1. Course #: HSERV 200
   Kathleen Pressler

2. NAME OF ORIGINATOR or REVISOR: Beth Grube,
   Kathleen Pressler

NAME OF COURSE: Ethnic & Cultural Diversity

3. CURRENT DATE: Fall 2015

   Please indicate whether this is a NEW COURSE or a REVISION: REVISION

   DATE OF PRIOR REVISION: Spring 2013

4. NUMBER OF CREDITS 3
5. NUMBER OF CONTACT HOURS PER WEEK 3

6. APPROXIMATE FREQUENCY OF OFFERING THIS COURSE
   Every semester, fall, spring, and summer.

7. PREREQUISITES or ENTRY LEVEL SKILLS or PLACEMENT SCORES
   None

8. COREQUISITES
   None

9. PLACE OF THIS COURSE IN CURRICULUM:
   XX Required for Curriculum (name) Human Services
   ___ College Core ___ Elective
   ___ Part of Required/Recommended Sequence with (Number of Course) ________________

10. IS THIS COURSE DESIGNED FOR TRANSFER TOWARD A SPECIFIC MAJOR?  XXYes  ___ No
    MAJOR(S): Social Work

11. STUDENT LEARNING OUTCOMES (SLO) and COURSE OBJECTIVES

    Under each SLO, list the related course objective(s). (Three to five SLO’s suggested)
    For every Student Learning Outcome, describe at least one measure, instrument, tool, observation, etc.

    **SLO/Objectives** - Upon successful completion, the student will be able to:

<pre><code>| SLO/Objectives | This outcome will be measured by one or more of the following instruments (exercises, tools, observations): |
|----------------|----------------------------------------------------------------------------------------------------------|
| **SLO 1: Demonstrate an understanding of the sociological perspectives that shape the study of minorities** | Instrument |
| Objective 1 Define minority, race and ethnic groups, and describe the main similarities and differences | Quizzes and final exam include multiple choice questions that test knowledge of the core concepts. In class role play, small group activities to |
</code></pre>
<table>
<thead>
<tr>
<th>Objective 2</th>
<th>Define prejudice, discrimination and stereotypes and identify 2 minority group responses to prejudice and discrimination and 2 majority responses to minority groups</th>
<th>demonstrate understanding of the similarities and differences</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Quizzes and final exam include multiple choice questions that test knowledge of the majority and minority group responses. In class role play, small group activities.</td>
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<table>
<thead>
<tr>
<th>Objective 3</th>
<th>Discuss at least 3 economic factors that affect intergroup relations and identify at least 2 ways that social structure affects intergroup relations</th>
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<tbody>
<tr>
<td></td>
<td>Quizzes and final exam include multiple choice questions that test knowledge of three economic factors that affect intergroup relations. In class media review will require students to apply the 3 factors to current situations.</td>
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<table>
<thead>
<tr>
<th>SLO 2</th>
<th>Demonstrate an understanding of what culture is and the role of culture when different groups interact.</th>
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<tbody>
<tr>
<td></td>
<td>In class discussion and role play.</td>
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<table>
<thead>
<tr>
<th>Objective 1</th>
<th>Discuss at least 2 ways in which his or her own culture, ethnic, racial, gender, sexual orientation and physical challenges shape understanding of difference</th>
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<tbody>
<tr>
<td></td>
<td>In class discussion and role play.</td>
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<table>
<thead>
<tr>
<th>Objective 2</th>
<th>Discuss the history of integration minority groups including northern and western European Americans, visible minorities, religious groups, women, gay disabled and the elderly</th>
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<tbody>
<tr>
<td></td>
<td>Quizzes and final exam with multiple choice questions; class discussion. Course paper that focuses on one of these of the minority groups.</td>
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</table>

<table>
<thead>
<tr>
<th>Objective 3</th>
<th>Use sociological perspectives to explain the experience of these minority groups</th>
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<tbody>
<tr>
<td></td>
<td>In class discussion, role play; quizzes and final exam.</td>
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</table>

