

History & Political Science Department
COURSE LEARNING OUTCOMES
2013-2014

HISTORY

Lower Division

HIS110 – World Civilizations I

Students will be able to . . .

- analyze significant primary texts concerning early world civilizations.
- evaluate political, geographic, economic, social, cultural, religious, and intellectual institutions, structures, and processes across a range of historical periods and cultures.
- identify and analyze traditions of citizenship and governmental responsibilities to citizens.
- develop effective communication skills by sharing their interpretations of the past in a variety of written and/or oral assignments.
- examine historical developments with a particular emphasis on values and ethical choices, in light of being responsible citizens.

HIS111 – World Civilizations II

Students will be able to . . .

- analyze significant primary texts concerning world civilizations from the 1500s to the present.
- evaluate and articulate the diversity of human experience across a range of historical periods.
- use a historical perspective to understand the world today and address contemporary problems/issues.
- critically evaluate several of the major beliefs, ideologies, and values that have influenced the modern world.
- assess their own culture within the context of the process of globalization since 1500.
- examine historical developments with a particular emphasis on values and ethical choices, in light of being global citizens.

HIS270 – Research Methods

Students will be able to . . .

Upper Division

HIS470 – Senior Seminar in History

Students will be able to . . .

- Analyze primary and secondary sources
- Demonstrate strong written and oral communication skills
- Explain the theoretical and philosophical debates within the discipline of history
- Know the potential career options for history majors
- Plan, organize, and write a substantial research paper on a topic of their choosing.

Non-Western electives

HIS340 – Russia to 1900

Students will be able to . . .

HIS342 – Twentieth-Century Russia and the Soviet Union

Students will be able to . . .

HIS350 – Islamic Civilization

Students will be able to . . .

HIS 355 – Modern Middle East

Students will be able to . . .

HIS 356 – Early East Asia

Students will be able to . . .

- gain general knowledge of the fundamental political, social, economic, and cultural structures of early China, Japan and Korea.
- explain the key reasons and processes behind China, Japan and Korea's historical transformation.
- have an appreciation of China, Japan and Korea's history in comparison to that of other countries in the East Asian region.
- analyze and distinguish cultural, social, economic, and political traditions of the different feudal eras of China, Japanese and Korean history.
- develop and persuasively argue an historical thesis in a written or oral assignment that effectively uses the sources as evidence.

HIS 360 – Modern South Asia

Students will be able to . . .

HIS 365 – Modern Japan and Korea

Students will be able to . . .

- gain general knowledge of the fundamental political, social, economic, and cultural structures of early Japan and Korea.
- explain the key reasons and processes behind Japan and Korea's modern transformation.
- have an appreciation of Japan and Korea's history in comparison to that of other countries in the East Asian region.
- analyze and distinguish cultural, social, economic, and political traditions of the different feudal eras of Japanese and Korean history.
- develop and persuasively argue an historical thesis in a written or oral assignment that effectively uses the sources as evidence.

HIS 368 – Modern China Through Film

Students will be able to . . .

HIS 369 – China in Revolution

Students will be able to . . .

European electives

HIS 308 – Early Modern Europe

Students will be able to . . .

HIS 311 – European Intellectual History

Students will be able to . . .

HIS 413 – Nineteenth-Century Europe

Students will be able to . . .

HIS 414 – Twentieth-Century Europe

Students will be able to . . .

HIS 415 – Europe and the World

Students will be able to . . .

American electives

HIS 316 – Colonial and Revolutionary America

Students will be able to . . .

HIS 320 – United States History, 1815-1914

Students will be able to . . .

- Students will be able to explain the major events that shaped the United States from 1815-1914.
- Students will be able to evaluate various types of primary and secondary sources.
- Students will be able to write a research paper that exhibits their own original analysis of the sources.

HIS 370 – California History

Students will be able to . . .

- evaluate and interpret various types of primary and secondary sources.
- students will be able to plan, structure, and write a research paper.
- students will be able to articulate the importance of studying California history.
- students will be able to identify ways to teach California History in schools and identify other career paths in history.

