SYLLABUS

DATE OF LAST REVIEW: 02/2013
CIP CODE: 24.0101
SEMESTER: Departmental Syllabus
COURSE TITLE: Introduction to Social Science
COURSE NUMBER: SOSC-0103
CREDIT HOURS: 3
INSTRUCTOR: Departmental Syllabus
OFFICE LOCATION: Departmental Syllabus
OFFICE HOURS: Departmental Syllabus
TELEPHONE: Departmental Syllabus
EMAIL: KCKCC- “issued email accounts are the official means for electronically communicating with our students.”

PREREQUISITE(S): None

REQUIRED TEXT AND MATERIALS: Please check with the KCKCC bookstore, http://www.kckccbookstore.com/, for the required texts for your particular class.

DESCRIPTION OF COURSE:
This course is intended to introduce students to the disciplines and methodologies of Social Sciences. Disciplines such as psychology, sociology, political science, geography, economics, anthropology and history comprise the core methodologies concerned with human social life.

METHOD OF INSTRUCTION: A variety of instructional methods may be used depending on content area. These include but are not limited to: lecture, multimedia, cooperative/collaborative learning, labs and demonstrations, projects and presentations, speeches, debates, panels, conferencing, performances, and learning experiences outside the classroom. Methodology will be selected to best meet student needs.

COURSE OUTLINE:
I. Definition of Theme
   A. Perspectives
      1. Behavioral Sciences
      2. Social Science (Sociology, Anthropology)
      3. Economics, Political Science
   B. Theories
      1. Behavioral Sciences
      2. Social Science (Sociology, Anthropology)
      3. Economics, Political Science
   C. Models
      1. Behavioral Sciences
      2. Social Science (Sociology, Anthropology)
      3. Economics, Political Science
   D. Methods of Inquiry
      1. Behavioral Sciences
      2. Social Science (Sociology, Anthropology)
      3. Economics, Political Science
   E. Historical Development

II. Application of Knowledge and Skills to Theme
   A. Impact
      1. Individual
      2. Groups and Institutions
      3. Societal
         a. National
         b. International
      4. Worldwide
   B. Points of View
      1. Behavioral Sciences
      2. Social Science (Sociology, Anthropology)
      3. Economics, Political Science
   C. Methodologies
      1. Behavioral Sciences
      2. Social Science (Sociology, Anthropology)
      3. Economics, Political Science
   D. Defense/Criticism of Arguments
      1. Collection of Evidence
      2. Analysis of Evidence
      3. Evaluation of Evidence
   E. Synthesis of Methodologies, Approaches and View Points

III. Techniques of Evaluation and/or Resolution
   A. Ethical
   B. Aesthetic
   C. Critical
   D. Ramifications: Risks and Opportunities

IV. Effect of Culture on Ways of Thinking About Specific Issues
   A. Effects of students' own ethnic cultures and traditions
1. Identify characteristics
2. Evaluate effects of characteristics

B. Effects of other cultures and traditions
   1. Identify characteristics
   2. Evaluate effects of characteristics

V. Value Conflicts Among Various Cultures as They Relate to Specific Issues
   A. Geographical
      1. Identify values of the cultures as they relate to the issues
      2. Compare and contract these values
      3. Analyze the conflicts generated
   B. Religious
      1. Identify values of the cultures as they relate to the issues
      2. Compare and contract these values
      3. Analyze the conflicts generated
   C. Economic
      1. Identify values of the cultures as they relate to the issues
      2. Compare and contract these values
      3. Analyze the conflicts generated
   D. Political
      1. Identify values of the cultures as they relate to the issues
      2. Compare and contract these values
      3. Analyze the conflicts generated
   E. Interpersonal
      1. Identify values of the cultures as they relate to the issues
      2. Compare and contract these values
      3. Analyze the conflicts generated

VI. Elements of Argument (as found in readings on specific issues)
   A. Basic structure
      1. Conclusion
      2. Evidence
         a. Facts
         b. Inferences
         c. Judgments
      3. Underlying assumption (warrant)
   B. Forms of argument
      1. Induction
      2. Deduction
      3. Analogy
      4. Casual arguments
   C. Types of appeals
      1. Ethos
      2. Logos
      3. Pathos

VII. Authors' Credibility on a Specific Issue
   A. Background
   B. Past writings
C. Where published
D. Other writers' critical analyses

