

SAMPLE SYLLABUS

U.S. & Global Diversity (S.110) 9:00- 9:50 ~ Professor xxxx ~ Fall 20xx
Office: RH 215B (Tuesday & Thursday 9:00-11:00 and by appointment)
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"We don't receive wisdom; we must discover it for ourselves after a journey that no one can take for us or spare us." --Marcel Proust

I. COURSE DESCRIPTION

The course catalog describes this course as:

...an introduction to the sociological analysis of diversity in the United States and world with particular emphasis on ethnic/racial gender, sex, and social class issues. Through reading, writing, discussion, and co-curricular activities, students will develop a better understanding of the various facets of a pluralistic American society that is part of an interconnected world. Enrollment is limited in order to enhance participation. The primary goal of the course is to provide a foundation for living in an increasingly diverse American society and interacting in a global environment.

This is a course in the Sociology of diversity.

Sociologists use a scientific approach; therefore, rigor is needed to understand and explain social forces and make valid predictions concerning how they shape behavior within social groups. Also, many sociologists work to develop knowledge that will inform the improvement of public policy.

This course will introduce you to this scientific discipline by examining its history, the work of its early and contemporary contributors, essential concepts, research methods, theory and applications. I hope you will come to see how sociology can assist you in improving your understanding and quality of social life.

II. COURSE GOALS; DESIRED OUTCOMES

This is a Foundational Studies course and is thus committed to promote your learning of the following:

1. Locate, critically read, and evaluate information to solve problems; *
2. Critically evaluate the ideas of others; *
3. Apply knowledge and skills within and across the fundamental ways of knowing (natural sciences, social and behavioral sciences, arts and humanities, mathematics, and history); *
4. Demonstrate an appreciation of human expression through literature and fine and performing arts;

5. Demonstrate the skills for effective citizenship and stewardship;
6. Demonstrate an understanding of diverse cultures within and across societies; *
7. Demonstrate the skills to place their current and local experience in a global, cultural, and historical context; *
8. Demonstrate an understanding of the ethical implications of decisions and actions; *
9. Apply principles of physical and emotional health to wellness;
10. Express themselves effectively, professionally, and persuasively both orally and in writing. *

*Denotes outcomes supported by this course (see Course Mapping below)

This course specifically satisfies the Global Perspectives and Cultural Diversity requirement. This requirement is designed to insure you can:

1. demonstrate knowledge of cultures and worldviews;
2. identify social, economic, political, and environmental inter-relationships between cultures and worldviews;
3. use multiple lenses such as race and ethnicity, gender, social class, regional culture, and religion to evaluate one's culture in comparison to those studied;
4. and Articulate how the social construction of culture and worldviews shapes contemporary social and political issues.

With its emphasis on the nature, impact, and experience of diversity in the U.S. and around the world, this course will directly contribute to each of these goals (see Course Mapping below)

In addition, as part of the FS curriculum, this course promotes the following applied learning skills:

1. critical thinking;
2. information literacy; and
3. effective written communication

These will be promoted through course content as well as specific assignments (see Earning a Grade below).

III. CLASS LECTURE/DISCUSSION TIMETABLE

Required Texts:

AMERICAN ETHNICITY by Adalberto Aguirre & Jonathan Turner, 2009 (6/e)

WORLDS APART by Scott Sernau, 2006 (2/e)

