Undergraduate Course Syllabus

Course Information
Course Title: Engaging Difference and Diversity
Course Number: SOC1220
CRN & Section: CRN 90452
Term and Year: Fall 2017 – Full Term
Credit Hour: 3
Course Format: Blended
Location: Boston Main Campus - View classroom assignment on MyNEU
Schedule: Monday 5:50pm – 8:20pm

Instructor Information
Full Name: Prof Bryan Wint
Email Address: b.wint@northeastern.edu
Office Hours: Before or after class. Available via email and by skype appointment. Please reach out via email to schedule an appointment. Most messages are answered within 24 hours.

Course Description
Introduces the issue of diversity in the United States and across the globe. All humans share the same basic capacity for thinking, feeling, and social and moral reasoning. This general capacity takes specific cultural shape as each group adapts to different environments and historical situations and over time constructs a cultural tradition. Offers students an opportunity to articulate this knowledge intellectually and apply it to everyday living and practices.

Expectations
• Workload
  o One (1) academic credit requires 50 minutes a week of classroom or faculty instruction and about two hours of out of class student work for a 15-week course; 100 minutes a week of classroom or direct faculty instruction and about 3.5 hours of out of class student work for a 7.5-week course.
  o For a three-credit course, students should expect 2.5 hours a week of classroom or faculty instruction and a minimum of 5 hours of out of class student work for a 15-week course; 5 hours of classroom or direct faculty instruction and a minimum of 10 hours of out of class student work for a 7.5-week course.

Attendance Policy
• Although our class meets virtually online, students are expected to log into the Northeastern
University – CPS Blackboard site every day to review course material. Students who fail to log into the course during the first week of the course, or for an extended period may be administratively withdrawn from the course.

Policy on late work
- Late assignments will receive half credit.
- Late assignments received after 1 week will receive no credit.
- Online classes: Each assignment is due at 11:59 pm EST of the date indicated.
- No make-up work (homework, discussion board posts, quizzes, etc) will be permitted.
- Extra credit assignments are not available.

Course Materials
- Additional readings will be made available within course materials on Blackboard.
- For this online course, students are expected to use Office 365 (Word, Excel, Powerpoint) provided by Northeastern University. All assignments should be uploaded to blackboard and saved in your personal One Drive account.

Program Objectives

1. Specialized Knowledge
   Develop increased literacy with core concepts, perspectives, findings and trends in sociology.

2. Broad Integrated Knowledge
   Engage in cross-disciplinary discourse and develop foundational critical thinking skills informed by inquiry, scientific methodology and creativity.

3. Professional Knowledge
   Increase intellectual capacity to understand vocationally oriented values, standards and techniques.

4. Socially Responsive Knowledge
   Analyze social challenges and opportunities contextually and formulate responses that are grounded in professional values and best practices.

5. Interpersonal and Technological Communication Skills
   Interact with others in a positive, professional, conscientious, collaborative manner in verbal and written communications. Display information competence and become nimble in using technology for multiple purposes.
6. Personal Development

Emerge with insights and strategies to develop a professional identity and meaningfully engage in occupational endeavors, personal relationships and civic activities.

Student Learning Outcomes

The course offers students the opportunity to explore the many dimensions of diversity. It allows students to critically think about sociopolitical, economic, cultural, and ideological influences on implicit and explicit bias, and how this impacts human behavior and functioning. Based on satisfactory completion of this course, a student should be able to:

- Understand a sociological perspective on diversity – class, race, ethnicity, gender, age, sexuality, and ability
- Demonstrate knowledge of social constructedness
- Describe historical shifts in our social understandings of diversity
- Discuss the place of the individual in society
- Examine the social structures in society and the relationship between institutions and individuals around the topic of diversity

Course Methodology

The study of sociology provides an important context for examining and understanding social systems and their influence on human behavior and outcomes. By design, the course offers students the chance to develop a host of valuable skills for today’s marketplace, including but not limited to critical thinking, scholarly writing, metacognition, professional behavior and contextual learning. This course focuses upon a global, interdisciplinary, cross-cultural and contextual view on diversity. Our collective inquiry will afford students the opportunity to apply thinking across a variety of professional roles in psychology, health care, social work, sociology, education and leadership.

