

MOSAIC Course Syllabus
UNIV 2984 Learning About Diversity and Social Justice

Course Description and Objectives:

This course is designed to engage students in critical thought and discussion about race, class, gender, sexuality, ethnicity, nationality, and physical differences and their intersections. The course involves weekly discussion, critical evaluation, and reflection of the subjects that are covered in the assignments. The course topics expose students to knowledge and understanding of the positive role of cultural and physical diversity in their lives.

The course is also designed to complement and reinforce the goals, objectives, and learning outcomes of the MOSAIC community.

Text/Readings:

Readings for Diversity and Social Justice: An Anthology on Racism, Sexism, Classism, Anti-Semitism, Heterosexism, and Ableism by Maurianne Adams (editor), Warren J. Blumenfeld (editor), Ximena Zuniga (editor), Madeline L. Peters (editor), Heather W. Hackman (editor); ISBN: 0415926343; Pub. Date: August 2000; Publisher: Taylor & Francis, Inc.

Learning Objectives

- To engage in dialogue around difference and similarity, including the social locations of race, gender, age, class, sexual orientation, and ability
- To critique the work of eminent scholars who are engaged in the articulation of multicultural education, respect for diversity, global literacy and cultural competence
- To interact with other students around controversial issues and learn to articulate one's personal position in an atmosphere of positive engagement
- To reflect on one's future role as a member of a multicultural and global society
- To understand various forms of prejudice and discrimination as well as the social, political, and economic mechanisms that perpetuate them
- To become familiar with various campus resources

Course Requirements

1. Attendance and Class Participation	40 points
2. Journals	80 points
3. Service-Learning Project and Reflections	80 points
4. Group Project Presentation	50 points
5. Socialization Paper	50 points

This is a three-credit-hour-bearing course in which students will receive a pass/fail grade. Students who have 178 or more points will pass the class. Those with 177 or fewer points will fail.

1. Attendance and Participation

Students are expected to attend every class. If you know in advance that you will need to miss class, please let the instructor know so plans can be made accordingly. Students are responsible for making up any missed assignments. Students are also expected to actively participate in class discussions.

2. Journals

Journals for this course require thought. The instructors are interested in your thoughts, ideas, experiences, questions, and reflections. The journal provides an opportunity for you to work through your

ideas by writing them down. Although your grammar will not be graded, editing and proofreading are required. Journals should be two pages, double-spaced. (Guidelines adapted from a handout from Heather Switzer.)

3. Service-Learning Project

Students will participate in a service-learning project for a total of 20 hours. Students are required to write at least two reflections on their projects. These should be two pages, double-spaced and should be turned in by the dates indicated on the schedule.

4. Group Project Presentation

The purpose of the group project is to develop a diversity awareness program for students at Virginia Tech. Ideally this session could then be implemented by resident advisors or other students in the residence halls in the spring semester. Students will present their program in class and will be evaluated. They will also write a group paper on the project. Some details on the project include:

- ◆ The awareness program/workshop should be 60 to 90 minutes in length.
- ◆ Students should be creative in the design of the session.
- ◆ Training may involve the use of videos, panel discussions, presentations, etc.
- ◆ The purpose of the training is to increase the awareness and understanding of issues of diversity and multiculturalism.

5. Socialization Paper

This 6- to 8-page paper will use your own experiences and the information you learned in this class to analyze your socialization (what you learned while growing up) about a specific group within American society. You may choose any racial or ethnic group other than your own, or you may write about your socialization in terms of masculine or feminine gender roles. Think of answering the question: “How did you come to think whatever it is you think about this group?”

The purpose of this paper is to demonstrate:

- Your understanding of the concepts of prejudice and discrimination
- Your understanding of the processes through which people learn stereotypes and role expectations about different social groups
- Your awareness of your own beliefs and attitudes about a particular social group

Grades for the paper will be based on the depth of analysis of your experiences, on your ability to connect your own experiences to the more abstract material covered in class, and on the grammar, clarity, and organization of your paper. You will not be graded on the level of prejudice shown in this paper. In addition, these papers are confidential and only the instructor will read them, so be honest, genuine, and reflective.

