

COM 4813-001
Theory & Practice of Social Interaction: Difference Matters at Work

Course Syllabus
Fall 2022

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COM 4813-001

Theory & Practice of Social Interaction: Difference Matters at Work

Fall 2022

COURSE INFORMATION

Course Description: “Difference” refers to the ways in which people differ from each other along the lines of socially significant identities and characteristics—including, but not limited to, gender, race, class, sexuality, ability, national origin, citizenship status, and more. This course examines the ways in which difference *matters* at work and in organizations; that is, how difference shapes our organizational experiences and how difference is embedded into organizations and organizing.

Throughout the course, we will be exploring difference through a communicative lens that examines how difference comes to matter and becomes consequential through communication. Relatedly, we will be adopting a social constructionist approach to difference, which examines how meanings of difference emerge through communication and vary across contexts.

U.S. workplaces have never been so diverse and they are poised to continue to become even more diverse over the next several decades. As such, the issues that we’ll address in this course will directly relate to your past, present, and future organizational experiences. The knowledge that you gain from this course will thus be of great relevance to your professional and academic careers, whatever your goals may be.

Credit hours: 3

Course Modality: Mix of in-person and online. Meets in-person in MS 2.02.54 on Tuesdays from 4–5:15 pm; remainder is online without any scheduled meeting time.

LEARNING GOALS

Upon completion of this course, you will be able to:

- Define key concepts related to the study of difference and intersectionality
- Explain how difference is a social construction
- Give examples of how difference matters in organizational contexts
- Apply your knowledge of difference and intersectionality to a variety of situations, including to your organizational experiences, to current events, and to popular culture
- Write a reflection paper in which you engage in critical thinking about your experiences with difference and intersectionality
- Propose strategies on how to make work and organizations more inclusive across all lines of difference

COURSE MATERIALS

Required Textbook

[Allen, B. J. \(2011\). *Difference matters: Communicating social identity* \(2nd ed.\). Waveland.](#)

Required iClicker Device

I will be using iClicker technology to take attendance and to poll students about various topics. As such, you will need to purchase either an [iClicker remote device](#) or a [subscription to iClicker Reef](#). You do not need both. You can choose whichever one best fits your needs.

Additional Readings on Blackboard

In addition to the textbook, the following required readings will be available on Blackboard:

Adamson, M., Kelan, E., Lewis, P., Śliwa, M., & Rumens, N. (2021). Introduction: Critically interrogating inclusion in organisations. *Organization*, 28(2), 211-227.
<https://doi.org/10.1177/1350508420973307>

Dixon, J. (2018). Looking out from the family closet: Discourse dependence and queer family identity in workplace conversation. *Management Communication Quarterly*, 32(2), 271-275.
<https://doi.org/10.1177/0893318917744067>

Eger, E. K. (2018). Transgender jobseekers navigating closeting communication. *Management Communication Quarterly*, 32(2), 276-281. <https://doi.org/10.1177/0893318917740226>

Ferguson, M. W. (2018). (Re)negotiating organizational socialization: Black male scholarship and the closet. *Management Communication Quarterly*, 32(2), 282-286.
<https://doi.org/10.1177/0893318917741990>

Harris, K. L., & McDonald, J. (2018). Introduction: Queering the “closet” at work. *Management Communication Quarterly*, 32(2), 265-270. <https://doi.org/10.1177/0893318917742517>

McDonald, J. (2019). Difference and intersectionality. In A. M. Nicotera (Ed.), *Origins and traditions of Organizational Communication: A comprehensive introduction to the field* (pp. 270-287). Routledge.

McDonald, J. (2018). Negotiating the “closet” in U.S. academia: Foreign scholars on the job market. *Management Communication Quarterly*, 32(2), 287-291.
<https://doi.org/10.1177/0893318917740428>

McIntosh, P. (2004). White privilege: Unpacking the invisible knapsack. In P. S. Rothenberg (Ed.), *Race, class, and gender in the United States* (pp. 188-192). Worth Publishers.

Romo, L. K. (2018). Coming out as a non-drinker at work. *Management Communication Quarterly*, 32(2), 292-296. <https://doi.org/10.1177/0893318917740227>

Shenoy-Packer, S. (2015). Immigrant professionals, microaggressions, and critical sensemaking in the U.S. workplace. *Management Communication Quarterly*, 29(2), 257-275.
<https://doi.org/10.1177/0893318914562069>

ACTIVITIES AND GRADING

Activity	Percentage of Final Grade
Attendance and Participation	10%
Discussion Forum Posts	10%
Reflection Papers (3)	30%
Quizzes (10)	50%
TOTAL	100%

Table 1. An example of a breakdown of number of activities and the weight of each activity in relation to your final grade.

Grade Distribution and Letter Grade

Final grades will be based on the following grading scale:

Total Percentage	Grade
89.5 – 100%	A
79.5 – 89.5%	B
69.5 – 79.5%	C
59.5 – 69.5%	D
< 59.5%	F

Table 2. A breakdown of letter grades by percentage of points earned.

