Course Overview:
Welcome to Cerritos College Course Soc 215 -- Cultural Diversity. This undergraduate course will examine key components of cross-cultural theories, methods, and research as they relate to living and working in a multicultural society. Topics include the influence of culture on attitudes, values, perceptions, behaviors, and interpersonal relations. Students will analyze the social construct of differences and inequality as well as their individual cultural competencies and the role of diversity to effectively communicate in any occupational field.

Course Competencies
To successfully complete this course, students are expected:
1. Critically evaluate theories, methods, and research in cross-cultural awareness.
2. Analyze the influence of culture on attitudes, values, perception, human behavior, and interpersonal relations.
3. Analyze individual cultural competencies.
4. Evaluate the role of diversity to effective communications within any occupational field.

Student Expectations
This course is based on interactive teaching, learning, and communication. Faculty and students actively contribute to one another’s learning through critical dialogue, integrative learning, and collaborative learning. In order to take full advantage of the experiences and resources Cerritos College offers, students are expected to manage and direct their academic progress with support and guidance from faculty. To acquire knowledge and build skills, students are expected to:
• Read and become familiar with the course syllabus and expectations.
• Keep up with assignments and readings.
• Ask for clarifications about materials or course expectations.
• Analyze assigned readings and offer thoughtful interpretations.
• Read students’ work.
• Make a minimum of one writing assignment a week. These writing should add to and advance the quality of the discussion. Submit four copies of weekly papers so two copies and a spare can be distributed to two other students in the class.
• Engage other students by responding in writing to at least two of their writings per assignment.
• Be respectful of diverse perspectives and refrain from making inappropriate comments in classroom discussions and personal interactions.
Course Assignments and Grading

It is important that students learn to write well which means writing in a scholarly fashion. That includes searching for academic sources, most often peer-reviewed articles from academic journals such as the American Sociological Review, Society, or Criminological education. These sources and the text should support your position where appropriate by using the APA format. **Note: Wikipedia is not a viable source and a score of zero will be given to any assignment using it.**

There are 20 discussions and 60 responses to other students’ discussions. Most often the discussions and responses are a minimum of 250 words. Sometimes they are fewer or more words. If the material has been covered adequately, there will be no penalties for shorter or longer papers. Comprehension and scholarly are the goals.

In addition to the writing, there will two short exams asking no more than two questions. Thus the grading is based on the following:

- 20 discussions @ 10 points each for 200 points  
  540 to 600 points = A
- 60 responses @ 5 points each for 300 points  
  480 to 539 points = B
- 2 short exams @ 50 points each for 100 points  
  420 to 479 points = C
  
  360 to 419 points = D
  
  0 to 359 points = F

20 bonus points are offered for perfect attendance

Required Text


Course Outline

Unit 1- Multiculturalism, Ethnic, and Cultural theories and Research

Jan 13, 15, 20, 22

Introduction

In an era of globalization, students need to be aware of the cultural dimensions of dealing with international organizations and people. In this unit, you will examine theories and research relating to ethnic and cross-cultural awareness. It is imperative to recognize the lack of culturally relevant research in this area.

To have a broader understanding of certain challenges in society, students must deal with multidisciplinary topics. When discussing ethnic and cultural awareness, it is crucial to reach out to other disciplines including sociology, social sciences, and biology. Many social science theorists on diversity tend to not take into account recent biological studies thus making ethnic and cultural theories and research somewhat questionable, incomplete, or inaccurate.
Unit 1 Readings
In the Ore text: The Practice, pages xiii-xvii; Introduction to Part 1: Constructing differences, pp. 1-17; 19-74

Library Search: Locate at least one article from an academic journal (peer-reviewed journal) that would provide insights in answering the unit’s discussion question for which you can cite using APA format.

Unit 1 Discussion 1 — Diversity is More than Race and Culture Jan 15 for Discussion; Jan 27 for Responses

Read the Discussion Participation Scoring Guide to learn how the instructor will evaluate your discussion participation throughout the course.

Discuss the need for a higher level of understanding in regard to societal, political, socioeconomic, and spiritual oppression. Do you think that many well-intentioned people give lip service to the issues that involve diversity when in fact they may not practice what they espouse? Based on what you learned in your readings, how might you explain this disconnect?

When responding to two other students, explain how you agree or disagree with their analyses. Is there anything you learned from them that has caused you to think about things in a different way?

