



School of Behavioral and Social Sciences

Virtual Campus – summer 2009

May 26 – August 8

Mission: Wayland Baptist University exists to educate students in an academically challenging, learning focused and distinctively Christian environment for professional success, lifelong learning and service to God and humankind.

JUAD 3320 - Cultural Diversity (SOC1 3320)

Term: Summer 2009

Instructor: Colonel Robert G. Morris, III, USA (Retired) PH.D

Contact Information: 9210) 826 – 7595 X 253 rgmranger@sbcglobal.net

Office Hours: 7A 5p Mon thru Friday Main Building 11550 IH 35 N San Antonio, Texas 78232

Catalog Description: A comparative analysis of the diverse cultural groups in the United States and their changing sociological, economical and political status.

There is no prerequisite for this course

Textbook:

Author(s): Schaefer, Richard T.

ISBN: 0-205-68366-5

Edition / Copyright: 12TH 10 - Current Edition

Publisher: Pearson

Book Type: Hardback

A number of handouts and recommended readings /materials will be noted and distributed during the course.

Optional Materials: A writing guide to help you develop and maintain your academic writing will also be provided. The use of this guide is not required, but should prove useful in preparation of undergraduate level papers.

Course outcome competencies: Upon completion of this course, each student will be able to:

- Demonstrate through research, an understanding of ethnic group history, personal values and life experiences by examining their own ethnic family histories.
 - Personal essays
 - Classroom exercises and discussion
- Assess and synthesis in writing, the significant events and persons to create a realistic portrait of the struggles of various minority groups in America to include the basic concepts, issues of culture and the impact of prejudice and discrimination.
 - Written project
 - Common essay questions
- Demonstrate an understanding of specific terminology utilized by society regarding race and ethnicity
 - Common objective questions
 - Exams

- Classroom discussion
- Demonstrate an understanding of various perspectives on multiculturalism by articulating and supporting a reasonable hypothesis of the impact on lives today and the future of American society.
 - Written project
 - Common essay questions
 - Classroom discussion
- Demonstrate critical thinking to analyze the changing social construct involving diverse cultures
 - Common essay questions
 - Classroom discussion

Attendance: Students enrolled at one of the University's external campuses should make every effort to attend all class meetings. All absences must be explained to the instructor, who will then determine whether the omitted work may be made up. When a student reaches that number of absences considered by the instructor to be excessive, the instructor will so advise the student and file an unsatisfactory progress report with the campus dean. Any student who misses 25 percent or more of the regularly scheduled class meetings may receive a grade of F in the course

Additional attendance policies: Students are expected to contact the instructor should they experience any challenges with attendance. Please know that with the Deployment schedules and other operational requirements such as they are, I will work with students to ensure that all complete the course successfully.

Service for the Disabled: It is University policy that no otherwise qualified disabled person be excluded from participation in, be denied the benefits of, or be subject to discrimination under any educational program or activity in the University. Students should inform the instructor of existing disabilities at the first class meeting.

Course requirements:

Mid Term and Final Exams

Mid – Term Examination

Research Project:

Each student will select an *ethnic group* and specific *question* to work on during the course. Example: Research Group 1 (Native Americans), focusing on Question C: How did the women's roles and the oppression they experienced change over time? How did women resist oppression and how did their resistance change over time? Note: history tends to equate group history with male history. This question is meant to address the unique histories of ethnic women and children.). **This assignment will be in PowerPoint format - 30 slides including Cover Slide, Abstract slide and Reference slides. Instructor will provide format. The project is worth a total of 30 points.**

The Ethnic Groups are:

Group 1	Native-Americans	Group 7	Chinese-Americans
Group 2	Mexican-Americans	Group 8	Japanese-Americans
Group 3	Mixed-Race Americans	Group 9	Korean-Americans
Group 4	African-Americans	Group 10	Jewish-Americans
Group 5	Irish-Americans	Group 11	Arab-/ Persian-Americans
Group 6	Italian-Americans	Group 12	Other?

