Instructor Information  
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City, State, Zip: Wisconsin Rapids, WI 54494  
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Fax: (715) 422-5609  
Office Hours: By appointment

Class Information  
Title: Race, Ethnic, and Diversity Studies  
Number of Weeks: 17  
Location: Room T-153

Course Description  
Race, Ethnic and Diversity Studies is a course that draws from several disciplines to reaffirm the basic American values of justice and equality by teaching a basic vocabulary, a history of immigration and conquest, principles of transcultural communication, legal liability and the value of aesthetic production to increase the probability of respectful encounters among people. In addition to an analysis of majority/minority relations in a multicultural context, the topics of ageism, sexism, gender differences, sexual orientation, the disabled and the American Disability Act (ADA) are explored. Ethnic relations are studied in global and comparative perspectives.

Prerequisites  
An intense desire to learn about social justice and equity issues in racial and ethnic relations, and other areas of diversity.

Textbook  

Class Structure and Broad Goals  
We will approach the study of race, ethnicity and diversity using a grounded theory approach. We will begin by examining diversity on a personal level, and will continue to expand our circles of diversity outward all the way to a global level. We will wrap-up the
semester by developing a shared vision for the future of race, ethnicity, and diversity in our society.

**Exit Learning Outcomes Addressed in this Course**

I. Accept responsibility for the implications of your personal biases.

Learning Objectives:
1. Learner will describe factors that promote prejudice.
2. Learner will examine how prejudices are perpetuated.
3. Learner will differentiate multiculturalism and pluralism.

II. Discuss the importance of a global perspective on ethnic relations.

Learning Objectives:
1. Learner will explain the basic premise of a global perspective.
2. Learner will identify advantages and disadvantages of globalization.
3. Learner will describe how social institutions are effected by globalization.

III. Differentiate the basic concepts of race, ethnicity, gender, minority group, components of culture, and the role of cultural transmission in perpetuating inequality.

Learning Objectives:
1. Learner will identify minority groups based on gender, age, disability, sexual orientation, and religion.
2. Learner will explore cultural/social change with respect to minority groups based on gender, age, disability, sexual orientation, and religion in the U.S.
3. Learner will examine challenges faced by minority groups based on gender, age, disability, sexual orientation and religion in the U.S.

IV. Apply the principles of intercultural communication.

Learning Objectives:
1. Learner will describe types of communication.
2. Learner will examine communication style differences based on culture.
3. Learner will identify examples of prejudice in our language.

V. Analyze the legal implications of your behavior relative to diverse populations.

Learning Objectives:
1. Learner will examine relevant legal and legislative action relating to behavior in a diverse population.
2. Learner will provide examples of illegal behavior with regard to diversity.
3. Learner will describe Affirmative Action.
4. Learner will recognize components of the Americans with Disabilities Act
5. Learner will examine the Civil Rights Act of 1964
VI. Participate in an international or diverse domestic environment.

Learning Objectives:
1. Learner will identify a diverse environment.
2. Learner will characterize components of a diverse environment.
3. Learner will interpret their experience in a diverse environment.
4. Learner will describe characteristics of a diverse workplace.
5. Learner will describe characteristics of a diverse educational environment.

VII. Practice behaviors that influence others to respect those who are different from themselves.

Learning Objectives:
1. Learner will differentiate prejudice and discrimination.
2. Learner will identify stereotypes.
3. Learner will examine intergroup hostility

VIII. Analyze the patterns and implications of racial and ethnic adaptation and immigration.

Learning Objectives:
1. Learner will identify minority racial and ethnic minority groups in the U.S.
2. Learner will explore immigration, assimilation, and adaptation patterns of minority groups in the U.S.
3. Learner will examine challenges faced by minority groups in the U.S.

IX. Appreciate the aesthetics of both material and nonmaterial aspects of culture.

Learning Objectives:
1. Learner will differentiate material and non-material culture.
2. Learner will give examples of material and non-material culture.
3. Learner will define and give examples of cultural lag.

X. Explore patterns of dominance over other minority groups in the areas of gender, age, disability, sexual orientation, religion, diversity of place, and diversity of governance.

