

**HON 182: Confluence of Cultures Syllabus**  
**Spring 2024**  
**3 credit hours**

Instructor Name: TBD

Instructor Contact Information: TBD

Instructor Student Drop-In Hours: TBD

Course Catalog Description: An exploration of African American, Asian American, Hispanic American, or Native American cultures from historical, literary, and artistic perspectives. LAA2-Arts&Hum-Lit&Humanities and LAMS-Multicultural Studies and GT Literature

Course Description: This course helps students collaboratively explore the complex cultural makeup of the U.S. and the relationship between the U.S. and the rest of the world with the aim of improving intercultural awareness and understanding. Recognizing the profound role of media in shaping students' perceptions of other cultures, this course encourages students to interrogate their perspectives on world events through critical analysis of text and context. [Reading selections and thematic focus may vary by instructor. All changes must be approved by the Honors program.]

Important Dates: TBA

**Liberal Arts Curriculum & GT Pathways**

This course is a part of the Liberal Arts Curriculum at UNC and fulfills 3 credit hours of the Arts & Humanities: Literature & Humanities and U.S. Multicultural Studies category. The Colorado Commission on Higher Education has approved HON 182 for inclusion in the Guaranteed Transfer (GT) Pathways program in the GT-AH2 category. For transferring students, successful completion with a minimum C- grade guarantees transfer and application of credit in this GT Pathways category. For more information on the GT Pathways program, go to <http://highered.colorado.gov/academics/transfers/gtpathways/curriculum.html>

UNC's LAC outcomes in Arts & Humanities: Literature & Humanities are aligned with the State of Colorado's GT Pathways student learning outcomes, competencies, and content criteria for AH2. This includes CDHE competencies and student learning outcomes in Critical Thinking and Written Communication.

<p><b>LAC Literature &amp; Humanities Learning Outcomes + GTP Competencies &amp; SLOs</b></p>	<p><b>Course Mapping</b> [The following are examples based on a recent offering of MIND 182. Assignments may vary by instructor. All changes must be approved by the Honors program.]</p>
<p><b>Critical Thinking:</b> Competency in critical thinking addresses a student's ability to analyze information and ideas from multiple perspectives and articulate an argument or an opinion or a conclusion based on their analysis.</p>	<p><b>Class discussions</b> – students respond analytically and critically to literary or media works, by addressing all of the following:</p> <ul style="list-style-type: none"> <li>a) 6th through 21st century CE Middle East and North Africa</li> <li>b) Arab culture</li> </ul>

<p><b>Student Learning Outcomes (SLOs)</b>  <i>Students should be able to:</i></p> <p>2. Utilize Context</p> <ol style="list-style-type: none"> <li>a. Evaluate the relevance of context when presenting a position.</li> <li>b. Identify assumptions.</li> <li>c. Analyze one’s own and others’ assumptions.</li> </ol> <p>5. Understand Implications and Make Conclusions</p> <ol style="list-style-type: none"> <li>1) Establish a conclusion that is tied to the range of information presented.</li> <li>2) Reflect on implications and consequences of stated conclusion.</li> </ol>	<ol style="list-style-type: none"> <li>c) History and diversity of Islam; changing Muslim identities; comparative approaches to religion</li> <li>d) Perceptions and portrayals of Islam and Muslims</li> </ol> <p><b>ABCs Essay</b> – students explore their cultural assumptions and biases in the framework of A (Affect), B (Behavior), and C (Cognition)</p> <p><b>Aslan Essays</b> – students evaluate, reflect on, and respond to the claims in Reza Aslan’s <i>No God But God</i></p> <p><b>Knight Essay</b> – students draw connections between the context they’ve learned and Knight’s <i>Taqwacores</i> to identify and evaluate Knight’s arguments</p> <p><b>Hosseini Essay</b> – students identify three events in <i>Kite Runner</i> that have affected their understanding of Islam, US/Middle East relations, and/or what it might be like to be an Afghani Muslim immigrant</p> <p><b>Civic Engagement Blog</b> – students engage with and evaluate depictions of Muslims and Islam in media</p> <p><b>Soliya Participation/Completion</b> – students connect with college students from other cultures, reexamine their own biases, and learn to “rehumanize” Muslim- and Arab-Americans</p> <p><b>End of Semester Reflection Paper</b> – students reflect on their own learning process in the course</p>
<p><b>Written Communication:</b>          Competency in written communication is a student’s ability to write and express ideas across a variety of genres and styles. Written communication abilities develop over time through layered, interactive, and continual processes and experiences across the curriculum.</p> <p><b>Student Learning Outcomes (SLOs)</b>  <i>Students should be able to:</i></p> <p>2. Develop Content</p>	<p><b>ABCs Essay</b> – students explore their cultural assumptions and biases in the framework of A (Affect), B (Behavior), and C (Cognition)</p> <p><b>Aslan Essays</b> – students evaluate, reflect on, and respond to the claims in Reza Aslan’s <i>No God But God</i></p> <p><b>Knight Essay</b> – students draw connections between the context they’ve learned and Knight’s <i>Taqwacores</i> to identify and evaluate Knight’s arguments</p> <p><b>Hosseini Essay</b> – students identify three events in <i>Kite Runner</i> that have affected their understanding of Islam, US/Middle</p>

