

SERVICE LEAP 1100 Section 1
Spring Semester 2018
Dr. Carolan Ownby

COMMUNITY AS IDEA AND EXPERIENCE: BECOMING AMERICAN

Becoming American is different from joining any other country....America's common identity is straightforward.... You can join us, not just on our tolerance but as an American, if only you consent to do your work and live in your family with a modicum of civility. [Jedediah Purdy, *Being America*, 63]

This LEAP seminar will continue our examination from last semester of how the American Community is defined theoretically and how it operates in reality (last semester's class is **not** a prerequisite, however). At the base of the Statue of Liberty is a plaque, on which is written Emma Lazarus's poem, *The Great Colossus*. Lazarus boldly makes a claim that not only will America welcome the downtrodden, but that America actually prefers that population:

*Keep ancient lands, your storied pomp!" cries she
With silent lips. "Give me your tired, your poor,
Your huddled masses yearning to breathe free,
The wretched refuse of your teeming shore.
Send these, the homeless, tempest-tost to me,
I lift my lamp beside the golden door!*

This idea, which has become part of the American narrative, argues that anyone can become American. Our course focuses on examining that core claim in the context of the social construction of race and institutionalized racism in the United States.

We will consider questions such as:

- What does it mean to be "American"?
- What are the basic requirements to be "American"? Who decides?
- How does the American Dream impact one's experience of becoming American?
- Is it still possible to obtain the American Dream?
- Does a person's reason for coming to America impact his feeling about being American? Does it impact the ease with which he is accepted by the "American" community?
- Do some "Americans" pose a threat?
- Are personal and community narratives constant, or do they change?
- How is identity formed in America? Is it imposed from without, or felt from within? What is the relationship between identity and community?
- What is the 'tipping point' after which an individual defines himself as an American?
- Is diversity valuable or dangerous to a community?

Our examination of questions such as these will not only deepen our understanding of an America at the beginning of the 21st century, but will also draw on our discussion of ideas such as race, class, and "othering" from last semester..

REQUIRED READING

Douglass, Frederick. *Narrative of the Life of Frederick Douglass*. (Buy this from Dr. O for \$3. And no, I don't have change. But it's the best price you'll find)

Perdue, Theda, and Michael D. Green. *The Cherokee Nation and the Trail of Tears*. Penguin 2007.

Weaver, Jace, and Laura Adams Weaver. *Red Clay, 1835: Cherokee Removal and the Meaning of Sovereignty*. W.W. Norton & Company, 2018

"Reacting to the Past: Frederick Douglass, Slavery, and the Constitution, 1845" Student Handbook. (Available in bookstore)

WHERE TO REACH ME:

Office: 156 Sill Center
Office Hours: Tuesday, 9:30-11:30, and by appointment
Office telephone: 581-3447
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PEER ADVISOR

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LIBRARY INSTRUCTOR

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ASSIGNMENTS

Please note: due dates will not always appear on the syllabus

- 9 Critical Responses [CRs]
 - Library Assignment #1
 - Library Assignment #2
 - Library Assignment #3
 - Library Assignment #4
 - Library Assignment #5
 - Service Plan
 - CEL Journal [3 points]
 - 25 CEL Hours [Includes any orientation]] – [Due 23 April or earlier]
 - 24 Red Clay RTTP
 - 5 Reading quiz prior to game
 - 6 Participation (group work, questions for speakers, attendance)
 - 8 Written assignment(s) (4 for each of 2 assignments)
 - 4 Oral presentation
 - 1 Meet with Dr. O about your role
 - 32 Frederick Douglass RTTP
 - 6 Reading quiz prior to game
 - 7 Participation
 - 10 Character POV paper
 - 9 Speech
 - Broadside
 - Paper
 - Remember...**”There are three separate types of graded work (speech, broadside, paper), and everybody must do at least one of each.” You can do more than required
 - 10 Final Reflection Session and Paper
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- 100 TOTAL

Extra credit: 3 extra credit CRs maximum, which you can select from the following list:

[Note: you must use three different categories]

- Attend one lecture, film, exhibition, etc. on campus, related to class content and **approved by Dr. O**
- Attend one LEAP activity (PA workshops, writing workshops, etc.)
- Visit the Career Center or attend a Majors Workshop
- Watch a film **approved by Dr. O** [Approved films are listed on Canvas]

