

YORK COLLEGE
The City University of New York (CUNY)
Introduction to Multicultural Studies in the 21st Century (WI)
CLDV 100 - Section Web (45831) - 3 credits

Mode of Instruction: ZOOM/ BB discussion: T / TH 9:15 AM-10:30AM

SPRING 2021

Course page: <https://cldv100.common.gc.cuny.edu/> [check here regularly for updated syllabus info / content]

THIS SYLLABUS IS TENTATIVE AND SUBJECT TO CHANGE

Prof. Oluremi Alapo
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Prerequisites and/or Co-requisites

Enrollment AREQ: CLDV 101, CLDV 201, CLDV 202, CLDV 203
Requirements and CLDV 210 and PREQ/CREQ: ENG 125

OER COURSE DESCRIPTION: OER COURSE

This course has been designated as an OER / ZTC. The instructor will provide the learning materials. A list of recommended texts have been provided for students wishing to obtain them for their personal libraries and research purchase. The course will be taught as a synchronous online course in a virtual classroom setting. Students must be available online during the days and hours listed in the schedule of classes for the course. After registering, students should access Blackboard to view course requirements. This is a Writing Intensive (WI) course. You will have several class discussion assignment, reflection or reaction discussions, a midterm, a response paper and a final essay/summary and presentation. Students will start from the beginning of the semester by working on contents for their final exam. I will guide you along the way to make your time in this class useful. Please check the BB discussion pages and the course page links above on a regular basis.

Brief Outline of the Overlapping Themes (Modules) in Cultural Diversity 100

- What Is Culture?
- What Are Cultural Values?
- How Do We Learn Our Culture?
- Ethnocentrism and Cultural Relativism
- Does Our Culture Affect What We Notice and How We See It?
- Gender and Sexuality from Culture to Culture
- Prejudice, Race and Ethnicity

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- Culture and Technology
- Diversity and multi - cultural education

Course Narrative

Adapted from: [Ch. 3 Introduction to Culture - Introduction to Sociology 2e | OpenStax](#)

What are the rules when you pass an acquaintance at school, work, in the grocery store, or in the mall? Generally, we do not consider all of the intricacies of the rules of behavior. We may simply say, "Hello!" and ask, "How was your weekend?" or some other trivial question meant to be a friendly greeting. Rarely do we physically embrace or even touch the individual. In fact, doing so may be viewed with scorn or distaste, since as people in the United States we have fairly rigid rules about personal space. However, we all adhere to various rules and standards that are created and maintained in culture. These rules and expectations have meaning, and there are ways in which you may violate this negotiation. Consider what would happen if you stopped and informed everyone who said, "Hi, how are you?" exactly how you were doing that day, and in detail. You would more than likely violate rules of culture and specifically greeting. Perhaps in a different culture the question would be more literal, and it may require a response. Or if you are having coffee with a good friend, perhaps that question warrants a more detailed response. These examples are all aspects of **culture**, which is shared beliefs, values, and practices, that participants must learn. Sociologically, we examine in what situation and context certain behavior is expected, and in which situations perhaps it is not. These rules are created and enforced by people who interact and share "culture" and live together as part of a society where they interact with each other.

ACTIVE LEARNING ASSIGNMENT

Individual Assignment

In this course in addition to culture, we will learn about norms, values, systems of beliefs, social interaction, verbal and non-verbal communication, race and ethnicity, sex, sexual orientation and gender, technology and culture, cultural universalism and relativism and how these affect our shared or distinct day to day cultural practices and social interaction in our various communities. Students will share their day-to-day social interactions, travels, and cross - cultural experiences in and around New York City.

At the end of this course, students will work on an assignment on eliminating biases, prejudice, gender, sexual, cultural and religious discrimination and provide recommendations, suggestions and solutions on how to promote diversity, inclusion and cross-cultural understanding in schools and in our communities. The assignment will be based on student experiences or observations as a minority or majority living in the US. In addition, students will provide critical thinking analysis on case study scenarios on issues in cultural diversity and multi -culturalism as they relate to the individual and society.

The assignment will consist of individual written papers, oral presentations and group work which students will start working on from the beginning of the semester and weekly discussion questions posted on BB discussion threads.

Students will be called upon from time to time to share their written reflections and to provide summaries to course discussion questions posted on BB by the instructor. All these, will add to the content of each student's individual assignment.

You will note that each week's topic of discussion posted on BB can become sections of the final written paper. I will provide a template for students to follow to help with their writing the final exam paper and presentation. Revised student presentations will be posted on the CUNY Academic Commons page which is licensed under the CC-BY-NC-SA 4.0 to <https://creativecommons.org/licenses/by-nc-sa/4.0/>

Group Assignment

As part of the OER project approved by CTLET, students will compile a list of annotated resources that promote cross cultural understanding, diversity and inclusion, multiculturalism and racial equity. These references should come naturally from the student's final written paper of resources that each student consulted while working on their paper. Students can add to this page anytime. These will be cross checked when students turn in the assignment at the end of the semester and will be uploaded on the CUNY Academic Commons page created for the course located here: <https://cldv100.commons.gc.cuny.edu/>

Required learning materials

OER learning resources provided by the instructor posted here: pdfs, web resources, movies, textbooks: <https://cldv100.commons.gc.cuny.edu/resources/>

Course Requirements (if and as applicable)

Fieldwork, lab, writing enhanced or writing intensive statements: individual and shared cross cultural values and experiences in and around NYC, from travels out of NYC / USA.

This is a Writing Intensive Course, which meets on online. All assignment will be submitted via **BB**. Weekly discussion posts are to be submitted in the discussion threads for each week. See weekly BB announcement page for more info.

WI: Cultural Diversity 100 has been designated Writing Intensive (WI). It fulfills the need for one of three WI courses required before graduation. There will be frequent low-stakes writing assignments based on textbook readings, current affairs and films. In addition, there will be pop quizzes, exams, as well as assignments described in this syllabus.

Through formal writing assignments, you will be learning to view writing as a process that can improve with revision. This course builds on what you learn in English 125 to extend your skills in reading, critical thinking and writing.

Learning Objectives

Through class discussion, short writing assignments, group work, exams, papers, involving research and documentation, students will:

- Gather, interpret, and assess information from a variety of sources and points of view.
- Evaluate evidence and arguments critically or analytically.
- Produce well-reasoned written or oral arguments using evidence to support conclusions.
- Identify and apply the fundamental concepts and methods of a discipline or interdisciplinary field exploring the relationship between the individual and society, including, but not limited to, anthropology, communications, cultural studies, history, philosophy, political science, psychology, religion and sociology.
- Examine how an individual's place in society affects experiences, values and choices.
- Articulate and assess ethical views and their underlying premises.
- Identify and engage with local, national, or global trends or ideologies, and analyze their impact on individual or collective decision-making.

Course Description

A study of what "culture" is; how we see it based on several factors, how it influences the choices and decision we make; how to deal positively with conflicts that inevitably arise in working /living situations with people of diverse cultures. This is a course structured to raise multicultural awareness and fortify students' social skills in dealing with cultural differences. It includes ethnographic study of cultural groups in the U.S.A and responses to shared values, observations or experiences based on student's ancestry, heritage, travels. Students will learn about culture "do and donts" around the world and provide the class with their own culture shock experience and how they overcame them. Through the study of cultural concepts, this course develops skills in critical thinking, writing and scholarly documentation.

Ancillary Learning Objectives

In addition, students will demonstrate increased competencies in:

- Understanding what culture is, how it is acquired and how it shapes our values, attitudes and behaviors;
- Articulating and assessing ethical views and their underlying behaviors related to ethnocentricity and prejudices of all kinds;
- Assessing social problems from within a cultural context;
- Developing the analytical skills and knowledge that will enable us to engage constructively with ideologies and issues of cultural diversity in the local, regional and global communities;
- Working cooperatively with persons of diverse backgrounds; and
- Appreciating the contributions of our own and other cultural groups to our global community.

ARTIFACT PRESENTATION

- Bring an artifact to class and tell us about it in your reflection post for this week.
- Post a 250 word reflection about it on BB.
- Make a 3-5 minute video presentation about the cultural artifact.
- Upload a photo of the item (s)
- Tell us why it is an artifact (example identify it as cultural heirloom, religious, something your grandma / pa brought when coming to America, something of family value, a religious, cultural symbol).

The purpose of this assignment is to understand and explore what cultural, religious or family ties students have to their cultural artifacts and how this has helped in shaping or forming identity. For this assignment, students will explain their cultural heritage and the relationship with the artifact, and discuss why the understanding of cultural artifacts is an important part of cultural understanding, in identity formation, in the preservation of one's own heritage / history.

