Pima Community College - AGEC (liberal arts) curriculum pathway
(60 credits required; classes listed below plus elective classes numbered 100 or higher which align with high school graduation requirements)

WRT 101 – Writing I

WRT 101HC Writing I: Honors 3 credits

Description:
Principles and practices of college-level writing. Includes using rhetorical principles in analyzing and creating texts, employing critical thinking skills, practicing multiple writing processes, using conventions in creating and revising texts, composing using appropriate technology, and writing college-level essays with an emphasis on argumentation. Also includes additional Honors content.

Prerequisite(s):
Honors assessment score required.

Information:
Must qualify for Honors program and obtain instructor or advisor/counselor approval to register for this course. Honors Content: Intensive research using highest standards and best practices for the discipline, and a significant number/variety of readings of both primary and secondary sources; a publishable quality, peer reviewed paper or project in a format appropriate for the discipline: presentation of research, in class or to a wider audience.

Student Learning Outcomes:
Upon successful completion of the course, the student will be able to:
1. Apply rhetorical principles to analyze and create texts.
2. Employ critical thinking skills, through writing, reading, and research.
3. Practice multiple writing processes in composing texts.
4. Use appropriate conventions in creating and revising texts.
5. Compose texts using appropriate technology.
6. Write college-level essays.

Outline:
I. Apply Rhetorical Principles to Analyze and Create Texts
   - A. Use rhetorical principles to analyze texts
   - B. Demonstrate awareness of the rhetorical situation
   - C. Adapt writing to different audiences, purposes, and contexts

II. Employ Critical Thinking Skills through Reading, Writing, and Research
   - A. Read texts from multiple points of view
   - B. Interpret, synthesize, summarize, critique, and analyze texts
   - C. Respond in writing to texts that put the writer's ideas in conversation with those texts
   - D. Develop and communicate an argument, viewing writing as part of an ongoing conversation
   - E. Evaluate sources for credibility
   - F. Use outside sources responsibly and appropriately to avoid plagiarism
   - G. Integrate own ideas with others'

III. Practice Multiple Writing Processes in Composing Texts
   - A. Engage in multiple strategies and stages of writing
   - B. Reflect on writing progress and process
   - C. Engage in writing process activities, including brainstorming, drafting, revising, peer-feedback
   - D. Use feedback to address higher-order and lower-order concerns in writing

E. Engage in recursive processes to strengthen writing outcomes

IV. Use Appropriate Conventions in Creating and Revising Texts
- A. Use conventions appropriate for the purpose, audience, and genre of a specific situation
- B. Strengthen basic writing skills, including sentence-level issues and grammar
- C. Use resources (such as print and online writing handbooks) with guidance to edit drafts
- D. Use MLA or other appropriate documentation styles

V. Compose Texts Using Appropriate Technology
- A. Develop information literacy including use of digital sources
- B. Use technology strategically and with a clear purpose that enhances the writing for the audience
- C. Adapt writing for changing electronic environments

VI. Write College-Level Essays
- A. Write several essay (with one essay being at least 1,000 words)
  1. Unify ideas around a thesis
  2. Organize and develop ideas logically to produce coherent and cohesive text
  3. Master basic essay components
     a. Introductions and conclusions
     b. Theses/claims
     c. Body paragraphs including claims, evidence, and explanation
  4. Employ argument and persuasion in thesis claim and development
- B. Use a minimum of four outside sources, properly documented, in at least one essay
- C. Word count
  1. Produce final polished writing totaling at least 3,500 words
  2. Produce a total semester output of 7,000 words

WRT 101 Writing I 3 credits

Description:

Principles and practices of college-level writing. Includes using rhetorical principles in analyzing and creating texts, employing critical thinking skills, practicing multiple writing processes, using conventions in creating and revising texts, composing using appropriate technology, and writing college-level essays with an emphasis on argumentation.

Prerequisite(s):

WRT 100 or 106 with a C or better or required score on writing assessment test.

Student Learning Outcomes:

Upon successful completion of the course, the student will be able to:

1. Apply rhetorical principles to analyze and create texts.
2. Employ critical thinking skills, through writing, reading, and research.
3. Practice multiple writing processes in composing texts.
4. Use appropriate conventions in creating and revising texts.
5. Compose texts using appropriate technology.
6. Write college-level essays.

Outline:

I. Apply Rhetorical Principles to Analyze and Create Texts
   - A. Use rhetorical principles to analyze texts
   - B. Demonstrate awareness of the rhetorical situation
   - C. Adapt writing to different audiences, purposes, and contexts

II. Employ Critical Thinking Skills through Reading, Writing, and Research
   - A. Read texts from multiple points of view
   - B. Interpret, synthesize, summarize, critique, and analyze texts
   - C. Respond in writing to texts that put the writer's ideas in conversation with those texts
   - D. Develop and communicate an argument, viewing writing as part of an ongoing conversation
   - E. Evaluate sources for credibility
   - F. Use outside sources responsibly and appropriately to avoid plagiarism
   - G. Integrate own ideas with others'

III. Practice Multiple Writing Processes in Composing Texts
   - A. Engage in multiple strategies and stages of writing
   - B. Reflect on writing progress and process
   - C. Engage in writing process activities, including brainstorming, drafting, revising, peer-feedback
   - D. Use feedback to address higher-order and lower-order concerns in writing
   - E. Engage in recursive processes to strengthen writing outcomes

IV. Use Appropriate Conventions in Creating and Revising Texts
   - A. Use conventions appropriate for the purpose, audience, and genre of a specific situation
   - B. Strengthen basic writing skills, including sentence-level issues and grammar
   - C. Use resources (such as print and online writing handbooks) with guidance to edit drafts
   - D. Use MLA documentation style

V. Compose Texts Using Appropriate Technology
   - A. Develop information literacy including use of digital sources
   - B. Use technology strategically and with a clear purpose that enhances the writing for the audience
   - C. Adapt writing for changing electronic environments

VI. Write College-Level Essays
   - A. Write several essays (with one essay being at least 1,000 words)
     1. Unify ideas around a thesis
     2. Organize and develop ideas logically to produce coherent and cohesive text

3. Master basic essay components
    a. Introductions and conclusions
    b. Theses/claims
    c. Body paragraphs including claims, evidence, and explanation
4. Employ argument and persuasion in thesis claim and development

B. Use a minimum of four outside sources, properly documented, in at least one essay

C. Word count
1. Produce final polished writing totaling at least 3,500 words
2. Produce a total semester output of 7,000 words

WRT 102 – Writing II

WRT 102HC Writing II: Honors 3 credits

Description:

Continuation of WRT 101 or WRT 101HC. Includes writing analytical or critical papers, analysis and discussion of various types of literature, developing advanced research and critical thinking skills, and written works. Also includes writing a research paper as well as additional Honors level content.

Prerequisite(s):
WRT 101 or WRT 101HC with a C or better.

Information:
Qualification for Honors program and consent of instructor or advisor/counselor is required before enrolling in this course. Honors Content: Intensive research using highest standards and best practices for the discipline, and a significant number/variety of readings of both primary and secondary sources; publishable quality, peer reviewed paper or project in format appropriate for this discipline: presentation of research, in class or to a wider audience.

Student Learning Outcomes:

Upon successful completion of the course, the student will be able to:

1. Write critically about literature.
2. Read, comprehend, and analyze a variety of literary works.
3. Analyze, evaluate, and synthesize information from primary and secondary sources.
4. Write essays and a research paper for 10,000 words total semester output.

