

15:245:640:01

CIVILITY AND SOCIAL JUSTICE

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

PROFESSOR: DEAN MARK SCHUSTER, SENIOR DEAN OF STUDENTS

PLEASE CALL (848) 932-2300 AND SPEAK TO HELEN OR BARBARA TO MAKE AN APPOINTMENT TO MEET WITH DEAN SCHUSTER. OFFICE HOURS ARE BY APPOINTMENT ONLY.

LET THEM KNOW YOU ARE IN THE CLASS. PLEASE ALLOW THREE (3) DAYS IN ADVANCE FOR APPOINTMENTS.

OVERALL FACTS:

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

PAPERS: ALWAYS HAVE A **BACK UP COPY** IN DROP BOX, IN CASE SOMETHING HAPPENS! 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 SCHUSTER'S OFFICE) AT 115 COLLEGE AVENUE ON COLLEGE AVENUE. **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 NAME AND NUMBER IN SUBJECT 245:640** AND E-MAIL TO: 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 A 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.
- DISCUSSIONS WILL CHALLENGE STUDENTS TO EXAMINE HOW EDUCATIONAL INSTITUTIONS TEACH CIVILITY, SOCIAL/HUMAN JUSTICE AND HOW STUDENTS LEARN AND EXPERIENCE THE COMMUNITIES AROUND THEM.

- **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.

REQUIRED READING :

HALL, JOHN (2013). *THE IMPORTANCE OF BEING CIVIL: THE STRUGGLE FOR POLITICAL DECENCY*. PRINCETON UNIVERSITY, N.J. : PRINCETON UNIVERSITY PRESS.

AVAILABLE AT BARNES & NOBLE BOOK STORES.

SUGGESTED READING (DO NOT HAVE TO PURCHASE):

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

SEPTEMBER 4TH

INTRODUCTIONS :

NAME, PROGRAM, PREVIOUS INSTITUTIONS, ASSISTANTSHIPS ON CAMPUS, AND TOOK THE COURSE WHY? PERSONAL AND PROFESSIONAL EXPECTATIONS...WHAT DO STUDENTS WANT TO GET OUT OF THE CLASS? SMALL GROUPS CREATE **U.S. 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 MILLENIAS.

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

BENET DAVETIAN (2009). *CIVILITY: A CULTURAL HISTORY*. CHAPTER 11, *CIVILIZING AND RECIVILIZING PROCESSES*.

CASS SUNSTEIN (2009). *A CONSTITUTION OF MANY MINDS: WHY THE FOUNDING DOCUMENT DOES NOT MEAN WHAT IT MEANT BEFORE*. *PREFACE, INTRODUCTION AND CHAPTER 1*

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 11TH

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.

PROCESS DISCUSSION OF DEFINITION OF CIVILITY, SOCIAL JUSTICE AND HUMAN JUSTICE. 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.

OVERVIEW OF WORKING WITH CULTURAL CENTERS AND PRESENTATION PROJECT.

SEPTEMBER 11TH**REQUIRED READING :**

KENT WEEKS (2011). IN SEARCH OF CIVILITY: CONFRONTING INCIVILITY ON THE COLLEGE CAMPUS. CHAPTERS 1-3.

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).

KENJI YOSHINO (2006) COVERING: THE HIDDEN ASSAULT ON OUR CIVIL RIGHTS

SEPTEMBER 18TH

SHOW MOVIE SHADOW OF HATE: A HISTORY OF INTOLERANCE IN AMERICA

CHARLES GUGGENHEIM, DIRECTOR, PART OF THE "TEACHING TOLERANCE" SERIES.

"PUT YOUR TWO CENTS IN" (MODELING PARTICIPATION EXERCISE), TO PROCESS MOVIE AND CHAPTERS FROM "COVERING" BY KENJI YOSHINO.

UNPACKING THE TERMS "TOLERANCE" AND "INTOLERANCE," PUTTING UP WITH VERSUS RESPECT.

REQUIRED READING:

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

WALTER FEINBERG & JONAS SOLTIS (2009) SCHOOL AND SOCIETY. CHAPTER 5: THE HIDDEN CURRICULUM REVISITED .

JOHN HALL (TEXT 2013). THE IMPORTANCE OF BEING CIVIL (START READING PART 1)

SUGGESTED READINGS:

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

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

SEPTEMBER 25TH

DIVIDING INTO WORK GROUPS,

CLASS DISCUSSION OF CULTURE CENTER PROJECTS AND PRESENTATION EXPECTATIONS

CLASS AND GROUP DISCUSSIONS TO PLAN AND IMPLEMENT CULTURE CENTER COMMUNITY SERVICE AND INCLUSIVE COMMUNITY PROGRAMS.

