

# Race, Class, and Crime

CRIM 361:001 | Spring 2023

## BASIC CLASS INFORMATION

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**Instructor:** Dr. Kyle Maksuta  
**Time:** T/TH 9:35am – 10:55am  
**Location:** Grise 130  
**Email:** kyle.maksuta@wku.edu  
**Office:** Grise Hall 111  
**Office Hours:** M/W 9:00am – 11:00am

## REQUIRED BOOKS AND RESOURCES

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All reading will be provided in class. You are welcome to purchase the optional materials below. Some of them we will read in class, but not in the entirety. Otherwise, note that I will provide excerpts from the materials below through Blackboard.

## OPTIONAL BOOKS AND RESOURCES

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## COURSE DESCRIPTION

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This course is designed to explore how race, ethnicity, and social class pose differential risks for offending, victimization, and disparate processing by the criminal justice system. There is a pervasive belief in our country that race, class, and crime are strongly linked with one another, and this is often portrayed in our public discourse about the topic. This course aims to explore these fundamental claims, by asking whether racial, ethnic, and class differences in criminal offending are true; how do we know whether these differences exist; how do we explain these

perceived differences; how do we respond to them; and how, as a society, can we resolve these issues in ways that are equitable, timely, and socially responsible?

In this course, the use of fundamental criminal justice, sociological, social historical, and criminological knowledge is investigated in the assessment and critical understanding of how race, class, and crime intersect to produce broad reaching consequences for not only people of color and those who are socioeconomically disadvantaged, but also society writ large. Some examples of what this course will explore include: the historical development and continued salience of race and class in the criminal justice system; the development and continued importance of criminal statistics; the use of conflicting rhetoric on race and crime and its influence on public policy; and the causes and consequences of race based discrimination in the US criminal justice system (i.e. racial bias, implicit and explicit racism, extralegal vs legal determinants in criminal processing).

### **COURSE GOALS**

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- 1) Analyze the development of self in relation to others and society.
- 2) Examine diverse values that form civically engaged and informed members of society.
- 3) Evaluate solutions to real-world social and cultural problems.
- 4) Identify and discuss the causes, consequences, and solutions to issues related to race, class, and crime situating it within a socio-historical construction of race- and class-based stratification.
- 5) Examine and refine analytical, reasoning, and connective abilities, recognizing how theory and social variables are connected and interdependent.
- 6) Discuss the historical antecedents of past and current public policy in the United States, and the consequences, both manifest and latent, and how current public discourse shapes how we discuss and understand race, class and crime in our everyday lives.
- 7) Apply a set of interdisciplinary theories to public policy through the use of real world examples to develop solutions to societal issues surrounding race, gender, socioeconomic status, and crime.
- 8) Develop your skills in communication, collegiality, critical thinking, teamwork, and problem solving.
- 9) Compare, contrast, and articulate, how your thinking about race, class, and crime has changed throughout the semester.

### **HOW YOU WILL BE ASSESSED**

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#### *Developing a Research Question and/or Topic of Interest (5% of final grade)*

At the beginning of social science research is the research question. In the first few weeks of the course, you will be tasked with developing a research question related to race, class, and crime. We will have in-class activities and a few minor out of class activities aimed at helping you identify your area of substantive interest, and eventual research question.

*Literature Review (10% of final grade)*

After developing a research question, you will be tasked with exploring the current empirical literature on the topic. This will be an important second step in understanding the nature of your research question and will form the basis for your final paper in the course.

*Homework/Lab Assignments (25% of final grade)*

During the semester, I will assign various readings and homework assignments that you are expected to complete in preparation for class. At other times, we will meet in a lab on campus (there is not a “lab” requirement for this course) to complete assignments. For example, this course requires you to complete a final research paper on a topic of your choice. We will spend time in lab working on these papers, often completing assignments which guide you along the research process.

*Team-Based Activities and Attendance (20% of final grade)*

Discussion is an important part of any course covering race, class, and crime, and many of the topics we cover do not lend themselves to easy, straight-forward answers. Because of this, the team-based activities you will engage in within class are graded based on participation. Often these activities will have you and your group members working through problems together. These activities will occur at the beginning of class and will be followed by a short “mini” lecture on the topic, and any additional discussion afterwards with your group. In order to track your participation, I will be providing each group with an attendance sheet which you will complete each class.

*Final Paper and Presentation (40% of final grade)*

The final paper in this course will be the culmination of your research on a topic of your choosing. In addition to your paper, you will also be asked to create a presentation covering the topic. The presentation will take on a similar look and feel to those presentations often given at an academic conference and should reflect the current knowledge and empirical literature in the field for your topic. Additional guidelines will be provided when we reach this point in the semester.

**GRADING**

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<b>Grading Breakdown</b>	<b>Percent of Overall Grade</b>
Team-Based Activities/Attendance	20%
Research Question/Review	15%
Final Paper and Presentation	40%
Homework/Lab Assignments	25%

**Grading Scale:**

- A = 90-100%
- B = 80-89%
- C = 70-79%
- D = 60-69%

F = below 60%

## **GENERAL COURSE GUIDELINES**

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*Instructor Availability and Office Hours:* I will be available for my scheduled office hours unless told otherwise. You do not need to schedule an appointment to come see me, however, I strongly encourage if you would like to meet with me during my scheduled office hours that you reach out if it is to discuss anything outside of what is covered in class, including mentoring, research opportunities, or other extracurricular community engagement work. If you require a meeting outside of my scheduled office hours, please email me so that we can schedule a time that works for the both of us.

*Late/Missed Assignments:* Late or missed assignments will be docked 10% points for each day they are late, unless you provide a legitimate excuse. If you expect to miss an assignment or exam, it is your responsibility to make me aware of this. Depending on the circumstances, accommodations will be made.

*Academic integrity:* Any student who engages in academic dishonesty (e.g., cheating, plagiarism, fabrication, and facilitating academic dishonesty), will receive a failing grade on the exam or assignment. I will also submit a report to the university Office of Student Conduct where the student may face more serious punishments (suspension, expulsion etc.) Please familiarize yourself with the Undergraduate Academic Regulations (ignorance is no excuse!):  
<https://www.wku.edu/handbook/academic-dishonesty.php/> <https://www.wku.edu/handbook/>

*E-mail Etiquette:* I will only accept emails from your WKU email account! ([abcd@wku.edu](mailto:abcd@wku.edu)) Additionally I will do my best to respond within 48 hours. If you have not heard from me after 5 business days, please reach out again. When emailing please include in the subject line the course number and time/date of the class. Furthermore, please use spell check and watch for grammatical errors.

*Students with disabilities and ADA 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](mailto: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, Deborah Wilkins, 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.

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# Race, Class, and Crime

CRIM 361:003 | Spring 2023

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**Instructor:** Dr. Kyle Maksuta  
**Time:** T/TH 2:20pm – 3:40pm  
**Location:** Grise 130  
**Email:** kyle.maksuta@wku.edu  
**Office:** Grise Hall 111  
**Office Hours:** M/W 9:00am – 11:00am

## REQUIRED BOOKS AND RESOURCES

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# Race, Class, and Crime

## CRIM 361 | Spring 2023

### BASIC CLASS INFORMATION

**Instructor:** Andrea Robinson

**Time:** 5:00 pm-7:45 pm (CST)

**Email:** andrea.robinson@wku.edu

**Office Hours:** by appointment only

### REQUIRED BOOKS AND RESOURCES

Gabbidon, S. L., & Greene, H. T. (2019). *Race and crime 5TH Edition*. SAGE.

ISBN: 9781544334233

### COURSE DESCRIPTION

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7)Apply a set of interdisciplinary theories to public policy through the use of real-world examples to develop solutions to societal issues surrounding race, gender, socioeconomic status, and crime.

8)Develop your skills in communication, collegiality, critical thinking, teamwork, and problem-solving.

**Schedule/Important Dates**

<b>Week</b>	<b>Date</b>	
<b>1</b>	<b>1/17/23</b>	<b>Introductions – Class Overview</b>
<b>2</b>	<b>1/24/23</b>	<b>Independent Study No Class</b>
<b>3</b>	<b>1/31/23</b>	<b>Zoom Only Class</b>
<b>4</b>	<b>2/7/23</b>	
<b>5</b>	<b>2/14/23</b>	<b>Independent Study No Class</b>
<b>6</b>	<b>2/21/23</b>	
<b>7</b>	<b>2/28/23</b>	<b>Independent Study No Class</b>
<b>8</b>	<b>3/7/23</b>	
<b>9</b>	<b>3/14/23</b>	<b>Spring Break – No Class</b>
<b>10</b>	<b>3/21/23</b>	
<b>11</b>	<b>3/28/23</b>	<b>Independent Study No Class</b>
<b>12</b>	<b>4/4/23</b>	<b>Zoom Only Class</b>
<b>13</b>	<b>4/11/23</b>	
<b>14</b>	<b>4/18/23</b>	<b>Zoom Only Class</b>
<b>15</b>	<b>4/25/23</b>	<b>Independent Study No Class</b>
<b>16</b>	<b>5/2/23</b>	<b>Final paper due by 11:59 pm</b>

## HOW YOU WILL BE ASSESSED

### *Developing a Research Question and/or Topic of Interest (10% of final grade)*

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### *Literature Review (15% of final grade)*

- After developing a research question, you will be tasked with exploring the current empirical literature on the topic. This will be an important second step in understanding the nature of your research question and will form the basis for your final paper in the course.

### *Reading Reflection Journal (25% of final grade)*

- Key to this course is engaging with the readings each week. To facilitate this, you will be required to keep a reading reflection journal for the readings. It is imperative that you keep up with the readings for this course, as they act as the backbone for class discussion and team-based activities. You will complete this journal on Blackboard, and while I will not grade for accuracy, I will be grading for effort and substance. Ideally, each journal entry should summarize the reading in your own words, identify key points, and raise questions you had while reading. Each entry should be about 1 page in length. Each journal will be due the night before class so that I have time to review them in the morning before class. In total, you must complete 14 out of 33 possible journal entries throughout the semester, and at least one must be done for each week, meaning you can't just wait to do these.

### *Final Paper and Presentation (25% of final grade)*

- The final paper in this course will be the culmination of your research on a topic of your choosing. In addition to your paper, you will also be asked to create a presentation covering the topic. The presentation will take on a similar look and feel to those presentations often given at an academic conference and should reflect the current knowledge and empirical literature in the field of your topic. Additional guidelines will be provided when we reach this point in the semester.

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## **GRADING**

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Team-Based Activities 25%

Research Question/Review 25%

Final Paper and Presentation 25%

Reading Reflection Journal 25%

### **Grading Scale:**

A = 90-100%

B = 80-89%

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- *Participation:* Attendance is tracked in this course and is part of your final grade. I understand that life happens, and people get sick. I am flexible. Please communicate with me if you have extenuating circumstances. You are always able to attend by zoom if you are unable to attend in person for any reason.
  
- *Late/Missed Assignments:* Late or missed assignments will not receive full credit. If you expect to miss an assignment or exam, it is your responsibility to make me aware of this. Depending on the circumstances, accommodations will be made.
  
- *Academic integrity:* Any student who engages in academic dishonesty (e.g., cheating, plagiarism, fabrication, and facilitating academic dishonesty), will receive a failing grade on the exam or assignment. I will also submit a report to the university Office of Student Conduct where the student may face more serious punishments (suspension, expulsion, etc.) Please familiarize yourself with the Undergraduate Academic Regulations (ignorance is no excuse!): <https://www.wku.edu/handbook/academic-dishonesty.php/>  
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*The Learning Center Peer Tutoring Services: The Learning Center (TLC) provides free tutoring services that empower students to achieve academic success. Trained peer tutors are available to review the course content, answer questions, and demonstrate effective study strategies. TLC offers individual appointments and group sessions (PASS) for hundreds of undergraduate courses. For more information or to make an appointment, visit [www.wku.edu/tlc](http://www.wku.edu/tlc).*

# Race, Class, and Crime

CRIM 361:005 | Spring 2024

## BASIC CLASS INFORMATION

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**Instructor:** Dr. Kyle Maksuta  
**Time:** T/TH 2:20pm – 3:40pm  
**Location:** Grise 132  
**Email:** kyle.maksuta@wku.edu  
**Office:** Grise Hall 111  
**Office Hours:** M/W 10:00am – 11:30am

## REQUIRED BOOKS AND RESOURCES

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All reading will be provided in class. You are welcome to purchase the optional materials below. Some of them we will read in class, but not in the entirety. Otherwise, note that I will provide excerpts from the materials below through Blackboard.

