



Human Diversity

SOC 307.01

Spring 2020

3 credit hours; 16 weeks; Independent Study

Meeting Tuesday 10-11am

UNIVERSITY of MARY

Instructor	Dr. Karen H. Michalka [Ph.D., Assistant Professor of Sociology]
Office Hours	MWF 11-12; Th 1-2, or by appointment in Welder 171
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Darkness cannot drive out darkness. Only light can do that. Hate cannot drive out hate. Only love can do that. – Martin Luther King, Jr.

Course Description

Students will learn about the age-old practice of exclusion, with emphasis on the U.S. experience. Students will examine the psychological/socioeconomic roots and effects of prejudice and discrimination. Students will be encouraged to explore their own prejudices and stereotypes in order to move toward greater multi-cultural competence.

Course Information

This course has no prerequisites and is a core elective.

Relationship of the Course to the Program of Study

- **Servant Leadership:** In this course, students will be able to practice servant leadership through understanding the history of and exploring the impact of the glory and challenges of human diversity.
- **Benedictine Values:** This course will specifically expose students to the Benedictine values of respect for persons, service, community, moderation, and prayer in our topics and readings, regular class discussions, and research project.
- **Core Competencies:** This course incorporates the core competencies of spirituality and ethics, communication, critical thinking, and global stewardship. This is described in more depth under course objectives.

Course Objectives

O1 Express in written and oral form an understanding of race, ethnicity, and human diversity (*Global Stewardship, Communication, Critical Thinking, Community, Respect for Persons*)

- O2 Express in written and oral form how to identify, describe, explain, and engage with theories and case studies of integration, multiculturalism, as well as exclusionary practices, such as racism, discrimination, and genocide. (*Global Stewardship, Communication, Critical Thinking, Community, Respect*)
- O3 Locate, evaluate, and synthesize information regarding current issues and debates related to race, ethnicity, and human diversity in the United States (*Critical Thinking*)
- O4 Develop time management, organizational, and academic skills. (*Communication, Critical Thinking, Global Stewardship, Spirituality & Ethics, Respect for Persons, Community, Hospitality, Moderation, Service*)

Major Assignments

Assignment	Course Objective(s) met	Evaluation Method	Approximate Time to Complete
Online Inquisitive quizzes	O1, O2, O3, O4	Points are earned for correct responses in the online quizzes	1-2 hours per quiz (12 quizzes)
Weekly, in-person meeting	O1, O2, O3, O4	Points are earned as the student consistently meets with the professor weekly to discuss the readings	1-1.5 hours per class period
Integration and Application papers	O1, O2, O3, O4	Points are earned for writing and synthesizing the various readings and information from a section of the class into a paper showing the application of these ideas for the world around us. More instructions below or provided in class	4-5 hours each (16-20 hours)
Exploring Diversity in Public Life project	O1, O2, O3, O4	Points are earned for the preparation, organization, and oral presentation of a project exploring human diversity in a sector of society that the student chooses. More instructions are provided below and in class.	10-15 hours

Workload Expectations

Since this is a three (3) credit undergraduate course lasting sixteen (16) weeks, students can expect to spend a minimum of three (3) hours per week in instructional time and another six (6) hours per week studying outside of instructional time (for a total of 135 total hours over the course of the semester).

Methods for Evaluation and Grading

Type of Assessment	Points per assignment	Total Points
Quizzes	20 points each, x 11 quizzes	220
Weekly, in-person meeting	Weekly, in person meetings	80
Integration and Application papers	50 points each x 4 papers	200
Exploring diversity in public life project	100 points for project	100
Total Points		600

A(93) A-(90) B+(87) B(83) B-(80) C+(77) C(73) C-(70) D+(67) D(63) D-(60) F(<60) Final grades are rounded to the first decimal point. Thus, an 89.5 is an A- while an 89.4 is rounded to a B+

What does your grade mean? And how can you improve it?

The difference between a B or an A is not a matter of points – these letter grades represent different *kinds* of performances.

D and F: Incomplete or unacceptable work. There is a failure to master the basic substance of the course. There is poor performance in basic skills such as writing or logic. Often, there are also poor attitudes or work habits, or an inability to adequately balance the competing demands on your time. To improve “D” or “F” level work to a “C”, you need to work on all of the above points. Talk to your professor earlier rather than later, make a solid plan for improvement, find accountability, and follow through.

C: Acceptable performance. Shows a mastery of the basic substance of the course, but the basic skills are often marginal. To increase “C” level work to a “B”, you need to improve your basic skills, master more advanced or intricate course topics, and you need more critical reasoning.

B: Solid, competent performance. Shows a good mastery of basic skills and can summarize and use course skills adequately. To improve “B” level work to an “A”, you need analysis, insight, and a creative approach.

A: Exemplary performance. All the basic skills have been mastered. Shows originality, creativity, depth of analysis. “A” work sees beyond the obvious and looks for relationships and connections.

Required Text/Items

- Desmond, Matthew, and Mustafa Emirbayer. 2015. *Race in America* 1st Edition. W.W. Norton & Company. 978-0393600476
- Various pdfs found on our class' Canvas website
 - As a background resource: Open Stax' Introduction to Sociology 2e, available free here: <https://openstax.org/details/books/introduction-sociology-2e>
- Something to write with and write on.

