



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 Number and Name:

JUAD 3320/ SOCI 3320 –VC01 Cultural Diversity

TERM:

Summer-2020

Instructor:

Shiri Pollack, Ph.D.

Office Phone Number and WBU Email Address:

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Office Hours, Building, and Location:

N/A – Virtual Campus

Class Time and Location:

Virtual Campus

Catalog Description:

A comparative analysis of the diverse cultural groups in the United States and their changing sociological, economical and political status.

Prerequisites:

There is no prerequisite for this course.

Required Textbook(s) and/or Required Material(s):

Diversity and Society: Race, Ethnicity and Gender 6 e Healey and Stepnick ISBN: 9781506389059

The textbook for this course is part of the Wayland's Inclusive Access program. You will have access to an e-book and interactive learning material on the first day of class through your Blackboard course site. The cost of this access 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 Inclusive Access 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 Inclusive Access program, visit the Wayland Bookstore Inclusive Access FAQ page. If you should choose to opt out of the ebook, the ISBN above is for the hardback version.

Optional Materials:

During this course, students will be asked to choose from these supplemental readings, also See Resource Material Link under course menu:

1. <http://topics.nytimes.com/topics/features/books/bookreviews/index.html>,
2. Building on the Promise of Diversity: How We Can Move to the Next Level in Our Workplaces, Our Communities and Our Society, author R. Roosevelt Thomas Jr,
3. <http://www.asanet.org/>, (American Sociological Association website has great resources for articles)
4. Article: American Sociological Review: Latino Immigrants and the U.S. Racial Order: How and Where Do They Fit In? (June 2010)
<http://www.asanet.org/sites/default/files/savvy/images/journals/docs/pdf/asr/Jun10ASRFeature.pdf>
5. www.findarticles.com
6. <http://Ancestry.com>
7. PBS on-line, watch an episode of: American Masters:
<http://www.pbs.org/wnet/americanmasters/series/>

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

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 are expected to participate in discussion board forum assignments, to read the text material, and to submit two papers (family study on the ethnic background of both parents or other significant people in your lives and the final paper); in addition, at least two postings to the current events link must be made during Week 9 to receive an A in the class.

Class Design, Format and Structure:

1 -Discussion Forums

Points for Submissions through Week Four, including the Paper on Ethnicity: 100 points

Points for Submissions from Week 5 through Week 9: 100 points

The Discussion Forums will be the main interactive tool used in this class. Posts are due no later than Saturday of each week. In general, I will be posting weekly one or more questions relating directly to the text, and questions challenging you **to synthesize and apply** the course material in some way to situations in your community, profession, and to current national and global issues. For full credit, weekly discussion responses must include references to the text material ie through summarizing concepts, citing examples that demonstrate the concept, and direct quotes or references to the readings to **demonstrate your memory, integration and synthesis** of the material. Personal opinions and experience are welcome but do not replace text references. One goal of the discussions will be to stimulate your thinking beyond the text so you can apply it to your personal, professional, and community life. You will not receive a grade on each discussion posting; rather you will receive a total point score based on the quality of all your postings. During each week, post your response to each of my forum questions listed in Discussion Board. **Post at least on two different days and also to at least three other students during the week.** After week four, each student will receive an email from me with suggestions for your work, along with the posting of a score in the Grade Center for week one through four. Similarly, evaluations, along with a point score in the Grade Center for weeks 5-9 will be posted.

Criteria Rubric for Evaluation of Participation in discussion forums: Evaluation is Based on: your integration of concepts we have covered with specific examples and citations, the clarity and organization of responses, correct grammar, the demonstration of critical thinking by applying our concepts to contemporary issues (such as those in your local community, nationally, or globally), and discussion of appropriate examples to demonstrate your understanding of issues in cultural diversity. Enjoy selecting supplemental material from the resource link in the course menu to augment your responses in Discussion Board. This applies to the Ethnicity Paper due Week 4 as well. An example of a good general post to a forum is provided at the end of the syllabus.

Please note: There is a sample Week 4 Paper on Ethnicity and a Sample Final Paper in links under the course menu.

2- Final Paper: Rubric for Evaluation

For 90-100 pts: Must include: Critical thinking in the discussion summarizing and applying theories and concepts from our text, as well as additional resources; an intro and concluding paragraph demonstrating the synthesis of research material through insights gained; detailed discussion of challenges and specific societal contributions; a historical context as well as contemporary issues are presented; detailed citations and references; correct grammar and sentence structure within a clearly organized paper format. For 80-89 points: The presentation has some of the elements above, but lacks sufficient detail. For 70-79 points, the paper lacks critical application of theory and concepts but does have some basic presentation of content that we addressed. For 60-69 points, it is obvious that some effort has been made to respond and some basic knowledge has been acquired, but lacks in the items above. Grades for graded assignments will generally be posted within 10 days of the due date.

3- Current Events

There is a blog for students to communicate regarding current events under the link Current Events. Two postings for the term are required by Saturday of Week 9 to receive an A in the class: one your own blog and one a response. This will show up in the grade center as complete, or a check mark by the end of week 10. (Points are not being assigned)

Method of determining course grade:

The university has a standard grade scale

Total Points Possible 300 Consistent with the university standard grade scale, points are assigned the following grades as follows:

A = 270—300

B= 240----269

C = 210—239

D = 180—209

F= below 209 W=Withdrawal, WP=withdrew passing, WF=withdrew failing, I=incomplete

Overall Participation in Discussion forum 200 points: Posts from weeks 1-4 (includes the Week 4 Paper on Family Ethnicity) 100 points: Posts from weeks 5-9 (100 points)

Final Paper Comparing Two Ethnic Groups (Week 6) 100 points, Current Events Blog satisfactory/unsatisfactory

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 one or two items from the last week or two 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.

