

Area D

**Freshman Cluster Proposal  
The Individual and Society**

1. *What is the theme you propose for your group of courses? In what ways do you think this theme speaks to issues important to our freshman population?*

**The Individual and Society**

This is not a new cluster. It has been a very popular one for years. Psychology and Sociology have been in it from its start, and will continue to be. In this proposal, we are restating the value and importance of this Cluster. And we are also making one change. Political Science has decided to leave it, and Philosophy has decided to join it. We think this may make it even stronger than it was before. The Theme ("Individual and Society") involves The Great Paradox of human existence: We are both members of, and partly products of, our societies, our cultures. And we are also decision-making individuals. All these issues clearly relate to the lives of College Freshmen. They know they are now eighteen year old, legal adults. They have more freedom than they have ever had before. And yet, they know that Social Structure, with values and norms, exists. Rules exist, in relation to everything from driving to success at CSUEB. Psychology, Sociology, and Philosophy will make a great team. And it definitely fits with GE's mission and requirements, which ask students to study different types of human knowledge, in relation to important issues. The College of Science contributes Psychology, so we examine social issues primarily from the perspective of the individual. Sociology examines the nature of "structured society", with its values and norms. (And one of society's expectations is that we not follow expectations too blindly. We must, will, and should develop our individual lives.) And Philosophy will certainly study the values and meanings in our lives. We all relate to basic values of some kind, even when we don't realize we have any. And yes, they often conflict. College freshmen are frequently confused about a lot of things. That's normal. And better understandings can only come when we confront our confusions. We feel this cluster, Individual and Society, will help students see their confusions and choices a bit more clearly.

2. *List the three courses (prefix, number, title, units)*

**PSYC 1000 (1001), General Psychology, 5 units**

**SOC 1000 (1002), Introduction to Sociology, 4 units**

**PHIL 1XXX Introduction to Political Philosophy, 4 units**

3. *Explain how the theme will be used to integrate course content in each course. (Describe the contribution of each discipline's perspective on the theme that will help create a coherent learning experience for the students.)*

These three courses together will give students a very strong foundation in the social sciences and in social and political theory. PSYC 1000 focuses on individuals and establishes the biological foundations for the individual's relationship to society. SOC 1000 will fill out the picture with information about social institutions and how they shape the lives of individuals. PHIL 1XXX provides an overview of and introduction to the Western Political Philosophy, with feminist and multicultural perspectives and critiques. All three courses will extensively address issues of gender and cultural diversity in the context of the theme. The cluster group plans on having 6 "all cluster meetings" (2 per quarter) during the course of the year to show how all three disciplines view a certain issue (like authority, power, human nature, autonomy, etc.)

*4.15. GE Outcomes*

**PSYC 1000 (Area D)** gives students a clear grasp of major concepts in psychology. This course helps students understand their own behavior while increasing their capacity to empathize with others and adjust to divergent points of view. Students learn how genetics, biochemistry and cognitive factors contribute to normal

psychological functioning as well as to psychological disorders. Students must pass five exams and two quizzes, as well as participating in small group discussions, in which they demonstrate mastery of the following material. By the end of this course students will be able to demonstrate, orally and in writing, recognition of the application of disciplinary concepts derived from at least three social or behavioral sciences in the study of human behavior, individually and in society.

*\*At least two standard or basic theories and models:* An understanding of the different schools or theories of psychology, such as psychodynamic, behaviorism, humanistic, gestalt and cognitive

*\* Define key disciplinary terms:* scientific method, cognition, behavior, mental events, individual differences

*\* Identify professional applications of disciplinary concepts:* An understanding of how the facts of psychology are acquired through the scientific process and how those facts are applied in counseling, business, education, and everyday life.

*Demonstrate, orally and in writing, recognition of the inquiry methods used by at least one of the social or behavioral science disciplines.*

*\* Identify key research issues:* All material will be presented in the context of the scientific method.

*\* Describe how hypotheses or research questions are formed:* Basics of the scientific method will be covered.

*\* List examples of data that are examined:* Survey data, correlational data, experimental data, descriptive data

*\* Describe how data are analyzed.* Students will be taught to read graphs and tables and to use data to distinguish between theories.

