PROPOSAL SUMMARY AND ROUTING FORM

Proposal Title: **COAS 390: Topics in Integrative Studies: Cultural Competence through Literature and Film**

Initiating Unit or Individual: Roxanne Cullen  
Contact Person's Name: Roxanne Cullen  e-mail: cullenr@ferris.edu  phone: x2713  
Date or Term of Proposal Implementation: **FALL 2012**

- [ ] Group I - A – New degree/major or major, redirection of a current offering, or elimination of a degree, major or minor
- [ ] Group I - B – New minors or concentrations
- [ ] Group II - A – Minor curriculum clean-up and course changes
- [x] Group II - B – New Course
- [ ] Group III - Certificates
- [ ] Group IV – Off-Campus Programs

<table>
<thead>
<tr>
<th>Group/Individual</th>
<th>Signature</th>
<th>Date</th>
<th>Vote/Action *</th>
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</thead>
<tbody>
<tr>
<td>Program or Academic Unit Faculty</td>
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<tr>
<td>Department Faculty</td>
<td>Roxanne Cullen</td>
<td>03/01/12</td>
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<tr>
<td>Department Head</td>
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<td>College Curriculum Committee</td>
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<td>University Curriculum Committee</td>
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<td>Senate</td>
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<tr>
<td>Academic Affairs</td>
<td>Paul Blaker</td>
<td>8/14/12</td>
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</tbody>
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* Support with Concerns or Not Support must include a list of specific concerns. Votes must be shown for faculty groups. Administrators check appropriate action taken.

To be completed by Academic Affairs

President (Date Approved)  Board of Trustees (Date Approved)  President's Council (Date Approved)
1. Proposal Summary

(Summary is generally less than one page. Briefly: state what is proposed with a summary of rationale and highlights. Additional rationale may be attached.)

The BIS degree has only one required course, the orientation and capstone experience, COAS 495. I have found, however, that providing integrative learning options for the BIS students has been very successful. More and more students are using the internship option as well as special studies. I would like to add to the integrative learning opportunities for this growing number of students. (We have 23 graduates this Spring and are signing up 23-25 new students each semester.) Last year I proposed a course called Topics in Integrative Studies that had multiple topic options and was designed to cut across disciplines and be team-taught. The curriculum committee directed me to propose the course as an experimental course prior to requesting a permanent course number. This experimental course is in response to that directive.

2. Summary of All Course Action Required*

a. Newly Created Courses to FSU:
Prefix Number Title

COAS 390 Topics in Integrative Studies: Cultural Competence through Literature and Film

b. Courses to be Deleted From FSU Catalog:
Prefix Number Title

c. Existing Course(s) to be Modified:
Prefix Number Title

d. Addition of existing FSU courses to program
Prefix Number Title

e. Removal of existing FSU courses from program
Prefix Number Title
3. Summary of All Consultations

<table>
<thead>
<tr>
<th>Form Sent (B or C)</th>
<th>Date Sent</th>
<th>Responding Dept.</th>
<th>Date Received &amp; by Whom</th>
</tr>
</thead>
</table>

4. Will External Accreditation be Sought? (For new programs or certificates only)

   ☐       Yes    ☑   No

If yes, name the organization involved with accreditation for this program.

5. Program Checksheets affected by this proposal.  
   
   None
NEW COURSE INFORMATION FORM

Course Identification:

Prefix: COAS  
Number: 390  
Title: Topics in Integrative Studies: Cultural Competence through Literature and Film

Course Description:
The purpose of this interdisciplinary course is to introduce students to the concept of cultural competence within the framework of an increasingly interconnected and interdependent global society. This course fosters the notion of intercultural tolerance towards people from dissimilar backgrounds, whether those differences pertain to nationality, race, ethnicity, gender, sexual orientation, socio-economic status, age, physical abilities, mental abilities, religious beliefs, political beliefs, and/or other ideologies. As a means of accomplishing this goal, students will examine what comprises their own cultural identity by subsequently juxtaposing it with other cultures, identities, and perspectives through an analysis of the aforementioned differences.

At the same time, students will consider what is meant by culture through an analysis of world demographics, present and past geopolitical issues, and socio-economical realities. Specifically, we will take an interdisciplinary approach to explore how the topics of culture, hybridization, and immigration are portrayed in literature and film. Throughout the course, students will examine the relationship between the US and the global community in order to compare and contrast similarities and differences, as well as recognize the impact it has worldwide through its past and present cultural, economical and political models.

