

Syllabus for ARTS LEAP

1100 Section 005, Fall Semester 2018

Tuesdays & Thursdays 12:25 p.m.-1:45 p.m. in GC 3700

DVHF (Diversity and Humanities Exploration)

No Pre- or Co-Requisite Required

Instructor: **Jennifer M. Brown, Ph.D.** (Associate Professor/Lecturer)

Office: Sill Center 009A • Phone: 801-213-2781 • E-Mail: Jennifer.M.Brown@utah.edu

Office Hours: Mondays 8:30-11:30 a.m. & by appointment

Library Instructors: Tony Sams & Elizabeth Gabbitas

Peer Advisor: Conner Johnson

LEAP 1100 Course Description: The humanities portion of the two-semester sequence that forms the core of the LEAP experience. (Some LEAP courses begin with 1100 and others with 1101.) The course focuses on how concepts of community have developed and been implemented in the American experience, on how community membership is determined, and on the possibility, necessity, or desirability of building bridges between different kinds of communities in America. We examine a range of literary texts that offer racial, ethnic, class and gender perspectives on this issue. The course also emphasizes writing, critical reading, and the acquisition of library research skills, and humanities disciplinary analytical methods.

ARTS LEAP Section-005 is specifically designed for everyone interested in the arts, and including majors, minors and students in the College of Fine Arts. You will debate contemporary issues and expand your thinking about diverse American experiences and communities through film, social and entertainment media, literature and the arts.

Required Texts: *The following two required texts are available in the University of Utah Bookstore:*

- Alexie, Sherman. *The Absolutely True Diary of a Part-Time Indian*. Hachette Book Group, 2007. ISBN-13:9780316013680
- Coates, Ta-Nehisi. *Between the World and Me*. Spiegel & Grau, 2015. ISBN-9750812993547
- **Harvard Cases:** There are 4 cases to purchase for this course. The total amount is \$15.37. Use this link to create an account and purchase <https://hbsp.harvard.edu/import/540241>
- We will also be reading about and applying questions from the “Literary Theories and Schools of Criticism” from *The Purdue Online Writing Lab* at https://owl.purdue.edu/owl/subject_specific_writing/writing_in_literature/literary_theory_and_schools_of_criticism/introduction_to_literary_theory.html
- Additional readings and films, both required & recommended, will be available via Marriott Library Electronic Reserve, Canvas, handouts and/or links provided in the syllabus. All scheduled videos, films and live presentations must be viewed in class as scheduled.

Course Requirements:

Midterm Exam (In class, Oct. 4, mandatory attendance):	20%
Critical Reflections:	15%
Team Presentations/Case Analyses:	20%
Final Research Project (Mandatory attendance Nov. 29, Dec. 4 & 6):	45%

Grading Policy: Assignments must be turned in by the due date on the syllabus. Late work is not generally accepted (rare exceptions for late acceptance, such as a medical emergency, require professional documentation and instructor approval). Grades assigned according to the scale below:

A =93-100	A- =90-92	B+ =87-89	B =83-86	B- =80-82	C+ =77-79
C =73-76	C- =70-72	D+ =67-69	D =63-66	D- =60-62	E =59 or below

Learning Outcomes: This course is designed to meet the learning outcomes of the University of Utah LEAP Program, Learning Communities and General Education as follows:

LEAP Program Learning Outcomes

Program Purpose

The LEAP program is dedicated to providing students with a learning experience that will help them succeed in their academic endeavors. The purpose of LEAP is to provide deeply engaged learning experiences and establish learning communities within a student cohort. The successful LEAP student will be a critical thinker who is familiar with the requirements of working in a team of peers.

