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# SOCI-106: INTERCULTURAL RELATIONS

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**Effective Term**

Fall 2023

**BOT Approval Date**

06/23/2022

**Discipline**

SOCI - Sociology

**Course Number**

106

**Course Title**

Intercultural Relations

**Short Title**

Intercultural Relations

**Credit Status (CB 04)**

D - Credit - Degree applicable

**Units****Lecture Units**

3.00

**Total Units**

3.00

**Hours****Lecture Contact Hours**

48-54

**Out of Class Hours Lecture**

96-108

**Total Contact Hours**

48 - 54

**Total Out of Class Hours**

96 - 108

**Total Student Learning Hours**

144 - 162

**Distance Education**

Yes

**Distance Education****Distance Education Type**

Both Fully Online and Hybrid Online

**Fully Online Delivery Requirements:**

- a. Students must be notified via the college schedule of classes and the syllabus for the class if proctored tests are required for this course
- b. Any planned face-to-face meetings, such as an orientation or study session, must be optional

c. The MSJC curriculum committee requires the use of accessible, asynchronous discussion as a component of every fully online course

Are you using publisher content?

No

### Regular Substantive Interaction

Instructor-to-student, student-to-student, and student-to-content contact shall be distributed in a manner that will ensure regular substantive interaction (RSI) is maintained not only weekly but also for the duration of the course. Instructor interactions should be equivalent in time, quality and consistency to the engagement students would receive in a face-to-face course—for example, through announcements, discussion participation, personalized feedback, video messages, or other instructional communications. Instructors are expected to be responsive to student inquiries within a 24-72 hour time frame excluding holidays. RSI will be maintained through a variety of methods:

- Orientation - Students must be oriented to the online and face-to-face portions at the start of the course.
- Announcements - Announcements using the course management system must be posted at least weekly to keep students current on course events, due dates, materials, etc.
- Discussion Forums - Content-related discussion forums within the designated CMS will include appropriate instructor participation and will be initiated and maintained, with timely feedback provided. Instructors are required to monitor the discussions and related activities to provide guidance and direction. Open-ended discussion boards may be used to further learning and interaction.
- MSJC Communication – Instructor will use MSJC-administered communication tools (such as email or the designated CMS communication tools) to regularly communicate with and provide ease of access to students.
- Timely Feedback - Timely feedback on student work will be provided by the instructor, which may include comments and/or rubrics, within the Grades area of the designated CMS.
- Scheduled Meetings – Hybrid and synchronous courses will meet at regularly scheduled times.

ADA Compliance - All course interactions and content must be designed with accessibility in mind and meet ADA requirements.

### Catalog Description

This course incorporates the analysis, functions, and significance of culture in intergroup and intragroup relations among various racial/ethnic, sex/gender, social class, religious and ability groups in the United States.

## Codes

### TOP Code (CB 03)

2208.00 - Sociology

### CIP Code

45.1101 - Sociology.

### Repeatability Code

No

### Grading Option

Letter grade OR P/NP

## GE Information

### Check GE Types Requested

AA/AS B2 - Social & Behavioral Sciences

## Cal-GETC Areas

### Approved Cal-GETC Area

AREA-4

## Learning Objectives

### Learning Objectives

#### Learning Objective

1. Analyze and evaluate the relationship between race/ethnicity, sex/gender, social class, sexual orientation, and the social world.
2. Compare and analyze the depiction of minority and dominant groups in various media genres.
3. Contrast various critical and multicultural theoretical perspectives on race/ethnicity, sex/gender, social class, and sexual orientation.

