

Humanities Seminar: “Diversity in America”
Social & Behavioral Science LEAP 1100 – Section 5
Tuesday & Thursdays, 9:10 am to 10:30 am, Room GC 1560
Spring 2020 Syllabus

Requirements fulfilled by this course: General Education: Humanities Exploration (one of two required courses) and the Diversity requirement.

Prerequisites: none **Credits toward graduation:** 3 hours out of 122 needed for graduation

Note about LEAP 1060: *By attending the library sessions folded into the regularly scheduled class time for this course for the academic year (5 sessions fall semester and 5 sessions spring semester) LEAP students are eligible to receive one hour of university credit for LEAP 1060 with a grade of “credit” (CR) at the end of spring semester. In order to receive this credit students must register for LEAP 1060 for spring semester 2020 and like any other university credit, students have to pay for it.*

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Course Description and Overview:

This course is the humanities and diversity portion of the two-semester sequence that forms the core of the LEAP experience. The focus this semester is on challenging and broadening students’ understanding of who Americans are, and the multiplicity of identities represented in each individual and among American society overall. The course examines 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, while the focus on literature fulfills one of the University’s humanities exploration requirements.

Required Texts:

- Deng, Alephonsion, et al. *They Poured Fire on Us from the Sky*. 10th anniversary ed., Public Affairs, 2015.
- Thompson, Gabriel. *There’s No Jose Here*. Nation Books, 2007.
- Vance, J.D. *Hillbilly Elegy*. HarperCollins, 2016.
- Yang, Gene Luen. *American Born Chinese*. First Second, 2006.

Required readings posted at “Files” or “Modules” on Canvas:

- Gilbert, Sophie. “Learning to be Human.” *The Atlantic*, 30 June 2016, www.theatlantic.com/entertainment/archive/2016/06/learning-to-be-human/489659/. Accessed 9 Jan. 2019.
- Lahiri, Jhumpa. “A Temporary Matter.” *Interpreter of Maladies*, Houghton Mifflin, 1999, pp. 1-22.

As you read the texts, consider questions such as:

- How do the protagonists’ experiences and perspectives of America challenge your view of America? How do their experiences and perspectives complement your own views?
- How do the protagonists in the readings describe and identify themselves? Which aspects of their identity seem most important in the narrative?
- How does one’s culture and the history of that culture in America affect one’s identity and behavior? Does the individual determine which aspects of their identity is prioritized or does the society around them?
- What impressions, feelings or questions do you have after doing the reading?
- How would you describe the main characters in the readings? Do you feel an affinity with particular characters in a reading but not with others? Why do you think this might be the case?
- How might your personal experiences shape your analysis and impressions of the reading?
- What opinions, comments, and questions about the reading will you bring to class discussion?

U of U Learning Community Learning Outcomes

Students who complete a learning community experience at the University of Utah will connect across three dimensions.

- Intellectual Connections – students’ capacity for making connections among disciplines, experiences, and perspectives
- Reflection/Self-Assessment Connections – students develop the ability to self-assess (for example, through reflection, introspection, self-authorship)
- Community Connections – students feel a sense of belonging to campus and community

Learning Objectives for LEAP 1100-005:

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

Course Requirements:

Individual Assignments	140 pts
• Homework Assignments [5 x 10 pts]	50 pts
• Reading Quizzes [6 x 5 pts]	30 pts
• Reflective Essays [3 x 20 pts]	60 pts

Team Project Assignments	110 pts
• Library Classes [5 x 4 pts]	20 pts
• Team Assignments [5 x 10 pts]	50 pts
• Team Mtg w/Professor	05 pts
• Team Practice with PA	05 pts
• Team Presentation of Infographic	25 pts
• Peer Review of other Teams’ infographic	05

Total Points for the Course: 250 POINTS

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

Description of Assignments:

Note: You can find all assignments, even those that have been handed out in class, on Canvas under “Assignments” or under “Modules.”

