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WST 3106 INTRODUCTION TO GLOBAL DIVERSITY

Fall 2020

Thursdays: 2:00 PM - 3:15pm (synchronous remote via zoom, due to COVID-19)

COURSE DESCRIPTION

This course is designed to enhance the understanding of diversity by exploring the complexity of differences within our contemporary global framework. We will evaluate diversity in terms of race and ethnicity, religion, culture, gender, sexuality, ability, social and economic status as well as age, to assess how these concepts manifest systems of inequality and privilege. Throughout the course, we will examine a series of global case studies to approach the question whether members of one culture can justifiably criticize the values of another: Given the power dynamics between majority and minority cultures, where social, economic, and political power disproportionately remains with members of the dominant culture, we will assess in what ways the existence of diversity may lead to greater tolerance of the standards and norms of other cultures. Against this background, we will look at possible trajectories to leverage diversity to achieve equality, engaging students to evaluate how diversity can be framed as an asset, rather than a problem. At the end of this course, students will be challenged to take action for affirming diversity and ending oppressive behavior to formulate policies of social justice.

COURSE OBJECTIVES

By the end of the course, students will be able to:

1. Apply the core concepts of social justice to action in their everyday lives.
2. Evaluate the individual, cultural and institutional impact of racism and colorism.
3. Identify and explain policies or practices that perpetuate classism and poverty.
4. Explain religious traditions within diverse historical, social, and cultural contexts, including the impact of colonialism, globalism, and immigration on religious practices.
5. Analyze the social and cultural implications and cost of gender inequality.
6. Identify the individual, cultural, and institutional changes that can create a more inclusive society for people with disabilities or inhibit change.
7. Describe how age base stereotypes, prejudices, and discrimination are practiced and reinforced.
8. Advocate social justice paradigms and strategies to encourage social action and equality.

GLOBAL LEARNING OUTCOME

This is a [Florida-specific Global Learning](#) course that counts toward your graduation requirement.

By the end of the course, students will be able to:

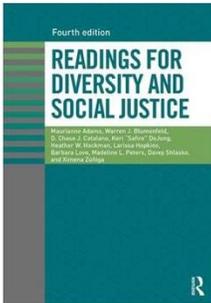
- **Global Awareness:** Demonstrate awareness of interrelated socio-cultural, historical, political and economic forces that shape the construction of difference in local and global cultures, and examine how cultural values shape and impact decisions and actions across the globe.
- **Global Perspective:** Analyze how a form of privilege/inequality (e.g., ableism, racism, sexism, classism) prevails globally, internationally, or interculturally, and manifests in diverse locales including institutions, organizations, and policies across the world.

- **Global Engagement:** Demonstrate acceptance of shared responsibility for respecting cultural difference, as well as engaging in solving local, global and intercultural experiences of inequalities whether in terms of race, class, gender, sexual orientation, religion or disability status.

COURSE PREREQUISITE

There are no prerequisites for course.

REQUIRED COURSE TEXTBOOK



Readings for Diversity and Social Justice 4th Edition 2018.

Edited by Marianne Adams, Warren J. Blumenfeld, D. Chase J. Catalano, Kay Deering, Heather W. Hackman, Larissa E. Hopkins, Barbara J. Love, Madeline L. Peters, Daley Shlasko, and Ximena Zuniga. ISBN: 9781138055285

COURSE EXPECTATIONS

Performance expectations are the same for both in-class and online learning environments.

Students are expected to:

- Purchase the book before or within the first week of class.
- Follow instructions and ask questions when you are uncertain of the course material.
- Read assigned readings before coming to class.
- Engage in class discussions and group work.
- Be aware of the assignments and their respective due dates.
- Log in to the course at least 3 times per week.
- Respond to emails/messages within 2 days.
- Set your own boundaries for sharing.

Given the content of this course, class participation guidelines are:

- Respect confidentiality.
- Respond respectfully to different experiences and perspectives.
- Focus on your own learning and reflections.
- Understand your comfort zones, learning edges, and triggers.

The instructor will:

- Log in to the course regularly during weekdays.
- Respond to emails/messages within 2 days.
- Grade assignments in a timely manner and provide group or individual feedback.

LATE POLICY

Late written work will be penalized 20% of possible points, and no late assignments will be accepted after one week beyond the due date without the professor's permission.

ATTENDANCE

Points will be awarded for attendance and class participation. It is students' responsibility to sign the attendance sheet to document their presence in class.

