

Phase 1: Initial Pathway Concept Proposal

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2. Name of Proposed Pathway:

Ethics, Justice, and Social Policy

3. Abstract (briefly describe the intellectual focus of proposed Pathway, < 200 words)

Abstract for Faculty/Staff

The central goal of this pathway is to prepare students to participate knowledgably and thoughtfully in the public policy process: locally, nationally and internationally. To get to this position, students need to mature intellectually in three related areas. First, since individual positions on public policy are always informed by ethics and views of justice, students need to develop a strong sense of both their own ethical positions and the oftentimes subtle ethical implications of public policy issues and options. Second, students need to have a full understanding of the social, economic and political processes by which public policy is addressed and through which social action is regulated. Finally, students need to be exposed to the many, complex, and often controversial social, economic, political, cultural, religious, criminal justice, and technological issues which confront contemporary society and which promise to challenge future policymakers in their effort to promote a just, prosperous, and harmonious society.

Word count: 152

Abstract for Students

The beneficial welfare of society demands that its citizens be able to contribute to public policymaking in a thoughtful and mature way. This is especially true for our college graduates, who we rely upon to provide intelligent leadership on societal issues. This pathway is designed to provide you with the necessary skills and knowledge to prepare you for active and responsible engagement in the social decision-making process. This pathway recognizes that a person's position on any public issue needs to be tied to his/her own fully developed sense of ethics and justice, along with a thorough understanding of the issues themselves and the political, economic, and social mechanisms that guide the public policy process. The courses chosen for this pathway interweave and blend these three elements to provide you with a rich and thorough knowledge base that will prepare you for a lifetime of informed participation in the public policymaking process.

Word count: 151

4. List existing and/or proposed courses that would fit in proposed Pathway (add additional courses as necessary):

Possible Coursework:

The departments offering the courses below have all been contacted, and in all but one case (MUSC) they have approved the inclusion of their courses in the pathway.

(Except as noted below, all courses are currently approved for GE)

Arts

ARTS 100	Art Appreciation: Multicultural Perspectives
ARTH 101	Art History Survey
MUSC 190	Introduction to the World of Music (G)

Humanities

PHIL 104	Personal Values
PHIL 202	Philosophy East and West (G)
RELS 180	Introduction to Religion

Foreign Languages

Individual and Society

ECON 103	Principles of Microeconomics
ANTH 116	Power and Scarcity
SOCI 200	Social Problems (currently not part of GE)

Social Institutions

ECON 102	Principles of Macroeconomics
POLS 250	Introduction to Criminal Justice (currently not a part of GE)
GEOG 105	California Cultural Landscapes (D)

Lifelong Learning	
CHLD 255	Marriage and Family Relationships
HCSV 265	Human Sexuality
SOCI 235	Contemporary Families

Upper-division Arts and Humanities

PHIL 341	Justice and Human Rights
RELS 324	Religion and America's Ethnic Minorities (D)
RELS 332	World Religions and Global Issues

Upper-division Social Science

ECON 340	Work, Wealth, and Income Distribution
POLS 465*	The Administration of Justice (currently not a part of GE)
SOCI 340	Sociology of Wealth and Inequality (G)

Upper-division Science

BIOL 322	Science and Human Values
GEOS 354	Science and Ethics
PSSC 390	Food Forever (G)

* pathway capstone course and it can be redesigned if necessary.

5. Pathways must meet several criteria including: intellectual cohesion, multi-disciplinary, appropriate for a minor, appeal to students and coverage of GE SLOs. Briefly address how the proposed Pathway fulfills each of these criteria. Please be specific, but brief.

