



[Psy250: Multicultural Awareness \(3 credits\)](#)

Fall 2017 MW LS 302 - Section 101: 3:00-4:15pm

[Instructor:](#)

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Office Hours: MW 1:00-2:00pm, T 1:00-3:00pm, R 10:00-11:00am, or by appointment (sign-up via the course Moodle page)

"I tell my students, 'When you get these jobs that you have been so brilliantly trained for, just remember that your real job is that if you are free, you need to free somebody else. If you have some power, then your job is to empower somebody else. This is not just a grab-bag candy game.'"

- Toni Morrison

[Course Description:](#)

In this course, students will critically examine their beliefs and their relevant behaviors regarding race, gender, sexual orientation, socioeconomic status, religion, age, and ability. Students will explore the research on the psychological processes that underlie bias, stereotyping, and discrimination, as well as explore the psychological consequences which can result. Knowledge gained in this course can be applied to enhance students' personal relationships and to increase their effectiveness in professions that deal with a culturally diverse public ([See Course Catalog Description](#), or copy-and-paste into your web browser: https://catalog.ycp.edu/preview_course.php?catoid=20&coid=16855&print)*.

*Note: All links to the catalogs are taken from the current academic year's catalog. Students matriculated in a previous academic year should refer to that catalog from the year in which they were matriculated.

[Course Disclaimer:](#)

As you may have guessed, we will be talking about sensitive topics that are often *not* openly discussed; often these topics are personal for people. As such, it's possible you will feel uncomfortable, upset, angry, or attacked at some point. In that event, use your journal to jot down and process your thoughts. If after writing and reflecting you would like to talk more about your concerns, please speak with me – my function is to help you reflect, thereby increasing your own awareness of the impact of culture, including in your own life. This means that in our conversations, I am focused on learning more about why you might have had a certain reaction; I'll do this by asking lots of questions. Please do not see this as an attempt to invalidate your reaction, but rather an opportunity to elaborate on your experience so we both can work towards understanding the experience better.

Additionally, as we move through each topic, your role in the conversation will feel different each week. Recognize that some weeks we will be talking about groups where you yourself come from a marginalized and/or disadvantaged group. Know that you are never responsible for being a representative of that group and will not be expected to be the voice of any -ism. If you feel uncomfortable or targeted in our group conversations, please come speak with me right away.

Also recognize that some weeks we will be talking about groups where you come from the dominant group; in those discussions, resist the reaction to be defensive. Instead, recognize that in those conversations you do have privilege, and if you truly want to develop greater insight into the role of social identity in all of our lives, you will need to be brave and try to set aside that privilege. You will need to take risks, you may screw up, and you may need to apologize – but in those brief moments of self-imposed vulnerability, you have an opportunity to become more enlightened about the experience of other people who come from different cultural backgrounds.

Finally, while I encourage you to continue conversations outside of class, it is paramount that students feel open to share experiences in the class, without fear of that information being shared outside of the class. You are expected to keep personal

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information of peers confidential. If you want to share what's happening in the class – focus on talking about ideas, not other people's lives. THANKS!!

Course Readings and Resources:

You will be expected to have access to the following books for this course:

Adams, M., Blumenfeld, W., Castañeda, C., Hackman, H., Peters, M., & Zuñiga, X. (2010). *Readings for diversity and social justice* (3rd ed.). Routledge. (ISBN: 978-0-415-89294-0)
Levy, D. A. (2010). *Tools for critical thinking* (2nd ed.). Long Grove, IL: Waveland Press. (ISBN: 1-57766-629-1)

There will be weekly assigned readings (see course schedule). Assigned readings should be read prior to that week's class meetings. Additional resources relevant to the class will be posted on Moodle (moodle.ycp.edu). It is important that you sign-in at least twice a week to keep up with course updates, use course resources, and complete assignments. Please verify by the end of the first full week of courses that you can access the Moodle course resources.

In addition to our readings and online resources, please remember that I, as the instructor, am a resource. As such, my role will be to help you explore different topics and issues related to cultural issues and social identity and reflect on the differential beliefs, values, and experiences that arise from our diverse social memberships. During larger group discussions, I will facilitate our conversations by providing you with questions that require you to thoughtfully process our weekly topics. I will also provide opportunities to engage you in perspective-taking and self-reflection. Finally, I am available to further discuss concerns or questions in a one-on-one context outside of our classroom discussions, as well as provide consultation for assigned coursework.

Course Outcomes:

As a result of completing the Psy250 course, students who demonstrate an effortful commitment to their learning will work towards the following four outcomes identified by the [American Psychological Association's Guidelines for the Undergraduate Psychology Major](#) (if link does not work, copy-and-paste the following address into your web browser:

<http://www.apa.org/ed/precollege/about/psymajor-guidelines.pdf>; codes correspond with the Version 2.0 guidelines):

Develop ethical and social responsibility in a diverse world by:

- Explaining how social identity and worldview influence beliefs, values, and interactions with social others (3.2c)*;
- Identifying aspects of cultural diversity, including interpersonal challenges that result in a diverse society (3.3a);
- Recognizing potential for prejudice and discrimination in oneself and others (3.3b); and
- Accepting opportunity to serve others through civic engagement, including volunteer service (3.3f).

