



SENATE COMMITTEE ON CURRICULAR AFFAIRS
COURSE SUBMISSION AND CONSULTATION FORM

Principal Faculty Member(s) Proposing Course

Name	User ID	College	Department
ARIANE CRUZ	auc21	Liberal Arts (LA)	Not Available

Academic Home: Liberal Arts (LA)

Type of Proposal: Add Change Drop

Current Bulletin Listing

Abbreviation: **WMNST**

Number: **364**

I am requesting recertification of this course for the new Gen Ed and/or University Requirements Guidelines

This proposal is for prerequisite enforcement.

Message for Reviewers:

Course Designation

(WMNST 364N) Black & White Sexuality

Course Information

Cross-Listed Courses:

AFAM 364N(LA)

Prerequisites:

Corequisites:

Concurrents:

Recommended Preparations:

Abbreviated Title: Blk and Wht Sex

Discipline: General Education

Course Listing: Inter-Domain

Special categories for Undergraduate (001-499) courses

Foundations

Writing/Speaking (GWS)

Quantification (GQ)

Knowledge Domains

Health & Wellness (GHW)

Natural Sciences (GN)

Arts (GA)

Humanities (GH)

Social and Behavioral Sciences (GS)

Additional Designations

Bachelor of Arts

International Cultures (IL)

- United States Cultures (US)
- Honors Course
- Common course number - x94, x95, x96, x97, x99
- Writing Across the Curriculum

First-Year Engagement Program

- First-Year Seminar

Miscellaneous

- Common Course

GE Learning Objectives

- GenEd Learning Objective: Effective Communication
- GenEd Learning Objective: Creative Thinking
- GenEd Learning Objective: Crit & Analytical Think
- GenEd Learning Objective: Global Learning
- GenEd Learning Objective: Integrative Thinking
- GenEd Learning Objective: Key Literacies
- GenEd Learning Objective: Soc Resp & Ethic Reason

Bulletin Listing

Minimum Credits:	3
Maximum Credits:	3
Repeatable:	NO
Department with Curricular Responsibility:	Women's, Gender, and Sexuality Studies (UPLA_WGSS)
Effective Semester:	After approval, the Faculty Senate will notify proposers of the effective date for this course change. Please be aware that the course change may not be effective until between 12 to 18 months following approval.
Travel Component:	NO

Course Outline

A brief outline or overview of the course content:

This course uses a range of interdisciplinary material (scholarly texts, film, and video) to introduce students to how dichotomies (binary thinking) shape our understanding of the diversity of human sexuality e.g., black vs. white, male vs. female, heterosexual vs. homosexual, masculine vs. feminine, normal vs. abnormal, natural vs. unnatural, right vs. wrong, sacred vs. profane, high vs. low, public vs. private, etc. By deconstructing the discourses surrounding sexuality in our readings, class discussions, and writing, we will develop a more complex and nuanced understanding of sexuality. The title of this course, "Black & White Sexuality," is a double-entendre that highlights the constricted and racialized ways in which people generally view sexuality in the United States.

A listing of the major topics to be covered with an approximate length of time allotted for their discussion:

- 15 Weeks of Content:
- Introduction to Course: week 1
 - Introducing the Terms of Sexuality: Theoretical Perspectives: week 2
 - Deconstructing Sex: week 3
 - Constructions of Sexuality, Race, & Gender & White Privilege: week 4
 - Black/White Interracial Intimacies: Historical Prohibition and Taboo: week 5
 - Historical Legacies of Sex, Race, and the Body: week 7
 - Deconstructing Dualisms: Transsexuality: week 8
 - Re-Orientating Sexualities, Contesting Categories and Challenging Heterosexism: week 9
 - More Than a Hook Up: Sexual Violence, Consent, Queerness, Heteronormativity, and College Sexuality: week 10 & 11
 - Black Female Sexual Politics: week 12
 - Sexual Pleasures: week 13
 - Problematizing Pornography: week 14
 - Sexual Labors: Sex work and Sex Tourism: week 15

