

Gen Ed Area 2: Socio-political Structures Recommendations to UCC

March 8, 2010

Background Information

Gen Ed Area 2: Socio-Political Structures constitute a systematic study of the organizations, institutions and structures of society. Courses which currently fall under this Distribution Area include:

- 1) ANT 211: Intro to Cultural Anthropology
- 2) AAS 166: Intro to Black Studies
- 3) AAS 246: Modern Africa
- 4) ECO 166: Intro to Macroeconomics
- 5) GEH 101: Intro to Geography
- 6) GEH 235: Conservation of the Environment
- 7) GEP 204: Basic mapping: Applications and Analysis
- 8) GEP 210: Intro to Environmental Science
- 9) POL 150: Contemporary Political issues
- 10) POL 166: American political System
- 11) POL 211: Public Policy
- 12) POL 217: Criminal Justice (Pending approval-- Department of Political Science has requested to move this course to Area 1)

The Department of African and African-American Studies (AAS) has requested the addition of **AAS 225: The Contemporary Urban Community** to this Area since it examines socio-political and economic structures, issues and relationships in an urban context.

The goal of Area 2 is to introduce students to typical modes of inquiry and a systematic way of thinking about the organizations and institutions of society, and to help them understand the impact of socio-political structures on themselves and their communities. Purpose: To develop students' ability to recognize, analyze and understand current political, economic and social structures, issues and relationships in historical context.

Recommendations to UCC

Table 1 presents the recommendations for Area 2 courses. These recommendations are based on discussions and an analysis of information provided by faculty members and department chairs for courses under this Area. The document which outlines the inputs is attached as an appendix on page 6. The remaining tables provide the following summary information:

- Table 2: Gen Ed skill objectives met by Area 2 Courses
- Table 3: Fluencies and Applied Competencies met by Gen Ed Area 2 (based on Gen Ed Workshop, December 2008)
- Table 4: Course Syllabus Information
- Table 5: Course Statistics for Gen Ed Area 2
- Table 6: Breakdown of Part time and Full time Faculty for Area 2

Table 1: Recommendations to UCC for Gen Ed. Area 2

	Continue	Probation monitoring	Discontinue	Include	COMMENTS
<u>Courses</u>					
ANT 211	X				
ASS 166	X				
AAS 225				X	Request from AAS Department to be added to Area 2 *
ASS 246	X				
ECO 166	X				
GEH 101	X				
GEH 235	X				
GEP 204	X				
GEP 210	X				
POL 150	X				
POL 166	X				
POL 211	X				
POL 217			X		Department requested for this course to be moved to Area 1 **

* The Department of African and African-American Studies proposed the addition of this course since it examines socio-political and economic structures, issues and relationships in an urban context. The justification is that it fulfills the need to offer more Urban Community Development Minor courses as distributions. This course has never been offered since it was created but the AAS Department is committed to offering this course consistently effective Fall 2010. (Source: Lamont O. Badru and AAS Dept.)

** 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).

Learning and Skill Objectives

The learning objectives are defined as the knowledge or skills that students should have acquired by the completion of their course(s). These objectives which are specific for Area 2 are as follows:

Students will have the opportunity to develop their abilities to:

- Effectively express themselves, orally and in writing.
- Utilize information resources and evaluate the quality of data and information. (Differentiate between data and anecdote)
- Interpret and analyze documents, graphs, tables, and maps.
- Describe the impact of socio-political structures on themselves and their communities.
- Develop critical reading skills.
- Apply critical thinking skills in the interpretation and application of information, equipping them to become independent thinkers.
- Become independent, life-long learners.

These learning objectives will be met or acquired through a set of "skills". Table 2 lists those "skills" which are met by the Area 2 courses.

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

	Writing intensive/ Specific assignments	Oral expression	Scientific literacy	Critical thinking	Data analysis/Quantitative literacy	Library/database/ Information literacy
Courses						
ANT 211	X	X	X	X	X	
AAS 166	X	X		X	X	
AAS 225*	X	X		X		
AAS 246	X	X		X	X	
ECO 166	X	X		X	X	
GEH 101	X	X	X	X	X	
GEH 235	X	X	X	X	X	
GEP 204	X	X	X	X	X	
GEP 210	X	X	X	X	X	
POL 150	X	X		X		
POL 166	X	X		X		
POL 211	X	X		X	X	
POL 217	X	X		X	X	X

* Pending approval - AAS Dept. has requested the addition of this course to Area 2

Fluencies and Applied Competencies

"Fluencies" are defined as abilities or skills while "applied competencies" refer to learning objectives or what students should know. Table 3 shows the fluencies and applied competencies which are met by each of the 12 courses under Area 2.

