Area D1: HUMAN BEHAVIOR
GE Student Learning Objective 3: Students will be able to evaluate social science information, draw on different points of view, and formulate applications appropriate to contemporary social issues.

Sections 1 & 2 [Curry Rodriguez]

Students were required to use the Congressional Quarterly publications examining a report dealing with race relations. Each volume includes essays, timelines, pro/con debates, and bibliographies for further research. After reading their report (some topics include Affirmative Action, Immigration, Educational Achievement, Race in America), students were asked to write a report addressing the value of arguments presented in the pro/con section. Students were asked to pay particular attention to the timeline, which situated racial segregation, Jim Crow practices, and other forms of discrimination as they wrote their essays.

Following this assignment, students received bibliographic instruction at King Library, which they used to select a bibliography of 10 peer-reviewed articles focusing on a topic in race and ethnic relations. The bibliography was used to analyze original field notes and photographs from their observed interactions among people of diverse racial and ethnic backgrounds. The final project required that students provide an action plan to redress a social problem encountered by people of color in contemporary society. Students were asked to identify the theoretical differences taken by the authors.

Section Number 1
Enrollment: 19
   Exceeded SLO: 10
   Met SLO: 9
   Did not meet SLO: 0

Section Number 2
Enrollment: 16
   Exceeded SLO: 8
   Met SLO: 7
   Did not meet SLO: 1

No changes in instruction were deemed necessary since the students found the assignments engaging and the only student who did not meet the SLO was one who did not complete the required assignments.
Area D1: HUMAN BEHAVIOR

GE Student Learning Objective 4: Students will be able to recognize the interaction of social institutions, culture, and environment with the behavior of individuals.

Sections 1 & 2 [Curry Rodriguez]

The final project for the class was for students to identify a public location, group, activity where they could gather ethnographic field notes. The aim of the project was for students to analyze “race and ethnicity” in public spaces. Students were required to define race and ethnicity and to explain how they “knew” they were looking at race and ethnicity. Students gathered field notes and also took photographs of their settings. After completing their field notes, students were asked to analyze the notes and images using the bibliographic sources they chose [see SLO 3]. Students focused on the observed interactions among people of diverse racial and ethnic backgrounds and assessed whether race played a role in how people were treated. In particular, students made determinations about the role of a person’s perceived racial membership (through phenotype, language, behavior) on their interactions with other people.

Settings investigated included a local park, a neighborhood, a Chinese restaurant, a mall and a car show.

Most students expressed ideas that affirmed that race and ethnicity affected interactions negatively, but not in all instances. Most often they conflated observable class and race characteristics as being important to how people were treated in public. They were uncertain about whether race alone was a factor used in discrimination.

This provided a complex analysis of the issues related to the SLO.

Section Number 1
Enrollment: 19
   Exceeded SLO: 10
   Met SLO: 6
   Did not meet SLO: 3

Section Number 2
Enrollment: 16
   Exceeded SLO: 8
   Met SLO: 6
   Did not meet SLO: 2

Again, no changes in instruction were deemed necessary since the students found the project work very interesting and the students who did not meet the SLO were those who did not complete the class.