

DRAFT MARCH 20

Fall 2006 / Spring 2007

UNIV 150

Identity and Global Change

Lecture Wed 12-1, Warren Auditorium (Ives Hall)
Section 1 Seminar TuTh 10-11:50, Rachel Carson Hall #14 (Sample)

9 units earned over two semesters (5 units in fall, 4 units in spring)
Completion of the fall semester is prerequisite for enrollment in the spring.
GE credit will only be awarded upon successful completion of both semesters.
May be taken for a letter grade only.
Prerequisite: Eligibility for ENGL 101

Professor Alexandra von Meier (Sample)
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This course fulfills General Education (GE) requirements in Area A2 (3 units), Area A3
(3 units)
and 3 units of elective credit.

Course Goals and Objectives:

FIRST Class is an interdisciplinary course designed specifically for first-year students at Sonoma State. Laying the foundation for a signature liberal arts education, FIRST Class serves our University's GE mission to investigate the complexity of human experience in a diverse natural and social world, and to promote informed and ethical participation as citizens of the world. In accordance with GE goals, the course aims to teach students to think independently, ethically, critically and creatively; to communicate clearly, in speaking and writing, to diverse audiences; to gain an understanding of connections between the past and the present, and to look to the future; to appreciate intellectual, scientific and artistic accomplishment; and to develop essential skills for the investigation and expression of facts and ideas.¹ Specifically, FIRST Class will build skills of critical thinking, analytical reading, research techniques, information literacy, oral communication, and writing effectively in different genres. It will connect these skills within a context of issues relevant to first-year students and society at large, while introducing the academic disciplines as tools and avenues of inquiry. Grounded in academic content and methods, the course is also designed to support students in their personal development as they become active participants in scholarly life, thus helping

¹GE goals and objectives can be found on the web at
http://www.sonoma.edu/ge_initiative/mgopop.shtml.

them discover meaning and satisfaction in their educational journey.

Course Description:

Topics during the fall semester address individual identity and human diversity from the perspective of various disciplines. We will explore different ways in which humans construct their individual and collective identity and aim to connect these ideas with your own experience as you transition into college life. During the spring semester, lecture topics expand to emphasize human sameness along with human differences and ask the question, What can we do with what we are learning, considering the needs of the entire planet? In the context of these social, political, scientific, and personal issues, we will practice essential analysis, research, and communication skills through specific assignments.

The one-hour weekly lecture, attended by the plenary FIRST Class (all 10 sections), will feature diverse speakers. The learning team (LT) in your seminar section that meets four hours per week will comprise 15 students, a peer mentor, and your faculty instructor. One of the four seminar hours will be dedicated to group advising and discussion of issues relevant to student life, and a Student Services Professional (SSP) will join your LT for this weekly session.

Course Requirements:

Attendance of both lecture and seminar sessions is mandatory, and active participation is essential to your success. Throughout the year you will submit diverse writing assignments, including short reaction papers and informal pieces on a weekly basis as well as several longer, more formal essays. You will also conduct library and internet research, give oral reports, and prepare special projects. In the spring, your section will make a final presentation to the plenary FIRST Class. You are expected to complete all assigned reading before the date it is to be discussed in your section. There is no final exam.

Your course grade will be based on the following:

- Formal essays (revised versions) - 20%
- Critical thinking exercises and quizzes - 20%
- Seminar attendance and oral participation - 20%
- Other in-class assignments - 10%
- Response papers - 10%
- Final research essay - 10%
- Final presentation (oral, performance or media) - 10%

Required Materials:

- 👉 Anthony Weston, *A Rulebook for Argument*, 3rd ed. (Cambridge: Hackett Publishing, 2000). \$6.95
 - 👉 Lester R. Brown, *Plan B* (New York: Norton, 2003). \$15.95
 - 👉 Barbara Kingsolver, *The Poisonwood Bible* (New York: HarperCollins, 1998). \$15

 - 👉 A course reader with photocopied materials, approx. \$70.
- All of the above are available at the University Bookstore.

Note: There are important University policies on matters such as adding and dropping courses, cheating and plagiarism, grade appeal procedures, and the diversity vision statement. Please find them at <http://www.sonoma.edu/catalog/regulations.html>.

