Syllabus IDS 3333  
Diversity of Meaning: Language, Culture and Gender in Society  
Spring 2018  
U01 & RVC

Instructor:
Aixa Perez-Prado, Ph.D
Department of Teaching & Learning
Office Location
Office Hours: by appointment

Class Meeting: U01: GL245; every other (odd) week of the semester 1, 3, 5 etc. face to face, and even weeks online in Canvas (not synchronous)  
RVC: All on Canvas

Course Description:
This course will encourage students to develop an awareness and appreciation of diverse ways of meaning through the lenses of language, gender and culture. Students will explore foundational beliefs and values within societies through transcultural interactions in both real world and virtual global social networks. This course will provide students with a foundation for understanding the varied behavior and thought processes of individuals and groups in different societies. Students will develop the ability to compare and contrast societies and cultures and demonstrate this ability through interactions within real world and virtual global social networks.

The course will implement an approach to learning based on sociocultural theory that posits that learning occurs in the interaction among individuals. We will implement the “learning community” model that “emphasizes the “new R’s” of reflection, responsibility, relationship, and respect. The approach places the responsibility for learning with the learners, with the instructor acting as facilitator.

Global Learning Outcomes:

Global Awareness:
Students will be able to demonstrate awareness of diverse ‘ways of meaning’ manifested through the lenses of language, gender and culture in and among global communities.

Assessment Activity:
Student groups will conduct interviews with various individuals of diverse communities and prepare a report with analysis and comparison of data.
Global Perspective:
Students will be able to analyze different perspectives regarding the role of language within global real world and virtual social networks

Assessment Activity:
Team-based activity: Students will create role plays, skits, and/or monologues that highlight diverse perspectives as manifested through linguistic, cultured and gendered interactions. The artifact will be a digital video of the activity

Global Engagement:
Students will be able to engage in local, global, international and intercultural problem solving through interaction with others of varied cultural, gendered and linguistic backgrounds in meaningful tasks within both real and virtual global social networks.

Assessment Activity:
Students will participate in one of various possible co-curricular activities conducted with groups representing varying perspectives that work together to work on real world problems. The artifact will be a report with a reflection on their participation and engagement in the activity. Students will select the media through which they present this report.

UCC Competencies & Outcomes

Societies and Identities
Students compare societies and cultures in local, national, or international contexts and in contemporary or historical perspective.

Competency:
Students will be able to compare and contrast societies and cultures

This course addresses this competency by exploring the interrelatedness of language, culture and gender within and across societies. Students will address how perceptions are formed and maintained based on evolving linguistic, cultural and gender-based factors. Students will compare and contrast how these factors shape and are shaped by individual and collective identities and ways of making meaning of the world.

This course is guided by the following essential question: How do language, culture and gender shape diverse perceptions and influence interpersonal, local, national, and international relationships?
Outcomes:

1. Students will be able to recognize how language, culture and gender shape in themselves and others different understandings of the world.

Assessment activity:
Interviews with individuals of diverse cultures, societies, communities, and genders with analysis and comparison of data. Students will follow guidelines for ethical research during the interview process. The artifact is a summary and reflection of the interview.

2. Students will develop a rich analysis of the role of language in interactions within global real world and virtual social networks and the corresponding social distinctions in class, ethnicity, and gendered that are created within those networks.

Assessment activity:
Students will prepare and present a video demonstrating linguistic, cultural, and gender elements in social interactions.

3. Students will gain expertise in interacting with others while engaged in meaningful tasks in both real and virtual global social networks.

Assessment activity:
The artifact will be a report with a reflection on their participation and engagement in the activity. Students will select the media through which they present this report.

Course Content:
The course will explore diversity of meaning through the lenses of language, gender and culture by considering the following four fundamental themes:

- Interpersonal relationships: these include family, roles, virtual relationships, class, hierarchies, sex, marriage
- Life cycles (birth, rites of passage, holidays & celebrations, food, death...),
- Time & space (concepts of time, proxemics, orientations to past, present and future...),
- Intrapersonal values & beliefs (religion, beliefs regarding health and hygiene, self-identification...)

Active Learning Strategies

- Cooperative learning – this will occur throughout the semester by groups interacting during activities, presentations, and other
action based research projects – each student will research one course topic in detail through active engagement with the co-curricular activity

- case study analyses
- simulations and role plays
- online and offline discussion and debate
- involvement and participation in virtual social networks

Participation

Your participation grade in this class is worth one fifth of your class grade – **20 points**. It is essential that you earn a good participation grade in order to get an excellent grade in the class. The grade will be composed of the following:

For U01
- in class attendance and assigned activities – 50% of participation
- posting in the online forums & social networking – 50% of participation

For RVC
- Posting in online forums & social networking, as well as responding to teacher in Messages on Canvas – 100%

For U01 In class assigned activities are to be turned in on the same day of class at the end of the class period. This implies that students should remain in the class until the end of the class period in order to get credit for attendance on that date. For RVC, activities will be online only. Students are required to post during the module that the discussion is available for posting. If students miss an online discussion they will not be able to receive credit for that particular online forum discussion. Forums will not be reopened once they are closed. They close once the module end date appears.

