

## Wayland Mission Statement

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

## Contact Information

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**Course:** PUAD 5320 VC01 – Cultural Diversity

**Campus:** WBUonline

**Term/Session:** Fall 1 2022

**Instructor:** Dr. Juan M. González

**Office Phone Number:** 210-347-6445

**WBU Email Address:** [juan.gonzalez@wayland.wbu.edu](mailto:juan.gonzalez@wayland.wbu.edu)

**Office Hours, Building, and Location:** Virtual

**Class Meeting Time and Location:** Virtual

## Textbook Information

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### Required Textbook(s) and/or Required Materials:

Feagin, J. R., & Feagin, C. B. (2012). *Racial and Ethnic Relations* (9<sup>th</sup> ed.). Pearson  
ISBN: 9780205024995

*The textbook for this course is part of the **Wayland's Automatic eBook** program. You will have access to an eBook and interactive learning material on the first day of class through your Blackboard course site. The cost of this Automatic eBook will be billed directly to your student account when you register for the course. You will be notified via email with access instructions and additional information. If you do not wish to participate in the Automatic eBook program, you will have the first 12 days of class to opt-out of the program (additional details will be outlined in your email instructions). For more information on the Automatic eBook program, visit the Wayland Bookstore [Automatic eBook FAQ](#) page.*

### Optional Materials:

American Psychological Association. (2020). *Publication manual of the American Psychological Association* (7th ed.). Washington, DC: American Psychological Association.

## Course Information

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**Catalog Description :** A comparative analysis and critical thinking about the changing sociological, economical, and political status of the diverse cultural groups in the United States and globally.

**There is no prerequisite for this course.**

**Course Outcome Competencies:** Upon completion of this course, students will be able to:



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- Demonstrate a critical knowledge base of the economic and political conditions of cultural groups within the U.S
- Analyze how the sociological conditions of diverse cultural group affect and have been affected by global issues
- Demonstrate an in-depth understanding of cultural, racial issues, discrimination and prejudice and the effect on society
- Identify and discuss historical and recent events that have brought about changes in our diverse culture
- Demonstrate an ability to concisely communicate your ideas regarding cultural diversity verbally
- Communicate effectively in writing your understanding of cultural diversity and its effect on the social construct of our society and globally

## Attendance Requirements

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### WBUonline

Students are expected to participate in all required instructional activities in their courses. Online courses are no different in this regard; however, participation must be defined in a different manner. Student “attendance” in an online course is defined as active participation in the course as described in the course syllabus. Instructors in online courses are responsible for providing students with clear instructions for how they are required to participate in the course. Additionally, instructors are responsible for incorporating specific instructional activities within their course and will, at a minimum, have weekly mechanisms for documenting student participation. These mechanisms may include, but are not limited to, participating in a weekly discussion board, submitting/completing assignments in Blackboard, or communicating with the instructor. Students aware of necessary absences must inform the professor with as much advance notice as possible in order to make appropriate arrangements. Any student absent 25 percent or more of the online course, i.e., non-participatory during 2 or more weeks of an 8-week session, may receive an F for that course. Instructors may also file a Report of Unsatisfactory Progress for students with excessive non-participation. Any student who has not actively participated in an online class prior to the census date for any given session is considered a “no-show” and will be administratively withdrawn from the class without record. To be counted as actively participating, it is not sufficient to log in and view the course. The student must be submitting work as described in the course syllabus. Additional attendance and participation policies for each course, as defined by the instructor in the course syllabus, are considered a part of the university’s attendance policy.

## University Policies

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**Statement on Plagiarism and Academic Dishonesty:** Wayland Baptist University observes a zero tolerance policy regarding academic dishonesty. Per university policy as described in the academic catalog, all cases of academic dishonesty will be reported and second offenses will result in suspension from the university.



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**Disability Statement:** In compliance with the Americans with Disabilities Act of 1990 (ADA), it is the policy of Wayland Baptist University that no otherwise qualified person with a disability be excluded from participation in, be denied the benefits of, or be subject to discrimination under any educational program or activity in the university. The Director of Counseling, Career and Disability Services serves as the coordinator of students with disability and should be contacted concerning accommodation request at (806) 291-3765. Documentation of a disability must accompany any request for accommodations.