**Table 3: Fluencies and Applied Competencies met by Gen Ed Area 2
(Based on Gen Ed Workshop, December 2008)**

	<u>Fluencies</u>						<u>Applied Competencies</u>				
	<i>Communi- cation</i>	<i>Informational</i>	<i>Quantitative</i>	<i>Scientific</i>	<i>Critical- Analytical</i>	<i>Socio- Political Economy</i>	<i>Aesthetic</i>	<i>Cultural</i>	<i>Historical</i>	<i>Individual</i>	<i>Scientific</i>
Courses											
ANT 211	X	X		X	X		X	X	X	X	X
AAS 166	X	X	X		X	X	X	X	X	X	X
AAS 225 *	X	X			X	X		X	X	X	
AAS246	X	X			X	X		X	X	X	
ECO 166	X	X	X	(X*)	X	X		X	X	X	X
GEH 101	X	X	X		X	X		X	X	X	X
GEH 235	X	X	X	X	X	X	X		X	X	X
GEP 204	X	X	X	X	X	X	X	X	X		X
GEP 210	X	X	X		X	X		X	X	X	X
POL 150	X	X	X	X	X	X					
POL 166	X	X			X	X	X	X	X	X	
POL 211	X	X	X	(X**)	X	X				(X)	
POL 217	X	X	X	(X***)	X	X				(X)	

Notes:

* Pending approval - AAS Dept. has requested the addition of this course to Area 2

(X) refers to limited

(X*) means limited to understanding of basic equations

(X**) refers to limited to understanding causal relations

(X***) is limited to legal reasoning only and not experimental

Syllabus Information, Course Statistics

The syllabus information shown in Table 4 is based on one to four syllabi per course that are made available by the instructors.

Table 4: Course Syllabus Information***

	Course Description	Course Goal	Learning Objectives	Course Grade breakdown	Text/suggested reading list	Topics	Course Policies**
<u>Courses</u>							
ANT 211	X	X	X	X	X	X	X
AAS 166	X	X	X*	X	X	X*	X
AAS 225 (see notes)	X	X	X	X	X	X	X
AAS 246	X	X		X	X	X*	X
ECO 166	X	X*		X	X	X*	X*
GEH 101	X	X*	X*	X	X	X	X
GEH 235	X		X	X	X	X	X
GEP204	X	X	X	X	X	X	X
GEP 210	X		X	X	X	X	X
POL 166	X	X		X	X	X	X
POL 150	X	X		X	X	X	X
POL 211				X	X	X	
POL 217	X				X	X	

Notes:

* implies available in only a limited number of sections

** refers to policies such as attendance, plagiarism, lateness etc.

*** These statistics are based on data from Fall 2006 through Fall 2009

AAS 225: Information given here is based on a "draft syllabus" developed by the AAS Department since this course was never offered since it was created.

Table 5: Course Statistics for Gen Ed Area 2 *

Area II		Sep. 06		Feb. 07		Sep. 07		Feb. 08		Sep. 08		Feb. 09		Sep. 09	
		Sec	Enrl	Sec	Enrl	Sec	Enrl	Sec	Enrl	Sec	Enrl	Sec	Enrl	Sec	Enrl
AAS	166													5	
AAS	166														122
ANT	211	6		6		6		5		5		5		5	
ANT	211		135		141		154		125		122		112		115
BLS	166	2		2		1		3		2		2			
BLS	166		58		78		34		105		41		59		
BLS	246	1		1		2		2		2		1			
BLS	246		40		40		47		22		51		35		
ECO	166	17		15		17		14		19		16		11	
ECO	166		401		367		431		350		483		379		240
GEH	101	2		2		3		3		3		4		5	
GEH	101		51		49		65		90		89		102		120
GEH	235	1				1						1			
GEH	235		25				19						31		
GEP	204	1				1				1				1	
GEP	204		10				8				13				8
GEP	210			1		1		1		2				1	
GEP	210				18		24		30		33				31
POL	150	3		4		2		1		3		3		2	
POL	150		50		71		48		25		75		40		38
POL	166	13		10		13		11		13		11		15	
POL	166		346		252		313		246		339		304		371
POL	211	1		2		1		3		2		3		2	
POL	211		30		45		28		75		52		92		46
POL	217	1		2		1		2		2		2		2	
POL	217		31		53		25		49		64		65		59
TOTALS		48	1177	45	1114	49	1196	45	1117	54	1362	48	1219	49	1035

