

**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: 03/16/00 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 Relations
Abbreviated course title for Transcripts (25 characters or less): _____

7. Course Designator: SOC 8. Course Level: 1020

9. Number of Credits: Lecture 3 Lab _____

10. Control Number (on site) 70 Control Number (online) _____

11. Catalog/Course description:

A study of the contributions and life-styles of the various racial, cultural, and economic groups in our society; recognizing and dealing with dehumanizing biases, discriminations and prejudices; learning to respect human diversities and personal rights; developing positive feelings toward all humanity. (Meets MnTC goal area 5 and 7)

12. Course prerequisite(s) or co-requisite(s): Accuplacer scores/ Other courses

Prerequisite(s):

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).

Textbook: Diversity and Society: Race, Ethnicity, and Gender (5th edition), Joseph Healey and Andi Stepnick, Sage, 9781452275741

As specified by the semester syllabus and outline. This will vary from semester to semester. Extensive use of video segments for analysis.

14. **Course Content** (Provide an outline of major topics covered in course)

- Sociological theory and terms that apply; prejudice, discrimination, majority and minority.
- Theories of exploitation.
- America before European contact.
- Pushes and pulls of European immigration: the first wave.
- Subsequent immigration.
- Religious minorities.
- Gender construction and consequences.

- Differences in sexual orientation and the consequences.
- Physical and mental differences.
- Current issues that America faces regarding diversity.
- Legal and ethical issues of diversity.

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:

Learning Outcomes	Competencies (CAC)	Cultural Standards
1. Describe the origins of American diversity.	(A, B)	1.C. 1.D. 1.E. 1.F. 1.G. 1.H. 3.A. 3.A.a. 3.a.b. 3.C. 3.D.
2. Describe historical perspectives regarding inter-group relations.	(A, B)	1.C. 3.A. 3.A.a. 3.a.b. 3.C. 3.D. 6.B. 6.C.
3. Compare and contrast different viewpoints surrounding topics such as sexual orientations, physical disabilities, mental disabilities and gender.	(A, B, C, D)	1.B. 1.G. 3.A. 3.A.a. 3.a.b. 3.C. 3.D. 6.C. 6.E.
4. Describe the social significance that is attached to our differences.	(A, B)	1.B. 1.C. 1.D. 1.E. 1.F. 1.G. 1.H. 3.A. 3.A.a. 3.a.b. 3.C. 3.D. 6.A. 6.B. 6.C. 6.E.
5. Describe of the role of societal power and how it affects the various groups.	(A, B)	1.B. 1.G. 3.A. 3.A.a. 3.A.b. 3.D. 6.A. 6.B. 6.C. 6.E.
6. Describe the ethical and legal aspects of discrimination.	(A, B, C)	1.G. 3.D. 6.C. 6.E.

This course will fulfill the following PELSB Standards of Effective Practice and Subject Matter:

- 8710.2000-Standards of Effective Practice
- 2C-understand developmental progressions of learners and ranges of individual variation within the physical, social, emotional, moral, and cognitive domains, be able to identify

levels of readiness in learning, and understand how development in any one domain may affect performance in others;
 3D-understand how to recognize and deal with dehumanizing biases, discrimination, prejudices, and institutional and personal racism and sexism;
 3E-understand how a student's learning is influenced by individual experiences, talents, and prior learning, as well as language, culture, family, and community values;
 3F-understand the contributions and lifestyles of the various racial, cultural, and economic groups in our society;
 3J-know about community and cultural norms;
 10B-understand how factors in a student's environment outside of school, including family circumstances, community environments, health and economic conditions, may influence student life and 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:

- A1-understand major concepts, assumptions, debates, processes of inquiry, and ways of knowing that are central to the disciplines taught;
- A2-understand and apply educational principles relevant to physical, social, emotional, moral, and cognitive development of young children;
- A2-understand how students' conceptual frameworks and misconceptions of an area of knowledge can influence the students' learning;

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

Goal Area(s): 5 & 7

Goal 5: History/Social Behavioral Science

Goal 7: Human Diversity

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

 Yes No

Provide the required documentation to show course meets required licensing/certification standards.

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