

Area I: Individuals and Society, Academic year 2009-2010

Recommendation for the Distribution Calendar

Area I: Individuals and Society: A systematic study of individuals, their impact on society, society's impact on them and how individuals are constituted within a social context.

Goal/Objectives of Area I: To introduce students to modes of inquiry and systematic ways of thinking about individuals and their positions in societies. Objectives are short term and measurable while goals are long term and not easy to measure in one semester.

The first task was to ask colleagues who teach distribution courses in Area I to review Appendix A (attached) and make any changes to their corresponding sections. Their syllabi, notes, and personal conversations were the bases for the information entered. The file was e-mailed to Area I instructors and Chairs of their corresponding departments. Also, the file was placed on Blackboard for everyone's viewing.

This report includes the following summary tables:

- Table 1: Recommendations to UCC for Gen Ed. Area I
- Table 2: Gen Ed skill objectives met by Area I courses
- Table 3: Measurable learning objectives noted by instructors
- Appendix A: Summary table--goal of the courses, skill objectives, and measurable learning objectives for each of the Gen Ed Distribution courses
- Appendix B: Description of the courses
- Appendix C: Course statistics (sections and number of students enrolled for Area I, Fall 2006-Fall 2009)
- Appendix D: Part time/full time faculty status teaching Gen Ed Area I courses, Fall 2006-Fall 2009

Section 1. As table 1 indicates, all the courses currently listed in the Distribution calendar for Area I meet the requirements and are recommended to continue to be included.

**Table 1:
Recommendations to UCC for Gen Ed. Area I**

Courses	Continue	Probation monitoring	Discontinue	Include
ANT/WST 206	X			
AAS/BLS/WST 239	X			
LAC 231	X			
LAC 232	X			
LNG 150	X			
POL 230	X			
PSY 166	X			
SOC 166	X			
POL 217				X Department requested for this course to be moved from Area II to Area I*

* The rationale for the request to move is that POL 217 “examines individual and social causes of crimes as well as individual and social consequences of crimes much more than the sociopolitical structures” (Source: Professor Hattori, Chair of Political Science)

Section 2. In completing the document, instructors were reminded that each Distribution course must meet at least three of skill objectives listed below as it has been established by the Curriculum Committee. Skill objectives refer to development of skills in:

- 1) writing intensive/specific assignments
- 2) oral expressions
- 3) scientific literacy
- 4) critical thinking
- 5) data analysis/quantitative reasoning
- 6) library/database/information literacy

As table 2 indicates, all of the courses currently listed in the Distribution calendar for Area I meet at least three of these skill objectives.

Table 2: Gen Ed Skill Objectives met by Area I Courses

Courses	Writing intensive/ Specific assignments	Oral expression	Scientific literacy	Critical thinking	Data analysis/ Quantitative literacy	Library/database/ Information literacy
ANT/WST 206	•	•		•		
AAS/BLS/WST 239	•	•		•		•
LAC 231	•	•				•
LAC 232		•	•	•		•
LNG 150			•	•		•
POL 230	•	•		•		
PSY 166			•	•	•	•
SOC 166	•			•	•	•
POL 217-PENDING APPROVAL		•		•	•	•

Section 3. Measurable learning objectives are the knowledge or skills that students should have acquired by the completion of the course. This may be assessed through exams, assignments, oral presentations. These objectives may be used to determine whether the Gen Ed. goal for the courses and the skills listed has been achieved (i.e. projects, case studies, visual art such as films, theater, etc.). As table 3 indicates, all of the courses currently listed in the distribution calendar for Area I meet these overall student learning objectives.

Table 3
Measurable learning objectives noted by instructors
(collected from their syllabi or personal conversations with the liaison)

Course	Measurable learning objectives is either knowledge or skills that students should have acquired or be able to do by the completion of the course. This may be assessed through exams, assignments, oral presentations. These objectives may be used to determine whether the Gen Ed. goal for the courses and the skills listed has been achieved (i.e. projects, case studies, visual art such as films, theater, etc.).
1) ANT (WST) 206: Anthropological Perspectives, Women and Men	Reading skills emphasized Oral presentation of student work Global understanding of the social world emphasized through projects
2) AAS/WST/BLS 239: Black Women in the U.S.	Writing intensive—term paper Oral expression—presentation on course material Critical thinking—analysis of texts in research paper Library—research component of term paper
3) LAC 231/PRS 242 : Latinos in U.S.	Library and literacy skills developed Oral presentation of student paper Writing/critical thinking papers assigned

