.

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Teaching Assistant:

**1.0 How to use this syllabus**

This syllabus provides you with information specific to this course, and it also provides information about important university policies. This document should be viewed as a course overview; it is not a contract and is subject to change as the semester evolves. The changes will be communicated to students verbally in class or through blackboard or email.

The general education program is designed to help students succeed in a world that is increasingly global, urban and complex in its technology. Find requirements and course lists here.

**2.0 Course Description:**

This is a 3 credit hour First-Year Seminar course designed to facilitate students’ success particularly in understanding the basics of diversity - its construction, perception and possibilities. Students will learn the meaning of diversity in terms of being different and special according to societal norms. Issues of gender, race/ethnicity, class, sexuality, ability, privilege and poverty will feature in the study. Seminar/discussions of readings, videos, Office of Diversity & Inclusion (ODI) events, and group projects will provide basis for skills-development and competence that will help students to engage diversity within and outside the classroom. Active participation in class blogs and/or diversity events/sites is required.

**3.0 Mission and Goal of General Education (GED)**

The mission of general education is to provide a well-rounded education that enables you to live the fullest most meaningful life possible, regardless of your particular career preparation.

The goal of general education is to enable you to live a rich, meaningful life by developing: an informed appreciation of the arts, humanities, and natural and social sciences; an ability to intelligently follow and participate in current events; and a sensitive and tutored appreciation of diverse cultures and ways of living

**3.1 General Education Outcomes**

Embedded throughout general education and furthered in the major are the skills that enable graduates to contribute productively to society and the on-going culture. Therefore, upon graduation the faculty expects you to:

* **Have acquired knowledge in the arts, humanities, and natural and social sciences**

This will be assessed through 7 quizzes on readings 7 that discuss issues of gender, race, disability and sexuality; WSU campus sculptures that you will base your presentations on; Diversity projects and the video project.

* **Think critically and independently**

The outcome will be assessed through essays, seminar/discussions and presentations that will demonstrate your knowledge of course readings and application of your original thinking to create more understanding of ideas expressed in the readings and the class.

* **Write and speak effectively**

The outcome will be assessed through essays that demonstrate your writing skills and presentations that require oral communication.

* **Develop an Appreciation for Diversity**. The outcome will be assessed through all class assignments.

For details of the Outcomes, see below:

**3.3 *Upon successful completion of this course, students will be able to:***

|  |
| --- |
| 1. Explain the meaning of diversity. The outcome will be assessed **through essays, seminar/discussions and applied learning.** |
| 2. Identify diversity sites at WSU, discuss their diversity principle and importance at WSU. The outcome will be assessed through **applied learning.** |
| 3. Apply critical thinking about the intersection of varied experiences such as disability, age, class, color, gender, race/ethnicity and sexuality in people’s lives. The outcome will be assessed through **essays, seminar/discussions and applied learning.** |
| 4. Explain course material that integrate life skills and independent thinking about diversity experiences. The outcome will be assessed through **quizzes,** **essays and seminars.** |
| 5. Develop appreciation of other backgrounds and perspectives through group-work and out-of-class events and/or class blogs. The outcome will be assessed through **applied learning or blogs.** |
| 6. Apply ideas in course material in assessing personal experience of diversity and campus life. The outcome will be assessed through **quizzes,** **essays and seminars.** |
| 7. Use research to create more understanding of course material. Outcome will be assessed through **quizzes**, **essays and seminars.** |
| 8. Write about diversity issues in society. Outcome will be assessed through **essays.** |
| 9. Explain Diversity as an inside job - not just about “them” but about evaluation of personal attitudes, beliefs, and experiences about difference. Outcome will be assessed through **essays and seminars.** |
| 10. Improve their literacy and writing skills. The outcome will be assessed through **essays and seminars.** |

**To succeed in this course, students must do the following:**

Always check the blackboard, take notes during classes, read the texts, do assignments, and observe classroom behavior.

Connect with faculty and other students with open mind, appreciation, and respect for others and their views.