CRs [Critical Responses] are short exercises intended to aid and assess your understanding of covered material. Typically, they are any assignments worth 1 point. Because they contribute to class discussion and reward class attendance, CRs cannot be made up for any reason. [This is why we have extra credit possibilities]

SERVICE LEARNING: For many of you, this service-learning experience is a continuation of what you learned last semester. This class gives you three hours of Community Engagement credit, and the service component constitutes roughly 30% of your grade. To earn this you will do 2-3 hours of service per week plus complete reflection assignments as listed above. Community Engagement focuses on the connection between course content and experience in the ‘real world.’ The value of Community Engagement is that your service experience gives you more insight into the things we discuss in class. To take one example, we will read about the challenges that immigrants face trying to learn the English language, but if you tutor adult ESL students at Horizonte you will understand the problem as it exists in Utah. You learn from the experience and people with whom you work, and in turn you share that insight with the rest of the class in reflection sessions. **Because your service experience has to relate to the curriculum, the service you do must be in certain areas.** The kinds of programs you may work with include tutoring adult ESL learners, mentoring refugees and/or children from refugee families, and working with potential first generation college students. You will be provided with a full list of options by the second week of class, and you will be **required to give me a service plan by the end of the third week**, in which you outline which service you intend to do and verify that you have made the necessary connections and/or attended any required orientations [I will provide you with orientation information when possible]. **You may also choose to continue the service that you began last semester in LEAP 1101, keeping in mind that you will be responsible to learn something new from it.** You are responsible to alert me to any problems as soon as possible so that I can help you solve them.

GRADING : I do not grade on a curve. Your grade will be based on the total number of points you have earned by the end of the quarter.

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

**This class fills both a Diversity requirement and a Humanities requirement [DVHF]
It will also give you Community Engagement Learning credit [CEL]**

CLASSROOM POLICY AND STRATEGY: Assigned work will be due in class or on Canvas on the due date. **Late assignments [other than CR s which cannot be turned in late] will only receive partial credit unless prior arrangements are made.** For an assignment to be on time, it has to be handed in by you at the beginning of class OR submitted through Canvas by the deadline.

LEAP classes have large reading loads. Reading assignments will be about 50 pages for each class period, although if you spread the reading out by doing a little every day it becomes much easier. The class depends on discussion rather than lecture, which means you must come prepared to discuss by doing the reading.

If you make a serious commitment to doing five things, you can succeed in this class. First, you cannot fulfill the requirements for the class unless you **attend regularly**. Secondly, **be on time**. Excessive tardiness is bad etiquette in a university class. Third, come to class ready to **participate**. **I am not a T.V. and you are not a sponge**. A class such as this depends on your contribution to discussion. You can't contribute without doing the **reading on schedule or before**. Fourth, be willing to **ask questions** when necessary. There is no such thing as a “dumb question.” Finally, **refer to this syllabus regularly.**

The above paragraph means that you are an active participant in class. **Accordingly, please turn cell phones off. Please do not text during class. Please do not use your laptop during class. I will consider your use of cell phones, texting and laptops as an invitation to call on you more often.**

UNIVERSITY POLICY: ACCOMMODATION FOR STUDENTS WITH DISABILITIES: Read the following statement and, if it applies to you, please visit the University's Center for Disability Services:

"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: The following statement is the University's policy.

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).

IDEOLOGICAL DIVERSITY: Some of the topics we discuss may be controversial. Topics are controversial precisely because intelligent, well-informed people may end up believing in opposite things. You are not required to adopt the stance that you may think I have. You are, however, required to support any stance you have with solid support.

PLAGIARISM: The University defines plagiarism as "the appropriation of any other person's work [published or unpublished] and the unacknowledged incorporation of that work in one's own work offered for credit." This includes Wikipedia. The University's punishment for plagiarism is an automatic "no credit" in the course. Further disciplinary action may be taken. **If you plagiarize a paper for my class [in part or in whole] you will get zero credit for that paper.**

SUSAN'S MISSION STATEMENT:

My mission as a Peer Advisor is to promote an inclusive and respectful community where students have access to opportunities and resources that maximize their learning and growth. I will empower my students with the ability to navigate and thrive in the college environment by providing social and academic support, while positively influencing their experience.