Notes: Not available for AAS 225 since it has not been offered “in a while”.

Table 6: Breakdown of Full and Part time Faculty for Gen Ed Area 2 *

Courses	Part-time Faculty : Number	Full time Faculty: Number	Full time Faculty as % of total	Comments
ANT 211	30	8	Average: 60% Range: 17% - 40%	Mainly 20% since Spring 2008
AAS 166	14	3	Average: 18% Range: 0% - 60%	Based on combined statistics for AAS 166 and BLS 166
AAS 225*	Not available	Not available	Not available	This course has never been offered.
AAS 245	9	0	0%	
ECO 166	65	44	Average: 40% Range: 25% to 75%	Since the peak of 71% in Fall 2008, there has been a steady decline, hitting 25% in Fall 2009. Prior to Fall 2008, steady at 40%.
GEH 101	16	5	Average: 24% Range: 0% - 80%	
GEH 235	2	1	Average: 67% Range: 0% - 100%	This course is offered once a year.
GEP 204	4	0	0%	Only taught by part-time faculty
GEP 210	1	5	Average: 83% Range: 50%-100%	
POL 150	17	1	Average: 6% Range: 0%-100%	
POL 166	84	2	Average: 2% Range: 0%- 15%	
POL 217	12	0	Average: 0%	

APPENDIX

Academic year 2009-2010

Area 2: Socio-Political Structures

Task: To develop goals and objectives of the Gen Ed Area 2 courses

Area 2: Socio-Political Structures - A systematic study of the organizations, institutions and systems of society.

Courses listed under Gen Ed Area 2:

- 1) ANT 211: Intro to Cultural Anthropology
- 2) AAS 166: Intro to Black Studies
- 3) AAS 225: The Contemporary Urban Community (pending approval for addition of this course to Area II)
- 3) AAS 246: Modern Africa
- 4) ECO 166: Intro to Macroeconomics
- 5) GEH 101: Intro to Geography
- 6) GEH 235: Conservation of the Environment
- 7) GEP 204: Basic mapping: Applications and Analysis
- 8) GEP 210: Intro to Environmental Science
- 9) POL 150: Contemporary Political issues
- 10) POL 166: American political System
- 11) POL 211: Public Policy
- 12) POL 217: Criminal Justice (pending request by Department to move this course to Area 1)
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Goal of Area 2: To introduce students to typical modes of inquiry and a systematic way of thinking about the organizations and institutions of society. (Source: Spring 2004 Gen Ed Workshop proceedings)

The task of developing goals and objectives of the Gen Ed Area 2 courses is part of the review process that the Curriculum Committee is undertaking for ALL Distribution areas and courses. The main focus of the task is:

- to identify the skills (such as critical thinking, oral literacy, etc.) that each course contributes to and the measurable objectives to help assess whether the Gen Ed goals are met (*Please note that **objectives** are short term and measurable while **goals** are long term and not easy to measure in one semester*);
- to make recommendations to the Curriculum Committee about new and existing courses for Area 2

TIMELINE: The timeline for this process which is expected to be completed by April 2010 is as follows:

- November 2009 to January 2010: Review the syllabi and the students' learning objectives (summarized in the table format below)

- February 2010: Recommendation of the revised/new Distribution List to the Undergraduate Curriculum Committee (UCC)
- March 2010: Bring recommendations to UCC
- April 2010: Report to the Senate on the new Distribution List.

