science "foundation" work or diversity novel from bibliography provided (optional). Review handouts on Bloom and history of social science.

4-5 6 UNIT: The Scientific Method

CONTENT: Social Science and the Scientific Method.

LECTURES/READINGS/HANDOUTS: Examination, discussion regarding influence of the scientific method in human sciences. Science as a means for claiming credibility and legitimacy. Empirical vs. normative research. The six steps of social science research. Experimental designs, surveys, field research. Review community involvement projects.

IN-CLASS ACTIVITIES: Discuss cultural influence of science, importance of science of criteria of "legitimate" knowledge. Pair/small group "ordering" of "steps" in a social science research project.

OBJECTIVES: Understand and evaluate the strengths and limitations of science using Bloom's taxonomy. Consideration of domains of knowledge and human experience for which science may have little relevance. Analysis, synthesis, evaluation of basic scientific method.

ASSIGNMENTS: Ch. 2 (Dye). Reading study questions and key terms/concepts. Library research worksheet. Establish group for community involvement project. First personal growth summary from "The Meaning of Difference Anthology."

^uInsight Journal #1^s: Choose a social problem and explain how you might use the scientific method to examine, understand, analyze and, ideally, solve this problem.

6-7 6 UNIT: The Four Schools of Psychology

CONTENT: Basic terms, concepts, and theories in the "four schools" of psychology: psychodynamic, behavioral, humanistic, social.

LECTURES/READINGS/HANDOUTS: Key founders, theory of personality, basic source of psychological problems, appropriate interventions, and criticisms/limitations of each "school" of psychology.

IN-CLASS ACTIVITIES/ASSESSMENTS: Instructor lecture and comprehension quiz for psychodynamic psychology. Small group student teaching/learning for behavioral, humanistic, social psychological schools. Free association exercise to further "contextualize" learning. True/false quizzes for four branches of psychology.

OBJECTIVES: Identify, compare, contrast, analyze, synthesize, and evaluate the four divisions of psychology according to the four-fold model of personality, basic problems, intervention strategy, and limitations.

ASSIGNMENTS: Ch. 5 (Dye). Reading study questions and key terms concepts.

^uInsight Journal #2^s: Choose an emotional or psychological disturbance with which you have some familiarity. Use one of the four schools of psychology studied to

demonstrate your understanding of the causes, effects, and possible solution to this problem.

8-9 6 UNIT: Cultural Anthropology and the Challenges of Cultural Difference

CONTENT: What is culture? Deep vs. surface culture. Dominant/mainstream vs. secondary/subculture. What elements or components exist in all cultures? To what degree is culture "socially-constructed" and thus changeable? Whose culture is it, anyway? To what degree is it innate and biological? What is culture shock? Cross-cultural conflict? What are the stages of cross-cultural adjustment? What can one do to reduce the negative effects of culture shock? To turn cross-cultural adjustment and conflict into mutual learning and increased tolerance/understanding?

LECTURE/READING/HANDOUT: Cultural universalism and relativity. Social constructionist vs. socio-biological models. Issues of legitimacy, ethnocentrism, patriarchy.

The symptoms and remedies for culture shock. The cultural adjustment process. **VIDEO:** When Two Cultures Meet.

IN-CLASS ACTIVITIES/ASSESSMENTS: Whole group: brainstorm list of "elements of culture," definition, surface vs.

deep. Small group: peer teach and learn the 6 components of culture (Dye). Comprehension check for 6 components.

Lecture on culture shock, cultural conflict, cross-cultural adjustment.

OBJECTIVES: Determine elements of culture and deduce definition for culture from these elements. Identify and demonstrate understanding of universal components of culture, deep vs. surface aspects. Assess and evaluate innate vs. learned aspects of culture. Consider possibility of "going beyond" the limitations imposed by culture.

Critically examine cultural influences in one's own life. Analyze and breakdown the phases of culture shock and cross-cultural adjustment. Examine cultural differences from the standpoint of shock, conflict, adjustment and mediation. Consider rights and responsibilities of living in a culturally diverse society.

ASSIGNMENTS: Ch. 3 (Dye). Reading study questions and key terms/concepts. Second personal growth summary from "The Meaning of Difference Anthology."

Insight Journal #3's: Using key terms and concepts from the readings and lectures, and ideas expressed in class discussions, write about your personal experience of culture shock, adjustment, or conflict. What have you learned so far which might help you to better cope with the negative effects of these experiences?

