

15:245:640:03

CIVILITY AND SOCIAL JUSTICE

Meets Wednesday from 4:50 to 7:30 p.m. Lucy Stone Hall A139, Livingston Campus

PROFESSORS: DEAN MARK SCHUSTER, SENIOR DEAN OF STUDENTS AND JENNY KURTZ
DIRECTOR OF THE CENTER FOR SOCIAL JUSTICE EDUCATION AND LGBT COMMUNITIES

PLEASE CALL (848) 445-4141 FOR JENNY KURTZ OR (732) 932-2300

PLEASE MAKE AN APPOINTMENT TO MEET WITH DEAN SCHUSTER OR PROFESSOR KURTZ

WE DON'T HAVE OFFICE HOURS, BUT WE BOTH HAVE ASSISTANTS THAT WILL MAKE APPOINTMENTS.

LET THEM KNOW YOU ARE IN OUR CLASS. PLEASE ALLOW TWO DAYS IN ADVANCE FOR APPOINTMENTS.

OVERALL FACTS:

JOURNALS: SHOULD BE TYPED AND SUBMITTED TO YOUR **DROP BOX** ON SAKAI SITE.

PAPERS: ALWAYS SUGGEST A *BACK UP COPY* IN DROP BOX, IN CASE SOMETHING HAPPENS, BUT THEY MUST BE TYPED (1.5 OR DOUBLE-SPACED) AND *PRINTED AND HANDED IN CLASS* OR DELIVERED IN PERSON ON THE DATE PAPERS ARE DUE TO BISHOP HOUSE ROOM 109 (DEAN SCHUSTERS OFFICE) AT 115 COLLEGE AVENUE ON COLLEGE AVENUE, OR THE CENTER FOR SOCIAL JUSTICE EDUCATION & LGBT COMMUNITIES OFFICE, TILLET HALL, ROOM 247, ON THE LIVINGSTON FOR JENNY KURTZ. **DO NOT E-MAIL THEM**

E-MAILS: **AS A RULE, DON'T E-MAIL**, ESPECIALLY FOR APPOINTMENTS, **CALL AS NOTED ABOVE**.

HOWEVER, IF IT IS AN EMERGENCY OR YOU ARE NOT COMING TO CLASS, **ALWAYS PUT COURSE NUMBER IN SUBJECT 245:640** CIVILITY AND SOCIAL JUSTICE AND E-MAIL TO:

JMKURTZ@RCI.RUTGERS.EDU OR SENIORDEAN@ECHO.RUTGERS.EDU

TWENTY MINUTES LATE: YOU SHOULD ALWAYS BE ON TIME! HOWEVER, IF YOU ARE LATE (*MORE THAN 20 MINUTES*), **WITHOUT A VERIFIED EXCUSE, YOU WILL BE CONSIDERED ABSENT FOR THE DAY.**

LEARNING OUTCOMES:

- **STUDENTS WILL LEARN AN HISTORICAL OVERVIEW OF THE USE OF THE TERM CIVILITY.** WILL ALSO LEARN CONTEMPORARY REFRAMING AND REDEFINITION OF THE TERM AS AN INCLUSIVE CONCEPT OF RESPECT FOR PERSONS AND INTEGRITY FOR ALL.
- STUDENTS WILL LEARN TO EXAMINE THE BASIS OF THEIR OWN STEREOTYPES AND REFLECT ON HOW THEIR VIEWS HAVE CHANGED.
- STUDENTS WILL DEVELOP A CLEAR UNDERSTANDING OF THE CONCEPT AND COMPONENTS OF SOCIAL JUSTICE (SUCH AS LEVELS AND TYPES OF OPPRESSION, INSTITUTIONAL AND WHITE PRIVILEGE, THE CYCLE OF SOCIALIZATION, SOCIAL IDENTITY DEVELOPMENT, AND BECOMING AN AGENT OF CHANGE).
- STUDENTS WILL LEARN AND PRACTICE MODELS OF SOCIAL JUSTICE AND ANTI-OPPRESSIVE EDUCATION. MODELS WILL BE USED IN BOTH THE CREATION AND ASSESSMENT OF THEIR FINAL PROJECT.
- STUDENTS WILL LEARN AND CRITIQUE MODELS OF SOCIAL JUSTICE EDUCATION CURRENTLY IN PRACTICE AT COLLEGES AND UNIVERSITIES IN THE UNITED STATES. IN-CLASS EXERCISES WILL CHALLENGE THEM TO ANALYZE THEIR ON-CAMPUS INTERNSHIPS AND PRACTICUMS IN THE CONTEXT BEST PRACTICED IN SOCIAL JUSTICE, CIVILITY, AND EQUITY.
- STUDENTS WILL LEARN WHAT THE RESEARCH TELLS US ABOUT THE LONG-TERM VALUE OF COMMITMENTS TO SOCIAL JUSTICE EDUCATION, DIVERSITY, INCLUSIVE COMMUNITIES, AND MULTIPLE IDENTITIES IN TODAY'S SOCIETY.
- STUDENTS WILL LEARN THROUGH EXPERIENCE AND PRACTICE THE CORRELATION BETWEEN EXPOSURE TO SOCIAL DIVERSITY AND THE REDUCTION OF STEREOTYPES.

COURSE REQUIREMENTS:

- 1. ATTENDANCE:** GRADES DROP AFTER TWO UNEXCUSED ABSENCES. IF YOU MISS THREE UNEXCUSED CLASSES (WHICH EQUALS THREE WEEKS), YOUR GRADE STARTS AT A "C" AND GOES DOWN FROM THERE. YOU WILL *FAIL* THE COURSE FOR MISSING MORE THAN FOUR UNEXCUSED ABSENCES/CLASSES. YOU MUST HAVE A LETTER FROM A DEAN OF STUDENTS, *NOT MARK OR JENNY*, FOR ANY ABSENCES BEYOND THREE OR FOR LATE TAKE HOME EXAMS.
- 2. PAPER:** ONE 5-8 PAGE ANALYSIS PAPER IS REQUIRED. THIS PAPER IS NOT A MERE BOOK REPORT OR DESCRIPTION OF THE READINGS OR IN-CLASS EVENTS/DISCUSSIONS. THIS ASSIGNMENT IS A SYNTHESIS, CRITIQUE, REFLECTION, AND ASSESSMENT OF CLASS DISCUSSIONS, SUPPORTED BY YOUR ANALYSIS. CRITICAL THINKING IS A KEY ELEMENT OF THIS COURSE. ABILITY TO INTEGRATE AND SYNTHESIZE THE READINGS, VIDEOS/FILMS AND CLASS DISCUSSIONS IS PART OF THIS EXERCISE. PAPERS MUST BE TYPED AND DOUBLE-SPACED. LATE PAPERS = MINUS ONE POINT PER DAY ...INCLUDING WEEKENDS AND VACATIONS. FIRST DUE DATE: OCT. 24TH FINAL DUE DATE: HALLOWEEN (WORTH 20 PTS.)
- 3. PRESENTATION AND COMMUNITY SERVICE, *RUNITED*:** STUDENTS WILL RECEIVE BOTH A TEAM GRADE AND AN INDIVIDUAL GRADE FOR THEIR WORK ON AND PARTICIPATION IN THE COMMUNITY SERVICE PROJECT CALLED *RU TO THE RUNITED ON NOVEMBER 16TH AND 17TH*. ALL STUDENTS ARE REQUIRED TO HELP RUN THIS CONFERENCE. THE GOAL OF PRESENTATIONS IS TO SHOW LEARNING OUTCOMES OF THE FINAL COMMUNITY SERVICE PROJECT WITH ACTUAL RUTGERS STUDENTS AND STUDENT LEADERS. DO NOT BORE US. EACH STUDENT AND GROUP IN THE CLASS WILL PRESENT, IN CLASS ON NOVEMBER 28TH, 2012. PRESENTATIONS ARE LIMITED TO TEN MINUTES PER PERSON. PRESENTATION WORTH 10 POINTS
OVERALL GRADE FOR COMMUNITY SERVICE PROJECT = 20 POINTS. TOTAL PROJECT = (30 POINTS)
- 4. TAKE HOME EXAM:** DUE ON DECEMBER 12TH OR 14TH. THE TAKE-HOME EXAM COVERS THE REQUIRED BOOKS, READINGS, VIDEOS, FILMS, AND CLASS DISCUSSIONS. YOUR ANALYSIS **MUST** BE SUPPORTED BY AS MANY OF THE REQUIRED READINGS AND CLASS DISCUSSIONS AS POSSIBLE. TAKE HOME IS DUE ON DECEMBER 12TH OR 14TH, TYPED, DOUBLE- SPACED, NOT LESS THAN 5 PAGES AND NO MORE THAN 10 PAGES. (TAKE HOME EXAM = 25 POINTS)
- 5. CLASS PARTICIPATION:** THE OVERALL ENJOYMENT OF THIS CLASS WILL RELY ON THE RICHNESS AND QUALITY OF CLASS DISCUSSIONS. THEREFORE, ATTENDANCE, PARTICIPATION, AND YOUR PERSONAL CONTRIBUTION TO STIMULATING AND PROVOCATIVE DISCUSSIONS MAY ALTER YOUR FINAL GRADE (BOTH POSITIVELY AND NEGATIVELY) BY AS MUCH AS A FULL GRADE LEVEL. JOURNAL WRITING IN YOUR SAKAI DROPBOX IS AN ALTERNATIVE TO IN-CLASS PARTICIPATION, ESPECIALLY FOR STUDENTS THAT PREFER THIS FORM OF COMMUNICATING THEIR IDEAS. SOCIAL JUSTICE ACKNOWLEDGES A DIVERSITY OF LEARNING STYLES. (PARTICIPATION = 25 PTS)
- 6. GRADING:** POINTS FROM FIRST PAPER (20 PTS.), THE PRESENTATION (30 PTS.), THE TAKE HOME EXAM (25 PTS.) AND PARTICIPATION (25 PTS.) = 100 POINTS TOTAL. ATTENDANCE WILL BE TAKEN INTO ACCOUNT AFTER THESE TOTALS (SEE NUMBER ONE ABOVE).

90 – 100	A	86 – 89	B+	80 – 85	B
76 – 79	C +	70 – 75	C	60 – 69	D
59 & BELOW =	CLUELESS, F				

"A" REFLECTS EXCEPTIONAL, OUTSTANDING WORK. "B" IS GOOD, ABOVE AVERAGE WORK.

"C" IS SATISFACTORY, AVERAGE WORK AND "D" IS BELOW AVERAGE, POOR WORK.

"F" IS RESERVED FOR FOLKS WHO STOP COMING AND HAVE NO CLUE WHAT IS GOING ON IN CLASS.

EXPECTATIONS FOR THE COURSE:

- **BE ON TIME, PREPARED AND MENTALLY PRESENT (WHICH INCLUDES A SENSE OF HUMOR AND HAVING FUN!).**
- **REMAIN OPEN MINDED AND RESPECTFUL OF OTHER PEOPLE'S FEELINGS AND VIEWPOINTS (WHICH INCLUDES ONE PERSON SPEAKING AT A TIME). THE ONLY DISCOURSE WORSE THAN NO POINT OF VIEW IS ONE POINT OF VIEW!**
- **CONFIDENTIALITY: CREATING AN EMOTIONALLY SAFE ENVIRONMENT IN THE CLASSROOM IS CRUCIAL.** WHAT IS SAID IN "VEGAS," IN THIS CLASSROOM, STAYS IN THIS CLASSROOM. THIS INCLUDES NEVER ASKING FOR, FEELING PRESSURED TO SHARE, OR REFERRING TO A PERSON'S PRIVATE OR PERSONAL LIFESTYLE CHOICES. DO NOT PRESSURE ANYONE TO SHARE ANYTHING THAT THEY ARE NOT COMFORTABLE SHARING. *SPEAK WITH "I" STATEMENTS, FROM YOUR OWN EXPERIENCE, AND DO NOT SPEAK FOR OTHERS OR FOR GROUPS.*
- USING MEDIA AS A MIRROR. **ONE OF THE MAJOR LEARNING OUTCOMES FOR THIS COURSE IS TO REFLECT ON OUR BEHAVIORS AS STUDENTS, ROLE MODELS, LEADERS, AND CITIZENS. EXAMINE MEDIA AND REPORTING HIS/HERSTORY MORE CRITICALLY.** WORK ON BEING ABLE TO IDENTIFY AND PRESENT YOUR AUTHENTIC SELF.
- BY THE END OF THE COURSE, STUDENTS SHOULD BE MORE ABLE TO "ARTICULATE" HOW CIVILITY, SOCIAL AND HUMAN JUSTICE HAS SHAPED OUR OVERALL STUDENT, LIFE, AND PROFESSIONAL EXPERIENCES. MOREOVER, THE CLASS SHOULD BE ABLE TO EXAMINE WHAT SOCIETY AND EDUCATION ARE TELLING US ABOUT CULTURE AND OUR LIVES IN GENERAL.
- BY THE END OF THE COURSE, STUDENTS SHOULD BE ABLE TO RECOGNIZE THE IMPACT OF SOCIETAL AND CULTURAL NORMS. STUDENTS SHOULD LEAVE WITH INCREASED AWARENESS OF OPPORTUNITIES AND RESOURCES FOR WOMEN, PERSONS OF COLOR, PERSONS FROM LOW SOCIOECONOMIC BACKGROUNDS, AND PERSONS WITH DIVERSE IDEOLOGIES, BELIEF SYSTEMS, AND ABILITIES. **DEFICIT MODELS NEED TO BE DECONSTRUCTED AND REPLACED** WITH THE EMPOWERING NOTION THAT AS INCLUSIVE AND MATTERING COMMUNITIES WE ARE MORE EFFECTIVE AND POWERFUL THAN AS DISCONNECTED INDIVIDUALS.
- **COMMITMENT TO SOCIAL JUSTICE AND CIVILITY:** EXPLORING THE INTERSECTION OF CIVILITY, IDENTITIES, AND SOCIAL/ HUMAN JUSTICE IS A CRITICAL AND PROVOCATIVE PROCESS, HOWEVER, THIS IS NOT A LICENSE TO OFFEND ANY PERSON OR GROUP. **ONE COURSE LEARNING OUTCOME IS TO INCREASE THE OVERALL UNDERSTANDING, AWARENESS, ACCEPTANCE AND RESPECT FOR ALL PERSONS OF DIFFERENT BACKGROUNDS AND LIFESTYLES IN ALL CLASSROOM SETTINGS... ESPECIALLY THIS ONE!** THIS PROCESS IS A CONTINUUM WHERE MUTUAL RESPECT (VERY DIFFERENT FROM TOLERANCE) IS THE ULTIMATE OBJECTIVE. THIS SEMINAR LEAVES NO ROOM FOR THE *ENTITLEMENT* OR BASHING ANOTHER PERSON (OR GROUP) IN ORDER TO EMPOWER ANOTHER. SIMPLY BECAUSE ONE HAS BEEN HIS/HERSTORICALLY HARASSED, ABUSED OR VICTIMIZED BY SOCIETY, OR OTHER GROUPS, THIS IS NO EXCUSE FOR ACTING UNCIVIL OR USING VERBAL OR PSYCHOLOGICAL INSENSITIVITY OR DISREGARD FOR ANYONE.
- **ANY INDIVIDUAL WITH VARIED ABILITIES:** (SUCH AS PHYSICAL, LEARNING, PSYCHOLOGICAL AND LANGUAGE) SHOULD COMMUNICATE TO THE PROFESSORS *PRIVATELY* ANY SPECIAL NEEDS OR ACCOMMODATIONS TO ENHANCE LEARNING (MODIFICATION OF SEATING, TESTING OR CLASS REQUIREMENTS). **ALL CLASS MEMBERS WILL BE RESPONSIBLE FOR MAKING LEARNING FOR ANYONE WITH DIFFERENT ABILITIES AN EQUITABLE AND ENJOYABLE EXPERIENCE.**
- **EVERYONE IS EXPECTED TO BE ACTIVE PARTICIPANTS IN CREATING LIVELY, DYNAMIC, PROVOCATIVE AND RESPECTFUL CLASS DISCUSSIONS.** IN THIS JOURNEY, ONE SET OF BELIEFS AND VALUES MAY CREATE DISCOMFORT FOR SOME. ANOTHER LEARNING OUTCOME FOR THIS COURSE IS TO DEVELOP CONSISTENCY IN CRITICAL THINKING. IN THIS SPIRIT, THERE SHOULD BE A CLASS COMMITMENT FOR RESPECTFUL, APPROPRIATE, AND ETHICAL BEHAVIOR DURING ANALYSIS, *PUBLIC DISCOURSE, AND DEBATES.* EACH INDIVIDUAL IS RESPONSIBLE FOR POINTING OUT WHAT MIGHT BE CONSIDERED OFFENSIVE OR OUTRAGEOUS (VERSUS PROVOCATIVE AND CRITICAL). *IT IS EXPECTED THAT THE CLASS AND PROFESSORS WILL HAVE AN OPPORTUNITY TO RESOLVE WHAT IS OBJECTIONABLE IN CLASS, BEFORE SEEKING OUTSIDE SOURCES* (SUCH AS PARENTS, DEANS, PRESIDENTS, BOARD OF DIRECTORS AND ESPECIALLY THE MEDIA). **A CRITICAL PART OF MUTUAL RESPECT AND THE ETHIC OF CARING IS ANTICIPATING AND DELIVERING YOUR THOUGHTS IN AN APPROPRIATE MANNER...SO YOUR AUDIENCE CAN "HEAR IT!"** PLEASE KEEP IN MIND: **ONE PERSON'S EMOTIONAL NOISE IS ANOTHER PERSON'S MUSIC!** WORKING OUT CONFLICT, DISAGREEMENTS, AND VARIED POINTS OF VIEW CAN BE THE MOST USEFUL TEACHABLE MOMENT. IT IS EXCITING TO EXPLORE THE RELATIONSHIP BETWEEN THE INDIVIDUAL AND CULTURE IN TODAY'S DIVERSE AND INCLUSIVE COMMUNITIES.
- **PLAGIARISM AND ACADEMIC INTEGRITY:** PLAGIARISM INCLUDES —BUT IS NOT LIMITED TO—OVER-QUOTING, NOT CITING SOURCES PROPERLY, AND NOT UNDERSTANDING HOW TO PARAPHRASE PROPERLY. *WE KNOW PERSONALLY MANY OF THESE AUTHORS AND WE CERTAINLY KNOW THE WRITING STYLES OF MOST OF THEM! PUT PAGE NUMBERS FOR DIRECT QUOTES! PLEASE READ THE UNIVERSITY'S POLICIES ON ACADEMIC INTEGRITY AND PLAGIARISM AT:*

<http://academicintegrity.rutgers.edu>

! SUPERVISE THE DEANS OF STUDENTS THAT DO INITIAL INVESTIGATIONS OF STUDENT CONDUCT AND ACADEMIC INTEGRITY. HINT! SO...DON'T EVEN THINK ABOUT IT !!!