Improve upon communication skills by:

- Posing questions about psychological content during the facilitation of small group discussions (4.2e), and
- Recognizing that culture, values, and biases may produce misunderstandings in communication (4.3b).

Develop professionalism by:

- Responding respectfully to differing opinions and personalities (5.1c), and
- Describing the importance of working effectively in diverse environments (5.4f).

*Codes provided in parentheses correspond with the APA *Version 2.0* guidelines linked above.

Outcomes will be attained through a diversity of methods, including discussion, in-class activities, outside course work, and engagement in co-curricular and extra-curricular activities.

COURSE ACTIVITIES:

Your final grade will be earned through completion of the following activities. Additional details can be found on Moodle. The bold text identifies how various course outcomes are linked to the activities we will engage in throughout the semester.

Preparation and Participation (30%):

This is not a lecture-based course, but rather discussion-based. As such, this course aims to engage all of us in a reflective and meaningful conversation about the impact of social identities. To achieve that aim, we all need to come to class prepared and ready to participate in insightful ways. To that ends, you are expected to complete quizzes and small homework assignments, all available and submitted through Moodle. As these activities aim to help you prepare for our discussions, they must be completed on time (see Moodle for due dates, all homework due by noon on the respective due date); late work will not be accepted. You should

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regularly check Moodle to see what activities are available to help you become informed about each week's topic and ready to engage in our conversations. Your participation in the quizzes and small homework assignments will account for 10% of your grade.

Second, after preparing for the discussion, you are expected to fully engage in class activities and discussions. This goes beyond showing up. High quality participation should demonstrate that you **recognize how culture, values, and biases impact communication** and are able to **respond respectfully to differing opinions and personalities**. Additionally, during your class contributions, you should be able to speak thoughtfully about the **impact of social identity and worldviews**, the **differing aspects of cultural diversity**, and the **potential for prejudice in yourself and others**. There are four levels of participation:

- Excellent (A): *engages in critical thinking during discussion, explicitly and thoughtfully drawing from credible resources to support ideas; remarks are well-prepared, organized, and free of stigmatizing or offensive language; potentially integrates across topics, previous remarks, and/or resources; successfully monitors and regulates own level of contribution*
- Good (B): *mostly engages in critical thinking during discussions, thoughtfully drawing from credible resources to support ideas with minimal reliance on anecdotal support; remarks are well-prepared, organized, and mostly free of stigmatizing or offensive language (corrects errors when present); successfully monitors and regulates own level of contribution*
- Superficial (C): *minimally engages in critical thinking during discussions, minimally drawing from credible resources; remarks are weakly-prepared and/or unorganized remarks but otherwise mostly free of stigmatizing or offensive language (corrects errors when present); unsuccessfully monitors and regulates own level of contribution*
- Poor (D/F): *fails to contribute or demonstrates poor critical thinking during discussions (e.g., predominantly relying on one's own personal reaction or perspective as representative of the "right" answer); potentially contributes in irrelevant and/or distracting manner; remarks are unprepared and unorganized and include stigmatizing and offensive language (no correction of errors); unsuccessfully monitors and regulates own level of contribution*

Beyond your contributions, you should be a respectful and active listener. Failure to do so will lead to a loss of credit for that day, potentially forfeiting any credit earned from your own contributions. Your participation across all class activities and discussions will be worth 20% of your overall grade. If you will be unable to participate during a given class, you must contact me by email before the start of the class for the absence to be excused. Excused discussions and activities will be excluded from your overall grade, and thus will not count against you. All other missed classes will count as a 0 for that day's participation.

Discussion Facilitation (10%):

There will be two class periods that you – along with a partner – will be responsible for serving as a discussion leader, facilitating a conversation among 10 students (including you and your partner). These discussions will serve as your first look into each of our major topics and will focus on discussing the required readings for that week. You and your partner will sign-up for topics the first week of class.

Although many of the course outcomes will be addressed as part of your facilitation experience, the predominant outcome of this activity is to develop your ability to **pose questions about psychological content**. Thus, to prepare for the conversation, discussion facilitators will be expected to work on their own and develop questions based on the readings. Questions should be submitted by the Wednesday before you are expected to facilitate the discussion, so that I can provide feedback related to your questions before our class meeting. This does mean you'll want to read ahead for the weeks you are facilitating discussion.

