LBS 4154 Workers and Diversity

GENERAL INFORMATION

Instructor: Dr. Judith Bernier
Email: jbernier@fiu.edu
Office Phone: 305-348-2513
Office Hours: By Appointment, LC 317
Center for Labor Studies and Research http://labor.fiu.edu/

COURSE DESCRIPTION

Students will investigate the impact and scope of diversity in workplace environments across the world and develop strategies to utilize it. They will examine the theoretical debates surrounding the workforce participation of: lesbian, gay, bisexual and transgender groups (LGBT), older workers, people with disability, women and ethnic and racial minorities and the historical position of these groups in the workforce. Through an analysis of management and equity theories, students will explore social phenomena that contribute to the continuation of discriminatory practices and ways trainers can respond to such issues. These practices will be framed within a systemic pragmatic analysis. Students will also investigate programmatic and organizational considerations through the multiple lenses: ableism, ageism and adultism, classism heterosexism, and transgender and religious oppression.

COURSE TEXT

GLOBAL LEARNING COURSE OUTCOMES

At the end of this course, students will be able to:

- Student will be able to demonstrate an understanding of multiple interrelated local, global, international, and intercultural diversity challenges, issues and trends. (*Global Awareness. See Interconnections Paper Appendix A*)

- Student will be able to interpret the national context or perspectives of global diversity, in terms of: human rights, cultural heritage, individual dignity and/or collective accountability. (*Global Perspective*)

- Students will be able to investigate a contemporary issue(s) that has local, national and global implications for workers and the larger society and that provides research base solutions. (*Global Engagement. See Final Paper in Appendix B*)

COURSE OBJECTIVES

At the end of this course, students will be able to:

- Examine the theoretical debates surrounding the workforce participation of women and other marginalized minorities, as well as the historical position of these groups in the labor force.

- Explain how their social identities categorize them as either a targeted or privileged group within the United States and the impact of such categorization.

- Explain the continuing process whereby an individual acquires a personal identity and learns the norms, values, behaviors, and social skills appropriate to his or her social position.

- Report on at least one dominant authority and one subordinate authority pertaining to self.

- Describe the features of oppression and the different levels of oppression.

- Develop strategies and recommend solutions to promote and sustain a diverse workplace.
IMPORTANT INFORMATION

EXPECTATIONS OF THIS COURSE

This is an online course, meaning that the entire course will be conducted online. Performance expectations in an online course are the same as a traditional face-to-face course.

Students are expected to:
- Enroll in Blackboard Learn Orientation Course to increase their understanding of how Blackboard works [http://online.fiuedu/futurestudies/practicecourse](http://online.fiuedu/futurestudies/practicecourse)

Given the content of this course, class participation guidelines are:
- Set your own boundaries for sharing.
- Respect confidentiality (do not share personal information shared in this class outside of class).
- 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:
- Respond to asynchronous comments/questions within 48 hours, excluding weekends.
- Grade learning assessments and provide feedback within seven days of the due date.
COURSE COMMUNICATION

Communication in this course will take place via the discussion board for content questions and email for private issues/concerns.

Email is the best method to communicate with the instructor privately. The Email feature is an external communication tool that allows users to send emails to users enrolled within the course including the instructor and other students. Emails are sent to the student email on record. The Email tool is located on the left side Course Menu (Blackboard user interface).

Diversity Café

Diversity Café, an open space forum, was created for you to: communicate with your classmates, post general questions, share topics/resources, or meet to further discuss the course or related topics.

COURSE COMMUNICATION

Discussion Forums

Discussion forums allow all students to interact online and to apply knowledge to real world situations and issues.

Journals

The journal assignments, which are private between you and the instructor, will demonstrate your critical thinking about the concepts/perspectives from the assigned readings. Critical thinking means that you will examine assumptions, discern hidden values, evaluate evidences, explore perceptions, and/or assess conclusions about the assigned readings. A journal is not a book report of the readings; it is a critical composite of your thoughts, positions, and revelations, as they relate to the readings.
Assignments

- The assignments entail various learning activities to demonstrate proficiency in the course and module level objectives.
- Clear instructions are provided within the folder that assignments appear. The link for each assignment is located within the assignment drop box link.
- Use Turnitin to submit assignments.

GRADING

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<td>Discussion Board Forum</td>
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<td>Journals</td>
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<td><strong>TOTAL</strong></td>
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COURSE DETAILS

GRADING SCALE

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<td>600 and below</td>
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LATE POLICY

Late written work will be penalized 20% of the possible points, and no late assignments will be accepted after one week beyond the due date.
WEEKLY SCHEDULE
The course week runs from Monday to Sunday. Weekly coursework is due on **Sunday by 11:59 PM EST.**

<table>
<thead>
<tr>
<th>Week</th>
<th>TASK</th>
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<tbody>
<tr>
<td><strong>Week 1</strong></td>
<td><strong>Readings for Diversity and Social Justice</strong></td>
</tr>
<tr>
<td>(Jan 7- Jan 13)</td>
<td><strong>Table of Content, Table of Intersections</strong> (p. xv), <strong>Acknowledgements</strong> (p. xxiii), &amp; <strong>General Introduction</strong> (p. xxvi)</td>
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<tr>
<td></td>
<td>Complete Assignment</td>
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<td></td>
<td>Complete Discussion (introduction)</td>
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<td></td>
<td>Complete Journal (student survey)</td>
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<td></td>
<td>Review How to Get Started information located in the Course Content</td>
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<td>Review Syllabus</td>
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<td><strong>Week 2</strong></td>
<td><strong>Readings for Diversity and Social Justice</strong></td>
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<tr>
<td>(Jan 14- Jan 20)</td>
<td><strong>Conceptual Frameworks</strong> (Section 1; p. 1- 58)</td>
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<td><strong>Week 3</strong></td>
<td><strong>Readings for Diversity and Social Justice</strong></td>
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<tr>
<td>(Jan 21- Jan 27)</td>
<td><strong>Racism</strong> (Section 2; p. 59 – 106)</td>
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<td><strong>Week 4</strong></td>
<td><strong>Readings for Diversity and Social Justice</strong></td>
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<td>(Jan 28- Feb 3)</td>
<td><strong>Racism</strong> (Section 2, Voices; p. 106- 122)</td>
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<td>(Feb 4- Feb 10)</td>
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<td>Week</td>
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| **Week 6** | Religious Oppression (Section 4; p. 227- 290) | Complete Assignment  
|       |                                          | Complete Discussion  
|       |                                          | Complete Journal  |
| **Week 7** | Interconnections: Racism, Classism, and Religious Oppression | Complete Interconnections Paper. (See Appendix A)  |
| **Week 8** | Sexism (Section 5; p. 315- 349) | Complete Assignment  
|       |                                          | Complete Discussion  
|       |                                          | Complete Journal  |
| **Week 9** | Heterosexism (Section 6; p.371 - 404) | Complete Assignment  
|       |                                          | Complete Discussion  
|       |                                          | Complete Journal  |
| **Week 10** | Transgender Oppression (Section 7; p. 423- 450) | Complete Discussion  
|       |                                          | Complete Journal  |
| **Week 11** | Read Ableism (Section 8; p. 457- 495) | Complete Discussion  
|       |                                          | Complete Journal  |
| **Week 12** | Ageism and Adultism (Section 9; p. 533- 566) | Complete Discussion  
<p>|       |                                          | Complete Journal  |</p>
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<tr>
<th>Week 13</th>
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<tr>
<td></td>
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<th>Week 14</th>
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<tr>
<td>(Apr 15- Apr 28)</td>
<td>Review instructions for Final Paper (See Appendix B)</td>
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<td>Submit Final Paper on April 24th, 2013</td>
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Welcome to the LBS 5155 Workplace Diversity. My name is Dr. Judith Bernier and I will be your Professor. This is a fully online course. Although this course is asynchronous, there are deadlines that you have to meet each week.