10 3 UNIT: History: The American Immigrant Experience; Midterm exam.

CONTENT: Discussion: Can history be "objective?" Lecture/discussion on immigration as central historical process in American nation-building and political legitimacy. The push-pull factor in immigration. America's treatment and perceptions of immigrants as broad indicator of national political and economic mood. Class discussion regarding

personal and family/ancestral immigrant experiences.

LECTURE/READING/HANDOUTS: Summary and overview of North American immigration patterns. Historical and political significance of changing legislation and popular sentiments regarding immigrants. First-hand accounts of the "immigrant experience."

IN-CLASS ACTIVITIES/ASSESSMENTS: Class discussion about present perceptions of immigrant groups. Small group discussion regarding personal or family experience. Comprehension quiz from lecture. Fifty item multiple choice mid-term exam regarding key terms and concepts from psychology, anthropology, history.

OBJECTIVES: Critical assessment of degree to which all history is written from a "viewpoint" influenced by normative assumptions. Compare and contrast historical experience of various immigrant groups. Identify and appreciate common elements in the American immigrant experience. Assess and evaluate present national mood regarding immigration and infer the relationship of this "mood" to political, social, and economic conditions.

ASSIGNMENTS: Ch. 8 (Dye). Reading study questions and key terms/concepts. Third person growth summary from "The Meaning of Difference Anthology." Prepare for mid-term.

11-12 6 UNIT: Political Science: Democratic Processes and Ideologies.

CONTENT: History, principles, & dynamics of the American democratic system. Historical & contemporary importance of political ideologies as represented in classical and modern liberalism, modern conservatism, fascism, socialism, and Marxism.

LECTURE/READING/HANDOUTS: Basic principles of democracy.

American federalism, separation of powers, checks and balances, party-based constituencies and voting patterns, the electoral college, crisis in political participation.

Definition, role of the individual and government, vision of society, and method for achieving change according to ideological viewpoints. Cross-national survey of governments by dominant economic and political systems.

IN-CLASS ACTIVITIES/ASSESSMENTS: Lecture on the American government. Incomplete lecture notes to check student retention/note-taking. Small group quiz competition. Instructor presentation on ideologies. Using 5 point criteria, student jigsaw groups for liberalism, conservatism, facism, and socialism. Group quiz for identifying ideologies.

OBJECTIVES: Identify, comprehend, reflect upon, and defend/critique American democratic principles and processes. Recognize and infer some of the consequence of the present crisis in American democratic participation as evidence by decreasing political involvement.

Define, explain, and demonstrate the concept of an "ideology." Compare and contrast various ideologies, identify key assumptions, reflect upon the merits and limitations, understand some of the ways in which social and governmental policies are informed by ideological

assumptions. Identify the organization of major governments on a continuum from centralized to popular decision-making.

ASSIGNMENTS: Ch 7 & 9 (Dye). Reading study questions & key terms/concepts. Student small group presentations for each ideology. Fourth personal growth summary from "The Meaning of Difference Anthology."

13-15 6 UNIT: Sociology: Issues of Class, Race, Culture, and Gender; Social Movements.

CONTENT: Social stratification and its relationship to class, race, gender, and culture in contemporary America.

LECTURE/READING/HANDOUTS: Functional, conflict, and structural/systemic sociological theories for social stratification. Social class and stratification. Methods for identifying and measuring social class. Subjectivity and class. Upward and downward mobility. Structural, cultural, and situational explanations for poverty.

Stratification & gender: the glass ceiling, institutional sexism, gender employment stereotyping, the feminization of poverty. theories of gender inequality. Social stratification and race. Segregation, the civil rights movement, affirmative action in the post-Bakke era.

Differential income, educational attainment, life expectancy, infant mortality, and occupational title along lines of race, class, gender, and culture.

Stratification in the next century: some emerging trends.

IN-CLASS ACTIVITIES/ASSESSMENTS: Application of "subjective method" of stratification by providing students with list of individuals of different ages, occupations, education, cultural/racial backgrounds. Students asked to rank order entries according to "descending power." Discussion of results. Lecture comprehension questions for small group review. Group presentations of community involvement tasks. VIDEO: Beyond Hate.

OBJECTIVES: Evaluate and assess classism, sexism, and racism in contemporary society. Compare and contrast sociological theories of stratification, inequality, and poverty. Apply several sociology stratification theories to concrete scenarios.