Dates	Topics	Discussion Issues and Questions
Aug 26, 28	The Sociological Perspective: science, data social structure; nature of humanness	Do Americans need a common identity?
31, Sep 2, 4	What is race? Stereotyping vs. generalizing History of hate; cultural identity	Is being color blind a solution to racism? What causes ethnocentrism? Confederate flag
9, 11	Underground RR; immigration U.S. slavery compared to world slavery	Is white skin privilege a myth? Immigration policies in other countries?
14, 16, 18	Concepts: prejudice, discrimination, racism subtle racism; structural racism	Immigration quotas? College admission race policies? The underclass
21, 23, (25T)	Importance of Social Science Research on Race; U.S. Census, World Fact Book	Does looking at the world influence how we see ourselves? Review for Test #1
28, 30, Oct 2	Pluralism vs. melting pot; Demographics; state, nat'l & internat'l	What is a white ethnic? Are U.S. schools resegregating?
5, 7, 9(Fall Brk)	What is globalization? Economic, technology, communication	Is globalization mostly good or bad? Outsourcing; Fair Trade; Intnat'l students
12, 14, 16	African Americans; ethnic stratification <i>More than Just Race</i> —Wilson thesis	Did Hurricane Katrina expose racism? Monsoons and Hurricanes in the world?
19, 21, 23	Native Americans Indigenous People	Is the reservation good for Indians? Who killed Chief Illiniwek? College mascots
26, 28, (30T)	Marginalization; Sexual preferences Disability; ADA	Hate crime laws; LGBT; Refugees Gay marriage; Gay adoption.
Nov 2, 4, 6	Latinos: Mexican Americans, Puerto Ricans Cuban Americans; Spanish speaking people	Does Mexican immigration threaten Blacks? Is bilingual education good for America?
9, 11, 13	Asians & Pacific Islanders Education, social class, religion	Are Asian Americans a model minority? Assimilation patterns
16, 18, 20	Arab Americans; demographic profile Resource shares of American Arabs	Muslim world presence; What is on each side of the bad sentiments?
(23T),	Test only this week--Thanksgiving Holiday	
30, Dec 2, 4	Major social trends: Sandwich Generation; Ageism; Human Rights	Changing world; Millennium Development Goals
7, 9, 11	Future of Ethnicity in America Universal Declaration of Human Rights	Do the Right Thing; <i>Sociologists without Borders</i> ; What is a world city?

**FINAL EXAM IN ACCORDANCE WITH THE OFFICIAL
UNIVERSITY SCHEDULE**

IV. COURSE GOAL MAPPING

[FS Reviewers: The chart below provides a "mapping" of FS and specifically, GPCD learning outcomes related to topics and assignments for each week. Additional explanation will follow on the next page].

Week	Readings & Writing	Class Lecture/Discussion
1, 2	FS: 1, 2 LO: 1, 2, 4	FS: 1, 2, 3 LO: 1, 4
3	FS: 3, 7, 10 LO: 1, 2	FS: 3, 7, 2 LO: 1, 2, 3
4	FS: 1, 2, 8 LO: 2, 3, 4	FS: 2, 3, 5 LO: 1, 2, 3, 4
5	FS: 1, 2, 7 LO: 1, 3, 4	FS: 2, 3, 6, 8 LO: 2, 3, 4
6	FS: 1, 2, 10 LO: 1, 3	FS: 1, 6, 7 LO: 1, 2, 3
7, 8	FS: 1, 2, 3 LO: 2, 3, 4	FS: 2, 3, 7 LO: 2, 4
9	FS: 1, 6 LO: 1, 3	FS: 1, 2, 3 LO: 1, 3
10	FS: 1, 2, 6 LO: 3	FS: 1, 2, 7, 8 LO: 3, 4
11	FS: 1, 2, 8 LO: 3, 4	FS: 1, 3 LO: 2, 3
12	FS: 1, 3, 10 LO: 1, 4	FS: 1, 3, 10 LO: 1, 2, 3, 4
13	FS: 1, 3, 10 LO: 1, 4	FS: 1, 3, 10 LO: 1, 2, 3, 4
14	FS: 1, 3, 10 LO: 1, 4	FS: 1, 3, 10 LO: 1, 2, 3, 4
15	FS: 1, 3, 10 LO: 1, 4	FS: 1, 3, 10 LO: 1, 2, 3, 4
Extra	Credit: service learning project 15 hrs in the community & or attending designated Univ extra-curricular programs FS: 3, 5, 4 LO: 1	

Learning outcomes for foundational studies-- coded: (FS) above

1. Locate, critically read, and evaluate information to solve problems;
2. Critically evaluate the ideas of others;
3. Apply knowledge and skills within and across the fundamental ways of knowing (natural sciences, social and behavioral sciences, arts and humanities, mathematics, and history);
4. Demonstrate an appreciation of human expression through literature and fine and performing arts;
5. Demonstrate the skills for effective citizenship and stewardship;
6. Demonstrate an understanding of diverse cultures within and across societies;
7. Demonstrate the skills to place their current and local experience in a global, cultural, and historical context;
8. Demonstrate an understanding of the ethical implications of decisions and actions;
9. Apply principles of physical and emotional health to wellness;
10. Express themselves effectively, professionally, and persuasively both orally and in writing.

