

Merrimack College

Merrimack ScholarWorks

Honors Program Contracts

Honors Program

Spring 2022

Diversity, Social Justice and Ethics Extension

Kendra Link

Follow this and additional works at: https://scholarworks.merrimack.edu/honors_component

 Part of the [Social Justice Commons](#)

Honors Contract Form

Student Name Kendra Link

Student ID# 4720947

(Please circle) Sophomore Junior Senior

Semester/Year of Graduation 2025

Student's Major(s) Early Childhood Ed

Student's Minor(s) Spanish

Human Dev, Human Services

Purpose. The Honors Contract option allows students in the Honors Program to earn honors course recognition for 4-credit, non-honors courses above the introductory level taken during the fall or spring semester in which an honors section is not offered. Please consult the Honors Contract Policy for further details and requirements before submitting your proposal.

Project title: Diversity, Social Justice & Ethics Extension Semester Spring 2022

Course Number and Title (please include syllabus): Diversity, Social Justice, Ethics HDE 2130

Faculty Member's Name Dr. Dan Sarofian-Butin Dept Education

Abstract: In the space below, please describe the essential elements of your project and its expected results.

I will expand and lengthen work on both my midterm and final projects by doubling the minimum page count for both projects and presenting my final project to the class in a detailed and thorough presentation. I will also be focusing my projects on the Honors Program Pillar of Research by doubling my cited sources and using scholarly peer-reviewed articles. Additionally, I will focus on the pedagogical goal of Transformative Experiences.

Proposal Narrative (about 300 words): On a separate page, please describe your project in more detail. The proposal should include four parts: a) a description of the work to be undertaken, including timetable and identification of any special materials needed; b) an explanation of how the proposed Honors contract goes beyond the regular course syllabus in a way satisfying at least one of the Program's three pedagogical goals listed on the Honors Contract Policy; c) how the results of the project will be disseminated to others (e.g., class members, other students, the larger academic or non-academic community); d) how the work will be evaluated by the professor upon completion.

Kendra Link 1/30/22
Student Signature Date

Faculty Signature Date

Submission Process:

The Honors Contract Proposal, the Proposal Narrative, and course syllabus need to be scanned as ONE pdf document and registered via the Honors Contract Registration Google Form by noon on the semester due date. Incomplete registration or scans will not be processed.

Kendra Link
Honors Contract
EDU 2130
Professor Dan Sarofian-Butin
Spring 2022

This semester I will be writing an honors contract for my Diversity, Social Justice and Ethics Class with Professor Dan Sarofian Butin. To make this class worthy of receiving honors credit I will be expanding the work for both the midterm and final paper/ projects. The midterm assignment for Dr. Sarofian Butin's class is a 40 point "Deep Dive paper" that goes deeper on an issue of my choice with accurate and thorough analysis. For my honors contract I will be focusing my work on the Honors Program Pillar of Research. This paper will require an abundance of research in order to properly provide specific context as well as in depth analysis. As an honors student it is important to take credible sources seriously and find many sources to ensure my main point is being reached. I will find and properly cite more sources, such as peer reviewed scholarly articles than required in the syllabus. For example, if the minimum requirement for the midterm paper is to use four sources, I will find and cite eight sources. Additionally, I will be expanding the page count for my midterm paper; instead of writing a 4-5 page paper, I will write an 8-10 page paper. Although we are not yet required to choose a topic, I plan to research and write about the educational inequality of children from different socioeconomic backgrounds. Through research I will expand my knowledge by studying whatever topic I pick in the next upcoming weeks and fully analyzing the causes and effects or correlation.

The final this semester in Dr. Sarofian Butin's class is a 70 point Public Engagement Project and paper. Students are not required to present their final project to the class; however, as an honor student I will be presenting my final project in front of the class and Professor with a thorough presentation, which will most likely be a Google Slides presentation. Similarly to the midterm assignment, I will also be expanding my final paper and project not only by presenting an in depth presentation but also doubling the page count of my paper. For the final, all students are expected to apply key concepts we learned in class throughout the semester to produce a final project about a specific topic that matters to us. Students are not required to choose their topic until after the midterm towards the end of the semester but I choose my topic early and begin working immediately. The final project is quite similar to the midterm as it tasks us to fabricate a detailed research paper with numerous credible sources and analysis. Again for the final project, I will double my cited sources and work hard to find the best and most reliable information out there to properly support my topic and ensure the reader understands my subject matter. Throughout the semester I will be focusing on Merrimack College Honors Program pedagogical goal of Transformative Experiences as the major purpose of both these assignments is to accurately convey information, ensuring understanding and engagement for my topics. It is

important to choose topics that are actually interesting to us in order to show passion and properly inform the reader and/ or audience.



