

Humanities and Diversity Seminar: “Perspectives of America”

Engineering LEAP 1500 – Sections 7, 8 & 9

Tuesday & Thursdays, Room GC 1560

Spring 2019 Syllabus

[Humanities Foundation, Diversity Requirement]

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Office hours: Wed. 2-4 pm and by appt.

Peer Advisors:

Section 7 (9:10 am – 10:30 am) -- Jonny Palacios-Torres

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Section 9 (2:00 pm – 3:20 pm) – Ben Leaptrot

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Office: Marriot Library 1738

Course Description and Overview:

In the second semester of Engineering LEAP the focus is on broadening our understanding of the diversity of perspectives in America. We examine literature that offers a variety of contemporary perspectives on equality, race, and opportunity in America. 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 perspective of America described in the reading compare to your perspective of America?
- Why do you think the author wrote the text? Do they have a clear point to get across to their audience?
- How does the protagonist in the particular reading describe and identify himself or herself? How do they see the world around them? Do they provide an explanation for their viewpoints?
- How does one’s culture and the history of that culture affect one’s identity and behavior?
- What impressions, feelings or questions do you have after doing the reading?

- How do you feel towards the main character or protagonist? Is this someone you would want to eat dinner with or sit by on an airplane or get to know better?
- Is the perspective of the author and/or the main character slanted toward the position that in America culture, wealth, and race are more determinant of one's future or is the position slanted towards individual responsibility and accountability as determinants of success?
- How do your own personal experiences shape your analysis and impressions of the reading?
- What opinions, comments and questions about the reading can you bring to the class discussion on this reading?

Learning Objectives for LEAP 1500-007, 008, 009:

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)
- *Interpreter of Maladies* by Jhumpa Lahiri (1999)
- *There's No Jose Here* by Gabriel Thompson (2007)

Required readings posted on Canvas

- Gilbert, Sophie. “Learning to be Human.” *The Atlantic*, June 30, 2016. www.theatlantic.com/entertainment/archive/2016/06/learning-to-be-human/489659/.
- Wulf, William. “The Importance of Diversity in Engineering.” 2002.
- Blix, Amy Sue. “From ‘Engineeresses,’ to ‘Girl Engineers,’ to ‘Good Engineers’: A History of Women’s U.S. Engineering Education.” 2006.

Course Requirements:

Individual Assignments

115 pts

- Reflection Assignment #1 05 pts
- Reflection Assignments #2- #5 [4 x 10 pts] 40 pts
- Reading Quizzes [3 x 5 pts] 15 pts
- In-class activities [2 x 2.5 pts] 05 pts
- Reflective Essays [2 x 20 pts] 40 pts
- Individual Reflection on Team Projects 10 pts

Team Project Assignments

105 pts

- Library Classes [5 x 4 pts] 20 pts
- Team Assignments [4 x 10 pts] 40 pts
- Team Assignment #5 [digital collage] 10 pts
- Team Mtg w/Professor 05 pts
- Team Presentation 25 pts
- Evaluation of other team projects 05 pts

Total Points for the Course:

220 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, on Canvas under “Assignments” or under “Modules.”

- **Reflection Assignments:** There will be four reflection assignments given throughout the semester. The first one is worth 5 points while the other three are worth 10 points each. The reflection assignments are question-answer assignments, not written essays. The goal is to give students an opportunity to reflect on what they have read for class. For most of these assignments, I will provide a list of questions about the reading and expect students to thoughtfully and articulately answer the questions based on their opinions and knowledge of that reading. These assignments are due on Canvas by 9:00 am on the date listed on the syllabus.

