

## LIB 201: Diversity in the United States

**Instructor:** Dr. Wendy Burns-Ardolino (Dr. BA)

**Class Meets:** Winter 2013

T 4-5:15pm LOH 168

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**Office Hours:** T/R 2-3:30, W 2-4pm

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**Please note: You cannot receive credit for US 201 and LIB 201. LIB 201 fulfills U.S. Diversity and Foundation – Social and Behavioral Science.**

### **Course Description:**

In this course we will use interdisciplinary methods and resources to explore the practical and ideological dimensions of diversity in the United States. We will discuss the formative effects of race, ethnicity, gender, sexual orientation, class, religion, environment and physical abilities in determining the distribution of resources that affect the material lives and social constructions of various cultural groups in the United States. In our analysis of social, economic, political and cultural struggles for equality in the United States, we will engage historical and current debates regarding issues such as immigration, sexual identity, meritocracy, racial profiling, segregation, environmental justice and the division of labor. Our unpacking of myths of “American exceptionalism” will situate the United States in a global context to promote an enriched understanding of how geography, history and economics intersect to construct and challenge our own diverse identities.

### **Course Objectives:**

- 1) Promote open, informed and respectful dialogues about issues of diversity and difference.
- 2) Develop an understanding of how identities are socially constructed both within and external to different groups.
- 3) Historicize diversity in the United States via a comparative approach.
- 4) Encourage students to consider how they experience and impact the nation’s diversity.
- 5) Facilitate skill in addressing these issues through different mediums and disciplines (i.e. sociology, history, and literature).

### **Skills Objectives:**

All courses in the U.S. Diversity Culture and Social and Behavioral Sciences Foundation will emphasize how

1. To engage in articulate expression through effective speaking and writing.
2. To think critically and creatively.
3. To locate evaluate and use information effectively.

### **Required Texts:**

Colombo, Gary, et. al. (eds.) *Rereading America: Cultural Contexts for Critical Thinking and Writing*, 8<sup>th</sup> Edition, 2010. **(C)**

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### **Hybrid and Online Learning in General**

You should expect to spend as much time in study and preparation, or perhaps more, as a classroom-based course since you are managing your own learning using the information and resources located in Blackboard. This requires that you be self-disciplined, motivated, and have

some skills using a networked computer and a Web browser. The content and rigor of an online course offered by GVSU is equivalent to the on-campus, in-class version of the same course.

If this is your first time taking a hybrid or online course at GVSU, you **must** go through the GVSU Online Learning Orientation. This tutorial will help to prepare you for what is involved in being an on-line student. You will learn the features of Blackboard, determine if your computer meets the technical requirements, and hopefully get a sense as to whether learning on-line is something that is right for you. Please use the following to access the GVSU Online Learning Orientation & Assessment:

**Online Learning Orientation:** <http://www.gvsu.edu/online/an-orientation-for-learning-in-the-online-and-hybrid-formats-13.htm>

**Online Learning Readiness Assessment:** <http://www.gvsu.edu/online/tools.htm>

For more information on Blackboard please see:

<http://www.gvsu.edu/it/bb/index.cfm?id=337EE3BF-9E47-2E86-18041876582465F0>

### ***User Name and Password***

Each student has been given a Username and a Password for Blackboard. If you need assistance with your Username and Password, please contact the Academic Computing department at 616-331-2101.

### **Updated Email**

Many of you have already updated your email address through Blackboard, but for those of you who have not or do not remember if you have, please log on to Blackboard (<http://bb.gvsu.edu>) and make sure the email address that shows up in Blackboard is the one that I can use to contact you.

### ***Hardware/Software Requirements***

Students must have access to sufficient hardware and software to complete the course. The minimum requirements to access the course materials through the Internet are:

- Access to a **High Speed Internet connection** (a modem or dial-up connection may not suffice)
- Microsoft Word and Power Point 2000 or later preferred (Word Perfect and Works are not acceptable word processing applications for the course assignments)
- Internet Explorer 4.0 or higher

### **Course Policies**

#### ***When We Meet Face-to-Face***

**Attendance & Participation:** Students are expected to both be present in each class session and to engage in the thoughtful and informed discussions that will take place in the class as well as online. As a hybrid course, we meet face to **13** times during the semester. It is expected that students will be present for the entire session on all 13 days of class. **For each seated class missed in excess of 3 absences, your class participation grade will be deducted a letter grade. Active Class Participation is worth 20% of the grade for the course.**

**Cell Phones:** Cell phones must be turned off prior to the beginning of each class session.

**Laptop Computers:** GVSU is equipped with wireless connectivity. Laptop computers are to be used during class time for class purposes only. Any other use of laptop computers during class time is inappropriate and will result in a letter grade deduction of your class participation grade for the term.

