

**SYD 3930 (SECTION 12999) – 3 CREDITS  
SPRING 2018**

# **WHITE RACISM**

## **Course Information**

<b>Professor</b>	Ted Thornhill, Ph.D. Assistant Professor of Sociology College of Arts and Sciences, Department of Social Sciences Sociology Program, FGCU
<b>Meeting Time</b> <b>Classroom Location</b>	Tuesdays and Thursdays 9:00a.m.-10:15p.m. Reed Hall 236
<b>Email &amp; Office Phone</b> <b>Office Location</b> <b>Office Hours</b>	tthornhill@fgcu.edu :: 239-590-7366 Merwin 178 Tuesdays and Thursdays 10:30am-11:30am & 2:50pm-3:20pm, and by appointment

## **Course Description**

**SYD 3930: White Racism** – In this course, we will interrogate the concept of race; examine the racist ideologies, laws, policies, and practices that have operated for hundreds of years to maintain white racial domination over those racialized as non-white; and discuss ways to challenge and disrupt white racism and dethrone white supremacy in the service of engendering an anti-racist society where whiteness is not tied to greater life chances.

## **Introduction**

Despite overwhelming evidence to the contrary, many individuals in the U.S., particularly whites, believe the U.S. is now a post-racial society, one where color-blindness is the order of the day. For these individuals, to the extent that racism mattered for the life chances of blacks and other people of color in the U.S., the landmark Civil Rights legislation of the 1960s stamped out all but any remainder of it. That Barack Obama was twice elected as President of the United States only further verifies what these folks already believed to be true. However, not only are such claims factually inaccurate, they are also dangerous. Much evidence, both historical and sociological, shows the U.S. has been and remains a white supremacist society. That is, a racially stratified society where whiteness is more highly valued and therefore associated with greater life chances. Research shows the persistence, durability, and mutability of white racism and the injurious effects it continues to have on those racialized as non-white.

In this course, we will review theoretical and empirical scholarship that documents the aforementioned state of affairs. We will begin by interrogating the concept of race (its origin, purpose, persistence, and consequences). Next, we will explore various sociological theories of racism as well as different racial ideologies. With this background, we will then proceed both systematically and thematically as we investigate the ways in which those racialized as white have, since Europeans colonized what would become the United States, been afforded manifold unmerited advantages across a range of social domains. Many whites have subscribed to and promoted racist ideologies; championed and/or enacted scores of racist laws, policies, practices, and traditions; and made incalculable decisions in their daily lives that have operated to maintain white racial domination over blacks and other people of color for hundreds of years. We will read and engage

with important scholarship in these areas. Finally, we will discuss ways to challenge and disrupt white racism and white supremacy in the service of engendering an anti-racist society in which whiteness is not tied to greater life chances.

### **A Note on the Sociological Perspective**

A sociological perspective is a recognition that individuals interact with one another as members of social groups, and that empirically discernable patterns exist at the group level that are often highly consequential. For instance, race, ethnicity, social class, gender, immigration status, sexuality, occupation, education, religion, political ideology, marital status, age, employment status, physical and mental ability level, geographic location, and criminal record are some of the ways in which individuals relate to each other and on which their life chances depend.

Examining the social world from a sociological perspective is a fascinating, liberating, and, at times, provocative endeavor. This is because sociologists employ an analytical lens that is broader and more critical than that which is customary for most non-sociologists, academics and non-academics alike. And, from this vantage point social phenomena (including familiar aspects such as family, politics, education, and the media) can look quite different than when viewed through the conventional, individualistic perspective that prevails among most Americans.

I ask that you allow the material to provoke you. It is only when we suspend our “common sense” understanding of how society works and engage in a critical analysis of society that we begin to unmask and make clear the underlying patterns of human behavior that exist below the surface of our everyday reality—always present, but indiscernible to the untrained eye. Having excavated these “patterns” and revealed the structural scaffolding of society we will have acquired a more complete understanding of the world in which we live. Further, along the way we will have become armed with the empirical evidence necessary to debunk a variety of widely held, but unsubstantiated myths. The end result of the foregoing academic exercise is one of the principle goals of a university education...intellectual growth.

### **Learning Objectives**

- Understand race as a social construction (i.e. a political, social, and cultural invention) that has been shaped by those with the power and privilege to do so
- Appreciate the lived experiences of people of color in the U.S. and how these experiences differ from those of whites
- Acquire a sociological understanding of race, white racism, and racial inequality
- Distinguish between pre- and post-Civil Rights era racism
- Analyze social issues from a critical race perspective
- Understand the relationship between race, class, and gender
- Identify racially coded and more directly racially problematic media images and messages
- Understand how social institutions reproduce racial inequality
- Explain how color-blind ideology has the effect of generating, maintaining, or exacerbating racial inequality
- Discover ways of challenging, disrupting, and subverting racist laws, policies, practices, traditions, habits, and everyday behaviors that perpetuate white racial domination
- Identify ways of engendering and institutionalizing racially just alternatives to white racist laws, policies, and practices

## Readings

There are 3 (three) required books and 1 (one) recommended book. All four books can be purchased from the FGCU Bookstore. Additional readings will be located in Canvas, provided by me, or available online.

### Required:

1. Bonilla-Silva, Eduardo. (2018). *Racism without Racists: Color-Blind Racism and the Persistence of Racial Inequality in the America*, Fifth Edition. (MUST BE 5TH EDITION) Lanham, MD: Rowman & Littlefield Publishers Inc.
2. Golash-Boza, Tanya. (2016). *Race and Racisms*. Oxford, UK: Oxford University Press.
3. McClure, Stephanie and Cherise Harris. (2018). *Getting Real about Race*. Thousand Oaks, CA: SAGE Publications, Inc.

### Recommended:

4. Feagin, Joe. (2014). *Racist America: Roots, Current Realities, and Future Reparations*. New York, NY: Routledge.

### Note:

Course readings are meant to *supplement* what is covered in class; we may not discuss every reading in class. This means that simply attending class regularly, but failing to complete the readings will not enable you to master the course material. Alternatively, completing all of the required reading but failing to attend class regularly and participate will also not enable you to master the course material. **Therefore, to put yourself in the best possible position to do well in the course I highly recommend that you adhere to the attendance requirement and complete all of the required reading.**

## Grading Criteria

▪ Canvas-Based Syllabus Statement	10 pts.
▪ Small Group Discussion Facilitation (100 pts.)	
Group Score	70 pts.
Peer Evaluation Score	30 pts.
▪ 3 In-Class Pop Quizzes (30 pts. each)	90 pts.
▪ Color-blind Racism Group Assignment (100 pts.)	
Group Score	70 pts.
Peer Evaluation Score	30 pts.
▪ Midterm Exam	300 pts.
▪ “Seeing” Race in Southwest Florida Assignment (300 pts.)	
Mini-Proposal	25 pts.
Field Notes	75 pts.
Paper	200 pts.
▪ <u>Attendance/Participation/Decorum</u>	<u>100 pts.</u>
Total:	1000 pts.