<p>a. Create and develop ideas within the context of the situation and the assigned task(s).</p> <p>4. Use Sources and Evidence</p> <p>a. Critically read, evaluate, apply, and synthesize evidence and/or sources in support of a claim.</p> <p>b. Follow an appropriate documentation system.</p>	<p>East relations, and/or what it might be like to be an Afghani Muslim immigrant</p> <p><b>Civic Engagement Blog</b> – students engage with and evaluate depictions of Muslims and Islam in media</p> <p><b>End of Semester Reflection Paper</b> – students reflect on their own learning process in the course</p>
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<p><b>Content Criteria for Literature and Humanities (GT-AH2)</b></p>	<p><b>Course Mapping</b></p>
<p>Respond analytically and critically to literary or media works, by addressing all of the following:</p> <p>a. Specific era(s)</p> <p>b. Specific culture(s)</p> <p>c. Themes or major concepts</p> <p>d. Attitudes and values</p>	<p><b>Class discussions</b> – students respond analytically and critically to literary or media works, by addressing all of the following:</p> <p>a) 6th through 21st century CE Middle East and North Africa</p> <p>b) Arab culture</p> <p>c) History and diversity of Islam; changing Muslim identities; comparative approaches to religion</p> <p>d) Perceptions and portrayals of Islam and Muslims</p> <p><b>ABCs Essay</b> – students explore their cultural assumptions and biases in the framework of A (Affect), B (Behavior), and C (Cognition)</p> <p><b>Aslan Essays</b> – students evaluate, reflect on, and respond to the claims in Reza Aslan’s <i>No God But God</i></p> <p><b>Knight Essay</b> – students draw connections between the context they’ve learned and Knight’s <i>Taqwacores</i> to identify and evaluate Knight’s arguments</p> <p><b>Hosseini Essay</b> – students identify three events in <i>Kite Runner</i> that have affected their understanding of Islam, US/Middle East relations, and/or what it might be like to be an Afghani Muslim immigrant</p> <p><b>Civic Engagement Blog</b> – students engage with and evaluate depictions of Muslims and Islam in media</p>

