

CLDV 100 Introduction to Multicultural Studies in the 21st Century

Fall 2019

Mondays & Fridays

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Office Hours: by appointment only

CLDV100 Introduction to Multicultural Studies in the 21st Century; 3 hrs. 3 credits:

A study of what culture is; how it influences the choices we make; how to deal positively with conflicts that inevitably arise in working/living situations with people of diverse cultures. It 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. Through the study of cultural concepts, this course develops skills in critical thinking, writing and scholarly documentation. Not open to students with credit in CLDV 101.

Course Goals & Learning Objectives: Through assignments, tests and class discussions, students will demonstrate increased competencies in:

- Understanding what culture is, how it is acquired and how it shapes our values, attitudes and behaviors.
- Appreciating the contributions of our own and other cultural groups to our global civilization.
- Working cooperatively with persons of diverse backgrounds.
- Recognizing ethnocentric behavior and prejudices of all kinds.
- Thinking critically and assessing social problems from within a cultural context.
- Developing the analytical skills and knowledge that will enable us to understand, communicate, and deal constructively with problems that issue from cultural diversity in the community, the workplace and the world.

General Introduction: This course will help you gain a deeper understanding of cultural diversity as well as your own ethnic identity. We will also learn how the cultures we know best are both the same and different from other cultures and also how cultures from all over the world add to and complete one another. Some questions we will consider are:

- What is culture?
- How does a newborn baby acquire culture?
- How does our culture affect what we do and feel, including how we see the world?
- How does a person's culture affect what that person comes to see as important?
- How does it affect our attitude toward people we see as different from ourselves?

Textbook Information:

Samovar, A. Larry, Richard E. Porter, Edwin R. McDaniel, Carolyn S. Roy. *Communication Between Cultures*. Boston: Wadsworth Cengage Learning, 2013. (CBC)

York College Faculty, *Understanding Culture Diversity: An Anthology for Core 101* (UCD)

ALL READINGS FROM BOTH BOOKS ARE UPLOADED ONTO BLACKBOARD

Course Requirements:

1. **On-time attendance** at all class sessions and lectures.
2. Assigned reading for each lecture to be done beforehand
3. All written assignments are to be typed, double-spaced and grammatically correct. One inch margins are to be used with 12 pt font in either Times New Roman or Courier.
4. **All papers must contain your Name, Course, Course Section and Semester**
5. Important: It is important that you have a York College email address which is used for the Blackboard application. All grades will be posted on Blackboard. Mass email updates will be sent out to the class via Blackboard using your York College email address.
6. All papers are to be written in Chicago/Turabian Writing style
7. Deadlines are not flexible unless there is an absolute emergency, which will require written proof.

COURSE SCHEDULE

Date	Assignment
Mon 9/2	Labor Day – No Classes
Fri 9/6	Introductions, Opening Discussion, Glossary
Mon 9/9	Nature of Culture (Text: UCD, pp 3-24)
Fri 9/13	Nature of Culture (Text: UCD, pp 25-32)
Mon 9/16	Culture & Values (Text: UCD, pp 33-48)
Fri 9/20	Culture & Socialization (Text UCD, pp 49-61)
Mon 9/23	Ethnocentrism & Cultural Relativity
Fri 9/27	Library Day
Mon 9/30	No Classes Scheduled
Fri 10/4	Library Day
Mon 10/7	Multicultural Exchange (5 – 8 minutes)
Fri 10/11	Multicultural Exchange (5 – 8 minutes) AUTOETHNOGRAHY DUE
Mon 10/14	No Classes Scheduled
Fri 10/18	Midterm Review
Mon 10/21	Midterm Exam
Fri 10/25	Culture & Perception (Text UCD,pp 77-88)
Mon 10/28	Cultural Values: Guidelines for Behavior Text: CBC, Ch. 6

