

Proposal Information

Type:

Change Course

Title:

Change Course: PLS 102

Log Number

12939-2023

College:

College of Liberal Arts and Sciences

Department:

Political Science Department

Author:

Darren Walhof

General Education Course Form

Proposed Actions

Add a course to a Cultures Category

Which Category: US Diversity

Your description of how you will provide learning experiences and do assessment is written from the perspective of one instructor; other instructors are free to use different methods.

PLS 102: American Government and Politics

How the Course Fits within the Category, Cultures - US Diversity

The United States is a nation that has been, and is increasingly becoming, one composed of people from many different backgrounds. Few nations have been faced with the challenges and opportunities of incorporating so many diverse groups of people. Members of such a nation and its societies need to be able to understand how diversity may affect their own individual identities as well as their relationships with people in their social and political communities.

Knowledge Outcome 1: Explain the historical trajectories and consequences, worldviews, languages, and/or ways of life of diverse cultures within the United States.

Using one or two examples, describe how you will teach students this outcome explain the historical trajectories and consequences, worldviews, languages, and/or ways of life of diverse cultures within the United States.

The historic consequences of privileged race, gender, and class are included in multiple units of the introductory U.S. politics course. An example of how this will be taught to students is by examining the struggle for political rights for people of color and women in the United States. This topic is carried through several units of the course. The century plus struggle for genuine political rights and the extending consequence of this struggle is read about, discussed, and included in a written assignments in the course.

For the purposes of GE assessment, select the method you will use to assess how well individual students have learned this outcome. Only select the most relevant assessment measure(s) that you will use for GE assessment. (During your course you could assess students using several measures, but for GE assessment you should only use a single measure.)

Exam/Quiz Question(s) - Individual

Knowledge Outcome 2: Explain how social constructions of ethnicity/race and at least one of the following social attributes shape group and individual identities: gender, class, abilities, age sexual orientation, religion, or common history.

Using one or two examples, describe how you will teach students this outcome explain how social constructions of ethnicity/race and at least one of the following social attributes shape group and individual identities: gender, class, abilities, age sexual orientation, religion, or common history.

Communities of color and Americans with lower socioeconomic status

historically are less politically active and have fewer elected representatives that share the same demographics. This is taught during the units on Congress, voting, political parties, and public opinion. We read and discuss how unequal participation and representation impacts public policy decisions made by our representatives.

For the purposes of GE assessment, select the method you will use to assess how well individual students have learned this outcome. Only select the most relevant assessment measure(s) that you will use for GE assessment. (During your course you could assess students using several measures, but for GE assessment you should only use a single measure.)

Exam/Quiz Question(s) - Individual

Knowledge Outcome 3: Explain how individual and systemic racism affect those who are discriminated against and those who discriminate against others in the United States.

Using one or two examples, describe how you will teach students this outcome explain how individual and systemic racism affect those who are discriminated against and those who discriminate against others in the United States.

One example of how this can be taught is through the unit on civil rights where we discuss the systemic racism of the criminal justice system and how that disproportionately impacts people of color in a variety of outlets. Another example is thinking about voting rights and political representation. Another example of how this can be taught is through the examination of privilege and power and the influence of such on politics. One way to do this is to examine campaign donations from interest groups to candidates and political parties.

For the purposes of GE assessment, select the method you will use to assess how well individual students have learned this outcome. Only select the most relevant assessment measure(s) that you will use for GE assessment. (During your course you could assess students using several measures, but for GE assessment you should only use a single measure.)

Exam/Quiz Question(s) - Individual

Skills Outcome: Information Literacy - identify the need for information; access, evaluate, and use information effectively, ethically, and legally.

- Defines the scope of the research question or thesis with clarity and appropriate depth.
- Accesses information by using effective, well-designed search strategies and the most relevant research tools.
- Chooses a variety of quality sources appropriate to the scope and discipline of the research question, incorporating seminal works and essential theorists/thinkers by using multiple evaluative criteria.
- Organizes and synthesizes information from sources to fully achieve the intended purpose, with clarity and depth.
- Completely and accurately cites all information sources used by appropriately paraphrasing, summarizing, and quoting.

For each objective listed above, describe how students will acquire the skill.

Objective 1: Students will be taught this objective by learning how to develop a research question. This could be done through the GEC video on research, examples of strong or weak research questions, or models of research questions.

Objective 2: Students will be taught this objective by learning how to use the library and political science specific search outlets.

Objective 3: Students will be taught the importance of fact checking and evaluating the quality of sources in the political realm. This vetting process will be essential for having proper sources for their research papers.

Objective 4: Students will be taught this through the use and examination of course materials that successfully achieve objective 4.

Objective 5: Students will be taught this via discussion of plagiarism and the dissemination of resources to assist students in properly paraphrasing, summarizing, and quoting.

For the purposes of GE assessment, select the method you will use to assess how well individual students have learned this outcome. Only select the most relevant assessment measure(s) that you will use for GE assessment. (During your course you could assess students using several measures, but for GE assessment you should only use a single measure.)

Skills Outcome: Ethical Reasoning - apply ethical principles and codes of conduct to decision making.

- Recognizes ethical issues when presented in a complex, multilayered (gray) context and can recognize interrelationships among the issues.
- Names the major ethical theory or theories used, presents the gist of said theory or theories, and thoroughly and accurately explains the details of the theory or theories used.
- Applies ethical theories to a complex issue accurately and considers the full implications of the application.
- States a position in-depth and effectively defends against other ethical perspectives.

For each objective listed above, describe how students will acquire the skill.

Objective 1: Students will learn to recognize and complexly consider ethical issues in American politics through lectures, class discussions, and exercises on historical and contemporary issues in U.S. politics.

Objective 2: Students will learn major ethical theories in U.S. politics through lectures and other course material. They will learn to explain these theories through discussions, essays, presentations, and exams.

Objective 3: Students will apply the theories they learn in this course via various assignments. For example, written essays, discussions, and oral presentations.

Objective 4: Students will learn to take ethical positions and to defend those by choosing topics for assignments, applying research skills, what they learned in the course, and then defend their position in course assignments. These assignments may be oral presentations, written essays, and exams.

For the purposes of GE assessment, select the method you will use to assess how well individual students have learned this outcome. Only select the most relevant assessment measure(s) that you will use for GE assessment. (During your course you could assess students using several measures, but for GE assessment you should only use a single measure.)

Exam/Quiz Question(s) - Individual

Written Assignment - Individual