

ACADEMIC POLICIES COMMITTEE

UNDERGRADUATE CURRICULAR PROPOSAL(S) PROCEDURES TO CHANGE 2012-2013 CATALOG *(Approved by APC September 1, 2011)*

NAME OF SCHOOL OR DEPARTMENT: Sociology and Social Work

ACTION ITEMS/SUBSTANTIVE CHANGES INCLUDE: List proposal(s) with a one line abstract (examples):

Proposal I: Add SOC 222 Exploring Diversity Through Intergroup Dialogue (1 unit) focused on diversity education in partnership with the President's Diversity Office to the list of department electives.

Proposal II: Add SOC 314 Juvenile Delinquency to the list of recommended electives for Criminal Justice majors.

I. Rationale:

Proposal I: This course is offered in partnership with the President's Office of Diversity and is a central component of its strategy to increase awareness and sensitivity to issues of diversity on campus and beyond. It is aimed at helping students understand themselves and others; as well as live gracefully in complex professional, environmental, and social contexts (ILO 2: Growing in a Christ centered faith community) by providing students with opportunities for meaningful interaction and dialogue with a diverse group of students.

Proposal II: A substantial proportion of Criminal Justice majors have a strong interest in juvenile delinquency. Juvenile Delinquency is common elective at other institutions. Juvenile Delinquency is offered annually, it is a common elective for our students; thus, it seems reasonable to allow it to count as an elective for the major.

Proposal I:

1. How has assessment data informed the proposed change and how recently has your department or school completed a program review?

Data from the WASC accreditation process, particularly our need to incorporate diversity issues more centrally at the university.

2. What are comparable universities and colleges doing?
This course was developed at the University of Maryland in the 1990's. It is used widely

and has been found to have a significant impact on students knowledge and views about diversity.

3. Is the change related to stipulations imposed by outside accrediting agencies (addressing standards, etc.)?

Yes, WASC. It is aimed at addressing concerns about diversity.

3. How does the proposed change relate to the mission of the university?

See above.

It grows directly out of the mission and values of the university. Its goal is to provide one place to achieve outcomes around our value of diversity.

4. How does the change accommodate the department or school's learning outcomes for the major, minor, concentration, etc.? For instance, does the change help balance out the curriculum, or does it fill in a missing gap that would help strengthen the program? Does it add breadth or depth, etc.?

The change fits with the goals of the department and adds breadth to its diversity offerings.

6. What impact will it have on the size of the major, minor, etc.?

None. It is an elective course.

7. Will the change(s) be sustainable with human and financial resources?

We believe so. We have been offering the course for several semesters. It averages approximately 15 students. Additionally, it is only a single unit. While I do not list any offsets, it is possible, coming out of program review, we will realign the curriculum to reduce the overall number of units offered, increasing the sustainability of the course.

8. State other rationale that you deem appropriate.

The course comes as a special request from the President's Diversity Office.

Proposal II:

1. How has assessment data informed the proposed change and how recently has your department or school completed a program review?

After a review of the courses it appears to be a common elective for CJ majors.

2. What are comparable universities and colleges doing?

It is common for juvenile delinquency to be an elective in the Criminal Justice major.

3. Is the change related to stipulations imposed by outside accrediting agencies (addressing standards, etc.)?

No.

3. How does the proposed change relate to the mission of the university?

4. How does the change accommodate the department or school's learning outcomes for the major, minor, concentration, etc.? For instance, does the change help balance out the curriculum, or does it fill in a missing gap that would help strengthen the program? Does it add breadth or depth, etc.?

The course is currently offered.

6. What impact will it have on the size of the major, minor, etc.?

None. It is an elective course.

7. Will the change(s) be sustainable with human and financial resources?

Yes. The course is currently offered annually and fills.

8. State other rationale that you deem appropriate. N/A

III. Tentative Syllabus/Course Learning Outcomes: If you are proposing new courses, please include a tentative syllabus with course learning outcomes. This should not include textbooks, calendar, etc., but merely an idea of what the course content will include as well as what you hope the student will accomplish by the end of the course. **State four course learning outcomes at the most.**

Syllabus:

Course Description: This course engages students, from one or more cultural identity groups, in facilitated dialogue about the similarities and differences of experience that exist within a group and/or between and across groups. The goal of intergroup dialogue is for students to develop comfort with, and skill in, discourse on difficult topics toward the end of fostering positive, meaningful, and sustained cross-group relationships. Whereas in debate, students learn to listen to gain advantage, in intergroup dialogue, students learn

to listen to gain understanding. In so doing, students develop increased multicultural interaction facility, heightened intergroup awareness and sensitivity, and greater commitment to civic engagement. Ultimately, this course is about sharing perspectives and experiences, not about agreement with your facilitators or the philosophy of the program.

