

Eastern Illinois University
Revised Course Proposal
EIU 4125G, Cultural Diversity in the United States

Agenda Item #16-55 Effective Summer 2016

Banner/Catalog Information (Coversheet)

1. ☐ New Course or ☒ Revision of Existing Course
2. Course prefix and number: EIU 4125G
3. Short title: Cultural Diversity in the U.S.
4. Long title: Cultural Diversity in the United States
5. Hours per week: 3 Class 0 Lab 3 Credit
6. Terms: ☐ Fall ☐ Spring ☐ Summer ☒ On demand
7. Initial term: ☐ Fall ☐ Spring ☒ Summer Year: 2016
8. Catalog course description: An exploration of ethnicities and cultures of the people of the United States by way of literature read through the lens of current theories of race and identity. WI
9. Course attributes:
General education component: Senior Seminar
☐ Cultural diversity ☐ Honors ☐ Writing centered ☒ Writing intensive
☐ Writing active
10. Instructional delivery
Type of Course:
☒ Lecture ☐ Lab ☐ Lecture/lab combined ☐ Independent study/research
☐ Internship ☐ Performance ☐ Practicum/clinical ☐ Other, specify: _____
Mode(s) of Delivery:
☒ Face to Face ☒ Online ☐ Study Abroad
☐ Hybrid, specify approximate amount of on-line and face-to-face instruction _____
11. Course(s) to be deleted from the catalog once this course is approved. none
12. Equivalent course(s): none

a. Are students allowed to take equivalent course(s) for credit? ____ Yes ____ No

13. Prerequisite(s): completion of 75 credit hours

a. Can prerequisite be taken concurrently? ____ Yes __x__ No

b. Minimum grade required for the prerequisite course(s)? n/a

c. Use Banner coding to enforce prerequisite course(s)? ____ Yes ____ No

d. Who may waive prerequisite(s)?

__x__ No one ____ Chair ____ Instructor ____ Advisor ____ Other (specify)

14. Co-requisite(s): n/a

15. Enrollment restrictions

a. Degrees, colleges, majors, levels, classes which may take the course: any, except Foreign Language majors

b. Degrees, colleges, majors, levels, classes which may not take the course: Foreign Language majors

16. Repeat status: __x__ May not be repeated ____ May be repeated once with credit

17. Enter the limit, if any, on hours which may be applied to a major or minor: ____

18. Grading methods: __x__ Standard ____ CR/NC ____ Audit ____ ABC/NC

19. Special grading provisions:

____ Grade for course will not count in a student's grade point average.

____ Grade for course will not count in hours toward graduation.

____ Grade for course will be removed from GPA if student already has credit for or is registered in: _____

____ Credit hours for course will be removed from student's hours toward graduation if student already has credit for or is registered in: _____

20. Additional costs to students:

Supplemental Materials or Software _____

Course Fee __x__ No ____ Yes, Explain if yes _____

21. Community college transfer:

____ A community college course may be judged equivalent.

x A community college may not be judged equivalent.

Note: Upper division credit (3000+) will not be granted for a community college course, even if the content is judged to be equivalent.

Rationale, Justifications, and Assurances (Part I)

1. Course is required for the major(s) of _____
 Course is required for the minor(s) of _____
 Course is required for the certificate program(s) of _____
 x Course is used as an elective

2. Rationale for proposal :

With the election of a black man as our country's president, widespread celebrations of "Cinco de mayo," and employers that regularly give workshops on "cultural diversity," students may easily believe that we live in a "post-racial society." While students generally know that the social norms of the United States no longer allow people to spout openly racist views, many remain in denial about their own places of privilege and fail to recognize the hidden ways that racism still works in our country. This course attempts to coax students away from a "food and festival" approach to appreciating the diverse identities of people of the U.S., and towards a more nuanced understanding of cultural identity. We will achieve this by examining some basic tenets of critical race theory and critical multiculturalism, then exploring how these are manifested in literary selections and in our own community and lives. Offering this course online will give off-campus students access.

3. Justifications for (answer N/A if not applicable)

Similarity to other courses: n/a

Prerequisites: completion of 75 hours is a university requirement

Co-requisites: n/a

Enrollment restrictions: Students must take a senior seminar from outside of their department, so Foreign Language majors may not use this class as their senior seminar.

