Syllabus

School for New Learning

1. Course: FA 390: Diversity in the Workplace and Beyond: Fall 2017

2. Instructor: Elisabeth Lindsay-Ryan
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   773-865-4952

3. Course Dates: Wednesdays, September 6th- November 8th 5:45-9:00PM
4. Course Location: Loop

5. Course Description
   Diversity, Multiculturalism, Privilege, Affirmative Action, Equal Opportunity Employer these are all words that have historical significance and power in today’s workplace. However, they don’t quite capture what it means to live in a diverse world. This course will examine how the United States workplace has attempted to address diversity and what have been the challenges along the way. In this course we will go deeper than the one hour trainings you have attended. Students will develop their understanding of diversity in a way that will actually increase their cultural competence and improve their understanding of and interactions with colleagues. Other aspects of life in the United States such as families, schools, churches and neighborhoods have functioned with less of an effort to represent the pluralism of society. This course will explore these differences and evaluate the experiences of the individual, organizations, and institutions from a multitude of perspectives. Students will be asked to examine privilege of all kinds and how it impacts their lives. Students will demonstrate the competencies through class participation, group projects, journal entries and other assignments that will allow them to apply course readings, videos and discussion to their own personal experience.

6. Learning Outcomes, Competencies, and/or Objectives

Learning Outcomes

In this course there are some universal intended outcomes. Everyone will engage in learning about the historical and social contexts that impact the experience of individual and group members in our society. This course will examine various environments in which we attempt to survive and thrive: work, school, families, religious institutions, and communities. By examining how diversity is addressed in various settings we will develop an understanding of the experience of others and ourselves. Students in this class will explore their own knowledge and bias with race, ethnicity, gender, sexual orientation, class, ability etc. By engaging in individual reflection, small group work, and class discussion we will examine what advancements our society has
made in regards diversity and how far we still have to go.

Depending on one’s competency the specialized outcomes are different. Those in A-1-E will spend more time examining how artists or writers have impacted history/society. They will strive to understand the effect art has on society and how it has influenced history. They will analyze several paintings and films that both influence and reflect changes in dominant culture’s perceptions of subordinate groups and how society deals with diversity. Whereas, those in L-7 will be looking at two aspects of learning collaboratively: how we learn about diversity (i.e. family, school, religious institutions) and how diversity in our environment impacts how and what we learn. Through discussion of theory, group discussion and group work in this course students will develop their listening skills and an understanding of how group dynamics, communication skills, and cultural norms impact intercultural interactions and our understanding of diversity. Others in H-1-B will be looking at the intersections of race, ethnicity, nationality, age, class, gender, sexual orientation or religion, and how they interact to shape community. The students taking the class for S-3-X will explore how scientific or technological advances have altered our cultural norms, changed individual and group identity development, and impacted the relationships and expectations for diverse people. Assessing how advances in scientific knowledge in biology, technology, sociology, and psychology have dramatically impacted the experiences of diverse people and our understanding of diversity. Lastly, FX students will develop the ability to describe the complexities of diversity in work and in life. All students will attend an event related to diversity and analyze their experience through the lens of each competency as well as explore their competencies in journals. Additionally, they will have an opportunity to have a larger grasp of the bigger picture of diversity through class discussions, films, and personal explorations. The course will culminate in a reflective essay that demonstrates their mastery of the competencies and connects to their own learning about diversity.

Competencies:

A-1-E: Can interpret the work of writers or artists within a historical or social context.

FX: Can describe the complexities of diversity in work and in life.

H-1-B: Can explain how two or more of the factors of race, ethnicity, nationality, socioeconomic status, age, gender, sexual orientation, or religion interact to shape communities.

L-7: Can learn collaboratively and examine the skills, knowledge, and values that contribute to such learning.

S-3-X: Can describe how scientific or technological advances have altered our cultural norms, changed individual and group identity development, and impacted the relationships and expectations for diverse people.

7. Learning Strategies & Resources

Lecture, discussion, videos, and small group work, will be used in conjunction to offer a
classroom environment that embraces a variety of learning styles and strives to provide information in a way that all students can process.