### Additional honors embedded course requirements:

▪ Scholarly Book Review	100 pts.
▪ <u>“Seeing” Race in Southwest Florida Presentation</u>	<u>100 pts.</u>
Total:	1200 pts.

### Grading Scale

1000 – 940 pts. ( $\geq 94.0\%$ ): A	879 - 840 (87.9% - 84.0%): B	779 - 700 (77.9% - 70.0%): C
939 - 900 (93.9% - 90.0%): A-	839 - 800 (83.9% - 80.0%): B-	699 - 600 (69.9% - 60.0%): D
899 - 880 (89.9% - 88.0%): B+	799 - 780 (79.9% - 78.0%): C+	< 600: F

### Final Grade Calculation

Your final grade will be calculated by dividing your total points earned by 1000 (1200 if taking the course for honors credit) and multiplying by 100. At any point during the semester you can compute your current grade by adding the total points you have earned by the total possible points and multiplying by 100. Note that you must complete all the course assignments in order to earn a passing grade. I will determine your attendance, participation, and decorum grade after the final class; these points will not be given automatically or indiscriminately. More information about my expectations in this regard is contained in the section on “Course Format and Policies.”

## Assignments, Quizzes, and Exams

### Canvas-Based Syllabus Statement (Sunday, January 14 by 11:59pm)

The syllabus for this course is comprehensive. It is imperative that you peruse it thoroughly as it is THE guide for the course *and* serves as a contract between you, the student, and me, the instructor vis-à-vis the expectations for and requirements of the course. You are required to complete the Canvas-based syllabus statement, which requires that you agree to adhere to all of its policies and requirements. It must be completed by Sunday, January 14 by 11:59pm.

### Small Group Discussion Facilitation

To facilitate small group discussion (and for a second assignment discussed below) you will select groups of 4-6 depending on course enrollment (I may adjust this number based on course enrollment. There will be a total of 9 groups.). Also, be prepared for the possibility that if anyone drops the course your group may end up with fewer members. Lastly, I reserve the right to assign individuals without a group to a group of my choosing. Once you have selected your groups you will not be permitted to change groups. The readings for which you are responsible and the day that your groups will be leading discussion are contained below in the course schedule. Peer-evaluation will constitute up to 30% of each group members' total grade on this assignment. The peer evaluation component will require you to rate your group members and yourself based on 1) level of participation, 2) timely completion of tasks, 3) quality of work done, 4) quantity of work done, with and 5) overall performance (including attitude and quality of communication within the group). **The final two pages of the syllabus contain important and very detailed information for leading the small group discussion that you need to read before writing your questions. You should also consult the example questions that are posted in Canvas.**

**Note:** I reserve the right to lower an individual's Small Group Discussion Facilitation grade as I see fit if I determine, through an evaluation of factors that are brought to my attention and which I deem relevant, that this individual in my estimation exhibited a disregard for other group members' labor and/or time in constructing the questions and leading the discussion and, as a result, jeopardized the overall success of the assignment.

### 3 Pop Quizzes (Administered at the beginning of class)

There will be a total of 3 (three) multiple-choice pop quizzes focused on the required readings. The purpose of these quizzes is threefold:

1. I want to ensure that you not only complete the assigned readings in a timely fashion, but that you are also encouraged to do so thoughtfully.
2. I hope to enrich the class and small group discussions by maximizing the likelihood that the conversations that occur are reading-informed.
3. These quizzes will also contribute to my assessment of your understanding of the readings.

***Color-blind Racism Group Assignment (Due in Canvas by 9am the day you perform your dialogue in class)***

In this assignment, you will have an opportunity to demonstrate your understanding of the four central frames of color-blind racism discussed in class and your readings (Abstract Liberalism, Naturalization, Cultural Racism, and Minimization of Racism). Your group will develop a written, fictional conversation in which one or more group members are speaking from a color-blind racist perspective (**drawing on all 4 frames**) and the other group members are speaking from an anti-racist perspective about a topic of your choice. This is an opportunity to not only identify color-blind racist statements, but also a chance for you to demonstrate ways to challenge such nonsense. Be creative. For example, you may choose to develop a unique but realistic social setting in which the fictional conversation takes place. I encourage you to use your notes, Bonilla-Silva's book *Racism without Racists*, and each other as resources to make sure that you are using the four frames correctly. You must type the assignment out as a script and submit it (You only need to submit one assignment per group, just be sure that all group members' names are listed). Your submission should be about two pages or 500-600 words in length. You will be performing the dialogue in class. Therefore, beyond simply creating the written conversation you should also practice reading it aloud so that it will be more natural when you perform the dialogue before the class. Remember, for this assignment you are not only drawing on your sociological knowledge but will also be using your screenwriting and acting skills. Your grade will be based on my assessment of the extent to which you correctly and clearly use the four frames.

***Midterm Exam (Posted in Canvas February 22, Due in Canvas by 9:00am on March 1)***

The midterm will have an essay format and may cover a combination of class lectures, discussions, and exercises; readings; and/or films.

***“Seeing” Race in Southwest Florida: Examining Race and White Racism Sociologically through Participant Observation (Final Report Due in Canvas no later than May 3 by 9:45am [There is an early submission bonus available. See below for more details.]***

Race is socially constructed, yet it has real consequences. It is lived out in everyday interaction with others. Though we will spend a great deal of time in class discussing, engaging with, and analyzing the concepts of race and white racism, and you can certainly encounter people “doing race” across campus, I want you to have an opportunity to study race and white racism outside of the college context. The central goal of this assignment is to enable you to “see” race not simply as “phenotypic difference” but as a socially structured phenomenon, that is both produced and reproduced through social interaction and discernable through social patterns in our everyday surroundings. A second goal of this assignment is to give you a taste of what it is like to do sociological field research. Sociology is an empirical discipline that constructs theories and draws interpretations and conclusions from evidence that can be observed. The goal here is to practice observing human behavior in the location you have chosen. Remember to be sensitive to the socio-cultural context of the location, compare the various dynamics at work at your location, and begin to formulate and support clear, analytical theses based on personal observations and notes.

For this assignment will select either a structured (e.g. a courtroom, religious service, city council meeting) or unstructured social setting (e.g. a mall, street corner, bus station) at which to complete the assignment. Be respectful. Remember to dress appropriately if the setting calls for it (e.g. if you are attending a religious service or community meeting). Under *no* circumstances may your presence, observations, or possible questions cause harm or discomfort to those you are observing that would be greater than the harm or discomfort a reasonable person might expect them to ordinarily encounter in their daily lives in that context. Further, you are expressly prohibited from completing this assignment in such a way that it could result in institutional disciplinary (i.e. from FGCU) or criminal-legal sanctions (e.g. getting arrested). **Your required consultation with me in deciding on your setting** will help minimize the likelihood of any of the aforementioned negative possibilities. Finally, remember that you are representing not only yourself but also potentially Florida Gulf Coast University.

