

## General Studies Program Sample Syllabi

Course Number	Knowledge Area	Inclusive Perspective
PHI 247	American Institutions	
HA 276	Arts & Humanities	
ENG 308	Social Sciences	
PHY 297	Physical/Life/Space or Earth Sciences	
BIO 345	Scientific Methods	
POS 120	Social & Political Worlds	
AIS 232	American Institutions	Indigenous Peoples
HIS 292	American Institutions	US Ethnic
MUS 291	Arts & Humanities	Global

### *Representative Syllabus for American Institutions Knowledge Area*

#### **PHI 247: Constitutional Principles and the Rule of Law**

##### **Course Purpose**

This course satisfies the requirement for American Institutions Civil Discourse. The primary learning outcome is civil discourse in speech.

In this course, students examine the principles and ideals embodied in founding documents of the American Republic and the way they are interpreted and applied in seminal U.S. Supreme Court cases. It provides opportunities for career preparation and professional development in areas including law and policy.

The readings for this course include framing documents, such as the US constitution, federal Supreme Court cases, and treaties. Documentary videos provide historical, political, social and economic context for class discussions. The ideas embodied in these readings and videos are taken to be important for establishing the rule of law. The ideal of living according to the rule of law and not merely the arbitrary commands of powerful factions is held to be essential for the proper functioning of central institutions in American Civil Society. These include our representative form of democratic government with the separation of judicial, legislative and executive powers.

Over the course of the term, students write analyses of legal principles, case briefs, outlines of arguments, explanations of reasons pro and con, and philosophical evaluations of arguments and put them to use as *tools* for engaging in effective expressions of speech to promote healthy civil discourse. Speech is practiced in class during regularly scheduled discussions and debates. The types of speech practiced include individual informative expositions of passages in founding documents, oxford style debates, and mock trial debates. Speech is also presented in a video recording of a discourse with a colleague so that students can engage in self-evaluation of the skills they have learned.

The written assignments and related forms of speech build upon one another so that the skills gained in making analyses of founding documents and case briefs and giving the related expository speech and Oxford style debate are employed in the later assignments in making outlines of arguments, lists of reasons pro and con, and evaluations of arguments in mock trials. In the mock trials, half of the students serve as jurors and the other half are assigned sides, with the jurors having the opportunity to ask questions and make objections after the initial phase of the debate has concluded at approximately the mid-point of the class meeting. The roles are then reversed in the following class.

### **Course Student Learning Outcomes**

- a. Use historical methods for interpreting a range of texts in constitutional law, including founding documents, Supreme Court cases and treaties.
- b. Analyze general principles of constitutional law embodied in founding documents and engage in speech using written analyses
- c. Make written case briefs and engage in speech using these briefs in Oxford style debate to identify the relevant facts and frame the central issues and clarify the main questions.
- d. Outline arguments in a case and engage in mock trial style debate using these outlines to improve organization and coherence of ideas.
- e. Construct reasons pro and con for claims and engage in in mock trial style debate that considers more than one side of a disputed question to consider issues from multiple perspectives.
- f. Use philosophical methods for evaluating arguments in texts and in mock trial style debate to examine what makes some arguments stronger and others weaker.
- g. Employ speech in a recorded civil discourse discussion with a partner in the format of a Lincoln-Douglas debate and engage in self-evaluation of the dialogue.

### *Representative Syllabus for Arts & Humanities Knowledge Area*

#### **HA 276: Cuisine and Culture**

##### **I. Course Purpose:**

This course is designed to teach the student the interconnectedness of the world we live in and its influence on what we eat, how it's prepared and why we eat the food we do. It examines the way history, cultures, wars and religion determine how and what we eat. This course fulfills the Social and Political Worlds Knowledge Area and the essential skill of Civil Discourse through Collaboration and Teamwork requirements of the General Studies Program.

##### **II. Course Learning Outcomes:**

Upon completion of the course students will be able to:

- A. Describe the human progression from raw food eater to modern day cooking.

- B. Explain why certain cultures cultivated and ate the foods historical documents state they did through the practice of collaboration and teamwork.
- C. Discuss the significance of meal times throughout history.
- D. Correlate the social status of a person to the food they ate and their physical location at the table.
- E. In teams, illustrate how human exploration impacted cultures and the foods humans ate.

