

RACE, GENDER AND SOCIAL JUSTICE

Winter 2014

WGS 2250-80

3 Credits

COURSE SYLLABUS

DECEMBER 26, 2013 – JANUARY 14, 2014

COURSE NUMBER: WGS 2250-80 – ON LINE SECTION

PROFESSOR: Atola Gerri Budd, Ph.D.

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REQUIRED TEXT: Maurianne Adams (Editor), Warren Blumenfeld (Editor), Carmelita Rosie Castañeda (Editor), Heather W. Hackman (Editor), Madeline L. Peters (Editor) and Ximena Zúñiga (Editor).

Readings for Diversity and Social Justice, Third Edition.

Routledge. ISBN-13: 9780415892940.

TECHNICAL REQUIREMENTS:

Students must have access to a Pentium class personal computer running Windows 95 or above (or the Macintosh equivalent) with 32 MB of RAM (64MB recommended), and a 33.3 modem or higher for Internet access. You can use your own Internet Service Provider (ISP) or William Paterson for Internet access. You should understand how to operate a computer using a Windows like interface (with keyboard and mouse), navigate the Internet, and know how to use e-mail, send attachments, and work with a word processor like Microsoft Word.

COURSE PREREQUISITES: none.

COURSE DESCRIPTION:

This course analyzes multiple forms of social oppression and inequality based on race (and color), sex (and gender), sexual orientation (and identity), and class in the United States. It will examine systemic aspects of social oppression in different periods and contexts and the ways that systems of social oppression manifest themselves on individual, cultural, institutional and/or global levels thus becoming self-perpetuating but not wholly unaltered structures. Individual and group agency, strategies of resistance, and visions for change will also be studied.

COURSE OBJECTIVES:

The objectives of this course are as follows: to develop an understanding of the concept of diversity as it relates to notions of justice, oppression, tolerance, inequality, and difference; to explain the differences between individual prejudices and institutionalized systems of social oppression; to critically examine theoretical explanations for the development and perpetuation of systems of social oppression; to discern commonalities and differences in the development of various systemic aspects of oppression and inequality; to prepare students for effective citizenship in a diverse society and world; and to develop an understanding of individual agency and collective action in envisioning and creating a just, fair, and healthy society.

STUDENT LEARNING OUTCOMES:

Through online discussion, journal entries and essays, students will be able to effectively express an understanding of how diversity relates to structures of inequality; explain the difference between individual prejudices and systems of social oppression; demonstrate knowledge of the historical development and practices of various forms of social oppression; think critically as demonstrated by effectively employing the conceptual frameworks used to analyze diversity and multiculturalism, inequality, and justice; integrate knowledge and ideas by demonstrating an understanding of the multiple and intersecting ways that inequality based on social oppression manifest themselves in everyday practices; and discuss individual agency and collective strategies of resistance. Students will critically write about and discuss the issues addressed in this course, and work cooperatively with others in online class discussions.

COURSE REQUIREMENTS:

Journals – 20%

Students will keep journals of their academic responses to the readings and any other assigned work. The journal is not a personal diary, but an extension of the course work. Journals must be submitted by midnight of the deadline date. A journal entry should include a very brief summary of each reading assignment. You may write an informal reader response log/journal in which you can move between the text and your ideas, feelings, life experiences and observations. You must submit your journal on time to receive credit.

Discussion Board – 20%

Students will participate in online discussions of the texts and interpretive questions provided by the professor. Your grade for class participation depends on two things. First, you will be graded on the content of your commentary, which should show a thoughtful grasp of the discussion topic as well as reflection on other students' responses. You should post with respect when it comes to differences of personal experience, and differences of opinion on sensitive issues such as reproductive choice, sexual orientation, health issues, violence and the criminal justice system, and other questions. Second, you must post at least once to each of the forums while they are active.

Essays – 30% each

Students will write two essays, due by midnight of the posted due date. Each essay should be between 2-3 pages and will be based on any combination of research and critique of thematic articles in the text. At least one of the required essays will rely upon a personal interview that the student will conduct.

Writing assignments must emphasize sound principles of English. Assignments are due by midnight of the due date.

Without exception, late essays will be downgraded 10 points for each late day.

ACADEMIC HONESTY:

Students caught or suspected of dishonest academic conduct such as cheating on a test or plagiarism (copying) on the research papers will receive a grade of 0 for that assignment. In the event of a second offense, the student will fail the course and the matter will be brought to the attention of the Department Chair.

GRADING:

There is no grade curve or "extra credit."

The final grade will be calculated as follows:

| | |
|-------------------------------------|------------|
| Essays.....(2 papers, 30% each) | 60% |
| Discussion board participation..... | 20% |
| Journal..... | <u>20%</u> |
| | 100% |

COURSE OUTLINE: DECEMBER 26, 2013 – JANUARY 14, 2014

Week 1 – December 26 – 30, 2013: Introductions, syllabus review, definitions, and context

Section 1: Conceptual Frameworks; Section 2: Racism – Context, Voices and Next Steps

Readings: pp. 1-139

JOURNAL ENTRY 1 DUE: DECEMBER 30

Week 2 – December 30 - January 3: Section 3: Classism – Context, Voices and Next Steps

Readings: pp. 141-226

JOURNAL ENTRY 2 DUE: JANUARY 3

Essay 1 Due: Sunday, January 5

Go to Assignments and click on the Essay 1 link for the essay assignment.

Week 3 – January 6 - 10: Sections 5: Sexism – Context, Voices and Next Steps

Readings: pp. 317-372

JOURNAL ENTRY 3 DUE: JANUARY 10

Essay 2 Due: Sunday, January 12

Go to Assignments and click on the Essay 2 link for the essay assignment.

Week 4 – January 12 - 13: Section 10: Working for Social Justice – Context, Voices and Next Steps

Readings: pp. 589-645

JOURNAL ENTRY 4 DUE: JANUARY 13

January 14: Course summation; final thoughts

There is no final exam in this course. A final discussion question will be posted.