4. Examine the relationship between the economy, politics, media, and group membership and its impact on society. Apply appropriate sociological theories to explain each relationship.
5. Evaluate various social institutions as sites for the perpetuation of social inequalities based on race/ethnicity, sex/gender, sexual orientation, and social class through content analysis and application of various literary and media artifacts.
6. Analyze the effects of unequal representation of minority groups in social institutions.
7. Evaluate the roles of various agents of socialization (i.e., the family, education, peers, religion, the media, government) in social conflict and political struggle as they reflect, resist, and reproduce dominant culture and ideology.
8. Assess the ways in which individuals play a part in the social construction of "difference" in our society using the application of various sociological theories.
9. Examine and critically analyze various nationalities, cultures, subcultures and communities with respect to the social constructions of stereotypes and role expectations.
10. Appraise overt and covert messages regarding race/ethnicity, social class, sexual orientation and gender roles in the media.

## Learning Outcome Information

### Course Learning Outcomes

#### Learning Outcome

1. Analyze the relationship between race/ethnicity, sex/gender, social class, sexual orientation, and the social world.
2. Sociologically analyze the depiction of diverse minority groups in various media genres.
3. Interpret and compare various critical and multicultural perspectives on race/ethnicity, sex/gender, social class, and sexual orientation.

### Program Learning Outcomes

#### Learning Outcome

1. Apply Sociology concepts and theoretical perspectives as they relate to modern daily life.
2. Define Sociology, its concepts and theoretical perspectives to oral and/or written presentation of evaluated work.
3. Define and apply various Sociological concepts and theory to oral and/or written presentation of evaluated work.
4. Explore connections between institutional and societal (domestically and globally) developments in Sociology.
5. Identify the various types of careers available with an undergraduate and/or graduate degree in Sociology.

### Institutional Learning Outcomes

Communication: The student will effectively express and exchange ideas through listening, speaking, reading, writing, visual works, and other modes of interpersonal expression.

Critical Thinking: The student will analyze problems, gather and synthesize relevant information, evaluate ideas, information, and evaluate alternative points of view to create, innovate and implement effective solutions.

Cultural Awareness and Humility: The student will demonstrate knowledge of and sensitivity toward individuals of diverse ethnicity, age, gender, sexual orientation, and religious affiliations, as well as toward those individuals with diverse abilities and socio-economic classes to respectfully interact with individuals of diverse perspectives, beliefs and values while being mindful of the limitation of their own cultural frameworks.

Social Awareness: The student will recognize and analyze the interconnectedness of global, national, and local concerns, analyzing cultural, political, social, and environmental issues from multiple perspectives and appreciate similarities and differences among cultures.

Personal  
and Professional Responsibility  
Civic

## Content

### Course Lecture Content

1. Major Concepts
  - a. Defining minority groups
  - b. Theoretical Perspectives on inequality
    - i. Patricia Hill Collins, W.E.B. Du Bois, Gerard Lenski, Karl Marx, and Max Weber
  - c. The Social Construction of Minority Groups

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- d. The Social Construction of Race
  - e. The Social Construction of Whiteness
  - f. The Social Construction of Gender
  - g. Dominant-Minority Relations
    - i. Prejudice
      - 1. Theories: Merton's Typology, Whiteness, Theories of Prejudice, Scapegoating Theory, Authoritarian Personality Theory, Exploitation Theory
      - 2. Normative Approach
      - 3. Stereotypes
      - 4. White Supremacy
      - 5. Color-Blind Racism
      - 6. Intergroup Hostility
    - ii. Reducing Prejudice
      - 1. Anti-Bias Education
      - 2. Mass Media
      - 3. Avoidance versus Friendship
      - 4. Diversity Training
      - 5. Ways to Fight Prejudice
    - iii. Discrimination
      - 1. White Privilege
      - 2. Understanding Institutional Discrimination
      - 3. Relative versus Absolute Deprivation
      - 4. Hate Crimes
      - 5. Environmental Racism
    - iv. Reducing Discrimination
      - 1. Discrimination Awareness Education
      - 2. Affirmative Action
      - 3. Legacy Programs
    - v. Thomas theorem and the significance of race and ethnicity
    - vi. Dominant/subordinate group identification, membership and classifications
    - vii. The frustration-aggression hypothesis
  - 2. The Creation of Subordinate-Group Status
    - a. Slavery
    - b. Migration
    - c. Annexation
    - d. Colonialism
  - 3. The Consequences of Subordinate-Group Status
    - a. Extermination
    - b. Expulsion
    - c. Secession
    - d. Segregation
    - e. Fusion
    - f. Assimilation
    - g. Pluralism
  - 4. Social Interaction
    - a. Patterns of interaction between dominant and subordinate groups
    - b. Patterns of interaction between subordinate group members and various social institutions (ex. school, government, judicial, family)
  - 5. Group Members Experience Difference

