HU2400 Introduction to Diversity Studies
Fall 2008 Syllabus

Contact Information
Professor: Victoria Bergvall Classroom: Walker 109
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Course website: https://courses.mtu.edu/

Course Description
Catalog description
This course provides students with a better understanding of underrepresented populations within the United States by examining the social, cultural, and personal consequences of gender, race, ethnicity, class, sexual orientation, (dis)ability, and other significant identities.

Course Goals
• Knowledge of oneself: To learn about and take pride in the experience of the group(s) with which you identify and with which you are identified by others.
• Knowledge of others: To learn about and cultivate respect for the experiences of the groups that comprise our communities—local, national, and global.
• Understanding: To recognize the challenges and responsibilities that accompany the social and cultural positions and identities of ourselves and others.
• Social Justice: To encourage work towards equity and social justice in our society.

Required Text(s)

Additional readings may be placed on reserve or made available in electronic format.

Evaluation
Course Assignments
Your final grade will be determined as follows:
• Reading journals/responses to speakers 200 points
• Participation in discussions of readings 100 points
• Attendance at three diversity-related events 100 points
• Paper #1 Analysis: own experience (9/24) 100 points
• Paper #2 Analysis: another’s exper. (10/29) 100 points
• Final Research Project - Prospectus 10 points
- Conference with instructor 10 points
- Revised prospectus and annotated biblio. 30 points
- Progress report/draft 50 points
- Oral presentation 100 points
- Final research paper 200 points
Total 1000 points

Policy on Late Assignments
I won’t accept any assignment that’s more than two days late. There’s no penalty for one late paper (as long as it’s not more than two days late); subsequent late papers, however, will be lowered by one part of a letter grade (e.g., from a BC to a C).
Grading System

<table>
<thead>
<tr>
<th>Letter Grade</th>
<th>Percentage</th>
<th>Grade points/credit</th>
<th>Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>93% &amp; above</td>
<td>4.00</td>
<td>Excellent</td>
</tr>
<tr>
<td>AB</td>
<td>88% - 92%</td>
<td>3.50</td>
<td>Very good</td>
</tr>
<tr>
<td>B</td>
<td>82% - 86%</td>
<td>3.00</td>
<td>Good</td>
</tr>
<tr>
<td>BC</td>
<td>76% - 81%</td>
<td>2.50</td>
<td>Above average</td>
</tr>
<tr>
<td>C</td>
<td>70% - 75%</td>
<td>2.00</td>
<td>Average</td>
</tr>
<tr>
<td>CD</td>
<td>65% - 69%</td>
<td>1.50</td>
<td>Below average</td>
</tr>
<tr>
<td>D</td>
<td>60% - 64%</td>
<td>1.00</td>
<td>Inferior</td>
</tr>
<tr>
<td>F</td>
<td>59% and below</td>
<td>0.00</td>
<td>Failure</td>
</tr>
</tbody>
</table>

I  Incomplete; given only when a student is unable to complete a segment of the course because of circumstances beyond the student’s control. A grade of incomplete may be given only when approved in writing by the DEAN.

X  Conditional, with no grade points per credit; given only when the student is at fault in failing to complete a minor segment of a course, but in the judgment of the instructor does not need to repeat the course. It must be made up within the next semester in residence or the grade becomes a failure (F). A (X) grade is computed into the grade point average as a (F) grade.

Details of Course Requirements & Policies

Reading Journals & Responses to Speakers

Come to class with the reading for the day done!

This is critical for you to participate actively in the discussion and to ask informed questions. We will have several guest speakers over the course of the semester. You must be prepared to engage them fully by reading and writing actively before each class (keeping journal entries concerning the readings, questions you have, or responses to prompts from the instructors) and reflecting through writing after class ends.

Participation/Attendance Policy

Regular attendance, preparation, and participation are required to keep up with the pace of ideas and information exchange in this class. If you miss class, you deprive yourself of learning from others, as well as yourself: often, we come to understand our own ideas in working through them in discussion.

Each unexcused class absence after the first two will subtract 10 points from your participation grade. Missing more than five class periods zeroes out all 100 participation points. Be sure to notify me in writing of any legitimately excusable absences—in advance, if possible.

Attendance at Three Diversity-Related Events

Part of understanding is experience. Thus, you are asked to attend a variety of different campus events presented by campus groups, and prepare comments on what you learned at these events. This is a partial list; more events will be added as they are scheduled on campus. (Please let me know if you know of other events we should add to this list.)