LEAP Learning Outcomes & Assessments

1. *Critical Thinking:* The Association of American Colleges and Universities (AAC&U) defines critical thinking as “a habit of mind characterized by the comprehensive exploration of issues, ideas, artifacts, and events before accepting or formulating an opinion or conclusion”.
2. *Information Literacy:* The AAC&U adopts a definition of Information Literacy from the National Forum on Information Literacy and defines Information Literacy 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”.
3. *Teamwork:* The AAC&U defines Teamwork as “behaviors under the control of individual team members (effort they put into team tasks, their manner of interacting with others on the team, and the quantity and quality of contributions they make to team discussions”.

University of Utah Learning Communities Learning Outcomes

Students who complete a learning community experience at the University of Utah will connect across three dimensions. These dimensions of connection are Intellectual, Reflective/Self-Assessing and Community.

1. *Intellectual Connections:* Measures student capacity for making connections among disciplines, experiences, perspectives, etc.
2. *Reflection/ Self-Assessment Connections:* Develops ability to self-assess (e.g., introspection, directional learning, self-authorship).
3. *Community:* Anchoring students to campus and community (e.g., feeling they belong, knowledge of where to find resources, etc.).

General Education Learning Outcomes

By completing the University of Utah's General Education program (American Institutions, Quantitative Reasoning [QA and QB, or QR], Lower Division Writing, Applied Sciences, Fine Arts, Humanities, Physical and Life Sciences, and Social and Behavioral Sciences), students will be prepared for twenty-first-century challenges by gaining:

A. *Knowledge of Human Cultures and the Physical and Natural World:*

- Knowledge of human cultures and the physical and natural world through study in the sciences and mathematics, social sciences, humanities, histories, languages, and the arts
Focused by engagement with big questions, both contemporary and enduring

B. *Intellectual and Practical Skills*, including:

- Inquiry and analysis
- Critical thinking
- Creative thinking
- Written communication
- Oral communication
- Quantitative literacy
- Information literacy
- Teamwork
- Problem solving

Practiced extensively, across the curriculum, in the context of progressively more challenging problems, projects, and standards for performance

C. *Personal and Social Responsibility*, including:

- Civic engagement (local and global)
- Intercultural knowledge and competence
- Ethical reasoning
- Foundations and skills for lifelong learning

Anchored through active involvement with diverse communities and real-world challenges

D. *Integrative Learning*

- Integrative learning (including synthesis and advanced accomplishment across general and specialized studies)

Demonstrated through the application of knowledge, skills, and responsibilities to new settings and complex problems.

Learning Objectives for Leap 1100-005:

By completing all the required assignments of this course with a passing grade a student should be able to do the following:

1) Students will be able to identify, articulate and critically examine how concepts of community have developed and been implemented in the American experience, on how community membership is determined, and on the possibility, necessity, or desirability of building bridges between different kinds of communities in America.

- By examining a range of literary texts, case studies and researched sources that offer racial, ethnic, class and gender perspectives on this issue
- By means of writing assignments, critical reading, and the acquisition of library research skills, and humanities disciplinary analytical methods
- By debating contemporary issues and expanding thinking about diverse American experiences and communities through film, social and entertainment media, literature and the arts
- By applying a stakeholder approach to critically examine, question and evaluate a variety of perspectives from the stakeholders of current and historical diversity, humanities and fine arts issues and topics.

2) Students will be able to succeed in a university course environment in the areas of community building and written, oral and visual communication through an integrated curriculum

Students will learn and practice how to succeed in a university course environment

- By attending class and following course requirements
- By successfully completing and submitting course assignments in different formats
- By asking for help when it is needed

Students will learn and practice building a community

- By networking and communicating with fellow students, with faculty members, and peer advisors connected to the LEAP Program and their course, and by engaging in a team research project and team presentations

Students will practice and receive feedback on how to effectively employ written, oral and visual communication skills

- By writing critical thinking assignments, performing oral presentations, writing a midterm, working in teams, participating in class activities and contributing to a research project
- By organizing ideas for effective verbal or written responses in critical thinking written assignments
- By successfully completing sequenced assignments of increasing difficulty
- By producing specific types of writing, e.g., summary, comparison, synthesis
- By effectively incorporating visual elements and visualizations, properly cited, into assignments to use as evidence
- By learning to identify and use effective strategies for oral presentations in a team setting