<b>LAC U.S. Multicultural Studies Competency &amp; SLOs</b>	<b>Course Mapping</b>
<p>U.S. Multicultural Studies Competency: As part of a Liberal Arts Curriculum, the U.S. Multicultural Studies (MS) competency refers to students' ability to recognize the perspectives of individuals and groups with a range of identities (including but not limited to race, gender, economic class, sexual orientation, physical ability, religion, language, age, and/or national identity) in terms of the greater "American Experience." Courses designated MS introduce students to concepts, theories, and histories of marginalization and inequity and systemic impacts on individuals, groups, and events. By building an awareness of the possibilities and challenges of diversity and inclusivity, courses with the MS designation reveal to students their historically rooted roles in communities and their potential as agents of change.</p> <p><b>Student Learning Outcomes (SLOs)</b> <i>Students should be able to:</i></p> <ol style="list-style-type: none"> <li>1. Discuss the diversity of experiences and perspectives of individuals and groups with a wide range of identities (including but not limited to race, gender, economic class, sexual orientation, physical ability, religion, language, age, and/or national identity) and their contributions to educational, social, legal, religious, political, and/or cultural institutions and society.</li> <li>2. Explain the social, political, historical, cultural, and/or economic experiences of at least one cultural group in terms of the greater "American Experience."</li> <li>6. Identify, analyze, and apply strategies for disrupting and dismantling systems that perpetuate oppression, privilege, and/or marginalization in order to promote equity</li> </ol>	<p><b>Class discussions</b> – students respond analytically and critically to literary or media works, by addressing all of the following:</p> <ol style="list-style-type: none"> <li>a) 6th through 21st century CE Middle East and North Africa</li> <li>b) Arab culture</li> <li>c) History and diversity of Islam; changing Muslim identities; comparative approaches to religion</li> <li>d) Perceptions and portrayals of Islam and Muslims</li> </ol> <p><b>ABCs Essay</b> – students explore their cultural assumptions and biases in the framework of A (Affect), B (Behavior), and C (Cognition)</p> <p><b>Aslan Essays</b> – students evaluate, reflect on, and respond to the claims in Reza Aslan's <i>No God But God</i></p> <p><b>Knight Essay</b> – students draw connections between the context they've learned and Knight's <i>Taqwacores</i> to identify and evaluate Knight's arguments</p> <p><b>Hosseini Essay</b> – students identify three events in <i>Kite Runner</i> that have affected their understanding of Islam, US/Middle East relations, and/or what it might be like to be an Afghani Muslim immigrant</p> <p><b>Civic Engagement Blog</b> – students engage with and evaluate depictions of Muslims and Islam in media</p> <p><b>Soliya Participation/Completion</b> – students connect with college students from other cultures, reexamine their own biases, and learn to "rehumanize" Muslim- and Arab-Americans</p>

<p>and increase access and opportunity for traditionally excluded communities.</p> <p>7. Assess one’s own role in systems of oppression, privilege, and/or power and identify the various ways in which they have used or may use their roles to ensure equity, inclusion, and justice.</p>	
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### Other Student Learning Outcomes

In addition to the above:

- 1) Students will become familiar with Islam, Muslim identities and current and international affairs through an interdisciplinary examination of historical, autobiographical, literary, and documentary works.
- 2) Students will develop a working understanding of and be able to think critically about relationships among the US, Europe, “Middle Eastern” and North African countries.
- 3) Students will understand the power of the media in shaping opinions and perspectives and develop analytical skills to assess media more critically.
- 4) Students will recognize how other people and groups can be dehumanized.
- 5) Students will develop skills and perspectives capable of “re-humanizing” other people and groups.

### Required Text/Course Materials

[The list below is one example. Reading selections may vary by instructor. All changes must be approved by the Honors program.]

- 1) Aslan, Reza. 2005. *No God But God*. Random House Trade Paperbacks.
- 2) Knight, Michael Muhammad. 2009. *The Taqwacores*. Soft Skull Press.
- 3) Hosseini, Khaled. 2013. *The Kite Runner*. Riverhead Trade.
- 4) other readings as assigned

### Assignments & Grading

[Assignments and weights may vary by instructor. All changes must be approved by the Honors program.]