Outline:

I. Writing Analytical or Critical Papers
   - A. Analysis and interpretation of literary texts
   - B. Write substantial critical essays

II. Analysis and Discussion of Various Types of Literature
   - A. Poetry
   - B. Drama
   - C. Prose fiction
   - D. Literary non-fiction

III. Developing Advanced Research and Critical Thinking Skills
   - A. Evaluating and synthesizing information from primary and secondary sources
   - B. Formatting and documenting
   - C. Citing sources according to standard academic formats
   - D. Writing a research essay of 10 or more pages

IV. Written Works
   - A. Essays
   - B. Research paper
   - C. Other written works
   - D. 10,000 words total semester output

WRT 102 Writing II 3 credits

Credit Hours: 3.00 **Lecture Periods:** 3.00 **Lab Periods:** 0.00

Description: Continuation of WRT 101. Includes reading, analyzing, and discussing various types of text; writing analytical or critical papers; and developing research skills. Also includes writing a research paper.

Prerequisite(s): WRT 101 or 107 with a C or better.

Student Learning Outcomes:

Upon successful completion of the course, the student will be able to:

1. Read, comprehend, and analyze a variety of texts.
2. Write critically about text.
3. Research primary and secondary sources and write a paper using the techniques of quotation, paraphrase, summary, and documentation.
4. Write essays, research papers, and other works.

Outline:

I. Discuss Types of Text
   - A. Read
   - B. Analyze

II. Writing Analytical or Critical Papers
   - A. Analysis of Texts
   - B. One or more critical essays of approximately five pages

III. Developing Research Skills
   - A. Gathering information from primary and secondary sources
   - B. Formatting and documentation
   - C. Proper Citations
   - D. Writing a research paper or annotated paper of 7-10 pages

IV. Written Works
   - A. Essays
   - B. Research paper
   - C. Other written works
   - D. A minimum total semester output of 7,000 words

ART 105 – Exploring Art & Visual Culture

ART 105 Exploring Art and Visual Culture 3 credits

Description:

Exploration of historical and contemporary art and the visual image within the context of culture. Includes selective perception; formal analysis; materials and techniques; art in a historical framework; visual culture; meaning and value in art and visual culture; and high and low culture art. Also includes contemporary issues; traditional and contemporary themes in art; museums, galleries, and public spaces; and process, form, and content in making art.

Student Learning Outcomes:

Upon successful completion of this course, the student will be able to:

1. Examine the effects of selective perception in analyzing art.
2. Analyze and apply the formal elements and principles of art.
3. Explore and explain techniques and media utilized in producing art.
4. Explore world art and identify the historical context of art in global culture.
5. Define visual culture/studies and describe its relationship to art and its role in culture.
6. Interpret, analyze, and evaluate art, aesthetic theory, and visual culture.
7. Define and assess traditional and contemporary ideas of high and low art.
8. Investigate and analyze current issues in art and visual culture.
9. Explore and expound upon contemporary and traditional themes in art.
10. Apply and draw meaningful conclusions from art in museums, galleries, and/or public spaces.
11. Apply processes used in making art and visual images.

Outline:

I. Selective Perception and Looking at Art
   - A. Defining selective perception
   - B. Skills used in looking and interpreting art
     1. Perceptual
     2. Cognitive
     3. Others

II. Formal Analysis
   - A. Elements of art
   - B. Principles of art

III. Materials and Techniques
   - A. Two-dimensional media
   - B. Three-dimensional media
   - C. Mixed and newer media
   - D. Architecture

IV. Art in a Historical Framework
   - A. Exemplars of western art from prehistory through contemporary culture
     1. Painting, drawing, printmaking, photography
     2. Sculpture, installations
     3. Architecture and urban design
     4. Crafts
   - B. Exemplars of diverse cultures
     1. Painting, drawing, printmaking, photography
     2. Sculpture, installations
     3. Architecture and urban design
     4. Crafts

V. Visual Culture
   A. Defining visual culture
   B. Technology and digital media
   C. Fashion
   D. Internet as a visual media
   E. Advertising
   F. Film/video/TV and cable
VI. Meaning and Value in Art and Visual Culture
   A. Critical methodologies used in interpreting art
   B. Social functions of art and visual culture
   C. Valuing visual images and visual spaces
   D. Categorizations of art and popular culture
VII. High Culture and Low Culture Art
   A. Issues of categorization
      1. Categorizations of art
      2. Categorizations of popular culture
   B. Traditional and contemporary ideas of high and low art
      1. Arts vs. crafts
      2. Popular arts vs. fine arts
VIII. Contemporary Issues in Art
   A. Funding of the arts
   B. Censorship
   C. Globalization
   D. Appropriation/commodification
IX. Traditional and Contemporary Themes in Art
   A. Spirituality
   B. Power and politics
   C. Time and place
   D. Identity
   E. The body
   F. Globalization and consumption
   G. Language
X. Museums, Galleries, and Public Spaces
   A. History of art museums
   B. Roles of the art museum
   C. The art market
   D. Public art and art in public places
XI. Process, Form, and Content in Making Art
   A. Creating visual projects
      1. Two dimensional and/or
      2. Three dimensional
   B. Apply formal analysis concepts to visual images
   C. Apply contextualized thinking processes in making visual images
   D. Reflect on and evaluate process and final product of the creative experience

HIS 101 – Introduction to Western Civilization I

HIS 101 Introduction to Western Civilization I 3 credits

Description:

Pre-history to the Wars of Religion, a period extending from 10,000 BCE to 1648 CE. Includes transition from pre-historic to the historic period, Greco-Roman world, Early, Central, and Late Middle Ages, and Renaissance and Reformation.

Student Learning Outcomes:

Upon successful completion of the course, the student will be able to:

1. Describe the transition from the pre-historic era to the historic era.
2. Examine the features of the Greco-Roman world.
3. Describe the Early Middle Ages.
4. Analyze aspects of the Central Middle Ages.
5. Describe the events of the Late Middle Ages.
6. State developments of the Renaissance and Reformation.

Outline:

I. Transition from the Pre-Historic to the Historic Period
   - A. Paleolithic and Neolithic cultures
   - B. Invention of agriculture in the Fertile Crescent
   - C. Civilizations of the Ancient Near East
     1. Peoples of the Ancient Near East
     2. Social and religious elements of the Ancient Near East
     3. Political and economic developments of the Ancient Near East
   - D. Invention of writing

II. Greco-Roman World
   - A. Pre-Hellenic Civilizations of the Eastern Mediterranean
   - B. Homer and the Greek "Dark Ages"
   - C. Hellenic Civilization
     1. Rise of the Greek Polis
     2. Greek intellectual achievements
     3. Gender roles in Greek society
     4. Persian Wars
     5. Peloponnesian War
   - D. Hellenistic Period
     1. Conquests of Alexander the Great
     2. Hellenistic science, math, and philosophy
     3. Ptolemaic, Seleucid, and Antigonid empires
   - E. Roman Republic
     1. Etruscan civilization
     2. Development of Roman political system
     3. Punic Wars
   - F. Roman Empire
     1. Imperial dynasties
     2. Territorial conquests and the imperium
     3. Artistic, religious, and societal institutions
     4. Barbarian invasions and collapse of the Roman system
     5. Diocletian, Constantine, and the beginnings of the Byzantine Empire

