

EDUC 169: CROSS-CULTURAL BRIDGES: A HUMANIST APPROACH TO EDUCATION

In Workflow

1. UGSE Chair (hembrees@csus.edu)
2. ED College Committee Chair (sarah.ives@csus.edu;%20dale.allender@csus.edu)
3. ED Dean (kdohara@csus.edu)
4. Academic Services (torsetj@csus.edu;%20212408496@csus.edu;%20cnewsome@skymail.csus.edu)
5. Senate Curriculum Subcommittee Chair (curriculum@csus.edu)
6. GE Crs Rev Subcommittee Chair (smizrahi@csus.edu)
7. Dean of Undergraduate (james.german@csus.edu;%20celena.showers@csus.edu)
8. Dean of Graduate (cnewsome@skymail.csus.edu)
9. Catalog Editor (212408496@csus.edu;%20torsetj@csus.edu;%20cnewsome@skymail.csus.edu)
10. Registrar's Office (wwd22@csus.edu;%20w lindsey@csus.edu;%20sac19595@csus.edu;%20danielle.ambrose@csus.edu;%20h.skocilich@csus.edu;%20205109584@csus.edu)
11. PeopleSoft (PeopleSoft@csus.edu)

Approval Path

1. Wed, 02 Oct 2019 00:01:17 GMT
Sheri Hembree (hembrees): Rollback to Initiator
2. Wed, 02 Oct 2019 22:55:40 GMT
Sheri Hembree (hembrees): Rollback to Initiator
3. Tue, 15 Oct 2019 22:54:56 GMT
Sheri Hembree (hembrees): Approved for UGSE Chair
4. Wed, 23 Oct 2019 22:09:59 GMT
Sarah Ives (sarah.ives): Rollback to Initiator
5. Thu, 24 Oct 2019 04:41:35 GMT
Sheri Hembree (hembrees): Approved for UGSE Chair
6. Thu, 24 Oct 2019 05:53:33 GMT
Sarah Ives (sarah.ives): Approved for ED College Committee Chair
7. Fri, 25 Oct 2019 22:01:03 GMT
Karen O'Hara (kdohara): Approved for ED Dean

New Course Proposal

Date Submitted: Thu, 24 Oct 2019 04:40:20 GMT

Viewing: EDUC 169 : Cross-Cultural Bridges: A Humanist Approach to Education

Last edit: Fri, 25 Oct 2019 22:00:58 GMT

Changes proposed by: Sheri Hembree (101037114)

Contact(s):

Name (First Last)	Email	Phone 999-999-9999
Angela Leslie	angela.leslie@csus.edu	916-278-7031

Catalog Title:

Cross-Cultural Bridges: A Humanist Approach to Education

Class Schedule Title:

Cross-Cultural Bridges

Academic Group: (College)

ED - Education

Academic Organization: (Department)

Undergraduate Studies in Education

Will this course be offered through the College of Continuing Education (CCE)?

No

Catalog Year Effective:

Fall 2020 (2020/2021 Catalog)

Subject Area: (prefix)

EDUC - Education

Catalog Number: (course number)

169

Course ID: (For administrative use only.)

TBD

Units:

3

In what term(s) will this course typically be offered?

Fall, Spring, Summer

Does this course require a room for its final exam?

No, final exam does not require a room

Does this course replace an existing experimental course?

No

This course complies with the credit hour policy:

Yes

Justification for course proposal:

There is an increased need for educators to understand the dynamics of race, culture, and socioeconomic status in diverse educational settings. This course focuses on a unique perspective of history and humanist pedagogy, that centers on how cultural groups have worked together in the past, particularly during enslavement, and how those examples and lessons can serve as a catalyst for change in education today. This course will add to students' course choices in the Equity and Engagement Minor in Education, and is being considered in a new Teaching Minor to provide pre-teaching content to undergraduate students. In addition, EO 1100 requires students to take upper division courses in GE Areas B, C, and D. This course would add to the selection of courses that meet upper division Area C course and Race and Ethnicity requirements for all Sac State students.