- Homework Assignments: There will be five homework assignments given throughout the semester. The homework 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 a.m. on the date listed on the syllabus. **In order to earn credit for the assignment, students must be in class on the day the assignment is due.**
- Reading Quizzes: There will be six reading quizzes given during class time, as scheduled on the syllabus, and each is 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 homework assignments or reflective essays. Quizzes are as scheduled on the syllabus and cannot be made up without prior notice.
- Reflective Essays: There will be three reflective essay assignments, each worth 20 points given during the semester. I will provide a handout with the specific question to be discussed in the essay. 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 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 unless you have a University-approved absence form (if on a sports team, debate team, etc.). Library classes are to help you complete the team project and individual team assignments. Please plan on attending.
- Team Assignments: The team project this semester is about, “American life from the perspective of [a group in Salt Lake City which identifies differently than the team of students].” Some examples of groups that could be studied are: the homeless; those who identify as Muslim, Hindu, Buddhist, or are adherents of Scientology; veterans from the Iraq or Afghanistan war; senior citizens; or, some segment of the LGBTQ

population. The identity needs to be prominent enough for the individual or group that it likely affects their view of life or has affected their experiences in life. The group **cannot** be a racial or ethnic group, such as Indian-Americans or African-Americans, as this could lead to racial profiling. Most importantly the identity of the group to be studied is to be of interest to the team.

- The team will be required to interact with members of the group by volunteering, or attending some type of event on campus or off, and/or interviewing individuals who identify as a member of the group. Note that how the team connects with members of the group will be affected by the group the team selects to study.
 - The team will have the opportunity to listen to online interviews and/or read texts such as book chapters, news articles, or scholarly research that includes first-person narratives by, or interviews of, individuals who identify as members of the group.
 - The final step in the team project will be the team creating an infographic that reflects what the team has learned about the group and the perspectives of members of the group about their lives, and will include data about the group that the team has found.
 - In total, there will be five team assignments.
 - Hopefully, team members will come away from completing this project 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.
- Team Presentation: At the end of the semester teams will present and explain the team infographic to the class in an oral presentation, which is worth 25 points. The infographic is to reflect the information the team gathered about the group in the team assignments.
 - Team Meeting with the Professor: Each team is to meet individually with the professor at least two days before the team presents their infographic 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 to practice the team's presentation of the infographic at least once with the peer advisor. Team members will earn 5 points by practicing with the peer advisor. 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's 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 is worth one extra credit point if you attend and/or participate and provide a review to your peer advisor. The following types of activities are eligible for extra credit:

- Attending LEAP activities, such as a LEAP Scholars talk or the LEAP symposium showcasing LEAP course final projects, which is scheduled for Thursday, April 16.
- A meeting with the Peer Advisor about a class assignment (BUT not the team project)
- A lecture or event on campus that relates to Humanities and/or Diversity. (This 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 written above. All extra credit paragraphs are due by **Friday, April 22, 2020**.

My LEAP Classroom Policies:

- Basic Expectations -- 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 (please see the Attendance and Participation policy below). The key to success in this class is to:
 - 1) **review the syllabus schedule frequently** in order to be familiar with what the expectations are for the upcoming classes
 - 2) **turn in assignments** on time (or contact the professor if there are issues with a deadline known in advance)
 - 3) **show up**, and
 - 4) **do the reading**.
- Cellphone and Laptop Policy -- **Cellphones are banned in my class**. If I find you checking your phone, I will confiscate it. While laptops are an excellent way of taking notes, they also facilitate unwanted “multi-tasking” such as surfing the net, checking Facebook, or emailing friends. Should this become a problem, I WILL ALSO BAN laptops from class.
- Attendance and Participation -- Attendance and participation are an extremely important component of this class. The peer advisor will take roll every class period. **Each absence past 4 (explained or unexplained) will result in a one-step deduction from your overall semester grade**. In other words, five absences will turn an A into an A-, an A- into a B+, etc. Six absences will turn an A into a B+, a B into a C+, and so on. The only exception is if you have an official excuse for absences due to a long-term illness or family emergency. If you cannot make it to class, please let me know in advance.

- Comfort Level -- 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.

Use of Plagiarism Detection Software

I have elected to use a plagiarism detection service, Turn-it in.com, in this course, in which case you will be required to submit your paper to this service when your reflection essay assignments are posted on Canvas. You do not need to do anything differently when you post an assignment to Canvas but I do want you to be aware that the assignment will be reviewed by plagiarism detection software.

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

The Americans with Disabilities Act. 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 Services, 162 Olpin Union Building, 801-581-5020. 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 Services.

Addressing Sexual Misconduct

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).

