

Term Information

Effective Term Summer 2016
Previous Value *Spring 2014*

Course Change Information

What change is being proposed? (If more than one, what changes are being proposed?)

Add GEs Cultures and Ideas and Social Diversity in the US

What is the rationale for the proposed change(s)?

See attached.

What are the programmatic implications of the proposed change(s)?

(e.g. program requirements to be added or removed, changes to be made in available resources, effect on other programs that use the course)?

There will be no changes in the program requirements or changes in available resources. The anticipated effect on other programs is that there will be an increase in enrollment in the class. The expectation is that this change will generate increased enrollments in other humanities courses, as well, by generating student interest.

Is approval of the request contingent upon the approval of other course or curricular program request? No

Is this a request to withdraw the course? No

General Information

Course Bulletin Listing/Subject Area	Comparative Studies
Fiscal Unit/Academic Org	Comparative Studies - D0518
College/Academic Group	Arts and Sciences
Level/Career	Undergraduate
Course Number/Catalog	4822
Course Title	Native American Identity
Transcript Abbreviation	Native Amer Identy
Course Description	Historical and contemporary issues of American Indian identity, primarily in U.S.; focus on American Indian authors, artists, and scholars.
Semester Credit Hours/Units	Fixed: 3

Offering Information

Length Of Course	14 Week, 7 Week, 12 Week (May + Summer)
Flexibly Scheduled Course	Never
Does any section of this course have a distance education component?	No
Grading Basis	Letter Grade
Repeatable	No
Course Components	Lecture
Grade Roster Component	Lecture
Credit Available by Exam	No
Admission Condition Course	No
Off Campus	Never
Campus of Offering	Columbus, Newark

Prerequisites and Exclusions

Prerequisites/Corequisites
Exclusions

Prereq: English 1110 (110) or equiv.
Not open to students with credit for 542.

Cross-Listings

Cross-Listings

Subject/CIP Code

Subject/CIP Code 05.0202
Subsidy Level Baccalaureate Course
Intended Rank Freshman, Sophomore, Junior, Senior

Requirement/Elective Designation

General Education course:
Culture and Ideas; Social Diversity in the United States
The course is an elective (for this or other units) or is a service course for other units

Previous Value

The course is an elective (for this or other units) or is a service course for other units

Course Details

Course goals or learning objectives/outcomes

- (please refer to existing course goals)

Content Topic List

- American Indian
- Native American
- Religion
- Indigenous
- Culture
- Diversity
- American studies

Attachments

- GE rationale and assessment CS4822.doc: rationale and assessment
(GEC Course Assessment Plan. Owner: Marsch, Elizabeth)
- Comp Std_4822__Syllabus_general.doc: syllabus
(Syllabus. Owner: Marsch, Elizabeth)
- Comp Std_4822__Syllabus_general (1).doc: revised syllabus
(Syllabus. Owner: Marsch, Elizabeth)

COURSE CHANGE REQUEST
4822 - Status: PENDING

Last Updated: Heysel,Garett Robert
09/28/2015

Comments

- Please remember that changes for SP16 should have reached the Registrar's Office by Sept 1. Due dates are at the top of this page and here <http://ascas.osu.edu/curriculum/important-deadlines> Please change the date to Summer 2016 or attach a letter of appeal addressed to OAA. *(by Vankeerbergen,Bernadette Chantal on 09/16/2015 08:41 AM)*
- When offered, the syllabus should be corrected to read E as a failing grade. An F is not a grade. *(by Heysel,Garett Robert on 09/15/2015 09:40 PM)*

Workflow Information

Status	User(s)	Date/Time	Step
Submitted	Marsch,Elizabeth	08/25/2015 12:39 PM	Submitted for Approval
Approved	Shank,Barry	08/25/2015 12:43 PM	Unit Approval
Approved	Heysel,Garett Robert	09/15/2015 09:40 PM	College Approval
Revision Requested	Vankeerbergen,Bernadette Chantal	09/16/2015 08:41 AM	ASCCAO Approval
Submitted	Marsch,Elizabeth	09/16/2015 09:51 AM	Submitted for Approval
Approved	Shank,Barry	09/16/2015 10:03 AM	Unit Approval
Approved	Heysel,Garett Robert	09/28/2015 09:19 PM	College Approval
Pending Approval	Vankeerbergen,Bernadette Chantal Hanlin,Deborah Kay Jenkins,Mary Ellen Bigler Hogle,Danielle Nicole Nolen,Dawn	09/28/2015 09:19 PM	ASCCAO Approval



