

Dunwoody College of Technology
Cultural Diversity (SBSC 100)
Spring Quarter, 2003
Start: 03/17/03 End: 6/2/03

INSTRUCTOR:

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Office Hours: Mon-Fri: 2:30-3:30

GENERAL INFORMATION:

Class Location:
Course Information: 3 Credits
Class Time: Mon.....Tues.....Wed.....Thu.....Fri.....

Required Text: Heuberger, B. (2001). *Cultural Diversity: Building Skills for Awareness, Understanding and Application*, Kendall/Hunt Publishing Company, Dubuque, Iowa.

Course Description:

This course is designed to provide students with a positive perception of cultural diversity. The most important elements of cultural diversity, understanding and awareness, will be addressed and examined. By understanding the concepts of “culture” and “diversity” you will have a better grasp of diversity categories and the characteristics and systems of cultures. The overall goal is to exemplify the challenges and benefits of diversity and strengthen the possibilities of living and working together in a multicultural society. The use of legislation and literature will help you overcome some common misunderstandings, while a number of useful case studies are made available to reinforce your critical thinking skills.

Course Objectives:

Upon successful completion of the course you should be able to:

1. Define culture, assimilation, acculturation, and cultural differences
2. Identify different types of diversity
3. Explore challenges and benefits of diversity

4. Perceive the problem of stereotyping, prejudice, bias, and discrimination and the ways to avoid them
5. Describe ethnocentrism and its relationship to diversity
6. Recognize the state, national, and world demographics pertaining to diversity
7. Discover the significance of communication in diversity
8. Analyze cross-cultural communication issues
9. Discuss the rewards of learning from others and how to deal with cultural differences
10. Distinguish the boundary between culture and personality
11. Enunciate the legislation related to diversity
12. Explain the impacts of famous speeches, quotes, and other literature on diversity
13. Evaluate diversity strategies in higher education institutions
14. Become skilled at how to live and work with people from all cultural backgrounds

Learning Activities and Outcomes:

A. Activities:

1. Reading assignments
2. Searching for pertinent articles in local newspapers and through the Internet (use of our library is highly recommended)
3. Preparation for tests, and exams
4. One final project (3-page double-spaced, typewritten paper, using font #12 regular) associating your life experience with diversity followed by 5-minute presentation on your paper. This project can be used for your portfolio.

B. Outcomes:

1. Increase your personal and professional understanding of diversity and demonstrate the skills and practices of valuing diversity in reflective assignments and discussions.
2. Actively participate with a diverse group of peers identifying positive aspects of cultural diversity.
3. Select and utilize skills that demonstrate effectiveness in overcoming resistance to understanding diversity.
4. Become an advocate and an affirmative voice for your community, workplace, and your family institution

Student Responsibilities:

1. Students are responsible for all information contained in the syllabus and meeting all assignment due dates.
2. Students are responsible for completing all assignments for the class.
3. Students are responsible to attend each session, stay for the entire session, and participate in class discussions.

Instructor Responsibilities:

1. The instructor will come prepared for all classes
2. The instructor will return graded assignments within a reasonable time period.
3. The instructor will respond to all correspondence (i.e. voice mail or e-mail) in a timely manner.
4. The instructor will be available for pre-arranged meetings at student request as well as posted office hours.

Learning Environment:

Students in this course will be asked to look at personal beliefs, values, expectations, and actions. It is expected that students may respectfully disagree with one another and with the instructor without fear of retribution or abuse. Below are some practices which foster an open classroom environment:

- Being sensitive to what we don't know about each other—don't make assumptions
- Allow classmates to choose what they want to share without pressure from others
- Allowing others to choose how they express themselves—passionately, coolly, tentatively, any but ABUSIVELY
- Speaking from one's own experience—not presuming to speak for others
- Comments and discussions about grades with the instructor should be addressed outside of the classroom.

Some useful Resources:

Websites—

www.culturalsurvival.org
www.africanhistory.about.com
www.cultureorientation.net
www.geocities.com/cultures
www.fortunecity.com
www.equalitytoday.org
www.fair.org
www.convergingpaths.com
www.diversityweb.org

IMPORTANT NOTES:

- All assignments are due on the dates indicated.
- Late assignments are not welcomed but will be accepted, with a loss of 10% of the point value for each day.
- Five (5) consecutive or eight (8) sporadic and/or unexcused absences will compel the instructor to drop the student from the course.
- Those not demonstrating productive progress may be withdrawn from the course.
- There will be no make up for Mid-Term or Final Exam, unless there's a legitimate excuse.

COURSE OUTLINE

WHAT?

HOW?

WHERE?

Week	WHAT?	HOW?	WHERE?
1	Diversity and Important Concepts: Introduction to diversity, culture, Multiculturalism, assimilation, and acculturation	Getting to know each other Lecture, discussion Power Point Presentation Assignment: Explore the Internet for a diversity issue	Chapter 1
2	Major Categories of Diversity: Class, Geo-diversity, challenges: race, gender, color, ethnicity, religion, sexual orientation	Review chapter 1 begin chapter 2, books, documents, articles, discussions, presentations guest speaker	Chapter 1 Chapter 2
3	Awareness, understanding, application of diversity issues	Lecture, PPP, Video, assignment: writing one page in class	Chapter 3
4	Cultural programming, conflict and conflict resolution	Lecture, discussion, class-work Guideline for Final Project	Chapter 4
5	Exploring diversity; characteristics of culture, territoriality and privacy	Communication video, comparing cultural norms In-class assignment (quiz)	Chapter 5
6	Characteristics and systems of culture, Looking at different cultures in the world, political and socioeconomic systems Mid-Term Exam	Chapters 1-5 and glossary of terms What other educators and authorities have to say? Panel Discussion in Auditorium (with six distinguished panelists)	Chapter 5 Chapter 6
7	Case studies: How understanding and awareness are important in cultural diversity-media, communities, organizations	Lecture, video Identification, justification, resolution, hate crimes, gays and lesbians, disability guest speaker	Chapter 7
8	Understanding diversity: using legislation and literature	Discrimination, Affirmative Action, Universal Declaration of Human Rights	Chapter 8
9	Cultural differences in the future, learning from others, Sustainable learning and positive attitude as we grow	Lecture, PPP, (quiz) final project due	Chapter 9

Week 10	What have we learned so far? Students presentations	Each student will present a 7-minute presentation on cultural diversity or world's cultures	Final Projects
Week 11	Review and summary	PPP, glossary of terms, Handouts, etc.	Chapters 6,7, 8, and 9
Week 12	Final Exam First day of week 12 Monday, 6/2/03	Written Exam 25-30 questions(all forms) Chapters 6-9 and glossary of terms	Auditorium; every other seat; every other row

**Note: This syllabus may be changed if deemed necessary.
All assignments are due at the end of the week listed.**

Course Evaluation

This course demands active participation. The amount of material covered will be significant and successful completion of the course will be based upon class participation and completion of all assignments and exercises. Class participation will include attendance, discussion of the student's ideas in small and large group exercises, questions about topics, and final presentation. Competence will be achieved in the course by accumulating sufficient points to meet the desired competence level you wish to achieve. Points will be awarded for each assignment and will be based on:

- Depth and scope of content,
- Quality of material presented,
- And appropriateness of content

Class evaluation:

Class Assignments 20%
Mid-Term Exam—25%
Participation—30% (including attendance 15%)
Final Exam—25%

Grading:

At the end of the quarter your total points will be compared to the following percentage scale:

90%-100%	A
80%-89%	B
70%-79%	C
60%-69%	D
Below 60%	F