Part 1 of the task

Department and Instructor input required

Dear Colleague,

You have been identified as an instructor teaching a Distribution course in Gen Ed Area 2. All instructors who are teaching the Distribution courses in the Area are asked to assist in completing the task of outlining goals and learning objectives for the courses that they teach. Please review this document carefully, including the table below. I need your help to complete or make any changes to the columns/sections on the table. Wherever possible, I have filled out the requested information based on input from some members of faculty in your department as well as syllabi and other documents provided by you and/or your colleagues and your department. Please check to make sure that the information entered is correct. If it needs any additions and corrections, please do make the changes on this file and send back the file to me. I will then make the corrections and place the file on Blackboard for everyone's viewing. Thank you in advance for your help.

In completing the table below, please note that:

- **Skill objectives** refer to development of skills in writing intensive assignments, oral expressions, scientific literacy, critical thinking, data analysis/quantitative reasoning and library/database/information literacy. (*NOTE: The Curriculum Committee has established that each distribution course must meet at least 3 of these skill objectives.*)
- **Measurable learning objectives** refer to 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 quizzes, exams and assignments. These objectives may be used to determine whether the *Gen Ed. goal for the courses in Area 2* and *the skills* listed have been achieved.

Part 2 of the task

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 2. Please note that the information on this table was compiled from your feedbacks, syllabi and conversations that we had about your distribution courses. Please feel free to make any changes that you find necessary on this document and return it to me.

Course	Gen Ed Goal of the Course	Skill Objectives	Measurable Learning Objectives
	<p>Gen Ed goal of the course is to introduce students to typical modes of inquiry and a systematic way of thinking about the organizations and institutions of society</p> <p>Courses that help student understand about the role of socio-political organizations and institutions in society are placed in Gen Ed Area 2. (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, written work or oral presentations. These objectives may be used to determine whether the Gen Ed. goal for the courses and the skills listed has been achieved.</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>
<p>1) ANT 211: Introduction to Anthropology</p>	<p>This course explores "fundamental issues of how people represent others, and how people might better understand themselves and their own cultural settings through insightful observation and critical analysis." (Prof. Rupp)</p>	<ol style="list-style-type: none"> 1) oral expression 2) writing specific assignments 3) critical thinking 4) data analysis 5) Scientific literacy 	<p>Students will</p> <ul style="list-style-type: none"> • "become anthropologists, and realize (and hopefully embrace) new creative and critical perspectives on their own ways of living. • learn to observe and listen carefully, record and analyze data thoroughly, and write and reflect on cultural phenomena. " <p>(Source: Prof. Rupp)</p> <p>Students will be assessed through:</p>

			<p>Reflection essays</p> <p>Field research project (Ethnographic observation, analysis, and writing)</p> <p>Class participation</p>
2) AAS 166: Introduction to Black Studies	<p>This course is a systematic study of black people and their experiences in the world. It examines the history, economics, culture, sociology and religion of the black people. (Profs. Araia & Glover)</p>	<p>(1) writing assignment (2) oral expression (3) critical thinking (4) data analysis</p>	<p>Students will have an understanding of:</p> <ul style="list-style-type: none"> • “the social, historical and political construct of the black identity” (source: Prof. Brooks) • the contribution of the black culture to the U.S. history and culture <p>Students will be assessed through:</p> <ul style="list-style-type: none"> • Writing assignments (essays and reflection papers) • Class discussions and debates • Individual and group presentations and interactions • Interpretation of data and reading historical maps
3) AAS 225: The Contemporary Urban Community	<p>(pending approval of Department's request to add to Area 2)</p> <p>This course surveys the development of urban communities and institutions, and public policy issues facing modern urban populations such as health, housing education and employment.</p>	<p>1) Critical thinking 2) Writing specific assignment 3) Oral expression</p>	<p>Students will understand:</p> <ul style="list-style-type: none"> • the structural and institutional social dynamics that are present in urban neighborhoods • factors that contributed to the concentration of different social and ethnic groups locally and in other urban areas • the challenges facing local urban populations in housing, employment, education, health care • the range of responses (from community organizing, electoral politics, self-help initiatives, private business development, etc.) that are being developed to address the challenges faced by people in local urban populations. • the future prospects for local urban