DISCUSSION OF "CULTURE CENTERS" AS "INSTITUTIONS OF AVOIDANCE VS. TRANSITION TO MAINSTREAM

CULTURE CENTER GUEST PANEL

REQUIRED READING:

SUSAN BIRRELL (2000). CHAPTER 4: FEMINIST THEORIES FOR SPORT, IN JAY COAKLEY AND ERIC DUNNING'S HANDBOOK OF SPORT STUDIES.

AND...

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 MOBBING IN ACADEME AND CHAPTER 2 INCIVILITY AND THE HISTORY OF HIGHER EDUCATION. CHAPTER 8 CHARACTERIZING THE BULLYING CULTURE

OR...

JEFFREY GOLDFARB (1998). CIVILITY & SUBVERSION: THE INTELLECTUAL IN DEMOCRATIC SOCIETY. CH. 7: THE UNIVERSITY AND CH. 11 CIVILITY AND SUBVERSION IN CYNICAL TIMES.

OR...

KENT WEEKS (2011). IN SEARCH OF CIVILITY: CONFRONTING INCIVILITY ON THE COLLEGE CAMPUS. CHAPTER 4: STUDENT ATHLETES.

OCTOBER 2ND**SHOW PROJECT CIVILITY FILM OVERVIEW OF YEAR TWO**

EXAMINING CIVILITY INITIATIVES AT RUTGERS AND IN EDUCATION IN GENERAL.
KEY ELEMENTS 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, ABILITY AND SOCIAL IDENTITIES.

REQUIRED READINGS:

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

NYTIMES (1967) HIGH COURT IN NEW JERSEY OVERTURNS BAN ON HOMOSEXUALS

OCTOBER 9TH

THE ROLE AND IMPACT OF THE "HIDDEN CURRICULUM" AND CRITICAL ASPECTS OF CO-CURRICULAR EDUCATION IN SCHOOLS, SOCIETY AND CULTURE: IS SOCIAL MEDIA BECOMING THE PARENT IN CULTURE AND SOCIETY?

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.*

FINAL DISCUSSION OF CULTURE CENTER PROJECTS AND PRESENTATION EXPECTATIONS

REQUIRED READING:

JEFFREY GOLDFARB (1998). CIVILITY & SUBVERSION: THE INTELLECTUAL IN DEMOCRATIC SOCIETY. CH. 7: THE UNIVERSITY AND CH. 11 CIVILITY AND SUBVERSION IN CYNICAL TIMES.

KENT WEEKS (2011) IN SEARCH OF CIVILITY: CONFRONTING INCIVILITY ON THE COLLEGE CAMPUS. CHAPTER 4: STUDENT ATHLETES.

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*

OCTOBER 16TH

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.

ALSO CRITICAL ANALYSIS OF MEGATEXTS AT PENN AND RUTGERS, INCLUDING LAST YEAR.

WHO HAS THE POWER? THE "INTERSECTIONALITY OF IDENTITIES AND POWER"

OCTOBER 16TH**REQUIRED READINGS:**

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.

KENJI YOSHINO (2012). THE "CIVIL" COURTS: THE CASE OF SAME-SEX MARRIAGESYMPOSIUM: POLITICAL DISCOURSE, CIVILITY, AND HARM SERIES. PRINTED IN THE ARIZONA LAW REVIEW [VOL. 54:469 – 479].

OCTOBER 23RD

REMINDE CLASS ABOUT "DANCING WITH THE DEANS"

FRIDAY NIGHT, NOVEMBER 1, FAMILY WEEKEND.

FUND RAISER FOR STUDENTS THAT HAVE DO NOT HAVE ENOUGH MONEY FOR FOOD

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

RESOLVED: TRADITIONALLY MARGINALIZED GROUPS AND CULTURES SHOULD ACTIVELY RECLAIM HIS/HER STORICALLY 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?

PROCESS DISCUSSION OF DEBATE AND COVER READINGS

HYPERCONNECTIONS: ROLE OF THE MEDIA, THE *MEGATEXT* (SCHUSTER'S TERM), HYPERSPACE, THE INTERNET, SOCIAL MEDIA AND UP/BYSTANDER INTERVENTIONS TO CONFRONT *UNCIVIL CYBER BEHAVIORS*.

DISCUSSION ABOUT "SOCIAL IDENTITY" TIMELINE FOR NEXT WEEK.

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 ONE (1) READING THAT CORRESPONDES WITH YOUR OWN SOCIAL IDENTITIES & ONE (1) READING THAT DOES NOT.

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.

OCTOBER 23RD (CONTINUED)**PICK ONE (1) READING THAT CORRESPONDES WITH YOUR OWN SOCIAL IDENTITIES & ONE (1) READING THAT DOES NOT.**

- 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.
- FUSSEL, S.W. (1992). *MUSCLE: CONFESSIONS OF AN UNLIKELY BODYBUILDER.*
- HERNANDEZ, E. (2012). *UNDERSTANDING CONTEXT: CULTURAL, RELATIONAL & PSYCHOLOGICAL INTERACTIONS IN SELF-AUTHORSHIP DEVELOPMENT.* 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.
- 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.
- 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.
- 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.*

OCTOBER 30TH**MAY COME TO CLASS IN COSTUME, DRAG, WHATEVER YOU FEEL COMFORTABLE WEARING.****PROCESSING AND DISCUSSION OF SELF AUTHORSHIP SOCIAL IDENTITY TIME LINE.**

HOW MUCH OF THE "AUTHENTIC SELF" TO REVEAL IN THE AGE OF SOCIAL MEDIA'S FACILITATION OF THE "ANONYMITY OF HATE?"

DISCUSS READINGS IN CONTRAST TO OWN EXPERIENCES OF THE SOCIAL AND MULTIPLE IDENTITY MODELS.

OCTOBER 30TH (HAPPY HALLOWEENIE)**REQUIRED READINGS:**

KEVIN KUMASHIRO (2000). *THEORIES AND PRACTICES OF ANTI-OPPRESSIVE EDUCATION* (25-53). JOHN HALL (TEXT 2013). *THE IMPORTANCE OF BEING CIVIL (SHOULD BE ON PART II: THE ENEMIES)*.
 JONES S. (2009) *CONSTRUCTING IDENTITIES AT THE INTERSECTIONS: AN AUTOETHNOGRAPHIC EXPLORATION OF MULTIPLE DIMENSIONS OF IDENTITY*. *JOURNAL OF COLLEGE STUDENT DEVELOPMENT*.

SUGGESTED READINGS:

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

REMEMBER NOVEMBER 1ST: FAMILY WEEKEND "DANCING WITH THE DEANS"

NOVEMBER 6TH**RACE, ETHNICITY AND OPPRESSION:**

DEFINITIONS, OPPRESSION, HATE AND WHITE PRIVILEGE.

THE "STEPCHILDREN" OF ISMS: SOCIOECONOMIC/CLASS AND ABILITY

IS SEXUALITY STILL AN ISM STEPCHILD? MAKING THE INVISIBLE VISIBLE

FIRST OPTION OF PAPER DUE

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*.

NOVEMBER 13TH

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 **PAPER FINAL DUE DATE**

SHORT ANALYSIS PAPER OF THE CULTURAL CENTER EXPERIENCE WILL BE DUE ON NOVEMBER 28TH

NOVEMBER 13TH**REQUIRED READING:**

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.

ROBERT RHOADS (1997). *COMMUNITY SERVICE IN HIGHER LEARNING: EXPLORING THE CARING SELF.*

NOVEMBER 20TH

DISCUSSION OF CHAPTERS FROM ROBERT RHOAD'S BOOK AND ITS APPLICATION
DISCUSSION OF COMMUNITY SERVICE AS A MEANS OF MODELING CITIZENSHIP AND INCLUSIVE COMMUNITIES.
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 CULTURE CENTER PROJECT

FIRST TURN IN OPTION OF CULTURAL CENTER EXPERIENCE PAPER

TAKE HOME IS DUE EITHER LAST CLASS ON DECEMBER 11TH OR BY 5:00 PM DECEMBER 20TH
IN DEAN SCHUSTER'S OFFICE ON COLLEGE AVENUE.

TAKE HOME IS DISTRIBUTED

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.

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

NOVEMBER 28TH ARE YOU COMING TO CLASS?

EXPERIMENTAL FILM "IF THESE WALLS COULD TALK"

DIRECTED BY LEE MUN WAH HE FILMED 11 COLLEGE STUDENTS ACROSS THE COUNTRY IN 2010

CULTURAL CENTER EXPERIENCE PAPER DUE

REQUIRED READING: FINISH READING TEXT IF YOU HAVE NOT DONE SO!!