3) Students will be able to identify and apply different humanities discipline concepts and methods of analysis to diversity issues and critically evaluate and reflect on application examples

- By completing class assigned readings, watching prepared class video presentations, taking notes and participating in class discussions and presentations about global and local diversity issues, and by applying different humanities concepts and methods of analysis to all of the above via assignments, a midterm exam, case presentations and a final research project
- By developing ideas from different humanities perspectives and critically evaluating and reflecting on them in application examples via critical thinking written assignments

- By identifying and distinguishing in a midterm exam between the basic theories, methods and particular contributions of the humanities and critically evaluating their application to diversity issues

4) Students will be able to identify and apply different humanities research methods to complete a humanities team research project and presentation to address a diversity issue with a fine arts theme

Students will conduct a research project utilizing humanities methods

- By participating in library research skills sessions
- By completing research skills assignments
- By participating in and contributing to team research assignments
- By contributing to the course final team research presentation
- By creating a properly cited and annotated bibliography in MLA style

Students will identify and apply different concepts and strategies of humanities research, such that they will:

- Be able to recognize ethical issues in humanities research
- Know how to search for published information and cite it correctly in MLA style
- Be able to visualize and present evidence and draw conclusions from it

5) Students will practice and demonstrate that they meet the three key LEAP Program Learning Outcomes: Critical Thinking, Information Literacy and Teamwork

Students will apply critical thinking to intellectual content

- By learning how to read for main ideas
- By reading with an open mind to weigh and evaluate ideas prior to forming an opinion about them
- By examining ideas from different perspectives through actively participating in online exchanges with the entire class and in small groups and via critical thinking writing assignments

Students will acquire and practice information literacy skills, applying knowledge of the main library and utilizing its technologies

- By participating in a sequence of library research skills instruction videos designed for first-year students and completing the requisite associated assignments
- By learning appropriate search strategies in General and Humanities databases
- By researching databases for appropriate sources for specific assignments, especially for the final research project
- By integrating library resources into a research project
- By demonstrating an understanding of what constitutes intellectual property through proper use and citation in a final team research project

Students will work effectively in teams

- By negotiating tasks with the team
- By planning and executing team assignments and following established grading criteria

- By contributing to a final team research presentation
- By ongoing self-evaluation and/or reflection of one's own performance on the team
- By giving and receiving feedback in a constructive manner with fellow team members
- By taking the initiative to implement instructor feedback for revisions on individual contributions to team assignments to help achieve a quality result

6) Students will practice and demonstrate that they meet the three key University of Utah Learning Community Program Learning Outcomes: Intellectual Connections, Reflection/Self-Assessment, and Community

Students will make intellectual connections among disciplines and perspectives

- By discovering ways to link ideas among classes and across disciplines, rather than seeing them as separate, unrelated entities
- By applying what is learned in LEAP 1100 to ideas, assignments, and examinations in other classes and vice versa

Be able to forge reflection and self-assessment connections:

- By writing reflective critical thinking writing assignments
- By participating in self-evaluation and self-reflections on team performance
- By writing a final self-evaluation and self-reflective assignment at the end of the course

Students will discover ways to adapt, belong, and find resources within the University of Utah community

- By actively participating in a learning community of first-year students entering the university
- By keeping up with class announcements about events and opportunities on campus
- By participating in LEAP-sponsored, College of Fine Arts and other university events on campus
- By engaging in library research skills instruction sessions and completing the corresponding assignments

Teaching and Learning Methods: This course is designed as a learning community. It follows an active learning, seminar discussion and partial lecture format, in which students are expected to attend each class session, to come to class having read the assigned reading, to participate in class discussions and activities, to take notes and to be prepared for any potential in-class assignments, as well as exams, papers, class presentations and debates. Students should bring readings and reading notes to class to refer to. By participating in this way, students learn from one another; from the Peer Advisor and from the professor, through the shared ideas of the entire classroom community. Hence, active participation from each member of the class is essential and required, and completing in-class activities also constitutes a portion of the final grade. The course will take a stakeholder approach to the material in which students will critically examine, question and evaluate a variety of perspectives from the stakeholders of current and historical diversity, humanities and fine arts issues and topics. The teaching and learning method is designed to meet the course Learning Outcomes 2, 3, 5, & 6. Students must attend each class in order to receive credit for the scheduled class assignments.