PRESENTATION [Midterm Exam]

A Midterm exam on "My Cross - Cultural Experiences". Each student will create a PPT of 10 - 15 page presentation of your cross-cultural experiences including photos of people, food, maps, music with a voice over (explanation / presentation), etc. This can also include your travels within and outside of the US, you or your family's country of origin, your family's heritage, your family and your culture or traditions, beliefs, religious practices, types of food, clothing that were passed down.

You may even include your cross-cultural experiences in your neighborhoods in NYC showing your encounters or experiences. Draw from our previous class discussions on culture from weeks 1 to 10. Discuss your cultural symbols, norms, values, beliefs, socialization, verbal and non-verbal expressions, language, and make a case based on your "cross cultural experiences" on why cross-cultural understanding is important (or not).

Use the reading materials and videos posted and research additional research materials to support your presentation. Each PPT and Voice explanation should be 10 minutes. You will need references both on the slides and a separate reference page. Post the presentation in both this week's discussion thread so that other students can comment or learn from your experiences or encounters and then please post a copy in assignment folders on BB under "midterm" tab so that I can grade your work, thank you.

Check BB week 8 discussion thread or previous pages of CLDV 100 for sample ppt.

In previous CLDV f2f courses, I had students learn the culture of another classmate and then they presented a ppt of each other's cultures and made comparisons on their findings [see the course page section on student project for samples]. For this semester, I am giving the liberty to do the presentation by yourselves telling us about your culture, heritage, or cross-cultural experiences from your travels or neighborhoods etc. See the folder on BB on how to create story maps / voice threads and use the info to create your presentation. Be creative with this assignment and include pictures, videos, and voice summaries.

The purpose of this assignment/ presentation is to apply course concepts and context to our individual cross- cultural experiences and observations. Students will create and make a presentation on culture and society, and on their social interaction experiences with other cultures. What makes social interaction with other cultures unique or not? Why is it difficult for certain cultures to adapt to the ways in which other societies socialize or interact with one - another. Share your worst socialization "taboo" or experience with someone from another race / culture. What did you learn from this experience? Describe some of your culture shock experiences. How did you overcome these? Include images and educate the class about your cross - cultural experiences.

DISCUSSION: Response Paper

A minimum of a 4 pages paper [which you will revise and add to the problem section of the final exam paper] where each student will identify an issue or a problem in cultural diversity. Tell your story / experiences or your observations with someone from your racial, ethnic group or sexual orientation about the many racisms, stereotypes and discriminations that you or they may have faced and how they overcame these experiences. For example, in light of what is currently going on regarding the BLM vs ALM, how can we end racism, promote diversity and inclusion in our various communities, and also teach about multicultural education in our schools and communities? Do you think that these would promote cross cultural understanding? Tell us how you would persuade someone from another racial or ethnic group to understand your inclusion, racial / ethnic group, your values, norms, beliefs, traditions, customs, communication, gestures / expressions, food, clothing, hair types, sexual orientation?

The purpose of this assignment is to explore students' shared experiences and to understand how to deal with the many biases that may exist in different societies. For example, in class

discussion and presentations that will promote dialogue and ones that will generate responses on some of the following questions: what have been your cross - cultural experiences? What have been your observations or encounters with identity, gender, race, ethnicity, sexual orientation, diversity, stereotypes and discrimination as part of a minority or majority group? Remember to use appropriate citation [both intext and a separate reference page].

WRITING (Final Exam): A minimum of a 10 pages, double spaced paper to discuss your experiences with diversity and multiculturalism. Draw from previous class discussions, reading materials and video links posted on BB: Create a presentation about your ideas or recommendations, solutions, or suggestions on diversity, inclusion and multiculturalism. Each student is free to title their final paper as they wish [make sure it relates to the overall course content]. This will be a continuation from the paper that you have started from the beginning of the semester.

The purpose of this assignment is to combine the learning and lessons [from week 1 to 15 from the beginning of the semester to the end] based on the feedback from the instructor for each student's topic, and paper content. By now, each student should have had several drafts revised so that they can add in the final section of the paper: recommendations, solutions and or suggestions to diversity and multicultural education based on week 1 - 15 content.

Grading Breakdown

Grading: Grades are based on group work, essay assignment, pop quiz, short writing reflections / discussion summaries, ppt presentations and a one 10 - 15 page essay. You are required to check BB announcement every Sunday evening or 1st thing on Monday for weekly updates. <https://www.york.cuny.edu/academics/policies/grading-policies>

A+=100-97 A=96-93 A-=92-90 8+=89.9-87 8=86.9-83 B-=82.9-80
C+=79.9-77 C=76.9- C-=72.9-70 D+=69.9-67 D=66.9-60 F=under 60

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Grading will be 100 points as follows:

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| Artifact presentation | 5 points - due week 2 |
| Paper Outline | 5 points - due week 4 |
| Draft 1 of final paper [Introduction: concepts, contexts, observations and experiences on proposed paper topic and in cultural diversity] | 5 points - due week 6 |
| Mid-Term Exam [ppt] [My cross - cultural experiences] | 15 points - due week 8 |
| Response / Reaction paper [Problem in Cultural Diversity] | 10 points - due week 10 |
| Draft 2 of final paper [With annotated bibliography] | 10 points - due week 12 |
| Final Exam Paper [Recommendations, Suggestions, Solutions to Multi Culturalism / the Individual and Society] | 25 points - due after week 15 |
| Participation <ul style="list-style-type: none"> • BB weekly discussion questions and Responses [10 points], • zoom lecture participation [10 points], • Reflection summary [5 points]. | 25 points - due by 11:30 pm every Sunday. |

Total points

100 points/percent

Course and Instructor Policies

Please consult the following York College pages for college wide policies and procedures.

[Academic Policies - York College /](#)

[CUNY Grading Policies - York College I](#)

[CUNY](#)

[CUNY Policies and Procedures - York College / CUNY](#)

Attendance and punctuality are important for online zoom meetings. CUNY is a non-attendance taking institution BUT keep in mind that if you are not present then there is no way that you could have actively participated in a given class session. Due to the online modality using zoom, it is preferable for students to have their videos turned on during presentations and to remain muted when not speaking.

Academic Integrity: Please pay attention to the section in the schedule of Classes on Academic Integrity. *Plagiarism is defined in the York College Bulletin as "misrepresenting the authorship of, or otherwise falsifying, work submitted for academic credit." In other words, if you use someone else's thoughts or ideas, please make sure that you give that person credit. In other words always cite sources of your material. In addition, during exams, cheating will result in an F grade - <http://www.york.cuny.edu/president/legal-compliance/legal-affairs/cuny-legal-policies-procedures/Academic-Integrity-Policy.pdf/view>*

Responsibilities and Policies: Familiarize yourself with the Student Bulletin so that there will be no miscommunication. You are responsible for everything on this syllabus. I expect that you adhere to the policies of the college. If you have any questions, please contact me by e-mail or voicemail. All written communication must be in appropriate language. I will not respond to "Hey Prof." or other similar casual salutations used in the familiar - <https://www.york.cuny.edu/academics/academic-affairs/academic-integrity>

Student E-mail/CUNY Portal/Blackboard: You are responsible to check your York e-mail account to make sure it is functioning. Technology workshops schedule for CUNY portal, Blackboard, York Network ID, York student email and MS Office is located on the 3rd Floor - <https://www.york.cuny.edu/it/service-delivery-unit/y-connect/it-services/students>

Student Support Resources

Tutoring Centers, IT support, Blackboard and Technologies support, Library Reference Desk.

Library: this service can be accessed with your York student ID card. Librarians are available for assistance if and when you need it. <http://www.york.cuny.edu/library>

The Collaborative Learning Center (CLC) assists students with writing skills, research, drafting and revising essays at all levels and in all subjects. The CLC also provides comprehensive, centralized college-wide tutorial services to all York College students in Biology, Nursing, Occupational Therapy, Accounting, Psychology, Cultural Diversity, and other discipline related courses. Currently, all of the CLC services have moved online. Students are able to make appointments with the tutor(s) of their choice for 25 and / or 50-minute sessions by registering at wi.york.cuny.edu. Students need to use their York College Network account to log in and make an appointment. For more information, call 718.262.2494 / 718.262.2303, email us at clc@york.cuny.edu, or check the [CLC website](#). We also have a video that explains how we operate and how to make an appointment. You can find it [here \(https://youtu.be/ufdyB8T918Y\)](https://youtu.be/ufdyB8T918Y). You can embed the video into your course site or send the link to your students.

Americans with Disabilities Act (ADA): Please read to be familiar with the ADA and to find resources for students with disabilities. The Office of Services for Students with Disabilities is located in room AC-1G02 <http://www.york.cuny.edu/student-development/ossd?searchterm=Disability>

Netiquette: Be respectful, no profanity, re read before you send.

