19-17 New Course HUS 3630 Diversity and Intersectionality 04/19/2021 V6

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New York City College of Technology, CUNY

# CURRICULUM MODIFICATION PROPOSAL FORM

This form is used for all curriculum modification proposals. See the Proposal Classification Chart for information about what types of modifications are major or minor. Completed proposals should be emailed to the Curriculum Committee chair.

|  |  |
| --- | --- |
| Title of Proposal | Diversity and Intersectionality |
| Date | February 13, 2020 |
| Major or Minor | Major |
| Proposer's Name | Benjamin Shepard |
| Department | Human Services |
| Date of Departmental Meeting in which proposal was approved | November 18, 2019 |
| Department Chair Name | Justine Pawlukewicz |
| Department Chair Signature and Date |  |  | 2/13/2020 |
| Academic Dean Name | David Smith |
| Academic Dean Signature and Date | 2020-02-27 |
| Brief Description of Proposal (Describe the modifications contained within this proposal in a succinct summary. More detailed content will be provided in the proposal body. | This course examines the interconnections of individuals and groups who have a shared history of societal oppression. Emphasis is on marginalized groups, race and gender inequity, as well as the change strategies to promote social justice. Focus is on developing a critical framework for understanding the structural forms of power and privilege. Curriculum will also present models for human service worker cultural competency, which include differentiation in perspectives, experiences, values, and history. |
| Brief Rationale for Proposal (Provide a concise summary of why this proposed change is important to the department. More detailed content will be provided in the proposal body). | In the human services field, students are expected to be familiar with diversity and cultural competency for the populations they serve. Since the NYC metropolitan area is highly diverse, human service students will interface with multiple cultures within their required community based internship courses as well as future employment endeavors. In addition, The Council on Standards of Human Services, our accrediting body, suggests we emphasize diversity in the curriculum. While we do meet this general accredited standard in each of the major HUS/HEA courses, this new course affords the student to comprehensively understand the dynamics and vicissitudes of current diversity and cultural best practices within the profession. |
| Proposal History(Please provide history of this proposal: is this a resubmission? An updated version? This may most easily be expressed as a list). | New Proposal |

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Version 2013-10-09

ALL PROPOSAL CHECK LIST

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| Completed CURRICULUM MODIFICATION FORM including: |  |
| Brief description of proposal | x |
| Rationale for proposal | x |
| Date of department meeting approving the modification | x |
| Chair's Signature | x |
| Dean's Signature | x |
| Evidence of consultation with affected departments.On January 27th, 2021, the chair of the Social Sciences Department, Peter Parides, wrote: “I don’t think you course overlaps with ours..” | x |
| Documentation of Advisory Commission views (if applicable). Our department chair also wrote other department chairs asking if there was an overlap and no one said there was. See attachment.The Sociologists support the class, as a Gen Ed credit. And ask that Soc 1000 serve as a pre requisite. We had multiple conversations about this, revising the proposal in turn. In addition, I consulted with African American studies and Gender studies, incorporating their suggestions. “Marta Effinger Reply all|Today, 11:51 AMBenjamin Shepard;Soyeon ChoDear Ben,Thanks for your patience during what I suspect is a hectic schedule for both of us.First, wishing you and HU great success on your curricular plans for the students.Quick Proposal Note: Kimberle Crenshaw (Black feminist scholar, activist, attorney...) created the term intersectionality and the "approach". An introduction/study to intersectionality should include multiple references to Crenshaw's work. I did not see her referenced in the proposal and in bibliography. A reference to Crenshaw would be appropriate and needed for students to understand the foundation dating back 30+ years now and where intersectionality exist today.I hope this is helpful.Warmest regards,Marta(Working on doc. film and other projects...thanks for asking.)Marta Effinger-Crichlow, PhDChair and ProfessorAfrican American Studiesmeffinger@citytech.cuny.edu718.260.5205*she/her/hers**We are on the Land of the Munsee Lenape and Canarsie*Ruth Garcia Reply all|Wed 4/7, 1:52 PMBenjamin Shepard;Marta Effinger;Laura Westengard;David Smith;Soyeon ChoDear Ben,I have consulted with Laura who is away on sabbatical. We notice that the course is already approved, but since Gender & Sexuality Studies has recently been approved as a minor, we would love to work with the HUM major more closely in the future so that students have an opportunity to take Gender &Sexuality Studies classes for any free credits they might have in the major. We hope this will support your department's goal of increasing topics around diversity. In the meantime, with regard to this course and if you are seeking suggestions because you are planning to make further changes to the proposal with minor modifications, our ENG 2160 and 2180 are similar to your course and these could be used as prerequisites.  Also, Prof. Westengard suggested Stone Butch Blues by Leslie Feinberg or Redefining Realness by Janet Mock as readings that you can add to your required texts to more explicitly address gender/sexuality diversity. All my best,RuthRuth G. Garcia, Ph.D.Associate Professor of EnglishNew York City College of TechnologyThe City University of New York300 Jay Street, Namm 503Brooklyn, NY 11201 | n/a |  |
| Completed Chancellor's Report Form. | x |

