This class will explore the topic of diversity in American society through a study of some contemporary literature written by members of three historically under-represented groups—Native American, Mexican American, and African American.

**Required Texts**

Selected Course Readings on reserve in campus library.

**Course Requirements**
1. **Class Attendance and Participation**
   More than 3 absences will lower your final grade. Being fully present means coming to class prepared to participate, having completed the reading and formulated questions. Bring a minimum of one thoughtful discussion question and one comprehension question to each class.
2. **Weekly Reading Quizzes/Reflections**
3. **Context Report**
   Provides historical or biographical information to deepen comprehension
4. **Panel-led Discussion of a reading selection**
5. **Final Project (Group)**
6. **Final Presentation (Group)**
7. **Group Participation**

**Grading** All assignments must be completed to pass the course.
- Weekly Quizzes/Reflections/Questions: 35%
- Context Report: 10%
- Panel Discussion: 10%
- Group Presentation: 10%
- Final Project: 25%
- Peer Evaluations: 10%

**Important keys for successful participation**
- have the reading done before class.
- demonstrate respect for others, personal honesty, openness.
- bring the book under discussion to class and mark pages you like.
- speak from your experience and from the readings rather than generalize about what "people" say.

MTU complies with all federal and state laws and regulations regarding discrimination, including the Americans with Disability Act of 1990 (ADA). If you have a disability and need a reasonable accommodation for equal access to education or services at MTU, please call Dr. Gloria Melton, Associate Dean of Students, (7-2212). For other concerns about discrimination, you may contact your advisor, department head, or the Affirmative Action Office (7-3310).
HU 2520 Syllabus, Spring 2002  Nancy Griswold  

Week 1
Jan. 15  Course Introduction, Estes  
Jan. 17  Vannamootes, Under the Feet of Jesus, pp. 3-48  

Week 2
Jan. 22  Temum, “Talking about Race, Learning about Racism” (on reserve)  
Jan. 24  Vannamootes, pp. 48-90  

Week 3
Jan. 29  Vannamootes, pp. 93-180  
Jan. 31  Fox, Chapter 2, “Insider’s Guide: Race, Ethnicity, and Identity” (on reserve)  

Week 4
Feb. 4  Hogan, Dwellings, “A Different Yield,” 47; “Deify the Wolf” 63  
Feb. 6  Winter Carnival recess  

Week 5
Feb. 14  Cisneros “Los Boxers,” 130; “Bien Pretty,” 137  
Feb. 26  Alexie, “The Only Traffic Signal,” 43; “This Is What It Means to Say,” 59; Smoke Signals (movie)  

Week 6
Feb. 28  Smoke Signals  

Break Week
Week 7
March 12  Power, The Grass Dancer, pp. 3-122  
March 14  Power, pp. 125-187  

Week 8
March 19  Power, pp. 191-333  
March 21  Preparation Day, no formal class  

Week 9
March 28  Talking Leaves, King, “A Seat in the Garden”, 184; Sears, “Dancer,” 250; Roberts, “It’s All in How You Say It,” 229  

Happy Easter
Week 10
April 2  Talking Leaves, Erdich, “The Bingo Van” 82; Hogan, “Aunt Moon’s” 147  

Week 11
April 9  Crossings, King, “The Foundations of the Earth”, 143; Morrison, “Recitatif,” 157  
April 11  Crossings, Walker, “Advancing Luma—and Ids B. Walls,” 120; Grooms, “Food That Please, Food to Take Home,” 133  

Week 12
April 16  Get on the Bus (movie)  
April 18  Get on the Bus (movie), NWCA  

Week 13
Final Presentations  
Final Presentations  

Week 14
April 30  Hogan, “All My Relations,” 36; “What Holds the Water,” 42  
Final Presentations  
May 2  Final Presentations  

Subject to changes as needed