



SENATE COMMITTEE ON CURRICULAR AFFAIRS
COURSE SUBMISSION AND CONSULTATION FORM

Principal Faculty Member(s) Proposing Course

| Name | User ID | College | Department |
|---------------------------|---------|---------------------------------|---------------|
| LORRAINE DOWLER | lxd17 | Earth and Mineral Sciences (EM) | Not Available |
| CHRISTOPHER STILES FOWLER | csf14 | Earth and Mineral Sciences (EM) | Not Available |
| JOSHUA F INWOOD | jfi6 | Earth and Mineral Sciences (EM) | Not Available |

Academic Home: Earth and Mineral Sciences (EM)

Type of Proposal: Add Change Drop

Course Designation

(GEOG 2N) Apocalyptic Geographies: How can we prevent the end of the world?

Course Information

Cross-Listed Courses:

Prerequisites:

Corequisites:

Concurrents:

Recommended Preparations:

Abbreviated Title: Apocalyptic Geog
Discipline: General Education
Course Listing: Inter-Domain

Special categories for Undergraduate (001-499) courses

Foundations

- Writing/Speaking (GWS)
- Quantification (GQ)

Knowledge Domains

- Health & Wellness (GHW)
- Natural Sciences (GN)
- Arts (GA)
- Humanities (GH)
- Social and Behavioral Sciences (GS)

Additional Designations

- Bachelor of Arts
- International Cultures (IL)
- United States Cultures (US)
- Honors Course
- Common course number - x94, x95, x96, x97, x99
- Writing Across the Curriculum

First-Year Engagement Program

- First-Year Seminar

Miscellaneous

Common Course

GE Learning Objectives

GenEd Learning Objective: Effective Communication

GenEd Learning Objective: Creative Thinking

GenEd Learning Objective: Crit & Analytical Think

GenEd Learning Objective: Global Learning

GenEd Learning Objective: Integrative Thinking

GenEd Learning Objective: Key Literacies

GenEd Learning Objective: Soc Resp & Ethic Reason

Bulletin Listing

Minimum Credits: 3
Maximum Credits: 3
Repeatable: NO
Department with Curricular Responsibility: Geography (UPEM_GEOG)
Effective Semester: FA 2018
Travel Component: NO

Course Outline

A brief outline or overview of the course content:

Apocalyptic Geographies: How we can save the world! explores various visions of the apocalypse and their relevance for addressing major contemporary social, ecological, and economic issues. These issues include global climate change, technological war, the continuing refugee crisis, the breakdown of democratic governance, economic recession and forms of everyday violence and social fracture. Looking ahead at contemporary threats to the well-being of our world GEOG 2N will be composed of four units (3.5 weeks each) and a one-week introductory unit. These units highlight (1) environmental collapse, (2) economic collapse, (3) political collapse, and (4) cultural clash as potential threats.

A listing of the major topics to be covered with an approximate length of time allotted for their discussion:

Many tales of the apocalypse point to the four horsemen who bring the world to an end by either disease, war, famine or death. Looking ahead at contemporary threats to the well-being of our world GEOG 2N will be composed of four units (3.5 weeks each) and a one-week introductory unit. These units highlight (1) environmental collapse, (2) economic collapse, (3) political collapse, and (4) cultural clash as potential threats.

INTRODUCTION (numbers indicate week in semester)

1A: Introduction: Envisioning the apocalypse

1B: History of apocalyptic ideas and social movements

UNIT 1: ENVIRONMENTAL COLLAPSE

2A: The global food system: Precarity and hunger in the age of overabundance

2B: Transforming the food system: Proposals for a sustainable agriculture

3A: Resource wars and the fresh water crisis

3B: International cooperation, divestment, sustainable development

4A: Climate change and the environmental crisis

4B: Multi-scalar approaches to addressing climate change

5A: FIRST EXAM

UNIT 2: ECONOMIC COLLAPSE

5B: The myth of money

6A: Collapse of currency: economic value after economic collapse

6B: Building alternative economies and currencies

7A: Automation, joblessness, and the neoliberal economy

7B: Imagining appropriate technologies

8A: Urban growth, rural decline

8B: Smart cities, urban renewal, and rural development

UNIT 3: POLITICAL COLLAPSE

9A: Civil/cyber/drone/nuclear war in the 21st century

9B: Movements for disarmament and demilitarization

10A: The refugee crisis and global migration

10B: Citizenship and amnesty in cosmopolitan nation-states

11A: Witnessing the breakdown of democracy and the rise of totalitarianism

11B: New social movements

12A: SECOND EXAM

UNIT 4: CULTURAL CLASH

12B: Orientalism in the 21st century.