III. Early Middle Ages
   - A. Development and structure of the Christian church
     1. Church fathers

2. Monastic system
3. Rise of the papacy

B. Barbarian kingdoms
C. Golden Age of Byzantium
D. Muhammed and the Rise of Islam
1. Umayyad caliphate
2. Abbasid caliphate

E. Charlemagne and the Holy Roman Empire
F. Viking invasions
G. Feudalism and manorialism

IV. Central Middle Ages
A. Invention of new agricultural techniques
1. Increase in population
2. Revival of European towns

B. Creation of the university system
C. Mendicant orders
D. Crusades
1. Four major crusades
2. Albigensian crusade
3. Creation of the Inquisition

E. Rise of the Nation-State
F. Artistic, architectural, literary and intellectual contributions of medieval thinkers
G. Social and religious structures of Middle Ages

V. Late Middle Ages
A. Hundred Year's War
1. Joan of Arc
2. Development of new warfare techniques

B. Bubonic plague
C. Peasant uprisings
D. Babylonian captivity
E. Great Schism
F. Collapse of the Byzantine Empire

VI. Renaissance and Reformation
A. Establishment of humanist concept
1. Visual artists
2. Literary artists

B. Scientific revolution
C. Voyages of "Discovery"
D. Martin Luther and the 95 Theses
1. Diet of Worms
2. Formation of protestant denominations

E. Council of Trent
F. Religious warfare
1. Peace of Augsburg
2. English Reformation
3. Thirty Years War

HIS 101HC Introduction to Western Civilization I: Honors 3 credits

Description:
Pre-history to the Wars of Religion, a period extending from 10,000 BCE to 1648 CE. Includes transition from pre-historic to the historic period, Greco-Roman world, Early, Central, and Late Middle Ages, and Renaissance and Reformation. Also includes Honors content.

Prerequisite(s): Must qualify for Honors program.

Information: Faculty or Advisor approval is required before enrolling in this course.
Honors Content: Intensive research using the highest standards and best practices for the discipline; a significant number/variety of readings of both primary and secondary sources; a publishable quality peer reviewed paper or project in a format appropriate for the discipline; and presentation of research, in class or to a wider audience.

Student Learning Outcomes:
Upon successful completion of the course, the student will be able to:
1. Describe the transition from the pre-historic era to the historic era.
2. Examine the features of the Greco-Roman world.
3. Describe the Early Middle Ages.
4. Analyze aspects of the Central Middle Ages.
5. Describe the events of the Late Middle Ages.
6. State developments of the Renaissance and Reformation.

Outline:
I Transition from the Pre-Historic to the Historic Period
- A. Paleolithic and Neolithic cultures
- B. Invention of agriculture in the Fertile Crescent
- C. Civilizations of the Ancient Near East
  1. Peoples of the Ancient Near East
  2. Social and religious elements of the Ancient Near East
  3. Political and economic developments of the Ancient Near East
- D. Invention of writing

II Greco-Roman World
- A. Pre-Hellenic Civilizations of the Eastern Mediterranean
- B. Homer and the Greek "Dark Ages"
- C. Hellenic Civilization
  1. Rise of the Greek Polis
  2. Greek intellectual achievements
  3. Gender roles in Greek society
  4. Persian Wars
  5. Peloponnesian War
- D. Hellenistic Period
  1. Conquests of Alexander the Great
  2. Hellenistic science, math, and philosophy
  3. Ptolemaic, Seleucid, and Antigonid empires
- E. Roman Republic
  1. Etruscan civilization
  2. Development of Roman political system
  3. Punic Wars
- F. Roman Empire
  1. Imperial dynasties

2. Territorial conquests and the imperium
3. Artistic, religious, and societal institutions
4. Barbarian invasions and collapse of the Roman system
5. Diocletian, Constantine, and the beginnings of the Byzantine Empire

III Early Middle Ages

A. Development and structure of the Christian church
1. Church fathers
2. Monastic system
3. Rise of the papacy
4. Barbarian kingdoms
5. Golden Age of Byzantium

B. Muhammed and the Rise of Islam
1. Umayyad caliphate
2. Abbasid caliphate

C. Charlemagne and the Holy Roman Empire
D. Viking invasions
E. Feudalism and manorialism

IV Central Middle Ages

A. Invention of new agricultural techniques
1. Increase in population
2. Revival of European towns

B. Creation of the university system
C. Mendicant orders
D. Crusades
1. Four major crusades
2. Albigensian crusade
3. Creation of the Inquisition

E. Rise of the Nation-State
F. Artistic, architectural, literary and intellectual contributions of medieval thinkers
G. Social and religious structures of Middle Ages

V Late Middle Ages

A. Hundred Year's War
1. Joan of Arc
2. Development of new warfare techniques

B. Bubonic plague
C. Peasant uprisings
D. Babylonian captivity
E. Great Schism
F. Collapse of the Byzantine Empire

VI Renaissance and Reformation

A. Establishment of humanist concept
1. Visual artists
2. Literary artists

B.Scientific revolution
C.Voyages of "Discovery"
D.Martin Luther and the 95 Theses
1. Diet of Worms
2. Formation of protestant denominations

E. Council of Trent
F. Religious warfare
1. Peace of Augsburg
2. English Reformation
3. Thirty Years War

HIS 141 – History of the United States I

HIS 141 History of the United States I 3 credits

Description: Survey of the major developments in American history from the Columbian voyages to the Era of Reconstruction. Includes Colonial America, the Formative Years - 1776-1815, the Early National Period - 1815-1850, and the coming of the Civil War and its aftermath. Also includes the social, intellectual, and political aspects of early American life.

Student Learning Outcomes:

Upon successful completion of the course, the student will be able to:

1. Discuss the evolution of American society and institutions from Pre-Columbian to Colonial times.
2. Discuss the shaping and establishing of American political institutions.
3. Evaluate the rise of American federal power and "Manifest Destiny".
4. Analyze the North/South dichotomy and the Civil War.

Outline:

I. Colonial America
   - A. The geography of North America
   - B. The Spanish Century, 1492-1607
   - C. France in America, 1608-1763
   - D. The English arrive
     1. Puritan Times – the work ethic and education
     2. The South – slavery and racism begin
   - E. The coming of the revolution
     1. The conflict with the Mother Country
     2. The Revolutionary War

II. The Formative Years, 1776-1815
   - A. Setting up a new government
     1. The confederated government and its problems
     2. The constitution
        a. Writing the document
        b. Main features
        c. Ratification and elections
   - B. The Federalist Era – the Washington administration
     1. Setting up the new government
     2. The two party system
   - C. The Adams presidency
   - D. The Virginia dynasty
     1. The Jefferson administration
        a. Political developments
        b. The Louisiana Purchase
     2. Madison and Monroe
        a. The War of 1812 and its importance
        b. The era of good feeling

III. The Early National Period, 1815-1850
   - A. The Age of Jackson
     1. Jacksonian democracy
     2. Indian removal
   - B. Texas
   - C. California
   - D. The war with Mexico

IV. The Coming of the Civil War and its Aftermath

A. Slavery in the South
    1. The Cotton Kingdom
    2. The life of the slave
B. The anti-slavery movement
C. The 1850's
D. The Civil War
E. Restoring a nation – Reconstruction

HIS 141HC History of the United States I: Honors 3 credits

Description:

Survey of the major developments in American history from the Columbian voyages to the Era of Reconstruction. Includes Colonial America, the Formative Years - 1776-1815, the Early National Period - 1815-1850, and the coming of the Civil War and its aftermath. Includes the social, intellectual, and political aspects of early American life. Also includes Honors content.

