

(Un)Common Reads “Different in STEM”

IDH2930

Class Periods: Lecture: Tuesday 6,

Location: [HUME 0119](#)

Academic Term: Fall 2021

Instructor:

Nancy Ruzycki

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MAE 317 C

Office Hours: TBD

Teaching Assistant/Peer Mentor/Supervised Teaching Student:

Areesha Razi

Office Hours (TBD)

Contact through Canvas

Course Description

Different in STEM explores the barriers, biases and constructs which exist for those who are different in STEM fields. Despite many years of affirmative action, recruiting efforts and supports for the STEM pipeline, STEM disciplines remain predominately white, male and empowered. This course will look at the relationship between and within the STEM community based on gender, religion, sexual identity, socioeconomic status, ability and race. Through readings and speakers, students will be introduced to barriers, biases and constructs which exist in STEM and tackle complex issues around both personal and institutional structures which work to restrict access to those perceived to be “Different”. Students will explore personal and institutional ethics and morality which form the basis of constructs. Students will work in interdisciplinary teams to identify and propose possible actions to remediate barriers and biases, confront and find solutions to conflicting constructs and propose an action plan to address and support inclusion in STEM fields.

Course Pre-Requisites / Co-Requisites

Admission to University of Florida Honors College

Course Objectives

Expected Student Learning Outcomes:

1. Students will be able to identify commonly excluded categories of people who are excluded in STEM fields.
2. Students will be able to understand intersectionality as it applies to bias and exclusion of people.
3. Students will be able to define, identify and explain barriers, biases and constructs which inhibit inclusion of persons from specific categories in STEM fields.
4. Students will apply strategies learned in the course to develop an action plan to address and support inclusion in STEM fields.
5. Students will be able to apply a design thinking frame for liberatory design to DEI work to address inequality and inequity.

Materials and Supply Fees

See OneUF for listing of materials and supply fees for the course

Professional Component (ABET):

N/A

Relation to Program Outcomes (ABET):

N/A

Required Textbooks and Software

- No required text book, Course Materials Developed by Instructor
- We will be using Google Slides for some activities

Recommended Materials:

Intersectionality and Higher Education: Identity and Inequality on College Campuses, W. Carson Byrd (Editor, Contributor), Rachele J. Brunn-Bevel (Editor, Contributor), Sarah M. Ovink (Editor, Contributor), Antron D Mahoney (Contributor), Marcela G. Cuellar (Contributor), R. Nicole Johnson-Ahorlu (Contributor), Terry-Ann Jones (Contributor), Deborah M. Warnock (Contributor), Kristen A. Clayton (Contributor), Victor E. Ray (Contributor), Elizabeth M. Lee (Contributor), Tonya Maynard (Contributor), Denise Goerisch (Contributor), Bedelia N. Richards (Contributor), Melanie Jones Gast (Contributor), Ervin (Maliq) Matthew (Contributor), Derrick R. Brooms (Contributor), Orkideh Mohajeri (Contributor), Fernando Rodriguez (Contributor), finn schneider (Contributor), Ophelie Rowe-Allen (Contributor), Meredith Smith (Contributor), Tonisha B. Lane (Contributor), Annemarie Vaccaro (Contributor), Ezekiel Kimball (Contributor), Megan Nanney (Contributor), Susan V. Iverson (Contributor); Rutgers University Press; None edition (May 3, 2019), ISBN: 978-0813597669

Diversifying STEM: Multidisciplinary Perspectives on Race and Gender; Ebony O. McGee (Editor, Contributor), William H. Robinson (Editor, Contributor), Lorenzo DuBois Baber (Contributor), Robbin Chapman (Contributor), Monica F Cox (Contributor), Krystal Madden (Contributor), Priscila Pereira (Contributor), Sara Rezvi (Contributor), Victoria F Trinder (Contributor), Danny Bernard Martin (Contributor), Jomo W Mutegi (Contributor), Dorinda J. Carter Andrews (Contributor), Dara Naphan-Kingery (Contributor), Stacey Houston (Contributor), Gabriela León-Pérez (Contributor), H. Richard Milner (Contributor), Abiola Farinde-Wu (Contributor), Christopher C. Jett (Contributor), Julius Davis (Contributor), Lindsay Brown (Contributor), Alissa M Manolescu (Contributor), Laura Provolt (Contributor), Aspen Robinson (Contributor), Kecia M. Thomas (Contributor); Rutgers University Press; None edition (November 1, 2019,; ISBN: 978-1978805675

Course Outline:

There may be changes/substitutions to the topics listed below, depending upon current events and or school interruptions.