			<p>populations</p> <p>Assessment will be done through:</p> <ul style="list-style-type: none"> • in-class discussions • exams • writing assignments
4) AAS 246: Modern Africa	This course examines the historical and socio-political structures pertaining to the African Continent. (source: Profs. Araia & Decker)	<ul style="list-style-type: none"> 4) Critical thinking 5) Writing specific assignment 6) Data (Map) analysis 7) Oral expression 	<p>Students will understand:</p> <ul style="list-style-type: none"> • History (pre- and post-colonialism), religion and global position of Africa • Be able to use maps to trace historical changes <p>Assessment will be done through:</p> <ul style="list-style-type: none"> • Map quiz • Exams (a short essay and definitions) • Essays • Class participation
5) ECO 166: Introduction to Macroeconomics	This course helps students understand how their macro-economy works and the role of macro-policies (fiscal and monetary).	<ul style="list-style-type: none"> 1) Critical thinking 2) Data analysis/quantitative reasoning 3) Oral expression 4) Writing specific assignment 	<p>Students will be able to:</p> <ul style="list-style-type: none"> • define orally and in writing basic concepts (including demand, supply, inflation, unemployment, and economic growth) • Use graphs to explain relationships such as demand/supply and prices, effect of fiscal and monetary policies on aggregate demand • Explain the multiplier effect on GDP and how changes in macro policies impact the output, interest rate, inflation and unemployment • apply economic concepts and theories in the analysis of real life situations <p>Students will be assessed through:</p> <ul style="list-style-type: none"> • Exams and quizzes

			<ul style="list-style-type: none"> • Short-writing assignment on current topics or opinions pieces on Op-Ed pages • Class participation
6) GEH 101: Introduction to Geography	This course examines different branches of Geography at different scales (local, regional, national, and global), requiring students to think about how human cultural and political activities and institutions are organized and related.	<ol style="list-style-type: none"> 1) oral expression 2) writing specific assignments 3) critical thinking 4) data analysis 5) Scientific literacy 	<p>Students will: "(1) Possess basic skills for map reading, map and data interpretation and acquire a good understanding of mapping and analysis technologies such as Geographic Information Systems (GIS), Global Positioning Systems (GPS) and remote sensing.</p> <p>(2) Know how the important physical and human features are distributed on the Earth.</p> <p>(3) Understand the basic relationships that exist between humans and the natural environments they occupy.</p> <p>(4) Understand the importance of regional similarities and differences</p> <p>(5) Recognize and appreciate the beauty of Earth's richly diverse human and natural conditions."</p> <p>(Source: Prof. Sunil)</p> <p>They will be assessed through:</p> <ul style="list-style-type: none"> • Written assignments • In-class discussions and participation • In-class exercises on quantitative reasoning such as interpretation of climagraph • Use of global geographic databases
7) GEH 235: Conservation of the Environment	This course introduces students to inquiry and systematic way of thinking about the impacts of human activities on a range of environmental issues. It also helps them to understand the inter-relation between socio-political structures and local/regional/global environmental quality.	<ol style="list-style-type: none"> 1) oral expression 2) writing specific assignments 3) critical thinking 4) data analysis 5) Scientific literacy 	<p>Students will be able to:</p> <ul style="list-style-type: none"> • "assess the state of impacts of human activities on, e.g., biodiversity, forest, soil, water and energy resources in a given area/region, demonstrate knowledge on potential environmental consequences of overexploitation of natural resources, • Investigate for possible ways to conserve and restore environmental

			<ul style="list-style-type: none"> quality, and demonstrate the understanding of inter-relation between socio-political structures, and local/regional/global environmental quality and environmental sustainability.” <p>(Source: Prof. Pant)</p> <p>Assessed through: (1) a research paper on an environmental damage; (2) an oral presentation of the research findings using PowerPoint exams.</p>
8) GEP 204: Basic Mapping: Application and Analysis	<p>This course serves as an introduction to the world of maps and cartographic analysis. It focuses on how to use, interpret, create, and analyze maps and spatial data to obtain information about a wide variety of topics including societal, cultural, and political biases in the production, purpose, and interpretation of maps and cartographic elements.</p>	<ol style="list-style-type: none"> oral expression writing specific assignments critical thinking data analysis Scientific literacy 	<p>Students will be able to demonstrate:</p> <ul style="list-style-type: none"> “an understanding of the history and social significance of cartography, mapping, and geographic thought an understanding of the elements, data, and mathematical processes necessary for mapping the ability to interpret maps and cartographic products produced in different eras, for different purposes, and by different cultures. the ability to create maps and cartographic products using both qualitative and quantitative data” <p>(Source: Prof. Maroko)</p> <p>Students will be assessed through:</p> <p>1)creation and interpretation of maps and other cartographic products; (2) Essays that demonstrate understanding of theories; (3) writing and oral presentation of reading and reporting on mainstream articles (compare/contrast); (3) critically examine published “media maps”; (4) research and critically summarize on GIS studies on the internet or in print.</p>