EXISTING PROGRAM MODIFICATION PROPOSALS

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| --- | --- |
| Documentation indicating core curriculum requirements have been met for new programs/options or program changes. | na |
| Detailed rationale for each modification (this includes minor modifications) | na |

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New York City College of Technology, CUNY

NEW COURSE PROPOSAL FORM

This form is used for all new course proposals. Attach this to the [Curriculum Modification Proposal Form](http://openlab.citytech.cuny.edu/collegecouncil/files/2014/08/2013-10-10-Curriculum_Modification_Proposal_Form.docx) and submit as one package as per instructions. Use one New Course Proposal Form for each new course.

|  |  |
| --- | --- |
| **Course Title** | Diversity and Intersectionality |
| **Proposal Date** | February 13, 2020 |
| **Proposer’s Name**  | Benjamin Heim Shepard |
| **Course Number** | 3630 |
| **Course Credits, Hours** | 3  |
| **Course Pre / Co-Requisites** | More than 60 earned credits and (for non-Human Services majors only: Sociology 1101 or higher or for Human Services majors: HUS 2405). |
| **Catalog Course Description** | HUS 3630 develops active respect towards differences in perspectives, experiences, values, and history within a critical framework for understanding mechanisms of oppression and structural forms of power and privilege. Examines the interconnections with groups who have a shared history of oppression. Emphasis is on marginalized groups, race and gender equity, and change strategies to promote social justice.  |
| **Brief Rationale**Provide a concise summary of why this course is important to the department, school or college. | Culture diversity knowledge is a staple within all human service courses, and a standard for our accreditation. This is a new, specific, elective course, (3 credits) within our major, focusing on cultural sensitivity/diversity.  |
| **CUNY – Course Equivalencies**Provide information about equivalent courses within CUNY, if any. | Soc 1104, City Tech.-Race and Ethnic relationsAnthro 1000, Brooklyn College<http://www.brooklyn.cuny.edu/courses/ShowCourse.do?redirect=/acad/course_info.jsp&dsc=ANTH.&crs_num=1000&div=U>ANTHC 10000 Cultural Diversity in the United StatesHistorical and Anthropological Perspectives, Hunter College. <http://catalog.hunter.cuny.edu/preview_course_nopop.php?catoid=43&coid=126752> http://www.hunter.cuny.edu/anthropology/pressroom/news/new-course-anthc-10000-fullfills-pathways-flexible-core-us-experience-in-its-diversityHUS 3630 is directed specifically at those engaging in critical thinking skills and practice with a diverse society.  |
| **Intent to Submit as Common Core**If this course is intended to fulfill one of the requirements in the common core, then indicate which area. | N/A |
| **For Interdisciplinary Courses:*** Date submitted to ID Committee for review
* Date ID recommendation received

- Will all sections be offered as ID? Y/N | N/A |
|  |
|  |
| **Intent to Submit as a Writing Intensive Course** | Yes |

Please include all appropriate documentation as indicated in the NEW COURSE PROPOSAL Combine all information into a single document that is included in the Curriculum Modification Form.

**LIBRARY RESOURCES & INFORMATION LITERACY: MAJOR CURRICULUM MODIFICATION**

Please complete for **all** major curriculum modifications. This information will assist the library in planning for new courses/programs.

Consult with your library faculty subject specialist (<http://cityte.ch/dir>) **3 weeks before the proposal deadline**.

**Course proposer:** please complete boxes 1-4. **Library faculty subject specialist:** please complete box 5.

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| **1** | **Title of proposal**HUS 3630 Diversity and Intersectionality | **Department/Program**City Tech Human Services Department |
|  | **Proposed by** (include email & phone)Shepard, Bshepard@citytech.cuny.edu | **Expected date course(s) will be offered** Spring 2022**# of students**  |

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| **2** | **The library cannot purchase reserve textbooks for every course at the college, nor copies for all students. Consult our website (**[**http://cityte.ch/curriculum**](http://cityte.ch/curriculum)**) for articles and ebooks for your courses, or our open educational resources (OER) guide (**[**http://cityte.ch/oer**](http://cityte.ch/oer)**). Have you considered using a freely-available OER or an open textbook in this course?**No  |

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| **3** | **Beyond the required course materials, are City Tech library resources sufficient for course assignments? If additional resources are needed, please provide format details (e.g. ebook, journal, DVD, etc.), full citation (author, title, publisher, edition, date), price, and product link.**Yes.   |

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| **4** | **Library faculty focus on strengthening students' information literacy skills in finding, critically evaluating, and ethically using information. We collaborate on developing assignments and customized instruction and research guides. When this course is offered, how do you plan to consult with the library faculty subject specialist for your area? Please elaborate.*** Corresponding with the library as we do for every class.

