



**Multicultural Issues: SOC 201  
Module 1**

**Day(s): TBA**

**Time(s): TBA**

**Course - SOC 201**

**Instructor:**

**Office Hours: TBA**

**Office Location –**

**Checking Email:**

**Phone number:**

**Email address:**

---

**Prerequisite/Co-requisites – SOC 101 (3 credits)**

---

---

***Course Description***

This course focuses on heightening awareness and appreciation of diversity; considers political, religious, sexual and cultural identities as well as lifestyle differences, problems of race, nationality, regions and language patterns. Students will examine myths concerning group differences and assumptions regarding ethnicity and culture of the economically deprived, senior citizens, and children. This course looks at political and social oppression of minorities and their status in the U.S. **S mc (F, Su)**

**Learning outcomes for Multicultural Issues 201  
At the end of this course, students will be able to:**

1. Describe the history and experiences of different minority groups within the United States. Compare cultural groups in the United States.
2. Identify and describe legislation and regulations that address issues of equality, and diversity and discrimination.
3. Describe hate crime and affirmative action legislation.

4. Analyze current issues related to immigration and globalization and discuss their impact on the United States.
5. Explain the importance of identity. Distinguish between race and ethnicity.
6. Apply knowledge of cultural diversity and multicultural issues to the interactions among and between individual and social systems.
7. Discuss the dynamics of oppression and discrimination.
8. Understand and respect various customs such as dietary patterns, festivities / celebration, and family pattern etc.
9. Students will reflect and think critically upon the overall content of the course, lecture, reading, activities, weekly discussions and student-student-teacher interactions.

***Required Text***

Conrad Phillip Kottak & Kathryn A. Kozaitis (2012). North American Mainstream / 4<sup>th</sup> edition.

*Learning Objectives*

Learning Objectives	Learning Outcomes	Assessment Methods
<p><b>To demonstrate an understanding of:</b></p>	<p><b>At the end of this course, students will be able to:</b></p>	<p><b>As measured by:</b></p>
<p>Unit 1: History and Experiences of Minorities in the U.S.</p>	<ul style="list-style-type: none"> <li>• Discuss the history and experiences of different minority groups within the United States.</li> <li>• Compare cultural groups in the United States (1.1)</li> </ul>	<p>1. The student will be able to address the following in 750-1000 words: Pick 3 minority groups, discuss their history and experiences within the United States. For each selected minority group, address the following:</p> <ul style="list-style-type: none"> <li>➤ What events or time periods had significant impacts on the minority group? Explain in detail</li> <li>➤ What percentage of the U.S. population does the chosen minority group make up? Explain</li> <li>➤ What current issues exist with regard to the selected minority group? Explain.</li> <li>➤ Are there any similarities among or differences between your selected groups? Explain. (1.2) <ul style="list-style-type: none"> <li>▪ Be sure to reference all sources using APA writing style. (1.1, 1.2)</li> <li>▪ The student will be able to write a 600 words essay that reflects on the importance of history and experiences of minorities in their Weekly Online Blackboard course journal located in the course content tool. (1.1, 1.2)</li> </ul> </li> </ul>
<p>Unit 2: Legislation Issues of Equality, Diversity, and Discrimination</p>	<ul style="list-style-type: none"> <li>• Identify and describe legislation and regulations that address issues of equality, diversity and discrimination. (2.1)</li> <li>• Describe hate crime and affirmative action. (2.2)</li> </ul>	<p>1. The student will be able to address the following in 750-1000 words:</p> <ul style="list-style-type: none"> <li>➤ For each piece of legislation, provide a brief explanation of the issues you hope to address with your proposed legislation. Specifically, how will the legislation benefit the minority group? Explain.</li> </ul>

		<ul style="list-style-type: none"> <li>➤ How soon will the legislation benefit the minority group? Explain.</li> <li>➤ How will you address any backlash to the legislation? Explain.</li> <li>➤ Once you have explained the purpose and details of the legislation, provide the actual piece of proposed legislation.</li> <li>➤ After drafting your new legislation, describe how you think your new laws would benefit society as a whole.</li> <li>➤ Would any groups or individuals be at a disadvantage if the legislation were passed? Why or why not?</li> <li>➤ What rationale would you use to garner support for your legislation? Explain. <ul style="list-style-type: none"> <li>▪ Be sure to reference all sources using APA writing style. (2.1, 2.2)</li> <li>▪ 2. The student will be able to write a 600 word essay that reflects on the importance of legislation issues in their Weekly Online Blackboard course journal located in the course content tool. (2.1, 2.2)</li> </ul> </li> </ul>
<p>Unit 3: Immigration and Globalization</p>	<ul style="list-style-type: none"> <li>• Analyze current issues related to immigration and globalization and discuss their impact on the United States. (3.1)</li> </ul>	<ol style="list-style-type: none"> <li>1. The student will be able research the library, course materials, textbook, and Web resources, research assimilation and global trends on immigration in 750-1000 words: <ul style="list-style-type: none"> <li>➤ What current issues and present with regard to assimilation in the U.S.? Explain.</li> <li>➤ What have been the immigration trends in the last 5 years in the U.S.? In the last 30 years? Explain.</li> <li>➤ Think about what factors have significantly impacted the trends in</li> </ul> </li> </ol>

