

## **D. COLLEGE CORE CURRICULUM**

### **Social and Behavioral Sciences**

ECON	1311:	Introduction to Macroeconomics
ECON	1312:	Introduction to Microeconomics
GEGR	1311:	World Regional Geography
HIST	1311:	World Civilizations, 1600 – Present
PSYC	1311:	Introduction to Psychology

**Course Title: ECON 1311: Introduction to Macroeconomics**

**Semester Credit Hours: 3 (3,0)**

**I. Course Overview**

The course studies resources and goals of the economy; national income; employment; money and banking; fiscal and monetary policy; contemporary problems; economic growth; and international economics. ECON 1311 may be taken before or after ECON 1312, or only one of the courses may be taken.

**II. PMU Competencies and Learning Outcomes**

Macroeconomics requires analytical thinking, not just memorization. The course provides a logical framework for critical thinking and problem solving by introducing students to the fundamental concepts and tools used to enhance decision-making. Students will learn to recognize the importance of specific concepts and how they fit together. The student will be able to use appropriate diagrams and time series graphs to express macroeconomic relationships and to predict the consequences of changes in relevant variables. Course exercises will require students to work as a team to analyze a problem, write and orally present a report. Students will work in groups on projects and assignments and use the Internet to retrieve relevant information and data needed to address the projects and assignments.

**III. Detailed Course Description**

Macroeconomics focuses on economy wide economic problems such as inflation, unemployment, and the promotion of economic growth, including: strategies for growth; forecasting business cycles, interest rates and exchange rates; causes of trade deficits; consequences of government deficits; short- and long-term effects of monetary policy; and the globalization of financial markets. These topics are integrated into a theoretical framework that relies on international factors. Examples are used to enhance knowledge of the world economy and skills in solving practical problems. Lectures are complemented with group projects and interactive computer-based exercises.

**IV. Requirements Fulfilled**

ECON 1311 satisfies three hours of the six hour College Core Curriculum requirement in Social and Behavioral Sciences. Whether or not it is a required course is determined by each college's core requirements.

**V. Required Prerequisites**

This course does not have a prerequisite.

## **VI. Learning Outcomes**

### **A. General**

1. Understand the basic terminology, concepts, and analytic models of economics.
2. Understand the basic structure of economies and how and why an economic system operates as it does.
3. Be able to use economics to understand human behavior.
4. Know how to use economics to predict human behavior and predict changes.
5. Be capable of using economic knowledge and improved economic thinking skills to:
  - a. Assess public policies.
  - b. Make better business decisions.
  - c. Make better everyday personal (financial and non-financial) decisions.

### **B. Specific**

1. Identify and discuss major international economic institutions.
2. Understand the central concepts in a core body of economic literature.
3. Analyze the major economic issues facing the Saudi Arabia and the world.

## **VII. Assessment Strategy**

### **A. Pre/Post Testing (10% of grade)**

To determine a student's progress, a test or assignment is given at the beginning of the course and a similar test or assignment is given at the end.

### **B. Capstone Experience (20% of grade)**

A capstone project integrates the knowledge, concepts, and skills associated with the entire sequence of study in a course. The structure and content of the capstone experience are linked to the overall goals and objectives for student learning.

### **C. Portfolio Assessment (20% of grade)**

Tests, papers, specific assignments, and/or research, products are collected into a portfolio that is evaluated at various stages in the course.

### **D. Examinations (30% of grade)**

Four examinations plus a comprehensive final examination are required. Additional points can be earned by completing homework. Make-up exams will be administered only to students who have contacted the instructor with a valid excuse prior to the exam.

E. Assignments and Projects (20% of grade)

Data gathered by these measures are considered an indirect assessment of student learning; nonetheless, information from these sources enhances the information gathered from the direct measures of a student's academic achievement.

All of these assessment strategies will be linked to strategies used in the PMU Assessment Capstone Series.

**VIII. Course Format**

Students are expected to attend *all* classes, read the assigned material before class, and spend an *average* of two hours *per week* outside of class for *every* hour of lecture. These are *minimum* expectations. The class consists of lectures, group assignments and projects, and online discussions. Assignments alternate among lectures, group assignments and projects, and online discussions. Assignments are due approximately every second or third week. All assignments and projects should be done as part of a group.

An online discussion group is set up to discuss the topics of the course outside of the classroom. Students are required to actively participate in this online discussion forum, obtain information about interesting new ideas, discuss current policy issues, and elaborate on materials presented in class. The instructor contributes regularly to the discussion and replies to questions asked and comments offered.

A list of the number of hours for each type of instruction follows:

<b>Classroom Hours (3 hours per week)</b>	<b>Class: 3</b>
	<b>Online discussion: 1</b>

**IX. Topics to be Covered**

- A. Introduction to Macroeconomics
  - 1. Short-run, long-run and the origins
  - 2. Growth and the business cycle
  - 3. Economics statistics
- B. Economic issues
  - 1. The economic problem – scarcity
  - 2. Economic analysis tools
  - 3. Fundamental ideas of economics
- C. Exchange and trade
  - 1. Voluntary exchange and trade
  - 2. Comparative advantage
  - 3. Individual exchange
  - 4. International trade
  - 5. Markets
  - 6. Market failures and restrictions
- D. Measuring economic activity
  - 1. Economic flows and stocks
  - 2. The circular flow

3. Measuring price changes
- E. Aggregate supply and demand
  1. Aggregate supply
  2.  $Y = F(N, K, T)$
  3. Long run, short run
  4. Aggregate demand
  5. Equilibrium
- F. Expenditures multipliers
  1. Consumption and saving with fixed prices
  2. Aggregate planned expenditures
  3. The multiplier process
  4. Multiplier and Prices
- G. Money
  1. Nature and concept
  2. Money creation
  3. Financial intermediaries
  4. Demand for money
  5. Money and prices
- H. Inflation and Employment
  1. Labor market
  2. Inflation
  3. Demand pull
  4. Cost push

## **X. Laboratory Exercises**

This course does not require a separate lab.