Prerequisite(s): Must qualify for Honors program.

Information: Faculty or Advisor approval is required before enrolling in this course.
Honors Content: Intensive research using the highest standards and best practices for the discipline, and a significant number/variety of readings of both primary and secondary sources; a publishable quality peer reviewed paper or project in a format appropriate for the discipline: presentation of research, in class or to a wider audience.

Student Learning Outcomes:

Upon successful completion of the course, the student will be able to:

1. Discuss the evolution of American society and institutions from Pre-Columbian to Colonial times.
2. Discuss the shaping and establishing of American political institutions.
3. Evaluate the rise of American federal power and "Manifest Destiny".
4. Analyze the North/South dichotomy and the Civil War.
5. Prepare a publishable quality peer reviewed paper or project and present research in class or to a wider audience.

Outline:

I Colonial America
- F. The geography of North America
- G. The Spanish Century, 1492-1607
- H. France in America, 1608-1763
- I. The English arrive
  1. Puritan Times – the work ethic and education
  2. The South – slavery and racism begin
- J. The coming of the revolution
  1. The conflict with the Mother Country
  2. The Revolutionary War

II The Formative Years, 1776-1815
- K. Setting up a new government
  1. The confederated government and its problems
  2. The constitution
     a. Writing the document
     b. Main features
     c. Ratification and elections
- L. The Federalist Era – the Washington administration
  1. Setting up the new government
  2. The two party system
- M. The Adams presidency
- N. The Virginia dynasty
  1. The Jefferson administration
     a. Political developments
     b. The Louisiana Purchase
  2. Madison and Monroe
     a. The War of 1812 and its importance
     b. The era of good feeling

III The Early National Period, 1815-1850
- O. The Age of Jackson
  1. Jacksonian democracy
  2. Indian removal
- P. Texas
- Q. California
- R. The war with Mexico

IV The Coming of the Civil War and its Aftermath
- S. Slavery in the South
  1. The Cotton Kingdom
  2. The life of the slave
- T. The anti-slavery movement
- U. The 1850's
- V. The Civil War
- W. Restoring a nation – Reconstruction

V. History of the United States Research
- A. Intensive research using the highest standards and best practices
- B. Prepare a publishable quality peer reviewed paper or project
- C. Present research in class or to a wider audience

The next three courses could be taken as electives in the AGEC program. They may be needed to meet state requirements for high school graduation and complete a full year of American History study (Civics test implications) and Arizona history

HIS 142 History of the United States II 3 credits

Description:

Survey of the major developments in American history from era of Reconstruction to the present. Includes the era of Reconstruction, the emergence of modern America, the Early 20th Century, and America as a world power. Also includes the social, intellectual, and political aspects of contemporary American life.

Student Learning Outcomes:

Upon successful completion of the course, the student will be able to:

1. Discuss the American society from the Era of Reconstruction to the emergence of modern America.
2. Discuss the social and political movements of the 20th century.
3. Explore the concept of America as a world power.

Outline:

I. The Era of Reconstruction
   - A. The nation at the end of the Civil War
   - B. Presidential reconstruction
   - C. Congressional reconstruction
   - D. The South reacts
   - E. The New South to 1900

II. The Emergence of Modern America
   - A. The West, 1865-1900
     1. Railroads and farms
     2. Native Americans
   - B. A New Economy
     1. Immigration
     2. Urbanization
     3. Industrialization
     4. Unionization

III. The Early 20th Century
   - A. The Progressive Era
   - B. Prohibition
   - C. Women in American life
   - D. The Roarin' Twenties
     1. Technological changes
     2. The Ku Klux Klan
   - E. The Great Depression
     1. The New Deal
     2. Social Security

IV. America as a World Power
   - A. The Great War
   - B. Era between the wars
   - C. The Second World War: from isolation to global war
   - D. New Frontiers: Politics and change to the 1960's
   - E. Rebellion and reaction in the 1960's and 1970's
   - F. Republican conservatism

The start of the New Millennium: cultural politics

HIS 142HC History of the United States II: Honors 3 credits

Description:

Survey of the major developments in American history from Era of Reconstruction to the present. Includes the era of Reconstruction, the emergence of modern America, the Early 20th Century, and America as a world power. Includes the social, intellectual, and political aspects of contemporary American life. Also includes Honors content.

Prerequisite(s): Must qualify for Honors program.

Information: Faculty or Advisor approval is required before enrolling in this course.
Honors Content: Intensive research using the highest standards and best practices for the discipline, and a significant number/variety of readings of both primary and secondary sources; a publishable quality peer reviewed paper or project in a format appropriate for the discipline: presentation of research, in class or to a wider audience.

Student Learning Outcomes:

Upon successful completion of the course, the student will be able to:

1. Discuss the American society from the Era of Reconstruction to the emergence of modern America.
2. Discuss the social and political movements of the 20th century.
3. Explore the concept of America as a world power.
4. Prepare a publishable quality peer reviewed paper or project and present research in class or to a wider audience.

Outline:

I. The Era of Reconstruction
   - A. The nation at the end of the Civil War
   - B. Presidential reconstruction
   - C. Congressional reconstruction
   - D. The South reacts
   - E. The New South to 1900

II. The Emergence of Modern America
   - A. The West, 1865-1900
     1. Railroads and farms
     2. The Indians
   - B. A New Economy
     1. Immigration
     2. Urbanization
     3. Industrialization
     4. Unionization

III. The Early 20th Century
   - A. The Progressive Era
   - B. Prohibition
   - C. Women in American life
   - D. The Roaring Twenties
     1. Technological changes
     2. The Ku Klux Klan
   - E. The Great Depression
     1. The New Deal
     2. Social Security

IV. America as a World Power
   A. The Great War
   B. Era between the wars
   C. The Second World War: from isolation to global war
   D. New Frontiers: Politics and change to the 1960's
   E. Rebellion and reaction in the 1960's and 1970's
   F. Republican conservatism
   G. The start of the New Millennium: cultural politics and Middle East unrest
V. History of the United States Research
   A. Intensive research using the highest standards and best practices
   B. Prepare a publishable quality peer reviewed paper or project
   C. Present research in class or to a wider audience

HIS 147 History of Arizona 3 credits

Description:

Survey of the major developments in the history of Arizona. Includes the Pre-Columbian period through the Spanish era, the Mexican Republic, the years as a U.S. territory, and the time since statehood to the present. Also includes the contributions of the various peoples who have formed the unique cultural and ethnic fabric of this area.

Student Learning Outcomes:

Upon successful completion of the course, the student will be able to:

1. Discuss the historical context and cultural heritage of the state and the general geographic area of the southwest.
2. Discuss the Spanish/Colonial conquest and subsequent United States conquest of the territory of Arizona.
3. Explore the political, economic, and ethnic issues of the territorial period.
4. Describe the process of attaining Statehood and Arizona's role in the United States.

