

**MULTICULTURAL RELATIONS IN THE UNITED STATES:  
ACADEMIC MINOR**

**REVIEW PANEL**

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# MULTICULTURAL RELATIONS IN THE UNITED STATES ACADEMIC MINOR

## SECTION 1

### A. PROGRAM GOALS

- As indicated by the Ferris Catalog, student outcomes include:
  - Developing a “holistic vision of the multicultural realities of America.”
  - Attaining “practical communication and collaborative skills to function effectively in culturally diverse work environments.”
  - Having “a broad understanding of the cultural complexity of contemporary America.”
- It is not known who developed the description of this minor. This existed before the advisor and the department head.
- The primary purpose of this minor is to prepare students for the multicultural workplaces found in the United States. Given the increasingly globalized world, the need for such a minor is greater now than it was at its inception.
- This minor has not undergone a review before now.
- This minor fits well with the department, college, and university mission statements and goals. Specifically:
  - University Mission and Goals:
    - This minor is consistent with the portion of the University’s mission that refers to serving “our rapidly changing global economy and society.” The focus on diverse groups and its interdisciplinary structure are also in line with the core values of diversity and collaboration, respectively.
  - College of Arts & Sciences Mission and Goals:
    - This minor is in line with the portion of the Arts & Science mission statement that refers to preparing “students to contribute to a complex and diverse world.” The minor is also aligned with the goal that graduates be “successful in their careers and in their role as citizens in a diverse and changing world.”
  - Social Sciences Department Mission:
    - This minor is aligned with the Social Sciences mission statement as it readies students to “effectively navigate the increasingly complex, diverse and globally connected world.”

### B. PROGRAM VISABILITY AND DISTINCTIVENESS

1. This minor is unique because it examines the variety of cultural experiences here in the United States via an interdisciplinary approach.
2. This has not been formally assessed. Many Social Work students have declared this minor because its requirements overlap significantly with the Social Work curriculum. (Since fall 2005, 63% of those declaring this minor have been Social Work majors. All but 3 have been from Arts & Sciences.)
3. A review of other Michigan institutions failed to find similar minors. Other minors either focus on specific cultures within the United States (e.g., Native American Studies) or look beyond the U.S. boarder (e.g., Global and International Studies). In only one case was such a minor *moderately*

interdisciplinary in nature. Specifically, American Ethnic Studies incorporates anthropology, social work, and sociology courses.

The breadth of our Multicultural Relations minor is both a strength and a potential weakness. The multidisciplinary approach provided by the minor encourages students to understand multicultural relations via a variety of lenses and methods. The danger is that it is too broad, diluting the students' experience. This has been addressed via a recent review of its structure. Specifically, the minor has been restructured in order to ensure that students are exposed to certain types of classes. The current minor is structured too loosely (see Sections 1, C.2. and 3, F.4.).

#### C. PROGRAM RELEVANCE.

1. Because this is a unique minor and not associated with a specific area, no market demand analyses are available.
2. Members of the program review panel have recently met to discuss changes to the program in light of the increasing importance of understanding globalization and its impact on multicultural relations in the United States. The new structure can be found below: Section 3, F.4. The changes include creating categories of classes that address:
  - social structure and experiences,
  - social change and achievement,
  - multicultural relations,
  - and exposure to various cultures found in the United States.
3. Because of the relatively small enrollment, no data have been collected regarding student impressions of the program. Given the likely response rate, the resulting sample would be too unreliable.

#### D. PROGRAM VALUE

1. As indicated above, this minor is consistent with the mission and values of the University. It is also consistent with the recently implemented globalization initiative.
2. Because of the diverse collection of courses associated with this minor, there is not a core faculty from which to collect data. However, because Social Work students are the most frequent recipients of this minor, Social Work faculty members were invited to provide feedback. Impressions included the following:
  - Past social work graduates have indicated that the minor helped them interview for graduate programs.
  - One professor suggested that the minor is “pertinent and necessary” given the present day workforce.
  - Another professor indicated that the minor presents a “real value for Social Work students.” This is especially true as “they do not get this kind of exposure” elsewhere.
3. Faculty perceptions have not been assessed. Because of the diverse collection of courses associated with this minor, there is not a core faculty from which to collect data.
4. As noted in #3, there is no faculty.
5. To the best of our knowledge, no services have been provided by way of this minor. In addition, there are no plans to provide any in the future.

## SECTION 2

- A – F. Given the relatively small sample of past and current students available to the panel, it was not feasible to conduct graduate, employer, student exit, and student program evaluation surveys.

As noted above, the nature of the minor makes it difficult to collect meaningful data from faculty.

There is no advisory board from which to collect data. However, the proposed changes will be discussed within the Department of Social Sciences after at least one follow-up meeting with the review panel.

## SECTION 3

### A. PROFILE OF STUDENTS

1. Student Demographics:
  - a. Gender, race, ethnicity, and age: These data are not tracked for minors.
  - b. State residency: These data are not tracked for minors.
  - c. Full-time status: These data are not tracked for minors.
  - d. Time of classes: Approximately 20% of declared students take or have taken predominantly evening classes. The remaining students take or have taken daytime, weekday courses.
  - e. Enrolled in classes on and off campus: Approximately 20% take or have taken their coursework in Traverse City. This also explains the percentage provided above in d.
  - f. Course delivery: This varies. Because this minor cuts across multiple departments and areas, no clear pattern exists.
  - g. This minor is administered by Social Sciences. Little has been done to coordinate with other departments, in large part, because they have their own program priorities (e.g., majors and Education-related programming).
2. Student Quality: As this is not a program, such data have not been tracked and are not readily available.
3. Employability data are not available for this minor. As indicated elsewhere, Social Work majors most frequently declare this minor. It is expected that this assists them with their work in the human services; however, no formal data have been collected.

### B. ENROLLMENT

1. Based on new declarations for fall 2011 and current students, we expect approximately 10 students for fall 2011 – 2012. This is based on enrollment trends over the past few years. Nothing is in place to track minors.
2. Regarding SCHs, the size of this minor makes determining such trends difficult. Also, this is not provided by the Fact Book.
3. Annually, approximately 2 – 5 students are likely to declare this minor.
4. There are no requirements associated with declaring this minor.
5. Admission and enrollment data do not apply to minors.
6. There have been no formal attempts to address recruitment or retention. Such efforts are better directed toward programs; however, the minor could be better advertised given its relevance to American society (e.g., the workplace).

### C. PROGRAM CAPACITY

1. Because this is an interdisciplinary minor, there is no good way of determining enrollment capacity. This is influenced by major requirements (e.g., SSCI 450 is required by Social Work and may fill, leaving no seats), general education demands (e.g., RELG 325 is used by Social Work, in part, to fulfill general education requirements), and courses listed as options for other minors (e.g., LITR 202 is an option for African American Studies).

In order to remain flexible, additional course will be proposed for the “required” section of the checksheet. Specifically, the following changes will be proposed:

*Current:* COMM 365 and SSCI 450 are required.

*Proposed:* At least two of the following must be taken.

- SSCI 450
- HIST 301
- MGMT 377
- PSYC 430
- SOCY 341

### D. RETENTION AND GRADUATION

1. Although these data are not readily available for minors, it appears that most students who declare the minor complete the minor. As noted previously, over half of those declared are or have been Social Work majors. Because this minor overlaps significantly with Social Work requirements, many students declare it just before graduation when they realize they have met the necessary conditions.

### E. ACCESS

1. To the best of the panel’s knowledge, no systematic efforts have made to effect accessibility, outside of adding flexibility as noted above in C.1.

### F. CURRICULUM.

1. Students are expected to complete the following requirements:

#### Choose One (3 credits):

- |            |                               |                              |
|------------|-------------------------------|------------------------------|
| • ANTH 122 | Intro Cultural Anthropology   |                              |
| • GEOG 112 | Cultural Geography            |                              |
| • HIST 201 | African-American History      | (ENGL 150)                   |
| • HUMN 230 | Women in the Arts and Society |                              |
| • LITR 170 | Women in Contemp Culture      |                              |
| • LITR 202 | Black Literature              | (ENGL 150)                   |
| • LITR 203 | Intro African Literature      | (ENGL 150)                   |
| • LITR 204 | Native American Literature    | (ENGL 150)                   |
| • SOCY 230 | Gender Roles in Society       | (SOCY 121, 122, or ANTH 122) |

#### Choose One (3 credits):

- |            |                            |                              |
|------------|----------------------------|------------------------------|
| • HIST 301 | Racism in the Modern World | (ENGL 250)                   |
| • HIST 315 | Civil Rights Movement      | (ENGL 250; HIST 122)         |
| • SOCY 340 | Minority Groups in America | (SOCY 121, 122, or ANTH 122) |

Required (6 credits):

- COMM 365 Intercultural Communication
- SSCI 450 Intercultural Competence

Choose two (6 credits):

- ANTH 310 North American Indians (SOCY 121/122 or ANTH 121/122)
- ANTH 320 Contemp American Indian Issues(SOCY 121/122 or ANTH 121/122)
- ARTH 325 Women and Art
- ECON 331 Economic Labor Relations (ECON 222)
- GEOG 202 Geog Latin America-Africa-Asia
- HIST 320 US and the Vietnam War
- HIST 325 American Women's History (ENGL 250; HIST 121 or 122)
- HIST 371 East Asia in the 20<sup>th</sup> Century (ENGL 250)
- HIST 372 Middle East in Modern Era (ENGL 250)
- HIST 375 Latin American History (ENGL 250)
- LITR 371 Topics in Women's Literature (ENGL 250)
- RELG 325 Eastern Religions (ENGL 150)
- RELG 326 Western Religions (ENGL 150)
- FILM 360 Gender and Race in Film (ENGL 150)
- PLSC 221 American Political Parties
- PLSC 301 Perspective – Developing World
- PSYC 325 Social Psychology (PSYC 150)
- PSYC 430 Interpersonal-Cultural Percept (PSYC 150)
- SOCY 341 Community Studies (SOCY 121, 122, or ANTH 122)
- SOCY 443 Soc Stratification-Inequality (SOCY 121, 122, or ANTH 122)
- SPAN 201 Intermediate Spanish 1
- SPAN 202 Intermediate Spanish 2
- SPAN 332 Contemp Culture-Soc of Mexico (SPAN 202)
- SPAN 333 Contem Cult-Soc Hispanic Amer (SPAN 202)

2. To the best of our knowledge, this minor has not been revised since its creation.

3. No part of this minor is currently in the curricular review process.

4. Following a review by members of the program review panel, the following changes are proposed:

- Require students to take at least one Social Sciences course and at least one Humanities or Literature course. In this way, students are provided with at least two ways in which to approach and understand multicultural relations in the U.S.
- Require students to take at least two courses that directly address multicultural relations. (The remaining courses are often more about understanding other cultures.)

Choose One Social Sciences Course (3 credits):

- ANTH 122 Intro Cultural Anthropology
- SOCY 230 Gender Roles in Society
- SOCY 340 Minority Groups in America
- SOCY 443 Soc Stratification-Inequality

Prerequisites:

- (SOCY 121, 122, or ANTH 122)
- (SOCY 121, 122, or ANTH 122)
- (SOCY 121, 122, or ANTH 122)

Choose One Humanities/Literature Course (3 credits):

- HIST 201 African-American History (ENGL 150)
- HUMN 230 Women in the Arts and Society
- LITR 170 Women in Contemp Culture
- LITR 202 Black Literature (ENGL 150)
- LITR 203 Intro African Literature (ENGL 150)
- LITR 204 Native American Literature (ENGL 150)
- HIST 315 Civil Rights Movement (ENGL 250; HIST 122)

Choose Two Relations Courses (6 credits):

- HIST 301 Racism in the Modern World (ENGL 250)
- MGMT 377 Managing a Global Workforce (MGMT 373)
- PSYC 430 Interpersonal-Cultural Percept (PSYC 150)
- SOCY 341 Community Studies (SOCY 121, 122, or ANTH 122)
- SSCI 450 Intercultural Competence

Choose Two Directed Electives (6 credits):

- ANTH 310 North American Indians (SOCY 121/122 or ANTH 121/122)
- ANTH 320 Contemp American Indian Issues(SOCY 121/122 or ANTH 121/122)
- ARTH 325 Women and Art
- ECON 331 Economic Labor Relations (ECON 222)
- GEOG 202 Geog Latin America-Africa-Asia
- HIST 320 US and the Vietnam War
- HIST 325 American Women's History (ENGL 250; HIST 121 or 122)
- HIST 371 East Asia in the 20<sup>th</sup> Century (ENGL 250)
- HIST 372 Middle East in Modern Era (ENGL 250)
- HIST 375 Latin American History (ENGL 250)
- LITR 371 Topics in Women's Literature (ENGL 250)
- RELG 325 Eastern Religions (ENGL 150)
- RELG 326 Western Religions (ENGL 150)
- FILM 360 Gender and Race in Film (ENGL 150)
- PLSC 301 Perspective – Developing World
- PSYC 325 Social Psychology (PSYC 150)
- SPAN 201 Intermediate Spanish 1
- SPAN 202 Intermediate Spanish 2
- SPAN 332 Contemp Culture-Soc of Mexico (SPAN 202)
- SPAN 333 Contem Cult-Soc Hispanic Amer (SPAN 202)

*\*\*These proposed changes should be considered preliminary. Additional input will be sought from departments (e.g., Humanities) and schools (Education) in order to update the proposed list of courses.\*\**

G. QUALITY OF INSTRUCTION

1. – 7. These items do not readily apply to a minor. See the list of faculty members in H. Sample syllabi can be found in Appendix B.



## H. COMPOSITION AND QUALITY OF FACULTY

1.-7. As noted, there is no core faculty associated with this minor; however, below is a list of faculty members often associated with the minor. It is notable that 93% of the professors listed have terminal degrees in their areas of expertise. The 7% without terminal degrees includes an instructor who is ABD and someone with two Masters degrees.

- ANTH 122 Kali Majumdar, Ph.D. & Thuy Karafa, M.S., M.A.
- GEOG 112 Renato Cerdana, Ph.D. & Justin Scheidt, ABD
- HIST 201 Kim Carlton-Smith, Ph.D.
- HUMN 230 N/A
- LITR 170 Tracy Webb, Ph.D. & Christine Persak, Ph.D.
- LITR 202 Phillip Middleton, Ph.D.
- LITR 203 Phillip Middleton, Ph.D.
- LITR 204 N/A
- SOCY 230 Melissa DeRosia, M.A. & Bonnie Wright, Ph.D.

### Choose One (3 credits):

- HIST 301 Barry Mehler, Ph.D.
- HIST 315 N/A
- SOCY 340 Anthony Baker, Ph.D. & Carole McKenna, Ph.D.

### Required (6 credits):

- COMM 365 Sandra Alspach, Ph.D. & Elizabeth Wilson, Ph.D.
- SSCI 450 Gerald Matthews, Ph.D.

### Choose two (6 credits):

- ANTH 310 N/A
- ANTH 320 N/A
- ARTH 325 Kim Carlton, Ph.D.
- ECON 331 Abdollah Ferdowsi, Ph.D.
- GEOG 202 N/A
- HIST 320 Gary Huey, Ph.D.
- HIST 325 Lisa Guinn, Ph.D.
- HIST 371 N/A
- HIST 372 Barry Mehler, Ph.D.
- HIST 375 Jana Pisani, Ph.D.
- LITR 371 Christine Persak, Ph.D.
- RELG 325 Susan Morris, Ph.D.
- RELG 326 Randall (Randy) Groves, Ph.D.
- FILM 360 Susan Morris, Ph.D.
- PLSC 221 Richard Griffin, Ph.D.
- PLSC 301 N/A
- PSYC 325 Connie Meinholdt, Ph.D. & J. Andy Karafa, Ph.D.
- PSYC 430 Connie Meinholdt, Ph.D.
- SOCY 341 Anthony Baker, Ph.D.
- SOCY 443 Anthony Baker, Ph.D.
- SPAN 201 Ana Davila-Howard, Ph.D.
- SPAN 202 Steven Symmes, Ph.D.

- SPAN 332 N/A
- SPAN 333 Gustavo Rodriguez Moran

#### I. ASSESSMENT AND EVALUATION.

1. – 10. There are no TracDat data associated with this minor and learning outcomes have not been established beyond those found on the checksheet. The existing outcomes were not written with measurement in mind. These should be revised if the proposed changes are submitted.

Although individual course outcomes exist, each is unique to its area and department. As a result, each does not correspond to a shared set of learning outcomes for this minor.

#### J. SERVICE TO NON-MAJORS.

1. Please see below for a list of general education requirements met by the individual courses where C = cultural enrichment, G = global consciousness, S = social awareness, and R = race, ethnicity, and/or gender:

##### Choose One (3 credits):

- |            |                               |         |
|------------|-------------------------------|---------|
| • ANTH 122 | Intro Cultural Anthropology   | G, S, R |
| • GEOG 112 | Cultural Geography            | G, S, R |
| • HIST 201 | African-American History      | C       |
| • HUMN 230 | Women in the Arts and Society | C, R    |
| • LITR 170 | Women in Contemp Culture      | C, R    |
| • LITR 202 | Black Literature              | C, R    |
| • LITR 203 | Intro African Literature      | C, R    |
| • LITR 204 | Native American Literature    | C, R    |
| • SOCY 230 | Gender Roles in Society       | S, R    |

##### General Education:

##### Choose One (3 credits):

- |            |                            |      |
|------------|----------------------------|------|
| • HIST 301 | Racism in the Modern World | C, R |
| • HIST 315 | Civil Rights Movement      | C, R |
| • SOCY 340 | Minority Groups in America | S, R |

##### Required (6 credits):

- |            |                             |       |
|------------|-----------------------------|-------|
| • COMM 365 | Intercultural Communication | - - - |
| • SSCI 450 | Intercultural Competence    | S, R  |

##### Choose two (6 credits):

- |            |   |         |
|------------|---|---------|
| • ANTH 310 | North American Indians                    | S, R    |
| • ANTH 320 | Contem American Indian Issues             | S, R    |
| • ARTH 325 | Women and Art                             | C, R    |
| • ECON 331 | Economic Labor Relations                  | S, R    |
| • GEOG 202 | Geog Latin America-Africa-Asia            | G, S, R |
| • HIST 320 | US and the Vietnam War                    | C, G    |
| • HIST 325 | American Women's History                  | C, R    |
| • HIST 371 | East Asia in the 20 <sup>th</sup> Century | C, G    |
| • HIST 372 | Middle East in Modern Era                 | C, G    |
| • HIST 375 | Latin American History                    | C, G    |
| • LITR 371 | Topics in Women's Literature              | C, R    |

- RELG 325 Eastern Religions C, G
- RELG 326 Western Religions C
- FILM 360 Gender and Race in Film C, R
- PLSC 221 American Political Parties S, R
- PLSC 301 Perspective – Developing World G, S, R
- PSYC 325 Social Psychology S, R
- PSYC 430 Interpersonal-Cultural Percept S, R
- SOCY 341 Community Studies S, R
- SOCY 443 Soc Stratification-Inequality S, R
- SPAN 201 Intermediate Spanish 1 C, G
- SPAN 202 Intermediate Spanish 2 C, G
- SPAN 332 Contemp Culture-Soc of Mexico C, G
- SPAN 333 Contem Cult-Soc Hispanic Amer C, G

2. All of the courses listed above meet general education needs, except for COMM 365.
3. Because so many of the courses meet general education outcomes, students are able to meet both minor and general education learning outcomes.
4. There are no plans to increase or decrease general education offerings. However, given the nature of the minor, any changes would likely impact general education offerings.

#### K. DEGREE PROGRAM COST AND PRODUCTIVITY DATA.

1. These data exist separately for the various departments and units. It is not obvious how the panel might summarize these adequately for review purposes.

#### L. ADMINISTRATION EFFECTIVENESS

1. Both administrative and clerical support is sufficient.
2. The minor is administered by Social Sciences; however, as noted above in D.3, there is no core group of faculty associated with this minor. As a result, there is limited oversight of the minor.
3. Courses are scheduled by respective departments based on program and general education needs, not the needs of students who have declared the minor.
4. As indicated above, no student survey data were collected for this review. The panel is aware of the occasional need for course substitutions. This is sometimes the result of a required course not being available. Another cause is the last-minute declaration of the minor and the necessary “cobbling” together of courses by students.

### **Section 4**

#### A. INSTRUCTIONAL ENVIRONMENT

1. The current instructional spaces are adequate. Most rooms provide instructors with the necessary equipment, including chalk/whiteboards, computers, Internet access, LCD projectors, document cameras, etc. The furniture in these spaces varies; some have tables, some have tablet chairs, and an increasing number have tablet chairs with wheels.

2. This is difficult to assess. Because the courses associated with the minor come from different departments (e.g., Social Sciences) and units (Political Science), instructional needs vary greatly. For example, a room with fixed chairs will facilitate a lecture format but interfere with a group-discussion format.
3. See #2, above.
4. Rooms will continue to be refurbished (e.g., painted and carpeted) and technology updated (e.g., Tegrity). This will vary from department to department and will not be driven by the needs of the minor.
5. Again, this is difficult to judge.

#### B. COMPUTER ACCESS AND AVAILABILITY

1. Computers are allocated to departments and respective programs, not minors. As described above, instructional spaces have networked computers.
2. The above-described computers are used to enhance instruction. Such enhancements include video, the Internet, PowerPoint (and similar) presentations, etc.
3. Overall, the computer resources available in the classrooms are adequate. However, some computers are very old (and, therefore, slow). In other cases, technology associated with classroom computers fails to work effectively (e.g., Tegrity and “clickers”).
4. Each department handles its respective rooms. No minor-oriented planning has or will occur with respect to computers.
5. Online services are used in varying degrees by the many faculty members associated with this minor. Despite the occasional glitches associated with this technology, it appears to facilitate instruction.
6. Since the inception of the minor, technology support has improved.

#### C. OTHER INSTRUCTIONAL TECHNOLOGY

- 1.-5. Although referred to in the previous section, additional technology employed by professors includes Tegrity and “clickers.” These are best assessed by examining department and program needs and expectations.

#### D. LIBRARY RESOURCES

1. If the FLITE resources are adequate for the areas associated with this minor (e.g., History), then they are adequate for the minor. This is best judged by reviewing major-related reports.
2. The instruction availability of FLITE faculty and staff has been adequate.
3. There is, of course, no budget associated with this minor. As noted in # 1, above, it is difficult to judge the adequacy of the budgets assigned to the various areas.

### **Section 5**

- A. RELATIONSHIP TO FSU MISSION: This minor is aligned with the missions of the University, the College of Arts & Sciences, and its “home” department, Social Sciences. In particular, it is an important minor for students heading into the diverse workplaces found within the United States. It provides students with the necessary understanding of the subcultures found within the U.S. and the human relations and dynamics associated with such cultures.

B. PROGRAM VISIBILITY AND DISTINCTIVENESS: This is a very unique major for two reasons. First, it is interdisciplinary. Although many minors are, this minor taps at least a dozen different disciplines. Second, its focus on multicultural relations in the U.S. is unlike any other minors found in the state. In particular, this minor requires students to understand how globalization impacts (and has impacted) the U.S. in a way other minors do not.

This minor has not been marketed and, therefore, is largely unknown outside of the Department of Social Sciences. Given the importance of multicultural relations in the U.S. and the University's current emphases on diversity and globalization, the existence of this minor should be better shared with the campus community.

C. PROGRAM VALUE: As an interdisciplinary minor, it is indirectly supported by three departments. Specifically, the courses associated with the minor are offered for other programmatic needs; therefore, the minor does not cost anything beyond what is already needed.

D. ENROLLMENT: Enrollment has been low and largely limited to students in Arts and Sciences. Given the importance of understanding multiculturalism in the U.S., this is a useful minor to anyone graduating from Ferris. Hopefully both marketing (see B, above) and the inclusion of additional courses (e.g., MGMT 377) will increase students' interest in this minor.

E. CHARACTERISTICS, QUALITY AND EMPLOYABILITY OF STUDENTS: The purpose of this minor is to make students more effective employees and citizens. In addition, depending on a student's major, this might show prospective employers that she/he is prepared to face the multicultural workplace.

Unfortunately, too few students have been or are enrolled in this minor, making assessment difficult.

F. QUALITY OF CURRICULUM AND INSTRUCTION: The minor has not been adjusted since its inception, sometime before 2000. There are likely relevant courses now being offered that did not exist at the time it was created. Such additions will be investigated in the near future.

The panel has proposed a change to the structure of the minor that requires exposure to various disciplines while, at the same time, maintaining a focus on the relations associated with multiculturalism in the U.S. Additional changes will be considered if additional courses are found.

G. COMPOSITION AND QUALITY OF THE FACULTY: Although this is difficult to assess for the minor, the panel is confident that its colleagues in the various areas provide excellent instruction. Every class is taught by individuals with advanced expertise in their respective areas.

## Section 5

A. Minor Checksheet

# **MULTICULTURAL RELATIONS IN THE U.S. MINOR**

**FERRIS STATE UNIVERSITY - COLLEGE OF ARTS AND SCIENCES**

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## **Why Choose the Multicultural Relations in the U.S. Minor?**

The make-up of the workforce and United States society is becoming more diverse. Consequently, the people being hired and promoted in corporate America are those able to understand and adapt to this diversity. Employers seek applicants who are adept at negotiating multiple differences, who can move back and forth across boundaries that normally separate people, and who understand the historical and persistent structural inequalities that threaten communities.

This minor will provide you with a holistic vision of the multicultural realities of the America. You will learn practical communication and collaborative skills to function effectively in culturally diverse work environments, and it will give you a broad understanding of the cultural complexity of contemporary America

## **Admission Requirements**

This Multicultural Relations in the U.S. minor is open to any student admitted to Ferris State and pursuing a baccalaureate degree. The minor is designed to complement any Ferris major program.

## **Graduation Requirements**

An academic minor may only be awarded upon completion of a baccalaureate degree at Ferris State. This minor requires a minimum of 18 credits with a minimum 2.0 grade average in these courses. Also, 50% of the credits for a minor must be taught by Ferris State University.

### **Required:**

COMM 365 Intercultural Communication\*  
 SSCI 450 Intercultural Competence  
 \*With the approval of the Social Sciences  
 Department, COMM305, COMM310 or SCWK330  
 can be substituted for COMM365

### **Choose one:**

HIST 301 Racism in the Modern World  
 HIST 315 Civil Rights Movement  
 SOCY 340 Minority Groups in America  
**Choose one:**  
 ANTH 122 Intro to Cultural Anthropology  
 GEOG 112 Cultural Geography  
 HIST 201 African-American History  
 HUMN 230 Women, the Arts, and Society  
 LITR 170 Women in Contemporary Culture  
 LITR 202 Black Literature  
 LITR 203 Introduction to African Literature  
 LITR 204 Native American Literature  
 SOCY 230 Gender Roles in Society

### **Choose two courses already listed or from the following:**

ANTH 310 North American Indians  
 ANTH 320 Contemporary American Indian Issues  
 ARTH 325 Women and Art  
 ECON 331 Labor Economics & Labor Relations  
 FILM 360 Women in Film and Television  
 GEOG 202 Geography of Latin America, Africa, Asia  
 HIST 320 The US and Vietnam War  
 HIST 325 American Women's History  
 HIST 371 East Asia in 20<sup>th</sup> Century  
 HIST 372 Middle East in Modern Era  
 HIST 375 Latin American History  
 LITR 371 Topics in Women's Literature  
 PLSC 221 American Political Parties  
 PSYC 325 Social Psychology  
 PSYC 430 Interpersonal & Intercultural Perception  
 RELG 325 Eastern Religions  
 RELG 326 Western Religions  
 SOCY 341 Community Studies  
 SOCY 443 Social Stratification/Inequality  
 SPAN 201&2 Intermediate Spanish 1 & 2  
 SPAN 332 Contemp. Culture & Society in Mexico  
 SPAN 333 Contemp. Cult&Soc. Of Hispanic America  
 SSCI 201 Perspectives on the Third World

## MINOR IN MULTICULTURAL RELATIONS IN THE U.S.

NAME \_\_\_\_\_ STUDENT NUMBER \_\_\_\_\_

STUDENT'S COLLEGE: \_\_\_\_\_ B.S./B.A. PROGRAM: \_\_\_\_\_

**Procedures:**

- 1) The student and the advisor for this minor will review and complete the General Requirements and Required Courses sections of this form (Section A).
- 2) Upon completion of Section A, this form will be sent to the department office for approval. The original form will be filed in the appropriate office (either the advisor or the department) and copied for the student. Students in Bachelor of Arts degree programs must also provide a copy of this form to both the B.A. coordinator and their faculty advisor. All deviations from or substitutions for courses listed in this original plan must be approved by the Department Head on official Course Substitution Forms and must accompany this form.
- 3) Upon completion of this minor, the student will notify the advisor of the minor. The department and the advisor will verify that the student has completed the minor and will forward the original form to the College of Arts and Sciences Dean's Office for approval and from there it will be forwarded either to the Registrar's Office (Section B) or to the B.A. coordinator as appropriate.

<b>SECTION A</b>	<b>General Requirements:</b>			
	1)	At least 50% of the credits of the minor must be numbered 300 or higher		
	2)	At least 50% of the credits of the minor must be Ferris State University credits		
	3)	This minor requires a minimum of <u>18</u> credits		
	4)	This minor requires a minimum GPA of <u>2.0</u> in these courses.		
	5)	A minor will not be entered in the academic record until the student has been certified for a bachelor's degree		
	<b>Required Courses</b>	<b>Credit Hours</b>	<b>Grade</b>	<b>Semester Completed</b>
	COMM 365	3		
	SSCI 450	3		
	Choose one: HIST301, HIST315 or SOCY340	3		
<b>Signatures</b>			<b>Date</b>	
Student				
Advisor				
Department				

<b>SECTION B</b>	<b>Routing</b> (FOLLOWING COMPLETION OF THE REQUIRED COURSES FOR THE MINOR)		<b>Date</b>
	Department		
	CAS Dean		
	Registrar		

DECLARATION SENT TO RECORDS \_\_\_\_\_ COMPLETION SENT TO RECORDS \_\_\_\_\_



## B. Sample Syllabi

Anthropology 122 section 002  
Fall 2010

Krishnakali Majumdar  
Office: ASC 2076  
Phone: 592-2756  
e-mail: kali@feris.edu  
Office Hours: Thursdays 8:30 – 9:30 or by appointment  
Online Office hours: Friday 10-12 am

### **Course Descriptions:**

The purpose of this course is to introduce students to the various ways anthropologists have tried to understand and explain the cultures and societies of the people around the world. We will examine the various aspects of the culture and study forms of gender, kinship, medicine, politics and economies in different cultural contexts. By encountering systems within and outside of the United States, we will be able to gain a cross-cultural perspective. This course will challenge the dominant images we have of the so-called “Third World” peoples by examining the dynamic relationships that link small-scale cultures with large-scale global processes, perhaps most graphically illustrated by the process of globalization, economic development, and environmental degradation. This anthropological perspective helps us to understand the importance of the interrelationship between our part of the world and people from other parts of the planet.

### **Course Outcomes:**

Upon completion of this course, the successful student will be able to:

- (1) Describe the anthropological concept of culture and demonstrate its relevance in understanding contemporary world-wide cultural diversity.
- (2) Describe and demonstrate the usefulness of the anthropological perspectives.
- (3) Recognize anthropological terms and concepts and apply these terms and concepts in given contexts.
- (4) Summarize the distinctive features of anthropological field methods and identify appropriate techniques for given research needs.
- (5) Conduct basic anthropological research, draw conclusions, and report findings in a research paper.
- (6) Describe and be able to apply the concept of cultural relativism in understanding cultures other their own.

