Course number - Name

Diversity in the United States

Instructor Name:

Office:

Office Hours: TBD

Email:

Course Description:

*Should conform to the official description for the course. (If a description needs revision, then a new course description may be submitted according to the procedures with undergraduate and graduate course approvals).*

*Course Prerequisites (if applicable): Clear description of prerequisite coursework or knowledge expected prior to the start of the course.*

Student Learning Outcomes:

*Assignments should be linked to each of the student learning outcomes being assessed. A single assignment may be used to assess more than one learning outcome, and an outcome may be assessed by more than one assignment.*

Having completed the Diversity in the United States Requirement, students will be able to:

|  |  |
| --- | --- |
| **Learning Outcomes** | **Student Achievement of This Learning Outcome** **will be Assessed by:** |
| 1. Think critically, and with an open mind, about controversial topics stemming from issues such as gender, race, class, ethnicity, religion, and disabilities in American society and the larger world.
 |  |
| 1. Develop an understanding of antiracism and social justice and learn to apply these concepts to specific situations.
 |  |
| 1. Explain how historical and global contexts (such as Western colonial expansion, enslavement, capitalism, gender inequality, immigration, and/or social movements) cause categories of diversity to change over time, and how these contexts have contributed to systems of power, privilege, oppression, and opportunity.
 |  |
| 1. Describe how categories of diversity intersect or connect with each other, creating complex identities and perspectives. Recognize the distinct role of race as a category of diversity in the US and the intersecting effects of race on other categories of diversity.
 |  |

Course Materials:

*Books, readings, equipment*

* *Availability of course materials or resources can be specified (e.g., items on reserve through the library; use of* [*UBlearns Blackboard*](https://ublearns.buffalo.edu/) *site)*

Course Requirements

*The number of papers, tests, and any other requirements, such as homework, attendance, class participation, laboratory assignments, or clinical performance, that will count toward the final grade. Availability of and procedures for alternatives to assignments or exams the student did not complete due to absences should be specified. All requirements should relate to the course description and the student learning outcomes.*

Academic Content:

*What the student will be held accountable for, including required readings, lectures, films, field trips, etc. Deadlines for assignments should be specified. Most semesters are 15 weeks.*

|  |  |  |  |
| --- | --- | --- | --- |
| **Week** | **Topics** | **Assignments** | **Associated Learning Outcome Number** |
| **1** |  |  |  |
| **2** |  |  |  |
| **3** |  |  |  |
| **4** |  |  |  |
| **5** |  |  |  |
| **6** |  |  |  |
| **7** |  |  |  |
| **8** |  |  |  |
| **9** |  |  |  |
| **10** |  |  |  |
| **11** |  |  |  |
| **12** |  |  |  |
| **13** |  |  |  |
| **14** |  |  |  |
| **15** |  |  |  |

Grading Policy:

*How results from various requirements will be combined into a final grade: relative weightings, make-up policy for tests, etc.*

*Grading Policies must include:*

* *Specification of the level of work that must be completed in order to obtain specific letter grades (A-F) or a passing grade if the course is graded on a Pass/Fail basis; and*
* *Reference to the university undergraduate Incomplete Policy or graduate Incomplete Policy and any additional instructor requirements and comments regarding incomplete grades. Incomplete Policy:* <https://catalog.buffalo.edu/policies/explanation.html>

Learning assessments will be graded based on rubric criteria and weighted according to the following break-down.

| **Weighting** | **Assessment / Assignment** |
| --- | --- |
| xx% |  |
| xx% |  |
| xx% |  |
| 100% |  |

Final Grades:

|  |  |  |
| --- | --- | --- |
| Grade | Quality Points | Percentage (EXAMPLE) |
| A | 4.0 | 93.0% -100.00% |
| A- | 3.67 | 90.0% - 92.9% |
| B+ | 3.33 | 87.0% - 89.9% |
| B | 3.00 | 83.0% - 86.9% |
| B- | 2.67 | 80.0% - 82.9% |
| C+ | 2.33 | 77.0% - 79.9% |
| C | 2.00 | 73.0% - 76.9% |
| C- | 1.67 | 70.0% - 72.9% |
| D+ | 1.33 | 67.0% - 69.9% |
| D | 1.00 | 60.0% - 66.9% |
| F | 0 | 59.9 or below |

Academic Integrity:

Students must be familiar with and abide by the University’s policies and procedures on Academic Integrity, available at the following link: *Academic Integrity:* <https://catalog.buffalo.edu/policies/integrity.html>

Accessibility Resources:

Accessibility Resources coordinates reasonable accommodations for equitable access to UB for students with disabilities. Visit 60 Capen Hall, North Campus, call (716) 645-2608, or email at stu-accessibility@buffalo.edu. Additional information is located at the Office’s website: <https://www.buffalo.edu/studentlife/who-we-are/departments/accessibility.html>

Available Resources on Sexual Assault:

UB is committed to providing an environment free of all forms of discrimination and sexual harassment, including sexual assault, domestic and dating violence and stalking. You may call [UB’s Office of Equity, Diversity and Inclusion](https://www.buffalo.edu/equity/obtaining-assistance/sex-discrimination-and-sexual-harassment/sexual-assault--domestic-violence--dating-violence-and-stalking/confidentiality-and-reporting-protocol.html) at (716) 645-2266 for more information. <https://www.buffalo.edu/equity.html>

Counseling Services:

As a student you may experience a range of issues that can cause barriers to learning or reduce your ability to participate in daily activities. These might include strained relationships, anxiety, high levels of stress, alcohol/drug problems, feeling down, health concerns, or unwanted sexual experiences. Counseling, Health Services, and Health Promotion are here to help with these or other concerns. You learn can more about these programs and services by contacting:

Counseling Services: 120 Richmond Quad (North Campus), phone 716-645-2720

 202 Michael Hall (South Campus), phone: 716-829-5800

Health Services: Michael Hall (South Campus), phone: 716- 829-3316

Health Promotion: 114 Student Union (North Campus), phone: 716- 645-2837

UB Portfolio

If you are completing this course as part of your UB Curriculum requirements, please select an ‘artifact’ from this course that is representative of your learning and save it in a safe location with a clear title. Your final UB Curriculum requirement, UBC 399: UB Curriculum Capstone, will require you to submit these ‘artifacts’ as you process and reflect on your achievement and growth through the UB Curriculum. Artifacts include homework assignments, exams, research papers, projects, lab reports, presentations, and other coursework. For more information, see the UB Curriculum Capstone website: <https://www.buffalo.edu/ubcurriculum/capstone.html>.

Course Fees:if applicable

Optional Components

Attendance Policy:

*May include reference to:*

* *Attendance issues related to religious observances*
* *University sanctioned events*
* *Athletic commitments*
* *Family/Work obligations/emergencies*
* *Course Cancellation/ Emergency Planning*
* *Reference the university website for cancellations/delays due to weather or other unforeseen events at the*

[*UB Alert*](http://emergency.buffalo.edu/) *page.*

Instructor and Course Support Staff Information:

* *Relevant professional information and/or teaching philosophy.*
* *Roles and responsibilities of course support staff (i.e., TAs/Gas).*

Lab Safety:

*Guidelines for lab safety, including policies and procedures.*

Classroom Decorum:

*Discussion of classroom expectations, for example tardiness, and/or use of cell phones and laptops.*

University Support Services:

*Students are often unaware of university support services. For example, the Center for Excellence in Writing provides support for written work, and several tutoring centers on campus provide academic success support and resources.*