

Syllabus for SOC-3220

CULTURAL DIVERSITY IN THE UNITED STATES

COURSE DESCRIPTION

Cultural Diversity in the United States investigates and explains the cultural, racial, and ethnic diversity in the United States through the lens of sociological investigation. Using fundamental tools of sociological inquiry and cultural learning, students engage in a sociohistorical discovery of various waves of immigration, amalgamation, and assimilation to the United States. Political and policy initiatives that have affected diversity movements and the development of civil society in the United States are also examined.

COURSE TOPICS

- Sociological inquiry and methods
- Strange and familiar
- Sociological perspective
- Ethnicity and race
- Structural functionalism
- Conflict theory
- Symbolic interactionism
- Cultural change
- Culture/subculture
- Cultural relativism
- Assimilation and amalgamation
- Chain migration
- Immigration
- Discrimination, racism, ethnocentrism, and prejudice
- Majority and minority groups
- Cohort and peer groups
- The prestige hierarchy
- British Isles; Northern, Southern, and Eastern European
- White classism
- White privilege
- White poverty
- Colonialism and colonization
- Native culture
- Anti-native policies
- Manifest Destiny
- Civil rights versus land rights
- Land treaties
- Chinese, Japanese, Filipino, Korean, and other groups
- Asianization
- Muslim variances
- Western and Eastern Arabs
- Indo-American
- Terrorism, post-9/11 fear mongering, xenophobia
- American-born black
- Caribbean America
- African-born immigrants
- Jim Crow laws
- The civil rights movement
- Post-civil rights
- Affirmative action
- Racial profiling
- Black classism, black elite
- Mexican, Cuban, Spanish Caribbean, Central American, South American
- DREAM Act
- Undocumented immigration
- Farm Workers Act
- Religious discrimination
- Jewish
- Women
- LGBT
- Disabled, ADA

- Elderly, ageism, AARP
- Feminism, feminization of poverty
- Hate crimes
- Globalization, transnationalism
- Current immigration trends
- Bilingualism

COURSE OBJECTIVES

After completing this course, students should be able to:

- CO 1** Analyze issues surrounding race, ethnicity, ethnocentrism, racism, majority/minority groups, intergroup relations, immigration, prejudice, and discrimination.
- CO 2** Examine the American and global implications of race, ethnicity, and diversity and their influence on social groups.
- CO 3** Compare the historical and contemporary experiences of various minority groups in the United States.
- CO 4** Evaluate the impact of laws and public policies in the United States on dominant group/subordinate group relations and the sociological implications of those policies.
- CO 5** Evaluate and create strategies to promote intercultural awareness and respect for diversity.
- CO 6** Assess arguments on controversial issues relating to minority groups.
- CO 7** Apply the use sociological theories and tools in the examination and interpretation of American society as it relates to diversity, multiculturalism, and culture.

COURSE MATERIALS

You will need the following materials to complete your coursework. Some course materials may be free, open source, or available from other providers. You can access free or open-source materials by clicking the links provided below or in the module details documents. To purchase course materials, please visit the [University's textbook supplier](#).

Required Textbook

- Parrillo, V. (2019). *Strangers to these shores* (12th ed.). New York, NY: Pearson.
ISBN: 978-0134737621

COURSE STRUCTURE

Cultural Diversity in the United States is a three-credit online course consisting of **ten** modules. Modules include an overview, topics, learning objectives, study materials, and activities. Module titles are

listed below.

- **Module 1: Sociological Framework**
Course objectives covered in this module: CO 1, CO 7
- **Module 2: Cultural Understanding**
Course objectives covered in this module: CO 1, CO 5, CO 7
- **Module 3: Intergroup Relations**
Course objectives covered in this module: CO 2, CO 3, CO 4, CO 6
- **Module 4: European-Based Cultural and Social Groups**
Course objectives covered in this module: CO 3, CO 4, CO 7
- **Module 5: Native American Cultural and Social Groups**
Course objectives covered in this module: CO 3, CO 4, CO 5, CO 6, CO 7
- **Module 6: Asian-Based Cultural and Social Groups**
Course objectives covered in this module: CO 3, CO 4, CO 5, CO 6, CO 7
- **Module 7: Arab Americans and Indo-Americans**
Course objectives covered in this module: CO 3, CO 4, CO 5, CO 6, CO 7
- **Module 8: Black Social Groups**
Course objectives covered in this module: CO 3, CO 4, CO 5, CO 6, CO 7
- **Module 9: Hispanic Groups**
Course objectives covered in this module: CO 2, CO 3, CO 4, CO 5, CO 6, CO 7
- **Module 10: Other Cultural and Social Groups and the Future of Diversity**
Course objectives covered in this module: CO 1, CO 2, CO 3, CO 4, CO 5, CO 6, CO 7

ASSESSMENT METHODS

For your formal work in the course, you are required to participate in online discussion forums, complete written assignments, take a proctored midterm examination, and complete a final project. See below for details.

Consult the Course Calendar for due dates.

Promoting Originality

One or more of your course activities may utilize a tool designed to promote original work and evaluate your submissions for plagiarism. More information about this tool is available in [this document](#).

Discussion Forums

In addition to an ungraded Introductions Forum, you are required to participate in **ten** graded online class discussions.

Communication with your mentor and among fellow students is a critical component of online learning. Participation in online class discussions involves two distinct activities: an initial response to a discussion question and at least two subsequent comments on classmates' responses.

All of these responses must be substantial. Meaningful participation is relevant to the content, adds value, and advances the discussion. Comments such as "I agree" and "ditto" are not considered value-adding participation. Therefore, when you agree or disagree with a classmate or your mentor, state *and support* your position.