- (7) Recognize and challenge the subtleties of ethnocentrism and its role in the process of learning about their own culture.
- (8) Analyze US society and culture from the perspective of other cultures.
- (9) Describe the subsistence strategies of different societies and their adaptive significance.
- (10) Explain why hunger has little to do with famine and much more to do with poverty and transformation of food into a commodity.
- (11) Identify the role of symbolic expressions in reinforcing specific view of the world.
- (12) Explain the relationship between ideas of descent, family relations, marriage, gender roles, love wealth and sexuality in different societies.
- (13) Illustrate the variation in family structure and marriage in different societies.
- (14) Describe and pinpoint the social processes in defining, forming, and maintaining social identities such as self identity, class, race, ethnicity, gender and sexuality.
- (15) Identify the ways by which different societies either promote or inhibit a bias toward collective violence.
- (16) Demonstrate how knowledge of cultural diversity improves anthropologists' understanding of others as well as themselves.
- (17) Explain how practical problems created by cultural diversity can be avoided or corrected through the use or knowledge of anthropology.
- (18) Critically examine the concept of progress and analyze significant global issues, such as poverty, environmental degradation, world hunger and the destruction of indigenous cultures.
- (19) Critically reflect and articulate about global issues and current events by examining the dynamic relationships that link small-scale cultures with large-scale global processes, such as globalization.
- (20) Take responsibility and some authority of your own learning..

**Required Texts:**

- 1) Robbins, Richard 2005 *Cultural Anthropology: A Problem Based Approach* 5th Edition, F. E. Peacock Publishers, Illinois.

## **Examination and Grading:**

You are expected to attend all classes, do the required readings on time and take active part in class discussions. I believe in an active learning approach and prefer to run the course in a discussion format whenever possible. Taking notes on each reading assignment will help you prepare you to actively engage with the ideas raised in or by the course. Since we bring different perspectives to the readings, we can all learn from one another; consider your peer's perspective thoughtfully.

There will be four hourly exams during the semester. Each written assignment will be a mix of multiple choice questions and short essays.

In addition, there will be a Qualitative (Ethnographic) Research Paper.

Using anthropological methods of data collection, you will write a brief ethnographical account of your observations. Guidelines attached at the end of the syllabus.

Exams 1-4	50 points each
Ethnographic Project	100 points
Total	300 points

Percentages	Grade
90-100%	A range (A+ = 97-100%, A = 93-96%, A- = 90-92%)
80- 89%	B range
70-79%	C range
60-69%	D
59% and below	F

Grades will not be curved. Students will be permitted to take a make-up exam only under very unusual circumstances. In order to take a make-up, the student must provide a written excuse for the absence from the scheduled exam.

Students will be responsible for all lectures, assigned readings, discussions, videotapes, handouts and announcements. There will be no extra credit assignments in this course.

## **Course Outline:**

Week I	READ: Robbins, Chapter 1
August 31	Lecture: What is Anthropology and why it is useful to study?
September 2	Lecture: Anthropological Concepts: Culture and meaning Cultural Relativism, and Ethnocentrism.
Week II	
September 7/9	Lecture: Ethnographic Research: What do anthropologists do in the Field?
Week III	
September 14	Review
<b>September 16</b>	<b>Exam # 1</b>
Week IV & V	<b><i>READ: Robbins, Chapter 4</i></b>
September 21	Lecture: The Social Construction of Reality
September 23	Discussion: How do people continue to hold on to their beliefs even when they seem contradictory or ambiguous?
Week V	<b><i>READ: Robbins, Chapter 5</i></b>
September 28	Lecture: Patterns of Family, Kinship and Social Relations, Kinship Charts
September 30	Discussion: Romance and Social Relations Film: Strange Relations
Week VI & VII	<b><i>READ: Robbins, chapter 6</i></b>
October 5	Lecture: Concepts of Self and personhood
October 7	Discussion: Sex, Gender and Sexuality
October 12	Transition to Adulthood, rites of passage
October 14	Review

Week VIII

**October 19**

October 21

**Exam # 2**

Film: Poor Man Shames us All

Week IX

***READ: Robbins, Chapter 7***

October 26/28

Why are Hierarchy and Social Inequality so Pervasive?  
Class, Caste and Ethnicity

Week X

November 2/4

Race and Ideology of Race

Week XI

Nov 9/11

First World and Hard Worlds

Week XII

***READ Robbins, Chapter 2***

November 16

November 18

**Exam # 3**

Discussion: What is progress?, Read Chapter 2

Week XIII

November 23

November 25

Subsistence and Sustainability  
Thanksgiving Day

Week XIV

***READ Robbins, Chapter 3***

December 1/3

**Qualitative Paper Due**

Discussion: Nation, Nation-state and Globalization

Week XV

**December 8 Exam # 4**

December 10 Wrap up

Week XVI

**Final EXAM TBA**



## **Qualitative Research Paper**

The purpose of this paper is to familiarize you with the resources available to you for research and to gain a firsthand experience of field work that characterizes much of anthropological field research. You will be using some basic methods of anthropological field research: participant observation, interviews and collection of personal narratives. For this project you will collect 4 hours worth of data and synthesize your findings into a 4-5 page paper. You will also turn in your field notes.

### **Some basic principles to keep in mind while preparing for and doing the study.**

1. Be very careful about the ethical issues which arise when you are studying other human beings. Preserve the anonymity and privacy of the person(s) you observe in your notes and in your final reports.
2. Be prepared to provide an honest explanation of what you are doing and why, and how the information may be used by you.
3. Make sure you send type written verbatim transcripts of the interviews to your informants for their approval/perusal.

### **The Written Report:**

1. The paper should focus on a conceptual issue or theoretical problem in the field of cultural anthropology. This means that your paper will do more than simply report a collection of facts and figures. It should present specific perspective or frame an argument about the interpretation of particular issues.
2. The paper should include references to relevant aspects of the problems and perspectives raised by the course readings and class discussions.
3. An Introduction to the paper in which you will discuss briefly what you see as your central finding.
4. A discussion of your method. It is your ethnographic responsibility to locate yourself as a researcher, state your position and your possible influence on the data. You also need to specify the methods you used and why you chose a particular group or setting for your research. How do you evaluate your role as a researcher?



5. Presentation and analysis of the data. Document and discuss your findings using concrete examples and quotes from your notes to illustrate your central finding.
6. Since this project may be your first attempt at anthropological research, you should feel comfortable about seeing your project as a “working paper.” Don’t try to tie up all the loose ends. Instead, you should discuss your research critically in terms of its methodological strengths and substantive strengths and weaknesses.
7. Attach your field notes to the paper.
8. Meet basic standard for any college paper: include a bibliography and correct citation, proofread, spell-check, and write a paper of the right length (without creative tinkering with the fonts and margins, I know those tricks too).

**GEOG 112: Cultural Geography (3 credits)**  
**Course Syllabus, Fall 2010 Semester**  
**Ferris State University**

Instructor: Justin Scheidt  
Contact Information: Email is the easiest way to contact me: [scheidj4@ferris.edu](mailto:scheidj4@ferris.edu)

Class Dates: August 30<sup>th</sup> through December 17<sup>th</sup>, 2010  
Class Location: Online, all course materials located on FerrisConnect

**Course Description:**

This course describes and analyzes human relationships with the natural and cultural environment, taking into consideration the impacts humans have had on both the physical and cultural landscapes of the world over time. Globalization and environmental concerns are examined to promote cross-cultural awareness of current issues.

**Instructional Materials:**

**A.) Textbook:** Contemporary Human Geography (Rubenstein, 1<sup>th</sup> edition), ISBN 0-321-590-031.

\*\*\* Note: This either needs to be a brand new copy of the book, OR have the access code on the inside front page still intact and not used! We are going to be using the online website for the book a lot, and you are going to need the access code!!

\*\*\* Note #2: While the bookstores will probably charge in the range of \$120-140 for the new copy of this book (to be expected, as textbook prices have gone through the roof), you can buy new versions of this book online (i.e. Amazon.com) and get the new book for around \$80 maybe cheaper! Just know that you will need the book immediately, and so if you choose this option, make them send it either next-day or two-day mail to you!

**B.) Other Materials/Resources:**

There will be an interactive map component to the course- critical for you to visualize where everything is located, from physical landscapes to population densities.

Inside of the first week's lesson folder, I will put a copy of a blank world map and blank North America map for you to print and use as needed throughout the semester.

\*\* Each week you need to download and print off probably 4 copies total of each blank map that we use, because for every lesson we will be hand-drawing several maps of different features in either the world or in North America \*\*

## **Methods of Instruction:**

We will hold class entirely through the internet at <http://myfsu.ferris.edu>, on our class webpage in FerrisConnect (GEOG 112, Cultural Geography, Fall 2010). All of your lecture material, assignments and exams will be found there.

The first lesson will be introductory material, and subsequent lectures will cover one topic per week (on average). Exams will cover three lessons each (though they will never be cumulative, i.e. adding on from previously-taken exams!). As we look at these through lecture notes and assigned readings, we will also create maps to show us where things are located and why they are there. I also will incorporate short movies (about 20-25 minutes long) to emphasize points. FYI, the maps you create and questions from lecture are **not** anything that you need to turn in as an assignment- these are here as required material because you will need these to assist you on the exams. Skipping these = you won't pass the course! More details on this in the Introductory Lesson (Week #1 material).

The nature of the course is mainly memorization and understanding where and why things are located in different regions of the world. If you have questions or want to raise a topic/issue related to the class material, you are always welcome to do so in the class discussion boards on FerrisConnect. I will also try to be available to you via the FerrisConnect Chat Room feature at given times, and I will email you with those exact times throughout the semester.

## **Course Grading System:**

Grades for the course will be assigned on the following basis:

* Unit Exams:	4 total, 100 points each	= 400 points
* Global Outsourcing Paper:	1 total, 100 points	= 100 points
* Lesson Assignments	10 total, 10 points each	= 100 points

**Total Possible Points = 600 points**

## **Lesson Assignments:**

Each week, I will post an assignment for you inside of the respective lesson folder. Your job is to go into that assignment and answer the questions (either by printing the assignment or hand-writing the answers somewhere). When done, you will take a short quiz on the assignment material, usually 3 – 5 questions total. (for example, I could have you look at the populations of a few specific world countries and ask you to write those down...then in the quiz you'd see a question like "What is the estimated population of China?" followed by multiple choice answers).

These will be worth 10 points each, and there will be ten assignments throughout the semester, for a total of 100 points. Please note that these cannot be made up, so make sure to take the time (usually an hour at absolute most) and complete these! Also from the course outline, notice that most of the assignments take place in the middle to later part of the course- these will be most effective for showing you specific concepts, whereas the first few lectures are mainly to get you familiar with basic ideas and so assignments will not be as frequent in the beginning.

## Unit Exams:

Exams will be utilizing the lockdown browser (more details on how to install and use this feature will be emailed to you before Exam #1). You will always have three hours to access and complete the exam. Anything over a three-hour limit will result in a zero for the exam (you'll really only need 60 min at most for these exams, provided you studied and kept up with the material).

You will be given a set of exam questions on FerrisConnect, and you will be allowed to have open-book and open-notes during the exam. The questions will range from lecture material and general video questions, to asking specific information about the maps you created (in other words, **don't skip on making those maps in the lessons, you will need to do them to pass these exams!!**) Note that material from the assignments will never be on the exams- those exercises are separate.

Exams will be 100 points each:

- Lecture Material + Video Questions                      50 Questions, 2 points each                      = 100 points

Exams for this course will always be on **Mondays!**

- The exam will open for you Monday morning at 12:05am and then be available to you until Monday night at 11:55pm.
- You will be allowed three hours to take and complete the exam once you access it...
- **But once you open the exam you will have to complete it all at once (i.e. will not be allowed to stop and come back to the exam at a later time).**

## Exam Dates:

Monday, 9/27	Introductory Topics, Population, Migration
Monday, 10/18	Language, Religions, Ethnicity and The Amish
Monday, 11/8	Political Geography, Development, Industry, Agriculture
Monday, 12/6	Services, Urban Geography, Transportation, Environmental Issues

**\*\*\* MAKE SURE TO CLEAR YOUR SCHEDULE ON MONDAYS AND BE ABLE TO TAKE THESE EXAMS, BECAUSE NO MAKE-UPS ALLOWED EXCEPT FOR DOCUMENTED MEDICAL EMERGENCIES!!! \*\*\***

## Global Outsourcing Paper:

We've all seen it: 'Made in Taiwan', 'Made in Singapore', etc. In the coming classes, we are going to explore the reason for this outsourcing of manufacturing and service jobs overseas, and understand where exactly these jobs are now located. But, it seems that different locations have different 'specialties' in terms of what they produce: clothing, electronics, sporting goods, etc.

I will give you the assignment posted on FerrisConnect starting in the second week of class (i.e. June 21<sup>st</sup>). The basic idea is I am going to send you to Meijer or WalMart on your own during the semester

and see firsthand the amount of outsourcing we have today. You are going to research where items are made around the world, and then once you have your information gathered, you will write at least a three-page paper on your findings. I am looking for quality in your three-page paper, which is why I am allowing it to be somewhat brief. What I am trying to do is get you guys aware of how immense this situation is, and then sit down and write a detailed analysis on the topic, presenting your findings and opinions. What you will learn here will help you not only understand course topics, but will be information you can use probably the rest of your lives in terms of understanding global trade today, the sources and causes, and what can be done (if anything) to correct potential problems with outsourcing.

You will have most of the semester to work on it, and my recommendation is to complete the first part (i.e. item collection at Meijer/WalMart) as soon as possible once the assignment is given, so you can just focus on the paper from there. This paper is worth **100 points**, and please note that since you have all semester to work on it, **no late papers will be accepted for any reason other than a documented medical emergency!** So, please make sure to have this completed and submitted by the due date, and you are completely welcome to turn this in early anytime as well!

**\*\*\* THIS PAPER IS DUE ON FRIDAY, NOVEMBER 12<sup>TH</sup>, BY 11:00PM \*\*\***

### **Grading Scale:**

<u>Grade</u>	<u>Value</u>	<u>Percent</u>
A	Excellent	92.5% - 100%
A-		89.5% - 92.4%
B+		86.5% - 89.4%
B	Good	82.5% - 86.4%
B-		79.5% - 82.4%
C+		76.5% - 79.4%
C	Satisfactory	72.5% - 76.4%
C-		69.5% - 72.4%
D+		66.5% - 69.4%
D	Poor	59.5% - 66.4%
F		Failing

### **Student Academic Integrity:**

The very nature of higher education requires that students adhere to accepted standards of academic integrity. Ferris State University has adopted a code of academic conduct and a statement of student academic integrity, found in the catalog mentioned above. Violations include cheating and plagiarism, and it is the student's responsibility to be aware of behaviors that constitute academic dishonesty.

If I find that someone has committed academic dishonesty in this course, the first action will result in a grade of 0.0 for that particular exam/quiz. If it happens again, the student will receive a failing grade for the course, and be referred to the Academic Affairs office for further discipline. Cheating in any form will not be tolerated in my class, bottom line. I do not expect any of you will ever do this; however, I need to make sure I am perfectly clear on the consequences if it happens.

## Incompletes 'I' and Withdrawals 'W':

These grades will be granted under exceptional conditions only, and official college and department guidelines will be followed. An 'I' is granted generally if a student has completed 80% of the course (or more) and has a good reason for requesting that grade. The 'W' grade may be initiated by the student until October 14, 2010. After that point, the student must be passing the course and obtain the instructor's written permission to withdraw from the course with a grade of 'W'. All other situations not in compliance with departmental guidelines will result in a grade of 0.0 for a student that wants to withdraw or receive a grade of 'I'.

## Class Attendance:

If you want to earn a high grade, you need to keep up with the material each week. Yes this is an online course and you have a lot of flexibility, but it is way too easy to get buried in material if you don't keep up! So my recommendation/advice to you is to set aside at least 2 – 3 hours each week to create the maps, take notes on the lecture material, and watch the assigned videos. If you do that, you will earn a high grade in this class!

I know how it is, in online classes usually most students never take a look at the thing until exam time...but the idea is that I want you guys to really have a good experience, learn a lot about the world we live in and be interactive in this process, which is why I'm making this a very 'hands-on' course for you! So **keep up with the material and news articles that I post for you every week**, you'll be fine!

## Detailed Outline of Course Content and Exam Schedule:

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8/30 – 9/7	Lesson #1 (Introduction to Cultural Geography)	(Rubenstein Chapter 1)
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9/8 – 9/17	Lesson #2 (Population)	(Rubenstein Chapter 2)
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*Outsourcing Paper Assignment given out (9/17), and will be due 11/12*

*Assignment #1 (Population), due by Friday at 5:00pm*

9/20 – 9/24	Lesson #3 (Migration)	(Rubenstein Chapter 3)
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Monday, 9/27	<b>EXAM #1 (Lessons 1 – 3)</b> <i>Opens on Monday at 12:05am, closes at 11:55pm</i>	
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9/28 – 10/3	Lesson #4 (Geography of Language)	(Rubenstein Chapter 5)
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10/4 – 10/8	Lesson #5 (Geography of Religions)	(Rubenstein Chapter 6)
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*Assignment #2 (Religions in North America), due by Friday at 5:00pm*

10/11 – 10/15      Lesson #6 (Ethnicity and The Amish)      (Rubenstein Chapter 7)

*Assignment #3 (Amish Case Study), due by Friday at 5:00pm*

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**Monday, 10/18**      **EXAM #2 (Lessons 4 – 6)** *Opens Monday 12:05am, closes 11:55pm*

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10/19 – 10/24      Lesson #7 (Political Geography)      (Rubenstein Chapter 8)

*Assignment #4 (Political Geography), due by Friday at 5:00pm*

10/25 – 10/29      Lesson #8 (Development)      (Rubenstein Chapter 9)

*Assignment #5 (Topics in Development), due by Friday at 5:00pm*

11/1 – 11/5      Lesson #9 (Geography of Agriculture)      (Rubenstein Chapter 10)

*Assignment #6 (World Agriculture), due by Friday at 5:00pm*

11/8 – 11/12      Lesson #10 (Industry)      (Rubenstein Chapter 11)

*Assignment #7 (Theme Parks of North America), due by Friday at 5:00pm*

**Friday, 11/12**      **\*\*\* OUTSOURCING PAPER DUE BY 5:00PM \*\*\***

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**Monday, 11/15**      **EXAM #3 (Lessons 7 – 10)** *Opens Monday at 12:05am, closes at 11:55pm*

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11/15 – 11/19      Lesson #11 (Services and Cities)      (Rubenstein Chapter 12)

*Assignment #8 (Services in the USA), due by Friday at 5:00pm*

11/22 – 11/26      **NO CLASS, THANKSGIVING BREAK!**

11/29 – 12/3                    Lesson #12 (Urban Geography and Transportation) (Rubenstein Chapter 13)

*Assignment #9 (High-Speed Rail in the USA), due by Friday at 5:00pm*

12/6 – 12/10                    Lesson #13 (Environmental Issues)    (Rubenstein Chapter 14)

*Assignment #10 (Environmental Issues in the USA), due by Friday at 5:00pm*

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**Monday, 12/13                    EXAM #4 (Lessons 11 – 13) Opens Monday at 12:05am, closes at 11:55pm**

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**Final Notes on the Class and my Teaching Philosophy:**

The bottom line is I want to give you a great class, one in which you learn a lot about the world we live in, and where the information you take away can be used long after the class is over. I like using humor and other means of keeping the mood in the classroom light- however, I will always treat everyone with respect and in a professional manner, and in return I expect the same from you. In closing, welcome to the course, I hope this class will be enjoyable and informative for you, and I look forward to being your instructor this semester!



**Literature 170 Women in Contemporary Culture  
Spring 2011**

Dr. Tracy Webb  
3068 ASC Ext. 2533  
Twebbs11@hotmail.com  
Hours: MW 12:45-2:45

Office

In this course we'll use literature to examine and try to understand women's roles in contemporary society. In order to give the present some perspective, we'll look at writings from previous eras to explore where present ideas came from, as well as what the future may hold. In the process, this course will meet the FSU general education outcomes (<http://www.ferris.edu/htmls/academics/gened/gened.html>)

**Required texts**

*Great Short Stories by American Women* Candace Ward  
*Jane Eyre* Charlotte Bronte  
*The Bluest Eye* Toni Morrison  
*The Handmaid's Tale* Margaret Atwood  
*The Painted Drum* Louise Erdrich  
*To Kill a Mockingbird* Harper Lee

**Attendance:** You're allowed three absences without penalty. You do not need to bring an excuse or documentation concerning the reason for your absence--all absences count equally.

Arriving late, leaving early, or leaving during class count as 1/2 absence. Arriving more than 10 minutes late counts as a whole absence. Not having a critique-ready paper counts as an absence.

Cell phones and other electronic devices must be turned off and put away during class. If I see or hear yours, you will be marked absent for the day.

**Missed classes:** If you miss class, it is your responsibility to check on FerrisConnect—after 5:00 p.m.-- to find out what you missed, what work you need to make up, what homework has been assigned, and what you need to bring to the next class.

## **ENGL Major Illness Plan**

If you email me or call me before your second absence, and keep in regular contact during your absence, the following will apply:

- Absences will be “telescoped.” That is, an extended absence of reasonable duration will be counted as fewer than the total actual absences.
- Check FerrisConnect for handouts, assignments, etc. that you miss.
- If you miss a critiquing day, take or send your paper to the Writing Center for feedback.
- If you are ill when a paper is due, get it to me within 2 class days of your return.
- If you miss a day at the library, email me to request the information you missed; you must go to the library to use the information.
- If you miss a group meeting day, communicate with your group members as soon as possible.
- If you miss a group presentation day, talk to me as soon as you return about an alternate way of conveying your share of the information.

If I am ill:

- I will notify the class by email that class is cancelled.
- The schedule has some built in “wiggle room” so that it can be revised, if needed. However, you should assume due dates are unchanged unless I let you know otherwise.
- Even if class is cancelled because I’m sick, if you get sick, you still have to notify me.

**Discussion questions/reading responses:** Each day, bring at least 4 discussion questions, (one of which you answer in about a paragraph or so), or a one-page reading response about that day’s reading. If you do not have your questions/response you will be marked absent for the day. If you are unable to attend a class, you should email me your discussion questions/response or bring them the day you get back.

**Quizzes** I may occasionally give quizzes in lieu of, or in addition to, the discussion questions/response.

**Other informal assignments:** I may periodically give you other informal writing assignments to do in class or at home. Sometimes we’ll use these writings in class. Sometimes I’ll collect them. The quality of these assignments will factor into your participation grade, but if you were not in class when such assignments were given, you do not need to make them up.

**Papers & Exams.** We will have a midterm and a final exam.

**Final grades:**

Midterm	33%
Final Exam	33%
Participation	33%

Final grade = (average of above grades) x (% of class days attended)

Regardless of final averages, in order to pass the class you **must** participate, take the midterm, and take the final. All work must be your own, original, and created specifically for this class.

The instructor reserves the right to make any necessary changes to this syllabus.

1/10 syllabus, assign intro.	1/12 Intro due; discuss/write poetry; Bronte info.; meet at library
1/17 no class	1/19 <i>Jane Eyre</i> to end of Vol. I, chp. 4
1/24 <i>Jane Eyre</i> to end of vol. 1, chp 15/end of vol. 1; meet at library	1/26 <i>Jane Eyre</i> to end of vol. 2, chp. 5/end of chp. 20
1/31 <i>Jane Eyre</i> to end of vol. 3, chp. 6/end of chp. 32	2/2 Finish <i>Jane Eyre</i> , Gillman info.
2/7 "The Yellow Wallpaper"	2/9 Morrison info., <i>Ethnic Notions</i> video
2/14 Jim Crow Museum	2/16 <i>The Bluest Eye</i> to end of chp. headed "HEREISTHEFAMILYMOTHERFATHERDICKA NDJANE"/end of "Autumn" section
2/21 <i>The Bluest Eye</i> to end of chp. Headed "SEEFATHERHEISBIGANDS TRONG"; meet at library	2/23 Finish <i>The Bluest Eye</i> , Glaspell info.
2/28 "A Jury of Her Peers, Lee info.	3/2 midterm exam
3/7	
3/14 <i>To Kill a Mockingbird</i> to end of chp. 10	3/16. <i>To Kill a Mockingbird</i> to end of chp. 21; meet at library
3/21 "Finish <i>To Kill a Mockingbird</i> , Hurston info, Freeman info, pass out "Revolt."	3/23 "Sweat," "The Revolt of Mother" ; Erdrich info.
3/28 <i>Iron Jawed Angels</i> video	3/30 <i>Iron Jawed Angels</i> video
4/4 <i>The Painted Drum</i> to end of part 1, chp. 4	4/6. <i>The Painted Drum</i> to end of part 3, chp. 2; meet at library
4/11 Finish <i>The Painted Drum</i> , Walker info.	4/13 "Everyday Use," Atwood info.
4/18 <i>The Handmaid's Tale</i> to end of chp. 16	4/20 <i>The Handmaid's Tale</i> to end of chp. 24; meet at library
4/25 <i>The Handmaid's Tale</i> to end of chp. 40	4/27 Finish <i>The Handmaid's Tale</i>

Final exam period: final exam

Literature 202 PB Middleton

Fall

Office 3076 ASC

Office phone: x5878

Office hours:

It began at the edge of our homeland, where the verdant forests and the tropical bush gave way to the sandy stretches of the Guinea coast. It began at the mouths of rivers, from that northern point where the Senegal and the Gambia pour their troubled streams into the waters around Cape Verde, down the thousands of miles of coastline to the place where the mighty river Congo breaks out into the ocean. On these shores near the mouths of these rivers, we first saw the ships.

Vincent Harding, *There is a River*

*The above quote is interesting for a number of reasons, but here, today, focus on the usage of "it".*

#### The Black Contribution to American literature

This course is an experiment in communication, an experiment in looking at the visions of some talented writers whose lives were touched by America and her history. This course is entitled The Black Contribution to American literature, and it should be noted here that as history has evolved, as democracy has evolved so, too, has the literature of African Americans. We will be studying the works of certain artists—writers and wordsmiths—whose eloquence cannot be denied: we will be looking at jewels of thought and expression. When one studies any genre of literature, one has to be aware of some influences [political influences, philosophical influences, psychological influences, and the list goes on and on!]; but here, in 2008, we're going to begin not at the beginning (which would make good sense chronologically), but in the middle (which will make sound thematic sense, eventually).

After a few preliminaries, we will look at some of the work of W.E.B. DuBois (1868-1963) and try to come to grips with his peculiar understanding of democracy. DuBois, a peerless intellectual, contributed as much as any single writer/thinker to what would be called, in the second half of the 20<sup>th</sup> century, the Black Aesthetic. He wrote poetry, fiction, sociological analysis, biography, and autobiography! Many believe that no other writer comes close to him in term of output and impact. So we will begin with a very close reading of selected chapters from THE SOULS OF BLACK FOLK. First, however, consider the following:

1. Image
2. Genre
3. Symbol
4. Narrator
5. Theme/thought/idea/dianoia
6. Character
7. Dialect
8. Idiolect

Books:

1. Black Voices(Chapman)
2. Uncle Tom's Children (Richard Wright)
3. Cane(Jean Toomer)
4. Passing( Nella Larsen)
5. The Fire Next Time(James Baldwin)
6. The Bluest Eye(Toni Morrison)
7. The Souls of Black Folk(W.E.B. DuBois)
8. Possessing the Secret of Joy(Alice Walker)\*

Other works—poems, essays, and short stories-- will be brought in for the class to read and study.

Exams: Four short in-class tests will be given, one every three weeks.

## XI

*Of the Passing of the First-Born*

O sister, sister, thy first-begotten,  
 The hands that cling and the feet that follow,  
 The voice of the child's blood crying yet,  
*Who hath remembered me? who hath forgotten?*  
 Thou hast forgotten, O summer swallow,  
 But the world shall end when I forget.

SWINBURNE.



UNTO you a child is born," sang the bit of yellow paper that fluttered into my room one brown October morning. Then the fear of fatherhood mingled wildly with the joy of creation; I wondered how it looked and how it felt,—what were its eyes, and how its hair curled and crumpled itself. And I thought in awe of her,—she who had slept with Death to tear a man-child from underneath her heart, while I was unconsciously wandering. I fled to my wife and child, repeating the while to myself half wonderingly, "Wife and child? Wife and child?"—fled fast and faster than boat and steam-car, and yet must ever impatiently await them; away from the hard-voiced city, away from the flickering sea into my own Berkshire Hills that sit all sadly guarding the gates of Massachusetts.

Up the stairs I ran to the wan mother and whimpering babe, to the sanctuary on whose altar a life at my bidding had offered itself to win a life, and won. What is this tiny formless thing, this new-born wail from an unknown world,—all head and voice? I handle it curiously, and watch perplexed its winking, breathing, and sneezing. I did not love it then; it seemed a ludicrous thing to love; but her I loved, my girl-mother, she whom now I saw unfolding like the glory of the morning—the transfigured woman.

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Through her I came to love the wee thing, as it grew and waxed strong; as its little soul unfolded itself in twitter and cry and half-formed word, and as its eyes caught the gleam and flash of life. How beautiful he was, with his olive-tinted flesh and dark gold ringlets, his eyes of mingled blue and brown, his perfect little limbs, and the soft voluptuous roll which the blood of Africa had moulded into his features! I held him in my arms, after we had sped far away to our Southern home,—held him, and glanced at the hot red soil of Georgia and the breathless city of a hundred hills, and felt a vague unrest. Why was his hair tinted with gold? An evil omen was golden hair in my life. Why had not the brown of his eyes crushed out and killed the blue?—for brown were his father's eyes, and his father's father's. And thus in the Land of the Color-line I saw, as it fell across my baby, the shadow of the Veil.

Within the Veil was he born, said I; and there within shall he live,—a Negro and a Negro's son. Holding in that little head—ah, bitterly!—the unbowed pride of a hunted race, clinging with that tiny dimpled hand—ah, wearily!—to a hope not hopeless but unhelpful, and seeing with those bright wondering eyes that peer into my soul a land whose freedom is to us a mockery and whose liberty a lie. I saw the shadow of the Veil as it passed over my baby, I saw the cold city towering above the blood-red land. I held my face beside his little cheek, showed him the star-children and the twinkling lights as they began to flash, and stilled with an even-song the unvoiced terror of my life.

So sturdy and masterful he grew, so filled with bubbling life, so tremulous with the unspoken wisdom of a life but eighteen months distant from the All-life,—we were not far from worshipping this revelation of the divine, my wife and I. Her own life builded and moulded itself upon the child; he tinged her every dream and idealized her every effort. No hands but hers must touch and garnish those little limbs; no dress or frill must touch them that had not wearied her fingers; no voice but hers could coax him off to Dreamland, and she and he together spoke some soft and unknown tongue and in it held communion. I too mused above his little white bed; saw the strength of my own arm stretched onward

through the ages through the newer strength of his; saw the dream of my black fathers stagger a step onward in the wild phantasm of the world; heard in his baby voice the voice of the Prophet that was to rise within the Veil.

And so we dreamed and loved and planned by fall and winter, and the full flush of the long Southern spring, till the hot winds rolled from the fetid Gulf, till the roses shivered and the still stern sun quivered its awful light over the hills of Atlanta. And then one night the little feet pattered wearily to the wee white bed, and the tiny hands trembled; and a warm flushed face tossed on the pillow, and we knew baby was sick. Ten days he lay there,—a swift week and three endless days, wasting, wasting away. Cheerily the mother nursed him the first days, and laughed into the little eyes that smiled again. Tenderly then she hovered round him, till the smile fled away and Fear crouched beside the little bed.

Then the day ended not, and night was a dreamless terror, and joy and sleep slipped away. I hear now that Voice at midnight calling me from dull and dreamless trance,—crying, "The Shadow of Death! The Shadow of Death!" Out into the starlight I crept, to rouse the gray physician,—the Shadow of Death, the Shadow of Death. The hours trembled on; the night listened; the ghastly dawn glided like a tired thing across the lamplight. Then we two alone looked upon the child as he turned toward us with great eyes, and stretched his string-like hands,—the Shadow of Death! And we spoke no word, and turned away.

