

University core curriculum (Foundational Learning Outcome: 5 Human Cultures – Behavioral/Social Sciences), taken from the University Core Curriculum webpage (<http://www.purdue.edu/provost/initiatives/curriculum/outcomes.html>),
Appendix A: Learning Outcomes - Foundational Learning Outcomes

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“5. Human Cultures -- the ability to recognize one’s own cultural traditions and to understand and appreciate other cultural traditions and languages.

Key skills: Discuss history and the basic principles and operation of government with a view to being a responsible citizen; discuss economic, social, and cultural diversity within a global context; describe the cultural, social and historical dynamics that influence individuals and groups; explain the perspective of the culture of another country through the study of world languages, arts, spiritual traditions, mythology/literature, and/or through study abroad

- Humanities: Includes content in classics, history, languages, the law, literature, the performing arts, philosophy (including ethics), religion, and visual arts.
- Behavioral/Social Sciences: Includes content in anthropology, psychology, cognitive science, organization theory, sociology, economics, history, counseling, political science.

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Imbedded Foundational Learning Outcomes ...

5. Global Citizenship and Social Awareness –

Civil discourse on complex issues, Ability to appreciate and critique multiple perspectives including one’s own, Self-reflective examination of values, Self-reflective awareness of oneself as a global citizen, Ethical citizenship and leadership in a global civil society, Commitment to community service.

Key Skills:

- Understanding of a citizen's responsibilities to others, to society and to the environment:
- Examine the meaning of democracy and citizenship from differing points of view including non-dominant, non-western perspectives.
- Explore the rights and obligations that citizens have in their communities, nations and in the world.
- Discuss or write about their lives, careers, and interests in relation to participatory democracy and the general welfare of the global society.
- Explore the relationship of global citizenship and responsibility to the environment.
- Understand how governmental laws, policies, and regulations affect their careers and personal economic and social lives”

Below are our departmental courses learning outcomes as stated in the documents used to nominate each course for the University core (they are quoted or paraphrased from course syllabi).

POL 101 – American Government and Politics

This course examines how the government of the United States is organized, explanations for its organization, and the ways citizens, political actors, and political institutions interact to achieve political goals. As we consider the foundations of American government, major political institutions,

and mechanisms that link citizens and government, we will make particular note of the diversity of the American experience.

Learning Objectives:

- To acquaint students with the fundamentals of American government
- To introduce students to key political science concepts and research
- To develop students' critical thinking and analytical skills

POL 120 – Introduction to Public Policy and Public Administration

- gaining facility in understanding policy tools (e.g., issue framing, reliance on tax expenditures, cost-benefit analysis)
- identifying bias in issue reporting
- understanding the role of argumentation in issue analysis and policy development
- identifying the role played by different political actors in different issue areas (Congress, President, courts, executive branch agencies, state and local governments)
- developing your own ability to assess issues and come to reasoned opinions about the merits of particular policy approaches, backed by evidence and sound ideas.

POL 130 – Introduction to International Relations

The main objective of this course is to cultivate the student's *ability to think critically about the central problems of global politics* through a combined emphasis in readings, lectures and discussion on:

1. *Foundational concepts* essential for thinking about the dynamics and problems of international politics -- e.g. anarchy, power, norms, deterrence.
2. *Central actors* whose behavior students of international relations try to explain/understand -- e.g., states, intergovernmental organizations, non-governmental organizations, transnational/nonstate actors.
3. *Enduring/contemporary issues* that define the critical problems of international relations - e.g., war and peace, international law, the global commons, terrorism, trade, economic inequality and development.
4. *Diverse theoretical perspectives* that inform and shape debates about the central issues and problems of international politics – e.g., realism, liberalism, Marxism, social constructivism, feminism.

POL 222 – Women, politics and public policy

This course uses a discussion of gender issues to explore the basics of policy analysis, a technique for analyzing public problems with an aim to suggesting solutions to those problems. More generally, the class aims to provide students with a view of the world from women's diverse perspectives. Until recently, the problems and priorities often called "women's issues" were seldom the priority of academic disciplines as they were traditionally organized. This class acts as a partial corrective to the inadequate integration of women's concerns and perspectives into curricula. The aim of the course is to acquaint students with the most important analyses and events concerning gender policy issues. Students are expected to develop their own

perspectives on course material by critically reading and discussing the arguments and evidence presented. They will also find ample opportunity to hone writing and oral presentation skills through in-class assignments and essays. The course should make you a more articulate and informed person, in the best tradition of a liberal education.

