

**Honors 270**  
**Race, Gender, and the College Campus**  
**Spring 2017**

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**Introduction and Course Description**

Examining the role that colleges and universities played in American slavery, everyday racism on campus, rape culture, race-theme parties, and the struggles over equity and diversity, this class looks at the ways that race and racism, sexism and misogyny, shapes higher education. At the same time, this class will look at the ways that race intersects with nationality, immigration status, and sexuality in terms of both structural arrangements and daily interactions. While taking a historic view of these issues, looking at how slavery and segregation shapes the history of higher education, examining how the civil rights and the feminist movements changed the face of colleges and universities, the class will pay specific attention to more recent events. We will reflect on the ways that the language of diversity and multiculturalism, the increased power of corporate donors, and the election of Donald Trump, alongside of social media and the resurgence of student movements, are all impacting the culture of higher education throughout the nation.

Within this broader framework, we will look at the issues of sexual violence on college campuses, party culture, micro aggressions, hate crimes, institutional racism, segregation, graduation and retention rates, the undiverse faculty ranks, and overall campus climate through an intersectional framework. By the end of the semester, students will have a firm understanding of the ways that race and gender shape the experiences of students, faculty, staff, and community.

**Key Realities**

It is important that everyone arrives in class with an open-mind, a critical gaze (a willingness to go beyond common assumptions) and most importantly a willingness and desire to read, attend class, and learn. Without preparedness and reading skills (as well as a desire to engage in those elements of learning) this class will be a struggle. For those students who want to improve these skills, this class will facilitate that process. For those who want a class that does not require thinking, that does not mandate completion of the reading, that sees attendance as superfluous, and is in all ways easy on the mind, this may not be the class for you.

*Course Blog:* The course blog is a one-stop spot where you can find essential information about the class, participate in continued class discussions, enhance your participation grade through engaging in these discussions or responding to posted articles, and engage in topics and questions related to course materials. Blog address: <http://wordpress.Honors270WSU.com>

*Twitter:* We are going to use [Twitter](#) as an “in the world” tool and also as one to help you all generate ideas and questions that will help me tailor class lecture better. This, like the blog, is a “third space” which facilitates independent discussion and also serves as a bridge between the popular and the scholarly—which is what this class is all about. Twitter is for your quick, but [thick](#) thoughts/linkages on what we do in class and what is happening in the wider world related to our class topics. For instance, you may be watching *Queen Sugar*, a documentary on Netflix, or the news; you may be walking on campus and realize something, and want to link a real-world discussion/instance of race and want to comment in real-time about this moment. Our hashtag will be #WSUHonors270. Our handle is @WSUHonors270. Please use hashtag or tweet @WSUHonors270 whenever you’re tweeting something relevant to class. This will help to create a searchable archive or RSS feed. Tweet blog links, videos, stories, thoughts, or questions. Participation in twitter can enhance participation.<sup>1</sup>

*Information Literacy:* A principle point of focus for this class is information literacy. So often, the production of accessible online writings and multimedia presentations are done without research, background information, and an effort to situate. As such, this class will spend at least one day in the library research both the issues of campus climate/parties/hate crimes across the country as well as researching the history of WSU. Beyond working on skill development and accessing the information in the library, the course will hone information literacy skills as to production and consumption of new media technologies.

*Blackboard:* Please note that I only use Blackboard to update exam score, participation scores, journal scores, and attendance. Attendance and participation will be updated monthly. It is not used as the course grade book and other course materials will NOT be posted there. **All important course information, with the exception of grades/scores, will be found on the course blog.**

*Email:* It is your responsibility to check email and check often. I will communicate weekly via email as well as through course twitter feed. Announcement, reminders, and highlights from lecture will be sent via email. It is imperative that you not only check email and READ THEM, but also have a working email address listed on my.wsu Make sure your most up-to-date email is listed there and that you are using WSU address.

