

**Normal? Identity and Difference**

The following is the schedule for classes, assignments and rubrics for grading.

The remainder of the syllabus can be found under its own title on SOCs.

A major theme of this course is awareness of cognitive and affective processes related to our attitudes and beliefs about ourselves and other people. Thus, I encourage you to observe, as openly and non-judgmentally as possible, your and other's reactions; note how those reactions change over time; and learn from those reactions.

**Critical Themes**

- that identity is socially negotiated
- that every individual contains within her or himself many of these socially negotiated identities
- that each of these identities carries with it either privileged or non-privileged status
- that this privileged/non-privileged status exists and impacts every person's life, both the privileged and the non-privileged
- that "difference" is defined by the privileged
- that awareness of and reflection on these themes may help us move us to a more socially just society

## Schedule

	Topics to be discussed	Assignments due
1.	<p>Introduction</p> <p>Purpose and expectations of FSP</p> <p>Critical Themes</p> <p>Who are you?</p> <p>The social development of identity.</p> <p>How many identities can you have?</p> <p>Person first language</p> <p>Explaining the “Find a sentence” activity from The Short Bus</p>	
2.	<p>Bonner Speaker</p> <p>Academic integrity presentation</p>	<p>Community engaged learning opportunities</p> <p>TSB: Prologue</p>
3.	<p>What is social privilege?</p> <p>What are the five core components which define the concept?</p> <p>What are the five areas in which one can experience social privilege?</p> <p>What is the impact of social privilege on the individual?</p>	<p>Read: White Privilege: Unpacking the Invisible Knapsack (EBSCO)</p> <p>Read for class and come prepared to discuss:  <a href="#">Expanding the Definition of Privilege: The Concept of Social Privilege.</a>            Black, Linda L.; Stone, David. <i>Journal of Multicultural Counseling &amp; Development</i>. Oct2005, Vol. 33 Issue 4, p243-255.</p> <p>“All systems create discourses that become learned, embodied, and performed. The subtle language used by students, faculty, and administrators within elite educational institutions can work to both reproduce and hide forms of privilege” Taken from <i>The Role of Language &amp; Discourse in the Investigation of Privilege: Using Participatory Action Research to Discuss Theory, Develop Methodology, &amp; Interrupt Power</i>. Stoudt, Brett. <i>Urban Review</i>. Mar2009, Vol. 41 Issue 1, p7-28. 22p.</p>
4.	<p>Gender matters</p> <p>What is gender and why does it matter?</p> <p>Communicating gender</p>	<p>Bring in an old copy of a magazine you read</p> <p>TSB: Chapters 1 and 2</p>
5.	<p>Sexuality matters</p> <p>Homosexuality</p>	<p><b>Presentation: Homosexuality</b></p> <p>TSB Chapters 4 and 5</p>
6.	<p>Transgendered individuals</p>	<p><b>Listen to “</b> Gender and the Syntax of Being: Joy Ladin on Identity and</p>

		<p>Transition” at <a href="http://www.wnyc.org/shows/on-being/about/">http://www.wnyc.org/shows/on-being/about/</a></p> <p>Read The Short Bus Chapter 10</p> <p><b>Presentation Transgendered individuals</b></p>
7.	<p>Communicating sexuality Television and sexuality</p>	<p>Media log: Being in a log of the media you consumed over two days, listing the source and identifying how it communicated regarding gender (media may include TV, magazines, newspapers, email, web based info, radio, music, etc.)</p> <p>Do some research: What was the freak show or the sideshow in circuses?</p> <p>TSB Chapter 6</p>
8.	<p>Physical attractiveness matters</p>	<p>Read article then view paintings at <a href="http://dougauld.com/media/nytimes/article.htm">http://dougauld.com/media/nytimes/article.htm</a></p> <p>Write a personal response to your reactions to the paintings</p> <p>TSB Chapter 7</p>
9.	<p>Discussion of “Autobiography of a Face”</p>	<p><b>Paper due</b> Discussion of papers and reactions</p>
10.	<p>Race Culture matters What is race? What is culture?</p>	<p>Complete A Girl Like Me and Lived Experience at <a href="http://understandingrace.org/lived/index.html">http://understandingrace.org/lived/index.html</a></p> <p>PBS The Power of Race <a href="http://www.pbs.org/race/000_General/000_00-Home.htm">http://www.pbs.org/race/000_General/000_00-Home.htm</a> View: What is Race? Sorting People Me, Myself and Race</p> <p><b>Presentation: Being Black in North America</b> <b>Presentation: Being Hispanic in North America</b></p>
11.	<p>Race continued</p>	<p><i>THE REALITY OF ECONOMIC PRIVILEGE: The Connection Between Racism and Poverty.</i> Black Collegian. Sep2008, Vol. 39 Issue 1, p64-66. 3p.</p> <p>TSB Chapter 8 and 9</p>
12.	<p>Social class matters The impact of poverty</p>	<p>Watch the TED Talks “High School Training Ground” by Malcolm London</p> <p>Read for class and come prepared to discuss the following:</p> <p><a href="http://www.washingtonpost.com/wp-dyn/content/article/2009/05/17/AR2009051702053_pf.html">http://www.washingtonpost.com/wp-dyn/content/article/2009/05/17/AR2009051702053_pf.html</a> The High</p>

