

**PSYCHOLOGY of DIVERSITY**  
**FALL 2025**  
**FMH 106**

**028 13338**

**Wednesday: 1130AM-1250PM**

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

**COURSE DESCRIPTION:**

Diversity means difference. We are all different in a variety of ways. This difference can take the form of how we think, how we see the world, how we interpret the world, the way we look, act, dress, and live. From our political, social, and cultural beliefs to our religious, ethnic, and national ideologies, diversity means difference. And if one thing is certain, we are all different. This course examines and analyzes the topic of diversity. More specifically, it will focus on the diversity of YOU and the numerous aspects that make us unique individuals. The course is designed to help students understand the individual, personal, psychological, social and cultural differences that exist within our own individuality, as well as our society and community. This course provides tools for thinking about diversity and the psychology of diversity. 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. Further, it will address the negative implications of diversity and why there is a call to eliminate diversity initiatives. Some questions we will explore include what is diversity? What are some of the viewpoints that pushback against 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? Are tools needed to promote a fair and just society? Or are we fair and just? 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? How does diversity create a negative stigma? 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 Comments on each presentation	100 points (25 each day)
Final Presentation	30 points
Final Reflection	40 points

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Total Point Value 830 points

**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 in 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.

#### **A Note About the Use of AI:**

Use of AI such as ChatGPT is only permitted to help you brainstorm ideas and see examples on writing assignments. All material you submit must be your own. When grading assignments, I will be looking for work that has clearly been written in your own voice AND that thoughtfully engages with the material specific to this course. Failure to follow these guidelines – including recycling work from another course – will result in a significant grade reduction.

#### **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 present on the day you are assigned. Your presentation should be approximately 10-15 minutes, where you lead the class in a discussion/teaching moment based on the content of the week you were assigned. 10 minutes should be planned for presenting and 5 minutes for question and answers.

**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.

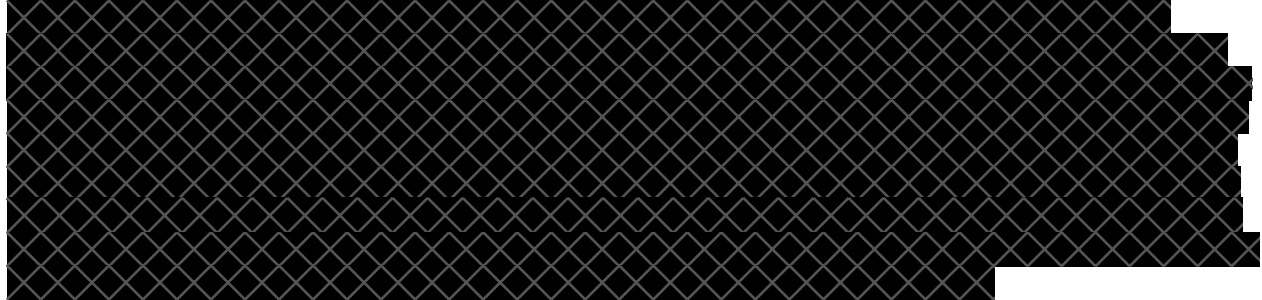
80-89: Your essay provides four examples, provides thoughtful and detailed analysis. The assignment ties in some student's views and supports those views with some of the sources and data from the course content. The assignment has good structure and organization with some minor issues in writing style. 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.



**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: September 2-7 <sup>th</sup>	Introductions/Hellos/Get to Knows	Syllabus Confirmation Assignment: READ the syllabus CAREFULLY and submit syllabus assignment Familiarize yourself with Canvas
WEEK 2: September 8 <sup>th</sup> - September 14 <sup>th</sup>	<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	Group presentation assignments assigned.
WEEK 3:	<b>Chapter 2: Categorization and Stereotyping: Cognitive</b>	**please note**

