

Course Last Updated [03/20/2024]



University of
New Haven

Global Perspectives on Diversity: Narratives, Identity, and Inclusion

Section I: Course Overview

Course Code: CUL355

Subject Area(s): Sociology, Communication, Cultural Studies

Prerequisites: One 200 level course or two 100 level courses in sociology or another relevant field

Language of Instruction: English

Total Contact Hours: 45

Credits: 3

Course Fees: None

Course Description

The aim of this course is to provide students with the tools necessary to adopt a global perspective on diversity through the exploration of narratives and storytelling. The course will review relevant concepts related to diversity, inclusion, equity and belonging by analyzing the representation of diversity in Barcelona, Europe and the US.

The investigation of narratives will allow students to identify diverse experiences by highlighting the stories of disenfranchised groups while also looking at the complex role identity plays in international contexts. The course will also explore the utilization of alternative narratives in diversity studies and how said narratives shed light on social stigma, marginalization and dominant culture. Upon completion of the course students will develop the skills necessary to develop students to identify best practices or shortcoming in international and domestic settings through the implementation of inclusive language techniques, intercultural communication, and responsible leadership.

Learning Objectives

Upon successful completion of this course, students are able to:

- Articulate concepts related to Diversity, Equity and Inclusion and how they apply to local, European and U.S. culture.
- Identify tools necessary to reflect on students' individual identity, perspectives and how one views and treats other social groups.
- Analyze experiences of marginalized individuals and the implication these experiences have on social stigma and large social issues through storytelling and narratives.

Section II: Instructor & Course Details

Instructor Details

Name: TBC

Contact Information: TBC

Term: TBC

Course Day and Time: TBC

Office Hours: TBC

Grading & Assessment

The instructor assesses students' mastery of course learning objectives by using the forms of assessment below. Each of these assessments is weighted toward the final grade. The Assessment Overview section provides further details for each.

Engagement - 20%

Self-reflection Journal - 10%

Field Study and Guest Speaker - 10%

Independent Learning Activity - 5%

Midterm Exam - 20%

Group Interview Project - 15%

Final Project - 20%

Assessment Overview

This section provides a brief description of each form of assessment listed above. Forms of assessment may be slightly modified in the term syllabus.

Engagement (20%): Students are expected to be engaged in class, to have read the CEA CAPA Engagement Policy, and to understand the [Class Engagement Rubric](#) that outlines how engagement is graded.

Self-Reflection Journal Entries (10%): Throughout the course, students will be required to carry a journal and write in it as a means of reflective practice. The purpose of the journal is to reflect on

diversity through goals, readings, discussions, and experiences in and outside the classroom. The professor will pause during several class sessions to conduct reflective exercises that students should include in their journal. Students will be encouraged to add items to their journal that contribute to their learning, including articles, quotes, conversations, brochures, etc. Two journal entries of the students choosing, will be submitted throughout the semester during the second week of class and during the second half of the term. Each entry should reflect on observations related to diversity made throughout the semester. Students will be graded on how they use tools discussed in class to critically reflect on diversity in Barcelona. Each journal entry submitted should be between 500-7750 words.

Field study and Guest Speaker Assignments (10%): Students will be given a short assignment (approximately 700 words) to be answered in the context of the field studies. These assignments are designed to enhance students' engagement and understanding of material covered during field studies and guest lectures. There will be a total of 2 assignments. Specific guidelines will be given in class.

Independent Learning Activity (5%): For this form of assessment, students will have two options:

- Option A. A short essay reflecting on one of the co-curricular activities recommended for this course. The professor will provide clear guidelines in class.
- Option B. An alternative assignment will be provided by the instructor for those not participating in the recommended co-curricular activities.

Midterm Exam (20%): The midterm exam will contain a mix of short answers and essay questions aimed to test the students' full comprehension of facts and the ability to argue their opinions based on class material, field studies, and readings.

