

ITC 100.01: Introduction to Intercultural Competence and Communication

GVSU Fall 2014 Syllabus
Professor Kimberly McKee
Tuesdays/Thursdays, 8:30 – 9:45am
Location: AuSable Hall 1314
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Wednesdays, 1:30 – 3:30pm; and by
appointment

Course Objectives: To introduce students to the concept of **cultural competence** [the ability to interact effectively with people of different cultures], **diversity** [race, ethnicity, gender, sexual orientation, socio-economic status, age, physical abilities, religious beliefs, political beliefs, or other ideologies] and **culture** [the set of shared attitudes, values, goals, and practices that characterizes a group] from historical, political and sociological perspectives. The United States is an excellent system for such an endeavor as it has a high degree of variation in cultures [based upon regional, ethnic, racial, and historical differences]. The definition of diversity is itself based upon the different groups that exist within the US. Thus the United States will serve as our laboratory for teaching the skill set needed for cultural competence.

This course is also an introduction to the topic of **intercultural communication**. Intercultural communication is communication that occurs between individuals and entities that are culturally unlike, and is grounded within key historical, political, organizational, and interpersonal contexts that shape our individual interaction with people from different cultures. Americans are challenged to practice intercultural communication every day. We communicate one way within our homes and neighborhoods, another at school or work, still others in our places of worship, while taking public transportation, while at play. Understanding that we do this and how to do it well are valuable skills that will support students in being culturally competent.

This course provides an interdisciplinary focus on the values, patterns, history, and attitudes that create and sustain cultures. Accomplishing this will include an analysis of many of the subcultures that exist in the United States and other countries, and an evaluation of the existence of an overall American culture, and what the existence of an American culture means.

Course Readings: There is no textbook for this course. The professor will provide readings via Blackboard or via Library Course Reserve. Students will also use additional books, journal articles, magazines, and approved online sources for completion of assigned work.

Course Expectations:

1. More than anything, we want you to be thoughtful individuals. This is not a class that involves memorizing and there are few “right” answers in here. That means, however, that you must engage in **critical thinking**, you must dig deeper than your opinion, and you must be able to justify the positions you take.
2. Every student must come prepared to class. This includes completing reading and written assignments prior to beginning of class. All assignments will be provided a week before they are due.

3. Students are expected to attend class regularly and be on time. If you **miss class more than three times, you will fail the class. Class will begin on time. Tardiness to class is not accepted and will affect your grade.**
4. We expect that everyone will participate. We will call on students, whether or not you raise your hand. We know it may be difficult for some people to speak in class, but you must make an effort at it. We will help you in any way we can. For those who are not shy, please understand that participating also means active listening, and encouraging everyone in class to have a voice.
5. We expect you to have assignments complete at the beginning of class on the day they are due. Homework is to be turned in on time. If it is late, there will be a reduction in grade.
6. Cell phones and pagers must remain off during class. If you expect an important call, you may request permission to answer the call before the start of class.
7. If you need to leave class early, notify me at the beginning of class.
8. If you need help, come to office hours or contact me via e-mail. I am always willing to help a student who is genuinely trying.

Course Outcomes:

1. Be able to define cultural competence, and recognize why it is important to be culturally competent.
2. Be able to examine one's ethnic identity and how it influences identity development.
3. Demonstrate knowledge of America's diverse groups, their cultures, and American culture.
4. Define social, political, economic and historical issues and how they impact race and ethnic relations in the United States.
5. Compare and contrast their own culture to other cultures in America.
6. Predict how cultures conflict and how these conflicts might be resolved.
7. Recognize the impact of language use and behavior in diverse settings.

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.

Course Requirements:

1. Class participation (75 points)

Please engage only in respectful discussion. We represent a multitude of different personalities, and diverse backgrounds, beliefs, and opinions. *Please do not attack your fellow students for voicing their opinions. It is crucial that students come to class having read all assignments and prepared to participate meaningfully in class discussions.* Class discussions are meant to encourage us to think critically about both the content of this course and the world around us. Together, we will be producing knowledge rather than merely consuming it. The inclusion of multiple, and even contrasting, viewpoints will help us with this, and participation is required from everyone. This classroom is a community of individuals from diverse backgrounds and experiences coming together to learn. Please see the last page of the syllabus for details concerning class participation.

In order for this course to be a productive learning environment, it is imperative that we all treat one another with respect and courtesy. *As members of this community, you all are responsible for informing me if at any point if a classmate's behavior is impairing your ability to concentrate and learn in this class. This is not asking you to police one another*, but to take responsibility for defending your right to a safe and productive learning environment. Bottom line: let's all treat each other with the same respect and courtesy we would like to receive.

Please arrive on time for class, having **completed the reading for the day**.

If you miss more than three classes you will automatically fail the course.