The purpose of this course is to introduce you the impact and scope of diversity in workplace environments. You will leave this course with an increased awareness of the contemporary inequity issues, social hierarchies, and systemic social oppressions that often inhibit workplace diversity and the larger society and the ability to pose real solutions to sustain workplace diversity. You will also leave this course with the ability to investigate programmatic and organizational considerations through the multiple lenses of race, class and gender, age, disability, and religion.

My goal in this course is two-fold. One goal is to expose you to select social constructs that are often used to marginalize minority groups and the possibilities and implications for social justice. As you go through this course, imagine how your social and cultural identities may impact your perspectives of these social constructs. The other goal is that you will learn as much about yourself and about others’ experiences that are unlike yours.

My online teaching philosophy is that students are ultimately in charge for their own learning. I provide the content, the direction and expectations for learning and the learner is in charge of completing the work. As such, I do not participate in discussions, but I will monitor them, as well as answer your questions. I will provide individual and confidential feedback for each assignment, as well as a Week in Review summary for the entire class.

Please read the syllabus carefully, if you have any questions or concerns, you can send me a private e-mail at jbernier@fiu.edu

Dr. Bernier
WEEK 1 MODULE: INTRODUCTION

Tasks for Week
1. Read the module level objectives you will accomplish this week.
2. Read assigned readings
3. Complete assignment
4. Complete discussion forum
5. Complete journal 1 (Student Survey)

Module Learning Objectives
By the end of this week, you will be able to:
- Describe what topics, in the table of content, captured your interest.
- Write a short biography.
- Describe some of your personal attributes and social identities.

Reading Assignment
Review Reading for Diversity and Social Justice:
Table of Content, Table of Intersections (p. XV), and Acknowledgements (p. xxiii), and Reading for Diversity and Social Justice: A General Introduction (p. xxvi)

Week 1 Assignment
After reading the assigned reading, answer the following questions, in short-answer format (one paragraph per question):
1. Given your preliminary review of the chapters’ titles, in the table of content, what titles captured your interest and why?
2. State what information in the acknowledgment section you found interesting and why?
3. Explain what distinctive features of this edition, in the general introduction section, you found intriguing and why?
Journal
Please answer the following questions to best of your ability. This journal exercise serves a needs assessment tool to help me acquire a better understanding of who you are, which will allow me to better accommodate the individual and collective needs of the class. Please note that the information provided is confidential, as is each assignment and journal entry in this class; however, all forum discussions are visible to the entire class.

1. What are the social identities that you typically use to describe yourself to others?
2. List any languages you can read, write or speak other than English. Please be sure to note if one of these languages is your first.
3. Name the region/area/city/country you grew up in.
4. Do you have a learning disability or any other kind of disability? If so, how can I support you?
5. Have you taken any other courses that focus on issues of diversity? If so, what were they?
6. What is your favorite way to learn new material (lectures, reading, movies, class discussions, small group discussions, class activities, role plays, etc.)?
7. What is your least favorite way to learn new material?
8. Please list any specific topics that are of particular interest to you.

Discussion (Introduction)

For this discussion, you will provide a short biography and introduce yourself to the class by providing the following information.

1. What you are studying?
2. What is your profession?
3. Provide a picture or photo of something you like or someone you admire (required).
4. What led you to take this course?
5. What expectations do you have about this course?
6. What other social-justice/diversity-related courses or workshops have you attended?
7. Respond to at least one student’s post for this week.
WEEK 2 MODULE: CONCEPTUAL FRAMEWORKS

Tasks for Week
Read the module level objectives you will accomplish this week.
Read assigned readings
Complete assignment
Complete discussion forum
Complete journal

Module Learning Objectives

By the end of this week, you will be able to:

- Identify your social identity, location, position, and status based on socially constructed categories.
- Report on at least one dominant authority and one subordinate authority pertaining to self.
- Explain the continuing process whereby an individual acquires a personal identity and learns the norms, values, behaviors, and social skills appropriate to his or her social position.
- Describe the features of oppression and the different levels of oppression.

Reading Assignment
Read Readings for Diversity and Social Justice: Conceptual Frameworks, section 1 (p. 1-58)

Week 2 Assignment

For this assignment, you will locate your social identities and your relative positions, as advantaged or privileged, or as disadvantaged or targeted. The purpose of this assignment is to introduce you to the definition and complexity of social identity and group membership, relating the cycle of socialization, which socializes us into identities that operate within an oppressive system.

- Using the social identities profile worksheet, state your social group identities and statuses. Feel free to add to the eight social identity categories listed in the left-hand column.
After completing the Worksheet, in short answer format (2-3 paragraphs per question), answer the following questions:

- Kirk and Okazawa-Rey (p.8) assert that there are different levels of social identity. What is your understanding of the difference between “micro,” “meso,” and “macro” levels at which you might experience your social identities differently? Give one or two examples of each.

- Harro’s (p.45) model describes a “core” of the fear, ignorance, confusion, power or powerlessness that keeps people from breaking out of this cycle. Can you provide personal examples (similar to Harro’s “core”) that make it difficult for you to challenge, break out of, or change this cycle?
Journal
For this journal, which is private between you and the instructor, you will demonstrate critical thinking about the concepts/ perspectives from the assigned readings and cite authors and pages that you reference (in 2-3 paragraphs). Critical thinking means that you will examine assumptions, discern hidden values, evaluate evidences, explore perceptions, and/or assess conclusions about the assigned readings. A journal is not a book report of the readings; it is a critical composite of your thoughts, positions, and revelations, as they relate to the readings.

Discussion
For this discussion, you will watch a video on identity: The Complexity of Identity: Who Am I? (3:47 minutes) Before you view the video, look at the questions below so you can be thinking about them as you watch the video. http://www.youtube.com/watch?v=i-h_fJPOcds

After watching the video, you will
- Write at least five “I am” statements that describe how you perceive yourself: For example, “I am ……………”
- In short-answer format (1-2 paragraphs per question), write a response to the following questions:
  - Tatum (p.66) describes identity as “complex”. What are the factors that make “your” identity complex?
  - Can you give examples of Tatum's view that people tend to be more aware of their own “subordinate” identities than of their “dominant” identities? If so, why do you think that is?