## OPTIONAL BOOKS AND RESOURCES

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Alexander, M. 2012. *The New Jim Crow: Mass Incarceration in the Age of Colorblindness*. New York: New Press.

Beckett, K., & Sasson, T. (2004). *The politics of Injustice Crime and Punishment in America*. SAGE.

Chomsky, A. (2014). *Undocumented: How immigration became illegal*. Beacon Press.

Koulish, R., & van der Woude, M. (2020). *Crimmigrant nations: Resurgent nationalism and the closing of Borders*. Fordham University press.

Muhammad, K. G. 2010. *The Condemnation of Blackness: Race, Crime, and the Making of Modern Urban America*. Harvard University Press.

Rothstein, R. (2018). *The color of law: A forgotten history of how our government segregated America*. Liveright Publishing Corporation, a division of W.W. Norton; Company.

## COURSE DESCRIPTION

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This course is designed to explore how race, ethnicity, and social class pose differential risks for offending, victimization, and disparate processing by the criminal justice system. There is a pervasive belief in our country that race, class, and crime are strongly linked with one another, and this is often portrayed in our public discourse about the topic. This course aims to explore these fundamental claims, by asking whether racial, ethnic, and class differences in criminal offending are true; how do we know whether these differences exist; how do we explain these



perceived differences; how do we respond to them; and how, as a society, can we resolve these issues in ways that are equitable, timely, and socially responsible?

In this course, the use of fundamental criminal justice, sociological, social historical, and criminological knowledge is investigated in the assessment and critical understanding of how race, class, and crime intersect to produce broad reaching consequences for not only people of color and those who are socioeconomically disadvantaged, but also society writ large. Some examples of what this course will explore include: the historical development and continued salience of race and class in the criminal justice system; the development and continued importance of criminal statistics; the use of conflicting rhetoric on race and crime and its influence on public policy; and the causes and consequences of race based discrimination in the US criminal justice system (i.e. racial bias, implicit and explicit racism, extralegal vs legal determinants in criminal processing).

### **COURSE GOALS**

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- 1) Analyze the development of self in relation to others and society.
- 2) Examine diverse values that form civically engaged and informed members of society.
- 3) Evaluate solutions to real-world social and cultural problems.
- 4) Identify and discuss the causes, consequences, and solutions to issues related to race, class, and crime situating it within a socio-historical construction of race- and class-based stratification.
- 5) Examine and refine analytical, reasoning, and connective abilities, recognizing how theory and social variables are connected and interdependent.
- 6) Discuss the historical antecedents of past and current public policy in the United States, and the consequences, both manifest and latent, and how current public discourse shapes how we discuss and understand race, class and crime in our everyday lives.
- 7) Apply a set of interdisciplinary theories to public policy through the use of real world examples to develop solutions to societal issues surrounding race, gender, socioeconomic status, and crime.
- 8) Develop your skills in communication, collegiality, critical thinking, teamwork, and problem solving.
- 9) Compare, contrast, and articulate, how your thinking about race, class, and crime has changed throughout the semester.

### **HOW YOU WILL BE ASSESSED**

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#### *Developing a Research Question and/or Topic of Interest (5% of final grade)*

At the beginning of social science research is the research question. In the first few weeks of the course, you will be tasked with developing a research question related to race, class, and crime. We will have in-class activities and a few minor out of class activities aimed at helping you identify your area of substantive interest, and eventual research question.

*Literature Review (5% of final grade)*

After developing a research question, you will be tasked with exploring the current empirical literature on the topic. This will be an important second step in understanding the nature of your research question and will form the basis for your final paper in the course.

*Homework/Lab Assignments (20% of final grade)*

During the semester, I will assign various readings and homework assignments that you are expected to complete in preparation for class. At other times, we will meet in lab (there is not a “lab” requirement for this course) to complete assignments. For example, this course requires you to complete a final research paper on a topic of your choice. We will spend time in lab working on these papers, often completing assignments which guide you along the research process.

*Team-Based Activities and Attendance (30% of final grade)*

Discussion is an important part of any course covering race, class, and crime, and many of the topics we cover do not lend themselves to easy, straightforward answers. Because of this, the team-based activities you will engage in within class are graded based on participation. Often these activities will have you and your group members working through problems together. These activities will occur at the beginning of class and will be followed by a short “mini” lecture on the topic, and any additional discussion afterwards with your group. In order to track your participation, I will be providing each group with an attendance sheet which you will complete each class.

*Final Paper and Presentation (40% of final grade)*

The final paper in this course will be the culmination of your research on a topic of your choosing. In addition to your paper, you will also be asked to create a presentation covering the topic. The presentation will take on a similar look and feel to those presentations often given at an academic conference and should reflect the current knowledge and empirical literature in the field for your topic. Additional guidelines will be provided when we reach this point in the semester.

**GRADING**

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<b>Grading Breakdown</b>	<b>Percent of Overall Grade</b>
Research Question/Review	10%
Homework/Lab Assignments	25%
Team-Based Activities/Attendance	30%
Final Paper and Presentation	40%

**Grading Scale:**

A	= 90-100%
B	= 80-89%
C	= 70-79%
D	= 60-69%

F = below 60%

## GENERAL COURSE GUIDELINES

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*Participation:* Attendance is tracked in this course and is part of your final grade. You are expected and required to participate in your team discussions, complete quizzes, and all other interactive aspects of this course. You are expected to communicate with me if you are unable to participate. You must check for course announcements regularly as this is the best way for me to communicate with you quickly and succinctly.

*Instructor Availability and Office Hours:* I will be available for my scheduled office hours unless told otherwise. You do not need to schedule an appointment to come see me, however, I strongly encourage if you would like to meet with me during my scheduled office hours that you reach out if it is to discuss anything outside of what is covered in class, including mentoring, research opportunities, or other extracurricular community engagement work. If you require a meeting outside of my scheduled office hours, please email me so that we can schedule a time that works for the both of us.

*Late/Missed Assignments:* Late or missed assignments will be docked 10% points for each day they are late, unless you provide a legitimate excuse. If you expect to miss an assignment or exam, it is your responsibility to make me aware of this. Depending on the circumstances, accommodations will be made.

*Academic integrity:* Any student who engages in academic dishonesty (e.g., cheating, plagiarism, fabrication, and facilitating academic dishonesty), will receive a failing grade on the exam or assignment. I will also submit a report to the university Office of Student Conduct where the student may face more serious punishments (suspension, expulsion etc.) Please familiarize yourself with the Undergraduate Academic Regulations (ignorance is no excuse!):  
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*Use of Artificial Intelligence (AI) and Language Learning Models (LLM) in this Course:* In this course, we recognize and encourage the use of AI tools, such as ChatGPT, as helpful aids in your academic journey. These tools can be utilized for various tasks such as formatting assistance, the development of paper outlines, and the editing process of your assignments. AI technology is a powerful tool that can enhance your understanding and help streamline your workload. However, while these tools are available for your assistance, it is crucial to remember that they are to complement your academic efforts and not replace your original work. Therefore, copying and pasting content directly from AI sources is strictly prohibited. The primary goal of this course is for you to engage in independent critical thinking, apply course material, and produce original content. AI tools should aid this process and not substitute for your individual contribution. Infringement of these guidelines can lead to penalties as per the academic misconduct policy of the institution. Your responsibility is to ensure that the work you submit is genuinely your own, reflecting your understanding and your voice. Be sure to make the best, ethical use of AI tools to enhance your learning experience!

*E-mail Etiquette:* I will only accept emails from your WKU email account! ([abcd@wku.edu](mailto:abcd@wku.edu)) Additionally I will do my best to respond within 48 hours. If you have not heard from me after 5 business days, please reach out again. When emailing please include in the subject line the course number and time/date of the class. Furthermore, please use spell check and watch for grammatical errors.

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*The Learning Center Peer Tutoring Services:* The Learning Center (TLC) provides free tutoring services that empower students to achieve academic success. Trained peer tutors are available to review course content, answer questions, and demonstrate effective study strategies. TLC offers individual appointments and group sessions (PASS) for hundreds of undergraduate courses. For more information or to make an appointment, visit [www.wku.edu/tlc](http://www.wku.edu/tlc).

# Western Kentucky University

## CRIM 446 & 546: Gender, Crime, & Justice (WEB)

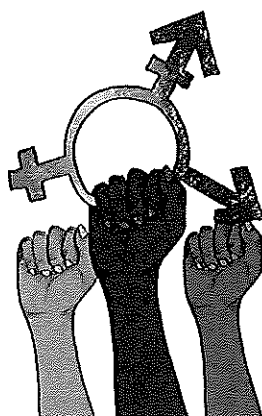
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Professor: Donielle M. Lovell, PhD

Office: Grise Hall 116

Email: [donielle.lovell@wku.edu](mailto:donielle.lovell@wku.edu)

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**Catalog Description:** Explores how gender shapes reactions toward victims, offenders, and professionals working in the juvenile and criminal justice systems.

**Course Text:**

- Chesney-Lind, M. & L. Pasko. 2013. *Girls, Women, and Crime*. 2<sup>nd</sup> Edition: Sage Publications
- Other articles/videos as assigned on blackboard

**Objectives:**

Upon completion of this course, you will be able to

1. Understand how gender influences individual worldviews
2. Apply the social construction of gender thesis to explain issues and trends related to crime and justice.
3. Compare and contrast the social construction of gender thesis with a biosocial lens to explain issues and trends related to crime and justice
4. Interpret scientific attempts at understanding gendered pathways into crime.
5. Evaluate information on crime and/or justice presented by the popular press.
6. Analyze the institutionalization of women and girls through multiple focal points including race, sexual orientation, social class.

### Departmental Objectives met through this course:

- Identify sources and paraphrase researchers' arguments and findings.
- Identify major criminological theories
- Distinguish between criminological/sociological argumentation and opinion.
- Evaluate the strengths and weaknesses of existing theoretical explanations
- Apply a theoretical argument in a major assignment.
- Identify and utilize the writing style of sociological/criminological research
- Express theoretical concepts in sociological/criminological terminology in written form.
- Synthesize and paraphrase researcher arguments and findings in written form.
- Synthesize knowledge of theory in a class assignment.
- Integrate knowledge of theory into a policy analysis.

### Overview of the Course:

#### Centering the Criminology lens through gender.

Criminological research and theory has historically been devoted to male criminality. As such, most criminology courses that focus on "Gender" primarily seek to bring gender to the forefront and in so doing, tend to emphasize female/non-binary experiences. Further, the US has experienced significant gender convergence over the past few decades and females easily comprise @ 1/4th of those in contact with the System. Thus, the primary objective in this course is to bring awareness and understanding to female/ non-binary behavior and treatment by the justice system, but also give voice to the influence of gender in male offending and treatment.

#### Intersectionality: Gender/Sexuality and Race/Ethnicity and Social Class.

While this course is primarily focused on examining the influence of gender on crime and the criminal experience, this is a sociology course and as such we also incorporate issues of "intersectionality." We begin with the understanding that all "social categories" commonly examined by sociologists (such as race and ethnicity—racism, gender—sexism, class—classism, sexuality—homophobia, nationality—xenophobia, to name a few) never "occur" in isolation from other categories. An intersectional approach allows us to see the interconnections between these different statuses and encourages us to examine ways in which sexism (for example) is experienced alongside racism and classism. To develop this lens via our exploration of gender and crime, students should critically assess how issues of gender vary by other important statuses while critically examining the hierarchical position (i.e., subordination or domination) associated with each status.

