# Course Description

This interactive, multi-media course will examine the idea and feasibility of the post-racial America concept – a theoretical environment free from racial preference, discrimination, and prejudice--through a cultural and political lens and will challenge students to develop and write about their own related theory/belief system based on readings, videos, in-class or online discussions covered in the course. The following topics will be covered: 2016 Presidential Election, Tea Party Movement, Black Lives Matter, White Privilege, and race blindness. This course focuses on racism, one of the five critical concerns of the Sisters of Mercy: Earth, Immigration, Non-violence, Racism, and Women. This course meets the University’s definition of writing intensive. *ENG 101 is a pre-requisite.*

# University Learning Outcomes (ULO)

* **ULO1:** Knowledge of Human Cultures and the Physical and Natural World
* **ULO2:** Intellectual and Practical Skills
* **ULO3:** Personal and Social Responsibility
* **ULO4:** Integrative and Applied Learning
* **ULO5:** Immersed in the Critical Concerns of the Sisters of Mercy of the Americas

# Program Learning Outcomes (PLO)

* **PLO1**: Express an appreciation and understanding of a variety of aesthetic, literary, cultural and ideological traditions.(ULO 2, 3)
* **PLO2**: Engage meaningfully in a community of scholarship through inquiry, research and the communication of ideas. (ULO 2, 4)
* **PLO3**: Evaluate historical, political, economic and scientific data while recognizing the interrelatedness of events and processes. (ULO 1, 2, 3, 4)
* **PLO5**: Reflect upon the relationship of the Divine to the human experience. (ULO 2, 3, 4)
* **PLO6**: Examine and understand the dynamics of individual and group behavior. (ULO 2, 4)
* **PLO7**: Demonstrate an understanding of quantitative reasoning. (ULO 1, 2, 4)
* **PLO8**: Engage in constructive activities of service to the community in light of the Gospel tradition as experienced through the Mercy charism that shapes the College. (ULO 2, 3, 4)

# Course Learning Outcomes (CLO)

* **CLO1:** Analyze the historical and psychological complexities related to race in the United States.
* **CLO2:** Interpret a working definition of post-racial as it relates to race in the United States.
* **CLO3:** Evaluate the political and cultural barriers that can impede post-racial progress.
* **CLO4**: Hypothesize an argument with evidence in favor of, or in opposition to, the idea and feasibility of a post-racial America.
* **CLO5**: Assess various approaches taken to address race relations in the United States.

# Student Expectations

Students are expected to:

* Ask probing and insightful questions related to course content.
* Make meaningful and relevant connections and application to their own learning process.
* Be productive and contributing members of class discussions.

# Required Course Materials

McClure, S. M., & Harris, C. A. (2018). *Getting real about race* (2nd ed.). Los Angeles, CA: SAGE.

ISBN: 9 781 50633 9306

<https://books.google.com/books?id=WPu-DgAAQBAJ&printsec=frontcover&source=gbs_ge_summary_r&cad=0#v=onepage&q&f=false>

***Suggested Readings***

\*These texts are **not** required to be purchased but provide deeper insight into the subject.

Alexander, M. (2012). *The new Jim Crow: Mass incarceration in the age of colorblindness*. New York, NY: The New Press.

ISBN: 978 15 955 864 38

Jackson, T. (2017). *Policing Ferguson, policing America*. New York, NY: Skyhorse.

Squires, C. R. (2014). *The post-racial mystique: Media and race in the twenty-first century.* New York, NY: New York University Press.

ISBN: 978 0 8147 7060 3

Tesler, M. (2016). *Post-racial or most-racial: Race and politics in the Obama era*. Chicago, IL: The University of Chicago Press.

ISBN: 978 0 226 35301 2

Watson, B., & Peterson, K. (2015). *Under our skin: Getting real about race*. Winter Park, FL: Tyndale House.

ISBN: 978-1-4964-1329-1

# Suggested Point Values

|  |  |  |
| --- | --- | --- |
| **Assessment** | **Point Value** | **Due** |
| **Week 1** |  |  |
| Discussion: Implicit Bias, Stereotypes, and Prejudice | 20 |  |
| Discussion: History and Race | 20 |  |
| Week 1: Current Events | 30 |  |
| Timeline on Race | 30 |  |
| Journal Entry 1 | 30 |  |
| Preparation: Civil Discourse Questions | 60 |  |
| **Week 2** |  |  |
| Discussion: Historical Milestones | 20 |  |
| Discussion: American Dream | 20 |  |
| Week 2: Current Events | 30 |  |
| Journal Entry 2 | 30 |  |
| Preparation: Final Paper | 60 |  |
| **Week 3** |  |  |
| Discussion: Racial Struggles | 20 |  |
| Week 3: Current Events | 30 |  |
| Journal Entry 3 | 30 |  |
| Preparation: Civil Discourse | 60 |  |
| Preparation: Final Paper Sources | 60 |  |
| **Week 4** |  |  |
| Discussion: Criminal Justice | 20 |  |
| Discussion: The Power of Words | 20 |  |
| Week 4: Current Events | 30 |  |
| Journal Entry 4 | 30 |  |
| Preparation: Final Paper Peer Review | 50 |  |
| **Week 5** |  |  |
| Discussion: Is Post-Racial Even Possible? | 20 |  |
| Discussion: Political Cartoon | 20 |  |
| Week 5: Current Events | 40 |  |
| Civil Discourse | 100 |  |
| Final Paper | 120 |  |
| **Total Points** | **1000** |  |