VIII. Viewpoints of Two Authors from Different Cultures on Specific Issue
A. Effect of their cultures on their thinking
B. Value conflicts involved
C. Elements of argument used
D. Credibility of authors

IX. Cultural Factors that Lead to Biases in the Media
A. Historical assumptions regarding freedom of the press
B. Use of censorship
C. Influence of profit motive
   1. Ratings
   2. Advertising
D. Entertainment factor in journalism
E. Influence of polling reports

X. Communicating with Persons from Other Cultures about Issues of International Concern
A. Through Internet
B. Through a face-to-face interview

XI. Synthesis of an International Perspective on One Specific Issue
A. At least five international sources
B. Formal research paper
   1. Standard English usage
   2. Current standard documentation for, such as ML

EXPECTED LEARNER OUTCOMES:

A. The student will be able to define the various perspectives, theories, models, and methods of inquiry among the behavioral and social sciences.
B. The student will be able to apply the above knowledge and skills to understand the individual within a society, societal norms, and multicultural perspectives and theories.
C. The student will be able to describe the effects of cultures on ways of thinking about specific issues.
D. The student will be able to distinguish value conflicts among various cultures.
E. The student will be able to judge the basic elements of an agreement based on evidence, conclusions, and underlying assumptions.
F. The student will be able to assess an author's credibility based on background, past writings, and culture.
G. The student will be able to review cultural factors that lead to biases in the media.

COURSE COMPETENCIES:

The student will be able to define the various perspectives, theories, models, and methods of inquiry among the behavioral and social sciences.

1. The student will be able to compare and contrast methods of inquiry used in these academic categories: Behavioral Sciences, Social Science (Sociology, Anthropology), Economics and Political Science.
2. The student will be able to compare and contrast the use of appropriate models from these academic categories: Behavioral Sciences, Social Science (Sociology, Anthropology), Economics and Political Science.

3. The student will be able to trace factors that have contributed to the historical development of a given theme.

4. The student will be able to discuss the relationships, origins, outcomes, and structural or functional features of issues within a theme from the viewpoints of the major academic categories: Behavioral Sciences, Social Science (Sociology, Anthropology), Economics, and Political Science.

5. The student will be able to list the Asian and Middle Eastern contributions to the development of social theory in the contemporary world.

6. The student will be able to apply the above knowledge and skills to understand the individual within a society, societal norms, and multicultural perspectives and theories.

7. The student will be able to compare the impact of an issue within a theme on value systems of selected cultures.

8. The student will be able to evaluate an issue using selected ethical and/or aesthetic interpretations of the human experience.

9. The student will be able to identify and evaluate ways in which culture affects thinking about specific issues.

10. The student will be able to describe the effects of cultures on ways of thinking about specific issues.

11. The student will be able to compare and contract in writing the viewpoints of two authors from different countries on a given issue.

12. The student will be able to judge the basic elements of an agreement based on evidence, conclusions, and underlying assumptions.

13. The student will be able to construct an argument on a controversial social topic to defend a viewpoint which conflicts with the student's personal preference.

14. The student will be able to differentiate between ethnic and racial conceptualizations and the effect of using one or the other on policy and law.
The student will be able to assess an author’s credibility based on background, past writings, and culture.

15. The student will be able to, in a given academic category, describe appropriate techniques for distinguishing fact from opinion.
16. The student will be able to analyze an argument on the basis of the reliability and strength of the evidence and the internal consistency of the argument.
17. The student will be able to identify types of information needed and modes of inquiry used to propose a solution to a given problem.
18. The student will be able to identify and analyze the elements of argument in selected readings.
19. The student will be able to analyze authors' credibility on an issue, based on background, past writings, journals of publication, and other writers' critical analyses of their work.

The student will be able to review cultural factors that lead to biases in the media.

20. The student will be able to identify and explain in writing cultural factors that lead to specific biases appearing in the media: TV, newspapers, magazines.
21. The student will be able to evaluate in writing experiences in communicating with persons from other cultures about specific issues of international concern.
22. The student will be able to understand the consequences of globalization as it effects both the U.S. and other individual societies in the global community.
23. The student will become aware of the significance of Global Warming for the social relationships within and between societies, and the increased potential for conflict that this phenomena will place on natural resources.
24. The student will become accustomed to thinking of population growth in terms of the impact on the environmental, i.e. the carbon and environmental footprint that occurs through utilization of resources and the social-psychological impact that this crowding will have on political systems.
25. Students will appreciate the social scientific contribution to green architecture and the improved living and socializing influences of these new practices.

