

## **Introduction to the Social Sciences COURSE SYLLABUS: ISS 1013 SECTION 70 (ONLINE)**

**Semester: Spring C (January 9 – April 27, 2023) Credit Hours 3**

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**Office Hours:** Mon. 10:45 am-12:15 pm (in Citrus campus)  
Mon. 1:45 pm -3:00 pm (in Citrus campus)  
Tue 11:30 am-12:30 pm (in Ocala campus)  
Tue 3:15 pm - 4:15 pm (in Ocala campus)

**Virtual office hours:** M T W Th F 7:30am – 8:30am;  
Saturday 2:00pm – 4:00pm.

[Please indicate the section number of the course in any email communication. ]

**Virtual office hours:** please allow 24 hours for a response Monday morning through Friday afternoon and up to 48 hours for a response Friday evening through Sunday evening. Scheduled holidays may extend the response time.].

**Web Portal:** Lesson notes will be posted on the  
Canvas web portal for the course

**Exams** Take examinations online in Canvas

**Technology Requirements** High speed internet connection (such as  
DSL or Cable modem is required)

### **Extended Emergency Closure.**

"For emergency campus closings (natural disasters, etc.) call 352-291-4499  
or 800-831-9244 or check our website [www.cf.edu](http://www.cf.edu) "

The instructor reserves the right to modify this syllabus during the course of the semester. All sections/classes for this course are governed by the policies and procedures which are stated in the current CF Student Handbook. Additional or more specific guidelines may apply.

## Welcome

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Welcome to the Introduction to the Social Sciences class. It is an interdisciplinary course on how various disciplines in the social sciences impact your behavior in particular and those of the domestic and global societies in general. This course will broaden your societal outlook. It will also prepare you for more advanced courses in the social sciences.

It is strongly recommended that you take part in all the learning activities. Those include the exams, the online class discussions, the reflective journal, and the country case study assignment. To meaningfully benefit from the learning activities, you must interact effectively with the multimedia and the text-based course contents. You should also interact with your peers through the class discussion forums. Please submit course assignments on schedule.

All exams and learning activities should be turned in by the due dates. I look forward to working with you to make your experience a positive one.

Sincerely,

*John Anene*

Dr. John Anene

### ***Introduction: the approach to this subject***

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In general, please note the following four points.

**First**, work through the weekly lessons. Each lesson includes a reading assignment, multimedia clips, lesson note, class discussion session, and a reflective journal entry. The semester long weekly learning activities are grouped into 5 UNITS. A test is administered for each unit.

**Second**, you will adopt a country and step by step compile information on your adopted country to correspond with some of the weekly themes and topics covered in the course. Based on your knowledge of the country, you will role play for the country during a simulation of the United Nations.

**The Third** point is a success tip. To succeed, you **must** be motivated, organized, disciplined, and persistent in completing course requirements every week. Study the course contents at least **every other day**. Maintain an active and regular online presence in the class. Maintain an active student-to-student interaction through the class discussion forums. Communicate with the instructor to resolve any problems. If you must telephone the instructor, please indicate your name, the course title, and the section of the course.

**Fourthly, GET STARTED.** Begin work immediately and stick to the schedule.

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## LEARNING OBJECTIVES

Upon successfully completing this course, students will

1. Identify and define the various disciplines that constitute the field of the social sciences.
2. Describe the role of the social sciences in our society.
3. Demonstrate how to critically evaluate social and public policy issues and their impacts on the individual, the family, the society, and the global community.
4. Outline and discuss some major policy problems facing America today in national and global contexts.
5. Show a broad outlook on contemporary culture, politics, the economy, identity relations, and international relations.

## Course Contents

### Textbook (Required):

Colander, David & Elgin Hunt, *Social Science: An Introduction to the Study of Society 18<sup>th</sup> Edition*. Routledge, 2022: ISBN: 9781032150741 (pbk)  
ISBN: 9781003242390 (ebk)

### Multimedia and Lesson Notes:

Web-based links are embedded in the Lesson Note provided for each Chapter.

