**SYLLABUS**

**DATE OF LAST REVIEW:** 02/2013  
**CIP CODE:** 24.0101  
**SEMESTER:** Departmental Syllabus  
**COURSE TITLE:** Diversity Studies  
**COURSE NUMBER:** SOSC-0109  
**CREDIT HOURS:** 3  
**INSTRUCTOR:** Departmental Syllabus  
**OFFICE LOCATION:** Departmental Syllabus  
**OFFICE HOURS:** Departmental Syllabus  
**TELEPHONE:** Departmental Syllabus  
**EMAIL:** KCKCC- “issued email accounts are the official means for electronically communicating with our students.”  

**PREREQUISITE(S):** SOSC-0107 Sociology or approval of instructor  

**REQUIRED TEXT AND MATERIALS:** Please check with the KCKCC bookstore,  
http://www.kckccbookstore.com/, for the required texts for your particular class.  

**COURSE DESCRIPTION:**  
An examination of the patterns and causes of prejudice and discrimination. Surveys the history and current status of groups in American society that have been subjected to discrimination based on race ethnicity, sex or religion.  

**METHOD OF INSTRUCTION:** A variety of instructional methods may be used depending on content area. These include but are not limited to: lecture, multimedia, cooperative/collaborative learning, labs and demonstrations, projects and presentations, speeches, debates, panels, conferencing, performances, and learning experiences outside the classroom. Methodology will be selected to best meet student needs.  

**COURSE OUTLINE**  
I. Who in the World is in here?  
   A. Microcultures in the United States  
   B. What is the meaning of culture in the United States?
II. Social Interaction Model
   A. Understanding social interactions in culturally diverse situations

III. Negotiating Cross Cultural Communication
   A. How are communication patterns similar/different from those around us?
   B. How do we communicate in the absence of a common cultural experience?

IV. Changing Face of America
   A. Methodological issues with census data
   B. What does the census tell us?
   C. Longitudinal comparisons of census data
   D. Population projections for the next 50 years
   E. Diversity (or lack of) on campus, how are students affected?

V. Immigration, Social Policy and Employment
   A. Current and past immigration policies
   B. Social policy impact of xenophobia
   C. Economic ramifications of immigration policies

VI. Race, Our Most Dangerous Myth
   A. The dilemmas of classification
   B. What drives prejudice/discrimination?
   C. Merton’s model of prejudice

VII. Social Class Issues in the USA
   A. Are we a two-class society?
   B. Caste vs. class systems, what are we REALLY?
   C. What are the “yard sticks” we use to decide what class we’re in?

VIII. Gender Issues
   A. History of the women’s movement
   B. Rites of passages
   C. Pay equity issues

IX. Native Americans
   A. Native American sovereignty
   B. Native American cultural and curriculum
   C. Language as cultural transmission
   D. Reparations to treaty nations

X. Hispanic/Latino Americans
   A. Immigrant values/beliefs and the education of 2nd generation students
   B. Achievement motivation in the population
   C. Should we require a second language or have bilingual education

XI. African Americans
   A. Integration and social policy
   B. Affirmative action, success or failure, reframing the issue
      Media case study
   C. Afrocentricity and Multicultural Education

XII. Asian Americans, the “Model Minority”
   A. Education of Asian American Students
B. Why the “model” minority?
C. Cultural values, social distance and out marriage rates

XIII. Middle Eastern Americans
A. Image and Identity, portrayal of Middle Eastern peoples in the media/film

XIV. New European Americans
A. Eurocentric Fallacies in the classroom

XV. Creole and Mixed Ethnic Americans
A. Mixed ethnic marriages and miscegenation laws
B. Interracial adoptions

XVI. Ethnocentric Groups
A. Evolution of Race
B. Hate Groups in the US
C. Scientific racism

XVII. Sexual Orientation Issues
A. Teaching about homosexuality in a multicultural context
B. Homosexual rights to legally sanctioned marriages

XVIII. Physical and Mental Ability Issues
A. Microculture of disability

XIX. Age Issues
A. Dispelling the myths of aging
B. What resources are available for the population from young to old?

XX. Diversity Issues and Answers
A. Prejudice and discrimination reduction

EXPECTED LEARNER OUTCOMES:

A. The student will be able to identify the structure and consequences of social stratification as an important element in the study of diversity.
B. The student will be able to recognize and list the steps in stratification generation.
C. The student will be able to discuss alternative views on actions, attitudes, beliefs and values that shaped the development of the United States as a diverse nation.
D. The student will be able to understand the needs and struggles of those who are socially stratified as minorities with regard to issues of diversity.
E. The student will be able to understand the needs and struggles of those who are socially stratified as majorities with regard to issues of diversity.
F. The student will be able to examine what it is like to be a member of a social/cultural minority, as well as being a member of a social/cultural majority.
G. The student will be able to identify and discuss a variety of sociological approaches to diversity studies.
H. The student will be able to describe the types of inequality found in the American social and economic system, which help to create some diversity.
I. The student will be able to examine the history of minority/majority relations in the United States and explore possible future outcomes.
COURSE COMPETENCIES:

The student will be able to identify the structure and consequences of social stratification as an important element in the study of diversity.

1. The student will be able to identify the structure and consequences of social stratification as an important element in the study of diversity.

2. The student will be able to identify resources for tension reduction.

The student will be able to recognize and list the steps in stratification generation.

3. The student will be able to recognize and list the steps in stratification generation.

4. The student will be able to describe inequality and power relationships (race, class and gender).

The student will be able to discuss alternative views on actions, attitudes, beliefs and values that shaped the development of the United States as a diverse nation.

5. The student will be able to discuss alternative views on actions, attitudes, beliefs and values that shaped the development of the United States as a diverse nation.

6. The student will be able to distinguish between prejudice and discrimination as sociological concepts.

7. The student will be able to assess the importance of understanding and valuing cultural and other societal differences.

8. The student will be able to identify the myths commonly associated with aging.

9. The student will be able to identify the stereotypes commonly associated with the disabled population.

The student will be able to understand the needs and struggles of those who are socially stratified as minorities with regard to issues of diversity.

10. The student will be able to understand the needs and struggles of those who are socially stratified as minorities with regard to issues of diversity.

11. The student will be able to examine what it is like to be a member of a social/cultural minority, as well as being a member of a social/cultural majority.
12. The student will be able to develop a personal commitment to increased sensitivity and acceptance of diverse peoples.

*The student will be able to understand the needs and struggles of those who are socially stratified as majorities with regard to issues of diversity.*

13. The student will be able to understand the needs and struggles of those who are socially stratified as majorities with regard to issues of diversity.

14. The student will be able to identify the consequences of assimilation in the United States for both individuals and institutions.

15. The student will be able to distinguish between class and caste systems (race, class and gender).

*The student will be able to examine what it is like to be a member of a social/cultural minority, as well as being a member of a social/cultural majority.*

16. The student will be able to define gender stratification and the myth which supports it.

*The student will be able to identify and discuss a variety of sociological approaches to diversity studies.*

17. The student will be able to analyze the concept of cultural diversity.

18. The student will be able to describe the difference between structural and individual explanations of prejudice and their possible solutions

19. The student will be able to describe the institutional and cultural patterns that underlie selected minority group issues (unequal access to resources and power as it relates to gender, sexual orientation, ethnicity and SES).

*The student will be able to describe the types of inequality found in the American social and economic system, which help to create some diversity.*

20. The student will be able to analyze a selected social problem (specifically race, class and gender) from several of these perspectives, as it relates to diversity and stratification.

21. The student will be able to describe the types of inequality found in American social and economic system, which help to create some diversity.

22. The student will be able to recognize the societal complications of our nation’s changing demographics in light of our nation’s “structural inequality.”

23. The student will be able to discuss the consequences and possible solutions to the types of inequality found in American social economic systems which help to create some diversity.
The student will be able to examine the history of minority/majority relations in the United States and explore possible future outcomes.

24. The student will be able to review and evaluate public policies which limit equality based on diversity and exacerbate minority/majority tensions in society.

25. The student will be able to describe several benefits of a diverse society on individuals and institutions.

26. The student will be able to analyze affirmative action and its impact on society’s diversity.

27. The student will be able to identify common structural barriers to educational achievement that impact diversity.

28. The student will be able to identify the major social movements and their outcomes associated with issues of diversity in the United States.

