

DIVERSITY REGIMES

CRN ##### | CLASS DATES | CLASS TIME | CLASSROOM

Course Description



How do you know when you have successfully achieved “diversity and inclusion?” How should diversity and inclusion be measured? Are people diverse in themselves, or are groups diverse? Is inclusion the same as belonging? As businesses, organizations, and higher education increasingly commit to diversity and inclusion, it is important to understand what these terms mean and what they look like in practice.

This interdisciplinary course engages with these questions to examine societal trends, group behaviors, institutions, and individual identities. Social context is important for understanding social behavior; therefore, we will take a broad view on the concept of “diversity” to explore how race/ethnicity, gender, sexualities, ability/disability and class complicate our understanding of key institutions in social life (e.g., the criminal justice system, the economy, the family, etc.). Throughout the next thirteen weeks, this course will focus on community engagement and collaboration to examine local social problems discussed in our course. Bridging academics and community engagement, this course will bring interdisciplinary studies of diversity and inclusion in conversation with local community issues.

Instructor Information

Maggie Nanney
OFFICE
Office Hours:
mnanney@vt.edu

Course Goals

- Explain patterns, meanings and value of diversity/inclusion using interdisciplinary, cross-cultural perspectives
- Apply theories and concepts to improve understanding of personal and diverse identities, as well as the history and legacies of inclusion and exclusion
- Collect and analyze empirical data to illustrate, challenge, or complicate existing social science theories
- Discuss and define diverse perspectives on issues of social justice, community, power and privilege and apply to community engagement projects
- Develop and demonstrate skills for respectful interaction, empathy for others, civic responsibility and community engagement (in the classroom and through community-based interaction)

REQUIRED MATERIALS

For this class, you will need access the following books. If you like to have physical copies of the books, they are available through the bookstore, Amazon or other retailers (I recommend using independently-owned stores like Powells), or are available for download to read digitally. All other materials will be made available through our Moodle site.

- Johnson, Allan. 2018. *Privilege, Power and Difference*. 3rd ed. New York: McGraw Hill.
- Lewis, Amanda, & John B. Diamond. 2015. *Despite the Best Intentions: How Racial Inequality Thrives in Good Schools*. New York: Oxford.
- Thomas, James Michael. 2020. *Diversity Regimes: Why Talk is Not Enough to Fix Racial Inequality at Universities*. New Brunswick: Rutgers University.

*If there is a concern regarding the cost of course materials, please email me ASAP.

Class Format

This class is organized around a mixture of class formats and a community-engagement research project. See the matrix for more information regarding readings and assessments.

Reading

Students will be assigned a combination of book selections + articles each week to prepare in advance of our designated meeting time. Assigned reading is listed daily in the course matrix. It is your responsibility to do the reading for every class. Please speak with me if there are any problems preventing you from doing so.

Discussion and Participation

Because this course is largely discussion based, students are expected to be active participants in course discussions, contributing to the conversation and pushing our thinking with deep, analytical questions. There are a wide range of possibilities for getting involved, including:

- Active listening
- Answering questions posed by the instructor
- Summarizing readings or ideas when asked
- Responding to other students' questions
- Building on previous points made by others
- Raising thoughtful questions of your own
- Asking for clarifications
- Critiquing or commenting on the texts
- Comparing and contrasting readings and other course materials
- Sharing exemplary experiences
- Engaging in critical reflection on your own and others' assumptions

Please see the "Guidelines for Classroom Participation" online for more information on classroom discussions. See the rubric below for more information about how attendance and participation will be graded.

News Engagement

Once a week, students will analyze a recent (within the past year) news article regarding the social problem being discussed in class to discuss and speculate legal

and social solutions to the issue. These are short, 1-2 page responses and will occasionally be used in class discussions. These articles are due at the beginning of class.

Mid-Semester Paper

Half-way through the semester, students will be expected to prepare a 5-page paper that will consist of a research proposal. The proposal will include an in-depth literature review and discussion of research questions that will provide the background research and context for their final project.

Final Paper

As this class encourages students to think about local social problems, the final project will have students engaging with local community services, activism, or organizations. Through this experience, students will complete 20 hours of community engagement. As we will discuss throughout the semester, community-engagement project is different from community service or volunteering; the purpose of this final project is to also provide an avenue for students to go beyond course materials and critically engage with diversity studies within the community and is a collaborative process between the researcher and community partners that creates and disseminates knowledge with the goal of contributing to the discipline and strengthening the well-being of the community. Through this project, students, in collaboration with their community partners, will identify a social problem and a way to redress it through social science research and applied methods—this may include, but is not limited to, a community survey, focus groups, or grant applications.