- Parade of Nations, Sat., Sept. 20
- National Coming Out Day, Sat., Oct. 11
- Diwali, Fri., Oct. 24
- Native American Speakers Forum, Fri., Oct. 24
- Powwow (Spirit of the Harvest), Sat., Oct. 24
- Day of the Dead (El Día de los Muertos), Sun., Nov. 2

Papers on Experience

In order to process experience, it is useful to write about it. Thus, you will be required to write two formal papers (4-5 pages each, one about your own experience, a second discussing the experience of another social group or person. The first is more a personal essay, but the second will require some research and reading (from course texts and outside sources). Due dates:

**Research Paper & Presentation**

Students will undertake a research project that will undergo several stages:

a) Prospectus: write a short prospectus (1-2 pp.) outlining the topic and possible sources (due 10/13).

b) Conference: meet with Prof. Bergvall to discuss possible topics (Wk 8).

c) Research: conduct research on some topic relevant to the course.

d) Revised Prospectus: use and appropriately document sources (4-10, the majority being peer-evaluated citations); submit a revised prospectus with an annotated bibliography citing all sources used (due 11/13).


f) Presentation: make a class presentation using visual aids (Wks 13-14).

g) Paper: submit a ~10-page paper, with graphics and appropriate citations; this will be in a portfolio that includes a previous draft, prospectus, etc. (Due Wk 14, 12/12.)

Keep copies of all stages of work to submit with your final portfolio, from research notes to final form, in order to substantiate that this is your own research. If you work in a group, you need to keep a separate copy for your own portfolio, and to write me a memo detailing your contribution to the whole project. I will give more details on this process and the project later in the semester.

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**Other Important Course Policies**

**Academic Integrity**

We often do our best work in consultation with others. However, taking the work of others and passing it off as your own is academic theft and will be punishable by failing the assignment/course or dismissal from school. Cases of plagiarism will be turned over to the Dean of Students’ Office. See details about Michigan Tech’s Academic Integrity definitions, policies, and enforcement procedures at [http://www.sa.mtu.edu/dean/judicial/ai/](http://www.sa.mtu.edu/dean/judicial/ai/) and [http://www.studentaffairs.mtu.edu/dean/judicial/policies/academic_integrity.html](http://www.studentaffairs.mtu.edu/dean/judicial/policies/academic_integrity.html).

You may consult with others as you work informal writings, but you will hurt yourself if you simply copy others’ work.

You may also consult with others on your research papers, but you must document all sources used, and you must write up the final form of the paper yourself (or clearly document your contributions to a group project).

We will discuss the proper practice of research and citation during the term. See me or visit the Writing Center (http://www.hu.mtu.edu/wcl) if you have any questions about appropriate research processes or writing concerns.

**Equal Opportunity/Affirmative Programs**

Michigan Tech strives to offer equal opportunity to all of its employees, students, applicants for employment, and applicants for admission without regard to race, religion, color, national origin, age, gender, sexual orientation, height, weight, marital status, disabled veteran status, veteran status, arrest record, or disability. See [http://www.admin.mtu.edu/admin/boe/policy/ch3/ch3p7.htm](http://www.admin.mtu.edu/admin/boe/policy/ch3/ch3p7.htm).

The Affirmative Programs Office (commonly called the Affirmative Action Office, or AAO) facilitates Michigan
Tech's development of an environment that is free from prejudicial discrimination or harassment and that is conducive to learning and individual growth for all campus members and visitors. Contact the Affirmative Programs Office, Room 207, Administration Building, Phone: 906-487-3310, Fax: 906-487-2842; E-mail Sherry Kauppi, Director, for more information.

Accommodation for Disabilities
MTU complies with all federal and state laws and regulations regarding discrimination, including the Americans with Disability Act of 1990 (ADA). If you have a disability and need a reasonable accommodation for equal access to education or services at MTU, please see the Dean of Students (x7-2212) as soon as possible. See the student handbook regarding Disability Services:
http://www.admin.mtu.edu/urel/studenthandbook/student_services.html#disability

For other concerns about discrimination, you may contact your advisor, department head, or the Affirmative Action Office (x7-3310).

Electronics in the classroom
I appreciate your full attention in class: you need to be present (not just physically, but also mentally), prepared, and ready to participate in class. Thus, ELECTRONIC DEVICES such as laptops, cell phones, Blackberries, iPods, PDAs, or any other MUST BE TURNED OFF in the classroom (unless there is a compelling need and arrangements are made in advance with the professor).

If you are expecting an important phone call and need to keep your cell phone on, it should be turned to vibrate; take the call outside the classroom. Any information exchanges on electronic devices during exams are also prohibited and violate the Academic Integrity Code of Michigan Tech.

Schedule of Course Assignments
The following schedule is subject to change to meet class needs.

NOTES:
• Readings and Reading Responses are listed on the dates that they are due in class.
• Not all Reading Responses are listed here; generally one page will be due for each class (about 250 words).
• Guest speakers may be present for many of the classes, and they may suggest other readings not on the syllabus yet; you will be notified of any changes in readings or writing assignments.
• We will NOT hold Friday classes, but run on Mondays and Wednesdays from 4:05-5:20.

