Course Description (Rationale)

Cultural Diversity and Intergroup Relations is based on the Lewis University Mission ideals, especially those of knowledge, association and justice. The primary goal of this course is to give students an understanding of the role that race, class, gender, sexuality and ability play in the social inequality experienced within the United States. We will be reading and discussing original social science research and analysis of these issues, as well as analyzing popular discourse and media representations of inequality in the U.S. In addition, this section is a Service Learning course. As such, students in this course will have the added opportunity to realize meaningful connections between concepts and perspectives introduced in class to real world experiences that serve the community. Students successfully completing this course will demonstrate competency in the learning outcomes for both Cultural Diversity and Service Learning. A minimum of 20 service learning hours is required.

Relationship to Mission

Lewis University is a Catholic University in the Lasallian Tradition. Our Mission is integrated into all aspects of University life, including this course. This course embraces the Mission of the University by fostering an environment in which each student is respected as an individual within a community of learners. In the spirit of the vision of Lewis University, the goals and objectives of this course seek to prepare students to be successful, life-long learners who are intellectually engaged, ethically grounded, socially responsible, and globally aware. Cultural Diversity, is a Mission focused general education course and is specifically designed to support student development in these areas.
Service Learning

Service Learning at Lewis University is an experiential pedagogy in which faculty and community partners co-determine structured opportunities for students that meet academic learning outcomes and contribute to goals in the community. Service learning experiences are integrated with course materials, activities and directed reflection that enable students to practice social and civic responsibility while deepening disciplinary knowledge and skills.

Service Learning Team, Lewis University, 2013

Student Learning Outcomes (Goals)

Upon completion of this course, you will:
1. Become familiar with the sociological perspective, learn to use your sociological imagination and be able to apply it to everyday life.

2. Identify service and civic responsibility as personal and professional priorities.

3. Be an effective, collaborative leader.

4. Be able to define, discuss and employ concepts of inequality, power, oppression, privilege, race, ethnicity, gender, sexuality, social stratification, social class, social mobility, ability, and the matrix of domination.

5. Be able to explain how social statuses, including race, class, gender, sexuality and ability are related to social inequality and give examples of common patterns of inequality in society.

6. Be able to identify and discuss the historical contexts and social construction of social statuses, including race, class, gender, sexuality and ability.

7. Examine each of these social statuses (race, class, gender, sexuality and ability) in our current social world and breakdown the ways that they work together and separately to shape individual and group experiences, interactions, opportunities and identities.

8. Be able to recognize and analyze the ways that notions and hierarchies of race, class, gender, sexuality and ability and their intersections are embedded within major social institutions, creating unequal access and opportunities for individuals and groups.

9. Use the concepts and perspectives introduced in this course to interpret the ways that hierarchies of race, class, gender, sexuality and ability shape their own identity, experiences, interactions and opportunities.
10. Deepen learning of academic course content in an engaged, practical setting.

11. Be a self-reflective person in order to gain an understanding of local and global communities.

12. Have confidence that you can be an agent of change.

13. Be able to analyze, evaluate, and recommend best practices (at the individual and public policy levels) for reducing social inequality in society.

Required Instructional Materials


Policies and Procedures

Course Format

This is not a lecture-only course. While I will review key concepts and issues in class, students are expected to read the assigned readings and participate in classroom discussions and activities, and develop and complete a service learning project. You should arrive at the FIRST class of each week having completed ALL of the assigned readings for that week and be prepared to discuss them. Don’t be afraid to ask questions if you don’t understand something!

Blackboard

This course will utilize the Blackboard website. You should be sure that you check Blackboard and your associated email address at least once daily. All announcements, including any changes to the syllabus, assignments, or due dates will be communicated via Blackboard. It is YOUR responsibility to access this information in a timely manner. Most assignments will be submitted via Blackboard and there will also be occasional online activities and discussions on our Blackboard site.

Academic Honesty

All Lewis University students are expected to conduct themselves in an ethical and professional manner. All academic assignments are to be the work of the individual student. Academic dishonesty is a serious offense and may result in a failing grade on an assignment, failure in the course or dismissal from the University. The following are examples of dishonesty, or unethical and unprofessional behavior:
• Plagiarism: Using another person's words, ideas, or results without giving proper credit to that person, giving the impression that it is a student's own work
• Any form of cheating on examinations
• Altering academic or clinical records
• Falsifying information for any assignment
• Partly or wholly completing an assignment for another student or submitting partly or wholly completed assignments by another student.

Charges of academic dishonesty brought against a student shall be made in writing by the faculty member and submitted to the program chair or academic dean for investigation.

Academic dishonesty is a serious offense and may result in the following sanctions:
• Warning: written or verbal notice that any further misconduct may result in further disciplinary actions
• Failure or forfeiture: loss of all or part of the credit for work conducted in association with academic dishonesty
• Suspension: removal from the University for a determined period of time
• Dismissal: permanent removal from the University

In addition, all work submitted for this course should be created specifically for this course. Any use of previously written work (i.e. for another class) will not be accepted unless specifically approved by me BEFORE the assignment is due.

