

New Mexico State University
Honors College
HON 115 M01 Experiencing Diversity
Fall 2009
Syllabus & Schedule

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Office: Business Complex 328
Office Hours: **Tuesdays, Thursdays 12:30-2:00**

Blackboard Access: I plan to use Blackboard only for the My Grades tool, to post the syllabus, schedule and updates, & for an occasional online discussion. Students must have an NMSU username password to access the course site <http://learn.nmsu.edu>

Required Text

There is no required text for this course.

There is at least one reading (a case study) that you may need to purchase for a nominal fee. I will provide details on that in class.

However, you will be asked to retrieve various readings from the library databases, and I may also make some readings available to you.

Overview

This is an honors seminar course on Experiencing Diversity.

My goals for students in this course are listed to the right: →

- **To understand the “diversity” concept through personal experience and readings**
- **To improve written and verbal communication skills**
- **To develop critical thinking skills**
- **To improve students’ abilities to build community within the classroom**

Method of Presentation, Teaching Philosophy & Approach

This course is a discussion seminar, with various opportunities for students to reflect on and write about our discussions and their thoughts about the various aspects of experiencing diversity that we will discuss.

- I will attempt to stimulate discussion by providing readings and other diversity-related materials, but also by integrating our real-life situations throughout the course,
- You will be expected to make significant individual contributions to the class through your discussions and reflections.

Academic Misconduct

Honesty & effort are rewarded in this course. Therefore cheating in any form will be subject to the appropriate sanctions (a zero on the assignment, an F grade for the course, and/or may subject the student to further disciplinary action, including possible dismissal from their academic program or from the University). If you have any questions regarding what constitutes Academic Misconduct, you should speak with the instructor, or consult the online Student Code of Conduct at :

Academic Misconduct (excerpted directly from the NMSU Student Code of Conduct). Any student found guilty of academic misconduct shall be subject to disciplinary action. Academic misconduct includes, but is not limited to, the following actions:

- Cheating or knowingly assisting another student in committing an act of cheating or other forms of academic dishonesty;
- Plagiarism, is using another person’s work without acknowledgment, making it appear to be one’s own. Any ideas, words, pictures, or other intellectual content taken from another source must be acknowledged in a citation

http://www.nmsu.edu/Campus_Life/vpsa/public_html/SCOC/misconduct.html

Students who engage in disruptive activities in an academic setting (e.g., classrooms, academic offices or academic buildings) are subject to disciplinary action in accordance with Section IV-Non Academic Misconduct-All Students. Such students are also subject to administrative actions in accordance with the NMSU Graduate & Undergraduate Catalogs.

Plagiarism: Many people are unclear as to the meaning of academic honesty, plagiarism, citation, and other such issues. In its most basic form, plagiarism is taking undue credit for the work of others by implying that it is your own.

Plagiarism is academic dishonesty, a form of poor scholarship, and may also involve legal difficulties such as copyright violation.

Plagiarism is not limited to the direct use of lengthy sections of another's words without proper citation and use of quotation marks. You can commit plagiarism by using another author's outline to present a body of knowledge if you don't cite the author. See other examples provided in the box on the right, and the following excerpt which is reproduced here directly from <http://lib.nmsu.edu/plagiarism/>

Plagiarism What it is and how to avoid it

What it is: Plagiarism is using another person's work without acknowledgment, making it appear to be one's own.

How to Avoid it: Ideas, words, pictures, or other intellectual content, taken from another source must be acknowledged in a citation that gives credit to the source.

This is true no matter where the material comes from, including the Internet, other students' work, unpublished materials, or oral sources.

Intentional and unintentional instances of plagiarism are considered instances of academic misconduct and are subject to disciplinary action such as failure on the assignment, failure of the course or dismissal from the university.

It is the responsibility of the student submitting the work in question to know, understand, and comply with this policy.

Some Examples of plagiarism if no citation is given:

- an idea or opinion, even when put into one's own words(paraphrase)
- a few well-said words, if these are a unique insight
- many words, even if one changes most of them
- materials assembled by others, for instance quotes or a bibliography
- an argument
- a pattern of ideas
- graphs, pictures, or other illustrations
- facts
- all or part of an existing paper or other resource

(This list is not meant to include all possible examples of plagiarism)

that gives credit to the source. This is irrespective of the origin of the material, including the Internet, other students' work, unpublished materials, or oral sources. Intentional and unintentional instances of plagiarism are considered instances of academic misconduct. It is the responsibility of the student submitting the work in question to know, understand, and comply with this policy. If no citation is given, then borrowing any of the following* would be an example of plagiarism:

- an idea or opinion, even when put into one's own words (paraphrase)
- a few well-said words, if these are a unique insight
- many words, even if one changes most of them
- materials assembled by others, for instance quotes or a bibliography
- an argument
- a pattern of ideas
- graphs, pictures, or other illustrations
- facts
- all or part of an existing paper or other resource

This list is not meant to include all possible examples of plagiarism. See the University Library's web page on plagiarism for further examples.