Schedule of Course Events & Assignments

Week 1
W 9/3 Introduction: to the course, to each other.
Reading: start on Chapters 1-6 of Johnson PPD

F 9/5 No class now or any Friday: K-day recess at noon today..
Email me a ~250 word personal introduction.
(see/cite Johnson p. 15)

Week 2
M 9/8 Definitions: Privilege, power, difference
Social construction: constructing difference
Capitalism?, Paradoxes of privilege
Guest: Patty Sotirin
Reading: Johnson, PPD Chaps 1-3.
Reading response due: What kinds of disadvantages and privileges do you experience?
W 9/10  Consequences of oppression. Why diversity?
Paths of least resistance
Guest: Patty Sotirin
Reading: Johnson, *PPD* Chaps 4-6.
Reading response due: How does popular culture offer paths of least resistance that perpetuate systems of privilege and oppression? Give a specific example.

*Last day to drop full semester courses with a refund
*Last day to add full semester courses or change a section

Week 3

M 9/15  Constructing categories of difference
Reading: Rosenblum & Travis, *MoD* p. 1-39
Reading response due:

W 9/17  Experiencing Difference
Talking about Difference: how language makes a difference
Reading: Rosenblum & Travis, *MoD* p. 193-220, 444-466
Reading response due:

F 9/19  TBA

Week 4

M 9/22  How systems of privilege work; getting off the hook
Guest: Patty Sotirin
Reading: Johnson, *PPD* Chaps 7-8.
Reading response/assignment: Tally identities of major characters of popular TV shows.

W 9/24  Making change happen
Guest: Patty Sotirin
Reading: Johnson, *PPD* Chaps 9.
Reading response/assignment: Choose a statement from Johnson that sums up a memorable message for you. Consider concrete examples of suggestions for making changes.

PAPER #1 DUE: Who am I? Analysis of own identity and experiences around privilege and oppression. (due in my mailbox by Friday, 3 pm.)

Week 5

M 9/29  Constructing Race & Ethnicity
Reading: Rosenblum & Travis, *MoD* p. 40-110

W 10/1  Experiencing Race & Ethnicity
Discuss: Courses in Diversity; Diversity minor
Reading: Rosenblum & Travis, *MoD* p. 221-259

Week 6

M 10/6  Visual representations of Diversity
Guest: Diane Shoos

W 10/8  Constructing Gender
Reading: Rosenblum & Travis, *MoD* p. 112-130

Sat. 10/11  National Coming Out Day

Week 7

M 10/13  Constructing Sexuality
Reading: Rosenblum & Travis, *MoD* p. 155-175; 155-175
PROSPECTUS DUE
W 10/15  Experiencing Gender & Sexuality
        Reading: Rosenblum & Travis, *MoD* p. 260-285
        Midterm evaluations

Week 8
M 10/20  Constructing Social Class
        Reading: Rosenblum & Travis, *MoD* p. 131-154
        CONFERENCES WITH VB this week
W 10/22  Experiencing Social Class
        Reading: Rosenblum & Travis, *MoD* p. 286-312

F 10/24  Native Speakers Forum (daytime)
        Diwali (time TBA)
        Last day to drop full semester courses with a grade of 'W'
Sat 10/25  Spirit of the Harvest Powwow

Sun 10/26  Registration for Spring Semester starts

Week 9
M 10/27  Constructing Disability
        Reading: Rosenblum & Travis, *MoD* p. 176-190
W 10/29  Experiencing Disability
        Reading: Rosenblum & Travis, *MoD* p. 313-332
        PAPER #2 DUE: Understanding another's standpoint

Sun 11/2  Day of the Dead: El Día de los Muertos

Week 10
M 11/3  The Meaning of Difference
        Reading: Rosenblum & Travis, *MoD* p. 334-351
        REVISED PROSPECTUS & ANNOTATED BIBLIOGRAPHY DUE

W 11/5  Intersectionality
        Reading: Rosenblum & Travis, *MoD* p. 352-382

Week 11
M 11/10  Law, Public Policy, & Economy
        Reading: Rosenblum & Travis, *MoD* p. 383-443
W 11/12  Bridging Differences
        Reading: Rosenblum & Travis, *MoD* p. 468-475

Week 12
M 11/17  Bridging differences
        Reading: Rosenblum & Travis, *MoD* p. 476-503
W 11/19  Bridging difference at Tech and beyond
        (Research Presentations, if necessary)

THANKSGIVING BREAK (11/22 – 11/30)

Week 13
M 12/1  Bringing it all together
        RESEARCH PRESENTATIONS

W 12/3  RESEARCH PRESENTATIONS

Week 14
M 12/8  RESEARCH PRESENTATIONS

W 12/10 RESEARCH PRESENTATIONS
        Summary, Evaluations

F 12/12  FINAL PAPERS DUE BY NOON

Finals Week: no class