You are the Individual and We are All the Society: Personalizing Core 130
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Project Goals

- Update syllabus language to be inclusive, welcoming, and to further encourage participation
- Modify first weeks of class to focus on creating a more inclusive classroom climate
- Foster increased application of content to personal experiences related to social identities
- Update racial and ethnic inequality content to include more examples from additional racial groups in the U.S.
- Update intersectional content with attention to marginalized identities previously underrepresented in course content

Transforming the First Two Weeks

- Incorporate first day getting to know each other “bingo” activity emphasizing diversity of experiences/knowledge in the class
- Modify Canvas “Getting to Know You” activity
- Delay syllabus overview until day 2; add Canvas syllabus “quiz” to encourage reading of syllabus in advance
- Incorporate a social identities activity in the first two weeks

Updates to Racial/Ethnic Inequality Content

- Investigation of the disparate impact of the Covid-19 pandemic on communities of color, including Native American communities
- Exploration of hate crime data over time with an emphasis on recent increases targeting Asian Americans and Jewish Americans
- Examination of representation in federal government by race and gender
- Inclusion of multiple racial/ethnic groups in job discrimination and mortgage discrimination presentation

Updates to Intersectional Content

- Exploration of disparate impact of Covid-19 pandemic by intersectional identities
- Inclusion of ability status in job discrimination presentation
- Examination of laws targeting transgender youth

Application Assignments

- Create a series of assignments that encourage students to apply the content learned in class to their own lives and the lives of those around them.
- Students will complete an application assignment for 6 of the following 8 social identity topics: age, race, class, gender identity, sexual identity, religion/spirituality, ability status, and intersectionality
- Assignment will include choice of response prompts allowing for flexibility in personal information shared

Syllabus Updates

- Add pronouns to instructor line
- Change “Student Hours” to “Student Drop-in Hours” and explain their purpose in supporting students
- Add statement personalizing the course that stresses the applied nature of the content to all our lives (i.e., “This class is about us…”)
- Modify existing civil discourse statement to discuss our process for setting guidelines for difficult discussions, acknowledge the discomfort that may arise, and encourage personal application and sharing