

-01: 830: 421:01 **ADVANCED TOPICS IN SOCIAL PSYCHOLOGY:
INTERSECTIONS OF SPORT AND SEXUALITY**

2008 COURSE TOPICAL OUTLINE AND READINGS

Meets 7th and 8th Period from 6:10 to 9:00 p.m. on THURSDAYS

ROOM 101 BISHOP HOUSE ON COLLEGE AVENUE (732) 932-2300

SENIOR DEAN OF STUDENTS MARK SCHUSTER seniordean@echo.rutgers.edu

THURSDAY, JANUARY 24

INTRODUCTIONS OF COURSE AND EACH OTHER: GOALS, EXPECTATIONS AND GRADES.

CONTEXT: THEORETICAL FRAMEWORK OF SOCIOLOGY, PSYCHOLOGY, CRITICAL THEORY AND CULTURAL STUDIES OF SPORT

WATCH *GENDER GAMES: OUTING SPORT AS A MALE PRESERVE:*

SCHUSTER'S VIDEO ON GENDER, SPORT AND SEXUALITY (1998).

READ FOR NEXT WEEK (WILL FOLLOW THIS PATTERN EACH WEEK):

REQUIRED: JAY COAKLEY (2007 A & B) CHAPTERS 1 AND 2

SUGGESTED: ERIC DUNNING (1994/1986)*= CLASSIC ARTICLE

JANUARY 31

DISCUSSION OF "GENDER GAMES" VIDEO ...***PUT YOUR "TWO CENTS" IN...AND ONLY TWO!***

WAYS OF KNOWING (EPISTEMOLOGY) DISCUSSION...SOCIAL PSYCHOLOGY CONTEXT *BANDURA*

INTERACTIVE TEAM TIME LINE OF *BENCH MARKS* OF SPORT, GENDER AND SEXUALITY

FROM NAKED OLYMPICS (ANCIENT GREECE) TO CURRENT NAKED TRUTH

**REQUIRED: WILLIAM WRIGHT (2005) *HARVARD'S SECRET COURT*, CHAPTERS 5 & 6. AND LORD (2007) 1936 OLYMPICS OR CROMPTON (1994) 'AN ARMY OF LOVERS:' THE SACRED BAND OF THEBES. OR PERROTTET (2004) *THE NAKED OLYMPICS*, CHAPTERS IV & XV OR LUCAS (2000)*
LOOK AT *BILLY BEAN* VIDEO SPEECH AT WWW.GLAF.ORG**

SUGGESTED: HUTCHISON (2005); DEFINITIONS: GREENFIELD (2005) AND LIPSYTE (1999).

PINK TRIANGLE READINGS: MACHTAN (2001); SEEL (1995); HAEBERLE (1989); AND PLANT (1986).

FEBRUARY 7

LECTURE: HORNET'S NEST...AND THE (DRAG) QUEENS WERE STINGING MAD: SOCIOHERSTORICAL OVERVIEW OF SPORT, GENDER, AND SEXUALITY FROM ANCIENT GREECE TO STONEWALL TO THE HORIZONTAL HOSTILITY OF THE GAY GAMES VS. THE OUTGAMES...

WATCH PARTS OF DOCUMENTARY *PARAGRAPH 175* PINK TRIANGLE & GAYS IN HOLOCAUST

ARE ALPHA MALES DEAD? FROM METROSEXUAL TO THE *UBER* COMPLEX: LGBTQ TO XENA... POP CULTURE AND MEDIA INTERPRETATIONS OF CHANGING, FLUID AND MULTIPLE DEFINITIONS OF SEXUAL EXPRESSION.

IF YOU WERE MEANT TO DROWN, YOU WON'T HANG:

***THE NATURE VS. NURTURE* CLASS EDUCATIONAL DEBATE ON SEXUALITY.**

REQUIRED: SUSAN BIRRELL (2000)* & COAKLEY (2005) CH 3: SPORT INSPIRATION OR OPIATE?

SUGGESTED: DOWLING (2000); FESTLE (1997A); FALLOWS (1996)* AND NELSON (1994 B)

FEBRUARY 14TH HAPPY VALENTINE'S DAY

FIRST ANALYSIS PAPER DUE (15 PTS.)

