

General Education Course Proposal

Office of the Associate Provost

Proposed Course: AAIS 144 Race Relations
Prefix No. Title Units 3

Department: Africana & American Indian Studies College/School: Social Sciences

GE Category (Indicate one category only):

Foundation: A1 ___ A2 ___ A3 ___ B4 ___
Breadth: B1 ___ B2 ___ C1 ___ C2 ___ D ___ E ___
Integration: B ___ C ___ D International/Multicultural ___

Approved 10/4/05

Existing Course ___ Revised Course New Course ___

Course Included in Current GE Program ___

New courses require the Undergraduate Course Proposal form in addition to this form.
Revised courses require the Undergraduate Course Change Request in addition to this form.

Proposed catalog description: Limit course description to 40 words using succinct phrases. Include prerequisites, limitations, lecture/lab hours. Indicate former course number, e.g., (Former Biol 105)

Analysis of the moral and intellectual issues surrounding the attitudes of whites toward blacks and other racial groups in the United States and elsewhere. Explores the functions of race relations and the social life that developed among non-white groups themselves.

Enrollment limit per section: 40

Expected number of sections per semester - Year 1 1-2 Year 3 1-2

Attachments:

1. A statement presenting the ways in which this course meets the Specifications provided in the appropriate section of the General Education Policy as well as in the Policies for Inclusion and Evaluation of General Education Courses.
2. A statement of elements common to all sections of this course, identifying content, objectives, required student activities, grading policy, representative texts, and an approximate schedule for the course. Required student activities include such things as papers, research projects, homework, laboratory and/or studio performance, recitations, participation, attendance, and exams.
3. A typical syllabus for a particular offering of the course.
4. Any special cost factors associated with this course.

Approval for Inclusion in General Education

[Signature] 4/27/05
Department Chair Date

[Signature] 9/28/05
College/School Curriculum Committee Date

[Signature] 9/29/05
College/School Dean Date

[Signature] 11/04/05
General Education Subcommittee Date

[Signature] 11-4-05
Associate Provost Date

Forward Original and TWELVE copies to:
Associate Provost for Academic Affairs, M/S TA 54

ATTACHMENT 2

RACE RELATIONS: AAIS 144 SPRING 2005

GENERAL SYLLABUS

Instructor:	Name
Office:	Instructor's Office
Office Hours:	Instructor's office hours (minimum of five hours per week)
Phone/email:	Instructor's office phone and email address
Dept. Office:	Peters Building, Room 393
Dept. Phone:	(559) 278-2832

CATALOG DESCRIPTION:

Analysis of the moral and intellectual issues surrounding the attitudes of whites toward blacks and other racial groups in the United States and elsewhere. Explores the functions of race relations and the social life that developed among non-white groups themselves.

COURSE DESCRIPTION:

The purpose of this course is to give students the opportunity to analyze the moral and intellectual issues surrounding the attitudes of whites Americans toward blacks and other racial groups in the United States and elsewhere around the world. The course also explores the functions of race relations and the social life that developed among blacks themselves and other non-white racial/ethnic groups. In addition, the course reflects on the challenges that confront the United States today in building a positive legacy of cross-racial and cross-cultural cooperation and understanding in order to fulfill the promise of equality for all groups.

COURSE OBJECTIVES:

- To examine the socio-cultural roots of racism, prejudice, and discrimination and the legacy of that history in our contemporary thought processes.
- To discuss the varying degrees and ways that the thoughts of white men in positions of power helped in the construction of racial ideologies, myths, attitudes, and social policies.
- To explore the impact of racism, prejudice and discrimination on non-white racial/ethnic groups in the United States and other parts of the world.
- To explore the functions of race relations and the social life that developed among blacks themselves and other non-white racial/ethnic groups.
- To examine the challenges that confront the United States today in building a positive legacy of cross-racial and cross-cultural cooperation and understanding to fulfill the promise of equality for all groups.
- To develop and sharpen critical thinking, writing, oral communication and interpretive skills.

LEARNING OUTCOMES:

- Students will be able to develop an understanding of a broad range of concepts taken that apply to race relations in the United States and elsewhere..
- Students will be able to examine how historical practices have constructed contemporary

experiences and understandings between racial/ethnic groups and among the groups themselves.

- Students will be able to compare and contrast various theoretical models pertaining to race relations and how to apply them for a comprehension of racial/ethnic experiences.
- Students will gain an awareness and understanding of the role of ideology, stereotypes, language and social control in the oppression of racial/ethnic groups.
- Students will learn about the interconnectedness of various forms of cultural, social, political, and economic oppression.
- Students will be able to analyze the nature of power and privilege in relationship to class, ethnicity and race.
- Students will be able to compare and contrast the historical and contemporary experiences of the diverse ethnic/racial groups that comprise the U.S. mosaic and other case studies around the world.

