

LIB 401: Visionary Thinkers
Patricia Hill Collins and bell hooks
HYBRID COURSE

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

Office: LOH 233

Class Meets: Fall 2012

Email: burnsarw@gvsu.edu

R 4-5:15pm MAK A2105

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

8/30, 9/6, 9/20, 10/11, 10/25, 11/29 and Final Exam period 12/13 4-5:50PM

Required Texts

Collins, Patricia Hill. *Black Feminist Thought*. New York: Routledge, 2000.

Collins, Patricia Hill. *From Black Power to Hip Hop: Racism, Nationalism and Feminism*.

Philadelphia: Temple UP, 2006.

hooks, bell. *Black Looks: Race and Representation*. Boston: South End Press, 1992.

hooks, bell. *Feminist Theory: From Margin to Center*. Cambridge: South End Press, 1984.

LIB 401: Visionary Thinkers = American Mosaic Theme Course

The American Mosaic theme explores diversity in the U.S. A mosaic is a picture that is comprised of bits and pieces of colorful tiles – each piece contributing to the whole picture in a critical and unique way. Courses in the theme explore diversity in the United States by looking at the many different groups that make up our pluralistic nation.

The U.S. has been a diverse society throughout its history. In recent decades and continuing today there is heightened consciousness about gender, religion, age, race, ethnicity, sexual orientation, and ability status. This Theme allows students to learn about groups who are different from themselves, thereby preparing them for future experiences in the workplace and as citizens. Theme classes also explore how specific social groups have evolved over time.

Theme Goals

All courses in Theme 20 – American Mosaic include the following content:

1. To examine the cultural, social, or economic composition of diverse groups in the United States.
2. To understand the histories, cultures, and contributions of the diverse groups which comprise U.S. culture.
3. To provide students an opportunity to compare their own experience with other groups in the United States.
4. Students will understand the unequal opportunities that different groups have experienced during U.S. history.

Skills Goals

All courses in a Theme use teaching methods that help students become more proficient in the following skills:

1. To engage in articulate expression through effective speaking;
2. To engage in articulate expression through effective writing;
3. To think critically and creatively;
4. To locate, evaluate, and use information effectively;
5. To integrate different areas of knowledge and view ideas from multiple perspectives.

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>

Course Syllabus

Course Syllabus available in Blackboard with complete schedule of assignments.

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 face five times during the semester. It is

expected that students will be present for the entire session on all five evenings. **Each seated class meeting is worth 30 points and cumulatively accounts for 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 lower participation grade.

Late papers: 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.

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 October 26. **October 26 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%
Blog Discussion Leader Assignment : 20%
Academic Poster: 20%
Final Exam: 20%

Reading

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

Blackboard Discussion Posts (20%): Students are required to post to message board discussions every week. Students should respond to at least 3 discussion questions and engage with at least 2 student posts each week. Each discussion board session will be graded on a 10 point scale using the following grading criteria.

I will monitor all of the Discussion Board Forums, but will not respond to each individuals post. I will weigh in from time to time on various issues and will certainly jump in if I see something being perpetuated that is clearly erroneous; however, I will not be online all day, every day and will not respond to each and every threaded discussion. Some of the threaded discussion is designed to replicate student-to-student discussions that would take place in class or in small groups. To that end, I want to refrain from dominating or unduly influencing those discussions. **Your participation in the Weekly Discussion Boards (*initial posting and follow up with at least three peers*) accounts for 20% of the final course grade.**

Discussion Board Grading Criteria

(Total of 10 points for each post)

Student posts should:

1. Mention at least **2 specific points** from the article or reading. (2 points)
2. Relate **new information** to **prior information** learned in the course to. (2 points)
3. Directly answer one of the discussion questions with an **original posting**. (2 points)
4. Discuss the reading at a **critical level**, not just recitation of facts from the article. (2 points)
5. Respond to postings from classmates involving **engagement** with the assigned reading (2 points)

Note: Discussion at a critical level means discussing the content of the reading and responding directly to discussion questions and responses from classmates. Postings must be substantive.

Academic Poster

Theoretical or applied research posters that present an aspect of community engagement or citizenship, including political knowledge and understanding; how to engage in an activity (volunteering, course based, internship) that benefits the community and provides well defined learning outcomes. Constitutional issues; open inquiry and academic freedom; ethics in government and civility; civic leadership; historical analyzes of factors affecting social justice; and, economic, psychological, philosophical, historical, or educational analyses of people, movements, or trends that have shaped our democracy and its people.