## **XI. Technology Component**

Students are expected to have a computer account on the BLACKBOARD or some other server to communicate via e-mail. Students should immediately sign up for the online discussion group for the class. Students are also expected to become familiar with the use of the Internet.

All assignments and projects are submitted, and examinations are taken, online. Assignments focus on guided collaborative learning, media-assisted instruction, research projects, and laboratory and computer exercises. Students should check with their instructor in order to obtain the specific methods to be used in the course.

An online discussion group is set up to discuss the topics of the course outside of the classroom. Students are required to actively participate in this online discussion forum, obtain information about interesting new ideas, discuss current policy issues, and elaborate on materials presented in class. The instructor contributes regularly to the discussion and replies to questions asked and comments offered.

Office hours are available via audio and video for discussion of class materials. Even without a video camera, students can use the audio on their computers to discuss class issues.

## **XII. Special Projects/Activities**

The following two group assignments are required to complete the course.

### **A. Assignment 1**

Variables are used to measure economic activity. To learn how to find these variables and trends, complete the following exercise. Find the values of the following variables in the United States for the years 1980, 1990, and 2004.

- Personal Consumption Expenditures
- Gross Private Domestic Investment
- Government Purchases
- Net Exports of Goods and Services
- Consumer Price Index
- Civilian Unemployment Rate

The presentation should include both specific and general information and be presented in an informative manner that might include maps, charts, short video, and visual aids. Generally, a presentation of this type might be from 30-45 minutes in length. Class members should receive a typed list of important facts concerning the topic. This list is to have between 20-30 facts. Information learned from this will be included on the final exam. Be creative and interesting.

### **B. Assignment 2**

Explain why we should be concerned about a low rate of saving. Present and defend an economic policy that would increase saving. The presentation should include both specific and general information and be presented in an informative manner that might include maps, charts, short video, and visual aids. Generally, a presentation of this type might be from 30-45 minutes in length. Class members should receive a typed list of important facts concerning the topic. This list is to have between 20-30 facts. Information learned from this will be included on the final exam. Be creative and interesting.

### **XIII. Textbooks and Teaching Aids**

#### A. Required Textbook

Parkin, Michael, *Microeconomics with Electronic Study Guide CD-ROM*, 6th Edition, Boston, Mass.: Pearson Addison Wesley, 2002.  
ISBN: 0321112075

#### B. Alternative Textbooks

None

#### C. Supplemental Print Materials

None

#### D. Supplemental Online Materials

1. Macroeconomic data  
<http://pages.stern.nyu.edu/~nroubini/MACRO3.HTM>
2. Economic glossary  
<http://www.bized.ac.uk/glossary/econglos.htm>  
<http://pages.stern.nyu.edu/~nroubini/bci/bci.html>
3. Recent Macroeconomic Controversies and Policy Debates  
<http://pages.stern.nyu.edu/~nroubini/POLICY.HTM>
4. European Monetary Union and the Euro  
<http://pages.stern.nyu.edu/~nroubini/Emu/Emu.htm>

**Course Title: ECON 1312: Introduction to Microeconomics**

**Semester Credit Hours: 3 (3,0)**

**I. Course Overview**

The course studies markets, resource allocation, consumer and producer behavior, production, costs, market structure, and the role of government in a market economy. ECON 1312 may be taken before or after ECON 1311, or only one of the courses may be taken.

**II. PMU Competencies and Learning Outcomes**

Microeconomics requires analytical thinking, not just memorization. The course provides a logical framework for critical thinking and problem solving by introducing students to the fundamental concepts and tools used to enhance decision-making. Students will learn to recognize the importance of specific concepts and how they fit together. The student will be able to use appropriate diagrams and time series graphs to express macroeconomic relationships and to predict the consequences of changes in relevant variables. Course exercises will require students to work as a team to analyze a problem, write and orally present a report. Students will work in groups on projects and assignments and use the Internet to retrieve relevant information and data needed to address the projects and assignments.

**III. Detailed Course Description**

Microeconomics focuses on smaller scale economic problems faced by individuals, businesses, and governments. Microeconomics analyzes the behavior of markets for particular goods and services. Its focus is on one market at a time. In order to analyze markets, the behavior of both buyers and sellers are examined. The theory of consumer decision making, production costs, and decisions concerning how much to produce are studied. The course focuses on three basic types of economic questions--(1) what types of goods should be produced? (2) in what proportions should the goods be produced? and (3) to whom should the goods be distributed? The goal is to be able to think systematically and clearly about the various kinds of markets at work in a market economy, and to understand some of their strengths and limitations.

**IV. Requirements Fulfilled**

ECON 1312 satisfies three hours of the six hour College Core Curriculum requirement in Social and Behavioral Sciences. Whether or not it is a required course is determined by each college's core requirements.

**V. Required Prerequisites**

This course does not have a required prerequisite.

## **VI. Learning Outcomes**

### **A. General**

1. Understand the basic terminology, concepts, and analytic models of economics.
2. Understand the basic structure of economies and how and why an economic system operates as it does.
3. Be able to use economics to understand human behavior.
4. Know how to use economics to predict human behavior and predict changes.
5. Be capable of using economic knowledge and improved economic thinking skills to:
  - a. Assess public policies.
  - b. Make better business decisions.
  - c. Make better everyday personal (financial and non-financial) decisions.

