

**HUMA 103 – DIVERSITY IN THE UNITED STATES**  
**Spring 2015: February 2 through March 20**  
**Wednesdays, 6:00 – 8:50 p.m. (including additional online instruction)**

**Karin Anderson, J.D.**  
**Liberal Studies Lecturer/Advisor**  
Office: CART 284

E-mail: riccio@uwp.edu  
Phone: 262-595-2609

**Course Description:**

“Diversity in the United States” is a UW-Parkside General Education course which also meets the University’s Ethnic Diversity requirement: “to familiarize students with and sensitize them to differences among diverse ethnic groups.” The 2013-2015 UWP catalog describes this course as a “[t]hematic and comparative approach to the history and culture of the United States, focusing on one or more of the diverse groups that comprise that culture.” The larger aim of this Humanities course is to add to your knowledge of diversity in the United States, from the beginnings of this country through modern-day understandings of what diversity means in today’s United States. Included in this learning experience is a better understanding of how each of you, your classmates, your family, and your community contribute to diversity in this country. We will also examine social equality and social justice, including understanding and questioning the social, political, legal, economic, and historical conditions which contribute to diversity and equality in the U.S.

**\*Note:** This is a seven-week, blended (or “hybrid”) course, and our time together will pass QUICKLY. Thoroughly review the syllabus, including course expectations and assignments, NOW – posting your questions/comments/concerns on the General Discussion Board during the first week and raising your concerns in class. I can then address all uncertainties and perceived ambiguities at the outset, making sure you are fully prepared to succeed in this course.

This course furthers the University of Wisconsin-Parkside’s General Education Course goals, helping you achieve competency in the following areas:

**Communication**

You will improve your ability to read, digest, summarize, and present information efficiently and effectively through regularly-assigned reading, note-taking, in-class discussion, online research, and written assignments.

**Reasoned Judgment**

Throughout the course, you will identify and analyze issues faced by diverse populations in the United States. As you refine your ability to judge in a reasonable manner, we will explore issues and events from a variety of perspectives and reflect critically on notions of opinion, validity, and truth.

**Social and Personal Responsibility**

Understanding that diversity is a valuable part of our society and the world we live in is a major objective of this class. You will examine social equality and work to cultivate a global perspective of diversity (i.e., consider how global issues impact immigration, migration, border changes, and other diversity issues in the United States).

**Individual accountability:** You are accountable for your own academic and personal performance in this course. You are responsible for attending class, completing all course requirements, and conducting yourself in a professional manner (see “Student Participation,” below).

**Teamwork:** You are also responsible for participating fully in the in-class group discussions, both to gain first-hand knowledge of group dynamics and to contribute to group analyses of course topics.

**Required Reading:**

Takaki, Ronald, A Different Mirror: A History of Multicultural America, rev. ed. (Little, Brown and Co., 2008).

### **Student Participation:**

Questions, comments, and student participation are strongly encouraged, keeping in mind that extensive participation in class discussions is an essential element of your learning. While students must be respectful at all times of other students and their viewpoints, this does not mean everyone must agree on a particular issue. As a participant in this course, do not shy away from expressing your comments or opinions on the subject matter.

### **Grading:**

Course grades will be determined as follows:

• Student introduction (D2L)	20 points
• Topical summary	100 points
• Student-led discussion group	50 points
• Ethnographic exercises (2)	175 points
• Documentary reflection paper	75 points
• Diversity event reflection paper/small-group presentation	150 points
• Final quiz	<u>50 points</u>
<b>Total</b>	<b>620 points</b>

### **Grading scale:**

A	93% and above	C	69-72%
A-	89-92%	C-	65-68%
B+	85-88%	D+	61-64%
B	81-84%	D	57-60%
B-	77-80%	D-	53-57%
C+	73-76%	F	52% and below

## **ASSIGNMENT GUIDELINES**

### **Student Introduction**

Introduce yourself to your fellow students (and me) using the discussion board feature of D2L – and earn 20 points!