ESSENTIAL STUDENT INFORMATION

- **Important:** Bookmark and visit the [Common Syllabus Information webpage](#) to find important and valuable resources about counseling services, transitory/minor medical issues, supplemental instruction, tutoring services, academic success coaching, sexual harassment and sexual misconduct, campus safety and emergency preparedness, inclusivity statement, and the Roadrunner Creed.
- For technical requirements, support, and academic resources, visit the [Student Support Gateway](#), where you can find all your tech and academic support resources in one place.
- Follow [Online Learning Netiquette](#) standards for your online communication activities. Please be mindful of the communication tools available in your course and use them for learning purposes. Class discussions take place in a respectful and safe environment, whether online or in person. UTSA encourages everyone to openly share their ideas and opinions without penalty or judgment, but learning should always be based on facts and research. It is possible to disagree without being disagreeable.
- UTSA provides reasonable accommodations to students via the [Student Disability Services](#). For more details on eligibility, policies, and requirements, please visit www.utsa.edu/disability or call (210) 458-4157.
- **UTSA Wellbeing Resources:** your wellbeing is a priority for us. UTSA is proud to partner with [Wellness 360](#) and [MySSP](#) to provide students with access to quality health and mental health care. Visit the [UTSA Students Wellbeing Resources](#) to explore the services available.

INSTRUCTOR CONTACT INFORMATION

Instructor Name: Jamie McDonald, PhD (he/him/his)

Department and College: Department of Communication, College of Liberal and Fine Arts

Office Location: MB 2.248D and Zoom

Student Hours: Tuesdays 2–4 pm and 5:20–6 pm either in person at my office or on Zoom. Thursdays 4–6 pm on Zoom only. [Schedule an appointment here.](#)

Email Address: james.mcdonald@utsa.edu

COMMUNICATION PLAN

To get in contact with me about the course, I prefer that you e-mail me directly at james.mcdonald@utsa.edu from your preferred e-mail account.

If you would like to meet with me individually, [please book a time during my student hours](#). My student hours are Tuesdays from 2–4 pm and 5:20–6 pm, as well as on Thursdays from 4–6 pm. On Tuesdays, I can meet with you in-person or on Zoom. On Thursdays, I can meet with you on Zoom.

Over the course of the semester, I will post important updates about the course to the “Announcements” page on Blackboard. Therefore, it’s important that you check Blackboard regularly, as well as your official UTSA e-mail address.

About Me

My name is Jamie McDonald and my pronouns are he/his/him. I'll be your professor for this course. I'm also the Graduate Advisor of Record for the [Master's in Communication program at UTSA](#).

I have a Bachelor's of Science in Communication and Politics from the Université de Montréal, a Master's of Science in Communication from the Université de Montréal, and a PhD in Communication from the University of Colorado Boulder. I also earned a Graduate Certificate in Women and Gender Studies and a Graduate Teaching Certificate from the University of Colorado Boulder. In addition, I've completed the Microcredential in Inclusive Teaching for Equitable Learning from the Association of College and University Educators (ACUE).

I have been in the Department of Communication at UTSA since 2013. My research is in the area of organizational communication. I specialize in issues related to identity, difference, and work. I have published research on topics such as the gender identity negotiation of nursing students, the underrepresentation of women in computing and information technology work, the experiences of international faculty in U.S. academia, researcher reflexivity in qualitative research, and feminist and queer approaches to organizing. More recently, I have been conducting research about Dreamer Resource Centers (sometimes called Undocumented Student Resource Centers) on college campuses. My [Google Scholar profile](#) lists my major research publications.

I am an immigrant from Canada and first moved to the U.S. to attend graduate school in 2008. I speak English and French fluently, and Spanish at an intermediate level.

I have been fully vaccinated and boosted against COVID-19.

I look forward to getting to know you this semester!

My Teaching Philosophy

Like organizational communication scholar Brenda J. Allen, I consider my role as a professor to be that of a “lead learner.” As such, my job is not just to present the course material and facilitate learning, but to also learn from students and your diverse ways of engaging with the course material. I thus favor a constitutive – rather than a transmission – approach to teaching and learning, which emphasizes that learning is collectively accomplished through discussion and dialogue.

In my teaching, I start with the assumption that students work hard, want to learn, and are doing their best. As you will see with my communication and engagement with the class, I care deeply about student success and well-being. I also understand that being a student is hard and that students have multiple, competing responsibilities. If you feel that you are falling behind in the course or have concerns about your success, please reach out to me so that we can work out a plan to get you on track. You can contact me by e-mail at james.mcdonald@utsa.edu and [set up an appointment to meet with me by clicking on the link to my Calendly page](#).