Get involved in the community and reach across the aisle to those you perceive different form you or your background.

**3.4 Speakers:** You will have three Speakers –from Ablah Library, Office of Diversity and Inclusion (ODI) and the Plaza of Heroines. Each visitor will help you to understand how their units will facilitate your success in this class and the university.

**4.0 Class Protocol**

Classes include seminar/discussions, quizzes, group work and presentations, diversity site visits, participation at diversity events, essays and contribution to group and class discussions. It may include participation in class blog. A student can earn few points from each activity, but they all will add up to a maximum that is huge – 1000 points. The variety of assignments provide opportunity to engage diversity in ways that expose students to different kinds of assignment that may be required in other courses.

**4.1 Responsibility Code:** Always check the blackboard. **Take notes during classes**, read the texts, do assignments, and observe classroom behavior. Submit all assignment at the beginning of class on the due date.

Papers will be penalized one letter grade lower than it earned, each day after the due date.

It is your responsibility to find out, from colleagues, the announcements made in the class that you missed.

**5.0 Academic Honesty**

Students are responsible for knowing and following the Student Code of Conduc[t http://webs.wichita.edu/inaudit/ch8\_05.htm a](http://webs.wichita.edu/inaudit/ch8_05.htm)nd the Student Academic Honesty polic[y http://webs.wichita.edu/inaudit/ch2\_17.htm. W](http://webs.wichita.edu/inaudit/ch2_17.htm)hen I have reasonable good faith belief that a student or students have committed academic misconduct, the student/s will get an "F" on the assignment/test on which the student[s] committed the misconduct. If misconduct occurs again, the student(s) will get an "F" for the entire course.

**5.1 Classroom behavior**

WSU Student Code of Conduct [<http://webs.wichita.edu/inaudit/ch8\_05.htm>](http://webs.wichita.edu/inaudit/ch8_05.htm) requires that you adhere to a responsibility code, which includes that you do not disrupt classes. Disrupting classes includes disrespectful behavior toward class colleagues or the instructor, TA, carrying on private conversations, sleeping, reading extraneous material and unallowed use of technology during class time. To create a friendly learning atmosphere, we shall be punctual, polite and attentive in classes, listen politely even when we do not agree with the speaker’s ideas, raise hand for recognition to speak, remain in class until the end of the class unless there is an emergency. Do not eat in class, turn on laptops or phones without permission or engage in other disruptive behavior and actions. Violation of one or more of these simple courtesies might result in your being asked to withdraw from the class.

**6.0 Definition of a Credit Hour**

Success in this 3 credit hour course is based on the expectation that students will spend, for each unit of credit, a minimum of 45 hours over the length of the course (normally 3 hours per unit per week with 1 of the hours used for lecture) for instruction and preparation/studying or course related activities for a total of 135 hours.

6.1 **Course Textbook:** *Designing Your Life – How to Build a well-Lived, Joyful life* by Burnett and Evans

Students are required to read the course book before the first class or in the first week of classes.

**6.2. Blackboard Readings:** Go to blackboard. Click on Readings & access the readings.

**7.0 Seminar/Discussion**

This course emphasizes critical thinking, so learning is primarily based on seminar/discussions. There are class seminars involving all class members and Group seminars held in groups. It is important that students think about the ideas in the texts that they read, raise issues from the texts, agree and disagree with the ideas, present and/or modify their own ideas.

**7.1 Attendance & Participation**: Earn 3 points for attendance and participation in 28 classes. This will be awarded by the professor. It is important that you read the required texts for each class before the particular class, and reflect on them in the light of the learning outcomes listed in 3.3. This will help you in the Quizzes and enable you to participate actively in the seminar/discussions from which you can earn 0-22 points per Group Work as explained in 7.2.

**7.2 Group Work A-F (Tokens & Class Participation Points)**

Groups can earn between tokens from other groups for Knowledge and communication. Each of the three group will have 9 tokens to award. After each group has presented their answers to the question, each group will discuss the presentations and award of tokens. Give the best group 5 of your tokens. Give the 2nd group 3 tokens. Retain 1. If you are super good, you will get 5 from one and 5 from another group plus 1 that you retained = 11. Each token is worth 2 point, so your total will be 22 points. The points earned by a group are awarded to every member of the group.