Course Description: (Not to exceed 80 words and language should conform to catalog copy.)

This course is designed to expand students' knowledge of how history informs present day dynamics of race, culture, and socioeconomic status in education. Students will examine how humanists in history navigated cultural differences. A critical discourse that centers on humanist pedagogy will be used to show how future educators, leaders, and students can evolve in their own identities to understand cultural differences and how they can create change.

Are one or more field trips required with this course?

No

Fee Course?

No

Is this course designated as Service Learning?

No

Does this course require safety training?

No

Does this course require personal protective equipment (PPE)?

No

Does this course have prerequisites?

No

Does this course have corequisites?

No

Graded:

Letter

Approval required for enrollment?

No Approval Required

Course Component(s) and Classification(s):

Discussion

Discussion Classification

CS#02 - Lecture/Discussion (K-factor=1WTU per unit)

Discussion Units

3

Is this a paired course?

No

Is this course crosslisted?

No

Can this course be repeated for credit?

No

Can the course be taken for credit more than once during the same term?

No

Description of the Expected Learning Outcomes: Describe outcomes using the following format: "Students will be able to: 1), 2), etc."**Student Learning Objectives**

Upon completion of the course, students will be able to:

- 1) Describe how humanist pedagogy created resistance to societal and cultural norms in early history.
- 2) Investigate and analyze how cross-cultural relationships and a humanist approach in history has created positive changes in society and education.
- 3) Explain the social construction of race roles and how these roles have evolved in human societies.
- 4) Critically analyze and compare different perspectives of controversial ideas and practices related to gender, race, and socioeconomic differences in education from the past to present.
- 5) Apply a humanist approach to understand links between education and society.

Course Specific Outcomes

Students will be able to

- 1) Recognize historical figures who adopted humanist principles to create lasting positive changes in education and society.
- 2) Discuss how gender, race, and socioeconomic factors influenced cultural and educational roles in history.
- 3) Describe how educational institutions are viewed as socio-cultural, historical, and institutional contexts
- 4) Explain gender, race, and cultural norms influence educational standards for different groups.
- 5) Identify key terms and research associated with power and privilege in education and society.
- 6) Explain how socioeconomic status informs educational access throughout history.
- 7) Students will analyze humanist pedagogy to gain a better understanding on how to employ a humanist approach in education and life.

Attach a list of the required/recommended course readings and activities:

Cross Cultural Bridges Reading List.docx

Assessment Strategies: A description of the assessment strategies (e.g., portfolios, examinations, performances, pre-and post-tests, conferences with students, student papers) which will be used by the instructor to determine the extent to which students have achieved the learning outcomes noted above.

1. Assigned readings in a variety of areas to expand on student's knowledge and understanding of humanist pedagogy situated in education and society. Area C Learning Outcome (ACLO) and Course Specific Outcome (CSO):

ACLO: 1, 2, 3, 4, 5

CSO: 1, 2, 5, 6, 7

2. Class discussion, lectures, and activities

ACLO: 1, 2, 3

CSO: 1, 2, 5, 7

3. Weekly reflection papers

ACLO: 1, 4, 5

CSO: 1, 2, 3, 4, 5, 7

4. Student essays

ACLO: 1, 2, 3, 5
CSO: 1, 2, 5, 6, 7, 8
5. Midterm
ACLO: 1, 2, 3
CSO: 1, 3, 4, 5

For whom is this course being developed?

Minors in the Dept
General Education

Is this course required in a degree program (major, minor, graduate degree, certificate?)

No

Does the proposed change or addition cause a significant increase in the use of College or University resources (lab room, computer)?

No

Will there be any departments affected by this proposed course?

