Fond du Lac Tribal and Community College
COURSE OUTLINE FORM

03/19/19

Please return this form to the college vice president of academic affairs and the chairperson of the Academic Affairs and Standards Council (AASC)

1. Prepared by:________________________________________________________
2. Date submitted:____________________________________________________
3. Date approved:____10/13/2015____ Date revised____02/06/2020____
4. Department/discipline:____Sociology________________________________
5. Department(s) endorsement(s):______________________________________
   (Signatures of the person(s) providing the endorsement are required.)
6. Course Title:____Human Diversity____________________________________
   Abbreviated course title for Transcripts (25 characters or less):____________
7. Course Designator:____SOC_______ 8. Course Level:____2001____
9. Number of Credits: Lecture____3____ Lab_______
10. Control Number (on site)____40______ Control Number (online)____25____
11. Catalog/Course description:
   This course will examine the similarities and differences of people from various racial, social and cultural heritages. This course measures understanding of people from diverse groups living throughout the world. The course will emphasize historical developments in the U.S. in terms of interaction, which includes various forms of marginality and oppression. The course will conclude with an evaluation of course content in order for the student to find avenues for increased social involvement. (Prerequisite: College Level Reading and Writing or Instructor Permission).

12. Course prerequisite(s) or co-requisite(s): Accuplacer scores/ Other courses
   Prerequisite(s): College Level Reading and Writing or Instructor Permission
   Co-requisite:

13. Course Materials (Recommended course materials and resources. List all that apply, e.g. textbooks, workbooks, study guides, lab manuals, videos, guest lecturers).
   1. Text: Title: An Introduction to Intercultural Communication: Identities in a Global Community (8th Ed.); Author: Fred E. Jandt; Publisher: Sage; ISBN: 9781483344300; or
   2. To Be Determined by the Instructor.

14. Course Content (Provide an outline of major topics covered in course)
   1. Introduction: An introduction to multiculturalism and the global perspective. Today’s beliefs and controversies concerning people with different social, racial, ethnic and cultural backgrounds. Includes a consideration of how international and multicultural issues impact on each member of the “global community.”
   2. Similarities, Universal Needs and the Multicultural Perspective: The similarities and universal needs of all people will be discussed. Ideas and strategies to assist the student in
becoming more aware of and more sensitive to social, racial, ethnic and cultural differences will be presented throughout the course.

3. Prejudice, Discrimination and Stereotypes: A look at the myths, origins and effects of prejudice and discrimination and how they impact on majority-minority relations. Includes the introduction, definitions and applications of relevant sociological terms and concepts.

4. Cultures: An overview of the respective histories, values, beliefs, norms, language and present status of various racial and ethnic groups in the U.S. population and the world, and how they impact on the majority culture.

5. Contemporary Cultural Issues: Immersion of the student into contemporary issues that span from the current immigration debate to historical occurrences of segregation, marginalization, and assimilation. This will involve a broad overview of current and historical debates about immigration coupled with an in depth look at the development of U.S. and other nations’ immigration policy. To conclude, the student will be exposed to current ideas about identity and how ethnicity impacts it.

15. Learning Goals, Outcomes, and Assessment
At FDLTCC we have 4 Competencies Across the Curriculum (CAC) areas. They are as follows:

A. Information Literacy (the ability to use print and/or non-print tools effectively for the discovery, acquisition, and evaluation of information)
B. Ability to Communicate (the ability to listen, read, comprehend, and/or deliver information in a variety of formats.)
C. Problem Solving (the ability to conceptualize, apply, analyze, synthesize, and/or evaluate information to formulate and solve problems.)
D. Culture (knowledge of Anishinaabe traditions and culture, knowledge of one’s own traditions and culture, knowledge of others’ traditions and cultures, culture of work, culture of academic disciplines and/or respect for global diversity.)