Attendance Policy

Attendance is critical to success in this class and will be taken every day. It will be part of your attendance and in-class participation grade, worth 50 points total. There are make-up assignments available for *excused* absences and up to three *unexcused* absences. Excused absences include documented medical issues/illness, mandatory legal hearings, and University excused activities. See below for the make-up assignment. Excessive tardies (3+) will begin to count as absences that cannot be made up. The University reserves the right to administratively drop or withdraw a student from a class for excessive absences.

Excused Absence Policy

The University has a policy on excused absences related to sponsored or sanctioned activities and events. The policy is available for review online [<http://bit.ly/2thGRjo>]. Students participating in such activities and events are expected to review this policy and comply with it. As long as appropriate prior notification is given according to this policy, students and faculty reach a mutual agreement concerning make-up work, and students complete the work in question, faculty shall not penalize a student for missing a class or exam when they were granted an excused absence

from the University. Any questions concerning the policy may be referred to the course instructor who may refer the question to the athletic director, student activities director, or academic affairs for response.

Policy Regarding Late Assignments and Missed Exams

I expect that we will keep to the dates on the syllabus for assignments and exams. If an assessment is moved, it will be moved later (never due earlier than originally assigned) and I will make an announcement in class and on Canvas. Students must complete assignments and exams on the assigned dates. There will be an automatic 10% penalty for any late assignments. This includes chapter quizzes, assignments, and exams. Do not expect exceptions. Students who will have University-sponsored activities on dates of the seated exams should make accommodations to take the exam *before* rather than after the date on the syllabus.

Channel for Communication Relating to this Course

Dr. Michalka → Dr. Leroy Huizenga → Dr. David Tamisiea → Dr. Diane Fladeland

Statement on Academic Honesty

Students are expected to read the University of Mary's Academic Honor Code and Honor System and abide by all the standards of conduct and requirements contained therein. When a student is in doubt about whether or not an action might constitute an Academic Honor Code violation, she or he should request clarification from the instructor **before** the action in question is undertaken.

The Academic Honor Code is available for review on my.umary.edu using the following link:

<http://bit.ly/2t3ORSu>

Statement Regarding Reasonable Accommodations

The University of Mary, in compliance with the Americans with Disabilities Act and in the spirit of our mission, offers support for disabled students who provide required documentation. Students with disabilities who need accommodations should apply to the Office of Student Accessibility Services. For further information, contact the Student Success Center, located in the lower level of Welder Library, at (701) 355-8264 or success@umary.edu

Mutual Expectations

Students can expect me to give them my best by coming to class prepared with thoughtful lectures, discussion questions, exercises, and applications. They can expect to find me available for their questions in my office hours, over email, and around campus. They can expect that assignments will be clear and reasonable and that if they have questions I will do my best to clarify anything and to connect students with resources. I do my best to make my expectations for assignments clear and reasonable. If class activities or readings don't turn out the way that I hoped or planned, students can expect that I will try to improve my course. Students can expect to have multiple opportunities to provide constructive feedback for my teaching and courses.

In turn, I expect my students will give me their best, regardless of the time of day, external concerns, or level of interest in the course material. I expect that students will be familiar with the syllabus, will visit the Canvas website frequently for assignments and information, and will contact me with any questions. I expect that my students will treat this class as an opportunity to dedicate time and energy to their studies, with the end goal of developing the habits of mind to

communicate effectively, think critically, act with moral courage, and acknowledge the dignity of our global neighbors.

Technology in the classroom

Current research on the use of technology in the classroom shows us that laptops and tablets can be useful, but the increased temptation to distract ourselves – as well as the potential to distract those sitting around us – have negative impacts on our learning. I prefer that you take notes by hand, but allow you to use your discretion in taking notes on your laptop or a tablet. In addition, I ask that all students who are using a laptop sit in the front rows, on the side of the classroom, to minimize distractions for others.

From time to time, I will encourage you to bring your laptops to class for in-class activities using particular websites.

I request that you keep your phones put away during class, and that you do not have them on your desk or the table in front of you. If you are in the midst of an emergency and are waiting for a telephone call, please inform me before class and take any calls outside of the classroom. If I see a student misusing technology in the classroom, I will count him or her absent for the day and I reserve the right to address or dismiss students who are being disruptive in their use of technology.

Condensed Course Outline/Important Dates

Weeks 1-4. Section I: What is human diversity? What is race? What is the race idea?

