

**DEPAUL UNIVERSITY
SCHOOL FOR NEW LEARNING**

LLS 455 Valuing Human Differences

3 credits – Spring 2011

Meets: Thursdays, 5:45 to 9:00 p.m., March 31 to May 5, 2011 (6 sessions)
Location: Loop Campus, Lewis Center 1504
Faculty: Dr. Donald L. Opitz, Ph.D.
Office: 1453 Daley Building, 14 E. Jackson Blvd.
Hours: Before and after class and by appointment
Phone: 312-362-6426
Email: dopitz@depaul.edu

Course Description

We often hear that we live in an increasingly global society and that the U.S. is a “melting pot.” Behind these sayings is a rich diversity among individuals who, nevertheless, must live and work together toward common goals. Yet, how often do we reflect upon our *values* of individual differences and their impact on how we interact with others? In what ways might such reflection widen our capacity to live and work effectively within social microcosms of a larger, pluralistic society? This course challenges you to engage and develop three sets of liberal learning skills through examination of the socioeconomics and psychology of human differences and of our values of those differences: facility in self-assessment and self-managed learning, facility in applying values-based decision-making, and facility in interpersonal relations. In pursuing these outcomes, you will be asked to build upon prior learning experiences, integrate new perspectives, and apply your understandings in discussion, writing and case-study analysis.

About the Faculty

Dr. Opitz is Assistant Professor in the School for New Learning. He researches the history of nineteenth-century British science and culture and topics in teaching and learning. He is an advisory board member of DePaul’s Lesbian, Gay, Bisexual and Transgender Studies Program.

Required Course Materials

Paula S. Rothenberg, ed., *Race, Class, and Gender in the United States*, 8th edn., Worth Publishers, 2010, ISBN: 1-4292-1788-X. Retail \$60.95. One copy is on reserve at the Loop Library Circulation Desk, 10th floor DePaul Center, call no. 305.800973 R11852010.

Sandy Schuman, ed., *Creating a Culture of Collaboration: The International Association of Facilitators Handbook*, Jossey-Bass, 2006, ISBN: 978-0-7879-8116-7. Available as a free eBook to DePaul students at 24x7, <http://library.depaul.edu/Find/resourceList.aspx?s=89>

Readings on DePaul Libraries eReserves, <http://library.depaul.edu/Find/CourseReserves.aspx>

Handouts distributed in class and on the course site, <http://d21.depaul.edu>

Learning Outcomes

Upon satisfactory completion of the course, students will have demonstrated the following outcomes:

- Explain several key sociological and psychological perspectives on human differences, particularly constructions of race, class, and gender
- Reflect upon one's own identity in relation to social constructs
- Identify and prioritize one's values in relation to others in particular contexts
- Analyze authentic cases of individual and organizational behavior and problem-solve challenges and opportunities
- Apply strategies in achieving effective communication and collaboration in working toward common objectives

Liberal Learning Skills

1. Facility in self-assessment & self-managed learning.

- reflecting critically on one's experience
- assessing the quality of one's work including consideration of feedback from others
- adapting to varied learning situations based on awareness of one's learning processes
- assuming responsibility for setting and achieving one's learning goals
- identifying and using varied learning resources
- functioning as a proactive participant and collaborator in learning with both members of the group and instructors/mentors

2. Facility in applying values-based decision-making.

- understanding values that inform personal and professional behavior
- engaging in the processes by which ethical frameworks are formulated
- incorporating value considerations within both personal and professional decision-making
- evaluating outcomes of systematic inquiry with respect to the values they reflect

3. Facility in interpersonal relations.

- moving easily between the roles of leader and participant in groups
- assessing both interactions among others and one's own interaction with others
- recognizing the "complementarity" of individual differences and working with them

Assignments and Assessment

Detailed instructions will be provided on separate handouts to be distributed in class.

Assignment	Description	Learning Outcomes	Points
Seminar participation	Each seminar session will consist of discussion and collaborative learning activities.	<p>Facility in self-assessment and self-managed learning</p> <p>Facility in applying values-based decision-making</p> <p>Facility in interpersonal relations</p>	400
Short Reflection Papers	Due in sessions 2, 3, 4, and 5, these essays integrate personal narrative, reflection, and analysis. The minimum word requirement for each paper is 500 words. A unique question will be posed for each paper relating to the session's topic. You should utilize ideas from the readings in formulating your responses.	<p>Facility in self-assessment and self-managed learning</p> <p>Facility in applying values-based decision-making</p>	400
Case Study Analysis	Due in the final class session, you will develop, analyze, and present an authentic case involving a clash of human differences within a specific organizational context. Your analysis will identify the role of values as well as proposed solutions for resolving the conflict.	<p>Facility in self-assessment and self-managed learning</p> <p>Facility in applying values-based decision-making</p> <p>Facility in interpersonal relations</p>	200
Total Points:			1000

