# Course Description

This course is designed to expand students’ understanding of and sensitivity to the social and psychological dimensions of global communities, while learning to relate and interact with those of different viewpoints and experiences. Topics of diversity and community will be examined in light of Mercy values, such as “dignity of each person” and “social responsibility.”

# Course Outcomes

* **CO1:** Analyze the root causes of social violence and the nonviolent ways of addressing those causes. (LO1, LO3)
* **CO2:** Analyze the root causes of racism and social conditions that allow racism to continue to this day. Students will be able to identify the means of reducing or eliminating racism in our time. (LO1, LO3)
* **CO3:** Examine the ways that humans and technology are disturbing the fragile nature of the Earth. Students will identify practices that will allow the environment to be restored and sustained for generations to come. (LO1, LO3, LO4)
* **CO4:** Evaluate the ways in which women experience discrimination throughout the world: lack of education, human trafficking, discrimination in the workplace, and so forth. Students will be able to identify ways of creating a more just society for women everywhere. (LO1, LO3)
* **CO5:** Identify the reasons for discrimination against immigrants. Students will be able to identify with the basic dignity of each human and identify ways to embrace those from other countries without compromising the way of life for all residents. (LO1, LO3)
* **CO6:** Identify the disparities in education both within the United States and on a global level. (LO1, LO3)
* **CO7:** Examine the class system that exists in the United States and the resulting inequities experienced by those at the lower levels. (LO1, LO3, LO4)
* **CO8:** Students will compare the American family, identifying the differences between the traditional family and the contemporary family. Students will determine what has been lost and what has been gained as a result of this evolution. (LO1, LO3)

# BSAP Program Learning Outcomes (PLO)

* **PLO1:** Analyze from different perspectives the impact of physiology, cognition, social interaction, group situations, interpersonal relations, attitudes, opinions, group conflicts, language, and communication on human behavior. (ULO1, 2, 4, 5)
* **PLO2:** Understand and articulate the application of psychological principles across professional settings, including mental health care, schools, general health care, social services, and corporate environments. (ULO2, 4)
* **PLO3:** Identify the impact of psychology on societal issues, including race, gender, religion, and social inequality, and articulate the role of advocacy to affect policy and societal change. (ULO1, 3, 5)
* **PLO4:** Understand key concepts in statistics and research methodology, and be able to use their acquired knowledge and critical-thinking skills to do the following: comprehensive and critical analysis of original research studies in the field, demonstrated through class discussion, presentations, and research papers. (ULO2, 4)
* **PLO5:** Engage in basic therapeutic counseling skills that allow students to interact appropriately across a variety of supervised professional settings. (ULO1, 2, 3, 4, 5)
* **PLO6:** Engage in critical thinking concerning the application of the discipline and ethical issues relevant to this evolving field of study. (ULO3, 5)

**GMC Learning Outcomes (GMLO)**

* **GMLO1:** Communication Skills ­– listening, speaking, reading, writing, and observation
* **GMLO2:** Professional Competency ­– the skills and knowledge necessary for students to be satisfactory entry-level professionals in their chosen fields
* **GMLO3:** Moral and Ethical Judgment­– the awareness of the historical, philosophical, and religious foundations of ethical decision making
* **GMLO4:** Problem Solving ­– the ability to recognize problems and apply systematic methods or processes to develop and activate solutions to problems
* **GMLO5:** Critical Thinking ­– the ability to consider and evaluate effectively a process that includes inquiry and logical deduction: Students understand different situations and make thoughtful and accurate assessments.
* **GMLO6:** Leadership in Society ­– service to society and the awareness of the individual's role in society and the impact of one’s actions
* **GMLO7:** Critical and Competent Use of Technology ­– the individual’s ability to locate, select, create, process, evaluate, and distribute information

**Student Expectations**

Students are expected to do the following:

* Ask probing and insightful questions related to course content.
* Make meaningful and relevant connections and application to their own learning process.
* Be productive and contributing members of class discussions.

# Required Course Materials

Colombo, G., Cullen, R. & Lisle, B*.* (2010). *Rereading America: Cultural context for critical* *thinking and writing* (8th ed.). Boston, MA: Bedford/St. Martin.

*Note*: A hard copy is also available in the Lourdes library and articles may be photocopied.

