

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

"My friends, love is better than anger. Hope is better than fear. Optimism is better than despair. So let us be loving, hopeful and optimistic. And we'll change the world...." ~ Jack Layton (1950-2011)

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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. *Please practice self-care* and speak to me if need to.

Learning Objectives

Students will explore questions relating to diversity and difference using a variety of texts and will examine these sources through a variety of theoretical and methodological perspectives including sociological, historical, feminist, pedagogical, and linguistic approaches.

By the end of this course, students will be able to:

- Examine urban lives as a means of understanding diversity and difference;
- Use gender, race, sexuality, and other categories of identity and difference as a way of

- 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 before accepting or formulating an opinion or conclusion.

Assignments

Type of Assignment	Weighting	Due Date
Attendance/Participation/ In-Class Work	20%	On-Going
In-Class Quizzes	10%	On-Going
Positionality Paper	5%	October 4
Community-Engaged Learning Activity <ul style="list-style-type: none"> • Attending Community Meetings & Journals • Political Letter 	15% 5%	On-Going December 6
Signature Assignment – Cultural Identity Project <ul style="list-style-type: none"> • Presentation • Paper (Draft and Final Version) 	15% 20%	Nov 13-Nov 27 Draft: Nov 27 Final: December 4
Final Exam	10%	December 13

Attendance/Participation/In-Class Work: This class succeeds if each student contributes to the classroom community in productive ways. As a discussion-oriented class, this means I expect each student to participate in class when we are in whole class dialogue mode, small group dialogue mode or freewriting mode. Whispering, chatting, facebooking, texting, checking your phone, note-passing, twittering, emailing, websurfing and the like are distracting to your fellow students and disrespectful to the class in general. Please make a commitment to be intellectually engaged and attentive during our class sessions. Also, please be sensitive to classroom dynamics and space. If you tend to participate a lot, be selective in your responses. Finally, become comfortable with silence. Quite often, we tend towards filling silences with speech. However, silence can be productive to allow for thoughtful reflection.

Missing 5 or more classes will automatically drop your grade one level (ex. if you've earned A in the class but you've missed 5 classes, your final grade will be a A-)

Chronic lateness or departure (i.e. arriving late or leaving early) will affect your attendance grade. If you are late or leave early more than twice per semester (without reasonable explanation), I will begin marking you as absent.

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 this project, students take on an identity of a randomly-chosen individual for the semester. You will explore cultural diversity and conflict (race, gender, religion, sexuality, class, age, citizenship), provide a historical overview, develop a theoretical framework to analyze the problem, and develop a concrete action plan to resolve the problem, which you will present to the class. There will be academic research involved in the project. This assignment consists of two parts: a presentation (5-7 minutes) and a paper (7-8 pages). Details to follow.

General Education courses participate in programmatic assessment of the six University-wide student learning goals. They include instruction in, and assessment of, at least two of these learning goals. Signature assignments are assessed by your professor so no one else will read your work.

Final Exam: Details to follow.

New Jersey City University System of Grading

A	Exceptionally High Level of Achievement	[Excellent]
A-	High Level of Achievement	[Excellent]
B+	Significant Level of Achievement	[Good]
B	Substantial Level of Achievement	[Good]
B-	Notable Level of Achievement	[Good]
C+	Very Satisfactory Level of Achievement	[Okay]
C	Satisfactory Level of Achievement	[Okay]
C-	Minimal Level of Achievement	[Okay]
D	Substandard Level of Achievement	[Poor]
F	Unacceptable Level of Achievement	[Something Went Wrong]

Required Texts

- Paula S. Rothenberg, *Race, Class, and Gender in the United States* 10th edition (2016)
 - There is a copy on reserve at the library

Blackboard is used as a supplement to WGST110. <https://blackboard.njcu.edu/>
This online tool allows you to access readings, handouts, assignments, and the course syllabus. If you have a time sensitive, confidential or personal question, please email me directly. If you have any questions about logging onto/using Blackboard, please check the FAQs

<http://newlearning.njcu.edu/dl/enrfaq.htm> or call the Department of Online Learning @ 3449 or 201.200.3449

Reading Schedule

*You must come to class having read and thoughtfully considered the material, and be prepared to engage with your peers and myself.

Tuesday September 4 – Course Introduction

UNIT 1: The Social Construction of Difference

Students will begin to learn foundational tools of how discrimination, inequality, power and privilege inform identity on micro and macro levels. Students will explore the impact of the socialization process and social institutions (schools, media, religion, peers, family, employers) play in shaping biases, prejudices, and traditions.