### **B. Specific**

1. Understand the concepts of scarcity, tradeoffs, opportunity costs, comparative advantage, markets and market failures, marginal analysis, incentives, and elasticity.
2. Be able to explain the behavior of important economic decision makers, including business firms, households, governments, and special-interest groups.
3. Become familiar with the system of markets and prices.
4. Grasp income distribution, the effects of trade on different groups, and the relationship between an organizational structure and individual well being.

## **VII. Assessment Strategy**

### **A. Pre/Post Testing (10% of grade)**

To determine a student's progress, a test or assignment is given at the beginning of the course and a similar test or assignment is given at the end.

### **B. Capstone Experience (20% of grade)**

A capstone project integrates the knowledge, concepts, and skills associated with the entire sequence of study in a course. The structure and content of the capstone experience are linked to the overall goals and objectives for student learning.

### **C. Portfolio Assessment (20% of grade)**

Tests, papers, specific assignments, and/or research, products are collected into a portfolio that is evaluated at various stages in the course.

D. Examinations (30% of grade)

Four examinations plus a comprehensive final examination are required. Additional points can be earned by completing homework. Make-up exams will be administered only to students who have contacted the instructor with a valid excuse prior to the exam.

E. Assignments and Projects (20% of grade)

Data gathered by these measures are considered an indirect assessment of student learning; nonetheless, information from these sources enhances the information gathered from the direct measures of a student's academic achievement.

All of these assessment strategies will be linked to strategies used in the PMU Assessment Capstone Series

### VIII. Course Format

Students are expected to attend all classes, read the assigned material before class, and spend an average of two hours per week outside of class for every hour of lecture. These are minimum expectations. The class consists of lectures, group assignments and projects, and online discussions. Assignments alternate among lectures, group assignments and projects, and online discussions. Assignments are due approximately every second or third week. All assignments and projects should be done as part of a group.

An online discussion group is set up to discuss the topics of the course outside of the classroom. Students are required to actively participate in this online discussion forum, obtain information about interesting new ideas, discuss current policy issues, and elaborate on materials presented in class. The instructor contributes regularly to the discussion and replies to questions asked and comments offered.

A list of the number of hours for each type of instruction follows:

**Classroom Hours (3 hours per week)**

**Class: 3**

**Online discussion: 1**

### IX. Topics to be Covered

A. Introduction to microeconomics

1. Economic theory
2. Functional relationships
3. Marginal analysis
4. Equilibrium

B. Supply, demand, and the market

1. Scarcity
2. Opportunity costs
3. Consumer supply and demand
4. Business supply and demand
5. Market supply and demand

- C. Supply, demand, and elasticity
  - 1. Market demand curve
  - 2. Price elasticity of demand
  - 3. Gross elasticity of demand
  - 4. Individual elasticity of demand
- D. Supply, demand, and government policy
  - 1. Government expenditures
  - 2. Government receipts
  - 3. Public choice
- E. Consumers, producers, and markets
  - 1. Utility analysis
  - 2. Consumer equilibrium
  - 3. Behavioral predictions
- F. Production costs
  - 1. Production
  - 2. Short run costs of production
  - 3. Long run costs of production
  - 4. Capital, interest, and investment
- G. Competitive markets
  - 1. Pure competition model
  - 2. Pure monopoly model
  - 3. Price discrimination
  - 4. Economic concentration
  - 5. Merger
  - 6. Regulation policy
  - 7. Energy and resources conservation
  - 8. Renewable resources
- H. Income distribution
  - 1. Earning and discrimination
  - 2. Inequality
  - 3. Redistribution methods

## **X. Laboratory Exercises**

This course does not require a separate lab.

## **XI. Technology Component**

Students are expected to have a computer account on the BLACKBOARD or some other server to communicate via e-mail. Students should immediately sign up for the online discussion group for the class. Students are also expected to become familiar with the use of the Internet.

All assignments and projects are submitted, and examinations are taken, online. Assignments focus on guided collaborative learning, media-assisted instruction, research projects, and laboratory and computer exercises. Students should check with their instructor in order to obtain the specific methods to be used in the course.

An online discussion group is set up to discuss the topics of the course outside of the classroom. Students are required to actively participate in this online discussion forum, obtain information about interesting new ideas, discuss current policy issues, and elaborate on materials presented in class. The instructor contributes regularly to the discussion and replies to questions asked and comments offered.

Office hours are available via audio and video for discussion of class materials. Even without a video camera, students can use the audio on their computers to discuss class issues.

## **XII. Special Projects/Activities**

### **A. Assignment 1**

Economists are fond of arguing that cash transfers to the poor are superior to in-kind transfers. Explain the economist's traditional argument. Use graphs and equations and identify the key assumptions leading to this conclusion. Offer some criticisms of it. Alternatively, how might the student justify an in-kind transfer instead of a cash transfer? How might the student modify the economist's traditional argument to take his or her case into account? The presentation should include both specific and general information and be presented in an informative manner that might include maps, charts, short video, and visual aids. Generally, a presentation of this type might be from 30-45 minutes in length. Class members should receive a typed list of important facts concerning the topic. This list is to have between 20-30 facts. Information learned from this will be included on the final exam. Be creative and interesting.

### **B. Assignment 2**

Economists are usually strong proponents of incentives to affect consumer and producer behavior. What is the explanation for this support? Does it simply follow from basic assumptions used in most economic arguments or can strong theoretical and empirical arguments be used to support the argument? Discuss conditions or examples in which rules may be superior to incentives. The presentation should include both specific and general information and be presented in an informative manner that might include maps, charts, short video, and visual aids. Generally, a presentation of this type might be from 30-45 minutes in length. Class members should receive a typed list of important facts concerning the topic. This list is to have between 20-30 facts. Information learned from this will be included on the final exam. Be creative and interesting.

