

LinC 101 P: Race Matters in America

Fall 2015

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Course Overview

The First-Year Seminar introduces writing as a process that is central to college learning and to life. The First-Year Seminar focuses on college-level reading and writing, so students will begin to sharpen the critical reasoning skills needed for success in any academic discipline at Moravian College. The subject area focus of each section of First-Year Seminar entails reading and discussing ideas and styles from various academic disciplines, but all sections are the same in their general approach: students will practice both speaking and writing and will work collaboratively in workshop settings.

Seminar Topic: Race Matters in America

This course challenges the assertion that the U.S. has moved into a post-racial society. While progress over the specifics of the institutionalized racism of the Jim Crow era has been made, race remains a profound point of division in America as well as an engine for political conflict and social change. The course will examine the contemporary role of race in our social, economic and cultural relations and how race has been a significant factor in the current divisions of political power in the U.S.

Course Objectives

With regard to academic and writing skills, by the end of this course, students will:

- Demonstrate a process approach to writing
- Use writing as a way to discover new information and insights—in short, to learn.
- Demonstrate competency in writing including framing questions, posing problems, and synthesizing information to write an academic paper.
- Write effectively for a variety of audiences.
- Gather information for assignments through the use of appropriate technology and evaluate the credibility of sources needed to write an academic paper.
- Read critically and comprehensively to integrate others' ideas with their own.

Towards these ends, each student in this course will complete several pieces of writing, formal and informal, graded and/or ungraded. Students should expect to receive suggestions from their instructor or classmates as they develop writing assignments through multiple drafts. Individual conferences, written comments, small group workshops, the College Writing Center—all may be

used to help you as you plan, draft, revise, and edit a piece of writing. A necessary part of course writing assignments will also involve substantial use of Reeves Library.

With regard to the skills and practices of information literacy, by the end of this course, students should achieve some proficiency in the following “basic competencies”:

- Formulate a research topic and determine the information needed to conduct the intended research
- Plan and execute a search for information
 - Identify key terms and concepts
 - Identify the most appropriate sources of information
 - Use of Boolean operators and truncation where appropriate
 - Impose limiters (e.g., scholarly vs. popular, date, language)
 - Modify the search based on search results
- Know how and where to find the sources discovered in the search process
 - Determine which sources the library owns or provides access to and retrieve them
 - Request material not owned by the library on Interlibrary Loan
 - Locate material faculty may have put on reserve in the library
- Understand the obligation to credit sources and to do so in an appropriate citation style

With regard to transition to college expectations, by the end of this course students will:

- Articulate an understanding of liberal education.
- Practice behaviors for successful learning including effective study habits, time management, goal setting and coping skills.
- Collaborate with faculty and student advisors and engage with the College community to promote the students success at Moravian College

With regard to the subject matter of the course, by the end of the course students will:

- Be better able to talk and write about race.
- Develop concretely definitions of race and racism
- Identify elements of contemporary institutionalized social practice where race is significant.
- Advocate a concrete position on a political or social issue that is significantly characterized by racial divisions.

Required Texts

Bean, John C. et.al. *Reading Rhetorically. Fourth Edition.* Boston, MA: Pearson, 2014. Print

Hobbs, Jeff. *The Short and Tragic Life of Robert Peace.* New York: Simon and Schuster, 2014. Print.

Marcus, Hazel Rose and Paul M.L. Moya, *Doing Race.* New York: W.W. Norton, 2010. Print

Attendance

Students are expected to attend all classes. Attendance will be taken. Absences due to participation in legitimate Moravian College extracurricular activities, a doctor's excuse or notification by the Dean of Students Office will allow a student to be excused from class. All other excuses are subject to the instructor's discretion. In all case where a student will be absent from class, students should inform the instructor as soon as possible and in advance if the absence is known prior to the date of a scheduled class. Students will be responsible for material covered in all classes whether or not an absence is excused. **Attendance will also be required and recorded for all class sessions presented by the Office of Student Affairs.** Students who demonstrate a pattern of unexcused absences or who are frequently late for class will be held accountable in the assignment of the instructor evaluation portion of the final grade. Unexcused absences from sessions presented by the Office of Student Affairs will result in a zero for the instructor evaluation portion of the grade.

Academic Integrity/Honesty

Academic honesty is the highest value that characterizes the educational mission of the College. Failure to abide by the standards of academic honesty can result in earning a failing grade for an assignment, failing an entire course or, upon repeat offenses, dismissal from the College. Given the fundamental importance of the value of academic honesty and the serious consequences for failure to abide by the standards discussed below, it is strongly urged that students become familiar with the material that immediately follows.

Policy on Academic Honesty

Moravian College expects its students to perform their academic work honestly and fairly. A Moravian student, moreover, should neither hinder nor unfairly assist the efforts of other students to complete their work successfully. This policy of academic integrity is the foundation on which learning at Moravian is built.

The College's expectations and the consequences of failure to meet these expectations are outlined below. If at any point in your academic work at Moravian you are uncertain about your responsibility as a scholar or there is any uncertainty or confusion about whether or not students might be violating the academic honesty policy, the student should seek additional information or consult with the instructor.