If you are a student with a disability and think you may require accommodation, you must register with the campus office of Disabled Student Services (DSS), located in Salazar Hall, room 1049, ext. 4-2677. DSS will provide you with written confirmation of your verified disability and authorize recommended accommodations. This authorization must be presented to the instructor before any accommodations can be made.

Identity and Global Change Syllabus, Fall 2006 & Spring 2007

Dates in boldface are Wednesdays. Related learning outcomes are shown in parentheses. Numbers 1 and 2 indicate first and second hours of Thursday seminar.

Note: This syllabus is annotated in more detail than the version to be given to students.

- 8/23 Why We Learn** (panel with all FYE faculty and SSPs):
Introduction to who we are and why we are here. Each panel member shows a photo of themselves as a child and tells how they chose their field of study. (E2, F1)
- 8/24** 1. Orientation to FYE goals and logistics, including web; first reading assigned. Students introduce themselves to each other.
Activity: Diagnostic essay in class (for assessment). What groups do I identify with?
Writing assigned: Begin posting one weekly blog about your student experience (see sample blog by peer mentors from Wed pm). (B5, E10) Instructions given for journal, to be read only by instructor.
Personal essay assigned (formal, 3pp.): Describe an important event in your life. (E2, E6, B2, B3, B4)
2. *"What are you feeling this week?"* Students write one thought or feeling about their experiences each week, collected by SSP in an envelope and returned at end of the semester. (B5, E10) Discuss academic schedules, course selections, University rules and procedures. (E3, E9)
- 8/29** Activity: Students develop a genealogy or kinship chart of their extended family and describe relationships with each member. Focus on writing skills: description and detail; examples from personal essay and reading. (B1, B2, B4)
Assignment: Ask two different people in your family to describe their view of a notable event, place or person, and describe your own view. Whose version do you trust and why? (C5, D5)
Discussion: The role of argument in learning. (A1, A2)
Assignment: Write a blog entry about what information and a library are to you; how you interact with information; how your interactions with information and technology have changed in the last five years. (B5, D1, D7)
- 8/30 The Interdependent Self** (Tomas Shaw, Hutchins): Lecture and staging of family structure with student participation.
Reading due: Selections from *The Family* by Ba Jin, a contemporary Chinese pictorial novel with English translation about a family in the feudal system.
- 8/31** 1. Discussion of lecture and reading: the meaning of family in different cultural contexts. (E7, E10)
Identify hidden assumptions in family mores and values; compose and argument in favor

- of some family value. (A1, A4, A5)
2. *College Culture Shock*: Discuss differences between high school and college. Learning styles, study skills, multiple intelligences. Etiquette in a formal lecture setting. (E3, E4)
- 9/5 Reading due: *A World of Babies*, Chapter “On raising children, New England style.” Critical Thinking (CT): Recognize the chapter as an argument; identify premises. (A1, C1, C2, D6)
Video viewing assigned (optional group viewing or library reserve): Margaret Mead, *Child Rearing in Different Cultures*. (D2, E7)
Discuss sources of your knowledge base that may conflict with reading (C4, C5, D5)
- 9/6 Childhood and Identity** (Speaker TBD, Psychology or Counseling) (F4):
Discusses development of identity, contrasting individuated notion of identity in contemporary western society with collective-oriented notions.
- 9/7 1. Discussion of lecture and video. Writing assigned: A rule for child rearing in 21st century America, supported by argument. (B2)
2. *Force Field Analysis*: Discuss internal and external forces affecting your decision to attend college, including family, community, and society at large. Check in about schedules and academic calendar. (E3, E5, E7, E9, E10, F1)
- 9/12 Discussion: The role of logic in language; inductive and deductive logic. Assignment: Describe styles of argumentation in your family and background. Write down a common recurring argument and analyze it according to rules learned so far. (A1, A4, A5) Identify logic in a piece of writing. (A2)
Librarian visits class for Q&A. (D2, E1)
Writing assigned: Synthesis across lecture topics. What do the first four topics have to do with each other? (B1, B2, B3, B4, B5)
- 9/13 The Linguistic Construction of Identity** (Greta Vollmer, English):
Lecture will focus on the sociocultural construction of identity through language, introducing the concept of speech/discourse communities, primary and secondary discourses, language variation (“standard” languages, accents and dialects) and the social implications of attitudes toward the way people speak. Include video excerpts from “Do you speak American?” and “American Tongues.”
Reading due: Compilation (Schneider, Lippi-Green, Santiago Baca, Gumperz)
- 9/14 1. Discussion of lecture and reading. Logic as a universal language. (A2) Debate: Should we have bilingual education? Ballots? Should we be an English-only society? (C1, D5, F4)
2. “*What Do You Want to Be When You Grow Up?*” Discuss childhood dreams and aspirations. Are they still intact? Why or why not? (E5, F1)
- 9/19 Video viewing assigned: *The Language You Cry In*, a 40-min film that traces a spiritual from the Georgia Sea Islands back to its origins in Africa.
“The soundtrack of your life”: select a list of events from your experiences and link them to specific music that you listened to. Write an essay explaining the soundtrack; make an album cover or design; burn a CD. (B1, B5, D2, E6, F2, F3)
Assignment: Attend a drop-in workshop at the library on locating resources. (D2)

