

**School for New Learning
DePaul University
Course Syllabus: FA 390 Diversity: In and Beyond the Work Place**

Fall 2009

1. General Information

Faculty: Elisabeth J. Lindsay-Ryan
2122 Cleveland St
Evanston, IL 60202
773-865-4952
elindsay@depaul.edu

Location: Loop Campus

Dates/Time: Wednesdays, September 9th- November 11th, 6:00-9:00PM

2. Course Description and Faculty Biographical Sketch

Diversity, Multiculturalism, Affirmative Action, Equal Opportunity Employer these are all words that have historical significance and power in today's workplace. However, they don't quite capture what it means to live in a diverse world. This course will examine how the United States workplace has attempted to address diversity and what have been the challenges along the way. Other aspects of life in the United States such as families, schools, churches and neighborhoods have functioned with less of an effort to represent the pluralism of society. This course will explore these differences and evaluate the experiences of the individual, organizations, and institutions from a multitude of perspectives. Students will be asked to examine privilege of all kinds and how it impacts their lives. Students will demonstrate the competencies through class participation, group projects, journal entries and other assignments that will allow them to apply course readings, videos and discussion to their own personal experience.

About the Instructor

Elisabeth Lindsay-Ryan is a diversity professor, trainer and consultant. She completed her Master's of Arts at DePaul University in Human Services and Counseling in 2000, and she earned her Bachelor's of Arts at DePaul University majoring in History with Minors in African American Studies and Education in 1997. She served as the Director of Programs at the Women's Center at Northwestern University from November 2000-September 2008 where her responsibilities included chairing several university wide committees including serving as the Co-Chair for the Lesbian, Gay, Bisexual, and Transgender Support Network. She has been involved as a volunteer, an activist, Board Member, Advisor and Consultant with over 150 organizations addressing a range of issues from rape to cancer awareness. She has led or participated on six extended service trips working on the San Carlos Apache Reservation, homelessness, disabled children, civil rights education, and habitat for humanity. She currently resides in Evanston with her partner Becca, her daughter Katie and her dog Dayton.

3. Competencies

A-1-E: Can interpret the work of writers or artists within a historical or social context.

FX: Can describe the complexities of diversity in work and in life.

H-1-B: Can explain how two or more of the factors of race, ethnicity, nationality, socioeconomic status, age, gender, sexual orientation, or religion interact to shape communities.

L-7: Can learn collaboratively and examine the skills, knowledge, and values that contribute to such learning.

S-3-E: Can describe how scientific or technological knowledge affects perspectives on the relationships between humans and nature.

4. Learning Experience

Lecture, discussion, videos, and small group work, will be used in conjunction to offer a classroom environment that embraces a variety of learning styles and strives to provide information in a way that all students can process.

Required Reading

Readings will be assigned on a weekly basis to provide a foundation of understanding for diversity. These readings will help students understand individual identity development, how communities are shaped, and how individual and collective experiences with diversity impact the workplace and beyond. **All required reading will be available on Blackboard.**

There will be a selection of readings that will include but will not be limited to the following texts:

Amott, Teresa. Shortchanged: Restructuring Women's Work. Wadsworth Publishing, Belmont California. 1998.

Farley, John E. Majority-Minority Relations. Fourth Edition. Prentice Hall, Englewood Cliffs, New Jersey. 1999.

Loewen, James W. Lies My Teacher Told Me. Simon and Schuster, New York, New York, 1995.

Mickelson, Rosalyn Arlin. Can Education Eliminate Race, Class and Gender Inequality? Wadsworth Publishing, Belmont California. 1998.

McIntosh, Peggy White Privilege and Male Privilege: A Personal Account of Coming to See Correspondences Through Work in Women Studies. Wadsworth Publishing, Belmont California. 1998.

Newman, M Barbara & Newman, Philip R. Development Through Life: A Psychosocial Approach. Sixth Edition. Brooks/Cole Publishing Company, New York, New York. 1995.

Sack, Steven The Working Woman's Legal Survival Guide. Prentice Hall Press, Paramus, New Jersey 1998.

Shipler, David K. A Country of Strangers. Vintage Books, New York. 1998.

Yamato, Gloria. Something About the Subject Makes It Hard to Name. Wadsworth Publishing, Belmont California. 1998.