Guidelines for Honesty

All work that you submit or present as part of course assignments or requirements must be your original work unless otherwise expressly permitted by the instructor. This includes any work presented, be it in written, oral, or electronic form or in any other technical or artistic medium. When you use the specific thoughts, ideas, writings, or expressions of another person, you must accompany each instance of use with some form of attribution to the source. Direct quotes from any source (including the Internet) must be placed in quotation marks (or otherwise marked appropriately) and accompanied by proper citation, following the preferred bibliographic

conventions of your department or instructor. It is the instructor's responsibility to make clear to all students in his or her class the preferred or required citation style for student work. Student ignorance of bibliographic convention and citation procedures is not a valid excuse for having committed plagiarism.

When you use the specific thoughts, ideas, writing, or expressions of another person, you must accompany each instance of use with some form of attribution to the source. You may not collaborate during an in-class examination, test, or quiz. You may not work with others on out-of-class assignments, exams, or projects unless expressly allowed or instructed to do so by the course instructor. If you have any reservations about your role in working on any out-of-class assignments, you must consult with your course instructor. In each First-Year Seminar class and in the Writing Center, we try to establish a community of writers who can review and provide helpful criticism of each other's work. Although no students in your class or in the Writing Center should ever be allowed to write your paper for you, they are encouraged to read your work and to offer suggestions for improving it. Such collaboration is a natural part of a community of writers.

You may not use writing or research that is obtained from a "paper service" or that is purchased from any person or entity, unless you fully disclose such activity to the instructor and are given express permission.

You may not use writing or research obtained from any other student previously or currently enrolled at Moravian or elsewhere or from the files of any student organization, such as fraternity or sorority files, unless you are expressly permitted to do so by the instructor.

Keep all notes, drafts, and materials used in preparing assignments until a final course grade is given. In the case of work in electronic form, you may be asked to maintain all intermediate drafts and notes electronically or in hard copy until final grades are given. All these materials must be available for inspection by the instructor at any time.

Plagiarism

A major form of academic dishonesty is plagiarism, which we define as the use, whether deliberate or not, of any outside source without proper acknowledgment; an "outside source" is defined as any work (published or unpublished), composed, written, or created by any person other than the student who submitted the work (adapted from Napolitano vs. Princeton). Instructors often encourage—and in the case of research essays, require—students to include the ideas of others in their writing. In such cases, students must take care to cite the sources of these ideas correctly (in other words, to give credit where credit is due).

The Bedford Handbook Online and OWL provide guidance in using several systems for documenting sources. You can access these pages on the Writing Center website at <http://home.moravian.edu/public/eng/writingCenter/links.htm>.

At Moravian, if a First-Year Seminar instructor suspects plagiarism, the student will be asked to show the notes and drafts contributing to the final version of a paper. The instructor also has the

right to see any books or periodicals that were used. The grade for the paper will be suspended until these materials have been reviewed. An instructor who suspects a student of violating the policy on academic honesty with regard to an assignment, requirement, examination, test, or quiz will consult with the Chair, First-Year Seminar Committee, using a blind copy of the work in question, to verify the violation. If the charge is verified, the instructor will, in almost all cases, assign either a grade of zero to the academic work in question or a failing grade in the course in which the violation occurred. The student must be informed in writing of the alleged violation and penalty; a copy of this memo must be sent to the Associate Dean of Academic Affairs.

A student may appeal either a charge of academic dishonesty or a penalty as follows:

- 1 First, to the course instructor.
- 2 Next, in the case of First-Year Seminar, to the Chair, First-Year Seminar Committee.
- 3 Next, to the Academic Standards Committee, chaired by the Associate Dean for Academic Affairs.

Additional materials explaining plagiarism can be found at the following sites:

<http://writingcenter.unc.edu/handouts/plagiarism/>
<https://owl.english.purdue.edu/owl/resource/589/01/>

The Moravian College Academic Honesty Policy can be found in full at

<http://www.moravian.edu/studentlife/handbook/academic/academic2.html>

Student support services

The Writing Center

The Writing Center is located on the second floor of Zinzendorf Hall. The Writing Center is staffed by student tutors who are experienced and professionally trained to help students improve their writing. They will review drafts of essays, provide guidance on how to improve drafts and provide advice on all aspects of writing. The Writing Center is generally open Monday-Thursday afternoons and Sunday evenings. The Writing Center is located in a building that is not accessible to persons with mobility impairments. If you need the services of the Writing Center, please call 610-861-1392.

Learning Support and Disability Accommodations

Students who wish to request accommodations in this class for a disability should contact Elaine Mara, Assistant Director of Learning Services for academic and disability support at the lower level of Monocacy Hall, or by calling 610-861-1401. Accommodations cannot be provided until authorization is received from the Academic Support Center.

The Counseling Center

The Counseling Center offers individual, couples and group counseling to students. Some reasons a student might talk with a counselor are to develop greater self-knowledge; to discuss a personal difficulties; or to develop more efficient ways to cope with stressful situations. When appropriate or requested by a student, referrals can be made to an off-campus resource. The office is located at 1307 Main Street and can be reached by calling (610) 861-1510.

