

Course: SSCI 270B Division: 10 Also Listed As:

Term Effective: 201130, INACTIVE COURSE

Short Title: INTRO SOCIAL SCIENCE

Full Title: Introduction to the Social Sciences

<u>Contact Hours/Week</u>	<u>Units</u>	<u>Number of Weeks</u>	<u>Total Contact Hours</u>
Lecture: 3	3	17.34	Lecture: 52.02
Lab: 0			Lab: 0
Other: 0			Other: 0
Total: 3			Total: 52.02

Credit Status: D - Credit - Degree Applicable

Grading Modes: L - Standard Letter Grade
 P - Pass/No Pass

Repeatability: Repeatability: N - Course may not be repeated

Schedule Types: 02 - Lecture and/or discussion

Course Description:

An introduction to key concepts, principles, frameworks and issues in the major social science disciplines of psychology, sociology, and anthropology for students wishing to get a broad overview. Development of techniques and practice in research, reasoning, writing, topical reading, and critical analytical skills germane to the understanding of individuals, groups, and societies will be emphasized so students will build skills to think critically about contemporary policies and practices of groups, societies, and governments. This course has the option of a letter grade or pass/no pass. PREREQUISITE: Completion of English 420 with a grade of 'C' or better or Assessment recommendation. ADVISORY: Eligible for English 250.

ARTICULATION and CERTIFICATE INFORMATION

Associate Degree:

GAV A3, effective 200630

CSU GE:

IGETC:

CSU TRANSFER:

Not Transferable

UC TRANSFER:

Not Transferable

PREREQUISITES:

Completion of ENGL 420, as UG, with a grade of C or better.

COREQUISITES:

STUDENT LEARNING OUTCOMES:

1. Explain and use scientific method

ILO: 2

Measure: project, exam

2. Identify differences, similarities in social sciences

ILO: 2

Measure: written and oral reports, exams

3. Apply Bloom's Taxonomy and other theories to concrete situations in various life scenarios

ILO: 6

Measure: written reports, role plays

4. Explain and apply four schools of psychology

ILO: 2, 6

Measure: written exams, reports, research experimentation, role-plays

5. Define, distinguish, and analyze cultures and cultural practices

ILO: 2, 6

Measure: written exams, reports, role-plays

6. Document and evaluate models of social stratification based upon class, ethnicity, gender, and other factors

ILO: 2,6

Measure: written exams, reports, research experimentation

7. Employ social sciences to propose means of social change

ILO: 2

Measure: written exams, reports, oral reports

8. Use social sciences to collect data and suggestion resolution for social problems

ILO: 2, 4, 6

Measure: written exams, reports, role-plays

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TOPICS AND SCOPE:

Inactive Course: 10/25/2010

NOTE: Though content in first three weeks resembles that of Social Science 270A, use of different examples and emphasis upon different social science disciplines should make the material relevant and fresh for students who took 270B.

WEEK 1 3 HOURS

CONTENT: Introductions and social science's goals and objectives, teacher introduction; student interviews/introductions. What is social science? World views, models, paradigms, and disciplines.

PERFORMANCE OBJECTIVES: Inventory the practical applications of social science. Define and exemplify the 6 social science disciplines with emphasis on those to be stressed in this class. Identify communities of personal and group identification. Categorize academic, political, economic, and social uses of social sciences. Students will practice in-class note taking skills and practice skills for approaching a text. Students will practice use of the World Wide Web and email for class.

ASSIGNMENTS: Reading and writing as appropriate; identification of real-world applications of social science to life.

WEEK 2 3 HOURS

CONTENT: Bloom's taxonomy as a model for studying the social sciences. Impact of the social sciences—a survey of academic and non-academic applications. Influence of scientific method, evolutionary theory, humanitarianism, movements for social reform & revolution.

PERFORMANCE OBJECTIVES: Identify, define, and apply Bloom's taxonomy to concrete situations. Recognize and apply ubiquity and utility of social science methods and approaches to a variety of contemporary issues. Analysis of social science disciplines in their different approaches to the same social issues. Students will practice reading skills including reading for main idea, reading for contextual clues, and reading in chunks. Students will practice skills for marking and organizing readings.

ASSIGNMENTS: Reading and writing as appropriate; preparation of role play.

WEEK 3 3 HOURS

CONTENT: Social Science and the Scientific Method.

Examination, discussion regarding influence of the scientific method in human sciences. Science as a means for claiming credibility and legitimacy. Empirical vs. normative research. Steps in doing social science research. Experimental designs, surveys, field research.

PERFORMANCE OBJECTIVES: Define and evaluate the strengths and limitations of science using Bloom's taxonomy. Consider-domains of knowledge and human experience for which science may have little relevance. Practice, analysis, synthesis, evaluation of basic scientific method. Students will practice reading skills, and skills for summarizing main ideas and organizational formats found in texts. Students will practice use of www and email for class assignments.

ASSIGNMENTS: Reading and writing as appropriate on a specific social problem and how the scientific Design of a social science research project/s.

