

## **SOC360 Multicultural Issues in Society**

### **(3 credit hours)**

### **Course Syllabus**

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### **Course Description**

An analysis of the issues relating to the economic, political, and social positions of minority groups within the United States will be presented. Interactions among historical and current social forces and institutions that influence groups and individual behaviors will be examined. New trends in inter-group relations, emergence of new minorities, and the contesting for program funding and services will be explored. The struggles over income, property, and power on the interpersonal, community, national and international levels will be presented. This is a writing intensive course.

### **Course Learning Outcomes**

By the end of this course, you will be able to:

1. Understand why valuing diversity is important.
2. Understand their perception of diversity.
3. Develop insights into the perspectives of some of the diverse groups that make up American society.
4. Demonstrate diversity skills and how to apply them to work-related situations.
5. Understand how diversity influences the performance of organizations.

### **Required Textbook(s) and Resources**

Schaeffer, R. (2019). *Racial and ethnic groups* (15th ed.). Upper Saddle River, New Jersey: Prentice Hall.

Be sure to also review the weekly **Explore** sections for additional library or web resources. For access to databases, research help, and writing tips, visit the [Tiffin University Library](#).

### **Time Commitment**

Effective time management is possibly the single most critical element to your academic success. To do well in this online class you should plan your time wisely to maximize your learning through the completion of readings, discussions, and assignments. Because of our accelerated, seven-week term, TU online courses are designed with the expectation that you dedicate a little over **six (6)** hours per credit hour to course activities and preparation **each**

**week.** For example, for successful completion of a three-credit, seven-week online course you should reserve roughly **twenty (20) hours per week.**

To help plan your time and keep on track toward successful course completion, note the distinctive rhythm of assignment due dates:

1. All times assume Eastern Time (GMT-4).
2. Weeks begin at 12:00 a.m. ET on Monday and end at 11:55 p.m. ET on Sunday.
3. Unless otherwise noted, initial assignments or discussion posts are due by **11:55 p.m. ET on Wednesdays.**
4. Additional assignments or follow-up discussion posts are due by **11:55 p.m. ET on Saturdays, and**
5. Major assignments and reflections are typically due by **11:55 p.m. ET on Sundays.**

## **Learning Activities**

Throughout this course, you'll tackle a variety of tasks, such as participating in online discussions, writing essays, researching a final paper, and delivering a presentation. These assignments will encourage you to share your thoughts and opinions on the subjects we're studying.

## **Key Assessment (Taskstream Submission)**

This TU course features a “Key Assessment” that provides you the opportunity to demonstrate your program’s core competencies. It also shows how the course fits within the broader curriculum. For this course, you will experience different cultures in a real-world setting.

## Grading

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Total
<b>Forums</b> Activity 1.1 (n/a) Activity 1.2 (20) Activity 1.3 (20)	<b>Forums</b> Activity 2.1 (20) Activity 2.2 (20)	<b>Forums</b> Activity 3.1 (20) Activity 3.2 (20)	<b>Forums</b> Activity 4.1 (20)	<b>Forums</b> Activity 5.1 (20) Activity 5.2 (20)	<b>Forums</b> Activity 6.1 (20) Activity 6.2 (20)	<b>Forums</b> Activity 7.1 (20) Activity 7.2 (20)	<b>260</b>
<b>Assignments</b> Activity 1.4 (70)	<b>Assignments</b> Activity 2.3 (70)	<b>Assignments</b> Activity 3.3 (130)	<b>Assignments</b> Activity 4.2 (70)	<b>Assignments</b> Activity 5.3 (130)	<b>Assignments</b> Activity 6.3 (130)	<b>Assignments</b> Activity 7.3 (130) Activity 7.4 (10)	
<b>110</b>	<b>110</b>	<b>170</b>	<b>100</b>	<b>170</b>	<b>170</b>	<b>180</b>	<b>1000</b>