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| **5** | **Library Faculty Subject Specialist \_\_Nora Almeida\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_****Comments and Recommendations**I have consulted with Prof. Shepard about plans to ensure students can access films and required reading materials for this course. Research collections including digital journals and eBooks available through the library would support students research projects. Will collaborate with Prof. Shepard on information literacy resources and library instruction as needed.Will purchase the following required materials for the library collection to be placed on reserve (pending budget availability): hooks, bell (2009). Belonging: A culture of place. NY: Routledge. (not in City Tech collection--will recommend for purchase for reserve as budget allows; available widely at public libraries in NYC) list price: $27Sloan, L.  Mildred Joyner, M. Stakeman,C. and Schmitz, C. (2018). Criticalmulticulturalism and intersectionality in a complex world. Oxford University Press. (not in City Tech collection--will recommend for purchase for reserve as budget allows) list price: $35Said, N. (2014). Looking for Palestine: Growing up confused in an Arab American family. NewYork: Penguin Group. (not in City Tech collection--will recommend for purchase for reserve as budget allows; only limited availability at public libraries in NYC) list price: $16**Date January 29, 2021****Date January 2021** |

**CITY UNIVERSITY OF NEW YORK**

NEW YORK CITY COLLEGE OF TECHNOLOGY

**HUMAN SERVICES DEPARTMENT**

**Course Information**

*Course Number/Section* HUS 3630

*Course Title*  Diversity and Intersectionality

*Credit Hours* 3

*Term*  Projected Spring 2022

**Course Description**

HUS 3630 develops active respect towards differences in perspectives, experiences, values, and history within a critical framework for understanding mechanisms of oppression and structural forms of power and privilege. Examines the interconnections with groups who have a shared history of oppression. Emphasis is on marginalized groups, race and gender equity, and change strategies to promote social justice.

**Assessment Methods:**

The following methods will be utilized to assess student performance:

Participation 20%

Reflection Logs(five)/ Homework 15%

Final Paper/Character Study/Presentation Session13/14/15 20%

Midterm Examination Session 8 22.5%

Final Examination Session15 22.5%

Total 100%

**Course Intended Learning Objectives and Outcomes**

Student will:

* Gather, interpret, and assess information from a variety of sources and points of view.
* Evaluate evidence and arguments critically or analytically.
* Produce well-reasoned written or oral arguments using evidence to support conclusions**.**
* Identify and apply the fundamental concepts and methods of a discipline or interdisciplinary field exploring the U.S. experience in its diversity, including, but not limited to, anthropology, communications, cultural studies, economics, history, political science, psychology, public affairs, sociology, and U.S. literature.
* Analyze and explain one or more major themes of U.S. history from more than one informed perspective.
* Evaluate how indigenous populations, slavery, or immigration have shaped the development of the United States.
* Analyze and discuss common institutions or patterns of life in contemporary U.S. society and how they influence, or are influenced by, race, ethnicity, class, gender, sexual orientation, belief, or other forms of social differentiation.

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| **Knowledge** | **Assessment Methods** |
| Demonstrate awareness, sensitivity and respect for diversity in regard to culture, race, ethnicity, gender, sexual orientation, socioeconomic status and disability | Analysis of student’s work on written exam one and two, class discussions, and reflection logs. |
| Demonstrate self-awareness, ability to reflect on bias, and commitment to human service ethics and values. Use reflection and self-regulation to manage personal values and maintain professionalism in practice situations.Students will reflect on personal values and their impact on professional development. | Analysis of student’s work on written exams, reflection logs, and class discussionsCharacter StudyReflection Logs |
| Understand and explain key sociological theories related to justice, diversity, and intersectionality.  | Analysis of student’s work on written exam one and two, class discussions, and reflection logs. |
| Understand the stratified nature of society and its institutions as systematically linked to intersectional inequalities.  | Analysis of student’s work on written exam one and two, class discussions, and reflection logs. |