ACADEMIC INTEGRITY

This Code of Academic Integrity was adopted by the Student Government Association on November 28, 2001 and reflects the values articulated in the Student Code of Standards. Florida International University is a community dedicated to generating and imparting knowledge through excellent teaching and research, the rigorous and respectful exchange of ideas, and community service. All students should respect the right of others to have an equitable opportunity to learn and honestly to demonstrate the quality of their learning. Therefore, all students are expected to adhere to a standard of academic conduct, which demonstrates respect for themselves, their fellow students, and the educational mission of Florida International University. As a student of this university:

- I will be honest in my academic endeavors.
- I will not represent someone else's work as my own.
- I will not cheat, nor will I aid in another's cheating.

All students are deemed by the university to understand that if they are found responsible for academic misconduct, they will be subject to the Academic Misconduct procedures and sanctions, as outlined in the Student Handbook. By taking this course I promise to adhere to FIU's Student Code of Academic Integrity. For details on the policy and procedure go to [ACADEMIC MISCONDUCT](http://online.fiu.edu/currentstudents/academicmisconduct)(<http://online.fiu.edu/currentstudents/academicmisconduct>).

ASSISTANCE FOR STUDENTS

The Learning Center is available to assist students in the organization and writing of their papers. The website for the Learning Center is: <http://learningcenter.fiu.edu>

Students with special needs: I understand that there is [Office of Disability Services](http://drc.fiu.edu/) (<http://drc.fiu.edu/>) available to me should I need it. It is my responsibility to contact them to process my request to have my needs met. I need to follow their procedures as to proper notification to the instructor.

RELIGIOUS HOLIDAYS

The University's policy on religious holy days as stated in the University Catalog and Student Handbook will be followed in this class. Any student may request to be excused from class to observe a religious holy day of his or her faith.

COURSE COMMUNICATION

I will communicate with students through the email message in Canvas; therefore, please check Canvas email regularly.

COURSE REQUIREMENTS

All course work requires students to critically engage with the course material, apply it and extend it as necessary. Please review the brief assignment descriptions below, for detail instructions go to Canvas. The due dates for each assignment can be found either in the syllabus, under the course calendar, or in Canvas.

Assignments

The assignments provide student the ability to demonstrate a more in-depth application of the readings. Please review the paper requirements for this course below. The purpose of each assignment is to help you build your skills in reading and engaging with the text and other resources. This course is reading intensive; therefore, it is important to learn how to synthesize an author's main points, the major themes or arguments in an article or chapter, and the details with which the author makes an argument is a key skill for your engagement and success in this course.

Assignment Requirements:

1. Proofread your papers; excessive typos and spelling errors may be subject to a re-write.

2. Integrate the readings in your paper. Basically, demonstrate that you read the readings and can integrate the material. Use the readings to (i.e., key concepts, conceptual frameworks, etc.) to support your thoughts and positions
3. All papers must include:
 - a. Cover page (with your name, assignment name, class #, and date, etc.).
 - b. Reference list.
 - c. Page numbers (insert page numbers)
 - d. Page layout with 1 inch margins and 11-12 font size.
 - e. APA 6th writing style for all citations and references. If you are unfamiliar with APA, please review the following links : <http://flash1r.apa.org/apastyle/basics/index.htm> or <http://owl.english.purdue.edu/owl/section/2/10/>

Discussions

The purpose of Discussions is to foster student engagement and interaction. Please review the discussions requirements for this course below.

Discussion Requirements:

1. Review the **Discussion Rubric** for the grading criteria before starting each assignment. If you want to be successful in this course.
2. Posting Instructions: Students must first post their own work in order to view or reply to other students' discussions in the forum. Be sure your work is complete before posting.
3. Answer discussion questions in **"question and answer"** format, that is, provide the questions and answers when submitting their work. I am expecting short- answers that are concise, well written, and supported by the text. Basically, demonstrate that you read the readings and can integrate the material.
4. Critically **reply to at least one student's post before class**. Merely replying that you "agree" or that you "like" the post is NOT a critical reply. Critical replies that go to or extend the discussion, offer different perspectives or provide explanations for agreeing/disagreeing.

Group Project

Cultural Diversity Analysis: For the Cultural Analysis, each group will research and present to the class a cultural variable(s) within the context of a specific country and explain what the country and companies are doing to accommodate diversity and inclusion. More information about this assignment is available online.

In canvas, students will self-enroll in a group based on a country they would like to explore or learn more about. Students often have various scheduling conflicts; therefore, please take advantage of the online group-communication tools to collaborate on this group project.