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<sup>1</sup> Taken from syllabus of Dr. Shanté Paradigm Smalls  
<http://hiphopgendersexuality2012.tumblr.com/syllabus>

## Required Readings

- *Ebony and Ivy: Race, Slavery, and the Troubled History of America's Universities* by Craig Steven Wilder (September 2, 2014, Bloomsbury Press): ISBN-13: 9781608194025
- *Two-Faced Racism: Whites in the Backstage and Frontstage* by Leslie Picca and Joe Feagin (April 25, 2007, Routledge): ISBN-13: 978-0415954761
- *Blackballed: The Black and White Politics of Race on America's Campuses* Hardcover – by Lawrence Ross, (February 2, 2016, St. Martin's Press): ISBN-13: 978-1250079114
- *Unsportsmanlike Conduct: College Football and the Politics of Rape* by Jessica Luther (September 6, 2016, Edge of Sports): ISBN-13: 9781617754913
- *Welcome to Braggsville: A Novel* by T. Geronimo Johnson (February 17, 2015, William Morrow): ISBN-13: 978-0062302120

## Course Requirements

### Attendance

You are expected to attend class every day, arrive on time, and participate in an informed and consistent manner. Attendance will usually be taken at the beginning of class.

Lecture or discussion notes will not be available online so it is imperative that you attend class. If you are absent from class, it is your responsibility to check on announcements made while you were away.

Every student is allotted four absences – with the exception of university-sanctioned events and or a negotiated attendance agreement facilitated by the access center. BE CLEAR: ALL ABSENCES COUNT. Studying for exam or not be able to attend class because you are sick are still absences; a sibling's wedding, a dentist appointment, a family vacation, or your desire to watch the Cougar Women's basketball team during March Madness, which results in you missing class is still an absence. If you should be sick for several days, or should an unforeseen life situation arise, PLEASE TALK TO ME so we can figure out a proper remedy.

Attendance will be taken throughout the semester; if you are absent 5 times, you will lose 4% from overall grade, if you are absent 6 times, it will result in 10% reduction from overall grade; 7 times, you will lose 15% from your overall grade; if absent more

than 8 times, you will receive an “F” for the course. It is your responsibility to keep track of your absences. Please communicate issues as they arise.

### **Participation (25%)**

In order for this class to be productive you will need to come to class each and every day prepared to discuss the material. This requires more than simply doing the reading (WHICH IS ESSENTIAL), but arriving at class with a readiness to discuss the issues for that day. It is my hope that each and every day we will have engaging and productive conversations. As a seminar course, it is my expectation this class will be interactive.

Beyond attendance, your participation score will also be derived from in-class participation, participating in online discussions, which consists of commenting on the course blog - on "Participation posts" and other efforts to enhance the class. Please note, participation extends attendance and talking in-class and within online space but rather all the things you can do to enhance the course.

Recognizing that silence is not always a result of a lack of interest or preparation, I envision participation along many lines. Participating in class not only consists of talking, but also includes **listening** (please do not talk while others are speaking), interacting with your peers, and contributing to our classroom energy (body language, being engaged – no newspapers, no playing “rock, paper scissors,” or cell phones). Your participation score will consist of clicker points, attendance, and in-class/online participation.

There are four additional ways to enhance your participation grade and contribution to class:

- You can e-mail me comments or questions prior to class,
- You can hand me a note at the beginning of class that asks specific questions (or relays comments) about readings, a previous lecture or film – I will do my best to incorporate into that day’s class
- Coming to office hours
- You can also enhance participation grade by reading the daily newspapers in print or online and bringing the class’s attention to relevant articles/developments

As noted above, participation score will be derived from participation in class, attendance, and additional effort to enhance the course.

### **Participation Portion of grades based on following:**

23-25 Points:                      Attends class (less than 2 absences); active participant in class, online, and in every regard; enhances and invigorates the class; attends office hours; sends emails with comments and questions

19-22 Points:	Attends class regularly (less than 2 absences); participates in class, online other possible ways with some frequency
15-18 Points:	3-5 absences; contributes during class and online with rarity
11-14 Points:	3-5 absences; doesn't participate in class
7-10 Points:	Rarely contributes; more than 5 absences; shows limited effort and interest in class
3-6 Points:	Does not contribute; often absent; brings little energy and generally demonstrates little interest or effort within class
0-3 Points:	Rarely in class and when in class detracts from overall success of class because of disinterest, use of cell phone in class, sleeping during class, disengagement, negative attitude rudeness, non or disruptive/destructive participation, etc.

### **Journal (6% x 5 = 30%)**

During this course, you will be asked to keep a journal that provides you space to reflect on what you are learning, how this information connects to contemporary issues, how this information challenges you, and how it makes you feel. In other words, this is space to react to and reflect on course materials. This can also include questions resulting from course material.