Wellness Services

Personal concerns such as stress, anxiety, relationship difficulties, depression, cross-cultural differences, etc., can interfere with a student's ability to succeed and thrive at the University of

Utah. For helpful resources contact the Center for Student Wellness at www.wellness.utah.edu or 801-581-7776.

Campus Safety

The University of Utah values the safety of all campus community members. To report suspicious activity or request an escort, call campus police at 801-585-COPS (801-585-2677). You will receive important emergency alerts and safety messages regarding campus safety via text message. For more information regarding safety and to view available training resources, including helpful information visit safeu.utah.edu.

COURSE Schedule -- *The schedule may change with prior notice*

Note: Readings listed for each day should be completed **before** attending class on that day.

DATE	Schedule of Class	Assignments
Week 1 – Introduction to Course & Field of Humanities		
T Jan 7	Introduction to course. Review hard copy of syllabus <i>Hand out Homework Assignment #1</i>	
Th Jan 9	What use are the Humanities? Readings on Canvas: <ul style="list-style-type: none"> • “Learning to be Human” • “A Temporary Matter” 	<ul style="list-style-type: none"> • Homework Assignment #1 due by 9:00 am on Canvas [10 pts]
Week 2 – Hillbilly Elegy		
T Jan 14	Discussion of identity & culture <i>Hand out Homework Assignment #2</i> Reading: <ul style="list-style-type: none"> • <i>Hillbilly Elegy</i>, Intro – ch. 4 	
Th Jan 16	Discussion of family & religion <i>Hand out Reflective Essay #1 Assignment</i> Reading: <ul style="list-style-type: none"> • <i>Hillbilly Elegy</i>, ch. 5 & 6 	
Week 3 – Perspectives of America		
T Jan 21	Introduce semester-long team project: “ America from the perspective of _____ ” <i>Hand out first team assignment in class</i> Reading: <ul style="list-style-type: none"> • <i>Hillbilly Elegy</i>, ch. 7 – 9 	<ul style="list-style-type: none"> • Homework Assignment #2 due by 9:00 am on Canvas [10 pts]

DATE	Schedule of Class	Assignments
Th Jan 23	First Library Class in rm. 1745 of Marriott Library (4 pts)	
Week 4 – Hillbilly Elegy		
T Jan 28	Discuss importance of support and what it means to be an “adult” <ul style="list-style-type: none"> • <i>Hand out Homework Assignment #3</i> Reading: <ul style="list-style-type: none"> • <i>Hillbilly Elegy</i>, Ch. 10 - 12 	
Th Jan 30	Final discussion of <i>Hillbilly Elegy</i> What was the author’s point? What were the main themes? Reading: <ul style="list-style-type: none"> • <i>Hillbilly Elegy</i>, pp. Ch. 13- Conclusion 	<ul style="list-style-type: none"> • Homework Assignment #3 due by 9:00 am on Canvas [10 pts]
Sun Feb 1		<ul style="list-style-type: none"> • Reflective Essay #1 – <i>Hillbilly Elegy</i> – due on Canvas by 11:59 pm
Week 5 – There’s No Jose Here		
T Feb 4	Abstractions & life in New York City Reading: <ul style="list-style-type: none"> • <i>There’s No Jose Here</i>, Intro – ch. 2 	<ul style="list-style-type: none"> • Reading Quiz #1 in class • Team Assignment #1 due by 11:59 pm on Canvas
Th Feb 6	Second Library Class in room 1745 of Marriott Library (4 pts) <ul style="list-style-type: none"> • <i>Hand out team assignment #2</i> Reading: <ul style="list-style-type: none"> • <i>There’s No Jose Here</i>, ch 3– 4 	
Week 6 – There’s No Jose Here		
T Feb 11	<ul style="list-style-type: none"> • <i>Hand out Reflective Essay Assignment #2</i> Reading: <ul style="list-style-type: none"> • <i>There’s No Jose Here</i>, Ch. 5 – 8 	
Th Feb 13	Mexico and the USA – stereotypes and relations of power <ul style="list-style-type: none"> • <i>Handout Homework Assignment #4</i> Reading: <ul style="list-style-type: none"> • <i>There’s No Jose Here</i> , Ch. 9-11 	<ul style="list-style-type: none"> • Reading Quiz #2 in class