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- a. The influences of group membership in our everyday lives in society
    - b. The reflection, reproduction, and resistance of social ideology in the media and popular culture
  6. Examining Difference and Similarities
    - a. Research Focus: Measuring Multiracial Identity
    - b. Sociology and the Study of Race and Ethnicity, Sex and Gender, and Socioeconomic Class Status
    - c. Stratification by Race, Ethnicity, Gender, Ability
    - d. Theoretical Perspectives
  7. Immigration
    - a. Patterns of Immigration to the United States
    - b. Foreign-Born Population
    - c. Early Immigration
    - d. Non-Hispanic Immigrants from the Caribbean, Contemporary immigration from Asia, Middle Eastern and Arab Americans, and immigrants from Africa
  8. European Americans and Immigration
    - a. Northern, Western, Southern, Central, Eastern and Jewish European Immigration
    - b. Settlement Patterns
    - c. Group Solidarity
    - d. Becoming White
  9. Race/Ethnic Groups
    - a. Native Americans
      - i. Colonization
      - ii. Government Policies and the BIA
      - iii. Stereotypes
      - iv. Present Day and Reservation and Urban Life Conditions
    - b. Asian Americans and Immigration
      - i. East, Southeast, Other Asian Groups and Middle Eastern Immigration
      - ii. Settlement Patterns
      - iii. Group Solidarity
      - iv. Model Minority Stereotype
    - c. Black Americans
      - i. Sociohistorical Perspectives
      - ii. Institutional Racism
      - iii. Jim Crow and The Ku Klux Klan (and other white supremacist groups)
      - iv. Desegregation and Integration
      - v. Political Activism and Social Movements
    - d. Hispanic, Latino, Chicano and Immigration
      - i. Cultural Differentiation (North American, Central American, South American, Caribbean, and European)
      - ii. Immigration, Expulsion and Settlement Patterns
      - iii. Racial Attitudes (Black, Caucasian, Asian and Indigenous)
      - iv. Political Activism
  10. Gender, Gender Identity, Sexual Orientation, Ability
    - a. Prejudice and Discrimination
    - b. Hate Crimes
    - c. Social Movements
    - d. Anti-Discrimination Education and Legislation
    - e. Stereotypes
  11. Religious Minorities

- a. Jewish Americans and Jewish Identity, Immigration, Anti-Semitism
- b. Identity, Prejudice, Practices, and Discrimination in relationship to Mormons, Rastafarians, Amish, Santerians and Hindu

## Methods of Instruction

### Method

Critique

### Integration

Article critique incorporates the evaluation and interpretation of research surrounding topics outlined in Intercultural Relations course content by collaboratively and/or individually reading and deconstructing peer reviewed, published sociological articles in the topic area. For example, students may be provided with an article exploring a Westernized perspective on appropriate childhood development milestones as a tool for determining which “able” students are allowed to meet those Westernized milestones, after which students are expected to evaluate, interpret, and critique the article using sociological theories and perspectives.

### DE Adaptations for MOI

Students may be provided articles for critique through the CMS and can exchange interpretations synchronously through video conferencing software or asynchronously through CMS discussion board forums or submitted assignments. Feedback may be presented through grade book comments, inbox or other confidential means of communication through the CMS. Any course material provided to students must meet accessibility requirements.