Outline:

I. Pre-Columbian Period

- A. The geographical setting
- B. The ancient peoples
  1. Anasazi
  2. Mogollon-Mimbres
  3. Sinagua
  4. Hohokam
- C. Native tribes at the time of the Spanish Entrada
- D. The Spanish Century
  1. Early explorations
  2. The mission system

II. Arizona in Transition/the Spanish Era

- A. Changes in Spanish control
- B. Independence
- C. The Mexican interlude
  1. The new state of the west
  2. The war with Mexico
  3. Treaty of Guadalupe-Hidalgo and its effect

III. The Territorial Period

- A. The 1850s
  1. Mining
  2. Transportation
  3. The Gadsden Purchase
  4. Politics
- B. The Civil War
  1. Military aspects
  2. Arizona becomes a territory
- C. Indian Wars
  1. The Navajo
  2. The Apaches
     a. Cochise
     b. Geronimo
- D. Economics
  1. Mining

2. Railroads

E. Politics
   1. Territorial carpetbaggers
   2. The movement to statehood

IV. Statehood and Beyond
   A. Early leaders--the reign of G.W.P. Hunt
   B. The fight for water
   C. World War II
   D. The Modern Age

BIO 100IN – Biology Concepts (4)

BIO 100IN Biology Concepts 4 credits (lecture and lab periods)

Description:

Basic principles and concepts of biology. Includes methods of scientific inquiry, cell structure, chemistry, metabolism, reproduction, genetics, molecular biology, evolution, ecology, and current issues in biology.

Information: IN designates an integrated lecture/lab combination.

Student Learning Outcomes:

Upon completion of the course, the student will be able to do the following:

1. Perform activities to demonstrate improvement in the general education goals of communication, critical thinking and mathematics.
2. Describe characteristics of living organisms that distinguish them from non-living constituents of the biosphere.
3. Utilize scientific methods to formulate and answer questions and discuss its strengths and limitations.
4. Describe and explain the properties and roles of biologically important molecules, including proteins, carbohydrates, lipids, and nucleic acids.
5. Describe the structure and function of cells and cellular components in single and multicellular organisms.
6. Describe how energy is acquired and used by living organisms.
7. Describe how traits are inherited and apply patterns of inheritance.
8. Explain the molecular biology of genes and their expression.
9. Describe potential impacts of genetic technologies on society.
10. Explain possible origins of life on Earth and mechanism(s) of evolution that help us account for the amazing diversity of life we now find on our plant.
11. Explain how the flow of energy through an ecosystem influences its structure.
12. Describe how organisms interact with each other and their environment.
13. Apply biological and ecological principles to discuss current issues in human health, and human impact on the environment.

Course Outline:

I. The Nature and Science of Biology
   - A. Characteristics of Living Things
   - B. Scientific Processes

II. The Chemical and Cellular Basis of Life
   - A. Fundamentals of General and Organic Chemistry
   - B. Cellular Structure and Function
   - C. Energy Pathways

III. Principles of Inheritance
   - A. Cellular Life Cycles
   - B. Patterns of Inheritance

IV. Molecular Biology
   - A. DNA Structure and Function
   - B. Genetic Technologies and Society

V. Evolution and Diversity of Life

A. Principles of Evolution
B. Diversity of Life
C. Organismal Structure and Function

VI. Principles of Ecology

VII. Current Issues in Biology

BIO 100HC Biology Concepts: Honors

4 credits (3 lab and 3 lecture periods)

Description:

Basic principles and concepts of biology. Includes methods of scientific inquiry, cell structure, chemistry, metabolism, reproduction, genetics, molecular biology, evolution, ecology, and current issues in biology. Also includes additional Honors content.

Information: IN designates an integrated lecture/lab combination. Must qualify for Honors program and obtain
instructor or advisor/counselor approval to register for this course. Honors Content: Intensive research using highest standards and best practices for the discipline, and a significant number/variety of readings of both primary and secondary sources; a publishable quality, peer reviewed paper or project in a format appropriate for the discipline: presentation of research, in class or to a wider audience.

Performance Objectives:

Upon successful completion of the course, the student will be able to:

1. Perform activities to demonstrate improvement in the general education goals of communication, critical thinking and mathematics.
2. Describe characteristics of living organisms that distinguish them from non-living constituents of the biosphere.
3. Utilize scientific methods to formulate and answer questions and discuss its strengths and limitations.
4. Describe and explain the properties and roles of biologically important molecules, including proteins, carbohydrates, lipids, and nucleic acids.
5. Describe the structure and function of cells and cellular components in single and multicellular organisms.
6. Describe how energy is acquired and used by living organisms.
7. Describe how traits are inherited and apply patterns of inheritance.
8. Explain the molecular biology of genes and their expression.
9. Describe potential impacts of genetic technologies on society.
10. Explain possible origins of life on Earth and mechanism(s) of evolution that help us account for the amazing diversity of life we now find on our plant.
11. Explain how the flow of energy through an ecosystem influences its structure.
12. Describe how organisms interact with each other and their environment.

Apply biological and ecological principles to discuss current issues in human health, and human impact on the environment.

Outline:

I. The Nature and Science of Biology
    Characteristics of living things
    Scientific processes
II. The Chemical and Cellular Basis of Life
    Fundamentals of general and organic chemistry
    Cellular structure and function
    Energy pathways
III. Principles of Inheritance
    Cellular life cycles
    Patterns of inheritance

IV. Molecular Biology
    NA structure and function
    Genetic technologies and society
V. Evolution and Diversity of Life
    Principles of evolution
    Diversity of life
    Organismal structure and function
VII. Principles of Ecology
VII. Current Issues in Biology

CHM 130IN – Fundamental Chemistry (5)

CHM 130IN Fundamental Chemistry 5 credits (4 lecture and 3 lab periods)

Description:

Inorganic Chemistry as a basis for the study of some life processes. Includes the classification, structure and general chemical behavior of inorganic matter.

Prerequisite(s): MAT 092 with a C or better, or Module 31 in MAT 089, or required score on mathematics assessment test.
Information: Adapted to the needs of students in allied health programs. IN is the integrated version of the course and lab taught simultaneously.

Student Learning Outcomes:

Upon successful completion of the course, the student will be able to:

1. Demonstrate an understanding of the atom including its component parts, electron configurations and the relationship between periodic characteristics and the electron.
2. Identify the type of bonds that will form between given atoms and then correctly predict the formulas of simple binary and tertiary compounds. Once bonding occurs, demonstrate the ability to draw Lewis Structures, predict shape and polarity.
3. Demonstrate an understanding of the characteristics associated with liquids including those related to intermolecular forces and evaporation.
4. Demonstrate an understanding of the concepts associated with solutions and mixtures including solubility and the determination of concentration.
5. Demonstrate an understanding of the concepts associated with acids and bases including the basis of their reactivity, their definitions, tracking their concentration via pH and the function of buffers.

Performance Objectives:

Upon successful completion of the course, the student will be able to:

1. Demonstrate the safe use of chemical laboratory equipment by physically taking mass, volume, temperature, pressure, and pH measurements correctly using scientific notation, significant figures and the appropriate unit conversions.
2. Critically apply the scientific method to data collection and analysis in a hands-on, chemical laboratory setting.
3. Demonstrate an understanding of the atom including its component parts, electron configurations and the relationship between periodic characteristics and the electron.
4. Identify the type of bonds that will form between given atoms and then correctly predict the formulas of simple binary and tertiary compounds. Once bonding occurs, demonstrate the ability to draw Lewis Structures, predict shape and polarity.
5. Demonstrate the ability to work with chemical equations including balancing and completing stoichiometry calculations relating mass, moles, and energy. Apply this knowledge to chemical reactions in a hands-on, laboratory.
6. Demonstrate an understanding of the chemistry associated with describing and modeling the behavior of gases including application of the Ideal Gas Law and Kinetic-Molecular Theory.
7. Demonstrate an understanding of the characteristics associated with liquids including those related to intermolecular forces and evaporation.
8. Demonstrate an understanding of the concepts associated with solutions and mixtures including solubility and the determination of concentration.
9. Describe the conditions necessary for a reaction to occur and the factors that affect the rates of chemical reactions.
10. Describe the concept of dynamic chemical equilibrium and predict changes in equilibrium by applying LeChatelier's Principle or the Equilibrium Constant.
11. Demonstrate an understanding of the concepts associated with acids and bases including the basis of their reactivity, their definitions, tracking their concentration via pH and the function of buffers.