#### Approach to Education

As an instructor I feel it is important for me to share with you my perspective on education. Sociology 446 uses a *participatory, learner-centered, adult education* approach. This approach recognizes that *YOU are responsible* for your own learning. The instructor can only provide **opportunities** to learn, but cannot force you to learn. Course material is presented in **substantive readings** from the text; **structured activities and lecture**. You are expected to work hard in this course.

You are expected to take **responsibility** for the success of the course, that is, you should take an active interest not just in the course material, but in the course itself, making it a success for all participants. Factors such as **interest, motivation, creativity, and initiative** are important elements in evaluating your performance in the course and assigning a grade.

This class will be a place for sharing ideas and voicing opinions. Intelligent argument and polite disagreement is welcome. Your papers are a place for situating your own perspective about the problems we will discuss within the context of the field of sociology. ***In making an argument it is important to remember, that we are focusing on evidence. Thus, what theoretical, observational, experiential, or other evidence do you bring to the table when discussing gender, crime, and justice?***

### Descriptions of Assignments and Grading

As a 400 level class, the work will be intensive. I have high expectations for a course of this nature. You will need to stay on top of your reading, discussions, and projects. I know I am asking a good deal of you, but I believe you can do it. Classes like this push you to a higher level of achievement. I love 400 level classes because of the real conversation we get to have about difficult topics. In a 400 level class, I fully expect each of you to be prepared every week. Even though this is an asynchronous class, you will need to be on top of your deadlines so your classmates can also respond to your discussion board posts.

**Discussion Boards:** Because this is a 400 level class, it will be structured as a seminar. We will use the discussion boards heavily in order to facilitate our conversations. A detailed description of the expectations for the discussion boards will be posted in Blackboard. In the first few weeks, we will post every week to the discussion board. Once work on the policy reviews starts, I will lessen this requirement to a post that helps us summarize the material over two weeks.

**Essay Based Exams:** This semester you will have 2 essay based examinations. Exams will be made available for one week.

### Policy Analysis Paper

Your final project for this class will be a policy analysis. I will provide further instruction on blackboard regarding this assignment.

### Assessment of Student Learning (Undergraduate):

Assignment	Points	Percent of Final Grade
Discussion Boards (10 posts)	200	40%
Policy Analysis	100	20%
Essay Exams (2 Exams)	200	40%
<b>Total</b>	<b>500</b>	<b>100%</b>



## Calculation of Points Needed in Course (Undergraduate)

Points Needed	Percent	Letter Grade
450-500	90%-100%	A
400-449.5	80%-89%	B
350-399.5	70%-75%	C
300-349.5	60%-69%	D
299.5 and below	59% and below	F

### Expectations of Students:

**Quality of Written Work:** This is an academic course. Therefore, I expect you to write with the highest quality. I expect complete sentences in all written work. I expect well thought out responses. Further, I will deduct points if you use text message abbreviations or language in your formal papers or in the discussion boards. I still value proper grammar and expect you to do the same while in this course. This is not the place for “slang” terminology unless you are using it to make a theoretical point.

Further, write in a professional manner. I do not expect your papers to sound like you just sat down at your computer and typed a conversation to me. Avoid phrases such as, “Well, in my personal opinion”—even if I am asking for your thoughts and opinion, that is not a necessary phrase. Think “professional tone” while writing. Also, limit the use of “I.” Once again, even when asking you to respond from your own life you can minimize the first person. There is nothing worse than reading a paper that begins every sentence with “I think”, “I want to discuss”, “I believe”, “I feel”, etc. Please refrain from addressing the reader directly. For example, there is no need to thank me for reading your paper. Finally, proof read all your work. I really hate to read papers that are full of grammatical errors. It takes away from your thoughts and ideas and frustrates me. You do not want me to grade your paper frustrated!

### **Professional Communication**

*I prefer to be referred to as Dr. Lovell.*

With the use of our personal mobile devices to write and respond to email I’ve noticed a disconcerting trend among students. I will receive emails like the following example (an actual email I’ve received):

To: [Donielle.lovell@wku.edu](mailto:Donielle.lovell@wku.edu)

Subject: NONE

grades are not posted

And that will be it. No salutation, no proper sentences, no closing comments, and not even a name. This is highly unprofessional and sounds rude to the reader. In the work world you will be expected to compose proper messages and you are expected to do so in this course. Therefore, I expect all emails to include greeting, actual sentences that thoroughly explain the purpose of your email and a closing that includes your name. For example:

To: [Donielle.lovell@wku.edu](mailto:Donielle.lovell@wku.edu)

Subject: Grades in CRIM 446

Greetings Dr. Lovell,

I was curious as to when grades for our first reflection paper will be posted.

Thank you for your time,

Jane Doe

**I am taking a very strict perspective on this. I will no longer respond to emails that are unprofessional.**

**I will no longer respond to unprofessional emails.**

**Academic Honesty:** You are expected to **comply with all academic standards and ethics** as defined in the Western Kentucky University College Catalogue (page 42). You are expected to do your **own work** in this course. Plagiarism, fraud and other forms of cheating will **NOT** be tolerated. I have the authority to either fail you on the paper plagiarized or even for the course or depending on the seriousness of the offense, to take it to WKU administration which can have serious consequences. Do not test me on this. I have failed students in the past and will continue to do so for academic dishonesty. I take this **VERY** seriously. **DO NOT TEST ME—THERE IS NO SECOND CHANCE. Act with integrity.**

**IT IS YOUR RESPONSIBILITY TO UNDERSTAND THESE GUIDELINES.** Make sure you know what constitutes plagiarism and cheating **BEFORE** turning in any assignments. Once you turn in an assignment, you are representing it as your own work. If you are suspected of committing plagiarism, pleas of "I didn't know what plagiarism was" will not be accepted. If you are concerned about your knowledge of plagiarism, please see me and I will give you a handout with examples of plagiarism. **Please note, copying and pasting directly from a website is plagiarism. Copying and pasting directly from a website and changing a few words is STILL plagiarism. Copying and pasting from Wikipedia is also plagiarism and very easy to identify so just don't do it. Using an AI program to create a paper is cheating.**

Instructor Policies:

**Office Hours:** There will be a link in Blackboard for you to arrange a meeting with me.

**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](mailto: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.

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**FERPA (Family Educational Rights and Privacy Act):** Once a student reaches 18 years of age or attends a postsecondary institution, he or she becomes an "eligible student," and all rights formerly given to parents under FERPA transfer to the student. Therefore, I am unable to disclose information about grades, attendance, class schedule, etc. to parents, spouses and other interested parties. If you would like to give these rights to your parents or spouse you need to file a waiver with Western Kentucky University. Until I have received such waiver, please discourage other parties from contacting me regarding your status as my student.

**Support for Students:**

There are a number of resources that as an independent learning student in which you have access. If you need assistance with library sources for your papers, online tutoring, writing help, career services or help with any function in blackboard please check out the "Student Support" tab in blackboard. This is also where you can access the WKU Help Desk for technical issues. Further, if you find you have software needs such as creating capability with Microsoft office, Adobe PDF reader or the latest version of Java you can access those programs through the "software" tab which is located at the top of your blackboard screen.

# CSJ200-001: INTRODUCTION TO SOCIAL JUSTICE (Fall 2024)

Colonnade/Statewide General Education Code E-SB | SB

Tuesday/Thursday, 9:35-10:55

Grise Hall, Room 139

## INSTRUCTOR INFORMATION

Instructor:	Marcus Brooks, PhD (He/Him)
E-Mail:	<a href="mailto:Marcus.Brooks@wku.edu">Marcus.Brooks@wku.edu</a>
Student Hours:	Tuesday/Thursday: 1:00-2:30 or by appointment: <a href="https://calendly.com/marcus-brooks-1/30min">https://calendly.com/marcus-brooks-1/30min</a> <sup>1</sup>
Office Location:	Virtual Appointments Upon Request at: <a href="https://wku.zoom.us/j/6748454505">https://wku.zoom.us/j/6748454505</a> Grise Hall, Room 114

## COURSE DESCRIPTION AND OBJECTIVES

We are living through difficult times. There is social, political, cultural, economic, and environmental unrest and anxiety at a global scale. But we are not the first people to live through social, political, and economic conflicts, pandemics, climate disasters, and other sorts of social issues. The societies and people who have lived through, and even thrived, in response to these kinds of problems have imagined many ways to confront them. We have access to the knowledges and experiences of these people and can look to them to help us think about the different ways we can approach the problems we are confronted with today. These proposed solutions range from reactionary to neoliberal movement actions. In this course, we will focus on *social justice*, its history, standpoints, and practices, as one way of confronting social problems and working towards freedom for all people.

In this course you will learn:

- 1) the fundamental theories and histories of social justice.
- 2) how social justice perspectives and strategies compare to other proposed solutions to social problems.
- 3) about the kinds of problems that the social justice approach addresses.
- 4) about different strategies used in social justice-oriented problem-solving methods.
- 5) how to work collaboratively within a framework of communal accountability with your peers.

I use two framing perspectives in developing this course: **engaged pedagogy** and the **active learning** approach. Engaged pedagogy is an approach of mutual learning and growth. This means that we all, including myself, will learn from each other. And instead of me being the “expert” in the room, I am the facilitator of our shared learning project. The active learning approach means that everyone is expected to engage critically with course material, and we will focus on understanding and practical application of what we cover.

By the end of this course, you will be able to:

- 1) Explain the historical and theoretical roots of the Social Justice perspective.

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<sup>1</sup> Please wait for personal confirmation from me before locking the meeting into your calendar.

- 2) Identify and describe the major conceptual frameworks that drive the Social Justice perspective.
- 3) Identify the tools and strategies used in social justice work – both in communities and in the academy.
- 4) Identify and engage with criticism and critiques of the Social Justice perspective.
- 5) Present your analysis of course content in a team-based format using technology and visual aids.

## COURSE REQUIREMENTS

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### Technology

All course material (including readings, exams, assignments, and submissions) are housed on Blackboard. So, while this is an in-person class, you are required to have access to Blackboard, as this is where you will access readings and submit assignments. Note that this is a mostly paper-free course, so I will not be handing out physical copies of course materials (you are free to download materials and bring them with you to class) – if you have an accessibility need and require physical copies of course material please let me know and we can set up an accommodation.

If you do not have access to a personal computer, WKU Information Technology Services has computer labs on campus. [For information on lab location and hours, visit their page here.](#)

TopperTech offers computer repair and rental services. [Information about these services is available here.](#)

### Limited Use of AI Permitted:

You will get out of this class what you put into it. AI tools, like ChatGPT can be great resources for learning more about a topic, having complicated texts translated into legible language, or working through ideas. That being said, use of AI is strongly discouraged and USE OF AI TO COMPLETE ASSIGNMENT IN WHOLE IS PROHIBITED. Use the resources available to you. But don't use them so much that you rob yourself of your own education. Deeping knowledge comes deep learning – which requires that you engage with, struggle with, and work through complicated ideas and concepts.

### Course Texts

You are not required to purchase any texts or other media for this course. All material is available to you via PDF on Blackboard or I provide links them.

While you are not required to purchase texts there are several that I use, and you are encouraged to add them to your library. If you prefer to purchase full texts, either physical or digitally, below is a list of texts used in the course:

- brown, adrienne maree. 2020. *We Will Not Cancel Us: And Other Dreams of Transformative Justice*. AK Press.
- HoSang, Daniel Martinez. 2021. *A Wider Type of Freedom: How Struggles for Racial Justice Liberate Everyone*. University of California Press.
- Joshi, Khyati Y.2020. *Look Inside White Christian Privilege The Illusion of Religious Equality in America*. NYU Press.
- Rothman, Noah. 2019. *Unjust: Social Justice and the Unmaking of America*. Regnery Gateway.
- Schweik, Susan Marie. *Look Inside the Ugly Laws Disability in Public*. NYU Press
- Spade, Dean. 2020. *Mutual Aid: Building Solidarity During This Crisis (and the Next)*. Verso Books.