Description of Assignments

Critical Reflections Assignments (CR's): There are 15 critical thinking reflection assignments or "CR's". The CR's are written assignments and also quizzes, which collectively are worth 15% of the final course grade, and individually worth 1% of the final course grade. The CR assignments #13-15 will be in-class quizzes on readings pertaining to the final research project. The CR assignments #1-12 have two parts: part 1 is comprised of a pre-class written response to questions provided on Canvas; with part 2 being an in-class follow-up written response to a question given in class on the day the assignment is due. Grading criteria for each assignment is provided on Canvas. To receive full credit, students must do the following: a) hand in their CR's at the beginning of class to receive acknowledgment of completion for the part 1 answers; the answers will then be handed back and then students must b) complete and answer a part 2 in-class discussion reflection question. The CR assignments are designed to assess student critical thinking skills as applied to the themes of the course; the application of literary theories and/or analysis of the issues and arguments presented in the assigned readings; and deeper learning based on class discussion, feedback and lectures. Students will be evaluated according to the quality and quantity of their critical thinking skills as well as their ability to communicate and argue effectively in writing, and on their knowledge and understanding of the assigned topics. Students will have the opportunity to revise their answers as a result of class discussions for a better grade. Students must attend class and turn assignments in and complete assignments during class on the date due in order to receive credit. CR assignments are designed to meet the course Learning Outcomes 1, 2, 3, 4, 5, & 6. More information about the CR writing assignments will be given in class as scheduled in the course calendar.

Midterm Exam: There will be one IN-CLASS midterm exam worth 20% of the final course grade, scheduled for October 4. The midterm exam will cover the assigned readings, cases, class lectures, and the content of any class discussions, debates, videos, field trips and visiting lecturers. Students will be evaluated on the following: mastery and accuracy of understanding, analysis and application of the issues, arguments and literary theories presented in the readings and in class discussions, videos, field trips and lectures; and the ability to self-reflect on ethical issues and to communicate and argue effectively responses to assigned exam topics. Students can prepare by studying their reading and class notes, and their writing assignments and case study presentations. The midterm exam will help students meet the course Learning Outcomes 1, 2, 3, 5, & 6. More information about the exam will be given in class as scheduled in the course calendar.

Team Case Presentations: There will be four case studies which you are expected to purchase (see the link listed under the Required Text section above). You will be required to read, prepare and answer questions about these cases in teams during the course of the semester. Each team will be assigned one of the four cases and will be responsible for creating a PowerPoint presentation of no less than 20 minutes and no more than 30 minutes providing all the details of the case and offering an analysis and solution to the issues it poses for the rest of the class to discuss and respond to. The team case question responses will be each worth 4% of the final course grade, while the team PowerPoint presentation of one assigned case will be worth 8% of the final course grade, for a total of 20% in all. The case presentations and studies are designed to meet the course Learning Outcomes 1, 2, 3, 5, & 6.

A Note About Team Grading: All team projects will be graded according to INDIVIDUAL participation within the team. Hence, if a student does not perform, others in the group will not be penalized. Viewing teams will provide analysis for each other.