**Late Assignments:** will be deducted a letter grade for each day late. Papers are to be turned in at the beginning of class. Students are expected to be on time, to be respectful of other students and to be responsible for the readings.

### **Unexpected Events:**

Sometimes, unexpected events or emergencies occur and must take priority over our academic commitments. If you cannot fulfill your responsibilities for this course because of circumstances beyond your control, please send me an email at: [burnsarw@gvsu.edu](mailto:burnsarw@gvsu.edu) so we can work together to create a plan.

**Communication:** All official Grand Valley State University email goes to your student (gmail) account, including any email sent from Blackboard. I will send weekly email updates through Blackboard, so it is very important that you check your GVSU e-mail on a regular basis. Likewise, I would also expect that you check our Blackboard class site on a regular basis. Email sent from Blackboard includes the course number.

**When sending me an email message that does not originate in Blackboard, please indicate the course and section number in the subject line and sign your name within the body of the message, so that I know with whom I am corresponding.** If it is an urgent message, please also include the words “help” in the subject line. Based on the sheer volume of email I receive every day, this will help me to give priority to urgent messages from my students. During the work week (Monday – Friday) I will usually try to check my email several times during the day (prior to 5 pm). I also often check my email during the weekend. However, do not expect that I will always return email messages on the weekend.

### **Plagiarism**

Webster’s defines plagiarism as “ the appropriation or imitation of the language, ideas and thoughts of another author, and representation of them as one’s original work.” This includes directly copying the work of another without proper attribution as well as changing a few words to make it seem like your own writing.

All of the following would constitute plagiarism:

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

### **THE ORIGINAL PASSAGE**

This book has been written against a background of both reckless optimism and reckless despair. It holds that Progress and Doom are two sides of the same medal; that both are articles of superstition, not of faith. It was written out of the conviction that it should be possible to discover the hidden mechanics by which all traditional elements of our political and spiritual world were dissolved into a

conglomeration where everything seems to have lost specific value, and has become unrecognizable for human comprehension, unusable for human purpose.

Hannah Arendt, *The Origins of Totalitarianism* (New York: Harcourt Brace Jovanovich, Inc., 1973 ed.), p.vii, Preface to the First Edition.

**EXAMPLE I : *Word-for-Word Plagiarism***

This book has been written against a background of both reckless optimism and reckless despair. It holds that Progress and Doom are two sides of the same medal; that both are articles of superstition, not of faith. Interestingly enough, Arendt avoids much of the debates found in some of the less philosophical literature about totalitarianism.

***When material is taken directly from a book, article, speech, statement, remarks, the Internet, or some other source, the writer must provide proper attribution. In this example, no credit is given to the author.***

**EXAMPLE II : *The Citation without Quotation Marks***

This book has been written against a background of both reckless optimism and reckless despair. It holds that Progress and Doom are two sides of the same medal; that both are articles of superstition, not of faith. Interestingly enough, Arendt avoids much of the debates found in some of the less philosophical literature about totalitarianism (Arendt, vii).

*When material is quoted word-for-word, a citation alone is insufficient. The material that represents a direct quotation must either be put within quotation marks or indented. For example:*

A. As Hannah Arendt explains, her book was “written against a backdrop of both reckless optimism and reckless despair.” The book “holds that Progress and Doom are two sides of the same medal . . .” (Arendt, vii).

B. As Dr. Arendt has explained:

This book has been written against a background of both reckless optimism and reckless despair. It holds that Progress and Doom are two sides of the same medal; that both are articles of superstition, not of faith (Arendt, vii). Interestingly enough, Arendt avoids much of the debate found in some of the less philosophical literature about totalitarianism.

**EXAMPLE III : *The Paraphrase***

Hannah Arendt’s book, *The Origins of Totalitarianism*, was written in the light of both excessive hope and excessive pessimism. Her thesis is that both Advancement and Ruin are merely different sides of the same coin. Her book was produced out of a belief that one can understand the method in which the more conventional aspects of politics and philosophy were mixed together so that they lose their distinctiveness and become worthless for human uses.