- Vaid, Urvashi. 2012. *Irresistible Revolution: Confronting Race, Class and the Assumptions of Lesbian, Gay, Bisexual, and Transgender Politics*. Magnus Books.

**E-Mail/Contact**

All e-mail communication should go through the WKU domain (.edu). Don't e-mail me from your personal, i.e. non-university e-mails; I will not respond. I will never e-mail you from an address other than my university address: [marcus.brooks@wku.edu](mailto:marcus.brooks@wku.edu).

Since e-mail is my primary way of keeping in contact with you outside of class, please check your e-mail regularly. I check my e-mail often, so you should receive a timely response to any messages (I commit to responding to any messages within 24 hours, not counting weekends and holidays). I ask that you check yours often, so you do not miss any important class information or updates.

**Attendance**

This class meets twice a week for 15 weeks, with some exceptions – which are noted on the course calendar. You are expected to attend each of the class meetings, because participation in class activities will count toward your final grade in the form of participation points. If you are not in class on the day the participation points are allocated, you cannot make these up. That being said – you will not be penalized for missing class sessions. I understand that sometimes life happens, and you may have to miss class. If that happens, you are not required to supply supporting documentation. If you are habitually absent from class, I may reach out to you personally to discuss why you are not attending class and to work through solutions. Note that for required documentation purposes, I will take attendance during each class meeting.

**Assignments**

1) Course Journal (15x5)	75 points
2) Annotated Bibliography	50 points
3) Participation	75 points
4) Group Project	150 points
5) Mid-Term	25 points
6) Final Exam	50 points
	425 possible points

**1) Course Journal (5 points each, 75 total):** I will post question/discussion prompts for each of the reading/viewing/listening assignments on Blackboard. This is not a discussion board, so your responses will not be visible to your classmates. These posts are designed to show me that you have engaged with the course material and to get you thinking about how you want to engage with discussions that will come up during class. There will be a total of 20 journal prompts, you are only required to do 15 of them. **Journal posts are due by the beginning of each corresponding class meeting.** *Extra Credit Opportunity:* You can earn an additional 2 points per post, up to 10 points, if you go over the 15 required.

**2) Annotated Bibliography (50 points):** You will be expected to create an annotated bibliography of course readings. These documents will be very helpful for your final group projects.

**3) Participation (75 points):** Instead of gaining or losing points for attendance, there will be certain – unannounced – days when we will do class activities, and everyone present will earn participation points. This is your incentive to come to class regularly, without penalizing you if you *need* to miss a session.

**4) Group Project (150 points):** You will create a multimedia project in small groups that you will present at the end of the course. Your final grade for this project will be assigned by your group mates using a peer assessment model.

**5) Mid-Term (25 points):** Do from home.

**6) Final Exam (50 points):** In-Class, November 26.

## **CLASSROOM CLIMATE**

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### **Content and Conversations**

I hope this to be an engaging, informative, and fun classroom experience for everyone. But be advised that we will be engaging with many difficult and controversial topics – some of which you may have strong feelings and thoughts about. The goal of this class is to learn about social justice approaches to problem solving. We are not here to make personal attacks on each other, but to work through these ideas. As you will come to learn in many of the readings, many, many people have been wrestling with these difficult conversations for a long time, and there is still not a single, right answer. While you may experience discomfort, feel personally called out, or feel angered by material covered in this course you should not leave any class session or the end of the semester feeling that the lesson is that “those people” are bad and the cause of your problems. **Put another way, if you feel or think that course material is telling you to feel hatred, resentment, disgust, or shame, toward any person or groups of people (whether you are a member of that group or not) then you are not understanding the course material. If this is the case let me know and we can have a personal or class discussion.**

In the spirit of giving each other grace and space, and the freedom to explore, try out, and be wrong, let’s approach discussions and assignments in good faith and let’s assume the best of each other. This is not the place to sling insults at each other over differences in opinion. We all have values and ideas about the world based on our upbringing, and we all have something to learn from each other. In the spirit of “calling in”, **let this statement from the organizer and activist adrienne maree brown guide us: “We won’t end the systemic patterns of harm by isolating and picking off individuals, just as we can’t limit the communicative power of mycelium by plucking a single mushroom from the dirt. We need to flood the entire system with life-affirming principles and practices, to clear the channels between us of the toxicity of supremacy, to heal from the harms of a legacy of devaluing some lives and needs in order to indulge others” (2020:8).**

### **Special Note on E-Mail, Grading, and Journal Responses**

Please trust my best intentions when giving you written feedback. When I end a statement with a “.” or “ ¶ ” I am just signaling the end of my thought and am in no way trying to be passive aggressive or shady. I don’t want this or any other miscommunication to sour your experience of this class. As I am always reminded, I am not young or cool, and since we are of different generations we will communicate differently. Trust me, when I have critical feedback to give you about your work, it will be direct.

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## **Classroom Technology Use**

You are free to use smartphones and laptops for classroom purposes, i.e. taking notes and doing research. I hope that you find the class interesting and worth your time, so that you aren't using your devices to pass the time. Either way, I am not here to police your personal technology use, but do not let your technology use distract your peers from being present in the class. If your technology use causes consistent distractions to others, then I will ask you to limit or stop your technology use in the classroom.

## **Academic Honesty**

WKU takes a strong stance against academic misconduct. Academic Misconduct includes, but is not limited to, plagiarism, cheating, and fabrication. Academic Misconduct: Plagiarism, cheating, fabrication, or facilitating any such act. For purposes of this section, the following definitions apply: (1) Plagiarism: The adoption or reproduction of ideas, words, statements, images, or works of another person as one's own without proper acknowledgement. (2) Cheating: Using or attempting to use unauthorized materials, information, or study aids in any academic exercise. The term academic exercise includes all forms of work submitted for credit or hours. (3) Fabrication: Unauthorized falsification or invention of any information or citation in an academic exercise.

To be clear: going online and using information without proper citations, copying parts of other student's work, creating information for the purposes of making your paper seem more official, or anything involving taking someone else's work without proper attribution is academic misconduct. If you have a question about an assignment, please contact me to clarify. All cases of academic misconduct will be reported to the Office of Academic Affairs for violating the academic honesty requirements in the student handbook. They may also result in failure for the course.

## **Grade Disputes**

All grades will be available on Blackboard. If you think there is a problem with one of your grades, please reach out and let me know. Depending on the nature of the dispute I may ask you for an in person meeting to discuss the situation.

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## **INFORMATION AND RESOURCES**

### **WKU Statement on COVID-19**

All students are strongly encouraged to get the COVID-19 vaccine. In accordance with WKU policy, all students must call the **WKU COVID-19 Assistance Line at 270-745-2019** within 4 hours of testing positive for COVID-19 or being identified as a close contact to someone who has tested positive. The COVID 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 federal, state, and local public health entities.

Please refer to the Healthy on the Hill website for the most current information:

<http://www.wku.edu/healthyonthehill>.

### **ADA 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](mailto:sarc.connect@wku.edu). Please do not request accommodations directly



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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 Executive Director, Office of Institutional Equity/Title IX Coordinator, Ena Demir, 270-745-6867 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.

### **WKU Writing Center**

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 (<http://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](mailto:writingcenter@wku.edu)).

### **Election and Voting Information**

Tuesday, November 7 is election day. For information on voter registration and participation, visit the WKU voter resource page. Voter registration deadline: Monday, October 7, 2024.

### **Student Resources**

Support Resources:

WKU Food Pantry

Emergency Student Assistance

Center for Literacy

Counseling Center

Conflict Resolution Resources:

Student Academic Complaint Procedure

Student Ombuds Officer

Student Legal Services

WKU Police Department

Misc. Resources:

WKU All Gender Bathroom Directory

Intercultural Student Engagement Center (ISEC)

Kentucky Museum

**Full List of Student Resources**

## COURSE CALENDAR<sup>2</sup>

<b>Week 1: Introduction</b>	<b>Having Difficult Dialogue</b>
<b>Tuesday (08/20)</b>	<b>Thursday (08/22)</b>
Introductions & Syllabus Review	Read: Young and Davis-Russell - <i>The Vicissitudes of Cultural Competence Dealing with Difficult Classroom Dialogue</i>

### CORE CONCEPTS IN SOCIAL JUSTICE

<b>Week 2: Justice</b>	<b>Freedom</b>
<b>Tuesday (08/27)</b>	<b>Thursday (08/29)</b>
Read: Michael Sandel – <i>Justice</i> (Chapter 1: Doing the Right Thing)	Read: Hosang – <i>A Wider Type of Freedom</i> (Preface and Chapter 2)
<b>Week 3: Oppression</b>	<b>Analyzing Oppression</b>
<b>Tuesday (09/03)</b>	<b>Thursday (09/05)</b>
Read: Young - <i>Five Faces of Oppression</i>	Read: Collins - <i>Toward a New Vision: Race, Class, and Gender as Categories of Analysis and Connection</i>
<b>Week 4: What is Social Justice?</b>	<b>Principles of Social Justice</b>
<b>Tuesday (09/10)</b>	<b>Thursday (09/12)</b>
Read: Bell – <i>Theoretical Foundations for Social Justice Education</i>	Read: Miller – <i>Principles of Social Justice</i> (Chapter 1: The Scope of Social Justice)

### EXPLORING TOPICS IN SOCIAL JUSTICE

<b>Week 5: Movement for Queer Rights</b>	<b>Reproductive Justice</b>
<b>Tuesday (09/17)</b>	<b>Thursday (09/19)</b>
Read: Vaid – <i>Irresistible Revolution</i> (Chapter 1: Still Ain't Satisfied)	Read: Bloomer et al. – <i>Reimagining Global Abortion Politics</i> (Chapter 7)
<b>Week 6: Class Inequality and Justice</b>	<b>Disability and Social Exclusion</b>
<b>Tuesday (09/24)</b>	<b>Thursday (09/26)</b>
Read: Mantsios – <i>Class in America</i>	Read: Schweik – <i>Ugly Laws: Disability in Public</i>
<b>Week 7: Illusion of Religious Equality</b>	<b>Voting Justice</b>
<b>Tuesday (10/01)</b>	<b>Thursday (10/03)</b>
Joshi - <i>White Christian Privilege</i> (“Introduction”)	Read: Webster - <i>Social Justice and Voting Rights in the South</i> KY Voter Registration Deadline: Monday, October 7, 2024

<sup>2</sup> Course content is subject to change. If I do make a change, I will send an announcement to the class and update the syllabus on Blackboard.

**Week 8: Fall Break****Tuesday (10/08)**

No Class

**One Last Topic in Social Justice****Thursday (10/10)**Read: Jampel – *Intersections of Disability Justice, Racial Justice, and Environmental Justice***SOLUTIONS AND DOING SOCIAL JUSTICE WORK****Week 9: Social Justice Praxis****Tuesday (10/15)**Read: Harro – *The Cycle of Liberation***Thursday (10/17)**

No Class: Mid-Term

Mid-South Sociological Association (October 16-19)

**Week 10: Allyship****Tuesday (10/22)**Read: Sumerau et al. - *Constructing Allyship and the Persistence of Inequality***Mutual Aid****Thursday (10/24)**Read: Dean – *Mutual Aid* (Intro, Chapter 1 & 2)**Week 11: Mutual Aid****Tuesday (10/29)**Read: Dean – *Mutual Aid* (Intro, Chapter 3 & 4)**Restorative & Transformative Justice****Thursday (10/31)**Watch: [What is Transformative Justice?](#)Read: brown – *We Will Not Cancel Us* (Chapter 3: Unthinkable Thoughts)**Week 12: Election Day****Tuesday (11/05)**

Election Day – No Class

**Criticism of Social Justice****Thursday (11/07)**Read: Rothman – *Unjust* (Intro and Chapter 4)Watch: [PragerU – What is Social Justice?](#)**GROUP PRESENTATIONS AND FINAL EXAM****Week 13: Group Project Work****Tuesday (11/12)**

Work with group on presentation (in-class optional).

**Group Project Work****Thursday (11/14)**

Work with group on presentation (independent work).