- Inquizitives for chapters 1 and 2
- Integration and Application

Weeks 5-10 Section II: Race and Ethnicity in the Public Sphere

- Inquizitives for chapters 3 through 7.
- Integration and Application

Weeks 11-13 Section III: Human Diversity in Private Life

- Inquizitives for chapters 8 through 10.
- Integration and Application Paper

Weeks 14 – 15 Section IV: Mutual Responsibility in a Diverse World

- Inquizitives for chapter 11
- Integration and Application Paper
- Diversity Project due

Detailed Course Schedule

Topic	Date	What to do to be prepared for class
Section I: What is human diversity? What is race? The idea of race in America		
Introduction to the course and topics	Week of Jan 13	<ul style="list-style-type: none"> <input type="checkbox"/> Become familiar with the syllabus and expectations of the course <input type="checkbox"/> Get a copy of the textbook and log into the Inquizitive system
Race in the 21 st Century	Week of Jan. 20	<ul style="list-style-type: none"> <input type="checkbox"/> Read chapter 1 in Desmond and Emirbayer

		<input type="checkbox"/> Complete Inquizitive for chap. 1
The Invention of Race	Week of Jan 27	<input type="checkbox"/> Read chapter 2 in D&E <input type="checkbox"/> Complete Inquizitive for chap. 2 <input type="checkbox"/> Section 1 Integration and Application paper
Section II: Race and Ethnicity in the public sphere		
Race, Ethnicity, and Politics	Week of Feb. 3	<input type="checkbox"/> Read chapter 3 in D&E <input type="checkbox"/> Complete Inquizitive for chap. 3
Race, Ethnicity, and Economics	Week of Feb. 10	<input type="checkbox"/> Read chapter 4 in D&E <input type="checkbox"/> Complete Inquizitive for chap. 4
Exclusion, Discrimination, and Housing	Week of Feb. 17	<input type="checkbox"/> Read chapter 5 in D&E <input type="checkbox"/> Complete Inquizitive for chap. 5
The Criminal Justice System	Week of Feb. 24	<input type="checkbox"/> Read chapter 6 in D&E <input type="checkbox"/> Complete Inquizitive for chap. 6
	Week of Mar 2	<input type="checkbox"/> No meeting – spring break
Education	Week of Mar 9	<input type="checkbox"/> Read chapter 7 in D&E <input type="checkbox"/> Complete Inquizitive for chap. 7 <input type="checkbox"/> Section II Integration and Application paper
Section III: Human Diversity in private life		
Human Diversity and Aesthetics	Week of Mar. 16	<input type="checkbox"/> Read chapter 8 in D&E <input type="checkbox"/> Complete Inquizitive for chap. 8
Associations	Week of Mar. 23	<input type="checkbox"/> Read chapter 9 in D&E <input type="checkbox"/> Complete Inquizitive for chap. 9
Race, Ethnicity, and love	Week of Mar 30	<input type="checkbox"/> Read chapter 10 in D&E <input type="checkbox"/> Complete Inquizitive for chap. 10 <input type="checkbox"/> Section III Integration and Application paper
Section IV: Mutual Responsibility in a Diverse World		
Building a Racial Democracy	Week of Apr. 6	<input type="checkbox"/> Read chapter 11 in D&E <input type="checkbox"/> Complete Inquizitive for chap. 11
The Mutual Responsibility model	Week of Apr. 13	<input type="checkbox"/> Read the pdf selection from Yancey <input type="checkbox"/> Section IV Integration and Application paper
		<input type="checkbox"/> Final – Diversity Project Due

Assessments and Assignments

Inquizitive Quizzes

- Using the online access code, the student will complete the Inquizitive quizzes for each chapter of the book. These digital formative assessments are part of the online resources for the textbook. Each quiz will guide you through the major concepts and ideas in the chapter, and it is always possible to earn 100% on these (it just may take longer to finish). For grading, each quiz is worth 20 points. They are due the Monday before our weekly meetings.

Integration and Application Papers

- For four sections, the student will produce a 4-5 page paper integrating the various insights, debates, and issues related to race, ethnicity, and human diversity. The student

should use the resources from the readings, discussions, and any other desired sources to produce a synthesis paper, bringing together the ideas, theories, and perspectives to create an understanding applicable to the world around us.

- The particular question for each paper will be determined in class through the conversation between the student and professor.
- This paper should adhere to standard norms of upper-division college level writing, as provided in class.
- **Writing Resources:**
 - [Writing Within Sociology For Undergraduates](#) (Oregon State University) - helpful for understanding the expectations, guidelines, and standards for writing sociology
 - [The Writing Center at UNC- Chapel Hill](#) - helpful for each step of writing and type of writing across disciplines.
 - [Purdue OWL \(Online Writing Lab\)](#) - great information about citations

In-class meetings

- Classes provide a valuable opportunity to further clarify and flesh-out what students have read. Additionally, classrooms provide an opportunity to *do* sociology. There will be a range of in-class activities, exercises, and discussions that are designed to encourage student engagement with the content and deepen understanding. Students are expected to come to class and to participate. Attendance will be taken every day, with the potential of earning two points per day.
- The amount of reading per day varies, but students should expect to read about 70 pages per week.
- If either the student or the professor is unable to meet at the scheduled time and date, it will be rescheduled for another day that week.

Diversity Project

- About a third of the way through the semester, the professor and student will begin to determine what the final project on human diversity in the world will be. Based on a particular research question that the student wants to pursue, he or she can design a research project enabling deeper exploration and understanding of human diversity around us. The methods could be interviews, content analysis of media, a historical or investigative analysis of a particular sector, etc. The project should be designed in order to allow the student to complete its objectives by the week of finals. More information will be provided in class.