*Even if the author’s exact language is not used, a citation is still required for material that is paraphrased.*

**EXAMPLE IV : *The Mosaic***

The first edition of *The Origins of Totalitarianism* was written in 1950. Soon after the Second World War, this was a time of both **reckless optimism and reckless despair**. During this time, Dr. Arendt argues, the **traditional elements of the political and spiritual world were dissolved into a conglomeration where everything seems to have lost specific value**.

In particular, the separation between the State and Society seems to have been destroyed. In this book, she seeks to disclose the **hidden mechanics** by which this transformation occurred.

*Even though this example includes some original material, selected phrases of the original are woven throughout the passage- -- a. reckless optimism and reckless despair, b. traditional elements of the political and spiritual world were dissolved into a conglomeration where everything seems to have lost specific value, and c. hidden mechanics.*

**EXAMPLE V : The "Apt Phrase"**

*Following the Second World War, scholars from a variety of disciplines began to explore the nature of "totalitarianism." One of the most pressing issues for these writers understood the "essence" of totalitarianism. How, for example, is a totalitarian regime different from an authoritarian regime? Although authors disagree on the precise answer to this question, a common thread running throughout most of the classic works on totalitarianism deals with the relationship between State and Society. In a totalitarian state, the traditional boundaries between State and society are **dissolved into a conglomeration** so that the two become indistinguishable.*

*This passage is almost entirely original, but the phrase "dissolved into a conglomeration" is taken directly from Arendt. Even though this is a short phrase, it must be cited. Only phrases that have truly become part of general usage can be used without citation.*

**How do I avoid plagiarism?**

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

**Plagiarism:** "Any ideas or material taken from another source for either written or oral presentation must be fully acknowledged. Offering the work of someone else as one's own is plagiarism" (GVSU Student Code). This includes cyber plagiarism (stealing online papers). **You are required to submit papers to SafeAssign through Blackboard.** SafeAssign is a resource at Grand Valley State University that checks written work for originality and works through Blackboard. SafeAssign checks papers against several online databases, thousands of websites, and GVSU's database of papers that have been submitted through SafeAssign. We will discuss this topic further in class and address any of your questions or concerns regarding citation and plagiarism. **Students caught plagiarizing will fail the course and are subject to disciplinary action.**

**Academic Honesty:**

For a complete articulation of the University's policy on Academic Honesty, please see the Student Handbook. University policy prohibits **cheating** (allowing submitting someone else's work under your name), **fabricating** (falsifying or inventing any citation or information in academic work), **plagiarizing** (using another person's words or ideas without proper attribution), and **facilitating academic dishonesty** (helping or attempting to help someone else commit academic dishonesty). The consequences for academic dishonesty are serious, and may include failing the course or being expelled from the university.

**Mid-term Progress Report:** Based on midterm grade, students may choose to withdraw from the course and receive a grade of "W." Students pursuing this option must withdraw online by March 8. **March 8 is the last day to withdraw without academic penalty.**

**Environment:** GVSU is committed to providing a respectful and responsible learning environment. If you need academic accommodations because of a learning, physical, or other disability, please contact Disability Support Services (DSS) at 616-331-2490.

### **Assignments:**

You will earn your final course grade based on your success in the following endeavors:

#### **Attendance and In-class participation: 20%**

**Blackboard Discussion Posts: 20%**

**Co-Curricular Blog Assignments: 20%**

**Wiki Presentation: 20%**

**Final Exam: 20%**

### **Reading & Screening**

Each week you will have assigned readings from the text and other sources. Some weeks there will be videos, external links or other activities to enhance your study.

### **Class Participation: 20%**

Students should be prepared for engaged, civil discussion on the forums and in their assignments by *carefully reading the articles, taking notes and having asked either the forum or myself any initial questions*. Be prepared to engage in complex and controversial discussions with an open mind and respectful demeanor. All students should feel both safe and comfortable in this class. **Expect** to honestly and critically assess your own beliefs and how they may contribute to maintaining racism, sexism, etc.

### **Discussion Board Forum Participation 20%**

Active participation is expected every week. Active participation includes visiting the discussion forum **several** times throughout the week, posting and responding to the questions there, and engaging in dialogue in various different roles throughout the semester (as a facilitator, researcher, clarifier or summarizer). As a part of your participation grade you will also be expected to post a number of reading inquiries designed to judge your overall comprehension of the material covered in class *and* your level of personal reflection on that material (see BB, Assignments, Reading Inquiries).