OER resources by Prof. Alapo posted here <https://cldv100.commons.gc.cuny.edu/resources/>

1] [Culture and Leadership in the 21st Century – PUBLISHED Journal Article](#)

2] “Culture and Leadership in A Society” [FYS – First Year Program: Bronx Community College] by Prof. Remi Alapo [Spring 2019 – unedited / unpublished draft resource packet]: [FYS Culture and Society – V. July 15 1](#)

3] Cross Cultural Communication / Leadership Dilema: a workbook on Verbal and Non-Verbal Communication Across Cultures by Prof. Alapo [Fall 2019 – unedited / Unpublished draft resource packet]: section on [Cross Cultural Leadership by Prof. Remi Alapo 2](#) / [Leadership Workbook CLDV ZTC – V2](#)

4] “I Am A Leader: Understanding My Leadership Styles” by Prof. Remi Alapo [Fall 2018 – unedited / unpublished draft resource packet / workbook]: [I AM A LEADER WORKBOOK DRAFT OF 042917- DEC 2018](#)

Optional Course Texts

Recommended but not required [due to copyright laws, some sections will be shared in class as part of the discussion so that students can match the weekly content with sections from these publications. Students are free to purchase these texts for their own use but they are not required for courses designated as ZTC].

1] Alapo, R. [2016]. The Role of Culture on the Leadership Styles of Women in Leadership Positions. ASTA Publications. ISBN-13: 978-1934947951.

2] Samovar, L. A. [2016]. Communication Between Cultures, 9e. Cengage Learning. ISBN-13: 978-1285444628.

COURSE SCHEDULE

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| <p>Class period</p> | <p>Topic: page chapters from recommended textbooks posted on BB [as applicable].</p> | <p>Readings: check here on a regular basis for OER notes / news, additional / revised reading resources, website links are updated and posted here: https://cldv100.commons.gc.cuny.edu/course-schedule/</p> <p>All assignments are due by 11:30pm EST every Sunday.</p> |
| <p>Week 1</p> | <p>Intro to Cultural Diversity</p> <p>Read Introduction to CLDV 100 (Syllabus)</p> <p>Samovar et al (2016) Ch. 1. Intercultural Communication: A Requirement for the Interdependent Global Society.</p> | <p>OER Notes</p> <p>Welcome and Introduction to cultural Diversity</p> <p>Review syllabus posted on BB.</p> <p>Check BB course materials page and download content for each week [each weeks reading and learning resources will be posted on the discussion thread].</p> |

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| | | <p>Write a short intro about yourself and experiences / observations with cultural diversity.</p> |
| <p>Week 2</p> | <p>Cultural Artifacts</p> <p>Read</p> <p>1] Alapo, Ch. 7. Culture and Leadership in the 21st Century: National and Family Culture.</p> <p>2] Samovar et al. (2016) Ch. 3 The Deep Structure of Culture: Lessons from the Family.</p> <p>Video</p> <p>Artifact Presentations</p> | <p>OER Notes</p> <p>Artifact presentation: 5 points - due week 2</p> <p>Cultural Artifacts</p> <p>1] Bring an artifact to class and tell us about it in your reflection post for this week and post a 250 word / 1 page reflection about it.</p> <p>2] Upload a photo of the item on BB.</p> <p>3] Make a video of 3-5 minutes about your artifact: about a cultural artifact with meaning to your family's culture or to your culture as a whole.</p> <p>4] Explain your cultural heritage and the relationship with the artifact.</p> <p>Discussion Questions</p> <p>1] Tell the class why it is an artifact (cultural heirloom, religious, something your grandma brought when coming to America, something of family value, a religious, cultural symbol).</p> |

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| | | <p>2] What cultural, religious or family ties do you have to this item?</p> <p>3] How has the item helped you in identifying or maintaining your cultural identity?</p> |
| <p>Week 3</p> | <p>Culture and Society</p> <p>Read</p> <p>1] Alapo, Ch. 6. Culture and Leadership Styles: Hofstede's Cross-Cultural Framework.</p> <p>2] OpenStax Sociology Ch. 3 - Culture.</p> <p>3] Samovar et al, Ch. 2. Communication and Culture: The Voice and the Echo.</p> <p>Watch</p> <p>1] Cultures, Subcultures and Counter Cultures - <u>(41) Cultures, Subcultures, and Countercultures: Crash Course Sociology #11 - YouTube</u></p> | <p>OER Notes</p> <p>Culture and Society</p> <p>What is culture?</p> <p>What are elements of culture?</p> <p>What are the theoretical perspectives on culture?</p> <p>How do cultures persist over time?</p> <p>Discussion Questions</p> <p>1] What are some of your culture shock experiences in cultural variation as part of a dominant culture or subculture?</p> <p>2] Describe your experiences of other cultures and your observations about their values, norms and beliefs.</p> |

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| | | <p>What did you appreciate the most and least liked?</p> <p>3] Describe culture dos and don'ts from your own culture or heritage.</p> <p>What are some norms, values and beliefs that you grew up with and still in existence or practiced as part of your day-to-day cultural values today?</p> |
| <p>Week 4</p> | <p>Elements of Culture</p> <p>Read</p> <p>1] Samovar et al. (2016) Ch. 6. Cultural Values: Roadmaps for Behavior.</p> <p>2] OpenStax Ch. 4, Pop Culture, Subculture and Cultural Change.</p> <p>Watch</p> <p>Symbols, Values and Norms: GD Symbols, Values & Norms: Crash Course Sociology #10 - YouTube</p> | <p>OER Notes</p> <p>Elements of Culture</p> <p>Paper outline: 5 points - due week 4</p> <p>To learn about:</p> <p>Different cultural norms, values, and symbols</p> <p>Pop Culture, Counter Culture and Cultural Change</p> <p>Reflection paper 1</p> <p>Write a 1 page summary or discussion on counter cultures and your cultural norms, different symbols or expressions used in</p> |

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| | | <p>communicating in your culture or from your heritage.</p> <p>Discussion Questions</p> <p>1] What did you find that were similar or different from other cultures?</p> <p>2] Are there similarities or differences if so, discuss them. Also, in your travels or from your experiences / encounters with other cultures, what values would you counter based on your experiences with pop culture, cultural values, beliefs and norms from your own culture or heritage?</p> <p>3] Why do young people find it easier to trend with pop culture than adults? Is this a similar pattern across cultures?</p> <p>4] Share some of your travel experiences (both within and out of the US and add to the discussion your observances or encounters with those from other cultures).</p> |
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| | | <p>Your response to week 4 should address some or all of the above. You should also include references and cite correctly. Remember this is a WI course.</p> |
| <p>Week 5</p> | <p>Norms and Values</p> <p>Read</p> <p>Culture and Leadership in A Society [FYS - First Year Program: Bronx Community College] by Prof. Remi Alapo [Fall 2019].</p> <p>Here is a draft publication / resource that I developed for a 1st year program at BCC [CUNY] in the Spring / Fall of 2019 that I have used as a work book in my sociology courses. The resource packet is on the influences of culture on the individual and the society and provides many different ways in which one can experience culture from other perspectives including one's own. This resource packet will be handy throughout the course of the semester.</p> <p>For this week, read the section on "Experiencing Other Cultures: Do's and Don'ts" on pages 18 - 26: FYS Culture and Society - V. July 15 1 .pdf .</p> | <p>OER Notes</p> <p>Norms and Values</p> <p>Discussion Questions</p> <p>1] What are norms and values and how are they similar or the same across cultures.</p> <p>2] What are some norms present in the society that you find it very hard to get accustomed to or one which you are expected to play a role in but wish could change? Why or why not?</p> <p>3] In your response discuss your experiences with societal or cultural taboos that may exist in one culture and frowned up in another. Share your personal experiences of cultural taboos that you personally experienced or witnessed [you will share a one minute summary in class about your cultural taboo experiences / observations].</p> |

| | <p>Copy posted on BB and on course page on CUNY Academic Commons.</p> | |
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| <p>Week 6</p> | <p>Socialization - Experiencing Other Cultures</p> <p>Read</p> <p>1] OpenStax Sociology Ch. 5</p> <p>2] Samovar et al (2016) Ch. 7. Culture and Identity: Situating the Individual.</p> <p>Watch</p> <p>1] Socialization https://www.youtube.com/watch?v=K-RvJQxqVQc</p> <p>2] Social Development https://www.youtube.com/watch?v=WbBmYLwowc</p> <p>3] Socialization Lecture: https://www.youtube.com/watch?v=2GUFLzUpwTE</p> <p>4] No You Cant Touch My Hair!: https://www.youtube.com/watch?v=OLQzz75yE5A</p> | <p>OER Notes</p> <p>Socialization - Experiencing Other Cultures</p> <p>Draft 1 of final paper: 5 points - due week 6</p> <p>Discussion</p> <p>1] What is Socialization? What are the agents of socialization?</p> <p>2] Why is socialization important in a sociological (the individual, culture and society) context?</p> <p>3] What is the difference between roles and status and why are they important in a Cross-Cultural Context?</p> <p>4] Why is it difficult for many people from other cultures to adapt into other cultures?</p> |

