**GENERAL EDUCATION DIVERSITY COURSE PROPOSAL**

 **WEBER STATE UNIVERSITY (2014)**

Area: **DIVERSITY (DV) *(Please note: Only courses with General Education status will be considered for Diversity.)***

Date: Oct 24, 2014

College: College of Social and Behavioral Science

Department: Political Science / Women and Gender Studies

Catalog Abbreviation: POLS / WGS

Catalog Title: Human Rights in the World

Course Number: POLS 2500 / WGS 2500

Credit Hours: 3

New Diversity Course: \_\_\_\_\_\_\_\_X\_\_\_\_\_\_\_\_

Revisions to an existing diversity course: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Renewal of an existing diversity course: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Effective Semester for the changes or change of status, if approved: \_\_\_\_Fall 2015\_\_\_\_\_\_\_\_\_\_\_\_

What General Education attributes are associated with this course: \_\_\_\_Social Science\_\_\_\_\_

Course description as you want it to appear in the catalog below:

Human rights (HR) are a powerful idea in the modern world, but also the focus of controversy. This course will provide students with a broad foundation in human rights including the ability to analyze HR in domestic and int’l law, examine prevention and prosecution techniques, and debate current issues at home and abroad. Emphasis will be placed on women and gender studies (including LGBT issues), vulnerable populations such as refugees, and atrocity crimes.

Indicate changes from the existing course description, if any. (Please copy and paste the Course Description from the WSU catalog and use strikeout for deletions and highlight for additions to language.)

N/A

**DIVERSITY MISSION STATEMENT**

General Education at Weber State University supports the development of cultural competencies through designated Diversity (DV) courses which prepare students to recognize a plurality of perspectives, including their own, to function successfully in a global society.

**DIVERSITY LEARNING OUTCOMES**

A student who successfully completes a General Education Diversity Course will:

 1. describe his/her own perspective as one among many,

 2. identify values and biases that inform the perspectives of oneself and others,

 3. recognize and articulate the rights, perspectives, and experiences of others.

General Education at Weber State University supports the development of cultural competencies through designated Diversity (DV) courses which prepare students to recognize a plurality of perspectives, including their own, to function successfully in a global society.

**COMPLETE THE FOLLOWING**

1. Give the date at which this proposal was discussed and approved by the department.

October 27, 2014

2. Give the score for the proposed course based on the rubric. (For example, meeting two components at Benchmark 1 level and two components at Milestone 2 level would be a score of 6.)

 Score = \_\_\_20\_\_\_\_\_\_ (This is not a factor in approval, but may be used to establish a

 baseline for future decisions.)

3. Attach a syllabus and summarize course materials used in this course that are relevant to the diversity classification. Include information about course format (lecture, lab, field trip, community interaction, etc.).

Syllabus is attached. The course is on human rights and thus has in-depth reading, research, writing, and discussions relating to women and gender issues, LGBTQ issues, racism, human trafficking, refugees, and so forth. The course is lecture and discussion based.

4. Explain how you have assessed the applicable or identified student learning outcomes associated with this course. Attach a matrix showing outcome, assessment, and results.

| Measurable Learning OutcomeStudents will… | Method of MeasurementDirect and Indirect Measures\* |
| --- | --- |
| Learning Outcome 1:identify values and biases that inform the perspectives of oneself and others | Measure 1:20 to 30 reading quiz question over the difference of universal vs relative human rights.   |
| Measure 2:Discussion on individual perceptions and bias, discussion on societal perception and biases. (Intl politics discusses East versus West in human rights; North versus South) Initial discussions will inform weekly discussions and debates on human rights.  |
| Learning Outcome 2:Describe his/her own perspective as one among many | Measure 1: 20 to 30 reading quiz question over the difference of universal vs relative human rights. Weekly current event analysis will be turned in and reflect a wide-range of human rights within the US and abroad. |
| Measure 2:Discussion on cultural self-awareness and biases. Initial discussions will inform weekly discussions and debates on human rights. Weekly discussions/debate on human rights around the world.  |
| Learning Outcome 3:recognize and articulate the rights, perspectives, and experiences of others. | Measure 1: 10 critical writing assignments will help students develop the ability to recognize the rights and perspectives of others through their reading and having to choose 10 different case studies.Measure 2: Writing the critical writing assignments will help the students be able to articulate the rights in a concise manner.Measure 2: Writing the critical writing assignments will help the students be able to articulate the rights in a concise manner. |

Written and oral communication, abstract logic or reasoning, and critical thinking will be assessed via several methods. One of the primary methods is the current event analyses which require the student to be able to understand the philosophical, legal, and political underpinnings of human rights and be able to provide written analysis of current events that are happening throughout the world. One day a week is devoted to arguing, debating, and discussing these current events in the frameworks previously mentioned.

From a similar syllabus on assessment:

“An **"A/ A- (10-9 points)"** will be a minimum of 1 page, maximum of 2 pages. I have noticed a trend that most papers with these grades tend to be 2 pages because it requires that much space to make your arguments and/or analysis.

These papers will link the current events assignments to the subjects we have been talking about in class and/or the readings that have been assigned.  They will explain why events are happening and using reasoning and critical thinking to link the event to the theoretical frameworks we delve into during class. Students will also be able to discuss the event, argue their position and debate on these topics.

A **"B to B- (8.5-8 points)"** will be a minimum of 1 page, maximum of 2 pages. A “B assignment” will still attempt to link the subject matter to the materials covered and will do a **good** job on all components.  In addition, papers which focus more on statements of value what should have happened, what ought to have happened, or are value laden instead of driven by logic and fact will be in the 8 point range. Papers which seek to answer why and set out seeking questions or more discussion based essays will be in this range depending on quality of writing.

A **"C to C- (7.5 - 7 points)"** has met the general requirements of the assignment and has done an adequate job at describing the events which occurred. These often include statements of fact, where you describe what happened but do not go into enough detail on why it happened, did not give any opinions or did not engage with further analysis.

5. How has this assessment been used to improve student learning?

I have not yet taught this class, so I cannot speak to improved learning in this class. However, I utilize this mixture of current event analyses and reading quizzes in another general education course that I teach POLS 2100: Intro to International Politics.

I have found in that class, that having students analyze the news, connect it to the readings, and then discuss, debate, and defend helps to engage the students. When they see the practical application of the theories they have read about it helps to connect the dots in the mind. They become more curious and want to see where else this applies to. As they become more engaged in the topic, retention and understanding of the materials also improves.

DIVERSITY COURSE APPROVAL PAGE

**Approval Sequence:**

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Department Chair/Date

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Dean of College/Date

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University Curriculum Committee/Date

Passed by Faculty Senate \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date