"THE STRONGER WOMEN GET, THE MORE MEN LOVE FOOTBALL"...AND THE MORE THEY *BOTH* HATE FEMINISM. FEMINIST, CULTURAL STUDIES, QUEER AND POSTMODERN THEORETICAL FRAMEWORKS FOR CRITIQUING SPORT.

REQUIRED: CHAPTERS 1 (SYKES) & 3 CHAPTER 3 (ENG) IN CAUDWELL'S SPORT, SEXUALITIES, AND QUEER/THEORY.

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COURSE TOPICAL OUTLINE AND READINGS

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FEBRUARY 21

FIRST ANALYSIS PAPER DUE (15 PTS.)

SITUATING HYBRIDITY: ARCHETTI'S (1999) MASCULINITIES IN FOOTBALL, POLO AND TANGO. BARBIE DOLLS, "GIRLIE MANS," AND ACTION FIGURES: THE BODY AS A CONTESTED SITE, BODY DYSMORPHIA, SYMBOLIC VIOLENCE, AND TECHNOLOGIES OF THE BODY.

REQUIRED: TRUJILLO (1995)* AND TURKEL (2000)

PERUSE THE BIOS OF OUT LGBTQ ATHLETES AT WWW.OUTSPORTS.COM/OUTATHLETES/

FEBRUARY 28

FIRST ANALYSIS PAPER DUE (15 PTS.)...LAST OPPORTUNITY

Distribution of PARTICIPATION SELF GRADE

SEAN SMITH, ATHLETE TESTIMONIAL: RUTGERS ALUM AND FORMER ASSISTANT SWIM COACH SITUATING HYBRIDS, HYBRIDITY, MESTIZA AND FLUID GENDER IDENTITIES IN MOTION & SPORT WATCH SELECT SEGMENTS OF *PUMPING IRON II: THE WOMEN* (1986) (THE MOVIE).

REQUIRED: LOWE (1998) OR PATTON (2001) OR WESELY (2001) OR OBEL (2002) OR HELSTEIN (2005)

LUGANIS(1995); LIPSYTE (1999); JAMIESON (2003); JIMERSON (2003); FRANK (2003); KOBLIN (2004); BLACKSHAW & CRABBE (2004); SIMMONS (2006) AND SESSUMS (2007);

MARCH 6

BEGINNING OF CLASS: PORTIONS OF THE DOCUMENTARY *STRAIGHT ACTING* (2005).

DISCUSSION OF FILM *PUMPING IRON II*

THE INDIVIDUAL VS. CULTURE IN SOCIAL PSYCHOLOGY DISCUSSION: UPDATING FREUDIAN, PSYCHOANALYTIC THEORIES OF THE PHALLUS, BODY IMAGE, AND SELF-EFFICACY.

SUBMIT YOUR PARTICIPATION SELF GRADE

REQUIRED: BRIEF OUTLINE OF PSYCHO-ANALYTIC THEORY AND FUSSELL (1992)* OR POPE ET AL (2000)* OR PRONGER (2003)* OR LAURENDEAU (2004)

PERUSE THE BIOS OF OUT LGBTQ ATHLETES AT WWW.OUTSPORTS.COM/OUTATHLETES/

CH 7 & 8: BURSTYN (1999); LYUBOMIRSKY ET AL (2001); BEAN (2003); EVANS (2003); BOYLE ET AL (2006); CHAPTERS 2 & 3: FINLEY & FINLEY (2006) AND TEWKSBURY (2007)

MARCH 13

VIDEO CLIP ESERATUALLO (FORMER NFL PLAYER)

BODY FASCISM: THE MALE AND FEMALE BODY AS PSYCHOSOCIAL ANXIETY.

BODY DISMORPHIA, "ROIDS", SELF-LOATHING, PLAYING WHILE HURT AND EATING DISORDERS

REQUIRED: READ CAUDWELL CHAPTERS 4, 5, 6, 8* AND 9

BREKHUS (2003); CHASHMORE & PARKER (2003); SUGGS (2005); DONAHUE ET AL (2006)

SPRING BREAK...THE "IDES" OF MARCH (THE 15TH)

NO CLASS! SPRING BREAK (MARCH 15 TO MARCH 23) HOPE YOU ARE GOING SOMEWHERE FUN!