[FS Explanations: As noted below, numerous written assignments are used to develop students information literacy and critical thinking skills, promoting Foundational Studies goals 1, 2 and 10. These skills are applied within sociology—a social science—although understanding many of social patterns relating to class, race, and religion, require discussion of other fields,

including economics, history, and also ethics, promoting Foundational Studies goals 2, 3, 7, and 8. The substance of the course is diversity, obviously promoting Goal 6. Assessment of these goals will occur in the written assignments, as well as in research assignments and exams. The articulation and expansion of these outcomes as relates to GP&CD courses follows.]

Learning objectives for Global Perspectives & Cultural Diversity Courses-- coded: (LO) above

1. Demonstrate knowledge of cultures and worldviews;
2. Identify social, economic, political, and environmental inter-relationships between cultures and worldviews;
3. Use multiple lenses such as race and ethnicity, gender, social class, regional culture, and religion to evaluate one's culture in comparison to those studied; and
4. Articulate how the social construction of culture and worldviews shapes contemporary social and political issues.

[FS Explanations: The substance of this course is diversity. GPCD LO are infused throughout the readings and lectures of the course. Textbooks and lectures provide both knowledge of different cultures within the U.S. and around the world as well as their interrelationships in a global society (LO 1-2; see topics for weeks 1, 14, and 15). A review of the topics shows substantial coverage of race and ethnicity (weeks 2-6,; 11-12), gender and sexual orientation (week 10), and religion (week 13) (in support of LO 3). Many if not all of these topics will require consideration of social class implications and facts relating to treatment of various groups by the dominant local cultures (LO 3). Learning of the experiences and perspectives of groups different than oneself should motivate both a better understanding of those groups and their contributions to our culture (LO 3). Class discussions (including the meaning of the confederate flag, American Indian mascots, the symbolic and practical implications of bilingual education, etc) will highlight the social construction of culture and how culturally-based experiences and worldviews influence contemporary issues in our society and the world (LO 4). Achievement of these outcomes will be apparent in improvement in students' reflections represented in writing assignments across the course as well as on evaluative questions on exams.]

V. EARNING A GRADE

Reading & Writing Assignments (Note: AE refers to Aguirre text and WA refers to Sernau text):

- #1. Sep 04: AE(1-36) & WA(1-28) pick 3 ideas from AE paraphrase each; pick from WA choose your favorite (either Durkheim or Marx) and defend your answer
- #2. Sep 11: AE(37-102) pick 3 ideas & paraphrase and give your reflection explaining why you made these picks
- #3. Sep 16: AE(103-134) & WA(29-60) Discuss how globalization has changed the lives of workers? Give examples
- #4. Sep 21: ASA Statement on why Social Scientists research race (read & summarize—250 word maximum)
- #5. Sep 30: AE(135-170)paraphrase 3 ideas & give your reflections; WA(61-86) define & contrast 3 levels of society
- #6 Oct 05: AE(171-220)paraphrase 3 ideas & give your reflections; WA(87-109) summarize class privilege
- #7 Oct 12: AE(221-255)paraphrase 3 ideas & give your reflections; international student populations here & there?
- #8 Oct 19: AE(256-270)paraphrase 2 ideas & give your reflections; WA(111-141) discuss color & what is white?
- #9 Oct 26: U.S. State Dept.; research this website & give your own written assessment of what's valuable (500 max)
- #10Nov 06: AE(271-318)paraphrase 3 ideas & give your reflections; WA(142-163) summarize the glass ceiling
- #11Nov 11: AE(319-360)paraphrase 3 ideas & give your reflections;
- #12Nov 16:} Research/applications (each student group presents library/internet research findings & their analysis
- #13Nov 23:} e.g., world gender gap; world refugee facts; executive pay in major
- #14Nov 30:} industrial countries; human rights issues; global poverty; global social
- #15Dec 04:} mobility)

Note: All "written" assignments should be typed, double-spaced, with a minimum of 1" margin; when referring to another's work, APA reference style is preferred, but not required. [Instructors may vary in this requirement].

