

## IUPUI Form for Creation of a New Undergraduate Minor

Date: 19 August 2020

Institution:  Indiana University  Purdue University

School: IU School of Liberal Arts

Department: various SLA departments and programs

Are there additional academic units involved in this minor?  Yes  No

If yes, list the academic units with contact people:

If yes, list any other units that will have approval co-responsibility:

### Minor Name, Description, and Implementation

Proposed name of minor: Liberal Arts Perspectives on Social Justice and Civic Engagement Pathway Minor

\*Projected semester and year of implementation: Fall 2021

*\*This does not guarantee that the minor will be approved by the semester requested. It must still go through the appropriate approval process.*

Brief description (in 100 words or less):

The Pathway Minor is a 15-credit program of study intended to add *depth* to the learning experience within the *general education core* by integrating knowledge and praxis around themes of relevance to the students' college and professional experiences from the perspectives of the humanities and the social sciences.

The Social Justice and Civic Engagement (SJCE) Minor is intended to give tomorrow's community leaders the knowledge and practical skills they need to build viable democratic institutions and contribute to social and economic justice. The interdisciplinary minor combines classroom instruction with active engagement in local communities, featuring high-impact practices such as service learning and community-based research. The minor supports majors/professions involved with any aspect of public policy, resource allocation, government and civil society.

## Future Employment Prospects

List possible careers for students with this minor:

This minor is not intended as a professional degree or certification, but rather as a complement to students' primary career goals. Professionals in a number of fields can benefit from the skills and habits of mind cultivated in the Social Justice and Civic Engagement Pathway minor.

Relevant career paths include:

- Social-service organizations
- Government agencies
- Law and courts
- Non-profit organizations
- Labor unions
- Community Development Corporations
- Community organizing

This Social Justice and Civic Engagement Pathway Minor will complement careers that students pursue out of many of IUPUI's Schools, including Health and Human Sciences, Philanthropic Studies, Public and Environmental Affairs, Public Health, and Social Work.

Impact on future graduate or professional training or employment:

The SJCE minor will help to prepare students for graduate work in traditional liberal arts disciplines including Political Science, Anthropology, Sociology, Religious Studies and Communication Studies. The minor would also be appropriate for those considering law school or graduate work in public affairs, social work, or philanthropic studies.

The minor empowers students to pursue careers in non-profit management, government, education, organized labor, law, and any other field sensitive to cultural contexts. Students completing the minor will prepare to work with diverse communities and help people at the margins of society find a voice in the democratic process. A 2013 study of employers conducted by Hart Associates for the AACU entitled "It Takes More Than a Major," found that "candidate's demonstrated capacity to think critically, communicate clearly, and solve complex problems is more important than their undergraduate major."<sup>1</sup> These competencies are fundamental to liberal arts training, and employers want graduates who are innovative and creative. Furthermore, employers stressed certain educational practices that this minor specifically features in its curriculum. These practices include requiring students to: "a) conduct research and use evidence-based analysis; b) gain in-depth knowledge in the major and analytic, problem solving, and communication skills; and c) apply their knowledge in real-world

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<sup>1</sup> Hart Research Associates, for the Association of American Colleges and Universities, "It Takes More Than a Major: Employer Priorities for College Learning and Student Success," (April 10, 2013), 1.

settings.”<sup>2</sup> According to employers, they favor those graduates who have the ability to apply and adapt discrete fields of knowledge to situations that are both local as well as international. The SJCE minor meets such needs by integrating applied knowledge with an international curriculum. The state of Indiana’s strategic plan, [\*Reaching Higher in a State of Change\*](#) notes that the area with the greatest job growth will be for those people who hold at least bachelor degrees. This minor provides work-aligned curriculum for students who will have a commitment to the state and its capital city. Moreover, students who complete the minor will be trained to reach out to the communities most in danger of falling behind in Indiana’s economy. Such students will be advocates for the kind of inclusion of all Hoosiers emphasized in the strategic plan.