**Grading Scale**

|  |  |
| --- | --- |
| **Grade** | **Range** |
| A | 93-100 |
| A- | 90-92 |
| B+ | 87-89 |
| B | 83-86 |
| B- | 82-80 |
| C+ | 77-79 |
| C | 73-76 |
| C- | 70-72 |
| D+ | 67-69 |
| D | 63-66 |
| D- | 60-62 |
| F | 59 |

# Course Schedule

|  |  |  |
| --- | --- | --- |
| **Week** | **Start** | **End** |
| One | <insert start date> | <insert end date> |
| Two |  |  |
| Three |  |  |
| Four |  |  |
| Five |  |  |

# Weekly Learning Modules

|  |  |  |  |
| --- | --- | --- | --- |
| **Week One: Historical, Sociological, and Psychological Factors** | | | |
| ***Learning Objectives*** | | ***Alignment*** | |
| * 1. Review the range of historical milestones that have contributed to the present state of race relations in the United States. | | CLO1, 2, 4 | |
| * 1. Identify the social psychological issues (i.e., such as implicit bias, the psychology of discrimination, and prejudice) impacting the dynamics between racial groups. | | CLO1, 2, 4 | |
| * 1. Recognize the role social constructs play in U.S. race relations. | | CLO1, 2, 4 | |
| ***Resources, Activities, and Preparation***  *Utilize these resources and complete these activities in preparation for your graded assignments.* | | ***Alignment*** | ***AIE*** |
| **Tutorials**  During this course, you will be asked to use and participate in various technologies to complete activities and assignments.  **Review** the tutorials available on Blackboard as needed.  **Click** the **Student Resources** button from the menu on the left. | | N/A | N/A |
| **Weekly Participation and Discussion**  The purpose of the weekly discussions is to provide you with a way to synthesize the concepts presented in this course. Each week, you will respond to the discussion questions with a substantive post of 200 to 250 words that addresses all the prompts for the question by 11:59 p.m. EST of the listed due date. By the conclusion of each week, Sunday at 11:59 p.m. EST, you will make at least one substantive comment of 100 to 150 words to three of your classmates’ posts for each assigned discussion question. Your comments must further the discussion by following the RISE Model for meaningful feedback. It is recommended that you check in periodically throughout the week to ensure that you are meeting the participation requirement.  **Review** the [RISE Model for Peer Feedback](http://elwray.squarespace.com/feedback). | | N/A | N/A |
| **Readings**  **Read** Essays 1, 5, & 25 of *Getting Real About Race*.  **Read** the following articles:   * "[2015: The Year in Race Relations](https://www.theatlantic.com/politics/archive/2015/12/2015-the-year-in-race-relations/422019/)" * "[Race and Racial Identify Are Social Constructs](https://www.nytimes.com/roomfordebate/2015/06/16/how-fluid-is-racial-identity/race-and-racial-identity-are-social-constructs)"   **Review** the [American Racial History Timeline, 1960–2008](http://www.occidentaldissent.com/american-racial-history-timeline-2/american-racial-history-timeline-ii/).  Feel free to post questions/comments to the General Questions & Discussionforum. | | 1.1, 1.2, 1.3 | Lecture activity = **1 hour** |
| **Preparation: Final Paper**  An 8- to 10-page research essay is due in Week 5 of this course. The research paper should answer the question: Is the concept of a post-racial America possible? Why or why not?  **Use** at least eight reputable sources to build your argument in support of your thesis. These can include course readings and videos and/or other resources you choose.  Your civil discourse project should be used as one of your sources and, therefore, serve as primary research. Be sure to build both historical context and contemporary viewpoints into your argument.  **Begin** working on your paper to provide ample time. | | COURSE | Guided Project = **2 hour** |
| **Course Overview**  **View** the video about the course overview. | | COURSE |  |
| ***Supplemental Resources and Activities***  *Explore these optional resources to deepen your understanding.* | | ***Alignment*** | ***AIE*** |
| **Adobe Connect Live Discussion**  **Review** [Adobe Connect Resources](https://sites.gmercyu.edu/student-resources/adobe-connect-resources/).  **Participate** in the scheduled live session with the course instructor. This session will provide an overview of the class and discuss the major assignments in the course.  **Prepare** to ask questions concerning the content of the week and the course as a whole.  *Note:* A recorded lecture will be made available to those who are unable to attend the live session. | |  | Live Discussion: lecture and discussion = **1 hour** |
| ***Graded Assignments***  *Complete these graded assessments by the end of the week unless specified otherwise.* | | ***Alignment*** | ***AIE*** |