ASSESSMENT OF LEARNER OUTCOMES:
Student progress is evaluated by means of classroom participation, written assignments, a minimum of three in class one-hour examinations, and a final examination.

SPECIAL NOTES:
This syllabus is subject to change at the discretion of the instructor. Material included is intended to provide an outline of the course and rules that the instructor will adhere to in evaluating the student’s progress. However, this syllabus is not intended to be a legal contract. Questions regarding the syllabus are welcome any time.

Kansas City Kansas Community College is committed to an appreciation of diversity with respect for the differences among the diverse groups comprising our students, faculty, and staff that is free of bigotry and discrimination. Kansas City Kansas Community College is committed to providing a multicultural education and environment that reflects and respects diversity and that seeks to increase understanding.
Kansas City Kansas Community College offers equal educational opportunity to all students as well as serving as an equal opportunity employer for all personnel. Various laws, including Title IX of the Educational Amendments of 1972, require the college’s policy on non-discrimination be administered without regard to race, color, age, sex, religion, national origin, physical handicap, or veteran status and that such policy be made known.

Kansas City Kansas Community College complies with the Americans with Disabilities Act. If you need accommodations due to a documented disability, please contact Director of Academic Resource Center, in Room 3354 or call (913) 288-7670.
Learning Outcomes
Discipline knowledge and content mastery is expected of all graduates. More specifically, KCKCC is committed to the Learning Outcomes listed below. We believe that competence in the Learning Outcomes is essential for the success of graduates and will enhance their ability to become contributing members of our increasingly complex world. These areas of knowledge and skills are equally valid for all KCKCC graduates, whether they transfer to a four-year college or pursue a career after leaving college.

General Education Learning Outcomes
Communication Learning Outcomes
The learner will have the ability to express, interpret, and modify ideas/information effectively (both written and oral), including but not limited to reading text accurately and correctly; writing with a clear purpose and effective organization; speaking effectively using appropriate styles that suit the message, purpose, and content; and employing active listening techniques.

Computation Learning Outcomes
The learner will have the ability to understand and apply mathematical concepts and reasoning using numerical data.

Critical Reasoning Learning Outcomes
The learner will understand inductive and deductive reasoning and have the ability to define problems and use data (qualitative and quantitative) to make complex decisions utilizing analysis, synthesis, and evaluation skills.

Technology and Information Management Learning Outcomes
The learner will have the ability to define, collect, organize, analyze, and evaluate information from a variety of sources. The learner will also have the ability to understand basic technology concepts and functionality in order to use technology as a tool to locate and retrieve information.

Community and Civil Responsibility Learning Outcomes
The learner will demonstrate knowledge, awareness, and understanding of diverse ideas, values, and perspectives of a culturally diverse world; an understanding of the ethical issues and values that are prerequisites for making sound judgments and decisions; a recognition of the obligation to become actively involved as a contributing member of the community; and a sensitivity to the awareness of aesthetic expression.

Personal and interpersonal Skills Learning Outcomes
The learner will have the ability to work cooperatively and productively with others; to understand and evaluate his/her capabilities; to manage his/her personal growth by setting realistic and appropriate goals.

SOCIAL AND BEHAVIORAL SCIENCES
STUDENT SUCCESS STRATEGIES

Know your teacher’s name.

Turn off your electronic devices in class/make paying attention to the work of the class your only concern.

Miss class only when you cannot attend/acquire missed information and materials ASAP.

Know your syllabus.

Know the attendance policy.

Know the requirements for tests and assignments.

Know information about final exam and make-up exams.

Know instructor’s position on use of Wikipedia or other online sources.

Know the instructor’s preferred writing style (APA, MLA, etc.).

Always know your grade.

Contact your teacher ASAP with concerns or questions.

Know the benefits of the academic resource center.

Know if your course has a practicum, service learning component, or other exception.

Use an academic planner.

Know the course withdrawal policy.

Know your instructor’s office hours and make appointments when necessary.

Know the school’s scholastic honesty policy.

Be familiar with the course learning objectives, course competencies, and the college’s 21st century learning outcomes for general education.