

Appendix C: Course Syllabi

HIST 535 (sec 001) Historiography (Web course)
Fall 2024

Dr. Andrew Rosa
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History and Africana Studies
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Overview:

What is history? How have historians approached the study of the past? How and why have there been changes in the approach to the study of history? These and other questions will guide our examination of some dynamic scholarship within (and outside) the discipline of history, including major shifts (or turns), trends, and debates in historiography over the last fifty years or so. While literally meaning *the writing of history*, “historiography” also refers to theories of history. Some key topics covered in the course will, therefore, include the relationship between power and the writing of history and approaches that have served to shape theory and modern historiographical scholarship. Instead of offering an exhaustive examination, this course will query themes, approaches, and debates in key works in African American and Africana historiography. A substantial portion of the course will examine classic African American and Africana historiography as well as newer works in literary, social, cultural, and memory studies. We will also explore comparative and transnational implications of some current historiography, as well as the centrality of race, class, and gender in American history. Our exploration of this historiographic terrain will give you the opportunity to consider how particular approaches to the writing of history have informed schools of thought, unsettled conventional wisdom about the past, and illuminated the contested nature of historical knowledge.”

In addition to laying the groundwork for graduate study in the History M.A. program, this course will prepare students to incorporate historiographical debates into their teaching and research across a range of geographic and chronological fields.

Learning Outcomes:

1. Situate historical knowledge within the shifting historiographical and methodological contexts that produced it.
2. Practice graduate-level analytical and writing skills.

3. Develop skills to identify and organize the scholarship of historical subfields in preparation for the History M.A. program's comprehensive exams.
4. Incorporate historiography into history teaching at the secondary and college levels.
5. Build connections to the historiographical debates that you have learned about, or are currently learning about, in other graduate history classes.

Course requirements

1. Discussions

Weekly discussion of reading—400 points (40% of grade)

Each week, you must write one 500-word-minimum original post (due by Wednesday at 11:59pm) and three shorter responses to your classmates' posts (due by Friday at 11:59pm). Please wait until Thursday to respond to your peers, which will give everybody time to post their opening remarks. I will provide feedback in either written or video format. Each week's discussion is worth a total of 40 points. Since this is a graduate course, I expect graduate-level work in discussion that demonstrates careful, critical, and constructive engagement with the readings as well as the posts of your classmates. At the end of the semester, I will go back through the discussion forums and assess the overall quality of your engagement with other students' ideas.

2. Book review essay—400 points (40% of grade)

Students are required to write a review (1000-1200 words) on any 8 books chosen from the list located at the end of the syllabus. Rather than a traditional summary, the book review should focus mainly on description and historiographic analysis. The format of reviews should be patterned on those that appear in the *Journal of Southern History*, *American Quarterly*, and the *American Historical Review*. The book review essay is due in the week following our discussion of the text.

3. Historiographic essay—200 points (20% of grade)

All students will be required to write an 8-10-page comprehensive essay in response to a prompt provided by me toward the end of the semester. The essay will require that you address historical trends, themes, and patterns as presented by the readings in the course and address how these works interact or engage each other. This historiographic essay will be due at the end of the semester.

Required texts

1. Michael Gomez, *Reversing Sail: A History of the African Diaspora* (Cambridge: Cambridge University Press, 2020) ISBN: 9781108712439- 2ND 20

2. Ira Berlin, *Many Thousands Gone: The First Two Centuries of Slavery in North America* (Cambridge: Harvard University Press, 1998) ISBN: 9780674002111 - 98
3. Michel-Rolph Trouillot, *Silencing the Past: Power and the Production of History* (Boston: Beacon Press, 1995) ISBN: 9780807080535-15
4. Vincent Brown, *Tacky's Revolt: The Story of an Atlantic Slave War*, (Cambridge: Harvard University Press, 2020) ISBN: 9780674737570 - 20
5. Deborah Gray White, *Ar'n't I a Woman?: Female Slaves in the Plantation South* (New York: W. W. Norton, 1999) ISBN: 9780393314816 - REV 99
6. David Blight, *Frederick Douglass's Civil War: Keeping Faith in Jubilee* (Baton Rouge: LSU Press, 1991) ISBN: 9780807117248 - 89
7. Saidiya Hartman, *Wayward Lives, Beautiful Experiments: Intimate Histories of Social Upheaval* (New York: WW Norton, 2019) ISBN: 9780393285673 - 19
8. James Meriweather, *Proudly We Can Be Africans: Black Americans and Africa, 1935-1961* (Chapel Hill: UNC Press, 2002) ISBN: 9780807849972 - 02
9. Ana Lucia Araujo, *Reparations for Slavery and the Slave Trade: A Transnational and Comparative History*, Second Edition (London: Bloomsbury Academic Pub., 2024) 9781350297661

- All other readings will be scanned and posted to Blackboard

Policies

Online Policies:

Keeping up with the material is essential to doing well in this course. Be sure that you are prepared for a graduate-level workload; if you fall behind, it is very difficult to catch up. If you run into problems during the semester, be sure to talk to me as soon as possible. Your reading load for a typical week will include a book or several articles and chapters totaling approximately 110-180 pages. During the week, you will also contribute posts to the discussion forum on Blackboard and respond to other students' posts; it is best to think of these as short writing assignments. The technology requirements for this online class are modest. You will need access to a computer with a reliable internet connection to use Blackboard and to write and submit your assignments. You should also have a plan for an alternate way to connect to the internet in case of emergency. If you are unfamiliar with Blackboard, visit the Online Orientation for Online Learners at <http://www.wku.edu/online/orientation/index.php> before the course begins. If you have any problems using any of the online tools for this course, please contact me as soon as possible.

Academic Dishonesty:

Please contact me if you are facing a serious issue that will impede your ability to complete assignments on time. Acts of plagiarism or any other cheating will not be tolerated. Please read the relevant section of the WKU Student Handbook: www.wku.edu/handbook/academic-dishonesty.php.

ADA Notice:

In compliance with University policy, students with disabilities who require academic and/or auxiliary accommodations for this course must contact the Student Accessibility Resource Center located in Downing Student Union, 1074. SARC can be reached by phone number at 270-745-5004 [270-745-3030 TTY] or via email at sarc.connect@wku.edu. Please do not request accommodations directly from the professor or instructor without a faculty notification letter (FNL) from The Student Accessibility Resource Center.

Sexual Misconduct/Assault:

Western Kentucky University (WKU) is committed to supporting faculty, staff and students by upholding WKU's Title IX Sexual Misconduct/Assault Policy (#0.2070) at <https://wku.edu/eoo/documents/titleix/wkutitleixpolicyandgrievanceprocedure.pdf> and Discrimination and Harassment Policy (#0.2040) at https://wku.edu/policies/hr_policies/2040_discrimination_harassment_policy.pdf.

Under these policies, discrimination, harassment and/or sexual misconduct based on sex/gender are prohibited. If you experience an incident of sex/gender-based discrimination, harassment and/or sexual misconduct, you are encouraged to report it to the Title IX Coordinator, Andrea Anderson, 270-745-5398 or Title IX Investigators, Michael Crowe, 270-745-5429 or Joshua Hayes, 270-745-5121.

Please note that while you may report an incident of sex/gender-based discrimination, harassment and/or sexual misconduct to a faculty member, WKU faculty are "Responsible Employees" of the University and MUST report what you share to WKU's Title IX Coordinator or Title IX Investigator. If you would like to speak with someone who may be able to afford you confidentiality, you may contact WKU's Counseling and Testing Center at 270-745-3159.

Schedule

Weekly course structure:

This class includes no lectures, exams, or zoom meetings. Instead, your labor will be devoted to reading and written discussion. Each week will be structured as follows:

Monday and Tuesday: These days are reserved strictly for reading. During this time, I will post a set of framing remarks to guide the discussion.

Wednesday: Each student will submit a 500-word post (which can be longer if you wish) to the Blackboard discussion board.

Thursday and Friday: Each student will submit at least three comments (for a combined total of at least 500 words) responding to the posts submitted by your fellow students. Please note that you are not allowed to submit your responses early. This is to ensure that everybody has had time to write their initial post by Wednesday at 11:59pm. You are encouraged to check back several times on Thursday and Friday to keep up with the discussion.

Schedule of readings:

Aside from books required for purchase, all readings are posted in the “Content” section of Blackboard. Please contact me if you have any trouble accessing course materials this semester.

Week One (August 19, 21,23): Reading Africa and Africans into Old World History

Read: Michael Gomez, *Reversing Sail*, part one, chps. 1-3; Robert L. Harris, Jr., “Coming of Age: The Transformation of African American Historiography,” *Journal of Negro History*, 67,2 (Summer, 1982), 107-121.

Week Two (August 26, 28, 30): Africa and Africans in Making of the Atlantic World

Read: Gomez, *Reversing Sail*, part two, chps. 4-8; Earl Lewis, “To Turn as on a Pivot: Writing African Americans into a History of Overlapping Diasporas,” *American Historical Review*, 100, 3 (June, 1995), 765-787 (Bb).

Week Three (September 4, 6): Theorizing Slavery in the Colonial Era

Read: Ira Berlin, *Many Thousands Gone: The First Two Centuries of Slavery in North America* (Harvard University Press, 2000), part one, “charter generation”; Leon Litwack, “The Making of an Historian,” pp. 15-32 (Bb).

Due: Gomez review

- Labor day, Monday, Sep 2, no class.

Week Four (September 9, 11, 13): North of Slavery in the era of Revolution

Read: Ira Berlin, *Many Thousands Gone: The First Two Centuries of Slavery in North America* (Harvard University Press, 2000), part two (plantation generation) and part three (revolutionary generation); Eric Foner, "The Education of Richard Hofstadter," 25-48 (Bb).

Week Five (September 16, 18, 20): Power and the Production of History

Read: Michel-Rolph Trouillot, *Silencing the Past*, chps 1-2,5; begin Vincent Brown, *Tacky's Revolt*.

Due: Berlin review

Week Six (September 23, 25, 27): Rethinking the Roots and Routes of Subaltern Resistance

Read: Vincent Brown, *Tacky's Revolt*, complete.

Due: Trouillot review

Week Seven (September 30, October 2, 4): Gender and Antebellum Slavery

Read: Deborah Gray White, *Ar'n't I a Woman?: Female Slaves in the Plantation South* (W.W. Norton, 1999); Darlene Clark Hine, "Reflections on Race and Gender Systems," 51-65.

Due: Brown review

Week Eight (October 9, 11): Reading Biography as History

Read: David Blight, *Frederick Douglass's Civil War*.

Due: White review

- Fall Break, Monday, October 7, no class)

Week Nine (October 14, 16, 18): Asserting the Right to Be

Read: David Blight, *Frederick Douglass's Civil War*, complete.

Week Ten (October 21, 23, 25): Interdisciplinary History

Read: Saidiya Hartman, *Wayward Lives, Beautiful Experiments*, book 1

Due Blight Review

Week Eleven (October 28, 30, November 1): Interdisciplinary History—cont.

Read: Saidiya Hartman, *Wayward Lives, Beautiful Experiments*, books 2&3

Week Twelve (November 4, 6, 8): Transnational Perspectives in African and African American History

Read: James Meriweather, *Proudly We Can Be Africans*

Due: Hartman Review

Week Thirteen (November 11, 13, 15): Transnational Perspectives in African and African American History—cont.

Read: James Meriweather, *Proudly We Can Be Africans*

Due: Meriweather review

Week Fourteen (November 18, 20, 22): Reparations for Slavery--A Comparative and Transnational Approach

Read: Ana Araujo, chps. 1-3

Week Fifteen (November 25):

- Thanksgiving Break Nov. 27, 29, no class.

Week Sixteen (Dec.2,4, 6): Reparations for Slavery--A Comparative and Transnational Approach

Read: Araujo, chps. 4-6

Due: Araujo review and final essay.

Fall 2023
AFAM 343 001 (CRN: 51373) Communities of Struggle

Instructor: Professor Andrew Rosa
Class Times: TR: 11:10-12:30
Location: CH220
Office: CH207
Office Hours: MW: 10-12pm
270-745-3841
Email: andrew.rosa@wku.edu



“When History sleeps, it speaks in dreams: on the brow of the sleeping people, the poem is a constellation of blood. When History wakes, images become deed, the poem is achieved: poetry goes into action.” *Octavio Paz, “Toward the Poem.”*

COURSE DESCRIPTION

This course is grounded in the proposition that the study of Africa and the African Diaspora poses some fundamental questions about the human condition: What is the meaning(s) of freedom? How has it been pursued and realized by African and African descended people? In what ways have ordinary and extraordinary individuals imagined new societies where, to paraphrase the Martiniquen poet Aimé Césaire, “there is a place for all at the rendezvous of victory”?

These and other questions will guide our examination of communities and social movements across Africa and the African Diaspora, paying particular attention to the diaspora interactions of African Americans. From the complexities of communal and cultural trans-Atlantic dispersals to the comparative dimensions and intersections of important freedom movements across the African Diaspora, this course encourages a rethinking of the African American experience in local and global contexts. Students will discover how, by contesting the legitimacy and consequences of physical terror, economic exploitation, and cultural misappropriation, marginalized communities developed the philosophies, repertoires of collective action, and aesthetic traditions that lay at the core of social justice movements across the modern world. By privileging comparative and transnational perspectives, and synthesizing the best of classical and

contemporary scholarship, community studies, synoptic narratives, novels, autobiographies, biographies, film, and social theory, students will come to discern the relationship between social justice movements that represent, at their core, the collective hopes and dreams of people committed to bringing about a new world radically different from the ones they inherited. Such was the case, for example, of slave rebellions and the formation of maroon communities across the Americas, abolitionist movements on both sides of the Atlantic, the Harlem Renaissance and Negritude movement, the struggle for civil rights in the United States, the vote in South Africa, land struggles in East Africa, Black Power rebellions across the US and Caribbean, African and Third World liberation movements, and demands for reparations in our own time.

OBJECTIVES AND OUTCOMES

This course will allow students to: understand African American attitudes toward and responses to social justice movements across the globe; probe the shifting meaning of Africa and the African Diaspora in the intellectual, political, and social lives of African Americans; identify how the African Diaspora was created and its modern manifestations attendant to identity formations and patterns of forced and voluntary migrations, settlements, and conflicts; address the similarities and differences between African American social movements, at the local and national level, as well as their relationship to social movements across Africa and the African Diaspora; and, finally, demonstrate the impact of social movements elsewhere on African American social movements.

This is an upper-level discussion-based reading and writing-intensive course. As such, you will be required to lead weekly class discussions, participate in weekly discussion boards, complete weekly readings, and write three analytical essays over the course of the semester.

This course anticipates that students completing the readings and assignments will gain an increased understanding of the intellectual and social movement history of the African Diaspora. Specific learning outcomes are to:

- Demonstrate an understanding of the diversity and interconnectedness of cultures and communities locally, regionally, nationally, and internationally.
- Describe the local and global dimensions of the African American experience and social movements and traditions of activism across Africa and the African Diaspora.
- Explain the influence of social, political, and economic forces on society's development, including the factors that lead to dynamic changes in societies.
- Explain methodological and interdisciplinary issues relative to historical and contemporary issues within African and African Diaspora Studies
- Demonstrate an understanding of individual social location, personal histories of received knowledge and lived experience, and political actions.

COLONNADE CONNECTIONS

As a Connections course in the Local to Global category of the Colonnade, students who complete this course will learn how to:

- Analyze issues on local and global scales
- Examine the local and global interrelationships of one or more issues
- Evaluate the consequences of decision-making on local and global scales

AFRICAN AMERICAN STUDIES MINOR

This course is a core course requirement for the African American Studies undergraduate minor. For more information on the minor, visit: [African American Studies Minor](#)

DISCUSSIONS AND COURSE ASSIGNMENTS:

This is a discussion-based, reading and writing intensive course. It is important, therefore, to be self-disciplined in keeping up with the assigned readings, discussions, and all writing assignments.

Note: On occasion, it may become necessary to revise the syllabus. I won't do this to anyone's disadvantage (if possible). Grading will be based on the following:

1. **In-class Discussion (300pts):** As this is a discussion-based course, each of you will be asked to lead discussion for 2 class sessions. This may include very brief presentation of key points from the assigned readings, posing of questions, and moderating class discussion. You are to submit your discussion outline to me before you are scheduled to lead discussion.

Students who are not leading discussion will be expected to provide feedback to discussion leaders. After each discussion (before the next class meeting), students should come to class with 3 "Strong Points" or "Questions" pertaining to the reading.

2. **3 Essays (600pts):** You are required to write three critical review essays in response to a prompt provided by me and based on your reading of materials assigned in the course. The citation format of your essays must adhere to the Chicago Manual of Style of citation and evidence. Instructions for writing these review essays will be posted in the Assignment Tab of the Blackboard course site.

Essay Assignment due dates

- Essay 1/1500 wds (150pts): Due: 9/14
- Essay 2/2000 wds (250pts): Due: 11/2
- Essay 3/2500 wds (300pts): Due 12/7

Course Grade
900-1000—A
800-999—B
700-799—C
600-699—D
0-599—F

REQUIRED TEXTS: *These books are available through the university bookstore and can be easily acquired through Amazon.com. Additional readings will be posted to the Blackboard course site. Please let me know if you are having any difficulty obtaining the textbooks. All films will also be posted to the Blackboard course site.*

Gomez, Michael. *Reversing Sail: A History of the African Diaspora* (Cambridge University Press, 2005)

Guridy, Frank Andre. *Forging Diaspora: Afro-Cubans and African Americans in a World of Empire and Jim Crow* (UNC Press, 2010)

Merriwether, James H. *Proudly We Can Be Africans: Black Americans and Africa, 1935-1961* (UNC Press, 2002)

- All additional readings will be made available to you on the Blackboard course site.

Attendance and Participation

You are expected to be active and engaged learners in this class. This means your participation and attendance is required and will be considered in determining your final grade. A pattern of non-participation and **more than three unexcused absences** will negatively impact your final grade for the course. Excused absences for medical reasons will need to be supported with the appropriate documentation. Make-ups for any missed assignments resulting from your absences is granted only on permission of the instructor and not more than five days after the assigned due dates.

CLASSROOM DEPARTMENT

The traditional rules of common courtesy apply to this course. Students and instructors are expected to treat each other with respect, using thoughtful dialogue. This course will be interactive and diverse opinions will be shared. Please be thoughtful in sharing your perspectives and responses with one another. Be wary of injecting comments that are not related to the topic at hand. Etiquette is simply recognizing that all participants must respect each other.

- Use appropriate language for an educational environment
- Remember that the university values diversity and encourages respectful discourse.
- Be respectful of differences while engaging in discussions.
- Violations of this policy will result in dismissal from the course

When Life Happens...

Life happens to all of us all the time, whether it's minor things that start to pile up or a giant, life-altering event, good or bad. This year, there may also be issues arising due to COVID-19: illness, sick family members, commuting difficulties, a bad internet connection, increased anxiety, childcare challenges. For these or any other issues, please reach out and we will figure out appropriate accommodations. I can consider extended grace periods, offer online/phone tutoring, provide a list of campus resources, or just be a good listener. Your success in our class is very important to me. If you drop off the radar, I will be calling you! So, if during this semester you experience any "Life Happens Events," don't suffer through them alone—just get in touch.

Class Recordings

Students are expressly prohibited from recording any part of this course. Meetings of this course might be recorded by the University. Any recordings will be available to students registered for this class as they are intended to supplement the classroom experience. Students are expected to follow appropriate University policies and maintain the security of passwords used to access recorded lectures. Recordings may not be reproduced, shared with those not in the class, or uploaded to other online environments. If the instructor or a WKU office plans any other uses for the recordings, beyond this class, students identifiable in the recordings will be notified to request consent prior to such use.

Office Hours and Student Meetings

I will hold office hours each week on Mondays and Wednesdays from 10-11:30, as well as by appointment. Make sure to schedule an appointment with me in advance and follow the proper email protocol (see below). If for some reason you are unable to meet with me face-to-face, we can plan to meet via Zoom with advance notification.

Academic Dishonesty

I take academic dishonesty very seriously. Any instance of academic dishonesty (including cheating on tests, failing to properly cite your work, or copying all or part of an assignment from a book, article, online source, or classmate) will result in an immediate failing grade for the entire course and a report to the Office of Student Conduct. This includes, for example, copying even a small part of your paper from Wikipedia or SparkNotes. Refer to WKU's online Student Code of Conduct (<http://www.wku.edu/studentconduct/student-code-of-conduct.php>) for details on the university's policy on academic dishonesty. Seriously, PLEASE do not copy your work; I REALLY don't want to fail anyone for academic dishonesty during an already stressful time. Please see me if you have any questions at all on what academic dishonesty means in a class like this.

Getting Help

If you need help with any aspect of this class, please do not hesitate to contact me. Most students who reach out to me, particularly early in the semester, are glad that they did. I will have regular Zoom office hours each week. Just be sure schedule meetings in advance and during my established meeting blocks, or by appointment.

For email

I will do my best to respond to all messages within 24 hours during the week, and within 48 hours over the weekends. In your messages (from your WKU email account), please observe the rules of formal letter writing. Include a descriptive subject line that includes course name and clearly and specifically indicates your purpose or question (“HIST343: Setting up paper conference,” for example). Begin your message with a greeting (“Dear Dr. Rosa”) and end with a closing (“Sincerely, Model Student”). I will also send out regular email announcements via Blackboard, so you should check your WKU email regularly (at least once a day).

Other Policies

Any students with special needs should contact the Student Accessibility Resource Center in DSU 1074 (270-745-5004/TTY 745-3030; <http://www.wku.edu/sarc/>) as soon as possible after the start of the semester to request a letter of accommodation, which I will be happy to honor; note that I must have this letter before I can make any accommodations. If other problems arise during the course of the semester, please let me know as soon as you can instead of waiting until after you have missed class sessions and assignments.

I strongly recommend that students take advantage of the various options on campus for academic assistance:

- The History Department sponsors the Academic Success Center in Cherry Hall 202; graduate students in History are available for tutoring and writing assistance Monday through Friday.
- The Learning Center in DSU A330 (270-745-6254) provides a variety of general academic assistance. Visit <http://www.wku.edu/tlc/> for more information.
- The Writing Center in Cherry Hall 123 (270-745-5719) offers help with writing assignments—see <http://www.wku.edu/writingcenter/> for details.
- The WKU Center for Literacy in Gary A. Ransdell Hall 2066 (270-745-2207) offers both individual and small group help to develop effective strategies for reading and studying to learn, and for writing using evidence and argument: contact the [literacy center](#) for more information

ADA Accommodation

In compliance with University policy, students with disabilities who require academic and/or auxiliary accommodations for this course must contact the Student Accessibility Resource Center located in Downing Student Union, Room 1074. The SARC can be reached by phone number at 270-745-5004 [270-745-3030 TTY] or via email at sarc.connect@wku.edu. Please do not request accommodations directly from the professor or instructor without a faculty notification letter (FNL) from The Student Accessibility Resource Center.

Title IX/ Discrimination & Harassment

Western Kentucky University (WKU) is committed to supporting faculty, staff and students by upholding WKU’s Sex and Gender-Based Discrimination, Harassment, and Retaliation (#0.070) and Discrimination and Harassment Policy (#0.2040). Under these policies, discrimination, harassment and/or sexual misconduct based on sex/gender are prohibited. If you experience an incident of sex/gender-based discrimination, harassment and/or sexual misconduct, you are

encouraged to report it to the Title IX Coordinator, Andrea Anderson, 270-745-5398 or Title IX Investigators, Michael Crowe, 270-745-5429 or Joshua Hayes, 270-745-5121. Please note that while you may report an incident of sex/gender based discrimination, harassment and/or sexual misconduct to a faculty member, WKU faculty are “Responsible Employees” of the University and MUST report what you share to WKU’s Title IX Coordinator or Title IX Investigator. If you would like to speak with someone who may be able to afford you confidentiality, you may contact WKU’s Counseling and Testing Center at 270-745-3159.

Fall 2023 Dates to Remember

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| First day of classes | Monday, August 21 |
| Last day to add a full semester course | Monday, August 28 |
| Last day to drop a full semester course | Monday, August 28 |
| Last day to receive a 100% refund for a full semester course | Monday, August 28 |
| \$50 Schedule change fee begins for full semester courses | Tuesday, August 29 |
| Last day to opt-out of Big Red Backpack and last day to charge WKU Store purchases to university bill. | Friday, September 1 |
| Labor Day (University Closed) | Monday, September 4 |
| Last day to receive a 50% refund for a full semester course | Monday, September 4 |
| Last day to receive a 25% refund for a full semester course | Monday, September 11 |
| Fall Break (University Closed) | Monday-Tuesday, October 2-3 |
| Priority Registration for Winter 2024 begins | Monday, October 9 |
| Priority Registration for Spring 2024 begins | Monday, October 16 |
| Last day to withdraw from a full semester course | Monday, October 30 |
| Thanksgiving Break (University Closed) | Wednesday-Friday, November 22-24 |
| Finals Week | Monday-Thursday, December 4-7 |
| Final grades due | Tuesday, December 12 at Noon |

Disclaimer

This syllabus is an itinerary, not a contract. It represents my best attempt to chart our course through the semester together. However, we may have to adjust as the semester goes forward. Though I reserve the right to make changes to the syllabus, I will do my very best to alert you of them with as much advance notice as possible

Reading Schedule:

- I. Old World Black Diaspora
- Week 1 (Aug 22,24) Course Introduction

- Syllabus overview and course expectations
- *Read:* Jarvis R. Givens, "What's Missing From the Discourse About Anti-racist Teaching," *The Atlantic*, May 21, 2021: [Jarvis Givens](#)
- *Read:* "W.E.B. Du Bois Reflects on the Purpose of History," excerpt from [The Propaganda of History](#)
- *Watch:* from the 24:27 to the 52-minute mark of the documentary *Different but Equal*, by Basil Davidson: [Different but Equal episode 2](#)

Week 2 (Aug 29,31) Old World Roots and Routes of a Black Presence

- *Read:* Michael Gomez, *Reversing Sail*, chps. 1-2
- *Read:* Frederick Douglass, "The Claims of the Negro, Ethnologically Considered," Blackboard.
- *Watch* to the 24:00 minute mark. [Roaring Lion](#)

Week 3 (Sep. 5,7) Old World Roots and Routes of a Black Presence—cont.

- *Read:* Michael Gomez, *Reversing Sail*, chp. 3
- *Read:* Earl Lewis, "To Turn as on a Pivot: Writing African Americans into a History of Overlapping Diasporas," *The American Historical Review*, 100, 3 (1995), 1-20. Blackboard.
- *Watch:* [History Of Africa with Zeinab Badawi](#)

II. The New World Black Diaspora

Week 4 (Sep. 12, 14) Theorizing Race, Racism, and Social Change in the African Diaspora

- *Read:* Axel Honneth, "Integrity and Disrespect: Principles of a Conception of Morality Based on a Theory of Recognition," *Political Theory*, 20, 2 (1992), pp.187-201 (Bb); W.E.B. Du Bois, Chp. 1, "Of Our Spiritual Strivings," from *Souls of Black Folks in Three Negro Classics* (Bb)
- *Watch:* [Colour of Money](#)

Due 9/14: Essay 1

Week 5 (Sep. 19,21): A New Phase in the African Diaspora

- *Read:* Michael Gomez, *Reversing Sail*, chps. 4
- *Read:* Allison Blakely, "European Dimensions of the African Diaspora: The Definition of Black Racial Identity," in *Crossing Boundaries: Comparative History of Black People in Diaspora*, ed. Darlene Clarke Hines (IUP, 1999), pp.87-104 (Blackboard)
- *Watch:* *Blacks in America* (Available on Bb): [Haiti and the Dominican Republic](#)

Week 6 (Sep. 26, 28): Settlement, Identity and Time in the African Diaspora

- *Read:* Gomez, *Reversing Sail*, chp.5
- *Read:* Excerpt from *The Interesting Life of Olaudah Equiano, or Gustavas Vasa, the African*, 4-19 (Bb)
- *Watch:* *Blacks in Latin America: Brazil*

Week 7 (Oct. 5): The Diaspora Strikes Back

- **Fall Break—no class on Oct. 3**
- Read: Gomez, *Reversing Sail*, chp.6
- Read: Afua Cooper, "A New Biography of the African Diaspora: The Life and Death of Marie-Joseph Angelique, Black Portuguese Slave Woman in New France, 1725-1734," 46-64 (Bb)
- *Watch: Egalite for All*

Week 8 (Oct. 10, 12): Slavery's Abolition and the Meaning of Freedom in African Diaspora

- Read: Gomez, chps. 7&8
- *Watch: Slavery By Another Name*

Week 9 (Oct. 17, 19): Spring Break

Week 10 (Oct. 24, 26): Gendering Diaspora

- Read: Erik McDuffie, "Black Women Radicals in the Garvey Movement," 219-250 (Bb); Iris Berger, "An African American 'Mother of the Nation': Madie Hall Xuma in South Africa," 125-156 (Bb)
- *Watch: Marcus Garvey documentary*

Week 11 (Oct. 31, Nov. 2) The Meaning of Racial Uplift at the Dawning of the 20th century

- *Read: Frank Guridy, *Forging Diaspora*, chp.1*
- *Read: Booker T. Washington, "Atlanta Compromise" (Bb); W.E.B. Du Bois, "Of Mr. Booker T. Washington and Others," (Bb).*
- *Watch: W.E.B. Du Bois in Four Voices*
- **Due 11/2: Essay 2**

III. Rethinking Diaspora in the Twentieth Century

Week 12 (Nov. 7, 9): Black Travel Within Routes of Discrimination

- *Read: Guiridy, *Forging Diaspora*, chps. 2&4*
- *Watch: 1919 Tiger Bay*

Week 13 (Nov. 14, 16) African American Interactions with Africa in the Age of Empire

- Read: James Meriwether, *Proudly We Can Be Africans*, chp. 1
- Read: Paul Gordon Lauren, "Seen from the Outside: The International Perspective on America's Dilemma," in *Windows on Freedom*, ed. Brenda Plummer (UNC Press, 2003), 21-44 (Bb)
- *Watch: Africa States of Independence*

Week 14 ((Nov. 21, 23): Black Internationalism in the age of Anti-colonialism

- Read: Meriwether, chp. 2
- Read: Michael Krenn, "The Unwelcome Mat: African Diplomats in Washington, D.C. during the Kennedy Years, in *Windows on Freedom*, ed. Brenda Plummer (UNC Press, 2003) 163-180 (Bb).
- Watch: Black Power: A Story of British Resistance

Week 15 (Nov. 28, 30): Domestication of the Struggle for Human Rights

- Meriwether, chps. 5&6
- Watch: Have You Heard from Johannesburg: From Selma to Soweto

Week 16 (Dec. 5,7): **Final Exam Week**

- Thursday, Dec 7 @8am: Due: Essay 3

AFAM 353 RADICAL BLACKNESS

Spring 2024
TR 2:20-3:40pm
Cherry Hall 239

"Poetry is what you find
in the dirt in the corner,

overhear on the bus, God
in the details, the only way

to get from here to there."

-From Elizabeth Alexander's "Ars Poetica #100"

Instructor: Dr. Cheryl R. Hopson
Office Hours: TR 12:50-2pm, and other times by appointment.
Office Location: Cherry Hall 114

Course Overview: This course is an interdisciplinary study of the contemporary moment with regard to Black life, Black art, and Black culture. Students engage with and consider written and visual works centering Black subjects and from the perspective of 21st century Black poets, artists, and thinkers whose collective work shows the influence of earlier movements in radical Black expression and liberation through art, such as the Harlem Renaissance of the 1920s, the Black Arts of the 1960s, and the rise of Hip Hop from the 1970s onward. AFAM 353 builds from *the* activist and intellectual Dr. Angela Davis's assertion that "radical simply means grasping things at the root" and asks, "What is more radical than Black (American) poetry?"

Through reading, viewing, discussion, and analysis of primary works of literature (e.g., poetry), AFAM 353 probes the cultural ramifications of the now familiar modern civil rights adages of "We Shall Overcome," "Black Power," "The Personal is Political," and "Out of the Bars and into the Streets," and gives students the tools to understand the evolution of radical Black identity, and Black art, through the reading, discussing, and writing about contemporary Black American poetry.

Required Readings – available via Blackboard.

Some questions we will pursue in the course –

1. How do contemporary African American poets experience imagine, and write Black subjects in poetry?
2. What are the concerns and preoccupations of the poets writing?

3. How do Black American poets imagine and write the U.S. as a nation?

Outcomes and Objectives

This course anticipates that students completing the readings and assignments will gain an increased understanding of the range of radical poetic expression evidenced in contemporary Black poetry. Specific learning outcomes are to

- Engage in substantive discussions on key elements of and variations in African-American thought
- Analyze the import of the now familiar adages "We Shall Overcome," etc., for contemporary African American and American society and culture
- Integrate new learning (i.e. demonstrate critical awareness of and integrate course reading materials) with personal understanding of collective efforts at civil rights and social justice

Intended Student-learning Outcomes: The following AFAM 353 student learning outcomes correspond to Colonnade Connections outcomes indicated below. Upon successful completion of this course, students will be able to do the following:

A. Social and Cultural (3 hours)

Students will investigate ways in which individuals shape, and are shaped by, the societies and cultures within which they live. Courses will consider the ethical questions and shared cultural values that shape societal norms and behaviors, the independent and collective or collaborative artistic expression of those values, and/or the role of social and cultural institutions in developing and sustaining norms, values, and beliefs.

Students will demonstrate the ability to:

Analyze the development of self in relation to others and society.

Examine diverse values that form civically engaged and informed members of society.

Evaluate poetic expressions of real-world social and cultural problems.

Course Policies

Core Course Assignments: Students must submit all assignments in order to receive a grade. 1) Create a playlist of 5-7 songs that mark your transition from innocence to experience *as* a gendered, classed, sexed, and racialized subject - include a typed, double-spaced 1-page response that comments on your relationship to the music/songs, and their relevance to you and to course readings, 2) Visit the Kentucky Museum, and submit a poem (style/form TBA), that speaks to your experience of the museum and its holdings, 3) Write a one-page, typed letter to a poet read for class. Begin with a question, and make sure to include a few lines from their work, 4) Write

one overview essay that engages three of the poets read and discussed this semester. Consider how the poets imagine and write a radical Black subjectivity. We will discuss this more in detail closer to the date, 5) Quizzes, these might include in-class group work, in-class writing, in-class discussion, and in-class reading.

Course Assignments

| | |
|-----------|------------------------------|
| 25 Points | Letter to Writer |
| 15 Points | Playlist + One-page Analysis |
| 15 Points | Kentucky Museum Visit + Poem |
| 25 Points | Overview (Final) Essay |
| 20 Points | Quizzes |

Grades in the course will be in the following ranges:

A 90-100

B 89-80

C 79-70

D 69-60

F 59-0

Academic Integrity: It is understood that students will present their own work for all assignments. Student work will be checked using plagiarism detection software. Plagiarism, cheating, or any other form of academic dishonesty will not be tolerated. Academic dishonesty will result either in failure of the assignment or failure of the course and will be reported to the WKU Office of Judicial Affairs. Please refer to the WKU Student Handbook for more information.

Incompletes

Typically, incompletes will not be granted for any Foundations category English course. When extenuating circumstances arise—for example, if a student in the military is deployed or if a student has a personal or medical crisis that comes up toward the end of the semester—the student must discuss the situation with the instructor if possible and the instructor will consider an incomplete. The instructor will only consider an incomplete for students who are in good standing (C or higher) in the course.

Resolving Complaints about Grades: The first step in resolving a complaint about grades is for the student to attempt to resolve the problem directly with the course instructor. See the Student Handbook, available at <http://www.wku.edu/handbook/> for additional guidance.

Title IX/Sexual Misconduct Statement: Western Kentucky University (WKU) is committed to supporting faculty, staff and students by upholding WKU's Sex and

Gender-Based Discrimination, Harassment, and Retaliation (#0.2070) and Discrimination and Harassment Policy (#0.2040). Under these policies, discrimination, harassment and/or sexual misconduct based on sex/gender are prohibited. If you experience an incident of sex/gender-based discrimination, harassment and/or sexual misconduct, you are encouraged to report it to the Executive Director, Office of Institutional Equity/Title IX Coordinator, Ena Demir, 270-745-6867 or Title IX Investigators or Michael Crowe, 270-745-5429. Please note that while you may report an incident of sex/gender based discrimination, harassment and/or sexual misconduct to a faculty member, WKU faculty are "Responsible Employees" of the University and MUST report what you share to WKU's Title IX Coordinator or Title IX Investigator. If you would like to speak with someone who may be able to afford you confidentiality, you may contact WKU's Counseling and Testing Center at 270-745-3159.

Western Kentucky University does not discriminate against any student or exclude any student from its educational programs or activities, including classes or extracurricular activities, on the basis of pregnancy and/or pregnancy-related conditions such as, but not limited to, childbirth, false pregnancy, termination of pregnancy, or recovery therefrom. Students who seek pregnancy or pregnancy-related accommodations should make their requests as soon as possible via WKU's Title IX Website at www.wku.edu/titleix/ under the heading, "Pregnancy or Pregnancy-Related Conditions." Students can also contact the Title IX Coordinator, Ena Demir, via email at ena.demir@wku.edu or by phone at (270) 745-6867 to request accommodations or seek assistance. We encourage students and faculty to work together to establish a plan that allows the student to complete the class and coursework without jeopardizing academic integrity and course standards. The Title IX Coordinator can help facilitate conversations between students and faculty regarding appropriate and reasonable accommodations. If you are a WKU student and believe that you have experienced an incident(s) of discrimination or harassment based on pregnancy (or pregnancy related conditions or issues), please report it to the Title IX Coordinator via email at ena.demir@wku.edu or by phone at (270) 745-6867.

Additional resources for pregnant and parenting students can be found on WKU's Title IX Website at www.wku.edu/titleix/.

ADA Accommodation Statement: In compliance with University policy, students with disabilities who require academic and/or auxiliary accommodations for this course must contact the Student Accessibility Resource Center located in Downing Student Union, Room 1074. The SARC can be reached by phone number at 270-745-5004 [270-745-3030 TTY] or via email at sarc.connect@wku.edu. Please do not request accommodations directly from the professor or instructor without a faculty notification letter (FNL) from The Student Accessibility Resource Center.

Attendance Policy: You are expected to be active and engaged learners in this class. This means your participation and attendance is required and will be considered in determining your final grade. A pattern of non-participation and absences will negatively impact your final grade for the course. Excused absences for medical reasons will have to be supported with the appropriate documentation. You will be dropped from the course after your 6th absence. Please be mindful.

You are responsible for keeping track of your absences. If you are absent from class, you are responsible for finding out what you missed from one of your fellow students. I will not reply to e-mails that ask, "Can you tell me what we did in the class I missed?" "Did I miss anything important in class?" or "How can I make up work missed in class?"

Come to class having read the assigned reading. Come prepared to share your ideas about the reading and be prepared to take notes, engage in class discussion, participate in in-class writing sessions, and contribute to in-class group work. Bring your readings to class each session.

Teaching Method: This class is very interactive and requires plenty of work. During a typical class period I will lecture for short segments (up to 20 minutes), allowing time for discussion and in-class group work and writing. I strongly encourage you to ask questions in class, as framing questions is part of the learning process. I will sometimes require you to share with the class what you have written during an in-class group or writing session. Also, I may call on you to offer your ideas on a topic. I can be a more effective teacher if I know what you are thinking and where you are struggling with the material or argument. I welcome your thoughts regardless of whether they are perfectly constructed to answer the questions posed.

Email: I check my email daily, Monday through Friday – until 5pm. If I do not respond within twenty-four hours (excluding weekends), please feel free to email again. Include a subject heading in the "Subject" space and please address me with a salutation (whether "Dear Dr. Hopson" or "Hello Professor Hopson" or the like).

Policy Regarding Electronic Devices: Cell phones and pagers must be turned off prior to entering the classroom. (If I ask you twice to put your phone away consider it your last warning. After the third ask you will need to leave, and take a class absence.) Laptops and iPads may be used for note-taking during regular class sessions, if this seems useful to you, but you may not log on to the internet or to an email server unless specifically told to do so. The use of laptops or any other electronic device during an exam is strictly prohibited.

Reading Schedule and Course Outline: Students should complete the assigned readings before class. All required reading that is not in the textbook will be available via the Blackboard course site.

Week of January 18, 2024

Thursday Introduction to the course.

Week of January 23-25, 2024

Tuesday Read James Weldon Johnson
Read bio, and "Lift Ev'ry Voice and Sing" "Sonnet" "Since
You Went Away"

<https://www.poetryfoundation.org/poets/james-weldon-johnson>

<https://www.poetryfoundation.org/poems/46549/lift-every-voice-and-sing>

Thursday Read Zora Neale Hurston (Blackboard)
View: *Zora Neale Hurston: Jump at the Sun!*

Week of January 30-February 1, 2024

Tuesday Read Gwendolyn Brooks
Read bio, and "kitchenette building" "The Bean Eaters" "we
real cool" and "Song in the Front Yard" (Blackboard)

<https://www.poetryfoundation.org/poets/gwendolyn-brooks> ; Playlist due. Upload to
Blackboard by 11:59pm.

Thursday View: *For My People: The Life and Writing of Margaret
Walker*; in-class writing and discussion.

Week of February 6-8, 2024

Tuesday Read Robert Hayden
Read bio, and "Middle Passage" "Those Winter Sundays"
"Witch Doctor"

<https://www.poetryfoundation.org/poets/robert-hayden>

Thursday Writing Day. Class does not meet.

Week of February 13-15, 2024

Tuesday View: *Amistad*

Thursday Finish viewing *Amistad*; discussion

Week of February 20-22, 2024

Tuesday Read Audre Lorde

Read bio, and "Coal" "Power" "Hanging Fire" "Who Said It Was Simple"

<https://www.poetryfoundation.org/poets/audre-lorde>; Letter to Writer due (by 11:59pm, via Blackboard.)

Thursday Reading Day (Class does not meet).

Week of February 27-29, 2024

Tuesday Discussion; view *A Litany for Survival*

Thursday Read Lorde's "Poetry Is Not a Luxury" (Blackboard); in-class writing, and discussion.

Week of March 5-7, 2024

Tuesday Read Amiri Baraka
Read bio, and "As a Possible Lover" "Incident" "Snake Eyes" "The Legacy"
<https://www.poetryfoundation.org/poets/amiri-baraka> ; View: "Amiri Baraka Interview" (1972)

Thursday Read June Jordan
Read bio, and "Ghazal" "In Memoriam: Martin Luther King, Jr." "Moving Towards Home" "On a New Year's Eve"
<https://www.poetryfoundation.org/poets/june-jordan>

Week of March 12-14, 2024

Tuesday Workshop on Sestina form (in class)

Thursday Workshop on Villanelle form (in class)

Week of March 19-21 (Spring Break - class does not meet.)

Tuesday Spring Break '24

Thursday Spring Break '24

Week of March 26-28, 2024

Tuesday View: *African Americans in the 1900s*, Episode 4 (Dr. WEB DuBois) in-class writing and discussion.

Thursday Read Yusef Komunyakaa
Read bio, and "After Summer Fell Apart" "Avarice" "Crossing a City Highway" and "Facing It"
View: TBA

Week of April 2-4, 2024

Tuesday Read Warren's "Queerness and Gender Identity in Black Poetry" (Blackboard); excerpt from *Furious Flower II* (Blackboard)

Thursday Read Nikki Finney
Read bio, and "The Afterbirth, 1931" "Areole" and "Dancing with Strom"

<https://www.poetryfoundation.org/poets/nikky-finney>

Week of April 9-11, 2024

Tuesday Read Jericho Brown
Read bio, and "The Card Tables" "Crossing" "Bullet Points" "Duplex" "Hustle" "Psalm: 150"

<https://www.poetryfoundation.org/poets/jericho-brown>

Thursday Class does not meet. Kentucky Museum assignment due via Blackboard by 11:59pm

Week of April 16-18, 2024

Tuesday View: *Furious Flower*; discussion

Thursday In-class writing (bring notes, laptop, readings, etc.)

Week of April 23-25, 2024

Tuesday In-class writing (bring notes, laptop, readings, etc.)

Thursday In-class writing, and editing. Overview essay due to Blackboard by 11:59pm. Last Day of Class

There is no final exam for this class.

FLK377/AFAM377: AFRICAN AMERICAN FOLKLORE/FOLKLIFE

Spring 2024

M/W/F – 10:20 AM – 11:15 AM FAC 249

Lamont Jack Pearley

lamont.pearley956@topper.wku.edu

Office Hours:

Tuesday 3:30 – 4:30 Wednesday & Friday 2 – 3 & By Appointment - Room 240

Course Objectives:

Students will

- Examine the traditions, traditional beliefs, cultural context, geographical locations, music, and vernaculars that make African American Folklore/Folklife.
- Unraveling the various genres and the documentation methods in which these selected folk practices build upon earlier forms and their function within the communities of origin.
- Through close analysis, gain a better understanding of contemporary African-American folklore and folklife's dynamic and multi-faceted nature.

COURSE REQUIREMENTS

*****All assignments and links will be found on the Black Board.*****

***** Student's Final Project Proposal are Due WEEK 10*****

Course Requirements (you will be given details about all requirements)

| | |
|------------------------------|-----|
| Reading quizzes (2) | 15% |
| Short papers (2) | 20% |
| Midterm Exam. | 10% |
| Final Project | 20% |
| Final Exam | 20% |
| Participation and attendance | 15% |

ABOUT EXAMS & QUIZZES

The **midterm and final exam** will both consist of a combination of multiple choice, fill-in-the-blank, short answer, and essay questions. You must be prepared to demonstrate an understanding of the basic terms and concepts related to the readings, class discussions, films, and other course activities. This means that to do well on these exams, you must keep up with the readings, attend class, and take notes. The final exam will be cumulative.

Quizzes will be “mini” versions of exams, evaluating your comprehension of the course while also giving you practice for the midterm and final exam.

Attendance

You cannot expect to do well in this course without regular attendance in terms of your preparation for quizzes, exams, and papers and your participation grade. If you must miss class for any reason, please visit my office hours or make an appointment with me, and/or ask a

classmate for notes or to discuss what you've missed. If illness or emergencies arise, please communicate with me.

Five points will be deducted from your participation grade for each unexcused absence beyond three. "Excused" absences include medical and family emergencies and unique circumstances in which you and I make a prior agreement; proper documentation is required. Being late for class may result in an absence for the day. If you are absent, you are responsible for consulting with your classmates about what you've missed and/or meeting with me during my office hours.

Continued [AFI]: continue

Academic Integrity

"The maintenance of academic integrity is of fundamental importance to the University. Thus, it should be clearly understood that acts of plagiarism or any other form of cheating will not be tolerated and that anyone committing such acts risks punishment of a serious nature" (WKU 2015-2016 Undergraduate Catalog, p. 33).

Regarding cheating, "no student shall receive or give assistance not authorized by the instructor in taking an examination or in the preparation of an essay, laboratory report, problem assignment or other project that is submitted for purposes of grade determination" (WKU 2015-2016 Undergraduate Catalog, p. 34). Cheating includes the use of assignments completed by other students in this class during current or previous semesters.

"To represent written work taken from another source [book, journal, website, lecture, lab, or other source whether it is prepared by the instructor, a guest speaker, or a classmate] as one's own is plagiarism. Plagiarism is a serious offense. The academic work of a student must be his/her own. One must give any author credit for source material borrowed from him/her. To lift content directly from a source without giving credit is a flagrant act. To present a borrowed passage without reference to the source after having changed a few words is also plagiarism" (WKU 2015-2016 Undergraduate Catalog, p. 33).

Please be aware that assignments (including discussion posts, quizzes, exams, and papers) are regularly checked with plagiarism detection software. Evidence of plagiarism or cheating may result in a failing grade for the class and will be reported to the Office of Student Conduct, which is empowered to impose additional sanctions.

Artificial Intelligence (AI) Tools

AI tools are *not* permitted for any type of written work in this class. If you choose to use these tools, your actions will be considered academically dishonest and a violation of the WKU Student Code of Conduct.

Electronic Devices

Please silence all cell phones and other electronic devices before coming to class. Obviously, you may not use such devices during class AT ALL. The use of laptops for note taking is permissible; however, students using laptops for other purposes during class will lose this privilege.

Recording

Class meetings may not be recorded (audio, video) under any circumstances.

Communications

You are responsible for checking your WKU email address and the course Blackboard site on a regular basis. Please note that I may or may not be able to respond right away to evening and weekend email messages; otherwise, in general, I do commit to responding within 24 hours (usually less).

Resources

Folklore Minor

Undergraduates at WKU have a rare opportunity to take a variety of folklore courses and also to minor in Folklore. A Folklore Minor is fun, challenging, and gives a unique perspective on contemporary American life. It also helps develop important critical and problem-solving skills for use in the complex personal, social, occupational, and political environments in which we live and work. These skills will make you a better candidate for employment, for admission into graduate programs in many fields, and for advancement on just about any career path. For more information, talk to me and the Minor Advisor, Dr. Ann Ferrell (ann.ferrell@wku.edu); visit: <https://www.wku.edu/fsa/folkstudies/minor.php>.

Student Disability Services

In compliance with University policy, students with disabilities who require academic and/or auxiliary accommodations for this course must contact the Student Accessibility Resource Center located in Downing Student Union, 1074. SARC can be reached by phone number at 270-745-5004 [270-745-3030 TTY] or via email at sarc.connect@wku.edu. Please do not request accommodations directly from the professor or instructor without a faculty notification letter (FNL) from The Student Accessibility Resource Center.

WKU Counseling Center

The Counseling Center is open throughout the calendar year and closed during holidays and other specified dates found in the WKU Academic Calendar. The Counseling Center is located in Potter Hall, Room 409. 270-745-3159; counseling.center@wku.edu.
<https://www.wku.edu/heretohelp/>

Writing Center Assistance

The Writing Center on the Bowling Green campus will have writing tutors available to offer advice to current WKU students on any stage of their writing projects. In-person tutoring is available in Cherry Hall 123 from 10-4 Monday through Friday and in the Cravens Commons (at the horseshoe-shaped reference desk) from 5-9 on Sunday through Thursday evenings. WKU students may also request feedback on their writing via email or arrange a real-time Zoom conference to discuss a paper. See instructions and how-to videos on the website (www.wku.edu/writingcenter) for making appointments. Walk-in feedback is available unless we are booked up. Students may also get short writing questions answered via email; just put "Quick question" in the subject line to (writingcenter@wku.edu).

The WKU START Centers will be offering writing tutoring sessions via Zoom as well as in person in their Glasgow and Elizabethtown locations. More information on how to make appointments and what to expect from your appointment will continue to be posted at (<https://www.wku.edu/startcenter/>).

WKU's Title IX Sexual Misconduct/Assault Policy

Western Kentucky University (WKU) is committed to supporting faculty, staff and students by upholding WKU's Title IX Sexual Misconduct/Assault Policy (#0.2070) at

<https://wku.edu/eoo/documents/titleix/wkutitleixpolicyandgrievanceprocedure.pdf> and

Discrimination and Harassment Policy (#0.2040) at

https://wku.edu/policies/hr_policies/2040_discrimination_harassment_policy.pdf.

Under these policies, discrimination, harassment and/or sexual misconduct based on sex/gender are prohibited. If you experience an incident of sex/gender-based discrimination, harassment and/or sexual misconduct, you are encouraged to report it to the Title IX Coordinator, Andrea Anderson, 270-745-5398 or Title IX Investigators, Michael Crowe, 270-745-5429 or Joshua Hayes, 270-745-5121.

Please note that while you may report an incident of sex/gender based discrimination, harassment and/or sexual misconduct to a faculty member, WKU faculty are "Responsible Employees" of the

University and MUST report what you share to WKU's Title IX Coordinator or Title IX Investigator. If you would like to speak with someone who may be able to afford you confidentiality, you may contact WKU's Counseling and Testing Center at 270-745-3159.

REPEAT:

*****All assignments and links will be found on the Black Board.*****

Meaning, you will find your instructions on Blackboard, and your readings. I will bring handouts to class. We will discuss how you will be turning in your assignments

***** Student's Final Project Proposal is Due WEEK 10*****

WEEKLY COURSE SCHEDULE AND READING

UNIT ONE: AFRICAN AMERICAN FOLKLORE/FOLKLIFE AND ITS SIGNIFICANCE

WEEK 1 – INTRODUCTION

Wednesday, January 17th

Introduction to the Course and Syllabus Overview

Friday, January 19th

<https://whatisfolklore.org/>

WEEK 2 AFRICAN AMERICAN FOLKLORE, FOODWAYS, & FAMILY

Monday, January 22nd

Prahland, Anand (2019). "African American Folklore, Folklife and, Race" The Oxford Handbook of American Folklore and Folklife Studies 1-23. Oxford University Press

Roberts, John. 1993. African American Diversity and the Study of Folklore. Theorizing Folklore. Special Issue. The Journal of American Folklore. 52(2/4): 157-171

Wednesday, January 24th

Ogunleye, Tolagbe. 1997. African American Folklore: Its Role in Reconstructing African American History. *The Journal of Black Studies*. 27(4): 435-455

Brewer, Mason J. 1947. Afro-American Folklore. *The Journal of American Folklore*. 60(238): 377-382

Friday, January 26th

Poe, N. Tracey. 2002. The Origins of Soul Food in Black Urban Identity: Chicago, 1915–1947. Food in the USA. Publisher Routledge

Watch in Class: Gullah Geechee Food Traditions, Soul Food Movie Scene – Discussion

WEEK 3 BLACK FOLK BELIEF & SPIRITUALITY

PICK a Reading Topic from Week 3 for the 1st short paper assignment. DUE WK 7

Monday, January 29th

Kail, Tony. 2019. Stories of Root Workers & Hoodoo in the Mid-South. The History Press. Charleston, NC. Chapter One

Wednesday, February 5th

Haskins, Jim. 1990 "Voodoo and hoodoo: The craft as revealed by traditional practitioners." Chelsea, MI: Scarborough House Publishers. Read Introduction

Chireau, Yvonne P. 2003. Black magic: Religion and the African American conjuring tradition. University of California Press. Berkley, Los Angeles, London – Read Introduction

Friday, February 7th

Henry Lewis Gates Jr.'s Black Church episode in class.

WEEK 4 BLACK MUSIC AND GROUP REPRESENTATION

Monday, February 12th

Watch Talking Bout The Blues with Guy Davis & Leo Bud Welch
McGregory, Jerrilyn. 2010. Ev'ry Day'll be Sunday: Burial Sodalities. Downhome Gospel. Oxford. Univ. of Mississippi Press

Wednesday, February 14th

Work III, Wesley John. 1998. American Negro Songs: 230 Folk Songs and Spirituals, Religious and Secular. Dover Publications. Mineola, New York. Chapter One -- Origins, Chapter Two -- The Spirituals

Friday, February 16th

Work III, Wesley John. 1998. American Negro Songs: 230 Folk Songs and Spirituals, Religious and Secular. Dover Publications. Mineola, New York. Chapter Three -- The Blues, Chapter Four -- Work Songs

Watch - Fight the Power: How Hip Hop Changed the World
Discussion of the first assignment and Review for the first quiz.

UNIT TWO: AFRICAN AMERICAN TANGIBLE AND INTANGIBLE CULTURE

WEEK 5 BLACK FOLK NARRATIVE, LITERATURE, & STORYTELLING

MONDAY FEBRUARY 19th - PRESIDENTS DAY

Wednesday, February 21st

Quiz One

Bailey, Ebony. 2021. (Re) Making the Folk: Black Representation and the Folk in Early American Folklore Studies. Special Issue. The Journal of American Folklore. 34 (534): 385-417

https://greatergood.berkeley.edu/article/item/why_telling_our_own_story_is_so_powerful_for_black_americans

Friday, February 23rd

Roberts, John. 2009. African American Belief Narratives and the African Cultural Tradition. Research in African Literature Oral Literature and Identity Formation in Africa and the Diaspora. 40(1): 112-126

Prahlad, Anand. 1999. Guess Who's Coming to Dinner: Folklore, Folkloristics, and African American Literary Criticism. African American Review. 33(4): 565-575

N'Diaya, Baird Diana. 2021. Telling Our Own Stories: Reciprocal Autoethnography at the Intersections of Race, Class, and Gender. The Journal Of American Folklore. 134 (533): 252-257.

WEEK 6 COMMODIFICATION

Monday, February 26th

Wilkins, Collin, Langston. 2023. "Welcome 2 Houston: Hip Hop Heritage in Hustle Town" *University Of Illinois Press*. Chicago Read the Introduction

Wednesday, February 28th

Weekes, E. Melinda. 2005. This House, This Music: Exploring the Interdependent Interpretive Relationship between the Contemporary Black Church and Contemporary Gospel Music. *Black Music Research Journal*. 25(1): 43-72

Friday, March 1st

Cherid, Ikram Maha. 2021. "Ain't Got Enough Money to Pay Me Respect": Blackfishing, Cultural Appropriation, and the Commodification of Blackness *journals.sagepub.com*. 21(5): 359–364

WEEK 7 BLACK FOLK ART

Monday, March 4th

Introduce students to the works of Lavon Williamson & Willie Roscoe.

Hartigan, Roscoe Lynda. 2000. Going Urban: American Folk Art and the Great Migration. *American Art*. 14(2): 26-51

Wednesday, March 6th

Baraka, Amiri. 1987. Black Art. *The Black Scholar*. 18(1): 23-30

Metcalf, W. Eugene. 1983. Black Art, Folk Art, and Social Control. *Winterthur Portfolio*. 18(4): 271-289

Friday, March 8th

First Short Paper Due

Freeman Vines Hanging Tree Guitars

WEEK 8 CONSERVATION OF BLACK SPACES

Monday, March 11th & Wednesday, March 13th

Glave, D. Dianne. 2010. *Rooted In The Earth: Reclaiming The African American Environmental Heritage*. Lawrence Hill Books. Chicago Review Press. Chicago, IL.

Discussion of Midterm & Final Project Proposal(DUE WEEK 10)

Friday, March 15th

Midterm Exam on Units I & II

UNIT THREE: AFRICAN AMERICAN FOLKLORE/FOLKLIFE & IDENTITY

PICK one from the following list of African American Storytellers (Dolomite, Son House, or Scarface) for your 2nd Short Paper Due WK 11

WEEK 9 RACE GENDER FOLK GROUP

Monday, March 18th

Allan, Quaylan. Metcalf, Santos Henry. 2019. "Up to No Good": The Intersection of Race, Gender, and Fear of Black Men in US Society. *Historicizing Fear: Ignorance, Vilification, and Othering*. P 19-34

Cornyetz, Nina. 1994. Fetishized Blackness: Hip Hop and Racial Desire in Contemporary Japan. *Social Text* 41: 113-139

Wednesday, March 20th

Sullivan, M Jas. PlatenBurg, N. Gheni. 2017. From Black-ish to Blackness: An Analysis of Black Information Sources' Influence on Black Identity Development. *Journal of Black Studies*. 48(3): 215-234

Friday, March 22nd

Davis, Angela. 1998. *Blues Legacies and Black Feminism: Gertrude 'Ma' Rainey, Bessie Smith, and Billie Holiday*. First Vintage Books. New York, Read Introduction

WEEK 10 LANGUAGE POLITICS AND SCHISMS

Final Project Proposal Due

Monday, March 25th

Lane, Nikki. (2015) "All the Lesbians are White, All the Villages are Gay, but Some of Us are Brave I: Intersectionality, Belonging, and Black Queer Women's Scene Space in Washington DC," pp. 219-242.

Niles (1984) "Rhetorical Characteristics of Traditional Black Preaching," pp. 41-52

Wednesday, March 27th

Levefer (1981) "The Dozens: A Mechanism for Social Control," pp 73-85.

Smitherman, Geneva. (2006) "African American Language: So Good It's Bad," pp. 1-19

Friday, March 29th

Lippi-Green, Rosina. 1997. What We Talk About When We Talk About Ebonics: Why Definitions Matter. *The Black Scholar*. 27(2): 7-11

Lyne, Bill. 2010. God's Black Revolutionary Mouth: James Baldwin's Black Radicalism. *Science & Society*. 74(1): 12-36

WEEK 11 STREET LORE STREET WEAR STREET CODE

Short Paper Assignment 2 due – African American Storytellers

Monday, April 1st

Elia, Ariele (2021). "Dapper Dan: The Original Streetwear Designer and Influence," pp. 168-187.

Wilkins, Langston (2018) "Black Folklife Matters: Slabs and the Social Importance of Contemporary African American Folklife," pp.55-69.

Wednesday, April 3rd

Anderson, Elijah. 2000. Code Of The Streets: Decency, Violence, and the Moral Life of the Inner City. Norton Paperback. New York

Friday, April 5th

The Conscious Community, Five Percenter, and the 'Corna' Classrooms

WEEK 12 THE OTHER BLACK

Monday, April 8th

<https://www.blerd.com/>

<https://www.nytimes.com/2021/03/24/t-magazine/black-nerds-culture.html>

<https://www.parents.com/blerd-s-paradise-7636696>

<https://afropunk.com/2022/02/oh-to-be-a-blerd-and-all-the-complexities/>

Wednesday, April 10th

We will Watch the Afro Samurai.

<https://theafricanamericanfolklorist.com/articles/the-portrayal-of-black-in-cartoons-and-anime>

<https://blackgamerscommunity.com/>

<https://afropunk.com/2022/02/strictly-for-the-black-gamers-the-squads-you-need-to-join-now/>

<https://www.theblackgirlgamers.com/>

Friday, April 12th

<https://theblackheroesmovement.world/black-comic-expos>

<https://blacknerdsexpo.com/>

<https://www.nypl.org/spotlight/schomburg/black-comic-book-festival-2023>

<https://www.schomcom.org/>

UNIT FOUR: POPULAR CULTURE, MEDIA, FILM

WEEK 13 BLACK FOLKLORE ON TELEVISION

Monday, April 15th

Quiz on Unit Three

Breaking Down the Television Program "The Wire" and its use of Folklore, Folk Traditions, Occupational Folklore and Legend

Wednesday, April 17th
The Wire Continues

Friday, April 19th
Discussion on African American Folklore on The Wire culminates.

WEEK 14 POPULAR CULTURE & AFRICAN AMERICAN FOLKLORE

Monday, April 22nd
Hamlet, D. Janice. 2011. Word! The African American Oral Tradition and its Rhetorical Impact on American Popular Culture. *Black History Bulletin*. Theme: "The Influence of African Americans on Popular Culture" 74(1): 27-31

Flynn, E. Joseph. 2011. Afterthought: Who Leads This Dance: Reflecting on the Influence of African Americans on Popular Culture. *Black History Bulletin*. 74(1): 32-33

Wednesday, April 24th
Marlo Barnett, Joseph E. Flynn. 2014. A Century of Celebration: Disrupting Stereotypes and Portrayals of African Americans in the Media. *Black History Bulletin*. 72(2): 28-33

Valerie N. Adams-Bass, Howard C. Stevenson, Diana Slaughter Kotzin. 2014. Measuring the Meaning of Black Media Stereotypes and Their Relationship to the Racial Identity, Black History Knowledge, and Racial Socialization of African American Youth. *Journal of Black Studies*. 45(5): 367-395

Friday, April 26th
Van Deburg, William L. *Slavery & race in American popular culture*. Univ of Wisconsin Press, 1984.(read Introduction)

WEEK 15 PROJECT PRESENTATION

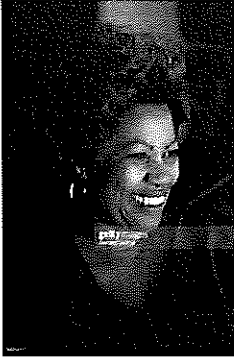
Monday, April 29th
Final Project due and presentation given in front of the Class

Wednesday, May 1st
If necessary, the final presentations.
Reflexive, Reflection discussion on the semester.