Group Interview Project (15%): In groups students will conduct interviews in Barcelona related to the sector of their choosing regarding diversity. As part of the student's grade, they will submit a group Sample Plan with questions and research goals, along with a presentation of the data found from the interviews and conclusions taken from their data. Students will then present their findings to the class in the form of a presentation. The goal of this assignment is to highlight diverse local narratives of historically oppressed groups.

Final Project (20%): Written Essay (15%) and Oral Presentation (5%). In approximately 3000 words students should work in groups to create their own diversity plan based on DiStefano's (2000) MBI model. Students' plans should use readings from class to take into consideration all identity and intersectional identity categories that may be present on a team. Students will thoroughly design their mapping, bridging, and integration plans for their diversity policy. As a team, students will come up with a hypothetical workplace that they're preparing this diversity plan for. All questions presented to employees/hypothetical team members should be documented and explained in detail.

Part of the final project grade will be the oral presentation. In groups, students will condense their research paper into a 10-minute presentation. This presentation should cover the major structure of the plan, highlight any potential shortcomings, and provide an example of the plan in practice.

Active Learning

Experiential learning is an essential component of education abroad, and participation in field studies is a required part of coursework. In this course, students explore the city in which they are studying using a variety of methods. This provides the opportunity to gain nuance and perspective on the host context and course content, as well as to collect information and resources for assigned papers, projects, and presentations.

Field Studies:

- Barcelona City Hall Center for Human Rights
- SOSracisme Association
- Mescladis Association
- Observatorio Contra La Homofobia

Guest Speakers:

- Implementing Diversity in Companies

Co-curricular Activities:

- The Rise of the LGBTIQ+ Community

Readings and Resources

The below readings and resources are representative of what will be assigned as required in this course but may vary slightly in the term syllabus.

All students are given access to the online library of the University of New Haven (UNH), accessible [here](#), and are expected to comply with [UNH Policies](#) regarding library usage.

Wherever possible, required readings are made accessible through the online library or Canvas. Students are responsible for obtaining all required readings.

Each course utilizes Canvas as its LMS. Students are expected to check Canvas regularly for updates and deadlines. Canvas is also the primary platform for contacting your instructor in case of questions or concerns about the course.

Required

Ahmed, Aalya. "Living a feminist life." *Contemporary Political Theory* 18.2 (2019): 125-128.

Allen, Chris. "Islamophobia and the Crises of Europe's Multiculturalism." *New multicultural identities in Europe: Religion and ethnicity in secular societies* (2015): 213-230.

Beatty, Joy E., and Susan L. Kirby. "Beyond the legal environment: How stigma influences invisible identity groups in the workplace." *Employee Responsibilities and Rights Journal* 18.1 (2006): 29-44.

Butler, Judith. *Gender trouble*. Routledge. 2002.

Butler, Judith. "Imitation and Gender Insubordination 1." *Inside/out*. Routledge, 2013. 13-31.

Bruner, Jerome. "Life as narrative." *Social research* (1987): 11-32.

Calvo, Kerman, and Gracia Trujillo. "Fighting for love rights: Claims and strategies of the LGBT movement in Spain." *Sexualities* 14.5 (2011): 562-579.

Crenshaw, Kimberlé. *Demarginalizing the intersection of race and sex: A black feminist critique of antidiscrimination doctrine, feminist theory and antiracist politics*. U. Chi. Legal f., (1989), p. 139.

Connell, R., *Gender: In World Perspective*. Chapter 1, (2009)

DiAngelo, Robin. *White fragility: Why it's so hard for white people to talk about racism*. Beacon Press, (2018).

Fausto-Sterling, Anne. "The five sexes." *The sciences* 33.2 (1993): 20-24.

Flagg, Barbara J. "Was blind, but now I see: White race consciousness and the requirement of discriminatory intent." *Mich. L. Rev.* 91 (1992): 953.

Inge Blockmans, Geert Van Hove, & Paul Enzlin. "So I Made this Click Not to Look at a Guy that Way Ever Again": About Desexualisation, Disownment, and Rethinking the Possibilities of a Young Woman('s Body). *DiGeSt. Journal of Diversity and Gender Studies.* (2017)4(2), 11–31.