| **Discussion: Implicit Bias, Stereotypes, and Prejudice**  **Read** the article "[Test Yourself for Hidden Bias](https://www.tolerance.org/professional-development/test-yourself-for-hidden-bias)."  **Complete** the [Project Implicit test](https://implicit.harvard.edu/implicit/takeatest.html) from Harvard.  **Pos**t a clear and logical response in 150 to 200 words to the following, providing specific examples to support your answers.   * After reading the article and completing the implicit test, is there anything surprising that you discovered about yourself? How much of a role can implicit bias play in the way one race responds to another?   *Note*: Initial answers to the questions are due by 11:59 p.m. (Eastern time) on Thursday.  **Respond** to at least threestudents in a manner that is thought provoking and appropriately challenges or elevates the discussion. All responses must be posted by 11:59 p.m. (Eastern time) on Sunday. | | 1.2, 1.3 | Discussion: one post and replies to three other posts = **1 hour** |
| **Discussion: History and Race**  **View** the movie, “[The Story of Race](https://youtu.be/No5ai6LZLFg)” [8:25 min.]. If you are unable to view the movie, read the transcript provided in the following link: "[The Story of Race Transcript](https://studylib.net/doc/10178654/the-story-of-race-transcript-www.understandingrace.org-ho)."  **Review** the following [timeline](http://www.oprah.com/inspiration/timeline-of-race-relations-in-america) regarding race relations in the U.S.  **Pos**t a clear and logical response in 150 to 200 words to the following, providing specific examples to support your answers.   * How has history demonstrated a push and pull in race relations? Using the timeline and the racial narrative, how has history simultaneously demonstrated advancement and regression in race? Do you think these milestones or significant events impact how race has been viewed in the country?   *Note*: Initial answers to the questions are due by 11:59 p.m. (Eastern time) on Thursday.  **Respond** to at least threestudents in a manner that is thought provoking and appropriately challenges or elevates the discussion. All responses must be posted by 11:59 p.m. (Eastern time) on Sunday. | | 1.1, 1.2, 1.3 | Discussion: one post and replies to three other posts = **1 hour** |
| **Week 1: Current Events**  **Use** your Google account to create a Google Alert focused on race. **Follow** the instructions on [how to create an alert](https://support.google.com/websearch/answer/4815696?hl=en).  Once you have created an alert, you should receive current events on race. **Select** one article of interest related to race.  **Write** 150- to 200-wordreview of the chosen article explaining how the article relates to race and why you chose this story over other articles.  **Submit** your completed article review. | | 1.1, 1.2, OR 1.3 | Article Review = **1 hour** |
| **Timeline on Race**  **Explore** the following site and identify the various events that have occurred during history: [Understanding Race](http://www.understandingrace.org/).  **Choose** three significant events you feel have had the greatest impact on race in the country. **Write** a summary explaining the three events and their significance. | | 1.1, 1.2, 1.3 | Problem solving = **2 hour** |
| **Journal Entry 1**  **Reflect** on this week’s resources.  **Write** a brief journal entry reflecting on your thoughts this week. Express any new understanding gained or expand on information you found most interesting. | | 1.1, 1.2 OR 1.3 | Journal = **1 hour** |
| **Preparation: Civil Discourse Questions**  **Resources**   * Civil Discourse – Discussion Findings * Civil Discourse – Participant Questionnaire   In this course, you are expected to facilitate a civil discourse on the topic of race with a group of individuals. To provide enough time, begin organizing this activity early in the course by identifying at least 6 to 10 individuals (representing different races, ages, backgrounds, etc.) that can participate in this civil discourse.  **Read** the following articles for context on the issues of race and guidelines on how to have a civil discourse.  **Share** these articles with the group:   * "[2015: The Year in Race Relations](https://www.theatlantic.com/politics/archive/2015/12/2015-the-year-in-race-relations/422019/)" * "[Guide to Respectful Conversations](https://werepair.org/wp-content/uploads/2017/05/Guide-to-Respectful-Conversations.pdf)"   Once you have identified the individuals that will participate in the discussion, schedule a time and a place to facilitate the civil discourse. Be sure to follow the article "Guide to Respectful Conversations" as you prepare.  **Allow** at least an hour for the discussion and go over the articles shared. Capture the following items in the discussion:   * Dynamic and interaction observed * Process used and how it worked * Outcome of the discussion * Overall tone   **Designate** two to three individuals to interview separate from the group, asking about their experience. After the civil discourse, you are required to **complete** a 2-page write-up about the experience. This experience serves as primary research for your final paper.  The Civil Discourse assignment is due in **Week 5**.  For this week, **submit** the 10 questions you plan to ask of the participants. | | COURSE | Guided Project = **2 hour** |
| **Total** |  |  | **10** |

