

JEFFERSON COLLEGE

COURSE SYLLABUS

SOC125

HUMAN DIVERSITY

3 Credit Hours

Prepared by: Susan E. Welch
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Minor Revision or Update by: Fran Moore
Per Curriculum Committee Process Change: April 25, 2018

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SOC125 Human Diversity

I. CATALOG DESCRIPTION

- A. Prerequisite: Reading proficiency
- B. Credit hour award: 3
- C. Human Diversity introduces historical, theoretical, and cultural themes related to diversity, including oppression as a result of ageism, racism, disability, sexual orientation, socioeconomic status, religious and spiritual affiliations, and ethnicity. Students will integrate information from historical and theoretical perspectives to view and analyze current and anticipated future issues of diversity. (F, S, D)

II. EXPECTED LEARNING OUTCOMES/CORRESPONDING ASSESSMENT MEASURES

Expected Learning Outcomes	Assessment Measures
Examine societal themes of oppression, privilege and stratification such as ageism, racism, disability, sexual orientation, socioeconomic status, religious & spiritual affiliations and ethnicity	Class discussion Reflective activities Discussion board posts Student response system Quizzes
Analyze his/her own feelings and biases, recognize how values shape opinions, incorporate critical thinking to determine ways to work with oppressed groups effectively and inclusively	Class discussion Reflective activities Discussion board posts Student response system Quizzes
Integrate historical, theoretical and cultural information with articles and information about diversity obtained from current news media	Class discussion Written examination Video News article reflection
Research historical events and identify specific examples of bias, discrimination and prejudice against particular groups, in order to compare and contrast historical experience with current best practices in the study of diversity	Case study analysis Class discussion Written examination Interviews Group project Research project

<p>Critically evaluate examples (provided by current news, legal actions, and instructor) of situations where a lack of cultural sensitivity interfered with the ability of an individual to effectively perform his/her job and evaluate, interpret and devise an alternative outcome</p>	<p>Case study analysis Class discussion Research/interview project Community work Written examination</p>
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III. OUTLINE OF TOPICS

- A. Exploring race and ethnicity
 - 1. Definitions of minority, subordinate & dominant groups
 - 2. Characteristics of minority, subordinate & dominant groups
 - 3. Sociology & the study of race & ethnicity
 - 4. Creation of subordinate-group status
 - 5. Consequences of subordinate-group status
 - 6. Socioeconomic status

- B. Prejudice
 - 1. Theories of prejudice
 - 2. Stereotypes
 - 3. Biases, values and self-awareness

- C. Discrimination
 - 1. Understanding discrimination
 - 2. Hate crimes
 - 3. Institutional discrimination
 - 4. Importance of difference in shaping life experience

- D. Immigration
 - 1. A global phenomenon
 - 2. Patterns of immigration
 - 3. Birthright citizenship controversy
 - 4. Refugees
 - 5. Immigrants
 - 6. Contemporary social concerns

- E. Ethnicity
 - 1. Ethnic diversity
 - 2. Rediscovering ethnicity

- F. Religion
 - 1. Religious pluralism
 - 2. Understanding current constructs

- G. Sex and gender
 - 1. Current constructs in society
 - 2. Social institutions and influence
- H. Disability
 - 1. History
 - 2. Americans with Disability Act
- I. Culture, social structure & values
 - 1. Oppression, marginalization and alienation
 - 2. Privilege and power
 - 3. Current events
 - 4. Future impact

IV. METHODS OF INSTRUCTION

- A. Textbook, supplemental readings
- B. Guest lecturers
- C. Classroom lecture
- D. Participation in active learning via classroom discussion
- E. Student presentations

V. REQUIRED TEXTBOOK

Race And Ethnicity in the United States, 7th Edition by Richard Schaefer, Pearson, 2013
and Ore, Tracy, *The Social Construction of Difference and Inequality: Race, Class, Gender, and Sexuality*, 5th ed. 2010, McGraw Hill ISBN-13: 9780078026645 ISBN: 0078026644

VI. REQUIRED MATERIALS

- A. Textbook
- B. Access to internet and basic software, including word processing. (Jefferson College provides access to computers on campus)

VII. SUPPLEMENTAL REFERENCES

- A. Library Resources: present offerings, journals, video/audio tapes, software, etc. are sufficient
- B. Outside readings provided by instructor and linked to Blackboard

VIII. METHODS OF EVALUATION

- A. Research paper
- B. Written examinations
- C. Class participation and activities
- D. Student presentations
- E. Extra credit not to exceed 3% of total course points
- F. Grading scale – standard:
 - 90-100%=A
 - 80-89% =B
 - 70-79% =C
 - 60-69% = D
 - Below 60% = F.

IX. ADA AA STATEMENT

Any student requiring special accommodations should inform the instructor and the Coordinator of Disability Support Services (TC 101; phone 636-481-3169)

X. ACADEMIC HONESTY STATEMENT

All students are responsible for complying with campus policies as stated in the Student Handbook (see College website, <http://www.jeffco.edu>).

XI. ATTENDANCE STATEMENT

Regular and punctual attendance is expected of all students. Any one of these four options may result in the student being removed from the class and an administrative withdrawal being processed: (1) Student fails to begin class; (2) Student ceases participation for at least two consecutive weeks; (3) Student misses 15 percent or more of the coursework; and/or (4) Student misses 15 percent or more of the course as defined by the instructor. Students earn their financial aid by regularly attending and actively participating in their coursework. If a student does not actively participate, he/she may have to return financial aid funds. Consult the College Catalog or a Student Financial Services representative for more details.

XII. OUTSIDE OF CLASS ACADEMICALLY RELATED ACTIVITIES

The U.S. Department of Education mandates that students be made aware of expectations regarding coursework to be completed outside the classroom. Students are expected to spend substantial time outside of class meetings engaging in academically related activities such as reading, studying, and completing assignments. Specifically, time spent on academically related activities outside of class combined with time spent in class meetings is expected to be a minimum of 37.5 hours over the duration of the term for each credit hour.