

# Syllabus

**Arizona State University at the Polytechnic Campus**

**College of Integrative Sciences and Arts**

**Faculty of Social Science**

**ISS 514**

**Cultural Diversity and Gender Understanding**

**Spring 2019 – C Session**

**Schedule Line Number: 31115**

**Professor: Dr. Kathy Thomas**

**Time: 6-7:15 PM**

**Days: M & W**

**Meeting Dates: 1/7/19 – 4/26/19**

**Class Format: Hybrid**

**Office: Santa Catalina (SANCA) 252N**

**Room: SanTan 122**

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**E-Mail: Kathy.thomas@asu.edu**

**Office Hours: M & W 2 PM**

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**This course is offered by the [College of Integrative Sciences and Arts](#). For more information about the college, visit our website: [cisa.asu.edu/](#) . If you have questions or concerns about this course please speak with your instructor. If your instructor is unable to address your concerns, please send your inquiry to [cisa@asu.edu](#)..**

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## Introduction

Kathy Thomas received her Ph.D. in Environmental Planning from Arizona State University in the Spring of 2010. Dr. Thomas also holds a M.S., B.S. and B.A and has been committed to pursuing academic excellence personally and professionally for more than twenty years. She has taught courses at community colleges and universities in a number of fields since 1994. Her teaching has had a focus on environmental policy and ethics, and also includes courses in agribusiness, biology, planning, women studies and the social sciences. Dr. Thomas' research is

focused primarily on policy issues related to women and assisted housing. However, her research also includes environmental resources and urban and environmental policy evaluation.

This course will be taught in a hybrid format. If you have questions or need assistance please send me an email, [Kathy.Thomas@asu.edu](mailto:Kathy.Thomas@asu.edu). When doing so, please include the course name in the subject line as I teach multiple courses and it can become very confusing without your help. Do not hesitate to email me or call me. I cannot help you if I do not know that there is a problem. I have worked at Arizona State University since 1995. I am very good at helping you find pathways that will help you to reach your goal. Please remember that email is sometimes a difficult form of communication. If you feel that my note is thoughtless or has a negative tone, please try speaking to me on the phone instead. I do get busy, but I really enjoy working with students and I want to help you to succeed.

### Course Description

#### Course Goals:

Reviews the epistemological, theoretical and legal premises on the concept of social justice and the cultural, racial, ethnic, gender and other bases for the agitation for social justice, including strategies in pursuit of social justice.

#### Learning Outcomes:

By the end of this course, each student will have demonstrated that they are able to:

- Integrate concepts, insights, and theories from sociology, social psychology, economics, public policy, and other relevant fields to examine the concept of social justice
- Demonstrate mastery of the historical roots of agitation for social justice by race, ethnicity, gender, LGBT, and disability
- Demonstrate mastery of the constitutional and legal bases of group agitation for social justice looking at concepts such as equal treatment, equal opportunity, equal outcomes, etc.
- Understand the nature of the differences between Blacks, Latinos, women, LGBTQ, and disability groups in pursuit of social justice, looking at concepts such as access, equal pay for equal work, immigration, etc.
- Trace the most important and visible Supreme Court decisions, including “settled law” on issues of social justice, including affirmative action, Americans with Disability Act, the Civil Rights Act of 1964, etc.

#### **Suggested Course Texts/ Readings/Materials:**

Richard Schaefer, *Race and Ethnicity in the United States*, 8 ed., 2015. New York: Pearson.

Jacqueline Switzer, *Disabled Rights: American Disability Policy and the Fight for Equality*, 2003. Washington, DC: Georgetown University Press.

Vivian M. May, *Pursing Intersectionality, Unsettling Dominant Imaginaries* (New York: Routledge Press 2015).

David Valentine, *Imagining Transgender: An Ethnography of a Category* (Durham: Duke University Press, 2007).

Vernon Van Dyke, Equality and Public Policy, 1990. Chicago: Nelson-Hall.  
Frances Piven and Richard Cloward, Regulating the Poor: The Functions of Public Welfare, Second Vintage Edition, 1993. New York: Vintage.  
You will also be required to select additional research/reading materials from current journal articles.

