


## Contemporary News Headlines

### More Americans approve of refusing same-sex couples service, per new poll

But they're less likely to believe it's happening.

ZACK FORD  AUG 7, 2018, 1:21 PM

### The Different Words We Use to Describe Male and Female Leaders

by David G. Smith, Judith E. Rosenstein, and Margaret C. Nikolov

MAY 25, 2018

### Study: Asians displace blacks as most economically divided group

 USA TODAY NETWORK David Carrig, USA TODAY Published 5:25 p.m. ET July 12, 2018 | Updated 8:54 p.m. ET July 15, 2018

### Diversity among film directors remains low in Hollywood, report finds

Guardian Staff

Thu 21 Jun 2018 15.31 EDT

### People With Disabilities Have Been Left Out Of Conversations About Harassment



By Holly Kearn

### Starbucks Training Focuses On The Evolving Study Of Unconscious Bias

May 17, 2018 - 3:30 PM ET

THE NEW OLD AGE

### *He Called Older Employees 'Dead Wood.' Two Sued for Age Discrimination.*

By Paula Span

July 6, 2018

Facts don't change people's minds.  
Here's what does

By Ozan Varol Jun 26, 2018

# HSER 330 / PSYC 365 – Issues of Diverse Populations

## Fall 2018 Syllabus

Hello and welcome to the Issues of Diverse Populations class at American River College! This syllabus is filled with important information about this class, its requirements, and my expectations so read it thoroughly and carefully. The *Table of Contents* below will help you to navigate through this syllabus.

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### Syllabus Disclaimer

\*\*Although this rarely happens, I reserve the right to modify the class syllabus anytime and will notify students of any changes that might occur prior to their implementation.\*\*

# HSER 330 / PSYC 365 – Issues of Diverse Populations

## Fall 2018 Syllabus

HSER330 #11306 or PSYC 365 #11308

Mondays and Wednesdays  
10:30-11:50pm  
Davies 112

### Course Information

**Professor:** Lori Hokerson  
**Voicemail #:** (916) 484-8162  
**Office:** Davies Hall, 371  
**Email:** [hokersl@arc.losrios.edu](mailto:hokersl@arc.losrios.edu)  
**Course Website:** <http://Canvas.losrios.edu>

### Student Hours

Monday, 3:00-4:00pm (Davies 371)  
Tuesday, 3:00-4:00pm (Davies 371)  
Wednesday, 3:00-4:00pm (Davies 371)  
Thursday, 10-12pm (Online via Line)

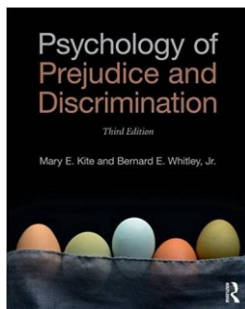


The quickest way to get in touch with me is via email: [hokersl@arc.losrios.edu](mailto:hokersl@arc.losrios.edu). I check my email and voicemail each day and you can expect a response within 24 hours (weekdays), except weekends, college holiday, or breaks. To ensure a prompt response please be sure to include your full name, student ID#, and class information (Diversity / Class Time) with a clear explanation of your inquiry. If you are having difficulty with any part of the class please don't hesitate to contact me - I am here to help ☺

### Texts

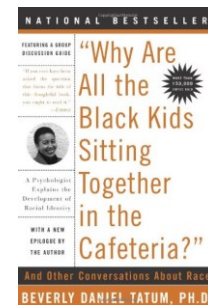
The textbook is required and can be purchased in the ARC Bookstore or anywhere online of your choice; copies are also available on reserve at the ARC Library. You can also borrow my book in my office during my scheduled student hours. The book “Why Are All the Black Kids Sitting Together in the Cafeteria” is an optional extra credit assignment due later in the semester, if desired.

#### REQUIRED TEXTBOOK



**Title:** Psychology of Prejudice and Discrimination (3rd)  
**Publisher:** Wadsworth  
**Authors:** Kite and Whitley (2016)  
**Hard Copy ISBN:** 978-113-89754-2  
**eBook ISBN:** 978-113-894752-8

#### OPTIONAL READER



**Title:** Why Are All The Black Kids Sitting Together in the Cafeteria?  
**Publisher:** Basic Books  
**Authors:** Tatum (1997)  
**ISBN:** 978-0-465-08361-9

## **Class Website – Canvas (<https://sso.losrios.edu/>)**

My class is web-enhanced, which means that all quizzes and exams are completed in our class website [Canvas](#); in addition all of our study guides and resources are posted in [Canvas](#). To be successful in my class you will have to get comfortable working on a computer. If you are not comfortable already then I would encourage you to stop by during my student hours regularly to get help but also to connect to any of the ARC resources located at the end of the Syllabus.

