

**DIVERSITY, SOCIETY, and Me!**  
**SPRING 2025**  
**FMH 203**

**028 13338**

**Thursday: 1130AM-1250PM**

**New Jersey Institute of Technology**  
**Instructor:** Dr. Narendra Neel Khichi, Jr  
**Office:** Cullimore 314

**COURSE DESCRIPTION:**

This course examines and analyzes the topic of diversity. The course is designed to help students understand the social and cultural differences in our communities and provides tools for thinking about diversity and the psychology of diversity. Some topics we will address include: racism, sexism, ageism, gender, gender identity, social stigma, the differences between discrimination and prejudice, implicit bias, microaggressions, and social categorization. This course provides a platform for students to think, discuss, and evaluate the moral implications of inequality and diversity's role in reducing inequality, understanding intergroup conflict, and discrimination. The course will demonstrate examples of diversity as advocacy and social action for all learners. Some questions we will explore include what is diversity? What does racism, sexism, and ageism look like in 2025? What are the tools we can use to promote a more fair and just society? How does diversity positively and negatively influence our perceptions for individuals and groups? How does diversity influence our perceptions of fairness, justice, social problems, and social change? How does diversity promote positive change? What does diversity look like moving forward?

**COURSE OBJECTIVES:**

1. Define and discuss the term diversity and demonstrate the basic terminology, concepts, and principles of the field of Social Psychology, Sociology, and Psychology.
2. Identify, evaluate, and compare the major perspectives in diversity
3. Recognize how human behavior is motivated by diversity
4. Discuss the ways that Psychology of Diversity theories are used to assess, improve, predict, or change human behavior
5. Discuss and demonstrate how diversity is applied to influence and improve the lives of human beings.
6. Gain insight into one's own personality and personal relationships by thinking critically about diversity and theories and principles.
7. Recognize diversity influences human thought and behavior in the field of Social Psychology, Sociology, and Psychology.

**PREREQUISITE/COREQUISITE:** STS 210.

**REQUIRED TEXTBOOKS:**

**Understanding the Psychology of Diversity** B. Evan Blaine & Kimberly J. McClure Brenchley.  
SAGE Publications, Inc. ©2018 Sage Publications. ISBN 9781483319230 (E-TEXTBOOK)

**GRADING POLICY**

Syllabus Overview	50 points
In/Out Class Essay #1	50 points
In/Out Class Essay #2	50 points
Group Assignment	30 points
Quiz #1	100 points
Quiz #2	100 points
Quiz #3	100 points
Attendance	50 points
Interview Project	100 points
Interview selection.	5 points
References	15 points
Interview questions	10 points
Final Presentation	30 points
Final Reflection	40 points

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Total Point Value	630 points (**or 950 points)
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**GRADING SCALE:**

100-90.....	A
89-87.....	B+
86-80.....	B
79-77.....	C+
76-70.....	C
69-65.....	D
65 <.....	F

**Quizzes:**

Quizzes must be submitted during the scheduled time they are open. No exceptions to this rule.

**Communication:**

It is extremely important you keep in touch with me (via email or schedule an office hour meeting) to inform me of any issues that come up. Emailing me mid-way through the semester is not enough. If you have any specific personal issues that prevents you from participating in the course, I will need documentation from the Dean of Students. You have access to email through numerous devices. It is your responsibility to keep me informed for any reason on why you cannot/have not participated. I do not give extra credit. Nor do I respond to emails or questions

that ask, “Is there anything I can do to ‘get an A’ or to ‘bump up my grade a few extra points?’ Please do not attempt to send me emails of this nature.

Students are responsible to keep track of their own grades, what work they owe, and what they are missing. Please note where an ‘A’ begins and where a ‘B+’ begins and ends. Any issue with a grade for a specific quiz or assignment must be addressed via email, with screenshots, and/or specific issue NO MORE than one week after the quiz, reader response, or assignment is administered. Anything issue after a week will not be considered and your grade will remain as is. Any issue with a missed assignment must be addressed within one week after the assignment is due otherwise a “0” will be entered for the grade and will remain as is. This is the policy of the course.

Furthermore, Canvas allows me to see your online activity in regards to this course and during this Spring session. It allows me to see what articles you read, how long you read them for, if you looked at the notes, when you opened the quizzes, and when they are closed. Please understand that Canvas maintains a detail track record of your use and interaction with the course materials. So I see/have/ and maintain a full transcript of your activity online in this course. Please be aware that before any conversation occurs between you and I, I will have this detailed activity report in front of me. Please also understand that should there be any “technical” issues, I am provided and have access to detailed reports that inform me of any issues Canvas has.