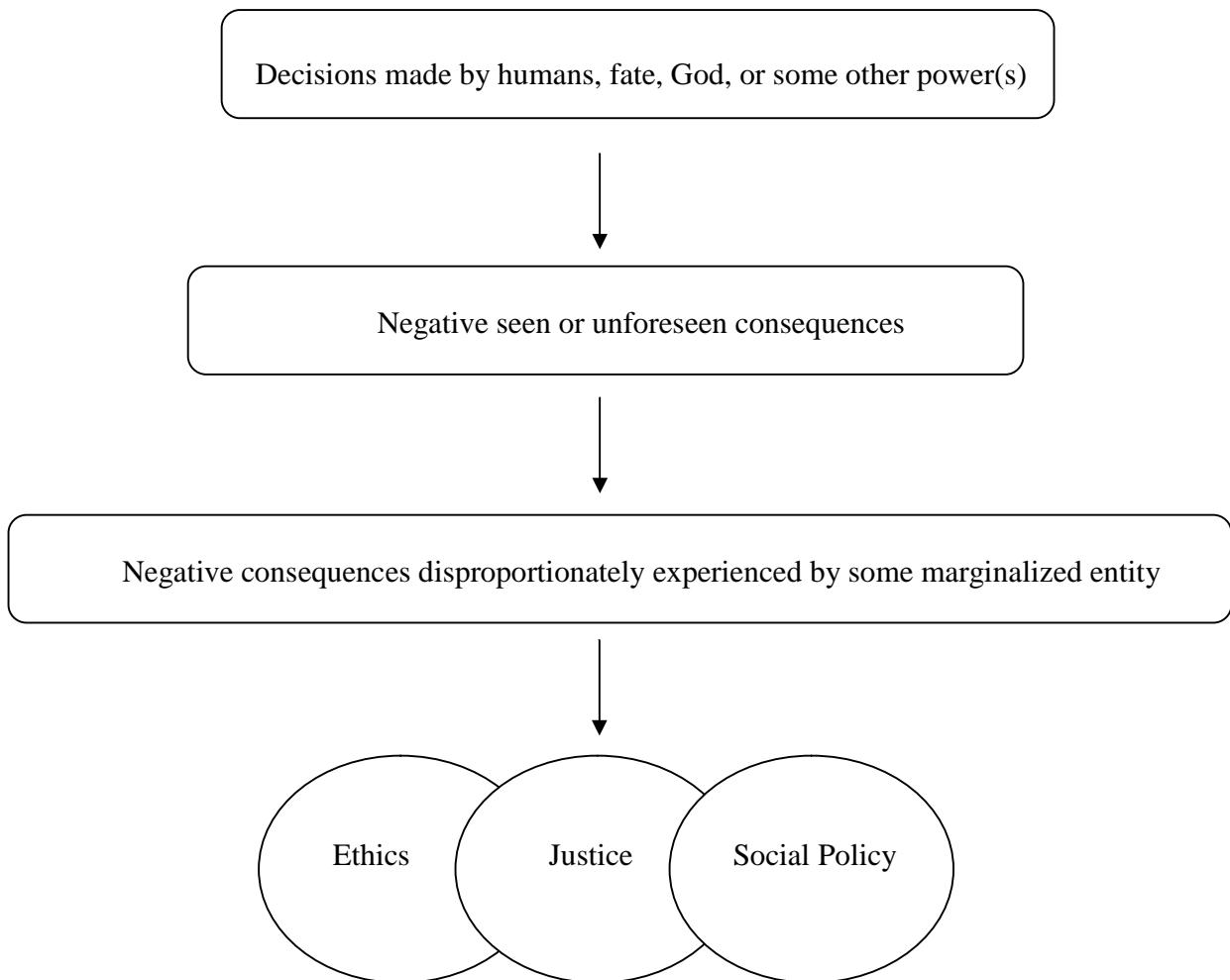
A. Intellectual Cohesion (How will intellectual theme of Pathway be sustained by proposed courses?):

