

HUMANITIES AND DIVERSITY SEMINAR: THE AMERICAN EXPERIENCE

College of Social and Behavioral Science LEAP 1100 – Section 06

Hybrid Course: MW 9:40 am – 10:30 am in Room SW 132, F online

Spring 2018 Syllabus

[Humanities Foundation, Diversity Requirement]

“At its core, the humanities attempt to decipher and describe what it means to be human 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, Former dean of the School of Humanities, University of Utah, as quoted in *Continuum*, vol. 15, no. 1, summer 2005.

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COURSE DESCRIPTION AND OVERVIEW:

In the second semester of Social & Behavioral Science LEAP we focus on inequality, poverty, and race in American society. We examine literature that offers a variety of contemporary perspectives. The variety of perspectives allows this course to fulfill the University's Diversity requirement. As you read the texts, consider questions such as:

- How does the history of America influence one's place in the hierarchy of power in American society?
- In America, are culture and race more determinant of one's future or is individual responsibility, and accountability more determinant of one's future? Do Americans agree on which variable is more important for future success?
- 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 do my experiences shape my opinions and attitudes toward this reading?
- What is the author trying to get across to his/her readers? Why do you think they published the book?

LEARNING OBJECTIVES FOR LEAP 1100-006:

1. Fostering a critical understanding of beliefs about 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 **information literacy**, which according to the Association of American Colleges and Universities is defined as “[T]he ability to know when there is a need for information, to be able to identify, locate, evaluate, and effectively and responsibly use and share that information for the problem at hand.”
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 groups
 - 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

REQUIRED TEXTS:

- *Hillbilly Elegy* by J.D. Vance (2016)
- *Between the World and Me* by Ta-Nehisi Coates (2015)
- *Saffron Dreams* by Shaila Abdullah (2010)

COURSE REQUIREMENTS:

Individual Assignments

175 pts

- Personal Narrative 15 pts
- Critical Thinking Assignments [4 x 10 pts] 40 pts
- Reflective Essays [2 x 20 pts] 40 pts
- Reading Quizzes [5 x 5 pts] 25 pts
- Online Discussions [5 x 8 pts] 40 pts
- Participation/Attendance 10 pts
- Final Quiz on Team Teaching Presentations 05 pts

Team Project Assignments

100 pts

- | | |
|--|--------|
| • Library Class [5 x 3 pts] | 15 pts |
| • Team Assignments [5 x 10 pts] | 50 pts |
| • Team Meeting with Professor/PA | 05 pts |
| • Team Teaching Presentation | 25 pts |
| • Evaluation of Other Team Presentations | 5 pts |

TOTAL POINTS FOR THE COURSE:

275 POINTS

Note: No late work will be accepted for grading without penalty unless prior approval is given. Quizzes and other in-class assignments cannot be made up. Extra Credit points are intended to replace missing in-class work.

DESCRIPTION OF ASSIGNMENTS:

You can find all assignments, even those that have been handed out in class, at Canvas under “Files”

- Online Discussions: We will have five online discussions this semester. Each one is worth 8 points (5 points for the Initial Post & 3 points for the Response Post).
 - The topics to be discussed will be based on the readings as well as current events. You are encouraged to contribute to the discussion topics as much as you would like. For each of the five discussions, however, you are required to post at least two comments. The first type of comment is your view on the topic and responding to the discussion prompt (which I’ll call an ‘Initial Post’ and is worth 5 points), and the second type of comment is your response to another student’s post (called a ‘Response Post’ and is worth 3 points).
 - Discussion topics will become available on a Thursday at 12:01 am and the initial posts are due by the following Friday at 11:59 pm. Response posts are due by the following Sunday at 11:59 pm – this format will be used all semester – and the specific dates are listed on the course schedule. I am making the two posts due on different days in order to make sure that you have adequate posts to respond to. You are certainly welcome to make both of your required posts before the deadlines, but late work will not be accepted. Canvas time stamps all posts, so I will know if you post after the deadlines have passed.
 - **Note** - For discussions in Canvas, I can only enter one deadline, which is the deadline for the Response Posts, not the Initial Posts. In other words, do not rely on Canvas to tell you when discussion items are due. There are two different due dates for each discussion but Canvas will only alert you to the second one. If you miss the first one, you will lose 5 out of 8 points on that discussion. It is your responsibility to plan accordingly and have things submitted on time.

