

WAYLAND BAPTIST UNIVERSITY
Glendale Public Safety
School of Behavioral and Social Sciences

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.

SOCI 3320 – Spring, 2009
Cultural Diversity (JUAD 3320)

TERM: May through August, 2009

Instructor: Dr. W. M. Talboys

Instructor Bio:

Dr. Talboys has taught at Wayland University since 1999. He is an educator, training specialist, senior ranger and medic for the Parks Service and is Chairman of the Board of Trustees at Everest and Corinthian Colleges. He also holds faculty positions at Western International University, Arizona State University, Paradise Valley Community College, Estrella Mountain College and is a curriculum advisor to The National Fire Academy. In his academic career Dr. Talboys has served as Dean of Graduate and Professional Studies at Grand Canyon University, Dean of Graduate and Professional Studies at Colorado Christian University, Business Department Chair at Parks College and has served on the faculties of The University of Colorado - Denver, Colorado State University, Denver University, The University of Southern California's Marshal School of Business, Pepperdine University's Graziadio School of Management and Business and Aquinas College in Michigan. Prior to his education career, Dr. Talboys served as a police officer in New York and Colorado where he held positions as a Patrol Officer, a Patrol Supervisor, a K-9 handler, a Detective, an Emergency Services Officer and an academy instructor. He also served 10 years active duty in the United States Marine Corps and 15 years in the Marine Corps Reserve (while serving as a police officer) and retired as a Major in 1990. In addition to his academic duties he presently serves as a member of the Maricopa County Sheriff's Office Medical Rescue Unit, and owns his own business that deals with the creation and delivery of specialized training in Public Safety. Dr. Talboys holds a Doctorate from Colorado State University, Masters Degrees from the University of Phoenix and Regis University, Bachelors Degrees from the University of Wisconsin and an Associates Degree from S.U.N.Y. He is a Research Fellow with The E.H. Porter Institute for Behavior Studies and his publications include Leadership Behavior Model Studies in Higher Education, textbooks on Research Methodology and Critical Thinking and numerous articles on Public Safety Education, Sociology, Humor, Psychology, Economics and Leadership Development.

Contact Information: 480-628-5145 (mssg only)

Email: btalboys@hotmail.com

Office Hours: by appointment only

Class Time and Location: Glendale Public Safety Complex

Tuesday, 5:00 pm to 9:00 pm

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: Parrillo, V.N. (2008) Understanding Race and Ethnic Relations, 3rd Edition. Pearson Press, Boston. ISBN 0-205-53056-7

Optional Materials: TBA

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.
- 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.
- Demonstrate an understanding of specific terminology utilized by society regarding race and ethnicity
- 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.
- Demonstrate critical thinking to analyze the changing social construct involving diverse cultures

This is NOT a course in political correctness. Political correctness is the crutch of the intellectually bankrupt. This, however, does not give anyone license to act in a manner that is less than civil. Also, it is not a place for soapbox rhetoric. All discussions are welcome as long as the topic can be logically and legitimately supported. Political correctness is the antithesis of truth and it stifles the ability to carry on meaningful dialogue in search of answers to contemporary issues in society. If you have a point of view, you may contribute it to the discussion at hand but you better be able to back it up with supportable facts. **If you cannot back up your statement in an intellectually sound fashion – keep it to yourself.** If you are hyper sensitive, this is not the classroom environment for you.

The course is designed to augment learner opportunities to learn and to do so in a comfortable, honest environment. The course material is presented in a style that recognizes the background and experience of the participants. Students are encouraged to acquire new thoughts and ideas through information acquisition, critical analysis, feedback, and the Socratic method of inquire. The teaching methods are lecture, class and small group discussion, video presentations, independent research, student presentations, and shared activities. Class activities are focused on facilitating the development of course competencies.

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 for each course, as defined by the instructor in the course syllabus, are considered a part of the University’s attendance policy.