WEEKS 4-7 12 HOURS

CONTENT: The Four Schools of Psychology. Basic terms, concepts, and theories in the "four schools" of psychology: psychodynamic, behavioral, humanistic, social. Key founders, theory of personality, basic source of psychological problems, appropriate interventions, and criticisms/limitations of each "school" of psychology.

PERFORMANCE 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. Students practice reading skills, including prediction and inference. Students will practice use of www search engines to find current material in the field on psychology.

ASSIGNMENTS: Reading and writing as appropriate; use of one or more one of the four schools of psychology to demonstrate understanding of the

causes, effects, and possible solution to a psychological problem of interest.

WEEKS 8-11 12 HOURS

CONTENT: Cultural Anthropology and the Challenges of Cultural Difference. What is culture? Deep vs. surface culture. Dominant/mainstream vs. secondary/subculture. Social constructs of culture and the elements of culture. Origins of culture and cultural dysfunctions such as culture shock and cross-cultural conflict. Cultural universalism and relativity. Issues of legitimacy, ethnocentrism, patriarchy.

PERFORMANCE OBJECTIVES: Students will determine elements of culture and deduce definition for culture from these elements. They will identify and demonstrate understanding of universal components of culture, both deep and surface components. Students will employ comparative methods to compare two or more cultures, and will evaluate innate vs. learned aspects of culture. Students will look at their own cultural experiences, and will explain cultural differences leading to shock, conflict, adjustment and mediation. Students will enumerate and evaluate issues raised by our construction of a culturally diverse society. Students will learn and practice reading skills, including connotation and denotation.

ASSIGNMENTS: Reading and writing as appropriate to assess student experience of culture shock, adjustment, or conflict. Work on research project/s.

WEEKS 12-16 12 HOURS

CONTENT: Sociology: Issues of Class, Race, Culture, and Gender; Social Movements. Social stratification and its relationship to class, race, gender, and culture in contemporary America. Sociological theories for social stratification. Methods for identifying and measuring social class. Subjectivity and class. Upward and downward mobility. Sociological explanations for poverty. Measuring stratification and gender, sexual orientation, and ethnicity. Segregation, the civil rights movement, affirmative action in the post-Bakke era. Trends in stratification.

PERFORMANCE OBJECTIVES: Students will compare and contrast sociological theories of stratification, inequality, and poverty. Students will apply sociology stratification theories to concrete scenarios. They will consider impact of past social movement and legislative decision on social injustice and inequality in the contemporary US. Students will interpret data to draw conclusions about classism, sexism, homophobia, and racism in contemporary society. They will reflect and use personal life experience as a means to deepen understanding of issues of class, gender, and race/culture. They will explore individual and collective responses to social stratification. Students will practice outlining skills and exemplification skills.

ASSIGNMENTS: Reading and writing as appropriate. Work on research project/s.

WEEK 17 3 HOURS

CONTENT: Review for final exam. Social science as means for change. Brief consideration of interdisciplinary and postmodern models of social science. Employment opportunities in the social sciences.

PERFORMANCE OBJECTIVES: Recognize origins of social sciences as Enlightenment-inspired desire for material progress, human advancement, and the alleviation of suffering and ignorance. Demonstrate understanding of the uses of social science to bring about social

change. Identify and consider social science as a means to long term career goals. Students will list, categorize, and evaluate skills learned in this class.

ASSIGNMENTS: Prepare for final exam.

WEEK 18 2 HOURS

Final exam.

Included in content section.

METHODS OF INSTRUCTION:

Lecture, student panels, role plays, field work, research projects, self-reflection, films and videos, online assignments and exercises.

METHODS OF EVALUATION:

The types of writing assignments required:

Written homework

Reading reports

Essay exams

Term papers

The problem-solving assignments required:

Field work

The types of skill demonstrations required:

Class performance

Field work

The types of objective examinations used in the course:

Multiple choice

Completion

Other category:

None

The basis for assigning students grades in the course:

Writing assignments: 40% - 80%

Problem-solving demonstrations: 10% - 20%

Skill demonstrations: 10% - 30%

Objective examinations: 10% - 30%

Other methods of evaluation: 0% - 0%

REPRESENTATIVE TEXTBOOKS:

Dye, Thomas. "Power and Society: An Introduction to the Social Sciences", Wadsworth Publishing Company, 2004

Markman, Roberta. Ten Steps to Writing the Research Paper, Barron's Educational Series, 1989 or other appropriate college level text.

Reading level of text: 13th grade level. Verified by: L. Halper and J.

Lyon

Other Materials Required to be Purchased by the Student: notebook, web and email access

SUPPLEMENTAL DATA:

Basic Skills: N

Classification: A

Noncredit Category: Y

Cooperative Education:

Program Status: 2 Stand-alone

Special Class Status: N

CAN:

CAN Sequence:

CSU Crosswalk Course Department:

CSU Crosswalk Course Number:

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: CCC000013714
Sports/Physical Education Course: N
Taxonomy of Program: 220100