Syllabus – WINTER INTERSESSION 2015

December 29 - January 16

Excluding materials for purchase, syllabus information may be subject to change. The most up-to-date syllabus is located within the course in HuskyCT.

Course and Instructor Information

Course Title: Diversity in HDFS
Credits: 3 Credits
Format: Online
Prerequisites: None
Professor: Dr. Edna Brown

Email: Email address: edna.brown@uconn.edu
Office Hours/Availability: Emails and questions answered within 24 hours

Course Materials

Required course materials should be obtained before the first day of class.

Texts are available through a local or online bookstore. The UConn Co-op carries many materials that can be shipped via its online Textbooks To Go service. For more information, see Textbooks and Materials on our Enrolled Students page.

Required Materials:
ISBN: 978-0-415-99140-7

Additional course readings and media are available within HuskyCT, through either an Internet link or Library Resources

Course Description

Critical issues in diversity and multiculturalism in human development, family relations, and professional practice. CA 4.

This course examines critical issues in diversity as they relate to human development and family studies from a constructivist perspective. The basic premise of a constructivist perspective is that reality is socially constructed—that is, what we come to know as reality is created and recreated through social interaction. From this point of view, we will learn how the "differences" between groups of people that we come to take for granted were and continue to be constructed, and what implications these constructions have for maintaining systems of inequality and oppression. The overall goal of this course is to equip you with knowledge that you can apply in your personal and professional lives as you navigate an increasingly globalized society.
Course Objectives

By the end of the semester, students should be able to:

- Explain the social construction of differences in human diversity.
- Identify the diverse groups of people in the US in their historic, economic, and social contexts, paying special attention to social justice, power and distribution of resources.
- Articulate how diverse groups are marginalized on the basis of race, ethnicity, social class, ability, sexuality, gender, religion, and age).
- Examine their own social construction of biases and stereotypes regarding human diversity.
- Explain how biases and stereotypes related to human diversity are maintained through institutions (e.g., interpersonal, media, education, family, and the workforce).
- Develop a plan of action to increase and expand knowledge and sensitivity to issues related to diversity and systems of oppression for a given audience.

Course Outline (and Calendar if Applicable)

Module 1:
Diversity; Social Construction of Difference, Online Discussion 1

Module 2:
Race and Ethnicity
Sex and Gender
Heterosexism: Sex, Gender & Sexuality
Journal 1, Online Discussion 2, Assignment 1,

Module 3
Social Class; Ableism; Ageism
Journal 2, Exam 1

Module 4
Education; Religion
Online Discussion 3, Assignment 2

Module 5
Families; Interpersonal Dynamics
Online Discussion 4

Module 6
Course Overview, Summary
Final Exam; Assignment 3

Course Requirements and Grading

Assignments:
Assignments are designed for you to apply what you've learned from “lecture”, readings, and videos to real life. You should also be as creative as you feel possible. Assignments are also meant to be thought-provoking and for you to have some fun with these tasks. At any time if you feel unsure, overwhelmed, or just plain lost, I hope you feel comfortable asking me questions for clarification.

Online Discussions- Discussions do not have any right or wrong answers. Discussion boards are a way to express your opinions and hear diverse (hopefully) comments, statements, arguments about these sensitive topics. It’s also a way for us to get to “know” each other without a face-to-face
meeting. Please note that I have heard almost every kind of comment about all types of communities (including those to which I belong—and yours too!) so anything you say will not offend me. It’s good for me to know what students are thinking because I can address those comments as I learn from them also. If your thoughts are kept to yourself, then there’s no opportunity for an intellectual exchange. Journals and discussion boards are good ways for all of us, including me to learn more about diversity through exchanges of ideas and opinions.

**Online Journals:** Journals are a way to express yourself privately. Journal entries are confidential and your opinions and expressions will not be shared with the other students. However, I may say something like, “one student/ or a few students expressed their concern that too many people are coming to this country who do not speak English”. But I will never identify names or give any remarks that might be traced to any particular student. Please note that I have heard almost every kind of comment about all types of communities (including those to which I belong) so anything you say will not offend me. It’s good for me to know what students are thinking because I address those comments. If your thoughts are kept to yourself there’s no opportunity for an intellectual exchange. Journals and discussion boards are good ways for us, including me to learn more about diversity through exchanges of ideas and opinions.