#### **Academic Integrity:**

“Academic Integrity is the cornerstone of higher education and is central to the ideals of this course and the university. Cheating is strictly prohibited and devalues the degree that you are working on. As a member of the NJIT community, it is your responsibility to protect your educational investment by knowing and following the academic code of integrity policy that is found at:

<http://www5.njit.edu/policies/sites/policies/files/academic-integrity-code.pdf>

Please note that it is my professional obligation and responsibility to report any academic misconduct to the Dean of Students Office. Any student found in violation of the code by cheating, plagiarizing or using any online software inappropriately will result in disciplinary action. This may include a failing grade of F, and/or suspension or dismissal from the university. If you have any questions about the code of Academic Integrity, please contact the Dean of Students Office at [dos@njit.edu](mailto:dos@njit.edu)

Students are expected to read and understand NJIT’s academic integrity policy. Members of the NJIT community are expected to be honest and forthright in their academic endeavors. There is a zero tolerance policy on any and all forms of cheating.

#### **Student’s that require special accommodations Disabilities Service Policy**

Students with disabilities who are otherwise qualified and are college able will receive reasonable accommodations to support their special needs. Students must self-identify to the Disabilities Services office to qualify to receive services. NJIT is in full compliance with the regulations of the Americans with Disabilities Act (ADA) and Section 504 of the Rehabilitation Act. New Jersey Institute of Technology is committed to making students with disabilities full participants in its academic and other programs, services and activities through the provision of reasonable accommodations to students with documented disabilities.

The Coordinator of Student Disability Services will coordinate the provision of appropriate accommodations and/or academic adjustments on a case-by-case basis for students with disabilities who identify themselves, provide adequate documentation of their disability and need for accommodation,

request services and complete appropriate forms. Appropriate accommodations are provided at no cost to the student.

If you have any questions or would like additional information, please contact Dr. Phyllis Bolling, Center for Counseling and Psychological Services (C-CAPS), Campbell Hall, (entry level), room 205, (973) 596-3420.

### **Personal Conflicts/Issues**

Should you have any personal issues or conflicts that prevent you from participation in the online course, miss assignments, or do not log onto the course for an extended period of time- by extended period of time I define as more than two weeks- you must provide me with documentation from the Dean of Students. Otherwise, you will not be allowed to make up the work you miss. In addition, anything that requires discussion must be done during office hours. If you are not engaged with the class for weeks- simply writing me an email stating "I've been really sick and couldn't do my work" is not a viable excuse.

### **Email**

Please check your NJIT email regularly. Any announcements, reminders, or notifications are sent via Canvas directly to your NJIT email account. Also note I respond to emails relatively quickly during the week between the hours of 8am and 12pm. Please be patient and do not send multiple emails with the same information or the same question. Any email sent after 1:00pm will be responded to the next day. Any email sent on Fridays will be responded to on Monday morning.

### **Graded Assignments:**

**Quizzes:** 100 points: There are 3 timed quizzes. Dates and details are provided in the syllabus.

**Syllabus Overview Agreement:** 50 points

**Group Assignment:** 30 points. Your group is required to have 6 questions ready for discussion for **both** class days, the week are you assigned.

**Interview Project (100 points)** For your final project, you will interview an individual about their perspectives and views on happiness. Ideally, the individual should be 25 years older or younger than you. Why this age demographic? Because learning from someone 1-2 generations older or younger than you will provide insight into topics that you may not have yourself. Be thoughtful in your selection process. If you think interviewing a 5-year-old will provide you with enough content and data, then it is acceptable. But please do not interview someone your own age. If you have questions about your selected person, please email me to discuss. The project is broken into multiple parts:

- **Interview Selection (5 points).** You will submit a brief description of the background/reason for your choice of interviewee.
- **References (15 points).** You will submit between 7 and 10 references (theories, articles, texts, class notes, etc.) that you plan on building your interview questions around.
- **Interview Questions (10 points).** You will provide a list of 15-20 interview questions based on your references in addition to an explanation for how they align.

- **Final Presentation (30 points).** You will have a final presentation due at the end of the semester. It will be a 5-10 minute presentation, providing an overview of your interview and interviewee to the class. I want you to think about how you will take the concepts we discuss during the semester and transform that into an opportunity to teach/educate/share/learn from someone who is about 25 years older or younger than you.
- **Final Reflection (40 points).** There is a final reflection paper based on your presentation due at the end of the semester.