He died at eventide, when the sun lay like a brooding sorrow above the western hills, veiling its face; when the winds spoke not, and the trees, the great green trees he loved, stood motionless. I saw his breath beat quicker and quicker, pause, and then his little soul leapt like a star that travels in the night and left a world of darkness in its train. The day changed not; the same tall trees peeped in at the windows, the same green grass glistened in the setting sun. Only in the chamber of death writhed the world's most piteous thing—a childless mother.

I shirk not. I long for work. I pant for a life full of striving. I am no coward, to shrink before the rugged rush of the storm, nor even quail before the awful shadow of the Veil.

But hearken, O Death! Is not this my life hard enough,—is not that dull land that stretches its sneering web about me cold enough,—is not all the world beyond these four little walls pitiless enough, but that thou must needs enter here,—thou, O Death? About my head the thundering storm beat like a heartless voice, and the crazy forest pulsed with the curses of the weak; but what cared I, within my home beside my wife and baby boy? Wast thou so jealous of one little coign of happiness that thou must needs enter there,—thou, O Death?

A perfect life was his, all joy and love, with tears to make it brighter,—sweet as a summer's day beside the Housatonic. The world loved him; the women kissed his curls, the men looked gravely into his wonderful eyes, and the children hovered and fluttered about him. I can see him now, changing like the sky from sparkling laughter to darkening frowns, and then to wondering thoughtfulness as he watched the world. He knew no color-line, poor dear,—and the Veil, though it shadowed him, had not yet darkened half his sun. He loved the white matron, he loved his black nurse; and in his little world walked souls alone, uncolored and unclothed. I—yea, all men—are larger and purer by the infinite breadth of that one little life. She who in simple clearness of vision sees beyond the stars said when he had flown, "He will be happy There; he ever loved beautiful things." And I, far more ignorant, and blind by the web of mine own weaving, sit alone winding words and muttering, "If still he be, and he be There, and there be a There, let him be happy, O Fate!"

Blithe was the morning of his burial, with bird and song and sweet-smelling flowers. The trees whispered to the grass, but the children sat with hushed faces. And yet it seemed a ghostly unreal day,—the wraith of Life. We seemed to rumble down an unknown street behind a little white bundle of posies, with the shadow of a song in our ears. The busy city dinned about us; they did not say much, those pale-faced hurrying men and women; they did not say much,—they only glanced and said, "Niggers!"

We could not lay him in the ground there in Georgia, for the earth there is strangely red; so we bore him away to the



northward, with his flowers and his little folded hands. In vain, in vain!—for where, O God! beneath thy broad blue sky shall my dark baby rest in peace,—where Reverence dwells, and Goodness, and a Freedom that is free?

All that day and all that night there sat an awful gladness in my heart,—nay, blame me not if I see the world thus darkly through the Veil,—and my soul whispers ever to me, saying, “Not dead, not dead, but escaped; not bond, but free.” No bitter meanness now shall sicken his baby heart till it die a living death, no taunt shall madden his happy boyhood. Fool that I was to think or wish that this little soul should grow choked and deformed within the Veil! I might have known that yonder deep unworldly look that ever and anon floated past his eyes was peering far beyond this narrow Now. In the poise of his little curl-crowned head did there not sit all that wild pride of being which his father had hardly crushed in his own heart? For what, forsooth, shall a Negro want with pride amid the studied humiliations of fifty million fellows? Well sped, my boy, before the world had dubbed your ambition insolence, had held your ideals unattainable, and taught you to cringe and bow. Better far this nameless void that stops my life than a sea of sorrow for you.

Idle words; he might have borne his burden more bravely than we,—aye, and found it lighter too, some day; for surely, surely this is not the end. Surely there shall yet dawn some mighty morning to lift the Veil and set the prisoned free. Not for me,—I shall die in my bonds,—but for fresh young souls who have not known the night and waken to the morning; a morning when men ask of the workman, not “Is he white?” but “Can he work?” When men ask artists, not “Are they black?” but “Do they know?” Some morning this may be, long, long years to come. But now there wails, on that dark shore within the Veil, the same deep voice, *Thou shalt forego!* And all have I foregone at that command, and with small complaint,—all save that fair young form that lies so coldly wed with death in the nest I had builded.

If one must have gone, why not I? Why may I not rest me from this restlessness and sleep from this wide waking? Was not the world's alembic, Time, in his young hands, and is not my time waning? Are there so many workers in the vineyard

that the fair promise of this little body could lightly be tossed away? The wretched of my race that line the alleys of the nation sit fatherless and unmothered; but Love sat beside his cradle, and in his ear Wisdom waited to speak. Perhaps now he knows the All-love, and needs not to be wise. Sleep, then, child,—sleep till I sleep and waken to a baby voice and the ceaseless patter of little feet—above the Veil.

The Song of Smoke by W.E.B. DuBois

I am the smoke king,  
I am black.  
I am swinging in the sky.  
I am ringing worlds on high:  
I am the thought of throbbing mills,  
I am the soul toil kills,  
I am the ripple of trading rills,

Up I'm curling from the sod,  
I am whirling home to God.  
I am the smoke king,  
I am black.

I am the smoke king,  
I am black.  
I am wreathing broken hearts,  
I am sheathing devils' darts;  
Dark inspiration of iron times,  
Wedding the toil of toiling climes  
Shedding the blood of bloodless crimes.

Down I lower in the blue,  
Up I tower toward the true,  
I am the smoke king,  
I am black.

I am the smoke king,  
I am black.

I am darkening with song,  
I am hearkening to wrong;  
I will be black as blackness can,  
The blacker the mantle the mightier the man  
My purpl'ing midnights no day dawn may ban.

I am carving God in night,  
I am painting hell in white.  
I am the smoke king,  
I am black.

I am the smoke king,  
I am black.

I am cursing ruddy morn,  
I am nursing hearts unborn;  
Souls unto me are as mists in the night,  
I whiten my blackmen, I beckon my white,  
What's the hue of a hide to a man in his might!

Sweet Christ, pity toiling lands!  
Hail to the smoke king,  
Hail to the black!

### *The Talented Tenth*

THE NEGRO RACE, like all races, is going to be saved by its exceptional men. The problem of education, then, among Negroes must first of all deal with the Talented Tenth; it is the problem of developing the Best of this race that they may guide the Mass away from the contamination and death of the Worst, in their own and other races. Now the training of men is a difficult and intricate task. Its technique is a matter for educational experts, but its object is for the vision of seers. If we make money the object of man-training, we shall develop money-makers but not necessarily men; if we make technical skill the object of education, we may possess artisans but not, in nature, men. Men we shall have only as we make manhood the object of the work of the schools—intelligence, broad sympathy, knowledge of the world that was and is, and of the relation of men to it—this is the curriculum of that Higher Education which must underlie true life. On this foundation we may build bread winning, skill of hand and quickness of brain, with never a fear lest the child and man mistake the means of living for the object of life.

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If this be true—and who can deny it—three tasks lay before me; first to show from the past that the Talented Tenth as they have risen among American Negroes have been worthy of leadership; secondly, to show how these men may be educated and developed; and thirdly, to show their relation to the Negro problem.

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*Woman Suffrage*

November 1915

This month 200,000 Negro voters will be called upon to vote on the question of giving the right of suffrage to women. THE CRISIS sincerely trusts that everyone of them will vote *Yes*. But THE CRISIS would not have them go to the polls without having considered every side of the question. Intelligence in voting is the only real support of democracy. For this reason we publish with pleasure Dean Kelly Miller's article against woman suffrage. We trust that our readers will give it careful attention and that they will compare it with that marvelous symposium which we had the pleasure to publish in our August number. Meantime, Dean Miller will pardon us for a word in answer to his argument.

Briefly put, Mr. Miller believes that the bearing and rearing of the young is a function which makes it practically impossible for women to take any large part in general, industrial and public affairs; that women are weaker than men; that women are adequately protected under man's suffrage; that no adequate results have appeared from woman suffrage and that office-holding by women is "risky."

All these arguments sound today ancient. If we turn to easily available statistics we find that instead of the women of this country or of any other country being confined chiefly to child-bearing they are as a matter of fact engaged and engaged successfully in practically every pursuit in which men are engaged. The actual work of the world today depends more largely upon women than upon men. Consequently this man-ruled world faces an astonishing dilemma: either Woman the Worker is doing the world's work successfully or not. If she is not doing it well why do we not take from her the necessity of working? If she is doing it well why not treat her as a worker with a voice in the direction of work?

The statement that woman is weaker than man is sheer rot: It is the same sort of thing that we hear about "darker races" and "lower classes." Difference, either physical or spiritual, does not argue weakness or inferiority. That the aver-

age woman is spiritually different from the average man is undoubtedly just as true as the fact that the average white man differs from the average Negro; but this is no reason for disfranchising the Negro or lynching him. It is inconceivable that any person looking upon the accomplishments of women today in every field of endeavor, realizing their humiliating handicap and the astonishing prejudices which they face and yet seeing despite this that in government, in the professions, in sciences, art and literature and the industries they are leading and dominating forces and growing in power as their emancipation grows,—it is inconceivable that any fair-minded person could for a moment talk about a “weaker” sex. The sex of Judith, Candace, Queen Elizabeth, Sojourner Truth and Jane Addams was the merest incident of human function and not a mark of weakness and inferiority.

To say that men protect women with their votes is to overlook the flat testimony of the facts. In the first place there are millions of women who have no natural men protectors: the unmarried, the widowed, the deserted and those who have married failures. To put this whole army incontinently out of court and leave them unprotected and without voice in political life is more than unjust, it is a crime.

There was a day in the world when it was considered that by marriage a woman lost all her individuality as a human soul and simply became a machine for making men. We have outgrown that idea. A woman is just as much a thinking, feeling, acting person after marriage as before. She has opinions and she has a right to have them and she has a right to express them. It is conceivable, of course, for a country to decide that its unit of representation should be the family and that one person in that family should express its will. But by what possible process of rational thought can it be decided that the person to express that will should always be the male, whether he be genius or drunkard, imbecile or captain of industry? The meaning of the twentieth century is the freeing of the individual soul; the soul longest in slavery and still in the most disgusting and indefensible slavery is the soul of womanhood. God give her increased freedom this November!

Mr. Miller is right in saying that the results from woman suffrage have as yet been small but the answer is obvious: the experiment has been small. As for the risks of allowing women to hold office: Are they nearly as great as the risks of allowing working men to hold office loomed once in the eyes of the Intelligent Fearful?

**SYLLABUS ATTACHMENT**  
**COLLEGE OF ARTS AND SCIENCES – FERRIS STATE UNIVERSITY**

**FALL 2009**

**IMPORTANT DATES**

Late registration	Wed - Fri	Aug 26, 27, 28
First day of classes	Monday	Aug 31
Labor Day (no classes)	Monday	Sep 7
Mid-term grades due	Monday	Oct 26
Early registration for 2010 Spring term	Monday	Nov 2
Last day for "W" grades (full semester)	Wednesday	Nov 4
Thanksgiving Holiday (no classes)	Wednesday noon - Sunday	Nov 25 – Nov 29
Last day of classes	Friday	Dec 11
Examination Week	Mon – Fri	Dec 14 - 18
Commencement	Saturday	Dec 19
Final grades due by 1:00 pm	Monday	Dec 21

**SESSIONS**

Session	Begin Date	Last Day to Drop	Last Day to "W"	End Date
Session 1	Mon - Aug 31	Thurs - Sep 3	Wed - Nov 4	Fri - Dec 11
Session A	Mon - Aug 31	Thurs - Sep 3	Thurs - Oct 1	Tues - Oct 20
Session B	Wed - Oct 21	Mon - Oct 26	Fri - Nov 20	Fri - Dec 11
Session D	Mon - Aug 31	Thurs - Sep 3	Mon - Sep 21	Fri - Oct 2
Session E	Mon - Oct 5	Tues - Oct 6	Fri - Oct 23	Thurs - Nov 5
Session F	Fri - Nov 6	Mon - Nov 9	Mon - Nov 30	Fri - Dec 11

**LIBRARY HOURS**

Regular hours for the (FLITE) library:  
 Monday – Thursday.....7:30 am – 12:00 am  
 Friday.....7:30 am – 9:00 pm  
 Saturday.....9:00 am – 6:00 pm  
 Sunday.....1:00 pm – 12:00 am

**COMPUTER LAB HOURS (FLITE)**

Computer lab hours in the (FLITE) library:  
 Monday – Thursday.....7:30 am – 12:00 am  
 Friday.....7:30 am – 9:00 pm  
 Saturday.....9:00 am – 6:00 pm  
 Sunday.....1:00 pm – 12:00 am

**CLASS ATTENDANCE IS IMPORTANT!**

Many instructors have mandatory attendance policies by which your grade will be affected by absences. Some instructors also have policies about class tardiness, to encourage students to be present for the full class period. Check your course syllabus or talk to your instructor about his/her policies.

**HOW TO CONTACT A FACULTY MEMBER**

If you have questions or need help, talk to your instructor. Faculty office locations, phone numbers, and office hours may be obtained from the class syllabus or department office, or through the College of Arts and Sciences web page at <http://www.ferris.edu/htmls/colleges/artsands/>. A faculty directory notebook is also located in the dean's office (ASC 3052).

**DROPPING CLASSES OR WITHDRAWING**

If you need to drop a class, you must do so **OFFICIALLY**, through your dean's office, in order to avoid receiving an "F" grade in the course. If you need to totally withdraw from school, you must do so **OFFICIALLY** at Admissions and Records in CSS 101. The last day to withdraw or drop a class may be different for different classes. In case of extenuating circumstances (e.g., a serious illness requiring you to withdraw from school), contact Birkam Health Center at 591-2614.

**INCOMPLETES**

The intent and appropriate use of the "I" grade is NOT to avoid student probation, dismissal, or unacceptable grades, nor should it be considered as an extended alternative to withdraw from a class (W). The "I" is only considered for extenuating circumstances that have led to a student's missing a portion of the course. Extenuating circumstances are generally defined as those situations over which the student has little or no control—e.g., illness, jury duty, death of a family member or, serious injury. Instructors may require suitable documentation.

Students must have completed at least 75% of the coursework at passing levels before an "I" will be considered, and they may be required to sign an agreement regarding course completion. An "I" grade automatically changes to an "F" after one semester (not counting summer) unless the faculty member files another grade or extends the incomplete.

## WHERE TO GO FOR HELP

The following services are available to any Ferris student, free of charge. They are designed to help you succeed in your courses, in your career planning, and in meeting the challenges of college life. Don't hesitate to explore and use these services at Ferris.

**Academic Support Center...ASC 1017 – 591-3543**  
**The Writing Center.....ASC 1017 – 591-2534**

The Writing Center, Tutorial Services and Academic Skills Center join together to offer FSU students an array of academic support services, e.g.

- tutoring for many Ferris courses
- individual help and workshops with writing skills and writing assignments for English or other courses
- help in developing better reading and study strategies
- workshops to help you meet the challenges of college life

**SCHOLAR Program.....ASC 1025 – 591-5976**

SCHOLAR is an academic support program that aids in the student's successful progression by offering a Peer Mentor Program, a Student Retention Program, and an Academic Student Advisory Committee.

**Disabilities Services.....STR 313 – 591-3057**

FSU provides special services and assistance for students with physical handicaps or learning disabilities. In order to take advantage of these services, stop by or call for an appointment with Debra Cox.

**Personal Counseling, Sexual Assault,  
Substance Abuse**

**Birkham Health Center - 2<sup>nd</sup> Floor.....591-5968**  
Personal counseling is available confidentially and free of charge. Counselors are available to assist with personal and stress-related problems, family and relationship issues, substance abuse, sexual assault, depression, or other similar problems. Call or stop by to obtain an appointment.

### Safety

Please observe the posted shelter and evacuation routes in the hallway nearest your classroom.

### College of Arts & Sciences Department Offices

Biology	ASC 2004	591-2550
Humanities	JOH 119	591-3675
Lang/Lit	ASC 3080	591-2520
Mathematics	ASC 2021	591-2565
Physical Sciences	ASC 3021	591-2580
Social Sciences	ASC 2108	591-2735
Dean's Office	ASC 3052	591-3661

### ACADEMIC MISCONDUCT

Academic misconduct refers to dishonesty or misrepresentation with respect to assignments, tests, quizzes, written work, oral presentations, class projects, internship experience, or computer usage; violation of computer licenses, programs, or data bases; or unauthorized acquisition or distribution of tests or other academic material belonging to someone else. It includes such behaviors as cheating, copying materials from the internet without documentation, presenting another person's ideas or work as your own, taking someone else's exam for them, violating computer software licenses or program/data ownership, etc. If you are uncertain about whether a particular behavior might represent academic misconduct, be sure to ask your professor for clarification.

Penalties for academic misconduct can include **FAILURE** of the assignment or the course, and/or disciplinary action up to and including probation or dismissal from the University.

### DISRUPTIVE BEHAVIOR

The College of Arts and Sciences strives to maintain a positive learning environment and educational opportunity for all students. Consequently, patterns of behaviors which obstruct or disrupt the teaching/learning environment will be addressed. The instructor is in charge of his or her course (e.g., assignments, due dates, attendance policy) and classroom (e.g., behaviors allowed, tardiness). Harassment, in any form, will not be tolerated.

Penalties for disruptive behavior can include involuntary withdrawal from the course and/or disciplinary action up to and including probation or dismissal from the University.

LITR 203

An Introduction to African literature

PB Middleton

X-5878

Winter 2008

Office hours:

The objective of this course is to introduce the students to some of the major themes in modern African literature. Considerable time will be spent on getting to know something about the political, cultural, and socio-historical aspects of Africa, because all of the above have had, for better or for worse, a significant impact on the authors to be covered. I hope that we will have at least one or two guest lecturers visit us: they will discuss various ethnic groups, their problems and realities, and help us to understand the complex nature of this thing called Africaness, its strengths and its weaknesses, as well as its peculiar beauty and charm and simplicity. Several different kinds of maps will be provided which will enable the students to at least begin to appreciate the sheer size of what travelers once called the 'dark continent.' One wonders: why dark? This should, in turn, help us all to understand some very vital issues pertaining to population density and cultural diversity.

A number of terms will be used during this semester, and some will seem very strange to you at the outset. First we have a core list: genre, theme, image, symbol, and allegory. Then a second list:

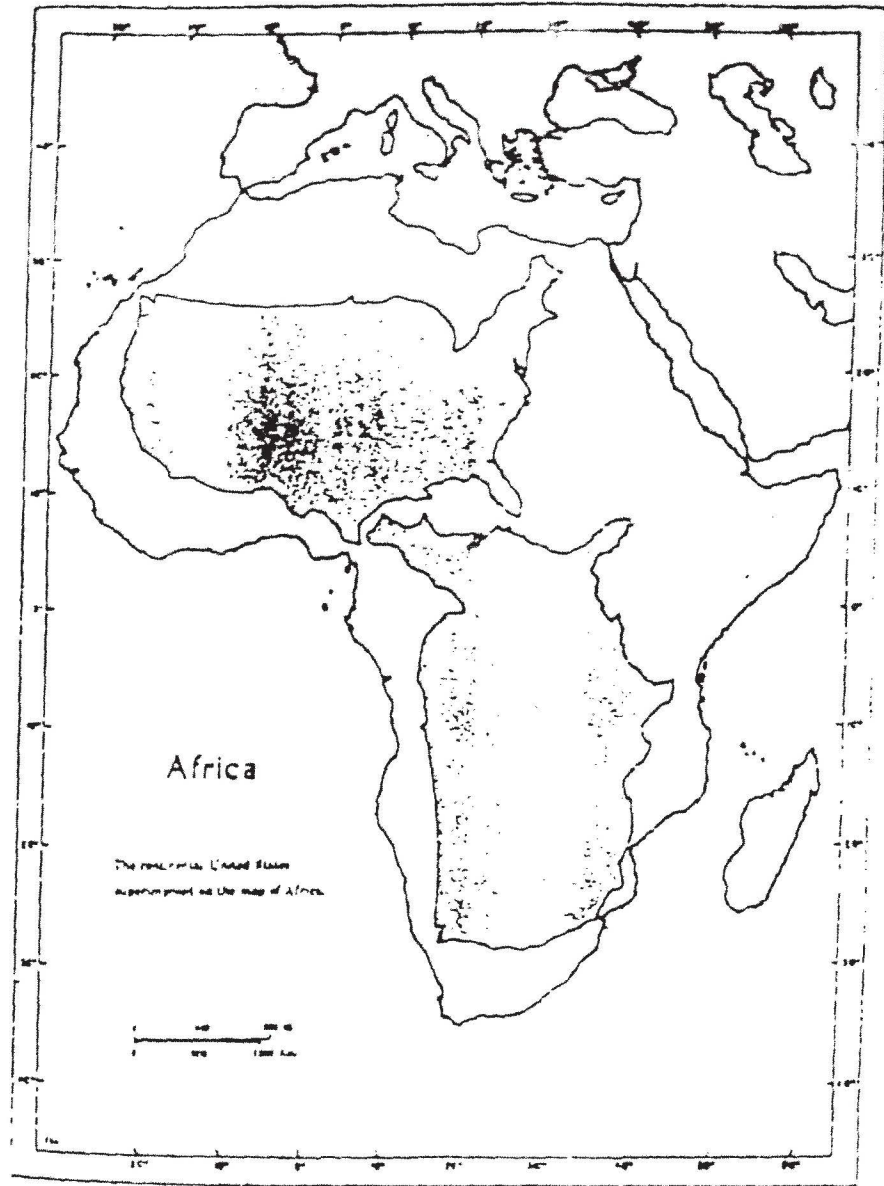
1. Colonialism
2. African independence
3. Myth
4. Tradition
5. Modernity
6. Neo-colonialism
7. Custom
8. Ritual
9. Gods
10. Magic
11. Heroism
12. Negritude
13. Infibulation
14. Witchcraft
15. Liberation/Freedom
16. Literacy

The following books can be purchased at Great Lakes Book and Supply

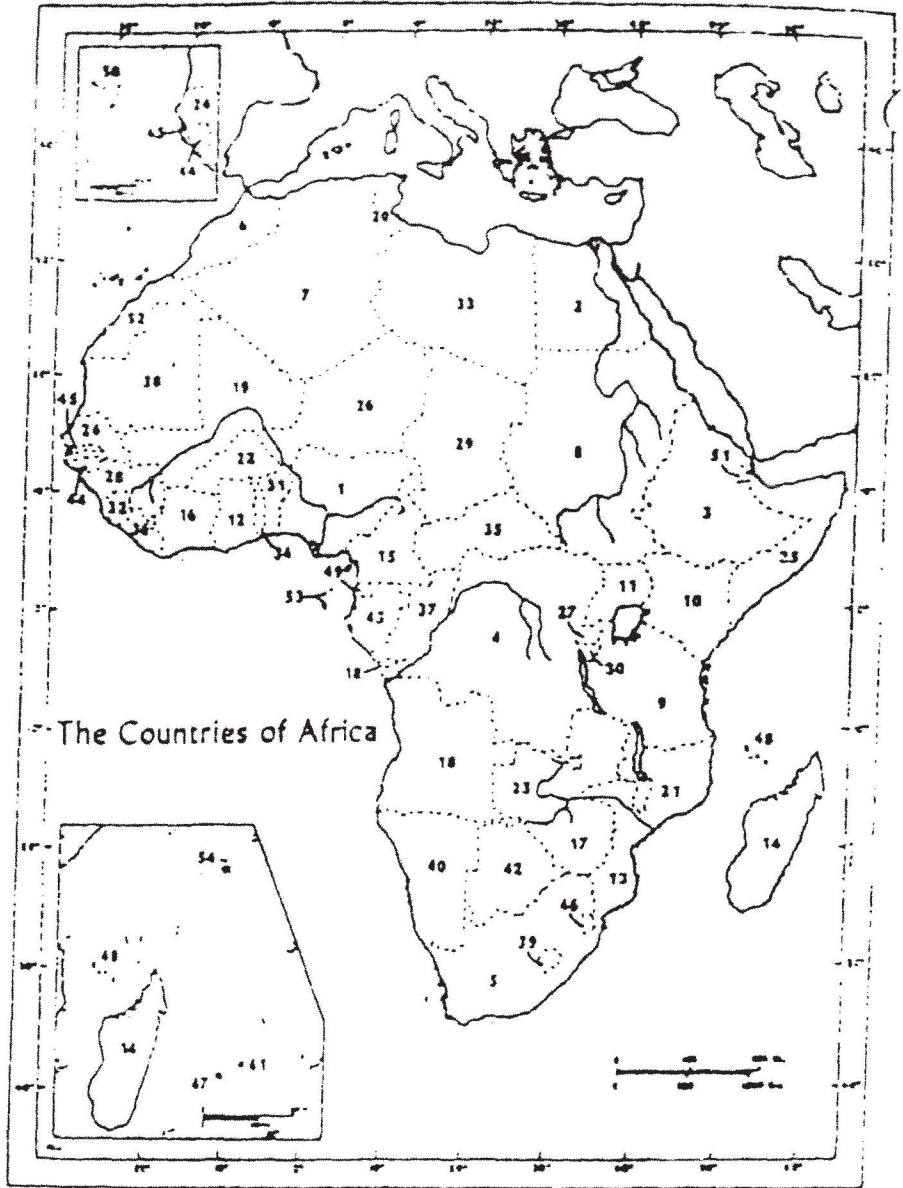
1. Things Fall Apart by Chinua Achebe (Nigeria)
2. The Beautiful Ones Are Not Yet Born by Ayi Kwei Armah (Ghana)
3. The Thief and the Dogs by Naguib Mahfouz (Egypt)
4. The River Between by Ngugi wa Thiong'o (Kenya)
5. Beasts of No Nation by Uzidinna Iweala (Nigeria)
6. Fools and other stories by Njabulo Ndebele (South Africa)
7. Waiting for the Barbarians by JM Coetzee (South Africa)
8. The Radiance of the King by Camera Laye (Guinea)
9. Life and Times of Michael K by Coetzee



We will also be reading some shorter works: poems, essays, etc, in class.



MAP 4



MAP 3

TABLE 2  
Countries and Resources

No. (See Map 3)	Country	Population Est. (1983) Thousands <sup>1</sup>	Area (Square Miles) <sup>2</sup>	GNP 1982 current \$ (Billions) <sup>3</sup>	GNP \$ per capita (1982) <sup>4</sup>
1	Nigeria	85,219	356,667	77.56	887
2	Egypt	45,831	386,660	29.33	621
3	Ethiopia	31,305	471,776	4.64	142
4	Zaire	31,250	905,563	5.40	190
5	South Africa	30,938	471,443	87.21	2,670
6	Morocco	22,889	172,413	16.91	870
7	Algeria	20,695	919,591	44.59	2,092
8	Sudan	20,539	967,495	11.33	440
9	Tanzania	20,524	364,898	5.59	280
10	Kenya	18,580	224,960	7.07	390
11	Uganda	13,819	91,134	11.55	230
12	Ghana	13,367	92,099	26.93	360
13	Mozambique	13,047	309,494	4.79	355
14	Madagascar	9,389	226,657	2.93	320
15	Cameroon	9,251	183,568	9.86	823
16	Ivory Coast	8,890	124,503	8.61	950
17	Zimbabwe	8,376	150,803	6.91	850
18	Angola	7,567	481,351	7.63	973
19	Mali	7,393	478,764	1.22	180
20	Tunisia	7,020	63,170	8.95	1,390
21	Malawi	6,612	45,747	1.38	210
22	Burkina Faso	6,569	105,869	1.33	210
23	Zambia	6,346	290,584	3.46	640
24	Senegal	6,335	75,750	2.84	490
25	Somalia	6,248	246,200	1.99	290
26	Niger	6,083	489,189	1.76	310
27	Rwanda	5,644	10,169	1.40	260
28	Guinea	5,430	94,964	1.69	310
29	Chad	4,990	495,753	.34	67
30	Burundi	4,561	10,747	1.03	220
31	Benin	3,792	43,483	1.10	280
32	Sierra Leone	3,705	27,699	1.19	390
33	Libya	3,498	679,359	23.99	8,510
34	Togo	2,823	21,622	.92	340
35	Central African Republic	2,512	240,534	.72	283
36	Liberia	2,091	43,000	.98	490
37	Congo	1,694	132,046	1.97	1,161
38	Mauritania	1,591	397,954	.75	470
39	Lesotho	1,438	11,720	.78	510
40	Namibia	1,078	318,259	NA	NA
41	Mauritius	1,002	790	1.22	1,155
42	Botswana	1,001	231,804	1.04	984
43	Gabon	921	103,346	3.30	3,459
44	Guinea-Bissau	827	13,948	.14	170
45	The Gambia	638	4,361	.22	342
46	Swaziland	632	6,704	.50	940
47	Réunion	535	969	NA	NA
48	The Comoros	442	863	NA	340
49	Equatorial Guinea	340	10,830	NA	NA
50	Cape Verde	297	1,557	.11	338
51	Djibouti	276	8,494	NA	NA
52	Western Sahara	89	102,680	NA	NA
53	São Tomé and Príncipe	82	372	NA	NA
54	Seychelles	64	171	NA	NA

1 & 2 U.S. Bureau of the Census, *Statistical Abstract of the United States, 1984* (104th edition), Washington, D.C., 1983; *Africa South of the Sahara, 1984-1985* (14th edition), London, Europa Publications, 1984.

3 *World Military Expenditures and Arms Transfers, 1972-1982*, U.S. Arms Control and Disarmament Agency, Washington, D.C., 1984.

4 *World Development Report 1984*, The World Bank, International Bank For Reconstruction and Development, Washington, D.C., 1984.

The following comments were made by Sheldon Gellar in his essay entitled "The Colonial Era". Some of the facts that you will see should help you better understand some of the forces that shape the **mentalisms** that we will be dealing with in the works we'll be reading.

- 1.) The year 1885 is a useful date to mark the beginning of the colonial era because of the historic importance of the Berlin Conference of 1884-1885, which legitimized the "Scramble for Africa" by formally sanctioning the partition of the continent among several European powers.
- 2.) Imperialism was also stimulated by the need of major industrial powers to acquire and control new markets and sources of raw materials in the so-called "backward" areas of the world.
- 3.) As the leading military and industrial nation in Europe, Britain obtained the most valuable colonial possessions in Africa.
- 4.) Belgium emerged as a colonial power largely through the efforts of King Leopold II, who established the Congo Free State, which became the Belgium Congo in 1908.
- 5.) The military conquest of Africa was precipitated by the terms of the Berlin Conference, which insisted that European powers had to "effectively occupy" a territory before they could claim sovereignty over it.
- 6.) With the tacit support of their governments, empire builders and adventurers such as Cecil Rhodes, George Goldie, and Sir Harry Johnson (all British), Carl Peters (German), and DeBrazza (French) organized their own personal armies and expeditions which brought large areas under European rule.
- 7.) Apologists for European colonialism and imperialism argued that it was the right, indeed the duty, of "higher" civilizations to conquer the "lower" civilizations in order to bring "progress" to all parts of the world.
- 8.) The colonial state usually relied on Western-educated Africans to run the lower echelons of the colonial bureaucracy as clerks, bookkeepers, and minor officials.
- 9.) The army and the police force were important components of the colonial state and were used to preserve order.