<table>
<thead>
<tr>
<th>SLO 3</th>
<th>Apply the sociological perspectives to knowledge of the experience of major immigrant groups.</th>
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<tbody>
<tr>
<td></td>
<td>Instrument.</td>
<td></td>
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</table>

<table>
<thead>
<tr>
<th>Objective 1</th>
<th>Describe 3 main types of societal efforts to reduce prejudice and discrimination including educational, legal and political</th>
<th></th>
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</thead>
<tbody>
<tr>
<td></td>
<td>Use of attitudinal instrument, in class activities including discussion, films etc., to examine the 3 main types of societal efforts to accomplish change.</td>
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</table>

<table>
<thead>
<tr>
<th>Objective 2</th>
<th>Discuss ethnicity as a social process</th>
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<tr>
<td></td>
<td>Quizzes and final exam. In class discussion.</td>
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</table>

<table>
<thead>
<tr>
<th>Objective 3</th>
<th>Discuss the changing face of immigration and naturalization</th>
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<td></td>
<td>Quizzes and final exam. In class discussion.</td>
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<table>
<thead>
<tr>
<th>SLO 4</th>
<th>Demonstrate an understanding of the research process to enhance understanding of the immigrant experience.</th>
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<tbody>
<tr>
<td></td>
<td>Instrument.</td>
<td></td>
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</table>

<table>
<thead>
<tr>
<th>Objective 1</th>
<th></th>
<th></th>
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12. COURSE GRADE

Based on the above measures, how will the final course grade be calculated? [Suggested model(s)]

Attendance and Participation: 10%
Quizzes: 30%
Paper 40%
Final Exam 20%

13. INSTRUCTIONAL METHODS: List the different instructional methods you might use, in the course of the semester. List supplementary learning options, if any

Lecture, discussion, video, role play and small group activities
14. Westchester Community College **Key Values**: These skills, abilities, knowledge and attitudes cross disciplines and prepare our students to be life-long learners.

<table>
<thead>
<tr>
<th>Student Learning Outcome/Objective(s)</th>
<th>Related Course SLO</th>
</tr>
</thead>
<tbody>
<tr>
<td>If any of the following values pertain to this course, indicate which of the above course SLO’s address those values. <em>Please see related objectives for each SLO on last page.</em></td>
<td></td>
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</tbody>
</table>

**Skills & Abilities**

<table>
<thead>
<tr>
<th>Value 1: Communication Skills: Reading, Writing &amp; Speech</th>
<th>SLO 1, 2, 3, 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Value 2: Critical Thinking and Problem Solving Skills The student will be able to:</td>
<td>SLO 1, 2, 3, 4</td>
</tr>
<tr>
<td>Value 3: Information and Technology Literacy Skills The student will be able to:</td>
<td>SLO 1, 2, 3, 4</td>
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</table>

**Knowledge & Attitudes**

<table>
<thead>
<tr>
<th>Value 4: Learning to be a successful learner</th>
<th>SLO 1, 2, 3, 4</th>
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</thead>
<tbody>
<tr>
<td>Value 5: Global Awareness and a Sense of Community and Responsibility</td>
<td>SLO 1, 2, 3, 4</td>
</tr>
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</table>

15. **TOPIC OUTLINE**

**Week 1**

Introduction and Course Overview

**Week 2**

Understanding Immigrant experience through research

Oral History Project

**Week 3**

Sociological Framework

The stranger as a social phenomena

Sociological perspectives – functionalist, conflict, and interactionist theories

**Week 4-5**

Culture & Social Structure

- Concept of culture structural conditions, social class, inter-group conflict, and ethnic stratification theories and research

Prejudice & Discrimination

- Psychology, sociology, and research regarding prejudice and stereotyping

- Levels of discrimination, relationship between prejudice and discrimination, and social and institutional discrimination

Intergroup Relations

- Dominant group and minority group responses

- Theories and research of minority integration

**Week 6-7**

Major Immigrant Groups – European Americans

Revised syllabus form with SLO’s (generic) April 8, 2013
Socio-historical perspective

