THE CATHOLIC UNIVERSITY OF AMERICA

MADM 631-L1
Diversity in a Multicultural Society
Fall 2018

Credit: 3
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Online

Add/Drop Deadline: 9/1/2018
Withdrawal Deadline: 10/3/2018

Instructor contact information:
Alexis Robinson

Course Description
This course examines the challenges of addressing diversity within the workplace environment. The course examines perspectives on injustice and oppression, based on theoretical and conceptual models. The course examines the social construction of difference in lieu of persistent inequalities operating at personal, institutional, and societal levels. This course is designed to enhance the students awareness of the complex issues involved with ethnicity, immigration status, religion and spirituality, sex and gender, sexual orientation, age, disability, and socioeconomic status.

Required Text

Supplemental Readings: A number of additional required readings that are listed on the Course Schedule using full citations. These readings may be accessed through Blackboard or from the original sources.

Detailed instructions for all assignments are included at the end of this syllabus. Assignments are to be submitted to the instructor on the due date. Unless you have prior permission from the instructor, five (5) points will be deducted for each day the assignment is submitted late. No extensions will be granted the day an assignment is due.
Libraries
The CUA Libraries' wide range of resources and services, including databases, online journals, and FAQs are on the main web site. For assistance on papers and assignments, consult the research guides or schedule an appointment with a subject librarian.

Academic
Academic integrity is not merely avoiding plagiarism or cheating, but it certainly includes those things. More than anything, having academic integrity means taking responsibility for your work, your ideas, and your effort, and giving credit to others for their work, ideas and effort. If you submit work that is not your own – whether test answers, whole papers or something in-between – I have a responsibility to hold you accountable for that action. I also have a responsibility to treat you with respect and dignity while doing so.

The following sanctions are presented in the University procedures related to Student Academic Dishonesty:

“The presumed sanction for undergraduate students for academic dishonesty will be failure for the course. There may be circumstances, however, where, perhaps because of an undergraduate student’s past record, a more serious sanction, such as suspension or expulsion, would be appropriate. ...In the more unusual case, mitigating circumstances may exist that would warrant a lesser sanction than the presumed sanction.”

or

“The presumed sanction for undergraduate students for academic dishonesty will be failure for the course. In the context of graduate studies, the expectations for academic honesty are greater, and therefore the presumed sanction for dishonesty is likely to be more severe, e.g., expulsion. ...In the more unusual case, mitigating circumstances may exist that would warrant a lesser sanction than the presumed sanction.”

For more information about what academic integrity means at CUA, including your responsibilities and rights, visit http://integrity.cua.edu.

Accommodations for students with disabilities: Any student who feels s/he may need an accommodation based on the impact of a disability should contact the Office of Disability Support Services. Please contact Disability Support Services by email at dss.cua.edu, or call 202-319-5211 to make an appointment to discuss reasonable accommodations. DSS is located in PRYZ 127.

Other Policies or Expectations: Note your policies or expectations (e.g. Attendance and punctuality policy, Participation expectation, note re: cell phones, timeliness on papers, form of
Academic Support Services
The university’s primary academic support resources are located on the 2nd floor of Mullen Library, McMahon Hall, and at the Pryzbyla Center. These affiliated offices and services include:

The Undergraduate Advising Center (UAC) offers guidance to all undergraduates, especially first-year students, as they move toward their academic goals. The UAC is located in B 10 McMahon Hall. Office hours are Monday through Friday from 9:00am to 5:00pm.

Phone: (202) 319-5545  Email: cua-advising@cua.edu  Web: advising.cua.edu

The Center for Academic Success (CAS) provides academic support services for all students through a broad base of programs and services, including Tutoring Services, Workshops, Individual Skills Meetings, Peer Mentoring, and more. CAS is located at Mullen Library Second Floor.

Phone: (202) 319-5655  Email: cua-academicsuccess@cua.edu  Web: success.cua.edu

The Writing Center is an excellent resource for any student. The Writing Center is committed to supporting the writing needs of students at all stages of the writing process. If, at any point in the semester, you feel that you are struggling to draft, revise, or properly reference sources in a writing assignment, make an appointment at http://english.cua.edu/wc; we also welcome walk-in appointments at the Writing Center, which is located in 219 Mullen Library.