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### Method

Discussion

### Integration

Discussion will be guided by faculty incorporating topics outlined in Intercultural Relations course content as they relate to groups and institutions in society to demonstrate, explain and reinforce critical thinking, sociological concepts and theories. Students may demonstrate public speaking, critical thinking and integrate course content to classroom discussions. For example, students may be asked to engage in a discussion regarding the sociohistorical marginalization and systemic oppression of individuals with sexual orientations beyond heterosexuality, such as the Stonewall Rebellion/Uprising of 1969 and historical criminalization of homosexuality. All discussion materials and delivery methods must meet accessibility guidelines.

### DE Adaptations for MOI

Discussion will be guided by faculty incorporating topics outlined in Intercultural Relations Course Content. Discussions will demonstrate, explain and reinforce established sociological concepts and theoretical perspectives (identified in Course Content) as they relate to groups and institutions in society in order to reinforce critical thinking and in alignment with Learning Objectives. Discussions can be administered through the CMS and may be offered in the form of discussion forum, video conferencing software, group journal or other features of the CMS. Feedback may be presented through grade book comments, inbox or other confidential means of communication through the CMS. All discussion materials and delivery methods must meet accessibility guidelines.

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### Method

Lecture

### Integration

Lecture in which presentations of Intercultural Relations course content to illustrate, explain, and reinforce sociological concepts and theories and may incorporate audio/visual aids such as print material, DVDs, closed captioned videos, and digital slide software. For example, lectures may include a digital slide presentation about the sociological perspectives on the difference between sex and gender which includes topics of biological characteristics, sociocultural expectations, sex and gender roles, and the socialization agents that perpetuate gendered expectations (i.e. family, friends, school, mass media, and the workplace). All lecture materials must meet accessibility guidelines.

### DE Adaptations for MOI

Lectures will present Intercultural Relations Course Content to illustrate, explain and reinforce Course Content and incorporate established Learning Objectives. Lectures may be delivered in the form of slide presentations, live video, live audio, video/audio recordings and/or readings utilizing features within the CMS. Lectures may incorporate supplemental materials available through MSJC Library or other online resources. Instructor feedback may be presented through grade book comments, inbox or other confidential means of communication through the CMS. All lecture materials and delivery methods must meet accessibility guidelines.

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## Methods of Evaluation

### Method

Papers

### Integration

Students apply established concepts and theories in relationship to the topic of race and/or ethnicity to their own life experiences, the community, and the society or sub-cultural groups in which they live or interact. For example, students may be asked to use sociological concepts and theories to explore the difference between race and ethnicity, using personal lived experiences to illustrate their understanding of how these sociological concepts exist in their daily lives. These will be evaluated based on the following criteria: identification of contemporary social issues related to society and/or cultural groups, understanding of sociological theories and concepts, and the ability to apply concepts, critical thinking and theories to existing social issues, groups, and institutions.

### DE Adaptations for MOE

Short response essays pertaining to sociological concepts and/or theories outlined in Intercultural Relations Course Content and aligned with Learning Objectives. Short response essays will be evaluated based on the identification of social issues related to sociology of the intercultural group relations, understanding of sociological theories and concepts, ability to analyze and demonstrate critical thinking, and the ability to apply concepts and/or theories related to topics described in Course Content. Short response essays administered online course offerings will use the CMS functions student discussions, journals, or other CMS submission tools and can be delivered asynchronously or through the use of video conferencing software. Evaluation feedback of short response essays will be provided for students in a timely manner using gradebook, live stream, inbox messaging or other confidential means of communication available through the CMS. All short response essays, submissions and feedback must meet accessibility guidelines. All instructor/student communication must conform to accessibility and confidentiality guidelines.

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### Method

Exams/Tests

### Integration

Exams and/or tests should cover the major sociological themes in regard to intercultural relations. A combination of multiple choice and short answer questions should be included. For example, students should be able to analyze the different sociological theoretical perspectives, such as Patricia Hill Collins' Intersectionality, as they relate to dominant-subordinate group interactions. They should know the difference between race, ethnicity, social groups, and social institutions and their relationship to intercultural relations. Exams/tests will be evaluated based on the demonstration of identification, understanding and application of topics outlined in course content.