*Demonstrate, orally and in writing, the ability to describe how human diversity and the diversity of human societies influence our understanding of human behavior, individually and in societies, both local and global.*

This course deals with the many causes of prejudice, discrimination and stereotyping, and identifies methods to overcome these attitudes.

*Demonstrate, orally and in writing, some knowledge of the political, social, and/or economic institutions of a country other than the United States.* This course examines cross cultural differences in psychological attributes (e.g., effects of different languages on cognition).

*Demonstrate, orally and in writing, the ability to describe major positions and contrasting arguments made on one or more significant contemporary issue area confronting US society as applied to human behavior.*

*(Possible areas include: biomedical and health issues, class, crime, discrimination, education, energy, environment, gender, global economy, immigration, military intervention abroad, poverty, race, technology.)*

The course covers biomedical and health issues, discrimination, education, and gender issues.

**SOC 1002 (Area D)** students must pass two written essays and write 1-page summaries of every class reading (which they present in a course portfolio), as well as doing a group presentation, in which they demonstrate master of the following material. Thus, their learning is both written and oral.

*\*At least two standard or basic theories and models* – the study of society (social interaction, social relations, social institutions, and social processes) as a social science and the study of social theory.

*\* Define key disciplinary terms:* agency, social structure, cultural structure, social forces, social movements, social change, social stratification, class, gender, race, ethnicity, community, organizations, networks, institutions, bureaucracy, states, markets, social construction of reality, inter-subjectivity, identity, (trans-)nationalism, globalization, and numerous others.

*\* Identify professional applications of disciplinary concepts:* The fact individual action is always mediated by social structure; the fact that all social relations are also relations of meaning, as well as relations of power; the fact that all economic action is socially embedded; the fact that markets are always embedded in law, morality, and politics; and the fact that society is susceptible to change through organized collective action, but not always in ways that it is intended.

*Demonstrate, orally and in writing, recognition of the inquiry methods used by at least one of the social or behavioral science disciplines.*

*\* Identify key research issues.* The course introduces students to reasons for the differences between social scientific and natural/physical scientific research designs; the criteria for establishing a causal argument; the wide variety of research methods used in social research; random and non-random sampling techniques; the basic types of non-experimental research design; and the politics and ethics of research.

\* *Describe how hypotheses or research questions are formed.* Common features of the research process (including both inductive and deductive reasoning, and ideographic and nomothetic explanation) are covered in the lectures and course readings. Emphasis is placed on the importance of developing testable, falsifiable research questions that avoid common errors in logic. Student essays will also be graded on their ability to develop empirically-based arguments to support their own claims and beliefs, as well as to identify and impartially articulate discourses that may challenge their own beliefs.

\* *List examples of data that are examined:* Students will examine quantitative, qualitative, and comparative (both longitudinal and cross-sectional) data on major institutions (e.g., families, schools, hospitals, factories, corporations, the military, states, and markets), as well as social processes like urbanization, social stratification (by class, gender, race/ethnicity, and age), and structural inequality on a local, national and global scale.

\* *Describe how data are analyzed.* This course introduces students to sociology by helping them learn how to use sociology to read and analyze situations. Analyzing situations sociologically is developed by having students analyze "decision cases," i.e. short, problem-centered narratives that promote critical thinking. The ability to analyze situations from a sociological perspective is developed incrementally. They must learn to discern the differences between (as well as identify and re-present) the empirical, rhetorical, and narrative dimensions operating within the competing or conflicting discourses of each decision case that they analyze. *Demonstrate, orally and in writing, the ability to describe how human diversity and the diversity of human societies influence our understanding of human behavior, individually and in societies, both local and global.* Students in this course will learn how to do the following:

\* See situations sociologically by identifying and describing four important social connectors: social relationships, groups, organizations, and networks.

\* Use sociological theories to reframe and develop multiple perspectives on social connections.

\* Think about situations from the point of view of insiders by decoding culture.

\* Uncover inequalities by analyzing differences in power.

Students will write about all of these issues in their reading portfolios, will write about some of them in their two essays, and will orally discuss at least one of them in an oral presentation to the class.

