

WGST 110-07 (Sec. 2643): Diversity and Difference

Tuesdays/Thursdays 4:00pm-5:15pm
Rossey 306
Department of Women's and Gender Studies
Fall 2018
New Jersey City University

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Course Description

This course is designed to explore how culture shapes individual and community identities. It provides students with social, political, cultural, psychological, and historical frameworks for understanding differences and resolving conflicts. Students will build a repertoire of skills for identifying, researching, analyzing, navigating, and valuing diversity.

This course is intended as a Tier One course in the General Education program. The course focuses on culturally responsive practices in a variety of contexts, including the classroom and other social spaces. The course also considers how an individual's worldview is mediated by social class, gender, race, ethnicity, language, sexual orientation, age, dis/ability, etc. Classroom instruction and assignments will focus on cross cultural communication and other essential skills that will help students to effectively and ethically navigate diverse workplaces, communities, and social interactions.

Sensitive Course Materials and Triggering

We will discuss often-controversial issues that may surprise, intrigue, offend and/or please you. I expect that we will approach this material with respect, maturity and dignity. Since we will be talking about power (who has it, who doesn't, how is it maintained, how can it be challenged), there may be moments that are personally difficult for you. Material may trigger those who have experienced and survived trauma. Where possible, I will alert you to various triggers in our course readings and films but unfortunately the classroom is not 100% safe in this regard.

- exploring diversity and cross-cultural communication;
- Develop interdisciplinary analytical and research skills, and apply those skills to a variety of contexts and social spaces;
 - Become aware that their own attitudes and beliefs are different from those of other cultures and communities;
 - Begin to connect knowledge (facts, theories, etc.) from their own academic study/field/discipline to civic engagement and to their own participation in civic life;
 - Become involved in civic-engagement activities as a result of course requirements and begin to develop a sense of civic identity;
 - Communicate in civic contexts, showing an ability to do more than one of the following: express, listen, and adapt ideas and messages based on others' perspectives;
 - Identify intentional ways to participate in civic contexts and structures;
 - Develop skills associated with effective writing and oral communication;
 - Engage in coursework and assignments that will help explore issues, ideas, and events

In-Class Quizzes: There will be 11 short quizzes administered at the beginning of class, of which 10 will count towards your final grade (i.e. you can drop 1 poor quiz grade or missed quiz). These quizzes will be about the readings and test your preparation for the day's material. You may use up to 4 pages worth of hard copy notes on the readings to assist you. Computers or tablets may not be used. Therefore, it is to your benefit to take notes on the readings. Looking at someone else's notes is cheating and will result in an automatic 0 on the quiz.

Positionality Paper: In this 2-3 page paper, you will write a personal autobiography that explores your identity through course themes. More details to follow.

Community-Engaged Learning Activity: In this assignment, you will attend 3 meetings throughout the semester in your community (examples will be provided in class). You will take notes at the meetings then submit your notes along with a reflection via Blackboard's journal function. The assignment culminates in writing a letter to an elected official, committee member, or volunteer that you saw participate in one of the meetings. The letter will be placed in an envelope and mailed to the recipient. Details to follow.

Signature Assignment (aka Cultural Identity Project): In ttleos() -10.

<http://newlearning.njcu.edu/dl/enrfaq.htm> or call the Department of Online Learning @ 3449 or

- Kochhar and Fry, "Wealth Inequality Has Widened" (pgs 340-343)

Tuesday September 25 – Capitalism and the 99%

- Ehrenreich and Ehrenreich, "The Making of the American 99%" (pgs. 344-347)
- Greenbaum, "Debunking the Pathology of Poverty" (pgs 78-80)
- Rothschild, "Demand the Impossible" (pgs 636-638)

Thursday September 27 – Educational and Class Privilege

- (pgs 523-527)
- Gettleman, "The Segregated Classrooms of a Proudly Diverse School" (pgs 304-306)
- Hoover, "Race and Family Income of Students" (pg 307)
- Feldman, "'Savage Inequalities' Revisited" (pgs 378-381)
- Kozol, "Still Separate, Still Unequal" (pgs 570-583)

Students will examine the affect of white privilege on maintaining legal, social, political, economic and cultural oppression and discrimination. Students will review primary source documents and consider their ongoing impact on communities of color (new immigrants and descendants of slavery). Is America a post-racial nation?