Unit 1 Discussion 2 — Improving Awareness Jan 20 for Discussion; Jan 22 for Responses

In your text for this course, Ore (2009) suggests that the examination of the constructs of race and ethnicity require critical thinking, empathy, and an awareness of your own standpoint (p. 17). Review the text to understand how Ore defines the concept of standpoint. How would you describe your standpoint? What do you need to be aware of yourself relative to issues of diversity?

Analyze your ability and willingness to critically reflect on your personal thoughts and feelings as they relate to diversity. How do you see this awareness aiding you as you approach the content of this course on diversity?

When responding to two other students, identify those things with which you relate or have some strong thoughts about. Keep in mind the risk that comes with personal sharing and be respectful in your responses.

Unit 2— Ethical and Legal Issues: Challenges in the Workplace Jan 27, 29; Feb 3, 5, 10, 12

Introduction
In this unit, you will learn to recognize the importance of ethical and legal challenges that influence multicultural issues within an organization and the community. All
organizations need to be keenly aware of the legal ramifications that come along with unethical practices that maintain and support overt and covert discriminatory practices. The challenge for some organizations may be the lack of training and/or poor training, a resistance to change, and hidden agenda. You, as a prospective or actual employee need to be aware of you personal challenges as they pertain to and address diversity issues. In addition, be conscious of external factors that may or may not be an influence to multicultural matters within the organization.

Unit 2 Readings
In the Ore text, read the Introduction to Part II: Maintaining Inequalities: Systems of Oppression and Privilege; Social Institutions: Work & Economy, pp.354-391.

Unit 2 Discussion 1
Jan 27 for Discussion i; Jan 29 for Responses

Select and summarize an organization’s policy on discrimination and sexual harassment. Address the following questions in your summary:

- Does the policy reflect a philosophy of inclusiveness or exclusiveness? Explain.
- Does the policy embrace or exclude populations? Which ones?
- Is the policy congruent with goals to improve awareness, knowledge, and skills in managing cultural diversity in the workplace?
- What changes would you make to improve the policy?

When responding to the submissions of two other students, compare and contrast their analyses with your:

- In what ways are the organizations’ challenges similar to your organization’s challenges?
- What do you find particularly interesting about the organizations’ thinking about diversity?
- What experiences have you had that might provide insight for the changes they are recommending in the policy?

Your responses to each of the other students should be no longer than two to four paragraphs. Remember to cite sources where appropriate using APA format.

Unit 2 Discussion 2
Feb 3 for Discussion; Feb 5 for Responses

Locate the ethical codes that relate to your occupational field and then review its policy on discrimination and sexual harassment. Identify any personal, spiritual, and political conflict related to the ethical codes and the policies. Propose culturally sensitive solutions for each conflict, taking into consideration you chosen occupation and the community.
When responding to other students, discuss whether they clearly articulated their issues in a way you could understand. What, if anything was unclear to you? Compare and contrast their issues with the ones you discovered with the organization you selected. Your responses should be no longer than two to four paragraphs. Reference sources where appropriate using APA format.

Unit 2 Discussion 3
Feb 10 for Discussion; Feb 12 for Responses

Discuss each statement below as it relates to culturally sensitive interactions, ethical considerations, and legal issues:

• Treat others as you would like to be treated;
• Treated others as they would like to be treated.

When responding to two other students, what insights did they provide: Did their insights change your thinking in any way? Discuss.

Unit 3— Race and Ethnic Identity Developmental Models
Feb 17, 19, 24

Introduction
In this unit, you will learn the distinction between race and ethnicity. As students, employees, future employees, and members of society we need to be aware of the vast difference between biological studies and sociological studies because we deal with facts that can mean the difference between life and death. Moreover, accurate identification of conflicts could mean the difference between discord and freedom from strife. A flexible understanding of some of the race and ethnic identity developmental models becomes important when dealing with both organizations and the community.

There is immense difference between biological (scientific facts) and sociological (socially constructed or human created) issues. Accurate identification in organizations can mean the difference between life or death, conviction or no conviction, and so on. People who make up organizations need to evolve and remain fluid for many reasons, such as scientific advancement, social evolution, and standards of care. How you should deal with the challenges of diversity and societal pressures become an integral part of dealing with your community.

Unit 3 Readings
In Ore text, Part I, Readings 1-4; Part II, Readings 39-42. & 51
Unit 3 Discussion 1 Misidentifying  
Feb 17 for Discussion; Feb 19 for Responses

Many applications and other forms ask for race identification, but you will find that most of them intermix biological identification and socially constructed groups. However, what does speaking Spanish (or speaking any other language), for example, have to do with your biology? Does speaking another language change your biological makeup or DNA? Does belonging to a certain religious group change your biological makeup or DNA and biological physical appearance?

