

Spring 2021

HSS 408-002: Diversity, Society, and Me

Narendra-Neel Khichi

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Diversity, Society, and Me

HSS 408 15251

Spring 2021

Tuesday/Thursday: 9:00am-10:20am

Synchronous Online Class

New Jersey Institute of Technology

Instructor: Dr. Narendra Neel Khichi, Jr

Office: Cullimore 314

Office Hours:

Monday (in person): 10:30am-11:30am

Tuesday (online): 10:30am-12:00pm

Wednesday (in person): 10:30am-11:30am

Thursday (online) 10:30am-12:00pm

Email: nkhichi@njit.edu

COURSE DESCRIPTION:

This course examines and analyzes the topic of diversity. The course is designed to help students understand the social and cultural differences in our communities and provides tools for thinking about diversity and the psychology of diversity. This course provides a platform for students to think, discuss, and evaluate the moral implications of inequality and diversity's role in reducing inequality, understanding intergroup conflict, and discrimination. The course will demonstrate examples of diversity as advocacy and social action for all learners. Some questions we will explore include what is diversity? What impact does diversity have on relationships? On our mental and emotional processes? How does diversity positively and negatively influence our perceptions for individuals and groups? How does diversity influence our perceptions of fairness, justice, social problems, and social change? How does diversity promote positive change? What does diversity look like moving forward?

COURSE OBJECTIVES:

1. Define and discuss the term diversity and demonstrate the basic terminology, concepts, and principles of the field of Social Psychology, Sociology, and Psychology.
2. Identify, evaluate, and compare the major perspectives in diversity
3. Recognize how human behavior is motivated by diversity
4. Discuss the ways that Psychology of Diversity theories are used to assess, improve, predict, or change human behavior
5. Discuss and demonstrate how diversity is applied to influence and improve the lives of human beings.
6. Gain insight into one's own personality and personal relationships by thinking critically about diversity and theories and principles.
7. Recognize diversity influences human thought and behavior in the field of Social Psychology, Sociology, and Psychology.

REQUIRED TEXTBOOKS:

Understanding the Psychology of Diversity B. Evan Blaine & Kimberly J. McClure Brenchley. SAGE Publications, Inc. ©2018 Sage Publications. ISBN 9781483319230

GRADING POLICY

| | |
|-------------------------------|------------|
| Syllabus Overview | 50 points |
| Participation (Presentations) | 50 points |
| Essay #1/Discussion #1 Combo | 100 points |
| Essay #2/Discussion #2 Combo | 100 points |
| Essay #3/Discussion #3 Combo | 100 points |
| Quiz #1 (80 minutes) | 100 points |
| Quiz #2 (80 minutes) | 100 points |
| Quiz #3 (80 minutes) | 100 points |
| Quiz #4 (80 minutes) | 200 points |
| ===== | |
| Total Point Value | 900 points |

GRADING SCALE:

- 100-90.....A
- 89-87.....B+
- 86-80.....B
- 79-77.....C+
- 76-70.....C
- 69-65.....D
- 65 <.....F

Quizzes: Quizzes must be submitted during the scheduled time they are open. No exceptions to this rule.

Communication: It is extremely important you keep in touch with me (via email or during office hours) to inform me of any issues that come up. Emailing me mid-way through the spring semester is not enough. If you have any specific personal issues that prevents you from participating in the course, I will need documentation from the Dean of Students. You have access to email through numerous devices.

It is your responsibility to keep me informed for any reason on why you cannot/have not participated and/or attended class.

I do not give extra credit. Nor do I respond to emails or questions that ask, “Is there anything I can do to ‘get an A’ or to ‘bump up my grade a few extra points?’”

Please do not attempt to send me emails of this nature. Any issue that arises that must be discussed should be handled during office hours and not via email. I will not respond to any such emails.

Students are responsible to keep track of their own grades, what work they owe, and what they are missing. Please note where an ‘A’ begins and where a ‘B+’ begins and ends. Any issue with

a grade for a specific quiz or assignment must be addressed via email, with screenshots, and/or specific issue NO MORE than one week after the quiz, reader response, or assignment is administered. Anything issue after a week will not be considered and your grade will remain as is.