HIS 380 - America in the 1960's

Students will be able to . . .

- Students will be able to explain the major events that shaped the United States in the 1960s.
- Students will be able to evaluate various types of primary and secondary sources.
- Students will be able to write a research paper that exhibits their own original analysis of the sources.

HIS 425 – United States Since 1914

Students will be able to . . .

- Explain the major events that shaped the United States in the twentieth century.
- Analyze various types of primary and secondary sources.
- Write a research paper that exhibits their own original analysis of the sources.

HIS 435 – Asian-American History: 1800 to the Present

Students will be able to . . .

- think critically in terms of constructing arguments and presenting evidence to support their views through oral and written communication.
- evaluate crucial issues affecting the lives of Asian Americans and their relations to the dominant society and other ethnic groups in contemporary U.S. society. This includes challenging racial stereotypes through an understanding of the social, economic, political, and cultural perspectives of issues associated with race, class, gender, sexual orientation, and the politics of representation in the various Asian American communities and in the dominant culture.
- be familiar with interdisciplinary theoretical approaches to the study of ethnicity, human migration, cultural adaptation, and strategies of resistance which draw attention to the socio-political reality that conflict and change are integral components of the American experience.
- analyze the role of the state affecting, and affected by, Asian immigrants and their U.S.-born descendants. Central to this topic are the value of citizenship and the roles of individual

leaders who have been instrumental in the development of a multicultural society in the United States.

- identify gender roles, gender relations, “traditional” and alternative forms of families and approaches to parenting, interethnic relations, and biracial and multicultural identities in Asian America.

HIS 480 – San Diego Urban History

Students will be able to . . .

- Conduct an oral history project.
- Explain the major events in the history of San Diego and City Heights.
- Analyze primary and secondary sources.

Additional upper-division

HIS 372 – Two Years Before the Mast and the History of Coastal California

Students will be able to . . .

HIS 375 – African Cultures and Histories

Students will be able to . . .

- understand and articulate histories of contact between Africans and Europeans on the continent of Africa
- understand and articulate the complexities of European colonialism and African responses
- understand and articulate the complexities of post-“Independence” African nation-building
- understand and articulate attempts made to “develop” Africa and African responses to these attempts

HIS 475 – Topics in Women’s History

Students will be able to . . .

- explain the major events that have shaped the legal rights of women in America.
- analyze various types of primary and secondary sources.
- write an analytical paper.
- teach their classmates about a significant historical event.

HIS 484 – Ancient and Medieval Christianity

Students will be able to . . .

HIS 486 – Modern Christianity

Students will be able to . . .

HIS 487 – The Ancient Historians

Students will be able to . . .

HIS 490 – Special Studies in History

Students will be able to . . .

POLITICAL SCIENCE

Lower Division

POL 101 - Introduction to Political Science

Students will be able to . . .

- Possess a factual and theoretical understanding of political knowledge, behavior, theories, systems, processes, structures, and outcomes
 - Think critically, analytically, and synthetically
 - Sharpen their communication skills
 - Exhibit a heightened sense of personal political efficacy and civic responsibility
 - Be encouraged to become thoughtful participants of the political world
 - Be exposed to some of the most pressing political problems of the day, including poverty, human trafficking, gender inequity, lack of freedom, and declining participation rates.
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POL 165 - American Government

Students will be able to . . .

- Identify the political ideals that influenced the framers of our American governmental system, and discuss how they are structured into our political processes.
 - Describe and explain the fundamental institutions and processes of American politics.
 - Apply political science research and theories to assess the operations of American political institutions (such as federalism, political socialization, interest groups, elections, and Congress)
 - Evaluate the effectiveness of our political system in providing democratic representation.
 - Write and communicate more clearly, persuasively and insightfully.
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POL 190 – The Politics of Race, Class and Gender

Students will be able to . . .

- Understand how race, class and gender categories are defined and operate in the United States.
- Analyze how power is institutionalized in economic, educational, familial, health and electoral structures.
- Use social science methods and theories to analyze race, class and gender identities at an individual and systemic level.
- Compare possible causes and solutions to race, class and gender inequities.