29. The student will be able to identify the major immigration patterns in the United States.

30. The student will be able to identify the issues associated with current immigration law.

ASSESSMENT OF LEARNER OUTCOMES:

Assessment methods may include, but are limited to, the following: Review and evaluation of teleclass study guide (individual), three-six written examinations, student in-class presentation, possible semester topic paper, evaluation of video tape summaries.

SPECIAL NOTES:

This syllabus is subject to change at the discretion of the instructor. Material included is intended to provide an outline of the course and rules that the instructor will adhere to in evaluating the student’s progress. However, this syllabus is not intended to be a legal contract. Questions regarding the syllabus are welcome any time.

Kansas City Kansas Community College is committed to an appreciation of diversity with respect for the differences among the diverse groups comprising our students, faculty, and staff that is free of bigotry and discrimination. Kansas City Kansas Community College is committed to providing a multicultural education and environment that reflects and respects diversity and that seeks to increase understanding.

Kansas City Kansas Community College offers equal educational opportunity to all students as well as serving as an equal opportunity employer for all personnel. Various laws, including Title IX of the Educational Amendments of 1972, require the college’s policy on non-discrimination be administered without regard to race, color, age, sex, religion, national origin, physical handicap, or veteran status and that such policy be made known.
Kansas City Kansas Community College complies with the Americans with Disabilities Act. If you need accommodations due to a documented disability, please contact Director of Academic Resource Center, in Room 3354 or call (913) 288-7670.
Learning Outcomes
Discipline knowledge and content mastery is expected of all graduates. More specifically, KCKCC is committed to the Learning Outcomes listed below. We believe that competence in the Learning Outcomes is essential for the success of graduates and will enhance their ability to become contributing members of our increasingly complex world. These areas of knowledge and skills are equally valid for all KCKCC graduates, whether they transfer to a four-year college or pursue a career after leaving college.

General Education Learning Outcomes
Communication Learning Outcomes
The learner will have the ability to express, interpret, and modify ideas/information effectively (both written and oral), including but not limited to reading text accurately and correctly; writing with a clear purpose and effective organization; speaking effectively using appropriate styles that suit the message, purpose, and content; and employing active listening techniques.

Computation Learning Outcomes
The learner will have the ability to understand and apply mathematical concepts and reasoning using numerical data.

Critical Reasoning Learning Outcomes
The learner will understand inductive and deductive reasoning and have the ability to define problems and use data (qualitative and quantitative) to make complex decisions utilizing analysis, synthesis, and evaluation skills.

Technology and Information Management Learning Outcomes
The learner will have the ability to define, collect, organize, analyze, and evaluate information from a variety of sources. The learner will also have the ability to understand basic technology concepts and functionality in order to use technology as a tool to locate and retrieve information.

Community and Civil Responsibility Learning Outcomes
The learner will demonstrate knowledge, awareness, and understanding of diverse ideas, values, and perspectives of a culturally diverse world; an understanding of the ethical issues and values that are prerequisites for making sound judgments and decisions; a recognition of the obligation to become actively involved as a contributing member of the community; and a sensitivity to the awareness of aesthetic expression.

Personal and interpersonal Skills Learning Outcomes
The learner will have the ability to work cooperatively and productively with others; to understand and evaluate his/her capabilities; to manage his/her personal growth by setting realistic and appropriate goals.

SOCIAL AND BEHAVIORAL SCIENCES
STUDENT SUCCESS STRATEGIES

Know your teacher’s name.

Turn off your electronic devices in class/make paying attention to the work of the class your only concern.

Miss class only when you cannot attend/acquire missed information and materials ASAP.

Know your syllabus.

Know the attendance policy.

Know the requirements for tests and assignments.

Know information about final exam and make-up exams.

Know instructor’s position on use of Wikipedia or other online sources.

Know the instructor’s preferred writing style (APA, MLA, etc.).

Always know your grade.

Contact your teacher ASAP with concerns or questions.

Know the benefits of the academic resource center.

Know if your course has a practicum, service learning component, or other exception.

Use an academic planner.

Know the course withdrawal policy.

Know your instructor’s office hours and make appointments when necessary.

Know the school’s scholastic honesty policy.

Be familiar with the course learning objectives, course competencies, and the college’s 21st century learning outcomes for general education.