- Expectations for the posts: To earn full credit, an initial post should provide a clear response to the discussion prompt, answering all parts of the question posed, as well as your reasoning/justification and/or any evidence in support of your response (whether it be from the readings or other articles you've read, etc.). Your response needs to be more than one or two short sentences. Response posts should respond to the views presented by another student's posting. For example, you may agree or disagree with another posting, but be sure to also provide your reasons. While the Response Post is expected to be slightly shorter than the Initial Post, both are expected to be high quality postings to qualify for full points. This is your chance to critically examine your opinions and engage with your classmates outside of class, so if you take them seriously, you'll get a lot out of the course discussions.
- Lastly, the discussion topics will be monitored and I reserve the right to delete any postings that are inappropriate. Inappropriate postings would include postings that are derogatory or disrespectful towards another member of the class, not germane to the discussion topic, or contain offensive language. Postings that are deleted for being inappropriate will not be given points. While I encourage you to express your views and to engage in debate, please remember to do so in a respectful and civil manner.
- Personal Narrative: This is a three to four page writing assignment, worth 20 points, which is about an episode or story from your own life. You will be sharing this story 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 two reflective essay assignments, each worth 20 points. These reflective essays allow you to analyze the deeper and broader issues in the readings, rather than focusing on facts and details, as will be required in other assignments.
- Critical Thinking Assignments: These are short homework assignments on the reading of that day. Students will be expected to articulately answer assigned an question or questions about the reading and turn in their answer(s) by Friday at midnight.
- Reading Quizzes: There will be five quizzes given throughout the semester. Quizzes will be multiple choice and short answer. Quizzes are as scheduled on the syllabus and cannot be made up without prior notice.
- Library Assignments: Like the fall semester, this semester, there will be five library instruction classes (worth 3 points each) held in the Marriott library, room 1110. 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.
- Team 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 for the class. There will be an

information sheet on the overall team assignment posted on Canvas and distributed in class. Library classes will be structured to help teams complete the team project.

- Participation/Attendance. As the style of this class will be discussion it is paramount that you attend class in order to fully receive the benefits of what is being covered. I expect participation in class activities, discussions and small group assignments. You will not be graded on the number of times you talk but you will lose a minimum of 1 point if you are not in attendance or if you are actively focusing on something different than what is being covered or discussed in class, i.e., texting, playing games on your phone or laptop, reading the newspaper, or completing homework for another class. You may miss class one time without losing points. After that you will lose two points per class missed without a valid excuse. This means you must email the peer advisor or me promptly if you are sick or have some type of emergency that keeps you from attending.

EXTRA CREDIT

Extra Credit maximum of 5 pts

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 meeting with the Peer Advisor about a class assignment
- 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/>)

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 her email address as listed above. All extra credit paragraphs are due by **Friday, April 29, 2016.**

GRADING

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

Percentages

Letter Grade

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)

It is theft. Punishment for plagiarism is an automatic zero (0) for the assignment and may result in further disciplinary action.

UNIVERSITY DISABILITY SERVICES

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).

LEAP CLASSROOM POLICIES:

Please do the reading assigned for that day before coming to class. I expect you to keep up with the schedule on the syllabus and attend class on a regular basis. I expect cell phones to be kept in your pocket or backpack. Cell phones are not to be out during class. The key to success in this class is **to review the syllabus the night before class, show up and do the reading.**

In addition, I want to be sure that you are able to learn in a manner that is comfortable. If you need any accommodations or have specific needs or triggers that I should be aware of, please feel free to contact me in whatever way is most comfortable.

COURSE Schedule

Note: Readings should be completed prior to class on the day listed on the syllabus.