- 9/20 The Musical Experience** (William Johnson, Music)
Reading due: excerpts from *On the Nature of Musical Experience*, comparing perspectives of John Cage, Suzanne Langer, and Abraham Maslow from the disciplines of music, philosophy, and psychology, respectively.
- 9/21 1. Discussion and in-class writing: response to the three perspectives. (B2, B3, B4, C1, C2, C4, C5, F4)
2. *Characters in your Soundtrack*. Are you the main character? Are there others? What has college added to your soundtrack, or how is it changing your sense of self? (E6, F6)
- 9/26 Students present selections from their soundtracks.
Identify a song that makes an argument (e.g., *All You Need Is Love*; Love Medley from *Moulin Rouge*). (A2)
Discussion: Plagiarism and ethical use of information, related to downloading music. (D4)
- 9/27 Universals in Language and Music** (Sarah Baker, English and Music):
Lecture/ performance on spirituals and the blues; music as a universal language?
Includes musical selections, e.g. Dr. Dre and Tupac “California Love,” Elgar “Pomp and Circumstance,” Ives “The Unanswered Question,” Beethoven “Symphony #9 Final Movement, Ode to Joy,” Javanese Gamelan “Bubaran: Hudan Mas (Golden Rain), John Cage “Peace Dances.”
- 9/28 1. Discussion: Is there such a thing as a universal language, and if so, is music it?
Reading due: “Just Walk On By: A Black Man Ponders His Power to Alter Public Space” by Brent Staples. (C5, E7)
2. *Campus Resources and Activities*: Introduce campus resources including free events and lectures. Discuss how to find them and assign students to visit one resource during the next week to report back during campus tours. (E1)
- 10/3 Critical thinking group activity: Cracking a code. Students are presented with simple codes (e.g. Caesar’s code) and asked to crack them; introduce binary numbers and other symbols from the Pioneer plaque to decode. (A2, D1, D8, F2)
- 10/4 The Golden Record** (Timothy Ferris):
Lecture recalls NASA’s process of developing the message identifying Earth and Humanity to extraterrestrial audiences in the Pioneer and Voyager missions, including how different terrestrial constituencies are represented.
Reading due: Chapter 1, “For Future Times and Beings” in *Murmurs of Earth* by Carl Sagan and T. Ferris about images, music and language samples included in the record.
- 10/5 1. Discussion: communication without shared symbols; the question of a universal language revisited. Did the Golden Record include a fair representation of humankind? (D5, E7) Considering that our radio and TV broadcasts are traveling from the Earth faster than the Golden Record, how would an alien culture react to intercepting these? (A1, A3)
Activity: Students jointly produce a time capsule; each bring an item. (B1, F3, F6, E9, E10)
2. *Campus Tour A*: One student leads the group on a rotating basis describing campus resources and locations. (E1)

