

Social Science Division
College of Letters and Science
Minutes of Meeting #8 (April 12, 2007)
N/E 107 at 1:30PM

Members:	John Cross	COLS Associate Dean	NE101	1442
	Kazimierz Zaniewski	Geography & Urban Planning	HS330	7112
	Franca Barricelli	History	CF323	7159
	Kenneth Grieb	International Studies	P58	1291
	Jeff Arquette	Military Science	K145	3400
	James Simmons	Political Science	CF425	3456
	James Koch	Psychology	CF20	2303
	Susan Reed	Public Affairs	CF406	7094
	Jeffrey Behm	Religious Studies/Anthropology	H303	1365
	Quintin Sullivan	Social Work	CF329	1419
	Gerard Grzyb	Sociology	SW317	2030
	Helen Bannan	Women's Studies	AC314	0892

Present: Cross, Bannan, Barricelli, Behm, Grzyb, Koch, Reed, Simmons, Altepeter (for Sullivan), Zaniewski

1. Meeting was called to order by Grzyb at 1:32PM.
2. The minutes of meeting # 7 (March 29, 2007) were approved as amended unanimously (Behm/Simmons). Grzyb recommended replacing the words "admonishing" with "advising" and "emend" with "amend" in item 5 of the minutes.
3. Zaniewski presented a course revision proposal (course description and prerequisites) for GEOG 395: Quantitative Methods in Geography for discussion and approval. The proposal calls for adding a Math prerequisite and permitting GEOG 385 to count for statistics credit in the Mathematics/Statistics/Computer Science/Logic category for the BS degree. Approved unanimously (Simmons/Bannan).
4. Simmons presented a course revision proposal (changing course prerequisites) for POL SCI 253, 306, 317, 318, 321, 324, 355, 376, 380, 383, 393, 394, and 395. The proposal calls for POL SCI 105 or consent of instructor as prerequisites for POL SCI 253 (Introduction of Law), 306 (Constitutional Law and Judicial Policy), 318 (Trials of Century), 321 (American Public Policy), 324 (U.S. Presidency), 380 (Political parties and Interest Groups), and 394 (Community Power Systems). The same proposal calls for POL SCI 101 or 115 or consent of instructor as prerequisites for POL SCI 317 (U.S. Foreign Policy), 376 (Studies on War and Peace), 383 (Latin America in International Relations), and 393 (International Law and Organization); POL SCI 101 or 105 or 115 or consent of instructor as prerequisites for POL SCI 355 (Modern Political Thought); and POL SCI 101 or 115 or SOC 261 or ENV STDS 261 or consent of instructor as prerequisites for POL SCI 395 (Global Environmental Politics). Simmons also presented a proposal to revise the Political Science Major curriculum by putting PUB ADM 102 (Contemporary Public Issues) in subgroup 5 (Public Administration courses). This course is a part of the Public Administration curriculum and Political Science students will be able to count it as one of their 4 group requirements for major. Both proposals approved unanimously (Behm/Reed).
5. Koch presented a proposal to revise the Psychology Major curriculum for discussion and approval. The proposal calls for: (1) increasing the number of credit requirements from 35 to 36; (2) deleting Group 3 (Electives) from the Psychology—Liberal Arts Emphasis Major course list; and (3) revising the statement about electives in the Psychology—Liberal Arts Emphasis Major write-up. Changing the requirement to 36 credits will more accurately reflect the number of credits

a typical student must take to complete the major. Deleting Group 3 will simplify the description of requirements for the major and eliminate the confusion occasionally observed as students try to understand the major requirements. The revised statement on electives clarifies elective requirements and includes reference to courses in other departments that can be counted toward the major. Approved unanimously (Simmons/Behm).

