

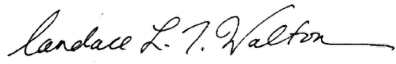







Syllabus
SOCI2150
Issues of Unity and Diversity
2019

Committee Members:

Katherine Marble, Central Community College
Jerry Bartels, Little Priest Tribal College
No representative, Metropolitan Community College
Sheri Hink-Wagner, Mid-Plains Community College
No representative, Nebraska Indian Community College
No representative, Northeast Community College
Tom Young, Southeast Community College
No representative, Western Nebraska Community College

Facilitator: Sheri Hink-Wagner

The Institution agrees to the contents in this syllabus including course prefix, number, course description and other contents of this syllabus.

 Chief Academic Officer, Central Community College	Adopt
 Manoj Patil (Apr 17, 2019) Chief Academic Officer, Little Priest Tribal College	Adopt
 Thomas J McDonnell (Apr 17, 2019) Chief Academic Officer, Metropolitan Community College	Decline
 Jody Tomanek (Apr 17, 2019) Chief Academic Officer, Mid-Plains Community College	Adopt
 Kristine Sudbeck (May 16, 2019) Chief Academic Officer, Nebraska Indian Community College	Not Offered
 Lyle Kathol (Apr 17, 2019) Chief Academic Officer, Northeast Community College	Adopt
 Dennis Headrick (Apr 17, 2019) Chief Academic Officer, Southeast Community College	Adopt
 Kim Kuster Dale (Apr 23, 2019) Chief Academic Officer, Western Nebraska Community College	Adopt

I. CATALOG 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

Course will:

1. Identify a range of areas of commonality and difference among people.
2. Differentiate between majority and minority groups.
3. Explain the importance of diversity in an increasingly global environment.
4. Describe how values and attitudes are formed through social interaction.
5. Explore social influences on individuals' attitudes, perspectives, and behaviors as related to race/ethnicity.
6. Expand awareness of cross-cultural differences that result in variations in value systems, beliefs, attitudes, and social interactions.
7. Examine personal identity (race, ethnicity, sexual orientation, gender, and socio-economics.)

III. STUDENT LEARNING OUTCOMES:

Students will be able to:

1. Describe what constitutes diversity and why people tend to subdivide.
2. Explore the historical significance of human diversity.
3. Define the significance of culture and explain how cultural identity is determined and passed along from one generation to the next.
4. Explore personal heritage and cultural group heritage.
5. Identify the rights guaranteed by the equal protection of laws including an exploration of legal issues for minority groups and members of diverse groups and the importance of protection legislation.
6. Identify the uses, definitions, and problems with racial classification.
7. Determine the importance of 'inclusion'.
8. Identify ways to measure quality of life.
9. Explain how to effectively deal with behavior and personality.
10. Describe the major issues addressed by the gender and sexual orientation movements.
11. Identify the different definitions of family.
12. Identify risk factors of diverse populations that affect academic success.
13. Challenge selves as role models for peers/family/colleagues.

IV. COURSE CONTENT/TOPICAL OUTLINE

- A. Conceptual foundations of unity and diversity
- B. Unit topics focus on selected 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. INSTRUCTIONAL MATERIALS

- A. Recommended texts as assigned by the instructor should address social and cultural commonalities and differences.
Suggested Textbooks: (The final selection is at the discretion of the instructor with the most recent edition available).
 - 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. Race and Ethnicity in the United States by Richard T. Schaefer
 - 7. Diversity Consciousness: Opening Our Minds to People, Cultures, and Opportunities, by Richard Bucher
 - 8. The Race Myth, by J. L. Graves, Jr.
 - 9. Open Educational Resources that meet the listed course objectives/competencies and student outcomes, chosen at the instructors' discretion.

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

VI. METHOD OF PRESENTATION

Instructors should make use of varied pedagogical techniques including, but not limited to, some 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 may be based on class and group participation, daily work, exams, presentations, projects, research papers, service learning and/or a portfolio. The instructor will distribute and discuss evaluation and grading policies with students at the beginning of each term.

VIII. INSTITUTIONAL DEFINED SECTION

Configured at the discretion of each community college as deemed necessary.












SOCI2150 - Issues of Unity and Diversity - 2019
















Final Audit Report

2019-05-16

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