Final Research Project and Presentation:

There will be a historical role play research project in which students will apply the research skills and methods acquired in class and in library sessions to a final research project. The outcome of the research project will be an in-class role play re-enactment of an historical event and debrief during the final 3 **MANDATORY ATTENDANCE** class sessions (Nov. 29, Dec. 4 & 6); and a final reflection essay due Tuesday, December 11, by 5 p.m. uploaded to Canvas. Students will be expected to employ humanities and fine arts research methods learned during the library research skills sessions to complete this exercise. The final research project and presentation is designed to meet the course Learning Outcomes 1, 2, 3, 4, 5, & 6. The guidelines for the final research project and reflection, along with grading criteria, will be handed out in class and posted on Canvas once the course is underway.

Library Assignments: A total of five library research skills sessions taught by Tony Sams and Elizabeth Gabbitas, professional librarian instructors at the Marriott Library, will be held during the semester. Refer to the syllabus calendar below for the specific dates and locations of these sessions. These library sessions are a required part of the course. Students will be graded for their participation at each of these sessions and by their performance on the assignments given during each session. The library research skills sessions and assignments are designed to help students work towards completing the research for their final research project, and to meet course Learning Outcomes 2, 4, 5 & 6.

More information about the library research skills sessions: The library research skills sessions are a required part of each LEAP course. Students who continue in the LEAP Program and take the next course in the sequence (LEAP 1101 which fulfills a Social/Behavioral Science requirement) will receive 5 more library research skills instructional sessions, which qualifies them to receive an additional hour of credit. In order to receive the hour of credit it is necessary to register and pay the tuition for LEAP 1060 “Methods and Technologies of Library Research” spring semester. The course is a Credit/No Credit course (meaning there is no letter grade assigned. By participating and completing the work for at least 8 of the 10 total library research skills sessions embedded into the full-year LEAP course sequence, (i.e. 5 sessions fall semester and 5 sessions spring semester), you will be eligible to receive the **1 hour of credit for LEAP 1060 with a grade of CR** (i.e. credit) given at the end of spring semester. Remember that you must register and pay the tuition for the hour of credit spring semester in order to receive credit.

Extra Credit: Extra credit of up to .5 % of the final grade may be awarded for attending LEAP-sponsored events on campus. Qualifying events will be announced as the course unfolds. In order to earn extra credit, it is necessary to attend the event and then write a 250-300-word reflective essay in which you identify the event and address the following: what was gained by attending (1 point); the value of the event to you (1 point); at least one critical/evaluative observation (1 point); and at least one application to the LEAP course and/or LEAP experience (1 point); at least 250-300 words (1 point). (Note: each point=.1% for a total of .5% or 5 points possible). **Be sure to identify the event** or the assignment will be returned with no points awarded.

Class Attendance & Participation: Since this is a seminar course, attendance and participation in all class activities and discussions constitutes a large part of the learning and grading for this course; you must in fact attend to receive credit for the assignments, exam, presentations and other required assessed work for this course. Students are to come prepared for each class by bringing written

answers to questions as scheduled on the course catalogue for class, by having read the reading assignments scheduled for the day in advance, and to participate in class discussions if not always by speaking, then by listening attentively to others and by taking notes, and then responding to post-class discussions in written form. To prepare for class discussions students should keep up with reading assignments and class discussions and take good notes.

Timing: Plan to study up to 2-3 hours outside class for each hour of scheduled class time. Hence, for a typical 3-hour credit class, you should plan to spend between 6 to 9 hours per week on the course (which would include both class time and study time outside of class).

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. See Student Code, www.regulations.utah.edu/academics/6-400.html

University Disability Services/ADA Statement: 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 Center for Disability & Access, 162 Olpin Union Bldg., 801-581-5020, <http://disability.utah.edu>. CDS will work with you and the instructor to make arrangements for accommodations. All written information in this course can be made available in an alternative format with prior notification to the Center for Disability & Access.

Wellness Statement: Central to this course is a broad concept of health and wellness. I believe that your personal health and wellness are essential to your success as a student. Personal concerns such as stress, anxiety, relationship difficulties, depression, cross-cultural differences, etc., can interfere with a student's ability to succeed and thrive in this course and at the University of Utah. Please speak with instructors before issues become problems. And, for helpful resources, contact the course-assigned SSA or Center for Student Wellness at www.wellness.utah.edu or 801-581-7776.