- 10/10 Complete the time capsule. (F3, F6, E9)
 Activity: Bring in advertisements for technical gadgets and discuss. (A1, A2)
 Research assignment: Find, read and compare reviews of *Natural Born Cyborgs*. How can you use book reviews to evaluate a source? (D2, D3, D5)
- 10/11 Natural Born Cyborgs** (Andy Clark, or John Sullins, Philosophy)
 Reading due: Chapter 5, "What are we?" from *Natural Born Cyborgs* by Andy Clark on technology and the construction of identity.
- 10/12 1. Discuss lecture, reading, and results of research assignment.
 Activity: Catalogue each piece of technology students are using right now in class. Each student show & tell his/her mobile phone to the class; discuss what each says about its owner. how and why they react the way they do to especially new and old phones. Imagine the perfect future personal communication technology; discuss changes this would entail, and how community or individuality would be enhanced. Writing assigned: Meditation on a piece of technology. (B1, B2, B3, E10, F2)
 2. *Collage*: Choose images from magazines that most represent your interests and who you are right now. Share and discuss. (E6, E10)
- 10/17 Discussion: Scientific Method; DNA as a code. (A6) Deductive arguments: validity, soundness, fallacies. (A3)
 Research: Evaluate *Harper's* website. What imagery do you find; what messages stand out to you; what can you learn about this magazine by examining its web site? (D3)
- 10/18 Race and Biological Diversity** (Panel with Nathan Rank, Biology and Karin Enstam, Anthropology):
 Lecture introduces how racial differences in humans appear to an evolutionary biologist and a physical anthropologist. (F4)
- 10/19 1. Reading due: "Mighty White of You: Racial References color America's oldest skull and bones" by Jack Hitt (Harper's 2005). "One Drop of Blood" by Alexander Wright (New Yorker). Discussion: Race as biologically determined or socially constructed.
 2. "*Crossing the Line*". Exercise where students cross over a line if they identify with a particular statement or group. (E6, E7, E9, E10)
- 10/24 Activity: Students make a list of adjectives to describe themselves. Break into groups to discuss the ways race/ethnicity has affected their lives; report back to class experiences of themselves as racial and ethnic subjects. (E6, E7, E10)
 Writing assignment: racial/ethnic autobiography. (B2, B3, B4, B5, E6, E7)
- 10/25 Speaker Panel on Race** (member of the Nation of Islam, member of a white supremacy organization, veteran from the civil rights movement) (E7, F4)
- 10/26 1. Reading (continued through following week): *The Autobiography of Malcolm X* by Alex Haley, Ch. 10, 11, 17, 18. Discuss reaction to speaker panel. How did you judge the reliability of the speakers? Were some more trustworthy, and why? (C4, D5, D6)
 2. *Diversity at SSU*: The campus statistics. How are your experiences at SSU similar or different from your home community? What do you like or not like about that? How comfortable are you in college? (E6, E7, E9, F5)

10/31 Discussion and writing assignment: Critique of arguments on race, identifying fallacious reasoning (ad hominem, ad populum, false cause, loaded language, persuasive definition, poisoning the well, straw man, weasel words) in discussions on race on the web.
Research: Do a Google image search on Malcolm X; choose one picture and write a short reaction to it. (D2)

11/1 Race and Identity (Mike Ezra, American Multicultural Studies)

11/2 1. Discuss Malcolm's view of blacks and whites as enemies or brothers; change of his view over time; our understanding of Malcolm X today. (C2, C4, D5, D6)
2. *Campus Tour B*. Students provide a tour for each other describing campus resources. (E1)

11/7 Writing assignment: Consider the legacy of Malcolm X, noting the popular regard over time for someone who referred to a race of people as "white devils" and deriving lessons about American identity. (B1, B2, B3, D5, F6)
Research: Find, read and compare book reviews of *Sexing the Body*. How do they help you evaluate the text? Do they change how you view the text? (D2, D3, D5)

11/8 Gender and Identity (Nan Alamilla Boyd, Women's and Gender Studies)

Reading due: Chapter 2 from *Sexing the Body* by Anne Fausto-Sterling, discussing the cont. debates about whether men and women have different brains (size, function, etc.).
Lecture addresses the relation between sex and gender, i.e. the body as a primary text for understanding socialization.

11/9 1. Debate: How different are men and women? (D5, E10)
2. *SAFE Presentation* about sexuality and college life. (E8)

11/14 Viewing assignment: Watch film *Merchants of Cool*.
Discussion: identify fallacious arguments about gender in advertising. (A1, A2, A3, A5)
Writing assignment: Analysis of an extended argument about gender or culture and identity. (A2, A5, B2, B3, B4, B5)

11/15 The Cultural Construction of Identity (John Wingard, Anthropology):

Lecture introduces anthropologist's view of culture as being learned, shared, symbolic, diverse and contested; identity as being culturally constructed (reflecting norms, values and beliefs of the culture) and socially negotiated. Refer to genealogy from 8/29.

11/16 1. Discussion of lecture and viewing (E6, E9, F1, F4, F6)
2. Revisit the force field analysis. Have these forces changed? Have your academic or career interests changed or progressed? Academic advising for Reg 1. Students produce two alternate versions of their Spring '07 schedule.

11/21 Reading: *Worthless Women* by A K Pyburn. Discuss the role of media, technology, and friends in constructing their own social and cultural identity. In discussion, explore what factors may be paramount in identity construction in other cultures and how these differ from the students'. (C2, C4, E7, F6)

THANKSGIVING HOLIDAY 11/22-24

11/28 Reading: Ch. 3 of Schramm & Porter, *Process of Communication* Activity: Choose a concrete example of how your identity has shifted since coming to SSU. Now choose three different ways to communicate that shift to the specific audience of your seminar class: written form, visual form, oral or performance form. (D5)

11/29 The Communication Contract (Melinda Barnard, Communication Studies)

What do we lose in identity when we have to choose signs & symbols that others can understand? Why do we need communication contracts? Who do we have communication contracts with and how do they differ? (D5, D7, F2)

11/30 1. Discussion of lecture

2. Continue academic advising and review schedules. Knowing yourself and your learning style (Myers-Briggs or other instruments.) How do you choose a major? Final exams: test-taking and studying skills. (E3, E5, E8)

12/5 Activity: Five-minute presentations of 11/28 assignment by individual students to LT. Reading due: The Gettysburg Address, which students must locate in library. (D2)

12/6 Capturing Experience: The Public Communication of the Self (M. Barnard, Communication Studies):

Using PowerPoint and other media effectively. How does technology change the way you present yourself or your ideas? Oratory performance: Abraham Lincoln delivering the Gettysburg Address. Reading due: *The Cognitive Style of PowerPoint* by Edward Tufte (including a satirical PowerPoint of the Gettysburg Address). (B1, D5, D7, E6)

12/7 1. Reflective summary discussion. Assign reading over break.

2. "The Ideal Dorm" group activity. (E7, E9)

SPRING 2007

1/30 Discuss Reading (over winter break): *The Poisonwood Bible* by Barbara Kingsolver; Excerpts from *Plan B: Rescuing a Planet under Stress and a Civilization in Trouble* by Lester Brown. How did these fiction and nonfiction readings affect you emotionally? Can you find any information about the Congo today in Lester Brown? Overview of this semester's expectations and final group project. Writing assignment: annotated bibliography on a research topic. (B3, B5)

1/31 Literature Panel (Barbara Kingsolver or Greg Sarris and others)

2/1 1. Reactions to lecture.

2. Check in about winter break; reminder about financial aid application process. Group activity: create a resource book for next year's incoming Freshmen from what you have learned so far in college. (E1, E3, E4)

2/6 Critical Thinking: Review Ch. 1-4 in *A Rulebook for Argument* on general rules, argument by example, analogy and authority. (A3, A4)

2/7 Plans A & B (Lester Brown, Earth Policy Institute)

Reading: *A Plan for a New America* by Paul Wolfowitz.

2/8 1. Discussion: Is our civilization indeed in as much trouble as Brown claims, and if so, what can we do about it? Compare Plan B with the Wolfowitz Plan. (A2, A5, A6, C1, C2, C3, C4, C5, D6)

