

THIS DOCUMENT BELONGS TO ANNE KASCH

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

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

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

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

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

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

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%)	60%
In- and out-of-class activities	40%
Total	100%

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):

<u>Grade</u>	<u>Definition</u>	<u>Grade Point Equivalent</u>
A+	Consistently outstanding	(90% - 100%) 4.00
A	Outstanding achievement	(80% - 89%) 3.75
B	Consistently above average achievement	(70% - 79%) 3.00
C	Satisfactory or acceptable achievement in all areas subject to assessment	(60% - 69%) 2.00
R	Repeat - The student has not achieved the objectives of the course, and the course must be repeated.	(less than 60%) 0.00
CR	Credit exemption	
X	A temporary grade, limited to situations with extenuating circumstances, giving a student additional time to complete course requirements	

NOTE: Students may be assigned an "R" grade early in the course for unsatisfactory performance.

VI. SPECIAL NOTES:

Special Needs

Students with special needs (e.g. physical limitations, visual impairments, hearing impairments, learning disabilities), are encouraged to discuss required accommodations with the professor and/or contact the Special Needs Office.

Plagiarism

Students should refer to the definition of “academic dishonesty” in the “Statement of 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 an including expulsion from the course.

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.

VII. PRIOR LEARNING ASSESSMENT

Students who have related employment-centered experience should see the Prior Learning Assessment (PLA) Coordinator.