MERRIMACK COLLEGE

WINSTON SCHOOL OF EDUCATION & SOCIAL POLICY

SYLLABUS – SPRING 2022

HDE 2130 Diversity, Social Justice & Ethics, Section B

[4 credits]

Professor

Dan Sarofian-Butin, PhD

Austin 223 | 978-837-5075 | SarofianButD@merrimack.edu

Office Hours: T & TH 10 – 11:30 am or by appointment

Course Details

Tuesdays & Thursdays; 12-1:50 pm; Crowe 107

Course Description

This course will focus on issues of diversity, social justice, and ethics within various educational and social contexts. Its purpose is to develop theoretical, conceptual, and pedagogical foundations for supporting issues of equity and access. An understanding of the socio-historical context and the influence of the dominant culture on historically marginalized individuals and groups will be studied. Additionally, this course will explore the adaptive capabilities of strengths of marginalized groups and how such capabilities and strengths can be used in effective community engagement. Ethical theories and moral reasoning will be used to enhance an understanding and analysis of ethical issues inherent in working and supporting issues of diversity, equity, and access. Students will explore their own personal values, beliefs, and behaviors that may limit their ability to work with people of diverse backgrounds, in particular, disadvantaged and oppressed persons. The exploration of their own values will be made in relation to the different ethical theories studied in the course. This course fulfills the Diversity (D), Ethics (E), and Experiential Learning (X) Liberal Studies Core Requirements.

Course Objectives

Following completion of the course, students will be able to:

1. To gain knowledge and understanding of diversity, oppression, discrimination, power and privilege, equity, and social justice within the context of transforming and empowering educational and social communities through advocacy and social action.
2. To explore the dynamics, implications, and interrelated dimensions of marginalized groups on the themes and issues of diversity and social justice.
3. An understanding of the socio-historical context and the influence of the dominant culture on historically marginalized individuals and groups.
4. To examine the adaptive capabilities and strengths of marginalized groups and how such capabilities and strengths can be used in effective community engagement.
5. To acquire an understanding and appreciation of diverse cultural groups.
6. To understand, explain, and apply prevailing ethical frameworks and moral reasoning to resolve specific moral and ethical decisions.
7. To understand ethical decision-making and shared responsibility to face challenges around diversity and social justice.
8. To evaluate and reflect on the decision-making process in ethical dilemmas.

9. To use ethical theories to explore personal values, beliefs, and behaviors that may limit the ability to work with people of diverse backgrounds, in particular, disadvantaged and oppressed persons.
10. To critically examine their cultural identities, personal traits, attitudes and values regarding diversity and social justice and then determine how these elements influence their interactions, perceptions and participation with diverse groups.

Textbook/Readings

Subscription to [the New York Times](#).

All other course readings are available online through the course website.

Grading Procedures – Overview

ASSIGNMENTS	POINTS	NOTES
New York Times Executive Summary (3)	30	10 points each
Issue “Deep Dive”	40	Midterm
Final Public Engagement Project	70	
Attendance and Participation	60	20 sets of reflection questions (3 points each)
TOTAL	200	

Merrimack Grading Values

	Merrimack College	
	MIN	MAX
A	93	100
A-	90	92
B+	87	89
B	83	86
B-	80	82
C+	77	79
C	73	76
C-	70	72
D+	67	69
D	63	66
D-	60	62
F	0	59

Grading Procedures – Details

New York Times Article/Opinion Executive Summary

The *New York Times* is an American newspaper that is considered the industry’s “newspaper of record” (by the Encyclopedia Britannica). It has won 130 Pulitzer Prizes (the most of any newspaper) and has the 3rd largest circulation in the United States. You are to choose an article or op-ed that aligns to the topics and issues in this course and write an “executive summary.” This should be a total of 3 pages, including a synopsis of the article, your reflection, and analysis. The goal is to gain a deeper understanding of a specific issue that is happening in today’s world linked to our course. Detailed directions will be provided in class.