### **Course Format:**

Monday & Wednesday Night 6:00– 7:15

Weekly Assignments from assigned reading and literature searches.

### **Coursework**

#### **Final Grades**

A	90-100	Excellent
B	80-89.9	Good
C	70-79.9	Average
D	60-69.9	Passing
E	<60	Failure
XE		Failure due to Academic Dishonesty

For your own protection, you should keep a copy of everything you hand in, and you should keep your graded assignments at least until grades are finalized at the end of the semester, and in the event you wish to contest any grades.

#### **Disability Accommodations for Students**

Students who feel they may need a disability accommodation(s) in class must provide documentation from the Disability Resource Center to the class instructor verifying the need for an accommodation and the type of accommodation that is appropriate. Students who desire accommodations for a disability should contact DR C as early as possible (i.e., before the beginning of the semester) to assure appropriate accommodations can be provided. It is the student's responsibility to make the first contact with the DRC.

Week 1 A: Introduction/Overview/History Gender, Race & Ethnicity General Introduction and Survey of the Course, including discussion of the nature of diversity in the United States and projections of demographic change heading into the future.

Week 1 B: You will need to select two current journal articles focused on this weeks topic and bring them to class with you for review.

Week 2 : Health Men and women are alike in many ways. However, there are important biological and behavioral differences between the two genders. They affect manifestation, epidemiology and pathophysiology of many widespread diseases and the approach to health care. Despite our knowledge of these crucial differences, there is little gender-specific health care; the prevention, management and therapeutic treatment of many common diseases does not reflect the most obvious and most important risk factors for the patient: sex and gender. This omission is holding back more efficient health care, as gender-based prevention measures or therapies are

probably more effective than the usual 'one-size-fits all' approach and would benefit patients of both genders.

Week 2 B: You will need to select two current journal articles focused on this weeks topic and bring them to class with you for review.

Week 3 Education/Work Although there are many exceptions, boys and girls do differ on average in ways that parallel conventional gender stereotypes and that affect how the sexes behave at school and in class. The differences have to do with physical behaviors, styles of social interaction, academic motivations, behaviors, and choices.

Gender differences in the workplace typically stem from social factors, which influence the behaviors of men and women. Some organizations welcome gender diversity and encourage the inclusion of both sexes when making company decisions and offering promotional opportunities. Other organizations discourage gender inclusion and promote bias in the workplace. With most companies, gender differences add value and varying perspectives to an organization.

Week 3 B: You will need to select two current journal articles focused on this weeks topic and bring them to class with you for review.

Weeks 4: Media The media is selling young people the idea that girls' and women's value lies in their youth, beauty, and sexuality and not in their capacity as leaders. Boys learn that their success is tied to dominance, power, and aggression. We must value people as whole human beings, not gendered stereotypes.

Week 4 B: You will need to select two current journal articles focused on this weeks topic and bring them to class with you for review.

Week 5: Politics The roles of domesticity, economic and resource endowment and control, religion, leadership styles and political interest

Week 5 B: You will need to select two current journal articles focused on this weeks topic and bring them to class with you for review.

Week 6 Social Justice Review and integration of the major legal rulings and development of law and jurisprudence on the subject with a view to understanding both the similarities and differences in the way the law conceives of groups and their bases for agitation Discipline-based review of the concept of social justice in the United States, including Constitutional Law definitions of equality, discrimination, etc. Specific analysis of the broad-based Civil Rights Act of 1964.

Week 6 B: You will need to select two current journal articles focused on this weeks topic and bring them to class with you for review.

Week 7 Economics Regulating the Poor Distribution of wealth, The have and have nots and how the governments tries to protect those with the greatest risk and needs.

Week 7 B: You will need to select two current journal articles focused on this weeks topic and bring them to class with you for review.