2. **Reflective Journal Writing (75 points)**

You will receive 10 prompts from the professor for your personal writing on various topics related to the course. **This journal will be done via Blackboard, and the only other person who will see your journal is the professor.** The rationale for the reflective journal is that putting your thoughts, reactions, memories and ideas into writing at the appropriate time is a way of thinking. This thinking-while-writing can lead you to new conclusions or understandings, much like a focused conversation or discussion can. The journals may also help you with the writing assignments for the course (see below), since you may adapt some of your journal entries for those writing assignments, or even use the entries as a way to “draft” some passages that may find their way into your written assignments.

The journals are meant to help you think but we will not be grading or evaluating your thinking. We're really looking for volume here, to see that you are taking the prompts seriously and putting some effort into processing the readings and discussions of the course and comparing the experiences of others with your own experiences.

3. **Group Projects (110 points)**

Students will be required to utilize the Pecha Kucha method (<http://www.pechakucha.org/>) for each presentation (3a and 3b). Utilizing twenty slides that run for twenty seconds each (6:40 minutes), students will be required to create a short and concise presentation. I recommend utilizing PowerPoint and set the slides to run for twenty seconds. As a short presentation method, PechaKucha requires students to practice their oratory skills. It also allows students to focus on content rather than “I must make this presentation last for the thirty minutes I've been assigned.” *If your group feels strongly that they need more than twenty slides, please obtain Professor McKee's approval in advance.*

a. **Define a Subculture (55 points)**

You will work in a group (3-4 people) to define an assigned subculture. You will complete a short group paper (2-3 pages), individual paper, and a PechaKucha presentation to the class. A full description of this assignment is on Blackboard.

b. **Explore a Religion (55 points)**

You will work in a group (3-4 people) to explore how a religion affects a culture. You will complete a short group paper (2-3 pages), individual paper, and a PechaKucha presentation to the class. A full description of this assignment is on Blackboard.

4. **Midterm Exam (50 points):** This take-home exam consists of short answer questions concerning concepts/definitions from the first half of the course. In many ways, you will be required to expand upon ideas initially discussed in class or in your reflection journal entries.
5. **Other Writing Assignments (50 points)**
Detailed information regarding each assignment is available on Blackboard. The professor will also review the assignment in detail during class on the dates listed below under “Course Schedule.”
 - a. *Paper 1:* Personal Narrative on Cultural Identity (25 points)
 - b. *Paper 2:* How Society Describes Your Cultural Identity (25 points)
6. **Final Exam: Research Paper and Annotated Bibliography (100 points)**
This assignment involves two components. The professor will review the assignment in detail during class on the dates listed below under “Course Schedule.”
 - a. Annotated Bibliography (25 points)
 - b. Final Research Paper (75 points)

Total points possible: 510

Grading Scale:

If the professor provides students a rubric for the assignment, she 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.

A	474-510	C	372-392
A-	459-473	C-	357-371
B+	444-458	D+	342-356
B	423-443	D	337-341
B-	408-422	F	336 or less
C+	393-407		

A Contractual Obligation:

If you feel that you cannot fulfill the requirements of this syllabus for any reason, please contact me in advance. Accommodations for disability, religious observance, and emergent needs will be negotiated in a spirit of fairness and mutual respect (please see **Resources** below for additional information). Whenever accommodations must be made it will be the student’s responsibility to present a plan for timely and successful completion of the course objectives, including engagement with the class community. All course deadlines are provided to you in this syllabus. You should ensure that you read all content as part of your full participation in the course.

Resources:

I strive to create a fully inclusive classroom, thus I welcome individual students to approach me about distinctive learning needs. I encourage students with disabilities to have a conversation

with me and disclose how our classroom or course activities could impact the disability and what accommodations would be essential to you. You will also need to have a conversation about and provide documentation of your disability to **Disability Support Resources** (<https://www.gvsu.edu/dsr/>; 616-331-2490).

If you require writing assistance, please visit the **The Fred Meijer Center for Writing** (<http://www.gvsu.edu/wc/>; 616-331-2922).

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.com or Purdue OWL. **All written assignments, group project papers, and the final paper will be graded using the rubric at the end of the syllabus.**

Your Work Cited should be on a separate page than the rest of your essay. In Microsoft Word, go to Insert > Page Break. This will allow you to create a subsequent page for your Work Cited.

If the professor provides you with comments/edits on paper drafts, you are responsible for integrating the feedback to enhance your paper. Failure to do so will result in grade deductions at the discretion of the professor and you must revise and resubmit your paper.

What should my paper headings look like? The information listed below should appear on the upper left hand side of your paper and NOT in your header or footer.

[Student Name]
ITC 100.01
[Date]
[Assignment Title]

Attendance Policy:

If you miss more than three classes you will automatically fail the course.

