

DVST 5310 Diversity Studies: Theories and Issues
DVST 3301 Intro to Diversity Studies
Spring 2013

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Contact Information

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Course Description

Focusing on the four ethnic groups (Native Americans, African Americans, Latino Americans, and Asian American), but also European American and Middle Eastern ethnicity, this interdisciplinary course introduces students to critical theories and issues relating to race, class, ethnicity, and culture in the United States. It also explores issues related to religion, age, sexual orientation, gender identity, and physical ability/disability. Student will analyze critical theory, literature, and historical works.

Objectives

1. To increase competence in critically thinking about cultural diversity issues
2. To enhance knowledge of ethnic and other diverse groups in the United States
3. To enhance understanding and appreciation of personal individual culture
4. To enhance research and writing skills
5. To increase knowledge and awareness of group dynamics

Course Organization

The course is organized into weekly units of instruction, called Learning Modules, as outlined in the Course Schedule. Each learning module is listed in the syllabus by the week's main topic and contains reading assignments, lesson notes, interactive activities, surveys, and/or YouTube videos. All readings and activities will be posted on TRACS in the weekly modules under "Learning Modules." Some of the tools we will use are the forum, mail tool, gradebook, assignment, assessments, and wiki. **See TRACS tutorials for use guidelines.**

Equipment and Materials

You will need a computer and Internet access (plus Texas State ID and password) to log on TRACS site at the Texas State homepage to enter the course. The TRACS site's Help link on the left side will take you to the *Student Guide* that explains what equipment you need and how to use the tools on the site. Recommended software for easy access for all is Microsoft Office (cost involved) or Libre Office (download available free online <http://libreoffice.en.softonic.com/>).

Class Policies and Procedures

1. **TRACS:** This is the course management system that includes the syllabus (with hyperlinked reading assignments), handouts, gradebook, wiki, etc. It also has a mailtool for group or individual emailing, assignment and assessment tools, drop box, and forum for discussions. We will use the forum for our scheduled group discussions. **See the Key at the beginning of the syllabus.** It explains the code after each assignment listed in the syllabus telling you where the assignment can be found and posted in TRACS, e.g., (Assign) or (Assess).
2. **Communicating with Instructor:**
Communicate first via email. If requested, we will talk by telephone or in person in my office at a mutually convenient time.
3. **Discussion Forums:**
Discussion forum topics will be posted at least one week in advance. Each initial forum posting must meet the weekly **Thursday midnight deadline**; required responses are due to at least one posting other than your own by **Friday at midnight** for the week. Forum discussions will be graded. See TRACS for rubric. My role in the discussion forum is that of a facilitator. I will correct misconceptions and/or redirect conversations as needed. I will also post comments following completion of discussion indicating my general impressions of the comments and conclusions.
4. **Discussion forum vs. email for Q&A.**
If you have a question about course content or mechanics, I encourage you to post it to the Q&A discussion forum. Doing so gives students in the course the opportunity to help one another. Talk to each other about these questions and give answers if you know them. This allows everyone to benefit from the answers. Of course, do not hesitate to email me directly if your concern is of a personal nature.
5. **Email Response Time:**
Generally I will respond to emails within a day of receiving them. If I plan to be away from my computer for a couple of days, I will let you know in advance. Please indicate the course number (DVST5310 or DVST3301) somewhere in the subject line of the email, so I will know that it is a course issue.

6. Online Interaction Guidelines:

There will be multiple online community discussions designed to facilitate such knowledge and skills as: a) increased self awareness, b) increased knowledge and awareness of group dynamics, c) increased competence in critically thinking about human diversity issues such as culture, race, ethnicity, gender, class, and sexual orientation, religion, and ability. **Civility is expected in the ebb and flow of critical discourse:**

- Respect the thoughts and views of your classmates.
- Avoid the use of inappropriate language.
- Be critical in your analysis, but constructive—not cruel.

7. Naming and Submitting Documents:

Most assignments are submitted to the instructor by using the TRACS Assignment, Assessment, or Drop Box areas. Some assignments will be posted to the discussion Forum. Whenever posting your work, name your file according to the format below. Avoid special characters and spaces in files. Follow this pattern: last name, first initial, period to separate words. Examples: **SmithJ.proj.1.doc** or **SmithJ.activity1.doc**. You are responsible for keeping back-up copies of all submitted work.

8. Assessments:

All Assessments are timed. Scores for completed assessments will post immediately after completion. However, the correct responses will not be included in the feedback to protect the integrity of the assignment. General feedback to the class will include comments on responses missed by a critical mass of the class.