### *Representative Syllabus for Social Sciences Knowledge Area*

#### **ENG 308: Introduction to Linguistics**

##### **I. INTRODUCTION/DESCRIPTION**

ENG 308, an introduction to the field of linguistics, provides a general overview of the study of language. Students are introduced to various sub-fields of linguistics including phonetics, phonology, morphology, syntax, pragmatics, psycholinguistics, and sociolinguistics. Students examine major assumptions about language in addition to common misconceptions about language(s), people who speak those languages, and language in general. ENG 308 acquaints students with the basic tools and techniques used by linguists for analyzing language and identifying the organizing principles of language.

ENG 308 is a General Studies course in the Social Sciences knowledge area. As a course in the Social Sciences area, ENG 308 aims to enhance the understanding of different cultures of the world through the study of human language. The course reveals linguistic universals that run across the human experience as well as aspects of language that demonstrate the diversity of the human experience. To emphasize the universality of language, students explore the general characteristics and functions of language, the principles of language, and the systematic variation among languages and language users (from person to person, area to area, situation to situation, cultural group to cultural group). To emphasize the diversity of human experience, students explore the differences between adult and child language, male and female language, standard and non-standard varieties of language, and monolingualism and multilingualism. Students also explore the ways in which languages reflect different cultural orientations and experiences. The result is students' heightened awareness of both the diversity of language systems and their fundamental similarities.

The course includes instruction and assessment of a number of essential skills including scientific reasoning through linguistic analyses, critical thinking, and effective writing. Through linguistic analyses, students search for organizing principles of language, discover patterns, propose generalizations, and account for properties of human languages. Reflections on the role of language in different settings and the impact of attitudes toward languages on education stimulate critical thinking. Written responses to topics provide students with opportunities to express themselves effectively in writing.

##### **II. STUDENT LEARNING OUTCOMES**

To successfully complete this course, students need to do the following:

1. Describe the differences and relationships among various sub-fields of linguistics, including phonetics, phonology, morphology, syntax, pragmatics, psycholinguistics, and sociolinguistics through homework and exams (an outcome linked to the social sciences knowledge area and the essential skills of scientific reasoning and critical thinking).
2. Demonstrate control of basic analytical tools and linguistic techniques in the examination of linguistic data to identify and interpret linguistic patterns and state generalizations (an outcome linked to the essential skill of scientific reasoning).
3. Formulate hypotheses on the basis of linguistic observations in homework, written work, and exams (an outcome linked to the essential skill of scientific reasoning).
4. Identify and explain the ways in which languages are systematic and have certain similarities through assignments and exams (an outcome linked to the social sciences knowledge area and essential skills of critical thinking and effective writing).
5. Account for language variation and use through assignments and exams (an outcome linked to the social sciences knowledge area and essential skills of critical thinking and effective writing).
6. Describe and critically evaluate the attitudes that people hold about their own language(s) and others' languages, and the roles those attitudes play in education, cross cultural communication, and other settings through-class discussions, assignments, and exams (an outcome linked to the social sciences knowledge area and essential skills of critical thinking and effective writing).
7. Describe the usefulness and relevance of linguistic knowledge to real-world experiences and career choices through discussions and exams (an outcome linked to the essential skills of critical thinking).

*Representative Syllabus for Physical/Life/Space or Earth Sciences Knowledge Area*

**PHY 297: COMMUNICATING SCIENCE: SCIENCE AND COMMUNITY ENGAGEMENT**

**COURSE PURPOSE**

PHY297 is a general studies course focused on developing student abilities and confidence in scientific communication. This highly interactive course will lead students through verbal, written and hands-on communication strategies that 1) emphasizes best-practices in STEM communication in classrooms, professional settings and community engagement, and; 2) incorporates practical approaches including oral presentations, written assignments and opportunities to explore hands-on delivery of advanced scientific communication to non-STEM audiences. In particular, this course will focus on providing opportunities for students to gain hands-on experience practicing science communication to various audiences (STEM and non-STEM). A particular focus is being placed on how to engage with communities traditionally marginalized and underrepresented in STEM such as Indigenous, URM and rural populations.

## **STUDENT LEARNING OUTCOMES**

- SLO 1: Students will demonstrate an understanding of theoretical frameworks underlying STEM communication by effectively communicating scientific principles that govern hands-on-activities to STEM and non-STEM audiences alike.
- SLO 2: Students will demonstrate a firm understanding of scientific communication through practical application.
- SLO 3: Students will demonstrate an understanding and appreciation for the importance of scientific communication to STEM and non-STEM communities through class assignments and practical engagements.
- SLO 4: Students will gain an ability to communicate through verbal, non-verbal and hands-on practical activities.
- SLO 5: Students will demonstrate an understanding of working in teams to increase collective impact.
- SLO 6: Students will demonstrate an understanding of disparity of access to STEM and the impact scientific communication plays in increasing access to education and opportunities in STEM through individual and team activities and assignments.