Late Assignment Policy (for written assignments only):

Assignments will not be accepted after forty-eight hours of the deadline. Late assignments must be emailed as PDF documents. No other format will be accepted.

Fifteen points will be deducted from assignments submitted **within twenty-four hours of the deadline.** **Thirty points** will be deducted from assignments submitted **between twenty-four and forty-eight hours of the deadline.**

The professor will not grant extensions unless prior arrangements have been made in consultation with her. Proper documentation is required for extensions.

Academic Misconduct:

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 the midterm, 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.
- 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

You avoid plagiarism by properly citing your sources. You should use a citation when you directly quote another source or paraphrase someone else's ideas. Remember, the purpose of citations is to give credit to another's work. When you use direct quotes or paraphrases, you are not using your original thoughts.

Email Policy:

Please remember email is a professional mode of communication. In your life after GVSU, you will be required to communicate via email in a professional format (i.e., salutation, properly formatted sentences, and signature). Please make sure you’re following standard grammar guidelines. I will respond to your email within 24-hours on weekdays, and by Sunday evening at the latest on weekends (beginning Friday evening). *Please follow the following email guidelines:*

<p>Subject: [Be as specific as possible (i.e. Cultural Identity Paper)]</p> <p>Dear Professor McKee,</p> <p>[The body of the email should be written in standard sentence format. This also means standard written rules apply, including utilizing appropriate capitalization when needed.]</p> <p>[Salutation],</p> <p>Your Name</p>
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Students must check their emails every 48 hours to ensure they are aware of communications sent by Professor McKee.

Withdrawal Policy:

A student may withdraw from a course and receive a grade of W when the completed “Registration and Drop-Add Form” is presented to the Registrar by October 26, 2012, 5:00 p.m. After the first week of the current semester, students may not use the online system to withdraw.

Students who do not withdraw before the deadline must accept a grade other than W depending on the instructor's judgment of their performance in the course(s) and any mitigating circumstances.

Incomplete Policy:

An "I" can be given only under extenuating circumstances such as serious illness. Incomplete grades must be made up by the deadline assigned by the university. If this doesn't happen, the "I" will be changed to an "F". If the student is not earning at least a "C" in the class, an incomplete grade is not appropriate. Also, an incomplete isn't appropriate unless they have completed most of the course.

Frequently Asked Questions:

1. What if I arrive late or miss a class?

It is your responsibility to come to class on time. Assignments, changes to the syllabus or assignment deadlines, will also be announced at the beginning of class. I will also not repeat for latecomers any announcements I have made at the start of class about deadlines, assignments, or anything else. Everyone should exchange contact information with another student upon whom you can rely for information about classes you miss. I consider it your responsibility to come to class after an absence having been brought up to speed about assignments, handouts, and so on. I will not reply to email asking me to summarize what you missed when you have been absent.

2. How do I prepare for class?

All reading assignments are to be completed by the date noted on the syllabus. Based on the assigned readings, you should prepare 2-3 questions that can be used to launch our discussion and begin your thinking about future papers. While you do not necessarily need to formulate an answer to the question posed, you should be able to convey some broad thoughts. In order to facilitate participation in class discussion, I highly recommend taking notes on the reading. Careful, thoughtful reading and written synthesis will contribute to developing your analytical skills and improving your writing.

3. How may I improve my reading comprehension?

- **ARGUMENT:** What is the author's central point? Does the author clearly articulate his/her central points at the beginning of the chapter/article?
- **CONCEPTS:** What key concepts/theories does the author engage with?
- **METHOD:** What tools aid the author's development of his/her argument? Does the author utilize surveys, textual analysis, statistics?
- **CONNECTIONS:** How are some of these "buzzwords" related to what we've studied throughout the course? For example, how does a reading from the beginning of the course relate to something we're discussing towards the end of the course? Remember all of the texts build off one another.
- **CONCLUSIONS:** What conclusions does the author make? How do these conclusions relate to broader themes discussed in the class?

4. How do I improve my writing?

Each writing assignment requires critical thinking. To critique is not merely criticizing an author's perspective. Rather, you must be "specific about what it means to argue for a position" (Bowen, *Teaching Naked* 163). As you write, review the rubrics for each assignment. Consider how the text may be interpreted. Differentiate between opinions (yours, mine, ours) and the intention of the text's author.

5. What happens during office hours?

I encourage you to come to office hours to discuss your writing on an individual basis. I would like to meet with you at least once this semester for a scheduled individual conference to evaluate your progress in the course. Think of this meeting as getting the most of your college education. I especially encourage you to see me before papers are handed in to focus your ideas and then after papers are handed back so that we can talk about your writing and ideas in further detail. In my experience, students who see me in office hours write better papers, and thus, office hours have numerous benefits: (1) You explain your ideas to me, and I better understand what I eventually read in your paper; (2) In talking through your ideas, you further clarify your own; and (3) You can anticipate possible objections and modifications your potential reader (me) would have to your thesis.

