

**FCHD 3210: Families and Diversity**  
Fall 2016 – Syllabus  
MWF 8:30 am – 9:20 am  
Family Life 115

**Instructor:**

**Ryan B. Seedall, Ph.D.**

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**Undergraduate Teaching Fellow:**

**Chantay Fry**

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**Course Purpose:**

The word diversity encompasses a wide variety of meanings and experiences. These include, but are not limited to, race/ethnicity, gender, SES, sexual orientation, age, ability, and religion/spirituality. The goal of this course is to enhance your knowledge, awareness, and sensitivity to issues of diversity and the role they play in the experiences and relationships of individuals, couples, and families.

**Core Outcomes:**

At the conclusion of this course, I hope you will have gained the following:

- **Knowledge:** Understand and remember key concepts, terms, and relationships related to diversity and social justice.
- **Application:** Know how to use and apply principles related to cultural awareness and sensitivity.
- **Integration:** Be able to integrate core concepts and principles with other concepts related to your work with families.
- **Human Dimension:** Be able to identify ways that knowledge of diversity and social justice as well as enhanced cultural awareness and sensitivity can benefit the people you work with as well as society in general.
- **Caring:** Care about the potential implications of power, privilege, and oppression in your work with families and society in general.
- **Learning How to Learn:** Be able to identify ways to continue learning about diversity and social justice as well as enhancing your cultural humility.

**IDEA Objectives:**

- Learning to apply course materials (to improve rational thinking, problem solving, and decisions) (#3)
- Developing a clearer understanding of, and commitment to, personal values (#10)

**Communications Intensive Course:** This is a Communications Intensive (CI) course:  
[https://www.usu.edu/provost/academic\\_programs/educ\\_univstud/doc/USU%20General%20Education-Communication%20Intensive.pdf](https://www.usu.edu/provost/academic_programs/educ_univstud/doc/USU%20General%20Education-Communication%20Intensive.pdf).

This course will fulfill requirements via multiple writing/learning/interacting opportunities. I will provide feedback on papers to allow you the student to gradually improve your writing. Additionally, you will have the opportunity to improve your oral communication via interviewing and interacting with other cultures.

### **Required Texts:**

Kristof, N. D., & WuDunn, S. (2014). *A path appears: Transforming lives, creating opportunity*. New York, NY: Alfred A. Knopf.

Palacio, R. J. (2012). *Wonder*. New York, NY: Alfred A. Knopf.

Pipher, M. (2002). *The middle of everywhere: Helping refugees enter the American community*. Orlando, FL: Houghton Mifflin Harcourt.

### **Course Policies:**

1. **Late work:** For all assignments, 10% will be deducted for every day late, up to 50%. Anything which has not been turned in by the *last day of class* will receive a 0%.
2. **APA Format:** All papers must be written in APA format, including references. Failure to use APA formatting will result in a reduction in your grade for that assignment. You will also be graded on spelling, grammar, sentence structure, and other aspects of writing.
3. **Respecting others:** One of my most important requirements for this class is that we respect others, even when our views are different. Please do not demean or discriminate other people, groups, or views in any way, including in terms of race/ethnicity, gender, class (SES), sexual orientation, age, ability, or religion.
4. **Honor Code Policy:** As stated in the student code, "Each student has the right and duty to pursue his or her academic experience free of dishonesty. The Honor System is designed to re-enforce the higher level of conduct expected and required of all Utah State University students." You have also all signed the Honor Pledge, which states, "I pledge, on my honor, to conduct myself with the foremost level of academic integrity."
5. **Academic Dishonesty:** Academic dishonesty will not be tolerated in this course. Any form of academic dishonesty will result in a zero for the assignment and a report to the University. It may also result in additional consequences that will occur on a case-by-case basis. Academic Dishonesty is defined in the University's Student Code include, but are not limited to the following:

### **Cheating:**

- (1) using or attempting to use or providing others with any unauthorized assistance in taking quizzes, tests, examinations, or in any other academic exercise or activity, including working in a group when the instructor has designated that the quiz, test, examination, or any other

- academic exercise or activity be done “individually”;
- (2) depending on the aid of sources beyond those authorized by the instructor in writing papers, preparing reports, solving problems, or carrying out other assignments;
  - (3) substituting for another student, or permitting another student to substitute for oneself, in taking an examination or preparing academic work;
  - (4) acquiring tests or other academic material belonging to a faculty member, staff member, or another student without express permission;
  - (5) continuing to write after time has been called on a quiz, test, examination, or any other academic exercise or activity;
  - (6) submitting substantially the same work for credit in more than one class, except with prior approval of the instructor; or
  - (7) engaging in any form of research fraud.

**Falsification:**

- (1) altering or fabricating any information or citation in an academic exercise or activity.

**Plagiarism:**

- (1) representing, by paraphrase or direct quotation, the published or unpublished work of another person as one's own in any academic exercise or activity without full and clear acknowledgment. It also includes using materials prepared by another person or by an agency engaged in the sale of term papers or other academic materials.