These projects will then be presented in a gallery-format open to the community to allow students to find ways to communicate high theory to a broader audience. A list of approved organizations is available on our class site. Should time or transportation be of concern, please set up a time to meet with the professor to discuss within the first 2 weeks of class.

Class Policies

Attendance and Participation

In order to learn from one another, participation in class is expected. Participation may look differently each day, including active participation in class discussion, group activities, or paying attention to lectures and speakers. Activities and assignments will be turned in for class participation credit.

In order to participate, you need to show up to class. Attendance will be taken at the beginning of each class period. Class attendance is taken to keep track of who is present, and with better attendance (90% of classes attended) and if you are borderline on a grade, it will help boost your grade, but never will it hinder your grade. Remember, attendance alone is not enough. You should also ask questions, answer questions, and/or initiate discussion.

Life, however, sometimes happens and we must miss class. We are human after-all. You are adults and can make decisions for yourselves regarding if you come to class or not. Should you miss class, you need to make necessary arrangements with your peers to review what you missed. Participation and activity points will not be able to be made up should you miss class unless with a note from Health Services, a medical or mental health professional, other professor, or Class Dean.

Children and other dependents are welcome to the class if care plans fall through. Please email me should this be a concern or if you need to bring your children to class.

If you begin to miss class consistently or for a long period of time, I may check in with you to make sure everything is okay. I will also encourage you to speak with your Class Dean or other appropriate resource on campus as needed.

Late Work Policy

Late work will not be accepted unless prior arrangements are made. If you need an extension on work, please contact me to discuss appropriate arrangements.

Expected Work Load

You should expect approximately 40-50 pages of reading and assignments for each class.

Emails and Grades Policy

Learning is not just a matter of knowing material, but the ability to grow and show how you can apply the material in class. Therefore, I believe that grades should reflect how you have grown as a scholar throughout the semester, not just if you get an answer correct. While I do my best to provide you opportunities to succeed, it is also up to you do put in the work.

To maintain a sense of work-life balance, I will not be answering emails after 7pm during the weekdays or on the weekends after 5pm on Friday until Monday morning. I will respond to all emails, except over the weekends, within 24 hours.

I cannot discuss grades over email. Please wait 24 hours after receiving feedback/grades, and after such time if you still have a question, feel free to contact me to arrange a meeting.

Office Hours/Drop in Hours

Office hours are times in which I will be available, regardless if you have an arranged meeting with me, in my office. Feel free to drop in at that time to discuss class matters. These hours are subject to change, and I will make an announcement in class and over email in advance if this occurs.

Technology Policy

Technology, including laptops, tablets and e-readers, are permitted in the classroom for class purposes only, including looking at readings, videos, and taking notes. We will use these devices from time to time in our class activities, and I will let you know a class period prior so that you may be prepared to use them. If computers become a distraction for students including browsing/shopping online, doing work for another class, gaming, or texting, I will revise this policy and ask that they be put away.

I ask that cellphones are put away and on vibrate/silent during class as a sign of respect to both me and your peers and to show your active participation and

attention in class. If there is an emergency requiring a cell phone be made available, please talk to me *before* the class period begins.

Community Standards

Honor Code

The college's honor code states that all students should be "honest and committed to the principles of academic and intellectual integrity in their preparation and submission of course work and examinations" and that "all submitted work of any kind must be the original work of the student who must cite all the sources used in its preparation." All class assignments are subject to this code. The Honor Code is college policy, which expressly forbids the following academic violations:

1. Cheating: including the actual giving or receiving of any unauthorized aid or assistance, or any unfair advantage on any form of academic work.
2. Plagiarism: including the copying of the language, structure, ideas, or thoughts of another and passing off the same as one's own original work without proper citation.
3. Falsification: including statements of any untruth, forgery, tampering, or manipulating information on academic work.

Any and all times you utilize someone else's idea or words, either from text or online, a full citation must be used to acknowledge the author's work. For more information about citations, please feel free to discuss with me, and consult <http://owl.english.purdue.edu>

In this course, ASA, APA, and Chicago style citations will be accepted. Additional services on campus are available with learning how to properly cite material. For more information visit the campus writing center.

Violation of the Academic Honor Code will result in possible disciplinary action. All violations will be formally reported to the Chair of the Honor Board and the Dean of the College.

Additional Community Standards

Due to the personal nature of this course, class discussions and all other course interactions will be respectful and dignified. All participants will be accountable for their comments in this course. See the Student Handbook for definitions and policies on harassment and intolerable behavior.