13A: Emerging and revived nationalisms

13B: Cosmopolitanism

14A: Cultures of violence, hate and insularity

14B: Global thinking and education

14A: Runaway technology: Biotechnology, surveillance, and law

14B: Third Exam

15A: Technology and Ethics

15:B Can We Save The World? Final Reflection Paper Due

Course Description:

This course explores various visions of the apocalypse and their relevance for addressing major contemporary social, ecological, and economic issues. These issues include global climate change, nuclear war, the growing refugee crisis, the breakdown of democratic governance, economic recession and forms of everyday violence and social fracture. Students will develop and employ critical and analytical thinking skills to engage a diversity of texts from the humanities (e.g., historical and literary accounts, graphic novels, films and other historical and contemporary media) and contemporary popular culture in order to situate these apocalyptic visions in particular historical, cultural, and political contexts. Students will utilize integrative thinking skills and an interdisciplinary geographic approach to connect these visions with contemporary social issues in order to consider how we might address these complex problems while imagining and actualizing alternative futures. Students will practice global learning, drawing on course material that engages U.S. and cross-cultural perspectives in recognition of the global reach of the interconnected social, economic, political, and cultural systems that shape humanity's shared fate.

The name(s) of the faculty member(s) responsible for the development of the course:

| Name: CHRISTOPHER STILES FOWLER (csf14)

Title:

Phone:

Address:

Campus: UP

City:

Fax:

| Name: JOSHUA F INWOOD (jfi6)

Title:

Phone:

Address:

Campus: UP

City:

Fax:

| Name: LORRAINE DOWLER (lxd17)

Title:

Phone:

Address:

Campus: UP

City:

Fax:

Course Justification

Instructional, Educational, and Course Objectives:

This section should define what the student is expected to learn and what skills the student will develop.

The primary objective of this course is to expose students to contemporary social issues in the United States and around the globe in order to develop students' critical, analytical and integrative thinking while they learn how to engage with systems of governance, education, democratic participation, and individual and collective action. The ultimate objective is for participants to develop a deep and multidimensional understanding of human-environment relations, and the manifestation of human activity on the landscape.

Learning outcomes for the Apocalyptic Geography course are as follows:

- Students will demonstrate knowledge across social sciences and humanities of fundamental skills and concepts and apply them to complex spatial relationships (interactions, patterns, processes) within the human socio-cultural and natural environments at global, regional, and local scales.
- Students will engage in spatial and environmental critical thinking across the social sciences and humanities, by analyzing, discussing and synthesizing information that may include professional/technical documents, primary data, maps, graphics, and/or archival data.
- Students will communicate information across the social sciences and humanities, utilizing oral, written, and visual formats to effectively process and integrate facts, ideas, and research results.
- Students will develop research skills across the social sciences and humanities, by locating, understanding, and explaining challenges and opportunities related to human socio-cultural and/or environmental phenomena at global, regional, and local scales.

Evaluation Methods:

Include a statement that explains how the achievement of the educational objective identified above will be assessed. The procedures for determining students' grades should be specifically identified.

Exams 50 points (25 Points each exam) Exams are only offered on the day listed on the syllabus schedule. They consist of 15-20 multiple-choice questions. There will be three exams offered but the two highest grades will count towards the final overall grade.
 Novel Essay: 30 Points (15 points each) There will be 2 novel essay assignments offered over the course of the semester.
 Reflective Essay: 10 points The reflective essay is a one-page single-spaced writing assignment that is due on the last day of class.

In Lecture/Labs Attendance Checks: 10 Points

Relationship/Linkage of Course to Other Courses:

This statement should relate the course to existing or proposed new courses. It should provide a rationale for the level of instruction, for any prerequisites that may be specified, or for the course's role as a prerequisite for other courses.

This is a introductory course with no prerequisites.

Relationship of Course to Major, Option, Minor, or General Education:

This statement should explain how the course will contribute to the major, option, or minor and indicate how it may function as a service course for other departments.