Week I Introduction – Humanities & Diversity

Jan 8 -- [M]

- Introduction to the course
- Re-introduction to classmates and Peer Advisor

Jan 10 – [W]

- *Introduce Personal Narrative Assignment*

Readings: Posted on Canvas under “Files”

- “How America’s Culture Wars have Evolved into a Class War,” (2017) by James Davison, *Washington Post*

Jan 12 – [F]

- ONLINE

Reading:

- “A Free Speech To Do List for College Administrators,” (2017) – *Wall Street Journal*
- “A Political Conservative Goes to Berkeley,” (2017) – *New York Times*

Online Discussion #1: Opens on Canvas at 12:01 am on Thursday, Jan 11 and closes at 11:59 pm on Sunday, January 14. Initial posts due by 11:59 pm, Friday, January 12. Response posts due by Sunday, January 14.

Week II The American Experience

Jan 15 – [M]

- Martin Luther King, Jr. Day – NO CLASS

Jan 17 -- [W]

- **Reading Quiz #1**

Readings:

- “The Lives of Poor White People” by Joshua Rothman (2016) – on Canvas
- *Hillbilly Elegy*, pp. 1-46

Jan 19 -- [F]

- ONLINE

Reading:

- *Hillbilly Elegy*, pp. 47-80

Online Discussion #2: Opens on Canvas at 12:01 am on Thursday, Jan. 18, and closes at 11:59 pm on Sunday, January 21. Initial posts due by 11:59 pm, Friday, Jan 19. Response posts due by 11:59 pm, Sun, Jan 21.

Week III The American Experience

Jan 22 -- [M]

Reading:

- *Hillbilly Elegy*, pp. 81-141

Jan 24 -- [W]

- **Reading Quiz #2**

Reading:

- *Hillbilly Elegy*, pp. 142-179

Jan 26 -- [F]

- ONLINE

- **Critical Thinking Reflection #1 due by 11:59 pm**

(Specific assignment is posted on Canvas)

Reading:

- *Hillbilly Elegy*, pp. 180-222

Week IV The American Experience

Jan 29 - [M]

- **Library Class 1, Meet in Room 1110 of the Marriott Library**
- *Team Assignment #1 posted on Canvas*

Jan 31 - [W]

- Work on Team Assignment #1 in class
- **Team Assignment #1 due by 11:59 pm on Canvas**

Feb 2 - [F]

- ONLINE

Reading:

- *Hillbilly Elegy*, pp. 223 – 257 (the end)

Online Discussion #3: Opens on Canvas at 12:01 am on Thursday, Feb. 1, and closes at 11:59 pm on Sunday, February 4. Initial posts due by 11:59 pm, Friday, Feb 2.

Response posts due by Sunday, February 4.

Feb. 4 -- [Sun] Personal Narrative Assignment due on Canvas by 11:59 pm

Week V The American Experience

Feb 5 -- [M]

- Share Personal Narratives in Class
- Last discussion on *Hillbilly Elegy*

Readings:

- To be announced

Feb 7 -- [W]

- Discussion of critical race theory
- Readings:
- “Critical Race Theory” – on Canvas

Feb 9 -- [F]

- ONLINE
- **Critical Thinking Reflection #2 due by 11:59 pm**

Reading:

- *Between the World and Me*, pp. 1-21
- Watch movie found on Canvas course website: “The Difference Between Us.” *Race, the Power of an Illusion*, 2003. (Movie can also be accessed through the U of U Marriott library search engine).

Week VI The American Experience

Feb 12 – [M]

- *Introduce Reflective Essay Writing Assignment #1*
- Continue discussion on critical race theory if needed

Reading:

- *Between the World and Me*, pp. 21-39

Feb 14 – [W]

- **Library Class 2, Meet in Room 1110 of the Marriott Library**
- *Team Assignment #2 posted on Canvas*

Feb 16 – [F]

- ONLINE
- Work on Team Assignment #2 outside of class

Reading:

- *Between the World and Me*, pp. 39-71

Online Discussion #4: Opens on Canvas at 12:01 am on Thursday, February 15, and closes at 11:59 pm on Sunday, February 18. Initial posts due by 11:59 pm, Friday, Feb 16. Response posts due by Sunday, February 18.

Week VII The American Experience

Feb 19 - [M]

- President’s Day Holiday -- NO CLASS
- Homework: Watch movie found on Canvas course website: “The Story We Tell.” *Race, the Power of an Illusion*, 2003. (Movie can also be accessed through the U of U Marriott library search engine).

