

# Cultural Diversity

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## Course Information

Course Title: Cultural Diversity  
Course Number: SOC 3400  
Credit Hours: Three credit hours

## Professor Contact Information

Donna G. Dunn, Ph.D.

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404-213-4693 Office Hours via Phone: By  
appointment

Office Hours via Email: 8:00 a.m. – 8:00 p.m., Monday – Friday

Response to messages (email and voice) within 48 hours of receipt except weekends.

## Course Description

The purpose of this course is to enhance the students' abilities to understand, evaluate, and provide culturally sensitive and competent human services to members of diverse groups in society.

## Course Objectives

The successful student will demonstrate the following abilities and skills based on their performances on exams, written assignments, and class discussions:

- Think critically about racial and ethnic minorities in the United States.
- Apply concepts from a sociological perspective to understand the issues relating to racial and ethnic minorities.
- Recognize and evaluate the importance of racial and ethnic diversity in society.
- Analyze demographic and social data from a critical perspective.
- Differentiate terms and concepts relating to racial and ethnic minority issues in everyday life in the United States.
- Discuss the importance of promoting responsible action when interacting with different racial and ethnic groups.

## Required Course Materials

Schaefer, R. (2010). *Racial and ethnic groups* (13th ed.). Prentice Hall. ISBN: 9780205800513

## Course Policies

### Honor Code

Under the Shorter University Honor Code, students stipulate abstinence from all deceit and dishonorable conduct. Each student is asked to sign the Roll of during the Introduction course, and formally enroll under the pledge:

*On my honor, I will abstain from all deceit. I will neither give nor receive unacknowledged aid in my academic work, nor will I permit such action by any member of this community. I will respect the persons and property of the community, and will not condone discourteous or dishonest treatment of these by my peers. In my every act, I will seek to maintain a high standard of honesty and truthfulness for myself and for the University.*

All academic work at Shorter University falls under the Honor System. Quizzes, tests, examinations, projects and papers to be graded must be accompanied by the pledge.

### Class Participation

Participation in this class is measured by recording the posting date on which you make a substantive posting in the course. You are required to participate at a minimum 4 days per week.

Substantive postings include:

- Posting an initial response within the guidelines of the assignment.
- Responding to discussion questions as well as discourse between students related to subject matter within the course. This may include posting notes and responding to the notes of others' answers within discussion area. A response may be a question about another's work, agreement with or challenge to the point of view expressed (supported by a reference to the text or lecture), or critique of someone's work.
- Contributing to the discussion based upon course content, theory, or personal experiences, not simply personal opinions

Substantive postings do not include:

- Posting completed assignments
- Asking the faculty member or classmates a question about an assignment
- Posting a simple "I agree" comment
- Sending emails to the faculty member or classmates

You are required to read all posts in the discussion area from the course facilitator and classmates. The quantity and quality of your participation in the discussion area will be graded. The participation point value is defined within each assignment; and/or as assigned by your course facilitator.

### Extra Credit

There are no opportunities for extra credit work in this course. Therefore, it is important that you fully participate and complete assignments as indicated in the syllabus.

### Late Work

Assignments will not be accepted.

### Disability Services

If you believe you are entitled to reasonable accommodation based on a documented disability (per The Americans with Disabilities Act and Section 504 of the Rehabilitation Act of 1973), please contact Student Support Services at 706-233-7417 or visit <http://www.shorter.edu/disability-services> for more information.

## Course Assessments

### Discussion Boards

Students are expected to actively participate in the discussion board each week. With the exception of the first week, students are required to post an initial response to the discussion board prompt(s) no later than Wednesday at 11:55 PM of the current week's discussion board. Then each student must respond to the initial postings of at least two classmates by Friday at 11:55 PM and any subsequent comments by Sunday 11:55 PM. Discussions will close on Sundays at 11:55 PM and new discussions will launch on Mondays at 12:00 AM.

### Graded Assignments

Each week students are expected to complete all graded assignments listed for the week. Graded assignments can range in terms of scope and design. All graded assignments, however, include clear instructions on how students shall complete the work. Graded assignments are due by Sunday at 11:55 PM of the current week.

## Weekly Quizzes

Students are expected to complete the assigned quiz each no later than Sunday at 11:55 PM of the current week.

## Grade Computation

Students should be very aware of how much each course assessment category counts towards his/her grade. Within the course, assignments should detail the specific amount they are worth. This broad computation, again, provides more flexibility to the instructor and reduces the need to update the syllabus frequently.

Learning Activity	Scoring
Discussions	10 points each
Quizzes	10 points each
Journal Entries	10 points each
Midterm Exam	50 points
Final Exam	50 points

## Grading Scale

100 – 90 = A

89 - 80 = B

79 - 70 = C

69 - 60 = D

59 - Below = F

## Course Outline

### LESSON 1: UNDERSTANDING RACE AND ETHNICITY/NATIVE AMERICANS

Upon success completion of this lesson, students should be able:

- ☐ Differentiate racial and ethnic as terms describing minority groups.
- ☐ Describe the elements of a subordinate group.