REPRESENTATIVE TEXTS:

- (1) RACE AND THE ENLIGHTENMENT: A READER edited by Emmanuel C. Eze. Blackwell Publishers, Cambridge, MA. 1997.
- (2) IRON CAGES: RACE AND CULTURE IN 19TH CENTURY AMERICA by Ronald Takaki. Oxford University Press, New York, N.Y., 2000.
- (3) THE WHITE MAN'S BURDEN: HISTORICAL ORIGINAL OF RACISM IN THE UNITED STATES by Jordan D. Winthrop. Oxford University Press, New York, N.Y. 1974.
- (4) TEN LITTLE INDIANS by Sherman Alexie. Grove Press, Berkeley, CA, 2003.
- (5) BELOVED by Toni Morrison. Penguin Putnam, Inc., New York, N.Y. 2000.
- (6) THE SOULS OF BLACK FOLK by W.E.B. Du Bois. Penguin Books. New York, NY, 1996.
- (7) THE BLUEST EYE by Toni Morrison. Plume Books, New York, N.Y. 2000.
- (8) THE DISUNITING OF AMERICA: REFLECTIONS OF A MULTICULTURAL SOCIETY by Arthur M. Schlesinger, Jr. (Revised and Enlarged Edition). W.W. Norton and Company, New York, N.Y., 1998.
- (9) SAVAGE INEQUALITIES: CHILDREN IN AMERICA'S SCHOOLS by Jonathan Kozol. HarperPerennial, N.Y., N.Y., 1991.
- (10) HUNGER OF MEMORY: THE EDUCATION OF RICHARD RODRIGUEZ by Richard Rodriguez Bantam Re-issue Edition, New York, N.Y., 1983.
- (11) THE TOUGHEST INDIAN IN THE WORLD by Sherman Alexie. Grove Press, Berkeley, CA, 2001
- (12) INDIAN GIVERS: HOW THE INDIANS OF THE AMERICAS TRANSFORMED THE WORLD by Jack Weatherford. Fawcett Columbine, New York, N.Y. 1988.
- (13) ALL GOD'S CHILDREN NEED TRAVELING SHOES by Maya Angelou. Vintage edition, A Division of Random House. New York, NY, 1991.

RECOMMENDED WEBSITE:

United Nations's first-ever sponsored World Conference Against Racism, Racial Discrimination, Xenophobia and Related Intolerance, held in Durban, South Africa, from 31 August to 7 September 2001. <http://www.unhchr.ch/html/racism/index.htm>

COURSE REQUIREMENTS

COMMON STUDENT ACTIVITIES:

Students in AAIS 144 will be required to undertake the following activities as outlined in the course syllabus:

- (1) Read the assigned readings and related materials.
- (2) Attend class and participate in class discussions.
- (3) Write two take-home tests requiring answers in essay format.
- (4) Work with a group on a book project to be presented to the class.
- (5) Participate in a debate team to discuss and deliberate controversial issues on race/ethnicity, gender, multiculturalism in the United States and elsewhere.
- (6) View videos in class and write response to selected videos relating the content to the relevant assigned readings for the class.
- (7) Complete a final 5-6 page essay demonstrating understanding of the functions of race relations and the social life that developed between blacks and whites and among blacks themselves and other non-white racial/ethnic groups.

Reading Assignments:

There will be reading assignments from the TEXT(S) and occasional readings from The Henry Madden Library Electronic Reserve (E-Reserve) system to be supplemented with lecture material. Check the library's website for information on how to access the course materials on E-Reserve. Students are required to complete the reading assignments before each class session and be prepared to discuss the contents of the readings. Students are to read the required books and other course materials since they will be responsible for test questions from their content.

Tests:

During the course of the semester, there will be a take-home MIDTERM exam and a FINAL examination, both requiring answers in essay format. The tests will cover assigned readings from the texts and other materials.

Book Project (Oral Presentation):

Students will be assigned into groups to review, summarize, and orally present materials from selected books. The book project should be a POWERPOINT presentation based on the analysis, evaluation, and critique of the selected book. Students are encouraged to extract data from all the readings and prepare class handouts of major points of their presentation. Each student is required to attend all group meetings and participate fully in this project since each student in the group will receive the same grade.

Representative Readers for Book Report:

- (1) BELOVED by Toni Morrison. Penguin Putnam, Inc., New York, NY, 2000.
- (2) MUTINY ON THE AMISTAD by Howard Jones. Oxford University Press, New York, NY, 1987.
- (3) THE SOULS OF BLACK FOLK by W.E.B. Du Bois. Penguin Books. New York, NY, 1996.
- (4) THE MIS-EDUCATION OF THE NEGRO by Carter G. Woodson. Africa World Press, Inc. Trenton, NJ, 10th Reprinting, 1998.
- (5) A SONG FLUNG UP TO HEAVEN by Maya Angelou. Random House, New York, NY, 2002.