- Respond to at least one student’s post for this week.
WEEK 3 MODULE: RACISM

Tasks for Week
Read the module level objectives you will accomplish this week.
Read assigned readings
Complete discussion forum
Complete journal

Module Learning Objectives

By the end of this module, you will be able to:

- Define and identify advantages and disadvantages of racism.
- Examine the concept of privilege, as an entitlement, right, and advantage.
- Examine how we in the United States are socialized into a system of racism and white privilege/advantage.
- Differentiate the differences in individual, institutional, and societal manifestations of racism.
- Recognize the role people from all racial groups can play in working for racial equality and justice.

Reading Assignment

Read Readings for Diversity and Social Justice: Racism, section 2 (p. 59-105)

Survey

The objectives of this survey are to:

- Encourage whites to explore the concept of white privilege/advantage and the costs and benefits of colluding with the system of racism.
- Encourage people of color to explore the concepts of internalized subordination and empowerment.
- Increase your awareness of the experiences of people from different racial groups, and create the opportunity for dialogue.

Complete White Privilege survey by answering True or False. Pay attention to your internal reactions/thoughts as you complete this survey. After completing the survey, write your overall reflections in the Journal.
1. Schools in my community teach about my race and heritage and present it in positive ways throughout the year.
2. Students in my high school looked mostly like me.
3. Most of my teachers looked like people of my race.
4. I can make mistakes and not have people attribute my behavior to flaws in my racial group.
5. I can achieve or excel without being called a credit to my race.
6. My parents and grandparents could purchase housing in any neighborhood they could afford.
7. I had access to PSAT/SAT prep courses.
8. I can look at the mainstream media and find people of my race represented fairly and in a wide range of roles.
9. I can go shopping and be assured most of the time that I will not be followed or harassed.
10. I never think twice about calling the police when trouble occurs.
11. I’m pretty sure that if I go to a business and ask to speak to the person in charge I will be speaking to someone of my race.
12. A range of stories by and about people from my racial group are widely available in the media.
13. Stories in the mainstream media about people from my racial group are mostly told by people from other groups.
14. I can go anywhere in the country and easily find the kinds of hair products I want and/or cosmetics that match my skin color.
15. My family has access to health care.
16. I can take a job with an employer who believes in Affirmative Action without people thinking I got my job because of my race.
17. I know someone who has been arrested or incarcerated.

Journal

After completing the White Privilege Survey, in 2-3 paragraphs, describe your overall critical reflections. For example:

- How did the survey contribute to your understanding of white privilege?
- How did the survey contribute to your understanding of the individual, institutional, and societal manifestations of racism?
- What did you learn about yourself?
- Etc.
Discussion (Cultural Chest)

In this discussion, you will present and describe three objects from your “cultural chest” by providing the following information:

- Select three objects that are significant to you because they describe an aspect of yourself in connection to your membership in any of the following social groups: gender, race, ethnicity, sexual orientation, and/or social economic class.
- These objects might be a photograph, piece of art, book, music, or any artifact that describes an aspect of your personal and family history or social identity that is significant to you. You will post either images/photos of these objects or video with you showcasing these three objects.
- Please think deeply about what you showcase from your “cultural chest” assignment. Refrain from bringing shallow-minded representations of your identities (e.g., a picture of your girlfriend or boyfriend to show that you are heterosexual; a dollar bill to show that you are wealthy, etc.).
- I want you to think deeply about your identities and why they contribute to who you are or who you have been socialized to be.

In addition, to showcasing these objects visually either as an image or videos format:
- Describe why these objects represent this assignment.
- Describe how they contribute to who you are or who you have been socialized to be.
- State how you think other people see you based on your visible identities.
- Respond to at least one student’s post for this week.
WEEK 4 MODULE: RACISM: PERSONAL VOICES

Tasks for Week
Read the module level objectives you will accomplish this week.
Read assigned readings
Complete discussion forum
Complete assignment
Complete journal

Module Learning Objectives
By the end of this module, you will be able to:
- Clarify examples and implications of color blindness.
- Identify voices or personal narratives that were not represented in the readings.

Reading Assignment
Read Readings for Diversity and Social Justice: Racism, Section 2 (Voices; p. 106-122)

Week 4 Assignment
In short-answer format (one paragraph per question), answer the following questions:

1. What personal narratives or voices included in the racism chapter spoke to you in how you identify yourself? Explain. What narratives or voices did not speak to you or did you find hardest to understand? Explain.
2. As you read some of the personal voices in the racism chapter, what struck you the most? What perspectives or experiences were different/similar from your own and why? How do you think your racial/ethnic group membership may influence how you see yourself?
3. Whose voices or personal narratives are included in this chapter? Whose are missing?
4. What would you want to express about your own experience as a raced (e.g., African American or Black descent, Asian Pacific American, Native American, Latino/a, Arab, White European heritage and/or Biracial and/or Multiracial, recent immigrant) person?
Journal
For this journal, which is private between you and the instructor, you will demonstrate critical thinking about the concepts/perspectives from the assigned readings and cite authors and pages that you reference (in 2-3 paragraphs). Critical thinking means that you will examine assumptions, discern hidden values, evaluate evidences, explore perceptions, and/or assess conclusions about the assigned readings. A journal is not a book report of the readings; it is a critical composite of your thoughts, positions, and revelations, as they relate to the readings.

Discussion
Many people believe that because we have elected the first Black (Biracial) President of the USA we are now living in a post-racial era.
- Do you agree/disagree with this statement? Please explain.
- What does Patricia Williams's (p.116-121) personal testimony about the experiences of her son at a small nursery school in “The Emperor's New Clothes” tell you about the impact of race in everyday life?
- What does Patricia Williams's personal testimony tell you about the impact of a color blind ideology? Why is color-blindness problematic in addressing racism? Is it possible to address race without taking account of race?
- Respond to at least one student’s post for this week.
WEEK 5 MODULE: CLASSISM

Tasks for Week
Read the module level objectives you will accomplish this week.
Read assigned readings
Complete assignment
Complete discussion forum
Complete journal

Module Learning Objectives

By the end of this module, you will be able to:

- Explain the different levels of classism.
- Describe some of the critical incidents that shaped your awareness of your class background.
- Interpret the interrelationship between classism and wealth in the United States.
- Examine composite portraits of the upper-class, the middle-class and the working-poor class.
- Differentiate the differences in social-cultural capital, family wealth and personal income.

Reading Assignment

Read Readings for Diversity and Social Justice: Classism (section 3, p.141- 214)

Week 5 Assignment

Describe in a three-page paper, the critical incidents that shaped your awareness of your class background. Please use the following questions to guide the content of your paper. You may also use the questions in Deep Thoughts About Class Privileges (p.219-223) to guide your thoughts and/or the content of your paper.

