

CHFD 4330
Diversity in Human Development and Family Systems
Fall 2006

Instructor: Kelly Campbell
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Office hours: By appointment
Class times: Tuesdays and Thursdays 5pm-6:15pm, Dawson Hall Room 101

Course description:

This course intends to explore diversity related to gender, socioeconomic status, race, ethnicity, family systems, sexual orientation, religion/spirituality, disability, age, and geographic location. Students will be challenged to identify and expand on their explicit and implicit perceptions of people who are different from them. Students will learn to understand how differences can lead to ethnocentrism, biases, prejudice, discrimination, exploitation and oppression within and between groups.

Objectives: By the end of this course you will achieve a heightened ability to

- ☐ become informed about issues that affect thinking about diversity
- ☐ develop comfort and openness with questioning
- ☐ recognize assumptions made about differences
- ☐ attempt to think about issues from another's perspective
- ☐ learn from rather than be offended by "the offensive"
- ☐ consider diversity within groups as well as between groups
- ☐ consider diversity in families as well as in society

Completion of this course requires the following of you: 1) attend class and participate in discussions and activities, 2) complete 10 quizzes, and 3) complete 5 assignments

The course syllabus is a general plan for the course. Deviations announced to the class by the instructor may be necessary.

Student accommodations: Students with a disability or health-related issue who need an accommodation should contact the instructor as soon as possible so that your needs can be met.

Textbook and required resources:

Anderson, S. K., & Middleton, V. A. (Eds.). (2005). *Explorations in privilege, oppression, and diversity*. Belmont, CA: Thomson Brooks/Cole.

Additional readings are available through the online library reserves (**password:** diversity) and through Webct.

Participation

Because students' presence and discussion in class is crucial to the success of this course, points will be assigned for attendance and participation. Should you be absent from class for an official reason and wish to be excused, you are required to contact the instructor by email or telephone prior to the class period you will miss. In addition, submit written documentation of each absence the class period following the absence.

Assignments

#1 Autobiography - Write a 5-7 page reflective paper on your childhood memories and experiences which helped shape your gender, racial, socio economic, religious, and sexual orientation identities. What messages did you receive as a child about who you should be? Who sent those messages (parents, teachers, coaches, other kids, etc.)? This is not an academic paper but should be a reflective paper regarding your own feelings. This assignment is worth **75 points. DUE Tuesday, August 29, 2006.**

#2 Journal – Each student must keep a journal of her or his reflections about the readings, course discussions, guest speakers, and personal reflections for each week of class. All readings must be addressed in the journal entries. You will periodically be asked to bring your journals to class for in-class written reflections.

Feel free to be creative in your expression of thoughts, feelings and experiences. Please write legibly if your journal will be handwritten. The journal will be submitted two times over the course of the semester. The focus of the evaluation will not be on your perspectives but on the **reflective process**. You are not required to share the contents of your journal with anyone (other than the instructor who considers this material confidential). It is important that you journal regularly. Be sure to date each entry with the date and time. Each journal review is worth **50 points. DUE in class on Thursday, September 14 and Thursday, October 19, 2006.**

#3 Bias Assessment Paper - Participate in a computer based assessment program that is an examination of one's biases. Do at least two assessments and write a 2-page report about your experiences. For example, why did you choose to take the tests you did? What did you learn about yourself from the tests? The implicit assumption tests can be found online at: <https://implicit.harvard.edu/implicit/demo/measureyourattitudes.html>. This assignment is worth **50 points. DUE in class on Tuesday, October 3, 2006.**

#4 Book Review - Read one of the books listed below and write a 5-7 page report, excluding quotations. In your report: 1) Provide a brief summary of the book (1 page); 2) Describe how parts of the book illuminated your perceptions of discrimination based on gender, race/ethnicity, and socio economic status (3-5 pages); and 3) Provide your overall opinion of the book (i.e., Did you like it? Why or why not?) (1 page). This assignment is worth **100 points. DUE in class on Thursday, November 2, 2006.**

Bragg, R. (1997). *All over but the shoutin'*. New York, NY: Random House.

Cofer, J. O. (1990). *Silent Dancing: A Partial Remembrance of a Puerto Rican Childhood*. University of Houston: Arte Publico Press.

Delaney, S. L., Delaney, A. E., & Delaney, A. H. (1993). *Having our say: The Delaney sisters' first 100 years*. New York, NY: Dell Publishing.