Any issue with a missed assignment must be addressed within one week after the assignment in due otherwise a “0” will be entered for the grade and will remain as is. This is the policy of the course.

Furthermore, Canvas **allows me to see your online activity in regards to this course and during this spring semester. It allows me to see what articles you read, how long you read them for, if you looked at the notes, when you opened the quizzes, and when they are closed.** Please understand that Canvas maintains a detail track record of your use and interaction with the course materials. So I see/have/ and maintain a full transcript of your activity online in this course. Please be aware that before any conversation occurs between you and I, I will have this detailed activity report in front of me. Please also understand that should there be any “technical” issues, I am provided and have access to detailed reports that inform me of any issues Canvas has.

Academic Integrity:

“Academic Integrity is the cornerstone of higher education and is central to the ideals of this course and the university. Cheating is strictly prohibited and devalues the degree that you are working on. As a member of the NJIT community, it is your responsibility to protect your educational investment by knowing and following the academic code of integrity policy that is found at:

<http://www5.njit.edu/policies/sites/policies/files/academic-integrity-code.pdf>.

Please note that it is my professional obligation and responsibility to report any academic misconduct to the Dean of Students Office. ***Any student found in violation of the code by cheating, plagiarizing or using any online software inappropriately will result in disciplinary action. This may include a failing grade of F, and/or suspension or dismissal from the university.*** If you have any questions about the code of Academic Integrity, please contact the Dean of Students Office at dos@njit.edu”

Students are expected to read and understand NJIT’s academic integrity policy. Members of the NJIT community are expected to be honest and forthright in their academic endeavors.

There is a zero tolerance policy on any and all forms of cheating.

Student’s that require special accommodations Disabilities Service Policy

Students with disabilities who are otherwise qualified and are college able will receive reasonable accommodations to support their special needs. Students must self-identify to the Disabilities Services office to qualify to receive services. NJIT is in full compliance with the

regulations of the Americans with Disabilities Act (ADA) and Section 504 of the Rehabilitation Act.

New Jersey Institute of Technology is committed to making students with disabilities full participants in its academic and other programs, services and activities through the provision of reasonable accommodations to students with documented disabilities. The Coordinator of Student Disability Services will coordinate the provision of appropriate accommodations and/or academic adjustments on a case-by-case basis for students with disabilities who identify themselves, provide adequate documentation of their disability and need for accommodation, request services and complete appropriate forms. Appropriate accommodations are provided at no cost to the student.

If you have any questions or would like additional information, please contact Dr. Phyllis Bolling, Center for Counseling and Psychological Services (C-CAPS), Campbell Hall, (entry level), room 205, (973) 596-3420.

Personal Conflicts/Issues

Should you have any personal issues or conflicts that prevent you from participation in the online course, miss assignments, or do not log onto the course for an extended period of time- by extended period of time I define as more than two weeks- you must provide me with documentation from the Dean of Students. Otherwise, you will not be allowed to make up the work you miss. In addition, anything that requires discussion must be done during office hours. If you are not engaged with the class for weeks- simply writing me an email stating “I’ve been really sick and couldn’t do my work” is not a viable excuse.

Email

Please check your NJIT email regularly. Any announcements, reminders, or notifications are sent via Canvas directly to your NJIT email account. **Also note I respond to emails relatively quickly during the week between the hours of 8am and 12pm.** Please be patient and do not send multiple emails with the same information or the same question. Any email sent after 1:00pm will be responded to the next day. Any email sent after 1pm on Fridays will be responded to on Monday morning.

Graded Assignments:

Quizzes: There are 4 timed quizzes. Dates and details are provided in the syllabus. No make ups for quizzes are provided unless we discuss PRIOR to the quiz.