		<p>Cost of Poverty: Why the Poor Pay More</p> <p><a href="http://www.nytimes.com/indexes/2005/05/15/national/class/">http://www.nytimes.com/indexes/2005/05/15/national/class/</a> Read the article The Shadowy Lines that Still Divide, play with graphics as you choose!</p> <p><b>Presentation: Poverty</b></p>
13.	Social class continued	<p><a href="http://www.apa.org/pi/families/poverty.aspx">http://www.apa.org/pi/families/poverty.aspx</a> Resource on the impact of poverty and hunger on children</p> <p>TSB Chapter 11</p>
14.	Homelessness	<p>Listen to “Oral history of homelessness” at</p> <p><a href="http://ststephensmpls.org/oralhistory/index.html">http://ststephensmpls.org/oralhistory/index.html</a></p> <p><b>Presentation: Homelessness</b></p>
15.	Illegal aliens	<b>Presentation: Illegal aliens</b>
16.	Discussion of The Other Wes Moore	<p><b>Paper due</b></p> <p>Discussion of papers and reactions</p>
17.	Religion matters Being Muslim in America today	<p><a href="http://tedxdu.com/talks/">http://tedxdu.com/talks/</a> The Interfaith Amigos</p> <p>Islam in America</p> <p><a href="http://video.pbs.org/video/1573970907/?starttime=1706000">http://video.pbs.org/video/1573970907/?starttime=1706000</a></p> <p>Religion questionnaire</p> <p><b>Presentation: Muslims in America</b></p>
18.	Religion continued	TSB Chapter 12
19.	Mental health matters Mental health and identity	<p><a href="http://tedxdu.com/2011/05/andrew-steward-beating-mental-illness-2/">http://tedxdu.com/2011/05/andrew-steward-beating-mental-illness-2/</a></p> <p>TED Talks X Andrew Stewart on mental illness</p> <p><b>Presentation: Mental illness</b></p>
20.	Mental health continued	<p>View: The Other Side of Blue (on SOCS)</p> <p>TSB Chapter 13</p>
21.	Ability matters What is disability? Inter-ability communication and interactions	<p>Read for class and come prepared to discuss the following:</p> <p><a href="http://tedxtalks.ted.com/video/TEDxEast-Shelley-Stolaroff-Sega;search:disability">http://tedxtalks.ted.com/video/TEDxEast-Shelley-Stolaroff-Sega;search:disability</a> My Son</p>
22.	Ability continued	TSB Chapter 14
23.	Ability continued Discussion of The Short Bus	TSB Chapter 15
24.	Debriefing CEL experiences	<b>CEL reflection/documentation due</b>

25.	Putting it all together: What did you learn?	

**Community engaged learning:**

It is your responsibility to work with the Bonner Center staff to complete a minimum of eight hours of community engaged instruction during this semester.

To receive credit for the experience, when the eight hours are completed, write a reflection on your overall experience:

- How it has affected you or how it may have changed you in any way?
- How has the experience impacted your worldview?
- How did the experience relate to materials covered in class?
- How has the experience impacted your views of difference?

The reflection should be approximately three to five pages long.

**Participation: 10%**

**Autobiography of a Face: 20%**

Students will read “Autobiography of a Face” and write a paper responding to the following:

- Why do you think the author chose the title over all other possibilities? Analyze the relationship between the title and the novel. Does the title highlight something the author wants you to know? Is the title a statement of theme or descriptive? Is it something else altogether?
- How does this novel relate to the critical theme of this course that identity is socially negotiated?
- How do you think this book would be different if Lucy had been a male?
- Close with a reflection on your reactions to reading this book.
  - If you choose to address how you felt about the main character, be sure to dig deeply into your feelings to explore why you might feel that way. It will not be sufficient, for example, to simply state that you liked or disliked Lucy without exploring why you might have those feelings.
- Use quotes from the novel to support all of your comments.