4) LAC 232: Family & Gender Relations among Latinos	<p>Oral expression/presentations through a class exercise called "Discussion Lead" where each student is required to choose one course reading and launch the discussion.</p> <p>Students are asked to assess different kinds of data and methodologies in their quizzes.</p> <p>Students write response papers that require them to work through issues presented in readings in a critical way.</p>
5) LNG 150: The Phenomena of Language	<p>Students learn how to think about language objectively, despite the fact that most people (including those in academia and the media) hold strong objective opinions on language use and prestige.</p> <p>In-class projects help students to find credible sources of information in order to answer specific questions.</p> <p>The two main areas of the course "Language and the Mind" and "Language and Society" show students that while an individual language can reflect one's culture (sociolinguistic language variation, endangered languages), language is also a biological phenomenon common to all human beings, in some ways defining us as a species (first language acquisition, second language acquisition, language and thought, animals and language).</p>
6) POL 217: Criminal Justice	<p>Learning how to access and analyze crime data. Sites include U.S. Justice Department, FBI site, General Office of State Attorney.</p> <p>Paper presentations are required for the course.</p>
7) POL 230: Immigration & Citizenship	<p>Key concepts of citizenship rights and human migration are taught.</p> <p>Students are exposed to relationships between citizens and State, between migrants and State.</p> <p>Theatre/visual art and how it relates to immigration issues in the U.S. such as the process of ethnic identity.</p>
8) PSY 166: General Psychology	<p>library and research literacy emphasized</p> <p>analysis of psychology data bases</p>

9) SOC 166: Fundamentals of Sociology	<p>Complete projects about U.S. norms and values-one project focuses on the influence of gender, race and social class inequality in American pop culture and the media.</p> <p>Learn how to write a formal letter to an elected official expressing an opinion on a policy issue by drawing on data from course material and reliable internet sources.</p> <p>Understand demographic patterns and their influences on global social changes</p> <p>Understand research methods and sources of data</p>
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Appendix A

Summary Table

Goal of the course, skill objectives, and measurable learning objectives for each of the Gen Ed Distribution courses

Below is the 1) goal of the course, 2) skill objectives, and 3) measurable learning objectives for each of the Gen Ed Distribution courses that are listed under Area I. The information on this table was compiled from instructor's feedback, their syllabi and personal conversations.

Course	Gen Ed Goal of the Course	Skill Objectives	Measurable Learning Objectives
	<p>Gen Ed goal of the course is to introduce students to modes of inquiry and systematic ways of thinking about individuals and their positions in society.</p> <p>Courses that develop student's understanding of the connection between the individual and the society are placed in Gen Ed Area I. (Note: The difference between goals and objectives: Objectives are short term and measurable while goals are long term and not easy to measure in one semester.)</p>	<p>"Skills" refer to how your course contributes to and meets the measurable learning objectives to help assess whether the Gen Ed goals are met (see next column). Your distribution course must meet <u>at least 3 of these skill objectives listed below:</u></p> <ol style="list-style-type: none"> 1) writing intensive/specific assignments 2) oral expressions 3) scientific literacy 4) critical thinking 5) data analysis/quantitative reasoning 6) library/database/information literacy 	<p>Measurable learning objectives is either knowledge or skills that students should have acquired or be able to do by the completion of the course. This may be assessed through exams, assignments, oral presentations. These objectives may be used to determine whether the Gen Ed. goal for the courses and the skills listed has been achieved (i.e. projects, case studies, visual art such as films, theater, etc.).</p> <p>In this column below, please list SPECIFIC homework, projects and any other material that you use to reach your course's learning objectives.</p>
1) ANT (WST) 206: Anthropological Perspectives, Women and Men	The goal of the course is to deepen students understanding of large scale social processes on a global scale, while also developing students' ability to understand the institutionalization of gender in smaller scale, everyday occurrences.	<ol style="list-style-type: none"> 1) oral expression 2) writing specific assignments 3) critical thinking 	<p>Reading skills emphasized</p> <p>Oral presentation of student work</p> <p>Global understanding of the social world emphasized through projects</p>

2) AAS/WST/BLS 239: Black Women in the U.S.	The course focuses on the experiences of and contributions made by women of African descent living in the U.S. with emphasis on the effects of race, gender, socioeconomic status, sexuality, and spirituality in their lives. The course introduces students to interdisciplinary black feminist thought that considers the economic, psychological, religious, sexual and gendered history of women of African descent in American society.	1) Writing intensive/specific assignments 2) Oral expression 3) Critical thinking 4) Library/database/information literacy	Writing intensive—term paper Oral expression—presentation on course material Critical thinking—analysis of texts in research paper Library—research component of term paper
3) LAC 231/PRS 242 : Latinos in U.S.	The course examines the history of Latinos/as in the U.S. beginning with the introduction and study of concepts of historical identity and ethnicity	1) Writing intensive/specific assignments 2) Oral expressions 3) Library/database/information literacy	Library and literacy skills developed Oral presentation of student paper Writing/critical thinking papers assigned
4) LAC 232: Family & Gender Relations among Latinos	The course examines family, gender and Latino/a status in American society and how they related to other concepts such as general roles, power, division of labor.	1) Oral expressions 2) Scientific literacy 3) Critical thinking 4) library/database/information literacy	Oral expression/presentations through a class exercise called "Discussion Lead" where each student is required to choose one course reading and launch the discussion. Students are asked to assess different kinds of data and methodologies in their quizzes. Students write response papers which require them to work through issues presented in readings in a critical way.