9) GEP 210: Introduction to Environmental Science	This course gives students "an overview of environmental systems, problems/opportunities. The specific objectives of this course are to provide students with necessary tools to look at environmental concerns and policies from multidisciplinary perspectives, and to seed the concept of a holistic approach in students for maintaining environmental sustainability."	<ol style="list-style-type: none"> 1) oral expression 2) writing specific assignments 3) critical thinking 4) data analysis 5) Scientific literacy 	<p>Students will be able to:</p> <ul style="list-style-type: none"> • "demonstrate understanding of necessary tools to look at environmental concerns or policies from multidisciplinary perspectives, • investigate various environmental damages/deterioration in the environmental quality in any given area/region, • utilize holistic approaches for maintaining environmental sustainability, and • demonstrate understanding of how environmental issues and policies affect socio-economic and socio-political structures of a country/region or the world, and vice-versa." (source: Prof. Pant) <p>Students will be assessed through: (1) a research paper on a contemporary environmental issue; (2) an oral presentation of the research findings using PowerPoint (3) exams.</p>
10) POL 150: Contemporary Political issues	To teach students how to think about important political issues in the U.S. and around the world. It also examines the interrelationship of various institutions and their roles in policies and outcomes.	<ol style="list-style-type: none"> 1) critical thinking 2) oral expression, 3) writing assignments 	<p>Students will be able to:</p> <ul style="list-style-type: none"> • Show an understanding of selective issues in U.S. and world politics though writing and debates • form opinions and back them up <p>Assessment is done through:</p> <ul style="list-style-type: none"> • Essays and exams • Research papers • Class participation and debates
11) POL 166: American political System	To provide students with a broad understanding of U.S. governing institutions, actors and political processes	<ol style="list-style-type: none"> 1) critical thinking 2) oral expression, 3) writing assignments 	Understand the background from which the ideas that form the Constitution came, what they were, how the formal and informal institutions of U.S. government work, and how they affect the making of policy. Demonstrate this understanding through writing and oral expressions.

12) POL 211: Public Policy	This course teaches students how contemporary public policies are developed and implemented.	1) writing assignments 2) oral expression 3) critical thinking 4) data analysis	Be able to demonstrate the understanding of emerging local and public policies through writing, oral reports and personal statements
13) 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 (5) Writing assignments	<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>

Part 3 of the task

Department input required

Each department is asked for their input in specifying the goals and skills for their courses that fall under Area 2. Pasted below are feedback obtained from the faculty and the departments. In reviewing these, please keep in mind that what the department specified as their goal and skills for their course (say ECO 166) may not be the same or relevant to the goal and skills for that course as a Gen Ed. Distribution course for Area 2. For each of the courses listed to be eligible to remain as a Gen Ed distribution course, the Gen Ed goal for the area must be met.

ANT 211 – "Introduction to Cultural Anthropology"

This course introduces students to systematic ways of thinking about the organizations and institutions of society by addressing social organizational contexts of religion and science, sex and gender, kinship, economy, ecology, and globalization. In providing a systematic study of the organizations, institutions and systems of society, the goal of the course is to introduce students to typical modes of inquiry and a systematic way of thinking about the organizations and institutions of society.

AAS 166 - "Intro to Black Studies"

This course is about the Black or African American experience in the United States and the world. It systematically explores and discusses the African background and experiences. Among the topics discussed are Black history, religion, sociology, politics, economics, culture, psychology, and reaffirmation & reassessment. It attempts to understand the family, political and social relationships of the Black people.