		<p>immigration in recent years? Explain.</p> <ul style="list-style-type: none"> <li>➤ In what ways has globalization significantly impacted modern societies? Explain.</li>   <li>➤ In what ways have globalization significantly impacted modern societies? Explain. What are 2 advantages of globalization? Explain. What are 2 drawbacks of globalization? Explain. (3.1) <ul style="list-style-type: none"> <li>▪ 3. The student will be able to write a 600 word essay that reflects on the importance of immigration and globalization in their Weekly Online Blackboard course journal located in the course content tool. (3.1)</li> </ul> </li> </ul>
<p>Unit 4: Culture and Identity</p>	<ul style="list-style-type: none"> <li>• Explain the importance of identity. (4.1)Distinguish between race and ethnicity. (4.2)Describe the various social identities. (4.3)</li> </ul>	<p>1. This activity is designed to highlight the interconnectivity of the various forms of identity discussed in the text. Students will be asked to write a 1000 word statement about how they view themselves and what they see as their “identity.” Then, using the typology of identity as a framework, ask students to go through their statement to determine how many of the following were directly or indirectly referenced in their statements. Discuss why particular “identities” were included and others were not. (4.1, 4.2, 4.3)</p> <p>Typology items:</p> <ul style="list-style-type: none"> <li>• Racial identity – mongoloid, caucasoid, negroid.</li> </ul>

		<ul style="list-style-type: none"> <li>• Ethnic identity – African American, Native American, etc.</li> <li>• Gender identity – masculine and feminine roles.</li> <li>• National identity – American, Canadian, Mexican, etc.</li> <li>• Regional identity – Southern, Eastern, etc.</li> <li>• Organizational identity – GM, GTE, Toyota, etc.</li> <li>• Personal identity – biker, dancer, gamer, etc.</li> <li>• Cyber or Fantasy identity – maiden, warrior, wizard, etc.</li> </ul> <p>Possible discussion questions:</p> <ul style="list-style-type: none"> <li>• Why were some aspects of identity included in student statements and others neglected?</li> <li>• If students ranked the various identities in terms of the perceived relevance to their sense of “I,” would this explain the neglected identities?</li> <li>• Are there any “identities” listed in the typology that students believe are <u>not</u> relevant to their sense of identity?</li> <li>• Are there any “identities” not included in the typology that students believe <u>are</u> relevant to their sense of identity.</li> </ul>
--	--	--

		<p>2. The student will be able to write a 600 word essay that reflects on the importance of identity in their Weekly Online Blackboard course journal located in the course content tool. (4.1,4.3.4.3)</p>
<p>Unit 5 Cultural Diversity and Multicultural Issues</p>	<p>Apply knowledge of cultural diversity and multicultural issues to the interactions among and between individual and social systems. (5.1, 5.2)</p>	<p>1. The student will be able to locate someone from a culture different from your own, and interview him or her regarding the characteristics of a successful communicator in that culture. (5.1) Address the following in 750-1000 words: A. What are the elements of credibility within your culture? B. What communicative behaviors are least desirable in your culture? C. What communication skills are most valued in your culture? (5.1)</p> <p>2. The students will be able to write a 600 word essay that reflects on the importance cultural diversity and multicultural issues in their weekly online Blackboard course journal located in the course content tool. ( 5.1,5.2)</p>
<p>Unit 6 Dynamics of Oppression and Discrimination</p>	<p>Discuss the dynamics of oppression and discrimination. (6.1, 6.2)</p>	<p>Students will be able to address the following in 1, 000-1,250 words:</p> <ul style="list-style-type: none"> <li>➤ What is oppression, and what measures can be taken to eliminate it from the workplace? Explain.</li> <li>➤ How can discrimination affect all the parties involved in an incident? Explain.</li> <li>▪ How does discrimination indirectly involved? Explain.</li> </ul>