# Faculty Notes

**Civil Discourse:** Emphasize to students that they need to plan the Civil Discourse project early in the course in order to ensure participation of individuals.

**Adobe Connect:** Consider posting an announcement asking students to submit any questions or topics they'd like addressed ahead of time. The instructor can then utilize those questions that come up in the first part of the week to tailor the live Adobe Connect class session that would be scheduled toward the later part of the week. That 1-hour synchronous session will allow students the opportunity to go over any questions they had with the homework and clarify any misconceptions they have about the course content. All Adobe Connect sessions should be recorded and a link to the recording be posted to the course page so any student who misses the session can review it later in the week.

*Note:* It is the instructor’s choice as to what day they will schedule the Adobe Connect Live Session, but it is recommended that they schedule this session for Wednesday of the week so students have plenty of time to review their homework prior to the deadline on Sunday.

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| Week Two: History of Race in the United States | |  |  |
| ***Learning Objectives*** | | ***Alignment*** | |
| * 1. Examine the historical roots of race for African Americans in the United States. | | CLO1, 3, 4 | |
| * 1. Relate African American history to current racial issues in the United States today. | | CLO1, 4, 5 | |
| ***Resources, Activities, and Preparation***  *Utilize these resources and complete these activities in preparation for your graded assignments.* | | ***Alignment*** | ***AIE*** |
| **Readings**  **Read** the following articles:   * "[The Enlightenment’s ‘Race’ Problem, and Ours](https://opinionator.blogs.nytimes.com/2013/02/10/why-has-race-survived/)" * "[The Historical Origins and Development of Racism](http://www.pbs.org/race/000_About/002_04-background-02-01.htm)" * "[Slavery in America](http://www.history.com/topics/black-history/slavery)" * "[Why Reconstruction Matters](https://www.nytimes.com/2015/03/29/opinion/sunday/why-reconstruction-matters.html)" * "[Plessy v. Ferguson](http://www.history.com/topics/black-history/plessy-v-ferguson)" * "[Five Myths About Reconstruction](https://www.washingtonpost.com/opinions/five-myths-about-reconstruction/2016/01/21/0719b324-bfc5-11e5-83d4-42e3bceea902_story.html?utm_term=.da0b703655f3)" * "[The Civil Rights Movement Had One Powerful Tool That We Don’t Have](https://www.thenation.com/article/the-civil-rights-movement-had-one-powerful-tool-that-we-dont-have/)"   Feel free to post questions/comments to the General Questions & Discussionforum. | | 2.1, 2.2 | Lecture activity = **1 hour** |
| **Video**  **Watch** the video “[History of the Civil Rights Movement](https://www.youtube.com/watch?v=URxwe6LPvkM)” [5:52 mins.].  Feel free to post questions/comments to the General Questions & Discussionforum. | | 2.1, 2.2 | Lecture activity = **1 hour** |
| ***Graded Assignments***  *Complete these graded assessments by the end of the week unless specified otherwise.* | | ***Alignment*** | ***AIE*** |
| **Discussion: Historical Milestones**  **Pos**t a clear and logical response in 150 to 200 words to the following, providing specific examples to support your answers.   * Selectone of the historical milestones discussed in this week’s readings and video. Of the chosen milestones, how do you view its influence on current race relations in the United States? Explain.   *Note*: Initial answers to the questions are due by 11:59 p.m. (Eastern time) on Thursday.  **Respond** to at least threestudents in a manner that is thought provoking and appropriately challenges or elevates the discussion. All responses must be posted by 11:59 p.m. (Eastern time) on Sunday. | | 2.1, 2.2 | Discussion: one post and replies to three other posts = **1 hour** |
| **Discussion: American Dream**  **Watch** the video on the debate between [James Baldwin and William F. Buckley](https://www.youtube.com/watch?v=WPz7kTnEWKE) [1:01:24].  **Pos**t a clear and logical response in 150 to 200 words to the following, providing specific examples to support your answers.   * After watching the video, what do you think James Baldwin means when he says that "the American dream has been achieved at the expense of the American Negro"?   *Note*: Initial answers to the questions are due by 11:59 p.m. (Eastern time) on Thursday.  **Respond** to at least threestudents in a manner that is thought provoking and appropriately challenges or elevates the discussion. All responses must be posted by 11:59 p.m. (Eastern time) on Sunday. | | 2.1 | Discussion: one post and replies to three other posts = **1 hour** |
| **Week 2: Current Events**  **Use** the Google Alert to locate an article on racial issues. Review the assignment Week 1: Current Events for the link on how to set up a Google Alert.  **Write a** review of the chosen article explaining how the article relates to one of the historical milestones discussed in this week’s resources.  **Submit** your completed article review. | | 2.1, 2.2 | Article Review = **1 hour** |
| **Journal Entry 2**  **Reflect** on this week’s resources.  **Write** a brief journal entry reflecting on your thoughts this week. Express any new understanding gained or expand on information you found most interesting. | | 2.1 OR 2.2 | Journal = **1 hour** |
| **Preparation: Final Paper Outline**  **Refer** to the Preparation: Final Paper under Week 1.  This week, **create** an outline of your research essay. For an example and description of an outline, review the [Purdue OWL website](https://owl.english.purdue.edu/owl/resource/544/03/).  **Submit** an outline of your research essay. | | COURSE | Guided Project = **2 hour** |
| **Total** |  |  | **8** |