## **Student Learning Outcomes**

This is the beginning of our journey together. Over the course of the next 16 weeks you will engage in a variety of assessments both in and outside of the classroom and upon completion of the class you will be able to:

1. identify and examine specific values, beliefs, and practices of diverse populations by race, ethnicity, gender, sexual orientation, ability/disability, age, and class
2. evaluate the impact of bias, stereotyped thinking, prejudice, and discrimination in working with diverse populations
3. analyze the issues of racism, sexism, heterosexism, ableism, ageism, and classism as they relate to working with diverse populations
4. develop culturally responsive prevention, intervention and/or resolution to identified issues and problems affecting diverse populations
5. assess one's personal attitudes regarding diverse populations

This class is grounded in pursuing alternate perspectives on these topics, or what I describe as “thinking about old things in new ways.” In order to accomplish this I will be asking you to share your experiences with others, but most importantly to listen to the experiences of your classmates – together we can develop a better understanding of our own experiences as well as the experiences of others on our journey together.

You should be aware that the content of this course can be sensitive, provocative, and controversial. You will be asked to reflect on your personal attitudes, beliefs, and behaviors, and acquire a foundation for understanding your impact on the world around you. It is likely that over the semester you might experience a variety of emotions including ambivalence, discomfort, frustration, and possibly anger, but by the end of the semester I am optimistic that you will have gained a deeper understanding of the issues that affect diverse populations and have developed strategies to become an effective ally. What’s an ally? You will learn more about this as the semester progresses!

I do expect you to behave in ways that foster critical thinking and create positive learning opportunities in the classroom and I propose the classroom ground rules on the following pages to create a positive learning experience for everybody.

## Classroom Ground Rules

### **1. Respect the learning environment.**

- ✓ Arrive on-time and plan to be in your seat the entire class session.
- ✓ Silence and put technology devices away (unless approved by me).
- ✓ Bring your textbook to each class.

### **2. Be respectful of your classmates, including their experiences and beliefs.**

- ✓ Learn everybody's name.
- ✓ Listen attentively.
- ✓ Be open to hearing ideas and opinions from different perspectives.

### **3. Make thoughtful contributions to the conversation.**

- ✓ Speak for yourself; do not generalize or speak on behalf of others.
- ✓ Statements should be relevant to the class discussion.
- ✓ Statements should be short and to the point.

### **4. Create a positive learning experience.**

- ✓ Think before you speak.
- ✓ Avoid inflammatory statements (no "put downs" or derogatory language).
- ✓ Come in with an open mind and willingness to challenge yourself.

### **5. Strive to think critically, not be critical.**

- ✓ Make connections between personal experience and what you are learning.
- ✓ Ask questions or restate what you heard for clarification.
- ✓ Use objective evidence whenever possible.

## Classroom Behavior

Class time will include lecture and a variety of hands-on learning activities so you are expected to come to class prepared to actively engage in learning. Active participation includes but is not limited to:

- Paying attention, listening, and/or asking or answering questions
- Interacting on-topic with other students during activities
- Being prepared (having read or previewed the chapter in advance and bringing the textbook to class)

Behaviors that are disruptive to learning and will not be tolerated include but are not limited to:

- Repeated disregard for any of the established Class Ground Rules
- Rude or disrespectful comments or behavior to the instructor
- Rude or disrespectful comments or behavior to other students
- Rude or disrespectful comments or behavior towards persons in general
- Sleeping or side conversations

**Problem Behavior:** I reserve the right to move any student to the front of the room if your behavior is disruptive to learning. Although I've never had to do this, repeated disruptive behavior may result in being dismissed from class which is equivalent to being absent for the day.

## Problem Resolution Processes

If at any time you feel like you are being treated unfairly as a result of these policies please email me or stop by during a scheduled student hour. If I have had to move you or ask you to leave for the day, I expect that you will come and meet with me by the next class session to ensure that my expectations and understanding are the same as yours. This will help to ensure your success as well as the success of your classmates by creating a positive learning experience for everybody.

