

**AREA IV: Social and Behavioral Sciences - 6 credit hours required**

**Area IV Goal 1: To develop students knowledge, skills and disposition for responsibility regarding various social systems and the diverse behaviors of groups and individuals**

**NOTE: # Denotes Core course that meets the "US and Global Diversity and Inclusion" 3 credit hours undergraduate degree requirement.**

<b>Courses</b>	<b>Student Learning Outcomes</b>	<b>NM HED Core Area: Competency #</b>	<b>UNM Learning Goals: Knowledge, Skills &amp; Responsibility (K,S &amp; R)</b>
<b>AFST/CCS/NATV/WMST 109: Intro to Comparative &amp; Global Ethnic Societies #</b>	By the end of the course, students will be able to apply various perspectives and processes used by social scientists to discover, describe and understand human behavior in complex and diverse ethnic and gendered societies.	IV: 1	K, S & R
	By the end of the course, students will be able to demonstrate their knowledge of social and cultural institutions and the values of their society and other societies and cultures in the world.	IV: 2	K, S & R
	By the end of the course, students will be able to assess the interdependent nature of the individual, family/social group and society in shaping human behavior and determining quality of life.	IV: 3	K & R
	By the end of the course, students will be able to articulate their roles as citizens in a global context; and develop an awareness and appreciation for diverse value systems in order to critically examine and work toward quality of life within a framework of understanding and social justice.	IV: 4	K, S & R
<b>AMST 182: Intro to Env. Sci. &amp; Technology</b>	By the end of the course, students will be able to synthesize, verbally and in writing, complicated scholarly work.	IV: 1,4	S
	By the end of the course, students will be able to explain key concepts and theories in environmental and social justice; and demonstrate a familiarity with histories of U.S. and transnational environmental and social justice movements.	IV: 2,4	K, S & R
	By the end of the course, students will be able to apply key concepts and terms in environmental and social justice scholarship to analyses of controversies over the distribution of environmental risk.	IV: 1,2,4	K, S & R
	By the end of the course, students will be able to draw on key theories and concepts in environmental and social justice in order to consider the implications of struggles over equal economic, political and social rights and opportunities.	IV: 1,4	K, S & R

<b>AMST 185: Race, Class &amp; Ethnicity #</b>	By the end of the course, students will be able to identify key terms and concepts required for the study of race, class and ethnicity in the United States.	IV: 1,3	K
	By the end of the course, students will be able to describe the methods (which can include but are not limited to Jim Crow, Federal Indian Policies, Japanese Internment, Settler colonialism, racial profiling, lynching, and education policy) implemented in the United States that have resulted in modern racial hierarchies, as well as the ongoing struggles against such oppressive policies.	IV, 1,4	K, S & R
	By the end of the course, students will be able to analyze how race, class, and ethnic orations have been central to the construction of the contemporary United States in their critical thinking, writing, speaking and presentations.	IV: 1,4	K, S & R
<b>ANTH 101: Intro to Anthropology</b>	By the end of the course, students will be able to explain the objectives and methods of the different subfields of anthropology.	IV: 1	K & S
	By the end of the course, students will be able to explain holism, comparativism and relativism.	IV: 2,3	K & S
	By the end of the course, students will be able to describe biological and genetic unity of the human species and its evolutionary origins and sequences.	IV: 4	K & S
	By the end of the course, students will be able to describe the development of food production strategies and social complexity in human history.	IV: 1,4	K, S & R
	By the end of the course, students will be able to apply anthropological methods to the study of human cultural diversity.	IV: 1,4	K, S & R
	By the end of the course, students will be able to identify the thinkers and ideas associated with the central theoretical traditions in sociocultural anthropology, including functionalism, structural functionalism, (post)structuralism, symbolic anthropology and political economy.	IV: 1,4	K
	By the end of the course, students will be able to define, explain and critique the following approaches: ethnographic fieldwork, participant observation, linguistic elicitation, life history narrative and qualitative interviewing.	IV: 1,4	K & S
	By the end of the course, students will be able demonstrate knowledge of the many forms of power and the possible responses to control and domination.	IV: 2,4	K & S