**Comparative Studies 4822 (XXXX)
Native American Identity (3 credits)**

Day/Time/Location

John N. Low JD, Ph.D.
Assistant Professor
Office Hours:

Office Phone: 740-755-7857
Office Location: 2057 Founders Hall
Email – low.89@osu.edu

General Education Goals and Expected Learning Outcomes:

This course fulfills the GE requirement for **Cultures and Ideas**

Goals: Students evaluate significant cultural phenomena and ideas in order to develop capacities for aesthetic and historical response and judgment; and interpretation and evaluation.

Expected Learning Outcomes:

1. Students analyze and interpret major forms of human thought, culture, and expression.
2. Students evaluate how ideas influence the character of human beliefs, the perception of reality, and the norms which guide human behavior.

This course also fulfills the GE requirement for **Social Diversity in the United States:**

Goals: Students understand the pluralistic nature of institutions, society, and culture in the United States in order to become educated, productive, and principled citizens.

Expected Learning Outcomes:

1. Students describe and evaluate the roles of such categories as race, gender and sexuality, disability, class, ethnicity, and religion in the pluralistic institutions and cultures of the United States.
2. Students recognize the role of social diversity in shaping their own attitudes and values regarding appreciation, tolerance, and equality of others.

COURSE DESCRIPTION:

This course explores historical and contemporary issues of American Indian identity, primarily in the U.S.; with a focus on American Indian authors, artists, and scholars. **Prereq: English 1110 (110) or equivalent, or by**

permission of instructor.

Some of the goals of this course are to broaden knowledge of American Indian peoples and the ways in which their lives are embedded in and inseparable from geographical, historical, spiritual, cultural, and social environments. Through the course, students will be exposed to, and gain an appreciation for, Native American Indian communities, cultures, histories, perspectives, experiences, lives and contemporary issues.

Required Texts:

- ❖ Winona LaDuke, *Recovering the Sacred: The Power of Naming and Claiming*, (2005) ISBN-13: 978-0-89608-712-5, **(LaDuke)**
- ❖ Fergus M. Bordewich, *Killing the White Man's Indian: Reinventing Native Americans at the End of the Twentieth Century*, (1997) ISBN-13: 978-0385420365, **(Bordewich)**
- ❖ Philip J. Deloria, *Indians in Unexpected Places..* (2004) ISBN-13: 978-0700614592, **(Deloria)**
- ❖ Peter Nabokov (Editor), Vine Deloria (Foreword), *Native American Testimony: A Chronicle of Indian-White Relations from Prophecy to the Present, 1492-2000, Revised Edition..* (1999) ISBN-13: 978-0140281590, **(Nabokov)**
- ❖ Paul Chaat Smith, *Everything You Know about Indians Is Wrong*. (2009) ISBN-13: 978-0816656011, **(Chaat Smith)**
- ❖ Readings as assigned and posted on *Carmen*



Course Requirements: class attendance, preparation and participation, discussion questions, four short response papers, and a final exam.

Attendance – no more than 2 unexcused absences – each additional unexcused absence lowers your grade by 10%

Class Participation – 20% - including preparation by doing the readings before class and willingness to engage in discussions and class activities. Participation also means contributing something to the discussion while demonstrating respect for others. We will be discussing tough issues and I want to hear what you have to say in an objective and thoughtful manner. Other ways to contribute include, but are not limited to, bringing in news articles relevant to course topics, bringing websites and other media to the attention of the class, announcing American Indian cultural events, sharing relevant personal experiences, etc. Those too shy or uncomfortable

speaking in class may see me during office hours or by email to contribute. Some of these topics are difficult so please come see me if you need more context or to discuss in a less public venue.

Discussion Questions – 20% - Because of the small size of the class, each of you will prepare at least one discussion question for the readings for each class and be expected to facilitate discussion for that class. They may be typed or handwritten (must be legible) and will be turned in at the end of each class.

Four Short Response Papers – 30% - You will write four short papers (2-3 pp. each). In the papers you will discuss what you have learned from the readings and class or use the paper as an opportunity to investigate and write on something prompted by the reading.

Final Exam – 30% - a study guide will be provided in advance to facilitate your success.

