

LIB 201.08: DIVERSITY IN THE U.S.

Grand Valley State University, Fall 2017

Wednesdays, 6-8:50 pm, ASH 2107

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Email is the best way to reach me and you can expect a response within 2 working days.

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COURSE DESCRIPTION

This course explores how the intersections of race, ethnicity, gender, sexual orientation, class, religion, and physical abilities affect the material lives and media representations of various cultural groups in the United States. Engages historical & current debates regarding issues of immigration, meritocracy, segregation, the economy, the environment, and identity. Fulfills the General Education requirement for Foundations–Social and Behavioral Sciences and Cultures-U.S. Diversity. Students will learn to apply these ideas and communicate them effectively in writing using the SWS course guidelines, as described later.

In addition to meeting the General Education knowledge and skills goals on the attached General Education sheet (last pages of syllabus), this course fulfills the following requirements:

U.S. Diversity Student Learning Outcomes

1. Examine the historical trajectories and consequences, worldviews, languages, and/or ways of life of diverse cultures within the United States
2. Examine how social constructions of ethnicity/race and at least one of the following social attributes shape group and individual identities: gender, class, abilities, age, sexual orientation, or common history

Social & Behavioral Sciences Student Learning Outcomes

1. An understanding of how knowledge in the social or behavioral sciences is created and applied
2. The major approaches, methods, theories, and substantive findings of the field
3. An informed critical stance that will allow students to weigh and apply ideas and claims from the social and behavioral sciences outside the classroom

Supplemental Writing Skills Designation

This course is designated SWS. Completion of WRT 150 with a grade of C or better (not C-) is a prerequisite. SWS credit will not be given to a student who completes this course before completing the prerequisite. SWS courses adhere to certain guidelines. Students turn in a total of at least 3000 words of writing. Part of that total may be essay exams, but a substantial amount of it is made up of essays, reports, or research papers. The instructor works with the students on revising drafts of papers, rather than simply grading the finished piece of writing. At least four hours of class time will be devoted to writing instruction. At least one third of the final grade in the course is based

on the writing assignments. Students must complete the course with a grade of "C" or better in order to receive SWS credit.

Revisions: Students will be given the opportunity to resubmit the first 2 reading reflections with a grade of less than 70%. Additionally, students are expected to integrate the writing and feedback from at least one reading reflection in their Applied Ethics essay.

Writing Instruction: Students will receive 30-45 minute workshops on: argument construction, effective integration of secondary research, how to assess the reliability of a source, constructing a literature review, writing effective introductions, writing effective conclusions, using collaborative online tools to edit for peer reviews, effective use of versions for writing construction and revising.

Peer Review: Over the course of the semester, students will review one another's work in the group project and engage in peer review both over the course of creating the group project and after it is over. Students will also have a partner to review their research-in-progress for the final project a week before the project is due.

Please make sure you read the following requirements prior to the second week of classes as all course expectations as well as assignment instructions are listed in the pages that follow.

TEXTS

- Colombo, Gary, et. al. *Rereading America: Cultural Contexts for Critical Thinking and Writing, 10th Edition.*
- Chang, Jeff. *We Gon' Be Alright: Notes on Race and Resegregation*
- Additional readings found on Blackboard

COURSE DELIVERY:

Though this course is a face-to-face meeting course, some online skills will be required and we will be using Blackboard as a place to access information, turn in assignments, and some online tools to complete assignments. When you first login to our Blackboard course site, you will see an initial announcement inviting you to click on the "**Begin Here**" button. In that area you will find an orientation to our course site including where you will find what content.

TECHNOLOGY REQUIREMENTS:

We will use Blackboard as our online class environment. The class-specific technologies will be accessible there, including Google Docs for coordinating your group project, Screencast O'Matic for recording your group projects, discussion forums, readings that should be completed prior to Wednesday meetings, the gradebook, and turning in assignments. Please do not use other technologies for these assignments without speaking with me first.