Good questions will explicitly reference the readings, invoke thoughtful analysis of and reflection on the week's readings, and provide an opportunity to connect to other topics (see the Table of Intersections in the beginning of the RDSJ book for ideas on how your readings connect to other areas). Along with the questions, you should submit a pre-discussion reflection, identifying any concerns or fears you have about the conversation. Your grade for discussion facilitation will be based on the questions and pre-discussion reflection, with the first discussion facilitation worth 3%, and the second worth 7%.

Community Engagement (25%):

Part of learning about cultural issues is interacting with people and engaging in diverse communities, including **accepting opportunities to serve others through civic engagement** and **developing a sense of the importance of working effectively in diverse environments**. As such, students are expected to seek out opportunities to engage with diverse others in their surrounding community – including, but not limited to, the YCP and York area community. Community engagement will be broken into three components:

- First, there will be two class periods devoted to discussing your experiences with community engagement. You are expected to attend these days and actively engage during those discussions. Leading up to each of those conversations, you will be expected to complete the "Community Engagement Survey". Completion of these expectations will account for 5% of your overall grade.

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- Second, you will be expected to accrue 10 community engagement credits, which will be earned from community events and activities that center around culturally-relevant issues and civic engagement. Opportunities will be advertised throughout the semester, and will generally be worth 1-2 credits (varies by event). If you become aware of an event that you would like to earn credit for, please check-in with me at least 1-week prior to the event, so that I can advertise it to all students if it is indeed a relevant opportunity. Additionally, students can earn 1 credit for each hour of volunteer work. Accrual of community engagement credits should be tracked in writing on your Credit Record and hard copy should be submitted in class (see course schedule for due date). For events, you should check-in with the organizer of the event to sign-off on your participation; for volunteer hours, please have a supervisor or organizer sign-off on your participation. Each credit is worth up to 1% of your grade, for a maximum of 10% of your overall grade.
- Finally, to wrap-up your community engagement experiences, you will submit a reflection on your experiences, summarizing in what ways you participated in community engagement and, more importantly, **what you gained from your experiences**. Potential prompts are listed in Moodle for the assignment; adjust the prompts as appropriate for the specific events and activities you choose to engage in. Additionally, review the reflection rubric (on Moodle) to make sure you are addressing all major criteria. The wrap-up and reflection will be worth 10% of your overall grade.

Cultural Issues in the News (10%):

To help you examine the reach of culture in current events, you will be expected to participate in eight online discussion forums (each worth 1% of your overall course grade), reflecting on recent news stories that are relevant to the current topic in class. Your engagement in these forums is intended to help you **recognize the role of social identity and worldview in our beliefs, values, and interactions, identify different aspects of cultural diversity, recognize the potential for prejudice and discrimination, pose questions about psychological content, and respond respectfully to differing opinions.**

You will earn credit for posting original news stories, as well as responding to questions posed by other students. To prepare you to contribute in a meaningful way, you will be expected to complete a "Fake News" homework assignment at the start of the semester (worth 2% of your grade). Your original post is due Wednesday by 5:00pm of each week, and your replies are due by Friday at 5:00pm; late submissions will not earn credit.

Reflective Narrative (20%):

To synthesize your experiences across the entire semester, you will be expected to develop a reflective narrative. This narrative should aim to discuss your experiences over the span of the semester, thoughtfully considering *not only what* happened, but also *how* the experiences impacted you and *why* those experiences had certain impacts. You should consider how your own social identity has served as a filter throughout the semester, including **how your beliefs, values, behaviors, and biases impacted your experience and how your experience impacted them**, if at all. You should also consider how your understanding of diversity has evolved, discussing **what it now means to you to live in a diverse society, how to interact with others in a diverse environment, and why it matters to work effectively in a diverse environment**. Finally, you should consider how your perceptions of civic engagement have evolved, discussing **what it now means to you to engage with your surrounding community**. In other words, address the [course outcomes](#) throughout your narrative.

Regarding format, as long as your narrative meets the criteria outlined in the reflection rubric (posted on Moodle), any formats that can be preserved in a relatively permanent fashion will be welcome. Additionally, no matter the format, your narrative should present a coherent message, including an introduction that previews the overall narrative and conclusion that ties it all together. You may choose to write a paper, create a video, record an audio format, draw out a comic book – as long as I can manage to assess you on the criteria outlined in the reflection rubric, feel free to be creative. I am happy to discuss format with you in advance of submitting your narrative, but be sure to allow for sufficient time to make that a productive conversation; I recommend at least two weeks before the due date, and I strongly encourage anyone opting for a non-paper format to take advantage of this opportunity to discuss with me your plans for your narrative.

To develop your reflective narrative, you are strongly encouraged to pull together all other work you submitted during the semester. Additionally, to build up to the reflective narrative, you are expected to keep a written journal devoted solely to this class. There will be opportunities during and after class for journaling and these entries can help you develop and organize your final reflective narrative. The journal is intended largely for your own purposes, and thus I will not be rigorously grading for quality. The more effort you put into the journal, the more helpful it is in constructing your final reflective narrative. I will check that you kept a written journal and attempted to regularly write in it about your class-related experiences. Thus, you are expected to submit your written journal on the final day of class. Failure to do so or work that demonstrates you were not regularly (i.e., at least once a week) writing in your journal about class-related experiences will result in a 5% penalty to your final reflective narrative.