MOSAIC Class Schedule

Week	Date	Topic	Readings/Assignments (due on date listed)
1		Introduction, review syllabus, goals and expectations, class rules, knowing the community activity, cultural pursuit	
		Understanding the depth and breadth of multicultural; multicultural awareness quiz	<i>The Complexity of Identity: “Who am I?”</i>
2		Exploring language/definitions, introduction to oppression model and cycles of socialization, self-assessment	<i>The Cycle of Socialization</i> <i>Prejudice and Discrimination</i> <i>Language and Silence: Making</i>

			<i>Systems of Privilege Visible</i> Journal #1 Due
		Video “Skin Deep”	
3		Process Video; Intro to Racism; identify and reflect racial heritage(s) and identity(ies) – Ethnic Identity and Pride	<i>A Different Mirror</i> Journal #2 Due
		Racism – timeline activities; “Lee Hall Documentary”	<i>Defining Racism</i> <i>White Men and the Denial of Racism</i>
4		Racism – “First Black Women at VT” Video; Racism at the Cultural Level	<i>Seeing More than Black and White</i> Journal #3 Due
		Racism - Identity Development	<i>Moving Beyond White Guilt</i>
5		Sexism – Act Like a Man/Act Like a Woman	<i>“Night to his Day”: The Social Construction of Gender</i>
		Sexism – Media Images	<i>Fresh Lipstick: Rethinking Images of Women in Advertising</i> Journal #4 Due
6		Sexism – Status of Women Quiz; History of Women at VT	<i>The Conundrum of Difference</i> <i>Revving Up for the Next Twenty-Five Years</i>
		Sexism – video “Born Into Brothels”	<i>Ain’t I a Woman?</i> <i>I’m Not Fat, I’m Latina</i> <i>The Body Politic</i> <i>“The Rape” of Mr. Smith</i> Action Planning Worksheet Due
7		Heterosexism	<i>How Homophobia Hurts Everyone</i>
		Heterosexism	<i>Internalized Homophobia among Gay Men, Lesbians, and Bisexuals</i> <i>Homophobia in Black Communities</i> <i>Dragon Ladies, Snow Queens, and Asian-American Dykes: Reflections on Race and Sexuality</i>
8		Heterosexism – Panel discussion	<i>Memoirs of a Gay Fraternity Brother</i> <i>Why Don’t Gay People Just Keep Quiet? Listening to the Voices of the Oppressed</i> <i>Becoming an Ally</i>
		Heterosexism – “Laramie Project”	
9		Class time devoted to work on group project	
		Classism – Social Class Questionnaire; Income Distribution Activity	<i>Sharing the Pie</i> <i>The Sinking Majority</i>

			<i>Who Owns How Much?</i> Journal #5 Due
10		Classism – Privilege Walk	<i>Tired of Playing Monopoly?</i> <i>A Sociology of Wealth and Racial Inequality</i>
		Classism – Read Around (Nickel and Dimed)	<i>Working Class Students Speak Out</i> <i>So How Did I Get Here?</i>
11		Classism	<i>Responsibility for Reducing Poverty</i>
		Ableism - History	<i>The Disability Rights Movement</i> <i>Understanding Disability Issues</i> Journal #6 Due
12		Ableism	<i>Disability Beyond Stigma: Social Interaction, Discrimination, and Activism</i> <i>Learning Accommodations for ADD Students</i>
		Ableism	<i>The Hidden Dimension of Learning: Time and Space</i> <i>Recovering Our Sense of Value after Being Labeled Mentally Ill</i>
13		International Issues	Journal #7 Due
		Visions and Strategies for Change	<i>Reflections on Liberation</i> <i>Cycle of Liberation</i> <i>Developing a Liberatory Consciousness</i> Journal #8 Due
14		Student Project Presentations	
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15		Course Evaluation	Socialization Paper Due