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| Week Three: History of Race in the United States (Continued) | |  |  |
| ***Learning Objectives*** | | ***Alignment*** | |
| * 1. Examine the history of various racial groups in the United States. | | CLO3, 4 | |
| * 1. Analyze how and why the history of racism in the United States affects modern-day racial issues. | | CLO3, 4 | |
| ***Resources, Activities, and Preparation***  *Utilize these resources and complete these activities in preparation for your graded assignments.* | | ***Alignment*** | ***AIE*** |
| **Readings**  **Read** the following articles:   * "[From Citizen to Enemy: The Tragedy of Japanese Internment](http://wwww.gilderlehrman.org/history-by-era/world-war-ii/essays/from-citizen-enemy-tragedy-japanese-internment)" * "[Life in a Japanese-American Internment Camp, via the Diary of a Young Man](https://www.nytimes.com/2015/12/02/arts/design/life-in-a-japanese-american-internment-camp-via-the-diary-of-a-young-man.html)" * "[The Shocking Savagery of America’s Early History](https://www.smithsonianmag.com/history/the-shocking-savagery-of-americas-early-history-22739301/)" * "[As Chinese Exclusion Act Turns 135, Experts Point To Parallels Today](https://www.npr.org/sections/codeswitch/2017/05/05/527091890/the-135-year-bridge-between-the-chinese-exclusion-act-and-a-proposed-travel-ban)" * "[Chinese Exclusion Acts](http://www.encyclopedia.com/history/united-states-and-canada/us-history/chinese-exclusion-act)" * "[Latino Americans: Timeline of Important Dates](http://www.pbs.org/latino-americans/en/timeline/)" * "[American Latino Theme Study](https://www.nps.gov/heritageinitiatives/latino/latinothemestudy/immigration.htm)"   Feel free to post questions/comments to the General Questions & Discussionforum. | | 3.1, 3.2 | Lecture activity = **1 hour** |
| **Preparation: Final Paper Peer Review**  In Week 4, you will perform a peer review on the first draft of your Final Paper. Be sure to have a first draft of your paper ready to be reviewed by your partner.  Feel free to post questions/comments to the General Questions & Discussionforum. | | N/A | Lecture activity = **1 hour** |
| ***Graded Assignments***  *Complete these graded assessments by the end of the week unless specified otherwise.* | | ***Alignment*** | ***AIE*** |
| **Discussion: Racial Struggles**  **Pos**t a clear and logical response in 150 to 200 words to the following, providing specific examples to support your answers.   * How do racial struggles in the United States extend beyond a black and white issue? Explain.   *Note*: Initial answers to the questions are due by 11:59 p.m. (Eastern time) on Thursday.  **Respond** to at least threestudents in a manner that is thought provoking and appropriately challenges or elevates the discussion. All responses must be posted by 11:59 p.m. (Eastern time) on Sunday. | | 3.1, 3.2 | Discussion: one post and replies to three other posts = **1 hour** |
| **Week 3: Current Events**  **Use** the Google Alert to locate an article on racial issues.  **Write a** review of the chosen article explaining how the article relates to one of the historical milestones discussed in this week’s resources.  **Submit** your completed article review. | | 3.1, 3.2 | Article Review = **1 hour** |
| **Journal Entry 3**  **Reflect** on this week’s resources.  **Write** a brief journal entry reflecting on your thoughts this week. Express any new understanding gained or expand on information you found most interesting. | | 3.1, OR 3.2 | Journal = **1 hour** |
| **Preparation: Civil Discourse**  **Review** the details of the Civil Discourse assignment in Week 1 or Week 5. Be sure to review the articles related to the assignment to get further context.  **Write** a summary or an outline of your plans, these can include participants you plan to invite and why, the meeting agenda, and the schedule of for the discourse (time and location). | | COURSE | Guided Project = **2 hour** |
| **Preparation: Final Paper Sources**  **Review** the details of the Final Paper assignment in Week 2 or Week 5. This week, **identify** the sources you plan to use for your paper.  **Submit** a proposed works cited page and an abstract. For details and explanations on citing sources and writing an abstract, review the following resources:   * [The Writing Center: Abstracts](https://writingcenter.unc.edu/tips-and-tools/abstracts/) * [Examples of Works Cited Pages](http://examples.yourdictionary.com/examples-of-works-cited-pages.html) * [APA Citation Style Guide: APA Examples – Print](http://research.moreheadstate.edu/c.php?g=107001&p=695194)   *Note:* Continue writing your Final Paper, in Week 4 you should have a rough draft ready to be evaluated in a Peer Review. | | COURSE | Guided Project = **2 hour** |
| **Total** |  |  | **9** |

# Faculty Notes

**Preparation: Final Paper Sources:** Students will perform a peer review for the first draft of the Final Paper in Week 4. To provide ample time, be sure to assign students a partner in Week 3 or early Week 4. Also, remind students that they need to have a draft ready to be reviewed by Week 4.