My Inclusivity Statement

The University of Texas at San Antonio, a Hispanic Serving Institution situated in a global city that has been a crossroads of peoples and cultures for centuries, values diversity and inclusion in all aspects of university life. As an institution expressly founded to advance the education of Mexican Americans and other underserved communities, our university is committed to ending generations of discrimination and inequity. UTSA, a premier public research university, fosters academic excellence through a community of dialogue, discovery, and innovation that embraces the uniqueness of each voice.

I care deeply about diversity, equity, inclusion, and justice and am strongly committed to fostering an inclusive learning environment for all students. For me, an inclusive learning environment is one in which students from all backgrounds and walks of life feel that they belong. Indeed, we all come from different backgrounds and have a wide array of personal and cultural experiences that we bring to the course, and these diverse experiences will greatly enrich our learning.

To uphold my commitment to inclusivity, I strive to make the course content accessible to all different types of learners and to students from diverse backgrounds. I also seek to support all students as individuals and respect students’ diverse identities, perspectives, and experiences as they relate to gender, race, ethnicity, class, sexuality, religion, age, nationality, citizenship, ability, and other social identities.

Students are encouraged to be in contact with me to let me know of your individual needs in this course and how I can make the course more inclusive and accessible to you. I am available to meet with you virtually or in-person, and I also strive to respond to e-mails in a timely manner. In addition, I welcome anonymous feedback with constructive suggestions on how to make the course more inclusive.

ASSESSMENTS AND ASSIGNMENTS

Attendance and Participation

Attendance and participation are crucial components of this course, as this course is heavily discussion-based. You will earn attendance and participation points by doing the following:

- Attending and participating in class.
 - Attendance is required during our class sessions on Tuesdays from 4–5:15 pm. I will be keeping track of attendance through our use of iClicker technology. At the end of the semester, your attendance and participation grade will be partially determined by how many times you clicked in a response out of all of the available opportunities to do so. If there is a week that you are unable to attend, please be sure to let me know in advance. You will not be penalized if you are absent from class due to a COVID-19 diagnosis or quarantine.
- Keeping up to date with all asynchronous learning activities as follows:
 - Completing all assigned readings by the due dates
 - Watching the videos that are posted to Blackboard
 - Contributing to the Blackboard Discussion Forums every week
 - Taking all quizzes
 - Submitting your written assignments
- Being proactive about contacting me for assistance and with questions you have about the course

Overall, attendance and participation are worth 10% of your grade in this course.

Discussion Boards

Because this is a hybrid course, we will be having asynchronous discussions on Blackboard Discussion Forums in addition to our in-class discussions. Your participation in these discussion forums is crucial to both your success in the course and our overall learning environment.

In order to earn all of your points for participating in the Blackboard Discussion Forums, you are expected to contribute at least one original post to each forum, as well as respond to at least one of your colleague's posts in each forum, by the date that is indicated in the course schedule.

Overall, your participation in the Blackboard Discussion forums is worth 10% of your overall grade in the course.

Reflection Papers

To enable you to engage in critical thinking about the course material, you will write three different response papers that are approximately 3–5 double-spaced pages in length. Each reflection paper will come with a separate set of guidelines. The topics of the reflection papers are as follows:

Reflection Paper #1 - Discuss what has been the most striking to you in the course and what you have been learning.

- Reflection Paper #2 - Reflect on your intersectional identities and on how they have shaped and continue to shape your organizational experiences
- Reflection Paper #3 - Propose strategies on how to make work and organizations more inclusive.

The reflection papers must be submitted to Blackboard by 11:59 pm on the following dates:

- Sunday, October 2
- Sunday, November 13
- Thursday, December 1

You will need to draw from both our class discussions and the readings in your reflection papers. Each of the papers is worth 10% of your final grade for the class. More detailed guidelines will be forthcoming on Blackboard.

Quizzes

Instead of having a high-stakes midterm and final exam, you will take 10 quizzes over the course of the semester to assess your mastery of the course material. Each quiz will contain no more than 10 multiple choice questions. You will have 20 minutes to complete each quiz. After 20 minutes, Blackboard will automatically submit your quiz. Quizzes are open book, but must be taken individually.

For every week that there is a quiz, it will be available on Blackboard from 9:00 am on Wednesday though 11:59 pm on Friday. You must take the quiz during that time frame. If you miss a quiz, you will earn a zero.

Each of the quizzes is worth 5% of your final grade. Together they are worth 50% of your overall grade in the course. **It is crucial that you take all 10 quizzes to be successful in the course. If you miss a quiz, you will get a zero, which will significantly impact your final grade.**

COURSE SCHEDULE

Note: for a list of important university-wide dates, including deadlines on when to drop the course, review [One Stop's academic calendar](#).

Please note that the course schedule is subject to change over the course of the semester. Be sure to check Blackboard and your e-mail regularly for updates and announcements.