12. Demonstrate an understanding of the basics of the chemistry associated with the nucleus including nuclear stability; the emission of radiation and one or more applications of nuclear chemistry.

Outline:

I. Introduction
   A. Math review
      1. Measurements and the metric system
      2. Dimensional analysis
   B. The scientific method
   C. The classification of matter
   D. The states of matter

II. Investigating the Atom
   A. Dalton's Atomic Theory
   B. The dimensions and components of the atom
   C. The electronic nature of the atom
   D. The Periodic Table and its electronic basis

III. Chemical Bonding
   A. The concept of ionic bonds
   B. The concept of covalent bonds
   C. Drawing Lewis Structures
   D. Predicting the shape and polarity of simple molecules

IV. Chemical Reactions
   A. Balancing Chemical Equations
   B. The concepts of formula weight and the mole
   C. Stoichiometry Calculations—mass and energy
   D. Reactions in aqueous solution

V. Further Investigating the States of Matter
   A. Gases
      1. Kinetic-Molecular Theory
      2. The Ideal Gas Law
   B. Intermolecular Forces
   C. Liquids

VI. Solution Chemistry
   A. Solution characteristics
   B. Determining Solubility
   C. The concept of concentration

VII. Chemical Kinetics
   A. Collision theory
   B. Factors affecting rates of reaction

VIII. Chemical Equilibrium
   A. "Dynamic Equilibrium"
   B. LeChatelier's Principle

IX. Acids and Bases
   A. Acid-Base definitions
   B. The concept of pH
      1. The auto-ionization of water
      2. The pH scale
   C. Buffers

X. Nuclear Chemistry
   A. Basic concepts
   B. Nuclear stability and/or radiation
   C. The application of nuclear chemistry

MAT 151 – College Algebra (4)

MAT 151 College Algebra 4 credits

Description:

Introduction to college-level algebra. Includes functions, exponential and logarithmic functions, linear 2x 2 and higher systems, graphing, and calculator use. A graphing calculator is required.

Prerequisite(s): Within the last three years: MAT 122, 122Z, or 123 with a C or better, or required score on the Mathematics assessment test.

Information: Credit for only one course will be awarded to students completing MAT 151 and MAT 188. See course description or advisor to choose your best option. No more than 7 credits may be applied toward graduation from the following list of courses: MAT 151, 182, 187, 188, and 189. A graphing calculator is required. See your instructor for details. Access to a scanner required for math classes taken online.

Student Learning Outcomes:

Upon successful completion of the course, the student will be able to:

1. Define functions and determine the domain and range. Perform operations on functions.
2. Solve various types of equations and systems.
3. Graph functions and inequalities.
4. Solve problems involving real world applications.

Performance Objectives:

Upon successful completion of the course, the student will be able to:

1. Define a function in terms of ordered pairs, graphically, and algebraically.
2. Determine the domain of a function, and determine whether an element is in the range of a function.
3. Use the algebra of functions and composition of functions defined by the modes in objective.
4. Use the definition of a one-to-one function and compute the inverse of a one-to-one function.
5. Define and calculate, exactly and by approximation, zeros and intercepts of functions.
6. Perform basic operations with complex numbers.
7. Find the zeros of polynomial functions by approximation and using simple algebraic methods.
8. Given its zeros and their multiplicities, construct a polynomial function and sketch its graph.
9. Graph rational functions.
10. Solve nonlinear inequalities graphically.
11. Use the properties of exponential functions.
12. Use the concept of inverse functions to develop and work with logarithmic functions.
13. Solve exponential and logarithmic equations.
14. Solve applications, by algebraic means and by approximation, using polynomial, single radical, power, rational, exponential, and logarithmic functions.
15. Solve application problems using linear systems.
16. Use graphing calculators (or other technology).
17. Using technology to model data (linear regression).

Outline:

I. Functions
   A. Definition
      1. By ordered pairs from table or other sources
      2. Graphing
      3. Algebraically
      4. Piecewise-defined functions
      5. Increasing/decreasing functions
      6. Even and odd functions
      7. Domain and range
         a. Determine the domain
         b. Determine whether a number is in the range; find the range in other cases.
   B. Computations
      1. Algebra of functions
      2. Composition
      3. Find the inverse of a one-to-one function
      4. The zeros of a function

II. Polynomial and Rational Functions
   A. Computations
      1. Identify zeros and y-intercepts
      2. Remainder and Factor Theorems
      3. Polynomial long division
      4. Fundamental Theorem of Algebra
      5. Applications of Polynomials
      6. Non-linear inequalities (using graphical methods)
      7. Complex number systems
   B. Second degree polynomials
      1. Complete the square to put in a form to identify vertex
      2. Applications of maximum/minimum type
   C. Rational Functions
      1. Use properties of polynomials to analyze rational functions
      2. Applications of rational functions

III. Exponential and Logarithmic Functions
   A. Properties and relationships
      1. Relate exponential and logarithmic as inverse functions
      2. Properties of Logarithms
   B. Problem solving
      1. Use part A to solve exponential and logarithmic equations
      2. Formulate and solve applied problems using exponential logarithmic functions.

IV. Linear 2 x 2 and Higher Systems
   A. Solutions
      1. Identify solutions as ordered n-tuples
      2. Classify systems as consistent or inconsistent
      3. Applications of systems
   B. Methods of solution

V. Graphing
   A. Determine and graph features of functions and equations in general, and in particular for the types of functions listed in I-III.
      1. Intercepts
      2. Zeroes
      3. Asymptotes
      4. Use translations, reflections, and similar operations to obtain a new graph from a given graph.
      5. Use graph to interpret and analyze applied problems.

VI. Simple radical functions and power functions

VII. Calculator Use

A. Numerical calculations and evaluation of functions
B. Graph and analyze functions
C. Other applications such as programs
D. Linear regression

VIII. Optional Topics
A. Combinatorics
B. The Binomial Theorem
C. Conic sections
D. Systems of equations which include nonlinear equations
E. Systems of linear and/or nonlinear inequalities
F. Mathematical induction
G. Utilizing other types of technology such as spreadsheets
H. Matrices
I. Sequences and Series

PSY 101 – Introduction to Psychology (4)

PSY 101 Introduction to Psychology 4 credits

Description:

Survey of psychology including history, perspectives, and methods; structure and functions of the nervous and endocrine systems; development; perception; learning; memory; intelligence, thinking and language; motivation and emotion; personality; psychopathology; psychotherapy; stress and health; and social cognition and behavior.

Prerequisite: REA 091 with a C or better (or assessment into REA 112).
Information: Content is a combination of elements of PSY 100A and 100B.