		<ul style="list-style-type: none"> <li>➤ What issues are evident in the attached document scenario? Explain.</li> <li>➤ Based on what you have learned in this course, how would you address these issues? Explain in detail.</li> <li>➤ What training do you think you need to provide to help ease the tensions in the office, promote equality, and provide ethical and fair treatment to both employees in this atmosphere without compromising their personal information? Explain.</li> <li>➤ What measures can be taken to ensure that incidents such as the one in the scenario are handled effectively and professionally in the future? Explain.</li> <li>➤ If the woman were terminated from her position, is there any legal action that can be taken? Why or Why not? <ul style="list-style-type: none"> <li>▪ Provide specific examples.</li> <li>▪ Use at least 3 scholarly to fully support your argument. You are allow to use one internet source, journal (s), or books.</li> <li>▪ Be sure to reference all sources using APA style. (6.1)</li> <li>▪</li> </ul> </li> <li>▪ 6. The students will be able to write a 600 word essay that reflects on the importance dynamics and oppression in their weekly online Blackboard course journal located in the course content tool. ( 6.1, 62)</li> </ul>
Unit 7 Cultural Diversity	Understand and respect various customs such as dietary patterns, festivities /	<b>Activity: Final Exam - individual Project / Multicultural Community</b> -Cultural Diversity PowerPoint Presentation



	<p>celebration, family pattern, etc. (7.1)</p>	<p style="text-align: center;">Individual Project Research - Required</p> <p>1. The purpose of the PowerPoint presentation is to develop and share a group PowerPoint that critically shapes our knowledge and fosters a clear understanding of ethnic groups. It should be a <b>short “coaching” vignette</b> to help promote students learning and encourage culturally responsive society members. * Please remember the diversity among these groups is will play a vital role in your presentation. The following ethnic groups will be represented in your group presentations:</p> <p style="text-align: center;">Asian Americans African Americans Arab / Middle Eastern Americans Hispanic Americans American Indians European Ethnic Americans</p> <p>At the beginning of the PowerPoint, you should display some type of visual aid that identifies the members of your group and the setting you are going to describe, as well as that day’s date. Include the following highlight slides in your presentation:</p> <p style="text-align: center;">Cultural Background (Historical / Present Day) Music Art &amp; Social Life Artifacts Food Clothing (Historical) Language Religion</p> <p>The rest of the presentation format is limited only by your own professional creativity. Either make the slides more detailed, add short audio segments to supplement each slide, or include a narrative of key points to accompany the PowerPoint. Please limit your slides to 5 – 6. (7.1)</p> <p>2. The student will be able to write a 600 essay that reflects on the importance community and diversity across cultures. Weekly Online Blackboard course journal located in the course content tool. *Rubrics will be located in the course document folder. ( 7.1)</p>
--	--	---


**Grading Policy – Instructors set up and assign their own percentages to their grading policy.**

Example:

- Unit 1 Historical Experiences 5%
- Unit 2 Legislation Issues 15%
- Unit 3 Immigration & Globalization 5%
- Unit 4 Cultural & Identity 5%
- Unit 5 Diversity & Multicultural Issues 5%
- Unit 6 Dynamics of Oppression 15%
  
- Online Journal Reflection- Units 1-7 5%
  
- Discussion 25%
- Unit 7 Final Exam- Multicultural Community 20%

**Class Policies**

Your attendance in class is important and expected. Class attendance will be recorded every period. If you arrive to class late, after attendance has been recorded, this will count as a third of an absence. You are responsible for getting any handouts given out on the day of your absence. Students are responsible for officially withdrawing from this course. Failure to officially withdraw before the deadline will result in a grade of F for this course. (Please refer to your Goodwin Course Catalog on p. 21).

**Discussion Board**

Discussion is a very important component of this course. Just like in a traditional class, you will be expected to participate in discussions with your instructor and fellow students about assigned topics. Discussion Board topics are tied to specific course topic for each week of the seven and one-half week session. Discussion board participation and active student engagement in course work is required and evaluated quantitatively and qualitatively by the Instructor. Each week students will be expected to post their initial discussion posting to the discussion board by **Wednesday**. In turn, students will post responses to their colleagues (as specified in the course room) by the following **Sunday. Discussion posts will be graded according to the late policy. Discussions run week-to-week and close on Sunday 11:59PM Eastern Time.**

**Academic Honesty Statement:**

At Goodwin we expect the highest standards of academic honesty. Academic dishonesty is prohibited in accordance with the Board of Trustee’s Proscribed Conduct Policy. This policy prohibits cheating on examinations, unauthorized collaboration on assignments, unauthorized access to examinations or course materials, plagiarism, and other proscribed activities. Plagiarism is defined as the use of another’s idea(s) or phrase(s) and representing that/those idea(s) as your own, either intentionally or unintentionally. Anyone who is caught cheating on exams, plagiarizing another’s work or published material will fail the course regardless of progress made in the course.