This General Education Interdomain course will satisfy humanities and/or social science requirements, as well as U.S. and International Cultures requirements. It may be used as a selection for the geography minor. It is not intended to be used to satisfy requirements of the Geography B.A. or B.S. major.

A description of any special facilities:

Technology classroom.

Frequency of Offering and Enrollment:

The course will be offered Fall and Spring Semesters with an anticipated enrollment of 200 students.

Alignment with General Education Objectives

EFFECTIVE COMMUNICATION – the ability to exchange information and ideas in oral, written, and visual form in ways that allow for informed and persuasive discourse that builds trust and respect among those engaged in that exchange, and helps create environments where creative ideas and problem-solving flourish.

KEY LITERACIES – the ability to identify, interpret, create, communicate and compute using materials in a variety of media and contexts. Literacy acquired in multiple areas, such as textual, quantitative, information/technology, health, intercultural, historical, aesthetic, linguistic (world languages), and scientific, enables individuals to achieve their goals, to develop their knowledge and potential, to lead healthy and productive lives, and to participate fully in their community and wider society.

CRITICAL AND ANALYTICAL THINKING – the habit of mind characterized by comprehensive exploration of issues, ideas, artifacts, and events before accepting or formulating a conclusion. It is the intellectually disciplined process of conceptualizing, applying, analyzing, synthesizing, and/or evaluating information gathered from, or generated by, observation, experience, reflection, reasoning, or communication, as a guide to belief and action.

INTEGRATIVE THINKING – the ability to synthesize knowledge across multiple domains, modes of inquiry, historical periods, and perspectives, as well as the ability to identify linkages between existing knowledge and new information. Individuals who engage in integrative thinking are able to transfer knowledge within and beyond their current contexts.

CREATIVE THINKING – the capacity to synthesize existing ideas, images, or expertise in original ways and the experience of performing, making, thinking, or acting in an imaginative way that may be characterized by innovation, divergent thinking, and intellectual risk taking.

GLOBAL LEARNING – the intellectually disciplined abilities to analyze similarities and differences among cultures; evaluate natural, physical, social, cultural, historical, and economic legacies and hierarchies; and engage as community members and leaders who will continue to deal with the intricacies of an ever-changing world. Individuals should acquire the ability to analyze power; identify and critique interdependent global, regional, and local cultures and systems; and evaluate the implications for people's lives.

SOCIAL RESPONSIBILITY AND ETHICAL REASONING – the ability to assess one's own values within the social context of problems, recognize ethical issues in a variety of settings, describe how different perspectives might be applied to ethical dilemmas, and consider the ramifications of alternative actions. Individuals should acquire the self-knowledge and leadership skills needed to play a role in creating and maintaining healthy, civil, safe, and thriving communities.

What component(s) of the course will help students achieve the General Education Learning Objectives covered in the course? Provide evidence that students in the course have adequate opportunities to achieve the identified learning objectives.

Students will develop and practice the General Education Learning Objectives (critical and analytical thinking, integrative thinking, and global learning) through (1) classroom engagement, (2) small group learning labs, and (3) written assignments. (1) Lecture and class discussion will foreground critical analysis, integrative and interdisciplinary thinking and global perspectives regarding course themes and material. (2) In lab sections, students will be required to demonstrate an understanding and synthesis of course material and an ability to apply critical, analytical, integrative, and global thinking to hands-on lab activities. Small group activities will allow for more instructor-student and peer to peer engagement to support the development of these skills. (3) Written assignments will challenge students to critically analyze and synthesize course material, develop scholarly arguments, and bring material to bear on contemporary issues.

How will students be assessed to determine their attainment of the Learning Objective(s) of General Education covered

in this course? This assessment must be included as a portion of the student's overall performance in this course.

Students' attainment of Learning Objectives will be assessed according to their performance in (1) class participation and discussion, (2) lab sections, (3) written assignments, and (4) course examinations. (1) Students' participation grade in the course (10% of final grade) will depend upon participation that demonstrates critical thinking, the synthesis of course concepts, and engagement with global and cross-cultural perspectives (e.g., asking questions in class, offering productive comments, etc.). (2) Assessment in lab sections will be based on students' demonstration of an understanding of course material and ability to synthesize course content into various creative and scholarly products. (3) Rubrics for written assignments will assess students' performance with explicit reference to course GenEd Learning Objectives, alongside conventional criteria (e.g., content, clarity of thought, style and mechanics, etc.). (4) Course examinations will be designed around course objectives and feature questions that require critical analysis, integration, and synthesis of course material and themes, and engagement with cross-cultural and global perspectives.

