

Humanities and Diversity Seminar: “Perspectives of America”

Social & Behavioral Science LEAP 1100 – Section 006

MWF 9:40 am – 10:30 am in Room BU C 207

Spring 2019 Syllabus

[Humanities Foundation, Diversity Requirement]

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Course Description and Overview:

In the second semester of Social & Behavioral Science LEAP the focus is on broadening our understanding of the diversity of experience 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 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)
- *Interpreter of Maladies* by Jhumpa Lahiri (1999)
- *There’s No Jose Here* by Gabriel Thompson (2007)

Required readings posted on Canvas

- Brandeis, Louis D. “True Americanism,” Ch. 22 in *Business – A Profession*.
<https://louisville.edu/law/library/special-collections/the-louis-d.-brandeis-collection/business-a-profession-chapter-22>.
- Gilbert, Sophie. “Learning to be Human.” *The Atlantic*, June 30, 2016.
www.theatlantic.com/entertainment/archive/2016/06/learning-to-be-human/489659/.

Course Requirements:

Individual Assignments

120 pts

- Reflection Assignments [5 x 10 pts] 50 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 Project 10 pts

Team Project Assignments

100 pts

- Library Classes [5 x 3 pts] 15 pts
- Team Assignments [4 x 10 pts] 40 pts
- Team Assignment #5 [digital collage] 10 pts
- Team Meeting with Professor 03 pts
- Team Practice w/PA 03 pts
- Team Presentation 25 pts
- Evaluation of Other Team Presentations 4 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 five reflection assignments given throughout the semester, each worth 10 points. 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 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. One has been scheduled on the syllabus. The other will be held at the discretion of the instructor.

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 3 points, scheduled during class time in the Marriott library, room 1745. 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. 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 and what ideas you have to help make the team project work better next year.
- Team Assignments. An important part of your coursework this semester will be teamwork. The theme this semester is, "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 with the professor is worth 3 points. 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. To provide an incentive for teams to schedule a practice with the peer advisor, teams will earn 3 points if they do in fact practice 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, Linda Derhak, using her email address, derhaklinda@gmail.com. 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 Humanities		
M Jan 7	Introduction to course. Review hard copy of syllabus	
W Jan 9	<i>Hand out Reflection Assignment #1 in class</i> What are the humanities? Reading: <ul style="list-style-type: none"> • “Learning to be Human,” by Sophie Gilbert, <i>Atlantic Magazine</i> 2018, on Canvas 	
F Jan 11	Reading: <ul style="list-style-type: none"> • “A Temporary Matter,” by Jhumpa Lahiri, first story in <i>Interpreter of Maladies</i> 	<ul style="list-style-type: none"> • Reflection Assignment #1 due by 9:00 am on Canvas (8 pts)
Week 2 – Perspectives of America		
M Jan 14	<i>Hand out Reflection Assignment #2 in class</i> What does it mean to be American? Reading: <ul style="list-style-type: none"> • “True Americanism” by Louis Brandeis on Canvas • “When Mr. Pirzada Came to Dine,” by Jhumpa Lahiri, second story in <i>Interpreter of Maladies</i> 	<ul style="list-style-type: none"> • Reading Quiz #1 in Class
W Jan 16	Discuss and review student photos	<ul style="list-style-type: none"> • Reflection Assignment #2 – “My Perspective of America” due by 9:00 am on Canvas (8 pts)
F Jan 18	<i>Hand out Reflection Assignment #3 in class</i> Discuss the reading Reading: <i>Hillbilly Elegy</i> , pp. 1-60 (Introduction-Ch. 4)	

DATE		Assignments
Week 3 – Hillbilly Elegy		
M Jan 21	Martin Luther King, Jr. Day -- No Class	
W Jan 23	Hand out Reflective Essay #1 assignment (20 pts) Discuss the reading Reading: <i>Hillbilly Elegy</i> , pp. 61-128 (Ch. 5-8)	<ul style="list-style-type: none"> Reflection Assignment #3 – due by 9:00 am on Canvas (10 pts)
F Jan 25	Discussion of <i>Hillbilly Elegy</i> Reading: <ul style="list-style-type: none"> <i>Hillbilly Elegy</i>, pp. 129-177 (Ch. 9-10) 	
Week 4 – the Team Project – Perspectives of America		
M Jan 28	Introduce semester-long team project: “America from the perspective of _____.” Handout Team Assignment #1 in class <ul style="list-style-type: none"> Organize teams Reading: <ul style="list-style-type: none"> <i>Hillbilly Elegy</i>, pp. 179-207 (Ch. 11-12) 	
W Jan 30	First Library Class -- meet in room 1745 of Marriott library Follow directions of the librarian, Donna Ziegenfuss	
F Feb 1	Follow-up to library class Work on Team Assignment #1 in class	
Week 5 – Hillbilly Elegy & There’s No José Here		
M Feb 4	Discuss main themes of <i>Hillbilly Elegy</i> Reading: <ul style="list-style-type: none"> <i>Hillbilly Elegy</i>, pp. 209 - 257 (Ch. 13– Conclusion) “Abstract” from “Where is the Land of Opportunity?” by R. Chetty, et al., found at http://scholar.harvard.edu/files/hendren/files/mobility_geo.pdf 	<ul style="list-style-type: none"> Team Assignment #1 due by 11:59 pm on Canvas
W Feb 6	Complete Discussion of <i>Hillbilly Elegy</i> <ul style="list-style-type: none"> Closing perspectives 	<ul style="list-style-type: none"> Reflective Essay #1 due on Canvas by 11:59 pm (20 pts)
F Feb 8	Reading: <i>There’s No Jose Here</i> , 1-56 (Introduction – Ch. 3)	<ul style="list-style-type: none"> In-class activity (2.5 pts)