Accessibility issues with content in WBUonline courses or in Blackboard should be addressed to the WBU accessibility coordinator, Dr. Trish Ritschel-Trifilo, [trifilot@wbu.edu](mailto:trifilot@wbu.edu) or call (806) 291-3745.

**Student Grade Appeals:** Students shall have protection through orderly procedures against prejudices or capricious academic evaluation. A student who believes that he or she has not been held to realistic academic standards, just evaluation procedures, or appropriate grading, may appeal the final grade given in the course by using the student grade appeal process described in the Academic Catalog. Appeals may not be made for advanced placement examinations or course bypass examinations. Appeals are limited to the final course grade, which may be upheld, raised, or lowered at any stage of the appeal process. Any recommendation to lower a course grade must be submitted through the Vice President of Academic Affairs to the Faculty Assembly Grade Appeals Committee for review and approval. The Faculty Assembly Grade Appeals Committee may instruct that the course grade be upheld, raised, or lowered to a more proper evaluation.

## Course Requirements and Grading Criteria

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Students will be evaluated based on their performance in the following assignments: weekly discussion questions (DQs); 2 content essays; 1 TV show review; the APA Tutorial, and a presentation. All papers and DQ responses must be written in accordance with the American Psychological Association (APA) standards and style. To ensure that you can communicate with me, you will be required to review the syllabus and email me from your Wayland email address. The email should state that you are fulfilling the email assignment and that you have read plus understood the syllabus/course outline.

Introduction: So everyone can get to know each other post information about yourself by Wednesday of week 1.

### Discussion Questions (DQs):

Each weekly DQ assigned will be worth 50 points. An additional 25 points each, max of 50 (meaning you must respond to at least two other students), will be awarded for each substantive response given to other students' original postings to the discussion questions; that is, students' answers to the questions. Total possible points you can earn per week are 100. You must respond to discussion questions during their week of application to receive credit. In other words, if you answer Week 1's discussion questions during Week 2, you do not receive any credit for Week 1. For our purposes, the week will *begin on Monday and end on Sunday*. Ensure your responses are written in accordance with APA standards. Twenty-five points will be deducted if sources are not properly cited.

Responses to discussion questions are to be submitted no later than 11:59 pm CST on Thursdays. DQ answers posted after Thursday will incur a 25-point deduction per discussion question.

Responses to students' original postings (their answers to the DQs) must be posted no later than 11:59 pm CST on Sundays to receive credit.

**Note:** While there is no specific word limit, an initial post of 300 words should be long enough to adequately address the question and issues presented. Your initial post must be insightful, thorough, and show an understanding of the issues. Your responses to your classmates' initial posts should identify portions of the post you agree/disagree with and explain why. Additionally, your responses should supplement, contradict, question, or further discussion on the pertinent subject area. All posts should be substantiated by examples from the textbook, journal articles, and/or scholarly websites such as from professional organizations. **Do not forget to cite your sources!** It is also expected that all posts reflect critical thinking and good grammar.

#### **TV Show Review:**

The TV episode you will review comes from Star Trek: The Next Generation, season 4 episode 7 entitled "Reunion". You must also watch the precursor episode - "Sins of the Father" season 3 episode 17 – to understand the cultural nuances revealed in the Reunion episode. The paper should be no more than two pages. You do not need an abstract, but the paper should have a title page, reference page, and follow APA style. Identify the diversity concepts expressed and displayed in the episode. Specifically, consider and address the following ideas:

- a. Which power conflict theories apply?
- b. What prejudices or stereotypes were displayed, by whom, and on what were these biases based?
- c. What assimilation pattern, if any, was observed in the episode?
- d. How was diversity balanced with the different cultures? Or, how can a balance be reached with cultures that have competing or conflicting values?
- e. What lessons can be applied to our society or in your spheres of influence to promote diversity?