Phone: (202) 319-4286  Email: cua-writingcenter@cua.edu  Web: english.cua.edu/wc/

The Math Center is staffed with Math Faculty and Tutors who are trained to assist students struggling in areas ranging from the basics to complex problems in calculus and statistics. Any student who feels he or she may need assistance in this or any other math class is welcome to visit the Math Center on Monday through Thursday between the hours of 4:00 and 10:00pm. No appointment is necessary and services are absolutely free. The Math Center is located at Mullen Library Second Floor.

Phone: (202) 319-5655  Email: cua-academicsuccess@cua.edu

The Office of Disability Support Services provides reasonable accommodations for the classroom and testing environment for students with documented disabilities. DSS is located in Pryz 127. Office hours are Monday, Wednesday, and Friday 8:00am-5:00pm, and Tuesday and Thursday 8:00am -6:30pm. Phone: (202) 319-5211  Email: cua-dss@cua.edu  Web: dss.cua.edu

The Counseling Center provides free individual and group counseling services, psychiatric consultation, alternative testing, and emergency services to CUA students. In addition, we provide consultation services and outreach programs to the CUA community. Appointments can be scheduled in person in 127 O’Boyle Hall, or by
Grading Policy and Weights of Assignments

Grades will be based on the CUA Grading Policy as described in the Graduate Announcements. Full credit will not be given for assignments that are submitted late. No credit will be given for assignments submitted after they have been reviewed in the online forum. The following provides weights for the various course assignments:

- Personal/Professional Learning Journals 40%
- Understanding Dimensions of Difference Paper 40%
- Attendance and Participation 20%

Preparation, Attendance & Participation

Students are required to complete class activities and online forums as required.

Scholastic Expectations

All written work should reflect the original thinking of the writer, cite references where material is quoted or adapted from existing sources, and be carefully proofread by the student before submission to the instructor for grading.

Behavioral Requirements

Students are expected to maintain accepted standards of professional conduct and personal integrity in the classroom. Students should:

- Contribute constructively to the classroom culture
- Recognize and avoid behavior that jeopardizes the learning/teaching environment of other students or the instructor
- Demonstrate competence in planning academic activities and in following through on those plans reasonably
- Respond to and respect others' reactions to one's comments or actions in the classroom

Joining the community of scholars at CUA entails accepting the standards, living by those standards, and upholding them. Please refer to University Policy http://graduatestudies.cua.edu/currentstudents/academicintyrct.cm and appropriate Program Handbooks.

Grading Scale

The grading scale for Undergraduate Classes is:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Meaning</th>
<th>Scale</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>Excellent</td>
<td>93-100</td>
</tr>
</tbody>
</table>
The grading scale for Graduate Classes is

<table>
<thead>
<tr>
<th>Grade</th>
<th>Meaning</th>
<th>Scale</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>Excellent</td>
<td>93-100</td>
</tr>
<tr>
<td>A-</td>
<td></td>
<td>90-92</td>
</tr>
<tr>
<td>B+</td>
<td></td>
<td>87-89</td>
</tr>
<tr>
<td>B</td>
<td>Good</td>
<td>83-86</td>
</tr>
<tr>
<td>B-</td>
<td></td>
<td>80-82</td>
</tr>
<tr>
<td>C+</td>
<td>Satisfactory</td>
<td>77-79</td>
</tr>
<tr>
<td>C</td>
<td>Satisfactory</td>
<td>73-76</td>
</tr>
<tr>
<td>C-</td>
<td></td>
<td>70-72</td>
</tr>
<tr>
<td>D</td>
<td>Lowest Passing</td>
<td>60-69</td>
</tr>
<tr>
<td>F</td>
<td>Failure – student failed to</td>
<td>&lt; 60</td>
</tr>
<tr>
<td></td>
<td>demonstrate an adequate</td>
<td></td>
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<tr>
<td></td>
<td>understanding of course</td>
<td></td>
</tr>
<tr>
<td></td>
<td>concepts</td>
<td></td>
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<tr>
<td>F*</td>
<td>Failure – student ceased to</td>
<td></td>
</tr>
<tr>
<td></td>
<td>participate in or attend the</td>
<td></td>
</tr>
<tr>
<td></td>
<td>class</td>
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</tbody>
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**Incomplete Grades**