- (6) *A RAISIN IN THE SUN* by Lorraine Hansberry. Vintage Books, A Division of Random House. New York, NY, 1994.
- (7) *THE BLUEST EYE* by Toni Morrison. Plume Books, New York, N.Y. 2000.
- (8) *I KNOW WHY THE CAGED BIRTH SINGS* by Maya Angelou. Bantam Re-issue Edition, New York, N.Y., 1983.
- (9) *HUNGER OF MEMORY: THE EDUCATION OF RICHARD RODRIGUEZ* by Richard Rodriguez Bantam Re-issue Edition, New York, N.Y., 1983.
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- (12) *ALL GOD'S CHILDREN NEED TAVELING SHOES* by Maya Angelou. Vintage edition, A Division of Random House. New York, NY, 1991.

Debate Topic:

The class will be divided up into debate teams to discuss and deliberate controversial issues on race/ethnicity, gender, multiculturalism, and religious diversity in the U.S. The debate topics will be on issues on which experts disagree, and reasonable, strong arguments can be made on both sides. (A list of the issues and dates for debates will be discussed later in class).

During the course of the semester, two or three class members will take the "yes" (pro) side of an issue and two or three will take the "no" (con) side. The debate will be in a panel format. The panel members are to clearly present the arguments on their side of the issue. After the panel members have presented their arguments, the discussion will be opened up for comments, questions, and criticisms from the other students of the class. (For more details about this panel discussion format, see the handout, *Using Taking Sides: Preparing for a Formal Debate*). During the course of the semester, each student will be on a panel for ONE debate issue. Students' participation on the panel will count 5% of the course grade. If a student misses class on the day she/he is scheduled to be a panelist, she/he will receive a grade of 0 for that panel. There will be no make-up for missed panels.

Representative Videos:

(1) *Roots* by David Wolper Production, 1977. *Episode 1:*

In Gambia, West Africa, Kunta Kinte, son of Omoro and Binta, distinguishes himself in manhood training rituals. But he does not enjoy his new status long; slave traders sweeping the countryside seize him. Chained with other captives, Kunta begins an agonized odyssey to the New World.

(2) *Roots* by David Wolper Production, 1977. *Episode 2:*

Despite a violent rebellion, the slave ship Lord Ligonier completes its voyage and Kunta Kinte endures the indignity of an Annapolis slave auction. Fiddler, the slave in charge of Kunta's training, becomes his only friend – a friendship that's tested when Kunta plans an escape.

(3) *Roots* by David Wolper Production, 1977. *Episode 3:*

In 1776, a nation fights for freedom... but not for all. Kunta escapes again and is crippled by slave catchers. He marries, gains a daughter and loses his longtime friend Fiddler. Another chance for escape arises, but Kunta sacrifices it to care for his wife and the newborn he names Kizzy, an African word for "stay put."

(4) *Slavery and the Making of America*. PBS Thirteen/WNET New York Production, 2005. Vol. 3: *Seeds of Destruction*

The third hour looks at the period from 1800 through the start of the Civil War when slavery saw an enormous expansion and entered its final decades. As the nation expanded west, the question of slavery became an overriding political issue. These years saw an increasingly militant abolitionist movement and a widening rift between the North – which had largely outlawed slavery but still reaped the vast economic benefits of the system – and the South, now home to millions of enslaved black men, women and children. By 1860, every attempt at striking an agreement had failed including the Missouri Compromise and the draconian Fugitive Slave Law of 1850, effectively splitting the Union apart.

(5) *Slavery and the Making of America*. PBS Thirteen/WNET New York Production, 2005. Vol. 4: *The Challenge of Freedom*

The final volume of this series takes viewers through the Civil War, the Reconstruction and beyond as it follows the life of Robert Smalls. In 1863, Abraham Lincoln issued the Emancipation Proclamation, freeing all slaves under the control of the Confederate government. Once the South was defeated in 1865, the nation adopted the 13th Amendment effectively ending slavery. With the 14th and 15th Amendments, all African Americans were declared U.S. citizens and all African American males were awarded the right to vote. With Smalls as the framework, this final installment examines the rise of the Ku Klux Klan and militant white opposition to black rights. We also look at the end of the Reconstruction and the new form of legalized oppression that replaced it.

(6) *Jungle Fever*. Universal City Videos, Universal City, CA, 1992.

This critically acclaimed film from Spike Lee explores the provocative consequences of interracial relationships. Wesley Snipes portrays Flipper Purify, a black architect who begins an affair with Angie Tucci (Annabella Sciorra), his working class Italian secretary. Their relationship causes them to be scrutinized by their friends, cast out from their families and shunned by their neighbors in this moving view of inner-city life.

(7) *The Essential Blue-Eyed*. Claus Strigel and Bertram Verhaag (Producers). California Newsreel, San Francisco, CA. 1999.

Jane Elliott believes that unless people have experienced discrimination for themselves they will never have the motivation to fight it. In this video, she divides a multiracial group of adults on the basis of eye color and subjects the blue-eyed members to a withering regime of humiliation. In just a few hours, grown-up professionals become distracted and despondent stumbling over simple tasks. African Americans in the group testify that they endure similar insults everyday and live in a different world from whites. Elliot's method effectively challenges viewers to confront racism at work, in our community, and in ourselves everyday.

