

**WAYLAND BAPTIST UNIVERSITY SCHOOL OF BEHAVIORAL & SOCIAL SCIENCES VIRTUAL CAMPUS**

**Wayland Mission Statement:** 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.

**Course Title, Number, and Section:** Cultural Diversity, PUAD 5320VC01

**Term:** Fall 2017 (August 21- November 4)

**Instructor:** Dr. Michael Duncan

**Office Phone Number:** 210-410-4971& **WBU Email Address:michael.duncan@wayland.wbu.edu**

**Office Hours, Building, and Location:** By Appointment Only

**Class Meeting Time and Location:** Asynchronous via the Online Blackboard Discussion Board

**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.**

**Required Textbook(s) and/or Required Material(s): Text:** Racial and Ethnic Relations, Census Edition **Author(s):** Feagin, J., R., &

Feagin, C. B.

**ISBN:** 0-205-02499-8 **ISBN-13:** 978-0-205-02499-5

**Edition / Copyright:** 9TH 12 - Current Edition

**Publisher:** Pearson

**Recommended Material:**

**Book:** Publication Manual of the American Psychological Association

**Author(s):** American Psychological Association

**ISBN:** 1-4338-0561-8 **ISBN-13:** 978-1-4338-0561-5

**Edition / Copyright:** 6TH - Current Edition **Publisher:** American Psychological Association

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

• 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:**

Virtual Campus

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 3 or more weeks of an 11 week term, 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 term 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.

**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.

**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 Coordinator of Counseling Services serves as the coordinator of students with a disability and should be contacted concerning accommodation requests at (806) 291- 3765. Documentation of a disability must accompany any request for accommodations.

**Course Requirements and Grading Criteria:**

Students will be graded according to the following breakdown

|  |  |
| --- | --- |
| Discussion Board Participation | 30 Points |
| 3 Exams (10 Points Each) | 30 Points |
|  |  |
| Philosophy Paper on Cultural Diversity | 40 Points |
|  | **Total 100** |

**Discussion Board**

Content: Because discussion and participation in the Discussion Board is an important part of this class, it is imperative that students regularly participate on the Discussion Board. By regularly, it is best if you check the discussion board daily. The substance of the discussion topics will be taken from the required text readings, Feagin and Feagin (2012), and they will be posted in Blackboard prior to the beginning of each weekly session. You must post a **minimum of a 150 word response** on the topic no later than **Thursday**. You will also make respond with a **minimum of 50 words to one** of your classmates no later than 1159 **Sunday** evening.

**Examinations**

Content: There are three open-book exams, each worth 10 points, scheduled throughout the course. The exam questions will come from the required weekly readings found in Feagin and Feagin (2012).

**Philosophy Paper on Cultural Diversity**

Content: Write a philosophical paper, six to eight pages in length, that examines your changes in views, opinions, and understandings about cultural diversity as a result of this course. Your paper should include and introductory paragraph. The discussion of the five questions below should form the body of your paper. End your paper with a strong conclusion.

1. Discuss your Christian foundation and its’ relationship to cultural diversity
2. Analyze the personal implications of engaging cultures different from your own?
3. Discuss the economic and social implications of cultural diversity for you as an individual and for our nation.
4. Explain your methodology for integrating a culturally diverse mindset into your life and career?
5. Identify and discussion how this study has or has not impacted your personal growth. Give specific examples and details

Note: Include a title page and reference page. A minimum of four references are required as well as a reference page. An abstract is not required

Be sure to demonstrate proper usage of APA format (6th ed.).

Extra Credit

There will be no extra credit offered in this course.

Late Assignments

Assignments are due at 11:59 PM US CST on their due date (see tentative schedule below for due dates). A penalty will be applied to any non-discussion board participation assignments submitted to the professor after the original due date.

The University’s 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.

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 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 Executive Vice President/Provost 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.

**Tentative Schedule**

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| --- | --- | --- |
| **Session** | **Assignments and Due Dates** | **Weekly Readings** |
| Week 1 | Discussion Board Participation  (Basic Concepts in the Study of Racial and Ethnic Relations) | Feagin & Feagin  Chapter 1 |
| Week 2 | Discussion Board Participation  (Adaption and Conflict: Racial and Ethnic Relations in  Theoretical Perspective) | Feagin & Feagin  Chapter 2 |

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| --- | --- | --- |
| Week 3 | Discussion Board Participation (Colonialism and Post colonialism:  The Global Expansion of Racism) | Feagin & Feagin  Chapter 14 |

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| --- | --- | --- |
| EXAM ALERT! | **Exam 1 (Chapters 1, 2, and 14):**  **DUE- 10 SEP** |  |
| Week 4 | Discussion Board Participation  (English Americans and the Anglo-Protestant Culture, Irish, and Italian Americans) | Feagin & Feagin  Pages 55-65, Chapters 3 and 4 |
| Week 5 | Discussion Board Participation (Jewish Americans) | Feagin & Feagin  Chapter 5 |
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| Week 6 | Discussion Board Participation  (Native Americans) | Feagin & Feagin  Chapter 6 |
| Week 7  Apr 11-17 | Discussion Board Participation (African Americans) | Feagin & Feagin  Chapter 7 |
| EXAM ALERT! | **Exam 2 (Chapters 3, 4, 5, 6, and 7):**  **Due – 8 OCT** |  |
| Week 8 | Discussion Board Participation  (Mexican, Puerto Rican, and Cuban Americans) | Feagin & Feagin  Chapters 8 and 9 |
| Week 9 | Discussion Board Participation  (Japanese, Chinese, Filipino, Korean, Vietnamese, and Asian- Indian Americans) | Feagin & Feagin  Chapters 10 and 11 |
| Week 10 | Discussion Board Participation  (Arab Americans and Other Middle Eastern Americans) | Feagin & Feagin  Chapter 12 |
| Week 11  EXAM ALERT!  PAPER ALERT! | **Exam 3 (Chapters 8, 9, 10, 11, 12, and 13):**  **Due – 29 OCT**  **Philosophy Paper on Cultural Diversity:**  **Due: 29 OCT** | Feagin & Feagin  Chapter 13 |

**Note: The instructor reserves the right to add, delete, or revise segments of this course syllabus, including course schedule and assignments.**