SOC1220 is a course with an interactive format that relies on your willingness to participate in all activities. We will use a variety of methods to achieve course objectives including lectures, discussion, and experiential activities. The syllabus lays out an initial plan for our work and may be revised during the course to meet students’ needs and interests.
Grading/Evaluation Standards

CPS core 1, 3, 5, 7, 10

Diversity Interview Paper (20% of total grade) End of Week 4 at 11:59pm via Blackboard

You will interview someone who is different than you and write a 3-4 page paper describing your experience. The paper should be double-spaced 12-point font Times New Roman.

Objective: To interview someone different from you. To find your interviewee, circle 4 terms (see below) you identify with. Find someone who identifies with a different term in the same category. For example, if you are Buddhist, you could choose to interview someone who is Jewish. Or you might interview someone from generation X if you are from the baby boom generation. Remember that diversity is often not visibly apparent.

Class: Middle, upper, lower
Religion: Atheist/Agnostic, Buddhist, Christian, Hindu, Jewish, Muslim, other
Nationality: U.S./American, Other
Gender Identity: Woman, Man, Transgender, Other
Sexual Orientation: Asexual, Bisexual, Lesbian, Gay, Straight, Other
Ability: Visually impaired, hearing impaired, physically impaired, psychologically impaired, learning difference/disability, able bodied/temporarily without impairments, other

The interview will allow you to have a conversation with someone and think critically about how your differences have shaped your life experiences. Use the following as a guide and write a summary accordingly:

- Part 1: Introduction: Describe the context of the interview-who you interviewed, why they were selected and where the interview took place.
- Part 2: What similarities and differences were uncovered?
- Part 3: What aspects of the interview were most and least comfortable for you? Why?
- Part 4: Conclusion: What key insights did you develop? What is the most significant thing you learned from the experience and how is this relevant to our discussion of diversity? (Connect directly to the course materials and discussion)
Discussion Board: (30% percent of Final Grade)

Student must participate in the online discussion board. This is an important aspect of the course and students should participate in in-course discussion and online discussion. For online discussion students are expected to post early in the week, allowing for classmates to comment and reply.

For each discussion assignment, students will share content found from reliable sources online that reflect and enhance material covered in the course. This could include peer-reviewed articles, reputable websites, or video content. After sharing this content, students will provide a written analysis on how the content relates to course material, citing the text accordingly.

- Actively participate in classroom discussion.
- You must make your initial post during the 7 days. (50% of discussion grade)
- Your response must be made in the next 7 days. (50% of discussion grade)
- Students must reference chapter material directly in their replies to other students.
  - Use APA citation, or make direct reference to the author and chapter terms / material.
  - Posts that don’t reference the text will not count as participation and will be graded accordingly.

“The Short Bus” Presentation
Week 8 - October 30

Written instructions are available via http://www.northeastern.edu/nuolrc/voicethread/ if you need any support on creating a voice thread. Students will be assigned to groups to read selected works from Jonathan Mooney. You will lead a ten-fifteen minute discussion using a power point to facilitate dialogue with your classmates. You will use Voice thread to record your presentations via https://neu.voicethread.com. You will post them in the discussion board for everyone to see.

Objective: To think critically about social constructs of so-called “success”, “normalcy” and “ability”. The presentations will allow you to look at real-life examples of people through a sociocultural lens. Use the following as a guide and craft your presentation accordingly:

- Part 1: Introduction: Describe the person(s) background, including strengths, challenges and other pertinent information.