### DE Adaptations for MOE

Exams and/or tests administered online will be administered and evaluated through CMS. Hybrid course offerings may include exams/tests in a face-to-face setting as outlined or through the CMS. The format may include multiple choice, short answer, essay or other format. Exams/tests will be evaluated based on the demonstration of identification, understanding and application of major topics as described in Course Content in alignment with Learning Objectives. Instructor feedback may be provided through grade book comments, inbox or other confidential means of communication through the CMS. All exams/tests and instructor feedback must meet accessibility guidelines.

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### Method

Research Projects

### Integration

Evaluation and interpretation of research surrounding topics outlined in Intercultural Relations Course Content by collaboratively and/or individually deconstructing observations of their own life experiences, the community and the society or sub cultural group in which they live or interact. Research projects may examine various cultural groups (racial/ethnic groups, gender groups, cultural religious groups, ability groups) in society and how they are portrayed through the mass media, social institutions, or other socialization agents. The central focus of this exercise is to apply critical thinking skills, familiarize students with scholarly, peer reviewed research, formal writing and the academic presentation of such work as described in Learning Objectives. Research projects will be evaluated based on the following criteria: identification of contemporary social issues related to society, understanding of

sociological theories and concepts, and the ability to apply concepts, critical thinking, and theories to existing social issues, groups and institutions.

### **DE Adaptations for MOE**

Evaluation and interpretation of research surrounding topics outlined in Intercultural Relations Course Content by collaboratively and/or individually deconstructing observations of their own life experiences, the community and the society or sub cultural group in which they live or interact. Online evaluation and interpretation of research may be administered collaboratively and/or individually through CMS and may be presented in the form of discussion forum, blog, essay, audio/video presentation, live stream or other digital presentation methods. Evaluation materials may be accessed using online resources through MSJC Library and presented through various features of the CMS. Evaluation and interpretation of research will be evaluated based on the demonstration of organization and clarity, critical thinking, identification, understanding and application of sociological concepts to intercultural relations. Instructor feedback will be provided in a timely manner through various components of the CMS, including but not limited to gradebook comments, discussion forum, video conferencing software, or inbox messaging. All materials and delivery must meet accessibility guidelines. All instructor/student communication must conform to accessibility and confidentiality guidelines.

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### **Method**

Class Work

### **Integration**

Class work will be enable students to demonstrate their understanding of course concepts. For example, students may be asked to share on their experiences exploring the sociohistorical significance of various cultural groups, such as groups with racial, ethnic, gender, religious, or socioeconomic statuses identities that they learned about in their K12 education. Students may then be asked to discuss and write down how those experiences may indicate intercultural relation dynamics of dominant and subordinate group identification, membership, and classifications. Class work will be evaluated based on the demonstration of identification, understanding, and application of various theoretical components related to intercultural relations. Completed class work may be submitted through the CMS.

### **DE Adaptations for MOE**

Class work may be administered in both online and hybrid courses. In hybrid courses, students may be asked to complete written reflections and submit class work through the CMS, incorporating synchronous class meeting discussions where relevant. In online courses, students may be asked to reflect on course readings, instructor-recorded videos, or other course material. Class work will be evaluated based on the demonstration of identification, understanding, and application of various theoretical components related to intercultural relations. Instructor feedback may be presented through grade book comments, inbox or other confidential means of communication through the course management system.