Dyson, M. E. (2006). *Is Bill Cosby right?: Or has the black middle class lost its mind?* New York, NY: Basic Civitas Books.

Ehrenreich, Barbara (2002). *Nickel and dimed: On (not) getting by in America*. New York, NY: Owl Books.

McBride, I. (1997). *The color of water: A Black man's tribute to his White mother*. New York, NY: Riverhead Books.

#5 Cultural Immersion Paper - Immerse yourself in a culturally diverse setting different from your own cultural background or experiences (e.g. an African American church service, an Islamic Mosque service, a Jewish synagogue service, a meeting promoting gay and lesbian rights, or experience with persons with disabilities). Your setting selection must be pre-approved by the instructor.

Write a 3-5 page paper about this experience. **DUE in class on Tuesday, November 28, 2006.** Students will also be expected to make a 5-7 minute presentation about their experience on **November 28th and 30th**. This assignment is worth **100 points**.

Grading

	Points Possible	Your Points
10 quizzes (5 points each)	50	
Autobiography	75	
Journal x 2 (50 points each)	100	
Bias Assessment Paper	50	
Book Review	100	
Cultural Immersion Paper	100	
Participation	25	
Total	500	

Grade	Points Required	Percentage
A	465-500	93-100
A-	450-460	90-92
B+	430-445	86-89
B	415-425	83-85
B-	400-410	80-82
C+	380-395	76-79
C	365-375	73-75
C-	350-360	70-72
D	300-349	60-69
F	Less than 300	< 60%

All scores are rounded to nearest whole percent. To be fair to all students, grade cutoffs are final.

Class policies and other information

Questions on Grading and Assignments: Every attempt will be made to fairly and consistently evaluate students' performance on assignments. If you would like your instructor to reconsider points that have been assigned, the request must be submitted in writing at least one day after and within one week from the day the assignment was returned.

Timeliness: Class will begin and end on time. Therefore, students are expected to arrive on time and remain for the entire period.

Documentation for absences: Written documentation must be from a physician, law enforcement officer, or other professional in which an explanation is given regarding the seriousness of the issue that prevented the student from completing the assignment on time. Written explanations from family members and friends will not be accepted.

Withdrawal and incomplete: Should you choose to withdraw from this class after drop/add ends (after August 21st), a W only can be assigned if you are passing the course at the time you withdraw. If you are failing the course, you will receive a WF. Also, according to university policy, students who withdraw after the semester mid-point (or those who are withdrawn due to excessive absences) automatically receive a WF. The only exceptions are when the withdrawal is recommended by the Office of Student Affairs because of some emergency or health reasons that they have verified. The midpoint for Fall 2006 is Monday, October 9th. Since you can initiate a withdrawal on-line, be sure you are aware of your progress in the class prior to taking that action. Also remember that a reduction in your course load may affect financial aid eligibility (including HOPE) and full-time student status.

Incompletes: The UGA Undergraduate Bulletin states that a grade of Incomplete "indicates that a student was doing satisfactory work but, for non-academic reasons beyond his or her control, was unable to meet the full requirements of the course. If an 'I' is not satisfactorily removed after three semesters, the symbol will be changed to the grade of 'F.'" This is the policy regarding receiving a grade of 'Incomplete' for this class. Circumstances leading to an incomplete will require documentation.

Additional considerations

In this class, it is expected that everyone is putting forth their best effort.

Examples of ways students put forth their best effort include: attending class sessions, arriving to class in a timely manner, doing the readings before class, asking questions and actively engaging the material in class, doing the assignments required in the class, doing one's own work, and turning in assignments on time.

Examples of ways the instructor puts forth her best effort include: maintaining knowledge of the material, clearly communicating expectations for the course from the first day of class, providing a clear syllabus and outline of the course, preparing instruction before class, offering ways to engage the material in class, structuring assignments to fulfill the learning objectives, encouraging questions in class, offering feedback on assignments, being available outside of class (students can best reach me via email), and by providing additional resources to the class.

This class is largely discussion based and it is important that we all feel comfortable expressing our personal views. This requires that we respect the views of others. An example of how to respect others includes actively listening when others talk. Listening means that one person talks at a time and that you are not talking or engaging in side conversations. You may not always agree with the opinions others express in class, but as a professional you will need to learn to listen to others whose opinions differ from yours. Differences in opinion are inevitable and to be expected. Differing opinions can be expressed in ways that communicate respect. Use "I" statements when speaking; do not represent a whole group of people with your statements and remember that you are expressing your own opinion, not the opinions of others.