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| Week Four: Contemporary Racial Issues | |  |  |
| ***Learning Objectives*** | | ***Alignment*** | |
| * 1. Examine how racial inequality exists for defendants within the U.S. criminal justice system and is reflective of the mass incarceration of people of color. | | CLO1, 3, 4, 5 | |
| * 1. Identify the significance of language in society and its influence on social structures. | | CLO1, 4, 5 | |
| * 1. Assess the influence that race and politics have had and continue to have on each other in the United States. | | CLO1, 2, 3, 4, 5 | |
| ***Resources, Activities, and Preparation***  *Utilize these resources and complete these activities in preparation for your graded assignments.* | | ***Alignment*** | ***AIE*** |
| **Readings**  **Review** the following articles and sources within each category:  Media Portrayals   * "[The Critical Media Project](https://na01.safelinks.protection.outlook.com/?url=http%3A%2F%2Fwww.criticalmediaproject.org%2Fcml%2Ftopicbackground%2Frace-ethnicity%2Fwhite%2F&data=02%7C01%7Ckmiller%40synergiseducation.com%7Cc5265318d1c84d35061f08d54364bc2a%7C7a9bcbb102ab4062aafc53c0ba30b9ac%7C0%7C0%7C636489022307039005&sdata=T%2FFeVPJywLTJZgM%2BlV0llsFnlu9yuBm73TmGmrr0FCo%3D&reserved=0)" * "[News media offers consistently warped portrayals of black families, study finds](https://na01.safelinks.protection.outlook.com/?url=https%3A%2F%2Fwww.washingtonpost.com%2Fnews%2Fwonk%2Fwp%2F2017%2F12%2F13%2Fnews-media-offers-consistently-warped-portrayals-of-black-families-study-finds%2F%3Futm_term%3D.1c3fc8c49661&data=02%7C01%7Ckmiller%40synergiseducation.com%7Cc5265318d1c84d35061f08d54364bc2a%7C7a9bcbb102ab4062aafc53c0ba30b9ac%7C0%7C0%7C636489022307039005&sdata=vJ7ldtq2h4hLIlXv2pK%2Bx97YeM7ROBl55XhsEYv60QI%3D&reserved=0)" * "[A Dangerous Distortion of Our Families](https://na01.safelinks.protection.outlook.com/?url=https%3A%2F%2Fcolorofchange.org%2Fdangerousdistortion%2F&data=02%7C01%7Ckmiller%40synergiseducation.com%7Cc5265318d1c84d35061f08d54364bc2a%7C7a9bcbb102ab4062aafc53c0ba30b9ac%7C0%7C0%7C636489022307039005&sdata=SZg%2BRHP1E6NPK1%2BPVHwXGGaCqNfJ7x0eXpAD5Bp7oaU%3D&reserved=0)"   Politics   * "[Racism by Any Other Name](https://na01.safelinks.protection.outlook.com/?url=https%3A%2F%2Fwww.theatlantic.com%2Fpolitics%2Farchive%2F2016%2F05%2Fracism-commentary-obama-trump%2F481329%2F&data=02%7C01%7Ckmiller%40synergiseducation.com%7Cc5265318d1c84d35061f08d54364bc2a%7C7a9bcbb102ab4062aafc53c0ba30b9ac%7C0%7C0%7C636489022307039005&sdata=lZ%2B%2FX%2FhOwe3y3B8FrF%2F%2BpnvaKCFojTH3aEmN9bhTdkg%3D&reserved=0)" * "[Bridging the Racial Generation Gap Is Key to America's Economic Future](https://na01.safelinks.protection.outlook.com/?url=http%3A%2F%2Fnationalequityatlas.org%2Fsites%2Fdefault%2Ffiles%2FRacialGenGap_%2520final.pdf&data=02%7C01%7Ckmiller%40synergiseducation.com%7Cc5265318d1c84d35061f08d54364bc2a%7C7a9bcbb102ab4062aafc53c0ba30b9ac%7C0%7C1%7C636489022307039005&sdata=CdwyqQCNx4S428fplOQMSL4dkYD57S%2BWwgRsw4EZxk8%3D&reserved=0)" * "[How the 2016 Election Exposed America's Racial and Cultural Divides](https://na01.safelinks.protection.outlook.com/?url=https%3A%2F%2Fwww.nbcnews.com%2Fpolitics%2Fwhite-house%2Fhow-2016-election-exposed-america-s-racial-cultural-divides-n682306&data=02%7C01%7Ckmiller%40synergiseducation.com%7Cc5265318d1c84d35061f08d54364bc2a%7C7a9bcbb102ab4062aafc53c0ba30b9ac%7C0%7C0%7C636489022307039005&sdata=34MuVSD10POnJWx5Fd5wnM5tlgV6InyVaO39oIWl37o%3D&reserved=0)" * "[Nate Silver: How does race affect votes?](https://na01.safelinks.protection.outlook.com/?url=https%3A%2F%2Fwww.youtube.com%2Fwatch%3Fv%3DfkPI-Y2Vg5k&data=02%7C01%7Ckmiller%40synergiseducation.com%7Cc5265318d1c84d35061f08d54364bc2a%7C7a9bcbb102ab4062aafc53c0ba30b9ac%7C0%7C0%7C636489022307039005&sdata=NEAgWRBxat8rcB6IzcP71QNsW9C5YKTZEJOIVdK3Vew%3D&reserved=0)" [10:20]   Criminal Justice System   * Essay 18 of *Getting Real About Race* * "[The Black Family in the Age of Mass Incarceration](https://www.theatlantic.com/magazine/archive/2015/10/the-black-family-in-the-age-of-mass-incarceration/403246/)" * Reviewthe articles regarding racial disparity by the [Sentencing Project](https://na01.safelinks.protection.outlook.com/?url=http%3A%2F%2Fwww.sentencingproject.org%2Fissues%2Fracial-disparity%2F&data=02%7C01%7Ckmiller%40synergiseducation.com%7Cc5265318d1c84d35061f08d54364bc2a%7C7a9bcbb102ab4062aafc53c0ba30b9ac%7C0%7C0%7C636489022307039005&sdata=%2FrSPI6C%2Bc3oMbkgC7EfXkJnMdE7SP5qJEw2en8MAW3I%3D&reserved=0) * [13th Amendment Documentary](https://www.youtube.com/watch?v=1WU608Z2678) [1:36:07]   Feel free to post questions/comments to the General Questions & Discussionforum. | | 4.1, 4.2, 4.3 | Lecture activity = **1 hour** |