Classroom etiquette also means engaging with ideas that are different from your own in a respectful manner, even when you may have serious disagreements. Constructive criticism is certainly encouraged. Personal attack, on the other hand, will not be tolerated. In the first week of class, we will do a series of activities that will help us, as a class, learn to constructively discuss sensitive topics and to work together and collaboratively build discussion guidelines.

Though the assignments do not require sharing of personal experiences, if there is a concern regarding sensitive experiences, please contact me and we will come up with alternative solutions.

Academic Support and Safety

Accessibility

Disabilities can be visible and invisible, and I am dedicated to ensuring that all students succeed in our course. Please contact me early in the semester to discuss options if the design of this course produces barriers to full and meaningful participation. I am happy to work with you and the Services for Office of Disabilities Services (ODS) to make this course accessible. Detailed information on documentation requirements, accommodations and services, and other related information can be found on the course website under "Resources". These accommodations and services are coordinated through the ODS staff in College Hall. For additional information, please contact the ODS office at *phone number* or *email*.

Content Warning

Reading and discussing these texts can be demanding in ways that are often unexpected, and your success in this class will require an open and even engagement

with explicit material, even if you do not agree with the text's arguments. A word of warning: some of the texts presented in this course are explicit and may be uncomfortable, but never should they feel unsafe. Please feel free to discuss with me, or contact any of the sources below, should a topic in the course create an unsafe environment for you mentally, emotionally, or culturally, academically, or socially.

Pronoun Usage and Names

Please contact me if you would like to discuss pronouns or names that you use. I use they/them pronouns and request that students respect the pronouns of their classmates. I also acknowledge that pronouns may change- please let me know if this is the case.

Confidential Information

All information shared with me or in class should be treated as completely confidential. Under university policy and federal law, the only time confidentiality will not be maintained is during times regarding sexual harassment or assault or in the instance (or threat of) violence or harm to oneself or another.

SUPPORT SERVICES

There are a number of services on campus that are available for your academic success. See the course website for links and contact information for the following resources:

Class Deans Office
Counseling Services
Office of Disability Services
Office of Diversity, Equity, and Inclusion
Religious and Spiritual Life
Student Success Center
Women's Center
Writing Center

**This syllabus and course schedule is subject to change should the instructor find it necessary for the success of the students.

COURSE MATRIX

Reading and assignments are listed on the date they are due unless otherwise noted.
For example, you are required to read Blee "Appendix 2" before coming to class on DATE.

Weekly Theme	Dates	Monday Readings, Assignments, and Activities	Wednesday Readings, Assignments and Activities
Unit 1: Theoretical Underpinnings			
Diversity, Inclusion and Social Justice		<p>Berrey, Ellen. 2015. "Diversity is for White People: The Big Lie Behind a Well-intentioned word." <i>Salon.com</i>.</p> <p>Stewart, D.L. 2017. "Language of Appeasement." <i>Inside Higher Ed</i>.</p> <p>In class activity: Class expectations and norms</p>	<p>Johnson, ch. 2</p> <p>Due in Class: News Engagement</p>
Research Methods and Ethics		<p>Goffman, Alice. 2014. "Epilogue: Leaving 6th Street." pp. 205-206 in <i>On the Run: Fugitive Life in an American City</i>. Chicago: The University of Chicago Press.</p> <p>Blee, Kathleen. 2003. "Appendix 2: Methodology" pp. 198-204 in <i>Inside Organized Racism: Women in the Hate Movement</i>. Berkeley: University of California Press.</p>	<p>Bell, Shannon. 2008. "Photovoice as a strategy for community organizing in the Central Appalachian Coalfields." <i>Journal of Appalachian Studies</i> 14(1/2): 34-48.</p> <p>Jourian, T.J. & Nicolazzo, Z. 2017. "Bringing our communities to the research table: The liberatory potential of collaborative methodological practices." <i>Educational Action Research</i> 25(4): 594-609.</p> <p>In class activity: IRB Application Due in Class: Final Project Site Selection Due in Class: News Engagement</p>
Individuals, Identity and Structures		<p>Johnson, Ch. 6</p> <p>Bonilla-Silva, Eduardo. 2014. "The Strange Enigma of Race in Contemporary America." Pp. 1-25 in <i>Racism without Racists: Color-blind Racism and the Persistence of Racial Inequality in America</i>. Lanham, MD: Rowman and Littlefield.</p>	<p>Crenshaw, Kimberlé. "Mapping the Margins: Intersectionality, Identity Politics, and Violence against Women of Color." <i>Stanford Law Review</i> 43(6):1241-1299.</p> <p>Due in Class: News Engagement</p>
Power, Privilege and Oppression		<p>Johnson, Ch. 4, 6-7</p>	<p>Spade, Dean. 2007. "Documenting Gender." <i>Hastings Law Journal</i> 59: 731-842. Durham: Duke University Press.</p> <p>Due in Class: News Engagement</p>
Critical Diversity Studies		<p>Thomas, James Michael. 2018. "Diversity Regimes and Racial Inequality: A case study of Diversity University." <i>Social Currents</i> 5(2):140-156.</p>	<p>Ahmed, Sarah. 2012. "Commitment as a Non-Performative." Pp. 113-140 in <i>On Being Included: Racism and Diversity in Institutional Life</i>. Durham: Duke University Press.</p> <p>Due in Class: News Engagement</p>
Unit 2: Applications			
Housing		<p>No Reading</p> <p>Due in class: Mid-Term Paper</p>	<p>Desmond, Matthew. 2012. "Eviction and the Reproduction Of Urban Poverty." <i>AJS</i> 118(1): 88-133.</p> <p>Due in Class: News Engagement</p>
Incarceration and Policing		<p>Alexander, Michelle. 20110. "The Color of Justice." Pp. 97-139 in <i>The New Jim Crow: Mass Incarceration in the Age of Colorblindness</i>. New York: The New Press.</p>	<p>Pager, Devah. 2003. "The Mark of a Criminal Record." <i>AJS</i> 108(5): 937-975.</p> <p>Due in Class: News Engagement</p>
Food (In)Security		<p>Jack, Anthony. 2019. "I, Too, Am Hungry." Pp. 132-180 in <i>The Privileged Poor: How Elite Colleges are Failing Disadvantaged Students</i>. Cambridge: Harvard University Press.</p>	<p>Whitley, Sarah. 2013. "Changing Times in Rural America: Food Assistance and Food Insecurity in Food Deserts." <i>Journal of Family Social Work</i> 1: 36-52.</p> <p>Johnston, Josee and Shyon Baumann. 2007.</p>

