Leadership Development to
Promote Equity in Engineering Relationships (PEERs)
ENGR 498C
http://www.engr.washington.edu/peers/students/coursepage.html
Tuesday 1:30 pm – 2:20 pm
MEB 242

Course instructors:
Dr. Joyce Yen
joyceyen@u.washington.edu
Dr. Sapna Cheryan
scheryan@u.washington.edu

Graduate Teaching Assistant:
Coleen Carrigan
coleenc@u.washington.edu
Oliver Siy
johnsiy2@u.washington.edu

Course description:
The seminar will enlist engineering students’ energy, creativity, social conscience, and on-the-ground perspectives in improving the diversity environment in the UW College of Engineering. Students will explore topics such as diversity in science and engineering, impact of unconscious bias, community engagement, leadership, etc. The seminar will culminate in a student-developed short presentation that will be the core of presentations in the College of Engineering PEERs initiative. Students who successfully complete the seminar can apply for quarter-long internship opportunities as PEER Leaders.

Structure of class:
Class time will be a mixture of lecture, discussion, small group activities, and guest speakers.

Readings:
Each week, you will have a number of readings that will serve as the basis of classroom discussion. Most readings can be downloaded from UW Libraries Electronic Reserves. Otherwise, links are available via the course syllabus on the website. The quality of this seminar depends on students attending class, participating in discussion, and doing the readings. For this reason, all students must complete the assigned readings before coming to class.

UW Library Electronic Reserves link:
http://www.engr.washington.edu/peers/students/readings.html

Link to readings not available on E-Reserves:
http://www.engr.washington.edu/peers/students/syllabus.html

Evaluations:
The course is pass/fail. To pass the course, you must keep up with weekly readings, as well as any other assignments, and strive to be an active participant in class discussions. In addition, you will be responsible for posting a weekly response to the readings on Catalyst. Weekly postings will be due by 11:59 pm, the Monday night before class. If you are unable to attend class a particular week or turn in a reading, please let one of the instructors know to arrange for a make-up assignment.
Accommodations:
We welcome the opportunity to work with any students with disabilities in this class to ensure equal access to the course. If you have a letter from Disability Resources for Students (DRS) outlining your academic accommodations, please present the letter to either Dr. Cheryan or Dr. Yen so we can discuss the accommodations you might need for this class. To request academic accommodations due to a disability if you do not have a letter from DRS, please contact DRS, 448 Schmitz, 206-543-8924 (voice) or 206-543-8925 (TTY).

Final Project:
At the end of the quarter, you will be responsible for a group presentation that presents your perspective on the topics covered during the course.

Project link:
http://www.engr.washington.edu/peers/students/projects.html

Discussion Ground Rules:
• Listen actively -- respect others when they are talking
• Speak from your own experience instead of generalizing ("I" instead of "they," "we," and "you")
• Participate to the fullest of your ability -- community growth depends on the inclusion of every individual voice
• Help self and peers to become more self-reflective
• Confidentiality – respect the confidentiality of personal disclosure

Additional ground rule suggestions, other comments and concerns about the course can be made via Catalyst:
https://catalysttools.washington.edu/webq/survey/peers/83368

Class Photos:
From time to time PEERs will be taking class photos for use on our program website, in our program presentations, and in other PEERs materials. Please sign the photo release form to indicate whether we may use photos of you in our materials.
Schedule of Topics & Readings

WEEK 1 (Sept 25) – Introduction to PEERs and Group Discussion of Diversity

WEEK 2 (Oct 2) – State of Engineering and Why Diversity is Important

Readings due:

Assignment Due:
Catalyst Reading Summary: https://catalyst.uw.edu/webq/survey/peers/172644

WEEK 3 (Oct 9) – Introduction to Expert Jigsaw I: Group work in engineering

Readings due:

Assignment Due:
Catalyst Reading Summary: https://catalyst.uw.edu/webq/survey/peers/172644
WEEK 4 (Oct 16) – Jigsaw Planning I with Expert Groups