COURSE POINTS

COURSE ASSESSMENTS	NUMBER ITEMS	POINTS	TOTAL POINTS
Assignments: <ul style="list-style-type: none"> ▪ Assignment 1 ▪ Assignment 2 ▪ Assignment 3 	3	50 50 100	200
Discussions: <ul style="list-style-type: none"> ▪ Discussion 1 ▪ Discussion 2 ▪ Discussion 3 ▪ Discussion 4 ▪ Discussion 5 ▪ Discussion 6 	6	25 25 25 25 25 25	150
Group Project Group Evaluation	1	100 25	125
Class Participation/Attendance	1	25	25
Total			500
Extra Credit : SPOTs Response Paper 75%			15

GRADE SCALE

Letter Grade with Percentage	Points	Letter Grades with Percentages	Points
A- 95-100%	475 - 500	C+ 77-79%	385 - 399
B+ 90-94%	450 - 474	C 70-76%	350 - 384
B 87- 89%	435 - 449	D 60-69%	300 - 349
B- 83 - 86%	415 - 434	F 59% and below	299 - 0
C+ 80 - 82%	400 - 414		

WEEKLY COURSE SCHEDULE

Important: All Assignments and Discussions are due on **Wednesdays** by 11:59pm (EST). Group Projects are due on presentation day on **Thursdays**.

Module #	DATES	MODULE TOPICS	WEEKLY READINGS	TASKS & DUE DATES
1	AUG 24 – AUG 30	Course Overview	Review Course Syllabus	Review Course Syllabus
2	AUG 31 – SEPT 6	Core Concepts	READINGS: <u>Readings for Diversity and Social Justice (4th Ed)</u> Core Concepts: Chapters 1 -8	Discussion 1 Due Wednesday SEPT 2
3	SEPT 7 – SEPT 13	Race and Social Identity	READINGS: <u>Readings for Diversity and Social Justice (4th Ed)</u> Racism: Chapters: 9 -25	Assignment 1 Due Wednesday SEPT 9
4	SEPT 14 – SEPT 20	White Privilege & Colorism	READINGS: <u>Online Module Articles/Handouts</u>	Discussion 2 Due Wednesday SEPT 16
5	SEPT 21 – SEPT 27	Class, Wealth, & Poverty	READINGS: <u>Readings for Diversity and Social Justice (4th Ed)</u> Classism: Chapters: 26 - 44	Assignment 2 Due Wednesday SEPT 23
6	SEPT 28 – OCT 4	Sex & Gender	READINGS: <u>Readings for Diversity and Social Justice (4th Ed)</u> Sexism, Heterosexism, and Trans* Oppression Chapters: 63 – 78	Discussion 3 Due Wednesday SEPT 30
7	OCT 5 – OCT 11	Group Presentation: Sex/Gender & Class	<u>Readings for Diversity and Social Justice (4th Ed)</u> Sexism, Heterosexism, and Trans* Oppression Chapters: 79 - 95	Group 1 and 2 Presentations Due Thursday OCT 8
8	OCT 12 – OCT 18	Group Presentation: Race & Ethnicity	READINGS: <u>Online Module Articles/Handouts</u>	Group 3 and 4 Presentations Due Thursday OCT 15
9	OCT 19 – OCT 25	Religion & Spirituality	READINGS: <u>Readings for Diversity and Social Justice (4th Ed)</u> Religious Oppression: Chapters 45 - 55	Discussion 4 Due Wednesday OCT 21
10	OCT 26 – NOV 1	Group Presentation: Religion & Spirituality	READINGS: <u>Readings for Diversity and Social Justice (4th Ed)</u> Religious Oppression: Chapters 56- 62	Group 5 and 6 Presentations Due Thursday OCT 29
11	NOV 2 – NOV 8	Ableism & Disability	READINGS: <u>Readings for Diversity and Social Justice (4th Ed)</u> Ableism Chapters: 96 - 115	Discussion 5 Due Wednesday NOV 4

12	NOV 9 – NOV 15	Group Presentation Disability	READINGS: <u>Online Module Articles/Handouts</u>	Group 7 and 8 Presentations Due Thursday NOV 12
13	NOV 16 – NOV 22	Group Presentation: Age	READINGS: <u>Readings for Diversity and Social Justice (4th Ed)</u> <u>Youth and Elder Oppression: Chapters 116 – 129</u>	Group 9 and 10 Presentations Due Thursday NOV 19
14	NOV 23 – NOV 29	N/A	Thanksgiving – No Class	N/A
15	NOV 30 – DEC 6	Age (cont'd)	READINGS: <u>Readings for Diversity and Social Justice (4th Ed)</u> <u>Youth and Elder Oppression: Chapters 116 – 129</u>	Discussion 6 Due Wednesday DEC 2
16	DEC 7 – DEC 12 FINAL WEEK	Visions & Strategies for Change	READINGS: <u>Readings for Diversity and Social Justice (4th Ed)</u> <u>Working for Social Justice: Chapters 130 – 140</u>	Assignment 3 Due Thursday DEC 10

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