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).

LGBTQ Resource Center: The University of Utah has an LGBTQ Resource Center on campus. It is located in Room 409 in the Olpin Union Bldg. Hours: M-F 8-5pm. You can visit their website to find more information about the support they can offer, a list of events through the center and links to additional resources: <http://lgbt.utah.edu/>. Please also let us know if there is any additional support you need in this class.

Learners of English as an Additional/Second Language: If you are an English language learner, please be aware of several resources on campus that will support you with your language and writing development. These resources include: the Writing Center (<http://writingcenter.utah.edu/>); the Writing Program (<http://writing-program.utah.edu/>); the English Language Institute (<http://continue.utah.edu/eli/>). Please let us know if there is any additional support you would like to discuss for this class.

Student/Faculty Responsibilities: Student responsibilities, set forth in Policy 6- 400: Code of Student Rights and Responsibilities (“Student Code”), can be found at the University of Utah website, under the A-Z index (“S”) under “Student Code.”

Links to other university information of potential importance to students:

ASUU Tutoring Center: <https://tutoringcenter.utah.edu>

Student Code: <https://regulations.utah.edu/academics/6-400.php>

Student Success: <https://studentsuccess.utah.edu/resources/student-support/>

University Writing Center: <https://writingcenter.utah.edu>

As the only institution in the state classified in the highest research category (R1), at the University of Utah you will have access to state-of-the-art research facilities and be able to be part of the knowledge creation process. You will have the opportunity to do research of your own with faculty who are leading experts in their field, engaging in programs that match your research interests. Further, you will interact with and often take classes with graduate students that provide an advanced understanding of the knowledge in your field.

Please Note: The course syllabus and calendar are subject to change and modification at the discretion of and by the professor, with reasonable prior notice to the students of those changes and modifications. It is the student’s responsibility when absent from class to ask the professor if there have been any changes made to the syllabus in his/her absence.

Course Calendar: Reading must be completed before the class session on the date indicated here below. Please bring your assigned text to each class. Students are to come prepared for class by having read the reading assignments scheduled for the day in advance.

Course Calendar

Date	Topic Covered	Readings/Videos to Read/Watch for Class	Assignments Due
PART I: Introduction to Diversity and the Humanities			
Tu Aug 21	Introduction to the Course	Syllabus reviewed in class	
Th Aug 23	What is Normative/Non-Normative and Who Says?: Critical Disability Studies	<p><u>Read:</u> Sherman Alexie, <i>The Absolutely True Diary of a Part-Time Indian</i>, from beginning to “Grandmother Gives Me Some Advice”</p> <p><u>Read:</u> “Critical Disability Studies (1990’s to Present)”</p> <p>https://owl.purdue.edu/owl/subject_specific_writing/writing_in_literature/literary_theory_and_schools_of_criticism/critical_disability_studies.html</p>	CR#1 in class
Tu Aug 28	Native American Reservations; Marxist Criticism	<p><u>Read:</u> Alexie, <i>Absolutely True Diary</i>, From “Grandmother Gives Me Some Advice” to “Red Versus White”</p> <p><u>Read:</u> “Marxist Criticism (1930s-present)”</p> <p>https://owl.purdue.edu/owl/subject_specific_writing/writing_in_literature/literary_theory_and_schools_of_criticism/marxist_criticism.html</p>	CR #2 in class
Th Aug 30	Red vs. White; Post-Colonial Criticism	<p><u>Read:</u> Alexie, <i>Absolutely True Diary</i>, From “Red Versus White” to the End</p> <p><u>Read:</u> “Post-Colonial Criticism (1990s-present)”</p> <p>https://owl.purdue.edu/owl/subject_specific_writing/writing_in_literature/literary_theory_and_schools_of_criticism/post_colonial_criticism.html</p>	CR #3 in class
Tu Sep 4	Rights to Land and History; The Dakota Pipeline Debate	<p><u>Read:</u> (CASE 1) <i>Disney (B): The Third Battle of Bull Run</i>. Team 1 will Present. All teams must prepare answers to the questions on Canvas for Case 1 and submit them on Canvas, typed with Team #.</p>	Team 1 Presentation; Teams 2-4 Case Questions; CR #4 response in class only
Th Sep 6	Rights to Identity; Mascots	<p><u>Read:</u> (CASE 2) <i>Paul Frank and Native American Stereotypes: A Case of Misappropriation</i>. Team 2 will Present. All teams must prepare answers to the questions on Canvas for Case 2 and submit them on Canvas, typed with Team #.</p>	CR #5 in class
Tu Sep 11	Context; New Historicism/Cultural Studies	<p><u>Read:</u> Ta-Nehisi Coates, <i>Between the World and Me</i>, Part 1.</p> <p><u>Read:</u> “New Historicism/Cultural Studies (1980’s to present)”</p> <p>https://owl.purdue.edu/owl/subject_specific_writing/writing_in_literature/literary_theory_and_schools_of_criticism/new_historicism_cultural_studies.html</p>	CR #6 in class