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[“Final Exam” Culture Fair \(5%\):](#)

In lieu of an exam, students will be expected to attend our culture fair at the end of the semester. For our culture fair, you will share an artifact that represents some aspect of your social identity. That artifact could come in the form of food, music, attire, art, jewelry – any object or experience that informs us as a class about that aspect of who you are. Along with the artifact, you are expected to inform us – tell us what that artifact means to you, how it represents an aspect of your social identity, and why you chose that particular artifact. Half of your grade for the “final exam” will be based purely on participation (100% of you show up and actively engage in the event in a respectful manner); the other half will be based on your presentation of your chosen artifact. The primary outcomes of this experience will be to reflect one final time on **how social identity and worldview influence beliefs and values** and **identify different aspects of cultural diversity**. It will also be an opportunity to **respond respectfully to the differing cultural experiences** of your peers and **develop a sense of the value of working effectively in a diverse environment**.

[Late Work Penalty:](#)

Be aware of due dates on the course schedule. With the exception of the community engagement Credit Record and the journal, all coursework is submitted on Moodle. Assignments will not be accepted through other means of submission (e.g., emailed, handed in as a hard copy) unless permission has been granted before the due date for the assignment. You should always verify that your submission went through. Technical issues are not an excuse for late work; do not leave assignments until the last minute when technical issues can prevent you from submitting work on time.

As noted above, quizzes, small homework assignments, and news forum posts will not be accepted for credit after their respective due dates (see Moodle and/or course schedule). The community engagement wrap-up and reflection and the reflective narrative will be accepted late but will be penalized: Late work will lose 10% of the assignment’s value for each 24-hour period the assignment is late, up to no more than 5 days past the due date/time, and before 5:00pm.

[GRADING CRITERIA AND RELATED CONCERNS:](#)

Your engagement in the course activities described about will be assessed based on the degree they achieve various course outcomes; before completing course activities, it is worthwhile reading the assignment descriptions thoroughly on Moodle and reviewing associated rubrics when provided.

[Grade Descriptions](#)

Points Earned	Final Grade	Description of Quality of Work (See grade scale in course catalog for a full description of grades or copy-and-paste into your web browser: http://catalog.ycp.edu/content.php?catoid=20&navoid=760 .)
90-100%	4.0	Excellent: denotes accomplishment that is truly distinctive and decidedly outstanding.
85-89.9%	3.5	Very Good: denotes mastery of the subject matter, as well as serious and determined industry.
80-84.9%	3.0	Good: denotes considerable understanding of the subject matter.
75-79.9%	2.5	Above Average: denotes a good grasp of the subject matter, as well as the ability to comprehend content.
70-74.9%	2.0	Average: denotes average understanding of the subject matter.
60-69.9%	1.0	Below Average: denotes work that often falls below the acceptable standard.
0-59.9%	0.0	Failure: denotes an absence of meaningful engagement with the subject matter.
	W	Incomplete: See description below for details.
	I	Withdrawal: Students may withdraw from courses up to the ninth Friday of the fall or spring semester.

[Moodle Gradebook:](#)

Grades will be posted on Moodle. Students are expected to check the gradebook throughout the semester and remain of their performance in the course. Be aware that as grades are recorded the overall course grade may increase or decrease, particularly activities worth more points are graded. If you notice an error with your grade, it is your responsibility to inform the instructor immediately.

[Extra Credit:](#)

Extra credit will not be available for this course. You are strongly encouraged to keep up with the assignment activities and speak with the instructor immediately if you are concerned about your performance in the course.

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Warning Grades:

Between the 7th and 8th week of the semester, a student whose work in any course is unsatisfactory (i.e., less than a 2.0, or 70%) may receive a warning notice or warning grade from the course instructor. This warning grade (and whether you earned one or not) will be posted along with your other grades on Moodle. Students who earn a warning grade should meet with the instructor to discuss their performance in the course. [See the Warning Grade policy](#) in the course catalog for details (*if link does not work, copy-and-paste the following address into your web browser: <http://catalog.ycp.edu/content.php?catoid=20&navoid=760>*).

Grade Appeals:

If you feel that your grade on any course activity was unfair or mistaken, you may submit a written appeal to me within one week of the grade being posted. Your appeal must describe 1) the item in question and 2) your reason for appealing. You must submit the written appeal in person to me; it will be returned within one week. Submitting an appeal does not guarantee a grade adjustment. You may appeal your final grade up to the end of the following semester. [Review the Grade Appeal policy](#) in the course catalog for additional information (*if link does not work, copy-and-paste the following address into your web browser: <http://catalog.ycp.edu/content.php?catoid=20&navoid=760>*).