# Suggested Point Values

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Assessment** | **Point Value** | **Due** |
| **Week 1** | |  |  |
|  | Participation: Learning Activities | 3 | <insert due date> |
|  | Discussion Question 1 | 4 | <insert due date> |
|  | Discussion Question 2 | 4 |  |
|  | Journal Entry | 4 |  |
|  | Project Preparation | 2 |  |
|  | Letter Preparation | 3 |  |
| **Week 2** | |  |  |
|  | Participation: Learning Activities | 3 | <insert due date> |
|  | Discussion Question 1 | 4 |  |
|  | International Schools Blog | 4 |  |
|  | Journal Entry | 4 |  |
|  | Project Preparation | 2 |  |
| **Week 3** | |  |  |
|  | Participation: Learning Activities | 3 | <insert due date> |
|  | Discussion Question 1 | 4 |  |
|  | Discussion Question 2 | 4 |  |
|  | Journal Entry | 4 |  |
|  | Women’s Timeline | 4 |  |
|  | Project Preparation | 2 |  |
| **Week 4** | |  |  |
|  | Participation: Learning Activities | 3 | <insert due date> |
|  | Journal Entry | 4 |  |
|  | Project Preparation | 2 |  |
|  | Letter Preparation | 2 |  |
| **Week 5** | |  |  |
|  | Participation: Learning Activities | 3 | <insert due date> |
|  | Combating Human Trafficking Blog | 4 |  |
|  | Environment Blog | 4 |  |
|  | Final Project | 10 |  |
|  | Persuasive Letter | 10 |  |
| **Total Points** | | **100** |  |

# Course Schedule

|  |  |  |
| --- | --- | --- |
| **Week** | **Start** | **End** |
| 1 | <insert start date> | <insert end date> |
| 2 |  |  |
| 3 |  |  |
| 4 |  |  |
| 4 |  |  |