Always be open and honest with those you are studying about who you are and what you want. If anyone asks why you are there, simply tell them that you are an observer as part of a college sociology course and are required to attend a community meeting, school board meeting, court hearing, religious service, etc. Participate in the meeting/event only to the degree that you are comfortable doing so. Also, participation in a community/neighborhood/town hall meeting is often limited to those residing in the respective area. Remember, you are playing the role of sociologist, observing your empirical surroundings. You are not to argue with your hosts. Do not video or audio record anything. You should visit your location at least 3 times. Therefore, be sure you select a location that you can visit on 3 separate occasions. You should spend **at least 2 hours** during each visit to your site unless your site has a shorter prescribed meeting time (e.g. a religious service or city council meeting that meets for 1 hour at a time). If possible, think about varying the days and times of your site visits. Longer and more frequent visits will likely provide you with greater insights and, therefore, potentially a stronger paper.

If you decide to go with one or two classmates, you can certainly discuss your experience. However, each student must still make their own observations, take their own notes, and write their own paper.

Pay attention to everything you see, hear, touch, smell. Try to exercise “sympathetic understanding” (what Max Weber called “*Verstehen*”) in relation to those you are observing. Try to get inside their world, to see how it feels and looks and makes sense from *their* perspective. At the same time (here’s the tricky part), try to maintain enough “distance” so that you don’t miss all of the things you should be observing and recording (via pen/pencil and paper). Also, as if that’s not enough, pay explicit attention to yourself as an observer, to your reactions to and feelings about your visit. These can often provide, upon reflection, helpful analytical clues about what you are observing.

You should take as many “field notes” on your observations as possible, and as close to the time of your observations as possible. Scribble “memory flag” notes, if appropriate, during the meetings, *if it’s not distracting or obtrusive*. Otherwise, write down everything you can remember about your observations as quickly after the visit/meeting/service/event as possible. This may take an hour or so to be thorough. Your notes don’t have to be highly organized. At this stage, you don’t need to be doing a major theoretical analysis; just record your many impressions as you are conscious of them. Organizing, synthesizing, and analyzing your observations can come later. You are required to turn in your organized and transcribed “field notes” in Canvas by Tuesday, March 27 at 9:00am.

### **Things to Pay Attention To (These will not necessarily apply to everyone)**

These are not specific questions that you must answer, merely suggestions for the kinds of things you should work to try intentionally to observe and take notes on.

\* *Physical Setting and Artifacts.* What is the nature of the physical environment? What kind of mood does the setting create? What does the building or location suggest about the group?

\* *Demographics.* What are the characteristics of the people in/at the meeting/location? Racial and ethnic makeup? Ratios of male to female? Older versus younger? What does the social class of the group appear to be? Consider clothing, hairstyles, manner of speech, cars in parking lot, architecture of the building, furnishings, possible occupational and educational backgrounds as clues to social class standing.

\* *Meeting Style.* Is it formal or informal? On what activities are the group or individuals primarily focused? What are the activities of the gathering: speaking, chanting, singing, screaming, crying, clapping, marching, touching, hugging, eating, drinking, standing, kneeling, etc.?

\* *Narratives.* What are the “stories” people “tell” one another in the meetings, and the ways in which they appear to interpret these stories to give meaning to their lives. What narratives about history, their group, the future, etc. situate these participants/members/believers in moral space and time? Look for these stories not

only in presentations/reports/sermons, but also handouts, memos, hymns, invocations, prayers, scripture readings, rituals, processions, informal discussions, individuals/saints noted, and other practices/rituals observed.

\* *Relational Norms.* What do you notice about relational patterns? Do people seem intimate and close or formal and distant? Does the group function more like a theater audience or an intimate family? Is the group warm and friendly or do people seem to be unfriendly and distant to newcomers (yourself)? Are individuals taking others into account as they make their way across the setting?

\* *Leadership and Authority.* Are the leaders physically set apart (e.g., on a platform, etc.)? Are there other symbols of a hierarchy of authority or position? What is the role of whites relative to people of color? What is the role of men relative to women? Do people of color and women appear to hold any functional or official leadership positions?

\* *Coherence and Contradictions.* In what ways do the many elements of the meeting or hearing “hang together” in a coherent, self-reinforcing whole? Are there any things you notice which seem out of place, contradictory, or inconsistent? What might that tell you?

\* *Demeanor.* Do people appear angry, uptight, happy, disinterested, stressed, nervous, etc.?

### **Mini-Proposal**

You are required to submit a 1-paragraph mini-proposal (approximately 150-200 words) describing the location where you plan to do your field work by 11:59pm on Sunday, January 28. In addition to describing the location you should also briefly explain why you believe it would be an ideal location to observe racial dynamics in SWFL. Your mini-proposal should be submitted in the corresponding assignment area in Canvas.

Once you have selected your location you are committing to it. I will not permit you to change your location. This is for two main reasons:

1. I want you to think carefully before deciding on a location.
2. I want you to have more time rather than less to devote to the assignment.

**\*\* Your observations should be conducted prior to March 22. Your transcribed Field Notes are due in Canvas by Tuesday, March 27 at 9:00am. \*\***

### *The Written Report*

All reports should be 750-950 words and must contain these distinct parts:

1. Your report title should tell where you visited and when.
2. In the first paragraph (only the first paragraph; approximately 150-200 words), briefly describe *your experience* of participant observation. How did you react to the experience, subjectively, and how might that have influenced your perceptions and analysis? Were you engaged? In wonder? Vexed? Embarrassed? Bored? Confused? Did you feel at home or out of place? Comfortable or ill at ease? Were there any difficulties? Weird situations? **Use this section to make sure you pay attention to your own role in the experience.**
3. Your second paragraph (a short one; approximately 100-150) should describe in general terms the social setting that you visited.

4. In the remaining paragraphs (totaling approximately 500-600 words), drawing on your field notes, you should concisely analyze how you observed race, white racism, and/or racial inequality manifest itself in Southwest Florida. This may or may not require you to take an intersectional approach (e.g. how race interacted with class and/or gender or another social identity). You should cite *at least* 3 distinct course readings in support of your analysis.

**\*\*\*\*\* Mandatory Formatting Requirements for  
“Seeing” Race in Southwest Florida Paper \*\*\*\*\***

1. Papers must be submitted via Canvas
2. 750-word min./950-word max. (about 2½-3½ pgs.) not including any references you may have; you may exceed the page length requirement by 100 words if you find it necessary to do so. Otherwise, papers that exceed 1500 words or do not meet the 1200-word minimum requirement will incur a penalty
3. Provide a title **and** a subtitle
4. 12 point, Times New Roman font
5. Double-spaced
6. 1-inch margins on all sides (This is not necessarily the default setting)
7. Pages numbers
8. APA format should be used for any outside references that you use and for in-text citations. The following website will be helpful if you are unfamiliar with APA Style: <http://owl.english.purdue.edu/owl/resource/560/01/>
9. All papers must include the following information: Name, Date, Course, Semester, Instructor (single spaced at the top left of the paper)

**\*\*BONUS\*\*** If you submit your “Seeing” Race in SWFL paper in Canvas by Tuesday, April 17 at 11:59pm you will receive 20 extra credit points. If you submit your “Seeing” Race in SWFL paper in Canvas by Tuesday, April 24 at 11:59pm you will receive 10 extra credit points. You can only earn one bonus.