1. How would you describe your class background, as you experienced it growing up?
2. When did you first become aware of class? What made you aware of class?
3. What were you especially aware of in your class background, as a child? As an adolescent? As a young adult?
4. How did your racial, ethnic, national, language, gender, sexual (whatever identities are relevant) identities affect your sense of your class identity?
5. What were the advantages and strengths you gained from your class background?
6. Describe some of the critical incidents that shaped your awareness of your class background?
7. What stereotypes have you heard about your class? What do you want other people to understand about your class?

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**Journal**

Include in your critical reflections any personal experiences you have had as either victim or offender of any three of levels of classism stated below:

1. **Individual Classism:** This term refers to classism on a personal or individual level either in behavior or attitudes, either conscious and intentional or unconscious and unintentional.
2. **Institutional Classism:** This term refers to ways in which international and intentional classism is manifest in the various institutions of our society.
3. **Cultural Classism:** This term refers to the ways in which classism in manifest through our cultural norms and practices. It can often found in the ideology behind something.

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**Discussion**

According to Mantsios (p.148), there are four common, contradictory beliefs about class in the USA:

1. The USA is a classless society.
2. The USA is a middle-class society.
3. Everyone in the USA is getting richer.
4. Everyone in the USA has a chance to succeed.

- Select one of these four beliefs and use the information in this selection or from other reading selections, to examine whether the belief is supported by facts.
- Respond to at least one student’s post for this week.
WEEK 6 MODULE: RELIGIOUS OPPRESSION

Tasks for Week
Read the module level objectives you will accomplish this week.
Read assigned readings
Complete assignment
Complete discussion forum
Complete journal

Module Learning Objectives

By the end of this module, you will be able to:

- Identify Christian privileges and the advantages/disadvantages of other religions.
- Provide examples of religious oppression in the U.S at the individual, institutional, and societal/cultural level.

Reading Assignment


Week 6 Assignment

Provide four descriptive examples each, to illustrate the individual/interpersonal, institutional, and societal/cultural levels of religious oppression, based on the readings in this chapter? (For a review of these levels, see Chapter 1, Lee Anne Bell p. 21). Use the table below to provide four descriptive examples for each of the levels of religious oppression.

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<th>Examples</th>
<th>Individual and Interpersonal</th>
<th>Institutional</th>
<th>Societal/Cultural</th>
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**Journal**
For this journal, which is private between you and the instructor, you will demonstrate critical thinking about the concepts/perspectives from the assigned readings and cite authors and pages that you reference (in 2-3 paragraphs). Critical thinking means that you will examine assumptions, discern hidden values, evaluate evidences, explore perceptions, and/or assess conclusions about the assigned readings. A journal is not a book report of the readings; it is a critical composite of your thoughts, positions, and revelations, as they relate to the readings.

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**Discussion**

- Of Schlosser’s list of 18 Christian privileges, list five that resonated with you the most and state why?
- If you were to write a story of your own personal experience of minority religious disadvantage or Christian advantage, what five would you emphasize?
  - (Note: If you are Christian, be sure to list five experiences/privileges that are not on list on Schlosser’s list).
- Do you feel that Americans are tolerant of all religions? If so why or why not?
- Respond to at least one student’s post for this week.
WEEK 7 MODULE: INTERCONNECTIONS: RELIGIOUS OPPRESSION, RACISM & CLASSISM

Tasks for Week
Read the module level objectives you will accomplish this week.
Complete Interconnections Paper

Module Learning Objectives

By the end of this module, you will be able to:

Report on the interconnections among several forms of oppressions (i.e., racism, classism, and religious oppression).

Read Readings for Diversity and Social Justice: Religious Oppression (section 4, p. 274-298)

Week 7 Assignment
Interconnection paper (See Appendix A)
WEEK 8 MODULE: SEXISM

Tasks for Week
Read the module level objectives you will accomplish this week.
Read assigned readings
Complete assignment
Complete discussion forum
Complete journal

Module Learning Objectives

By the end of this module, you will be able to:

- Compare and contrast the author's view of gender by social construction as opposed to the traditional view of gender by genitalia.
- Recognize some inherent habits of gender socialization.
- Examine concepts that maintain sexism.

Reading Assignment
Read Readings for Diversity and Social Justice: Sexism (section 5, p. 315-348)

Week 8 Assignment

Using the Cycle of Socialization (Harro, Conceptual Framework, p. 45) as a guide:
- Discuss in 3 pages how you “do gender” every day. For example, what are the gendered rules, signs, and norms that you perform on a daily basis? Be sure to specifically identify the markers of femininity and masculinity in the U.S., which are identified in the Lorber, Kimmel, and Johnson readings.
- Once you complete the above section, use this information to discuss:
  - The ways that gender roles were either contributing to the oppression or liberation of “you”
  - Lorber’s statement that “I contend, therefore, that the continuing purpose of gender as modern social institution is to construct women as a group to be the subordinates of men as a group” (p. 362).
Journal

As part of your critical reflection, address the following question(s):

1. How often have you experienced sexism in your professional career, on campus, or in your community? Please explain your experiences and/or observations.
2. What were your thoughts after the experience and/or observations? Do you believe they were justified?

Discussion

For this discussion, you will watch a video on Gender Socialization, which 6:31 minutes: [http://www.youtube.com/watch?v=gMYmIxuhTvo](http://www.youtube.com/watch?v=gMYmIxuhTvo). Before you view the video, look at the questions below so you can be thinking about them as you watch the video.

1. Reflect on your general impressions of the ads you saw, as a whole.
   a. Explain how the ads may support sexist values and cultural behaviors.
   b. Discuss how advertising may affect values and beliefs about gender, masculinity, and femininity
2. In what ways is the social construction of gender the foundation of the oppression of women and transgender people via sexism, patriarchy and misogyny?
3. If feminism is simply about creating a society where women are fundamentally equal, why is there such resistance to it in the United States? How will a feminist approach to gender issues in this country free not only women, but also those who identify as transgender and as men?
4. Respond to at least one student’s post for this week.
WEEK 9 MODULE: HETEROSEXISM

Tasks for Week
Read the module level objectives you will accomplish this week.
Read assigned readings
Complete assignment
Complete discussion forum
Complete journal

Module Learning Objectives

By the end of this module, you will be able to:

- Identify the privileges of being heterosexual.
- Recognize the oppression of gender and sexual identities within the queer community and opportunities for the liberation of queer people.
- Critique the concepts or notations of masculinity and femininity.
- Express what it means to become an ally to lesbian, gay, bisexual, and transgender people.

Reading Assignment

Read Readings for Diversity and Social Justice: Heterosexism (section 6, p. 371-421)

Week 9 Assignment

Select either assignment A or B and address the following questions/statements in a concise and descriptive two-page paper).

Assignment A: In “Biphobia,” the authors began their article by discussing some of the stereotypes some people have of bisexuals.

1. In your own words, define the concept of “stereotypes.”
2. What are some of the stereotypes the authors mention of bisexuals?
3. What are some additional stereotypes you have heard about bisexuals that the authors left out of their article?
4. In general, what functions to you think stereotypes serve for those who hold them? What limitations?
Assignment B: Critique Pat Griffin's statement that “Masculinity does not come naturally; it must be carefully taught” (p.399).