Jakobsen, Wilma. "Language Matters: Towards an Inclusive Community." *Journal for the Study of Religion*, vol. 14, no. 2, (2001), pp. 33–47. JSTOR,

Mansilla, Veronica Boix & Anthony Jackson, and In Heidi Jacobs. "Educating for global competence: Learning redefined for an interconnected world." *Mastering global literacy, contemporary perspectives.* (2013), pp. 5-27.

Maznevski, Joseph J. DiStefano Martha L. "Creating value with diverse teams in global management." *Organizational dynamics* 29.1 (2000): 45-63.

McKinsey & Company Report. "Diversity wins: How inclusion matters", (2022)

Miner, Horace. "Body ritual among the Nacirema." *American anthropologist* 58.3 (1956): 503-507.

Mir, Shabana. "Not Too 'College-Like,' Not Too Normal: American Muslim Undergraduate Women's Gendered Discourses." *Anthropology & Education Quarterly*, vol. 40, no. 3, 2009, pp. 237–56.

Pless, Nicola M., and Thomas Maak. "Responsible Leadership: Pathways to the Future." *Journal of Business Ethics*, vol. 98, (2011), pp. 3–13.

Rogers Shaw, Carol. "Disclosure and Self-Advocacy in Higher Education: Emerging into Adulthood with a Disability." (2019).

Rovira Martínez, M., & Saurí Saula, E., "An opening process: how newcomers are involved in the cultural mainstream associations in Catalonia." (2017).

Roxas, Kevin, Verónica Vélez. "Photovoice as Micro-Invitation: A Case Study of High School Im/Migrant Youth Disrupting Everyday Forms of Racism." *The High School Journal*, vol. 102, no. 4, (2019), pp. 267–82.

Shaw, L.R., Chan, F. and McMahon, B.T. Intersectionality and disability harassment: The interactive effects of disability, race, age, and gender. *Rehabilitation Counseling Bulletin*, (2012) 55(2), pp.82-91.

Tienda, Marta. "Diversity ≠ Inclusion: Promoting Integration in Higher Education." *Educational Researcher*, vol. 42, no. 9, (2013), pp. 467–75.

Weinberg, Michael. "LGBT-inclusive language." *English Journal* 98.4 (2009): 50.

Westbrook, Laurel, and Kristen Schilt. "Doing gender, determining gender: Transgender people, gender panics, and the maintenance of the sex/gender/sexuality system." *Gender & society* 28.1 (2014): 32-57.

Zick, Andreas, Thomas F. Pettigrew, and Ulrich Wagner. "Ethnic prejudice and discrimination in Europe." *Journal of Social Issues* 64.2 (2008): 233-251.

Recommended

Allison, Maria. T. Organizational barriers to diversity in the workplace. *Journal of Leisure Research*, (1999), 31(1), 78-101.

Butler, Judith, "Gender trouble". *Continental feminism reader*. (2003), 29-56.

Carter, Jimmy. "Patriarchy and violence against women and girls." *The Lancet* 385.9978 (2015): e40-e41.

Gardner, Geraldine, et al. "Building a community of practice on equity and inclusion - insights and preliminary lessons from D4C" *Expanding Equity and Inclusion in Urban Development Through Transatlantic Exchange*, German Marshall Fund of the United States, (2019), pp. 21-29.

Hall, Jacquelyn. D. *The long civil rights movement and the political uses of the past. The Best American History Essay*, (2007) (pp. 235-271). Palgrave Macmillan, New York.

Mansbridge, J. and Shames, S. L., "Toward a Theory of Backlash: Dynamic Resistance and the Central Role of Power", *Politics & Gender*, (2008), 4:4

McKinsey & Company: Diversity wins: How inclusion matters, May 19, Report (2020)
<https://www.mckinsey.com/featured-insights/diversity-and-inclusion>

McLean, Kate C., and Moin Syed. "Personal, master, and alternative narratives: An integrative framework for understanding identity development in context." *Human Development* 58.6 (2015): 318-349.