(Adapted from *Syllabi and Instructional Materials for Sociology of Religion* [3<sup>rd</sup> ed.], edited by Madeleine Cousineau, American Sociological Association, Wash., DC, in cooperation with Association for the Sociology of Religion, 1998. & from Christian Smith’s *Field Trip Assignment*, 2002)

**Note:** A sociological perspective is a recognition that individuals interact with one another as members of social groups, and that empirically discernable patterns exist at the group level that are often highly consequential. For instance, race, ethnicity, social class, gender, immigration status, sexuality, occupation, education, religion, political ideology, marital status, age, employment status, physical and mental ability level, geographic location, and criminal record are some of the ways in which individuals relate to each other and on which their life chances depend. Therefore, you should jettison simplistic individual-level explanations and instead strive to provide a sophisticated sociological analysis of your topic.

**\*\*\* Additional honors embedded course requirement: \*\*\***

You will be presenting your “Seeing” Race in SWFL paper to the class. Your presentation should be organized in the following manner: introduction/rationale for location, methods (i.e. a brief, but clear and effective explication of how you went about your fieldwork), findings (i.e. your data/what you observed), interpretation of your findings (i.e. a thoughtful consideration of the possible meaning(s) of what you documented that integrates at least 5 relevant scholarly sources [these sources can be course readings or other relevant source]), and a brief conclusion. You should also have a separate slide for references at the end of your slide show that contains all your sources. While some of you may already own a copy of the *APA Style Guide* the APA formatting guidelines can be obtained online at the following website <http://owl.english.purdue.edu/owl/resource/560/01/>. The library will also have the APA Style Guide for reference. Lastly, it is highly advisable that you meet with me so that I can offer you suggestions and answer any questions you might have about the expectations for your presentation.

### The PowerPoint Presentation

Your presentation should last at least 10 minutes but not exceed 15 minutes, and should contain a minimum of 10 substantive slides (i.e. exclusive of the slides that contain the title, a thank you and call for questions, and references). Be sure that you organize and practice your presentation so that it is delivered professionally and falls within the required timeframe. Although you are responsible for keeping track of your time, I will provide you with some guidance by holding up a small sheet of paper that has a 5 on it when you have 5 minutes remaining. I will also do this at the 2-minute mark. If you go over the allotted time I will be forced to cut you off as unobtrusively as is possible so that all individuals are allowed their designated time. **You may use the front and back side of a SINGLE 3x5 inch note card provided you do not read directly from it verbatim. No other notes may be used.** Also, you should not read directly from your presentation slides verbatim unless the person doing so offers an extended elaboration immediately after. You should know your material well enough so that direct reading is minimal. Following your presentation, you should take, not ask, questions from the class for about 3-5 minutes, as time permits. **You are also required to upload your final slideshow in Canvas (in the assignment area) by 9pm on the day before of your presentation. Failure to do so will result in a 10% late penalty.**

### Grading

Since you will receive a separate grade on your paper, for your presentation I will be focusing *mostly* on the professional quality of your presentation (e.g. demonstration of mastery of material and preparedness; timing; flow; absence of profanity and vulgarity; enunciation; voice projection; not reading directly from a note card; whether you are engaging; slide organization; quality and legibility of slides; quality of any tables and graphs, etc.).

### ***Scholarly Book Review [Honors Embedded Assignment]***

This assignment requires you to write an 800-1000-word scholarly book review. In consultation with me you will select a recent scholarly book (published within the past 12 months) that directly connects to the subject matter of the course. You will schedule a time to meet with me during the first 2 weeks of the semester to discuss the books that you are considering for your review (you should bring a printed list of 3-4 with you), the nature of a scholarly book review (at our meeting I will provide you with a handout on writing a scholarly book review), and possible publication outlets. You should have your book selected no later than January 25, so you should meet with me no later than several days before this date. Next, you will submit a draft of your book review in Canvas by 9am on March 15, 2017. Then you will submit a final draft of your book review in Canvas by 9am on April 12, 2017. Lastly, in consultation with me, you will submit your book review for publication consideration to an appropriate outlet.

## **Course Format and Policies**

### ***Method of Instruction***

This course is discussion intensive and highly interactive. There will also be active lectures (with and without PowerPoint). We will spend a considerable amount of time discussing and engaging with the ideas presented in the readings as well as current events that relate to the course material. We will also watch several documentary films and film clips. You will have an opportunity to do collaborative group work. There will also be several in-class exercises. **I expect everyone to complete the readings and think carefully about them before attending class so that you are prepared to make regular, reading informed contributions to our class discussions. Note too that I attempt to learn all of my students' names early in the semester so that I can call on you and hold each of you accountable for your performance in the course.**

### ***Attendance, Participation, and Decorum***

Attendance is required. However, **you may miss two classes without penalty.** Note too that if you are not present on the day that your group is scheduled to lead discussion or present, your participation grade will be

adversely affected, including the possibility of receiving a zero grade on that assignment. Also, be aware that arriving to class late or leaving early is distracting to your instructor and your classmates. While I understand that being late to class or having to leave early is sometimes unavoidable, please keep tardiness to an absolute minimum. Note that if you are tardy **or** do not stay for the duration of class you will not receive your full attendance points for the day. If you are more than 30 minutes late to class or you leave class with more than 30 minutes of class time remaining, you will be considered absent for that day. Further, be aware that your participation in class discussions is intellectually valuable to both you and your classmates. More specifically, over the course of the semester I will take note of your contributions to class discussions and at the end of the term I will decide which of the 4 “types of contributors” you routinely revealed yourself to be.

- *Exceptional contributors* go above and beyond my expectations for student performance and engagement in discussion. Exceptional contributions are not formulaic, but could take the form of a particularly insightful comment or skillful guiding of a group discussion.
- *Positive contributors* speak regularly in class, bring up questions of her/his own, respectfully respond to others in the class, do not dominate the discussion, and/or attempt to synthesize ideas or apply concepts.
- *Neutral contributors* do not speak regularly in class, avoid speaking unless called upon specifically, bring up concepts that are only tangentially related to the discussion, and/or simply reiterate previous points from others or from the reading(s).
- *Negative contributors* derail or dominate class discussions, belittle or berate others in the class, do not acknowledge other perspectives, bring up unrelated topics, spend time texting/emailing in class, focus on work for other classes, and/or are routinely unwilling to contribute when called upon.

**Note:** I am looking at your contributions over the course of the semester. Even “exceptional contributors” will have a day or two where, for any number of reasons, their contributions were neutral or negative.

\*Thanks to Maggie Thomas for allowing me to borrow and adapt this participation rubric!