Thursday September 6 – The Making of Difference

Readings about Power:

- Baker Miller, “Domination and Subordination” (pgs 91-97)
- U.S. Commission on Civil Rights, “The Problem: Discrimination” (pgs 247-257)
- Frye, “Oppression” (pgs 130-133)

Tuesday September 11 – The Making of Difference

Readings about Identity:

- Snyder, “Self-Fulfilling Stereotypes” (pgs 541-546)
 - McMillan Cottom, “When You Forget to Whistle Vivaldi” (pgs 601-603)
 - Alsultany, “Los Intersticios” (pgs 218-219)
 - Crenshaw, “Intersectionality” (pgs 171-175)
 - Laymon, “My Vassar College Faculty ID Makes Everything OK” (pgs 453-459)
 - Strangio, “The Unbearable (In)Visibility of Being Trans” (pgs 460-462)
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UNIT 2: Social Class and Globalization

Students will explore the pros and cons of different capitalist systems on the wealthy, middle class, working class and poor. How does profit influence business decisions (wage gap, out sourcing, hiring decisions)?

Thursday September 13 – Division in the Age of Trump I

- DiAngelo, “My Class Didn’t Trump My Race” (pgs 181-187)
- Lareau, “Unequal Childhoods” (pgs 163-170)
- McMillan, “The New Face of Hunger” (pgs 382-386)
- Sklar, “Imagine a Country” (pgs 329-339)

Tuesday September 18 – Division in the Age of Trump II

- Bonilla-Silva, “Color-Blind Racism” (pgs 113-119)
- Kashef, “This Person Doesn’t Sound White” (pgs 428-431)
- Bayoumi, “How Does it Feel to Be a Problem?” (pgs 237-242)

Thursday September 20 – Class Stratification

- Mantsios, “Class in America” (pgs 144-162)
- Mantsios, “Media Magic” (pgs 562-569)
- Thrupkaew, “The Myth of the Model Minority” (pgs 230-236)
- Wessler, “For Asian Americans, Wealth Stereotypes Don’t Fit Reality” (pgs 361-363)
- Burnham, “Gender and the Black Jobs Crisis” (pgs 364-372)

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

Tuesday September 25 – Capitalism and the 99%

Readings about Capitalism:

- 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

Readings about Education and Segregation:

- *Brown vs. Board of Education of Topeka, 1954* (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)
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UNIT 3: Race, Ethnicity, and Immigration

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

Readings about the History of Race:

- Omi and Winant, "Racial Formations" (pgs 11-17)
- *Dred Scott vs. Sandford, 1857* (pgs 495-498)
- *Plessy v. Ferguson, 1896* (pgs 516-518)
- *Elk v. Wilkins, 1884*, (pgs 514-515)
- *U.S. v. Bhagat Singh Thind, 1923* (pgs 520-522)
- Brodtkin, "How Jews Became White Folks" (pgs 27-37)

Tuesday October 16 – White Supremacy and Privilege

Readings about Racial Identity:

- Navarro, "For Many Latinos, Racial Identity is More Culture than Color" (pgs 220-223)
- Greer, "Black Ethnicity" (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 October 18 – Immigration

- *The Chinese Exclusion Act* (pgs 511-513)
 - Hipsman and Meissner, “Immigration in the United States” (pgs 195-206)
 - Ngai, “Impossible Subjects” (pgs 207-217)
 - Massey, “Immigration Enforcement as a Race Making Institution” (pgs 348-360)
 - Kim, “I Wouldn’t Have come if I’d Known” (pgs 425-427)
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UNIT 4: Gender and Sexuality

Students will explore the role patriarchy plays in gender and sexuality biases and discrimination. Using case study analyses students will examine historical, legal, religious and cultural variables on power, masculinity, femininity, access to work/education, etc.

Tuesday October 23 – Fashioning Gender and Sexuality I

- Lorber, “Night to His Day” (pgs 38-46)
- Kimmel, “Masculinity as Homophobia” (pgs 59-70)
- Thompson, “A New Vision of Masculinity” (pgs 623-628)

Thursday, October 25 – Fashioning Gender and Sexuality II

- Katz, “The Invention of Heterosexuality” (pgs 47-58)
- Avicoli, “He Defies You Still” (pgs 434-439)

Tuesday, October 30 – Heterosexism, Cissexism, Patriarchy, and Violence

- Pilkington, “I am ‘Alena’” (pgs 387-392)
- Stryker, “Transgender Feminism” (pgs 71-77)
- Pharr, “Homophobia as a Weapon of Sexism” (pgs 134-143)
- Griscom, “The Case of Sharon Kowalski and Karen Thompson” (pgs 443-450)
- *Obergefell v. Hodges, 2015* (pgs 530-535)

Thursday November 1 – The Prison Industrial Complex I

Readings about Historical Conditions for the Prison Industrial Complex:

- United States Constitution 13th, 14th, 15th Amendment (pgs 501-502)
- Du Bois, “The Black Codes” (pgs 503-510)
- Kochiyama, “Then Came the War” (pgs 411-418)
- Mogul, Ritchie, and Whitlak, “The Ghosts of Stonewall” (pgs 270-275)

Tuesday November 6 – The Prison Industrial Complex II

Readings about Contemporary Conditions and the Prison Industrial Complex:

- Alexander, “The New Jim Crow” (pgs 258-265)
- Davis, “Masked Racism” (pgs 584-588)
- Erdely, “The Transgender Crucible” (pgs 276-284)
- Hing, “Race, Disability, and the School-to-Prison Pipeline” (pgs 296-303)

Thursday November 8 – *The 13th* (screening – NWSA)

Tuesday November 13 – *Film Discussion + Presentations Begin*

Thursday November 15 – *Presentations*

Tuesday November 20 – *Presentations*

Thursday November 22 – No Class – Thanksgiving**Tuesday November 27 – Presentations End (if needed) + Peer Review Day***UNIT 5: Resistance and Social Change*

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 cases. This will help model how to critically analyze cultural conflict and differences in preparation for student's term projects and presentations.