**Grading Criteria**

Students' work will be graded according to these general criteria:

- Fulfillment of each assignment
- Demonstration of learning and/or mastery
- Thoughtfulness and insight
- Good organization of thoughts, spelling, grammar, coherence
- Factually correct, when applicable
- Appropriate application of information

Specific grading rubrics will be provided during the semester for all assignments. However, regarding written work, presentations, and participation, quality is more important than quantity.

Final course grades will be determined based on the following:

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<tr>
<th>Component</th>
<th>Points</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Attendance &amp; Class Participation</td>
<td>50 pts</td>
<td>10%</td>
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<tr>
<td>Weekly Journal</td>
<td>100 pts</td>
<td>20%</td>
</tr>
<tr>
<td>Two Exams (100pts each)</td>
<td>200 pts</td>
<td>40%</td>
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<tr>
<td>Service Learning Paper</td>
<td>100 pts</td>
<td>20%</td>
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<tr>
<td>Service Learning Presentation</td>
<td>50 pts</td>
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<tr>
<td><strong>Total</strong></td>
<td><strong>500 pts</strong></td>
<td><strong>100%</strong></td>
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Grading Scale

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<thead>
<tr>
<th>Grade</th>
<th>Range</th>
<th>Percentage</th>
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<tr>
<td>A</td>
<td>470-500 pts</td>
<td>94-100%</td>
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<tr>
<td>A-</td>
<td>450-469 pts</td>
<td>90-93%</td>
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<tr>
<td>B+</td>
<td>435-449 pts</td>
<td>87-89%</td>
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<tr>
<td>B</td>
<td>420-434 pts</td>
<td>84-86%</td>
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<tr>
<td>B-</td>
<td>400-419 pts</td>
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<td>C+</td>
<td>385-399 pts</td>
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<td>C</td>
<td>370-384 pts</td>
<td>74-76%</td>
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<tr>
<td>C-</td>
<td>350-369 pts</td>
<td>70-73%</td>
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<td>D+</td>
<td>335-349 pts</td>
<td>67-69%</td>
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<td>320-334 pts</td>
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<td>300-319 pts</td>
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<td>299 and below</td>
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Course Requirements

Specific directions will be provided during the semester; however the following general guidelines apply to all assignments, presentations, and exams.

- All assignments must be typed, double spaced, with one inch margins.
- Use a 12 point, Times New Roman font.
- Use APA style for all references (if used).
- All assignments must be submitted via Blackboard unless otherwise instructed.
- Any assignments not submitted by the deadline specified are subject to late penalties determined by the instructor.

Attendance & Participation

Attendance and participation are worth 50 points or 10 percent of your final grade. Attendance will be taken daily. You may miss up to three classes with no penalty. After that, 5 points will be subtracted from the attendance/participation grade for each absence. In addition, three late arrivals equal one absence. In addition, any student who attends EVERY class will receive 5 bonus points.

Students who miss class due to formal participation in University activities will not be penalized, as long as an excuse slip from your coach or advisor is provided and missed work is made up. Also, if a serious family or personal situation that arises that will interfere with your regular attendance in this course, please come discuss the situation with me as soon as possible!

An essential part of your learning in this class will take place during class discussions and group activities. Your active preparation for, and participation in these activities is vital, not only for your learning, but for the learning of your classmates. Criteria for participation include:

- Taking an active role in discussion
- Fully participating in group activities
- Arriving to class on time & having the readings completed
- Taking the initiative in using the instructor’s resources

Please note: I will not remove any student from the roster. Students wishing withdrawal from the course must do so by contacting their advisor. The last day to withdrawal from any course can be found in the current student course schedule.
Weekly Journal
Each week, you will post to your journal on Blackboard. The posts should be a minimum of 400 words and should provide thoughtful reflection on the previous week’s content. You will also reflect on your service learning projects here and begin thinking about how your SL experiences relate to the concepts and perspectives presented in the course. Journal posts are due by midnight on Sundays and are worth 50 points or 10 percent of your final grade. The grades will be based on thoughtfulness, comprehension and application of concepts, and effective communication (complete sentences, good grammar, no typos or “text talk”).

Two Exams
Two exams will be given in class. The first exam will be given in class on Friday, October 16. The second exam will be given during finals week on Monday, December 7 from 1:30-3:30. The final exam is NOT cumulative. The exams are worth 100 points each for a total of 200 points or 40 percent of your course grade. The exams will consist of multiple choice, short answer and essay questions. The exams will cover the main concepts and perspectives presented in the readings and any additional material discussed during class time.

Service Learning Project
Each student is expected to complete a service learning project that involves a minimum of 20 service hours. The Service Learning Team, along with myself, will assist you in developing a relationship with an appropriate service organization. The expectations of the project are that you serve an organization with goals and activities that fit with the content of this course. For example, the organization that you volunteer with should focus on a social justice issue or support a vulnerable population. Some organization that students have volunteered at in previous semesters include Warren-Sharpe Community Center in Joliet, Hearthaven Outreach in Bolingbrook, Warehouse Workers for Justice, Court Watch, and more. You are also expected to fully engaged in the project throughout the semester (i.e. waiting until Week 13 to begin the project is not acceptable). During Week Three, I will schedule one-on-one meetings with each of you to ensure that you are on the right path for the project and to provide any assistance you may need to get started.