While you can focus on course discussions, films, and lectures, the primary focus of your journal should be **ENGAGING course readings (without direct and specific engagement, which reveals understanding of readings, the best score will be 4/6)**. In other words, in order to receive full credit, you will need to specifically engage specifics from the reading. That might be putting two authors in conversation or simply reflecting on something you have read. I would encourage you to write an entry for each class (each submission should have no less than 4 entries); each should be a paragraph (250-350 words). Each submission will be worth 6%. Journal due dates listed below.

### **Abstract +Bibliography + Final Project + 3-4 page paper (45%)**

This assignment represents the backbone of the class and is imagined as a semester long endeavor. While I will provide more details in the coming weeks, the emphasis of this project resides with your ability to apply the histories, theories, thematic focus, readings and course materials concerning the racism, sexism, and bigotry within university culture toward the creation of your own research.

Specifically, we are looking for you to produce your own research that builds upon course themes and issues as they relate or manifest on the WSU campus. While your

project is an individual project, you will be put into groups of 4-5 students, with each member of the group focusing on that particular theme. The five thematic groups are as follows: 1) Racism, Sexism, and the History of WSU; 2) Hate crimes on campus; 3) Race, Gender and Party Culture; 4) Sexual Violence, Rape Culture and WSU; and 5) Micro Aggressions.

Again, the goal here is to first produce primary research, whether through examining archives, institutional documents, doing observations, or through conducting interviews (you can see an example here for what interviews might look like: <http://www.racialmicroaggressions.illinois.edu/files/2015/03/RMA-Classroom-Report.pdf>)

The second element of the assignment is the presentation of your. I encourage you to think creative and think about how you might present your research in a way that reaches the most people.

- Power Point/Prezi
- Web site
- Documentary (with including interviews; with news footage; as Prezi/PowerPoint converted into I-Movie)
- Art (own piece)
- Research paper (Strongly discouraged)

The third element of the assignment will be producing an annotated bibliography of at least 10 scholarly sources (books; research studies; book chapters; journal articles: use course readings and its citations as a guide) and 5 public writings/news articles.

I will compile your projects and your research bibliography onto a website, producing an archive that is beneficial to the campus community and those outside of WSU invested in understanding these issues

The fourth aspect of the assignment is a 3-4 page paper that reflects on process, what you learned, and what is being argued/documented with your work.

#### Timeline

January 31: Submit top 3 choices for thematic groups (2 Point)

February 9: Title and Abstract Due (5 points): Include title of project, brief description of project focus (75 words) and planned method of presentation.

March 7: Annotated bibliography due (10 points)

May 4: Final Project Due (28 points)

## Assignment Schedule

<b>Due Date**</b>	<b>Assignment</b>	<b>Grade Value</b>
<b>January 31, 2017</b>	<b>Journal #1</b>	<b>6 points</b>
<b>February 21, 2017</b>	<b>Journal #2</b>	<b>6 points</b>
<b>March 9, 2017</b>	<b>Journal #3</b>	<b>6 points</b>
<b>April 6, 2017</b>	<b>Journal #4</b>	<b>6 points</b>
<b>April 27, 2017</b>	<b>Journal #5</b>	<b>6 points</b>
<b>January 31</b>	<b>Thematic Choices</b>	<b>2 Points</b>
<b>February 9, 2017</b>	<b>Title and Abstract</b>	<b>5 points</b>
<b>March 7, 2017</b>	<b>Annotated bibliography</b>	<b>10 points</b>
<b>May 4, 2017</b>	<b>Project</b>	<b>28 points</b>
<b>Everyday</b>	<b>Participation</b>	<b>25 points</b>

### Grading Scale

100-93: A

92-90: A-

89-87: B+

86-83: B

82-80: B-

79-77: C+

76-73: C

72-70: C-

69-67: D+

60-69: D

59 and Below: F

## Reading Schedule

- 1/10 Introduction
- 1/12 Wilder, Prologue & #1
- 1/17 Wilder, #2 & 3
- 1/19 Wilder, #4
- 1/24 Wilder, #5 & 6
- 1/26 Wilder, #7
- 1/31 Wilder, #8 and Epilogue
- 2/2 Picca and Feagin #1
- 2/7 Picca and Feagin #2
- 2/9 Picca and Feagin #3
- 2/14 Picca and Feagin #4
- 2/16 Picca and Feagin #5
- 2/21 Picca and Feagin #6 & 7
- 2/23 Luther, Introduction & #1  
*Film: The Hunting Ground*
- 2/28 Luther, #2 & 3
- 3/2 Luther, #4 & 5
- 3/7 Luther, Play #1-6
- 3/9 Luther, Play #7-#13 & Conclusion
- Spring Break – No class, 3/13 - 3/17
- 3/21 Ross, Introduction & Chapter #1
- 3/23 Ross, Chapters #2  
*Film: Higher Learning*
- 3/28 Ross, Chapter #3