Incomplete Grades:

If you encounter extraordinary difficulties during the semester, such as extended illness, family tragedy, or similar extenuating circumstances, during the semester and find that you cannot complete the course, you may be eligible to take an incomplete grade for the course. To do so, you must meet the following criteria:

1. Maintained regular participation in class prior to the event and is currently in good academic standing;
2. Contacted the instructor in a timely fashion to make him/her aware of the situation; and
3. Discussed an appropriate plan, as approved by the instructor, for completing missed coursework within no more than 60 days from the last day of finals in the semester in which the coursework is taken.

[Refer to the Incomplete Work policy](#) in the course catalog for additional details (*if link does not work, copy-and-paste the following address into your web browser: <http://catalog.ycp.edu/content.php?catoid=20&navoid=760>*).

Maintenance of Student Work:

Student work remaining in possession of the instructor at the end of the semester will be maintained on file for a full academic year for your review. After that time, it will be shredded.

STUDENT EXPECTATIONS:

You are responsible for the experience you have in class, and you can only get as much out of the class as you put into the class. Accordingly, you are expected to:

Attend and actively engage in class meetings.

Students are expected to attend all scheduled class meetings, and attendance will be recorded for all class meetings ([see Attendance Policy](#) in the course catalog; *if link does not work, copy-and-paste the following address into your web browser:*

<http://catalog.ycp.edu/content.php?catoid=20&navoid=760>).

- a. Impact on grade: Attendance will be taken. If you miss class, you will miss our discussion and other class activities; these cannot be made up, and thus your class participation grade may suffer if you habitually are absent without providing a legitimate explanation. If you are going to miss class for any reason, let me know beforehand or as soon after the start of class as you can via email.
- b. Showing up late or leaving early: You should not show up late or leave early unless necessary and should do so without distracting fellow students. This is considered disrespectful to your peers during discussions and class activities. If such issues become habitual, discuss your situation with the instructor.
- c. Be attentive and actively involved in what is going on in the classroom: Beyond showing up for class, you should pay attention when others are talking and contribute to the discussions when possible. Participating in activities irrelevant to class disrupts your learning, as well as the learning of your fellow students, and is considered disrespectful to your peers. Engagement in such activities may impact your class participation grade.

Participate in class discussions in a respectful and insightful manner.

As mentioned in the disclaimer, it is important that you keep personal information shared by classmates confidential. Remember that we will be talking about topics that may bring up perspectives different than your own; you may disagree with some of your peers – but that does not give you the right to be disrespectful. Listen with an open-mind. Be sensitive in your responses; it is okay

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to disagree – and say that you disagree – but speak to the ideas that are shared; do not attack the person who shared them. Failure to be respectful and thoughtful during discussions will hurt your class participation grade.

[Be accountable for your class performance.](#)

Students do not receive grades; rather, students *EARN* grades. Earning your grade means you are held accountable for your class performance.

- a. [Make effective and timely use of course resources](#): The syllabus, course schedule, and our class Moodle page provide resources intended to facilitate your success in the class. If you have questions, use these resources as a first-stop. If you have made use of the class resources (e.g., syllabus, Moodle) but are still unclear, ask me via email or in-person during office hours or class. Ask questions in a timely fashion, giving me at least 48-hours to respond.
- b. [Record your progress in the course](#): You will note that Moodle is set-up with check boxes. Use this format to keep track of what work you've done and what work you still need to do. It is your responsibility for keeping up with deadlines. You will not receive personalized reminders to get your work done on time.

[Put effort into course work.](#)

Your effort can be judged based on both quantity of effort and quality of effort. Failure to invest effort, such as is the case with procrastination will have consequences.

- a. [Quantity of effort](#): There is a standard recommendation that students should spend at least 2 hours outside of class studying for every 1 hour spent in class to achieve an average grade (i.e., 2.0). **This amounts to a minimum of 5 hours per week to achieve a 2.0.** For a higher grade, you should expect to invest above the minimum.
- b. [Quality of effort](#): As with all academic work, you will be held to high standards. You should take course work seriously and put in an appropriate amount of effort. Course work that clearly demonstrates a lack of effort may be returned (see the Communication Standards below). Students' academic work will be considered unsatisfactory whenever their cumulative GPA falls below 2.0. The academic performance of all students, full- and part-time, will be reviewed against this standard at the conclusion of each semester to determine whether students in academic difficulty should be allowed to continue on a probationary basis, should be suspended for one year, or should be dismissed from the College. The duration of a suspension may be either one academic semester or one academic year. [Review the Unsatisfactory Academic Work policy](#) in the course catalog (*if link does not work, copy-and-paste the following address into your web browser: <http://catalog.ycp.edu/content.php?catoid=20&navoid=760>*).
- c. [Failure to submit assignments correctly and on time](#): Be aware of due dates on the course schedule. With the exception of the community engagement Credit Record and the journal, all coursework is submitted on Moodle. Assignments will not be accepted through other means of submission (e.g., emailed, handed in as a hard copy) unless permission has been granted before the due date for the assignment. You should always verify that your submission went through. Technical issues are not an excuse for late work; do not leave assignments until the last minute when technical issues can prevent you from submitting work on time. As noted above, quizzes, small homework assignments, and news forum posts will not be accepted for credit after their respective due dates (see Moodle and/or course schedule). The community engagement wrap-up and reflection and the reflective narrative will be accepted late but will be penalized: Late work will lose 10% of the assignment's value for each 24-hour period the assignment is late, up to no more than 5 days past the due date/time, and before 5:00pm.