Films

Excerpts from various films will be viewed to illustrate individual's experiences with diversity in the workplace and beyond. Some examples include:

- North Country*
- Color of Fear*
- Crash*
- Excerpts for the Clarence Thomas/Anita Hill Hearings

5. Outcomes

In this course there are some universal intended outcomes. Everyone will engage in learning about the historical and social contexts that impact the experience of individual and group members in our society. This course will examine various environments in which we attempt to survive and thrive: work, school, families, religious institutions, and communities. By examining how diversity is addressed in various settings we will develop an understanding of the experience of others and ourselves. Students in this class will explore their own knowledge and bias with race, ethnicity, gender, sexual orientation, class, ability etc. By engaging in individual reflection, small group work, and class discussion we will examine what advancements our society has made in regards diversity and how far we still have to go.

Depending on one's competency the specialized outcomes are different. Those in **A-1-E** will spend more time researching how artists or writers have impacted history/society. They will strive to understand the effect art has on society and how it has influenced history. Whereas, those in **L-7** will be looking at learning collaboratively and how diversity impacts the group experience. Others in **H-1-B** will be looking at the intersections of race, ethnicity, nationality, age, class, gender, sexual orientation or religion, and how they interact to shape community. The students taking the class for **S-3-E** will explore how science and technology affect humans and their relationship with nature. Lastly, **FX** students will develop the ability to describe the complexities of diversity in work and in life. All students will write a research paper for each competency and explore their competencies in journals. However, they will have an opportunity to have a larger grasp of the bigger picture of diversity through class discussions, films, and personal explorations.

6. Evidence to be Submitted

Written Journal

Students will be required to write journal entries expressing your feelings, perspectives, and ideas about the specific topics provided. These journals should be an integration of personal reflection and an opportunity to discuss readings, class discussion, and illustrate their mastery of the material. Journals are due in class on the assigned date, if a student will not be in class the journals can be e-mailed to the professor on that day. **For each week the journals are late the grade will be lowered a full letter grade unless otherwise arranged.**

Attendance and Participation

It is crucial to your success in this class to be present and engaged in classroom discussion. This class is intended to be extremely interactive, a significant portion of your experience and understanding of diversity, identity, and communities will be developed through your interactions with each other. Small group and class discussion will be essential to your integration of the written material and personal experience. Therefore, students must inform the instructor of any absences. **Any student missing more than two classes will be expected to drop the course.**

Group Project

In addition to ongoing small group discussions, students will be expected to complete one group project. The instructor will provide an issue that requires the collaboration of all group members. Time will be provided in class for group to meet and discuss this project. Each group will present a brief synopsis of their group's experience in class. Since this project is done in class attendance for this day is mandatory for your grade on this project. **The group project will be during Week 5 October 7th. If you know you have a conflict please make arrangements with the professor as soon as possible.**

Diversity Event

Assignments and reading throughout will discuss all five competencies offered in this course. During the quarter you will be required to attend an event outside of class that focuses on an aspect of diversity connected to your competency. **You will be required to write a response on the experience due October 21st (Week 7). If you are taking the class for two competencies you will be required to respond to a second set of questions for your additional competency.**

Final Project

Students will be responsible for completing 3-4 page paper as capstone of their learning experience in this class. The format will be a reflective essay examining your own experiences and connections to an aspect of diversity addressed in the course. **The final project will be due during the last class on November 11th.**

The DePaul Student Handbook defines plagiarism as follows: "Plagiarism includes but is not limited to the following: (a) The direct copying of any source, such as written and verbal material, computer files, audio disks, video programs or musical scores, whether published or

unpublished, in whole or in part, without proper acknowledgement that is someone else's. (b) Copying of any source in whole or in part with only minor changes in wording or syntax even with acknowledgement. (c) Submitting as one's work a report, examination paper, computer file, lab report or other assignment which has been prepared by someone else. This includes research papers purchased from any other person or agency. (d) The paraphrasing of another's work or ideas without proper acknowledgement." Plagiarism will result in a failure of the assignment or possibly the course. If you are unsure how to cite a source, ask!

7. Criteria for Assessment

Students in this course will be assessed for their comprehension of material, illustration of thought and introspection, and reflection on their own personal perspective. Students will have the opportunity to exhibit their learning through attendance, fulfillment of assignments, engagement in class discussion, and overall active participation in the learning process.