### **XIII. Textbooks and Teaching Aids**

#### A. Required Textbook

Mankiw, N. Gregory, *Microeconomics*, 5th edition, Cranbury, N.J. :  
Worth Publishers, 2002.  
ISBN: 0716752379

#### B. Alternative Textbooks

None

#### C. Supplemental Print Materials

None

#### D. Supplemental Online Materials

##### 1. Microeconomic data

<http://www.princeton.edu/~econlib/microdata.htm>

[http://www.inomics.com/cgi/econdir?exclude=&config=htdig\\_econdir  
&words=microeconomics&method=and&sort=score](http://www.inomics.com/cgi/econdir?exclude=&config=htdig_econdir&words=microeconomics&method=and&sort=score)

##### 2. Global Economics Databases

<http://www.vbic.umd.edu/rhsdatainfo.shtml#global>

##### 3. Elasticity

<http://www.mintercreek.com/micro/>

##### 4. Data Resources

<http://www.dotecon.com/links/economics/data.htm>

##### 5. Economic and Financial data

<http://sp.uconn.edu/~cunning/resources.html>

**Course Title: GEGR 1311: World Regional Geography**

**Semester Credit Hours: 3 (3,0)**

**I. Course Overview**

The course is primarily a survey of physical and cultural patterns of the world. It presents a broad overview of geographical features such as landforms, language of maps, graphs, languages, climates, and other aspects of each particular world region.

**II. PMU Competencies and Learning Outcomes**

Geography requires analytical thinking, not just memorization. The course provides a logical framework for critical thinking and problem solving by introducing students to the fundamental concepts and tools used to enhance decision-making. Students will learn to recognize the importance of specific concepts and how they fit together. The student will be able understand the consequences of changes in relevant variables. Course exercises will require students to work as a team to analyze a problem, write and orally present a report. Students will work in groups on projects and assignments and use the Internet to retrieve relevant information and data needed to address the projects and assignments. Several exercises involving map work and Internet research.

**III. Detailed Course Description**

An increasingly interconnected world means that knowledge about places beyond one's own country is essential for those who wish to work in a national or global theater. This knowledge is often important also for understanding one's immediate surroundings. GEGR 1311 is intended to introduce students to the people, places, and problems of the world's regions. The course emphasizes environmental geography, population and settlement, cultural coherence and diversity, geopolitics, and economic and social development. Lectures are complemented with group projects and interactive computer-based exercises.

**IV. Requirements Fulfilled**

GEGR 1311 satisfies three hours of the six hour College Core Curriculum requirement in Social and Behavioral Sciences. Whether or not it is a required course is determined by each college's core requirements.

**V. Required Prerequisites**

This course does not have a prerequisite.

## **VI. Learning Outcomes**

### **A. General**

1. Understand the basic terminology, concepts, and analytic models of geography.
2. Understand the world and how and why it operates as it does.
3. Be able to use geographical knowledge to understand human behavior.
4. Know how to use geographical knowledge to understand human behavior and change.
5. Be capable of using geographical knowledge and improved thinking skills to:
  - a. Assess public policies.
  - b. Make better business decisions.
  - c. Make better everyday personal (financial and non-financial) decisions

### **B. Specific**

1. Establish geographical ideas – the ways of thinking that characterize the modern discipline of geography.
2. Introduce maps and their uses--the kinds of maps, map projections, map scale, the design of maps and the importance of maps.
3. Present world patterns of distribution such as population, landforms, climate, economic activities in the context of major world regions and important countries.
4. Understand current world problems such as population increase, food and water supply, environmental pollution, cultural and political conflict and urbanism.
5. Know the regional groups of countries in Europe, the old Soviet Union, the Middle East, the Orient, the Pacific World, Africa, Latin America, and Anglo-America.

## **VII. Assessment Strategy**

### **A. Pre/Post Testing (10% of grade)**

To determine a student's progress, a test or assignment is given at the beginning of the course and a similar test or assignment is given at the end.

### **B. Capstone Experience (20% of grade)**

A capstone project integrates the knowledge, concepts, and skills associated with the entire sequence of study in a course. The structure and content of the capstone experience are linked to the overall goals and objectives for student learning.

C. Portfolio Assessment (20% of grade)

Tests, papers, specific assignments, and/or research, products are collected into a portfolio that is evaluated at various stages in the course

D. Examinations (30% of grade)

Four examinations plus a comprehensive final examination are required. Additional points can be earned by completing homework. Make-up exams will be administered only to students who have contacted the instructor with a valid excuse prior to the exam.

E. Assignments and Projects (20% of grade)

Data gathered by these measures are considered an indirect assessment of student learning; nonetheless, information from these sources enhances the information gathered from the direct measures of a student's academic achievement

All of these assessment strategies will be linked to strategies used in the PMU Assessment Capstone Series.

### **VIII. Course Format**

Students are expected to attend all classes, read the assigned material before class, and spend an average of two hours per week outside of class for every hour of lecture. These are minimum expectations. The class consists of lectures, group assignments and projects, and online discussions. Assignments alternate among lectures, group assignments and projects, and online discussions. Assignments are due approximately every second or third week. All assignments and projects should be done as part of a group.

An online discussion group is set up to discuss the topics of the course outside of the classroom. Students are required to actively participate in this online discussion forum, obtain information about interesting new ideas, discuss current policy issues, and elaborate on materials presented in class. The instructor contributes regularly to the discussion and replies to questions asked and comments offered.

A list of the number of hours for each type of instruction follows:

**Classroom Hours (3 hours per week)**

**Class: 3**

**Online discussion: 1**

## **IX. Topics to be Covered**

- A. Introduction to Geography
  - 1. Physical geography
  - 2. Human geography
  - 3. Regional
  - 4. Geotechniques
  - 5. Geographic themes
  - 6. Globalization
  - 7. Population and settlement
  - 8. Cultural coherence and diversity
  - 9. Geopolitical framework
  - 10. Cooperation
  - 11. Economic and social development
  - 12. Economic development
  - 13. Unevenness of economic development
  - 14. Indicators of economic and social development
- B. Geography
  - 1. Landform types
  - 2. Weather and climate
  - 3. World climate regions
  - 4. Humid equatorial climates
  - 5. Global warming
  - 6. Water
  - 7. Vegetation
  - 8. Bioregions
- C. North America
  - 1. Landform regions
  - 2. Climates and vegetation
  - 3. Environmental modification and problems
  - 4. Population and settlement
  - 5. Cultural coherence and diversity
  - 6. Geopolitical framework
  - 7. Borders
  - 8. Economic and social development
- D. Caribbean
  - 1. Environmental geography
  - 2. Climate
  - 3. Environmental degradation
  - 4. Population and settlement
  - 5. Cultural coherence and diversity
  - 6. Geopolitical framework
  - 7. Commercial development
  - 8. Economic and social development
- E. Sub-Saharan Africa
  - 1. Environmental geography
  - 2. Population and settlement
  - 3. Cultural coherence and diversity
  - 4. Geopolitical framework
  - 5. Economic and social development

- F. Southwest Asia and North Africa
  - 1. Environmental geography
  - 2. Population and settlement
  - 3. Cultural coherence and diversity
  - 4. Geopolitical framework
  - 5. Economic and social development
- G. Europe
  - 1. Environmental geography
  - 2. Population and settlement
  - 3. Cultural coherence and diversity
  - 4. Geopolitical framework
  - 5. Economic and social development
- H. Russia and its neighbors
  - 1. Environmental geography
  - 2. Population and settlement
  - 3. Cultural coherence and diversity
  - 4. Geopolitical framework
  - 5. Economic and social development
- I. Central Asia
  - 1. Environmental geography
  - 2. Population and settlement
  - 3. Cultural coherence and diversity
  - 4. Geopolitical framework
  - 5. Economic and social development
- J. South Asia
  - 1. Environmental geography
  - 2. Population and settlement
  - 3. Cultural coherence and diversity
  - 4. Geopolitical framework
  - 5. Economic and social development
- K. Economic integration
  - 1. Common market: Expansion of economic alliance
  - 2. Transition and turmoil in Eastern Europe
  - 3. Adjustment in post-Soviet Era: Loss of markets, privatization, increased connection to west
  - 4. Emergence of regional disparities
  - 5. Attributes of areas where progress greatest

**X. Laboratory Exercises**

This course does not require a separate lab.

**XI. Technology Component**

Students are expected to have a computer account on the BLACKBOARD or some other server to communicate via e-mail. Students should immediately sign up for the online discussion group for the class. Students are also expected to become familiar with the use of the Internet.

All assignments and projects are submitted, and examinations are taken, online. Assignments focus on guided collaborative learning, media-assisted instruction, research projects, and laboratory and computer exercises. Students should check with their instructor in order to obtain the specific methods to be used in the course.

An online discussion group is set up to discuss the topics of the course outside of the classroom. Students are required to actively participate in this online discussion forum, obtain information about interesting new ideas, discuss current policy issues, and elaborate on materials presented in class. The instructor contributes regularly to the discussion and replies to questions asked and comments offered.

Office hours are available via audio and video for discussion of class materials. Even without a video camera, students can use the audio on their computers to discuss class issues.

## **XII. Special Projects/Activities**

### **A. Assignment 1**

Present an analysis and PowerPoint presentation, including maps, of Middle East geographical features to a history class. The presentation should include both specific and general information and be presented in an informative manner that might include maps, charts, short video, and visual aids. Generally, a presentation of this type might be from 30-45 minutes in length. Class members should receive a typed list of important facts concerning the topic. This list is to have between 20-30 facts. Information learned from this will be included on the final exam. Be creative and interesting. Include in the analysis the following items:

- Landscape and climate
- Economic and cultural patterns
- Influences of the past
- Major nations
- Outlook for the future

### **B. Assignment 2**

Make an inventory of the student's possessions. Categorize them into the categories, such as clothing, electronics, and accessories, furniture, and jewelry. Map the places where the student's possessions were made. Develop a report on what the student found out about the origin of the things the student's possessions. Were they made in one part of the world? Where? What does the student's list say about a global economy? The presentation should include both specific and general information and be presented in an informative manner that might include maps, charts, short video, and visual aids. Generally, a presentation of this type might be from 30-45 minutes in length. Class members should receive a typed list of important facts concerning the topic. Information learned from this will be included on the final exam. Be creative and interesting.