- Reading Quizzes: There will be three reading quizzes given during class time, as scheduled on the syllabus, each worth 5 points. **A reading quiz will only cover the reading that is due to be read for that day's class.** Reading quizzes will be multiple choice and short answer, and focus more on facts and details than do the reflection assignments or reflective essays. Quizzes are as scheduled on the syllabus and cannot be made up without prior notice.
- In-class Activities: There will be two in-class activities, each worth 2.5 points. These have been scheduled on the syllabus. These in-class activities are to help students think about the topics in the reading in a different mode than class discussion.
- Reflective Essays: There will be two reflective essay assignments, each worth 20 points given during the semester. One will cover the text, *Hillbilly Elegy*, and the other, *There's No José Here*. I will provide a handout with the specific questions to be discussed in the essays. These 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.
- Library Classes: This semester there are five library instruction classes, each worth 4 points, scheduled during class time in the Marriott library, room 1110 or 1120, depending on your section. You must attend these library classes 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. Library classes are to help you complete the team project and individual team assignments. Please plan on attending.
- Individual Reflection on Team Project: There will be an individual reflection assignment due during finals week, which is worth 10 points. This reflection assignment will ask you to address particular questions about your experience completing the team project during the semester, and to evaluate the other team's presentations and collages. The essay will not be testing your knowledge of the readings or your writing abilities but asking you to honestly and thoughtfully reflect on the experience you had with your team, the quality of other team presentations, and what ideas you have to help make the team project work better next year.
- Team Assignments. The team project this semester about, “America from the perspective of [a group in Salt Lake City which identifies differently than the team of students].” The group to be studied might be the homeless, or those who identify as Muslim or as members of the Church of Jesus Christ of Latter-Day Saints, or as transgender or as Hindu, etc. Most importantly the identity of the group selected is to be of interest to the team.

To help the team complete this project, there will be five team assignments, each worth 10 points, that will lead up to the final team assignment, which is a team digital collage that will use images, words, poetry, and photos to show the team's impressions, feelings,

and thoughts on life for someone of the particular group identity. The collage will represent the team's interpretation of "America from the perspective of _____." Teams will present and explain the team collage to the class in an oral presentation at the end of the semester, which is worth 25 points.

Hopefully, team members will come away with a better understanding of what life is about for a person of a particular identity and how that person's reality is similar and different from their own. Note that although the team is focused on a group identity, in reality the in-depth understanding will come from interacting with individuals who identify as a member of the group, not studying the group as a whole.

- Team Presentation: At the end of the semester teams will present and explain the team collage to the class in an oral presentation, which is worth 25 points. The collage is to reflect the knowledge and understanding the team members gained through interactions with select individuals, and the team's interpretation of that individual's and the larger identity group's perspective of life in America.
- Team Meeting with the Professor: Each team is to meet individually with the professor at least two days before the team presents their collage to the class. This meeting is worth 5 points for each team member who attends. It is the team's responsibility to schedule the meeting with the professor.
- Team Practice with the Peer Advisor: Each team is encouraged to practice the team's presentation of the team collage at least once with the peer advisor. Team members may earn one point of extra credit by practicing with the PA. It is the team's responsibility to schedule a practice session. Remember that the PA is also student and usually very busy towards the end of the semester, thus it behooves the team to schedule a practice at least a week before the team presentation.

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 about one paragraph on the activity - what you experienced and what you thought about the event – and send this paragraph in an email to your peer advisor using their email address as written on page 1 of the syllabus. All extra credit paragraphs are due by **Friday, April 26, 2019**.

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 -- *The schedule may change with prior notice*

*Note: Readings listed for each day should be completed **prior** to class on that day.*

DATE		Assignments
Week 1 – Introduction to Course & Thoughts on Diversity		
T Jan 8	Introduction to course. Review hard copy of syllabus <i>Hand out Reflection Assignment #1 in class</i>	
Th Jan 10	Diversity, Equality in Engineering <i>Hand out Reflection Assignment #2 in class</i> Readings: <ul style="list-style-type: none"> • “Diversity in Engineering” by W. Wulf, 2002, on Canvas • “From ‘Engineeresses’ to ‘Girl Engineers’ to ‘Good Engineers’: A History of Women’s U.S. Engineering Education,” by Amy Sue Bix, 2006, on Canvas 	<ul style="list-style-type: none"> • Reflection Assignment #1 due by 9:00 am on Canvas [5 pts]
Week 2 – Introduction to Humanites & Team Project		
T Jan 15	Why study the humanities? Reading: <ul style="list-style-type: none"> • “Learning to be Human,” by Sophie Gilbert, <i>The Atlantic</i>, 2018, on Canvas • “This Blessed House,” pp. 136-157 in <i>Interpreter of Maladies</i> (buy the book) 	<ul style="list-style-type: none"> • Reflection Assignment #2 due by 9:00 am on Canvas [10 pts]