Grading

The following distribution of total points will be used for assignment of final course grades:

	A 930-1000	A- 900-929
B+ 870-899	B 830-869	B- 800-829
C+ 770-799	C 730-769	C- 700-729
D+ 670-699	D 650-669	F Below 650

The following University grading standards will be in effect:

- A** Accomplished the stated objectives of the course in an EXCELLENT manner
- B** Accomplished the stated objectives of the course in a VERY GOOD manner
- C** Accomplished the stated objectives of the course in a SATISFACTORY manner
- D** Accomplished the stated objectives of the course in a POOR manner
- F** Did NOT accomplish the stated objectives of the course

Policy on Incompletes

An Incomplete (“IN”) grade may be issued to a student who has completed a satisfactory record of work, but for unusual or unforeseeable circumstances not encountered by other students in the class and acceptable to the instructor, is prevented from completing the course requirements by the end of the term. In order to qualify for the IN, a student must have regularly attended class and must have completed three-fourths of assignments. The student must request this grade from the instructor by submitting the form, “Contract for the Issuance of an Incomplete (IN) Grade,” available on the SNL Web site. At the end of the second quarter (excluding summer) following the term in which the incomplete grade was assigned, a remaining IN grade will automatically convert to an F grade. Ordinarily no incomplete grade may be completed after the grace period has expired. Instructors may not change IN grades after the end of the grace period without the SNL Exceptions Committee’s permission.

Academic Integrity Policy

Violations of academic integrity include but are not limited to the following categories: cheating, plagiarism, fabrication, falsification or sabotage of research data, destruction or misuse of the University’s academic resources, alteration or falsification of academic records, and academic misconduct. Conduct that is punishable under the Policy may, at the instructor’s discretion, result in sanctions that include a grade of F for the assignment or the entire course and do not preclude SNL or the University from taking further action, including dismissal and/or criminal or civil prosecution. See <http://sr.depaul.edu/catalog/catalogfiles/Current/Undergraduate%20Student%20Handbook/pg18.html>.

Plagiarism

Plagiarism is a major violation of academic integrity involving the presentation of the work of another as one's own. Plagiarism includes but is not limited to the following:

- The direct copying of any source, such as written and verbal material, computer files, audio disks, video programs or musical scores, whether published or unpublished, in whole or part, without proper acknowledgment that it is someone else's.
- Copying of any source in whole or part with only minor changes in wording or syntax, even with acknowledgment.
- Submitting as one's own work a report, examination paper, computer file, lab report or other assignment that has been prepared by someone else. This includes research papers purchased from any other person or agency.
- The paraphrasing of another's work or ideas without proper acknowledgment.

Workload Expectations

For satisfactory completion of this course, students in this class are expected to spend at least 2 hours involved in outside class preparation for every hour spent in class. For a three-hour class period, that translates to 6 hours of outside work each week.

Resources for Student Writers

DePaul University's Writing Centers offer resources for student writers through on-site and online services. Visit the Loop Writing Center in 1620 Lewis Center, call 312-362-6726, email wcenter@depaul.edu, or go to <http://condor.depaul.edu/~writing/>. Writing resources tailored for SNL students are also available at <http://snl.depaul.edu/writing/index.html>.

Disability Accommodations

Any student needing an accommodation in this course due to a documented disability is asked to bring this to the instructor's attention at the beginning of the course. Needs will be addressed in cooperation with the Office of Students with Disabilities, 773-325-7290 or 773-325-7296 (TTY); or the Productive Learning Strategies Program (PLuS), 773-325-1677.

Chronic Illness Initiative

The Chronic Illness Initiative (CII) provides access to higher education for students disabled by chronic illnesses that unpredictably increase and decrease in severity such as chronic fatigue syndrome, rheumatoid arthritis, lupus or illnesses requiring frequent hospitalizations. At the School for New Learning, staff and faculty are compassionate and committed to helping CII students achieve their educational goals. Contact CII at CII@depaul.edu.

DePaul Code of Student Responsibility

The Code outlines the minimum acceptable level of conduct expected of every student of DePaul University, including respectful classroom behavior. DePaul condemns any form of harassment, discrimination, and/or assault behavior and any such conduct is subject to University disciplinary sanctions. See <http://studentaffairs.depaul.edu/handbook/index.html>.