Grading Rubric:

Class Participation – 20%

Discussion questions – 20%

Four Short Papers – 30%

Final Exam – 30%

Total possible – 100%

Grading Scale:

A = 95 – 100%

B+ = 87 - 89%

C+ = 77- 79%

D = 60 - 69%

A- = 90 - 94%

B = 83 - 86%

C = 73 - 76%

E = Below 60

B- = 80 - 82%

C- = 70 - 72%

Requirements & Expectations: The opportunity to create a learning environment and community lies with both the instructor and student. Clearly defined expectations and responsibilities facilitate this:

As a student in this class, your responsibilities include:

- ❖ Reading the assigned materials on time
- ❖ Coming to lecture and section prepared with questions about the readings and lectures
- ❖ Coming to lecture and section on time and

prepared to participate

- ❖ Respecting the views and learning needs of other students
- ❖ Consulting with the Instructor about any problems with the course

As your instructor, I make a commitment to:

- ❖ Come to class prepared to facilitate discussion and learning
- ❖ Be responsive to the needs of students
- ❖ Provide guidance on ways to improve your academic performance
- ❖ Respect the views and learning needs of the students
- ❖ Work with you to resolve any problems in the course

I am looking forward to getting to know each of you as scholars. I also hope that you will take time and make the effort to get to know one another as members of an intellectual community. I encourage you to use me as a resource and hope you will take advantage of my office hours.

Grade Appeal Procedure: If you believe that your grade on any assignment should be different from the grade received, you must clearly explain *in writing* the basis for your request for re-evaluation. This gives you an opportunity to prepare and present cogent arguments for reassessment. While a grade appeal may result in a higher grade, there is no guarantee and a re-evaluation may result in lower grade, if such is warranted. Further information on formal grade appeal rights and procedures are outlined in your student handbook.

Attendance: Research shows that regular attendance is one of the best single predictors of student performance. Good attendance = learning = Good grade. In addition, class is an opportunity to learn not only from me, but also from your classmates. Your classmates want to learn from *you*. Be sure you understand the penalties outlined above that result from more than two unexcused absences. *Please remember – attendance, participation and preparation for class is a part of your grade.*

Incompletes: All assignments must be completed in order to receive a passing grade for the course. I do not expect to approve any “incompletes” except under the most extraordinary circumstances.

Drop/Add Policy: Students should consult your student handbooks and university website regarding deadlines and relevant policies and procedures.

Information on Learning Support Services: OSU – Newark has both a writer’s studio (<http://newark.osu.edu/academics/degreesatnewark/english/thewritersstudio/Pages/index.aspx>) and a tutoring center (<http://newark.osu.edu/studentlife/tutoring/Pages/index.aspx>) to assist you in your assignments. I encourage you to use them. It may be best for me to send them a copy of your assignments before you schedule an appointment. Weekly one-on-one tutoring is available through the Tutoring Center, in the John L. and Christine Warner Library and Student Center, Room 211. Students work together to learn concepts, study for tests, plan projects, complete assignments and generally figure out how to make the most of the classroom experience. Students requesting tutors select which hours are most convenient for them. Requests can be made for tutoring in any subject. Assignments are made on a first-come first-served basis according to tutor

availability. Two hours a week are scheduled for each class. Online tutoring is also available 24/7. Tutoring is FREE to all students. For more information, please visit the Tutoring Center webpage at <http://www.newark.osu.edu/studentlife/tutoring/Pages/index.aspx> or call (740) 366-9168.

Major Illness or Crisis: If something of major concern has happened to affect your ability to be a part of this class, please contact me ASAP. In case of emergencies affecting your ability to participate in class, you will need to contact the appropriate University personnel for documentation, alternate arrangements, etc.

Accommodation statement: If you need accommodations due to a disability, you must first register with the Office for Disability Services (ODS) at 226 Warner Center, ext. 441. After you receive your authorized accommodation from ODS, you should show me your access plan and discuss your needs with me. Ideally, we should meet within the first week of class.

Classroom conduct: The Instructor of this course expects a high level of student involvement and discussion in the classroom. All students are responsible for comporting themselves in an intellectual fashion which is respectful of the diversity of opinions found at this Campus. Please see me immediately - or phone or email, or drop an anonymous note in my mailbox, if you are uncomfortable with the classroom environment.