The professor reserves the right to make changes to the syllabus at any time.

This document is a contract between professor and student concerning course expectations.

Course Schedule:

WEEK 1

Lecture 1 (8/26/2014): *Introductions/Welcome*

- In class we will read and discuss: Miner, Horace. (1956) "Body Ritual among the Nacirema." *American Anthropologist* 58(3): 503-507. **Professor McKee will provide the reading.**

Lecture 2 (8/28/2014): *Culture and Subcultures: An Overview*
Attendance Policy Begins

- Douglas Kellner, "Cultural Studies, Multiculturalism, and Media Culture" in Dines, Gail and Jean M. Humez (Eds.) (2011) *Gender, Race, and Class in Media: A Critical Reader*. Thousand Oaks, CA: Sage Publications. Third Edition. (Available via Blackboard)
- OPTIONAL READING: Chapter 1, *Questions of Cultural Identity* (Available via Library Course Reserve)
- Please view PBS's *Merchants of Cool* (58 minutes) online at: <http://www.pbs.org/wgbh/pages/frontline/shows/cool/view/>. Please review the guiding questions provided by Professor McKee on Blackboard (Course Documents > Lecture 2).

WEEK 2

Lecture 3 (9/2/2014): **No Class: Labor Day Recess**
OFFICE HOURS CANCELLED

Lecture 4 (9/4/2014):

Subcultures: A Closer Look

Journal Reflection #1 Due by 7am

Define a Subculture Guidelines Provided

- Hebdige, Dick. (2005) "Subculture: The Meaning of Style [1979]" in Ken Gelder (Ed.) *The Subcultures Reader*. New York: Routledge, pp. 121-131. Second Edition.
- Clarke, John, Stuart Hall, Tony Jefferson, and Brian Roberts. (2005) "Subcultures, Cultures and Class [1975]" in Ken Gelder (Ed.) *The Subcultures Reader*. New York: Routledge, pp. 94-104. Second Edition.

WEEK 3

Lecture 5 (9/9/2014):

Introduction to Intercultural Competence

Paper #1 Guidelines Provided In Class

- Milton J. Bennett, "A Developmental Model of Intercultural Sensitivity" (Available via Blackboard)
- Watch Harvard Business Review's "Reaching Across Cultures without Losing Yourself": <http://blogs.hbr.org/2013/03/reaching-across-cultures-witho/> (5 minutes)
- OPTIONAL: Molinsky, Andy. (2013, March 12) "When Crossing Cultures, Use Global Dexterity." *Harvard Business Review* <http://blogs.hbr.org/2013/03/when-crossing-cultures-use-glo/>
- OPTIONAL: Review 20 Item Four Factor Cultural Intelligence Scale (available via Blackboard)
- OPTIONAL: Review individual cultural value orientations: <http://www.culturalq.com/indivvalues.html>

9/10/2014:

Office Hours Time Change: 12pm – 2pm

Lecture 6 (9/11/2014):

Masculinity/Femininity: Gender Socialization

Journal Reflection #2 Due by 7am

Announcement from Emily West, ChangeU and LGBT Resource Center

- Shaw, Susan M. and Janet Lee. (2015) "Chapter 3: Learning Gender" in Susan M. Shaw and Janet Lee (Eds.) *Women's Voices, Feminist Visions: Classic and Contemporary Readings*. New York: McGraw Hill Education, pp. 116-135. Sixth Edition. (Available on Blackboard)
- Lorber, Judith. (2015) "The Social Construction of Gender" in Susan M. Shaw and Janet Lee (Eds.) *Women's Voices, Feminist Visions: Classic and Contemporary Readings*. New York: McGraw Hill Education, pp. 141-44. Sixth Edition. (Available on Blackboard)
- Lois Gould, "The Story of X" (Available on Blackboard)

WEEK 4

Lecture 7 (9/16/2014):

Subculture Presentations, Groups 1 – 5

9/17/2014

Paper #1 Due @ NOON EST via Blackboard

Lecture 8 (9/18/2014):

Subculture Presentations, Groups 6 – 8

WEEK 5

**ASYNCHRONOUS CLASSES THIS WEEK
OFFICE HOURS CANCELLED**

Lecture 9 (9/23/2014):

