

COURSE OUTLINE BY UNITS

Unit I: Definitions, Theories and Background Issues

Chapters 1-5

Activity: “What makes you unique?”

Introduction to course objectives and course relevance

Course definitions and basic theoretical concepts

Racism

Concepts of race and racism

Handout: FRAME perspective

Video: Myth of Race Debunked

Differentiate between prejudice and discrimination

Merton’s typology

Effects of stereotyping (+/-)

Schaefer’s five characteristics of “subordinate” groups

“Ethnocentrism”

Theories: Structural-functional, social conflict, symbolic interaction, assimilation, pluralism, ecology, unified, systems, Weber, Noel, Blauner, Lenski, Collins

Factors that influence perception

Social identity, Social Context, Conflict and oppression, Levels of interaction

Personality

Impact of Prejudice and Intolerance Nationally and Internationally

Social Justice (National and International issues)

Connection of isms and oppression in U.S. and Globally

Historical discrimination

Institutional discrimination

Discrimination today

Types of pluralism

Influence of generation and social mobility

Application of theories for Black, Native, White, Mexican, and Female Americans

Activity: “What is your Racial/Ethnic Identity?”

Why can it be difficult to see racism and discrimination

Consciousness

Privilege

Awareness

Connections to policies, housing, education, work opportunities

Out of class activities:

Week 1: Explore class resources, read textbook chapters 1 and 2

Week 2: Complete subpopulation responses and write diversity autobiography. Read textbook chapters 3, watch 2 TED talks on related topics

Week 3: Read textbook chapter 3 – 5, watch 1 TED talk

Week 4: Watch the documentary “The Loving Story,” read one article on diversity and ethics, plus 2 articles on African Americans

Week 5: Read 2 articles on Native Americans and 2 articles on Latino Americans, study for the exam

Exam Study Guide Unit I Exam reviews are not exhaustive. However, knowing the following from your readings as well as studying your class notes and any handouts will greatly improve your exam scores. Pay particular attention to theory and key terms.

From the textbook specifically focus on the following sections:	Pages
Chapter 1 (starting at “Minority Groups: Trends and Questions”)	7 – 31
Chapter 2 (starting with “Types of Assimilation”)	38 – 72
Chapter 3 (“Affective Dimension to Content of American Stereotypes Group Competition through Summary and Limitations”)	81 - 84 87 – 95
“Explaining the Decline of Traditional Prejudice through limitations”	97 – 105
“The Sociology of Prejudice”	109 – 110
Chapter 4 (starting with “The Origins of Slavery in America”)	119 – 142
Chapter 5 (starting with deindustrialization through end of chapter)	149 - 171

Unit II: Understanding Dominant-Minority relations in the United States today

Chapters 6 - 10

History of African Americans

- Progression of law - social justice
- Civil rights leaders and their contributions to change
- Social and economic injustice (specifically housing, education, jobs and classism)
- Resilience and strengths
- Impact of stereotypes
- White privilege
- Connections to policies, housing, education, work opportunities
- Professional considerations for practice

History of Native Americans

- Progression of law - social justice
- Assimilation - Millenarian movement, Ghost Dance religion
- American Indian Movement (famous demonstrations)
- Social and economic injustice (specifically housing, education, jobs and classism)
- Resilience and strengths
- Impact of stereotypes
- Connections to policies, housing, education, work opportunities
- Professional considerations for practice

History (groups composing LatinX Americans)

- Difficulty of nomenclature (Chicanos, Hispanic, Cuban, Puerto Rican....)
- Progression of law - social justice
- Immigration/labor policies
- Language and experience barrier
- Social and economic injustice (specifically housing, education, jobs and classism)
- Resilience and strengths
- Impact of stereotypes
- Connections to policies, housing, education, work opportunities
- Professional considerations for practice

History (groups composing Asian and Pacific Island Americans)

Immigration/labor policies
WWII internment camps (Arkansas' involvement)
Social and economic injustice (specifically housing, education, jobs and classism, focus on inter-city relation problems of late)
Resilience and strengths
Impact of stereotypes
Connections to policies, housing, education, work opportunities
Professional considerations for practice

History of Arab Americans

Video: Muslims I know

Social and economic injustice (specifically housing, education, jobs and classism)
Identifiability and negative beliefs
Discrimination - especially post 9/11
Resilience and strengths
Impact of stereotypes
Connections to policies, housing, education, work opportunities
Professional considerations for practice

Trends for new immigration

Waves and locations

Out of class activities:

Week 6: Read textbook chapter 6 plus 2 articles on LatinX Americans; watch 2 TED talks on related topics

Week 7: Conduct interviews and write paper for the diversity project

Week 8: Read textbook chapters 7 and 8, plus 2 articles Asian Pacific Islanders, and 2 articles on Middle Eastern Americans; watch 2 TED talks on related topics

Week 9: Write sexual orientation paper, watch you tube video:

<http://www.youtube.com/watch?v=-ZmKEEzhwzY>, listen and read:

<http://www.publicnewsservice.org/index.php?/content/article/25040-1>, read

<http://darlenetandogenderblog.com/>

Week 10: Read textbook chapters 9 and 10 plus 2 articles immigration and diversity in America; watch 2 TED talks on related topics

Exam Study Guide Unit II: Exam reviews are not exhaustive. However, knowing the following from your readings as well as studying your class notes and any handouts will greatly improve your exam scores. Pay particular attention to theory and key terms.

From the textbook specifically focus on the following sections:

	Pages
Chapter 6 (starting at "The End of De Jure Segregation")	181 – 219
Chapter 7 (starting at "Gender and Social Structure")	230 – 258
Chapter 8 (starting at "Mexican Americans" through "Browning")	269 – 308
Chapter 9 (starting with "Chinese Americans")	319 – 349
Chapter 10 (starting at "Current Immigration")	356 – 386

Unit III Other Groups

Chapters 11 - 14

Discussion of Gender

- Overview of Women in American History

- Subordinate status - sexism

- Key issues: sexual harassment, feminization of poverty, family roles, politics....)

- Video: "Bobby Slam"

- Resilience and strengths

- Impact of stereotypes

- Connections to policies, housing, education, work opportunities

- Professional considerations for practice

History of Sexual Orientation

- Overview of religious sentiments

- Theories on sexual orientation (why do we have them about this diverse group and not others?)

- Activity: Heterosexual Questionnaire

- History of "Gay Rights" movement

- Progression of law - social justice

- Domestic partnership / Marriage (overview of policy changes)

- Resilience and strengths

- Impact of stereotypes

- Connections to policies, housing, education, work opportunities

- Professional considerations for practice

History focused on individuals with different physical and mental abilities

- Progression of law - social justice

- Activity: "Disability Awareness Quiz"

- Social and economic injustice (specifically housing, education, and jobs)

- Resilience and strengths

- Impact of stereotypes

- Connections to policies, housing, education, work opportunities

- Professional considerations for practice

Global diversity and issues

- Country case examples

- Challenges

Culture

- Connection of current culture to past history

- Functions of culture

- Activity: "Values Orientation"

Socialization

- Primary and Secondary

- Behavioral determinism

- Environmental influences

History and behaviors

- Families and communities

- Work environments

Narratives about "other" groups

- Within communities and cultures
- Within families
- Within work environments
- Activity: “Butter Battle” – Dr. Seuss, “North American Sayings”
- Areas of cultural conflict
 - Focus on communication
- Activity: “Micro-aggressions”
 - Verbal and nonverbal exchanges
 - Time
 - Social behaviors
- Ethnocentric syndrome
 - Signs and symptoms
- Importance of self-awareness
 - Lifelong cultural competency skills
- Video: “Breathe”
- Poem: “Just do it”

Out of class activities:

Week 11: Read textbook chapter 11, plus 1 article on socialization and 1 article on culture; work on group considerations list

Week 12: watch 2 TED talks on diversity related topics and 2 TED talks on some form of social justice, study for final exam

Week 12: Read textbook chapter 12, plus 2 articles related to conflict resolution and cross-cultural communication

Week 13: Read textbook chapter 13 articles related to cross-cultural professional intervention within your area

Week 14: No class hours – Thanksgiving Break!

Week 15: Read textbook chapter 14, research and coordinate work for group project

Week 16: Finalize work for group project, study for final exam

Exam Study Guide Unit III: Exam reviews are not exhaustive. However, knowing the following from your readings as well as studying your class notes and any handouts will greatly improve your exam scores. Pay particular attention to theory and key terms.

From the textbook specifically focus on the following sections:	Pages
Chapter 11 (Starting until “History and Background of Gender Relations”	394-398
“Movements for Gender Equality through Primary Structural Assimilation”)	402-425
Chapter 12 (Starting until “History and Background of Same-Sex Relationships”	432-436
“Recent Developments” through end of chapter)	440-459
Chapter 13 (Starting until “A Global Tour”	464-466
“Analyzing Group Relations”	481
Chapter 14 (entire chapter)	488-497