The general academic policies of Goodwin College may be found on the college web site at [http://www.goodwin.edu/academic\\_policies.asp](http://www.goodwin.edu/academic_policies.asp). Additional information may be found in the college catalog at [http://www.goodwin.edu/undergraduate\\_catalogs.asp](http://www.goodwin.edu/undergraduate_catalogs.asp). Please make it a point to

familiarize yourself with the college policies. Additional academic regulations may be found at [http://www.goodwin.edu/2011\\_2012\\_catalog/index.htm](http://www.goodwin.edu/2011_2012_catalog/index.htm)

Academic Integrity policy may be found at [http://www.goodwin.edu/pdfs/Academic Integrity Policy 2010.pdf](http://www.goodwin.edu/pdfs/Academic_Integrity_Policy_2010.pdf)

### **Online Classroom Etiquette:**

As the course instructor, I have several goals and expectations for each student to work toward during the semester. These are as follows:

- Respect for others view points
- No derogatory remarks during this class towards and or about others.
- Development of an intellectual tolerance.
- To think and read sociologically, think critically, express and communicate thoughts in writing college-level papers, reports and speech.
- Make meaningful contributions to class discussion.
- Learn to define, understand, demonstrate, compare and contrast, explain, distinguish, identify, describe, and examine sociological concepts and principles presented.

### **Cheating shall be defined as:**

- Copying to any extent the work of another student
- Intentionally assisting another student during an examination
- Having access to material related to an examination during an examination
- Possessing or having access to unauthorized copies of an examination
- Departing from any stated examination conditions

### **Plagiarism:**

**Plagiarism** is defined by Webster's New Universal Unabridged Dictionary as the act of taking someone else's idea, writing or work, and passing it off as one's own. If you fail to give credit to the source of the material, whether directly quoted or put it in your own words, this lack of credit constitutes plagiarism. Whether you take, buy or receive material from the internet, from a book, from another student or from any other source, and you fail to give credit, you are stealing ideas; you are engaged in plagiarizing. (Goodwin Catalog 2011-2012)

### **Course Participation:**

Students are required to participate in their courses in an academically-related environment. Students who are actively engaged and participate more in their courses learn more, and have greater academic success. Participation is captured and recorded so that Academic Advisors can track student course participation weekly and contact students who have fallen behind in course assignments.

Each week students will be expected to post their initial discussion posting to the discussion board by Wednesday at 11:59 PM Eastern Time. In turn, students will post responses to their colleagues (as specified in the course room) by the following Sunday at 11:59 PM Eastern Time. Discussion posts will be graded and late submissions will be assigned a late penalty in accordance with the late penalty policy. Weekly assignments will be due on assigned due date(s) at 11:59 PM Eastern Time. Having assignments due by a certain day rather than on a specific date provides students

with the flexibility of submitting assignments early if they so choose. However, early submissions will not necessarily be graded early, but rather within the guidelines of the faculty grading requirements.

**Late Policy:**

In order to move quickly and successfully through Goodwin courses, specific deadlines for all assignments will be clearly stated in the course syllabus.

Should a student be unable to meet a deadline, it is expected the student will make arrangements in advance with the instructor to turn work in late. A penalty for late work will be assigned at the discretion of the faculty member. If a student does not make prior arrangements with the instructor and fails to turn individual work in on time, the following penalties will be applied:

**For 7 1/2 week courses the following applies:**

- Work that is submitted 1-2 calendar days AFTER its due date will be graded down 5%
- Work that is submitted 3-6 calendar days AFTER its due date will be graded down 10%
- Work submitted more than 6 days past its due date, may or may not be accepted at the discretion of the instructor and if accepted will be graded down 20%.
- Final course projects and end-of-term papers must be turned in no later than the last day of class UNLESS an "Incomplete" grade has been arranged in advance of the final course date. Incomplete grades at the discretion of the faculty.

**Student Responsibility**

1. Not every instructor will have the same course expectations for late work; therefore, it is the responsibility of the student to familiarize themselves with each instructor's late work expectation.