- **COMMITMENT TO CIVILITY AND SOCIAL JUSTICE:** EXPLORING THESE TOPICS IS A CRITICAL AND PROVOCATIVE PROCESS, HOWEVER, THIS IS NOT A LICENSE TO OFFEND ANY PERSON OR GROUP. THE MAJOR LEARNING OUTCOME IS TO INCREASE THE OVERALL UNDERSTANDING, AWARENESS, ACCEPTANCE AND RESPECT FOR ALL PERSONS OF DIFFERENT BACKGROUNDS, LIFESTYLES AND CULTURES. THIS PROCESS IS ON-GOING WHERE MUTUAL RESPECT (VERY DIFFERENT FROM TOLERANCE) IS THE ULTIMATE OBJECTIVE.
- DISCUSSIONS WILL FACILITATE SELF-IDENTIFICATION AND CHALLENGE STUDENTS TO EXAMINE HOW STUDENT AFFAIRS AND EDUCATIONAL INSTITUTIONS TEACH SOCIAL JUSTICE, CIVILITY, AND AFFECT A CHANGE IN HOW STUDENTS LEARN AND EXPERIENCE THE COMMUNITIES AROUND THEM.

REQUIRED READINGS:

RHOADS, ROBERT (1997). *COMMUNITY SERVICE AND HIGHER LEARNING: EXPLORING THE CARING SELF*. STATE UNIVERSITY OF NEW YORK PRESS.

YOSHINO, KENJI (2006). *COVERING: THE HIDDEN ASSAULT ON OUR CIVIL RIGHTS*. NEW YORK: RANDOM HOUSE PUBLISHING GROUP.

AVAILABLE AT THE BARNES & NOBLE BOOK STORES.

SEPTEMBER 5TH

INTRODUCTIONS (NAME, PROGRAM, PREVIOUS INSTITUTION, ANY ASSISTANTSHIPS ON CAMPUS, WHY THEY TOOK THE COURSE).

DISCUSSION OF PERSONAL AND PROFESSIONAL EXPECTATIONS AND WHAT STUDENTS WANT TO GET OUT OF THE CLASS.

STUDENTS DIVIDED INTO GROUPS TO CREATE **US HERSTORY TIME LINE IN HIGHER EDUCATION** AROUND SIGNIFICANT BENCHMARKS OF MAJOR EVENTS REGARDING INCIVILITY, CIVIL RIGHTS AND SOCIAL JUSTICE. DISCUSSION OF THREE GENERATIONS: BABY BOOMERS, GENERATION X AND MILLENIALS. PROCESS DISCUSSION OF DEFINITION OF CIVILITY.

THE TEAMS CREATED WILL BE THE TEAMS FOR COMMUNITY SERVICE PROJECT.

REQUIRED READINGS FOR NEXT WEEK (WILL FOLLOW THIS FORMAT EACH WEEK):

STEVEN PINKER (2011) *BETTER ANGELS OF OUR NATURE* (CHAPTER 2 AND CHAPTER 3)
 BENET DAVETIAN (2009) *CIVILITY: A CULTURAL HISTORY*. CHAPTER 7, *THE AMERICAN EXPERIENCE: DEMOCRACY AND INFORMAL CIVILITY* AND CHAPTER 11, *CIVILIZING AND RECIVILIZING PROCESSES NYTIMES (1967) HIGH COURT IN NEW JERSEY OVERTURNS BAN ON HOMOSEXUALS*

SUGGESTED READINGS:

BENET DAVETIAN (2009). INTRO AND CHAPTER 9, *TOWARDS A CULTURAL SOCIETY OF CIVILITY*.
 NEIL HOWE AND WILLIAM STRAUSS (2000). *MILLENIALS RISING: THE NEXT GREAT GENERATION*. CHAPTER 1, *THE NEXT GREAT GENERATION: 2-29* AND CHAPTER II, *FROM BABIES ON BOARD TO POWER TEENS: 31-58*.

SEPTEMBER 12TH

NOTE CLASS IS NOT ON LIVINGSTON: MPR STUDENT CENTER, CAC, 7 P.M.
CLASS BEGINS AT 7 PM ON COLLEGE AVENUE, THE MULTIPURPOSE ROOM OF THE RUTGERS STUDENT CENTER.
CLASS WILL ATTEND THE OPENING RECEPTION FOR LGBT STUDENTS AND ALLIES IN EXCHANGE FOR CLASS.
READINGS STILL REQUIRED.

SEPTEMBER 12TH**REQUIRED READING :**

KENT WEEKS (2011). IN SEARCH OF CIVILITY: CONFRONTING INCIVILITY ON THE COLLEGE CAMPUS. CHAPTERS 1-4 AND 7.

P.M. FORNI. (2002). CHOOSING CIVILITY: THE TWENTY-FIVE RULES OF CONSIDERATE CONDUCT TABLE OF CONTENTS AND PART I: 3-32 (QUICK READ FOCUSING ON THE 25 RULES)

KEVIN KUMASHIRO (2000). THEORIES AND PRACTICES OF ANTI-OPPRESSIVE EDUCATION (25-53)

KENJI YOSHINO'S (2006) TEXT, COVERING (1ST HALF)

SUGGESTED READINGS:

WILLIAM WRIGHT (2005). HARVARD'S SECRET COURT: THE SAVAGE 1920 PURGE OF CAMPUS HOMOSEXUALS.