2. What are the larger implications to the author's statement both inside and outside a sports context?

Week 9 Journal

As part of your critical reflection, answer the following questions.

In “The InterSEXion,” the author uses the term “queer” in his essay:

1. How does the author use the term “queer” in the context of this essay?
2. What are your views on the use of the term “queer” as the author is using it.
3. What have you learned that challenges what you previously thought about any of the topics or group(s) discussed in this module?

Week 9 Discussion

• In Devon Carbado's “Privilege,” what are the links the author makes between “identity privileges” on one hand and “discrimination” on the other?
• Of Carbado’s list of 41 heterosexual privileges, list 5 that resonated with you the most. Why?
• What were your initial beliefs on same-sex parental adoption before you read Ellen Goodman's essay? What is your belief on this topic now? Has it remained the same, changed? Why? Fully justify your current position.
• After reading “Becoming an Ally,” in your own words, what does the term “ally” mean to you?
• Respond to at least one student’s post for this week.
WEEK 10 MODULE: TRANSGENDER OPPRESSION

Tasks for Week
Read the module level objectives you will accomplish this week.
Read assigned readings
Complete discussion forum
Complete journal

Module Learning Objectives

By the end of this module, you will be able to:

- Describe the discrimination and oppression that transgender people face.
- Evaluate the historical, cultural, social, and global perspectives of transgender issues/events.
- Assess the authors’ viewpoint of gender identity at birth and contrast it with the conventional viewpoint.

Reading Assignment

Read Readings for Diversity and Social Justice: Transgender Oppression (section 7, p. 423-456)

Journal

As part of your critical reflection, answer the following questions:

1. Discuss whether you believe gender identity is established at birth by possessing specific sexual genitalia.
2. What have you learned that challenges what you previously thought about transgender people?
3. What questions do you have about transgender people?
Discussion

Watch the collections of five videos, totaling 14:74 minutes. These select videos represent a limited historical, cultural, social, and global perspective, relating to transgender people. Before you watch the videos, think about these questions and post your thoughts:

- Before reading about and watching the videos of the Compton’s Riots, were you aware of this issue of employment discrimination and marginalization among transgender people?

- What role do you think the media plays in your current knowledge or perceptions of transgender people? What do you need to learn more about with regard to transgender oppression?

- During President Obama's 2013 inaugural speech, he mentioned the historical Stonewall event and the need for equal rights for the LGBT community. Some people were surprised (mainly the political pundits) that the President mentioned this community in his speech - especially juxtapose other civil rights issues.
  - What is your position on the inclusion of the LGBT community in the 2013 inaugural speech? Click on link to hear speech. The entire speech is 22 minutes. You may fast forward the recording to the 16:00 minutes point; this is where the section on LGBT begins.
    http://www.huffingtonpost.com/2013/01/21/obama-inauguration-speech-stonewall-gays_n_2520962.html

- Respond to at least one student’s post for this week.

Screaming Queens: The Riots at Compton’s Cafeteria 1 (1:30 mins)
http://www.youtube.com/watch?v=rDeff11mCGk

Screaming Queens: The Riots at Compton’s Cafeteria 2 (1:04 mins)
http://www.youtube.com/watch?v=eFThqNHvWz0

Screaming Queens: The Riots at Compton’s Cafeteria 3 (5:11 mins)
http://www.youtube.com/watch?v=rYtGxwFxYkM

Transgender Youths in Iran (7:29 mins)
http://www.youtube.com/watch?v=yfT-hto9l8k&feature=related
WEEK 11 MODULE: ABLEISM

Tasks for Week
Read the module level objectives you will accomplish this week.
Read assigned readings
Complete discussion forum
Complete journal

Module Learning Objectives

- Explain the social historical factors that play into the construction of disabilities
- Describe the similarities and differences between mobility impairments, hearing impairments, and cognitive disabilities
- Identify the individual, cultural, and institutional changes that can create a more inclusive society?
- Explain how people with disabilities have been marginalized from mainstream society during historical and contemporary times.

Reading Assignment


Journal
As part of your critical reflection, answer the following questions:
- What have you learned from reading the personal narratives (in the Voices section) about people with differing disabilities?
- What have you learned from your own assigned disability experience (with the assignment - Disability: What do I need for Access?)?
- What have you learned that challenges what you previously thought about people with disabilities?
- What questions do you have about disability?
Discussion

Instructions for Disability: What do I need for Access?

- Select a type of disability from the categories listed below.
  - Sensory: Blind, Deaf, Visually Impaired or Hard of Hearing
  - Physical: Quadriplegia, Paraplegia, other types of mobility impairments
  - Psychological: Bi-polar, Depression, Post-traumatic Stress Disorder, ADD
  - Mental: Developmental Delay, Learning Disability, Autism, Asperger’s syndrome
  - Medical: Diabetes, Cystic Fibrosis, Epilepsy, chronic fatigue

- You will research the characteristics of your assigned type of disability. Once you understand the characteristics of the disability, this week, you will participate in regular routine activities as a person with this assigned disability. For example, cooking dinner, going out to dinner, going to a friend’s house, going to a movie, doing homework, using a restroom, etc.

- You are responsible for analyzing what you needed in order to participate in everyday routine activities.

- At the end of the week, you are to journal your thoughts and experiences in your Week 11 Journal (see Week 11 Journal assignment).

For this discussion board, you will first state the disability you selected, list at least five characteristics of your assigned disability and respond to the following questions:

1. What was it like to participate in this activity?
2. What did you need in order to participate in your regular daily routines? (Focus on what you needed; refrain from sharing what you weren’t able to do. Examples: I needed my house to be accessible so I could get in it. I would need a ramp to get upstairs I would need wider doorways. My shower would have to be lowered. I would need my cabinets to be lower. I would need the film to be verbally descriptive. I would need a personal assistant etc.)
3. After reviewing your peers responses and experiences, comment on/post any similarities and differences in your experiences?
WEEK 12 MODULE: AGEISM AND ADULTISM

Tasks for Week
Read the module level objectives you will accomplish this week.
Read assigned readings
Complete discussion forum
Complete journal

Module Learning Objectives

By the end of this week, student will be able to:

- Students will compare and contrast ageism with adultism.
- Explain how ageism and adultism intersect with other forms of oppression
- Describe how stereotypes, prejudices, and forms of discrimination against elders are practiced and reinforced by a variety of people to include elders with each other.

Reading Assignment

Read Readings for Diversity and Social Justice: Ageism and Adultism (section, 533-585)

Journal

For this journal, which is private between you and the instructor, you will demonstrate critical thinking about the concepts/ perspectives from the assigned readings and cite authors and pages that you reference (in 2-3 paragraphs). Critical thinking means that you will examine assumptions, discern hidden values, evaluate evidences, explore perceptions, and/or assess conclusions about the assigned readings. A journal is not a book report of the readings; it is a critical composite of your thoughts, positions, and revelations, as they relate to the readings.
Discussion

We have all experienced adultism, have observed ageism, and have the potential to experience ageism if we live to become elders. This activity provides an opportunity to examine early memories of ageism and adultism. Through this examination, we can increase our capacity to identify behaviors, attitudes, and beliefs that perpetuate ageism and adultism, discover the roots of our own beliefs and attitudes rooted in ageism and adultism, and understand some of the ways that ageism and adultism is transmitted in the culture.