## LESSON 2: PREJUDICE/AFRICAN AMERICANS

Upon success completion of this lesson, students should be able:

- ☐ Define prejudice and describe the four theories of prejudice.
- ☐ Describe slavery as a system.
- ☐ Delineate three important achievements in civil rights since 1900.
- ☐ Discuss the challenges of the African-American middle class.

## LESSON 3: DISCRIMINATION/HISPANICS

Upon success completion of this lesson, students should be able:

- ☐ Understand discrimination
- ☐ Describe examples of institutional discrimination
- ☐ Assess possible ways to eliminate discrimination
  - Describe what is meant by “Latino” population.
- ☐ Discuss factors uniting and dividing the Latino community in the United States.
  - Examine the issue of “English only.”
- ☐ Discuss the legal status of various Hispanic groups in the United States.

## LESSON 4: IMMIGRATION AND THE UNITED STATES/MUSLIMS AND ARABS

Upon success completion of this lesson, students should be able:

- Assess the United States’ immigration policy and its affects.
- ☐ Discuss the difference between Muslim and Arab groups in the United States.
- Define the term “racial profiling” in relation to Muslims and Arabs.

## LESSON 5: ETHNICITY AND RELIGION/ASIAN AMERICANS

Upon success completion of this lesson, students should be able:

- ☐ Understand the concept of White Privilege
- ☐ Describe symbolic ethnicity
  - Describe the meaning of “model-minority.”
- ☐ Discuss the diversity of Asian-American groups in the United States.
- ☐ Discuss the ways in which mass media depicts Asian-Americans.
- ☐ Define the Chinese Exclusion Act.
- ☐ Compare Chinese-American and Japanese-American experiences in the United States.

## LESSON 6: WOMEN THE OPPRESSED MAJORITY/JEWISH AMERICANS

Upon success completion of this lesson, students should be able:

- ☐ Describe different gender roles
- ☐ Discuss the feminist movement
- ☐ Describe the dominance of women
- ☐ Describe the way Jews fulfill the criteria for a subordinate group.

## LESSON 7: BEYOND THE UNITED STATES – THE COMPARATIVE PERSPECTIVE/OVERCOMING EXCLUSION

Upon success completion of this lesson, students should be able:

- ☐ Race and ethnicity in other countries
- ☐ Describe exclusion in the United States

## LESSON 8: CLOSING THOUGHTS

Upon successful completion of this lesson, students should be able:

- ☐ Discuss your own awareness and acceptance of cultural differences
- ☐ Identify your own cultural blind spots
- ☐ Recognize the dynamics of cultural differences

## Assessment Criteria

Your final grade will be based on the following course requirements:

- Discussion Posts
- Journal Assignments
- Midterm Exam
- Final Exam

## Discussions and Assignments

### Week 1: UNDERSTANDING RACE AND ETHNICITY/NATIVE AMERICANS

☐ Read Chapters 1 and 6

☐ Discussion

Discussion Forum 1: Introduce yourself to the class. The more information you share the better. Respond to at least two classmates by indicating at least one area in which you are different.

Discussion Forum 2: Take some time to think about either the city you live in or the city you are from. What social construction of categories do you see that may be different in your community as compared to others. Explain the differences. Once you have posted your initial response, respond to at least one classmate whose views are similar to yours and at least one classmate whose views are different from yours.

☐ Journal Response:

Write a journal response to the following prompt.

The readings this week provided candid examples of the fear and emotion that is evoked by discussions of race and ethnicity. Which of these examples do you relate to and why? Which are hard for you to understand? For those you do not understand, what questions might you ask to better understand?

A thoughtful response should be double-spaced and at least one page in length.

- 🔗 Quiz: Complete quiz

## Week 2: PREJUDICE/AFRICAN AMERICANS

- 🔗 Read Chapters 2,7, and 8

- 🔗 Discussion

What do you think is the most difficult aspect of being a racial, ethnic, or religious minority member? What is the most difficult aspect of being a majority group member? Use the readings to support your response. Once you have posted your initial response, respond to at least two classmates.

### Journal Response

Describe in detail experiences you have had with members of the African American culture. At present, how do you feel about members of this group (describe your reactions in detail and if possible relate them to specific experiences.) Are there characteristics, traits, or other things about members of this group that make it difficult for you to approach them? What reactions, feelings, thoughts, or concerns come to mind when you think about working professionally with members of this group?

A thoughtful response should be double-spaced and at least one page in length.

- 🔗 Quiz: Complete quiz

## Week 3: DISCRIMINATION/HISPANICS

- 🔗 Read chapters 3, 9, and 10

- 🔗 Discussion

Is it possible to discriminate against someone without being prejudiced against them? This often occurs in institutional structures.

