

HDEV 2201– Discovery: Fitting Into a World of Difference

Class Location: SMU-in-Plano, room TBD
Class Time: 9 am – noon, 1 – 4 pm

Instructors:

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Director, Student Activities

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Director, Women's Center for Gender and Pride Initiatives

Catalogue Description: This course is a study of human diversity and identity development. Students will learn about their own identity and how they fit in to the communities in which they are a part. Topics will include: Elements of Oppression, Cycle of Socialization, Identity Development Models, Privilege, Race, Sex, Gender, Sexuality, Ability, Ethnicity, Class, and Faith.

Course Objectives/Learning Outcomes:

- Students will be able to explain basic issues related to race, ethnicity, gender, or to societies in the developing world
- With respect to issues related to race, ethnicity, gender or societies in the developing world, students will be able to demonstrate an understanding of the historical, cultural, social, or political conditions of identity formation and function in human society, including the ways in which these conditions influence individual or group status, treatment, or accomplishments.
- Students will be able to analyze and evaluate their intellectual, spiritual, social, cultural, moral, and emotional development....
 - by illustrating the cycles of socialization theory;
 - by mapping identity development and applying development models to an individual's journey;
 - by evaluating their personal progress in understanding how identity is developed and connects to (fits into) a society.
- Students will be able to demonstrate knowledge of cultural competency and identity....
 - by identifying the key elements of systematic oppression;
 - by analyzing case studies of current social conflicts and deconstructing specific identity issues contributing to the conflict;
 - through written reflection; describing how various experiences and perspectives in the classroom connect to their sense of identity.
- Students will be able to engage with their peers and the community to broaden their lens of understanding...
 - by participating in classroom experiential learning activities;
 - by facilitating a final class for their peers and demonstrating their understanding of identity development models through experiential learning.

Course Format: Our class meetings are a blend of experiential activities, group discussions, lectures, reflection papers and journals, group presentations and individual presentations. Attendance is required, and students should have each day's reading assignments and homework completed before the beginning of class. We will typically take a 10-minute break during each morning and afternoon session in addition to the mid-day lunch break.

Methods of Evaluation:

Class Participation (15%) Arrive promptly for and attend all class meetings. Participate in classroom discussions and activities. Complete all readings and assignments prior to class session. Seek help when needed.

Written Reflections (30%) Journal Entries, Self-Evaluations, and Out of Class Task Certificate are designed to guide reflection of course materials.

- **Journal Entries** Complete assigned writings on various topics. Our expectation is that this feedback is thorough and reflects independent thought. Journal Entries should be at least one page, typed in 12pt Times New Roman Font with one-inch margins. Journals Entries are not accepted via e-mail and are due at the start of each day.
- **Self-Evaluations** There are two self-evaluation periods: the beginning and mid-point of the course. Students must complete a self-evaluation and Instructors will provide feedback. Self-Evaluations are not accepted via e-mail and are due at the start of each class.
 - *Self-Evaluation #1*: DISC Profile, materials provided by instructors
 - *Self-Evaluation #2*: Evaluation provided by instructors
- **Out of Class Task Certificate** – The Task Certificate will be issued with your materials on the first day of class. The Certificate can be completed any time prior to the deadline in the syllabus. The Out of Class Task Certificate is not accepted via e-mail and is due at the start of class.
 - *Task Certificate*: Attend an event and analyze the experience based on the Cycle of Socialization. Please choose an event that focuses on an identity that you don't share.

Mid-Term (25%) – A take-home exam will be given at the mid-point in the course covering reading materials, class activities and discussion. This will be used to assess progress in the course.

Final - Class Presentation (30%) – Individual capstone presentations will be scheduled for the last day of class. You will be graded on your planning, development and execution of the presentation. Specific time limitations apply. Please refer to class schedule for date required for the outline.

Readings:

Abu-Lughod, L. (2002). Do Muslim Women Really Need Saving? Anthropological Reflections on Cultural Relativism and Its Others. *American Anthropologist*, 104(3), 783-790.