Week 8 You will read article on a topic of your choice within Race or Ethnicity as a general construct. You will then write a paper summarizing your reading and review papers from other students and provide feedback. Submit your editorial comment sheet electronically.

Week 9 : You will read an article on a topic of your choice within Race or Ethnicity in relationship to Health care issues. You will then write a paper summarizing your reading and review papers from other students and provide feedback. Submit your editorial comment sheet electronically.

Week 10 You will read an article on a topic of your choice within Race or Ethnicity as it relates to Education or Work. You will then write a paper summarizing your reading and review papers from other students and provide feedback. You will then write a paper summarizing your reading and review papers from other students and provide feedback. Submit your editorial comment sheet electronically.

Weeks 11 You will read an article on a topic of your choice within Race or Ethnicity as displayed in Media. You will then write a paper summarizing your reading and review papers from other students and provide feedback. Submit your editorial comment sheet electronically.

Week 12: You will read an article on a topic of your choice within Race or Ethnicity within Politics. You will then write a paper summarizing your reading and review papers from other students and provide feedback. Submit your editorial comment sheet electronically.

Week 13 You will read an article on a topic of your choice within Race or Ethnicity within Social Justice. You will then write a paper summarizing your reading and review papers from other students and provide feedback. Submit your editorial comment sheet electronically.

Week 14 You will read an article on a topic of your choice within Race or Ethnicity as it relates to Regulating the Poor, the distribution of wealth. You will then write a paper summarizing your reading and review papers from other students and provide feedback. Submit your editorial comment sheet electronically.

Week 15 You will resubmit one of your best and most interesting papers from the course after making the suggested edits and responding to the critiques provided by your readers. Submit your editorial comment sheet electronically.

### **Extra Credit**

There will be no extra credit opportunities assigned for this course.

### **Course Policies**

No student is to use a cell phone or texting while attending a lecture or discussions we have on a conservation topic.

### **Grade Appeals**

ASU has formal and informal channels to appeal a grade. If you wish to appeal any grading decisions, please see <http://catalog.asu.edu/appeal>.

### **Incompletes**

A mark of "I" (incomplete) is given by the instructor when you have completed most of the

course and are otherwise doing acceptable work but are unable to complete the course because of illness or other conditions beyond your control. You are required to arrange with the instructor for the completion of the course requirements. The arrangement must be recorded on the Request for Grade of Incomplete form (<http://students.asu.edu/forms/incomplete-grade-request>).

### **Student Standards**

Students are required to read and act in accordance with university and Arizona Board of Regents policies, including:

The ABOR Code of Conduct: Arizona Board of Regents Policies 5-301 through 5-308: <https://students.asu.edu/srr>

### **Academic Integrity**

Academic honesty is expected of all students in all examinations, papers, laboratory work, academic transactions and records. The possible sanctions include, but are not limited to, appropriate grade penalties, course failure (indicated on the transcript as a grade of E), course failure due to academic dishonesty (indicated on the transcript as a grade of XE), loss of registration privileges, disqualification and dismissal.

For more information, see <http://provost.asu.edu/academicintegrity>

If you fail to meet the standards of academic integrity in any of the criteria listed on the university policy website, sanctions will be imposed by the instructor, school, and/or dean. Academic dishonesty includes borrowing ideas without proper citation, copying others' work (including information posted on the internet), and failing to turn in your own work for group projects. Please be aware that if you follow an argument closely, even if it is not directly quoted, you must provide a citation to the publication, including the author, date and page number. If you directly quote a source, you must use quotation marks and provide the same sort of citation for each quoted sentence or phrase. You may work with other students on assignments, however, all writing that you turn in must be done independently.

If you have any doubt about whether the form of cooperation you contemplate is acceptable, ask the TA or the instructor in advance of turning in an assignment. Please be aware that the work of all students submitted electronically can be scanned using SafeAssignment, which compares them against everything posted on the internet, online article/paper databases, newspapers and magazines, and papers submitted by other students (including yourself if submitted for a previous class).