Writing active, intensive, centered: This course is writing-intensive. As an on-line course, class discussions are carried out via reflective, informal posts. Several written homework assignments over literary works are required, as well as a self-reflective paper over the student's own cultural identity. The course also requires a formal, analytical paper of at least

3 pages. In addition, at least one assignment is to be revised by the student after it has been read and commented on by the instructor. Well over 35% of the course grade comes from student writing.

4. General education assurances (answer N/A if not applicable)

General education component:

The course successfully fulfills the definition and objectives of a senior seminar in that it takes a cross-disciplinary approach to a topic of major importance; and it encourages self-reflection and synthesis of material learned in both major and general education classes, as well as throughout the students' extra-curricular and social experiences. Activities for the course give students the important practice of communicating in an effective, reasoned, ethical way over topics such as racism, privilege, and cultural/ethnic identity, which regularly inspire irrational discourse that harms human relationships. The ability to carry out a thoughtful and civil dialogue over such issues gives students exceptional preparation for the workplace as well as for responsible U.S. and world citizenship.

Curriculum:

This course is an arts and humanities-centered Senior Seminar. The Senior Seminar level is appropriate because of the amount of work expected and because of the level of critical thinking required in essays and discussion posts. The overall objectives of the course (as well as the objectives for each module) fulfill the Undergraduate University Learning Goals of Critical Thinking, Writing and Critical Reading, Speaking and Listening, and Responsible Citizenship. These goals correspond with the EIU 4125G course objectives as follows:

- Discuss identity in the United States in a socially conscious way using general theories of race and ethnicity. CT-1-6. WR-1, 2, 3, 4, 6. SL-1, 2, 3, 4, 5, 6. RC-1, 2, 4.
- Analyze literary works dealing with ethnic, "racial," and cultural identity in the United States through the lens of critical multiculturalism CT-1-6. WR-1, 2, 3, 4, 6. RC1, 4.
- Articulate your own identity, including sites of privilege, using terms from critical race theories. CT-1-6. WR-1, 2, 3, 4, 6. SL-1, 2, 3, 4, 5, 6. RC-1, 2, 4.

Instruction: Methods of online instruction will meet the needs of students from all majors and from all levels of experience with online courses. Activities are scaffolded so that quizzes and written homework assignments check basic comprehension of texts and documentaries; posts in various formats allow the opportunity for more exploration of the texts and documentaries through informal writing, brainstorming, and the application of concepts to personal experiences; and the formal papers and presentation allow students to demonstrate their mastery of the learning goals. In this sense, all learning activities and assessments help students fulfill the learning objectives of the module, the course objectives, and the indicated university undergraduate learning goals.

Assessment:

The following indicates a sample list of activities that will be assessed to determine the course grade, with sample weights:

Quizzes (basic comprehension of literary texts and documentaries)	13%
Discussion posts	40%
Paper on assimilation (9% first version, 5% revised version)	14%
Written homework assignments (over literary texts)	13%
Self-reflective identity paper	10%
Presentation (on multiculturalism in discipline of student's major)	10%

	Quizzes 13%	Discussion posts 40%	Paper on assimilation 14%	Written homework assignments 13%	Self- reflective identity paper 10%	Presentation (on multiculturalism in student's discipline) 10%
Discuss identity in socially conscious way using theories of race (CT-1-6. WR-1, 2, 3, 4, 6. SL-1, 2, 3, 4, 5, 6. RC-1, 2, 4.)	x	x	x		x	x
Analyze literary works through lens of critical multiculturalism (CT-1-6. WR-1, 2, 3, 4, 6. RC1, 4.)	x	x		x		

Articulate your own identity using concepts from critical race theory (CT-1-6. WR-1, 2, 3, 4, 6. SL-1, 2, 3, 4, 5, 6. RC-1, 2, 4.)	x	x			x	x
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5. Online/Hybrid delivery justification & assurances (answer N/A if not applicable)

Online or hybrid delivery justification: The online version of EIU 4125G is designed to be used with Eastern's course delivery system. All faculty who deliver this course online are/will be OCDI (or appropriate equivalent) trained. NOTE: The course developer is currently enrolled in the Online Course Development Institute and will finish the program well before the May 2016 term. Offering the course online responds to the high demand for senior seminars by students who are off campus during the summer.

Instruction: Learning activities correspond to the learning objectives of each module. They include the use of presentation software, reading assignments, documentary screenings through the course delivery system, and class discussion through prompts and responses.