Think about groups of people that are group linguistic categories such as Spanish speakers (call Hispanics or Latinos) or Jews who speak Yiddish or Hebrew, under the category of “race.” Reflect on the following questions through oral and written dialogue with your fellow students:

- What societal challenges and organizational challenges do we face when misidentifying people?
- What impact does misidentifying people have on the public, institutions, and formal organizations?

When responding to two students—what insights did they provide? Did their insights change your thinking in any way?

Unit 3 Discussion 2 The Intervention of Racism  
Feb 24 for Discussion; Feb 26 for Responses

Sometimes organizational policies, however well intended, create the problem they are intending to alleviate. Can you see this happening at Cerritos College, or any organization’s policies around discrimination and oppression? Discuss strategies that can be part of developing a cohesive and individualized group identity for a select organization. Could some of these strategies include training and policy changes? Explain. Support your discussion with references to the literature.

When responding to two other students, ask yourself “Do the strategies they suggest seem workable and useable? If not, how might you suggest they do things differently”?

Exam 1 — Mar 3 Students are asked to respond to one of two questions regarding cultural diversity that cover the readings and discussions to date. Please use a blue book.

Unit 4--Working with African Americans, Asian Americans, and Native Americans

Introduction
In this unit, you will recognize the significance and the impact that historical and contemporary discriminatory practices towards, African Americans, Asian Americans,
and Native Americans have had locally, nationally, and globally. Stereotypes have affected and still affect these categories of people globally through inaccurate textbook representations, publications, and other horrendous media exploitation of people.

As a student, employee, prospective employee, and member of society, appropriate communication between all people is important in developing a healthy organization. Communication may also serve to circumvent ethical and legal controversies. Communication can be bridged and strengthened when you comprehend the negative impact that diverse groups have suffered historically and to date at the hands of unscrupulous individuals and groups with hidden agenda (such as slavery, force land allocation, and goods confiscation). You need to be cognizant that these and other illegal and criminal acts are not just historical problems of the past; they continue even today. Additionally, be aware of current voluntary and involuntary multicultural and diversity models used to promote discrimination, such as the separatist models, assimilation models, and pluralist models.

For the purpose of this course, the term “discriminatory practices” will be inclusive of employment inequality, socioeconomic oppression, and any other overt and covert from of dehumanizing repression and subjugation of people.

**Unit 4 Readings**
In the Ore text, Part II, Readings 23, 26, 27, 33, 46, 49, & 60

**Unit 4 Discussion 1 Understanding Discriminatory Practices**
Mar 3 for Submission of Papers; Mar 5 for Discussion and Responses

Discuss the new insights you gained from this week’s readings? Think about the perspective from which each account was reported. Can you tell from whose perspective the narrative came? What is the connection you see between historical and contemporary discriminatory practices?

When responding to two other students, what did they see in the readings that you missed?

**Unit 4 Discussion 2 Fighting Stereotypes and Negative Media Influence**
Mar 10 for Discussion; Mar 12 for responses

In this discussion, take a critical look at the media and the role it plays in promoting stereotypes; consider movies, books, articles, magazines, and the news. For example, how might some people see the reporting of news, especially crime reports as skewed?

**Unit 5 - Working with Women**

**Introduction**
In this unit, you will identify the challenges that women still face today, particularly, in the world of work. You will become aware of how discriminatory practices can ethically and legally affect your organization and the community. Furthermore, you will need to
analyze different ways to propose sensitive and culturally relevant workplace interventions when dealing with challenges that all women may face.

As in previous units, definitions become very important because people may use some terms interchangeably when in reality, they have different meanings. Be aware that the term “gender” is sometimes inappropriately used interchangeably with the term “sex,” which represents the biological identification of a person.

**Unit 5 Readings**

In the Ore text, Part 1, Readings 9, 10, 53, & 54

**Unit 5 Discussion 1**

**Mar 17 for Discussion; Mar 19 for Responses**

Briefly outline two to three current events you believe reflect discriminatory practices toward women. Discuss them in light of:

- Connections to previous and current discriminatory practices.
- Ethical and legal issues that are raised.
- Actions you would propose to address the situations you are presenting.

When responding to two other students, determine whether you agree with their assessments. Explain why or why not. What similarities or differences do you see between the current events you selected and the current events selected by your peers?