Readings due:
Readings are specific to the Assigned Jigsaw I Topic (See Syllabus, Page 7)

Assignment Due:
Catalyst reading response specific to Jigsaw readings:
https://catalyst.uw.edu/webq/survey/peers/172643

Activity:
Planning Jigsaw I Teaching Material

WEEK 5 (Oct 23) -- Expert Jigsaw I Teaching Session

Readings due:
Reading specified by groups (Review Week 3 readings as needed)

Assignment Due:
Prepare for teaching Expert Jigsaw topic
Evaluate Expert group members (https://catalyst.uw.edu/webq/survey/peers/83684)

Activity:
Expert Jigsaw I teaching
Minute paper

WEEK 6 (Oct 30) – Student panel

Readings due:

Assignment Due:
Catalyst Reading Summary: [https://catalyst.uw.edu/webq/survey/peers/172644](https://catalyst.uw.edu/webq/survey/peers/172644)

Activity:
Disability Panel
WEEK 7 (Nov 6) – Introduction to Expert Jigsaw II: Stuck in the Shallow End

Readings due:

Assignment Due:
Catalyst Reading Summary: https://catalyst.uw.edu/webq/survey/peers/172644

WEEK 8 (Nov 13) – Jigsaw Planning II with Expert Groups

Readings due:
Readings are specific to the Assigned Jigsaw II Topic (See Syllabus, Page 8)

Assignment Due:
Catalyst reading response specific to Jigsaw readings: https://catalyst.uw.edu/webq/survey/peers/172643

Activity:
Planning Jigsaw II Teaching Material

WEEK 9 (Nov 20) – Expert Jigsaw II Teaching Session

Readings due:
Reading specified by groups (Review Week 6 readings as needed)

Assignment Due:
Prepare for teaching Expert Jigsaw topic
Evaluate Expert group members (https://catalyst.uw.edu/webq/survey/peers/83684)

Activity:
Expert Jigsaw teaching
WEEK 10 (Nov 27) – How to Deal with Resistance and How to be an Ally

Readings due:
- Moya, P.M.L. & Markus, H.R. (2010) Doing race: An introduction, in *Doing Race*. W. W. Norton & Company, New York, pgs. 5-16 (please read about conversations 1,2,3,4 and 8 only) and p. 76-81 (Begin under the headline “Changing the Conversations” on pg. 76 and end at the top of page 81)

Assignment Due:
- Catalyst Reading Summary: [https://catalyst.uw.edu/webq/survey/peers/172644](https://catalyst.uw.edu/webq/survey/peers/172644)

Activity:
- TBD

WEEK 11 (Dec 4) – Evaluation and Home Group Time

Readings due:
- The Importance of Diversity in Engineering by William Wulf, President of the National Academy of Engineering, [http://www.nae.edu/File.aspx?id=10231](http://www.nae.edu/File.aspx?id=10231)

Activity:
- Home Group time

Assignment Due:
- Catalyst Reading Summary: [https://catalyst.uw.edu/webq/survey/peers/172644](https://catalyst.uw.edu/webq/survey/peers/172644)
- Evaluate Home group members ([https://catalyst.uw.edu/webq/survey/peers/83684](https://catalyst.uw.edu/webq/survey/peers/83684))

FINAL PRESENTATIONS: TBD
Expert Jigsaw I Topics (Week 3)

Implicit Bias/Individual Bias

Reading:


Assignment:
- Implicit Association Test (Gender-Science Demo) [https://implicit.harvard.edu/implicit/demo/](https://implicit.harvard.edu/implicit/demo/)

Stereotypes and Belonging


Biology and Socialization (Nature vs. Nurture)


Expert Jigsaw II Topics (Week 7)
Structural Bias


Talent, Hard Work, & Grit

Readings


Activity

- 8 item Grit scale http://www.sas.upenn.edu/~duckwort/images/8-item%20Grit%20081011.pdf

Privilege

Readings


Activity

- Distance from Privilege worksheet (http://www.engr.washington.edu/peers/students/Materials/Fall2012Course/kerr_ladderworksheet.pdf)