



Section 1. Proposed Course Outline (A general statement of course content that informs class syllabus construction. Once approved, all sections of a given course must include this content, no matter which instructor teaches the course, or the mode of delivery. Divisions must include this new course outline in the Divisional Course Outline binder as required by COPPs.)

Course Number: **ES 103** Full Course Title for print catalog: **Post-Racial America: Challenges and Opportunities**

Abbreviated Course Title for Banner: **Post-Racial America** (30 character limit)

Prerequisites: **None**

Co-requisites: **None**

Grade Option: ☒ Graded (with P/NP option) ☐ Pass/No Pass only

Number/Type Credits	Term Minimum Contact	Term Maximum Contact	11-Week Term Contact
<u>4</u> Lecture	<u>4</u> hours (lecture credits x 10)	__ hours (lecture credits x 12)	__ hours (lecture credits x 11)
__ Lec/Lab	__ hours (lec-lab credits x 20)	__ hours (lec-lab credits x 24)	__ hours (lec-lab credits x 22)
__ Lab	__ hours (lab credits x 30)	__ hours (lab credits x 36)	__ hours (lab credits x 33)
<u>4</u> Total credits (sum)	<u>40</u> Total hours (sum)	__ Total hours (sum)	__ Total hours (sum)

Course Description (300 character limit):

This course is designed to examine the current state of race relations and discourse on race in America in a "Post Civil Rights Era" environment. The course will examine the societal issues facing African Americans, Latino/Latinas, Native Americans and other underrepresented minority populations.

Course Outcomes and Proficiencies

What will the student **know** or **be able to do** at the end of the course?

What **attitudes** related to the subject will the student hold?

Upon successful completion of this course, the student will:

Identify the major issues facing African Americans and other underrepresented minority groups. Students will learn about the underlying causes of racial disparity that contribute to social and political inequities

Analyze the issues of healthcare, public education, the criminal justice system, affordable housing, economic, environment, and technology.

Demonstrate a critical interdisciplinary awareness of the policies and laws that contribute to racial disparity and division.

Identify strategies, policies, and specific actions to address the issues causing racial division.

Assessments Planned

What evidence will demonstrate that students have achieved course outcomes? (assessment tools may include departmental tests, written products, portfolios, juried performances, quizzes and exams, or alternative assessments such as qualitative studies, capstone projects, external reviewers, etc.)

How each outcome will be assessed:

Research papers, reflection essays, class participation, and quizzes.

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Engage in classroom discussions and write essays of critical analysis of the major problems facing African Americans and other underrepresented minority groups. Students will be able to identify the impact of race and racism on the overall society	Research papers, reflection essays, class participation, and quizzes.

Course Content by Major Topics

What topics will be presented? What are the main activities of the course? What are the central themes?
(See sample at <http://www.lanecc.edu/cops/format3.htm>.)

Topics:

The State of Healthcare in Communities of Color
Impact of the Economy and Joblessness
Affordable Housing
Education and the Achievement Gap
Overrepresentation in the Criminal Justice System
Origins of Race and Poverty in America
The Technology Divide
Race Men & Women: The Future of Minority Leadership

Section 2. Proposal Information

Course Developer:

Greg Evans

Date: 10/29/2012

Catalog year to take effect:

2011-2012____

2012-2013____

Type of Proposal

☒ New course

☐ Currently 199 or 299

☐ Experimental Course

☐ 199 Special Studies

☐ 299 Trends

☐ Revised course (If increasing credits, use credit change form)

☐ Reactivated course with no change

☐ Reactivated course with changes

Type of Course:

☒ Lower Division Collegiate (transfer)

☐ Professional/Technical (required or elective)

☐ Developmental, numbered below 100

Rationale:

How does this proposal further the goals of the program or department?

The purpose of this course is to examine the current state of race relations and discourse on race in America. With the election of America's first African American President, has America changed or not as a result of this historic event? This course will examine the primary issues facing African Americans, Latino/Latinas, Native Americans and other underrepresented minority populations. The course is taught primarily through the "lens" of the African American experience.

Students are challenged and encouraged to unravel the multi-faceted and multi-layered issue of race in America. The American media has dubbed this current era in our history as "Post-Racial America" a nation that has moved past its angst and conflict over race. Is the civil rights movement over? Has America entered into an embraced a truly "race neutral" society? Are race and racism no longer major

factors in our society?

This course seeks to examine the true state of race relations through an empirical examination of the social data on race and race relations. Students will research and discuss the critical issues facing African Americans and America as a whole. Poverty, Quality of Life, Education, Criminal Justice, Healthcare, and Technology will be addressed in detail as critical benchmarks for progress in our society.

Students will develop and enhance an increased knowledge for understanding the issues all Americans face and must deal with in order to change and ultimately improve our way of life.

What assessment evidence supports this proposal?

Lane is engaged in at least two major initiatives: "Achieving the Dream" and "Achievement Compacts" that are largely based on the academic achievement gap impacting underrepresented communities of color. A large part of addressing these two issues is grounded in the need for students to understand the current racial climate including the language and discourse on these issues. (See Cliff Adelman's research on culturally based bridge programming).

How do you know there is a demand for this course?

Many of our students are seeking an understanding and grounding in the issues of modern day race relations. Most students have little knowledge of the plight, history, and struggles of racial and ethnic minorities who have been traditionally excluded from the American Dream. There is an existing and increasing demand for courses of this nature. The media has coined the term "Post-Racial America". Most students don't what this term is nor have an understanding of how and why it is shaping the national and global conversation on race and inequality.

Section 3. Curriculum Equity (<http://www.lanecc.edu/cops/curric.htm>)

To promote an environment where all learners are encouraged to develop their full potential, this course will support Lane's Curriculum Equity policy in the following way(s):

This course will broaden the range of course offerings in Ethnic Studies and Social Science. Students taking this course will develop a more informed, deeper understanding of the issues of racial and cultural equity and the need to provide access to opportunity for all segments of American society.

Section 4. For revised courses only: PREVIOUS Catalog/Course Information:

Course Number: _____ Course Title in Banner: _____ (30 characters maximum)

Full Course Title in print catalog:

Prerequisites:

Co-requisites:

Grade Option: ☐ Graded (with P/NP option) ☐ Pass/No Pass only

Number/Type Credits	Term Minimum Contact	Term Maximum Contact	11-Week Term Contact
___ Lecture	___ hours (lecture credits x 10)	___ hours (lecture credits x 12)	___ hours (lecture credits x 11)
___ Lec/Lab	___ hours (lec-lab credits x 20)	___ hours (lec-lab credits x 24)	___ hours (lec-lab credits x 22)
___ Lab	___ hours (lab credits x 30)	___ hours (lab credits x 36)	___ hours (lab credits x 33)
___ Total credits (sum)	___ Total hours (sum)	___ Total hours (sum)	___ Total hours (sum)

Course Description:

What will change? ☐ Course Number ☐ Title ☐ Course Description ☐ Credit hours ☐ Contact hours

Section 5. Support Courses (New Professional/Technical course proposals must complete.)

Professional/Technical courses are tracked within programs for purposes of Carl Perkins funding and budgetary planning. Indicate all degree or certificate programs for which this course will be required.

Program	Division

Section 6. Overlap Courses (New course proposals must complete.)

While overlap of course materials is not necessarily a flaw, duplication of course materials may lead to inefficient use of college resources. If there is overlap, the faculty of overlapping courses must agree on the extent of overlap and attach a rationale explaining its necessity.

Indicate all departments/courses that this course may overlap. Division Dean of existing course enters one of two options at right. Note: N/A is not an option.

Options:

1. No overlap.
2. Approved: overlap is acceptable. Rationale attached.
3. Disapproved: reasons attached.

Division	Course Number / Title	% Overlap	Option	Division Dean of existing course (Signature required for all options)	Date
ES	102 Contemporary Racial and Ethnic Issues	5	2		
ES	223 African American Experience: The Struggle Continues 1945-present		1		

Section 7. Qualification to fulfill degree requirements (complete all relevant forms, available at <http://www.lanecc.edu/currshed/index.html> and send to Mary Brau for the Degree Requirements Review Committee):

☒ Form(s) applying for the following degree requirement status have been attached. (Only check this box when forms have been completed and attached.)

AAOT, ASOT-Bus, OTM:

- ☐ Arts & Letters
☐ Social Sciences
☐ Science /Computer Science
☐ Mathematics
☒ Cultural Literacy Option

All degrees:

- ☐ Health/Wellness/Fitness

AAS, 1-year and 2-year certificates:

- ☐ Human Relations

Optional designation:

- ☐ Sustainability status

Section 8. Library Impact Statement

Under accreditation standards, Library consultation is essential for new programs, new courses and for substantively revised courses when the revisions entail any change in library use.

What assignments will require the use of library and information resources?

Each academic area has a Liaison Librarian (<http://www.lanecc.edu/library/services/liaison.htm>). Contact the designated librarian to discuss the library needs of your course. Please allow the librarian at least one week to assess library resources.

To be completed by Liaison Librarian:

- ☐ Library resources are adequate to support this proposal.
☐ Additional resources are needed but can be obtained from current funds.
☐ Significant additional Library funds/resources are required to support this proposal.

Liaison Librarian

Date

Section 9. Divisional Approval (To be completed by Division Chair and Administrative Assistant)

Human, Physical, and Financial Resources:

- ☐ Additional instructional costs (staff, materials, services or facilities) will be incurred to offer this course. Source of funding:

- ☐ No additional instructional resources (staff, materials, services or facilities) are needed to offer this course.

Explain:

Required Certifications:

- ☐ We have developed minimum course certification standards according to the COPPs procedure "Instructor Qualifications: Credit," to be filed with ASA upon course approval.
☐ We have completed faculty certification form(s) for faculty qualified to teach this course, to be filed with ASA and Human Resources upon course approval.

Fees:

- ☐ We have completed fee rationale and fee request forms to be submitted to ASA upon course approval, in compliance with the COPPs procedure, "Fees: Special"
☐ No special fees will be required for this course.

Divisional Recommendation:

- ☐ The Division Chair and Administrative Assistant have reviewed this course proposal and kept a copy for divisional files.
☐ Faculty review of this course was completed within the division on ____ (date).

☐ Pass

☐ Do Not Pass

Administrative Assistant/Coordinator

Date

Academic Dean

Date

Section 10. College Approval

Curriculum Committee Chair

Date

Executive Dean for Academic Affairs

Date

Curriculum Approval Committee hearing:

Date

Vice President for Academic &
Student Affairs

Date