[ADDITIONAL COLLEGE POLICIES AND RESOURCES:](#)

All students are encouraged to be aware of and make use of college policies and resources to maximize their success.

[Academic Integrity](#)

[As per the Academic Integrity policy and procedures](#) in the course catalog (*if link does not work, copy-and-paste the following address into your web browser: <http://catalog.ycp.edu/content.php?catoid=20&navoid=760>*): "York College of Pennsylvania, as an institution of higher education, serves to promote and sustain the creation, acquisition, and dissemination of knowledge. In order to fulfill this purpose, an environment of integrity, dependability and honesty must be maintained by all members of the York College community. Without a foundation based on intellectual honesty and integrity, the very ability to uphold the academic endeavors that York College strives to pursue is inhibited. The Spartan Oath embodies the expectation that all members of the York College community foster an environment of integrity and responsibility. Recognize that adhering to an ethical standard of honesty leads to professional, mature and responsible citizens, and enables society at large to trust our scholarship, research, and conferred degrees. Thus, each member of the York College community must be truthful, honest, personally and professionally responsible, and respect the intellectual contributions of others. Engaging in academic dishonesty is a violation of the school's academic integrity policy and is

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not tolerated at York College. Examples of academic dishonesty include, but are not limited to, cheating on assignments or examinations, plagiarism (i.e. passing someone else's words or ideas off as one's own without proper attribution), improper paraphrasing, fabricating research, falsifying academic documents, handing in material completed for another course, and submitting work not done independently (unless part of an explicitly collaborative project).

When a faculty member believes a student has violated the Academic Integrity Policy, the faculty member is encouraged to discuss the incident in person with the student promptly, identifying the sanction he or she is going to apply. The faculty member should then reiterate the charge and sanction in writing to the student. The faculty member has full discretion to determine a suitable sanction, such as a "0" on the assignment in question, up to a course grade of "0". In the case of an egregious first offense, the faculty member may request that the Student Welfare Committee conduct a hearing and determine a sanction, which may involve academic probation, suspension, or dismissal from the College. The faculty member has ten days from the written notification to the student to report the incident to the Department Chair and Associate Provost of Academic Services. The faculty member must submit as part of the report: 1) a detailed description of the incident, 2) a course syllabus, 3) an assignment sheet or assignment instructions, 4) the assignment in question, and 5) supporting documentation, such as copied material. The documentation will be kept on file in the student's permanent record. Students cannot withdraw from a course in which they have been accused of academic dishonesty, until the accusation is withdrawn by the faculty member, or is overturned by the Student Welfare Committee or the Associate Provost of Academic Services.

Students who believe they have been unjustly charged or sanctioned have ten days after receiving written notification from their instructor regarding the incident to file an appeal with the Student Welfare Committee by submitting a formal letter to the Associate Provost of Academic Services. If an appeal is filed, the Student Welfare Committee will schedule a hearing which includes inviting the student and faculty member to attend to provide additional information or clarity regarding the incident. The Student Welfare Committee will then review the charge and/or sanction. If the Associate Provost of Academic Services determines that the incident of academic dishonesty is the student's second or subsequent offense, he or she will provide written documentation to the student, faculty member, and Department Chair. The Student Welfare Committee will automatically conduct a hearing to review the charge and decide on an appropriate sanction: academic probation, suspension or dismissal from the College. After the hearing, the student, faculty member, Department Chair, and Associate Provost of Academic Services will receive written notification of the Student Welfare Committee's decision. Students who are unsatisfied with the decision may submit a second and final written appeal to the Associate Provost of Academic Services within 72 hours of receiving notification of the Student Welfare Committee's decision. All decisions made by the Associate Provost of Academic Services will be final."

[Use of Personal Technology in the Classroom:](#)

While York College recognizes students' need for educational and emergency-related technological devices such as laptops, PDA's, cellular phones, etc., using them unethically or recreationally during class time is never appropriate. The college recognizes and supports faculty members' authority to regulate in their classrooms student use of all electronic devices. Use of lab computers and/or personal laptops will be acceptable during class, but usage should be specifically for class activities; if it is noted that you are participating in activities that are irrelevant or inappropriate to the class you may lose the privilege to use the lab computer or bring in a laptop for the remainder of the semester. Cell phones should be turned to silent at all times and should remain put away unless we are using them for class activities. If cell phones disrupt the class at any time, you may be asked to leave for the remainder of that class period. If it occurs during an exam, you will not be allowed to continue the exam or make it up. If your use of any personal technology is deemed distracting, your behaviors will negatively impact your participation grade.