\* Imagine possible futures (and the historical contingency of their unfolding) by taking into account changes that could result from three important driving forces: demography, technology, and collective action.

*Demonstrate, orally and in writing, some knowledge of the political, social, and/or economic institutions of a country other than the United States.* This course examines case studies of the following:

\* The impact of the World Trade Organization, World Bank, and the International Monetary Fund on the relationship between developed and developing nations; and

\* The effects of transnational social movements (around issues relating to environmental degradation; women's rights, labor, human rights, free versus fair trade, and socially responsible investment) on states and transnational corporations.

Students will write about all of these issues in their reading portfolios, will write about some of them in their two essays, and will orally discuss at least one of them in an oral presentation to the class.

*Demonstrate, orally and in writing, the ability to describe major positions and contrasting arguments made on one or more significant contemporary issue area confronting US society as applied to human behavior.* The course readings cover issues relating to human rights, free trade policy, globalization, bio-engineering of food, the war on terrorism, global human smuggling, consumption of commodities produced through slave and/or sweatshop labor, the role of non-federal entities in shaping U.S. foreign policy, and unilateral versus multilateral foreign policy. Students will write about all of these issues in their reading portfolios, will write about some of them in their two essays, and will orally discuss at least one of them in an oral presentation to the class.

### **PHIL 1XXX (Area C2)**

*Examine significant texts of the creative intellect:* This course is an introduction to political philosophy. The readings include primary texts by major philosophical figures. The readings also include prominent contemporary thinkers' discussions of political and social problems, such as sexism, racism, colonialism and



other forms of oppression. Students in this class will reflect questions of human nature, justice, economic theory, the nature of power, etc.

*Critical examination of ideas and theories:* This course will cultivate critical thinking skills and conduct critical examinations of texts and ideas by asking students to adopt a predisposition to thinking critically about issues that they may already be familiar with and have taken positions on. In both written papers/ essay exams and in class discussion projects, students will be asked to be open to the views of various authors as well as of their fellow students. Students will need to be able to recount the arguments of the authors they read, critically evaluate the claims made in the texts, examine their own thinking about ethical issues, and create their own arguments for their original viewpoints. This course in particular incorporates feminist and multicultural critique of the Western political tradition. This critical examination will be conducted primarily through philosophical approaches and methods, but also through historical, linguistic, literary, and rhetorical approaches. The course will discuss how ideas change over time, how the language used to express ideas affects those ideas, and the literary and rhetorical devices employed by the philosophers that they read.

*Understanding of human concerns and the intellectual and cultural traditions within which they arise:* In this course, students will be asked to reflect on political issues of universal as well as contemporary concern. They will examine major works and theories in Western political philosophy, such as social contract theory, utilitarianism, discourse theory, and more. Students will also reflect on issues in more contemporary political theory, such as power, economic and distributive justice, and communitarianism. Students will consider the historical, social, and political contexts that have influenced the production and interpretations of the texts and the issues in them. Students will also develop an appreciation for diverse moral, cultural, and political perspectives.

- 1) *Students will demonstrate through oral and written work how foundational works in the humanities illuminate enduring human concerns and the intellectual and cultural traditions within which these concerns arise, including both classical and contemporary artists/ or theorists.*

Through reflective paper writing/ essay exams and small group oral discussion and presentation, students will read classical and contemporary texts Western political philosophy. Through these texts, students will reflect on the questions of universal concern, such as the nature of the individual, human nature, and the structure of political societies. Students will consider the historical and cultural contexts in which philosophical ideas arise. Students will travel through the history of Western thought from social contract theory to contemporary political theorists.

- 2) *Students will demonstrate a developing understanding of the interaction among historical and cultural contexts, individual works, and the development of the humanities over time.*

This course is an overview of and introduction to Western political philosophy. Students will see how philosophical ideas have developed over time, and how Enlightenment and contemporary thinkers have influenced contemporary philosophical works. Students will write about these works, with consideration for their historical and cultural contexts.

- 3) *Through oral and written work, students will demonstrate their ability to critically employ concepts, theories, methods of analysis used in the humanities to interpret and evaluate enduring human concerns.*

In this course, students will be employing the method of argumentation. This will require them to recognize and analyze the arguments in philosophical texts, and well as create their argumentation in defense of their interpretations of these texts, and in support of their own ideas.