**7.3** **Group seminars** are important in engaging and creating more meaning about issues as well as learning from each other. Group members are given the power (points) to assess your participation, so do not let others do the work for you because they will reflect it in the points they give you.

**8.0 Events that Require Student Attendance**

In addition to classes, students are required to attend 2 ODI events: one of them being the Global Village Assembly event on 10/18 and one other event chosen and attended by your group.

**8.1 Applied Learning (AL):** Students are required to use their classroom learning in out-of-class experiences and events in the community through talks, service and other integrative activities. Applied learning aspects of this course include Diversity Site (DS) presentations, Global Village Assembly (GVA) and Extra Credit Opportunities. AL component of this course will help you in service-learning and internship experiences in other courses as well as practical application of diversity knowledge and skills.

**8.2 Diversity Site (DS) Presentations:**

DS projects aims at making you appreciate diversity in practical ways. You will navigate campus monuments and sculptures that depict diversity and help you to apply your understanding of diversity. There are 3 DS group presentations.

**8.3 ODI Session** A speaker will introduce the Office of Diversity and Inclusion (ODI) events and trainings. You will earn class points by **attending the following 2 ODI events.**

**8.4 - 1st ODI Event: Global Village Assembly (GVA). October 18, 2019.**

Focusing on the commonality and similarity of human experience, the Global Village Assembly (GVA) was formed to enable the community speak about issues that bring people together. It is an open-mic session in which people volunteer on the spot to creatively engage the chosen theme using speech, poetry, song, dance, musical instrument or any style of their choice. Each person is allowed 3 to 5 minutes. This event counts as one of the 2 required ODI events so attend and earn 20 points for attendance**.** Additional 20p for presenting.

**8.5 2nd ODI Event (30 points)**:

Each group will choose a 2nd ODI event (not the GVA) to attend and the group will **write Paper 2** as a group.

**9.1 - 1st DS Presentation (50 points):** Using technology, groups will navigate the Plaza of Heroines at <http://www.plazaofheroines.com/>Each group will choose a heroine to present on. The group will 1) identify the brick, paver or tree of their chosen heroine 2) tell the class about the heroine and 3) her contribution to humanity (Why she deserves to be honored). Include another heroine of your choice in the presentation (from history, family or …).

Time: 5 to 10 minutes. Date: 10/3. Place: Plaza of Heroines.

**9.2 - 2nd DS Presentation:** Each groups will tour WSU campus sites to select ONE DS for presentation. The presentation will include the following: Introduction - Name, location and why it is a DS; Reading – Summary of a CR (Course Reading), use the CR to explain the DS; Conclusion - Significance of the DS. Will you like to see the site in other places, modified or any recommendation you want to make. Explain your answer. Presentation time is 5-10 minutes on 10/31/19. (50 points)

**9.3 - 3rd Presentation - Video Project:**Make a video or skit about “diversity”. Every group member must participate in the presentation. The video or skit must show knowledge of the meaning of diversity, include at least two dimensions of diversity, and a message about diversity or how to develop/improve diversity skills.

**The video/skit must include the following:**

Introduction of the topic, group members and their roles in the skit/video. 2)Meaning of diversity.

3) One course reading – main idea of the Reading and how it connects with your topic

4)Integrate research (non-course material) in the project.

5) Critical Thinking – summary of what your group thinks about diversity. 6) What we/society should know or do about diversity

Time: 5-10 minutes. Date: 11/19 & 11/21 (100 points). **Assessment** by other groups (0-30p from 2 groups); 0-40 from instructor.

**10.0 Evaluation:**

Evaluation is based on the number of points earned from contribution in seminars, assignments, presentations and essays.