Course Description:

This course explains how narrow, "black and white," ways of thinking limit our understanding of the diverse expressions of human sexuality. The course title's double meaning also references the various ways that sexuality is socially constructed in relation to race. For example, we will explore how stereotypical beliefs about the sexuality of people of African descent persist in the United States and have been legitimized historically by various cultural discourses, social institutions, and academic fields. Course assignments will require us to rethink and challenge what we understand as "sexuality" and consider its many influences like race, gender, class that shape our emotions, needs, desires, relationships, representations, practices, and public policies. An aim of

this course is to begin to make sense of the long, entangled, and inextricable relationship between race and sexuality in the United States.

The name(s) of the faculty member(s) responsible for the development of the course:

| Name: ARIANE CRUZ (auc21)

Title:

Phone:

Address:

Campus: UP

City:

Fax:

| Name: LAURA SPIELVOGEL (Its5125@psu.edu)

Title:

Phone:

Address:

Campus:

City:

Fax:

Course Justification

Instructional, Educational, and Course Objectives:

This section should define what the student is expected to learn and what skills the student will develop.

Upon Completion of this course, students will be able to:

- Name and define foundational concepts in the field of Women's and Gender Studies and racialized sexuality.
- Define the terms race and sexuality and articulate some of the major theories essential to these terms.
- Critically analyze the intersections of sexuality and race.
- Identify some key concepts and debates within the field of racialized sexualities in the United States.
- Explain the ways that categories of sexuality, race, and gender operate as constructions of power.
- Define heteronormativity and white supremacy, and explain (and provide examples of) how these systems of privilege operate historically and contemporarily.

Evaluation Methods:

Include a statement that explains how the achievement of the educational objective identified above will be assessed.

The procedures for determining students' grades should be specifically identified.

Evaluation methods will include 1) group class facilitation wherein a team of students will lead and facilitate class discussion, analyze and overview the readings, and develop discussion questions based on the course texts (15%) 2) final research paper (30%) 3) quizzes (20 %) 4) class participation, including attendance and participation (15%) 5) midterm exam (20%).

Relationship/Linkage of Course to Other Courses:

This statement should relate the course to existing or proposed new courses. It should provide a rationale for the level of instruction, for any prerequisites that may be specified, or for the course's role as a prerequisite for other courses.

This course is an integral part of the Women's, Gender, and Sexuality Studies Curriculum because it takes an intersectional approach to the study of sexuality and race in a department where intersectionality (the relationship between gender, race, sexuality, class, disability and other dimensions of social power) represents a critical and growing area of research among our faculty. This course is also important to the Women's, Gender, and Sexuality Studies Department's Minor in Sexuality and Gender Studies. Of regularly offered additional courses to satisfy the credit requirements for minor, it is the only course to explicitly focus on the intersections of race and sexuality. Because it is cross-listed with African American Studies, this course is also a gateway to the AFAM major. Offered regularly, the course will attract many students in the Women's Studies Major, the Sexuality and Gender Studies Minor, the AFAM Major, as well as other students interested in fulfilling general education and the new Inter-Domain requirements.

Relationship of Course to Major, Option, Minor, or General Education:

This statement should explain how the course will contribute to the major, option, or minor and indicate how it may function as a service course for other departments.

As well as its position as part of the Bachelor of Arts degree and as an Inter-Doman course in the Social and Behavioral Sciences and Humanities, this introductory course will bolster offerings connected to the general education requirement for courses on "U.S. cultures" offered across the university. WMST 364N satisfies credit towards the African American Studies Major, the Women's Studies Major and Minor, and the Sexuality and Gender Studies Minor. It has served as a general education/humanities and general education/US course since 2006.

A description of any special facilities:

Frequency of Offering and Enrollment:

We offer one section of this course in the Fall semester with an enrollment of up to 30 students. Please see page 3 for course offering history across the commonwealth.