<p>WEEK 1: Welcome</p> <p>August 22–26</p>	<p>Attend:</p> <ul style="list-style-type: none"> • Attend class from 4–5:15 pm on Tuesday, August 23 <p>Read:</p> <ul style="list-style-type: none"> • Read the syllabus and make note of any questions that you have <ul style="list-style-type: none"> ○ Deadline: Friday, August 26 at 11:59 pm <p>Discuss:</p> <ul style="list-style-type: none"> • Post to the “Introductions” Blackboard Discussion Forum and respond to at least one post from a colleague <ul style="list-style-type: none"> ○ Deadline: Friday, August 26 at 11:59 pm
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<p>WEEK 2: Difference Matters</p> <p>August 29–September 2</p>	<p>Read:</p> <ul style="list-style-type: none"> • Read Chapter 1 from Allen: “Difference and Other Important Matters” <ul style="list-style-type: none"> ○ Deadline: Monday, August 29 at 4 pm <p>Watch:</p> <ul style="list-style-type: none"> • Watch Week 2 Videos <ul style="list-style-type: none"> ○ Deadline: Monday, August 29 at 4 pm <p>Discuss:</p> <ul style="list-style-type: none"> • Post to the “Week 2” Blackboard Discussion Forum and respond to at least one post from a colleague <ul style="list-style-type: none"> ○ Deadline: Monday, August 29 at 4 pm <p>Attend:</p> <ul style="list-style-type: none"> • Attend class from 4–5:15 pm on Tuesday, August 30 <p>Submit:</p> <ul style="list-style-type: none"> • Syllabus quiz due by Friday, September 2nd at 11:59 pm
<p>WEEK 3: Power Matters</p> <p>September 6–9</p>	<p>Read:</p> <ul style="list-style-type: none"> • Read Chapter 2 from Allen: “Power Matters” <ul style="list-style-type: none"> ○ Deadline: Tuesday, September 6 at 4 pm <p>Watch:</p> <ul style="list-style-type: none"> • Watch Week 3 Videos <ul style="list-style-type: none"> ○ Deadline: Tuesday, September 6 at 4 pm <p>Discuss:</p> <ul style="list-style-type: none"> • Post to the “Week 3” Blackboard Discussion Forum and respond to at least one post from a colleague <ul style="list-style-type: none"> ○ Deadline: Tuesday, September 6 at 4 pm <p>Attend:</p> <ul style="list-style-type: none"> • Attend class from 4–5:15 pm on Tuesday, September 6 <p>Submit:</p> <ul style="list-style-type: none"> • Week 2 & 3 Quiz due by Friday, September 9th at 11:59 pm

<p>WEEK 4: Privilege Matters</p> <p>September 12–16</p>	<p>Read:</p> <ul style="list-style-type: none"> • Read McIntosh (2004): “The Invisible Knapsack” <i>Available on Blackboard</i> <ul style="list-style-type: none"> ○ Deadline: Monday, September 12 at 4 pm <p>Watch:</p> <ul style="list-style-type: none"> • Watch Week 4 Videos <ul style="list-style-type: none"> ○ Deadline: Monday, September 12 at 4 pm <p>Discuss:</p> <ul style="list-style-type: none"> • Post to the “Week 4” Blackboard Discussion Forum and respond to at least one post from a colleague <ul style="list-style-type: none"> ○ Deadline: Monday, September 12 at 4 pm <p>Attend:</p> <ul style="list-style-type: none"> • Attend class from 4–5:15 pm on Tuesday, September 13
<p>WEEK 5: Intersectionality Matters</p> <p>September 19–23</p>	<p>Read:</p> <ul style="list-style-type: none"> • Read McDonald (2019): “Difference and Intersectionality” <i>Available on Blackboard</i> <ul style="list-style-type: none"> ○ Deadline: Monday, September 19 at 4 pm <p>Watch:</p> <ul style="list-style-type: none"> • Watch Week 5 Videos <ul style="list-style-type: none"> ○ Deadline: Monday, September 19 at 4 pm <p>Discuss:</p> <ul style="list-style-type: none"> • Post to the “Week 5” Blackboard Discussion Forum and respond to at least one post from a colleague <ul style="list-style-type: none"> ○ Deadline: Monday, September 19 at 4 pm <p>Attend:</p> <ul style="list-style-type: none"> • Attend class from 4–5:15 pm on Tuesday, September 20 <p>Submit:</p> <ul style="list-style-type: none"> • Week 4 & 5 Quiz due by Friday, September 23 at 11:59 pm