Course Outcomes and Assessment Plan:

Course Outcomes:

- Students will define cultural competence within the globalized context and recognize its importance
- Students will examine how ethnicity, religion, sexuality, language, and national identity influence identity development
- Students will understand the impact of cultural differences within the United States and around the world
- Students will compare and contrast their own identity and culture to those that differ
- Students will recognize the need for tolerance in an increasingly interconnected world
- Students will study the impact that hegemonic cultures have on subgroups and vice versa
Course Outline including Time Allocation:

TEXTBOOK:

Additional required readings (available in Blackboard):


Other material to be presented in class:


*Students will also use books, journal articles, magazines, and approved internet sources for completion of other assigned work and final project. Other course material will include guest speakers, a video series relating to the topics presented, and news articles from around the world.

EVALUATION (Grades will be updated weekly in Blackboard):

<table>
<thead>
<tr>
<th>Course components:</th>
<th>(%)</th>
<th>Grade Scale:</th>
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<tbody>
<tr>
<td>World news reports (5)</td>
<td>10%</td>
<td>93 - 100 A</td>
</tr>
<tr>
<td>Weekly journal reflection (10)</td>
<td>20%</td>
<td>90 - 92 A-</td>
</tr>
<tr>
<td>Quizzes</td>
<td>10%</td>
<td>87 - 89 B+</td>
</tr>
<tr>
<td>Participation and Attendance</td>
<td>15%</td>
<td>83 - 86 B</td>
</tr>
<tr>
<td>Mid-term</td>
<td>10%</td>
<td>80 - 82 B-</td>
</tr>
<tr>
<td>Final Exam</td>
<td>15%</td>
<td>77 - 79 C+</td>
</tr>
<tr>
<td>Final project</td>
<td>20%</td>
<td>59 - 0</td>
</tr>
</tbody>
</table>

WORLD NEWS REPORTS: Students will read, summarize and give a reaction on (5) news articles that must pertain and applies to at least (5) topics from the detailed course schedule. The news must come from (5) different countries in order to give contrasting points of view on different topics for enhanced classroom discussion. A form for these reports will be available on Blackboard at the beginning of the semester.

WEEKLY JOURNAL REFLECTION: Students will keep a journal for the course and will give a weekly reflection on at least one aspect of the material covered for a given week. Journal #7 must be a reflection on a cultural or an awareness event on campus.
QUIZZES: Brief quizzes will be given the day a chapter reading or an article is due. The quizzes act as an indicator to assure the instructor that the student has completed the reading assignment.

PARTICIPATION AND ATTENDANCE: Students must participate actively in all class activities is crucial for the student's progress. To achieve a maximum score in participation, the student should participate voluntarily and respectfully in classroom and group exercises. Leaving early, arriving late, and absences will lower the participation and attendance grade since no contribution to the class from a student who misses class. Please see “ATTENDANCE POLICY” in the next section for more details.

MID-TERM: The Mid-term Exam will cover material from the first half of the semester. The date of the mid-term is listed on the “COURSE SCHEDULE”.

FINAL EXAM: The Final Exam is comprehensive and will include material from through the course. See the “COURSE SCHEDULE” for the time, date, and location of the exam.

FINAL PROJECT: Students will have the option to complete one of the following final projects: 1) a classroom presentation using PowerPoint, 2) a final research paper, 3) a service-learning project with a final written report, or 4) a portfolio project and written report. All projects must be approved by the professor. Students will need to abide by the following guidelines:

1) Students must cite at least (5) sources according to MLA standards
2) Students must meet with the professor to discuss the project, during which time he will be given the rationale and relevance to the course
3) Students who choose a classroom presentation must present at least 10 minutes
4) Students who engage in a written project must write a minimum of 10 pages. In addition, they must also give a brief talk (2-3 minutes) on their findings
5) Students will complete a first draft of their project two weeks prior to the end of the semester in order to receive feedback for improvements before presenting see “COURSE SCHEDULE” for the due date for the first draft.

Tips for success in the class:
✓ Attend every class
✓ Arrive on time
✓ Complete all assignments when due
✓ Participate in all whole-class and group activities
✓ Ask questions if clarification is needed
✓ Investigate relevant topics in further depth through electronic resources and material from the library (including MelCat & ILL)
✓ Apply what is learned in class in your daily life
INSTRUCTOR’S POLICIES:
Honesty Policy: It is understood that all work handed in for evaluation must be entirely the student’s work. Cheating or plagiarism will result in an automatic F for the course.