(8) *W.E.B. DuBois: A Biography in Four Voices*. Louis Massiah, Producer/Director. California Newsreel, San Francisco, CA. 1995.

This is the first film biography of a man who towered over African American history for nearly a century, W.E.B. DuBois (1868-1963). His remarkable career as a scholar-activist stretched from the end of Reconstruction to the imposition of Jim Crow, its eventual defeat by the Civil Rights Movement and the successful independence struggles of the African continent. The film narrates and chronicles DuBois's role as a founder of the N.A.A.C.P., organizer of the first Pan-African Congress, editor of the *Crisis*, a leading journal of the black cultural renaissance and author of a string of landmark sociological studies including *The Souls of Black Folk*.

(9) *Victim of Two Cultures: Richard Rodriguez*. The Moyers Collection: A World of Ideas. A Production of Public Affairs Television, Inc. Films for the Humanities and Sciences, Princeton, NJ, 1990.

Richard Rodriguez, the son of Mexican immigrants, calls himself “a comic victim of two cultures.” He started speaking nothing but Spanish, and now argues for education in nothing but English. A Fulbright scholar with degrees from Stanford and Columbia, he suddenly walked away from a promising career in academia, despite his ambition to teach, he rebelled against job offers which, he says, came to him just because of his Hispanic surname. Condemned by some for having forsaken his roots and for his negative views of affirmative action and bilingual education, he has been praised by many others for his intimate understanding of the impact of language on life. In this program with Bill Moyers, Rodriguez explains his opposition to bilingual education and talks about his experience growing up in America as the son of immigrants; he also discusses the differences between Mexican and American cultures.

(10) *Conquest of My Brother*. Ed EmmauEl. Produced by KVPT, Valley Public Television, Inc., Fresno, CA.

This program is a television adaptation of the stage drama of the same name. Conquest documents the relentless pattern of the European settlers moving into Native American lands, creating treaties for co-existence, and then breaking the treaties. The result: The destruction of the tribes. Involved were 400 treaties and the elimination of 200 separate Native American Nations.

(11) *Nelson Mandela: Journey to Freedom*. Biography, ABC News Production for A&E Network, Executive Producer, Lisa Zeff, 1996.

Born into African royalty, he became an international hero for his sacrifices in the fight against apartheid. After 27 years in jail, he emerged as the leader of his reborn nation. This program tells the remarkable story of Nelson Mandela’s life, from his idyllic childhood through his years of imprisonment to his triumphant election as president of South Africa. Interviews with colleagues and friends, including fellow ANC prisoners and former Archbishop Desmond Tutu, shed light on the darkest years of Mandela’s lifelong struggle. Incredible footage of his greatest moments shows the personal victories that made him a hero around the world.

Video Response:

Students will view five videos in class and write a 2-3 page reaction paper to any four of the videos. Students are to analyze, evaluate, and critique information from each video and relate the content to the relevant assigned readings for the class.

Final Essay Assignment:

To demonstrate their ability to present and evaluate arguments toward the understanding of the intersection of history, culture, and images in defining America’s race relations, students are to complete a final 5-6 page essay (2,000 words) on the issue they selected for class debate. This essay serves as a review of the learning outcomes exploring the connections between your topic, class readings, videos, and library research. Interview and include the perspectives of someone different from yourself in terms of race/ethnicity and religion and highlight lessons learned from seeing the world through different eyes. Papers must reflect original library research, critical thinking and writing skills, and therefore, papers prepared for other classes are unacceptable.

Instructor Feedback on Writing Assignments:

The research paper assignment will be handled in an iterative fashion (i.e. the instructor will provide written comments on the draft paper (due in Week 10), and request revisions to be incorporated into the final written report. The final research papers are due during the last two weeks of the semester when students are scheduled to present their reports in class. In providing the iterative revision, the instructor will use the campus' General Education (GE) scoring guide for writing developed in 2002. The following website offers information about the GE scoring guide for writing:

http://academicaffairs.csufresno.edu/undergrad_studies/document/Writing_Rubric_060602.doc

Format:

All take home assignments are to be typed, double spaced, using 12-point font, one-inch margins, and cover page (with your name, instructor's name, class, date, and title of assignment). Each assignment should be carefully edited for grammar, typos, and/or spelling mistakes. Appropriate citations should be provided using the American Psychological Association (APA) format. Provide a bibliographic page of all references using the American Psychological Association (APA) format. The following website offers information about writing and formatting papers in the APA style including general format, referring to the works of others in your text, your reference list, examples, notes, and additional resources:

<http://owl.english.purdue.edu/workshops/hypertext/apa/index.html>

COURSE TOPICS:

- ✓ Introduction to the Race Concept
- ✓ Historical Origins of Racism in the U.S.
- ✓ Slavery and Economic Basis of Racism
- ✓ Race, Politics and Culture in the U.S.
- ✓ Domination and Subordination – Examination of the Experiences of Native Americans, Mexican Americans/Latinos, Asian Americans
- ✓ Global Response to Racism
- ✓ Managing Racism
- ✓ Institutional Racism: Case Studies in Latin America, England, South Africa
- ✓ Racism and Discrimination in Everyday Life
- ✓ Relations Among African Americans (focus on Booker T. Washington vrs. W.E.B. DuBois; Martin Luther King vrs. Malcolm X)
- ✓ Gender Politics and Interracial Sexual Relationships
- ✓ Making a Difference-- The Role of Allies as Agents of Change
- ✓ Immigration, Multiculturalism, and the Future of Race Relations in the U.S.