Justification for Changing The Proposal:

Include a justification for each change to the course. Particular attention should be paid to the effects of the course change within the discipline and in other disciplines where the course may be required within a major or used as a service course. When a unit submits several course changes, with or without new course proposals, a general statement covering the programmatic effects of the changes should be submitted.

In 2006, when this course was initially approved as a GS general education course, it was already approved to satisfy both the special categories of Humanities (GH) and Social and Behavioral Sciences (GS). After years of teaching multiple sections of WMST 364 in residence, it remains clear that the course content equally draws from interdisciplinary materials in both the humanities and the social and behavioral social sciences. Thus, it fulfills criteria for an Inter-Domain distinction in the Social and Behavioral Sciences general education requirement and the Humanities general education requirement.

Alignment with General Education Objectives

EFFECTIVE COMMUNICATION – the ability to exchange information and ideas in oral, written, and visual form in ways that allow for informed and persuasive discourse that builds trust and respect among those engaged in that exchange, and helps create environments where creative ideas and problem-solving flourish.

KEY LITERACIES – the ability to identify, interpret, create, communicate and compute using materials in a variety of media and contexts. Literacy acquired in multiple areas, such as textual, quantitative, information/technology, health, intercultural, historical, aesthetic, linguistic (world languages), and scientific, enables individuals to achieve their goals, to develop their knowledge and potential, to lead healthy and productive lives, and to participate fully in their community and wider society.

CRITICAL AND ANALYTICAL THINKING – the habit of mind characterized by comprehensive exploration of issues, ideas, artifacts, and events before accepting or formulating a conclusion. It is the intellectually disciplined process of conceptualizing, applying, analyzing, synthesizing, and/or evaluating information gathered from, or generated by, observation, experience, reflection, reasoning, or communication, as a guide to belief and action.

INTEGRATIVE THINKING – the ability to synthesize knowledge across multiple domains, modes of inquiry, historical periods, and perspectives, as well as the ability to identify linkages between existing knowledge and new information. Individuals who engage in integrative thinking are able to transfer knowledge within and beyond their current contexts.

CREATIVE THINKING – the capacity to synthesize existing ideas, images, or expertise in original ways and the experience of performing, making, thinking, or acting in an imaginative way that may be characterized by innovation, divergent thinking, and intellectual risk taking.

GLOBAL LEARNING – the intellectually disciplined abilities to analyze similarities and differences among cultures; evaluate natural, physical, social, cultural, historical, and economic legacies and hierarchies; and engage as community members and leaders who will continue to deal with the intricacies of an ever-changing world. Individuals should acquire the ability to analyze power; identify and critique interdependent global, regional, and local cultures and systems; and evaluate the implications for people's lives.

SOCIAL RESPONSIBILITY AND ETHICAL REASONING – the ability to assess one's own values within the social context of problems, recognize ethical issues in a variety of settings, describe how different perspectives might be applied to ethical dilemmas, and consider the ramifications of alternative actions. Individuals should acquire the self-knowledge and leadership skills needed to play a role in creating and maintaining healthy, civil, safe, and thriving communities.

What component(s) of the course will help students achieve the General Education Learning Objectives covered in the course? Provide evidence that students in the course have adequate opportunities to achieve the identified learning objectives.

EFFECTIVE COMMUNICATION: Students in WMNST 364N will have multiple writing requirements over the semester, such as quizzes, research papers, proposals, and mid-term exams. As in all WGSS courses, students in WMNST 364N are expected to actively participate in class discussions. Through the class facilitation assignment, students also will have opportunities to work in groups and present group presentations. The class facilitation assignment provides students with the opportunity to exchange information and ideas in oral, written, and visual form. It also facilitates the creation of a student-centered learning environment where students, as active leaders, practice engaged exchange to hone their creativity and problem-solving skills.