Student Learning Outcomes:

Upon completion of the course, the student will be able to do the following:

1. Describe the history of psychology, including psychological perspectives and research methods.
2. Explain how the nervous system and other biological systems influence behavior.
3. Summarize the stages and major theories of life span development.
4. Describe the processes of perceptual organization and interpretation.
5. Compare and contrast the major learning theories.
6. Discuss memory formation, retention and loss. Explain how memory can be improved.
7. Elucidate the connections between thinking, language, and intelligent behavior.
8. Summarize the major concepts of motivation and emotion and how they relate to behavior.
9. Compare and contrast the major personality theories.
10. Describe the characteristics and causal factors associated with major psychological disorders.
11. Identify and discuss the theoretical underpinnings of approaches to psychotherapy.
12. Describe the stress process and explain the interaction between stress and health.
13. Appraise social psychology research findings related to social thought, behavior, and relations.

Outline:

I. History, Systems, and Methods
   - A. Major events in psychology's history
   - B. Psychological perspectives
   - C. Observational, correlational, and experimental methods

II. Biological Basis of Behavior
   - A. Brain and the nervous system structures and functions
   - B. Overview of endocrine system

III. Development
   - A. Infancy and childhood
   - B. Adolescence and adulthood

IV. Perception
   - A. Perceptual organization
   - B. Perceptual interpretation

V. Learning
   A. Classical and operant conditioning
   B. Observational learning
VI. Memory
   A. Information processing, storage, retrieval, and forgetting
   B. Memory improvement strategies
VII. Intelligence, Thinking and Language
   A. Intelligence: Source, structure, assessment, and controversy
   B. Thinking, problem solving, and decision making
   C. Processes of language development and thought
VIII. Motivation and Emotion
   A. Biological and psychological motives and drives
   B. Experiencing and expressing emotion
IX. Personality
   A. Theories of personality development
   B. Personality assessment
X. Psychopathology
   A. Psychopathology: Definitions, classifications, and assessments
   B. Major categories and types of disordered behavior
XI. Psychotherapy
   A. Perspectives and approaches to psychotherapy
   B. Biomedical therapies
XII. Stress and Health
   A. Experiencing and reacting to stress
   B. Reducing and coping with stress
XIII. Social Psychology
   A. Social thinking and influences
   B. Social relations

PSY 101HC Introduction to Psychology: Honors 4 credits

Description:

Survey of psychology including history, perspectives, and methods; structure and functions of the nervous and endocrine systems; development; perception; learning; memory; intelligence, thinking and language; motivation and emotion; personality; psychopathology; psychotherapy; stress and health; and social cognition and behavior. Also may include the following Honors Content: Intensive research using highest standards and best practices for the discipline, and a significant number/variety of readings of both primary and secondary sources; "publishable quality", peer reviewed paper or project in format appropriate for this discipline: presentation of research, in class or to a wider audience.

Information: Must qualify for Honors program. PSY 101HC will fulfill any PSY 101 requirement. Faculty or Advisor approval may be required before enrolling in this course.

Student Learning Outcomes:

Upon successful completion of the course, the student will be able to:

1. Describe the history of psychology, including psychological perspectives and research methods.
2. Explain how the nervous system and other biological systems influence behavior.
3. Summarize the stages and major theories of life span development.
4. Describe the processes of perceptual organization and interpretation.
5. Compare and contrast the major learning theories.
6. Discuss memory formation, retention and loss. Explain how memory can be improved.
7. Elucidate the connections between thinking, language, and intelligent behavior.
8. Summarize the major concepts of motivation and emotion and how they relate to behavior.
9. Compare and contrast the major personality theories.
10. Describe the characteristics and causal factors associated with major psychological disorders.
11. Identify and discuss the theoretical underpinnings of approaches to psychotherapy.
12. Describe the stress process and explain the interaction between stress and health.
13. Appraise social psychology research findings related to social thought, behavior, and relations.

Outline:

I. History, Systems, and Methods
   - A. Major events in psychology's history
   - B. Psychological perspectives
   - C. Observational, correlational, and experimental methods

II. Biological Basis of Behavior
   - A. Brain and the nervous system structures and functions
   - B. Overview of endocrine system

III. Development
   - A. Infancy and childhood
   - B. Adolescence and adulthood

IV. Perception
   - A. Perceptual organization
   - B. Perceptual interpretation

V. Learning
   - A. Classical and operant conditioning
   - B. Observational learning

VI. Memory
   A. Information processing, storage, retrieval, and forgetting
   B. Memory improvement strategies
VII. Intelligence, Thinking and Language
   A. Intelligence: Source, structure, assessment, and controversy
   B. Thinking, problem solving, and decision making
   C. Processes of language development and thought
VIII. Motivation and Emotion
   A. Biological and psychological motives and drives
   B. Experiencing and expressing emotion
IX. Personality
   A. Theories of personality development
   B. Personality assessment
X. Psychopathology
   A. Psychopathology: Definitions, classifications, and assessments
   B. Major categories and types of disordered behavior
XI. Psychotherapy
   A. Perspectives and approaches to psychotherapy
   B. Biomedical therapies
XII. Stress and Health
   A. Experiencing and reacting to stress
   B. Reducing and coping with stress
XIII. Social Psychology
   A. Social thinking and influences
   B. Social relations

SOC 101 – Introduction to Sociology (3) (C)

SOC 101 Introduction to Sociology 3 credits

Description:

Introduction to the basic concepts of sociology, sociological analysis and research. Includes social structure, status, social group, social control, social stratification, social class, gender, race, sexuality, ethnicity, aging, learning and physical challenges, family, religion, education, government, health, technology, corporations, terrorism, environmental sustainability, social movements and social change, mass society, and postmodernity. Also includes globalization within and across contemporary societies and cultures.

Student Learning Outcomes:

Upon successful completion of the course, the student will be able to:

1. Define in plain language what the scientific method is and explain how it is used, and how scientific ways of knowing differ from other ways of knowing.
2. Identify how distant, impersonal social forces shape the lives of groups and individuals in society (sociological imagination).
3. Identify the main claims of social-conflict theory, structural-functional theory, and symbolic-interaction theory.
4. Identify the causes and implications of social classes in the United States today.

Performance Objectives:

Upon successful completion of the course, the student will be able to:

1. Identify the main claims of Marx (in the form of social-conflict theory), Durkheim (in the form of structural-functional theory) and Weber (in the form of symbolic-interaction theory) and relate these claims to at least five societal phenomena on an identified list.
2. Define in plain language what the scientific method is and explain how it is used, and how scientific ways of knowing differ from other ways of knowing.
3. Distinguish between academic sociology and applied sociology.
4. Distinguish between empirical and theoretical questions.
5. Recommend the type of research method that would be the most appropriate for answering a given empirical or theoretical research question and explain how they know.
6. Distinguish between macro- and micro-level realms of social reality.
7. List examples of how distant, impersonal social forces shape the lives of groups and individuals in society.
8. List and define a minimum of five examples of socio-demographic traits (e.g. age-sex structure, sex ratio, distribution of wealth, mode of production, literacy rate, mortality rate, life expectancy, unemployment rate, ethnic composition).
9. Define and explain the relevance of concepts from the official Sociology Program Key Concepts list, including, but not limited to, the following: social structure, norms, status, culture, socialization, industrialization, modernity, rationalization, social group, social control, social stratification, class, power, gender, race, ethnicity, minority, post-colonialism, corporation, authority, special interest group, kinship, religion, fundamentalism, urbanization, ecologically sustainable culture, collective behavior, and globalization.

