COLLEGE OF LETTERS, ARTS, AND SOCIAL SCIENCES
Proposed Catalog Changes

Effective Term (unless otherwise noted) = Summer 2015

History

1. Drop the following courses:

   **Hist 425 Immigration and Ethnicity in the United States (3 cr)**
   Survey of the history of American immigration from the era of colonization to the present. Course will investigate the process of immigration and adaptation to life in the United States, as well as the reaction to immigrants by native-born Americans. Course will consider how immigrants fit within the larger framework of American identity and help define what it means to be "American."
   Recommended preparation: Hist 111 and Hist 112. (Alt/yr)
   Recommended Equivalent Course: None
   Rationale: The Department of History is dropping HIST 425/525 in order to streamline department course offerings and to integrate better our basic undergraduate curriculum – needs that have been amply documented in our assessment program. Specifically, material presented in this course has been integrated elsewhere in courses American history. Because of other course demands, HIST425/525 cannot be taught regularly. As HIST 425/525 constitutes a free elective in our degree program, there is no impact upon students, both undergraduate and graduate, for the completion of their degree programs.

   **Hist 519 (s) Topics in the American West (3 cr)**
   See Hist J419/J519.
   Recommended Equivalent Course: None
   Rationale: The Department of History is dropping HIST 519 in order to streamline department course offerings and focus our graduate program. Our assessment program has amply indicated that joint-listed courses serve graduate students less well than graduate-only courses. We are reforming our graduate curriculum with this in mind and are committed to offering complementary graduate-only courses, which are, because of judicious decisions, at no cost to the College. As HIST 519 constitutes a free elective in our degree program, there is no impact upon students for the completion of their degree programs.

   **Hist 521 Pirates of the Caribbean and Beyond (3 cr)**
   See Hist J421/J521.

   **Hist 523 Idaho and the Pacific Northwest (3 cr)**

   **Hist 528 History of the American West (3 cr)**
   See Hist J428/J528.

   **Hist 552 Europe in the Age of the Revolution, 1770-1880 (3 cr)**
   See Hist J452/J552.

2. Add the following courses:

   **Hist 340 Modern India, 1757-1947 (3 cr)**
   Examines three crucial centuries of the world’s largest democracy, focusing upon British rule, Indian reactions to imperialism, emergence of nationalism, science and technological advances, and socio-religious movements. Emphasis on what the categories of “tradition” and “modernity” have meant in the subcontinent and how these are associated with understandings of “knowledge,” “community,” “culture,” “caste,” and “science and technology.”
   Rationale: The Department of History, at present, is actively engaged in overhauling its existing curriculum and consolidating a number of courses, creating a more streamlined and efficiently integrated course curriculum. This proposed course is building upon one of the Department’s upcoming areas of research/teaching – namely, modern Asian history – and will become one of the central courses for introducing students to thinking about historical and conceptual foundations of non-Western history and theory. Further, the course will also highlight a number of key themes in historical development – the role of non-Western history, the interplay of science and colonialism, the force of socioeconomic and institution factors – that will allow students to diversify and deepen their historical awareness. Lastly, this course will also prove attractive to students in the humanities who need greater international appreciation of transnational diverse cultures. As such, the course structure will help the Department to achieve its own (and University-wide) assessment objectives: to help students develop and refine their historical awareness; improve their research, writing, and organizational skills; and become better acquainted with the secondary literature in the field. We will not cross-list this
course at the graduate level. Measuring these learning outcomes will be part of the year-long assessment process for the History program.

Hist 378 History of Science I: Antiquity to 1700 (3 cr)
Examines the changing nature of scientific thought, institutions, and technological advance from Western antiquity until 1700. Emphasis on the Scientific Revolution and the interrelations between science, culture, and society.

Recommended Short Course Title: Hist Science Antiquity to 1700

Rationale: The Department of History, at present, is actively engaged in overhauling its existing curriculum and consolidating a number of courses, creating a more streamlined and efficiently integrated course curriculum. This proposed course is building upon one of the Department’s main areas of research/teaching – namely, the historical dimensions of science, health, and environment – and will become one of the central courses for introducing students to thinking about historical and conceptual foundations of modern science. Further, the course will also highlight a number of key themes in historical development – the role of material culture, the interplay of gender and race relations, the force of socioeconomic and institution factors – that will allow students to diversify and deepen their historical awareness. Lastly, this course will also prove attractive to students in the sciences who need greater social scientific, humanistic, and philosophical appreciation of the scientific endeavor. As such, the course structure will help the Department to achieve its own (and University-wide) assessment objectives: to help students develop and refine their historical awareness; improve their research, writing, and organizational skills; and become better acquainted with the secondary literature in the field. We will not want to cross-list this course at the graduate level. Measuring these learning outcomes will be part of the year-long assessment process for the History program.