Respond to the following questions:
1. How do you describe your age-based social identity?
2. What is your earliest memory of experiencing or observing any of the following? (What happened? What do you remember thinking, feeling, saying, and doing?)
   a. Someone made decisions for you because of your age.
   b. Someone assumed that you could not understand because of your age.
   c. You were ignored or left on your own because of your age.
   d. Your personal privacy was invaded because of your age.
   e. Someone withheld affection, closeness, and approval to secure your compliance with their wishes.
   f. Someone assumed that you were incompetent because of your age.
   g. You were teased, yelled at or touched against your will because of your age.
3. How do these early experiences affect how you think about and treat young people in the present time?
4. How do these early experiences affect how you think about and treat elders in the present time?
5. Respond to at least one student’s post for this week.
WEEK 13 MODULE: VISIONS AND STRATEGIES FOR CHANGE

Tasks for Week
Read the module level objectives you will accomplish this week.
Read assigned readings
Complete assignment
Complete discussion forum
Review instructions for Final paper (in Module 14)

Module Learning Objectives
By the end of this module, you will be able to:

- Identify your own visions and strategies for change
- Define the concept of liberation in your own words.
- Provide examples of liberatory vision or action you would like to learn and identify challenges in putting these methods and strategies into action.
- Explain how the value of bridging differences in power and privilege across lines of difference such as race, class and gender as well as ability, age, citizenship status, religion, sexuality.
- Discuss your vision of building socially just relationships, community and society.
- Express your vision of building socially just relationships, community, and society?

Reading Assignment

Week 13 Assignment
In 1-2 paragraphs (per question), answer the following questions:

1. In your own words, define the concept of liberation. How do S. Pharr, Reflection on Liberation, B. J. Love, Developing a liberatory consciousness and B. Harro, The cycle of liberation (in chapter 1) help explain this concept for you? What are 2 or 3 examples of liberatory vision or action in these three readings you would like to learn more about and why?
2. In *Toward a new vision: Race, class, and gender as categories of analysis and connection*, P. H. Collins discusses the power of re-conceptualizing oppression in order to build the connections necessary to create change. How does this essay help you think about the value of bridging differences in power and privilege across lines of difference such as race, class and gender as well as ability, age, citizenship status, religion, sexuality?

3. What is your vision of building socially just relationships, community and society?

4. There are no easy answers to the question of what we can do to end oppression and create liberation. Based on S. Pharr, *Reflection on Liberation* and Johnson, *What we can we do?* Identify 4–5 methods and strategies that can help challenge privilege and oppression, and promote liberatory practices in your community. What might be some challenges in putting these methods and strategies into action? What kind of support may you need?

5. Based on the readings from the context section, brainstorm a list of, at least 5, possible actions you could consider taking to challenge intersecting forms of privilege on campus or in your neighborhood (e.g. transgender oppression, adultism and classism; heterosexism, racism and citizenship status).

**Discussion**

For this week’s discussion answer the following questions:

1. Based on g C. Smith, *Social Struggle*, identify and discuss 3 of the strategies outlined that in your view have greatest chance to bring small groups of people together in your community to address issues of diversity and justice that you care about?

2. Based on A. Ayvazian's *Interrupting the cycle of oppression: The role of allies as agents of change*. Which of the roles she describes do you already take or aspire to take in the future and why?

3. After reading N. Mc Clelland and Rizga, K, *Top 10 Youth Activism Victories in 2007*, list 3–5 ways you could see yourself becoming an activist

4. Based on A. Avayzian's *Women, Race and Racism: A Dialogue in Black and White* in the Racism Chapter, and Zúñiga, Bridging difference through intergroup dialogue in this chapter. What are your personal hopes for dialogues across differences? What steps could you take in your college campus to participate or organize dialogues across differences?

5. In *Unite and Rebel*, B. Martinez discusses 3 major strategies for developing alliances across differences: anticipating challenges, learning each other's herstories (and histories), and developing concrete strategies for alliance building. Pick one of these strategies and discuss how this particular strategy could be helpful to you or others in your community?

6. Respond to at least one student’s post for this week.
WEEK 14 MODULE: CLOSURE

Tasks for Week
Review instructions for Final.

Assignment
Details for Final paper/project to TBA (See Appendix B)
Final due April 24th, 2013
Appendix A
Interconnections Paper (Module 7)

My Family: An Examination of Race and Religion

Assignment Background Information

It is often said that we cannot pick our families. Like it or not, our relatives are our relatives. The families that we are born into all have their own stories, histories, and legacies all of which impact our lives in one way or another. Think about your family: Who is in your family? What is your family’s story? All families are different, thus all families are special. With this assignment you will have the opportunity to discover how special your family is and the rich complexity of your family and personal history. History is not a thing of the past; it is constantly present and is a part of our lives whether we know it or not.

For this assignment you will examine your family through the lens of race and religion. Your assignment is to write a paper (8 pages, including reference page) examining your family through the lens of race/religion. To obtain the information for this assignment, you will be expected to interview at least three members of your family. It should include at least 3 generations (your generation, your parents’ and your grandparents’). To obtain a cross-generational sample of three family members, you can include: adopted parents, aunts, cousins, foster parents, grandparents, in-laws, siblings, spouse or partner, uncles, or a close family friend etc.

This paper is your opportunity to find out more about some of the people that have helped you to become the person that you are today. In interviewing your family members, you are asking them to reflect upon themselves and their lives and to share that reflection with you so that you may learn from it. Those family members who agree to be interviewed will be sharing a precious gift with you; please treat that gift accordingly. Do not be afraid to dig deep into your family’s history; you may be amazed at what you find. Each of our family’s histories is complex and compelling. While interviewing your family, you may come across a family “secret,” i.e. a story or topic that is rarely mentioned or talked about in your family. It is at your discretion whether to explore it or not; if you choose to do so, please do so with care and compassion. You may include as much information as you are comfortable sharing.

Assignment Directions

Begin your paper-writing process by selecting three family members to interview (i.e., aunts, cousins, foster parents, grandparents, in-laws, siblings, spouse or partner, uncles, or a close family friend etc.) Again, try to interview three people from three different generations, if possible.
1. Be sure to note which member(s) of your family you interviewed and your relationship to them in your paper. Note the role that this family member plays in your life and the impact they have had on you.

2. Be sure to share (in-depth) what you discovered about each person’s experience and their socialization around issues of race and religion.

3. In your paper compare and contrast the family members’ experiences and the context in which these experiences occurred. Interviewing people from different generations will give you a cross-generational perspective on racial/religious socialization of your family.

