

NEW COURSE FORM

1. General Information.				
a.	Submitted by the College of: Arts & Sciences	Today's Date:	04/09/2011	
b.	Department/Division: Anthropology			
c.	Contact person name: Deborah L. Crooks	Email: dlcrooks@uky.edu	Phone:	7-4654
d.	Requested Effective Date:	<input type="checkbox"/> Semester following approval	OR	<input checked="" type="checkbox"/> Specific Term/Year ¹ : Spr 2012
2. Designation and Description of Proposed Course.				
a.	Prefix and Number:	ANT 330		
b.	Full Title:	North American Cultures		
c.	Transcript Title (if full title is more than 40 characters):	_____		
d.	To be Cross-Listed ² with (Prefix and Number):	_____		
e.	Courses must be described by <u>at least one</u> of the meeting patterns below. Include number of actual contact hours ³ for each meeting pattern type.			
	3 Lecture	_____ Laboratory ¹	_____ Recitation	_____ Discussion
	_____ Clinical	_____ Colloquium	_____ Practicum	_____ Research
	_____ Seminar	_____ Studio	_____ Other – Please explain: _____	
f.	Identify a grading system:	<input checked="" type="checkbox"/> Letter (A, B, C, etc.)	<input type="checkbox"/> Pass/Fail	
g.	Number of credits:	3		
h.	Is this course repeatable for additional credit?	YES <input type="checkbox"/>	NO <input checked="" type="checkbox"/>	
	If YES: Maximum number of credit hours:	_____		
	If YES: Will this course allow multiple registrations during the same semester?	YES <input type="checkbox"/>	NO <input type="checkbox"/>	
i.	Course Description for Bulletin:	This course uses readings, films, and music to explore the plurality of peoples and cultures in North America—with particular attention to the US. We will look at youth cultures as sites of creativity and resistance, examine perennial problems in social equality, consider the similarities and differences between urban and rural ways of life, and explore environmental concerns as an integral part of making and sustaining culture.		
j.	Prerequisites, if any:	_____		
k.	Will this course also be offered through Distance Learning?	YES ⁴ <input type="checkbox"/>	NO <input checked="" type="checkbox"/>	
l.	Supplementary teaching component, if any:	<input type="checkbox"/> Community-Based Experience	<input type="checkbox"/> Service Learning	<input type="checkbox"/> Both
3.	Will this course be taught off campus?	YES <input type="checkbox"/>	NO <input checked="" type="checkbox"/>	

¹ Courses are typically made effective for the semester following approval. No course will be made effective until all approvals are received.

² The chair of the cross-listing department must sign off on the Signature Routing Log.

³ In general, undergraduate courses are developed on the principle that one semester hour of credit represents one hour of classroom meeting per week for a semester, exclusive of any laboratory meeting. Laboratory meeting, generally, represents at least two hours per week for a semester for one credit hour. (from SR 5.2.1)

⁴ You must *also* submit the Distance Learning Form in order for the proposed course to be considered for DL delivery.