DATE	Schedule of Class	Assignments
Week 7 – There’s No Jose Here		
T Feb 18	Mexico!! Reading: <ul style="list-style-type: none"> • <i>There’s No Jose Here</i>, ch. 12 – 15 	<ul style="list-style-type: none"> • Homework Assignment #4 due by 9:00 am on Canvas • Team Assignment #2 due by 11:59 pm
Th Feb 20	Third Library Class in rm 1745 of Marriott Library (4 pts) <ul style="list-style-type: none"> • <i>Handout team assignment #3</i> 	
Week 8 – Team Project		
T Feb 25	Work on Team Assignment #3 in class and prepare for Team Assignment #4 Reading: <i>There’s No Jose Here</i> , ch. 16 – postscript	<ul style="list-style-type: none"> • Reading Quiz #3 in class
Th Feb 27	Conclusion <i>There’s No Jose Here</i> Reading: <ul style="list-style-type: none"> • No new reading 	
Sun Mar 1		<ul style="list-style-type: none"> • Reflective Essay #2 – <i>There’s No Jose Here</i>, due by 11:59 pm on Canvas.
Week 9 – American Born Chinese		
T Mar 3	Significance of Stereotypes Reading: <ul style="list-style-type: none"> • <i>American Born Chinese</i> 	<ul style="list-style-type: none"> • Reading Quiz #4 in class • Team Assignment #3 due by 11:59 pm on Canvas
Th Mar 5	Fourth Library Class in rm 1745 of Marriott Library (4 pts) <i>Hand out Team Assignment #4</i>	
Week 10 – Spring Break March 8 – 15		
Week 11 – They Poured Fire on Us from the Sky		
T Mar 17	Begin movie, “Lost Boys of Sudan” <i>Hand out Homework Assignment #5</i> Reading: <ul style="list-style-type: none"> • <i>They Poured Fire on Us from the Sky</i>, Part One 	

DATE	Schedule of Class	Assignments
Th Mar 19	End movie, "Lost Boys of Sudan" Reading: <ul style="list-style-type: none"> • <i>They Poured Fire on Us from the Sky</i>, Part Two (first half) 	
Week 12 – Team Project-- Everyone has a story		
T Mar 24	Discussion of Africa Reading: <ul style="list-style-type: none"> • <i>They Poured Fire on Us from the Sky</i>, Part Two (second half) 	<ul style="list-style-type: none"> • Homework Assignment #5 –due by 9: 00 am on Canvas (10 pts) • Team Assignment #4 due by 11:59 pm on Canvas
Th Mar 26	Fifth Library Class in rm 1745 of Marriott Library (4 pts) <ul style="list-style-type: none"> • <i>Handout Team Assignment #5</i> 	
Week 13 – Team Project – Everyone has a story		
T Mar 31	Work on infographics in class, peer review	
Th Apr 2	<ul style="list-style-type: none"> • Teams meet individually with professor • Make appointment to meet with peer advisor 	
Week 14 – They Poured Fire on Us from the Sky		
T Apr 7	Discuss South Sudan, War Read: <ul style="list-style-type: none"> • <i>They Poured Fire on Us from the Sky</i>, Introduction – Part Three 	<ul style="list-style-type: none"> • Reading Quiz #5 in class • Team Assignment #5 due by 11:59 pm on Canvas
Th Apr 9	Discuss experiences of Lost Boys in refugee camp and the USA Read: <ul style="list-style-type: none"> • <i>They Poured Fire on Us from the Sky</i>, Part Four 	<ul style="list-style-type: none"> • Reading Quiz #6 in class
Week 15 – Team Project (Team Presentations)		
T Apr 14	Team Presentations	
Th Apr 16	Team Presentations	
LEAP Symposium: 12:30 pm – 2:30 pm [Extra Credit if present or attend]		

DATE	Schedule of Class	Assignments
Week 16 – Conclusion		
T Apr 21	Conclusion of course on the American Experience Read: <ul style="list-style-type: none"> <i>They Poured Fire on Us from the Sky</i>, Epilogue 	
W Apr 22	Reading Day – No Classes	
Sat Apr 25		<ul style="list-style-type: none"> Reflective Essay #3 – <i>They Poured Fire on Us from the Sky</i> – due on Canvas by 11:59 pm
Final Exam Period (Apr 23 – Apr 29)		
	<ul style="list-style-type: none"> No final for this class 	