**A maximum of 1000 points (100%) will be earned as listed in 10.1**

**10.1 List of assignments, values toward final grades, dates due .**

|  |  |  |
| --- | --- | --- |
| ***Assignment*** | ***Value towards final grade*** | ***Dates due*** |
| *Attendance* | *84 points (0.56%) (3p each class)* | *Every class* |
| *1st Diversity Site* *Presentation* | *50p (5%)* | *10/3* |
| *2nd Diversity Site* *Presentation* | *50p (5%)* | *10/31* |
| *3rd Presentation – Vide/skito Project* | *100 points (10 %)* | *11/21 & 11/26* |
| *Paper 1* | *28* | *8/20* |
| *Paper 2 – Group ODI Event* | *50* | *11/14* |
| *Paper 3* | *200* | *12/5* |
| *Group Work A-F* | *132 (12%)* | *8/27 & 29; 9/10 & 17; 10/10: 11/26* |
| *Quizzes* | *280 (40p each for 7)* |  |
| *Group member evaluation* | *50* |  |

**10.2 Grading Scale**

WSU uses a +/- grading scale for final grades and to calculate grade point averages. In this class, grades are assigned according to the following chart.

|  |  |  |  |
| --- | --- | --- | --- |
| **Letter grade** | **Cumulative Points** | **Grade Points** | **Interpretation** |
| A | 930-1000 | 4.00 | The A range denotes excellent performance. |
| A- | 900-929 | 3.70 |  |
| B+ | 860-899 | 3.30 | *The B range denotes good performance.* |
| B | 830-859 | 3.00 |  |
| B- | 800-829 | 2.70 |  |
| C+ | 760-799 | 2.30 | The C range denotes satisfactory performance. |
| C | 730-759 | 2.00 |  |
| C- | 700-729 | 1.70 |  |
| D+ | 660-699 | 1.30 | The D range denotes unsatisfactory performance. |
| D | 610-659 | 1.00 |  |
| D- | 500-600 | 0.70 |  |
| F | 0-490 | 0.00 | F denotes failing performance. |

**11.0 Writing:** Grammar and spelling - Your essay will lose points for wrong grammar and spelling. Check the punctuation, agreement, and tenses. Avoid sentence fragments, misplaced modifiers, and other grammar problems.

**Quotations** - Do not expect the reader to figure out what a quotation is about. Use a comment, introduction, explanation, and/or analysis to link the quotation with your argument. This means that you have to integrate the quotation and make it part of your essay.

**Citations** - You must acknowledge the owners of the ideas and quotations that you use by proper citations within the text, and a “Works Cited” or “Bibliography” at the end of the essay. Use MLA or the bibliographical style of

your discipline.

**WSU** **Writing** **Center** - The center offers tutorial assistance in writing skills and other courses. Visit the center in 601 Lindquist Hall. You are expected to take full advantage of the Center and improve your writing skills.

**12.0 Instruction for Papers**: Papers should be double-spaced on 12 point font (Times New Roman or equivalent font). Insert word count on the 1st page of your paper. Write the Paper Number (Paper 1 etc.), **title** and page numbers. Papers will lose points for language problem. It is important that students show good critical thinking that they gained from the course and discuss issues in terms of relevance to diversity – understanding of diversity and its importance in society.

**12.1 Paper 1** - **Pre-test Essay (12p)):**  (Due date: 8/20)

No reading is required – just from your head, write an essay on, “What I think/heard/ know about diversity.” Bibliography is not required.

Length: 150 - 250 words (0.5 to 1 page).

**12.2 Paper 2** **– (50 points).** Attend an ODI event with your group members and write a joint paper based on the event. Expectations include date, place, title and 1-page essay (300 words) with description of the event (20), its relevance or irrelevance to diversity (20), and organization of essay (10). Due date: 11/14

**12.4 Paper 3 – (Post-test) Due on 12/5 (100 points)**

Using your Paper 1 (pre-test essay), discuss how your knowledge of the meaning of diversity has improved, enlarged or remained the same after taking this course.