COURSE POLICIES:

- ✓ Students with disabilities
- ✓ Cheating and plagiarism
- ✓ Computers
- ✓ Disruptive classroom behavior
- ✓ Copyright policy
- ✓ Attendance, late-paper policy
- ✓ Final grade distribution
- ✓ Syllabus subject to change

ATTACHMENT 3

RACE RELATIONS: AAIS 144 SPRING 2005

TENTATIVE COURSE SYLLABUS

DR. YAW OHENEBA-SAKYI
AFRICANA & AM. INDIAN STUDIES
CAL STATE UNIVERSITY, FRESNO
MCKEE FISK BUILDING ROOM 243
TEL (559) 278-4423/2832
FAX (559)278-2233; E-MAIL: yoheneba@csufresno.edu

MEETINGS: TUTH 11:00AM-12:15PM
OFFICE HRS: TUTH 1-2; 3:30-5:00
AND BY APPOINTMENT
COURSE SCHEDULE #: 38926

“The problem of the twentieth century is the problem of the color-line, -- the relations of the darker to the lighter races of men in Asia and Africa, in America and the islands of the sea. It was a phase of this problem that caused the Civil War; and however much they who marched South and North in 1861 may have fixed on the technical points of union and local autonomy as a shibboleth, all nevertheless knew, as we know, that the question of Negro slavery was the real cause of the conflict.” (W.E.B. DuBois, 1903...*The Souls of Black Folk*, Penguin Books USA, Inc., New York, NY, 1996: 13-14).

CATALOG DESCRIPTION:

Analysis of the moral and intellectual issues surrounding the attitudes of whites toward blacks and other racial groups in the United States and elsewhere. Explores the functions of race relations and the social life that developed among non-white groups themselves.

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COURSE OBJECTIVES:

- To examine the socio-cultural roots of racism, prejudice, and discrimination and the legacy of that history in our contemporary thought processes.
- To discuss the varying degrees and ways that the thoughts of white men in positions of power helped in the construction of racial ideologies, myths, attitudes, and social policies.
- To explore the impact of racism, prejudice and discrimination on non-white racial/ethnic groups in the United States and other parts of the world.
- To explore the functions of race relations and the social life that developed among blacks themselves and other non-white racial/ethnic groups.
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of cross-racial and cross-cultural cooperation and understanding to fulfill the promise of equality for all groups.

- To develop and sharpen critical thinking, writing, oral communication and interpretive skills.

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- Students will be able to develop an understanding of a broad range of concepts taken that apply to race relations in the United States and elsewhere..
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- (3) THE DISUNITING OF AMERICA: REFLECTIONS OF A MULTICULTURAL SOCIETY by Arthur M. Schlesinger, Jr. (Revised and Enlarged Edition). W.W. Norton and Company
- (4) COURSE READING MATERIALS FROM THE HENRY MADDEN LIBRARY ELECTRONIC RESERVE (E-RESERVE)

RECOMMEDED TEXTS:

- (1) THE WHITE MAN'S BURDEN: HISTORICAL ORIGINAL OF RACISM IN THE UNITED STATES by Jordan D. Winthrop. Oxford University Press, New York, N.Y. 1974.
- (2) SAVAGE INEQUALITIES: CHILDREN IN AMERICA'S SCHOOLS by Jonathan Kozol. HarperPerennial, N.Y., N.Y., 1991.
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READERS FOR BOOK REPORT:

- (1) THE SOULS OF BLACK FOLK by W.E.B. Du Bois. Penguin Books. New York, NY, 1996.1)
- (2) THE BLUEST EYE by Toni Morrison. Plume Books, New York, N.Y. 2000.
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VIDEOS:

(1) *Roots* by David Wolper Production, 1977.

Episode 2: Despite a violent rebellion, the slave ship Lord Ligonier completes its voyage and Kunta Kinte endures the indignity of an Annapolis slave auction. Fiddler, the slave in charge of Kunta's training, becomes his only friend – a friendship that's tested when Kunta plans an escape.

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Jane Elliott believes that unless people have experienced discrimination for themselves they will never have the motivation to fight it. In this video, she divides a multiracial group of adults on the basis of eye color and subjects the blue-eyed members to a withering regime of humiliation. In just a few hours, grown professionals become distracted and despondent stumbling over simple tasks. African Americans in the group testify that they endure similar insults everyday and live in a different world from whites. Elliot's method effectively challenges viewers to confront racism at work, in our community, and in ourselves everyday.