[Communication Standards:](#)

[As per the Communication Standards](#) in the course catalog (*if link does not work, copy-and-paste the following address into your web browser: <http://catalog.ycp.edu/content.php?catoid=20&navoid=760>*): "York College recognizes the importance of effective communication in all disciplines and careers. Therefore students are expected to competently analyze, synthesize, organize, and articulate course material in papers, examinations, and presentations. In addition, students should know and use communication skills current to their field of study, recognize the need for revision as part of their writing process, and employ standard conventions of English usage in both writing and speaking. Students may be asked to further revise assignments that do not demonstrate effective use of these communication skills."

[Need some extra help?](#)

Students are encouraged to enhance their learning by meeting with the tutors and the academic transition coach in the Academic Support Center. The academic transition coach can offer assistance with learning time management, coping with test anxiety, and

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improving note taking, reading comprehension, and test taking strategies. Contact the Academic Support Center to make an appointment by calling (717) 815-1296, stopping by Humanities Building Room 01, or [going to the Academic Support Center's website](#) (if link does not work, copy-and-paste the following address into your web browser: <https://www.ycp.edu/about-us/offices-and-departments/student-success/academic-support-center/>).

Student Accessibility & Disability Statement:

[As per the Student Accessibility Services statement](#) in the catalog (if link does not work, copy-and-paste the following address into your web browser: <http://catalog.ycp.edu/content.php?catoid=18&navoid=630>): "York College is dedicated to serving the needs of students regardless of disability by providing equal access to a quality learning experience. York College will not discriminate against any qualified student with a disability in accordance with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990 and its amendments. The College will reasonably accommodate the needs of students with a disability provided such accommodation does not constitute a fundamental alteration of York's program of education or otherwise constitute an undue burden.

Students requesting academic accommodations should submit disability documentation and an application for services to the Director of Student Accessibility Services. The Director will then meet with the student to discuss appropriate accommodations and plan a strategy for meeting their academic requirements. Documentation requirements, application and additional information can be [found at the Student Accessibility Services website](#) (if link does not work, copy-and-paste the following address into your web browser: <https://www.ycp.edu/about-us/offices-and-departments/student-success/student-accessibility-services/>).

Student Referral Service:

YCP recognizes that students face many challenges while at school and as a result may benefit from additional assistance. As such, a Student Referral Service program has been initiated in which faculty, staff, or administrators may refer a student to the Academic Advising Center, such as in cases where students are failing to attend class regularly or failing to meet the expectations of the course, as outlined above. The student will be contacted and offered the opportunity to discuss any issues they may be experiencing and receive assistance determining where to seek additional services if needed. This system is voluntary and students will not be penalized if they choose not to participate.

CARE Team:

The York College of Pennsylvania CARE team collaborates with various departments on campus to assist students with medical, social, and academic concerns. The team works to connect with students of concern to provide individualized resources and support for their personal and professional success. If you have concerns about another YCP students, the CARE team can be [emailed directly at care@ycp.edu](mailto:care@ycp.edu) or you can [submit your concerns online](#) (if link does not work, copy-and-paste the following address into your web browser: <http://www.ycp.edu/offices-and-services/residence-life-and-housing/concerned-about-a-student/>).

Technical Issues:

If you encounter technology-related issues when accessing Moodle, you should a) document the issue (e.g., take a screenshot of the error message); b) contact the LTS Help Desk (email.ltshelp@ycp.edu, phone: 717-815-1559, or in-person in the Schmidt Library, first floor), who will provide an emailed ticket related to the issue; and c) forward the associated LTS Help Desk ticket to me. As noted above under student expectations' technical issues are not an excuse for completing work late. You should stay aware of times during which Moodle will be inaccessible (e.g., during system updates) and plan accordingly.

Class Cancellation Due to Inclement Weather:

York College makes every effort to maintain classes in the event of inclement winter weather. On rare occasions when classes must be delayed or canceled, the official announcement will be made via the YCP Weather Hotline (717-815-6789), on the home page of the [York College web site](#) (www.ycp.edu), and will be broadcast on local radio and television stations. The [inclement weather schedule](#) (<http://www.ycp.edu/academics/inclement-weather-schedule/>) can be found on the York College web site.