MARCH 20 READ DURING SPRING BREAK

REQUIRED: LEFKOWITZ (1997) AND MESSNER (2002A)

BENEDICT (1997); WOOG (1998); CH 6: BURSTYN (1999); BRACKENRIDGE (2002); KRANE & BARBER (2003); CAUDWELL (2003); BEGANY & WILBURN (2004); WILKINSON (2004)

MARCH 27

WATCH THAI FILM BEAUTIFUL BOXER (2005) DOCUMENTARY ABOUT TRANSGENDER KICKBOXER M TO F

ABSTRACT/OUTLINE OF PRESENTATIONS DUE (2 PTS.)

MEN LOVING MEN/HATING WOMEN: MASCULINITY & VIOLENCE TO WOMEN & GAY MEN IN SPORT. *SEXUAL HARASSMENT, RAPE, "POWER OVER" AND PEER/GROUP INFLUENCES.*

"OUR GUYS": LEFKOWITZ'S MODEL OF ATHLETES AND SOCIAL STATUS

HORIZONTAL HOSTILITY: HISTORY OF GAY GAMES TO PRESENT, POLITICAL *OUTGAMES* ISSUES.

ALL TOPICS DECIDED FOR PRESENTATIONS

REQUIRED: DISCH AND KANE (1996/2000)* AND FOUCAULT (1977/1995)*

BURTON NELSON (1994); JOHNSTON (2001); BREKHUS (2003) AND CHASHMORE & PARKER (2003); ANDERSON (2006) AND NASCO & WEBB (2006)

APRIL 3

TAKE HOME EXAM DISTRIBUTED (25 PTS.)

FOUCAULT'S INTERPRETATION OF THE PANOPTICON AS IT APPLIES TO THE LOCKER ROOM AND SPORT SPACES: SEXUAL SURVEILLANCE, THE LOCKER ROOM AS CLOSET, PSYCHIC REPRESSION, AND DISSONANCE OF THE "GAZE."

PIERRE BOURDIEU'S SYMBOLIC VIOLENCE

SECOND ANALYSIS PAPER DUE (15 PTS.)

REQUIRED: CHASE (2006) AND JOHNS & JOHNS (2000) OR WILSON (2002) OR MARKULA (2003) OR PRINGLE & MARKULA (2005) OR BROWN (2006) OR BURRIS (2006)

BLOOM (2002);

APRIL 10

SECOND ANALYSIS PAPER DUE (15 PTS.)...LAST OPPORTUNITY

SOCIAL PSYCHOLOGY, CULTURE, SPORT AND THE TRANSGENDER MOVEMENT

WATCH FILM 100% WOMEN (2005) DOCUMENTARY ABOUT TRANSGENDER ATHLETE M TO F CANADIAN MOUNTAIN BIKER MICHELLE DUMARESQ

REQUIRED: BIRRELL & COLE'S DOUBLE FAULT (1990/1994) AND CHAPTER 7 CAUDWELL

ROTHBLATT (1995)

APRIL 17

KATE BORNSTEIN
CLASS BEGINS AT 7:00 PM

LECTURE AND PERFORMANCE REQUIRED
AT THE COLLEGE AVENUE RUTGERS STUDENT CENTER
MULTI PURPOSE ROOM

FYI: TRANSAMERICA THE MOVIE IS SHOWING FROM 5 PM TO 7 PM IN THE RED LION ON COLLEGE AVENUE AND FROM 10 PM TO MIDNIGHT IN CENTER HALL AT BUSCH CAMPUS CENTER: IT IS NOT REQUIRED BUT IF YOU HAVE NOT SEEN IT YOU MIGHT WANT TO...
CAN MEET KATE BORNSTEIN: MORE OPPORTUNITY FOR ONE-ON-ONE AND QUESTIONS
NOON PANE ROOM ALEXANDER LIBRARY

REQUIRED: GOOD & SHERROD (2001) AND COAKLEY IN EITZEN (2005) OR CH 2: BEAL & WILSON (2004) OR CHAPTER 7: WHEATON (2005); AND CHOICE OF ONE OF 20 RACE & SPORT READINGS...SUGGEST MARKOVITZ (2006)

APRIL 24

COURSE WRAP UP:

CAPITALISM, COMODIFICATION, CONSUMPTION AND CORPERAL BODIES: LIFESTYLE, ALTERNATIVE/EXTREME SPORTS AND BEHAVIORS
 CHANGING THE GAME: FUTURE DIRECTIONS OF THE *PSYCHOSOCIAL AND INTERSECTIONS OF GENDER, SEXUALITY, RACE AND SOCIAL JUSTICE* IN SPORT.
 ATHLETES *FINALLY* BECOME...JUST AHTLETES!
CLASS PRESENTATIONS (20 POINTS)

MAY 1

LAST CLASS CAN TURN IN TAKE HOME (ALSO HAVE UNTIL MAY 3RD...NO LATER!)
REMAINING CLASS PRESENTATIONS

FRIDAY MAY 9TH BY 5:00 P.M.