**Week 14: Groups Presentations****Tuesday (11/19)**

Groups (1-4)

**Groups Presentations****Thursday (11/21)**

Groups (4-8)

**Week 15:****Tuesday (11/26)**

Final Exam - In Class

**Thursday (11/28)**

Thanksgiving – No Class

Last Modified 1/8/24

**English 295: Popular Culture & Gender: Signs and Narratives**  
3 Credits in GWS minor; Film major/minor; DCS major, Connections (Social/Cultural)

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"Simply put, feminism is a movement to end sexism, sexist exploitation, and oppression." ~ bell hooks  
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**Professor:** Dr. Hall

**E-mail:** dawn.hall@wku.edu

**Office Phone:** 745-8944

*Best way to reach me is through e-mail*

**Office:** Cherry Hall 106

**Office Hours:** Zoom App by request

Wed. 11-2:30pm CST

**Texts and Materials:**

**Required:** Trier-Bieniek, Adrienne and Patricia Leavy. *Gender & Pop Culture: A Text-Reader*. 2<sup>nd</sup> Ed.

Rotterdam: Sense Publishers, 2020. Print. ISBN: 978-90-04-41156-2

<https://brill.com/edcollbook/title/55935?language=en>

**Provided:** Sonia Maasik and Jack Solomon's *Signs of Life In the USA: Readings on Popular Culture for Writers* // Harris, Anita. *Future Girl: Young Women in the Twenty-First Century*. (found in our BB site)

**e-books:** bell hooks, *Feminism is for Everybody* // Karen Hollinger, *Feminist Film Studies* (found in our BB site)

**Course description:**

Through the study of signs and narrative structures, this course investigates contemporary Western popular culture's concepts of gender. To investigate contemporary Western popular culture we will use semiotic and narrative theory and then apply these theories to advertising, film, television, and music. Students will analyze, discuss, and write about the role of gender in contemporary Western popular culture from a variety of theoretical lenses including semiotics, structuralism, cultural theory, psychoanalytic approaches, and feminism. With its interdisciplinary approach, the course will explore how constructions of gender are reflected and shaped through and in film, television, advertising, and other forms of media. Students will utilize texts and/or topics to analyze how values and concepts of identity are constructed. At the end of each unit, students will demonstrate their ability to apply theoretical concepts and course content to cultural texts.

**Save all written work**

A good paperback dictionary and a <b>handbook for MLA reference</b> .	Flash Drive (jump drive, or thumb drive so you can save all your work).
3 Ring Binder: Print the syllabus and assignment schedule, and keep them in your binder. Whole punch your papers and keep your notes in a binder to stay organized.	An updated home computer with quick internet connection for online work. Microsoft Word is used for all paper handouts/downloads. Blackboard will be our course site.

**Diversity Statement:** Respect for Diversity is crucial in my class. My intent in this course is that students from all diverse backgrounds and perspectives be well-served by this course, that students' learning needs be addressed both in and out of class, and that the diversity that students bring to this class be viewed as a resource, strength and benefit. It is my intent to present materials and activities that are respectful of diversity: gender, sexual orientation, disability, age, socioeconomic status, ethnicity, race, culture, perspective, and other background characteristics. Your suggestions about how to improve the value of

diversity in this course are encouraged and appreciated. Please let me know ways to improve the effectiveness of the course for you personally or for other students or student groups.

### **Student Learning goals:**

By the end of this course, you should be able to analyze, discuss, and write about popular culture from a variety of theoretical lens: feminist, cultural, psychoanalytic and semiotic. We will be exploring how advertising, film, TV and music reflects and shapes our experience with gender, race, and class. Throughout the course, ask yourself how your life experiences relate to our texts or topics and then analyze how your values and self-identity were created.

I want our class to develop a friendly and helpful reading/writing community. In order to maintain and build our community, your full participation is vital for the entire semester. As with any subject, the more effort you put into this course the more knowledge you gain from it.

Learning Outcomes Include:

- describe the ways in which popular culture creates and perpetuates ideology around/about gender identities
- analyze the effect on society and the individual of multiple popular cultural narratives
- provide close textual readings of a range of texts to encourage understanding of the interconnections between Western popular culture and the global community
- develop critical thinking skills through analysis and synthesis of cultural texts

### **Distribution of Points: Tentative Assignments – Still Adjusting**

Quizzes	60pts	= 6 @ 10pts each (covers readings)
Discussion Board Postings	70pts	= 7 @ 10pts each (covers readings/films)
Journal Responses to Media:	45pts	
Film Group Project	80pts	(see grade criteria)
Music-Album Art Analysis	50pts	
<i>Participation</i>	50pts	(timely DB postings, consistent engagement, group work)
Final Essay Exam	50pts	
	<b>Total:</b>	<b>455pts</b>

Grading Scale: 100-90 = A 89-80 = B 79-70 = C 69-60 = D 59-0 = F

If your goal is to achieve honors grades (A or B), you will want to do more than the minimum. Push for depth and breadth in your written work, and come prepared so you can ask questions and contribute to class and group discussions.

**Extra Credit:** GWS and English Dept. events for Spring 2024 (two events 10pts each / 20pts Max) Write a two page reflection about the experience and attach in BB.

### **Assignments**

#### **Writing Format:**

Anything written for this class should be typed, doubled spaced in a font that is no larger than 12 point Times New Romans, have 1 inch margins, and be set in a **clear readable** font. *Follow MLA standards when citing sources.* At the top left hand corner should be your name, class and section number, and the date (double spaced).

***Blackboard Postings over Readings and Films:*** (Post on Discussion Board; **ONE** Post--100 words min)

On days dictated by the syllabus, you will need to respond to your readings and classmates' opinion using Blackboard. Read everyone's comments and then 1) **respond to some one's ideas** and 2) **add your own critical thinking** to the mix (all in one post). Discuss the article's meaning, writing style, opinions, and theories with your classmates online, and then be prepared to share those ideas in class. The purpose behind these conversations is to stimulate thoughts and ideas about the day's topic and to help you think critically about your readings

These postings will be **due the day indicated on the syllabus using CST**. Your postings will show the date & time, so make sure you've posted by the deadline. *If there is a problem with BB, e-mail me, and I will take typed responses up in class OR, better yet, send them to me via e-mail BEFORE we meet as a class!!*

**Explanation of Grade Criteria—use as guidelines when you reply and discuss your thoughts)**

ACM= needed to address a specific classmate

SA=needed to address something specific from text

EX=needed to expand on ideas and/or length issues

CT=work on critical and insightful thoughts/comments and/or support your ideas further

***Informal Journals:***

Reference one of our readings from the week by quoting and making connections/applying ideas to and discuss the assigned film. Pull applicable quotes from our readings to apply.

Journals are (approx) one-page, typed responses to the film indicated on the syllabus. This response should explain your reaction to the film, application of current readings/theories, and analyze some specific scenes for a close reading/analysis of film (NOT FILM SUMMARY). (More detail is provided in our BB site; please review it.)

**Film/Media Group Project (ppt)**

You will work with your group to create a virtual presentation over one of our films. **Refer to handout for more detailed information.**

***Informal Writing Assignment:*** 50pts (More detail is provided in our BB site; please review it.)

**TV/Music Unit : Album Art Analysis**

Browse online to look at album art. Pick one cover and use the theories we have been discussing in class (feminist, semiotics, psychoanalysis, etc.) to break down the images and discuss their cultural meaning. Look up the date of publication and discuss the historical implications of the time; how did the time period affect the images and vice versa. You will be mixing historical and cultural ideas in your analysis so make sure you think about politics and social policies that could connect to the art/album you select. Cite any sources you use with a Works Cited page (MLA Style) and in-text citations whenever you discuss something (quote/paraphrase/summarize) that is not your original idea. **AS ALWAYS**—connect your points back to ideas and topics related to our class.

## *Course Policies*

**Participation/Discussion:**

With online assignments, if you aren't participating, you can't earn a grade. There is a difference in excited, informed, and engaged participation verses slapping words up on a discussion board to meet a deadline. Interacting through postings and assignments over the readings are essential to your learning. Consistently good contributions/participation will make the difference with borderline grades.

All assignment should be completed and ready to be discussed on the date indicated on the course schedule. You are expected to be prepared to discuss all assigned writings, readings, and participate in discussion boards in a timely manner; do not wait until the day it is due to start. You will lose points if you wait to post in DB until the last minute, turn in assignments late, don't

communicate concerns or problems in a timely manner (don't wait until due date to communicate issues), and show an overall lack of preparedness in regards to readings, films, or directions to postings (repeatedly).

**Honor Code:** As an instructor, I want to believe and trust that my students are being honorable. In an effort to be honorable, honest and fair to other classmates, I ask that we all go by the honor system while working on this course. That means not cheating in any form while engaged in quizzes, exams or postings. Cheating will result in a grade of F for the course  
**Plagiarism:** Plagiarism is a serious offense, which can result in a grade of F for the course. Plagiarism occurs when a student misrepresents the words or ideas of others as her/his own. Please read the section on Plagiarism in the Student Handbook carefully. If you have any questions about this while you are trying to incorporate the work of others into your papers, please ask me for help.

**Communication:** "Ask Dr. Hall" on the class discussion board is a place to "raise your hand in class" and ask me a question. If you ask a question and I haven't responded within 48 hours, please send your question in an e-mail to me.

"The Water Cooler" is a place set aside for you all to discuss any type of issues as you would before and after a f2f class. If you want to set up a study group, need to announce a happy event in your life or want to share a current news event, the Water Cooler is the place to post.

How, when, and where we communicate is a very important part of the course. You will need to become familiar with where I post my feedback to your group discussions and assignments. I will read but not respond as much on your group discussion boards. I place a lot of value on student-to-student discussion and communication and just because I'm not posting, doesn't mean I'm not observing and reading. If I don't respond to your postings on your group discussion board, don't worry that something is wrong, it is only that I want to see if you all can generate meaning from the readings in your groups.

**Disruptive Behavior Policy:** Remember typing is very different from speaking. Your typing can be misunderstood as rude, impolite, or hurtful because we can't see nonverbal body language. Here are some tips on how to get your message across respectfully.

Do:

- be clear and thorough
- think before you hit submit (could your words misconstrued)
- reread everything you type
- use spell check always
- if you want to convey an emotion use ☺ or type lol (laugh out loud)
- be respectful always

Don't

- start flaming (Flaming can be defined by making pointless or hurtful messages or just posting to see your own typing. Flamers are often banned or ignored in a forum or chat room. An online argument that becomes nasty or derisive, where insulting a party to the discussion takes precedence over the objective. Urban Dictionary.com)
- disagree without explaining why and giving proof from our readings to back up your ideas
- type hurtful things
- go too long without asking a question if you are frustrated

Behaviors that disrupt the sharing of knowledge will invoke one e-mail or phone warning; if repeated, said student will lose 10% off their final grade (equivalent to one grade level) and then the said student may be removed from the course. If you need to clarify a point, ask me via e-mail or phone. I want you to be successful in this course, but I will not allow your peers to be in a disruptive learning environment.

**Late Work policy:** (Blackboard postings, etc.)

If you do not turn a posting or a writing assignment into me when it is due, (whether the due date is stated in class or listed on the syllabus) you will lose all the points automatically. If you know you are going to miss a deadline, then communicate with me and we will work something out.

**Late Writing Assignments:**

I will only accept one late writing assignment per student and after that I will not take other late assignment. No assignment will be accepted if it is more than a week late (5 days).

**ONLY ONE CHANCE FOR A LATE WRITING ASSIGNMENT:** If you have extenuating circumstances, on the day the assignment is due (broken leg, car wreck), I will take your paper, but a letter grade will be deducted for each day it is late, starting 5:00 pm the day it is due. Five points will be deducted for assignments turned in late, on the day it is due. You have until 5:00 pm the day it is due to turn it in with only a 5 point deduction.