Tuesday October 2 – Indigeneity and Settler Colonialism

- U.S. Commission on Human Rights, "Indian Tribes" (pgs 477-481)
- Mary Brave Bird (Crow Dog), "Civilize Them with a Stick" (pgs 407-410)
- Zirin, "Florida State Seminoles" (pgs 596-598)
- Bienkowski, "Pollution, Poverty and People of Color" (pgs 316-321)

Thursday October 4 – Library Session I (Meet at Reference Desk in the Library – 2nd floor)

Tuesday October 9 – Library Session II (Meet at Reference Desk in the Library – 2nd floor)

Thursday October 11 – Constructing Race

- Omi and Winant, "Racial Formations" (pgs 11-17)
- (pgs 495-498)
- (pgs 516-518)
- , (pgs 514-515)
- (pgs 520-522)
- Brodtkin, "How Jews Became White Folks" (pgs 27-37)

Tuesday October 16 – White Supremacy and Privilege

- Navarro, "For Many Latinos, Racial Identity is More Culture than Color" (pgs 220-223)
- Greer, "Black Ethnics" (pgs 224-229)
- Casares, "Crossing the Border Without Losing Your Past" (pgs 419-420)
- Ancheta, "Neither Black nor White" (pgs 120-129)
- Davidson Buck, "Constructing Race, Creating White Privilege" (pgs 21-26)
- Tatum, "Defining Racism" (pgs 105-112)
- McIntosh, "White Privilege" (pgs 176-180)

Thursday November 22 – No Class – Thanksgiving

Tuesday November 27 – *Presentations End (if needed) + Peer Review Day*

Students will explore pros and cons various models to resolve cultural conflict (interpersonal approaches, assimilation/adaptation theory, salad bowl theory, affirmative action, civil rights theory, social justice, reparations, genocide legislation, Amistad Bill) and apply to in-class cultural conflict

<http://www.njcu.edu/oss> (listed under Student Resources-Forms). Contact the OSS/SI at 201-200-2091 or visit the office in Karnoutsos Hall 102 for additional information.

Academic Integrity

Academic integrity is taking responsibility for your course work and for your intellectual and educational development. One important aspect of academic integrity is acknowledging the writing, ideas, and research of others. This enables you to accept, without reservation, full credit for your own ideas and scholarly work. While learning from the work of others is essential to the educational process and to all serious research, it is important for you and for your audience to discern what is original in your work.

The accepted method of acknowledging the work of others when it appears in your writing is through citation and proper quotation...Beyond the writing and research process, academic integrity

I am thrilled to offer feedback on your work provided I have enough time to read it and speak with you in person. Email is great for asking short questions, but I do not have time to give substantive feedback over email. Please make use of my office hours; feedback is better offered through conversation and dialogue.

Surfing the web on your laptop, texting on your cell phone, checking facebook/twitter/instagram/snapchat, sending emails, etc. are disruptive to the classroom environment as well as disrespectful to myself and others. You may not realize it, but flipping screens on a computer or cell phone is visually distracting to those around you. **Put away and turn off all cell phones during class time.** I cannot stress this enough. I'll alert you to the permissible uses of technology as we go.

Include the class title and class time in your subject heading when you email me (ex. Request for Appointment: D&D 4:00). I will respond to your emails within two-three business days. Please make use of my office hours for complex questions about your assignments and the class; we can arrange a phone conversation or Skype chat if you can't make it to my office in person. If you miss a class, ask a peer about the material covered rather than sending me note inquiring, "so what did we do today?" Aim to be professional and respectful in your emails. **Note: I will not accept copies of your work over email.**

If you are wondering about email etiquette with your professors, read this link:

<https://www.insidehighered.com/views/2015/04/16/advice-students-so-they-dont-sound-silly-emails-essay>

* Allow yourself the time to engage with the course materials *

Any student who has difficulty affording groceries or accessing sufficient food to eat every day, or who lacks a safe and stable place to live, and believes this may affect their performance in the course,