Gender Performance Online

Journal Reflection #3 Due by 7am

- Students are required to create avatars via BitStrips (<http://bitstrips.com/create/avatar/>) and Voki (<http://www.voki.com/>). Students then must complete a **800 – 1,000 word reflection** on the experience of creating an avatar and respond to **two posts (300-500 words)** by their peers. Your response must reference the Nesbitt Golden reading and one of the readings from Lectures 6. **As part of your post, you must include your two avatar photos. Your posts and responses must be completed by 6pm on September 23.**
- Nesbitt Golden, Jamie. (2014, April 4) “WHY I'M MASQUERADING AS A WHITE BEARDED HIPSTER GUY ON TWITTER (DESPITE BEING A BLACK WOMAN).” *XO Jane* <http://www.xojane.com/issues/why-im-masquerading-as-a-bearded-white-hipster-guy-on-twitter> (Available via Blackboard)

Lecture 10 (9/25/2014):

Miss Representation

- Students must view *Miss Representation* and **engage in an online discussion of the documentary. Your posts and responses must be completed by 6pm on September 25.**
- Please review the *Miss Representation* viewing guide. Utilize the questions presented in the guide to aid your screening of the documentary.
 - **You must respond to three of the seven questions listed below. Each response should be 300-500 words (minimum).**
 1. What is media bias? Discuss at least one example of this bias. How does this impact the depiction of women in the media?
 2. How does a lack of diversity in decision-making roles impact what we see in mainstream media and advertising? What impact does this have on us as consumers?
 3. What is the ideal image of beauty? How does this impact women and girls? What is this impact on men? How has digital media impact the constructions of beauty?
 4. What are the effects of self-objectification in women? How is this linked to sexual objectification?
 5. Why is it important to see women in leadership roles?
 6. How does Hollywood constrain representations of women? In other words, what stereotypes are promoted by Hollywood?
 7. What type of scrutiny are female news anchors/television personality and politicians under in comparison to their male peers? What role does

- misogyny and sexism play in how these women are treated?
- **You must respond to two posts by your peers. Each response post must be 200-300 words.**

Week 6

Lecture 11 (9/30/2014): *Race as a Social Construct*

Midterm Questions Provided via Blackboard

- Please watch “Understanding Race” and the clips from Ed Bok Lee, Jae Ran Kim, and Shannon Gibney
- Omi and Winant, Introduction from *Racial Formation in the US* (Available via Library Course Reserve)

Lecture 12 (10/2/2014): *Reflecting on Whiteness: What is Privilege?*

Journal Reflection #4 Due by 7am

- McIntosh, Peggy. (2015) “White Privilege and Male Privilege” in Susan M. Shaw and Janet Lee (Eds.) *Women’s Voices, Feminist Visions: Classic and Contemporary Readings*. New York: McGraw Hill Education, pp. 86-93. Sixth Edition.
- Gina Crosley-Corcoran, “Explaining Privilege to a Broke White Person...” (<http://thoughtcatalog.com/gina-crosley-corcoran/2014/01/explaining-white-privilege-to-a-broke-white-person/>); Available via Blackboard

Week 7

Lecture 13 (10/7/2014): *White Like Me (Part 1)*

Journal Reflection #5 Due by 7am

- Lipsitz, George. (2013) “The Possessive Investment in Whiteness” in Maurianne Adams, et. al. (Eds.) *Readings for Diversity and Social Justice*. New York: Routledge, pp. 77-86. Third Edition. (Available via Library Course Reserve)

Lecture 14 (10/9/2014): *White Like Me (Part 2)*

Midterm Due at the Beginning of Class

Paper #2 Guidelines Provided In Class

Week 8

Lecture 15 (10/14/2014): *Implicit Bias*

ELS Center Student Visit (8:30 – 9:10am)

- Demby, Gene (2014, May 15). “Young People Want Equality but Struggle to Discuss Bias.” *NPR* Available at: <http://www.npr.org/blogs/codeswitch/2014/05/15/312532393/young-people-want-equality-but-struggle-to-discuss-bias>
- Demby, Gene (2014, April 8). “How Stereotypes Explain Everything and Nothing at All.” *NPR* Available at:

<http://www.npr.org/blogs/codeswitch/2014/04/08/300279224/how-stereotypes-explain-everything-and-nothing-at-all>

- Shankar, Vedantam (2013, July 19). “How to Fight Racial Bias When It’s Silent and Subtle.” *NPR* Available at:
<http://www.npr.org/blogs/codeswitch/2013/07/19/203306999/How-To-Fight-Racial-Bias-When-Its-Silent-And-Subtle>
- OPTIONAL: The Kirwin Institute’s work on implicit bias:
<http://kirwaninstitute.osu.edu/research/understanding-implicit-bias/>

Lecture 16 (10/16/2014): *Intercultural Communication: Verbal and Non-Verbal Communication Styles*
Journal Reflection #6 Due by 7am

- Complete “Communications Style Inventory” (Available via Blackboard)
- Read and reflect on the “*GlobeSmart* Assessment Profile Dimensions” (Available via Blackboard)
 - Write a 1-page reflection to share in class on what adjectives listed on the handout best describe your personality. As you reviewed the various descriptors, what was your initial reaction? For example, were you like, “Oh I’m definitely direct, but I appreciate interdependence?”