A student may request the provisional grade of I (incomplete) in a course when the student is unable to complete the course requirements for grave reasons (e.g., family emergency, person illness or injury, death in family, etc.). The student must make the request by submitting a signed MSPS Incomplete Grade Request Form to the Associate Dean after the last day to withdraw from class but before the last day of the class in which the student wishes to receive the incomplete. The Dean’s office will only approve a grade of incomplete when all of the following conditions are met:

1. The student requests a grade of incomplete from the instructor by using the MSPS Incomplete Grade Request Form which can be obtained from the student’s advisor; and
2. The student provides specific evidence to verify that the reason for the request is legitimate; and
3. The student must be passing the course at the time of the request; and
4. The amount of work remaining in the course can be reasonably and sufficiently completed after the conclusion of the course session; and
5. Both the student and the instructor sign and submit the MSPS Incomplete Grade Request Form to the Associate Dean; and
6. The Associate Dean approves the request by signing the MSPS Incomplete Grade Request Form.

Students granted an incomplete for the fall semester must complete the outstanding work by January 15 of the following spring semester; students granted an incomplete for the spring semester must complete the outstanding work by June 15 of the following summer term; and students granted an incomplete for the summer term must complete the outstanding work by September 15 of the following fall semester. In extraordinary circumstances, the student or the instructor may request an extension of the deadline for the outstanding work to be submitted. Such a request must be approved in writing by the Associate Dean. An incomplete grade not resolved by the deadline automatically becomes a failing (F) grade.

The student is responsible for completing all outstanding work and submitting it to the instructor on time.

Final Exam

The final exam must be given on the day and time assigned by the Registrar. Final examinations, if required, must be administered in the final examination period. Please plan accordingly for travel, work or appointments.

A student having an exam scheduling conflict such as:

1. two or more exams scheduled for the same time period or
2. three or more exams scheduled for one day

must report to her/his school's Academic Dean's Office no later than fourteen calendar days before the end of classes. The dean will assist the student in rescheduling the exam(s) for the courses having the lowest enrollment(s). All make-up exams must be completed at the earliest possible time during the final examination period.
Class Schedule

CLASS TOPICS, READINGS, & ASSIGNMENTS

Course Introduction & Orientation

   Required Readings
   Text: #1: "The complexity of identity: “Who am I?” (pp. 6-9); #2: "Identities and social locations: Who am I? Who are my people?” (pp. 9-15)

2. Experiencing Difference: Privilege, Power, Inequality & Stigma
   Required Readings Text: #3: “The social construction of difference" (pp. 15-21); #7 "Structure as the subject of justice” (pp. 52-56)
   Supplemental Readings:

3. The Meaning of Difference: The Dynamics and Consequences of Oppression
   Required Readings Text: #4 “Theoretical foundations" & "Conceptual foundations” (pp. 235); #5 “Five faces of oppression" (pp. 35-45); #6 "The cycle of socialization” (pp. 45-52)

   • 1** Journal DUE: Reflections on Class #1 or #2

Unit II: Dimensions of Difference and Oppression

4. Dimensions of Difference and Oppression: Race, Ethnicity, and Immigrant Status
   Required Readings
   Text: Section #2 -"Racism” (pp. 57-96)
5. Dimensions of Difference and Oppression: Ethnicity and Immigration
   Required Readings
   Text: Section Racism (96-139)

6. Dimensions of Difference and Oppression: Religion and Spirituality
   Required Readings
   Text: Section 4 - "Religious Oppression" (pp. 229-315) 2nd Journal DUE: Reflections on Class #4 or #5

7. Dimensions of Difference and Oppression: Sex and Gender
   Required Readings
   Text: Section 5 – "Sexism” (pp. 317-371) and Section 7 - **Transgender Oppression" (pp. 425-459)

8. Dimensions of Difference and Oppression: Sexual Orientation
   Required Readings
   Text: Section 6 - "Heterosexism” (pp. 373-424)

Dimension of difference Paper due.
Assignment #1
Personal/Professional Learning Journal

During the semester, students will be exposed to various ideas and experiences of others that may be challenging to their worldview and personal beliefs or values. As developing critical self-awareness is a major objective of the course, this assignment is designed to help students consider reactions/responses they have to assigned readings and classroom experiences. Each student will complete 4 "journal entries" to be turned in as indicated on the course outline and the schedule listed below:

Each entry must include separate reactions/responses to:

a) **one reading** (specify title and author); AND

b) **some aspect of the class session** (lecture, class discussion, class or exercise,

In addition, students should also address **at least one major concept** that applies to that class session (e.g., privilege, oppression, the norm, the other, lack of prior claim).

