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Wisconsin Indianhead Technical College

10809172 Introduction to Diversity Studies

Course Outcome Summary

Course Information

Description	Introduces learners to the study of diversity from a local to a global environment using a holistic, interdisciplinary approach. Encourages self-exploration and prepares the learner to work in a diverse environment. In addition to an analysis of majority/minority relations in a multicultural context, the primary topics of race, ethnicity, age, gender, class, sexual orientation, disability, religion are explored.
Instructional Level	Associate Degree
Total Credits	3.00
Total Hours	48.00

Types of Instruction

Instruction Type	Credits/Hours
Presentation (Lecture/Demonstration/Discussion)	3/48

Course History

Revised By	Andrea Schullo (andrea.schullo)
Last Approval Date	11/5/2013

Purpose/Goals

This course outcome summary includes competencies and performance standards for Race, Ethnic and Diversity Studies. This course is part of the General Studies Core offered throughout the Wisconsin Technical College System (WTCS). The course competencies are consistent among the colleges and are at baccalaureate level to accommodate student success in transfer to four-year colleges.

Evaluate multiple aspects of diversity and their implications pertaining to personal and professional relationships, the workplace and contemporary society

Recognize, respect, accept, and value differences.

Assess the impact of how language influences thought.

Practice appropriate transcultural human relations and communication skills.

Appreciate one's own cultural heritage.

Evaluate and develop awareness of one's own prejudices, biases, and attitudes.

Course Competencies

1. Differentiate basic concepts related to diversity and sociodemographic variables

Domain Cognitive Level Understanding Status Active
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Assessment Strategies

1.1. Oral, Written or Graphic Assessment

Criteria

- 1.1. you apply the terminology in context (prejudice, discrimination, stereotype, etc.)
- 1.2. you identify sociodemographic variables
- 1.3. you provide examples of the concepts related to diversity
- 1.4. you compare the examples to your personal experience and your own personal demographic variables
- 1.5. you summarize implications of the concepts to the workplace and or personal life

Learning Objectives

- 1.a. Define terms related to sociodemographics and diversity
- 1.b. Define sociodemographic variables
- 1.c. Examine the validity of using race as a cultural indicator
- 1.d. Differentiate between race and ethnicity
- 1.e. Explain the difference between sex and gender
- 1.f. Describe the process of transmission of culture
- 1.g. Identify challenges minority groups encounter in US society
- 1.h. Relate personal sociodemographic variables to behavior in personal and workplace environments

2. Analyze patterns of interaction and adaptations of subordinate groups within a historical context

Domain Cognitive Level Analyzing Status Active

Assessment Strategies

2.1. Oral, Written or Graphic Assessment

Criteria

- 2.1. you identify subordinate groups
- 2.2. you define various characteristics of the group i.e. political power, healthcare, education
- 2.3. you examine the dominant group's different types of interaction/treatment of subordinate groups (genocide, expulsion, segregation, assimilation, accommodation, pluralism)
- 2.4. you compare dominant and subordinate group development and the impact of dominant group power over subordinate groups
- 2.5. you trace the progression or non-progression of the group
- 2.6. you compare how different subordinate groups have changed over time
- 2.7. you evaluate the implications of the group's history on its current status

Learning Objectives

- 2.a. Describe the characteristics of subordinate groups (racial, ethnic, socioeconomic, etc.)
- 2.b. Describe the history of subordinate and dominant groups
- 2.c. Identify race as a social construct
- 2.d. Describe important cultural features, attributes, and practices of groups
- 2.e. Identify the ideal behavior of cultural features, attributes, and practices of groups
- 2.f. Interpret the real behavioral significance of cultural features, attributes, and practices of groups
- 2.g. Anticipate potential areas of conflict in racial and ethnic integration into US culture and society

3. Analyze the effect of various forms of communication among and within groups

Domain Cognitive Level Analyzing Status Active

Assessment Strategies

3.1. Oral, Written or Graphic Assessment

Criteria

- 3.1. you recognize how culture influences communication
- 3.2. you compare verbal and nonverbal communication between groups
- 3.3. you explain the consequences of invisibility, negative stereotypes and media's role in representation of groups
- 3.4. you identify factors that influence communication (such as race, ethnicity, gender and/or class)
- 3.5. you provide real world examples of how communication varies among and within groups

Learning Objectives

- 3.a. Identify differences in language usage between culture groups
- 3.b. Examine the value of preserving cultural traditions
- 3.c. Examine the process of cultural transmission
- 3.d. Describe effect of acculturation on culture groups' ethnic practices
- 3.e. Identify examples of media representations of groups

4. Examine potential legal, political, social and/or economic outcomes of personal behavior as they relate to diverse populations

Domain Cognitive Level Analyzing Status Active

Assessment Strategies

- 4.1. Oral, Written or Graphic Assessment

Criteria

- 4.1. you identify relevant legal or legislative rules that apply to your occupation
- 4.2. you explain landmark legal cases
- 4.3. you identify relevant personal examples
- 4.4. you identify relevant professional examples
- 4.5. you explain the consequences of personal behavior to yourself and your organization