### Restrictions

Is the minor open to all majors for a baccalaureate degree?  Yes  No

If the minor is not open to all programs, please explain the limitation:

### Rationale

Rationale for minor:

*(include the program’s goals and objectives)*

The Social Justice and Civic Engagement minor is intended to give tomorrow's community leaders the knowledge and practical skills they need to build viable democratic institutions and contribute to social and economic justice.

In response to the many challenges currently facing human societies, both students *and* faculty within the school need to think deeply and act responsibly as we work together to create a more just and equitable society. In addition to the development of student instruction/curricula, we plan to create a faculty community of practice made up of those who will teach courses in the minor. The faculty community of practice will provide faculty with collaborative opportunities and support for curriculum development, as we continue to optimize curricular guidelines, instruction, learning outcomes, and assessment.

Explain how the minor upholds IUPUI’s mission and vision:

The minor contributes to IUPUI’s mission “to advance the state of Indiana and the intellectual growth of its citizens . . . through research and creative activity, teaching and learning, and civic engagement.” The minor engages students in research, writing, and thinking about social issues and connects them with organizations working for social change. By forging these connections,

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<sup>2</sup> Ibid.

it also contributes to IUPUI’s mission to create “innovative collaborations [and] external partnerships.”

Describe how the minor enhances what the department or unit currently offers:

The minor is consistent with the mission of the School of Liberal Arts in that it fosters the exchange of knowledge that promotes understanding of the human experience. The interdisciplinary minor will leverage the expertise of a dozen departments to bring a variety of approaches to bear on issues of social significance. Moreover, the minor draws upon high-impact practices in liberal arts education by integrating methodologies from the humanities and the social sciences and involving students in applied, collaborative research experiences. The minor will put students on the pathway to completing the new Certificate in Social Justice Organizing, a major of their choice in liberal arts or another school, and/or a second major in liberal arts.

### **Prerequisites and Required Courses**

Total credits required for minor: 15

Are prerequisites required for minor?  Yes  No

NOTE: See Appendix for the Pathways Minor in Liberal Arts Structural Framework.

**Required courses for the minor:** (minimum grade of C)

Students will complete 15 credit hours of approved Pathways courses, including 6 credit hours of:

- Two foundational courses: ENG-W131 or ENG-W140 and COMM-R110 in which students in the Pathway Minor program will be required to complete modules designed to introduce them to Pathway Minor themes

**Elective courses for the minor:** (minimum grade of C)

Students will also complete elective courses including:

- 9 additional credit hours of approved courses from the following categories:

- 1) Introductory Thematic Concentration at the 100-200 level
- 2) Intermediate Thematic Concentration at the 300-400-level
- 3) Advanced Engaged Learning Experience at the 300-400-level & featuring a high-impact teaching practice

Approved Courses for the Minor:

**Introductory Thematic Concentration (100-200 level)**

Anthropology ANTH-A104 Introduction to Cultural Anthropology  
Communication Studies COMM-M150 Mass Media and Contemporary Society  
English ENG-W210 Literacy and Public Life  
Native American & Indigenous Studies NAIS -N101 Intro to Native American & Indigenous Studies  
Political Science POLS Y103 Introduction to American Politics

### **Intermediate Thematic Concentration (300-400-level)**

Africana Studies AFRO-A311/Religious Studies REL-R314 Religion and Racism  
Communication Studies COMM-C391 Communications and Social Justice  
Communication Studies COMM-R478 Persuasion and Media in Social Movements  
Economics ECON-E387 Health Economics  
English ENG-W377 Writing for Social Change  
History HIST-A328 History of Work in America  
History HIST-A329 American Dissent  
International Studies INTL-I 300/Political Science POLS-Y371 Human Rights  
Museum Studies MST-A 403 Introduction to Museum Studies  
Political Science POLS-Y303 Policy Making in the United States  
Political Science POLS-Y304 Constitutional Law  
Political Science POLS-Y317 Voting, Elections, and Public Opinion  
Political Science POLS-Y324 Women and Politics  
Religious Studies REL-R378 Revolution and Revolutionaries  
Religious Studies REL-R383 Power, Sex and Money