**Semester Assignments: Project: Building Bridges**

The purpose of the Bridges project is to give you the opportunity to develop a deeper understanding for a community of which you are not a member. Various assignments throughout the semester will revolve around the theme of your getting to know this community better. At the end of the semester, you will not by any means be an "expert" on this community, but it is my hope that you will develop respect, appreciation, and admiration for members of the community you have explored.

You will choose a particular community of people with whom you want to Build Bridges for the semester based on the categories of difference that we will learn about through readings and other class activities:

- Race and Ethnicity (e.g., Chinese Americans, Mexican immigrants, African Americans, Irish Americans).
- Social Class (e.g., Working class persons, Elite or Upper-class persons, persons who receive public assistance).
- Ability (e.g., Deaf, blind, mobility impaired).
- Sex and Gender (e.g., women, men, transgender—sometimes referred to as transsexual—people).
- Sexuality (e.g., gay, lesbian, bisexual, heterosexual).
- Religion and Belief Systems’ (e.g., Mormon, Wicca, Jewish, Christian (Catholic, Baptist), Muslim)
- Age- older adults, elderly individuals.

- There are 3 rules for choosing a community of people with whom you want to Build Bridges:

  1. You are not a part of this community (neither is a member of your family nor one of your best friends). The point is to step out of your comfort zone.

  2. The community is oppressed and/or marginalized in our society. Alternatively, you could choose a community about which there are many negative stereotypes or that experiences prejudice, even if the group is not "oppressed or marginalized," per se. For example, the U.S. Jewish community has been subject to many negative stereotypes, and although anti-Semitism certainly is alive and well, we probably would not describe Jewish people in the U.S. as oppressed or marginalized in the same way that we would describe members of the GLBTQ community as oppressed and marginalized.
3. You have questions about this community—some of which may even make you feel a bit uncomfortable—but you are not simply interested in the "coolness" factor of the community. For example, it would not be okay to choose to Build Bridges with the Native American community because you like their jewelry and you are curious about their spirituality. This is a sincere quest to understand better and build relationships with people who you perceive as very different from you and to grow in your respect and appreciation for them along the way. You may discover that everything you had assumed about a particular group was wrong!

The Bridges project consists of a number of assignments designed to reinforce the concepts and readings in each section of your text. Below I have listed a description of each assignment in the interest of space. Detailed information about each assignment will be will be posted on the course Husky CT site.

**Assignment 1 – I Will Build Bridges With.** 30 points Due Friday, January 2, 2015 at 11:59PM EDT. —Your assignment is to explain why you have chosen a given community to get to know for the project by answering the questions listed below. 1-1 ½ pages.

Please make sure to address each of the following questions in your paper. Although you may answer the questions in order, please use complete sentences-answer format.

1. What community would you like to build bridges with?
2. What has your exposure to this group been to date?
3. Why do you want to build bridges with this community? Include in your “why” (a) things that make you uncomfortable, (b) things that you find particularly interesting/things you like, and (c) things that you would like to understand better about the community.
4. In what ways are you currently aware that this community is marginalized or oppressed?
5. How do you think building bridges with this community will serve you professionally and personally?

**Assignment 2 – Media Project (Examples on HuskyCT)**

**Maintaining Inequality: Media and Institutions** Due Friday, January 9 2015 at 11:59PM EDT

For this project your task is to accomplish 4 objectives using 4 media examples:

1. To investigate media representations of your chosen community (if possible). For those of you who are looking at a community for which it would be extremely difficult to dig up media representations, you may choose a different community, BUT YOU MUST TALK TO ME FIRST.
2. To explore how media representations function to maintain inequality on the basis of categories of difference (i.e., race and ethnicity, social class, sex and gender, sexuality, religion and belief systems, or ability).
   - By this, I mean you will analyze the messages being communicated about the community you are focusing on through media outlets. For example: Women are ditzy; Gay men are fashion experts; Catholic priests abuse young boys; Jews are stingy; Elderly people are helpless; Arab men are violent; Latino women are oversexed; Poor people are lazy…I could go on and on.
   - Here I want you to look for what underlying messages also are being sent about/through our institutions—Some examples: (1) If gays and lesbians get married, the institution of
marriage will fall apart, or the family as we know it will fall apart; (2) if elderly people are helpless, then they are not productive members of our economy; (3) if Arab men are violent, then our military institutions have to keep them under control—and/or about/through aspects of our culture—Some examples of culture: (1) we throw around the word “bitch” to refer to a woman who is assertive or aggressive and who knows what she wants. This is using language to indicate to women that these behaviors are not appropriate; (2) women who dress a certain way are seen as hypersexual. Because of this, if a woman was raped, we will doubt her because she probably “asked for it.”

- I realize that some of these connections will be more obvious than others. If you want, you can concentrate on ONE institution (e.g., Religion) or aspect of our culture (e.g., language) and revolve all of your media samples around that, but you do not have to focus on just one.

4. Identify concepts, main points, and/or illustrative arguments from your readings that are relevant to the points you are making for each of the media examples. You must refer to AT LEAST 1 READING, LECTURE or Video for EACH media example you provide. At least 2 MEDIA SOURCES SHOULD BE REPRESENTATIVES OF THE NEGATIVE STEREOTYPES USED TO LABEL THE COMMUNITY—ANOTHER 2 MEDIA SOURCES COULD BE POSITIVE IMAGES OF THE COMMUNITY.

TO FULFILL THESE OBJECTIVES:

You will collect evidence of these representations and create an annotated portfolio with FOUR VARIED (4) examples from media sources—advertisements, magazine and newspaper articles, comic strips, books, TV commercials or programs, movies, song lyrics, websites, etc. Please do not collect all of one type of representation (e.g. all photos, all YouTube, or all newspaper articles). The better portfolios use a variety of examples.

Tasks to fulfill the preceding objectives:

1. You will collect evidence of these representations and create an annotated portfolio with four (4) examples from different media sources—advertisements, magazine and newspaper articles, comic strips, books, TV commercials or programs, movies, song lyrics, websites, etc. All examples must be included in the media portfolio.
   a. Two (2) media examples must come from different sources, while two (2) media examples can come from the same source (but doesn’t have to).
   b. For example, correct combinations:
      i. One TV commercial, one song lyric, one comic strip, one advertisement,
      ii. One TV commercial, one song lyric, 2 youtube video/clip
      iii. Two TV commercials, two comic strips,
      iv. Etc.

2. For each media example, find AT LEAST TWO academic, scholarly, peer-reviewed, empirical articles that are related to your chosen community. ONE ACADEMIC SOURCE CAN BE THE TEXTBOOK
   a. Visit UCONN’s library webpage (lib.uconn.edu) and search their databases (ERIC, Academic Search Premier, PsychINFO, PsychARTICLES, etc.) or GoogleScholar for articles (scholar.google.com).
   b. For example, one approach it this way:
      i. Using GoogleScholar, type in my community (e.g. Indigenous Hawaiians stereotypes)
      ii. Look through the articles to find an article that discusses my community
1. Using one of the UCONN databases, type in my community (e.g. Indigenous Hawaiians stereotypes) as a keyword, subject, etc.
2. Go to Advanced Search
3. Click on the peer-reviewed articles only option
4. Look through the articles to find one that discusses my community

3. Describe the underlying message of each of the 4 media representations you collected. Then, connect this message to at least TWO academic, scholarly, peer-reviewed, empirical articles. This should be at least a paragraph – preferable two in length (roughly 6-8 sentences).
   a. What is the stereotype depicted? Describe- and provide either the image, article (can be copied and pasted into document) or link to website
   b. What is it saying/showing about the community- how media representations function to maintain inequality on the basis of categories of difference (i.e., race and ethnicity, social class, sex and gender, sexuality, religion and belief systems, or ability)?
   c. How does this relate to – INSTITUTIONS AND TO each of how your TWO academic, scholarly, peer-reviewed, empirical articles have discussed about your community?