Grading Strategies

You are expected to complete all required readings, activities, and discussions on the day of the assignments by **midnight** of the due date, after which they will be considered late. **Late assignments will be docked 10% for each day late.** Late work will only be excused (no points dropped) for documented emergencies. **Thursday by midnight of each week is your regular posting date.** Of course, you may post earlier. **Friday by midnight** is the regular forum response to someone else deadline.

Assignments and Grading Weights (See TRACS for Evaluation Forms/Rubrics)

DVST 5310: Graduate Students

Project One: Book Review (3-5 pages)	15%
Project Two: Book Review (3-5 pages)	15%
Project Three: Research Paper: Abstract	10%
Project Four: Research Paper (12-15 pages)	30%
Weekly Activities/Forums (10 points each)	30%
Total	100%

DVST 3301: Undergraduate Students

Project One: Book Review (2-3 pages)	15%
Project Two: Book Review (2-3 pages)	15%
Project Three: Research Paper: Abstract	10%
Project Four: Research Paper (5-7 pages)	30%
Weekly Activities/Forums (10 points each)	30%
Total	100%

Grading Scale

90-100 A	70-79 C	64 or less F
80-89 B	65-69 D	

Grading Rubrics: See the TRACS site for grading evaluation forms (rubrics) (with guidelines) for each major assignment.

Note: All assignments must have name, class, and name of assignment written on the front. Writing assignments should be double spaced, with standard margins (one inch), and a twelve-point font. Follow MLA, APA, or Chicago guidelines. Indicate which style you are using in your header. See also “Naming and Submitting Documents” above.

Academic Dishonesty: Students found guilty of academic dishonesty are subject to disciplinary action; the minimum penalty will be a zero for the assignment.

Communication Skills:

All students must have **adequate writing skills** to communicate content in a professional and concise manner. Students must be proficient in written presentations including strategies for developing ideas, citing scholarly references, writing style, wording, phrasing, and using language conventions. As previously stated, students must follow MLA, APA, or Chicago guidelines. Papers must include sufficient references to support the thesis and ideas presented. Students should avoid racist and sexist language.. Students are responsible for procuring assistance to improve their writing if they enter with less than adequate college level skills. Texas State provides several types of professional services that students may wish to utilize including, but not limited to, services offered by the SLAC Online Writing Lab, the Grammar, Spelling, Punctuation Hotline, and the Texas State Writing Center. See more information about support below.

Support Services**Technical Support Contact Information**

Phone Support: 512.245.5566; Hours: Monday - Friday 8 am - 5 pm
Email Support: tracs@txstate.edu

Special Needs: Students with special needs who need special accommodations should register with the Office of Disability Services (512 245-3451). In addition, please inform me at the beginning of the semester.

SLAC (Student Learning Assistance) Lab

Location: Alkek Library- 4th Floor
Phone Number: 512.245.2515
Web Site: <http://www.txstate.edu/slac/owl.ht>

English Dept. Writing Lab

Location: ASBN-1st Floor
Phone Number: 512.245.3018
Web Site: <http://www.writingcenter.txstate.edu/>

Diversity Studies 5310/3301

Course Schedule, Spring 2013

(Changes will be announced in advance.)

Assignments are due on or before the day listed by midnight. Each initial forum posting must meet the deadline; responses will be accepted on each forum until the following Friday at midnight.

Key to Where Assignments Found in TRACS Tools:

(Assign)=Assignment is found and posted in the Assignment tool in TRACS.

(Assess)= Assignment is timed; they are located and posted in Assessment tool in TRACS.

(Drop Box)=Assignment should be posted in the Drop Box in TRACS.

Forum Discussion: Post response in Forum tool in TRACS.