Expectations include:

Good organization and use of language (10%) (See 11.0 for Writing & 12.0 for Instruction for Papers).

Summary of Paper 1 (10%)

In-depth explanation of ONE Course Reading that is relevant to your essay (20%).

Discussion of how the reading influenced your meaning of diversity (20%).

Other class activities that had impact on your learning of Diversity (20)

Use of a scholarly **article/book** from research (non-course material) to make and/or further your argument (10%).

Good critical thinking about Diversity (10%).

Papers will lose points for language problems.

Length: 500-1000 words or 2 to 3 pages.

**Due date** is 12/5/19 (paper goes down one letter grade for each day of late submission).

**13.0 Late Assignments**

You are required to submit papers on due date. Each paper goes down one grade for each day of late submission.

**13.1 Missed Assignments** Missed assignment will earn zero points. Use the Extra Credit quizzes to earn more points.

**14.0 Group member evaluation: 50 points –** for attendance, participation at group meetings and working on the group’s assignments. Group points are cumulative so there is no make-up. If you miss a presentation, consider Extra Credit.

**14.1 Quizzes – 280 points:**

**7** quizzes (40 points each). The quizzes and group work are cumulative so **there will be no make-up quizzes**.

It is the responsibility of the student to:

Read the assigned texts, prepare for active participation in the discussion, and prepare for quizzes and assignments

**15.0 Extra credit (100 points) (Due date for all extra credits 12/5/19)**

15.1 Quiz A: Submit evidence that you took 6 – 8 of The First-Year Seminar Tutorials at *WSUA 102J Fundamentals of Diversity* web page - https://libraries.wichita.edu/c.php?g=955819&p=6898532 (30p).

15.2 Quiz B: Present at the Global Village Assembly (GVA) (see 8.3) (30p).

15.3 Quiz C In one page, explain the meaning of diversity to another student using a course reading or a WSU diversity site for illustration (30 points).

15.4 Quiz D In 0.5 – 1 page, discuss what you can do to improve diversity awareness at WSU (10p).

**16.0 Important Academic Dates**

For fall semester 2019, classes will begin on the August 19, 2019 and end on December 5, 2019. The last date to drop a class and receive a W (withdrawn) instead of F (failed) is September 16, 2019. There are no classes from October 12 (SAT) after

2 pm to October 15 (Fall Break) and November 27 to December 1 (Thanksgiving Recess). The final exam period is December 7 to December 12, 2019.

**17.0 Disabilities**

If you have a physical, psychiatric/emotional, or learning disability that may impact on your ability to carry out assigned course work, I encourage you to contact the Office of Disability Services (DS). The office is located in Grace Wilkie Annex, room 150, (316) 978-3309 (voice/tty) (316-854-3032 videophone). DS will review your concerns and determine, with you, what academic accommodations are necessary and appropriate for you. All information and documentation of your disability is confidential and will not be released by DS without your written permission.

**18.0 Counseling & Testing**

The WSU Counseling & Testing Center provides professional counseling services to students, faculty and staff; administers tests and offers test preparation workshops; and presents programs on topics promoting personal and professional growth. Services are low cost and confidential. They are located in room 320 of Grace Wilkie Hall, and their phone number is (316) 978-3440. The Counseling & Testing Center is open on all days that the University is officially open. If you have a mental health emergency during the times that the Counseling & Testing Center is not open, please call COMCARE Crisis Services at (316) 660-7500.



**19.0 Diversity and Inclusion**. Wichita State University is committed to being an inclusive campus that reflects the evolving diversity of society. To further this goal, WSU does not discriminate in its programs and activities on the basis of race, religion, color, national origin, gender, age, sexual orientation, gender identity, gender expression, marital status, political affiliation, status as a veteran, genetic information or disability. The following person has been designated to handle inquiries regarding nondiscrimination policies: Executive Director, Office of Equal Employment Opportunity, Wichita State University, 1845 Fairmount, Wichita KS 67260-0138; telephone (316) 978-3186.