4. You must provide a citation for each of your media sources and a reference list for your articles below each media representation.
   a. For example:
      Media Source
      References – APA style

5. Follow APA format for in-text citations and reference list:
   a. Cover sheet is not necessary
   b. If you don’t have in-text citations, it can count as plagiarism, a violation of UCONN’s Academic Code of Conduct. You must have in-text citations for each of your articles.

Visit the following websites:

1. For a smorgasbord of reference types, from magazine articles to newspapers to books, go to http://owl.english.purdue.edu/handouts/research/r_apa.html

To view the appropriate way to cite internet articles, go to http://www.apastyle.org/elecsource.html. I’m pretty sure most of what you will find will fit into either the 3rd, 4th, or 5th c

Assignment 3:
Plan of Action - 150 Points - Due Friday, January 16, 2015 by 11:59PM EDT
Guidelines and Instructions
Your final project is to prepare a plan for increasing and expanding knowledge and sensitivity about your Bridges community. You can choose your project and your target audience based upon your future professional goals. If you have no idea what are your future professional goals at this point, your target audience is other UConn students who have not taken any courses dealing with diversity issues, but the goal is still the same—to increase and expand knowledge and sensitivity about the community with whom you built bridges this semester.
Plan of Action projects may take many forms. I have listed a few of my ideas below; feel free to come up with your own. Creative freedom is encouraged for this assignment, BUT PLEASE CHECK WITH ME TO MAKE SURE YOU ARE ON THE RIGHT TRACK. Some ideas:

- Lesson plan
- Training manual
- Skit
- Board game
- Video
- Proposal and syllabus for a new course
- Presentation
- Informational paper
- Campus event
- Booklet
- Website
- Skit
- Booklet
- Proposal and syllabus for a new course

You should focus multiple aspects of your community, not just one. For example, if you are looking at a particular ethnic group, it would not be enough to focus on the foods they eat. You should educate your target audience about the community’s strengths and what it has to offer, how this community has been marginalized or discriminated against, and ways in which members of your target audience can join you in your efforts to continue to Build Bridges with this community. Remember, you have two goals for this project:
1. Increase and expand knowledge about your Bridges community
2. Increase and expand sensitivity about your Bridges community

I also have listed ideas for various professions. Please feel free to mix and match ideas, of course.

Ideas for future teachers:
- Prepare an age-appropriate lesson plan, skit, or video for your students. A lesson plan should cover at least one week (Monday-Friday).
- Create a website with resources for learning about the community and ideas for things they can do in their classes.

Ideas for future social workers, therapists, and counselors:
- Write a paper that would be a resource for other social workers who might come across members of this community in their work
- Prepare a presentation, training plan or module, or booklet for the employees of your agency.

Ideas for future nursing home workers/directors:
- Create a diversity training plan for your co-workers/employees.
- Design a program for bringing together college students with elderly people in the community so students can benefit from what these elders have to offer.

Ideas for future professionals in the “non-service” sector:
- Create a video of some role-playing scenarios to train your co-workers/employees.
- Put together a booklet that can be used for your co-workers/employees.

Ideas for future professional athletes and athletic trainers:
- Research the obstacles to access for your Bridges community into your favorite sport.
- Draw up a plan for a community center that will serve your Bridges community through sports.

Ideas for future attorneys:
- Write a paper about court decisions that have negatively impacted your Bridges community and make suggestions for how certain laws could be changed to help the community move forward.
- Create a presentation for your law firm explaining how they can benefit from hiring people from your chosen community.

Ideas for future physicians:
- Investigate health disparities between your chosen community and mainstream, White, middle-class Americans.
- Write a proposal for an internship or residency experience that will allow you to serve and further get to know your chosen community.