****Disclaimer: This document and all information contained on the course page in Moodle constitute the official syllabus for this class. All portions of the syllabus documents are subject to revision by the instructors. Any changes will be announced in class or via Moodle; it is your responsibility to make a note of the changes.****

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Tentative Course Schedule

Dates, including when assignments are due, are subject to change
Changes will be posted on Moodle and announced in class

Week	Dates	Class Discussions & Readings ¹	Important Dates
1	Aug 30	Intro to the Course & Expectations	
	Sept 4	<i>No Class – Labor Day</i>	
2	Sept 6	Facilitating Discussion	Last day to add/drop a class, 9/6
3	Sept 11-13	Critically Thinking about Culture	<input type="checkbox"/> Complete Critical Thinking Quiz (based on <i>Tools of Critical Thinking</i>)
4	Sept 18-20	Conceptual Frameworks (RDSJ, Section 1)	<input type="checkbox"/> Complete Section 1 Reading Quiz & Conceptual Framework Homework, 9/18 noon <input type="checkbox"/> Complete Fake News Homework Assignment, 9/22 5:00pm
5	Sept 25-27	SES/Class (RDSJ, Section 3) **Note: Meet in Pac187 on 9/27**	<input type="checkbox"/> Complete Section 3 Reading Quiz & SES/Classism Homework, 9/25 noon <input type="checkbox"/> Contribute to "SES/Class in the News" Forum, Post 9/27 5:00pm, Respond 9/29 5:00pm
6	Oct 2-4	Age (RDSJ, Section 9)	<input type="checkbox"/> Complete Section 9 Reading Quiz & Age Homework, 10/2 noon <input type="checkbox"/> Contribute to "Age in the News" Forum, Post 10/4 5:00pm, Respond 10/6
7	Oct 9-11	Ability (RDSJ, Section 8)	<input type="checkbox"/> Complete Section 8 Reading Quiz & Ability Homework, 10/9 noon <input type="checkbox"/> Contribute to "Ability in the News" Forum, Post 10/11 5:00pm, Respond 10/13 5:00pm
	Oct 16	<i>No Class – Fall Break</i>	
8	Oct 18	Community Engagement Discussion #1	<input type="checkbox"/> Community Engagement Hours Check-in (bring your timesheet along to class to demonstrate that you are completing hours)
9	Oct 23-25	Race (RDSJ, Section 2)	<input type="checkbox"/> Complete Section 2 Reading Quiz & Race Homework, 10/23 noon <input type="checkbox"/> Contribute to "Race in the News" Forum, Post 10/25 5:00pm, Respond 10/27 5:00pm Last day to withdraw from a class, 10/27
10	Oct 30-Nov 1	Gender (RDSJ, Section 5)	<input type="checkbox"/> Complete Section 5 Reading Quiz & Gender Homework, 10/30 noon <input type="checkbox"/> Contribute to "Gender" Forum, Post 11/1 5:00pm, Respond 11/3 5:00pm
11	Nov 6-8	Gender Identity (RDSJ, Section 7)	<input type="checkbox"/> Complete Section 7 Reading Quiz & Gender Identity Homework, 11/6 noon <input type="checkbox"/> Contribute to "Gender Identity in the News" Forum, Post 11/8 5:00pm, Respond 11/10 5:00pm
12	Nov 13-15	Sexuality (RDSJ, Section 6)	<input type="checkbox"/> Complete Section 6 Reading Quiz & Sexuality Homework, 11/13 noon <input type="checkbox"/> Contribute to "Sexuality in the News" Forum, Post 11/15 5:00pm, Respond 11/17 5:00pm
13	Nov 20	Community Engagement Discussion #2	<input type="checkbox"/> Community Engagement Hours (Credit Record submitted at the start of class), 11/20 3:00pm <input type="checkbox"/> Community Engagement Wrap-Up & Reflection, 11/20 5:00pm
	Nov 22	<i>No Classes – Thanksgiving Break</i>	
14	Nov 27-29	Religion (RDSJ, Section 4)	<input type="checkbox"/> Complete Section 4 Reading Quiz & Religion Homework, 11/27 noon <input type="checkbox"/> Contribute to "Religion in the News" Forum, Post 11/29 5:00pm, Respond 12/1 5:00pm
15	Dec 4-6	Moving Forward (RDSJ, Section 10)	<input type="checkbox"/> Complete Section 10 Reading Quiz & Social Justice Homework, 12/4 noon
16	Dec 11	Discuss "Final Exam" Culture Fair	<input type="checkbox"/> Submit Reflective Narrative w/Journal, 12/11 5:00pm
	Dec 13	<i>No Class – Reading Day</i>	
	Dec 18	"Final Exam" Culture Fair 3:00-5:00pm ²	

¹To allow you to fully engage in discussions, you should read the assigned readings **prior** to our first class that week. RDSJ refers to *Readings for Diversity and Social Justice*.

²Students should make plans to attend the appropriate final exam time. If you are unable to make the final exam period, contact the instructor immediately.

Note: We have LS310 reserved for 9/18, 9/25, 10/2, 10/9, 10/23, 10/30, 11/6, 11/13, 11/27, and 12/4; this will allow us to break our two small groups into separate spaces.