COURSE DESCRIPTION

In this course, we will examine a few of the cultures that contributed to the making of America. This class is essentially historical, but one of the aims of this class is to connect this history to our current understanding of “race,” culture, gender, class, and other important areas.

As the Core Course for the Cultures and Communities Program, this course is designed to help students meet certain learning goals:

- Reflect critically on their own cultural identity and background, connecting personal history to larger social and historical forces.

- Identify the major cultural groups in American history and discuss their distinct contributions and principal conflicts, especially as these illustrate the impact of inequalities of access, resources, wealth, and/or justice.

- Distinguish between individual bias and structural oppression, with analysis of specific examples involving diverse social and/or cultural groups.

- Analyze critically the historical and social construction of categories such as “race” and “ethnicity,” their relation to “white privilege,” and their impact on various dimensions of human life, including how such constructions create systematic inequalities between the dominant and the marginalized.

- Articulate principles and methods for community service in a pluralistic society, including how such experiences can reinforce the values of democratic citizenship and cross-cultural understanding.

The primary method for interpreting texts in this class will be how the course information represents scholarly topics in the course material.

We examine how texts and videos represent specific topics or issues because this kind of analysis often results in important insights into literature or film. By examining how texts represent specific issues, we are not imposing an argument onto the texts, making judgments about the texts, or attempting to determine the meaning of a text. Instead we are “hearing” and analyzing what the texts tell us about these issues.

A second reason why I use this method is to emphasize that, in this short class, you are receiving just a small part of a much larger discussion about every issue here. We cannot read three or four pieces of information in a unit and make statements such as “The Oneida believe X” or “African Americans believe Y” because indigenous and African American people have varying
perspectives on every issue. We can say with certainty that this specific “course information represents” a particular issue. But we can’t say that we know what an entire tribe of Indians or an entire segment of the population believes.

PREREQUISITES

• Students must be self-motivated.
• Students must be reasonably proficient with the use of a computer for this class.

To do well in this class, students must do the following:

• Take the time to read the course material
• Write clearly and correctly
• Recall specific information from the readings
• Understand theoretically challenging concepts
• Be willing to look up words that they do not understand in the dictionary from the readings

Students who are not skilled in these areas are advised to take a different class this term.

AGREEMENT WITH COURSE POLICIES

Students should consider the policies of the class carefully before taking the class. For example, if students have difficulty taking timed quizzes, if they feel that making a 9 out of 10 is too high a standard for their work on the quizzes, if they think there are too many reasons that discussion posts might be found unsatisfactory, or if they feel that the one-hour policy between taking quizzes is too severe, they should not take this class. The syllabus is a kind of contract between student and instructor about exactly what is required of student and instructor in this course.

In the past, even though students clearly understand the requirements before they take class, some have later complained that the 9/10 standard is too high for quizzes, or that they should not have to wait an hour between quizzes. Students should know these are not arbitrary decisions by the instructor. They are based on the UPACE model developed at UWM for Psych 101. I use them because the research has shown that students perform better on assessments using this model than they do when taking the course in a classroom.

I urge you to take time to consider whether this type of course accords well with your learning style. Please contact me if you have questions about whether you should take this course.

REQUIRED TEXTBOOK: Available through e-Campus. The Kindle version is fine (and cheaper).


Course Readings are available on UWM’s D2L server: [http://d2l.uwm.edu](http://d2l.uwm.edu)

ONLINE COURSE
This course is based on the UWM’s U-Pace approach, but it is not a U-Pace course. There are significant differences between this course and the standard UWM U-Pace course.

This course will take place completely online. There are no special meeting times or office hours. This online course requires that you be self-motivated and a good time manager. If you are not a good time manager, I would strongly urge you to consider taking a class that occurs in a classroom. The units in this course require a fair amount of time to read, listen, and understand. Try not to put work off your work until the end of the term or you may not achieve the grade you desire.

COURSE DATES

The course begins on Jan 22, 2018 at 9:00 am and ends on May 10, 2018 at 11:59pm. (The D2L site will be turned off at that time.)

HOW TO BEGIN

Before you can begin work on the course itself, you must do the following:

1. Take the syllabus quiz and pass with a 90 percent
2. You must write a short biography

After that, you will have access to the quiz for Unit 1.

You will not see the discussion area in any unit until you have passed the quiz with a 90 percent score.

GRADES

This is a U-Pace type course with 20 units. Your grade will be determined by how many units you complete.

You must complete each unit before you can go to the next unit. To pass the course with a D minus, you must successfully complete at least 10 units (that includes Unit 9). To make an A in the course, you must complete 20 units.

IMPORTANT DEADLINES FOR THIS COURSE

This course has two major deadlines for students:

Students are required to have four units completed by **February 15, 2018**

Students are required to have eight units completed by **April 7, 2018**

If you have not completed the required units by the due date, you will have demonstrated that your learning style is not well suited for the work and you will be asked to drop the course.

In the past, students have said that each quiz+discussion unit can take 2-3 hours to complete, **more if students don’t read the unit information carefully to pass the quiz the first or second times.** So save yourself some time and read the information carefully the first time through.
Do not wait for me to grade your work. (It can take two or three days for me to grade your discussion posts, especially when the course becomes busy toward the end of the term.) Go ahead and move on to the next unit once you have completed a unit.