- 3/30 Ross, Chapters #4
- 4/4 Ross, Chapters #5 & #6  
*Film: Dear White People*
- 4/6 Ross, Chapter #7
- 4/11 Geronimo Johnson, 1-55
- 4/13 Geronimo Johnson, 56-110
- 4/18 Geronimo Johnson, 111-170
- 4/20 Geronimo Johnson, 171-215
- 4/25 Geronimo Johnson, 216-270
- 4/27 Geronimo Johnson, 271-330+

This syllabus and schedule are subject to change in the event of extenuating circumstances and shifts in class needs. If you are absent from class, it is your responsibility to check on announcements made in your absence.

### **Course Policies**

1. To be successful in this class you must read prior to arrival to class; you need to be prepared each and every day
2. The following are unwelcome and unacceptable within this class:
  - a. Doing work for other classes, reading newspapers, sleeping, and using phone during class will result in an absence for that day.
  - b. Sleeping, daydreaming or otherwise tuning out during class
  - c. Habitual tardiness. If you are late, please **SIT IN THE FIRST ROW AND SPEAK WITH ME AT THE CONCLUSION OF CLASS.** If you arrive after 15 minutes, this will count out 1/2 of an absence
  - d. Packing up your notebook and other materials prior to the end of class
  - e. Reading the newspaper, another book, or otherwise focusing on something other than class
  - f. Chatting to classmates

- g. Getting up during class because you feel thirty or hungry.
  - h. Leaving class early
2. Turn cell phones off upon arrival to class – Absolutely no texting or phone calls DURING CLASS. Please note that if I see your cell phone/other handheld device (not if it rings) whether because you've decided to text message, check scores, show a friend a picture or listen to messages, you will be marked absence for the day
  3. Computer usage within class is strictly forbidden except in specific circumstances (disability accommodation) and with permission from instructor. In other words, no laptop/iPad/tablet to take notes in class. Please take notes by hand. Those with disabilities for whom hand note taking is difficult or impossible, please alert me in writing at the beginning of the course and feel free to use electronic aids.

### **Netiquette<sup>2</sup>**

I expect you to observe the following proprieties in your email messages, as you would with any professional colleague:

- Emails must have a specific salutation: “Dear Dr. Leonard/,” “Dear Professor Leonard/,” or “Good Morning/Afternoon/Evening Professor Leonard/” are all appropriate.” “Hi,” “Hey,” “Mr. Leonard” or no salutation is an incorrect and inappropriate way to begin an email to me.
- Emails must be sent from your WSU account, unless an emergency requires you to use an alternate account. If you send from an alternate account, please follow up with me if you do not hear from me within 24 hours.
- Emails must close with a signature (“Sincerely,” “Thank you,” etc.)
- Emails should be grammatically correct, clear, and *concise*.
- Emails should not be sent to request info you can get elsewhere with minimal effort (i.e., my office hours, office location, phone number, due dates, location of the library, etc. All these are listed either on tumblr or the syllabus. I may or may not respond to such emails.)
- Assume that your response will come within 24 hours; if it hasn't come by then, do feel free to remind me of your message.
- If you have a complaint or concern about something, you should always come to see me about it in person. Email is not an appropriate forum for anything important enough to be dealt with in an extended conversation, or for a discussion in which email, because it can't convey tone, might allow for misinterpretation.
- Please don't email me to ask if I will be in office hours. Unless I have specifically stated in class that I won't be there, I will always be available during office hours on a drop-in basis or by appointment.