You will need to be able to open PDF files and can find links to download this from the "Online Orientation" from the GVSU IT website. From the online orientation website (<http://www.gvsu.edu/online/are-you-ready-for-online-learning->

SAFE SPACES: This class has been built with an ethic of shared respect and a desire for us to learn together well. I encourage all students to remember that there are survivors of violence in our class. Though this is a space of respect, I cannot guarantee a safe space. I welcome feedback from students on how to make your learning environment more welcoming, but I also encourage anyone triggered by materials to inform me privately so that I can direct you to appropriate resources for support. If you think that there may be subjects that would be impossible for you to engage with, let me know so that we can find the best way for you to succeed.

[5.htm](#)), you will find information on the self-directed Blackboard Orientation and links to additional Help documents. For technology related questions, please contact the Help Desk at helpdesk@gvsu.edu, or 616.331.2101.

COURSE REQUIREMENTS:

Assignment Overview

| | |
|--------------------------------|-----|
| Participation & Attendance | 20% |
| 6 Reading Reflections | 15% |
| Applied Ethics Essay | 20% |
| Co-Curricular Reflections | 20% |
| Group Artifact Presentation | 10% |
| Los Angeles Rebellion Research | 15% |

All assignments will be submitted on Blackboard.

Participation & Attendance: 20%

Active participation is a critical part of the learning experience in this course.

We will explore a variety of issues, some of them quite controversial and complicated. Thus, it's important that we all respect each other's needs, values, and views. There is no way for this class to succeed if students don't prepare materials thoughtfully and participate fully in the class. I expect each of us to arrive each week fully prepared to thoughtfully enter into an ongoing discussion.

Personal opinions play a role in class dialogues but do not substitute for a concerted effort to grasp the scholarly material in the course. Understanding the material does not mean you have to embrace all or any of the viewpoints represented. However, it does require that you read it, think about it, and discuss it. Please keep in mind that we address this class from a perspective that assumes inequality exists.

Students may also participate online either in the in-person meeting or asynchronously outside of the meeting using Slack: <https://gvsu-lib201-08.slack.com/>

In this course, students will be asked to complete in-class writings during our Wednesday meetings once per week, responding to a particular prompt in class. These responses cannot be made up and will be 1/3 of the full participation grade.

Participation can be assessed both by in-person participation in the Wednesday meetings and by online participation, including responding to Group Artifact Presentations, posting a discussion question OR a thoughtful response to a discussion question once per week.

I will take this time to remind you to respect each other's opinions and input. If at any time anyone is disrespectful to anyone in the class, I reserve the right to remove posts and address students individually.

For more information about guidelines for participation grading, please see the Participation Grading Rubric in Rubrics on Blackboard.

Reading Reflections: 15%

Between **Weeks 2-14**, you are required to turn in **6 reading responses** during the semester. Students may not submit more than one response per week. Typed response papers of 2 double-spaced pages that address at least one of the readings from THAT WEEK are due in Blackboard Dropbox by midnight the night before the readings will be discussed. **Thus, all reading responses will be due on Tuesdays by 11 pm EST.** Students must submit 4 of the 6 reading reflections to pass the class. 1 of the reading reflections must be submitted during Unit 1: Foundations of Diversity in the United States.

Successful reflections will do the following:

1. Select one reading from the week's readings (i.e. your Week 5 submission must explore one of the readings from Week 5).
2. Identify the author's main argument (ex. key points). You should be able to paraphrase this argument.
3. Identify two major takeaways from the reading. Again, you should be able to paraphrase these two points.
4. Discuss any lingering questions they have about the reading and any connections that they see with other readings/ideas discussed in class.

This last section will be required in all reflections submitted in or after Week 4.