### **Note**

Turning in an assignment (all or in part) that you completed for a previous class is considered self-plagiarism and falls under these guidelines. Any infractions of self-plagiarism are subject to the same penalties as copying someone else's work without proper citations.

Students who have taken this class previously and would like to use the work from previous assignments should contact the instructor for permission to do so.

### **Prohibition of Commercial Note Taking Services**

In accordance with ACD 304-06 Commercial Note Taking Services, written permission must be secured from the official instructor of the class in order to sell the instructor's oral communication in the form of notes. Notes must have the note taker's name as well as the instructor's name, the course number, and the date.

### **Student Support and Disability Accommodations**

In compliance with the Rehabilitation Act of 1973, Section 504, and the Americans with Disabilities Act of 1990, professional disability specialists and support staff at the Disability Resource Center (DRC) facilitate a comprehensive range of academic support services and accommodations for qualified students with disabilities.

Qualified students with disabilities may be eligible to receive academic support services and accommodations. Eligibility is based on qualifying disability documentation and assessment of individual need. Students who believe they have a current and essential need for disability accommodations are responsible for requesting accommodations and providing qualifying documentation to the DRC. Every effort is made to provide reasonable accommodations for qualified students with disabilities.

Qualified students who wish to request an accommodation for a disability should contact their campus DRC at: <http://www.asu.edu/studentaffairs/ed/drc/>

If you are a student in need of special arrangements, we will do all we can to help, based on the recommendations of these services. For the sake of equity for all students, we cannot make any accommodations without formal guidance from these services.

Typically, once a student discloses the need for an accommodation through their study abroad application, the Study Abroad Office, the academic unit, the student and DRC will develop a plan on how to best accommodate the student within the parameters available within the onsite locations.

### **Drop and Add Dates/Withdrawals**

Please refer to the academic calendar on the deadlines to drop/withdraw from this course. Consult with your advisor and notify your instructor if you are going to drop/withdraw this course. If you are considering a withdrawal, review the following ASU policies: Withdrawal from Classes, Medical/Compassionate Withdrawal.

Please note that the ASU Academic Calendar only refers to withdrawal for the academic portion of your study abroad program. Please refer to the Study Abroad Withdrawal Policies for important dates regarding withdrawing from your Faculty Directed program.

### **Email Communications**

All email communication for this class will be done through your ASU email account. You should be in the habit of checking your ASU email regularly as you will not only receive important information about your class(es), but other important university updates and information. You are solely responsible for reading and responding if necessary to any information communicated via email. For help with your email go to:

[http://help.asu.edu/sims/selfhelp/SelfHelpHome.seam?dept\\_pk=822](http://help.asu.edu/sims/selfhelp/SelfHelpHome.seam?dept_pk=822) and file a help desk ticket by clicking on "My Help Center."

## **Campus Resources**

As an ASU student you have access to many resources on campus. This includes tutoring, academic success coaching, counseling services, financial aid, disability resources, career and internship help and many opportunities to get involved in student clubs and organizations.

- Tutoring: <http://studentsuccess.asu.edu/frontpage>
- Counseling Services: <http://students.asu.edu/counseling>
- Financial Aid: <http://students.asu.edu/financialaid>
- Disability Resource Center: <http://www.asu.edu/studentaffairs/ed/drc/>
- Major/Career Exploration: <http://uc.asu.edu/majorexploration/assessment>
- Career Services: <http://students.asu.edu/career>
- Student Organizations: <http://www.asu.edu/studentaffairs/mu/clubs/>

## **Harassment Prohibited:**

ASU policy prohibits harassment on the basis of race, sex, gender identity, age, religion, national origin, disability, sexual orientation, Vietnam era veteran status, and other protected veteran status. Violations of this policy may result in disciplinary action, including termination of employees or expulsion of students. Contact Student Life (UCB 221) if you feel another student is harassing you based on any of the factors above; contact EO/AA (480-965-5057) if you feel an ASU employee is harassing you based on any of the factors above.