2. *Coping with Stress*. How are the external forces affecting you now? Do you feel that your Fall '06 grades represent you and your effort in your classes? Will you modify your strategies this semester? (E3, E4)
- 2/13 Review Ch. 5, 6 and 10 in *A Rulebook for Arguments* on arguments about causes, deductive arguments, fallacies. (A2, A3, A4, A5, A6)
Activity: Students present a news article citing numbers and discuss their comfort or discomfort with the data and implicit or explicit conclusions. (D8, F2, F3)
Research activity: Students use web resource to estimate their ecological footprint. (D1, D8, F5, F6)
- 2/14 Numbers and the State of the World** (Sascha von Meier, Environmental Studies):
Lecture provides examples of quantitative information in argument, basic techniques of computation and questioning the validity and implications of numerical data.
Reading: Excerpt from the *U.S. Climate Action Plan* (U.S. Environmental Protection Agency) detailing projections for future GDP growth and carbon emissions; selections from *How to lie with Statistics* by Darrell Huff.
- 2/15 1. Discussion: How do Lester Brown and the US EPA use numbers and statistics to make an argument? (A1, A3, A5, D5, D6, D8)
2. *How do we relate to others in the workplace?* Begin discussion about major and career choices. Personality mosaic and Holland Code. How are our preferences for work affected by media? (E2, E5, F1)
- 2/20 Activity: Students present and discuss an advertisement for a product that they have purchased recently. (A1)
Writing assignment: Analyze implicit and explicit messages in each advertisement. (A2, A5, B5)
Group assignment: Elementary arithmetic deriving per capita GDP, carbon emissions and carbon intensity of the economy from national GDP, carbon emissions and U.S. population data. (D8)
- 2/21 Advertising and the End of the World** (Sut Jhally):
1-hr video lecture links material consumption and its global environmental impacts to the appeal to individual identity and its cultural construction by advertising in mass media.
- 2/22 1. Discussion: Reactions to lecture. What forms of argument does Jhally use?
2. *Six Great Careers*. Continue discussion about major and career choices. How do you get connected and start your career path in your first year of college? (E3, E5)
- 2/27 Research assignment: Students are directed to a website that gives the impression of belonging to the World Trade Organization — but is in fact authored by The Yes Men, an activist group — and assigned to find out what they can about the WTO and the site's authorship by following links from the given URL.
- 2/28 Globalization and World Trade** (Local Business CEO; Speaker Global Exchange)
Reading: Selection from *The Earth is Flat* by Thomas Friedman.
- 3/1 1. Discussion: Is the "flat Earth" a good or a bad thing? Compare speakers' to Friedman's perspective. Were you surprised by any of their points? (C2, C4, D5, F6)
2. *Health and Wellness*. Create skits in class about healthy decision making and discuss the choices. (E8)

- 3/6 Share findings from research assignment. Watch a video clip of Yes Men impersonating WTO officials at a trade conference in what they call “identity correction.” (D2, D3, D4, D6)
Writing assignment: Persuasive essay: Are the Yes Men’s activities ethical? (A4, B2, B3, B4, B5, F5)
- 3/7 Disguise and Recognition** (Tori Truss et al.):
Theatrical performance, including live (Pygmalion, As You Like It); video clip
Reading: Selection from Shaw, *Pygmalion*
- 3/8 1. Reflection on lecture. Students identify disguises and authentic identities in their own lives.
2. *The masks We Wear*. Create a mask with both the external view, how others see you, and the internal view, how you see yourself. Share and discuss. (E6, F2)
- 3/13 Discussion and writing assignment: Interior monologue. Inhabit the mind of an author or speaker from the course. Research 4-5 sources to deepen your understanding; use endnotes to reflect on how research sources contributed to your understanding. (C4, D1, D2, D5)
- 3/14 Empathy and Acting** (Tori Truss, Theater Arts):
Lecture explores the trait of empathy — biochemically, neurologically, and as an actors’ technique for connecting to characters. Live demonstration of getting into character with Commedia dell’Arte character, *Il Doctore*. Reading: Selections from *An Actor Prepares* by Constantin Stanislavski.
- 3/15 1. Discussion of lecture and reading. (E6, F2)
2. *Ethics and the Workplace*. What do you perceive as the most ethical jobs? Where does ethics rank on your list of priorities for future work? (E5, F1, F5, F6)
- 3/20 In-class exercise on acting and expression of emotion.
- 3/21 Writing and Social Change** (Tim Wandling, English):
The individual as an agent of change.
Reading: Martin Luther King, *Letter from Birmingham Jail*.
- 3/22 1. Reading: Ch. 7, 8 and 9 in *Rulebook* (composing an argumentative essay). (A4)
2. *Campus Tour C*. Discuss resources related to civic engagement. Visit JUMP and OCBL offices. (E9, F5)
- 3/27 Discuss the individual as an agent of local change and global thinking, noting how King defines the terms “Untimely,” “Outsider” and “Justice.” Identify unstated assumptions or premises in King’s essay and the political rhetoric he argues against. Research and writing assignment: Discuss King’s use of quotations; using others’ ideas to support your own. Each student analyzes one passage with metaphor or figurative language, and one with repetition. Discuss how these devices work (or fail to work) for persuasive writing. (C1, C3)
- 3/28 Historiography** (Steve Estes, History):

Examines how one aspect of American History, Immigration and Assimilation, has been written and told differently by different historians.

Reading: Collection of excerpts from different high school textbooks on the story of Columbus.