Although I hope that you would be comfortable talking to me about any issues that arise, you can also contact the Dean of Behavioral and Social Sciences (916) 484-8428 or [reyesc@arc.losrios.edu](mailto:reyesc@arc.losrios.edu) to discuss any issues or concerns that you have regarding my class.

For more information about ARC's expectations of student conduct and more formal channels for problem resolution please contact the ARC Office of Student Conduct at (916) 484-8465 or <http://www.arc.losrios.edu/StudentConduct>

## Attendance Policy

It is my experience that students who miss a lot of class do not do as well because a lot of learning happens during class time, plus you will miss out on in-class participation points. Per your enrollment in my class you are expected to attend all scheduled class sessions for a total of 54 in-class hours this semester and I will do my best to make our time together worth your valuable time.

I do expect you to be in your seat at the start of class and I will begin class promptly, however you can come in so long as you are no more than 10 minutes late. If lateness or leaving the classroom becomes a persistent problem for you or the class then I will modify this policy accordingly; please see me if you anticipate an on-going problem with my attendance policies.

Throughout the semester I will randomly record attendance; per the College's policy on attendance I can drop you for **excessive absences** if you are absent more than 6% of the total class time. Therefore if you miss more than 3 classes I reserve the right to drop you, however you should not depend on me to do this. If at any time you have no intent on fulfilling the requirements of the class it is your responsibility to officially drop this class with eServices. Failure to drop the class may result in a failing grade. Here are some important dates to keep in mind:

The last day to drop the class for a full refund is: **September 7, 2018**

The last day to drop the class with no notation on your record is: **September 9, 2018**

The last day to withdraw with a W on your transcript is: **November 20, 2018**

Here are the situations in which you will be marked absent when attendance is taken:

- Arriving more than 10 minutes late
- Being asked to leave for Problem Behavior (see page 4)
- Leaving class early
- Non-attendance (only *jury duty*, *court dates*, and *military deployment* may be considered "excused" with documentation and prior notification)

For more information about the Colleges attendance policy refer to the Course Catalog section on Attendance Requirements (page 24).

## Special Accommodations

If you have a disability you may qualify for a special accommodation to facilitate your success, such as extended time on quizzes/exams, special note taking paper, or audio recording devices. It is your responsibility to obtain this justification from [Disabled Student Personnel Services](#) (DSPS) on-campus.

All accommodations substantiated by DSPS will be honored and the official DSPS form must be given to me **prior** to implementation; it will not be applied retroactively. Please contact DSPS at (916) 484-8382 or visit their website <http://web.arc.losrios.edu/~dsps/> for information about these services.

## Learning Modules

This class is divided into learning modules that provide course materials in a logical, sequential, order, guiding you through the content and assessments. The modules we will cover this semester are designed to help you connect to learning in a meaningful way and correspond with the chapters in our textbook; please note that we will not cover all of the chapters in our textbook and we will jump out of order from time to time. I have provided a comprehensive course calendar to help you track the class.

I have also prepared a study guide for each module, called the “Module Objectives,” which should guide how you read the book and take notes outside of the classroom; it also will guide how we learn together in the classroom. At the beginning of the semester I will offer several workshops to help you better understand how to use these study guides with the textbook. They will be scheduled outside of class and are optional however **I will give students 2 extra credit points for attending one** of these workshops. If you cannot attend the scheduled workshops you can stop by during a student hour anytime in the semester and earn 2 extra credit points- obviously the sooner the better.

### The Modules

#### Studying Diversity Module

Chapters 1 – Introducing the Concepts of Stereotyping, Prejudice, and Discrimination

Chapter 2 – How Psychologists Study Prejudice and Discrimination

#### Assessing Attitudes Module

Chapter 3 – Social Categorization and Stereotypes

Chapter 4 – Stereotype Activation and Application

Chapter 5 – Old-Fashioned and Contemporary Forms of Prejudice

Chapter 6 – Individual Differences and Prejudice

Chapter 9 – From Prejudice to Discrimination

--- MIDTERM EXAM ---

#### Isms Module

Chapter 9 – From Prejudice to Discrimination

Chapter 6 – Individual Differences and Prejudice

Chapter 11 – Gender and Sexual Orientation

Chapter 12 – Age, Ability and Appearance

#### Moving Forward Module

Chapter 13 – Reducing Prejudice and Discrimination

--- FINAL EXAM ---

**Special Note:** To help you be more successful during class time, I strongly encourage you to preview each chapter before we cover it during class. At a minimum you should be familiar with the vocabulary presented in the chapter prior to us discussing it in class; if you are able to begin studying the chapter prior to class that will help you even more.