# Weekly Learning Modules

|  |  |  |  |
| --- | --- | --- | --- |
| Week 1: Social Stratification | |  | |
| ***Learning Objectives*** | | ***Alignment*** | |
| * 1. Analyze different issues within the current class system in the United States. | | CO7 | |
| * 1. Recognize the relationship between race and social class. | | CO2, 5, 7 | |
| ***Required Learning Resources and Activities****: Students must complete any resources activities listed in this section as selected by the instructor.* | | ***Alignment*** | ***Pages/AIE/***  ***Generic*** |
| **Read** “Class in America” (p. 304) in the “Money and Success” section of *Rereading America*. | | 1.1, 1.2 |  |
| **Read** “Serving in Florida” (p. 290) in the “Money and Success” section of *Rereading America*. | | 1.1 |  |
| **Lecture Presentation**  **View** the Week 1 lecture presentation, Social Class in America.  **Answer** the following after viewing the lecture:   * Do you think this is an accurate portrayal of classes in the United States? What are your thoughts on where the poverty level is set in United States? Do you think it is at a fair level to receive aid?   **Respond** to other students, whether you agree or disagree. | | 1.1 | Lecture Activity = **1 hour** |
| ***New York Times* on Class Matters**  **Review** the *New York Times* section on Class Matters at <http://www.nytimes.com/national/class/>  **Click** the following links on the left-hand column:   * **Day 2: Health** * **Day 5: Education** * **Day 11: Up From the Projects**   **View** the audio slideshow for each section.  **Post** a 200- to 250-word response to the following:   * Do you feel the people portrayed in the audio slideshows give an accurate example of the struggles for people in the lower class versus the upper class? What benefits did the people in the upper class have in comparison to those in the lower class? * One of the stories portrayed a woman, considered lower class, who is also an immigrant. If someone is considered lower class but also an immigrant, how are they treated differently?   **Respond** to the feedback of your classmates and explain whether you agree or disagree with their viewpoints. | | 1.1, 1.2 | Lecture Activity = **1 hour** |
| **Watch** the video “People Like Us: Social Class in America” at <https://www.youtube.com/watch?v=ATcF3BInt_w>  **Watch** the clips from 00:00–24:00 minutes and then at 41:04–1:02:06 minutes. You are not required to watch the video in its entirety.  **Respond** to the following questions after viewing the clips:   * Do you feel that the wealthy have easier access to foods and other materials that keep them healthy? Why do you think people of the lower class do not insist that their local grocers provide better food options for them? * What role do you feel race plays in class? Do you feel that the social clubs portrayed in the video help or hurt middle class Black Americans? Explain your answer. * What is your reaction to Tammy’s story? Why do you think the inequalities amongst the classes are so profound? Do you feel it is the government’s job to close the gap between classes? What suggestions would you have to reduce the disparity between the classes?   **Respond** to the opinions of other students, explaining whether you agree or disagree with their vantage point. | | 1.1,1.2 | Lecture Activity = **2 hours** |
| **Total** |  |  |  |
| ***Assignment****: Students must complete the weekly assignment(s).* | | ***Alignment*** | ***Points/AIE/***  ***Generic*** |
| **Discussion Question 1**  **Review** the “Class in America” reading.  **Answer** the following in 200 to 250 words in the discussion board:   * Does this essay make a case that the wealthy are exploiting the poor, or does it simply assume this? Are there other possible interpretations of the data Mantsios provides? Do you feel race plays a part in the social classes? Cite information from “Class in America” to explain your position.   **Respond** to at least three students in a manner that is thought provoking and appropriately challenges or elevates the discussion. All responses must be posted by 11:59 p.m. (Eastern time) on Sunday.  *Note:* Initial answers to the questions are due by 11:59 p.m. (Eastern time) on Thursday. | | 1.1, 1.2 | Discussion Board = **1 hour** |
| **Discussion Question 2**  **Answer** the following in 200 to 250 words in the discussion board:   * What is the point of Ehrenreich’s experiment? What do you think she is hoping to learn by stepping down the economic ladder? What can you learn as a reader of her experience? Do you find her approach in understanding classes to be more effective than economic data and analysis? Why or why not?   **Respond** to at least three students in a manner that is thought provoking and appropriately challenges or elevates the discussion. All responses must be posted by 11:59 p.m. (Eastern time) on Sunday.  *Note:* Initial answers to the questions are due by 11:59 p.m. (Eastern time) on Thursday. | | 1.1 | Discussion Board = **1 hour** |
| **Journal Entry**  **Choose** one of the following questions to write your weekly journal entry in 450 to 500 words.  **Cite** sources as support, and format according to APA guidelines.   * After reading “Class in America,” what are your thoughts on class in America? Do you feel that people of different classes receive different treatment? If so, in what ways? How does race play a factor into class? Provide specific examples. * What is your personal experience with class and socioeconomic status? Do you feel that there is opportunity to move from one class to another? How do you feel your ethic background affects your experience and status? * Using the course materials and readings, what is your opinion on class in America? Do you feel that a class system exists? Do you feel a person can change the class in which he or she is born into? If so, how can this happen? How might race positively or negatively affect that movement in classes? | | 1.1, 1.2 | Journal = **1 hour** |
| **Project Preparation**  **Read** the Final Project document for an overview of the project due at the end of the course.  **Review** the Final Project Rubric for the grading criteria.  **Pick** one social issue to begin your research.  **Submit** your topic of choice for approval and review. | | COURSE | Guided Project = **1 hour** |
| **Letter Preparation**  **Review** the Persuasive Letter document to get an overview of the assignment due at the end of the course. **Submit** a topic of interest for approval and review. | | COURSE | Guided Project = **1 hour** |
| **Total** |  |  | **9hrs** |
| **Notes** |  | | |

**Faculty Notes**

**Project Preparation:** Students are asked to submit different requirements each week that show their progress in the Final Project. These items are labeled under Project Preparation under the Assignments category. Provide feedback and direction to assist students in their Final Project.