- Evaluate the effectiveness of public policies using social science evidence and research, and explain how policies impact members of race, class and gender groups differently.
- Articulate the connections between your Christian faith, personal experiences & values, and social issues.
- Write and communicate more clearly, persuasively and insightfully.

POL 230 – Introduction to International Relations

Students will be able to . . .

- How cooperation is possible without a world government
- The role of power and when power is insufficient
- Whether and how “global justice” really modifies the uses of power
- How the international system of today evolved
- Different theories for explaining international relations
- The use of force and the changing rules on the use of force
- The new role of international organizations and international law
- The entrance and role of new global actors (other than nation-states)
- Solutions to global collective action problems

POL 270 - Scope and Methods of Political Science

Students will be able to . . .

- Students will be able to recognize and employ the vocabulary and concepts used to discuss research methods.
- Students will understand why approaches to the study of politics are controversial and the rationale behind various approaches.
- Students will become familiar with methods of inquiry that are used to generate data in political science.
- Students will be able to recognize and employ basic statistical techniques that are used to analyze data in political science.
- Students will be able to critically read and evaluate primary political science research.
- Students will be able to discuss the value and validity of data and analysis used in specific political science research.
- Students will become comfortable with political science research methods and will propose the utilization of one or more methods for a final research design project.

POL 290 – World Regional Geography

Students will be able to . . .

Upper-Division

American Government

POL 341 – Campaigns and Elections in an Electronic Age

Students will be able to . . .

POL 380 – Congress and the Presidency

Students will be able to . . .

Global Politics

POL 420 – United States Foreign Policy

Students will be able to . . .

POL 435 – Global Governance

Students will be able to . . .

Comparative Government

POL 370 – Comparative Politics

Students will be able to . . .

- Understand why comparative politics continues to be one of the most important sub-fields in political science, both in terms of epistemological advancement and real-world relevance.
- Identify some of the key theoretical approaches, conceptual tools, and methods used in the field of comparative politics.
- Describe political institutions that are common to all governments in the world and identify key distinctions across different types of political systems.
- Utilize ideas to frame explanations of political outcomes around the world.
- Apply concepts learned to country case studies and analyze their similarities and differences.
- Analyze and evaluate the findings of a seminal comparative politics book.
- Write an original research analysis paper that systematically compares two countries on one key structural-functional component.

Political Theory

POL 321 – Western Political Thought

Students will be able to . . .

Capitals Program

POL 390 – American Capitals Program

Students will be able to . . .

POL 391 – World Capitals Program

Students will be able to . . .

Internships

POL 460 - Internship in Political Science

Students will be able to . . .

Electives

POL 301 – Transitions to Democracy

Students will be able to . . .

POL 320 – U.S. Constitution and Civil Liberties Law

Students will be able to . . .

POL 325 – American Political Thought

Students will be able to . . .

POL 330 – The Development of Feminist Thought

Students will be able to . . .

- Define “feminism,” and explain its development as a theoretical & social movement in the United States from the 19th century to the present.
- Compare and contrast various types of feminist thought & action, understanding how they differ and interpreting how they would respond to a variety of social, political and economic gender issues.
- Assess the current state of gender relations and feminism as a social movement in the US, recognizing both historical progress and the problems that still remain for women to achieve full equality and human dignity.
- Apply feminist theory to a current text in popular culture, showing how ideas about femininity, masculinity and equality are produced and disseminated in everyday life.
- Use feminist thought to critique and propose change regarding some issue or institution in the local community.
- Articulate the connections between your Christian faith, personal experiences & values, and gender issues.
- Write and communicate more clearly, persuasively and insightfully.

POL 341 – Campaigns and Elections in an Electronic Age

Students will be able to . . .

POL 351 – War and Peace Studies

Students will be able to . . .

POL 360 – Urban Politics

Students will be able to . . .

- Students will have a keen understanding of the history of America’s cities.
- Students will be able to employ the vocabulary used to discuss urban politics.
- Students will critically analyze the racial, socioeconomic, and regional implications of the power dynamics in American cities.
- Students will evaluate urban policies, including education, housing, employment, and violence.
- Students will assess the status of democracy in the United States
- Students will become familiar with our own urban city – San Diego – as we discuss the pressing issues facing our local political system.