[FS Reviewers: The above assignments are designed to promote the foundational studies applied skills objectives. Note that writing is required almost weekly. These writing assignments require students to extract important information from the text or data—promoting information literacy. This is most clearly exemplified in Assignment #9 which asks students to explain their assessment of "value" from the U.S. State Dept. website and in Assignments #12-#15 which involve seeking out other facts from the library and the internet (which of course entails discussion of "facts" and their origins). In addition, the discussion of the various explanations for observed "facts" or for diverging "facts" will promote students' critical thinking—about their own beliefs, about normative beliefs in our society, and about the social processes responsible for those facts. Achievement of these goals should be apparent in improvement of written work across the semester].

Grading: I. Tests.....60%

Test 1 (15%) covers, AE (pp1-134) & WA (pp1-60) & class material.....	Sep 25
Test 2 (15%) covers, AE (pp135-270) & WA (pp61-145) & class material.....	Oct 30
Test 3 (15%) covers, AE(pp271-400) & WA (pp146-186) & class material.....	Nov 23
Final Exam (15%) covers WA (pp187-302) & class material.....	Dec 16 at 8:00 a.m.
[Note: this final adheres to The University Final Exam Schedule]	

II. Preparation (reading & writing assignments).....40%

These assignments place a premium on timeliness and critical thinking. Detailed directions and examples will be given in class.

III. Extra Credit.....1-10%

Voluntary activities (e.g. attending co-curricular events related to diversity and/or service-learning projects); requires 2-15 hours and reflective writing.

VI. COURSE POLICIES

Policies affecting your grade (Also see "earning a grade" below):

1. Attendance: Achieving the learning outcomes of this course requires attendance.

Although attendance is not a direct component of your grade, it is a significant indirect component (Note that some writing may be done in class and some assignments may depend on class discussion that is impossible to "make up").*

[FS reviewers: Instructors may vary in their attendance policy; some may include a direct attendance measure as a component of their grade].

2. **Make-ups:** Scheduled tests generally cannot be made up; however, in the rare event that one cannot take the test on the assigned date, a **written request is required within one week** of the scheduled test. The request likely will result in a make-up test that will be given during the final exam period.

[FS reviewers: Instructors may vary in their make-up policy].

3. **Academic Integrity:** Cheating is not tolerated! Academic dishonesty results in a report being transmitted to the Office of Student Judicial Programs. Not only will you receive a grade penalty in this class (e.g., receiving a failing an assignment or even the course), but you may be dismissed from the University. It is your responsibility to be aware of the University's policy on Academic Dishonesty Policy: www.indstate.edu/academicintegrity.
4. The **Service Learning** component in this course will involve approximately 15 hours of community activity (outside of class) and will be voluntary. This will be the 'extra credit' portion of the course (Actual points received may vary depending on activity and contributed effort).
5. If you are not crystal clear concerning the required work or current status of your grade in this course, make an appointment to see your professor.

Other University Policies:

6. Academic Freedom is a concept central to learning. It allows for faculty and students engage the full range of ideas within each discipline and subject area under study. Efforts to avoid bias and identify data and logic that support a variety of viewpoints promotes learning and discovery. Students are invited to explore statements on academic freedom and code(s) of ethics at websites of the following organizations: American Association of University Professors, American Sociological Association, and International Social Science Council); the link for the AAUP is: <http://www.aaup.org/AAUP/pubsres/policydocs/contents/1940statement.htm>
7. **Laptop Not Required for Course: Usage Permitted:** While there will be no assignments or examinations for which the laptop will be used, your use of a laptop is generally permitted as long as such usage remains within the bounds of the Code of Student Conduct and it conforms to the provisions of its use as laid out in this syllabus. There may be occasions where laptop usage is forbidden and if that occurs, failure to comply with this direction will be viewed as a violation of the Code of Student Conduct.

8. "Indiana State University seeks to provide effective services and accommodation for qualified individuals with documented disabilities. If you need an accommodation because of a documented disability, you are required to register with Disability Support Services at the beginning of the semester. Contact the Director of Student Support Services. The telephone number is 237-2301 and the office is located in Gillum Hall, Room 202A. The Director will ensure that you receive all the additional help that Indiana State offers. If you will require assistance during an emergency evacuation, notify your instructor immediately. Look for evacuation procedures posted in your classrooms.