For each entry, include:

1) What was your **immediate reaction** to the experience? What is your reaction as you think back on it now?

2) Explain what it is **about you** that predisposes you to this reaction. For example, can you connect your reaction to previous personal or professional experiences, family or cultural heritage; societal messages; prejudices, biases or lack of knowledge/exposure?

3) Identify **specific strengths** and/or **limitations** of your personal and professional development that are revealed in your self-reflection in Step #1.

4) For each strength or limitation identified, list an **implication for further growth** and **identify a specific plan for supporting this growth**.

Journal entries are expected to move beyond description to demonstrate self-analysis based on thoughtful reflection and critical self-assessment. Simply stated, the point of this assignment is to turn the eye inward" and conduct an honest self-assessment. It is important to note that students' entries will be kept confidential and will not be graded on the content of their entries, but rather on students' ability to thoughtfully reflect about their reactions/responses and walk themselves through the 4 steps of the process.

Entries should be approximately 4-5 pages long, typed, numbered, and double-spaced. They will be assessed based on the following criteria:

a. Comprehensive coverage of the 4 required areas for both a reading and a class activity.

b. Evidence of thoughtful and critical self-reflection and analysis.

c. Ability to produce readable, well-organized journal entry.
Points assigned as follows: Journal submissions that provide comprehensive coverage of the reading, class experience, and self-analysis and show evidence of critical thinking and are well organized and written will yield maximum points. Journal submissions that have limitations in one of these three areas will yield less points. Journal submissions that have limitations in more than one area will yield minimum points depending on the limitations.

Comprehensive coverage of the 4 required areas for both a reading and a class activity.
1. What groups will you have the easiest time working with? The most difficult?
2. What aspects of your culture of origin do you have the most comfort owning? The most difficulty owning?
3. What are your family’s beliefs and feelings about the groups that comprise your culture of origin? What parts of the groups do they embrace or reject? How has this influenced your cultural identity?

Evidence of thoughtful and critical self-reflection and analysis.

Assignment #2
Understanding Dimensions of Difference Paper
Students will select a "dimension of difference" that represents a substantially different life experience than their own. They will explore this dimension of difference in two ways: through a review of the literature and a personal interview. The paper should include the following sections:
1. Introduction: Briefly identify the "dimension of difference" you selected and discuss why you targeted this aspect of the human experience. Why were you drawn to enhance your understanding in this particular area?
2. Literature Review: Summarize the scholarly literature on the experiences of this targeted group or population in the dominant culture within the United States. Using the 2 class handouts on the "5 Characteristics of Oppression" and the "12 Common Elements of Oppression," identify and analyze the major dynamics and consequences of oppression presented in these two handouts that are reflected in the literature. Use a minimum of 8 scholarly sources from the professional literature beyond the class materials.
3. Interview: Interview an individual who represents your selected "dimension of
difference. Ask about his or her personal experiences of living with difference, remembering to set aside your own preconceived assumptions and listening with both open heart and open mind. Solicit his or his perspectives on the impacts of oppression especially as they may have affected his or her biopsychosocial-spiritual development and visions for both self and the world. In writing up this interview be sure to include:

a) a summary of the major or most critical points that the interviewee offered and
b) a reflection on what the experience was like for you (e.g., how easy/difficult was it to ask someone to be interviewed, how was it to ask the questions and invite the stories, what did you notice about yourself during the interview, and what impact or meaning did this experience hold for you once it was completed.)

Papers should be between 6-8 pages long, typed, numbered, and double-spaced.

a. Comprehensive coverage of all assigned areas
b. Organization and logical flow of ideas
c. Evidence of ability to identify/apply course concepts reflected in the literature review
d. Ability to provide thoughtful reflection about the interviewee's sharing and your own reactions/responses throughout the interview process