

**SAULT COLLEGE OF APPLIED ARTS AND TECHNOLOGY**

**SAULT STE. MARIE, ONTARIO**



Sault College

**COURSE OUTLINE**

**COURSE TITLE:** Introduction to Social Sciences

**CODE NO. :** SSC097                      **SEMESTER:** 2

**PROGRAM:** General Arts and Science

**AUTHOR:** Social Sciences Department

**DATE:** Jan. 2005              **PREVIOUS OUTLINE DATED:** Jan. 2001

**APPROVED:**

	_____	_____
	DEAN	DATE

**TOTAL CREDITS:** 3

**PREREQUISITE(S):** None

**HOURS/WEEK:** 3

**Copyright ©2005 The Sault College of Applied Arts & Technology**  
*Reproduction of this document by any means, in whole or in part, without prior  
written permission of Sault College of Applied Arts & Technology is prohibited.  
For additional information, please contact the Dean,  
School of Health and Human Services  
(705) 759-2554, Ext. 603/689*

**I. COURSE DESCRIPTION:**

This course is designed to introduce students to the various disciplines within the social sciences. Students will develop a basic framework of vocabulary in social sciences, gain an understanding of the spectrum of social sciences, and understand why social science is a science. Furthermore, students will learn to appreciate the relevance of social science as it relates to life choices.

**II. LEARNING OUTCOMES AND ELEMENTS OF THE PERFORMANCE:****A. Learning Outcomes:**

1. Identify the various disciplines that comprise the social sciences
2. Describe the characteristics that make the social sciences scientific.
3. Identify and recognize what makes up a culture and discuss the theories on how cultures change over time.
4. Explain how and why geography, demography, and ecology are interrelated and identify the problems of overpopulation and its effects on the environment and society.
5. Define how culture and personality are related and discuss the influence of culture and personality on issues related to stress and gender issues.
6. Define and describe ethnic and racial stratification.
7. Identify and describe the various phases of economic evolution.
8. Define what stress is and its effect on everyday life.

**B. Learning Outcomes and Elements of the Performance:**

Upon successful completion of this course, students will demonstrate the ability to:

1. Identify the various disciplines that comprise the social sciences.

**Potential elements of the performance:**

- Identify social science
- Define social science and what is meant by perspective
- Use fundamental terms common to the social sciences
- Learn to distinguish fact from fiction and/or opinion regarding topics related to human behaviour

2. Describe the characteristics that make the social sciences scientific.

**Potential elements of the performance:**

- Describe the scientific method
- Define the basic terminology used in the scientific method, i.e. theory, hypothesis, independent variables, dependent variables, control groups, placebo effects, etc.
- Differentiate between various ways research is conducted, i.e. correlational, experimental

**II. LEARNING OUTCOMES AND ELEMENTS OF THE PERFORMANCE  
(Continued):**

3. Identify and recognize what makes up a culture and discuss the theories on how cultures change over time.

**Potential elements of the performance:**

- Define what is meant by culture
  - List the important elements of culture
  - Examine why culture is necessary to hold a society together
  - List factors that cause a culture to change
  - Discuss cultural lag theory and its limitations
4. Explain how and why geography, demography, and ecology are interrelated and identify the problems of overpopulation and its effects on the environment and society.

**Potential elements of the performance:**

- Identify why many people view or believe population growth is a problem
  - Explain how culture and the environment interact
  - Describe how geography, population, culture, and the natural environment interact and affect ecology
5. Define how culture and personality are related and discuss the influence of culture and personality on issues related to stress and gender issues.

**Potential elements of the performance:**

- Define personality and discuss what is meant by nature versus nurture
  - Explain how culture and personality are related
  - Discuss Freud's theory of personality and differentiate the id, ego, and superego
6. Define and describe ethnic and racial stratification.

**Potential elements of the performance:**

- Define what prejudice and discrimination are
  - List four reasons for racial prejudice
  - Discuss the race problem in Canada today
  - Discuss briefly the problems of sexual minorities
  - Give arguments for and against age discrimination
7. Identify and describe the various phases of economic evolution.