**SYLLABUS ATTACHMENT**  
**COLLEGE OF ARTS AND SCIENCES – FERRIS STATE UNIVERSITY**

**SPRING 2009**

**IMPORTANT DATES**

Late registration	Wed - Fri	Jan 7, 8, 9
First day of classes	Monday	Jan 12
Last day for Drop/Add	Thursday	Jan 15
Martin Luther King Day (no classes)	Monday	Jan 19
Mid-term grades due	Monday	Mar 9
Spring recess	Sat, Mar 7– Sun, Mar 15	Mar 7 – 15
Assigned registration for current students	Monday	Mar 23
Last day for "W" grades	Thursday	Mar 26
Mid-semester recess	Thursday – Sunday	Apr 9 - 12
Last day of classes	Friday	May 1
Examination Week	Mon – Fri	May 4 - 8
Commencement	Friday, Saturday	May 8, 9
Final grades due by 1:00 pm	Monday	May 11

**SESSIONS**

Sessions	Dates	Withdraw Date
Full Session	Jan 12– May 1	Mar 26
Session A	Jan 12– Mar 3	Feb 12
Session B	Mar 4– May 1	Apr 14
Session D	Jan 12– Feb 13	Feb 2
Session E	Feb 16– Mar 26	Mar 6
Session F	Mar 27 – May 1	Apr 20

**LIBRARY HOURS:**

Regular hours for FLITE:

Monday – Thursday.....7:30 am – 12:00 am  
 Friday .....7:30 am – 9:00 pm  
 Saturday..... 9:00 am – 6:00 pm  
 Sunday.....1:00 pm – 12:00 am

avoid receiving an "F" grade in the course. If you need to totally withdraw from school, you must do so **officially** at Admissions and Records in CSS 101. The last day to withdraw or drop a class may be different for different classes. In case of extenuating circumstances (e.g., a serious illness requiring you to withdraw from school), contact Birkam Health Center at 591-2614.

**CLASS ATTENDANCE IS IMPORTANT!**

Many instructors have mandatory attendance policies by which your grade will be affected by absences. Some instructors also have policies about class tardiness, to encourage students to be present for the full class period. Check your course syllabus or talk to your instructor about his/her policies

**INCOMPLETES:**

The "I" is only considered for extenuating circumstances that have led to a student's missing a portion of the course. The intent and appropriate use of the "I" grade is NOT to avoid student probation, dismissal, or unacceptable grades, nor should it be considered as an extended alternative to withdraw from a class (W). Extenuating circumstances are generally defined as those situations over which the student has little or no control—e.g., illness, birth, jury duty, death of a parent, serious injury. Instructors may require suitable documentation.

**HOW TO CONTACT A FACULTY MEMBER:**

If you have questions or need help, talk to your instructor. Faculty office locations, phone numbers, and office hours may be obtained from the class syllabus or department office, or through the College of Arts and Sciences web page at <http://www.ferris.edu/htmls/colleges/artsands>. A faculty directory notebook is also located in the dean's office (ASC 3052)

Students must have completed at least 75% of the coursework at passing levels before an "I" will be considered, and they may be required to sign an agreement regarding course completion. An "I" grade automatically changes to an "F" after one semester (not counting summer) unless the faculty member files another grade or extends the incomplete.

**DROPPING CLASSES OR WITHDRAWING:**

If you need to drop a class, you must do so **OFFICIALLY**, through your dean's office, in order to

Introduction to African literature

PB Middleton

#### Attendance and Exam Policy

You must come to class. You are allowed to miss two classes. After that your final grade will be reduced by two increments (that is, an A becomes a B+, a D becomes an F). The basic rule for this class, then, is presence equals participation and learning. Absence means the opposite: no active engagement in the works we'll be reading, and no shared learning experience. Keep your handouts in an orderly fashion and bring them to class. You'll have about four in-class exams during the semester. Each exam will require you to demonstrate your mastery of the texts and the ideas/mentalisms therein, so prepare each work (that is, read each text) carefully. We will also have some poetry readings and what I call verbal assessments.

COUNTRIES	% IN 1990
Algeria	57.4
Angola	41.7
Benin	23.4
Botswana	73.8
Burkina Faso	18.2
Burundi	50
Cameroon	54.1
Cape Verde	53
Central African R.	37.7
Chad	29.8
Comoros	61
Congo	56.6
Djibouti	19
Egypt	48.4
Equatorial Guinea	50.2
Ethiopia	66
Gabon	60.7
Gambia	27.2
Ghana	60.3
Guinea	24
Guinea-Bissau	36.5
Ivory Coast	53.8
Kenya	69
Lesotho	78
Liberia	39.5
Libya	63.8
Madagascar	80.2
Malawi	47
Mali	32
Mauritania	34
Mauritius	86
Morocco	49.5
Mozambique	32.9
Namibia	40
Niger	28.4
Nigeria	50.7
Rwanda	50.2
St. Thomas & Prince	63
Senegal	38.3
Seyhelles	89
Sierra Leone	20.7
Somalia	24.1
South Africa	70
Sudan	27.1
Swaziland	72
Tanzania	65
Togo	43.3
Tunisia	65.3
Uganda	48.3
Zaire	71.6
Zambia	72.8
Zimbabwe	65.9

Sources: UNDP (1992) Human Development Report 1992 and IBRD (1992) World Bank Atlas 1992. Griffiths, J. L. L. 1994. 2nd ed. *The atlas of African Affairs*. New York, N.Y.: Routledge.



# FERRIS STATE UNIVERSITY

## Course Syllabus

COURSE NAME: Gender Roles

SOCY 230

Fall 2010

### CONTACT INFORMATION

Professor: Melissa DeRosia

Office Hours:

Mondays 10 to 11 a.m. and 2-3 p.m. in  
ASC 2075

Wednesday and Friday 2 to 3

**online** (No office hours on Friday,  
Sept. 3<sup>rd</sup>)

Office Phone: (231) 591-5891 (I retrieve messages on Mondays and Wednesdays)

E-MAIL\*\*\* preferred method of contact: you must use the FerrisConnect mail system to be assured a timely response

CLASS TIME/LOCATION: Mondays 3:00 to 4:15 in STR 223

### COURSE DESCRIPTION:

The study of male and female behavioral patterns in society. Emphasis is on the description and explanation of the male and female experiences in various institutional contexts, and on gender role changes in society. Focuses on gender roles in the United States. Cross-national variations are considered for points of comparison.

### METHODS OF INSTRUCTION

This is a hybrid class. Roughly  $\frac{1}{2}$  of the course instruction is in face-to-face class and  $\frac{1}{2}$  of it is online. Students are required to be self directed, disciplined, and able to manage their time effectively. If you experience technical difficulties please call 591-4822 for assistance.

### REQUIRED TEXTS:

*The Lenses of Gender; Transforming the Debate on Sexual Inequality* by Sandra Lipsits Bem, 1993

**Readings** provided by the instructor available as links on ferrisconnect

**The Handmaid's Tale** by Margaret Atwood, 1985

### STUDENT PERFORMANCE OBJECTIVES:

Upon completion of this course, the successful student will be able to:

1. Describe the sociological perspective and the different theoretical strategies

within the field of sociology.

2. Articulate the differences between the biological facts of sexual identity and the social construction of gender, gender roles, and sexual inequality.
3. Discuss the social structure of the U.S. society and understand how this structure impacts gender relations.
4. Analyze the social conditions which differentially influence the life chances of women and men.
5. Identify ways in which individuals can work in the society for social justice.
6. Identify the religious, legal and philosophical doctrines that have historically maintained sex and gender inequality.
7. Explain how social organizations structure behavior and relations among groups in the U.S..
8. Describe cultural variations in what we learn through our socialization process and how socialization impacts our definitions of ourselves and the society around us.
9. Describe and analyze the factors that have sustained and shaped social inequalities between women and men within the U.S. and, to some extent, outside of it.
10. Draw conclusions regarding the applicability of competing theories on issues related to stratification and inequality.
11. Compose papers in response to two or more assigned readings, summarizing the main points and evaluating their significance.

#### RESPONSIBILITIES OF STUDENT:

Attendance and participation in all class meetings. Students are responsible for knowing *everything* that happens in class and obtaining information from class sessions they miss. If you wish to retrieve assignments that you have submitted to the professor, you must be in class in order to do so (on the day that the assignments are returned). The professor will not return any student work to someone other than that student.

Participation in online class activities using FerrisConnect. You are expected to check your FerrisConnect e-mail **at least** every Monday and Wednesday for important information about the class and will be held accountable for that information. You must use the e-mail through FerrisConnect to communicate with your professor.

The maturity to discuss complex and controversial issues in a professional, thoughtful and respectful manner.

On-time arrival. You are expected to be in class on time. However, you are encouraged and welcome to come to class even if you are late. If you are late, you are expected to quietly and quickly take a seat close to the door.

Completion of all assignments on or before the specified due date. If an extension is granted for an exam, paper or research project, the assignment will lose 10% for each day late. No assignments will be accepted more than 9 days after their

original due date! Attendance and discussion board points can't be made-up and will not be accepted late for any credit. **Absolutely no course work will be accepted after week 15 of the course.**

Respect for other members of the class and the professor both in face to face and online classes. Threatening, intimidating, or inappropriate language or behavior will not be tolerated in this class.

Appropriate classroom behavior. Private conversations, ringing cell phones, pagers, or other electronic devices, or any other disruptions to class should be avoided.

#### GRADING SYSTEM:

UNIT TESTS:	550 points	55%
TERM PAPER:	200 points	20%
ATTENDANCE/ DISCUSSION BOARDS:	250points	25%
<hr/>		
TOTAL	1000 points	100%

#### GRADING STANDARDS:

A	93-100%	B-	80-82%	D+	68-69%
A-	90-92%	C+	78-79%	D	63-67%
B+	88-89%	C	73-77%	D-	60-62%
B	83-87%	C-	70-72%	F	0-59%

#### EXPLANATION OF ASSIGNMENTS

**Unit tests:** Three multiple choice, true/false and/or essay tests covering all material in class including text, videos, lecture, discussion, and handouts.

**Term Paper:** (5-7 pages in length, double spaced, font size 10 or 12) You are required to complete a paper relating the Leses of Gender text to the novel, required articles and videos in this class. **You are expected to make connections between the concepts from the text and the other materials used in this class.**

**Attendance/Discussion Boards:** These points are earned by being in class and actively participating in class activities and discussions (including online discussions). Late arrival, lack of participation in discussion, and/or sleeping in class will all result in a loss of attendance points. You will get one free absense (meaning that you will lost no points). There are 130 points for attendance in class and 120 points for the discussion board posts (4 responses worth 30 points each). Students can not make-up missed attendance points and **late discussion board posts will not be accepted for any reason.**

**Academic and course policies:** My policies on academic dishonesty, cheating, disruptive behavior, plagiarism, withdrawals, incompletes, and all other course and campus policies adhere to Ferris State University guidelines. Academic dishonesty is not tolerated and those students who engage in any form of cheating will be subject to disciplinary action to the fullest extent that is allowed under FSU policies. This may include failing the course and dismissal from the university.

### **Copyright Statement**

Copyright is a form of intellectual property protection granted by Federal statute to original works of authorship fixed in a tangible medium of expression. Protection occurs automatically as soon as the work is fixed and does not require publication or registration with the U.S. Copyright Office. Copyright provides the owner with the following exclusive rights in a work: to reproduce, to prepare derivative works, to distribute by sale or otherwise, to perform publicly; and to display publicly.

Unless otherwise negotiated, the ownership of the copyright to a student's original work resides with the author. "Student work" is a work produced by a registered student without the use of University funds (other than Student Financial Aid), and is not produced as part of any University employment, or as a result of a sponsored, contracted facilities, or for a commission. Such copyrightable works include papers, computer programs, theses, dissertations, and artistic and musical works.

### **FERPA Statement**

Ferris State University, as consistent with the Family Educational Rights and Privacy Act (FERPA) (20 U.S.C. § 1232g; 34 CFR Part 99), recognizes the importance of ensuring the privacy of students' personally identifiable information that is associated with educational records, which include written and digital records, files, documents, course materials, and other records containing information directly related to a student and maintained by the University or a party acting for the University. FERPA gives a student the right to consent to the disclosure of his or her educational records. There are, of course, exceptions to this right, which are described more fully by Ferris' Office of Governmental Relations and General Counsel (see, specifically, <http://www.ferris.edu/htmls/administration/president/generalcounsel/GeneralCounsel/ferpa.htm>). Identifiable student information must not be submitted to turnitin.com when papers are submitted to check for plagiarism.

**Make-up Policy:** Make-up exams are allowed solely at the discretion of the instructor. If a make up exam is permitted it may be in oral, essay, and/or short answer form. Each individual request for a make-up exam is considered separately, and the request is granted or denied based on the merits of that specific case.

**Extra-credit Policy:** **IF** extra credit is made available, only those students who have completed all the required work (including attendance in all class meetings and the 4 required discussion board questions) will be eligible to complete the extra credit work. Extra credit can not raise a student's grade more than 1/3<sup>rd</sup> of a grade point (e.g. B+ to an A-)

## **COURSE OUTLINE**

\* Due to the nature of this mixed delivery (hybrid) class, the course schedule below is tentative. You will be notified of any changes at the earliest possible time. If we are unable to meet in class due to bad weather or any other unforeseen circumstance, I will post an announcement on our homepage that the day's class is canceled as early as possible (no later than 9:00 a.m.). In that event, you will be required to complete the reading on your own any any other work online if applicable. Additional readings may be assigned in class or through ferrisconnect e-mail and/or announcements.

WEEK 1: August 30-September 3

Web link readings: Female Genital Mutilation AND Fertility declines

**WEEK 10:** November 1-5

**Unit test 2 in class**

Web link reading: TBA

Discussion question 6 due by 4:15 on November 3<sup>rd</sup>

**WEEK 11:** November 8-12

**Video**

Discussion question 7 due by 4:15 on November 10<sup>th</sup>

**WEEK 12:** November 15-19

**Video**

Discussion question 8 due by 4:15 on November 17<sup>th</sup>

**WEEK 13:** November 22-26

Web link reading: TBA

**WEEK 14:** November 29-December 3

**Video**

**Term Paper due online by 4:15 on December 1<sup>st</sup>**

**WEEK 15:** December 6-10

**Unit test 3 in class**

**WEEK 16:** December 13-17

**Finals week (conferences held)**

Introduction to course, review of syllabus.  
Bem, Preface and Introduction  
Web link reading: Men and Women: No big difference

**WEEK 2: September 6-10 (Labor Day...no face-to-face class meeting this week)**

Basic Sociological Concepts and Theory  
Web link readings: A Future without War AND Effects of Prenatal hormones  
Discussion question 1 due by 4:15 on September 8<sup>th</sup>

**WEEK 3: September 13-17**

Bem, Chapter 2; Biological Essentialism  
Web link readings: If Men could menstruate

**WEEK 4: September 20-24**

Bem, Chapter 3; Androcentrism  
Web link reading: Gender in Judeo-Christian Tradition  
Discussion question 2 due by 4:15 on September 22<sup>nd</sup>

**WEEK 5: September 27-October 1**

**Unit test 1 in class**  
Web link reading: Father roles and The Second Shift  
Discussion question 3 due by 4:15 on September 29<sup>th</sup>

**WEEK 6: October 4-8**

Bem, Chapter 4; Gender Polarization

**WEEK 7: October 11-15**

Bem, Chapter 4; Gender Polarization continued (if needed)  
Web link readings: Men in Transition AND Women at Risk  
Discussion question 4 due by 4:15 on October 13<sup>th</sup>

**WEEK 8: October 18-22**

Bem, Chapter 5; The Construction of Gender Identity  
Web link readings: The Trouble with boys AND Masculinity as Homophobia  
Discussion question 5 due by 4:15 on October 20<sup>th</sup>

**WEEK 9: October 25-29**

Bem, Chapter 6; Transforming the Debate on Sexual Inequality

Ferris State University  
SOCY 340 – Minority Groups in America  
Fall 2010

**Instructor:** Tony Baker, Ph.D.

**Office Hours: Tuesday - Thursdays**— 10:00 - 11:00  
1:30 – 3:00

**Contact Info:** Phone – 591-2753  
ASC 2070 BakerA@ferris.edu

**Texts:** Race in the 21<sup>st</sup> Century, John Hartigan, Jr.  
Steel Drivin' Man, Scott Reynolds Nelson

**Course Description:**

This course is designed to examine the continued cultural, structural and political impact of group differences in the United States. The course title “Minority Groups in America” implies groups in society have varying degrees of power in relation to a “dominant group” in society. Power will be a major discussion in this class, but we will also explore the persistent meaning that various groupings in America, especially race, gives to the ways our lives and communities are organized.

Our readings and discussion will focus on three distinct approaches toward inquiry that very much influence each other. These include:

1. Culture (Defined here as everyday lived experiences).
2. Structures (Political Economy and Policy)
3. History

This course meets Race/Ethnicity and Gender – General Education requirements.

**Course Objectives:**

1. To identify the history of the emergence of minority/dominant groups
2. To accurately identify accurate data and experiences of these groups are
3. To explore cultural representations and the impact of these representations
4. To examine our own group in the dominant/minority group power continuum
5. To understand the consequences of race in our daily experiences at work, home, and our schools
6. To challenge the resulting inequalities in a society that values equality.

**Course Requirements:**

**Attendance/Participation:**

*The objectives of this course can not be fulfilled without full attendance and active participation in classroom discussion.* I am treating this course like a seminar, thus it is expected that you read the assigned materials. Coming to class unprepared on a consistent basis will result in loss of points.

*Excused absences will only be considered if you have contacted me via phone or e-mail by the end of the day of missed class session.*

### **Exams**

There will be two multiple choice, short answer and essay exams.

**Each will be worth 50 points**

### **100 Points Total**

### **Final Exam**

### **75 Points**

**Ethnic Background Project:**           **See attached detailed assignment.**  
**Due Friday, June 1**

### **25 Points**

**Homework Question Discussions:** Occasionally throughout the term you will be assigned “homework”. These will be short responses to questions that come up in class or creation of discussion questions from textbook for the class. You must complete and post homework question to “discussion” in FerrisConnect, prior to the class session. Your primary responsibility will be to be prepared to discuss the assignment in class. These will occur as either individual assignments or in group.

### **25 Points**

**Journal:** As we consider the everyday experiences of race in America, I would like students to become engaged observers of the impacts of race, or other cultural group distinctions. I mean *race* not *racism*. Simply begin to note when race or another distinct cultural grouping matters. Certainly there are big national discussions, such as the current debate on building a mosque at ground zero. You may reflect briefly on your thoughts of these types of discussions. But, I also want you to observe more closely your own environment. You could reflect on the racial demographics of a fraternity/sorority event you attend; mention a discussion you overhear about gay marriage in California; or simply note the way an international student may express themselves differently than you are used to. You should submit these reflections in brief (Three to Five sentences) on *FerrisConnect*. You must submit an entry a minimum of once every other week. Please be aware that any comment you submit may be discussed in class. **Do not** submit an entry that you want to keep private. The purpose of this assignment is to reflect together.

### **25 Points**

### **Group Research**

We will explore as a class major questions of *Race and Place*. I am grounding this analysis in the places we have lived our lives and how race intersects. John Hartigan, Jr. explains that the ways we experience race are unique to the specific stories of place. I want to look specifically at the experience of race and ethnicity here in Michigan. Each



student will be assigned randomly to a group. The group will be required to present the following parts:

1. Current Demographics – (Total numbers, and subgroup numbers)
  2. Key Historical Events – (Arrival, conflicts, policy, etc.)
  3. Work/Economic Factors
  4. Current Cultural Depictions
  5. Case Study of a distinct Community
- 
- A. African Americans
  - B. Latinos
  - C. Asian Americans
  - D. Native Americans
  - E. Whites
  - F. Arab Americans

Presentations will occur in weeks 13 and 14.

**50 Points**

**Total 300 Points**

**Grading Scale - Total 250 Points**

A	280 – 300	D+	195 - 204
A-	270 – 279	D	185 - 194
B+	260 – 269	D-	175 - 184
B	250 – 259	F	174 and below
B-	240 – 249		
C+	230 – 239		
C	215 – 229		
C-	205 - 214		

**Note:** All assignments must be turned in on the due date, even if you do not attend class. You may put assignment under my office door, e-mail or regular mail with postmark by the due date. Please write the section or time of your course on the assignment when using these methods.

**Schedule:**

- Week 1: Introductions – Terminology - Pretest
- Week 2: Cultural Meanings and Race  
**Hartigan, Preface and Chapter 1**  
“Markers” – Homework Assignment – Write a one-page analysis on the ways social/economic class is marked or signified in your hometown. Due Tuesday, Sept. 7.
- Week 3: Nature, Nurture, Biology and Race  
**Hartigan, Chapter 3**  
Eugenics and the Courts (Power of an Illusion)  
Homework Assignment – Health and Race – In groups organize a brief outline and a discussion on the following sections/questions of Chapter 3:
1. Influence of culture on Science (Throughout Chapter and pgs. 67-68)
  2. Race and Disease, pgs. 68 – 70
  3. Racial health Disparities
  4. Genetics and Culture
  5. Controversy over Genes and Race
- Week 4. History and Ethnography  
**Hartigan, Chapter 2, pgs. 27 – 39**  
**Nelson – Chapters 2 – 4.**
- Week 5. Test 1.
- Week 6. Whiteness  
**Hartigan, Chapter 4**  
Using Data Homework Assignment: Use the following website to identify the racial demographics of your home neighborhood and county. **Write** a one-page description of the numerical representation of racial and ethnic groups in your home communities. Does your neighborhood differ significantly from your county?  
[http://factfinder.census.gov/home/saff/main.html?\\_lang=en](http://factfinder.census.gov/home/saff/main.html?_lang=en)
- Week 7 Whiteness, continued
- Week 8 Blackness  
**Hartigan, Chapter 5**
- Week 9 Blackness, Continued  
**Nelson, Chapters 6 and 7**

Week 10      Beyond Black and White  
**Hartigan**, Chapter 6

Week 11      Beyond – Continued

Week 12      Test 2

Week 13      Group Presentations

Week 14      Group Presentations

Week 15      Final Words

Exam Week – Final Exam TBA

### **Ethnic History - Family Background Project – Due Thursday – October 28**

This exercise asks you to do a “sociological imagination” on **one** ethnic group’s history that links your or an interviewee’s family’s place in society as a way to identify and understand other groups’ experiences.

NOTE: For migration story you do not have to go back to a distinct country of origin, but can include a distinct cultural region of the country in the past. The “old world” for me may be Appalachia and the “new world” could be the migration to the industrial north.

1. **Explore Extended Family and Identify one ethnicity.**
2. Try to find out the **group status** in the place of origin prior to migration. This will be possible for the group’s stories. Account for multiple migration waves, and/or migration within U.S.
3. Explain the **historical and societal processes** that were occurring at the time of migration. What was happening in both the place of origin and the “new world”?
4. Consider the **intergroup relations** that your family and/or ethnic group experienced throughout their biography here in the U.S. Consider prejudice or discrimination. Include an analysis of our structural themes: **Home, Work, Education and Power**

Tell the group’s story in a three to four page essay following the outline below.

- A. Start with a migration story. **Remember the focus is on the ethnic group.** State migration specifics (place of origin, dates, push/pull factors). Compare to migration dates and stories of other members of the ethnic group.
- B. Choose elements of your family story that you feel best illustrates the issues under discussion in this class. Where did the group live? What kind of work did they do? What was the role of schools in their lives? How much influence do they have on direction of their own community?
- C. Conclude by pulling together a summary of the group’s experiences and a prognosis for their future.

**COMM 365-VL1 and VL2 – Intercultural Communication  
Fall 2010**

<b>Prerequisite</b>	<b>None. COMM 105 Interpersonal Communication or COMM 200 Foundations of Interpersonal Communication recommended</b>	
<b>Catalog Description</b>	<b>Cultural differences as they affect communication between individuals and groups. Communication strategies and techniques as they are influenced by cultural relativity and value systems.</b>	
<b>Instructor</b>	<b>Dr. Sandra “Sandy” L. Alspach</b>	
<b>Office and Hours</b>	<b>127 JOH</b>	<b>1:00-3:00 pm TWR and by appointment</b>
<b>Contact</b>	<b>591- 2779</b>	<b><a href="mailto:alspachs@ferris.edu">alspachs@ferris.edu</a> and Ferris Connect</b>
<b>Required Textbook</b>	<b>Ting-Toomey, Stella &amp; Chung, Leeva C. (2005). <i>Understanding Intercultural Communication</i>. Los Angeles: Roxbury.</b>	
<b>Required Materials</b>	<b>None</b>	
	This course is supported by Ferris Connect where you will find all assignments, lecture notes, additional materials, and links to websites that will help you be successful.	

General Course Objectives

Students will:	
1.	Construct and evaluate a cultural description of self and primary culture (Emic analysis: see Media Response Papers, Jim Crow Museum Website Summary, Film Analyses, and Personal “Ethnoculture” Paper assignments).
2.	Analyze and be able to adapt effective and appropriate communication attitudes and behaviors to at least one culture different from self (Etic analysis: see Culture Term Project assignment).
3.	Report and apply skill concepts and at least one theory of cultural differences that affect effective and appropriate communication between culturally-different partners; including but not limited to theories by Hofstede, Kluckhohn et al. and Hall (see Chat, Media Response Papers, Film Analyses, Personal “Ethnoculture” Paper, Culture Term Project, chapter quizzes, examinations).

### General Course Assessment

Participation	10 points per Chat/Discussion session @ 12 sessions		120
	KT 13.1 pre-test		5
Reading Quizzes	5 points per chapter @ 13 chapters		65
Media Papers			175
	Media response papers: 5 @ 10 pts.	50	
	Jim Crow Museum website analysis	25	
	Film analyses: 2 @ 50 pts.	100	
Personal "Ethnoculture" Paper			50
	Personal Ethnic Identity Summary	25	
	American Culture Analysis	25	
"Other" Culture Term Project			100
	Introduction	10	
	Research Summary and References	50	
	Interview Guide	5	
	Conversation Journal	15	
	Interpretation	20	
Exams	Mid-term		100
	Final		100
	Total		715

- ✓ Accurate writing style and appropriate use of APA citation format is expected for every writing assignment.

Grades are determined by percentage earned of points possible. See "Grading" in General Course Policies.

Extra credit may be earned as directed by the instructor (Extra Credit Opportunities = ECOs). You may earn 30 total possible ECOs for the term.

### General Course Policies (online courses)

**These course policies apply to all online courses taught by Dr. Alspach. If you have a question or concern about any policy, you should discuss the issue first with Dr. Alspach for an appropriate resolution. If you disagree with the resolution offered**

**by Dr. Alspach, you should discuss the issue with the head of the Humanities Department, Dr. Grant Snider (JOH 119).**

### Grading

Final grades will be determined according to the following percentages of points earned to points assigned:

A	100-94%	B+	89-87%	C+	79-77%	D+	69-67%
A-	93-90%	B	86-84%	C	76-74%	D	66-64%
		B-	83-80%	C-	73-70%	D-	63-60%

### Written Assignments

Written assignments must be submitted electronically as Word documents attached to Ferris Connect email by the time announced for that course on the day they are due. Unless you have made special arrangements with me, late assignments will automatically receive 60% value, or “D for doing”.

Written assignments should be typed, in a type font (preferably Times New Roman) no larger than 12, double-spaced, with no more than 1 ½ margins on top, bottom or sides of the paper.

Longer papers (3 or more pages) should conform to American Psychological Association (APA) format guidelines, including References. A summary of this format is posted on Ferris Connect. A copy of the APA Style Manual is available for use in the office of the Department of Humanities, JOH 119 and in the Reference section of FLITE. APA guidelines for on-line citations are updated regularly at the APA website.

Written assignments are expected to conform to standards of American English style, including spelling, grammar, sentence structure and punctuation. After I have observed and noted five errors in style, I may return the paper to you for rewriting. You have one week to revise the paper and re-submit it without “late” penalty. I strongly recommend that you contact or visit the Writing Center in the Arts and Sciences Commons, 1<sup>st</sup> floor for help with your revisions. It is also useful to have a friend or colleague proofread your paper before you submit it. Style will be a factor in evaluating all written assignments, because the ability to communicate in writing is essential for career success and advancement.

### Quizzes and Exams

1. Quizzes: multiple choice or true/false items posted for a designated time period in Assessments on Ferris Connect
2. Exams: may be a combination of short answer (define, compare/contrast, label etc.) and application essay questions. If you include material from a textbook or other source in your answer, either directly quoted or paraphrased,

you must identify the source of the information appropriately (e.g. According to Alspach (2005), the key criterion for evaluating a piece of rhetoric in Bitzer’s rhetorical model is “fitting response”, meaning “the message that the rhetor produces ‘manages the situation’.” (p. 112)

### Extra Credit Opportunities (ECO’s)

If you miss chat, are late submitting an assignment, or miss points on a quiz or exam, you may “work overtime” to recover the point loss by submitting extra credit. Extra credit opportunities (ECOs) will be announced throughout the term. The maximum number of ECO points you can earn for the term is 30 points, unless announced otherwise in class. All extra credit must be submitted no later than the last class session of the term.

## **Specific Course Policies**

### Course Philosophy

Learning happens when we make a space in our lives for new ways of thinking and new things to think about. Sometimes “making space” means throwing out ways of thinking we used to use and things we used to think about. Sometimes “making space” means expanding the ways in which we think and adding to the things we think about. Whether we learn by deletion or addition, we must CHANGE in order to learn. Change can be painful and it can be exhilarating, sometimes both at the same time. One thing we know about learning is that when we experience it, we are never the same person we were before. We have changed in strange and wonderful ways.

My primary objective as the instructor of this course is to make a safe space in which you can learn--about yourself, about others in your community and your world, and about making your communication experiences with these “different others” more productive and more satisfying for both of you. If you ever feel that you are “unsafe” to ask your question or to speak your mind and heart, please let me know so that we can work together to bring you back to “safety”. I cannot promise you a comfortable journey to “learning” about communication across cultural differences, but I CAN promise you a safe one.

## **Assignments**

### **Media Response Papers**

You will write a brief (1-3 page, double-spaced) paper focusing on one or more media pieces (cartoon, TV or radio broadcast, song, magazine essay, etc.) in which you:

1.	<b>Observe</b> (examine, read, listen to, watch) and <b>describe</b> the piece. If there are two pieces assigned, compare and contrast them. Write this section as if you were a newspaper reporter, using third person e.g. “he said...”	5 pts.
2.	<b>Interpret</b> what this information means to you.	5 pts.



	Try to put it into context with your previous understanding of this issue of 'culture', using first person e.g. "I learned..."	
	Suspend judgment: do NOT evaluate whether you agree or disagree. Simply accept that there are differences between cultures on all levels: surface, intermediate and deep (reference the 'iceberg metaphor' described by Ting-Toomey and Chung).	
	Total	10 pts.

### Personal "Ethnoculture" Paper

Write a 6-8 page (double-spaced) description and interpretation of your ethnic identity, including your personal ethnic 'roots' and the primary culture in which you live.

A.	Consider your personal ethnic "roots". Identify the dominant or most important ethnic aspect of your cultural identity. If you are a mixture of 'roots' (as most of us are), select one "branch" of your heritage to investigate.	
	1.	What is your family's "homeland"? If you're not sure, contact a family member who can help you.
	2.	What world views or values would be typical of someone from this "homeland"? Refer to Ch. 3 and 4 in the textbook. All students must reference the Gale <i>Multicultural America</i> and <i>Countries and Their Cultures</i> databases (available through FLITE) about this "homeland".
	3.	What verbal and nonverbal patterns of behavior might be typical of someone from this "homeland"? Look forward to Ch. 7 and 8.
	4.	How did your family come to America? What problems might they have encountered becoming American citizens? (research, especially immigration laws at the time your people came)
	5.	How much of your homeland heritage do you perceive as important to you? How many homeland customs do you practice, if any?
	6.	Which aspect(s) of your ethnic heritage is most influential on your thinking and behavior? Why do you believe this aspect is so influential?
B.	Consider your cultural environment, the United States of America.	
	1.	What aspects of your ethnic "roots" make you different from others around you?
	2.	What aspects of your personal culture would you describe as "typically American"?
	3.	Taking an outsider's point of view, how would you generally describe "American" culture? (Refer to "Nacirema" for an example of how an anthropologist attempted to make something familiar to him seem "strange" and "foreign". Consider other media responses to what is "American",

		including Colin Powell’s essay presented on National Public Radio, Barry Loudermilk’s essay, song lyrics, cartoons and other materials in this Learning Module.)
	4.	What have “your people”, either famous people individually or as an ethnic group, contributed to American culture? (research)

Assessment

Due Sunday, 9/26	Point Value
A. Personal Ethnic Roots Summary	25
B. American Culture Analysis	25
Total	50

**“Other” Culture Term Project**

This project will be completed in five separate stages. It should not be confused with a traditional “term paper”.