- 4) *Students will critically reflect on the formation of the human goals and values, and will articulate an understanding of the creativity reflected in works of the humanities that influenced the formation of those values.*

The study of philosophy necessarily entails a study of human goals and values. In this course, students will be reading some of the extremely important and creative works from political philosophy that raise many of the most perennial concerns, as well as learn how such theories can be applied to contemporary political concerns.

6. Attach course outlines for the three courses. Each course outline should indicate how the theme would be used in the course and any student activities that cross all three courses.

See attached after signature page.

## COURSE OUTLINES

### Psychology 1001 General Psychology: Individual & Society Fall 2010

Dr. Gretchen Reevy

TTh 7:45-9:50

MI 2032

Office & office hours: M 3-4, T 10-11, & by appt ScS 332 885-3421  
email: gretchen.reevy@csueastbay.edu

Textbook: Weiten, W. (2008). *Psychology: Themes & Variations*. 8<sup>th</sup> Ed. Wadsworth Cengage Learning.

Goals of the Course: This course will provide an overview of the broad field of psychology. While a major goal of the course is to provide you with knowledge of psychology, I anticipate that other types of knowledge and skills will develop. Students will become aware of what it means to be a psychologist and of the many functions that psychologists representing various subfields serve in our society. In addition, I hope that you will learn how a psychologist thinks—e.g., Where is one's attention concentrated when s/he thinks like a psychologist? What kinds of questions does the scientific psychologist pose, etc.? Also, hopefully, this course will contribute to both your understanding of what it means to be human, and your appreciation of how we're similar and how we're different. Throughout, we will focus on issues of gender and cultural diversity.

#### Grading and Exams:

You can earn up to 1000 points (1050 if you are awarded all extra credit points) Grades will be based on two midterm examinations (300 points each); two short writing assignments (50 points each, 100 points total); and the final examination (300 points).

The exams will consist of multiple choice questions and possibly other types of questions. The majority of questions (~75-80%) will be based on material presented in the lecture, and the remainder will derive from the textbook. The final exam is not cumulative.

The grading scale for the final grades is as follows:

900-1000 pts = A; 800-899 pts = B; 700-799 pts = C; 600-699 pts = D

I also assign "plus" and "minus" grades

Short Writing Assignments: There are 10 weeks of instruction during the quarter. For at least four of those weeks, you will be provided with a short writing assignment (1-2 pages), based on material presented during the week. Often, the assignment will be a write-up of a class demonstration. The purpose of these assignments is to stimulate more interest in the topics and to give students some opportunity to write. The short papers will be assigned grades. Both content and writing will be graded. **YOU ONLY HAVE TO DO TWO OF THESE ASSIGNMENTS---** You can choose which ones you want to do. If you receive a low grade on one or more, you can write (an) additional paper(s) and have the low grade(s) dropped.

Subject Pool Requirement: In order to receive a grade in the course, you must participate in studies through the subject pool. You will be informed of details by the end of next week.

Extra Credit Assignment: You can do an extra credit assignment that will be worth 50 points. This will be the only extra credit assignment opportunity in the class. The assignment will be discussed in 2-3 weeks.

#### Class Policies:

1. cheating policy: Cheating is not acceptable, and as a response to cheating, I will follow the university's policy. This policy contains a number of options, but in every case, cheating is reported to the Dean and is included on the student's permanent record. All tests are closed book.
2. make-up policy: If you have to make up an exam, let me know, in advance, as soon as possible. All exams that are taken after the regularly scheduled exams will consist of essay questions.
3. late paper policy: For each day that a paper is late (including days that class does not meet), five percentage points will be deducted from the paper grade.

4. special accommodations: If you have a documented disability and wish to discuss academic accommodations, or if you would need assistance in the event of an emergency, please contact me as soon as possible.
5. cell phones: Please turn off your cellular phones before entering the classroom.
6. turning in late papers: Of course, you should try to turn your papers in on time. If you have to turn them in late, you should make arrangements with me rather than with the Psychology Department. They will usually be unable to accept papers for instructors.