Applied Ethics Essay: 15%

Following our discussion of ethics frameworks on **October 4**, students must write a 2-3 page, double-spaced reflection based on the prompt provided in class. Please follow written assignment guidelines. This reflection is **due via Blackboard by 11 pm EST on October 17**. More information concerning the assignment will be provided on October 4. Professor Benson will use the “Written Assignment Rubric – Ethics” (Available under Course Documents in Blackboard) to assess your Ethics Reflection. Students are expected to integrate insights from at least one reading reflection into the applied ethics essay.

Co-Curricular Reflections: 20%

Students must attend **four** “LIB 201 approved” events during the course of the semester, and write an integrative paper on each event. This **2-3 page, double spaced paper** that follows written assignment guidelines must link their experience at the event to course readings and ideas. **You must explicitly and thoughtfully relate the events to a specific course reading, directly referencing this source in relation to your experience.**

Attend events that follow the sequence of the numbered goals below. **As you submit your response for each category, you will progress to the next goal.**

Please hand the papers in as soon as they are completed so that you can receive feedback before moving onto the next part of the sequence. **Please note the deadlines for each reflection below under “Course Schedule.”** These assignments must be submitted via Blackboard (Assignments > CoCurricular Reflections). **It is your responsibility to ensure you have enough time to complete these assignments prior to the deadlines as listed in the syllabus.** I encourage you to **plan ahead** and identify four events to attend at the beginning of the semester to ensure you complete this assignment in full.

These four activities will emphasize diversity and have been pre-approved for this course. You may choose from a list of these pre-approved events listed at <http://www.gvsu.edu/integrativelearning/> (find the link to LIB 201 co-curriculum calendar of events). Each event

should correspond sequentially with one of the four points of our diversity co-curriculum, listed below:

LIB 201 Co-Curricular Points of Reflection

1. Location of Self (Due by 9/26 by 11 pm EST)
2. Awareness and Knowledge of Communities and Identities Different from One’s Own (Due by 10/10 by 11 pm EST)
3. Knowledge and Examination of Structures and Systems that Impact Diverse Populations (Due by 11/14 by 11 pm EST)
4. Application and Integration of New Knowledge (Due by 12/5 by 11 pm EST)

If you locate a relevant event that is not listed, you must obtain my prior approval. This request should be made in writing two weeks prior to the event in question.

You will answer specific questions for each goal. For more information concerning this assignment, including the prompts, please see page 11 of the syllabus.

Group Artifact Presentation: 10%

In weeks 4-6, 8-12, and 14-15, groups will prepare an online presentation of a cultural artifact connected to *that week’s readings*. This artifact should be something the class can view together—a magazine, a news story, a music video, a song, a film/film clip, a summary of a book, etc. The group will be expected to collaborate using a **Google Docs document** which the instructor will provide. Everyone is expected to contribute to the artifact, the analysis which connects it directly to the previous class’ discussions and readings, and the discussion the group will ask the class. Members will collaborate on creating a short PowerPoint/Prezi presentation which they will record using Group presentations will be due by **Sundays at 11 pm. Discussion on this artifact will last for one week after it is posted.** The viewing/explanation of the artifact, analysis, and presentation of questions for discussion should take 15 minutes. Students will be expected to respond to at least *three* of the six total discussions and must respond within a week of the posting of the artifact. See **Group Artifact Project Assignment & Rubric** for more information.

Los Angeles Rebellion Research and History Livetweeting: 15%

Students' final project will be a research project on ways that race, class, immigration, gender, and histories of relationships to systems of power impacted the Los Angeles Rebellion. This project will be done with the support of librarians and integrated into a L.A. Rebellion livetweeting project in the spring. More information will be available well before the assignment begins. Final project due **12/13 at 9:45 pm.**

COURSE POLICIES

Access and Accommodations

We all come to learning with different needs and I strive to do what I can to make this class accommodating to a variety of needs and learning styles. If you need accommodations, either for documented disabilities or for other reasons, please contact with me as soon as possible so that we can discuss your needs. Please note that the only way to guarantee accommodated your needs in all classes is to work with Disability Support Resources.