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| **Skills** | **Assessment Methods** |
| Demonstrate understanding of the impact historical perspectives of trauma has on trauma-informed practice today | Evaluation of student work on written exam two and during class discussion |
| Describe the importance of multi-cultural-informed practice as a human service professional  | Evaluation of student work on written exam one and two, character study, reflection logs, and class discussion |
| Apply their understanding of oppression, social, economic, and environmental justice to advocate for human rights at the individual and systems levels. | Analysis of student involvement in small group exercises, role plays and written assignment |
| Utilize theory to understand impacts of oppression on a variety of levels (individual, community, global) and populations | Analysis of student involvement in small group exercises and role plays; evaluation of written assignment and written exams |
| Apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies.Students will exhibit self- reflection as a way to manage personal biases and values. | Analysis of student involvement in small group exercises and evaluation of written assignment and written exams |
| Use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies. | Analysis of student work in journal entries and during class exercises |
| Apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels. | Analysis of class discussion and written assignment |
| Negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies.Students will describe models of practice appropriate with diverse constituencies. | Analysis of class discussion and written assignment.Presentation.  |
| Apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice. | Analysis of class discussion and written assignment.Presentation. |
| Demonstrate an understanding of the social construction of race, ethnicity, and gender characteristics.  | Analysis of class discussion and written assignment.Presentation. |
| Identify social, political and economic dimensions of inequalities and how they relate to diversity. | Analysis of class discussion and written assignment.Presentation. |
| Recognize links between the theories and methods of sociology of race and ethnicity and gender. | Analysis of class discussion and written assignment.Presentation. |
| **Critical thinking needed for communication, inquiry, analysis and productive work** | Analysis of class discussion and written assignment.Presentation. |

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| **Values** | **Assessment Methods** |
| Demonstrate awareness, sensitivity and respect for diversity in regard to culture, race, ethnicity, gender, sexual orientation, socioeconomic status and disability | Analysis of student’s work on written exams, journal entries, class exercises and class discussions |
| Demonstrate self-awareness, ability to reflect on bias, and commitment to human service ethics and values.  | Analysis of student’s work on written exams, journal entries, class exercises and class discussions |
| The student will demonstrate a level of maturity about human sexual diversity.  | In class discussions and reaction paper, students will reflect their level of maturity about human sexuality. |
| The student will show respect and sensitivity to various practices, cultures, communities and behaviors. | In class discussions and reaction paper, students will reflect their respect and sensitivity to various sexual practices and behaviors. |
| The student will be expected to come to class on time and act within a professional manner in the classroom. The student will be expected to participate in classroom discussions. | Students’ involvement will impact participation grade.  |
| Demonstrate awareness, sensitivity and respect for diversity in regard to culture, race, ethnicity, gender, sexual orientation, socioeconomic status and disability | Analysis of student’s work on written exams, journal entries, class exercises and class discussions |
| Demonstrate self-awareness, ability to reflect on bias, and commitment to human service ethics and values.  | Analysis of student’s work on written exams, journal entries, class exercises and class discussions |
| Understand and apply values, ethics, and diverse perspectives in personal, civic, and cultural/global domains. | Analysis of student’s work on written exams, journal entries, class exercises and class discussions |

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|  Integration |   |
| Work productively within and across disciplines. Explain how the resolution of issues surrounding diversity be achieved by engaging scholarship in sociology, human services, and social work. | Analysis of student’s work on written exams, journal entries, class exercises and class discussions |

**Required Textbooks and Readings**

***Required Texts***

Coates, T-N. (2015). *Between the world and me*. New York: Spiegle& Grau.

hooks, bell (2009). *Belonging: A culture of place*. NY: Routledge.

Melville, Herman. (2017) *Moby-Dick.*<http://www.gutenberg.org/files/2701/2701-h/2701-h.htm>

# Sloan, L. Mildred Joyner, M. Stakeman,C. and Schmitz, C. (2018). *Critical*

# *multiculturalism and intersectionality in a complex world.* Oxford University Press.

Yousafzai, M. & Lamb, C. (2013). *I am Malala: The girl who stood up for education and was shot by the Taliban*. New York: Little, Brown, & Company.

Said, N. (2014). *Looking for Palestine: Growing up confused in an Arab American family*. New

York: Penguin Group.

**Class Participation:** Student participation is evaluated by instructor, when computing the final course grade Students are expected to participate in discussion and in-class activities, regularly administrated by the instructor. To ensure a learning environment, that supports quality student participation, unapproved technology/cell during class is not permitted.