The Moravian College Career Center

The Moravian College Career Center is committed to assisting students explore, discover, experience and succeed in their chosen career paths by providing appropriate resources and programs as well as assisting with hands-on learning opportunities. The Career Center is located in the Haupt Union Building.

Participation and classroom learning environment

To get the most out of the course and to make it a rewarding experience, it is important that class meetings feature significant levels of participation and dialog. Towards that end, students should:

- Come to class prepared for the scheduled activities. This requires students to have completed readings and any homework assigned prior to coming to class.
- Ask questions. If something is unclear, don't hesitate to ask a question. Do not think that your questions are unworthy or irrelevant. Experience has taught me that student questions very rarely can be characterized as such.
- Offer answers. Even if you are unsure of your answer, there is great value in articulating what you think and even uncertain answers are very likely to illuminate issues and contribute to the advancement of the class's understanding of the matters under discussion.
- Be civil and respectful in dialog and discussion. This course deals with sensitive topics and students will vary a great deal in the comfort each feels in sharing their ideas with a large group of people. We want to create and maintain an environment where hesitancy to speak is minimized, candor is promoted and the barriers to speaking are as low as possible. So, it is expected that each member of the class, including the instructor, will show respect for those who are speaking and give the speaker the attention they deserve and we would expect if we were speaking.
- Assume active responsibility for in class activities. During small group work, full class discussion or peer editing session, approach the task at hand as something for which the success of the activity is your personal responsibility.
- Unless otherwise directed, turn off and put away all electronic devices during class.
- Check your College email at least once per day for communication relevant to this class.

Adherence to these guidelines will be relevant for the instructor evaluation grade described below.

Blackboard

This course utilizes the College's electronic learning management system which is called Blackboard. Blackboard will provide electronic access to the syllabus, links to on line course readings and the instructor's notes for classroom sessions. All students will be required to enroll in Blackboard and will be provided assistance from the instructor and student adviser if needed.

Evaluation of Student Work and Grading

Students will complete both graded and ungraded work for the semester. While some specific assignments will not be assigned a grade, all assignments will be evaluated and feedback will be provided for ungraded as well as graded work. The evaluations of the ungraded work will be incorporated into the *homework portfolio* and *instructor evaluation* portions of the grade as described below. Presented below are the various required elements of the course, including both the graded and ungraded work. The description of the work includes the number of point each assignment is worth and relevant due dates for submission of assignments. The course will be graded on a 300 point system:

Take home essay (40 points; Due - 9/21):

Students will complete a take home essay in response to the prompt: "What is Race?" The essay will be 400 to 500 words and will be typewritten. The essay should incorporate the assigned course readings covered through 9/16 and appropriate citation is expected. When submitting the essay, student will also submit a topic outline for the essay. Students will be given an initial grade on the essay as submitted but the essay will be returned with recommendations for revision and papers that are improved by revisions can earn up to 5 points added to the initial grade.

Robert Peace letter (50 points: Due - 10/26):

Upon completion of Jeff Hobbs's *The Short and Tragic Life of Robert Peace*, students will write a 500 to 750 word letter explaining to a specifically identified person/audience who Robert Peace was and what happened to him. Prior to drafting the letter, there will be in class discussion about the format, rhetorical context and conventions that should characterize this assignment. Drafts of the letters will be peer reviewed for possible revision before being submitted for grading.

Research paper (100 points: Final draft due - 12/2):

Students will complete an 8 to 10 page typewritten research paper. The topic for the paper will be chosen by student in consultation with the instructor. The paper will be completed following the elements of the writing process with several of those elements being graded assignments. The specific elements to be submitted for evaluation, the due dates and the points associated with each assignment are listed immediately below:

- Annotated bibliography (10 points, **due 10/30**). {Note: At least 10 sources are required; at least three from peer reviewed journals}
- Thesis, outline and complete draft for peer review (25 points, **due 11/9**)
- Reflection on revisions (5 points, **due 12/2**)
- Final draft (60 points, **due 12/2**)

In class presentation of research paper (20 points: Due dates to be assigned):

To practice the skills of oral presentation, each student will make a five minute in-class presentation on the content of his or her research paper. Students will be encouraged to use whatever presentation software they might choose to employ. Students will be evaluated on the clarity of organization, the concreteness of content, attention to the rhetorical context of the presentation and the qualities of oral performance (e.g. tone, voice, pacing, enunciation, body language, engagement with the audience.)