CRITICAL AND ANALYTICAL THINKING: This course will guide and challenge students to develop their critical thinking and communication skills in the context of class discussion and written assignments. It is designed to ask students to identify, engage, and synthesize theoretical perspectives and apply them to a range of contexts, including important critical debates and concepts in the field of racialized sexuality, as well as to their own lives. While the content of the course revolves around the topic of the intersections of race and sexuality in the Social and Behavioral Sciences and the Humanities, equally important are the critical thinking and analysis skills that will be taught and evaluated in the process.

How will students be assessed to determine their attainment of the Learning Objective(s) of General Education covered in this course? This assessment must be included as a portion of the student's overall performance in this course.

Students evaluation methods will include: Attendance and Participation: (15%); Quizzes (20 %); "Team" Class Facilitation/Discussion (15%); Midterm: (20%); and Final Paper (30%).

General Education Domain Criteria

General Education Designation: Inter-Domain

GH Criteria

Explain the methods of inquiry in humanities fields and describe how the contributions of these fields complement inquiry in other areas

Demonstrate competence in critical thinking about topics and texts in the humanities through clear and well-

reasoned responses

- Critically evaluate texts in the humanities— whether verbal, visual, or digital— and identify and explain moral or ethical dimensions within the disciplines of the humanities
- Demonstrate knowledge of major cultural currents, issues, and developments through time, including evidence of exposure to unfamiliar material that challenges their curiosity and stretches their intellectual range
- Become familiar with groups, individuals, ideas, or events that have influenced the experiences and values of different communities

What components of the course will help students achieve the domain criteria selected above?

The course uses a variety of topics and texts in the humanities and requires that students to exploring important forms of cultural expression, thereby broadening their understanding of diverse ways of seeing, thinking about, and experiencing the racialized and sexualized self and society. Through a variety of written and oral assignments such as an essay, quizzes, midterm exam, class discussions, and class facilitations students in this class demonstrate their competence in critical thinking about topics and texts in the humanities through clear and well-reasoned responses (GH Student Learning Criterion 2). Students are assigned class facilitations and writing assignments (quizzes, midterm, final research paper) over the course of the semester, in which they are asked to argue the ethical and moral dimensions of topics such as genital reconstructive surgery on intersex people, white privilege, and racial and sexual stereotypes, and discrimination against racial and sexual minorities (Criteria 3 and 4).

GS Criteria

- Explain the various methods of inquiry used in the social and behavioral sciences and describe how the contributions of these fields complement inquiry in other areas
- Identify and explain major foundational theories and bodies of work in a particular area of social and behavioral sciences
- Describe the ways in which many different factors may interact to influence behaviors and/or institutions in historical or contemporary settings
- Explain how social and behavioral science researchers use concepts, theoretical models and data to better understand and address world problems
- Recognize social, cultural, political and/or ethical implications of work in the social and behavioral sciences

What components of the course will help students achieve the domain criteria selected above?

The course introduces students to social and behavioral scientific theoretical perspectives on race, and sexuality from an interdisciplinary and intersectional perspective to "explore the major foundational theories and bodies of work" in the field of racialized sexuality (GS Student Learning criterion 2). It also requires students to apply these theoretical debates to a range of empirical contexts—from how social and behavioral science researchers, past and present, such as sexologists and sociologists use concepts, theoretical models, and data to better understand human sexuality and race (criterion 4) and in ways that understand each issue or context as produced by multiple factors (criterion 3).

Integrative Studies

Explain how the intellectual frameworks And methodologies of the two Knowledge Domains will be explicitly addressed in the course and practiced by the students.

