

CA2 Subcommittee Report
9/25/2015

Two CARs were reviewed

I. The following course has requested approval as a CA2 content area course:
EDCI 2100 Power, Privilege, & Public Education

Catalog Copy

EDCI 2100. Power, privilege and public education

Three credits.

Power, Privilege, and Public Education is an interdisciplinary service learning course that engages students in analyzing the development and structure of schooling, teaching, and learning in American society. It explores the way public education impacts its many and diverse stakeholders. This includes topics such as equity and excellence; historical, socio-cultural, philosophical, political, and legal frameworks of education; as well as current educational reform efforts

Summary of Committee Discussion:

This course is designed to be interactive, utilizing a variety of literacies, technologies, and experiential learning supports to explore course themes. Readings, as well as in-class, online, and experiential activities, are included to engage students in articulating their knowledge, values, and experiences of complex issues in public education. Activities will include debates in class and on the discussion board, a digital service learning project, multiple-choice exams, and cooperative teaching and learning groups. The goal is to help students consider the purpose, participants, and practices of public education in a democratic society.

-The instructor has done a thorough job detailing how the course will meet the four CA2 requirements.

1) Students will be introduced to theories and concepts of the social sciences by reading works by social theorists as well as considering the roles of structure and agency in educational policy 2. Students will read and employ methods used in the social sciences, with a focus on social documentarian versus activist or advocacy approaches. 3. Students will analyze how individuals, groups, institutions, or societies behave and influence one another and the natural environment through case studies and debates; 4) Students will gain familiarity with tools used to analyze social, political, or economic groups/organizations, particularly in terms of how these relate to issues of gender, race, SES, etc. through multiple means, including interviews, oral histories, ethnographic fieldwork, video advocacy, and reflection on service-learning endeavors.

-The instructor indicates that the course will target students who are 1st generation or from underrepresented groups. Although this goal is not necessary for CA2 approval, it wasn't entirely clear how this group would be targeted (e.g., through relationship with SSS).

Recommendation: Based on information in the CAR form and a reading of the syllabus, this course appears to meet the four criteria for CA2 designation.

II. The following course has requested approval as a CA2 content area course:
GEOG 2400 Introduction to Sustainable Cities

Catalog Copy:

GEOG 2400 Introduction to Sustainable Cities

Pathways to make cities more sustainable from social, economic, and environmental perspectives. Topics include sustainable transportation, renewable energy, recycling of waste, and green infrastructure in contemporary metropolitan areas in developed and developing nation

Summary of Committee Discussion:

- The overarching course objective is to have students think critically about the challenges and opportunities associated with creating cities that are ostensibly more sustainable and to provide them with a solid foundation in some of the key concepts and tools used in this endeavor
- The instructor has provided information (although somewhat brief) about how the four CA2 criteria will be met. 1) Students will become acquainted with a number of theories and concepts in the social sciences such as urbanization, sustainability, social justice, environment justice, equity, human rights, development/underdevelopment theories, and globalization. This will be achieved through readings and on line discussion threads. 2) Students will be exposed to various geographic methods used to understand and migration, underdevelopment, concentrated poverty/segregation, etc. (e.g., mapping tools); 3& 4) Students will learn how individuals, groups, institutions and societies in cities interact and influence one another and the natural environment, particularly in regards to issues related to social justice, through readings, reflective journals, written essays.

Recommendation: Based on information in the CAR form and a reading of the syllabus, this course appears to meet the four criteria for CA2 designation.