These are just ideas that I came up with while thinking about spreading knowledge for any particular community. If you have other ideas about your chosen profession and what action plan would be more effective or appropriate, feel free to pursue that plan. I want you to have fun completing these plans while at the same time thinking about what you’ve learned or how all of the material “came together” for you.

COURSE ETIQUETTE
General class questions may be posted to the discussion board. If you have private questions and concerns email directly at edna.brown@uconn.edu. I will respond to your messages within 24 hours. If you do not hear from me within that time, please resend your message.

Address email with something like “Dear Dr. Brown” or “Hello Dr. Brown, Hello Professor. “Hey” isn’t really a good opening line on a professional email. Not having an opening line isn’t good either. Sign your name to your email.

Most of you are mature adults and don’t need the following reminders, but I’ve learned through the years that it’s best to lay it all out. Please be respectful of each other and of me. Diverse opinions may be and should be expressed in the discussions. If you read something you don’t agree with, talk about it, but try to separate that from going on the offensive or the defensive.

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Summary of Course Grading:
A number of scores will be averaged to determine your final grade for the course:

1. Exams 2 exams @ 10 points each = 20 points 10%
2. Two (2) Journal assignments 25 points each = 50 points 15%
3. Four (4) Discussion Board 25 points each = 100 points 25%
4. "Building Bridges" Project = 300 points 50%
   ♦ "I Will Build Bridges With..." 30 points 30 points 10%
   ♦ Media Project 150 points 150 points 20%
   ♦ Plan of Action 150 points 150 points 20%

♦ = 500 total possible points

Grading Scale:

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A grade in the A range means a student has fulfilled all of the expectations of the course syllabus and has done outstanding work. The student has gone beyond mere rote learning of the subject matter and can talk and write intelligently about the issues of the course.

A grade in the B range means a student has fulfilled all of the expectations of the course syllabus and has done good work.

A grade in the C range means a student has fulfilled all of the expectations of the course syllabus and has done acceptable work.

A grade in the D range means a student has not fulfilled all of the expectations of the course syllabus. The work may be poor or incomplete but there was a small amount of progress in learning.

A grade of F can be the result of low test grades or assignments not completed or poor papers or any one of a number of things. The student did not come up to expectations as specified in the syllabus.

Due Dates and Late Policy

EXAMS. Two multiple choice exams will be given throughout the Intersession. THERE ARE NO MAKEUP EXAMS.

ALL ASSIGNMENTS CAN BE SUBMITTED ON HUSKCYCT EARLIER THAN THE DUE DATE BUT WILL BE GRADED AFTER THE DUE DATE. 10 POINTS PER DAY WILL BE DEDUCTED FROM EACH LATE PAPER ASSIGNMENT SUBMISSION.

A LETTER GRADE WILL BE DEDUCTED FROM EACH LATE JOURNAL OR DISCUSSION SUBMISSION.

All course due dates are identified in the (choose appropriate location). Deadlines are based on Eastern Standard Time; if you are in a different time zone, please adjust your submittal times accordingly. The instructor reserves the right to change dates accordingly as the semester progresses. All changes will be communicated in an
Feedback and Grades

If you have private questions and concerns email directly at edna.brown@uconn.edu. I will respond to your messages within 24 hours. If you do not hear from me within that time, please resend your message I will make every effort to provide feedback and grades in 36 hours. To keep track of your performance in the course, refer to My Grades in HuskyCT.

Student Responsibilities and Resources

As a member of the University of Connecticut student community, you are held to certain standards and academic policies. In addition, there are numerous resources available to help you succeed in your academic work. This section provides a brief overview to important standards, policies and resources.

Student Code

You are responsible for acting in accordance with the University of Connecticut's Student Code. Review and become familiar with these expectations. In particular, make sure you have read the section that applies to you on Academic Integrity:

- Academic Integrity in Undergraduate Education and Research
- Academic Integrity in Graduate Education and Research

Cheating and plagiarism are taken very seriously at the University of Connecticut. As a student, it is your responsibility to avoid plagiarism. If you need more information about the subject of plagiarism, use the following resources:

- Plagiarism: How to Recognize it and How to Avoid It
- Instructional Module about Plagiarism
- University of Connecticut Libraries’ Student Instruction (includes research, citing and writing resources)

Copyright

Copyrighted materials within the course are only for the use of students enrolled in the course for purposes associated with this course and may not be retained or further disseminated.