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4.	Frequency of Course Offering.			
a.	Course will be offered (check all that apply):	<input type="checkbox"/> Fall	<input checked="" type="checkbox"/> Spring	<input type="checkbox"/> Summer
b.	Will the course be offered every year?	YES <input type="checkbox"/>	NO <input checked="" type="checkbox"/>	
	If NO, explain:	The course will be offered every 2 years.		
5.	Are facilities and personnel necessary for the proposed new course available?			YES <input checked="" type="checkbox"/> NO <input type="checkbox"/>
	If NO, explain:	_____		
6.	What enrollment (per section per semester) may reasonably be expected?	30-35		
7.	Anticipated Student Demand.			
a.	Will this course serve students primarily within the degree program?	YES <input type="checkbox"/>	NO <input checked="" type="checkbox"/>	
b.	Will it be of interest to a significant number of students outside the degree pgm?	YES <input checked="" type="checkbox"/>	NO <input type="checkbox"/>	
	If YES, explain:	We are requesting Gen Ed approval as a U.S. Citizenship/Diversity/Community course		
8.	Check the category most applicable to this course:			
	<input checked="" type="checkbox"/> Traditional – Offered in Corresponding Departments at Universities Elsewhere			
	<input type="checkbox"/> Relatively New – Now Being Widely Established			
	<input type="checkbox"/> Not Yet Found in Many (or Any) Other Universities			
9.	Course Relationship to Program(s).			
a.	Is this course part of a proposed new program?	YES <input type="checkbox"/>	NO <input checked="" type="checkbox"/>	
	If YES, name the proposed new program:	_____		
b.	Will this course be a new requirement ⁵ for ANY program?	YES <input type="checkbox"/>	NO <input checked="" type="checkbox"/>	
	If YES ⁵ , list affected programs:	_____		
10.	Information to be Placed on Syllabus.			
a.	Is the course 400G or 500?	YES <input type="checkbox"/>	NO <input checked="" type="checkbox"/>	
	If YES, the <i>differentiation for undergraduate and graduate students must be included</i> in the information required in 10.b . You must include: (i) identification of additional assignments by the graduate students; and/or (ii) establishment of different grading criteria in the course for graduate students. (See SR 3.1.4.)			
b.	<input checked="" type="checkbox"/> The syllabus, including course description, student learning outcomes, and grading policies (and 400G-/500-level grading differentiation if applicable, from 10.a above) are attached.			

⁵ In order to change a program, a program change form must also be submitted.

NEW COURSE FORM

Signature Routing Log

General Information:

Course Prefix and Number: ANT 330 (UkCore C-US)

Proposal Contact Person Name: Deborah L. Crooks Phone: 7-4654 Email: dlcrooks@uky.edu

INSTRUCTIONS:

Identify the groups or individuals reviewing the proposal; note the date of approval; offer a contact person for each entry; and obtain signature of person authorized to report approval.

Internal College Approvals and Course Cross-listing Approvals:

Reviewing Group	Date Approved	Contact Person (name/phone/email)	Signature
Deborah L. Crooks, Chair, Curriculum Committee, Anthropology	4/10/2010	/ 257 / 4654 dlcrooks@uky.edu	
Chris A. Pool, Chair, Dept. of Anthropology	4/11/11	/ 257 / 2793+ capool0@uky.edu	
		/ /	
		/ /	
A&S Associate Dean	9/13/11	Anna Bosch / 7-6689 / bosch@uky.edu	

External-to-College Approvals:

Council	Date Approved	Signature	Approval of Revision ⁶
Undergraduate Council	2/14/2012	Sharon Gill	
Graduate Council			
Health Care Colleges Council			
Senate Council Approval		University Senate Approval	

Comments:

⁶ Councils use this space to indicate approval of revisions made subsequent to that council's approval, if deemed necessary by the revising council.

General Education Course Approval Cover Sheet

Date of Submission April/09/2011

1. Check which area(s) this course applies to

- | | | | |
|----------------------------------|--------------------------|--|-------------------------------------|
| Inquiry – Arts & Creativity | <input type="checkbox"/> | Composition & Communications - II | <input type="checkbox"/> |
| Inquiry – Humanities | <input type="checkbox"/> | Quantitative Foundations | <input type="checkbox"/> |
| Inquiry – Nat/Math/Phys Sci | <input type="checkbox"/> | Statistical Inferential Reasoning | <input type="checkbox"/> |
| Inquiry – Social Sciences | <input type="checkbox"/> | U.S. Citizenship, Community, Diversity | <input checked="" type="checkbox"/> |
| Composition & Communications - I | <input type="checkbox"/> | Global Dynamics | <input type="checkbox"/> |

2. Provide Course and Department Information.

Department: Anthropology

Course Prefix and Number: ANT330 Credit hours: 3

Course Title: North American Cultures

Expected # of Students per Calendar Yr: 30 Course Required for Majors in your Program (check one)? Yes No