POL 380 – Congress and the Presidency

Students will be able to . . .

POL 415 – Women and Politics

Students will be able to . . .

- Describe how women participate in a variety of aspects of political life (such as voting, running for office, and holding legislative, executive and judicial positions) both in the United States and around the globe.
- Understand the barriers to women’s leadership, how they can be overcome, and changes in public policy which result from women’s increased participation in politics.
- Analyze international health, justice, human rights, development and economic issues that women face and evaluate approaches to solving them.
- Articulate how a wide variety of political and international issues are “gendered” in their assumptions, implications, and impacts.
- Appreciate and demonstrate awareness of women’s political activism and organization around the globe.

- Write and communicate more clearly, persuasively and insightfully.

POL 420 – United States Foreign Policy

Students will be able to . . .

POL 435 – Global Governance

Students will be able to . . .

POL 437 – International Economics

Students will be able to . . .

POL 438 – International Law

Students will be able to . . .

- Describe what “international law” is and what it is not
- Identify the sources of international law
- Explain the interaction of international law development and various international relations theories (especially Realism, Liberalism, and Constructivism)
- Read and summarize key cases of international law
- Evaluate what role, if any, international law has played in constraining the use of force by states
- Analyze the function of international law in a variety of contemporary international issue areas and its role in the future of the international community

POL 441 – Issues in Public Policy

Students will be able to . . .

- Students will have a keen understanding of the American public policymaking process.
- Students will be able to employ the vocabulary used to describe public policymaking in the United States.
- Students will critically analyze the power dynamics employed in public policymaking.
- Students will evaluate current public policies, including welfare, health care, and environmental policies.

POL 442 – Contemporary Issues in World Politics

Students will be able to . . .

POL 444 – Contemporary Political Ideologies

Students will be able to . . .

POL 450 – Issues of Global Human Rights

Students will be able to . . .

- Gain a familiarity with the idea and practice of global human rights. The idea of “human rights” is often thrown out in public speeches and international diplomacy, but what exactly is meant by the

term? This class will attempt to understand where human rights came from, how they are implemented, and the relevant ideas that surround them.

- Learn how to do research in the field of human rights. The issue of human rights is not one that can be avoided whether one is a diplomat, businessperson, or even a consumer. Thus, one of the objectives of this course is to give students the tools to be able to do independent research in the field when the course is completed.
- Do in-depth research in an aspect of human rights that interests you. This course will allow the student to look more closely at some aspect of human rights that will be relevant to the things he or she would like to be more involved in.
- Begin to think critically about the issues surrounding human rights. Each lecture is designed to search for an answer to some perplexing issue with respect to global human rights. One of the goals of each lecture is for each student to think critically about that issue and begin to formulate his or her own answer that is satisfying both intellectually and morally.
- Examine her or his place in the world. Questions about justice and morality should be central to a Christian education. In the field of international relations, that usually means beginning with the same questions generated by the human rights discourse. Thus, it is not enough to come up with some intellectual answers – we must also strive to come up with answers that we can then act on and live with. What exactly that means will be an important part of this course.

POL 455 – Protest and Social Movements in World Politics

Students will be able to . . .

- Students will understand the basic nature of social movement activity.
- Students will demonstrate an ability to apply social movement theory to actual protests and movements.
- Students will compare different social movements, articulating similarities and differences.
- Students will critically analyze specific social movements.
- Students will be able to judge and assess the various components of a social movement.

POL 490 – Special Studies in Political Science

Students will be able to . . .

INTERNATIONAL STUDIES

Lower Division

POL 290 – World Regional Geography

Students will be able to . . .

- Students will be able to demonstrate and explain important characteristics of the major world regions and discuss and compare the major issues confronting those regions.
- Students will be able to locate examples of the world's major physical, political, and cultural features on a map.
- Students will be able to apply course materials to better understand current events.

SOCIAL SCIENCE

Courses for Social Science listed above.