

EMBRACING DIVERSITY SYLLABUS

Course: Embracing Diversity

Dates: 22/10/17-22/2/18

Credits: 2

Type: On line International Course

Course Description

Rational:

This course is an international online course titled Embracing Diversity that targets undergraduate and graduate students, and aims to expose students to diversity in four moduls:

- a. Multiculturalism:
- b. Disability and Accessibility
- c. Facial Appearance
- d. Gender and Sexual Orientation

The students will be exposed to diversity's different dimensions while using diverse technological tools and creating interaction among them.

Course Objectives:

- a. Students will be exposed to multiple aspects of diversity and realize the great opportunities in diverse societies.
- b. Students will be able to identify stereotypes and other potential risks of diverse societies and also potential opportunities that diverse societies bear.
- c. Students will be able to self-critique and evaluate own-self stereotypes in own geographical locations.
- d. Students will learn to “embrace diversity” through a place based activity.

Course structure, requirements and evaluation:

This course consists four moduls. Each module includes experience, reflection and conceptualization of the topic.

Students are required to participate in the activities of three moduls in order to gain 60 points (20 points each) and one final assignment (place based activity) in order to gain 40 points. The place based activity will be done in one of the three topics the student had participated. Maximum points awarded are 100.

- a. Before working on the different modules the students are invited to read the introduction and participate in the Tarasa activity. Participation in the Tarasa activity is optional and might credit you with 5 points bonus.
- b. Students are required to participate in 3 out of the 4 modules. We recommend the students to get impression of the four modules and then choose three.
- c. Active participation in the course: quizzes, online activities and self study.
- d. Students are required to submit final assignment on one of the topics they have learned.

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Course Plan

Module		Subject	Activitiy
	General Introduction	Short explanation about the <u>IN2IT project</u> . General introduction about diversity and the 4 subject matter.	Tarasa activity (optional)
1	Multiculturalism	Experience: the students will be asked to share experience of their own pluralistic society. Reflection: Think about what makes a society pluralistic. Conceptualization : Understand the multicultural approach.	Padlet activity (mandatory), reading (mandatory), mentimeter app (mandatory). Quizzes (mandatory)
2	Disability and Accessibility	Introduction to what is disability and accessibility. This module will introduce students to some experience of individuals with disabilities. Definitions, and concepts related to disability and disability awareness will be presented.	Quiz: Mandatory 5 open questions (answers in the Forum) Mandatory Mandatory Reading
3	Physical Appearance	Introducing the students to the central questions of the facial appearance module. In this part the students will be presented with variety of faces; photos and some video clips, which will give them the opportunity to experience for themselves the existence and influence of facial attributes (with or without the ethnicity factor). Unconscious biases, facial attributes will be discussed, in addition to the impact of facial appearance tereotypes in a variety of life situations (e.g. school, work, criminal justice system etc). Finally summary and conclusion.	Quiz: Mandatory Open questions (answers in the Forum and in the links) Mandatory
4	Gender and Sexual Orientation	Highlight the importance of diversity in developing one's talent, in promoting creativity and innovation in academic, social and corporate environments. Issues such as: diversity in biological, gender identity, and sexual orientation, unconscious biases, rudeness and role of allies and impact of diversity in the workplace will be addressed. Conclusion by the instructor.	Quizzes: Mandatory. Activity: Optional

Bibliography

1. Multiculturalism

Optional Reading

- Berry, J. (2012). *Intercultural relations in plural societies: A comparative perspective.* retrieved from: http://www.phlu.ch/fileadmin/media/phlu.ch/fe/Kolloquien/PHZ_Luzern_F E Kolloquium Pr%C3%A4sensation John Berry Lucerne 20121108.pdf
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- Walzer, M. (2003). What rights for illiberal communities. In, D.A. Bell & A. de-Shalit (eds.), *In forms of justice: Critical perspectives on David Miller's political philosophy.* Rowman & Littlefield Publishers Inc., 123-134.
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- Langlois, J. H., L. Kalakanis, J. Adam, L. Rubenstein, A. Larson, M. Hallam, and M. Smoot. 2000. "Maxims or Myths of Beauty? A Meta-Analytic and Theoretical Review." *Psychological Bulletin* 126(3):390-423.
- Maoz, I. (2012). The face of the enemy: The effect of press-reported visual information regarding the facial features of opponent politicians on support for peace. *Political Communication*, 29(3), 243-256
- Parks, F. R., & Kennedy, J. H. (2007). The impact of race, physical attractiveness, and gender on education majors' and teachers' perceptions of student competence. *Journal of Black Studies*, 37(6), 936-943
- Rinolo, T. C., Johnson, K. C., Sherman, T. R., & Misso, J. A. (2006). Hot or Not: Do Professors Perceived as Physically Attractive Receive Higher Student Evaluations?. *The Journal of General Psychology*, 133(1), 19-35.
- Talamas, S. N., Mavor, K. I., & Perrett, D. I. (2016). Blinded by beauty: Attractiveness bias and accurate perceptions of academic performance. *PloS one*, 11(2), e0148284.
- Ritts, V., Patterson, M.L., Tubbs, M.E., 1992. Expectations, impressions, and judgments of physically attractive students — a review. *Review of Educational Research* 62 (4), 413–426.
- Todorov, A., Mende-Siedlecki, P., & Dotsch, R. (2013). Social judgments from faces. *Current opinion in neurobiology*, 23(3), 373-380.
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Face and Ethnicity: Optional Reading:

- Alter, A. L., Stern, C., Granot, Y., & Balcetis, E. (2016). The "bad is black" effect: Why people believe evildoers have darker skin than do-gooders. *Personality and Social Psychology Bulletin*, 42(12), 1653-1665
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4. Gender and Sexual Orientation

Optional Reading:

- Alonso, M. (2013). *Best Inclusion Practices. LGBT Diversity*. Hampshire, Palgrave Macmillan.
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- Garbacik, J. (2013). *Gender and Sexuality for Beginners*. Danbury, CT, For Beginners.
- Kahneman, D. (2011). *Thinking, Fast and Slow*. London, Penguin Books.
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- Notarnicola, A. (2015). *Global Inclusion*. Milano, Franco Angeli.
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- Nussbaum, M. C. (2010). *From Disgust to Humanity. Sexual Orientation & Constitutional Law*. Oxford: Oxford University Press.
- Tapia, A. (2009). *The Paradox Inclusion*. Lincolnshire, Hewitt Associates.

Declaration Regarding Intellectual Property

Please read the following Declaration carefully, because it contains legal information relevant to you, which you must sign in order to participate in the Course.

This Declaration regards the courses:



