

LIB 201.15: Diversity in the United States

GVSU Winter 2015 Syllabus
Professor Kimberly McKee
Tuesdays/Thursdays, 1:00 – 2:15pm
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by appointment

Fulfills U.S. Diversity Cultures and Social and Behavioral Sciences Foundation General Education Requirements (also, Liberal Studies core course)

Catalog Description: 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 and 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.

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, religion, or common history.

Social and 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

Required Texts:

- Colombo, Gary, et. al. *Rereading America: Cultural Contexts for Critical Thinking and Writing*, 9th Edition
- Sheri Fink, *Five Days at Memorial: Life and Death in a Storm-Ravaged Hospital*
- Additional readings will be provided by the professor on Blackboard

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 (15%)

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. In order for this course to be a productive learning environment, it is imperative that we all treat one another with respect and courtesy.

If you uncomfortable speaking in class, **there are other ways to participate:**

- Tweet me (@mckeekee) relevant articles that pertain to class readings/discussion with #GVSULIB201
- Email me (mckeekei@gvsu.edu) links to articles/videos related to this class or your comments on the readings
- Stop by office hours (Tuesdays, 11:00am – 12:30pm; Thursdays, 10:00 – 11:30am; and by appointment)

Please arrive on time for class, having **completed the reading for the day**. **Please make sure you have the reading with you for that day's class.** I also ask that you refrain from arriving late or leaving early. Doing so is disruptive to your classmates as well as your professor. **If you arrive more than ten minutes late to class, you will be marked absent for the day. At the same time, please do not pack up early.** Please make sure that cell phones or any other electronic devices are off or on vibrate once you enter the classroom. Please see page 17 for a more comprehensive breakdown of class participation.

2. Reading Responses (10%)

Students **must complete 10 weekly responses** that demonstrate their critical engagement with the readings before class meets. **Your responses must be submitted via Assignments > Reading Responses on Blackboard.** I will only be able to view your responses. **Responses are due EVERY THURSDAY by 5pm. Responses will be collected from Week 2 – Week 8 and Week 10-12.** These responses must be **2-3 paragraphs** in length. To complete this assignment, please follow the following **four steps:**

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.

3. Ethics Reflection (15%)

Following our discussion of ethics frameworks on January 27, 2015, 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 at NOON EST on Wednesday, Feb. 11, 2015**. More information concerning the assignment will be provided on January 27. **Professor McKee will utilize the “Written Assignment Rubric – Ethics” (Available under Course Documents in Blackboard) to assess your Ethics Reflection.**

4. Midterm Examination (15%)

The comprehensive exam will include multiple-choice, true and false, matching, and/or essay questions about the course readings and classroom discussions. This examination will require students to demonstrate their understanding of the course. **The midterm will be provided to students Week 5, Lecture 10 (February 5, 2015) via Blackboard. The exam is due at NOON EST via Blackboard on February 18, 2015.**

5. 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 > Co-Curricular 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
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

4. Application and Integration of New Knowledge

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 15 of the syllabus.

6. Applied Ethics Essay (Final Paper) (25%)

In a paper of 3-4 pages, apply the concept of framing explored in Harris and Carbado's "Loot or Find: Fact or Frame." Use the concept of social constructions to discuss the ethical approaches to a specific social problem discussed in Sheri Fink's *Five Days at Memorial: Life and Death in a Storm-Ravaged Hospital*. Students will reflect on the ethical responses to issues discussed over the semester. Assignment guidelines are provided on page 16 of the syllabus. A detailed discussion of this assignment will occur Week 12, Lecture 24. The assignment is due **April 20 at NOON EST via Blackboard**.

Professor McKee will utilize the "Written Assignment Rubric – Ethics" (Available under Course Documents in Blackboard) to assess your Applied Ethics Essay.

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).

Attendance Policy:

You are expected to attend every class session. ***Students are allowed two unexcused absences.*** Please use these absences wisely. **For every additional absence you will lose three points per absence from your overall course grade.** For example, if you miss three additional classes, nine 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. Proper documentation is required for these absences to be considered "excused."

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.

Written assignments uploaded to Blackboard, must be in Microsoft Word (.doc or .docx) format. **No other formats will be accepted.** Please visit the following link if you have difficulty uploading your assignment to Blackboard: http://www.gvsu.edu/cms3/assets/47FDD052-F754-BF04-D8DBE5FB47C87DE8/bb911_handouts/stu911_handouts/stu911_assignments-upload.pdf.