### **XIII. Textbooks and Teaching Aids**

#### A. Required Textbook

Rowntree, Les ,et al., *Diversity Amid Globalization: World Regions, Environment, Development*, Upper Saddle River, NJ.: Prentice Hall and CD-ROM edition, November 1999.  
ISBN: 0130884235

#### B. Alternative Textbooks

None

#### C. Supplemental Print Materials

None

#### D. Supplemental Online Materials

##### 1. Maps and Geographical Information

<http://www.m-w.com/maps/moremapsnyt.html>

##### 2. GIS and Cartography Data

<http://www.sosig.ac.uk/geography/>

##### 3. Geospatial Data

<http://www.colorado.edu/geography/virtdept/resources/data/data.htm>

##### 4. Cyberspace Directory

[http://www.cybergeography.org/geography\\_of\\_cyberspace.html](http://www.cybergeography.org/geography_of_cyberspace.html)

##### 5. Nation State Data

[http://www.un.org/Pubs/CyberSchoolBus/infonation/e\\_infonation.htm](http://www.un.org/Pubs/CyberSchoolBus/infonation/e_infonation.htm)

[http://www.cellarwinesoftware.com/help/screens/geography\\_data.html](http://www.cellarwinesoftware.com/help/screens/geography_data.html)

##### 6. Energy Data

<http://www.eia.doe.gov/geography.html>

##### 7. Physical Geography Data

<http://www.rdms.udel.edu/rdms/main/phygeogdata.html>

**Course Title: HIST 1311: World Civilizations, 1600 - Present**

**Semester Credit Hours: 3 (3,0)**

**I. Course Overview**

This course is a survey of the development of the major civilizations of the world from 1600 to the present. HIST 1311 stresses the dynamism and expansion of the West, the interpenetration of cultures in the modern era, and the resurgence of non-Western independence in the 20th century.

**II. PMU Competencies and Learning Outcomes**

The study of history requires analytical thinking. The course provides a logical framework for critical thinking and problem solving by introducing students to the historical concepts and understanding needed to develop global awareness. Students will learn to recognize the importance of specific concepts and how they fit together. Through critical reading and listening students will be able to extrapolate from history those interrelated concepts that will allow them to comprehend the causes and consequences of change. Course exercises will require students to work as a team to analyze a problem, write and orally present a report. Students will work in groups on projects and assignments and use the Internet to retrieve relevant information and data needed to address the projects and assignments.

**III. Detailed Course Description**

This course is a multimedia introduction to the modern world. History is the story of attempts to respond to the challenges of new global civilization western institutions and ideas became so influential that western culture swept the globe. Yet, the western culture has turned into a global international culture. The cultural conflict, economic transformation, and political strife that came with this process of globalization continue to this day.

**IV. Requirements Fulfilled**

HIST 1311 satisfies three hours of the six hour College Core Curriculum requirement in Social and Behavioral Sciences. Whether or not it is a required course is determined by each college's core requirements.

**V. Required Prerequisites**

This course does not have a prerequisite.

## **VI. Learning Outcomes**

### **A. General**

1. Understand the basic terminology, concepts, and analytic models of historical development.
2. Understand basic organizational structures and how and why they function.
3. Be able to use economics to understand human behavior.
4. Know how to use historical concepts to grasp human behavior and comprehend changes.
5. Be capable of using economic knowledge and improved economic thinking skills to:
  - a. Assess public policies.
  - b. Make better policy decisions.
  - c. Make better everyday personal decisions.

### **B. Specific**

1. Understand cultural diversity.
2. Recognize not only each civilization's distinctive features, but also their commonality.
3. Demonstrate knowledge of world geography for understanding World History.
4. Present conclusions to others in class discussions, reports and assignments.
5. Prepare and complete assignments and exams, improving study, analytical and writing skills.
6. Interpret events occurring in the world today.
7. Establish computer literacy.
8. Learn to complete projects in advance instead of waiting for deadlines
9. Achieve the motivation to read, write, and participate fully in class activities
10. Manage time to devote approximately six hours weekly to work outside class in addition to three hours in class.
11. Attain the ability to work independently.
12. Achieve flexibility in dealing with technology problems

## **VII. Assessment Strategy**

### **A. Pre/Post Testing (10% of grade)**

To determine a student's progress, a test or assignment is given at the beginning of the course and a similar test or assignment is given at the end.

B. Capstone Experience (20% of grade)

A capstone project integrates the knowledge, concepts, and skills associated with the entire sequence of study in a course. The structure and content of the capstone experience are linked to the overall goals and objectives for student learning.

C. Portfolio Assessment (20% of grade)

Tests, papers, specific assignments, and/or research, products are collected into a portfolio that is evaluated at various stages in the course

D. Examinations (30% of grade)

Four examinations plus a comprehensive final examination are required. Additional points can be earned by completing homework. Make-up exams will be administered only to students who have contacted the instructor with a valid excuse prior to the exam.

E. Assignments and Projects (20% of grade)

Data gathered by these measures are considered an indirect assessment of student learning; nonetheless, information from these sources enhances the information gathered from the direct measures of a student's academic achievement.

All of these assessment strategies will be linked to strategies used in the PMU Assessment Capstone Series.

### VIII. Course Format

Students are expected to attend all classes, read the assigned material before class, and spend an average of two hours per week outside of class for every hour of lecture. These are minimum expectations. The class consists of lectures, group assignments and projects, and online discussions. Assignments alternate among lectures, group assignments and projects, and online discussions. Assignments are due approximately every second or third week. All assignments and projects should be done as part of a group.

An online discussion group is set up to discuss the topics of the course outside of the classroom. Students are required to actively participate in this online discussion forum, obtain information about interesting new ideas, discuss current policy issues, and elaborate on materials presented in class. The instructor contributes regularly to the discussion and replies to questions asked and comments offered.