### **Advanced Engaged Learning Experience (300-400-level)**

American Studies AMST-A341 Organizing for Social Action  
Anthropology/Museum Studies ANTH-A477 Community Collaboration & Curation  
Anthropology ANTH- E380 Urban Anthropology  
Native American & Indigenous Studies NAIS-N396 Experiential Seminar  
Political Science POLS-Y481 Field Experience  
Religious Studies REL-R375 Religion Behind Bars  
Religious Studies REL-R386 Consumption, Ethics and the Good Life

Other requirements and options:

- Students must take a minimum of 3 credit hours of Thematic Concentration courses at the 300-level or above.
- Students may opt to complete two courses from the intermediate Thematic Concentration list in lieu of the introductory Thematic Concentration course.
- Students are required to take 3 credits from the approved list of Engaged Experience courses, which will be 300- or 400-level and feature a high-impact practice (internship, service learning, research intensive, collaborative project, study abroad, e-portfolio, etc.).
- Students who opt not to apply foundational courses to fulfill their 15 credits towards their minor must still complete a Pathways module.

- The courses at the Thematic Concentration and Engaged Experience levels must be drawn from at least two departments.

Elective or substitute courses:

**NOTES:**

1. Students may petition, either before or after taking a course, to count a course toward the minor. Students will petition the director of the Pathway Minors program, who will consult with the members of the SJCE Faculty Community. They will include:

- course number, title, instructor and term of instruction
- a copy of the syllabus
- statement of how the course meets specific Learning Outcomes of the minor
- completed assignments (if course is finished) that best demonstrate Learning Outcomes

2. Students may petition, either before or after taking a course, to have one course from outside of the School of Liberal Arts count toward their pathway minor, if it meets the learning objectives. Examples of courses that can be petitioned to count include:

SPEA-V 382 Political Action and Civic Engagement  
 SPEA-V 408 Individual Rights, Common Goods and Public Policies  
 Labor Studies L314: Ethical Dilemmas in the Workplace  
 Labor Studies L331: Global Problems, Local Solutions  
 Labor Studies L385: Class, Race, Gender and Work

The petition will include:

- course number, title, instructor and term of instruction
- a copy of the syllabus
- statement of how the course meets specific Learning Outcomes of the minor
- completed assignments (if course is finished) that best demonstrate Learning Outcomes

3. Prior to teaching a course, faculty in the School of Liberal Arts may petition to have a course be counted toward the minor. The faculty member will petition the director of the Pathway Minor program, who will consult with the members of the SJCE Faculty Community. They will include:

- course number, title and term of instruction
- a copy of the syllabus
- statement of how the course meets specific Learning Outcomes of the minor
- statement regarding commitment to participate in the faculty community of practice

Are all new courses needed for the program already approved? Yes.

## Learning Outcomes, Experiences, and Assessment

List expected student learning outcomes (SLO) for the minor:

### **FOUNDATIONAL LEVEL (6 credits)**

Profile = Communicator

Courses: ENG W131 & COMM R110

SLO = Examine conflicting opinions and challenge one's own and others' assumptions in an effort to develop informed positions on social justice and civic engagement.

SLO = Educate others on social issues by speaking and writing persuasively and using media effectively.

### **THEMATIC CONCENTRATION (6 credits)**

Profile = Problem Solver/Innovator:

Introductory level

SLO = Articulate basic concepts of social justice, identify the causes of social problems, and understand how people can come together to make change.

Intermediate level

SLO = Think critically about social problems and collaborate with others to explore multiple theoretical perspectives and practical solutions.