Students are expected practice social distancing and university and CDC guidelines for health and safety in the classroom.

Week(s)	Topic(s)	Student Deliverables
1	Class Norms	Readings/questions
2	Bias Cultural Consciousness Intersectionality	Discussion Board In class- Activities
3 - Intro	Gender/Religion	Readings/questions
4 - Speaker		Discussion Board
5 - Discussion		In class activities
6 - Intro	Race	Readings/questions
7--Speaker		Discussion Board
8 - Discussion		In class activities
9 --Intro	Sexuality	Readings/questions
10--Speaker		Discussion Board
11--Discussion		In class activities
12--Intro	Ability	Readings/questions
13--Speaker		Discussion Board
14--Discussion		In class activities
15	Liberatory Design	Design Activity
Final Poster	Poster Presentation – Final week of class	Poster for Design Activity

Online Course Recording

Our class sessions may be audio visually recorded for students in the class to refer back and for enrolled students who are unable to attend live. Students who participate with their camera engaged or utilize a profile image are agreeing to have their video or image recorded. If you are unwilling to consent to have your profile or video image recorded, be sure to keep your camera off and do not use a profile image. Likewise, students who un-mute during class and participate orally are agreeing to have their voices recorded. If you are not willing to consent to have your voice recorded during class, you will need to keep your mute button activated and communicate exclusively using the "chat" feature, which allows students to type questions and comments live. The chat will not be recorded or shared. As in all courses, unauthorized recording and unauthorized sharing of recorded materials is prohibited.

Attendance Policy, Class Expectations, and Make-Up Policy

Attendance is required for this class. Students can receive an exemption if they have appropriate documentation for the absence. Excused absences must be consistent with university policies in the undergraduate catalog (<https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>) and require appropriate documentation.

Evaluation of Grades

Assignment	Total Points	Percentage of Final Grade
Readings/Questions	25 each	25%
Discussion Boards	25 each	25%
Participation with speakers/follow up activities	25 each	25%
Liberatory Design	100	10%
Final Poster assessment	100	15%
		100%

Grading Policy

Percent	Grade	Grade Points
93.4 - 100	A	4.00
90.0 - 93.3	A-	3.67
86.7 - 89.9	B+	3.33
83.4 - 86.6	B	3.00
80.0 - 83.3	B-	2.67
76.7 - 79.9	C+	2.33
73.4 - 76.6	C	2.00
70.0 - 73.3	C-	1.67
66.7 - 69.9	D+	1.33
63.4 - 66.6	D	1.00
60.0 - 63.3	D-	0.67
0 - 59.9	E	0.00

More information on UF grading policy may be found at:

<https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx>

Students Requiring Accommodations

Students with disabilities who experience learning barriers and would like to request academic accommodations should connect with the disability Resource Center by visiting <https://disability.ufl.edu/students/get-started/>. It is

IDH2930 "Different in STEM"

Ruzycki Fall 2021

important for students to share their accommodation letter with their instructor and discuss their access needs, as early as possible in the semester.

Course Evaluation

Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals. Guidance on how to give feedback in a professional and respectful manner is available at <https://gatorevals.ua.ufl.edu/students/>. Students will be notified when the evaluation period opens, and can complete evaluations through the email they receive from GatorEvals, in their Canvas course menu under GatorEvals, or via <https://ufl.bluera.com/ufl/>. Summaries of course evaluation results are available to students at <https://gatorevals.ua.ufl.edu/public-results/>.