No

I/we as the author(s) of this course proposal agree to provide a new or updated accessibility checklist to the Dean's office prior to the semester when this course is taught utilizing the changes proposed here.

I/we agree

University Learning Goals

Undergraduate Learning Goals:

Knowledge of human cultures and the physical and natural world
Personal and social responsibility
Intellectual and practical skills

Is this course required as part of a teaching credential program, a single subject, or multiple subject waiver program (e.g., Liberal Studies, Biology) or other school personnel preparation program (e.g., School of Nursing)?

No

GE Course and GE Goal(s)

Is this a General Education (GE) course or is it being considered for GE?

Yes

In which GE area(s) does this apply?

C2. Humanities

Which GE objective(s) does this course satisfy?

Develop an acquaintance and understanding of cultures and major dynamic social institutions which affect one's life.
Possess a significant and useful understanding of peoples from a diversity of cultures and backgrounds, including women and ethnic and other minority groups who have been the objects of prejudice and adverse discrimination within our society.

Attach Course Syllabus with Detailed Outline of Weekly Topics:

Cross Cultural Bridges3.docx

Syllabi must include: GE area outcomes listed verbatim; catalog description of the course; prerequisites, if any; student learning objectives; assignments; texts; reading lists; materials; grading system; exams and other methods of evaluation.

Will more than one section of this course be offered?

Yes

Provide a description of what would be considered common to all sections and what might typically vary between sections:

The book, Learning from the path of our better selves is the foundation of this course, which examines humanists in history, introduces key concepts of humanist pedagogy, and offers philosophical questions centering on cultural roles in history and how this informs our understanding of humanity today. The additional readings may vary slightly from one instructor to the next.

Please write a statement indicating the means and methods for evaluating the extent to which the objectives of the GE Area(s) and any writing requirements are met for all course sections:

Similar to other EDUC courses, all instructors will review the objectives and curriculum of the course to collaborate and update this course accordingly.

What steps does the department plan to take to ensure that instructors comply with the respective category criteria and who is responsible?

The EDUC Undergraduate Coordinator will review syllabi from instructors who teach the same courses and hold monthly meetings to ensure course goals are being met.

General Education Details - Area C2: Humanities

Section 1.

Indicate in written statements how the course meets the following criteria for Area C2. Relate the statements to the course syllabus and outline. Be as succinct as possible.

Is broad in scope or survey in nature.

This course will help students demonstrate knowledge of how humanist pedagogy created resistance to societal and cultural norms in early history.

Develops an understanding of and appreciation for the diversity of the human community.

This course gives students the opportunity to investigate and analyze how cross-cultural relationships and a humanist approach in history have created positive changes in society and education. Students will be able to recognize and learn about historical figures who adopted humanist principles to create lasting positive changes in education and society.

Develops a comprehensive understanding and appreciation of the heritage being studied and transmits a knowledge of the Western and Non-Western cultural heritage in the humanities. Students should be able to:

Demonstrate knowledge of the conventions and methods of the study of the humanities.

The course requires students to examine the social construction of race roles and how these roles have evolved in human societies.

Investigate, describe, and analyze the roles and effects of human culture and understanding in the development of human societies.

The course offers students the opportunity to investigate how educational institutions are viewed as socio-cultural, historical, and institutional contexts. Students will understand how the social construction of race, cultural norms and how these expectations influence educational standards for different groups. Students will analyze and identify key terms from humanist pedagogy and educational philosophy in examining power and privilege in education and society.

Compare and analyze various conceptions of humankind.

The course offers students the chance to critically analyze and compare different perspectives of controversial ideas and practices related to gender, race, and socioeconomic differences in education from the past to present

Demonstrate knowledge and understanding of the historical development of cultures and civilizations, including their animating ideas and values.

The course reviews how a humanist approach to education and life can build cross-cultural bridges in education and society. Students will analyze humanist pedagogy to gain a better understanding of how to employ a humanist approach in education and life.