### **ADVANCED ENGAGED EXPERIENCE (3 credits)**

Profile = Innovator/Community Contributor

SLO = Be able to work collaboratively and communicate effectively with others in a variety of settings, applying appropriate personal and professional ethics, appreciating cultural differences, and investigating power structures to advance community-defined goals.

How will learning be assessed?

Within the faculty community of practice (which is made up of all faculty teaching within the minor), we will review syllabi, assignments, and classroom instruction/evaluations for alignment with learning outcomes.

How will the effectiveness of the program as a whole will be assessed and continuously improved?

The faculty community of practice will create and adopt standards for assessment and evaluation. The faculty community of practice will also meet regularly to oversee the minor with the goal of improving our ability to effectively deliver courses that meet the established learning outcomes.

Do any of the required courses carry RISE credit (optional)? YES. If so, list them.

AMST-A341 Organizing for Social Change

REL-R314 Religion and Racism

REL-R386 Consumption, Ethics, and the Good Life

## **Faculty and Resources**

Do all of the courses required for the minor apply to other baccalaureate degrees with the department? YES.

Explain if the unit has existing resources (e.g., financial, learning, library, equipment) to offer the minor (or will resources be reallocated). No new resources will be needed.

## **Potential Negative Impact**

Does the curriculum have the potential to negatively impact enrollment in the courses or degrees in other departments or academic units?

Other IUPUI units, including the School of Social Work and the School of Public and Environmental Affairs, address issues of social justice and civic engagement. This Pathway Minor is distinctive in its focus on Liberal Arts disciplines, and it builds bridges to more advanced work in these schools, rather than compete with their offerings. For example, the minor links students to the Certificate in Social Justice Organizing, which includes courses from beyond the School of Liberal Arts.

Is there any duplication of existing courses or programs in other schools? If so, please describe. The School of Liberal Arts offers an undergraduate Certificate in Social Justice Organizing. SLA will request letters of support from schools with programs in related areas (School of Social Work and School of Public and Environmental Affairs) before requesting campus-level approval.

## **Additional Comments and Information**

Additional comments or information:

## **Contact Information**

Contact person for this minor: Tom Marvin & David Craig

Contact person's email: [tmarvin1@iu.edu](mailto:tmarvin1@iu.edu) / [davcraig@iu.edu](mailto:davcraig@iu.edu)

Contact person's phone number: (317) 274-9844 / 317-274-3689



**Appendix**  
**Structure for Pathway Minors in Liberal Arts**  
(Summary of approved document by Faculty Assembly, November 8, 2019)

**What is a Pathway Minor in Liberal Arts?**

A Pathway Minor is a 15-credit program of study intended to add *depth* to the learning experience in the *general education core* by integrating knowledge around themes of relevance to the students' college experience from the perspectives of the humanities and the social sciences. Pathway Minors are grounded in existing Liberal Arts general education courses, grouped together in meaningful categories. They add value to their education as majors in other schools while encouraging students to deepen their knowledge with upper-level course work, beyond general education.

**How does the program fit with campus priorities?**

This curricular initiative aligns with the campus commitment to student learning and success by creating intentional curricular pathways that scaffold and integrate curricular and co-curricular experiences that promote deep engagement in learning.

**Why do we need to create Pathway Minors when we have regular Minors?**

Unlike existing minors in the School, which typically include advanced courses (200-400-level), Pathway Minors **target first-year students**. They are, in effect, introductory programs of study that lead students from general education to more advanced study of their topic of choice through a 300-level elective and the engaged experience course.

**What is the structure of the minor? What are the course requirements for Pathway Minors? (see also Appendix)**

Students will complete 15 credit hours of approved Pathways courses, including:

- two foundational courses: ENG-W131 or ENG-W140 and COMM-R110 in which students will be required to complete modules and signature assignments designed to introduce them to Pathway Minor themes
- 9 additional credit hours of approved courses from the following categories:
  - 1) introductory Thematic Concentration,
  - 2) intermediate Thematic Concentration and
  - 3) advanced Engaged Learning Experience.