Students will be assessed on the content and competency criteria through a combination of the following course assignments:

- 1) ABCs Essay (50 points)
- 2) Aslan Essay I (100 points)
- 3) Aslan Essay II (100 points)
- 4) Knight Essay (100 points)
- 5) Hosseini Essay (100 points)
- 6) Civic Engagement Blog (150 points)
- 7) Soliya Participation/Completion (100 points)
- 8) End of Semester Reflection Paper (50 points)
- 9) Class Attendance/Participation (250 points)

The following chart represents the grading scheme for this course:

	+	-
A	>920, ≤1000	≤920, ≥900
B	≥880, <900	>820, ≤880
C	≥780, <800	>720, ≤780
D	≥680, <700	>620, ≤680
F	<600	

1. ABCs Essay: To start the semester, you will explore your “ABCs” in a Cultural Discomfort Zone (CDZ). After reading the book chapter, “3 things to know about culture shock,” you will find a situation in which you are culturally uncomfortable and explore your reactions. Using the framework of A (Affect), B (Behavior), and C (Cognition), write a 500-word essay in which you
  - a. Choose and engage with a CDZ. This could be an unfamiliar place of worship, a “strange” student organization, an ethnic restaurant you would never have visited, etc. Dive in!
  - b. Using Stephan and colleagues’ Intergroup Threat Theory model (explained in the reading), describe the structural aspects of your encounter.
  - c. Break down your reaction into the ABC categories and explain each one in as much detail as you can.
  - d. Summarize what you learned about yourself from this exercise.
2. Aslan Essay I: Considering what is happening in the Muslim world today, Reza Aslan writes that his book is “above all else, an argument for reform” (p. xxviii). One could argue, based on Aslan’s historical narrative, that Muhammad started a religious reformation in the Arab world after his Revelation at Mt. Hira in 610 C.E. In this assignment, I would like you to write a 1500-2000 word paper in which you do the following:
  - a. Read the book’s preface through Chapter 5 (The Rightly Guided Ones).
  - b. Write an introduction (1 or 2 paragraphs) in which you repeat the above claim and discuss how you intend to evaluate it.
  - c. In the body of your paper, use evidence from Aslan’s book to evaluate this claim, making sure to inventory contemporary Arab traditions and practices, discuss Muhammad’s response to them, and consider their role in shaping what happened to Islam following Muhammad’s death.
  - d. In your paper’s conclusion, share your own thoughts about how this “reformationist” point of view influences your understanding of Islam.
3. Aslan Essay II: Reza Aslan shows that the Muslim world is not united in its ideas about how to worship God, how to be a good Muslim, or what an Islamic State should look like. This diversity arises from different histories and different interpretations of history and the Quran. In this assignment, I would like you to write a 1500-2000 word paper in which you do the following:
  - a. Write an introduction (1 or 2 paragraphs) in which you repeat the above claim and discuss how you intend to evaluate it.
  - b. In the body of your paper, present all the Muslim sects that Aslan identifies in his book and describe their origins in as much detail as you can (a chart or illustration is also acceptable). Discuss the major event, antecedent groups, and responses that shaped the formation of these sects.