Friday, May 3rd
Review for the Final Exam

WEEK 16 FINAL EXAM

AFAM 393/ENG 393 African American Literature, Fall 2024



Class Meetings

Mondays, Wednesdays, & Fridays, 12:40-1:35 p.m., Cherry Hall 121

Professor

Dr. Kelly Reames

Office: Cherry Hall 113

Office Hours MWF 2-3 p.m. & by appointment

Best way to contact me: kelly.reames@wku.edu

Texts and Materials

Most texts for this course are available online or on Blackboard. You will need to acquire the following two texts for this course; any edition is fine, though I strongly recommend paper copies.

Nella Larsen, *Passing* (1929)

Toni Morrison, *Song of Solomon* (1977)

You should also bring to every class meeting paper, a pen or pencil, and a folder for class papers. (Much of the class material will be on Blackboard, but there will also be handouts and returned in-class writing and quizzes that you will want to keep together.)

The Course

Content. This course will provide an overview of literature written by African American authors from the period of U.S. chattel slavery to the present. We will focus primarily on poetry and fiction, though we will read one play.

Classes will be primarily discussion based and will also feature short lectures on topics such as author biographies, literary history, and genre.

Learning Objectives. By the end of the course, you will be able to

- discuss and write about the history of African American literature
- be adept at interpreting a broad variety of texts in relation to the African American literary tradition
- be able to write a literary analysis with an arguable, interpretive thesis and strong textual evidence

Prerequisite. ENG 200 or equivalent

Requirements and Grades

Assignments will include homework, in-class writing assignments, and quizzes; three short, formal literary analysis essays; and three exams.

| Assignment Type | Number of such assignments | Points possible for each | Total possible points |
|---|----------------------------|--------------------------|-----------------------|
| Homework, in-class writing assignments, and quizzes | 32-35 (estimate) | 10 | 320-350 |
| Short, formal literary analysis essays | 4 | 100 | 400 |
| Exams | 3 | 100 | 300 |

Grades are based on points earned.

| Points Earned | Final Course Grade |
|---------------|--------------------|
| 900 or more | A |
| 800-899 | B |
| 700-799 | C |
| 600-699 | D |
| 599 or fewer | F |

Late Work. Homework cannot be turned in late. Quizzes, and in-class writing assignments must be completed during the time allotted in class. Students must be physically present in order to take a quiz or complete an in-class writing assignment. While these small assignments may not be “made up,” note that there are enough of them that a student could miss 5-7* and still have an A grade for that portion of the class. (*This is an estimate, as the number of such assignments may vary.)

Papers (aka literary analyses) submitted late will receive deductions of 10 points per day or portion of the day.

Course Policies and Expectations

Attendance. Regular and engaged class attendance is expected and helps foster a sense of class community. Participating actively in class increases your learning and enjoyment of the course and is part of what makes a discussion-based class work.

Occasionally unexpected events, illnesses, or obligations prevent us from attending class. If I will be absent, I will let you know through a Blackboard announcement and email as soon as possible. Ordinarily, you do not need to email me if you will miss class. If, however, you experience an emergency that will prevent you from attending class for more than a week, you should contact me.

This is an **in-person class**, not a hybrid class. The class will not be offered over Zoom for students who cannot attend.

Original Work. All work submitted for a grade in this course should be work written and created by you for this class. Submitting work created for another class is considered academically dishonest. When you use other people’s ideas and words in your work, it should be properly credited and documented following MLA guidelines (9th edition).

AI Tools Prohibited. One purpose of this class is to teach you to better interpret and write about literature yourself. Artificial intelligence (AI) tools are not permitted for any type of work in this class. If you choose to use these tools, your actions will be considered academically dishonest and a violation of the WKU Student Code of Conduct.

University Policies (See <https://www.wku.edu/syllabusinfo/> for more information.)

Academic Dishonesty. Academic dishonesty is defined as engaging or attempting to engage in any activity that compromises the academic integrity of the institution or subverts the educational process. This definition applies to work submitted face-to-face or through on-line or electronic means and work submitted for face-to-face, hybrid, and on-line courses. Students who commit any act of academic dishonesty may receive from the instructor a failing grade in that portion of the coursework in which the act is detected, or a failing grade in the course without the possibility of withdrawal. The faculty member may also present the case to the Office of Student Conduct for disciplinary sanctions and the Office of the University Registrar if action by these offices

are required. Students may be held responsible for committing academic dishonesty while enrolled even if the student withdraws from the course.

ADA Accommodation. In compliance with University policy, students with disabilities who require academic and/or auxiliary accommodations for this course must contact the Student Accessibility Resource Center located in Downing Student Union, Room 1074. The SARC can be reached by phone number at 270-745-5004 [270-745-3030 TTY] or via email at sarc.connect@wku.edu. Please do not request accommodations directly from the professor or instructor without a faculty notification letter (FNL) from The Student Accessibility Resource Center.

Pregnant and Parenting Students. Western Kentucky University does not discriminate against any student or exclude any student from its educational programs or activities, including classes or extracurricular activities, on the basis of pregnancy and/or pregnancy-related conditions such as, but not limited to, childbirth, false pregnancy, termination of pregnancy, or recovery therefrom. Students who seek pregnancy or pregnancy-related accommodations should make their requests as soon as possible via WKU's Title IX Website at www.wku.edu/titleix/ under the heading, "Pregnancy or Pregnancy-Related Conditions." Students can also contact the Title IX Coordinator, Ena Demir, via email at ena.demir@wku.edu or by phone at (270) 745-6867 to request accommodations or seek assistance. We encourage students and faculty to work together to establish a plan that allows the student to complete the class and coursework without jeopardizing academic integrity and course standards. The Title IX Coordinator can help facilitate conversations between students and faculty regarding appropriate and reasonable accommodations.

If you are a WKU student and believe that you have experienced an incident(s) of discrimination or harassment based on pregnancy (or pregnancy related conditions or issues), please report it to the Title IX Coordinator via email at ena.demir@wku.edu or by phone at (270) 745-6867.

Additional resources for pregnant and parenting students can be found on WKU's Title IX Website at www.wku.edu/titleix/.

Title IX/ Discrimination & Harassment. Western Kentucky University (WKU) is committed to supporting faculty, staff and students by upholding WKU's Sex and Gender-Based Discrimination, Harassment, and Retaliation (#0.070) and Discrimination and Harassment Policy (#0.2040). Under these policies, discrimination, harassment and/or sexual misconduct based on sex/gender are prohibited. If you experience an incident of sex/gender-based discrimination, harassment and/or sexual misconduct, you are encouraged to report it to the Executive Director, Office of Institutional Equity/Title IX Coordinator, Ena Demir, 270-745-6867 or Title IX Investigators or Michael Crowe, 270-745-5429. Please note that while you may report an incident of sex/gender based discrimination, harassment and/or sexual misconduct to a faculty member, WKU faculty are "Responsible Employees" of the University and MUST report what you share to WKU's Title IX Coordinator or Title IX Investigator. If you would like to speak with someone who may be able to afford you confidentiality, you may contact WKU's Counseling and Testing Center at 270-745-3159.

Important University Dates

Monday, August 26 Last day to add, drop, or receive a 100% refund for a full semester course.

Tuesday, August 27 \$50 schedule change fee begins for full semester courses.

Friday, August 30 Last day to opt out of Big Red Backpack or charge WKU store purchases to university bill.

Monday, September 2 Last day to receive a 50% refund for a full semester course.

Monday, September 9 Last day to receive a 25% refund for a full semester course.

Monday, October 28 Last day to withdraw from a full semester course.

ANTH 343 Anthropology of Gender

Dr. Kate Hudepohl

Fall 2023

Course Syllabus .

NOTE: The printed and amended course syllabus that is distributed in class (hard copy or via electronic Blackboard) is the ultimate authority for this class and supersedes information posted elsewhere. The on-line syllabus posted to TOPNET contains everything except a day-to-day schedule of topics. The complete course syllabus can be obtained from electronic Blackboard or from the professor. I reserve the right to make changes to the course and syllabus as I see fit at any point in the semester. Given the uncertainties of the semester, it is likely that alterations will be made to the syllabus.

I. Instructor Contact Information

Email: kate.hudepohl@wku.edu
Folk/Anth Dept. Phone: 270/745-5295
Office Hours: **Virtual and/or In-person Office Hours**
FAC 278
(Zoom link for office hours is located in the “syllabus” tab)
Mondays: 9:30 a.m. – 10:30 a.m.
Tuesdays: 9:30 a.m. – 10:30 a.m.
Thursdays: 9:30 a.m. – 10:30 a.m.
or by appointment

II. Course Objectives

Through a combination of lectures and discussions, this course introduces students to the study of gender within the discipline of anthropology. You will learn about the historical background of early gender studies, early questions and issues faced by anthropologists, and current topics of interest in the field. You will spend the majority of the semester reading about, analyzing, and discussing how gender and sex roles are perceived, learned, constructed, and portrayed cross-culturally.

Upon successful completion of the course, students will

- understand that gender is a cultural, not biological, construct.
- learn that gender and sex roles are highly variable cross-culturally.
- recognize and understand why there is a general pattern of certain social configurations being associated with gender hierarchy and others with gender equality cross-culturally.
- understand basic anthropological concepts as they apply to gender research.
- understand the value of an anthropological approach to gender studies.

Anthropology of Gender, which is a comparative study of the role gender plays in various aspects of culture includes topics such as sex roles, gender ideology and social stratification, environmental impact, and modernization, fulfills the General Education Category E (World Cultures and American Diversity). It will assist students in attaining the following General Education goals and objectives:

- an appreciation of the complexity and variety of the world’s cultures.

Course objectives support these General Education goals in the following ways:

- examines cross-cultural differences and similarities in how gender is constructed, including the fact that some societies recognize more than two genders through readings, lectures, discussions, and/or films.
- examines cross-cultural differences and similarities in sex roles through readings, lectures, discussions, and/or films.
- explores how gender and sex role varies both within and between societies depending on factors such as age, class, race and ethnicity through readings, lecture, discussions, and/or film.
- evaluates the impact of culture change, including globalization, on gender ideology and sex roles through readings, lectures, discussion and/or films.

This course counts as an elective in the Gender and Women’s Studies minor. The GWS program offers WKU undergraduates the chance to broaden their understanding of the arts and culture of everyday life including such experiences of gender, race, sexuality, age, identity, and social justice among others. Through innovative interdisciplinary coursework the minor helps students critically analyze a wide range of perspectives that lead to personal growth and ultimately to social transformation. If you are interested in learning more about this exciting and innovative program/minor, contact your instructor or check out the Gender and Women’s Studies minor at: <https://www.wku.edu/womensstudies/>

III. Course Materials

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ISBN: 9780520250130

(K) Travesti - Don Kulick
ISBN: 9780226461007

(W) Wayward Women – Holly Wardlow
ISBN: 9780520245600

****Make sure you purchase the correct editions.**

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Available in Blackboard. A partial list (subject to change) follows:

| | |
|-------------------|--|
| Boddy, Janice | Womb as Oasis |
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| Oboler, Regina | Is the Female Husband a Man? |
| Ortner, Sherry | Is Female to Male as Nature is to Culture? |
| Rosaldo, Michelle | Woman, Culture and Society |
| Slocum, Sally | Woman the Gatherer |
| Wolf, Margery | Uterine Families and the Women’s Community |

IV. Course Policies

I reserve the right to make changes to the course and syllabus as I deem necessary.

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2. **Feel free to wear a face mask.** Face masks are not currently required by official WKU policy. Gauge your own comfort level. I will probably wear a mask in class.
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Writing Center Assistance

The Writing Center on the Bowling Green campus will have writing tutors available to offer advice to current WKU students on any stage of their writing projects. In-person tutoring is available in Cherry Hall 123 from 9-4 Monday through Friday and in the Cravens Commons (at the horseshoe-shaped reference desk) from 5-9 on Sunday through Thursday evenings. Students may also request feedback on their writing via email or arrange a real-time Zoom conference to discuss a paper. See instructions and how-to videos on the website (www.wku.edu/writingcenter) for making appointments. Walk-in feedback is available unless we are booked up. Students may also get short writing questions answered via email; just put “Quick question” in the subject line to (writingcenter@wku.edu).

The WKU Glasgow START Center/Writing Center will be offering writing tutoring sessions as well as in person. More information on how to make appointments and what to expect from your appointment will continue to be posted at <https://www.wku.edu/startcenter/>.

WKU Title IX Policy and Links to Other Useful Information

<https://www.wku.edu/syllabusinfo/>

V. Determination of Course Grade

Your grade will be based on the following tests and assignments:

| | | |
|--------------------------|-------------|-------------------|
| 3 Tests (40 points each) | 60% | 120 points total |
| Discussion | 15% | 30 points |
| Research paper | 25% | 50 points total |
| TOTAL: | 100% | 200 points |

ANTH 343 Anthropology of Gender

Dr. Kate Hudepohl

Fall 2023

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Recording the class: Students **may not record this course in any fashion** without a written request, discussion with the professor, and written permission from the professor. This prohibition includes audio recording, video recording, and transcription aids.

Writing Center Assistance

The Writing Center on the Bowling Green campus will have writing tutors available to offer advice to current WKU students on any stage of their writing projects. In-person tutoring is available in Cherry Hall 123 from 9-4 Monday through Friday and in the Cravens Commons (at the horseshoe-shaped reference desk) from 5-9 on Sunday through Thursday evenings. Students may also request feedback on their writing via email or arrange a real-time Zoom conference to discuss a paper. See instructions and how-to videos on the website (www.wku.edu/writingcenter) for making appointments. Walk-in feedback is available unless we are booked up. Students may also get short writing questions answered via email; just put “Quick question” in the subject line to (writingcenter@wku.edu).

The WKU Glasgow START Center/Writing Center will be offering writing tutoring sessions as well as in person. More information on how to make appointments and what to expect from your appointment will continue to be posted at <https://www.wku.edu/startcenter/>.

WKU Title IX Policy and Links to Other Useful Information

<https://www.wku.edu/syllabusinfo/>

V. Determination of Course Grade

Your grade will be based on the following tests and assignments:

| | | |
|--------------------------|-------------|-------------------|
| 3 Tests (40 points each) | 60% | 120 points total |
| Discussion | 15% | 30 points |
| Research paper | 25% | 50 points total |
| TOTAL: | 100% | 200 points |



Department of Counseling and Student Affairs
 Dr. Cynthia Palmer Mason, Professor
 Gary A. Ransdell Hall #3030
 Office Phone: (270) 745-4953

COURSE

CNS 555 Social and Cultural Diversity in Counseling (Fall, 2024). This course focuses on the philosophical, sociological, developmental, and emotional understanding of multicultural education and counseling as they relate to working with individuals in schools, universities, and other human service settings.

PURPOSE OF THE COURSE

This course is designed to provide students with an understanding of the cultural context of relationships, issues, and trends in a multicultural society.

COURSE OBJECTIVES

This course is designed to achieve learning outcomes consistent with the 2016 CACREP Accreditation Standards, as well as the Kentucky Education Professional Standards Board (EPSB) as noted below. Students are assessed on the standards noted with an asterisk*.

PROFESSIONAL COUNSELING IDENTITY: COUNSELING CURRICULUM CORE 2. SOCIAL AND CULTURAL DIVERSITY

- a. multicultural and pluralistic characteristics within and among diverse groups nationally and internationally
- b. theories and models of multicultural counseling, cultural identity development, and social justice and advocacy
- c. multicultural counseling competencies *
- d. the impact of heritage, attitudes, beliefs, understandings, and acculturative experiences on an individual's views of others
- e. the effects of power and privilege for counselors and clients
- f. help-seeking behaviors of diverse clients
- g. the impact of spiritual beliefs on clients' and counselors' worldviews
- h. strategies for identifying and eliminating barriers, prejudices, and processes of intentional and unintentional oppression and discrimination

3. HUMAN GROWTH AND DEVELOPMENT

- f. systemic and environment factors that affect human development, functioning and behavior*

C. CLINICAL MENTAL HEALTH COUNSELING

2. CONTEXTUAL DIMENSIONS

- j. cultural factors relevant to clinical mental health counseling*

F. MARRIAGE, COUPLE, AND FAMILY COUNSELING

1. FOUNDATIONS

d. sociology of the family, family phenomenology, and family of origin theories

KY EPSB

1.2 PROFESSIONAL IDENTITY/ RESPONSIBILITY

- 1.2.a. The objectives reflect current knowledge and skills as provided in Standard 2.
- 1.2.b. The objectives reflect input from all persons involved in the conduct of the program, including program faculty, current and former students, and personnel in cooperating school.
- 1.2.c. The objectives address student learning.
- 1.2.d. The objectives are written so they can be evaluated.
- 1.2.e. School counselors engage in continual professional development and use resources to inform and guide ethical and legal work.

1.3 PROFESSIONAL IDENTITY/ RESPONSIBILITY

- 1.3.b. Students participating in seminars, workshops, or other activities that contribute to personal and professional growth.

2.3 PROGRAM EVALUATION*

- 2.3.a. Multicultural and pluralistic characteristics within and among diverse groups nationally and internationally.
- 2.3.b. Theories and models of multicultural counseling, cultural identity development, and social justice and advocacy.
- 2.3.c. Multicultural counseling competencies.
- 2.3.d. The impact of heritage, attitudes, beliefs, understandings, and acculturative experiences on an individual's views of others.
- 2.3.e. Individual, couple, family, group, and community strategies for working with diverse populations and ethnic groups;
- 2.3.f. Counselors' roles in social justice, advocacy and conflict resolution, cultural self-awareness, the nature of biases, prejudices, processes of intentional and unintentional oppression and discrimination to the growth of the human spirit, mind, or body.
- 2.3.g. strategies for identifying and eliminating barriers, prejudices, and processes of intentional and unintentional oppression and discrimination

2.4 HUMAN GROWTH AND DEVELOPMENT*

- 2.4.f. Systemic and environmental factors that affect human development, functioning, and behavior

REQUIRED AND RECOMMENDED COURSE READINGS

Required Texts

Baker, J.A. (2016). *Cultural Diversity and Education: Foundations, Curriculum, and Teaching* (6th Edition). Routledge.

ISBN: 978-1-138-65415-0

Adams, M., Blumenfeld, W., Castaneda, C., Hackman, H., Peters, M., & Zuniga, X. (2018). *Readings for Diversity and Social Justice* (4th Edition). Routledge.

ISBN: 978-1-138-05528-5

RECOMMENDED COURSE READING

Sekaran, S. (2017). *Lucky Boy*. G.P. Putnam's Sons. New York.

CLASS PREPARATION AND METHODS OF INSTRUCTION

Students should expect to invest about 3-4 hours outside of class each week for each credit of coursework they are enrolled in. During this time, they can spend time studying the required reading and researching additional sources to help improve their knowledge and skill base. This course will use a combination of lecture, Blackboard assignments, class discussions, experiential activities, class presentations, power-point presentations, recorded counseling sessions, skills practice in groups of three or more, exams, and communication between the student and professor through written work prepared outside of class. All information is strictly confidential and is meant for learning purposes only. Under no circumstances should anyone's personal information be shared outside the context of the discussion or the class.

In this course, regular and substantive interaction will take place in the following ways:

- Faculty participation in weekly discussion boards, providing constructive feedback on student assignments, which identifies specifically what has been done correctly, needs improvement, or guides student to the next level of learning.
- Instructor's expectations for the nature and frequency of student participation are clearly stated in the Course Syllabus and on Discussion Board.
- Setting assignments and assessment deadlines throughout the term of the class.

Artificial Intelligence Policy:

Use of an AI Generator, such as ChatGPT, Midjourney, DALL-E, etc., is explicitly prohibited unless otherwise noted by the instructor. The information derived from these tools is based on previously published materials. Therefore, using these tools without proper citation constitutes plagiarism. Additionally, be aware that the information derived from these tools is often inaccurate or incomplete. It's imperative that all work submitted should be your own. Any assignment that is found to have been plagiarized or to have used unauthorized AI tools may receive a zero and/or be reported for academic misconduct.

COURSE REQUIREMENTS**Attendance and Participation***Face-to-face and Live Synchronous ZOOM Meetings*

Attendance is required during all scheduled class meetings. Students are responsible for all information if class is missed. Students are expected to come to class having completed all assigned readings and activities so that they can fully participate in class discussions.

Attendance and participation points are earned for attending the entire class session and demonstrating thoughtful conceptualization of the required reading.

When attending class virtually, to earn points for attendance, students must use the video option during the entirety of the class; be in a stationary and distraction-free environment; arrive on time; and dress appropriately.

Web-Enhanced, Blackboard Discussion and Posts

If Blackboard posts are required, they are due prior to the next BBD discussion or class session and must be completed as scheduled. Students are expected to read the entirety of each blackboard discussion including the instructor's reply posts to other students. All BBD postings must be completed within the given discussion period. Late submissions are not accepted under any circumstances.

Rubric for Discussion Board Posts

Main Post. Main posts are new threads that are responses to the instructions for each lesson or topic. Main posts must be submitted with enough time prior to the due date for others to respond accordingly. Since posts cannot be changed after submitted, it is recommended that all documents are first written and saved into word. Documents can be cut and pasted by opening <HTML> function. Requirements for each Main Post include the following:

- A. At least 250 words in length
- B. Response to prompt; specific answers provided to the prompt, supported by references from the week or topic's assigned reading
- C. Critical thinking evidenced by intellectual, conceptualized, well-constructed analysis, synthesis, evaluation, as well as a thoughtful approach to the content
- D. Writing quality and formatting: Written in APA 6th formatting (proper referencing in text, spacing between punctuation); correct grammar and spelling (postings should be single spaced)
- E. Timeliness (the main post should be made at least 2 days after the discussion begins. If the class typically meets face-to-face on Monday; this is considered the first day of a Blackboard activity/discussion.)