Hist 379 History of Science II: 1700-Present (3 cr)
Examines the changing nature of scientific thought, institutions, and technological advance from 1700 to the present. Emphasis upon the rapid acceleration of scientific knowledge and practice in the global setting – particularly the physical sciences – as well as the strong interconnections between states, institutions, and broader sociocultural factors in the making of scientific knowledge.

Recommended Short Course Title: Hist Science 1700 to Present

Rationale: The Department of History, at present, is actively engaged in overhauling its existing curriculum and consolidating a number of courses, creating a more streamlined and efficiently integrated course curriculum. This proposed course is building upon one of the Department’s main areas of research/teaching – namely, the historical dimensions of science, health, and environment – and will become one of the central courses for introducing students to thinking about historical and conceptual foundations of modern science. Further, the course will also highlight a number of key themes in historical development – the role of material culture, the interplay of gender and race relations, the force of socioeconomic and institution factors – that will allow students to diversify and deepen their historical awareness. Lastly, this course will also prove attractive to students in the sciences who need greater social scientific, humanistic, and philosophical appreciation of the scientific endeavor. As such, the course structure will help the Department to achieve its own (and University-wide) assessment objectives: to help students develop and refine their historical awareness; improve their research, writing, and organizational skills; and become better acquainted with the secondary literature in the field. We will not want to cross-list this course at the graduate level. Measuring these learning outcomes will be part of the year-long assessment process for the History program.

Hist 514 Colloquium in American History (3 cr)
Intense reading in the historical literature on American society, focusing upon questions of race, gender, class, and geographic region. Emphasis on changing approaches to historical problems, different schools of historical thought, methodological issues, and implementation in the classroom. Content will vary with instructor.

Prereq: Graduate Standing or Permission of the Instructor

Rationale: The Department of History, at present, is actively engaged in overhauling its existing graduate curriculum. This course resurrects a previous course – eliminated almost two decades ago – which, as now conceived, will constitute a key part of our revamped graduate education program. Crucially, this course will allow graduate students to attain an in-depth study of existing scholarship and better understanding of methodological approaches in historical scholarship. Our assessment data has show that graduate-only courses are desperately needed for both our MA and PhD students and that our current system of joint-listing 400/500 courses fails to provide graduate students to achieve our assessment benchmarks. As such, the course structure will help the Department to achieve its own (and University-wide) assessment objectives: to help students develop their understanding of what constitutes historical questions and how to go about investigating these questions; how improve their research, writing, and organizational skills; and how to attain a strong command of the secondary literature in the field. In addition, due to a judicious shift in Department teaching rotations, this course will incur no financial cost to the College. Measuring these learning outcomes will be part of the year-long assessment process for the History program.

Hist 522 Colloquium in European History (3 cr)
Intense reading in the historical literature on European society. Emphasis on changing approaches to historical problems, different schools of historical thought, methodological issues, and implementation in the classroom. Content will vary with instructor.

Prereq: Graduate Standing or Permission of the Instructor

Rationale: The Department of History, at present, is actively engaged in overhauling its existing graduate curriculum. This course resurrects a previous course – eliminated almost two decades ago – which, as now conceived, will constitute a key part of our revamped graduate education program. Crucially, this course will allow graduate students to attain an in-depth study of existing scholarship and better understanding of methodological approaches in historical scholarship. Our assessment data has show that graduate-only courses are desperately needed for both our MA and PhD students and that our current system of joint-listing 400/500 courses fails to provide graduate students to achieve our assessment benchmarks. As such, the course structure will help the Department to achieve its own (and University-wide) assessment objectives: to help students develop their understanding of what constitutes historical questions and how to go about investigating these questions; how improve their research, writing, and organizational skills; and how to attain a strong command of the secondary literature in the field. In addition, due to a judicious shift in Department teaching rotations, this course will incur no financial cost to the College. Measuring these learning outcomes will be part of the year-long assessment process for the History program.
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3. Change the following courses:

**Hist J411/J511 Colonial North America, 1492-1763 (3 cr)**
Native American societies; Spanish, French, and English colonization; international rivalries, 1492-1763.

Rationale: This minor course change is also coming as part of the Department’s ongoing efforts to streamline and strengthen department course offerings and to integrate better our basic undergraduate curriculum. These changes help make a sequence of courses more uniform and reflect how the Department actually is teaching them. As this course constitutes a free elective in our degree program, there is no impact upon students, both undergraduate and graduate, for the completion of their degree programs.

**Hist J412/J512 Revolutionary North America and Early National Period, 1763-1828 (3 cr)**
Era of the American War of Independence; Confederation; Early Nationhood, 1763-1828.

