

SAN DIEGO COMMUNITY COLLEGE DISTRICT  
CONTINUING EDUCATION  
COURSE OUTLINE

**SECTION I**

SUBJECT AREA AND COURSE NUMBER

SOCC 503

COURSE TITLE

SOCIAL STUDIES/OLDER ADULTS

ALTERNATE TITLE(S)

CITIZEN-EMERITUS-OA; LIFELONG  
SOCIAL ISSUES; POLITICAL  
AWARENESS-OA  
CURRENT EVENTS-OA

TYPE COURSE

NON-FEE

OLDER ADULT

CATALOG COURSE DESCRIPTION

This course provides older adult students with information about domestic and international relationships, civics, history, cultural, political science, law, philosophy, economics and sociology to enable them to critically evaluate current events, media reports, government pronouncements and programs. (FT)

LECTURE/LABORATORY HOURS

108

ADVISORIES

NONE

RECOMMENDED SKILL LEVEL

NONE

INSTITUTIONAL STUDENT LEARNING OUTCOMES

1. Social Responsibility  
SDCE students demonstrate interpersonal skills by learning and working cooperatively in a diverse environment.
2. Effective Communication  
SDCE students demonstrate effective communication skills.

INSTITUTIONAL STUDENT LEARNING OUTCOMES (CONTINUED)

3. Critical Thinking  
SDCE students critically process information, make decisions, and solve problems independently or cooperatively.
4. Personal and Professional Development  
SDCE students pursue short term and life-long learning goals, mastering necessary skills and using resource management and self advocacy skills to cope with changing situations in their lives.

COURSE GOALS

Achievement of the course objectives will enable the student to:

1. Learn how to analyze and critically evaluate media reports, government pronouncement and programs.
2. Make informed and reasoned decisions as citizens of a culturally diverse, democratic society in an interdependent world.
3. Develop civic competence—the knowledge, intellectual processes, and democratic dispositions to be active and engaged participants in public life.
4. Demonstrate an understanding of global consciousness with respect to humanity and world issues.

COURSE OBJECTIVES

Upon successful completion of the course that student will be able to:

1. Discuss and evaluate events historical and/or current events on various governmental levels (local, state and federal).
2. Discuss and evaluate the impact of trends on domestic and international areas of world interest and concern.
3. Discuss and assess the impact of United States foreign policy and matters of public interest.
4. Discuss the relationship of domestic and international affairs.
5. Evaluate printed and electronic media reporting.
6. Develop inquiry processes to increase knowledge about the community, nation, and world.
7. Employ effective skills of data collection and analysis, collaboration, decision-making, and problem-solving.
8. Improving participation as members of a local and global community.  
Demonstrate an understanding of the values of human dignity, equality, and respect.
9. Demonstrate social compassion, fairness and justice.
10. Recognize how multiple perspectives shape various political, socioeconomic, linguistic and cultural realities.
11. Engage in problem solving and conflict resolution with an awareness of the ethical consequences of decision making.

**SECTION II**

**COURSE CONTENT AND SCOPE**

1. Introduction to Course Procedures
  - 1.1. Methodology of evaluating media reporting (oral, printed and electronic)
  - 1.2. Learn to identify reliable information sources, including social media sites
  - 1.3. Fact checking information
2. Citizens Participating in Decision Making
  - 2.1. Individual and government interactions
    - 2.1.1. Changes in the local and national community
  - 2.2. Fundamental principles of democracy
  - 2.3. Ideals of equity and fairness
  - 2.4. Structure and functions of local governments
  - 2.5. Individuals, group and associations impact on decision making of the local and provincial government
3. Historical and/or Current Models of Democracy
  - 3.1. Relationship between the values of a society and the model of its government
  - 3.2. Concepts of power, authority and decision-making from multiple perspectives
  - 3.3. Impact of participation by citizens in a diverse democratic society
  - 3.4. Structure and functions of the democratic system
  - 3.5. Structure and functions of the United States of America and/or other democracies
  - 3.6. Current and historic elections
  - 3.7. Dynamic relationships through time
    - 3.7.1. Continuity and change as a cornerstone of citizenship and identity
4. Local and/or Global Affairs
  - 4.1. Issues with local, state, national and/or global relevance
  - 4.2. Local, national and/or foreign policy
  - 4.3. Businesses, unions and/or the economy
5. Social Reform Program
  - 5.1. Local issues
    - 5.1.1. Provisions for social activities for older adults
  - 5.2. Controversial issues

