

SAULT COLLEGE OF APPLIED ARTS AND TECHNOLOGY

SAULT STE. MARIE, ONTARIO



COURSE OUTLINE

COURSE TITLE:	Introduction to Social Sciences		
CODE NO. :	SSC100	SEMESTER:	Fall
PROGRAM:	Pre-Health		
AUTHOR:	Social Sciences Department		
DATE:	June 2013	PREVIOUS OUTLINE DATED:	Sept. 2012
APPROVED:	"Angelique Lemay"		May/13
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	DEAN		DATE
TOTAL CREDITS:	3		
PREREQUISITE(S):	None		
HOURS/WEEK:	3		

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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 what stress is and its effect on everyday life.
6. Define how culture and personality are related and discuss the influence of culture and personality on issues related to stress and gender.
7. Define and describe ethnic and racial stratification.
8. Identify and describe the various phases of economic evolution.

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 the various ways social science research is conducted

**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 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
6. 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
7. Define and describe ethnic and racial stratification.

Potential elements of the performance:

- Define what prejudice and discrimination are
- List reasons for racial prejudice
- Discuss the race problem in Canada today
- Discuss briefly the problems of sexual minorities
- Describe age discrimination as both beneficial and damaging

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

8. 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 interrelationship of gender, family and work post industrial and globalized society
- Discuss the world of work and the directions the world of work is taking

III. REQUIRED RESOURCES / TEXTS / MATERIALS:

Students should see the instructor for assigned reading material. Students can expect to use the Internet and LMS to obtain the majority of course materials.

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

Tests	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.

All submissions must be the student's individual work. Collaboration is not permitted unless requested and approved in advance by the professor.

ASSIGNMENT/TEST-TAKING POLICY

If a test is missed due to *verifiable* illness or incident, the professor will determine whether the student is eligible for a rescheduling of the test. The student is ultimately responsible and is obligated to *contact the professor prior* to test time by phone, in writing (voicemail and e-mail are available), or in person. Upon returning to the College (i.e. your first day back), the student is required to *immediately* contact the professor to request test rescheduling arrangements. Failure to do so will result in a zero grade on the missed test.

If an assignment is not submitted on the due date, students must request the professor's permission to submit it as a "late submission". Decision to accept a late submission rests solely with the professor, and a deduction applies. Papers more than one week past the due date will not be accepted.

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

TIME FRAME

Introduction to Social Sciences SSC100-3 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.

Mid-Term Grades--At mid-term one of the following grades will be assigned:

S	Satisfactory performance to the time of mid-term grade assignment (does not indicate successful completion of the course)
U	Unsatisfactory performance to the time of mid-term grade assignment (does not indicate unsuccessful completion of the course)
F	The course must be repeated; minimal performance has resulted in the course outcomes not being met

V. SPECIAL NOTES:Attendance:

Sault College is committed to student success. There is a direct correlation between academic performance and class attendance; therefore, for the benefit of all its constituents, all students are encouraged to attend all of their scheduled learning and evaluation sessions. This implies arriving on time and remaining for the duration of the scheduled session.

VI. COURSE OUTLINE ADDENDUM:

The provisions contained in the addendum located on the portal form part of this course outline.