- Part 2: What aspects of their story resonated with your group and why?
Part 3: What key insights did you develop? What is the most significant thing you learned from these accounts and how is this relevant to our discussion of diversity? (Be sure to connect to course materials, and supporting literature)

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<thead>
<tr>
<th>Group</th>
<th>Reading</th>
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<tbody>
<tr>
<td>1</td>
<td>Ch. 3--Brent &amp; Sara</td>
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<tr>
<td>2</td>
<td>Ch. 5--Kent Roberts</td>
</tr>
<tr>
<td>3</td>
<td>Ch. 7-- Ashley &amp; Deborah</td>
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<tr>
<td>4</td>
<td>Ch. 10 Cookie Davis</td>
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<tr>
<td>5</td>
<td>Ch. 12-- Katie Basford &amp; family</td>
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<td>6</td>
<td>Ch. 14 Miles Davis</td>
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Each group should develop a brief team charter to help you have a productive experience. Please list:
1.) Group members
2.) Goals and
3.) Roles and responsibilities.

Each team will submit a one-paragraph summary outlining member contributions to the project via Blackboard week 4 assignments.

Final Reflection Paper (30% of total grade) End of Week 14 / 15 at 11:59pm via Blackboard.

You will keep a running journal throughout the course reflecting on key insights and documenting your learning process. Based on the criteria provided, you will craft a 5-6 page paper articulating your experience. The paper should be double-spaced 12-point font Times New Roman.

Objective: To demonstrate your learning outcomes in our course. The paper will allow you to showcase key areas of growth and development. Please answer the following:

1. Intro: Drawing upon a sociological perspective, define diversity consciousness and discuss why it is relevant/important with regards to various dimensions of diversity such as class, race, ethnicity, gender, age, sexual orientation, ability, etc.

2. Which readings or activities had a particular impact on you and why? Discuss at least three of the assigned readings and three activities. Make mention of how they have shaped your ideas and behavior. Remember to cite your readings using APA style.
What do see as your strengths with regards to diversity consciousness? What areas do you still need to work on and how do you plan to accomplish this?

Assignment descriptions and rubrics are listed in the syllabus section of Blackboard. The grade will be derived from four main categories of coursework for a total of 100 points each, weighted as follows:

<table>
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<tr>
<th>Title</th>
<th>Description</th>
<th>Grade (Pts or %)</th>
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<tbody>
<tr>
<td>1 Discussions</td>
<td>A total of six discussions</td>
<td>30% of Final Grade</td>
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<tr>
<td>2 Group Discussion Video</td>
<td>Group presentation on Mooney assigned chapter.</td>
<td>20% of Final Grade</td>
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<tr>
<td>3 Interview Paper</td>
<td>Interview Paper: Compare / Contrast Life Experiences</td>
<td>20% of Final Grade</td>
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<tr>
<td>4 Final Exam</td>
<td>Journal Entries / Final Paper</td>
<td>30% of Final Grade</td>
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| 93-above=A Outstanding       | 80-82 B-                                                      | 68-69 D+         |
| 90-92 A-                     | 78-79 C+                                                      | 63-67 D Poor      |
| 88-89 B+                     | 73-77 C Satisfactory                                          | 60-62 D-          |
| 83-87 B Good                 | 70-72 C-                                                     | Below 60 F        |

There is no intention to penalize students for writing skills but to help foster improvement and full participation in the curriculum. If students need help to improve writing skills, the following free resources are available:

- **Smarthinking** (available in Tool section of Blackboard) – this allows students to submit personal written material in any subject and have it reviewed by an e-instructor within a 24-hour window (in most cases). **Students are strongly urged to take advantage of this resource.**
- **Writing Center** on Northeastern Campus – contact the center to schedule an appointment.
- **The Purdue Online Writing Lab** ([http://owl.english.purdue.edu/owl/](http://owl.english.purdue.edu/owl/)) is a valuable source of information about grammar, sentence structure, and general writing skills

**Assignments:** *See the syllabus section of Blackboard for detailed assignment descriptions.* Detailed instructions and rubrics will be provided to help you prepare adequately.