|  |  |  |  |
| --- | --- | --- | --- |
| Week 2: Education Systems | |  |  |
| ***Learning Objectives*** | | ***Alignment*** | |
| * 1. Describe various education systems around the world. | | CO6, 7 | |
| * 1. Analyze the current issues and causes that exist in the American education system. | | CO2, 4, 5, 7 | |
| * 1. Analyze different ways to improve the American education system. | | CO2, 5, 7 | |
| ***Required Learning Resources and Activities****: Students must complete any resources activities listed in this section as selected by the instructor.* | | ***Alignment*** | ***Pages/AIE/***  ***Generic*** |
| **View** the video “Waiting for Superman” either by borrowing the movie at a library or purchasing through a vendor.  If you are unable to access the video, you may also review the following article to get a synopsis and an overall understanding of the issues brought up in the movie <http://www.thenation.com/article/154986/grading-waiting-superman?page=0,2> | | 2.2 |  |
| **Idiot Nation**  **Read** “Idiot Nation” (p. 128) in the “Learning Power” section of *Rereading America*.  **Respond** to the following questions in the discussion board:   * Moore shares a number of personal experiences to dramatize his disgust with formal education. How do your own elementary and high school memories compare with Moore's school experience? Overall, how would you characterize his attitude toward school and schooling? To what extent would you agree with him? In your opinion, what would you suggest to improve the American education system?   **Respond** to other students’ posts, explaining how you agree or disagree with their viewpoints. | | 2.2, 2.3 | Lecture Activity = **1 hour** |
| **Learning to Read**  **Read** “Learning to Read” (p. 210) in the “Learning Power” section of *Rereading America*.  **Answer** the following in the discussion board:   * Would it be possible for public schools to empower students in the way that Malcolm X’s self-education empowered him? If so, how? If not, why not? Where do you think responsibility lies in empowering students? Is it the school, parents, community, and so on? Elaborate further on different ideas.   **Respond** to the opinions of other students, explaining how you agree or disagree with their findings. | | 2.2, 2.3 | Lecture Activity = **1 hour** |
| **Still Separate, Still Unequal**  **Read** “Still Separate, Still Unequal” (p. 219) in the “Learning Power” section of *Rereading America*.  **Answer** the following in the discussion board:   * What evidence have you seen of the reluctance on the part of politicians, educators, and the media to talk about the segregated state of America’s public schools? Would you agree that the current state of public education in the Unites States amounts to resegregation and is, in fact, evidence of apartheid in American society?   **Respond** to the findings of other students, and explain how you may or may not relate to their posts. | | 2.2 | Lecture Activity = **1 hour** |
| **Education in South Africa**  **Read** the following articles about apartheid education in South Africa:   * <http://www.stanford.edu/~jbaugh/saw/Lizet_Education_Inequity.html> * <http://www.sahistory.org.za/topic/bantu-education-policy>     **Respond** to the following after reading the articles:   * The articles discussed many issues that have occurred or are occurring in the South African education system pre- and post-apartheid. How do the issues compare with those occurring in the United States? Think specifically about the student–teacher ratio in inner-city schools, funding, and anything else that stands out to you.   **Review** the responses of other students, and explain how you may or may not relate to their findings. | | 2.1,2.2 | Lecture Activity = **1 hour** |
| ***Assignment****: Students must complete the weekly assignment(s).* | | ***Alignment*** | ***Points/AIE/***  ***Generic*** |
| **Discussion Question 1**  **Answer** the following in 200 to 250 words in the discussion board:   * The documentary *Waiting for Superman* (Note: Check the Learning Activities section for ways to access this documentary) discusses many issues in the American education system, such as tenure and unions. The solution that Canada proposes is school vouchers. Do you feel this would fix many of the issues discussed in American schools? Why or why not? What are some potential outcomes if this were to be used? What would you recommend to fix some of the issues in American schools?   **Respond** to at least three students in a manner that is thought provoking and appropriately challenges or elevates the discussion. All responses must be posted by 11:59 p.m. (Eastern time) on Sunday.  *Note:* Initial answers to the questions are due by 11:59 p.m. (Eastern time) on Thursday. | | 2.2, 2.3 | Discussion Board = **1 hour** |
| **International Schools Blog**  **Watch** the following videos on YouTube that explore different types of schools in other parts of the world:   * “BBC Chinese Schools” at <http://www.youtube.com/watch?v=YNDxx9zwqcQ> * “Education in India” at <http://www.youtube.com/watch?v=7ciixDX7-Gc>   **Post** a 200- to 250-word blog on your thoughts of these types of schools that answers the following:   * How are they different from the schools in the United States? How are they the same? What can you learn from watching how the other schools in different countries function? Is there anything you can take away from watching these videos and apply to American schools?   **Respond** to the blog post of other students, and explain how you may agree or disagree with their findings. | | 2.1, 2.3 | Blog = **1 hour** |
| **Journal Entry**  **Review** the documentary *Waiting for Superman*. NOTE: Check the Learning Activities section for ways to access this documentary.  **Choose** one of the following questions, after viewing the movie, to write your weekly journal entry in 450 to 500 words:   * Research further about different issues affecting the American education system. How does this movie make you feel about the current situation in the American education system? What do you feel are the causes of issues in the system? What would you suggest to improve the current conditions? * Research issues currently faced in the school district where you reside. What are the problems in your school district? What are your suggestions for solutions? * What are your viewpoints on the American education system? What are your own elementary and secondary school experiences? How do your experiences compare with those discussed in this week’s module? Use examples from the readings, movie, and articles to support your thoughts.   **Cite** at least threesources as support, and format according to APA guidelines. | | 2.2, 2.3 | Journal = **1 hour** |
| **Project Preparation**  **Submit** a summary about initial ideas and general outlook on the program. Include how the program or plan is to be delivered and the organization of content. Obtain instructor approval on the deliverable.  **Post** any questions you may have about the project to the discussion. | | COURSE | Guided Project = **1 hour** |
| **Total** |  |  | **8 hrs** |
| **Notes** |  | | |