LEWIS CROMPTON (1994). 'AN ARMY OF LOVERS' THE SACRED BAND OF THEBES

SEPTEMBER 19TH

MORE FORMAL OVERVIEW OF HERSTORY OF CIVILITY AND SOCIAL JUSTICE. FILLING IN THE GAPS OF WHAT CLASS DID NOT COVER...DISCUSSIONS OF "WHO IS NOT AT THE TABLE" AND OMISSIONS DEFINITIONS, USAGE, AND REFRAMING THE USE OF THE WORD CIVILITY IN THE UNITED STATES. REVIEW OF CRITICAL THINKING TERMS AND CONCEPTS. RETHINKING CIVILITY THROUGH AN ANTI-OPPRESSION LENS.

PROCESS ALL READINGS TO DATE, REFERRING BACK TO TIME LINE.

OVERVIEW OF CONFERENCE EXPECTATIONS.

REQUIRED READING:

KENJI YOSHINO'S TEXT, COVERING (2ND HALF: FINISH BOOK)

WALTER FEINBERG & JONAS SOLTIS (2009/1992). SCHOOL AND SOCIETY. PART I: CHAPTER 1, WHAT THE BOOK IS ABOUT(1992), CHAPTER 4 MARXIST THEORY AND EDUCATION (1992), CHAPTER 5 THE HIDDEN CURRICULUM REVISITED (1992), 2ND EDITION.

WALTER FEINBERG & JONAS SOLTIS (2009/1992). SCHOOL AND SOCIETY. PART II: CHAPTER 5 THE HIDDEN CURRICULUM REVISITED (2009), 5TH EDITION (TO ILLUSTRATE CHANGES) AND CHAPTER 6 (1992) THE INTERPRETIVIST POINT OF VIEW.

SUGGESTED READINGS:

NINA ASHER (2007). *MADE IN THE (MULTICULTURAL) USA: UNPACKING TENSIONS OF RACE, CULTURE, GENDER, AND SEXUALITY IN EDUCATION.* EDUCATIONAL RESEARCHER (65-73).

P.M. FORNI (2008). *THE CIVIL CLASSROOM IN THE AGE OF THE NET.*

McDOUGAL & MOORE (2012). *CAMPUS-WIDE INITIATIVES TO PROMOTE STUDENT CIVILITY.* UNIVERSITY LEADERSHIP COUNCIL OF THE EDUCATION ADVISORY BOARD.

RHONDA PHILPOTT AND DIANE DAGENAIS (2011). *GRAPPLING WITH SOCIAL JUSTICE: EXPLORING NEW TEACHER'S PRACTICE AND EXPERIENCE.* EDUCATION, CITIZENSHIP & SOCIAL JUSTICE (85-99).

SEPTEMBER 26TH

CLASS AND GROUP DISCUSSIONS TO PLAN AND IMPLEMENT RUNITED CONFERENCE (NOV 16 & 17). "PUT YOUR TWO CENTS IN" (MODELING PARTICIPATION EXERCISE), TO PROCESS THE ENTIRE TEXT "COVERING" BY KENJI YOSHINO.

READINGS FOR SEPTEMBER 26TH :**REQUIRED READING:**

TWALE & DE LUCA (2008). *FACULTY INCIVILITY: THE RISE OF THE ACADEMIC BULLY CULTURE AND WHAT TO DO ABOUT IT. CHAPTER 1 CIVILITY, INCIVILITY, BULLYING, AND MOBING IN ACADEME AND CHAPTER 2 INCIVILITY AND THE HISTORY OF HIGHER EDUCATION. CHAPTER 8 CHARACTERIZING THE BULLYING CULTURE*

SHELLY LUCAS (2000). *NIKE'S COMMERCIAL SOLUTION: GIRLS, SNEAKERS AND SALVATION*
INTERNATIONAL REVIEW FOR THE SOCIOLOGY OF SPORT.

DON TROOP (2012). *UNDER THE BANNER OF 'CIVILITY,' CAMPUS PROGRAMS FIND DIFFERENT PATHS. CHRONICLE OF HIGHER EDUCATION. MAY 27.*

OCTOBER 3RD**SHOW PROJECT CIVILITY FILM OVERVIEW OF YEAR TWO**

EXAMINING CIVILITY INITIATIVES AT RUTGERS AND IN EDUCATION IN GENERAL. WHAT KEY ELEMENTS ARE NECESSARY TO CREATE INSTITUTIONAL COMMITMENT TO CIVILITY, SOCIAL JUSTICE, SERVICE LEARNING AND AN OVERALL ETHIC OF CARING?

FOUNDATIONS OF CRITICAL THEORY: GENDER, FEMINIST, QUEER, RACE, ETHNICITY, CLASS, SOCIAL IDENTITIES.

DEFENDING SHIFTING SOCIAL AND CULTURAL DIALECTICS: RETHINKING THE NEO-MARXIST TURN IN CRITICAL EDUCATION THEORY. THE ROLE AND IMPACT OF THE "HIDDEN CURRICULUM" AND CRITICAL ASPECTS OF CO-CURRICULAR EDUCATION IN SCHOOLS, SOCIETY AND CULTURE.

EXAMINING THE ROLE OF EDUCATOR AND PRACTITIONER IN LEVERAGING HEGEMONY IN CRITICAL CULTURAL AND SOCIAL ISSUES.

SHOW MOVIE TRAINING RULES ABOUT RENE PORTLAND: NO DRINKING, NO DRUGS, NO LESBIANS AT PENN STATE.

REQUIRED READINGS:**ATHLETES:**

REVIEW CHAPTER 4 (STUDENT ATHLETES) IN WEEKS

SUSAN BIRRELL (2000). *FEMINIST THEORIES FOR SPORT.*

MARIE HARDIN & ERIN WHITESIDE (2010). *CHAPTER 2: THE RENE PORTLAND CASE: NEW HOMOPHOBIA AND HETEROSEXISM IN WOMEN'S SPORTS COVERAGE.* IN HEATHER HUDLEY & ANDREW BILLING'S *EXAMINING IDENTITY IN SPORTS MEDIA.*

JEFFREY GOLDFARB (1998). *CIVILITY & SUBVERSION: THE INTELLECTUAL IN DEMOCRATIC SOCIETY.* CH. 1: *INTRODUCTION: THE INTELLECTUALS AT CENTURY'S END;* CH. 5: *THE CIVIL SOCIETY IDEAL;* CH. 7: *THE UNIVERSITY;* CH. 11 *CIVILITY AND SUBVERSION IN CYNICAL TIMES.*

OCTOBER 10TH

PENN STATE SCANDALS: WHY IS THERE "SILENCE" AND NO NCAA ACTION AROUND RENE PORTLAND AND SEXUALITY?