Learning Objectives:
1. Learner will compare and contrast patterns of dominance among diverse populations.
2. Learner will describe major historical events that have characterized US race, ethnic, and diverse relationships.
3. Learner will explain patterns of dominance utilizing sociological perspectives/theories.
## Grading Rubric

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Score</th>
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</thead>
<tbody>
<tr>
<td><strong>Attendance</strong></td>
<td></td>
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<tr>
<td>(see note 1)</td>
<td></td>
</tr>
<tr>
<td><strong>Criteria</strong></td>
<td><strong>Score</strong></td>
</tr>
<tr>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>5 or More</td>
<td>3 or More</td>
</tr>
<tr>
<td>Unexcused</td>
<td>Unexcused Absences</td>
</tr>
<tr>
<td>Absences</td>
<td>1-2 Unexcused Absences</td>
</tr>
<tr>
<td>Perfect</td>
<td>Attendance, No Unexcused Absences</td>
</tr>
<tr>
<td>Participation</td>
<td></td>
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<tr>
<td>(see note 2)</td>
<td></td>
</tr>
<tr>
<td><strong>Criteria</strong></td>
<td><strong>Score</strong></td>
</tr>
<tr>
<td>1</td>
<td>2-4 Unexcused</td>
</tr>
<tr>
<td>Unexcused</td>
<td>1-2 Unexcused</td>
</tr>
<tr>
<td>Absences</td>
<td>1-2 Unexcused</td>
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<tr>
<td>Student fully,</td>
<td>Student fully,</td>
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<td>actively, and</td>
<td>actively, and constructively</td>
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<tr>
<td>constructively</td>
<td>constructively</td>
</tr>
<tr>
<td>participated in</td>
<td>participated in</td>
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<tr>
<td>at least ¼ of the</td>
<td>at least ½ of the</td>
</tr>
<tr>
<td>class activities.</td>
<td>at least ¾ of the</td>
</tr>
<tr>
<td>Participation</td>
<td>Student fully,</td>
</tr>
<tr>
<td></td>
<td>actively, and constructively</td>
</tr>
<tr>
<td></td>
<td>participated in</td>
</tr>
<tr>
<td></td>
<td>at least ¾ of the</td>
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<tr>
<td>Written Reports</td>
<td></td>
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<tr>
<td>(see note 3)</td>
<td></td>
</tr>
<tr>
<td><strong>Criteria</strong></td>
<td><strong>Score</strong></td>
</tr>
<tr>
<td>-Content</td>
<td>At least ¼ of required content included.</td>
</tr>
<tr>
<td>-Length/Format</td>
<td>Length and Format are not in compliance,</td>
</tr>
<tr>
<td></td>
<td>paper has many errors.</td>
</tr>
<tr>
<td>Oral Report</td>
<td></td>
</tr>
<tr>
<td><strong>Criteria</strong></td>
<td><strong>Score</strong></td>
</tr>
<tr>
<td>-Content</td>
<td>At least ¼ of required content included.</td>
</tr>
<tr>
<td>-Time Frame</td>
<td>Overall presentation was not even close to</td>
</tr>
<tr>
<td></td>
<td>being within time allotted, and each</td>
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<tr>
<td></td>
<td>section was not allocated an</td>
</tr>
<tr>
<td>Written Reports</td>
<td></td>
</tr>
<tr>
<td>(see note 3)</td>
<td></td>
</tr>
<tr>
<td><strong>Criteria</strong></td>
<td><strong>Score</strong></td>
</tr>
<tr>
<td>-Content</td>
<td>At least ¼ of required content included.</td>
</tr>
<tr>
<td>-Length/Format</td>
<td>Length and Format are not in compliance,</td>
</tr>
<tr>
<td></td>
<td>but paper has few errors.</td>
</tr>
<tr>
<td>Oral Report</td>
<td></td>
</tr>
<tr>
<td><strong>Criteria</strong></td>
<td><strong>Score</strong></td>
</tr>
<tr>
<td>-Content</td>
<td>At least ¼ of required content included.</td>
</tr>
<tr>
<td>-Time Frame</td>
<td>Overall presentation was not even close to</td>
</tr>
<tr>
<td></td>
<td>being within time allotted, and each</td>
</tr>
<tr>
<td></td>
<td>section was not allocated an</td>
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</tbody>
</table>

