COURSE OUTLINE Social Science 131 Introduction to Social Science

I. Catalog Statement

Social Science 131 examines the inter-relationship of the social sciences and their application to the problems of group living in the 20th century through a survey of the principal facts and concepts of history and sociology. Problems are studied in relationship to the historical development of the United States. The student is led to acquire a body of knowledge through an analysis of historical and contemporary social problems. This course meets the California State requirements in American History.

Total Lecture Units: 4.0 **Total Course Units: 4.0**

Total Lecture Hours: 64.0

Total Faculty Contact Hours: 64.0

Recommended Preparation: Eligibility for English 120 or ESL 151

Note: Social Science 131 allows two units of credit for students having credit in History 110 or 111. If History 117 or 118 is completed for credit, then no units are allowed for Social Science 131.

II. Course Entry Expectations

Skills expectations: Reading 5; Writing 5; Listening/Speaking 5; Math 2

Prior to enrolling in the course, the student should be able to:

- 1. read at the $10 12^{th}$ grade level;
- 2. write somewhat loosely organized short essays;
- 3. take lecture notes and follow extended and fairly complex oral directions;
- 4. add, subtract, multiply, and divide using whole numbers, fractions and decimals; convert fractions to

decimals to percentages.

III. Course Exit Standards

Upon completion of required coursework, a student will be able to:

1. demonstrate knowledge of inter-relationships of the social sciences and their application to the problems of group living in the twentieth century;

- 2. demonstrate knowledge of the principal facts and concepts of history and sociology;
- 3. demonstrate knowledge of the historical development of the United States;
- 4. demonstrate knowledge of the historical and present social problems;
- 5. demonstrate knowledge of how to think and write critically about the history of the United States.

IV. Course Content

Total Faculty Contact Hours = 64 Hours

A. Introduction

3 Hours

- 1. What is Social Science?
- 2. How do you define culture?
- 3. What is the purpose of this course?
- B. Historical Background

9 Hours

- 1. Early problems of group living
 - a. European immigrants (colonists)
 - b. Indians
- 2. American Revolution
 - a. Americans vs. British
 - b. Jeffersonian Democracy
- 3. Manifest Destiny
 - a. Problem with space
 - b. Ethnocentrism
 - i. Mexicans
 - ii. Indians
- 4. Post Civil War
 - a. Freedmen
 - b. Immigrants

C. The Gilded Age/Industrialization

10 Hours

- 1. Corporations
 - a. End of agrarian society
 - b. Rise of corporate wealth
- 2. Unskilled labor
 - a. Rise of urban cities
 - b. Unions
- 3. Political unrest
 - a. Socialism
 - b. Communism
 - c. Anarchism
- 4. Social movements
 - a. Women's movement
 - b. Jane Addams/social programs
 - c. Labor movement

D. Early 20th Century

- 1. Society on the heels of change
 - a. World War I
 - i. First global crisis
 - ii. Influenza
 - b. Fears
 - i. Communism
 - ii. Prohibition
 - iii. Women's Rights
- 2. Depression/stock market crash
 - a. Hoover
 - i. Hoovervilles
 - ii. Dust Bowl
 - b. Franklin Delano Roosevelt
 - i. New Deal
 - ii. Social programs
- E. Mid- 20th Century
 - 1. Global crisis 1940s
 - a. World War II
 - i. A nation mobilized
 - ii. Government jobs
 - iii. Internment camps
 - 2. New nuclear world 1950s
 - a. Suburbs
 - i. Family
 - ii. Bomb shelters
 - b. Cities
 - i. Family
 - ii. Projects
 - c. Media
 - i. Television
 - ii. Music
 - d. Fear
 - i. Arms race
 - ii. Cold War
 - iii. Anti-communism
 - iv. Juvenile delinquency
 - e. Civil rights
 - i. Living in the South
 - ii. Voting rights
 - iii. Citizenship rights
 - 3. Rebelliousness 1960s
 - a. Youth movement
 - i. Counterculture
 - ii. Anti-Vietnam
 - b. Social movements

20 Hours

- i. Women's movement
- ii. Black Power movement
- iii. Chicano movement
- iv. Gay & lesbian movement
- v. Native American movement
- c. Riots in the cities
 - i. Watts, California 1965
 - ii. Detroit, Michigan 1967

F. Late 20th Century

9 Hours

- 1. Energy Crisis
 - a. Organization of the Petroleum Exporting Countries
 - b. New York blackout
- 2. Reaganomics
 - a. Trickle-down economics
 - b. Homelessness
- 3. War on drugs
- 4. Urban renewal
 - a. Revitalizing the inner-city core
 - b. Rise of "mixed use" housing

E. Early 21st Century

3 Hours

1. Terrorism

V. Methods of Instruction

The following instructional methodologies may be used in this course:

- 1. classroom presentation and discussion;
- 2. audio-Visual presentation;
- 3. student presentations and discussions;
- 4. on-line communications as a supplement to in-class activities;
- outside reading reserve books, articles or documents posted online from scholarly works.

VI. Out of Class Assignments

The following out of class assignments may be used in this course:

- 1. students will be required to write a term paper or essay project drawn from course themes(e.g. research and write a five page essay on the issues that one of the groups in the social movements of the 1960s demanded);
- 2. students are required to read and analyze a film focused on topic of the course in addition to the assignments in the textbooks (e.g. write a critical review of <u>The</u> Grapes of Wrath.)

VII. <u>Methods of Evaluation</u>

The following methods of evaluation may be used in this course:

- 1.. three to five 1.5 hour class exams and a final exam requiring demonstration of course material;
- 2. class participation demonstrating mastery of course exit standards;
- 3. written assignment(s) demonstrating the application of sources, concepts and the ability to think critically and analyze course content e.g. Choose a "minority" group (i.e. African Americans, women, Hispanics, etc.) and write a paper that analyzes their position within society for two separate historical time frames. Compare and contrast these historical time frames and include primary sources to support your argument.

VII. <u>Textbook(s)</u>

Goldfield, David etal. *The American Journey, Volume 1, 6th Edition.* New Jersey: Prentice Hall, 2010. Print.

13th Grade Textbook Reading Level. ISBN: 0205010571

Roark, J. et al. *The American Promise*, *4th edition*. New York: Wadsworth Publishing, 2008. Print

13th Grade Textbook Reading Level. ISBN: 0312452934

Norton, etal, *A People & A Nation, Vol. II, 9th edition*. New York: Wadsworth Publishing, 2011. Print.

13th Grade Textbook Reading Level. ISBN: 0495916269

Any Monograph of Professor's choosing

IX. Student Learning Outcomes

Upon successful completion of the required coursework, the student will be able to:

- 1. identify the methodological techniques used within the discipline of sociology and history to understand social phenomena;
- 2. compare and contrast "group living" experiences of the American people across different generations;
- 3. analyze the complex interplay between society and individual lives;
- 4. develop a broad and critical understanding of the complex interconnections between the human and environmental forces in their world.