

**DRAFT**

**HUMANITIES AND DIVERSITY SEMINAR: THE AMERICAN EXPERIENCE**  
**Engineering LEAP 1500 – Sections 7, 8 & 9**  
**Spring 2018 Syllabus**  
*[Humanities Foundation, Diversity Requirement]*

“At its core, the humanities attempt to decipher and describe what it means to be human. In that sense, they have a distinct advantage over disciplines bound by scientific rules and mathematical formulas. The skills learned in humanities can be applied to virtually any vocation. . . . Because what we do, what we teach, what we study is how to think creatively, comparatively, and systematically. . . .” – Dr. Robert Newman, Dean of the School of Humanities, University of Utah, as quoted in *Continuum*, vol. 15, no. 1, summer 2005.

Instructor:

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Office hours: Wed. 2-4 pm, and by appointment

Course Librarian:

Peer Advisors	Section	Time	Class Room	Phone	Email

**Engineering-LEAP [E-LEAP] Course Description**

In the second semester of Engineering LEAP we focus on the American experience. We examine literature that offers a variety of contemporary racial, ethnic, and class perspectives of American society. The variety of perspectives allows this course to fulfill the University’s Diversity requirement. In addition, these contemporary texts are to help students engage in meaningful discussions about how life in America may be experienced differently based on one’s place of residence, race, ethnicity, class, or religion. As you read the texts, consider questions such as:

- How does American society circa late 20<sup>th</sup> century differ from Soviet society of the same era?
- How does the history of America shape one’s place in, and view of American society?
- In American society, how does individual accountability relate to social stratification, social justice and cultural discrimination?

- How do individuals in one community learn about the other? How does one overcome or deal with the biases, prejudices, and stereotypes one holds towards the other?
- How has American society historically managed difference and disagreement among its residents?
- How do individuals bridge the gap as they move between communities? Is it important to bridge the gap at all? How do they decide what values and beliefs to retain? How or why do they adapt or change? What are the barriers to adapting or the reasons to choose not to adapt?

**Required Texts** [available at the University of Utah Campus bookstore]

1. *Voices from Chernobyl* by Svetlana Alexievich (2006)
2. *Hillbilly Elegy* by J.D. Vance (2016)
3. *Between the World and Me* by Ta-Nehisi Coats (2015)
4. *Saffron Dreams* by Shaila Abdullah (2010)

**III. Grades and Assignments**

**Individual Assignments**

**150**

<i>Library Assignments [5 x 3 pts]</i>	15
<i>Reading Quizzes [5 x 15 pts]</i>	75
<i>Personal Narrative</i>	15
<i>Reflective Essays [3 x 15 pts]</i>	45

**Team Assignments**

<i>Team Assignments [5 x 10 pts]</i>	50	<b>90</b>
<i>Team Presentation</i>	25	
<i>Presentation Evaluations</i>	5	
<i>Final Team Reflection</i>	10	

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**Total 240 pts**

**Assignments**

- Library Assignments: There are a total of five library instruction classes in the spring semester held in the Marriott library. These library classes are a part of the spring semester course syllabus and are not optional. You must attend the library session and accurately complete the librarian's assignment to receive full credit. If you miss a library session you will be ineligible to make up the library assignment for that session. The peer advisors grade library assignments.

- Reading Quizzes: There will be five quizzes given throughout the semester. Quizzes will be multiple choice and short essay. Quizzes will be as scheduled on the syllabus and cannot be made up without prior notice.
- Personal Narrative: This is a short writing assignment that is about an episode or story from your own life. You will be sharing these with your classmates thus this is to be something appropriate to share with others and not something so private that you don't want others to know about it.
- Reflective Essays: There are three reflective essay assignments. These reflective essays allow you to analyze the deeper and broader issues in the readings, rather than a focus on facts and details.
- Team Research Project. An important part of your coursework this semester will be teamwork. Teams will be expected to teach the class about one concept from one of the readings, by providing an activity, lecture, and assessment on the concept. There will be an information sheet on the overall team assignment posted on Canvas and distributed in class.

### **Extra Credit Points**

You may earn up to five (5) extra credit points this semester. These extra credit points are geared towards promoting campus participation in humanities- or diversity-related activities. Each activity earns one point if you attend/participate and provide a review to your peer advisor:

- A LEAP activity
- A lecture or event on campus that relates to Humanities and/or Diversity (includes dance, music, literature, art, film, history, etc.)
- A presentation or guest speaker at the Hinckley Institute (<http://www.hinckley.utah.edu/events/>)
- A presentation or guest speaker as part of the MUSE project.

