Course Number:            ED 5000
Course Title:            Social Behavior in a Diverse Society

Course Description: Recognizing that social behavior occurs within an intercultural context, students will develop the basic knowledge foundations necessary to understand and influence social behavior in a diverse society. Texts, readings and learning modules have been chosen and/or designed to facilitate the student’s ability to understand the nature of social behavior cross culturally.

Content Areas:

1. Social Perception
2. Social Cognition
3. Attitudes
4. Prejudice, Discrimination and Bias Reduction
5. Relationships
7. Pro-social Behavior
8. Social Exchange (conflict, competition, negotiation, fairness)
9. Aggression
10. Cultural Diversity
11. Individual and Group Behavior
12. Environmental Influences
13. Taoist perspectives on Understanding and Influencing Social Behavior

Social Behavior and Diversity:
Cross-cultural modules/problem solving activities will be used extensively to develop student insight/competency within the “Content Areas” (above). Areas of focus include, but are not limited to: nonverbal behaviors (touching, gestures, facial expressions, etc.); vocal expression; personal space/distance; diversity in relationships; male vs. female differences; ethnicity and self-esteem; time orientations; the self-fulfilling prophecy; stereotypes; cultural display rules; love/relationships across cultures; conflict styles; age, values, perception and behavior; cultural characteristics of White, Latino/Latina, Asian, African American and Native Americans; collectivistic vs. individualistic orientations; cross cultural face work; famialism; variations in behavioral norms; contextual differences in culture; and role conflicts; social justice/restorative justice.

Methods of Instruction:
Lecture, discussion, experientially oriented exercises, research, problem solving, student led textual reviews.

Required Texts:


Additional Readings:
Articles, readings as prescribed (see article reading schedule).

Knowledge and Skills Course Outcomes:

Note: The “Comprehensive Course Portfolio” will be constructed in such a way that it clearly reflects the acquisition of the knowledge foundations, skills, and course outcomes reflected in the following course objectives. Please see “Social Behavior in a Diverse Society Rubric.”
By the conclusion of the course, the student will be able to:

Develop and apply knowledge foundations which can lead toward the creation of social environments which promote respect for and support of individual differences of ethnicity, race, language, culture, gender and ability.

Promote and apply communicative processes in ways that demonstrate sensitivity to all learners.

Understand the concepts of role, status and social class (recognizing the connections and interactions of individuals, groups and institutions in society), and apply that knowledge toward examining and addressing a human relations problem.

Understand the concept of race and race history within the United States and its’ influence on social and intellectual behavior.

Develop an understanding of behaviors which lead toward an effective interpersonal response (i.e., behaviors which enable the individual to respond with sensitivity; respect; interest; insight; and trustworthiness), and apply that understanding toward examining and addressing a human relations problem.

Demonstrate an understanding and respect for cultural, linguistic and ethnic diversity.

Develop and demonstrate a knowledge foundations that would enable one to create a challenging, dynamic, safe learning community...one that is sensitive to the full range of student diversity and encourages openness, tolerance, caring, collaboration, and self-motivation.

Recognize and responds appropriately to differences in family structures; social and cultural backgrounds.

Understand and apply strategies that support behavioral change.

By the end of the course, the student will be able to understand and apply theory/literature regarding:

Social Cognition.

Attitude Formation/Change.

The Development of Relationships.

The Development and Reduction of Prejudice/Discrimination/Bias.

Social Influence.

Prosocial Behavior/Conflict Resolution.

Aggression.

Group Behavior.

The Relationship Between Age, Values, Perception and Behavior.

Environmental Influences on Behavior.

Taoist Perspectives.

Issues Involving Restorative and Social Justice.

Student Performance Evaluation Criteria and Procedures:

1. Satisfactory completion of “Comprehensive Course Portfolio.” (See Rubric
2. Attendance is considered important. Students are expected to attend all classes.
3. Intermittent questions, at the discretion of the instructor, on class readings.

"Plymouth State University is committed to providing students with documented disabilities equal access to all university programs and facilities. If you think you have a disability requiring accommodations, you must register with the PASS office in Lamson library (535-2270). If you have a Letter of Academic Accommodation for this course from the PASS office, please provide the instructor with that information privately so that the accommodations can be reviewed."
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<th>Day</th>
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<td>“The Culture-Cognition Connection” (Winerman)</td>
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<td>“The Myth of the Culture of Poverty” (Gorski)</td>
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<td>“Culture, Conflict and Change” (Fischler)</td>
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<td>“Queer Life and School Culture: Troubling Genders” (Morris)</td>
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<td>“The New Sex Scorecard” (Marano)</td>
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<td>“Acts of Love” (Hedges)</td>
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<td>“Power Tactics” (Martin and Sims)</td>
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<td>“Still Separate, Still Unequal: America’s Educational Apartheid” (Kozol)</td>
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<td>“Ken Wilber’s Summary of Spiral Dynamics Model” (Wilber)</td>
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<td>“I am Adam Lanza’s Mother” (Long)</td>
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<td>“The Next Generation of Terror” (Sageman)</td>
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<td>“One Nation, Many Gods” (Kilman)</td>
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<td>“The Shape of Things to Come: A Framework for Thinking About a Restorative Justice System” (Van Ness)</td>
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<td>“The Paradox of Global Environmentalism” (Guha)</td>
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<td>“Mining the Sacred Mountain...” (Hendry)</td>
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*All readings are to be completed prior to each scheduled class. Intermittent questions on reading content will be presented. Specific days may be combined with other days (abbreviated scheduling), so PLEASE note schedule.*