### **A Few Words on Decorum**

In your communications with me (in person or written) you should use a respectful greeting. Here are some acceptable ways to address me: “Hi Dr. Thornhill,” “Good morning Dr. Thornhill,” “Dear Dr. Thornhill,” “Hello Professor Thornhill,” etc. It is inappropriate to send me written communications without a greeting or using an improper greeting. Here are some unacceptable or improper greetings: “Hey Thornhill,” “Mr. Thornhill,” “prof Thornhill,” “Professor,” etc. You should also include a signature at the end of your emails.

**In recent years students have become increasingly distracted by their “smart” phones and feel the need to read and compose text messages, check or post to their social media accounts, and/or read and send emails during class. This behavior is extremely disrespectful and distracting to both your classmates and me and is therefore not permitted and will not be tolerated. You will be penalized and may be asked to leave the class if I determine that you have violated this policy. As such, cell phones must be turned off and stored out of sight for the duration of the entire class.**

Other equally disruptive and inappropriate behaviors engaged in by students include sleeping; conversing during lectures or film showings; studying, reading, or working on assignments for other courses; disrespecting others (this includes the use of vulgarities in class); talking on a cell phone; and using a laptop for non-course-related activities (e.g. Snapchat, Instagram, Facebook, Twitter, gaming, checking or sending email, messaging, etc.). As with the policy concerning texting in class, engaging in any of these other disruptive behaviors may result in you being asked to leave the classroom *and* will also adversely affect your grade in the course.

**IMPORTANT:** Each of us has our own personal and/or religious values as well as unique lived experiences. Therefore, I expect everyone to be respectful of others’ views and experiences.

### ***Late and Missed Assignments***

In academe, as in life, deadlines are ubiquitous and therefore timeliness is very important. Whether one is applying for a job, internship, scholarship, grant, or graduate school; submitting a conference paper; or resubmitting a revised manuscript to a journal editor, timeliness can be the difference between a favorable or unfavorable outcome. It is with this in mind that I hope to assist you in cultivating an appreciation for submitting your work on time. Therefore, make-up exams/quizzes and assignment extensions without penalty are given at my discretion and only if there is written documentation of an appropriate excuse. Excused absences are a death in the family, court appearances, official FGCU travel or athletic competition, religious observances (see *Student Observance of Religious Holidays* below), or illness. In the case of illness, written and verifiable documentation indicating that you are unable to attend classes is required. A late penalty/score deduction equivalent to 10 percentage points per day (including weekends) will be assessed for make-up exams and late papers/assignments/quizzes that do not fit the excuses listed above. Also, if you are not in attendance **(for whatever reason)** when your group is scheduled to present you will receive *at least* a 25% reduction in the grade assigned to your group (It is more likely than not that the penalty will be significantly greater). And, if you are not in attendance **(for whatever reason)** when your group is scheduled to lead discussion you will receive at least a 50% reduction in the grade assigned to your group even if I allow you to contribute to another group on a different date. There are no exceptions to these policies. As a general rule I do not accept assignments via email, slid under/adhered to my door, or placed in my department mailbox. However, if one of the aforementioned excused absences necessitates that you email me your assignment I may allow you to do so. And, in certain cases I may require email submissions of specific assignments. Lastly, you are responsible for all material presented in class and all assigned readings—whether or not they are discussed in class.

### ***Course Communication***

During the semester I will send emails to students enrolled in the course. I expect that you will check your FGCU email daily. FGCU provides all students with a university email address. My communication to you via email [e.g. announcements, assignments, readings, etc.] will *only* be sent to your FGCU email account. I will also periodically send messages and post information, assignments, additional readings, etc. on Canvas. I expect that you will check the course Canvas page daily as well. If you are having technical issues within Canvas (e.g. logging in, error messages, etc.) there is a “help” button located in Canvas where you can contact the technical support staff for assistance.

### ***Academic Integrity***

**All students are expected to demonstrate honesty in their academic pursuits.** The university policies regarding issues of honesty can be found in the FGCU Student Guidebook under the ***Student Code of Conduct*** and ***Policies and Procedures*** sections. All students are expected to study this document which outlines their responsibilities and consequences for violations of this policy. The FGCU Student Guidebook is available online at <http://studentservices.fgcu.edu/StudentConduct/index.html>. Some of the penalties for being found to have engaged in academic dishonesty include earning a zero on the assignment(s), failing the course, being placed on academic probation, and/or being expelled from the institution. I strongly encourage students who become aware of instances (or potential instances) of academic dishonesty to bring it to my attention.

Additionally, the following website is an excellent resource to assist you in determining whether a writing practice violates academic and intellectual decorum: <http://www.plagiarism.org> I highly recommend that you visit this website. Don't simply assume that you are an expert at what constitutes plagiarism. If you are unsure about the proper way to cite sources, please do not hesitate to ask for help. As with the law, ignorance is not a valid excuse for engaging in plagiarism or other forms of academic dishonesty and is not likely to exculpate you.

Should I observe or *suspect* that students or groups of students enrolled in the course have engaged in ANY

manner of academic dishonesty, I reserve the right to require ANY or ALL students enrolled in the course to resubmit or retake an assignment, discussion post, quiz, and/or exam. Further, I reserve the right to adjust, modify, or redesign any resubmissions or retakes in any manner I see fit. In the case of a Canvas-based glitch *or* instructor error in settings or grading on assignments/exams/quizzes/discussions that produces grades that are or may be incorrect, I reserve the right to require any or all students to retake or resubmit the affected assignments/exams/ quizzes/discussions.

**\*\*\*\* Audio and/or video recording (or taking pictures) of lectures or class discussions is NOT permitted, nor is the use of laptops.** However, you may be able to use a laptop and/or a tape recorder (not a phone used as a recorder) provided that you 1) have a letter from Adaptive Services indicating this specific accommodation, 2) inform me ahead of time, and 3) sign the recording contract/pledge with Adaptive Services. You must also provide me copy of the contract/pledge prior to any recording. This contract indicates, in part, that audio recordings (or transcriptions made from them) may not be shared with ANYONE (including posting them online in any form). **The penalty for violating the prohibition on audio and/or video recording (or taking pictures) of lectures or class discussions may include any or all of the following: being asked to leave for the duration of the class, being reported to the Dean of Students and the Dean of the College of Arts & Sciences, receiving a zero for your overall “attendance/participation/decorum” points, being withdrawn from the course, and/or receiving a failing grade in the course.** \*\*\*\*

### ***Disability Accommodations Services***

Florida Gulf Coast University, in accordance with the Americans with Disabilities Act and the university’s guiding principles, will provide classroom and academic accommodations to students with documented disabilities. If you need to request an accommodation in this class due to a disability, or you suspect that your academic performance is affected by a disability, please see me or contact the Office of Adaptive Services. The Office of Adaptive Services is located in the Wellness Building. The phone number is 239-590-7956 or Video Phone (VP) 239-243-9453. In addition to classroom and campus accommodations, individuals with disabilities are encouraged to create their personal emergency evacuation plan and FGCU is committed to providing information on emergency notification procedures. You can find information on the emergency exits and Areas of Rescue Assistance for each building, as well as other emergency preparedness materials on the Environmental Health and Safety and University Police Department websites. If you will need assistance in the event of an emergency due to a disability, please contact Adaptive Services for available services and information.