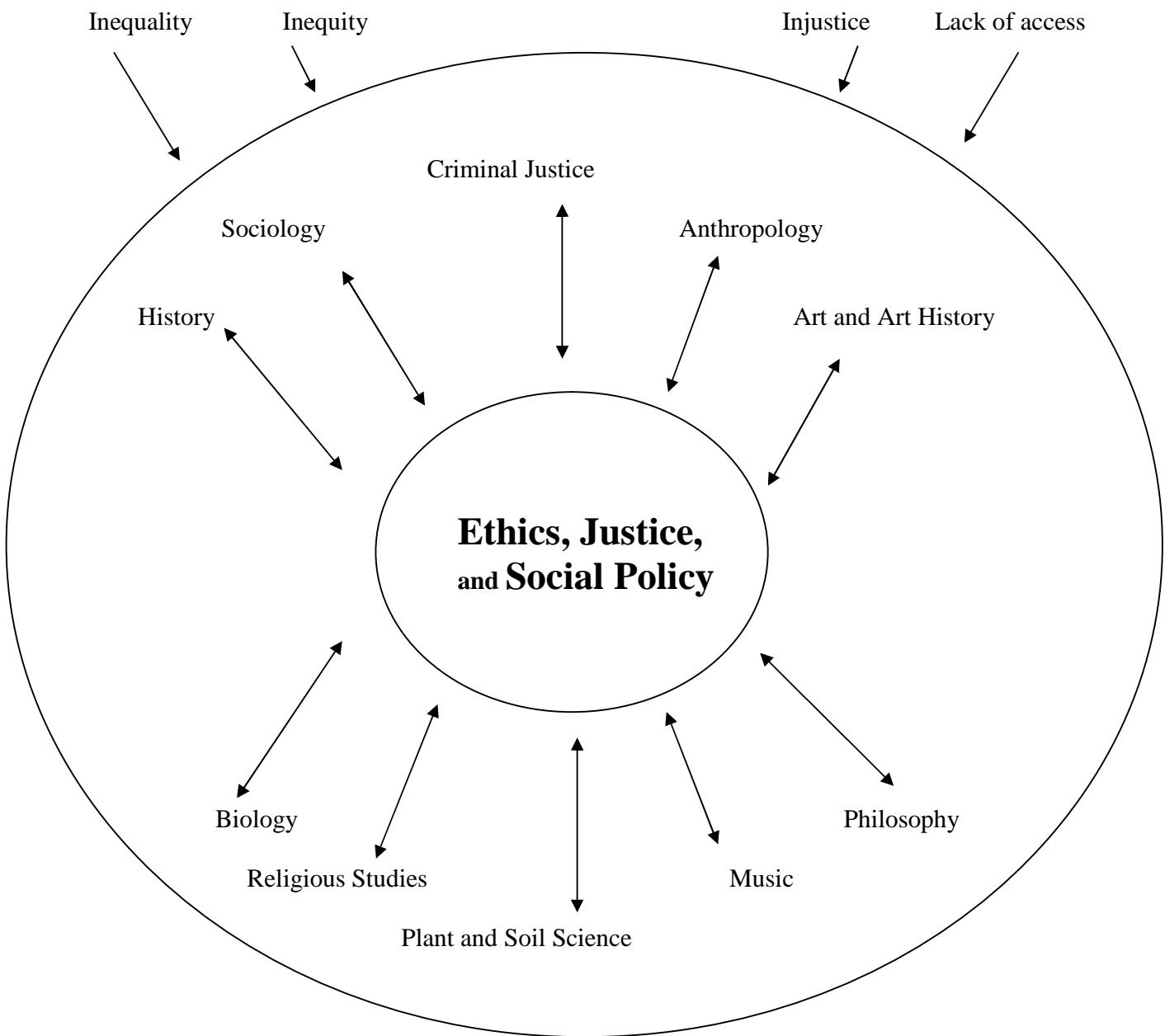
A thorough explanation regarding theories of ethics and justice is well beyond the scope of this pathway proposal. A simplified understanding of the many ethical and justice theories will help explain the intellectual cohesion of the proposed pathway. There are numerous theories of ethics, including, but not limited to: consequentialism, ethical hierarcialism, ethical realism, legal moralism, principle ethics, situational ethics, utilitarianism, and values clarification. At its core, in the framework of this pathway, ethics could be best interpreted as a method by which acts are judged within their respective contexts.

Much like ethics, the theory of justice can be quite vague. An easy explanation of justice can be loosely translated to incorporate all social primary goods, including, but not limited to: liberty, opportunity, income, wealth, respect, and dignity should be distributed equally. For purpose of this pathway, the theory of justice is broadly interpreted to include not only humans, but also the environment, animals, and future humans,

too. The combination of ethics, justice, and social policy creates a natural partnership that is both academically and intellectually rigorous.

This pathway will prepare students to understand the role played by social, political, and policy processes regarding the sometimes controversial social issues with important ethical, justice, and social policy implications. All humans, animals, the environment, and the future are impacted everyday by social decisions already made. These differing entities do not benefit and suffer at the same rates, and sometimes they are not privy to the decision making process. While practical applications of ethics, justice, and social policy may be dissimilar among the different academic fields, the concepts of ethics, justice, and social policy are universally recognized, not only on campus, but across the globe as well. Please refer to the following graphics for a visual representation of the cohesiveness of the pathway.