### Websites for Country Case Study Assignment (see page 5)

[BBC – Country Profile](http://news.bbc.co.uk/2/hi/country_profiles/default.stm) (access the drop-down menu by regions)  
[http://news.bbc.co.uk/2/hi/country\\_profiles/default.stm](http://news.bbc.co.uk/2/hi/country_profiles/default.stm)

<https://www.cia.gov/the-world-factbook/> (CIA World Factbook: navigate to “countries” and select your adopted country to view)~ copy and paste the url in your browser.

[New York Times](http://www.nytimes.com/pages/world/index.html) (navigate to the region of your adopted country)  
<http://www.nytimes.com/pages/world/index.html>

[Economist](https://www.economist.com/) (browse)  
<https://www.economist.com/>

[Internet Public Library](https://www.ipl.org/) (navigate to Popular Topics and Reference Section)  
<https://www.ipl.org/> (See also: <http://www.world-newspapers.com> )

[YouTube](https://www.youtube.com/) (obtain applicable video-clips on your adopted country)  
<https://www.youtube.com/> (copy and paste in your browser for information on your country)

**Semester Course Schedule/ Outline: Spring C (January 9 – April 27, 2022)****Unit 1: Background**

| <u>Week</u>                           | <u>Chapters</u>         | <u>Topic</u>  |
|---------------------------------------|-------------------------|---|
| 1- Jan. 9 - 14:                       | Chapter 1<br>Chapter 22 | Class Introduction/ Social Science & its Methods<br>Global Challenge~ Public Health of COVID -19                |
| 2- Jan. 17 –21:                       | Chapter 2               | Human Origins   |
| 3- Jan. 23– 28:                       | Chapter 3               | Origins of Western Society  |
| 4 –Jan. 30- Feb. 4:<br><b>*Feb. 4</b> | Chapters 5 & 6          | Geography, Demography / Technology & Society<br><b>DUE: Test #1/ Journal report/ Country study-1/ footnote*</b> |

**Unit 2: Culture, Individual and Social Institutions**

|                                      |                 |   |
|--------------------------------------|-----------------|---|
| 5 – Feb. 6-11:                       | Chapters 4 & 7  | Culture /Culture Change & Psychology  |
| 6 – Feb. 13 - 18:                    | Chapter 9       | The Family  |
| 7 – Feb. 20- 25:<br><b>* Feb. 25</b> | Chapters 10 &11 | Religion & Education<br><b>DUE: Test #2/ Journal report/ Country study-2/ footnote*</b> |

**Unit 3: Politics and Society (Democratic Challenges & the US Political System)**

|                                       |                  |  |
|---------------------------------------|------------------|--|
| 8 –Feb. 27 – Mar. 4:                  | Chapters 14 & 15 | Functions / Forms of Government & Govt. of the World                                   |
| 9 – Mar. 6 - 11:                      | Chapter 16       | American Government  |
| 10 – Mar. 20 - 25:<br><b>*Mar. 25</b> | Chapter 16       | American Government<br><b>DUE: Test #3/ Journal report/ Country study-3/ footnote*</b> |

**Unit 4: Economics and Social Stratification**

|                                     |            |  |
|-------------------------------------|------------|--|
| 11 -Mar. 27–Apr.1:                  | Chapter 12 | Social and Economic Stratification   |
| 12- Apr. 3 –8:                      | Chapter 13 | Stratification, Minorities, and Discrimination   |
| 13 – Apr. 10-15:<br><b>*Apr. 15</b> | Chapter 18 | Government & the Economy<br><b>DUE: Test #4/ Journal report/ Country study -4/ footnote*</b> |

**Unit 5: Global Issues**

|                                       |                            |   |
|---------------------------------------|----------------------------|---|
| 14 – Apr. 17 - 22:                    | Chapter 22                 | International Institutions/ <b>Model UN SIMULATION</b>  |
| 15–Apr. 24 – 27:<br><b>* Apr. 29:</b> | Chapters 19 & 20<br>Finals | International Political Relations/ International Economics<br><b>DUE: Test #5/ Journal report/ Country study-5/ footnote*</b> |

**\* Footnote =class discussion forum and Reflective Journal will take place and due each week**  
*"Due to unforeseen happenings, it may be necessary for the course assignment schedule to be altered. The instructor will always strive to be fair about any changes."* **[Spring Break March 13 -19]**

## Country Case Study / Course Portfolio (100 points of course grade)

### Goals:

The comparative country case study will broaden students' outlook on the **institutions of society** (culture, family, religion, education, history, geography, technology) and on the **institutions of the state** (politics, the economy, and identity relations). It asks the question: how does **the state-society relations** in the United States (frame of reference) compare and contrast with those of students' choice of adopted country?