Students with disabilities that have been certified by Disability Support Resources will be appropriately accommodated and should inform the instructor as soon as possible of their needs. Disability Support Resources is at 4015 James H. Zumberge Hall on the Allendale campus and can be reached at 616-331-2490 or dsrgvsu@gvsu.edu. Look at <https://www.gvsu.edu/dsr/> for more information.

Attendance Policy:

You are expected to attend every class session. Students are allowed **one unexcused in-class absence**. Please use these absences wisely. **For every additional absence you will lose 5 percent per absence from your overall course grade.** For example, if you miss 3 additional classes, 15 points will be deducted from your final grade.

Please notify the professor if you have a personal emergency or health issue causing you to miss class.

Written Assignment Guidelines

Standard grammar and essay guidelines should be followed. All written assignments must be completed in

12 point Times New Roman font, double-spaced with one-inch margins. The professor reserves the right to not accept assignments that fail to adhere to these guidelines. All citations must be standardized (i.e. please be consistent with your use of MLA, Chicago, or APA). For questions about citations, please visit sites such as EasyBib or Purdue OWL.

Written assignments uploaded to Blackboard, must be in Microsoft Word (.doc or .docx) format. No other formats will be accepted. Please visit this link if you have difficulty uploading your:

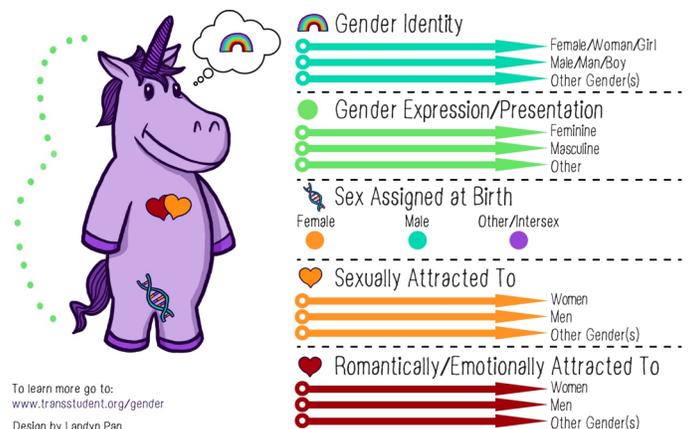
<http://www.gvsu.edu/cms3/assets/47FDD052-F754-BF04>
[D8DBE5FB47C87DE8/bb911_handouts/stu911_handouts/stu911_assignmentsupload.pdf](http://www.gvsu.edu/cms3/assets/D8DBE5FB47C87DE8/bb911_handouts/stu911_handouts/stu911_assignmentsupload.pdf).

If the professor provides you with comments or edits on paper drafts, you are responsible for integrating the feedback into your written work to enhance your paper during the revision process. Failure to do so with result in grade deductions.

Your Mental Health

A recent American College Health Survey found stress, sleep problems, anxiety, depression, interpersonal concerns, and alcohol use among the top ten health impediments to academic performance. Students experiencing personal problems or situational crises during the quarter are encouraged to contact University Counseling Center at 616-331-3266 for appointments at

The Gender Unicorn



both the Allendale and Pew campuses. This service is free and confidential.

Children in a Feminist Classroom

Sometimes, people who are parents or caregivers for children will need to have their academic and child-rearing lives combine.

Those people are welcome to bring children to class and we, as a learning community, will welcome the input of our younger colleagues. I would appreciate it if you give me some notice when possible, as I will try to adjust my class facilitation to accommodate and welcome all people in the classroom.

Please contact me with any questions or concerns - being a part of the community that raises a child should never be a reason to not be able to participate in one of my classes.

Submission and Return of Assignments

Students will be expected to turn in all papers in the appropriate Dropbox in Blackboard at the time noted on the assignment.

Physical copies will not be accepted by your instructor.

Because I expect you to submit assignments in a timely manner, I commit to returning them in a timely manner. Assignments will always be graded and feedback will be viewable within 1 week of submission of your assignments unless I inform you of a change in this policy or timeline.