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<sup>2</sup> Taken from syllabus of Dr. Shanté Paradigm Smalls (earlier portions taken as well), <http://hiphopgendersexuality2012.tumblr.com/syllabus>

## **Cheating**

**DON'T DO IT!** What constitutes cheating: Turning in any work that is not yours and yours completely, which includes using a “cheat sheet,” USING SOMEONE ELSE’S CLICKER, SIGNING SOMEONE ON ATTENDANCE SHEET, copying the answers from a peer, copying and pasting from a website, copying a friend's work, etc. If someone else said it, wrote it, thought it, etc. give them credit – **DON'T STEAL THE INTELLECTUAL WORK OF OTHERS.** For more information, please see the Standards for Student Conduct WAC 504-26-010 (3). Your failure to follow these basic instructions, to respect the classroom, to take the easy route, to be in the business of pretending to learn, think, analyze, and otherwise be a student, is not acceptable in any regard. In the case, of academic integrity violations as it relates to participation and attendance, any violation will result in the REDUCTION OF “1 WHOLE LETTER GRADE” from your overall grade. What this means is that if you cheat on an exam or with an online, you will receive a “0” for that assignment and you will be reported to the Office of the Dean of Students. Any decision to violate the sanctity and purpose of the classroom leaves me with little choice in this regard. If you are unfamiliar with WSU policy regarding cheating and confused as to what constitutes cheating (plagiarism), please consult the Standards for Student Conduct found here: <http://conduct.wsu.edu>

This syllabus and all course-related materials, presentations, lectures, etc. are my intellectual property and may be protected by copyright. Selling class notes through commercial note taking services, without my written advance permission, could be viewed as copyright infringement and/or an academic integrity violation, WAC 504-26-010 (3)(a,b,c,i). Putting course-related materials, presentations, lectures, study guide, photos of Prezi, copies of prezis/PowerPoint, etc. online could be viewed as copyright infringement and/or an academic integrity violation and is **STRICTLY FORBIDDEN**. Further, the use of University electronic resources (e.g., Blackboard or email) for commercial purposes, including advertising to other students to buy notes, is a violation of WSU’s computer abuses and theft policy (WAC 504-26-218), a violation of WSU’s Electronic Communication policy (EP 4), and also violates the terms of use for the Angel software program.

Audio or video recordings of course lectures, films, or discussions require permission in advance from course instructor.

## **Students with Disabilities**

Students with Disabilities: Reasonable accommodations are available for students with a documented disability. If you have a disability and need accommodations to fully participate in this class, please either visit or call the [Access Center](#). (Washington Building 217; 509-335-3417) to schedule an appointment with an Access Advisor. All accommodations **MUST** be approved through the Access Center. For more information contact a Disability Specialist on your home campus: 509-335-3417 <http://accesscenter.wsu.edu>, [Access.Center@wsu.edu](mailto:Access.Center@wsu.edu)

## **Emergency Notification System:<sup>3</sup>**

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<sup>3</sup> From T & L 589 syllabus of Dr. Paula Groves Price

Washington State University is committed to enhancing the safety of the students, faculty, staff, and visitors. It is highly recommended that you review the Campus Safety Plan (<http://safetyplan.wsu.edu/>) and visit the Office of Emergency Management web site (<http://oem.wsu.edu/>) for a comprehensive listing of university policies, procedures, statistics, and information related to campus safety, emergency management, and the health and welfare of the campus community.”

### **Classroom Safety**

Classroom and campus safety are of paramount importance at Washington State University, and are the shared responsibility of the entire campus population. WSU urges students to follow the “**Alert, Assess, Act**” protocol for all types of emergencies and the “Run, Hide, Fight” response for an active shooter incident. Remain **ALERT** (through direct observation or emergency notification), **ASSESS** your specific situation, and **ACT** in the most appropriate way to assure your own safety (and the safety of others if you are able).

### **Course Expectations, Pedagogy, and Learning/Dialogue Approaches**

It is my hope that this class is a lively educational space defined by interaction, discussions, and critical thinking. That being said, this class is one of lecture and one where critical discussions, engagement, and activities will emanate from the lectures. It is important to take notes and engage in these conversations. It is important to produce a classroom that is open, respectful, and trusting. Following the above rules will contribute to a productive educational environment; of equal importance will be the respect shown for the class, its members, and the ideas discussed therein. As such, it is crucial that we adhere to certain guidelines.

