




Syllabus
SOCI 2150
Exploring Unity and Diversity
2022

Committee Members:

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Not Offered, Nebraska Indian Community College

Facilitator: Sheri Hink-Wagner

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

 Chief Academic Officer, Central Community College	04/06/2022	Adopt
 Chief Academic Officer, Little Priest Tribal College	03/28/2022	Adopt
 Chief Academic Officer, Metropolitan Community College	04/07/2022	Decline
 Chief Academic Officer, Mid-Plains Community College	03/28/2022	Adopt
 Chief Academic Officer, Nebraska Indian Community College	04/10/2022	Adopt
 Chief Academic Officer, Northeast Community College	03/28/2022	Adopt
 Chief Academic Officer, Southeast Community College	04/07/2022	Adopt
 Chief Academic Officer, Western Nebraska Community College	03/29/2022	Adopt



I. CATALOG DESCRIPTION

SOCI 2150

Exploring Unity and Diversity

Prerequisite: None

This course will help students increase awareness and sensitivity of commonalities and differences among people and acquire knowledge of social structure and inequalities. 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

Course will:

1. Identify a range of areas of commonality and difference among people.
2. Examine structural differences and intersectionality.
3. Explain the importance of diversity.
4. Explore social influences on individuals' attitudes, perspectives, and behaviors as related to dimensions of diversity.
5. Expand awareness of cross-cultural differences that result in variations in value systems, beliefs, attitudes, and social interactions.
6. Examine personal and social identities (race, ethnicity, sexual orientation, gender, and socio-economics.)
7. Identify opportunities for social action at individual and societal levels.

III. STUDENT LEARNING OUTCOMES:

Students will be able to:

1. Describe what constitutes diversity and factors for social categorization.
2. Explore the historical significance of human diversity.
3. Define the significance of culture and explain how cultural identity is determined and passed along from one generation to the next.
4. Explore personal heritage and cultural group heritage.
5. Identify the role of law in creating or addressing inequalities.
6. Deconstruct the social construction of identities such as race, class, gender, and sexuality.
7. Determine the importance of inclusion and measures of quality of life.
8. Understand the relationship between contemporary and historical social movements.
9. Exploring dimensions of diversity in social institutions like family, criminal justice, and education.
10. Develop 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. Dimensions of diversity
Suggested group topics may be selected from among the following (chronology may vary):
 - Race
 - Ethnicity
 - Gender
 - Sexual identity
 - Religion, morality, and value systems
 - Socioeconomic factors
 - Physical diversity
 - Health disparities

Social institutions (such as family, criminal justice, and education)

V. INSTRUCTIONAL MATERIALS

- A. Recommended texts as assigned by the instructor should address social and cultural commonalities and differences.
 - 1. Suggested Textbooks: (The final selection is at the discretion of the instructor with the most recent edition available). Diversity and Society: Race, Ethnicity and Gender, by J.F. Healey
 - 2. Social Problems in a Diverse Society, by Diane Kendall
 - 3. The Social Construction of Difference and Inequality by Tracy Ore
 - 4. Racial and Ethnic Groups, by Richard Schaefer
 - 5. Race and Ethnicity in the United States by Richard T. Schaefer
 - 6. Diversity Consciousness: Opening Our Minds to People, Cultures, and Opportunities, by Richard Bucher
 - 7. Exploring Inequality: A Sociological Approach by Jenny M. Stuber
 - 8. Social Inequality by Louise Warwick-Booth
 - 9. Open Educational Resources that meet the listed course objectives/competencies and student outcomes, chosen at the instructors' discretion.
- B. Supplemental resources may include: research, handouts, online resources, videos, speakers, simulations, role-playing, service learning and field trips.

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, quizzes, 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

Configured at the discretion of each community college as deemed necessary.