

Ethnic Studies 100
Race in the United States

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Required Texts:

- *Privilege, Power and Difference*, Johnson
- *Audacity of Hope*, Obama
- *Dreams From My Father*, Obama
- *Understanding and Dismantling Racism*, Barndt
- *First R*, Vanausdale

Course Description

This course is designed to explore the role that race, plays in our social, economic and political structure. Through readings from sociology and literature, will look at how this master constructs form culture.

Instructor's Philosophy:

I strongly believe that each of us is responsible for what happens in this classroom. Students are just as capable of making a class great as the instructor. We are studying communities and cultures, and in the process we are also creating a new community in our own classroom. We are all still striving, still learning. The key to a successful class is mutual responsibility. We all have a myriad of valuable insights to offer. I will expect each of you to be committed to the course, just as you will expect commitment from me. I am excited to learn with you. It is my hope that we can have a fun, enriching quarter. Therefore, expect to do a good bit of work, and plan on participating fully in class.

COURSE OBJECTIVES

- To develop interdisciplinary connections while exploring the sources of identity and intercultural conflict.
- To develop teamwork and collaborative skills while cooperating in an intellectual endeavor; to investigate ideas together, respect others' insights and opinions, and develop areas of consensus and agreement.
- To develop self-reliance and responsibility for one's own learning: taking initiative, following up ideas and intuitions, evaluating one's own progress, and developing learning goals.
- To learn methods of discussion and discourse of a controversial and complex topic.

Policies in support of the Course Objectives:

1. Be Here! I expect each student to be in class, on time, each day, for the full time allotted for the class. Absences will affect the final grade in the following way: MORE THAN 5 ABSENCES FOR ANY REASON WILL RESULT IN THE STUDENT NOT BEING ALLOWED TO TAKE THE FINAL, AND THE STUDENT WILL RECEIVE A GRADE OF "F" FOR THE COURSE. MISSING MORE THAN 15 MINUTES OF THE CLASS COUNTS AS AN ABSENCE. For more on the absence policy, consult the policy sheet for the Arts and Humanities Division.
2. Work must be turned in on time and presented in a professional manner.
3. We must listen to each other. This one will be difficult for all of us. We have to give respect, and create an atmosphere in the classroom where we can all feel comfortable enough to make mistakes. We must also be able to express our opinions even if what we have to say is not popular, or easily received. True learning can only take place in an atmosphere which is safe enough to examine any ideas which arise. It is the responsibility of each of us to keep this classroom safe.
4. In a similar vein as #3, I expect to hear from you. Part of the thought process is verbalization. Both speaking and writing help to clarify our thoughts. Participation counts. Therefore, I expect all students to be prepared for each class, and to contribute.

Tests, Projects and Papers:

- Each student will write one research supported essay, of 5-7 pages in length.
- Each student will write two 3-5 page analytical papers using the concepts of critical race studies found in the no fiction texts and apply them to the works of fiction.
- Each student will also turn in 1 page seminar paper response to the readings 2 times a week that will count as class participation.
- Students will also be responsible for finding current event articles related to the class topic of race in the U.S. each week for the first 4 weeks of the quarter.
- There will be a mid-term and a final exam at the end of the quarter.

If you have a documented disability that will require some type of accommodation, please contact me as soon as possible so that we can make whatever arrangements necessary. I will do all in my power to make this classroom a safe environment for all, but this is not my sole responsibility. We are all accountable for the classroom environment.

My office hours are for your use. Come and see me any time you have a question or a problem with the course or your work.

I am looking forward to this quarter, and hope that we can do good things together.