Students must take a minimum of 3 credit hours of Thematic Concentration courses at the 300-level or above.

Students may opt to complete two courses from the intermediate Thematic Concentration list in lieu of the introductory Thematic Concentration course.

Students who opt not to apply foundational courses to fulfill their 15 credits towards their minor must still complete a Pathways module.

Students are required to take 3 credits from the approved list of Engaged Learning Experience courses, which will be 300- or 400-level and feature a high impact practice (internship, service learning, research intensive, collaborative project, study abroad, e-portfolio, etc.).

### **How do students demonstrate interest in Pathway Minors in ENG-W131 and COMM-R110?**

- completion of a minimum of two (2) online modules that introduce the Pathway minors' themes. These modules will be managed by the director of the Pathway Minor program.

### **How will the program be administered?**

- Pathway Program Director (Dr. Rachel Wheeler).

### **Should faculty create Pathway Communities of Practice?**

- It is expected that faculty teaching approved theme courses will meet regularly to plan, develop, and assess learning outcomes.
- Create Canvas modules introducing a theme. These modules will be used in ENG W131/COMM R110 or in one of the thematic concentration courses.

## Curricular Structure

LEARNING OBJECTIVES	PROFILES	ASSESSMENT	COURSE MAPPING
<b>Foundational curriculum (6 credits)</b>			
	Communicator		ENG W131
	Communicator		COMM R110
LEARNING OBJECTIVES	PROFILES	ASSESSMENT	COURSE MAPPING
<b>Thematic Concentration (6 credits)</b>			
Notes: <ul style="list-style-type: none"> <li>• One course from general education list (100-level and up)</li> <li>• Second course 300-level and up</li> <li>• Two different departments</li> </ul>			
	Problem Solver/Innovator		(from gen ed list; 100-level and up)
	Problem Solver/Innovator		(300-400-level)
LEARNING OBJECTIVES	PROFILES	ASSESSMENT	COURSE MAPPING
<b>Engaged Experience (3 credits)</b>			
Notes: <ul style="list-style-type: none"> <li>• 300-400-level</li> <li>• High Impact Practice (internship, service learning, research intensive, collaborative project, study abroad, e-portfolio, etc.)</li> </ul>			
	Innovator/Community Contributor		

## Course Descriptions (Add course descriptions)

### **Thematic Concentration: Gen Ed Courses with Introductory Learning Outcomes**

#### Anthropology **ANTH A104** Introduction to Cultural Anthropology

A survey of cultural and social processes that influence human behavior, using comparative examples from different ethnic groups around the world, with the goal of better understanding the broad range of human behavioral potentials and those influences that shape the different expressions of these potentials.

#### Communication Studies **COMM M150** Mass Media and Contemporary Society

A critical overview of the role of electronic mass media in contemporary society. Provides an introduction to such issues as industry structure, organization, and economics; regulation, public interest, and media ethics; impact of programming on individuals; media construction of social institutions; media issues in the global village.

#### English **ENG W210** Literacy and Public Life

An introduction to the uses of literacy in public and civic discourse, with connections made to theories of writing and professional prospects for writers; serves as the required gateway course for the Concentration in Writing and Literacy and as an exploration of this concentration for other English majors and students considering the possibility of an English major.