Simone de Beauvoir, Introduction "The Second Sex", (1949), pp. 23 -39

Webley, Simon. *Religious practices in the workplace*. London: Institute of Business Ethics. (2011)

Course Calendar

Session 1	
Topics	Course Introduction: Review Syllabus & Classroom Policies
Activity	Course Overview: Review assignments, objectives, and syllabus Who am I? Reflecting on our own identities: personal & social
Readings & Assignments	Miner, Horace. "Body rituals among the Nacirema."

Session 2	
Topics	Viewing the world: Building Global Competence & DEI
Activity	Reflect on our culture lens and the importance of global competence. Exploring DEI at home and abroad: Defining concepts as they are used in the U.S. and locally.
Readings & Assignments	"Educating for Global Competence" by Veronica Mansilla, (2013) Video: Diversity from the Inside Out.

	<p>“Living a Feminist Life, Chapter 6: Brick Walls”. p. 135-160. Sara Aalya (2019)</p> <p><i>First Journal Entry Due</i></p>
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Session 3	
Topics	Understanding Narratives as a form of Resistance
Activity	<p>Exploring the role of narratives and what it means to create alternative narratives.</p> <p>Analyzing dominant culture and its relation to narratives. Reflecting on Privilege, Bias & Microaggressions</p> <p>Activity: Privilege test</p>
Readings & Assignments	<p>“Life as Narrative” Jerome Bruner (1987)</p> <p>“Photovoice as Micro-Invitation: A Case Study of High School Im/Migrant Youth Disrupting Everyday Forms of Racism.” Roxas, Kevin, and Verónica Vélez. (2019)</p>

Session 4	
Topics	Exploring Multiculturalism Locally
Activity	<p>Understanding local culture</p> <p>Field Study: Exploring the Raval neighborhood with a guided tour</p>
Readings & Assignments	<p>“Islamophobia and the Crises of Europe’s Multiculturalism” Allen, C. (2014)</p> <p>“An opening process: how newcomers are involved in the cultural mainstream associations in Catalonia.” Rovira Martínez, M., & Saurí Saula, E. (2017).</p>

Session 5	
Topics	Exploring Identities I: Race & Ethnicity
Activity	<p>Analyzing how Ethnicity is viewed in the U.S and in Europe: Analyzing the US Census form.</p> <p>Exploring experiences related to race the U.S & in the Host Culture</p>
Readings & Assignments	<p>“Was Blind, but Now I See”: White Race Consciousness and the Requirement of Discriminatory Intent” by Barbara J. Flagg (1992)</p> <p>DiAngelo White Fragility Why it's so hard to talk to white people about racism (2018)</p> <p>“Ethnic Prejudice and Discrimination in Europe”, Zick, A., Pettigrew, T. F. and Wagner, U. (2008)</p> <p><i>Field Study Assignment Due</i></p>

Session 6	
Topics	Exploring Identities II: Gender Identity & Sexual Orientation

Activity	Highlighting global issues related to gender identity. Exploring the framing of LGBTQ+ movements in Spain
Readings & Assignments	<p>"So I Made this Click Not to Look at a Guy that Way Ever Again": About Desexualisation, Disownment, and Rethinking the Possibilities of a Young Woman('sBody) by Inge Blockmans, Geert Van Hove and Paul Enzlin (2017)</p> <p>"Fighting for love rights: Claims and strategies of the LGBT movement in Spain" by Kerman Calvo and Gracia Trujillo (2011)</p> <p>"Gender: In World Perspective" Chapter 1, Connell, R. (2009)</p> <p>"Doing gender, determining gender: Transgender people, gender panics, and the maintenance of the sex/gender/sexuality system." Westbrook, Laurel, and Kristen Schilt. (2014)</p>