Regular face-to-face discussions take place when people share the same space and time. We follow conventions for conversations by paying attention to what people say and we participate by offering counter points of view, challenging ideas put forth, supporting someone's perspective, and changing the topic or direction by introducing other views or new ideas. A conversation flows over time, changing direction as the participants want, and provides a forum for exchanging ideas and opinions. Key to any beneficial conversation is connecting ideas or topics so that everyone understands what has been said and has a chance to contribute their view.

Participation in online discussion is an *essential* part of this course and students are expected to read and respond (Reply) to discussion threads or messages with "substantive postings." Your discussion should add to the topic. Statements of agreement in response to a topic or a peer response demonstrate a lack of substantive content and should be avoided; that is, your postings should be *thorough* and *thoughtful*. Just posting an "I agree" or "Good Point" is not an adequate response. Instead, explain your reasoning as to why you might agree or disagree with an idea. Don't be afraid to hypothesize ideas; in fact, that can be more effective than asserting explicit and irrevocable ideas. **Be sure to back up your ideas with specific**

**evidence from the texts** – cited with page numbers as much as possible. Do not be reluctant to constructively challenge and test each other’s ideas, assumptions, and reasoning (including your own and mine).

All participants should maintain a professional attitude and manner of discussion. While spirited debate is encouraged, unprofessional behavior is not. Often times, words come across “more directly and harshly” in this written form of communication, since there are no facial gestures, expression or tone of voice to help convey your message fully. Your contributions should not be overly negative or personal in nature.

In the end, synthesis and evaluation are only possible when we engage in a true dialogue that genuinely considers differing viewpoints, and that can only happen in a sustained way *when we are willing to converse: not pose a question or comment and leave it to others, but to keep coming back to the idea, twisting and turning it and reexamining it.*

### Rubric for Assessing Forum Participation:

	0-2 Deficient	3-5 Emergent	6-8 Competent	9-10 Proficient
<b>Participation Quality: Civil Constructive, Rigorous</b>	Participation doesn’t engage in the discussion much or in much depth, does not relate comments directly to the texts, or presents comments without much civility or is presented without much rigor; doesn’t help others and self to develop ideas.	Participation is somewhat civil (responds to each other without blatant disrespect); somewhat constructive, (sometimes helps others and self develop their own ideas but other times tends to primarily repeat or affirm previous comments) and/or somewhat rigorous (occasionally challenges ideas or presents new ideas but tends to repeat ideas already stated; occasionally backs up ideas with specific quotations and summaries with page references), but needs to be more so, in order to better help others and self to develop ideas.	Participation is constructive (helps others and self develop their own ideas), generally rigorous (often challenges ideas constructively; often backs up ideas with specific quotations and summaries with page references from the readings, proposes some new ideas) and civil, (responds to each other with courtesy and respect).	Participation is constructive, (helps others and self develop their own ideas); rigorous (frequently challenges ideas constructively; nearly always backs up ideas with specific quotations and summaries with page references from the readings, proposes new ideas and fresh perspectives) and very civil, (responds to each other with courtesy and respect even in disagreement).
<b>Participation Frequency</b>	(0-1); postings are too brief or too rare to move the participation forward, or are posted too late in the week to be part of the week’s discussion.	A few postings (1-2), postings are rather brief, postings are infrequent (posted once or twice), or posted primarily in the last days of the week’s forum, rather too late in the week to be very helpful.	Several postings (3 or 4 ) a few times (2-3 times) through the week to a several topics in sufficient length (several sentences) in your group board.	Numerous postings (5+ in the part. group board) posted several times throughout the week (3+), to several topics and questions, and does so in depth (several sentences to a paragraph).

### Co-Curricular Blog Assignments 20%

1/29 Co-Curricular Blog 1 – MLK Day Due

2/19 Co-curricular Blog 2 Due

3/19 Co-Curricular Blog 3 Due

4/9 Co-Curricular Blog 4 Due

The intent of the co-curriculum is to provide an opportunity for intentional learning and development which complements the content and skills goals of our course. Here you are free to choose events and programs that complement our course material and interest you. I am looking for evidence of “transformational learning” here. The relationship between academic

learning and personal development is integral to deep and transformational learning. The idea of transformative learning reinforces the root meaning of liberal education itself – freeing oneself from the constraints of a lack of knowledge and an excess of simplicity. The hope is that in juxtaposing the co-curriculum with the course content opportunities for transformational learning will increase and deepen.