Issue “Deep Dive”

You will be required to examine one key theme from our course. The Deep Dive will include both a traditional research paper (~5 pages) that will be handed in to the professor and a 1-page “Executive Summary” (infographic) that will be shared with the class. The goal is to learn how to understand, reflect on, and analyze

a key issue in this course and be able to summarize, synthesize, and discuss it clearly and concisely. Detailed directions will be provided in class.

Final Public Engagement Project

Democracy is not a spectator sport. In other words, if you want to make a difference in the world, you have to act in the world. You will therefore be required to get involved in a key issue. Specifically, this means that you will research an issue in depth as well as create an online petition on Change.org on this issue. The key is to effectively learn about and then articulate a perspective on an issue important to you and provide a concrete action step for solving this issue. The issue must be relevant to the issues studied in this course. Detailed directions will be provided in class.

Attendance and Participation

Attendance and participation are assumed and expected. You cannot succeed in this class if you do not attend. Additionally, since we are dealing with complex issues throughout this course, you will be required to complete a series of “reflection questions” (in Google Classroom) after each class. These reflection questions are key to the course, both in terms of your learning and your grade, as they are meant to help you reflect on, think through, and better understand the issues we are dealing with. I thus expect you to put substantial effort into them. They are required even if you are not able to attend class. Excessive absences and/or missed reflection questions (3+) threatens the academic quality of your ability to gain from and contribute to the class and, as such, may result in a lowered grade and/or a formal review with the professor.

Academic Integrity

All written work for this class must be your original work. Presenting material from other sources, either print or electronic, as one’s own work constitutes plagiarism. Please review Merrimack College’s [Academic Integrity Code](#). Please consult the [library’s web site](#) for a complete discussion on academic integrity [<http://libguides.merrimack.edu/content.php?pid=120821> for a complete discussion of academic integrity.]

Learning & Academic Accommodations

Equal Access/Support for Students with a Disability or Suspected Disability

Merrimack College provides reasonable accommodations for students with documented disabilities. Students who have, or think they may have, a disability are invited to contact the Accessibility Services Office via the online request form found on the Accessibility Services website: www.merrimack.edu/aso, email accessibilityservices@merrimack.edu or by visiting us on the third floor of McQuade Library (in the event we are open). Students are encouraged to contact the office as soon as possible to ensure adequate time to meet and create a plan. Students already registered with Accessibility Services are encouraged semesterly to request for their letters to be emailed and students are responsible to then email the PDF to their instructors personally. Accommodations can not be made retroactively.

Credit Justification Statement

Credit and time allotment: 4 credits (180 hours). In this course, students will be expected to do the following amount of work:

	TOTAL HOURS	NOTES
Course lecture	54	2 hours/class @ 27 classes
Readings	27	1 hour/class (average) @ 27 classes
Reflection questions	20	1 hour/class (average) @ 20 classes
New York Times Executive Summaries	15	5 hours/assignment (3 assignments)
Midterm Issue Deep Dive	25	See note below
Final Public Engagement Project	40	See note below
TOTAL	181	

NOTE: Hours for the Midterm (Issue Deep Dive) and Final (Public Engagement Project) include: preparation, drafts, 1-on-1 meetings with professor, Writing Center appointments, and writing the assignments.

