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2021

### CLDV 100 Introduction to Multicultural Studies: Active Learning Assignment

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**YORK COLLEGE**  
**The City University of New York (CUNY)**  
**Introduction to Multicultural Studies in the 21<sup>st</sup> Century (WI)**  
**CLDV 100 - Section Web (45831) - 3 credits / SPRING 2021**

**Prof. Oluremi Alapo; Email: [oolapo1@york.cuny.edu](mailto:oolapo1@york.cuny.edu)**

**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.

**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
- Culture and Technology
- Diversity and multi - cultural education

**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.

### **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

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

<b>Week 10</b>	Cultural Relativism / Universalism / Ethnology /
<b>Week 11</b>	Race and Ethnicity: Individualism vs Collectivism / Majority vs Minority
<b>Week 12</b>	Race and Ethnicity: Prejudice, Stereotypes, Discrimination
<b>Week 13</b>	Gender / Sexuality / Sex: Stereotypes,  Roles, Expectations
<b>Week 14</b>	Culture and Technology
<b>Week 15</b>	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-cultural-diversity-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

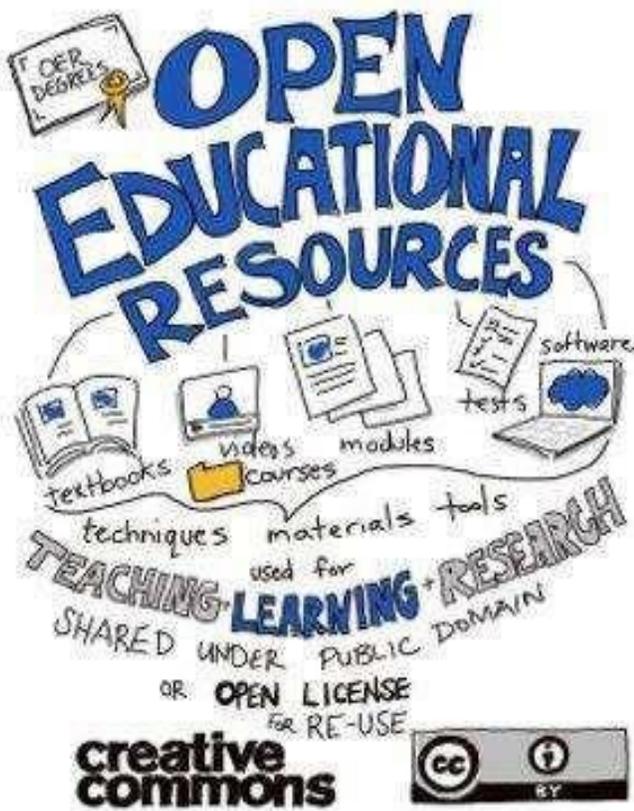


Enhances student learning and improves student performance during class and on assignments

[Image source: [Active Learning](https://www.steamscenter.org/active-learning) Steams Center for Teaching and Learning (gmu.edu)]

### 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].



- 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](#)

### **Recommended [optional] Texts**

- 1] **Alapo, R. [2016]. The Role of Culture on the Leadership Styles of Women in Leadership Positions. ASTA Publications. ISBN-13: 978-1934947951** [see course schedule page for sections to review if you choose to purchase this textbook].
- 2] **Griffiths et al. [2015]. Open Stax Sociology, 2e. ISBN-13: 978-1938168413. Access free at:** <https://openstax.org/books/introduction-sociology-2e/pages/1-introduction-to-sociology>

### **WRITING RESOURCES**

#### **Annotated Bibliographies**

##### **Purdue Writing Lab:**

[https://owl.purdue.edu/owl/general\\_writing/common\\_writing\\_assignments/annotated\\_bibliographies/annotated\\_bibliography\\_samples.html](https://owl.purdue.edu/owl/general_writing/common_writing_assignments/annotated_bibliographies/annotated_bibliography_samples.html)

##### **Videos**

- 1] APA-MLA Annotated Bibliography: Complete Guide to Writing the Annotated Bib Part 1: <https://www.youtube.com/watch?v=iW4eXLAAtOhk&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](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](https://www.youtube.com/watch?v=Zvzw_qPkinQ)

### **Citation and Refences**

- 1] **York College Library:** <https://www.york.cuny.edu/library>
- 2] **Tools for Bibliography:** <https://www.york.cuny.edu/library/reference-databases/bibliography-tools>
- 3] **Citation Builder:** <https://www.lib.ncsu.edu/citationbuilder/>
- 4] **Purdue Online Writing Lab:** [https://owl.purdue.edu/owl/purdue\\_owl.html](https://owl.purdue.edu/owl/purdue_owl.html)

### **RESOURCE: WRITING: PLANNING, DRAFTING, WRITING, EDITING**

- 1] Writing Outlines: <https://academicguides.waldenu.edu/writingcenter/writingprocess/outlining>
- 2] Revising And Editing Draft Papers: <https://guides.hostos.cuny.edu/edu299/5#s-lg-box-21554360>
- 3] Writing And Editing Draft Papers: <https://guides.hostos.cuny.edu/edu299/5>
- 4] Writing Reflection Papers: <https://guides.hostos.cuny.edu/edu299/5#s-lg-box-21554512>

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