Op-ed piece (25 points: Due – 12/9):

Students will write a 700 to 800 word typewritten op-ed piece derived from the subject matter of their research paper. The op-ed piece will present to a public audience advocacy for some position or action to be taken. Numerous assigned readings in this course offer examples of op-ed piece writing and the student can get some guidance on writing op-ed pieces at the following on line sites:

<http://extension.oregonstate.edu/eesc/how-to/write-killer-op-ed-piece>
http://newsoffice.duke.edu/duke_resources/oped

Homework and research paper portfolio (20 points: Due dates to be assigned in class):

Students are expected to complete a number of writing assignments outside of class. Unless otherwise specified, these assignments will be ungraded but none the less required. Consistent with the student's obligations under the College's academic honesty policy, student are also required to keep all notes, drafts, and materials used in preparing assignments until a final course grade is given. As such, students will be required to maintain a portfolio of their work. This portfolio will include all written homework assignments and all materials that are relevant for the preparation of the written assignments that will be submitted for review and/or grading. The instructor will provide a check list of what should be included in the portfolio. Grades for the content will not be assigned to individual components of the portfolio. Rather, the overall portfolio will receive a single grade at the end of the semester. The grade for this element of the course will derive from a general evaluation of the quality of the work but a substantial element in the assignment of grades will be a demonstration that the responsibility for completing assignments was met. Portfolios will be collected periodically for review. The specific dates for portfolio collection will be announced in class.

Out of class graded work (25 points):

Students will earn points towards their final grade by completion of the following activities:

IN FOCUS (15 points: due dates announced in class)

Annually, the Moravian College **In Focus** program seeks to engage its entire community in the study of a common set of issues. The theme for this year's program is **Poverty and Inequality**. Students in this course are expected to participate in the inquiry and reflection intended by the creation of the program. To do so, students will be expected to attend three **In Focus** related activities in addition to the College wide convocation on September 24. One of these events has been determined as required for this course. It is panel discussion entitled "**Reflections from Black Men Living in Contemporary America**" to be held from 7:30 to 9:00 in Prosser Auditorium in the HUB. The other two events can be selected at the student's discretion. Specific possibilities will be discussed periodically in class but a list of **In Focus** related events can be found on line at <http://home.moravian.edu/public/infocus/NEW/poverty/schedule.html>.

Students can receive up to 5 points for attending each event and submitting a 150 to 200 word reflection on the attended events indicating how the content of the event can be connected to the course and identifying at least one element of the event that the student found most interesting, compelling or problematic.

The African Americans: Many Rivers to Cross (10 points):

Students are expected to watch the PBS documentary series **The African Americans: Many Rivers to Cross**. This is a six part documentary and is to be viewed outside of class. Access to this documentary will be reviewed in class.

Students can earn up to 10 points by submitting a typewritten response to the following prompt:

Identify 3 things from the documentary that you think are compelling to share with your peers who are not in this course. One observation must be from the first two episodes One must be from the third or fourth episodes and one must be from the fifth and sixth episodes.

Instructor evaluation (20 points):

Each student will be evaluated by the instructor for his or her participation and contributions to the course. This portion of the grade will reflect all activities in the course that are not otherwise specified in the syllabus including attendance, submitting assignments on time and participation in class discussion.

Class schedule and assignments

8/31 Introduction to the course

In class: Review of course requirements; consideration of the meaning of the liberal arts.

9/2 Introduction to reading and writing as part of a conversation/discourse.

Reading: Hunter Rawlings. "College is Not a Commodity. Stop Treating It Like One." **Washington Post**. June 6, 2015.

<http://www.washingtonpost.com/posteverything/wp/2015/06/09/college-is-not-a-commodity-stop-treating-it-like-one/>

Bean, et. al, **Reading Rhetorically**, Ch. 1 and 2

In class: Introduction to reading and writing as conversation/discourse; introduction to ideas of rhetorical context; *Writing workshop*: rhetorical context of Rawlings article.

9/4 Student Affairs: Sex Signals

9/7 Listening to the text/Social construction of knowledge I

Readings: Bean, et. al., **Reading Rhetorically**, Ch. 3; Marcus and Moya, **Doing Race**, pp. 1-32.

Homework: Annotate pp. 20-25 in **Doing Race**; List five terms from the **Doing Race** reading that you do not understand, identify two points of difficulty that you would like clarified.

In class: Discussion of efficient and effective/active reading; introduction to the social construction of knowledge; introduction to race as a social construct; *Writing workshop*: Review homework, consideration of "taken for grantedness" of social knowledge.

9/9 Questioning the text/Social construction II/Race in America

Readings: Bean, et. al., **Reading Rhetorically**, Ch. 4; Marcus and Moya, **Doing Race**, pp. 32-62.

Homework: Write a summary (100 to 200 words) of one of the three subsections of pages 32-55 in the **Doing Race** reading; make descriptive outline of the material on pp. 55-59 in **Doing Race**.

In class: Introduction to critical reading and "questioning the text" including visual texts; core American beliefs and race in America; *Writing workshop*: Review homework, draft reflections of class discussion.

9/11 Student Affairs: Counseling Center, Health Center, and Religious Life

Reading: C. Maththew Snipp, “Defining Race and Ethnicity: The Constitution, the Supreme Court and the Census,” in Ch. 1 (pp. 105-122) in Marcus and Moya, **Doing Race**.

Homework: Write a 100 to 200 word reflection on the class discussion for 9/9 indicating what the most important points that were discussed and why you consider them important.