### Notes:
1. **Attendance:**
   - 5 or More Unexcused Absences
   - 3-4 Unexcused Absences
   - 1-2 Unexcused Absences
   - Perfect Attendance, No Unexcused Absences
2. **Participation:**
   - Student fully, actively, and constructively participated in at least ¼ of the class activities.
   - Student fully, actively, and constructively participated in at least ½ of the class activities.
   - Student fully, actively, and constructively participated in at least ¾ of the class activities.
   - Student fully, actively, and constructively participated in all class activities.
3. **Written Reports:**
   - At least ¼ of required content included.
   - At least ½ of required content included.
   - At least ¾ of required content included.
   - All required content included.
4. **Oral Report:**
   - Overall presentation was not even close to being within time allotted, and each section was not allocated an appropriate amount of time.
   - Overall presentation was close to being within time allotted, and each section was not allocated an appropriate amount of time.
   - Overall presentation was within time allotted, but each section was not allocated an appropriate amount of time.
   - Overall presentation was within time allotted and each section was allocated an appropriate amount of time.
<table>
<thead>
<tr>
<th>Position Papers (see note 4)</th>
<th>appropriate amount of time.</th>
<th>amount of time.</th>
</tr>
</thead>
<tbody>
<tr>
<td>-Content</td>
<td>At least ¼ of required content included.</td>
<td>At least ½ of required content included.</td>
</tr>
<tr>
<td>-Length/Format</td>
<td>Length and Format are not in compliance, paper has many errors.</td>
<td>Length and Format are not in compliance, paper has more than a few errors.</td>
</tr>
<tr>
<td>Worksheets</td>
<td>Worksheet less than ½ complete overall, and questions are not fully answered.</td>
<td>Worksheet at least ½ complete, and questions are fully answered.</td>
</tr>
<tr>
<td>Article Summaries</td>
<td>One article summary completed.</td>
<td>Two article summaries completed.</td>
</tr>
<tr>
<td>Essay Test</td>
<td>Essay answers only a part of the question and the answer is only partially correct.</td>
<td>Essay answers only a part of the question and the answer is correct.</td>
</tr>
</tbody>
</table>

Note 1 The General Education Department policy allows an instructor to drop any student who misses 6 classes.

Note 2 The Participation Grade includes 4 points for participation in the class in general, 4 points for participation in developing the Shared Vision Wiki, and 4 points for participating in the Second Life Interactions.

Note 3 There will be a total of 2 written reports. Each report will be graded based on the rubric for a total of 16 possible points.

Note 4 There will be a total of 2 position papers. Each paper will be graded based on the rubric for a total of 16 possible points.
Note 5

<table>
<thead>
<tr>
<th>Points Possible</th>
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</thead>
<tbody>
<tr>
<td>Written Reports = 16</td>
</tr>
<tr>
<td>Oral Report = 8</td>
</tr>
<tr>
<td>Worksheets = 8</td>
</tr>
<tr>
<td>Essay Test = 4</td>
</tr>
<tr>
<td>Position Papers = 16</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Points Possible</th>
</tr>
</thead>
<tbody>
<tr>
<td>A  94-100</td>
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<tr>
<td>B+ 88-89</td>
</tr>
<tr>
<td>B- 83-84</td>
</tr>
<tr>
<td>C+ 80-83</td>
</tr>
<tr>
<td>D+ 74-75</td>
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<tr>
<td>D- 70-71</td>
</tr>
</tbody>
</table>

Class Activities
All of the activities for this course are summarized below. Students will receive additional guidance for each activity in a separate document.

Article Summaries
Students will be required to submit summaries of any four articles they select that are focused on assigned content areas. These summaries and attached articles may be used to prompt class discussion. Students will share their articles and summaries in class and will compare and contrast the issues presented with their peers.

Class Discussions
Class discussion will be based on videos, assigned readings, as well as current events at the local, regional, national, international levels. Media coverage of local regional, national, and international events will provide multiple opportunities for the class see how our society and others deal with issues of diversity.

 Debates
We will use structured debates to develop an understanding of divergent and shared views on multiple topics. Students will be required to adhere to the rules of the debate and to the nine tools of civility as they work through the debate process.

Oral Report
Each student will be required to develop a five minute oral report on their personal vision for the future of our society along the lines of diversity. Students will have the option of using Jing or another self recording program for their reports.