Academic misconduct statement: Any student suspected of engaging in academic misconduct as set forth in section 3335-23-02 of the Code of Student Conduct will be reported to the Committee on Academic Misconduct. Academic misconduct is defined in the code as “any activity that tends to compromise the academic integrity of the university, or subvert the educational process.” Examples include but are not limited to violation of course rules, submitting plagiarized work, knowingly providing or receiving information during exams or quizzes, and other such acts of academic dishonesty. This course conforms to generally accepted guidelines for a uniform grading policy and scholastic integrity. Any instances of academic dishonesty - including plagiarism or cheating in any form - are unacceptable. It is the responsibility of the Committee on Academic Misconduct to investigate or establish procedures for the investigation of all reported cases of student academic misconduct. The term “academic misconduct” includes all forms of student academic misconduct wherever committed; illustrated by, but not limited to, cases of plagiarism and dishonest practices in connection with examinations. Instructors shall report all instances of alleged academic misconduct to the committee (Faculty Rule 3335-5-487). For additional information, see the Code of Student Conduct http://studentlife.osu.edu/pdfs/csc_12-31-07.pdf.

In the News: Articles and stories about Native American Indians appear frequently in the news. If you see something that seems relevant to the course, bring it in and share it!

On the Internet: One of my favorite sites is www.airos.org. AIROS is *American Indian Radio On Satellite* and provides an interesting and entertaining source of news and music from “Indian Country” throughout the

United States. Popular online newspapers include www.indiancountry.com and www.indiancountrynews.com. I also like *Newspaper Rock, Where Native America Meets Pop Culture* at <http://www.bluecorncomics.com/newsrock.htm>

COURSE SCHEDULE

Subject to Modification

Week 1: Introductions

Welcome, Review of Syllabus, Expectations, Introductions, Questions & Concerns

Why study American Indian identity? How do we approach this course?

Readings:

(Bordewich) Introduction

US Census Bureau News re: American Indians and Alaska Natives, on **Carmen**

“American Indian Studies Is for Everyone,” Duane Champagne, *American Indian Quarterly*, Vol. 20, No. 1, (Winter, 1996), pp. 77-82, on **Carmen**

Task: Take the test of your “Native IQ” at www.understandingPrejudice.org Bring your results to class

Week 2: Construction of “Indian” and “Indigeneity”

First Encounter to Dispossession

Readings:

Alan Trachtenberg, “Dreaming Indian,” on **Carmen**

“The American Indians,” Edward H. Spier, pp. 9-19, on **Carmen**

“Basic Concepts for Understanding Native History and Culture,” Jack D. Forbes, pp. 28-40, on **Carmen**

Week 3:

First Encounter to Dispossession {continued}

Readings:

(Nabokov) Part I Intro - Chapters 1.1, 2.2, 3.2, 4.3, 5.2, 6.2, 7.4, 7.5, 8.2, 9.4

Readings:

(Bordewich) Chapter 1

Week 4: Reimagination of being Indian

Reservation to Resurgence

Readings:

(Nabokov) Part II Intro - Chapters 10.5, 11.2, 12.6, 13.3, 14.3, 15.7, 16.2, 16.3, 17.5, 18.1, 19.8

Readings:

(Bordewich) Chapter 2

Response paper 1 due

Week 5:

Readings:

(Bordewich) Chapter 6

Wednesday, February 11:

Readings:

(Bordewich) Chapter 9

Week 6: Indians in Unexpected Places

Readings:

(Deloria) Introduction

Readings:

(Deloria) "Violence" – pp. 15 - 51

Week 7:

Film: *Reel Injun* (2009)

Readings:

(Deloria) "Representation" – pp. 52 – 108

Readings:

(Deloria) "Athletics" – pp. 109 – 135

Response paper 2 due

Week 8:

Readings:

(Deloria) "Technology" – pp. 136 – 182

Readings:

(Deloria) "Music" – pp. 183 - 223

Week 9:

Readings:

(Deloria) "Conclusion" – pp. 224 - 240

The Boarding School Experience

Film: *In the White Man's Image*

Readings:

"Civilize Them with a Stick," Mary Crow Dog with Richard Erdoes, in *Native American Voices, A Reader*, 2nd ed. Lobo and Talbot, pp. 255 – 262, on **Carmen**

Week 10: What we *don't* know about "being" Indian

Readings:

(Chaat Smith) pp. 1 - 36

Readings:

(Chaat Smith) pp. 37 – 66

Week 11:

Film: *The Business of Fancy Dancing* (1st half)

Readings:

(Chaat Smith) pp. 69 – 102

Film: *The Business of Fancy Dancing* (2nd half)

Readings:

(Chaat Smith) pp. 103 - 142

Week 12:

Readings:

(Chaat Smith) pp. 145 - 162

The Black Indian Experience and the Cherokee Freedman Issue – Race & Identity - who is Indian?