Date	Assignment
Fri 11/1	Classroom Dialogue on Lessons
Mon 11/4	Culture & Identity (Text CBC, Ch.7)
Fri 11/8	Classroom Dialogue
Mon 11/11	Prejudice: Gender, Race & Ethnicity (Text UCD pp.91-117)
Fri 11/15	FILM "13th" (This film is an hour and 40 minutes. Please arrange, if possible, to stay 10 minutes extra. Film will begin exactly at class time.
Mon 11/18	Film Discussion
Fri 11/22	Nonverbal Communication (Text CBC, Ch.9) RESEARCH PAPER DUE
Mon 11/25	Culture & Communications (Text, UCD, pp 123-133)
Fri 12/29	Thanksgiving Recess – No Classes
Mon 12/2	GROUP Presentations (10-15 min for each group)
Fri 12/6	Library Day
Mon 12/9	Last Day of Classes - REVIEW
Fri 12/13	NO SCHOOL
Mon 12/16	Final Exam?
Fri 12/20	Final Exam ?

AUTOETHNOGRAPHY (2 – 3 pages)

An autoethnography is an autobiographical field report. Students will self-assess their own identity and culture and write about their own strategies for negotiating with and navigating within different cultures.

MULTICULTURAL EXCHANGE (5 – 8 minutes)

The Multicultural Exchange is a Show-and-Tell project. You make a presentation to your neighbors in the classroom. This presentation will be a representation of your culture. It can be an item (clothing, religious article, symbol, etc.), a demonstration (drumming, dancing, language, etc.), a skit or monologue about historic person or event. The possibilities are endless. You can be as creative as you

desire. The importance of this exchange is that we have a great time learning about one another and our various cultures and traditions.

ETHNOGRAPHIC EXERISE / RESEARCH PAPER (6 Pages)

Choose a topic and address the questions in an organized fashion based on your OWN observations,

reflections and information from class readings and lectures. If a topic asks you to ask questions, or observe you must do so for the explicit purpose of completing the exercise. In other words, you can't write about something you attended in the past or a conversation you heard prior to this semester. Be sure to cite appropriately if quoting or paraphrasing the readings or lectures. Please be sure to:

- Address all questions posed by the exercise.
- Include reference to readings, when necessary.
- Provide supporting details to illustrate the description and support your explanation.

Ethnographic Exercise Topics (choose one)

1. Describe your sense of ethnic and/or racial identity. Do you consider yourself a member of an ethnic and/or racial group? Why, why not? What labels do you use to describe your identity? What labels do others use?
2. Observe a ritual or festival. What does it mean to you? What might it mean to the participants? What makes it ethnic or racial?
3. Document some of the conversations you have with family members or friends outside of this class about ethnicity and race. How do they feel about the topics? What are their perspectives? Do they feel more comfortable talking about one vs. the other? Why, why not?
4. Compare 2 TV shows: one that portrays mostly members of an ethnic/racial group and another that portrays mostly whites. How are they similar? How are they different? What remarks, if any, are made about other groups?
5. Interview a member of an ethnic/racial group or someone that you know who does not identify as ethnic (choose someone you know well, who feels comfortable with you and will be willing to talk about the topic.) How do they describe their identity? What does it mean to be (FILL IN BLANK) for him/her/them?

GROUP PRESENTATIONS (10 – 15 minutes / NO MORE than 15 Minutes!)

Content: The oral report should reflect the title of the assigned topic. Students are discouraged from ramblings on unimportant, unrelated, superfluous material. Be prepared to discuss the highlights of the assigned topic.

Manner of Presentation: It is expected that students will show some enthusiasm about the topic while reporting and also establish a rapport with the class and instructor. Note cards or papers may be used as references. However, students may not read reports. Exceptions include factual data, religious passages, statistics, etc.

Appearance: Although there is no official dress code at York College/CUNY, students who are presenting should keep in mind that they are being judged on their overall presentation, which will include their appearance. Casual business attire is appropriate.

