

College of Micronesia-FSM

COURSE OUTLINE COVER PAGE

Social Science Concepts for Teachers

Course Title

SS/ED 343

Department and Number

Course Description: This course is an overview of the core social science concepts from the fields of anthropology, sociology, political science and economics. It is designed to provide the students with a conceptual fluency that will allow them to effectively develop and teach any social science curriculum. Wherever possible students will be required to accurately apply these concepts to the context of the FSM

Course Prepared by: Social Science

State National Campus

	Hours per Week		No. of Week		Total Hours		Semester Credits
Lecture	<u>3</u>	x	<u>16</u>	x	<u>48/16</u>	=	<u>3</u>
Laboratory	<u>3</u>	x	<u>16</u>	x	<u>48/16</u>	=	<u>1</u>
Workshop		x		x		=	
Total Semester Credits							<u>4</u>

Purpose of Course: Degree Requirement

Degree Elective

Certificate

Other

X

Prerequisite Course(s):

EN 120a, EN 120b, EN 110, SS 130, SS 150

Signature, Chairperson, Curriculum Committee

Date Approved by Committee

Signature, President, COM-FSM

Date Approved by President

Course Description

This course is an overview of the core social science concepts from the fields of anthropology, sociology, political science and economics. It is designed to provide the students with a conceptual fluency that will allow them to effectively develop and teach any social science curriculum. Wherever possible students will be required to accurately apply these concepts to the context of the FSM

Education Division Program Learning Outcomes:

1. The student will be able to demonstrate a mastery of the content of the elementary school curriculum.
2. The student will be able to develop and demonstrate elementary school curriculum in English and the heritage language.
3. The student will be able to use (demonstrate) a variety of teaching strategies to meet the learning needs of bilingual elementary school students.
4. The student will be able to assess and evaluate elementary school student learning at both the formative and summative levels.
5. The student will be able to organize and manage a classroom environment for learning.
6. The student will be able to demonstrate and use background knowledge in the following areas; learning theories and principles, human development, language development, technology, educational foundations, sociocultural issues and individual and group motivation.
7. The student will be able to demonstrate professionalism.

I. Course Objectives

A. General Objectives

1. The students will be able to explain Darwin's theory of evolution based upon the adaptive effects of random genetic mutation.
2. The students will be able to explain the functions of the various human cultural universals.
3. The students will be able to explain the functions of the various components of culture.
4. The students will be able to distinguish between the processes of induction and deduction and give examples within a formal research context.

5. The students will be able to define causation, distinguish between independent variable and a dependent variable, and identify the conditions necessary for causation.
6. The students will be able to define correlation and indicate its relationship to causation, distinguishing between positive and negative correlation.
7. The students will be able to explain the three main sociological theories and their functions.
8. The students will be able to explain the concepts related to socialization, group interaction and the major universal human social institutions.
9. The students will explain the concepts related to authority, legitimacy and power.
10. The students will be able to compare and contrast the various types of government systems.
11. The students will be able to explain the evolution of human economic systems and their social and political implications.
12. The students will be able to compare and contrast the various economic systems
13. The students will be able to explain both microeconomic and macroeconomic concepts.

B. Specific Objectives

Unit 1 -- Anthropology

1. Summarize Darwin's theory of evolution
2. Explain the role of mutation in the theory of evolution
3. Distinguish between genotype and phenotype
4. Distinguish between dominant and recessive genes
5. Summarize briefly the evolution of human beings over the past 5 million years
6. Explain the concept of culture and why culture is necessary to hold society together
7. Differentiate between material and non-material culture and give examples of each

8. Define the major components of culture – beliefs, belief systems, groups, customs, artifacts, cultural traits, technology, norms, values and language – and discuss their respective functions and activities.
9. Distinguish between “traditions” and “current culture” and give examples of each
10. Describe the basic cultural patterns of pre-contact Micronesia and trace the changes that took place with contact by Whaler, Traders, Missionaries, Spanish, Germans, Japanese and Americans
11. Examine the different types of norms, defining and discussing folkways, mores, and laws; explicit norms and implicit norms; ideal norms and real norms.
12. List and explain five factors that cause cultures to change
13. List and explain three factors stabilizing culture
14. Explain the concept of cultural relativism and what it means for the interaction of people from different cultures.
15. Discuss the impact which culture can have on personality
16. Summarize the various patterns of human subsistence
17. Define marriage
18. Distinguish between marriage and mating
19. List and describe the various types of marriage
20. List and describe the various types of families
21. Explain the functions of marriage
22. Differentiate between family and household
23. Explain the functions of the family
24. List and define the 5 major types of residence patterns
25. Discuss the reasons for the universal human incest taboo
26. Define descent group
27. Explain the functions of descent groups

28. Define the four types of descent groups

29. Trace the evolution of political organization – band, tribe, kingdom, empire, state -- and explain the main characteristics of each

Unit 2 -- Sociology

1. Define science; distinguish between natural sciences and social sciences, and discuss problems that sociology faces in the scientific study of human beings

2. Distinguish between the processes of induction and deduction and give examples within a formal research context.

3. Define causation, distinguish between an independent variable and a dependent variable, and identify the conditions necessary for causation.