WMNST 364N uses a wide range of sources, including interdisciplinary scholarship, video and film to explore how conceptions race and sexuality shape society and everyday interactions in the United States. This course introduces students to both social and behavioral theoretical perspectives as well as interdisciplinary and qualitative approaches to expand students' "knowledge of the variety of human experiences" (GH goal 2) and "the interrelationships of the many factors that shape behavior" (GS goal 1). Students apply these theoretical and interdisciplinary debates to a range of historical and contemporary examples (GS goal 3). An important theme of the course is to understand the intersections of race and sexuality in the Humanities and the Social Sciences. All assignments and readings ask students to demonstrate awareness of major cultural currents, issues and developments in the field of racialized sexuality, and explain how social and behavioral science researchers use concepts, theoretical models and data to better understand and address topics of race and sexuality (GH goal 4 and GS goal 4). This course meets the intentions of the Integrative Studies requirement because it analyzes race and sexuality in historical and cultural frameworks (GH) while using social science approaches to apply these concepts to contemporary U.S. culture and society (GS).

Demonstrate that each Of the two domains will receive approximately equal attention, providing evidence from course topics, assignments, or other course components, and that students will integrate material from both domains.

At least 50 percent of this course's content is focused on US Cultures because this course cultivates awareness of the pluralism and diversity within the United States, re-examines beliefs and behaviors about US social identities (ethnicity, race, class, religion, gender, physical/mental disability, or sexual orientation), increases understanding of the nature of stereotypes and biases within the US culture(s), and recognizes the different ways social identities have been valued. For example, this course examines the diversity of sexualities and sexual identities in the United States (e.g. heterosexual, homosexual, bisexual, asexual and more) as they interest with racial (and gender) identity. Throughout the course, but specifically in week 4: Constructions of Sexuality, Race, & Gender & White Privilege for example, students recognize and are sensitive to the different ways social identities have been valued by analyzing multiple hierarchies of racial and sexual identities in the United States. The course increase student's understanding of stereotypes and biases within US culture by identifying, deconstructing major, and understanding the historical roots of prevailing racial sexual stereotypes in the United States.

In 2006, when this course was initially approved as a GS general education course, it was already approved to satisfy both the special categories of Humanities (GH) and Social and Behavioral Sciences (GS). After years of teaching multiple sections of WMST 364 in residence, it remains clear that the course content equally draws from interdisciplinary materials in both the humanities and the social and behavioral social sciences. In addition to assigning many articles that examine race and sexuality from a social scientific and intersectional perspective, the course requires students to examine culture as a site for the construction of race and sexuality, including for example, analyzing a number of videos and films. Additionally, for example, one week students

read about sociological theories of sexuality such as "script theory." Another week students examine documentary film as medium for showcasing narratives about black trans people and how racial sexual stereotypes are culturally perpetuated.

Briefly explain the staffing plan. Given that each Inter-Domain course is approved for two Knowledge Domains, it will be taught by an instructor (or instructional team) with appropriate expertise in both domains.

Dr. Ariane Cruz, who has been teaching the course regularly since 2012, has been the primary instructor and contact person for the course. However, the course is structured so as to be able to be taught by other WGSS faculty. Because the class will be housed in the Department of Women's, Gender, and Sexuality Studies, where most faculty draw equally upon humanistic and social scientific perspectives in their research and pedagogy, any number of faculty and graduate assistants will have the appropriate expertise to teach this course. Additionally, Dr. Cruz can offer training and workshops to other instructors as they teach the course. Dr. Cruz is trained in African Diaspora Studies with a Designated Emphasis in Women, Gender, & Sexuality, and has published a manuscript in the area of racialized sexuality. She has twelve years of teaching experience in classes on topics of race, sexuality, and gender.

Describe the assessments that will be used to determine students' ability to apply integrative thinking.

Students are asked to engage in Attendance and Participation: (15%); take Quizzes (20 %); complete "Team" Class Facilitation/Discussion (15%); take a Midterm exam: (20%); and write a Final Paper (30%) that require them to draw upon lecture notes, assigned readings, video clips, and films. As indicated throughout this proposal, the assigned materials draw from both a social scientific and behavioral studies approach and a humanities perspective. An example of an assessment that asks students to apply integrative thinking is the midterm essay assignment that requires students to cite both qualitative research that interrogates culture as an expressive site for the construction of race and sexuality and behavioral social science research that examines and measures how social and cultural factors shape sexuality and race.

