Course Description: The purpose of this course is to examine the variables which affect behavior, beliefs and perceptions of the many cultures and races that comprise our society. Special focus will include the role of socio-economic status, gender, religion, age, and language. Major demographic changes in the United States, Texas and the Metroplex will be examined. Emphasis will also be placed on those newcomer populations and their countries of origin, ethnic contributions, and cultural influences that impact on our institutions, both public and private. This is a capstone course and has a prerequisite of junior standing.

Course Objectives:

1. Discuss best practices as it relates to race, culture, and ethnicity among populations.
2. Examine the role that language diversity as a part of culture plays in this society.
3. Discuss the diverse dichotomy of religions in our community and their roles.
4. Examination of gender topics.
5. Discuss case studies on the culture of poverty.
6. Examine how public perceptions about race and ethnicity are discussed by the majority.
7. Examine the role of public education as it relates to a diverse multicultural and racial society.
Course Requirements:

- **Group presentation** - This is a project in which a group of students (3) will select a topic for class presentation during the final weeks of the semester. A list of topics will be provided to the class. The presentation will be 20-30 minutes, power point with a backup written document. Each student presents for 10 minutes. Bibliography (APA) including handouts will be required.

- **Practicum/reflection paper** - This individual project will require each student to research or study an organization, agency, project or individual that is involved in a multi-racial/cultural venture, venue, or has a mission statement that addresses racial and cultural tolerance and diversity. The paper will require an interview with the agency head or the lead individual, describing the scope of this project or organization. The student should also attempt to attend one of these agency or organization’s functions and describe in the final report. A brief presentation (3 minutes) will be given to class on the observations. (See Attachment)

- **Class participation/attendance/quizzes** - this will be reflective upon the comments, attendance, and class engagement during lectures and discussion with speakers, instructor and classmates. Quizzes will be given periodically and will be short/objective format.

- **Midterm and Final Exams** - Essay format, 3 to 5 essay questions, dealing with class readings/handouts, lectures/presentations, and group presentations. One of the questions will be a series of topical terms that will have to be defined in one or two sentences. These terms will be events, significant dates, landmark cases, icon individuals, or other very significant, change-making cases or events. Final will cover last portion of course.

*Guest Speakers:* From time to time, you will have various guests that are community leaders who will focus on various issues/topics being presented in this class.

**Assignment Table**

<table>
<thead>
<tr>
<th>Class Date</th>
<th>Topic/Reading</th>
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</thead>
<tbody>
<tr>
<td>January 7</td>
<td>Review Course, objectives, requirements, and introduction of students plus expectation from class of objectives; discuss grading, Group Projects and Practicums and exams</td>
</tr>
<tr>
<td>January 14-21</td>
<td>Overview of Demographics in United States, Texas, and Metroplex: What does this mean? Dr. Steve Murdock reports/Pew Center Studies <em>(Chapters 1 and 8)</em> Break into Groups for Project Work and also discuss practicum topics, Select Group Teams and prepare on topics</td>
</tr>
<tr>
<td>January 28</td>
<td>Continue on Demographics and History and Impact of School Desegregation and Integration on our society and community and how race, culture, and social structures were impacted. <em>(Chapter 2)</em></td>
</tr>
<tr>
<td>February 4</td>
<td>Newcomers to this country; emerging states and what they face; obstacles and contributions of immigrants and newcomers/public perception; ethnicity and race as factors. Cultural and language diversity and the challenges educators face; other ethnic and racial groups including Asian Americans. Group Work</td>
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<tr>
<td>February 11</td>
<td>Multicultural and Multilingual society; Review history of BE, view video on</td>
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</tbody>
</table>
BE, discuss BE and Dual Language; Cultural competency; Diversity, assimilation and acculturation; Review Practicum Status and Group Projects (Chapter 5-6) Select Practicum topics

February 18
Discuss Gender, Age, and EEO/Affirmative Action and other platforms that formulate public perceptions on issues that affect different populations, IDEA, ARDS, Special Needs populations; Title 9, Group Project work in library (Chapter 3-4)

February 25
Institutions and how they are impacted by different populations: education, criminal justice, health/welfare, housing, social services. The culture of poverty—is it cyclical or can it be broken? What are the characteristics and patterns? Review Dr. Pedro Noguera’s quotes.