**Faculty Notes**

**Project Preparation:** As students submit a progress report of the Final Project this week, they will share how they plan to present the program or plan (PowerPoint, Prezi.com, video, report, brochure, and so on). Provide approval or additional feedback about the deliverables they plan to submit in the final week.

|  |  |  |  |
| --- | --- | --- | --- |
| Week 3: Racism and Sexism | |  |  |
| ***Learning Objectives*** | | ***Alignment*** | |
| * 1. Explain the history of racism and sexism in the United States. | | CO1, 2, 4, 5 | |
| * 1. Evaluate the different issues regarding racism and sexism in the United States. | | CO1, 2, 4, 5 | |
| * 1. Explore issues with racism and sexism in other parts of the world. | | CO1, 2, 4, 5 | |
| ***Required Learning Resources and Activities****: Students must complete any resources activities listed in this section as selected by the instructor.* | | ***Alignment*** | ***Pages/AIE/***  ***Generic*** |
| **Read** “Causes of Prejudice” (p. 384) in the “Created Equal” section of *Rereading America*. | | 3.1, 3.2 |  |
| **About Women**  **Read “**From Fly-Girls to Bitches and Hos” (p. 607) in the “True Women and Real Men” section of *Rereading America*.  **Answer** the following questions in the discussion board:   * What qualities of hip-hop music and rap artists does Morgan admire or appreciate? What fears does she have for rap’s female fans and for the artists themselves? To what extent do you agree with Morgan’s assessment of the anger and despair expressed by hip-hop?   **Respond** to other students posts, explaining how you agree or disagree with their viewpoints. | | 3.1, 3.2 | Lecture Activity = **1 hour** |
| **Philadelphia**  **Read** the article “Being White in Philly” at <http://www.phillymag.com/articles/white-philly/>  **Respond** to the following after reading the article:   * This controversial article discusses the racial tension prevalent in Philadelphia and the perspective of a white person living in the area. Which of the authors’ viewpoints do you agree with? Which do you disagree with? Explain.   **Respond** to the posts of other students, explaining how you may or may not relate to the article and their post. | | 3.2 | Lecture Activity = **1 hour** |
| **All Those Little Faces**  **View** the documentary “All Those Little Faces” at <http://abcnews.go.com/blogs/headlines/2011/12/all-those-little-faces-elizabeth-vargas-explores-indias-gendercide/>  **Respond** to the following in a discussion:   * What is your initial reaction to the documentary? How are women viewed in this society? What do you feel is the cause of these issues for women in the Indian community (government, tradition, and so on)?   **Respond** to the findings of other students, explaining how your responses may or may not relate. | | 3.3 | Lecture Activity = **1 hour** |
| **Australia’s Past**  **Review** the article “Australia’s Racist Past and Present” at <https://www.greenleft.org.au/node/37061>  **Answer** the following in the discussion board:   * How do the issues compare with the issues currently occurring in the United States? Are there similarities? Are there differences? Do you feel the racism in Australia is slower in progressing toward equality than in the United States? Why or why not?   **Respond** to other students, explaining how you may or may not agree with their findings. | | 3.3 | Lecture Activity = **1 hour** |