Course Schedule

	TUESDAYS	THURSDAYS
Week 1 1/20		CLASS #1: INTRODUCTION & OVERVIEW
Week 2 1/25; 1/27 <small>[ADD/DROP]</small>	CLASS #2: KEY CONCEPTS in the COURSE David Brooks. (2021). " How Racist is America? " NY Times (2020). " 7 Inequities: A Weeklong Look at the Biases Women Face " NY Times (2020; 2021). " As Coronavirus Deepens Inequality, Inequality Worsens Its Spread. " & " We Did Not Suffer Equally. "	CLASS #3: MY POSITIONALITY & SELF-AWARENESS, Part 1 Julie Beck. (2017). " This Article Won't Change Your Mind. " Cheryl Staats. (2016). " Understanding Implicit Bias: What Educators Should Know. "
Week 3 2/1; 2/3	CLASS #4: MY POSITIONALITY & SELF-AWARENESS, Part 2 PROJECT IMPLICIT Read all of the tabs (Overview; About; Ethical Considerations; FAQs) in the " Education " section	CLASS #5: CASE STUDY Q-ANON & COGNITIVE DISSONANCE Stuart Thompson. (2021). " Three Weeks Inside A Pro-Trump Q-Anon Chat Room. " <i>NY TIMES ANALYSIS #1</i>
Week 4 2/8; 2/10	CLASS #6: CLASS, SES & POVERTY, Part 1 Robert Reich. (2019). " The Myth of Meritocracy. " Dylan Hernandez. (2017). " How I Learned to Take the SAT Like a Rich Kid. "	CLASS #7: CLASS, SES & POVERTY, Part 2 Alvin Chang. (2016). " Living in a poor neighborhood changes everything about your life. "
Week 5 2/15; 2/17	CLASS #8: CASE STUDY THE COLLEGE ADMISSIONS SCANDAL & PRIVILEGE Anthony Abraham Jack. (2020). A Separate and Unequal System of College Admissions	CLASS #9: RACE & ETHNICITY, Part 1 Jared Diamond. (1994). Race Without Color. Beverly Daniel Tatum. (1997). " Defining Racism " <i>NY TIMES ANALYSIS #2</i>
Week 6 2/22; 2/24	CLASS #10: PREPARING FOR THE MIDTERM	CLASS #11: FROM THEORY to PRACTICE <i>[NO CLASS]</i>
Week 7 3/1; 3/3	CLASS #12: RACE & ETHNICITY, Part 2 Nicholas Kristoff. (2016). " When Whites Just Don't Get It " Peggy McIntosh. (1989). " White Privilege: Unpacking the Invisible Knapsack. " Michael Harriot. (2017). " Yes, You Can Measure White Privilege. " Kyle Korver. (2019). Privileged.	CLASS #13: CASE STUDY GEORGE FLOYD & STRUCTURAL RACISM Brian Resnick. (2017). " The dark psychology of dehumanization, explained "
Week 8 3/8; 3/10	CLASS #14: MIDTERM PRESENTATIONS (DRAFTS)	CLASS #15: MIDTERM PRESENTATIONS <i>MIDTERM RESEARCH PAPER & INFOGRAPHIC</i>
Week 9	SPRING BREAK	
Week 10 3/22; 3/24 <small>[MIDTERM GRADES]</small>	CLASS #16: SEX & GENDER, Part 1 Betty Friedan. (1963). The Problem That Has No Name Constance Grady. (2018). " The waves of feminism, and why people keep fighting over them, explained "	CLASS #17: SEX & GENDER, Part 2 United Nations. (2019). " Facts and figures: Ending violence against women. " Kristin Wong. (2019). " The Workplace Still Isn't Equal for Women. Here's Some Advice to Navigate It. " Center for American Progress. (2018). " The Women's Leadership Gap. "
Week 11 3/29; 3/31 <small>[ADVISING BEGINS]</small>	CLASS #18: CASE STUDY CASTER SEMENYA & GENDER EQUALITY Gillian R. Brassil and Jeré Longman. (2020). " Who Should Compete in Women's Sports? "	CLASS #19: ETHICS & JUSTICE, Part 1 Thomas D. D'Andrea. (2019). " The Natural Law Theory of Thomas Aquinas. " John Stuart Mill. Utilitarianism. Excerpt.

