

General Education Learning Outcomes	Assignments/Assessments That Fulfill Outcome
<p><b>Knowledge:</b> Develop knowledge from a range of disciplinary perspectives, and hone the ability to deepen and continue learning.</p>	<p><b>Paper #1 &amp; #2:</b> Students will be required to not just understand the history of the movement they choose to write about, but to understand the sociological and anthropological underpinnings of the movement's creation. Furthermore, students will be encouraged to employ interdisciplinary tools in their research not necessarily brought to bear during the class sessions, but inspired by the example of the guest lecturers, and inspired by what the class learns during open discussion.</p> <p><b>Discussion Prep &amp; Assignments</b> are crafted to allow students to develop individual expertise in a subject of their choosing, and to bring to bear the interdisciplinary analytical tools employed during the course. Students will be required to not just understand the history of the movement they are assigned to discuss, but to understand the sociological and anthropological underpinnings of the movement's creation.</p> <p><b>Exams</b> are specifically designed to test students' knowledge about the historical circumstances surrounding the birth of the social movements discussed, and to compel students to make connections between what may initially seem like movements that have disparate goals.</p>
<p><b>Skills:</b> Acquire and use the tools needed for communication, inquiry, creativity, analysis, and productive work.</p>	<p><b>Paper #1 &amp; #2:</b> The interrelation of the two papers, in which one is intended to build upon the complexity of the next, will allow students to pursue deeper analysis of the micro-goals of the particular subset of the social movement they choose to study.</p> <p><b>Discussion Prep &amp; Assignments</b> Inherent in the discussion portion of the class will be fostering deeper communication between students in the classroom environment, but will also compel students to openly communicate their findings to a class from the position of expertise. At least half of each</p>

	<p>class will be devoted to discussion, which can range widely, and out of this new and unforeseen connections can be discovered within and between movements.</p>
<p><b>Integration:</b> Work productively within and across disciplines.</p>	<p><b>Paper #1 &amp; #2:</b> While this is a history class, and will be taught from a historical perspective, the papers that students prepare will study an organization or group, and their intersectionality with other groups, and thus will require an analysis which will be broadly social scientific in nature, using tools from psychology, sociology, anthropology, etc.</p> <p><b>Discussion Prep &amp; Assignments:</b> These will focus largely on understanding the history of the movement so that current challenges faced by the movement will be addressed. Students will be expected to become broadly familiar with the motivations of those who engage, today, in furtherance of the movement's goals.</p>
<p><b>Values, Ethics, and Relationships:</b> Understand and apply values, ethics, and diverse perspectives in personal, professional, civic, and cultural/global domains.</p>	<p><b>Discussion Prep &amp; Assignments:</b> These will focus largely on understanding the history of the movement so that current challenges faced by the movement will be addressed. Students will be expected to become broadly familiar with the motivations of those who engage, today, in furtherance of the movement's goals. The values and ethics of these movements will inform the entire class' understanding of the moral underpinnings of social action, even if the not everyone in the class agrees with the goals of the movement.</p>