**Comprehensive Portfolio Development:**

The student will have the option of either addressing a problem presented in the course or developing a unique problem related to their primary area of study (i.e., within their Education major) in which issues related to ethnic/cultural diversity are central. The prescribed method for addressing the problem will be through the development of a “comprehensive course portfolio.” The portfolio will include documents which relate all relevant/pertinent material presented in the course (through readings and class presentations) toward:

1) comprehensively identifying the dynamics contributing toward the existence of the problem and
2) developing a comprehensive, effective resolution to the problem.
The portfolio will be typed and prepared to be presented as an artifact demonstrating the development of competencies related to understanding and addressing issues involving “social behavior in a diverse society.” Regarding data to be included in the portfolio, consideration should be given to all readings and all class presentations.

A. See “Sample Problem Statements (Hypothetical)” which follows:

**Sample Problem Statements Hypothetical**
(For Comprehensive Course Portfolio)

Ever since I became (identify role) in this (school and/or community) 6 years ago, I have been on a continuous learning curve. I had little real preparation in college for issues relating to dealing with complex social behaviors and diversity. It’s been a kind of “trial by fire.” Ever since our community demographics began to change and people began moving in from more urban and international locations, things seem to have gone downhill. My college professors were from what you might call the “old school.” It didn’t take long for me to recognize that the “old school” values (and their associated processes) just didn’t work.

Take this recent dispute for example. Our community has always been strong supporters of our local sports teams. Our high school mascot for over 60 years was an “Indian”…that is up until this year. Some of the “newer residents” were offended by the image. They protested and managed to get rid of it. Lots of older community members and their families were and continue to be resentful and angry. That incident is just one small example of what’s going on. Forgetting the issues with racial and ethnic diversity, I have noticed that the kids in general seem less respectful and more prone to conflicts and violence. It seems there is a new conflict every day! I find myself often asking, “What’s going on?”

One thing I noticed is that many of the newcomers…immigrants and people of color, along with the poor of all colors, seem to have different values than many of the older mainstream residents. The kids in the community seem different too and are getting into trouble more often. There are lots of miscommunications. I am working hard to try to stay on top of the situation and to encourage the students and community members to face their issues/disagreements in a positive way. I constantly try to learn about people and find better ways to help them to succeed and cope, but honestly I am struggling.

*What are some things that you could do, in your role as to encourage growth, understanding and greater acceptance within this community? Help us to understand the complex variables (including variables related to your own attitudes and biases, as well the attitudes and biases of others) that are leading toward the development of this problem, and how this problem might be addressed (by you and others) so that there is greater understanding, tolerance, and adaptive growth.*
Sample Problem Statement (Hypothetical)  
(for Comprehensive Course Portfolio)

I have always considered myself to be an individual who is open and accepting when it comes to racial, ethnic and cultural differences. My upbringing, having lived in different parts of the United States, has allowed me to experience a wide range of social behaviors. I have always been concerned about issues involving prejudice and discrimination, and have generally maintained that said issues were problems for others, and not me. Now, as a result of the following experience I’m not sure….

In my role as a (identify role), I was part of a team recommending that a black ______ grade boy be referred to a remedial ______ program. For the referral to be facilitated parental permission was needed. The student’s black mother refused to grant permission, suggesting that “minority children were often singled out for programs like this.” She felt that the referral was absolutely unnecessary and that her son “would do just fine without it.” She said that she “would not act complicity in a process that was victimizing her son based on race!”

Wow! Her remark hit me like a hammer. Her words caused me question my perceptions. She left me wondering what other words, actions and experiences may have led her to believe that I might in any way be biased in my thinking. Had I unconsciously singled him out on the basis of race, ethnicity, and/or something else?

It is my intent to better understand the perceptions/cognitions of both myself and the black mother, and to develop strategies that may ultimately facilitate my growth and the social and educational development of the child.

