**General Education Course Inclusion Proposal**

**SOCIAL RESPONSIBILITY IN A DIVERSE WORLD**

*This proposal form is intended for departments proposing a course for inclusion in the Northern Michigan University General Education Program. Courses in a component satisfy both the Critical Thinking and the component learning outcomes. Departments should complete this form and submit it electronically through the General Education SHARE site.*

**Course Name and Number:** SO372 Minority Groups

**Home Department:** Sociology and Anthropology

**Department Chair Name and Contact Information** (phone, email): Alan McEvoy, 227-1687 amcevoy@nmu.edu

**Expected frequency of Offering of the course** (e.g. every semester, every fall): Every Semester

**Official Course Status**: Has this course been approved by CUP and Senate? YES

*Courses that have not yet been approved by CUP must be submitted to CUP prior to review by GEC. Note that GEC is able to review courses that are in the process of approval; however, inclusion in the General Education Program is dependent upon Senate and Academic Affairs approval of the course into the overall curriculum.*

**Overview of course** (please attach a current syllabus as well): *Please limit the overview to two pages (not including the syllabus)*

A. Overview of the course content

B. Explain why this course satisfies the Component specified and significantly addresses both learning outcomes

C. Describe the target audience (level, student groups, etc.)

D. Give information on other roles this course may serve (e.g. University Requirement, required for a major(s), etc.)

E. Provide any other information that may be relevant to the review of the course by GEC

**A & B: Overview of Course Content General Education Course Learning Goals**

This course meets the learning outcomes of critical thinking and social responsibility in a diverse world. The course primarily focuses on an analysis of racial and ethnic relations, including group relations concerning social class, gender, and sexual orientation in North America, with an overview of global racial and ethnic issues in the 21st century. Taking a historical comparative scope, the course examines horizontally and vertically the *structural, cultural, and ideological roots of racial, ethnic, class, and gender stratification and conflicts.* Through an open-minded analytical/critical learning process, students *are expected to scientifically understand major social issues of diversity and multiculturalism, and sharpen analytical/critical thinking skills at the same time* . Major topics will also cover the changing role of the family preserving ethnic subcultures and lifestyles, ethnic differences in sex-role socialization, differentiation and stratification, and the status and problems of women. Learning Objectives include:

* To learn to gather evidences concerning race/ethnic, social class, and gender issues, to develop the ability to evaluate and integrate information, and to draw conclusions.
* To make better citizens of students by providing them with a basic understanding of the history and contemporary problems in racial and ethnic and other intergroup relations in the United States and globally.
* To understand the role of political, economic, and religious institutions in racial, ethnic class, and gender stratification and conflict in North America and today’s world.
* To understand and effectively utilize key concepts in the racial and ethnic, social class, and gender stratification literature.
* To understand the nature and social costs of prejudice and discrimination and the role government has played in both exacerbating and combating these problems.
* To understand basic concepts, models and theories of inter-group relations and their implications for policies of government intervention.
* To understand the relationships between ideology, theory, and public policy concerning majority-minority group relations.
* To understand the role of the ethnic family in transmitting and preserving ethnic culture and traditions.
* To understand current status/issues women face in America and other parts of the world.
* To appreciate the international scope of minority group related issues and to foster social harmony in a era of globalization.

**The Main sections of this course include the following:**

* An overview of the evolution of human societies (major stages from hunting/gathering, horticultural/pastoral, feudal/agricultural, mercantile, industrial, to post-industrial societies) and understand the importance of subsistence technology in each stage of development and major characteristics of different societies.
* Exploring when, why, and how race and ethnicity become politically, economically, philosophically, scientifically, and culturally an important social issue; understanding the social construction of color and gender related issues.
* An overview of important concepts and theories concerning dominate-minority group relations (structural-functionalist, power-conflict, interactionist, classic and modern racism/sexism, micro and macro prejudice/discrimination, cultural of poverty, human capital, just-world hypothesis).
* Examining changing group relations as a function of structural social transformations, from paternalism in preindustrial society, rigid-competitive in industrial society, to fluid-competitive relations in post-industrial social environment.
* Examining the creation of minority groups in the U.S., social/psychological sources of prejudice and discrimination, generational transmission (Noel hypothesis, Blauner hypothesis,

Scapegoat hypothesis, Authoritarian personality…), and strategies/efforts in reducing social distance (psychologically induced, socialization/cultural learning based, and power-conflict based) for social harmony.

* Examining history and patterns of immigration and trajectories of diverse groups in the United States (African American, Hispanic American, Native American, Asian American, Middle Easter American, European American, Women, and Homosexuals); changes in women’s status and family relations.
* Examining models/issues of assimilation and pluralism, status attainment of individuals and groups in American society, social movements and social changes.
* An overview of diversity issues concerning race/ethnicity, class, gender, sexual orientation worldwide in the 21st century.