| ***Graded Assignments***  *Complete these graded assessments by the end of the week unless specified otherwise.* | | ***Alignment*** | ***AIE*** |
| **Discussion: Criminal Justice**  **Pos**t a clear and logical response in 150 to 200 words to the following, providing specific examples to support your answers.  After reviewing the *13th* documentary video, Essay 18 of *Getting Real About Race,* and *The Atlantic* essay*,* "The Black Family in the age of Mass Incarceration," explain the role race plays in the U.S. criminal justice system.  You may also explore the [Sentencing Project website](http://www.sentencingproject.org/).  *Note*: Initial answers to the questions are due by 11:59 p.m. (Eastern time) on Thursday.  **Respond** to at least threestudents in a manner that is thought provoking and appropriately challenges or elevates the discussion. All responses must be posted by 11:59 p.m. (Eastern time) on Sunday. | | 4.1, 4.2 | Discussion: one post and replies to three other posts = **1 hour** |
| **Discussion: The Power of Words**  **Review** the following sources:   * Essay 3 & 22 of *Getting Real About Race* * "[Straight Talk about the N-Word](https://www.tolerance.org/magazine/fall-2011/straight-talk-about-the-nword)" * "[Ta-Nehisi Coates on words that don’t belong to everyone](https://www.youtube.com/watch?v=QO15S3WC9pg)" [4:58]   **Pos**t a clear and logical response in 150 to 200 words to the following, providing specific examples to support your answers.   * Do you believe that the n-word should be used by anybody? If so, who and why? Or do you think the use of that word should be expired? Why or why not?   *Note*: Initial answers to the questions are due by 11:59 p.m. (Eastern time) on Thursday.  **Respond** to at least threestudents in a manner that is thought provoking and appropriately challenges or elevates the discussion. All responses must be posted by 11:59 p.m. (Eastern time) on Sunday. | | 4.2 | Discussion: one post and replies to three other posts = **1 hour** |
| **Week 4: Current Events**  In this assignment, you may choose Option A or B in which to write your event.  **Write** a short paper explaining how gerrymandering and voter suppression have impacted the political landscape in the United States. Summarize a current legal case on either and offer your opinion.   * Option A   **Use** the Google Alert to locate an article on a current legal case that involved either gerrymandering or voter suppression.  **Write** a summary of the chosen legal case and offer your opinion on the matter.  **Submit** your completed article review.   * Option B   **Write** a paper based on this week’s resources explaining how you believe race played a part in the 2008 and 2016 election. In addition, explain how the 2016 election impacted race relations in the United States.  **Submit** your paper. | | 4.3 | Article Review = **1 hour** |
| **Journal Entry 4**  **Reflect** on this week’s resources.  **Write** a brief journal entry reflecting on your thoughts this week. Express any new understanding gained or expand on information you found most interesting. | | WEEK 4 | Journal = **1 hour** |
| **Preparation: Final Paper Peer Review**  **Resource:** Peer Review Checklist  At this point, you should have a rough draft of your Final Paper that covers the historical and contemporary issues. Your instructor will assign you a partner to perform a peer review. Notify your instructor if you are not assigned a partner.  **Exchange** papers with your partner and **perform** a peer review using the Peer Review Checklist.  **Complete** the Peer Review Checklist. If you do not hear from your partner, inform your instructor as soon as possible.  **Submit** your Peer Review Checklist to your partner and the instructor.  *Note:* The Civil Discourse project should be completed by Week 5. Remember to add the Civil Discourse content into the Final Paper before final submission. | | COURSE | Guided Project = **2 hour** |
| **Total** |  |  | **7** |