General Education Designation Requirements

Intercultural Requirements:

The subject and content of this course make it ideal for an US Course designation, and it was approved as such in 2006. The course has been designed to expand student's understanding of questions of social identity, particularly race and sexuality, in the United States. The class does not treat these identities in isolation, but in relation to one another and fosters better awareness and communication among students on how race and sexuality intersect and operate as categories of power. By including historical analysis for each topic (e.g. how race and sexuality were constructed historically under slavery and today) students will develop a better understanding of different perspectives, values, traditions, and institutions in the United States that affect race and sexuality.

Campuses That Have Offered (WMNST 364) Over The Past 4 Years

semester	AB	AL	BK	BR	BW	CR	DS	ER	FE	GA	GV	HB	HN	HY	LV	MA	NK	PC	SH	SL	UP	WB	WC	WS	XC	XP	XS	YK
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Potential Impact

Pre-Requisites

WMNST 364 is listed as a pre-requisite or concurrent course for the following courses:

Note: Not all courses may be listed here, due to lionpath requirement incompleteness.

No pre-requisites or concurrent courses found

Course Abbreviation and Number: WMST 364N

Credits:3

Prerequisites/Co-requisites/Concurrent Requirements/Recommended Preparation: None

Course Attributes/Designations: GenEd, US, GH, GS

General Education Learning Objectives

EFFECTIVE COMMUNICATION: Students in WMNST 364N will have multiple writing requirements over the semester, such as quizzes, research papers, proposals, and mid-term exams. As in all WGSS courses, students in WMNST 364N are expected to actively participate in class discussions. Through the class facilitation assignment, students also will have opportunities to work in groups and present group presentations. The class facilitation assignment provides students with the opportunity to exchange information and ideas in oral, written, and visual form. It also facilitates the creation of a student-centered learning environment where students, as active leaders, practice engaged exchange to hone their creativity and problem-solving skills.

CRITICAL AND ANALYTICAL THINKING: This course will guide and challenge students to develop their critical thinking and communication skills in the context of class discussion and written assignments. It is designed to ask students to identify, engage, and synthesize theoretical perspectives and apply them to a range of contexts, including important critical debates and concepts in the field of racialized sexuality, as well as to their own lives. While the content of the course revolves around the topic of the intersections of race and sexuality in the Social and Behavioral Sciences and the Humanities, equally important are the critical thinking and analysis skills that will be taught and evaluated in the process.

Course Description:

This course explains how narrow, “black and white,” ways of thinking limit our understanding of the diverse expressions of human sexuality. The course title’s double meaning also references the various ways that sexuality is socially constructed in relation to race. For example, we will explore how stereotypical beliefs about the sexuality of people of African descent persist in the United States and have been legitimized historically by various cultural discourses, social institutions, and academic fields. Course assignments will require us to rethink and challenge what we understand as “sexuality” and consider its many influences like race, gender, class that shape our emotions, needs, desires, relationships, representations, practices, and public policies. An aim of this course is to begin to make sense of the long, entangled, and inextricable relationship between race and sexuality in the United States.

15 Weeks of Content:

Introduction to Course: week 1

Introducing the Terms of Sexuality: Theoretical Perspectives: week 2

Deconstructing Sex: week 3

Constructions of Sexuality, Race, & Gender & White Privilege: week 4

Black/White Interracial Intimacies: Historical Prohibition and Taboo: week 5

Historical Legacies of Sex, Race, and the Body: week 7
Deconstructing Dualisms: Transsexuality: week 8
Re-Orientating Sexualities, Contesting Categories and Challenging Heterosexism: week 9
More Than a Hook Up: Sexual Violence, Consent, Queerness, Heteronormativity, and
College Sexuality: week 10 & 11
Black Female Sexual Politics: week 12
Sexual Pleasures: week 13
Problematizing Pornography: week 14
Sexual Labors: Sex work and Sex Tourism: week 15

Course Learning Objectives

Upon Completion of this course, students will be able to:

- Name and define foundational concepts in the field of Women's and Gender Studies and racialized sexuality.
- Define the terms race and sexuality and articulate some of the major theories essential to these terms.
- Critically analyze the intersections of sexuality and race.
- Identify some key concepts and debates within the field of racialized sexualities in the United States.