1. READ and be PREPARED
2. Be respectful of others, in terms of engaging and listening to lectures, peer comments, and other course materials. Be respectful in terms of not talking to peers, not packing up early, not watching movies or listening to music during class
3. Listen and listen
4. Reflect on social location and work to understand alternative arguments, analysis, and narratives, as well as anger.
5. Be aware of racism, classism, sexism, heterosexism, and other institutionalized forms of oppression.
6. Be aware of one of the mechanisms of institutionalized, including racism, classism, sexism, ageism, heterosexism, etc., including that we are **all systematically taught misinformation** about our own group and about members of other groups. This is true for members of privileged and oppressed groups.
7. **Read in an engaged way**, recognizing the ideology and politics imbedded in every text. Make notes in the margins – “**dialogue**” with the text, using exclamation points,

questions or issue complete statements, questions or critiques. Ask yourself: what is significant in this piece, what elicits anger/sadness/laughter, but go beyond emotional responses to be prepared to make specific statements about the reading!

8. **Be aware of your own subject position, ideologies, privileges and prejudices.** Recognize your own relationship to institutions of power and structures of domination. This can help you make specific connections to the reading, class discussions and other forms of feedback. Rather than proclaiming, “This article sucks,” or “You are wrong,” you can get more specific about the basis and origins of your reaction.
9. Agree to **combat actively the myths and stereotypes** about your own “group” and other groups so that we can break down the walls that prohibit group cooperation and group gain. Read and listen with recognition of other people’s subject position and ideologies. **LISTEN TO OTHERS!**
10. Reflect on our **choice of language in and outside of class**, striving to rid our vocabulary of racist, sexist, homophobic words, phrases. Recognize that your choice of words reflect your own ideological position and may bother others (think about how others may react to your words – not just content, but the way we chose to express those thoughts)
11. **Create a safe atmosphere for open discussion.** If members of the class may wish to make comments that they do not want repeated outside the classroom, they can preface their remarks with a request that the class agree not to repeat the remarks. Also, think about your language (including body language), posture, etc. contributes to safe/empowering or disempowering/unsafe learning environment.
12. **Take Risks:** I want this class to be a space where everyone should feel comfortable enough to disagree with each other. This needs to be safe space so reflect on the ways you engage others with your own pronouncements and how you react (with words, body language) to their statements
13. **Read and dialogue in a politically engaged way.** Racial Dynamics, for our purposes here, reflects **power**, and relationship to systems/sources of power. Power dynamics are contextual (situational) and relational. You may have power in some spaces and lack it in others, all depending on social location. Ask yourself these questions while reading and discussing within the classroom space: Is the analysis leaving anyone relevant out? For what reasons? Where is this analysis coming from? Whose knowledge base is being explored or forwarded?
14. **Speak with evidence** and “facts” on your side. Despite the popular pronouncements that there are no wrong answers, there are incomplete, problematic, superficial, surfaced, and unsubstantiated answers. Reflect on your own answers and the basis of your conclusions
15. **Go beyond an either/or dichotomy. Incorporate a both/and approach** rather than an “either/or.”

16. **Recognize the knowledge base of your peers.** Its ok – recommended and great, in fact – to respond to a counterpoint with “hey, I’ve never thought of it that way,” or “well, you do make a good point – I’ll have to think about that for a while.” Discussion in this class isn’t about proving, embarrassing, showing off, winning, losing, convincing, holding one’s argument to the bitter end – its about dialogue, debate and self-reflections.

**LEARNING OUTCOMES AND ASSESSMENT:**

<b>At the end of this course, students should be able to</b>		<b>This objective will assessed primarily by</b>
LG1	To develop skills necessary to understand the ways that race shapes and influences higher education	Online discussions; class participation; journal; and final project
LG2	To develop skills necessary to understand the ways that gender shapes and influences higher education	Online discussions; class participation; journal; and final project
LG3	To understand the ways that campus climate impacts the experiences of minoritized and marginalized students, faculty, and staff	Online discussions; class participation; journal; and final project
LG4	To critically reflect on the disconnect between the language of multiculturalism and diversity and the realities of racism, sexism, and other forms of bigotry and inequality on campus	Online discussions; class participation; journal; and final project
LG5	Recognize the ways that social movements have and continue to change both campus climate and institutional formation	Online discussions; class participation; journal; and final project
LG6	Understand how party culture, corporatization of university life, neoliberalism, rape culture, politics, sports, and new racism infects university life, focusing on how it divides campuses and perpetuates inequality	Online discussions; class participation; journal; and final project
LG7	Understand issues and concepts such as mirco aggressions, rape culture, hate crimes, diversity front stage and back stage racism, segregation, Title IX, and its relationship to race, gender, and the contemporary university	Online discussions; class participation; journal; and final project