## Grading Scale

A: 90-100% | B: 80-89% | C: 70-79% | D: 60-69% | F: <60%

## Course Schedule and Weekly Checklist

### Start Here

- ☐ MON: Activity 1.1: Meet Your Peers - Introductory Post

### Week 1 – Exploring Race, Ethnicity, Prejudice, and Discrimination

- ☐ WED: Activity 1.1: Meet Your Peers – Follow-Up Post
- ☐ WED: Activity 1.2: Privilege - Initial
- ☐ WED: Activity 1.3: Discrimination - Initial
- ☐ SAT: Activity 1.2: Privilege - Secondary
- ☐ SAT: Activity 1.3: Discrimination - Secondary
- ☐ SUN: Activity 1.4: Prejudice

### Week 2 – Immigration, Ethnicity and Religion, Native Americans

- ☐ WED: Activity 2.1: Immigration - Initial
- ☐ WED: Activity 2.2: Hardships of Native Americans - Initial
- ☐ SAT: Activity 2.1: Immigration - Secondary
- ☐ SAT: Activity 2.2: Hardships of Native Americans - Secondary
- ☐ SUN: Activity 2.3: Racial and Ethnic Stereotypes

### **Week 3 – The History of Black Americans, African Americans Today, Latinos**

- ☐ WED: Activity 3.1: History of African Americans - Initial
- ☐ WED: Activity 3.2: The Pew Hispanic Research Center - Initial
- ☐ SAT: Activity 3.1: History of African Americans - Secondary
- ☐ SAT: Activity 3.2: The Pew Hispanic Research Center - Secondary
- ☐ SUN: Activity 3.3: Course Project – Part 1

### **Week 4 – Mexican Americans and Puerto Ricans, Muslim and Arab Americans, Asian Americans**

- ☐ WED: Activity 4.1: History of Asian Americans - Initial
- ☐ SAT: Activity 4.1: History of Asian Americans - Secondary
- ☐ SUN: Activity 4.3: Islamophobia

### **Week 5 – Chinese Americans, Japanese Americans and Jewish Americans**

- ☐ WED: Activity 5.1: History of Chinese and Japanese Americans - Initial
- ☐ WED: Activity 5.2: Anti-Semitism Center - Initial
- ☐ SAT: Activity 5.1: History of Chinese and Japanese Americans - Secondary
- ☐ SAT: Activity 5.2: Anti-Semitism - Secondary
- ☐ SUN: Activity 5.3: Multicultural Field Experience – Part 1

### **Week 6 – Women and a Comparative Perspective**

- ☐ WED: Activity 6.1: History of Women - Initial
- ☐ WED: Activity 6.2: Multicultural Issues - Initial
- ☐ SAT: Activity 6.1: History of Women - Secondary
- ☐ SAT: Activity 6.2: Multicultural Issues - Secondary
- ☐ SUN: Activity 6.3: Course Project – Part 2

### **Week 7 – Overcoming Exclusion**

- ☐ WED: Activity 7.1: Master Status - Initial
- ☐ WED: Activity 7.2: Course Reflection - Initial
- ☐ SAT: Activity 7.1: Master Status - Secondary
- ☐ SAT: Activity 7.2: Course Reflection - Secondary
- ☐ SUN: Activity 7.3: Presentation – Part 2
- ☐ SUN: Activity 7.4: ASK-G Assessment

### **Tips for Success**

Online learning requires self-discipline and self-direction. As seekers of the truth, we should be willing to challenge one another's academic work in a spirit of respectful comradery. Your course is a place for you to grow as you benefit from the expertise, experience, and diverse perspectives of your instructor and peers. Constructive feedback will challenge you to stretch your own thinking, thereby expanding your knowledge and understanding.

To get the most out of your learning experience, you should actively engage (participate) in **ALL** course activities. Course elements are arranged chronologically. To complete a week, simply work your way "down the page" through all of the course materials and activities.

### **For More Information:**

Be sure to review the Support, Policies, and Procedures addendum.