9/14 Identity and Experiencing Race, Writing Process

Reading: Marcus and Moya, “Who Am I: Race, Ethnicity, and Identity?” **Doing Race**, Ch. 13

Home work: Consult web sites for which urls are provided below and review material on “invention” and “prewriting.” Identify three prewriting techniques and explain why you might use them.

<https://owl.english.purdue.edu/owl/resource/673/01/>
<http://writingcenter.unc.edu/handouts/brainstorming/>

Consulting the web page listed below on paraphrasing, write a paraphrase of the two middle paragraphs on p. 371 in Marcus and Moya, **Doing Race**. **Submit by e-mail by 9/13**

<http://writingcenter.unc.edu/esl/resources/writing-paraphrases/>

In class: Review of requirements for take home essay; discussion the assessment criteria for the essays; discussion of writing as choices in construction and writing as a process; review of requirements for research paper; defining racial and ethnic identity as socially constructed; *Writing workshop:* free writing about possible topics.

9/16 Identity and Experiencing Race; Research Question

Readings: Michelle Obama. “Commencement Address.” Tuskegee University, Tuskegee, Alabama. May 9, 2015.

<https://www.whitehouse.gov/the-press-office/2015/05/09/remarks-first-lady-tuskegee-university-commencement-address>

Jenée Desmond-Harris. “Obama is Right. Racism Is More than the N-word.” **Vox**. Vox Media. June 23, 2015

<http://www.vox.com/2014/12/26/7443979/racism-implicit-racial-bias>

Stereo Williams. “Common, Pharrell, and ‘The New Black’: An Ignorant Mentality That Undermines the Black Experience.” **The Daily Beast**. March 19, 2015.

<http://www.thedailybeast.com/articles/2015/03/19/common-pharrell-and-the-new-black-an-ignorant-mentality-that-undermines-the-black-experience.html>

Home work: Construct a rhetorical précis (see pp. 62-64 in Bean, et. al) for Michelle Obama's commencement address at Tuskegee University; Take Project Implicit test at <https://implicit.harvard.edu/implicit/takeatest.html>

In class: Class discussion on experiencing race and racial identity continued; class discussion of project implicit test; *Writing workshop*: review rhetorical précis, freewriting for take home essay.

9/17 Research Question due

- Formulate draft research question and submit by e-mail by 4:00 p.m. Indicate what prewriting techniques were used and comment on if the technique was useful.

9/18 Student Affairs: Academic Support

Should have completed viewing at least the first three episodes of **The African Americans, Many Rivers to Cross**

9/21 Library I and Take Home Essay due

Readings: Bean, et. al., **Reading Rhetorically** Ch. 5

Homework: Essay 1 due.

9/22 Being the other

Reading: Joel Beinin, "Knowing the "Other": Arabs, Islam and the West," **Doing Race**, Ch. 6; Gordon H. Chang, "Eternally Foreign: Asian Americans, History and Race," **Doing Race**, Ch. 7.

Note: This event is a required session for the class but will be held at a time that is not our regular class meeting. It is scheduled at a time when there are no other classes scheduled. So, no one will have a class scheduling conflict. Because it is a required session of the course, there will be no class at the regularly Wednesday class period. As this event is a scheduled part of the course, it cannot count as one of the **In Focus** events members of the class are required to attend.

9/24 Convocation

9/25 Student Affairs: Career Development Center

Homework: Students will write a 150 to 300 word reflection on the "Being the Other" panel discussion. In writing this reflection you can respond to any or all of the questions below. The questions posed below are intended to prompt thought but students need not focus on the questions as posed if there is some approach or idea that the students wishes to express but is not contemplated by any of the questions.

- What were the most interesting or important observations that you heard?

- What observations or issues seemed least important?
- What questions would you want to ask the panelists?

9/28 Researched writing, evaluating sources, annotated bibliographies

Readings:

Bill Wanlund. "Race and Ethnicity: Is Racial Prejudice on the Rise in the United States?" **CQ Researcher**, June 28, 2013.

http://0-library.cqpress.com.webpac.lvlspace.org/cqresearcher/document.php?id=cqr_ht_race_and_ethnicity_2013

Christopher Ingraham. "Chris Rock is right: White Americans Are a Lot Less Racist than They Used To Be. But They're Still More Racist than You Might Think." **The Washington Post**. December 1, 2014.

<http://www.washingtonpost.com/blogs/wonkblog/wp/2014/12/01/chris-rock-is-right-white-americans-are-a-lot-less-racist-than-they-used-to-be/>

Homework: In regard to either of the readings, **free write** answers to the source evaluation questions taken from Bean, et.al. pp. 107-116.

- From what type of site or source is the material? (e.g. scholarly or academic, "specialized periodicals" for general audiences, commercial, government, advocacy)
- Who is the audience?
- Is the journal/publication subject to editorial or peer review?
- How recently was a source published?
- How much detail is presented (too little, too much?)
- What kind of evidence is presented?
- What are the author's, publishers' or sponsor's credentials? Are they authoritative?
- Are there any reasons for consideration of bias?

In class: Return 9/21 essay date for revision (revisions due 10/2); Peer tutor visit; introduction to annotated bibliographies, examples; *Writing workshop*: Evaluating sources.