| **Total** |  |  |  |
| ***Assignment****: Students must complete the weekly assignment(s).* | | ***Alignment*** | ***Points/AIE/***  ***Generic*** |
| **Discussion Question 1**  **View** the documentary “Meeting David Wilson” by clicking the link below. To view the documentary, rent the video by following the directions after clicking the link or you may borrow the movie from a library.  <http://www.amazon.com/Meeting-David%20-Wilson-Unavailable/dp/B00DQ4HP96/ref=sr_1_1?ie=UTF8&qid=1390919845&sr=8-1&keywords=meeting+David+Wilson>  **Respond** to the following in 200 to 250 words in the discussion board:   * In this documentary, the idea of making reparations for owning slaves is discussed. Do you feel this is a good idea? Why or why not?   **Respond** to at least three students in a manner that is thought provoking and appropriately challenges or elevates the discussion. All responses must be posted by 11:59 p.m. (Eastern time) on Sunday.  *Note:* Initial answers to the questions are due by 11:59 p.m. (Eastern time) on Thursday. | | 3.1,3.2 | Discussion Board = **1 hour** |
| **Discussion Question 2**  **Review** “Causes of Prejudice” (p. 384) in the “Created Equal” section of *Rereading America*.  **Respond** to the following in 200 to 250 words in the discussion board:   * Based on Parillo's discussion of the cognitive, emotional, and action-oriented levels of prejudice, do you think it is possible for an individual to hold prejudiced beliefs that do not affect his or her feelings and actions? Why or why not?   **Respond** to at least three students in a manner that is thought provoking and appropriately challenges or elevates the discussion. All responses must be posted by 11:59 p.m. (Eastern time) on Sunday.  *Note:* Initial answers to the questions are due by 11:59 p.m. (Eastern time) on Thursday. | | 3.1, 3.2 | Discussion Board = **1 hour** |
| **Journal Entry**  **Choose** one of the following questions below to write your weekly journal entry in 450 to 500 words:   * Based on the documentary and materials on sexism, do you feel there has been forward progress about women’s rights in United States and internationally? What inequalities do you feel still exist between men and women in the United States? What can be done to close this gap? * Write a reaction to the week’s topic on racism in the United States. Do you feel the issues discussed this week have improved with time or gotten worse? What do you think needs to happen for racial issues to improve? * Research further about racism at an international level. How do you think the racial issues in the United States compare with those in other countries? What do you feel are the causes for racism in the other countries?   **Cite** sources as support, and format according to APA guidelines. | | 3.1,3.2, or 3.3 | Journal = **1 hour** |
| **Women’s Timeline**  **Review** the timeline of women’s rights in the U.S. using the following link: <http://www.infoplease.com/spot/womenstimeline1.html>  **Write** a 250- to 300-word summary on three historical events that stood out for you.  **Submit** your summary. | | 3.1 | Article Review = **1 hour** |
| **Project Preparation**  **Submit** the program name and goal of your improvements on a social issue.  **Post** any questions you may have to the discussion. | | COURSE | Guided Project = **1 hour** |
| **Total** |  |  | **9hr** |
| **Notes** |  | | |

