



EDUC 1004

Division: Social and Behavioral Science

Department: Social Sciences

Course: EDUC 1004

Title: Investigations in Diversity

Catalog Description:

This course is designed to give students an introduction to diversity related topics such as: race, gender, religion, disability, and age. It includes weekly reading assignments, meetings, group discussions, and possible excursions to pertinent sites. Students will be expected to show self-motivation and participate as part of a group learning dynamic. Funds for excursions, supplies, and texts will be provided by the students. This course is cross-listed as SW 1004.

General Education Requirements: N/A

Semesters Offered: TBA

Credit/Time Requirement: Credit: 1; Lecture: 1; Lab: 0

Clock/Hour Requirements: 0

Offered for Non-Credit: No

Prerequisites: N/A

Corequisites: N/A

Justification:

This course offers students an introduction to issues involving diversity by providing a unique, exciting, student-enticing, and teacher-fulfilling experience by providing memorable academic experiences.

This course will stress a dialectical approach to theoretical pluralism.

Student Learning Outcomes:

Students will:

- be able to explain the historical basis and current context of the chosen topic either orally or in written form.
- demonstrate the transformations involved in the topic by drawing from and explaining the reactions and the processes involved.
- formulate fact-based opinions and be able to defend their positions orally.
- describe the societal impact and future possibilities that the topic holds.
- empathize with those making moral decisions associated with the topic and with those being affected by those decisions.

Content:

EDUC 1004

The content will be determined on a semester basis and be formulated by the instructor. The topics will be timely, have social impact, and be in line with the interest of those who participate in the course. Each time the course is offered, the instructor will design outcomes and assessments that will match the current topic. The course is designed to be flexible so that each instructor desiring to offer the course can tailor it to his or her personal expertise or interest. One purpose of this course is to enhance current educational practices by including a depth component to the breadth component of an associate degree. An example of this would be a focused course on the acculturation and relocation of the American Indian. In this course, students would read texts that describe the history of this project and the social reactions involved.

General Education Outcomes:

5) Apply a cultural and historical awareness to a variety of phenomena.

Students will express orally and in writing the relationship between historical events and the future impact the topic will have on civilization and the environment. Writing is evaluated with suggestions for future improvement.

Students will demonstrate the ability to read both historical and social documents by participating in group discussions where they provide critical evaluations of this reading. An example is conducting a group critique of a website that offers an opinion concerning the use of segregated education.

Key Performance Indicators:

- Text reading: (15-20 %). An appropriate text will be used for each topic and course.
- Meeting attendance: (15-20 %). Meetings will be held for instruction, student discussion and for student presentations.
- Journal writing: (10-15 %). A journal entry will be made at the end of each meeting and at pertinent times during excursions. These entries will focus on student learning and on their individual feelings about the events discussed.
- Report: (15-20 %). Students will compose a written report on an associated topic.
- Presentation: (15-20 %). Students will present material or lead a discussion during one of the meetings.
- Excursion: (15-20%). A site visit that can provide more direct learning will be a crowning point in the course.

Representative Text and/or Supplies:

Texts will be chosen by the instructor to match the topic of study.

Optimum Class Size: 16

Maximum Class Size: 25

Signatures:

I hereby submit this course syllabus:

Eldon Barnes, MSW, Assistant Professor

I hereby find this course consistent with the goals and resources of the Social Sciences Department:

Kerry Hansen, D.A., Professor, Chair

I hereby find this course consistent with the goals and resources of the Social and Behavioral Science Division:

Sue Dalley, M.S., Associate Professor, Dean

I have discussed the need for library resources related to this class with the person submitting the syllabus:

Lynn Anderson, MLIS, Technical Services Librarian (Main Campus)

Michelle Olsen, MLS, Campus Librarian (Richfield Campus)