FNDS 703: Engaging Difference
2019 7A
January 1, 2019 to June 30, 2019

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Seminar Description

FNDS 703: Engaging Difference explores the various ways in which our understanding and construction of “self” and “Other” result in philosophical and concrete dimensions of difference with real social implications. A variety of texts give voice to the ways in which the “self” and “Other” manifest themselves within multiple theoretical perspectives and world views. Central to our discussion is the notion of representation and the multiple ways in which it informs our understanding and construction of the “Other” within the American and global context. Our goal is to engage in a critical inquiry into the discourse on difference and the dynamics of diversity as they play out across a range of issues including, xenophobia, race and racism, gender relations and sexuality, multiculturalism, colonialism and decolonization. Critical race theory, anti-racism, and intersectionality will be key components in the analytical lens of this course.

This course challenges students to engage in a deep exploration of their own cultural identities, values, and biases in a number of areas: childhood, family, race, social class, gender and sexual identity, and other forms of identity. A self-exploration will be an important aspect of the course.

Throughout the course, students will be asked to broaden and deepen their knowledge about and awareness of cultures and identities outside their own. The lectures and readings provide an introduction to a variety of cultures, with the understanding that the process of knowing any culture other than one’s own is a formidable undertaking far beyond the scope of any single course.

The third component to the course is an understanding of social identity formation on a macro level: the systems of privilege, marginalization, invisibility and oppression that become inextricably bound to an individual or group’s self-concept, as well as to the way the group is perceived by society. Concepts of intersectionality, social identity construction, and systemic oppression will be explored.

Integration of Program Theme(s)
The content of this seminar will be examined explicitly in relation to the program’s themes.

**Individualized Learning**

Assignments are structured to foster individualized learning and contribution to the discussions. To the extent possible, each assignment allows learners to engage with the theories and concepts explored in the seminar by applying the knowledge to issues or problems in their primary areas of interest and specialization.

**Learning Outcomes & Competencies**

**University Outcomes:**
This course addresses University Outcome II: Critical and Creative Thinking, which focuses on "using multiple modes of disciplinary and interdisciplinary inquiry to explore ideas and issues from multiple perspectives." Students will strive to:

- Analyze the various theoretical approaches to the concepts and discourse on difference and the dynamics of diversity.
- Comprehend the role of language in the explication of difference in existing social and cultural universalities.
- Evaluate how notions of “difference” often perceived as ‘natural" or fixed” are produced within relations of power embedded in history.
- Application of content through discussion threads and assignments.

**PhD Program Outcomes**

**Program Outcome Vi:** Demonstrate comprehensive knowledge of major debates, theories, methods, and approaches within the field(s).

**Related Competencies:**
1. Identifies and describes major debates, theories, methods, and/or approaches within the concentration.
2. Critically assesses central arguments, theories, methods, and/or approaches within the concentration.

**Program Outcome ViII:** Situate scholarly and creative work within the relevant literature, debates, and artistic expressions with the field(s).

**Related Competencies:**
1. Situates scholarly research and writing in the relevant theoretical and empirical literatures.

Program Outcome Viv: Offer creative interpretations of data, texts, artifacts, performances that bridge personal insights and scholarly debates.

PPS Concentration Competencies

**PPS Competency 1:** Identify one or more major debates, theories, methods, and/or approaches within the concentration.

**PPS Competency 2:** Critically assess one or more arguments, theories, methods, and/or approaches within the concentration.

**Residency**

January 5 - 12

**Important Dates**

Post-Residency: January 13 – 20, no written assignments (papers or discussion posts) due the week after Residency, but it is expected that students will remain actively engaged in course readings as required by the instructor.

Mid-Semester Break: No written assignments (papers or discussion posts) due March 11 - 17, but it is expected that students will remain actively engaged in course readings as required by the instructor.

Virtual Mid-Semester Residency (MSR):

- Workshops, Friday, March 22 @ 7 – 9 p.m. (eastern)
- Social Justice Presentation, Saturday, March 23 @ 11a.m. – 1 p.m. (eastern)
- Concentration meetings, Saturday, March 23 @ 1:15 - 2:15 p.m. (eastern)
- Workshops, Sunday, March 24 @ 3 – 5 p.m. (eastern)

**Evaluation**

Final grades will follow the grading policy described in the Student Handbook and be determined in a manner outlined by the individual instructor.

**Readings and Resources**

Required Texts:

(Additional Required Readings are noted for each Session.)