To receive credit, please write one paragraph on the activity - what you experienced and what you gained – and send this paragraph in an email to your peer advisor using his email address as listed above. All extra credit paragraphs are due by the last Friday of the semester.

### **Grading**

Grading: I do not grade on a curve. Grades are assigned by percentages.

<b>Percentages</b>	<b>Letter Grade</b>
94% and above	A
90-93%	A-
87-89%	B+
84-86%	B
80-83%	B-
77-79%	C+
74-76%	C
70-73%	C-
67-69%	D+
64-66%	D

60-63%	D
Below 60%	E

### **Plagiarism:**

Claiming or suggesting that words or ideas of others are your own is a form of cheating. Plagiarism is defined in the University of Utah Student Code as

the intentional unacknowledged use or incorporation of any other person's work in, or as a basis for, one's own work offered for academic consideration or credit or for public presentation. Plagiarism includes, but is not limited to, representing as one's own, without attribution, any other individual's words, phrasing, ideas, sequence of ideas, information or any other mode or content of expression.  
(Student Code, [www.regulations.utah.edu/academics/6-400.html](http://www.regulations.utah.edu/academics/6-400.html))

It is theft. Punishment for plagiarism is an automatic zero (0) for the assignment and further disciplinary action may be taken. For the definition and a good explanation of what plagiarism is see, <http://www.plagiarism.org/>.

### **LEAP Classroom Policies**

Please do the reading assigned for that day before coming to class. I expect regular, full-time, on-time class attendance and participation. Do not read unrelated material (like newspapers), and do not work on assignments, which should already have been done for this class or are due in another. **The key is to show up and keep up. READ every day.**

### **Reasonable accommodation**

Read the following statement and, if it applies to you, please visit the University's Center for Disability Services, 162 Student Union, or contact them at 581-5020 for information on how they can help you.

The University of Utah seeks to provide equal access to its programs, services and activities for people with disabilities. If you will need accommodations in this class, reasonable prior notice needs to be given to the instructor and to the Center for Disability Services, 162 Olpin Union Building, 581-5020 (V/TDD) to make arrangements for accommodations.

All printed information for this course can be made available in alternative format with prior notification to the Center for Disability Services.

### **Addressing Sexual Misconduct**

Title IX makes it clear that violence and harassment based on sex and gender (which includes sexual orientation and gender identity/expression) is a Civil Rights offense subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories such as race, national origin, color, religion, age, status as a person with a disability, veteran's status, or genetic information. If you or someone you know has been harassed or assaulted, you are encouraged to report it to the Title IX Coordinator in the Office of Equal

Opportunity and Affirmative Action, 135 Park Building, 801-581-8365, or the Office of the Dean of Students, 270 Union Building, 801-581-7066. For support and confidential consultation, contact the Center for Student Wellness, 426 SSB, 801-581-7776. To report to the police, contact the Department of Public Safety, 801-585- 2677 (COPS).

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### **Learning objectives for LEAP 1500**

1. Fostering a critical understanding of beliefs about community-building, rights and responsibilities in American society from a humanities perspective
  2. Exploring the meaning of diversity and its application to American society
  3. Learning to succeed in a University class through networking with students, faculty members, and LEAP peer mentors
  4. Adapting to the University environment by actively participating in a learning community composed of primarily first-year students entering the University
  5. Acquiring knowledge of library technologies
  6. Developing written and oral professional communication skills
    - a. By learning to identify and use effective strategies for oral presentations and written assignments
    - b. By integrating library resources into a research project
    - c. By understanding the appropriate use of intellectual property
  7. Developing critical thinking skills
    - a. By learning how to read for main ideas
    - b. By reading with an open mind to weigh and evaluate ideas
    - c. By actively participating in discussions with the entire class and in small teams
    - d. By organizing ideas for effective verbal and written responses
  8. Learning to work effectively in teams
    - a. By negotiating tasks within teams
    - b. By completing team research projects
    - c. By planning and executing effective team presentations based on research
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### **DRAFT Course Schedule**

The reading listed for a particular day should be done **BEFORE** you come to class. Please bring the specific text/reading being discussed with you each day to fully participate in the class and assignments.