**20.0 Intellectual Property**. Wichita State University students are subject to Board of Regents and University policies (see [http://webs.wichita.edu/inaudit/ch9\_10.htm)](http://webs.wichita.edu/inaudit/ch9_10.htm) regarding intellectual property rights. Any questions regarding these rights and any disputes that arise under these policies will be resolved by the President of the University, or the President’s designee, and such decision will constitute the final decision.

**21.0 Shocker Alert System**

Get the emergency information you need instantly and effortlessly! With the Shocker Alert System, we will contact you by email the moment there is an emergency or weather alert that affects the campus. Sign up a[t www.wichita.edu/alert.](http://www.wichita.edu/alert)

**22.0 Student Health Services**

WSU’s Student Health clinic is located in 209 Ahlberg Hall. Hours are 8:00am to 7:00pm (8:00 am to 5:00 pm on Fridays), though the clinic may be closed occasionally on Wednesdays from noon to

1:30pm. The telephone number is (316) 978-3620. In addition to outpatient and preventive care (including immunizations, a prescription service, and testing/counseling for sexually transmitted infections), Student Health can handle minor injuries. All services are confidential. For more information se[e www.wichita.edu/studenthealth.](http://www.wichita.edu/studenthealth)

**22.1 The Heskett Center and Campus Recreation**

Whether you want to be active on campus, relieve the stress from classes or take care of your body, Wichita State Campus Recreation is the place for you. Campus Recreation, located inside the Heskett Center, contributes to the health, education, and development of Wichita State University students, faculty, staff, alumni, and community members by offering quality programs and services. With many programs and facilities which are free to all students and members, Campus Recreation offers its members limitless opportunities. For more information about our services se[e www.wichita.edu/heskett.](http://www.wichita.edu/heskett)

**23.0 Video and Audio Recording (Suggested)**

Video and audio recording of lectures and review sessions without the consent of the instructor is prohibited. Unless explicit permission is obtained from the instructor, recordings of lectures may not be modified and must not be transferred or transmitted to any other person, whether or not that individual is enrolled in the course.

**24.0 University Behavioral Intervention Team (UBIT)**

Wichita State University is committed to the safety and success of and cares about all members of the University community. If you or someone you know needs support, is distressed, or exhibits concerning behavior that is interfering with their own or others’ academic or personal success or the safety of members of our community, resources and assistance are available. As your Faculty, I may UBIT to seek support for you. If you or another member of our campus community is in need of help, please submit a concern at www.wichita.edu/ubit or call any UBIT member listed on that webpage. In case of emergency, please call the University Police Department at (316) 978-3450 or 911.