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Moyers, Rodriguez explains his opposition to bilingual education and talks about his experience growing up in America as the son of immigrants; he also discusses the differences between Mexican and American cultures.

RECOMMENDED WEBSITE:

United Nations's first-ever sponsored World Conference Against Racism, Racial Discrimination, Xenophobia and Related Intolerance, held in Durban, South Africa, from 31 August to 7 September 2001. <http://www.unhchr.ch/html/racism/index.htm>

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During the course of the semester, there will be a take-home MIDTERM exam and a FINAL examination, both requiring answers in essay format. The tests will cover assigned readings from the texts and other materials.

Book Project (Oral Presentation):

Students will be assigned into groups to review, summarize, and orally present materials from selected books. The book project should be a POWERPOINT presentation based on the analysis, evaluation, and critique of the selected book. Students are encouraged to extract data from all the readings and prepare class handouts of major points of their presentation. Each student is required to attend all group meetings and participate fully in this project since each student in the group will receive the same grade.

Debate Topic:

The class will be divided up into debate teams to discuss and deliberate controversial issues on race/ethnicity, gender, multiculturalism, and religious diversity in the U.S. The debate topics will be on issues on which experts disagree, and reasonable, strong arguments can be made on both sides. (A list of the issues and dates for debates will be discussed later in class). During the course of the semester, two or three class members will take the "yes" (pro) side of an issue and two or three will take the "no" (con) side. The debate will be in a panel format. The panel members are to clearly present the arguments on their side of the issue. After the panel members have presented their arguments, the discussion will be opened up for comments, questions, and criticisms from the other students of the class. (For more details about this panel discussion format, see the handout, *Using Taking Sides: Preparing for a Formal Debate*). During the course of the semester, each student will be on a panel for ONE debate issue. Students' participation on the panel will count 5% of the course grade. If a student misses class on the day she/he is scheduled to be a panelist, she/he will receive a grade of 0 for that panel. There will be no make-up for missed panels.

Video Response:

Students will view five videos in class and write a 2-3 page reaction paper to any four of the videos. Students are to analyze, evaluate, and critique information from each video and relate the content to the relevant assigned readings for the class.

Final Essay Assignment:

To demonstrate their ability to present and evaluate arguments toward the understanding of the intersection of history, culture, and images in defining America's race relations, students are to complete a final 5-6 page essay (2,000 words) on the issue they selected for class debate. This essay serves as a review of the learning outcomes exploring the connections between your topic, class readings, videos, and library research. Interview and include the perspectives of someone different from yourself in terms of race/ethnicity and religion and highlight lessons learned from seeing the world through different eyes. Papers must reflect original library research, critical thinking and writing skills, and therefore, papers prepared for other classes are unacceptable.

Instructor Feedback on Writing Assignments:

The research paper assignment will be handled in an iterative fashion (i.e. the instructor will provide written comments on the draft paper (due in Week 10), and request revisions to be incorporated into the final written report. The final research papers are due during the last two weeks of the semester when students are scheduled to present their reports in class. In providing the iterative revision, the instructor will use the campus' General Education (GE) scoring guide for writing developed in 2002. The following website offers information about the GE scoring guide for writing:
http://academicaffairs.csufresno.edu/undergrad_studies/document/Writing_Rubric_060602.doc

Format:

All take home assignments are to be typed, double spaced, using 12-point font, one-inch margins, and cover page (with your name, instructor's name, class, date, and title of assignment). Each assignment should be carefully edited for grammar, typos, and/or spelling mistakes. Appropriate citations should be provided using the American Psychological Association (APA) format. Provide a bibliographic page of all references using the American Psychological Association (APA) format. The following website offers information about writing and formatting papers in the APA style including general format, referring to the works of others in your text, your reference list, examples, notes, and additional resources:

<http://owl.english.purdue.edu/workshops/hypertext/apa/index.html>

Late Assignments/Projects:

All written assignments are due in class on the due date. Late assignments/projects may be accepted only with genuine excuse and/or prior permission. Points would be taken from late assignments/projects. No assignments may be accepted four days after the due date.

Attendance:

Attendance is required for each student and tardiness is unacceptable. It is the responsibility of students to record their attendance at the beginning of each class period. A student is allowed four absences for whatever reason. Three incidents of tardiness will constitute one absence. For each class session missed beyond the four absences allowed, students lose two percentage points of the 10% earmarked for attendance. If students are absent from class, it is their responsibility to check on announcements made in their absence.

University Policies:

Students with Disabilities: Upon identifying themselves to the instructor and the university, students with disabilities will receive reasonable accommodation for learning and evaluation. For more information, contact Services to Students with Disabilities in Madden Madden Library 1049 (278-2811).