General Education Domain Criteria

General Education Designation: Inter-Domain

GH Criteria

- Explain the methods of inquiry in humanities fields and describe how the contributions of these fields complement inquiry in other areas
- Demonstrate competence in critical thinking about topics and texts in the humanities through clear and well-reasoned responses
- Critically evaluate texts in the humanities— whether verbal, visual, or digital— and identify and explain moral or ethical dimensions within the disciplines of the humanities
- Demonstrate knowledge of major cultural currents, issues, and developments through time, including evidence of exposure to unfamiliar material that challenges their curiosity and stretches their intellectual range
- Become familiar with groups, individuals, ideas, or events that have influenced the experiences and values of different communities

What components of the course will help students achieve the domain criteria selected above?

In Humanities (GH) fields, students focus on exploring important works of literature, history, religion, philosophy, and other closely related forms of cultural expression, thereby broadening their understanding of diverse ways of seeing, thinking about, and experiencing the self and society. Students will enlarge their intellectual horizons and knowledge of the world through encountering humanistic representations of both lived experiences and imaginative or speculative constructions, past or present. Students thus become increasingly prepared to live as thoughtfully engaged members of multiple communities, whether local, regional, or global. To help students achieve GH goals, the University provides GH courses and an appropriate learning environment for students to:

- Engage in the qualitative study of the humanities
 - Expand their knowledge of the variety of human experiences
 - Gain access to various intellectual traditions and their changes through time
 - Probe the foundations of communication and thought and become aware of the scope and limitations of human communication
 - Encounter concepts and traditions that attempt to bring sense to human existence
 - Develop their competency in interpreting and critically evaluating diverse ways of life, traditions, and shared or individual values, including their own
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GS Criteria

- Explain the various methods of inquiry used in the social and behavioral sciences and describe how the contributions of these fields complement inquiry in other areas
- Identify and explain major foundational theories and bodies of work in a particular area of social and behavioral sciences
- Describe the ways in which many different factors may interact to influence behaviors and/or institutions in historical or contemporary settings
- Explain how social and behavioral science researchers use concepts, theoretical models and data to better understand and address world problems
- Recognize social, cultural, political and/or ethical implications of work in the social and behavioral sciences

What components of the course will help students achieve the domain criteria selected above?

(1) A social scientific perspective will facilitate discussion and critical analysis of various facets of social life and identity, including gender, nationality, ethnicity, and race at the level of individual behaviors and attitudes, and at larger scales (e.g. groups, institutions, national bodies) in social and political systems. An international and cross-cultural component will enable students to compare, contrast, and establish interconnections between social and cultural forms in various national and historical contexts.

(2) Students will be exposed to concepts, theoretical models, and data that are used in the social sciences to address contemporary problems. Further, they will be required to apply these frameworks to their own critical readings of cultural texts as well as their integrative analyses of contemporary social issues.

(3) Because of the explicit focus of this course in applying insights from the social sciences (and humanities) to contemporary social problems, students will be guided in working through the social, cultural, political and ethical aspects of social scientific analysis and research. Engagement with international and cross-cultural perspectives will also require that students consider the implications and differential impacts of social scientific research and knowledge production in U.S. and international communities.

Integrative Studies

Explain how the intellectual frameworks And methodologies of the two Knowledge Domains will be explicitly addressed in the course and practiced by the students.

Methodologies, concepts, and texts/data from both the social sciences and humanities will frame students' engagement with the topics of this course. Texts and materials from the humanities will contribute historical and contemporary visions of society and its future to the discussion, while social scientific approaches will bring these visions to bear on contemporary social issues and diverse communities around the globe.

Students will be required to critically engage and analyze texts from the humanities, and to explicate their context, purpose, and cultural significance in contemporary public debates. They will do so with the tools of the social sciences, including an attention to social categories and identities such as gender, race, ethnicity, nationality, etc., analytical and integrative engagements with data and texts from the social sciences, and a critical, scholarly approach to social issues.

