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2022

### [CLDV 100] Diversity and Multicultural Studies

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*CUNY York College*

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# YORK COLLEGE

The City University of New York (CUNY)

Introduction to Multicultural Studies in the 21st Century (WI)

CLDV 100 F- Section (37973) - 3 credits

Mode of Instruction: Mo / Wed 3:30pm – 4:45pm; Room: Acad Core 1B04

FALL 2022

**THIS SYLLABUS IS TENTATIVE AND SUBJECT TO CHANGE**

Prof. Oluremi Alapo; E: [oalapo1@york.cuny.edu](mailto:oalapo1@york.cuny.edu)

Office Hours: History Dept/Cultural Diversity Program Office on Monday: 445pm – 545pm and Wednesday: 1 pm–2 pm

## Prerequisites and/or Co-requisites

Enrollment AREQ: CLDV 101, CLDV 201, CLDV 202, CLDV 203

Requirements and CLDV 210 and PREQ/CREQ: ENG 125

## Course Description

**CLDV100 (Liberal Arts) Introduction to Multicultural Studies in the 21st Century:** 3 hrs. 3 crs.

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 an 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 or Core 101. Prereq: ENG 125. Coreq: ENG 125. This is a Writing Intensive course. [Flexible Core: Individual and Society].

## Course Narrative

Adapted from: chapter 3 on Culture, OpenStax Sociology 3e

In everyday conversation, people in the U.S. rarely distinguish between the terms culture and society, but the terms have different meanings, and the distinction is important to a sociologist. Culture represents the values, beliefs, norms, language, symbols, and practices of a group, while society represents the people who share a culture. Neither society nor culture could exist without the other. Within the U.S., many groups of people share a community and a culture. By “community,” sociologists refer to a definable region of society, real *terra firma*—as small as a neighborhood (Brooklyn, or “the east side of town”), as large as a country (Ethiopia, Nepal, or the U.S.), or somewhere in between (in the U.S., this might include someone who identifies with Southern or Midwestern society). In this course, we examine the relationship between culture and society in greater detail and pay special attention to the elements and forces that shape culture, including diversity and social changes. examples are all aspects of culture, which are comprised of shared *values* (ideals), *beliefs* that strengthen the values, *norms*, and *rules* that maintain the values, *language* so that the values can be taught, and *symbols* that form the language people must learn, *arts* and *artifacts*, and the people’s collective *identities* and *memories*.

## Learning Goals:

### Differing and multiple perspectives

- Studying (and teaching) such a vast and diverse topic as “multiculturalism” can be challenging. Because no introductory course can claim to be fully comprehensive, this course will explore several cultures, people and environments.
- Identify and engage with local, national, or global trends or ideologies, and analyze their impact on an individual or collective decision-making as they pertain to the topic of diversity and multicultural education.
- To gain a fundamental knowledge of understanding culture and teaching individuals from diverse backgrounds.
- Examination of the nature and function of culture, diversity, and multiculturalism on the development of an individual and on group cultural identity, definitions and implications of diversity, and the influences of culture on learning, development, pedagogy, and our various communities.

## 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.

## COIL Project Background

Collaborative Online International Learning – COIL – connects faculty, students, and classes at higher education institutions around the world for discussions, exploration, and collaborative project work. COIL is integrated into the curriculum of classes – in any subject area, at any level – and engages students and faculty in significant intercultural interactions through applied and project-based learning, thereby bringing international experiences and their attendant skills development into the reach of all students, at any institution. COIL sits at the intersection of many important goals of higher education: innovation, applied learning, diversity, partnerships, access and equity, and development of skills for career and life. **COIL provides a means to:** Develop intercultural awareness and communicative competencies, cost-effectively and at scale; Encourages an appreciation for diverse backgrounds and perspectives; Broadens and strengthens students’ understanding of the discipline studied through applied projects and discussions; Advances the use of technology tools for collaboration, communication, and learning; Prepare students to work in a multi-cultural and connected world. More about COIL: <https://coil.suny.edu/>

Living in complex societies: learning resources, guest lectures, and interactions and responses on shared values, observations, or experiences based on students’ ancestry, heritage, and travels. Students will learn about cultural "do and don't" around the world and provide the class with their own culture shock experiences and how they overcame them. Through the study of cultural concepts, this course develops skills in critical thinking, writing, and scholarly documentation. There is a COIL partnership project with the Institute for Cultural Studies at the Obafemi Awolowo University [OAU], Nigeria.

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



Source: <https://ioannoulga.blog/2017/04/28/history-of-open-education/>

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].