Reading Packet—TBD

Learning Outcomes

Students who successfully complete this course will be able to:

1. Examine diversity factors, in self and others, such as culture, ethnicity, race, class, gender, ability, religion, language, and sexual orientation
2. Analyze and explain how specific cultural experiences influence how one develops cultural competencies, skills, and prejudicial attitudes and beliefs
3. Apply and demonstrate knowledge of how to work effectively with those from diverse groups
4. Develop and design a plan for students from mainstream groups and students from under-represented groups to gain cross-cultural knowledge, values, and competencies

General Objectives & Desired Student Outcomes

1. “Knowing”—Epistemological/Choice: Students will develop increased personal and political awareness of cultural identity affiliation and difference, as well as increased knowledge about equity and diversity;
2. “Know How”—Epistemological/Choice: Students will develop increased communication and conflict exploration skills, as well as growth in perspective taking and complex thinking; students will develop the ability to juxtapose as well as integrate personal narrative and critical academic analysis;
3. “Being”—Ontological/Seeing: Students will develop decreased propensity for stereotyping, a reduction in intergroup interaction anxiety, increased comfort with multiculturalism, greater appreciation for difference, and increased motivation for cross-group bridge-building; and,
4. “Doing”—Axiomatic/Responsibility: Students will develop interest in taking action to bring about equity and justice.

Upon completion of this course, students will have developed:

1. “Knowing”—Epistemological/Choice: increased personal and political awareness of cultural identity affiliation and difference, as well as increased knowledge about equity and diversity;
2. “Know How”—Epistemological/Choice: increased communication and conflict exploration skills, as well as growth in perspective taking and complex thinking; the ability to juxtapose as well as integrate personal narrative and critical academic analysis;
3. “Being”—Ontological/Seeing: decreased propensity for stereotyping, a reduction in intergroup interaction anxiety, increased comfort with multiculturalism, greater appreciation for difference, and increased motivation for cross-group bridge-building;

4. “Doing”—Axiomatic/Choice: interest in taking action to bring about equity and justice.

Learning Expectations/Methods of Evaluation

1. Dialogue Attendance & Participation—50%

Dialogue Attendance Policy

- Students should be aware that the nature of learning in intergroup dialogue is cumulative (for example, understanding concepts discussed in the third dialogue is, to some degree, contingent upon having attended the first and second dialogues). Therefore, it is crucial that each student attend every dialogue. Attendance will be taken at every session. If you miss a session, your facilitators have the right (per university policy) to ask you to produce documentation of your absence.
- ***Students must attend 6 of the 8 dialogue sessions to earn the course credit (where the first week's attendance is not counted due to the add/drop period). Thus, you can only miss ONE class with a bona fide excuse from the remaining six sessions).*** There are no exceptions to this policy. If you must miss more than one class (even for documented reasons such as illness), the professor will ask you to withdraw from the course for issues of equity.

Dialogue Participation Policy

- Each student is expected to contribute to each dialogue and to engage in related activities in each session. While it is perfectly normal and legitimate to have ‘peaks and valleys’ of participation, total silence and lack of engagement with your peers is inappropriate and will be taken into account in this portion of the grade. You will receive fair warning from the facilitators about any lack of participation on your part before the end of the dialogue.
- Being prepared for the dialogue is taken into account as participation. Thus, you are expected to read/view/prepare the materials assigned to you before the dialogue starts. Because dialogues have a small number of participants, your level of preparation will immediately become obvious.
- Note: Your participation grade is NOT based on your agreement or disagreement with the perspectives raised by the facilitators (who often raise multiple perspectives as a part of the dialogue process). The primary goal of dialogue is to create understanding across different perspectives, not converting to or away from any single perspective. All that is asked of you is participation in good faith to the goal of creating understanding across difference.