MARK WILL PRESENT OVERVIEW OF MATTERING COMMUNITIES, INVISIBLE COMMUNITIES: GENDER, SEXUALITY, RACE, AND THE INTERSECTION OF MULTIPLE AND FLUID IDENTITIES.

ONE HOUR: TEAM DISCUSSION OF PROGRAM DESIGN, GROUPS, AND GOALS OF "RUNITED."

READINGS FOR OCTOBER 10TH**REQUIRED READINGS:**

PETER LAKE (2009). BEYOND DISCIPLINE, CHAPTER 2 DOUBLE SECRET PROBATION: POWER, PREROGATIVE, AND PRIVILEGE IN THE ERA OF *IN LOCO PARENTIS*.

ARTHUR COLEMAN & JONATHAN ALGER (1996). *BEYOND SPEECH CODES: HARMONIZING RIGHTS OF FREE SPEECH AND FREEDOM FROM DISCRIMINATION ON UNIVERSITY CAMPUSES*, JOURNAL OF COLLEGE AND UNIVERSITY LAW.

FINISH FIRST HALF OF ROBERT RHOAD'S TEXTBOOK (1997). COMMUNITY SERVICE IN HIGHER LEARNING: EXPLORING THE CARING SELF.

OCTOBER 17TH

SHOW FILM " SHADOW OF HATE: A HISTORY OF INTOLERANCE IN AMERICA " CHARLES GUGGENHEIM

EDUCATIONAL DEBATE WORDS OF HATE: CAN THEY EVER BE USED?

RESOLVED: TRADITIONALLY MARGINALIZED GROUPS AND CULTURES SHOULD ACTIVELY RECLAIM HIS/HERSTORICALLY DEROGATORY TERMS.

THIS DEBATE CHALLENGES THE QUESTION: IS THE HATRED BEHIND THE WORD LESS OR MORE CIVIL? IF THE HATE SPEECH COMES FROM THE GROUP TRADITIONALLY TARGETED AGAINST...IS IT HATE SPEECH?

REQUIRED READINGS:

NATHAN HARDEN (2012). SEX AND GOD AT YALE: PORN, POLITICAL CORRECTNESS, AND A GOOD EDUCATION GONE BAD. CHAPTER 5: *DIRTY LANGUAGE*.

BRUCE BAWER (2012). THE VICTIM'S REVOLUTION: THE RISE OF IDENTITY STUDIES AND THE CLOSING OF THE LIBERAL MIND. CHAPTER 3: *THE EBONY TOWER: BLACK STUDIES*.

MATTHEW J. MAYHEW, REBECCA J CALDWELL, & EMILY GREY GOLDMAN (2011). *DEFINING CAMPUS VIOLENCE: A PHENOMENOLOGICAL ANALYSIS OF COMMUNITY STAKEHOLDER PERSPECTIVES*, JOURNAL OF COLLEGE STUDENT DEVELOPMENT.

OCTOBER 24TH**PROCESS DISCUSSION OF FILM AND DEBATE AND COVER READINGS**

HYPERCONNECTIONS. ROLE OF THE MEDIA, THE *MEGATEXT* (SCHUSTER'S TERM), HYPERSPACE, THE INTERNET, SOCIAL MEDIA AND BYSTANDER INTERVENTIONS TO CONFRONT *UNCIVIL CYBER* BEHAVIORS. HOW MUCH OF THE "AUTHENTIC SELF" TO REVEAL IN THE AGE OF SOCIAL MEDIA'S FACILITATION OF THE "ANONYMITY OF HATE." **SHORT PAPER FIRST DUE DATE**

REQUIRED READING:

FINISH SECOND HALF OF ROBERT RHOAD'S Book TEXT, COMMUNITY SERVICE IN HIGHER ED...

JONES S. (2009) *CONSTRUCTING IDENTITIES AT THE INTERSECTIONS: AN AUTOETHNOGRAPHIC EXPLORATION OF MULTIPLE DIMENSIONS OF IDENTITY*. JOURNAL OF COLLEGE STUDENT DEVELOPMENT.

VASTI TORRES, SUSAN R. JONES, KRISTEN A. RENN (2009). *IDENTITY DEVELOPMENT THEORIES IN STUDENT AFFAIRS: ORIGINS, CURRENT STATUS, AND NEW APPROACHES*. JOURNAL OF COLLEGE STUDENT DEVELOPMENT.

OCTOBER 31ST

MAY COME TO CLASS IN COSTUME, DRAG, WHATEVER YOU FEEL COMFORTABLE WEARING.

HAPPY HALLOWEEN !!!!!

SUSAN KOMIVES, "TONE OF C" "THE SEVEN C'S: THE CRITICAL VALUES OF THE SOCIAL CHANGE MODEL" (NUMBER SIX IS "CONTROVERSY WITH CIVILITY"). INTERSECTIONALITY: HYBRID, MULTIPLE AND IN-BETWEEN SPACES AND IDENTITIES. BASED ON JONE'S MODEL OF CONSTRUCTING IDENTITIES AT THE INTERSECTIONS. "HORIZONTAL HOSTILITIES" AND THE POLITICS OF MORALIZING: MOVING FROM I AM RIGHT, MY-"ISM"-CAN-BEAT-UP-YOUR-"ISM" TO CONNECTEDNESS, AUTHENTIC CONVERSATIONS, AND OPEN DIALECTICS. DISCUSSION OF FRIST HALF OF ROBERT RHOAD'S BOOK AND ITS APPLICATION

SHORT PAPER FINAL DUE DATE**SELF AUTHORSHIP TIMELINE:**

USING THE IDENTITY MODELS, PICK ONE PRIMARY SALIENT SOCIAL IDENTITY AND REFLECT AND CONSTRUCT YOUR OWN LIFE SPAN TIME LINE, THROUGH A SERIES OF VINETTES, COVERING THE MOST SIGNIFICANT MOMENTS WHICH ALSO TOUCH ON THE INTERSECTIONALITY OF AT LEAST TWO ADDITIONAL SOCIAL IDENTITIES.