Late Assignment Policy

I do not accept late assignments without prior permission and a clear reason. Please mark deadlines on your calendar.

Academic Misconduct and Plagiarism

All students are responsible for doing their own work and plagiarism will NOT be tolerated. Plagiarism, or the use of another's words without proper citation, or any form of cheating during an exam or quiz, will result in an F for the assignment and possibly the course. A report will be made to the student's dean and the Center for Academic Integrity so that they may also take appropriate disciplinary action. You may refer to GVSU Student Code Section 223.01 for GVSU's policy. All of the following would constitute plagiarism:

- Using someone else's idea without citing the source where you found that idea.

Questions?

Please consider the Three Before Me rule, where before emailing me concerning technical questions or other class logistics (due dates, assignment clarification, and the like), try learning your answer through three other means first:

1. For technical support, contact the Help Desk by phone (616.331.2101) or email: helpdesk@gvsu.edu. You can also review the support documents in our Blackboard course site or by clicking the "Help" button at the top of your Blackboard window.
2. Refer to course resources such as the syllabus, calendar, assignment details that are posted under Assignments, discussions, including the FAQ forum. Everyone is welcome to post questions and to answer questions that are posted there!
3. Email another student in the class and/or post your question on the Question forum (Discussion Board)

- Using someone else’s structure or organizing strategy without citing it. This often occurs when a writer takes a paragraph out of a source and simply paraphrases each sentence while leaving the original author’s structure intact.
- A verbatim (copied directly) phrase or passage that is not quoted

TIPS TO AVOID PLAGARISM

Using an Author's Exact Words:

- Use quotation marks around all words copied from a source.
- Provide a citation for the source of the exact words you used immediately after the quotation.

Paraphrasing an Author's Words:

- Paraphrase an author's words by stating his or her ideas in your own words with your own phrasing. Compare your writing with the author's words to make sure you have not copied the author.
- Always provide a citation for the paraphrased ideas

Stating Common Knowledge:

- Information that is commonly known by the public or the intended readers of a paper do not need citations for sources.
- Unsure if an idea is common knowledge? When in doubt, cite a source.

Prepare ahead of time!

Studies show that students plagiarize most often when they are worried about completing an assignment.

Tips from <http://www.nwmissouri.edu/library/>

Grading

If the professor provides students a rubric for the assignment, they highly suggests students review the rubric to ensure they are meeting all of the assignment benchmarks. In other words, make sure you are fulfilling all of the necessary components of the assignment.

Grade distribution:

A = 100-93
A- = 92-90

B+ = 89-87
B = 86-83

B- = 82-80
C+ = 79-77
C = 76-73

C- = 72-70 D+ =
69-67

D = 66-60
F = 59-0

Definitions:

[A] Outstanding. Work displays thorough mastery of material, exceptionally good writing, and genuine engagement with the subject-matter. This grade is reserved for those students who attain the highest levels of excellence in thought and scholarship.

[B] Good. Work displays accurate understanding of the material; writing is clear and free of mechanical errors.

[C] Fair. Work displays basic grasp of material, though there may be the occasional misunderstanding or inaccuracy. Writing quality acceptable.

[D] Marginal. Work displays a grasp of the material adequate for credit, but quality of work indicates lack of effort or aptitude.

[F] Unacceptable. Excessive absences, assignments not completed, or assignments unworthy of credit.

COURSE PLAN

The professor reserves the right to make changes to the syllabus at any time. This document is an agreement between professor and student concerning course expectations.