Rationale: This minor course change is also coming as part of the Department’s ongoing efforts to streamline and strengthen department course offerings and to integrate better our basic undergraduate curriculum. These changes help make a sequence of courses more uniform and reflect how the Department actually is teaching them. As this course constitutes a free elective in our degree program, there is no impact upon students, both undergraduate and graduate, for the completion of their degree programs.

**Hist J415 Civil War and Reconstruction, 1828-1877 Expanding America (3 cr)**
Market revolution, territorial expansion, and rising sectionalism, including nineteenth-century wars, Sectionalism, westward expansion, slavery, the Civil War and Reconstruction.

Rationale: This course change is also coming as part of the Department’s ongoing efforts to streamline and strengthen department course offerings and to integrate better our basic undergraduate curriculum. These changes help make a sequence of courses more uniform and reflect how the Department actually is teaching them. This change broadens the former described scope to better capture the content taught. As this course constitutes a free elective in our degree program, there is no impact upon students, both undergraduate and graduate, for the completion of their degree programs.

**Hist J416/J516 Rise of Modern America, 1877-1919 (3 cr)**
Industrial development, unchecked capitalism, political reform, populism, the progressive era, World War I, and the rise of celebrity culture (sports and Hollywood), Industrial and economic development, political reform, populism, the progressive era, and World War I.

Rationale: This minor course change is also coming as part of the Department’s ongoing efforts to streamline and strengthen department course offerings and to integrate better our basic undergraduate curriculum. These changes help make a sequence of courses more uniform and reflect how the Department actually is teaching them. As this course constitutes a free elective in our degree program, there is no impact upon students, both undergraduate and graduate, for the completion of their degree programs.

**Hist J417/J517 United States, 1919-1960 America in Crisis (3 cr)**
The Depression, the New Deal, World War II, becoming a world power, the Cold War, and defining freedom and democracy for all. The Twenties, the Depression, the New Deal, World War II, becoming a world power, and the Cold War. Additional work required for graduate credit.

Rationale: This minor course change is also coming as part of the Department’s ongoing efforts to streamline and strengthen department course offerings and to integrate better our basic undergraduate curriculum. These changes help make a sequence of courses more uniform and reflect how the Department actually is teaching them. As this course constitutes a free elective in our degree program, there is no impact upon students, both undergraduate and graduate, for the completion of their degree programs.

**Hist J418/J518 Recent Contemporary America, 1960-Present (3 cr)**
1960’s the age of great dreams, 1970’s disillusionment, Reaganism and a renewed American nationalism, America since 1960. Additional work required for graduate credit.

Rationale: This minor course change is also coming as part of the Department’s ongoing efforts to streamline and strengthen department course offerings and to integrate better our basic undergraduate curriculum. These changes help make a sequence of courses more uniform and reflect how the Department actually is teaching them. As this course constitutes a free elective in our degree program, there is no impact upon students, both undergraduate and graduate, for the completion of their degree programs.

**Hist J419/J519 (s) Topics in the American West (3 cr)**
Special Topics in the American West. Additional work required for graduate credit.
Rationale: This minor course change is also coming as part of the Department’s ongoing efforts to streamline and strengthen department course offerings and to integrate better our basic undergraduate curriculum. We no longer will offer this at the graduate level because we are reforming graduate-level curricula, and so the change in the description reflects that. As this course constitutes a free elective in our degree program, there is no impact upon students, both undergraduate and graduate, for the completion of their degree programs.

Hist J421/J521 321 Pirates of the Caribbean and Beyond (3 cr)
The course will use the study of pirates and privateers to examine two main questions. Firstly, the role of pirates in the construction and collapse of empires from the Roman period to the present day and secondly, the examination of the popular representations of piracy across a similar period. Additional work required for graduate credit.

Rationale: This minor course change is also coming as part of the Department’s ongoing efforts to streamline and strengthen department course offerings and to integrate better our basic undergraduate curriculum. The course level change more accurately reflects course content and since it is no longer offered at the graduate level, the description change reflects that. As this course constitutes a free elective in our degree program, there is no impact upon students, both undergraduate and graduate, for the completion of their degree programs.

Hist J423/J523 329 Idaho and the Pacific Northwest (3 cr)
Political, economic, social development; earliest times to the present.

Rationale: This course change is also coming as part of the Department’s ongoing efforts to streamline and strengthen department course offerings and to integrate better our basic undergraduate curriculum. The course level change more accurately reflects course content. Also, we no longer will offer this at the graduate level because we are reforming graduate-level curricula. As this course constitutes a free elective in our degree program, there is no impact upon students, both undergraduate and graduate, for the completion of their degree programs.

Hist J428/J528 328 History of the American West (3 cr)
Survey of major developments in the American West, from the Great Plains to the Pacific Ocean and beyond, including racial and ethnic diversity, environment, gender, politics, and economics. Spanish beginnings, Anglo-French expansion, the American occupancy, 1640 to present.