5) LNG 150: The Phenomena of Language	To explore the scientific study of language with an emphasis on language and the mind, and language and society	1) Critical thinking 2) Scientific literacy 3) Library/database/information	<p>Students learn how to think about language objectively, despite the fact that most people (including those in academic and the media) hold strong objective opinions on language use and prestige.</p> <p>In-class projects help students to find credible sources of information in order to answer specific questions.</p> <p>The two main areas of the course “Language and the Mind” and “Language and Society” show students that while an individual language can reflect one’s culture (sociolinguistic language variation, endangered languages), language is also a biological phenomenon common to all human beings, in some ways defining us as a species (first language acquisition, second language acquisition, language and thought, animals and language).</p>
6) POL 217: Criminal Justice	<p>[Pending approval—Department of Political Science has requested to move this course from Area II to Area I]</p> <p>To understand causes and effects of crimes, their impacts on victims and society at large as well as the constitution of criminals in a social context. This course emphasizes on individual’s impact on society and society’s impact on individuals within the socio-political structures.</p>	1) Oral expression 2) Critical thinking 3) data analysis/quantitative reasoning 4) library/database/information literacy	<p>Learning how to access and analyze crime data. Sites include U.S. Justice Department, FBI site, General Office of State Attorney.</p> <p>Paper presentations are required for the course.</p>

7) POL 230: Immigration & Citizenship	Thinking about citizenship and migration within an individual context, as well as the position of immigrants in society and the impact of social forces.	1) Oral expression 2) Critical thinking 3) Writing Specific Assignments	Key concepts of citizenship rights and human migration are taught. Students are exposed to relationships between citizens and State, between migrants and State. Theatre/visual art and how it relates to immigration issues in the U.S. such as the process of ethnic identity.
8) PSY 166: General Psychology	How individuals learn, develop, form personalities, participate in social interactions, and solve problems	1) Scientific literacy 2) Critical thinking 3) Data analysis/Quantitative reasoning 4) Library/data base/information literacy	library and research literacy emphasized analysis of psychology data bases
9) SOC 166: Fundamentals of Sociology	Examines human relationships in society, analyzes concepts of culture, socialization, stratification, and causes and effects of inequalities	1) Critical thinking 2) Data analysis/quantitative reasoning 3) Library/database/information literacy 4) Writing specific assignments	Complete projects about U.S. norms and values... one project focuses on the influence of gender, race and social class inequality in American pop culture and the media. Learn how to write a formal letter to an elected official expressing an opinion on a policy issue by drawing on data from course material and reliable internet sources. Understand demographic patterns and their influences on global social changes Understand research methods and sources of data

Appendix B

Description of the Courses

ANT or WST 206 (Women and Men, Anthropological Perspectives): This course introduces students to how gender is embedded in society on a national and global scale. It strives to provide an understanding that gender is not just an isolated social phenomenon, but is something that inevitably intersects with a variety of other socio-historical phenomena, such as class, race, and ethnicity, as well as all of our social structures, be it the labor market, the criminal justice system, or the hip hop industry. The goal of this course is to deepen the students understanding of large scale social processes on a global scale, while also developing student ability to understand the institutionalization of something like gender in smaller scale, everyday occurrences.

BLS or WST 239 (Black Women in American Society): This course will introduce students to interdisciplinary black feminist thought that considers the economic, psychological, religious, sexual and gendered history of African descent in American society. The course focuses on experiences of and contributions made by women of African descent living in the U.S. The emphasis of the course is on the effects of race, gender, socioeconomic status, sexuality, and spirituality in their lives.

LAC 231/PRS 242 (Latinos in the U.S.): This course examines the history of Latinos/as in the U.S., beginning with the introduction and study of concepts of historical identity and ethnicity. Readings and discussions cover the founding and development of early Mexican-American communities in the present-day Southwest, as well as the post-1900 experiences of Latin American-origin immigrants, migrants, and exiles—including those from Mexico, Puerto Rico, Cuba, the Dominican Republic, as well as others—throughout the U.S. The course explores the strong, ongoing relationship between the sending countries of Latin America and urban America as a venue for newcomers. Using predominantly historical, anthropological, and geographical approaches and place-specific students, students will identify major dilemmas of contemporary immigration involved in Latinization, including education, housing, and other aspects of urban change.