**The Other Wes Moore: 30%**

Students will read “The Other Wes Moore” and write a paper addressing the following:

- How does this novel relate to the critical theme that identity is socially negotiated? Provide several examples from the text.

- How does this novel relate to the issues of poverty discussed in class?
- Do you agree with the author that he and the other Wes Moore could have been each other? Why or why not?
- How does this novel relate to “An Autobiography of a Face”? What themes do they share in common? How do they differ?
- Use quotes from the novels to support all of your comments.
- Close with a reflection on your reactions to reading this book. Again, be sure to dig deeply into your feelings to explore why you might feel the way you do.

### **The Short Bus Final Paper: 30%**

Students will read *The Short Bus* and write a paper addressing the following:

Chapter 16 of the book attempts to define normal. Write a paper addressing the following:

- What is your definition of normal?
- Does being normal matter? How?
- What do you view as the most common impacts of being different?
- What is your overall reaction to this book? Has it changed your view of normal or difference in any way?
- Which person meant the most to you in reading this book? Why?
- How does this book relate to the critical themes of this course?

### **Assignment 4: 10%**

Students will work with a partner to develop a PowerPoint presentation on one of the assigned topics.

- For your topic, prepare a presentation that will provide the class with data on this issue. How many people are affected?
- How does any lack of privilege affect the lives of these individuals?
- How do the privileged define this group? What are common un-truths perpetuated about this group? Provide data to support your statements.
- Are there any political issues related to this topic?

The presentation should include handouts.

Use of PowerPoint is required.

Related media such as brief videos of interest to the topic may be integrated into the presentation.

Each presentation may be no longer than 15 minutes in length.

Choice of topics: (all related to North America)

- Homosexuality

- Transgendered persons
- Poverty
- Illegal aliens
- Black persons
- Hispanics
- Mental illness
- Muslims
- Homelessness

### **Class participation**

Participation and discussion are essential parts of this and every college course and your participation will be evaluated. Unsatisfactory class participation as rated on the participation rubric will result in the lowering of your grade by one full grade level. Grossly unsatisfactory class participation as rated on the participation rubric will result in a failing grade.

Students often mistakenly believe that speaking often in class is sufficient. This is not true. Students must not only attend and speak in class but they must actively engage in small group work and demonstrate an ability to incorporate knowledge from the required readings, lectures, and research. It is usually obvious when contributions to class discussion come from a firm grounding in the text, past lectures and research. It is also obvious when students are simply adding to the discussion without this grounding.

To give you some more ideas about how to engage in appropriate discussion, below is a modified excerpt from Ponterotto's (1998) article on diversity education. Based on his and other educators' experiences, he summarized personal qualities and behaviors that seem to characterize promising students of diversity. According to this thinking, people well on the way to diversity competence:

- exercise openness and curiosity about the psychology of diversity.
- demonstrate a willingness to examine their own socialization history—family and community upbringing, schooling, church, romantic relationships, friendships, and so forth.
- exhibit courage to self-disclose their own views, opinions, feelings, and questions in the group and class discussions.
- are nondefensive in their interpersonal interactions and can absorb and consider feedback regarding their own attitudes and expectations; this may be particularly difficult as we discuss intentional and especially unintentional sexist, racist, homophobic, and classist attitudes.
- are characterized by high levels of resiliency, psychological hardiness, and cognitive complexity. Studying the psychology of diversity over a semester can be quite intense, and many students will probably feel vulnerable at various points. The ability to effectively process strong affective states and to consider alternate philosophies of life in an open-minded fashion is extremely helpful.

- display a commitment to developing competence in spite of the many challenges that are involved in the process. This commitment extends to social justice issues and to a general appreciation for diversity and people from all kinds of life circumstances.
- make active efforts to learn more about diversity issues through additional course work, conferences and workshops, and independent reading and research. These students also commit to increasing their personal contact across cultures—traveling and establishing more diverse friendships and collegial bases (pp. 50-51).