Additional attendance policies: <<Fill in>>

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:

COURSE COMPETENCY	RELATED COURSE CONTENT	RECOMMENDED ASSESSMENT STRATEGIES
Articulate a basic understanding of diversity in the U.S. culture	Chapters 1 and 2	Classroom discussion/exercise
Define and give examples of diversity terms	Chapter 1	Discussion and review, Exam
Recognize thinking patterns and behavioral habits that often get applied to diversity-related challenges or conflicts	Chapter 6	Discussion and review
Identify how culturally related diversity issues impact personal behavioral patterns	Chapter 4	Classroom discussion/exercises
Examine team building, conflict management and building foundations of trust in multi-cultural and diverse environments	Chapter 3	Articles
Develop a framework for managing interactions that are likely to be affected by diversity	Chapter 5	Exam/classroom exercises
Demonstrate an understanding of how diversity impacts and is impacted by the basics of American social, economic, and political institutions	Chapter 7	Research paper

Method of determining course grade:

Weekly Research Presentations:

Each student will research two news stories or news worthy articles related to social ideas or diversity issues. The student will present a synopsis of the article and explain how the topic relates course materials. Then the student will participate as the mediator of a discussion related to the topic. Each presentation is worth 20 points for a total of 40 points

Final Presentation:

Each student will select a diversity related topic and prepare a 10-15 minute presentation on the topic at the end of the course. The presentation will use visual aids and allow for questions from the students. The presentation is designed to be both informative and discussion provoking. The project allows the student to choose an aspect of American history, cultural life, public policy, ethnicity issues or social relations that interests you. It is an opportunity to deal with an issue in some depth.

The weekly research presentations and the final presentation cannot be the same topic. I must approve the research paper topic before you begin working. The presentation will be graded on relevancy, content, the quality of research, composition, and delivery. Successful completion of the research project and presentation is worth 40 points. **No late papers accepted.**

Weekly Presentation	40 points
Attendance	10 points
Participation	30 points
Final Presentation	<u>40 points</u>
Total	100 points

- A 90 – 100 points
- B 80 – 89 points
- C 70 – 79 points
- F fewer than 70 points

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.

My policy on Academic Dishonesty: Academic dishonesty is not tolerated and those who engage in same will fail automatically with no opportunity for appeal.

Tentative Schedule: Reading assignments are found under course requirements

Week 1 – May 26

Ways of thinking

- A. Definition of terms
- B. Perception/stereotypes
- C. Majority/minority
- D. Ethnocentrism

Week 2 – June 2

Socialization

- A. History of race, class, and gender in the US
- B. Identity formation
- C. Immigration
- D. Global perspective

Week 3 – June 9

Assimilation, pluralism, multiculturalism

- A. Assimilation
 - a. Cultural
 - b. Structural
 - c. Biological
 - d. Psychological
- B. Ethnic identities
 - a. Native-Americans
 - b. African-Americans
 - c. Hispanic-Americans
 - d. Asian-Americans

Week 4 – June 16

Sociological theories of ethnicity and diversity

- A. Theories
 - a. Structural Functional
 - b. Social Conflict
 - c. Symbolic Interaction (social constructionism)
- B. Mediocrity

Week 5 – June 23

Sociological theories of ethnicity and diversity (con't)

- C. Theories
 - a. Structural Functional
 - b. Social Conflict
 - c. Symbolic Interaction (social constructionism)
- D. Mediocrity

Week 6 – June 30

Prejudice, Discrimination, Segregation

- A. Institutionalization
- B. Genocide
- C. Gender roles
- D. Economic class

Week 7 – July 7

Ethnic mobility and social change

- A. Elements propelling social change
- B. Civil Rights Movement
- C. Demographic shifts

Week 8 – July 14

Legal framework (Affirmative Action, EEO, etc.)

- A. History
- B. Legal precept

Week 9 – July 21

Social, economic and political institutions and diversity

- A. Schools
- B. Business
- C. Criminal justice system
- D. Family
- E. Medicine
- F. Politics

Week 10 – July 28

Social, economic and political institutions and diversity (con't)

- G. Schools
- H. Business
- I. Criminal justice system
- J. Family
- K. Medicine
- L. Politics

Week 11 – August 4 – Final Presentation