Consider the following example: Imagine you are a 45-year-old White man with two children. One child is in college, and the other is a junior in high school with plans for college. You hold no prejudgments (essentially, that is what prejudice is) about any groups of people. You are in charge of human resources for a major national bank, and you need to hire someone for an IT role (computer programming related position). The job pays well (\$80,000 per year), and you have over 300 applicants. Your boss tells you, "I don't care who you hire, just don't hire any Asians because I can't stand Asians." Of the 300 applicants, 50 applicants are highly qualified, and 12 of those 50 applicants are Asians.

Who are you going to hire and why? Be sure to place yourself in this man's shoes and do not just respond idealistically. Use the readings to support your response. Once you have posted your

initial response, respond to at least one classmate you agree with and with at least one that you do not agree with.

🔗 Journal Response

Describe in detail experiences you have had with members of the Hispanic/Latino culture. At present, how do you feel about members of this group (describe your reactions in detail and if possible relate them to specific experiences.) Are there characteristics, traits, or other things about members of this group that make it difficult for you to approach them? What reactions, feelings, thoughts, or concerns come to mind when you think about working professionally with members of this group?

A thoughtful response should be double-spaced and at least one page in length.

🔗 Quiz: Complete quiz

#### Week 4: IMMIGRATION AND THE UNITED STATES/MUSLIMS AND ARABS

🔗 Read chapters 4 and 11

🔗 Discussion

Davis Guggenheim, Documentary Film Director, said “Pick a moment in history, and you can always find an ‘invading race’ – the Chinese, the Jews, the Irish, the Italians...there was always a new ‘other’ we were told to fear. And consistent throughout the struggle is a battle between our very worst instincts and our very best. But this ‘other’ has become us. And they’ve always made us better. What do you think the author is saying? Use the readings to support your response. Once you have posted your initial response respond to at least one classmate that you agree with and at least one classmate that you do not.

🔗 Journal Response

Describe in detail experiences you have had with members of the Muslim and/or Arab culture. At present, how do you feel about members of this group (describe your reactions in detail and if possible relate them to specific experiences.) Are there characteristics, traits, or other things about members of this group that make it difficult for you to approach them? What reactions, feelings, thoughts, or concerns come to mind when you think about working professionally with members of this group?

A thoughtful response should be double-spaced and at least one page in length.

🔗 Exam: Complete the midterm exam it will cover chapters 1-4 and 6-11

#### Week 5: ETHNICITY AND RELIGION/ASIAN AMERICANS

🔗 Read chapters 5, 12, and 13

🔗 Discussion

How does religion reflect conservative and liberal positions on social issues? Consider services for the homeless, the need for child care, the acceptance or rejection of gay men and lesbians, or any other social issue. Use the readings to support your answer. Once you have posted your initial response, respond to at least two classmates.

🔗 Journal Response

Describe in detail experiences you have had with members of the Asian American culture. At present, how do you feel about members of this group (describe your reactions in detail and if possible relate them to specific experiences.) Are there characteristics, traits, or other things about members of this group that make it difficult for you to approach them? What reactions, feelings, thoughts, or concerns come to mind when you think about working professionally with members of this group?

A thoughtful response should be double-spaced and at least one page in length.

🔗 Quiz: Complete quiz

## Week 6: WOMEN THE OPPRESSED MAJORITY/JEWISH AMERICANS

🔗 Read chapters 15 and 14

🔗 Discussion

Write a short biographical description of your life if you were to wake up tomorrow and find yourself to have a different sex, race/ethnicity/ or sexuality. Is it easier to imagine being a different race, ethnicity, or gender? What are the obvious manifest changes you would make? The subtle latent changes? Once you have posted your initial response, respond to at least two classmates.

🔗 Journal Response

Describe in detail experiences you have had with members of the Jewish American culture. At present, how do you feel about members of this group (describe your reactions in detail and if possible relate them to specific experiences.) Are there characteristics, traits, or other things about members of this group that make it difficult for you to approach them? What reactions, feelings, thoughts, or concerns come to mind when you think about working professionally with members of this group?

A thoughtful response should be double-spaced and at least one page in length.

- Quiz: Complete quiz

## Week 7: BEYOND THE UNITED STATES – THE COMPARATIVE PERSPECTIVE/OVERCOMING EXCLUSION

### Read

Chapters 16 and 17

### Discussion:

The media – in advertisements, humor, dramas, and situation comedies – portray life in society. What are some examples, both positive and negative, of how the elderly, people with disabilities, and gays and lesbians are presented in the media that you have seen? In what ways are those groups stereotyped. Once you have posted your initial response, respond to at least two classmates.

### Journal Response

How has America's views on race and ethnicity shaped your thinking regarding race and ethnicity? Do you embrace the notion that differences are okay? If yes, why? If no, why not?

A thoughtful response should be double-spaced and at least one page in length.

### Quiz:

Complete quiz

## Week 8: CLOSING THOUGHTS

### Discussion

We have covered a lot of material this. Take a moment to reflect on what we have covered and what you have learned. Write about your experiences. What have you learned? How will you apply what you have learned? What did you struggle with the most? What has changed?

A thoughtful response should be double-spaced and at least 2 pages in length.

### Exam:

Complete Exam it will cover chapters 5 and 12 - 17