### *Representative Syllabus for Scientific Methods Knowledge Area*

#### **BIO/ENV 345: Sustainable Botany**

**Course Purpose:** This course imparts a deeper understanding of the natural environment as we explore basic botany including how plants grow and behave as well as how agriculture affects the natural world and vice versa. It also address the world's peoples, traditions and legacies as we compare agricultural practices among cultures, both past and present, and how cultures, economics, and sociology are affected by and affect agriculture. The course is particularly effective at teaching students that they can contribute to society by their actions. For example, we grow food and contribute parts of our harvest to the local CSA, specifically to go to their fund to provide food scholarships to the less fortunate. The students demonstrate palpable pride in the experiential learning part of the course in the hands-on garden. All of the students who have taken this course leave with at least the determination to make informed food choices; some become committed to producing their own food and/or participating and educating others about food choices, all of which is part of determining their own places in the world.

**Student Learning Outcomes:** by the end of this course students should be able to:

- Apply basic botanical concepts to propagating, growing, harvesting plants
- Integrate geographic, geologic, and ecological principles into the concept of a habitat
- Select appropriate plant varieties for different habitats
- Diagnose and solve gardening problems
- Grow a garden
- Knowledgeably discuss the issues involved with sustainability of current agricultural practices

*Representative Syllabus for Social & Political Worlds Knowledge Area*

**POS 120: WORLD POLITICS**

**COURSE DESCRIPTION AND STUDENT LEARNING EXPECTATIONS**

This course introduces the study of international relations and world politics. We will examine key issues in world politics, including power, war, hegemony, international institutions, trade, and environmental issues. This course will focus both upon theories that help us understand world politics, and actual events taking place in the international system today. The goal of the course is to familiarize the student with the workings of the international system and the means by which political scientists try to understand and study international relations. This course fulfills the Social and Political Worlds Knowledge Area for the General Studies program, and the essential skill for Civil Discourse through Writing. It also serves as a core requirement for Politics and International Affairs majors.

**COURSE LEARNING OUTCOMES**

At the end of the course, students will be able to do the following:

1. Define the major theories of international relations and apply them to major world events.
2. Identify contributing factors to global problems and offer potential solutions.
3. Explain important concepts of international relations and their impact on the world.
4. Apply historical, economic, observational, comparative, and analytic methods to understand human identities, systems of communication, and interactions in local and global institutions.
5. Effectively find, evaluate, and use information sources.
6. Judge the utility, quality, and extent of information needed in making decisions.

*Representative Syllabus for American Institutions Knowledge Area and Indigenous Peoples Inclusive Perspective*

**AIS/ANT 232: Museums and American Indians: Collecting, Displaying, and Repatriating Indigenous Cultures**

**Course Purpose:**

This course aids in the completion of Applied Indigenous Studies degree graduation requirements and/or elective units. This is a General Studies course in the Knowledge Area of American Institutions and the Inclusive Designation of Indigenous Peoples. The mission of the General Studies Program at Northern Arizona University is to prepare students to live responsible, productive, and creative lives as citizens of a dramatically changing world. To accomplish the mission of General Studies, Northern Arizona University provides a program that challenges students to gain a deeper understanding of the natural environment and the world's peoples, to explore the traditions and legacies that have created the dynamics and tensions that shape the world, to examine their potential contributions to society, and thus to better

determine their own places in that world. This course will introduce students to new ideas and worldviews of Indigenous Peoples' diverse cultures through the lens of museum display, collection, archival, and consultation methods. This course explores the intersection of both historical and contemporary Indigenous communities and peoples. It examines how tribal museums are grounded in culture, language, spirituality, and community and mirrors a unique connection with the assertion of sovereignty and Indigenous identity. This course offers a broad perspective on the history and significance of Indigenous art and artifacts in North America and around the world.

