

A myriad of student learning outcomes exist which demonstrate this incorporation of ethics and effective citizenship:

1. Anthropology 102 – Cultural Anthropology

Given a cultural practice, students will be able to apply the concepts of cultural relativism.

Explanation: Cultural anthropology explores not only cultural differences across the globe but the different ethical standards which may be applied in Confucian based cultures, Islamic based cultures, and Christianity based cultures, among others. The course also improves student citizenship, as it attempts to minimize the ethnocentrism that can develop when one is ignorant of other cultures or ways of thinking.

2. Philosophy 120 – Introduction to Ethics

Given a particular set of hypothetical circumstances (the “problem”) and prior exposure to major ethical theories (e.g., ethical egoism, subjectivism, ethical relativism, utilitarianism, Kantianism/deontological theories, or virtue ethics), the student will interpret the circumstances and identify what course of action would be the “right thing to do” according to the selected theory.

Explanation: Philosophy is core to both the study of thought and how, applied appropriately, ethical behavior can maximize the well-being of as many individuals and societies as possible. Students learn not only the roots of different ethical foundations but how these schools of thought can be properly applied at a societal and global level.

3. Political Science 110 – American Government

In a prepared exam, covering governmental structures and the role of political decision-making; the student will express an understanding of the interaction between the three federal branches of government. In addition, the student will demonstrate knowledge and application of “checks and balances” within the workings of government. The student will be able to assess the differences and similarities between political parties and political ideologies.

Explanation: One cannot be an effective citizen without a fundamental understanding of how government does and should function. Ethical judgments can be derived based on deviations from the proper functioning of government.

4. Political Science 130 – Comparative Government

In a prepared exam, covering governmental structures and the role of political decision-making, the student will express an understanding of the differences between presidential and parliamentary forms of government. In addition, the student will demonstrate knowledge and application of the strengths and weaknesses of each type of democratic rule.

Explanation: Comparative Government develops not only effective citizenship through a global

examination of different forms of government but also examines the core requirements for a legitimate, effective government. Through the examination of dictatorial regimes, students come to an understanding of unethical behavior and how government abuse of power can lead to global strife and conflict.

5. Political Science 140 – International Relations

In a prepared exam, covering the major International Relations theories of realism and liberalism, the student will express an understanding of these two theoretical approaches. In addition, the student will demonstrate an ability to compare and contrast realism and liberalism.

Explanation: The International Relations theories of realism and liberalism seek to provide some explanation and predictability to the interaction of nation-states. They are guided by an ethical compass, as liberalism encourages state interdependence through international institutions while realism frequently calls for self-interested state behavior. The course shows students both how the international system functions and how ethics plays a key role in international security, war, economic development, and humanitarian assistance.

6. Political Science 150/Chicano Studies 150 – Chicano Politics

1. Given the political participation of Chicanos in federal, state, and local politics, students will describe and assess the impact of governmental decisions on Chicanos and explain how Chicanos

have in turn also affected government processes and policies.

2. After the completion of this course, a student will be able to discuss the historical and political development of the Chicano/Latino community in the U.S.

3. After the completion of the course, a student will be able to analyze the impact of a major public policy issue on the Chicano/Latino community in the U.S.

Explanation: Chicano Politics provides students with an understanding of the role of Chicanos and Mexican Americans in American society and the role they have played, are playing, and will play in the function and development of American government.

7. History 102 – World Civilization, 1500 to the Present

In a written assignment on a major historical topic relating to the history of world civilization after 1500 AD, the student will demonstrate logical development, marshal appropriate and meaningful supportive evidence, and discuss historical context and significance. The question that the student will address in their work will focus on one of the following general topics to be selected by the individual instructor: World developments prior to 1500 which both distinguished the pre-1500 world from the post-1500 one, and which set the stage for the coming of the post-1500 modern world; identifying the key central features of the modern post-1500 world economic, political,

and social order, and then examining their content, development, and evolution until 1900; the coming of the 20th century world environment and its development into the opening of the 21st century.

Explanation: World Civilization courses provides students with background on the development of both Western and non-Western civilizations, the development of democracy, the birth of the nation-state, and the development of our modern economic, political, and technological systems.

8. History 143 – History of the United States to 1877

In an essay on a major historical topic relating to American history from 1500 to the Civil War, the student will demonstrate logical development, marshal appropriate and meaningful supportive evidence, and discuss historical context and significance. The question that the student will address in the essay will focus on one of the following general topics to be selected by the individual instructor: the American Revolution, Reform Movements; Western Expansion, and the Civil War.

Explanation: The student will develop a greater understanding of how our nation developed, including the horrific development of slavery and the mistreatment of Native Americans. Through an understanding of how America functioned prior to the 20th Century, the student can learn both the positive historical developments and how people should not be treated in an equality based democracy.

9. History 144 – History of the United States Since 1877

In an essay on a major historical topic relating to American history since the Civil War, the student will demonstrate logical development, marshal appropriate and meaningful supportive evidence, and discuss historical context and significance. The question that the student will address in the essay will focus on one of the following general topics to be selected by the individual instructor: the Progressive Era, the Movement of the United States from continental to world power; the Great Depression, and the Civil Rights Movement.