**25.0 Class Schedule**

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| --- |
| **T 8/20 Introduction, Overview & Procedure**  Explanation of Course, syllabus, class procedure etc.  Speakers/Visits – Library, ODI, Plaza (see 3.4);  Credit Hour (see 4.0); Applied Learning (see 8.1);  Global Village assembly- GVA (see 8.4).  Class Participation Points (see 7.2 Group Work A-F (Class Participation Points)  Know your group members and class colleagues  **Group work:**  Sit in your groups and get to know members of your group. A group member will tell us about the group (diversity-strength of your group, names, majors, loves/hates, pets of members may be included). |
| **R 8/22 Diversity – Visual Introduction**  Explanation by Instructor – Designing My life, Diversity, Applied learning  The Interview – Diversity Challenge (7m) <https://www.youtube.com/watch?v=n6kUaDp5FVU>  Group Work:  Why is Marla angry? Is Felix diversity competent? How do you know – verbal and non-verbal signs?  What was his reaction at the sight of the woman with disability?  Why would he have preferred to have the interview with Craig  **For the next class:**  Pages 4-14 of *Designing Your Life – How to Build a well-Lived, Joyful life* by Burnett and Evans  What do I understand by the term, “life course”? Does diversity connect with my work course?  How can I design a talk/video/skit that demonstrates diversity and life course? |
| **T 8/27 Designing My Life – Introduction**  **Quiz 1** based on 4-14 of the course book, *Designing your Life*  Professor explains: Gravity Problem  **Group work A: Diversity and Design (Earn tokens)**  10 minutes - In your groups, discuss possible ways to design your life in order to achieve a happy life. Think of an environment with different challenges requiring different talents, experiences and people. Discuss life goals; what will lead to your life goals? **Class seminar:** In 3-5 minutes, each group will tell the class its vision of an ideal society or work place or neighborhood and how to achieve that ideal. **Present tokens.** |
| R 8/29 **Designing My Life - Work view and college view**  Professor explains: Work view, college view & team work  **Group Work B. Earn tokens.**  Each person will say what he or she is passionate about, how it relates to major, work or future work.  Do you **think** that “diversity” relates to your work or future work?  Class seminar: In 3-5 minutes, each group will tell the class 1. What the group is passionate about 2. Whether it relates to diversity. How?  For 9/3 class, we shall meet be at Ablah library by 9.30. Sit at the Coffee Area. We shall go in together to meet the Speaker.  9.25 AM – We go as a group to ODI |
| **T 9/3 Guest Speakers**  **Ablah Library -** Meet be at Ablah library by 9.30. Sit at the Coffee Area <http://libraries.wichita.edu/home>  **10.00 T**he Office of Diversity and Inclusion (**ODI**) <https://www.wichita.edu/administration/diversity/about/overview.php> |
| **R 9/5 Culture and Cultural Identity. Earn tokens.**  Professor explains: culture and cultural identity.  Video: Hayley Yeates: It’s past time to appreciate cultural Diversity (9)  **Class Seminar/discussion based on the video - Questions**  Do you think or know of any country where Hayley will be classified based on the culture of her family where she was raised and not on her appearance?  Hayley worked harder than her classmates did in order to get them to choose her for teamwork. Is this a problem for her? Is it an advantage?  Comment on her hiding her face in order not to bias potential Linkedin followers/friends.  Does part of her story speak to your experience? What did you learn from her story?  Next class:  Read “Overview of Diversity Awareness” by Penn State and think of the following:  What I understand by the term, “diversity”? Does diversity benefit or harm society?  Think of two reasons to support your view - Global market, population demographic, celebration of individual uniqueness. Prepare for quiz 2. |
| **T 9/10** **DIVERSITY – Meaning and Importance**  **Quiz 2** based on “Overview of Diversity Awareness” by Penn State  Professor explains Diversity  **Group Work C: Earn tokens.**  In your groups, discuss the meaning of diversity in 5 minutes.  In 2 to 5 minutes, tell us 3 reasons why diversity should be encouraged. |
| **R 9/12 Melting Pot & Tossed Salad**  Professor explains the topic.  Class Discussion: Is society better as melting pot or mosaic? |