Syllabus Overview Agreement: 50 points

Group Assignment/Participation: 8 groups of 3, will be randomly assigned starting 2/1

1-2 topics of your choice from the Chapter (topics we’ve covered or haven’t)

Prepare: 5 minute synopsis, 5 minute article/current relevance/examples & 5 minute discussion

Discussion Forum/Essay #1: There is a discussion/essay combo due at the end of the first week of the semester. It is worth 100 points.

Discussion Forum/Essay #2: There is a discussion/essay combo due at the end of the second week of the semester. It is worth 100 points.

Discussion Forum/Essay #3: There is a discussion/essay combo due at the end of the third week of the semester. It is worth 100 points.

Essay/Discussion Combo Rubric:

90-100: The assignment provides a minimum of five examples, provides thoughtful and detailed analysis. The paper ties in both the student's views and supports those views the sources and data from the course content. The assignment is structured and organized well, there is a strong fluid writing style, and there is an originality in style and presentation. There is a clear connection and relationship among the examples.

You have posted *at least* 6x on the forum. Your initial post is your main essay. Your other posts should reply to at least 5 different students. Each reply post is a minimum of 100 words. You stay on topic. You comment on other student's views. You offer **evidence** in the form of an article, a quote, in which you **put in bold in your references**.

80-89: The assignment provides four examples, provides thoughtful and detailed analysis. The assignment ties in some student's views and supports those views with some of the sources and data from the course content. The assignment has good structure and organization with some minor issues in writing style. The paper does not take any creative or original risks. There is somewhat of a relationship between the examples. You have posted 5x on the forum. Your initial post is your main essay. Your other posts should reply to at least 4 different students. Each reply post is a minimum of 100 words. You stay on topic. You comment on other student's views. You offer **evidence** in the form of an article, a quote, in which you **put in bold in your posts**.

70-79: The assignment provides three examples, but is weak on the analysis. It ties in very little of the student's views and provides minimal support from the sources and the data. Some structural and organizational issues are present. The assignment meets the bare minimum requirements of the assignment. It is unclear if a relationship exists between the examples and the topics.

You posted 4x in the forum. Your initial post is your essay. Your other posts should reply to at least 3 students. Each reply post is a minimum of 100 words. Posts appear rushed. Very little, if any, evidence is offered.

60-69: The assignment provides less than three examples, is weak on analysis, has issues in structure and organization. There is no connection between examples and/or topics. You posted 3x in the forum. You only replied to two student. Posts appear rushed. No evidence is offered. Work is unacceptable and not on par with college level work.

50-59: The assignment is rushed and does not follow directions. There is an attempt at organization but it is sloppy. There is no clear focus, there is no relationship among the topics. It lacks analysis. This assignment does not meet the requirements of the course and is unacceptable and not on par with college level work. You posted 2x in the forum, your initial post, and replied to one student.

>50: You only submitted an initial post. Work is unacceptable and not on par with college level work.

0: You did not post at all.

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This will be a fun, interesting course and an overall strong learning experience for you. Should you have any questions or any difficulty with anything, please do not hesitate to contact me via email. I am always available via email or during my office hours. Please give me at least 24 hours to respond to your email. If you've made it this far into the syllabus congrats and well done. Please post in the Syllabus Confirmation forum on Canvas by copying and pasting the following: "I have read, understood, and will abide by the expectations of the course. I have viewed the audio/visual syllabus in its entirety and understand how the class functions." If you do this, before Friday, January 22, 2021 @1159pm will be given a grade of 50/50. Anything posted from January 23rd-January 24th will be given a grade of 25/50. Anything posted January 25th, 2021 and after is automatically a 0. Unless you state otherwise in the post it is understood that you have read this completely and agree to the conditions in this syllabus.