POL 223 - Introduction to Environmental Policy

1. Students should become familiar with several different approaches to solving public policy problems, including their strengths and weaknesses.
2. Students should gain a basic understanding of core policies related to environmental problems, in the U.S. and internationally.
3. Students should gain a basic understanding of different views on several crucial debates in environmental policy today, including:
 - a. Are there “limits to growth”?
 - b. What are the causes and solutions of the “Tragedy of the Commons”?
 - c. What is the proper role of markets vs. regulation in solving environmental problems?
 - d. What is the proper role of the public and scientists in environmental policy making?
 - e. How should environmental policymakers deal with scientific uncertainty or complexity in addressing important environmental challenges?

POL 230 - Introduction to the Study of Peace (2014)

This course revolves around civil discourse about complex and hotly-debated issues, including structural violence, worker exploitation, violence against women, racial, ethnic and religious minorities, violations of human rights, and threats to the environment. It is an interdisciplinary exploration of issues related to peace and violence that encompasses political science, history, psychology, sociology, child development, philosophy, literature and the sciences. A variety of views will be expressed in class (in discussions, lectures, videos, and by guest speakers). Students will be required to reflect on views articulated but no one is obliged to agree with the professor, videos, or guests (or one another). One of the aims of peace studies is to challenge us all to reflect in new ways about old problems. Even if we reject some of the new ideas, we can and should do so on a more rigorous intellectual basis.

POL 231 - Introduction to U.S. Foreign Policy

The course addresses the development of US foreign policy from the end of World War II to the present. The learning objective is to provide students with a rich description of what happened, and why policy makers said policy was the way it was. Students will be encouraged to develop their own views about the controversial issues and which are of critical importance to understanding US foreign policy past and present, to raise questions or to comment on lectures, videos, and readings materials, and to raise issues of relevance to foreign policy today.

POL 235 – Rich and Poor Nations

1. Understand and be able to apply the four perspectives (=IPEs, which stands for international political economies):

- a. Liberal (i.e. classical liberal, free market, following Adam Smith)
 - b. Mercantilist
 - c. Structuralist (free market needs external controls)
 - d. Institutionalist
2. Master (or at least understand) the four basic political economy models well enough to use them to analyze a given political economy:
 - a. Ricardian
 - b. Mercantilist
 - c. Marxist
 - d. Keynesian
 3. Demonstrate an understanding of how the four IPE models relate to rich and poor nations by conducting a four-step analysis:
 - a. Use one or more of the four perspectives.
 - b. Use one or more of the four models.
 - c. Articulate a thesis to explain whether a given nation is rich or poor.
 - d. Apply the thesis to the question of the rich or poor state of a given nation
 4. Remember particular vocabulary terms that are used to express concepts

POL 237 – Modern Weapons and International Relations

POL 237's central objective is to cultivate the student's ability to *assess and critically evaluate* the complex interaction of technology, warfare, and social/political change in the modern era (i.e., from the Gunpowder revolution of the 1400s to the present day). The class focuses on the several critical learning outcomes:

1. *The Historical Evolution of Warfare* in the modern era so that students have the necessary historical/factual foundation to illustrate, understand and evaluate theories of technological/social change. The focus is on those critical junctures in military history in which important technologies changed the character of war in ways that had broader social/political ramifications.
2. *Foundational concepts* essential for thinking technological change and the dynamics of military innovation such as:
 - a. offense/defense dominance
 - b. conventional and nuclear deterrence
 - c. target acquisition, communications and reconnaissance
 - d. elements/levels of warfare (i.e., tactical, operational and strategic)
 - e. societal mobilization
 - f. total war.
3. *Central Debates* concerning the relationship between technological, military and social change such as:
 - a. the role of technology in the emergence of modern total war and social/political democratization
 - b. the impact of nuclear weapons in preventing war during the Cold War
 - c. the relationship between technology and social norms about the targeting of civilians in warfare

Each of these specific debate is one manifestation of the larger general debate that drives the class – to what extent does technological innovation drive military/social change and vice versa.