**Comparative method** is utilized to maximize students' learning outcomes.

**Week 1 (Jan 9 -14): [Please adopt a foreign country of your choice] (10 points) -** due January 14.

What is the country? What region of the world is it? Name one interesting thing (positive) and one COVID-19 challenging thing (negative) about the country. (See some internet sources on page 3 of the Syllabus)

**Unit 1 [Weeks 1-4], country study-1: (18 points) –** due February 4

As we cover Unit 1 (Background) of the course (see the Course Outline for the various Chapters) apply the insights you gained to your adopted country. That is, **utilize the internet sources provided** (see page 3 of the Syllabus) to compile and submit **a one-page** information on your adopted country. The information (dossier) **must** correspond to or correlate with at least two of the Chapters or topics covered in UNIT 1 of the course.

**Unit 2 [Weeks 5 – 7], country study-2: (18 points) –** due February 25

Use your understanding of at least two Chapters or topics covered in Unit 2 (Culture, Individual and Social Institutions) of the course to compile and submit a **one-page** information (dossier) on your adopted country. That is, how would some of the determinants of culture / individual/ social institutions apply to your adopted country? Any surprises? (See some internet sources on page 3 of the Syllabus)

**UNIT 3 [Weeks 8 – 10], country study-3: (18 points) –** due March 25

How would at least two topics covered in Unit 3 (Politics and Society/ US Democratic Challenges) relate to your adopted country? Please use your understanding of at least two topics covered in Unit 3 to compile and submit **a one-page** information (dossier) on your adopted country. Any surprises?

**UNIT 4 [Weeks 11 – 13], country study -4: (18 points) –** due April 15

How would the insights you gained in Unit 4 (Economics and Social Stratification) apply to your adopted country? Please use your understanding of at least two themes or topics covered in Unit 4 to compile and submit **a one-page** information (dossier) on your adopted country.

**UNIT 5 [Weeks 14 – 15], country study-5: (18 points) –** due April 29

How would the insights you gained in Unit 5 (Global Issues) apply to your adopted country? Please use your understanding of at least two themes or topics you learned in Unit 5 of the course to compile and submit **a one-page** information (dossier) on your adopted country.

[https://papers.ssrn.com/sol3/papers.cfm?abstract\\_id=1547647](https://papers.ssrn.com/sol3/papers.cfm?abstract_id=1547647) [also review this explanation]

## United Nations Simulation – [during Unit 5: April 17-22] (100 points of course grade. It will be a timed activity)

### Model UN SIMULATION- crisis flash point (Civic Engagement)

You have progressively journeyed with your adopted country through a guided tour of interdisciplinary social sciences. You have also compiled a dossier (information) of societal relations based on the experiences of your adopted country. Please consider yourself knowledgeable on the country. As a result, you have been approached to respond to a global problem/ crisis as the country's representative in the United Nations. So, represent the country's point of view in the process and diplomacy of solving a global crisis. Compete, bargain, compromise, lobby for the country's interest in the United Nations. **Additional instructions will be provided.**

\*\*\* For some websites on country case study see page 3 of the Syllabus\*\*\*

## Assessment

### Final Grade:

|                           |                   |
|---------------------------|-------------------|
| 5 Examinations            | 500 points        |
| Discussion Forum          | 200 points        |
| Reflective Journal        | 100 points        |
| Adopted Country Dossier   | 100 points        |
| United Nations Simulation | <u>100 points</u> |
| Total                     | 1000 (100%)       |