**APPROPRIATE READINGS**

Reading assignments may include, but are not limited to, the following:

1. News reports, articles and/or social media resources
2. Historical literature related to domestic and international affairs

**WRITING ASSIGNMENTS**

Writing assignments may include, but are not limited to, the following:

1. Outline the relationship between domestic and foreign affairs.
2. Research and create a list of 3 significant events which have occurred on various governmental levels in the last year, decade and/or century.

### WRITING ASSIGNMENTS (CONTINUED)

3. Identify a current problem in our economy and create a proposal for a solution.
4. Write a brief reflection on a local, state, national and/or global matter or issue.

### OUTSIDE ASSIGNMENTS

Outside assignments may include, but are not limited to, the following:

1. Research the impact of future trends in domestic and/or international interests.
2. Read articles on the impact of United States foreign policy and matters of public interest.

### APPROPRIATE ASSIGNMENTS THAT DEMONSTRATE CRITICAL THINKING

Assignments which demonstrate critical thinking may include, but are not limited to, the following:

1. Review current events that have occurred on various governmental levels and evaluate their effect on the lives of older adult.
2. Research and evaluate the impact of past, present and future trends in domestic and international areas of world interest and concern (e.g.; related to seniors, families, etc.).
3. Engage in active inquiry through critical and creative thinking.

### EVALUATION

Students will be evaluated on their knowledge of domestic and international affairs, foreign policy, critical governmental events, and/or future trends through participation in discussions; their critiques of the printed and electronic media, and their informal reports covering their analysis of bias in various media presentations.

### METHOD OF INSTRUCTION

The primary methods of instruction will include, but not be limited to: lectures, class discussions, guest speakers, field trips, and films.

This course, or sections of this course, may be offered through distance education.

### TEXTS AND SUPPLIES

*Community Resources for Older Adults; Programs and Services in an Era of Change*, Robbyn R. Wacker and Karen A. Roberto, Sage Publications, Inc., NY, current edition.  
*Inquiry-Based Lessons in World History (Vol. 1): Early Humans to Global Expansion*, Jana Kirchner and Andrew McMichael, Prufrock Press, current edition  
*A Little History of the World (Little Histories)*, E. H. Gombrich, Yale University Press, current edition  
*A Little History of the United States (Little Histories)*, J. West Davidson, Yale University Press, current edition  
*American Government and Politics: Everything You Always Wanted to Know About*, Sterling

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*Education*, Sterling Test Prep, current edition

*The Know Your Bill of Rights Book: Don't Lose Your Constitutional Rights--Learn Them!*, S.

Patrick, Oculus Publishers, current edition

*What You Should Know About Politics . . . But Don't: A Nonpartisan Guide to the Issues That*

*Matter*, J. Conrad & M. Garbus, Arcade, current edition

*The Power of Critical Thinking: Effective Reasoning about Ordinary and Extraordinary Claims*, L.

Vaughn, Oxford Press, current edition

The instructor will provide a course syllabus, films, tapes, charts and relevant handouts.

The student needs to provide a pen/pencil and a notebook.

PREPARED BY James Smith DATE May, 1986

REVISED BY Instructional Services/SLO's Added DATE May 7, 2015

REVISED BY Pat Mosteller DATE December 5, 2018

REVISED BY Claudia Tornsäuffer DATE October 7, 2020

Instructors must meet all requirements stated in Policy 3100 (Student Rights, Responsibilities and Administrative Due Process), and the Attendance Policy set forth in the Continuing Education Catalog.

REFERENCES:

San Diego Community College District Policy 3100  
California Community Colleges, Title 5, Section 55002  
Continuing Education Catalog