RA=Selection in *Reading America* / WGBA=Selection in *We Gon' Be Alright* / BB=Download from Blackboard

| Date Due | Topic | Reading/Activity Due |
|--|--|--|
| Week 1 W, 8/30 | Foundations of Diversity in the United States: <i>Introductions/Welcome and the Myth of Meritocracy</i> | <ul style="list-style-type: none"> • Read in class (this week only) and discuss • Lynn Parramore, The Brutal Truth About How Childhood Determines Your Economic Destiny, (online) • Erica Etelson, How the Myth of Meritocracy Ruins Students (online) |
| Week 2 W, 9/6 | Foundations of Diversity in the United States: <i>Sex, Gender & Sexuality</i> | <ul style="list-style-type: none"> • BB: Judith Lorber, The Social Construction of Gender, pp. 54-65 • BB: Anne Fausto-Sterling, The Five Sexes Revisited, pp. 19-23 • BB: Compulsory Heterosexuality and Lesbian Existence Adrienne Rich, pp. 631-660 • BB: C.J.'s Mom, 12 Things Every Gender Non-Conforming Child Wants You to Know • BB: Sabah Choudrey, What It Means for Me to Be Trans-Masculine at the Barbershop |
| Week 3 W, 9/13 | Foundations of Diversity in the United States: <i>Class & Race</i> | <ul style="list-style-type: none"> • RA: Linda Holtzman and Leon Sharpe, "Theories and Constructs of Race," pp. 599-614 • RA: Gregory Mantsios, Class in America—2012," pp. 377-398 • BB: Audre Lorde, Age, Race, and Class," pp. 114-123 • WGBA: Jeff Chang, The Crisis Cycle," pp. 1-8 |
| Week 4 W, 9/20 | Foundations of Diversity in the United States: <i>Settler Colonization</i> | <ul style="list-style-type: none"> • BB: Miele Arvin, Eve Tuck, and Angie Morrill, Decolonizing Feminism: Challenging Connections Between Settler Colonialism and Heteropatriarchy," pp. 8-34 • RA: David Treuer, "Rez Life," pp. 651-665 • RA: Sherman Alexie, Gentrification," pp. 615-619 • BB: Sherman Alexie, How to Write the Great American Indian Novel" (online) |
| 9/26, 11 pm: Co-Curricular Reflection 1 Due: Location of the Self | | |
| Week 5 W, 9/27 | Foundations of Diversity in the United States: <i>Privilege & Intersectionality</i> | <ul style="list-style-type: none"> • BB: Peggy McIntosh, White Privilege and Male Privilege, 9 pages • BB: Gina Crosley-Corcoran, Explaining White Privilege to a Broke White Person," (online) • BB: The Ability Checklist," (online) • BB: Evin Taylor, Cisgender Privilege," pp. 268-272 |