<table>
<thead>
<tr>
<th>Units</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>0 - 9</td>
<td>F</td>
</tr>
<tr>
<td>10</td>
<td>D</td>
</tr>
<tr>
<td>12</td>
<td>D+</td>
</tr>
<tr>
<td>13</td>
<td>C-</td>
</tr>
<tr>
<td>14</td>
<td>C</td>
</tr>
<tr>
<td>15</td>
<td>C+</td>
</tr>
<tr>
<td>16</td>
<td>B-</td>
</tr>
<tr>
<td>17</td>
<td>B</td>
</tr>
<tr>
<td>18</td>
<td>B+</td>
</tr>
<tr>
<td>19</td>
<td>A-</td>
</tr>
<tr>
<td>20</td>
<td>A</td>
</tr>
</tbody>
</table>

For each unit except Units 9 and 19 (paper units), you must do the following:

- Complete a 10-question quiz with a 90 percent score
- Write three posts to the D2L bulletin board

For Units 9 and 19, you must do the following:

- Write a short paper with a grade of “B” or 85 percent

UNIT REQUIREMENTS
For each quiz+discussion unit, you must do the following:

1: Take the quiz
   Complete a 10-question quiz with a 90 percent score

2. Write three short discussion posts
   - Write a 200-word response to the unit question.
   - Write a question about how the course information represents an issue, and answer the question in 200 words
   - Respond to another student’s question and answer in 100 words.

QUizzes
For all 20 units, you will be assigned two or three pieces of writing and/or documentaries. In addition, you will be expected to view the assigned PowerPoint presentations. Questions (mostly factual) on the quizzes will pertain to the reading, documentaries, and PowerPoint presentations.

Each unit will have its own quiz you must take through the D2L system. Each quiz will have 10 questions; you have six minutes to take the quizzes. You may take the quizzes as many times as you wish, but you must wait an hour between taking any and all quizzes. If you do not wait an hour between taking any and all quizzes — whether you pass the quiz or not — you cannot receive credit for that unit, and there is no option for making up that unit. To pass the quiz, you must get 90 percent correct (9 out of 10).

These 10 questions are randomly chosen by D2L from a pool of questions. Each time you take the quiz, you may get some of the same questions or you may get a completely different set of questions.

Some students must take the quizzes several times before they can get 9 out of 10 correct. Try not to get too frustrated if you do not pass the quizzes right away, and be sure to ask questions on the bulletin board if you do not understand something from the lessons.
If you do not pass after three tries, contact me and I will give you direction.

Three strategies if you have trouble with quizzes:
1. The best way to pass the quizzes on the first try (or with few tries) is to read and study the unit information carefully. If you skim or if you are distracted as you read, you will have a difficult time passing the quizzes.
   - Turn off all devices and read completely without distraction for 25-minute intervals.
2. If you are not 100 percent sure of a quiz answer, jot down the topic so you can study it later in case you need to take the quiz again.
3. If you do not pass after three or four attempts, contact me and I will give you direction.
   - I will not tell you the questions you missed.
   - I will not give answers to specific quiz questions.
   - I will offer you topics and ideas to consider before you take the quiz again.

NOTE: I WILL TRY TO CONDUCT PERIODIC REVIEWS OF YOUR PROGRESS IN THE COURSE. YOU MAY RECEIVE EMAILS FROM ME ENCOURAGING YOU, MAKING SUGGESTIONS, OR ASKING IF YOU HAVE QUESTIONS ABOUT YOUR COURSE WORK.

SHORT PAPERS

Units 9 and 19 are short paper assignments asking you to expand on one of your previous discussion posts about the representation of a scholarly issue.

Unit 9 is required for students to pass the course. (Students cannot skip over it.) Unit 19 is required for students who wish to make an “A” in the course.

1. You may re-write this paper as many times as necessary up to 72 hours before the end of the term. After that, you may hand in papers, but you will not have the opportunity to revise the paper.

2. Since it may take me a few days to get to your paper, you should continue to work ahead after you place your paper in the dropbox.

In the discussion posts, you are asked to find two examples of the scholarly issue.

In your short paper, you are required to find all examples of the issue in the unit and discuss them in three pages. Find similarities/differences in the examples and find patterns in these examples to analyze and explain how the course information represents an important scholarly topic.

For example, if you choose the topic of motherhood, you are required to find all examples of this topic in one unit and then describe how the course information represents these issues.

You will receive detailed instructions on the paper assignment in the documents for Unit 9 and 19. You will also receive a grading rubric so that you understand exactly what is expected from you. My grading of this paper is not particularly subjective: If your paper adheres to the requirements of the assignment
and clearly outlined in the grading rubric, the paper will pass.

**D2L BULLETIN BOARD POSTS**

For each unit of the course, you must submit the following three posts:

- A reply to the unit question – 200 words (not counting quotes or a repeat of the question)
- A post that discussion the representation of an issue in the texts – 200 words (not counting quotes or a repeat of the question)
- Another new post or a reply to a student post – 100 words (not counting quotes or a repeat of the question).

**NOTES:**

1. These three posts must address different topics. You cannot write about the same topic, issue, or subject in your three posts.
2. Do not reply to other students’ discussions of the unit question because you cannot get credit for two posts about the same topic.
3. Write in the discussion box (no attachments).
4. Do not ask questions, rhetorical or otherwise, in the body of the post.
5. Sign your name to all posts

**Reply to the unit question**

Each unit has a question about the unit information. Be sure to answer all parts of the question. If you do not, I will ask you to write your response again.