**Format:** Class will consist of lectures; class discussions; in-class practice exercises; role-plays; small groups activities; case analyses; videos; and reflection exercises.

**Course Requirements:**

Students are expected to complete all reading assignments in preparation for the appropriate class. Positive participation in all classes/exercises/group activities are required and will count toward the Class Participation Grade.

**Assignments:**

**A.ReflectionLogs - Five**

Each student will write five reflection logs on their reactions to readings, class discussions, and films seen throughout this class. This will be a reflection on the student’s experiences with the class material/exercises. Such writing is a part of building students critical thinking skills along with their ability to synthesize and engage with diverse perspectives.

1.Assess the strengths and challenges of central individuals/families and communities.

Identify the forms and mechanisms of privilege, oppression, and discrimination that appear.

2.Select a scene in which you explain how you would attend to your professional role and maintain boundaries while working with the character, family or community?

1. Pray the Devil back to Hell
2. Hotel Rwanda
3. Milagro Beanfield War
4. Inconvenient World
5. Roots--Wangari Mathai
6. Hidden Figures
7. Loving
8. Half the Sky
9. Iron Jawed Angels
10. Gran Torino
11. Lincoln
12. Come See Paradise
13. In America

**B. Homework**– weekly – turned in at the beginning of each class session. No late homework accepted. Homework sheets address key themes of the reading, as well as group reflections on the reading listed in the syllabi. Each instructor identifies key themes from the readings for these questions. These questions form the basis for class discussion.

**C/D Midterm and Final Exams**

Each exam will consist of short answer/essay questions.

**E. Written Assignment – Character Analysis Paper**

**Due date: Week 13**

Students are expected to write a character case analysis paper (5 pages).

1.Choose one of the following textbooks assigned for this class or others as approved by the professor:

Coates, T-N. (2015). *Between the world and me*. New York: Spiegle& Grau.

hooks, bell (2009). *Belonging: A culture of place*. NY: Routledge.

Melville, Herman. (2017) *Moby-Dick.*<http://www.gutenberg.org/files/2701/2701-h/2701-h.htm>

Said, N. (2014). *Looking for Palestine: Growing up Confused in an Arab American Family*. New York: Penguin Group.

Yousafzai, M. & Lamb, C. (2013). *I am Malala: The girl who stood up for education and was shot by the Taliban*. New York: Little, Brown, & Company.

Tang, Eric. 2015*. Unsettled: Cambodian Refugees in the New York City Hyperghetto.* Temple University Press.

2.Identify your book selection by session 8 via email to the instructor.

* Write a 5-page, double-spaced, typed, paper that demonstrates your ability to empathize with, learn from, and work in alliance with the individuals/families and communities that are marginalized on the basis of religion, sexual orientation, ethnoracial identity, gender or sex, or disabilities (different abilities).

The character study paper will consist of the following components:

1. Summarize how the culture’s structures and values impact the character and how these dimensions intersect with social structures. What opportunities, social networks, relationships, status positions, or resources are available?
2. Using supporting quotations and references, examine character’s strengths and limitations, as well as dimensions of structural oppression, and self-awareness of biases and values.

b) Identify forms of power and privilege. How can these forms turn into mechanisms of oppression and discrimination?

c) Imagine yourself entering the story. How would you, as an agent of social justice, begin to analyze, formulate, and advocate for basic human rights?

d) Which of your personal values and biases may get in the way of practicing professional values when working with diverse community systems? Point out the challenges you would face in confronting your own biases and conflicting values when working with this diverse group.

Presentations covering key themes of the character study on Sessions 13/14/15

**Topical Outline/Calendar**

**Session 1 Course Overview**

Introduction to Critical Multiculturalism

**Session 2 Culture, Worldview, and Intersectionality**

*Readings:*

Yousafzai & Lamb, pp. 3-79

Sloan et al, chapter 6

***Group Reflection on Reading:*** How do culture, identity, and context impact worldview? What is ethnocentrism and how might it affect your personal and professional life? How do history and social construction interface? How might the personal and collective narrative play a role in both conflict and change? Looking at Figure 6, are there some areas in which you have experience privilege and other ways in which you have experience oppression? Has your position in the web changed as you have matured?

**Session 3 Global Context: Intersecting Identities**

Yousafzai & Lamb, pp. 80--153

Said (pp. 1-91)

Sloan et al, Chapter 2

U.S. Committee for Immigrants and Refugees: http://www.refugees.org/refugee-voices/refugee\_voices\_index.html

***Group Reflection on Reading****:* How do you engage difference to support the change process? Discuss the intersections of the dimensions of identity. Identify two global conflicts related to ethnicity, gender, or sexual orientation. What does the personal is politics mean and how does this impact you?