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|---|--|---|
| Week 6 W, 10/4 | Synthesis: What Does it Mean to Be Living in the U.S.? | <ul style="list-style-type: none"> • BB: Kimberlé Crenshaw, selection from Mapping the Margins: Intersectionality, Identity Politics, and Violence Against Women of Color,” pp.37-46 • RA: Cheryl I. Harris and Devon W. Carbado, Loot or Find: Fact or Frame?,” pp. 620-636 • WGBA: Jeff Chang, On Fearmongering, Picture Taking, and Avoidance,” pp. 9-32 • WGBA: Jeff Chang, On Cultural Equity,” pp. 51-64 |
| 10/10, 11 pm: Co-Curricular Reflection 2 Due: Awareness and Knowledge of Communities and Identities Different From One’s Own | | |
| Week 7 W, 10/11 | Class cancelled to attend Jeff Chang presentation, 10/9, 7:30 pm & asynchronous participation | <ul style="list-style-type: none"> • WGBA: Jeff Chang, Vanilla Cities and Their Chocolate Suburbs,” pp. 64-85 • WGBA: Jeff Chang, On Ferguson,” pp. 86-136 • WGBA: Jeff Chang, In In-Betweens: On Asian-Americanness,” pp. 137-157 |
| 10/17, 11 pm: Applied Ethics Essay Due on Blackboard | | |
| Week 8 W, 10/18 | What Is Citizenship?: Immigration | <ul style="list-style-type: none"> • RA: Marelo M.Suárez-Orozco and Carola Suárez-Orozco, How Immigrants Become ‘Other’,” pp. 666-682 • RA: Alex Tizon, Land of the Giants,” pp. 645-651 • BB: Yasmin Nair, Who’s Illegal Now?: Immigration, Marriage, and the Violence of Inclusion,” pp. 65-73 • BB: Kat Chow, As Chinese Exclusion Act Turns 135, Experts Point to Parallels Today” |
| Week 9 W, 10/25 | What Is Citizenship?: Incarceration | <ul style="list-style-type: none"> • Watch: How Private Prisons Benefit from Detained Immigrants” (8:00) • BB: Marie Gottschalk, The Prison State,” pp. 1-22 • BB: Michelle Alexander, The Rebirth of Caste,” pp. 20-58 |
| Week 10 W, 11/1 | What Is Citizenship?: Disability Rights & Disability in the United States | <ul style="list-style-type: none"> • BB: Eli Clare, At the Center of Cure,” pp. 103-123, 137-142 • BB: Nirmala Erelles, Crippin’ Jim Crow: Disability, Dis-Location, and the School-to-Prison Pipeline,” pp. 82-99 • BB: Leah Lakshmi Piepzna-Samarsinha – So much time spent in bed: Gloria Anzaldua, chronic illness, Coatlicue and disability” (online) • BB: Sami Schalk, Coming to Claim Crip” |
| Week 11 W, 11/8 | What Is Citizenship?: Civility & Justice | <ul style="list-style-type: none"> • BB: Lynn Itagaki, Introduction: The 1992 Los Angeles Crisis,” pp. 1-33 |

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|---|---|
| | <ul style="list-style-type: none"> • Watch: Civil Racism on Rising Up with Sonali |
| 11/14, 11 pm: Co-Curricular Reflection 3 Due: Knowledge and Examinations of Structures and Systems that Impact Diverse Populations | |
| Week 12 W, 11/15 | In-class: Work on LA Rebellion Research |
| Week 13 W, 11/22 | Thanksgiving Break |
| Week 14 W, 11/29 | Resistance, U.S.-Style: <ul style="list-style-type: none"> • RA: Ta-Nehisi Coates, "The Case for Reparations," pp. 572-598 • WGBA: Jeff Chang, "What a Time to Be Alive," pp. 33-50 • WGBA: Jeff Chang, "Making Lemonade," 158-168 <p>Last Tuesday to turn in a Reading Response</p> |
| 12/5, 11 pm: Co-Curricular Reflection 4 Due: Application and Integration of New Knowledge | |
| Week 15 W, 12/6 | Resistance, U.S.-Style: |
| Finals W, 12/13 | <ul style="list-style-type: none"> • Readings TBA |
| | Krista available for virtual office hours via Skype 6-9:45 pm Final Project Due, 9:45 pm <ul style="list-style-type: none"> • Turn in Twilight Los Angeles Research & Timelines |

Co-Curricular Assignment Guidelines

This component of your grade asks you to critically reflect on your participation in multiple communities whose activities intersect with our course content. **Students must attend four “LIB 201 approved” events during the course of the semester, and write an integrative paper on each event.** This 2-3 page, double spaced paper that follows written assignment guidelines must link your experience at the event to course readings and ideas. You must explicitly and thoughtfully relate the events to at least one course reading, directly referencing this source in relation to your experience. Please submit papers via Blackboard as soon as they are completed so that you can receive feedback before moving onto the next part of the sequence.

These four campus or off-campus activities will emphasize diversity and have been pre-approved for this course. You may choose from a list of these pre-approved events listed at <http://www.gvsu.edu/integrativelearning/> (find the link to LIB 201 co-curriculum calendar of events). If you locate a relevant event that is not listed, you must obtain my prior approval. This request should be made in writing two weeks prior to the event in question.