Session 7	
Topics	Exploring Identities III: Feminist and Queer Theories
Activity	Compare existing feminist and queer theories and apply them to narratives.
Readings & Assignments	<p>"The five sexes." Fausto-Sterling, Anne. (1993)</p> <p>"Imitation and Gender Insubordination 1." Butler, Judith (2013)</p> <p>"Gender trouble", Butler, Judith (2002)</p>

Session 8	
Mid-term Exam	

Session 9	
Topics	Exploring Identities IV: Abilities & Invisible Identities
Activity	<p>Break down stories regarding abilities from the U.S and locally.</p> <p>Highlighting the impacts of invisible identities.</p>
Readings & Assignments	<p>"Disclosure and Self-Advocacy in Higher Education: Emerging into Adulthood with a Disability." Rogers Shaw, Carol. (2019).</p> <p>"Beyond Legal Environment: How Stigma Influence Invisible Identity Groups", Beatty, Joy & Kirby, Susan, (2006)</p>

Session 10	
Topics	Exploring Identities V: Religion
Activity	Engaging with narratives related to religion.

	Analyzing ways that religion may shape exclusive language: case study of Christianity.
Readings & Assignments	<p>"Language Matters: Towards an Inclusive Community." Jakobsen, Wilma (2001)</p> <p>"Not Too 'College-Like,' Not Too Normal: American Muslim Undergraduate Women's Gendered Discourses." Mir, Shabana. (2011)</p>

Session 11	
Topics	Exploring Identities VI: Intersectionality
Activity	Uncovering the role of intersectionality in identity construction.
Readings & Assignments	<p>"Intersectionality and Disability Harassment: The Interactive Effects of Disability, Race, Age, and Gender" Shaw, Chan, McMahon, (2021)</p> <p>"Demarginalizing the intersection of race and sex: A black feminist critique of antidiscrimination doctrine, feminist theory and antiracist politics" Kimberñe Crenshaw (1989)</p>

Session 12	
Topics	Fostering Diversity I: In Teams
Activity	<p>Exploring leadership styles and discourse to decide how to lead inclusively: Looking at case studies from existing leaders.</p> <p>Examine how to cultivate and manage diverse teams: Role play activity</p>
Readings & Assignments	<p>Pless, Nicola M., and Thomas Maak. "Responsible Leadership: Pathways to the Future." (2011)</p> <p>"Creating value with diverse teams in global management" DiStefano J., (2000)</p> <p>Tienda, Marta. "Diversity ≠ Inclusion: Promoting Integration in Higher Education."</p>

Session 13	
Topics	Fostering Diversity II: On-campus
Activity	Analyzing how to best foster belonging on college campuses.
Readings & Assignments	<p>"Diversity ≠ Inclusion: Promoting Integration in Higher Education." Tienda, Marta, (2013)</p> <p>"Diversity wins: How inclusion matters", McKinsey Report, (2022)</p> <p>Final Journal Entry Due</p>

Session 14	
Topics	Best Practices
Activity	<p>Examining best practices for inclusive language, highlighting marginalized voices and proliferating alternative narratives.</p> <p>Preparing final presentations.</p>

Readings & Assignments	"LGBT-inclusive language." Weinberg, Michael, (2009)
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Session 15
Final Presentations

Section III: Academic Policies and Standards

Academic Policies

Students are expected to review and understand all CEA CAPA student policies, including our [Academic Policies](#) and [Engagement Policy](#). CEA CAPA reserves the right to change, update, revise, or amend existing policies and/or procedures at any time. Additional requirements that may be associated with a specific course or program are addressed in the term syllabus.

Student Learning & Development Objectives

CEA CAPA has identified [Student Learning and Development Objectives \(SLDOs\)](#) for all programs in all locations: content in context, navigating differences, power and equity, critical thinking and intellectual curiosity, career and professional development, and sustainability and migration. These are meta-level learning objectives that transcend coursework and are infused across all elements of program delivery, beyond specifics of course offerings, addressing student learning holistically and framing it a larger learning context.