



UNIVERSITY of MARY

Human Diversity

SOC 307.01

Spring 2023

3 credit hours; 16 weeks;

Tuesdays and Thursdays 2:00-3:15

TSB 204

Instructor	Dr. Karen H. Michalka [Ph.D., Assistant Professor of Sociology]
Office Hours	MTWH 11am-12pm; F 12-1 in Welder 171 or by appointment at https://tinyurl.com/kmichalka
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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	Points Associated
Reading Comprehension and Engagement Quizzes (17%)	O1, O2, O3, O4	Points are earned for correctly answering multiple choice questions about the readings.	2 hours per week	5 points x 25 quizzes (5 lowest scores dropped) = 100 points
Weekly participation and discussion (17%)	O1, O2, O3, O4	Points are earned for contributions to class discussion and in-class activities.	1-1.5 hours per class period	100 points total
Exams (33%)	O1, O2, O3, O4	Points are earned for correctly answering and submitting strong written answers	4-5 hours each (16-20 hours)	100 points each x 2 exams = 200 points
Application, Integration, and Reflection Journal (AIR) (33%)	O1, O2, O3, O4	Points are earned for writing self-reflective entries that incorporate and integrate our class discussions and readings are provided in class.	10-15 hours	20 points each x 10 entries = 200 points
			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+

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).

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

- Wilkerson, Isabel. 2020. *Caste: The Origins of Our Discontents*. Random House.
- 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

Detailed Course Schedule

Topic	Date	What to do
Section 1: Understanding Human Diversity through the framework of Caste		
Introduction to the Course	Jan. 12	<input type="checkbox"/> Read the Syllabus <input type="checkbox"/> Get a copy of the semester's texts <input type="checkbox"/> Access our Canvas site <input type="checkbox"/> Contact Dr. Michalka with any questions
Participating in Life and Dignity Week	Jan. 17	<input type="checkbox"/> No in-person meeting <input type="checkbox"/> Attend at least one session/event of Dignity and Life Week and write reflection entry for AIR journal . See Canvas for more details. <input type="checkbox"/> Read <i>Caste</i> Part One: Toxins in the Permafrost and Heat Rising All Around pages 13- 38 (pages 3-12 optional) <input type="checkbox"/> Complete online reading quiz
What makes something "diverse"? U.S. Protected Classes	Jan. 19	<input type="checkbox"/> Read <i>Caste</i> Part Two: The Arbitrary Construction of Human Divisions pages 62-98. (pages 54-61 optional) <input type="checkbox"/> Complete online reading quiz
The Framework of "Caste"	Jan. 24	<input type="checkbox"/> Read <i>Caste</i> Part Three: The Eight Pillars of Caste pages 99-130 <input type="checkbox"/> Complete online reading quiz
The Framework of "Caste" continued	Jan. 26	<input type="checkbox"/> Read <i>Caste</i> Part Three: The Eight Pillars of Caste pages 131-166 <input type="checkbox"/> Complete online reading quiz
Privilege and Disadvantage	Jan. 31	<input type="checkbox"/> In class, watch <i>A Class Divided</i> <input type="checkbox"/> Read <i>Caste</i> Part Four: The Tentacles of Caste pages