Service Learning Expectations
During the course of the semester, you will be asked to complete and service learning questionnaire and a service learning reflection. By Week Four you will also submit a brief description of the organization you are working with and a justification for why it is an appropriate choice for this course. You are also expected to keep a log of your service hours and have it signed by your supervisor in the organization on each visit.

Service Learning Paper
The service learning project will culminate in an 8-10 page paper that demonstrates your comprehension of key course concepts and perspectives and your ability to apply them to the real-world example of your service learning
project. We will discuss the project and the paper more thoroughly in the upcoming weeks. The paper will be due via Blackboard by midnight on Friday, December 4. The Service Learning Paper is worth 100 points, or 20 percent of your grade. A grading rubric for the paper will be distributed by the third week of class.

**Service Learning Presentation**

In addition the final paper, you are expected to prepare a short (5-7 minute) in-class presentation based on your service learning project. The presentation will introduce your classmates to the organization you worked with, your responsibilities and activities as a volunteer there, and at least three illustrations of how your service learning experience deepened your understanding of course concepts. The presentations will be scheduled for the last week of classes and will be worth 50 points or ten percent of your final grade.

**Communications**

Communications from your instructor outside of class will be sent via Blackboard announcements and your Lewis email. Students are required to regularly check Blackboard and their email for information regarding updates to class requirements, campus closings, feedback from instructors, etc. When emailing your instructor, always put your course & course day/time in the Subject headline. Emails should always be written in a professional manner. Students may expect a response from their instructor within 24 hours during the week and 48 hours on the weekend. Also, if your question refers to general assignment questions, due dates, etc., consider posting your question to the FAQ discussion board available on the Blackboard site. Questions posted here may be answered by fellow classmates as well as the instructor.

**Changes to the Syllabus**

I reserve the right to make changes to this syllabus at any time during the semester. Any changes will be announced during lecture and posted on the Blackboard site.

**Expectations**

I always encourage lively classroom discussion. However, I also expect respectful words and behavior throughout. The topics that we discuss can be emotional at times and you may find yourself outside of your comfort zone. No matter the topic, everyone should feel comfortable sharing their thoughts and perspectives. Listen attentively, do not interrupt another speaker, and if you disagree with someone’s position do so in a respectful and constructive manner. Students who cannot comply with these expectations will be asked to leave the classroom and will be considered absent for that day.

**Americans with Disabilities Act (ADA)**

If you have a disability that may require consideration by your instructor and you have not previously submitted documentation to the staff in the Leckrone Academic Resource Center (LARC), please make an appointment with Denise Rich, Director of Academic
Support Services in LARC (x5593). For specific details and more information, see ADA Accommodations.

Other Assistance:
- Blackboard
- IMPACT Lab
- Career Services
- Lewis University Library
- Bookstore
- Help Desk
- Lewis Writing Center
- Recreation and Fitness Center
- Health and Counseling Services

### Course Outline, Schedule and Due Dates

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Teaching Philosophy

My teaching philosophy emphasizes four main elements. First, I seek to assist students in developing their sociological imagination. Regardless of your major or career plans, I feel that my primary duty as your sociology instructor is to instill the desire and ability to link individual experiences with the broader structural and historical social context in which they are embedded. I encourage you to examine your own life experiences through a new lens and begin to recognize the ways that a lot of phenomena that may appear “natural” are, in fact, socially constructed and historically specific. I strongly believe that all students will benefit from exposure to this perspective, both professionally and personally. The ability to think critically about your own and others' life experiences holds value for all students, not just sociology majors.
Second, I seek to strengthen and develop your critical thinking skills. It is not enough to recognize the socially constructed nature of society. To fully exercise your sociological imagination, you must be able to think critically and independently about the relationships between social structure and lived experience. For example, what are the logical implications of our economic system for the quality of life for members of our society? How do social institutions like the family change over time and what historical factors and other institutional forms shape them? My goal is to help you develop the reading and critical thinking skills necessary to allow you to interpret and utilize the materials independently. This means that you are not always at the mercy of someone else, even me, to explain it to you. You are thus well prepared to make independent and informed decisions about public policy, employment, family life, etc.

Third, I seek to assist you in developing your professional communication skills, including both speaking and writing abilities. Using your sociological imagination and being a critical thinker cannot be fully expressed without the ability to share your thoughts and ideas coherently in both formal and informal settings, as well as in writing. In addition, I have added a multimedia dimension to these communication skills that I believe is very necessary for effective communication in the 21st century.

And, finally, I am very passionate about encouraging my students to develop a lifelong love of learning, particularly about the social world. Be curious, explore new ideas and new topics, develop your sociological imagination even if you never intend or want to become a sociologist. Sociology is the study of YOUR social world. I challenge you to take an active and informed part in that world throughout your life. Remember, a socially constructed world was built by people and can be changed, transformed, redefined by people just like you!