	Lynsey Chutel and Jeré Longman. (2021). " The Clock Ticks on Caster Semenya's Olympic Career "	Nigel Warburton. (2011). " Interview: Michael Sandel on Justice. " <i>NY TIMES ANALYSIS #3</i>
Week 12 4/5; 4/7	CLASS #20: ETHICS & JUSTICE, Part 2 John Rawls, A Theory of Justice Martha Nussbaum. (2011). " What Makes Life Good? "	CLASS #21: ETHICS & JUSTICE, PART 3 CNN. (2019). 10 Petitions That Made The Biggest Impact The Conversation. (2019). Not Another Online Petition! David Bornstein. (2017). " A How-to Book for Wielding Civic Power. "
Week 13 4/12	CLASS #22: CASE STUDY <i>PornHub, Activism, and Changing the World</i> Nicholas Kristoff. (2020). " The Children of PornHub. " And " An Uplifting Update, on the Terrible World of Pornhub. "	NO CLASS – EASTER BREAK
Week 14 4/19; 4/21	CLASS #23: 1st DRAFT of PETITIONS <i>[NO CLASS]</i>	CLASS #24: HOW TO TELL YOUR STORY Change.org Create Your Petition Marshall Ganz. (2007). " Telling Your Public Story. "
Week 15 4/26; 4/28	CLASS #25: DRAFT PRESENTATION of PETITIONS	CLASS #26: PRESENTATION of PETITIONS <i>PUBLIC ENGAGEMENT PROJECT (PETITION)</i>
Week 16 5/3	CLASS #27: LAST CLASS	
Week 17 5/9 – 8-11am	FINAL RESEARCH PAPER	

Some things students say they learned in this course...

- I gained a lot of knowledge about current big, systemic issues going on right now, and the root of the problems.
- My critical thinking improved because the professor always challenged us to dig deeper.
- Learning about the importance of a lot of the topics like diversity and gender equality and how they play a role in our lives.
- I learned that the first step is to recognize and name the issue.
- Through all of our in-class case studies, our NYT analyses, and midterms/finals, it gave us really great opportunities to thoughtfully research different social problems that matter to us, and the world around us.
- I gained better writing skills from the New York Times analyses; the comments and suggestions from the professor helped me learn how to become a better writer.
- Two things I gained from this course were the ability to understand there is always better or worse as opposed to there always being a right and wrong answer, and a better understanding of the social justice problems this world is facing as a whole.
- I feel like I can analyze very complex and layered issues to uncover and understand important issues from multiple standpoints. I also feel like I am becoming a better writer and being able to express connections between social justice topics and this class.
- During this course I gained the knowledge of being able to name an issue and then from there, understand that issue. I also learned an incredible amount of new information about race, capital, wage gaps, and so much more that I will continue to use in the future. This class is actually what made me want to add a social justice minor!

Students' thoughts on how to be successful in this class...

- Pay attention in every class in order to complete reflection questions, choose topics that you care about for New York Times Analysis's, and plan out your timing wisely for completing assignments.
- Pay attention, everything that Professor Sarofian-Butin will say will make you question everything you ever knew and if you're like me, you will hate it because there is no true answer to anything. Also, you will have many different "ah ha" moments in this classroom, so if you pay attention it might all make sense at some point.
- The biggest thing that I would tell students is to show up and be involved in class. Ask questions, voice your opinions, start conversations about difficult topics. The best way to learn in this class is to stay engaged and interested. Second: take the reflection questions seriously, they help you stay caught up and on track with what is happening in class. They may seem like a pain in the butt sometimes, they are helpful because it makes you actually process and reflect on what you have learned, and your opinions on it.
- Put your cellphone away during class, away in your bag and out of sight. (or else you will get called out)
- For any paper or project, make sure you pick something you are interested in and that matters to you- this will make the assignment 100x easier.
- Don't be afraid to ask for help. If you are having trouble, reach out to your professor. He is here to help you understand the material. In addition, he is very helpful when working through the bigger projects and will give you good criticism to make your work better.
- The biggest thing you need to succeed is passion and a drive. If you feel strongly about an issue, write about it or bring it up in the reflection questions.
- Do the readings (or at least skim it)!! It is very helpful going into class actually knowing the issues being presented.

Some tips and notes from the professor...

- EXTRA CREDIT: I don't give "extra credit" at the end of the semester to help students catch up. Rather, I give extra credit for any and all assignments done extremely well throughout the semester. In general, students gain such extra credit for their reflection questions, but this is applicable for all assignments.
- LATE SUBMISSIONS: I accept late submissions within a reasonable amount of time, usually a couple of days. If it's less than that, don't worry about asking me for permission. If it's more than that, you should have already asked me BEFORE the due date for an extension.
- MISSED CLASSES: I get it that life gets in the way sometimes. (I don't, btw, need an email explanation, doctor's note, etc. I assume and expect that you are all responsible young adults.) You are still responsible, though, for the work you missed, specifically the reflection questions for that day. So, here are a few tips: find a study partner who can fill you in on what happened in class; review the lecture slides; do the readings and quote from them to show me you have read them and thought about them.
- FINAL PROJECT: The final project is a big deal. It reflects your transition to an active (rather than passive) learner. Don't procrastinate just because it's at the end of the semester. Use the writing center, come to my office hours, be engaged.

