

General Education Goals and Course Learning Objectives For Block VII Social and Behavioral Sciences Courses

1. All Block VII social and behavioral sciences (SBS) courses are expected to include a section on the course syllabus entitled “General Education Goals and the Course” beginning Fall 2006. This requirement applies to all sections of all Block VII SBS courses. Historical courses in Block VII address goals two, three, seven, and eight. SBS courses address goals two, four, seven, and eight.
 - a. The course syllabi for all historical courses approved for Block VII (SBS) should have the following statement: Students will be able to:
 - Use appropriate methods of critical thinking and quantitative reasoning to examine issues and to identify solutions. (Goal two)
 - Analyze the historical and social contexts of cultural, economic, political, religious, and scientific developments.
 - Distinguish the methods that underlie the search for knowledge in the arts, humanities, natural sciences, history, and social and behavioral sciences. (Goal seven)
 - Integrate knowledge that will deepen their understanding of, and will inform their own choices about, issues of personal and public importance. (Goal eight)
 - b. The course syllabus for all SBS courses approved for Block VII (SBS) should have the following statement: Students will be able to:
 - Use appropriate methods of critical thinking and quantitative reasoning to examine issues and to identify solutions. (Goal two)
 - Analyze the social and behavioral influences that explain how people relate to each other, to institutions, and to communities. (Goal four)
 - Distinguish the methods that underlie the search for knowledge in the arts, humanities, natural sciences, history, and social and behavioral sciences. (Goal seven)
 - Integrate knowledge that will deepen their understanding of, and will inform their own choices about, issues of personal and public importance. (Goal eight)
2. When the General Education Committee approved courses for VII (SBS), they approved course-specific learning objectives for each course. All sections of each approved course are expected to use the approved learning objectives, but individual faculty members may supplement the approved the learning objectives.
 - a. If the department wishes to revise course-specific learning objectives, the department should provide the revised course-specific learning

objectives for approval by the General Education Committee prior to implementation.

3. As part of the assessment of General Education, the General Education Committee will be conducting a content analysis of course syllabi each semester. Department Chairs should collect an electronic copy of the course syllabus from all sections of approved courses in VII (SBS) by the end of the third week of the semester and send those syllabi to the Chair of the University General Education Committee.

Course-Specific Learning Objectives

AFA 202:

1. Students will demonstrate an ability to gather, interpret and assess materials relating to the long history of black people in the United States and their contributions to the past and present American Society.
2. Students will evaluate the historical, cultural, political, economic, and social influences on the African American experience for the purpose of developing an understanding that goes beyond stereotype, myth, and prejudice.
3. Students will compare the various ways African-Americans have continued to articulate their experiences and challenges.
4. Students will apply critical thinking and social analysis to prepare themselves for effective participation in increasingly complex national and global multicultural relations.

COM 200

In this course, the students will be able to:

1. Define and discuss the basic terms and concepts relevant to our understanding of mass communication and culture.
2. Discuss the social and cultural impact of various forms of mass media (especially: television, radio, film, print)
3. Identify issues of personal importance to mass media and devise how such issues impact students' lives – how students consume media
4. Identify and define the components of culture enhanced through media and demonstrate an increased awareness of cultural diversity.
5. Identify and explain the significance of several key individuals (artists and inventors) from both the past and the present of mass communication
6. Understand the social trends and historical events that affect the media.
7. Identify and explain several theories of mass communication and discuss their value for explaining the impact of media upon society
8. Explain several key studies of media research and how it is conducted.
9. Explain the implications of the First Amendment on the control of/freedom of the mass media.
10. Analyze and articulate the impact and trends of media today.

HIS 310 (Formerly SCI 310)

The students in this course will:

1. Acquire insight into the nature of explaining natural events using natural causes.
2. Explore how and why scientists change their minds.
3. Inquire into the diversity of human attempts to understand and transform Earth.
4. Explore the reasons why Scientific Revolutions occurred in the West from roughly 1600-2000.
5. Examine the relationships of science and technology in selected historical cultures of the world

HON 312 Special Topics: The Psychology of Politics of the Legal Process

1. Students will become more discerning thinkers and observers of political events, personalities, messages and processes by applying theories and methodologies of political science and through effective oral and written communication.
2. Students will acquire political literacy and will understand the institutions process and values that underpin the justice system/
3. Student will gain knowledge about the foundations, functions, terminology, sources of law, and court structure and procedure.
4. Students will be able to apply knowledge of the area of psychology and law with their own life experience.
5. Students will be able to apply theories and findings in the area of psychology and law.
6. Students will be able to critique research in the area of psychology and law.