

# SOCL 4733 X40 Special Topics: Diversity and Society

Spring 2020

PROFESSOR: Beverly L. Stiles, Ph.D.

OFFICE: O'Donohoe 124

## OFFICE HOURS:

There are no actual office hours during the summer session, but I am happy to meet with you if you need me.

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TEXT: Diversity Consciousness: Opening Our Minds to People, Cultures, and Opportunities, 4<sup>th</sup> edition by Bucher (ISBN 10:321-919606-8). There will also be additional readings posted for you to read. I'll have a link with all the readings listed under it.

## COURSE DESCRIPTION

Diversity – Interdisciplinary course that deals with “otherness,” or those qualities that are different from our own and outside the groups to which we belong. The course includes material written or created by people of different cultures and backgrounds. The course deals specifically, and in varying degrees, with the following: age, social class, gender, physical abilities/qualities, ethnicity/race, and sexual orientation.

## COURSE OBJECTIVES

This course is designed to help students to understand the worldview of others and to help you understand without judging. It is designed to introduce the student to diversity issues since this is essential for preparation for entering the workforce. Those with diversity education will have a distinct advantage when seeking employment. This course is web-based and contact between the students and professor are electronic rather than in-person. It is imperative that the website and calendar be checked by all students frequently to maintain contact.

## EXAMS AND GRADING:

There will be three (3) exams, including the final (the final is not comprehensive).

Each exam will consist of 50 multiple choice questions. If you miss an exam, I “may” permit you to take it within one day that it was due, but only if there is valid proof of an excused absence (university excuse, a child in the hospital etc.). I will deduct 10 points from your makeup exam score to be fair to those who took the exam on time. You will have 60 minutes for each exam. You can not cheat since every student gets a different exam. There is a pool of questions randomly selected from a large bank of questions. Each exam will be open for only one day. Once you open the exam, your 60 minutes begins. The time allotted is not meant to provide you with time to use your books, so 60 minutes is more than fair. Although, if you have read the material, I would expect that you will indeed have time to look up an answer or two, maybe more. However, if you haven’t read and studied prior to the exam, you will find that you don’t have time to finish. I do intend to add 10 points to your lowest exam grade, which often is the first exam since the first exam helps folks understand how a professor tests or how the person creating the test bank, constructs questions. I add the 10 points at the end when I am averaging grades. If for any reason you need to take an exam late, I do not add the 10 points to your lowest exam grade.

Note: You are responsible for making certain that your system is working and that you are able to get on and take exams. You should be using Google Chrome or Firefox for your browser. If your exam does not permit you to submit or you do not save frequently, I am unable to give you a new exam. This should not happen if you are using the proper browser. \*IF\* something happens and \*IF\* I allow you to take a makeup exam within one day after the exam has closed, you will get a 10 point deduction and will not receive the 10 points added to your lowest exam grade when I average grades at the end of the semester.

Exam Dates will also be listed on the Calendar.

Below are the chapters covered by each exam.

Exam 1: Feb. 23-25<sup>th</sup>. Covers Topics 1 through 5:

Topic 1: Challenges and Benefits of Diversity. In Leo Parvis, Chapter 5, Understanding Cultural Diversity in Today’s Complex World, 2013. This is NOT in your text. Due Jan. 24

Topic 2: Diversity Consciousness, Chap. 1 (An Overview). Due Jan 31.

Topic 3: Diversity Consciousness, Chap. 2 (Diversity Consciousness/Success). Due Jan. 7.

Topic 4: Readings under “Educational Barriers to Equality,” pages 263-288. Reading 53: Learning Disabilities: The Social Construction of a Special Education Category, pages 468-471. Due Feb. 14.

Topic 5: Diversity Consciousness, Chap. 3 (Personal and Social Barriers to Success). Due Feb. 21.

Exam 2: March 22-24th. Covers Topics 6 through 8:

Topic 6: Readings under "The Personal Experience of Inequality, pages 1-29. Due Feb 28.

Topic 7: Diversity Consciousness, Chap. 4 (Developing Diversity Consciousness). Due Mar. 6.

Topic 8: Readings under "How Inequality is Perpetuated: Culture and Its Impact," pages 89-141. Due Mar. 13.

Exam 3: Final exam opens May 8<sup>th</sup> through May 11<sup>th</sup>. Covers Topics 9 through 13:

Topic 9: Readings under "Institutional Barriers to Equality in Health Care," pages 204-252. Reading 31: Causes of Death: Inequality, pages 303-306. Due Mar. 27.