Netiquette and Communication

At all times, course communication with fellow students and the instructor are to be professional and courteous. It is expected that you proofread all your written communication, including discussion posts, assignment submissions, and mail messages. If you are new to online learning or need a netiquette refresher, please look at this guide titled, The Core Rules of Netiquette.

Adding or Dropping a Course

If you should decide to add or drop a course, there are official procedures to follow:

- Matriculated students should add or drop a course through the Student Administration System.
- Non-degree students should refer to Non-Degree Add/Drop Information located on the registrar’s website.

You must officially drop a course to avoid receiving an "F" on your permanent transcript. Simply discontinuing class or informing the instructor you want to drop does not constitute an official drop of the course. For more information, refer to the:

- Undergraduate Catalog
- Graduate Catalog
Academic Calendar

The University's Academic Calendar contains important semester dates.

Academic Support Resources

Technology and Academic Help provides a guide to technical and academic assistance.

Students with Disabilities

Students needing special accommodations should work with the University's Center for Students with Disabilities (CSD). You may contact CSD by calling (860) 486-2020 or by emailing csd@uconn.edu. If your request for accommodation is approved, CSD will send an accommodation letter directly to your instructor(s) so that special arrangements can be made. (Note: Student requests for accommodation must be filed each semester.)

Blackboard measures and evaluates accessibility using two sets of standards: the WCAG 2.0 standards issued by the World Wide Web Consortium (W3C) and Section 508 of the Rehabilitation Act issued in the United States federal government. ” (Retrieved March 24, 2013 from http://www.blackboard.com/platforms/learn/resources/accessibility.aspx)

Software Requirements and Technical Help

- Word processing software
- Adobe Acrobat Reader
- Internet access

(add additional items as needed)

This course is completely facilitated online using the learning management platform, HuskyCT. If you have difficulty accessing HuskyCT, online students have access to the in person/live person support options available during regular business hours in the Digital Learning Center (www.dlc.uconn.edu). Students also have 24x7 access to live chat, phone and support documents through www.ecampus24x7.uconn.edu.

Minimum Technical Skills

To be successful in this course, you will need the following technical skills:

- Use electronic mail with attachments.
- Save files in commonly used word processing program formats.
- Copy and paste text, graphics or hyperlinks.
- Work within two or more browser windows simultaneously.
- Open and access PDF files.

(add additional skills as needed)

University students are expected to demonstrate competency in Computer Technology. Explore the Computer Technology Competencies page for more information.

Evaluation of the Course

Students will be provided an opportunity to evaluate instruction in this course using the University's standard procedures, which are administered by the Office of Institutional Research and Effectiveness (OIRE).
Additional informal formative surveys may also be administered within the course as an optional evaluation tool.

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**Course Calendar (Subject to Change)**

**Week 1: December 29 - January 2**

Complete Modules 1 & 2

1 Introduction
2 Diversity
3 Social Construction of Difference
4 Social Group Membership

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**Why Study Diversity; Diversity Conceptual Framework: The Social Construction of Difference**


**Module 1 Discussion Question (1) Social Group Membership DUE Monday December 29 11:59PM**

*Very few people escape being stereotyped unless you associate only with people who are exactly like you in every possible way.*

Please think about your own social identities - race, ethnicity, gender, social class, age, sexual orientation, religion, and ability/disability. What stereotypes have you heard about any of your own social identities? You could also think about other categories that people use to identify you (or that you might use to identify yourself) that are used to stereotype you. For example, skin color, hair color, athlete, and body type are categories that are often used to stereotype people - (e.g., red heads are hot heads; athletes are........). What is your reaction or response to this stereotype?

5 Race and Ethnicity
6 Sex and Gender
7 Heterosexism: Sex, Gender & Sexuality
8 Discussion
9 I Want to Build Bridges with paper due...