Schedule:

(This schedule is subject to change without warning or prior notification. Should there be a change, you will be notified in advance, the beginning of the week that is to be changed)

| Week | Readings/Topics Covered | Assignment |
|-------------------------------------|--|----------------------------------|
| Week 1 January 19-24 | Introductions/Hellos/Get to Knows | Syllabus Overview |
| Week 2 January 25-31st | <p>Chapter 1: Introduction to the Psychology of Diversity</p> <ul style="list-style-type: none"> -The guiding concepts in a psychological - study of diversity -Dimensions of diversity studied by psychologists -A statistical snapshot of American diversity -The meanings and usages of the term diversity -Diversity as a social construction and social influence | |
| Week 3 February 1- February 7 | <p>Chapter 2: Categorization and Stereotyping: Cognitive Processes That Shape Perceived Diversity</p> <ul style="list-style-type: none"> -Social categorization and the sources of our social categories -The effects of categorizing people on perceived diversity -Stereotypes and their effect on perceived diversity -How stereotypes confirm themselves in our thinking | Group 1 Presentations (Thursday) |

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| <p>Week 4 February 8- February 14</p> | <p>Chapter 3: Stereotypes Expressed: Social Processes That Shape Diversity</p> <ul style="list-style-type: none"> -Self-fulfilling prophecy -Stereotypic communication -Stereotypes in the media | <p>Group 2 Presentations: (Thursday)</p> <p>Essay #1/Discussion #1 due Sunday night @ 1159pm</p> |
| <p>Week 5 February 15- February 21</p> | <p>Chapter 4: Prejudice: Evaluating Social Difference</p> <ul style="list-style-type: none"> -How prejudice is expressed -How self-esteem and prejudice are related - -How anxiety and prejudice are related -How prejudice is related to our concerns about our public image | <p>Quiz #1, February 17th, 2021</p> |
| <p>Week 6 February 22- February 28</p> | <p>Chapter 5: Understanding Racial Stereotypes and Racism</p> <ul style="list-style-type: none"> -Race and ethnicity -Stereotypes of Blacks, Hispanics, Asians, and Jews -Racial discrimination in criminal justice and health care | <p>Group 3 Presentations (Thursday)</p> |
| <p>Week 7 March 1-March 7</p> | <p>Chapter 6: Understanding Gender Stereotypes and Sexism</p> <ul style="list-style-type: none"> -Gender stereotypes and gender bias -Hostile and benevolent forms of sexism -Explanations for sex differences | <p>Group 4 Presentations (Thursday)</p> <p>Essay #2/Discussion #2 due Sunday night @ 1159pm</p> |
| <p>Week 8 March 8-March 14th</p> | <p>Chapter 7: Understanding Sex Stereotypes and Heterosexism</p> <ul style="list-style-type: none"> -Stereotypes and discrimination of sexual minorities -Sexual orientation -Sexual prejudice | <p>Quiz #2, March 10th, 2021</p> |

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| Week 9 March 15 th -March 21st | SPRING BREAK! - | |
| Week 10 March 22-March 28 | Chapter 9: Understanding Age Stereotypes and Ageism -Stereotypes associated with older people -Age-related prejudice and discrimination | Group 5 presentations (Thursday) |
| Week 11 March 29-April 4 | Chapter 10: Social Stigma: The Experience of Prejudice -Basic components of stigma -Courtesy stigma -Dimensions that affect stigma -Effects of stigma on identity: mindfulness and stereotype threat | Group 6 presentations (Thursday) |
| Week 12 April 5-April 11 | Chapter 11: Coping With Social Stigma -The consequences of stigma for social interactions -The consequences of stigma for psychological well-being -The consequences of stigma for physical well-being -Strategies for coping with others' prejudice | Group 7 presentations (Thursday) Essay #3/Discussion #3 due Sunday night @ 1159pm |
| Week 13 April 12-April 18 | Chapter 12: Responding to Social Inequality: Behavioral and Cognitive Interventions for Reducing Prejudice -Intergroup contact and self-regulation -Stereotype inhibition and substitution -Cross-categorization and empathy | Quiz #3, Wednesday, April 14 th , 2021 |
| Week 14 | Review! | Group 8 presentations. (Thursday) |

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| April 19-April 25 | | |
| Week 15 April 26-May 1 | Quiz #4! | Quiz #4, April 28 th , 2021! |
| Week 16 May 2-May 9 | Last day of Classes, Tuesday, May 4 th ! | |
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