#### **Assignment instructions:**

- Go to the **“Introduce Yourself!”** discussion board in the course “Discussions” section (access via the “Activities” or the “Communication” drop-down menus on the menu bar at the top of the D2L page). After you enter the “Introduce Yourself!” discussion board, click “Start a New Thread” at the bottom, left-hand side of the page.
- Compose a short subject line in the box provided, and then write a paragraph or two introducing yourself to the rest of the class in the message box. Include information about your year in college, major, what high school/other colleges you attended, city you live in, hobbies, future goals, family, pets, job - and anything else about you that you are willing to share.
- If you would like to attach a photo to your response, feel free – making sure your photo is tasteful and will not offend anyone.
- When you are finished with your introduction, click “Post,” located at the bottom of the screen.
- Remember to read and respond to your fellow students’ introductions!

**Due date/time: February 10 at 11:00 p.m.**

## **Topical Summary**

Examining historical and current events is an excellent way to discover how diverse groups in the United States react to and influence social, economic, organizational, and legal environments.

**Content:** Choose an issue from one of the following diversity categories. Research and analyze the issue's history and current status in the United States, applying concepts introduced in the assigned materials, D2L resources, and classroom discussions to support your analysis.

- Diversity in sports
- Immigration/immigration reform
- Diversity in popular culture (e.g., media, arts, entertainment)
- Diversity in law enforcement
- Native American tribal issues
- Diversity and politics
- Diversity in education
- Affirmative action
- Diversity and religion

**Format:**

- Identify the issue and the cultural/racial/ethnic group(s) involved.
- Briefly summarize the issue's history in the U.S.
- What is the issue's current status?
- Identify leaders involved in this issue, and describe how those leaders guide the larger group.
- Identify ethical issues and points of conflict. Have disputes been constructively resolved? If so, how? If not, describe barriers to resolving the dispute.
- How do individuals and groups identified in your summary interact with the surrounding community, including other cultural/ethnic/racial groups?

**Sources:** journals; magazines, newspapers; websites; news services reporting on business, organizational, legal, and/or government affairs. You **must** cite all of your supporting resources, and you must cite those sources appropriately. (Note: Wikipedia should NOT be included as a resource in your final work.)

**Assignment length:** two to four pages, typewritten, double-spaced.

**Points possible:** 100. (Note: the quality of your writing (i.e., correct spelling, punctuation, and grammar; proper sentence and paragraph structure) WILL count toward the final score.)

**Due date/time:** February 18 at 11:00 p.m.

## **Student-led Discussion**

Students will sign up to lead one in-class, small-group discussion based upon a section of the text material. **A sign-up sheet will be circulated during the first class meeting.** You are responsible for leading your group members in a discussion of the material you chose on the date you selected. If you miss the discussion date and do not have a valid excuse (e.g., documented illness, family emergency, incarceration), you will not receive credit.

**Format:** A "Discussion Preparation Guide" is available in both Word and PDF formats on the course D2L site. You will complete the guide and then use it to lead your small group discussion. You must turn in a completed Discussion Preparation Guide (hard copy) at the end of the in-class discussion period to receive credit. You may use a word processor or you may hand write the guide.

**Points possible:** 50 points total (25 points for completed, written Discussion Preparation Guide; 25 points for leading the in-class discussion).

**Due dates:** A Group Discussion Schedule, listing each student's discussion date and text section, will be circulated during the second class meeting and will also be available on D2L.

## **Ethnographic Exercises**

### **Exercise 1:**

**Format:** Describe your sense of cultural, ethnic, and/or racial identity. Do you consider yourself a member of a specific cultural, ethnic, and/or racial group? Why or why not? What labels do you use to describe your identity? What labels do others use to describe you? Do you encounter cultural diversity in your daily interactions with others? If so, how?

**Assignment length:** two to four pages, typewritten, double-spaced.

**Points possible:** 75 points, based on the following criteria:

- **Summary/Description** (45 points): address **all** questions/issues posed by the exercise.
- **Explanation/Analysis** (30 points): Include at least **three (3)** separate references to course materials, including the assigned readings, and/or in-class discussions. These references should demonstrate your understanding of the readings, D2L website links, documentary presentations, and other outside resources, and must relate to and enhance your final paper.

**Due date/time:** February 25 at 11:00 p.m.

### **Exercise 2:**

**Format:** Interview a family member or friend. (Prepare for the interview by reviewing the "Guide to Interviewing" on the course D2L page. Choose someone you know well, who feels comfortable with you, and is willing to talk openly). How does your subject describe his/her cultural, ethnic, and/or racial identity? Does your subject consider him or herself a member of a cultural, ethnic, and/or racial group? Why or why not? What labels does your subject use to describe his/her identity? What labels do others use to describe him/her? Does your subject encounter cultural diversity in daily interactions with others? If so, how? (Note: Include a list of your interview questions at the end of your summary.)

**Assignment length:** three to four pages, typewritten, double-spaced.

**Points possible:** 100 points, based on the following criteria:

- **Summary/Description** (60 points): address **all** questions/issues posed by the exercise.
- **Explanation/Analysis** (40 points): Include at least **three (3)** separate references to D2L materials, including the assigned readings, and/or in-class discussions. These references should demonstrate your understanding of the readings, D2L website links, documentary presentations, and other outside resources, and must relate to and enhance your final paper.

**Due date/time:** March 11 at 11:00 p.m.

**Additional guidelines:** For each of the two ethnographic exercises, address questions based on your observations, reflections, and conversations. Include concepts from assigned readings, documentaries, in-class discussions, and other outside resources to further support your analyses. Cite references appropriately when quoting or paraphrasing the readings or documentaries. Note: the quality of your writing (i.e., correct spelling, punctuation, and grammar; proper sentence, paragraph structure) WILL count toward the final scores.

## **Documentary Reflection Paper**

This assignment is based on one in-class documentary presentation; the complete assignment guidelines will be posted on the course D2L site after we view the documentary. (Note: you will have several days after the assignment is posted to complete and submit your responses.)

**Points possible:** 75 points total.

**Due date/time:** March 4 at 11:00 p.m.

### **Diversity Event Reflection Paper and Presentation**

Attend a diversity event or activity outside of class and during the next six weeks. Write a reaction paper summarizing the event, your experience, and your impressions (both positive and negative). The event must relate to one of the topics presented in the course material, and you **must** include an explanation of how your chosen event/activity relates to this course.

Examples of events include (but are not limited to): lectures, art exhibits, films, plays, conferences, and presentations. Search on campus and in your community for diversity event ideas. Be creative when considering and deciding on this out-of-class opportunity to further explore diversity!

**Format:** Include the name of the presentation, activity, exhibit, lecture, conference, event, film, or play; a brief summary of the main points; the contribution of the activity/event to your understanding of diversity in the U.S. (i.e., what did you learn?); and your reaction (explain what you liked or disliked and discuss whether the activity changed your perception – or not – of the ideas presented).

**Assignment length:** three to five pages, typewritten, double-spaced.

**Points possible:** 150 points total (120 points possible for written assignment; 30 points for in-class, small group presentation on March 18). Note: the quality of your writing (i.e., correct spelling, punctuation, and grammar; proper sentence, paragraph structure) WILL count toward the final score.

**Due date/time:** March 18 at 11:00 p.m.

### **Missed Assignment Submission Policy**

A missed assignment merits **0 points**. It is YOUR responsibility to submit all assignments to the appropriate D2L drop boxes (NOT my e-mail address) prior to the date/time due. I strongly suggest you allow extra time to address and correct computer issues (e.g., hardware problems, software malfunctions, and/or D2L complications). As we all handle computer issues on a daily basis, I will not accept document submission problems or “lost” files as valid excuses for missed assignments.

During the last week of class (March 16-20), I will open a “Missed Assignments” D2L drop box. At that time, you may submit assignments which you did not previously submit by the scheduled due date(s). The penalty for submitting an assignment late is **20 points**.

### **Office Hours**

Given the hybrid nature of our course, I will do my very best to accommodate students and be available to address questions/comments/concerns as necessary. I will respond to concerns during class meetings (of course) and by checking the D2L course site (i.e., the General Discussion Board) and my e-mail at LEAST twice per day (morning and evening), including Saturdays. If you need to schedule an office or telephone conference, do not hesitate to contact me, and we will find a mutually-convenient time to meet.