You will be required to present to the class.

**In Class Essay #1 & #2** There are TWO in class essay assignments due this semester. Each are worth 50 points

### **Attendance/Class Participation (50 points)**

- **More than 3** unexcused absences or consistently lateness will result in an automatic 25/50 for this grade. Chronic absenteeism and/lateness (6 or more) will result in a 0/50

Please note anything submitted late is automatically reduced by ½.

### **Essay Rubric:**

90-100: Your initial essay provides a *minimum* of five examples, topics, or issues from the readings; provides thoughtful and detailed analysis. The essay ties in both the student's views and supports those views the sources and data from the course content. The assignment is structured and organized well, there is a strong fluid writing style, and there is an originality in style and presentation. There is a clear connection and relationship among the examples.

80-89: Your essay provides four examples, provides thoughtful and detailed analysis. The assignment ties in some student's views and supports those views with some of the sources and data from the course content. The assignment has good structure and organization with some minor issues in writing style. The paper does not take any creative or original risks. There is somewhat of a relationship between the examples.

70-79: Your essay provides three examples, but is weak on the analysis. It ties in very little of the student's views and provides minimal support from the sources and the data. Some structural and organizational issues are present. The assignment meets the bare minimum requirements of the assignment.

60-69: Your provides three examples or less, but is weak on the analysis. It ties in very little of the student's views and provides minimal support from the sources and the data. Some structural and organizational issues are present. The assignment meets the bare minimum requirements of the assignment. It is unclear if a relationship exists between the examples and the topics. Work is unacceptable and not on par with college level work.

50: Work is unacceptable and not on par with college level work. Turnitin score is above 50% and plagiarism is called into question.

0: You did not submit the assignment.

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This will be a fun, interesting course and an overall strong learning experience for you. Should you have any questions or any difficulty with anything, please do not hesitate to contact me via email. I am always available via email or during my office hours. Please give me at least 24 hours to respond to your email. If you've made it this far into the syllabus congrats and well done. Please post in the Syllabus Confirmation forum on Canvas by copying and pasting the following: "I have read, understood, and will abide by the expectations of the course. I have viewed the audio/visual syllabus in its entirety and understand how the class functions." If you do this, before Sunday, January

26<sup>th</sup>, 2025@1159pm will be given a grade of 50/50. Anything posted on January 27<sup>th</sup>, 2025 will be given a grade of 25/50. Anything posted on January 28<sup>th</sup>, 2025 and after is automatically a 0. Unless you state otherwise in the post it is understood that you have read this completely and agree to the conditions in this syllabus.

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### **Schedule:**

(This schedule is subject to change without warning or prior notification. Should there be a change, you will be notified in advance, the beginning of the week that is to be changed)

<b>Week</b>	<b>Readings/Topics Covered</b>	<b>Assignment</b>
WEEK 1: January 21-26	Introductions/Hellos/Get to Knows	Syllabus Confirmation Assignment:  READ the syllabus CAREFULLY and submit syllabus assignment  Familiarize yourself with Canvas
WEEK 2: January 27-February 2	<b>Chapter 1: Introduction to the Psychology of Diversity</b>  -The guiding concepts in a psychological -study of diversity -Dimensions of diversity studied by psychologists -A statistical snapshot of American diversity -The meanings and usages of the term diversity -Diversity as a social construction and social influence	
WEEK 3: February 3-February 9	<b>Chapter 2: Categorization and Stereotyping: Cognitive Processes That Shape Perceived Diversity</b>  -Social categorization and the sources of our social categories -The effects of categorizing people on perceived diversity -Stereotypes and their effect on perceived diversity	Group 1 questions (TUESDAY)