Date	Topic Covered	Readings/Videos to Read/Watch for Class	Assignments Due
Th Sep 13	Privilege; Critical Race Theory	<u>Read:</u> Ta-Nehisi Coates, <i>Between the World and Me</i> , Part 2. <u>Read:</u> “Critical Race Theory (1970s-present)” https://owl.purdue.edu/owl/subject_specific_writing/writing_in_literature/literary_theory_and_schools_of_criticism/critical_race_theory.html	CR #7 in class
Tu Sep 18	Othering; Reader-Response Criticism	<u>Read:</u> Ta-Nehisi Coates, <i>Between the World and Me</i> , Part 2. <u>Read:</u> “Reader-Response Criticism” at https://owl.purdue.edu/owl/subject_specific_writing/writing_in_literature/literary_theory_and_schools_of_criticism/reader_response_criticism.html	CR #8 in class
Th Sep 20	Neighborhoods and Community Identity; The Black Lives Matter Movement	<u>Read</u> (CASE 3) <i>Theaster Gates: Artist as Catalyst for Community Development</i> Team 3 will Present. All teams must prepare answers to the questions on Canvas for Case 3 and submit them on Canvas, typed with Team #.	CR #9 in class
Tu Sep 25	Intersectionality; Feminist Criticism; Post-9-11	<u>Read:</u> Chapter 9 in Shaila Abdullah, <i>Saffron Dreams: A Novel</i> . Modern History Press, 2009, pp. 57-70. On e-reserve , posted on Canvas, and handed out in class. <u>Read:</u> “Feminist Criticism (1960s-present)” https://owl.purdue.edu/owl/subject_specific_writing/writing_in_literature/literary_theory_and_schools_of_criticism/feminist_criticism.html	CR #10 in class
Th Sep 27	Cross-Cultural Relations; Immigration Policies	<u>Read:</u> (CASE 4) <i>Shepard Quraeshi Associates (A)</i> Team 3 will Present. All teams must prepare answers to the questions on Canvas for Case 3 and submit them on Canvas, typed with Team #.	CR #11 in class
Tu Oct 2	The American Dream; Psychoanalytic Criticism, Jungian Criticism; DACA	<u>Read:</u> Teams 1 & 2 will read Chapter 1 and Teams 3 & 4 will read Chapter 2 in Sonia Nazario, <i>Enrique’s Journey</i> . Random House, 2014 http://www.pulitzer.org/winners/sonia-nazario <u>Read:</u> “Psychoanalytic Criticism, Jungian Criticism(1930s-present)” https://owl.purdue.edu/owl/subject_specific_writing/writing_in_literature/literary_theory_and_schools_of_criticism/psychoanalytic_criticism.html	CR #12 in class
Th Oct 4	Midterm Exam (in class)		Midterm Exam
Oct. 6-14	Fall Break: No Classes		
PART II: Research Project			
Tu Oct 16	Introduction to the Research Project and Role Assignments	<u>Read:</u> PBS “Hollywood censored: The production code.” <i>Culture Shock</i> . Retrieved from http://www.pbs.org/wgbh/cultureshock/beyond/hollywood.html This is about the creation of the Film Code in 1930.	CR #13