2. Journal Reflections—20% for four reflections (5% each)

Journal Process

- At the conclusion of most of the dialogue sessions, students will be expected to

write a reflection on the experience of that day's dialogue. The length of these reflections should be determined by the content, not the reverse. **Most reflections that receive full points are about two pages (double spaced).** The purpose of the journal is to give you an opportunity to reflect on your personal narratives on the session (with a critical analysis of the readings) AND to have an opportunity for feedback from the facilitators. Reflections should be thoughtful and should do at least **5 points worth** of the following items for **full credit (5 points only)**:

- **Journal Rubric**

| Category Within The Journal | |
|--|--|
| A. Self Reflection: Examples include self critique or analysis, an awareness of self and/or self impact, explaining and expand on an 'a-ha!' moment you had related to the topic, session, and/or reading | |
| B. Group Dynamics: Examples include comment on the contributions of other participants in the session, analyze the unspoken social and/or conversational dynamics of the dialogue or experience | |
| C. Intellectual Theorizing: Examples include integrating relevant information from academic sources/readings, bringing in related narratives from other sources (friends, family, etc.), and/or framing the conversation within a broader context of social justice | |

- **Rubric Logic:** The rubric is purposely weighted to favor category A higher than category B, and category B higher than category C. Based on *quality of your work*, your journal will be assigned a point value for each category you chose to undertake, but not more than the range allows. A wise student will undertake all three categories where possible, because the minimums for the three combined categories totals 5 points. However, you are not obligated to write about all of the three categories. If you chose not to undertake a particular category, you bear the risk of not getting full credit. Also, even if you do all three categories very well, you will **not** be given a total of 9 points, because journals are only worth 5 total points.
- **Journals During Absence:** if you miss a dialogue, you can still turn in a journal (and you are explicitly encouraged to do so). You will only be able to do categories A and C, because category B postulates your attendance. It is still possible to obtain 5 points for this journal, but that means that your work in categories A and C must be better than minimum effort.
- To give students a sense of what facilitator feedback looks like before it counts, the first reflection will be given comments, and will *not* count toward the final grade. It is an opportunity to learn how to do a good reflection. Students will be expected to produce four journals for grading for sessions 2, 3, 4, and 6. You will not have a journal due for the last session 7 (because you have another assignment due). After session 5, your facilitators will produce a single journal to give to the class about their experiences as facilitators of the dialogue. This is an opportunity for you to provide feedback on their journal, though you are not required to do so.

Disputing a Journal Grade

- All journals will be graded for critical self-analysis, thoughtfulness, and substance according to the above rubric, NOT for whether you agree or disagree with the facilitators on social issues or ideas. The Intergroup Dialogue Course is absolutely committed to the goal of free expression. You are free *and encouraged* to provide your opinions (politically correct or not) in your journals and are asked to support them with your ideas AND to interrogate them from the perspective of someone who intelligently disagrees with you. In other words, you should be able to discuss your opinions from several perspectives, some with which you may disagree.

3. Out of Comfort Zone Experience–30%

- The dialogues are designed to get you to step outside your comfort zone. Thus, this assignment asks *you and another person* in the dialogue to attend an event, provide a service, or do something that you might not otherwise do *that is related to the topic of your dialogue*. Your facilitators will put you in pairs (or trios, depending on numbers). You and your partner(s) need to propose something for facilitator review by the third dialogue. All suggestions must be vetted and approved by your facilitators.
- Upon completion of your Out of Comfort Zone Experience, you are to write a **three-page reflection** on the experience and what you learned. All Out of Comfort Zone experiences are due by the last dialogue. Experience suggests that getting this assignment done early is in your best interest.
- The structure of the Out of Comfort Zone Experience paper should be turned in as two sections. The first section is a collective analysis of your experience; i.e., this should be co-written with your partner(s). The first section is worth a maximum of 15 points. The second section contains your individual perceptions and experiences; i.e., it is written alone. The second section is also worth 15 points. Each of the two sections of the Out of Comfort Zone Experience will be graded using the same rubric as the journal, but the point values will differ. Just to be clear: the first co-written section is worth a maximum of 15 points, even if you address all of the items below. Your individual section is worth a maximum of 15 points, even if it addresses all of the items below.