**Unit 5 Discussion 2 Women of Color**

**Mar 24 for Discussion; Mar 26**

Select a notable historical or contemporary woman of color. What challenges did she face: What added challenges and stereotypes do women of color face in society?

When responding to two other students, do you agree with their assessments? Explain why or why not.

Unit 6- Working with Spanish-Speaking Communities

**Introduction**

In this unit, you will learn that there is vast dialect, ethnic, biological, and cultural diversity within the Spanish-speaking communities. You will need to know that within the Spanish-speaking communities themselves, there may be language variances and other communication issues due to the different dialect, ethnic, biological, and cultural differences of the people. You will understand that language is not biologically inherited, it is learned!

Stereotypes of what people who speak a certain language should “look like” or “act like” will cause serious challenges to you and your organization. Additionally, you will
understand that other linguistic groups (e.g., Creole speakers, Arabic speakers, and so no) may face similar challenges within our society. You need to be aware that all Spanish speakers do not fit into one mold, and you will propose positive actions to increase your self-awareness as well as the awareness of a select organization. Ad inadequate understanding of this diversity may lead to disastrous communication issues that can create ethical and legal conflicts with the community and in organizations.

**Unit 6 Readings**
In the Ore text, Part II, Readings 39, 41, & 50

Locate two peer-reviewed articles of your choosing from the Cerritos College library. The articles do not necessarily have to be about Spanish-speaking communities. They can be about another linguistic group as long as the articles relate to Unit 6 and you can make connections to it. You will refer to these articles in your discussion.

**Unit 6 Discussion 1 Language and Culture**
Mar 31 for Discussion; Apr 2 for Responses

For this discussion, imagine that you work for the selected organization and you have been assigned to develop a community service program (on a topic related to your discipline) for Spanish-speaking communities in different areas of the country. Your supervisor wants you to develop a one-size-fits-all program that can be used in Los Angeles, Houston, New York, and Miami. You are aware that a one-size-fits-all program may backfire in the communities targeted for the program.

Write a memorandum to your supervisor explaining why a one-size-fits-all program would not work. In the memorandum, identify cultural interactions and interventions that may occur in each specific setting, and pinpoint any challenges. Propose positive action steps to increase self-awareness within your organization as well.

Respond to two memoranda. You are the supervisor who has received the memorandum. What questions do you have for your employee? Has he or she convinced you why your one-size-fits-all suggestion would not work? What about the memorandum was persuasive? What was not?

**Unit 6 Discussion 2 Communication and Legal Concerns**
Apr 14 for Discussion; Apr 16 for Responses

Discuss the current immigration issues that affect some Spanish-speaking communities.

It is anticipated that you will engage in research, including articles from per-reviewed journals to complete this assignment.

Respond to two other students by explain reasons you do or do not agree with their assessments.
Unit 7— Working with Biracial Americans

Introduction
In this unit, you will learn the challenges that biracial Americans may encounter. Because of the nature of our multicultural society, biracial Americans are often forced to self-identify as one race and thereby deny the other. They, in effect, are forced with personal issues, acceptance issues, and offensive and intrusive questions. It is interesting to note that many Americans of color and diverse groups also have to deal with the same personal identity issues, acceptance issues, and offensive and intrusive questions.

As you travel through your learning journey in this unit, you will be aware of the importance of culturally relevant and sensitive interventions that may steer clear of ethical and legal dilemmas for you and a select organization. Lastly, you will challenge outdated ideas about multiculturalism and recommend new, fluid, and more effective solutions for improving diversity within your select organization or community.

Unit 7 Readings
Mitzi Uehara-Carter’s 2000 article, “On Being Blackanese,” from Interracial Voice. Locate two articles of your choosing that deal with biracialism from peer-reviewed journals. Your will refer to these articles in your discussions.

Unit 7 Discussion 1 Disrespect and Insensitivity
Apr 21 for Discussion; Apr 23 for responses

Discuss what thoughts or emotions the article “On Being Blackanese” brings out in you. Consider the following questions:

- How would you have handled some of the challenges with which the writer had to deal?
- What other articles did you find? How were the experiences similar or different?
- Have you had personal experiences you are willing to share?
- Respond to two other students and assessing how their responses and experiences were similar or different from yours.

Responding to two other students, how were their responses and experiences similar or different from yours?