Prerequisite(s) for Course? None

This request is for (check one) A New Course An Existing Course

Departmental Contact Information

Name: Dr. Mary Anglin Email: manglin@uky.edu

Office Address: 212 Lafferty Hall Phone: 257-1051

3. In addition to this form, the following must be submitted for consideration:

- A syllabus that conforms to the Senate Syllabi Guidelines, including a mapping of the stated learning outcomes to those presented on the corresponding Course Template.
- A completed Course Review Form. See the Gen Ed website <http://www.uky.edu/gened/forms.html> for these forms. Proposals prepared prior to September 15th, 2010 are allowed to use a narrative instead of the Course Review Form.
- If applicable, a major course change form for revision of an existing course, or a new course form for a new course.

4. Signatures

Department Chair:  Date: 4/11/11

Dean:  Date: 4/19/11

All proposals are to be submitted from the College Dean's Office
Submission is by way of the General Education website <http://www.uky.edu/gened>

ANT 330: North American Cultures
(Gen Ed Course – U.S. Citizenship/Diversity/Community)
Spring 2012
Date/Time: TBA
Place: 108 Lafferty Hall

Mary K. Anglin, PhD, MPH
Office: 212 Lafferty Hall
Phone: 257-1051
Email: manglin@uky.edu

Office Hours: Tuesdays, 10-11:00 am, Thursdays 12-1:00 p.m., and by appointment

Course Description:

This course uses readings, films, and music to explore the plurality of peoples and cultures in North America—with particular attention to the US. We will look at youth cultures as sites of creativity and resistance, examine perennial problems in social equality, consider the similarities and differences between urban and rural ways of life, and explore environmental concerns as an integral part of making and sustaining culture.

Specific Course Goals:

1. To gain an appreciation for the common humanity and uniqueness of cultures in North America.
2. To gain an awareness of and sensitivity towards stereotypes and ethnocentrism.
3. To understand the distinctions between “race,” ethnicity, and racism.

Student Learning Outcomes:

Students completing this requirement will achieve the following learning outcomes:

- A. Demonstrate an understanding of historical, societal, and cultural differences, such as those arising from race, ethnicity, gender, sexuality, language, nationality, religion, political and ethical perspectives, and socioeconomic class.
- B. Demonstrate a basic understanding of how these differences influence issues of social justice and/or civic responsibility.
- C. Demonstrate an understanding of historical, societal, and cultural contexts relevant to the subject matter of the course.
- D. Demonstrate an understanding of at least two of the following, as they pertain to the subject matter of the course:
 - a. Societal, cultural, and institutional change over time

- b. Civic Engagement
- c. Regional, national, or cross-national comparisons
- d. Power and resistance

E. Participate in at least two assessable individual or group projects that focus on personal and/or collective decision-making. The projects require students to identify and evaluate conflicts, compromises, and/or ethical dilemmas. These projects demonstrate a basic understanding of effective and responsible participation in a diverse society.

Required Books (available at campus bookstores):

Brodkin, Karen

2009 *Power Politics: Environmental Activism in South Los Angeles*. New Rutgers University Press.

Cainkar, Louise

2011 *Homeland Insecurity: The Arab American and Muslim American Experience After 9/11*. Russell Sage Foundation Press.

Chavez, Leo R.

2008 *The Latino Threat: Constructing Immigrants, Citizens, and the Nation*. Stanford University Press.

Dyson, Michael Eric

2007 *Know What I Mean? Reflections on Hip-Hop*. Perseus Books.

Required Articles and Chapters (available on reserve):

Gates, Jr., Henry Louis

n.d. *Are We Better Off?* On-line resource. www.pbs.org/wgbh/pages/frontline. Accessed October 7, 2010.