Week/Due Date	Learning Module/Topic	Learning Tasks/Assignments
Week One Jan. 17	<i>Introduction and Overview</i> <i>Cultural Self-Assessment</i>	Reading: Syllabus Activity A: Syllabus Questionnaire (Assess) Activity B: Cushner, "Who Am I?" (Assign) Activity C: Cushner, "Cross-Cultural Sensitivity Inventory"(Assign) Review: Cushner, "Interpreting Cushner's Cross-Cultural Sensitivity Inventory" Forum Discussion 1: Meet and Greet
Week Two Jan. 24	<i>Diversity in the US</i>	Reading: Banks and Banks, "The Nature of Culture in the United States" Reading: Johnson and Blanchard, "Cultural Norms Produce Oppression" Review: "Creating a Common Lexicon" Activity D: "Reading Questionnaire on Culture" (Assess) Forum Discussion 2: Understanding the Language of Diversity
Week Three Jan. 31	<i>Race</i>	Reading: "Race" (from Encarta Encyclopedia) Reading: "Race and Ethnicity in United States Census" http://en.wikipedia.org/wiki/Race_and_ethnicity_in_the_United_States_Census Activity E: "Reading Questionnaire on Race" (Assess) Optional Enrichment Activity: "The Race Question" (UNESCO) http://en.wikipedia.org/wiki/The_Race_Question Supporting Handout: Review on Race and Ethnicity Theories
Week Four Feb. 7	<i>Ethnicity</i>	Reading: Yang, "Theories of Ethnicity" Activity F: "Reading Questionnaire on Ethnicity" (Assess) Forum Discussion 3: Race and Ethnicity Supporting Handout: Review on Race and Ethnicity Theories
Week Five Feb. 14	<i>Book Review: Fiction</i>	Project One: Fiction Book Review (Assign) Forum Discussion 4: Fiction Book Review Summary Supporting Handouts: "Book Review Guidelines & Evaluations" Sample Review: "Nine Plays by José Cruz González" Asenjo, "How to Write a Book Review"

<p>Week Six Feb.21</p>	<p><i>Native Americans</i></p>	<p>Reading: “Native Americans in the United States” http://en.wikipedia.org/wiki/Native_Americans_in_the_United_States Reading: “Native American Contributions” Activity G: Cushner, “Family Tree” (Assign) Activity H: Reading Questionnaire on Native Americans (Assess) Optional Enrichment Activities: “The American Mosaic: The Native American Experience” http://americanindian2.abc-clio.com.libproxy.txstate.edu/Topics “We Shall Remain” Film Series http://www.pbs.org/wgbh/amex/weshallremain/the_films/episode_1_trailer “Who Scalped Whom?” http://www.hawthorneinsalem.org/ScholarsForum/MMD2263.html</p>
<p>Week Seven Feb. 28</p>	<p><i>African Americans</i></p>	<p>Reading: “African American” http://en.wikipedia.org/wiki/African_American Activity I: Reading Questionnaire (Assess) Forum Discussion 5: Native Americans and African Americans Optional Enrichment Activities: Read: “The American Mosaic: The African American Experience” http://africanamerican2.abc-clio.com.libproxy.txstate.edu/Topics Henry Louis Gates, “African American Lives” http://www.pbs.org/wnet/aalives/profiles/rock.html “Moment in Black History: The Tuskegee Airmen” http://www.youtube.com/watch?v=HMXbodjsUgg</p>
<p>Week Eight Mar. 7</p>	<p><i>Hispanic/Latino Americans</i></p>	<p>Reading: “Hispanic and Latino Americans” http://en.wikipedia.org/wiki/Hispanics_in_the_United_States Activity J: Reading Questionnaire (Assess) Activity J2: Formative Evaluation (Assess) Forum Discussion 6: Hispanic/Latino Americans Optional Enrichment Activities: “The American Mosaic: The Latino American Experience” http://latinoamerican2.abc-clio.com.libproxy.txstate.edu/Topics Bobbito Garcia, “Latinos in America” http://www.youtube.com/watch?v=3d2eiyeFApA “What is Latino/Hispanic?” http://www.youtube.com/watch?v=Jrowk04bqZM&feature=related “The United States of Hispanic America” http://www.youtube.com/watch?v=HzdyfuaEb2I</p>
<p>Week Nine Mar. 10-17</p>		<p>Spring Break</p>
<p>Week Ten Mar. 21</p>	<p><i>Book Review: Nonfiction</i></p>	<p>Project Two: Nonfiction Book Review (Assign) Forum Discussion 7: Nonfiction Book Review Summary Supporting Handouts: “Book Review Guidelines & Evaluations” Sample Review: “Nine Plays by José Cruz González” Asenjo, “How to Write a Book Review”</p>