Some additional considerations for this class include: Treat others the way you would like to be treated. For example, limit interruptions, turn off cell phones, enter the room quietly when you are late, and exit the room quietly if you must leave early. We will be discussing a variety of sensitive topics in this class. Please insure the confidentiality of all topics discussed.

UGA Academic Honesty Policy

The University of Georgia seeks to promote and ensure academic honesty and personal integrity among students and other members of the University community. A policy on academic honesty has been developed to serve these goals. Academic honesty is defined broadly and simply -- the performance of all academic work without cheating, lying, stealing, or receiving assistance from any other person or using any source of information not appropriately authorized or attributed. Academic honesty is vital to the very fabric and integrity of the University. All students must comply with an appropriate and sound academic honesty policy and code of honest behavior. All members of the University community are responsible for and involved in bringing about an honest university, and all must work together to ensure the success of the policy and code of behavior. All members of the University community are responsible for knowing and understanding the policy on academic honesty.

Students are responsible for reading the University policy on academic honesty at http://www.uga.edu/ovpi/academic_honesty/academic_honesty.htm

Specific information on requirements and prohibited activities are discussed at the web site in sections 5 and 6. Violations include plagiarism, cheating, lying, tampering, stealing, receiving unauthorized or illegitimate assistance from any other person, using any source of information that is not common knowledge, writing a lab observation with another student, and giving a false excuse for failing to show up for a class. Students who assist other students in academically dishonest acts are in violation of the policy. Assistance by another person, when authorized by the Faculty Member, will not be considered academically dishonest, nor will using information that is fairly attributed to the source.

A violation of these regulations is grounds for filing a report to the Vice-President for Academic Affairs.

WEEK	DATE	TOPIC	PREPARATORY READING
1	Aug. 17	Introduction – Orientation to class	
2	Aug. 22	Gender	Text p. xxxii-xxxvii (Introduction)
	Aug. 24	Gender	Trickett, Watts, & Birman; Text p. 73-100
3	Aug. 29	Gender – Due Date Autobiography	
	Aug. 31	Gender	
4	Sept. 5	Socioeconomic Status	Text p. 31-47
	Sept. 7	Socioeconomic Status	
5	Sept. 12	Socioeconomic Status	Text p. 17-23
	Sept. 14	Socioeconomic Status – Due Date Journal 1	
6	Sept. 19	Race and Ethnicity	Lipsitz; Text p. 25-29, 113-125, 137-144, 155-162, and 171-175
	Sept. 21	Race and Ethnicity	Johnson
7	Sept. 26	Race and Ethnicity	
	Sept. 28	Race and Ethnicity	
8	Oct. 3	Family Systems – Due Date Bias Assessment Paper	Coontz1; Zanichowsky
	Oct. 5	Family Systems	Taylor; Shields-Serviss; Savin-Williams & Esterberg
9	Oct. 10	Family Systems	
	Oct. 12	Sexual Orientation	Rutter & Schwartz; Text p. 59-71 and 103-108
10	Oct. 17	Sexual Orientation	Read books for review
	Oct. 19	Sexual Orientation – Due Date Journal 2	Read books for review
11	Oct. 24	Sexual Orientation	Read books for review
	Oct. 26	FALL BREAK: NO CLASS!!!	Read books for review
12	Oct. 31	Religion/Spirituality	Shields-Landsberg; Bodkin
	Nov. 2	Religion/Spirituality – Due Date Book Review	
13	Nov. 7	Disability	Text p. 49-57; Shields-Boyens
	Nov. 9	Disability	
14	Nov. 14	Age	Coontz2
	Nov. 16	Geographic Location/Regional Differences	Macklin p. 29-56
15	Nov. 21	Geographic Location/Regional Differences	
	Nov. 23	THANKSGIVING: NO CLASS!!!	
16	Nov. 28	Due Date Cultural Immersion Paper and Class Presentations	
	Nov. 30		
17	Dec. 5	Course wrap-up and evaluations	

Our final exam is scheduled for 7-10pm on Tuesday December 12th but no final exam is required for the completion of this course