1.	Introduction (10 points) Locate a person who is not from America, or whose parents are not from America. This person can be a member of your community, or an online ‘virtual’ subject for your project. Write a 1-3 paragraph paper in which you introduce your “partner” and explain why studying this person’s culture will benefit you in your career, either in the U. S. or abroad.
2.	Research Summary (50 points) Locate and summarize information about your target culture from at least five relevant articles or essays (journal, magazine, newspaper, etc.). These articles must be from respected publications, or online sources with authorship clearly identified. Secondary sourced articles must clearly identify the primary sources from which the author(s)’ information comes. All students must reference the Gale <i>Countries and their Cultures</i> online encyclopedia available through FLITE. Many cultures are represented in the essay collection posted for this class in Electronic Reserves/FLITE. (Students who find partners from the same culture are encouraged to share their research; however, each student is responsible for writing his/her own Research Summary.)
3.	Interview:
a.	Interview Guide (5 points) Based on your research, and information about this culture in the textbook, write a set of at least 10 questions you will ask your partner. These questions should not repeat what your research found,

		but rather seek explanations and examples from your partner's perspective and experience. These questions should <u>not</u> ask your partner to make a judgment about his/her culture or American culture.
	b.	Conversation Journal (15 points) Interview your partner, using your interview guide questions as a starting point. Summarize the information you learn from this interview, or write a script of your questions and your partner's responses.
4.	Interpretation (20 points)	
	a.	Summarize what you have learned about the target culture, especially noting any discrepancies between information sources. Use your resources to try to explain these discrepancies.
	b.	Report your emotional journey of discovery about yourself and your understanding of this "different other culture". In what ways are you and your partner alike; in what ways are you different? How could these differences make a difference in your continued relationship?

### Assessment

Due Date	Assignment	Point Value
Sun. 9/12	Introduction	10
Sun. 10/10	Research Summary and References	50
Sun. 10/17	Interview Guide Questions	5
Sun. 11/21	Conversation Journal	15
Sun. 12/5	Interpretation	20
	Total	100

### **Jim Crow Museum Website Analysis**

You will write a brief (1-3 page, double-spaced) paper in which you:

1.	<b>Observe and describe</b> one entry from the Jim Crow Museum website, accessible by the link in the Ferris Connect folder.	10 pts.
2.	<b>Interpret</b> what this information means to you, in the context of your previous understanding of this topic and your personal experience.	15 pts.
	Suspend judgment: do NOT agree or disagree with the entry. Accept that differences may exist between the author's perception and experience and your personal perception and experience.	
	Total	25 pts.

## Film Analysis

Watch the films listed on your Schedule. Use the Viewing Guide to make focused observations and to direct your analysis of the films. Write a 3-5 page (double spaced) essay in which you:

1.	(Observe and Describe) Summarize the story. This section should be no longer than 3 pages. Focus on conflicts and how they are resolved.	15 pts.
2.	(Interpret) Explain what you think is motivating the characters. Why do they do what they do, in your interpretation? Do you identify with the characters; why or why not? Apply theories of intercultural communication that help you understand these characters and their behavior choices.	20 pts.
3.	(Evaluate) Decide what message you believe the director is trying to send through this film. Evaluate whether you think this message is an appropriate one and explain. Evaluate whether you think the director's work is effective in getting the message across. Give reasons and provide examples as evidence for your evaluation.	15 pts.
Total		50 pts.

You may write additional one Film Analysis for ECO; but the film you choose to analyze must be approved for credit. Because feature-length films take time to 'digest', an analysis following this rubric will be worth 30 ECO points.

You may also use a variation of this rubric to analyze a story or novel. The story or novel must be approved for credit. ECO value for the analysis will depend on the length of the story or novel. The instructor has a small collection of materials available in her office which you may borrow, if you visit campus.

### Tentative Schedule Fall 2010 (Online)

Listed below are target dates for completing assignments. Except for synchronous (real time) Chat Sessions, you may complete assignments early. All assignments are due by midnight on the date listed below. If you miss a Chat, you may 'fill in' with a Discussion posting on the thread for the Chat assignment within 24 hours of the scheduled Chat for 80% credit.

Post	Write on or attach to the <b>Discussion</b> Board (public, for the whole class)
Mail	Write on or attach to a <b>Mail</b> (private, just for the instructor or designated recipient(s))
Quiz	Click on <b>Assessments</b>

Chat	Click on <b>Chat</b> (cartoon balloon icon)
<b>Announcements</b>	Check for the white star in the green circle by this link regularly

Due	Objective	Assignment
<b>Date</b>	<b>Unit 1: Understanding Intercultural Communication</b>	
Sun. 9/5	<p><b>Start Here /Course Organizer</b> Visit the “Student Orientation to Ferris Connect” link. Examine the materials posted here:</p> <ul style="list-style-type: none"> <li>- Syllabus</li> <li>- Schedule</li> <li>- Policies</li> </ul> <p><b>Start Here/Assignments:</b> Chat</p> <p>Read Ch. 1: Why Study Intercultural Communication? Read Ch. 2: What Is Intercultural Communication?</p> <ul style="list-style-type: none"> <li>- Examine “The World as 100 People”.</li> </ul> <p><b>Start Here/Assignments:</b> Media Response Papers</p> <p><b>Extra Credit Opportunity (ECO)</b> <b>Start Here/Introduction:</b> open and examine.</p> <p><b>Throughout the Course:</b> Any Know Thyself (KT) exercise that is not assigned is available for extra credit work. Use the discussion questions following the exercise to guide your interpretation of your “score”</p> <p>Any supplemental or boxed</p>	<p><b>Chat 1:</b> using <b>Discussion</b>/Introduction, post a picture of yourself and write an introduction you would give if we were in a classroom together. (10 pts.) Using <b>Discussion</b>/Chat, post your choice of Chat times.</p> <p><b>Mail</b> your answers to KT 13.1. (Pre-test, 5 pts.)</p> <p>Complete Ch. 1 quiz in <b>Assessments</b>. (5 pts.) Complete Ch. 2 quiz in <b>Assessments</b>. (5 pts.)</p> <p><b>Mail</b> Media Response Paper #1: Bill Day’s cartoon “Skulls” and Sheri White’s essay “Seeing Beyond Our Differences” (NPR, Tell Me More, Feb. 26, 2009) (10 pts.)</p> <p><b>Extra Credit Opportunity (ECO)</b> <b>Mail</b> a brief response to the Introduction video. How did your first impression of this course vary as you watched each person in the video?</p> <p><b>Mail</b> an analysis of KT 2.1, using the ODIS formula described in Chapter 2 and used throughout the course (see Media Response Papers)</p> <p><b>Mail</b> an analysis of this song using the ODIS</p>

	<p>material in the textbook that is not assigned is available for extra credit work. Read/listen to “Imagine”, John Lennon (text p. 14-15)</p> <p>Any supplemental material posted in a unit that is not assigned is available for extra credit work.</p> <ul style="list-style-type: none"> <li>- What Is “Normal”?</li> <li>- Introduction to Intercultural Communication quiz</li> <li>- Cultural Terms</li> </ul>	<p>formula described in Chapter 2 and used throughout the course (see Media Response Papers)</p> <p>For quiz/exercises, <b>Mail</b> your responses and I will reply with the key for scoring. Then, write an ODIS on the exercise. Simply taking the quiz does not earn ECO.</p>
<p>Sun. 9/12</p>	<p><b>Unit 2: Understanding Our Own “Standpoint” – Who Am I? and What Does It Mean to Be “American”?</b> Read the Personal “Ethnoculture” assignment. Visit the FLITE icon and find these resources:</p> <ul style="list-style-type: none"> <li>- “Multicultural America”</li> <li>- “Countries and Their Cultures”</li> </ul> <p>View video “Coming to America”.</p> <ul style="list-style-type: none"> <li>- “Coming to America”, Neil Diamond</li> <li>- “We Shall Be Free”, Garth Brooks</li> </ul> <p>Examine items in folder “Being American”:</p> <ul style="list-style-type: none"> <li>- American “Timeline” and Anomalies of American culture</li> <li>- “Nacirema” and analysis</li> <li>- MacNelly’s “Shoe” cartoon</li> <li>- Cultural Metaphors</li> <li>- “Test on American Culture”</li> </ul>	<p><b>Chat #2:</b> your ‘ethnic root’, the cultural background you will research for your Personal Ethnoculture paper, and any material included in this unit (10 pts.)</p> <p><b>Mail</b> Media Response Paper #2: Colin Powell’s essay “The America I Believe In” (NPR’s Morning Edition, April 11, 2005) and Barry Loudermilk’s essay “America: Love It or Leave It” (10 pts.)</p> <p><b>ECO</b> <b>Mail</b> your answers to the “Test on American Culture,” receive the key back and score yourself. Write an ODIS for the exercise. <b>Mail</b> your own metaphor for American</p>

	<p><b>Start Here/Assignments:</b> Media Response Papers</p> <p><b>ECO</b></p> <p>Read/listen to these songs: “The Immigrant”, Neil Sedaka “My Last Name”, Dierks Bentley “American Saturday Night”, Brad Paisley</p> <p>Examine these cartoons: Family Circus, “Sometimes I Worry” Johnston, For Better or Worse, “Multicluttered”</p>	<p>culture. <b>Mail</b> an ODIS of another song you think exemplifies “American Culture” (attach lyrics).</p> <p><b>Mail</b> a cartoon you think illustrates a concept discussed in this class. Write an ODIS for it.</p>
	<p><b>Unit 3: Understanding Different Others - Who Is S/he?</b> <b>An Etic Perspective</b> <b>Start Here/Assignments:</b> “Other” Culture Term Project Identify a cross-cultural partner for the course.</p>	<p>✓ This unit will carry over the whole course.</p> <p><b>Post</b> your partner’s name and cultural identification on <b>Discussion/”Other” Culture.</b> <b>Mail</b> Introduction (for “Other” Culture Term Project. (10 pts.)</p>
*	<p>View the film, “Dances with Wolves”, Kevin Costner</p>	<p>This film analysis will not be due for some time, but you may have to request the film from your local video store or library or Netflix. Find the film viewing guide in <b>Start Here/Assignments.</b> This guide will help you focus on key elements of the film for your analysis.</p>
Sun. 9/19	<p><b>Unit 4: Tools for Understanding Different Others</b> Read Ch. 3: What Are the Essential Cultural Value Patterns?</p> <ul style="list-style-type: none"> <li>- Examine the General Cultural Communication Patterns summary chart</li> <li>- Examine the Masculine/Feminine</li> </ul>	<p>Complete Ch. 3 quiz in <b>Assessments.</b> (5 pts.)</p> <p><b>Chat #3:</b> KT 3.1 and examination materials for the week, especially the Samovar and</p>

	<p>folder of materials.</p> <ul style="list-style-type: none"> <li>- Examine the “American Color Palette”.</li> <li>- Examine Samovar and Porter’s model of Intercultural Communication.</li> </ul> <p>Complete KT 3.1.</p> <p><b>ECO</b> Take Bem’s Sex Role Inventory (BSRI) and score it.</p> <p>Attend the panel discussion on Immigration, Thursday, Sept. 16, time and location to be announced. Participate in the Constitution Week trivia quizzes, online.</p>	<p>Porter model (10 pts.)</p> <p><b>Mail</b> Media Response Paper #3: Margaret Mead’s essay “Our Awareness Controls Human Destiny”, 1953 (NPR “This I Believe”) and Amy Tan’s essay “Saying Thanks to My Ghosts”, April 26, 2009 (NPR) (10 pts.)</p> <p><b>ECO</b> <b>Mail</b> ODIS of your androgyny score.</p> <p><b>Mail</b> ODIS of the panel discussion.</p> <p><b>Mail</b> ODIS of the Constitution Week activity.</p>
Sun. 9/26	<p>Read Ch. 4: What Are the Keys to Understanding Cultural and Ethnic Identities?</p> <p>Complete KT 4.3</p>	<p>Complete Ch. 4 quiz in <b>Assessments</b>.</p> <p><b>Chat #4:</b> Share your discoveries in your Personal “Ethnoculture” Papers and KT 4.3. (10 pts.)</p> <p><b>Mail</b> Personal “Ethnoculture” Paper.</p>
Sun. 10/3	<p>Read Ch. 5: What Is Culture Shock?</p> <p>Complete KT 5.1</p> <p><b>ECO</b> Attend the lecture on Immigration by Wes Cosgrove, 7:00 pm, location to be announced.</p>	<p>Complete Ch. 5 quiz in <b>Assessments</b>.</p> <p><b>Chat #5:</b> Share your experiences traveling to other parts of the country or the world and KT 5.1. (10 pts.)</p> <p><b>ECO</b> ODIS the lecture experience.</p>
*	Find and view either “Crash”	Find the viewing guides for these films in



	(with Sandra Bullock) or “Gran Torino” (with Clint Eastwood)	<b>Start Here/Assignments.</b>
Sun. 10/10	<p>Read Ch. 6: What Is the Relationship Between Language and Culture?</p> <p>Read Ch. 7: What Are the Major Differences in Intercultural Verbal Styles?</p> <p><b>ECO</b> Complete the Language Matching Exercise.</p> <p>Read Ch. 8: What Are the Different Ways to Communicate Nonverbally Across Cultures?</p> <p>Read Ch. 9: What Causes Us to Hold Biases Against Outgroups?</p> <p>View Dr. Seuss’s “The Sneetches”.</p> <p>Visit and ‘navigate’ the Jim Crow Museum of Racist Memorabilia website at Ferris State University.</p>	<p>Complete Ch. 6 quiz in <b>Assessments</b>.</p> <p>Complete Ch. 7 quiz in <b>Assessments</b>.</p> <p><b>Mail</b> Research Summary and Reference. (<b>Unit 3</b>)</p> <p><b>ECO</b> <b>Mail</b> your answers and I’ll send the key so you can ‘grade’ yourself. (ODIS)</p> <p>Complete Ch. 8 quiz.</p> <p>Email Midterm Exam on Chapters 1-8. Complete Ch. 9 quiz.</p> <p>Email film analysis of “Dances with Wolves” Read/listen to “Colors of the Wind” (Disney, “Pocahontas”). ODIS for ECO.</p> <p>Email Media Response Paper #4 on “Sneetches”.</p> <p>Chat/Discussion #5: Examine the Unique Bandage Shape, and “Skin Matching” bandaids ads, and Trudeau’s “Zonker’s Tanning Wheel” cartoon. “Do these objects belong in the Jim Crow Museum?”</p> <p>Email Jim Crow Museum website analysis.</p>
Sun. 10/17	<p>Read Ch. 10: What Are the Best Ways to Manage Intercultural Conflict?</p>	<p>Complete Ch. 10 quiz.</p> <p>Chat/ Discussion #6: Complete KT 10.3 and post your ‘style’ on Discussion. Find the others in the class who share that style and form a group (via email). As a group, decide which of your members should get ‘dropped’</p>

	Read Ch. 11: What Are the Challenges to Developing an Intercultural-Intimate Relationship?	<p>from this course. Choose a scribe to post your group's decision on Discussion, and explain how your group made that decision. (Complete discussion questions in text for ECO.)</p> <p>Complete Ch. 11 quiz.</p> <p>Email Conversation Journal.</p>
F 7/9	<p>Read Ch. 12: What Are the Communication Issues Facing a Global Identity?</p> <p>Read Ch. 13: How Can We Become Ethical Intercultural Communicators?</p>	<p>Complete Ch. 12 quiz.</p> <p>Chat/Discussion #7: Examine Rich's Model of Intercultural / Interracial Communication (especially useful for understanding "Crash").</p> <p>Complete Ch. 13 quiz.</p> <p>Email Interpretation.</p> <p>Email film analysis #2 ("Crash" or "Gran Torino").</p>
W 7/14		<p>Chat/Discussion #8: Complete KT 13.1 (again) and compare your scores from the first week of class. Examine Principles of Cross-Cultural Communication.</p> <p>Email Media Response Paper #5: ODIS a news story from the last two weeks that illustrates either a problem with cross-cultural communication or a solution. (Remember to cite the source of the story.)</p> <p>Email Final Exam.</p>

### Additional Extra Credit Opportunities

a.	Email an ODIS (see Media Papers assignment) on any piece listed in the Schedule but not specifically assigned.
b.	Post on Discussion a media 'piece' or link you think illustrates any concept we discuss in this course and write an ODIS.
c.	Complete a 'Know Thyself' exercise in the textbook that is not assigned and ODIS your 'results', using the discussion guides below the KT.

## AMERICAN WOMEN'S HISTORY

HIST 325.001  
STR 322

Spring 2010  
TR 4:30-5:45

Dr. Lisa Guinn  
Office: ASC 2079  
Office Hours: T 10:00-11:00am, R 9:00-11:00, or by appointment  
Phone: 591-3698  
email: guinnL@ferris.edu

### TEXTS

Kerber, Linda. *Women's America: Refocusing the Past*. Sixth Edition. ISBN: 0195159829

Ginzberg, Lori D. *Elizabeth Cady Stanton: An American Life*. ISBN: 9780809094936

Rosen, Ruth. *The World Split Open: How the Modern Women's Movement Changed America*. ISBN: 0140097198

### ARTICLES AVAILABLE AT THE LIBRARY (ACCESSIBLE THROUGH JSTOR)

Scott, Joan. "Gender: A Useful Category of Historical Analysis" *American Historical Review* 91 (Dec. 1986): 1053-1075

Kerber, Linda. "Separate Spheres, Female Worlds, Woman's Place: The Rhetoric of Women's History." *Journal of American History* 75 (June 1988): 9-39.

Welter, Barbara. "The Cult of True Womanhood: 1820-1860." *American Quarterly* 18 (1966): 151-174.

\*\*\*There will also be various primary documents on WebCT to accompany lectures and/or weekly readings. Please BE ALERT to these and check this on a weekly basis.

### COURSE DESCRIPTION AND OBJECTIVE

This course is about the history of American Women. For the majority of American history, women have been largely unrecognized or seen as secondary or passive participants in the course of events. All that changed in 1946 when Mary Ritter Beard published *Woman as Force in History* introducing the concept of women as active participants and primary role players in history. This course will be based on that reality—that women were central to the development of American history. In lecture, we will cover the chronology of women's history, beginning with the coming together of European, African, and Native American women. We will end with the current "third wave feminists" and the present state of women in America. We will deal with multiculturalism, including native-born, African and African-American, Native American, and immigrant women. We will cover such major themes as: reform efforts, women's suffrage, women's work (both paid and unpaid), reproductive rights, the stereotypes of women, and the three waves of women's rights movements (first wave beginning in 1848, the second wave beginning in 1950s and commonly known as the Feminist Movement, and the third wave beginning approximately in the early 1990s). The issues we will cover in this course are complex ones that require analysis and thoughtful understanding of all participants involved.

This course includes outside reading and writing assignments, discussion sessions, research paper, and an oral history project. Because this is an upper-level course, I will not spend the entire time lecturing, rather, we will use multimedia and discussion to enhance our understanding of women's history. This course is also **READING AND WRITING INTENSIVE**, so it is important to keep up with the reading each week. I will not accept the excuse that there was too much reading to do. I expect each student to be prepared to discuss the readings on the assigned day.

## LECTURE, ATTENDANCE, DISCUSSION, AND PARTICIPATION

Attendance is always important to do well in any course, particularly an upper-level course. Because this is a 300-level course, I do not plan on lecturing the entire class period, rather, I would like to make this course more discussion based (I will assume students have some knowledge of American Women's History). Women's history lends itself well to this type of format. For your participation in this course, I will reward you. Discussion participation is worth 100 points. Participation involves being prepared for every class by doing the assigned reading, actively engaging with other students and the professor in verbal discussion during class, and regular attendance. To me, regular attendance means about two absences per semester is expected; anything beyond that is pushing the limits of passing the class. Any missed classes beyond two will result in a point deduction of 5 pts. per absence.

Our discussions will be based on the readings from *Women's America*, plus various primary and secondary documents (links provided on Ferris Connect or by the professor). The reader is a series of articles dealing with various themes of American Women's history and primary documents that support those articles. The book focuses on the multicultural nature of women's history. Too often, we have focused on white, middle-class women's history, thus this book seeks to rectify some of that by attempting to be inclusive. All of these different types of women, of course, make up American Women's History. We will also be reading additional articles that are available at the library. I have listed the citation for these articles at the beginning of the syllabus and again in the course schedule. I am also planning to have you look at primary documents that will correspond with lecture and readings. The links to those sources will be provided via Ferris Connect.

I believe discussions are an integral part of the learning process in any history course, especially an upper-level course. Discussing topics allows us to share multiple views on a particular topic, work out complex issues and questions that affect our past and present, and become more comfortable participating in general discussions on a variety of topics that will lead to citizen participation in the larger community. All of this is part of the process of analytical thinking that is crucial to understanding the topic of history. Discussions may consist of group work or open discussion with the entire class. Discussion is not intended to embarrass anyone, and I expect everyone to conduct her-/himself in a thoughtful manner. Anyone not doing so will be asked to leave the classroom and will receive no credit for that discussion session. Repeat problems will result in the loss of the overall discussion/attendance grade. I encourage everyone to voice his or her views during discussion sessions. The reading schedule is listed in the course schedule at the end of the syllabus. Although I do not anticipate a problem of students not reading for discussion if it becomes a problem, I will assign written work to accompany discussion reading. **DISCUSSIONS DO NOT WORK IF YOU DO NOT READ THE ASSIGNED READING!!!!**

OUTSIDE READING AND WRITING ASSIGNMENTS: I encourage you to use the writing center if you are not confident in your writing ability. I can also suggest writing guides to assist you as well.

**A) Book Reviews on *Elizabeth Cady Stanton: An American Life* and *The World Split Open* (worth 50 pts. each)**  
Your outside reading and writing assignments deal with the books on *Elizabeth Cady Stanton* and *The World Split Open*. You will essentially write a book review with the following criteria: your first page should be a summary of the book's thesis and argument; the following two pages should place the book in the context of American Women's History. The only source needed to answer the question is the book. The essay must be a minimum of 3 complete pages and a maximum of 4 pages, typed, double-spaced, standard margins of one inch, no larger than 12-point font. No title page is necessary, simply put the course title and your name at the top of page one. No Works Cited page is necessary since you are using only the book. For this assignment, you may use parenthetical documentation for quotes (Ginzberg, 5). The essays are worth 50 points each and are due at the beginning of class on the assigned day. Assignment due dates are listed in the course schedule at the end of the syllabus.

### **B) Out-of-class Oral History Project (worth 100 points)**

Students will interview women of various ages and ask pre-selected questions. A two-page written summary of findings should accompany the questionnaire. The summary should assess the answers given and their relationship to American Women's History. For example, if someone comments on sexual harassment, you might place that in a context of what you have learned. Questionnaires will be handed out to you by the third week of classes. Each student will be interviewing three women, one between the ages of 18-25, one between ages 26-44, and one age 45 and/or over. You can be thinking about who you can interview. I would also like to do something with this project during Women's History Month (March) so as a class we can begin thinking about what we might do.

### C) Research Paper (worth 100 points)

Each student will select a topic or theme dealing with American Women's History and research that topic. You may select your topic, but it must be approved by me before beginning. If you have not selected a topic within 3 weeks, I will assign you one. You will then write an essay on your topic. The specifics are listed below. To insure that you are making adequate progress throughout the semester, you will turn in a working hypothesis, a preliminary bibliography, and a topic sentence outline before the final paper. I will not accept a final paper if all lead-up exercises are not turned in and approved by me. I will not read rough drafts and you will not be allowed to revise the final paper for a higher grade.

**SPECIFICS:** You must have a minimum of FIVE secondary sources (only ONE can be a scholarly website) and FIVE primary sources (contemporary documents from the period you are writing about; there is no limit on websites for primary sources). \* Essays should be a minimum of eight (8) complete pages and a maximum of ten (10) pages, typed, double-spaced, no larger than 12-point font, standard margins of one inch. Essays should be written in complete sentences and free of grammatical and spelling errors. The papers should be thesis-based, rather than merely descriptive. Any quotes or specific information (quantitative data, for example) must be cited by footnotes using Chicago Manual of Style format (no parenthetical documentation). You must also include a complete Bibliography in Chicago Style at the end of your paper. This includes all sources used, not simply the ones you cited in the paper. Be careful when using websites to insure that it is a quality source for a 300-level research paper. Much of the time, the best sites are .edu or .gov sites. **Wikipedia or other online encyclopedias are NOT acceptable sources for a college level paper. Textbooks are not secondary sources.**

\*This is the minimum source requirement which, coupled with a good paper, will probably get you an average score of "C" on the assignment. To exceed that, you will need to do more. An outstanding paper will exceed the minimum requirements and be well-detailed and well-written. Listed below are places to find secondary and primary sources (this is NOT a comprehensive list).

I will provide writing help for Chicago Style, an example of how to organize a research paper, and a sample "A" paper on Ferris Connect. I will also provide my writing guide. If you are having problems finding sources, please let me know early in the course and not at the last minute. I can help direct you to places that may help but I am not a magician and cannot help you if you do not ask and if you wait too long.

FLITE Library Databases:

*Newspapers and News Service Resources* has the major newspapers online, full-text and searchable;

*America History and Life* lists secondary sources (often articles will be full-text with a link);

*JSTOR* history journals have full-text secondary articles (database also includes other disciplines and I encourage you to think in an interdisciplinary way);

*The Gerritson Collection: Women's History* online will have primary and secondary sources;

The FLITE archive has some interesting primary documents on women—(see finding aids and manuscript collections)

#### **Research Paper Due Dates:**

Topics Selected (includes getting approval from me): **by Thurs. Jan. 28**

Working Hypothesis: **Thurs. Feb. 18**

Preliminary Bibliography: **Tues. March 2**

Outline with preliminary topic sentences and working thesis statement: **Thurs. Apr. 8**

Revised outlines (if necessary): **Thurs. Apr. 15**

Final papers: **Thurs. Apr. 29**

**LATE POLICY:** I will begin counting 2 points per day (including weekends) for late papers beginning at 5:00pm on the due date. I will not accept papers that are over 2 weeks late.

### D) 2 in-class exams (worth 100 points each)

Exams will be identification and essay exams. There will be five identifications and one essay. You will have choices.

## GRADING

Essays on <i>ECS</i> and <i>World Split Open</i>	100 pts.
Oral History project	100 pts.
Research paper	100 pts.
2 in-class exams @ 100 pts. each	200 pts.
Discussion participation	100 pts.

## GRADE SCALE

558-600 = A	438-461 = C
540-557 = A-	420-437 = C-
522-539 = B+	402-419 = D+
498-521 = B	378-401 = D
480-497 = B-	360-377 = D-
462-479 = C+	0-359 = F

## STATEMENT ON PLAGIARISM

To plagiarize is to take ideas without crediting the proper source or to copy someone else's language exactly or nearly exactly. Plagiarism includes taking any source off the internet, copying any part of it, and passing it off as your own work. Changing a few words or inverting words or order of paragraphs is still plagiarism. I encourage group study, however, I expect each student to do her or his own writing and to decide on her or his own narrative structure (that is, ideas and outline). Plagiarism when detected will result in automatic failure. Be advised, if I suspect you plagiarized, I will check. Please see me with any questions about plagiarism. **PLAGARISM IS NOT ACCEPTABLE AT ANY TIME FOR ANY PURPOSE.**

## STATEMENT ON STUDENT CONDUCT

Students are expected to conduct themselves in a responsible and courteous manner while attending this course. All cell phones and/or pagers must be turned off during class time; newspapers and/or other study material must be put away once class begins; if you need to talk to the person next to you about class material, please do so quickly and quietly, so as not to disturb your fellow students and the professor; please try and arrive on time, tardiness disturbs other students and the professor; if you must leave class early, please let me know in advance. Discussions and debates are intended to be beneficial intellectual exchanges on important topics in American history, not shouting matches. Finally, cheating will not be tolerated in this course. If you are caught cheating (in any way, and on any assignment, including plagiarism), you will fail this course. If I have problems with any of the above, I will take the following action or actions: a seating chart will be implemented, the person or persons disrupting class will be told to leave, point deductions will be administered at the discretion of the professor.

If I hear a cell phone ring or see you looking at your cell phone or text messaging, etc. I will expect you to leave the room when I ask. Headphones and earpieces of any kind are not allowed once class begins. My personal thoughts on this: I realize we live in a "tech age" and I embrace it too, however, if you cannot be without your cell phone or music for class, you might want to reconsider college.

## TENTATIVE CLASS SCHEDULE AND READING ASSIGNMENTS (Schedule may change as the course develops—**BE ALERT TO CHANGES**)

Week 1 (Jan. 12, 14) Introduction, Gender construction of history

Thurs.: *Women's America*, pp. 1-25, Joan Scott, "Gender: A Useful Category of Historical Analysis" *American Historical Review* 91 (Dec. 1986): 1053-1075 (accessible through JSTOR)

### **Section I: Traditional America, 1600-1820**

Week 2 (Jan. 19, 21)

Tues: *Women's America*, pp. 29-68

Thurs: *Women's America*, pp. 69-96

Week 3 (Jan. 26, 28)

Tues: *Women's America*, pp. 97-113

Thurs: *Women's America*, pp. 114-127

**Topics for Research papers Selected (includes getting approval from me) by Thurs. Jan. 28**

Week 4 (Feb. 2, 4)

Tues: Kerber, Linda. "Separate Spheres, Female Worlds, Woman's Place: The Rhetoric of Women's History." *Journal of American History* 75 (June 1988): 9-39 (accessible through JSTOR)

Thurs: *Women's America*, pp. 129-152; Welter, Barbara. "The Cult of True Womanhood: 1820-1860." *American Quarterly* 18 (1966): 151-174 (accessible through JSTOR)

## **Section II: The Many Frontiers of Industrializing America, 1820-1900.**

Week 5 (Feb. 9, 11)

Tues: *Women's America*, pp. 153-192

Thurs: *Women's America*, pp. 193-219

Week 6 (Feb. 16, 18)

Tues: *Women's America*, pp. 220-235

Thurs: *Women's America*, pp. 235-252, 265-268; *Solitude of Self* on Ferris Connect

**Working Hypothesis due on Thurs. Feb. 18**

Week 7 (Feb. 23, 25)

Tues: *Women's America*, pp. 268-296; Excerpt of *Yellow Wallpaper* on Ferris Connect

Thurs: *Not For Ourselves Alone*

Week 8 (Mar. 2, 4)

Tues: *Not For Ourselves Alone*, **Essay due on Elizabeth Cady Stanton book**

**Preliminary Bibliography due on Tues. March 2**

Thurs: **Exam 1 covering Sections I and II**

Week 9 (Mar. 9, 11) **SPRING BREAK**

## **Section III: Creating the State in an Industrialized Nation, 1900-1945**

Week 10 (Mar. 16, 18)

Tues: *Women's America*, pp. 297-327

Thurs: *Women's America*, pp. 327-357

**Oral History Projects due on Thurs. Mar. 18**

Week 11 (Mar. 23-25)

Tues: *Women's America*, pp. 358-398

Thurs: *Women's America*, pp. 399-432

Week 12 (Mar.30, Apr. 1)

Tues: *Women's America*, pp.433-478

Thurs: **Mid-semester Break, no class**

## **Section IV: Struggles Against Injustice, 1945-2000**

Week 13 (Apr. 6, 8)

Tues: *Women's America*, pp. 479-500

Thurs: *Women's America*, pp. 500-532

**Topic sentence outline and working thesis statement due on Thurs. Apr. 8**

Week 14 (Apr. 13, 15)

Tues: *Women's America*, pp. 532-572

Thurs: *Women's America*, pp. 573-597; *Radical Feminism* on Ferris Connect

**Revised outlines (if necessary) due on Thurs. Apr. 15**

Week 15 (Apr. 20, 22)

Tues: *Women's America*, pp. 598-623, *NOW's Statement of Purpose* 1966 on Ferris Connect

Thurs: *Women's America*, pp. 624-647

**Essay due on *The World Split Open* book**

Week 16 (Apr. 27, 29)

Tues: *Women's America*, pp. 647-663

Thurs: *Women's America*, pp. 664-704

**Final Papers due on Thurs. Apr. 29**

**Final Exam covering Sections II and IV, Thurs. May 6, 4-5:40 pm**

This course satisfies the General Education Learning Outcomes listed below:

Cultural Enrichment

**On the completion of the cultural enrichment requirement, students should:**

- have an increased ability to interpret cultural works as a part of a culture.
- have increased knowledge about some aspects of cultures.