Week 9

Lecture 17 (10/21/2014): *Socioeconomic Status, Privilege, and Race*

- hooks, bell. (2013) “White Poverty: The Politics of Invisibility” in Maurianne Adams, et. al. (Eds.) *Readings for Diversity and Social Justice*. New York: Routledge, pp. 199-202. Third Edition. (Available via Library Course Reserve)
- Pittelman, Karen and Resource Generation. (2013) “Deep Thoughts about Class Privilege” in Maurianne Adams, et. al. (Eds.) *Readings for Diversity and Social Justice*. New York: Routledge, pp. 221-225. Third Edition. (Available via Library Course Reserve)
- OPTIONAL: Fergus, Devin (2014, July 21). “Are auto insurance companies red-lining poor, urban drivers?” *The Guardian*. Available at:
<http://www.theguardian.com/commentisfree/2014/jul/21/auto-insurance-red-lining-poor-urban-drivers>
- OPTIONAL: Demby, Gene (2013, December 2). “A Battle for Fair Housing Still Raging, But Mostly Forgotten.” *National Public Radio*. Available at:
<http://www.npr.org/blogs/codeswitch/2013/12/01/248039354/a-battle-for-fair-housing-still-raging-but-mostly-forgotten>

Lecture 18 (10/23/2014): *Cisgender Privileges*
Journal Reflection #7 Due by 7am

- Carbado, Devon W. (2013) “Privilege” in Maurianne Adams, et. al. (Eds.) *Readings for Diversity and Social Justice*. New York: Routledge, pp. 391-397. Third Edition. (Available via Library Course Reserve)

- Taylor, Evin. (2015) “Cisgender Privilege” in Susan M. Shaw and Janet Lee (Eds.) *Women’s Voices, Feminist Visions: Classic and Contemporary Readings*. New York: McGraw Hill Education, pp. 93-95.
- Evans, Nancy J. and Jamie Washington (2013) “Becoming an Ally: A New Examination” in Maurianne Adams, et. al. (Eds.) *Readings for Diversity and Social Justice*. New York: Routledge, pp. 411-420. Third Edition. (Available via Library Course Reserve)
- Please note that the LGBT Resource Center offers Queer & Trans 101 Training for allies: <http://www.gvsu.edu/lgbtrc/ally-training-98.htm>

Week 10

10/27/2014

Paper 2 Due @ NOON EST via Blackboard

Lecture 19 (10/28/2014):

Sexual Identities

- Marra, Andy (2012, November 16) “The Beautiful Daughter: How My Korean Mother Gave Me the Courage to Transition.” *The Huffington Post*. http://www.huffingtonpost.com/andy-marra/the-beautiful-daughter-how-my-korean-mother-gave-me-the-courage-to-transition_b_2139956.html
- Serano, Julia. (2013) “Trans Woman Manifesto” in Maurianne Adams, et. al. (Eds.) *Readings for Diversity and Social Justice*. New York: Routledge, pp. 443-446. Third Edition. (Available via Library Course Reserve)
- OPTIONAL: Explore Andy Marra’s website, “I am Love Worthy” (<http://www.iamloveworthy.com/>)
- Please note that we have a LGBT Resource Center on campus: <http://www.gvsu.edu/lgbtrc/>

Lecture 20 (10/30/2014):

Deconstructing Terminology: Tracing the Etymology of Words

Journal Reflection #8 Due by 7am

Final Paper Guidelines Provided In Class

- Challa, Janaki (2013, December 13). “Why Being ‘Gypped’ Hurts the Roma More than it Hurts You.” *National Public Radio*. Available: <http://www.npr.org/blogs/codeswitch/2013/12/30/242429836/why-being-gypped-hurts-the-roma-more-than-it-hurts-you>
- Gandhi, Lakshmi (2013, November 6). “Where do ‘Hoodlums’ Come From? San Francisco.” *National Public Radio*. Available: <http://www.npr.org/blogs/codeswitch/2013/11/06/243262138/where-do-hoodlums-come-from-san-francisco>
- Domonoske, Camila (2014, April 27). “Segregated from its History, How ‘Ghetto’ Lost its Meaning.” *NPR* Available: <http://www.npr.org/blogs/codeswitch/2014/04/27/306829915/segregated-from-its-history-how-ghetto-lost-its-meaning>

Week 11

Lecture 21 (11/4/2014):

