

WINONA STATE UNIVERSITY  
GENERAL EDUCATION PROGRAM APPROVAL FORM

Routing form for General Education Program Course approval.

Course Biol 111 - Goal 7

<b>Department Approval</b>		
<u>Ed W. Thompson</u> Department Chair	<u>11/4/13</u> Date	<u>ethompson@winona.edu</u> e-mail address
<b>Dean's Recommendation</b> <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No*		
<u>Charles Smith</u> Dean of College	<u>11/5/13</u> Date	
*If the dean does not approve the proposal, a written rationale should be provided to the General Education Program Subcommittee.		
<b>GEPS Recommendation</b> <input checked="" type="checkbox"/> Approved <input type="checkbox"/> Disapproved		
<u>[Signature]</u> Chair, General Education Program Subcommittee	<u>11/13/13</u> Date	
<b>A2C2 Recommendation</b> <input checked="" type="checkbox"/> Approved <input type="checkbox"/> Disapproved		
<u>[Signature]</u> Chair of A2C2	<u>11/20/13</u> Date	
<b>Faculty Senate Recommendation</b> <input type="checkbox"/> Approved <input type="checkbox"/> Disapproved		
  _____ President of Faculty Senate	  _____ Date	
<b>Academic Vice President Recommendation</b> <input type="checkbox"/> Approved <input type="checkbox"/> Disapproved		
  _____ Academic Vice President	  _____ Date	
<b>Decision of President</b> <input type="checkbox"/> Approved <input type="checkbox"/> Disapproved		
  _____ President	  _____ Date	
Please forward to Registrar.		
Registrar  _____ Date entered	Please notify department chair via e-mail that curricular change has been recorded.	

WINONA STATE UNIVERSITY  
PROPOSAL FOR GENERAL EDUCATION PROGRAM COURSES

Department \_\_\_\_\_

Date \_\_\_\_\_

Course No. \_\_\_\_\_ Course Name \_\_\_\_\_ Credits \_\_\_\_\_

Prerequisites \_\_\_\_\_

GEP Goal Area(s):\*

CORE GOAL AREAS

- \_\_\_\_\_ Goal 1: Communication
- \_\_\_\_\_ Goal 3: Natural Science
- \_\_\_\_\_ Goal 4: Mathematics/Logical Reasoning
- \_\_\_\_\_ Goal 5: History and the Social and Behavioral Sciences
- \_\_\_\_\_ Goal 6: The Humanities and Fine Arts

THEME GOAL AREAS

- \_\_\_\_\_ Goal 7: Human Diversity
- \_\_\_\_\_ Goal 8: Global Perspective
- \_\_\_\_\_ Goal 9: Ethical and Civic Responsibility
- \_\_\_\_\_ Goal 10: People and the Environment

\* Courses may be submitted for up to two Goal Areas.

Additional Requirement Categories (list number of credits desired in appropriate category):

\_\_\_\_\_ Intensive:

- \_\_\_\_\_ 1. Writing
- \_\_\_\_\_ 2. Oral Communication
- \_\_\_\_\_ 3a. Mathematics/Statistics
- \_\_\_\_\_ 3b. Critical Analysis

\_\_\_\_\_ Physical Development and Wellness

Provide information as specified in the previous directions.

Attach a ***General Education Program Approval Form***.

Department Contact Person for this Proposal:

\_\_\_\_\_  
Name (please print)

\_\_\_\_\_  
Phone

\_\_\_\_\_  
e-mail address

[Revised 9-6-11]

# 1. Course Outline

## Outline of Diversity

- I. Introducing the ideas behind diversity: Science is one way of perceiving our world.
  - A. Other perceptions we will encounter: Art and culture
  - B. Training our perception: Recognizing evidence and encountering the others.
  - C. Defining the terms we will use the most-dichotomies and us; assign identities for the human decoupage
- II. An overview of the "laws of Nature" and Nurture's revisions
  - A. Reading from Ridley's book followed by discussion
  - B. The view of science (nature) modified by culture (nurture)
- III. Human in an animal context, what does biology include and similarity/diversity: Do the curves.
  - A. Movie: Human Family Tree (journal exercise)
  - B. introduce statistics: parametric vs. nonparametric information applied to the concept of race.
  - C. Is race real? What is the biology and usefulness? Use the statistical methods
  - D. Medical uses of race if it is real
  - E. Cultural aspects of race and social class
  - F. Summarize our thoughts on race and its role in diversity
- IV. Sex vs. gender vs. orientation (which has a biological component).
  - A. Gender brains-review the brain literature maintaining the biology of gender differences
  - B. Biological roles of the sexes/are they based on gametes?
  - C. Hormones and behavior (via the brain)
- V. Environmental influences: Are they nature or nurture?
- VI. Beauty and symmetry: Is selection at work?
- VII. Is what we see up to us? Bring in the elephant from the Happiness Hypothesis book.
  - A. How do we learn/brain wiring
  - B. How much is subconscious (a reading from Incognito).
- VIII. Biology of obesity
  - A. Obesity and bacteria
  - B. Genetics of obesity
  - C. Mouse studies-insight into factors leading to human obesity?
  - D. Obesity and illness/Erasmus Darwin weighs in
- IX. Age and sex (death and sexual reproduction-where is the choice?)
  - A. Ageism: Can we rise above it?
  - B. Cofactors with age
- X. The Art and Science of Evil
- XI. What is happiness and how valuable is it?
  - A. Is there biological diversity in happiness?
  - B. Can the level of happiness (in an individual) change?
- XII. Faith and altruism and science
- XIII. Bring the Human Decoupages to the class.

<b>Student Competencies</b> <b>"Students will be able to..."</b>	<b>Learning Opportunity</b>	<b>Assessment &amp; Evaluation</b>
<p>A) Understand the development of and the changing meanings of group identities in the United States' history and culture.</p>	<ul style="list-style-type: none"> <li>• As the class develops the mosaic of factors that lead to diversity, we examine historical and cultural development of concepts related to diversity.</li> <li>• Debates and role-playing exercises are used to instill understanding of group identities and their changes in the United States' history and culture</li> </ul>	<ul style="list-style-type: none"> <li>• Students will be expected to demonstrate familiarity with historical and cultural development of each of the traits contributing to human biological diversity. Opportunities for demonstration will occur on tests and quizzes and in discussions.</li> <li>• The student work will be evaluated based on thoroughness of treatment (of concepts), quality of work and timeliness.</li> </ul>
<p>B) Demonstrate an awareness of the individual and institutional dynamics of unequal power relations between groups in contemporary society.</p>	<ul style="list-style-type: none"> <li>• Each of the traits we explore has an institutional dynamic as well as an individual dynamic that leads to power inequities. As we examine the biological contributions to Human Biological Diversity we will explore misuses of partial knowledge that have contributed to historical inequalities.</li> <li>• The traits that have the most-studied histories of contributing to inequalities (gender and race) are used to model inequalities that have a more recent history.</li> </ul>	<ul style="list-style-type: none"> <li>• Students will demonstrate familiarity with the process of power establishment in role-playing games that are a graded ex.</li> <li>• Formulative evaluation will occur when students test their hypotheses across traits.</li> <li>• Student work will be evaluated based on thoroughness of treatment, quality of work and timeliness.</li> </ul>
<p>C) Analyze their own attitudes, behaviors, concepts and beliefs regarding diversity, racism, and bigotry.</p>	<ul style="list-style-type: none"> <li>• The class is discussion- based and discussion contributions are evaluated (on a rubric) by peers and the instructor so that individuals may react and modify their attitudes and beliefs.</li> <li>• Journals will form the basis of reflective exercises that lead students through an examination of their attitudes and behaviors. Their willingness to analyze their beliefs is a criteria for demonstrating that study has modified them (a necessary component of learning)</li> </ul>	<ul style="list-style-type: none"> <li>• Discussions are evaluated according to criteria given to the students at the onset of the class and discussed continually.</li> <li>• Student contributions to ongoing discussions will be evaluated by the professor according to criteria available to the student and students are encouraged to contribute to the evaluation process through the rubrics.</li> <li>• Progress-reports in journals will be evaluated using the journal evaluation criteria rubric.</li> </ul>

<p>D) Describe and discuss the experience and contributions (political, social, economic, etc.) of the many groups that shape American society and culture, in particular those groups that have suffered discrimination and exclusion.</p>	<ul style="list-style-type: none"> <li>• For each of the traits (gender, race, obesity, aging, religiosity and brain structure), the cultural experience is considered with the biological contributions.</li> <li>• Discrimination and exclusion are confronted in discussions about each trait.</li> </ul>	<ul style="list-style-type: none"> <li>• Students will demonstrate familiarity with issues of discrimination in role-playing exercises evaluated for thoroughness and quality.</li> <li>• Each trait contributes to a human mosaic presented at the end of class, evaluated for learning as reflected in change from the initial mosaic.</li> </ul>
<p>E) Demonstrate communication skills necessary for living and working effectively in a society with great population diversity.</p>	<ul style="list-style-type: none"> <li>• Oral skills are honed through the class in discussions.</li> <li>• Written skills are exercised through journaling which is</li> <li>• Societal issues form the core of Human Biological Diversity. As such, the students will be continually expected to evaluate issues of Race, Gender, Obesity, Aging and Religiosity from a Natural Science perspective</li> </ul>	<ul style="list-style-type: none"> <li>• Oral communication will be evaluated on a rubric.</li> <li>• Written skills are continually evaluated and feedback from the instructor is used to increase the quality of this skill</li> </ul>