On line resources pertaining to annotated bibliographies:

<http://writingcenter.unc.edu/handouts/annotated-bibliographies/>
<https://owl.english.purdue.edu/owl/resource/614/1/>

9/30 Being White, white privilege and white progress; paragraph construction, plagiarism

Read: Courtney Martin. “Transforming White Fragility Into Courageous Imperfection.” **On Being**, June 26, 2015.

<http://www.onbeing.org/blog/transforming-white-fragility-into-courageous-imperfection/7701>

Christopher Ingraham. “White People Are Winning the War on Whites.” **The Washington Post**. July 8, 2014.

<http://www.washingtonpost.com/blogs/wonkblog/wp/2014/08/07/white-people-are-winning-the-war-on-whites/>

Stacey Patton. “In America Black Children Don’t Get To Be Children.” **The Washington Post**. November 26, 2014.

http://www.washingtonpost.com/opinions/in-america-black-children-dont-get-to-be-children/2014/11/26/a9e24756-74ee-11e4-a755-e32227229e7b_story.html

Emily Badger. “This is What the Legacy of ‘White Privilege’ Looks Like in Bill O’Reilly’s Hometown.” **The Washington Post**. October 17, 2014.

<http://www.washingtonpost.com/blogs/wonkblog/wp/2014/10/17/what-bill-oreilly-doesnt-get-about-the-racial-history-of-his-own-hometown/>

Abby Haglage. “New School Study Shows Black Kids Get Cops, White Kids Get Docs.” **The Daily Beast**. July 30, 2015.

<http://www.thedailybeast.com/articles/2015/07/30/new-school-study-shows-black-kids-get-cops-white-kids-get-docs.html>

Homework: Write two or three paragraphs on what it means to be white. Identify topic sentences and underline them. **Submit by to instructor, student advisor and peer editor by e-mail by 8:00 p.m. on Tuesday 9/29.**

For construction of assigned writing and in anticipation of peer editing, students can consult the following on line resources:

Paragraph construction:

<http://writingcenter.unc.edu/handouts/paragraphs/>
<https://owl.english.purdue.edu/owl/resource/606/01/>

Transitions:

<http://writingcenter.unc.edu/handouts/transitions/>
<http://owl.english.purdue.edu/owl/resource/574/1/>

In class: Discussion paragraph construction and transitions; discussion of being white and white privilege; *Writing workshop:* peer editing session, review of plagiarism issues.

10/2 Student Affairs: Student Involvement & Leadership

Homework: Should have completed viewing all episodes of **The African Americans, Many Rivers to Cross**

Note: The class scheduled for 10/5 is intended to help students advance the quality of their research project by providing assisted time to search for and evaluate sources. In preparation for that session, students should be working on developing the materials that are required to be prepared for the 10/5 session.

In conjunction with the preparation of the materials required for submission on 10/5, students can consult the following on line resources:

Thesis statements:

<http://writingcenter.unc.edu/handouts/thesis-statements/>
<https://owl.english.purdue.edu/owl/resource/545/1/>

Research papers:

<https://owl.english.purdue.edu/owl/resource/658/1/>
<http://writingcenter.unc.edu/>

10/5 Library II

Homework: Students will prepare an initial search list of sources with three of those sources being annotated. Students will also submit the initial draft of the thesis statement for the paper.

10/7 Stereotyping and schema

Reading: Anne Murphy Paul. "Where Bias Begins: The Truth about Stereotypes." *Psychology Today*. June 13, 2012.

<https://www.psychologytoday.com/articles/199805/where-bias-begins-the-truth-about-stereotypes>

Claude Steele. "In the Air between Us: Stereotypes, Identity, and Achievement," Ch. 14, **Doing Race**.

In class: *Writing workshop:* annotations and thesis statements; discussion of stereotyping.

10/9 Student Affairs: Center for Intercultural Advancement & Global Inclusion

Reading: Students should have completed or be nearing completion of Jeff Hobbs, **The Short and Tragic life of Robert Peace**.

10/14 Language

Reading: Jabari Asim. **The N Word: Who Can Say It, Who Shouldn't and Why**. Introduction and Ch. 15. {An interview with Jabari Asim in which he discusses the book can be found at <http://www.c-span.org/video/?197645-1/words-jabari-asim>}

Charles Taylor. "The N Word." Salon. January 22, 2002

HTTP://WWW.SALON.COM/2002/01/22/KENNEDY_22/

In class: Discussion of the social construction of language; language as a choice in a rhetorical context. *Writing workshop:* vocabulary and word choice exercise.

10/16 Poverty and class

Reading: Thomas Shapiro, Tatjana Meschede, Sam Osoro. "The Roots of the Widening Racial Wealth Gap: Explaining the Black-White Economic Divide." **Institute on Assets and Social Policy**, Brandeis University, February 2013.