Sociological analysis and research

North & Western European Americans
South, Central, and East European Americans

Week 8
Midterm

Week 9-11
Ch. 7,8,9,10,11
Non-European Immigrant Groups

Socio-historical perspective

Sociological analysis and research

American Indians, Asian Americans, & Middle Eastern & North African Americans
Black Americans, and Hispanic Americans

Week 12-13
Ch. 12,13,14
Other Groups

Socio-historical perspective

Sociological analysis and research

Gender, sexual orientation, age, religion and disability

Week 14
Ch. 15
Contemporary Patterns and Issues

The Three Generation hypothesis

The changing face of immigration

Diversity in the future

Week 15
Final Recap

16. UNIQUE ASPECTS OF COURSE (such as equipment, specified software, space requirements, etc.)

APPENDIX I: REQUIRED TEXTS AND/OR MATERIALS (Include Supplementary Readings)


Ta-Nehisi Paul Coates, “Is Obama Black Enough?” Time (February 1, 2007)


Remade in America at http://projects.nytimes.com/immigration/


APPENDIX II: - CATALOG DESCRIPTION:
(Approximately 65 words or less)

This course is designed to provide students with an orientation to intergroup relations that is grounded in economic, political, psychological and sociological theories and concepts. The beginning of the course focuses on developing a framework for examining different theoretical concepts that help in understanding minority group experiences. It then focuses on different strategies for accomplishing change. Finally it focuses on current issues and problems facing the major minority groups in the US today (African Americans, Hispanics/Latinos, Asians, American Indians, Women, GBLT, and the disabled). Emphasis is placed on self-examination, understanding the diversity of the American experience and embracing multiculturalism.

Reminder: Per Middle States recommendation, the individual course outline that you prepare for your students must include the departmental STUDENT LEARNING OUTCOMES from the syllabus. (#11). Instruments (i.e. assignments, exams, projects, experiments, performances, etc.) are at the discretion of the department.

Revised syllabus form with SLO’s (generic)   April 8, 2013
The General Education Committee presents this document of values that the community holds for our students. These skills, abilities, knowledge and attitudes cross disciplines and prepare our students to be life-long learners. Based on the focus groups we conducted, the feedback from faculty and administrators, and the mission of the college, we have created a document that reflects these values. (Approved, Faculty Senate 12/2/11)

Skills & Abilities

- Communication Skills: Reading, Writing & Speech—Ability to:
  - Make oneself clear to others through effective written and oral expression
  - Write a coherent text within a college level form
  - Revise and improve a text
  - Comprehend, analyze and evaluate college level written material
  - Prepare, deliver, and critically evaluate oral presentations

- Critical Thinking and Problem Solving Skills – Ability to:
  - Identify, analyze, and evaluate arguments as they occur in their own or others’ work
  - Develop well-reasoned arguments
  - Develop a scientific-inquiry based approach

- Information and Technology Literacy Skills - Ability to:
  - Determine the extent and type of information needed
  - Access the needed information effectively and evaluate it critically
  - Use information ethically and legally
  - Synthesize information logically to support an argument or claim
  - Adapt knowledge and skills to changing technologies
  - Use technology to improve and enhance learning and to meet personal needs

Knowledge & Attitudes

- Learning to be a successful learner – Ability to:
  - Pose questions, take a point of view and research it, be resourceful, construct an argument, analyze information, look further & deeper
  - Work cooperatively
  - Adopt the habits and strategies that facilitate academic success
  - Integrate life experiences into learning
  - Embrace the culture of higher education
  - Persist at a task

- Global Awareness and a Sense of Community and Responsibility
  - Develop an understanding of the world and one’s place in it
  - Recognize and appreciate different cultures
  - Understand the larger community and our responsibility to contribute to it (Civic Engagement)
  - Develop a sense of history, geography, sustainability and commerce
  - Demonstrate creativity and individual expression
  - Engage in academic and extracurricular activities to expand self-awareness, develop talents and abilities, and cultivate a sense of community (College Experience)