|  |  |  |  |
| --- | --- | --- | --- |
| Week 4: The American Family | |  |  |
| ***Learning Objectives*** | | ***Alignment*** | |
| * 1. Evaluate traditional versus contemporary American family models. | | CO8 | |
| * 1. Critique the controversy surrounding modern family systems. | | CO8 | |
| ***Required Learning Resources and Activities****: Students must complete any resources activities listed in this section as selected by the instructor.* | | ***Alignment*** | ***Pages/AIE/***  ***Generic*** |
| **About the 1950s**  **Read** “What We Really Miss About the 1950s” (p. 32) in the “Harmony at Home” section of *Rereading America*.  **Answer** the following questions in the discussion board:   * According to Coontz, what do people really miss about the 1950s? In addition, what do people not miss from that time? Do you agree with the author’s perspective?   **Respond** to other students, explaining how you may or may not agree with their opinions. | | 4.1 | Lecture Activity = **1 hour** |
| **Proposition 8**  **Read** the following articles in the “Harmony at Home” section of *Rereading America*:   * “8 is Not Hate: The Meaning of a Proposition” (p. 81) * “Prop 8 Hurt My Family – Ask Me How” (p. 84)   **Respond** to the following after reading the articles:   * Prop 8 was recently overturned, however, what was the reasoning for creating this law? What specific points do each article provide that you feel were valid? Which article viewpoints do you agree with? Do you feel that Prop 8 could hurt or help families? How and why?   **Review** the responses of other students, and explain how you agree or disagree with their posts. Support your opinion. | | 4.1, 4.2 | Lecture Activity = **1 hour** |
| **Normal Life**  **View** the video “A Normal Life” by clicking the link below. Rent the video by following the directions provided at the link: <http://www.amazon.com/A-Normal-Life-Kelly-Aucoin/dp/B000UHZM8S>  You may also borrow the movie from a library.  **Respond** to the following in the discussion board:   * Do you feel it is very different for children growing up with same-sex parents? Why or why not? What challenges do children of same-sex family’s face, if any? How do they differ from the typical family?   **Review** the responses of other students, and explain how you agree or disagree with their posts. Support your opinion. | | 4.1, 4.2 | Lecture Activity = **1 hour** |
| **Dinner in the 1950s**  **View** the video “1950 Family Date, Dinner in a 1950s Home” at <https://www.youtube.com/watch?v=h8kJzBJrOkU>  **Answer** the following:   * Do you feel this is an accurate picture of family life in the 1950s? What issues during the 195’s do you think may have existed that are not portrayed in the video? Do you feel every home looked like this? Is there anything you feel is better about the way families run now versus what is portrayed in the video?   **Respond** to the answers of other students, explaining how you may or may not relate to their findings. | | 4.1 | Lecture Activity = **1 hour** |
| **Today’s American Families**  **Review** all the various stories within the web article The Changing American Family at <http://www.nytimes.com/2013/11/26/health/families.html?_r=2&>  **Choose** only one of the following points to respond to:   * Which family model or models portrayed in the article do you relate to? Why? If you do not feel you associate with any of the family’s in the article, describe your typical family model? * How do the American families portrayed compare to the traditional American family? Do you think this redefines the “traditional family” for our current times in a good way or a bad way?   **Respond** to the opinions of other students explaining how you may or may not agree with their stance. | | 4.1, 4.2 | Lecture Activity = **1 hour** |
| **Total** |  |  |  |
| ***Assignment****: Students must complete the weekly assignment(s).* | | ***Alignment*** | ***Points/AIE/***  ***Generic*** |
| **Journal Entry**  **Locate** an article, image, advertisement, or video online that portrays a traditional family. Then, locate an article, image, advertisement, or video that portrays the current family model.  **Post** your illustrations or video link to your journal entry.  **Write** your weekly journal entry in 450 to 500 words responding to the following:   * Comparing the two family illustrations, what challenges did family’s face then, versus now? Who is excluded in the traditional family and are there any excluded in the current model?   **Cite** at least threesources as support and format according to APA guidelines. | | 4.1, 4.2 | Journal = **1 hour** |
| **Project Preparation**  **Create** an annotated bibliography for the sources you plan to use in your Final Project.  **Format** the annotated bibliography according to APA guidelines. | | COURSE | Guided Project = **1 hour** |
| **Letter Preparation**  **Create** an annotated bibliography for the sources you plan to use in your Persuasive Letter.  **Format** the annotated bibliography according to APA guidelines. | | COURSE | Guided Project = **1 hour** |
| **Total** |  |  | **8hrs** |
| **Notes** |  | | |