**Important Due Dates**

- January 27  Submit Cultural Group Selection – online
- February 1  Concept Conversation 4A
- February 5  Adobe session 4A
- February 26  Post Cultural Group Readings online
- February 28  Concept Conversation 4B
- March 4-11  Individual Conferences
- March 5   Adobe session 4B
- March 26  Concept Conversation 5A
- April 2   Adobe session 5A
- April 8   Cultural Paper Due
- April 23  Final Paper Outline Due
- April 24-30  Individual Conferences
- April 30  Concept Conversation 5B
- May 7  Adobe session 5B
- May 21  Concept Conversation 6
- May 28  Adobe session 6
- June 1  Final Deadline for students to submit all outstanding work

**Prior to Residency:**

Each student is asked to view the TedTalk listed below – **prior** to our first Residency Session.

*The Danger of the Single Story*


**Residency Session I:**  Course Overview & Requirements

Culture - Defining, describing, experiencing, reporting, understanding

In Class Video: View *Yassm Magied*

**In Class Video:** Excerpts from the Chinese Exclusion Act
**Residency Session II:** What are you thinking when you are speaking?
In Class Video: How I learned to stop worrying and love discussing race: Jay Smooth@TEDxHampshireCollege
http://tedxtalks.ted.com/video/TEDxHampshireCollege-Jay-Smooth

In Class Video: View Sara Jones

**Readings:**


**Residency Session III:** What do you hear when you listen?

**Reading:**


**Session 4A - Concepts:** Those that support, expand, challenge our perspective, experience and articulation of the “other.”

**Readings:**


**Session 4B**

Readings:


Trina Grillo – Anti-Essentialism and Intersectionality: Tools to dismantle the masters house. Berkeley, Journal of Gender, Law & Justice Vol. 10 Issue 1 Article 4 [https://scholarship.law.berkeley.edu/cgi/viewcontent.cgi?article=1093&amp=content=bglj&amp=&sei-redir=1&ampreferer=https%253A%252F%252Fscholar.google.com%252Fscholar%252Fscholar%253Fhl%253Den%2526lr%3Den%2526as_sdt%253D%2526an%253D%2526sa%253Dd%2526q%253DAnti%253DEssentialism%252BBand%252BInt](https://scholarship.law.berkeley.edu/cgi/viewcontent.cgi?article=1093&amp=content=bglj&amp=&sei-redir=1&ampreferer=https%253A%252F%252Fscholar.google.com%252Fscholar%252Fscholar%253Fhl%253Den%2526lr%3Den%2526as_sdt%253D%2526an%253D%2526sa%253Dd%2526q%253DAnti%253DEssentialism%252BBand%252BInt)

Supplemental for Sessions 4A & 4B

Readings:


https://books.google.com/books?id=zcpiQwtw4hMC&pg=PA196&lpg=PA196&dq=No+Maser+Territories+trinh+source=bl+ots=JuV5U3AbGU&sig=3ZJQ4DsNTEF6ss_RhAFuzFOQWoM&hl=en&sa=X&ved=0ahUKEwjw9p_E95zcAhWqdN8KHQKPAakQ6AEITDAL-


Session 5A – Perspectives: Discussion of the connections among a series of readings and your own experiences and thinking

Readings:

https://www.bc.edu/centers/ila/events/postcolonial-reading-group/_jcr_content/content/bcbootstrapstrap/tab/content2/download_2/file.res/Butler, Judith%3A Endangered/Endangering%3A Schematic Racism and White Paranoia .pdf


Session 5B
Continuation of 5A Discussion - Where are you now? What do you question and what does your path forward include?

Readings:

Anderson, Margaret & Patricia Hill Collins (Any Edition from 7th on). Race, class, & gender: An anthology. Cengage: New York. (Choose 1 Section)


Supplemental for 5A & 5B

Readings:


Session 6:


Supplemental Readings for Session 6:


Assignments
Assignment 1 - Engaging a Culture – due date: April. 8th 35%

Step 1-
• Select a cultural group to which you do not belong or self-identify – i.e. religious, gender, ethnic nationality, etc. Please do not select a group whose significant identifier is Caucasian.

• Submit selected group on line by January 27th

Step 2-
• Select and read 1 work of fiction written by and about the group selected.

• Become familiar with newspapers/magazines/radio or TV programs that are produced by said name

• Search for scholarly journals dedicated to the said group - read 2 articles.