Readings:

(Chaat Smith) pp. 163 - end

History of Freedmen Descendants: <http://freedmen.chokeee.org/HistoryofFreedmenDescendants/tabid/724/Default.aspx>

History of the Cherokee Freedmen: <http://www.americanchronicle.com/articles/view/59414>

Response paper 3 due

Week 13: Land, Spirit, and Identity

Readings:

(LaDuke) pp. 11 – 46, 295

Readings:

(LaDuke) pp. 47 – 86

Week 14:

Film: *Bad Indians*, a poem by Ryan Red Corn (10')

Readings:

(LaDuke) pp. 87 - 130

Readings:

(LaDuke) pp. 131 - 152

Week 15:

Readings:

(LaDuke) pp. 213 – 236

Response paper 4 due

Final Exam: TBA (in our classroom)

GE Rationale and Assessment Plan

Comparative Studies 4822 - Native American Identity

This course explores historical and contemporary issues of American Indian identity, primarily in the U.S.; with a focus on American Indian authors, artists, and scholars and is something of a capstone course for the American Indian Studies minor, an interdisciplinary field of study that focuses on the histories, experiences, languages, arts, and cultures of peoples indigenous to the lands that now comprise the United States of America. It also serves as a valuable elective for students not in the field. Students are exposed to, and work with, Indigenous cultures and ideas within the United States that are a part of the American experience, and with which they may have previously had only a passing familiarity. The intention of this course is to introduce students to a small but important minority within the United States – Native American Indians. Although American Indians constitute only about 1% of the U.S. population, the histories, stories, and experiences of the first peoples of what is now the United States permeates much of historical and contemporary America. Exposure to the American Indian experience contributes to students' understandings generally of the diversity of peoples in the United States.

The portal for discussing a wide range of topics and issues affecting American Indians is the matter of identity; and to do so requires a holistic approach, and draws together materials from a wide variety of sources. It seeks to broaden students' understandings of the diversity and complexity of American Indian identities, communities, and nations; to make connections between Native peoples and cultures in the U.S. and Indigenous peoples and cultures across the Americas and around the globe; and to provide comparative and intersectional approaches to issues of race, ethnicity, gender, sexuality, class, and citizenship.

The kinds of topics addressed in the course are similar to those that are considered in such courses as Comparative Studies 2367.02, *Latino Identity*, which currently fulfill the Writing and Communication: Level 2 and Diversity: Social Diversity in the US GE requirements. CS 4822 is also similar to Comparative Studies 2367.08 *American Identity in the World*, which satisfies the GE requirements of Writing and Communication: Level 2, Cultures and Ideas, and Diversity: Social Diversity in the US.

The general goals and the expected learning outcomes of the *Cultures and Ideas* and *Social Diversity in the United States* categories are fulfilled through the reading, viewing, and writing assignments that the class requires. More specifically, the course helps students develop a capacity for “evaluat[ing] significant cultural phenomena and ideas in order to develop capacities for aesthetic and historical response and judgment; and interpretation and evaluation.” It teaches students to “analyze and interpret major forms of human thought, culture, and expression” and “evaluate how ideas influence the character of human beliefs, the perception of reality, and the norms which guide human behavior.”

Comparative Studies 4822 addresses significant issues that arise within American Indian Studies, and the construction of the identity of “American Indian.” For example, how does the history of Native/ non-Native contact of the past influences interactions and relations between members of

these groups today? How have stereotypes and representations of American Indian peoples evolved and whether Native peoples are resisting categorization by others. What are the ways the Native American Indian urban experiences, Indigenous feminist experiences, and LGBTQ experiences are unique and diverse? Students will read a range of texts and articles and view several films that speak to these and other issues. Who is Indian and who is not? What does it mean to be “American Indian?” Through regular writing in of response papers throughout the semester, presentation of discussion questions, class participation, and a final essay exam, students will develop their critical analytical skills as well as their writing and oral presentation skills, as is expected in a humanities class.