Grading will be 100 points as follows:

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

**Total points**

**100 points/percent**

**York College Grading:** Grades are based on group work, essay assignments, pop quizzes, short writing reflections/discussion summaries, ppt presentations, and a final essay. You are required to check the BB announcement every Sunday evening or 1st thing on Monday for weekly updates. <https://www.york.cuny.edu/academics/policies/grading-policies>

### Grade Value Numerical Value

- A+ =4.00; 97.0-100
- A =4.00; 93.0-96.9
- A- =3.70; 90.0-92.9
- B+ =3.30; 87.0-89.9
- B =3.00; 83.0-86.9
- B- =2.70; 80.0-82.9
- C+ = 2.30; 77.0-79.9
- C =2.00; 73.0-76.9
- C- =1.70; 70.0-72.9
- D+ =1.30; 67.0-69.9
- D = 1.00; 60.0-66.9
- F, FAB, FIN, WF and WN =0.00; 0-59

### Required learning materials: OER / COIL / ZTC Course Text

Alapo, Remi. [2022]. Diversity and Multicultural Education in the 21st Century. An OER / COIL / ZTC course text for the Fall of 2022. Summer 2022 Adapt or Adopt An OER Support by CTLET - Center for Teaching, Learning and Educational Technologies at York College, CUNY. New York. Access free: <https://pressbooks.cuny.edu/oalapo/>

### Optional Course Texts

**Recommended but not required. Students are free to purchase these texts for their own use but they are not required for courses designated as OER / ZTC.**

- 1] Alapo, R. [2016]. The Role of Culture on the Leadership Styles of Women in Leadership ASTA Publications. ISBN-13: 978-1934947951.
- 2] Samovar, L. A. [2016]. Communication Between Cultures, 9e. Cengage Learning. ISBN-13: 978-1285444628.

### 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 in person. All assignments will be submitted via **BB**. Weekly discussion posts are to be submitted in the discussion threads for each week in addition to active class participation. See the weekly BB announcement page for updates.

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.

## COURSE SCHEDULE

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WEEK	READ	ASSIGNMENT
WEEK 1	<ul style="list-style-type: none"> <li>Ch. 1: Introduction</li> </ul>	
WEEK 2	<ul style="list-style-type: none"> <li>Ch. 2: Culture and Society</li> </ul>	Artifact presentation
WEEK 3	<ul style="list-style-type: none"> <li>Ch. 3: Socialization</li> </ul>	
WEEK 4	<ul style="list-style-type: none"> <li>Ch. 4: Society and Social Interaction</li> </ul>	Paper Outline
WEEK 5	<ul style="list-style-type: none"> <li>Ch.5: Language, Immigration, and Geography</li> </ul>	
WEEK 6	<ul style="list-style-type: none"> <li>Ch. 6: Class and Socioeconomic Status</li> </ul>	Draft 1 of final paper
WEEK 7	<ul style="list-style-type: none"> <li>Ch. 7: Race and Ethnicity</li> </ul>	
WEEK 8	<ul style="list-style-type: none"> <li>Ch. 8: Gender, Sex and Sexual Identity</li> </ul>	Mid-Term Exam [ppt]
WEEK 9	<ul style="list-style-type: none"> <li>Ch. 9: Culture and Technology</li> </ul>	
WEEK 10	<ul style="list-style-type: none"> <li>Ch. 10: Religion and Spirituality Across Cultures</li> </ul>	Response / Reaction Group presentation
WEEK 11	<ul style="list-style-type: none"> <li>Ch. 11: Diversity and Inclusion - Aging and the Elderly</li> </ul>	
WEEK 12	<ul style="list-style-type: none"> <li>Ch. 12: Diversity and Inclusion: People with Disabilities</li> </ul>	Draft 2 of final paper
WEEK 13	<ul style="list-style-type: none"> <li>Ch. 13: Living in Complex Societies</li> </ul>	
WEEK 14	<ul style="list-style-type: none"> <li>Ch. 14: Multicultural Education</li> </ul>	
WEEK 15	<ul style="list-style-type: none"> <li>Ch. 15: Conclusions</li> </ul>	
FINAL EXAM		Final Exam Paper

### Course and Instructor Policies

*Please consult the following York College pages for college-wide policies and procedures.* Rules, Regulations, and Policies: <https://www.york.cuny.edu/produce-and-print/contents/bulletin/policies-policies> <https://www.york.cuny.edu/produce-and-print/contents/bulletin/policies-policies>

Academic Policies - <https://www.york.cuny.edu/produce-and-print/contents/bulletin/academic-policies-academics>

**Academic Integrity:** Please pay attention to the section in the schedule of Classes on Academic Integrity . **Error! Hyperlink reference not valid.**

**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.

**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.

**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>

**York College / CUNY Grading Policies** [Grading Policies https://www.york.cuny.edu/academics/policies/grading-policies](https://www.york.cuny.edu/academics/policies/grading-policies)

### **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](http://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](mailto: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>). 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.

**PLEASE PLAN AHEAD TO TURN IN ALL DUE WORK BY THE DUE DATES.**