- **Out of Comfort Zone Experience Rubric**

| Category Within The Journal |
|--|
| A. Self Reflection: Examples include self critique or analysis, an awareness of self and/or self impact, explaining and expand on an ‘a-ha!’ moment you had related to the topic, session, and/or reading |
| B. Group Dynamics: Examples include comment on the contributions of other participation in the session, analyze the unspoken social and/or conversational dynamics of the dialogue or experience |
| C. Intellectual Theorizing: Examples include integrating relevant information from academic sources/readings, bringing in related narratives from other |

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| | sources (friends, family, etc.), and/or framing the conversation within a broader context of social justice | |
| 4. | <p>Extra Credit Opportunities</p> <ul style="list-style-type: none">Extra credit may be provided by your professor. If you encounter something related to your topic, you may bring it to the attention of your professor. The professor will have the final say about whether something merits extra credit. All extra credit is capped at 5 points (and may receive less, depending on the activity). <p>Criterion for Evaluation and Grading</p> <ul style="list-style-type: none">Students will be evaluated on dialogue attendance and participation, and the completion of all other learning expectations. Students will be graded on the <i>quality</i> of their contributions to the dialogue—their creativity, the degree to which they demonstrate their effort to understand and grow from the dialogues/activities/readings/reflections, the degree to which they work to share and develop their thinking, and their timeliness in completing assignments (5 points per day will be subtracted for lateness on the comment/question cards and reflections)—and not on the content of their opinions. <p>Grading Rubric</p> <p>A = 90-100%</p> <p>B = 80-89%</p> <p>C = 70-79%</p> <p>D = 60-69%</p> <p>F = 59% or less</p> <p>W=You will receive a W for Withdrawing should you not attend 5 of the last 6 sessions.</p> <p><i>Impact Statement</i></p> <ul style="list-style-type: none">In the discussion of politically complex and charged issues, like those at focus in this course, interpersonal as well as intellectual discomfort may arise. It is necessary to engage in discussion of these issues in order to come to a comprehensive, critically conscious understanding of how prejudice and discrimination operate in our lives and the larger world around us. It is only by engaging in the open and honest discussion of inequity that we can learn how to build inclusive and socially just communities both on-campus and beyond. If you become particularly distressed about any discussion please speak to the course facilitator immediately, and/or take advantage of the services offered by the | |

campus' Counseling Center located in the Wellness Center.

Equal Educational Opportunity Policy Statement

- In accordance with federal, state, local, and university policies (especially with respect to the 1964 Civil Rights Act and Section 504 of the Americans with Disabilities Act) access to equal educational opportunity is paramount. Thus, every effort will be made to arrange for reasonable accommodations to ensure that such opportunity exists and is measurable in terms of equality of outcomes for every student on the basis of race; ethnicity; language; geographic origin; socioeconomic class, sex and gender; gender identity and expression; sexual orientation; physical, developmental, and psychological ability; religious, faith-based, spiritual, and/or secular affiliation; age and generation; and physical appearance; among other categories of identity.

Statement on Academic Integrity

- The university has approved a Code of Academic Integrity available on the web at www.pointloma.edu/Handbook/Policies/Academic_Honesty.htm. The code prohibits students from cheating on exams, plagiarizing papers, submitting the same paper for credit in two courses without authorization, buying papers, submitting fraudulent documents, and forging signatures. The code strives to promote a “community of trust” on our campus.

Course Outline

Session 1—Beginning the Dialogue (Relationship Building)

Welcome and Introductions of participants

Activity [Choose 1]:

- Who Am I?
- Story About Your Name

Initial Logistics:

- Articulation of, Expectations for, and Concerns about, the Dialogue
- Thorough Review of Syllabus
- Sign final page and return to facilitators
- Sign in Sheet with verification of contact information

Activity on Listening: Zen Numbers

Decide on Parameters for Dialogue (i.e., ground rules):

- dialogue v. debate
- ways in which respect will be demonstrated for everyone's perspective in the dialogue
- strategies for ensuring that everyone is included in the dialogue; that no one person or group dominates the discussion
- what the content focus or foci for the dialogue will be, identification of the salient "issues" within the content-focus areas of the dialogue

Assignments:

- Reading: "Bridging Differences Through Dialogue" by Ximena Zúñiga
- First Journal (ungraded, though it will receive comments)

Session 2—Beginning the Dialogue (Relationship Building)

Review of Ground Rules

Collect any remaining syllabus contracts

Activity [Choose 1:]

- Personal Shield
- Cultural Chest
- Personal Stories

Initial Steps into the Dialogue Topic

Professor will place you in pairs (or trios) for the Out of Comfort Zone Experience.