**Discussion:** You will follow the prompts on blackboard to complete the assignment.

**Presentation:** You will follow the prompts on blackboard to complete the assignment.
**Interview:** You will follow the prompts on blackboard to complete the assignment.

**Final paper:** You will follow the prompts on blackboard to complete the assignment.

**Communications/Submission of Work:** In the Assignments folder, click on the View/Complete Assignment link. Attach your completed assignments and click Submit. Once your assignment has been graded, you will be able to view the feedback provided by clicking on Tools, View Grades from the NU Online Campus Tab.

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**Course Schedule**

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<th>Week/Topic</th>
<th>Reading</th>
<th>Learning Objectives</th>
<th>Assignments Dates</th>
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| Week 1 & 2 | Course Intro: Defining Diversity Bucher Chapters 1 & 2; Mooney-Prologue: The Short Bus Story; BB articles | At the successful completion of this lesson/module in the course, a student should be able to:  
  • Explore definitions of diversity and diversity consciousness  
  • Examine demographic, social and cultural changes influencing the growing importance of diversity  
  • Investigate core principles of sociocultural theory  
  • Discuss diversity skills that promote success in work, personal and academic environments  
  • Understand how a lack of diversity consciousness impacts individuals and organizations | DB: Welcome Post due  
 Short Journal Entry #1 Due |
| Week 3 & 4. | Overcoming diversity barriers | Bucher ch. 3; Mooney 1 & 2; BB articles | At the successful completion of this lesson/module in the course, a student should be able to:  
- Differentiate between personal and social barriers  
- List, explain and give examples of barriers to success  
- Explore variations of prejudice and discrimination  
- Decipher strategies useful in helping overcome diversity barriers |
| Week 5 & 6. | Developing diversity consciousness | Bucher ch 4; Mooney selected group readings; BB articles | At the successful completion of this lesson/module in the course, a student should be able to:  
- Explain the importance of diversity consciousness  
- Discuss impact of cultural encapsulation  
- Understand diversity consciousness is a fluid, evolving process |
| Week 7 & 8. | Increasing communication efficacy | Bucher ch. 5; BB articles | At the successful completion of this lesson/module in the course, a student should be able to:  
- Explore interrelationships between culture and communication  
- Consider the importance of language with regards to diversity  
- Describe common barriers to effective communication  
- Distinguish effective communication strategies |
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<tr>
<th>Week 9 &amp; 10.</th>
<th>Promoting teamwork and leadership part I</th>
<th>At the successful completion of this lesson/module in the course, a student should be able to:</th>
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<tr>
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<td>• Consider the importance of teamwork</td>
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<td>• Discuss meaning and challenges of virtual teaming</td>
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<td>• Explain approaches to conflict management</td>
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<td></td>
<td></td>
<td>• Define diversity conscious leadership</td>
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<td>• Contrast various theories of leadership</td>
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<td></td>
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<td><strong>DB: primary post due</strong></td>
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<tr>
<td>Week 11 and 12.</td>
<td>Promoting teamwork and leadership part II</td>
<td>At the successful completion of this lesson/module in the course, a student should be able to:</td>
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<td>• Understand a sociological perspective on diversity-class, race, ethnicity, gender, age, sexuality, ability</td>
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<td></td>
<td><strong>DB: primary post due</strong></td>
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<tr>
<td>Week 13 &amp; 14</td>
<td>Course Review</td>
<td>Revisit learning outcomes</td>
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<td>Week 15</td>
<td>Final Week</td>
<td>Final Week</td>
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**End-of-Course Evaluation Surveys**

Your feedback regarding your educational experience in this class is very important to the College of Professional Studies. Your comments will make a difference in the future planning and presentation of our curriculum.