C & D: This is an upper-level course that serves the general student population in that it fulfills a Gen Ed requirement. It also is a required course for Sociology majors and minors, social work majors, and those who are interested in learning about diversity issues and group relations in an era of globalization. Enrollment is capped at 25 students per section.

E: This course is taught by all members of the Sociology faculty.

**PLAN FOR LEARNING OUTCOMES
CRITICAL THINKING**

*Attainment of the CRITICAL THINKING Learning Outcome is required for courses in this component. There are several dimensions to this learning outcome. Please complete the following Plan for Assessment with information regarding course assignments (type, frequency, importance) that will be used by the department to assess the attainment of students in each of the dimensions of the learning outcome. Type refers to the types of assignments used for assessment such as written work, presentations, etc. Frequency refers to the number of assignments included such as a single paper or multiple papers. Importance refers to the relative emphasis or weight of the assignment to the entire course. For each dimension, please specify the expected success rate for students completing the course that meet the proficiency level and explain your reasoning. Please refer to the Critical Thinking Rubric for more information on student performance/proficiency in this area. Note that courses are expected to meaningfully address all dimensions of the learning outcome.*

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| **DIMENSION** | **WHAT IS BEING ASSESSED** | **PLAN FOR ASSESSMENT** |
| **Evidence** | Assesses quality of information that may be integrated into an argument | *Task Type, Frequency, & Overall Grading Weight:*Four Exams (60%): assess students’ 1) understanding of important concepts, ideas, and diverse theories concerning issues of minority groups, 2) existing knowledge & new information on historical and commentary social reality of race/ethnicity, gender, SES, and LGBT related issues.  Group Projects (15%): team work on researching a particular minority group (history vs current situation, culture, family, social movement…) to help reinforcing understanding of cultural diversity/relativism and to expand info beyond what’s covered in textbooks.Term Paper (25%): to assess students’ overall course learning as reflected in 1) understanding of minority group issues from preindustrial to post-industrial social environment (how minorities were created, how inter/intra group relations change as a function of social structural forces such as subsistence technology…; 2) understanding and be able to apply key concepts & diverse theories concerning minority groups issues (prejudice vs discrimination, ideological racism vs institutional discrimination, traditional vs modern theories of assimilation & pluralism, initial contact & vicious cycle, Noel & other hypotheses, diverse theories on poverty (from individualistic to structural)…& 3) critical thinking on complex social reality concerning diversity issues.Pop-quizzes and discussion (5 %): spread throughout the semester, to push students’ for keeping up readings.**In all the above measurements, students’ need to be able to gather relevant evidence in answering questions on the tests and writing the paper. Assessing quality of information that may be integrated into an argument is embedded in all the above procedures.**Regular class discussions, quizzes, comprehensive exams, group presentations, and term paper assignment will be used to assess students’ knowledge and analytical thinking skills in application of social scientific study of diversity issues and minority groups from initial contact group relations to today’s social reality, including use of data/evidence to support and explain arguments and theories. Term paper will be used to assess students’ ability in using existing evidence to support ideas/themes. *Expected Proficiency Rates:* The department expects 80% or greater student proficiency upon course completion. |
| **Integrate** | Integrates insight and or reasoning with existing understanding to reach informed conclusions and/or understanding | Regular class discussions, quizzes, comprehensive exams, group presentations, and term paper assignment will be used to assess students’ knowledge and analytical thinking skills in application of social scientific study of diversity issues and minority groups from initial contact group relations to today’s social reality, including use of data/evidence to support arguments and theories. **The Term Paper requires students to integrate overall course learning as reflected in 1) understanding of minority group issues from preindustrial to post-industrial social environment (how minorities were created, how inter/intra group relations change as a function of social structural forces such as subsistence technology…; 2) understanding and be able to apply key concepts & diverse theories concerning minority groups issues (prejudice vs discrimination, ideological racism vs institutional discrimination, traditional vs modern theories of assimilation & pluralism, initial contact & vicious cycle, Noel & other hypotheses, diverse theories on poverty (from individualistic to structural)…& 3) critical thinking on complex social reality concerning diversity issues.**The quality of term paper reflects students’ ability to integrate information, identifying patterns/trends, and reaching conclusions.  The department expects 80% or greater student proficiency upon course completion. |
| **Evaluate** | Evaluates information, ideas, and activities according to established principles and guidelines | **Embedded in the above. To perform well on the tests, group presentation, and term paper, students must be able to evaluate all relevant information, ideas, and activities concerning minority groups (race/ethnicity, gender, social class, and sexual orientation).** Core concepts, theories, and research methods will be embedded in class discussions, quizzes, exams, group presentations, and term paper assignment. Four comprehensive exams, groups presentations, and term paper will be used to assess mastery of the core course material. Term paper will be used to assess students’ ability to evaluate and explain social reality and relevant theories and perspectives.  The department expects 80% or greater student proficiency upon course completion. |