Rationale: This course change is also coming as part of the Department’s ongoing efforts to streamline and strengthen department course offerings and to integrate better our basic undergraduate curriculum. The course level change more accurately reflects course content. Also, we no longer will offer this at the graduate level because we are reforming graduate-level curricula. As this course constitutes a free elective in our degree program, there is no impact upon students, both undergraduate and graduate, for the completion of their degree programs.

Hist J452/J552 340 Europe in the Age of the Revolution, 1770-1880 (3 cr)
The social, political, and cultural dimensions of revolutions of 1789, 1830, 1848, and 1870; impact of industrial revolution upon daily life; process of European nation-building: new ideologies of liberalism, socialism, conservatism, and romanticism. Additional work required for graduate credit.

Rationale: This minor course change is also coming as part of the Department’s ongoing efforts to streamline and strengthen department course offerings and to integrate better our basic undergraduate curriculum. We no longer will offer this at the graduate level because we are reforming graduate-level curricula, and so the change in the description reflects that. As this course constitutes a free elective in our degree program, there is no impact upon students, both undergraduate and graduate, for the completion of their degree programs.

4. Change the curricular requirements of History (B.S.):

Note: Students expecting to study for an M.A. or Ph.D. degree in the humanities and social sciences/history should take the B.A. rather than the B.S. degree.

Required course work includes the university requirements (see regulation J-3), the general requirements for the B.S. degree, and:

Hist 290 The Historian's Craft (3 cr)

Lower-division courses selected from the following (9 cr):
Hist 101 History of Civilization (3 cr)
Hist 102 History of Civilization (3 cr)
Hist 111 Introduction to U.S. History (3 cr)
Hist 112 Introduction to U.S. History (3 cr)
Hist 180 Introduction to East Asian History (3 cr)
Hist 270 Introduction to Greek and Roman Civilization (3 cr)

Upper-division history courses, including a seminar in senior year (27 cr)

Related fields (20 cr)

Any combination of the following (12 cr):
Any foreign language (high-school foreign language may be substituted at the rate of 4 cr per year)

At least 12 credits of courses selected from the University’s general education “diversity” or “international” requirements (in addition
Modern Languages and Cultures

1. Add the following course:

   FL 401  MLC International Experience (1 cr)

   This course is designed to align with the international experience component required of every French, Spanish, and Modern Language Business major within the Department of Modern Languages and Cultures. An international experience includes an 8-to-15 week pre-approved event. Each student participating in the international experience will be required to take literature courses in translation. In theory, at least, the Department has required these courses to try to capture some of the kind of cultural sensitivity and awareness that generally follow when one studies a non-native language.

   Though this idea is commendable, there are problems with this approach. Generally, in other history programs across the country, a BS in history requires substantial grounding in quantitative methods (“cliometrics,” to use the jargon of the field) and additional courses in statistical training. Unfortunately, at present, the History Department lacks faculty members who could develop such a sequence of courses and implement them in our curriculum; in addition, we cannot imagine taxing other units by requiring their courses so to provide our students with serious training in quantitative methods. (That said, we should add that our students will still be taking the additional mathematics and science courses as required by our College for the BS degree – they just aren’t being provided with further quantitative training as part of our specific degree program.)

   For all these reasons, the Department is proposing to eliminate the current BS requirement for foreign language and instead require that students take an additional 12 credits of courses geared at greater cultural awareness and perspective – by taking an additional 12 hours of coursework in courses that satisfy general education requirements for “diversity” and “international” awareness (in addition to already-existing general education requirements for these fields). Through this means, we can simplify the BS curriculum for our students while providing, in a different pedagogical setting, the kind of diversity/international awareness also provided by the study of foreign language.

Rationale:

Over the years, the History BS degree has provided a number of challenges for our Department, and our yearly assessment data have suggested that reform in desperately in order.

Essentially, as it is, the BS provides students with a “stripped down” degree option for those majors who wish to avoid taking a foreign language, and instead allows them to take literature courses in translation. In theory, at least, the Department has required these courses to try to capture some of the kind of cultural sensitivity and awareness that generally follow when one studies a non-native language.

Though this ideal is commendable, there are problems with this approach. Generally, in other history programs across the country, a BS in history requires substantial grounding in quantitative methods (“cliometrics,” to use the jargon of the field) and additional courses in statistical training. Unfortunately, at present, the History Department lacks faculty members who could develop such a sequence of courses and implement them in our curriculum; in addition, we cannot imagine taxing other units by requiring their courses so to provide our students with serious training in quantitative methods. (That said, we should add that our students will still be taking the additional mathematics and science courses as required by our College for the BS degree – they just aren’t being provided with further quantitative training as part of our specific degree program.)