10. History 144H – History of the United States Since 1877 Honors

In an essay on a major historical topic relating to American history since the Civil War, the student will demonstrate logical development, marshal appropriate and meaningful supportive evidence, and discuss historical context and significance. The question that the student will address in the essay will focus on one of the following general topics to be selected by the individual instructor: the Progressive Era, the Movement of the United States from continental to world power; the Great Depression, and the Civil Rights Movement.

Explanation: Students will develop an understanding of the challenges faced in America both internationally and domestically between 1877 and the present. These challenges include the fight against fascism in World War II and racial discrimination in the post Civil War era. As

these historical lessons are very important to this day, they help build the tools of citizenship needed by students.

11. History 170 – Women in American History

In an essay on a major historical topic relating to the history of American women, the student will demonstrate logical development, marshal appropriate and meaningful supportive evidence, and discuss historical context and significance. The question that the student will address in the essay will focus on the Women’s Suffrage Movement.

Explanation: Students will come to a particular understanding of the role of women in American society and the challenges women have faced due to gender discrimination. As these challenges continue to this day, students will be equipped with a greater understanding of what female civil rights pioneers went through in the past and the efforts that are still needed today to form a fully equal society.

12. Sociology 101 – Introduction to Sociology

Given an article on a specific social issue, the student will describe how the issue impacts the social structure. Specifically, the student will evaluate concepts such as culture, socioeconomic status, gender, race, age and/or religion in analyzing the existence of the social issue.

13. Sociology 101H – Introduction to Sociology Honors

Given an article on a specific social issue, the student will describe how the issue impacts the social structure. Specifically, the student will evaluate concepts such as culture, socioeconomic status, gender, race, age and/or religion in analyzing the existence of the social issue.

Explanation: Students will be introduced to fundamental concepts needed to explain how society functions both in the United States and globally.

14. Sociology 102 – Major Social Problems

Given an article on a specific social problem, the student will describe/identify how the issues surrounding the problem can be interpreted through the use of the three major sociological perspectives. Specifically, the student will evaluate both how the circumstances come to be defined as a social problem and how the problem impacts both the direct participants and others.

Explanation: As any attempt to improve society requires an understanding of the problems it faces, this class is crucial in highlighting the many challenges facing societies across the world.

15. Sociology 114 – Marriage, Family, and Intimate Relationships

The student will be able to identify the various aspects of society that impact the institution of marriage and family (e.g. economics, religion, the class system).

Explanation: As marriages and families are the core building blocks of society, one must come

to understand the dynamics of these relationships in order to understand society at large. This course is particularly relevant as we debate the definition of marriage, same sex parent adoption, and cultural disputes over the definition of marriage and family.

16. Sociology 127 – Criminology

The student will examine and identify institutional and cultural causes of crime and delinquency in American society

Explanation: As crime can be the greatest mechanism to destabilize a society, students must come to an understanding of the causes of crime and how these causes can be addressed and solved.

17. Chicano Studies 148/Sociology 148 – La Chicana: The Mexican-American Female

1. At the completion of the course, the student will be able to explain the factors that contribute to the ethnic identity formation of Mexican American women.

2. At the completion of the course, a student will be able to discuss the social constructions of race and gender.

Explanation: Students will develop an understanding of both gender differences and the challenges faced by Chicanas. They will also learn how the constructs of race and gender play a role in both self-perception and how one is viewed by society.

18. Humanities 125 – Introduction to Mexican Culture

The students will be able to identify major causes that led up to the Mexican Revolution.

Explanation: While a large number of Rio Hondo students are Mexican-American by ethnic background, it is important for all students to understand the historical development of our neighbor to the South. The Mexican Revolution produced a political system that cured some ills in Mexican society but perpetuated others. The problems that linger today have destabilized Mexico and therefore destabilize the United States. Class conflict, which was instrumental in the development of the Mexican Revolution, still exists in Mexico today, and the destabilizing forces of today's Mexican drug cartels have produced vigilantism, much like that seen during the Mexican Revolution.

19. Humanities 130 – Contemporary Mexican-American Culture

Analyze the social/political atmosphere that helped foster the Zoot Suit Riots.

Explanation: While the plight of Mexican-Americans has greatly changed over the course of the 20th and 21st centuries, students need to understand the challenges and advances made by Mexican-Americans since the 1940s era Zoot Suit Riots. Some of these problems persist to this day with de facto segregation, discrimination, and economic underdevelopment, while other

problems have greatly improve.

20. Speech 100 – Interpersonal Communication

Students will conclude the course with an understanding of conflict management strategies in an interpersonal relationship context.

21. Speech 110 – Speech & Forensics Debate Team

Students should have the ability to apply speech knowledge in an out-of-class environment.

22. Speech 140 – Argumentation & Debate

Students should have the ability to argue in favor of a thesis with a supportive example and refute an opposing position with an accompanying example.

23. Speech 240 – Argumentation & Discussion

Students should have the ability to argue in favor of a thesis with a supportive example and refute an opposing position with an accompanying example.

Explanation: Speech classes provide students with both the argumentative and research skills needed to debate pertinent political and societal issues of the day. These skills can be used by students in their further education, professional, or political lives.