Click "reply" to this message so the question will be the subject line of your response. (I'll know this is your response to the unit question.) If D2L says that your subject line is too long, cut off the end but keep the first words of the unit question.

Discuss a sentence or phrase from the course material to respond to the following question. Quote the phrase or sentence to begin your response. The sentence or phrase does not count toward your 200 words. Begin your response with the following phrase: “This quote addresses the question because . . .”

Address the writer of the original post by name: “John [or Mr. Johnson], I agree with your discussion . . .”

Sign your own name to all your posts.

**New post about representation**

Your second post will be a question about the representation of an academic issue (not a personage, object, place, or image). These posts are straightforward. To create a question, do the following three
things:

1) You are to choose a one- or two-word academic topic to discuss and explain how you understand the term. (See the many examples below.) Choose one of the topics below or use the topics to help you identify an academic topic to discuss.

2) Next, you should find at least two examples of this topic in the course materials in the unit.

3) Then you will explain how the text represents this topic and gives others better understand the text overall. You must use short quotes and other specifics from the text in your responses.

4. In the subject line of your post, use a variant of the following question:

   How does Takaki represent military power in unit 3?

   How does the video from Unit 5 represent “race”?

   How does the lecture on Unit 6 represent activism?

NOTE: ONE WAY TO FIND A GOOD TOPIC IS TO LOCATE A KEY CONCEPT THAT INTERESTS YOU IN THE WRITINGS OF AN AUTHOR, AND THEN EXAMINE HOW THE AUTHOR USES THIS CONCEPT IN TWO OTHER PLACES IN THE TEXT.

NOTE: IF YOU USE BROAD SUBJECTS SUCH AS CULTURE, POWER, LOVE, RELIGION, TRUST, FREEDOM, YOU MUST ADD A SECOND TERM TO NARROW IT FOR YOUR SHORT RESPONSES (ECONOMIC POWER, JUDICIAL POWER, MILITARY POWER, AND SO ON). PLEASE CHECK WITH ME IF YOU HAVE ANY QUESTIONS ABOUT YOUR TOPIC.

Examples of academic topics:

| "race" (a “racial” group, including Caucasians) | Equality/inequality (social, “racial,” economic) | Morality/ethics |
| A specific human emotion | Feminism | Motherhood |
| Activism | Gender Femininity/masculinity | Nationhood/patriotism |
| Adoption | Genres (autobiography, the novel, short story) | Nature |
| Aging | History (or other field of study) | Non-indigenous identity |
| Alcoholism/alcohol abuse | Honor | Political power |
| Capitalism | Hypocrisy | Progress |
| Assimilation | Indigenous identity | Prophecy |
| Binary oppositions | Indigenous or other language | Racism/discrimination |
| Colonialism Economic power | Justice (legal, individual, social) | Realism/Magic realism |
| Conformity | Law/legal power | Religion (specific denomination) |
| Culture (specific tribe, American, common) | LGBT issues | Religious power, faith, doctrine |
| Disabilities | Madness | Resistance/protest |
| Dreams/visions | Medicine/medical practices | Sacrifice |
| Education (religious, social, formal) | Mixed blood | Savagery/civilization |
| Family | Modernity/primitiveness | Science |
| | | Social class |
| | | Social evolution/ Darwinism |
| | | Social/individual responsibility |
| | | Spirituality |
| | | Success (monetary, social, cultural) |
| | | The body |
| | | Time |
| | | Tricksters |
| | | “The Vanishing Race” |
| | | Verisimilitude |
| | | War |
| | | Work |
| | | Wealth (cultural, material) |
| | | Writing |
| | | Writing (power, act of resistance) |

Please review the following bullet points. You will not receive credit for a discussion post for any of the
following reasons:

• Your posts are not the required word length.
• You repeat information from another post (yours or another student’s post in any unit).
• Your posts overgeneralize from the course information rather than show how the course information specifically represents issues, e.g., “All Indians think X” or “All Oneidas believe Y.”
• You offer incorrect information about the texts.
• You offer information from outside the course materials that is not peer-reviewed (for example, blogs or other web pages that are not subject to peer review -- see note below).
• You discuss the intention of the author of a work of fiction.
• You offer “what ifs” or suppositions (e.g., what if there had been no disease that killed so many indigenous peoples).
• You write questions (rhetorical or otherwise) in the body of the discussion post.
• Your posts do not offer substantial information.
• Your response only wonders about the question or the answer.
• You respond to a question by saying “it’s up to the individual” (see explanation below).
• Your write plot summaries of literary works.
• Your posts are poorly written, especially the problem of repeating information (use proper grammar and punctuation -- no texting abbreviations).
• Your posts are unfocused, moving from point to point without addressing a unifying topic or issue.
• You use overgeneralizations (e.g., applying a cultural aspect of one tribe to all tribes, or you apply a single oral story to determine the values of an entire tribe)
• Your posts are offensive, demeaning, or otherwise improper in a classroom situation.