DATE		Assignments
Th Jan 17	Introduce semester-long team project: “America from the perspective of ___ _____.” <i>Handout Team Assignment #1 in class</i> <ul style="list-style-type: none"> • Organize teams • Discuss topics 	
Week 3 – Perspectives of America		
T Jan 22	First Library Class (4 pts) <ul style="list-style-type: none"> • Section 7 meets in Marriott Library, rm 1110 • Section 8 meets in Marriott Library, rm 1110 • Section 9 meets in Marriott Library, rm 1120 	
Th Jan 24	Discuss reasons for writing Hillbilly Elegy J.D.’s description of hillbillies & his family <i>Hand out Reflective Essay #1 Assignment</i> Reading: <ul style="list-style-type: none"> • <i>Hillbilly Elegy</i>, pp. 1-37 (Introduction-Ch. 2) 	<ul style="list-style-type: none"> • Reading Quiz #1
Sat Jan 26	• Team Assignment #1 due by 11:59 pm on Canvas	
Week 4 – Hillbilly Elegy		
T Jan 29	<i>Post Reflection Assignment #3 on Canvas</i> Reading: <ul style="list-style-type: none"> • <i>Hillbilly Elegy</i>, pp. 39-99 (Ch. 3-6) 	
Th Jan 31	Group discussion in class Reading: <ul style="list-style-type: none"> • <i>Hillbilly Elegy</i>, pp. 102-151 (Ch. 7-9) 	<ul style="list-style-type: none"> • Reflection Assignment #3 due on Canvas by 9:00 am on Canvas (10 pts)
Week 5 – Hillbilly Elegy		
T Feb 5	Discuss changed situation in J.D.’s life Reading: <ul style="list-style-type: none"> • <i>Hillbilly Elegy</i>, pp. 153-207 (Ch. 10-12) 	
Th Feb 7	Final Discussion of <i>Hillbilly Elegy</i> Discuss main themes & students’ opinion Reading: <ul style="list-style-type: none"> • <i>Hillbilly Elegy</i>, pp. 209-257 (Ch. 13- Conclusion) 	<ul style="list-style-type: none"> • In class activity on ACEs (2.5 pts)
Sat. Feb. 9	• Reflective Essay #1 – Hillbilly Elegy – due on Canvas by 11:59 pm	

DATE	Assignments	
Week 6 – The Team Project – Perspectives of America		
T Feb 12	Second Library Class <ul style="list-style-type: none"> • Section 7 meets in Marriott Library, rm 1110 • Section 8 meets in Marriott Library, rm 1110 • Section 9 meets in Marriott Library, rm 1120 <i>Hand out Team Assignment #2 in class</i>	
Th Feb 14	Work on Team Assignment #2 for ½ class Reading: <ul style="list-style-type: none"> • excerpts of memoir found in library class • <i>There's No Jose Here</i>, pp. 1-25 (Introduction – Ch. 1) 	
Sat. Feb 16	<ul style="list-style-type: none"> • Team Assignment #2 due on Canvas by 11:59 pm 	
Week 7 – There's No Jose Here		
T Feb 19	Discuss There's No Jose Here <i>Hand out Reflection Assignment #4</i> Reading: <ul style="list-style-type: none"> • <i>There's No Jose Here</i>, pp. 27-89 (Ch. 2-6) 	<ul style="list-style-type: none"> • Reading Quiz #2 in class
Th Feb 21	<i>Hand out Reflective Essay Assignment #2 (20 pts)</i> Reading: <ul style="list-style-type: none"> • <i>There's No Jose Here</i>, pp. 91-144 (Ch. 7-9) 	<ul style="list-style-type: none"> • Reflection Assignment #4 due by 9:00 am on Canvas
Week 8 – Team Research Project		
T Feb 26	Third Library Class <ul style="list-style-type: none"> • Section 7 meets in Marriott Library, rm 1110 • Section 8 meets in Marriott Library, rm 1110 • Section 9 meets in Marriott Library, rm 1120 	
Th Feb 28	Work on Team Assignment #3 in class Discuss There's No Jose Here Reading: <ul style="list-style-type: none"> • <i>There's No Jose Here</i>, pp. 145-187 (Ch. 10- Ch. 12) 	
Week 9 – There's No Jose Here		
T Mar 5	Reading: <ul style="list-style-type: none"> • <i>There's No Jose Here</i>, pp. 189-230 (Ch. 13 - 15) 	<ul style="list-style-type: none"> • Team Assignment #3 due on Canvas by 11:59 pm