DATE		Assignments
Week 6 – The Team Project – Perspectives of America		
M Feb 11	Hand out Reflective Essay #2 assignment (20 pts) Reading: • <i>There's No Jose Here</i> , pp. 57-89 (Ch. 4-6)	• Reading Quiz #2
W Feb 13	Second Library Class -- meet in room 1745 of Marriott library • <i>Post Team Assignment #2 on Canvas</i>	
F Feb 15	Work in class on Team Assignment #2	
Week 7 – There's No José Here		
M Feb 18	Presidents' Day – No Class	
W Feb 20	<i>Post Reflection Assignment #4 on Canvas</i> Discuss reading Reading: • <i>There's No Jose Here</i> , pp. 91-155 (Ch. 7-10)	• Team Assignment #2 due by 11:59 pm on Canvas
F Feb 22	Discussion Reading: <i>There's No Jose Here</i> , pp. 157-187 (Ch. 11-12)	• Reflection Assignment #4 due by 9:00 am on Canvas
Week 8 – Team Research Project		
M Feb 25	Discussion in class Reading: <i>There's No Jose Here</i> , pp. 189-230 (Ch. 13-15)	
W Feb 27	Third Library Class -- meet in room 1745 of Marriott library <i>Post Team Assignment #3 on Canvas</i>	
F Mar 1	Work on Team Assignment #3 in class	
Week 9 – Team Research Project		
M Mar 4	Concluding Discussion Reading: • <i>There's No Jose Here</i> , pp. 231-288 (Ch. 16-Postscript)	• Team Assignment #3 due on Canvas by 11:59 pm
W Mar 6	Complete Discussion of <i>There's No Jose Here</i> Closing perspectives	Reflective Essay #2 due on Canvas by 11:59 pm (20 pts)

DATE		Assignments
F Mar 8	Reading: <ul style="list-style-type: none"> • “Mrs. Sen’s,” pp. 111-135 in <i>Interpreter of Maladies</i> • “This Blessed House,” pp. 136-157 in <i>Interpreter of Maladies</i> 	Reading Quiz #3
Week 10 – Spring Break – March 10 – 17		
Week 11 – <i>Interpreter of Maladies</i> (The Human Experience)		
M Mar 18	<i>Post Reflection Assignment #5 on Canvas (10 pts)</i> Reading: <ul style="list-style-type: none"> • “Interpreter of Maladies,” pp. 43-69 in <i>Interpreter of Maladies</i> • “The Third and Final Continent” pp. 173-198 in <i>Interpreter of Maladies</i> 	
W Mar 20	Fourth Library Class -- meet in regular class room <i>Handout & post on Canvas team assignment #4</i>	<ul style="list-style-type: none"> • Reflection Assignment #5 – due by 9:00 am on Canvas (8 pts)
F Mar 22	In class work on Team Assignment #4—reflection on interaction with subject group or individual <ul style="list-style-type: none"> • Discuss activity with group/individuals in class 	
Week 12 – Team Project		
M Mar 25	NO Class – Time to Interact/Action with Group	
W Mar 27	Work on Team Assignments #4 in class	
F Mar 29	<i>Post Team Assignment #5 on Canvas</i> Work on Team Assignment #4 in class	<ul style="list-style-type: none"> • Team Assignment #4 due on Canvas by 11:59 pm
Week 13 – Team Project		
M Apr 1	Fifth Library Class -- meet in room 1745 of Marriott library Follow directions of the librarian, Donna Ziegenfuss	
W Apr 3	Work in Class on Team Collage	
F Apr 5	Work in class on Team Collage	

DATE		Assignments
Week 14 – Team Project		
M Apr 8	Draft Collage is ready to share w/instructor <ul style="list-style-type: none"> • Teams schedule time to meet with Instructor • Teams schedule time to practice with PA 	<ul style="list-style-type: none"> • Team Assignment #5 – Team Collage -- due on Canvas by 11:59 pm
W Apr 10	Instruction on how to present effectively <ul style="list-style-type: none"> • Review expectations for team presentations 	
F Apr 12	No Class -- Practice Team Presentation with Peer Advisor (5 pts)	
Week 15 – Team Presentations		
M Apr 15	Team Presentation in class	<ul style="list-style-type: none"> • Evaluate team presentation (1 pt)
W Apr 17	Team Presentation in class	<ul style="list-style-type: none"> • Evaluate team presentation (1 pt)
F Apr 19	Team Presentation in class	<ul style="list-style-type: none"> • Evaluate team presentation (1 pt)
Week 16 – Team Presentations		
M Apr 22	Perspectives of America <ul style="list-style-type: none"> • Evaluation of viewpoints • Conclusion of Course 	
W Apr 24	Reading Day – No Classes	
F Apr 26	LEAP Symposium – 12:30 pm – 2:30 pm	
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) 	