**What is Race? What is Ethnicity?**


**Film:** Race: The Power of An Illusion Episode 1 The Difference Between Us “The Difference Between Us” examines how recent scientific discoveries have toppled the concept of biological race.

**Module 2 JOURNAL – Reaction to Race: the Power of an Illusion. DUE Tuesday December 30 at 11:59PM**
What is your initial reaction to the video - *Race the Power of an Illusion*? Were you aware that race was not a biological construct? Do you believe that people of different races are biologically different? Why or why not? Use material from the film, lecture, and textbook to support your response.

**What is Sex? What is Gender?**


**Film – Dreamworlds 3: Desire, sex, & Power in Music Video**

**Module 2 Discussion - Reaction to Dreamworlds: DUE Wednesday December 31 at 11:59PM**

Do images such as these perpetuate sexism? Or, are people smart enough to know that these images are not real – thus, they have no effect? Have you seen examples of objectification of women in your or your friends and/or family lives?

**Heterosexism**

**Readings:** Masculinity as Homophobia: Fear, Shame, and Silence in the Construction of Gender Identity pp 329 – 334 & Lecture Notes

**Assignment 1 ------- [Will Bridges With] PAPER DUE FRIDAY January 2 at 11:59PM**

****PROFESSOR’S COURTESY ALERT!! You should begin working on your Media assignment!!!!****

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**WEEK 2 January 5- January 9 (5 class days)**

**Complete Modules 3 & 4**

**Exam 1** EXAM 1 DUE FRIDAY January 9, AT 8AM TO SUNDAY January 11 AT 11:59

1. Introduction
2. Social Class
3. Ableism
4. Journal Ableism
5. Ageism
6. Education
7. Religion
8. Journal – Religion

**Social Class**

**Readings:** Class in America –2006 pp. 150 – 156; How Occupy Wall Street Changes Everything pp. 212-216 & Lecture Notes

**Ableism**

**Readings:** Post-Traumatic Stress Disorder Leaves Scars “on the Inside,” Iraq Veteran Says pp501-502; What I’d Tell That Doctor pp 510; In the LD Bubble pp 511-514 & Lecture Notes

**Module 3 JOURNAL: JOURNAL 2-: Ableism DUE Tuesday January 6th 11:59PM**
Write and submit a journal entry (use the Discussion tool) expressing your thoughts about the individual with a disability:


After viewing the Connect-ability videos (chose one with a TV Ad), express your thoughts about the individual with a disability. Discuss how watching the video and reading the material in the book may have changed your perception of “disabilities/abilities” or confirmed your perceptions of “disabilities/abilities”. Use examples from the reading and film clip and personal experiences to support your response. Do you know someone with a disability?

Ageism

Readings: Ageism: Another Form of Bigotry pp 557 – 562 & Lecture Notes

Education

Readings: Read lecture notes

Religion


Module 4 Discussion – DISCUSSION 3-Religion DUE Thursday January 8 AT 11:59PM

What are two new things you learned about religion? What might make it hard to for someone to talk about their beliefs (religious, spiritual beliefs, agnostic or atheist) with other people from different backgrounds? For example, what specific problem(s) might come up in a public school; or in a youth group or in social group settings (formal or informal settings)?

ASSIGNMENT 2 Maintaining Inequality: Media and Institutions DUE FRIDAY January 9th at 11:59PM EDT

Week 3: January 19-January 16 (4 class days and 1 exam day)
Complete Modules 5 & 6

1 Families
2 Interpersonal Dynamics
3 Journal – Abusive Relationships

Families

Readings: Lecture Notes

Interpersonal Dynamics

Readings: Lecture Notes

EXAM 2 DUE WEDNESDAY January 14 AT 8AM TO FRIDAY January 23 11:59PM

Module 5 DISCUSSION 4: Abusive Relationship DUE Wednesday January 14 at 11:59pm

Why do people stay in an abusive relationship? How do you get out of an abusive relationship?
ASSIGNMENT 3 Plan of Action Due Date: Friday January 16 11:59 PM EDT