THE PROFESSOR'S RESPONSIBILITY:

- I will treat you with dignity and respect.
- I will be ready to start the class on time.
- I will end the class on time or within three minutes of the scheduled ending time.
- I will follow the syllabus as closely as possible. If the dynamics of the class make changes necessary I will discuss those changes with the class before making them.
- I will update the syllabus on Canvas.
- I will be prepared to make class time valuable to those who attend.
- I will check my email regularly and answer email questions within 24 hours.
- I will be available during my scheduled office hours.

THE STUDENT'S RESPONSIBILITY:

- The student will treat the professor and the other students with dignity and respect [no talking when I, the PA, or one of your peers is talking].
- The student will arrive for class on time.
- The student will bring the text we are reading to class.
- The student will stay to the end of class both mentally and physically. S/he will not spend the last five minutes of class packing up.
- The student **will not text or answer phone calls** during class.
- The student will not use laptops during class for anything except taking notes.
- The student will not sleep during class.
- The student will not do homework for classes or read newspapers during class.

REACTING TO THE PAST: This course uses role playing pedagogy designed to encourage critical thinking. Because the exercise involves the ability to react to unexpected events, such as those that have occurred in history, **revealing game secrets or events to students outside the class may be considered a violation of academic integrity. It may also ruin the game for other students.**

YOUR RTTP QUEST: “Imagine you’re playing a video game. First, you need an avatar, a character with a story line, right? Ok, your role sheet explains your avatar. It provides a good story line. YOUR story line. Your avatar dies, you lose. Got it? Now the gamebook is like the quest, or the challenge. Your job is for your avatar to WIN. But to do that, you need to know the rules....So stop thinking of yourself as a student preparing for a test. (Though you just may have a test along the way, as one of your challenges.). Think of this as a game you’ve got to win.”
– Mark Carnes

Essential Learning Outcomes addressed by this course (these have been adopted by the Utah State Board of Regents as important objectives to be fulfilled by general education classes):

Acquiring Intellectual and practical skills, including:

- Critical and creative thinking
- Information literacy
- Teamwork and problem solving

Acquiring personal and social responsibility, through:

- Civic knowledge and engagement

CLASS SCHEDULE

Please note that the reading listed for any particular day should be done **BEFORE** you come to class on that day.

Assignments and due dates are subject to change.

We are all magicians. What we see will never coincide with absolute reality. As a result, the human brain must make a narrative. – Frederick Reiken

WEEK I

Jan	8	<i>Who am I?</i> Personal and community narrative The dialogue of narrative and counter-narrative Concept of Community
	10	<i>Who are We?</i> A test of citizenship What does it mean to be “American”?
	12	The American citizen/immigrant/refugee story. Who counts? Service requirement review RTTP discussed

WEEK II

	15	NO SCHOOL: MLK DAY
	17	RTTP: lecture/prep <i>Perdue/Green 1-41</i>
	19	RTTP: lecture/prep <i>Perdue/Green 42-89</i> Red Clay Roles Distributed