- Unauthorized possession of examinations, reserve library materials, laboratory materials, or other course-related materials;
- Unauthorized changing of grades on an examination, in an instructor's grade book, or on a grade report; or unauthorized access to academic computer records;
- Nondisclosure or misrepresentation in filling out applications or other University records in, or for, academic departments or colleges.
- Students who engage in disruptive activities in an academic setting (e.g., classrooms, academic offices or academic buildings) are subject to disciplinary action in accordance with Section IV-Non Academic Misconduct-All Students. Such students are also subject to administrative actions in accordance with the NMSU Graduate and Undergraduate Catalogs.

Vocabulary: *some helpful terms for this site*

- **Paraphrase** - Putting another person's ideas into your own words. This is not a quote, but you still need a citation giving credit for the idea.
- **Verbatim** - An exact quoting of words, with no changes. All quotes should be *verbatim*
- **Citation** - This contains all the information one needs to find an article: author, title, date, publisher, etc. These can also be *footnotes* or *endnotes* that point to items in your bibliography.
- **Bibliography**- A list of books and articles. At the end of the paper, this is sometimes called "*References*" or "*Works Cited.*"

The syllabus is a contract of sorts. It outlines what I expect of students as well as what students can expect of me in my course. **Read it FULLY** and understand the terms of your participation in this course. **Some expectations that students should give particular attention to are discussed below.**

Expectations

I expect that students will:

- attend class regularly & complete assignments
- keep up on the discussions, readings and assignments
- actively listen and participate in class discussions
- respect others' opinions
- collaborate in the co-creation of learning about diversity

Assignments are due at the start of class on the date due. Late assignments will be docked one letter grade for each day late. (You may wish to bring an extra copy of your assignment for our discussions.)

Preparation for Class

- **Students are expected to have read the assigned material, & completed any assignments for the date due.** READING means reading the material, taking notes, and trying to understand it.

Participating in the Class

This course is highly participative. A significant portion of your grade will be determined by the quality of your contributions to the class discussions (see below).

My assessment of your class participation/contribution will be based upon:

- Timely completion of assignments
- Quantity of contributions
- The quality (not just quantity) of your contributions to class discussions: Do you make thoughtful contribution, or are you always "piggybacking" on others' contributions? Do your postings reflect your knowledge and preparation? Do you ask intelligent, thought-provoking questions?

Written Assignments

You will be required to complete and submit **six short reflection papers**. These are to be completed individually. Each should be single-spaced 1- to 2- page submissions to be handed in at the start of class on the date due. Each assignment will require a different reflection, so please check the schedule for an overview.

Students are responsible for saving backup file copies of all of their written work.

- You will have access to a grading rubric that will show you how the reflection papers will be graded.
- I will also be providing guiding questions for some of the reflection papers. For others, the class will determine what the reflection points should be.
- Late assignments will be docked one letter grade for each day late.

Grading			
Item	Points		
		A= 270 points & above B= 240-269 points C= 210-239 D= 180-209 F= 179 & below	<p style="text-align: center;">Grading Disputes. <i>Any issues you may have about a grade on a particular assignment should be brought to my attention immediately after the receiving the graded assignment. After two days have passed, I will not entertain any requested grade changes on assignments.</i></p>
6 Reflection Papers @ 25 pts each	150		
Class Discussion/Contribution	150	To receive an S grade you must earn a C or better (70% of 300 points, or 210 points).	
Total	300		

Incompletes ("I" grades): Given for passable work that could not be completed due to circumstances beyond the student's control (e.g., severe illness, death in the immediate family). These circumstances must have developed after the last day to withdraw from the course (October 19, 2009). Requests for "I" grades should be made to the instructor, but must be approved by the Management Department Head. Incomplete grades will only be given if a student has a passing grade at mid-term.

If you have or believe you have a disability and would benefit from any accommodations, you may wish to self-identify by contacting the Services for Students with Disabilities (SSD) Office (phone: 646-6840). If you have already registered, please make sure that your instructor receives a copy of the accommodation memorandum from SSD within the first two weeks of classes. It is your responsibility to inform either your instructor or SSD representative in a timely manner if services/accommodations provided are not meeting your needs.

If you have a condition which may affect your ability to exit safely from the premises in an emergency or which may cause an emergency during class, you are encouraged to discuss any concerns with the instructor and/or Michael Armendariz, SSD Coordinator. Feel free to call Mr. Gerard Nevarez, Director of Institutional Equity and EEO/ADA Office at 646-3635 with any questions about the Americans with Disabilities Act (ADA) and/or Section 504 of the Rehabilitation Act of 1973. All medical information will be treated confidentially.

Grade Appeals: The rules for grade appeals appear on page 21 of the 2009-10 catalog. Appeals must be submitted within 30 days of the start of the semester following the assignment of the grade. The appeal must be submitted in writing to the faculty member and the faculty member must respond in writing; if not satisfied, the student may appeal to the department head, the associate dean and then the dean.