**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.

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**ADA Accommodation Statement**

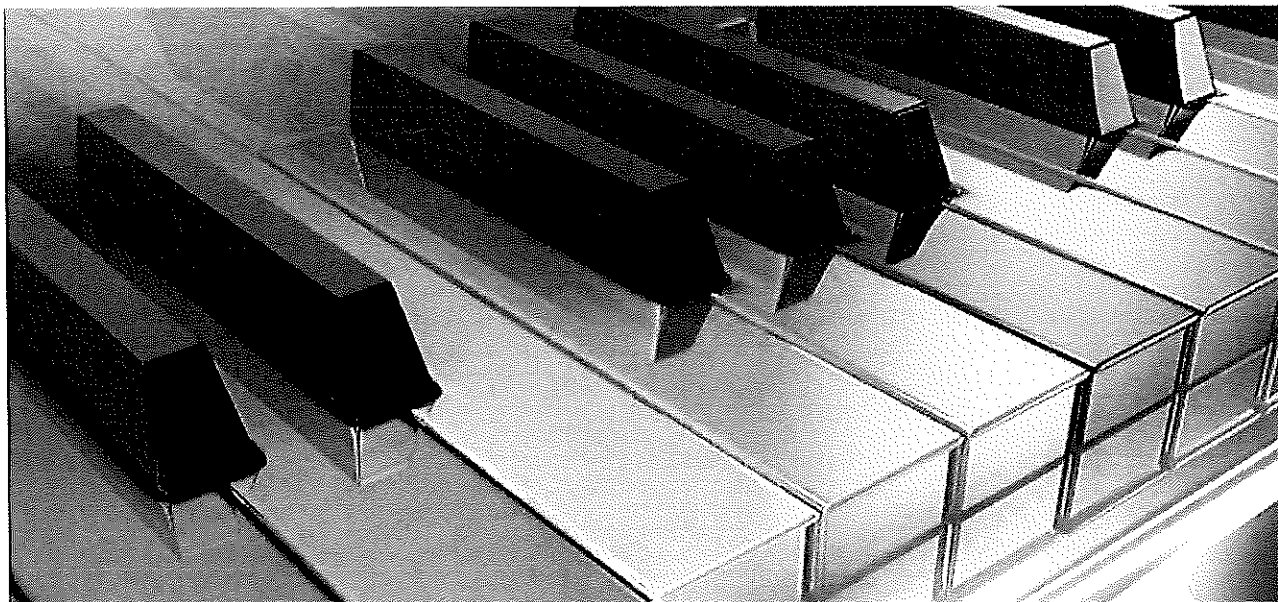
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MUS 324/ENG 324

Queer Music

3 credits – Spring 2024

**Official Course Description:** A survey of music and lyrics created by, about, and for the LGBTQIA+ community, including historical, social, economic, cultural, and political influences on the development of queer music. The course content will focus on musical works based on literature, including vocal, choral, theatrical, and film music from antiquity to the present day. Students will study music as a system and explore how queer artists have shaped this system over time.

**Course Overview:** In its examination of queerness in literary-based music from antiquity to the present day, the course draws from the humanities disciplines of history, sociology, literature, anthropology, music, theater, and film. Students will examine a variety of texts and musical scores to map the ways the system of music has been affected by race, class, sexuality, gender, and nationality. Specifically, this course explores the impact of queer composers, queer performers, and queer audiences upon the systems of music composition, performance, and consumption.

**Course Prerequisites:** n/a

**Instructors:** Dr. Nikolai Endres (*he/him*)  
[nikolai.endres@wku.edu](mailto:nikolai.endres@wku.edu)

**Office Hours:** by appointment  
Cherry 133A

Dr. Matthew Herman (*they/them*)  
[matthew.herman@wku.edu](mailto:matthew.herman@wku.edu)

**Office Hours:** M/W/F 9:00-10:00 am  
T/Th 8:30-9:30 am  
FAC 329

Vaughn Hayes (*he/him*)  
[tyler.hayes882@topper.wku.edu](mailto:tyler.hayes882@topper.wku.edu)

**Office Hours:** by appointment  
Cherry 7G

### Required Texts:

*The Love Songs of Sappho*, translated by Paul Roche (Signet) ISBN-13: 978-1573922517

Thomas Mann, *Death in Venice*, translated by Clayton Koelb (Norton) ISBN-13: 978-0393960136

### Colonnade Connections Course: Systems Student Learning Outcomes:

Students who complete this course will:

1. Compare the study of individual components to the analysis of entire systems.
2. Analyze how systems evolve.
3. Evaluate how system-level thinking informs decision-making, public policy, and/or the sustainability of the system itself.
4. Describe the interaction between sexuality/gender and the systems of music and literature.
5. Apply course concepts to issues relevant to their academic disciplines.

### Grading Policy:

A	90-100%
B	80-89%
C	70-79%
D	60-69%
F	0-59%

### Grading:

Participation	25%
Reading/Listening Quizzes	10%
Presentations	25%
Papers	40%

**Participation:** As this is primarily a discussion class, participation is imperative. Be prepared to ask questions, to challenge assumptions, and to discuss your ideas. Participation should not be confused with attendance, for which you receive no credit. After six (TR) or nine (MWF) absences, you will be dropped from Topnet (because missing one fourth of the class, you cannot possibly meet its learning goals).

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Week 2: Voices from Lesbos

Week 3: Cloistered Voices

Week 4: Handel and the Castrato; **Paper 1 Due**

Week 5: Opera

Weeks 6 and 7: *Death in Venice* – Novella, Movie, Opera

Week 8: Musicals I

Week 9: Musicals II; **Paper 2 Due**

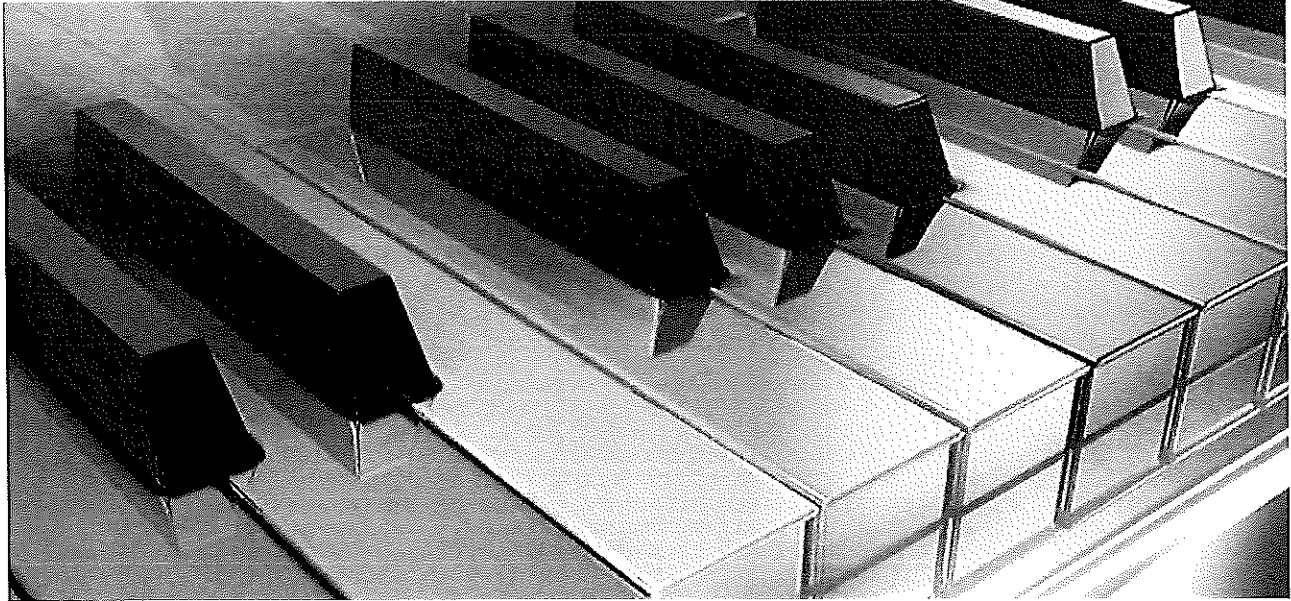
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MUS 324/ENG 324

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3 credits – Spring 2024

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**Office Hours:** by appointment  
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Week 4: Handel and the Castrato; **Paper 1 Due**

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Week 8: Musicals I

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Week 10: Spring Break

Week 11: Disco and AIDS

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Week 14: Country and Bluegrass

Week 15: Catching Up; **Paper 3 Due (last day of class)**



## 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](mailto: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 (9<sup>th</sup> 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.

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### 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.

**ENG497G – Women’s Literature**  
Asynchronous Online Web Course

**Instructor:** Dr. Kristi Branham  
**Email:** kristi.branham@wku.edu  
**Office Hours:** 11a-1p Tuesday and by appt.  
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**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](mailto: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/](http://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](mailto: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](mailto: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/](http://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.



**ENG497G – Women’s Literature**

Asynchronous Online Web Course

**Instructor:** Dr. Kristi Branham**Email:** kristi.branham@wku.edu**Office Hours:** 11a-1p Tuesday and by appt.**Office:** CH 117**English Dept. Phone:** (270) 745-3043

If particular care and attention is not paid to the ladies, we are determined to foment a rebellion, and will not hold ourselves bound by any laws in which we have no voice or representation.

--Abigail Adams, second First Lady of the United States, 1776

After I’ve lied and told the whole world I’m happy and I’m okay [...] now I’m telling you the Truth. I’m so angry it’s insane.

--Britney Spears, Princess of Pop, 2021

**Required Texts:**

- Cather, Willa. *My Antonia*.
- Chopin, Kate. *The Awakening*.
- Cisneros, Sandra. *Woman Hollering Creek*.
- Morrison, Toni. *Beloved*.
- Other readings available on course site (See course schedule and Blackboard site for details)

**Catalog Course Description:** ENG 497. WOMEN’S LITERATURE. (3) Prerequisites: Colonnade Category F-AH. Study of the literary history, criticism, and theory of women’s writing, with an emphasis on American and British writers.

**Course Overview:** In this course, we investigate the term (and course title) “women’s literature” using a feminist methodology. We ask how adding the word “women’s” changes our ideas about and expectations for “literature.” Our investigation takes as its object of study *US women’s literature* from the twentieth century (1890-1990). We read fiction, poetry, and prose from a representative collection of American women writers. We progress through the following questions: What is *literature*? What is *women’s literature*? What is *American women’s literature*? Themes include the literary canon, history of literary studies, authority and authorship, women’s work and caring labor, and American mythology.

**COURSE REQUIREMENTS:** Students must satisfactorily complete the following requirements in order to pass this course. Please remember that if you’re having difficulties, speaking with me is the best way to resolve them.

The breakdown of your final grade is as follows:

Discussion Board .....	220
Trading Cards .....	150
Source Share .....	150
Final Analysis Essay .....	200
<b>Total Points.....</b>	<b><u>720</u></b>

**Discussion Board (Db):** Discussion board participation requires one original post (OP) and one reply post (RP) for a minimum of 400 words **each week** unless otherwise noted in the course schedule. Original posts must demonstrate familiarity with the week’s assigned readings. Original posts should

include (1) a brief summary of the readings, (2) critical analysis of a theme, issue, or pattern within the reading, and (3) discussion of connections to previous readings. Original posts should include short quotations to support your analysis and the complete bibliographic citation at the end of the post. Reply posts must be in response to a classmate's original post and should address a critical claim or argument found in the original post. Discussion of readings and replies to others' comments are the single-most important ongoing requirement of this course. You absolutely must schedule your participation in such a way that others have a chance to reply to you and you have a chance to reply to them.