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## **Assignments**

### **Assignment Type**

Writing

### **In-class and/or outside of class**

Outside of class

### **Formative or Summative**

Summative

### **Assignment**

Using concepts and theoretical perspectives on the topic areas of Immigration and/or Internal Colonization, analyze the patterns of social assimilation among those who experience Immigration and/or Internal Colonization. For this assignment examine patterns of social interaction in relationship to immigration and/or Internal Colonization. Interview family members, friends, or acquaintances that can describe such experiences and document the interview subject's responses. Carefully observe the patterns of the descriptions that result from your interview/observation. What, if anything, might be concluded about the expectations associated with dominant/subordinate groups in contemporary U.S. Society? Based on your research (archival and first stage), write an essay describing your findings and support your interpretation of the data with current scholarly sources.<sup>2</sup> This assignment is an examination of racism in America. Based on your research, do you believe that racial tension in America has improved, remained the same, or worsened? Write an essay on the history of racism in America and support your observations regarding racism with current literary findings using scholarly sources acquired through MSJC library. Submit written work in the form of a research paper with supporting documentation.

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**How assignment will be adapted in online format**

Online courses should make course material, including assignment instructions, supplemental resources, website links, etc., available to students through the CMS. Students will submit the assignment through the CMS and will be provided with instructor feedback through the grade book function, messaging, or other form of confidential communication. Any material for students and communications must meet accessibility guidelines.

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**Assignment Type**

Reading

**In-class and/or outside of class**

In-class

**Formative or Summative**

Formative

**Assignment**

After reading an article about disparate performance outcomes on the SAT and ACT across racial groups, you will examine how cultural and racial biases are present in college admissions exams. To do this, you will review academic journal articles that explore this topic. You will then work collaboratively with your peers to apply sociological theories as to the discriminatory development and implementation of these exams.

**How assignment will be adapted in online format**

Online courses should make course material, including assignment instructions, supplemental resources, website links, etc., available to students through the CMS. Students may work collaboratively with each other through discussion board forums or video conferencing platforms, both of which may be used synchronously or asynchronously. Instructors should provide feedback through the grade book function, messaging, or other form of confidential communication. Any material for students and communications must meet accessibility guidelines.

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**Course Materials****Textbooks**

Andersen, Margaret., Hill-Collins, P., (2020). Race, Class, and Gender: Intersections and Inequalities. 10th/e. Cengage, Inc. ISBN: 978-1337685054

Desmond, Matthew., Emirbayer, M., (2020). Race in America. 2nd/e. W.W. Norton. ISBN: 978-0393428629

Healey, Joseph F., Stepnick, , A., O'Brien, E. (2019). Race, Ethnicity, Gender, and Class: The Sociology of Group Conflict and Change. Sage Publications. ISBN: 978-1506346946. Also available through Z Library.

Parillo, Vincent N. (2021). Strangers to These Shores (12th/e). Pearson – Allyn Bacon. ISBN: 13: 978-0135710753

**Readers:**

Odell-Korgen, Kathleen., M. Atkinson Race and Ethnicity: Sociology in Action. Sage. (2021). ISBN: 978-1544394718

Rosenblum, Karen., Travis, T., (2016). The Meaning of Difference: American Constructions of Race and Ethnicity, Sex and Gender, Social Class, Sexuality and Disability. 7th/e. McGraw-Hill. ISBN: 978-0078027024

**Open Educational Resources**

Joseph F. Healey, Andy Stepnick, and Eileen O'Brien (2019). Race, Ethnicity, Gender, and Class; The Sociology of Group Conflict and Change. SAGE Publications. ISBN: 978-1506346946. Available through Z Library.

**Class Size Information****Class Size**

40

## **Class Size Category**

A - Lecture/discussion 40

## **Diversity and Inclusion**

### **Explain how diversity and inclusion(e.g., gender, culture/race, sexuality, etc.) is infused into the course.**

Course content topics such as race, ethnicity, gender, sex, sexual orientation, ability, and socioeconomic status are foundational demographic concepts within the discipline of sociology. This course also explores dominant-subordinate relationships between systems of oppression and minority groups, allowing students to explore identities and interactions between cultural groups that they may or may not personally identify with, broadening their understanding, sensitivity, and responsibility towards diverse populations. For example, lectures and discussions may explore racial and ethnic identity, introducing students to the complexity of Hispanic/Latinx group identity as it relates to understanding Spanish-speaking ethnicity diversity. This will help students better understand the relationship between broad social forces (macro-systems) and their influence within individual intercultural interactions (micro-systems). Subtopics throughout the course are varied and align with course learning objectives.