Readings will be assigned on a weekly basis to provide a foundation of understanding for diversity. These readings will help students understand individual identity development, how communities are shaped by diversity, and how individual and collective experiences with diversity impact the workplace and beyond. All required reading will be available on D2L.

There will be a selection of readings that will include but will not be limited to the following texts:

Mahzarin Banaji, Blind Spots
Allison Briscoe-Smith, Are We Born Racist?
Po Bronson, Nurture Shock
John E Farley, Majority-Minority Relations
Anita Foeman & Terry Nance, Are We Born Racist?
Tony Hoagland, Taking Action:America
Allan G. Johnson, Privilege, Power and Difference
Robert Livingston, The Teddy-Bear Effect
Rosalyn Arlin Mickelson, Can Education Eliminate Race, Class and Gender Inequality?
Peggy McIntosh, White Privilege and Male Privilege
Rodolfo Mendoza-Denton, Are We Born Racist?
Arin N. Reeves, The Next IQ
David K. Shipler, A Country of Strangers
Baratunde Thurston, How to Be Black
Wilson, Gutierrez & Chao, Racism, Sexism and the Media
Tim Wise, White Like Me
Gloria Yamato, Something About the Subject Makes It Hard to Name
Ron Zemke, Generations at Work

Blogs:
Teach 4 Real, Suzy Lee Weiss and White People Problems
Racialicious.com, To (All) the White Girls Who Didn’t Get Into the College of Their Dreams
NPR, What Does Modern Prejudice Look Like
Changefromwithin.org, 4 Reasons White People Can’t Use the N Word
Xojane.com, Lucy Liu Talks Racism in Hollywood
Disruptingdinnerparties, Reasons Why Actually You Cannot Touch My Hair
Thestranger.com, Deeply Embarrassed White People Talk Awkwardly About Race
Huffingtonpost.com, How Do You Define Race
NPR, Codeswitching
Blackyouthproject.com, Lessons Learned From Attending A Predominantly White Institution
Finance.Yahoo.com, Cheerios Ad
Films

Excerpts from various films will be viewed to illustrate individual’s experiences with diversity in the workplace and beyond. Some examples include:

Guess Who’s Coming to Dinner
Color of Fear
Crash
White Privilege
Excerpts for the Clarence Thomas/Anita Hill Hearings

8. Learning Deliverables

Written Journal
Students will be required to write journal entries expressing your feelings, perspectives, and ideas about the specific topics provided. These journals should be an integration of personal reflection and an opportunity to discuss readings, class discussion, and illustrate their mastery of the material. Journals are due in class on the assigned date. For each week the journals are late the grade may be lowered a full letter grade unless otherwise arranged.

Attendance and Participation
It is crucial to your success in this class to be present and engaged in classroom discussion. This class is intended to be extremely interactive, a significant portion of your experience and understanding of diversity, identity, and communities will be developed through your interactions with each other. Small group and class discussion will be essential to your integration of the written material and personal experience. Therefore, students must inform the instructor of any absences by e-mail. Any student missing more than TWO classes will be expected to drop the course.

Assignments and reading throughout will discuss all five competencies offered in this course.

Diversity Event
During the quarter you will be required to attend an event outside of class that focuses on an aspect of diversity connected to your competency. You will be required to write a response on the experience due October 19th (Week 7). If you are taking the class for two competencies you will be required to respond to a second set of questions for your additional competency.

Experiencing Other Assignment
You will be expected to partner with a classmate that differs from you in a major area of privilege (race, gender, class, ability, sexual orientation or religion). You will need to spend time together outside of class and complete a set of questions about what you learned. **This assignment will be due November 2nd (Week 9)**

**Final Project**

Students will be responsible for completing 3-4 page paper as capstone of their learning experience in this class. The format will be a reflective essay examining your own experiences and connections to an aspect of diversity addressed in the course. You must connect your personal experience to how what you learned demonstrates your competencies. **The final project will be due during the last class on November 9th.**

**9. Grading Criteria & Scale**

Assessment by Percentage:

- Journal: 35%
- Attendance and Participation: 25%
- Diversity Event Assignment/Experiencing Other Assignment: 25%
- Final Project: 15%

**Grade Scale:**

- A = 100-94
- A- = 93-90
- B+ = 87-89
- B = 86-84
- B- = 83-80
- C+ = 77-79
- C = 76-74
- C- = 73-70
- D+ = 69-67
- D = 66-64
- D- = 63-60
- F = Below 60

**10. Criteria for Assessment**

Students in this course will be assessed for their comprehension of material, illustration of thought and introspection, and reflection on their own personal perspective. Students will have the opportunity to exhibit their learning through attendance, fulfillment of assignments, engagement in class discussion, and overall active participation in the learning process.

**11. Course Schedule**

Week One-9/6
Introduction to Course

Week Two-9/13
Sociological Theories
Individual Development
Identity Development
Raising Children
Readings: John E. Farley, Majority-Minority Relations (pp.70-84, 168-172)
Po Bronson, Nurture Shock (pp. 45-69)
Allison Briscoe-Smith, Are We Born Racist? (pp.58-63)
Allan G. Johnson, Privilege, Power and Difference (pp.9-21)
Baratunde Thurston, How to Be Black (pp.23-30)
Tim Wise, White Like Me (pp.251-266)
Mahzarin Banaji, Blind Spots (pp.53-58, 78-87)
http://manicpixiedreammama.com/a-mothers-white-privilege/

Assignment: Journal # 1

Week Three- 9/20
Role of Artists
Disney
Affirmative Action
Guess Who’s Coming to Dinner
Readings: David K. Shipler, A Country of Strangers (pp. 489-505, 509-513)
Rodolfo Mendoza-Denton, Are We Born Racist? (pp.24-32)
Allan G. Johnson, Privilege, Power and Difference (pp.100-104)
Wilson, Gutierrez & Chao, Racism, Sexism and the Media (pp.56-66)
Tim Wise, Bigots and Their Enablers
Mahzarin Banaji, Blind Spots (pp 134-144.)
Robin DiAngelo, What Does it Mean to White (pp.133-149)

Choose 2 of the following:
Racialiscious.com, To (All) the White Girls Who Didn’t Get Into the College of Their Dreams
NPR, What Does Modern Prejudice Look Like
Changefromwithin.org, 4 Reasons White People Can’t Use the N Word
Assignment: Journal #2

Week Four-9/27
Biological, Technological, and Sociological Aspects of Diversity
Intersectionality
Sexual Harassment
North Country
Anita Hill/Clarence Thomas Trial
Readings: Robert Livingston, The Teddy-Bear Effect (pp.1229-1235)
Wilson, Gutierrez & Chao, Racism, Sexism and the Media (pp.93-101, 149-153, 237-241)
Baratunde Thurston, How to Be Black (pp.148-169)
Ron Zemke, Generations at Work (pp. 153-165)
Allan G. Johnson, Gender Knot (pp.207-223)

Choose 1 of the following:
Xojane.com, Lucy Liu Talks Racism in Hollywood
Disruptingdinnerparties, Reasons Why Actually You Cannot Touch My Hair

Assignment: Journal #3

Week Five - 10/4 - NO CLASS

Week Six-10/11
Privilege
Socioeconomic Issues
Intersections of Race and Class
Crash
Readings: Gloria Yamato, Something About the Subject Makes It Hard to Name (pp. 89-93)
Peggy McIntosh, White Privilege and Male Privilege: A Personal Account of Coming to See Correspondences Through Work in Women Studies (pp. 94-105)
David K. Shipler, A Country of Strangers (pp. 560-570)
Allan G. Johnson, Privilege, Power and Difference (pp.34-40, 49-53)
http://everydayfeminism.com/2013/10/lets-talk-about-thin-privilege/

Choose 3 of the following:
Thestranger.com, Deeply Embarrassed White People Talk Awkwardly About Race
Huffingtonpost.com, How Do You Define Race
http://mic.com/articles/89653/7-actual-facts-that-prove-white-privilege-exists-in-america
http://thefeministbreeder.com/explaining-white-privilege-broke-white-person/
http://m.policymic.com/articles/89653/7-actual-facts-that-prove-white-privilege-exists-in-america?