• Post the citations for your sources on Campus Web by February 26th

Step 3-
Keep a journal along the way with specific entries at the conclusion of each step. Entries should include discussion of:

(a) personal awakening/growth
(b) consideration of difference
(c) consideration of sameness
(d) consideration of inclusion and exclusion
(e) distribution of power and wealth
(f) discussions reflected in the materials regarding ‘hot topics’
(these are likely found in the soft media)

These journal entries are for your eyes only and should be considered to contain your impressions as well as your thinking.
Step 4 - Culminating Paper: 7-10 pages

In this paper, your goal is to move from your original impressions to a thoughtful analysis of new knowledge as pertains to considerations of power, inclusion, exclusion, difference and sameness. Use the course readings, discussions and your own experience. You are asked to pose one or more questions particular to your major and to suggest one or more paths to responding to your posed question. Your paper should include a bibliography.

Extra Credit - load culturally specific musical selection or poem that reflects an important theme discussed in your paper.

Assignment 2 - Final Paper (15 pages) - due date June 1st 45%

A final/full paper on *Difference and Sameness on the Way to Social Change and Social Justice*.  

In this paper, you are expected to integrate the course readings, conversations and activities into a clear and cogent discussion of the topic. You should connect your thinking to the discussions within your major. You should take care to contextualize as well as analyze. Overdoing one and minimizing the other will not serve you well. Please carefully cite the ideas and thoughts on which you are developing your own point of view. You may find that you can develop this paper in a progressive fashion by writing portions/sections of the paper through the progression of the course. The final paper is meant to be evidence of how your thinking has grown throughout the course. The goal is to demonstrate your knowledge of the course material, and also to recognize how engagement in the class has led to new ways of thinking, and personal and intellectual growth. One approach is to focus specifically on the course materials. Another approach might be to apply the course the materials to your topics of interest. Be sure that you are grounded in a discussion of our course and not simply writing about your topic. For example, if you were studying indigenous cultures, you might consider how concepts such as white fragility and white normativity (among others) might be applied to your topic. This consideration could also include a discussion of the limitations of such concepts or suggestions for new ways of conceptualizing and discussing difference. Your paper is not meant to be an endorsement of the ideas presented in a course, but rather an opportunity to synthesize your learning and consider what you are taking away from the course.

*The outline for this paper is due April 29th.*

Assignment 3 - Adobe Connect Sessions

There will be five Adobe Connect Sessions for our course. Each student will be required to give a brief presentation on the readings during one Adobe Session. There will be a concept conversation phone discussion for the discussion leaders group approximately one week prior to the Adobe Session. Dates will be selected during the residency.
Final Deadline for all work
June 1 – Final deadline for students to submit all outstanding work
June 15 – Final deadline for faculty submission of online grades (grading opens June 1).

The Writing Center
Union Institute & University’s Writing Center offers self-help resources and free one-on-one tutoring sessions over the phone for all students. Tutoring sessions are available mornings, afternoons, evenings and weekends. Self-help resources are located at http://www.myunion.edu/writing-center. Appointments for tutoring by telephone can be scheduled through the writing center's CampusWeb group or by contacting the center (phone: 513-487-1156 or toll free: 1-800-861-6400 ext. 1156 or email: writing-center@myunion.edu).

Course Communication
Additional information will be provided throughout the semester. You will want to check your Union email account regularly and responsibly (at least once a day).

ADA Accommodations
Union Institute & University is committed to providing equal access to its academic programs and resources for individuals with disabilities. Information on ADA policies and services is located on UI&U’s public website: https://myunion.edu/current-students/student-services/disability-services/

Academic Integrity
Union Institute & University's Academic Integrity policy can be found on Campus Web at https://campusweb.myunion.edu/ICS/icsfs/Academic_Integrity_Policy.pdf?target=9ccd7549-1590-445f-876e-a959b1724c31
Grading Scale and Satisfactory Academic Progress (SAP)
(Grading, SAP and Financial Aid Policies can be found in the University Catalog http://myunion.edu/academics/catalog/)

Students in the Cohort PhD Program must make satisfactory academic progress every term. This means that students must earn at least a cumulative GPA of 3.0 or S. Students must also successfully complete at least 67% of cumulative credits attempted. For example, if a student has attempted 60 credit hours during enrollment, he/she must successfully complete 40 or more of those hours. Student completion rates are reviewed at the end of each term of attendance. Grades of U, W, I, V, NE and WIP adversely affect a student’s completion rate because they are calculated as attempted but not completed. This can cause a student’s completion rate to drop below 67%. This may result in the student not meeting the SAP requirement facing possible academic and financial aid probation and/or dismissal from the program. Grades of C or U adversely affect the student’s GPA and academic standing in the program. A special review will be initiated if a student receives a C, U or two or more incomplete (I) grades.