### **Describe how assignments, instruction, evaluation, course content, and interactions are contextualized for diverse learners promoting an equitable course.**

SOCI-106 explores the intersection of race, ethnicity, socioeconomic status, sex, gender, accessibility and intercultural group interactions are emphasized in course content, assignments, assessments, methods on instruction and evaluation fostering inclusive exploration of sociological concepts and theories and their application to daily life. A variety of textbook options in both print and OER formats, film/documentaries, and articles authored by culturally competent and diverse scholars allowing students to see themselves in course readings, coupled with varied approaches for assignments, activities, and assessments align critical thinking, analysis, and the exploration of sociological perspectives in the context of intercultural relations. This encourages student reflection on the ways in which topics such as historical changes in racial identity, legislation, and intersectionality may apply to lived experiences. Students learn to interact with each other and faculty through peer-to-peer discussions, group activities, written and oral presentations of assignments, assessment-feedback, and methods of instruction and evaluation which fosters students ability to apply these skills to lived experience.

## **Interactions**

### **Explain how the course will incorporate student-to-student interaction.**

Group activities, discussions, and assignments foster peer engagement. Students have multiple opportunities for interactive and collaborative activities, such as research and writing, group or individual essays, or presentations and other assessments, that may be utilized in face-to-face and online/hybrid courses. For example, students may use a discussion board forum to explore the depiction of Asian and Asian American individuals as model minorities in media and respond to one another with analysis and interpretation. Features available through CMS, such as discussion forums, video conferencing software, and breakout rooms promote community and may be utilized in face-to-face, online, and/or hybrid courses.

### **Explain how the course will incorporate instructor-to-student interaction.**

Faculty may deliver lectures and/or facilitate group discussions. For example, after delivering a lecture on patterns of migration for different populations, the instructor may facilitate a discussion with students to explore the application of sociological theory to these patterns, allowing students to reflect on their own understanding of how to apply theory while the instructor can provide guidance and clarification. Faculty to student interaction should model the processes of critical thinking, understanding intersectionality, incorporating sociohistorical and sociopolitical factors in analysis, and application while encouraging students to make similar connections between course content and student observations of the world in order to help students understand their learning process. Instructors may use the discussion board function to engage with students on an individual level, while also using the grading function to leave feedback that addresses specific assignments, provides clarification on topics, and ensures open communication between instructor and student.

### **Explain how the course will incorporate student-to-content interaction.**

Students may engage with a number of assigned and self-selected course content and supplemental resources. Examples include, but are not limited to, video/audio recorded lectures from guest speakers such as political activists who have participated in relevant social movements such as Black Lives Matter or #MeToo, digital slide presentations of article or textbook material, videos depicting educational challenges facing differently-abled persons, or activities involving the research, analysis, and interpretation of the sociohistorical and contemporary practice of segregation.. Student interaction through activities, assignments, assessments, and evaluations, along with faculty and peer feedback, provide opportunities for students to identify strengths, areas for improvement and the discovery of new interests. Faculty will provide, demonstrate and model examples of the ways in which students may interact with course content as students develop academic analytical, applicable skills and other skills.

### **Explain how the course will incorporate student-to-self interaction (metacognitive).**

SOCI-106 incorporates numerous sociological concepts and various theoretical perspectives relevant to the study of intercultural relations. Student engagement in the processes of analysis, critical thinking, research, discussions and activities with topics such as

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diversity, race, ethnicity, sex, gender, sexual orientation, socioeconomic status, and ability and cultures of these identities encourages students to apply course content to their lives, observations of the world, and experiences and reflect on their individual learning processes. Additionally, the exploration of the intersection of sociological constructs, sociohistorical, and sociopolitical structures and personal experiences and observations fosters self-reflection and the development of their own unique worldview in relation to intercultural relations.

Key: 2754