<p>Week Eleven Mar. 28</p>	<p><i>Asian Americans</i></p>	<p>Reading: “Asian American” http://en.wikipedia.org/wiki/Asian_American Activity K: Reading Questionnaire (Assess) Activity K2: Research Paper Topic due (Assign) Forum Discussion 8: Asian Americans Optional Enrichment Activities: Reading: “Asian Americans” Asian American Identity http://www.youtube.com/watch?v=LW4rFV5EJjg&feature=PlayList&p=46195D0CABC3753C&playnext=1&playnext_from=PL&index=2 Asian American Voices http://www.digitalhistory.uh.edu/voices/voices_content.cfm?vid=1 Supporting Handout: “Research Paper Topic Ideas”</p>
<p>Week Twelve Apr. 4</p>	<p><i>European Americans</i></p> <p><i>and</i></p> <p><i>White Privilege</i></p>	<p>Reading: Banks, “European Americans” Reading: McIntosh, “White Privilege: Unpacking the Invisible Knapsack” Activity L: Reading Questionnaire (Assess) Forum Discussion 9: European Americans and White Privilege Extra Credit: (5 points extra credit included in Activity L) Tim Wise: On White Privilege (10 min) http://www.youtube.com/watch?v=J3Xe1kX7Wsc Optional Enrichment Activities: Talk-Tim Wise on White Privilege (full video-57 minutes) http://www.youtube.com/watch?v=UJINRODZHA&feature=related “European American” http://en.wikipedia.org/wiki/European_Americans “Irish-American Tribute” http://www.youtube.com/watch?v=qhWQWoI0yHI “Our Contributions: The Italians in America” http://www.youtube.com/watch?v=U08Bv7UQT1w</p>
<p>Week Thirteen Apr. 11</p>	<p><i>Middle Eastern Americans</i></p> <p><i>and</i></p> <p><i>Abstract</i></p>	<p>Project Three: Research Paper Abstract (Assign) Reading: Banks, “Arab Americans” Activity M: Reading Questionnaire (Assess) Forum Discussion 10: Middle Eastern Americans: Arab Americans Optional Enrichment Activities: “The Arab Americans” http://www.youtube.com/watch?v=ML8IUHPU4Xw&feature=related “The Arab American News” http://www.arabamericannews.com/news/ Supporting Handouts: “Guidelines & Evaluation Form for Abstract” “How to Write an Abstract” http://writingcenter.unc.edu/handouts/abstracts/ “Sample Abstract 1” “Sample Abstract 2” “Sample Abstract 3” “Sample Abstract 4”</p>

<p>Week Fourteen Apr. 18</p>	<p><i>Women and Gender Issues</i></p>	<p>Reading: Johnson and Blanchard, “Gender in American Culture: Definitions” Reading: “US Census Facts for Features-Women” Reading: “Feminism” http://en.wikipedia.org/wiki/Feminism Activity N: Reading Questionnaire (Assess) Optional Extra Credit: Activity O: NWHP: Test Your Knowledge of Women’s History (Assess)</p>
<p>Week Fifteen Apr. 25</p>	<p><i>Religious Pluralism</i></p>	<p>Reading, Charles H. Lippy, “Christian Nation or Pluralistic Culture: Religion in American Life” Reading: The Pluralism Project at Harvard University http://www.pluralism.org/ Activity P: Reading Questionnaire (Assess) Forum Discussion 11: Religious Pluralism</p>
<p>Week Sixteen (Finals Week) May 2</p>	<p><i>Research Paper</i> <i>and</i> <i>Wrap-Up</i></p>	<p>Project Four: Research Paper Activity Q: Course Feedback Survey (Assess) Activity R: Optional Extra Credit: Multicultural Goals Course Feedback (Assess) Supporting Handouts: “Course Overview” “Research Paper Guidelines & Evaluations” “Writing Excellent Research Papers” “Style Guides” “Sample Research Paper Styles” “Research Paper Guidelines” “Genealogy Guidelines & Definitions” “Useful Links for Genealogy Research” “Research Paper Example 1” “Research Paper Example 2”</p>

Book Review Recommendations

(If there is another book you would like to review in one of these categories, let me know.)

Book Review Project One--Fiction: Hearing the Voices

- Silko, Leslie Marmon, *Ceremony* (Native American)
- Guterson, David, *Snow Falling on Cedars* (Japanese American)
- Alvarez, Julia, *How the Garcia Girls Lost Their Accent* (Latino)
- Hosseini, Khaled, *Kite Runner* (Middle Eastern American)
- Morrison, Toni, *Sula* (African American)*
- Roth, Philip, *American Pastoral* (European American)

Book Review Project Two—Nonfiction: Historical Snapshots, Overviews, and Theories

- Rodriguez, Richard, *Hunger of Memory*
- Wise, Tim, *White Like Me*
- Liu, Eric, *The Accidental Asian: Notes of a Native Speaker*
- Weatherford, Jack, *Native Roots: How the Indians Enriched America*
- West, Cornel, *Race Matters*

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- Burke, John Francis. *Mestizo Democracy: The Politics of Crossing the Borders*. TX: A&M UP, 2002.
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