## **Establishing a Safe Environment:**

Learning takes place best when a safe environment is established in the classroom. In accordance with SSM 104-02 of the Student Services Manual, students enrolled in this course have a responsibility to support an environment that nurtures individual and group differences and encourages engaged, honest discussions. The success of the course rests on your ability to create a safe environment where everyone feels comfortable to share and explore ideas. We must also be willing to take risks and ask critical questions. Doing so will effectively contribute to our own and others intellectual and personal growth and development. We welcome disagreements in the spirit of critical academic exchange, but please remember to be respectful of others' viewpoints, whether you agree with them or not.

## **Syllabus Disclaimer:**

The course syllabus is an educational contract between the instructor and students. Every effort will be made to avoid changing the course schedule but the possibility exists that unforeseen events will make syllabus changes necessary. The instructor reserves the right to make changes to the syllabus as deemed necessary. Students will be notified in a timely manner of any syllabus changes via email, or in the Announcements section on Blackboard.

## **Student Conduct Statement:**

Students are required to adhere to the behavior standards listed below:

- Arizona Board of Regents Policy Manual Chapter V– Campus and Student Affairs: Code of Conduct <http://www.azregents.edu/policymanual/default.aspx>
- ACD 125: Computer, Internet, and Electronic Communications



<http://www.asu.edu/aad/manuals/acd/acd125.htm> , and

- the ASU Student Academic Integrity Policy  
<http://www.asu.edu/studentaffairs/studentlife/srr/index.htm>

Students are entitled to receive instruction free from interference by other members of the class. If a student is disruptive, an instructor may ask the student to stop the disruptive behavior and warn the student that such disruptive behavior can result in withdrawal from the course. An instructor may withdraw a student from a course when the student's behavior disrupts the educational process under USI 201-10 (<http://www.asu.edu/aad/manuals/usi/usi201-10.html>).

Course discussion messages should remain focused on the assigned discussion topics. Students must maintain a cordial atmosphere and use tact in expressing differences of opinion.

Inappropriate discussion board messages may be deleted if an instructor feels it is necessary. Students will be notified privately that their posting was inappropriate. Student access to the course Send Email feature may be limited or removed if an instructor feels that students are sending inappropriate electronic messages to other students in the course.

#### **Religious Accommodations for Students:**

In accordance with ACD 304-04 students who need to be absent from class due to the observance of a religious holiday or participate in required religious functions must notify the faculty member in writing as far in advance of the holiday/obligation as possible. Students will need to identify the specific holiday or obligatory function to the faculty member. Students will not be penalized for missing class due to religious obligations/holiday observance. The student should contact the class instructor to make arrangements for making up tests/assignments within a reasonable time.

#### **Missed Classes Due to University-Sanctioned Activities**

In compliance with ACD 304-02 students who participate in university-sanctioned activities that require classes to be missed, should be given opportunities to make up examinations and other graded in-class work. However, absence from class or examinations due to university-sanctioned activities does not relieve students from responsibility for any part of the course work required during the period of the absence.

The provost of the university or designee shall determine, for the purposes of this policy, whether a particular event qualifies as a university-sanctioned activity.

In each college, a specific individual (e.g., dean's designee) should be responsible for facilitating adherence to this policy. In particular, students who participate in university-sanctioned activities should be given the opportunity to make up examinations or other graded in-class work due to classes missed because of that activity, unless it can be shown that such an accommodation would constitute an unreasonable burden on the instructor. Should disagreement arise over what constitutes such a burden, the instructor and the student should initially contact the [academic unit chair](#) or the dean's designee.

The specific activity program coordinator (e.g., assistant athletics director for academic services, director of forensics, director of bands) should, as early as possible, provide the college-designated individual with the class schedule of any student who may be required to miss class because of a university-sanctioned activity.

Students should inform their instructors early in the semester of required class absences. Instructors should attempt to provide opportunities for equivalent work, either before or after the class absence, in accordance with any [academic unit](#) or college requirements, which may apply.

Incomplete grades (I) should not be used unless deemed necessary by the respective faculty.