

SOC 162A 3 credit hours
Fall 2005
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hours: MWF 11:30 to class

Human Diversity

Henderson

COURSE DESCRIPTION:

This course is designed to promote better understanding and appreciation of human differences through comparison of diverse populations based on value systems, cultural and ethnic influences, communication styles, socioeconomic factors, health risks, disabilities, life stages, and other types of diversity. Content provides a multidisciplinary knowledge base and perspectives that include the study of cultural factors that influence human behavior and relationships with the aim of assisting the student to interact more effectively and sensitively with people from diverse backgrounds.

No prerequisite required.

OBJECTIVES OF THE COURSE:

1. The students will be able to demonstrate knowledge and understanding of the complexities of human diversity.
2. The students will analyze the impact of social structures and institutions on diversity.
3. The students will analyze attitudes, behaviors, concepts, and beliefs regarding diversity and bigotry.
4. The students will examine personal, social, and organizational processes from a multicultural perspective.
5. The students will be able to demonstrate the ability to work collaboratively with diverse groups.

TEXT

Schwartz, Stuart E. and Craig A. Conley. Human Diversity A Guide for Understanding. New York: The McGraw-Hill Companies, Inc., 2000.

GRADES

Scale

20% Weekly study sheets/chapter reviews	90% - 100%	A
20% Class participation and discussion	80% - 89%	B
20% Group/collaborative projects	70% - 79%	C
20% Presentations	60% - 69%	D
20% Quizzes/tests		

Keep all of your papers.

You are responsible for making sure you get every paper back that you turned in.

Tests are composed of any topics, materials, discussion, teacher notes, etc. covered in class.

Take notes!

Working assumptions

1. The acknowledgement that we have all lived under most of these “isms” and thus cannot be blamed for learning what we have been taught, but that we have a responsibility toward the future to identify, name, and interrupt the cycle of oppression.
2. Sometimes the material will be difficult and sometimes to help it make sense it will be necessary for classmates to share experiences to make connections between life and theory.
3. Students take this course for different reasons.
4. Respecting one another’s individual differences and processes of change is crucial for it is an exciting process of discovery we can all celebrate by the end of the course.
5. The teacher’s goal is a deeper understanding, not just of diversity, but of the consequences of human interaction based on diversities and the results of these interactions on people’s lives, and the ramifications of these actions on our culture and society.

REQUIREMENTS

1. Completion of text chapters read, supplemental items read or completed, PRIOR to class time so you can discuss!
- ALL
2. ACTIVE class participation at all times: asking/answering questions, participating in all group work and discussions.
 3. Completion of all chapter reviews, and turned at the finish of the chapter.
 4. Three quizzes

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6. Participate in group presentations as co-discussion/study leader 2 times during the semester, at which time your attendance is a *must*.
- 2x
7. Turn in an outline of, summary of, or the materials for your part of the presentation. (See detailed instruction page for “how to organize” your group’s presentation)
*This week you do not complete the weekly chapter review. You should know it well because of your presentation.
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ATTENDANCE IS MONITORED AND CRUCIAL

WITH 6 ABSENCES YOU WILL BE DROPPED FROM THE CLASS!

MISSED TESTS MUST BE MADE UP WITHIN ONE WEEK, IN THE LEARNING CENTER

HOW TO PREPARE YOUR TEAM PRESENTATION

Meet each other, decide on the best way to communicate. Choose one (whole) section (or more) of the chapter to work with, (depends on having enough material to work with) as listed on the first page of the chapter. Let me know which section(s) you've decided on asap. This will determine which day you present.

*Collaboratively decide on how to divide up the materials and responsibility *equally*.

*Prioritize the information in your section of the chapter, plan the time to be used for each member of the group, and decide how you want to do your part.

*You will have (no more than) one class period to do this. However, you do not have to use all this time. One half hour would be great, if it's utilized well.

2. Your presentation as a whole **must** include:

A. at least one class activity.

B. must utilize "outside" information or material, other than text, such as a website offered in the text, such as at the end of each chapter, web research.

C. must use a current event (at least one, may use more) related to the chapter's info for deeper investigation and understanding, give an example of the topic for you and the class.

3. When you've decide what you want to do please speak with me about it for approval. I will make sure you have media, copies, etc., that you may need.

4. Use this sequence:

Introduction or opening activity or anecdote, story, etc. to "hook" your audience

Present material or content

Class activity

Discussion?

Review process (to make sure they learned what you wanted them to learn!)

Closing activity or ending

NOTE: Each person turns in an outline or summary of their part, each part is as important as all the others, so therefore should be done well!

CALENDAR

Part 1 = Objective #1

Knowledge and understanding of the major dimensions of diversity

Week of:

August 22- Introduction
Syllabus and requirements
Chapter 1 – Human Diversity
Calendar signups and groups

August 29 Chapter 2 – Culture

September 5 Chapter 3 – Laws and Legislation

September 12 Chapter 4 – Race and Ethnicity

September 19 Chapter 5 – Gender

Part 2 = Objective #2

Impact of social structures and institutions on diversity

September 26 Chapter 6 – Sexual Orientation

October 3 Chapter 7 – Religion and Belief Systems

October 10 Chapter 8 – Socioeconomic Status

October 17 Chapter 9 – Physical Aspects

October 24 Chapter 10 – Learning (and parts of 11, 12 Gifted and Talented, Intellectual Development)

October 31 Chapter 13 – Health

November 7 Chapter 14 - Communication

November 13 Chapter 15 – Behavior and Personality

Part 3 = Objective #3

Examining personal, social, and organizational processes from a multicultural perspective

November 21 Chapter 18 – Family

November 28 Chapter 19 – Education

Part 4 = Objective #4

Analysis of attitudes, behaviors, concepts, beliefs regarding diversity and bigotry

December 5, 6 Chapter 20 – Society
Reflections, discussions