Feb 21 - [W]

- In class begin watching the movie: “The House We Live In,” *Race, the Power of an Illusion*, 2003.

Reading:

- *Between the World and Me*, pp. 73-108

Feb. 22 [Th] Team Assignment #2 due by 11:59 pm

Feb 23 - [F]

- ONLINE
- **Critical Thinking Reflection #3 due by 11:59 pm**

Readings:

- *Between the World and Me*, pp. 108-132
- Finish watching movie posted on Canvas course website: “The House We Live In,” *Race. The Power of an Illusion*.

Week VIII The American Experience

Feb 26 - [M]

- **Reading Quiz #3**

Reading:

- *Between the World and Me*, pp. 132-152

Feb 28 - [W]

- **Library Class 3, Meet in Room 1110 of the Marriott Library**
- *Team Assignment #3 posted on Canvas*

Mar 2 - [F]

- ONLINE
- Work on team assignment #3 outside of class

Mar 4 – [Sun] – Reflective Essay #1 due online by 11:59 pm

Week IX The American Experience

Mar 5 - [M]

Reading:

- TO BE ANNOUNCED

Mar 7 - [W]

- *Introduce Reflective Essay #2*

Readings:

- *Saffron Dreams*, pp. 1-37

Mar 8 [Th] Team Assignment #3 due by 11:59 pm

Mar 9 - [F]

- ONLINE
- **Critical Thinking Reflection #4 due by 11:59 pm**

Readings:

- *Saffron Dreams*, pp. 38-70

Week XI The American Experience

Mar 12 - [M]

Reading:

- *Saffron Dreams*, pp. 71-113

Mar 14 - [W]

- **Library Class 4, Meet in Room 1110 of the Marriott Library**
- *Team Assignment #4 posted on Canvas*

Mar 16 - [F]

- ONLINE
- Work on Team Assignment as team outside of class
- **Partial Team Assignment #4 due by 11:59 pm**

Week XI [SPRING BREAK – March 18-25]

Week XII The American Experience

Mar 26 – [M]

Reading:

- *Saffron Dreams*, pp. 115-162

Mar 27 – [T] Complete Team Assignment #4 due by 11:59 pm

Mar 28 - [W]

- **Reading Quiz #4**

Reading:

- *Saffron Dreams*, pp. 163-175

Mar 30 - [F]

- ONLINE

Reading:

- *Saffron Dreams*, pp. 176-208

Online Discussion #5: Opens on Canvas at 12:01 am on Thursday, March 29, and closes at 11:59 pm on Sunday, April 1. Initial posts due by 11:59 pm, Friday, Mar. 30. Response posts due by Sun, Apr 1.

April 1 – [Sun] – Reflective Essay #2 due online by 11:59 pm

Week XIII Teaching the Class -- Team Project

Apr 2 – [M]

- **Reading Quiz #5**
 - Last discussion on *Saffron Dreams*
- Reading:
- *Saffron Dreams*, pp. 209-232

Apr 4 - [W]

- **Library Class 5, Meet in Room 1110 of the Marriott Library**
- Team Assignment #5 posted on Canvas

Apr 6 - [F]

- ONLINE
- Work on team assignment #5 outside of class

Week XIV Teaching the Class -- Team Project

Apr 9 – [M]

- Theme: how to prepare, what is expected in team teaching presentation
- Teams schedule time to meet with professor and/or peer advisor

Apr 10 – [Tue] Team assignment #5 due by 11:59 pm on Canvas

Apr 11 - [W]

- No class. Teams meet individually with professor for 50 minutes to go over teaching proposal, activity, and assessment [5 pts].

Apr 13 - [F]

- ONLINE
- Teams meet with Peer advisor outside of class

Week XV Teaching the Class – Team Project

Apr 16– [M]

- Team Teaching Presentation

Apr 18 - [W]

- Team Teaching Presentation

Apr 20 - [F]

- ~~ONLINE~~ **Team Teaching Presentation**

Week XVI LAST WEEK & FINALS

Apr 23 – [M] – LAST CLASS

- Team Teaching Presentation

Finals Week Thursday, April 26 – Wednesday, May 2nd

- **Apr 26 [Thur] – Online Final Quiz on Team Teaching Presentations**