- 3/29 1. Discuss lecture and reading. How do you feel about the problem of immigration in the United States and California today — or is it a “problem”? What are the implications of different historiographies? (C4, C5, D5, D6)
2. *The Culture of Sonoma County*. What are the cultural characteristics of our county? How would you describe the community here? Can you relate to the perceived values of this county? (E9, F2, F5)

- 4/3 Research assignment: Gather as much information as you can about a specific event (the 2001 incident where a U.S. spy plane collided with a Chinese fighter jet over the South China Sea). Reading: News report headlined “Chinese pilot’s wife send Bush emotional letter” from CNN.com.
Discussion: Differences between Chinese and US responses to the incident.
Writing assignment: Take as objective a position as you can highlighting what you see to be the strengths and weaknesses of both sides to the Spy Plane debate. (A1, A2, B2, B5, C4, C5, D6)

4/4 Life as an International Student (Jan Beaulyn, International Services and students):
Panel discussion about life at SSU as an international student.

- 4/5 1. Discussion: Reactions to panel.
2. *Becoming an International Student*. If you could travel and study anywhere in the world, where would you go, and why? Discuss resources to make such a plan a reality. (E3, E7, F1, F6)

SPRING BREAK 4/9-13

- 4/17 Design and begin to prepare final presentation with LT. (E3, F3)
Writing assignment: Dialogue between two characters (authors or speakers from this course) with different viewpoints. (B1, B2, B5, C4, D5)

4/18 Language Across Cultures (Greta Vollmer, English):
Interpreting the “Other”. How does a different linguistic and cultural lens affect interpretation of the world? How can an analysis of discourse and semiotic systems across cultures provide new insight into global events?
Readings: Excerpts from *Going Nuclear: Language Politics and Culture in Confrontational Times* (G. Nunberg); “News Stories as Narrative,” by Allan Bell (*The Discourse Reader*); B. Walraff. “What Global Language?” (*Atlantic Monthly*); L. Bohannon: “Shakespeare in the Bush.”

- 4/19 1. Discussion: Negotiating identity across cultures. What does language use, status and identity mean in a multi-ethnic, multilingual society? What are the implications for an immigrant society? (C4, E7)
2. Continue discussion about negotiating identity related to students’ experience at SSU; building meaningful relationships with faculty and others; motivation to be a self-responsible learner. (E2, E3)

- 4/24 Viewing assignment: selected scenes from *The Matrix* and *The Truman Show*.
Discussion: Pop culture addressing the tension between civilization as a prison and the narrative of saving the world. (C2, D5, F3, F6)

- 4/25 Identities and Saving the World** (Peter Hoffman-Kipp, Education and Literacy Studies)
Reading: Selection from *Ishmael: An adventure of the mind and spirit* by D. Quinn.
- 4/26 1. Discussion: World views in conflict, “taker” and “leaver” identities. Ishmael as a recasting of “the civilization of the world” and as a Socratic teaching. (C2, D5, F3, F6)
2. *Academic Advising* for Summer and Fall 2007. Discuss choices for Reg 1. (E5)
- 5/1 Activity: LT collaborates on presentation
- 5/2 Student Presentations: What’s Your Plan B?** (Five sections including Section 1)
Each LT presents a 10-min segment of visual, theatrical, or other performance that synthesizes their learning over the course of the year. Audience is the plenary group in auditorium.
- 5/3 1. Discussion: The experience of performing in front of a large audience. How do you feel successful or challenged when you perform? (D7, E6, F3)
2. *What are your emerging academic strengths?* How can these strengths translate into majors and future career options? (E3, E5)
- 5/8 Synthesis discussion. Writing assignment: Extension essay. Identify key concept from the course, apply to another situation, and develop implications. (B1, B2, B3, B4, B5, F1)
- 5/9 Student Presentations, cont’d** (other five sections)
- 5/10 1. Discussion: reviewing other groups’ performances. (D7)
2. *Balance*. How have you been able to balance academic and social priorities this semester? What are your goals for the future now? Final exam and studying skills revisited. (E3, E4, E8)
- 5/15 Discussion of extension essays. Synthesis continued.
- 5/16 Social Gathering**
- 5/17 1. Discussion: What have you learned this year, and what purpose do you see in this learning? (F1, F6)
2. *Plans for next academic year*. What will change or stay the same? Are you closer to choosing a major? What are your summer plans? What campus resources do you have for the summer? (E1, E3, E5, F1)