Cheating and Plagiarism: "Cheating is the actual or attempted practice of fraudulent or deceptive acts for the purpose of improving one's grade or obtaining course credit; such acts also include assisting another student to do so. Typically, such acts occur in relation to examinations. However, it is the intent of this definition that the term 'cheating' not be limited to examination situations only, but that it include any and all actions by a student that are intended to gain an unearned academic advantage by fraudulent or deceptive means. Plagiarism is a specific form of cheating which consists of the misuse of the published and/or unpublished works of others by misrepresenting the material (i.e., their intellectual property) so used as one's own work." Penalties for cheating and plagiarism range from a 0 or F on a particular assignment, through an F for the course, to expulsion from the university. For more information on the University's policy regarding cheating and plagiarism, refer to the Class Schedule (Policy/Legal Statements) or the University Catalog (University policies).

Computers: "At California State University, Fresno, computers and communications links to remote resources are recognized as being integral to the education and research experience. Every student is required to have his/her own computer or have other personal access to a workstation (including a modem and a printer) with all the recommended software. The minimum and recommended standards for the workstations and software, which may vary by academic major, are updated periodically and are available from Information Technology Services or the University Bookstore. In the curriculum and class assignments, students are presumed to have 24-hour access to a computer workstation and the necessary communication links to the University's information resources."

Disruptive Classroom Behavior: "The classroom is a special environment in which students and faculty come together to promote learning and growth. It is essential to this learning environment that respect for the rights of others seeking to learn, respect for the professionalism of the instructor, and the general goals of academic freedom are maintained. ... Differences of viewpoint or concerns should be expressed in terms which are supportive of the learning process, creating an environment in which students and faculty may learn to reason with clarity and compassion, to share of themselves without losing their identities, and to develop and understanding of the community in which they live . . . Student conduct which disrupts the learning process shall not be tolerated and may lead to disciplinary action and/or removal from class."

Copyright Policy: Copyright laws and fair use policies protect the rights of those who have produced the material. The copy in this course has been provided for private study, scholarship, or research. Other uses may require permission from the copyright holder. The user of this work is responsible for adhering to copyright law of the U.S. (Title 17, U.S. Code). To help you familiarize yourself with copyright and fair use policies, the University encourages you to visit its copyright web page. Digital Campus course web sites contains material protected by copyrights held by the instructor, other individuals or institutions. Such material is used for educational purposes in accord with copyright law and/or with permission given by the owners of the original material. You may download one copy of the materials on any single computer for non-commercial, personal, or educational purposes only, provided that you (1) do not modify it, (2) use it only for the duration of this course, and (3) include both this notice and any copyright notice originally included with the material. Beyond this use, no material from the course web site may be copied, reproduced, re-published, uploaded, posted, transmitted, or distributed in any way without the

permission of the original copyright holder. The instructor assumes no responsibility for individuals who improperly use copyrighted material placed on the web site.

Final Grades:

Book Project (15% oral; 5% written)	=	20%
Mid-term Examination	=	10%
Final Examination	=	10%
4 Video Responses @5%	=	20%
Debate Topic	=	10%
Final Essay Assignment and Perspectives	=	20%
Attendance	=	10%
TOTAL	=	100%

Criteria for Grading (Grade point per unit in parenthesis):

A – Excellent, 90-100% (4.0) will be awarded to work showing the highest degree of competence, thorough development of ideas, a very high degree of intellectual initiative, and sustained superiority in meeting all stated course objectives and responsibilities.

B – Very Good, 80-89% (3.0) will be awarded to work that demonstrates a high level of competence, a high degree of intellectual initiative, and sustained superiority in meeting all stated course objectives and responsibilities.

C – Satisfactory, 70-79% (2.0) will be awarded to work that demonstrates a satisfactory level of competence, showing an adequate level of understanding of course objectives, responsibilities, and comprehension of course content.

D – Unsatisfactory, 60-69% (1.0) will be awarded to work that lacks focus and pertinent detail; work that shows inadequacy in meeting course objectives, responsibilities and comprehension of course content.

F – Failure, Below 60% (0.0) will be awarded to work with little or no understanding of course objectives, responsibilities and course content. Work at this level does not meet requirements for credit toward a degree.

DETAILED CLASS SCHEDULE

WEEK 1	Introduction
PART 1	HISTORY AND THE RACE CONCEPT
WEEK 2	<i>Race and the Enlightenment: A Reader</i> by Eze Video 1 – Roots Episode 2 (Response TBA)
PART 11	RACE, ECONOMICS, POLITICS + CULTURE IN THE U.S.
WEEKS 3	<i>Iron Cages: Race and Culture in 19th Century America</i> by Takaki