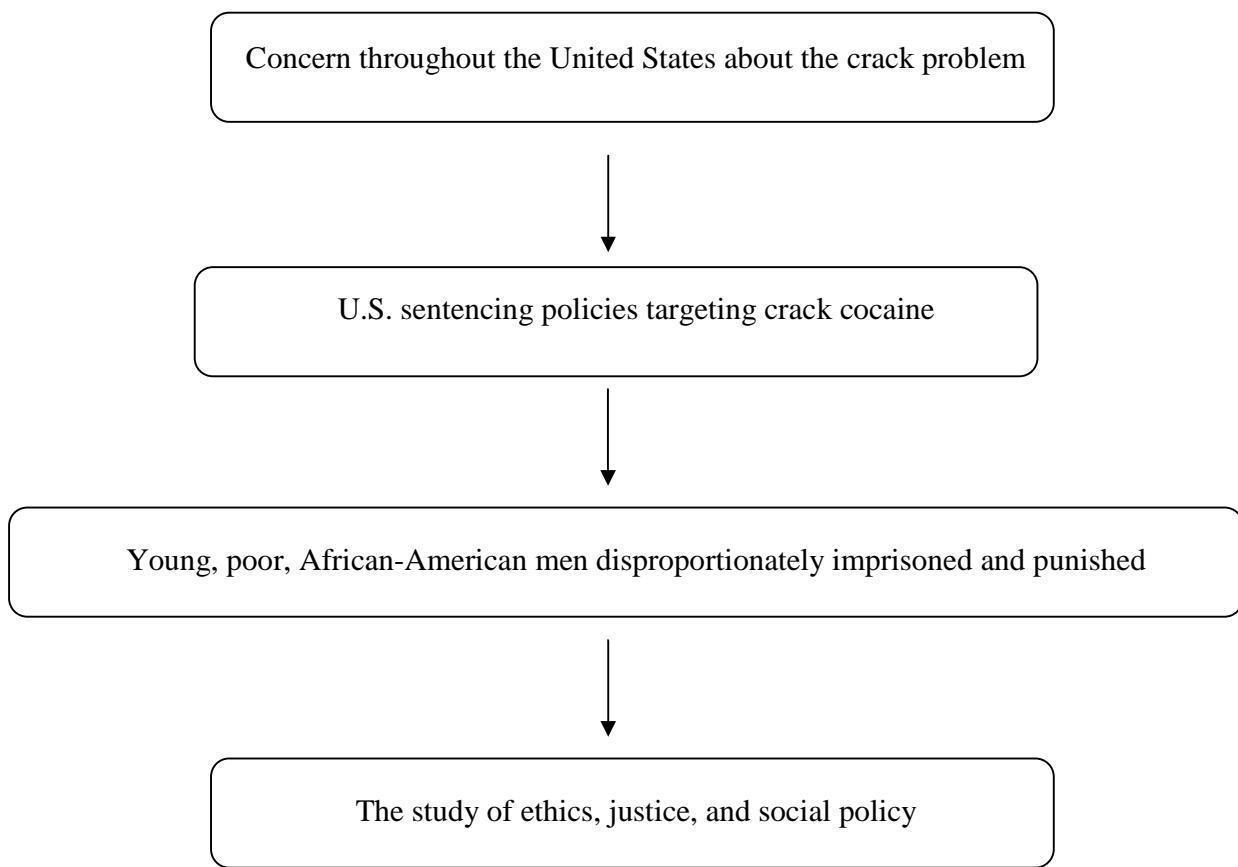




A general understanding of ethics, justice, and social policy would include the principles of equity and equality, as well as the value of human rights, not only in the past and present, but in the future, too. As referenced by the previous graphic, this pathway will provide a course of study at the intersection of these concepts. Each discipline can explore ethics, justice, and social policy through their own lens, while still preserving the cohesive examination of the concepts. The following two examples will help elucidate the cohesion of the pathway.

During the mid-1980s, the United States was in the midst of the “crack epidemic.” The crack “problem” was especially pronounced in urban areas dominated by poor, African-American residents. In 1986, after the death of University of Maryland basketball star Len Bias, the U.S. Congress passed strict sentencing guidelines on those convicted of crack possession. A person convicted of possessing five grams of crack cocaine received the same prison sentence as a person convicted of carrying 500 grams of powder cocaine. While the two drugs are 99 percent chemically consistent, those possessing crack, typically young, poor, African-American men received a sentence 100 times longer. By the time George H.W. Bush assumed the presidency of the United States, the percentage of African-American men in prison was higher than in South Africa during apartheid.

The sentencing disparity has been legally challenged in federal court and upheld. The court’s opinion noted the law was not *designed* to target poor, African-American men, so the fact that African-American men have been disproportionately punished under the law is not unconstitutional. Recently, President Barack Obama signed a federal law that reduced the crack/cocaine sentencing disparity to 18:1. While this new law is an obvious improvement, is it ethical and just that American laws negatively impact poor, African-American men?



Currently, the United States Food and Drug Administration is considering whether to allow Atlantic salmon genetically engineered to grow twice as fast as its wild counterpart to be served in American restaurants and sold in grocery stores. While farmers have manipulated crops for thousands of years, the idea of a genetically engineered protein source is troubling for some. In the recent past, genetically modified crops have become popular in the United States and abroad and are regularly unlabeled in American products.

The potential introduction of genetically engineered salmon creates unknown risks for wild stocks of fish and the natural environment as a whole, not to mention human beings eating the fish. Conversely, millions of people are starving or undernourished. The empirical research about the long-term effects of genetically engineered salmon does not yet exist. How does the United States and the world address this delicate issue? Is it ethical and just to knowingly let marginalized groups starve? Or is the concern towards the environment and future generations more important than the immediate gains?

Concerns about cheap and affordable protein sources, while maintaining environmental integrity



The creation of genetically engineered salmon



Compilation and examination of empirical evidence by regulators and academics



The study of ethics, justice, and social policy

The preceding examples offer a *very small* window into the heart of the pathway. While the examples are markedly different, they both examine and investigate the concepts of ethics, justice, and social policy within the social realm. This pathway can utilize situations from the past, the present, and the future to explore these ideas as well. While each academic discipline may use different examples to understand ethics, justice, and social policy, it does not minimize the need for investigating these issues or the academic integrity of the field of study. In fact, the strength of this pathway is its inherent academic multidisciplinary focus, which will be addressed later.