Full text of the Student Code available at available at available at  
<http://www.usu.edu/student-services/pdf/StudentCode.pdf>:

1. **Communications via Email:** Email is an official form of communication at USU. Any communication to you about this course will be to the email address you have listed in ACCESS as your preferred address. You are responsible for any information conveyed to you at that email address. **It is your responsibility to check your email account regularly.** To make sure that the university is using the email account you prefer, do the following:
  - a. Log in using you're A number and password
  - b. At the USU website, click on the link “MyUSU” at the top right of the page
  - c. Click on “Launchpad” (on the left navigation)
  - d. Click on “Banner”
  - e. Under “Banner” click on the link “View/Edit Personal Information”
  - f. Click on “Personal Information”
  - g. Click on “View/Update Preferred E-mail Address”
  - h. Follow the short instructions to update your preferred email address.
2. **Physical Impairments:** Students with ADA-documented physical, sensory, emotional, or medical impairments may be eligible for accommodations to aid the learning process. Veterans may also be eligible for services. All accommodations are coordinated through the Disability Resource Center (DRC; [www.usu.edu/drc](http://www.usu.edu/drc)) in Room 101 of the University Inn (voice: 435-797-2444; TTY: 435-797-0740). There is also a toll free number (1-800-259-2966). Please contact the DRC as early in the semester as possible. In cooperation with the DRC, reasonable accommodation will be provided for qualified students with disabilities. **Please meet with me during the first week of class to make arrangements.** Alternative format print materials (large print, audio, CD, or braille) will be available through the DRC.
3. **Grievance Process:** Students who feel they have been unfairly treated may file a grievance through the channels and procedures described in the Student Code: See the USU Catalog at the following link: <https://studentconduct.usu.edu/studentcode/article7>. Please note that I

am usually the first step for handling the grievance. I would hope you would discuss any issues of fairness with me directly.

### Course Grading:

1. **Attendance and Participation** (3 points per class; 75 points total): Attendance in this class is required and crucial to your learning. My responsibility as the instructor is to organize this class in a way that will help you engage with, appreciate, and learn the material. Your responsibility is to do your part to help create a positive learning experience. You have two excused, no-questions-asked absences throughout the semester, but you **MUST** contact me prior to the beginning of the class you will miss to let me know. If not, you will lose points.
2. **Office Hours** (15 points): I genuinely would like to get to know you a little, even beyond our interactions during class. As a result, you are required to meet with me sometime before April 1. You can just schedule a time with me, and it can be in person, by telephone, or by skype. It is nothing formal, and we will just chat for 10-15 minutes about your goals, interests, and any questions you have.
3. **Exams** (150 points): I know there is a lot of information, and it is impossible to test you on all the information. In addition, exams are only one way for you to demonstrate knowledge and learning. As a result, you will take three exams (2 during the semester and 1 comprehensive final exam) that will demonstrate that you are doing the work and thinking about things. It will consist of multiple choice, true-false, matching, and essay.
4. **Diversity interview paper** (75 points): For this assignment, you will need to interview someone from a diversity group different from your own regarding their experiences and then write a 3-4 page paper, double-spaced. Your interview should focus on them telling you their story (which might include experiences with discrimination and/or microaggression) as well as identifying some of the resources they have been able to access to move forward.

As you plan this assignment, you will need to consider two factors: you will be graded on your ability to find someone compelling to interview. If you simply interview your sister because you are a male and she is a female, it will be clear that you missed the purpose of this assignment, which is to gain understanding of another person's experience **that you do not already have**. The other important consideration is how you write up what you learned. You need to look for themes in understanding that person's experience rather than simply writing a paragraph for each question. Take a step back from the interview and think about what you learned. Do not simply organize your paper by the interview questions but rather organize it by themes that support an overall take-home message. Use information from the interview (including specific quotes) to provide insight into their experience. Make sure and integrate information from our discussions and the online modules. You will also include your interview questions as part of an appendix.

Prior to turning this in, you are also encouraged to submit a copy and receive feedback from a tutor at the writing lab (<http://writing.usu.edu/>). After turning it in, you will receive feedback from me so that you can make the needed changes prior to turning in the final draft. *If you turn this paper in on time, you will have **two weeks** from the time that I return it to incorporate my feedback and resubmit **with track changes** for additional credit (up to half the points you missed).*

5. **“Plunger” paper** (75 points): For this assignment, you will engage in at least one of six tasks outlined by Laszloffy and Habekost (2010) and then write a 3-4 page paper about your experience. As with the first paper, I first want you to identify your take-home message. What did you learn about diversity from your experience? You will write a first paragraph that will engage your reader and introduce your take-home message. You will then highlight 2-3 aspects of your experience that support your take home message. In doing this, you will tell your experience and the insight you gained. You will also need to integrate ideas from our face-to-face discussions and the modules into your paper. Also keep in mind that this experience is designed to stretch you, so if you do something because it is easy, your grade may be affected.