#### Native American & Indigenous Studies **NAIS-N101** Intro to Native American & Indigenous Studies

Introduction to Native American and Indigenous Studies is an interdisciplinary approach to the study of the many components that combine to create the contemporary American Indian and Indigenous experiences across North America, with a focus within the United States. This course is an introduction to the historic and contemporary perspectives on the social, political, and cultural issues of the Indigenous Peoples of North America. Through readings, lectures, discussion, multi-media presentations, critical thinking assignments and reflection exercises, students will be exposed to the many unique challenges faced by contemporary Native Americans. A primary objective of this course is to examine the structural and disciplinary constraints systemically placed on Native Americans and Indigenous cultures from a Native American perspective and students will examine identity, sovereignty, Indian-White relations, federal Indian law and policy, tribal government, art, literature, and film from a Native American perspective. A primary goal for students this term is to explore dominant academic and media representation and research practices and compare and contrast those offered by contemporary Native American scholars, artists, and educators. Students will be encouraged to engage in the process of inquiry and be pushed to think critically and independently.

#### Political Science **POLS Y103** Introduction to American Politics

Introduction to the nature of government and the dynamics of American politics. Origin and nature of the American federal system and its political party base.

**Thematic Concentration (Integrator Courses): Upper-level course with Intermediate Learning Outcomes**

Africana Studies **AFRO-A311**/Religious Studies **REL-R314** Religion and Racism  
Explores the interaction of religion and racism. Selected case studies may include the bible and racism, racial reconciliation among evangelical Christians, the Ku Klux Klan in Indiana, and Islamophobia.

Communication Studies **COMM-C391** Communications and Social Justice

Communication Studies **COMM-R478** Persuasion and Media in Social Movements  
Social movements require understandings of persuasion and the limitations and opportunities of media for the goals of the movement. This course explores how people mobilize to transform and improve society by applying theories from rhetoric and media studies to social movements both historical and contemporary.

Economics **ECON-E387** Health Economics  
This course applies economic theory to the study of policy issues in health economics. Specific issues included are: determinants of demand for medical services and insurance; training and pricing behavior of physicians; pricing behavior and costs of hospitals; market and regulative approaches.

English **ENG-W377** Writing for Social Change  
This course examines how writing is used to promote social change, particularly in the United States. Students apply theoretical perspectives learned in the course to analyze the rhetorical nature of texts associated with organizing and social action and to create their own texts, including texts directed to public officials, the media and organizational texts.

History **HIST-A328** History of Work in America  
Examines the major transformations in the lives of American working people from the colonial era to modern times. The course explores shifting patterns of work, working class life and community, organized labor movements, and the relationship of workers and unions to the state.

History **HIST-A329** American Dissent  
This course will examine popular movements for social, economic, and political change in U.S. history. Emphasis will be on: evaluating different approaches to the study of collective action; understanding the social, political, and cultural contexts from which protest developed; and uncovering what protest movements reveal about the nature of American society and politics.

International Studies **INTL-I 300**/Political Science **POLS-Y371** Human Rights  
Title varies. Includes such topics as development of the international system, politics of food and populations, law of the sea, human rights, trade, U.S. foreign policy, United Nations issues, etc.

Museum Studies **MSTD-A403** Introduction to Museum Studies

This survey of museology introduces students to the history of museums and to debates on the philosophical nature of museums and their roles in society. The course covers the types and definitions of museums, traces the history of museums, discusses contemporary museum practice, and examines current issues in the museum profession.

Political Science **POLS-Y303** Policy Making in the United States

Processes and institutions involved in the formation of public policy in American society.

Political Science **POLS-Y304** Constitutional Law

American political powers and structures; selected Supreme Court decisions interpreting American constitutional system.

Political Science **POLS-Y317** Voting, Elections, and Public Opinion

Determinants of voting behavior in elections. The nature of public opinion regarding major domestic and foreign policy issues; development of political ideology; other influences on the voting choices of individuals and the outcomes of elections; relationships among public opinion, elections, and the development of public policy.

Political Science **POLS-Y324** Women and Politics

Analysis of gender and sexual orientation in contemporary political systems, domestic or foreign, with emphasis on political roles, participation, and public policy. Normative or empirical examination of how political systems affect different genders and the impact of people with different genders or sexual orientations on the system(s).