Topic 10: Diversity Consciousness, Chap. 5 (Communicating in a Diverse World).  
Reading 4: Real Indians: Identity and the Survival of Native Americans, pages 71-77.  
Due April 3.

Topic 11: Diversity Consciousness, Chap. 6 (Social Networking). Due April 17.

Topic 12: Diversity Consciousness, Chap. 7 (Teamwork). Due April 24.

Topic 13: Diversity Consciousness, Chapter 8 (Leadership). Due May 1.

The following grades total to 400 points and is the basis for your grade.

Exam 1: 100 points

Exam 2: 100 points

Exam 3: 100 points

Chapter discussions: 72 points (plus I have actually added an extra topic of discussion, which actually just counts as bonus points). Meaning that Participation actually adds up to 78 points instead of 72.

3 Writing assignments (under "assignments"): 27 points. So when you add the discussion points and the writing assignment points, you end up with 105 points (instead of 100).

I will divide your total points by 4 to average your grade.

### Discussion/Participation Assignments:

You will also receive a grade for your chapter discussions at the end of the semester (worth 73 points). When you add the chapter discussion points to the three written assignments worth 27 points, this also equals a test grade. Each chapter discussion is worth 6 points. There are 12 chapters. This participation will be based on responses to the discussion questions that I post and the responses to your classmates post as well as what you read from the other students postings. The D2L system does keep track of everything you do so I can keep track of this. It's really an amazing system. I will post several questions for each chapter. I want actual dialogue here rather than simply responding by saying "I agree" or "I disagree." I want to see some thought put into your responses and some evidence of support for what you say. I want to see that you are drawing from the chapter when you respond so that I can tell that you have indeed read the chapter. It will help you if you refer to specific page numbers when responding with information to your classmates postings. Please remember to be civil. This is defined as no cursing, don't put someone down, but provide each other with an open environment for discussing and disagreement. I will post discussion questions for each chapter, sometimes I do this a few days in advance for those who read ahead or so that students know what questions will have to be answered as they're reading the chapter. You have only through that day (the due date) to post your initial response to the questions that I post. You have until 11:00 that night. Then I'll leave it open for an additional day so that you can respond to the posting of AT LEAST three other postings from other students. You will have until 11:00 the second night, the night in which it closes, to respond to the three other postings and to have read at least four-fifths of your classmate's postings. This is required.

### Grading for Participation:

The chapter discussions are graded according to the following (6 points total):

Plus 2 points for posting your initial posting by due date at 11 pm \*and\* for responding to the postings of your classmates by the following day at 11pm, which is the closing day for each chapter discussion. So, you will spend 2 days per chapter, one day posting your initial posting and the second day responding to at least 3 others. You will get a zero if you only post your initial response but do not follow through and post all remaining responses.

Plus 2 points for reading at least 4/5 (four-fifths) of the postings of your classmates by the closing day, at 11 pm for each chapter discussion.

Plus 2 points for posting such that it is evident that you are drawing from material that you have read for the current chapter (quality). I don't want you to just spout off and reply or make statements without drawing from the text. I need to see that you are actually reading the text material. It helps if you actually refer to information in the chapter and provide page numbers. I want substance to your replies and initial postings.

### Writing Assignments (exercises):

Exercise 1: due Feb. 5th 12. Go to Google.com. Do a search on "Diversity education" (put the two words inside quotes so that the search is for that exact term). Read the selection of links you receive and choose one that interests you. Go to that site and print either the home page or an article of interest. Write a one-page summary of what you learned from visiting this website. And any links that you visited. Be sure to give me something of substance, so that if you click on something that does not provide you with anything of value, find something else. I do not want someone turning in a page in which they tell me that their site was not much good or did not contain much useful information. If that is the case, find another site.

Exercise 2: due by April 11<sup>th</sup> (get this done early if you do not wish to be working over the break). Find a current event from a newspaper (New York Times, Washington Post, etc.) or from a magazine (Time, Newsweek etc.) or you may choose an article from an academic journal (no further back than 5 yrs. for the journal article). Summarize the article in 2-3 pages, including how it relates to class material and discussions (you must reference as in using page numbers from your readings and text as support or receive a zero for this assignment). Provide me with adequate citation so that I am able to find it: source, title, author, date, page numbers.

Exercise 3: due May 9. Discuss the following: Discuss how your perceptions of diversity have changed during the course of the semester, and what might have precipitated this change. I expect this paper to be between 2-3 pages, but you may go up to 5 if necessary.