**Session4 History and Complex Interactions**

*Readings:*

Yousafzai & Lamb, pp. 154---235

Said (99-183)

Sloan et al,, chapter 1

***Group Reflection on Reading:*** How does the history presented compare to the way you learned history in primary and secondary education? If the U.S. is not your home, do you have a parallel history? How do you think your historical and current context affects your worldview, communication/interaction style, and your approach to conflict?

**Session 5 Gender, Sex, Sexual Orientation: Local to Global**

*Readings:*

Sloan et al, chapter 4

Yousafzai & Lamb, pp. 236--271

Jeffrey, Nancy (2013). Becoming Nikki, Available at: [http://www.people.com/people/article/0,,20712691,00.html](http://www.people.com/people/article/0%2C%2C20712691%2C00.html)

Said, pp. 99-183

***Group Reflection on Reading:*** How are gender and sex different? How do they intersect? How do sexism, homophobia, and identity interact? What is the connection between sexism and homophobia? What are some examples of sexism seen in *I am Malala?*

**Session 6 Changing Narratives of Ethnoracial Identity**

*Readings:*

Yousafzai & Lamb, pp. 273-313

Sloan et al, chapter 3

Coates (pp. 3-71)

***Group Reflection on Reading:*** What are the strengths of a strong ethnoracial identity? How might you build from this strength to building bridges? How do class, race, and ethnicity intersect? Discuss the role of solidarity.

**Session7 Intersectionality**

**Presentation**

Movie: *Last Change for Eden*

Ethnoracial identity, global dimensions

*Readings:*

Coates (73-152)

Said (185-258)

***Group Reflection on Reading:***What does intersectionality mean to you? In what ways to you see identities interact within families and communities?

**Session 8Midterm Exam**

**Session 9 Disabilities**

*Readings:*

Sisneros et al., Chapter 5

***Group Reflection on Reading:***What are the key issues highlighted in the readings?

**Session10 Memory in Deeply Divided Societies**

**Presentation& Manju; movie**

*Readings*

hooks, pp. 1-44

***Group Reflection on Reading*:** Lederach mentions, “People, when threatened, seek security in narrower, more localized identity groups” (p. 18). What is your reaction to this statement? Do you agree/disagree with it? List at least 2 examples that support your point of view. Describe at least 2 factors that are at play in deeply divided societies.

**Session 11 Immigrants and Refugees**

*Readings:*

hooks, pp. 45-88

Melville, Herman. (2017) *Moby-Dick.*<http://www.gutenberg.org/files/2701/2701-h/2701-h.htm>

***Group Reflection on Reading*:** Discuss the issues faced my immigrants and refugees.

What is the narrative and how can we build bridges?How can you make a difference?

How does Ishmael encounter difference?

**Session12 Reconciliation and the Dynamics of Change**

*Readings:*

Ellison, J. (2009, January 16). The refugees who saved Lewiston. *Newsweek Magazine*. Retrieved from http://www.thedailybeast.com/newsweek/2009/01/16/the-refugees-who-saved-lewiston.html

hooks, pp. 89-152

***Group Reflection on Reading*:**  What type of reconciliation did the story in your article use? What stood out to you the most? Comment on the how their approach brought about change.

**Session 13 Bridging the Cultural Gap**

**Character Paper Due**

**Presentations**

*Readings:*

bell hooks (pp. 153-230)

Sharp, Gene. 198 Methods of Non-violent Action, Available at: http://www.aforcemorepowerful.org/resources/nonviolent/methods.php

***Group Reflection on Reading*:** How do we create change? How do we create a shift away from oppression?

**Session 14 Possibility for Change: Framework for Peacebuilding**

**Presentations Continue**

**Session 15 Final Exam (Presentations Continued if needed)**

**Bibliography**

Cho,Sumi. (2013). POST-INTERSECTIONALITY The Curious Reception of Intersectionality in Legal Scholarship *W. E. B. Du Bois Institute for African and African American Research* 10:2: 385-404

Crenshaw, Kimberle (1989) "Demarginalizing the Intersection of Race and Sex: A Black Feminist Critique of Antidiscrimination Doctrine, Feminist Theory and Antiracist Politics," University of Chicago Legal Forum: Vol. 1989: Iss. 1, Article 8. Available at: http://chicagounbound.uchicago.edu/uclf/vol1989/iss1/8

Dibie, R. (2009). Globalization and women’s empowerment in Africa. In L. Lindio-McGovern & I. Wallimann (Eds.). *Globalization and third world women: Exploitation, coping and resistance* (pp. 161-184). Burlington, VT: Ashgate Publishing Limited.