**PLAN FOR LEARNING OUTCOMES
SOCIAL RESPONSIBILITY IN A DIVERSE WORLD**

*Attainment of the SOCIAL RESPONSIBILITY IN A DIVERSE WORLD Learning Outcome is required for courses in this component. There are several dimensions to this learning outcome. Please complete the following Plan for Assessment with information regarding course assignments (type, frequency, importance) that will be used by the department to assess the attainment of students in each of the dimensions of the learning outcome. Type refers to the types of assignments used for assessment such as written work, presentations, etc. Frequency refers to the number of assignments included such as a single paper or multiple papers. Importance refers to the relative emphasis or weight of the assignment to the entire course. For each dimension, please specify the expected success rate for students completing the course that meet the proficiency level and explain your reasoning. Please refer to the Rubric for more information on student performance/proficiency in this learning outcome. Note that courses are expected to meaningfully address all dimensions of the learning outcome.*

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| **DIMENSION** | **WHAT IS BEING ASSESSED** | **PLAN FOR ASSESSMENT** |
| **Knowledge of cultural worldview frameworks**  | Knowledge of elements important to members of another culture | **The exams tests students’ grasp of important knowledge/information covered in lectures, readings, documentaries, discussions, and presentations. These are building blocks/materials for term paper. Group research projects/presentations are especially designed for students to explore/expand their knowledge about different minority groups (in diverse social and historical context, different elements of culture such as values, beliefs, art/music, social movements, gender and family issues, religions, and others).**Regular class discussions, quizzes, comprehensive exams, and term paper assignments for the semester. Students are expected to understand the formation of diverse minority groups in society, and how/why group relations (including values, norms, SES, family relations, religions, gender roles…) change as a function of social structural transformation resulted from changes in subsistence technology, from preindustrial to post-industrial society. Course score or group projects will be used to assess students’ mastery of knowledge. The department expects 80% or greater student proficiency upon course completion. |
| **Intercultural Awareness** | Awareness of multiple cultural perspectives | **Embedded in the above. Awareness of multiple cultural perspectives is an integral part in the whole course learning and assessment. The exams tests students’ grasp of important knowledge/information covered in lectures, readings, documentaries, discussions, and presentations. These are building blocks/materials for term paper.** **Group research projects/presentations are especially designed for students to explore/expand their knowledge about different minority groups (in diverse social and historical context, different elements of culture such as values, beliefs, art/music, social movements, gender and family issues, religions, and others).**Regular class discussions, quizzes, comprehensive exams, group presentations, and paper assignment for the semester. Students are expected to demonstrate knowledge and analytical understanding of diverse cultures, micro/macro prejudice and discrimination and cultural relativity, and issues of assimilation and pluralism. Course score or group projects will be used to assess student’s level of multicultural awareness. The department expects 80% or greater student proficiency upon course completion. |
| **Intercultural Engagement** | Being willing to engage with cultures other than one’s own | **Embedded in the above. To perform well on the tests, research project, and term paper, intercultural engagement is inseparable from the whole course learning process.** **The exams tests students’ grasp of important knowledge/information covered in lectures, readings, documentaries, discussions, and presentations. These are building blocks/materials for term paper. Group research projects/presentations are especially designed for students to explore/expand their knowledge about different minority groups (in diverse social and historical context, different elements of culture such as values, beliefs, art/music, social movements, gender and family issues, religions, and others).**Regular class discussions, quizzes, comprehensive exams, group presentations, and paper assignment for the semester. Students are expected to demonstrate knowledge and analytical understanding of diverse cultures, micro/macro level prejudice and discrimination, cultural relativity, and issues of ethnocentrism, models of assimilation and pluralism. Course score or group projects will be used to assess cross/inter-cultural engagement. The department expects 80% or greater student proficiency upon course completion. |
| **Ethical Issue Recognition**  | Awareness of ethical issues as they relate to cultures | **Embedded in the above. Awareness of ethical issues are emphasized through cultivating open-minded critical/analytical thinking in the learning process. Being exposed to different cultures, understanding the scientific study of diverse human experience, and the importance of cultural relativism in an era of globalization. The quality of learning is assessed by the four exams, course presentation, and term paper.** **The exams tests students’ grasp of important knowledge/information covered in lectures, readings, documentaries, discussions, and presentations. These are building blocks/materials for term paper. Group research projects/presentations are especially designed for students to explore/expand their knowledge about different minority groups (in diverse social and historical context, different elements of culture such as values, beliefs, art/music, social movements, gender and family issues, religions, and others).**Regular class discussions, quizzes, comprehensive exams, group presentations, and term paper assignment for the semester involving social fairness/justice issues will be employed. Students are expected to understand fundamental ethical issues related to race/ethnic, gender, class, cultural, and sexual inequality in an era of globalization. Students are expected to recognize that ethical issues in complex situations in an era of global cultural diffusion characterized by integration and fragmentation. Course score or group projects will be used to assess students’ awareness of ethical issues. The department expects 80% or greater student proficiency upon course completion. |