Sample Problem Statement (Hypothetical)  
(for Comprehensive Course Portfolio)

Growing up in New Hampshire and having come from a family where traveling meant a car ride to Vermont or Maine to visit relatives, I did not experience a lot of racial diversity. Between my first and twelfth grade years, there were probably two families in my school system that were African-American. We had exchange students off and on in our school, but most were from Western Europe (Finland, Denmark, France, Sweden) with an occasional student from Japan. So imagine my surprise that my first job as a (identify role) would be in an urban setting with about 40% Euro-Americans, 30% African-Americans, 25% Latino-Americans, and 5% Asian-Americans. Wow – a real eye-opener for me! I had taken classes in my graduate work relating to diversity in America, but was shocked at how these different populations really viewed each other.

One of my first big issues was to deal with seemingly racially divided groups of girls that were fighting with each other. They had developed into gangs of their own race and were warring over such things as which hallways & bathrooms they would use in the school, which sports teams they would be part of, and which group had access to the senior lounge area. Quite often the girls would show up at school bragging about the cuts, bruises, and wounds they had received the previous night from fighting with another gang. In this school, a girl had no choice but to be part of some group in order to survive. The fear and tension that this produced was leading to a high drop-out rate, and to low academic performance among the girls.

I was up for a big challenge, but with my limited background, could I really understand what these girls were going through? Would I be able to correctly identify the underlying causes of this racial divide, and then have
the ability to help bring these groups together? Would I really be able to help these girls have a chance at living up to their potentials? It was a situation definitely worthy of my best effort.

Sample Problem Statement (Hypothetical)
(for Comprehensive Course Portfolio)

The other day as I (identify role) walked past the door of the computer lab, I overheard a female student crying. She was sitting in front of a computer and on the screen was an instant messaging program. As I approached this student I realized who it was. She and her brother were the only Middle Eastern students in our school/community. These siblings had experienced issues in the past. While they were United States citizens, the sister chose to dress in traditional clothing. The school is over 98% white, and most peers had not been exposed to peers of different races and ethnicities (beyond what they saw on television or in the movies). These siblings had moved with their parents to our community last year. Their fellow students and community members knew little of the customs, beliefs and traditions embraced by these students and their parents.

As I knocked on the door of the computer lab, the female student startled and quickly tried to wipe tears from her eyes, and turned around to face me. I enquired as to what the problem was. After a little coaxing and reassuring, the student revealed that she had discovered an entire web site that had been created to insult and threaten her. The site contained abusive statements regarding her weight; religion (and even a date for her death). The site also had a page with a collage of photos with the words “terrorists” and “fatty” covering each picture. The student found out about the web site when a fellow student sent her an instant message (with the website attached). I then asked if I could look at the website. The student agreed and upon reviewing the pages, I quickly discovered that they appeared to reflect bullying, racism, harassment and more!

Discovering this really opened my eyes. We as a school and community had tried to be proactive and open about diversity and being accepting toward all people. I was unsure of the best way to handle this situation. What words could I say to alleviate her pain and fear? How could I console her? How would I pursue this situation to insure that in the future it would not happen again? What would be the best course of action for me to take to bring this issue to light with the rest of the school community? I also wanted to make sure that this situation was addressed quickly and correctly, so that other students would know that this type of behavior is not allowed.

It is my hope to learn as much as I can about why this situation occurred so that I might develop and implement a plan to facilitate the educational, social and emotional development of the students, teachers and members of my community.

B. Personally Constructed Problem Statements: Please note that students may construct a problem statement to address a situation of their choosing. All personally constructed problem statements must be approved by the instructor.

C. Some Of The Major Topical Areas Presented In Class That Students Should Strive To Include In Appropriate Sections Of Their Portfolio:

1. “Empty Cup” and Associated Parables/Quotations
2. Mindfulness
3. Diversity Defined
4. “Demographics, Diversity and Democracy”
5. Existing Discrimination
C. Model for Comprehensive Course Portfolio Development

Overview:
All material must be typed, sequenced and collated using an outline format and placed in distinct folders which represent the major sections of the portfolio.

Overview of Major Portfolio Sections:
The portfolio will be divided into 3 major sections. Each section will represent major focal points reflected in the portfolio. “Section A” will reflect “The Problem Statement;” “Section B” will reflect the student’s identification of variables that contribute toward the existence of the problem; and “Section C” will reflect the processes identified to resolve the problem.

Description of Section A:
The problem statement chosen by the student will be included in Section A. The student will either utilize the “given hypothetical problem statement” (as applied to the student’s discipline) or a personally constructed problem statement (as applied to the student’s chosen professional role). The problem statement will be placed in a folder labeled, “Section A, Problem Statement.”

Description of Section B:
The focus of Section B is to comprehensively identify and list variables which contribute toward the existence of the “problem” (as described in Section A).
It is recommended that the student personalize the process, whenever possible, by hypothetically assuming the role of the leader who is attempting to identify the variables contributing toward the problem’s existence. Thus, the student should relate all theory reviewed to how she/he may, as reflected in theory, contribute toward the existence of the stated problem. The primary folder for Section B should be labeled, “Section B, Contributory Variables.”

