

## CAS GE to LE Core Application

### Preparer(s)

Jones, David M.

### Section I. CAS GE to LE Core Application Cover Sheet

Department/Program: English

Effective year and term for implementation of action: [2015]Fall

### Current Course Information

|   |                |               |
|---|----------------|---------------|
| Prefix:<br>HUMS                           | Number:<br>210 | Credits:<br>3 |
| Catalog Title: Voices of Color in America |                |               |

### Section II. Application for Inclusion in the Liberal Education Core

#### A. This course addresses the following Liberal Education Core Learning Outcome(s) (check all that apply):

|                |  |                             |                             |                             |
|----------------|--|-----------------------------|-----------------------------|-----------------------------|
| Knowledge      | <input type="checkbox"/> K1            | <input type="checkbox"/> K2 | <input type="checkbox"/> K3 | <input type="checkbox"/> K4 |
| Skills         | <input type="checkbox"/> S1            | <input type="checkbox"/> S2 | <input type="checkbox"/> S3 |                             |
| Responsibility | <input checked="" type="checkbox"/> R1 | <input type="checkbox"/> R2 | <input type="checkbox"/> R3 |                             |
| Integration    | <input type="checkbox"/> I1            |                             |                             |                             |

#### B. Provide the requested information for each identified learning outcome.

#### Responsibility 1 (R1): Use critical and analytical skills to evaluate assumptions and challenge existing structures in ways that respect diversity and foster equity and inclusivity.

##### 1. Describe the content of the experience and especially the relationship between the content and the identified learning outcome. If it is appropriate, estimate the percentage of time spent in the experience on the identified outcome.

Humanities 210 selectively examines expressive texts, media images, and cultural histories of four broadly defined demographic groups in US culture: African Americans, Latina(o)s, Asian Americans, and American Indians. Materials for the course demonstrate how voices of color have defined American experience in ways that often diverge from "mainstream" world views, and with this focus the evaluation of assumptions and existing structures (social, economic, political, and aesthetic) is central to the work of the course. Tools for critical analysis from critical race studies, women's studies, US ethnic history, and broad-field humanities are applied as needed in the course, and the use of such varied critical tools provides multiple models for understanding and respecting diversity, equity, and inclusivity. For instance, the course aims to assist students in considering how debates about the biological foundations of race (from the history of scientific racism to contemporary findings from the human genome project) and artistic projects exploring human stories related to race, culture, and ethnicity can be put into productive conversation and applied as a method for respecting diversity.

##### 2. Describe the opportunities that the experience will offer students to meet the identified outcome. Your description can include pedagogy used, example assignments, broad discussion of the learning environment for the experience, etc.

Several key components of the pedagogy relate to the outcome of evaluating assumptions, challenging existing structures, and respecting diversity, equity, and inclusivity. First - reading material and critical frameworks in the course examine how racial and ethnic identities are constructed in US cultural history, identifying how and why public discourses (historically and at present) have defined specific groups of people as "American Indian," "White," "illegal alien," etc. Secondly, the course explores how and why expressive art, mass media, and social movements have at times contested and reinforced common assumptions about social group identity. Given the title of the course (Voices of Color in America), texts from multiple perspectives among US communities of color are represented predominantly among the primary readings in the course. Sample assignments from past versions of the course have included a reading of Barack Obama's *Dreams from My Father*, with attention to how Obama's identity is self-fashioned in that autobiography, and a follow up assignment titled "Media Narratives about Obama's Ethnicity," where students think about how and why individual mass mediated texts frame Obama's identity in specific ways that disrupt or reinforce common racial notions.

##### 3. Identify and provide a rationale for the presence of all prerequisites.

There are no prerequisites for the course.

##### 4. Describe the student work for the identified outcome that will be collected, assessed and results submitted to the University Assessment Committee for purposes of assessment of our Liberal Education Core. Examples of student work include student papers, in-class writing, exams, field experiences, oral presentations, etc.

#### Be sure to refer to the outcome rubric elements in relation to the student work that will be assessed. If there are aspects of your course that align with a selected learning outcome but are not well-reflected in its rubric, provide relevant commentary.

Typically, the artifact to be assessed for this course will be a critical essay. Such an essay may focus on a narrative text and related historical and social contexts, with a research process, self-reflection, and close critical reading of the narrative text being blended into the writing process. In its final form, the paper develops a clear argument, synthesizing from a range of content, but in the end emphasizing how everyday social experiences, interpretation of historical events, cultural practices, and/or other aspects of world views illustrate differing social group perspectives (R1 Rubric, Element A) and challenge dominant assumptions. Such an essay may certainly explore issues of power, privilege, and oppression as they arise systematically in relation to group identities (race, ethnicity, nationality, class) but are confronted individually in a life course of a person (R1 Rubric, Element C). A well-designed assignment for this rubric will lead students to consider their own identity in relation to the identity of others (R1 Rubric, Element B), so that students are productively challenging the common assumption that the differences associated with race and culture are natural and fixed rather than being socially constructed and fluid, subject to change over time.

**5. Provide additional information on the learning experience such as:**

- **Sample readings**
- **Topical outline and timetable**
- **Learning outcomes**
- **A brief description of the experience (300 words maximum)**

**Course Assignments:**

Below is the breakdown of individual assignments for one course iteration (500 points total).

Assignment Type/Percentage of Total Grade Specific Assignment Title

Responsive Writing 1 (5% - 25 points) My Own Heritage

Responsive Writing 2 (5% - 25 points) Local Geography and Ethnic Identities

Responsive Writing 3 (5% - 25 points) Pt. 1: Autobiography of Miss Jane Pittman analysis

Pt. 2: Media Narratives about President Obama's Ethnic Identity

Responsive Writing 4 (5% - 25 points) Analyzing the Black/White Binary

Responsive Writing 5 (5% - 25 points) Constructing Whiteness/Dismantling Racism

Responsive Writing 6 (5% - 25 points) Walleye Wars: American Indian Perspectives

Responsive Writing 7 (5% - 25 points) Latino(a) Images in Popular Culture

Responsive Writing 8 (5% - 25 points) Asian-American Mosaic

D2L Discussion (10% - 50 points) Discussion Boards: at least 2 posts in Modules 1-4 Discussions

Quiz I (10% - 50 points) All Readings, Video, and Definitions for Modules 1 and 2

Quiz II (20% - 100 points) All Readings, Video, and Definitions for Modules 3, 4, and 5

Policy Analysis Paper

(20% - 100 points) Solution-Based Policy Analysis

**Topical outline:**

Outcome 1 (Weeks 1-3): To identify the interplay between biology, social construction, cultural identity in our cultural identities.

**Topics:**

Racial Imagery, Social Facts, Lived Experience, and Critical Vigilance

**Lecture Notes and Online Video:**

- Biology vs. social construction
- Intersectionality
- Review of Dismantling Racism Project
- Social facts vs. stereotypes

Review Assignment Description for Reflective Writing 1: My Own Heritage

Review Assignment Description for Reflective Writing 2: Local Geography & Ethnic Identities

**Weeks 1-3: Introduction to Critical Race Studies**

**Specific Learning Outcomes for this module:**

To apply key concepts in critical race studies to literary narratives and media images in everyday culture.

To identify the interplay between biology, social construction, cultural identity in our cultural identities.

**Topics:**

Racial Imagery, Social Facts, Lived Experience, and Critical Vigilance

**Lecture Notes and Online Video:**

- Biology vs. social construction
- Intersectionality
- Review of Dismantling Racism Project
- Social facts vs. stereotypes

**Topics:**

My Own Socially Constructed Identity:

Racial Imagery, Social Facts, Lived Experience, and Critical Vigilance

**Lecture Notes and Instructional Video:**

Critical vigilance and racial notions

**Readings and Film Due:**

- Short Story, Becky Birtha, "Babies" (11 pages)
- Dismantling Racism (conceptual reading, 10 pages)
- Film: Mirrors of Privilege (video, 50 min)
- Film: Race: the Power of an Illusion (video, 50 minutes)

**Weeks 4-6:**

A Conceptual Framework for the Study of US Culture:

African Americans, Whiteness, and the Invention of Racism

**Specific Learning Outcomes for this module:**

To identify the assumptions behind our own race, class, gender, orientation; to review historical systems of privilege and oppression connected to whiteness and African American cultural history.

Core concepts from critical race studies

**Lecture Notes/Instructional Video**

- Race as a social construction

Readings and Film Due:

- Frederick Douglass, Narrative

Whiteness as ethnic identity and sign of privilege in global culture

Readings and Film Due:

- Film: Tulsa and Black Wall Street (Video, 50 min)
- Models for Solution-Based Thinking and Reflective Research
- Readings Due: Policy Paper Samples
- Judy Helfand, History of Whiteness (about 20 pages)

Whiteness as ethnic identity and sign of privilege in global culture

Readings and Film Due:

- Film: Autobiography of Miss Jane Pittman (120 minutes)

Weeks 7-9: Narratives on Native Presences in the Upper Midwest

Specific Learning Outcome for this module:

To apply constructs from critical race studies in examining Indian/white relations in Wisconsin.