**Potential elements of the performance:**

- Compare and contrast various economic systems from feudalism to mercantilism, to a market, to a mixed economy
- Define work and its functions
- Describe the impact of gender in the work world
- Discuss the world of work and the directions the world of work is taking
- Define what is meant by a planned and unplanned economy

**II. LEARNING OUTCOMES AND ELEMENTS OF THE PERFORMANCE  
(Continued):**

8. Define what stress is and its effect on everyday life.

**Potential elements of the performance:**

- Define stress
- Review stress in relation to significant life transitions
- Examine and explain the significant relationships of stress and disease and methods for coping

**III. REQUIRED RESOURCES / TEXTS / MATERIALS:**

See the instructor for assigned reading material.

**IV. EVALUATION PROCESS / GRADING SYSTEM  
MAJOR ASSIGNMENTS AND TESTING:**

Four unit tests (4 x 15%)	<b>60%</b>
In- and out-of-class activities	<b>40%</b>
<b>Total</b>	<b>100%</b>

**Note:** Participation in a minimum of **70%** of graded course activities is required for eligibility to succeed in the course.

**ASSIGNMENT/TEST-TAKING POLICY**

If a test is missed due to *verifiable* illness or incident, the professor will determine if the student is eligible for a rescheduling of the test. The student is ultimately responsible and is obligated to *contact the professor* by phone, in person or in writing prior to test time. Touch-tone, 24 hour voice-mail service allows you to immediately notify the professor. Leave your name, message and phone number.

Upon returning to the College (i.e. your first day back), the student is required to immediately contact the professor to make test rescheduling arrangements. Failure to do so will result in a zero grade on the missed test.

Notification Policy in brief: *Mutual Respect, Courtesy and Accountability*

**TIME FRAME**

Introduction to Social Sciences SSC097-3 involves three periods per week for the semester. Students are expected to attend class and to participate in class activities.

**METHOD OF ASSESSMENT (GRADING METHOD):**

The following semester grades will be assigned to students in post-secondary courses:

<u>Grade</u>	<u>Definition</u>	<u>Grade Point Equivalent</u>
A+	90 – 100%	4.00
A	80 – 89%	
B	70 - 79%	3.00
C	60 - 69%	2.00
D	50 – 59%	1.00
F (Fail)	49% and below	0.00
CR (Credit)	Credit for diploma requirements has been awarded.	
S	Satisfactory achievement in field /clinical placement or non-graded subject area.	
U	Unsatisfactory achievement in field/clinical placement or non-graded subject area.	
X	A temporary grade limited to situations with extenuating circumstances giving a student additional time to complete the requirements for a course.	
NR	Grade not reported to Registrar's office.	
W	Student has withdrawn from the course without academic penalty.	

**Note:** For such reasons as program certification or program articulation, certain courses require minimums of greater than 50% and/or have mandatory components to achieve a passing grade.

It is also important to note, that the minimum overall GPA required in order to graduate from a Sault College program remains 2.0.

**NOTE:** Students may be assigned an “F” grade early in the course for unsatisfactory performance.

**VI. SPECIAL NOTES:**Special Needs:

If you are a student with special needs (e.g. physical limitations, visual impairments, hearing impairments, or learning disabilities), you are encouraged to discuss required accommodations with your professor and/or the Special Needs office. Visit Room E1101 or call Extension 703 so that support services can be arranged for you.

Retention of Course Outlines:

It is the responsibility of the student to retain all course outlines for possible future use in acquiring advanced standing at other post-secondary institutions.

Plagiarism:

Students should refer to the definition of “academic dishonesty” in *Student Rights and Responsibilities*. Students who engage in “academic dishonesty” will receive an automatic failure for that submission and/or such other penalty, up to and including expulsion from the course/program, as may be decided by the professor/dean. In order to protect students from inadvertent plagiarism, to protect the copyright of the material referenced, and to credit the author of the material, it is the policy of the department to employ a documentation format for referencing source material.

Course Outline Amendments:

The professor reserves the right to change the information contained in this course outline depending on the needs of the learner and the availability of resources.

Substitute course information is available in the Registrar's office.

**VII. PRIOR LEARNING ASSESSMENT:**

Students who wish to apply for advanced credit in the course should consult the professor. Credit for prior learning will be given upon successful completion of a challenge exam or portfolio.

**VIII. DIRECT CREDIT TRANSFERS:**

Students who wish to apply for direct credit transfer (advanced standing) should obtain a direct credit transfer form from the Dean's secretary. Students will be required to provide a transcript and course outline related to the course in question.