REQUIRED READING: PICK Two (2) READINGS THAT CORRESPOND WITH YOUR OWN SOCIAL IDENTITIES & Two (2) READINGS THAT DO NOT. IN ADDITION, EVERYONE SHOULD READ CHAP 9, THE ENACTMENT OF RACE AND OTHER SOCIAL IDENTITIES

ALEXANDER W. ASTIN, HELEN S. ASTIN, & JENNIFER A. LINDHOLM (2011). *ASSESSING STUDENTS' SPIRITUAL AND RELIGIOUS QUALITIES*, JOURNAL OF COLLEGE STUDENT DEVELOPMENT.

ALYSSA BRYANT ROCKENBACH, CORETTA ROSEBORO WALKER, & JORDAN LUZADER (2012). *A PHENOMENOLOGICAL ANALYSIS OF COLLEGE STUDENTS' SPIRITUAL STRUGGLES*, JOURNAL OF COLLEGE STUDENT DEVELOPMENT.

BIRRELL & COLE (1994). *DOUBLE FAULT: RENEE RICHARDS AND THE CONSTRUCTION AND NATURALIZATION OF DIFFERENCE*. IN WOMEN, SPORT AND CULTURE.

BLOOM, A. (2002). *NORMAL: TRANSSEXUAL CEOs, CROSSDRESSING COPS AND HERMAPHRODITES WITH ATTITUDE*.

CHAUDHARI P. ET AL (2008). *UNDERSTANDING THE EPISTEMOLOGY OF ETHNIC IDENTITY DEVELOPMENT IN MULTIETHNIC COLLEGE STUDENTS*. JOURNAL OF COLLEGE STUDENT DEVELOPMENT.

CHASE (2008). *RUNNING BIG: CLYDESDALE RUNNERS AND TECHNOLOGIES OF THE BODY*. SOCIOLOGY OF SPORT JOURNAL.

COOKY, C. ET AL. (2010). *IT'S NOT ABOUT THE GAME: DON IMUS, RACE, CLASS, GENDER AND SEXUALITY IN CONTEMPORARY MEDIA*. SOCIOLOGY OF SPORT JOURNAL.

DUGAN, J.P. ET AL (2012). *TRANSGENDER COLLEGE STUDENTS: AN EXPLORATORY STUDY OF PERCEPTIONS, ENGAGEMENT, AND EDUCATIONAL OUTCOMES*. JOURNAL OF COLLEGE STUDENT DEV.
EDWARDS & JONES (2009). *PUTTING MY MAN FACE ON: GROUNDED THEORY OF COLLEGE MEN'S GENDER IDENTITY DEVELOPMENT*. JOURNAL OF COLLEGE STUDENT DEVELOPMENT.

HERNANDEZ, E. (2012). *UNDERSTANDING CONTEXT: CULTURAL, RELATIONAL & PSYCHOLOGICAL INTERACTIONS IN SELF-AUTHORSHIP DEVELOPMENT*. JOURNAL OF COLLEGE STUDENT DEVELOPMENT.

JONES, S. (2009). *CONSTRUCTING IDENTITIES AT THE INTERSECTIONS: AN AUTOETHNOGRAPHIC EXPLORATION OF MULTIPLE IDENTITIES*. JOURNAL OF COLLEGE STUDENT DEVELOPMENT.

CHRIS LINDER, KATRINA L. RODRIGUEZ (2012). *LEARNING FROM THE EXPERIENCES OF SELF-IDENTIFIED WOMEN OF COLOR ACTIVISTS*, JOURNAL OF COLLEGE STUDENT DEVELOPMENT.

MUSEUS, S. D. (2008). *THE ROLE OF ETHNIC STUDENT ORGANIZATIONS IN FOSTERING AFRICAN AMERICAN AND ASIAN AMERICAN STUDENTS' CULTURAL ADJUSTMENT AND MEMBERSHIP AT PREDOMINANTLY WHITE INSTITUTIONS*. THE JOURNAL OF COLLEGE STUDENT DEVELOPMENT.

NUNEZ, A. M. (2011). *COUNTERSPACES AND CONNECTIONS IN COLLEGE TRANSITIONS: FIRST-GENERATION LATINO STUDENTS' PERSPECTIVES ON CHICANO STUDIES*. JOURNAL OF COLLEGE STUDENT DEVELOPMENT.

REQUIRED READING: PICK Two (2) READINGS THAT CORRESPOND WITH YOUR OWN SOCIAL IDENTITIES & Two (2) READINGS THAT DO NOT. IN ADDITION, EVERYONE SHOULD READ CHAP 9, THE ENACTMENT OF RACE AND OTHER SOCIAL IDENTITIES

OKAGAKI, L., HELLING, M. K., & BINGHAM, G. E. (2009). *AMERICAN INDIAN COLLEGE STUDENTS' ETHNIC IDENTITY AND BELIEFS ABOUT EDUCATION*. JOURNAL OF COLLEGE STUDENT DEVELOPMENT

PIZZOLATO, J.E. ET AL. (2012). *TRANSGENDER COLLEGE STUDENTS: AN EXPLORATORY STUDY OF PERCEPTIONS, ENGAGEMENT, AND EDUCATIONAL OUTCOMES*. JOURNAL OF COLLEGE STUDENT DEV.

MUI VUONG, SHARON BROWN-WELTY, & SUSAN TRACZ (2010). *THE EFFECTS OF SELF-EFFICACY ON ACADEMIC SUCCESS OF FIRST-GENERATION COLLEGE SOPHOMORE STUDENTS*, JOURNAL OF COLLEGE STUDENT DEVELOPMENT.

ROBERT T. PALMER, RYAN J. DAVIS, DINA C. MARAMBA (2011). *THE IMPACT OF FAMILY SUPPORT ON THE SUCCESS OF BLACK MEN AT AN HISTORICALLY BLACK UNIVERSITY: AFFIRMING THE REVISION OF TINTO'S THEORY*, JOURNAL OF COLLEGE STUDENT DEVELOPMENT.

SHEK & MCEWEEN (2012). *THE RELATIONSHIP OF RACIAL IDENTITY AND GENDER ROLE CONFLICT TO SELF-ESTEEM OF ASIAN AMERICAN UNDERGRADUATE MEN*. JOURNAL OF COLLEGE STUDENT DEVEL.

