

Syllabus

SOCI2150
Issues of Unity and Diversity

2016

Committee Members:

Kathy Marble	Central Community College
No Representative	Little Priest Tribal College
Mary Burbach Cooper	Metropolitan Community College
Courtney Johnston	Mid-Plains Community College
No Representative	Nebraska Indian Community College
Mary O'Boyle	Northeast Community College
Tom Young	Southeast Community College
Colin Croft	Western Nebraska Community College

Mary O'Boyle 5/3/16

Facilitator: Mary O'Boyle, Northeast Community College

Date Reviewed: January 29, 2016

The Institution Agrees to the contents in this syllabus including course prefix, number, course description and other contents of this syllabus.

Please select one option

	<u>Adopt</u>	<u>Decline</u>	<u>Not Offered</u>	<u>Date</u>
<u>Deborah Brennan</u> Deb Brennan, Central Community College	X			5/19/16
<u>Betty Redleaf</u> Betty Redleaf, Little Priest Tribal College	X			5/19/16
<u>Tom McDonnell</u> Tom McDonnell, Metropolitan Community College		X	Diff course title	5/20/16
<u>Jody Tomaneck</u> Jody Tomaneck, Mid-Plains Community College	X			5/19/16
<u>Mary Johnson</u> Mary Johnson, Nebraska Indian Community College			X	6-3-16
<u>John Blaylock</u> John Blaylock, Northeast Community College	X			5-19-16
<u>Dennis Headrick</u> Dennis Headrick, Southeast Community College	X			5/19/16
<u>Kim Dale</u> Kim Dale, Western Nebraska Community College	X			5.19.16

I. CATALOG DESCRIPTION

SOCI 2150

Issues of Unity and Diversity

Prerequisite: None

This course will help students increase awareness and sensitivity of commonalities and differences among people and acquire knowledge of minority group issues and challenges. The course will prepare students to more critically, actively, and effectively participate in an increasingly diverse and global society.

4.5 quarter hours

3.0 semester hours

II. COURSE OBJECTIVES/COMPETENCIES

Upon completion of this course, the student will be able to:

1. Identify a range of areas of commonality and difference among people.
2. Differentiate between majority and minority groups.
3. Explain the importance of diversity in an increasingly global environment.
4. Describe how values and attitudes are formed through social interaction.
5. Explore social influences on individuals' attitudes, perspectives, and behaviors as related to race/ethnicity.
6. Expand awareness of cross- cultural differences that result in variations in value systems, beliefs, attitudes, and social interactions.
7. Examine personal identity(race, ethnicity, sexual orientation, gender, and socio-economics.)

III. STUDENT LEARNING OUTCOMES:

Students will:

1. Describe what constitutes diversity and why people tend to subdivide.
2. Explore the historical significance of human diversity.
3. Define the significance of culture.
4. Explain how cultural identity is determined and passed along from one generation to the next.
5. Explore personal heritage and cultural group heritage.
6. Identify the rights guaranteed by the equal protection of laws and the major laws that ensure opportunities for diverse people.
7. Explore the legal issues for minority groups and members of diverse groups and the importance of protection legislation.
8. Identify the uses, definitions, and problems with racial classification.
9. Determine the importance of 'inclusion'.
10. Identify ways to measure quality of life.
11. Explain how to effectively deal with behavior and personality.
12. Describe the major issues addressed by the gender movements.
13. Explain how to effectively manage sexual biases or stereotypes.
14. Identify the different definitions of family.

15. Identify risk factors that affect students' academic success.
16. Define the requirements for fair and appropriate education for all students.
17. Challenge selves as role models for peers/family/colleagues.

IV. COURSE CONTENT/TOPICAL OUTLINE

- A. Conceptual foundations of unity and diversity
- B. Unit topics focus on selected groups (listed below):
 1. Trace the background
 2. Examine the current situation
 3. Explore the future
- C. Implications of enhanced human interactions

Suggested group topics may be selected from among the following (chronology may vary):

Racial and ethnic diversity

Gender

Sexual orientation

Religious diversity

Socioeconomic perspectives

Physical diversity

Challenges related to health

Communication in a diverse culture

Behavior and personality

Family perspectives

Educational perspectives

V. INSTRUCTIONAL MATERIALS

- A. Recommended texts as assigned by the instructor should address social and cultural commonalities and differences. Textbooks should be current.

Possible texts:

1. Diversity and Society: Race, Ethnicity and Gender, by J.F. Healey
2. Social Problems in a Diverse Society, by Diane Kendall
3. Human Diversity in Action: Developing Multicultural Competencies for the Classroom, by Kenneth Kushner
4. The Social Construction of Difference and Inequality, by Tracy Ore
5. Racial and Ethnic Groups, by Richard Schaefer
6. Race and Ethnicity in the United States by Richard T. Schaefer
7. Diversity Consciousness: Opening Our Minds to People, Cultures, and Opportunities, by Richard Bucher
8. The Race Myth, by J. L. Graves, Jr.

- B. Supplemental resources may include: handouts, videos, speakers, simulations, role-playing and field trips.
- C. Outside reading/research at instructor's discretion

VI. METHOD OF PRESENTATION

Instructors should make use of varied pedagogical techniques including, but not limited to, some of the following: lectures (faculty and guest), discussion groups, collaborative, projects, research, peer response, assigned writing, conferences, computer-assisted instruction, interactive/creative methods, multimedia and field trips.

VII. METHOD OF EVALUATION

As determined by the instructor, course grades may be based on class and group participation, daily work, exams, presentations, projects, research papers, service learning and/or a portfolio. The instructor will distribute and discuss evaluation and grading policies with students at the beginning of each term.

VIII. INSTITUTIONAL DEFINED SECTION

- A. It is important for students to check requirements at the transfer institution they plan to attend.
- B. Other requirements as determined by instructor/college.