AAS 225 – "The Contemporary Urban Community"

(Pending approval of Department's request to add to Area 2)

This course surveys the development of urban communities and institutions as well as public policies facing modern urban populations such as housing, employment, education and health care.

AAS 246 – "Modern Africa"

This course examines the historical and socio-political structures of the African Continent, focusing on the African experience vis-à-vis slavery, colonization, and independence and beyond. It also discusses important themes such as background history, the Moors, traditional African political systems, culture and society in the African context, Africa's place in the global economy and contemporary issues. Profiles of respective African

countries, including the type of government, languages, level of economic development with indicators of GDP, exports and imports are discussed in detail. (Source: Prof. Araria)

ECO 166 - "Introduction to Macroeconomics"

This course covers the basics of macroeconomics which is concerned with the behavior of aggregate groups within the economy. Macro issues such as unemployment, inflation, GDP, and fiscal and monetary policies and how they affect the aggregate economic groups are examined.

GEH 101 - "Introduction to Geography"

"Students are introduced to both human and natural (environmental) concepts, such as evolution of landforms, urbanization, cultural geography, political geography, economic geography. These different branches of Geography are studied at different scales (local, regional, national, and global), requiring students to think about how human cultural and political activities and institutions are organized. Students study the general principles of how political, cultural, and environmental systems are inter-related, how geographic location and characteristics are distributed differently throughout the world, and how these factors influence culture and politics as well as living conditions for the populations. Furthermore this course helps to raise geographic literacy among college students, and gives students a good overview of the academic discipline of geography. " (Source: Dept.)

GEH 235 - "Conservation and the Environment"

The goal of this course is to provide students with an overview of the impacts of human activities on natural resources and environmental quality. The specific objectives are to familiarize students with current state of impacts of human activities on, e.g. biodiversity, forest, soil, water and energy resources, and to provide them knowledge on potential environmental consequences of overexploitation of natural resources. Possible ways for the conservation and restoration of environmental quality will also be discussed. A major focus of the course is global environmental impacts and the various cultural and political responses to impact mitigation, as well as a critical comparison of environmental issues in the United States and other countries. (Source: Dept.)

GEP 204 - "Basic Mapping: Application and Analysis"

This course serves as an introduction to the world of maps – how to use, interpret, and analyze maps to obtain information about a wide variety of topics. Discussions include mental maps, remotely-sensed images, computer-assisted cartography, and Geographical Information Systems (GIS). Mapping assignments include digital map applications and GIS exercises. The interpretation of modern maps, and their creation, allows students to explore society in ways that many of them have not previously experienced. (Source: Dept., and Prof. Maroko)

GEP 210 - "Introduction to Environmental Science"

The goal of this course is to provide students an overview of environmental systems, problems and opportunities. Specifically, students will be equipped with necessary tools to look at environmental concerns and policies from multidisciplinary perspectives. Students will be introduced the concept of a holistic approach for maintaining environmental sustainability while given insights into how local/regional/global environmental issues and policies shape socio-economic and socio-political structures. (Source: Dept.)

POL 150 - "Contemporary Political Issues"

This course is designed specifically as a general education course that allows students to study contemporary political issues in the United States and abroad without disciplinary constraints. It takes an inductive approach to understanding political issues by relying on instructor's expertise in a specific substantive area. This course allows students to raise questions about political issues and become aware of the significance of political debates on these issues. In doing so, this course motivates students to engage in further studies in the nexus between political science and other social sciences (e.g., social work for social policy, economics for economic policy, health sciences for health policy) in a more systematic manner.

POL 166 - "The American Political System"

This is an introductory course in American politics. It examines the historical origins of American government and constitutionalism, and addresses the development of key institutions within the U.S. Constitution (such as the Presidency/Executive, the Congress/Legislative, and the Court/Judiciary) as well as extra-Constitutional institutions (such as political parties, the media, and interest groups).

POL 211 - "Public Policy"

This is an introduction to a subfield of political science: public policy. It introduces students to substantive areas of public policy concerns, such as economic, social, cultural, environmental, foreign/defense, and science/technology policy. An instructor teaching this course will help students understand the processes of identifying, developing, implementing, and evaluating a specific policy in an area of his or her expertise in the context of the U.S. federal, state, and local government.

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.