This component of your grade asks you to critically reflect on your participation in multiple communities whose activities intersect with our course content. Your written response to your engagement in a co-curricular event should demonstrate how each of four events relates to our course material. In order to have your engagement in a co-curricular event build constructively toward a demonstrably fuller understanding of diversity, you should make specific reference to a course reading/film (by title) and relate it to the content of the event.

See <http://www.gvsu.edu/integrativelearning/> for a list of US201 approved events (please note this list will be updated weekly). Each co-curricular blog assignment should have a minimum of 250 words and is worth 5%, making the co-curricular assignment worth 20% of your grade overall. Make sure that you give the full title of the event, its location, date and time. Your responses should address the prompt questions below and provide the title of one essay/film among our class materials that relate to your experience, and explicitly discuss its relevance to your event.

Writing prompts:

1. **Location of Self.** Discuss how you feel your identity shaped your response and participation in the event. What did you learn about your own position in society as it relates to the positions and identities of others? Please give the name of a reading/viewing in the class that relates to this experience.

2. **Awareness and Knowledge of Communities and Identities Different from One's Own.** In attending an event in which you interacted (vocally or as an audience member) with a community whose identity diverges from your own (as defined in category 1, Location of Self), what insights did you acquire about diversity? What reading/viewing in class relates to this experience?

3. **Knowledge and Examination of Structures and Systems that Impact Diverse Populations.** After attending an event that addresses institutional structures, share a piece of knowledge that you gained about how historical, political, social and economic structures affect diverse populations in unique ways. In describing how these structures intersect with each other, provide the title of a related reading/viewing.

4. **Application and Integration of New Knowledge:** After you participate in an organization and/or event that require you to engage in its activities, reconsider your sense of identity. How has the activity, the general co-curriculum program and the course material led to a redefinition of your social role in relation to others?

**WIKI Presentation 20%**

Every student must sign-up for a wiki presentation during the first day of class. Your Wiki presentation must be completed by Tuesday Noon of the week the class reads the article your presentation is based on. The Wiki presentation requires **research** (three or more academic sources other than the article assigned as *well* as other relevant source material such as short clips, photos, graphs and artistic work). Do *not* simply summarize the article you have been



assigned. Instead, either argue for a particular point or bring to our awareness complications, questions or problems that arise out of the article. Use the sources you have researched to develop a consistent, interesting and easy-to-follow wiki (remember, this is NOT a paper). Conclude the wiki by developing questions for the class to discuss in the appropriate forums (post the questions in your wiki and the forums).

### Final Exam 20%

There will be an in-class final exam covering the readings, lectures, videos and class discussions.

### Grade distribution:

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

### Grade Definitions:

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

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

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

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

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

### Tentative Schedule of Readings and Assignments: Note HW means Homework due the next class

**Tentative Schedule:** This schedule is subject to revision, including assignment dates, based upon the pace of the class. It is your responsibility to check email and announcements for changes in the Schedule.

#### Week 1: Introduction

**1/8:** Course Introduction.

**HW Read: (C)** Mantsios, "Class in America," 309-318" & "Framing Class, Vicarious Living, and Conspicuous Consumption" (330-348) & **Screen:** *Class Dismissed*

**HW Post to Discussion Board - \*\*\*Note\*\*\* Students must directly answer at least 3 discussion questions and respond to 2 peer postings each week of class**

**\*\*\*Due by Tuesday noon prior to Tuesday evening Class**

#### Week 2: Meritocracy

**1/15:** In-Class Discussion **(C)** Mantsios, “Class in America,” 309-316” & “Framing Class, Vicarious Living, and Conspicuous Consumption” (330-348) & *Class Dismissed*  
**HW Read (C)** Kozol, “Still Separate, Still Unequal,” 219-237 & **(C)** Mann, “Report of the Massachusetts Board of Education” 116-126

**HW Post to Discussion Board**

**\*\*\*NOTE MLK Day of Service 1/21– See Co-Curricular Assignments**

### **Week 3: Education and Equity**

**1/22** In-Class Discussion **(C)** Kozol, “Still Separate, Still Unequal,” 219-237 & **(C)** Mann, “Report of the Massachusetts Board of Education” 116-126

HW – Screen: 3 Films related to Little Rock 9

### **Week 4: Racism: Constructing Race and Ethnicity**

**\*\*\*1/29 No Class Meeting- Co-Curricular Blog 1 – MLK Day Due**

**HW Read (C)** Frederickson, “Models of Ethnic Relations,” 449-461 & **(C)** Terkel, “C.P. Ellis,” 398-408, Ehrenreich, “Serving in Florida,” 290-303 & **Screen** *Nickel & Dimed on Not Getting by in America*