Written Reports
Students will be required to submit a total of two written reports throughout the semester. These papers will be a minimum of 3 pages in length, and will be based on the student’s experience and findings as they work through field exercises in diversity.

Position Papers
Each student will be required to submit two 3-5 page position papers that provide major differences and common ground on diversity issues as assigned by the instructor. The student must also provide their own perspective as a separate section.

**Second Life Interactions**
Each student is required to create an account in Second Life, an online virtual world. We will use Second Life avatars to conduct various forms of research on diversity issues.

**Shared Vision Wiki**
Students will participate in developing a shared vision on the future of our society along the lines of diversity throughout the semester.

**Worksheets**
Each student will complete a total of two worksheets on diversity related issues.

**E-Mail Policy**
All email correspondence to your instructors MUST be sent through your official campus email account, unless your instructor specifically directs you to do otherwise for a course specific reason. For safety against viruses and to remove SPAM email messages, your instructor may delete without reading any email from any account other than your assigned MSTC.EDU address. If you use any other email account (such as yahoo or hotmail) to contact your instructor you must assume that the message WILL NOT be read. Students are encouraged to read their campus email regularly.

**Cell Phone/Mobile Device Policy**
Do not use your cell phone/mobile device while in class. This will result in a lower participation grade at the very least. If you are dealing with a family emergency, you may adjust your settings to no sounds and alert your instructor to the situation beforehand.

**Academic Honesty**
Students are expected to do their own work unless advised that collaboration is acceptable. This means that you may use facts from other sources if you re-write them in your own words. Anytime you quote directly from another source or paraphrase substantially, you must cite the source you used. When you take a test, you are expected to keep your eyes on your own paper and protect your test paper from being copied by a classmate.

Failure to use proper citation procedure is considered plagiarism (see handout on plagiarism). Plagiarism will result in a grade of "0" if it is flagrant and/or deliberate. Copying from another person's paper or test is academic dishonesty and will result in a grade of "0" for that assignment. In addition, you will be referred to student services for discipline based on college policy.

**Core Abilities**
Core Abilities are broad outcomes or skills that every graduate of an Associate Degree program is expected to achieve. These skills go beyond the context of a specific course or program and are the skills employers tell us they expect employees to have. Mid-State Technical College has identified four Core Abilities that are important in every area of learning. These core abilities have been identified as important in this course:

1. Act with integrity
2. Communicate effectively
3. Demonstrate effective critical and creative thinking
4. Demonstrate global and social awareness

**American Disabilities Act (ADA) Statement**

If you know you have a recognized disability, or suspect that you might have one, it is your responsibility to identify yourself as soon as possible to the Disability Services staff in Student Services. Course standards will not be lowered, but various kinds of accommodations are available to you. Adequate and reasonable time will be required to develop and provide appropriate accommodations, so contact Disability Services as soon as possible. It is MSTC’S goal to assist you in your individual educational plan.

**The Nine Tools of Civility:**

We will adhere to the nine tools of civility as provided by the Civility Project in *Speak Your Peace*. Be sure to come to each class prepared to:

1. Pay Attention.
2. Listen.
3. Be Inclusive.
5. Show Respect.
7. Repair Damaged Relationships.
8. Use Constructive Language.

**Course Modules**

Module 1
- Introductions/Review Syllabus
- Class Discussion: Defining Diversity, Race and Ethnicity
- Bio-feedback Exercise
- Worksheet on Personal Diversity
- Second Life Avatar Creation Exercise
- Begin developing a Shared Vision Wiki on the future of our society along the lines of diversity [http://redsvision.pbworks.com/](http://redsvision.pbworks.com/)
- Assigned Readings: REDS Text pp.76-97

Additional Assigned Readings: [http://www.law.umkc.edu/faculty/projects/ftrials/conlaw/estabinto.htm](http://www.law.umkc.edu/faculty/projects/ftrials/conlaw/estabinto.htm)

Read all 6 other religion clause topics also.
- Be prepared to answer questions related to assigned readings during the following Module’s class discussion.