Course Schedule (subject to change with advance notice)

Abbreviations: RCG = *Race, Class, and Gender in the United States* (required text)
 CCC = *Creating a Culture of Collaboration* (eBook on 24x7)
 eRes = DePaul Libraries eReserves

Class Session	Topic	Reading Due	Assignment Due
3/31	Overview	None	Personal profile interviews (complete in class)
4/7	Social construction of difference	Omi & Winant (in RCG: I.1) Brodkin (RCG: I.4) Lorber (RCG: I.5) Hubbard (RCG: I.6) Miller (RCG: I.11)	Short Reflection Paper 1
4/14	Discrimination in everyday life	U.S. Commission (RCG: IV.1) Paul, Where Bias Begins (eRes) Other Selections (RCG: IV, TBD)	Short Reflection Paper 2
4/21	Socioeconomics of difference	Sklar (RCG: V.1) Johnston (RCG: V.2) McKissak, Jr. (RCG: V.7) Meizhu Lui (RCG: V.9 & 10) Conniff (RCG: V.11) Portes (RCG: V.18)	Short Reflection Paper 3
4/28	Stereotypes, values and personal accountability	Snyder (RCG: VIII.1) Mohr (RCG: VIII.2) Hesse-Biber (RCG: VIII.4) Ryan (RCG: VIII.11) Bushe (CCC: Ch. 8) (eBook) Reiss (eRes)	Short Reflection Paper 4
5/5	<ul style="list-style-type: none"> ● Student case-study analyses and presentations ● Self-assessments due 		

Required Readings – Full Citations

- Brodkin, K. (2010). How Jews Became White. In *Race, Class, and Gender in the United States*. Ed. P. S. Rothenberg. New York: Worth Publishers.
- Bushe, G. R. (2006). Sense Making and the Problems of Learning from Experience – Barriers and Requirements for Creating Cultures of Collaboration. In *Creating a Culture of Collaboration: The International Association of Facilitators Handbook*. Ed. S. Schulman. San Francisco, CA: Jossey-Bass.
- Conniff, R. (2010). Women Losing Ground. In *Race, Class, and Gender in the United States*. Ed. P. S. Rothenberg. New York: Worth Publishers.
- Hesse-Biber, S. (2010). Am I Thin Enough Yet? In *Race, Class, and Gender in the United States*. Ed. P. S. Rothenberg. New York: Worth Publishers.
- Hubbard, R. (2010). The Social Construction of Sexuality. In *Race, Class, and Gender in the United States*. Ed. P. S. Rothenberg. New York: Worth Publishers.
- Johnston, D. C. (2010). Income Gap is Widening. In *Race, Class, and Gender in the United States*. Ed. P. S. Rothenberg. New York: Worth Publishers.
- Lorber, J. (2010). “Night to His Day”: The Social Construction of Gender. In *Race, Class, and Gender in the United States*. Ed. P. S. Rothenberg. New York: Worth Publishers.
- Lui, M. & Others (2010). The Economic Reality of Being Asian American. In *Race, Class, and Gender in the United States*. Ed. P. S. Rothenberg. New York: Worth Publishers.
- Lui, M. & Others (2010). The Economic Reality of Being Latino/a in the U.S. In *Race, Class, and Gender in the United States*. Ed. P. S. Rothenberg. New York: Worth Publishers.
- McKissak, Jr., F. (2010). Post-Racial? Not Yet. In *Race, Class, and Gender in the United States*. Ed. P. S. Rothenberg. New York: Worth Publishers.
- Miller, J. B. (2010). Domination and Subordination. In *Race, Class, and Gender in the United States*. Ed. P. S. Rothenberg. New York: Worth Publishers.
- Mohr, R. D. (2010). Anti-Gay Stereotypes. In *Race, Class, and Gender in the United States*. Ed. P. S. Rothenberg. New York: Worth Publishers.
- Omi, M., & Winant, H. (2010). Racial Formations. In *Race, Class, and Gender in the United States*. Ed. P. S. Rothenberg. New York: Worth Publishers.
- Paul, A. M. (1998). Where Bias Begins: The Truth about Stereotypes. *Psychology Today* 31(3): 52-56.

- Portes, A. (2010). Immigration's Aftermath. In *Race, Class, and Gender in the United States*. Ed. P. S. Rothenberg. New York: Worth Publishers.
- Reiss, I. L. (2006). Know Your Author. In *An Insider's View of Sexual Science since Kinsey*. Lanham, MD: Rowman and Littlefield.
- Ryan, W. (2010). Blaming the Victim. In *Race, Class, and Gender in the United States*. Ed. P. S. Rothenberg. New York: Worth Publishers.
- Sklar, H. (2010). Imagine a Country – 2009. In *Race, Class, and Gender in the United States*. Ed. P. S. Rothenberg. New York: Worth Publishers.
- Snyder, M. (2010). Self-Fulfilling Stereotypes. In *Race, Class, and Gender in the United States*. Ed. P. S. Rothenberg. New York: Worth Publishers.
- U. S. Commission on Civil Rights. (2010). The Problem: Discrimination. In *Race, Class, and Gender in the United States*. Ed. P. S. Rothenberg. New York: Worth Publishers.