Religion, Culture, and the United States

Explore a Religion Guidelines Provided

- Adams, Maurianne and Khyati Y. Joshi. (2013) “Religious Oppression: Introduction” in Maurianne Adams, et. al. (Eds.) *Readings for Diversity and Social Justice*. New York: Routledge, pp. 229-237. Third Edition. (Available via Library Course Reserve)
- Schlosser, Lewis Z. (2013) “Christian Privilege: Breaking a Sacred Taboo” in Maurianne Adams, et. al. (Eds.) *Readings for Diversity and Social Justice*. New York: Routledge, pp. 243. Third Edition. (Available via Library Course Reserve)
- Joshi, Khyati Y. (2013) “Religious Oppression of Indian Americans in the Contemporary United States” in Maurianne Adams, et. al. (Eds.) *Readings for Diversity and Social Justice*. New York: Routledge, pp. 250-254. Third Edition. (Available via Library Course Reserve)

11/5/2014: **Submit Final Paper Research Question @ NOON EST**

Lecture 22 (11/6/2014): *Religion and 21st Century Adoption Practices*

- Kathryn Joyce, (2013, April 15) “Orphan Fever: The Evangelical Movement’s Adoption Obsession.” *Mother Jones*. <http://www.motherjones.com/print/220086> (Available via Blackboard)
- Laura Barcella, (2013, May 4) “How the Christian right perverts adoption.” *Salon* http://www.salon.com/2013/05/04/how_the_christian_right_perverts_adoption/ (Available via Blackboard)
- McKee, *Gazillion Voices* article: http://gazillionvoices.com/guest-post-he-put-me-here-the-multidimensional-nature-of-transnational-adoption/#.U3_T2cdirWg

Week 12

Lecture 23 (11/11/2014): *Religion: Putting Yourself in Someone Else’s Shoes*

- Students must view the *30 Days* episode, “Christian in a Muslim World.” This episode is available on Blackboard > Course Content

Lecture 24 (11/13/2014): *Research Day*

- Students must **meet with their Religion Presentation groups** to finalize their project. Prof. McKee suggests that you utilize class time to practice your presentations. Students must email Professor McKee a group summary of their meeting. This will serve as your attendance for the day. Please make sure you copy your group members on the email.
- Students should also utilize this time to **review** Professor McKee’s **feedback** on your research topic and **narrow down the sources** you will be analyzing in your annotated bibliography.

Week 13

Lecture 25 (11/18/2014): *Religion Presentations, Groups 1 – 4*
Journal Reflection #9 Due by 7am

11/19/2014

Annotated Bibliographies Due @ NOON EST
Office Hours Time Change: 11am – 1pm

Lecture 26 (11/20/2014):

Religion Presentations, Groups 5 – 8

Week 14

Office Hours Cancelled This Week

Lecture 27 (11/25/2014):

Intercultural Communication: Microaggressions

- Sue, Derald Wing and David Rivera. (2010, October 5) “Racial Microaggressions in Everyday Life: Is Subtle Bias Harmless?” *Psychology Today*
<http://www.psychologytoday.com/blog/microaggressions-in-everyday-life/201010/racial-microaggressions-in-everyday-life>
- OPTIONAL: Vega, Tanzina. (2014, March 21) “Students See Many Slightings as Racial ‘Microaggressions’.” *The New York Times*. <http://www.nytimes.com/2014/03/22/us/as-diversity-increases-slightings-get-subtler-but-still-sting.html>
- OPTIONAL: Chow, Kat (2013, July 11) “Duelling Stereotypes: Bad Asian Drivers, Good at Everything.” *NPR*
<http://www.npr.org/blogs/codeswitch/2013/07/09/200500744/dueling-stereotypes-bad-asian-drivers-good-at-everything-asiana>

Lecture 28 (11/27/2014):

Thanksgiving Break – No Class

Week 15

Lecture 29 (12/2/2014):

Ability/Disability (Part 1)

Journal Reflection #10 Due by 7am

- The Ability Privilege Checklist (<http://rioiriri.blogspot.com/2009/04/invisible-crutch.html>; Available via Blackboard)
- Wendell, Susan (2013) “The Social Construction of Disability” in Maurianne Adams, et al. (Eds.) *Readings for Diversity and Social Justice*. New York: Routledge, pp. 481-489. Third Edition. (Available via Library Course Reserve)
- OPTIONAL: Grigsby Bates, Karen (2013, October 4). “Actors with Disabilities in Big Roles? ‘We Don’t Have a Chance’.” *National Public Radio*. Available at:
<http://www.npr.org/blogs/codeswitch/2013/10/02/228543383/disabled-actors-question-restricted-casting>
- Please note that we have Disability Support Resources available on campus:
<http://gvsu.edu/dsr/>

Lecture 30 (12/4/2014):

Ability/Disability (Part 2)

- Simon, Cecilia Capuzzi. (2013, November 1) “Disability Studies – A New Normal.” *The New York Times*. Available at:
http://www.nytimes.com/2013/11/03/education/edlife/disability-studies-a-new-normal.html?pagewanted=all&_r=0

- Piepmeier, Alison. (2013, November 19) “My Place in This Conversation.” *The Feminist Wire*. Available at: <http://thefeministwire.com/2013/11/my-place-in-this-conversation/>

Week 16

OFFICE HOURS CANCELLED

Lecture 31 (12/8/2014):

Semester Reflection and Discussion

Our final exam time is from 10:00am – 11:50am.