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| | <p>5] I Am Not Your Stereotype. I Am Not My Hair! https://www.youtube.com/watch?v=fSp9Bgn9LSQ</p> <p>6] Going Natural In Education https://www.youtube.com/watch?v=TOhQNR5fDKw</p> <p>7] The Muslim on the Plane https://www.youtube.com/watch?v=UIAmlg_VgnO</p> <p>8] Calling on The 10,000 https://www.youtube.com/watch?v=jgnqlZUI4n8</p> <p>9] Did you Judge Me? Transforming Racism, Stereotype in our World https://www.youtube.com/watch?v=e_QsIOhUg</p> | <p>5] Discuss from the reading, course materials and your own experiences, encounters and observations. Include additional references / resources.</p> <p>See Week 7 and 8 Videos for More on Socialization and Socializing based on Race and Ethnicity.</p> <p>See the last ppt slide presentation in the week 10 midterm folder for a presentation on culture and socialization (this ppt was created by one of my students in last Fall's CLDV 100 course).</p> |
| <p>Week 7</p> | <p>Society and Social Interaction</p> <p>Read</p> | <p>OER Notes</p> <p>Society and social interaction</p> |

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| | <p>1] Alapo, Ch. 5: Cross Cultural Perspectives on Management and Leadership.</p> <p>2] OpenStax Ch. 4, Society and Social Interaction.</p> <p>3] OpenStax Ch. 6, Groups and Organizations</p> <p>4] Samovar et al (2016) Ch. 10. Intercultural Communication in Contexts: Application in Business, Education, and Healthcare.</p> <p>Watch</p> <p>1] Social Interaction and Performance - https://www.youtube.com/watch?v=UUukBV82P9A&t=380s</p> <p>2] Tribal Wives: https://www.youtube.com/watch?v=0PfeXlwfWRg</p> <p>3] The Land of No Men: https://www.youtube.com/watch?v=UmmBLB-UX4</p> <p>4] Sex for Grades: https://www.youtube.com/watch?v=we-F0Gi0Lqs</p> | <p>Presentation of other Culture: Culture Shock do's and Donts</p> <p>Reflection paper 2</p> <p>Discussion: write a 1 page reflection paper on your observations and experiences with different societies and how they interact, and socialize with each other.</p> <p>1] What makes social interaction with other cultures unique or not?</p> <p>2] Why is it difficult for certain cultures to adapt to the ways in which other societies socialize or interact with one another.</p> <p>3] Share your worst socialization "taboo" or experience with someone from another culture. What did you learn?</p> <p>4] Make sure to use appropriate references or citations. Research additional</p> |
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| | <p>5] How Emotions Differ Around The World: https://www.youtube.com/watch?v=JChxT9Yv2iw</p> <p>6] Traditions For Around The World https://www.youtube.com/watch?v=1Xy-K79QB7k</p> <p>7] West and East Cultural Traditions:</p> <p>[Part I] https://www.youtube.com/watch?v=Z0Dtb9Abck</p> <p>[Part II] https://www.youtube.com/watch?v=jLh4QZDyNUA</p> <p>8] How Beliefs and Values Define Culture: https://www.youtube.com/watch?v=U57s0X4imlw</p> | <p>info besides what is posted on the weekly discussion board.</p> |
| <p>Week 8</p> | <p>Cross - Cultural Verbal and Non-Verbal Communication: Gestures and expressions</p> <p>Read</p> <p>Alapo, Ch. 5 Cross Cultural Perspectives on Management and Leadership.</p> | <p>OER Notes</p> <p>Gestures and expressions</p> <p>Mid-Term Exam: 15 points - due week 8</p> <p>A Midterm term exam on "My Cross Cultural Experience" Create a PPT of 10 - 15 page presentation of your cross-cultural experiences including photos of people,</p> |

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| | <p>Samovar et al (2016) Ch. 9. Nonverbal Communication: The Messages of Action, Space, Time, and Silence.</p> <p>The following resource packet "I Am A Leader" [draft resources packet / workbook] by Prof. Remi Alapo has been made available for students to utilize as part of their learning for both week 8 and 9. The following sections are posted on BB and on the course page on CUNY Academic Commons.</p> <p>1] Chapter 5 workbook section activity on Verbal and Non-Verbal Communication.</p> <p>2] International Mother Tongue Day - February 21, 2019: http://www.un.org/en/events/rnothelanguageday/</p> <p>Watch</p> <p>1] Verbal and Non Verbal Communication - https://www.youtube.com/watch?v=AuNeWims4</p> <p>2] Non Verbal Communication - https://www.youtube.com/watch?v=E6NTM793zvo</p> | <p>food, maps, music with a voice over (explanation / presentation), etc.</p> <p>This can also include your travels within and outside of the US, your country of origin, your heritage, your family and your culture or traditions, beliefs, religious practices, types of food, clothing that were passed down.</p> <p>You may even include your cross-cultural experiences in your neighborhoods in NYC showing your encounters or experiences. Draw from our previous class discussions on culture from weeks 1 to 10.</p> <p>Discuss your cultural symbols, norms, values, beliefs, socialization, verbal and non-verbal expressions, language, and make a case based on your "cross cultural experiences" on why cross-cultural understanding is important (or not).</p> <p>Use the reading materials and videos posted and research additional research materials to support your presentation.</p> |
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| | | Each PPT and Voice |
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| | <p>3] Verbal and Non Verbal Communication (mix) - https://www.youtube.com/watch?v=VaZSU0WVIFg</p> | <p>explanation should be 10 minutes. You will need references both on the slides and a separate reference page.</p> <p>Post the presentation in both this weeks discussion thread so that other students can comment or learn from you experiences or encounters and then please post a copy in assignment folders on BB under "midterm" tab so that I can grade your work, thank you.</p> <p>Check BB week 10 discussion thread or previous pages of CLDV 100 for sample ppt.</p> <p>In previous CLDV f2f courses, I had students learn the culture of another classmate and then they presented using ppt of each others cultures and made comparisons etc. For this semester, I am giving the liberty to do the presentation by yourselves telling us about your culture, heritage, or cross-cultural experiences from your travels or neighborhoods etc. See the folder below on story maps / voice threads and use the info to create your presentation. Be creative with the midterm exam.</p> |
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| | | <p>Handbook on Cross-Cultural Leadership - Instructor will provide notes.</p> <p>Discussion Questions /</p> <p>Reflection paper 3</p> <p>Write a 1 page summary on the following:</p> <p>1] Why is it useful to understand the nonverbal language of a culture?</p> <p>2] What are some potential obstacles to accurately reading the nonverbal messages of other people?</p> <p>3] What is meant by the following: "Most nonverbal communication is learned on the subconscious level"?</p> <p>4] In your summary, discuss the following:</p> <p>5] Give your culture's interpretation of the following nonverbal actions for example, how would people from your cultural background interpret the following? Are they</p> |
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| | | <p>acceptable or not? What are some of cultural ramifications from some of these non verbal gestures / expressions?:</p> <ul style="list-style-type: none"> • Two people are speaking loudly, waving their arms, and using many gestures. • A customer in a restaurant waves his hand over his head and snaps his fingers loudly. • An elderly woman dresses entirely in black. • A young man dresses entirely in black. • An adult pats a child's head. <p>.Two men kiss in public.</p> <p>. A black cat crosses dashes over your crossed legs</p> |
| <p>Week 9</p> | <p>Verbal Communication (Language)</p> <p>Read</p> <p>1] Resource packet draft workbook by Prof. Alapo: Chapter 5 workbook section activity on Non-Verbal Communication Across Cultures [posted on BB].</p> | <p>OER Notes</p> <p>Reflection paper 4</p> <p>Write in 1 page your reflection paper based on the following questions. Please use both in text and a separate reference page. Minimize the use of "I" statements which sometimes are not avoidable. The most important factor is to improve your writing by the time you leave this course and be able to turn shorter</p> |