WEEK III

	22	RTTP: lecture/prep Handbook 7-41 <i>John Ridge, “Letter to Albert Gallatin”, Handbook 42-49</i> <i>Elias Boudinott, “An Address to the Whites”, Handbook 50-57</i>
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	24	FIRST LIBRARY VISIT Meet in Marriott Library, Room 1110
	26	<i>Alexis De Tocqueville, "The Present and Probable Future Condition of the Indian Tribes..."</i> Handbook 156-165 <i>Joseph Story, "Commentaries on the Constitution of the United States,</i> Handbook 154-155 <i>James Kent, "Commentaries on American Law",</i> Handbook, 61-62 DUE: Service Plan
	WEEK IV	
	29	RTTP: lecture/prep <i>Cherokee Nation v. Georgia,</i> Handbook 132-138 <i>Worcester V. Georgia,</i> Handbook 139-153 <i>Andrew Jackson, Annual Message to Congress,</i> Handbook 70-71 <i>Andrew Jackson, 2nd Annual Message to Congress,</i> Handbook 110-112 <i>Jeremiah Evarts, "William Penn Essay",</i> Handbook 63-69 <i>Resolution and Statements of the ABCFM,</i> Handbook 113-119 <i>George Troup, "The Sovereignty of the States",</i> Handbook 128 <i>Wilson Lumpkin, "Message to Georgia General Assembly",</i> Handbook 129-131
	31	<i>"We Shall Remain: Trail of Tears":</i> What happened just before Red Clay? DUE: Service Journal #1 on Canvas by 10pm
Feb	2	Reading Quiz RTTP: lecture/prep Game set up Introduction of participants and factions Faction meetings
	WEEK V	
	5	RTTP: Hermitage Summit, President Andrew Jackson presiding
	7	SECOND LIBRARY VISIT: Meet in Marriott Library, Room 1110 DUE: Library Assignment #1
	9	10 mins faction meeting RTTP: Reacting debate John Ross presiding
	WEEK VI	
	12	10 mins faction meeting Red Clay: Reacting debate All submissions to <i>The Phoenix</i> due today
	14	10 mins faction meeting Red Clay: Reacting debate Full edition of <i>The Phoenix</i> must be distributed today
	16	10 mins faction meeting Red Clay: Reacting debate.
	WEEK VII	
	19	NO SCHOOL: PRESIDENTS DAY
	21	THIRD LIBRARY VISIT: Meet in Marriott Library, Room 1110 DUE: Library Assignment #2
	23	10 mins faction meeting Red Clay: Reacting debate
	WEEK VIII	
	26	10 mins faction meeting RTTP: Reacting debate
	28	Red Clay Debriefing DUE: Your summary of points earned, and whether you won or lost (based on role sheet)
Mar	2	<i>We Shall Remain</i> continued

WEEK IX

- 5 Who gets to be “American”?
Frederick Douglass roles distributed
- 7 FOURTH LIBRARY VISIT
Meet in Marriott Library, Room 1110
DUE: Library Assignment #3
- 9 FD set up
How will race be treated in the game?
Declaration of Independence, Handbook 78-80 (a copy is also on Canvas)
DUE: Service Journal #2 on Canvas by 10pm

WEEK X

- 12 *The Abolitionists*
- 14 Slavery and abolition in the US in 1845
“Handbook Prologue” 5-11; Essay on the Historical Context , 16-48
- 16 **DUE: Reading Quiz on Douglass’s *Narrative***
Discussion on *Narrative*
What was the intention of the *Narrative* and what was its context?
What is the significance of the fight with Covey?
What is Douglass’ attitude towards religion?
What does Douglass reveal about the impact of slavery on white people?

WEEK XI

SPRING BREAK: MARCH 18-25

WEEK XII

- 26 *Thomas Jefferson, Notes on the State of Virginia*, Handbook 80-91
United States Constitution, Handbook 91- 104
David Walker’s “Appeal....”, Handbook 105-116
- 28 Handbook, 116-145
- 30 Faction meetings

WEEK XIII

- 2 Literary Forum on Douglass’s *Narrative* – Session 1
Charles Dickens hosts
DUE: Character POV Paper
- 4 FIFTH LIBRARY VISIT
Meet in Marriott Library, Room 1110
DUE: Library Assignment #4
- 6 Literary Forum on Douglass’s *Narrative* – Session 2
Charles Dickens hosts

WEEK XIV

- 9 Literary Forum on Douglass’s *Narrative* – Session 3
Charles Dickens hosts
- 11 Calhoun’s Banquet, Session 1
Samuel Morse hosts
- 13 Calhoun’s Banquet, Session 2
Samuel Morse hosts

WEEK XV

- 16 Debate on the Constitution, hosted by the Abolitionists, Session 1
Chaired by William Lloyd Garrison
DUE: Service Journal #3 on Canvas by 10pm
- 18 Debate on the Constitution, hosted by the Abolitionists, Session 2
Chaired by William Lloyd Garrison
- 20 Frederick Douglass debriefing
DUE: Your summary of points earned, and whether you won or lost (based on role sheet)
DUE: All extra-credit CRs, and corrections to Canvas grades

WEEK XVI

23 **Service Reflection Session**
DUE: Reflection Essay on Canvas by 10pm
DUE: All service hours with signatures

25 Reading Day