**Women Writers Trading Cards:** In groups of 2-3, students will be responsible for sharing with the class a two-slide Powerpoint trading card for any US or North American "woman writer." Groups will begin by selecting an image of the writer from the World Wide Web. Using this image as inspiration, each group will cull significant information, "stats," about the writer to include on the writer's trading card. Trading Cards must include brief biographical information, list of important works, context and influence, 1-2 important quotes, and an image of the writer. I'll set-up a discussion board forum for groups to share trading cards with the class. The group post must include a brief paragraph that describes the choices made to create the trading card and a link or attachment to the group's completed trading card. (150pts)

**Source Share:** Each student will locate an academic journal article on one of the assigned women writers and/or an assigned reading to summarize and review for the class. I'll set-up a discussion board forum for students to post their article reviews. Reviews must include the complete bibliographic citation in MLA format, overview of author/author's credentials, a brief summary of the article's main argument, brief discussion of connection to course material, and a short critical review of the article. (150pts)

**Final Analysis Essay:** Students will compose a literary analysis essay about one of the main themes we have talked about in this course. The essay must include a close reading of at least one assigned reading. The final essay should focus on at least one of the authors or assigned reading studied during the semester and include secondary sources. **Undergrad requirements:** 5-6 pages/1 academic source. **Graduate requirements:** 7-9 pages/3 academic sources. (200pts)

**Emergencies:** In the event of an emergency, do your best to contact me (email, phone, fax, snail mail). Continue to make reasonable independent efforts toward course completion as per the syllabus. Have a back-up plan for Internet access in case your computer fails.

### COURSE POLICIES

**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 in failure of the assignment and for especially egregious cases in failure of the course. Please refer to the course's Statement on Academic Integrity and the *WKU Student Handbook* for more information.

**Late Assignments:** Assignments submitted after the due date will be penalized one letter grade for each business day it is late. Assignments late more than five business days will receive minimal partial credit.

**Email and Office Hours:** I will use WKU's Blackboard and email systems to communicate with students outside of class. These communications will range from class announcements to suggestions for supplemental readings. Students will be responsible for information posted on the course Blackboard site and sent via email. In addition, the best way to contact me outside of class is via email at [kristi.branham@wku.edu](mailto:kristi.branham@wku.edu). Understand, however, that I need 24 hours to respond to email.

**Incompletes**

Typically, incompletes will not be granted for any 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.

**Important Semester Dates**

Last day to add a class or drop a class without a grade: January 23.

Last day to opt out of Big Red Backpack: January 26.

60% point: March 15.

Last day to drop a class with a W: March 28.

**UNIVERSITY POLICIES****Regular and Substantive Interaction (Online Courses)**

The U.S. Department of Education requires that distance education courses must include regular and substantive interaction between students and faculty. For more information about Regular and Substantive Interaction at WKU, please visit the Regular and Substantive Interaction in Online and Distance Learning webpage. In this course, regular and substantive interaction will take place in the following ways:

- Faculty participation in weekly discussion boards,
- Weekly announcements, and
- Timely and detailed feedback on assignments provided within one week of submission.

**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](mailto: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.

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Western Kentucky University  
Diversity in Early Childhood Programs  
Applied Human Sciences Department  
FACS 292 / Fall, 2024  
**Syllabus subject to change at professor's discretion.**

**Professor:** Dr. Darbi Haynes-Lawrence  
Applied Human Sciences  
1906 College Heights Blvd #11037  
Bowling Green, KY 42101-1037

**Online Office Hours:** Mon/Weds 7am-10am

**E-mail:** [Darbi.haynes-lawrence@wku.edu](mailto:Darbi.haynes-lawrence@wku.edu)

**Phone:** 270-745-2525

This syllabus is for TOPNET purposes only. A detailed syllabus outlining the course is available to students registered in the class, on the first day of class. This syllabus is available via Blackboard.

**Required Reading:**

Howard, V.F., Williams, B., Miller, D., & Aiken, E. (2014). *Very young children with special needs: A foundation for educators, families and service providers*. (5th Ed.). Pearson: Boston, MA. ISBN#: 9780133399929

**Course Description:** This course focuses on developing and enhancing the knowledge and skills to work with children and families from diverse developmental, cultural, racial, and socio-economic backgrounds. The exploration of the challenges families face in living in a diverse society and who have a child with special needs will also be reviewed. Implications of diversity for practice with various populations are emphasized throughout the course. Influential theories and relevant research, for professionals working with young children and families, are discussed.

**Pre-Requisites:** FACS 191

**Course Objectives with Student Outcomes:** After participating in this course, students should:

1. Have knowledge of the laws, regulations, and policies governing young children, including those with disabilities and those who are culturally diverse
  - By the end of the semester, the students will be able to apply the above to real life settings.
2. Have examined attitudes and beliefs of families and professionals concerning disabilities and diversity
  - By the end of the semester, the students will be able to critique and interpret these attitudes and beliefs.
3. Know the types of programs serving young children who are disabled and / or diverse
  - By the end of the semester, the students will be able to articulate and describe multiple programs serving young children who are disabled and / or diverse.
4. Have examined an overview of the major types of disabilities and the most prevalent cultures
  - By the end of the semester, the students will be able to evaluate and critique the major types of disabilities.
5. Learn communication methods across cultures and families of children with disabilities
  - By the end of the semester, the students will be able to evaluate and critique communication methods across cultures.
6. Describe the various professional and systems that support individuals with disabilities across the lifespan.
  - By the end of the semester, the students will be able to articulate and describe multiple programs serving young children who are disabled and / or diverse.
7. Use appropriate language when discussing, writing about, and interacting with people who have disabilities.
  - By the end of the semester, the students will be able to articulate and write using appropriate person first language.
8. Develop a method for educating others about various disabilities and cultures
  - By the end of the semester, the students will be able to describe methods for educating others about various disabilities.

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**Grading Policy**

I grade on a percentage scale based on your total number of points compared to the total number of points available for the class as follows:

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

- If you have questions or concerns about an assignment, you should contact me immediately. Please keep track of your assignments and keep me on task with grading. **Always make a back-up copy of your work!**
- Your individual grades are available to you from the course grade book. If you have any questions about your grade please contact me.
- Your quizzes will be automatically graded, and you should receive a score immediately.
- When determining final grades, I do not give grades; students *earn* their grades.
- I round grades at the .5% and higher. For example, if you have an 88.5%, that rounds to an 89%.

## WKU syllabus policies:

1. Class attendance policy
2. Title IX/Discrimination & Harassment
3. ADA Accommodations
4. Plagiarism Policy
5. WKU Syllabus statement for face coverings
6. Writing Center assistance
7. Incomplete policy
8. Withdrawal policy

### 1. Class Attendance for Online Courses:

**Class attendance is critical for success! Attendance policies not only apply to face-to-face classes, but they also apply to semester-based web classes.**

- Registration in a course obligates the student to attend regularly. In a semester-based online class, this means signing into Blackboard for class review and/or participation at least twice each week. While On Demand classes do not have an attendance policy, we recommend setting a calendar based on your goals and adhering to that calendar, as there are time limits for course completion.
- Students enrolled in FACS 395 online who, without previous arrangement with the instructor, fail to login to Blackboard during the first week of classes **will be** dropped from the course.
- Nonattendance does NOT release students from the responsibility to officially drop any course for which they have enrolled and chose not to complete.
- Students wishing to change their schedule or add/drop a class, may do so during set time periods. Students enrolled in face-to-face, and term-based web courses should follow the dates published in the academic calendar. Those enrolled in On Demand courses should adhere to the On Demand timeline.

### 2. Title IX/Discrimination & Harassment

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

### 3. 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](mailto: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.

### 4. Plagiarism Policy:

Plagiarism is a serious offense and is considered an act of Academic Dishonesty. The academic work of a student must be his/her own. Students who commit any act of academic dishonesty may receive from the professor a failing grade. The faculty member may also present the case to the Office of the Dean of Student Life for disciplinary sanction. This is in accordance to the Western Kentucky University student handbook:

- <http://www.wku.edu/coursecatalog/index.php?subcategoryid=106>
- Cheating in any form will not be tolerated. The policy for academic dishonesty will be followed.
- Student papers will be checked using plagiarism detection software.
- Should I learn, after an assignment has been graded, that a student has cheated in any form, I reserve the right to change that specific assignment grade to a failing grade. The student will also fail the course.

### 5. WKU Syllabus statement on face coverings in classroom:

Out of respect for the health and safety of the WKU community and in adherence with the CDC guidelines, 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 to face coverings must be determined by the Student Accessibility Resource Center and documented before a student may attend class.

## 6. Writing Center Assistance:

The Writing Center on the Bowling Green campus is offering **only** remote assistance to writers during the covid-19 pandemic. WKU students may 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](http://www.wku.edu/writingcenter)) for making online synchronous (Zoom) or asynchronous (email) appointments. Students may also get short writing questions answered via email; just put "Quick question" in the subject line to ([writingcenter@wku.edu](mailto:writingcenter@wku.edu)).

The WKU Glasgow START Center/Writing Center will be offering writing tutoring sessions in synchronous online format as well as in person, by appointment only. 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/>.

## 7. Incomplete:

A grade of "X" (incomplete) is given only **when a relatively small amount of work is not completed** because of illness or other reason satisfactory to the professor. A grade of "X" received by an undergraduate student will automatically become an "F" unless removed within twelve (12) weeks of the next full term (summer term excluded.) An incomplete must be removed within this twelve-week period regardless of whether the student is registered for additional work in the next term. A grade of "X" received by a graduate student, with the exception of thesis courses or similar projects, will automatically become an "F" unless removed within twelve (12) weeks of the next full term (summer term excluded). A student should work with the professor who assigned the incomplete on an independent basis in order to complete the necessary assignments. The grade of "X" will continue to appear as the initial grade on the student's transcript, along with the revised grade. A grade of incomplete is not used under any circumstances as a substitute for "F" or "W."

## 8. Withdrawal from the University

For various reasons it is occasionally necessary for a student to withdraw from the University. Prior to the midpoint of the semester, students may use TopNet to withdraw. After the midpoint of the semester, the student should report to the Office of the Registrar to initiate withdrawal procedures. Students leaving the institution without an official withdrawal will receive failing grades in all courses in which enrolled and endanger their future status in the institution. Students withdrawing after the midpoint of the semester, a bi-term or comparable period during the summer session must consult with their professors as to the withdrawal grade. The official date of the withdrawal is the date the withdrawal is processed on TopNet or the written notice is received in the Office of the Registrar. Students wishing to return to WKU at a later date must submit an application for readmission prior to the deadline for submitting applications.

# **FOLK STUDIES 280: CULTURAL DIVERSITY IN THE UNITED STATES**

## **FALL 2024**

Tuesday & Thursday 2:20 pm-3:40 pm  
FAC 249

### **Dr. Ann K. Ferrell (she/her)**

E-mail: [ann.ferrell@wku.edu](mailto:ann.ferrell@wku.edu)

Office: FAC 272, phone (270) 745-5896

**Office Hours** (in my office or on Zoom):\* Tuesday, Wednesday, and Thursday 12:30-1:30, and by appointment.

### **Course Description & Objectives**

*Cultural Diversity in the United States* shows students how to interpret and understand the multicultural nature of American society in a globalized world, with an emphasis on varieties of cultural expression, custom, and worldview as practiced by cultural groups of many different kinds. This course fulfills the requirements for a Connections course (Social/Cultural) under the Colonnade plan. It will help students to meet this Colonnade education goal: *an appreciation of the complexity and variety in the world's cultures*, as well as the following Connections goals: *Analyze the development of self in relation to others in society, examine diverse values that form civically engaged and informed members of society, evaluate solutions to real-world social and cultural problems.*

FLK 280 also counts as an elective for the Folklore Minor and several other majors and minors.

### **Course objectives support Colonnade goals in the following ways:**

- \* *Cultural Diversity in the United States* will prepare students to understand basic concepts such as culture, ethnicity, cultural diversity, and methods of ethnographic research.
- \* Students will learn to recognize the contributions to American culture and society of a variety of social or cultural groups and the ways in which these groups are related and interdependent. These may include "racial" groups, immigrant/refugee or ethnic groups from many parts of the world, as well as groups defined by religion, social class, gender, occupation, disability, age, region, subculture, sexual orientation or other factors.
- \* Students will also learn to identify ways in which one culture or group may be favored over another, including racism, ethnocentrism, stereotyping, prejudice, discrimination, sexism, colonialism and various forms of privilege. Students will learn to recognize that members of all cultures tend to take much of their own culture for granted, and that there is a need to examine one's own culture critically before one can understand other cultures.