Additionally, the concepts of ethics, justice, and social policy are well recognized as paths of study at other collegiate institutions across the United States. It should also be noted, the idea of social justice is also relevant in this theme and is also a well recognized path of study across the country. The following list represents a small sample where a student can major in or tailor his/her studies towards ethics, justice, social policy, and social justice (descriptions of these programs have been attached to the end of this application to better inform the reader): Stanford University, Brandeis University, Princeton University, Duke University, Arizona State University, Yale University, the University of California, Los Angeles, Vanderbilt University, the University of California, Berkeley, the University of Miami, Northwestern University, Harvard University, and the University of Pennsylvania.

There are also countless research foundations and institutes that study ethics, justice, and social policy issues. Again, the topic of social justice is also consistently found in research foundations and institutes across the United States. Furthermore, the academic literature is replete with ethics, justice, and social policy, as well as social justice journals and other scholarly work. Again, the following list represents a small sample of examples that are dedicated to the explicit goal of studying, improving, and understanding ethics, justice, and social policy, as well as social justice journals from a variety of disciplines: (descriptions of these programs and journals have been attached to the end of this application to better inform the reader): Ford Foundation International Fellowships Program, The Horowitz Foundation, The John D. and Catherine T. MacArthur

Foundation, The San Francisco Foundation, the Markkula Center for Applied Ethics at Santa Clara University, the Sar Levitan Center for Social Policy Studies at Johns Hopkins University, *Social Justice*, *Social Policy*, *The Journal of Ethics*, *Social Justice: Anthropology, Peace, and Human Rights*, *The Journal of Civil Rights and Social Justice*, *Ethics, Studies in Social Justice*, *The Institute for Criminal Policy Research*, *The Journal of Poverty and Social Justice*, *Social Policy and Administration*, and *The International Journal of Ethics* all study some or all aspects of ethics, justice, social policy, and social justice. Finally, the following list characterizes a small portion of books relating to the study of ethics, justice, social policy ethics, and social justice (please note the multidisciplinary nature of the titles and foci of the included books):

- Barrera, A. (2007). *Globalization and economic ethics: Distributive justice in the knowledge economy*. New York: Palgrave MacMillan.
- Barusch, A.S. (2009). Foundations of social policy: Social justice in human perspective. Belmont, CA: Cengage Learning.
- Beitz, C. (2009). *The idea of human rights*. London: Oxford University Press.
- Bloemers, W. (2003). *Ethics and social justice*. New York: Peter Lang Publishing.
- Brighouse, H., & Ingrid, R. (2010). *Measuring justice: Primary goods and capabilities*. New York: Cambridge University Press.
- Burke, F. (2007). *Combating corruption, encouraging ethics: A practical guide to management ethics*. Lanham, MD: Rowman & Littlefield Publishers.
- Cassell, A. (1984). *Dante's fearful art of justice*. Toronto: University of Toronto Press.
- Clawson, J., Sine, T., and Sine, C. (2009). *Everyday justice: The global impact of our daily choices*. Nottingham, England: IVP Books.
- Fleischacker, S. (2005). *A short history of distributive justice*. Boston: Harvard University Press.
- Frazer, M. (2010). *The enlightenment of sympathy: Justice and the moral sentiments in the Eighteenth century and today*. Oxford: Oxford University Press.
- Hill, M. (2003). Understanding social policy. Oxford: Blackwell Publishing.
- Jaffee, D. (2007). *Brewing justice: Fair trade coffee, sustainability, and survival*. Berkeley: University of California Press.
- Kiefer, H., & Munitz, M. (1970). *Ethics and social justice*. Albany: State University of New York.

- Miller, D. (2001). *Principles of social justice*. Boston: Harvard University Press.
- Miller, R. (2010). *Globalizing justice: The ethics of poverty and power*. Oxford: Oxford University Press.
- Morales-Gomez, D., Tschorgi, N., Moher, J. (2000). Reforming social policy: Changing perspectives on sustainable human development. Ottawa: International Development Research Centre.
- Murphy, T., & Lapp, M. (1994). *Justice and the genome project*. Berkeley: University of California Press.
- Peddicord, R. (1996). *Gay and lesbian rights: A question: Sexual ethics or social justice?* Lanham, MD: Sheed & Ward.
- Powers, M., & Faden, R. (2008). *Social justice: The moral foundations of public health and health policy*. Oxford: Oxford University Press.
- Rawls, J. (2005). *A theory of justice: Original edition*. Boston: Harvard University Press.
- Stimmel, B. (1996). Drug abuse and social policy in America: The war that must be won. New York: The Hawthorne Press.
- Vandenbroucke, F. (2001). *Social justice and individual ethics in an open society: Equality, responsibility, and incentives*. New York: Springer.
- Walker, S., Spohn, C., & DeLone M. (2006). *The color of justice: Race, ethnicity, and crime in America*. Florence, KY: Wadsworth Publishing.
- Welch, S. (1998). *Sweet dreams in America: Making ethics and spirituality work*. Florence, KY: Routledge.