USE THIS TIME TO PREPARE FOR CULTURE CENTER PROJECT AND PRESENTATIONS

"THANKSGIVING" RECESS FROM NOVEMBER 28TH TO DECEMBER 1

NO CLASS...IF YOU SHOW UP YOU WILL BE ALONE!

DECEMBER 4TH

PRESENTATIONS:

REPORTING BACK IN TEAMS OF EXPERIENCES WORKING WITH THE CULTURAL CENTERS
PROCESSING AND CLASS QUESTIONS

REFLECTION ON THE CULTURE CENTER PROJECTS

FIRST DUE DATE FOR TAKE HOME."

REMEMBER: BACK UP COPY IN DROP BOX

DECEMBER 4TH**REQUIRED READING:**

ROBIN FOX (2011). *SOCIETIES AND CLOSED MINDS: TRIBALISM, CULTS AND SECTS VERSUS CIVIL AND INCLUSIVE COMMUNITIES AND SOCIETIES IN THE TRIBAL IMAGINATION.*

DECEMBER 11TH

FINAL CLASS WRAP UP: CULTURAL CATALYSTS OF CHANGE IN HIGHER EDUCATION: IDEALISM, CYNICISM, FUTURE DIRECTIONS, AND PEDAGOGIES OF ACTION. OVERALL REFLECTIONS ON THE CLASS: WHAT WORKED, WHAT DID NOT AND SUGGESTIONS FOR IMPROVEMENTS? **LAST DAY OF CLASS**

READING DAYS: THURSDAY DECEMBER 12TH AND FRIDAY DECEMBER 13TH

WORK ON TAKE HOME FINAL

FINAL DUE DATE FOR TAKE HOME:

REMEMBER IF MEDICAL OR SERIOUS ISSUE YOU WILL NEED A LETTER FROM DEAN OF STUDENTS...AND NOT ME!

FRIDAY DECEMBER 20TH BEFORE 5:00 P.M.

DEAN SCHUSTER'S OFFICE AT BISHOP HOUSE, 115 COLLEGE AVENUE, ROOM 109, ON COLLEGE AVENUE BY FRIDAY DECEMBER 20TH AT 5:00 P.M. WHEN OFFICE CLOSES

DO NOT HAND TAKE HOME TO STUDENT WORKER, GIVE PAPER TO PROFESSIONAL STAFF AND COPY IN DROP BOX AS WELL.

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 (THAT DOES NOT INCLUDE ME) FOR ANY ABSENCES BEYOND THREE OR FOR LATE TAKE HOME EXAMS.
- 2. PAPER:** ONE 6 - 10 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: NOV. 6TH**
FINAL DUE DATE: NOV 13TH (WORTH 20 PTS.)
- 3. PRESENTATION AND CULTURE CENTER PROJECT COMMUNITY SERVICE:**
STUDENTS WILL RECEIVE BOTH A TEAM GRADE AND AN INDIVIDUAL GRADE FOR THEIR WORK ON AND PARTICIPATION IN THE COMMUNITY SERVICE PROJECT WITH ONE OF THE CULTURAL CENTERS ON CAMPUS. ALL STUDENTS ARE REQUIRED TO DO THIS. THE GOAL OF PRESENTATIONS IS TO SHOW LEARNING OUTCOMES OF THE FINAL CULTURE CENTER PROJECT WITH STAFF THAT RUN THE CENTERS AND ACTUAL RUTGERS STUDENTS. A THREE (3) PAGE REPORT IS ALL DUE ON NOVEMBER 28TH DO NOT BORE US. EACH STUDENT AND GROUP IN THE CLASS WILL PRESENT, IN CLASS ON DECEMBER 4TH, 2013. PRESENTATIONS ARE LIMITED TO TEN MINUTES PER PERSON. **SHORT REPORT ANALYSIS OF PROJECT DUE Nov 28TH**
REPORT IS WORTH 5 POINTS AND PRESENTATIONS ARE WORTH 10 POINTS
OVERALL GRADE FOR CLUTRUE CENTER PROJECT IS TOTAL PROJECT = (25 POINTS)
- 4. TAKE HOME EXAM:** DUE ON DECEMBER 11TH OR 20TH. 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 11TH OR FINAL DATE IS DECEMBER 20TH AT 5 P.M.**
1.5 TO DOUBLE-SPACED
NOT LESS THAN 5 PAGES AND NO MORE THAN 10 PAGES. (TAKE HOME EXAM = 30 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 = F CLUELESS

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

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

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

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/HER STORY 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 HAVE 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/HER HISTORICALLY 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>

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