General Education Information:

This course can be taken for General Education (GE) Credit for Lower Division Social Science (D1).

Courses meeting the D1-3 requirement provide the following learning outcomes:

- (1) Students will demonstrate, orally and in writing, recognition of the application of disciplinary concepts derived from at least three social or behavioral sciences in the study of human behavior, individually and in society;
- (2) Students will demonstrate, orally and in writing, recognition of the inquiry methods used by at least one of the social or behavioral science disciplines;
- (3) Students will demonstrate, orally and in writing, the ability to describe how human diversity and the diversity of human societies influence our understanding of human behavior, individually and in societies, both local and global;
- (4) Students will demonstrate, orally and in writing, some knowledge of the political, social, and/or economic institutions of a country other than the United States;
- (5) Students will demonstrate, orally and in writing, the ability to describe major positions and contrasting arguments made on one or more significant contemporary issue area confronting U.S. society as applied to human behavior.

week	date	topic	readings	due dates/exams
1	Sept 23	introduction		
2	Sept 28	what is psychology; history	Ch 1	
	Sept 30	research & statistics <u>demo</u> : experimental design logic	Ch 2	
3	Oct 5	biological framework	Ch 3	
	Oct 7	altering consciousness: drugs	Ch 5: pp. 172-7; 182-3	
4	Oct 12	developmental psych	Ch 10	
	Oct 14	developmental psych	Ch 10	
5	Oct 19	*****Midterm 1*****	*****Midterm: Ch 1-3, 10, Ch 5: pp. 172-7, 182-3	
	Oct 21	sensation	Ch 4	
6	Oct 26	perception	Ch 4	
	Oct 28	learning <u>demo</u> : operant conditioning	Ch 6	
7	Nov 2	memory <u>demo</u> : encoding	Ch 7	
	Nov 4	intelligence	Ch 8: pp. 274-295	
8	Nov 9	emotion <u>demo</u> : flashing faces	Ch 9: pp. 317-329	
	Nov 11	!!!!!!!!!!!!!!!!!!!!!!!!!!!!!!!!!!!!HOLIDAY!!!!!!!!!!!!!!!!!!!!!!!!!!!!!!!!!!!!		

9	Nov 16	*****Midterm 2*****Midterm: Ch 4, 6, 7, Ch 8: pp 274-95, Ch 9: pp 317-29		
	Nov 18	personality	Ch 11	
10	Nov 23	social psychology	Ch 15	
	Nov 25	!!HOLIDAY!!		
11	Nov 30	psychological disorders	Ch 13	
	Dec 2	treatment	Ch 14	E.C. Assignment due

Final Exam: Ch 11, 13-15                      Date & Time: Tuesday, Dec 7, 8-9:50

\*\* Included in this course will be two "all cluster sessions" which will explore a key issues within the theme of the Individual and Society.

**PHIL 1XXX Introduction to Political Philosophy (new course)**  
**Course Outline**

This is course is an overview of and introduction to the Western Political Philosophy, with feminist and multicultural perspectives and critiques to help us analyze and to think critically about the Western political tradition. These ideas have shaped and continue to shape our ideas about individual, society, politics, culture, and economics. In this course, we will be asking the following questions (and more!): What's a political society? Is there such a thing as human nature? If so, what is human nature? What are the implications of human nature on human societies? What is the ideal kind of political system? How do the values that we choose as individuals shape our society? What's more important individual rights or a sense of community? What is the common good? Is there one common good or many? How have sexism, racism, and other forms of oppression shaped both US and global political systems? What is power and how does it work?

To help us reflect on these questions, we will read some philosophers' views on these same questions. Through the reflection that will take place in these readings, the writing of papers, and the opening of the mind that will take place in class discussion and debate, our appreciation for the complexity of these questions will be magnified. Your experience in this course will help you to read carefully, to think clearly and critically, to argue logically, to understand and evaluate the positions of others, and to defend your own positions in speaking and writing.

**Text:**  
 Sterba, James (2003). *Social and Political Philosophy: Classical Western Texts in Feminist and Multicultural Perspectives*, 3rd Edition. Wadsworth/ Cengage.