B. Multi-disciplinary (How do courses involved elucidate the Pathway's topic?):

As noted in the answer to **question four and five A**, there is a very strong multi-disciplinary nature to this pathway. The Ethics, Justice, and Social Policy Pathway contains courses from the five existing disciplinary areas:

1. Arts (ARTS 100, ARTH 101, MUSC 190);
2. Humanities (PHIL 104, PHIL 202, RELS 180, PHIL 341, RELS 324, RELS 332);
3. Social Sciences (ECON 102, ECON 103, ANTH 116, SOCI 200, POLS 250, GEOG 105, ECON 340, SOCI 340, POLS 465);
4. Life-long Learning (CHLD 255, HCSV 265, SOCI 235), and;
5. Natural Sciences (BIOL 322 PSSC, 390, GEOS 354).

Additionally, the Ethics, Justice, and Social Policy Pathway draws from a breadth of at least 14 different academic programs on campus:

1. ANTH
2. ARTH
3. ARTS
4. BIOL
5. CHLD
6. ECON
7. GEOG
8. HCSV
9. MUSC
10. PHIL
11. POLS
12. PSSC
13. RELS
14. SOCI

Furthermore, almost all of the proposed courses are currently found in the 2009 – 2010 GE Program and address GE diversity, global cultures, and writing topical areas: ARTS 100, ARTH, 101, MUSC 190, PHIL 104, PHIL 202, RELS 180, PHIL 341, RELS 324, RELS 332; ECON 102, ECON 103, ANTH 116, GEOG 105, ECON 340, SOCI 340, CHLD 225, HCSV 265, SOCI 235, BIOL 332, and PSSC 390. Instead of “reinventing the wheel,” the Ethics, Justice, and Social Policy Pathway is taking all reasonable measures to draw upon existing and proven courses to ensure the students receive well-balanced course offerings and a broad understanding of ethics, justice, and social policy.

As noted in the circular graphic above in answer five A, the intention of the Ethics, Justice, and Social Policy Pathway is not to present a singular understanding of ethics, justice, and social policy. The pathway allows for each academic discipline to use its own real-world examples to explain the concepts of ethics, justice, social policy that dominate daily life. More importantly, the unique ability of each discipline to present its own appreciation of ethics, justice, and social policy will likely reach a broader cross section of students and stress the importance of these issues. Ethics, justice, and social policy issues do not occur in a vacuum or only in certain situations, such as law, medicine, and wealth distribution. Through the use of a multidisciplinary curriculum, the Ethics, Justice, and Social Policy Pathway will provide students the opportunity to comprehend

the philosophical foundations of ethics, justice, and social policy and the real-world situations that demand attention.

C. Appropriate for Minor (How does Pathway contribute to a liberal arts-based minor? Is there duplication with existing minors?):

There are a number of characteristics of the pathway that support its appropriateness as a liberal arts degree minor. First is its disciplinary strength. At the heart of the pathway is subject matter that is part of the core of a number of academic disciplines. For example the list includes, but is not limited to: Art History from the Department of Art; Ethics and Distributive Justice from the Department of Philosophy; Economic Theory and Policy from the Department of Economics; Human Geography from the Department of Geography and Planning; and Comparative Religion from the Department of Religious Studies. Second, and most relevant for a minor, which will by definition be interdisciplinary, the pathway provides for the seamless integration of the three facets of its theme: concepts of ethics and justice; controversies over contemporary social issues; and an understanding of the social, political and economic processes through which social action is regulated. Finally, and as discussed at length above, the theme of Ethics, Justice, and Social Policy, as well as Social Justice is well-established within the academy. There are currently no minors on campus that intersect in any significant way with the concepts and themes contained in this pathway.

D. Appeal to Students (What indications are there of student interest in this Pathway?):

All but three of the courses currently being proposed for this pathway are currently part of GE, and most have established themselves as relevant and popular with students. This is especially true of those courses in the lower-division sections of the pathway. Of the 15 lower-division courses identified, only 4 had a 2009-2010 enrollment of less than 100 students. Ten of the 15 had a yearly enrollment of over 200 students, and 5 of the 15 had a yearly enrollment of over 300 students.

This is less true with the upper-division selections, where only 1 of the 9 courses is multiple section. Eight of the 9, however, are currently part of viable, and in some cases very popular, upper-division themes. We

believe that when linked through the pathway to the very popular lower-division offerings, all will grow significantly in popularity.