TURN IN TAKE HOME EXAM: Room 109, BISHOP HOUSE, 115 COLLEGE AVENUE BY 5 P.M.

LAST DAY TO TURN IN TAKE HOME EXAM (25 PTS.)

PROVIDE LARGE SELF-ADDRESSED, STAMPED ENVELOPE IF YOU WANT YOUR PAPER BACK AND GRADES...OTHERWISE, ONLY PRESENTATION SUMMARY WILL BE E-MAILED TO YOU !

☺☺☺ REMEMBER PARTICIPATION IS 25% OF YOUR OVERALL GRADE ☺☺☺

MONDAY, MAY 5TH
 TUES, MAY 6TH & WED, MAY 7TH

LAST DAY OF CLASSES
READING DAYS

THURSDAY, MAY 8TH

FINAL EXAMS BEGIN

I BE DONE, SO...

UNLESS EXTENUATING CIRCUMSTANCES (DEAN LETTER), TAKE HOME EXAMS WILL NOT BE ACCEPTED AFTER MAY 9TH!!

WEDNESDAY, MAY 14TH

FINAL EXAMS END

DAY, MAYTH

COMMENCEMENT

**01: 830: 421: 01 ADVANCED TOPICS IN SOCIAL PSYCHOLOGY
INTERSECTIONS OF SPORT AND SEXUALITY**

FACULTY: SENIOR DEAN OF STUDENTS **MARK SCHUSTER** OFFICE: (732) 932-2300
 E-MAIL: SENIORDEAN@ECHO.RUTGERS.EDU OFFICE HOURS: *CALL OFFICE FOR APPOINTMENT*
 CLASS MEETS THURSDAYS, 7TH AND 8TH PERIODS, 6:10 TO 9:00 P.M. **BISHOP HOUSE ROOM 101**
OFFICE: 115 COLLEGE AVENUE, BISHOP HOUSE, ROOM 109

COURSE REQUIREMENTS:

1. **ATTENDANCE:** GRADES DROP BY ONE-THIRD (1/3) (FROM A TO A-) FOR TWO UNEXCUSED ABSENCES, BY TWO-THIRDS (2/3, FROM A TO B+) FOR THREE ABSENCES, BY A FULL GRADE LEVEL FOR FOUR UNEXCUSED ABSENCES (FROM A TO B). **YOU WILL FAIL THE COURSE FOR MISSING MORE THAN FOUR UNEXCUSED ABSENCES/CLASSES.**

2. **ANALYSIS PAPERS:** TWO 4-6 PAGE *ANALYSIS* PAPERS ARE REQUIRED. **THESE PAPERS ARE NOT MERE REPORTS OR DESCRIPTION OF THE READINGS OR CLASS EVENTS.** THESE ASSIGNMENTS MUST BE A *SYNTHESIS, CRITIQUE, AND REFLECTION AND ASSESSMENT* OF CLASS DISCUSSIONS, SUPPORTED BY YOUR *ANALYSIS* ASSOCIATED WITH INTEGRATING THE READINGS, VIDEOS/FILMS AND CLASS DISCUSSIONS. **PAPERS MUST BE TYPED AND DOUBLE-SPACED. LATE PAPERS = ONE POINT PER DAY...INCLUDING WEEKENDS/VACATIONS.**

EACH SHORT PAPER WORTH 15 POINTS (30 TOTAL) AND DUE ON THE FOLLOWING DATES:
FEB. 14TH OR 21ST: FIRST ANALYSIS OF CLASS DISCUSSIONS, VIDEOS/FILMS AND READINGS.
APRIL 3RD OR APRIL 10TH: SECOND ANALYSIS OF CLASS DISCUSSIONS, VIDEOS/FILMS, DEBATE, AND *OUR GUYS* (LEFKOWITZ) BOOK READINGS. **"GAYPRIL" DUE MAY 1, LAST DAY OF CLASS:** OBSERVATION OF TWO (2) EVENTS AND ANALYSIS OF THE EXPERIENCE. **THIS IS AS AN ALTERNATIVE TO THE SECOND PAPER.**