Ain't I A Woman? (1851). Retrieved August 19, 2011 from Fordham University Web site: <http://www.fordham.edu/halsall/mod/sojtruth-woman.asp>

Althen, G. (1994). Cultural Differences on Campus. In G. Althen (Ed.), *Learning Across Cultures* (pp. 57-71). Washington, D.C.: NAFSA: Association of International Educators.

Burgos, E. & Balderas, D. (Producers). (2010). *Boxed In*. USA, Southern Methodist University

Highberg, N. P. (2010). Beware! This is a Man! *Feminist Teacher*, 20(2), 157-170.

Love Your Body Day. (2011). Retrieved August 19, 2011 from National Organization for Women Foundation Web site: <http://loveyourbody.nowfoundation.org/presentations/SexStereotypesBeauty/index.html>

McIntosth, P. (1988). White Privilege and Male Privilege: A Personal Account of Coming to See Correspondences Through Work in Women's Studies. *Wellesley Centers for Women*.

Skloot, R. (2010). *The Immortal Life of Henrietta Lacks*. New York, NY: Random House.

Tatum, B. D. (1997). Defining Racism: 'Can we talk?'. *Why Are All the Black Kids Sitting Together in the Cafeteria?* (pp. 3-17). New York, NY: Basic Books.

Tatum, B. D. (1997). The Complexity of Identity: 'Who am I?'. *Why Are All the Black Kids Sitting Together in the Cafeteria?* (pp. 18-28). New York, NY: Basic Books.

Webber, J. E. (1999). What Could I know of Racism? *Journal of Counseling and Development*, 77(Winter), 20-23.

Willie Lynch's Speech On His Methods For Controlling Slaves. (1712). Retrieved August 19, 2011 from W.E.B. DuBois Learning Center Web site: <http://www.duboislc.org/html/WillieLynch.html>

Blogs: We will review blogs as part of a class activity. The blogs that you can choose from include: Feministing (www.feministing.com), Queerty (www.queerty.com), Colorlines (www.colorlines.com), The Homeless Guy (www.thehomelessguy.blogspot.net), and Leaving Evidence (www.leavingevidence.wordpress.com).

Course Outline

Week	Topic
Monday, January 7	Fit Into My Skin
Tuesday, January 8	Fit Into My Skin
Wednesday, January 9	Fit Into SMU
Thursday, January 10	Fit Into SMU
Friday, January 11	Fit Into Texas (Take Home Mid-Term Issued)
Monday, January 14	Fit Into US Fit Into the World (Take Home Mid-Term Due)
Tuesday, January 15	Define Fit In
Wednesday, January 16	Reflections on Fitting In (Final Presentations)

**Full course outline available on first day of class*

Policies:

- **Absence Policy:** Students with one day's unexcused absence will be dropped without further notice/notification. (Note: one 6-hour class day is the equivalent of two weeks in the classroom in a normal semester.)
- **Punctuality:** Punctual attendance is expected. Any excused tardy must be pre-arranged with the Instructors.
- Cell phone use during class is prohibited.
- Out of class communication must be conducted through SMU e-mail. Office Hours are available by appointment.

Disability Accommodations: Students needing academic accommodation for a disability must first be registered with Disability Accommodations & Success Strategies (DASS) to verify the disability and to establish eligibility for accommodations. Students may call 214-768-1470 or visit <http://www.smu.edu/alec/dass> to begin the process. Once registered, students should then schedule an appointment with the professor to make appropriate arrangements.

Religious Observance: Religiously observant students wishing to be absent on holidays that require missing class should notify their professors in writing at the beginning of the semester, and should discuss with them, in advance, acceptable ways of making up any work missed because of the absence. (See University Policy No. 1.9.)

Excused Absences for University Extracurricular Activities: Students participating in an officially sanctioned, scheduled University extracurricular activity should be given the opportunity to make up class assignments or other graded assignments missed as a result of their participation. It is the responsibility of the student to make arrangements with the instructor prior to any missed scheduled examination or other missed assignment for making up the work. (University Undergraduate Catalogue)