Assessment by Percentage:

Journal: 30 %
Attendance and Participation: 25%
Group Project: 10%
Diversity Assignment: 20%
Final Project: 15%

Class Schedule

Week One-9/9

Introduction to Course
Sociological Theories
Social Movements

Week Two- 9/16

Individual Development
Identity Development
Role of Artists

Readings: John E. Farley, Majority-Minority Relations (pp.70-84, 168-182)

Assignment: Journal # 1

Week Three- 9/23

Legislative Initiatives Regarding Race/Ethnicity
Affirmative Action

Readings: David K. Shipler, A Country of Strangers (pp. 489-505, 509-513)

Assignment: Journal #2

Week Four-9/30

Legislative Initiatives Regarding Gender
Sexual Harassment/Affirmative Action

North Country

Anita Hill/Clarence Thomas Trial

**Readings: Steven Sack Working Woman's Legal Guide (pp. 83-86, 147-157,166-168)
Teresa Amott, Shortchanged: Restructuring Women's Work (pp.238-246)
Assignment: Journal #3**

Week Five- 10/7

Group Project

Privilege

Socioeconomic Issues

Intersections of Race and Class

Crash

Readings: Rosalyn Arlin Mickelson Can Education Eliminate Race, Class and Gender Inequality? (pp. 328-339)

Gloria Yamato, Something About the Subject Makes It Hard to Name (pp. 89-93)

Peggy McIntosh, White Privilege and Male Privilege: A Personal Account of Coming to See Correspondences Through Work in Women Studies (pp. 94-105)

Assignment: Journal #4

Week Six- 10/14

NO CLASS

Week Seven- 10/21

Continuing the Conversation

Intercultural Competence

Color of Fear

Readings: David K. Shipler, A Country of Strangers (pp. 460-488)

Assignment: Attend an event celebrating or educating on a culture different than your own, Journal # 5

Week Eight-10/28

Multiracial Families

International Adoptions

LGBT Family Members

Readings: David K. Shipler, A Country of Strangers (pp. 116-144)

Assignment: Journal #6

Week Nine- 11/4

Communities of Choice?

Schools

Churches

Neighborhoods

Communication

Readings: James W. Loewen, Lies My Teacher Told Me (pp. 201-212)

Assignment: Journal # 7

Week Ten 11/11

Where do we go from here?

Readings: David K. Shieler, A Country of Strangers (pp. 560-570)

Assignment: FINAL PROJECT DUE

DePaul University Academic Integrity Policy

DePaul University is a learning community that fosters the pursuit of knowledge and the transmission of ideas within a context that emphasizes a sense of responsibility for oneself, for others and for society at large. To preserve the quality of education offered to students, the University is responsible for maintaining academic integrity and protecting all those who depend on it, including DePaul's community partners and institutional affiliates. Violations of academic integrity, in any of their forms, are, therefore, detrimental to the values of DePaul, to the students' own development as responsible members of society and to the pursuit of knowledge and the transmission of ideas. Violations of academic integrity include but are not limited to the following categories: cheating; plagiarism; fabrication; falsification or sabotage of research data; destruction or misuse of the university's academic resources-- alteration or falsification of academic records; academic misconduct; and complicity. This policy applies to all courses, programs, and learning contexts in which academic credit is offered, including experiential and service-learning courses, study abroad programs internships, student teaching and the like. If an instructor finds that a student has violated the Academic Integrity Policy, the appropriate initial sanction is at the instructor's discretion (cf. Section Q). Actions taken by the instructor do not preclude the college or the university from taking further action, including dismissal from the university Conduct that is punishable under the Academic Integrity Policy could result in criminal or civil prosecution.

<http://studentaffairs.depaul.edu/homehandbook.html>

DePaul University Incomplete Policy

Undergraduate and graduate students have two quarters to complete an incomplete. At the end of the second quarter (excluding summer) following the term in which the incomplete grade was assigned, remaining incompletes will automatically convert to "F" grades. Ordinarily no incomplete grade may be completed after the grace period has expired. Instructors may not change incomplete grades after the end of the grace period without the permission of a college-based Exceptions Committee. This policy applies to undergraduate, graduate and professional programs. NOTE" In the case of a student who has applied for graduation and who has been approved for an Incomplete in his or her final term, the incomplete must be resolved within the four week period before final degree certification.

n.b. The SNL student who wishes to receive the grade of IN must formally request in writing that the instructor issue this grade. This request must be made before the end of the quarter in which the student is enrolled in a course.