PART III

RACISM AND DISCRIMINATION IN EVERYDAY LIFE

- WEEK 4 Book Report – *The Bluest Eye* by Toni Morrison
- WEEK 5 Video 2 – Jungle Fever (Response TBA))
- WEEK 6 Book Report -- *The Toughest Indian in the World* by Sherman Alexie
- WEEK 7 Civil Rights & Global Response to Racism
(1) “The UNESCO Statements on Race” In *Race, Science and Humanity* by Ashley Montagu, pp 172-183 (E-Reserve)
U.N. World Conference Against Racism, Racial Discrimination, Xenophobia and Related Intolerance, Durban, South Africa, 31 August to 7 September 2001. <http://www.unhchr.ch/html/racism/index.htm>
(2) “White Racism: A Sociology of Human Waste,” in *White Racism* by Feagin and Vera, pp. 1-18 (E-Reserve)
(3) Impact of Racism-- “Eliminating the Waste of Racism” in *White Racism* by Feagin and Vera, pp. 163-194 (E-Reserve)
(4) “Introduction; Martin Luther King Jr. and Malcolm X in the African American Freedom Struggle of the 1950s and 1960s,” pp 1-30 in *Martin Luther King Jr., Malcolm X and the Civil Rights Struggle of the 1950s and 1960s: A Brief History with Documents* by David Howard-Pitney. Bedford St. Martins. Boston, M.A. 2004 (E-Reserve)
- Video 3-- The Essential Blue-Eyed (Response TBA)

WEEK 7 **Takehome Midterm Exam Due**

WEEK 8 Book Report -- *Hunger for Memory: The Education of Richard Rodriguez* by Richard Rodriguez

PART IV

INSTITUTIONAL RACISM: CASE STUDIES AROUND THE WORLD

- WEEKS 9-10 Racial Experiences in Mexico, Latin America, South Africa
(1) The Revolution and Invisibility: African Mexicans and the Ideology of Meztizaje in *La Raza Cosmica*, pp. 1-30 in *African Mexicans and the Discourse on Modern Nation* by Marco Polo Hernandez Cuevas. University Press of America, New York, N.Y., 2004.
(2) “A Transfusion of New Blood; Whitening, 1880-1930,” pp. 117-151 in *Afro-Latin America, 1800-2000* by George Reid Andrews. Oxford University Press, New York, N.Y., 2004.
(3) “The Silent Catastrophe: Institutional Racism in the British Educational System and the Underachievement of Black Boys by Makeda Graham and Gil Robinson. *Journal of Black Studies*, Vol 34 (5), pp. 653-671
(4) “The Making of a Racist State” in *Class and Race in the Making of Modern South Africa* by Mugubane, pp. 1-37 (E-Reserve)
- Video 4—Nelson Mandela Biography (Response TBA)

WEEK 10	Draft of Final Essay Due
PART V	IMMIGRATION AND THE FUTURE OR RACE RELATIONS IN THE UNITED STATES
WEEK 11	Book Report – <i>The Souls of Black Folk</i> by DuBois
WEEK 12	<i>The Disuniting of America: Reflections on a Multicultural Society</i> by Arthur Schlesinger, Jr.
WEEK 13	Final Essay Due
WEEKS 13-14	<p>Can't We All Get Along?</p> <p>(1) "The Geometer of Race" by Stephen J. Gould, pp. 234-238. Article 41 in <i>Understanding Cultural Pluralism</i> (E-Reserve)</p> <p>(2) "Racial Restrictions in the Law of Citizenship" by Ian F. Haney Lopez in <i>White by Law: The Legal Construction of Race</i>. New York University Press, New York, N.Y. 1996. Article 35 in <i>Race and Ethnic Relations 05/06</i>, John A. Kromkowski, Editor. McGraw-Hill/Dushkin, 5th Edition, Dubuque, IA, 2006 (E-Reserve).</p> <p>(3) "Mexico Urged to Tighten South Border" Hugh Dellios, <i>Chicago Tribune</i>, March 5, 2004. Article 19 in <i>Race and Ethnic Relations 05/06</i>, John A. Kromkowski, Editor. McGraw-Hill/Dushkin, 5th Edition, Dubuque, IA, 2006 (E-Reserve).</p> <p>(4) "Guiding Sprit: American Indian Museum Curators Look Beyond the Objects to the Power Within" Libby Copeland, <i>The Washington Post</i>, Sept, 15, 2004. Article 20 in <i>Race and Ethnic Relations 05/06</i>, John A. Kromkowski, Editor. McGraw-Hill/Dushkin, 5th Edition, Dubuque, IA, 2006 (E-Reserve).</p> <p>(5) "A Hunt Turns Tragic, and Two Cultures Collide" by Stephen Kinzer and Monica Davey, <i>The New York Times</i>, Nov. 28, 2004. Article 34 in <i>Race and Ethnic Relations 05/06</i>, John A. Kromkowski, Editor. McGraw-Hill/Dushkin, 5th Edition, Dubuque, IA, 2006 (E-Reserve).</p> <p>(6) "Where do we Stand on Issue" by John Zogby in <i>What Ethnic Americans Really Think: The Zogby Culture Pools</i>, Zogby International, 2001. Article 39 in <i>Race and Ethnic Relations 05/06</i>, John A. Kromkowski, Editor. McGraw-Hill/Dushkin, 5th Edition, Dubuque, IA, 2006 (E-Reserve).</p> <p>Video 5--Victim of Two Cultures (Response TBA)</p>
WEEK 15	Review, Final Exam Preparation, & Faculty Consultation

SPECIAL NOTE :

This syllabus and schedule are subject to change in the event of extenuating circumstances.