<b>ANTH 130: Cultures of the World #</b>	By the end of the course, students will be able to discuss economic, cultural and political interdependencies and commodification.	IV: 2,4	K & S
	By the end of the course, students will be able to demonstrate knowledge of how the values of anthropological concepts and practices depend upon applying them with an awareness of their political associations and the circumstances of the study.	IV: 1,3	K, S & R
	By the end of the course, students will be able to describe socio-cultural anthropology's approach to developing evidence in order to better understand complex human behaviors; and describe how socio-cultural anthropologists study people.	IV: 2,3	K, S & R
	By the end of the course, students will be able to identify the strengths and weaknesses of ethnographic fieldwork as an approach.	IV: 4	K
	By the end of the course, students will be able to explain and document how anthropological ideas have been influenced by the society in which they were developed.	IV: 1,4	K, S & R
	By the end of the course, students will be able to differentiate socio-cultural anthropology from other disciplines that study people.	IV: 4	K
<b>ANTH 220: World Archeology</b>	By the end of the course, students will be able to describe the major global transitions in human prehistory, including the advent of modern human behavior and technology, the origins of domestication of plants and animals, the emergence of sedentary village life and the rise of civilization and urbanism.	IV: 1,2,3	K & S
	By the end of the course, students will be able to identify the various theoretical debates within the field of archaeology regarding the causes and consequences of these major global transitions and evaluate arguments using an evidence based approach.	IV: 4	K, S & R
	By the end of the course, students will be able to list the kinds of material evidence and conceptual tools that archaeologists use to discover and understand the human past.	IV: 1	K
	By the end of the course, students will be able to describe policy tradeoffs, especially short and long run.		
	<u>Course level instruction objectives:</u> Describe the policy implications, risks and consequences that must be weighed in the formulation of economic policy; identify differential effects of policy in the short and long run.	IV: 4	K & S
	By the end of the course, students will be able to explain the role of price mechanism to reach equilibrium.		

ECON 105: Intro to Macroeconomics	<p><u>Course level instruction objectives:</u> Explain the chain of events that occur when equilibrium is disturbed, with particular emphasis on the allocative and rationing roles of price; apply that model to predict the economic impact of real-world events</p>	IV: 1	K & S
	<p>By the end of the course, students will be able to apply macroeconomic principles to social issues.</p> <p><u>Course level instruction objectives:</u> Describe how macroeconomic policy choices affect the distribution of income, employment, consumption and other measures of well-being.</p>	IV: 2	K & S
	<p>By the end of the course, students will be able to analyze determinants of long run productivity and growth.</p> <p><u>Course level instruction objectives:</u> Identify the causes of prosperity, growth, and economic change over time and explain the mechanisms through which these causes operate in the economy.</p>	IV: 4	K & S
	<p><b>NM HED Business Articulation Agreement: Required Common SLOs</b></p> <p>By the end of the course, students will be able to:</p> <ul style="list-style-type: none"> <li>-Explain the concepts of opportunity cost, comparative advantage and exchange.</li> <li>-Demonstrate knowledge of the laws of supply and demand and equilibrium and use supply and demand curves to analyze responses of markets to external events.</li> <li>-Explain the circular flow model and use the concepts of aggregate demand and aggregate supply to analyze the response of the economy to disturbances.</li> <li>-Explain the concepts of gross domestic product, inflation and unemployment and how they are measured.</li> <li>-Describe the determinants of the demand for money, the supply of money and interest rates and the role of financial institutions in the economy.</li> <li>-Define fiscal policy and monetary policies and how these affect the economy.</li> </ul>	IV: 1-4	K & S
	<p>By the end of the course, students will be able to describe policy tradeoffs, scarcity and opportunity cost.</p> <p><u>Course level instruction objectives:</u> Describe how voluntary market interactions and trade, in the face of scarcity, benefit both parties to a transaction.</p>	IV: 3	K
	<p>By the end of the course, students will be able to explain the role of price mechanism to reach equilibrium; explain the chain of events that occur when equilibrium is disturbed, with particular emphasis on the allocative and rationing roles of price; and apply that model to predict the economic impact of real-world events.</p>	IV: 1	K & S

ECON 106: Intro to Microeconomics	By the end of the course, students will be able to demonstrate the microeconomic decision-making rule: MB=MC. <u>Course level instruction objectives:</u> demonstrate the economic “rule” that marginal decision-making leads to an efficient outcome for profit-maximizing economic agents, through graphical analysis and/or through narrative.	IV: 1	K, S & R
	By the end of the course, students will be able to apply microeconomic principles to address social issues; and use microeconomic models to describe wage inequality, environmental protection and other policy issues.	IV: 2	K, S & R
	By the end of the course, students will be able to appraise limitations of the competitive market model: market failure. <u>Course level instruction objectives:</u> State the conditions under which a market will not produce an efficient result, and describe how these “market failures” affect economic outcomes.	IV: 4	K & R
	<b>NM HED Business Articulation Agreement: Required Common SLOs</b> By the end of the course, students will be able to: -Explain the concepts and calculate price elasticity of demand and supply and income elasticity. - Demonstrate an understanding of consumer choice including utility analysis. - Demonstrate an understanding of producer choice, including cost analysis and break even point. -Compare and contrast the following market structures: perfect competition, monopoly, monopolistic competition, and oligopoly.	IV: 1-4	K & S
CRP 181: Intro to Environmental Problems	By the end of the course, students will be able to assess a community's environmental, economic, cultural and social conditions.	IV: 1	K
	By the end of the course, students will be able to produce environmentally sustainable community-based plans.	IV: 2	K
	By the end of the course, students will be able to demonstrate in written reports an understanding of climate change and environmental sustainability.	IV: 4; I: 1,4	K, S & R
	By the end of the course, students will be able to articulate the impact of technology on society and people.	IV: 3	K
	By the end of the course, students will be able to select and use appropriate resources to examine technology from the perspective of the Social Sciences.	IV: 4	K