## Participation (100 points)

This semester you will engage in a variety of participation activities:

### **Worksheets (90 points)**

You can expect to complete participation worksheets during class throughout the semester. The purpose of these worksheets is to interact with the concepts and theories of the day to facilitate learning. Missed worksheets cannot be “made up” if absent on a day they are assigned. You are required to keep each completed worksheet and will “cash them in” at the end of the semester. Do not lose these worksheets- lost worksheets cannot be replaced or photocopied! If you do not *actively* participate in an activity you will be asked to leave and forfeit any associated points for the day. Failure to leave immediately may result in being removed from class for 2 unexcused class sessions.

- At the end of the semester if you turn in a “perfect” packet (i.e. did not miss or lose any worksheets) you will receive 5 extra credit points!
- If you leave class early (no matter how much time remains) you must give back your worksheet; you cannot earn points when you leave early.

### **My Implicit Bias (10 points)**

One important but difficult concept you will learn about this semester is implicit bias. To help you achieve this understanding you will be asked to complete an online assessment of your own biases at [Project Implicit](#) sometime before midterm. You are expected to submit a response to your test results in a way that is introspective and thoughtful, along with a discussion and analysis of the test itself. Complete instructions and due date are posted in Canvas.

## Critical Thinking Assignments (100 points)

**At least once a week** you will analyze news articles, listen to podcasts, or watch documentaries. The purpose of these assignments is to see how the concepts being presented in class relate to real life experiences. In addition these activities will help you to develop analytical reading and critical thinking skills, including how to: (1) annotate, (2) identify main points, (3) summarize issues, (4) synthesize issues, and (5) propose solutions.

These are the equivalent of homework and must be brought to class on the day scheduled, as posted in the printable class calendar. You are expected to complete the assignment on your own; complete instructions are posted in Canvas.

*Did you miss class on a day a critical thinking activity was due? Don't worry...  
you are allowed to turn in ONE critical thinking activity late if it is turned in by the next class session.*

## Quizzes and Exams

### Syllabus Quiz (20 points)

Your success is important and everything you need to be successful is here in this syllabus, therefore I assume that you will thoroughly read every page during the first week of class and complete the Syllabus Quiz. This will help to clarify my expectations of you, your expectations of me, and to familiarize yourself and your computer with the online testing process in CANVAS. This quiz can be attempted as many times during the first week of class until the desired score is achieved. Completion of the Syllabus Quiz acknowledges agreement with the terms as set forth in this Syllabus.

### Chapter Quizzes (80 points)

In addition to the posted study guides for each chapter I have created chapter quizzes to help you prepare for midterm and final exams. These quizzes are true-false questions only and have unlimited time, however you should be prepared for each quiz as if it were timed- you cannot look up the answers to most of these questions as they demonstrate “big picture” understanding of the concepts and theories presented. Each question you miss will tell you which objectives you are still working on and give you time to review before the exams.

You are allowed 3 attempts at each quiz, with your highest score being used to calculate final grades. In addition there is a quiz for each chapter however only your highest 4 quiz scores will be used to calculate final grades. This means that you can skip or miss a quiz without it counting against your grade.

**Quiz Late Policy:** All quizzes before the midterm exam will close at the end of midterm exam. There are only 3 quizzes after midterm and those remain open until the end of final exams.

### Exams (200 points)



You will complete a Midterm and Final Exam this semester. The Midterm Exam covers the *Studying Diversity* and *Assessing Attitudes* Modules; the Final Exam covers the *Isms* and *Moving Forward* Modules.

To prepare for these exams you should use the corresponding module objectives (posted in CANVAS) to guide your reading and note taking. Exams consist of multiple choice, true-false, multi-select, and matching questions. Exams allow only one attempt and are timed.

- All exams are completed online in CANVAS.

The Midterm Exam will be available for a 4 day window around Week 7. The Final Exam will be completed during Finals Week. See the printable class calendar in CANVAS for exact dates and times.