| **T 9/17 Dimensions of Diversity**  Professor explains the topic.  **Group Work D: Earn tokens.**  Discuss the following issues and questions in your groups for 10 minutes.  Be prepared to tell the class your group’s answers to numbers **4, 5 & 6**. **Earn tokens.**   1. What are the dimensions of diversity? Name them. 2. We tend to feel more comfortable with people who have our dimensions – color, gender etc. 3. Do you feel less comfortable with people who have few of your dimensions? Why. Discuss it. 4. Mention 3 reasons for the lack of comfort around those with less dimensions than yours. 5. Discuss how you can overcome your discomfort? 6. Mention any place at WSU that can help you acquire skills for diversity. |
| **R 9/19 Diversity Site (DS)**  Explanation of DS  Explanation - The Plaza of Heroines. Speaker: Manager of the Plaza.  **Group Work - The Plaza of Heroines:** Work on the 1st Group Presentation based on the Plaza of Heroines (see 9.1. Arrange to meet outside the class to get your group ready for presentation on 10/3). |
| **T 9/24 Gender**  **Quiz 3** based on Lober’s “The Social Construction of Gender” and “Honoring Our Heroines” @ The Plaza of Heroines <http://www.plazaofheroines.com/>  Explanation of topic meaning of gender, construction and fluidity.  **Group Work:**  Work on your 1st Presentation (Plaza of Heroines) |
| **R 9/26 Stereotype and discrimination**  Explanation of topic by Professor  Video (Equal Pay) - <https://www.youtube.com/watch?v=S1Onniy08AY>  What are the gender stereotypes expressed in the video?  **Group Work:** Work on your 1st Presentation |
| **T 10/1 Race/Ethnicity and Color**  **Quiz 4** based on “Race is a social fiction …” by Jones.  Explanation of topics – construction, fluidity |
| **R 10/3 1st Presentation based on The Plaza of Heroines**  WSU’s Plaza of Heroines: <http://www.plazaofheroines.com/>    **Groups will earn points from the following in 5 to 10 minutes:**   1. Present the brick, paver or tree of your chosen heroine 2. Tell the class about the heroine and her contribution to humanity 3. What is a hero? Why is she a hero? 4. Include another heroine of your choice in the presentation (from history, family or …) 5. Every group member must perform a role in the presentation   (see 9.1) |
| **T 10/8** **Privilege and Disadvantage – Poverty and Whiteness**  **Quiz 5** based on “Explaining white privilege to a broke white person”  Explanation of Privilege and Intersectionality - Intersection of privileges and disadvantages.  Explanation of WSU’s Diversity Sites  **Group Work:** WSU’s Diversity sites  For next class: Read “Diversity Skills” by Okafor |
| **R 10/10 Diversity Skills (ODI) Earn tokens**  **Group Work E:** “Diversity Skills” by Okafor (Earn Tokens)  In your groups, discuss “Diversity Skills.” (10 minutes)  From your experience, what will you like to add as a diversity skill?  Next class: “The Riddle: new anti-homophobia message by the UN” |
| **Fall break ––12 after 2pm (SAT) to 15 (T)** |
| **R 10/17**  **Quiz 6** based on “The Riddle: new anti-homophobia message by the UN”  Explanation: Global Village Assembly (GVA)  Ideas for presentation at the GVA |
| F 10/18 Global Village Assembly |
| **T 10/22 Masculinity, Femininity & Identity**  **Video:** Tough Guise |
| **R 10/24 Group Work:** Prepare for 2nd Presentation – WSU’s Diversity Sites (see 9.2) |
| **T 10/29 White privilege**  Quiz based on “Explaining white privilege to a broke white person” by Gina Crosley-Corcoran  Group Work: Prepare for 2nd Presentation – WSU’s Diversity Sites |
| **R 10/31 2nd Presentation (50 points)**  Groups will earn points from the following in 5 to 10 minutes:   1. Introduction - Name, location and why it is a DS; Reading 2. Summary of your chosen Course Reading 3. Use of the CR to explain the DS 4. Significance of the DS. Recommendation. 5. Every group member must perform a role in the presentation |
| **T 11/5 Disability**  **Quiz 7** based on “What's disability to me?” by Alisha Lee  Group Work –3rd Presentation (see 9.3 on page 4) |
| **11/7 Group Work** – on 3rd Presentation |
| 11/T 12 **Population & Power (Women)**  Explanation of topic  Video: Art in Exile – <https://www.ted.com/talks/shirin_neshat_art_in_exile> (11 minutes)  Issues of culture, religion, womanhood, feminism, gender and global power – no discussion; just think.  Group Work – on 3rd Presentation |
| **11/14 Group Work**: Finishing touches on presentations |
| **T 11/19 Video/Skit Presentation, Q & A; Video** |
| **R 11/21 Video/Skit Presentation, Q & A; Video** |
| **T 11/26 Diversity Skills Acquired**  **Group work F ( Earn tokens)**  Work in groups and decide on the most significant skill gained from the course. Share with the class. |
| 28 Thanksgiving Break begins November 27 (W) to Dec 1 (SUN) |
| **12/3 Library – Work on your Final Paper.** (see 12.4 on page 5) |
| **12/5 Video/Skit & Review** Last Class |

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3 groups of 5 each