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| | <p>2] Samovar et al (2016) Ch. 8, Verbal Messages: Exchanging Ideas Through Language.</p> <p>3] Visit website: International Mother Tongue Day -February 21: http://www.un.org/en/events/motherlanguageguageday/</p> <p>Watch</p> <p>1] Verbal Vs Non-verbal Communication: Difference between them with examples and comparison chart https://www.youtube.com/watch?v=akfatVK5h3Y</p> <p>2] Language and Identity https://www.youtube.com/watch?v=h8G26UmbvqQ</p> <p>3] How Language Effects Identity? https://www.youtube.com/watch?v=X-jfD2G7P3Y</p> | <p>writing exercises into longer writing projects. Post your responses in this weeks discussion thread and post a copy under the assignment tab in reflection 3 paper folder.</p> <p>Note: You do not need a voice thread for this reflection paper.</p> <p>Discussion Questions</p> <p>1] What languages do you speak? Wish you could speak or what languages are you currently learning? Why?</p> <p>2] Why is language important as a form of verbal maintaining communication across cultures?</p> <p>3] What is the role of language in a culture's existence or survival?</p> <p>4] How might we be concerned about a language disappearing and taking with it an entire cultural and intellectual heritage from a society and what could be done to maintain cultural and intellectual heritage?</p> |
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| | | <p>Reflection as we move forward this semester. You may choose to reflect or not on any of these in your paper.</p> <p>1] Why is it difficult for people who speak the same language but look different think of each other differently? For example, we will be discussing race and ethnicity in the next few weeks and next week, we will start discussion verbal and non-verbal expressions.</p> <p>2] Why does the way in which some groups of people speak or express themselves make them seen as less or equal in the society?</p> |
| <p>Week 10</p> | <p>Cultural Relativism/ Ethnology</p> <p>Read</p> <p>OER content on Cultural Relativism posted on BB.</p> <p>Watch</p> | <p>OER Notes</p> <p>Response / Reaction paper: 10 points - due week 10</p> <p>Ethnocentrism / Cultural Relativism/ [Universalism]</p> <p>Perceptions of Culture, Ideal Culture, Real Culture, and Ethnocentrism,</p> <p>DISCUSSION: starting this week (until the end of the semester), respond to the</p> |

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| | <p>1] Cultural Relativism vs Ethnocentrism - !Philippines I Gjen Linberge Madula - https://www.youtube.com/watch?v=keKnyzpkluM</p> <p>2] Ethnocentrism and Cultural Relativism_ https://youtu.be/EqiK6c67OvU</p> <p>3] Culture Relativism https://youtu.be/g5ZO0Q42xio</p> <p>4] Cultures, Subcultures , and Countercultures: Crash Course Sociology #11 https://www.youtube.com/watch?v=R_V50AV7-Iwc</p> | <p>discussion questions and ONE other person.</p> <p>Answer 2 of the following 3 questions.</p> <p>1] What are some biases that may result as a reason of Cultural Relativism?</p> <p>2] Share some of your own cultural relativist or ethnocentric biases. Why do you think you have these views?</p> <p>3] Do you agree that the United States is a "Melting Pot"? Why or why not?</p> |
| <p>Week 11</p> | <p>Race and Ethnicity:</p> <p>Individualism vs Collectivism / Majority vs Minority</p> <p>Read</p> <p>1] Alapo Ch. 7, Culture and Leadership in the 21st Century: National Culture and Family Culture.</p> <p>2] OpenStax Sociology Ch, 11 Race and Ethnicity.</p> | <p>OER Notes</p> <p>Race and Ethnicity</p> <p>Discussion: respond to any 2 out 3 (from 1-3)</p> <p>1] What is the difference between race and ethnicity?</p> <p>2] What is a majority group (dominant group)? In what</p> |

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| | <p>3] Samovar Ch. 11: Challenges of Intercultural Communication - Managing Differences.</p> <p>4] Race and Ethnicity (By Milenko Manikovich. Stanford Report, June 16, 2017)</p> <p>https://news.stanford.edu/2017/06/16/report-finds-significant-racial-ethnic-disparities/</p> <p>5] Structural Racism: Institutional Racism and Segregated Communities.pdf</p> <p>https://digitalscholarship.tsu.edu/cgi/viewcontent.cgi?article=1032&context=r_bjpa</p> <p>6] Race, Power and Policy: Dismantling Structural Racism (workbook) https://www.racialequitytools.org/resourcefiles/race_power_policy_workbook.pdf</p> <p>7] Race and Ethnicity (Census Bureau)</p> <p>https://www.census.gov/mso/www/training/pdf/race-ethnicity-onepager.pdf</p> | <p>ways are they influential or not?</p> <p>3] What is a minority group (subordinate group)? In what ways are they influential or not?</p> <p>Respond to question 4</p> <p>4] [a] Why do racial and ethnic inequalities exist?</p> <p>[b] Why do Blacks / African Americans, Latinos, Asians, Native American and other minority groups fare worse than whites?</p> |
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| | <p>8] Census Bureau Statement on 2020 Census Race and Ethnicity Questions</p> <p>JANUARY 26, 2018</p> <p>https://www.census.gov/newsroom/press-releases/2018/2020-race-questions.html</p> <p>9] Census quick facts: U.S. Census Bureau QuickFacts: New York</p> <p>Watch</p> <p>1] Race and Ethnicity - crash course sociology</p> <p>https://www.youtube.com/watch?v=7m yLgdZhjjo</p> <p>2] What science tells us about race and racism</p> <p>https://www.youtube.com/watch?v=V XfaXpUE2T8</p> <p>3] Race and Ethnicity</p> <p>https://www.youtube.com/watch?v=R KBrmDfQfWE</p> | |
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| | <p>4] Demographic Structure of Society: Race and Ethnicity</p> <p>https://www.youtube.com/watch?v=4WiiConeatM</p> <p>5] Why Race Matters and How to Start Talking About it: TedEx Talk by Alex Kajitani</p> <p>(91) Why Race Matters in Education Erin Okuno - TEDxMercerIslandHSWomen - YouTube</p> <p>6] A Look at Race Relations through a Child's Eyes</p> <p>https://www.youtube.com/watch?v=GPVNJgfDwpw</p> | |
| <p>Week 12</p> | <p>Race and Ethnicity: prejudice, Stereotypes, discrimination</p> <p>Read</p> <p>1] OpenStax Sociology Ch, 11 Race and Ethnicity.</p> <p>2] Racial Discrimination Laws: U.S. Equal Employment Opportunity Commission Race/Color Discrimination</p> | <p>OER Notes</p> <p>Race and Ethnicity: prejudice, Stereotypes, discrimination</p> <p>Draft 2 of final paper: 10 points - due week 12</p> <p>Reflection Paper 5</p> <p>Respond in a 1 page paper by comparing and contrasting the different experiences of various racial and ethnic groups (or yours) in the United States whether based on culture, tradition, belief system, opportunities, equality.</p> |

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| <p>https://www1.eeoc.gov/eeoc/publications/fs-race.cfm?renderforprint=1</p> <p>3] Racial Socialization</p> <p>https://www.apa.org/pi/families/resources/newsletter/2015/08/racial-socialization</p> <p>Immigrants and Stereotypes / Discrimination</p> <p>Read</p> <p>1] Four myths about how immigrants affect the US economy:</p> <p>https://www.pbs.org/newshour/economy/making-sense/4-myths-about-how-immigrants-affect-the-u-s-economy?fbclid=IwAR20AVzJ4_Pf3rIftMYKF8-DxFGOe69G43jknS3ywA9yA_XAeOaz0jtZ1mU</p> <p>1] Undocumented immigrants and how they started business without papers: https://documentedny.com/2018/10/09/undocumented-entrepreneurs-how-they-started-businesses-without-papers/</p> <p>2] Immigrants and language / culture preservation: https://documentedny.com/2018/11/26/early-arrival-how-queens-nepali-people-are-preserving-their-language/</p> | <p>Racism</p> <p>Explain the difference between stereotypes, prejudice, discrimination, and racism and how they may have affected you as a person based on your race, ethnicity, heritage, culture, tradition, language, religion or belief system and your values.</p> <p>Immigrants and Stereotypes / Discrimination</p> <p>Discussion Questions</p> <p>1] How can immigrants preserve their language and culture in the US to improve race and ethnic relations. Should they forget their language and culture and assimilate into the "American language and culture"? "American language and Culture"? What is it anyway?</p> <p>2] Do you believe that immigrants contribute significantly to the overall crime rates of the communities or cities in which they eventually settle in?</p> <p>3] Do you think that not allowing immigrants into the US may be a fear of some white groups to want to maintain a "white America" and opposing diversity of both racial and ethnic populations? [think melting pot vs salad bowl]</p> <p>4] In your opinion, do you believe that African Americans fear the economic impact of new immigrants as "taking from them what they have worked hard for?"</p> |
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| <p>Watch</p> <p><u>1]</u> <u>(91) Racial/Ethnic Prejudice & Discrimination: Crash Course Sociology #35 - YouTube</u></p> <p>2] Growth, Cities and Immigration: https://www.youtube.com/watch?v=RRhjqqe750A</p> <p>3] US shuts down major San Diego port of entry as migrants rush border: https://www.youtube.com/watch?v=tsGXzzNGtiw</p> <p>4] US restricts border access at San Ysidro Port of Entry: https://www.youtube.com/watch?v=WHKxt7gxPQk</p> | <p>Prejudice / Discrimination</p> <p>The Study of Minorities</p> <p>1] What is a race? 2] What is ethnicity?</p> <p>3] What is a minority or a majority? 4] Why is the study of race important?</p> <p>Culture and Social Structure</p> <p>1] What are some concepts of culture?.</p> |
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| | | <p>2] What are some minority group characteristics?</p> <p>Discussion Questions:</p> <p>1] Why do racial and ethnic inequalities exist?</p> <p>2] Why do Blacks / African Americans, Latinos, Asians, Native Americans and other minority groups fare worse than whites?</p> <p>3] Are things getting better or worse for other minorities?</p> <p>4] What are your Observations / experiences?</p> |
| <p>Week 13</p> | <p>Gender / Sexuality / Sex: Stereotypes, Roles, Expectations</p> <p>Read</p> <p>1] Alapo, Ch. 9 – Women’s Leadership in a Generation X Culture</p> <p>2] OpenStax Sociology Ch. 12 Gender, Sex and Sexuality.</p> <p>3] In a Generation, Minorities May Be the US Majority in the US</p> | <p>OER Notes</p> <p>1] What have been your observations / experiences about regarding the discrimination other minorities such as women, LGBTQ in most societies / communities?</p> <p>2] Discuss some cross - cultural perspectives on gender roles, sex, sexuality, sexual orientation and cultural expectations / biases and stereotypes.</p> |