Upon completion of this course, the student will be able to:

<table>
<thead>
<tr>
<th>Learning Outcomes</th>
<th>Competencies (CAC)</th>
<th>Cultural Standards</th>
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<tbody>
<tr>
<td>3. Organize, consider and apply sociological theories and terminology relevant to social, racial, ethnic, and/or cultural differences.</td>
<td>(A, C. D)</td>
<td>2.A. 2.C. 2.E.b. 3.D. 6.B.</td>
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This course will fulfill the following PELSB Standards of Effective Practice and Subject Matter:

8710.2000-Standards of Effective Practice:
2A-understand how students internalize knowledge, acquire skills, and develop thinking behaviors, and know how to use instructional strategies that promote student learning;
2F-link new ideas to familiar ideas; make connections to a student's experiences; provide opportunities for active engagement, manipulation, and testing of ideas and materials; and encourage students to assume responsibility for shaping their learning tasks;
4B-understand the cognitive processes associated with various kinds of learning and how these processes can be stimulated;
5A-understand human motivation and behavior and draw from the foundational sciences of psychology, anthropology, and sociology to develop strategies for organizing and supporting individual and group work;
5B-understand how social groups function and influence people, and how people influence groups;
9D-know major areas of research on teaching and of resources available for professional development;
9I-use professional literature, colleagues, and other resources to support development as both a student and a teacher;
10J-identify and use community resources to foster student learning;

8710.3200-Subject matter:
A teacher of children in kindergarten through grade 6 must demonstrate knowledge of fundamental social studies concepts and the connections among them. The teacher must know and apply:
i2A-culture and cultural diversity;
i2B-the ways human beings view themselves in and over time;
i2C-the interaction between people, places, and environments;
i2D-individual development and identity;
i2J-the ideals, principles, and practices that promote productive community involvement;

WINHEC Cultural Standards:
1. GIKENDAASOWIN – Knowing knowledge: To develop human beings who value knowledge, learning, and critical thinking and are able to effectively use the language, knowledge, and skills central to an Ojibwe-Anishinaabe way of knowing.
2. GWAYAKWAADIZIWIN – Living a balanced way: To develop balanced human beings who are reflective, informed learners who understand the interrelatedness of human society and the natural environment, recognize the importance of living in
harmony with creation, and are able to apply a systems approach to understanding and deciding on a course of action.

3. **ZOONGIDE’EWIN – Strong hearted:** To increase the students’ capacity to live and walk with a strong heart, humble and open to new ideas and courageous enough to confront the accepted truths of history and society.

4. **AANGWAAMIZIWIN – Diligence and caution:** To develop students’ capacity to proceed carefully, after identifying, discussing, and reflecting on the logical and ethical dimensions of political, social, and personal life.

5. **DEBWEWIN – Honesty and integrity:** To increase students’ capacity to think and act with honesty and integrity as they understand and face the realities of increasingly interdependent nations and people.

6. **ZAAGI’ IDIWIN – Loving and Caring:** To encourage students' acceptance of the diversity within their school, community, and environment by developing healthy, caring relationships built on respect for all.

7. **ZHAWENINDIWIN – Compassion:** To expand students' knowledge of the human condition and human cultures and the importance of compassion especially in relation to behavior, ideas, and values expressed in the works of human imagination and thought.

16. **Minnesota Transfer Curriculum (MnTC):** List which goal area(s) – up to two – this course fulfills.

See [www.mntransfer.org](http://www.mntransfer.org)

Goal Area(s): ______5 & 7____

Goals & Outcomes:

Goal 5: History and the Social and Behavioral Sciences
Student Competencies: Students will be able to:

1. Use and critique alternative explanatory systems or theories;
2. Develop and communicate alternative explanations or solutions for contemporary social issues.

Goal 7: Human Diversity
Student Competencies: Students will be able to:

1. Understand the development of and the changing meanings of group identities in the United States, history, and culture;
2. Demonstrate an awareness of the individual and institutional dynamics of unequal power relations between groups in contemporary society;
3. Analyze their own attitudes, behaviors, concepts and beliefs regarding diversity, racism, and bigotry;
4. Describe and discuss the experience and contributions (political, social, economic, etc.) of the many groups that shape American society and culture, in particular those groups that have suffered discrimination and exclusion;
5. Demonstrate communication skills necessary for living and working effectively in a society with great population diversity.

17. Are there any additional licensing/certification requirements involved?

_______Yes_______No

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