Guinier, Lani and Gerald Torres

2003 *The Miner's Canary: Resisting Race, Resisting Power, Transforming Democracy*, pp. 1-32 and 168-232. Harvard University Press

Hall, Julia

2003 "It Hurts to be a Girl: Growing Up Poor, White, Female" *In Life in America*. Lee D. Baker, ed, pp. 329-338. Wiley-Blackwell.

House, Silas and Jason Howard

2009 *Something's Rising: Appalachians Fighting Mountaintop Removal*, pp. 67-93 and 131-150. The University Press of Kentucky.

Lewis, Ronald L.

1999 *Beyond Isolation and Homogeneity: Diversity and the History of Appalachia*. *In Back Talk From Appalachia: Confronting Stereotypes*. Dwight B. Billings, Gurney Norman, and Katherine Ledford, eds., pp. 21-

43. The University Press of Kentucky.

Perry, Pamela

2003 *White Means Never Having to Say You're Ethnic: White Youth and the Construction of "Cultureless" Identities*. *Life in America*. Lee D. Baker, ed, pp. 339-358. Wiley-Blackwell.

Reece, Erik

2005 *Death of a Mountain: Radical Strip mining and the Leveling of Appalachia*. *Harper's Magazine*, April, 2005, pp. 41-60.

Suárez-Orosco, Marcelo

2003 *Everything You Ever Wanted to Know about Assimilation but Were Afraid to Ask*. *In Life in America*. Lee D. Baker, ed, pp. 45-61. Wiley-Blackwell.

Trotter, Jr., Joe William

2001 *The Formation of Black Community in Southern West Virginia Coalfields*. *In Appalachians and Race: The Mountain South from Slavery to Segregation*. John C. Inscoe, ed., pp. 284-301. The University Press of Kentucky.

Wilkinson, Crystal E.

1999 *On Being "Country:": One Affrilachian Woman's Return Home*. *In Back Talk From Appalachia: Confronting Stereotypes*. Dwight B. Billings, Gurney Norman, and Katherine Ledford, eds., pp. 21-43. The University Press of Kentucky.

Course Requirements:

Your final grade for this course will be based on two reflective essays, two "reading leadership" assignments, a final examination, and class participation.

Grading Components (500 possible points)

Reflective Essays = 75 points each, 150 points total (30% of grade)

Reading Leadership Assignments = 50 points each, 100 total points (20% of grade)

Participation = 125 points (25% of grade)

Final Exam = 125 points (25%) of grade)

Students will be provided with a Midterm Evaluation by March 7, 2012 – this will reflect course performance up to and including March 5, 2012 based on criteria in the syllabus.

Final Grade Scoring:

500-450 A (90-100%)

449-400 B (80-89%)

399-350 C (70-79%)

349-300 D (60-69%)

299 and below is failing (less than 60%)

Final Exam Information

Date, time, location, other information - TBD

Mid-term Grade (for 100-400 level courses, and for undergraduates in 500 level courses)

Mid-term grades will be posted in myUK by the deadline established in the Academic Calendar (<http://www.uky.edu/Registrar/AcademicCalendar.htm>)

Reflective Essays:

Students will write two reflective essays during the course of the semester. Due dates are listed on the course schedule. Essays are to be approximately 2-3 typed pages in length, double-spaced. Two weeks prior to each due date, I will provide an essay prompt from which students will draw their discussion. These essays are meant to provide space for you to think in depth about course topics. These essays are also meant to provide a way to practice writing essays for the final exam.

Reading Leadership Assignments:

Each student is expected to help guide class discussion twice during the semester. Students will sign up to help lead particular discussions in advance. For each leadership assignment, you are expected write and type a brief summary of the points of the article (3-5 sentences). In addition, please take approximately 1 page to answer the following questions:

- What point(s) or events in the text made you think?
- What points did you find interesting (or disturbing) and why?
- What arguments or points were difficult to understand?

The reading assignments you lead are your choice. However, you are expected to read all assigned readings. You are welcome to use personal examples in your discussion if it applies. You are also welcome to bring in related news clippings, short videos, or other such media if they apply to the reading.

