

SYLLABUS

**ISSUES OF UNITY AND DIVERSITY
SOCI 2150**

2009

Prepared by the Nebraska Transfer Initiative Task Force on
Race/Gender/Ethnicity

Group Leader Rose Suggett Date 8-27-09

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NCCA Instruction Chair J. H. H. H. Date Sept 11, 2009

I. CATALOGUE DESCRIPTION

SOCI 2150

Issues of Unity and Diversity

Prerequisite: None

This course will help students increase awareness and sensitivity of commonalities and differences among people and acquire knowledge of minority group issues and challenges. The course will prepare students to more critically, actively, and effectively participate in an increasingly diverse and global society.

4.5 quarter hours

3.0 semester hours

II. COURSE OBJECTIVES/COMPETENCIES

Upon completion of this course, the student will be able to:

- A. Identify a range of areas of commonalities and differences among people.
- B. Differentiate between majority and minority groups and name at least three minority groups in the American Society.
- C. Explain the importance of diversity in an increasingly global environment.
- D. Describe how values and attitudes are formed through social interaction.
- E. Explore social influences on individuals attitudes, perspectives, and behaviors as related to race/ethnicity.
- F. Expand student's cultural awareness using interaction activities, concepts and cross-cultural differences that result in variations in value systems, beliefs, attitudes, and social directions
- G. To engage students in a process of examining and understanding their own identity along lines of race, ethnicity, sexual orientation, gender, and socioeconomic class.

III. INSTRUCTIONAL MATERIALS

- A. Recommended texts as assigned by the instructor should address social and cultural commonalities and differences. Textbooks should be current.

Possible texts:

1. Diversity and Society: Race, Ethnicity and Gender, by J.F. Healey
2. Social Problems in a Diverse Society, by Diane Kendall
3. Human Diversity in Action: Developing Multicultural Competencies for the Classroom, by Kenneth Kushner
4. The Social Construction of Difference and Inequality, by Tracy Ore
5. Racial and Ethnic Groups, by Richard Schaefer
6. Diversity Consciousness: Opening Our Minds to People, Cultures, and Opportunities, by Richard Bucher
7. The Race Myth, by J.L. Graves, Jr.

- B. Supplemental resources may include: handouts, videos, speakers, simulations, role-playing and field trips.
- C. Outside reading/research at instructor's discretion

IV. COURSE OUTLINE

- A. Conceptual foundations of unity and diversity
- B. Unit topics focused on selected groups (suggested groups listed below)
 - 1. trace the background
 - 2. examine the current situation
 - 3. explore the future
- C. Implications of enhanced human interactions

Suggested group topics may be selected from among the following (chronology may vary):

Racial and ethnic diversity
Gender
Sexual orientation
Religious diversity
Socioeconomic perspectives
Physical diversity
Challenges related to health
Communication in a diverse culture
Behavior and personality
Family perspectives
Educational perspectives

V. SPECIFIC COURSE REQUIREMENTS

Content and schedule determined by instructor

VI. METHOD OF PRESENTATION

Instructors should make use of varied pedagogical techniques including, but not limited to, several of the following: lectures (faculty and guest), discussion groups, collaborative, projects, research, peer response, assigned writing, conferences, computer-assisted instruction, interactive/creative methods, multimedia and field trips.

VII. METHOD OF EVALUATION

As determined by the instructor, course grades will be based on class and group participation, daily work, exams, presentations, projects, research papers and/or a portfolio. The instructor will distribute and discuss evaluation and grading policies with students at the beginning of each term.