ELS Center Student Visit 10:20am – 11:10am. Please arrive by 10:15am.

Final Paper Due December 8 at 5:00pm EST via Blackboard

Fall 2014 Academic Calendar

Classes Begin	August 25
Last day to Add, Register or Pay	August 29 at 5:00pm
100% Tuition Refund Deadline	August 29
Labor Day Recess	August 31-September 2
75% Tuition Refund Deadline	September 19
Mid-term Evaluations	October 6-11
Drop Deadline - grade W	October 24
Thanksgiving Recess	November 26-30
Classes end	December 6
Examinations	December 8 -13



This course is part of GVSU's General Education Program. The goal of the program is to prepare you for intelligent participation in public dialogues that consider the issues of humane living and responsible action in local, national, and global communities. The program is designed to increase your knowledge and skills in the following areas:

Knowledge Goals:

1. The major areas of human investigation and accomplishment — the arts, the humanities, the mathematical sciences, the natural sciences, and the social sciences.
2. An understanding of one's own culture and the culture of others.
3. An understanding of how academic study connects to issues in the world.

Skills Goals:

1. Collaboration is the process of working together and sharing the workload equitably to progress toward shared objectives, learned through structured activities that occur over a significant period of time.
2. Critical and creative thinking uses systematic reasoning to examine and evaluate ideas, leading to new ways of thinking or doing.
3. Ethical reasoning is a decision-making process based on defining systems of value.
4. Information literacy is the process of locating, evaluating, and using multiple forms of information.
5. Integration is the process of synthesizing and applying existing knowledge, past experiences, and other perspectives to new, complex situations.
6. Oral communication is the practice of effectively communicating verbally with a public audience across a variety of contexts.
7. Problem solving is the process of designing and evaluating strategies to answer open-ended questions or achieve desired goals.
8. Quantitative literacy is a competency and comfort in working with numbers.
9. Written communication is the practice of creating and refining messages that educated readers will value.

Ensuring that undergraduate students receive a broad general education has been a primary goal of colleges and universities since their inception. In this era of increasing specialization and growing demand for professional expertise, it is vital that we continue to emphasize the value of general learning. GVSU maintains that a complete education involves more than preparation for a particular career. A career occurs in the context of a life, and a sound general education helps one "make a life" as well as "make a living." The university is committed to assuring that all undergraduate students, regardless of academic major, receive a broad education rooted in the arts and sciences.

Teaching in the liberal tradition is at the heart of Grand Valley's identity, and this focus is critical in our General Education Program. Liberal education transcends the acquisition of information; it goes beyond the factual to ask important evaluative and philosophical questions. Liberal learning holds the fundamental principles and suppositions of a body of knowledge up to inquiry, question, and discussion. It helps a person recognize the assumptions under which he or she operates and encourages the examination and questioning of those assumptions. Liberal learning begins in the General Education Program and continues through the more specialized studies comprising each student's major and minor areas of study.

Grand Valley State University educates students to shape their lives, their professions, and their societies.

Class Participation (15%) Grade Description:

To earn a ***C-range participation grade***, you must fulfill five basic requirements:

- Arrive on time and remain in class for the entire period.
- Be ready to discuss readings.
- Be prepared with the textbook and/or PioneerWeb material in class.
- Maintain a respectful demeanor, whether talking or listening.
- Engage actively and productively in group work, class discussion, and other in-class activities.

To earn a ***B-range participation grade***, you must **consistently fulfill requirements for C-range participation** and:

- Volunteer questions or points of interest from readings to generate discussion.
- Make substantive comments/points that clearly demonstrate you have thoughtfully read the text
 - Identify essential issues or questions of the text
 - Point to the author's thesis
- Willingly offer ideas in class, making sure your contributions are topical and thoughtful.

To earn a ***A-range participation grade***, you must **consistently fulfill requirements for B-range participation** and:

- Show leadership in class discussion (break uncomfortable silences; respond to open-ended questions; challenge received opinion; ask difficult questions).
- Deepen the level of class discussion
 - Ask clarifying questions
 - Summarize the arguments of the text and paraphrase the author's main points
 - Challenge an idea or present an alternative interpretation
- Respond to other students' ideas (not just mine) by asking questions or building on their points.
- Contribute questions/comments that demonstrate that you're making broader connections to other lectures, readings, and society-at-large

Based on your assessment, if you were to grade your participation level, what grade would you give yourself? (Circle one.)

A B C D F

Explain your choice (continue on back if you need to):