Each reading leadership assignment should be typed, with the full chapter title and author's name appearing at the top of the page. You will be asked to turn in your reading leadership assignment at the end of the class on the day of your assigned reading. You will also be asked to discuss the content of your leadership assignment during class time. Please keep in mind that your ultimate goal is to help lead class discussion. While there is no formal presentation required, you are expected to come ready to bring up points for discussion.

Class Participation:

Students are expected to come to class prepared, having read the material, and ready to engage with the topic. Participation scores are considered at the end of the semester. A perfect participation score can be achieved by coming to class regularly (no more than 2 unexcused absences), participating in class discussions, actively contributing to in-class exercises, and by asking thoughtful questions. These points are earned according to the observable effort you put forth during class time. If at any point

during the semester I feel that students are not keeping up with assigned readings, I reserve the right to use un-announced quizzes as a means of tracking participation.

Exam:

A final examination will be given during final exam week. The final exam will consist of two short essay questions and one long essay question. The exam will cover materials presented in lectures, class discussions, during films, in assigned readings, and/or any other materials that may be presented. Students may use their books and class notes during the exam.

Policy on Accommodations due to Disability:

If you have a documented disability that requires academic accommodations, please see me as soon as possible during scheduled office hours. In order to receive accommodations in this course, you must provide me with a Letter of Accommodation from the Disability Resource Center, Room 2, Alumni Gym, 257-2754, jkarnes@email.uky.edu, for coordination of campus disability services available to students with disabilities.

Policies on Academic Integrity, Classroom Behavior, Attendance and Participation; Make-ups.

Per university policy, students shall not plagiarize, cheat, or falsify or misuse academic records. Students are expected to adhere to University policy on cheating and plagiarism in all courses. The minimum penalty for a first offense is a zero on the assignment on which the offense occurred. If the offense is considered severe or the student has other academic offenses on their record, more serious penalties, up to suspension from the university may be imposed.

Plagiarism and cheating are serious breaches of academic conduct. Each student is advised to become familiar with the various forms of academic dishonesty as explained in the Code of Student Rights and Responsibilities. Complete information can be found at the following website: <http://www.uky.edu/Ombud>. A plea of ignorance is not acceptable as a defense against the charge of academic dishonesty. It is important that you review this information as all ideas borrowed from others need to be properly credited.

This Department respects the dignity of all people and values differences among members of the academic community. Because differences of opinion are valued and encouraged, discussion and debate must take place in a civil and respectful manner. Personal attacks or any other acts of denigration will not be tolerated in this class, and anyone acting in this manner will be asked to leave the classroom. **It is the responsibility of all of us to create a safe space for the healthy exchange of ideas.**

Students are required to turn in assignments at the beginning of the class for which they are assigned, and to participate in all in-class events on the day and time scheduled. Please do not email assignments to me; they will not be accepted. **Late submissions of reflective essays**, without proper excuse, will be penalized at the rate of **5 points** for each late day, and lack of preparation for the discussion of course readings or the group project will be evaluated as failure to complete the assignment. **Late final papers will not be accepted without proper excuse.** Excused lateness is permitted as outlined in S.R. 5.2.4.2 (<http://www.uky.edu/Ombud/policies.php>).

Attendance is extremely important, and is highly interactive in format. Moreover, students' contributions to class discussions and written thoughts about class readings and discussions comprise 25% of the final grade. As a result, it would be wise to regularly attend class, read the assigned materials and be prepared to discuss them, and be actively engaged in class discussion. These should be regarded as "baseline expectations" for students who wish to do well in the class.

If students find that they are unable to come to class for an "excused" reason and want to let me know, please email me. **Excused absences** are those listed in S. R. 5.2.4.2, and **Verification of Absences** follow S.R. 5.2.4.2. (<http://www.uky.edu/Ombud/policies.php>).

With an excused absence, students will be allowed to make up all assignments within one week following the absence. Make sure you see me and provide proper verification (see above) on the day you return to class.