			<p>"Democracy versus Distinction: A Study of Omnivorousness in Gourmet Food Writing." <i>American Journal of Sociology</i> 113: 165- 204.</p> <p>Due in Class: News Engagement</p>
Health Care		<p>Stough-Hunter, Anjel and Joseph Donnermeyer. 2010. "When Health Involves Hunting and Peeing in the Front Yard: Obama's Health Reform and the Importance of Rural Masculinity." <i>Race, Gender & Class</i> 17(3/4): 223-240.</p> <p>Miller, Lisa R., and Eric Anthony Grollman. 2015. "The social costs of gender nonconformity for transgender adults: Implications for discrimination and health." <i>Sociological Forum</i> 30(3).</p>	<p>Woolhandler, Stephanie and David Himmelstein. 2011. "Healthcare Reform 2.0." <i>Social Research</i> 78(3):719-730.</p> <p>Due in Class: News Engagement</p>
Education		Lewis & Diamond, ch. 1-3	<p>Lewis & Diamond, ch. 4-6</p> <p>Due in Class: News Engagement</p>
Employment		<p>Johnson, ch. 3</p> <p>Hays, Sharon. 2003. "Cultures of Poverty." Pp. 179-214 in <i>Flat Broke with Children: Women in the Age of Welfare Reform</i>. New York: Oxford University Press.</p>	<p>Wingfield, Adia Harvey and Renée Skeete Alston. 2014. "Maintaining Hierarchies in Predominantly White Organizations: A Theory of Racial Tasks." <i>American Behavioral Scientist</i> 58(2):274-287.</p> <p>Due in Class: News Engagement</p>
Immigration		Parrenas, Rhacel Salazar. 2000. "Migrant Filipina Workers and the International Division of Reproductive Labor." <i>Gender & Society</i> 14(4): 560-580.	<p>Garcia, San Juanita. 2017. "Racializing 'Illegality': An Intersectional Approach to Understanding how Mexican-origin Women Navigate and Anti-Immigrant Climate." <i>Sociology of Race and Ethnicity</i> 3(4):474-490.</p> <p>Due in Class: News Engagement</p>
Social Policy, Social Solutions		Johnson, ch. 9	<p>No Reading</p> <p>Due in Class: News Engagement</p>
<p>Study Period DATES Finals Period DATES Gallery Display of Finals DATE Final Project Portfolios Due DATE</p>			