Outline:

I. Foundation: Sociological Thinking and Building Blocks of Society
   - A. Society: the determinative system of social relations in which humans are embedded
   - B. Macro-micro connections
     1. Seeing public issues reflected in our private troubles (a.k.a. the sociological imagination)

2. Macro-level, societal traits versus micro-level, individual traits

C. Major sociological perspectives
   1. Structural-functional theory (and Durkheim's key concept, anomie)
   2. Social-conflict theory (and Marx's key concept, alienation)
   3. Symbolic-interaction theory (and Weber's key concept, weltanschauung)

D. Sociology as a social science
   1. The scientific method: its nature, its power and its limitations
   2. How the scientific method differs from other ways of knowing
   3. It's all about the data—theory building, hypothesis testing and falsification
   4. Empirical versus theoretical questions
   5. Asking and answering questions with surveys, experiments, field methods, case studies and secondary sources: which methods for which questions

E. Cultures, nations and societies
   1. Nature versus nurture: "human nature" as an intellectually bankrupt idea
   2. Cultural values
   3. Cultural variation, cultural relativism and ethnocentrism

F. Social organization
   1. Micro-sociology: face-to-face interactions in dyads and small groups
   2. Meso-sociology: groups, networks and organizations
   3. Macro-sociology: societal and global systems

II. Social Interaction and the Social Construction of Reality
   A. Socialization and the self as social: ideas of Mead and Cooley
   B. Norms: conformity and deviance
   C. Collective behavior and social movements
   D. Urbanization, population patterns, and society-environment connections
   E. Globalization and modern societies

III. Structures of Power
   A. Stratification and social mobility
   B. Inequalities of social class
   C. Inequalities of race and ethnicity
   D. Inequalities of gender and sexuality
   E. Inequalities of youth and age
   F. Global problems, the influence of large corporations and ecological crises

IV. Social Institutions
   A. Marriage and the family
   B. Religion
   C. Education, popular culture, and the mass media
   D. Economy and work
   E. Government, politics and the military
   F. Science, technology and medicine
   G. Law and social control

PHI 101 – Introduction to Philosophy (3)

PHI 101 Introduction to Philosophy 3 credits

Description:

Survey of Western Philosophy. Includes primary source readings in western philosophic areas: logic, epistemology, ethics, social/political philosophy, philosophy of religion, metaphysics, philosophy of science, and aesthetics.

Student Learning Outcomes:

Upon successful completion of the course, the student will be able to:

1. Describe the application of a philosophic method using logic.
2. Relate an analysis of the concepts of epistemology.
3. Describe the claims of ethics.
4. Compare social/political philosophies.
5. Examine the issues concerning philosophy of religion.
6. Distinguish metaphysical systems.
7. Discuss philosophy of science.
8. Classify aesthetic positions.

Outline:

I. Logic
   - A. Definition of an argument
   - B. Definition of an inference
   - C. Inductive reasoning/deductive reasoning
   - D. Formal fallacies/informal fallacies

II. Epistemology
   - A. Rationalism
   - B. Empiricism
   - C. Intuitionism
   - D. Analytic claims
   - E. Synthetic claims
   - F. A priori claims
   - G. A posteriori claims

III. Ethics
   - A. Nature of normative claims
   - B. Prescriptive
   - C. Descriptive
   - D. Instrumental
   - E. Intrinsic

IV. Social/Political Philosophy
   - A. Nature and legitimacy of authority
   - B. Absolutism
   - C. Theocracy
   - D. Democracy
   - E. Utilitarianism
   - F. Fascism
   - G. Communism
   - H. Anarchism

V. Philosophy of Religion
   - A. Nature and meaning of religion
   - B. Meaning of " God "
   - C. Classical arguments for the existence of God

D. Critiques of the Classical arguments

VI. Metaphysics
- A. Nature of mind and body
- B. Existence of other minds
- C. Nature of reality and ultimate reality
- D. Free will

VII. Philosophy of Science
- A. Scientific method
- B. Aristotle's philosophy of science
- C. Axioms
- D. Scientific revolution
- E. Causation

VIII. Aesthetics
- A. Nature of beauty
  1. Objective
  2. Subjective
- B. Emotionalism vs. functionalism
- C. Theories of art criticism

CIS 120 – Introduction to Computers (4)

CIS 120 Computer Applications for Business

4 credits (3 lectures 2 lab labs)

Description:

Introduction to computer information systems and applications with an emphasis on Microsoft applications, especially Microsoft Excel. Students will develop an awareness of the critical thinking, quantitative analysis and qualitative assessment skills that serve as the foundation for the effective and ethical use of information as part of an informed business or personal decision.

Prerequisite(s): Within the last three years: C or better in MAT 092 or satisfactory score on the mathematics assessment exam.

Student Learning Outcomes:

Upon successful completion of the course, the student will be able to:

1. Demonstrate problem solving using application software, and the Internet.
2. Demonstrate proficiency with spreadsheet software (Microsoft Excel) to solve business problems. This proficiency will be demonstrated by multiple lab assignments which will focus on business problem solving with an emphasis on analysis techniques, algorithmic design, and implementation.
3. Demonstrate proficiency with using visual presentation software (Microsoft PowerPoint), word processing documents (Microsoft Word) and database management software (Microsoft Access) to organize, present and store business solutions and information.
4. Use the Internet to research and analyze information and data in case studies.
5. Demonstrate proficiency in building a basic Web page.
6. Discuss laws and ethics related to computer use.
7. Discuss network topology and security; explain the Internet effect on the globalization of business and social networks from the perspective of business.

Outline:

I. Business Application Tools -Excel
   - A. Create, edit and format spreadsheets
   - B. Create and modify formulas using absolute, mixed and relative cell reference
   - C. Use Excel functions
   - D. Create and modify charts
   - E. Name cells and ranges
   - F. Table management
     1. Sort
     2. Filter
     3. Import data
   - G. Database functions
   - H. Create, refresh, and delete
     1. Pivot tables
     2. Pivot charts
   - I. Business problem solving
     1. Analysis of problems
     2. Critical thinking
     3. Design of charts, and tables to highlight business information
     4. Analysis of existing data represented in excel

II. Business Application Tools -Access

A. File management
B. Create, design, normalize, join tables
C. Design, manage, filter, sort data
D. Query using Structured Query Language (SQL)
E. Report generation
F. Pivot table
G. Chart

III. Business Application Tools -Word
A. Editing and formatting
B. Importing/Inserting
1. Pictures
2. Excel Charts
3. Tables
C. Creating and modifying
1. Styles
2. Table of content
3. Index
D. Labels and mailers for business literature

IV. Business Application Tools -PowerPoint
A. Create
1. Slideshows
2. Templates and master slides
3. Outlines
B. Modify
1. Slideshows
2. Templates
3. Outlines
C. Importing/inserting
1. pictures
2. graphs
3. slides

V. Other topics
A. Network Security and data integrity
B. Information systems role in business
C. Research using the Internet
D. Planning and implementing technology solutions
E. Ethics
F. Social Networking as a business tool
G. Internet Security
1. Viruses and malware
2. Internet fraud
3. Spam
4. Identify theft
5. Intellectual property rights
6. Privacy
H. Internet Case studies
1. E-Commerce
2. Principles of e-commerce
3. Effect on business
4. Cloud computing
5. Social and ethical issues