<http://iasp.brandeis.edu/pdfs/Author/shapiro-thomas-m/racialwealthgapbrief.pdf>

William Julius Wilson, "The Political and Economic Forces Shaping Concentrated Poverty." **Political Science Quarterly**. Vol. 123, No. 4 (Winter 2008-09), pp. 555-571.

http://www.jstor.org/stable/25655565?seq=1#page_scan_tab_contents

Kareem Abdul Jabbar. "The Coming Race War Won't Be About Race." **Time**. August 17, 2014.

<http://time.com/3132635/ferguson-coming-race-war-class-warfare/>

Joseph Shapiro. "How Driver's License Suspensions Unfairly Target the Poor." **National Public Radio**. January 5, 2015.

<http://www.npr.org/2015/01/05/372691918/how-drivers-license-suspensions-unfairly-target-the-poor>

Homework: List 5 terms from the Shapiro et. al and/or Wilson readings that you do not understand; identify 2 points of difficulty from either reading that you would like clarified.

In class: Class discussion of readings and homework.

10/19 What happened to Robert Peace?

Reading: Jeff Hobbs. **The Short and Tragic life of Robert Peace.** New York: Scribner, 2014.
{A presentation of Jeff Hobbs discussing **The Short and Tragic life of Robert Peace** can be found at <http://www.c-span.org/video/?321867-1/book-discussion-short-tragic-life-robert-peace>}

Homework: Make a list of 5 to 10 items identifying the key variables, events or forces that contributed to the outcome of Robert Peace's life.

In class: Class discussion of the factors identified in the homework; *Writing workshop*: analysis of Jeff Hobbs rhetorical context.

10/21 What happened to Robert Peace?

Reading: Jeff Hobbs. **The Short and Tragic life of Robert Peace.** New York: Scribner, 2014.

Homework: Pre-write, start initial draft of Robert Peace letter

In class: *Writing workshop*: analysis of student's rhetorical context in pre-writing of letter concerning Robert Peace's death, initial peer review of draft of letter.

10/23 Race and health

Reading: Barbara A. Koeing, "What Differences Make a Difference? Race, DNA and Health," Punishment," Ch. 4 (pp. 160-184), **Doing Race.**

Rodolfo A. Bulatao and Norman B. Anderson, editors. **Understanding Racial and Ethnic Differences in Health in Late Life: A Research Agenda.** National Research Council (US) Panel on Race, Ethnicity, and Health in Later Life. Washington (DC): National Academies Press (US); 2004.

- Prejudice and discrimination (7) <http://www.ncbi.nlm.nih.gov/books/NBK24680/>
- Stress (8) <http://www.ncbi.nlm.nih.gov/books/NBK24685/>
- Life course (11) <http://www.ncbi.nlm.nih.gov/books/NBK24681/>

10/26 and 10/28 Individual Conferences

Homework: Peace letter due 10/26

10/30 Conventions

Homework: Annotated bibliography due

In class: Discussion of selected writing conventions

11/2 Segregation and discrimination: Employment, housing and education

Reading: Paula M. L. Moya and Ruth Hazel Marcus, “Introduction,” (pp. 62-76) in Marcus and Moya, **Doing Race**.

National Bureau of Economic Research. “Employers' Replies to Racial Names.” n.d.

<http://www.nber.org/digest/sep03/w9873.html>

Nick Chiles. “Housing Discrimination: African-Americans, Hispanics Still Paying Higher Costs.” **AtlantaBlackStar**. June 12, 2013.

<http://atlantablackstar.com/2013/06/12/housing-discrimination/>

Mary Helen Miller. “Who lives in better neighborhood: rich blacks or working-class whites?” **The Christian Science Monitor**. August 2, 2011.

<http://www.csmonitor.com/Business/2011/0802/Who-lives-in-better-neighborhood-rich-blacks-or-working-class-whites>

Reed Karaim. “Race and Education: Are U.S. Schools Becoming **Resegregated?**” **CQResearcher**. September 5, 2014.

<http://0-library.cqpress.com.webpac.lvlspa.org/cqresearcher/document.php?id=cqresrre2014090500>

In class: Discussion of readings; *Writing workshop:* Rhetorical analysis of readings, review status of research papers.

11/6 Criminal justice, racial profiling and mass incarceration I

Reading: Lawrence D. Bobo and Victor Thompson, “Racialized Mass Incarceration: Poverty, Prejudice and Punishment,” Ch. 12 (pp. 322-355) in Marcus and Moya, **Doing Race**.

Maria Szalavitz. “Study: Whites More Likely to Abuse Drugs Than Blacks.” **Time**. November 11, 2007.

<http://healthland.time.com/2011/11/07/study-whites-more-likely-to-abuse-drugs-than-blacks/>

German Lopez. “The War on Drugs is Racist. So is the Rest of the War on Drugs.” **Vox**. Vox Media. July 27, 2014.

<http://www.vox.com/2014/7/27/5940783/prohibition-marijuana-legalization-pot-weed-racism-new-york-times>

Homework: Students will be assigned responsibility of developing a brief summary of the facts of the case of one of the persons listed below. Students should indicate who the person was, why

their case became newsworthy and the disposition of the case as of the date of the class. The summary should not exceed 300 words.

