**University General Education Committee**

**#10: An Understanding of Diverse Cultures**

**Course Submission Form**

**Submit this form, along with the course syllabus, to Julie Hurtig, Director of General Education. Please fill in the areas that are tan.**

**Title of course:** People on the Move

**Subject:** SOC

**Course number:** ???1

**Number of semester credit hours:** 3

**Section maximum enrollment:** 18

**Faculty contact person:** Lynda Nyce

The call to integrate intercultural knowledge and competence into the heart of education is an imperative born of seeing ourselves as members of a world community, knowing that we share the future with others. Faculty who are teaching the diversity seminars are asked to attend a few coordination and focus group meetings led by Dr. Nyce and Dr. Hurtig in Spring 2017.

**I. Diversity Seminar Criteria**

All diversity seminars in ONU’s general education must address at least three of the five expected criteria of Gen Ed Learning Objective #10, An Understanding of Diverse Cultures. Below, please indicate which criteria (at least three, or all five) your course will address. The first and second criteria are required.

1. \_\_X\_\_\_ **Cultural Self-Awareness.**  At the top knowledge level, a student articulates insights into his/her own cultural rules and biases (e.g. seeking complexity; aware of how her/his experiences have shaped these rules, and how to recognize and respond to cultural biases, resulting in a shift in self-description.) At a minimum, a student identifies own cultural rules and biases (e.g. with a strong preference for those rules shared with own cultural group and seeks the same in others.)

2. \_\_X\_\_\_ **Knowledge of cultural worldview frameworks.** At the top knowledge level, a student demonstrates sophisticated understanding of the complexity of elements important to members of another culture in relation to its history, values, politics, communication styles, economy, or beliefs and practices. At a minimum, a student demonstrates partial understanding of the complexity of elements important to members of another culture in relation to its history, values, politics, communication styles, economy, or beliefs and practices.

Choose at least one more:

3. \_\_\_X\_\_\_ **Empathy.**  At the top level of skill, the student interprets intercultural experience from the perspectives of own and more than one worldview and demonstrates ability to act in a supportive manner that recognizes the feelings of another cultural group. At a minimum, identifies components of other cultural perspectives but responds in all situations with own worldview.

4. \_\_\_X\_\_\_ **Openness.** At the top level of skill, the student initiates and develops interactions with culturally different others. Suspends judgment in valuing her/his interactions with culturally different others. At a minimum, expresses openness to most, if not all, interactions with culturally different others. Has difficulty suspending any judgment in her/his interactions with culturally different others, and is aware of own judgment and expresses a willingness to change.

5. \_\_\_\_\_\_\_ **Curiosity.** At the top level of skill, the student asks complex questions about other cultures and seeks out and articulates answers to these questions that reflect multiple cultural perspectives. At a minimum, the student states minimal interest in learning more about other cultures.

**II. Alignment of Course with Diversity Criteria**

For each checked criterion above, please provide a paragraph explaining how the criterion is addressed in the proposed course. Also include specific teaching strategies that will be utilized in addressing the particular outcome (e.g., lecture, small group learning, active learning, case method, discussion, and others). Also include specific teaching strategies that will be utilized in addressing the particular outcome (e.g., lecture, small group learning, active learning, case method, discussion, and others). Active learning is to be a key part of the diversity seminar experience. Please note some of the active learning activities/techniques that your seminar plans to use to engage students beyond the traditional lecture-style class experience.

**1. Cultural Self-Awareness (required):**

Students will engage a variety of texts and case studies, and be challenged to critically read and evaluate these sources. Because migration is a topic that elicits heated debate among strongly held positions, students will be expected to understand the viewpoints of others, comparing their own interpretation of data about migration experience to interpretations beyond their own cultural perspective. In this discussion-based seminar, students will be asked to participate in and lead discussions of course readings. During a semester long project students will examine a particular example of global migration, centered on a person whom the student will interview. Students will develop their research and writing skills as they integrate a variety sources and methods (including firsthand data collection of local experiences) into original material about their topic. They will critically analyze their own work and the work of their classmates.

**2. Knowledge of cultural worldview frameworks (required):**

Students will analyze how differences in factors such as ethnicity, race, age, gender, class and nationality shape experiences of migration. Class discussion of assigned readings and films, including case studies from a variety of cultural settings, will be the key strategy for addressing this outcome. In class discussion and writing assignments, students will be asked to explain how cultural identity influences individual and group experiences of global social, political, and economic forces.

**3. Empathy (if applicable):**

See the paragraph submitted above under Criterion #1.

**4. Openness (if applicable):**

A reflective journal recording the learning process will document student’s exposure to new and different ideas throughout the term. The journal will include personal reflections on the assigned materials as well as questions for discussion in class.

**5. Curiosity (if applicable):**

If applicable, a paragraph would be stated here.

**III. Course Assignments Aligned with Criteria**

Please name and describe at least one assignment that is associated with each of the above diversity criteria addressed in your course.

In order to ensure consistency across the diversity seminar experience, one assignment will be a substantive paper (typically 10 or more pages, 11 pt font, double-spaced). This paper needs to have at least one major revision to aid in the practices of effective writing. The final course grade should depend on the student’s performance on this assignment. Faculty may choose to weight the original draft in the final course grade, or a combination of the original draft and the revision, but this one assignment should be at least 20% of the course grade. In the description of the assignment below, please indicate the theme of the paper you are assigning.

**Assignment #1:** Substantive Paper (required)

**Weight of this assignment in the final course grade:** 20%

**Associated with learning criterion:** #2 and #3

**Brief description of assignment:**

Each student will write a research-based substantive paper (10-12 pages) that identifies an example of how migration affects the daily lives of people in a specific community and then examines how macro structural forces have significant influences at the local level. The paper will include data collected through at least one interview with a recent migrant, and analysis of secondary data about migration. Students will submit a proposal that outlines their paper topic and sources of data, a draft of the paper for review, and the final paper.

**Assignment #2:** Journal

**Associated with learning criterion:** #1, #3 and #4

**Brief description of assignment:**

Students will keep a journal throughout the course documenting their reactions to readings, films, speakers and current events/information about the complex relationship between migration and cultural diversity. The first entry in this journal will be a statement of their own cultural identity and the role that migration may have played in shaping this identity. Weekly prompts for the journal will ask students to examine how migration influences cultural diversity as well as how cultural diversity and identity influences migration. Students will compile weekly journal entries over the semester and submit them together as document at the end of the course.

**Assignment #3:** (if applicable)

**Associated with learning criterion:**

**Brief description of assignment:**

**Assignment #4:** (if applicable)

**Associated with learning criterion:**

**Brief description of assignment:**