#### **Diversity Project:**

Create a **narrated** 10-12 minimum slide presentation on how diversity has evolved, changed, and developed over the last 20 years and how it will continue to develop over the next 10-20 years. Consider the following areas as possible topics:

- One protected group
- Power conflict theories
- Prejudice, stereotypes, and discrimination
- Diversity in the workplace
- Balancing diversity with cultural, group, and/or value conflicts



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Your narrated presentation (PowerPoint or other presentation programs) should be 10-12 slides minimum not including title or reference slides. When narrating, present the information. Do not simply read the slides to me. References should be in APA format on the reference slide(s) and on each slide as applicable. Include at least ten (10) scholarly references in addition to the course readings. Consider other industry/trade and government sources as well.

**Project Updates:**

You will provide me updates on your diversity presentation project throughout the term. These updates will be part of your final grade.

The assignments should be completed in APA format. Because this is a graduate course, late work will not be accepted except in extreme circumstances. Email me if you need to discuss submitting late work.

**APA Tutorial:**

Complete the following APA tutorial. The tutorial should take no longer than 45 minutes—and even less if you are already familiar with APA Style. When you have completed the tutorial, in week 2's folder please place a short statement confirming that you completed and understand how to apply APA style to include correctly citing sources. This will be graded as 100 or zero based upon your statement of completion. In other words, if you do the tutorial, you get a 100. If you ignore the tutorial, you get a zero.

<https://extras.apa.org/apastyle/basics-7e/#/>

**Assignment Weighting:**

35% of grade is based on course room discussions and responses to other students

30% of grade is based on diversity presentation project

20% of grade is based on TV episode review

10% of grade is based on updates to your presentation project

5% of grade is APA tutorial

**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, within the last week of an 8-week session, 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 16-week term or 8-week session, 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.

## Tentative Schedule

Week	Dates	Readings	Assignments
1	8/8 – 8/14	Chapters 1, 2	<ol style="list-style-type: none"> <li>1. <b>Post intro by Wed</b></li> <li>2. Answer DQs no later than (NLT) 11:59 pm CST on Thursday</li> <li>3. Respond to classmates' DQs NLT Sunday 11:59 pm CST</li> </ol>
2	8/15 – 8/21	Chapters 3, 4	<ol style="list-style-type: none"> <li>1. Answer DQs NLT 11:59 pm CST on Thursday</li> <li>2. Respond to classmates' DQs NLT 11:59 pm CST on Sunday</li> <li>3. Content essay #1 due NLT 11:59 pm CST on Sunday</li> <li>4. APA tutorial due NLT 11:59 pm CST on Sunday</li> </ol>
3	8/22 – 8/28	Chapters 5, 6	<ol style="list-style-type: none"> <li>1. Answer DQs NLT 11:59 pm CST on Thursday</li> <li>2. Respond to classmates' DQs NLT 11:59 pm CST on Sunday</li> <li>3. TV Show review due NLT 11:59 pm CST on Sunday</li> </ol>
4	8/29 – 9/4	Chapter 7	<ol style="list-style-type: none"> <li>1. Answer DQs NLT 11:59 pm CST on Thursday</li> <li>2. Respond to classmates' DQs NLT 11:59 pm CST on Sunday</li> <li>3. Presentation topic due NLT 11:59 pm CST on Sunday</li> </ol>
5	9/5 – 9/11	Chapters 8, 9	<ol style="list-style-type: none"> <li>1. Answer DQs NLT 11:59 pm CST on Thursday</li> <li>2. Respond to classmates' DQs NLT 11:59 pm CST on Sunday</li> </ol>
6	9/12 – 9/18	Chapters 10, 11	<ol style="list-style-type: none"> <li>1. Answer DQs NLT 11:59 pm CST on Thursday</li> <li>2. Respond to classmates' DQs NLT 11:59 pm CST on Sunday</li> <li>3. Presentation update due NLT 11:59 pm CST on Sunday</li> </ol>
7	9/19 – 9/25	Chapter 12	<ol style="list-style-type: none"> <li>1. Answer DQs NLT 11:59 pm CST on Thursday</li> <li>2. Respond to classmates' DQs NLT 11:59 pm CST on Sunday</li> </ol>
8	9/26 – 10/1	Chapter 13	<ol style="list-style-type: none"> <li>1. Answer DQs NLT 11:59 pm CST on Thursday</li> <li>2. Respond to classmates' DQs NLT 11:59 pm CST on <b>Friday</b></li> <li>3. Presentation due NLT <b>Friday 11:59pm CST</b></li> </ol>