Race/Ethnicity and/or Gender

**On the completion of the REG requirement, students should:**

- Articulate the ways in which existing issues surrounding race/ethnicity and/or gender impact the construction of identity, stereotypes, prejudice, discrimination, and privilege, especially within the United States.
- Describe distinct attributes (geographic, scientific, economic, cultural, linguistic and/or historical) of race/ethnicity and/or gender. This would also include discussion of how these attributes have impacted the social construction of race/ethnicity and/or gender or how race/ethnicity and/or gender, especially within the United States, have themselves affected these attributes.
- Identify the meaning and influence of the categories known as race/ethnicity and/or gender has had on the production of social knowledge and individual responses to that social knowledge.
- Ferris graduates should develop a more positive perspective and consciousness of the significance of race/ethnicity and/or gender, both in terms of how these concepts have shaped their own world view as well as enhancing their understanding of social relations.





## **ART HISTORY 325 -- 100 Women Artists You Should Know -- Fall 2010**

This course is designed to introduce learners to a dynamic and diverse range of women artists who have participated and contributed to major art movements since the Renaissance. Emphasis will be given to painters, sculptors, & photographers active during the 19th and 20th century. The course will place women's production of art into the historical context of social constraints impacting European and American women artists. Students will also examine reoccurring themes and iconography women artists have adopted and subverted in ways that enabled a unique perspective to be expressed in their art work. Finally, students will be required to read essays by key art historians exploring issues of gender and identity.

*Instructor: Kimn Carlton-Smith (aka Dr Kimn)*

*Office: ASC 2068; Ext 5850*

*Office Hours: T/R 1:30-3pm*

*Virtual Office Hours: Wed 4:30-5:30*

*Preferred email-- FerrisConnect course-site email*

*Alternate email-- ARTH325.FSU@gmail.com*

*Cell # 616-780-4645 (TXT or Voice)*

### **Learning Outcomes -- Cultural Enrichment**

At the end of this course, learners will:

- Have an increased ability to interpret cultural works as a part of a culture.
- Be able to justify those interpretations with an understanding of the interpretive process.
- Be able to look at works or historical events from different perspectives.
- Be better able to make and justify valuing (aesthetic and ethical) distinctions.
- Have increased knowledge of the techniques or methodology of a discipline in the humanities.
- Have increased knowledge about some aspects of cultures.
- Better understand themselves as part of cultures with rich historical perspectives.
- Be able to gain increased self understanding through works of culture.
- Have an increased inclination to engage in the humanities (whether reading a work of literature, attending a play, reading a biography, or listening to quality music) as a way of better understanding themselves and their world or enhancing the quality of their lives.

### **Learning Outcomes -- Race, Ethnicity & Gender**

At the end of this course, learners should have increased their ability or capacity to:

- Articulate ways that existing issues surrounding race/ethnicity and/or gender impact the construction of identity, stereotypes, prejudice, discrimination, and privilege, especially within the United States.
- Comment accurately about current events and issues in the United States and throughout the world as they directly relate to race/ethnicity and/or gender. Ideally, this would include an awareness of the interconnectedness of these events and issues from the perspective of different disciplines.
- Describe distinct attributes (geographic, scientific, economic, cultural, linguistic and/or historical) of race/ethnicity and/or gender. This would also include discussion of how these attributes have impacted the social construction of race/ethnicity and/or gender or how race/ethnicity and/or gender, especially within the United States, have themselves affected these attributes.
- Identify the meaning and influence of categories known as race/ethnicity and/or gender have had on the production of social knowledge and individual responses to that social knowledge.
- Formulate a more positive perspective and consciousness of the significance of race/ethnicity and/or gender, both in terms of how these concepts have shaped their own world view as well as enhancing their understanding of social relations.

### Nature of the Course

The course will rely upon a blended set of learning experiences-- in-class art lectures w/polling questions; face-to-face discussions of assigned readings; and Web 2.0 assessment activities.

Lecture & Polling Participation -- Learners will be introduced to key artists and art movements associated with the evolution of women pursuing careers as visual artists (painters, sculptors, printmakers, & photographers). These lectures will provide learners with social/historical context as well as analysis of signature works by individual artists. Essential Questions will be asked during each lecture using Polleverywhere.com. (15%)

Group Discussion Activity -- Learners are expected to have read the assigned readings prior to coming to class. To insure that all learners have completed the assigned readings, there will be a reading quiz immediately before the start of the Group Discussion Activity. The discussion of the readings will focus on the key topics presented within the essay as well as applying that information to the larger objective of understanding gender and the construction of art. (15%)

Unit Exams -- There are three unit exams, each have equal weight. The exams will be delivered electronically and are in two parts. One part of the exam consists of slide identifications and one part of the exam consists of an thematic essay question. (35%)

In-Class Presentation -- Learners are expected to write a brief essay analyzing a key work of art by a recognized woman artist. A sign-up sheet will be available for students to claim the artist/work and due date for their essay. Students will also be asked to verbally share highlights of their analysis with the class during the Wrap-Up Review Session that is associated with their selected artist. As well as post an electronic copy of the essay for others to read. (10%)

Final Project -- (Two Options) [25%]

- a) Virtual Exhibition -- PPT. Learners will individually develop a "virtual exhibition" focusing on either women artists or representations of women within art. Each virtual exhibition will be based on a single theme or individual artist; that cannot duplicate materials presented as part of the in-class discussion. The virtual exhibition must include at least 10 digital images (key art works) & at least 5 digital images (historical context) as well as text-panels to accompany all images.
- b) Research Paper. Learners can opt to research & write a tradition research paper. Minimum number of JSTOR/Wilson Select electronic essays = 5. Length of paper = 8 to 10 pages. No more than 2 direct quotes. Proper citations (footnotes) within the body of the essay as well as a Works Read (Bibliography) page. An analysis of 3 art works must be incorporated within your selected topic. Similar to the PPT/Video options, the research paper will be based on a single theme or individual artist; that cannot duplicate materials presented as part of the in-class discussion. No biographical essays will be accepted. Topic approval is required.

Optional Extra Credit -- Learners can post their analysis essay &/or research paper on Wikipedia. Learners can make a "video" of their PPT Exhibition & replace numerous text panels with Voice-over Narration & Related Music. Video Length, 5 to 10min.

Internet Access -- Several aspects of this course require you to have reliable internet access. Course assignments and required readings will be posted on FerrisConnect course site. Some of the assigned readings will come directly from FLITE's collection of electronic databases.

### Required Readings

There is no single textbook for this course. Instead you are asked to read selected essays taken from the FLITE Library's full text databases. These readings will range from 25 to 50 pages per week. Within the FerrisConnect course site I have posted biographical essays for each of the artists we will examine during the course. I will also post electronic copies &/or links to the essays you will be responsible for reading prior to class that will serve as the basis of our Group Activity discussions & reading quizzes. I will also compile recommended essays that can be used for the research needed for the Presentation activity &/or Final Project. Learners are encouraged to print out these readings, and to take notes while reading these essays.

### Assessment

**Meaningful participation** within class discussion means more than raising your hand often or talking a lot. Some learners can make a meaningful contribution by make a thoughtful original observation linking the readings to previous topics covered in class or connecting the day's topic to current events or comparable materials from another course. Other learners can make a meaningful contribution based on their enthusiasm or willingness to play Devil's Advocate. But students who either refuse to volunteer to freely participate and must always be prompted to participate will not be successful. Students who attempt to dominate the discussion and refuse to listen to other points of view will also find little success within this class's discussion of the assigned readings.

**Reading quizzes** will be used to insure that all learners are prepared for the **Group Activity discussion** of the assigned readings for each session. The readings will expand on the themes & issues explored in the art lecture session. Readings will also expose learners to the scholarship of important art historians.

**Unit Exams** serve to measure your mastery of a set group of artists, art movements, and thematic issues. You are expected to synthesize information presented in-class during the art lectures and the group discussions of the assigned readings. The review session will help facilitate your efforts to synthesize that unit's information and apply it to the exam format of Slide Identifications & Thematic Essay.

**Presentation assignment** is an even more ideal assessment of each learners ability to apply information learned to a new context-- original analysis of an art work by an artist discussed in class. The experience of orally presenting a portion of your essay serves as a valuable experience with public speaking but also sharing your insights with your classmates. Although responses to any work of art can be highly personal and unique, exposing people to the diverse responses a single work of art can generate helps them appreciate the complexity of art.

**Final Project** involves making important choices in terms of your preferred format and topics/themes to research/analyze. This assignment allows you to be creative as well as analytical. No matter what format you select for the final project, you will research information about your selected topic. Insight you have gained from the course will shape your research questions and analysis of your findings. All formats require the same minimums for research sources and proper documentation of the sources used.

### Grading

I use a point system to grade all work-- participation, quizzes, group work, in-class presentation/essay, and the final project. Total number of required points for the semester is 800.

*Lecture Participation/Polling - 15%*

*Reading Quiz/Group Discussion - 15%*

*In-class Presentation/Essay - 10%*

*Unit Exams - 35%*

*Final Project- 25%*

### Attendance Policy

Attendance is mandatory for this course. There will be specific dates when you will be given partial release time from the traditional classroom setting in order to execute the online exam. Because each class session constitutes two 75 minute classes, you are allowed one absence with no additional additional penalty, other than the loss of that day's participation and reading quiz points. Based on the circumstances of any absence, the instructor will have the discretion to offer a make-up assignment to replace the missing points. Learners who miss more than one class session will incur a -25pt penalty for each absence, in addition to losing points associated with that night's class session. Learners who miss class are expected to view the Tegrity recording for the Lecture portion of the class.

### Tegrity Session Recordings

Our university makes use of classroom recording technology called "Tegrity." An audio/video recording will be made of each session's art lecture & polling. These recordings are ideal if you need to review all or simply portions of a PPT presentation. Although you will be provided access to digital copies of the PPT images, the PPT slides contain very limited text. As such even if you are not a good note taker, you can use the Tegrity recordings to hear or review at your own pace key information that was verbally presented during the lecture or polling. If you miss a class, viewing the Tegrity recording(s) will be essential for your success for a Unit Exam or Presentation.

### Course Calendar

There are **key dates** you should mark on your calendar:

*September 22 -- Presentations for Unit One Artists*

*September 22 to 23 -- 48 hr window for completing Unit One Exam*

*October 27 -- Presentations for Unit Two Artists*

*October 27 to 29 -- 48 hr window for completing Unit Two Exam*

*November 24 -- No Class, University Holiday*

*December 8 -- Presentations for Unit Three Artists*

*December 8 to 10 -- 48 hr window for completing Unit Three Exam*

*December 15 - Deadline for Final Project*

**Final Note**

I reserve the right to make needed and appropriate adjustments in the syllabus. These changes will be announced both verbally within class and in writing within the FerrisConnect course site.

## Brief Overview of Topics &amp; Semester Schedule

Week	Topics &/or Tasks	Assigned Readings
One 9/01	<b>Introduction/Orientation</b> <i>*Women Artists &amp; the Cannon</i> <i>*Iconography &amp; Terminology</i> <i>*Ice Breaker Group Activity</i>	Handouts Distributed in Class
Two 9/08	<b>Artists - Session #1) Renaissance Artists (Italy &amp; Northern Europe)</b> <i>*Sofonisba Anguissola</i> <i>*Lavinia Fontana</i> <i>*Artemisia Gentileschi</i> <i>*Elisabetta Sirani</i> <i>*Catharina Van Hemessen</i> <i>*Judith Leyster</i> <i>*Clara Peeters</i> <i>*Maria Sibylla Merian</i> <i>*Rachel Ruysch</i> <b>Group Activity/Discussion</b>	<b>Group Discussion of:</b> >Yael Even's "Judith Leyster: an Unsuitable Place for a Woman" (8pgs +Images) >Mary O'Neil's "Artemisia's Moment" (7pgs +Images) >Heidi Reidell's "A Study of Metamorphosis" (5pgs +Images)

Week	Topics &/or Tasks	Assigned Readings
Three 9/15	<b>Artists - Session #2) Royal Court Artists &amp; Victorian Ideals</b> <i>*Rosalba Carriera</i> <i>*Adelaide Labille-Guiard</i> <i>*Elisabeth Vigee-LeBrun</i> <i>*Angelica Kauffmann</i> <i>*Rosa Bonheur</i> <i>*Lilly Martin Spencer</i> <i>*Harriet Hosmer</i> <i>*Edmonia Lewis</i> <i>*Anne Whitney</i> <b>Group Discussion Activity</b>	<b>Group Discussion of:</b> >Heidi Strobel's "Royal Matronage of Women Artists in the Late 18th Century" (5pgs +Images) >Josephine Wither's "Artistic Women and Women Artists" (6pgs +Images) >Phyllis Peet's "The Art Education of Emily Sartain" (6pgs +Images)
Four 9/22	<b>Student Presentations - Unit 1</b> <b>Review for Exam I</b>	
Five 9/29	<b>Artists - Session #3) Impressionists &amp; Early Photographers</b> <i>*Berthe Morisot</i> <i>*Mary Cassatt</i> <i>*Eva Gonzales</i> <i>*Marie Bracquemond</i> <i>*Cecilia Beaux</i> <i>*Frances Benjamin Johnston</i> <i>*Gerturde Kasebier</i> <i>*Julia Cameron</i> <b>Group Discussion Activity</b>	<b>Group Discussion of:</b> TBA

Week	Topics &/or Tasks	Assigned Readings
Six 10/06	<b>Artists - Session #4) Modernism &amp; Early Ab- straction</b> <i>*Gabriele Munter</i> <i>*Marianne Werefkin</i> <i>*Hannah Hoch</i> <i>*Sophie Taeuber</i> <i>*Natalia Goncharova</i> <i>*Alexandra Exter</i> <i>*Lubov Popova</i> <b>Group Discussion Activity</b>	Group Discussion of:  TBA
Seven 10/13	<b>Artists - Session #5) Modernist Representa- tions of the Female Body</b> <i>*Paula Modersohn-Becker</i> <i>*Kathe Kollwitz</i> <i>*Suzanne Valadon</i> <i>*Tamara de Lempicka</i> <i>*Georgia O'Keeffe</i> <i>*Emily Carr</i> <i>*Frida Kahlo</i> <i>*Imogen Cunningham</i> <b>Group Discussion Activity</b>	Group Discussion of:  TBA
Eight 10/20	<b>Artists - Session #6) Art for the Masses</b> <i>*Ash Can School</i> <i>*New Negro Movement</i> <i>*American Scene &amp; Social Realism</i> <i>*FSA Photographers</i> <b>Group Discussion Activity</b>	Group Discussion of:  TBA



Week	Topics &/or Tasks	Assigned Readings
Nine 10/27	Student Presentations - Unit 2 Review for Exam2	
Ten 11/03	Artists - Session #7) Surrealists & the Interior Landscape *Leonor Fini *Kay Sage *Lee Miller *Leonora Carrington *Dora Maar *Remedios Varo *Dorothea Tanning *Meret Oppenheim *Claude Cahun Group Discussion Activity	Group Discussion of:  TBA

Week	Topics &/or Tasks	Assigned Readings
Eleven  11/10	<b>Artists - Session #8) Abstract Expressionism</b> <i>*Lee Krasner</i> <i>*Louise Nevelson</i> <i>*Barbara Hepworth</i> <i>*Louise Bourgeois</i> <i>*Eva Hess</i> <i>*Lee Bontecou</i> <i>*Helen Frankenthaler</i> <i>*Joan Mitchell</i> <i>*Elaine DeKooning</i> <i>*Dorothy Dehner</i> <i>*Irene Rice Pereira</i> <i>*Marisol</i> <i>*Alma Thomas</i> <b>Group Discussion Activity</b>	Group Discussion of:  TBA
Twelve  11/17	<b>Artists - Session #9) Feminist Artists Exploring Race &amp; Gender</b> <i>*Elizabeth Catlett</i> <i>*Faith Ringgold</i> <i>*Betye Saar</i> <i>*Judy Chicago</i> <i>*Miriam Schapiro</i> <i>*Cindy Sherman</i> <i>*Audrey Flack</i> <i>*Sylvia Sleigh</i> <i>*Alice Neel</i> <i>*Niki de Saint-Phalle</i> <i>*Diane Arbus</i> <b>Group Discussion Activity</b>	Group Discussion of:  TBA

<b>Week</b>	<b>Topics &amp;/or Tasks</b>	<b>Assigned Readings</b>
Thirteen 11/24	Thanksgiving Break Observed	
Fourteen 12/01	<p>Artists - Session #10) New Directions &amp; Breaking Boundaries</p> <p><i>*Barbara Kruger</i></p> <p><i>*Jenny Holzer</i></p> <p><i>*Elizabeth Murray</i></p> <p><i>*Kiki Smith</i></p> <p><i>*Maya Lin</i></p> <p><i>*Kara Walker</i></p> <p><i>*Lorna Simpson</i></p> <p><i>*Carrie Mae Weems</i></p> <p><i>*Emma Amos</i></p> <p><i>*Annie Leibovitz</i></p> <p>Group Discussion Activity</p>	<p>Group Discussion of:</p> <p>TBA</p>
Fifteen 12/08	<p>Student Presentations - Unit 3</p> <p>Review for Exam3</p>	
Exam Week	Final Project Due	

## LABOR ECONOMICS AND LABOR RELATIONS

### ECONOMICS 331

Dr. Ferdowsi  
Office: BUS 346  
Office Hours: M-W-F 9:00-9:50am  
                  --W-- 12:00-12:50pm  
                  or by appointment

Spring 2011  
Phone: 591-2465  
ferdowsa@ferris.edu

#### COURSE DESCRIPTION AND OBJECTIVE:

By using modern tools of economic analysis, a rigorous study of the evolution and the changing composition of labor and labor institutions are made. The labor movement, as shaped by labor, government and the post-industrial economy will be studied. Also the new emerging international labor relations are analyzed. In addition, the following objectives will be addressed:

1. The student will be able to apply the model of consumer choice to the allocation of time between work and leisure.
2. The student will be able to identify the main factors that determine labor force participation rates among different groups.
3. The student will be able to identify factors determining the demand for labor.
4. The student will be able to identify the characteristics of various types of labor markets and their implications on efficiency.
5. The student will be able to identify the sources of wage differentials in the labor markets.
6. The student will be able to distinguish various types of discrimination and government policies that address them.

#### REQUIRED TEXTS:

1. Contemporary Labor Economics, by Campbell R. McConnell and Stanley L. Brue, 9th Edition. For additional information, please go to:  
[www.contemporarylabor.com](http://www.contemporarylabor.com)
2. Student workbook to accompany McConnell and Brue.

COURSE REQUIREMENTS: There will be eleven examinations. They will be given as indicated on your syllabus. Your final grade will be determined based on the total points of your exams.

MAKE-UP EXAMS: There will be **no** make-up exams. In the case of medical emergencies, it is your responsibility to notify me before the exam is given out. If the medical excuse is found valid, a comprehensive make-up will be given at the end of the term.

Attendance Policy: You are allowed three excused absences. Each additional absence will cost you three points from your total points. More than seven absences will result in a failing grade in this course. An absence is regarded as anytime you are not in class, regardless of the reason (including school sponsored events). If a student has perfect attendance, his/her letter grade will be raised to the next higher bracket. Absences, including excused absences, do not constitute perfect attendance. You are expected to be on time and to remain in class for the entire class period to become eligible for perfect attendance. **A student who arrives more than 10 minutes late or leaves the class during the lecture will be marked as absent.**

COURSE OUTLINE AND READING LIST: At the end of each lecture, I will announce the topics to be covered in the next lecture. Students are encouraged to do the required reading in advance of each lecture.

- I. Introduction to Labor Economics - Chapter 1
- II. The Theory of Individual Labor Supply
  - a. Basic Model - Chapter 2  
**EXAM #1, 10 points**
  - b. Labor Force Participation Rate - Chapter 3  
**EXAM #2, 10 points**
  - c. Investing in Human Capital - Chapter 4  
**EXAM #3, 10 points**
- III. Labor Market Equilibrium
  - a. The Demand for Labor - Chapter 5  
**EXAM #4, 10 points**
  - b. Wage Determination - Chapter 6  
**EXAM #5, 10 points**
- IV. Issues in Labor Economics
  - a. The Wage Structure - Chapter 8  
**EXAM #6, 10 points**
  - b. Labor Market Discrimination – Chapter 14  
**EXAM #7, 10 points**
  - c. Employment and Unemployment - Chapter 18

**EXAM #8, 10 points**

- d. The Personal Distribution of Earnings - Chapter 16

**EXAM #9, 10 points**

- V. Government and Labor Unions in the Labor Market.

- a. Taxation and Labor Supply - Chapter 12

**EXAM #10, 10 points**

- b. Labor Unions and Collective Bargaining - Chapters 10 and 11

**EXAM #11, 10 points**

Grading: Your final letter grade will be based on the total points of your eleven exams. Grades are based on the following distribution:

100%-90% = A

89%-84% = A-

83%-79% = B+

78%-75% = B

74%-72% = B-

71%-68% = C+

67%-63% = C

62%-60% = C-

59%-57% = D+

56%-54% = D

53%-51% = D-

50%-47% = F+

46%- 0 = F

**History 372**  
**The Middle East in the Modern Era**  
**Spring 2011**  
**January 10 to May 6**

**Instructor: Dr. Barry Mehler**

**For Dr. Mehler's profile:** [http://www.ferris.edu/colleges/artsands/faculty\\_desc.cfm?FSID=83](http://www.ferris.edu/colleges/artsands/faculty_desc.cfm?FSID=83)

Office: 2064 ASC

Phone: 591-3612

Email: mehlerb@ferris.edu

Class Hours: M/W 4:30-5:45 in IRC 107

Office Hours: T/R 2:00-4:00 and by appointment.

FULFILLS: G. E. GLOBAL CONSCIOUSNESS.

**About the Instructor:** Dr. Mehler is a specialist in the history of science with a particular interest in biological determinism, genetics, and eugenics (see his web site: [www.ferris.edu/isar](http://www.ferris.edu/isar)). Dr. Mehler reads both ancient Hebrew and Aramaic and has been to the Middle East a number of times. In 1991, Dr. Mehler was invited to participate in an international conference on prejudice and violence.

**Course Description:** This course focuses on the Middle East from about 1900 to the present. We will examine the major regional conflicts (Iran-Iraq; Israeli-Arab; Sunni-Shia; Kurdish-Arab) in their historical contexts. Topics include the Arab experience with colonialism, the rise of Arab nationalism and Zionism. Special attention will be paid to the role of the United States in the region.

The course includes a discussion of the three main religions of the region: Judaism, Islam, and Christianity. Main topics include: Global terrorism, The War in Iraq and its aftermath, the Arab-Israeli conflict; and the politics of oil.

This is a writing intensive student centered learning experience, in which 75% of the grade is derived from the individuals contribution to the learning community. Students will join teams which present diverse views on controversial issues related to the course materials. Each student will turn in an individual argumentative essay based on their classroom presentation.

**Prerequisites:** English 150.

**Special skills:** All history courses require good reading skills. Students must be able to evaluate reading material, identify the main ideas, and place facts in a meaningful context.

**Course requirements and grading policies:**

**Examinations: 200 Points.**

There will be two major exams - a midterm and a final exam. The midterm and final will consist of short answer and take-home essay questions. All work done at home must be typed or computer printed. No handwritten work will be accepted. There may also be quizzes.

**Journal: 50 points**

Students are required to copy, clip or download from the web, one article per week related to the course topic of that week. The articles must be handed in on Monday of each week beginning Monday January 17<sup>th</sup>. Students must be prepared to discuss their article with the class as requested. The journal must consist of at least twelve articles from mainstream newspapers, magazines, and scholarly journals.

**Personal classroom journal:** Students will be asked to write personal journal entries for specific classes and specific topics. These will be included with the news journals handed in on Monday April 25<sup>th</sup>.

**Journal Essay:** The Journal must include a short essay of 300 to 500 words. The journal essay represents your thoughts on the project.

**Term Paper: 250 points.**

Each student must prepare a term paper on his teams topic. The presentation is worth 50 points. The term paper is worth 150 points.

<b>Grade Scale:</b>		<b>C+</b>	<b>= 390</b>
<b>A</b>	<b>= 475</b>	<b>C</b>	<b>= 375</b>
<b>A-</b>	<b>= 450</b>	<b>C-</b>	<b>= 350</b>
<b>B+</b>	<b>= 440</b>	<b>D+</b>	<b>= 340</b>
<b>B</b>	<b>= 425</b>	<b>D</b>	<b>= 325</b>
<b>B-</b>	<b>= 400</b>	<b>D-</b>	<b>= 300</b>

**Important Dates:**

**Monday January 24<sup>th</sup>** - Term Paper topic and Chicago style bibliography.

**Wednesday March 2<sup>nd</sup>** - Final Term papers due. This is the last day before Spring break, students who fail to turn their papers in on time will have their grade lowered.

**April 25<sup>th</sup>** - Journal projects due.

**Course Topics:**

Topic 1: Islam, Judaism, & Christianity.

Topic 2: Colonialism, World War I and the rise of Zionism and Arab Nationalism

Topic 3: The Roots of Arab Bitterness

Topic 4: The Modernizers

Topic 5: Egypt's Struggle for Independence

Topic 6: The Conquest of Palestine

Topic 7: Zionism and Arab Nationalism

Topic 8: War and the Quest for Peace

Topic 9: The Reassertion of Islamic Power

Topic 10: The Gulf War and the Peace Process.

**The Journal Project**

This project is an easy A, however, many students fail to get full credit because they don't follow the instructions.

**1. Diversity of topics.** You must have a diverse selection of topics. You should not have more than one article on any one topic. For example, you



might find one article on a new artificial heart, another on HIV, a third on a new law regulating HMO's, etc.

**2. Diversity of Sources.** You should not have more than two articles from any one source. So, if you get an article from CNN.com, you should be looking next at the New York Times and after that at the New England Journal of Medicine, etc. Try for a wide diversity of sources – both American and international sources. Newspapers, magazines and journals. It is perfectly acceptable to take an article from some outrageous source such as the tabloids at the supermarket checkout. You want a wide range of materials and some of it can be light or silly while others are serious.

**3. Citing the Source.** You need to be sure that each article includes complete citation information in Chicago style.

**5. The Journal Essay.** At the end of the semester, you need to write a short essay (in the range of 300-500 words.) You don't need to worry about this essay. I do not grade it for content, grammar or spelling. Write whatever comes to mind. It is meant to be a reaction paper. Did you like the assignment? Did something in the news strike you as bizarre, insane, interesting, surprising or amazing? You can comment on news that someone else presented in class. Were you surprised by the quality and quantity of news about medicine and health issues? Did you come away thinking that the news was biased or that the news often left you more confused than enlightened? Anything at all that you care to comment on is fair game.

**5. Do not use any fancy plastic bindings.** Just staple or clip your essay to your articles and turn them in at the end of the semester.

If your journal has all the elements in place, it will receive an A. There is no grading of content except as specified above.

### **Term paper**

**See the general instructions for writing an essay and the instructions for citations and bibliography which are posted on our web site.**

### **Length**

Term Papers must be at least 3000 words. A word count should be listed as noted in the guide to writing essays and papers.

### **Sources:**

A minimum of six sources are required.

You must have both primary and secondary sources.

One of the main sources for your paper must be an academic journal article taken from JSTOR or MUSE and must be cited within the text of the paper.

### **JSTOR and MUSE**

JSTOR and MUSE are two of the digital database collections available from FLITE. If you do not know how to search JSTOR ask one of the librarians for assistance.

**OUTCOMES OBJECTIVES:**

After completing the course students should be able to:

1. Demonstrate considerable knowledge about the contemporary Middle East as well as U.S. policy in the region.
2. Demonstrate a knowledge of the ethnic, religious and cultural groups in the region.
3. Demonstrate an appreciation and understanding of the complex issues of war and peace in the Middle East and how these issues affect our lives.
4. Demonstrate a broader understanding and appreciation of religious, political, social, and economic issues affecting the region.
5. Demonstrate an understanding of the role of Western colonialism, Arab nationalism, Zionism, and political Islam in regional identity and conflict.
6. Demonstrate an appreciation of the historical method. How do historians choose events to stress? History as examination of cause and effect relationships. How does the past enlighten the present?
5. Learn how to write an argumentative essay.

**ASSESSMENT OF OUTCOMES**

The above outcomes will be assessed by

1. Testing on course readings; short papers and class discussion
2. Class presentation; midterm and final essay and final exam
3. Term Paper
4. Weekly journal project class discussion and journal project essay at the end of the term
5. Final exam essay

**When you complete this course, you should be able to:**

1. Describe significant events in Middle East history.
2. Understand the key events and ideas that have influenced changes in the region over the course of the last century.
3. Explain important social, political, cultural and economic factors impacting the region.
4. Be able to discuss the interaction of foreign governments on the conflict in the region.
5. Discuss and explain the changing influence of race, ethnicity, class and gender on region.
6. Be able to use both primary and secondary sources to formulate a thesis regarding some aspect of the history of the Middle East.
7. Be able to use the major database sources such as JSTOR and Lexis-Nexis for research purposes.

**Notice:**

The content in this course satisfies Michigan Department of Education Content Stand—  
1.6, 1.9, 3.2, 3.3, 3.4, 3.5, 3.6

**History 375-001**  
**Latin American History**  
**TR 1:30-2:45 in Starr 322**  
**Spring Semester 2010**

Professor: Dr. Jana Pisani

Office: ASC 2083

Phone: 591-3699

E-mail: [pisanij@ferris.edu](mailto:pisanij@ferris.edu)

Office Hours: TR 8:15 to 9:15 a.m., TR 12:00 pm-1:00 pm

Wednesdays from 8:30-10:30 a.m. (and by appointment)

**Course Description:**

This course will consider the exploration, conquest, and colonization of South and Central America, as well as provide a history of the cultural, economic, political, social, and military history of colonial Latin America through the wars for independence. In addition, it will consider the development of the social, political and economic structures of the Latin American nations in the nineteenth and twentieth centuries, the historical relationship between Latin America and the United States, and significant issues in Latin America today.

**Course Outcomes:**

- Students will develop knowledge of the basic geography of Latin America.
- Students will interpret and critique both primary and secondary sources involving Latin American history.
- Students will complete a research paper on a Latin American topic using basic historical researching and writing skills.
- Students will be able to demonstrate in writing understanding of the key events and participants in Latin American history.
- Students will investigate the issues faced by Latin America today.

**General Education Requirements:** This course meets the General Education requirement for Cultural Enrichment and Global Consciousness.

**Cultural Enrichment Outcomes:**

- Students will be able to look at historical events from different perspectives (using primary documents, secondary works, and classroom discussion).

- Students will have increased knowledge of techniques and methodology of the discipline of History (historical analysis is used throughout the course).
- Students will have increased knowledge of some aspects of Latin American cultures (historical knowledge of the influence of Native American, European, and African culture upon Latin America is integral to this course).

**Global Consciousness Outcomes:**

- Students will be able to identify various regions and countries of Latin America (maps will be used on a daily basis in the course).
- Students will be able to articulate historical relationships among the peoples of Latin America (this content is integral to the course).
- Students will be able to comment accurately about current events in Latin America (this content is integral to the course).