University Honesty Policy

UF students are bound by The Honor Pledge which states, “We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honor and integrity by abiding by the Honor Code. On all work submitted for credit by students at the University of Florida, the following pledge is either required or implied: “On my honor, I have neither given nor received unauthorized aid in doing this assignment.” The Honor Code (<https://sccr.dso.ufl.edu/policies/student-honor-code-student-conduct-code/>) specifies a number of behaviors that are in violation of this code and the possible sanctions. Furthermore, you are obligated to report any condition that facilitates academic misconduct to appropriate personnel. If you have any questions or concerns, please consult with the instructor or TAs in this class.

Commitment to a Safe and Inclusive Learning Environment

The Herbert Wertheim College of Engineering values broad diversity within our community and is committed to individual and group empowerment, inclusion, and the elimination of discrimination. It is expected that every person in this class will treat one another with dignity and respect regardless of gender, sexuality, disability, age, socioeconomic status, ethnicity, race, and culture.

If you feel like your performance in class is being impacted by discrimination or harassment of any kind, please contact your instructor or any of the following:

- Your academic advisor or Graduate Program Coordinator
- Robin Bielling, Director of Human Resources, 352-392-0903, rbielling@eng.ufl.edu
- Curtis Taylor, Associate Dean of Student Affairs, 352-392-2177, taylor@eng.ufl.edu
- Toshikazu Nishida, Associate Dean of Academic Affairs, 352-392-0943, nishida@eng.ufl.edu

Software Use

All faculty, staff, and students of the University are required and expected to obey the laws and legal agreements governing software use. Failure to do so can lead to monetary damages and/or criminal penalties for the individual violator. Because such violations are also against University policies and rules, disciplinary action will be taken as appropriate. We, the members of the University of Florida community, pledge to uphold ourselves and our peers to the highest standards of honesty and integrity.

Student Privacy

There are federal laws protecting your privacy with regards to grades earned in courses and on individual assignments. For more information, please see: <https://registrar.ufl.edu/ferpa.html>

Campus Resources:

Health and Wellness

U Matter, We Care:

Your well-being is important to the University of Florida. The U Matter, We Care initiative is committed to creating a culture of care on our campus by encouraging members of our community to look out for one another and to reach out for help if a member of our community is in need. If you or a friend is in distress, please contact umatter@ufl.edu so that the U Matter, We Care Team can reach out to the student in distress. A nighttime and

weekend crisis counselor is available by phone at 352-392-1575. The U Matter, We Care Team can help connect students to the many other helping resources available including, but not limited to, Victim Advocates, Housing staff, and the Counseling and Wellness Center. Please remember that asking for help is a sign of strength. In case of emergency, call 9-1-1.

Counseling and Wellness Center: <http://www.counseling.ufl.edu/cwc>, and 392-1575; and the University Police Department: 392-1111 or 9-1-1 for emergencies.

Sexual Discrimination, Harassment, Assault, or Violence

If you or a friend has been subjected to sexual discrimination, sexual harassment, sexual assault, or violence contact the [Office of Title IX Compliance](#), located at Yon Hall Room 427, 1908 Stadium Road, (352) 273-1094, title-ix@ufl.edu

Sexual Assault Recovery Services (SARS)

Student Health Care Center, 392-1161.

University Police Department at 392-1111 (or 9-1-1 for emergencies), or <http://www.police.ufl.edu/>.

Academic Resources

E-learning technical support, 352-392-4357 (select option 2) or e-mail to Learning-support@ufl.edu.
<https://lss.at.ufl.edu/help.shtml>.

Career Resource Center, Reitz Union, 392-1601. Career assistance and counseling. <https://www.crc.ufl.edu/>.

Library Support, <http://cms.uflib.ufl.edu/ask>. Various ways to receive assistance with respect to using the libraries or finding resources.

Teaching Center, Broward Hall, 392-2010 or 392-6420. General study skills and tutoring.
<https://teachingcenter.ufl.edu/>.

Writing Studio, 302 Tigert Hall, 846-1138. Help brainstorming, formatting, and writing papers.
<http://writing.ufl.edu/writing-studio/>.

Student Complaints Campus: <https://care.dso.ufl.edu>.

On-Line Students Complaints: <http://www.distance.ufl.edu/student-complaint-process>.