	-How stereotypes confirm themselves in our thinking	
WEEK 4: February 10- February 16th	<b>Chapter 3: Stereotypes Expressed: Social Processes That Shape Diversity</b>  -Self-fulfilling prophecy -Stereotypic communication -Stereotypes in the media	Group 2 questions (Tuesday)  <b>In or OUT of Class Essay #1 on THURSDAY, FEBRUARY 13<sup>TH</sup>, 2025</b>
WEEK 5: February 17 <sup>th</sup> - February 23rd	<b>Chapter 4: Prejudice: Evaluating Social Difference</b>  -How prejudice is expressed -How self-esteem and prejudice are related --How anxiety and prejudice are related -How prejudice is related to our concerns about our public image	Group 3 Questions (TUESDAY)  <b>Quiz#1: THURSDAY, FEBRUARY 20<sup>TH</sup>, 2025 (in person or online))</b>
WEEK 6: February 24-March 2	<b>Chapter 5: Understanding Racial Stereotypes and Racism</b>  -Race and ethnicity -Stereotypes of Blacks, Hispanics, Asians, and Jews -Racial discrimination in criminal justice and health care	Group 4 Questions (TUESDAY) Group 5 Questions (THURSDAY) <b>Interview Selection (5 points).</b> You will submit a brief description of the background/reason for your choice of interviewee Due Sunday, 2/6/25
WEEK 7: March 3-March 9	<b>Chapter 6: Understanding Gender Stereotypes and Sexism</b>	Group 5 Questions (TUESDAY) Group 6 Questions (THURSDAY)

	<ul style="list-style-type: none"> <li>-Gender stereotypes and gender bias</li> <li>-Hostile and benevolent forms of sexism</li> <li>-Explanations for sex differences</li> </ul>	
<p>WEEK 8:</p> <p>March 10-March 16th</p>	<p><b>Chapter 7: Understanding Sex Stereotypes and Heterosexism</b></p> <ul style="list-style-type: none"> <li>-Stereotypes and discrimination of sexual minorities</li> <li>-Sexual orientation</li> <li>-Sexual prejudice</li> </ul>	<p><b>References (15 points).</b> You will submit between 7 and 10 references (theories, articles, texts, class notes, etc.) that you plan on building your interview questions around. Due Sunday, March 16, 2025</p> <p>Group 7 Questions (Tuesday)</p> <p>Group 8 Questions (Tuesday)</p> <p><b>Quiz #2: THURSDAY, MARCH 13<sup>TH</sup>, 2025 (online: In person or online. )</b></p>
<p>WEEK 9</p> <p>March 17<sup>th</sup>-March 23<sup>rd</sup></p>	<b>SPRING BREAK!!!</b>	<b>SPRING BREAK!!!</b>
<p>WEEK 10</p> <p>March 24<sup>th</sup>-March 30th</p>	<p><b>Chapter 9: Understanding Age Stereotypes and Ageism</b></p> <ul style="list-style-type: none"> <li>-Stereotypes associated with older people</li> <li>-Age-related prejudice and discrimination</li> </ul>	Group 9 Questions (Tuesday)
<p>WEEK 11:</p> <p>March 31-April 6th</p>	<p><b>Chapter 10: Social Stigma: The Experience of Prejudice</b></p> <ul style="list-style-type: none"> <li>-Basic components of stigma</li> <li>-Courtesy stigma</li> <li>-Dimensions that affect stigma</li> </ul>	<p>Group 10 Questions (April 1)</p> <p>Thursday:</p> <p><b>ESSAY #2 (in/out of class) April 3<sup>rd</sup>, 2025</b></p> <p><b>Interview Questions (10 points).</b> You will provide a list of 15-20 interview questions based on your references in addition to an explanation for how they align.</p>



Week 12 April 7-April 13th	Effects of stigma on identity: mindfulness and stereotype threat	<b>Final Presentation Due: Sunday, April 20<sup>th</sup>, 2025 (submitted on Canvas)</b>
WEEK 12: April 14 <sup>th</sup> -April 20 <sup>th</sup>	- FINAL PRESENTATIONS ARE DUE THIS WEEK	<b>QUIZ #3 (in person/online) Thursday, 4/17/25</b>  <b>Final Presentation Due: Sunday, April 20<sup>th</sup>, 2025 (submitted on Canvas)</b>
WEEK 13: April 21 <sup>st</sup> - April 27 <sup>th</sup>	Psychology of Diversity: Today and looking ahead	<b>Tuesday: Wrapping Up Content</b>  1) Presentations:4/21/25 2) Presentations: 4/29/25 3) Presentations 5/1/25 4) Presentations:5/6/25 5) Final Reflection due by <b>Sunday, 5/4/25</b> at 11:59 pm 6) LAST DAY OF CLASS, 5/6
WEEK 14 & Week 15 April 28 <sup>th</sup> -May 7 <sup>th</sup>		1) Presentations:4/21/25 2) Presentations: 4/29/25 3) Presentations 5/1/25 4) Presentations:5/6/25 5) Final Reflection due by <b>Sunday, 5/4/25</b> at 11:59 pm 6) LAST DAY OF CLASS, 5/6