It is also worth noting that a number of majors on campus require introductory economics. By including both Principles of Microeconomics and Principles of Macroeconomics in the pathway, students in these programs will be able to use these two courses both for GE and for their respective majors. This will no doubt draw students to the pathway, and because many of these majors are high-unit, will have the additional benefit of contributing to more timely graduation rates for students in these disciplines. Additionally, the Criminal Justice Program is one of the fastest growing majors on campus and the inclusion of the Introduction to Criminal Justice will also likely draw many students to this pathway.

E. GE SLOs (How are GE SLOs covered by Pathway?):

In addressing how the Ethics, Justice, and Social Policy Pathway will meet the SLOs as defined by EM 10-01, only some of the proposed courses will be listed per SLO in efforts to be as concise as possible. Please remember most likely there are numerous courses that will be applicable to each SLO instead of only the proposed courses listed.

SLO 1 – Oral Communication: Becoming a competent public speaker and the ability to engage in civil, educated, and spirited debate should be the goal of every college student and can be a component in every college course. The concepts of ethics, justice, and social policy are typically quite controversial, complex, and can create heated debates among students in class. Especially in regards to contentious issues, at times some may be inclined to stop listening to those representing opposing views. Especially in regards to ethics, justice, and social policy, creating the opportunity for a student to research an issue and orally present his/her ideas in front of others can be a lifelong useful experience because the student becomes an active learner. Potentially every course in the Ethics, Justice, and Social Policy Pathway could have an oral communication component, however, it is expected the capstone course POLS 465, would contain an oral presentation component.

SLO 2 – Written Communication: Much like the oral communication and critical thinking SLOs, effective written communication should be the goal of every college student and can be a component in every college course. Especially in regards to ethics, justice, and social policy, it is paramount to be able to write clearly and effectively. Ethical and social justice issues can be so complex and divisive and based more on tradition and hunches than empirical fact. The ability to use writing assignments to allow the students to research these issues and come to well-reasoned conclusions based on empirical evidence might be one of the most important tools learned in college. Potentially every course in the Ethics, Justice, and Social Policy Pathway could have a written communication component. Per University policy, at least three of the upper-division courses will contain a “writing proficiency.”

SLO 3 – Critical Thinking: A thorough analysis of this pathway requires critical thinking. The examination of ethics, justice, and social policy quite often challenge conventional approaches to sensitive topics. Issues of inequality and inequity are often complex and are not easily addressed with simplistic resolutions. In relation to the crack/cocaine sentencing disparity raised in answer 5A, critical examination of examples from popular culture and the media in concert with the empirical evidence would offer the perfect opportunity for critical analysis of current American criminal sentencing policy. A partial list of proposed courses that would develop critical thinking: BIOL 322, CHLD 255, ECON 103, PHIL 202, PHIL 343, POLS 250, and SOCI 200.

SLO 4 – Mathematical Reasoning: With the disparate division of resources in the United States and across the world, individual courses can utilize mathematical and statistical analysis to critically examine problems in context. In the Ethics, Justice, and Social Policy Pathway, the study of Economics, especially the proposed courses in Economics, explicitly addresses the principles of mathematical and statistical analysis. Any example of ethics, justice, and social policy could be used in context to meet this specific SLO. A partial list of proposed courses that would develop mathematical reasoning: ECON 102, ECON 103, and ECON 340.

SLO 5 – Active Inquiry: Most would argue the inherent nature of any college course, much less a course of study (or pathway), would directly engage the students in active inquiry. One of the main purposes of an advanced education is to no longer assume or facts to be true or accept any version of reality without

researching a topic and basing one's opinion on empirical evidence. At its core, the Ethics, Justice, and Social Policy Pathway would demand students understand the scope of specific ethics and justice problems through the lens of empirical evidence. Again, in relation to the crack/cocaine sentencing disparity raised in answer 5A, a thorough examination of the situation could incorporate how print and visual media were used to intensify the scrutiny of the crack "epidemic," while empirical evidence has been consistently ignored by the United States Congress and several presidents. Students could then study the empirical evidence and comprehend the implications of ethics and justice of the sentencing disparity. All courses in the Ethics, Justice, and Social Policy Pathway, especially the upper-division courses and the capstone course would directly promote active inquiry.

SLO 6 – Personal and Social Responsibility: Another one of the main goals of the Ethics, Justice, and Social Policy Pathway is to encourage the students to understand the consequences of their actions at the local, regional, national, and international level. One could even argue the terms "social justice and social responsibility" are interchangeable. In regards to the genetically engineered salmon example in the answer to 5A, a critical investigation of this issue would force students to understand how the simple choice to purchase genetically engineered salmon (or foods of any kind) has potentially dire consequences. More importantly, the costs of the consequences are not equally shared to all humans, animals, or the environment. The innate study of ethics and justice require how one's decisions potentially impact others. A partial list of proposed courses that would develop a sense of personal and social responsibility are: ANTH 116, ECON 340, HCSV 265, POLS 250, POLS 465, PHIL 104, RELS 180, RELS 324, RELS 343, and SOCI 235.