The following formulations are not acceptable as questions about representations:

<table>
<thead>
<tr>
<th>Question</th>
<th>Reason</th>
</tr>
</thead>
<tbody>
<tr>
<td>What if X happened? What would have happened if X?</td>
<td>Speculation posts are not allowed in this course.</td>
</tr>
<tr>
<td>What should happen about X?</td>
<td>“Should” questions are not representational.</td>
</tr>
<tr>
<td>How does X relate to Y?</td>
<td>This question is not representational and is too broad</td>
</tr>
<tr>
<td>How do you feel about X? What is your opinion about X? Can you relate to X?</td>
<td>This question is not representational.</td>
</tr>
<tr>
<td>How does X affect/impact/influence Y? How does X impact us today? What can Indians teach us?</td>
<td>These questions do not offer a representation of a topic in the unit information. Instead, focus on the unit information.</td>
</tr>
<tr>
<td>“How to” questions. How do we learn about another culture? How do we get along?</td>
<td>“How to” questions are not representational.</td>
</tr>
<tr>
<td>What should have happened in the past or in the future? Or questions asking for moral judgment.</td>
<td>These morality questions do not yield useful representation.</td>
</tr>
</tbody>
</table>

Reply Post

1. Respond to a post (not your own) in 100 words. Offer insights you might have to the posts of others, questions that the original poster may not have considered, or you can offer your own personal experience with the question.

2. Be sure to address the original poster by name and sign your name to every post.
3. Do not reply to a post about the unit question.

D2L Discussion Post Grading -- Pass/Fail (no partial credit)

In general, I am lenient with the grading of these discussion posts. If it is clear that you are putting forth effort -- i.e., posting good discussions of representations of issues, offering good information and analysis (see note below), and responding to other posts in thoughtful ways -- then you will move through the units without too much difficulty.

If your discussion post does not pass for any of the reasons below, you will be asked to delete your old post and write a new post for credit.

These are not revisions. They are re-writes in brand new posts. I don’t grade revised posts because they are not in bold face and I can’t find them easily. If posts are in bold font, I will grade them. If not, I won’t.

NOTE: IF YOU CANNOT DELETE YOUR OLD POST BECAUSE SOMEONE HAS REPLIED TO IT, DON’T WORRY ABOUT IT. JUST WRITE A NEW POST.

Clarification on Key Points

• The problem of repeating information: Students must sometimes must re-write posts because they repeat information in the post. Do not repeat the same information, even if you word the information differently. Each sentence should provide new and interesting or insightful information.

• Why you should not write questions in the body of the post: In the past, the use of rhetorical questions was abused in many posts when students wrote strings of questions instead of offering substantial information. Sometimes students offered posts that were nothing but questions. Rather than trying to decide how many questions in a post are appropriate, I am asking students not to post any questions in the body of the discussion posts. Your posts should offer good information and analysis without using questions, rhetorical or otherwise.

• Why you must write about literature in the present tense: In literary studies, we write about literature as if it occurs in the present tense. Example: “In The Prelude, Wordsworth describes [not described] an intense moment of clarity and insight as he crosses Mount Snowden.”

• Why you cannot use speculation or guesswork posts (“What if” posts): Your posts should not use “what ifs” or speculation. Do not use phrases such as “might have happened” or “could have happened.” These phrases indicate speculation. Instead, you should offer peer-reviewed information and analysis. Speculation or hypothetical posts are not allowed because they yield only guesswork rather than proper research information. You will have a difficult time finding scholarly articles addressing “what could have happened” regarding indigenous issues, or really any field.

• The problem of overgeneralizations (e.g., applying a cultural aspect of one tribe to all tribes,
or you apply a single oral story to determine the values of an entire Indian tribe, all tribes or other cultural groups): It is a mistake to take a particular story or perspective and have it stand for an entire culture. This mistake occurs frequently when students read, for example, a traditional indigenous story and then assume that it represents the overarching values of an entire community or all indigenous tribes. We know that it would be erroneous to assume that a legendary American story (Paul Bunyan, George Washington) stands for the values of all Americans. Most of these kinds of stories are specific to a time and place, and furthermore American culture (and any culture) is far too complex to reduce to one or two values. Perhaps these assumptions about indigenous values exist because people outside these communities believe that all tribal people think the same, but of course they do not. They are quite diverse (and changing) in their views on pretty much all issues.

Another problem with overgeneralization occurs when writers use a single text or a few texts and assume they represent the perspective of an entire “race,” gender, or ethnicity. It’s crucial not to overgeneralize the views of an entire group of people from a few texts.

• **Always write posts to other students on the bulletin board that are appropriate and respectful.** If there are instances of abuse, I will administratively drop you from the course and notify the dean immediately.

• **Why you must always use information from peer-reviewed sources.** Peer review is the standard for information at universities. Good information generally goes through the following process: Research, Analysis, Draft, Peer Review, and Publication. A **peer review means that other professionals in the field have reviewed the information and consider it appropriate for publication.**

Blogs and many web pages – including Wikipedia – do not qualify because they have not passed a peer review of experts in the field. It is true that parts of Wikipedia are copied and pasted from peer-reviewed sources, but it is also true they are often edited in ways that undermine the peer-review process. Newspapers have their own review processes through editors and fact-checkers (although these standards are lessening). Some news organizations do a better job than others in making sure that their published materials provide excellent information. For this class, the information you use must have gone through a peer-review process: for example, you may use articles from highly reputable newspapers, but not Wikipedia, blog posts, or newspaper editorials.

• **Why it is not helpful to use the phrase “It’s up the individual.”**

Saying that opinions are “up to the individual” suggest a kind of proper spirit in assuming that everyone is equal and everyone is entitled to his or her opinion. But in terms of knowledge – whether it is history, the law, medicine, car repair, or literature – all opinions are not equal because some people have expertise where others do not, whether we are talking about literature, cultural theory, or history. Moreover, the turn to the phrase “it’s up to the individual” effectively closes off serious inquiries into, for example, areas of injustice where good research
and analysis are often needed.