At the end of this course, please take the time to complete the evaluation survey at [https://neu.evaluationkit.com](https://neu.evaluationkit.com). Your survey responses are completely anonymous and confidential. For courses 6 weeks in length or shorter, surveys will be open one week prior to the end of the courses; for courses greater than 6 weeks in length, surveys will be open for two weeks. An email will be sent to your HuskyMail account notifying you when surveys are available.
**Academic Integrity**

A commitment to the principles of academic integrity is essential to the mission of Northeastern University. The promotion of independent and original scholarship ensures that students derive the most from their educational experience and their pursuit of knowledge. Academic dishonesty violates the most fundamental values of an intellectual community and undermines the achievements of the entire University.

As members of the academic community, students must become familiar with their rights and responsibilities. In each course, they are responsible for knowing the requirements and restrictions regarding research and writing, examinations of whatever kind, collaborative work, the use of study aids, the appropriateness of assistance, and other issues. Students are responsible for learning the conventions of documentation and acknowledgment of sources in their fields. Northeastern University expects students to complete all examinations, tests, papers, creative projects, and assignments of any kind according to the highest ethical standards, as set forth either explicitly or implicitly in this Code or by the direction of instructors.

Some assignments in this course are analyzed by TurnItIn (an Internet-based service that analyzes originality in written submissions) and the course instructor to ensure students have submitted original work for all assignments in this class during this term and to ensure submitted work complies with Northeastern University’s academic integrity expectations.

In addition, please note that students may NOT use/reuse or “recycle” a paper or project submitted in another class for any assignment in this course. This includes students who may be retaking this same course for a different grade. Students who want to rework a similar topic from another course, and do so in a substantially different way, should consult with the instructor prior to moving forward with a topic/project. Please review Northeastern University’s Academic Integrity Policy at the end of this syllabus and visit the University’s website for more information.

Go to [http://www.northeastern.edu/osccr/academic-integrity-policy/](http://www.northeastern.edu/osccr/academic-integrity-policy/) to access the full academic integrity policy.

**Student Accommodations**

The College of Professional Studies is committed to providing equitable access to learning opportunities to students with documented disabilities (e.g. mental health, attentional, learning, chronic health, sensory, or physical). To ensure access to this class, and program, please contact The Disability Resource Center ([http://www.northeastern.edu/drc/](http://www.northeastern.edu/drc/)) to engage in a confidential conversation about the process for requesting reasonable accommodations in the classroom and clinical or lab settings. Accommodations are not provided retroactively so students are encouraged to register with the Disability Resource Center (DRC) as soon as they begin their program. The College of Professional Studies encourages students to access all resources available through the DRC for consistent support.

**Student resources**

The We Care program at Northeastern University is a support system to aid students during times of difficulty or crisis. When students experience unexpected challenges in maintaining their academic progress, We Care
works with the student to coordinate assistance among university offices and to offer appropriate on and off campus referrals to support successfully resolving the issue. For more information, visit http://www.northeastern.edu/wecare/.

Library Services
The Northeastern University Library is at the hub of campus intellectual life. Resources include over 900,000 print volumes, 206,500 e-books, and 70,225 electronic journals.

For more information, visit http://library.northeastern.edu/.

Tutoring Services
Tutoring can benefit skilled professionals and beginning students alike. NU offers many opportunities for you to enhance your academic work and professional skills through free one-on-one academic support on and off campus. Tutoring is available in multiple subject areas.

For more information, visit http://www.cps.neu.edu/student-resources/tutoring-services.php.

Northeastern University Online Technical Help
Get immediate 24/7 technical support for NU Online by calling 855-836-3520 or visiting the online Support Center. Support via e-mail is also available within one business day at NUOnline@neu.edu.

Undergraduate Catalog
The College of Professional Studies Undergraduate Catalog is a reference/resource with information about curricula, resources, and academic and student policies.
For more information, visit http://www.cps.neu.edu/student-resources/.

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