Assignments:

Reading:

- Journal (graded)
- Develop and turn in your proposed topic for Out of Comfort Zone Experience with your partner(s)

Session 3—Feeling Each Other Out (Building Trust)

Review of Ground Rules

Activity: [Choose 1]

- Personal and Social Identity Wheels
- Circles of Multicultural Self
- Multiple Identities Exercise

Dialogue on the Article

Generate 'Hot Topics' for subsequent sessions

Assignments:

- Reading: [TBD]
- Journal (graded)

Session 4—Testing the Water, Taking a Stand (Managing Tension)

Review of Ground Rules

Activity: Opinion Spectrum

Dialogue on the Article

Assignments:

- Reading: TBA
- Journal (graded)

Session 5—Hot Topic (Mediating Discord)

Hot Topic: TBA

Assignments:

- Reading: TBA
- Reminder: Your Out of Comfort Zone Experience and Paper are due in two sessions.

Sessions 6 & 7— Hot Topic (Mediating Discord)

Hot Topic: TBA

Activity: [Pick 1]

- Crosswalk (if the group appears to communicate well directly)
- Caucus and Fishbowl (if the group appears to struggle with direct communication)

Assignments:

- Reading: “Action Continuum” by Wijeyesinghe and Griffin
- Journal (graded)
- Reminder: Your Out of Comfort Zone Experience and Paper are due at the beginning of the next session.

Session 8— Finding Ways to Come Together, Calling Each Other to Collective Action

Activity: [Pick 1]

- Action Planning Worksheet (if the group is ready for collective action)
- Specific Questions! (if the group has struggled to communicate, move through issues)

Discussion and Sharing of Out of Comfort Zone Experiences

Next Steps→ Action→ Campus/Community Engagement/Service/Experiential Activities

Celebrations/Recognition/Graduation

Verbal and Written Evaluations

Outcomes:

Students who successfully complete this course will be able to:

1. Examine diversity factors, in self and others, such as culture, ethnicity, race, class, gender, ability, religion, language, and sexual orientation
2. Analyze and explain how specific cultural experiences influence how one develops cultural competencies, skills, and prejudicial attitudes and beliefs
3. Apply and demonstrate knowledge of how to work effectively with those from diverse groups
4. Develop and design a plan for students from mainstream groups and students from under-represented groups to gain cross-cultural knowledge, values, and competencies

- **IV. Catalog Copy:**

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| Proposal I: Catalog Copy (Present) NA | SOC 222 (1) EXPLORING DIVERSITY THROUGH INTERGROUP DIALOGUE Engages students, from one or more cultural identity groups, in facilitated dialogue about the similarities and differences of experience that exist within a group and/or between and across groups. The goal of intergroup dialogue is for students to develop comfort with, and skill in, discourse on difficult topics toward the end of fostering positive, meaningful, and sustained cross-group relationships. |
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| Proposal II: Catalog Copy (Present) | New Descriptions | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
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V. Recorded Department/School Vote:

Please state the number and percentage of department school faculty who voted for the proposal. If other departments are affected, please inform the committee how those departments voted.

Unanimous

VI. Library Impact:

What new library acquisitions, if any, will be needed to support the proposed changes?

There will be no impact on the library.

VII. Technological Impact:

What new software, hardware or additional lab space will be needed to support the proposed changes?

There is no additional software or technological needs.

VIII. Final Summary: Review course and staffing impact with your College Dean.

Total course additions: 1

Total course deletions: 0

Total unit additions: 1

Total unit deletions: 0

Rotation of courses or deletion of sections to accommodate additions:

Staffing impact/increase or decrease: 0-has been offered as a 490

NON ACTION OR PROCEDURAL CHANGES: These changes will not go to the faculty floor for a vote. These are changes that include: revision of course descriptions including title, number or prerequisites, alternate year listing in the Catalog and the cross listing of courses.

I. List proposals with a one line abstract.

Proposal I: Change catalog language for SOC 476 Senior Seminar in Sociology to make it fit with the current practice.

Proposal II: Change the course description of SOC 444 Globalization and Cultures to read Offered in the spring of even years.

Proposal III: To change SOC 490 Special Topics in Sociology from a 3 unit to a variable unit course ranging from 1 to 4 units.