Academic Integrity Statement

“Academic integrity is the pursuit of scholarly activity in an open, honest and responsible manner. Academic integrity is a basic guiding principle for all academic activity at The Pennsylvania State University, and all members of the University community are expected to act in accordance with this principle. Consistent with this expectation, the University's Code of Conduct states that all students should act with personal integrity, respect other students' dignity, rights and property, and help create and maintain an environment in which all can succeed through the fruits of their efforts.

Academic integrity includes a commitment by all members of the University community not to engage in or tolerate acts of falsification, misrepresentation or deception. Such acts of dishonesty violate the fundamental ethical principles of the University community and compromise the worth of work completed by others.”

—From Penn State's [*University Faculty Senate Policy 49-20*](#)

Disability Accommodation Statement

Penn State welcomes students with disabilities into the University's educational programs. Every Penn State campus has an office for students with disabilities. The Student Disability Resources (SDR) website provides contact information for every Penn State campus: <http://equity.psu.edu/sdr/campus-contacts>. For further information, please visit Student Disability Resources: <http://equity.psu.edu/sdr>.

In order to receive consideration for reasonable accommodations, you must contact the appropriate disability services office at the campus where you are officially enrolled, participate in an intake interview, and provide documentation: <http://equity.psu.edu/sdr/guidelines>. If the documentation supports your request for reasonable accommodations, your campus's disability services office will provide you with an accommodation letter. Please share this letter with your

instructors and discuss the accommodations with them as early in your courses as possible. You must follow this process for every semester that you request accommodations.

Specific Course Materials, Texts etc.

All readings will be in the *two* course readers (REQUIRED) available for purchase at The Sign Factory (228 South Allen Street in downtown State College). All recommended and any additional course readings will be available digitally on Canvas <https://lmstools.ais.psu.edu/login/index.html>. Students are required to bring the course reader and any other assigned readings to that day's class. **Completing the assigned readings as scheduled and bringing them to class will affect both your participation in the course and your execution of class assignments.**

Grade Breakdown by Assessment Type and Percentage and Associated Grading Policies

Evaluation methods will include 1) group class facilitation wherein a team of students will lead and facilitate class discussion, analyze and overview the readings, and develop discussion questions based on the course texts (15%) 2) final research paper (30%) 3) quizzes (20 %) 4) class participation, including attendance and participation (15%) 5) midterm exam (20%).

Grades shall be assigned to individual students on the basis of the instructor's professional judgment of the student's scholastic achievement. Grades for undergraduate and graduate students shall be reported by the following letters: A, A-, B, B+, B-, C+, C, D, or F. The Penn State grading scale does not allow the option of awarding grades of C-, D+ or D- grades. For more on the PSU grading system, visit http://www.registrar.psu.edu/grades/grading_system.cfm.

Breakdown of Final Grade:

A = 95-100	A- = 90-94
B+ = 88-89	B = 83-87
B- = 80-82	C+ = 76-79
C = 70-75	D = 60-69

Note: Grades are not curved or rounded up.

Attendance and Participation Expectations and Policies

Regular class attendance is one of the most important ways that students learn and understand course materials. It is a critical element of student success. Accordingly, it is the policy of the University that class attendance is expected and that students should follow the attendance policy of the instructor, as outlined in the syllabus. A student should attend every scheduled class and should be held responsible for all work covered in the courses taken.