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 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 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]
LIB 201.02
[Date]
[Assignment Title]

Prof. McKee will utilize the Ethics Writing Assignment rubric (Available under Course Documents in Blackboard) to assess your Ethics Reflection and Applied Ethics Essay. The rubric is also provided at the end of the syllabus.

Other written work will be graded in accordance to the “grade definitions” provided on the syllabus under “Grading” (see page 7 for more information).

Late Assignment Policy (for written assignments only):

Assignments will not be accepted after 72 hours of the deadline. Late assignments must be submitted via correct Blackboard folder. **Ten points** will be deducted from assignments submitted **within twenty-four hours of the deadline.** **Fifteen points** will be deducted from assignments submitted **between twenty-four and forty-eight hours of the deadline.** **Twenty points** will be deducted from assignments submitted **between forty-eight and seventy-two 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). ***Students must check their emails every 48 hours to ensure they are aware of communications sent by Professor McKee.***

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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Frequently Asked Questions:

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

It is your responsibility to come to class on time. Quizzes, 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?

a) The Basics

- 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? Think about why the type of data the author utilizes is important.
- 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? What is the impact of these conclusions?

b) The Essentials

- RE-READ: If a section/passage of a text is unclear, make sure you re-read! While I understand, some terminology may be unclear, you should try and gain a basic sense of what the author is trying to convey.
- NOTETAKING: Try and summarize what the author's main points are in the text. This will deepen your analysis. This technique will also benefit your written assignments.
- LECTURE NOTES: Utilize the instructor's lecture notes to your advantage. What key points, passages or themes is the instructor highlighting?

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, I encourage you to 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. When analyzing a reading, consider why the text is important. How does it help your argument?

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.

Grading:

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.

Grade distribution:

A = 100-93	B- = 82-80	D+ = 69-67
A- = 92-90	C+ = 79-77	D = 66-60
B+ = 89-87	C = 76-73	F = 59-0
B = 86-83	C- = 72-70	

Grade 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.

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:

PART 1: FOUNDATIONS/CONCEPTS

WEEK 1

Lecture 1 (1/6/2015): Introductions/Welcome
Office Hours Cancelled

Lecture 2 (1/8/2015): **The Myth of Meritocracy**

- Horatio Alger, "From *Ragged Dick*," *Rereading America*
- Harlon L. Dalton, "Horatio Alger," *Rereading America*

WEEK 2

Professor McKee will begin collecting Reading Responses via Blackboard

Lecture 3 (1/13/2015): **Socioeconomic Class**

- Barbara Ehrenreich, "Serving in Florida," *Rereading America*
- Gregory Mantsios, "Class in America – 2009," *Rereading America*

Lecture 4 (1/15/2015): **Race as a Social Construct**

- Please watch, *Race – The Power of an Illusion*, "The House We Live In" (Available on Blackboard; <http://library.catalog.gvsu.edu/record=b3468560~S19>) (56 minutes)
- Vincent N. Parrillo, "Causes of Prejudice," *Rereading America*
- George M. Fredrickson, "Models of American Ethnic Relations: A Historical Perspective," *Rereading America*

WEEK 3

Lecture 5 (1/20/2015): **Privilege and Intersectional Identities**

- 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. (Available via Blackboard)
- 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
- The Ability Privilege Checklist (<http://rioiriri.blogspot.com/2009/04/invisible-crutch.html>); Available via Blackboard)

Lecture 6 (1/22/2015): **Citizenship**

- Complete the Naturalization Self-Test Quiz prior to class and write a brief 3-5 sentence reflection on your experience to discuss in class:

<http://www.uscis.gov/citizenship/quiz/learners/study-test/study-materials-civics-test/naturalization-self-test-1>

- Chapter 2, “Citizenship: Universalism and Exclusion” from Nakano Glenn, Evelyn. (2002) *Unequal Freedom: How Race and Gender Shaped American Citizenship and Labor*. Cambridge: Harvard University Press.