Assignment: Final Project Topic, Journal #4

Week Seven-10/18
Continuing the Conversation
Intercultural Competence/Cultural Humility
Color of Fear
Readings: David K. Shipler, A Country of Strangers (pp. 460-488)
Allan G. Johnson, *Privilege, Power and Difference* (pp.60-67,95-100,108-124)
Robin DiAngelo, *What Does it Mean to White* (pp.200-220)

Choose 3 of the following:
NPR, Codeswitching
[Blackyouthproject.com, Lessons Learned From Attending A Predominantly White Institution](https://www.michigandaily.com/opinion/michigan-color-i-am-not-geisha)

**Assignment: Diversity Event Assignment Due**

Week Eight- 10/25
Multiracial Families/International Adoptions/ LGBT Family Members
*Color of Fear*
*Family Stone*
**Readings: David K. Shipler, A Country of Strangers** (pp. 116-144)
*Anita Foeman & Terry Nance, Are We Born Racist?* (pp.103-110)
*Tony Hoagland, Taking Action:America* (pp.214-216)
*Robin DiAngelo, What Does it Mean to White* (pp.257-287)

Choose 5 of the following:
*Finance.Yahoo.com, Cheerios Ad*
*Daddydiagnostic.blogspot.com, A Day at the Park*
*Ebony.com, Dad Deals with His Girls N Word Encounter*
*Adoptivefamiliescircle.com, Why Race Matters to the Transracially Adopted Child*
*Jezebel.com, I am Black, He’s White, Who Cares? I do Actually.*
Welcome to Holland

**Assignment: Journal #5**

Week Nine-11/1
Communities of Choice?
Schools/ Churches/ Neighborhoods
Communication
**Readings: Rosalyn Arlin Mickelson Can Education Eliminate Race, Class and Gender Inequality?** (pp. 328-339)
*Rodolfo Mendoza-Denton, Are We Born Racist?* (pp.88-95)
Arin N. Reeves, *The Next IQ* (pp. 50-69)
Robin DiAngelo, *What Does it Mean to White* (pp.161-165,184-189)

http://m.huffpost.com/us/entry/1845413
http://itspronouncedmetrosexual.com/2012/05/list-of-examples-of-christian-privilege/
http://mediadiversified.org/2014/01/22/applause-for-you-stigmatisation-for-me/

Assignment: Journal #6, Experiencing Other Assignment Due

Week Ten- 11/8
Where do we go from here?
*Readings: Arin N. Reeves, The Next IQ* (pp. 103-135)
*Robin DiAngelo, What Does it Mean to White* (pp.167-175)

Assignment: FINAL PROJECT DUE

12. Course Policies
Include the statement: This course includes and adheres to the college and university policies described in the links below:

   Academic Integrity Policy
   Incomplete Policy
   Course Withdrawal Timelines and Grade/Fee Consequences
   Accommodations Based on the Impact of a Disability
   Protection of Human Research Participants

13. Course Resources
   University Center for Writing-based Learning
   SNL Writing Guide
   Dean of Students Office
14. Instructor Brief Bio

Elisabeth Lindsay-Ryan is a diversity professor, trainer and consultant. She completed her Master’s of Arts at DePaul University in Human Services and Counseling in 2000, and she earned her Bachelor’s of Arts at DePauw University majoring in History with Minors in African American Studies and Education in 1997. She served as the Director of Programs at the Women’s Center at Northwestern University from November 2000-September 2008 where her responsibilities included chairing several university wide committees including serving as the Co-Chair for the Lesbian, Gay, Bisexual, and Transgender Support Network. She has been involved as a volunteer, an activist, Board Member, Advisor and Consultant with over 150 organizations addressing a range of issues from rape to cancer awareness. She has led or participated on six extended service trips working on the San Carlos Apache Reservation, homelessness, disabled children, civil rights education, and habitat for humanity. She currently resides in Evanston with her wife Becca, her daughters Katie and Harper, her son Jack, and her dog Dayton.