Four Separate Folders (related to identifying all variables which contribute toward the existence of the problem) should be placed in “Section B.”

“Folder I,” in prescribed outline form, identifies all relevant literature taken from the social psychology text.

“Folder II,” will contain data, in prescribed outline form, from assigned articles.

“Folder III,” in prescribed outline form, presents relevant data from all class related activities.

“Folder IV,” should contain, in outline form, pertinent excerpts from “The Tao of Leadership” which contribute toward understanding the existence of the stated problem.

* Prescribed Outline Form for Section B

Folder I (the social psychology text)
Chapter 2
a. Relevant theory personally applied to understanding why problem exists (state theory and apply to self)
   b. “
   c. “
   d. “
   etc.

Folder II (the articles)
Title of article
a. Specific theory applied to understanding why problem exists (state theory and apply to self)
   b. “
   c. “
   d. “
   etc.

Folder III (the class lectures, presentations, activities)
   a. Relevant theory applied to understanding why problem exists (state theory and apply to self).
   b. “
   c. “
   d. “
   etc.

Folder IV (The Tao of Leadership)
Title of pertinent passage
a. Relevant section of Taoist passage, applied to problem and self, illuminating why problem exists.
   b. “
   c. “
   d. “
   etc.

Description of Section C:
The focus of “Section C” is to identify and list process that may be utilized in addressing and resolving the problem. Care should be taken to address all significant, pertinent variables that contribute toward the existence of the problem, as identified in “Section B” (from texts, articles, and class presentations). The processes that are recommended for problem resolution should be listed in * outline form and placed in a folder labeled “Section C, Problem Resolution.”

* Prescribed Outline Format for Section C

Processes for Problem Resolution
a. Process number 1
b. Process number 2
c. etc.
d. etc.
### Social Behavior in a Diverse Society Rubric

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<th>Objective</th>
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<th>Approaches Target</th>
<th>Meets Target</th>
<th>Exceeds Target</th>
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<td>Criteria</td>
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<td><strong>Global Areas to Be Addressed</strong></td>
<td>Problem presented in course is not utilized or unique problem is not related clearly to major academic area of study; poorly articulated; or may not have been approved by instructor.</td>
<td>Problem presented in course is limited and unclear. Problem may have not been approved completely by instructor.</td>
<td>Problem presented in course is clearly described, is mostly related to major academic areas of study, and the target is generally clear.</td>
<td>Problem presented in course is utilized. A unique problem is identified and problem is related to major academic area of study, clear and unambiguous, problem approved by instructor, and shows a depth of understanding.</td>
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<td>Shows a depth of understanding around the dynamics contributing toward the existence of the problem</td>
<td>Significant course elements and artifacts (from readings, lectures) are touched upon superficially or omitted, or inappropriately applied. Incorrect or inadequate application of class related materials.</td>
<td>Pertinent literature is limited, or usage is unclear. Displays a limited depth of understanding connecting the material to the problem.</td>
<td>Pertinent literature is correctly included. Significant depth of understanding connecting the related material to the presenting problem.</td>
<td>All relevant data (any material or artifacts that even remotely apply to understanding the nature of this problem) is included. Material is correctly/concisely defined and applied to the problem. Relevant data is taken liberally from all pertinent lectures, discussions, articles and textual readings and additional literature is added if necessary.</td>
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<td>Demonstrates a capacity for problem resolution</td>
<td>Some pertinent material included but significant/important theory process is ignored or inappropriately applied toward problem resolution. “Problem Statement” is marginally addressed or not addressed at all</td>
<td>Pertinent material is included, however, some material may be excluded or utilized inappropriately. Problem statement is adequately addressed with an appropriate plan for problem resolution developed with some significant omissions.</td>
<td>Pertinent material is included and correctly applied toward developing a process that will lend toward problem resolution. Problem statement is adequately addressed with an appropriate plan for problem resolution developed with minor omissions.</td>
<td>All pertinent material and artifacts are appropriately applied to developing a substantive process for problem resolution. All key variables that contribute to the current nature of the problem (see section II, above) are addressed, and the solution is inclusive of all relevant material. The complex nature of the</td>
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| Paper is clear, focused, and organized; shows mastery of grammar, usage, and mechanics | Difficult to understand and follow; includes many errors in grammar, usage, and mechanics; or is much too short | Lacks focus and organization; may have many errors in grammar, usage, and mechanics; approaches appropriate length | Clearly focused, organized, and edited for grammar, usage, and mechanics; is appropriate length | Shows evidence of written mastery and is creative or insightful; is appropriate length.

The problem is fully and comprehensively addressed using a detailed plan for problem resolution. |