LAC 232 (Family & Gender Relations among Latinos): This course explores the meaning of Latino/a, family, and gender and how they related to other concepts such as gender roles, biological sex, division of labor, power, etc. This course has an interdisciplinary approach, but its theoretical angle is largely derived from the social sciences, anthropology in particular. Course readings include memoirs, short stories, poetry, and scholarly writing from the fields of psychology, linguistics, anthropology, sociology, and more. Students critically examine concepts such as gender roles, gender ideologies, sexual identity, household division of labor, domestic violence, and trends in these among Latino communities and shifts in these following migration and settlement in the United States.

LNG 150 (The Phenomena of Language): This course introduces students to the scientific study of language. Throughout the course students are exposed to the connection between language and mind and language and society.

POL 217 (Criminal Justice): [Pending approval—Department of Political Science has requested to move this course from Area II to Area I] This course introduces students to key concepts and methods of criminal justice. Students are expected to learn about the basic criminal justice procedures as well as causes and effects of crimes. Also, students are expected to be introduced to the complexity of relationships between criminals and society as well as between victims and society.

POL 230 (Immigration & Citizenship): The course examines migration and citizenship from a local, national and international level of analysis. In particular, the course focuses on the relationship of citizenship to national state, whether the institution of citizenship has changed over time and what national and international forces have accounted for this change.

PSY 166 (General Psychology): This course introduces the fundamental concepts and methods of modern Psychology. Students are expected to learn about the scientific basis of psychology including how individuals learn, develop, form personalities, participate in social interactions, and solve problems. Students also learn about individual differences, including an introduction to psychological disorders and neurological development.

SOC 166 (Fundamentals of Sociology): This course introduces students to sociological concepts, theories, qualitative and quantitative methods of research as well as to their application of the analysis of the modern societies. The course examines human relationships in society, analyzes concepts of culture, socialization, stratification, and causes and effects of inequalities. The course links the social world to the individual by examining issues of social stratification by class, race and gender. Students are introduced to sociological reasoning and explore topics such as social class relations, poverty patterns, population and demographic changes, global relations between nations, gender and racial inequalities, popular culture, and many more topics that will be explored throughout the course.

Appendix C

Course Statistics for Area I, Fall 2006-Fall 2009

Courses	Fall 2006		Spring 2007		Fall 2007		Spring 2008		Fall 2008		Spring 2009		Fall 2009	
	# of sections	Enrl*	# of sections	Enrl	# of sections	Enrl	# of sections	Enrl	# of sections	Enrl	# of sections	Enrl	# of sections	Enrl
AAS/WST/BLS 239	2	37	2	41	2	35	0	0	2	34	1	32	1	23
ANT/WST 206	8	124	9	120	7	107	7	95	8	128	7	88	5	99
LAC 231	1	25	2	51	2	50	2	25	2	26	2	32	2	36
LAC 232	Data not provided													
LNG 150	1	26	1	29	1	20	0	0	1	24	0	0	2	45
POL 230	1	26	1	26	1	24	1	22	1	20	1	28	1	20
PSY 166	23	532	20	363	20	529	14	427	21	550	14	373	21	509
SOC 166	11	283	10	281	10	279	12	325	10	285	11	242	11	248
TOTAL	47	1053	45	831	43	1044	36	894	45	1067	37	795	43	980

*Enrl=Enrollment

Pending approval:

	Fall 2006		Spring 2007		Fall 2007		Spring 2008		Fall 2008		spring 2009		Fall 2009	
	# of sections	Enrl*	# of sections	Enrl	# of sections	Enrl	# of sections	Enrl	# of sections	Enrl	# of sections	Enrl	# of sections	Enrl
POL 217	1	31	2	53	1	25	2	49	2	64	2	65	2	59

Appendix D

Part time/full time faculty status teaching Gen Ed Area I courses, Fall 2006-Fall 2009

	Number of part time faculty	Number of full time faculty	% full time relative to part time faculty
AAS/WST/BLS 239	AAS—25 BLS—3 WST--1	AAS—0 BLS—2 WST--4	AAS—0% BLS—40% WST—80%
ANT/WST 206	ANT--23 WST—8	ANT--10 WST--4	ANT—30% WST—33%
LAC 231	4	9	69%
LAC 232	Data not provided		
LNG 150	4	2	33%
POL 230	7	0	0%
PSY 166	103	23	18%
SOC 166	55	21	28%

Pending approval:

	Number of part time faculty	Number of full time faculty	% full time relative to part time faculty
POL 217	2	0	0%