THOMPSON, J. G., OBERLE, C. D., & LILLEY, J. L. (2011). *SELF-EFFICACY AND LEARNING IN SORORITY AND FRATERNITY STUDENTS*. JOURNAL OF COLLEGE STUDENT DEVELOPMENT

WIJEYESINGHE & JACKSON (Ed.) (2012). *NEW PERSPECTIVES ON RACIAL IDENTITY DEVELOPMENT: INTEGRATING EMERGING FRAMEWORKS. SECOND EDITION. INTRO; CH. 6 WHITE IDENTITY DEVELOPMENT REVISITED: LISTENING TO WHITE STUDENTS, AND CH. 9 THE ENACTMENT OF RACE AND OTHER SOCIAL IDENTITIES DURING EVERYDAY TRANSACTIONS.*

NOVEMBER 7TH

REVIEW AND DISCUSS THE "SELF-AUTHORSHIP" TIMELINES. DISCUSS READINGS OF CRITIQUE AND CONTRAST TO OWN EXPERIENCES OF THE SOCIAL AND MULTIPLE IDENTITY MODELS.

REQUIRED READING:

BOWMAN, BRANDENBERGER, HILL & LAPSLEY (2011). *THE LONG-TERM EFFECTS OF COLLEGE DIVERSITY EXPERIENCES: WELL-BEING AND SOCIAL CONCERNS 13 YEARS AFTER GRADUATION*, JOURNAL OF COLLEGE STUDENT DEVELOPMENT. (THIS REQUIRED READING IS DUPLICATED ON 11/21)

BARRY Z. POSNER (2009). *A LONGITUDINAL STUDY EXAMINING CHANGES IN STUDENTS' LEADERSHIP BEHAVIOR*, JOURNAL OF COLLEGE STUDENT DEVELOPMENT.

TY M. CRUCE, JOHN V. MOORE III (2012). *COMMUNITY SERVICE DURING THE FIRST YEAR OF COLLEGE: WHAT IS THE ROLE OF PAST BEHAVIOR?* JOURNAL OF COLLEGE STUDENT DEVELOPMENT.

NOVEMBER 14TH

DISCUSSION OF SECOND HALF OF ROBERT RHOAD'S BOOK AND ITS APPLICATION
PROJECT MANAGEMENT OF THE COMMUNITY SERVICE "RUNITED"

TEAMS AND TEAM LEADERS MEET

HAVE YOU CHECKED YOUR "TRUTH" AND AUTHENTICITY LATELY? PERCEPTIONS AND STEREOTYPES OF SOCIAL MOVEMENTS AND THEIR IMPACT ON SOCIETY. STEREOTYPE DIAGRAMS WILL BE USED TO REFLECT ON OPINIONS OF STEREOTYPES BEFORE, DURING, AND AFTER THE CONFERENCE ON COMMUNITY SERVICE PROJECT.

SHORT ANALYSIS PAPER OF THE EXPERIENCE WILL BE DUE ON DECEMBER 5TH.

DUE EITHER LAST CLASS ON DECEMBER 12TH OR BY 5:00 PM IN DEAN SCHUSTER'S OFFICE ON COLLEGE AVENUE, OR PROFESSOR JENNY KURTZ'S OFFICE ON LIVINGSTON.

TAKE HOME IS DISTRIBUTED

15:245:640:03

CIVILITY AND SOCIAL JUSTICE

NO READINGS FOR NOVEMBER 14TH

REQUIRED READING: NO READINGS. USE THIS TIME TO PREPARE FOR "RUNITED"

"RUNITED" CONFERENCE: NOVEMBER 16TH AND 17TH.

**FRIDAY, NOV 16TH RUTGERS STUDENT CENTER
MULTI PURPOSE ROOM, 7 P.M. TO 11:30 P.M.**

SATURDAY, NOV 17TH, BUSCH CAMPUS CENTER, 8 A.M. TO 5 P.M.

THE MULTI PURPOSE ROOM AND ALL MEETING ROOMS

FOR STUDENT LEADERS, "RUNITED" (SEE BELOW). DISCUSS AND PROCESS WHY THE COMMUNITY SERVICE PROJECT IS RELEVANT TO THE COURSE. ALL STUDENTS ARE EXPECTED TO PARTICIPATE IN THIS EXPERIENCE.

NOVEMBER 21ST

LAST DAY OF CLASSES, BUT ON FRIDAY SCHEDULE, SO NO CLASS.

REQUIRED READING:

READINGS FROM ROBIN FOX'S OPEN SOCIETIES AND CLOSED MINDS: TRIBALISM, CULTS AND SECTS VERSUS CIVIL AND INCLUSIVE COMMUNITIES AND SOCIETIES.

VICENTE M. LECHUGA, LAURA NORMAN CLERC, AND ABIGAIL K. HOWELL (2009). *POWER, PRIVILEGE, AND LEARNING: FACILITATING ENCOUNTERED SITUATIONS TO PROMOTE SOCIAL JUSTICE*, JOURNAL OF COLLEGE STUDENT DEVELOPMENT.

NOVEMBER 28TH

DISCUSSION OF THE "RUNITED" CONFERENCE AND ITS RELEVANCE TO COURSE AND OVERALL THEORETICAL DISCUSSIONS.

DECEMBER 5TH

FINAL CLASS WRAP UP: CULTURAL CATALYSTS OF CHANGE IN HIGHER EDUCATION: IDEALISM, CYNICISM, FUTURE DIRECTIONS, AND PEDAGOGIES OF ACTION.

FIRST DUE DATE FOR TAKE HOME." REMEMBER: BACK UP COPY IN DROP BOX.

DECEMBER 12TH

NO CLASS IN EXCHANGE FOR PARTICIPATION IN "RUNITED" CONFERENCE," EVENING NOV. 16TH AND DAY NOV. 17TH.

READING DAYS: DECEMBER 13TH

WORK ON TAKE HOME FINAL

FINAL DUE DATE: FRIDAY DECEMBER 14TH BEFORE 5:00 P.M.

DEAN SCHUSTER'S OFFICE AT BISHOP HOUSE, 115 COLLEGE AVENUE, ROOM 109, ON COLLEGE AVENUE OR...

PROFESSOR JENNY KURTZ'S CENTER FOR SOCIAL JUSTICE EDUCATION AND LGBT COMMUNITIES, ROOM 247, TILLET HALL ON THE LIVINGSTON CAMPUS.