



## 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.

OR

Score of 18 on CTEP Reading

## 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. Analyze traditional and revisionist approaches to history and compare historical varying historical methods and results

ILO: 2, 6

Measure: written exams, reports, role-plays

5. Compare basic democratic processes with other government models; choose and practice democratic principles

ILO: 2, 6

Measure: written exams, reports, research experimentation

6. Compare free enterprise capitalism and its effects to other economic models

ILO: 2,6

Measure: written exams, reports, oral reports

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

### TOPICS AND SCOPE:

Inactive Course: 10/25/2010

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 the ones to be covered in this course. 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. History of the social sciences-Progressivism's response to the excesses of capitalism and industrialization. Influence of scientific method, evolutionary theory, humanitarianism, movements for social reform & revolution.

**PERFORMANCE OBJECTIVES:** Students will identify, define, and apply Bloom's taxonomy to concrete situations. Students will explain activist origins of modern social science in a historical context of crisis & social upheaval. Analysis of social science disciplines in their different approaches to the same social issues. Students practice reading skills including 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:** Students will explain and evaluate the strengths and limitations of science using Bloom's taxonomy. They will evaluate domains of knowledge and human experience for which science may have little relevance. They will practice the analysis, synthesis, and evaluation of basic scientific method. Students will practice reading skills, including reading for main idea, and skills for understanding context to understand 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 method impacts it. Design of a social science research project/s.

#### **WEEKS 4-7 12 HOURS**

**CONTENT:** History, point of view, and memory. Lecture/discussion on an historical issue of interest to students. Inquiry into methods of history gathering and reporting; examination of the subjective and objective, traditional and revisionist, nation-state and social approaches to history. The importance of the Enlightenment and the scientific method to historians. The importance of historians to the Enlightenment and to science.

**PERFORMANCE OBJECTIVES:** Students will perform critical assessment of degree to which history is written from a "viewpoint" influenced by normative assumptions. They will compare and contrast historical experiences of at least two social groups. Students will demonstrate understanding of various ways in which history can be approached. Students will gather historical information, compare it with competing information, and assess various forms of historical memory. Students will practice questioning skills and outlining skills.

**ASSIGNMENTS:** Appropriate readings and writings, oral history interviewing as component of research project/s.

**WEEKS 8-11 12 HOURS**

**CONTENT:** Political Science: Democratic Processes and Ideologies. 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. Basic principles of US democracy-- American federalism, separation of powers, checks and balances, party-based constituencies and voting patterns, the electoral college, crisis in political participation-compared to other democracies and other governing structures. Role of the individual and government, vision of society, and methods for achieving change.

**PERFORMANCE OBJECTIVES:** Identify, defend/critique American democratic principles and processes. Explain the present crisis in American democratic participation as evidenced by decreasing political involvement. Demonstrate the power of "ideology." Compare and contrast various ideologies, identify key assumptions, reflect upon the merits and limitations, explain and exemplify how social and governmental policies are informed by ideology. They will diagram a continuum of governmental ideologies, from centralized to popular decision-making. Students will practice thesis statement skills so they can both recognize and write thesis statements.

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

**WEEKS 12-16 12 HOURS**

**CONTENT:** Economics--Competing Systems. Basic principles and assumptions of major economic models, and their successes and failures. Exploration of laissez-faire economics, supply and demand analysis, and macroeconomic management in an historical context. Market regulation mechanisms of all kinds. Human behavior and economic systems. Self-interest, utilitarianism, rational decision-making, profit maximization/ minimization of loss. Fiscal and monetary policies to stimulate or curb Keynesian vs. supply side models. Historical problems of economic fluctuations and recessionary/ inflationary cycles.

**PERFORMANCE OBJECTIVES:** Students will demonstrate understanding of basic principles and assumptions of laissez-faire economics; evaluate successes and failures of these systems and their rival economic systems. Critically assess assumptions regarding human nature, motivation, and behavior. Ability to read basic economic graphs, charts, and tables. They will contrast free market capitalism with other systems. Students will practice reading skills using quantitative information pertinent to the Social Sciences.

**ASSIGNMENTS:** Reading and writing as appropriate.

**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:** Students will detail and explain origins of social sciences as Enlightenment-inspired desire for material progress, human advancement, and the alleviation of suffering and ignorance. They will demonstrate understanding of the uses of social science to bring about social change. They will identify and consider social science as a means to long term career goals. Students will assess, 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: CCC000181758  
Sports/Physical Education Course: N  
Taxonomy of Program: 220100