KEY WORDS, ISSUES & CONCEPTS

You cannot change something you don't understand...and you cannot understand something you cannot name.

KEY CONCEPTS in the COURSE	MY POSITIONALITY, SELF-AWARENESS & ACTING in the WORLD	ETHICS & JUSTICE	CLASS, SES, & POVERTY	RACE & ETHNICITY	SEX & GENDER
<i>Our world is a complex, contested, inequitable, and pluralistic democracy</i>	<i>"Know Thyself" ~ Oracle of Delphi "To build power, outrage needs organization." ~ Hahrie Han</i>	<i>"It is by doing just acts that the just man is produced" ~ Aristotle</i>	<i>The corrosive myth of meritocracy</i>	<i>"Denial is the heartbeat of racism" ~Ibram Kendi</i>	<i>"For the first time, we can actually measure a democracy that's not patriarchal." ~ Carol Gilligan</i>
Complexity Theory Critical Theory ("Who Benefits?"; "Who Decides?") Criticality Deep learning is a process (novice-to-expert framework) Deep learning is hard (intellectual humility, curiosity, & courage) Heuristics Nuance, not Binaries (the world is always-already complex and not fully knowable) Power & Privilege Respect & Reflexivity Strengths-Based Approach Systems, not Silos (how to think about acting in the world) "Truth" v. "truth" ("There is no such thing as non-discursive access to truth"; "Turtles all the way down")	Activism Binaries Citizenship Cognitive Dissonance Dehumanization Discrimination (types of; -isms) Generalizations Empathy Engagement (Civic; Community) Hate (Crimes; Psychology of; Sociology of; Speech) Identity (Personal, Social and Cultural) Implicit bias Intellectual Humility In-group/Out-group Meta-cognition "Othering" Oppression Positionality Reciprocity "Right of Free Petition" (in MA) Social movements Socialization Stereotype Threat Stereotypes -- Opinion v. Bias v. Prejudice v. Discrimination	Equality Equity Ethics Fairness Human Capabilities Human Rights Interpretive Communities Justice (Types of: Procedural; Distributive; Redistributive; Restorative) Moral Relativism Morals Natural Law Social Justice "Truth" (universal; situational; subjective) Utilitarianism "Veil of Ignorance" -- Equality v. Equity Ethics v. Morals Fairness v. Justice	Agency v. Structure Class & Race (Intertwined) Class & SES Complex Trauma Cultural Capital Cycle of Poverty Generational Poverty Meritocracy (Myth of) Poverty Privilege Redlining Resilience Segregation (of American society) Social Capital Stratification (of American society)	Ally Bystander Colorblindness (Myth of) Complicity Contact Hypothesis Disenfranchisement Diversity, as Variability Diversity, as Inequity and Inequality (patterns of non-random distribution) Ethnicity Office of Civil Rights Race (as a category; as a socio-historical construction) Racial identity Development Racism (Types of: Internalized; Individual; Institutional; Societal; vis-à-vis slavery) White Privilege	Binaries (Thinking in; as Hierarchies) Connected Knowing (Women's Voices) Feminism (Definition; Movements) Gender (Diversity; Fluidity; Identity; Norms; Performative; Stereotypes; Social Construction of) "Genderbread Person" Harassment (Gender; Sexual) LGTBQI Objectification Patriarchy Sex Title IX Violence (Gender; Sexual) Women's Issues in a Global Context

These matter:
TRUTH | REFLECTION | THEORY | ACTION

This is where we start:

NOTHING IS NEUTRAL
inequity as a starting condition

NOTHING IS OBJECTIVE
the world is always-already constructed and contested

NOTHING IS SIMPLE
better or worse rather than right or wrong

NOTHING IS SINGULAR
never just one – or even two – sides to a story