WEEK 4

Lecture 7 (1/27/2015):

Citizenship: Voting Rights (Part 1) Ethics Reflection Guidelines Provided

- Fair Vote. “The History of Voting Rights.” Available at: <http://www.fairvote.org/assets/history.pdf> (Available via Blackboard)
- History, Art & Archives, United States House of Representatives. “The Women’s Rights Movement, 1848-1920.” Available at: <http://history.house.gov/Exhibitions-and-Publications/WIC/Historical-Essays/No-Lady/Womens-Rights/> (Available via Blackboard)

Lecture 8 (1/29/2015):

Citizenship: Voting Rights (Part 2)

- Beaumont, Valerie. (2014, November 12) “Harvard Students Take 1964 Literacy Test Black Voters had to Pass Before Voting – They All Failed.” *Addicting Info*. Available at: <http://www.addictinginfo.org/2014/11/12/harvard-students-take-1964-literacy-test-black-voters-had-to-pass-before-voting-they-all-failed/> (Please also watch video) (Available via Blackboard)
- Liptak, Adam. (2013, June 25) “Supreme Court Invalidates Key Part of Voting Rights Act.” *The New York Times*. Available at: http://www.nytimes.com/2013/06/26/us/supreme-court-ruling.html?pagewanted=all&_r=0 (Available via Blackboard)
- Please watch Episode 2, “Voting Rights” by PBS (9:05). Available at: <http://www.pbs.org/black-culture/explore/march-on-washington/web-series/episode-2-voting-rights/#.VITNPmTF9Ds>

PART 2: ACCESS TO EDUCATION, HEALTHCARE, & SAFE ENVIRONMENTS

WEEK 5

Lecture 9 (2/3/2015):

Environmental Injustice & Racism

- Please watch, *The Faces of Environmental Injustice in Cincinnati* (2002) (25 minutes) (Available on Blackboard; <http://digital.films.com/PortalViewVideo.aspx?xtid=56398>; <http://library.catalog.gvsu.edu/record=b3869217~S7>)
 - Please utilize the questions provided by Professor McKee to guide your viewing
- Chapter One from McGurty, Eileen. (2007) *Transforming Environmentalism*. New Brunswick: Rutgers University Press.

YOUR FIRST CO-CURRICULAR ASSIGNMENT IS DUE ON/PRIOR TO 2/5/2015 (LECTURE 10)

Lecture 10 (2/5/2015):

The Politics of Education

Take-Home Midterm Exam Provided via Blackboard

- Jonathan Kozol, “Still Separate, Still Unequal,” *Rereading America*
- Jean Anyon, “From *Social Class and the Hidden Curriculum of Work*,” *Rereading America*
- Please watch Episode 3, “Still Segregated” from PBS. http://www.pbs.org/black-culture/explore/march-on-washington/web-series/episode-3-equality-in-education/#.VITN_GTF9Ds

WEEK 6

Lecture 11 (2/10/2015):

Health and Wellness

- Watch “In Sickness and in Wealth” (55:54) from the documentary *Unnatural Causes* (2008). Please access the documentary via the library website: <http://library.catalog.gvsu.edu/record=b3489575~S19>. (Available on Blackboard)
- Please come to class prepared to discuss the questions provided by Prof. McKee on Blackboard

2/11/2015

Ethics Reflection Due @ NOON EST via Blackboard

Lecture 12 (2/12/2015):

The Legacies of Forced Removal

- David Treuer, “From *Rez Life: An Indian’s Journey Through Reservation Life*,” *Rereading America*
- Kiiwetinepinesiik Stark, Heidi and Kekek Jason Todd Stark. (2006) “Flying the Coop: ICWA and the Welfare of Indian Children” Trenka, Jane Jeong, Julia Chinyere Oparah and Sun Ying Shin. (Eds.) (2006) *Outsiders Within: Writings on Transracial Adoption*. Cambridge, MA: South End Press. Pp. 125-138. (Available on Blackboard)

PART 3: THE CONSTRUCTION OF RACE/ETHNICITY AND IMMIGRATION

WEEK 7

Lecture 13 (2/17/2015):

Deconstructing White Privilege in the 21st Century

- George Lipsitz, “The Possessive Investment in Whiteness: Racialized Social Democracy and the “White” Problem in American Studies,” *American Quarterly*, Vol. 47, No. 3 (Sep., 1995), pp. 369-387. (Available via Blackboard)