For all these reasons, the Department is proposing to eliminate the current BS requirement for foreign language and instead require that students take an additional 12 credits of courses geared at greater cultural awareness and perspective – by taking an additional 12 hours of coursework in courses that satisfy general education requirements for “diversity” and “international” awareness (in addition to already-existing general education requirements for these fields). Through this means, we can simplify the BS curriculum for our students while providing, in a different pedagogical setting, the kind of diversity/international awareness also provided by the study of foreign language.

Modern Languages and Cultures

1. Add the following course:

   FL 401  MLC International Experience (1 cr)

   This course is designed to align with the international experience component required of every French, Spanish, and Modern Language Business major within the Department of Modern Languages and Cultures. An international experience includes an 8-to-15 week pre-approved event. Each student participating in the international experience will be required to complete a final project that will showcase their cultural awareness through analytical and critical processes. In addition, every student participating in this course will be required to take the STAMP (STAndards-based Measurement of Proficiency) exam to evaluate communicative proficiency.

   Rationale:

   Through this international experience, students fulfill the departmental as well as University learning outcomes. One learning outcome for the Department of Modern Languages and Cultures that is satisfied with the international experience is cultural awareness. Within this learning objective, students experience diverse cultures which challenge and enhance their understandings of the political, social, and economic aspects of their native country as well as the target language area. In addition, students experience a heightened appreciation for the target country’s artistic and social elements. Additionally, this experience meets the other departmental learning outcome of analytical ability. Through their experiences and completion of the project, students will interpret the relationship between the target language’s culture and their own. Students will use higher level questioning techniques to analyze and critically compare the cultures and people they encounter. These analyses will culminate in their senior project, which will be assessed using a rubric and also satisfies the requirements of the “assessment artifact” for general education.

   Moreover, this international experience also fulfills the University learning outcomes by offering students an opportunity to learn and integrate their understandings and teachings while they study independently and collaboratively at a host university or within a business setting in the target language. This study develops their knowledge of the diverse aspects offered within a variety of settings; such as arts, humanities, sciences, and social sciences.

   In addition, while working and studying in the target language within the international experience, students use a multiplicity of thinking strategies required of higher level, real-world problem solving. Through this process, they must acquire communicative strategies that allow for successful interchanges between people of diverse languages, cultures, and backgrounds. This will increase students’ communication skills as well as aid them in learning about respectful and responsible citizenship while engaging in both local and global communities.
Finally, as is evidenced by the anecdotal data given by prior students’ international experiences, these experiences help students explore their life’s purpose while expanding their understandings of global issues and diverse nations. The international experience offers every student an opportunity to learn about themselves and teaches them how to become the best global citizen they can be.

As mentioned prior, each student participating in the international experience will be required to complete a final project that will showcase their cultural awareness through analytical and critical processes. This assessment artifact satisfies the departmental and University learning outcomes as outlined above, the syllabus including the signature assignment and rubric is available upon request. In addition, every student participating in this course will be required to take the STAMP (STAndards-based Measurement of Proficiency) exam to evaluate communicative proficiency. The STAMP measures all four language components (reading, speaking, listening, and writing) and uses benchmarks and rubrics similar to those employed by ACTFL. This exam is administered by Avant Assessment and has externally certified evaluators rate the score for the writing and speaking sections and is computer assessed for listening and reading skills.

There will no extra cost to the department or changes in the number of MLC faculty needed to offer this course, but there will be a $20 fee charged to the MLC senior to take the STAMP exit exam.

Sociology and Anthropology

1. Drop the following courses:

   **Soc 250 Social Conflict (3 cr)**
   Explores the origin, escalation, and resolution of social conflict. Focuses on major conflict theories, human values and social action, and the dynamics and regulation of social conflict within and between various kinds of social groupings.
   
   Recommended Equivalent Course: Soc 337

   Rationale: We are moving content from this course into a new course, Soc 337 Violence and Society. Soc 250 is similar enough to Soc 230 Social Problems which we offer every term. Students may satisfy the requirements of the program from previous catalogs by taking Soc 230 or Soc 337.

   **Soc 310 Methods of Social Research (3 cr)**
   Provides an overview of the principal methods of data collection, analysis, and interpretation.
   
   **Prereq:** Soc 101 and Departmental major or minor

   Recommended Equivalent Course: Soc 409

   Rationale: This course was too compressed to adequately cover the material in a semester. We are replacing this course with 2 separate research methods courses, Soc 409 Quantitative Methods and Soc 410 Qualitative Methods. Students may satisfy the requirements of the program from previous catalogs by taking Soc 409 or Soc 410.

   **Soc 323 Political Economy (3 cr)**
   This course discusses the history of political economic theories and links contemporary issues to classical and current sociological debates in the field. Recommended Preparation: Soc 230 or Soc 250.