*Syllabus subject to change at instructor's discretion

Assessments of Learning	
<p>Participation and Activities</p> <p>Participation will be evaluated throughout the semester based on class discussions, in-class activities, and attention in class. You must be in class in order to receive participation points for that day. A participation evaluation will be provided half-way through the semester. No make-up participation will be available for those unexcused from class. In-class activities will be turned in for completion as well as for quality of work.</p>	20%
<p>News Engagement</p> <p>Once a week, students will analyze a recent news article regarding the social problem being discussed in class to discuss and speculate legal and social solutions to the issue. These are short, 1-2 page responses on a news article published with the past year. The news article must come from a reputable source, though the student may spend 1-paragraph contrasting how information is presented regarding the same issue across multiple publication sources. These papers will begin the second week of class and will be turned in at the beginning of the second class period each week (digital submission is preferred, but paper copies will also be accepted). You must provide a link or copy of the news article with your submission. You may opt out of 2 of these engagement papers without grade penalty.</p>	15%
<p>Mid-Semester Paper (Proposal)</p> <p>Half-way through the semester, students will prepare a 5-page research proposal. The proposal will include an in-depth literature review and discussion of research questions that will provide the background research and context for their final project. A proposal example is available on the class Moodle page.</p>	25%
<p>Community Engagement Project/ Final Paper</p> <p>As this class encourages students to think about local social problems, the final project will have students engaging with local community services, activism, or organizations. Through this experience, students will complete 20 hours of community engagement. As we will discuss throughout the semester, community-engagement project is different from community service or volunteering: the purpose of this final project is to also provide an avenue for students to go beyond course materials and critically engage with diversity studies within the community and is a collaborative process between the researcher and community partners that creates and disseminates knowledge with the goal of contributing to the discipline and strengthening the well-being of the community. Through this project, students, in collaboration with their community partners, will identify a social problem and a way to redress it through social science research and applied methods–this may include, but is not limited to, a community survey, focus groups, or grant applications. It is possible, depending on site selection, that group projects (no more than 3 per group) will be available. Final papers, which will discuss what the project consisted of and how this relates to class concepts, will range between 7-9 pages.</p> <p>These projects will then be presented in a gallery-format open to the community to allow students to find ways to communicate high theory to a broader audience. A list of approved organizations is available on our class site. Should time or transportation be of concern, please set up a time to meet with the professor to discuss within the first 2 weeks of class.</p> <p>Assessment of learning and grades for this project will consist of the following: site location selection, IRB submission activity, completion of hours, field project, evaluation by site supervisors, final paper, and self-evaluation.</p>	40%

Grade Distribution	
A	100-93%
A-	92-90%
B+	89-87%
B	86-83%
B-	82-80%
C+	79-77%
C	76-73%
C-	72-70%
D+	69-67%
D	66-63%
D-	62-60%
F	59-0%

Papers Rubric		
Ideas	<ul style="list-style-type: none"> -The concepts discussed in the instructions are defined and used correctly - The ideas used are interesting and demonstrate sophistication in thought 	___/25
Organization	<ul style="list-style-type: none"> -Central ideal/thesis/argument is clearly communicated and worth developing, yet limited enough to be manageable -Uses a logical structure appropriate to subject, purpose, audience, and thesis - Space is taken to pause and explain/reflect on one portion before introduction of new information with clear and organized transitions - Paragraphs are kept on topic 	___/25
Mechanics	<ul style="list-style-type: none"> -Spelling, punctuation, proper sentence structure are all executed - Formal writing style is utilized (no "loling," contractions, winks, abbreviating "you" with "u" etc...) -Sentences are varied, yet clearly structured and carefully focused, not long and rambling -Uses proper style citation both in-text and in references -Draws on appropriate sources and uses evidence appropriately and effectively to provide sufficient evidence to support thesis 	___/25
Overall	<ul style="list-style-type: none"> -All questions are answered thoroughly and thoughtfully - Page requirements are met (no huge chunks of space at the top with headings or at the bottom, tables or images in-text, large footnotes, or references counted in wordcount- full page must be typed to be considered a page [i.e. full 3rd page to be considered 3 pages]) 	___/25

Participation Rubric		
Active Listening	<ul style="list-style-type: none"> -Actively listens when others speak, as indicated by comments that incorporate and build on the ideas of others 	___/25
Critical Engagement	<ul style="list-style-type: none"> -Demonstrates a deep understanding of the topics through engagement and citation of the majority of texts -Exercises higher-order thinking skills including analysis, synthesis, evaluation, and critique -Supports ideas with relevant evidence from course materials 	___/25
Impact on Seminar	<ul style="list-style-type: none"> -Proactively contributes to discussions by raising thought-provoking questions -Comments frequently and helps moves the seminar conversation forward 	___/25
Quality and Quantity of Participation	<ul style="list-style-type: none"> -Actively participates at appropriate times -Attendance is regular and timely -Interactions with peers is respectful 	___/25