Rubric for Participation:

	Below Acceptable (0)	Acceptable (1)
Student has missed one or less classes		
Student arrives on time to class		
Student completed CEL hours		
Student completed CEL reflection		
Student participates in class discussions and contributes to the learning process by making meaningful comments at appropriate times		
Student respects confidentiality of comments made in class		
Student expresses self clearly		
Student completes assignments on time and is prepared for classes		
Student is respectful of differing opinions		
Student demonstrates openness and curiosity in class		

10 = A

9 = A-

8 = B

7 = B-

6 = C+

5 = C

4 = C-

Below 4 = F



**Rubric for Autobiography of a Face Paper:**

	1	2	3
Answers question “Why do you think the author chose the title over all other possibilities?”	Does not meet criteria in column #3 sufficiently for college level work.	Partially meets criteria explained in next column.	Paper addresses all questions in a thorough and thoughtful manner, responses are well supported and reasonable
Analyzes the relationship between the title and the novel. Answers the question, “Does the title highlight something the author wants you to know?” and addresses question, “Is the title a statement of theme or descriptive? Is it something else altogether?”	Does not meet criteria in column #3 sufficiently for college level work.	Partially meets criteria explained in next column.	Paper addresses all questions in a thorough and thoughtful manner, responses are well supported and reasonable
Answers the question, “How does this novel relate to the critical theme of this course that identity is socially negotiated?” addressing each of the critical themes.	Does not meet criteria in column #3 sufficiently for college level work.	Partially meets criteria explained in next column.	Paper addresses all questions in a thorough and thoughtful manner, responses are well supported and reasonable
Answers the question, “How do you think this book would be different if Lucy had been a male?”	Does not meet criteria in column #3 sufficiently for college level work.	Partially meets criteria explained in next column.	Paper addresses all questions in a thorough and thoughtful manner, responses are well supported and reasonable
Closes with a reflection on your reactions to reading this book.	Does not meet criteria in column #3 sufficiently for college level work.	Partially meets criteria explained in next column.	Reflection demonstrated higher level thought and deep personal processing of the material read.
Clarity and appropriateness of writing.	Does not meet criteria in column #3 sufficiently for college level work.	Partially meets criteria explained in next column.	Personal reflection demonstrates thought and reflection on the topics. Reflection indicates deep consideration of the topics not superficial.
Writing mechanics	Paper has significant issues in overall	Paper has some issues in overall writing as	Overall writing skills are appropriate for

	writing skills as defined in column three.	defined in column three.	future college courses. This includes mechanics, clarity, presentation, organization and choice of vocabulary.
Use of quotes	Paper has significant issues with the use of quotes in one or more of the areas explained in column three.	Paper has some issues with the use of quotes in one or more areas explained in column three.	Sufficient number of quotes are used, quotes are well chosen in relation to the statements made, quotes are important in text and in relation to the themes being discussed

24 = A

22-23 = A-

18-21 = B+

14-17 = B

10-13 = B-

9 = C+

8 = C

7 = D

6 or below = F

**Rubric for The Other Wes Moore:**

How well are the following questions addressed?	<b>1 point</b>	<b>2 points</b>	<b>3 points</b>
How does this novel relate to the critical theme that identity is socially negotiated? Provide several examples from the text.	Theme is not sufficiently addressed.	Theme is sufficiently addressed.	Theme is thoroughly, maturely and thoughtfully addressed.
How does this novel relate to the issues of poverty discussed in class?	Theme is not sufficiently addressed.	Theme is sufficiently addressed.	Theme is thoroughly, maturely and thoughtfully addressed.
Do you agree with the author that he and the other Wes Moore could have been each other? Why or why not?	Theme is not sufficiently addressed.	Theme is sufficiently addressed.	Theme is thoroughly, maturely and thoughtfully addressed.
How does this novel relate to “An Autobiography of a Face”? What themes do they share in common? How do they differ?	Theme is not sufficiently addressed.	Theme is sufficiently addressed.	Theme is thoroughly, maturely and thoughtfully addressed.
Use quotes from the novels to support all of your comments.	Theme is not sufficiently addressed.	Theme is sufficiently addressed.	Theme is thoroughly, maturely and thoughtfully addressed.
Close with a reflection on your reactions to reading this book. Again, be sure to dig deeply into your feelings to explore why you might feel the way you do.	Theme is not sufficiently addressed.	Theme is sufficiently addressed.	Theme is thoroughly, maturely and thoughtfully addressed.
How does this novel relate to the critical theme that identity is socially negotiated? Provide several examples from the text.	Theme is not sufficiently addressed.	Theme is sufficiently addressed.	Theme is thoroughly, maturely and thoughtfully addressed.
How does this novel relate to the issues of poverty discussed in class?	Relationships are either not identified or not well chosen. Novels are compared and contrasted either not at all or only a weak comparison is provided.	Relationships are identified and reasonably well chosen. Novels are compared and contrasted sufficiently.	Relationships are identified and well chosen. Novels are compared and contrasted very well.
Use of quotes	Paper has significant issues with the use of quotes in one or more	Paper has some issues with the use of quotes in one or more areas	Sufficient number of quotes is used, quotes are well chosen in