A list of the number of hours for each type of instruction follows:

**Classroom Hours (3 hours per week)**

**Class: 3**

**Online discussion: 1**

## **IX. Topics to be Covered**

- A. The World in 1900
  - 1. Nation states and their resources
  - 2. Technology and power
  - 3. Colonialism and the British Empire
  - 4. Struggles for recognition
- B. Internationalism, 1919-1929
  - 1. Internationalism
  - 2. Old empires and new nationalisms
  - 3. The struggle for Indian independence
  - 4. The quiescent colonies
  - 5. Dependency and development
- C. Science and technology, 1919-1939
  - 1. Convergence of science and technology
  - 2. High science in a mass culture
  - 3. Science, technology, and economic development
- D. Economic consequences of war and peace, 1919-1938
  - 1. Markets and money
  - 2. Depression around the globe
  - 3. National solutions
  - 4. Domestic life in hard times
- E. Bi-polar world, 1945-1953
  - 1. The world in motion
  - 2. Memories of Versailles and planning a postwar world
  - 3. From allies to adversaries
  - 4. Asia in the aftermath of World War II: Occupations and nationalisms
  - 5. The globalization of the Cold War
- F. Perpetual crisis, 1950-1964
  - 1. Crisis and compromise in the management of the post-war world
  - 2. The road to confrontation
  - 3. Resource anxieties and the challenge of secular nationalism: The Middle East and North Africa
- G. Border crossings, 1946-1975
  - 1. New order of things
  - 2. People on the move
  - 3. International styles
  - 4. Earthly concerns and alternative faiths
- H. Breakdown of the bipolar world, 1969-1981
  - 1. Regional rivalries and the decay of detente
  - 2. Yom Kippur War, 1973
  - 3. Oil embargo and economic change
  - 4. Hollowing out of the Soviet Empire
  - 5. Turn to the right
- I. Reconfigurations of power, 1981-1991
  - 1. Collapse of Communism
  - 2. Problems of one-party rule
  - 3. Economic restructuring
  - 4. Identities and the nation-state

- J. Global society in the new millennium
  - 1. Closing the circle
  - 2. Revitalization of the nation-state
  - 3. Organizing of global finance and trade
  - 4. Management of energy and the environment
  - 5. Class stratification in the global society

**X. Laboratory Exercises**

This course does not require a separate lab.

**XI. Technology Component**

Students are expected to have a computer account on the BLACKBOARD or some other server to communicate via e-mail. Students should immediately sign up for the online discussion group for the class. Students are also expected to become familiar with the use of the Internet.

All assignments and projects are submitted, and examinations are taken, online. Assignments focus on guided collaborative learning, media-assisted instruction, research projects, and laboratory and computer exercises. Students should check with their instructor in order to obtain the specific methods to be used in the course.

An online discussion group is set up to discuss the topics of the course outside of the classroom. Students are required to actively participate in this online discussion forum, obtain information about interesting new ideas, discuss current policy issues, and elaborate on materials presented in class. The instructor contributes regularly to the discussion and replies to questions asked and comments offered.

Office hours are available via audio and video for discussion of class materials. Even without a video camera, students can use the audio on their computers to discuss class issues.

**XII. Special Projects/Activities**

The following two group assignments are required to complete the course.

A. Assignment 1

Students must develop a written project and present it orally to an economics class a position paper outlining the major factors (events, forces) shaping the new global society. The presentation should include both specific and general information and be presented in an informative manner that might include maps, charts, short video, and visual aids. Generally, a presentation of this type might be from 30-45 minutes in length. Class members should receive a typed list of important facts concerning the topic. This list is to have between 20-30 facts. Information learned from this will be included on the final exam. Be creative and interesting.

B. Assignment 2

Students must develop a written project and present it orally to an economics class a position paper outlining the key secular myths of modern western society. The presentation should include both specific and general information and be presented in an informative manner that might include maps, charts, short video, and visual aids. Generally, a presentation of this type might be from 30-45 minutes in length. Class members should receive a typed list of important facts concerning the topic. This list is to have between 20-30 facts. Information learned from this will be included on the final exam. Be creative and interesting.

**XIII. Textbooks and Teaching Aids**

A. Required Textbook

Crossley, Pamela, Lees, Lynn, and Servos, John, *Global Society: The World Since 1900*, Boston, Mass.: Houghton Mifflin, 2004.  
ISBN: 0618018506

B. Alternative Textbooks

None

C. Supplemental Print Materials

None

D. Supplemental Online Materials

1. General History Resource  
<http://www.ukans.edu/~iberia/ssphs/genhist.html>
2. Global History Sourcebook  
<http://www.fordham.edu/halsall/global/globalsbook.html>
3. Islamic History Sourcebook  
<http://www.fordham.edu/halsall/islam/islamsbook.html>
4. Social Studies  
<http://killeenroos.com/links.htm>
5. 20th Century  
<http://www.fsmitha.com/h2/index.html>
6. Timelines  
<http://www.fsmitha.com/timeline.html>
7. Historical Documents  
<http://www.fsmitha.com/docu.html>

**Course Title: PSYC 1311: Introduction to Psychology**

**Semester Credit Hours: 3 (3,0)**

**I. Course Overview**

This course is an introduction to fundamentals of psychology including an overview of the concepts and methods of such areas as perception, learning, motivation, memory, development, personality, abnormal, and social psychology.

**II. PMU Competencies and Learning Outcomes**

The study of psychology requires analytical thinking. The course provides a logical framework for critical thinking and problem solving by introducing students psychological concepts and understanding needed to develop individual awareness. Students will learn to recognize the importance of specific concepts and how they fit together. Through critical reading and listening student will be able to extrapolate from those interrelated concepts and comprehend the causes and consequences of individual change. Course exercises will require students to work as a team to analyze a problem, write and orally present a report. Students will work in groups on projects and assignments and use the Internet to retrieve relevant information and data needed to address the projects and assignments.