### ***Student Observance of Religious Holidays***

All students at Florida Gulf Coast University have a right to expect that the University will reasonably accommodate their religious observances, practices, and beliefs. Students, upon prior notification to their instructors, shall be excused from class or other scheduled academic activity to observe a religious holy day of their faith. Students shall be permitted a reasonable amount of time to make up the material or activities covered in their absence. Students shall not be penalized due to absence from class or other scheduled academic activity because of religious observances. Where practicable, major examinations, major assignments, and University ceremonies will not be scheduled on a major religious holy day. A student who is to be excused from a class for a religious observance is not required to provide a second party certification of the reason for the absence.

### ***A Note About FGCU’s Academic Resources***

Nearly everyone (okay, probably everyone) can benefit from writing advice. Please don’t be too proud or embarrassed to seek advice in this respect. My experience has been that those students who make a practice of consulting with the college writing center tend to have stronger (i.e. well argued, organized, and insightful) and more readable papers (i.e. coherent and free from excessive errors in grammar, spelling, punctuation, and sentence structure). As I’m sure you know, or are coming to learn, the ability to write well is important not

only for your college performance but throughout your life. You can't benefit if you don't go, so here is a message from **The FGCU Writing Center**:

“The Writing Center offers free writing resources, workshops, and one-on-one consultations for FGCU students. Here, we help students think and write critically, and we teach them strategies to produce effective writing independently.”

Here is the link to the Writing Center's website: <http://www.fgcu.edu/WritingCenter/about.asp>

<b>Course Schedule</b>
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**IMPORTANT: The readings listed for a given date should be completed prior to that class meeting.** This may require you to get a bit ahead in terms of the readings. While I will make every attempt to follow this course schedule I reserve the right to make any changes that I deem necessary. In other words, it is tentative and subject to change. Readings are either from the required course books or located in Canvas.

<b>Week 1</b>	
<p style="text-align: center;">January 9</p> <p>** Canvas-based syllabus statement due by Sunday, January 14 by 11:59pm **</p>	<p><b>Introduction to Course and Review of the Syllabus</b></p> <ul style="list-style-type: none"> <li>• Selection of Groups</li> </ul>
<b>Race and Racism: Historical and Conceptual Foundation</b>	
<p style="text-align: center;">January 11</p> <p>* NOTE: Last Day to Drop/Withdraw via Gulflin for Spring 2018 (100% Refund) Friday, January 12 *</p>	<ul style="list-style-type: none"> <li>• Chapter 1 in <i>Race &amp; Racisms</i></li> <li>• “Blacks are Naturally Good Athletes’: The Myth of a Biological Basis for Race,” by Daniel Buffington in <i>Getting Real About Race</i></li> <li>• “Racial Measurement in the American Census: Past Practices and Implications for the Future” C. Matthew Snipp</li> <li>• “Is Discrimination Against Muslims Really Racism?’ The Racialization of Islamophobia,” by Steve Garner and Saher Selod in <i>Getting Real About Race</i></li> </ul>
<b>Sociological Theories of Racism and Racial Ideologies</b>	
<b>Week 2</b>	
<p style="text-align: center;">January 16</p>	<ul style="list-style-type: none"> <li>• Chapter 2 in <i>Race &amp; Racisms</i> (pgs. 31-45 [top of page])</li> <li>• “The Waste of White Racism,” Hernan Vera and Joe Feagin (Canvas)</li> </ul>
<p style="text-align: center;">January 18</p>	<ul style="list-style-type: none"> <li>• Chapter 2 in <i>Race &amp; Racisms</i> (pgs. 45-57)</li> <li>• “Racial Exploitation and the Wages of Whiteness,” Charles Mills (Canvas)</li> </ul>

<b>Week 3</b>	
<p>January 23</p> <p><b>Group 1</b> <b>Discussion Leaders</b></p> <p><b>Color-blind Racism</b> <b>In-class Performance</b> <b>Groups 2-5</b></p>	<p><u>Group 1 will be leading discussion on:</u></p> <ul style="list-style-type: none"> <li>• <i>Racism Without Racists</i>, Chapters 1-4</li> </ul>
<p>January 25</p> <p><b>Group 2</b> <b>Discussion Leaders</b></p> <p><b>Color-blind Racism</b> <b>In-class Performance</b> <b>Groups 1 &amp; 6-9</b></p> <p><b>** Mini-Proposal Due in Canvas by January 28 at 11:59pm **</b></p>	<p><u>Group 2 will be leading discussion on:</u></p> <ul style="list-style-type: none"> <li>• <i>Racism Without Racists</i>, Chapters 5-8</li> </ul>
<b>Week 4</b>	
<p>January 30</p>	<p>“Seeing” Race in SWFL – Participant Observation Workshop</p>
<b>White Racism and Nativism in Immigration Policy</b>	
<p>February 1</p> <p>** MUST Withdraw from ALL CLASSES to Receive a 25% Refund for Spring 2018 by Friday, February 2**</p>	<ul style="list-style-type: none"> <li>• Film: <i>The Great White Hoax: Donald Trump and the Politics of Race and Class in America</i></li> </ul>
<b>Week 5</b>	
<p>February 6</p> <p><b>Group 3</b> <b>Discussion Leaders</b></p>	<ul style="list-style-type: none"> <li>• Chapter 3 in <i>Race &amp; Racisms</i></li> </ul> <p><u>Group 4 will be leading discussion on:</u></p> <ul style="list-style-type: none"> <li>• “‘We Need to Take Care of ‘Real Americans’ First’: Historical and Contemporary Definitions of Citizenship,” by Kara Cebulko in <i>Getting Real About Race</i></li> <li>• “On (Not) Belonging: Why Citizenship Does Not Remedy Racial Inequality,” Eduardo Bonilla-Silva and Sarah Mayorga (Canvas)</li> <li>• “Entering the Trump Ice Age: Contextualizing the New Immigration Enforcement Regime,” Bill Hing (Canvas)</li> </ul>