**Learning Objectives:**

1. Analyze relations between Native Nations (American Indian communities), the United States government, and museums
2. Explain legislation on repatriation, namely the Native American Graves and Protection Act (NAGPRA)
3. Investigate historical and contemporary museum collections and display methods pertaining to Indigenous peoples, communities, and cultural items
4. Identify through class learning and research ways in which museum and human culture has evolved, particularly as social, cultural, and political systems
5. Apply multiple perspectives to understand, analyze, and address significant social/human issues through analytical thought, writing, and research
6. Examine how diverse experiences lead to different approaches to analyze the relationship between Indigenous peoples and museums
7. Understand various theories, definitions, and practices, through time and currently, of Indigenous sovereignty and self-determination; specifically, how they relate to museum practices
8. Describe the rich diversity of Indigenous peoples in Arizona, the United States, and the world
9. Communicate through writing an informed understanding about some of the most important efforts of Indigenous people today to build a promising, sustainable future

*Representative Syllabus for American Institutions Knowledge Area with U.S. Ethnic Inclusive Perspective*

**HIS 292: U.S. History since 1865**

**Course purpose**

This course examines key topics and debates in United States history since 1865. During this period, the nation grappled with the legacy of slavery, conquered the Western plains, moved from an agrarian society to an urban-industrial giant, and emerged from economic depression and two major wars as the world's foremost power. Our major themes will be the impact of economic change on American people, society, and culture; the struggles by traditionally marginal groups to gain inclusion and power; the

evolution of political institutions, ideologies, and parties; and the changing role of the federal government at home and abroad. We will also practice the “art” of historical interpretation. As this description suggests, this is a foundational course for history majors; it is required for history education majors and for elementary education majors.

HIS 292 also fulfills an **American Institutions** knowledge area requirement in the new General Studies Program (set to launch in AY 2024-2025) by examining the complex interactions between diverse peoples, institutions, economic forces, and ideas that have shaped U.S. history from the late 19<sup>th</sup> century through the present. It also develops General Studies skills of Critical Thinking Information Literacy and Civil Discourse in Writing by focusing on how to read and interpret primary and secondary sources, grapple with multiple perspectives and complexity, marshal historical evidence, and develop effective and persuasive arguments in both verbal and written communication.

### **Goals and learning outcomes**

*Students will...*

1. develop a critical understanding of major themes and problems in U.S. history since 1865, including:
  - a. The impact of economic change on American democracy, society, and culture;
  - b. The role of race, class, and gender in shaping historical experience and access to power;
  - c. The struggles by traditionally marginal groups to gain citizenship rights and economic power;
  - d. The evolution of American liberalism and modern conservatism;
  - e. The changing role of the federal government in American society, including public policy and legal history; and
  - f. global connections, particularly the evolution of U.S. foreign policy.
2. be able to trace change and continuity in U.S. society, culture, politics, and foreign policy from 1865 to the present;
3. understand that history is a discipline with a distinct way of thinking and knowing;
4. be able to relate the present to the past, and vice versa;
5. be able to develop historical questions; and
6. improve historical thinking and writing skills by analyzing and interpreting historical evidence, frequent in-class discussions, and writing history essays.

*Representative Syllabus for Arts & Humanities with Global Inclusive Perspective*

### **MUS 291: Music Cultures of the World**

#### **Course Purpose**

Music exists in every human society. However, its sound, the ways people make it meaningful, and even the ways in which people define it differ greatly from community to community. In order to begin exploring this diversity of sound, we look at music *in context*. This



course examines music from an ethnomusicological perspective, focusing on the relationships between musical sound, individuals, and communities. While our class is organized by region in order to emphasize commonalities in different areas, we also explore how music and musicians have always crossed boundaries. In each region, we engage with performance practices, organology (the study of musical instruments), aesthetics, change, pedagogy, and mass media, centering the voices of scholars and artists from those regions. Rather than looking at music as just art or entertainment, we also investigate its role in protest, politics, practices of identity, nationalism, gender, class, and religion, and global systems of oppression such as racism and colonialism. We could never cover the whole world, so we focus on a few detailed case studies. With this approach, we can view each person's life, *like yours*, as encompassing many worlds of music.

This course fulfills the General Studies Program's Arts and Humanities Knowledge Area, the General Studies Essential Skill Civil Discourse through Writing, and the requirements for Global Diversity Perspectives.

### **Course Student Learning Outcomes**

- \* Demonstrate evidence of active listening skills in course writing assignments and on course exams.
- \* Demonstrate evidence of critical reading and writing skills on course writing assignments.
- \* Demonstrate sensitivity to ethnocentrism in class discussions and on course exams.
- \* Demonstrate understanding of and the ability to apply basic music terminology and concepts of ethnomusicology on course exams and in course writing assignments.
- \* Become familiar with and able to identify several musical genres and "music cultures" from various parts of the world and their aesthetics.
- \* Use music as a lens through which to explore issues that pertain to all human communities, such as gender, class differences, etc.
- \* Examine the impact of historical circumstances and systems of oppression (colonialism, racism, sexism, etc.) on particular communities through course materials and writing assignments.
- \* Examine the ways in which people use music to create and cross boundaries.