**Exam Late Policy:** If you miss an exam, don't worry. Late exams must be completed **within 48 hours** of the close of the exam and **can only earn up to a C grade (70%)**. Email me ASAP if you miss an exam.

## About Quizzes and Exams

**Study, study, study!** Although I will not be in the room with you as you complete your exams I can assure you that the amount of time allotted will NOT be enough time to look up the answers to each question therefore you should be adequately prepared before attempting an exam. To do well you will need to have read the chapters in advance of each class session and use the module objectives to guide your readings and organize your notes. I am also available 5 hours a week during my Student Hours.

**Be responsible!** Quizzes and exams must be completed outside of class-time therefore you are responsible for ensuring access to a computer during the scheduled window in the Class Calendar. I encourage you to make sure you have a distraction free area to complete these exams.

**Watch the timer!** Quizzes and exams are timed and will close as scheduled therefore you must finish the exam before time runs out or you will be locked out of the quiz/exam – if you do not complete the quiz/exam by the closing time will not be allowed to finish the exam. If you have a special accommodation you must still complete the exam by the posted deadline.

**Computer issues!** Quizzes and exams must be completed using a computer therefore it is YOUR responsibility to ensure that the computer you use is compatible with CANVAS; all computers on-campus are compatible with CANVAS. *I recommend completing exams from a desktop computer rather than your mobile device.*

If you encounter a technical problem while taking a quiz or exam YOU MUST contact Canvas AND send me an email IMMEDIATELY! Unless it's a district server issue, you are still expected to finish the quiz or exam as scheduled.



### Conflict with Test Window



Since exams are available to you through the weekend I can't think of a justifiable reason for missing an exam, however if you think that you have one you MUST send me an **email before** the exam window opens - I will not approve any accommodations for requests made after that. Any accommodations for the Final Exam must be completed prior to the end of finals (see Final Exam Schedule). I reserve the right to deny any request that is unreasonable.

## Academic Integrity and Honesty

You are expected to adhere to ARC's policy on academic integrity and to take the necessary preparatory steps to avoid plagiarism and effectively use American Psychological Association (APA) citations in all written work. Tutorials on Plagiarism and APA are posted in CANVAS.

You will be held responsible for submitting original work when it comes to all assessments, including quizzes and exams. I will verify academic integrity for all submissions using either traditional methods or VeriCite.com, which is an electronic resource for detecting plagiarism.

In my class I expect that you will...

- complete quizzes and exams without the aid or assistance of anybody else.
- keep the quiz and exam content confidential.
- be the author of all written submission.
- generate new or untested written work.
- thwart any violations of academic integrity.

Additionally I expect that you will not...

- submit previously written work, even if you are the author.
- submit the work of any author other than yourself.
- allow other students to complete your quizzes or exams.
- engage in academic behavior that is dishonest.



### Academic Integrity and Honesty Policy Violations

I reserve the right to question any student who I suspect to have violated my academic integrity and honesty policies. If I determine that you have engaged in a dishonest behavior, intentionally or not, you will be contacted by me, earn a zero for that assessment, be reported to the BSS Area Dean, and possibly to the campus disciplinary officer. I take academic dishonesty seriously...and so should you.

For more information about your rights and the College's expectations of you as a student, please review ARC's policies **Guide to Student Conduct**: <http://www.arc.losrios.edu/StudentConduct>

## Extra Credit (up to 15 points)

At the end of the semester there are always a few students who ask me for extra credit - do not be this student because extra credit does not magically appear at the end of the semester. There are several opportunities throughout the semester to earn extra credit so I suggest taking advantage of them as they are presented. **Although you can participate in all of them you can only earn up to 15 points.**

### ***Study Guide Workshop – 2 points***

As described on page 7 of this Syllabus, if you attend one of the schedule workshops OR stop by during a student hour to review the study guides and how to use the textbook, you can earn 2 extra credit points.



### ***Reading Across the Discipline (RAD) - 4 points***

This is a ½ unit course to help you improve your reading and note taking skills. Please enroll early as spaces are limited. More info is on the last page of the syllabus.

### ***Writing Across the Curriculum (WAC) - 4 points***

This is a ½ unit course to help you improve your writing skills, including development of a thesis, essay structure, and draft writing. Please enroll early as spaces are limited. More info is on the last page of the syllabus.