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\* "Office hours" sounds really formal, but it is really just the times that you can count on finding me in my office. You can stop by with a question about an assignment, to talk about something we've discussed in class (or anything related), to talk about the folklore minor (or anything related), etc.



\*Students will explore critically how we respond to cultural differences in our lives, examine our own cultural biases and assumptions, and practice cross-cultural communication skills.

In the 21<sup>st</sup> century, cultural diversity in the United States is increasing rapidly in a variety of ways, as are the opportunities for Americans to interact with people from diverse countries and cultures. Dealing with diversity in a positive and flexible way is a crucial skill in the modern world.

**In addition to these goals and objectives...**

My goal in this class, as in all my classes, is to create a space in which everyone feels welcome, included, and heard. We each come here with a range of identities that together make us unique individuals based on gender identity, sexuality, race, ethnicity, socioeconomic class, physical and mental health and ability, educational background, religious and spiritual beliefs, political perspectives, age, and other factors. I acknowledge, and I ask you to also acknowledge, that our identities do not exist apart from ideas about these identities ascribed by others. I hope that this class will be a safe space in which we can discuss these things together. I am also available to discuss them one-on-one during my office hours or another time that we agree upon together.


This class will sometimes deal with controversial issues and/or issues that may relate to trauma, including materials that may be disturbing, offensive or inflammatory in content (e.g., racist, sexist, homophobic). The intention is not to promote such attitudes, but because such attitudes are often passed on and validated through folklore, we are here in part to understand the realities of American (and world) cultures. You are encouraged to express thoughtful opinions, but also to listen respectfully to others and to seriously consider points of view that differ from your own. Let's work together to make this a space of openness and respect.

**Course Requirements**

Quick quizzes (Blackboard)	10%
Mini-Tests (2)	10%
Midterm Exam	20%
Final Exam	20%
Short papers (3)	30%
Participation	10%
<b>TOTAL</b>	<b>100%</b>

*I will announce and post opportunities to attend on-campus events for extra credit.*

## Course Readings

There is no book to obtain for this class. *All readings are available on Blackboard (BB) or elsewhere online via a link* [  ]. My commitment to you is that I will not assign readings that are not discussed in class; if, as may happen, we do not get to all the day's readings, we will return to them either the next class period or at a later date. *In return*, I expect you to commit to coming to each class prepared to discuss and ask questions about the readings. This means that you must read all assigned readings prior to the date listed on the syllabus. This also means that you must have the readings for the day with you as we will refer directly to the texts under discussion.

## Blackboard Gradebook

Grades will be recorded in the Blackboard Gradebook and will be available once all students' grades are posted. Please note the Blackboard gradebook provides a total based on points you have earned so far, and it does not account for assignments that are not yet due. The "total" does not necessarily reflect your current average in the class. I do not calculate grades until the end of the semester, but you may use the grade distribution table in this syllabus to calculate your grade as it stands at any point during the semester based on the grades you have received so far.



## Quick Quizzes, Mini-Tests, and Exams

**Quick Quizzes** will be short and taken on Blackboard. These quizzes will help you and me feel confident that you are keeping up with readings and class discussions. They will be multiple choice, fill-in-the-blank, and/or true/false questions.

All Mini-Tests and exams will be given in class on the dates listed in the course schedule.

**Mini-Tests**, the **midterm exam**, and the **final exam** will consist of a combination of multiple choice, fill-in-the-blank, short answer, and essay questions. **Mini-Tests (2)** will be mini versions of exams, evaluating your comprehension of the course readings, films, and lectures, while also giving you practice for the midterm and final exam. You must be prepared to demonstrate an understanding of the terms and concepts as they relate to the readings, class discussions, films, and other course activities. This means that in order to do well on these exams, you must attend class and keep up with the readings, films, lectures/discussions, and all other aspects of this class. The final exam will be cumulative.

## Short papers

There are three short papers (2-3 pages) that provide you with the opportunity to reflect on the concepts discussed in this class. You will receive a separate handout with instructions for each paper, and you will submit them via Blackboard (due dates are listed in the course schedule).

## Course Policies

### Attendance

Attendance and participation is necessary for your success in this class. Our class time will be spent in discussion of the readings, films, and core concepts. If you are not present, you will miss a lot (and we will miss your perspectives)! 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. You are not required to disclose personal information to me, but communicating with me about absences helps me to work with you to be successful in this class.

### Late papers and exams

All assignments are due on the date indicated. Unless we make a prior agreement, 10% of your grade will be deducted for each day late.

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Students who have willfully plagiarized or otherwise cheated in their academic work may expect an ‘F’ for the course, and they will be reported to the Office of Student Conduct, which is empowered to impose additional sanctions. Plagiarizing or otherwise cheating on degree requirements such as theses and comprehensive exams will result in termination of progress toward the degree.

*Please be aware that assignments are regularly checked with plagiarism detection software.*

We will discuss this policy in more detail as it pertains to assignments. I take this very seriously, and I want to help you to understand and practice the correct use of sources—for use in this and all your classes.

### **Artificial Intelligence (AI) Tools**

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.

### **Communications**

I am aware that technology is changing quickly and that many of you use old-fashioned email less and less. However, there are times when I need to contact you individually or as a class, and I will do so via email. You are responsible for checking your WKU email address and the course Blackboard site on a regular basis.

### **Electronic Devices**

Please silence and stow away all cell phones and other electronic devices before class begins. If you need to have your phone available for emergency purposes (such as calls from childcare or eldercare providers), please speak with me about this. Obviously, you may not use such devices for non-emergency purposes during class at all. The use of laptops for note-taking or viewing the readings electronically 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.

## **Resources**

The following resources are available to you as a WKU student. I encourage you to reach out to me or to the offices listed here with any questions or needs.

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### **Student Disability Services**

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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.

**Additional resources and information can be found here: <https://www.wku.edu/syllabusinfo/>**

# **FOLK STUDIES 280: CULTURAL DIVERSITY IN THE UNITED STATES**

## **FALL 2024**

*This is a fully online, asynchronous course through Blackboard.*

### **Dr. Ann K. Ferrell (she/her)**

E-mail: [ann.ferrell@wku.edu](mailto:ann.ferrell@wku.edu)

Office: FAC 272, phone (270) 745-5896

**Office Hours** (in my office or on Zoom):\* Tuesday, Wednesday, and Thursday 12:30-1:30, and by appointment.

### **Course Description & Objectives**

*Cultural Diversity in the United States* shows students how to interpret and understand the multicultural nature of American society in a globalized world, with an emphasis on varieties of cultural expression, custom, and worldview as practiced by cultural groups of many different kinds. This course fulfills the requirements for a Connections course (Social/Cultural) under the Colonnade plan. It will help students to meet this Colonnade education goal: *an appreciation of the complexity and variety in the world's cultures*, as well as the following Connections goals: *Analyze the development of self in relation to others in society, examine diverse values that form civically engaged and informed members of society, evaluate solutions to real-world social and cultural problems.*

FLK 280 also counts as an elective for the Folklore Minor and several other majors and minors.

### **Course objectives support Colonnade goals in the following ways:**

\* *Cultural Diversity in the United States* will prepare students to understand basic concepts such as culture, ethnicity, cultural diversity, and methods of ethnographic research.

\* Students will learn to recognize the contributions to American culture and society of a variety of social or cultural groups and the ways in which these groups are related and interdependent. These may include "racial" groups, immigrant/refugee or ethnic groups from many parts of the world, as well as groups defined by religion, social class, gender, occupation, disability, age, region, subculture, sexual orientation or other factors.

\* Students will also learn to identify ways in which one culture or group may be favored over another, including racism, ethnocentrism, stereotyping, prejudice, discrimination, sexism, colonialism and various forms of privilege. Students will learn to recognize that members of all cultures tend to take much of their own culture for granted, and that there is a need to examine one's own culture critically before one can understand other cultures.

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\* "Office hours" sounds really formal, but it is really just the times that you can count on finding me in my office. You can stop by with a question about an assignment, to talk about something we've discussed in class (or anything related), to talk about the folklore minor (or anything related), etc.

\*Students will explore critically how we respond to cultural differences in our lives, examine our own cultural biases and assumptions, and practice cross-cultural communication skills.

In the 21<sup>st</sup> century, cultural diversity in the United States is increasing rapidly in a variety of ways, as are the opportunities for Americans to interact with people from diverse countries and cultures. Dealing with diversity in a positive and flexible way is a crucial skill in the modern world.

**In addition to these goals and objectives...**

My goal in this class, as in all my classes, is to create a space in which everyone feels welcome, included, and heard. We each come here with a range of identities that together make us unique individuals based on gender identity, sexuality, race, ethnicity, socioeconomic class, physical and mental health and ability, educational background, religious and spiritual beliefs, political perspectives, age, and other factors. I acknowledge, and I ask you to also acknowledge, that our identities do not exist apart from ideas about these identities ascribed by others. I hope that this class will be a safe space in which we can discuss these things together. I am also available to discuss them one-on-one during my office hours or another time that we agree upon together.


This class will sometimes deal with controversial issues and/or issues that may relate to trauma, including materials that may be disturbing, offensive or inflammatory in content (e.g., racist, sexist, homophobic). The intention is not to promote such attitudes, but because such attitudes are often passed on and validated through folklore, we are here in part to understand the realities of American (and world) cultures. You are encouraged to express thoughtful opinions, but also to listen respectfully to others and to seriously consider points of view that differ from your own. Let's work together to make this a space of openness and respect.

**Course Requirements**

Discussion board (Blackboard)	20%
Mini-Tests (2)	10%
Midterm Exam	20%
Final Exam	20%
Short papers (3)	30%
<b>TOTAL</b>	<b>100%</b>

*I will announce and post opportunities to attend on-campus events for extra credit.*

**Course Readings**

There is no book to obtain for this class. *All readings are available on Blackboard (BB) or elsewhere online via a link [  ].* My commitment to you is that I will not assign readings that are not discussed in class; if, as may happen, we do not get to all the day's readings, we will return to them either the next

class period or at a later date. *In return*, I expect you to commit to coming to each class prepared to discuss and ask questions about the readings. This means that you must read all assigned readings prior to the date listed on the syllabus. This also means that you must have the readings for the day with you as we will refer directly to the texts under discussion.

### **Blackboard Gradebook**

Grades will be recorded in the Blackboard Gradebook and will be available once all students' grades are posted. Please note the Blackboard gradebook provides a total based on points you have earned so far, and it does not account for assignments that are not yet due. The "total" does not necessarily reflect your current average in the class. I do not calculate grades until the end of the semester, but you may use the grade distribution table in this syllabus to calculate your grade as it stands at any point during the semester based on the grades you have received so far.

### **Blackboard Discussion**

Weekly discussion posts will ask you to respond to a prompt about the readings/films/video lectures assigned for the week. You will also respond to at least one discussion post by another student. You must post 10 original posts and 10 replies. More detailed information will be provided the first week of class.



### **Mini-Tests, and Exams**

All Mini-Tests and exams will be taken on Blackboard.

**Mini-Tests**, the **midterm exam**, and the **final exam** will consist of a combination of multiple choice, fill-in-the-blank, short answer, and essay questions. **Mini-Tests (2)** will be mini versions of exams, evaluating your comprehension of the course readings, films, and lectures, while also giving you practice for the midterm and final exam. You must be prepared to demonstrate an understanding of the terms and concepts as they relate to the readings, class discussions, films, and other course activities. This means that in order to do well on these exams, you must attend class and keep up with the readings, films, lectures/discussions, and all other aspects of this class. The final exam will be cumulative.

### **Short papers**

There are three short papers (2-3 pages) that provide you with the opportunity to reflect on the concepts discussed in this class. You will receive a separate handout with instructions for each paper, and you will submit them via Blackboard (due dates are listed in the course schedule).

### **Course Policies**



## **Attendance**

Attendance and participation is necessary for your success in this class. Our class time will be spent in discussion of the readings, films, and core concepts. If you are not present, you will miss a lot (and we will miss your perspectives)! 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. You are not required to disclose personal information to me, but communicating with me about absences helps me to work with you to be successful in this class.

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