|  |  |  |  |
| --- | --- | --- | --- |
| Week 5: Human Trafficking and The Environment | |  |  |
| ***Learning Objectives*** | | ***Alignment*** | |
| * 1. Examine the different types of human trafficking occurring in the world today. | | CO1, 3, 4 | |
| * 1. Explain how the natural environment is being exploited. | | CO3 | |
| * 1. Evaluate the various ways that humans positively affect the environment. | | CO3 | |
| ***Required Learning Resources and Activities****: Students must complete any resources activities listed in this section as selected by the instructor.* | | ***Alignment*** | ***Pages/AIE/***  ***Generic*** |
| **Moving Heaven and Earth**  **Read** the article “Moving Heaven and Earth” (p. 756) in *Rereading America*.  **Respond** to the following:   * What are some ways humans affect their environment negatively? What are some strategies Wood describes for curbing global warming? What advantages are offered by such technological fixes? What strikes you as the most interesting or promising? Why?   **Review** the responses of other students by sharing solutions and opinions about the natural environment. | | 5.2, 5.3 | Lecture Activity = **1 hour** |
| **Truth Behind Chocolate**  **View** the documentary “The Dark Side of Chocolate” at <http://www.youtube.com/watch?v=7Vfbv6hNeng>  **Respond** to the following in the discussion board:   * Is this documentary alarming to you? Why do you think this is happening in Africa? Will you do anything differently as a result? If people boycotted the sale of chocolate, do you think it would have an effect on the issue? What solution do you think would have a bigger effect on this issue?   **Respond** to the posts of other students by expanding on the solutions provided. | | 5.1 | Lecture Activity = **1 hour** |
| **Uganda’s LRA Blog**  **View** the documentary “Uganda’s Lord’s Resistance Army (LRA)” at <http://www.youtube.com/watch?v=uYURvl8WXFU>  **Post** a response to the following in a blog post:   * This documentary was filmed in 2007. Research the LRA, and write a response on the status today. What has been done to address this issue? Do you feel the world should do a better job at addressing these issues? What can you do to improve the situation?   **Respond** to the posts of your classmates, explaining how you may or may not agree with their findings. | | 5.1 | Blog = **1 hour** |
| **Human Trafficking Documentary**  **Review** the website “The Price of Sex” for a documentary overview at <http://priceofsex.org/>  **Click** on the top tab “Multimedia Series” and view each of the video segments.  **Answer** the following:   * Were you aware that this is as prevalent as the documentary reveals? How prevalent is this issue in the United States?   **Respond** to the posts of other students by providing solutions to the issues. | | 5.1 | Lecture Activity = **1 hour** |
| **Global Warming**  **Read** the following articles on global warming:   * <http://www.livescience.com/9281-global-warming-dire-prediction-year-3000.html> * <http://www.climatehotmap.org/about/global-warming-causes.html> * <http://environment.about.com/od/faqglobalwarming/f/globalwarming.htm>   **Post** a response to the following in the discussion board:   * Do you agree with the theories brought up in the articles? What do you think the causes are for global warming? Do you think we could have prevented it? What are some of the ways we could affect this trend? If so, how? If not, why not?   **Respond** to the posts of other students by sharing how you may or may not agree with their findings. | | 5.2, 5.3 | Lecture Activity = **1 hour** |
| **Total** |  |  |  |
| ***Assignment****: Students must complete the weekly assignment(s).* | | ***Alignment*** | ***Points/AIE/***  ***Generic*** |
| **Combating Human Trafficking Blog**  **Identify** videos and articles to share in a blog with your class about ways human trafficking is being combatted.  **Write** a summary of 200 to 250 words on what the articles talk about, and explain whether you feel enough is being done to improve this issue. Use examples from your research and readings.  **Comment** on at least three of your classmates blog responses. Identify any new information you got from reading their posts, and explain whether you agree or disagree with their findings. | | 5.1 | Blog = **1 hour** |
| **Environment Blog**  You are a journalist tasked with identifying the human effects on the natural environment. Research three ways humans are exploiting the natural environment, such as deforestation, overuse of fossil fuel, and pollution. Investigate the various ways people could address the three issues you have identified.  **Write** a blog in 200 to 250 words raising awareness on how humans exploit the planet. Then, describe at least three solutions to the issues.  **Provide** sources to support your response.  **Review** the responses of at least three other students, and identify one new thing you learned about how the planet is being exploited based on their messages. Explain whether you agree or disagree with the solution, and provide a recommendation. | | 5.2, 5.3 | Blog = **1 hour** |
| **Final Project**  **Review** the Final Project and the Final Project Rubric.  **Submit** your completed program or plan.  **Post** your completed project to the discussion board to share with other students.  **Respond** to at least two other students explaining what you found interesting about their findings. | | COURSE | Final Project = **1 hour** |
| **Persuasive Letter**  **Review** the Persuasive Letter for a detailed explanation of the assignment.  **Submit** the Persuasive Letter. | | COURSE | Research Paper = **1 hour** |
| **Total** |  |  | **8hrs** |
| **Notes** |  | | |

# Breakdown of Academic Instructional Equivalencies

|  |  |  |
| --- | --- | --- |
|  |  |  |
| **Week 1** |  |  |
| Required |  | 9 |
| Supplemental |  |  |
|  |  |  |
| **Week 2** |  |  |
| Required |  | 8 |
| Supplemental |  |  |
|  |  |  |
| **Week 3** |  |  |
| Required |  | 9 |
| Supplemental |  |  |
|  |  |  |
| **Week 4** |  |  |
| Required |  | 8 |
| Supplemental |  |  |
|  |  |  |
| **Week 5** |  |  |
| Required |  | 8 |
| Supplemental |  |  |
|  |  |  |
|  |  |  |
| **Total Required Hours** |  | 42 |
| **Total Supplemental Hours** |  |  |
| **Total Hours** |  | 42 |