		167-189 <input type="checkbox"/> Complete online reading quiz
Status Threat	Feb. 2	<input type="checkbox"/> In class, finish <i>A Class Divided</i> <input type="checkbox"/> Read <i>Caste</i> Part Four: The Tentacles of Caste pages 190-223 <input type="checkbox"/> Complete online reading quiz
Challenges to a Diverse society	Feb. 7	<input type="checkbox"/> Read <i>Caste</i> Part Four: The Tentacles of Caste pages 224-262 <input type="checkbox"/> Complete online reading quiz
Unequal Opportunities vs. Unequal Outcomes	Feb. 9	<input type="checkbox"/> Read <i>Caste</i> Part Five: The Consequences of Caste pages 263-281 <input type="checkbox"/> Complete online reading quiz
Racial Diversity	Feb. 14	<input type="checkbox"/> Read <i>Caste</i> pages 39-53. <input type="checkbox"/> Complete online reading quiz
Racial Diversity and Inequality	Feb. 16	<input type="checkbox"/> Read <i>Caste</i> Part Five: The Consequences of Caste pages 282-310 <input type="checkbox"/> Complete online reading quiz
“Wokeness” and Critical Race Theory	Feb. 21	<input type="checkbox"/> Read <i>Caste</i> Part Six: Backlash pages 311-332 <input type="checkbox"/> Complete online reading quiz
Hospitality and Respect for Persons	Feb. 23	<input type="checkbox"/> Read <i>Caste</i> Part Six: Backlash pages 333-360 <input type="checkbox"/> Complete online reading quiz
The future of caste	Feb. 28	<input type="checkbox"/> Read <i>Caste</i> Part Seven: Awakening Pages 361-388 <input type="checkbox"/> Complete online reading quiz
	Mar. 2	<i>No Class – Spring Break</i>
	Mar. 7	<input type="checkbox"/> Catch Up and Review Day
	Mar. 9	<input type="checkbox"/> In-Class Exam One
Section II: Areas of diversity and the Practice of Hospitality		
Religious diversity	Mar. 14	<input type="checkbox"/> Read Geertz 1973 “Religion as a Cultural System” <input type="checkbox"/> Complete online reading quiz
Cultural Diversity	Mar. 16	<input type="checkbox"/> Read Bourdieu 1986 “The Forms of Capital” <input type="checkbox"/> Complete online reading quiz
Gender diversity	Mar. 21	<input type="checkbox"/> Read Charles 2017 “Venus, Mars, and Math: Gender, Societal Affluence, and Eighth Graders’ Aspirations for STEM” <input type="checkbox"/> Complete online reading quiz
Gender diversity cont.	Mar. 23	<input type="checkbox"/> Read Connell and Messerschmidt 2005 “Hegemonic Masculinity Reconsidered” <input type="checkbox"/> Complete online reading quiz
Family structure diversity	Mar. 28	<input type="checkbox"/> Read Excerpt from Moore 2011 <i>Invisible Families: Gay Identities, Relationships, and Motherhood among Black Women</i> <input type="checkbox"/> Complete online reading quiz
	Mar. 30	<input type="checkbox"/> Reading Younes and Harp 2007 “Addressing the Impact of Foster Care on Biological Children and Their Families” <input type="checkbox"/> Complete online reading quiz
Sexual orientation diversity	Apr. 4	<input type="checkbox"/> Read Wedow et al. 2017 “I’m Gay and I’m Catholic: Negotiating Two Complex Identities at a Catholic University” <input type="checkbox"/> Complete online reading quiz

	Apr. 6	<input type="checkbox"/> Read TBD <input type="checkbox"/> Complete online reading quiz
Neurodiversity	Apr. 11	<input type="checkbox"/> Read excerpt from Price 2022 <i>Unmasking Autism: Discovering the New Faces of Neurodiversity</i> <input type="checkbox"/> Complete online reading quiz
	Apr. 13	<input type="checkbox"/> Read excerpt from van der Kolk 2015 <i>The Body Keeps the Score: Brain, Mind, and Body in the Healing of Trauma</i> <input type="checkbox"/> Complete online reading quiz
Physical diversity – handicaps, disability	Apr. 8	<input type="checkbox"/> Read TBD <input type="checkbox"/> Complete online reading quiz
Size diversity	Apr. 18	<input type="checkbox"/> Read excerpt from Gordon 2020 <i>What We Don't Talk About When We Talk About Fat</i> <input type="checkbox"/> Complete online reading quiz
	Apr. 20	<input type="checkbox"/> <i>Catch up and Review Day</i>
	Thursday, April 27	<input type="checkbox"/> Exam in-class on Thursday, April 27 at 8 am <input type="checkbox"/>

Assessments and Assignments

Exams

- During the semester, there are two exams. Each exam is worth 100 points.
- Exams will be taken in-class and are closed book. There will be multiple choice questions and short answer questions

Online Reading Quizzes

- There are 25 quizzes, one for each of the readings. Students will be able to take each quiz up to two times with the highest score standing in. Five lowest scores will be dropped. These are due by the dates on the syllabus.

In-class Participation and Discussion

- 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.
- The amount of reading per day varies, but students should expect to read about 65 pages per week.

AIR Journal (Application, Integration, and Reflection)

- Throughout the semester, students will build an AIR journal with at least 10 entries, allowing them to apply our learning to external or personal situations, integration our class discussions and readings, and reflect on the implications of our learning. Students can choose to write on days and topics of their choosing, but there will be some events that they will be told to write on (such as the Life and Dignity Week Events, in-class documentaries or guest speakers, etc.)
- Each entry should be at least two pages, double spaced (students can choose to write them single spaced if desired). They need to include (1) an application of a concept or

discussion from class or the book (2) an integration connecting that to something outside of class, and (3) a reflection on what this means or how it can impact sectors of society.

- Entries will be graded on content, depth of learning, and grammar/formatting. Students will be able to submit up to 12 entries, with the lowest two grades being dropped.