Learning Objectives

- 4.a. Examine how legislation supports or discriminates against civil rights
- 4.b. Define hate crimes using examples
- 4.c. Explore the implications of racial profiling
- 4.d. Identify rights as per the US Constitution to overtly demonstrated cultural practices
- 4.e. Identify potential conflicts in First Amendment rights and overt demonstrations of cultural practices
- 4.f. Express position on current issues regarding legal and social sanctions of/against cultural practices
- 4.g. Provide examples of the effects of discrimination in the workplace

5. Assess the importance of global perspectives

Domain Cognitive Level Evaluating Status Active

Assessment Strategies

- 5.1. Oral, Written or Graphic Assessment

Criteria

- 5.1. you define the concepts of global perspective
- 5.2. you identify advantages and disadvantages of a global perspective
- 5.3. you explain how what happens at a global level impacts the local level
- 5.4. you identify diversity issues worldwide
- 5.5. you explain the process and impact of colonization and exploitation

Learning Objectives

- 5.a. Identify components of effective global relationships
- 5.b. Identify barriers to effective global relationships
- 5.c. Explain causes and consequences of ethnic violence
- 5.d. Explore economic impact of global relationships, or lack thereof
- 5.e. Discuss the role of immigration to US acculturation

6. Explore material and nonmaterial aspects of cultures

Domain Cognitive Level Analyzing Status Active

Assessment Strategies

- 6.1. Oral, Written or Graphic Assessment

Criteria

- 6.1. you define material and nonmaterial aspects of culture
- 6.2. you give examples of material aspects of culture
- 6.3. you give examples of nonmaterial aspects of culture
- 6.4. you compare your culture with other cultures exploring concepts of ethnocentrism and ethnorelativism

Learning Objectives

- 6.a. Define the differences between material and nonmaterial aspects of culture
- 6.b. Discuss importance of tradition in sustaining culture
- 6.c. Identify ways cultures progress
- 6.d. Explore how diversity enhances culture domestically and globally
- 6.e. Provide examples of ethnocentrism and ethnorelativism (cultural relativism)

7. Trace patterns of migration and immigration of diverse populations

Domain Cognitive Level Analyzing Status Active

Assessment Strategies

- 7.1. Oral, Written or Graphic Assessment

Criteria

- 7.1. you define migration and immigration
- 7.2. you describe the evolution of immigration policies over time
- 7.3. you map migration and immigration patterns
- 7.4. you relate migration and immigration to worldwide events
- 7.5. you evaluate the impact of migration and immigration on the group's power and privilege

Learning Objectives

- 7.a. Describe the characteristics of immigrant groups
- 7.b. Compare and contrast migration and immigration
- 7.c. Identify domestic and global immigration patterns
- 7.d. Identify historical events which impacted immigration
- 7.e. Evaluate the impact of migration and immigration on the group's power and privilege

8. Assess how power and privilege impact individuals and groups

Domain Cognitive Level Evaluating Status Active

Assessment Strategies

- 8.1. Oral, Written or Graphic Assessment

Criteria

- 8.1. you explain the concepts of power and privilege
- 8.2. you give examples of privilege
- 8.3. you relate privilege to power
- 8.4. you identify your own privileges
- 8.5. you assess the impact of power and privilege on one's life opportunities and challenges
- 8.6. you relate power and privilege to the influence you have on others
- 8.7. you identify the impacts of individual and institutional discrimination

Learning Objectives

- 8.a. Define the terms power and privilege
- 8.b. Identify examples from media and personal experience illustrating privilege and power
- 8.c. Assess the impact of power and privilege on one's life opportunities and challenges (education, healthcare, economics)
- 8.d. Identify how your personal power and privilege may impact others
- 8.e. Differentiate between stereotypes, prejudice, and discrimination at the individual and institutional level

9. Examine the impact of bias and behavior on relationships (personal and group)

Domain Cognitive Level Evaluating Status Active

Assessment Strategies

- 9.1. Oral, Written, or Graphic Assessment

Criteria

- 9.1. you identify your own biases
- 9.2. you explain how they impact behavior
- 9.3. you assess the impact on relationships
- 9.4. you evaluate how your biases have changed over time
- 9.5. you identify factors that have contributed to your change in perspective

Learning Objectives

- 9.a. Identify the origin of personal biases
- 9.b. Discuss the advantages and benefits of showing respect for diverse cultures
- 9.c. Describe how personal biases impact personal and workplace relationships
- 9.d. Identify factors that contribute to changes in personal biases

10. Explore the concept of social justice

Domain *Cognitive* *Level* *Applying* *Status* *Active*

Assessment Strategies

- 10.1. Oral, Written or Graphic Assessment

Criteria

- 10.1. you define social justice
- 10.2. you identify examples of social justice issues
- 10.3. you compare issues locally and globally
- 10.4. you relate social justice to cultural values
- 10.5. you identify ways you and others can advocate for equality and social justice

Learning Objectives

- 10.a. Define social justice
- 10.b. Identify examples of social justice in media and personal experience
- 10.c. Identify how cultural values impact social justice
- 10.d. Identify ways you and others can advocate for equality and social justice