### ***Related Events at ARC –4 points***

Throughout the semester ARC offers a variety of activities and events, many of which are related to the topics we are learning about in our class. I will post a list of these scheduled activities in CANVAS, and post an announcement each time a new event is added. I encourage you to attend as many of these events as possible however you can earn 2 extra credit points for submitting a 1 page write-up of up to 2 events.

### ***“Cafeteria” Book Discussion - 10 points***

This is a great book! It helps to illustrate the effects that racism can have on marginalized groups. You have the choice to read and discuss the book “*Why Are All of the Black Kids Sitting Together in the Cafeteria.*” Complete instructions and grading rubric for this assignment are posted in CANVAS. Points can be earned by writing a response to the book (5 points) and/or discussing the book with the class (5 points). See the printable class calendar for exact due dates; complete instructions are in Canvas.

## Final Grades

By the end of the semester your final grade will be calculated based on total accumulated points:

Participation = 100 points	<b>A = 450 – 500</b>
CT Assignments = 100 points	<b>B = 400 – 449</b>
Quizzes = 100 points	<b>C = 350 – 419</b>
<u>Exams = 200 points</u>	<b>D = 300 – 349</b>
Total Points = 500	<b>F = 0 - 299</b>

~~Impossible~~  
~~Unachievable~~  
~~Unable~~

As a reminder, final grades are earned, not given. Be sure that you complete all assessments and utilize all of the available resources so that at the end of the semester you don't find yourself in a situation where you are asking me for extra work to bring up your grade – that won't happen. If you actively participate in all facets of this class and utilize all of the available resources then I have no doubt that you will pass this class.

## Our Journey / Your Success

My goal is to help you achieve success in this class by providing you with a positive learning experience. Really there is no reason to fail this class and meeting with me during my student hour or contacting me as early in the semester as possible would be the first thing you should do to if you aren't sure what you should be doing, have questions, or are thinking about dropping the class.

- Are you feeling overwhelmed by the workload?
- Do you think you're falling behind?
- Are you confused or unsure what to do?
- Do you wish your scores were higher?

**WAIT!**  
Before You Go...

... please send me an email or stop by during one of my scheduled student hours. Many students drop the class without ever checking in with me, when the issue could be easily resolved or clarified. If you are dropping for personal reasons, no need to let me know. However if it is related to my class, I am here to help you succeed so before you drop the class please, please get in touch with me.

## **ARC Student Services**

The services below are some of the most popular services at ARC but there are many more. For more information about these and other services available to you please visit the [ARC Support Services](#) web.

### ***Canvas Help (916) 568-3199***

Students can use the helpful resources by visiting the [Canvas Community Guides](#) or contact the 24/7 HelpDesk. These helpful links are directly available when logged into Canvas on the Help link.

### ***[Disabled Students Programs and Services \(916\) 484-8382](#)***

If you feel that you have a disability that may require special accommodations, it is your responsibility to obtain substantiation from Disabled Student Personnel Services (DSPS). All accommodations substantiated by DSPS will be honored and the official DSPS form must be given to me **prior** to implementation and cannot be retroactively applied.

### ***[Learning Resource Center / Student Tech Center \(916\) 484-8808](#)***

At the Learning Resource Center (LRC) there are FREE tutoring services! The LRC is a professionally staffed instructional facility that provides supplemental instruction and academic support through individualized and group tutoring, tech support and online tutoring to currently enrolled ARC students.

### ***[Writing Across the Curriculum Program \(916\) 484-8802](#)***

The Writing Across the Curriculum (WAC) Program can help students of varying writing ability to improve collegiate writing skills. Students can enroll in this half-credit course and receive one-on-one instruction. The WAC program has received instructions specific to the Midterm and Final Essays and are prepared to assist in writing these assessments. Those students that verify completion of the WAC Program will earn 4 extra credit points, but be sure to enroll early, as slots are limited!

### ***[Reading Across the Discipline Program \(916\) 484-8053](#)***

The Reading Across the Discipline (RAD) Program can help students to improve their reading ability and comprehension, with the goal of improving student success in the classroom. Students can enroll in this half-credit course and receive one-on-one instruction. Those students that verify completion of the RAD Program will earn 4 but be sure to enroll early, as slots are limited!