#### **Week I Introduction – Humanities**

Jan 9 - [T]

- Introduce LEAP, course, and distribute syllabus
- Peer Advisor introductions
- Get to know your classmates

Jan 11 - [TH]

- Theme: historical narrative, Soviet society
- Reading: Excerpts from *Voices from Chernobyl*

## **Week II      Humanities**

Jan 16 - [T]

- Theme: historical narrative, Soviet society
- **Quiz #1 on *Voices from Chernobyl***
- *Introduce Personal Narrative Assignment*
- Reading: Excerpts from *Voices from Chernobyl*

Jan 18 - [TH]

- American society - inequality & diversity
- Readings (all are posted on Canvas):
- (1) “Denmark isn’t magic”
  - (2) “Inequality in America,” *Economist*
  - (3) Putnam, *E Pluribus Unum*

## **Week III      Diversity**

Jan 23 - [T]

- Significance of Diversity
  - **Quiz #2 on readings and lecture of 1/18/18, and readings of 1/23/18**
- Readings:
- “How Diversity Actually Makes Us Smarter” (2014) by Gregory Rodriguez, published January 2015 in *The Washington Post*.
  - “The Importance of Diversity in Engineering,” (2002) by Wm. A. Wulf, NAE president, published in *Diversity in Engineering: Managing the Workforce of the Future Workforce*, 2002.
  - “From ‘Engineeresses’ to ‘Girl Engineers’ to ‘Good Engineers’: A History of Women’s U.S. Engineering Education: by Amy Sue Bix

Jan 25 - [TH]

- **FIRST Library class, Meet in \_\_\_\_\_**
- *Handout assignment #1 due by 11:59 pm on \_\_\_\_\_.*

## **Week IV      American Experience**

Jan 30 - [T]

- Readings:
- “Definitions: Talking about Race and Racism” by Boltgaz.
  - *Hillbilly Elegy*

**Jan 31 -- [Wed] Personal Narrative Assignment due on Canvas by 11:59 pm**

Feb 1 - [TH]

- Share Personal Narratives in Class

Reading:

- *Hillbilly Elegy*

### **Week V American Experience**

Feb 6 - [T]

- Share Personal Narratives in Class

- *Introduce Reflective Essay #1*

Reading:

- *Hillbilly Elegy*

Feb 8 - [TH]

- **SECOND Library class, Meet in MLIB \_\_\_\_\_**

- *Handout assignment #2 due by 11:59 pm on \_\_\_\_\_*

### **Week VI American Experience**

Feb 13 - [T]

Reading:

- *Hillbilly Elegy*

Feb 15 - [TH]

- **Quiz #3** on *Hillbilly Elegy*

Reading:

- *Hillbilly Elegy*

**Feb. 18 – [Sun] -- Reflective Essay #1 due**

### **Week VII American Experience**

Feb 20 - [T]

- *Introduce Reflective Essay #2*

Reading:

- *Between the World and Me*

Feb 22 - [TH]

- **THIRD Library class, Meet in \_\_\_\_\_**

- *Introduce assignment #3, due by 11:59 pm on \_\_\_\_\_.*

### **Week VIII American Experience**

Feb 27 - [T]

Reading:

- *Between the World and Me*

Mar 1 - [TH]

Reading:

- *Between the World and Me*

**Week IX American Experience**

Mar 6 - [T]

Reading:

- *Between the World and Me*

Mar 8 - [TH]

- **FOURTH library class, Meet in MLIB \_\_\_\_\_**
  - *Hand out Assignment 4 – due by 11:59 pm on*

**Mar 10 – [Sat] Reflective Essay #2 due**

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**Week X – Spring Break [Mar 11-18]**  
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**Week XI American Experience**

Mar 20 - [T]

Reading: *Between the World and Me*

Mar 22 - [TH]

- **Quiz #4 on *Between the World and Me***  
Reading: *Between the World and Me*

**Week XII American Experience**

Mar 27 - [T]

- *Introduce Reflective Essay #3*  
Reading: *Saffron Dreams*

Mar 29 - [TH] **FIFTH library class, Meet in MLIB \_\_\_\_\_**

- *Hand out Assignment 5 – due by 11:59 pm on*

**Week XIII American Experience**

Apr 3 - [T]

Reading:

- *Saffron Dreams*

Apr 5 - [TH]

Reading:

- *Saffron Dreams*



**Week XIV American Experience**

Apr 10 - [T]

- **Quiz #5 on *Saffron Dreams***

Reading:

- *Saffron Dreams*

Apr 12 - [TH]

Prepare, practice, review expectations for team presentations

**April 14 – [Sun] Reflective Essay #3 due online by 11:59 pm**

**Week XV Team Final Presentations**

Apr 17 - [T]

- Two Team Presentations

Apr 19 - [TH]

- Two Team Presentations

**Week XVI Team Final Presentations**

Apr 24 - [T]

- One Team Presentation
- Class Party
- Goodbye!

**FINALS WEEK** Apr 26 [Th] – May 2 [W]

Apr 27 – [F]

- **Final team reflection due on Canvas by 11:59 pm**