The questions are:

a. Why did members of this group leave their homeland? Why choose the U.S.? How did they travel? How was passage secured? Was travel alone or in families? Were they connected to a family or friendship network that helped them relocate?

- b.** What types of oppression did they encounter? How did this effect where they settled, the kinds of work they did, and the education they received? How did they resist oppression? How did oppression change over time? How did resistance change over time? What was/is the outcome of resistance, non-resistance?
- c.** How did the women's roles and the oppression they experienced change over time? How did women resist oppression and how did their resistance change over time? Note: history tends to equate group history with male history. This question is meant to address the unique histories of ethnic women and children.
- d.** What contributions have been made regarding folktales, music, literature, art, technology, politics, people, and events? In other words, what part of what we casually call 'contemporary mainstream society' comes from this group?

Research Paper:

Each student will complete an 8-10-page research Paper, excluding title page and bibliography. The project allows you to choose an aspect of American history, cultural life, public policy, or social relations that interests you. It is an opportunity to deal with an issue in some depth. The project must have the approval of the instructor before you commence work. **Successful completion of the research project is worth 55% of the final grade. Project will be submitted in APA – Instructor will provide guides and examples**

Student Exercises

Exercises: Each student will submit answers to five exercises. In addition to responding to the questions, students are to include a brief paragraph about the exercise and how it relates to the course concepts and text/or research materials (1-2 pages). Responses to exercises are to be emailed to the instructor by the date assigned. **Each exercise is worth 3 points for a total of 15 points.**

Exercise 1: You as a cultural identity. Identify all your different identities (racial, cultural, sexual, and ethnic) and determine the most important rules, norms, and values associated with that identity (for example, females are supposed to be “nice” and “compromise,” not “compete”). Do any aspects of your identities come into conflict with each other? What reactions do you have to your own diversity? Are any identities more important to you than other identities? Do you try to hide some of your identities?

Exercise 2: Magazine. Select a mainstream business magazine – the kind that is typically found in lobbies of organizations (indicate the magazine you have chosen and do not select one that is focused on a particular event – i.e., Iraqi War). This is your task: You are a visitor from another galaxy. Headquarters has sent you to Earth to gather demographic information about the planet. Unfortunately, Earth's inhabitants did an atrocious job of taking care of their environments. Therefore, the only piece of data left on the face of the planet is this magazine. You cannot read the words. All you can do is interpret the pictures. Based on the limited data, give feedback to headquarters on:

- Diversity of the population
- Gender roles
- Who seems to be in charge?

Exercise 3: The media. Watch an episode of the real-action police show “COPS.” Based on this program, how would you profile the people who commit crime? If you were a new immigrant to this country, what message would you get from this show regarding diversity and behavior?

Exercise 4: Population survey. Give several of your friends or family members a quick quiz, asking them what share of the U.S. population is White, Hispanic, African American, and Asian. If they are like most people, they will exaggerate the share of all minorities and understate the white proportion. What do you make of these results?

Exercise 5: Environmental racism. Drive around the city and identify the communities in which potential environmental hazards are located (dumps, water treatment plants, etc.). What does this mean?

Questions for thought

These questions should be considered as you complete the reading requirement. No written work is required with regard to these questions.

Question 1. Each of you will be required to write a paper detailing your ethnic/racial background. Why is this knowledge important to your study of Cultural Diversity?

Question 2. What does it mean to say I am an American and why is this concept critical to our understanding of Cultural Diversity in the United States

Question 3. I want you to think back now and remember what you were taught about other Races when you were children. How much has this impacted your behavior as an adult?? Do we take these per-conceived ideas into the workplace??

Question 4. Why is Social Class so important to American Society? Do we sometimes mistake our dislike for people of lower classes as a form of prejudice?