The course begins with several classes that introduce students to key concepts and definitions of the nature of American Indian Studies, the course is divided into units that comprise an overview of the discipline itself: (1) Introductions; (2) Construction of “Indian” and “Indigeneity”; (3) First Encounter to Dispossession; (4) Reimagination of being Indian; (5) Reservation to Resurgence; (6) Indians in Unexpected Places; (7) “Representation”; (8) “Athletics”; (9) Academics and Museums; (10) Native Film and Literature; (11) Urban Indian experience; (11) Art and Material culture; (12) What we don’t know about “being” Indian; (13) Indigenous Feminism; (14) Indigenous LGBTQ; (15) Land, Spirit, and Identity; (16) The Black Indian Experience; and (17) Contemporary issues in “Indian identity.”

These units give students a general overview of the contemporary and historic experiences of people now identified as Native American Indian in the United States, from pre-contact to the present-day. Students are challenged in their assumptions about American Indian peoples and communities, and are exposed to the ways in which American “Indians” either assimilated into the mainstream and relinquished their Indian identity or resisted assimilation through rebellion, strategic accommodation, and innovation. Students also learn about the great diversity of Native Americans in what is now the United States as evidenced in politics, language, religion, worldview, lifeways, literature and expressive arts, and material culture. Students also gain a firm understanding of the legal status of American Indians, past and present, as well as, the complexities of identity and the multiple socially constructed markers for “identity.” Students will complete the course with an understanding of the fundamental concepts, ideas and information necessary to complete or complement their American Indian Studies minor, if they so choose, as well as the skills gained generally from an Arts and Sciences course at the Ohio State University.

A. Comparative Studies 4822 meets the goals and learning objectives of the Arts and Sciences General Education Curriculum for Semester Courses in Comparative Studies - Cultures and Ideas category in the following ways:

General goals of the GE Cultures and Ideas requirements:

- **Aesthetic and historical response and judgment:** Students consider the historical development and contemporary definitions and conceptions of the histories, experiences, languages, arts, and cultures of Native American Indians .

- **Interpretation and evaluation:** Students learn about humanistic approaches to the study of the histories, experiences, languages, arts, and cultures of the first peoples of what is now the United States.
- **Critical listening, reading, seeing, thinking, and writing:** Students become critical observers of the histories, experiences, languages, arts, and cultures of the Indigenous peoples of the United States.
- **Experiencing the arts and reflecting on that experience:** Students directly engage the diversity of arts and experiences of American Indian peoples.

General learning objectives of the GE Arts and Humanities - Cultures and Ideas requirements:

- **Students develop abilities to be informed observers of, or active participants in, the visual, spatial, performing, spoken, or literary arts.** Students analyze a range of readings and visual texts related to the histories, experiences, languages, arts, and cultures of Native North Americans.
- **Students develop an understanding of the foundations of human beliefs, the nature of reality, and the norms that guide human behavior.** Students learn to examine critically the diversity of histories, experiences, languages, arts, and cultures of American Indian individuals and communities as they relate to each other and to their own.
- **Students examine and interpret how the human condition and human values are explored through works of art and humanistic writings.** Students are encouraged to examine the ways in which different representations of the histories, experiences, languages, arts, and cultures of Native American Indians in both written and visual texts shape their own and others' values and perspectives.

Expected Learning Outcomes for Cultures and Ideas:

- **Students develop abilities to analyze, appreciate, and interpret major forms of human thought and expression.** Students analyze written and visual texts related to the histories, experiences, languages, arts, and cultures of Native American Indians and the ways in which those representations affect the development of values and influence policy decisions.
- **Students develop abilities to understand how ideas influence the character of human beliefs, the perception of reality, and the norms which guide human behavior.** Students analyze the use of various ideas, norms and perceptions of a diversity of Indigenous peoples of North America in a multitude of distinct cultural and historical contexts.