Integrity: Integrity of student work will be assured in ways appropriate to the assignment. Quizzes and written homework assignments are low-stakes and check basic comprehension of texts and documentaries, and are meant to be completed "open book" or while viewing the video. Both papers and the presentation must be turned in for instructor feedback in parts or steps, allowing the instructor to witness and ensure that the creation of these products is a process and that it is carried out by the student. Students will turn in papers via anti-plagiarism software on the course delivery system.

Interaction: The course delivery system will be used to insure frequent instructor-student and student-student interaction using posts. Students must respond to both instructor prompts as well as to other student posts. Communication will also be encouraged by students' preferred means, including e-mail, Skype, telephone, and synchronous or live "office hours."

Model Syllabus (Part II)

Please include the following information:

1. Course number and title
EIU 4125G Cultural Diversity in the United States
2. Catalog description
An exploration of ethnicities and cultures of the people of the United States by way of literature read through the lens of current theories of race and identity. WI
3. Learning objectives. At the end of the course, students will be able to:

Discuss identity in the United States in a socially conscious way using general theories of race and ethnicity. CT-1-6. WR-1, 2, 3, 4, 6. SL-1, 2, 3, 4, 5, 6. RC-1, 2, 4.

Analyze literary works dealing with ethnic, “racial,” and cultural identity in the United States through the lens of critical multiculturalism. CT-1-6. WR-1, 2, 3, 4, 6. RC1, 4.

Articulate their own identity, including sites of privilege, using terms from critical race theories. CT-1-6. WR-1, 2, 3, 4, 6. SL-1, 2, 3, 4, 5, 6. RC-1, 2, 4.
4. Course materials. Readings available via online pdf files and documentaries on the course delivery system. Sample authors include Sandra Cisneros, Jhumpa Lahiri, and Langston Hughes.
5. Weekly outline of content.

Weeks 1-2. Module 1: Tools for Talking about Race: Some Theoretical Considerations

Module topics/objectives:

- Identify and explain key tenets of critical race theory
- Define “microaggression” and give an example from our community
- Explain how race is constructed socially and give an example from history

Learning activities/assessments:

- POST and RESPONSE over critical race theory introduction and University of Illinois report on microaggression, the article “Current Debates: Race in Sports” or clip from *Hollywood Shuffle*
- 3 QUIZZES (1 per part) over documentary on the course delivery system: *Race: The Power of an Illusion*.

Weeks 3-4 “Indian Country”

Module topics/objectives:

- Define “assimilation” and give an example

- Discuss and critique the role of U.S. government policy in Native American assimilation in the 20th-21st centuries
- Define “othering” and interpret literature by Native American authors that lays bare this process

Learning activities/assessments:

- discussion POST and RESPONSE over Native American boarding schools in reaction to documentary on the course delivery system *Indian Country Diaries: A Seat at the Drum*
- PAPER in dropbox over Native American assimilation
- comprehension QUIZ over poems about “othering” (“Discovery of the New World” by Carter Revard and “[Long Time Ago]” by Leslie Marmon Silko)
- discussion POST and RESPONSE over “othering”
- PAPER revision over Native American assimilation (due date in later module)

Weeks 5-6 Whiteness Studies

Module topics/objectives:

- Define “privilege” and give examples of white privilege
- Define and critique the notion of “color-blindness”
- Identify how white privilege affects you personally
- Analyze literary works that un-cover and make visible white privilege

Learning activities/assessments:

- QUIZ over Tim Wise documentary *White Like Me: Race, Racism, and White Privilege in America*
- QUIZ over Langston Hughes short story “Slave on the Block”
- POST and RESPONSE over Hughes
- HOMEWORK short analysis questions in dropbox over poems
- POST your results of “White Privilege Survey” and RESPONSE

Weeks 7-8 Black Identity

Module topics/objectives:

- Uncover and acknowledge our need to categorize others by reading a literary work
- Evaluate the effectiveness of parody in a play that lays bare the constructed nature of race

Learning activities/assessments

- HOMEWORK (2 parts) in dropbox comprehension questions over *The Colored Museum* by George C. Wolfe
- 2 POSTS and RESPONSES on *The Colored Museum* (context of one section and response to parody)
- QUIZ comprehension of Toni Morrison’s “Recitatif”
- POST and RESPONSE over ambiguity of race of main characters in “Recitatif”