<b>ENG 200: Technology in Society #</b>	By the end of the course, students will be able to interpret information and write critically.	IV: 4	S
	By the end of the course, students will be able to discuss, explain, and share their ideas and arguments with peers regarding societal concerns with technology.	IV: 1,2	K & S
	By the end of the course, students will be able to examine and evaluate various approaches to real-world problems involving technology.	IV: 2,5	K, S & R
<b>GEOG 102: Human Geography</b>	By the end of the course, students will be able to apply core geographic concepts to analyze the spatial patterns demonstrated in a real-world scenario.	IV: 4	K, S & R
	By the end of the course, students will be able to identify the relationships that influence human–environment interaction in a specific location at a specific time.	IV: 1,3	K
	By the end of the course, students will be able to explain the geographic context of a current event or conflict.	IV: 1,4	K, S & R
	By the end of the course, students will be able to identify a current event that illustrates a core geographic concept.	IV: 1,2	K
<b>LING 101/ANTH 110: Intro to the Study of Language</b>	By the end of the course, students will be able to examine their attitudes about language, including why they have positive or negative associations with specific accents, dialects, vocabulary, registers, and languages; and distinguish scientific observations about language from social judgments about language.	IV: 1,2,3,4; VI: 3	K & R
	By the end of the course, students will be able to demonstrate knowledge of the structural diversity and structural similarities of the world's 5000+ spoken and signed languages by (1 or more of the following): drawing parallels or distinguishing between phonological segments in different languages; analyzing morphology in typologically distinct languages; analyzing syntax in typologically distinct languages; and/or identifying common functions of diverse morpho-syntactic elements.	IV: 1,3,4; VI: 3	K & S
	By the end of the course, students will be able to identify linguistic units drawn from different levels of analysis (phonemes, morphemes, words, utterances & discourse) by applying the analytic tools of linguistics to datasets drawn from different languages.	III: 2; IV: 1,3	K & S
	By the end of the course, students will be able to describe the social, psychological, geographic and historical influences that lead to language dominance or language endangerment, and that influence the spread of languages across multilingual communities.	IV: 1,2,3,4; VI: 3	K, S & R

<b>ME/GEOG 217:</b> Energy, Environment, and Society	By the end of the course, students will be able to demonstrate knowledge of the economics of power generation.	IV: 2,3,4	K
	By the end of the course, students will be able to demonstrate knowledge of scientific theory and observations of global warming.	IV: 2,3,4	K
	By the end of the course, students will be able to demonstrate knowledge of individual energy footprint through a personal energy audit.	IV: 2,3,4	K, S & R
	By the end of the course, students will be able to demonstrate knowledge of socio-economic issues related to energy production.	IV: 2,3,4	K
	By the end of the course, students will be able to demonstrate knowledge of political issues related to energy production.	IV: 2,3,4	K
<b>PSY 105:</b> General Psychology	By the end of the course, students will be able to demonstrate acquisition of both factual knowledge and theoretical principles of behavior that will allow them to better understand their own actions, motivations and feelings and appreciate how these factors influence their interactions with others, as well as their roles in culture and society.	IV: 1,2,3,4	K, S & R
	By the end of the course, students will be able to apply what they have learned regarding the basic issues in Psychology (see SLO #1 above) to factual, practical, theoretical, philosophical and personal issues by participating in lectures using student response devices.	IV: 1,2,3,4	K & S
	By the end of the course, students will be able to summarize and explain how psychologists collect and report on data by participating in experiments or by reviewing and writing research reports on scientific journal articles. <u>Course level instruction objectives:</u> In the reviews, students will describe reported findings that may affect themselves, as well as their communities, culture, and society—or by both participating in experiments and by reviewing journal articles.	IV: 3,4	K, S & R
<b>POLS 110:</b> The Political World	By the end of the course, students will be able to identify and describe the central ideas that permit societies to create and sustain representative democratic as well as authoritarian political systems.	IV: 1,4	K & S
	By the end of the course, students will be able to identify and describe the various ways in which individuals have input into the political processes of a representative democracy, as well as in authoritarian regimes.	IV: 2,3	K & S
	By the end of the course, students will be able to identify and describe those behaviors which make them effective and responsible participants in a representative democratic system.	IV: 1,4	K, S & R
	By the end of the course, students will be able to identify and describe the goals of states when interacting with each other; and apply that knowledge to real world conflicts.	IV: 3,4	K, S & R