Unit 8 Working with Gay, Lesbian, Bisexual, and Transgender Individuals

Introduction
In this unit, you will examine the historical and current challenges and stereotypes that gay, lesbian, bisexual, and transgender (GLBT) individual face. Historical and current stereotypes of GLBT individuals mimic many of the malignant racial theories used in the past to dehumanize people. Many organizations have policies that prohibit...
discriminatory practices towards GLBT individuals; however, the practices still continue today, such as overt and covert “Don’t ask, don’t tell” policies within the military and other organizations. You need to be aware of the issues and concerns of GLBT individuals within your select organization as well as within the communities in which you live and/or work.

You will learn about culturally sensitive interactions and expectations and identify any subtle and obvious ethical and legal concerns in the workplace. Once you have identified challenges and stereotypes towards these groups, you will propose positive and ethical actions to increase organizational and self awareness. Finally, you will evaluate your own progress and goal achievement of ethnic and cultural diversity.

Unit 8 Readings
In the Ore text, Part I, Readings 9-16

Unit 8 Discussion 1 Challenging Stereotypes
Apr 28 for Discussion; Apr 30 for Responses

In your readings for this unit, Lorber talks about the “social construction of gender.” How does an understanding of gender as a social, rather than a biological, construct open up new avenues of conversations? Or does it? Cite the literature to support your position.

How can you effectively challenge the image or representation of GLBT in society that would mitigate homophobia?

Do you agree or disagree with the positions of two other students? Explain. Cite the literature to support your points.

Unit 9 — Working with Older Americans, People with Disabilities, and People with Spiritual Concerns

Introduction
In this final unit, you will examine the impact of historical and contemporary discriminatory practices towards older adults, people with disabilities, and people with different religious or spiritual concerns. In addition, you will identify previous and/or current issues and stereotypes that may cause ethical and legal concerns and then recommend positive changes.

In the United States (as well as globally), there is a growing population of older adults, people with mental and physical challenges, and people with diverse spiritual and religious beliefs. You will need to be aware of these changes and understand how the laws of the United States—such as the Americans with Disabilities Act (ADA) and other related laws—can affect your community and organization. You will recognize these issues and learn to positively productively confront concerns such as ageism, intolerance of the mentally, physically challenged, and intolerance of spiritual and religious
diversity. You will learn to propose action measures to increase organizational and self awareness.

**Unit 9 Readings**
In the O're text, Part III, Readings 47 & 48


Locate one peer-reviewed article that deals with issues of aging and relate it to this unit of study.

**All discussions are due May 5; All responses are due May 7.**

**Unit 9 Discussion 1 Ageism**
Discuss the term “ageism” and what meaning the term has for you. Then describe some historical discriminatory practices toward older adults. Answer the following questions:

- How have these practices evolved over time?
- What has improved and what has remained the same?
- Are there new issues that have been created?
- What steps can you take to increase your awareness of discriminatory practices toward older adults?

Respond to two other students by explaining why you agree or disagree with their positions. Cite the literature to support our points.

**Unit 9 Discussion 2 Religious and Spiritual Diversity**
What protections are offered by your select organization to people with special spiritual needs? What issues do you see for this organization in this area?

Respond to two other students by comparing how their situation compare or contrast with yours.

**Unit 9 Discussion 3 Americans with disabilities**
How well does your select organization address disabilities in its operational manual? Are these organizational policies congruent with governmental policies? Highlight and discuss some examples.

How do the situations described in two other students’ work compare or contrast with yours?
Unit 10 Profiling and Intelligence

In this unit, you will learn the difference between criminal profiling and racial profiling. You must always keep in mind and recognize that there may be a thin line between reporting facts and reporting misunderstanding. Even what may seem a simple misunderstanding can cross boundaries and lead to catastrophe and legal actions in society.

Unit 10 Readings
In the Ore text, Part III, Reading 48.


Unit 10 Discussion — Racial Profiling
May12 for Discussion; May 14 for Responses

Discuss the implications and the ethical and legal concerns of racial profiling. Refer to the readings for this unit.

Respond to two other students by discussing whether you agree or disagree with their analyses.

Unit 10 Discussion 2 Reflections
May 21 at 12:00-2:00 for Discussion and Responses

Share your reflections with other students. What areas of the course were particularly intriguing to you and why? What steps will take to continue to increase your understanding of diverse populations?

Verbally respond to two reflections of other students that resonate to you.

Exam 2 May 21 Students are asked to respond to one question regarding cultural diversity that covers the readings and discussions to date. Please use the same blue book containing responses to Exam 1.