Demonstrate that each Of the two domains will receive approximately equal attention, providing evidence from course topics, assignments, or other course components, and that students will integrate material from both domains.

As described in the syllabus, social scientific and humanities perspectives will be equally integrated into the course. Through the lecture component of the course, students will examine case-studies of contemporary social issues, using tools and concepts from the social sciences. In the lab component, students will read, interpret, and discuss texts from the humanities, which will frame and introduce the material to be delivered in lecture. Course materials cover a wide range of genres in both the social sciences and humanities, including films, documentaries, graphic novels, fiction, scholarly articles, news reports, and government documents. Course topics lend themselves well to both domains.

Briefly explain the staffing plan. Given that each Inter-Domain course is approved for two Knowledge Domains, it will be taught by an instructor (or instructional team) with appropriate expertise in both domains.

The instructional team for the course includes Lorraine Dowler, Josh Inwood, and Chris Fowler, all of whom are faculty members in the Penn State Geography Department. Lorraine Dowler, a human geographer and member of the Women's, Gender, and Sexuality Department, has long worked at the intersection of the domains of the social sciences, arts and humanities with expertise in: cultural geography, feminist geopolitics, feminist methodology, militarization and gender. Joshua Inwood's research and teaching are centered around contemporary social and cultural issues, including racial inequality, white supremacy, and human rights. Inwood is also affiliated with the Rock Ethics Institute. Chris Fowler's research and teaching combines political, economic, and cultural domains and focuses on urban studies, racial segregation, and economic geography.

Since this course will rotate among faculty members, the specific case studies explored in the course may differ, as lectures and materials may be supplemented or revised to reflect the particular interests and expertise of the instructor. However, each instructor will maintain the overall structure of the course, including the four units, case-study format, multi-scalar focus, balance between U.S./global perspectives, integration of social science/humanities perspectives, and the lab component. The first version of the course will be co-taught by all three instructors who developed the course, in order to establish a conceptual and organizational foundation to the course.

In addition to the faculty above, through an Office for General Education seed grant, the following humanities faculty consulted on course development and materials:

Dr. Sarah Clark Miller is an Associate Professor of Philosophy, Bioethics, and Women's, Gender, and Sexuality Studies. Her areas of specialization include: moral philosophy; practical ethics; Feminist philosophy; and social and political philosophy.

Dr. Susan Squier is the Julia Gregg Brill Professor of English and Women's, Gender, and Sexuality Studies. Her areas of specialization include: cultural studies of science and medicine; feminist theory; comics and medicine; disability studies and human-animal-object studies.

The combination of these faculty members will bring a unique perspective to the exploration of apocalyptic geographies – visions of social, ecological, economic, and political collapse – in order to analyze and address contemporary global issues. The course material will draw equally from the humanities and social sciences in order to explore specific forms of social conflict, their historical context, and their cultural significance.

Describe the assessments that will be used to determine students' ability to apply integrative thinking.

Assessment will be continuous over the course of the semester and is based on a number of set pieces of work such as essays, projects, presentations and examinations to evaluate if the students are meeting the targeted goals for integrated learning across the humanities and social sciences. Specifically, assessment of the course will focus on student's integrated knowledge of spatial relationships at global, regional, and local scales; integrative critical thinking approaches to professional/technical documents, primary data, maps, graphics, novels, films, art and/or archival data; ability to communicate integratively, utilizing oral, written, and visual formats to effectively process and analyze facts, ideas, and research results; and knowledge of integrative research skills and methodological approaches.

General Education Designation Requirements

Intercultural Requirements:

1. GEOG 002 will be designated as both a United States cultures course and an international cultures course.

2. Course outline attached.

3. Pertinent information on the US/IL aspects of the course have been included in the long course description above.

4. This course will address criteria a, b, and j:

a. GEOG 2N will encourage students to see nations, cultures, and/or social identities not in isolation, but in relation to each other. This will be accomplished through an integrative geographic perspective focused on connections between regions, peoples, and cultures. Lecture material will be organized around case-studies that are specifically designed to connect local, regional, and global issues; discuss economic, political, and cultural flows across geographic boundaries; and explore the historical connections between places and phenomena.