	By the end of the course, students will be able to apply theories of political behavior to real-world cases, or a case or set of cases using an appropriate theory.	IV: 1,4	K, S & R
<b>POLS 200: American Politics</b>	By the end of the course, students will be able to identify and explain the separation of powers at the federal level and be able to identify examples of checks and balances among the three branches of government.	IV:1,2	K & S
	By the end of the course, students will be able to identify and explain federalism in the United States and its consequences.	IV: 1,2	K & S
	By the end of the course, students will be able to explain the importance of civil liberties and civil rights in the U.S. as well as meaningful differences between these concepts.	IV: 1,4	K, S & R
	By the end of the course, students will be able to identify and explain the determinants and consequences of political participation in the U.S.	IV: 3	K, S & R
	By the end of the course, students will be able to identify and explain the role of groups (e.g. political parties and interest groups) in the American political system in terms of governance and policy-making.	IV: 1,3,4	K, S & R
<b>POLS 220: Comparative Politics</b>	By the end of the course, students will be able to define a state and describe the process of state formation.	IV: 1,2	K
	By the end of the course, students will be able to discuss the relationship between governments and markets in both developing and advanced economies and how this affects policy and society.	IV: 1,2,3	K, S & R
	By the end of the course, students will be able to describe the different types of political systems from authoritarian to democratic regimes using real-world examples; and identify the causes of democratization.	IV: 1,2,3	K, S & R
	By the end of the course, students will be able to describe various institutional arrangements of democracy, specifically the differences between parliamentary and presidential system; and describe the relationship between electoral and party systems.	IV: 1,4	K & S
	By the end of the course, students will be able to differentiate the key actors in international relations, including states, intergovernmental organizations, non-governmental organizations, multinational corporations, transnational social movements, religious organizations and terrorist groups; explain the varied roles these actors play in international affairs; and identify the geographic location of states.	IV: 1,2,3	K & S

<b>POLS 240/PCST 240:</b> International Politics #	By the end of the course, students will be able to describe how the formal lack of a central authority differentiates international relations from domestic politics; describe the variety of formal and informal structures (such as international governmental organizations and international regimes); and explain how these structures shape and constrain the behavior of international actors despite the condition of anarchy.	IV: 1,2	K & S
	By the end of the course, students will be able to differentiate how domestic factors affect international politics and how international factors can affect domestic politics.	IV: 1,2,4	K
	By the end of the course, students will be able to interpret international events according to the different types of political interactions, including coordination problems, collective action problems and bargaining problems.	IV: 1,4	K
	By the end of the course, students will be able to analyze international events in the areas of international security (IS: including the security dilemma, inter- and intra-state conflict, transnational conflict, and conflict resolution), international political economy (IPE: including international trade, currency regimes, economic development, and global inequality), and international law (IL: including diplomatic relations, reparations, and human rights).	IV: 1,2,3	K, S & R
<b>SOC 101:</b> Intro to Sociology	By the end of the course, students will be able to define social structure (i.e., social organization); and explain some important elements of social structure, including status, role, class, power, ethnicity, race, gender, and social stratification.	IV: 1	K & S
	By the end of the course, students will be able to define culture; and explain some important elements of culture, including beliefs, values, norms, and language.	IV: 2	K & S
	By the end of the course, students will be able to explain the socialization process and how it operates through at least three major agents of socialization (e.g., the family, education, peer groups, and the media).	IV: 3	K, S & R
<b>SOC 216:</b> The Dynamics of	By the end of the course, students will be able to discuss and explain race as a social construct that is analytically distinct from ethnicity and ancestry.	IV: 1,3	K & R
	By the end of the course, students will be able to identify and explain the distinction between master social status, cultural background, and national origin, and how these concepts apply to race and ethnicity.	IV: 1,3	K & R

Prejudice #	By the end of the course, students will be able to discuss and explain gender as a social construction that is analytically distinct from sex assignment at birth and sexual orientation.	IV: 1,3	K & R
	By the end of the course, students will be able to identify and explain differing conceptions of class, including class as a multi-dimensional social construction that is co-constructed with race.	IV: 1,3	K & R
UHON 204: Individual & Collective	By the end of the course, students will be able to define social science and articulate how approaches vary across the disciplines.	IV: 2	K & S
	By the end of the course, students will be able to demonstrate a toolkit of social scientific theories and concepts.	IV: 1,2	K & S
	By the end of the course, students will be able to examine empirical evidence using social science methods.	IV: 3,4	K & S
	By the end of the course, students will be able to apply the theories and methods of the social sciences to identify, describe, and explain human behaviors and to critically evaluate how these behaviors are influenced by and influence social structure and the environment.	IV: 1,4	K, S & R