White Racism in the Media and Popular Culture	
February 8	<ul style="list-style-type: none"> <li>• Chapter 4 in <i>Race &amp; Racisms</i></li> <li>• “It’s Appreciation, Not Appropriation! I Don’t Know Why You’re Offended!?: Understanding Exploitation and Cultural Appropriation,” Brittney Dennis in <i>Getting Real About Race</i></li> <li>• “‘But It’s Honoring! It’s Tradition!?: The Persistence of Racialized Indian Mascots and Confederate Culture in Sports,” Dana M. Williams in <i>Getting Real About Race</i></li> <li>• “Who Exactly Is Living La Vida Loca: The Legal and Political Consequences of Latino-Latina Ethnic and Racial Stereotypes in Film and Other Media,” Ediberto Román (Canvas)</li> </ul>
Colorism and the Changing Same Nature of Racial and Color Stratification	
<b>Week 6</b>	
February 13	<ul style="list-style-type: none"> <li>• Film: <i>Dark Girls</i></li> <li>• “The Media as a System of Racialization Exploring Images of African American Women and the New Racism,” Marci Bounds Littlefield (Canvas)</li> </ul>
February 15  <b>Group 4 Discussion Leaders</b>	<ul style="list-style-type: none"> <li>• Chapter 5 in <i>Race &amp; Racisms</i></li> </ul> <p><u>Group 4 will be leading discussion on:</u></p> <ul style="list-style-type: none"> <li>• <i>Racism Without Racists</i>, Chapters 9 &amp; 10</li> <li>• “The Case for Taking White Racism and White Colorism More Seriously,” Lance Hannon, Anna DalCortivo, and Kirstin Mohammed (Canvas)</li> </ul>
White Racism and Educational Inequality	
<b>Week 7</b>	
February 20	<ul style="list-style-type: none"> <li>• Chapter 6 in <i>Race &amp; Racisms</i></li> <li>• “‘I Had a Friend Who Had Worse Scores Than Me and He Got Into a Better College’: The Legal and Social Realities of the College Admissions Process,” OiYan Poon in <i>Getting Real About Race</i></li> <li>• “Everyday Racism: Anti-Asian Discrimination in Schools,” Rosalind S. Chou and Joe R. Feagin (Canvas)</li> </ul>
February 22  <b>Group 5 Discussion Leaders</b>  <b>** Midterm exam posted in Canvas **</b>	<p><u>Group 5 will be leading discussion on:</u></p> <ul style="list-style-type: none"> <li>• “‘They Don’t Want to Be Integrated; They Even Have Their Own Greek Organizations’: History, Institutional Context, and ‘Self-Segregation,’” by Stephanie M. McClure in <i>Getting Real About Race</i></li> <li>• “The Best Education for Some: Race and Schooling in the United States Today,” Amanda E. Lewis and Michelle J. Manno (Canvas)</li> </ul>
<b>Week 8</b>	
February 27	<ul style="list-style-type: none"> <li>• “Racial Salience and the Consequences of Making White People Uncomfortable: Intra-Racial Discrimination, Racial Screening, and the Maintenance of White Supremacy,” Ted Thornhill (Canvas)</li> </ul>

<b>White Racism in the Labor Market and at the Workplace</b>	
<p>March 1</p> <p><b>Group 6 Discussion Leaders</b></p> <p><b>** Midterm Exam Due in Canvas by 9:00am (i.e. before class) **</b></p>	<ul style="list-style-type: none"> <li>• Chapter 7 in <i>Race &amp; Racisms</i></li> <li>• <u>Group 6 will be leading discussion on:</u></li> <li>• “‘Now All the Good Jobs Go to Them!’ Affirmative Action in the Labor Market,” Wendy Leo Moore in <i>Getting Real About Race</i></li> <li>• “Everyday Racism: Anti-Asian Discrimination in Workplaces,” Rosalind S. Chou and Joe R. Feagin (Canvas)</li> </ul>
<b>Week 9</b>	<b>Spring Break – No Classes</b>
<b>Week 10</b>	
<b>White Racism in the Labor Market and at the Workplace, cont.</b>	
<p>March 13</p>	<ul style="list-style-type: none"> <li>• “Discrimination in a Low-Wage Labor Market: A Field Experiment,” Devah Pager, Bart Bonikowski, and Bruce Western (Canvas)</li> <li>• “Are Emily and Greg More Employable than Lakisha and Jamal? A Field Experiment on Labor Market Discrimination,” Marianne Bertrand and Sendhil Mullainathan (Canvas)</li> <li>• “Discursive Colorlines at Work: How Epithets and Stereotypes are Racially Unequal,” Embrick and Henricks (Canvas)</li> </ul>
<b>Racial Inequality in Housing and Wealth</b>	
<p>March 15</p> <p><b>** Draft of Scholarly Book Review Due in Canvas by 9am for those students taking the course for honors credit **</b></p>	<ul style="list-style-type: none"> <li>• Chapter 8 in <i>Race &amp; Racisms</i></li> <li>• “The Dynamics of Racial Residential Segregation,” Camille Zubrinsky Charles (Canvas)</li> </ul>
<b>Week 11</b>	
<p>March 20</p>	<ul style="list-style-type: none"> <li>• “The Legacy of the 1968 Fair Housing Act,” Doug Massey (Canvas)</li> </ul>
<p>March 22</p> <p><b>Professor Thornhill will be away at a conference</b></p> <p>** Last Day to Drop/Withdraw without Academic Penalty for Spring 2018 Friday, March 23 **</p>	<p>This day will be devoted to working on your “Seeing” Race in SWFL assignment, or, for groups 7-9, you might use this time to work on your discussion questions.</p>
<b>Week 12</b>	

<b>White Racism and the Criminal Injustice System</b>	
<p>March 27</p> <p><b>Field Notes Due in Canvas by 9:00am (i.e. before class)</b></p>	<ul style="list-style-type: none"> <li>• Chapter 9 in <i>Race &amp; Racisms</i></li> <li>• “‘If Black People Aren’t Criminals, Then Why Are So Many of Them in Prison?’: Confronting Racial Biases in Perceptions of Crime and Criminals,” Sara Buck Doude in <i>Getting Real About Race</i></li> <li>• <i>Chokehold</i>, Introduction and Chapter 6 by Paul Butler (Canvas)</li> </ul>
<b>White Racism and Voter Disenfranchisement and Suppression</b>	
<p>March 29</p>	<ul style="list-style-type: none"> <li>• “Color-Blindness as Color Consciousness: Voting Rights and Political Equality” Michael K. Brown et al. (Canvas)</li> <li>• “Disenfranchisement by Debt,” Allyson Fredericksen and Linnea Lassiter (Canvas)</li> </ul>
<b>Health Inequalities, Environmental Racism, and Environmental Justice</b>	
<b>Week 13</b>	
<p>April 3</p> <p><b>Group 7 Discussion Leaders</b></p>	<ul style="list-style-type: none"> <li>• Chapter 10 in <i>Race &amp; Racisms</i></li> <li>• “The Flint Water Crisis: Systemic Racism through the Lens of Flint,” The Michigan Civil Rights Commission [Skim] (Canvas)</li> </ul> <p><u>Group 7 will be leading discussion on:</u></p> <ul style="list-style-type: none"> <li>• “‘If Only They Would Make Better Choices . . .’: Confronting Myths About Ethnoracial Health Disparities,” Dawne M. Mouzon in <i>Getting Real About Race</i></li> <li>• “Climate Justice Meets Racism: This Moment at Standing Rock Was Decades in the Making,” Jenni Monet (Canvas)</li> <li>• “How racism contributed to Charleston Park’s drinking water problems,” Janine Zeitlin (Canvas)</li> </ul>
<b>Race and Romance</b>	
<p>April 5</p> <p><b>Group 8 Discussion Leaders</b></p>	<p><u>Group 8 will be leading discussion on:</u></p> <ul style="list-style-type: none"> <li>• “Interracial Dating,” George Yancey and Richard Lewis, Jr. (Canvas)</li> <li>• “Looking Behind the Stereotypes of the ‘Angry Black Woman’: An Exploration of Black Women’s Responses to Interracial Relationships,” Eric Chito Childs (Canvas)</li> <li>• “‘But What About the Children?’ Understanding Contemporary Attitudes Toward Interracial Dating and Marriage,” Nikki Khanna in <i>Getting Real About Race</i></li> </ul>