Consider impact of past social movement and legislative decision on social injustice and inequality in contemporary America. Using recent data regarding demographic and SES indicators, interpret, infer, and draw conclusions regarding the status of classism, sexism, and racism in contemporary society. Reflect and use personal life experience as a means to deepen understanding of issues of class, gender, and race/culture. Explore individual and collective responses to the excesses of social stratification in capitalist society.

ASSIGNMENTS: Ch. 4, 10, 11 (Dye). Reading study questions and key terms/concepts. Fifth and final personal growth summary from "The Meaning of Difference Anthology."

^ulnsight Journal #4^s: Using key terms and concepts

learned in class, discuss your experience of stratification based on class, gender, race, or culture. Which sociological theory do you think best explains your experience of stratification. What, if anything, can or should be done about stratification on the individual, collective, and governmental levels? OR Choose one of the political ideologies you most agree with and defend it as a solution to the world's problems. Choose the one you find least convincing and critique it.

16-17 6 UNIT: Economics and the Free Enterprise System.

CONTENT: Basic principles and assumptions of laissez-faire economics, supply and demand analysis, and macroeconomic management.

LECTURE/READINGS/HANDOUTS: Key questions of economics:

What is produced? How? For whom? Self-regulating market mechanism. Excess, shortage, and equilibrium. Assumptions of human behavior and market forces under perfect competition. Self-interest, utilitarianism, rational decision-making, profit-maximization/minimization of loss. Fiscal and monetary policies to stimulate or curb Keynesian vs. supply side models, basic national income accounting. Historical problems of economic fluctuations and recessionary/inflationary cycles.

IN-CLASS ACTIVITIES: Students construct supply and demand curves and calculate equilibrium based on changes in price and quantity. Small group discussion and worksheet reviewing basic principles of the free enterprise system.

OBJECTIVES: Demonstrate understanding of basic principles and assumptions of laissez-faire economics and ability to generate supply and demand curves from tables. Ability to calculate new equilibrium price and quantity based on changes in supply or demand. Critical assessment of the immutability of liberal assumptions regarding human nature, motivation, and behavior. Ability to read basic economic graphs, charts, and tables. Recognize free market capitalism as one systemic choice among several for producing and allocating scarce resources. Recognize and appreciate basic differences in several economic systems.

ASSIGNMENTS: Ch. 6 (Dye). Reading study questions and key terms/concepts. Scheduled time for research paper, make-up assignments.

18 3 UNIT: Final considerations. Review for final exam.

IN-CLASS ACTIVITIES: Class discussion: return to theme of "social science as social activism and means for self-change." Brief consideration of interdisciplinary and postmodern models of social science. Employment opportunities in the social sciences.

OBJECTIVES: Recognize origins of social sciences as enlightenment-inspired desire for material progress, human advancement, and the alleviation of suffering and ignorance. Identify and consider social science as

a means to long term career goals. Understand topic areas on final exam.

ASSIGNMENTS: Ch. 14 (Dye) Reading study questions and key terms/concepts. Prepare for final exam.

METHODS OF INSTRUCTION:

Lecture, student presentations, peer learning and problem- solving, self-directed community involvement and research, critical self-reflectin, standard text, film, and video.

REPRESENTATIVE TEXTBOOKS:

Required: Dye, Thomas R. ^uPower and Society: An Introduction^s ^uto the Social Sciences^s, 7th Ed., Wadsworth Publishing, 1966.

Rosenblum, Karen E., ^uThe Meaning of Difference^s, McGraw-Hill, 1996.

Recommended: Markman, Roberta. ^uTen Steps in Writing the Research^s ^uPaper^s, 4th ed., Barron's Educational Series, 1989 or other equivalent college-level text.

SUPPLEMENTAL DATA:

Basic Skills: N

Classification: A

Noncredit Category: Y

Cooperative Education:

Program Status: 1 Program Applicable

Special Class Status: N

CAN:

CAN Sequence:

CSU Crosswalk Course Department: SSCI

CSU Crosswalk Course Number: 1

Prior to College Level: Y

Non Credit Enhanced Funding: N

Funding Agency Code: Y

In-Service: N

Occupational Course: E

Maximum Hours:

Minimum Hours:

Course Control Number: CCC000456167

Sports/Physical Education Course: N

Taxonomy of Program: 220100