**HW Post to Discussion Board**

### **Week 5: Class and Labor**

**2/5** In-Class Discussion **(C)** Frederickson, “Models of Ethnic Relations,” 449-461 & **(C)** Terkel, “C.P. Ellis,” 398-408, 3 films related to Little Rock 9, *Central* & Ehrenreich, “Serving in Florida,” 290-393 & *Nickel & Dimed on Not Getting by in America*

**HW Read (C)** Harmony at Home (17-25), “What We Really Miss About the 1950s” (32-48) & **Screen** Pat Tillman related clips

**HW Post to Discussion Board**

### **Week 6: Racialized Labor and Immigration**

**2/12** In-Class Discussion **(C)** Harmony at Home (17-25), “What We Really Miss About the 1950s” (32-48) & **Screen** Pat Tillman related clips

**HW Read (C)** Martinez “The Crossing,” 473-82 Morales, “Child of the Americas,” 511-513 & “The Color of Family Ties: Race, Class, Gender, and Extended Family Involvement” 61-69

**HW Post to Discussion Board**

### **Week 7: Intersections of Race, Class and Gender**

**2/19 Co-curricular Blog 2 Due**

**In-Class Discussion (C)** Martinez “The Crossing,” 473-82 & **(C)** Morales, “Child of the Americas,” 511-513 “The Color of Family Ties: Race, Class, Gender, and Extended Family Involvement” 61-69

**HW Read (C)** Devor, “Becoming Members,” 526-536 & **(C)** Wolfson, “What Is Marriage?” 89-101 & **Screen:** *The Strange Case of Don’t Ask Don’t Tell*

**HW Post to Discussion Board**

### **Week 8: Constructing Gender and Family**

**2/26- Midterm Grades Posted**

In-class Discussion (C) Devor, "Becoming Members," 526-536 & (C) Wolfson, "What Is Marriage?" 89-101 & *The Strange Case of Don't Ask Don't Tell*  
**HW Read (C)** "Proposition 8" 79-80, Morse, "Prop 8 Hurt My Family," 84-88 & (C) Visual Portfolio: Reading Images of American Families, 568-74 Proposition 8  
**HW Post to Discussion Board**

**\*\*\*\*NOTE March 8 Last Date to Withdraw without Academic Penalty – Grade of W**  
**\*\*\*\*\*Spring Break March 3-10**

### **Week 9: Gender, Sexual Identity and Institutions**

**3/12** In-Class Discussion(C) "Proposition 8" 79-80, Morse, "Prop 8 Hurt My Family," 84-88 & (C) Visual Portfolio: Reading Images of American Families, 568-74  
**HW Read (C)** "Against School" (148-156), From *Social Class and the Hidden Curriculum of Work* (169-186) & Learning Power (109-116)

**HW Post to Discussion Board**

### **Week 10: Social Constructins of Identity**

**3/19 Co-Curricular Blog 3 Due**  
 In-Class Discussion( C) "Against School" (148-156), From *Social Class and the Hidden Curriculum of Work* (169-186) & Learning Power (109-116)  
**HW Read:** "From Fly Girls to Bitches and Hos" (601-608), "Bros Before Hos" (608-617) & *Screen Hip Hop: Beyond Beats and Rhymes*  
**HW Post to Discussion Board**

### **Week 11: Gender, Culture & Globalization**

**3/26** In-class Discussion "From Fly Girls to Bitches and Hos" (601-608), "Bros Before Hos" (608-617) & *Hip Hop: Beyond Beats and Rhymes*  
**HW Read** Article in BB: Interse(x)tions: Gender, Culture & Globalization & Screen *Maid in America*  
**HW Post to Discussion Board**

### **Week 12: Intersectionality in the Global Context**

**4/2** In-class Discussion Article in BB: Interse(x)tions: Gender, Culture & Globalization & Screen *Maid in America*  
**HW Read (C)** Harris and Carbado, "Loot or Find," 422-436 Screen: *When the Levees Broke*  
**HW Post to Discussion Board**

### **Week 13: U.S. Institutions at Crisis Moments**

**4/9 Co-Curricular Blog 4 Due**  
 In-class Discussion(C) Harris and Carbado, "Loot or Find," 422-436 & *When the Levees Broke*  
**HW Post to Discussion Board**

### **Week 14: Course Review**

**4/16 Last Day of Class Review for Final**

### **Week 15: Final Exam TBA**