b. GEOG 2N will develop students' awareness of the pluralism and diversity within the United States and international cultures. This will be accomplished through course material that examines contemporary social, political, and cultural trends in the U.S. and around the globe, with a particular focus on increasing xenophobia, racist political discourse, and identity-based violence. Students will also examine public responses to these negative trends, including the renewal of democracy, political and social inclusion, and new social movements.

j. GEOG 2N will increase students' ability to locate and evaluate information and gain knowledge about other peoples of the world. This course will engage both U.S. and international cultures, forcing students to critically consider the relations between the US and other nations and to scrutinize common perceptions, stereotypes and discourses about other regions of the world. Through exposure to social scientific methodologies and concepts, alongside a diversity of texts and approaches from the humanities, students will be encouraged to approach social issues critically and build evidence-based arguments concerning diverse phenomena occurring the world.

5. As a foundation to this course, critical engagements with both U.S. and international cultures will be built into the assessment criteria. In writing assignments and reflections, students will be required to engage social problems, identities, and histories across geographic boundaries and in relation to one another. Students will be tested on material in both US and IL domains. Students' successful engagement with course material will also require an attention to cultural histories and identities in the U.S. and abroad.

Campuses That Have Offered () Over The Past 4 Years

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|----------|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|
| semester | AB | AL | BK | BR | BW | CR | DS | ER | FE | GA | GV | HB | HN | HY | LV | MA | NK | PC | SH | SL | UP | WB | WC | WS | XC | XP | XS | YK |
|----------|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|

UPLOADED DOCUMENTS FOLLOW:

9/18/17

**APOCALYPTIC GEOGRAPHIES:
HOW CAN WE PREVENT THE END OF THE WORLD?**

Course Number: GEOG 2N

Credits: 3

Prerequisites: NONE

Course Designations: GenEd, U.S. Cultures (US), International Cultures (IL),
Interdomain (Social Sciences and Humanities)

General Education Learning Objectives:

Students will develop and practice the General Education Learning Objectives (critical and analytical thinking, integrative thinking, and global learning) through (1) classroom engagement, (2) small group learning labs, and (3) written assignments.

- (1) Lecture and class discussion will foreground critical analysis, integrative and interdisciplinary thinking and global perspectives regarding course themes and material.
- (2) In lab sections, students will be required to demonstrate an understanding and synthesis of course material and an ability to apply critical, analytical, integrative, and global thinking to hands-on lab activities. Small group activities will allow for more instructor-student and peer to peer engagement to support the development of these skills.
- (3) Written assignments will challenge students to critically analyze and synthesize course material, develop scholarly arguments, and bring material to bear on contemporary issues.

Description :

This course explores various visions of the apocalypse and their relevance for addressing major contemporary social, ecological, and economic issues. These issues include global climate change, nuclear war, the growing refugee crisis, the breakdown of democratic governance, economic recession and forms of everyday violence and social fracture. Students will develop and employ **critical and analytical thinking skills** to engage a diversity of texts from the humanities (e.g., historical and literary accounts, graphic novels, films and other historical and contemporary media) and contemporary popular culture in order to situate these apocalyptic visions in particular historical, cultural, and political contexts. Students will utilize **integrative thinking skills** and an interdisciplinary geographic approach to connect these visions with contemporary social issues in order to consider how we might address these complex problems while imagining and actualizing alternative futures. Students will practice **global learning**, drawing on course material that engages U.S. and cross-cultural perspectives in recognition of the global reach of the interconnected social, economic, political, and cultural systems that shape humanity's shared fate.

General Course Objectives

The primary objective of this course is to expose students to contemporary social issues in the United States and around the globe in order to develop **student's** critical, analytical and integrative thinking while they learn how to engage with systems of governance,

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education, democratic participation, and individual and collective action. The ultimate objective is for participants to develop a deep and multidimensional understanding of human-environment relations, and the manifestation of human activity on the landscape

By taking this course, students will be able to:

1. Interpret, discuss and compare texts and arguments in the social sciences and humanities, as evidenced through well-organized and clearly articulated verbal and written arguments;
2. Analyze different cultural contexts, in the U.S. and abroad in a variety of textual materials, such as academic readings, film, novels, newspaper articles and art;
3. Evaluate specific contemporary social issues, their causes, effects, and possible outcomes.