****This course schedule is subject to change with notice (e.g., due to illness of instructor). Students will be notified via email announcement of any changes that may be necessary. ****

Course Schedule:

Week 1:

Topics: Welcome! Introduction to the Course

Readings: Read the syllabus carefully.

Week 2:

Topics: American Culture in the Popular Imagination
Popular Representation and Diversity in Appalachia

Readings: Lewis, Wilkinson, Trotter

Assignment: *Cultural Artifact analysis:*

For Tuesday, please bring in an object, image, or idea that you feel represents American culture. On a sheet of paper, write down a few brief thoughts about your choice. Be prepared to discuss your "artifact" with the class.

Video Clips: Chimamanda Adichie The Danger of a Single Story
Saturday Night Live *Appalachian Emergency Room*
Santa Claus Special Train Comes to Appalachia

Week 3:

Topics: Mountain Top Removal and Social Inequity in Appalachia

Readings: Reece; House and Howard (oral histories of Bev May and Judy Bonds, pp. 67-93, 131-150)

Film: Excerpts from *Black Diamonds*
Excerpts from *Coal Black Voices*

Week 4:

Topics: African American Diversity, and Cultural Expression

Lecture: Black Arts Movement

Readings: Dyson prelude + 3-37, Gates, Jr.

Film: Excerpts from *Straight Outta Hunter's Point*

Music: Student Selections
NWA "Straight Outta Compton"
Bone Thugs in Harmony "Ghetto Cowboy"

Week 5:

Topics: African American Cultures, Class, and Identity

Readings: Dyson 41-87, 91-122

Film: Excerpts from *A Place of Our Own*

Music: Student Selections
Erykah Badu "Call Tyrone"

Reflection Essay # 1 Due on Tuesday.

Week 6:

Topics: Environmental racism, Youth Activism

Lecture: Environmental Justice Movement

Readings: Brodtkin 1-58

Assignment: *Media Representation of Environmental Destruction*
For this assignment, I would like you to bring in a news article, song, or short video clip that showcases an example of environmental degradation in North America. We will use these examples to explore how society defines what kinds of environmental issues are worthy of attention.

Week 7:

Topics:Environmental Activism, Community Building

Readings: Brodtkin 59-112

Video Clip: Majora Carter: Greening the Ghetto

Week 8:

Topics:Activism, Struggle, and Alliance Building

Readings: 113-157

Film: The Garden

Week 9:

Topics:Myths of Immigration

Readings: Chavez 21-95

Week 10:

Topics:Resistance, Citizenship

Readings: Chavez 113-176

Film: Excerpts from *A Day Without a Mexican*

Reflection Essay #2 due on Tuesday.

Week 11:

Topics:Muslim-American Identity

Readings: Cainkar 23-109

Week 12:

Topics:Muslim-Americans and an American Culture of Fear

Readings: Cainkar 110-189

Week 13:

Topics:"Nativism," Hate Crimes, and Cultural "Others"

Readings: Cainkar 190-262

Assignment: *Social Boundary Maintenance in Popular Culture*
For this assignment, I would like you to bring in a news story, media clip, or song that demonstrates “the policing” of social boundaries in the US. We will use these examples to compare and contrast different discourses of difference in American society.

Week 14:

Topics: Inequity, Political Change, Coalition Building

Readings: Guinier and Torres, pp. 1-32, 168-232.

Week 15:

Topics: Re-conceiving American Cultures

Reading: Hall, Perry, and Suárez-Orosco

Film: Race, the Power of an Illusion Part III: The House We Live In

Assignment: *Cultural Artifacts Reconsidered*
For this assignment, I would like to bring in a different object, image, or idea that you feel represents American culture. On a sheet of paper, write down a few brief thoughts about your choice. Be prepared to discuss your new choice of “artifact” with the class.

Week 16:

Topic: Course Wrap-up, Review, and Reflection

Reading: No Assigned Readings, Review Course Notes

Assignment: Student-led discussion of new questions and perspectives on North American cultures.