As you submit your response for each category, you will progress to the next goal. Each event should correspond sequentially with one of the four points of our diversity co-curriculum: (1) Location of Self; (2); Awareness and Knowledge of Communities and Identities Different from One’s Own; (3) Knowledge and Examination of Structures and Systems that Impact Diverse Populations; and (4) Application and Integration of New Knowledge.

Make sure that you give the full title of the event, its location, date and time. Your responses should address the prompt question (see below) and provide the title of one essay/film among our class materials that relate to your experience, and explicitly discuss its relevance to your event. **Please note the deadlines for each reflection below under “Course Schedule.” Students may submit these before the final deadline.**

Please see below for the writing prompts for each goal:

1. **Location of Self:** Discuss how you feel your identity shaped your response and participation in the event. What did you learn about your own position in society as it relates to the positions and identities of others? Please cite the relevant course materials.
2. **Awareness and Knowledge of Communities and Identities Different from One’s Own:** In attending an event in which you interacted (vocally or as an audience member) with a community whose identity diverges from your own (as defined in category 1, Location of Self), what insights did you acquire about diversity? What reading/viewing in class relates to this experience?
3. **Knowledge and Examination of Structures and Systems that Impact Diverse Populations:** After attending an event that addresses institutional structures, share a piece of knowledge that you gained about how historical, political, social and economic structures affect diverse populations in unique ways. In describing how these structures intersect with each other, provide the title of a related reading/viewing.
4. **Application and Integration of New Knowledge:** After you participate in an organization and/or event that require you to engage in its activities, reconsider your sense of identity. How has the activity, the general co-curriculum program and the course material led to a redefinition of your social role in relation to others?



The mission of the Grand Valley State University General Education Program is to provide a broad-based liberal education experience that fosters lifelong learning and informed citizenship. The program prepares students for intelligent participation in public dialogues that consider the issues of humane living and responsible action in local, national, and global communities.

LIB 201 Diversity in United States
Foundations - Social and Behavioral Sciences
Cultures - US Diversity

Student Learning Outcomes:

1. Explain how knowledge in the social and behavioral sciences is created and applied
2. Explain the major approaches, methods, theories, and substantive findings of the field
3. Weigh and apply ideas and claims from the social and behavioral sciences outside the classroom
4. Explain the historical trajectories and consequences, worldviews, languages, and/or ways of life of diverse cultures within the United States.
5. Explain how social constructions of ethnicity/race and at least one of the following social attributes shape group and individual identities: gender, class, abilities, age sexual orientation, religion, or common history.
6. Critical Thinking – use systematic reasoning to examine and evaluate information and ideas and then synthesize conclusions to propose new perspectives and solutions. Students will:
 - Assess relevant information, perspectives and assumptions.
 - Construct logical conclusions based on reason and evidence.
 - Formulate novel approaches or create innovative interpretations.
 - Evaluate the proposed ideas or approaches.
7. Ethical Reasoning —use a decision-making process based on defining systems of value. Students will:
 - Recognize ethical issues when presented in a complex situation.
 - Demonstrate understanding of key concepts and principles underlying various systems of reasoning.
 - Participate in activities that engage them in ethical reasoning.
 - Demonstrate the ability to deal constructively with ambiguity and disagreement.
8. Written Communication — the practice of creating and refining messages that educated readers will value. Students will:
 - Develop content that is appropriate to a specific disciplinary or professional context, drawing upon relevant sources.
 - Organize written material to suit the purposes of the document and meet the needs of the intended audience.
 - Express ideas using language that meets the needs and expectations of the intended audience.
 - Use conventions of grammar, punctuation, usage, formatting, and citation appropriate to the specific writing situation.
9. Ethical Reasoning —use a decision-making process based on defining systems of value. Students will:
 - Recognize ethical issues when presented in a complex situation.
 - Demonstrate their understanding of key concepts and principles underlying various systems of reasoning.
 - Participate in activities that engage them in ethical reasoning.
 - Demonstrate the ability to deal constructively with ambiguity and disagreement.