

Human Behavior and Social Institutions Master Syllabus

Cluster

Quantitative and Scientific Reasoning

Courses in this cluster prepare King's graduates to be scientifically literate members of society. Over time, the quest for truth and understanding has led inquisitive people to ponder questions about the physical world and society and to discover – through the process of hypothesis, experiment, and observation – the rules, both simple and complex, that govern natural and social phenomena. In this vein, the overarching goals of the courses within this cluster are to inspire students to be curious about the world around them and to provide the mathematical and analytical tools necessary to draw sound conclusions from observations and evidence. From the study of the matter in the universe, the organization of matter into complex living organisms and ecosystems, and the effects of human behavior and organization on the physical world and each other, students will ultimately form connections between the governing principles of scientific inquiry and our human experience within the natural and social worlds. The foundational knowledge developed in the Quantitative and Scientific Reasoning cluster will enable students to identify scientific issues underlying national and local decisions and to utilize their skills of quantitative and scientific analysis to respond in meaningful and ethically responsible ways to issues of contemporary importance to society.

Core Goal Served in this Category

Goal 5: To advance our students' scientific reasoning and literacy

Core Learning Outcomes

A student successfully completing a course in Human Behavior and Social Institutions will be able to

1. Demonstrate familiarity with theories and research methods in the natural and social sciences, including qualitative and quantitative interpretations and analyses (Core Goal 5.1)
2. Evaluate the strengths and limits of the scientific method and articulate the relationship between science and other ways of seeking knowledge (Core Goal 5.3)
3. Demonstrate knowledge of discoveries and trends in the natural and social sciences (Core Goal 5.6)

Catalog Description

Knowledge of the substance, motivation, and consequences of both individual and collective human behavior is essential to the liberally educated person. No educated person can hope to comprehend the complexity of contemporary society without some understanding of how that society is organized and how its various components relate to one another. Courses in Human

Behavior and Social Institutions will increase students' systematic understanding both of themselves as functioning human beings and of their individual similarities to and differences from others. Courses will enhance students' understanding of the nature and significance of their conscious experience and will help them recognize the forces that shape their interpersonal attachments and interactions. Each course offered in Human Behavior and Social Institutions will introduce students to the goals, methods, theories, and research findings associated with disciplines within the social sciences, which includes economics, psychology, sociology, and political science.

Intangibles / Aspirations / Other Category-Level Elements

In addition to the outcomes assessed in this category, other Core outcomes might be developed and addressed by various courses in Human Behavior and Social Institutions. Skills, competencies, and dispositions relevant to the fields in this category might also be cultivated..

- To help students develop the foundational skills and competencies of written communication, critical inquiry and analysis, and technological competency and information literacy (Core Goal 1)
- Apply fundamental principles, such as those of the Catholic social justice tradition, to important economic, social, and political issues (Core Goal 3.3)
- Critically assess sources and claims to test their validity from a scientific and quantitative perspective (Core Goal 5.2)
- Demonstrate knowledge of the principles of ethically responsible research (Core Goal 5.5)
- Critically assess societal structures and institutions (Core Goal 6.3)
- Wonder, ponder, and ask thoughtful and insightful questions (Core Goal 7.1)

Teaching Methods and Assessment

Instructors will use any of the following:

Semester examinations
Writing assignments
Research papers and projects
Quizzes
Presentations
Final Examination
Service Learning

Texts

Texts are selected at the discretion of the instructor.

Additional Information / Resources for Instructors

Resource on plagiarism: <http://www.kings.edu/non_cms/pdf/Catalog2014-2015.pdf> and URL: <<http://departments.kings.edu/celt/infoliteracy/plagiarism.html>>.

Courses

ECON 111: Introduction to Microeconomics (3)

Students will study the allocation of scarce resources in a market economy, supply and demand, comparative advantage and trade, consumer theory, theory of the firm, market structure, pricing of factors of production, income distribution, and the role of government.

ECON 112: Introduction to Macroeconomics (3)

Students will study U.S. economic institutions and the economic organization of society, the role of markets in the production and distribution of societal resources, measurement of economic performance, national income, inflation, and unemployment, competing macroeconomic theories, and stabilization policies.

GEOG 101: The course will provide a basic understanding of the physical and cultural landscapes of the earth and the relationships between them. Topics include geographic tools and techniques; physical geography and climate; human interaction with the environment; demography; cultural, political and economic systems and structures; historical geography; the concept of regionalism; and the impact of the land upon our lives. The course utilizes an applied geography methodology. The previously mentioned topics will first be presented. Students will then conduct research and fieldwork in a selected geographic area along with scheduled discussion meetings with the instructor. This process will result in a comprehensive research paper on that selected area. The course is required for a Geography minor and for a Secondary Education certification in Citizenship Education.

GEOG 102: American Geography (3)

The course presents an overview of the physical, human, and environmental geography of the United States. Students will gain an understanding and appreciation of how the physical environment impacts upon human behavior and social institutions. Topics will include American landforms and climate; regionalism, geographic history; race, ethnicity and culture; economic and political geography; and environmental issues and initiatives. Field observations are used to actively engage students with the diverse landscapes and cultures of the United States.

PS 101: Introduction to American Government (3)

This course examines the fundamental Constitutional principles of American government and the nature of American politics. As an introductory course, it begins with an overview of the subfields of Political Science—political theory, American government, comparative politics, and international relations—and introduces the methods of research in Political Science. Throughout the course, students will be asked to develop thoughtful responses to questions such as: What are the enduring principles of American government? How can a person be a responsible citizen? Is American government ready for the challenges of the 21st Century?

PSYC 101: Introduction to Psychology (3)

A survey of basic topics, concepts, and psychological principles, including child development, learning, memory, motivation, physiological influences, stress, coping, personality dynamics, social functioning, abnormal behavior, and psychotherapy. Special emphasis is given to covering disabilities, crime and violence, profiling and forensics, managing stress, psychotropic medications, addictions, brain injury, and counseling. At the end of this course, it is expected students will (a) understand the research principles that make psychology a scientific discipline; (b) be able to critically evaluate research findings; (c) understand the biological and psychological factors involved in cognitive and emotional development from birth to old age; (d) know the causes and effects of psychological disorders; (e) appreciate various psychotherapies; and (f) be capable of evaluating the use of prescription medication for treating mental disorders, among other topics.

SOC 101: Introduction to Sociology (3)

This course introduces sociology's basic concepts, theories, research methods, and subfields, covering such topics as culture, socialization, group behavior, deviance, and social inequalities. Students will come to understand the many ways that the lives of individuals are shaped by the social world, and how human behaviors and interactions serve to both reinforce and reshape existing social structures.