Week 17: Final Examination

**Course Review Form
U.S. Citizenship/Diversity/Community**

Reviewer Recommendation

Accept Revisions Needed

Course: ANT 330: North American Cultures

Using the course syllabus as a reference, identify when and how the following learning outcomes are addressed in the course. Since learning outcomes will likely be addressed multiple ways within the same syllabus, please identify a representative example (or examples) for each outcome.

Evidence that demonstrates student understanding of historical, societal, and cultural differences, such as those arising from race, ethnicity, gender, sexuality, language, nationality, religion, political and ethical perspectives, and socioeconomic class.

Date/location on syllabus of such evidence:

Topics of Lectures, films, and readings in weeks 2 through 13.

Brief description or example:

This course explores, in contexts as varied as Muslim-American identity and African American cultural expression, cultural differences and the roles of race/ethnicity, gender, religion, and socioeconomic class in shaping the meanings and experiences of those differences.

Materials and processes that foster student understanding of how these differences influence issues of social justice and/or civic responsibility.

Date/location on syllabus of such evidence:

Topics of lectures, films, and readings in weeks 7, 10, and 14

Brief description or example:

Weeks 6, 10, and 14 focus on real-life examples of activism and cross-cultural and cross-class alliances to achieve social justice goals. For example, week 7 explores how an environmental campaign led by youth in Los Angeles came to be framed as an issue of environmental racism and environmental justice.

Readings, lectures, or presentations that encourage student s to demonstrate an understanding of historical, societal, and cultural contexts relevant to the subject matter of the course.

Date/location on syllabus of such evidence:

Weeks 2-13

Brief description or example:

This course is a course on North American Cultures. The subject matter is culture and society. In conjunction with ethnographic accounts and examples of contemporary popular culture, historical dimensions of culture and society form an integral part of the course. For example, weeks 4 and 6 include historical components. Week 4 discusses the Black Arts Movement as an historical precursor to hip hop music and culture. Week 6 discusses the origins of the Environment Justice Movement as an important backdrop for understanding youth-led environmental activism in Southeast Los Angeles.

Processes and assignments that engage students in understanding at least two of the following, as they pertain to the subject matter of the course:

- a. Societal, cultural, and institutional change over time
- b. Civic engagement
- c. Regional, national, or cross-national comparisons

d. Power and resistance

Date/location on syllabus of such evidence:

Weeks 2-13

Brief description or example:

Cultural change, civic engagement, and power and resistance are recurring themes in course content. For example, weeks 4-5 focus on hip hop music as a form of resistance to racial inequities in American society. Weeks 6-8 and 10 focus on overt actions of resistance in the contexts of a grass-roots environmental movement (weeks 6-8) and political demonstrations in support of immigration rights (week 10).

At least two assessable individual or group projects that focus on personal and/or collective decision-making. The projects should require students to identify and evaluate conflicts, compromises, and/or ethical dilemmas. These projects shall demonstrate a basic understanding of effective and responsible participation in a diverse society.

Date/location on syllabus of such evidence:

Weeks 5, 10, and 17

Brief description or example:

Weeks 5 and 10 include "Reflection Essay" assignments. Students will write 2-3 page essays pertaining to cultural difference and collective decision-making and identity in American society. Students will identify and evaluate how intra-group differences, such as class and gender, inform grass-roots efforts to build social solidarity among cultural groups.

Evidence that students make effective use of library and other information sources, when applicable, in order to demonstrate information literacy in the exploration of the course's major thematic foci.

Date/location on syllabus of such an assignment:

weeks 2, 6, 13, and 15

Brief description or example:

Part of this course involves understanding the framing of cultural difference in popular media. In weeks 2, 6, 13, and 15 students will navigate popular media sources such as newspapers, magazines, and the internet as a part of analyzing popular representation and understanding of issues pertaining to normative (dominant) views about American culture and society.

Reviewer Comments: