SOCL – 4733X1: Diversity

WEBCT Summer 2011

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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 them 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 instructor are electronic rather than in-person. It is imperative that the website is checked by all students frequently to maintain contact.

Course Requirements

All assignments must be completed to receive a final grade for the course. Students need to have access to a computer and the World Wide Web. Students should use Microsoft Word, Microsoft Works, or Adobe Acrobat for writing assignments. **DO NOT use Wordperfect** when turning in exercise assignments. You will not receive credit if you do since I can not open these.

1. We seek to be a learning community, where everyone is a learner as well as a resource.

2. We will not single out individuals to be spokespersons for members of their own race, gender, religion or some other category we assume they represent

3. We will listen to understand before we agree or disagree
4. We will respect all points of view; be courteous, even when you disagree, and always provide clear, logical support for your views.

5. If we find something offensive, we should inform others of our feelings.

Textbooks

All students are required to purchase and read the assigned sections of the following two books:


Exams and Grading

There are three major exams scheduled during the semester. The dates are listed on the calendar. The exams are NOT comprehensive. All exams will be web based, which means that you will take the exam on the net. The exams are on a time-release schedule and are only available at the times indicated on the class calendar. Students need to ensure their ISP and computer systems are reliable. Once the examination starts – the timer begins and it cannot be reset. I have decided to give you a window of a couple days to take the exam. You may not log on before or after the specified time (Dates will be on the Calendar). Once you log on you have 50 minutes to take the exam. Additional instructions may be posted before the exam date. I decided on 50 minutes for each exam after much consultation with other faculty who teach webCT classes. If you have read the material beforehand (which you are supposed to do!!), this is more than enough time since you would have only 50 minutes in a regular on-campus class. The time allotted is not meant to provide you with time to use your books (although I’m aware that if you’ve read the material beforehand, the time does allow time for one to look up a few questions you may not immediately know) so 50 minutes is more than fair. Each of these exams is worth 100 points.

**NOTE:**---You are responsible for making certain that your system is working and that you’re able to get on and take exams. I sent an attachment for you to read through to make sure that your computer is configured properly (do the Browser check ASAP). Don’t wait until the last minute to take exams. If something happens and I permit you to take an exam late, I’ll deduct 10 points for taking it late (to be fair to those who took it on time).
EXAMS AND Discussion/Participation Assignments

You will also receive a grade for your **Participation** at the end of the semester (worth **77 points**... **7 points for each topic of discussion**). This participation will be based on responses to the discussions that I post and the responses to your classmates post as well as what you read from the other students postings (the webCT system does keep track of everything you do so I can keep track of this---It’s really an amazing system). I will post one to three 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. Please remember to be civil..... (**define this**... **no cursing, don’t put someone down, provide each other with an open environment for discussing and disagreement, but be careful of the manner in which you do so**). I will post discussion questions for each chapter (sometimes I do this a couple weeks 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 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 two other postings from other students. This is required!! Hint: It helps if you post early (before the due date when possible) as this gives maximum time not only for your initial posting, but for others to respond.

Notice also that below I explain that I’ll add 2 points to the 77 points at the end of the semester so that your participation over the topics is actually worth 79 points. When this is added to the 21 points for the three small writing assignments, you have an additional grade (worth 100 points), equal to an exam grade.

**GRADING for Participation:**

The chapter discussions are graded according to the following:

Plus 2 for posting your initial posting by due date at 11 pm *and* for responding to the postings of your classmates by the following day (the date that chapter closes), at 11PM

Plus 2 for reading at least 4/5 (four fifths) of the postings of your classmates by 11 pm, on the day the discussion closes

Plus 3 for posting such that it is evident that you are drawing from material that you have read for the current chapter (quality). Note: if you don’t do the required postings and responses, then there won’t be much quality either.
WRITING ASSIGNMENTS:

You will have three short writing assignments to turn in (dates will be listed on the link for turning them in under the “assignment” link, which is listed directly below the “assessments” link which is where you'll find exams). Each of these 3 writing assignments will be worth 7 points:

EXERCISE 1:

1. Go to a search engine site such as www.google.com or www.hotbot.com etc.. (I actually use www.dogpile.com...very old 😊). Do a search on “diversity education” (put the two words inside quotes so that the search is for that exact term).

2. 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.

3. Write a one-page summary of what you learned from visiting this web site and any links that you visited. Be sure to give me something of substance, so that if you click on something that doesn’t provide you with anything of value, find something else. I don’t want someone turning in a page in which they tell me that their site wasn’t much good or didn’t contain much useful information. If that’s the case, find another site.

EXERCISE 2:

1. Find a current event from a newspaper (i.e. New York Times, Washington Post, Times Record News, etc.) or from a magazine (Time, Newsweek) or you may choose an article from an academic journal (no further back than 5 yrs. for the journal article).

1. Summarize the article in 1-3 pages, including how it relates to class material and discussions (using page numbers from your readings and text as support).

2. Provide me with adequate citation so that I am able to find it: source, title, author, date, page #’s.

EXERCISE 3:

Discuss the following:

1. 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.
****IMPORTANT:

I will drop students who miss 1 weeks postings. You will be dropped with an F. Therefore, if you see that you will be missing too many postings, I think it best if you drop yourself so that you may do so with a “W.”

Exam 1 100 points
Exam 2 100 points
Exam 3 100 points
Participation grade 77 points (plus additional 2 points, freebies, added at the end of the semester to actually total 79)
3 Writing assignments (under “assignments”) 21 points (7 points each)

400 points possible. To average your grade, add up all points and divide by 4.

Distance education Drops:

Students who do NOT live locally and are only enrolled in distance education courses may complete an online drop slip by going to the Registrar webpage (http://registrar.mwsu.edu/) and clicking on "Course Drop Petition - Distance Ed. Only." After completing the information, they click Submit and it sends an e-mail notification to the Registrar's Office. We confirm approvals of the adviser, instructor and Financial Aid and then process the drop. If a student is dropping all classes, this is considered a withdrawal and the student must contact the Dean of Students Office instead of completing the online drop slip.

Americans with Disabilities Act:

Midwestern State University does not discriminate on the basis of an individual's disability and complies with Section 504 and Public Law 101-336 (Americans with Disabilities Act) in its admissions, accessibility, treatment and employment of individuals in its programs and activities. A copy of the ADA Compliance Document is available online at http://students.mwsu.edu/disability/faq.asp. It is the responsibility of the student to inform the instructor of any disabling condition that will require modifications.

Academic Dishonesty:

Please do not cheat or plagiarize. The MSU policy on cheating and plagiarism is on page 69 of the MSU Student Handbook and Activities Calendar (Code of Student Conduct, Item 11) and I encourage you to review it. Additional information regarding the Academic Dishonesty policy is available from the Dean of Students office, in Clark Student Center. Cheating or engaging in plagiarism will result in a
grade of zero (0) and/or a letter grade of “F” for the course!!!!!!! If you find yourself even thinking about cheating on an exam or copying someone else’s work, please talk to me about what problem you’re having!!

READINGS OUTLINE

EXAM 1 Covers Topics 1 through 4:

Topic 1: Diversity Consciousness, Chapter 1 (An Overview)

Topic 2: Diversity Consciousness, Chapter 2 (Diversity Consciousness and Success)

Topic 3: The Dynamics of Inequality Book, Read the readings under “Educational Barriers to Equality,” pages 263-288.

Topic 4: Diversity Consciousness, Chapter 3 (Personal and Social Barriers to Success)

EXAM 2 Covers Topics 5 through 7:

Topic 5: The Dynamics of Inequality Book, Read the readings under “The Personal Experience of Inequality,” pages 1-29.

Topic 6: Diversity Consciousness, Chapter 4 (Developing Diversity Consciousness)

Topic 7: The Dynamics of Inequality Book, Read the readings under “How Inequality is Perpetuated: Culture and Its Impact,” pages 89-141.

FINAL EXAM covers the following:

Topic 8: The Dynamics of Inequality Book, Read the readings under “Institutional Barriers to Equality in Health Care,” pages 204-252.

Topic 9: Diversity Consciousness, Chapter 5 (Communicating in a Diverse World)

Topic 10: Diversity Consciousness, Chapter 6 (Teamwork)

Topic 11: Diversity Consciousness, Chapter 7 (Leadership)