

FCHD 3210: Families and Diversity Online Syllabus

Instructor:

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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:

http://www.usu.edu/provost/academic_programs/geduc_univstud/communications.cfm.

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, 5% will be deducted for every calendar day late. After 10 days late, the maximum you can receive is 75%, and you will need to turn in all late assignments by the *last day of class* for credit
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 your 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) 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:
<http://catalog.usu.edu/content.php?catoid=6&navoid=1080&hl=%22grievance%22&returnto=search>. 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. **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 schedule office hours with me sometime before March 25. 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.
2. **Content Quizzes** (15 @ 5 points each): Every week of classes (except the last), you will take a five question quiz over the lecture and information module content. It is open note, and the purpose is to highlight for you some of the key points. These are due each Saturday, and **there will be no late work allowed.**
3. **Weekly Discussions** (15 @ 5 points each): Because my goal is that you engage with the material in a unique way (rather than just in a reserved academic way), I will have you participate in a discussion with class members each week regarding an important topic relevant to the class. Many times, you will be asked to do something prior to the discussion. This is NOT intended to be busy work, but we are limited by the fact that everyone accesses the material at different times. As a result, do the best you can to have a good discussion with each other. If you go above and beyond in posting, there will likely be extra credit.
4. **Final Exam** (75 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 one 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 and receive feedback from a tutor at the writing lab (<http://writing.usu.edu/>). After turning it in, you will receive feedback from me. *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 and receive feedback from a tutor at the writing lab (<http://writing.usu.edu/>). After turning it in, you will receive feedback from me. *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. **Capstone Project** (60 points): The capstone project is a 4-5 minute project designed for you to represent what you have learned this semester. To this point, you have primarily demonstrated your learning through writing and exams. This will give you an opportunity to use your creativity in the form of a video or special presentation. It can be about diversity generally, specific aspects of diversity that have meant the most to you, or how you intend to make a difference in the area of diversity in the future. Because this is a creative assignment, your grade will not be solely based upon quality of your content. Rather, you will also be graded based upon creativity and aesthetics. Overall, I want you to demonstrate that you have thoughtfully planned this project and come up with something that is really thought-provoking and interesting. I am anticipating that this will be an individual assignment, but I will allow groups of two people, if you would like.

GRADING:

Office Hours	15 points	A = 418 and above	C = 328 – 345.9
Quizzes	75 points	A- = 405 – 417.9	C- = 315 – 327.9
Discussions	75 points	B+ = 391 – 404.9	D+ = 301 – 314.9
Diversity Interview	75 points	B = 373 – 390.9	D = 283 – 300.9
Plunger Experience	75 points	B- = 360 – 372.9	D- = 270 – 282.9
Capstone Project	60 points	C+ = 346 – 359.9	F = Below 269.9
Final Exam	75 points		

Date:	Content:	Reading	Due This Week
Week 1: 1/9-1/14	Course Introduction Context & Background	Middle of Everywhere, 3-23 (1)	
Week 2: 1/15-1/21	Diversity Experiences Program Planning	Middle of Everywhere, 24-63 (2)	
Week 3: 1/22-1/28	Cultural Learning Refugee Panel	Middle of Everywhere, 64-112 (3-4)	
Week 4: 1/29-2/4	Black American Families Power & Privilege	Middle of Everywhere, 113-160 (5)	
Week 5: 2/5-2/11	Latino Families Latino Student Panel 30 Days: Immigration	Middle of Everywhere, 161-195 (6)	
Week 6: 2/12-2/18	Microaggressions Asians & Pacific Islanders Polynesian Panel	Middle of Everywhere, 247-304 (9-10)	*Diversity Interview (02/18)
Week 7: 2/19-2/25	Resilience Families & Poverty	Middle of Everywhere, 305-352 (11-12)	
Week 8: 2/26-3/4	Stereotypes LGBTQ Families	Wonder, 1-132	
Week 9 3/5-3/11	SPRING BREAK!!!!!!		
Week 10: 3/12-3/18	Family Systems	Wonder, 133-248	
Week 11: 3/19 – 3/25	Women & Gender	Wonder, 249-404	* Office Hours (03/25)
Week 12: 3/26-4/1	Principles of Acceptance Families & Disability Aggies Elevated Panel	A Path Appears, 3-32 (1-2)	* Plunger Experience (03/18)
Week 13: 4/2-4/8	Depression & Suicide Indo American Families	A Path Appears, 72-88 (5); 118-140 (8)	
Week 14: 4/9-4/15	Anatomy of Peace Beyond Right & Wrong Arab American Families	A Path Appears, 154-184 (10-11)	
Week 15: 4/16-4/22	Native American Families 30 Days: Reservation	A Path Appears, 235-246 (15) A Path Appears, 301-318 (20)	Capstone Project (04/22)
Week 16: 4/23-4/29	Final Thoughts Review		
Online Final Exams (Multiple Choice & Essay): May 1 @ 12:01 AM – May 3 @11:59 PM			