Response Post. For any given Blackboard discussion, students may be required to submit at least one Response to another student's main post. To earn credit for the response post, the entire discussion must be read. Requirements of each response post include the following:

- A. At least 100 words in length
- B. Critical thinking evidenced by intellectual, conceptualized, well-constructed analysis, synthesis, evaluation, as well as a thoughtful approach to the content; evidence that the entire discussion was read
- C. Incorporation of references from the topic's associated readings
- D. Writing quality and formatting: Written in APA 6th formatting (proper referencing in text, spacing between punctuation); correct grammar and spelling (postings should be single spaced)
- E. Timeliness (the response post is due by 11:59 pm CST on the date the discussion closes)

Discussion Post Rubrics for Main and Response Posts are as follows:

| Criteria | 10 Points | 6 Points | 3 Points |
|--|--|--|---|
| Main Post Critical Thinking/Application | <p>Critical thinking evidenced by intellectual, conceptualized, well-constructed analysis, synthesis, evaluation, as well as a thoughtful approach to the content, while including examples and elaboration on prompt. Post makes a contribution to the discussion. Incorporation of references from the topic's associated headings.</p> <p>No mistakes in formatting, grammar. Word count met.</p> | <p>Conceptualization of the reading material is somewhat illustrated. Post somewhat adds new insight or contribution to the discussion. Examples within posts are limited. References may have been used to strengthen position/s; relevant references missing); evidence does not adequately support that student read the entire discussion up until posting.</p> <p>Partially met: No mistakes in formatting, grammar. Word count</p> | <p>Limited illustration of critical thinking and application. Limited evidence providing support for required reading being completed and applied. References are not used, do not apply to the prompt or the post being responded to, or appear haphazardly chosen.</p> <p>Partially or not met: No mistakes in formatting, grammar. Word count.</p> |
| Timeliness | | | <p>Post made on time as noted in the syllabus and/or instructed by the professor; with enough time for students to read and respond.</p> |
| Response Post | <p>Response post is excellent in the areas (a) critical thinking/application; (b) inclusion of references; (c) formatting, grammar and word count; and (d) timeliness.. (5 points)</p> | <p>Response post is satisfactory; and may be limited in any of the following areas: (a) critical thinking/application (limited contribution to the discussion); (b) limited or somewhat appropriate references; (c) formatting,</p> | <p>Post hardly meets all the criteria (1 point)</p> |

| | | | |
|--|--|---|--|
| | | grammar, and word count; and/or (somewhat timely). The response post may rely too heavily on critiquing the other student's main post, rather than adding and contributing to the content. (3 points) | |
|--|--|---|--|

COURSE REQUIREMENTS

Personal Cultural Critique (20 points) (CACREP Assessment Standard 2.c., 3.f., C.2.j)

Each student is to develop a power point that describes and critiques his/her cultural background. The purpose of this assignment is to explore and integrate information related to your cultural heritage with issues related to becoming a competent multicultural helping professional. Questions are provided below to guide your thinking across a range of cultural factors. Respond to each of the questions as appropriate, except when there is no information available. **Due 10/11/2024.**

Please be thorough in your analysis and writing. **Concepts from your textbook should be included.** Enter in appropriate area on 'Content.'

Include the following:

Part I: Describe **your internal and external dimensions:**

your age, gender, presence of any disability, ethnicity, race, community in which you grew up, religion, marital history, parental status, educational background, occupation/work experience, recreational and personal habits, socioeconomic status/social class (now and growing up, including observations through any changes), and past/current geographic location. You can include any other pertinent information regarding your internal and external dimensions.

Part II: Drawing from your **knowledge about yourself and experiences** in our multicultural society, identify: *the social and cultural factors and events that influence your view of diversity (i.e., gender, race, social class, age, sexual identity, religion, ability, appearance, etc.), the factors and events that influence your view on social belonging. the factors that influence your interpretations of an individual's behavior, motivation, decision methods, and thoughts.*

Part III: Describe **your foundation.**

Outline your definition of family. Who was included in your family growing up? Ancestry? How have your family/ancestors impacted your current view of culture? How did you derive your fundamental cultural heritage and how do the significant beliefs and attitudes of your cultural heritage assimilate into your daily life?

Address family and community values which have been part of your personal experience. Family should be addressed in the context of your extended family and include persons who assumed a familiar role in your development. Family would include your current "family" as well as your family of origin.

What specific values did your family of origin and community hold e.g., religion, education, work, food, or family)? How were your family's values similar to and different from the community?

What types of rituals or ceremonies are/were important to your family?

What types of personalities and communication can you identify? How was conflict handled? What views were held about diversity? How was your family impacted by diversity issues of gender, nationality, race, sexuality, disability, or religion?

Discuss gender roles and gender role expectations in your family of origin (results of BEM inventory, this inventory can be found online

<http://garote.bdmonkeys.net/bsri.html>)

How did/do you define privilege? How has "privilege" eased or made life more difficult for your family?

How is your current "family" culture similar to or different from your family of origin? How has change in the social and cultural nature of society at large influenced your cultural experience?

You can also include any other facts you feel are relevant regarding your family (of origin, past and current) role in forming your foundation.

Part IV: How has your cultural background provided you with **both Advantages and Disadvantages**; also, how does it continue to influence your personal perspective and counseling/helping style (this can include teaching, customer service, management/administrative, etc.) today?

Part V: Describe how your cultural self-understanding will enable you to be culturally effective as a counselor/teacher/helping professional.

What are some personal biases and limitations that may hinder you?

How will your communication values and skills impact your role as a competent multicultural counselor/teacher/professional?

Considering the nature of your cultural experience, describe strengths you will bring to multicultural counseling/education?

***NOTE: Late power-points are not accepted.**

****This assignment must be entered in 'Content' – 10/11/2024.**

Readings Critique and Reflection (15 points) (CACREP Assessment Standard 2.c., 3.f., C.2.j.; EPSB 2.3., 2.4.) **This assignment (Readings Critique and Reflection Paper) must be entered in 'Content.' This assignment is due 10/28/2024.

Each student is responsible for reading select articles from Readings for Diversity and Social Justice. After you examine each reading, you are expected to use your critical thinking skills to produce a multi-level question; students will submit through "Content" on Blackboard.

Late questions will not be accepted. Students will not be allowed to make up questions under any circumstance (other than an excused absence).

Each submission will be graded as very good (2.0 point), adequate (1.0 point), or inadequate/not turned in (0 points). Questions will also be entered on “Content.”

Questions for Readings for Diversity & Social Justice-Rubric

For the **reading questions**, develop a connected set of questions about the readings that you would like answered. This set of questions will be a paragraph in length, with a minimum of **75-100 words**. Your questions should show that you have thought about the readings with care. Note that these questions are not the same as “quiz questions” that you may have written for other classes – answers are not found neatly in the readings.

Below is an example of a good question and a question to avoid:

| | Description | Example |
|---------------------|--|---|
| Poor (0) | Questions that can be answered in simple terms or that have one right answer. Questions that focus predominantly on the recall of information. They are also often significantly shorter than one paragraph in length. | “Do adopted children experience more psychological problems than those who are biologically related to their parents? Why?” |
| Good (1) | Questions that require answers, which encourage the synthesis, analysis, or evaluation of information. Questions that are generally longer, may have several parts to them, and cut across different areas. | “Would a child in a single-parent household develop differently (physically, emotionally, academically) than a child who lives with both parents? How does the ethnic/cultural background of the family play into this equation? For example, do children of different ethnicities handle the situation of living in a single-parent household differently based on their cultural beliefs? How can parents help alleviate some of the emotional stress that comes with the separation of two parents or only having one parent?” |

(Note that this may be shorter than the minimum length, but it gives you an idea.)

Readings for Diversity and Social Justice, which consists of readings that reflect upon social diversity and social justice, are from 6 sections (A total of 7 questions for this project). You must critique the following:

Enter on Blackboard (Content) by October 28, 2024.

Section 1: Getting Started: Core Concepts for Social Justice Education

The Complexity of Identity: “Who Am I?” by Beverly Daniel Tatum

Five Faces of Oppression by Iris Marion Young

Section 2: Racism

A Different Mirror by Ronald Takaki

Section 3: Classism

Select 1 reading from this section

Section 4: Religious Oppression

Select 1 reading from this section

Section 5: Sexism, Heterosexism, and Trans* Oppression

Select 1 reading from this section.

Section 10: Working for Social Justice: Visions and Strategies for Change

What Can We Do? By Allan G. Johnson

Presentation topics for paper (20 points) Upload to “Content” by 11/12/2024 (CACREP Key Assessment Standard 2.c., 3.f., C.2.j.)

Each student will select one of the following groups/topics:

| | |
|--|------------------------------------|
| Australian Aboriginal Genocide | Native Americas Genocide |
| Sudanese Genocide | Great Migration –African Americans |
| Blood Diamonds | Rwandan Genocide |
| Europe’s underdevelopment of Africa | Undocumented Immigrants/DACA |
| Japanese Internment Camps | Lost Boys of Sudan |
| Indigenous people of South America | Bosnian War – displacement |
| Displaced Tanzanian, Palestinian, Syrian, Bhurmese, etc. | |

Presentations should be relevant, interesting, and convey useful information. Quality is preferred over quantity. The presentation paper should supplement information available in the textbooks.

Please note the following:

- A. Conduct research on your selected group/topic. Peer-reviewed and scholarly documents/publications are highly recommended. Interviews/surveys with individuals/experts of the group/topic are also suggested. **USE RESOURCES FROM THE LIBRARIES!** Prepare a reference page as you collect information (This will be helpful.)

- B. Describe what was learned about the group/topic selected and how it relates to counseling. This can include, but is not limited to, immigration history of the group; the worldview of/from society; aspects of the groups; communication patterns; typical family structures; contextual (social) issues imposed upon; impact of sociocultural and/or sociopolitical history upon this group; and the effects of cultural and environmental factors (i.e., population, media image, workforce, stereotypes, school performance, etc.).
- C. Each student **must** provide a reference page at the end of the project.
- D. Each student will be assessed on their research, initiative, and the overall quality of work on this project.
- E. Your evaluation will be based on: The content and research of your topic and the clarity and organization of your presentation paper.

Blackboard – Discussion Board Assignments (45 points)

This is a Web-based course. You will follow all homework assignments listed on Blackboard 7 and complete all projects on time. Review “Announcements” and “Content” on Blackboard throughout the course for information and directions (See page 13 of Course Syllabus for Discussion Board Assignments Schedule.).

STUDENT EVALUATION CRITERIA AND PROCEDURES

| | |
|----------------------------------|------------|
| Personal Cultural Critique | 20 points |
| Readings Critique and Reflection | 15 points |
| Presentation Topics (Research) | 20 points |
| Discussion Board Assignments | 45 points |
| Total Points Possible | 100 points |

Grades will be assigned according to total points as follows:

| | |
|---|----------|
| A | 90-100 |
| B | 80-89 |
| C | 70-79 |
| D | 60-69 |
| F | Below 60 |

TITLE IX MISCONDUCT/ASSAULT STATEMENT

Western Kentucky University (WKU) is committed to supporting faculty, staff and students by upholding WKU’s Title IX Sexual Misconduct/Assault Policy (#0.2070) at <https://wku.edu/eoo/documents/titleix/wkutitleixpolicyandgrievanceprocedure.pdf> and Discrimination and Harassment Policy (#0.2040) at https://wku.edu/policies/hr_policies/2040_discrimination_harassment_policy.pdf.

Under these policies, discrimination, harassment and/or sexual misconduct based on sex/gender are prohibited. If you experience an incident of sex/gender-based discrimination, harassment and/or sexual misconduct, you are encouraged to report it to the Title IX Coordinator, Andrea Anderson, 270-745-5398 or Title IX Investigators, Michael Crowe, 270-745-5429 or Joshua Hayes, 270-745-5121. Please note that while you may report an incident of sex/gender based discrimination, harassment and/or sexual misconduct to a faculty member, WKU faculty are “Responsible Employees” of the University and MUST report what you share to WKU’s Title IX Coordinator or Title IX Investigator. If you would like to speak with someone who may be able to afford you confidentiality, you may contact WKU’s Counseling and Testing Center at 270-745-3159.

ADA ACCOMMODATION STATEMENT

In compliance with University policy, students with disabilities who require academic and/or auxiliary accommodations for this course must contact the Student Accessibility Resource Center located in Downing Student Union, 1074. SARC can be reached by phone number at 270-745-5004 [270-745-3030 TTY] or via email at sarc.connect@wku.edu. Please do not request accommodations directly from the professor or instructor without a faculty notification letter (FNL) from The Student Accessibility Resource Center.

COVID STATEMENT

All students are strongly encouraged to get the COVID-19 vaccine. Out of respect for the health and safety of the WKU community and in adherence with CDC guidelines and practices of all public universities and colleges in Kentucky, the University requires that a cloth face covering (reusable or disposable) that covers both the nose and mouth must be worn at all times when in public areas within all buildings. Students must properly wear face coverings while in class regardless of the room size or the nature of the classroom activities. Students who fail to wear a face covering as required will be in violation of the WKU Student Code of Conduct and will be asked to comply or will face disciplinary action, including possible dismissal from the University. Accommodations can be requested in special cases through the Student Accessibility and Resource Center (SARC): 270-745-5004 (voice), 270-745-3030 (TTY), or 270-288-0597 (video). All students must immediately report a positive Covid-19 test result or close contact with a person who has tested positive to the Covid-19 Assistance Line at 270-745-2019. The assistance line is available to answer questions regarding any Covid-19 related issue. This guidance is subject to change based on requirements set forth by public health agencies or the office of the governor. Please refer to the Healthy on the Hill website for the most current information. www.wku.edu/healthyonthehill.

ACADEMIC INTEGRITY

Academic integrity is an essential component of an academic community. Every student is responsible for fostering and maintaining a culture of academic honesty by making a commitment to the academic values of honesty, integrity, responsibility, trust, respect for self and others, fairness, and justice. In addition, students are expected to abide by the code of ethics for their profession and the student code of conduct for the university. Violations of academic integrity include cheating, plagiarism, or lying about academic matters. Plagiarism is defined as any use of another writer’s words, concepts, or sequence of ideas without

acknowledging that writer properly. This includes not only direct quotations of another writer's words, but also paraphrases or summaries of another writer's concepts or ideas without acknowledging the writer properly (i.e., citing them). Cheating includes behaviors such as giving or receiving data or information under any circumstances not permitted by the instructor. Lying about academic matters includes falsification of data or information as part of an academic exercise, or knowingly providing false information to a faculty member. Academic dishonesty is a profoundly serious offense because it involves an act of fraud, jeopardizing genuine efforts by faculty and students to teach and learn together. Students who are determined to have plagiarized an assignment or otherwise cheated in their academic work or examination may expect an "F" for the assignment in question or an "F" for the course, at the discretion of the instructor. All incidents of cheating or plagiarism, reported by the instructor, will follow the Student Remediation Process as described in the departmental handbook. Please note: The University does use web-based products to detect plagiarism.

INFORMED CONSENT

As graduate students and professionals-in-training, graduate studies should be viewed from the prospective of professional development. All graduate students are expected to develop standards of academic and professional performance and are expected to exhibit personal qualities and characteristics consistent with effective functioning as a helping professional. Some classes require learning experiences, which focus on self-understanding or growth. The letter grade awarded for a class may not reflect an evaluation of personal qualities needed to function as a competent counselor. Admission of a student to a counseling class or program of study does not guarantee completion or graduation; assessment of a student's fitness is an ongoing process, and students should be aware that the instructor has a continuous responsibility to make such an assessment. See graduate catalog and the Department of Counseling & Student Affairs Student Handbook for more details.

USE OF CURRENT RESEARCH

Course content is continuously revised to include the most recent relevant research. The instructor will post references for relevant current research on the course Blackboard site.

USE OF TECHNOLOGY IN COURSE

E-mail and Blackboard will be used for communication, to distribute relevant course information, as well for the submission of assignments. Students should stay abreast of such communication throughout each week of the course. Cell phones must be turned off at the start of class unless there is an emergency situation. Laptops should only be used during class lectures and should be put away during demonstrations, experiential activities and discussions. Use of cell phones and laptops is considered discourteous when other students and the instructor are involved in demonstrations or experiential activities. Points for participation and attendance will be deducted upon inappropriate use of technology during class.

LATE OR MISSING ASSIGNMENTS

Course assignments are due on the date indicated in the syllabus unless other arrangements are made with the course instructor prior to the due date. Late assignments will be penalized by a deduction of 10% of the total points possible each day late. BBD assignments are due on the date noted; late submissions are not accepted under any circumstance.

FLEXIBILITY CLAUSE

The aforementioned requirements, assignments, policies, evaluation procedures, as well as the course schedule are subject to change. Students' experiences and needs, as well as emerging knowledge, will be considered in modifying this course syllabus. In addition, extenuating circumstances may contribute to modification in course requirements and schedule.

| | TOPICS & REQUIRED READING | ASSIGNMENTS DUE |
|--|--|--|
| September 27, 2024 5:00-9:00 GRH 3002 Section 501 F2F | Introductions – Name/Program/Work Review Syllabus Introduction to Course – Power-Point Discussion Questions | Main and Response Posts on Discussion Board – complete FORUM I by Monday, |
| September 28, 2024 8:30 12:30 GRH 3002 Section 501 F2F | Small Group/Class (Presentations – Personal Cultural Critiques) | September 23, 2024. (Review Rubric for Main and Response Posts) |
| Section 700 WEB | <p>Reading Assignment for Forum I</p> <p>Chapter 1 – The Dimensions of Multicultural Education Chapter 2 – Educating Citizens for Diversity in Global Times Chapter 3 – Multicultural Education: History, Development, Goals, and Approaches Chapter 4 – Culture, Ethnicity, and Education Chapter 5 – Increasing Student Academic Achievement: Paradigms and Explanations</p> <p>Discussion Board Questions from Chapters 1-5 (Follow Directions on Discussion Board)</p> <p>(CACREP 2.a, b, c, d, e, f, g, h, 3.f, C.2.j, F.1.d.; KY EPSB 1.2.a., 1.2.b., 1.2.c., 1.2.d., 1.2.e., 1.3.b., 2.3.a., 2.3.b., 2.3.c., 2.3.d., 2.3.e., 2.3.f., 2.3.g., 2.4.f.)</p> <p>Personal Cultural Critique (CACREP Key Assessment Standard 2.c., 3.f., C.2.j.)</p> | <p>Personal Cultural Critique Due: 10.11.24.</p> |

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| <p>October 18, 2024 Section 501 F2F 5:00–9:00 GRH 3002 October 19, 2024 8:30-12:30 GRH 3002</p> <p>Section 700 WEB</p> | <p>Attendance Power-Point Presentation – Discussion Class Presentations – Personal Cultural Critiques Class Discussions</p> <p>Reading Assignment for Forum II Chapter 6 – Pluralism, Ideology, and Educational Reform Chapter 7 – Researching Race, Culture, and Difference Chapter 8 – The Stages of Cultural Identity: Implications for Curriculum Reform Chapter 9 – A Curriculum for Empowerment, Action, and Change Chapter 10 – Teaching Decision-Making and Social Action Skills for Social Change</p> <p>Discussion Board Questions from Chapters 6-10 (Follow Directions on Discussion Board.)</p> <p>(CACREP 2.a, b, c, d, e, f, g, h, 3.f., C.2.j., F.1.d.; KY EPSB 1.2.a., 1.2.b., 1.2.c., 1.2.d., 1.2.e., 1.3.b., 2.3.a., 2.3.b., 2.3.c., 2.3.d., 2.3.e., 2.3.f., 2.3.g., 2.4.f.)</p> <p>Readings Critique and Reflections (CACREP Assessment Standard 2.c., 3.f., C.2.j.; EPSB 2.3., 2.4.)</p> | <p>Main and Response Posts on Discussion Board (FORUM II) – complete by Monday, October 28, 2024.</p> <p>Readings Critique and Reflections – Due: 10.28.24.</p> |
| <p>November 8, 2024 Section 501 F2F 5:00-9:00 GRH 3002</p> <p>Section 700 WEB</p> | <p>Power-Point Presentation (Major Goals of Multicultural Education and What Can We Do?) Class Discussion</p> <p>Class Presentations – Research Topics</p> | <p>Main and Response Posts (FORUM III) on Discussion Board for Chapters 11-14 – complete by 11.29.24.</p> |

| | | |
|--|---|---|
| | <p>Reading Assignments for Forum III</p> <p>Chapter 11- Gender Equity and the Social Construction of Disability and Giftedness</p> <p>Chapter 12 – Teaching for Language and Cultural Differences</p> <p>Chapter 13 – Reducing Prejudice in Students: Theory, Research, and Strategies</p> <p>Chapter 14 – Principles for Teaching and Learning in a Multicultural Society</p> <p>Discussion Board Questions from Chapters 11-14 (Follow directions on Discussion Board)</p> <p>(CACREP 2.a, b, c, d, e, f, g, h, 3.f., C.2.j., F.1.d.; KY EPSB 1.2.a., 1.2.b., 1.2.c., 1.2.d., 1.2.e., 1.3.b., 2.3.a., 2.3.b., 2.3.c., 2.3.d., 2.3.e., 2.3.f., 2.3.g., 2.4.f.)</p> | |
| <p>November 12, 2024 Section 501 F2F Section 700 WEB</p> | <p>CACREP Key Assessment Presentation Topic (CACREP Key Assessment Standard Core 2.c., 3.f., CMHC C.2.j.; EPSB 2.3)</p> <p>CACREP Key Assessment Personal Cultural Critique (CACREP Key Assessment Standard Core 2.c., 3.f., MCFC F.1.d., CMHC C. 2.j.; EPSB 1.2., 2.4)</p> | <p>Due: 11.12.24.</p> <p>Due: 10.11.24.</p> |

(Please Note: WEB courses do not have scheduled F2F Class Meetings.)