4. Define correlation and indicate its relationship to causation, distinguishing between positive and negative correlation

5. Summarize the contributions to sociology made by Auguste Comte, Karl Marx, Emile Durkheim, and Max Weber

6. Explain the three main theoretical perspectives in sociology : structural-functional theory, conflict theory, and symbolic-interaction theory and provide local examples of each

7. Define causation, distinguish between an independent variable and a dependent variable, and identify the conditions necessary for causation

8. Define correlation, indicating its relationship to causation and distinguishing between positive and negative correlations

9. List and describe the various types of groups

10. Define group and distinguish between group, aggregate and category

11. Define in-groups and out-groups and indicate circumstances encouraging their development

12. List and explain the 7 characteristics of formal organizations and bureaucracies as outlined by Max Weber

13. Define socialization and discuss its importance for human life

14. Discuss the interplay of nature and nurture in human development

15. Explain Charles Horton Cooley's theory of socialization
16. Explain George Herbert Mead's theory of socialization
17. Explain Sigmund Freud's theory of socialization
18. Explain Jean Piaget's theory of socialization
19. Describe the effects of schools, peers, and the mass media as sources of socialization
20. Define social stratification and discuss its significance in life
21. Identify and analyze the three dimensions of social stratification
22. Describe the impact of social class on people's opportunities and lifestyles.
23. Define deviance and discuss changing definitions of deviance across time and space (context)
24. Define formal and informal social control and examples of each
25. Define prejudice, discrimination, ideology, racism, individual racism, and institutional racism and stereotypes and give examples of each
26. Define religion and explain its significant in modern societies
27. Identify the four major functions of religions
28. Examine two prominent trends in religions today – the declining influence of major religious organizations and the prominence of fundamentalism
29. Discuss the structural-functional and conflict theories of education
30. Demonstrate the ability to interpret demographic statistics from the FSM census

Unit 3 -- Politics

1. Define power, authority, political institution, and economic institution and indicate the general functions performed by the two institutions
2. Compare and contrast the pluralist and power-elite theories of authority
3. Discuss the concept of legitimacy within the context of the politics of the FSM

4. Describe the traditional and modern systems of state government in Pohnpei and Yap and discuss the ways in which they interact positively and negatively with each other
5. Describe Weber's three types of authority – traditional, legal-rational, charismatic
6. List 5 primary functions of government
7. Explain the concepts of interest articulation and interest aggregation and give examples
8. Identify three contrasting views of government
9. Explain the liberal, conservative, radical, reactionary, and anarchic philosophies of government
10. Distinguish a democracy from an autocracy
11. List some distinguishing characteristics of a democracy
12. Differentiate between the American Republic form of government and the British Parliamentary form of government
13. Explain the political logic behind the FSM Constitution
14. Describe the leadership culture of the FSM and its impact on the processes of governance and economic development
15. Explain the political logic behind the separation of executive, legislative and judicial power in the American system of government
16. Explain the democratic concept of the individual
17. List four characteristics of an autocracy
18. List the common justifications for an autocracy
19. Define capitalism and socialism and discuss their respective economic ideologies.
20. Analyze the global economy, considering the globalization process, its role in the modern world, and enhancement of job satisfaction
21. Describe the state and national law enforcement and justice systems in the FSM as they exist ideally on paper and as they are in reality. Where discrepancies exist between the ideal and the real, explain why.
22. Describe the most significant civic issues of the day in the FSM at both the state and national levels