**OTHER BULLETIN BOARD USES**

Please check the bulletin board every day. When I post information to the bulletin board, I will assume everyone has read it.

If you have questions about the course that are not personal, please post them to the bulletin board in the appropriate sections: 1) Course Questions 2) Technical Questions. If you have personal questions or problems, please email me.

1) Except for weekends and days with meetings, I will check the bulletin board at least three times a day -- morning, afternoons, and evenings (less often on weekends). I will respond to any of your course questions during those times. Please use the Course Questions section of the D2L discussion area to ask questions about course information if you need help understanding anything, or other general off-topic questions you might have about Indian issues.

2) I will try to help you with technical questions, but you can always get help with computer problems from the Help desk: help@uwm.edu or 414-229-4040

**EMAIL**

For this class, your UWM email address is your official email. You may receive notes from me about your progress, your grades, required corrections to your work, and so on, at your UWM email address. Any information sent to your UWM email address is considered official communication and I will consider the message sent to that address as delivered to you as if spoken to you in person.

**FAQ**

*Why can't I see which answers I got right and wrong on the quizzes?*
This course is designed so that students must know the information well. If you read the texts and listen to the lectures carefully, the answers to the quizzes should be obvious to you without your knowing which you got right and which you got wrong.

*Why do I have to wait one hour between taking quizzes?*
The one-hour wait time raises the stakes when students take these quizzes. When students must wait an hour before taking quizzes again, they take the time to study the material and they get more out of the class.

*How do I know I'm making good progress in the class?* Please check the “grades” section regularly. I try to catch up with grading every day, but sometimes I get delayed for two or three days. Also, consider how far along you are in the units relative to the grade you wish to make in the class.

*What should I do if the computer “freezes” as I am taking a quiz?*
This is highly unlikely since the quizzes contain only 10 items and last six minutes. It is always wise to SAVE your answers as you go. However, if your computer “freezes” while you are taking a quiz, shut down the browser immediately without clicking SUBMIT and immediately log back in and continue the quiz in progress.
How soon can I retake a quiz?
You must wait at least one hour before retaking a quiz. **Do not violate the one-hour wait rule for retakes at any time. If you violate the one-hour waiting period—whether you pass the quiz or not—you can not receive credit for the unit and there is no option for making up that unit.** You may retake a quiz as many times as you wish without penalty to earn the 90% to move on to the discussion area, but you must wait an hour between taking them.

Do I have to wait an hour if I have computer problems?
Computer problems (i.e., computer frozen, etc.) are not valid excuses for violating the one-hour wait rule.

I just read a post that is not X number of words or did not seem good enough to pass.
Answer: It may not have been graded by me or corrected by the student yet.

STUDENTS WITH DISABILITIES

If you have a recognized disability under the ADA, please provide me with documentation as soon as possible from the Student Accessibility Center (Mitchell Hall 112, 229-6287, (http://www.uwm.edu/Dept/DSAD/SAC/). I am happy to provide whatever special accommodations the Student Accessibility Center recommends that will allow you to participate fully and to perform well in this course.

HELP WITH STRESS

Here are some resources if you or someone you know needs help:

Norris Counseling and Consultation Services (weekday business hours, only) – 414-229-4716
The Norris Health Center is open between 8 am and 4:45 pm Monday through Thursday and between 9 am and 4:45 pm on Friday. With the exception of urgent situations, please phone 414-229-4716 to make an appointment in advance.

Students who are currently enrolled for class credits at UWM and have paid the student segregated fee are eligible for services at no cost.

For students who have urgent needs that are not immediately life threatening, brief screening sessions are provided to help stabilize the situation and determine what further services may be necessary. A Norris Health Center counselor is on-call from 8:00 am – 4:00 pm Monday through Thursday and from 9:00 am – 4:00 pm on Friday. An appointment is not necessary, but there may be a wait to be seen if the counselor is occupied with another student at the time of your arrival.

Additional information about mental health resources for students on and off-campus can be found here: UWM Mental Health Resources-For Students, http://uwm.edu/mentalhealth/

For some, the stress experienced can be quite severe. If you or someone you know is feeling suicidal, below are some additional resources:
Columbia-St. Mary’s Emergency Services (24/7) – 414-291-1200
Milwaukee County Crisis Line (24/7) – 414-257-7222
National 24/7 Suicide Prevention Hotlines:
   National Suicide Prevention Lifeline (24/7) – 1-800-273-TALK (8255)
   (TTY Accessible – 1-800-799-4TTY)
   Trevor Lifeline for LGBTQ (24/7) – 1-866-488-7386
   Veterans Crisis Line (24/7) – 1-800-273-TALK, Press 1

ACADEMIC HONESTY

Student academic misconduct procedures are specified in Chapter UWS 14 and Faculty
Document No. 1686 and can be found at
http://www4.uwm.edu/acad_aff/policy/academicmisconduct.cfm

The academic community regards academic dishonesty as an extremely serious matter, with
consequences that range from probation to expulsion. When in doubt about plagiarism, paraphrasing,
quoting, or collaboration, consult with your instructor. Do not cut and paste anything from internet
sources for this class. Do not pass off information as your own from other texts or web pages by cutting
and pasting or by altering them in such a way as to avoid search detection. Students who engage in
plagiarism will receive a recommendation of a failing grade for the course.