In this course, "class absence constitutes a danger to the student's scholastic attainment" when a student has more than two absences. ***More than two absences—excused or unexcused—will typically result in a lowered course grade.*** Absences can also affect your course grade in relation to missed quizzes and other activities and assignments. It is your responsibility to make up the material you missed in class (get notes from a fellow student and complete that day's reading assignment). Your two permitted absences are offered to enable you to meet University-approved obligations, such as athletic commitments, job fairs, etc., and to allow for illness and emergencies. Please email me if you cannot attend class for whatever reason well before the

beginning of the class period. For more about class attendance, visit <http://undergrad.psu.edu/aappm/E-11-class-attendance.html>.

This is a discussion-based course that requires your full participation in all class conversations. This entails not only coming to class on time, preparing for each class meeting (doing the assigned reading and completing any other assignments), and joining in discussions, but also listening actively and responding respectfully.

Examination Policy/Evening Exams

N/A, This course does not have a final exam.

Contact Information for Instructor and Graduate Assistants

This section subject to change:

Professor: Ariane Cruz, PhD

Office: 128A Willard Building

Office Hours: Wednesdays 1-3pm, and by appointment with advanced notice

Email: arianacruz@psu.edu (*use only this email to contact me, NOT through canvas or lionpath)

Method of Course Delivery

Resident Instruction.

Mental Health Resources Statement

Many students at Penn State face personal challenges or have psychological needs that may interfere with their academic progress, social development, or emotional wellbeing. The university offers a variety of confidential services to help you through difficult times, including individual and group counseling, crisis intervention, consultations, online chats, and mental health screenings. These services are provided by staff who welcome all students and embrace a philosophy respectful of clients' cultural and religious backgrounds, and sensitive to differences in race, ability, gender identity and sexual orientation.

- [Counseling and Psychological Services at University Park \(CAPS\)](http://studentaffairs.psu.edu/counseling/) (http://studentaffairs.psu.edu/counseling/): 814-863-0395
- Counseling and Psychological Services at [Commonwealth Campuses](http://senate.psu.edu/faculty/counseling-services-at-commonwealth-campuses/) (http://senate.psu.edu/faculty/counseling-services-at-commonwealth-campuses/)
- Penn State Crisis Line (24 hours/7 days/week): 877-229-6400
Crisis Text Line (24 hours/7 days/week): Text LIONS to 741741

REPORTING EDUCATIONAL EQUITY CONCERNS AND BIAS

Penn State University has adopted a "[Protocol for Responding to Bias Motivated Incidents](http://equity.psu.edu/reportbias/reports/protocol-for-responding-to-bias-motivated-incidents)" (http://equity.psu.edu/reportbias/reports/protocol-for-responding-to-bias-motivated-incidents)" that is grounded in the policy that the "University is committed to creating an educational environment which is free from intolerance directed toward individuals or groups and strives to create and maintain an environment that fosters respect for others." That policy is embedded within an institution traditionally committed to [academic freedom](https://guru.psu.edu/policies/OHR/hr64.html) (https://guru.psu.edu/policies/OHR/hr64.html) Bias motivated incidents

include conduct that is defined in University
Policy AD 91: Discrimination and Harassment, and Related Inappropriate
Conduct (<https://guru.psu.edu/policies/ad91.html>). Students, faculty, or staff who experience or witness a possible bias motivated incident are urged to report the incident immediately by doing one of the following:

- * Submit a report via the Report Bias webpage (<http://equity.psu.edu/reportbias/>)
- * Contact one of the following offices:

University Police Services, University Park: 814-863-1111
Multicultural Resource Center, Diversity Advocate for Students: 814-865-1773
Office of the Vice Provost for Educational Equity: 814-865-5906
Office of the Vice President for Student Affairs: 814-865-0909
Affirmative Action Office: 814-863-0471

- * Dialing 911 in cases where physical injury has occurred or is imminent