Proposal Form For Addition And Revision Of Courses

1. Proposing College / School: CLA
   Department: Foreign Languages & Literatures

2. Course Prefix and Number: FLGC 3510

3. Effective Term: M 2012

4. Course Title: Diversity in Contemporary Multicultural Societies
   Abbreviated Title (30 characters or less): Diversity in Societies

5. Requested Action:
   - [ ] Renumber a Course
   - [ ] Add a Course
   - [ ] Revise a Course
   Current Course Number:
   Proposed Course Number: FLGC 3510
   Type of Revision:

6. Course Credit:
   Contact/Group Hours
   Scheduled Type Per Term?
   Weekly or Credit Hours
   Anticipated
   Maximum Hours Enrollment
   (Repeatability): 3
   Lecture
   weekly
   3
   30
   Total Credit Hours: 3

7. Grading Type:
   - [ ] Regular (ABCDF)
   - [ ] Satisfactory/Unsatisfactory (S/U)
   - [ ] Audit

8. Prerequisites, Co-Requisites:
   Prerequisite(s): None
   Co-Requisite(s): None
   Pre/Co-Requisite(s): None
   (indicate with * if item is recommended but not required; indicate minimum grade, if applicable)

9. Restrictions:
   - [ ] College
   - [ ] Major
   - [ ] Standing
   - [ ] Degree

10. Course Description:
    A survey of issues concerning race, class, and gender in contemporary multicultural societies around the world, including identity, immigration, assimilation, and linguistic choices.

   (20 Words or Less; exactly as it should appear in the Bulletin)

11. May Count Either
    Program Type
    Program Title
    Requirement or Elective?
    (Indicate if this particular course cannot be counted for credit in addition to another)
    (e.g.: minor, major, etc.)
    (e.g.: MS in Chemistry, Performance Option, Minor in Art)
    (required or optional?)
    Minor
    Minor in Global Cultures
    optional

12. Affected Program(s):
    (Respond "N/A" if not included in any program)

13. Overlapping or Duplication of Other Units' Offerings:
    (If course is included in any other degree program, is used as an elective frequently by other unit(s), or is in an area similar to that covered by another college/school, attach correspondence with relevant unit)
    - [ ] Applicable
    - [ ] Not Applicable
14. Justification:
The course is part of a new Minor in Global Cultures which provides students with the opportunity to study the diversity of world cultures, their differences as well as common human interests. The course will provide students with an overview of major societal issues in America and other societies around the globe. It will thus raise students' cross-cultural awareness and social responsibility.

15. Resources:
Departmental resources are already in place.

16. Student Learning Outcomes:
Students will have a better understanding of contemporary society.
They will also be better able to analyze issues of social or cultural difference.
They will have a better appreciation of their own culture and cultures different from theirs.

17. Course Content Outline:

Week 1 and Week 2

Week 3 and Week 4
Us and the Other(s) – Psychology, Philosophy and Literature about the Otherness (various readings from national writers living outside of their homelands, images of the exotic in operas and literature, i.e. Puccini’s Madame Butterfly, Saint Pierre’s Paul et Virginie, etc. together with readings of Freud and Lacan, and selections from Transgressing the Modem by J. Jervis, 1999)

Week 5 and Week 6
Creating and Maintaining Stereotypes, Ideology, Language and Social Control (to include popular culture phenomena, such as advertising, linguistic choices, and cinematic/literary representations) Selected Readings: Race, Class, and Gender in the United States by Paula Rothenberg (1992)

Week 7 and Week 8
Gender relations, Family, and Community (to include multicultural family concept, masculinities, patriarchal constraints and development of feminist movements, and intermarriage) Selected Readings: Race, Class, and Gender by Chow, Wilkinson, and Zinn (1995), Racial and Cultural Minorities by Simpson and Yinger (1986)

Week 9
Bringing Gender and Race in the Workplace (to include gender and race effects on occupational prestige, immigration issues and laws, and U.S. and other welfare systems) Selected Readings: Race, Class, and Gender by Chow, Wilkinson, and Zinn (1995)
Week 10 and Week 11
Politics in multicultural societies (to include differences of national and international approaches to politics, the election campaigns and the targeted audiences, duties and rights of elected officials in the States in comparison to other countries, the effect of class, gender, and race and political involvement, religious issues) Selected Readings: Race, Class, and Gender, and international magazines/TV news.

Week 12 and Week 13
Aesthetic Differences – Physical Appearances, Fashion, and Artistic Expressions.