Prior to turning this in, you are also encouraged to submit a copy and receive feedback from a tutor at the writing lab (<http://writing.usu.edu/>). After turning it in, you will receive feedback from me so that you can make the needed changes prior to turning in the final draft. *If you turn this paper in on time, you will have **two weeks** from the time that I return it to incorporate my feedback and resubmit **with track changes** for additional credit (up to half the points you missed).*

6. **Make a Difference paper** (75 points): It is all well and good that you are in this class and learning about diversity. However, this class is more than about gathering information. It is about making a difference. For this paper, I want you to talk about the importance of making a difference, how you have made a difference in the past, and how you will make a difference in the future. I acknowledge that there are many ways that you can make a difference, but I want this paper to focus on how you make a difference for those who are different and sometimes marginalized by society. An important part of this paper will be for you to develop an action plan for making a difference. Be convincing and make sure it is clear HOW you plan to do it. You will also need to integrate ideas from our face-to-face discussions and the modules into your paper.

Prior to turning this in, you are also encouraged to submit a copy and receive feedback from a tutor at the writing lab (<http://writing.usu.edu/>). After turning it in, you will receive feedback from me so that you can make the needed changes prior to turning in the final draft. *If you turn this paper in on time, you will have **two weeks** from the time that I return it to incorporate my feedback and resubmit **with track changes** for additional credit (up to half the points you missed).*

**GRADING:**

Attendance	75 points	A = 441 and above	C = 346-364.9
Office Hours	25 points	A- = 427-440.9	C- = 332-345.9
Diversity Int.	75 points	B+ = 413-426.9	D+ = 318-331.9
Exam #1	35 points	B = 394-412.9	D = 299-317.9
Plunger Exp.	75 points	B- = 380-393.9	D- = 285-298.9
Exam #2	35 points	C+ = 365-379.9	F = Below 285
Make a Diff.	75 points		
Final Exam	80 points		
TOTAL	475 points		

# Course Schedule

<b>Date:</b>	<b>Content:</b>	<b>Reading</b>	<b>Due This Week</b>
M Aug 29: W Aug 31: F Sep 2:	Course Introduction Diversity Experiences Context & Background	Online Module	
M Sep 5: W Sep 7: F Sep 9:	<b>NO CLASS!</b> Cultural Identity/Learning Program Planning	Middle of Everywhere, 3-23 (1) Middle of Everywhere, 24-63 (2) Online Module	
M Sep 12: W Sep 14: F Sep 16:	Cultural Differences  Black American Families	Middle of Everywhere, 64-82 (3) Middle of Everywhere, 83-112 (4) Online Module	
M Sep 19: W Sep 21: F Sep 23:	 Power & Privilege Latino Families	Middle of Everywhere, 113-160 (5)  Online Module	
M Sep 26: W Sep 28: F Sep 30:	Writing Workshop  Asians & Pacific Islanders	Middle of Everywhere, 161-195 (6) Middle of Everywhere, 247-274 (9) Online Module	
M Oct 3: W Oct 5: F Oct 7:	Microaggressions  Native American Families	Middle of Everywhere, 275-304 (10) Middle of Everywhere, 305-24 (11) Online Module	*Diversity Interview <b>(10/07)</b>
M Oct 10: W Oct 12: F Oct 14:	Resilience Exam #1 Families & Poverty	Middle of Everywhere, 325-352 (12)  Online Module	
M Oct 17: W Oct 19: Th Oct 20:	Stereotypes  LGBTQ Families	Wonder, 1-80 Wonder, 81-132 Online Module	
M Oct 24: W Oct 26: F Oct 28:	Family Systems  Indo American Families	Wonder, 133-204 Wonder, 205-248 Online Module	* Office Hours <b>(10/28)</b>
M Oct 31: W Nov 2: F Nov 4:	30 Days: Reservation  Women & Gender	Wonder, 249-310 Wonder, 316-404 Online Module	
M Nov 7: W Nov 9: F Nov 11:	Principles of Acceptance  Families & Disability	A Path Appears, 3-18 (1) A Path Appears, 19-32 (2) Online Module	* Plunger Experience <b>(11/11)</b>
M Nov 14: W Nov 16: F Nov 18:	Depression & Suicide Anatomy of Peace Arab American Families	A Path Appears, 72-88 (5) A Path Appears, 118-140 (8) Online Module	
M Nov 21: W Nov 23: F Nov 25:	Exam #2 <b>NO CLASS!</b> <b>NO CLASS!</b>		
M Nov 28: W Nov 30: F Dec 2:	Beyond Right & Wrong Beyond Right & Wrong Prep for Final Presentation	A Path Appears, 154-166 (10) A Path Appears, 167-184 (11)	* Make a Difference <b>(12/2)</b>
M Dec 5: W Dec 7: F Dec 9:	Final Presentations Final Thoughts Final Exam Prep	A Path Appears, 235-246 (15) A Path Appears, 301-318 (20) Online Study Guide	
<b>In-Class Final Exam: Monday, December 12 @ 7:30-9:20 am</b>			