**Readings:**  
 (This looks like a lot, but these are relatively short selections from the anthology!)

Week 1:  
 Thomas Hobbes, *Leviathan*, *selection*  
 Carole Pateman, "Hobbes, Patriarchy and Conjugal Right"  
 Bartolome de Las Casas, *The Devastation of the Indies*

Week 2:  
 John Locke, *Two Treatises on Government*, *selection*  
 Lorene Clark, "Women and John Locke; or, Who Owns the Apples in the Garden of Eden?"  
 Tecumseh, "We Must be United"



Week 3:

Jean Jacques Rousseau, *Discourse on the Origin of Inequality*, selection

Jean Jacques Rousseau, *On the Social Contract*, selection

Jean Jacques Rousseau, *Emile*, selection

Mary Wollstonecraft, *A Vindication of the Rights of Women*, selection

Ward Churchill, "Perversions of Justice: A Native-American Examination of the Doctrine of U.S. Rights to Occupancy in North America"

Week 4:

John Stuart Mill, *On Liberty*, selection

John Stuart Mill, *The Subjection of Women*, selection

Harriet Taylor, *The Enfranchisement of Women*, selection

Mary Lyndon Shanley, "Marital Slavery and Friendship"

Mo Tzu, *Universal Love*, selection

Week 5:

Karl Marx and Friedrich Engels, *Communist Manifesto*

Karl Marx, *The Critique of the Gotha Program*

Friedrich Engels, *The Origin of the Family, Private Property and the State*

Heidi Hartman, "The Unhappy Marriage Between Marxism and Feminism: Toward a More Progressive Union"

E. F. Schumacher, "Buddhist Economics"

Week 6:

John Rawls, *Justice as Fairness: A Restatement*, selection

John Hospers, "The Libertarian Manifesto"

Susan Okin, "Justice as Fairness - For Whom?"

Abu'L A'La Mawdudi. *The Political Theory of Islam*, selection

Week 7:

Jurgen Habermas "Discourse Ethics".

Michel Foucault, "Knowledge/Power"

Sandra Bartky, "Foucault, Femininity, and the Modernization of Patriarchal Power"

Cornel West, "Philosophy, Politics and Power: An Afro-American Perspective"

Week 8:

Alasdair MacIntyre, "The Political and Social Structures of the Common Good"

Charles Taylor, "Atomism"

Marilyn Friedman, "Feminism and Modern Friendship: Dislocating the Community"

Helena Norberg-Hodge, "Ancient Futures"

Week 9:

Cornel West, "The Politics of American Neo-Pragmatism"

Martha Nussbaum, "The Future of Feminist Liberalism"

Week 10:

Review and Wrap Up

**Assignments:**

Weekly Short Reflection Papers (10): 20%

Class Participation and In-Class Discussion Projects: 10%

Reading Comprehension Quizzes (3): 30%

Midterm Take Home Essay Exam: 20%

Final Take Home Essay Exam: 20%

\*\* Included in this course will be two "all cluster sessions" which will explore a key issues within the theme of the Individual and Society.



### About the course:

Welcome to the fascinating field of Sociology! Let's study how society works! In this course we will study the Sociological perspective on the world around us, along with basic concepts, theories, and findings associated with modern Sociology. Topics will include modern American society, deviance and crime, culture and subcultures, socialization and identity development, power and the abuse of power, and many others. As a Social Science, Sociology inevitably makes generalizations about people. But we will examine how statistically-based research findings differ from simple stereotypes. There are many important, general themes in Sociology, and two of my favorites are "Law and Society" and "Individuals and Society". Regarding the first, there are 2 fascinating "arrows": Complex forces in society lead to the creation or change of laws, and sometimes to their repeal. It's pretty amazing, for example, that alcohol use was originally legal. Then it was made illegal in 1919, when Prohibition began. And then it became legal again in 1933, when Prohibition was repealed. Wow. The other "arrow" involves the ways laws influence people's behavior. If drinking is only illegal if you are under 21, but marijuana use is illegal for everyone, how does that affect what people do? Do speed limits really "exist"? Regarding "Individuals and Society" (our cluster), we are both individuals and members of a "structured" Society. Aha! I think I see the need for Sociology!