3. **TAKE HOME EXAM:** ON APRIL 3RD, INSTRUCTIONS FOR A **TAKE-HOME EXAM** THAT COVERS THE REQUIRED BOOK, READINGS, VIDEOS AND FILMS WILL BE DISTRIBUTED. YOUR ANALYSIS **MUST** BE SUPPORTED BY AS MANY OF THE REQUIRED READINGS AS POSSIBLE. **TAKE HOME IS DUE ON MAY 1 OR MAY 9TH** AND WILL BE **TYPED, DOUBLE-SPACED, NO MORE LESS THAN 5 AND NO MORE THAN 10 PAGES** (WORTH 25 POINTS)

4. **PRESENTATIONS:** STUDENTS HAVE THE OPTION OF WORKING INDIVIDUALLY OR IN A GROUP TO FURTHER EXPLORE ANY APPROPRIATE TOPIC(S) COVERED, OR NOT COVERED...BUT IN GREATER DEPTH. RELEVANT, APPROVED NEW TOPICS ARE ALSO POSSIBLE. IN ORDER TO INSURE A DIVERSITY OF TOPICS, STUDENTS **MUST HAND IN AN ABSTRACT, AN OUTLINE OF THE PRESENTATION, AND EQUIPMENT NEEDED BY MARCH 27TH** [TWO POINTS (FOR EACH MISSING) WILL BE DEDUCTED FROM THE OVERALL PRESENTATION GRADE IF THE ABSTRACT, OUTLINE AND EQUIPMENT **ARE NOT SUBMITTED ON MARCH 27TH**]. STUDENTS ARE RESPONSIBLE FOR ANNOUNCING ANY POTENTIALLY *OFFENSIVE* MATERIAL *BEFORE* THEY PRESENT. EACH STUDENT/GROUP WILL BRIEFLY PRESENT TO THE CLASS DURING THE FINAL TWO WEEKS OF CLASS. **PRESENTATIONS ARE WORTH 20 POINTS.** THEY ARE LIMITED TO TEN MINUTES PER PERSON. *A HANDOUT FOR THE CLASS IS REQUIRED THE DAY OF THE PRESENTATION,* DEDUCTIONS WILL BE MADE IF ONE IS NOT PROVIDED AND COPIES ARE NOT MADE FOR CLASSMATES. **A ONE-PAGE LIST OF REFERENCES/SOURCES FOR THE PRESENTATION MUST BE DISTRIBUTED TO THE CLASS AT THE END OF YOUR PRESENTATION (INCLUDING ANY WEBSITES USED).** (WORTH 20 POINTS)

5. **CLASS PARTICIPATION:** THE OVERALL ENJOYMENT OF THIS CLASS WILL RELY ON THE RICHNESS AND QUALITY OF CLASS DISCUSSIONS. THEREFORE, *ATTENDANCE, PARTICIPATION, AND YOUR PERSONAL CONTRIBUTION TO PROVOCATIVE DISCUSSIONS MAY ALTER YOUR FINAL GRADE (BOTH POSITIVELY AND NEGATIVELY) BY AS MUCH AS A FULL GRADE LEVEL.* **JOURNAL WRITING/E-MAILING IS AN ALTERNATIVE.** (PARTICIPATION = 25 PTS)

6. **GRADING:** POINTS FROM PAPERS (2 X 14 PTS. EACH), THE TAKE HOME EXAM (25 PTS.), AND THE PRESENTATION (20 PTS.) = 75 POINTS. ATTENDANCE/PARTICIPATION (25 PTS.) WILL BE TAKEN IN ACCOUNT AFTER THESE TOTALS (SEE NUMBER FIVE ABOVE).

90 – 100	A	76 – 79	C +	59 & BELOW = <i>CLUELESS,</i> GETS F
86 – 89	B+	70 – 75	C	
80 – 85	B	60 – 69	D	

"A" REFLECTS EXCEPTIONAL, OUTSTANDING WORK. "B" IS GOOD, ABOVE AVERAGE WORK.

"C" IS SATISFACTORY, AVERAGE WORK AND "D" IS BELOW AVERAGE, POOR WORK.