# Faculty Notes

**Preparation: Final Paper Peer Review:** Students will perform a peer review of the first draft of their paper. Assign students a partner to perform a review of their first draft. Remind students to send the completed Peer Review Checklist to their partner **and** within Blackboard for grading.

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| --- | --- | --- | --- |
| Week Five: Using Dialogue to Ease Racial Tension | |  |  |
| ***Learning Objectives*** | | ***Alignment*** | |
| * 1. Explain the benefits of civil racial discourse in the United States. | | CLO2, 4, 5 | |
| * 1. Examine how suppressed racial tension leads to racially charged protests. | | CLO1, 2, 4, 5 | |
| ***Resources, Activities, and Preparation***  *Utilize these resources and complete these activities in preparation for your graded assignments.* | | ***Alignment*** | ***AIE*** |
| **Readings**  **Read** and **view** the following sources:   * Essay 19 & 24 of *Getting Real About Race* * "[Majority of White Americans Say They Believe Whites Face Discrimination](https://www.npr.org/2017/10/24/559604836/majority-of-white-americans-think-theyre-discriminated-against?utm_source=twitter.com&utm_campaign=politics&utm_medium=social&utm_term=nprnews)" * "[The Gangsters of Ferguson](https://www.theatlantic.com/politics/archive/2015/03/The-Gangsters-Of-Ferguson/386893/)" * "[Most Americans Oppose White Supremacists, But Many Share Their Views: Poll](https://www.huffingtonpost.com/entry/reuters-poll-white-supremacist-views_us_59bc155fe4b02da0e141b3c8)" * "[Far-Right Groups Surge Into National View in Charlottesville](https://www.nytimes.com/2017/08/13/us/far-right-groups-blaze-into-national-view-in-charlottesville.html)" * "[Black Lives Matter](https://blacklivesmatter.com/)" * "[How #BlackLivesMatter Came to Define a Movement](https://www.nytimes.com/2016/08/23/us/how-blacklivesmatter-came-to-define-a-movement.html)" * "[Baltimore Riots: A Timeline](http://www.cnn.com/2015/04/27/us/baltimore-riots-timeline/index.html)" * "[Passionate Explanation by Dale Hansen on Athletes Protesting](http://www.businessinsider.com/dale-hansen-nfl-protests-dallas-cowboys-2017-9)" * "[Roundtable Part 2 – Ferguson, Race, & Privilege](https://www.youtube.com/watch?v=BsJYPV_BzzM)" [20:29] * "[Breaking down narratives of racial discourse](http://www.msnbc.com/melissa-harris-perry/watch/breaking-down-narratives-of-racial-discourse-218234435944)" [8:30]   Feel free to post questions/comments to the General Questions & Discussionforum. | | 5.1, 5.2 | Lecture activity = **1 hour** |
| ***Graded Assignments***  *Complete these graded assessments by the end of the week unless specified otherwise.* | | ***Alignment*** | ***AIE*** |
| **Discussion: Is Post-Racial Even Possible?**  **Review** the following article and video   * "[Obama: ‘Post-racial America after my election’ unrealistic](https://www.nbcnews.com/dateline/video/obama-post-racial-america-after-my-election-unrealistic-854880835646)" [8:04] * "[The End of the Postracial Myth](https://www.nytimes.com/interactive/2016/11/20/magazine/donald-trumps-america-iowa-race.html)"   **Post** a clear and logical response in 150 to 200 words to the following, providing specific examples to support your answers.   * Do you agree with President Obama’s assessment that a post-racial America is unrealistic? Explain why or why not.   *Note*: Initial answers to the questions are due by 11:59 p.m. (Eastern time) on Thursday.  **Respond** to at least threestudents in a manner that is thought provoking and appropriately challenges or elevates the discussion. All responses must be posted by 11:59 p.m. (Eastern time) on Sunday. | | 1.1, 1.2, 1.3, 5.1, 5.2 | Discussion: one post and replies to three other posts = **1 hour** |
| **Discussion: Political Cartoon**  **Pos**t a clear and logical response in 150 to 200 words to the following, providing specific examples to support your answers.   * Locate a political cartoon regarding post-racial America. Post a link of the illustration or cite the work and artist, with a summary of your view on what it is trying to depict. Do you agree or disagree with the cartoonist’s point of view?   *Note*: Initial answers to the questions are due by 11:59 p.m. (Eastern time) on Thursday.  **Respond** to at least threestudents in a manner that is thought provoking and appropriately challenges or elevates the discussion. All responses must be posted by 11:59 p.m. (Eastern time) on Sunday. | | 4.3, 5.1 | Discussion: one post and replies to three other posts = **1 hour** |
| **Week 5: Current Events**  **Locate** a news article on a contemporary protest related to race.  **Write** a paper comparing and contrasting the contemporary protest with the protests that took place during the civil rights movement. Explain what led to each protest and the outcomes.  **Submit** your paper. | | 5.2 | Article Review = **1 hour** |
| **Civil Discourse**  **Resources**   * Civil Discourse – Discussion Findings * Civil Discourse – Participant Questionnaire   **Facilitate** a civil discourse on the topic of race with a group of individuals. **Identify** at least 6 to 10 individuals (representing different races, ages, backgrounds, etc.) that can participate in this civil discourse.  **Read** the following articles for context on the issues of race and guidelines on how to have a civil discourse.  **Share** these articles with the group:   * "[2015: The Year in Race Relations](https://www.theatlantic.com/politics/archive/2015/12/2015-the-year-in-race-relations/422019/)" * "[There Is No Post-Racial America](https://www.theatlantic.com/magazine/archive/2015/07/post-racial-society-distant-dream/395255/)" * "[Guide to Respectful Conversations](https://werepair.org/wp-content/uploads/2017/05/Guide-to-Respectful-Conversations.pdf)"   Once you have identified the individuals that will participate in the discussion, schedule a time and a place to facilitate the civil discourse. Be sure to follow the article "Guide to Respectful Conversations" as you proceed.  **Allow** at least an hour for the discussion and go over the articles shared. Capture the following items in the discussion:   * Dynamic and interaction observed * Process used and how it worked * Outcome of the discussion   **Take** notes of the discussion and **complete** the Civil Discourse – Discussion Findings document.  After the discussion, **ask** at least two individuals to fill out the Civil Discourse – Participant Questionnaire document. You may pass out the questionnaire to allow the participants to write out their answers. If done this way, take a digital image of the completed document.  **Submit** the Civil Discourse – Discussion Findings and the Civil Discourse – Participant Questionnaire. If you have an image of the participant questionnaire, **upload** a copy of this into your Google Drive and share this link with the instructor for review. | | COURSE | Discourse Project = **2 hour** |
| **Final Paper**  **Write** an 8- to 10-page research essay that answers the question: Is the concept of a post-racial America possible? Why or Why not?  **Use** at least eight reputable sources to build your argument in support of your thesis. These can be course readings and videos, or other resources you choose.  Your Civil Discourse project should be used as one of your sources and, therefore, acts as a primary research. Be sure to build both historical context and contemporary viewpoints into your argument.  **Format** your essay according to APA guidelines.  **Submit** your research essay. | | COURSE | Research Project = **2 hour** |
| **Total** |  |  | **8** |

# Breakdown of Academic Instructional Equivalencies

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| --- | --- |
|  | **AIE Hours** |
| **Week 1** |  |
| Required | 9 |
| Supplemental | 1 |
| **Week 2** |  |
| Required | 8 |
| Supplemental |  |
| **Week 3** |  |
| Required | 9 |
| Supplemental |  |
| **Week 4** |  |
| Required | 7 |
| Supplemental |  |
| **Week5** |  |
| Required | 8 |
| Supplemental |  |
|  |  |
| **Total Required Hours** | 41 |
| **Total Supplemental Hours** | 1 |
| **Total Hours** | 42 |