ATTENDANCE POLICY: Two tardies or early departures will be considered as ONE absence. Students who miss more than two weeks worth of scheduled class meetings will fail the course. There is no differentiation between excused and unexcused absences for this policy (see exception below)**, so it is recommended to use them only in emergencies. Students will not receive any penalty for the first day of absence; however, starting on the second absence, 5% will be deducted from the attendance grade. Routine appointments (e.g. dentist, doctor, university professors/advisors), family vacations and incarceration will not be considered as excused absences. Students who have perfect attendance are generally better prepared than those who do not. Missing class can lead to falling behind quickly and ultimately leads to frustration. **Only extenuating circumstances such as official university business (sports, field trips, etc.), hospitalization, jury duty and dire family emergencies will be reviewed for an exception to this policy.

Make-up Policy: Students missing any quiz, exam or assignments will receive a zero for that particular assignment. No make-ups will be allowed for assignments; however, make-ups for quizzes and exams will be granted provided the student presents written documentation for an illness, university sponsored event, jury duty and/or an extenuating circumstance. Routine appointments (e.g. dentist, doctor, university professors/advisors), family vacations and incarceration will not be considered as valid excuses for making up coursework.

Office Hour Policy: I am available during my office hours to help students understand the topics of the course. Students can make an appointment if my office hours are not accommodating to their schedule. Your success IS important to me!

Student Behavior Policy:
Students should-
- Actively and voluntarily participate in all the activities in the classroom
- Respect their fellow classmates and professor

Cell Phone Policy: Students are required to stow away their cell phones during class. Any student caught texting will be given an absence for that day. Anyone who violates this policy a second time will be given a ZERO for the course and will be required to WITHDRAW immediately.

DISABILITY POLICY*: Ferris State University is committed to following the requirements of the Americans with Disabilities Act Amendments Act and Section 504 of the Rehabilitation Act. If you are a student with a disability or think you may have a disability, contact the Disabilities Services office at 231.591.3057 (voice), or email ecds@ferris.edu to discuss your request further. More information can be found on the web at http://www.ferris.edu/htmls/colleges/university/disability/.

*Any student registered with Disabilities Services should contact the instructor as soon as possible for assistance with classroom accommodations.

FERRIS STATE UNIVERSITY POLICIES:
Students should respect all rules of the Student Handbook:
http://www.ferris.edu/htmls/administration/StudentAffairs/Studenthandbook/
COURSE SCHEDULE – The Professor reserves the right to make changes in the Evaluation, Course Policies and/or Course Schedule as he deems necessary throughout the semester.

All assigned readings need to be completed before meeting for class as we will use the time to discussion and contextualize the concepts/topics:

<table>
<thead>
<tr>
<th>Week 1-</th>
<th>Important items due:</th>
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</table>
| * Introduction  
  * Chapter 1- “The Dispute Over Defining Culture” | Journal #1 |
| Week 2- | Journal #2 |
| * Chapter 3- “Culture’s Influence on Perception” | |
| Week 3- | Journal #3 |
| * Chapter 7- “Dimensions of Culture”  
  * Visit to the Jim Crow Museum on Ferris’ campus | |
| Week 4- | Journal #4 |
| * Chapter 8- “Dominant U.S. Cultural Patterns: Using Value Orientation Theory”  
  * Guest speaker on Diverse Population in the US | |
| Week 5- | World news report #1 |
| * Chapter 9- “Comparative Cultural Practices: Arab Culture” | |
| Week 6- | World news report #2 |
| * Chapter 10- “Women, Family, and Children”  
  * Anzaldúa’s *Borderlands: La Frontera* (Part 1: TBD)  
  * Guest speaker on Gender Roles and/or Sexuality | |
| Week 7- | Journal #5  
  * Mid-term Exam | |
| * Chapter 11- “Contact Between Cultures”  
  * Anzaldúa’s *Borderlands: La Frontera* (Part 2: TBD) | |
| Week 8- | World news report #3 |
| * Chapter 12- “Immigration and Acculturation”  
  * Panel on Immigration  
  * Anzaldúa’s *Borderlands: La Frontera* (Part 3: TBD) | |
| Week 9- | Journal #6  
  * Meet w/prof to determine final project | |
| * Chapter 13- “Cultures Within Cultures”  
  * Anzaldúa’s *Borderlands: La Frontera* (Part 4: TBD) | |
| Week 10- | Journal #7  
  * Attendance to a cultural event is required (ex: Hispanic Heritage Month) | |
| * Chapter 14- “Identities and Subgroups”  
  * Anzaldúa’s *Borderlands: La Frontera* (Part 5: TBD) | |
| Week 11- | Journal #8 |
  * Babel- (Film) | |
| Week 12- | Journal #9 |
  * Guest speaker on Globalization | |
| Week 13- | World news report #4  
  * Final Project: First Draft | |
  * Le Grand Voyage- (Film) | |
| Week 14- | World news report #5 |
| * Globalization- Reading TBD | |
| Week 15- | Journal #10  
  * Final Project Due | |
| Week 16- | Final Exam: TBA |
| * Presentations | |
CREATE NEW COURSE
Course Data Entry Form