Week 14 and Week 15
Multicultural Communication/ Course Conclusions (to include languages and language hybridization in America – i.e. Spanglish and Italiase, international etiquette, teaching/learning in a culturally diverse society); and idioms and dialects in different parts of the world. Selected Readings: Multiculturalism by D. Goldberg (1994), Living in Spanglish by Ed Morales (2002) and English: One Language, Different Cultures (1999)

(Provide a comprehensive, week-by-week breakdown of course content, including assignment due dates)

18. Assignments / Projects:

WEEKLY IN CLASS QUIZZES
Multiple choice and open-ended questions based on weekly readings

ATTENDANCE/PARTICIPATION
Students will be engaged in class discussion through a Socratic method and/or group activities spurred by one of the issues studied. Discussion will include personal reflections on the content, comparison of the content of other readings on previous issues, and questions to guide further group discussion during the meeting.

ONE 5-PAGE ESSAY (MID-TERM PROJECT)
Students will be asked to choose one particular issue of interest and to further research on the topic. They will need to consult also outside resources (to include personal interviews, newspaper articles, and critical material). Students will be asked to analyze the topic from several perspectives, to provide concrete examples, and to draw relevant conclusions. The essay should demonstrate student understanding of the causes and conditions and possible suggestions for the future.

FINAL WRITTEN EXAM
Final exam will be comprehensive and will contain multiple choice questions, associations, and essay questions.

(List all quizzes, projects, reports, activities and other components of the course grade — including a brief description of each assignment that clarifies its contribution to the course's learning objectives)

19. Rubric and Grading Scale:

Grades will be determined as follows:

Weekly In-Class Quizzes 25%
Attendance and Participation 20%
ONE 5-page Mid-Term Essay 25%
Final Written Exam 30%

A= 100-90
B= 89-80
C= 79-70
D= 69-60
F= <60

List all components of the course grade – including attendance and/or participation if relevant – with point totals for each; indicate point totals and ranges or percentages for grading scale; for S/U grading, detail performance expectations for a passing grade.

20. Justification for Graduate Credit: Not applicable

(Include a brief statement explaining how the course meets graduate educational standards (i.e.: rigorous standards for evaluation, development of critical thinking and analytical skills, etc.))

(Included below are standard statements regarding course policies. If necessary, a statement may be altered to reflect the academic policies of individual faculty members and/or the academic unit or department, provided that there is no conflict with the Tiger Cub, Faculty Handbook, or any existing university policy.)

REQUIRED STATEMENTS

Attendance: Although attendance is not required, students are expected to attend all classes, and will be held responsible for any content covered in the event of an absence.

Excused Absences: Students are granted excused absences from class for the following reasons: illness of the student or serious illness of a member of the student's immediate family, the death of a member of the student's immediate family, trips for student organizations sponsored by an academic unit, trips for university classes, trips for participation in intercollegiate athletic events, subpoena for a court appearance, and religious holidays. Students who wish to have an excused absence from class for any other reason must contact the instructor in advance of the absence to request permission. The instructor will weigh the merits of the request, and render a decision. When feasible, the student must notify the instructor prior to the occurrence of any excused absences, but in no case shall such notification occur more than one week after the absence. Appropriate documentation for all excused absences is required. Please see the Tiger Cub for more information on excused absences.

Make-Up Policy: Arrangement to make up a missed major examination (e.g., hour exams, mid-term exams) due to properly authorized excused absences must be initiated by the student within one week of the end of the period of the excused absence(s). Except in unusual circumstances, such as the continued absence of the student or the advent of university holidays, a make-up exam will take place within two weeks of the date that the student initiates arrangements for it. Except in extraordinary circumstances, no make-up exams will be arranged during the last three days before the final exam period begins.

Academic Honesty Policy: All portions of the Auburn University student academic honesty code (Title XII) found in the Tiger Cub will apply to university courses. All academic honesty violations or alleged violations of the SGA Code of Laws will be reported to the Office of the Provost, which will then refer the case to the Academic Honesty Committee.

Disability Accommodations: Students who need special accommodations in class, as provided for by the Americans With Disabilities Act, should arrange for a confidential meeting with the instructor during office hours in the first week of classes (or as soon as possible if accommodations are needed immediately). The student must bring a copy of their Accommodation Letter and an Instructor Verification Form to the meeting. If the student does not have these forms, they should make an appointment with the Program for Students with Disabilities, 1368 Haley Center, 844-2098 (VITT).