White Racism and Language	
<b>Week 14</b>	
<p>April 10</p> <p><b>Group 9 Discussion Leaders</b></p>	<p><u>Group 9 will be leading discussion on:</u></p> <ul style="list-style-type: none"> <li>• “Native American/Indian, Asian/Oriental, Latino/Hispanic . . . Who Cares?’ Language and the Power of Self-Definition,” by Bradley Koch in <i>Getting Real About Race</i></li> <li>• “‘Why Do They Get to Use the N-Word but I Can’t?’: Privilege, Power, and the Politics of Language,” Geoff Harkness in <i>Getting Real About Race</i></li> <li>• “‘My Family Had to Learn English When They Came, so Why Is Everything in Spanish for Them?’ Race and the Spanish Language in the United States,” Jennifer Domino Rudolph in <i>Getting Real About Race</i></li> <li>• “A.W.B. (Articulate White Black): Language and Racial Politics in the United States,” H. Samy Alim and Geneva Smitherman (Canvas)</li> </ul>
<p>April 12</p> <p><b>** Final Draft of Scholarly Book Review Due in Canvas by 9am for those students taking the course for honors credit **</b></p>	<p>Topic to Be Determined by Class Interest</p>
<b>Week 15</b>	
Honors Student Presentations	
<p>April 17</p> <p>*BONUS–If your “Seeing” Race in SWFL paper is submitted in Canvas by Tuesday, April 17 at 11:59pm you will receive 20 extra credit points.</p>	<p>“Seeing” Race in Southwest Florida Presentations [Honors Credit Requirement]</p>
<p>April 19</p>	<p>“Seeing” Race in Southwest Florida Presentations [Honors Credit Requirement]</p>
<b>Week 16</b>	
<p>April 24</p> <p>* BONUS–If your “Seeing” Race in SWFL paper is submitted in Canvas by Tuesday, April 24 at 11:59pm you will receive 10 extra credit points.</p>	<p>“Seeing” Race in Southwest Florida Presentations [Honors Credit Requirement]</p>

### Fighting White Racism and White Supremacy

April 26

- *Racism Without Racists*, Chapter 11
- “I’m Not Racist; Some of My Best Friends Are . . .”: Debunking the Friends Defense and Revisiting Allyship in the Post-Obama Era,” Cherise Harris in *Getting Real About Race*
- “Antiracist Strategies and Solution: Past, Present, and Future” by Joe Feagin (Canvas)
- “Racial Realism—After We’re Gone: Prudent Speculation on America in a Post-Racial Epoch,” Derrick Bell (Canvas)

**“Seeing” Race in SWFL Paper Due in Canvas on Thursday, May 3<sup>rd</sup> by 9:45am**

## Guidelines for Leading Small Group Discussions

### The Questions:

- a. Your questions should be directly related to the readings.
- b. Your questions should also focus on making connections between the readings and contemporary social life.
- c. Phrase your questions using a quote from the reading, or a reference to the paragraph and page#.
- d. The questions should be phrased in a way that encourages debate or discussion. **DO NOT ask questions that would result in simple “yes” or “no” answers (e.g. “Do you think...,” “Do you believe...,” “Are you...,” “Can you...”)**. Instead, ask questions that require commenting, discussing, etc.
- e. In case you wish to lead the discussion beyond the reading and expand beyond the ideas stated by the authors, please make sure your questions are clear and that you ask your classmates to reflect on the question, bringing examples from their travel, personal life, or other classes. However, try to have everyone give some context to her or his example/experience so that everyone stays on the same page.
- f. **Each group member should write at least three questions per reading prior to meeting as a group.** Then, as a group, you should work together to ensure that the questions are **1)** not duplicative, **2)** roughly equally distributed between or among the readings, and **3)** that your questions consider the totality of the readings (i.e. don't simply have all of your questions for a reading focus on a single aspect, section, or page of the reading). The total number of questions is not as important as ensuring that you have enough of them to cover a discussion period of approximately 40-45 minutes (this will typically be *at least* 10). As time permits, we may use the final 15-20 minutes of class on these days to discuss, as a class, some of the issues that were highlighted during the small group discussions.
- g. **You are required to upload your questions in Canvas by 9:00pm the night before you are scheduled to lead discussion. The earlier you submit the questions the better. You should also **print** 55 copies (enough for everyone in the class).**

### Leading the Discussion:

- a. While you are required to use a small group format (with 1 discussion leader per small group) it is up to you how you divide the class. If you think creatively, depending on the topics contained in the readings, you may be able to organize your small groups in some pedagogically and/or theoretically meaningful way. Alternatively, you may simply group individuals arbitrarily.
- b. All group leaders should be sure to have not only their questions on hand, but also the relevant readings as well.
- c. Decide with your discussion leaders group the number of questions each small group will cover.
- d. Make sure before the discussion begins that everyone was comfortable with the reading and that the group has no questions about the reading before you delve into discussing the questions you have prepared.
- e. Make sure that important terms are familiar to everyone in the small group and that there is a basic agreed upon definition of the terms that appear in the readings. If there is a lack of clarity in this respect, ask me and I will further explain terms or ideas in class.
- f. Make sure that everyone in the group is comfortable speaking their minds and reflecting on the reading.
- g. Bring the discussion back to the reading should you feel that the discussion has gone in directions that you cannot control.
- h. Avoid allowing certain individuals to dominate the discussion. This is not easy, but try your best to make everyone feel comfortable in the group.

- i. Try and keep the discussion going by rephrasing and explaining your questions in case the group struggles in understanding what you mean by the question. In other words, make sure the question is clear for everyone.
- j. Ask the group if they would like to add questions to your list. If they see that other questions are equally important try and accommodate your small group suggestions while keeping track of time.
- k. Make sure you cover all the questions on your list within the time limits. Try not to leave any question unanswered or not discussed.

**The Role of the Professor:**

- a. During the small group discussions, I will circulate among the various groups to monitor how the discussions are going. My visits to individual groups will serve three purposes. First, I will be assessing the extent to which the group leader is adhering to the criteria listed above. Second, I will be evaluating the dynamics and substance of the discussion. Third, I will be looking to see who is actively participating in the discussion.
- b. I may or may not decide to weigh in on questions while I am with your group. If I do decide to weigh in I will try to keep my contributions to a minimum so as to allow you greater time to discuss and debate the readings with each other. I will, of course, answer any questions you may have while I'm with your group.