You will be evaluated on the quality and quantity of your participation, including your use of relevant course information to support your point of view, and your awareness of and responses to the postings of your classmates. Remember, these are discussions: responses and comments should be properly proofread and edited, mature, and respectful.

Midterm Examination

You are required to take a closed-book, proctored, online midterm examination. For the exam, you are required to use the University's [Online Proctor Service](#) (OPS). Please refer to the "Examinations and Proctors" section of the Online Student Handbook (see [Student Handbooks](#) in the General Information area of the course website) for further information about scheduling and taking online exams and for all exam policies and procedures. You are strongly advised to schedule your exam within the first week of the semester.

The midterm exam is two hours long and covers material from Modules 1 through 5 in the course. It is closed-book and contains multiple-choice and essay questions. For a list of key concepts that may appear on your exam, refer to the study guide available in the Examinations section of the course website.

Statement about Cheating

You are on your honor not to cheat during the exam. Cheating means:

- Looking up any answer or part of an answer in an unauthorized textbook or on the Internet, or using any other source to find the answer.
- Copying and pasting or in any way copying responses or parts of responses from any other source into your online test. This includes but is not limited to copying and pasting from other documents or spreadsheets, whether written by yourself or anyone else.
- Plagiarizing answers.
- Asking anyone else to assist you by whatever means available while you take the exam.
- Copying any part of the exam to share with other students.

- Telling your mentor that you need another attempt at an exam because your connection to the Internet was interrupted when that is not true.

If there is evidence that you have cheated or plagiarized in your exam, the exam will be declared invalid, and you will fail the course.



Written Assignments

You are required to complete **five** written assignments. The written assignments are on a variety of topics associated with the course modules. For specific details consult the individual course modules.

Consult the Course Calendar for due dates.



Final Project

The final project focuses upon what is arguably the most significant concept studied throughout the course: racism. This project requires you to apply an analysis of racism to one of the marginalized cultural/ethnic/racial groups studied. It should demonstrate your ability to integrate the readings and writing assignments into a comprehensive paper. See the Final Project section of the course for details.

Consult the Course Calendar for due dates.

GRADING AND EVALUATION

Your grade in the course will be determined as follows:

- **Discussion forums (10)**—25%
- **Written assignments (5)**—25%
- **Midterm exam**—25%
- **Final project**—25%

All activities will receive a numerical grade of 0–100. You will receive a score of 0 for any work not submitted. Your final grade in the course will be a letter grade. Letter grade equivalents for numerical grades are as follows:

A	=	93–100	C+	=	78–79
A–	=	90–92	C	=	73–77
B+	=	88–89	C–	=	70–72
B	=	83–87	D	=	60–69
B–	=	80–82	F	=	Below 60

To receive credit for the course, you must earn a letter grade of C or better (for an area of study course) or D or better (for a course not in your area of study), based on the weighted average of all assigned course work (e.g., exams, assignments, discussion postings).

STRATEGIES FOR SUCCESS

First Steps to Success

To succeed in this course, take the following first steps:

- Read carefully the entire Syllabus, making sure that all aspects of the course are clear to you and that you have all the materials required for the course.
- Take time to read the entire Online Student Handbook. The Handbook answers many questions about how to proceed through the course, how to schedule exams, and how to get the most from your educational experience at Thomas Edison State University.
- Arrange to take your examination(s) by following the instructions in this Syllabus and the Online Student Handbook.
- Familiarize yourself with the learning management systems environment—how to navigate it and what the various course areas contain. If you know what to expect as you navigate the course, you can better pace yourself and complete the work on time.
- If you are not familiar with web-based learning, be sure to review the processes for posting responses online and submitting assignments before class begins.

Study Tips

Consider the following study tips for success:

- To stay on track throughout the course, begin each week by consulting the Course Calendar. The Course Calendar provides an overview of the course and indicates due dates for submitting assignments, posting discussions, and scheduling and taking examinations.
- Check Announcements regularly for new course information.

Using AI Ethically: A Guide for TESU Students

TESU's [Academic Code of Conduct](#) permits student AI use in support of their writing and research process—not as a replacement for original writing. Document AI use with an acknowledgment statement at the end of each assignment, noting the tools and prompts used. Cite any AI-generated content on the References page. Please review [Using AI Ethically: A Guide for TESU Students](#) for more detailed information.

COMMITMENT TO DIVERSITY, EQUITY, AND INCLUSION

Thomas Edison State University recognizes, values, and relies upon the diversity of our community. We strive to provide equitable, inclusive learning experiences that embrace our students' backgrounds, identities, experiences, abilities, and expertise.

ACCESSIBILITY AND ACCOMMODATIONS

Thomas Edison State University adheres to the Americans with Disabilities Act (ADA, 1990; ADAAA, 2008) and Section 504 of the Rehabilitation Act of 1973. The Office of Student Accessibility Services (OSAS) oversees requests for academic accommodations related to disabilities; a student who is pregnant, postpartum, or a student parenting a newborn who is not the birth parent [as covered under NJSA18A]; and students requesting academic accommodation for a short-term/temporary illness and/or injury. Information can be found on the [Office of Student Accessibility Services](#) webpage and questions can be sent to ADA@tesu.edu.

ACADEMIC POLICIES

To ensure success in all your academic endeavors and coursework at Thomas Edison State University, familiarize yourself with all administrative and academic policies including those related to academic integrity, course late submissions, course extensions, and grading policies.

For more, see:

- [University-wide policies](#)
- [Undergraduate academic policies](#)
- [Undergraduate course policies](#)
- [Graduate academic policies](#)
- [Graduate course policies](#)
- [Nursing student policies](#)
- [Nursing graduate student policies](#)
- [International student policies](#)
- [Academic code of conduct](#)