Question 5. Discuss your thoughts on the subject of Gender. Why is it so difficult for women to assimilate fully into the workplace and discuss possible solutions that you can implement now? Why cannot we pay women the same wage as men??

Question 6. Discuss Miscenation (Race Mixing). Why has this been such a hot topic especially in certain regions of the country? As we become more diverse, what do you think will happen with regard to this issue?

Question 7. How has this concept of Race Mixing affected our ability to think in a more accepting manner when we view races and cultures unlike ourselves?

Question 8. What causes prejudice and discrimination? Can Prejudice be reduced or eliminated?? How do we do this?

Question 9. The Issue of Hate crimes continues to strike fear in the hearts of some Americans. The last two involving Race occurred in east Texas with the Black community outraged at the actions of the legal system and Governor when the suspects received what many considered inappropriate sentences. Are Hate crimes a resurgence of Prejudice?? What is the long-term solution?

Question 10. Some consider hate groups to be domestic terrorists. If that is true, why cannot the full force of our government be brought to bear on eradicating this scourge of modern society? Should the war on terror include these groups??

Question 11. In 1992, Woopie Goldberg made a film entitled the Ghosts of Mississippi, which told the story of the Murder of Civil Rights activist Medgar Evers and the 30-year quest to bring him to justice. Many Americans feel that the past is the past and we should cease to study Slavery and Race. What are your feelings? What are these Ghosts and can they be wrestled to ground? As a result of completing this course, have your views been impacted?? Do you have the same feelings that you had when you started?? What will you do differently?

Method of determining course grade:

Requirements	Percent of Grade
• Student Exercises	15
• Individual Research Project	30
• Research Paper	55
• Total	100

The University has a standard grade scale:

A = 90-100, B = 80-89, C = 70-79, D = 60-69, F= below 60, W = Withdrawal, WP = withdrew passing, WF = withdrew failing, I = incomplete.

An incomplete may be given within the last two weeks of a long term or within the last two days of a microterm to a student who is passing, but has not completed a term paper, examination, or other required work for reasons beyond the student's control. A grade of "incomplete" is changed if the work required is completed prior to the last day of the next long (10 to 15 weeks) term, unless the instructor designates an earlier date for completion. If the work is not completed by the appropriate date, the I is converted to an F.

Instructor's policy on Academic Dishonesty: My Policy is very simple. Academic dishonesty will not be tolerated period.

Tentative Schedule: Course Outline and Assignments

Week	Assignments
1	Introduction and Course Overview Topic: Cultural Diversity today and yesterday. Chapters 1-2
2	Topic: Management, Ethics and Business in a global culturally diverse environment Chapters 3-4 Exercise 1 due
3	Topic: Ethnicity and Native America Chapters 5-6
4	Topic: African America in White America Chapters 7-8 Exercise 2 Due
5	Topic: Hispanic Americans in the united States Chapters 9-10
6	Topic: Arab and Asian Americans Chapters 11-12 Exercise 3 Due
7	Topic: Asian and Jewish Americans Chapters 13-14
8	Topic: Women in America Chapter 15 Exercise 4
9	Topic: A comparative analysis of the <u>United States Chapters / 17-18</u>
10	<u>Topic: Managing Change.</u> <u>exercise 5 due</u>
11	<u>Final Paper due</u>

Additional Information:**Missed or late assignments:**

Assignment grades will be reduced by at least one-half grade level for late assignments. I will allow make-up work for bona-fide emergencies...

Editorial Format for Written Papers:

All Papers will be prepared using APA guidelines.

Changes in Syllabus:

This syllabus is a plan. Changes may occur throughout the course to meet the needs of this particular class, as the class and/or instructor deem necessary.

Final Materials:

There are no provisions by WBU to return final course materials to students. If students wish to have their final materials returned to them, they need to provide a self-addressed envelope with adequate postage on the final night of the course. I will destroy any unclaimed student materials 90 days after the course has ended.

Relax and enjoy – this class will be a lot of fun!