Grading Scale

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<tr>
<th>Grade</th>
<th>Criteria</th>
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<tbody>
<tr>
<td>A</td>
<td>Academic work reflects impressively thorough and accurate knowledge of assigned material, including the complexities and nuances of major and minor theories, concepts, and intellectual frameworks; exceptional evidence of capability to compare, assess, and synthesize material; especially strong capability to logically critique extant theories and claims and to develop persuasive arguments based on original thinking. <strong>4.0 Quality Points</strong></td>
</tr>
<tr>
<td>A-</td>
<td>Criteria for A work not fully met. <strong>3.70 Quality Points</strong></td>
</tr>
<tr>
<td>B+</td>
<td>Criteria for B work is more fully met. <strong>3.30 Quality Points</strong></td>
</tr>
<tr>
<td>B</td>
<td>Academic work reflects accurate grasp of major concepts, theories, and prevailing knowledge; abundant evidence of capability to offer informed analysis of extant knowledge and ideas; clear capability to synthesize and apply key information from prevailing knowledge; appropriate critiques of extant theories and knowledge; considerable demonstration of capability to develop and logically present own judgments. <strong>3.0 Quality Points</strong></td>
</tr>
<tr>
<td>B-</td>
<td>Criteria for B work is not fully met. <strong>2.70 Quality Points</strong></td>
</tr>
<tr>
<td>C+</td>
<td>Criteria for C work is more fully met. <strong>2.30 Quality Points</strong></td>
</tr>
<tr>
<td>C</td>
<td>Academic work reflects adequate familiarity with key ideas and knowledge, although interpretations of key theories and concepts are occasionally incomplete and flawed; written and verbal accounts of</td>
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information, theories, and concepts remain primarily at the level of description; critiques are present but not well developed with occasional interpretive errors.

**2.0 Quality Points**

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<th>Description</th>
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<tr>
<td>S</td>
<td>Academic work reflects satisfactory completion of all prescribed learning and is equivalent to B or better at the doctoral level on a standard letter grading scale. The S grade is used only for ACS 897, ECL/HMS/PPS 841, 850, 860, MLK 800, MLK 890 and RSCH 900 Dissertation. <strong>0.00 Quality Points and does not calculate into the GPA</strong></td>
</tr>
<tr>
<td>U</td>
<td>Academic work reflects insufficient capability to comprehend and accurately present ideas and information; superficial and unpersuasive critiques; little evidence of capability for original thinking. Unsatisfactory performance is defined as any performance less than C at the doctoral level. A U grade should be given only on the basis of less than satisfactory work and should not be given because a student has not been present in a seminar (in such a case a V grade should be given). <strong>0.0 Quality Points</strong></td>
</tr>
<tr>
<td>W</td>
<td>Withdrawal: Student initiated withdrawal from a seminar or the program. Withdrawal from the program discontinues connection to university passwords and accounts.</td>
</tr>
<tr>
<td>I</td>
<td>Incomplete: Student completes at least 60% of work in a seminar but less than 100% of the required work in a seminar.</td>
</tr>
<tr>
<td>NE</td>
<td>Never Engaged: An NE grade will be assigned during the first 21 days of each term for a student who neither attends nor engages in a registered seminar (including the residency sessions).</td>
</tr>
<tr>
<td>V</td>
<td>Vanished: A V grade will be assigned six weeks after the beginning of a term by the Dean’s Office, or during end-of-term grading by a faculty member for a student who attends/engages in a registered seminar (including the residency sessions) but subsequently ceases to attend/engage in the seminar and does not officially withdraw from the seminar.</td>
</tr>
<tr>
<td>WIP (No grade)</td>
<td><strong>No Grade:</strong> Faculty member has not submitted a grade for a student.</td>
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**Repeated Seminar**

Students are permitted to repeat any seminar once after receiving a U. The last grade earned is calculated in the GPA.

**Successful Completion**

A grade of A through C or S is considered successful seminar completion.

**Special Note Regarding Incompletes:**

Students must have approval from the seminar faculty member to receive an incomplete for the term. If this approval is not requested and approved, the student will receive a **W (withdrawal) or V (vanished)**, depending on the circumstances in regard to attendance in the seminar. In other words, incompletes are not automatic and students
should not assume that they can take incompletes at will. All incomplete work for a current term must be submitted by May 15 or November 15 of the following term. It is always best for students to stay in communication with faculty members and to try to get all the work done for the term by the deadline. Students and faculty members should explore all options together before deciding that the incomplete route is the one to take.