INCOMPLETE POLICY

Students will receive “incompletes” in the case of a documented health emergency or other
catastrophic, documented emergency.

To receive an incomplete, students will need to meet with their academic advisor and have their advisor
send me a note letting me know that the student understands the process, the grade implications, and
the responsibilities. Students must also email a copy of a doctor’s note or a copy of documentation for
other kinds of emergencies. You can take a picture of your documentation with your phone and send it
to me if you like.

If your request for an incomplete is approved, you will need to let me know the date of your new
deadline. Choose this deadline carefully because that will be the final deadline. When you are finished
with your work, send me an email letting me know to grade your work; however, it may take several
weeks for me to grade your work because I will be involved with other classes and projects.

Please keep in mind that as you work to finish your “incomplete” I will not be as available to you for help
as I am when the class in is session. Once class ends, I will be working on other projects and I will not be
checking your D2L progress. If you need help with your course work, please contact me and let me
know, but also understand that I might not be immediately available.

UNIVERSITY POLICIES

University policies may be found at the following web address:
http://www.uwm.edu/Dept/SecU/SyllabusLinks.pdf
Policy Links

1. **Students with disabilities.** Notice to these students should appear prominently in the syllabus so that special accommodations are provided in a timely manner.  
   http://www4.uwm.edu/sac/SACltr.pdf

2. **Religious observances.** Accommodations for absences due to religious observance should be noted.  
   http://www4.uwm.edu/secu/docs/other/S1.5.htm

3. **Students called to active military duty.** Accommodations for absences due to call-up of reserves to active military duty should be noted.  
   Students: http://www4.uwm.edu/current_students/military_call_up.cfm  
   Employees: http://www4.uwm.edu/secu/docs/other/S40.htm

   (Editorially Revised, 3/25/09)

4. **Incompletes.** A notation of "incomplete" may be given in lieu of a final grade to a student who has carried a subject successfully until the end of a semester but who, because of illness or other unusual and substantiated cause beyond the student's control, has been unable to take or complete the final examination or to complete some limited amount of term work.  
   http://www4.uwm.edu/secu/docs/other/S31.pdf

5. **Discriminatory conduct (such as sexual harassment).** Discriminatory conduct will not be tolerated by the University. It poisons the work and learning environment of the University and threatens the careers, educational experience, and well-being of students, faculty, and staff.  
   http://www4.uwm.edu/secu/docs/other/S47.pdf

6. **Academic misconduct.** Cheating on exams or plagiarism are violations of the academic honor code and carry severe sanctions, including failing a course or even suspension or dismissal from the University.  
   http://www4.uwm.edu/acad_aff/policy/academicmisconduct.cfm

7. **Complaint procedures.** Students may direct complaints to the head of the academic unit or department in which the complaint occurs. If the complaint allegedly violates a specific university policy, it may be directed to the head of the department or academic unit in which the complaint occurred or to the appropriate university office responsible for enforcing the policy.  
   http://www4.uwm.edu/secu/docs/other/S49.7.htm

8. **Grade appeal procedures.** A student may appeal a grade on the grounds that it is based on a capricious or arbitrary decision of the course instructor. Such an appeal shall follow the established procedures adopted by the department, college, or school in which the course resides or in the case of graduate students, the Graduate School. These procedures are available in writing from the respective department chairperson or the Academic Dean of the College/School.  
   http://www4.uwm.edu/secu/docs/other/S28.htm

---

1 Supplement to UWM FACULTY DOCUMENT NO. 1895, October 21, 1993; Revised March 16, 2006; Revised January 24, 2008; Editorially Revised, 8/26/11.
9. **Other** The final exam requirement, the final exam date requirement, etc.  
   [http://www4.uwm.edu/secu/docs/other/S22.htm](http://www4.uwm.edu/secu/docs/other/S22.htm)

---

**Syllabus Addendum:**  
**Credit Hours**

The university has asked departments to break down for students how much time they will spend working on various aspects of their classes.

As the UW System assumes “that study leading to one semester credit represents an investment of time by the average student of not fewer than 48 hours” (UWS ACPS 4), a 3-credit course such as this one will require a minimum of 144 (3 x 48) hours of your time. You may find it necessary to spend additional time on a course; the numbers below only indicate that the course will not require any less of your time.

If this is a **traditional, or face-to-face** course, you will spend a minimum of
- 37.5 hours in the classroom
- 75 hours preparing for class, which may include reading, note taking, completing minor exercises and assignments, and discussing course topics with classmates and the instructor in structured settings
- 31.5 hours preparing for and writing major papers and/or exams.

If this is an **online** course, you will spend a minimum of
- 37.5 hours reviewing instructional materials prepared by your instructor and placed online
- 75 hours preparing for class, which may include reading, note taking, completing minor exercises and assignments, and discussing course topics with classmates and the instructor in structured settings
- 31.5 hours preparing for and writing major papers and/or exams.

If this is a **hybrid** course, you will spend a minimum of
- 18.75 hours in the classroom
- 18.75 hours reviewing instructional materials prepared by your instructor and placed online
- 75 hours preparing for class, which may include reading, note taking, completing minor exercises and assignments, and discussing course topics with classmates and the instructor in structured settings
- 31.5 hours preparing for and writing major papers and/or exams.