2/18/2015

MIDTERM EXAM DUE @ NOON EST via Blackboard

Lecture 14 (2/19/2015):

Race, Power & American Sports (2013)

- Kang, Jay Caspian. (2012, March 20) “A Question of Identity: The headline, the tweet, and the unfair significance of Jeremy Lin.” *Grantland*. Available: <http://grantland.com/features/the-headline-tweet-unfair-significance-jeremy-lin/> (Available via Blackboard)
- Zirin, Dave. (2014, January 20) “Richard Sherman, Racial Coding and Bombastic Brainiacs.” *The Nation*. Available: <http://www.thenation.com/blog/177992/richard-sherman-racial-coding-and-bombastic-brainiacs> (Available via Blackboard)
- Coates, Ta-Nehisi. (2014, January 20) “Richard Sherman’s Best Behavior.” *The Atlantic*. Available: <http://www.theatlantic.com/entertainment/archive/2014/01/richard-shermans-best-behavior/283198/> (Available via Blackboard)
- Zirin, Dave. (2014, December 8) “#BlackLivesMatter Takes the Field: A Weekend of Athletes Speaking Out.” *The Nation*. Available: <http://www.thenation.com/blog/192121/blacklivesmatter-takes-field-weekend-athletes-speaking-out> (Available via Blackboard)

WEEK 8

Lecture 15 (2/24/2015):

Documented: The Film (2013)

- Vargas, Jose Antonio. (2011, June 22) “My Life as an Undocumented Immigrant.” *The New York Times*. http://www.nytimes.com/2011/06/26/magazine/my-life-as-an-undocumented-immigrant.html?pagewanted=all&_r=0 (Available via Blackboard)

YOUR SECOND CO-CURRICULAR ASSIGNMENT IS DUE ON/PRIOR TO 2/26/2015 (LECTURE 16)

Lecture 16 (2/26/2015):

Immigration in the 21st Century

- Ruben Martinez, “The Crossing,” *Rereading America*
- Hilgers, Lauren. (2014, October 13) “The Kitchen Network: America’s Underground Chinese Restaurant Workers.” *The New Yorker*. Available at: <http://www.newyorker.com/magazine/2014/10/13/cooka%C2%80%C2%99s-tale> (Available via Blackboard)
- **OPTIONAL:** Veronica Valdez, “Walking Across the Stage,” *Rereading America* (page 230)
- **OPTIONAL:** Antonio Alvarez, “Out of My Hands,” *Rereading America* (page 233)

WEEK 9

SPRING BREAK: NO CLASSES

PART 4: SOCIAL WELFARE, FAMILY, AND LABOR

WEEK 10

Lecture 19 (3/10/2015): The Family Wage

- May, Martha. (1982) “The Historical Problem of the Family Wage: The Ford Motor Company and The Five Dollar Day.” *Feminist Studies* 8(2): 399-424.

Lecture 20 (3/12/2015): The Racialized Politics of Parenting

- Hill Collins, Patricia. (1998) “It’s All in the Family: Intersections of Gender, Race, and Nation.” *Hypatia* 13(3): 62-82.
- “Constraining Choice: Welfare Queens as Illegitimate Consumers” in Solinger, Rickie. (2001) *Beggars and Choosers: How the Politics of Choice Shapes Adoption, Abortion, and Welfare in the United States*. New York: Hill and Wang.

WEEK 11

Lecture 21 (3/17/2015): Dis/ability in American Society

- Please watch *The Men of Atalissa* (2014) (35:14):
<http://www.pbs.org/pov/blog/povdocs/2014/03/the-men-of-atalissa-watch-the-documentary-go-behind-the-story-with-journalists-from-the-new-york-times/#.VDcyRedFHgp> (Available via Blackboard)
- Barry, Dan. (2014, March 9) “The ‘Boys’ in the Bunkhouse: Toil, Abuse and Endurance in the Heartland.” *The New York Times*
http://www.nytimes.com/interactive/2014/03/09/us/the-boys-in-the-bunkhouse.html?_r=0 (Available via Blackboard)

PART 5: “THE OTHER”: CRISIS AND RESISTANCE

Lecture 22 (3/19/2015): Hurricane Katrina

- Cheryl I. Harris and Devon W. Carbado, “Loot or Find: Fact or Frame?,” *Rereading America*

Please note that our discussion concerning Sheri Fink’s *Five Days at Memorial* will be based on Prof. Maureen Wolverton’s Discussion Guide. Please come to class prepared to answer 3-4 questions from each chapter. Our discussion will center on your specific questions and comments about the text. This discussion will be student-driven.