Unit 4 -- Economics

1. State what the great economic problem is for all human societies
2. Distinguish between a planned and an unplanned economy
3. Discuss the evolution of Western capitalist economy from feudalism to mercantilism, to a market to a mixed economy
4. Explain the concept “political economy” and give examples from both American society and Micronesian society.
5. Describe the characteristics and components of the private sector economy and public sector economy of the FSM from both macroeconomic and microeconomic points of view
6. Describe the concept of “upside down economy” as it has been applied to the FSM
7. Describe the problems facing economic development in the FSM and provide feasible solutions to these problems
8. Explain the terms supply and demand and use them to explain how a market economy works
9. Describe how the various indicators like gross domestic product, imports and exports, employment and unemployment, national debt, and personal and national income patterns and averages are used to measure economic performance
10. Summarize the historical development of socialist thought and socialist systems of political economy
11. Give reasons why socialist economies have had difficulties in the areas of supply & demand and the quality of products.
12. Summarize the key issues related to public sector management as outlined in the Proceedings of the 2nd FSM Economic Summit
13. Summarize the key issues related to private sector management as outlined in the Proceedings of the 2nd FSM Economic Summit
14. Summarize the key issues related to the environment as outlined in the Proceedings of the 2nd FSM Economic Summit

15. Summarize the key issues related to health, education and welfare as outlined in the Proceedings of the 2nd FSM Economic Summit
16. Summarize the key issues related to tourism as outlined in the Proceedings of the 2nd FSM Economic Summit.
17. Describe the main patterns of international production and trade that exist in the world today.
18. Describe the ways in which the existing patterns of international production and trade impact upon the economy of the FSM.

II. Course Contents

Unit 1 Anthropology

Darwinian evolution
Evolutionary genetics
Biological roots of culture
Functions of culture
Components of culture
Cultural institutions
Culture & cultural change in Micronesia

Unit 2 Sociology

Cause & effect in society
Development of modern sociology
Groups
Socialization
Social stratification
Social control
Religion

Unit 3 Politics

Power & authority
Legitimacy
Leadership
Functions of government
Interest aggregation & articulation
Types of government
FSM Constitution
Leadership culture of the FSM

Unit 4 Economics

Human economic patterns
Types of economies
Political economy
Economy of the Asia-Pacific region
Economy of the FSM
Second FSM Economic Summit
International economics

III. Textbook

Social Science: An Introduction to the Study of Society, 11th Edition, by Elgin Hunt & David Colander

IV. Required Course Materials -- None

V. Reference Materials

Aronson, E., 1972, *The Social Animal*, Freeman: New York

Bruner, J. 1996, *The Culture of Education*, Harvard University Press: Cambridge Mass.

Coser, L., 1977, *Masters of Sociological Thought*, HBJ: New York.

Cosmides, L, Tooby, J & Barkow, J., 1992, *The Adapted Mind: Evolutionary Psychology and the Generation of Culture*, Oxford University Press: New York.

Danziger, J., 1991, *Understanding the Political World: An Introduction to Political Science*, Longman Publishers: New York.

Government of the Federated States of Micronesia, 1999, *Proceedings of the 2nd FSM Economic Summit*

Government of the Federated States of Micronesia, 1999, *Statistical Yearbook of the Federated States of Micronesia*

Grusky, O. & Miller, G. 1981, *The Sociology of Organizations: Basic Studies*, Free Press: New York.

Hargrove, B. 1989, *The Sociology of Religion: Classical and Contemporary Approaches*, Harlan Davidson: Arlington, Ill.

Haviland, W. 1991, *Anthropology*, HBJ: New York

- Haviland, W. 1994, *Human Evolution and Prehistory*, HBJ: New York.
- Henslin, J. 1991, *Down to Earth Sociology: Introductory Readings*, Free Press: New York.
- Hoover, K. & Donavan, T., 1995, *The Elements of Social Scientific Thinking*, St. Martin's Press: New York.
- McGuire, M., 1997, *Religion: The Social Context*, Wadsworth Publishing: New York.
- McKie, R. *Dawn of Man; The Story of Human Evolution*, Dorling Kindersley Publishing: New York.
- Mendoza, M. & Napoli, V. 1995, *Systems of Society: An Introduction to Social Science*, Heath & Company: Toronto.
- Rodee, C. 1983, *Introduction to Political Science*, McGrawHill: New York.
- Scruton, R. 1982, *A Dictionary of Political Thought*, Hill & Wang: New York.
- Starks, R. 1992, *Sociology*, Wadsworth Publishing: Belmont, Ca.
- Thio, A. 1992, *Sociology: An Introduction*, Harper Collins: New York.
- Tucker, I., 1996, *Survey of Economics*, West Publishing Company: New York
- UNESCO, 1964, *A Dictionary of the Social Sciences*, Free Press: New York

VI. Instructional Cost -- None

VII. Methods of Instruction

The method of instruction will include lecture, discussion, audiovisual and portfolio development.

VIII. Evaluation

The method of evaluation will include quizzes, unit tests, portfolio and exit exam.

IX. Attendance Policy

The standard COM-FSM attendance policy applies to this course

X. Academic Honesty Policy

The standard COM-FSM academic honesty policy applies to this course