Schmitz, C. L., Vazquez-Jacobus, M., Stakeman, C., Valenzuela, G., Sprankel, J. (2003). Immigrant and refugee communities: Resiliency, trauma, and social work practice. *Social Thought, 22* (2/3), 135-158.

Beah, I. (2008). *A long way gone: Memoirs of a boy soldier*. New York: Sarah Crichton Books.

Fadimon, A. (1997).  *The spirit catches you and you fall down: A Hmong child, her American Doctors and the collision of two cultures.* NY: The Noonday press.

Ghattas, K. (2013). *The secretary: A journey with Hillary Clinton from Beirut to the heart of American power*. New York: Times Books.

Kristof, N. D. &WuDunn S. (2010). *Half the sky: Turning oppression into opportunity for women worldwide*. New York: Random House.

Lederach, J.P. (1997). *Sustainable reconciliation in divided* societies. DC: USIP.

Tang, Eric. 2015*. Unsettled: Cambodian Refugees in the New York City Hyperghetto.* Temple University Press.

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**ACADEMIC INTEGRITY STANDARDS**

**CUNY Policy on Academic Integrity**

Academic Dishonesty is prohibited in The City University of New York and is punishable by penalties, including failing grades, suspension and expulsion.

New York City College of Technology Policy on Academic Integrity

Students and all others who work with information, ideas, texts, images, music, inventions, and other intellectual property owe their audience and sources accuracy and honesty in using, crediting, and citing sources. As a community of intellectual and professional workers, the College recognizes its responsibility for providing instruction in information literacy and academic integrity, offering models of good practice, and responding vigilantly and appropriately to infractions of academic integrity. Accordingly, academic dishonesty is prohibited in The City University of New York and at New York City College of Technology and is punishable by penalties, including failing grades, suspension, and expulsion. The complete text of the College policy on Academic Integrity may be found in the catalog.

**Definitions and Examples of Academic Dishonesty**

**Cheating** is the unauthorized use or attempted use of material, information, notes, study aids, devices or communication during an academic exercise.

The following are some examples of cheating, but by no means is it an exhaustive list.

* Copying from another student during an examination or allowing another to copy your work.
* Unauthorized collaboration on a take-home assignment or examination.
* Using notes during a closed-book examination.
* Taking an examination for another student, or asking or allowing another student to take an examination for you.
* Changing a graded exam and returning it for more credit.
* Submitting substantial portions of the same paper to more than one course without consulting with each instructor.
* Preparing answers or writing notes in a blue book (exam booklet) before an examination.
* Allowing others to research and write assigned papers or do assigned projects, including use of commercial term paper services.
* Giving assistance to acts of academic misconduct/dishonesty.
* Fabricating data (all or in part).
* Submitting someone else’s work as your own.
* Unauthorized use during an examination of electronic devices such as cell phones, palm pilots, computers or other technologies to retrieve or send information.

**Plagiarism** is the act of presenting another person’s ideas, research or writings as your own.

The following are some examples of plagiarism, but by no means is it an exhaustive list:

* Copying another person’s actual words without the use of quotation marks and footnotes attributing the words to their source.
* Presenting another person’s ideas or theories in your own words without acknowledging the source.
* Using information that is not common knowledge without acknowledging the source.
* Failing to acknowledge collaborators on homework and laboratory assignments.

**Internet plagiarism** includes submitting downloaded term papers or parts of term papers, paraphrasing or copying information from the internet without citing the source, and “cutting and pasting” from various sources without proper attribution.

**Obtaining Unfair Advantage** is any activity that intentionally or unintentionally gives a student an unfair advantage in his/her academic work over another student.

The following are some examples of obtaining unfair advantage, but by no means is it an exhaustive list:

* Stealing, reproducing, circulating or otherwise gaining advance access to examination materials.
* Depriving other students of access to library materials by stealing, destroying, defacing, or concealing them.
* Retaining, using or circulating examination materials which clearly indicate that they should be returned at the end of the exam.
* Intentionally obstructing or interfering with another student’s work.

**Falsification of Records and Official Documents**

The following are some examples of falsification, but by no means is it an exhaustive list:

* Forging signatures of authorization.
* Falsifying information on an official academic record.

