

GSS 1044 Diversity Issues

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Meeting Times 12:445 – 2:00 PM MWF

Meeting Place F209

This is a Freshman Seminar

Faculty Contact Information

Sonia V. Gonsalves

F211A

Extension 4622

Office Hours 4 – 6 PM Mondays

10 – 11 AM Wednesdays

Tuesday and Thursday by appointment

e-mail: Sonia.gonsalves@stockton.edu. E-mail is my preferred method of contact. I check my e-mail several times each day including weekends.

Diversity Issues is designed to involve students in semester-long series of discussions about contemporary and historical perspectives on gender, socio-economic status, religion, handicapped status, race, culture, ethnicity, sexual orientation, and immigration status. Pedagogically you will develop and employ argumentative strategies and research skills necessary for success in college. You will be encouraged to develop your own ideas as you seek to understand, analyze, and thoughtfully respond to the written and spoken ideas of others. You will also learn how to gather, analyze, and present information from print and electronic sources.

COURSE POLICIES

This class will involve you directly in writing, responding, and reporting on readings, films, speakers, and discussions. It will encourage collaborative learning through small and large groups, formal and informal discussion, peer and self-evaluation. Because the course depends on your active preparation for every class and your active involvement during every class period, regular (and on time) attendance and participation are critical to your success in this class.

Absences: Any more than 3 absences will adversely affect your grade. Here's the reasoning behind the attendance policy. Without attending class, you cannot perform your job as a student involved in learning, planning, discussing, and community activities. Situations may arise that, on a rare occasion, make it impossible for you to be in class. Remember, however, that's why some absences are allowed: please reserve them for emergencies. If you do have to miss class, you are responsible for obtaining any handouts or assignments you may miss. If you are worried about meeting a deadline or missing a class, make sure you talk with me *in advance*.

Participation. Participation includes coming to class prepared and on time, taking part in class discussions, asking questions, contributing your knowledge and insights in whatever form is suitable, and striving to make all your contributions excellent. It also includes doing the required reading and writing for each class. Note: Please come to class on time. If the door to the classroom is shut, then you're late. Lateness is an unnecessary interruption and latecomers are likely to miss valuable information.

Late work. Late work hurts everyone. If you miss a deadline, you've missed a crucial chance for feedback on your work in progress. If you aren't ready with your portion of group work, you're letting down someone who is counting on you for help. If you aren't prepared for class, you limit your own voice and your contributions to the class and the community of learners. For all these reasons, late work is unacceptable. If you ever have a problem with an assignment, talk to me ahead of the deadline and you may be able to negotiate some special arrangement. Deadlines are not negotiable after you've missed them.

Cheating/Plagiarism.

So we're clear on what is considered cheating and plagiarism please see the section of the student handbook on Academic Integrity/Dishonesty for the full definition and discussion of procedures.

Plagiarism: material that has been knowingly obtained or copied in whole or in part, from the work of others . . ., including (but not limited to) another individual's academic composition.

Cheating: doing academic work for another student or providing one's own work for another student to copy and submit as his/ her own.

Scholastic dishonesty involves misrepresenting as your own work any part of work done by another; submitting the same paper or substantially similar papers to meet the requirements of more than one course without the written approval and consent of all instructors concerned; depriving another student of necessary course materials; interfering with another's work.

Plagiarism, scholastic dishonesty, and cheating are serious offenses. Clear cases will result in an unforgivable F for the course and appropriate academic discipline. If you have any question about when and how to document sources, or any other question that will help you avoid unintentional plagiarism, please talk to me.

Special needs. If you have a learning disability, hearing or vision problems, or any other special need that might affect your performance or participation in class, please be sure to talk to me. Also, please be aware of the support services available to you through the learning access program, located in West Quad (phone ex 4988).

Social Justice. Diversity Issues supports Stockton's commitment to social justice. The classroom community will work to create a positive learning environment based on open communication and mutual respect. We welcome your suggestions.

PORTFOLIO REQUIREMENTS

4 reflective writing pieces. You may choose to include the reflective writings that you submitted during the semester, revise any of those writings and include them, or write additional reaction papers. You also have the option to write collaboratively with another member of the class or another member of any 'Diversity Issues' freshman seminar class.

Final Portfolio Preface/Conclusion (about 2 pages). This is the writing that will frame your work and progress as a learner and student of diversity for your final evaluation.