Thursday November 29 – Models of Social Change*Readings about Social Change Strategies:*

- hooks, "Feminism" (pgs 616-622)
- Herwees, "The Motivating Forces Behind Black Lives Matter" (pgs 639-641)
- Ayvazian, "Interrupting the Cycle of Oppression" (pgs 629-635)
- Nakagawa, "On Solidarity" (pgs 642-644)

Revolutionary Documents:

- Lincoln, "The Emancipation Proclamation" (pgs 499-500)
- "Declaration of Sentiments and Resolutions, Seneca Falls Convention, 1848" (pgs 489-492)
- U.S. Constitution: 19th Amendment (pg 519)
- The Equal Rights Amendment (Defeated) (pg 529)

Tuesday December 4 – Allies, Coups, and Colour Wars Game**Thursday December 6 – Last Class**

- Community Engagement Reflection
- Final Exam Preparation

Final Exam: Thursday December 13, 2018 ~ 4:00pm-6:00pm in our classroom

Campus Resources

Speicher-Rubin Women's Center for Equity and Diversity:	Student Union 318	201.200.3189
Veteran's Office:	Vodra Hall 101	201.200.2157 egargiulo@njcu.edu
NJCU Counseling Center:	Student Union 308	201.200.3165 counselingcenter@njcu.edu
The Writing Center:	Guarini Library 115A	201.200.3513 thehub@njcu.edu
Office of Specialized Services and Supplemental Instruction:	Karnoutsos Hall 102	201.200.2091

NJCU Policies**Accommodations for Disabilities**

I aim to make the classroom as accessible as possible. Please set up a meeting with me to review accommodations should you need them.

If you are a student with a disability and wish to receive consideration for reasonable accommodations, please register with the Office of Specialized Services and Supplemental Instruction (OSS/SI). To begin this process, complete the registration form available on the OSS/SI website at

<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 extends to every aspect of course work. It requires proper conduct during exams, accepting assignments and carrying them out to the best of your ability, and always being truthful about every aspect of your course work, research, and laboratory work. The academically honest and responsible student respects the work of fellow students, respects the function and property of the library, honors scientific procedure, and understands the role of exams in determining intellectual growth. Please familiarize yourself with NJCU's Academic Integrity Policy ~ violations and penalties for violating the policy are described here: http://njcu.edu/sites/default/files/academic_integrity_policy_final_2-04.pdf

NJCU Credit Hour Policy

New Jersey City University abides by the Federal and State definitions of a credit hour and adopts a policy consistent with the Carnegie Unit. The New Jersey Administrative Code defines semester credit hour as:

50 minutes of face-to-face class activity each week for 15 weeks, and 100 minutes per week of student preparation time for 15 weeks. **For a three credit class, this means that the student preparation time outside of class equals 300 minutes/week, or 5 hours.**

Course Policies

Late Assignments:

Late work will be penalized *10% per week*. Suitable reasons for papers received late will be taken into consideration if proof of absence is received - i.e. doctor's note, death certificate, etc. Please note, it is better to hand in something late than nothing at all. I am reasonable with negotiable dates if there is sufficient need, but let me know. ***I will not accept work that is more than 3 weeks late.*** Work handed in late will receive reduced commentary and feedback.

*Although I admire students who are able to juggle extra-curricular activities (athletics, student government, university committees), volunteering in the community, employment, or family responsibilities, these circumstances do not constitute acceptable reasons for late assignments. If you have an engagement that conflicts with due dates, I expect the assignment to be handed in *ahead of time*.

Students are responsible for keeping back-up copies of all written work and assignments for this class. You should always have at least one extra copy of your work: print out drafts as you go, save work to a cloud (i.e. google docs, Dropbox, etc.), email yourself the document-in-process, save to a second memory key, etc. As much as I sympathize (and believe me I do!), **computer crashes, memory key or printing problems will not be accepted as an excuse to hand in a late assignment.**

Feedback:

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.

Technology in the Classroom:

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.

Email:

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 *

Basic Needs:

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, is urged to contact the Dean of Students (Lyn Hamlin lhamlin@njcu.edu or 201.200.3507) for support. You can also contact Venida Rodman Jenkins @ the Women's Center 201.200.3189) for assistance. Please notify me if you are comfortable doing so. This will enable me to provide any resources I can.

*As a faculty member, I advocate a safe, violence-free campus.
If you experience any form of violence, I am here to support you.*

Have a great semester!