### Optional Civic engagement Extra-credit (100 points):

- Outside of class event: co-curricular~1 (50 points maximum)
- Outside of class event: co-curricular~2 (50 points maximum)

### Grading scale:

A 1000-900 B+ 870-899 B 800-869 C+ 770-799 C 700-769 D 600-699 F 599 and Below

### Late Assessment Policy

Late work *is absolutely not* encouraged. Discussion Forums will be closed at the end of the respective weeks. Any accepted late assessment, regardless of cause, might be penalized. **Anyone who waits until the end of the semester to attempt all five assessments will receive an automatic "F" for the course.**

## Explanation of Assessment

### 1. Exams (500 points OF TOTAL COURSE GRADE)

Each exam (for units 1 through 4) will have a multiple choice (of 50 questions) and essay question components. There are 3 options:

1. Answer **either** the multiple choice **or** the essay questions.
2. Answer **both** the multiple choice and the essay questions and the best score will be recorded.
3. Answer **all** the multiple choice questions and **some** essay questions. The essay questions will then constitute a few extra points for the particular test at the discretion and judgment of the instructor.

**The essay questions are listed as questions 51 through 54/55 in the exams. Also, the exams are timed; so you must complete each of the exams in one attempt and within the allotted time. Make sure your computer applications are in good order before starting each exam. Alternatively, you may use the computers situated at various places in the college. (Exam for Unit #5 is a take-home examination)**

## 2. Discussion Forums (*200 points of the course grade*)

Each week an issue of societal interest and relating to the lessons being covered will be posted for class discussion. As part of the discussion, post a **main reflection** (about 100 to 150 words) and **two subsequent reactions** (about 75 words each) to the opinions shared by your peers. Each discussion forum is timed per week and will be closed at the end of the week. It is expected that discussion posts and comments will reflect the readings/ learning activities and an understanding of the concepts. In addition, gain from the collective thinking of the class by reading the discussion threads. [ Responses such as “I agree” or “That is awful” will receive no credit because those add little or no value to the discussion]. Please be civil as you share your ideas with your peers. Comments that include profanity, obscenity, personal attacks, harassment, or is defamatory, sexist, racist, or that violates your peers’ right to privacy, or is otherwise inappropriate, is unacceptable. You are fully responsible for your comments. The instructor will maintain an active presence in the discussion forum. Each week’s discussion forum will be closed at the end of the respective week. THE DISCUSSION SESSIONS ARE A SIGNIFICANT PART OF THIS ONLINE COURSE. YOU MUST PARTICIPATE DURING THE WEEK OF THE DISCUSSION TO EARN ANY POINTS.

### Discussion Board grading based on:

- **First contribution by Day 3 (Monday thru 11:55 pm on Wednesday)**
- **At least two responses to your peers’ posts by Day 5 (Monday thru Friday)**
- **All posts are substantive and advance discussion**
- **Thoughts are expressed clearly and concisely**
- **Posts and comments reflect reading assignments and critical reasoning as well as current affairs.**
- **On Day 6 summarize the discussion thread for your Reflective Journal.**
- **Each week will begin on Monday. Discussion Forum is closed 11:55 pm on Friday.**

## 3. Weekly Reflective Journal (*100 points of course grade*):

- Every week record your insights on the weekly learning activities. The “**Take Away**” (**what I learned**) slide in the PowerPoint Lesson Notes will prompt a response from you. Document your response as part of your weekly reflective journal entry. **And**
- Each week summarize the discussion thread and also record the summary in your journal.
- Please submit your Reflective Journal in the provided assignment drop box as a Microsoft Word document.[**make sure it has .doc or .docx prefix**]
- . Treat the reflective journal as your personal class note. **Please keep a tidy note!**

## 4. Country Case Study application: (*100 points of total course grade*)

Students will each adopt a country of their choice (other than the United States); compile information (dossier) on the country; and present (**as part of class discussions**) their insights on the contemporary societal, cultural, political, economic, and international problems and solutions from the vantage points of their respective countries of choice. (**the United States will be the frame of reference in class discussions and your adopted country will be the point of departure**) The country project will enable each student (and the class as a collective group) experience different nuances in interdisciplinary social sciences in an increasingly diversified and globalized world. Each student will compile his or her country’s dossier (information) to correspond with the five sections of the course. Students are encouraged to utilize Web sites and

Social network sites to gain some understanding of their adopted country. Some useful internet sites were provided on page 3 of the Syllabus.