Poster's should be submitted electronically as a Microsoft Power Point Slide and meet specifications as indicated by Academic Poster Guidelines in Blackboard

***Individual Student Poster's will be due on dates to be assigned on the first day of class**

Blog Discussion Leader Assignment

The blog discussion leader assignment is one of the key components of this course. In this assignment you will be in charge of fostering a class-wide virtual discussion of an assigned text or reading. You will conduct a close and critical reading of your assigned text using active

reading strategies. You will then compose a 2-3 page essay length blog on your text or reading and posting it to the class blog website. You will also be responsible for facilitating the online discussion of both the text and the points you bring up in your essay. You are the discussion leader, so it is your responsibility to check the blog several times during the week to ask more questions, answer those posed to you and generally foster a lively and ongoing virtual discussion.

This assignment has two purposes:

- You will gain an in-depth and critical knowledge of at least one of the assigned texts for this course
- You will engage your classmates in a critical discussion of the themes, issues, ideas, and critiques that surround our course material.

This essay should not be a mere presentation of ideas, so don't ask your audience (i.e. your classmates) to sit passively while you present your material. Your blog should be designed to foster class discussion. You need to make points that are thought-provoking. Does the author and text explore any critical issues? Are there any contradictory readings of the text? Is there any sort of controversy surrounding the text? Can we think about this text in conjunction to our own lives? At the end of your essay, you will pose two questions for discussion that build on the ideas you've covered in your blog.

This blog must use two outside sources. These sources must be scholarly or substantive, so nothing from Wikipedia, Encyclopedia Britannica, or an internet search. Sites like Wikipedia are a great starting place to gather information, but they shouldn't be used as source material in your paper. And unless you're using Google Scholar, avoid internet searches—the sources that you find will more than likely not be scholarly or substantive. If you're not sure about what makes a source scholarly or substantive, these two videos explain them.

How to Identify Scholarly Journal Articles: <http://www.youtube.com/watch?v=uDGJ2CYfY9A>

How to Identify Substantive News Articles: <http://www.youtube.com/watch?v=QAiJL5B5esM>

And this website provides a more in-depth discussion on how to identify a scholarly source

<http://pegasus.cc.ucf.edu/~janzb/courses/scholarly1.htm>

Requirements

- 2-3 page essay length blog
- This blog must use two outside sources
- 2 discussion questions, at the end of your blog, for the class to comment on.
- Consistent and repeated participation in the virtual discussion of your assigned text
- Your essay length blog post will be due on the date assigned on the first day of class

***Individual Student Blogs will be due on dates to be assigned on the first day of class**

Grading

I will evaluate your project using several factors:

- The quality of your blog post and research—how clearly articulated your ideas are, how well your post in fosters an active and critical discussion. (Note: you won't be graded on how much other people comment on and discuss your post, but on the essay's potential to provoke class discussion)
- Your ability to facilitate and active online discussion of your assigned texts.

Final (20%)

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

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 so we can work together to create a plan.

Grade distribution:

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

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

Course Schedule & Readings from Texts

***August 30, 2012** Discussion and Film regarding bell hook's theories of *Cultural Criticism and Transformation*

HW - Read bell hooks *Feminist Theory: From Margin to Center* and post responses to online discussion Board 1 & 2 prior to arriving to class on:

*** September 6, 2012** In-class discussion: *From Margin to Center*

HW – Read Patricia Hill Collins *Black Feminist Thought* Pages 1-160 and post responses to online discussion Board 3 prior to arriving to class on:

*** September 20, 2012** In-class discussion *Black Feminist Thought* Pages 1-160

HW – Read Patricia Hill Collins *Black Feminist Thought* Pages 161-309 and post responses to online discussion Board 4 prior to arriving to class on:

*** October 11, 2012** In-class discussion *Black Feminist Thought* Pages 161-309

HW – Read Patricia Hill Collins From Black Power to Hip Hop: Racism, Nationalism & Feminism and post responses to online discussion Board 5 & 6 prior to arriving to class on:

***October 25, 2012** In-class discussion From Black Power to Hip Hop

HW – Read bell hooks Black Looks: Race and Representation and post responses to online discussion Board 7 & 8 prior to arriving to class on

***November 29, 2012** - In- class discussion Black Looks: Race and Representation

November 29, 2012 – Discussion Portion of Final Exam will be posted in BB
Diagnostic Portion of Final Exam will be posted in BB

December 6, 2012 – Both portions of the Final Exam due in BB by noon.

***Indicates a face-to-face session. These sessions are mandatory.**