Topics/Lecture Notes/Instructional Video

- Indian/White Binary and the Walleye Wars

Readings and Film Due:

- Film: Lighting the Seventh Fire (48 minutes)
- James Loewen, Lies My Teacher Told Me ("Red Eyes" chapter, 25 pages)

Topics/Lecture Notes/Instructional Video

- Indian/White Binary: Native Perspectives

Readings and Film Due:

- Dee Brown, Bury My Heart at Wounded Knee (Mankato chapter, 20 pages)
- Jim Northrup, Rez Road Follies

Weeks 10-12: Themes in Latino/a-Hispanic Culture in a US context

Specific learning outcomes for this module:

To examine how Hispanic/Latino culture is represented in US public culture; to analyze the interplay between policy issues and media representation of Hispanic/Latino culture.

Topics/Lecture Notes/Instructional Video

Latina(o) Immigration and US Culture: Literary and Pop Culture Perspectives, Policy Analysis

Readings and Film Due:

- Film & Online Resources: Lost in Detention (Film is 56 minutes, printed resource is 15 pages or so)
- Film: Brown is the New Green (50 minutes)

Topics/Lecture Notes/Instructional Video

Latina(o) Immigration and US Culture: Literary and Pop Culture Perspectives, Policy Analysis

Readings Due:

- Growing Up Latino

Weeks 13-14: Asian American Identities in US Culture

Specific Learning Outcome for this module:

To evaluate dominant assumptions about Asian Americans through reading texts by individual creative artists and critical race scholars.

Topics/Lecture Notes/Instructional Video:

Literary Narrative: a View from Hawaii

Readings and Film Due:

- Yamanaka, Wild Meat and the Bully Burgers

Topics/Lecture Notes/Instructional Video:

Media Narrative: a View from Eagan

Readings and Film Due:

- Incident in Eagan - analysis by Wilcox

Week 15:

Inscribing the Self in Cultural/Historical/Problem-Solving Contexts – Individual Journeys to Critical Vigilance

Specific Learning Outcomes for this module:

To write a critical analysis that explores a relationship between literary expression, human identity, present day social institutions, and systematic privilege, oppression, and empowerment; to integrate constructs from critical race studies and solution-based thinking into literary and policy analysis.

Topics/Lecture Notes/Instructional Video:

Readings Due:

Analysis Paper Samples

Topics/Lecture Notes/Instructional Video

Models for Solution-Based Thinking and Reflective Research

**6. Considering existing department/program resources, please provide answers to the following:**

How many sections of the experience will be offered in the fall semester? 0-1

How many sections of the experience will be offered in the spring semester? 0

What will be the average size for each section of the experience? 35

**Attachments**

**General Notes and Comments:**

**Date of Department/Program Approval (Include all department/program names and approval dates as appropriate):**

September 15, 2014

**College Curriculum Committee or Equivalent Action:**

9/25/2014  Approved  Denied

**University Liberal Education Committee Action:**

Approved  Denied

Signatures

**Signatures**

| StepHeader                 | Participants                           | Completed          | Status    | Result   | Comments |
|----------------------------|--|--------------------|-----------|--|----------|
| Initiator                  | English                                | 2/5/2014 11:40 AM  | Completed |  |          |
| Department Review          | 2/5/2014 11:40 AM                      |                    |           |  |          |
|                            | English                                | 3/4/2014 2:56 PM   | Completed | Send to CAS Office for Review  |          |
| College Review             | 3/4/2014 2:56 PM                       |                    |           |  |          |
|                            | College of Arts & Sciences             | 9/15/2014 9:37 AM  | Completed | Return to Department   |          |
| Notify                     | 9/15/2014 9:37 AM                      |                    |           |  |          |
|                            | Shaddock, Jennifer                     | 9/15/2014 9:37 AM  | Notified  |  |          |
|                            | Cassidy, Margaret L.                   | 9/15/2014 9:37 AM  | Notified  |  |          |
| Department Review          | 9/15/2014 9:37 AM                      |                    |           |  |          |
|                            | English                                | 9/15/2014 10:37 AM | Completed | <input checked="" type="checkbox"/> Review Complete Submit for Approvals |          |
| Department CC Chair 1      | 9/15/2014 10:37 AM                     |                    |           |  |          |
|                            | Shaddock, Jennifer                     | 9/15/2014 10:38 AM | Completed | <input checked="" type="checkbox"/> Agree and Send to Next Approver      |          |
| Department Chair 1         | 9/15/2014 10:38 AM                     |                    |           |  |          |
|                            | Benson, Erica J.                       | 9/15/2014 11:02 AM | Completed | <input checked="" type="checkbox"/> Agree and Send to Next Approver      |          |
| College Office (for CASCC) | 9/15/2014 11:02 AM                     |                    |           |  |          |
|                            | College of Arts & Sciences             | 9/26/2014 9:27 AM  | Completed | <input checked="" type="checkbox"/> Send To ULEC                         |          |
| ULEC Chair                 | 9/26/2014 9:27 AM                      |                    |           |  |          |
|                            | University Liberal Education Committee | -                  | Active    |  |          |