CNS 555 – Personal Cultural Critique

Semester: Fall _____

Name: _____ Faculty Name: _____

CACREP Key Assessment Standard Core 2.c., 3.f., MCFC F.1.d., CMHC C.2.j.; EPSB 1.2., 2.4.)

| Personal Cultural Critique | Inconsistently or rarely meets assignment requirements 1 | Somewhat meets assignment requirements and expectations 2 | Meets assignment requirements and expectations 3 | Exceeds assignment requirements and expectations 4 |
|--|---|--|--|---|
| Internal & External Dimensions (CACREP Ass. Standard 2.c., 3.f., c.1.d., C.2.j.) | Inconsistently provides brief detailed description of internal and external dimensions | Somewhat provides a brief detailed description of internal and external dimensions | Adequately provides brief detailed description of internal and external dimensions | Effectively provides a brief detailed description of internal and external dimensions |
| Knowledge of self and experiences (CACREP Ass. Standard 3.f.) | Provides reference to at least 3 relevant factors that influence view on social belonging. | Provides reference to at least 4 relevant factors that influence view on social belonging. | Provides reference to at least 5 relevant factors that influence view on social belonging. | Provides reference to at least 6 relevant factors that influence view on social belonging. |
| Foundation (family of origin) (CACREP Ass. Standard 2.c., 3.f., c.1.d., C.2.j.; EPSB 1.2.a, b, c, d, e.; 2.4.) | Inconsistently captures a summary of individual foundation, family demographics and background. | Somewhat captures a brief but thorough summary of individual foundation, family demographics and background. | Adequately captures a brief but thorough summary of individual foundation, family demographics and background. | Effectively captures a brief but thorough summary of individual foundation, family demographics and background. |
| Impact of cultural background in counseling (CACREP Ass. Standard 2.c., 3.f., C.2.j.; EPSB 1.2.a, b, c, d, e; 2.4.) | Inconsistently addresses the topic's usefulness, rigor, and relevance to the counseling. | Somewhat addresses the topic's usefulness, rigor, and relevance to the counseling. | Adequately addresses the topic's usefulness, rigor, and relevance to counseling. | Effectively addresses the topic's usefulness, rigor, and relevance to counseling practice. |

| Personal Cultural Critique | Inconsistently or rarely meets assignment requirements 1 | Somewhat meets assignment requirements and expectations 2 | Meets assignment requirements and expectations 3 | Exceeds assignment requirements and expectations 4 |
|---|--|---|--|--|
| Format: Neatness, Organization and appropriate citations | Presents an overview of the topic/group that is lacking creativity and interest. | Presents an overview of the topic/group that is somewhat creative, interesting, and engaging. | Presents an adequate overview of the topic/group that is creative, interesting and engaging. | Presents an effective overview of the topic/group that is creative, interesting, and engaging. |

CNS 555 - Presentation Topic

Semester: Fall _____

Name: _____ Faculty Name: _____

CACREP KEY ASSESSMENT PRESENTATION Rubric
(CACREP Key Assessment Standard Core 2.c., 3.f., CMHC C.2.j.; EPSB 2.3., 2.4.)

| Requirements | Inconsistently or rarely meets assignment requirements 1 | Somewhat meets assignment requirements and expectations 2 | Meets assignment requirements and expectations 3 | Exceeds assignment requirements and expectations 4 |
|--|--|--|---|---|
| Research topic & group clearly defined <i>(CACREP Ass. Standard 2.c., 3.f., C.2.j.; EPSB 2.3., 2.4.)</i> | Inconsistently provides a brief detailed description of the research topic and group. | Somewhat provides a brief detailed description of the research topic and group. | Adequately provides a brief detailed description of the research topic and group. | Effectively provides a brief detailed description of the research topic and group. |
| Relevant citations <i>(CACREP Ass. Standard 2.c., 3.f., C.2.j.; EPSB 2.3., 2.4.)</i> | Provides citations to at least 3 relevant journal articles and/or may not use proper APA format. | Provides citations to at least 4 relevant journal articles and/or may not use proper APA format. | Provides citations to at least 5 relevant journal articles but may not use proper APA format. | Provides citations to at least 5 relevant journal articles in proper APA format. |
| Content/ research is comprehensive <i>(CACREP Ass. Standard 2.c.; EPSB 2.3.)</i> | Inconsistently captures a brief but thorough summary of the articles/research content. | Somewhat captures a brief but thorough summary of the articles/research content. | Adequately captures a brief but thorough summary of the articles/research content. | Effectively captures a brief but thorough summary of the articles/research content. |
| Impact of culture in counseling <i>(CACREP Ass. Standard 2.c.; EPSB 2.3.)</i> | Inconsistently addresses the topic's usefulness, rigor, and relevance to the counseling. | Somewhat addresses the topic's usefulness, rigor, and relevance to the counseling. | Adequately addresses the topic's usefulness, rigor, and relevance to counseling. | Effectively addresses the topic's usefulness, rigor, and relevance to counseling practice. |
| Presentation was useful and engaging <i>(CACREP Ass. Standard 2.c., 3.f., C.2.j.;</i> | Presents and overview of the topic/group is lacking creativity and interest. | Presents an overview of the topic/group that is somewhat creative, interesting, and engaging. | Presents an adequate overview of the topic/group that is creative, interesting and engaging. | Presents an effective overview of the topic/group that is creative, interesting and engaging. |

| Requirements | Inconsistently or rarely meets assignment requirements 1 | Somewhat meets assignment requirements and expectations 2 | Meets assignment requirements and expectations 3 | Exceeds assignment requirements and expectations 4 |
|-------------------------|---|--|---|---|
| <i>EPSB 2.3., 2.4.)</i> | | | | |

Student Evaluation Criteria and Procedures

GRADING SCALE:

A= 90 - 100; B= 80 - 89; C= 70 - 79; D= 60 - 69; & F= below 60

| EVALUATIVE DIMENSION | "A" GRADE | "B" GRADE | "C" GRADE | "D/F" GRADE |
|---|---|---|---|---|
| Achievement of Specified Learning Outcomes | The assignment demonstrates strong achievement across designated learning outcomes | The assignment demonstrates evidence of meeting the designated learning outcomes | The assignment meets the majority, but not all of the designated learning outcomes | The assignment is not complete, does not conform to the instructions provided, or does not meet most designated learning outcomes |
| Demonstrated Understanding of Content | Exceptional ability to both synthesize course content and identify similarities and differences between and among content areas | Demonstrates adequate competence in articulating central points of core content | Demonstrates varying degrees of understanding of content with some accurately explained and others missing key points | Assignment is not complete or does not demonstrate accurate or full understanding of content |
| Thought & Originality | Demonstrates significant complexity of thought as well as creative approaches in both content and structure | Complexity of thought is of adequate depth and elements of creativity are present in work | Complexity of thought varies significantly between topics with some demonstrating adequate complexity and others inadequate | Assignment is not complete or lacks complexity of thoughts required for graduate-level work |

| | | | | |
|--|--|--|--|---|
| Application to Practice | Application to practice is accurate, creative, reasonable, and considers multiple perspectives and considerations | Application to practice is accurate and adequate | Application to practice varies in accuracy and does not consider varying perspectives and considerations | Assignment is not complete or application to practice fails to take into consideration a helping professional context |
| Critical Analysis | Depth of analysis is significant offering areas of both strength and limitation, connecting multiple dimensions of content, and/ or meaningful interpretations | Depth of analysis is adequate and presents both strengths and limitations as well as general interpretations | Depth of analysis varies greatly and lacks consistent representation of strengths and weaknesses, connections between multiple interpretations | Assignment is not completed or depth of critical analysis is not consistent with requirements of graduate-level work |
| Appropriate Structure, Style, and Grammar | The final product is well organized, structured in way that builds on the argument or central thesis, and is free of errors related to grammar or style | The final product is well organized and clearly structured with only minimal grammatical and style errors | The final product suffers from problems associated with organization and structure and/ or grammatical errors | Assignment is not completed or final product is poorly organized, structured and/ or possesses significant errors |



Department of Counseling and Student Affairs
 Dr. Cynthia Palmer Mason, Professor
 Gary A. Ransdell Hall #3030
 Office Phone: (270) 745-4953

COURSE

CNS 555 Social and Cultural Diversity in Counseling (Fall, 2024). This course focuses on the philosophical, sociological, developmental, and emotional understanding of multicultural education and counseling as they relate to working with individuals in schools, universities, and other human service settings.

PURPOSE OF THE COURSE

This course is designed to provide students with an understanding of the cultural context of relationships, issues, and trends in a multicultural society.

COURSE OBJECTIVES

This course is designed to achieve learning outcomes consistent with the 2016 CACREP Accreditation Standards, as well as the Kentucky Education Professional Standards Board (EPSB) as noted below. Students are assessed on the standards noted with an asterisk*.

PROFESSIONAL COUNSELING IDENTITY: COUNSELING CURRICULUM CORE

2. SOCIAL AND CULTURAL DIVERSITY

- a. multicultural and pluralistic characteristics within and among diverse groups nationally and internationally
- b. theories and models of multicultural counseling, cultural identity development, and social justice and advocacy
- c. multicultural counseling competencies *
- d. the impact of heritage, attitudes, beliefs, understandings, and acculturative experiences on an individual's views of others
- e. the effects of power and privilege for counselors and clients
- f. help-seeking behaviors of diverse clients
- g. the impact of spiritual beliefs on clients' and counselors' worldviews
- h. strategies for identifying and eliminating barriers, prejudices, and processes of intentional and unintentional oppression and discrimination

3. HUMAN GROWTH AND DEVELOPMENT

- f. systemic and environment factors that affect human development, functioning and behavior*

C. CLINICAL MENTAL HEALTH COUNSELING

2. CONTEXTUAL DIMENSIONS

- j. cultural factors relevant to clinical mental health counseling*

F. MARRIAGE, COUPLE, AND FAMILY COUNSELING

1. FOUNDATIONS

d. sociology of the family, family phenomenology, and family of origin theories

KY EPSB

1.2 PROFESSIONAL IDENTITY/ RESPONSIBILITY

- 1.2.a. The objectives reflect current knowledge and skills as provided in Standard 2.
- 1.2.b. The objectives reflect input from all persons involved in the conduct of the program, including program faculty, current and former students, and personnel in cooperating school.
- 1.2.c. The objectives address student learning.
- 1.2.d. The objectives are written so they can be evaluated.
- 1.2.e. School counselors engage in continual professional development and use resources to inform and guide ethical and legal work.

1.3 PROFESSIONAL IDENTITY/ RESPONSIBILITY

- 1.3.b. Students participating in seminars, workshops, or other activities that contribute to personal and professional growth.

2.3 PROGRAM EVALUATION*

- 2.3.a. Multicultural and pluralistic characteristics within and among diverse groups nationally and internationally.
- 2.3.b. Theories and models of multicultural counseling, cultural identity development, and social justice and advocacy.
- 2.3.c. Multicultural counseling competencies.
- 2.3.d. The impact of heritage, attitudes, beliefs, understandings, and acculturative experiences on an individual's views of others.
- 2.3.e. Individual, couple, family, group, and community strategies for working with diverse populations and ethnic groups;
- 2.3.f. Counselors' roles in social justice, advocacy and conflict resolution, cultural self-awareness, the nature of biases, prejudices, processes of intentional and unintentional oppression and discrimination to the growth of the human spirit, mind, or body.
- 2.3.g. strategies for identifying and eliminating barriers, prejudices, and processes of intentional and unintentional oppression and discrimination

2.4 HUMAN GROWTH AND DEVELOPMENT*

- 2.4.f. Systemic and environmental factors that affect human development, functioning, and behavior

REQUIRED AND RECOMMENDED COURSE READINGS

Required Texts

Baker, J.A. (2016). *Cultural Diversity and Education: Foundations, Curriculum, and Teaching* (6th Edition). Routledge.
ISBN: 978-1-138-65415-0

Adams, M., Blumenfeld, W., Castaneda, C., Hackman, H., Peters, M., & Zuniga, X. (2018). *Readings for Diversity and Social Justice* (4th Edition). Routledge.
ISBN: 978-1-138-05528-5

RECOMMENDED COURSE READING

Sekaran, S. (2017). *Lucky Boy*. G.P. Putnam's Sons. New York.

CLASS PREPARATION AND METHODS OF INSTRUCTION

Students should expect to invest about 3-4 hours outside of class each week for each credit of coursework they are enrolled in. During this time, they can spend time studying the required reading and researching additional sources to help improve their knowledge and skill base. This course will use a combination of lecture, Blackboard assignments, class discussions, experiential activities, class presentations, power-point presentations, recorded counseling sessions, skills practice in groups of three or more, exams, and communication between the student and professor through written work prepared outside of class. All information is strictly confidential and is meant for learning purposes only. Under no circumstances should anyone's personal information be shared outside the context of the discussion or the class.

In this course, regular and substantive interaction will take place in the following ways:

- Faculty participation in weekly discussion boards, providing constructive feedback on student assignments, which identifies specifically what has been done correctly, needs improvement, or guides student to the next level of learning.
- Instructor's expectations for the nature and frequency of student participation are clearly stated in the Course Syllabus and on Discussion Board.
- Setting assignments and assessment deadlines throughout the term of the class.

Artificial Intelligence Policy:

Use of an AI Generator, such as ChatGPT, Midjourney, DALL-E, etc., is explicitly prohibited unless otherwise noted by the instructor. The information derived from these tools is based on previously published materials. Therefore, using these tools without proper citation constitutes plagiarism. Additionally, be aware that the information derived from these tools is often inaccurate or incomplete. It's imperative that all work submitted should be your own. Any assignment that is found to have been plagiarized or to have used unauthorized AI tools may receive a zero and/or be reported for academic misconduct.

COURSE REQUIREMENTS**Attendance and Participation***Face-to-face and Live Synchronous ZOOM Meetings*

Attendance is required during all scheduled class meetings. Students are responsible for all information if class is missed. Students are expected to come to class having completed all assigned readings and activities so that they can fully participate in class discussions. Attendance and participation points are earned for attending the entire class session and demonstrating thoughtful conceptualization of the required reading.

When attending class virtually, to earn points for attendance, students must use the video option during the entirety of the class; be in a stationary and distraction-free environment; arrive on time; and dress appropriately.

Web-Enhanced, Blackboard Discussion and Posts

If Blackboard posts are required, they are due prior to the next BBD discussion or class session and must be completed as scheduled. Students are expected to read the entirety of each blackboard discussion including the instructor's reply posts to other students. All BBD postings must be completed within the given discussion period. Late submissions are not accepted under any circumstances.

Rubric for Discussion Board Posts

Main Post. Main posts are new threads that are responses to the instructions for each lesson or topic. Main posts must be submitted with enough time prior to the due date for others to respond accordingly. Since posts cannot be changed after submitted, it is recommended that all documents are first written and saved into word. Documents can be cut and pasted by opening <HTML> function. Requirements for each Main Post include the following:

- A. At least 250 words in length
- B. Response to prompt; specific answers provided to the prompt, supported by references from the week or topic's assigned reading
- C. Critical thinking evidenced by intellectual, conceptualized, well-constructed analysis, synthesis, evaluation, as well as a thoughtful approach to the content
- D. Writing quality and formatting: Written in APA 6th formatting (proper referencing in text, spacing between punctuation); correct grammar and spelling (postings should be single spaced)
- E. Timeliness (the main post should be made at least 2 days after the discussion begins. If the class typically meets face-to-face on Monday; this is considered the first day of a Blackboard activity/discussion.)

Response Post. For any given Blackboard discussion, students may be required to submit at least one Response to another student's main post. To earn credit for the response post, the entire discussion must be read. Requirements of each response post include the following:

- A. At least 100 words in length
- B. Critical thinking evidenced by intellectual, conceptualized, well-constructed analysis, synthesis, evaluation, as well as a thoughtful approach to the content; evidence that the entire discussion was read
- C. Incorporation of references from the topic's associated readings
- D. Writing quality and formatting: Written in APA 6th formatting (proper referencing in text, spacing between punctuation); correct grammar and spelling (postings should be single spaced)
- E. Timeliness (the response post is due by 11:59 pm CST on the date the discussion closes)

Discussion Post Rubrics for Main and Response Posts are as follows:

| Criteria | 10 Points | 6 Points | 3 Points |
|--|---|---|--|
| Main Post Critical Thinking/Application | Critical thinking evidenced by intellectual, conceptualized, well-constructed analysis, synthesis, evaluation, as well as a thoughtful approach to the content, while including examples and elaboration on prompt. Post makes a contribution to the discussion. Incorporation of references from the topic's associated headings. No mistakes in formatting, grammar. Word count met. | Conceptualization of the reading material is somewhat illustrated. Post somewhat adds new insight or contribution to the discussion. Examples within posts are limited. References may have been used to strengthen position/s; relevant references missing); evidence does not adequately support that student read the entire discussion up until posting. Partially met: No mistakes in formatting, grammar. Word count | Limited illustration of critical thinking and application. Limited evidence providing support for required reading being completed and applied. References are not used, do not apply to the prompt or the post being responded to, or appear haphazardly chosen. Partially or not met: No mistakes in formatting, grammar. Word count. |
| Timeliness | | | Post made on time as noted in the syllabus and/or instructed by the professor; with enough time for students to read and respond. |
| Response Post | Response post is excellent in the areas (a) critical thinking/application; (b) inclusion of references; (c) formatting, grammar and word count; and (d) timeliness.. (5 points) | Response post is satisfactory; and may be limited in any of the following areas: (a) critical thinking/application (limited contribution to the discussion); (b) limited or somewhat appropriate references; (c) formatting, | Post hardly meets all the criteria (1 point) |

| | | | |
|--|--|--|--|
| | | <p>grammar, and word count; and/or (somewhat timely). The response post may rely too heavily on critiquing the other student's main post, rather than adding and contributing to the content. (3 points)</p> | |
|--|--|--|--|

COURSE REQUIREMENTS

Personal Cultural Critique (20 points) (CACREP Assessment Standard 2.c., 3.f., C.2.j.)

Each student is to develop a power point that describes and critiques his/her cultural background. The purpose of this assignment is to explore and integrate information related to your cultural heritage with issues related to becoming a competent multicultural helping professional. Questions are provided below to guide your thinking across a range of cultural factors. Respond to each of the questions as appropriate, except when there is no information available. **Due 10/11/2024.**

Please be thorough in your analysis and writing. **Concepts from your textbook should be included.** Enter in appropriate area on 'Content.'

Include the following:

Part I: Describe your internal and external dimensions:

your age, gender, presence of any disability, ethnicity, race, community in which you grew up, religion, marital history, parental status, educational background, occupation/work experience, recreational and personal habits, socioeconomic status/social class (now and growing up, including observations through any changes), and past/current geographic location. You can include any other pertinent information regarding your internal and external dimensions.

Part II: Drawing from your **knowledge about yourself and experiences** in our multicultural society, identify: *the social and cultural factors and events that influence your view of diversity (i.e., gender, race, social class, age, sexual identity, religion, ability, appearance, etc.), the factors and events that influence your view on social belonging, the factors that influence your interpretations of an individual's behavior, motivation, decision methods, and thoughts.*

Part III: Describe your foundation.

Outline your definition of family. Who was included in your family growing up? Ancestry? How have your family/ancestors impacted your current view of culture? How did you derive your fundamental cultural heritage and how do the significant beliefs and attitudes of your cultural heritage assimilate into your daily life?

Address family and community values which have been part of your personal experience. Family should be addressed in the context of your extended family and include persons who assumed a familiar role in your development. Family would include your current “family” as well as your family of origin.

What specific values did your family of origin and community hold e.g., religion, education, work, food, or family)? How were your family's values similar to and different from the community?

What types of rituals or ceremonies are/were important to your family?

What types of personalities and communication can you identify? How was conflict handled? What views were held about diversity? How was your family impacted by diversity issues of gender, nationality, race, sexuality, disability, or religion?

Discuss gender roles and gender role expectations in your family of origin (results of BEM inventory, this inventory can be found online

<http://garote.bdmonkeys.net/bsri.html>)

How did/do you define privilege? How has “privilege” eased or made life more difficult for your family?

How is your current “family” culture similar to or different from your family of origin? How has change in the social and cultural nature of society at large influenced your cultural experience?

You can also include any other facts you feel are relevant regarding your family (of origin, past and current) role in forming your foundation.

Part IV: How has your cultural background provided you with **both Advantages and Disadvantages**; also, how does it continue to influence your personal perspective and counseling/helping style (this can include teaching, customer service, management/administrative, etc.) today?

Part V: Describe how your cultural self-understanding will enable you to be culturally effective as a counselor/teacher/helping professional.

What are some personal biases and limitations that may hinder you?

How will your communication values and skills impact your role as a competent multicultural counselor/teacher/professional?

Considering the nature of your cultural experience, describe strengths you will bring to multicultural counseling/education?

***NOTE: Late power-points are not accepted.**

****This assignment must be entered in ‘Content’ – 10/11/2024.**

Readings Critique and Reflection (15 points) (CACREP Assessment Standard 2.c., 3.f., C.2.j.; EPSB 2.3., 2.4.) **This assignment (Readings Critique and Reflection Paper) must be entered in ‘Content.’ This assignment is due 10/28/2024.