**Required Books for the Course:**

Textbook:

E. Bradford Burns and Julie A. Charlip, Latin America: An Interpretive History, 8<sup>th</sup> edition, Pearson Prentice Hall, 2007. ISBN# 0131930435

Supplementary materials:

DeGrave, Santos-Phillips, and DeGrave, eds., Taking Sides: Clashing Views on Latin American Issues, 2007. ISBN# 0073515043

Wood and Chasteen, eds., Problems in Modern Latin American History: Sources and Interpretations, 3<sup>rd</sup> edition, Rowman & Littlefield, 2009. ISBN# 074255645-X

**Assessment (750 points possible):**

Exam #1	100 pts.
Exam #2	100 pts.
Final exam	150 pts.
Research paper	100 pts.
Weekly microtheme papers	100 pts. (10 at 10 pts. apiece)
Leading discussion	50 pts.
Attendance	50 pts.
Partic. in general discussion	100 pts.

### **Exams:**

All three exams will be a combination of identifications and essay, based upon lectures, readings (including textbook), discussion, and any videos we might have seen during class time. The final exam, worth 50 points more than the prior two exams, will contain a cumulative essay question as well as questions from the last third of the course. The instructor will give students a review sheet with possible identifications and essay questions a week prior to the exam. Exams are to be taken on the date scheduled. Make-up exams will only be given if the student notifies me of the emergency **before** the exam, and must be taken within one week of the scheduled date. Make-ups will only be given in cases of illness or death of a family member—sleeping late or failing to study are not viable excuses. Each student will be allowed only **one** make-up exam during the semester.

### **Microtheme Papers:**

In order to ensure that students read and understand the assigned readings in the Taking Sides: Clashing Views on Latin American Issues book, there will be 10 brief in-class papers based upon those readings during the course of the semester, each worth 10 points. The papers will normally occur on Thursday of the week in which readings are assigned. The microtheme papers will work as follows: the instructor will pass out a question based upon the readings and the students will have 10 minutes in which to write their response. These are closed-book, closed-notes papers based upon the students' knowledge of the readings. The papers will then be used as a springboard for discussion of the readings.

### **Research Paper:**

Each student will be required to write a minimum eight-page research paper (typed, double-spaced) based upon a subject the student has found interesting concerning Latin America. Research topics must be cleared with the instructor early in the semester. The paper must include a title page and a bibliography as well as either footnotes or endnotes. If these are not included, the instructor will not grade the paper. The paper must be based on at least five sources other than the textbook, including at least three non-Internet sources (and **no K-12 Internet sources are allowed, nor are online encyclopedias!!!**). The use of primary sources is required. The instructor also requires that each student turn in the paper **as a hard copy AND via the FerrisConnect** dropbox because each paper will be checked for plagiarism

using university-owned software. We will be discussing the format of the paper during the course of the semester. **The research paper is due Thursday, April 8, 2010—no exceptions!!!**

Some hints for the research paper:

- In FLITE library, we have some excellent databases which can help you, many of which have full-text articles. Such databases include JSTOR, Ethnic Newswatch, and Lexis Nexis. In order to access the databases, click on the FLITE library link from the Ferris home page, then click onto Humanities and/or Social Sciences databases, then click on the particular database you are looking for (such as JSTOR or the Historical Abstracts). From there, you can type in search terms.
- If you are unclear about how to do bibliographies or footnotes/endnotes, we'll be using the Chicago Manual of Style citation method. For examples on how to cite works, check out Kate Turabian's A Manual for Writers of Term Papers, Theses, and Dissertations, or the Chicago Manual of Style itself, now in its 15<sup>th</sup> edition. If you'd like a quick online resource, check out the following:  
--[www.knightcite.com](http://www.knightcite.com)  
--[www.ithaca.edu/library/course/turabian.htm](http://www.ithaca.edu/library/course/turabian.htm).  
--[www.dianahacker.com](http://www.dianahacker.com) (also in print)  
--[www.wisc.edu/writing/Handbook/Documentation.html](http://www.wisc.edu/writing/Handbook/Documentation.html)

We'll also be discussing guidelines in class.

### **Leading Discussions:**

Each student during the course of the semester will be required to lead the discussion over at least one of the chapters in Problems in Latin American History. At the beginning of the semester, the professor will break the class into several groups and the members of these groups will get together to decide how they will go about discussing their chapter(s). On the day on which we are to have class discussion, the instructor will pick numbers "out of a hat" to decide which group will be responsible for leading discussion on that document. Since the discussion leaders for each document are chosen randomly, this may mean that your group leads only one discussion during the course of the semester, or it may mean that you will lead a number of discussions. Leading discussion means that you will be responsible for knowing the chapter inside and out. You will need to ask your classmates the following about your chapter: 1) What is the problem being presented in this

chapter? 2) What are the various views concerning this problem as seen in this chapter? 3) Are these primary or secondary sources? Are these sources believable? Why or why not? 4) What do YOU think is the answer or solution to this problem? Failure to show up for class on the day your group is chosen means that you lose the points you might have gained by leading discussion. **There are NO make-ups for document discussions!**

### **Attendance Expectations:**

Since this course emphasizes the development of discussion skills, the ability to work responsibly in groups, and the honing of critical thinking skills, participation in class discussions and activities is crucial and required (see Assessment). Students should only be absent from class for emergency situations (illness, a death in the family, bad weather, etc.), and proof of the reason for the absence must be provided in order to get the absence excused. If during the course of the semester you are faced with an exceptional situation which will cause excessive absences, you need to let the professor know about it. Also, if a situation necessitates your premature departure from class, please let the professor know before class begins if possible. Additionally, class members are responsible for all things taken up in class including announcements regardless of absence.

### **Classroom Behavior:**

Please try to arrive for class at the scheduled time. Arriving late to class, leaving early, and getting out of your seat during class are all disruptive and distracting, so please avoid that if at all possible. In addition, if you own a cell phone or a pager, please turn it off during the time you are in class. If you need to speak to your neighbor during class, do so in a whisper. Please refrain from reading, doing homework, writing letters, opening soda cans, rattling chip bags, sleeping, etc., during class.

In addition, the professor is entitled to maintain order in her class and has an obligation to other students to do so. Toward that end, the professor is authorized and expected to inform a student that his/her behavior is disruptive and to instruct the student to leave the class if the behavior does not cease. Since this is a university setting, the instructor will not tolerate condescending or insulting remarks either between students or directed at the instructor herself. A free exchange of ideas is great—verbal abuse is not and may lead to disciplinary action.

**Plagiarism and Cheating:**

Plagiarism is the presentation of someone else's work as one's own. This includes taking something from the Internet and presenting it as one's own, purchasing someone else's paper, or taking from published works.

Plagiarism is illegal and unethical and will not be tolerated. Nor will cheating of any kind. Should the professor discover that a student has committed plagiarism or has cheated, the student will receive a grade of 0 for that assignment and may be turned over to Student Judicial Services.

**SCHEDULE FOR THE SEMESTER (allowing for some flexibility):**

<u>Week of</u>	<u>Topic</u>	<u>Textbook</u>	<u>Problems</u>	<u>Taking Sides</u>
Jan. 12	First stop, the Present	-----	-----	Issue 10
Jan. 19	Pre-Conquest L.A.	Ch. 1	-----	Issue 12
Jan. 26	Encounter and Conquest	Ch.2	-----	Issue 4
Feb. 2	Encounter and Conquest	Ch. 2	-----	Issue 5
Feb. 9	Colonization and Empire <b>(First exam Thursday, February 11, 2010)</b>	Ch. 2	-----	-----
Feb. 16	Colonization and Empire	Ch. 2	Ch. 2	Issue 9
Feb. 23	Independence	Ch. 3	Ch. 1	Issue 17
Mar. 2	Independence	Ch. 3	Ch. 4	Issue 6
Mar. 9	<b>SPRING BREAK—NO CLASSES!!!</b>			
Mar. 16	New Nations <b>(Second exam Thursday, March 18, 2010)</b>	Ch. 4	Chs. 3, 5	-----
Mar. 23	Progress (late 19 <sup>th</sup> )	Ch. 5	-----	Issue 11
Mar. 30	Neocolonialism	Chs. 6, 7	Chs. 6, 9	Issue 15



<u>Week of</u>	<u>Topic</u>	<u>Textbook</u>	<u>Problems</u>	<u>Taking Sides</u>
Apr. 6	Nationalism (post WWII) <b>(Research paper due Thursday, April 8, 2010--no exceptions!!!)</b>	Ch. 8	Chs. 7, 8	-----
Apr. 13	Revolution	Ch. 9	Chs. 10, 11	-----
Apr. 20	Reaction	Ch. 10	Ch. 12	Issue 3
Apr. 27	Latin America today <b>(Last day of class before the final exam Thursday, April 29!)</b>	Ch. 11	Ch. 13	Issue 2

**Wednesday, May 5, 2010, 2:00-3:40 p.m.–FINAL EXAM!!!**

**NOTE: The instructor reserves the right to make needed and appropriate adjustments to this syllabus.**

Dr. Christine Persak                      persakc@ferris.edu  
ASC 3054  
591 2918  
Office hours: M and W from 2 – 3:30; Tuesdays mornings by appointment

## **Spring 2011 LITR 371 Topics in Women's Literature**

### **Course Description**

LITR 371 is a junior-level literature course devoted to topics in women's literature. (The prerequisite for this course is ENGL 250.) This course grants three hours of general education credit in both the Cultural Enrichment and the Race/Ethnicity/Gender categories.

This particular course will focus on recently published novels by women which explore tensions between traditional obligations and individual desires. Often, in the novels we will read, these tensions arise when mothers and daughters interact or express their views on life.

Because "woman" is a social/generational construction (that is, an idealized concept shaped by the values and taboos of individual cultures), we will read the work of authors from various backgrounds:

- African (specifically, Zimbabwe)
- Cuban-American
- Indian
- Japanese and
- Mexican

### **General Education Outcomes**

LITR 371 will address three of the stated outcomes in Cultural Enrichment: upon completion of this course students will

- have an increased ability to interpret cultural works as a part of a culture;
- have increased knowledge of the techniques or methodology of a discipline in the humanities—in this case, literature;
- have increased knowledge about some aspects of cultures—in this case, patriarchy and gender construction

LITR 371 will address the Race/Ethnicity/Gender outcome which states that, upon completion of the course, students should be able to demonstrate working knowledge and understanding of issues surrounding race/ethnicity and/or gender.

## **Department of Languages and Literature Outcomes**

The stated outcomes for LITR 371 state that, upon completion of the course, student will

- demonstrate an understanding of the relationship between literature and culture.
- demonstrate an understanding of the literature introduced in the course.
- be able to utilize appropriate introductory, intermediate, and advanced literary terminology introduced in the course.
- be able to respond to and analyze literature verbally and in writing.
- demonstrate the ability to synthesize from a number of primary and secondary texts.
- demonstrate the ability to research and write about literary texts in a documented paper
- demonstrate an increased understanding of cultures and time periods introduced in the course.

## **Required Texts**

### ***Nervous Conditions* by Tsitsi Dangarembga**

Paperback: 224 pages

Publisher: Lynne Rienner Publishers (October 10, 2004)

ISBN-10: 0954702336      ISBN-13: 978-0954702335

### ***Fasting, Feasting* by Anita Desai**

Paperback: 228 pages

Publisher: Mariner Books (January 3, 2000)

ISBN-10: 0618065822      ISBN-13: 978-0618065820

### ***The Waiting Years* by Fumiko Enchi**

Paperback: 204 pages

Publisher: Kodansha International (September 13, 2002)

ISBN-10: 477002889X      ISBN-13: 978-4770028891

### ***Dreaming in Cuban* by Cristina Garcia**

Paperback: 245 pages

Publisher: Ballantine Books (February 10, 1993)

ISBN-10: 0345381432      ISBN-13: 978-0345381439

### ***Like Water for Chocolate* by Laura Esquivel**

Paperback: 256 pages

Publisher: Anchor (October 1, 1995)

ISBN-10: 038542017X      ISBN-13: 978-0385420174

## **Students Evaluation/ Course Grade**

Your final grade will reflect your scores on

- Numerous in-class quizzes,
- Brief “response papers” (typed—about two pages in length)
- A final oral presentation (and a written version for me) offering your evaluation of a novel of your choice (from our list) along with contemporary printed reviews and serious comments from blogs. This presentation should be between 15-20 minutes long. (You will need to print out secondary sources which you refer to and include them in your written version for me.)

My evaluation of these are influenced by your demonstration of

- evidence of your having thoroughly read the text
- an understanding of the text
- the ability to respond to and analyze literature
- the ability to use literary terminology verbally and in writing
- a basic understanding of and use of a critical approach to the texts (specifically, feminist criticism)

## **Be prepared for class/ attend regularly**

- Secure the books that are required for this course.
- Do all the reading assignments thoroughly and thoughtfully.
- Meet deadlines for written assignments; late papers get a 1/3<sup>rd</sup> grade deduction or may not be accepted at all.
- **Type all writing assignments done at home**; store them on disk “just in case.”
- Turn in work that is your own—not a copy or a collaboration.
- Come to class regularly and punctually to avoid missing possible quizzes and distracting others.
- I will convert frequent “missing minutes” into whole class periods. Numerous absences will result in a failing grade.

## **General Policies**

### **Late papers/missed quizzes**

- Late papers get a grade penalty and may be accepted only as late as the next class.
- **Late papers will NOT be accepted at all if we discuss the assignment in class.** If you must miss class when an assignment is due, talk to me about e-mailing the assignment to me in advance. Quizzes and in-class work cannot be made up.
- I do not offer “make-up” papers / extra credit which require my doing extra work.

### **Absences**

- Students are allowed three (3) “no fault” absences for the semester; these should be used when necessary because I don’t give additional “excused” absences.
- Students who accrue **seven (7) absences** will automatically receive a failing grade for the course. Only jury duty and traveling for the University are reasons for excused absences. Court dates and medical appointments are not.

### **Academic Misconduct**

- In this particular course, plagiarism is a very serious offense and will simply not be tolerated. Plagiarism consists of passing off as your own work any ideas or words which you copied from a source—that is, copying exact phrases and sentences **without using quotation marks**.
- If I can verify that all or most of your assignment is plagiarized, you will automatically receive a failing grade in this class. Moreover, the incident will be reported to the department chair who forwards the matter to Office of Student Conduct. Consulting the Internet is easy, but it can get you into serious trouble if you are too influenced by what you read or if you decide to lift some ideas or words. *Do your OWN thinking and writing—period.*

### **Getting Help**

- If you are doing your reading and still feel confused, I suggest you visit me during office hours so we can see what the problem is.
- Please do not run to the Internet as an alternative to doing the reading on your own.
- I encourage you to come and see me when working on a paper—to discuss ideas, organization, any technical problems, etc. I will answer SHORT e-mail questions (as time permits), but do not e-mail me a response paper or other kind of lengthy assignment and expect an e-evaluation.

### **What You Can Expect from Me**

- I will come to class regularly and punctually.
- I will prepare for class.
- I will teach the class to the best of my ability.
- I will not text-message anyone instead of directing class activities.
- I will provide a schedule for reading and writing assignments.
- I will return work in a timely manner with clear criteria for my grades.
- I will maintain a class atmosphere conducive to learning.
- I will respect the opinions of students when offered seriously and thoughtful—I will give consideration to analyses which can be supported by EVIDENCE in the text.
- I will be available outside of class for individual conferences.



**LITR 371**  
**Acknowledgement of Terms of Syllabus/Course Policies**

I have read Dr. Persak's course policies and understand them.

I have had an opportunity to ask questions regarding the policies.

I understand that missing class frequently will affect my final grade.

I further understand that there are penalties for

- coming to class unprepared,
- doing poor work,
- turning in late assignments, and/or failing to do assignments.

Finally, I understand that plagiarism may result in a failing grade in this course.

---

(sign your name)

---

(print your name)

\*\*\*\*PLEASE READ THOROUGHLY\*\*\*\*

## RELG 325: Eastern Religions

SP 2011, online course

Dr. Susan Morris

office: Johnson Hall 207, Big Rapids, MI



**best way to contact me:**

**[morrisus@ferris.edu](mailto:morrisus@ferris.edu)**

**WELCOME!!**

### **Texts**

*Living Religions: Eastern Traditions*, Mary Pat Fisher (ISBN0131829866)

*Tao te Ching* at <http://academic.brooklyn.cuny.edu/core9/phalsall/texts/taote-v3.html>

Also see links for online reading as we go through the semester

### **Course Description**

We will take this opportunity to learn about the key concepts of the following eastern religious traditions: Taoism, Shinto, Hinduism, and Buddhism. Anyone interested in Sociology, History, Psychology, Philosophy (to name a few) or anyone who considers himself or herself religious must come to some understanding of the religions associated with the cultures of the world. Religion is a way humans express their worldviews, values, hopes and fears. Studying them is a way to gain understanding of one another rather than finding ways to separate us from one another.

At the end of the semester you should

- demonstrate an understanding of key concepts of the religions studied
- demonstrate distinctions between 'western' and 'eastern' worldviews
- demonstrate writing skills
- demonstrate an ability to discuss complex ideas
- demonstrate analysis and critical thinking skills

RELG 325 counts 3 credits toward General Education requirements in **Cultural Enrichment** and 3 credits toward **Global Consciousness**.

Also, the course counts as an elective for the **Philosophy minor** and for the **Religious Studies minor**. If you are interested in either of these minors, please let me know.

### **Course Overview**

One: Religion Overview	(one week)
Two: Taoism	(four weeks)
Three: Hinduism	(four weeks)
Four: Buddhism	(four weeks)
Five: Final preparation of Portfolio	(one week)



## Technology requirements

You need to already be comfortable with the computer and the internet to take this course. Don't take the course if you are just learning to do basic computer and internet functions. You will need your own internet access or be able and willing to visit the library very frequently. Be sure that your Ferris email is up and working so I can communicate with you and you with me. If there are any problems with your Ferris email, contact the technology assistance IMMEDIATELY by clicking MyTech Support on the Ferris homepage. Expect to be online with the course every day, or nearly so.

## Grading & Assignments

**Important: Do not plagiarize. With a 300-level course, you should know how to properly quote and cite sources.** I'm not interested in the details of any particular citation format, but I must be able to tell where you get your information. When answering questions, go first to the text, then my lecture, and then to the internet or books if specifically asked to by the question or for your own further understanding. Do not include information that contradicts with the text and my lectures.

**When you answer reading or test questions, put the source of your information in parentheses as you go along, even when the source is our text or one of my lectures. Be sure you include page numbers.**

**Plagiarism will get you an F for the assignment or the course, at my discretion. If you are unsure how to avoid plagiarism, contact the writing center.**

Your final grade will be determined based on your performance on the following assignments

<b>Essay tests</b>	90%
<b>Portfolio:</b>	10%

Reading question answers

Choose 4 or 5 of your best posts from the Message Board for EACH section

Research, observations, thoughts, you choose to include

(I encourage you to put your own material in your portfolio. Follow your interests as they arise!!)

Note: It is not possible to pass the course unless all the assignments are completed.

**Details:**

**Test:**

**We will take three essay exams.** I will give you details as each test approaches, but you will get a list of questions and then choose four to write about. Some questions might ask you to include research information. For others, you are being asked to use your own words only to explain and describe a concept or idea important to the religions. **Do Not Plagiarize. If you plagiarize, you will receive an F for the course.**

**Message Board Posts:** You will be posting to the Message Board throughout the semester. Postings should be relevant to the course, although you could add comments on conversations you are having in your life or events that occur if they are related to the course topics. If you talk about something you come across on the internet, please provide a link for everyone to check it out. Explain what is interesting about it. I will post

to the Message Board occasionally, but do not think of it as a discussion with me. It is, instead, a discussion you are having with one another. We are a community, thinking, talking, reading, reflecting etc. together, so read the other students' posts and respond to them.

**Portfolio:** A **PORTFOLIO** is a collection of the work you have done through the semester, kind of like a book you are creating by working through the assignments. Through the semester, you will collect your work up into your PORTFOLIO. At the end of the semester you will get an overall grade on your Portfolio. **The Portfolio will include**

**1. Reading question answers**

**Reading questions:** With each new text reading, you will have a list of questions to answer. I might give you questions on a reading from a link as well. **Any time I ask you to answer questions, keep the answers in your Portfolio.**

**2. At least six Message Posts you have participated in that you think are particularly interesting or best represent your Message Board participation**

**3. Any research, thoughts, observations, etc. that you would like to add to it.**

I will post a separate schedule Assignment Due dates under files so you can open and refer to it easily without fishing through the syllabus.

Regarding assignments, if you are having ANY problems completing an assignment, just email me by clicking on my name at the course homepage or at [morrisus@ferris.edu](mailto:morrisus@ferris.edu).



Dr. Morris

# Relg 326: Western Religions

Spring 2011 Internet Course (fully online)

J. Randall Groves, B.A., M.A., M.A., Ph.D.

Professor of Philosophy and Humanities

Phone: 231-591-2771

E-mail: grovesj@ferris.edu (only use when the FerrisConnect system isn't working)

**Books:** (you must have these exact books and editions by the first day of class)

1. *World Religions: Western Traditions*, 2nd ed. ed. William Oxtoby. ISBN 0-19-541520-5
2. *When Religion Becomes Evil*. Charles Kimball. ISBN 0-06-055610-2
3. *Anthology of World Scriptures: Western Religions*, Robert E. Van Voorst. ISBN: 0-495-17059-3
4. *The Revenge of God*, Gilles Kepel. ISBN: 978-0271013145

The icons below are called "modules."

Each module will have its cohort posting assignments, but each module requires 3 replies to others' posts (any cohort but your own).

Grading: Quizzes (30%), Discussions (30%), Paper (30%), Assignments (10%). This means that at any point in the course after the first paper you can calculate your grade by averaging your quiz grade and multiplying it by .3, averaging your discussion grade and multiplying it by .3, averaging your paper grade and multiplying it by .3, averaging your assignment grade and multiplying it by .1. Then add it up and you have your course grade at any moment.

## Course Modules

[Getting Started](#)  
(Click here first)  
Basic directions for doing  
the course.

[Ancient Egyptian  
Religion \(Jan 10-17\)](#)

[Ancient Greek  
Religion \(Jan 18-24\)](#)

[Assignment:](#)  
[Compare Greek and  
Egyptian Religion, Due:](#)  
[Jan 25](#)  
Compare the nature of  
Egyptian and Greek  
Gods. What are the  
similarities and  
differences?

[Judaism: \(Jan 26-  
Feb 21\)](#)

[The Nature of  
Divinity \(Due Feb 10\)](#)  
This is an attempt to  
compare and therefore  
synthesize the key  
comparable elements in  
Judaism, Greek Religion  
and Egyptian religion.

[Zionism and  
Holocaust Assignment  
due Feb 21](#)

[Christianity: \(Feb  
22-Mar 14\)](#)

[Islam \(Mar 15-Apr  
8\)](#)

[The Revenge of  
God \(Apr 9-19\)](#)

[When Religion  
Becomes Evil \(Apr 20-  
29\)](#)

[Paper Due April 15](#)

### How to Take this Course:

Internet courses present special problems, and we need to be aware of them up front. Many of these and much more is discussed in the Student Orientation section (the bottom left backpack on the homepage), so you may want to look there very soon. First, internet classes require a significant amount of self-discipline. You have to sit at the computer almost every day to do well in the course. Second, there is a significant amount of reading. So although you get to choose the time when you do the work, the amount of time is equal to a regular classroom course. The basic task

of the student is to work through each step of the course guides or "modules" located on the Homepage by clicking on each number and doing the work indicated, whether reading a selection from one of the three books, making a contribution to the discussions, taking a quiz or writing a paper. I have also included a syllabus on the homepage to give you a sense of the course as a whole.

The course consists of (a) discussions, (b) quizzes, (c) papers and (d) assignments. To participate in the discussions or quizzes, simply click on the links in the modules. Doing so will bring you to a page where you can enter your discussion or take the quiz. The papers are shown on the home page. You will send them in as attachments via Blackboard e-mail. Assignments are listed on the Homepage as they come up. Just click and start writing in the provided box when you are ready (do not use attachments for assignments). So for your papers, use attachments, but for assignments, use the box provided.

Notice the "Course Tools" menu on the left hand side of the homepage. There is also a "Table of Contents" left hand drop-down menu. Which menu you use for navigation depends on what you want to do. Look the class cover to get comfortable moving around the course. For example, to e-mail me (which you should always feel free to do), click on "Mail" on the left in Course Tools and follow the directions. (You may have to expand it by clicking on the > in the line separating the Course Tools menu from the main body of the page. You can also check your grades by clicking on "My Grades" on the Course Tools menu. Move within this module by using the Table of Contents on the left.

**Discussions:** You are required to write at length (300+ words) on those topics assigned to your cohort. (See "Cohort" and "Cohort Assignments" links in this module.) You are also required to respond at length (50+ words) to at least 3 people PER MODULE. It is required that your 3 responses are to people outside your cohort. The reason for this is that I want you to engage the material assigned to other cohorts as well as your own cohort. You can respond to your own cohort as well, but make sure that at least 3 responses are to people outside your cohort. Discussions are the bulk of the course and account for 30% of your grade, so take them very seriously. Every discussion is graded.

**Quizzes:** Students will take the quizzes at the end of each module starting with Judaism (Egypt and Greece will be included in the Judaism quiz). So there will be 5 quizzes. There will be a link at the end of each major module, or you can click on "Assessments" in the menu on the left of the screen. Quizzes are timed, and students should (actually you must) take them more than once--as indicated in the quiz directions. Your highest score will be the one that counts. These quizzes are meant to not only test your knowledge, they are also meant to help the learning process itself.

**Paper:** There is one paper for this course. It must be 4-5 pages. The paper must have a thesis statement (the basic idea of the paper--it is generally included in the first paragraph. Then there should be a series of paragraphs that make your case. Then you should consider a counter-argument--what someone would likely think to say in response to your arguments. Then you should refute the counter-argument. Finally, you should conclude with a final paragraph that summarizes your argument. The paper is to be submitted as an attachment to an e-mail. The paper needs to be written using Microsoft Word (not Microsoft Works!! or any other program!)

**Assignments:** You will find the assignments under "Course Tools" on the left of your screen. These are meant to be more formal than the discussions, but shorter than the papers. The intent of these assignments is for you to synthesize the material in a different way than papers or discussions. Please do not use attachments for assignments. You will probably want to write them up in Word and then copy and paste it into the submission box.

**Advice:** Pay close attention to due dates. Don't fall behind. Take this course very seriously. It will be just as much work (if not more) than a regular class. Make use of the e-mail function to ask me anything you are unsure about. Don't just sit there puzzled. Send me an e-mail. It is no problem for me to answer your e-mails. I would much rather answer an e-mail today than try to repair things later on. Also, please let me know of any program malfunctions. Last semester there were a fair number of problems caused by the system, so if things aren't working, it may not be you! I've tried to set the course up so there won't be any problems, but there always are. But even if there are problems, don't worry, we can always work around them.

**Philosophical Structure of the Course:** In this course we will look at religion from four key points of view: There are many more ways to approach religion, but these make up a good part of the most significant approaches.

1. **Sacred Story:** What is the central narrative of the religion? What are the meanings one can give it? How could one criticize it?
2. **Ethics:** What is the ethical framework of the religion? Is it correct?
3. **History:** how does the religion change over time? How did it begin?
4. **Philosophy:** What philosophical claims are made? Are they correct?
5. **Science:** What claims are made that can be assessed from the point of view of science? What does science say?
6. **Ritual:** What are the key rituals of a religion and how do they relate to the central message of the religion?

## FILM 360: Race & Gender in Film

### Welcome!

Fall semester 2010

Dr. Susan Morris

Office Hours: T 4:30-6:30 Johnson Hall 207

Contact: [morrisus@ferris.edu](mailto:morrisus@ferris.edu);

Call only during office hours: 231-250-3308



### Required Textbook:

*The Sociology of Gender*, Laura Kramer ISBN:978-0-19-538928-9

### Course Description:



Race & Gender in Film is an interdisciplinary studies course that combines the study of film (film studies), culture (cultural studies), and race & gender (race & gender theory). By focusing on film (a cultural product) we will be able to observe how "race" and gender (both social constructions) operate in culture to express and influence meaning and value.

Here are the **General Education** requirements that this course satisfies:

Cultural Enrichment (C)

Race, Ethnicity and/or Gender (REG)

It also satisfies an elective requirement in:

Women & Gender Studies minor

African American Studies minor

If you are interested in either of these minors, please see me.

### Course Objectives:

- improves analytical/critical thinking and analysis skills
- informs students about the history of racism and sexism in U.S.
- informs students about the film in a cultural context
- improves writing skills
- provides support for reading cognitively challenging material
- improves student's ability to understand and analyze based on theory



**Attendance:**

The course is based on films that we will view in class. As a result, it is required that you attend class each week and watch the entire film. If you miss a viewing, it is your responsibility to rent or buy the film to view and to get notes from other students.

**If you miss a class, please email me ASAP at [morrisus@ferris.edu](mailto:morrisus@ferris.edu).**

Please do not come and go during the film (or discussion), since it is very distracting to other students. Take your personal breaks when we have class breaks unless it is an emergency. We will have a break between lecture/discussion and film viewing.

**Grading and Assignments:**

I will assign readings in class. Be sure to check the corner of the board for the assignments and keep up.

Your final grade will be based on two essay tests and two writing projects. Class time will be spent discussing ideas from the text and applying those ideas to what we view. Reading assignments will be given in class.

Paper #1	Explain Theory	25%
Test #1	Gender in Film	25%
Paper #2	Analyze a film on your own	25%
Test #2	Race in Film	25%

**Tests**

You will receive the questions for the test one week before the exam. During that week, you will have the opportunity to choose which questions you wish to work on, reread and research the material and work with me on drafts of the essays by email and/or in my office. When you write the essays, you will not be able to use notes but will have already worked through answers, thought about the organization of your material, and received feedback from me to allow for improvement. For each test you will answer 3 or 4 questions and each answer will be about a page long at minimum.

**Papers**

Paper (800 word minimum): Your first paper will allow you to demonstrate that you understand the theory we will be using for the

course. For the 2<sup>nd</sup> paper, you will analyze a film on your own based on questions I provide and a list of films I provide. The papers will allow you to focus on a specific point of interest within the two larger areas of gender and race. I will supply the details of both assignments well before they are due.

### **Classroom Courtesy**

We are all expected to treat one another respectfully. We will be in the process of creating a learning community, so please be considerate of the effect your actions have on the classroom community. In discussion, we will not be debating. Present your view with due reason and listen to what others have to say. It is important for the 'smooth sailing' of the course and for our understanding of proper conduct in the larger work and community environments that we treat each other with respect.

Here is the official policy:

### **DISRUPTIVE BEHAVIOR POLICY STATEMENT**

#### **Ferris State University**

The College of Arts and Sciences strives to maintain a positive learning environment and educational opportunity for all students.

Consequently, patterns of behavior which obstruct or disrupt the learning environment of the classroom or other educational facilities will be addressed.

- The instructor is in charge of the course. This includes assignments, due dates, methods and standards of grading, and policies regarding attendance, tardiness, late assignments, outside conferences, etc.
- The instructor is in charge of the classroom. This includes the times and extent to which he or she allows questions or discussion, the level of respect with which he or she and other students are to be treated, and the specific behaviors he or she will allow within their classes. Open discussion of an honest opinion about the subject of a course is encouraged, but the manner in which the class is conducted is a decision of the instructor.
- An instructor is entitled to maintain order in his or her class and has an obligation to other students to do so. Toward that end, an instructor is authorized and expected to inform a student that his or her behavior is disrupting a class and to instruct the student to stop that behavior. If the student persists, the instructor is authorized to direct the student to leave the class. If the student fails to comply with a directive to leave the class, the instructor may call Public Safety to assist with the student's removal.

- If a student persists in a pattern or recurrent disruptive behavior, then the student may be subject to administrative action up to and including an involuntary withdrawal from the course, following administrative review by the Arts and Sciences Dean's office, and/or University disciplinary proceedings. (University disciplinary procedures are delineated in the "Student Conduct and Discipline Policy" reprinted in the FSU Student Handbook.)
- Disruptive behavior cannot be sanctioned by a lowered course grade (e.g., from a B to a C) except insofar as quality of classroom participation has been incorporated into the instructor's grading policy for all students. (Note: Academic misconduct, which is covered by other regulations, can be a legitimate basis for lowering a grade or failing the student.)
- Students as well as employees are bound by the University's policy against harassment, in any form. Harassment will not be tolerated.
- The student's Dean's office will be notified of any serious pattern or instance of disruptive behavior.