Module 2
- Peer Interviews on Religious Beliefs and Affiliations
- Class discussion on Religious Diversity
- Article Summary 1 Due/Article Sharing
- Second Life Interaction on Religious Diversity
- Multiple Choice Test 1
- Assigned Readings: REDS Text pp.407-426
- Additional Assigned Readings: http://www.nytimes.com/indexes/2005/05/15/national/class/Read Article “Shadowy Lines That Still Divide” and work through multimedia & interactive graphics.
- Be prepared to answer questions related to assigned readings during the following Module’s class discussion.

Module 3
- Complete Lifestyles in Wisconsin Rapids Exercise
- Second Life Interaction on Class Diversity
- Class Discussion on Class Diversity
- Complete Written Report 1
- Assigned Readings: REDS Text pp.141-177
Visit several of the links listed on this website and become familiar with both sides of the American Indian mascot/logo issue.
- Be prepared to answer questions related to assigned readings during the following Module’s class discussion.

Module 4
- Video: Indians Among Us
- Second Life Interaction on American Indian Diversity
- Class Discussion on American Indian Diversity
- Debate 1: American Indian Mascots/Logos
- Complete Position Paper 1 on American Indian Mascots/Logos
- Assigned Readings: REDS Text pp.98-140
- Be prepared to answer questions related to assigned readings during the following Module’s class discussion.

Module 5
- Videos: Black in America
- Second Life Interaction on African American Diversity
- Class Discussion on African American Diversity.
- Multiple Choice Test 2
- Assigned Readings: REDS Text pp.178-215
- Additional Assigned Readings: http://www.theglobalist.com/StoryId.aspx?StoryId=7412
- Be prepared to answer questions related to assigned readings during the following Module’s class discussion.

Module 6
- Videos: *Latino in America*
- Second Life Interaction on Latino American Diversity
- Class Discussion on Latino American Diversity
- Debate 2: Amnesty for Illegal Aliens
- Complete Position Paper 2 on Amnesty for Illegal Aliens
- Assigned Readings: REDS Text pp.216-259
- Be prepared to answer questions related to assigned readings during the following Module’s class discussion.

Module 7
- Videos: *Becoming American (Hmong Documentary)*
  http://www.youtube.com/watch?v=6vmFQlOJodY&feature=related
- Second Life Interaction on Asian/Pacific Islander American Diversity
- Class Discussion on Asian/Pacific Islander American Diversity
- Essay Test
- Assigned Readings: REDS Text pp.260-298
- Be prepared to answer questions related to assigned readings during the following Module’s class discussion.

Module 8
- Article Summary 2 Due/Article Sharing
- Video: *Why the hate?*
- Second Life Interaction on Arab American Diversity
- Class Discussion on Arab American Diversity
- Assigned Readings: REDS Text pp.41-75, 349-370
- Be prepared to answer questions related to assigned readings during the following Module’s class discussion.

Module 9
- Video: *Killing Us Softly 3*
- Second Life Interaction on Gender Diversity
- Class Discussion on Gender Diversity
- Complete Magazine and Comics Analysis Exercise
Module 10
- Review Website: *Hate on Display* [http://www.adl.org/hate_symbols/default.asp](http://www.adl.org/hate_symbols/default.asp)
- Conduct Local Environmental and Second Life Scanning Project for Racist, Sexist, and Biased Imagery
- Complete Written Report 2
- Assigned Readings: REDS Text pp.313-348
- Be prepared to answer questions related to assigned readings during the following Module’s class discussion.

Module 11
- Watch video: *Assault on Gay America*
- Second Life Interaction on Diversity and Sexual Orientation
- Class Discussion on Diversity and Sexual Orientation
- Multiple Choice Test 3
- Assigned Readings: REDS Text pp.427-469, 490-504
- Be prepared to answer questions related to assigned readings during the following Module’s class discussion.

Module 12
- Article Summary 3 Due/Article Sharing
- Second Life Interaction on Age and Ability
- Class Discussion on Age and Ability
- Assigned Readings: REDS Text pp.1-40, 470-489
- Be prepared to answer questions related to assigned readings during the following Module’s class discussion.

Module 13
- Second Life Interaction on Affirmative Action and Civil Rights
- Class Discussion on Affirmative Action and Civil Rights
- Multiple Choice Test 4

Module 14
- Article Summary 4 Due/Article Sharing
- Worksheet on Human Rights and Diversity
- Shared Vision Wiki Development Completion
- Oral Reports Due