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Phone: 333-7740 (no answering machine)

Office hours: Thurs: 1:00-2:00pm, Fri: 11:10-12:10pm


All other readings will be available on the course Compass site.

Required Films:
A Class Divided
The Color of Fear
Race on Trial (maybe)
In Whose Honor?
Do the Right Thing
True Colors
First Person Plural (maybe)

Note: Additional films may be announced

“It is a peculiar sensation, this double consciousness, this sense of always looking at one’s self through the eyes of others, of measuring one’s soul by the tape of the world that looks on in amused contempt and pity. One ever feels his twoness, -- an American, a Negro; two souls, two thoughts two unreconciled strivings; two warring ideals in one dark body, whose dogged strength alone keeps it from being torn asunder”


“In order to get beyond racism, we must first take account of race. There is no other way. And in order to treat some persons equally, we must treat them differently.”

“They claim that I'm violent, just cause I refuse to be silent These hypocrites are havin fits, cause I'm not buyin it Defyin it, envious because I will rebel against any oppressor, and this is known as self defense I show no mercy, they claim that I'm the lunatic But when the shit gets thick, I'm the one you go and get Don't look confused, the truth is so plain to see Cause I'm the nigga that you sell-outs are ashamed to be.”
Pat Parker, 1990.

“Black rage is founded on draining and draining Threatening your freedom to stop your complaining Poisoning your water while they say it's raining Then call you mad for complaining, complaining Old time bureaucracy. Drugging the youth Black rage is founded on blocking the truth”

Lauryn Hill, Black Rage, 2014.

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Course Description

This course explores theoretical, empirical, and experiential writings concerning the issues of race and ethnicity as they relate to individual and group human behavior. To engage various types of learning, a variety of formats, including readings, films, in-class activities, on-line discussions, and out-of-class assignments will be used to investigate the impact of race and ethnicity on various aspects of the human experience in the United States.

Course Objectives

Unlike most psychology courses which generally focus primarily on building knowledge and skills, this course is also designed to increase self-awareness and facilitate system-level change in regard to racial and ethnic group relations. To that end, this course will ideally provide you with a greater:

- appreciation of the multiple and complex definitions of race, ethnicity, and related constructs and how these definitions are shaped by racial ideology
- understanding of the historical and contemporary racial disparities in a variety of outcomes, including education, income, criminal justice, mental and physical health, and life expectancy
- understanding of what racial and ethnic identity are, how they are developed, and the meaning they have in people’s lives
- awareness of your own racial and ethnic identities and an opportunity to critically examine their origin and meaning
- understanding of what stereotypes are, how they are formed, and how they impact people’s lives
- personal insight into your own biases and how they may affect your behavior
- understanding of how prejudice and discrimination are formed and how they can be reduced
- understanding of the nature of IQ tests, the implications of the race-group differences in IQ scores, and the factors that contribute to these differences
- opportunity to examine how race (or racial minority groups) are depicted by mainstream media or popular culture (e.g., television, film)
- opportunity to engage in honest and meaningful dialogue with classmates across and within racial and ethnic groups
- opportunity to learn about and participate in restorative approaches to racial (and other) conflict
- sense of how to work toward a racially just society

Place in the Curriculum

This course is not a requirement for the psychology major but contributes to the major’s required “12 advanced hours”. Since 2010, it has been cross-listed with the Department of African American Studies (AFRO).
A Restorative Classroom

I very much want this classroom to be a restorative space. I’ll say more about restorative practices throughout the semester, but here are 10 ways to be restorative, based on an article by Howard Zehr. Please know that I am committed to these principles, both in the classroom and in my personal life.

1. Take relationships with your classmates (and instructor) seriously, envisioning yourself in an interconnected web of people, institutions and the environment. Treat everyone respectfully, even those you feel don’t deserve it, even those who have harmed or offended you or others.

2. Try to be aware of the impact - potential as well as actual - of your actions on others and the environment.

3. When you become aware that your actions negatively impacted others, take responsibility by acknowledging and seeking to repair the harm - even when you could probably get away with avoiding or denying it.

4. Involve those affected by a decision, as much as possible, in the decision-making process.

5. View the conflicts and harms in class (and in your life) as opportunities. Much learning and connection can emerge from them.

6. Listen, deeply and compassionately, to others, seeking to understand even if you don’t agree with them. (Think about who you want to be in the latter situation rather than just being right.)

7. Don’t silence yourself. Engage in dialogue with others, even when what is being said is difficult, remaining open to learning from them and the encounter. It is my intention to create conditions where there is enough safety for everyone to speak their honest “truth”. For my part, I pledge to you to not hold back and speak honestly (yet, hopefully, with sensitivity) about whatever we’re discussing. I would very much like if others did the same.

8. Be cautious about imposing your “truths” and views on other people and situations. Every person has a right to (and is responsible for) his/her own feelings, thoughts, and beliefs. We are not always going to agree or see everything the same way. Try to approach disagreement by focusing on your own understanding and growth rather than on trying to change someone else.

9. Be aware of your internal state. Give yourself and each other permission to be sad and afraid, and even confused and angry (I’ll make sure the anger is safely contained). If you do find yourself feeling unusually emotional, you might want to think or even talk it through with me, a classmate, or someone else you trust in order to make sense of your experience. If you want to do so, you may also express what you’re feeling in class. Emotions are a form of feedback that something important is happening. If they are ignored, they’ll keep coming back, sometimes when they are least welcome.

10. Sensitively confront everyday injustices including sexism, racism and classism.

Additional thoughts on change and growth: Change and growth take courage. Our current ways of thinking, whatever they may be, are in many ways comfortable, in part because they are familiar. We can predict how our friends and relations (and even our classmates and instructors) will respond to us. New ways of thinking are, by definition, unfamiliar and, therefore, scary because we don’t know how others will respond. As the semester begins, I have no way of knowing how any of you might change and grow, but I know that many of you will. This kind of personal growth is not a course requirement and will not ever be formally evaluated, but for those of you who are open to it, I want you to know that, no matter where you start or even where you end up at the end of the class, I hold you in high regard and wish you an exciting and fulfilling journey of discovery.
General Information

Availability and Contact Preferences

I encourage you to take advantage of office hours to either discuss the course material or share your reactions to something related to the class (a movie, for example). If you have a conflict during my office hours, feel free to either stop by my office at a different time (I’ll be happy to talk with you if I possibly can) or schedule an appointment. In order to create the conditions for you to have more interaction with classmates and maximum face-to-face contact with me, I encourage an “intentionally-limited” email policy. If you are ill, out of town, or are otherwise unable (which is different from “unwilling”) to come to office hours, please do email. If I am myself out of town during the work week, I will also be available on email. Otherwise, please plan on interacting with me (and the T.A.) face-to-face as much as possible.

Electronic devices

The use of laptops, tablets, and similar devices are not allowed in the classroom, unless special arrangements are made. Please know that I did not make this decision lightly. Although there is clear empirical evidence that laptop use interferes with student learning, I have always had a very strong value for personal autonomy and, for many semesters, chose to tell students about the research findings, share my own preferences, and then let them make informed choices. However, I have become increasingly convinced that such choices also impact the learning and retention of others in the room, and the data are so compelling that I can no longer justify allowing laptops in the classroom. For those of you interested in the research findings, the data indicate that students who have access to their laptops spend a significant part of the class period focusing on activities not related to the class. Moreover, laboratory studies show that, even when the study is set up so that students are on-task the entire time, those who take notes on laptops do not retain information as well as those who hand-write their notes. Since you are paying to take this course and presumably are invested in learning the course content, I feel that it is my ethical responsibility to try to create the conditions that will maximize your learning. You can read more here and here. In the same spirit, please do not use your phone in class for any reason. If there is a matter that requires your immediate attention, please leave the classroom (you do not need permission except during an exam) and return when you are done.
Academic honesty

This course adheres to the University’s guidelines on academic integrity. Academic dishonesty during exams or on class assignments will not be tolerated. If you are having problems in class, please talk with me so that we can develop a plan for you to improve your performance in the course without cheating. Cheating and plagiarism will be penalized in accord with the penalties and procedures indicated in the University Student Code (found at: http://studentcode.illinois.edu/). You are responsible for familiarizing yourselves with how the Student Code defines an infraction of academic integrity. For example, “every direct quotation must be identified by quotation marks or by appropriate indentation and must be promptly cited,” and “Prompt acknowledgment is required when material from another source is paraphrased or summarized in whole or in part.” This is true even if your words differ substantially from those of the source.

In addition to the University Student Code, the Department of Psychology also has the following guidelines regarding academic integrity. If academic dishonesty of any sort is evident, be assured that both the instructor and the teaching assistant will take appropriate action.

- A student “suspected” by an instructor or a proctor of cheating in an examination is considered to have cheated. Students have a responsibility to avoid any behavior that, however innocent, may look suspicious to a reasonable observer.
- Cheating and all other forms of academic dishonesty, such as plagiarizing a paper, are considered by the Department of Psychology as grounds for expulsion from the University.

Accommodations

If you have a diagnosed condition or disability that causes difficulty with learning in the classroom, completing assignments as described, or taking examinations, please see me as soon as possible and provide documentation if it is available. I will do whatever I can to accommodate your legitimate needs, which should be documented by the Division of Disability Resources and Educational Services (DRES, http://www.disability.uiuc.edu/). According to University policy, it is the student’s responsibility to notify the instructor of any special needs. All information and documentation of disability will be kept strictly confidential.

Students that will require assistance in the event of an emergency should identify themselves to the instructor. Your instructor will make arrangements to assist you in moving to a Safe Area during an emergency. Safe Areas are located on each floor of the Psychology Building next to the freight elevator in the southwest corner, and they are marked on the emergency wayfaring maps found throughout the building.

Mental Health Concerns

Mental health issues can manifest in anyone at any time. The university counseling center has free services for students. See http://counselingcenter.illinois.edu/counseling
Course Requirements

Class participation (0 points)

Students are expected to attend and actively participate in class. The nature of participation will vary based on class activity, but active participation is possible no matter what is happening at any given moment. For example, active participation during lecture involves asking or answering questions and writing questions/comments in the margin to bring up (or just think about) at a later time. Similarly, active participation during films (we will have several) also involves jotting down questions, responses, or even just something a character said or did that seems important. Class exercises and small-group activities will provide additional opportunities for active participation.

Online participation (0 points)

There is a class Facebook group which I hope you will use to ask logistic questions and/or post links of relevance to the course. Interactions in this space will not be formally evaluated, but participation is encouraged, and I will follow the discussions and participate in whatever way seems to make sense. Note that this is a closed group that is only available to current and past students in this course. You can find it here: https://www.facebook.com/groups/Psych312/

Journals (60 points)

The topics of race and ethnicity are very personal. The lectures, readings, films, and online discussions may, at times, trigger deep emotional reactions, including anger, joy, guilt, shame, and connectedness. However, by their nature, readings and films and sometimes even discussions are about “others” and may not allow us to examine our own experiences and attitudes. The goal of the journal is to connect you to the issues discussed in this course on a more personal level.

You should make a journal entry in Compass 2g (WebCT) on a weekly basis. You will have 12 weeks to make 10 entries (no credit will be given for the 11th or 12th entry). All entries are due Sunday at 11:59pm. Please note that Compass will not accept late entries, and I will not accept entries that are not posted on Compass (unless there is a system-wide problem), even if they are emailed to me prior to the deadline. You are also invited to post your journal entries to the class Facebook page, if you want to. I hope that you will want to at least some of the time, because they provide great opportunities for us to learn from one another. However, this is not a requirement.

Each entry should begin with an observation (a description of an event, situation, or interaction) that occurred during the past week and that pertains to some aspect of the course. This should be followed by a brief interpretation or analysis of what you observed (i.e., What did you think about it? How did it make you feel? How does it relate to something you’ve learned in the course? Try to avoid pithy responses. If it doesn’t feel at least a little vulnerable, it is probably lacking sufficient depth or honesty). As many entries as possible should come from your own experiences in class, at work, with family or friends, or somewhere else. However, you may also draw on what you read, hear on the radio, or see on television. You may also choose to occasionally reflect on class lectures or assignments, but try to use materials from outside of class as much as possible.

Both the teaching assistant and I will consider everything in the journals posted on Compass as confidential and will not share any of the content with anyone, unless we believe there is a credible threat to someone’s safety. Moreover, the content of your journal (that is, the specifics of what you say) will not be evaluated at any point. Instead, our “grading” of the journal entries will consist of how
they are written, with an emphasis on whether or not they are consistent with the spirit of the assignment. Because of the size of this class, we will grade 6 of the 10 entries: the first one, to provide you with early feedback, and three other submitted entries randomly chosen after ALL the entries are completed. We will assign each entry a point value using the following 10-point rubric and then subtract 5 points for each missing journal entry (out of 10). Thus, if you complete 8 entries and earn 9, 10, 10, 10, 7, 10 on the six that we read, your total journal score would be (9+10+10+10+7+10) - (5x2) = 46.

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<thead>
<tr>
<th>Points</th>
<th>Description</th>
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<tbody>
<tr>
<td>10</td>
<td>Clearly described and relevant observation followed by a clearly articulated and detailed analysis of either a cognitive (“I think…”) or affective (“I feel…”) component.</td>
</tr>
<tr>
<td>8</td>
<td>Clearly described and relevant observation, followed by an analysis that follows the spirit of assignment but lacks sufficient depth.</td>
</tr>
<tr>
<td>6</td>
<td>Clearly described and relevant observation, followed by an analysis that does not appear to follow the spirit of the assignment.</td>
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<tr>
<td>4</td>
<td>Neither the observation nor the analysis follows the spirit of the assignment, but the entry is relevant to the course.</td>
</tr>
<tr>
<td>2</td>
<td>Journal entry is not relevant to the course.</td>
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<tr>
<td>0</td>
<td>Journal entry is missing.</td>
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</tbody>
</table>

Please note that, unless the T.A. or I feel that you are not following the spirit of the assignment, we will not necessarily provide you with any kind of formal feedback, other than points – which will be posted on Compass. However, (although it is not part of the evaluation), we may sometimes comment on the content of your entries. If you would like us to comment (or not comment!) on something in particular, please both send us an email with this request and insert a parenthetical note into the entry, or if you prefer, come talk with us informally about what you’re journaling about. We don’t mind. To the contrary, we consider such conversations to be important.

Final note: I have often lamented in the past that the T.A. and I were the only ones who had access to the many honest, powerful, and thought-provoking entries submitted by students each week. This semester, rather than lamenting, I would like to experiment with two different strategies for sharing our journals. **Strategy one** is posting the entry to the course Facebook page. Indeed, it is my hope that the Facebook group provides a safe space where those of you who are interested in doing so can share and comment on each other’s journals, as well as other life experiences. **Strategy two** is reading the journal entry to the class at the beginning of class. This may feel more vulnerable but also potentially more rewarding. We will discuss the relative merits of these options on the first day and make a decision.

**Addendum 9/5/2017:** On Sept 5th, the class agreed that all journal entries would end with one of the following: 1) I read 2) you read, 3) don't read. “I read” indicates that you are open to reading that journal entry to the class. “You read” indicates that you are willing to have the course instructor (or T.A.) read your journal entry to the class (without identifying info). “Don’t read” indicates that you do not want that journal entry to be read, even anonymously.
**Racial identity autobiography (40 points)**

The goal of this assignment is to explore your own racial identity and, in so doing, develop a better understanding of racial identity in general. Although racial and ethnic identity are sometimes intertwined, for the purpose of this assignment, please limit your discussion to racial identity (you may discuss ethnic identity on the discussion board or in a journal entry). I am aware that this assignment may be difficult for some of you. Please feel free to discuss it with either the T.A. or me, if you get stuck or just feel like you could use some guidance. To help you get started, several suggestions are listed below. These are intended solely as suggestions. You are neither required to discuss all these elements (I assume that you will find it meaningful to discuss several), not are you limited to them.

- When, why, and how you first became aware of your race
- Influence of skin color (or other physical characteristic attributed to race) on your life
- Others’ response to your skin color or other physical characteristic attributed to race
- Messages from family members about skin color or other physical characteristic...
- Family stories about your own racial group, other racial groups, or race in general
- Media and cultural messages about race
- Friendships and other relationships within and apart from your own racial group
- Participation in groups or activities centered on race or racial issues
- Experiences with stereotypes, prejudice, and racism (as victim, as perpetrator, or as both)
- What it means to you (if anything) to identify with your racial group
- What you like and don’t like about being a member of your racial group

Your autobiographies should consist of no more than two typed double-spaced pages in a standard 12-point font and with standard one-inch margins. There is no length minimum, but given the brevity of the assignment, I strongly recommend that you write as close to two pages as possible. Please note, as well, that it is typically more challenging and time-consuming to express complex ideas well in a short space compared to a longer space. Plan accordingly. Although there are no “wrong” responses in an autobiographical assignment, there certainly are inadequate and superficial ones. It is expected that your autobiography integrate relevant course lectures and readings, as well as at least three sources not assigned for class. You will be evaluated on both content (32 points) and writing (8 points), so please take care to submit work that is as well organized and technically strong as possible.

**This assignment is due October 5th.** A 2-point penalty will be imposed for each school day the assignment is submitted after the due date. Papers that are more than 5 school days (a week) late will not be accepted unless arrangements are made prior to the deadline. If you include a cover page (not necessary), please do not put your name on it. Instead, please write your name on the back of the last page.
Final Project (100 points)

All written papers should have standard fonts and margins and have a 6-page length limit, not including the reference page(s). Length limitations for videos and websites should be negotiated with the instructor on an individual basis prior to the deadline. Students may work in groups of two. In this case, the partners should hand in a single project no longer than 12 pages. Group members will receive the same grade. Projects are due at the beginning of class Nov 30th.

You will be evaluated on both content (80%) and presentation (20%), so please take care to submit work that is both error-free and visually appealing. A 2-point penalty will be imposed for each school day after the due date. Projects that are more than 5 school days (a week) late will not be accepted unless arrangements are made prior to the deadline. Projects should be submitted with the name(s) accessible only when needed (e.g., an “about us” link, on the back of the poster covered by a taped card) so that the projects can be graded with the graders “blind” to who created them. All projects should include a reference page properly citing any sources that you use, including assigned readings. For all projects, you are expected to use at least 5 sources, beyond assigned readings. For some projects, you will want to use considerably more.

Choose one of the following

**Biography.** Interview someone who is more than 30 years old (older is better) and who is of a different race or ethnicity than you. You will need to conduct research on this person’s racial/ethnic group. Based on your research, the material covered in class, and your own experiences, generate 7-10 open-ended interview questions to ask the person. Feel free to stop by to discuss your interview questions, as well as to talk about interviewing techniques in general. Conduct the interview and write a biographical piece about the person that describes what you learned from the interview and integrates it with your research and class readings. Have the interviewee read and sign your paper (email or phone verification is also ok) before you hand it in.

**Media analysis.** Examine and analyze how television, music, movies, or print media (e.g., newspapers, magazines) represent EITHER a specific course topic (e.g., color-blindness, racial identity) or a specific non-dominant ethnic or racial group (e.g., Asian Americans) or subgroup (e.g., Asian American women). Make sure that your analysis doesn’t just describe the media content but also integrates the content with concepts and materials covered in the course. Finally, your analysis should also discuss the implications of what you find. Please follow the following guidelines, which differ according to the source.

1. **Television.** You should select one television program and analyze at least 5 different episodes of that program. This means that if you choose to analyze Star Trek TNG, your analysis should refer to at least 5 different Star Trek TNG episodes. Although the omission of ethnic and racial minority individuals from television is itself a problem, for the purposes of this assignment, episodes that don’t portray the group you chose (e.g., Romulans) should not be included.

2. **Music.** You should select a single performer (either individual or group) and analyze at least 5 different songs, taken from at least 2 different albums. As with television, songs that do not refer to the topic or group you chose should not be included (implicit references are fine, of course)
3. **Movies.** You should pick either a specific director (e.g., Spike Lee, John Singleton), a specific writer (original screenplays only), or a specific franchise (e.g., Star Trek, Harry Potter) and watch at least two films. Again, films that do not have prominent characters (i.e., on screen for at least 15 minutes) from the group you selected should not be included. If you select films that do not meet the above criteria, your assignment will be returned without a grade (there can be nothing learned by comparing apples and oranges).

**Local Issue Group Project.** Project adapted from Dr. Wolfe’s contemporary racism course at Muhlenberg College As is true elsewhere, our local communities have a variety of documented racial inequities (we will discuss some specifics in class). The purpose of this option is to provide students with an opportunity to apply their knowledge to a local context. To that end, 1) identify a racially biased program/institution/group or racially-charged issue, 2) provide a detailed and comprehensive racial analysis (focusing on both positive and negative aspects), and 3) create recommendations for change. This project is intended for 2-person teams, with each person taking responsibility for some specific portion of the project (this should be evident to the instructor). Team projects will receive one grade, which will be given to both team members. I am glad to help you partner up (based on issue/topic) but you are also welcome to choose your own partners.

To complete the project, please select an issue from the list below (other topics may also be acceptable, but must be approved by the instructor in advance) and decide what specific responsibility each team member will have. Note that some preliminary research may be necessary before responsibilities can be assigned. Then, create either a website, a video, or an editorial suitable for submission to the Champaign News-Gazette that provides a *fair* analysis of the issue from at least two different perspectives, supporting each perspective with relevant empirical studies and theoretical papers from legitimate academic or journalistic sources. Once you have examined the issue from multiple perspectives, you should, as a team, evaluate the evidence supporting each perspective and determine which perspective has the most merit. You may also decide on a “middle” position, as long as such a position is clearly defined and supported.

It is my intention that each group will leave a permanent record of its work, either as a website, as a youtube video (or set of videos) or as an editorial published in either the News-Gazette, the Public I, or the Daily Illini. I’m happy to help you find a suitable media outlet for your work, if you consult with me. Below is the list of possible topics.

- What impact did the Champaign School District’s consent decree have on the racial inequities it targeted?
  And now that the consent decree has expired, what should be done (if anything) to address the racial inequities in the Champaign schools?
- How are local schools responding to concerns regarding the “school to prison pipeline”? What are the outcomes of those strategies?
- Should local police use racial profiling to prevent or “fight” crime?
- Urbana has long had a Citizen Police Review Board. Champaign just formed one. What racial impact do such boards have?
- Would police use of tasers differentially impact some racial groups? If so, should their use be prohibited?
- Should the University of Illinois (or some other employer) prohibit “hate speech”?
- Should the University of Illinois use race as a consideration for admission and/or financial aid?
- Should the University of Illinois assign housing with the goal of promoting inter-group contact?
**Exams** (100 points each for 200 total points)

The purpose of exams in this course is **not** to prove to me that you have the ability and motivation to memorize some specific set of facts. Rather, the exams are designed to provide you with the opportunity to think deeply and critically about the course materials, integrate ideas, concepts, and theories from readings and lectures, and weigh the research evidence supporting different theories. To that end, both exams will be “open notes”. That is, you will be able to use your hand-written notes from class during the exam (you may **not** use printed or photo-copied notes). The exams are cumulative in the sense that material from an earlier exam may be incorporated into a question on a later exam, but the emphasis on the second exam will be on the readings since the previous examination.

If you cannot be in class on the scheduled exam day, you **must obtain permission to take a make-up exam PRIOR to the regularly scheduled exam date**. Make-up exams without prior approval will only be given (without penalty) under extenuating circumstances, such as a death or illness, and will require documentation from the Dean’s office (a note simply stating that you were at McKinley is not sufficient). If you miss an exam for other reasons (e.g., your alarm clock broke, you could not find the room), you may be allowed to take the make-up exam within 5 days of the original exam date. However, 10 points will be automatically deducted from your score. Please note that there is no final exam in this class.

**Extra Credit** (TBA)

At various times during the semester, various University units may bring speakers to campus whose expertise clearly relates to this course. I will keep a lookout for such events and pass the information on to you. I also encourage all of you to let me know if you hear about something on campus that fits the above description. If I decide that a speaker (or event) is of sufficient relevance to the course and the space can accommodate the number of students in our course, I will provide extra credit to encourage you to attend. To earn the extra credit, you will need to make an “extra” journal entry on compass (I will create these specific journal categories for each event) following the usual journal structure (e.g., an observation about what happened, followed by an analysis). Please note that although the journal entry structure is the same, each extra credit entry will be worth just two points. This will be the only way to earn extra credit in this course.

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1 The litmus test for “fairness” is that a person who holds that particular perspective should agree with how that perspective is presented.
Grading

The final grade for this course will be based on the total number of points you earn on class participation, two examinations, journal entries, the racial identity paper, and the final project. The course requirements total to 400 points, which break down as follows:

- Participation: 0 points
- Journals (on Compass): 60 points
- Exam 1: 100 points
- Exam 2: 100 points
- Racial identity paper: 40 points
- Final project: 100 points

Grades will be assigned according to the following scale. I realize that the cutoffs between the grades are somewhat arbitrary, even if they are consistent with traditional practices and university guidelines. However, the lines have to be drawn somewhere, and this is where I have determined they should be. Having so determined, in the interest of fairness, exceptions will not be made, even if a student is literally just a point short of the higher grade. If this appears petty – after all what possible harm could it cause – please keep in mind that in a class this size there will always be a handful (not just one) student who is a point short of a higher grade. To make an exception for one student and not another would be absurdly unfair, and to make an exception for the whole bunch would be the equivalent of moving the cutoff, which would only create a new group of “border” students. So, these are the cutoffs. Use them to plan the effort of your work appropriately.

The final letter grade will be based on a percentage of your 400 points:

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<th>% of 400</th>
<th>Number of Points</th>
<th>Grade</th>
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<tbody>
<tr>
<td>93-100</td>
<td>372-400</td>
<td>A</td>
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<tr>
<td>90-92.99</td>
<td>360-371</td>
<td>A-</td>
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<td>87-89.99</td>
<td>348-359</td>
<td>B+</td>
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<td>83-86.99</td>
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Tentative Semester Schedule

This is a tentative schedule. Modifications to the schedule may occur at any time in the semester, often to accommodate guest speakers, but sometimes for other reasons. In rare cases, a reading substitution may also occur to accommodate the speaker’s topic. Such modifications will always be announced in class, with at least a full week’s notice. However, you are responsible for knowing about changes announced during your absence.

Week 1:  
Aug. 29, 31

**Introduction, Definitions, and Ideologies**


**Optional:** Although it doesn’t address race specifically, this site provides an analysis of political ideology based on several content areas grouped into two dimensions. It is not required (and will not be tested) but you may find the feedback useful and interesting: [http://www.politicalcompass.org](http://www.politicalcompass.org)

Week 2:  
Sept. 5, 7

**The past and present significance of race** (films: “True Colors”; “Race on Trial”)


Week 3:  
Sept. 12, 14

**Black racial identity** (film: “Do the Right Thing”)


Week 4: Sept 19, 21

White racial identity


Week 5: Sept. 26, 28

Beyond Black and White


Week 6: Oct. 3, 5

Ethnic identity


** Racial Identity assignment due Thurs., Oct. 5th

Week 7: Oct. 10, 12

American nationality and acculturation


** 1st EXAM: Thursday, October 12th **
Week 8: Oct. 17, 19

**Stereotypes and prejudice** (film: “A Class Divided”)


Week 9: Oct. 24, 26

**The role of groups** (film: “The Color of Fear”)


Week 10: Oct. 31, Nov 2

**Unintentional racism: Part I**


Week 11: Nov. 7, 9

**Unintentional racism: Part II**


Week 12: Nov. 14, 16

**Intelligence and education**


**LAST WEEK OF JOURNALS**
Week 13:  
Nov. 21, 23  

THANKSGIVING VACATION

Week 14:  
Nov. 28, 30  

Restorative approaches


** FINAL PROJECTS DUE at beginning of class Nov 30th **

Week 15:  
Dec 5, Dec 7  

Working for social justice  Film (In Whose Honor?)


** 2nd Exam, Tues., Dec. 5th **

Week 16:  
Dec. 12  

Closing activities (no assigned reading).

A previous version of this syllabus has been peer-reviewed and published by