Articles from your research. Please include copies of scholarly articles that you found helpful or interesting as you progressed through the course. It is important that you keep articles during the semester for inclusion in your portfolio. For each article that you include, write the date that you read this article and a short (one paragraph) comment about how you used this article and why you have chosen to include it.

In-class writings. Short, in-class writing activities that will help you see the connections between reading, discussion, service and other assignments. These assignments will help you analyze your own and others' reading and reflection processes. Some samples of these writings may contribute to your final portfolio.

Service Learning Summary. Summarize your service learning experience in whatever manner you deem appropriate. Please include the service site and the name of the person to whom you report.

Conferences with your instructor. Conferences let you to talk with your instructor about your writing and your reflection. Some conference notes may contribute to your final portfolio.

Course Goals

1. To develop a more comprehensive grasp of multicultural issues
2. To broaden knowledge of unfamiliar cultures
3. To developed informed perspective on issues of race, gender, and religion
4. To listen to different view and weigh the merits and demerits of diverse perspectives on issues of diversity
5. To seek information before making judgments and to base the judgments on credible information
6. To deepen engagement or develop an engagement with another cultural group
7. To reflect on each diversity area that we discuss and record the reflections and the development of personal perspectives in each area
8. To examine the value of diversity as a goal in educational, workplace, and social settings

Evaluation: Your final grade will be computed as set out below.

Aspect	%
1. Portfolio	20
2. Reflective reaction papers	20
3. Participation in class	10
4. Service -- learning	20
5. Attendance at speaker sessions	10
6. In-class writings/collaborative assignments	20

Set a goal for how well you want to do in the class. Whenever you do graded work, check to see how on-target you are with your goal. If you are failing to meet your goals come to see me. I will help you to diagnose and correct the problems.

How to do well in this course:

1. Attend all classes
2. Do the assigned readings
3. Ask questions in, before, or after class if you do not understand something
4. Work cooperatively with your group
5. Make an appointment to see me if you have problems
6. Make use of my office hours for conferences
7. Discuss your coursework with your peers
8. Listen well and make notes during discussions and films

Readings

1. The Spirit Catches You and You Fall Down – Anne Fadiman
2. Readings from *The Social Construction of Difference and Inequality* – Tracy Ore
3. Readings from *How Race is Lived in America* – New York Times Publication
4. Journal Articles – as assigned
5. Internet research – as assigned

Group Projects

1. Presentation of diversity issues
2. In-class writings

Working constructively with groups takes cooperation and some maturity. I will devote considerable time to helping you to structure groups that work. At the outset be sure to have contact information from your group members. Be sure to get for each group member.

Name

Phone numbers (home)

Phone number (cell)

Pager/Beeper number

e-mail address (get the one most used)

Name

Phone numbers (home)

Phone number (cell)

Pager/Beeper number

e-mail address (get the one most used)

Ask for preferred contact method from each group member and highlight that address.

Assign roles for each group member for each project. Make sure that each role is covered for every project. What do you do if your group is not working?

Before you call me

Check to see if your group member is ill, call, e-mail

If you disagree on procedure consult with another group, ask for their input

If you have a slacker in the group; that is someone who will not follow through, then e-mail me separately to state your concerns about this NAMED person. I will pick it up from there.

Research Skills:

We will go to the library for a 2 session library research workshop by one of the librarians. These sessions are scheduled during our regular classes and are mandatory. These sessions will give you the procedural knowledge to conduct library and internet research.

Course Calendar

September

Week

1. 9/8 – 9/10 Introductions, attitude survey, service learning
2. 9/13 – 9/17 Educational value of diversity issues/Fadiman book
3. 9/20 – 9/24 Gender
4. 9/27 – 9/29 Gender

October

Week

4. 10/1 Gender
5. 10/4 – 10/8 Sex & Gender
6. 10/11 Sex & Gender
10/13 Speaker Margaret Stumpp
7. 10/18 Race
10/20 – 10/22 *Race The Power of an Illusion* - film
8. 10/25 – 10/29 Race

November

9. 11/1 Religion
11/3 Preceptorial advising – No classes
9. 11/5 Religion
10. 11/8 – 11/10 Religion
11/12 Join Dr. Haresign's class in B001
11. 11/15 Join Dr. Lewis' class in B005
11. 11/17 - 11/19 Religion
12. 11/22 – 11/24 Contemporary diversity issues
13. 11/29 Trip to NYC

December

Week

13. 12/1 – 12/3 Contemporary diversity issues
14. 12/6 – 12/10 Speaker
15. 12/13 – 12/17 Presentations on cultural apprenticeship