Requests for extension due to extenuating circumstances.

All assignments are due the date set to keep the course running smoothly and to honor my own commitment to reviewing student work. Keep this in mind as you plan your time. Incompletes must be within the college guidelines for incomplete requests. See details above.

I need a minimum of a 3 day notice prior to an assignment due date for on an extension request. This includes students on disability. Then I will review a request for an extension, upon your written request to me, for up to two assignments,

subject to my approval. (Any extension applies only to work that was due prior to Week 8.) If I agree, the latest extension that I may agree to will be Wed of Week 8; otherwise the letter grade appropriate for the work submitted to that point will be assigned. Only one of the papers due may be considered for an extension.) Another option would be an Incomplete, which must be completed by the end of the following semester, according to WBU policies. Again, this assumes that only one or two assignments need to be made up. If that is your desire, be sure to email me by Wed of Week 8 that you would like an incomplete. Past that date, a request for incomplete will not be accepted. This request must be student initiated. Late work for assignments due between weeks 9 and 11 will not be accepted.

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:

Course Term: May 25 –August 8, 2020

Although posts are due by Saturday of each week, I encourage participation throughout the week to maintain a high level of class interaction. Complete the DB forums for each week in BB. The forums I posted are based on these readings and my lecture notes in the DB.

Week 1 May 26 –May 30: Student Success Assessment and Self-Evaluation; instructions and details posted in discussion forum..... In addition read Chapter 1.

Week 2- Jun1-June 6: Review Chapter 1. Pick any article of your choice from Supplemental Reading list.

Week 3- June 8-13: Read Chapter 2. Pick any article of your choice from Supplemental Reading list.

Week 4- June 15-20: Ethnic Origin of Family Paper Due Saturday. It is to be posted and to be answered in discussion forum. Also Read chapter 3 and pick any supplemental article of your choice. See Sample paper in Course Menu.

Week 5- June 22-27: Review Chapter 3. Read Chapter 5. Pick one supplemental article of your choice.

Week 6-June 29-July 3: Paper: Comparing 2 Ethnic Groups: due by Sunday July 5 . Note:July 4, Saturday is a holiday. It is to be posted and to be answered within the Discussion Forum for credit by July 5 for this term. See Discussion Forum for more details. See Sample Final Paper in Course Menu.

Week 7- July 6-11: Read Chapter 4; Review Chapter 5

To receive credit for this term, any previously INSTRUCTOR accepted make-up work (Either the Week 4 paper or the Final Paper) is due by Wed of Week 8. No exceptions. See WBU policies for Extenuating Circumstances before emailing me. Any late work that occurs after this point, may not be accepted for make-up credit.

Last day to drop course with W is July 17

Last day to drop course with WP/WF is July 24

Week 8 July 13-18: Chapter 6. Pick some Supplemental Reading to augment your responses. Cite the resource used.

Week 9- July 20-25: Chapter 7 . Pick any article of your choice from Supplemental Reading list.

Week 10- July 27-August 1: Chapter 8.

Week 11- August 3-8: Final Discussions Summarizing Course and Applications: Read and apply a reading of your choice from Supplemental Reading list.

This schedule may be subject to change.

Enjoy selecting supplemental material from the resource link in the course menu to augment your responses in Discussion Board.

Additional Information:

Evaluation Feedback:

Students will receive an email mid-term assessing their points and quality of posts. In addition, an email is sent evaluating the papers, along with the points posted in the Grade Center. I also will be checking in with each of you through the term just to see how you're doing.

Revisions on assignments are not accepted after the due date for any reason.

Because interaction is an integral part of learning and teaching in this class, to receive a grade of either an A, B, or C the student must have participated in all Discussion Forums with at least 3 posts weekly.

Family study on the ethnic background of both parents:

To be answered in the Discussion Forum in three-four pages double-spaced. This can be a wonderful opportunity to talk with family members you may not have contacted in a long time. Write about their cultural values, the challenges and the successes they may have faced during their lives because of their ethnicity. If you are unable to obtain info on your family, choose someone who has been or could be significant in your life. Phone interview, email, or in-person contact could all be helpful and be appropriate. You can also obtain info on-line about their cultural heritage by doing research. Include references to concepts in the text, as well as other research. Include a description of the impact on you personally of gathering this family information. Responses are to be submitted by Saturday of week four. Be sure to respond to at least two other students' posts with paragraphs rather than single sentences to allow for detail.

Final Paper:

Compare the challenges and accomplishments of two ethnic groups of your choice. This will be answered in the discussion forum for week 6. Be sure to include discussion of perspectives on multiculturalism, as well as specific examples of their challenges and successes. How have accomplishments of those groups benefited society? How have some of their struggles given rise to new perspectives on living in a multicultural society. Give some examples of individuals or movements within those groups, such as the Civil Rights Movement and Dr. King. Include references to the text and specific concepts we have covered on topics such as the psychology of prejudice, majority/minority relations, assimilation and accommodation, etc. References from newspaper articles, websites should be included along with references to the supplemental material I list in the syllabus. It should be the equivalent of 3-4 pages double-spaced.

Due Saturday of the 6th week of class. No extensions will be accepted, so plan ahead if you need to because of extenuating circumstances and prepare it in advance. (See WBU policy for extenuating circumstances before emailing me with concerns regarding due date exceptions).

Technical Difficulties:

Just a reminder that in on-line classes technological difficulties may arise from time to time; it is the student's responsibility to contact the VC department if you are posting and for some reason it isn't showing up. 1-866-547-9192 or 1-806-291-3540 or email virtualcampus@wbu.edu To receive credit, all work must be uploaded within Blackboard. Do not email me assignments through BB.

I will be checking in with each of you personally through the course, to support you in your success in this course.

<http://catalog.wbu.edu>