STATE UNIVERSITY OF NEW YORK
COLLEGE OF TECHNOLOGY
CANTON, NEW YORK

MASTER SYLLABUS

COURSE NUMBER – COURSE NAME
SSCI 401 - Diverse Perspectives Capstone

CIP Code: 35.01
For assistance determining CIP Code, please refer to this webpage
https://nces.ed.gov/ipeds/cipcode/browse.aspx?y=55
or reach out to Sarah Todd at todds@canton.edu

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Updated by: Dr. Christina Leshko

School of Business and Liberal Arts

Department: Social Sciences

Semester/Year: Fall 2023

A.   TITLE: Diverse Perspectives Capstone

B.   COURSE NUMBER: SSCI 401

C.   CREDIT HOURS: **(Hours of Lecture, Laboratory, Recitation, Tutorial, Activity)**

        # Credit Hours: 1
        # Lecture Hours: 1 per week
        # Lab Hours: per week
          Other: per week

        Course Length: Weeks

D.   WRITING INTENSIVE COURSE: Yes ☐   No ☒

E.   GER CATEGORY: **None:** ☒   **Yes:** GER
        ***If course satisfies more than one*: GER**

F.   SEMESTER(S) OFFERED: **Fall** ☐   **Spring** ☐   **Fall & Spring** ☒

G.   COURSE DESCRIPTION:

Understanding diverse perspectives is essential for navigating a globally connected world and multifaceted workforce. To fully engage in diverse social and professional settings, we must apply the knowledge of diversity, equity, and social justice. This course is offered as a mechanism for participants to develop a culminating project to enhance cultural awareness and foster understanding, tolerance, and a sense of community among persons with varied backgrounds. Emphasis is placed on historically marginalized and underserved groups. This course is also required to complete the Diverse Perspectives microcredential.

H.   PRE-REQUISITES: **None** ☐   **Yes** ☒   **If yes, list below:**

Must be a Junior or Senior.

        CO-REQUISITES: **None** ☒   **Yes** ☐   **If yes, list below:**

I.   STUDENT LEARNING OUTCOMES: (***see key below***)

        By the end of this course, the student will be able to:

Course Student Learning Outcome [SLO]	*Program Student Learning Outcome [PSLO]*	*GER [If Applicable]*	*ISLO & SUBSETS*

Identify and reflect on factors contributing to individual identity and social status.			2-Crit Think ISLO ISLO	CA Subsets Subsets Subsets
Develop skills to enhance cultural awareness and intercultural interactions.			4-Soc Respons ISLO ISLO	IK Subsets Subsets Subsets
Evaluate opportunities to foster awareness and promote tolerance of historically marginalized and underserved groups.			4-Soc Respons ISLO ISLO	ER Subsets Subsets Subsets
Implement knowledge gained to conceive and execute an individual project.			2-Crit Think ISLO ISLO	PS Subsets Subsets Subsets
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KEY	Institutional Student Learning Outcomes [ISLO 1 – 5]
ISLO #	ISLO & Subsets
1	**Communication Skills** Oral [O], Written [W]
2	**Critical Thinking** *Critical Analysis [CA] , Inquiry & Analysis [IA] , Problem Solving [PS]*
3	**Foundational Skills**

	Information Management [IM], Quantitative Lit./Reasoning [QTR]	
4	**Social Responsibility** Ethical Reasoning [ER], Global Learning [GL], Intercultural Knowledge [IK], Teamwork [T]	
5	**Industry, Professional, Discipline Specific Knowledge and Skills**	

*Include program objectives if applicable. Please consult with Program Coordinator

J.   APPLIED LEARNING COMPONENT: Yes ☒   No ☐

If YES, select one or more of the following categories:

☐ Classroom/Lab   ☐ Civic Engagement
☐ Internship   ☒ Creative Works/Senior Project
☐ Clinical Placement   ☐ Research
☐ Practicum   ☐ Entrepreneurship
☐ Service Learning   (program, class, project)
☐ Community Service

K.   TEXTS:

Instructor's choice.

L.   REFERENCES:

"Microaggressions." (2016). National Institute of Health. NIH.gov. Accessed via: https://diversity.nih.gov/sociocultural-factors/microaggressions#

Ahrndt, S. (2020). Intercultural Communication. University of Missouri - St. Louis.

DiAngelo, R. (2018). White fragility: Why it's so hard for white people to talk about racism. Beacon Press.

Duckworth, S. "Wheel of Power, Privilege, and Marginalization." Canadian Council of Refugees. Accessed via: https://kb.wisc.edu/instructional-resources/page.php?id=119380

Goleman, D. (1996). Emotional intelligence. Why it can matter more than IQ. Learning, 24(6), 49-50.

Inbal Kashtan, Miki Kashtan, Key Assumptions and Intentions of NVC, BayNVC.org

Jones, K. & Okun, T. (2001). "White Supremacy Culture." Dismantling Racism: A Workbook for Social Change Groups. ChangeWork. Minnesota Historical Society.

Yale University Poorvu Center for Teaching and Learning. (2017). "Inclusive Teaching Strategies." Diversity and Inclusion. Accessed vis: https://poorvucenter.yale.edu/InclusiveTeachingStrategies

M.   EQUIPMENT: **None** ☒   **Needed:**

N.   GRADING METHOD: A-F

O.   SUGGESTED MEASUREMENT CRITERIA/METHODS:

Reflective papers/journal entries, discussion boards, simulations, culminating project.

P.   DETAILED COURSE OUTLINE:

I. Self-Awareness
   A. Positionality
   B. Privilege
   C. Bias
   D. Emotional Intelligence & Regulation

II. Cultural Awareness
   A. Cultural Humility
   B. Microaggressions
   C. Intercultural Interaction
   D. Communication Strategies

III. Assessing Climate
   A. Organizational
   B. Institutional
   C. Community

IV. Individual Project

Q.   LABORATORY OUTLINE: **None** ☒ **Yes** ☐