6. Grzyb presented three proposals to revise the Sociology Major curriculum for discussion and approval: (1) to require the ETS Major Field Test in Sociology for all Sociology majors; (2) to require a 2.25 CGPA for admission to the Sociology major and to remain in the Major; and (3) to require a grade of "C" or better in each of the Sociology Major core courses. Some chairs expressed concern about the cost of the ETS Major Field test borne by students, the lack of form A for the first two proposals, and the 2.25 CGPA requirement as an enrollment control tool. Consensus was reached to table the first two proposals. The third proposal (requirement of a grade "C") was unanimously approved (Simmons/Behm).
7. Bannan presented a proposal for entitlement to plan a new major in Women's Studies for discussion and approval. This proposal was previously approved, but it required Form C to complete the approval process at all university levels. Approved unanimously (Behm/Reed).
8. A new course proposal for INTRDSCP 203: Professional Skills in Business was briefly discussed, and no action was taken. Since it has to be approved by every College division, consensus was reached to submit it for consideration and approval at the next L&S Council meeting.
9. Barricelli, Simons, and Cross presented revised definitions of the terms Social Science, Non-Western Culture, and Ethnic Studies for consideration and approval. The request for revising these definitions came from the Faculty Senate Academic Policies General Education Subcommittee (APGES). After a brief discussion and incorporation of minor changes, the definitions were unanimously approved (Simmons/Koch—Social Science definition; Simmons/Behm—Ethnic Studies; and Reed/Simmons—Non-Western Culture). Copies of the approved definitions are attached.
10. Cross informed chairs that they can now start submitting academic staff re-hire forms for next year.
11. Grzyb announced that the next open forum meeting organized by the L&S Faculty Committee will be devoted to the new building space, and he encouraged chairs and other faculty/academic staff to attend it.
12. Meeting adjourned by mutual consent at 2:35 PM.

Recording Secretary: Kazimierz Zaniewski

Social Science General Education

Definition:

Social Science is the scientific study of the social world. Social science courses cover topics such as the continuity, change and patterns in institutional structures, authority, power, rules, group associations, beliefs, individual choice, overt behavior, spatial analysis and mental function. These topics are studied systematically using quantitative and qualitative methods and rigorous standards of evidence and argument.

Goals/Objectives:

The goals of Social Science General Education are to develop an understanding of the relationships between the individual or group and the various levels of human society, the forces that shape these relationships; to gain knowledge in specific areas of social science; and to develop an understanding of the methods of investigating these relationships and developing knowledge.

Criteria:

In order to satisfy a Social Science General Education requirement, a course must:

1. Address a primary topic of the social sciences, and
 - a. Study the applied and/or theoretical dimensions of the topic using the quantitative and qualitative methods used in the social sciences, or
 - b. Analyze issues and ideas from a social science perspective that students are likely to encounter in the social world or as active citizens.

Non-Western Culture General Education

Definition:

Non-Western Culture courses examine civilizations and traditions beyond the Western world. The majority of the content in these courses focuses on the values, institutions, and traditions of Non-Western regions, societies, or cultures.

Goals/Objectives:

The Non-Western Culture general education requirement is intended to develop an understanding of the diversity of humanity beyond the West and to gain knowledge of traditions, culture and societies outside the Western tradition.

Criteria:

In order to satisfy the Non-Western Culture general education requirement, a course must:

1. address as the primary topic a country, geographic region, or group of people whose primary cultural heritage is non-European; and
2. devote a majority of its content to the historical, cultural, political, economic, religious, philosophical, literary, artistic, intellectual or scientific achievements of a Non-Western society or societies.

Ethnic Studies General Education

Definition:

Ethnic Studies is the study of the histories, cultures and experiences of racial, ethnic and/or cultural groups in the United States.

Goals/Objectives:

The Ethnic Studies general education requirement is intended to help students develop greater knowledge and understanding of, as well as greater empathy for, the different racial, ethnic and/or cultural groups constituting the United States. While Ethnic Studies courses make use of the methodologies appropriate to the specific disciplines in which they are developed, they nonetheless share a significant focus on the specific events and circumstances that have shaped the histories and practices of such groups.

Criteria:

In order for a course to satisfy the Ethnic Studies general education requirement, the majority of the course must lead students to do one or more of the following:

- (a) Demonstrate an understanding and appreciation of the lived experience of individuals identified with the different racial, ethnic and/or cultural groups in the United States.
- (b) Analyze their own value system and how it is similar to or differs from value systems of people of different racial, ethnic and/or cultural groups in the United States.
- (c) Constructively respond to expressions or acts which devalue any racial or ethnic population(s).
- (d) Evaluate the psychological and social implications of prejudice, discrimination and ethnocentric bias on relationships among members of various racial and ethnic groups in American society.
- (e) Understand the persistence and significance of racial and ethnic pluralism in American society despite constant pressure for assimilation.
- (f) Examine the concept of "America" and "Americanism" by viewing these concepts through a multiethnic and multiracial rather than an ethnocentric lens.