

**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 01/19/2021

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:

Learning Outcomes	Competencies (CAC)	Cultural Standards
Validate and understand similarities of all peoples.	A, B, C, D	1.B. 3.A. 3.A.a. 3.A.a. 3.A.b. 6.B.
Thoroughly evaluate their own personal beliefs, attitudes, feelings and perceptions of people from different social, racial, ethnic and cultural heritages.	C	1.B. 1.F. 2.A. 2.C. 3.C. 6.B. 6.C. 6.E.
Organize, consider and apply sociological theories and terminology relevant to social, racial, ethnic, and/or cultural differences.	A, C, D	2.A. 2.C. 2.E.b. 3.D. 6.B.

Evaluate proposed personality and social functions of prejudice and discrimination.	A, C, D	1.B. 2.E.b. 3.A. 3.A.a. 3.A.b. 6.B. 6.C.
Integrate strategies in how to better relate to people of diverse cultural backgrounds.	A, C, D	1.F. 2.F. 6.C. 6.E.
Compare and contrast the impact of assimilation, segregation, separation, marginalization, and integration.	A, D	2.E.b. 2.F. 6.B. 6.C.
Assess current identity issues concerning race, ethnicity, gender and culture.	A, C, D	2.E.b. 2.F. 3.D. 6.B. 6.C. 6.E.

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 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

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

Yes No

MN PELSB: Standards 8710.2000 Standards of Effective Practice (SEP)

Subpart 3. **Standard 2, student learning.** A teacher must understand how students learn and develop and must provide learning opportunities that support a student's intellectual, social, and personal development. The teacher must:

- 3A. understand how students internalize knowledge, acquire skills, and develop thinking behaviors, and know how to use instructional strategies that promote student learning;
- 4D. understand how to recognize and deal with dehumanizing biases, discrimination, prejudices, and institutional and personal racism and sexism;
- 4F. understand the contributions and lifestyles of the various racial, cultural, and economic groups in our society;
- 4H. understand cultural and community diversity; and know how to learn about and incorporate a student's experiences, cultures, and community resources into instruction;
- 4O. use information about students' families, cultures, and communities as the basis for connecting instruction to students' experiences;
- 6A. 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;
- 6B. understand how social groups function and influence people, and how people influence groups;
- 11B. 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;
- 11J. identify and use community resources to foster student learning;

BOT Licensing Rule 8710.3200 Subp. 3. Subject matter standards, elementary education

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