## **CLASS SCHEDULE AND ASSIGNMENTS**

### **Week of:**

Feb. 2

### **Schedule and Assignment(s)**

#### **In-Class:**

**Course introduction:** syllabus, course expectations, D2L materials, written assignments, in-class discussions, final exam

Review Student-led Discussion Group format and sign up for topics/discussion dates

#### **D2L/Out of Class:**

**Read:** Course Syllabus and “The Importance of the Course Syllabus” (D2L)  
Chapters 1-3, A Different Mirror

<b><u>Week of:</u></b>	<b><u>Schedule and Assignment(s)</u></b>
Feb. 2 (cont'd)	<p><b>Review:</b> "General Resources and References" section (D2L)  "Diversity in the News" section (D2L)  "Email Etiquette" (Purdue OWL)  "Email Etiquette for Students" (Purdue OWL)</p>
Feb. 9	<p><b><u>D2L/Out of Class:</u></b>  <b>Read:</b> "What Diversity Teaches Us: The Importance of America's Endangered Diversity Education Programs"  "Is 'The Loving Story' Over, Even Now?" (Washington Post)  <i>Loving v. Virginia</i>, 388 U.S. 1 (1967)  Chapters 4-7, <u>A Different Mirror</u>  <b>Review:</b> "Guide to Interviewing: Interview Tips and Techniques"  "The Loving Story" film introduction  <b>View:</b> "The Loving Story" film trailer (YouTube)  <b>Complete:</b> Student Introduction assignment – post by <b>Tuesday, February 10 at 11:00 p.m.</b></p> <p><b><u>In-Class:</u></b>  "The Loving Story" documentary presentation and discussion  Hand out and discuss Student-led Discussion Group Schedule  Review Topical Summary guidelines</p>
Feb. 16	<p><b><u>D2L/Out of Class:</u></b>  <b>Read:</b> "2010 Census Shows America's Diversity" (U.S. Census Bureau News)  "Who Is an American?" (Essay)  <i>Brown v. Board of Education</i>, 347 U.S. 483 (1954)  Chapters 8-11, <u>A Different Mirror</u>  <b>Complete:</b> Topical Summary (*<b>due February 18 at 11:00 p.m.*</b>)</p> <p><b><u>In-Class:</u></b>  Review Ethnographic Exercise #1 guidelines  Student-led Discussion Groups</p>
Feb. 23	<p><b><u>D2L/Out of Class:</u></b>  <b>Read:</b> United States Constitution, 14<sup>th</sup> Amendment (Library of Congress)  "Can the 14<sup>th</sup> Amendment Defend Itself?" (CNN)  Chapters 12-15, <u>A Different Mirror</u>  <b>Review:</b> Multiculturalism vs. Assimilation Summary  Tribal Law site (Wisconsin Law Library)  "Standing Silent Nation" film summary and trailer (PBS)  <b>Complete:</b> Ethnographic Exercise #1 (*<b>due February 25 at 11:00 p.m.*</b>)</p> <p><b><u>In-Class:</u></b>  "Standing Silent Nation" documentary presentation and discussion  Student-led Discussion Groups</p>

**Week of:**            **Schedule and Assignment(s)**

March 2

**D2L/Out of Class:**

**Read:** Chapters 16-17, A Different Mirror

**Review:** "Immigration Law: An Overview" (Cornell University Law School)  
"Cherokee Seed Project Sows Respect for the Past, Hope for the Future" (CNN)

**Complete:** Documentary Reflection Paper (**\*due March 4 at 11:00 p.m.\***)

**In-Class:**

Student-led Discussion Groups

Review Ethnographic Exercise #2 guidelines

March 9

**D2L/Out of Class:**

**Review:** "To Be Takei" film introduction

**Read:** "How Star Trek's Nichelle Nichols Changed the Face of NASA"

**View:** "To Be Takei" film trailer (YouTube)

**Complete:** Ethnographic Exercise #2 (**\*due March 11 at 11:00 p.m.\***)

**In-Class:**

"To Be Takei" documentary presentation and discussion

Course wrap-up discussion and review

March 16

**\*FINAL WEEK\***

**D2L/Out of Class:**

**Complete:** Diversity Event Reflection Paper (**\*due March 18 at 11:00 p.m.\***)

Final Quiz (will be available on D2L beginning **Wednesday, March 18** and is due to the drop box by **11:00 p.m. on Friday, March 20\***)

**In Class:**

Diversity Event Presentations (discussion groups)

\*Note: This schedule is subject to change. If a student is absent from class, it is his or her responsibility to obtain class notes, handouts, and any syllabus modifications.