- c. In your paper's conclusion, share your own thoughts about how knowledge of this diversity has influenced your understanding of Islam and the Muslim World.
4. Knight Essay: Michael Muhammad Knight's *Taqwacores* is an irreverent, some would say blasphemous exploration of the Americanization (punkification) of Islam. As Knight's anti-hero, Jehangir, claims at the beginning of Chapter 4, "The United States can save Islam." In this assignment, please evaluate Jehangir's assertion by taking into account the following elements:
- What you have learned so far from your readings, discussions, personal observations and our guest lecturers;
  - At least three poignant quotes (taken in context) from *Taqwacores*;
  - What you believe to be Knight's conclusion based on the resolution of his plot.
5. Hosseini Essay: Identify three events in *Kite Runner* that have affected your understanding of Islam, US/Middle East relations, and/or what it might be like to be an Afghani Muslim immigrant. How has your understanding changed or been enhanced? How might you bring this new understanding into your Soliya session interactions? Write a 1500-2000 word essay in which you
- Describe the examples you selected, using proper citations (page references from the book) and providing sufficient detail and
  - Thoughtfully and thoroughly answer the questions posed above by exploring the examples you chose as well as your own experience.
  - Prepare your examples and perspectives for sharing in class.
6. Civic Engagement Blog (CEB): In this assignment you will write and respond to 5 news articles. First, choose a partner for this assignment; this person will be called your "Blog Partner" and you will work with her/him for the entire semester. Starting the week of February 20th you will begin writing the pieces for your CEB.
- What is an OpEd anyway? Visit the following link for Duke University's excellent list of guidelines: [https://shorensteincenter.org/wp-content/uploads/2012/07/HO\\_NEW\\_HOWTO-WRITE-AN-OPED-OR-COLUMN.pdf](https://shorensteincenter.org/wp-content/uploads/2012/07/HO_NEW_HOWTO-WRITE-AN-OPED-OR-COLUMN.pdf)
  - Each OpEd. should be 500-600 words and present a response to a news article concerning MENA (Middle East/North Africa) countries. You may choose from the following news sources:
    - Al Jazeera (<http://america.aljazeera.com>)
    - Associated Press (<http://www.ap.org>)
    - BBC News (<http://www.bbc.com/news>)
    - The Guardian (<http://theguardian.com>)
    - New York Times (<http://www.nytimes.com>)
    - Wall Street Journal (<http://online.wsj.com/home-page>)
    - Washington Post (<http://www.washingtonpost.com>)
  - Every other week you will post a thoughtful, written response to your partner's work on his/her respective blog. Thoughtful responses do not emphasize the quality of writing ("I loved the way you put that!") or ad hominem praise ("You're an awesome CEB writer!"). Thoughtful responses will be approximately 300 words and based on your own research and perspective and consist of comparisons/contrasts between them and those of your partner.
  - Final CEB is due on April 10th and should include:
    - Each entry as a separate blog post.

- (2) Each OpEd should include a link to the news story you discuss.
- (3) You will be graded on your ability to write compelling and interesting opinion/editorial responses. There are three potential grades for this assignment:
- (4) Full points (100%)—OpEds/partner responses are well written, thoughtful, and address issues in the Arab-Muslim world or Western/MENA relations. OpEds/Event Reviews demonstrate your ability to understand the complexity of a specific issue and are within the word limit. NOTE: To earn full points, you must respond to each of your partner’s CEB posts.
- (5) Half points (50%)—OpEds/partner responses are poorly written, demonstrate only surface level understanding of issues, fall well below the word limit and/or do not address topic area.
- (6) No points (0%)—OpEd/partner responses are incomplete (i.e. missing some or all assigned entries).
7. End of Semester Reflection: To fulfill the requirements of this assignment, you must submit an 800 word essay in which you discuss how this course – its readings, discussions, group activities, documentary screenings, guest lectures/visits, assignments, and, of course Soliya sessions – has influenced you. Be broad in your consideration of this topic. Your essay might include, but does not need to be limited to, addressing the following questions:
- How has your perspective on Muslims and/or non-Muslims changed?
  - How has your perception of Muslim and/or non-Muslim identity and diversity changed?
  - In what ways do you think you have changed others’ (for example, your Muslim Soliya partners) perceptions of Americans?
  - Has this course influenced your academic or personal goals? If so, how?
8. Class Attendance/Participation: Your score for this item will proportionally represent your attendance and participation record. If you attend all classes, you will receive the full 200 points. Unexcused absences or poor participation will result in a lower score.

## **Course Policies**

### *Academic Integrity*

Students are responsible to do their own academic work with integrity, without cheating, plagiarizing, or otherwise exhibiting dishonesty. Students are further expected not to aid or abet others in breaches of academic integrity. At my discretion, I will penalize a student who cheats, plagiarizes, or assists another student in such behavior with an F for the class. Students so penalized may also be liable for disciplinary sanctions by the university, which may include suspension from the university. For further information, see UNC’s academic integrity policy at: [http://www.unco.edu/dos/assets/pdf/StudentCodeofConduct.pdf#nameddest=SC\\_integrity](http://www.unco.edu/dos/assets/pdf/StudentCodeofConduct.pdf#nameddest=SC_integrity)

## **University Policies**

### *Disability Resources*

It is the policy and practice of the University of Northern Colorado to create inclusive learning environments. If there are aspects of the instruction or design of this course that present barriers to students’ inclusion or to accurate assessments of students’ achievements (e.g., time-limited exams, inaccessible web content, use of videos without captions), students should communicate about these aspects with their instructor(s) and contact Disability Resource Center (DRC) to request accommodations.