<p>WEEK 6: Gender Matters</p> <p>September 26–September 30</p>	<p>Read:</p> <ul style="list-style-type: none"> • Read Chapter 3 from Allen: “Gender Matters” <ul style="list-style-type: none"> ○ Deadline: Monday, September 26 at 4 pm <p>Watch:</p> <ul style="list-style-type: none"> • Watch Week 6 Videos <ul style="list-style-type: none"> ○ Deadline: Monday, September 26 at 4 pm <p>Discuss:</p> <ul style="list-style-type: none"> • Post to the “Week 6” Blackboard Discussion Forum and respond to at least one post from a colleague <ul style="list-style-type: none"> ○ Deadline: Monday, September 26 at 4 pm <p>Attend:</p> <ul style="list-style-type: none"> • Attend class from 4–5:15 pm on Tuesday, September 27 <p>Submit:</p> <ul style="list-style-type: none"> • Week 6 Quiz due by Friday, September 30 at 11:59 pm • Reflection Paper #1 due by Sunday, October 2 at 11:59 pm
<p>WEEK 7: Race Matters</p> <p>October 3–7</p>	<p>Read:</p> <ul style="list-style-type: none"> • Read Chapter 4 from Allen: “Race Matters” <ul style="list-style-type: none"> ○ Deadline: Monday, October 3 at 4 pm <p>Watch:</p> <ul style="list-style-type: none"> • Watch Week 7 Videos <ul style="list-style-type: none"> ○ Deadline: Monday, October 3 at 4 pm <p>Discuss:</p> <ul style="list-style-type: none"> • Post to the “Week 7” Blackboard Discussion Forum and respond to at least one post from a colleague <ul style="list-style-type: none"> ○ Deadline: Monday, October 3 at 4 pm <p>Attend:</p> <ul style="list-style-type: none"> • Attend class from 4–5:15 pm on Tuesday, October 4 <p>Submit:</p> <ul style="list-style-type: none"> • Week 7 Quiz due by Friday, October 7 at 11:59 pm

<p>WEEK 8: Class Matters</p> <p>October 10–14</p>	<p>Read:</p> <ul style="list-style-type: none"> • Read Chapter 5 from Allen: “Class Matters” <ul style="list-style-type: none"> ○ Deadline: Monday, October 10 at 4 pm <p>Watch:</p> <ul style="list-style-type: none"> • Watch Week 8 Videos <ul style="list-style-type: none"> ○ Deadline: Monday, October 10 at 4 pm <p>Discuss:</p> <ul style="list-style-type: none"> • Post to the “Week 8” Blackboard Discussion Forum and respond to at least one post from a colleague <ul style="list-style-type: none"> ○ Deadline: Monday, October 10 at 4 pm <p>Attend:</p> <ul style="list-style-type: none"> • Attend class from 4–5:15 pm on Tuesday, October 11 <p>Submit:</p> <ul style="list-style-type: none"> • Week 8 Quiz due by Friday, October 14 at 11:59 pm
<p>WEEK 9: Sexuality Matters</p> <p>October 17–21</p>	<p>Read:</p> <ul style="list-style-type: none"> • Read Chapter 6 from Allen: “Sexuality Matters” <ul style="list-style-type: none"> ○ Deadline: Monday, October 17 at 4 pm <p>Watch:</p> <ul style="list-style-type: none"> • Watch Week 9 Videos <ul style="list-style-type: none"> ○ Deadline: Monday, October 17 at 4 pm <p>Discuss:</p> <ul style="list-style-type: none"> • Post to the “Week 9” Blackboard Discussion Forum and respond to at least one post from a colleague <ul style="list-style-type: none"> ○ Deadline: Monday, October 17 at 4 pm <p>Attend:</p> <ul style="list-style-type: none"> • Attend class from 4–5:15 pm on Tuesday, October 18 <p>Submit:</p> <ul style="list-style-type: none"> • Week 9 Quiz due by Friday, October 21 at 11:59 pm

<p>WEEK 10: Ability Matters</p> <p>October 24–28</p>	<p>Read:</p> <ul style="list-style-type: none"> • Read Chapter 7 from Allen: “Ability Matters” <ul style="list-style-type: none"> ○ Deadline: Monday, October 24 at 4 pm <p>Watch:</p> <ul style="list-style-type: none"> • Watch Week 10 Videos <ul style="list-style-type: none"> ○ Deadline: Monday, October 24 at 4 pm <p>Discuss:</p> <ul style="list-style-type: none"> • Post to the “Week 10” Blackboard Discussion Forum and respond to at least one post from a colleague <ul style="list-style-type: none"> ○ Deadline: Monday, October 24 at 4 pm <p>Attend:</p> <ul style="list-style-type: none"> • Attend class from 4–5:15 pm on Tuesday, October 25 <p>Submit:</p> <ul style="list-style-type: none"> • Week 10 Quiz due by Friday, October 28 at 11:59 pm
<p>WEEK 11: Age Matters</p> <p>October 31–November 4</p>	<p>Read:</p> <ul style="list-style-type: none"> • Read Chapter 8 from Allen: “Age Matters” <ul style="list-style-type: none"> ○ Deadline: Monday, October 31 at 4 pm <p>Watch:</p> <ul style="list-style-type: none"> • Watch Week 11 Videos <ul style="list-style-type: none"> ○ Deadline: Monday, October 31 at 4 pm <p>Discuss:</p> <ul style="list-style-type: none"> • Post to the “Week 11” Blackboard Discussion Forum and respond to at least one post from a colleague <ul style="list-style-type: none"> ○ Deadline: Monday, October 31 at 4 pm <p>Attend:</p> <ul style="list-style-type: none"> • Attend class from 4–5:15 pm on Tuesday, November 1 <p>Submit:</p> <ul style="list-style-type: none"> • Week 11 Quiz due by Friday, November 4 at 11:59 pm