FORM F

Create New Course
Rev. 07/23/07

I. ACTION TO BE TAKEN: CREATE A NEW COURSE

Notes
1. Complete each item in Section I and Section II.
2. If this course is to be used as a prerequisite for other university courses, Form Fs that reflect the prerequisite change must be submitted for those courses as well.

Term Effective (6 digit code only): 201208
Examples: 200801(Spring), 200805(Summer), 200808(Fall)
Note: The first four digits indicate year, the next two digits indicate month in which term begins.

II. PROPOSED FOR NEW COURSE: Complete all sections a through r. See manual for clarification.

a. Course Prefix: COAS
b. Number: 390

c. Enter Contact Hours per week in boxes.

LECTure 3
LAB  INDependent Study – Check (x) □
Practicum: □
Seminar: □

d. Course Title: Cultural Competence: Literature and Film (Limit to 30 characters/spaces.)

 e. College Code: AS
f. Department Code: AS

Credit Hours: Check (x) type and enter maximum and minimum hours in boxes.

g. Type: □ Variable  x □ Fixed
h. Minimum Credit Hours 3  i. Maximum Credit Hours 3

j. May Be Repeated for Added Credit: Check (x) □ Yes  □ No

k. Levels: Check (x) □ Undergraduate □ Graduate □ Professional

l. Grade Method: Check (x) □ Normal Grading  □ Credit/No Credit only (Pass/Fail)

m. Does proposed new course replace an equivalent course? Check (x) □ Yes  □ No

n. Equivalent course: Prefix  □  Number  □  See instructions on Replacement courses.

o. CATALOG DESCRIPTION – Limit to 75 words – PLEASE BE CONCISE.
The purpose of this interdisciplinary course is to introduce students to the concept of cultural competence within the framework of an increasingly interconnected and interdependent global society. This course fosters the notion of intercultural tolerance towards people from dissimilar backgrounds, whether those differences pertain to nationality, race, ethnicity, gender, sexual orientation, socio-economic status, age, physical abilities, mental abilities, religious beliefs, political beliefs, and/or other ideologies. As a means of accomplishing this goal, students will examine what comprises their own cultural identity by subsequently juxtaposing it with other cultures, identities, and perspectives through an analysis of the aforementioned differences.

p. Term(s) Offered: F,S  (See instructions for listing.)
q. Max. Section Enrollment: 25

r. Prerequisites/Co-requisites/Restrictions: (If none, leave blank.) Limited to 100 spaces. □

UCC Chair Signature/Date:  1/1

Academic Affairs Approval Signature/Date: Paul Dabugh  3/14/12

To be completed by Academic Affairs Office: - Standard & Measures Coding and General Education Code
□ Basic Skill (BS) □ General Education (GE) □ Occupational Education (OC) □ G.E. Codes

Office of the Registrar use ONLY

Date Rec’d:  Date Completed:  Entered: SCACRSE  SCADETL  SCARRSES  SCAPREQ
March 12, 2012

TO:    Don Flickinger, Associate Provost of Academic Affairs
       Meral Topcu, Chair, College Curriculum Committee

FR:    J. Andy Karafa, Interim Dean

RE:    COAS 390 – Topics in Integrative Studies: Cultural Competence through Literature and Film

Enclosed for your information is the proposal for COAS 390 – Topics in Integrative Studies: Cultural Competence through Literature and Film which I have approved to be offered Fall 2012.

Thank you.

Cc:    Roxanne Cullen
       Amy Truong