Office: (970) 351-2289, Michener Library L-80.

Students can learn more here: [www.unco.edu/disability-resource-center](http://www.unco.edu/disability-resource-center)

### *Title IX*

The University of Northern Colorado is committed to providing a safe learning environment for all students that is free of all forms of discrimination and sexual harassment, including sexual assault, domestic violence, dating violence, and stalking. Students who have experienced (or who know someone who has experienced) any of these incidents should know that they are not alone. UNC has staff members trained to support students to navigate campus life, to access health and counseling services, to provide academic and housing accommodations, to help with legal protective orders, and more.

Please be aware all UNC instructors and most staff members are required to report their awareness of sexual violence to the Office of Institutional Equity and Compliance (OIEC). This means that if students tell an instructor about a situation involving sexual harassment, sexual assault, dating violence, domestic violence, or stalking, the instructor must share that information with the Title IX Coordinator, Larry Loften. Larry or a trained staff member in OIEC will contact the reporting students to let them know about accommodations and support services at UNC as well as their options to pursue a process to hold accountable the person who caused the harm to them. Students who have experienced these situations are not required to speak with OIEC staff regarding the incident. Students' participation in OIEC processes are entirely voluntary.

If students do not want the Title IX Coordinator notified, instead of disclosing this information to the instructor, students can speak confidentially with the following people on campus and in the community. They can connect you with support services and help explore options now, or in the future.

### *Confidential Campus Resources*

Assault Survivors Advocacy Program (ASAP)

Office Located: 2<sup>nd</sup> floor of Cassidy Hall

Office Phone: 970-351-1490

Web: [unco.edu/asap](http://unco.edu/asap)

Hours: M-F, 9am-5pm

24 Hour Hot Line: 970-351-4040

Email: [advocacy@unco.edu](mailto:advocacy@unco.edu)

UNC Counseling Center

Office Located: 2<sup>nd</sup> floor of Cassidy Hall

Office Phone: 970-351-2496

Hours: M-F, 8am-12PM, 1pm-5pm

Web: [unco.edu/counseling-center](http://unco.edu/counseling-center)

Psychological Services

Office Located: McKee Hall Room 247

Office Phone: 970-351-1645

Web: [www.unco.edu/cebs/psychological-services-clinic](http://www.unco.edu/cebs/psychological-services-clinic)

Hours: By Appointment

Email: [ppsy.clinic@unco.edu](mailto:ppsy.clinic@unco.edu)

\*Staff members at confidential campus resources are not required to automatically report incidents of sexual or relationship/dating violence or stalking to the University. There are limits to confidentiality, and before speaking with a staff member, those exceptions will be outlined.

Students who are survivors, who are concerned about someone who is a survivor, or who would like to learn more about sexual misconduct or report an incident, can visit [www.unco.edu/sexual-misconduct](http://www.unco.edu/sexual-misconduct). Students may also contact OIEC at 970-351-4899 or email [titleix@unco.edu](mailto:titleix@unco.edu).

### *Academic Integrity*

Students are expected to practice academic honesty in every aspect of this course. Students who engage in academic misconduct are subject to grading consequences with regard to this course and/or university disciplinary procedures through the Dean of Students Office. More information about the academic misconduct process can be found in UNC's Student Code of Conduct (BEAR Code).

### *Attendance*

Students are expected to attend class regularly. Each instructor determines the relationship between class attendance, the objectives of the class, and students' grades. Instructors are responsible for articulating their attendance policies and their effect on grades to students. Students are responsible for knowing the attendance policy of each course. Only the instructor can approve students' absences. Students are responsible for requesting such approval. In an effort to create inclusive learning environments, instructors should not require doctors' notes to determine whether or not to excuse an absence.