Proposal IV: To change SWK 490 Special Topics in Sociology from a 3 unit to a variable unit course ranging from 1 to 4 units.

II. List current descriptions and new descriptions side by side.

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| <p>Proposal I Current Descriptions</p> <p>SOC 476 (3) SENIOR SEMINAR IN SOCIOLOGY</p> <p>Intended for Sociology majors, including those with concentration in Criminal Justice. Course provides opportunity to integrate material learned in other sociology courses as well as opportunity to integrate academic learning with personal experiences. During the course, students prepare a portfolio of papers demonstrating their competence in sociology. Offered fall. <i>Prerequisite: Senior standing and major in Sociology.</i></p> | <p>New Descriptions</p> <p>SOC 476 (3) SENIOR SEMINAR IN SOCIOLOGY</p> <p>Intended for Sociology majors, including those with concentration in Criminal Justice. Course provides opportunity to integrate material learned in other sociology courses as well as opportunity to integrate academic learning with personal experiences. During the course, students <i>will write a senior thesis</i>. Offered fall. <i>Prerequisite: Senior standing and major in Sociology.</i></p> |
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| <p>Proposal II Current Descriptions</p> <p>SOC 444 (3) GLOBALIZATION AND CULTURE</p> <p>An exploration of the history, nature and</p> | <p>New Descriptions</p> <p>SOC 444 (3) GLOBALIZATION AND CULTURE</p> <p>An exploration of the history, nature and</p> |
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| <p>trajectories of globalization with particular attention to people groups on the margins. Rooted in ethnographic accounts of how the dominant political and economic systems affect those that have least access to power and wealth, this course critically examines the cultural patterns and social structures associated with globalization and the creative resistance that follows.</p> | <p>trajectories of globalization with particular attention to people groups on the margins. Rooted in ethnographic accounts of how the dominant political and economic systems affect those that have least access to power and wealth, this course critically examines the cultural patterns and social structures associated with globalization and the creative resistance that follows.</p> <p>Offered in the spring of even years.</p> |
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| <p>Proposal III Current Descriptions</p> <p>SOC 490 (3) SPECIAL TOPICS IN SOCIOLOGY</p> <p>Selected topics of current interest in depth. Application through travel or special projects may be an essential part of the course. May be repeated for up to a total of six units. Students wishing to earn more than six units must have consent of the department chair and the Vice Provost for Academic Administration. <i>Prerequisite: Consent of instructor</i></p> | <p>New Descriptions</p> <p>SOC 490 (1-4) SPECIAL TOPICS IN SOCIOLOGY</p> <p>Selected topics of current interest in depth. Application through travel or special projects may be an essential part of the course. May be repeated for up to a total of six units. Students wishing to earn more than six units must have consent of the department chair and the Vice Provost for Academic Administration. <i>Prerequisite: Consent of instructor</i></p> |
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| <p>Proposal IV Current Descriptions</p> <p>SWK 490 (3) SPECIAL TOPICS IN SOCIOLOGY</p> <p>Selected topics of current interest in depth. Application through travel or special projects may be an essential part of the course. May be repeated for up to a total of six units. Students wishing to earn more</p> | <p>New Descriptions</p> <p>SWK 490 (1-4) SPECIAL TOPICS IN SOCIOLOGY</p> <p>Selected topics of current interest in depth. Application through travel or special projects may be an essential part of the course. May be repeated for up to a total of six units. Students wishing to earn more</p> |
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| than six units must have consent of the department chair and the Vice Provost for Academic Administration. <i>Prerequisite: Consent of instructor</i> | than six units must have consent of the department chair and the Vice Provost for Academic Administration. <i>Prerequisite: Consent of instructor</i> |
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III. Rationale.

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| <p>Rationale:</p> <p>Proposal 1: To align content with what is actually being taught.</p> <p>Proposal 2: To communicate when the course is actually offered to enhance student planning.</p> <p>Proposal 3: To increase agility by providing more flexible curricular options.</p> <p>Proposal 4: To increase agility by providing more flexible curricular options.</p> |
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Final Check-off List:

- ☒ The College Dean has been consulted.
- ☒ All affected departments have been contacted and the results are indicated in the proposal.
- ☒ The proposal has been voted on by the department.
- ☒ Appropriate contacts have been made with the library and media services.
- ☒ Staffing impact has been addressed.