4. Think carefully about what questions you might want to ask. What would you like to know? Be sure that you listen carefully and that you ask follow-up questions if an answer is vague or unclear, or if you would like a deeper explanation.

Additionally, in your paper be sure to analyze your family member’s experiences using the theoretical concepts and readings covered in this course. You will do this in two ways:

1. By analyzing the history, experiences and socialization of your family around issues of race and religion.

2. By examining the context for the experiences being described.
Summary

1. You will interview at least three family members.

2. You will use the key questions and areas of inquiry on race and religion, as a guide during you interviews (on next page).

3. Based on the interviews, you will write an eight page research paper (including references) that examines their socialization and identities through the lens of race and religion.

4. Do not use your family members’ real names, use pseudonyms.

5. Your paper must make use of, and reference, the theoretical concepts and readings covered in class.

6. Do not randomly place references in your paper; take your time to integrate the material we have covered in class in ways that illustrate that you understand it.

7. You must include at least three outside references, i.e. references that were not assigned reading for the class. These references should be from journals or other periodicals, textbooks or other scholarly works. Wikipedia is NOT an acceptable reference.

8. You must cite and reference all material correctly using APA format, including your interviewees’ quotes (see APA guidelines concerning interviews).

9. Helpful hints (1) look for common themes across the interviews and make them key headings or sections in your paper (2) create an outline before you writing your paper, this will help to organize work and increase cohesion, (3) send your outline to a student to review before writing the actual paper, and (4) use or embedded charts/tables in your paper to summarize key information across family members, where appropriate.

Possible Key Questions and Areas of Inquiry

Below are some examples of possible key questions and areas of inquiry. Please note that all of these areas are interconnected. However, they are separated here so that you can go into greater detail in each of these areas if you so choose. The first set of questions relates to race and the second relates to religious oppression.

Race Questions and Areas of Inquiry

1. What is your family’s racial background?
   
   a. To what ethnic group do they belong?
b. Are there members of your family of another race? What is their story? How are they treated?

2. Describe your family member’s socialization process around race.
   a. What was your interviewee taught about different racial groups? What were they taught about their own racial group? From where did they receive these messages?
   b. What are their attitudes, beliefs and feelings today? Why do they believe these things? Do their current beliefs differ from their past beliefs? If so, how? What brought about the change? If not, why not? What were the experiences that have led to the reinforcement of their socialization?

3. What are some of your interviewee’s critical or formative experiences around race?
   a. What were some of the critical incidents that helped to form this person’s perspective on race or on particular racial groups?

The Context

Our beliefs and experiences around race do not occur in a vacuum; the political, historical and cultural contexts in which we live have a tremendous impact. So that you can better understand and analyze some of the things that impacted and shaped the individual that you will interview, part of your paper will examine the context of their lives and their experiences. By context, I mean what happened (or is happening) in the person’s life that may have had an impact on their experiences, thoughts, feelings and beliefs regarding race. Your examination will explore what was happening in the world, in the country and in the life of your interviewee as you reflect on their story.

Below are some examples of possible key questions and areas of inquiry. Please note that all of these areas are interconnected. However, they are separated here so that you can go into greater detail in any of these areas if you so choose.

**Historical/Political Context**

During your interviewee’s life, what historical events have occurred (or are occurring) that have impacted their lives and perspectives on race or particular racial groups (their own and others). These events can be global, national, regional or local in nature. Examples include WWII, the election of a local or state official, desegregating the local high school, etc.

- How are these events related to your interviewee’s experiences and perspectives on race?
- What role, if any, did your interviewee play in these events? What impact did it have?
Cultural Context

Cultural context includes implicit or explicit cultural practices, music and song lyrics, language, media (tv, news or radio commentators, etc.), patterns of thought or other things that shape or influence the person in the context in which they live.

- What was (or is) happening in the cultural context of your family member that may have shaped or influenced their beliefs or experiences around race?

Institutional Contexts

What institutions played significant roles in shaping your interviewee’s perspective? Examples include school, the military, real estate, the penal system, the legal system, media, religion (church, synagogue, temple, etc.)

- What were these institutions like? How did they interact with these institutions? How did it affect them?
- What role did they play in these institutions? What were those institutions like at the time? What did they learn from them? How do they think those institutions have changed?
- Some specific examples include: What were some of the defining legal decisions that may have impacted your family member? What were TV and radio like at the time—were there diverse groups of people shown? How were different racial groups depicted? What jobs/positions did they hold?

Individual and Familial context

- What was your interviewee’s immediate family like when they were growing up?
- What family dynamics were present that may have influenced or affected your family member?
- What kind of neighborhood did they live in? What other racial or ethnic groups, if any, lived there?

Religion Questions and Areas of Inquiry

These questions (and others that you may add), will help you to examine your socialization and your family’s attitudes towards minority religious communities (Bahai, Buddhist, Hindu, Jewish, Muslim, Native American religions/ spiritualities, Sikh, etc.) as well as to the dominant Christian. As you as review these questions, please be sure to include these groups in your line of questioning.
1. What is your family’s religious background?

   a. What is your family’s religious identity?
   b. How long has your family been a member of this religion?
   c. What does it mean to them (and to you) to be a member of this religion? Why does your family belong to this particular religion?
   d. Is there a member of your family that converted or married a partner of another religion?
   e. How are they treated? What is their story? How would your family feel if YOU were to convert to another religion? Would their reaction differ based upon the religion (Islam vs. Judaism vs. Hindu)? Why or why not?

2. Describe your family’s socialization process around religion.

   a. What does your family’s religion tell you about members of other religions, both minority religious communities and the dominant Christian community?
   b. What stereotypes and messages were your family members socialized with regarding members of other religions?
      o Do the messages received differ from the teachings of the religion? If so, how?
      o Are there different messages for different religions (i.e. Muslims, vs. Buddhist vs. Hindus and people of minority religious and Christian religions)? If so, what are they? Why are they different?
      o What were your family members taught about their own religious group?
      o From where did they receive these messages?
      o What are their attitudes and feelings today?
      o Do they differ from their past attitudes and feelings? If so, how? What brought about the change? If not, why not?
      o What were the experiences that have led to the reinforcement of their socialization?
   c. What were your parents taught about Bahai, Buddhist, Christianity, Hindu, Jewish, Muslim, Native American religions and spiritualities, Sikh, etc.?
      o Where did they receive these messages?
      o On what basis are these views held?
      o Be sure to critically analyze these messages.