### **Disruptive Behavior Examples**

Talking to other students outside of group work

Talking disrespectfully to students or the teacher

Using the cell phone or other gizmos

Walking around or out of class without permission

Repeating a point in an aggressive manner

Falling asleep

Making a lot of noises

And other things like that

**POLITICAL SCIENCE 221**  
**AMERICAN POLITICAL PARTIES**  
**Fall Semester, 2010**  
**SECTIONS VL1 (Fully On-Line)**  
**3 Credit Hours**

Dr. Richard W. Griffin  
Email: [griffinr@ferris.edu](mailto:griffinr@ferris.edu)

Office: ASC #2094  
Office Phone: 231-591-2761

**TEXTS:** Bibby, John F. Politics, Parties, and Elections in America. Belmont, CA. Cengage Learning, 2008. ISBN #0534601324.

**PURPOSE:** PLSC 221: AMERICAN POLITICAL PARTIES analyzes the origin, structure, types, functions, and development of political parties and the corresponding role of interest groups and public opinion in the United States. The course provides students with a critical evaluation of the ways political parties provide opportunities and leadership for a variety of groups and individuals to participate in the election, governing, and policy processes.

**GENERAL EDUCATION REQUIREMENTS AND OUTCOMES:** PLSC 221 is a Political Science course that fulfills the University's General Education Requirements in two areas – **Social Awareness** and **Race, Ethnicity, and Gender Issues**. Specifically, these general education requirements are met in PLSC 221 by fulfilling the following student outcomes.

**Social Awareness** – PLSC 221 will increase the student's ability to understand and address issues involving social institutions, interpersonal and group dynamics, social traditions and change, cultural diversity, and human development behavior. Students completing the course will:

- Have increased knowledge in a multitude of aspects of human development and behavior, group dynamics, social (especially political) institutions, social change, and cultural diversity.
- Know several methodologies employed to understand the above;
- Be able to employ the above knowledge and methodologies to better understand public issues and to act effectively as a citizen;
- Be able to employ such knowledge and methodologies to enhance their ability to function competently in their chosen profession; and
- Be able to employ such knowledge and methodologies to enhance their interpersonal interactions.

**Race, Ethnicity, and Gender Issues** – PLSC 221 will enhance the student's knowledge and understanding of issues surrounding race, ethnicity, and gender. Students completing this course will increase their ability and capacity to:

- Articulate the ways in which existing (and past) issues surrounding race, ethnicity, and gender impact the construction of identity, stereotypes, prejudice, discrimination, and privilege both within the United States and globally;
- Comment accurately about current (and past) events and issues in the United States and globally as they directly and indirectly relate to race, ethnicity, and gender;
- Describe distinct geographic, political, scientific, economic, cultural, and historical attributes of race, ethnicity, and gender;
- Understand how the above attributes have impacted the social construction of race, ethnicity, and gender and vice-versa;
- Identify the meaning and influence the categories of race, ethnicity, and gender have had upon the production of social knowledge and individual, as well as political, responses to that social knowledge; and
- Develop a more positive perspective and consciousness of the significance of race, ethnicity, and gender, both in terms of how these concepts have shaped their own world view as well as enhancing their understanding of political and social relations.

### **GRADED COURSE ACTIVITIES:**

**Textbook Readings and Exams** – All students are expected to read the course textbook, Politics, Parties, and Elections in America, and demonstrate their understanding of the material through class chats and two essay exams.

The first take-home essay exam, which must thoroughly discuss the major themes of Chapters 1-4 of the Bibby textbook, is **due no later than Monday, October 18, 2010**. This exam will account for 40% of the student's Final Grade for the course. One letter grade (10 points) will be subtracted for each calendar day that the exam is submitted late.

The second take-home exam, which must thoroughly discuss the major themes of Chapters 5-10 of the Bibby textbook, is **due no later than Friday, December 10, 2010**. This exam will also account for 40% of the student's Final Grade for the course. One letter grade (10 points) will be subtracted for each calendar day that the exam is submitted late.

**Participation (On-line Discussions)** – Participation will be based upon the student's participation in and performance on On-line Discussion questions provided by the Professor and will account for 20% of the Final Grade.

**GRADING SYSTEM:** The student's Final Grade for the course will be determined as follows.

Essay Exam 1	40%
Essay Exam 2	40
Participation in Discussions	<u>20</u>
Final Grade	100%

**PLSC 221  
CLASS SCHEDULE**

<b><u>WEEK</u></b>	<b><u>DATES</u></b>	<b><u>READINGS/TOPICS</u></b>
1	8/30-9/3	Bibby Text – Chpt. 1 – Parties and Politics in America: An Overview
2	9/8-10	Bibby Text – Chpt. 1 continued
3	9/13-18	Bibby Text – Chpt. 2 – The Party Battle in America
4	9/20-24	Bibby Text – Chpt 2 continued
5	9/27-10/1	Bibby Text – Chpt. 3 – Characteristics of the American Party System
6	10/4-8	Bibby Text – Chpt. 3 continued
7	10/11-15	Bibby Text – Chpt. 4 – Party Organizations
8	10/18-22	Bibby Text – Chpt. 5 -- Nominations for State and Congressional Offices
	<b>10/18</b>	<b><u>EXAM 1 (DUE NO LATER THAN MONDAY, OCTOBER 18<sup>th</sup>)</u></b>
9	10/25-29	Bibby Text – Chpt. 6 – Presidential Nominating Politics
10	11/1-15	Bibby Text – Chpt. 7 – Political Parties and the Voters
11	11/8-12	Bibby Text – Chpt. 8 – The General Election: Campaign Finance and Campaign Strategy

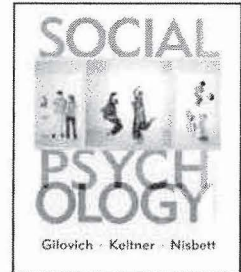
12	11/15-19	Bibby Text – Chpt. 9 – Parties in the Government
13	11/22-26	Bibby Text – Chpt. 9 continued
14	11/29-12/3	Bibby Text – Chpt. 10 – Political Parties: Important and Resurgent
15	12/6-10 12/10	Bibby Text -- Chpt. 10 continued <b><u>EXAM 2</u> (DUE NO LATER THAN FRIDAY, DECEMBER 10th)</b>

Social Psychology (Psyc 325) – Fall 2010  
Section 001 – MW 3:00 - 4:15 pm  
Section 002 - MW 4:30 - 5:45 pm

Dr. Connie Meinholdt	Office: 2072 Arts & Sciences Center (ASC)
Associate Professor, Psychology	Hours: Monday 10:00 am – 1:00 pm
820 Campus Drive	Tuesday 1:00 pm – 3:00 pm
Ferris State University	Phone: (231) 591-2759
Big Rapids, MI 49307	e-mail: ConnieMeinholdt@ferris.edu

**Required textbooks:**

Gilovich, T., Keltner, D. & Nisbett, R.E. (2010). *Social Psychology*. (2<sup>nd</sup> edition)  
New York, W.W. Norton & Company.



Student study site from textbook publisher:

<http://www.wwnorton.com/college/psych/social-psych2/welcome.aspx>

**PREREQUISITES:** Students should have completed Introduction to Psychology (Psyc 150) prior to enrolling in this class.

**LEARNING OUTCOMES:** The primary objectives of the course are to help students:

1. Learn & apply **scientific reasoning & critical thinking** skills to understand human social behavior
  - Learn scientific reasoning process
  - Read textbooks, research papers and newspapers
  - Discuss/answer psychological research /critical thinking questions in class & on exams
  - Write how social psychology helps to understand current social behavior
2. Learn **basic social psychological** explanations of human behavior
  - Learn major theories in text & lecture, e.g. cognitive dissonance, social learning, evolution, attribution, and social exchange
  - Write essays to evaluate adequacy of theory for explaining current social behavior
  - Answer exam items on basic terms & concepts
3. Learn & practice professional standards of **ethical conduct** for working with & studying people
  - Learn ethical standards for research
  - Practice ethical behavior and respectful treatment in class with students & faculty

**GRADING & ASSIGNMENTS:** Grades will be based on 4 exams (40 - 50 points each), writing assignments (60 points) and assorted in-class activities (50 points). Grades will be assigned according to the following scale:

270 – 300 = A  
240 – 269 = B  
210 – 239 = C

180 - 209 = D  
less than 180 = F



Exams: (190 points) There are 4 semester exams (40 - 50 points each). Each exam will include multiple choice items, short-answer items and essay items. Students missing semester exams may take a make-up exam ONLY if the student is absent because of illness, religious observance, or participation in University activities. Students may be required to document or verify reason for absence before a make-up exam is allowed.

Paper(s): (60 points) There are 3 choices for the writing assignment.

- Choice one is a movie analysis (6-8 pages) and evaluation of the role of prejudice and aggression in a long-term social conflict. The paper is a social psychological analysis of events and conditions leading to, maintaining and resolving a major conflict between 2 or more social groups. Guidelines are posted on Ferris connect. You must work with a co-author. This paper is worth 60 points and due no later than November 29<sup>th</sup>, 2010.
- Choice two is a “Mythbusters” analysis of common beliefs about social behavior, such as “opposites attract” or expressing aggressive feelings is cathartic. This power point presentation (8-10 slides) needs to define or describe main variables, briefly review related research emphasizing results and draw a conclusion about the myth. You must work with a co-author and make a presentation to me during office hours or by appointment. This project is worth 60 points and due no later than December 1<sup>st</sup>, 2010
- Choice three requires 2 short news analyses on topics corresponding to the course syllabus and due the class day before each exam. Both are a summary and social psychological analysis of social behavior reported by credible journalism outlet (e.g. the New York Times, Washington Post, Detroit Free Press, etc.) Each paper is worth 30 points and should be written with one partner (3-5 pages). Guidelines and a sample paper are posted on Ferris Connect. Students must choose 2 topics and submit papers on corresponding due dates. Topics and due dates are not interchangeable and no late papers are accepted.

Topic	Due Date
Scientific Reasoning or Social Cognition	Sept. 27
Social Influence, Persuasion, Conformity or Obedience	Oct. 25
Group Processes, Aggression, Terrorism or Prejudice	Nov. 17
Interpersonal Relationships or Helping Behavior	Dec. 6

Class Activity: (50 points) Being able to discuss material, ask questions, discuss reactions, express opinions, complete quizzes and assignments and doing additional outside reading or assignments, as well as professional conduct will be rewarded with 50 points. There are no make-ups or extra credits opportunities for missed class assignments. Points will be deducted for disrespectful, disruptive or other poor classroom behavior. If you don't know what this is, ask.

### MISCELLANEOUS INFORMATION

Academic Integrity - I assume you are a person of integrity, that you are here to develop your skills and knowledge, and that you are interested in feedback about what you can do. I expect that you have read and accept policies regarding academic integrity, dishonesty, and general conduct of students in the Student Academic Regulations Handbook (2010-2011). See details at: <http://www.ferris.edu/admissions/registrar/schdbook/page16.htm>. If it is discovered that a student plagiarized written work, cheated on an exam or in some other way engaged in dishonest

behavior, the student will receive a zero (0) on that specific exam or paper and lose all participation points. Depending on the egregiousness of the offense, I may also assert my right to fail the student for this course and/or report the student’s conduct to the Student Judicial Board for other investigation/reprimand.

Privacy Concerns - Your grade and class performance is private information and will be guarded as such. I will attempt to give everyone timely and honest feedback about your class performance but not discuss individual concerns during class time. Office appointments are strongly encouraged to discuss individual concerns.

Course Schedule - Below is the class schedule & corresponding reading assignments. Students who read material each week also learn more from lectures and perform better on exams than students who read material only a few days before exams.

**TENTATIVE SCHEDULE**

<u>Date</u>	<u>Topic</u>	<u>Reading</u>
August 30	Introduction, Syllabus & Critical Thinking	Chapter 1
September 1-8	Social Psychology is Science – Why? How? Ethics in Studying Human Behavior	Chapter 2
Sept. 6	<b>Labor Day – no class</b>	
Sept. 13 – 15	Social Cognition	Chapter 5
Sept. 20 – 27	Thinking about Others	Chapter 4
<b>Sept. 29</b>	<b>Exam I - 50 points (Chapters 1, 2, 4 &amp; 5)</b>	
Oct. 4 – 6	Attitude & Cognitive Dissonance	Chapter 6
Oct. 11 – 13	Conformity, Obedience & Compliance	Chapter 7
Oct. 18 – 25	Persuasion and Social Influence	Chapter 8
<b>October 27</b>	<b>Exam II – 50 points (Chapters 6-8)</b>	
November 1-3	Group Processes	Chapter 14
Nov. 8-10	Prejudice	Chapter 12
Nov. 15 – 17	Aggression	Chapter 13 (pp. 487 – 506)
<b>Nov. 22</b>	<b>Exam III - 50 points (Chapters 9, 12 &amp; 13)</b>	
<b>November 24</b>	<b>Thanksgiving Break – no class</b>	
Nov. 29 - Dec. 1	Interpersonal Relationships	Chapter 11
Dec. 6 - 8	Prosocial Behavior	Chapter 13 (pp. 507 – 533)
Tues. Dec. 14	<b>Section 1 – 2 :00 pm Exam IV- (Ch. 10, 11 &amp; 13)</b>	<b>40 points</b>
Wed. Dec. 15	<b>Section 2 – 4 :00 pm Exam IV</b>	

**Ferris State University**  
**Fall Semester 2010**  
**Community Studies**  
**SOCH 341 Syllabus**

**Course Number:** SOCY 341  
**Instructor:** Tony Baker, Ph.D. University of Illinois at Chicago

**Class Time:** Fridays – 1- 4  
**See Class Schedule Below**

**Contact Info:** Phone: 591-2753  
E-mail: BakerA@ferris.edu

**Texts:** *See attached reading list*

**Course Description:** The American Community: Ghettos, Enclaves or Cosmopolitan

Through a variety of inputs: readings, speakers, excursions and class discussion we will explore the role communities have played in our life and the changing community in our society today. We will be particularly concerned with the American “experiment” in creating a multi-cultural democratic society. This society envisions itself as a society that celebrates freedom of movement and openness to diversity, but also builds ghettos, enclaves and gated communities.

We will explore this contradiction with an understanding that communities are **built**. We don’t simply adapt to our environment as humans, we produce our environment. Thus the communities we live in are our products.

Since communities organize our social lives we are discussing a fundamental element in being human.

Our units of study will be communities we visit together in West Michigan and Chicago. The units will also include communities we research academically as well as the communities of our youth and the communities of our future. Community life has changed very much in the United States, yet we still require it as humans. Community life can and does restrict individuals from self-fulfillment, such as class or gendered expectations. At times we may want to transcend the limitations of community. Yet, this causes a loss of the ties of the community.

We will explore these questions in a seminar and experience based course relying on the *development* of sociological **method** and **theory** to broaden the notion of community and to challenge the individual's responsibility within the community.

**"It's the questions you all – it's the questions".**

### **Political Engagement**

#### **Project:**

This semester we will be participating in the Political Engagement Project. This initiative is under the university's commitment to the American Democracy Project and the more general mission of the university to become a more engaged campus. The main impact on the participants of this course will be a more focused discussion of power as it relates to the meaning of community. The subtitle is the

**"Community as Built, and thus Political Space"**

### **General Education**

#### **Course Criteria:**

This course is partial fulfillment of two General Education Criteria: Social Awareness and Race/Ethnicity/Gender. ***Social Awareness*** criteria requires: The outcome "recognizes that to understand ourselves we need to understand our psychological, social, economic, and political roles". Each of these assume a **societal context**. The social awareness criteria also expects students to be able to apply **theory** and **social science methodologies** in order to create this understanding.

***Race/Ethnicity/Gender*** criteria requires: an analysis of the impacts of race, ethnicity and gender on the social structures of the United States and the world. Clearly these three social characteristics organizes much of our social lives. This course will offer **demographic** and **theoretical** analysis of the **individual's relationship** to these variables.

#### **Course Outcomes:**

1. Students will have general understanding of **analysis and methods** of community sociology.
2. Students will be expected to develop a critical analysis of the **impact of race, gender and class on community life**, through exposure to various communities
3. Students will examine the **individual's relationship** with community and understand the implications at the personal and political levels of these relationships.
4. Students will develop **critical analysis of power**, as it relates to community.
5. Students will develop **skills in analyzing data** and **organizing observations** in a field journal
6. Students will **show evidence of analytical skill development** through presentations, journals and quizzes.
7. Students will **consider possibilities** of a more integrated community life.

#### **Course Design:**

This course has a unique design, due to its emphasis on providing the opportunity for field experiences. To achieve the objectives of this course we will delve into various communities as deeply as is possible given the parameters of a classroom based course. We will place ourselves into the experience of others' communities as observers for the

purpose of discussion and analysis. The field experiences in Grand Rapids, Baldwin, Big Rapids and Chicago will provide you with a deep connection to many ways of imagining community. Reflection on the community experiences (through journaling), a group community research project and examinations will represent the bulk of the evaluation process.

### **Course Requirements:**

*Disclaimer:* The following syllabi and schedule represents the best estimate of activities for the semester. The instructor reserves the right to make changes as time and content allows.

**Participation:** Given the emphasis on field experiences it is absolutely necessary that students be in attendance at all times. **The field experiences can not be made up. Missing a field experience can (Chicago will) result in an incomplete or failure of the course.** If you foresee a problem, speak with instructor as soon as possible. You are also expected to be prepared and actively participate in class discussions. Since this is an experience based course, participation will be worth a significant portion of the grade.

### **25 Points**

### **Quizzes/Discussion Questions**

I will post questions for reading assignments on our *FerrisConnect* course site. The questions will serve as reference points for class discussion and/or online posting. On days of an excursion and a reading assignment is due, you will be required to post comments to the discussion list. On days when a reading assignment is due and we have a class discussion scheduled you should expect a quiz based on that week's posted questions. Specific instructions for a quiz or written response to question will be posted no later than the Tuesday prior the Friday due date.

### **25 Points**

**Field Journal** – Field notes of all field experiences, including community tours, community service and the Chicago trip should be kept. Extensive discussion and course materials will be developed throughout the class. See *FerrisConnect*. This is a primary skill that I expect to be developed as a result of this course. You will have an opportunity to improve on journals and journal grade as the semester progresses with rewrites possible

### **100 Points**

Field journal should keep will follow these three stages:

- A. Observation/Description
- B. Perception/Reflection
- C. Analysis

Pay attention to these unique community stories as we travel through our destinations. These questions should form the basis for the analysis question of your journal.

1. Founding Moments.
2. Community Builders.
3. Key Historical Events.
4. Community Boundaries. All communities have an “us” and a “them.”
5. Challenges and Conflicts – These can be ongoing or historical.
6. Community Institutions
7. Community Symbols

8. Who has the power?

### **Data and Community – Hometown Analysis**

Describe your hometown community using visual descriptions, historical insight and demographic data. The paper should answer the questions raised above and provide demographic data. You must use the following sources as a minimum:

American Fact Finder (U.S. Census Data) [http://factfinder.census.gov/home/saff/main.html?\\_lang=en](http://factfinder.census.gov/home/saff/main.html?_lang=en)

Choose whatever data you would like, but make sure you include: population, ethnic make-up and economic data, occupations, etc.

Schools Data – Michigan Department of Education: <https://oeaa.state.mi.us/ayp/>

Town/County Website: How does the community tell its own story?

Interview

Your own analysis.

Include this data and stories in a three to five page paper.

Due Friday, October 29

### **50 Points**

### **Arranging Community – Group Assignment**

Each student will be randomly placed into a group to study one of the following three types of community:

- A. Ghettos/Gated Communities
- B. Enclaves
- C. Cosmopolitan

Group will consider the historical and contemporary arrangements of these types of communities in the United States. Louis Wirth in his essay *Urbanism as a Way of Life* argued that diversity or heterogeneity in a city causes a breakdown of morality. This causes the city to be a more difficult place to live. In other words, “community” is more difficult to establish. Kenneth Clark argued that ghettos are places created by white society to contain black Americans. Robert Putnam argued that as the Cities around the world become more cosmopolitan and diverse due to immigration that humans tend to “hunker down” to create safety. Yet, Putnam and others argue that we can create diverse communities that elevate our human connections in community with one another.

As a group you will explore and demonstrate to the class various manifestations of the experience of each of the above community types in the United States. Each presentation should include:

- 1. General Trends throughout American History (Past 100 years, or so)
- 2. At least one Case Study of the community type
- 3. Public Policy (Fair Housing Act, School Choice)
- 4. Cultural Depictions (Leave it to Beaver, Weeds, Law and Order)
- 5. Current state of each type. (For instance – Are ghettos in American Cities becoming more or less common).

### **50 Points**

### **Essay Exam: Take Home**

### **50 Points**

## **Total 300 Points**

### **Grading Scale - Total 300 Points**

A	280 – 300	D+	195 - 204
A-	270 – 279	D	185 - 194
B+	260 – 269	D-	175 - 184
B	250 – 259	F	174 and below
B-	240 – 249		
C+	230 – 239		
C	215 – 229		
C-	205 - 214		

### **COURSE SCHEDULE**

Note: Due to the experiential design of the course the actual classroom schedule will differ from the traditional academic calendar. In order to study and discuss communities we need to leave the classroom and visit the communities of study. This semester we will tour Big Rapids, Grand Rapids, Chicago and Idlewild, Michigan.

**The Michigan community excursions will occur on Fridays and will actually take place between Noon and 6:30. The Chicago Trip will occur Friday at 8:00 A.M. – Sunday, at 5:00 P.M. The following two Fridays, there will be no class.** The Chicago Trip will require approx \$100.00 to cover expenses not covered by the Honors program. See Maude Bigford for any questions regarding trip expenses. I will keep the costs of books low to supplement this expense.

Week 1. Course Introductions  
**Sept. 3**

Week 2. (Big Rapids Walking Tour)  
**Sept. 10**

Week 3. Class Lecture – First Journal Due  
**Sept. 17** Read “Community” in *Encyclopedia of Informal Education*  
<http://www.infed.org/community/community.htm>

Week 4. Grand Rapids Excursion  
**Sept. 24**

Week 5. No Class  
**Oct. 1**

Week 6. Class Lecture  
**Oct. 8**

Week 7.  
**Oct. 15**

Week 8.  
**Oct. 22**

Week 9  
**Oct. 29** Leave for Chicago

Week 10  
Nov. 5 No Class

Week 11  
Nov. 12 No Class

Week 12  
Nov. 19 Chicago Field Notes Due

Week 13  
Nov. 26 Thanksgiving

Week 14  
December 3

Week 15 (Group Presentations)  
Dec. 10

Final Exam Take Home – Turn in by Wednesday Dec. 15 at 3:00 at your convenience.  
Note: Schedule below is subject to change. All class sessions are Fridays, from 1-4, unless otherwise noted.

Community Sociology Theory

<http://www.infed.org/community/community.htm> : Encyclopedia of Informal Education Good discussion of community concepts and ways of considering the concept, i.e. social capital, neighborhood, etc.



**Span 333: Contemporary Cult-Soc Hispanic America: Spring 2011**

**TR: 4:00-5:15 pm.**  
**Classroom: Starr 128**  
**Prof.: Rodríguez-Morán**

**Office: ASC 3036**  
**Office Hours: MTW 1:00-2:00 pm.**  
**E-mail: rodrigg3@ferris.edu**

**Course Description:** This Course will help students to acquire substantial knowledge on Latin American Culture and Civilization. One of the main goals of this course is to learn the Latin American History, but at the same time, we will interconnect those historical events with a select sample of cultural works, therefore, we will read, discuss, and attempt to appreciate and enjoy some literary works such as short stories, essays, poetry, music and film, among other works that have contributed to shape Latin American Culture.

**Required Text:**

Span 333: Culture and Civilization of Latin America. Course pack (Available in the Campus Bookstore)\*

\*Other supplemental materials will be provided by the instructor. Students will be able to access them in MyFerrisConnect.

**General Cultural Enrichment  
and Global Consciousness Outcomes:**

- Have an increased ability to interpret cultural Hispanic works as part of the culture.
- Be able to look at works or historical events from different perspectives.
- Be better able to make and justify valuing (aesthetic and ethical) distinctions.
- Have an increased knowledge about some aspects of Hispanic culture.
- Identify various regions, features or countries in the Spanish-speaking world.
- Comment accurately about current events in at least one country or region in the Hispanic World.
- Articulate/describe distinctive geographic, economic, cultural, linguistic, and/or historical relationships among diverse countries and peoples.

**Course Outcomes:**

This course will give the students the opportunity to read about important historical events that have been crucial to build Latin American Cultural Identity. At the end of the semester students will be able to:

-Chronologically describe the time frames of the Colonization, Independence Wars, Revolutions, and other important socio-political events occurred in “New World” to the early XXI Century in Latin America.

-Name and describe “the Baroque Culture of the New World, the social and political events that led to the Independence Movements of South America and Mexico, and how some literary works attempt to “search” for a new Identity other than the Peninsular.

-Compare the works of writers such as Sor Juana Inés de la Cruz, José Martí, Manuel Gutiérrez Nájera, Jorge Luis Borges, Julio Cortázar, Isabel Allende, Gioconda Belli, among others.

-Contrast the aforementioned works with other cultural expressions such as the music (Ricardo Arjona), Film (*Yo, la peor de todas*, *Arráncame la Vida*, *La Cucaracha*, *El Norte*) and paint (Mexican Muralists).

<b>Grading Policy:</b>	
Exams:	20 %
Written Reports:	15 %
Homework: (Control quizzes)	20 %
Oral Presentation	10 %
Participation and Attendance	15 %
Final Exam	20 %

**Total: 100 %**

### Grade Scale

93-100	<b>A</b>
90-92	<b>A-</b>
87-89	<b>B+</b>
83-86	<b>B</b>
80-82	<b>B-</b>
77-79	<b>C+</b>

73-76	<b>C</b>
70-72	<b>C-</b>
67-69	<b>D+</b>
63-66	<b>D</b>
60-62	<b>D-</b>
0-59	<b>F</b>

**Exams:** There will be 2 exams in this class. The exams will include different sections according to the various materials studied in class.

**Written Reports:** As an important task of this semester work, students will be required to read about the most contemporary social, economic and political issues in Latin America. In order to do so, students will be required to select one or more of the following newspapers online to read and write short reports. Please follow the links below:

<http://www.jornada.unam.mx>

<http://www.elpais.com/global/>

**Homework:** Preparing for each of the sessions is crucial for the student’s progress. Students need to do all reading assignments in advance and be ready for the discussions in class. A list of questions will be assigned in order to make sure that the students are ready for class.

**Oral Presentation:** During the last week of instruction students will spend 10 minutes delivering an oral presentation. Due to the time constraints, students may work with a partner or in small teams. The presentations will be based on any aspect of Latin American Culture of the students' choice. We have scheduled some time to prepare for this presentation.

**Participation and Attendance:** Active participation in all class activities is crucial for student's progress, as is his or her attendance in the course. Participation means that students participate in the required assignments: classroom exercises: oral and written, discussions, etc. Your instructor will assess your participation both at midterm, and at the end of the semester. Keep in mind that arriving late will lower your participation score. Students with more than 6 unexcused absences will fail the course. Absences will be excused upon the presentation of written documentation (doctor's note, religious observances, funeral attendance, for example). If you have an emergency that prevents you from attending class, you must e-mail me immediately at [rodrigg3@ferris.edu](mailto:rodrigg3@ferris.edu). Please be aware of e-mail etiquette; you are expected to identify yourself with your name, class and section in which you are enrolled.

**Final Exam:** The final exam will cover the materials studied in the: Unidad III and IV.

**Honesty Policy:** It is understood that all work handed in for evaluation must be entirely the student's work. Cheating or plagiarism will result in an automatic **F** on that particular assignment.

**Make-up Policy:** Students missing any quiz, exam or homework assignment will be administrated a zero for that particular assignment. No make-ups will be given, unless the student presents written documentation (doctor's note, religious observances, funeral attendance, etc).

**Instructor's Note:**

Let me know if you need help, I am available during my office hours. If my office hours don't fit your schedule, you can make an appointment. Those who wish to be successful in the course should:

- Arrive always on time
- Turn in all assignments on time
- Participate in all the activities in the classroom
- Respect your classmates and Professor
- No text-messaging is allowed during class time. Please be kind to your classmates and turn-off your cell phone.

**Weekly Schedule:** The instructor reserves the right to modify the following class schedule depending on the needs of the course.

**Week 1: January 10-13 :**

**Unidad I: La Colonia**

Tuesday 11	<b>Introduction</b>
Thursday 13	<b>Course pack:</b> The Baroque Culture of the New World: 195-202

**Week 2: January 17-20**

Tuesday 18	<b>Course pack:</b> The Baroque Culture of the New World: 203-212
Thursday 20	<b>MyFerris:</b> Sor Juana Inés de la Cruz: 83-85

**Week 3: January 24-27**

Tuesday 25	<b>MyFerris:</b> Sor Juana Inés de la Cruz: Redondillas: 89
Thursday 27	Filme: <i>Yo La peor de todas</i>

**Week 4: January 31- February 3**

Tuesday 1	Filme: <i>Yo, La Peor de Todas</i> + <i>Film Discussion</i>
Thursday 3	<b>Exam 1: Unidad I</b> <b>+ Written Report 1</b>

**Week 5: February 7-10**

**Unidad II: Las Guerras de Independencia**

Tuesday 8	<b>Course pack:</b> Simón Bolívar and José de san Martín: 249-253
Thursday 10	<b>Course pack:</b> Simón Bolívar y José de San Martín: 254-259

**Week 6: February 14-17**

Tuesday 15	<b>MyFerris:</b> The Culture of Independence: 277-283
Thursday 17	<b>MyFerris:</b> The Culture of Independence: 284-290

**Week 7: February 21-24**

Tuesday 22	<b>My Ferris:</b> The Culture of Independence: 291-297
Thursday 24	Filme: <i>Bolívar soy yo</i>

**Week 8: February 28- 3 March**

Thursday 1	Filme: <i>Bolívar soy yo</i> + Film Discussion <b>MyFerris:</b> José Martí: 227-231
Tuesday 3	<b>Exam 2: Unidad II</b> <b>+ Written Report 2</b>

**Week 9: March 7-10 (no class) SPRING RECESS**

Tuesday 8	*
Thursday 10	*

**Week 10: March 14-17**

**Unidad III: Los Movimientos Revolucionarios**

Tuesday 15	<b>Course pack:</b> Land and Liberty: 299- 303
Thursday 17	Course pack: Land and Liberty: 304- 307

**Week 11: March 21-24**

Tuesday 22	Filme: <i>La Cucaracha</i> or <i>Arráncame la Vida</i>
Thursday 24	Film Discussion +Corridos Revolucionarios + <b>Written Report 3</b>

**Week 12: March 28-31**

**Unidad IV: Latinoamérica Contemporánea**

Tuesday 29	<b>Course Pack:</b> Julio Cortázar: 139-145
Thursday 31	<b>Course Pack:</b> Isabel Allende: 270-279

**Week 13: April 4-7**

Tuesday 5	<b>My Ferris:</b> Gioconda Belli
Thursday 7	Presentation prep.

**Week April 14: 11-14**

Tuesday 10	Presentation prep. + <b>Written Report 4</b>
Thursday 14	Presentations

**Week 15: April 18-21**

Tuesday 19	Presentations
Thursday 21	<b>Mid Semester Recess</b>

**Week 16: April 25-28**

Tuesday 26	Presentations
Thursday 28	Actividad Alternativa

Week 17: April 2- 5 Final Exam Week

Final Exam: \_\_\_\_\_

**Important Note:** The instructor reserves the right of making needed and appropriate adjustments to this syllabus.