"F" IS USUALLY GIVEN TO PERSONS THAT HAVE EXCESSIVE ABSENCES, STOPPED COMING TO CLASS, PLAGIARIZED, FAILED TO TURN IN ASSIGNMENTS, DID NOT PARTICIPATE IN CLASS DISCUSSIONS, AND/OR HAD ABSOLUTELY "NO CLUE" REGARDING ASSIGNMENTS OR CONTENT.

REQUIRED TEXT (AVAILABLE IN PAPERBACK EDITION AT NEW JERSEY BOOKS)

LEFKOWITZ, BERNARD (1997). OUR GUYS: THE GLENN RIDGE RAPE AND THE SECRET LIFE OF THE PERFECT SUBURB. NEW YORK: VINTAGE BOOKS.

SUGGESTED BOOK READINGS

BLOOM, AMY (2002). NORMAL: TRANSSEXUAL CEOs, CROSSDRESSING COPS, AND HERMAPHRODITES WITH ATTITUDE. NEW YORK: VINTAGE BOOKS.

CAUDWELL, JANE (ED.) (2006). SPORT, SEXUALITIES, AND QUEER/THEORY. LONDON AND NEW YORK: ROUTLEDGE, TAYLOR & FRANCIS GROUP.

COAKLEY, JAY. (NINTH EDITION). (2007). SPORT IN SOCIETY: ISSUES AND CONTROVERSIES. NEW YORK: MCGRAW HILL, HIGHER EDUCATION DIVISION.

GRIFFIN, PAT (1998). STRONG WOMEN, DEEP CLOSETS: LESBIANS AND HOMOPHOBIA IN SPORTS. CHAMPAIGN, ILLINOIS: HUMAN KINETICS.

HEYWOOD, LESLIE & DWORKIN, SHERI L. (2003). BUILT TO WIN: THE FEMALE ATHLETE AS CULTURAL ICON. MINNEAPOLIS, MINN: UNIVERSITY OF MINNESOTA PRESS.

MESSNER, MICHAEL (2002). TAKING THE FIELD: WOMEN, MEN AND SPORTS. MINNEAPOLIS, MINN: UNIVERSITY OF MINNESOTA PRESS.

MILLER, TOBY (2001). SPORTSEX. PHILADELPHIA: TEMPLE UNIVERSITY PRESS.

PRONGER, BRIAN (2002). BODY FASCISM: SALVATION IN THE TECHNOLOGY OF PHYSICAL FITNESS. TORONTO: UNIVERSITY OF TORONTO PRESS.

WOOG, DAN (2002). JOCKS 2: COMING OUT TO PLAY. LOS ANGELES, CA: ALYSON BOOKS.

WOOG, DAN (1998). JOCKS: TRUE STORIES OF AMERICA'S GAY MALE ATHLETES. LA, CA: ALYSON BOOKS.

EXPECTATIONS OF THE COURSE:

- BE ON TIME, PREPARED AND MENTALLY PRESENT (WHICH INCLUDES A SENSE OF HUMOR AND HAVING FUN!).
- OPEN MINDED AND RESPECTFUL OF OTHER PEOPLE'S FEELINGS AND VIEWPOINTS (WHICH INCLUDES ONE PERSON SPEAKING AT A TIME). THE ONLY DISCOURSE WORSE THAN *NO* POINT OF VIEW IS *ONE* POINT OF VIEW!
- CONFIDENTIALITY: CREATING AN *EMOTIONALLY SAFE* ENVIRONMENT IN THE CLASSROOM IS CRUCIAL. THIS INCLUDES NEVER ASKING FOR, FEELING PRESSURED TO SHARE, OR REFERRING TO A PERSON'S PRIVATE LIFE OR AFFECTIONAL PREFERENCES IN CLASS (UNLESS YOU HAVE OBTAINED PRIOR APPROVAL FROM THE INDIVIDUAL).
- HATE SPEECH AND WRITING OF ANY KIND ARE ABSOLUTELY NOT ALLOWED. EXPLORING THE TOPIC OF SEXUALITY IS A CRITICAL AND PROVOCATIVE PROCESS, BUT THIS IS NOT A LICENSE TO OFFEND ANY PERSON OR GROUP. ONE COURSE GOAL IS TO INCREASE THE OVERALL UNDERSTANDING, AWARENESS, ACCEPTANCE AND RESPECT FOR PERSONS OF DIFFERENT BACKGROUNDS AND LIFESTYLES IN ALL CLASSROOM SETTINGS...*ESPECIALLY THIS ONE!* THIS PROCESS IS A CONTINUUM WHERE MUTUAL RESPECT (VERY DIFFERENT FROM TOLERANCE) IS THE ULTIMATE OBJECTIVE. THIS FOCUS LEAVES NO ROOM FOR ANYONE TO FEEL *ENTITLED*. BASHING ANOTHER PERSON OR GROUP IN ORDER TO EMPOWER ANOTHER, SIMPLY BECAUSE ONE HAS BEEN HISTORICALLY HARASSED, ABUSED OR VICTIMIZED BY SOCIETY, OR OTHER GROUPS...IS NO EXCUSE FOR VERBAL PROVOCATION, UNACCEPTABLE BEHAVIOR OR HATE SPEECH.
- ANY INDIVIDUAL WITH VARIED ABILITIES: (SUCH AS PHYSICAL, LEARNING, PSYCHOLOGICAL AND LANGUAGE) SHOULD COMMUNICATE TO THE PROFESSOR PRIVATELY ANY SPECIAL NEEDS OR ACCOMMODATIONS TO ENHANCE LEARNING (MODIFICATION OF SEATING, TESTING OR CLASS REQUIREMENTS). *ALL CLASS MEMBERS WILL BE RESPONSIBLE FOR MAKING THE LEARNING FOR ANYONE WITH DIFFERENT ABILITIES AN EQUITABLE AND ENJOYABLE EXPERIENCE.*
- EVERYONE IS EXPECTED TO BE AN ACTIVE PARTICIPANTS IN CREATING LIVELY, DYNAMIC, USEFUL AND PROVOCATIVE CLASS DISCUSSIONS. IN THIS JOURNEY, ONE SET OF BELIEFS AND VALUES MAY CREATE DISCOMFORT FOR SOME. ANOTHER GOAL OF THIS COURSE IS TO DEVELOP INTERNAL IDEOLOGICAL CONSISTENCY AS A GUIDE FOR RESPECTFUL, APPROPRIATE AND ETHICAL BEHAVIOR, ANALYSIS AND PUBLIC DISCOURSE. EACH INDIVIDUAL IS RESPONSIBLE FOR POINTING OUT WHAT MIGHT BE OFFENSIVE OR OUTRAGEOUS (VERSUS PROVOCATIVE AND CRITICAL). *IT IS EXPECTED THAT THE CLASS AND PROFESSOR WILL HAVE AN OPPORTUNITY TO RESOLVE WHAT IS OBJECTIONABLE IN CLASS, BEFORE SEEKING OUTSIDE SOURCES* (SUCH AS PARENTS, DEANS, PRESIDENTS, BOARD OF DIRECTORS AND ESPECIALLY *THE TARGUM*). *A CRITICAL PART OF MUTUAL RESPECT AND THE ETHIC OF CARING IS ANTICIPATING AND DELIVERING YOUR THOUGHTS IN AN APPROPRIATE MANNER...SO YOUR AUDIENCE CAN "HEAR IT!"* KEEP IN MIND: *ONE PERSON'S EMOTIONAL NOISE IS ANOTHER PERSON'S MUSIC!* WORKING OUT CONFLICT, DISAGREEMENTS, AND VARIED POINTS OF VIEW CAN BE THE MOST USEFUL AND EDUCATIONAL PART OF TRULY EXPLORING THE **PSYCHOSOCIAL** RELATIONSHIP BETWEEN THE INDIVIDUAL AND CULTURE IN TODAY'S DIVERSE AND INCLUSIVE COMMUNITIES.
- PLAGIARISM: PLAGIARISM INCLUDES -BUT IS NOT LIMITED TO- OVER QUOTING, NOT CITING SOURCES PROPERLY, AND NOT UNDERSTANDING HOW TO PROPERLY PARAPHRASE. THIS TOPIC IS MY EXPERTISE AND PROFESSIONAL PASSION: *I KNOW PERSONALLY MANY OF THESE AUTHORS AND I CERTAINLY KNOW THE WRITING STYLES OF MOST OF THEM!* **PLEASE READ THE UNIVERSITY'S POLICIES ON PLAGIARISM. I SUPERVISE THE DIRECTOR OF STUDENT JUDICIAL AFFAIRS FOR THE UNIVERSITY HINT! SO...DON'T EVEN THINK ABOUT IT!!!**