One of the goals of the course is that students develop a good grasp of what modern Sociology as a field of study is all about. But there is another important goal, too. We want you to see how Sociological ideas apply to the world in general, to the United States, to our own cities, and to our own individual lives. The paper assignment, discussed below, relates to this. We hope the study of Sociology will help us to better understand the world we live in, and will prepare us to help make it a better place in years to come. Whenever possible, class discussion will include examples of how Sociological ideas apply to cultures other than our own, in addition to examples pertaining to American society. We will have a great deal of class discussion and everyone is encouraged to participate.

### Assignments, grading, etc:

The main textbook is Sociology (10<sup>th</sup> edition), by Jon M. Shepard. It is a fine textbook, so read it carefully. Every chapter has a very nice study guide, with sample questions and their answers. There will also be several readings handed out in class. All readings assignments are required.

Class attendance is also required, and questions on the tests will come from both the class discussions and from the readings. There will be 2 multiple-choice tests: a midterm exam and a final exam. The midterm is worth 40% of the course grade and the final exam is also worth 40%. If you have to miss a test, you must call me within 24 hours or the grade is zero. Makeups will only be allowed in very extraordinary circumstances, and preferably with prior approval. There is also a class-attendance factor, worth 10% of the grade. Perfect attendance will get you a bonus, everyone is allowed one free absence, and a couple of misses will not count very much against you. But then deductions really escalate. It works like this: perfect attendance will count as 104; 1, 2, 3, and 4 misses = 100, 93, 85, and 75. After that, each missed class results in another 10 point deduction. Also, coming to class late twice counts as 1 miss. Most of you will end up getting a boost in your grades from good attendance, and I think that's fine. We know (and you know) that there are sometimes problems with students who have not yet learned what mature behavior is all about. So we are taking more aggressive action against students who are disruptive. For one thing, any disruptive student will have that day's attendance cancelled, which will impact the attendance grade. That's for a start. After that, we'll see. Isn't it absurd to talk about discipline issues on a University level? Yes, it sure is. But a few students don't seem to think they are on a university level. And whom do they hurt the most? They hurt the great majority of you, who are fine, serious students.

Approved by Department Chairs:

Patricia [Signature]  
Signature

SOC 3/30/11  
Department Date

[Signature]  
Signature

PSYCH 3/30/11  
Department Date

Jennifer L Eagan  
Signature

PHIL 3/30/11  
Department Date

Approved by College Dean/Associate Dean<sup>1</sup>

Alan Monat  
Signature

3/30/11  
Date

[Signature] CLASS  
Signature

3/30/2011  
Date

**Signatures of three faculty members:** Ideally, the person who will teach the courses will participate in the cluster planning. We acknowledge, however, the difficulties of staffing departments face and understand that the person who plans the new cluster may not be the person who teaches the cluster course. In these cases, we expect the faculty member who plans the cluster will provide a thorough orientation to the expectations and methods developed for the learning community to the actual instructor.

We each agree, if selected, to meet on the following three days for an end-of-Spring or Summer Seminar on interdisciplinary curriculum and pedagogy and course integration to be announced

David [Signature]  
Signature

3/30/2011  
Date

see attached  
Signature

\_\_\_\_\_  
Date

Jennifer L. Eagan  
Signature

3/30/11  
Date

<sup>1</sup> While College approval for application of courses to meet GE requirements is not required, College approval assures support for departmental participation.

Approved by College Dean/Associate Dean from each participating college:

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Date:

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Date

**Signatures of three faculty members:** Ideally, the person who will teach the courses will participate in the cluster planning. However, recognizing the staffing difficulties departments face, the faculty member who plans the cluster must agree to provide a thorough orientation to the expectations and methods developed for the learning community to the actual instructor. **We each agree, if selected, to meet on for six hours during the following three days for an end-of-Spring workshop on interdisciplinary curriculum, pedagogy and course integration (to be determined)**

*Michael K. Schatz*  
\_\_\_\_\_  
Signature

*3/28/2011*  
\_\_\_\_\_  
Date

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Date