### *Center for Career Readiness*

Come visit us at the Center for Career Readiness to talk about resume, cover letter, interviewing, career/major exploration, job/internship search, graduate school search, and everything else career.

For more information on student *resources*, or to schedule an *appointment*, visit the website: [www.unco.edu/career/students](http://www.unco.edu/career/students) or for student *events*, visit: [www.unco.edu/career/events](http://www.unco.edu/career/events).

### We are located:

Office: University Center 2<sup>nd</sup> floor

Hours: M-F, 8am-5pm

Appointments: Virtual and In-Person

Drop-Ins: Visit our website for up-to-date information

It's never too early to talk about career!

### *COVID-19*

The COVID-19 pandemic is a complex, challenging, and fluid situation, which continues to evolve. UNC will follow applicable legal requirements and federal, state, and county public health recommendations and mandates in all decisions related to university operations. Students should review the [Coronavirus website](#) for the current academic term for the most up to date guidance. Students who fail to comply with UNC's public health requirements, such as the use of

masks and social distancing, will be reminded of current policy; students who fail to correct their behavior will be asked to leave the classroom and may be referred to the Dean of Students office. As of August 12, 2021, masks are required in all indoor spaces, except for limited exceptions. Instructors who can maintain a 6 foot distance from students are exempt while engaged in instructional activity.

The safety and well-being of our Community of Bears requires each of us to be prepared to do our part to protect the health of our entire campus community, as well as our friends, families, and neighbors. It is important that all members of the university community work together to do all we can to keep our community safe.

### *Equity and Inclusion*

The University of Northern Colorado (UNC) embraces the diversity of students, faculty, and staff. UNC honors the inherent dignity of each individual, and welcomes their unique perspectives, behaviors, and world views. People of all races, religions, national origins, sexual orientations, ethnicities, genders and gender identities, cognitive, physical, and behavioral abilities, socioeconomic backgrounds, regions, immigrant statuses, military or veteran statuses, sizes and/or shapes are strongly encouraged to share their rich array of perspectives and experiences. Course content and campus discussions will heighten your awareness of others' individual and intersecting identities. For information or resources, contact the Division of Diversity, Equity and Inclusion, at 970-351-1944. If students want to report an incident related to identity-based discrimination/harassment, please visit [www.unco.edu/institutional-equity-compliance](http://www.unco.edu/institutional-equity-compliance).

Additionally, there are several cultural and resource centers across the campus that are equipped and designed to serve as caring and thoughtful centers for students, staff and faculty. You can find their information below:

Asian Pacific American Student Services (Cultural Center)

924 20th St

Greeley, CO 80639

(970) 351-1909

[AsianPacificAmerican.StudentServices@unco.edu](mailto:AsianPacificAmerican.StudentServices@unco.edu)

Cesar Chavez Cultural Center & DREAMer Engagement Program (Cultural Center)

1410 20th St

Greeley, CO 80639

(970) 351-2424

[ChavezCenter@unco.edu](mailto:ChavezCenter@unco.edu)

Center for Women's and Gender Equity (Resource Center) & Stryker Institute for Leadership Development

1915 10th Ave

Greeley, CO 80639

970-351-1492

[cwge@unco.edu](mailto:cwge@unco.edu)

Center for Gender and Sexuality (Resource Center)  
2215 10th Ave., Campus Box 42  
Greeley, CO 80631  
970-353-0191  
[gsrc@unco.edu](mailto:gsrc@unco.edu)

Marcus Garvey Cultural Center (Cultural Center)  
928 20th St., Campus Box 41  
Greeley, CO 80639  
(970) 351-2351  
[MGCC@unco.edu](mailto:MGCC@unco.edu)

Native American Services (Cultural Center)  
924 20th St  
Greeley, CO 80639  
(970) 351-1909  
[AsianPacificAmerican.StudentServices@unco.edu](mailto:AsianPacificAmerican.StudentServices@unco.edu)