<p>September 15<sup>th</sup>- September 21<sup>st</sup></p>	<p><b>Processes That Shape Perceived Diversity</b></p> <ul style="list-style-type: none"> <li>-Social categorization and the sources of our social categories</li> <li>-The effects of categorizing people on perceived diversity</li> <li>-Stereotypes and their effect on perceived diversity</li> <li>-How stereotypes confirm themselves in our thinking</li> </ul>	<p>I have been called to jury duty this week. Please pay attention to your email and Canvas, as we will NOT meet in person on Monday, 9/15/25. All assignments will be posted on Canvas.</p>
<p>WEEK 4: September 22<sup>nd</sup>- September 28<sup>th</sup></p>	<p><b>Chapter 3: Stereotypes Expressed: Social Processes That Shape Diversity</b></p> <ul style="list-style-type: none"> <li>-Self-fulfilling prophecy</li> <li>-Stereotypic communication</li> <li>-Stereotypes in the media</li> </ul>	<p>Group 1 Presentation (Monday)</p> <p><b>In or OUT of Class Essay #1 on Wednesday, September 24th, 2025</b></p>
<p>WEEK 5: September 29<sup>th</sup>- October 5<sup>th</sup></p>	<p><b>Chapter 4: Prejudice: Evaluating Social Difference</b></p> <ul style="list-style-type: none"> <li>-How prejudice is expressed</li> <li>-How self-esteem and prejudice are related --How anxiety and prejudice are related</li> <li>-How prejudice is related to our concerns about our public image</li> </ul>	<p>Group 2 Presentation (Monday)</p> <p><b>Quiz#1: Wednesday, October 1<sup>st</sup>, 2025 (in person or online))</b></p>
<p>WEEK 6: October 6<sup>th</sup>- October 12<sup>th</sup></p>	<p><b>Chapter 5: Understanding Racial Stereotypes and Racism</b></p> <ul style="list-style-type: none"> <li>-Race and ethnicity</li> <li>-Stereotypes of Blacks, Hispanics, Asians, and Jews</li> <li>-Racial discrimination in criminal justice and health care</li> </ul>	<p>Group 3 Presentation (Monday)</p> <p>Group 4 Presentation (Wednesday)</p> <p><b>Interview Selection (5 points).</b> You will submit a brief description of the background/reason for your choice of interviewee Due Sunday, 10/12/25</p>

<p>WEEK 7: October 13<sup>th</sup>- October 19<sup>th</sup></p>	<p><b>Chapter 6: Understanding Gender Stereotypes and Sexism</b></p> <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>Group 5 Presentation (Monday)</p> <p>Group 6 Presentation (Wednesday)</p>
<p>WEEK 8: October 20<sup>th</sup>- October 26<sup>th</sup></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, October 26<sup>th</sup>, 2025</p> <p>Group 7 Presentation (Monday)</p> <p><b>ESSAY #2 (in/out of class) October 22<sup>nd</sup>, 2025</b></p>
<p>WEEK 9: October 27<sup>th</sup>- November 2<sup>nd</sup></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>	<p>Group 8 Presentation (Monday)</p> <p><b>Quiz #2: Wednesday, October 29<sup>th</sup>, 2025 (online: In person or online. )</b></p>
<p>WEEK 10 November 3<sup>rd</sup>- November 9<sup>th</sup></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 9 Presentation (Monday)</p> <p>Group 10 Presentation (Wednesday)</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 11 November 10 <sup>th</sup> - November 16 <sup>th</sup>	Effects of stigma on identity: mindfulness and stereotype threat	<b>Final Presentation Due: Monday November 20th, 2025 (submitted on Canvas)</b>
WEEK 12: November 17 <sup>th</sup> - November 23 <sup>rd</sup>	<b>QUIZ #3 (in person/online) Wednesday, November 19<sup>th</sup>, 2025</b>  FINAL PRESENTATIONS ARE DUE Monday, November 24 <sup>th</sup> , 2025	<b>QUIZ #3 (in person/online) Monday, November 24<sup>h</sup>, 2025</b>  FINAL PRESENTATIONS ARE DUE Monday, November 24 <sup>th</sup> , 2025
WEEK 13: November 24 <sup>th</sup> - November 30 <sup>th</sup>	<b>FINAL PRESENTATIONS ARE DUE Monday, November 24<sup>th</sup>, 2025 @1250pm</b>  No Class Monday:  Individual conferences by appointment only in Cullimore 314 during class time	<b>FINAL PRESENTATIONS ARE DUE Monday, November 24<sup>th</sup>, 2025 @1250pm</b>  No Class Monday:  Individual conferences by appointment only in Cullimore 314 during class time
WEEK 14  December 1 <sup>st</sup> - December 7 <sup>th</sup> .  Week 15  December 8 <sup>th</sup> - December 14 <sup>th</sup>	1) Presentations:12/1/25 2) Presentations: 12/3/25 3) Presentations 12/8/25 4) Presentations:12/10/25 5) Final Reflection due by <b>Sunday, 12/7/25</b> at 11:59 pm 6) LAST DAY OF CLASS, 12/10	1) Presentations:12/1/25 2) Presentations: 12/3/25 3) Presentations 12/8/25 4) Presentations:12/10/25 5) Final Reflection due by <b>Sunday, 12/7/25</b> at 11:59 pm 6) LAST DAY OF CLASS, 12/10