Each student is responsible for reading select articles from Readings for Diversity and Social Justice. After you examine each reading, you are expected to use your critical thinking skills to produce a multi-level question; students will submit through “Content” on Blackboard.

Late questions will not be accepted. Students will not be allowed to make up questions under any circumstance (other than an excused absence).

Each submission will be graded as very good (2.0 point), adequate (1.0 point), or inadequate/not turned in (0 points). Questions will also be entered on “Content.”

Questions for Readings for Diversity & Social Justice-Rubric

For the **reading questions**, develop a connected set of questions about the readings that you would like answered. This set of questions will be a paragraph in length, with a minimum of **75-100 words**. Your questions should show that you have thought about the readings with care. Note that these questions are not the same as “quiz questions” that you may have written for other classes – answers are not found neatly in the readings.

Below is an example of a good question and a question to avoid:

| | Description | Example |
|---------------------|--|---|
| Poor (0) | Questions that can be answered in simple terms or that have one right answer. Questions that focus predominantly on the recall of information. They are also often significantly shorter than one paragraph in length. | “Do adopted children experience more psychological problems than those who are biologically related to their parents? Why?” |
| Good (1) | Questions that require answers, which encourage the synthesis, analysis, or evaluation of information. Questions that are generally longer, may have several parts to them, and cut across different areas. | “Would a child in a single-parent household develop differently (physically, emotionally, academically) than a child who lives with both parents? How does the ethnic/cultural background of the family play into this equation? For example, do children of different ethnicities handle the situation of living in a single-parent household differently based on their cultural beliefs? How can parents help alleviate some of the emotional stress that comes with the separation of two parents or only having one parent?” |

(Note that this may be shorter than the minimum length, but it gives you an idea.)

Readings for Diversity and Social Justice, which consists of readings that reflect upon social diversity and social justice, are from 6 sections (A total of 7 questions for this project). You must critique the following:

Enter on Blackboard (Content) by October 28, 2024.

Section 1: Getting Started: Core Concepts for Social Justice Education

The Complexity of Identity: “Who Am I?” by Beverly Daniel Tatum

Five Faces of Oppression by Iris Marion Young

Section 2: Racism

A Different Mirror by Ronald Takaki

Section 3: Classism

Select 1 reading from this section

Section 4: Religious Oppression

Select 1 reading from this section

Section 5: Sexism, Heterosexism, and Trans* Oppression

Select 1 reading from this section.

Section 10: Working for Social Justice: Visions and Strategies for Change

What Can We Do? By Allan G. Johnson

Presentation topics for paper (20 points) Upload to “Content” by 11/12/2024 (CACREP Key Assessment Standard 2.c., 3.f., C.2.j.)

Each student will select one of the following groups/topics:

| | |
|--|------------------------------------|
| Australian Aboriginal Genocide | Native Americas Genocide |
| Sudanese Genocide | Great Migration –African Americans |
| Blood Diamonds | Rwandan Genocide |
| Europe’s underdevelopment of Africa | Undocumented Immigrants/DACA |
| Japanese Internment Camps | Lost Boys of Sudan |
| Indigenous people of South America | Bosnian War – displacement |
| Displaced Tanzanian, Palestinian, Syrian, Bhurmese, etc. | |

Presentations should be relevant, interesting, and convey useful information. Quality is preferred over quantity. The presentation paper should supplement information available in the textbooks.

Please note the following:

- A. Conduct research on your selected group/topic. Peer-reviewed and scholarly documents/publications are highly recommended. Interviews/surveys with individuals/experts of the group/topic are also suggested. **USE RESOURCES FROM THE LIBRARIES!** Prepare a reference page as you collect information (This will be helpful.)

- B. Describe what was learned about the group/topic selected and how it relates to counseling. This can include, but is not limited to, immigration history of the group; the worldview of/from society; aspects of the groups; communication patterns; typical family structures; contextual (social) issues imposed upon; impact of sociocultural and/or sociopolitical history upon this group; and the effects of cultural and environmental factors (i.e., population, media image, workforce, stereotypes, school performance, etc.).
- C. Each student **must** provide a reference page at the end of the project.
- D. Each student will be assessed on their research, initiative, and the overall quality of work on this project.
- E. Your evaluation will be based on: The content and research of your topic and the clarity and organization of your presentation paper.

Blackboard – Discussion Board Assignments (45 points)

This is a Web-based course. You will follow all homework assignments listed on Blackboard 7 and complete all projects on time. Review “Announcements” and “Content” on Blackboard throughout the course for information and directions (See page 13 of Course Syllabus for Discussion Board Assignments Schedule.).

STUDENT EVALUATION CRITERIA AND PROCEDURES

| | |
|----------------------------------|------------|
| Personal Cultural Critique | 20 points |
| Readings Critique and Reflection | 15 points |
| Presentation Topics (Research) | 20 points |
| Discussion Board Assignments | 45 points |
| Total Points Possible | 100 points |

Grades will be assigned according to total points as follows:

| | |
|---|----------|
| A | 90-100 |
| B | 80-89 |
| C | 70-79 |
| D | 60-69 |
| F | Below 60 |

TITLE IX MISCONDUCT/ASSAULT STATEMENT

Western Kentucky University (WKU) is committed to supporting faculty, staff and students by upholding WKU’s Title IX Sexual Misconduct/Assault Policy (#0.2070) at <https://wku.edu/eoo/documents/titleix/wkutitleixpolicyandgrievanceprocedure.pdf> and Discrimination and Harassment Policy (#0.2040) at https://wku.edu/policies/hr_policies/2040_discrimination_harassment_policy.pdf.

Under these policies, discrimination, harassment and/or sexual misconduct based on sex/gender

are prohibited. If you experience an incident of sex/gender-based discrimination, harassment and/or sexual misconduct, you are encouraged to report it to the Title IX Coordinator, Andrea Anderson, 270-745-5398 or Title IX Investigators, Michael Crowe, 270-745-5429 or Joshua Hayes, 270-745-5121. Please note that while you may report an incident of sex/gender based discrimination, harassment and/or sexual misconduct to a faculty member, WKU faculty are “Responsible Employees” of the University and MUST report what you share to WKU’s Title IX Coordinator or Title IX Investigator. If you would like to speak with someone who may be able to afford you confidentiality, you may contact WKU’s Counseling and Testing Center at 270-745-3159.

ADA ACCOMMODATION STATEMENT

In compliance with University policy, students with disabilities who require academic and/or auxiliary accommodations for this course must contact the Student Accessibility Resource Center located in Downing Student Union, 1074. SARC can be reached by phone number at 270-745-5004 [270-745-3030 TTY] or via email at sarc.connect@wku.edu. Please do not request accommodations directly from the professor or instructor without a faculty notification letter (FNL) from The Student Accessibility Resource Center.

COVID STATEMENT

All students are strongly encouraged to get the COVID-19 vaccine. Out of respect for the health and safety of the WKU community and in adherence with CDC guidelines and practices of all public universities and colleges in Kentucky, the University requires that a cloth face covering (reusable or disposable) that covers both the nose and mouth must be worn at all times when in public areas within all buildings. Students must properly wear face coverings while in class regardless of the room size or the nature of the classroom activities. Students who fail to wear a face covering as required will be in violation of the WKU Student Code of Conduct and will be asked to comply or will face disciplinary action, including possible dismissal from the University. Accommodations can be requested in special cases through the Student Accessibility and Resource Center (SARC): 270-745-5004 (voice), 270-745-3030 (TTY), or 270-288-0597 (video). All students must immediately report a positive Covid-19 test result or close contact with a person who has tested positive to the Covid-19 Assistance Line at 270-745-2019. The assistance line is available to answer questions regarding any Covid-19 related issue. This guidance is subject to change based on requirements set forth by public health agencies or the office of the governor. Please refer to the Healthy on the Hill website for the most current information. www.wku.edu/healthyonthehill.

ACADEMIC INTEGRITY

Academic integrity is an essential component of an academic community. Every student is responsible for fostering and maintaining a culture of academic honesty by making a commitment to the academic values of honesty, integrity, responsibility, trust, respect for self and others, fairness, and justice. In addition, students are expected to abide by the code of ethics for their profession and the student code of conduct for the university. Violations of academic integrity include cheating, plagiarism, or lying about academic matters. Plagiarism is defined as any use of another writer’s words, concepts, or sequence of ideas without

acknowledging that writer properly. This includes not only direct quotations of another writer's words, but also paraphrases or summaries of another writer's concepts or ideas without acknowledging the writer properly (i.e., citing them). Cheating includes behaviors such as giving or receiving data or information under any circumstances not permitted by the instructor. Lying about academic matters includes falsification of data or information as part of an academic exercise, or knowingly providing false information to a faculty member. Academic dishonesty is a profoundly serious offense because it involves an act of fraud, jeopardizing genuine efforts by faculty and students to teach and learn together. Students who are determined to have plagiarized an assignment or otherwise cheated in their academic work or examination may expect an "F" for the assignment in question or an "F" for the course, at the discretion of the instructor. All incidents of cheating or plagiarism, reported by the instructor, will follow the Student Remediation Process as described in the departmental handbook. Please note: The University does use web-based products to detect plagiarism.

INFORMED CONSENT

As graduate students and professionals-in-training, graduate studies should be viewed from the prospective of professional development. All graduate students are expected to develop standards of academic and professional performance and are expected to exhibit personal qualities and characteristics consistent with effective functioning as a helping professional. Some classes require learning experiences, which focus on self-understanding or growth. The letter grade awarded for a class may not reflect an evaluation of personal qualities needed to function as a competent counselor. Admission of a student to a counseling class or program of study does not guarantee completion or graduation; assessment of a student's fitness is an ongoing process, and students should be aware that the instructor has a continuous responsibility to make such an assessment. See graduate catalog and the Department of Counseling & Student Affairs Student Handbook for more details.

USE OF CURRENT RESEARCH

Course content is continuously revised to include the most recent relevant research. The instructor will post references for relevant current research on the course Blackboard site.

USE OF TECHNOLOGY IN COURSE

E-mail and Blackboard will be used for communication, to distribute relevant course information, as well for the submission of assignments. Students should stay abreast of such communication throughout each week of the course. Cell phones must be turned off at the start of class unless there is an emergency situation. Laptops should only be used during class lectures and should be put away during demonstrations, experiential activities and discussions. Use of cell phones and laptops is considered discourteous when other students and the instructor are involved in demonstrations or experiential activities. Points for participation and attendance will be deducted upon inappropriate use of technology during class.

LATE OR MISSING ASSIGNMENTS

Course assignments are due on the date indicated in the syllabus unless other arrangements are made with the course instructor prior to the due date. Late assignments will be penalized by a deduction of 10% of the total points possible each day late. BBD assignments are due on the date noted; late submissions are not accepted under any circumstance.

FLEXIBILITY CLAUSE

The aforementioned requirements, assignments, policies, evaluation procedures, as well as the course schedule are subject to change. Students' experiences and needs, as well as emerging knowledge, will be considered in modifying this course syllabus. In addition, extenuating circumstances may contribute to modification in course requirements and schedule.

| | TOPICS & REQUIRED READING | ASSIGNMENTS DUE |
|--|---|---|
| September 27, 2024 5:00-9:00 GRH 3002 Section 501 F2F | <p>Introductions – Name/Program/Work Review Syllabus Introduction to Course – Power-Point Discussion Questions Small Group/Class (Presentations – Personal Cultural Critiques)</p> | Main and Response Posts on Discussion Board – complete FORUM I by Monday, September 23, 2024. (Review Rubric for Main and Response Posts) |
| September 28, 2024 8:30 12:30 GRH 3002 Section 501 F2F | <p>Reading Assignment for Forum I</p> <p>Chapter 1 – The Dimensions of Multicultural Education Chapter 2 – Educating Citizens for Diversity in Global Times Chapter 3 – Multicultural Education: History, Development, Goals, and Approaches Chapter 4 – Culture, Ethnicity, and Education Chapter 5 – Increasing Student Academic Achievement: Paradigms and Explanations</p> <p>Discussion Board Questions from Chapters 1-5 (Follow Directions on Discussion Board)</p> <p>(CACREP 2.a, b, c, d, e, f, g, h, 3.f, C.2.j., F.1.d.; KY EPSB 1.2.a., 1.2.b., 1.2.c., 1.2.d., 1.2.e., 1.3.b., 2.3.a., 2.3.b., 2.3.c., 2.3.d., 2.3.e., 2.3.f., 2.3.g., 2.4.f.)</p> <p>Personal Cultural Critique (CACREP Key Assessment Standard 2.c., 3.f., C.2.j.)</p> | |
| Section 700 WEB | | Personal Cultural Critique Due: 10.11.24. |

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| <p>October 18, 2024 Section 501 F2F 5:00–9:00 GRH 3002 October 19, 2024 8:30-12:30 GRH 3002</p> <p>Section 700 WEB</p> | <p>Attendance Power-Point Presentation – Discussion Class Presentations – Personal Cultural Critiques Class Discussions</p> <p>Reading Assignment for Forum II Chapter 6 – Pluralism, Ideology, and Educational Reform Chapter 7 – Researching Race, Culture, and Difference Chapter 8 – The Stages of Cultural Identity: Implications for Curriculum Reform Chapter 9 – A Curriculum for Empowerment, Action, and Change Chapter 10 – Teaching Decision-Making and Social Action Skills for Social Change</p> <p>Discussion Board Questions from Chapters 6-10 (Follow Directions on Discussion Board.)</p> <p>(CACREP 2.a, b, c, d, e, f, g, h, 3.f., C.2.j., F.1.d.; KY EPSB 1.2.a., 1.2.b., 1.2.c., 1.2.d., 1.2.e., 1.3.b., 2.3.a., 2.3.b., 2.3.c., 2.3.d., 2.3.e., 2.3.f., 2.3.g., 2.4.f.)</p> <p>Readings Critique and Reflections (CACREP Assessment Standard 2.c., 3.f., C.2.j.; EPSB 2.3., 2.4.)</p> | <p>Main and Response Posts on Discussion Board (FORUM II) – complete by Monday, October 28, 2024.</p> <p>Readings Critique and Reflections – Due: 10.28.24.</p> |
| <p>November 8, 2024 Section 501 F2F 5:00-9:00 GRH 3002</p> <p>Section 700 WEB</p> | <p>Power-Point Presentation (Major Goals of Multicultural Education and What Can We Do?) Class Discussion</p> <p>Class Presentations – Research Topics</p> | <p>Main and Response Posts (FORUM III) on Discussion Board for Chapters 11-14 – complete by 11.29.24.</p> |

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|--|---|---|
| | <p>Reading Assignments for Forum III</p> <p>Chapter 11- Gender Equity and the Social Construction of Disability and Giftedness</p> <p>Chapter 12 – Teaching for Language and Cultural Differences</p> <p>Chapter 13 – Reducing Prejudice in Students: Theory, Research, and Strategies</p> <p>Chapter 14 – Principles for Teaching and Learning in a Multicultural Society</p> <p>Discussion Board Questions from Chapters 11-14 (Follow directions on Discussion Board)</p> <p>(CACREP 2.a, b, c, d, e, f, g, h, 3.f., C.2.j., F.1.d.; KY EPSB 1.2.a., 1.2.b., 1.2.c., 1.2.d., 1.2.e., 1.3.b., 2.3.a., 2.3.b., 2.3.c., 2.3.d., 2.3.e., 2.3.f., 2.3.g., 2.4.f.)</p> | |
| <p>November 12, 2024</p> <p>Section 501 F2F</p> <p>Section 700 WEB</p> | <p>CACREP Key Assessment Presentation Topic (CACREP Key Assessment Standard Core 2.c., 3.f., CMHC C.2.j.; EPSB 2.3)</p> <p>CACREP Key Assessment Personal Cultural Critique (CACREP Key Assessment Standard Core 2.c., 3.f., MCFC F.1.d., CMHC C. 2.j.; EPSB 1.2., 2.4)</p> | <p>Due: 11.12.24.</p> <p>Due: 10.11.24.</p> |

(Please Note: WEB courses do not have scheduled F2F Class Meetings.)

CNS 555 – Personal Cultural Critique

Semester: Fall _____

Name: _____ Faculty Name: _____

CACREP Key Assessment Standard Core 2.c., 3.f., MCFC F.1.d., CMHC C.2.j.; EPSB 1.2., 2.4.)

| Personal Cultural Critique | Inconsistently or rarely meets assignment requirements 1 | Somewhat meets assignment requirements and expectations 2 | Meets assignment requirements and expectations 3 | Exceeds assignment requirements and expectations 4 |
|--|---|--|--|---|
| Internal & External Dimensions (CACREP Ass. Standard 2.c., 3.f., c.1.d., C.2.j.) | Inconsistently provides brief detailed description of internal and external dimensions | Somewhat provides a brief detailed description of internal and external dimensions | Adequately provides brief detailed description of internal and external dimensions | Effectively provides a brief detailed description of internal and external dimensions |
| Knowledge of self and experiences (CACREP Ass. Standard 3.f.) | Provides reference to at least 3 relevant factors that influence view on social belonging. | Provides reference to at least 4 relevant factors that influence view on social belonging. | Provides reference to at least 5 relevant factors that influence view on social belonging. | Provides reference to at least 6 relevant factors that influence view on social belonging. |
| Foundation (family of origin) (CACREP Ass. Standard 2.c., 3.f., c.1.d., C.2.j.; EPSB 1.2.a, b, c, d, e.; 2.4.) | Inconsistently captures a summary of individual foundation, family demographics and background. | Somewhat captures a brief but thorough summary of individual foundation, family demographics and background. | Adequately captures a brief but thorough summary of individual foundation, family demographics and background. | Effectively captures a brief but thorough summary of individual foundation, family demographics and background. |
| Impact of cultural background in counseling (CACREP Ass. Standard 2.c., 3.f., C.2.j.; EPSB 1.2.a, b, c, d, e; 2.4.) | Inconsistently addresses the topic's usefulness, rigor, and relevance to the counseling. | Somewhat addresses the topic's usefulness, rigor, and relevance to the counseling. | Adequately addresses the topic's usefulness, rigor, and relevance to counseling. | Effectively addresses the topic's usefulness, rigor, and relevance to counseling practice. |

| Personal Cultural Critique | Inconsistently or rarely meets assignment requirements 1 | Somewhat meets assignment requirements and expectations 2 | Meets assignment requirements and expectations 3 | Exceeds assignment requirements and expectations 4 |
|---|--|---|--|--|
| Format: Neatness, Organization and appropriate citations | Presents and overview of the topic/group is lacking creativity and interest. | Presents an overview of the topic/group that is somewhat creative, interesting, and engaging. | Presents an adequate overview of the topic/group that is creative, interesting and engaging. | Presents an effective overview of the topic/group that is creative, interesting, and engaging. |

CNS 555 - Presentation Topic

Semester: Fall _____

Name: _____ Faculty Name: _____

CACREP KEY ASSESSMENT PRESENTATION Rubric
(CACREP Key Assessment Standard Core 2.c., 3.f., CMHC C.2.j.; EPSB 2.3., 2.4.)

| Requirements | Inconsistently or rarely meets assignment requirements 1 | Somewhat meets assignment requirements and expectations 2 | Meets assignment requirements and expectations 3 | Exceeds assignment requirements and expectations 4 |
|---|--|--|---|---|
| Research topic & group clearly defined (CACREP Ass. Standard 2.c., 3.f., C.2.j.; EPSB 2.3., 2.4.) | Inconsistently provides a brief detailed description of the research topic and group. | Somewhat provides a brief detailed description of the research topic and group. | Adequately provides a brief detailed description of the research topic and group. | Effectively provides a brief detailed description of the research topic and group. |
| Relevant citations (CACREP Ass. Standard 2.c., 3.f., C.2.j.; EPSB 2.3., 2.4.) | Provides citations to at least 3 relevant journal articles and/or may not use proper APA format. | Provides citations to at least 4 relevant journal articles and/or may not use proper APA format. | Provides citations to at least 5 relevant journal articles but may not use proper APA format. | Provides citations to at least 5 relevant journal articles in proper APA format. |
| Content/ research is comprehensive (CACREP Ass. Standard 2.c.; EPSB 2.3.) | Inconsistently captures a brief but thorough summary of the articles/research content. | Somewhat captures a brief but thorough summary of the articles/research content. | Adequately captures a brief but thorough summary of the articles/research content. | Effectively captures a brief but thorough summary of the articles/research content. |
| Impact of culture in counseling (CACREP Ass. Standard 2.c.; EPSB 2.3.) | Inconsistently addresses the topic's usefulness, rigor, and relevance to the counseling. | Somewhat addresses the topic's usefulness, rigor, and relevance to the counseling. | Adequately addresses the topic's usefulness, rigor, and relevance to counseling. | Effectively addresses the topic's usefulness, rigor, and relevance to counseling practice. |
| Presentation was useful and engaging (CACREP Ass. Standard 2.c., 3.f., C.2.j.; | Presents and overview of the topic/group is lacking creativity and interest. | Presents an overview of the topic/group that is somewhat creative, interesting, and engaging. | Presents an adequate overview of the topic/group that is creative, interesting and engaging. | Presents an effective overview of the topic/group that is creative, interesting and engaging. |

| Requirements | Inconsistently or rarely meets assignment requirements 1 | Somewhat meets assignment requirements and expectations 2 | Meets assignment requirements and expectations 3 | Exceeds assignment requirements and expectations 4 |
|-------------------------|---|--|---|---|
| <i>EPSB 2.3., 2.4.)</i> | | | | |

Student Evaluation Criteria and Procedures
GRADING SCALE:

A= 90 - 100; B= 80 - 89; C= 70 - 79; D= 60 - 69; & F= below
60

| EVALUATIVE DIMENSION | “A” GRADE | “B” GRADE | “C” GRADE | “D/F” GRADE |
|---|---|---|---|--|
| Achievement of Specified Learning Outcomes | The assignment demonstrates strong achievement across designated learning outcomes | The assignment demonstrates evidence of meeting the designated learning outcomes | The assignment meets the majority, but not all of the designated learning outcomes | The assignment is not complete, does not conform to the instructions provided or does not meet most designated learning outcomes |
| Demonstrated Understanding of Content | Exceptional ability to both synthesize course content and identify similarities and differences between and among content areas | Demonstrates adequate competence in articulating central points of core content | Demonstrates varying degrees of understanding of content with some accurately explained and others missing key points | Assignment is not complete or does not demonstrate accurate or full understanding of content |
| Thought & Originality | Demonstrates significant complexity of thought as well as creative approaches in both content and structure | Complexity of thought is of adequate depth and elements of creativity are present in work | Complexity of thought varies significantly between topics with some demonstrating adequate complexity and others inadequate | Assignment is not complete or lacks complexity of thoughts required for graduate-level work |

| | | | | |
|--|--|--|--|---|
| Application to Practice | Application to practice is accurate, creative, reasonable, and considers multiple perspectives and considerations | Application to practice is accurate and adequate | Application to practice varies in accuracy and does not consider varying perspectives and considerations | Assignment is not complete or application to practice fails to take into consideration a helping professional context |
| Critical Analysis | Depth of analysis is significant offering areas of both strength and limitation, connecting multiple dimensions of content, and/ or meaningful interpretations | Depth of analysis is adequate and presents both strengths and limitations as well as general interpretations | Depth of analysis varies greatly and lacks consistent representation of strengths and weaknesses, connections between multiple interpretations | Assignment is not completed or depth of critical analysis is not consistent with requirements of graduate-level work |
| Appropriate Structure, Style, and Grammar | The final product is well organized, structured in way that builds on the argument or central thesis, and is free of errors related to grammar or style | The final product is well organized and clearly structured with only minimal grammatical and style errors | The final product suffers from problems associated with organization and structure and/ or grammatical errors | Assignment is not completed or final product is poorly organized, structured and/ or possesses significant errors |

Western Kentucky University
Department of Counseling and Student Affairs
CNS 605: Social & Cultural Diversity in Higher Education
Wednesdays 4:00 pm – 6:45 pm
Gary Ransdell Hall 3076

Instructor

Dr. ReChard L. Peel Jr. (He, Him, His)

recharl.peel@wku.edu

219-951-8714

Office hours: Virtual only. Schedule here: <https://calendly.com/rechard-l-peel/wku-office-hours>

Course Description

In this course you will examine, define, and critique various understandings of social and cultural diversity U.S. Higher education and student affairs practice. We will explore theoretical and practical applications of diversity and inclusion to the work of student affairs professionals. Throughout this course you will gain a deeper understanding the awareness, knowledge, and skills necessary to be a culturally competent student affairs/higher education practitioner.