   Recommended Equivalent Course: Soc 341

   Rationale: We are moving content from this course into a new course, Soc 423 Sociology of Prosperity. Students may satisfy the requirements of the program from previous catalogs by taking Soc 423.

   **Soc 367 (s) Global Justice (3 cr, max arr)**
   See Phil 367.

   Recommended Equivalent Course: None

   Rationale: We have not offered this course for several years if at all. It does not fit the direction our curriculum is taking, which is deepening our methods skills for students and enhancing subfield areas.

   **Soc 401 Justice Policy Issues (3 cr)**
   Focus on social, political, and economic factors that influence operation of the justice system and justice policy formation; critical issues such as the media and fear of crime to drugs and sentencing policy.
   
   **Prereq:** Soc 101 and Senior standing and departmental major or minor or Permission

   Recommended Equivalent Course: Soc 461

   Rationale: This course has been converted to our senior experience course for sociology majors emphasizing criminology. We are changing the course number to Soc 461, adding to the title “CAPSTONE” and revising the content to match the expectation for a
senior experience course. Students still needing the course to satisfy requirements in earlier catalogs can substitute with Soc 461. Please see Soc 461 for more details.

**Soc 440 Post-Colonialism (3 cr)**
This sociology course examines the history of development thought and its influence in post-colonial perspectives. Although generally conceived as a theory course in international development, this course will apply sociological tools for understanding the criticisms of modernization, neo-liberalism, and early dependency theories. Taking the position of the “other”, post-colonial theory broadens the scope of these aforementioned theories by drawing upon everyday social experience and the myriad social relations that complicate mainstream and mono-causal explanations of such things as uneven development, diversity, poverty, conflict, and environmental degradation. In learning what stirred the rise of post-colonial theories, students will learn how international development is understood from a variety of perspectives outside of the U.S.

Recommended Equivalent Course: Soc 460

Rationale: We are moving content from this course into a new course, Soc 460 Environment, Policy, and Justice. Students may satisfy the requirements of the program from previous catalogs by taking Soc 460.

2. Add the following courses:

**Soc 337 Violence and Society (3 cr)**
Explores the sources and types of violence, victims of violence, impact of firearms on violence, responses to violence by intergovernmental, national criminal justice systems, and non-state actors, and ways to reduce violence in society.
**Prereq:** Soc 101 or Instructor Permission

Rationale: Soc 337 Violence and Society will replace Soc 250 Social Conflict (see attached course drop form for rationale in dropping Soc 250). The rationale for adding Soc 337 is to provide a course that better matches the curricular needs of our criminology emphasis area majors. The department will manage the course by having existing faculty who previously taught Soc 250 teach the new course.

Learning outcomes will be assessed in three ways:
1) Questions drawn from the department’s “post-test” assessment
2) In class assignments
3) Qualitative data drawn from end of the semester focus group with students.

**Soc 338 Regulation of Vice (3 cr)**
This course explores the intersection of morality, law, and criminal justice through the examination of “vice” crime, such as illegal drug use, gambling, and sex work. The goal of the class is to explore the socially constructed nature of vice and examine the different socio-legal strategies that have been mobilized to control vice, such as criminalization, decriminalization, regulation, and harm reduction. The class will pay particular attention to the intended and unintended consequences that different social control schemes can have on the lives of racial and ethnic minorities, the poor, and urban communities.
**Prereq:** Soc 101 or Instructor Permission

Rationale: We are adding this course to the curriculum, as it is a popular subject for students at UI. The department will manage the course with existing faculty.

Learning outcomes will be assessed in three ways:
1) Questions drawn from the department’s “post-test” assessment
2) In class assignments
3) Qualitative data drawn from end of the semester focus group with students.

**Soc 341 Science, Technology, and Society (3 cr)**
This course situates science and technology in the social context. The course draws from Sociology of Science and Science and Technology Studies to examine the nature of scientific expertise, processes of knowledge creation, interrelationship between science and technology, impacts of science and technology on society, and science policy. Students will develop the ability to ask important questions about how the human world affects science and technology – and how science and technology affects the human world

**Recommended Short Course Title:** ????

Rationale: This course is tied to subfield development within the growing field of Environmental Sociology (note: this connects also with our program’s new course Soc 465 Environment, Policy, and Justice). This is a response to UI’s growing emphasis in environmental studies and related program areas (food systems, WOW, and climate change research).

Learning outcomes will be assessed in three ways:
1) Questions drawn from the department’s “post-test” assessment
2) In class assignments
3) Qualitative data drawn from end of the semester focus group with students.
Soc 344  Urban Sociology (3 cr)
This course seeks to explore the city over time, examining in detail the economic, social, cultural, and political forces that shape the city and its character. It is an interdisciplinary course drawing not only from the fields of urban sociology and criminology, but also of literature, cultural studies, planning, and philosophy. In this course we will explore the following questions: What processes underlie urban growth patterns? What are the roles of political action, economic forces, and culture (i.e. ideology, consumption, and preferences) in shaping urban forms? How do these urban forms influence and shape the experiences of different social groups? How do processes related to increasing economic globalization create "global cities”? And how do these processes influence and help to create patterns of crime and urban inequality?
Prereq: Soc 101 or Instructor Permission

Rationale:
This course reflects a popular subfield in sociology and is in fact one of the first subfields of the discipline. The department will manage the course by having existing faculty teach it.

Learning outcomes will be assessed in three ways
1) Questions drawn from the department’s “post-test” assessment
2) In class assignments
3) Qualitative data drawn from end of the semester focus group with students.

Soc 345  Extremism and American Society (3 cr)
This course explores sociological perspectives on extremism in American society. We will consider the socio-structural factors that contribute to a rise in extremist activism, that motivate people to join these organizations, and that provide political opportunity for organizational growth. The class will also explore the historical and contemporary circulation of extremist discourse and ideology in more mainstream spaces. Finally, the course will examine the impact these organizations have on broader society: culture, ideology, political discourse, etc. To accomplish this, the course will focus on case studies of past and current reactionary groups, including hate groups (KKK, neo-Nazi), militia and patriot groups (Posse Comitatus), terrorist groups, and other examples of extremism.
Prereq: Soc 101 or Instructor Permission

Rationale:
This course reflects important trends in the field of sociology that can bridge between our emphases areas within sociology. The department will manage the course by having existing faculty teach the new course.

Learning outcomes will be assessed in three ways
1) Questions drawn from the department’s “post-test” assessment
2) In class assignments
3) Qualitative data drawn from end of the semester focus group with students.

Soc 346  Responding to Risk (3 cr)
This course uses risk as a paradigm for a sociological analysis of agency and structure. Students are introduced to various theories and frameworks for modeling risk. The course investigates risk in individual and group behavior, decision making in situations of risk, and risk in the workings of social institutions and social practices, within the areas of crime and deviance, science and technology, health, and the environment.
Prereq: Soc 101 or Instructor Permission

Rationale:
This course aligns with some programmatic adjustments we are making to build subjects around Environmental Sociology and to integrate more of our courses with the Criminology emphasis. It is another bridge between our General Sociology and Criminology areas in the unit. The department will manage the course by having existing faculty teach the new course.

Learning outcomes will be assessed in three ways
1) Questions drawn from the department’s “post-test” assessment
2) In class assignments
3) Qualitative data drawn from end of the semester focus group with students.

Soc 411  Quantitative Social Science Methods (3 cr)
This course introduces students to social science research methods that collect quantitative data. It will discuss research design and ethics, data collection processes, and data analysis. Students recommended to take this course no later than their junior year.
Prereq: Soc 101 or Instructor Permission

Recommended Short Course Title: Quantitative Soc Sci Methods

Rationale:
We are separating quantitative and qualitative social science methods that have both traditionally been taught in Soc 310. This is a response to greater demands in the labor market for entrants to have sophisticated skills in data collection and analysis. It also improves student opportunities in research during their learning at UI, better preparing them for our senior experience course. We are dropping Soc 310, Research Methods which is taught every semester. This course will be taught one semester a year.
The department will manage the course by having existing faculty teach the new course.

Learning outcomes will be assessed in three ways
1) Questions drawn from the department’s “post-test” assessment
2) In class assignments
3) Qualitative data drawn from end of the semester focus group with students.

**Soc 413 Qualitative Social Science Methods (3 cr)**
This course introduces students to different methods of collecting qualitative data. Qualitative methods include interviews, focus group interviews, participant observation and ethnography. Students will learn qualitative research design and ethics, data collection processes, and strategies for data analysis. Students recommended to take this course no later than their junior year.

**Prereq:** Soc 101 or Instructor Permission

Recommended Short Course Title: Qualitative Soc Sci Methods

**Rationale:**
We are separating quantitative and qualitative social science methods that have both traditionally been taught in Soc 310. This is a response to greater demands in the labor market for entrants to have sophisticated skills in data collection and analysis. It also improves student opportunities in research during their learning at UI, better preparing them for our senior experience course. We are dropping Soc 310. Research Methods which is taught every semester. This course will be taught one semester a year. The department will manage the course by having existing faculty teach the new course.

Learning outcomes will be assessed in three ways
1) Questions drawn from the department’s “post-test” assessment
2) In class assignments
3) Qualitative data drawn from end of the semester focus group with students.

**Soc 460 Capstone: Sociology in Action (3 cr)**
Sociology in Action is designed to provide the resources and guidance necessary for sociology seniors to complete an independent or collaborative research project.

**Prereq:** Soc 101 and Senior Standing and Major in Department of Sociology and Anthropology; or Permission

**Rationale:**
General education curriculum changes require departments to offer senior experience (or capstone) courses. This is one of our senior experiences we have added to the Sociology curriculum as a response. The course will be taught by existing faculty.

Learning outcomes will be assessed in three ways
1) Questions drawn from the department’s “post-test” assessment
2) In class assignments
3) Qualitative data drawn from end of the semester focus group with students.

**Soc 461 Capstone: Justice Policy Issues (3 cr)**
Justice Policy Issues is designed to provide the resources and guidance necessary for sociology seniors to complete an independent or collaborative policy-oriented research project.

**Prereq:** Soc 101 and Senior Standing and Major in Department of Sociology and Anthropology; or Permission

**Rationale:**
General education curriculum changes require departments to offer senior experience (or capstone) courses. This is one of our senior experiences we have added to the Sociology curriculum as a response. The course will be taught by existing faculty.

Learning outcomes will be assessed in three ways
1) Questions drawn from the department’s “post-test” assessment
2) In class assignments
3) Qualitative data drawn from end of the semester focus group with students.

**Soc 465 Environment, Policy, and Justice (3 cr)**
The “environment” in modern times has been treated as something separate from human communities, yet our experiences and common understandings of progress and prosperity are integrally tied to our daily interactions with the environment. Environmental and human disasters in recent years have further reminded us of the importance of seeing our dependence on environmental health. This course surveys different perspectives surrounding environmental issues and society’s connection to them. Courses will slightly differ in emphasis depending on the instructor, allowing opportunities to explore more deeply how social philosophies, policies, and criminological dimensions can be linked to studying environment.

**Prereq:** Soc 101 or Instructor Permission

**Recommended Short Course Title:** ???

**Rationale:**
This course is tied to subfield development within the growing field of Environmental Sociology (note: this connects also with our program’s new course Soc 341 Science, Technology, and Society). This is a response to UI’s growing emphasis in environmental studies and related program areas (food systems, WOW, and climate change research).

Learning outcomes will be assessed in three ways
1) Questions drawn from the department’s “post-test” assessment
2) In class assignments
3) Qualitative data drawn from end of the semester focus group with students.

Soc 468 Capstone: Applied Sociology (3 cr)
This course offers sociology seniors the opportunity to pursue applied approaches to sociology. Opportunities include qualified internships or faculty directed projects

Prereq: Soc 101 and Senior Standing and Major in Department of Sociology and Anthropology; or Permission

Rationale:
General education curriculum changes require departments to offer senior experience (or capstone) courses. This is one of our senior experiences we have added to the Sociology curriculum as a response. The course will be taught by existing faculty.

Learning outcomes will be assessed in three ways
1) Questions drawn from the department’s “post-test” assessment
2) In class assignments
3) Qualitative data drawn from end of the semester focus group with students.

3. Change the following courses:

Soc 343 Political Sociology: Power, Politics, and Society (3 cr)
Examines the relationship between political and social institutions, the distribution of power and authority in society, the origins and expansion of the modern state, social and cultural basis of political behavior, and characteristics of transnational and global governance. Recommended Preparation: Soc 230 or Soc 250.

Prereq: Soc 101 or Instructor Permission

Rationale:
The new title better reflects the content of the course and better distinguishes it from political science.

Learning outcomes will be assessed in three ways
1) Questions drawn from the department’s “post-test” assessment
2) In class assignments
3) Qualitative data drawn from end of the semester focus group with students.

Soc 423 Social Class & Stratification: Sociology of Prosperity; Social Class and Economics in the 21st Century (3 cr)
For centuries people have puzzled and argued about the question, “What makes us prosperous?” Along with the different answers, people have also derived different ways to gauge societies’ successes and failures at attaining prosperity. This class looks at some of the main ways people have cleverly answered questions about prosperity and how it can be measured. In doing so, we will develop our own measures for understanding how prosperous the US and other societies are. One common measure of prosperity is to examine the social stratification, namely the degree to which social classes experience unequal life chances. We will consider our own ideas about what prosperity is, how it can be encouraged, and what needs to change. Study of social inequality with a focus on the class structure of U.S. society; theories of stratification; consequences of social inequality.

Prereq: Soc 101 or Soc 330 or Instructor Permission

Recommended Short Course Title: Sociology of Prosperity

Rationale:
We have changed the course title and have made a more explicit connection to political economy in the course description. This enables us to stop offering a course solely on the topic of political economy (Soc 323, see drop form) and to concentrate on a course that allows student to apply political economy to human experience more tangibly. It will continue to fulfill inequalities/diversity requirements in our curriculum.

Learning outcomes will be assessed in three ways
1) Questions drawn from the department’s “post-test” assessment
2) In class assignments
3) Qualitative data drawn from end of the semester focus group with students.