<p>WEEK 12: Nationality and Citizenship Matter</p> <p>November 7–11</p>	<p>Read:</p> <ul style="list-style-type: none"> • Read Shenoy-Packer (2015): Immigrant Professionals and Microaggressions <i>Available on Blackboard</i> <ul style="list-style-type: none"> ○ Deadline: Monday, November 7 at 4 pm <p>Watch:</p> <ul style="list-style-type: none"> • Watch Week 12 Videos <ul style="list-style-type: none"> ○ Deadline: Monday, November 7 at 4 pm <p>Discuss:</p> <ul style="list-style-type: none"> • Post to the “Week 12” Blackboard Discussion Forum and respond to at least one post from a colleague <ul style="list-style-type: none"> ○ Deadline: Monday, November 7 at 4 pm <p>Attend:</p> <ul style="list-style-type: none"> • Attend class from 4–5:15 pm on Tuesday, November 8 <p>Submit:</p> <ul style="list-style-type: none"> • Week 12 Quiz due by Friday, November 11 at 11:59 pm • Reflection Paper #2 due by Sunday, November 13 at 11:59 pm
<p>WEEK 13: Closeting Matters</p> <p>November 14–18</p>	<p>Read:</p> <ul style="list-style-type: none"> • Read Harris & McDonald (2018) and at least two of the following: Dixson (2018) – Family Closet Eger (2018) – Transgender Job Seekers Ferguson (2018) – Black Male Scholarship McDonald (2018) – Closet in U.S. Academia Romo (2018) – Coming out as a Non-Drinker <i>All articles available on Blackboard</i> <ul style="list-style-type: none"> ○ Deadline: Monday, November 14 at 4 pm <p>Watch:</p> <ul style="list-style-type: none"> • Watch Week 13 Videos <ul style="list-style-type: none"> ○ Deadline: Monday, November 14 at 4 pm <p>Discuss:</p> <ul style="list-style-type: none"> • Post to the “Week 13” Blackboard Discussion Forum and respond to at least one post from a colleague <ul style="list-style-type: none"> ○ Deadline: Monday, November 14 at 4 pm <p>Attend:</p> <ul style="list-style-type: none"> • Attend class from 4–5:15 pm on Tuesday, November 15

<p>WEEK 14: Inclusion Matters</p> <p>November 21–23</p>	<p>Read:</p> <ul style="list-style-type: none"> • Read Adamson et al. (2021): “Critically Interrogating Inclusion” *Note: only pages 211–219 are required reading <i>Available on Blackboard</i> <ul style="list-style-type: none"> ○ Deadline: Monday, November 21 at 4 pm <p>Watch:</p> <ul style="list-style-type: none"> • Watch Week 14 Videos <ul style="list-style-type: none"> ○ Deadline: Monday, November 21 at 4 pm <p>Discuss:</p> <ul style="list-style-type: none"> • Post to the “Week 14” Blackboard Discussion Forum and respond to at least one post from a colleague <ul style="list-style-type: none"> ○ Deadline: Monday, November 21 at 4 pm <p>Attend:</p> <ul style="list-style-type: none"> • Attend class from 4–5:15 pm on Tuesday, November 22
<p>WEEK 15: Final Reflections</p> <p>November 28–December 1</p>	<p>Read:</p> <ul style="list-style-type: none"> • Read Chapter 9 from Allen: “Communicating Social Identity” <ul style="list-style-type: none"> ○ Deadline: Tuesday, November 29 at 4 pm <p>Discuss:</p> <ul style="list-style-type: none"> • Post to the “Week 15” Blackboard Discussion Forum and respond to at least one post from a colleague <ul style="list-style-type: none"> ○ Deadline: Tuesday, November 29 at 4 pm <p>Attend:</p> <ul style="list-style-type: none"> • Attend class from 4–5:15 pm on Tuesday, November 29 <p>Submit</p> <ul style="list-style-type: none"> • Reflection Paper #3 due by Thursday, December 1 at 11:59 pm

COURSE MANAGEMENT AND POLICIES

Announcements

All information you need for this course will be posted in Blackboard in the syllabus or schedule, or as an assignment, item, or announcement. It is your responsibility to check in and participate every week in the course and complete all listed activities and assignments. It is recommended that you check announcements daily.

Submission of Coursework

All assignments will be submitted electronically through Blackboard. Click on the “Content” tab to find the appropriate folders to submit your assignments. **Please submit all written assignments as Word documents (not as PDFs).**

Make sure you save your assignment somewhere that you can easily retrieve it later (e.g., on a travel drive, your personal computer, email, etc.) so that you can retrieve it if something goes wrong with your submission. Also, you will be surprised at how many assignments you will refer to later in your college career. I suggest you save all your assignments until well after you graduate. Some employers ask for examples of college work as part of the interview/selection process.

Quality of Work

All work must be of professional quality, neatly presented, grammatically correct, and free of spelling and punctuation errors.

Late Work and Extensions

I expect your work to be submitted on time, and please make every effort to respect all deadlines. Respecting all deadlines and submitting your work on time is also important to ensure that you don't fall behind in the course. However, I am also aware that unexpected circumstances can and will arise. As such, if you feel that you are unable to submit your work on time, please contact me to let me know and request an extension.

Grading and Feedback

To view your grades on Blackboard, click on the "Grades" tab on the sidebar menu of our course in Blackboard. A speech-bubble icon will appear next to your grade with any additional feedback that I include with your grade.

Student Code of Conduct and Scholastic Dishonesty

The Student Code of Conduct is Section B of the Appendices in the Student Information Bulletin. Scholastic Dishonesty is listed in the Student Code of Conduct (Sec. B of the Appendices) under [Sec. 203](#).

Every semester, I encounter a few students who, unfortunately, have cheated by either submitting assignments that their friends have turned in, copying papers in their entirety from various online sources, and copying and pasting sentences from online sources into their papers without citing these sources. Each of these cases is a serious breach of academic integrity, will be reported to the Office of Student Conduct and Community Standards, and will thus go onto your permanent academic record. Please note that self-plagiarism, in which you submit an assignment that is either partially or entirely copied from an assignment that you submitted for credit in another course, is also a serious breach of academic integrity.

All of your written assignments will be automatically scanned through SafeAssign when you submit them to Blackboard. **Plagiarism and all other forms of cheating are extremely easy to detect through SafeAssign. Do not engage in any form of cheating.** If you are having difficulties with the assignments or you haven't completed the assignment on time, please talk to me. We will be able to work something out. Do not in any case submit work that has been plagiarized. **It is better to not submit a paper than to submit a plagiarized paper.**

Copyright and Fair Use

It is important to understand the issue of intellectual property rights. You may not use the images or thoughts of others for profit or gain without their written permission. The UTSA library has a [Copyright Laws and Public Performance Rights](#) (PPR) page.

Students with Disabilities

The University of Texas at San Antonio, in compliance with the Americans with Disabilities Act and Section 504 of the Rehabilitation Act, provides “reasonable accommodations” to students with disabilities. Only those students who have officially registered with Student Disability Services and requested accommodations for this course will be eligible for disability accommodations. Instructors at UTSA must be provided official notification of accommodation through Student Disability Services. Information regarding diagnostic criteria and policies for obtaining disability-based academic accommodations can be found at www.utsa.edu/disability or by calling Student Disability Services at (210) 458-4157. Accommodations are not retroactive.

Names and Pronouns

I am provided with a class roster, which includes all students’ official names. I will gladly honor your request to address you by an alternate name. Please also let me know the gender pronouns that you prefer.

Citizenship and/or Immigration Status

All students are welcome in this course regardless of citizenship, residency, or immigration status. UTSA has established a [Dreamers Resource Center](#) to provide resources to support the undocumented students in our campus community. As stated by UTSA President Taylor Eighmy, the purpose of the Dreamers Resource Center is “to promote advocacy and support to undocumented students, and since its inception it has trained 250 faculty and staff allies, fostered relationship with community partners and served as a safe space for our students.”

The Dreamers Resource Center Director, Damaris Ibarra, can be reached by e-mail at dreamers@utsa.edu. In addition, I am a trained faculty ally who cares deeply about supporting undocumented students, and I am happy to direct you to any resources that you may need to be successful.

Family Educational Rights and Privacy Act (FERPA)

FERPA grants students the right to control certain disclosures of their educational records. For a full explanation of your rights and to grant access to FERPA educational records, go to [Student Catalog Annual FERPA Letter](#) and [One Stop Enrollment – FERPA Proxy Access](#). Without your consent or authorization of proxy access, UTSA may release [Directory Information](#), such as but not limited to your name, email, phone, place of birth, and photograph, unless you have opted out of the release of Directory Information. To opt out, go to [Restrict Directory Information Form](#).

Mandatory Reporting of Sexual Misconduct and Reporting of Health and Safety Information: If a student discloses an incident of sexual misconduct to any UTSA employee (other than to a designated confidential employee such as mental health counselor or PEACE advocate, a UTSA police officer using a pseudonym form or at a public awareness event), that information is not confidential, and the UTSA employee must report all known information to the UTSA Office of Equal Opportunity Services. Employees may also report any concerns about the health and safety of students or others to other school officials and/or law enforcement. For a complete list of exceptions to FERPA, please see [Student Catalog Annual FERPA Letter](#) and [HOP 5.01](#).

Video and audio recording

As the instructor of this course, I may record meetings and lessons. You are expected to follow appropriate University policies and maintain the security of passwords used to access recorded lectures. Recordings may not be published, reproduced, or shared with those not in the class. If the instructor or a UTSA office plans any other uses for the recordings, consent of the students identifiable in the recordings is required before such use unless an exception is allowed by law. For more information on your privacy and class recordings, review [Student Privacy \(FERPA\) in Virtual Classrooms and Other Educational Recordings](#) and the [Guide to Secure Video Conferencing Tools](#).

Note: The syllabus is subject to change at the instructor's discretion. Any changes/corrections to the course materials, assignment dates, or other updates will be communicated to the students ahead of time. You are responsible for checking Blackboard for corrections or updates to the syllabus.

Frequently Asked Questions

Is attendance mandatory at our in-class meetings?

Yes! You are expected to attend every class. Class is scheduled on Tuesdays from 4–5:15 pm. **If you have a schedule conflict and are not available during this time, you should not take this course.** The only exception is if you are under the [COVID-19 isolation guidelines](#) that UTSA has established, in line with CDC recommendations.

When will new course content become available?

Every week, new course content will become available on Thursday at 9 am. This course content will include videos, PowerPoint slides, and other materials. You should watch all videos and read through all of the course content before posting to the discussion forum that pertains to the content.

Do I really need to read the textbook and other required readings?

Yes! Completing the readings is necessary in order for you to fully grasp the course material and do well on your assessments. To see which readings are required for each week, please see the course schedule in the syllabus.

How can I get a copy of the textbook?

The textbook title is the second edition of *Difference Matters* by Brenda J. Allen. It is crucial that you get the second edition. [You can rent or purchase a copy of the textbook at the UTSA Bookstore.](#) There is also a hard copy of the book available for you to check out at the JPL Library Reserve.

Do I need to buy an iClicker?

You will need to have either an [iClicker Student Remote](#) remote device or a subscription to [iClicker Reef](#) and a compatible mobile device. You do not need both. You can choose whichever one best fits your needs. The cheapest option is an iClicker Reef subscription, which costs \$15.99 for six months.

When will discussion forums be available and when are my discussion posts due?

Every week, a new discussion forum will become available on Thursday at 9 am. Your discussion posts will be due by the following Monday at 4 pm (or the following Tuesday if the Monday is a holiday). You are expected to contribute one original post and one reply to a post by a classmate to each forum.

When will quizzes be available and when are they due?

Quizzes will be available starting at 9 am every Wednesday. You will have until Friday at 11:59 pm to take the quiz. If you do not take the quiz by the Friday deadline, you will receive a zero unless you have asked for and been granted an extension due to a serious medical issue.

Are the quizzes timed?

Yes! Each quiz will contain a maximum of 10 questions, with a mix of multiple choice and true/false questions. You will have 20 minutes to complete each quiz. After the 20-minute time limit, the quiz will submit automatically. The only exception is the syllabus quiz, which has a 60-minute time limit.

Can I take quizzes with a partner?

No! Quizzes are individual work. You must do quizzes individually and without help from anyone, whether or not they are in this class.

Can I share the quiz questions with the class?

Absolutely not! You may not copy or share quiz questions in any way, shape or form. You are expressly prohibited from sharing the content of the quiz with anyone else, including providing information about what did and did not appear on the quiz. **If you share the quiz questions or content with anyone, you will get an automatic F grade for the course and your conduct will be reported to the Office of Student Conduct and Community Standards.**

How do I submit assignments?

Go to the "Assignments" section of Blackboard to see all assignment guidelines and to submit your assignments. All assignments should be submitted as Word documents (.docx or .doc).

How are participation grades calculated?

Participation is an important component of your course grade (10%). To calculate your participation grade, I rely heavily upon data from iClicker and Blackboard. First, I will use iClicker technology to take attendance during our face-to-face sessions. You must be in class in order to earn attendance points. Second, Blackboard enables me to see which asynchronous videos you watch. Your participation takes into account all of that data, as well as your level of participation during class.

What is the best way of getting ahold of the professor?

The best way of getting ahold of me is by e-mail at james.mcdonald@utsa.edu. I prefer that you e-mail me instead of using the “Course Messages” function in Blackboard because I check my e-mail more frequently than Blackboard. You can generally expect a response within 24–48 hours, excluding weekends.

How do I set up a student hours appointment?

It's easy! Just go to my [student hours appointment page](#) and choose a time that works for you. All student hours appointments will be held online this semester.

How do I get technical support?

For technical assistance with Blackboard Learn, visit the [Blackboard Self Help Portal](#). Blackboard provides support 24 hours a day, 7 days a week for UTSA faculty and students by phone, email, chat and live virtual consultations. Additional technical support can be accessed by visiting the UTS [Tech Café page](#).