We will accomplish these goals using a variety of in class activities and discussions to address historical and contemporary issues related to student identities in higher education. These issues will involve issues of Diversity, Equity, Inclusion, and justice, sense of belonging, race, Gender, sexuality, socioeconomic status, and more. We will also address these topics through evaluative individual and group assignments.

Throughout the course we will use a variety of media including podcasts, movies, TV shows, music, social media, and books to help guide discussions. We will also read and evaluate higher education research articles.

Ultimately, this course is designed to enhance your critical thinking and evaluative skills so that you are better able to address current and future student needs. I hope that through this course you can become more effective leaders, scholars, practitioners and change agents who support and advocate for all students in higher education.

Course Objectives:

Upon successful completion of this course, you will be able to:

- Explain, analyze, and knowledgeably discuss the historical legacies of inequality that have shaped the experiences of students in U.S Higher Education.
- Define key concepts including diversity, inclusion, equity, social justice, power and oppression.
- Identify and recognize the impacts of diversity, inclusion, equity, social justice, power and oppression in various higher education contexts.
- Gain a deeper understanding and appreciation of how race, ethnicity, nationality, socioeconomic class, gender, sexual orientation, gender identity, disability, or religious belief can influence and shape college student experiences.
- Identify and recognize various behaviors student affairs professionals exhibit that can enhance or inhibit the facilitation of inclusive and equitable higher education environments.
- Develop a personal philosophy and belief system around how you would like to interact with students as a scholar/practitioner or leader in higher education.

Required Readings (Full Texts)

Rethinking College Student Development Theory Using Critical Frameworks

- Elisa S. Abes, Susan R. Jones, & D-L Stewart. (2019). *Rethinking College Student Development Theory Using Critical Frameworks: Vol. First edition*. Routledge.

Readings for Diversity and Social Justice (4th Edition)

- Adams, M., Blumenfeld, W. J., Catalano, D. C. J., DeJong, K. S., Hackman, H. W., Hopkins, L. E., Love, B. J., Peters, M. L., Shlasko, D., & Zúñiga, X. (Eds.). (2018). *Readings for diversity and social justice (4th ed.)*. Routledge

Required Readings (Select Chapters)

Multicultural Competence in Student Affairs (Chapter 1, 2, and 5)

- Pope, R. L., Reynolds, A. L., Mueller, J. A. (2019). *Multicultural Competence in Student Affairs: Advancing Social Justice and Inclusion*. United States: Wiley.

Unwelcome Guests: A history of Access to American Higher Education (Chapters 1 and 2)

- Harold S. Wechsler, & Steven J. Diner. (2021). *Unwelcome Guests : A History of Access to American Higher Education*. Johns Hopkins University Press.

Course Requirements:

In-class Participation: In this course, we will engage in a variety of activities in the classroom to help us understand and explore Social and cultural diversity. The in-class activities will include Socratic seminar discussions, debates, brainstorming, small group dialogues, pair and shares, roundtables, and other activities that require writing, speaking, and moving around the classroom. You will be required to participate in these activities and your preparedness, attentiveness, and active engagement in the classroom will be evaluated.

Assignment 1: Autobiography: You will write 5 to 7 pages about your undergraduate college experience. Specifically, you will address the following questions: What were the significant events that shaped your college experience? Who were the primary people involved in those events? What concepts discussed in class impacted or shaped your college experience? What factors do you think contributed to whether you felt included/as if you belonged on campus? Throughout your college experience what did you learn about others who had identities different from your own.

Assignment 2: Pop Culture Analysis: You will write a 5 to 7 page paper exploring how issues of diversity, equity, or inclusion, social justice, power, and/or oppression show up in a pop culture or media item of your choosing. The chosen media must be at least 1 hour long (or a composite of multiple things that last a total of one hour). Examples include Movies, Tv Shows, Music Albums, Podcasts, and Documentaries. The chosen item must have a theme centering around college. Potential options include (Choosing from this list is not required):

| Scripted Shows | Reality shows/Docs | Movies | Music/Podcasts |
|--------------------------------------|--------------------------|--------------------|---------------------------|
| A Different World | Last Chance U | Legally Blond | College Dropout – Kanye |
| Grown-ish | Deaf U | Pitch Perfect | West |
| Boy Meets World | Operation Varsity Blues: | Stomp the yard | College Info Geek Podcast |
| All-American | The College Admissions | Drumline | Educate Podcast |
| All American: Homecoming | Scandal | The Social Network | |
| Fresh Prince (season 4 and up) | Borrowed future | The great debaters | |
| Saved by the Bell: The College Years | Ivory Tower | Glory Road | |
| Dawson’s Creek | | Accepted | |
| | | Animal house | |
| | | School Daze | |

You will first send the professor an email with naming your chosen pop culture item. Once you find your pop culture piece, you will write a 5 to 7 page paper and produce a 20 minute presentation discussing your paper. The paper should be divided into the following sections:

- **Introduction:** Generally, describe the media you chose (Who created it? When was it created? What is it about?) and why it’s important to study.
- **Media Review:** What are the central themes of the piece? Who are the college populations it addresses or relates to? How are those populations depicted and showcased in the piece?
- **Findings and discussion:** How do concepts of diversity, inclusion, equity, and social justice show up in the piece, and what do they show us about the experiences of college students? How do characters, actors, or others in the piece engage with these issues?

Diversity and inclusion philosophy: You will write a 2 - 3 page paper about how you would define diversity, inclusion, and equity in higher education. This paper should also include the concepts discussed in the course that resonate the most with you and

the type of professional you would like to be. You can choose from any of the concepts or topics discussed in the course. You will describe why the discussion of the topic (or topics) was important to you and how you believe understanding it has shaped your definitions of diversity, equity, or inclusion, and how it will help you to become better student affairs practitioner. This paper will serve as a personal philosophy to showcase how you think about diversity and inclusion, and how you intend to interact with students as a practitioner.

Informal Research Project: Throughout the semester, you will work in pairs to identify a student population and a diversity or inclusion issue impacting them. You will conduct a small informal research study about this population and issue. Your research study should include one interview with a person in your target population. The person you choose can be anyone who is currently an undergraduate student or anyone who has already graduated college. You will interview them about their college experience and how they have been impacted the issue you have chosen. You will then write an 8 - 10 page group paper and produce a 30 minute presentation going over your paper. Your paper should be divided in the following sections:

- **Introduction:** What is the purpose of studying the chosen population and issue? Why did it resonate with your team?
- **Literature Review:** Provide an analysis of the population and the issue. Based on readings in class or other knowledge your team has consumed, how does this issue impact your chosen population? (do not include anything from your interview in this section)
- **Methods:** Describe the person you interviewed and how the interview went. How did you find the person? What is their background? Where and how long was the interview? What questions did you ask?
- **Findings:** What did you learn from the interview? Were this person's responses what you expected? Did their responses align with the other research you did?
- **Discussion:** How was the experience of the person you interviewed shaped by this issue? How do you think college and universities should address, or respond to this issue?

Grading and Evaluation:

| Assignment | Value | Criteria for Evaluation |
|------------------------------------|-------------------|--|
| In class participation | 20 Points | Overall Engagement in the classroom activities |
| Autobiography | 20 Points | Writing Rubric found in syllabus |
| Pop Culture Analysis | 20 Points | Writing Rubric found in syllabus |
| Diversity and Inclusion Philosophy | 20 Points | Writing Rubric found in syllabus (without References or APA) |
| Informal Research Project | 20 Points | Writing Rubric found in syllabus and presentation clarity |
| Total | 100 Points | |

General Writing Rubric

Each assignment has a more specific rubric in Blackboard.

| | 90% and above | 75 – 90% | 60 – 75% | 60% and below |
|--------------|--|--|--|--|
| Purpose | The writer's central purpose or argument is readily apparent to the reader. | The writing has a clear purpose or argument, but may sometimes digress from it | The central purpose or argument is not consistently clear throughout the paper | The purpose or argument is generally unclear. |
| Content | Balanced presentation of relevant and legitimate information that clearly supports a central purpose or argument and shows a thoughtful, in-depth analysis of a significant topic. | Information provides reasonable support for a central purpose or argument and displays evidence of a basic analysis of a significant topic | Information supports a central purpose or argument at times. Analysis is basic or general. Reader gains few insights | Central purpose or argument is not clearly identified. Analysis is vague or not evident. Reader is confused or may be misinformed. |
| Organization | The ideas are arranged | The ideas are arranged | In general, the writing is | The writing is not |

| | | | | |
|----------------------------------|---|--|---|--|
| | logically to support the purpose or argument. They flow smoothly from one to another and are clearly linked to each other. The reader can follow the line of reasoning. | logically to support the central purpose or argument. They are usually clearly linked to each other. For the most part, the reader can follow the line of reasoning. | arranged logically, although occasionally ideas fail to make sense together. The reader is clear about what writer intends | logically organized. Frequently, ideas fail to make sense together. The reader cannot identify a line of reasoning and loses interest. |
| Tone | The tone is consistently professional and appropriate for an academic research paper. | The tone is generally professional. For the most part, it is appropriate for an academic research paper. | The tone is not consistently professional or appropriate for an academic research paper. | The tone is unprofessional. It is not appropriate for an academic research paper. |
| Grammar, spelling, and mechanics | The writing is free or almost free of errors. | There are occasional errors, but they don't represent a major distraction or obscure meaning. | The writing has many errors, and the reader is distracted by them. | There are so many errors that meaning is obscured. The reader is confused and stops reading. |
| Use of References | Compelling evidence from professionally legitimate sources is given to support claims. Attribution is clear and fairly represented. | Professionally legitimate sources that support claims are generally present and attribution is, for the most part, clear and fairly represented. | Although attributions are occasionally given, many statements seem unsubstantiated. The reader is confused about the source of information and ideas. | References are seldom cited to support statements |
| APA format | APA format is used accurately and consistently in the paper and on the "References" page. | APA format is used with minor errors | There are frequent errors in APA format. | Format of the document is not recognizable as APA. |

Class Schedule

| Date | Topic | Readings/Prework | Assignments Due |
|--------|------------------------------------|--|--------------------------|
| 21-Aug | Introduction to syllabus & course | <ul style="list-style-type: none"> Readings for Diversity and Social Justice Chapters 1 - 2 | |
| 28-Aug | Personal Histories | <ul style="list-style-type: none"> Readings for Diversity and Social Justice Chapter 5 Oyserman Article (in Blackboard) | |
| 4-Sep | Societal Histories | <ul style="list-style-type: none"> Unwelcomed Guests Chapters 1 and 2 | |
| 11-Sep | Power and Privilege | <ul style="list-style-type: none"> Readings for Diversity and Social Justice Chapter 3 and 4, Johnson Article (In Blackboard) | |
| 18-Sep | Systems and intersectionality | <ul style="list-style-type: none"> Readings for Diversity and Social Justice Chapter 7 and 8, Rethinking Student Development Chapter 3 | Autobiography Due |
| 25-Sep | Liberation and Social Justice | <ul style="list-style-type: none"> Readings for Diversity and Social Justice Chapters 130 - 134, Code Switch Podcast (in Blackboard) | |
| 2-Oct | Cultural Competence | <ul style="list-style-type: none"> Multicultural Competence in Student Affairs Ch. 1 | |
| 9-Oct | Fall Break (No Class) | <ul style="list-style-type: none"> No Readings | |
| 16-Oct | Pop Culture Analysis Presentations | <ul style="list-style-type: none"> No Readings | Pop Culture Analysis Due |

| | | | |
|--------|------------------------|---|-------------------------------|
| 23-Oct | Race | <ul style="list-style-type: none"> Rethinking Student Development Chapter 2, Readings for Diversity and Social Justice Chapters 19 and 21 | |
| 30-Oct | Gender | <ul style="list-style-type: none"> Rethinking Student Development Chapter 4, Readings for Diversity and Social Justice Chapters 64 and 65 | |
| 6-Nov | Sexuality | <ul style="list-style-type: none"> Rethinking Student Development Chapter 6, Readings for Diversity and Social Justice Chapter 70 | |
| 13-Nov | Appearance and Ableism | <ul style="list-style-type: none"> Rethinking Student Development Chapter 7, Disabilities podcast (in Blackboard) | |
| 20-Nov | Socioeconomic Status | <ul style="list-style-type: none"> Readings for Diversity and Social Justice Chapters 26 - 30, Time for Payback Game | D&I Philosophy Paper Due |
| 27-Nov | Thanksgiving | <ul style="list-style-type: none"> No Class Session | |
| 4-Dec | Final Presentations | <ul style="list-style-type: none"> No Readings | Informal Research Project Due |

Class Standards & Policies:

As a graduate student, the highest personal and professional standards are expected of you, which reflect the objectives of our graduate program and our professional ethics in student affairs and higher education.

- Diversity and Inclusion:** I will do my best to focus on classroom inclusivity in this course. Classroom inclusivity means that the classroom environment will be respectful of differences in background and identity between all people in the classroom including myself. These differences include but are not limited to differences in race, gender, ethnicity, sexuality, and class. An inclusive classroom does not mean that differences are ignored, but rather that students can expect that they will not be excluded, stereotyped, or judged based on their differences. In addition, an inclusive classroom will mean that students have space to bring their various identities into conversation with class material as they find helpful but are not expected to represent or speak for an entire group of people who share aspects of an identity. I will do my best to live up to these commitments and I ask you do that same.
- Discrimination and Harassment.** Western Kentucky University (WKU) is committed to supporting faculty, staff and students by upholding WKU's [Sex and Gender-Based Discrimination, Harassment, and Retaliation \(#0.070\)](#) and [Discrimination and Harassment Policy \(#0.2040\)](#). Under these policies, discrimination, harassment and/or sexual misconduct based on sex/gender are prohibited. If you experience an incident of sex/gender-based discrimination, harassment and/or sexual misconduct, you are encouraged to report it to the Executive Director, Office of Institutional Equity/Title IX Coordinator, Ena Demir, 270-745-6867 or Title IX Investigators or Michael Crowe, 270-745-5429. Please note that while you may report an incident of sex/gender based discrimination, harassment and/or sexual misconduct to a faculty member, WKU faculty are "Responsible Employees" of the University and MUST report what you share to WKU's Title IX Coordinator or Title IX Investigator. If you would like to speak with someone who may be able to afford you confidentiality, you may contact WKU's [Counseling and Testing Center](#) at 270-745-3159.
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- Accommodations:** In compliance with University policy, students with disabilities who require academic and/or auxiliary accommodations for this course must contact the Student Accessibility Resource Center located in Downing Student Union, Room 1074. The SARC can be reached by phone number at 270-745-5004 [270-745-3030 TTY] or via email at sarc.connect@wku.edu. Please do not request accommodations directly from the professor or instructor without a faculty notification letter (FNL) from The Student Accessibility Resource Center.
- Pregnancy and Parenting.** Western Kentucky University does not discriminate against any student or exclude any student from its educational programs or activities, including classes or extracurricular activities, on the basis of

pregnancy and/or pregnancy-related conditions such as, but not limited to, childbirth, false pregnancy, termination of pregnancy, or recovery therefrom. Students who seek pregnancy or pregnancy-related accommodations should make their requests as soon as possible via WKU's Title IX Website at www.wku.edu/titleix/ under the heading, "Pregnancy or Pregnancy-Related Conditions." Students can also contact the Title IX Coordinator, Ena Demir, via email at ena.demir@wku.edu or by phone at (270) 745-6867 to request accommodations or seek assistance. We encourage students and faculty to work together to establish a plan that allows the student to complete the class and coursework without jeopardizing academic integrity and course standards. The Title IX Coordinator can help facilitate conversations between students and faculty regarding appropriate and reasonable accommodations. If you are a WKU student and believe that you have experienced an incident(s) of discrimination or harassment based on pregnancy (or pregnancy related conditions or issues), please report it to the Title IX Coordinator via email at ena.demir@wku.edu or by phone at (270) 745-6867. Additional resources for pregnant and parenting students can be found on WKU's Title IX Website at www.wku.edu/titleix/.

- **Academic Integrity.** Academic integrity is an essential component of an academic community. Violations of academic integrity include cheating, plagiarism, or lying about academic matters. Plagiarism is defined as any use of another writer's words, concepts, or sequence of ideas without acknowledging that writer properly. This includes not only direct quotations of another writer's words, but also paraphrases or summaries of another writer's concepts or ideas without acknowledging the writer properly (i.e., citing them). Cheating includes behaviors such as giving or receiving data or information under any circumstances not permitted by the instructor. Lying about academic matters includes falsification of data or information as part of an academic exercise, or knowingly providing false information to a faculty member. Academic dishonesty is a profoundly serious offense and plagiarizing or otherwise cheating on academic work in this course may result in failing grades for individual assignments or the entire course at my discretion as the instructor. There may also be broader university consequences. More information about academic dishonesty can be found on the WKU website: <https://www.wku.edu/studentconduct/process-for-academic-dishonesty.php>
- **Artificial Intelligence.** Artificial intelligence (AI) tools such as Chat GPT may be use for *brainstorming or gathering ideas* but not for the actual writing of assignments. If you are unsure if you are using AI tools appropriately in this course, I encourage you to visit with me. Examples of how to cite AI tools are available at <https://libguides.wku.edu/stylewrite/ai>.
- **Assignment submission.** Assignments are due at the time specified and should be submitted in Blackboard according to the directions provided. It is suggested that you plan appropriately to avoid missing due dates. If you need an extension on an assignment, please request these at least 48 hours before the due date. Please note that grades are due one week after classes end so you will not have leeway to extend the final assignment beyond 2 days after the class ends.
- **Email/ Blackboard.** Email will be used as a primary mode of correspondence. As such, it is imperative that you check your WKU account consistently for course related and other pertinent messages. Additionally, Blackboard will be used for the submission of assignments and as a source of continual updates about course material and required reading material. For more information about how to use Blackboard please visit: <http://blackboard.wku.edu>
- **Writing Style:** All papers in this course should be submitted according to student paper guidelines in APA 7th Edition format. For more information on APA writing please visit: <https://apastyle.apa.org/> or https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_formatting_and_style_guide/index.html
- **Getting Help:** I am very flexible with providing support and help to you throughout the course. If you are having trouble with readings, content, writing or personal life situations, please reach out to me in a timely manner and I will do my best to support you and point you to the correct resources. If you are having challenges with writing specifically, know that WKU has a wonderful writing center that can be a valuable resource. More information can be found here: <https://www.wku.edu/writingcenter/>