2. A student is expected to establish documented communication via email regarding the circumstances that lead to an assignment(s) not being submitted on time. The communication should outline any arrangements that are made if the instructor agrees to accept the work.
  - Once a late assignment has been submitted to the course, the instructor is under no obligation to grade the work unless a follow up communication has been sent via email to make the instructor aware.
  - If an instructor denies a student's request to submit late work, the assignment will not be eligible for submission during the incomplete period.
3. All students are expected to adhere to the Goodwin College attendance standards in accordance with the administrative withdrawal policy.

### **Peer-Tutoring**

Tutoring services are available in the Learning Resource Center. Any student seeking tutoring assistance should fill out a request form in the Academic Office.

### **E-tutoring**

Tutoring is available online at any time through the Connecticut Distance Learning Consortium. If you would like to use this form of tutoring, contact Assistant Dean of Student Services, in the Academic Office for further information.

### **Writing Center**

Students may receive assistance with writing in any course or academic discipline through the Goodwin College Writing Center. The Writing Center is open on Monday through Thursday from 11:00 AM to 6:00 PM and Fridays from 11:00 AM to 2:00 PM. The Writing Center is located in the Learning Center, Room 209. Appointments are available outside regularly scheduled hours to accommodate students whose work or school schedule do not allow them to attend during regular times. To schedule an appointment or speak with the coordinator of the Writing Center, students may call 860.913.2064, e-mail [writingcenter@goodwin.edu](mailto:writingcenter@goodwin.edu) or send a text message to 860.816.1848.

## **Course Calendar**

### ***Required Text Readings***

Conrad Phillip Kottak & Kathryn A. Kozaitis (2012). North American Mainstream / 4<sup>th</sup> edition.

Class period	Topic	Readings
Week 1	History & Experiences of Minorities	Ch. 1,2,3,4
Week 2	Legislation Issues of Equality, Diversity, and Discrimination	Ch. 5,6,7, 8
Week 3	Immigration & Globalization	Ch. 1-8
Week 4	Cultural Diversity	Ch. 5-7
Week 5	Multicultural Issues	Ch. 8-11
<hr/>		
Week 6	Dynamics of Oppression and Discrimination	Ch. 5 -11
Week 7 1/2	Final Exam    Multicultural Community Project /Group	

**Special Needs:**

**ADA Accommodations:**

Support services at Goodwin are designed to provide access and “even the playing field” for people with disabilities. Toward this end, Goodwin provides academic accommodations such as proctors, readers, and scribes, test accommodations, sign language interpreters, adaptive equipment, and assistance in locating and acquiring services from community agencies. If you need assistance please contact (Learning Disabilities Specialists at 860-727-6716) Counselor for Students with Physical/Psychological Disabilities (860-727-6716).

Students with documented disabilities are eligible to receive accommodations as mandated by the Americans with Disabilities Act. Students may request accommodations by contacting the

Disabilities Coordinator, Joe Cary. Mr. Cary's office is located in the Academic Advising Suite.  
[http://www.goodwin.edu/disability\\_resources.asp](http://www.goodwin.edu/disability_resources.asp)

### **Incompletes**

Satisfactory progress is computed for all courses taken for credit. An incomplete is a temporary grade assigned by the faculty member. Course Incompletes are counted as credit hours attempted but not earned. Generally, if a student receives an "Incomplete," (s)he has two (2) weeks from the end of the course to complete all course requirements in order to receive a grade for that course. If requirements are not met, the incomplete will be converted to an "F". Academic standing will be recomputed after the "INC" is replaced with a grade. In both cases the final grade will then be included in calculating the student's GPA and count as credits attempted. In cases where the Incomplete has been issued for a pre-requisite course, the student may not be allowed to move on to the higher level course if the Incomplete has not been replaced with a satisfactory grade.

[http://www.goodwin.edu/2011\\_2012\\_catalog/index.htm](http://www.goodwin.edu/2011_2012_catalog/index.htm)

### **Drop/Withdrawal Policy:**

**It is the responsibility of the student to officially withdraw from this course.** If you decide to withdraw from the course, please be sure to contact the registrar's office on Goodwin College and fill out the appropriate form. Failure to officially drop/withdraw by the deadline will result in a grade of "F" for the course. **Please refer to your course catalog for important date(s) for academic withdrawal.**

This course adheres to all policies outlined in the Goodwin College catalog. For further information, see Academic Regulations as stated in the catalog.

Rev 12/26/13