**Notes**
- The breakdown above is for a standard 15-week semester. In a 16-week semester, the numbers breakdown above changes as follows. Traditional: 40 hours in classroom, 80 for preparation, 24 for papers and exams; online: 40 hours of online instruction, 80 for preparation, 24 for papers and exams; hybrid: 20 hours in classroom, 20 for online instruction, 80 hours for preparation, 24 for papers and exams. Again, these are minimums.
- UWM Credit Hour Policy, University of Wisconsin-Milwaukee Faculty Document No. 2838, can be found at [https://www4.uwm.edu/secu/docs/faculty/2838_Credit_Hour_Policy.pdf](https://www4.uwm.edu/secu/docs/faculty/2838_Credit_Hour_Policy.pdf).
The following information pertains to assessment of the GER/CU course, not the students taking the course:

COURSE ASSESSMENT

GER Humanities Syllabus Language
Department of English

General Education Requirement
This course meets the criteria for General Education Requirement Humanities credit at UWM by addressing “questions, issues and concepts basic to the formation of character and the establishment of values in a human context; ... induc[ing] an organic study of letters and knowledge; [and providing] literary, aesthetic and intellectual experiences which enrich and enlighten human life,” as specified in UWM Faculty Document No. 1382. The course uses humanistic means of inquiry, including critical use of sources and evaluation of evidence, judgment and expression of ideas, and organizing, analyzing and using creatively substantial bodies of knowledge drawn from both primary and secondary sources. In addition to addressing other GER Humanities criteria, the course introduces substantial and coherent bodies of historical, cultural and literary knowledge to illuminate human events in their complexities and varieties, and enhances appreciation of literary and other arts by thoughtful, systematic analyses of language and artifacts such as novels, stories and films.

UWM seeks Essential Learning Outcomes throughout the undergraduate curriculum in four key areas: Knowledge of Human Cultures and the Physical and Natural World; Intellectual and Practical Skills; Personal and Social Responsibility; and Integrative Learning. GER courses in particular contribute to these learning outcomes. Student work in GER courses is assessed individually for course-specific outcomes and goals, and holistically as part of departmental self-assessment of learning outcomes throughout the major.

Grading and Assessment

In English 150, students will demonstrate learning outcomes in “Knowledge of Human Cultures” and in “Intellectual and Practical Skills”: by engagement with key questions in literary and other cultural artifacts, and by producing written literary or cultural analysis that reflects thoughtful, informed engagement with source material and standards of evidence and argumentation in humanistic disciplines. This outcome will be assessed through review of papers written in the course, a requirement of all English GER courses, via the rubric which appears on the following page.
<table>
<thead>
<tr>
<th>Grade</th>
<th>Description</th>
<th>Well-organized, even at paragraph level.</th>
<th>Accurate use of citation conventions.</th>
<th>Precise word choices; vivid, fresh language. Avoids wordiness. Informal language only when clearly appropriate. Establishes ethos strongly through knowledge of subject.</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>Highly original. Clear thesis and argument. No factual or logical inaccuracies.</td>
<td>Reader led through a logical sequence; paper stays on topic.</td>
<td>Virtually no mechanical or formatting errors.</td>
<td>Entertains, educates, and makes reader want to know more.</td>
</tr>
<tr>
<td>B</td>
<td>Less original; may have minor factual errors. May use secondary sources uncritically or with mild inaccuracy.</td>
<td>Well-organized, but structure sometimes disjointed.</td>
<td>Some awkwardly worded passages.</td>
<td>Language sometime too general or less precise than the A writing. Enough errors to suggest the paper needs more polish and thought.</td>
</tr>
<tr>
<td>C</td>
<td>Relies more on summary than original interpretation or argument. Restates common or familiar arguments or interpretations uncritically. Secondary sources do not clearly contribute to or support the argument, or may be presented inaccurately.</td>
<td>Basically well organized, though individual paragraphs may be disunified or misplaced.</td>
<td>More frequent awkwardness, with distracting errors, although meaning is clear.</td>
<td>Language is competent but wordy, general, imprecise, or trite.</td>
</tr>
<tr>
<td>D</td>
<td>No original contribution; restatement or misstatement of the ideas of others. Doesn’t interpret, but just repeats or reports.</td>
<td>Poor organization; reader has little sense of a plan even though a thesis or main point is recognizable.</td>
<td>Some sentences may be so confused that their meaning does not clearly emerge.</td>
<td>Words may be imprecise, incorrect, trite, or vague. In general, however, the paper is understandable.</td>
</tr>
</tbody>
</table>
**GER Course Assessment**

All GER courses in the Department require significant student writing, including papers of varying length. The Department samples GER courses in each semester, including primarily papers from the required ENG 215 course, evaluating them on a holistic scale, according to the following rubric:

<table>
<thead>
<tr>
<th>F</th>
<th>Lacks clear thesis or point.</th>
<th>Language muddled and unclear in several spots.</th>
<th>Highly distracting mechanical errors.</th>
<th>Shows little care or attention to detail on the part of the author.</th>
</tr>
</thead>
</table>

1. Work does not meet disciplinary standards for critical analysis, evidence-based argument, and interpretation of literary or cultural artifacts. Work does not meet expectations for clarity of thought and language, and for edited academic prose. Work does not show student awareness of conventions for analysis and expression.
2. [Work quality falls between 1 and 3]
3. Work shows some awareness of conventions for analysis and expression but may contain distracting errors. Work meets some disciplinary standards for critical analysis, evidence-based argument, and interpretation of literary or cultural artifacts, but inconsistent in doing so. Work meets some expectations for clarity of thought and language, and for edited academic prose, but is inconsistent in doing so.
4. [Work quality falls between 3 and 5]
5. Work meets most or all expectations for analysis and interpretation, argues from evidence, and is written clearly and without significant mechanical errors, showing student awareness and achievement the learning outcomes for the course.