Veteran's Services (Resource Center)  
1815 8th Ave  
Greeley, CO 80631  
970-351-1403  
[timothy.nellett@unco.edu](mailto:timothy.nellett@unco.edu)

#### *Food Insecurity and Basic Needs*

Knowing that food insecurity is experienced at higher rates among college students, UNC offers assistance to students facing food insecurity through an on-campus food pantry. The Bear Pantry is located in University Center 2166A and is open for regular hours throughout the semester. Please visit [www.unco.edu/bear-pantry](http://www.unco.edu/bear-pantry) for more information. Students who face challenges (i.e., emotional distress, grief and loss, academic concerns, basic needs insecurity, navigating university processes) and believe this may affect their academic performance may contact Student Outreach and Support (SOS), which is part of the Dean of Students Office. SOS will help connect students with appropriate referrals based upon their needs. The Dean of Students Office can be reached at [dos@unco.edu](mailto:dos@unco.edu) or via phone at 970-351-2001.

#### *Land Acknowledgment*

The University of Northern Colorado occupies the lands in the territories of the Ute, Cheyenne, Lakota and Arapaho peoples. The University acknowledges the 48 tribes that are historically tied to the state of Colorado. Thus, the land on which UNC is situated is tied to the history and culture of our native and indigenous peoples. UNC appreciates this connection and has great respect for this land. Additionally, the University community pays its respect to Elders past, present, and future, and to those who have stewarded this land throughout the generations.

As part of the learning and reflection process please visit [native-land.ca](http://native-land.ca) or call the Office of Equity & Inclusion at 970-351-1944.

#### *Name in Use/Pronoun in Use/Name Change*

Some students may have changed their names to better reflect their gender identity or for other

reasons. The process to request that the University change the name that appears on Canvas and on the course roster is available here: [www.unco.edu/registrar/name-change.aspx](http://www.unco.edu/registrar/name-change.aspx)

### *Writing Center*

The Writing Center offers three kinds of sessions to meet your writing needs: In-Person, Email, and Zoom Sessions. Trained Writing Center Consultants can assist you with writing assignments from any course or subject. Even if you think your writing is pretty good, it's always nice to have another reader look over your work.

To guarantee a session time, make an appointment using our online scheduling system by visiting our website (below). We also have walk-in session times available during our scheduled open hours, Monday – Friday 9:00 am – 4:00 pm in the Writing Center, Ross Hall 1230 as well as walk-in sessions in the library (first floor) Monday – Thursday evenings, 5:00 pm – 8:00 pm.

If your instructor requires you to visit the Writing Center, make sure to alert your Consultant, and/or check the box on the appointment form, and we will send an email confirmation of your session to your instructor.

For more information, email the Writing Center at [writingcenter@unco.edu](mailto:writingcenter@unco.edu) or visit the website: [www.unco.edu/writing-center](http://www.unco.edu/writing-center).

### **Class Schedule**

NOTE: This schedule is subject to change. Students will be notified in class and via Canvas of schedule changes. [Selections, assignments, and schedule may vary by instructor. All changes must be approved by the Honors program.]

<b>Week</b>	<b>Topic</b>	<b>Assignments Due</b>
1	Introduction + Cultural Autobiography	Begin reading Aslan
2	ABCs, CDZs, and Religious Frameworks	ABCs Essay
3	History of Islam	
4	History of Islam (guest speaker)	Aslan Essay I
5	Media and Muslims	
6	Diversity of Islam Civic Engagement Blogging begins	Aslan Essay II Begin reading Knight
7	Diversity of Islam	CEB due to partners
8	Muslim Diversity + Conflict	Knight Paper
9	Muslim Diversity + Conflict (guest speaker)	CEB due to partners
SPRING BREAK	Please complete Soliya readings and attend sessions if at all possible	
10	The Refugee Experience	Hosseini Essay
11	Israel and Palestine	CEB due to partners
12	Israel and Palestine	CEB due to partners
13	Islam and Africa (guest speaker)	CEB due to partners
14	Soliya Wrap-Up	
15	CEB Presentations	

**FINALS WEEK: TBD**