**III. Detailed Course Description**

This course is a broad introduction to psychology, including the basic subject matter, the approaches to gathering and valuating information and the ways that psychological knowledge is applied to the understanding and improvement of individual and community life.

**IV. Requirements Fulfilled**

PSYC 1311 satisfies three hours of the six hour College Core Curriculum requirement in Social and Behavioral Sciences. Whether or not it is a required course is determined by each college's core requirements.

**V. Required Prerequisites**

This course does not have a prerequisite.

**VI. Learning Outcomes**

A. General

1. Understand the basic terminology, concepts, and analytic models of historical development.
2. Understand basic organizational structures, and how and why they function.
3. Be able to use economics to understand human behavior.

4. Know how to use of historical concepts to grasp human behavior and comprehend changes.
5. Be capable of using economic knowledge and improved economic thinking skills to:
  - a. Assess public policies.
  - b. Make better policy decisions.
  - c. Make better everyday personal decisions.

B. Specific

Familiarity with the variety of sub-fields and approaches that compose the field of psychology.

1. Knowledge of basic terminology, concepts, and research findings in psychology.
2. Understanding of strategies for better thinking and decision-making.
3. Elementary skill in using scientific approach to studying behavior and gathering empirical data to support arguments.
4. Enhanced curiosity about how the world operates as one's preconceptions are challenged.
5. Increasing tolerance for differences in others.

**VII. Assessment Strategies**

A. Pre/Post Testing (10% of grade)

To determine a student's progress, a test or assignment is given at the beginning of the course and a similar test or assignment is given at the end.

B. Capstone Experience (20% of grade)

A capstone project integrates the knowledge, concepts, and skills associated with the entire sequence of study in a course. The structure and content of the capstone experience are linked to the overall goals and objectives for student learning.

C. Portfolio Assessment (20% of grade)

Tests, papers, specific assignments, and/or research, products are collected into a portfolio that is evaluated at various stages in the course

D. Examinations (30% of grade)

Four examinations plus a comprehensive final examination are required. Additional points can be earned by completing homework. Make-up exams will be administered only to students who have contacted the instructor with a valid excuse prior to the exam.



- D. Developmental Issues
  - 1. Early development adolescence, adulthood
  - 2. Personality theories
- E. Dealing with Life
  - 1. Stress and health
  - 2. Psychopathology
  - 3. Obsessive-Compulsive Therapies
  - 4. Social issues

## **X. Laboratory Exercises**

This course does not require a separate lab.

## **XI. Technology Component**

Students are expected to have a computer account on the BLACKBOARD or some other server to communicate via e-mail. Students should immediately sign up for the online discussion group for the class. Students are also expected to become familiar with the use of the Internet.

All assignments and projects are submitted, and examinations are taken, online. Assignments focus on guided collaborative learning, media-assisted instruction, research projects, and laboratory and computer exercises. Students should check with their instructor in order to obtain the specific methods to be used in the course.

An online discussion group is set up to discuss the topics of the course outside of the classroom. Students are required to actively participate in this online discussion forum, obtain information about interesting new ideas, discuss current policy issues, and elaborate on materials presented in class. The instructor contributes regularly to the discussion and replies to questions asked and comments offered.

Office hours are available via audio and video for discussion of class materials. Even without a video camera, students can use the audio on their computers to discuss class issues.

## **XII. Special Projects**

The following two group assignments are required to complete the course.

### **A. Assignment 1**

Students must understand developmental differences across the lifespan. Students must prepare a project that will give them an opportunity to apply information literacy skills. Based on research in scholarly journals, a report that compares one aspect of development in three different stages of the lifespan has to be developed. The project must include a developmental concept (e.g., friendship, attachment, nutrition, exercise, memory, cognition, social interaction, family violence, moral development, sibling relationships, grief, bereavement, birth order, or the impact of war, disaster, violence, or poverty) and stages of development.

The presentation should include both specific and general information and be presented in an informative manner that might include maps, charts, short video, and visual aids. Class members will receive a typed list of important facts concerning the topic. Information learned from this will be included on the final exam. Be creative and interesting.

B. Assignment 2

Students will identify a topic of interest, and summarize and integrate recent articles from the primary research literature. The topic of interest will be reduced to a meaningful question or hypothesis that can be empirically tested. Then, students will design an appropriate experiment for evaluating the hypothesis and statistically analyze and interpret data that are based on the design. The presentation should include both specific and general information and be presented in an informative manner that might include maps, charts, short video, and visual aids. Generally, a presentation of this type might be from 30-45 minutes in length. Class members should receive a typed list of important facts concerning the topic. Information learned from this will be included on the final exam. Be creative and interesting.

**XIII. Textbooks and Teaching aids**

A. Required Textbook

Zimbardo, Philip G., Weber, Ann L., & Johnson, Robert L., *Psychology Core Concepts*, Upper Saddle River, NJ: Pearson Allyn & Bacon; 4th edition, 2002.

ISBN: 0205356605

B. Alternative Textbooks

None

C. Supplemental Print Materials

None

D. Supplemental Online Materials

1. Data Collections

<http://www.library.umass.edu/subject/psychology/data.html>

2. Statistical Methods

<http://www.uvm.edu/~dhowell/StatPages/StatHomePage.html>

3. Biological Psychology/Neuropsychological

<http://psych.hanover.edu/research/exponnet.html#Biological>

4. Cognition

<http://psych.hanover.edu/research/exponnet.html#Cognition>

5. Developmental

6. Industrial/Organizational

<http://psych.hanover.edu/research/exponnet.html#Industrial>