Date	Topic Covered	Readings/Videos to Read/Watch for Class	Assignments Due
Th Oct 18	Library 1, Marriott Library Rm. 1120	Starting a research project and the basics of research	Research Skills #1
Tu Oct 23	Pre-Code Hollywood	<u>Read</u> : “Vice vs. Virtue in Pre-Code Hollywood.” Harvard Film Archive. Retrieved from http://hcl.harvard.edu/hfa/films/2008janfeb/precode.html	Written Assignment #1: Write a 75-180 word analysis in which you critique the films described in the reading in terms of their subject matter and explain how effective you think the code was before it was enforced. Be specific and give more than one example.
Th Oct 25	Library 2, Marriott Library Rm. 1120	Using Humanities databases and books	Research Skills #2
Tu Oct 30	The 1927 Don’ts and Be Carefuls	<u>Read</u> : “Mutual Film Corp. v. Industrial Commission of Ohio,” 1915 (handout; also posted on Canvas) “The Don’t’s and Be Carefuls” of 1927. Retrieved from https://www.wabashcenter.wabash.edu/syllabi/w/weisenfeld/re1160/donts.html	Written Assignment #2: In 150-225 words identify, summarize and analyze the historical situation leading to the production of the 1930 Film Code. How would your character analyze “The Don’t’s and Be Carefuls” of 1927? What inferences and conclusions are you able to draw from it based on your research about your character to date?
Th Nov 1	Library 3, Marriott Library Rm. 1120	Locating and citing visual resources (films, movie posters, etc.)	Research Skills #3
Tu Nov 6	Analyzing a Film	<u>Read</u> : “The Movies as a Cultural Battleground” in http://www.digitalhistory.uh.edu/topic_display.cfm?tcid=123 <u>Read</u> “The Sins of Hollywood (1922),” pp. 176-183. Retrieved from https://www.csus.edu/indiv/c/craftg/histhrs%20169/hollywood%20sins.pdf <u>Read</u> : Gerd Gemunden, “How to View a Film.” Retrieved from http://www.dartmouth.edu/~russ13/VIEW%20A%20FILM.html	Written Assignment #3: Film Analysis (on Canvas); CR #14
Th Nov 8	Library 4, Marriott Library Rm. 1120	Primary Sources	Research Skills #4

Date	Topic Covered	Readings/Videos to Read/Watch for Class	Assignments Due
Tu Nov 13	The Hays Code	<u>Read:</u> "The Motion Picture Production Code (as Published 31 March 1930)," https://www.asu.edu/courses/fms200s/total-readings/MotionPictureProductionCode.pdf	Written Assignment #4: Summarize the key concepts of the Hays Code and identify how the film you analyzed measures up to the standards of "The Hays Code;" CR #15
Th Nov 15	Library 5, Marriott Library Rm. 1120	Identifying resources needed to complete the research topic	Research Skills #5: Annotated Bibliography in MLA
Tu Nov 20	Strategy Workshop		Written Assignment #5: Strategy Agenda and Strategy Letter
Th Nov 22	No Class: Thanksgiving		
Tu Nov 27	Rehearsal		Written Assignment #6: Presentation Speech and Proposal
Th Nov 29	Final Research Project Discussion	Attendance is mandatory	Presentation #1
Tu Dec 4	Final Research Project Discussion/Resolution	Attendance is mandatory	Presentation #2
Th Dec 6	Final Research Project Resolution/Debrief	Attendance is mandatory	Presentation #3
Tu Dec 11	Final Reflection		Final Paper