Religious Studies **REL-R378**: Revolution and Revolutionaries

From the founding of the United States to the current uprisings identified as the Arab Spring, religion and political and social revolution often seem to be curious yet common travel partners. This course will ask why and how religion and political revolution travel together. How do religious language, symbols, and identities shape writing and other forms of discourse? How has religion or a critique of religion informed many of the larger social movements of the modern era (slave resistance, black power, feminism, workers' rights, democratic participation and citizenship)? This course will focus on works that foreground the interaction between religion and revolutionary movements throughout the modern era.

Religious Studies **REL-R383**: Power, Sex and Money

An examination of current ethical debates about war, medicine, discrimination, welfare, marriage, sexuality, etc. The focus will be how diverse traditions of moral reasoning have been developed and practiced within Catholicism, Protestantism, and Judaism.

**Engaged Experience: Advanced Courses with Advanced Learning Outcomes**

American Studies **AMST-A341** Organizing for Social Action

In this course we will study the social movements of the past and meet the activists who are working for social justice today. We will learn about the history of American protest from pre-Revolutionary days to the present in order to understand how mass organizations are created and how they can be used to realize the American ideals of liberty, equality, justice, peace, and

opportunity for all. Emphasis throughout is on bridging the academic perspective of the classroom with the practical concerns of different communities. This will be a traveling seminar, moving between the classroom and the world outside. Our class may meet at the site of a labor, senior, or other community organization, hosted by a representative of that organization. Other weeks, the organizers will come to us. Students have the option of participating in a service-learning project and reflecting on the connections between assigned readings and the practice of organizing. Our central question will be: what can the social-action organizations of the past and present teach us about the possibilities for progressive social change in our world today?

#### Anthropology/Museum Studies **ANTH-A477** or **MSTD-A477** Community Collaboration & Curation

Students in various fields, including anthropology, history, museum studies, native and indigenous studies explore meaningful collaboration through a community-based project. In the spring of 2021, students will focus on Anishinaabe culture through a combination of lectures, group discussions and a community component at the Saginaw Chippewa Indian Tribe's Ziibiwing Center.

#### Anthropology **ANTH-E380** Urban Anthropology

Urban social organization in cross-cultural perspective. Theoretical perspectives on urbanism and urbanization. Problems focused on include kinship and social networks, politico-economic factors, and cultural pluralism. Strategies of anthropological research in urban settings.

#### Native American & Indigenous Studies **NAIS-N396** Experiential Seminar

The experiential seminar is designed to demonstrate your accumulated training in Native American Studies in a single original project of your choice, subject to the instructor's approval and under the additional supervision of a faculty mentor. Although the most common way of completing this course is the writing of a research thesis of approximately 8000 words, alternate projects can be explored in consultation with the instructor of the course and the Native American Studies Director. The completed thesis or project should synthesize your learning throughout your Native Studies courses as well as an intentional and designed experience working with or for a specific Native population. The Capstone necessitates multiple drafts of your research that are subjected to heightened peer review and regular feedback from your instructor, your peers and your mentor.

#### Political Science **POLS-Y481** Field Experience

Faculty-directed study of aspects of the political process based on field experience. Directed readings, field research, research papers. Certain internship experiences may require research skills.

#### Religious Studies **REL-R375** Religion Behind Bars

This course will explore punishment, prison, and the prison industrial complex's relationship to religion. The course will examine the development of the prison in the Western world, specifically the United States, and its relationship to religious norms, values, and institutions. In addition to the historical evolution of prison and the prison industrial complex, this course will also address the current prison system and the role of religion in the contemporary moment.

Finally, this course will look at how religion is shaped in and by the prison system and the prison industrial complex.

Religious Studies **REL-R386**: Consumption, Ethics and the Good Life

What is the good life? Do consumers have moral responsibilities for a sustainable environment, worker justice and good societies? This course draws from religious and philosophical ethics, economics, public policy, social criticism and cultural studies to explore how people can lead good lives and build healthy communities through consumer choices and social advocacy.