3. What are some of your family’s historical experiences around religious identity?

   a. How has your family historically interacted with Bahai, Buddhist, Hindu, Jewish, Muslim, Native American religions/ spiritualities, Sikh, etc.) as compared with Christian communities?
b. Have they acted in prejudiced or discriminatory ways?
   o Have they committed a hate crime?
   o Have they embraced people of various faiths?
   o Have they supported people of other faiths that have been targeted?
   o Was someone in your family killed or assaulted because of their religious identity?
   o Did someone in your family kill or assault someone because of his or her religious identity?
   o How did your family feel about Muslims prior to 9/11? Has that changed?
   o Does your family understand the difference between Arabs as a group and Muslims as a group, i.e. that not all Arabs are Muslim?
   o Was your family involved somehow in the Jewish holocaust or WWII?
Appendix B
Final Research Paper (Module 14)

The purpose of this Research Paper is to provide you the opportunity to explore an area of Queer Studies. Based on your group’s selection, you will focus on an aspect of LGBT/Queer Studies listed below. Within our contemporary society, these topics are relevant and are sometimes controversial. This paper is not a reflection of personal experiences or personal history, but rather, it is a research paper. Each group will conduct interviews or distribute research surveys to obtain data/information for this research paper. Please note: As a FIU student, you have access to Qualtrics, a web-based tool to conduct survey research. Visit the following link and click on Getting Started with Qualtrics: http://it.fiu.edu/instructional/qualtrics.shtml.

Research topics, by group (Please note that group sign up is in Blackboard):

Group 1:
Interview Students or Individuals’ Opinions of Same-Sex Marriage or a Proposed Constitutional Amendment Banning Same-Sex Marriage

Group 2:
Interview Students’ Suggestions for Making Your Campus (FIU) a More Welcoming and Supportive Campus for People of All Sexual and Gender Identities

Group 3:
Interview Students’ Suggestions for Making Your Campus (FIU) a More Welcoming and Supportive Campus for People of All Sexual and Gender Identities

Group 4:
Interview Students or Individuals’ Views on LGBTQ Issues from a Specific Religious Denomination

Research Paper Instructions

1. Based on the four groupings, select a topic that you would like to explore.
2. Create a survey, a list of open and closed-ended questions that supports your research questions. Again, Qualtrics is a great tool to create and to administrate surveys; it also creates great reports about your data.
3. As a group, you will write an 8-10 page research paper, including references. This paper should include the following components, but not limited to:
<table>
<thead>
<tr>
<th>Research Paper Components</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Cover Page</strong></td>
<td>List all group members on cover page</td>
</tr>
<tr>
<td><strong>Introduction</strong></td>
<td>Write an introduction that provides the reader with a clear roadmap that lays out your topic, expectations, procedures, and the purpose and importance of your paper. This should be done in 2-3 cohesive paragraphs. <a href="http://owl.english.purdue.edu/owl/owlprint/724/">http://owl.english.purdue.edu/owl/owlprint/724/</a></td>
</tr>
<tr>
<td><strong>Background or Literature Review</strong></td>
<td>Tell the reader what is already known about this topic or what are the main issues, concerns, and arguments for or against this topic. This should be done in about 2-3 succinct pages. See link about “writing a literature review”: <a href="http://writingcenter.fiu.edu/resources/synthesis-matrix-2.pdf">http://writingcenter.fiu.edu/resources/synthesis-matrix-2.pdf</a></td>
</tr>
<tr>
<td><strong>Research Questions</strong></td>
<td>Write clear research questions that have something to do with the topic. For example, what questions do you want answered; these questions will be the foundation for your interview or survey questions. This should be done in a paragraph that states/lists your research questions (1-3 questions). See links for information about and examples of research questions: <a href="http://writingcenter.gmu.edu/?p=307">http://writingcenter.gmu.edu/?p=307</a>, <a href="http://www.esc.edu/online-writing-center/resources/research/research-paper-steps/developing-questions/">http://www.esc.edu/online-writing-center/resources/research/research-paper-steps/developing-questions/</a></td>
</tr>
<tr>
<td><strong>Findings</strong></td>
<td>The findings should be the main body of your paper. <strong>Helpful hint:</strong> Organize your findings based on emerging themes from your interview/survey results or according to your research questions. Remember to analyze your findings within the context of the key concepts and theoretical frameworks from the readings. <strong>Other hints:</strong> see link about “reporting survey results”: <a href="http://www.esurveyspro.com/article-reporting-survey-results.aspx">http://www.esurveyspro.com/article-reporting-survey-results.aspx</a> If you need more of an overview about research, the link below provides some basic information in nine steps: <a href="http://www.utexas.edu/academic/ctl/assessment/iar/research/report/survey.php">http://www.utexas.edu/academic/ctl/assessment/iar/research/report/survey.php</a></td>
</tr>
<tr>
<td><strong>Ally</strong></td>
<td>In this section of the paper, as a group, you will identify how you can become an ally (base on your topic). Review <em>Interrupting the Cycle of Oppression</em></td>
</tr>
</tbody>
</table>
(Andrea Ayvazian, p. 625) and What Can We Do? (Allan Johnson, p. 610) and address the following questions in your paper, but not limited to:

- Identify methods and strategies that can help challenge privilege and oppression, and promote liberatory practices (base on your specific topics) in your community or college campus.
- What might be some challenges in putting these methods and strategies into action? What kind of support may you need? Etc.

Recommendations or Summary

Writing a concluding paragraph(s) that sum up your argument, possible solutions and/or alternatives to the topic/issues.

Reference List

Reference List. See link about basics information about reference list:
http://owl.english.purdue.edu/owl/resource/560/05/

You must cite and reference all material correctly using APA format. See links for basic “in-text citations”:
http://owl.english.purdue.edu/owl/resource/560/02/
http://owl.english.purdue.edu/owl/resource/560/03/

Appendix

If you conducted face-to-face interviews, include a copy of the interview questions.
- If you conducted face-to-face interviews, you should interview at least eight individuals per group.

If you used an online survey (i.e., Qualtrics) to obtain your data, include a copy of your survey questions and a report stating how many people responded; this report is available in Qualtrics.
- If you used an online survey (i.e., Qualtrics), you should receive back at least 20 survey questionnaires per group.

Presentation Instructions

- Prepare a presentation of the key information in your paper. See link about “presentation media”: http://www.esurveyspro.com/article-reporting-survey-results.aspx
- Most of the presentation should focus on your findings (i.e., what did you find?).
- This power point presentation should be 12 slides maximum. As a group, focus on presenting only the key information that captures the essence of your research paper (i.e., introduction, background, findings, becoming an Ally, recommendations, and conclusions, etc.).
- Each student is required to review and evaluate each group’s presentation.
- Peer evaluations will be available in Module 14 via a Qualtrics link. Be sure to upload your presentation on the due date.
### Summary of Assignment Due Dates and Points Distribution

<table>
<thead>
<tr>
<th>Tasks</th>
<th>Due Dates</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Research Paper</td>
<td>Wednesday, April 24th, 2013</td>
<td>60 points</td>
</tr>
<tr>
<td>(8-10 pages, including references)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Presentation</td>
<td>Wednesday, April 24th, 2013</td>
<td>20 points</td>
</tr>
<tr>
<td>(12 power point slides maximum)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Peer Evaluation</td>
<td>Thursday, April 25th 2013</td>
<td>20 points</td>
</tr>
<tr>
<td>(access via Qualtrics link in Module 14)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total Points for Final Paper</td>
<td></td>
<td>100 points</td>
</tr>
</tbody>
</table>
Appendix C
Readings for Diversity: Table Of Content
(next page)