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| | <p>(By Sam Roberts NY Times Article August 13, 2008)</p> <p>https://www.nytimes.com/2008/08/14/washington/14census.html</p> <p>4] Sex Discrimination or Gender Inequality? By Leslie Bender [posted on BB]</p> <p>5] Other Minorities: Gender, Sex, Sexual Orientation</p> <p>https://ir.lawnet.fordham.edu/cgi/viewcontent.cgi?article=2835&context=flr</p> <p>6] Visit website: International Day for the Elimination of Violence Against Women: UN Women program on Monday November 19, 2018:</p> <p>https://news.un.org/en/story/2018/11/1026071</p> <p>7] Visit website: why we must eliminate violence against women:</p> <p>http://www.un.org/en/events/endviolenceday/</p> <p>Watch</p> <p>1] Gender equality: the smart thing to do</p> | <p>3] Are things getting better or worse for other minorities?</p> <p>4] What are your observations / experiences?</p> |
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| | <p>https://www.youtube.com/watch?v=hdOcjKsUqOI</p> <p>2] Why Gender Equality is good for everyone including men https://www.youtube.com/watch?v=7n9IOH0NvyY</p> <p>3] The future of race and ethnic relations in the US https://www.youtube.com/watch?v=IUkqHDxLp6M</p> | |
| <p>Week 14</p> | <p>Culture and Technology</p> <p>Read</p> <p>OpenStax Sociology Ch. 8 Media and Technology</p> <p>Watch</p> <p>How culture and technology create one another - https://www.youtube.com/watch?v=Eo8iNn2CCE4</p> | <p>OER Notes</p> <p>Discussion Questions</p> <p>Respond to any 2 of the following questions from 1 - 3 and respond to question 4.</p> <p>1] How is culture important as part of social interactions or personal development in society? For example, what are some examples of cultural lag that are present in your life?</p> <p>2] Do you think technology affects culture positively or negatively in terms of socialization? Explain.</p> <p>3] How have racial and ethnic groups been able to use technology in communicating some of the challenges of racism or racial and ethnic oppression in their various communities?</p> |

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| | | <p>4] What are some ways in which racial and ethnic minorities can manage differences in inter - cultural communication and promote diversity when communicating or socializing with those who are from the majority group?</p> <p>5] In what ways can the access and use of technology be used in the preservation of cultural heritage, history, language and a specific people or society? Why or why not is the access and use of technology important for these purposes?</p> |
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| | | <p>Reflection Paper [yes you may use I statements for this reflection :] - 1 page</p> <p>1] Share a funny story about your culture regarding the access and use of technology. It may be stories about your grandparents, country, heritage, community, parents or even yourself. What are some reservations people from your racial or ethnic group have in the use of recent or appropriate technology?</p> <p>2] In your discussion, you may choose to discuss the use of technology in obtaining justice, equality for racial and ethnic minorities and other minorities such as women, sex and gender orientation.</p> <p>3] You may also include discussion on any movements, organizations or groups. If you wish, you may discuss on your own personal experiences or observations on how the use of technology has been instrumental in "data collection" when seeking for justice in minority communities.</p> |
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| <p>Week 15</p> | <p>Multi Education / Diversity / The Individual and Society</p> <p>Read</p> <p>1] Samovar et al. (2016) Ch. 11. The Challenges of Intercultural Communication: Managing Differences.</p> <p>2] Various publications posted on BB on Diversity and Multi-Cultural Education [and or course page on CUNY Academic Commons].</p> <p>Watch</p> <p>1] Multi cultural education: an overview - https://www.youtube.com/watch?v=AKfdzMoyf8Q</p> <p>2] Diverse Education for a student in the Education System I Elijah Jones - https://www.youtube.com/watch?v=K7TEslQCwTY</p> <p>3] What is Multi Cultural Education? https://www.youtube.com/watch?v=VpK6pfbcH78</p> <p>4] Competencies for Teaching in Multi Cultural Classrooms? https://www.youtube.com/watch?v=MwM7kYUGUzA</p> <p>5] Multi Cultural Education:</p> | <p>OER Notes</p> <p>Diversity: The Individual and Society/Multi-Cultural Education</p> <p>Discussion</p> <p>Final Exam review</p> <p>1] Share a 5 minutes reflection with the class based on your paper topic some recommendations, solutions, or suggestions on diversity and multicultural education.</p> <p>2] In light of what is currently going on regarding the BLM vs ALM, how can we end racism, promote diversity and teach multiculturalism and diversity in our schools?</p> <p>3] Do you think they would promote cross cultural understanding?</p> <p>4] Discuss how you would persuade someone from</p> |
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| | <p>https://www.youtube.com/watch?v=ZIElu2u6kI</p> <p>6] Multi - Cultural classroom: https://www.youtube.com/watch?v=Jy-oTXMRjfg</p> <p>7] What Multiculturalism can do for everyone: https://www.youtube.com/watch?v=Mj87qO4SAoE</p> <p>8] The 5 dimensions of Multicultural Education: https://www.youtube.com/watch?v=1bBb8Nk8Mvs0j</p> <p>9] Multiculturalism in the classroom: https://www.youtube.com/watch?v=7XzfDCT2s4E</p> <p>10] 7 Principles of Multi Cultural Education: https://www.youtube.com/watch?v=1-7rUno4Y94</p> <p>11] Diversity Matters in Education: https://www.youtube.com/watch?v=Rcw09YMDHuU</p> <p>12] What is Multiculturalism? https://www.youtube.com/watch?v=2fOb3oP38rQ</p> | <p>another racial or ethnic group to understand your racial and ethnic group, your values, norms, beliefs, traditions, customs, gestures and expressions, food, clothing, hair and other cultural factors /diversity?</p> <p>5] Draw responses from EVERYTHING we have discussed in class this semester. Use references from the listed below in addition to your own references that you researched.</p> |
| TBA | FINAL EXAM | Final Exam: 25 points due after week 15 |