DATE	Assignments	
Th Mar 7	Finish discussion of <i>There's No Jose Here</i> Closing perspectives Reading: <ul style="list-style-type: none"> • <i>There's No Jose Here</i>, pp. 231-288 (Ch. 16-Postscript) 	<ul style="list-style-type: none"> • In class activity (2.5 pts)
Sat Mar 9	Reflective Essay #2 due on Canvas by 11:59 pm (20 pts)	
Week 10 – Spring Break – March 10 – 17		
Week 11 – <i>Interpreter of Maladies</i> (The Human Experience)		
T Mar 19	Hand out <i>Team Assignment #4 in Class</i> Hand out <i>Reflection Assignment #5 in class</i> Reading: <ul style="list-style-type: none"> • “Interpreter of Maladies,” pp. 43-69 in <i>Interpreter of Maladies</i> • “Mrs. Sen’s,” pp. 111-135 in <i>Interpreter of Maladies</i> 	<ul style="list-style-type: none"> • Reading Quiz #3
Th Mar 21	Reading: <ul style="list-style-type: none"> • “When Mr. Pirzada Came to Dine,” pp. 23-42, in <i>Interpreter of Maladies</i> • “The Third and Final Continent” pp. 173-198, last story in <i>Interpreter of Maladies</i> 	<ul style="list-style-type: none"> • Reflection Assignment #5 –due by 9: 00 am on Canvas (10 pts)
Week 12 – Team Project		
T Mar 26	Fourth Library Class <ul style="list-style-type: none"> • Section 7 meets in Marriott Library, rm 1110 • Section 8 meets in Marriott Library, rm 1110 • Section 9 meets in Marriott Library, rm 1120 <i>Post Team Assignment #5 – Team Collage -- on Canvas</i>	
Th Mar 28	<ul style="list-style-type: none"> • Report in class on team interactions with group & individuals 	<ul style="list-style-type: none"> • Team Assignment #4 due on Canvas by 11:59 pm
Week 13 – Team Project		
T Apr 2	<ul style="list-style-type: none"> • Review how to make a digital collage using PowerPoint • Work in class on Team Collage 	
Th Apr 4	Work in Class on Team Collage <ul style="list-style-type: none"> • Teams schedule time to meet with Instructor & PA 	

DATE		Assignments
Week 14 – Team Project		
T Apr 9	Fifth Library Class <ul style="list-style-type: none"> • Section 7 meets in Marriott Library, rm 1110 • Section 8 meets in Marriott Library, rm 1110 • Section 9 meets in Marriott Library, rm 1120 	<ul style="list-style-type: none"> • Team Assignment #5 – Collage due on Canvas by 11:59 pm
Th Apr 11	Instruction on how to present effectively <ul style="list-style-type: none"> • Review expectations for team presentations 	
Week 15 – Team Presentations		
T Apr 16	Team Presentations in class	<ul style="list-style-type: none"> • Evaluate team presentations (2 pts)
Th Apr 18	Team Presentations in class	<ul style="list-style-type: none"> • Evaluate team presentations (2 pts)
Week 16 – Team Presentations		
T Apr 23	Conclusion of Course on Perspectives of America Team Presentation in class	<ul style="list-style-type: none"> • Evaluate team presentations (1 or 2 pts)
W Apr 24	Reading Day – No Classes	
F Apr 26	LEAP Symposium – 12:30 pm – 2:30 pm (attendance is discretionary)	
Final Exam Period (Apr 25 – May 1)		
Tue, April 30	<ul style="list-style-type: none"> • Individual Reflection on Team Project - Perspectives of America due by 11:59 pm on Canvas (10 pts) 	