PRELIMINARY COURSE SCHEDULE & ASSIGNMENTS

HON 115 Fall 2009

(subject to change depending upon course progress)

WK	Date	Topic	Assignments
1	8/25	Course Overview; Class Introductions	Bring an item to class that you think represents how you are 'diverse'
2	9/1	Reflecting on What it Means to Be "Diverse"	Due: Reflection Paper#1 (see end of this handout for guidelines)
3	9/8	Diversity Experiences	Online Discussion Forum in Blackboard will be open from 9/1 – 9/8 at 5pm. I will start the thread on 9/1; students should make at least one posting to that thread, then continue the discussion in that thread or start a new thread. Everyone should check back in a few times during the week to contribute.
4	9/15	Diversity & Identity	Reading: Weisinger, Understanding the Meaning of Diversity Due: Reflection Paper#2
5	9/22	Diversity & the University	Reading: Chubin, 'Visible' diversity and the university: insistence on the symbolism of 'visible' diversity in a diversity officer hinders real advancement
6	9/29	Intracultural Diversity	Reading : Skop, Hispanic Spaces, Latino Places... Due: Reflection Paper#3
7	10/6	Diversity & Healthcare	Reading: Jecker et. al., Caring for patients in cross-cultural settings
8	10/13	Diversity & Race	Reading: Bell, Myths, stereotypes and realities of black women: A personal reflection
9	10/20	Diversity in the International Context	Reading: Find an interesting reading on diversity in another country, and come to class prepared to share what you have learned. (Bring a copy of your article to hand in.)
10	10/27	Diversity in the International Context (cont'd)	Due: Reflection Paper#4

11	11/3	Gender Diversity	Reading: Abowitz et. al., Beliefs about romantic relationships: Gender difference among undergraduates
12	11/10	Discussion Topics/Readings TBD by the Class by 10/13	
13	11/17	Discussion Topics/Readings TBD by the Class by 10/13	
14	11/24	~~~~ THANKSGIVING BREAK~~~	
15	12/1	Discussion Topics/Readings TBD by the Class by 10/13	
16	12/8	FINALS WEEK – Class Meets Summary of the Term	Due: Reflection Paper#6

Readings List:

Abowitz, D., Knox, D., Zusman, M., 2009. Beliefs about romantic relationships: Gender difference among undergraduates, [College Student Journal](#) 43(2), June, pS276-S285. (1)

Bell, E. 2004. Myths, stereotypes and realities of black women: A personal reflection, [Journal of Applied Behavioral Science](#), 40(2), pp. 146-159 (1)

Chubin, D. 2009. 'Visible' diversity and the university: insistence on the symbolism of 'visible' diversity in a diversity officer hinders real advancement, [Diverse Issues in Higher Education](#) 26 (12), July 23, p28. (1)

Jecker, N., Carrese, J., & Pearlman, R.. 1995. Caring for patients in cross-cultural settings, [The Hastings Center Report](#) 25 (1), Jan-Feb, pp.6-14. (1)

Skop, E. Hispanic Spaces, Latino Places: Community and Diversity in Contemporary America. Book Review. [Annals of the Association of American Geographers](#); Mar2006, Vol. 96 Issue 1, p222-224. (1)

Weisinger, J. 2005. Understanding the Meaning of Diversity in a Nonprofit Organization, paper presented for the [Nonprofit Academic Centers Council](#) Fellowship Panel (William Diaz Fellow 2004-2005), Annual Conference of the Association for Research on Nonprofit Organizations and Voluntary Action.

Notes:

(1) Can be found by search the Academic ASAP database

Reflection Papers

Reflection papers are just that—papers that you write which reveal your reflections about a discussion topic, reading, or other assigned material. As such, they are like essays—they need to be structured and they need to address any guiding questions that are assigned for the paper. I see the main purpose of these papers as getting you to think through your own thoughts on a topic before engaging in a class discussion about it.

For Reflection Paper#1, you will be asked a very-open ended question and I will look at those to see where the class is as a whole in terms of their writing. Based upon that assessment, I may provide additional guidance on the structure of the reflection papers.

Regardless of structure, all papers should:

- **Be written clearly with**
- **no spelling or grammar errors;**
- **answer the guiding questions provided though they may go beyond those as well**
- **and be 1-2 pp double-spaced.**

I will provide a **grading rubric** (called a grading form in Blackboard) for these papers which will show you the criteria upon which they will be graded.

Papers should be submitted **in hardcopy at the beginning of class on the date due.**

Guidelines for Reflection Paper#1 (Due 9/1)

In our first session, we introduced ourselves and sharing something that we each thought represented how we are ‘diverse.’ In this first reflection paper, I’d like for you to think about what everyone shared, and what key themes and tensions threaded throughout our presentations of ourselves. That is to say, from our representations, can you come up with what appears to be a generally agreed upon way that we all view diversity? If so, what are the elements of that view? Please use specific examples from our class discussion to support your view.