In presenting the contribution and perspectives of people, the coursework addresses at least two of the following:

- Women
- Ethnicity
- Socio-economic status
- Religious affiliation
- Disabilities
- Gays & lesbians

The coursework and readings explore how gender, race, and socioeconomic factors influenced cultural and educational roles in history. The book and readings address ideas of power and privilege in society and how they intersect with multiple identities including the aforementioned factors as well as religion, different capabilities, LGBTQIA identities, and immigration/citizenship status.

Includes a writing component described on course syllabus

I) If course is lower division, formal and/or informal writing assignments encouraging students to think through course concepts using at least one of the following: periodic lab reports, exams which include essay questions, periodic formal writing assignments, periodic journals, reading logs, other. Writing in lower division courses need not be graded, but must, at a minimum, be evaluated for clarity and proper handling of terms, phrases, and concepts related to the course.

2) If course is upper division, a minimum of 1500 words of formal, graded writing. [Preferably there should be more than one formal writing assignment and each writing assignment (e.g. periodic lab reports, exams which include essay questions, a research/term paper etc.) should be due in stages throughout the semester to allow the writer to revise after receiving feedback from the instructor. Include an indication of how writing is to be evaluated and entered into course grade determination.]

Writing assignments will be spread out throughout the entire semester, including two formal essays (2,000) words, seven reflective responses to questions embedded in the online book, and short essay answers on the Midterm. The course rubric for essays is introduced and reviewed in class before the first essay is due. See below.

Essay Grading Rubric

Introduction: (10 points)

- 1. Has an inviting opening, drawing the reader into the essay.
- 2. Introduces the topic briefly.
- 3. It provides a carefully articulated idea with a strong sense of purpose.

Supporting Paragraphs: (10 points)

- 4. Logically organizes information and fully develops a thesis. Has strong paragraph development where the first sentence of each paragraph is your "thesis" for that paragraph and the following sentences correlate to that idea.
- 5. Has strong transitions to tie your ideas and paragraphs together. The last sentence of the previous paragraph should correlate with the first sentence of your next paragraph. Start and end paragraphs with your own words, no citations.
- 6. Summarizes the key points in a conclusion in the last paragraph of the essay without introducing any new ideas.

APA in Paper: (10 points)

- 7. Cites (author, year) when paraphrasing or rewording.
- 8. Cites (author, year, page #) when using direct quotes or exact wording.
- 9.. Uses an APA block quote when citing 40 words or more (consecutively)
- 10. Cites every sentence that is not your own original idea.
- 11. Uses APA to cite sources correctly in reference page.

Research/Academic sources (20 points)

- 12. Has at least 5 academic sources.
- 13. Uses relevant and appropriate research sources to connect to.

Research and Critical Thinking: (40 points)

- 13. Locate and evaluate research in order to integrate credible and relevant sources.
- 14. Analyze and synthesize a credible and relevant body of literature.
- 15. Ability to make effective connections between claims supported by appropriate evidence.

Grammar Errors: (10 points)

- uses slang or informal language
- awkward or unclear wording
- fragmented sentences
- spelling and/or editing

Section 2.

If you would like, you may provide further information that might help the G.E. Course Review Committee understand how this course meets these criteria and/or the G.E. Program Objectives found in the CSUS Policy Manual, General Education Program, Section I.B.

I have included information on how this course meets the current Race and Ethnicity requirement.

Please attach any additional files not requested above:

GE Race Req Proposal.doc

Reviewer Comments:

Sheri Hembree (hembrees) (Wed, 02 Oct 2019 00:01:17 GMT):Rollback: Rollback to make changes and add GE information.

Sheri Hembree (hembrees) (Wed, 02 Oct 2019 22:55:40 GMT):Rollback: rollback per request

Sarah Ives (sarah.ives) (Wed, 23 Oct 2019 22:09:59 GMT):Rollback: See changes in email.

Key: 14161