B. Comparative Studies 4822 meets the goals and learning objectives of the Arts and Sciences General Education Curriculum for Semester Courses in Comparative Studies - Social Diversity in the United States category in the following ways:

General goals of the GE Arts and Humanities - Social Diversity in the United States requirements:

- **Understanding the pluralistic nature of institutions, society, and culture in the United States in order to become educated, productive, and principled citizens.** Students are exposed to and learn about the myriad of histories, experiences, languages, arts, and cultures of Native North Americans

Expected Learning Outcomes for Social Diversity in the United States:

- **Students describe and evaluate the roles of such categories as race, gender and sexuality, disability, class, ethnicity, and religion in the pluralistic institutions and cultures of the United States.** An introduction to the histories, experiences, languages, arts and cultures of Native American peoples necessarily engages in issues of race, gender, disability, class, ethnicity, and religion in exploring the pluralistic institutions and cultures of the United States.
- **Students recognize the role of social diversity in shaping their own attitudes and values regarding appreciation, tolerance, and equality of others.** Exposure to the American Indian experience contributes to students’ understandings generally of the diversity of peoples in the United States, as well as, exposure to attitudes and values different from their own and fosters tolerance and appreciation of the equality of all Americans.

Assessment plan for the course:

GE Cultures and Ideas and GE Social Diversity in the United States Assessment Plan

a) Specific Methods used to demonstrate student achievement of the GE expected learning outcomes

<p>GE Expected Learning Outcomes for Cultures and Ideas GE</p>	<p>Direct Methods (<i>assess student performance related to the expected learning outcomes. Examples of direct assessments are: pre/post test; course-embedded questions; standardized exams; portfolio evaluation; videotape/audiotape of performance</i>)</p>	<p>Indirect Methods (<i>assess opinions or thoughts about student knowledge, skills, attitudes, learning experiences, and perceptions. Examples of indirect measures are: student surveys about instruction; focus groups; student self-evaluations</i>)</p>
--	---	--

1. Students analyze and interpret major forms of human thought, culture, and expression.	Embedded questions on exam ¹ Analysis of semester-long discussion and journal ²	Opinion survey ³
2. Students evaluate how ideas influence the character of human beliefs, the perception of reality, and the norms which guide human behavior.	Embedded questions on exam Analysis of semester-long discussion and journal	Opinion survey

GE Expected Learning Outcomes for Social Diversity in United States	Direct Methods (<i>assess student performance related to the expected learning outcomes. Examples of direct assessments are: pre/post test; course-embedded questions; standardized exams; portfolio evaluation; videotape/audiotape of performance</i>)	Indirect Methods (<i>assess opinions or thoughts about student knowledge, skills, attitudes, learning experiences, and perceptions. Examples of indirect measures are: student surveys about instruction; focus groups; student self-evaluations</i>)
1. Students describe and evaluate the roles of such categories as race, gender and sexuality, disability, class, ethnicity, and religion in the pluralistic institutions and cultures of the United States.	Embedded questions on exam Analysis of semester-long discussion and journal	Opinion survey
2. Students recognize the role of social diversity in shaping their own attitudes and values regarding appreciation, tolerance, and equality of others.	Embedded questions on exam Analysis of semester-long discussion and journal	Opinion survey

¹ On the final, questions will be written specifically to assess student achievement of each GE expected learning outcome. The scores on these questions will be included in the totals for the exam but will also be analyzed separately so that the data can be used in revising the course and for GE assessment reporting purposes.

² Throughout the semester, each student has the opportunity to demonstrate mastery of GE expected learning outcomes by participating in classroom discussions as well as writing a

reading response journal. Elements that reprise the GE expected learning outcomes have been written into the assessments for each of these graded elements.

³ At the end of the semester, each student will be asked to fill out an evaluation of the course, the professor's guidance toward expected outcomes, and their performance regarding these outcomes.

b) Explanation of level of student achievement expected:

For the exam, success means that 75% or more of students will answer questions clearly reflecting their abilities in at least 75% of the GE ELO categories. For discussions and journals, success will mean that at least 75% of the students will reflect undergraduate-level mastery of 75% of the GE ELO categories for the two GE expected learning outcomes.

c) Description of follow-up/feedback processes:

At the end of the course, we will use an analysis of the exam outcomes, the discussion questions and response paper outcomes to identify problem spots and how we might change the course and the presentation of materials to insure better fulfillment of the two GE Cultures and Ideas expected learning outcomes. We will also analyze the self-evaluation questions carefully to judge how students evaluated their own progress and to determine whether student perception meshed with performance. If there is a conflict, we will adjust the presentation and assessment of material as warranted. We will archive these end-of-semester analyses in the instructor's office so that we can gauge whether any changes made were effective. These evaluations will be discussed with the curriculum committee when required. We will also use these data to write a GE report when the ASCC Assessment Panel asks for one.