Weeks 9-10 Asian American Identity

Module topics/objectives:

- Differentiate between some Asian-American populations in the U.S.
- Recognize the ambiguity of notions of “race” and “ethnicity” in a literary work by an Asian American
- Analyze the interplay between race and privilege in a literary work by an Asian American
- Define “orientalism” and discuss its presence in a work by an Asian-American author

Learning activities/assessments

- QUIZ over *My America... Or Honk if you Love Buddha* documentary
- HOMEWORK comprehension questions in dropbox over Jhumpa Lahiri story “When Mr. Pirzada Came to Dine”
- POST and RESPONSE over race, ethnicity and privilege in Lahiri story
- HOMEWORK comprehension questions over Maxine Hong Kingston selection “No Name Woman”
- POST and RESPONSE over orientalism in Kingston

Weeks 11-12 “Latino Americans”

Module topics/objectives:

- Relate U.S. foreign and economic policies to immigration from Latin America in the 20th and 21st centuries
- Identify some motives of immigration to the U.S.
- Recognize interplay of ethnicity, identity and gender in literature
- Compare use of parody in works by two authors of different ethnic identities

Learning activities/assessments

- QUIZ over documentary *Harvest of Empire: A History of Latinos in America*
- QUIZ on Sandra Cisneros story “*Bien Pretty*”
- POST and RESPONSE over Cisneros
- QUIZ over Luis Valdéz play *Los vendidos*
- POST and RESPONSE over parody in Valdéz and Wolfe

Week 13 Invisible Identities

Module topics/objectives:

- Define and list examples of invisible identities in the U.S.
- Recognize problems of stigma and disclosure and how these affect identity and daily life
- Explore literature that explicitly engages with themes of invisible identities, such as disabilities and LGBTQ status

Learning activities/assessments

- PRESENTATION over critical multiculturalism in your chosen field of study (just ppt file for now)
- PRESENTATION video due (required for senior seminar)
- POST and RESPONSE over choice of poems over an invisible identity

- HOMEWORK in dropbox, pre-writing exercise for identity paper

Week 14 Intersectionality

Module topics/objectives:

- Define “intersectionality”
- Define “passing” and explain why some people do it
- Use the notion of intersectionality to articulate your own identity
- Analyze literature that treats the interconnectedness of multiple identities

Learning activities/assessments

- HOMEWORK in dropbox over autobiography *Violence Girl: East L.A. Rage to Hollywood Stage, A Chicana Punk Story*

Week 15 Assessments: Student presentations and Watson-Glaser Critical Thinking Appraisal.

Week 16: final exam: final paper in dropbox over student’s own cultural identity(ies)

6. Assignments and evaluation, including weights for final course grade.

The following indicates a sample list of activities that will be assessed to determine the course grade, with sample weights:

Quizzes (basic comprehension of literary texts and documentaries)	13%
Discussion	40%
Paper on assimilation (9% first version, 5% revised version)	14%
Written homework assignments (over literary texts)	13%
Self-reflective identity paper	10%
Presentation (on multiculturalism in discipline of student’s major)	10%

7. Grading scale.

90-100 A	80-89 B	70-79 C	60-69 D	below 60 F
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8. Correlation of learning objectives to assignments and evaluation.

	Quizzes 13%	Discussion 40%	Paper on assimilation 14%	Written homework assignments 13%	Self- reflective identity paper 10%	Presentation (on multiculturalism in student's discipline) 10%
Discuss identity in socially conscious way using theories of race (CT-1-6. WR-1, 2, 3, 4, 6. SL-1, 2, 3, 4, 5, 6. RC-1, 2, 4.)	x	x	x		x	x
Analyze literary works through lens of critical multiculturalism (CT-1-6. WR-1, 2, 3, 4, 6. RC1, 4.)	x	x		x		
Articulate your own identity using concepts from critical race theory (CT-1-6. WR-1, 2, 3, 4, 6. SL-1, 2, 3, 4, 5, 6. RC-1, 2, 4.)	x	x			x	x

Date approved by the department or school: December 9, 2015

Date approved by the college curriculum committee: March 23, 2016

Date approved by the Honors Council (*if this is an honors course*): n/a

Date approved by CAA: April 7, 2016 **CGS:** n/a