Quizzes

- **15 points** - Are multiple choice or true/false tests based on reading assignments and/or videos and lectures. These will be administered online for the RVC class and either F2F or online in the U01 class.

Interview – **20 points**
See guidelines online in course!

Video – **20 points**
See guidelines online in course!

Co-Curricular Activity & Assessment - **20 points**
See guidelines online in course!

**Grade Breakdown**

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<tr>
<th>Required Activities and Assignments</th>
<th>Weighting</th>
<th>Due Dates</th>
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<tbody>
<tr>
<td>Participation</td>
<td>20</td>
<td>Ongoing (discussion forums, book club and social networking site participation)</td>
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<tr>
<td>Interview</td>
<td>20</td>
<td>In dropbox in Week 4</td>
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<tr>
<td>Video</td>
<td>20</td>
<td>In dropbox in Week 10</td>
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<tr>
<td>Co-curricular Activity</td>
<td>20</td>
<td>In dropbox in Week 13</td>
</tr>
<tr>
<td>Quizzes</td>
<td>15</td>
<td>Modules 1, 2 &amp; 3</td>
</tr>
<tr>
<td>Final</td>
<td>5</td>
<td>Open last week of class online</td>
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**Required Books**


Suggested Readings:

**Tentative Schedule**
*Subject to change as needed at the discretion of instructor*

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<tr>
<th>Class</th>
<th>Topic</th>
<th>Readings, Activities and Assessments</th>
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<tr>
<td>1</td>
<td>Module One Weeks 1-3</td>
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1/8-1/28  
Introductions: ourselves, our languages and our global communities  
HoM: Listening with Understanding and Empathy  
Activities:  
*Online posting in module one discussions  
*Set up schedule for completing assignments  
*Identify person to interview  
*Purchase your textbook and book club book  
**Research places to go or an action you want to pursue for your co-curricular activities  
Reading & Posting:  
Check discussions in Canvas  
Read Sapiens Part one: pp. 3-76  
Purchase Tortilla Curtain and begin reading  
**Quiz 1 this module!!  
Based on the Learning the Language of Prejudice article in module one  
Work on interview due next module! |
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<tr>
<th>Module</th>
<th>Weeks</th>
<th>Topic</th>
<th>Activity</th>
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| 2      | 1/29-2/18 | Module 2 | 1. That's just the way we think.…
2. HoM: Thinking Interdependently |
|        |       |       | 3. Interview DUE week 4 by Sunday night!! |
|        |       |       | 4. Interview submission in Canvas |
|        |       |       | 5. Reading & Posting: |
|        |       |       | 6. Read Sapiens Part Two: pp. 77-162 |
|        |       |       | 7. Read Tortilla Curtain part one |
|        |       |       | 8. Quiz 2 this module! Based on module two |
| 3      | 2/19-3/11 | Module 3 | 1. HoM: Thinking Flexibly |
|        |       |       | 2. *Check Canvas for online content and discussions |
|        |       |       | 4. Read Tortilla Curtain part 2 |
|        |       |       | 5. *Work on co-curricular activities/volunteering |
|        |       |       | 6. Quiz 3 this module! |
|        |       |       | 7. Work on your video, due next module! |
| 4      | 3/12-4/1 | Module 4 | 1. HoM: Questioning and Problem Posing |
|        |       |       | 2. Online postings and readings as they appear in the module |
|        |       |       | 3. Read: Sapiens Part Four: 247-414 |
|        |       |       | 4. Read Tortilla Curtain part 3 |
| 5 | Module 5  
   Weeks 13-15  
   4/2-4/22 | HoM: Taking Responsible Risks | Activity: Walking Gallery for Co-Curricular Book club videos and discussion  
   *Watch team videos w/ chair, voting  
   make sure to keep up with your course assignments and posting  
   Reading: check Blackboard, week 12  
   Co Curricular due this module! Week 13 by Sunday night!! |
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<td>6</td>
<td>HoM: Creating, Imagining &amp; Innovating</td>
<td>Activities: Final this week online – available all week, please do not neglect to take the final</td>
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**VIDEO Due This Module: week 10 by Sunday!!**  
**Work on your Co-Curricular due next module!**

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**Bibliography**
This bibliography includes sources used by instructors in the course and additional readings for students that may be assigned throughout the semester.