WEEK 12

Lecture 23 (3/24/2015): **Final Week for Reading Responses Collection Fink, *Five Days at Memorial*, Prologue – Chapter 2**

YOUR THIRD CO-CURRICULAR ASSIGNMENT IS DUE ON/PRIOR TO 3/26/2015 (LECTURE 24)

Lecture 24 (3/26/2015): **Fink, *Five Days at Memorial*, Chapters 3 – 5**
Applied Ethics Essay Guidelines Provided
(Optional Paper Meeting Sign Up Sheet- April 9, April 10)

WEEK 13

Lecture 25 (3/31/2015): **ASYNCHRONOUS ONLINE DISCUSSION**
Fink, *Five Days at Memorial*, Chapters 6 – 7

- Students must also participate in the online discussion board to begin our discussion of Chapters Six and Seven.
 - **First**, complete **two 300-500 word reflections** based on two of the five questions listed on the Week 13, Lecture 25 Discussion Thread on Blackboard.
 - **Second, respond to two classmates' posts** on Blackboard. Each response post should be 200-300 words.
- Please go directly to the Discussion Board to post in the threads.

Lecture 26 (4/2/2015): **Sheri Fink, *Five Days at Memorial* (Part 2), Chapter 8**

WEEK 14

Lecture 27 (4/7/2015): **NO CLASS: WRITING DAY**
Office Hours Cancelled

Lecture 28 (4/9/2015): **Sheri Fink, *Five Days at Memorial* (Part 2), Chapter 9 and Epilogue**

WEEK 15

Lecture 29 (4/14/2015): **Post-9/11 South Asians and Arab American Representation**

- Chapters 1 and 2 from Alsultany, Evelyn. (2012) *Arabs and Muslims in the Media: Race and Representation After 9/11*. New York: New York University Press. (Available via Blackboard)

YOUR FINAL (FOURTH) CO-CURRICULAR ASSIGNMENT IS DUE ON/PRIOR TO 4/16/2015 (LECTURE 30)

Lecture 30 (4/16/2015): **(Post)racial America and Semester Review**

- Erin Aubry Kaplan, “Barack Obama: Miles Traveled, Miles to Go,” *Rereading America*
- Michelle Alexander, “The New Jim Crow,” *Rereading America*

WEEK 16

4/20/2015 **Applied Ethics Essay Due April 20 at 11:59PM EST via correct Blackboard folder**

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.”**

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?

LIB 201 “Diversity in the United States” Applied Ethics Final Paper

In a paper of 3-4 pages, apply the concept of framing explored in Harris and Carbado’s “Loot or Find: Fact or Frame.” Use the concept of social constructions to discuss the ethical approaches to a specific social problem discussed in Sheri Fink’s book *Five Days at Memorial*.

You must contrast or supplement the ethical positions presented in “Loot or Find” in relation to the ethics presented in *Five Days at Memorial*. In addition to drawing upon the two above-mentioned works, you must also cite at least one other reading from *Rereading America*.

Your essay should include the following components:

1. Consider a specific area of structural inequality (see below), what ethical concepts challenge one or more of these author’s arguments and evidence?
2. How are different ethical systems reinforced through institutions such as the media, education, and family?

Your essay should demonstrate the following writing skills:

1. Utilize terminology from the essays to address the belief systems and social issues at stake.
2. Use evidence to support or challenge an ethical framework presented in one of the essays.

You will apply the concept of framing to a specific example, Case Study, Population, or Series of Events. Suggestions (among countless possible topics) include:

- Place
 - White flight
 - Urban renewal, class structured housing/neighborhoods, etc.
 - Environmental injustice
 - Immigration law
 - Immigration causes
 - Conditions of immigrants
 - United States as global power/imperialism
- Institutions: Education, Health, Justice System, Labor
 - Segregation in schools
 - Childhood poverty
 - Child labor
 - Criminal justice
 - Homelessness
 - Health care Disparities
 - Marriage Equality

Class Participation (10%) 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 Blackboard 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):



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.