	of the areas explained in column three.	explained in column three.	relation to the statements made, quotes are important in text and in relation to the themes being discussed.
Reflection on your reactions	Comments do not appear to be the result of thorough, thoughtful reflection and/or do not fully explore the “why” behind your feelings.	Comments appear to be the result of thoughtful reflection and include some exploration of the “why” behind your feelings.	Comments appear to be the result of thorough, thoughtful reflection and fully explore the “why” behind your feelings.
Overall writing	Paper has significant issues in overall writing skills as defined in column three.	Paper has some issues in overall writing as defined in column three.	Overall writing skills are appropriate for future college courses. This includes mechanics, clarity, presentation, organization and choice of vocabulary.

32- 33 = A

29-31 = A-

24- 28 = B+

16- 23 = B

12-15 = B-

11= C

12 – 13 = D

11 = F

**Rubric for The Short Bus**

<b>How well does the paper address the questions below:</b>	<b>1 point</b>	<b>2 points</b>	<b>3 points</b>
What is your definition of normal?	Paper does not address this topic or topic is not supported at all sufficiently by the data presented.	Paper addresses topic but not fully or includes some data but not a sufficient amount.	Paper addressed topic fully and topic is well supported by data.
Does being normal matter? How?	Paper does not address this topic or topic is not supported at all sufficiently by the data presented.	Paper addresses topic but not fully or includes some data but not a sufficient amount.	Paper addressed topic fully and topic is well supported by data.
What do you view as the most common impacts of being different?	Paper does not address this topic or topic is not supported at all sufficiently by the data presented.	Paper addresses topic but not fully or includes some data but not a sufficient amount.	Paper addressed topic fully and topic is well supported by data.
What is your overall reaction to this book? Has it changed your view of normal or difference in any way?	Paper does not address this topic or topic is not supported at all sufficiently by the data presented.	Paper addresses topic but not fully or includes some data but not a sufficient amount.	Paper addressed topic fully and topic is well supported by data.
Which person meant the most to you in reading this book? Why?	Paper does not address this topic or topic is not supported at all sufficiently by the data presented.	Paper addresses topic but not fully or includes some data but not a sufficient amount.	Paper addressed topic fully and topic is well supported by data.
How does this book relate to the critical themes of this course?	Paper does not address this topic or topic is not supported at all sufficiently by the data presented.	Paper addresses topic but not fully or includes some data but not a sufficient amount.	Paper addressed topic fully and topic is well supported by data.
Overall writing	Paper has significant issues in overall writing skills as defined in column three.	Paper has some issues in overall writing as defined in column three.	Overall writing skills are appropriate for future college courses. This includes mechanics, clarity, presentation, organization and choice of vocabulary.

20-21 = A

16-17 = B+

11-12 = B-

7 or below = F

18-19 = A-

13-15 = B

8-10 = C

## Rubric for Presentation

	<b>0 points</b>	<b>1 point</b>
Data on scope of issue.	Did not meet criteria in column three.	Presentation provided adequate data to fully understand the scope of the topic. Data was up to date and drawn from reputable and reliable sources.
Presentation answered: How does any lack of privilege affect the lives of these individuals?	Did not meet criteria in column three.	Answer was complete and well supported by data from reliable and reputable sources.
Presentation answered: How do the privileged define this group? What are common un-truths perpetuated about this group? Provide data to support your statements.	Did not meet criteria in column three.	Answer was thorough and well supported by data from reliable and reputable sources.
Are there any political issues related to this topic?	Did not meet criteria in column three.	Political issues, if any exist, were addressed and well supported by data from reliable and reputable sources.
PowerPoint	Did not meet criteria in column three.	Powerpoint was clear and easy to understand, and showed evidence of careful preparation.
Handouts	Did not meet criteria in column three.	Handouts were contained critical data from reliable sources and were clear, easy to understand and showed evidence of careful preparation.
Presentation	Did not meet criteria in column three.	Students presenting demonstrated knowledge, careful preparation and comfort with the information.

7 = A

6 = A-

5 = B

4 = C

3 = D

Below 3 = F