Falsifying information on an official document such as a grade report

**Diversity and Inclusion syllabus statement**

<https://openlab.citytech.cuny.edu/dice/commitment-to-diversity-and-inclusion-syllabus-statement/>

**Course Needs Assessment**

**In our last accreditation meeting from the Counsel on Standards for Human Services, they suggested we add more of a focus on cultural diversity to our curriculum.**

The City [Tech Human Services Program Learning Outcomes](http://www.citytech.cuny.edu/human-services/human-services-bs.aspx) highlight the needs for a more focused curriculum on diversity.

* Knowledge and application of the theories of the interaction of individual, interpersonal, group, family, organizational, community, and societal systems.
* Ability to analyze and apply theories, knowledge and skills to the scope of conditions that promote or inhibit human functioning to the range of populations served and needs addressed by human services.
* Interpersonal skills development such as conflict resolution, establishing rapport with clients, and ethical and professional behavior.
* Respect and competence around human diversity is a core component of human services practice.
* This course helps develop this knowledge and these values.

Further, the **Council on Standards for Human Services Education**

**Bachelor Degree Standard 10. Self-Development Context:**

Human services professionals use their experience and knowledge for understanding and helping clients. This requires awareness of one’s own values, cultural bias, philosophies, personality, and style in the effective use of the professional self. It also requires an understanding of how these personal characteristics affect clients.

**Bachelor Degree Standard 20:** The program shall provide experiences and support to enable students to develop awareness of their own values, personalities, reaction patterns, interpersonal styles, and limitations.

 a. Conscious use of self.

 b. Clarification of personal and professional values.

c. Awareness of diversity.

d. Strategies for self-care.

e. Reflection on professional self (e.g., journaling, development of a portfolio, or project.

**Course Design**

This course will be a Baccalaureate Level Course in the Human Services Department. It will be taught over a 15-week semester in a weekly, in-class lecture format, involving discussion, small group activities, reflective journaling, role-playing, videos, and other class activities. Students will be required to complete one major paper, an ongoing reflective journal, actively participate in class, and two exams. These requirements will be equally used to assess their ethics, skills and knowledge of diversity-informed practice. This course will engage students in critical thinking, active discussion, exploration, problem solving, creative written expression, and self-reflection about the significance of recognition of diversity and related experiences and the importance of utilizing this knowledge as a human service professional.

# **Section AIV: Chancellor’s Report for New Courses**

## **New course to be offered in the Health and Human Services department**

|  |  |
| --- | --- |
| **Department(s)** | Human Services  |
| **Academic Level** | **[ X ] Regular  [   ] Compensatory  [   ] Developmental  [   ] Remedial**  |
| **Subject Area** | Human Services  |
| **Course Prefix** | HUS |
| **Course Number** | HUS 3630 |
| **Course Title** | Diversity and Intersectionality |
| **Catalog Description** | Develops active respect towards differences in perspectives, experiences, values, and history within a critical framework for understanding mechanisms of oppression and structural forms of power and privilege. Examines the interconnections with groups who have a shared history of oppression. Emphasis is on marginalized groups, race and gender equity, and change strategies to promote social justice.  |
| **Prerequisite** | More than 60 earned credits; and for non-Human Services majors only: Sociology 1101 or higher. |
| **Corequisite** | N/A |
| **Pre- or co-requisite** | For Human Services majors: HUS 2405 |
| **Credits** | 3 |
| **Contact Hours** | 3 class hours |
| **Liberal Arts** | **[ x ] Yes [ ] No**  |
| **Course Attribute (e.g. Writing Intensive, etc)** | N/A |
| **Course Applicability** |

|  |  |
| --- | --- |
| **[X] Major** |  |
| **[ ] Gen Ed Required** | **[ ] Gen Ed - Flexible** | **[ ] Gen Ed - College Option** |
| **[ ] English Composition** | **[ ] World Cultures** | **[ ] Speech** |
| **[ ] Mathematics** | **[ ] US Experience in its Diversity** | **[ ] Interdisciplinary** |
| **[ ] Science** | **[ ] Creative Expression** |  **[ ] Advanced Liberal Arts** |
|  | **[ ] Individual and Society** |  |
|  | **[ ] Scientific World** |  |

 |
| **Effective Term** | Spring 2022 |

**Rationale:** ThisDiversity and Intersectionality course is a great fit for the Human Service Department as well as the whole college. The human service students are working in the field with a variety of populations in diverse settings, with a variety of diverse points of view. According to the National Organization for Human Services, the field of Human Services holds “the objective of meeting human needs through an interdisciplinary knowledge base, focusing on prevention as well as remediation of problems, and maintaining a commitment to improving the overall quality of life of service populations” (<http://www.nationalhumanservices.org/what-is-human-services>). In order for human service professionals to effectively do so they need to have the most current information about how diverse experiences impact the clients that they work with.