



Course: SSCI 410A

Division: 10

Also Listed As:

Term Effective: 201130, INACTIVE COURSE

Short Title: INTRODUCTION TO HISTORY

Full Title: Themes in Social Science: Introduction to History

<u>Contact Hours/Week</u>	<u>Units</u>	<u>Number of Weeks</u>	<u>Total Contact Hours</u>
Lecture: 1	1	17.34	Lecture: 17.34
Lab: 0			Lab: 0
Other: 0			Other: 0
Total: 1			Total: 17.34

Credit Status: C - Credit - Degree Non 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:

This course serves as an introduction to history. It will focus on a selected theme such as immigrant experience, slavery, U.S. Constitution, or Native American experience, among many other possible themes, in order to introduce students with key terms, concepts, principles, and unifying frameworks found in history. This course will also cultivate research, reasoning, writing, and critical analysis relevant to the social sciences. This course has the option of a letter grade or pass/no pass.

## ARTICULATION and CERTIFICATE INFORMATION

Associate Degree:

CSU GE:

IGETC:

CSU TRANSFER:

Not Transferable

UC TRANSFER:

Not Transferable

PREREQUISITES:

COREQUISITES:

### STUDENT LEARNING OUTCOMES:

1. Survey, examine, compare and contrast and evaluate major themes in selected historical topic.

ILO: 2,1,7,4,3,6

Measure: Essays, Examination of Lecture notes, quizzes, group projects

2. Identify and define trends in selected historical topic.

ILO: 2,7,1,4

Measure: Essays, quizzes, group projects

3. Appraise and critique topic literature.

ILO: 2,1,7,3

Measure: Essays, exams, projects

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### TOPICS AND SCOPE:

Inactive Course: 10/25/2010

\*\*\*\*Please note that the description below is for a selected theme in history. This course allows for the instructor to adjust the theme to correlate with overarching Learning Community theme.\*\*\*\*

WEEK 1-6 6 HOURS

Content: Introduction to the course; can history be "objective?"

Lecture discussion on immigration as a central historical process in U.S. nation-building and political legitimacy.

Assignments: Reading form text/articles.

Performance Objectives: Student will be able to demonstrate effect note-taking form; define key terms, and appraise historical concepts.

WEEK 7-12 6 HOURS

Content: Lecture/Discussion: Push-pull factors in immigration. Growing territorial and economic expansion in the U.S., and its effect on immigration. Summary of U.S. immigrant patterns. Historical and political significance of changing legislation and popular sentiments regarding immigrants. Historical waves of immigrants to the U.S.

Assignments: Reading text/articles and library research

Performance Objectives: Student will be able to describe and

distinguish distinct economic and political factors associated with "push-pull" pressures; recognize and explain immigration patterns;

identify key legislation.

WEEK 13-17 5 HOURS

Content: U.S.'s treatment and perceptions of immigrants as a broad indicator of national political and economic "mood." Class discussion of first-hand accounts of the "immigrant experience," as well as personal and family/ancestral immigrant experiences.

Assignments: Reading text/articles and library research

Performance Objectives: Students will compare and contrast different popular perceptions of immigrants; report findings related to the "immigrant experience."

WEEK 18 2 HOURS

Final exam.

**METHODS OF INSTRUCTION:**

Lecture, student presentations, peer learning and problem solving, self-directed community involvement and research, critical self-reflection, assigned readings, film and video.

**METHODS OF EVALUATION:**

The types of writing assignments required:

Written homework

Reading reports

Essay exams

The problem-solving assignments required:

Field work

Quizzes

Exams

The types of skill demonstrations required:

Class performance

Field work

The types of objective examinations used in the course:

None

Other category:

None

The basis for assigning students grades in the course:

Writing assignments: 40% - 70%

Problem-solving demonstrations: 25% - 30%

Skill demonstrations: 25% - 30%

Objective examinations: 0% - 0%

Other methods of evaluation: 0% - 0%

**REPRESENTATIVE TEXTBOOKS:**

Dye, Thomas R. "Power and Society: An Introduction to the Social Sciences." 8th Ed., Wadsworth Publishing, 2001, or equivalent text or series of readings.

And, appropriate readings provided in handouts or library databases.

Reading level of text: 13th grade level. Verified by: E. Luna

**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: CCC000125236

Sports/Physical Education Course: N

Taxonomy of Program: 220100