March 4
The role of religion and the church with different population groups and its impact on change, politics and the quality of life in our society. Discussion on 1st amendment; Review for Mid Term; Group Work

March 11
Spring Break

March 18
Mid Term Exam

March 25
Video on Little Mexico/PBS: Melting pot or Tossed salad? Discussion on acculturation and its impact on ethnic and racial groups into U.S. society; Group Work Library

April 1
Finalize Work on Practicum (No Class)

April 8
Group Project Review and Practicum Status, Final Library Work on Projects

April 15
Practicum Presentations/Group Presentations

April 22
Group Presentations /Review for Final Exam

April 29
Final Exam

Evaluations

<table>
<thead>
<tr>
<th>Points and Weight</th>
<th>Grades</th>
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<tbody>
<tr>
<td>Exam/No Exam</td>
<td></td>
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<tr>
<td>Group Project-35 points</td>
<td>A= 90% and above</td>
</tr>
<tr>
<td>Practicum/Reflection paper-25 points</td>
<td>B=80-89 %</td>
</tr>
<tr>
<td>Class Participation and Attendance- 20 points</td>
<td>C= 70-79%</td>
</tr>
<tr>
<td>Exams-20</td>
<td>D=60-69%</td>
</tr>
<tr>
<td></td>
<td>F= -60%</td>
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</tbody>
</table>
Required Reading:


Weekly handouts will be provided by the Instructor.

*Note: This syllabus will be altered or changed and serves only as a guideline.*
Suggested Topics for Group Projects:

Roe vs. Wade

Comprehensive Immigration Reform

Dream Act

Bullying in Schools

Anti Immigrant Legislation

Racial Profiling by Law Enforcement Agencies

Lending to minorities

Bilingual Education/Dual Language

The Military and Homosexuality: Don’t Ask Don’t Tell

The Glass Ceiling for Women

Re-districting for governmental entities

Affirmative Action for Universities and Local Governments

Racial and Ethnic Stereotyping

African American Debate on Social Status and Class

The Media and Race Relations

The Evangelical Movement and its impact on Society

The Catholic Church in the 21st Century

Newcomers to the U.S. and our perceptions
Suggested Practicum Organizations/Agencies/Individuals:

United Way serving organizations
American Jewish Committee/Center
Catholic Charities
Nexus, Genesis, Safe Haven,
Casa de los Amigos
Dallas Concilio
Homeward Bound
Stew Pot
Dallas Homeless Center
Garland Day Labor Center
Vickery Meadow Learning Center
SMU Women’s Center
Local City Council persons
Local School Board members
NAACP leaders
LULAC leaders
ACLU
United Negro College Fund
Southern Christian Leadership Council
Dallas Gay and lesbian Alliance, GLT, Dallas Resource Center
Prominent Church leaders
Senior Citizen Centers
Undergraduate Graduation Checklist

http://www.tamu-commerce.edu/registrar/pdfs/undergradChecklist.pdf

1. Total hours for degree met? (must be at least 120 hrs)
2. Required Institutional-25% of course work taken at TAMU-Commerce?
3. Last Number Institutional Required-24 out of last 30 hours?
4. Overall GPA at least 2.00 (2.50 for Certification Students)?
5. University Studies Met?
6. Major (plus support if applicable) Course Requirements Met?
7. Major GPA is at least 2.00 (2.50 for Certification Requirements met?)
8. Major required course have C’s or better?
9. At least 6 hours are advanced in Major?
10. All Certification Requirements Met? (Internship/Residency/Etc.)
11. 2nd major (plus support if applicable) Course Requirements met?
12. 2nd Major GPA is at least 2.00 (2.50 for Certification Students)?
13. Minor (plus support if applicable) requirements met?

14. Minor GPA is at least 2.00 (2.50 for Certification Students)?

15. Junior level essay met?

16. Senior level check met (minimum 60 hours)?

17. Advanced hour check met?

18. 24 Advanced hours taken at TAMU-commerce?

19. A&M Commerce GPA 2.00 Met (2.50 for certification Students)?

All students enrolled at the university shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environments. (See current Student’s Guidebook)

Students with Disabilities: The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among the things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you have a disability requiring an accommodation, please contact:

Office of student Disability Resources and Services

Gee library, Rm 132

Phone (903) 886-5150 or (903) 886-5835

Fax (903) 468-8148

Studentdisabilityservices@tamu-commerce.edu