**Country Case Study grading based on:**

- **Timeliness:** submitted by due date;
- **Responsiveness:** responds directly to the assignment as posed in essay form;
- **Information:** reflects assigned reading and country insight;
- **Quality of Analysis:** reflects ability to integrate information and think clearly and creatively.

**5. United Nations’ Simulation (100 points of course Grade)**

Based on students’ knowledge of their country, each student will represent, advocate, and/or caucus with other student delegates for his/her adopted country’s interest in the collective diplomacy within the United Nations’ Institutional settings. The United Nations simulation will be during UNIT 5 of the course. Additional Instructions will be provided. **Alternatively,**

**5b. Global Challenge: such as Public Health (part of the Model UN grade)**

Student will update their knowledge of COVID-19 pandemic and international institutions. Websites for the update will be provided.

**6. Optional Civic engagement Extra-credit: Attend Co-Curricular Event~**

Attend or get involved in a co-curricular event through in-person Remote Civic Technology (such as Remote Social Media activism, Model UN Club activities, Remote on campus Guest Speakers activities, remote political party meeting, remote interest group meeting, remote town hall meetings of a congressperson, education board meeting, or voluntary activities, etc.) . Write a one page report on your attendance and involvement. Note your pre-meeting expectations. After attending the meeting, provide the following information: type of meeting, location, date and time of meeting, person in charge, topics discussed during the meeting, elements you found interesting, and finally your opinion of the meeting

**Course-related Institutional Learning Outcomes & Assessment Methods**

*ISS 1013- Sections 70*

*The following chart offers students a consistent way to see how CF’s global learning outcomes are assessed in each class. This is for information only and does not change the grading system used in this class.*

| Institutional Learning Outcomes   | Quiz | Exam | Project/<br>Paper | Classroom<br>Activity | Service<br>Learning |
|---|------|------|-------------------|-----------------------|---------------------|
| <b>Global Socio-Cultural Responsibility: The student will be an informed and responsible citizen in social, cultural, and global matters.</b> |      |      |                   |                       |                     |
| 1. Demonstrate an understanding of the values and expressions of other cultures that arise from human experience.                             |      | x    | x                 | x                     |                     |



|  |  |   |   |   |  |
|--|--|---|---|---|--|
| 2. Identify scientific principles underlying human influence upon the Earth and its inhabitants.   |  | x | x | x |  |
| 3. Recognize complex historical, cultural, economic, and political forces that create societies as well as how these forces shape personal identity. |  | x | x | x |  |
| 4. Understand the local and global connections among power, knowledge, gender, and class.  |  | x | x | x |  |
| 5. Understand the local and global connections between self-direction, cooperation, respect, responsibility, integrity, and social success.          |  |   | x | x |  |
| <b>Computer &amp; Information Skills: The student will be able to evaluate the importance of technology and its applications.</b>                    |  |   |   |   |  |
| 2. Access, research, and retrieve information using the Internet.  |  |   | x | x |  |
|  |  |   |   |   |  |

*“Due to unforeseen happenings, it may be necessary for the course assignment schedule to be altered. The instructor will always strive to be fair about any changes.”*

The College of Central Florida is committed to helping you succeed and achieve your academic, personal and career goals. There are a wide range of resources and support services available to you. When students are connected early to resources and support systems on campus they are more likely to stay in classes, perform better in those classes, and complete their path more quickly. One example is through an Early Support Program, where you may receive an email indicating your professor or advisor is reaching out directly to help connect you to support services. This may include connecting you to tutoring, financial support, psychological support services, and disability services just to name a few. Be aware, you can also reach out to these services on your own as well. Additionally, we offer disability services, a testing center, and many other resources which are all available to you. [Please refer to the College Resources, Dates, and Policies document in your Canvas course to learn more about these supports.](#)