WRITING RESOURCES

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| Resource: Citation and References | Resource: Citation and Refences York College Library: https://www.york.cuny.edu/library Tools for Bibliography: https://www.york.cuny.edu/library/reference-databases/bibliography-tools Citation Builder: https://www.lib.ncsu.edu/citationbuilder/ Purdue Online Writing Lab: https://owl.purdue.edu/owl/purdue_owl.html |
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| | <p>3] APA-MLA Annotated Bibliography: Complete Guide to the Annotated Bib Part 3</p> <p>https://www.youtube.com/watch?v=USMvfvMszhA&feature=youtu.be</p> <p>4] APA-MLA Annotated Bibliography: Complete Guide to the Annotated Bib Part 4</p> <p>https://www.youtube.com/watch?v=Zvzw_qPkinQ</p> |
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| Resource: Voice Threads | Info about Voice Threads Hi, everyone! Thank you for registering for the VoiceThread Advanced Skills workshop. Here is the link to the recording (9/22 workshop): https://voicethread.com/share/15529933/ Here is the link to our workshop page where you can register for upcoming sessions or view the archives on the right side of the page: https://voicethread.com/workshops Here is the link to our blog where you will find a number of guest posts from educators who use VoiceThread with their classes: https://voicethread.com/blog And here is the link to our YouTube channel. If you subscribe to our channel, you will receive our latest tutorials as soon as we post them: https://www.youtube.com/channel/UCXggZ2yUPudu9EKx5ZtrdAw Basic workshops here: https://voicethread.com/workshop-categories/basics |
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| Resources: Annotated Bibliography | Purdue Writing Lab: https://owl.purdue.edu/owl/general_writing/common_writing_assignments/annotated_bibliographies/annotated_bibliography_samples.html Watch 1) APA-MLA Annotated Bibliography: Complete Guide to Writing the Annotated Bib Part 1: https://www.youtube.com/watch?v=iW4eXLAtohk&feature=youtu.be 2) APA-MLA Annotated Bibliography: Complete Guide to the Annotated Bib Part 2 https://www.youtube.com/watch?v=w3A_wEMvnFA&feature=youtu.be 3) APA-MLA Annotated Bibliography: Complete Guide to the Annotated Bib Part 3 https://www.youtube.com/watch?v=USMvfVmszhA&feature=youtu.be 4) APA-MLA Annotated Bibliography: Complete Guide to the Annotated Bib Part 4: https://www.youtube.com/watch?v=Zvzw_qPkinQ |
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| <p>Resource: Writing: planning, drafting, writing, editing</p> | <p>Resource: writing: planning, drafting, writing, editing</p> <p>Writing Outlines</p> <p>https://academicguides.waldenu.edu/writingcenter/writingprocess/outlining</p> <p>Revising and Editing Draft Papers</p> <p>https://guides.hostos.cuny.edu/edu299/5#s-lg-box-21554360</p> <p>Writing and Editing Draft Papers</p> <p>https://guides.hostos.cuny.edu/edu299/5</p> <p>Writing Reflection Papers</p> <p>https://guides.hostos.cuny.edu/edu299/5#s-lg-box-21554512</p> |
| <p>Free Writing and Tutoring Services For York College Students</p> | <p>Hello,</p> <p>April comes to a close, we'd like to remind everyone about the free tutoring services available for students at the Collaborative Learning Center (CLC).</p> <p>CLC Subject-area tutors support students in their Biology, Economics, Business, Chemistry, Health Courses, Occupational Therapy, Nursing, Computer Science, Clinical Lab Science, Spanish, or Accounting courses. CLC Writing tutors can also help with writing assignments for <u>any</u> course.</p> <p>We offer all of our services online.</p> |

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| | <p>Students can make appointments through our scheduling website: https://wi.york.cuny.edu. In order to make appointments, students need to log in with their <u>York College Network account</u>.</p> <p>If they don't know their York Network credentials, students can email helpdesk@york.cuny.edu.</p> <p>Bonus! You can share our video showing students how to make an appointment.</p> <p>So please let your students know of this free tutoring service https://i.imgur.com/2Elq1ti.png</p> <p>Regards,</p> <p>Collaborative Learning</p> <p>Center York College/ CUNY</p> <p>94-20 Guy R. Brewer Blvd.</p> <p>Jamaica, NY, 11451</p> <p>Phone: 718-262-2303 /2494</p> <p>York College Webpage</p> |
| <p>Managing discussion about race and ethnicity from York College HR</p> | <p>As the trial of Derek Chauvin, the former police officer accused in the death of George Floyd, continues, people may experience a range of emotions and reactions, depending on the outcome. This can be a challenging time and we wanted to provide you with the resources you may need to manage the emotions that might surface. We've attached materials as well as several links below from our EAP partner, CCA:</p> <p>Rewire- " How to Manage Complicated Feelings During the Chauvin Trial" CNN- " A sk a Black Therapist: 5 Tips to Support Black Mental Health During the Derek Chauvin Trial"</p> |

[ABC News-"Mental Health Experts Warn Derek Chauvin Trial May Revive Feelings of Racial Trauma"](#)
[Children's Minnesota-"Tips for Parents During the Trial of Derek Chauvin for the Death of George Floyd"](#)
[A PDF containing resources on self-care and coping with racial stress, as well as information on the trial in Minneapolis](#)

For additional content on

managing sensitive conversations about race, talking with children about racism, recovering from racial trauma, and how to support greater equity in society, please visit the **Racial Equity**

and **Trial Progress** features

Within the **News For You** section on

www.myccaonline.com

(Company Code: **CUNY**).

Remember that CCA@YourService can also be reached confidentially at **800-833-8707**. Counselors are standing by 24/7 to help you and your family members.

We hope that you will take advantage of these timely resources and that you find them helpful.

Best regards from the HR Team.

Sabrina Johnson Chandler, SHRM-SCP
Executive Director, Human Resources

**Writing Wrongs
project**

**[Prof. Remi Alapo is one of the advisors
on Writing Wrongs project and
encourage students to apply.**

**Extra credit can be arranged as part of the
CLDV 100 course.**

Contact me: oolapol@york.cuny.edu].

Hello!

Are your students ready to do something amazing and worthwhile after a year of pandemic life? I'm excited to inform you that applications are open for [Writing Wrongs: On Location](#). Because the 2020 program on racism was cancelled due to the pandemic, the topic remains the same for 2021. The program will be in Bethlehem, PA.

**** The deadline for initial applications is
May 1. ****

I hope that after reading this email you will share with your students this unique opportunity to have their work published in a print book as the result of their collective work. BMCC is just 1.5 hours from the program location. I've attached posters which can be attached to emails and shared on social media. Please read on for more info! We are also seeking interested members of college and university faculty to serve as program advisors for the students in their respective concentrations.

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| | <p>Visit the website for more information and to apply.</p> <p>About Writing Wrongs</p> <p>Writing Wrongs is a 501(c)(3) nonprofit advocacy journalism program</p> <p>that examines social issues through the power of the pen and the lens.</p> <p>We have been hosting an annual program for college students every year since 2015. Students who have participated in previous Writing Wrongs programs represent 22 colleges and universities in Pennsylvania, Maryland, New Jersey, and New York.</p> <p>At each program, the selected students have immersed themselves in a specific social issue and created a print book in just three days with their interviews and photographs of people who are directly affected. They have posted to our social media accounts, created video clips of the participants, and designed the entire book and cover.</p> <p>We now offer TWO programs. The On Location program is the one we've been offering since 2015 at a specific location. And our first-ever remote program, Writing Wrongs: Nationwide, is currently running from March through May 31, 2021.</p> |
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| | <p>Writing Wrongs' publications containing the students' work include the following:</p> <p><i>Outgrowing: Stories From the LGBTQ+ Community</i> (2019) <i>Strength in Vulnerability: Reclaimed Voices of Domestic Violence & Sexual Assault</i> (2018, available in both print and ebook). <i>Untold, Unseen, Unheard: Perspectives on Immigration</i> (2017) <i>Addiction: Stories of Hope</i> (2016) Writing Wrongs 2015, a newspaper</p> <p>This story, written by a then-Millersville University student during Writing Wrongs' 2017 program on immigration, is representative of the writing your students would be doing if selected for the Writing/Editing concentration.</p> <p><u>Videography Examples</u></p> <p>Rainy Leonor</p> <p>Yessenia Blanco</p> <p>About Writing Wrongs</p> <p>Racism</p> |
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| | <p><u>Eligibility</u></p> <p>Any current undergraduate or graduate student who will be registered for Fall 2021 may apply. They must be at least 18 and meet the minimum requirements of the concentration to which</p> <p>They're applying: Writing/Editing, Print Design, Photography, Videography, or Social Media Management.</p> <p><u>Cost</u></p> <p>The program is completely funded by donors. All lodging and meals for students are paid in full by Writing Wrongs.</p> <p><u>Application Process</u></p> <p>The deadline for initial applications is May 1. Students should apply on the website. After submitting the initial application, students will Receive instructions about their Official Application Packet, which is due by June 1.</p> |
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| | <p><u>Components of the On</u></p> <p><u>Location Program</u></p> <p>All students will complete pre-program preparation, which begins in June and continues until the program culminates on Labor Day weekend- September 3 (5 p.m.), 4, 5, and 6. This includes light reading material, viewing short videos and at least one documentary, and commenting in the online Writing Wrongs Staff group. One to two assignments per week.</p> <p>Staff in each concentration will have specific tasks to complete at the weekend program in relation to producing the book. All work (interviews, photographs, videos, design) will be completed by the end of the program on Monday, September 6.</p> <p><u>Outcomes</u></p> <p>Writing Wrongs Nationwide</p> <p>affords students notable opportunities that include the following:</p> <ul style="list-style-type: none">To gain real-world journalism and publishing experience,To address a prominent issue in our society,To produce digital and print articles, photography, video clips and other items for their professional portfolios, andTo add a distinctive community service experience on their resume. |
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| | <p>I appreciate your assistance in sharing the information about this program with your students. If you have questions, please feel free to contact me.</p> <p><i>To be removed from this list, reply with " Remove" in the body.</i></p> <p>Sincerely, Dawn</p> |
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REMINDER / COURSE NOTES

SYLLABUS

This syllabus is tentative and subject to change. I reserve the right to change any assignment, points, scheduling and/or dates of anything on this Syllabus when necessary. See BB announcement page and course page for the most up to date course content.