Audience Response: The instructor may occasionally interrupt during the report in order to clarify or to correct something. The student audience may not interrupt during the report. Students are expected to ask relevant, intelligent, constructive questions after the group has presented. It will be helpful if you write down your questions during the presentation. The responses from the audience should be devoid of any unfriendly attitudes.

Attendance: Each group is to submit a typed attendance record detailing the dates the group met and which group members were in attendance.

Problems/Issues: If there are problems or issues within the group, these are to be brought to the attention of the Professor immediately and NOT on the day of the presentation. Each group member is responsible for the overall presentation. During the course of the semester each member of the group should hold each other member accountable for the finished presentation.

GROUP PROJECT TOPICS FOR SELECTION

<u>Religions of the World</u>	<u>Controversial Cultural Issues</u>	<u>Legal Issues</u>
Compare and Contrast the National of Islam With Orthodox Islam	The Montgomery Bus Boycott	The Internment of Japanese Americans and Their Reparations
Compare and Contrast Islam with Judaism	Gentrification	Brown v. Board of Education and the Aftermath
The Rastafarian Religious and Sociopolitical Movement	Jim Crow in America	SEEEK: A Legislatively Enacted Program
Church of the Latter Day Saints on the Rise	Transracial Adoption in the U.S.	Chinese Exclusion Laws 1882 – 1943
The Religious Right & Its Impact on America	Gay Marriage	Issues of Gender in the U.S. and Beyond
Does Social Justice Have a Place In Religion?	Race, Class & Gender in the Political Arena	The Americans With Disabilities Act

<u>Religions of the World</u>	<u>Controversial Cultural Issues</u>	<u>Legal Issues</u>
No Content	Incarceration in America	Immigration Reform

GRADING

<u>Assignment</u>	<u>Guidelines</u>	<u>Weight</u>
Autoethnography	Students will be required to write a short autoethnography – an autobiographical field report. Students will self-assess their own strategies for negotiating different cultures. (2-3 pages)	10%
Multicultural Exchange	You make a presentation to your neighbors in the classroom. This presentation will be a representation of your culture	10%
Midterm Exam	This will be a combination of short answer, multiple choice based on lecturers, readings and discussions.	20%
Ethnographic Exercise / Research Paper	A page research paper that will analyze media text (book, film, TV shows, etc) to explore different aspects of intercultural communication (ex. verbal, non-verbal) by comparing and contrasting at least two views/theories about the topic. Topic to be approved by the instructor. (no more than 6 pages)	10%
Final Exam	This will be a combination of multiple choice, short answer and short essay based on lecturers, readings and discussions.	25%
Group Project	There will be a group project where group members will work together on a chosen topic and present at the end of the semester.	20%
Participation	Classroom participation is encouraged and emphasized. Students are required to come to class having completed the assigned readings that will enable them to participate in discussion.	5%

Academic Integrity Statement:

Academic integrity means being completely honest in your academic work, all of your work must be a culmination of your understanding. **Plagiarism** is a violation of academic integrity this is defined as taking someone else's work or idea and passing it off as though it was yours. When using someone else's work or idea you must give them recognition for it, students must therefore use proper citations in all of their work to avoid plagiarism. **Cheating** is another violation of academic integrity this occurs when students act dishonestly during any type of an assessment. **These or any other violations against academic integrity that occur will result in a failing grade and may result in further disciplinary actions. More information about academic integrity can be found at <http://www.york.cuny.edu/produce-and-print/contents/bulletin/policies-policies>.**

Policy on INC Grade

A student who cannot take the final examination or submit all assessments due to an emergency will be given an INC grade providing they have a passing average based on some previous assessment. Please visit the following website for more information on the INC grade.

<http://www.york.cuny.edu/academics/policies/grading-policies>

Students with Disabilities

Student with disabilities should visit The Center for Students with Disabilities which is located in AC 1G02.

Student Support Resources on Campus:

York College offers many student support services such as academic tutoring, computer resource room, career counseling and much more. To learn more students can visit

<http://www.york.cuny.edu/student-development/support-services/services-activities#section-3>.