Leadership Development to
Promote Equity in Engineering Relationships (PEERs)

ENGR 401
Spring 2016, Thursdays 1:30 – 3:20 pm
LOCATION: MEB 237

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

Course description:
The course enlists engineering students’ energy, creativity, social conscience, and on-the-ground perspectives in advancing diversity and inclusion in engineering. Students will explore topics such as diversity in science and engineering, impact of unconscious bias, the role of allies, community engagement, and leadership in supporting all current and potential engineers. Students who successfully complete the course can apply for quarter-long internship opportunities as PEER Leaders.

Course objectives:
• Identify and understand individual and structural barriers to equality in engineering, especially as they pertain to women, minorities, and persons with disabilities.
• Identify ally behaviors that create a more supportive and inclusive engineering environment
• Create a community of engineering students across different disciplines
• Acquire skills on how to be a leader in a diverse environment

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. The quality of this course depends on students attending class, participating in discussion, and completing the readings. For this reason, all students must complete the assigned readings before coming to class.

Cultural Artifacts and Role Models:
To connect course content with student experiences, students are welcome to bring in current real-world representations of diversity in STEM (e.g., articles, advertisements, videos) and/or examples of successful engineering role models and share them with the class. One or two examples will be shared per week.

Evaluations:
The course is pass/fail. To pass the course, you must keep up with weekly readings, as well as any other assignments, and be an active participant in class. You will be responsible for completing weekly assignments by noon each Wednesday before class. Much of the class learning occurs via in-class
discussions and small group activities. Thus, to get credit for the course, you must attend all of the classes and complete all of the weekly assignments. If you are unable to attend class a particular week or turn in a reading, please let one of the instructors know about your absence, prior to the class you will miss, to arrange for a make-up assignment. Finally, students must also complete and participate in the final project to pass the class.

**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:**
Details about the final project will be presented in class.

**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](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 (March 31) – Introduction to PEERs and Why Diversity is Important

WEEK 2 (April 7) – State of Engineering and Why Diversity is Important

Readings due:

Assignment Due:
- Catalyst Reading Summary: [https://catalyst.uw.edu/webq/survey/peers/264284](https://catalyst.uw.edu/webq/survey/peers/264284)

WEEK 3 (April 14) – Introduction to Expert Jigsaw I: Bias, Stereotypes, and Socialization

Readings due:

Assignment Due:
- Catalyst Reading Summary: [https://catalyst.uw.edu/webq/survey/peers/264284](https://catalyst.uw.edu/webq/survey/peers/264284)

WEEK 4 (April 21) – 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/264286

WEEK 5 (April 28) -- Expert Jigsaw I Teaching Session

Readings due:
• Reading specified by groups (Review Week 4 readings as needed)

Assignment Due:
• Final project preview I: Company CEO Intervention
• Prepare for teaching Expert Jigsaw topic
• Evaluate Expert group members: https://catalyst.uw.edu/webq/survey/peers/83684

WEEK 6 (May 5) – Student Panel

Readings due:

Assignment Due:
• Catalyst Reading Summary: https://catalyst.uw.edu/webq/survey/peers/264284

WEEK 7 (May 12) – Introduction to Expert Jigsaw II: Stuck in the Shallow End

Readings due:


“Privileged: Social Justice Mondays.” Abused Deaf Womens’s Advocacy Services. [https://www.youtube.com/watch?v=xDF_6TV3X9g](https://www.youtube.com/watch?v=xDF_6TV3X9g)

Assignment Due:
- Catalyst Reading Summary: [https://catalyst.uw.edu/webq/survey/peers/264284](https://catalyst.uw.edu/webq/survey/peers/264284)

---

**WEEK 8 (May 19) – Jigsaw Planning II with Expert Groups**

Readings due:
- Readings are specific to the Assigned Jigsaw II Topic (See Syllabus, Page 9)

Assignment Due:
- Catalyst reading response specific to Jigsaw readings: [https://catalyst.uw.edu/webq/survey/peers/264286](https://catalyst.uw.edu/webq/survey/peers/264286)

---

**WEEK 9 (May 26) – Expert Jigsaw II Teaching Session (Sapna maybe out)**

Readings due:
- Reading specified by groups (Review Week 8 readings as needed)

Assignment Due:
- Final project preview II: UW intervention
- Prepare for teaching Expert Jigsaw topic
- Evaluate Expert group members: [https://catalyst.uw.edu/webq/survey/peers/83684](https://catalyst.uw.edu/webq/survey/peers/83684)

---

**WEEK 10 (June 2) – How to Deal with Resistance, How to be an Ally and Class Evaluation Forms (Joyce)**

Readings due:

www.splcenter.org/sites/default/files/downloads/publication/splcspeak_up_handbook_0.pdf

http://tinyurl.com/o7dmz22


http://www.youtube.com/watch?feature=player_embedded&v=KTvSfeCRxe8


http://www.scientificamerican.com/article/3-myths-plus-a-few-best-practices-for-achieving-diversity/

Assignment Due:
- Catalyst Reading Summary: https://catalyst.uw.edu/webq/survey/peers/264284
- Evaluate Home group members: https://catalyst.uw.edu/webq/survey/peers/83684

FINAL PRESENTATIONS: Friday, June 10, 2016, 2:30 – 4:20 pm
Expert Jigsaw I Topics (Week 4)

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

Readings:
- ABC’s *What Would You Do (Bike Thief).* 2010. Film. [http://www.youtube.com/watch?v=S0kV_b3lK9M](http://www.youtube.com/watch?v=S0kV_b3lK9M)
- Cheryan, Sapna. “Stereotypes as Gatekeepers.” TEDxSeattle. 16 April 2010. [https://www.youtube.com/watch?v=TYwl-qM20x4](https://www.youtube.com/watch?v=TYwl-qM20x4)

Biology and Socialization (Nature vs. Nurture)

Readings:
Expert Jigsaw II Topics (Week 8)

Structural Bias

Readings:

Talent, Hard Work, & Grit

Readings:

Privilege

Readings:
- Activity: Distance from Privilege worksheet: http://tinyurl.com/oc5d3m7