<https://cldv100.commons.gc.cuny.edu/course-schedule/>

CLASS DISCUSSIONS

All assignments such as exams, quizzes, reflection papers, research papers will be due on Sundays by 11:30pm. All weekly discussions are also due by 11:30pm. You will need to respond to 2 different people in a minimum of 150 words or more to get credit for participation.

Remember that this is a Writing Intensive course. You will have weekly discussion questions and 4 - 1 page reflection papers which the instructor will post and in addition to the discussion questions. Discussions are due preferably on Tuesdays and Thursdays so that other students can interact and respond to each others' post on BB, but must be turned in by Sundays at 11:30pm.

ZOOM LECTURES PRESENTATIONS

I will post the zoom lecture meeting dates and times ahead of time (for student reflections and presentations) and also for instructor lectures.

CUNY Academic Commons Course page for CLDV 100

Revised student presentations / Active Learning Assignment and course content will be posted on the CUNY Academic Commons page which is licensed under the CC-BY-NC-SA 4.0: <https://cldvl00.commons.gc.cuny.edu/>

The instructor will ensure privacy and will only include student's 1st or last names on the presentation. In addition, the CC License logo will be included on the front page of posted work.

CUNY Academic Works

A copy of the revised syllabus [syllabus only] will be uploaded on the CUNY Academic Works page.

FINAL EXAM: RESEARCH PAPER a minimum of 10 [and not more than 15] pages.

Title page, content page, annotated bibliographies, references pages NOT included as part of the 10 - 15 written pages content. APA format, 12 points, Times New Roman font, double spaced, 5 point indent at margins, in text citation to support direct quotes, paraphrased sentences, or ideas, a separate reference page [work cited for the overall paper], annotated bibliographies [minimum of 10 in at least 5 sentences each]. You may format the final paper according the sections below and include your own section / sub section headings.

1] TITLE PAGE

2] CONTENT PAGE [REVISED OUTLINE]

3] INTRODUCTION / SUMMARY

4] 1ST DRAFT SECTION OF YOUR PAPER

5] YOUR CROSS - CULTURAL EXPERIENCES

6] RESPONSE PAPER [THE PROBLEM]

7] RECOMMENDATIONS / SUGGESTIONS [to cultural diversity, equity]

8] CONCLUSION

9] ANY OTHER BACK MATTER / APPENDIX [links for images/ videos]

10] REFERENCES

A separate reference page for all the work you cited [different from the annotated bibliography page]. No web links only. You will need author name, date of publication, title, publisher info, weblink etc.

ACTIVE LEARNING ASSIGNMENT: ANNOTATED BIBLIOGRAPHY

The purpose of the Active Learning Assignment is to:

- Engage students in scholarship and research;
- Enhance student's learning for improved academic research success;
- Encourage ownership and the ability to conduct active research for a WI course;
- Work collaboratively with other students as part of a team;
- Improve student's independent and critical thinking abilities both in class and out of class sessions.

Group Assignment [from syllabus] - worth 10 points of the final exam grades

As part of the OER project approved by CTLET, students will compile a list of annotated resources on racial justice and those that promote cross cultural understanding, diversity, multi-culturalism and racial equity. Students can add to this page at anytime. These will be cross checked when students turn in the assignment for their final exam paper and will be uploaded on the CUNY Academic Commons page created for the course located here:
<https://cldv100.commons.gc.cuny.edu/projects/>

Each student will post their assignment on the course calendar in the week you think your topic aligns. For example, if your paper is on gender and sexual equality, you will post your annotated bibliographies in the week 12 section on the course calendar; if your topic is on the amazon people and technology, you will post your bibliographies in the week 14 section of the google doc. Students can add to or edit other annotations as they deem fit at any time. Each person making a correction or providing feedback will need to leave add their name to the comment section of the document. You will include the bibliographies in the final paper but you will still need to copy and paste into the OER google doc Active Learning Assignment page as follows:

1] Your Name

2] Topic of your paper

3] A 200 - 300 word summary [copy and paste the intro and conclusion section from your individual paper] of what your paper is about and why you wrote about this paper.

4] A minimum of 10 annotated bibliographies [5 sentences each for each reference. A short description about the topic, why you selected the reference, what it is about - main topic, summary about this reference, what is missing in the reference relating to the topic you selected, what is in there of value relating to the topic you selected, what did you benefit from using this resource, what can others benefit from these resources.

5] See the links [see below the week 15 BB discussion threads on annotated bibliographies], your bibliographies must be alphabetized and in APA format. You will post in the annotated bibliographies google doc page created for the class in the appropriate week 1 to 15 section that matches your final paper topic as on the syllabus and copied below.

CLDV 100 WEEKLY TOPICS

| | |
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| Week 1 | Intro to Cultural Diversity |
| Week 2 | Cultural Artifacts |
| Week 3 | Culture and Society |
| Week 4 | Elements of Culture |
| Week 5 | Norms and Values |
| Week 6 | Socialization |
| Week 7 | Social Interaction |
| Week 8 | Verbal/Non-Verbal Communication: Gestures and expressions |
| Week 9 | Verbal Communication: Language |

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| Week 10 | Cultural Relativism / Universalism / Ethnology / |
| Week 11 | Race and Ethnicity: Individualism vs Collectivism / Majority vs Minority |
| Week 12 | Race and Ethnicity: Prejudice, Stereotypes, Discrimination |
| Week 13 | Gender / Sexuality / Sex: Stereotypes, |
| Week 14 | Culture and Technology Roles, Expectations |
| Week 15 | Diversity: The Individual and Society / Multi-Cultural Education |

CULTURAL DIVERSITY



Source

How Teachers Can Address Cultural Diversity in the Classroom
<https://blog.socialstudies.com/how-teachers-can-address-culture-in-the-classroom>

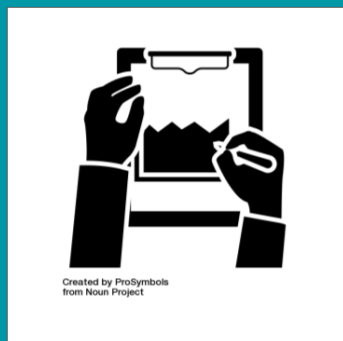
National Curriculum Standards for Social Studies: Introduction. (n.d.). Retrieved July 25, 2020, from <https://www.socialstudies.org/standards/national-curriculum-standards-social-studies-introduction>

WHAT IS ACTIVE LEARNING?



Teaching methods and strategies that involve student participation and engagement with the material in a meaningful way during class time.

BENEFITS OF ACTIVE LEARNING

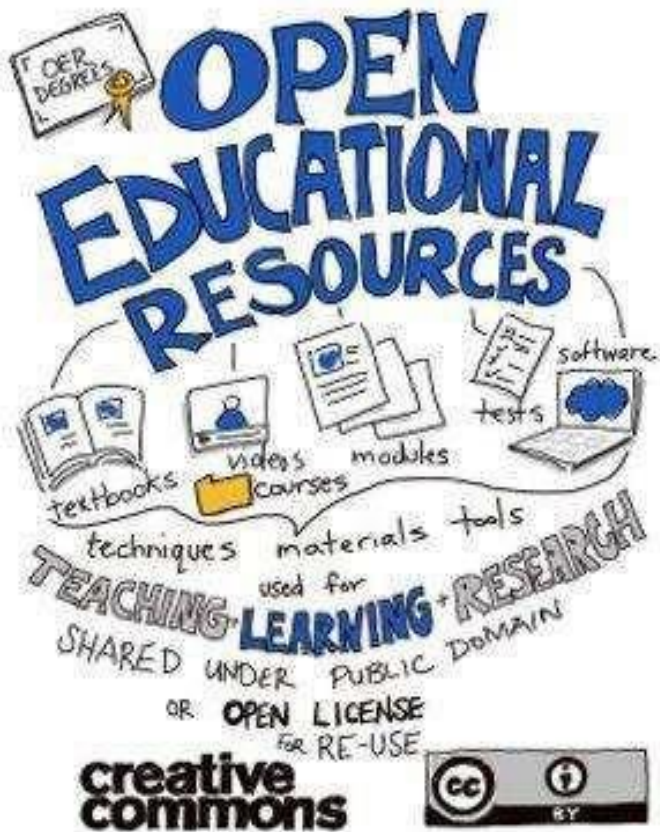


Enhances student learning and improves student performance during class and on assignments

[Image source: [Active Learning Steams Center for Teaching and Learning \(gmu.edu\)](https://www.steamscenterforlearning.org/)]

What does a zero cost/ZTC (zero textbook cost) designation mean?

The definition of a zero-cost resource is that students do not incur any cost for purchasing it—rather than zero-cost to its creators or the libraries that obtain and maintain it. While the College Now students are enrolled in their courses, they can use any resource provided by the York College Library, including a large number of databases that cover academic and general-interest articles, as well as resources such as [LinkedIn Learning](#) [Source: CTLET / York College Library].



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REFLECTION 1

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