Numeric scores are used to generate snapshots of how well GER courses meet the department’s stated learning outcomes and what, if anything, needs to be altered when the course is next offered.

**MINORITY CULTURAL DIVERSITY IN AMERICA**

English 150, “Introduction to American Indian Literature,” focuses on the life experiences of American Indians in literature. Each of the literary texts in this class offer themes, stylistics, and specific cultural elements for students to analyze and to understand. Furthermore, the course will take a careful look at perspectives, world views, methodologies, and philosophic constructs which American Indian peoples use to describe, explain and evaluate their life experiences over time. As a consequence, English 150 will enhance and extend the student's ability to conceive and perceive transcultural similarities and dissimilarities, and make sound empirical as well as normative generalizations about American Indian cultures and their own.

**CULTURAL DIVERSITY COURSE ASSESSMENT**

Cultural Diversity: Race, Ethnicity, and Diversity in the United States includes courses that focus on the experiences of African Americans, Native Americans, Asian Americans, and/or U.S. Latino/as. Courses should also include perspectives on how differences other than race and ethnicity (such as economic class, gender, gender identity/expression, nationality, religion, sexual orientation, etc.) complicate cultural identity categories. While focused on the United States, courses may also include diasporic and transnational frameworks for understanding key topics.
1. Explain how your course fits with the above definition.

   English 150, “Multicultural America,” focuses on the life experiences of American Indians and Indian tribes as they appear in their written literatures. Each of the literary texts in this class offer stories, themes, stylistics, and philosophies for students understand and to analyze, offering the potential for students to gain transcultural experiences about different groups of native peoples.

2. Explain how your course will teach students to understand and analyze the perspectives, world views, methodologies, and philosophic constructs that the group(s) use(s) to describe, explain, and evaluate its/their life experiences over historical time. (This is Cultural Diversity GER criterion 1.)

   This course examines fictional and non-fictional texts written by American Indian writers over the course of history from pre-colonial America to contemporary times. Because these texts are authored by native peoples, they offer particular insights into the philosophical, religious, social, and governmental perspectives of indigenous groups, their cultural and political aims, and their evolving relationship to non-native peoples over time.

3. Select a second criterion from the “Cultural Diversity Criteria” file and explain how your course will allow students to achieve that learning outcome.

   This course address this second criterion: “investigate critically the social, intellectual, and political structures that support oppression based on race, ethnicity, and other human differences.” The literature of native peoples engages the changing perspectives of many Americans about native peoples, including critiques of oppressive discourses and policies that arise from colonialized attitudes about “race” and culture. Fundamentally, native writers frequently argue for equality with non-native people with respect to “race,” culture, governance, art, and other human endeavors.

4. Identify a project or assignment through which students will achieve each of the above learning outcomes. You may use the same assignment for both, if appropriate.

   This class asks students to identify a specific argument or sub-argument in a section of a published writing from a professional journal about a particular native writer. To accomplish this assignment, students must be well versed in the writing, stylistics, and cultural and historical background of the native author. Students must also have a transcultural awareness and understanding of how oppressive discourses based on “race,” culture, and gender, for example, may influence the native writer, the author of the published piece, or their own subject positions in their writing.
5. Explain how you will use the project or assignment to determine if students achieved each of the learning outcomes. Identify the standards and/or submit a rubric* that illustrates how the assessment will be measured.

All Cultural Diversity courses in the Department require significant student writing, including papers of varying length. The Department samples Cultural Diversity courses in each semester, evaluating them on a holistic scale, according to the following rubric:

1. work does not demonstrate the ability to conceive and perceive transcultural similarities and dissimilarities, and make sound empirical as well as normative generalizations;

2. work attempts, but largely does not demonstrate the ability to conceive and perceive transcultural similarities and dissimilarities, and make sound empirical as well as normative generalizations;

3. work demonstrates mixed success with respect to the ability to conceive and perceive transcultural similarities and dissimilarities, and make sound empirical as well as normative generalizations;

4. work largely demonstrates the ability to conceive and perceive transcultural similarities and dissimilarities, and make sound empirical as well as normative generalizations;

5. work is highly successful in demonstrating the ability to conceive and perceive transcultural similarities and dissimilarities, and make sound empirical as well as normative generalizations.

6. Select one goal from the “UW System Shared Learning Goals” file to which your course is applicable, and explain why that is the case. Indicate how you will assess the achievement of that Learning Goal.

English 150 addresses the following UWM System Shared Learning Goal: “Critical and Creative Thinking Skills including inquiry, problem solving and higher order qualitative and quantitative reasoning.” Critical thinking is fundamental to almost every aspect of this course. Students are required not only to learn information about native peoples in this class; they are also required to identify intellectual arguments, to evaluate the strengths and weaknesses of these arguments based on evidence and analysis, and to explain the relevance of these arguments to contemporary issues. Students must demonstrate these critical thinking skills in writing assignments in every unit and for each essay they submit if they wish to pass the course.

*A rubric is a scoring tool that is used to assess student learning. It identifies a set of criteria, and standards for each criterion, that are tied directly to the stated learning objective and that can be used to assess each student’s performance.