SLO 7 – Sustainability: Another core concept of the ethics, justice, and social policy is sustainability. As explained in EM 10-01, sustainability is in part supposed to address, "an understanding of the environmental dynamics associated with human activities and the value of balancing social justice and human economic demands." As one example, the United States population is roughly four percent of the world's total, yet as Americans, we utilize about 25 percent of the world's energy supply. What are the international ramifications of Americans consuming more than its share of energy, not only for humans, but the environment and the future as well? In attempts to meet the increasing global demand for energy, what should be the role of nuclear generated

energy? Who is deserving of nuclear energy? The environmental ramifications of nuclear mistakes are potentially cataclysmic. A partial list of proposed courses that would develop a sense of sustainability are: ANTH 116, BIOL 332, ECON 340, GEOS 105, GEOG 354, and PSSC 390.

SLO 8 – Diversity: Again, most would argue the inherent nature of any college course, much less a course of study (or pathway), would directly engage the students in conversation of diversity. A proper awareness of ethics, justice, and social policy would naturally focus on diversity. Historic (and current) issues relating to ethics, justice, and social policy are rife with diversity concerns and are reflected in the following Ethics, Justice, and Social Policy Pathway courses: ARTS 100, HCSV 265, MUCH 190, PHIL 202, POLS 250, RELS 332, and SOCI 200

SLO 9 – Creativity: The human condition allows for countless creative reactions to and expressive responses to ethics, justice, and social policy. Not all people have access to a democratic government with reasonable policy solutions to multifaceted and contentious ethical and social justice issues. Additionally, even if one lives in a democratic society he/she may be inclined to express him/herself through song, art, plays, or another form of creative outlet. Quite often, it is the use of creative outlets in democratic societies that help focus attention about unethical or unjust issues. Popular American musical artists, such as Credence Clearwater Revival and Bob Dylan have used songs to focus attention to ethical and justice affairs. The play and movie *Rent* exposes the ethical and justice topics of the urban poor and HIV infected in New York City. The use of creativity can also expose a different viewpoint of traditionally ethics, justice, and social policy that would be largely unacceptable in the policy environment. A partial list of proposed courses that would develop a sense of creativity are: ARTH 101, ARTS 100, MUSC 190, PHIL 202, RELS 180, RELS 324, and RELS 332.

SLO 10 – Global Engagement: The study of ethics, justice, and social policy would expose the students to the various views and realities of the inequality and inequity found in history and today's society. While the United States is widely accepted and established as leaders in world in countless aspects, and at times, some in American society lose focus about the other approximately 6 billion people on the planet, and the planet itself. One of the concerns many on campus have recognized is the American-centric understanding of the world is

occasionally demonstrated by some of the students as well. The recent H1N1 flu virus has clearly verified that we live in *one* global community. Perhaps one of the most contentious issues facing the world today is global climate change. Are humans playing a role in changing the planet's climate? If yes, who is reaping the current benefits and passing off the costs to others and the future? The global climate debate and many others are directly related to ethics, justice, and social policy. A partial list of proposed course that would develop a sense of global engagement are: ARTS 100, ANTH 116, ECON 340, GEOS 354, PHIL 202, PHIL 341, PSSC 390SOCI 235, and SOCI 340.

6. Describe planned or actual campus outreach efforts to inform/include faculty from across disciplines/colleges. *If applying for an FLC grant, indicate planned frequency of meetings here.*

Because this proposed pathway has been in development for only a few weeks, all contact with faculty across campus has been by word-of-mouth. Continuing efforts to engage faculty from across campus is ongoing. We currently have 19 faculty from 14 disciplines involved in the development of the pathway, and that number is growing by the day.

7. Describe planned or actual student outreach efforts to gauge student interest in proposed Pathway.

To some extent the current popularity of the coursework proposed for the pathway recommends itself. More solid information on the likely popularity of the pathway, however, is provided by a class survey conducted earlier this semester by Dr. Eric Gampel of the Department of Philosophy. Eric surveyed 330 students enrolled in Critical Thinking (lower-division GE), providing them with a brief description of the (then) 18 pathways, and asking them to choose their favorite. This survey was completed before the two pathways of "Justice Issues" and "Ethics, Society, and Social Policy" had been combined into the current pathway. This is how Eric summarized his findings:

Each of your pathways was chosen by 15-17 students (of the 330), when they had a choice of any of the 18 pathways presented a couple of weeks ago. This puts each outside the top 10.

But if the pathways were combined, you'd be in the top 4 with 32, assuming you'd get all the students with a combination pathway, which I think is a reasonable assumption if the titles and descriptions are merged. That would put you in a very strong position from the perspective of student interest.

8. Additional information on Pathway.

We have attached four documents that illustrate the extent to which the general topic of ethics, justice, and social policy, as well as social justice are found both within the academy and in research foundations around the United States.