- Sandra Bland
- Michael Brown
- John Crawford
- Jordan Davis
- Samuel DeBose
- Amidou Dialo
- Jonathan Ferrell
- Eric Garner
- John B. Geer
- Akai Gurley
- Raynette Turner

In class: Discussion of mass incarceration and “new Jim Crow”;

11/9 Criminal justice, racial profiling and mass incarceration II

Reading: Jonathan Capehart. “Tamir Rice Video Shows How Hard It Is for Police and Public to ‘See’ Each Other.” Washington Post. January 9, 2015.

<http://www.washingtonpost.com/blogs/post-partisan/wp/2015/01/09/tamir-rice-video-shows-how-hard-it-is-for-police-and-public-to-see-each-other/>

Jesse J. Holland. “AP Poll: Whites More Likely to OK Police Striking People.” Yahoo News. April 4, 2105.

<http://news.yahoo.com/whites-far-more-likely-approve-police-striking-people-070656081.html>

Jonathan Capehart, “‘Hands Up, Don’t Shoot’ Was Built on a Lie.” Washington Post. March 16, 2015.

http://www.washingtonpost.com/blogs/post-partisan/wp/2015/03/16/lesson-learned-from-the-shooting-of-michael-brown/?wpisrc=nl_popns&wpmm=1

German Lopez. “Why do police so often see unarmed black men as threats?” Vox. Vox Media. July 29, 2015.

<http://www.vox.com/2014/8/28/6051971/police-implicit-bias-michael-brown-ferguson-missouri>

Homework: Thesis, outline and complete draft for peer review.

In class: Discussion of relationship of police with minority communities.

11/11-Law and politics I

Reading: Dan Balz and Scott Clement. “On Racial Issues, America is Divided both Black and White and Red and Blue.” Washington Post. December 26, 2014.

http://www.washingtonpost.com/politics/on-racial-issues-america-is-divided-both-black-and-white-and-red-and-blue/2014/12/26/3d2964c8-8d12-11e4-a085-34e9b9f09a58_story.html?wpisrc=nl_headlines&wpmm=1

Steve Kornacki. “The ‘Southern Strategy fulfilled.’” Salon. February 3, 2011.

http://www.salon.com/2011/02/03/reagan_southern_strategy/

Philip Bump. “The New Congress is 80 Percent White, 80 Percent Male and 92 Percent Christian” Washington Post. January 5, 2015.

<http://www.washingtonpost.com/blogs/the-fix/wp/2015/01/05/the-new-congress-is-80-percent-white-80-percent-male-and-92-percent-christian/>

Homework: Students should be working on peer editing assigned draft.

11/13 Law and politics II

Reading: Shanto Iyengar. “Race in the News: Stereotypes, Political Campaigns and Market Based Journalism,” pp. 264-272, in Marcus and Moya, **Doing Race**.

Haney Lopez. Dog Whistle Politics: How Coded Racial Appeals Have Reinvented Racism and Wrecked the Middle Class. Chapter 6, “Getting Away with Racism.” Yale University Law School. n.d.

http://www.law.yale.edu/documents/pdf/conference/HaneyLopez_DogWhistlePolitics.pdf

Reid Wilson. “Report: Voter ID Laws Reduce Turnout More Among African American and Younger Voters” **Washington Post**. October 9, 2014.

<http://www.washingtonpost.com/blogs/govbeat/wp/2014/10/09/report-voter-id-laws-reduce-turnout-more-among-african-american-and-younger-voters/>

Homework: List three to five terms from the Lopez readings that you do not understand; identify two points of difficulty from that reading that you would like clarified.

In class: Discussion of the readings; *Writing workshop*: discussion with peer editors.

11/16 Demographics and immigration I

Reading: Jeffrey Passell and D’Vera Cohn. **U.S. Population Projections: 2005-2050**, Executive Summary. Pew Research Center. February 11, 2008.

<http://www.pewsocialtrends.org/2008/02/11/us-population-projections-2005-2050/>

Alex Nowrasteh. "Donald Trump's immigration myths." **CNN**. August 19, 2015

<http://www.cnn.com/2015/08/19/opinions/nowrasteh-trump-immigration-myths/index.html>

Homework: Peer editors should prepare a formal response to the research paper they have been assigned to read. The response should identify a limited number (3 to 5) of recommended changes to the draft. Recommendations should focus on organization, clarity and effectiveness of evidence in support of the thesis of the paper and effective use of language. Comments regarding conventions of writing should be minimized.

In class: *Writing workshop:* peer editors will share observations with those for whom they are serving as a peer editor.

11/18 demographics and immigration II

Reading: Alan Greenblatt. "Immigration Debate: Can Politicians Find a Way to Curb Illegal Immigration?" **CQResearcher**. February 1, 2008.

<http://0-library.cqpress.com.webpac.lvlspace.org/cqresearcher/document.php?id=cqresrre2008020100&type=hitlist&num=5>

Kenneth Jost. "Immigration Conflict: Should States Crack Down on Unlawful Aliens?" **CQResearcher**. March 9, 2012.

<http://0-library.cqpress.com.webpac.lvlspace.org/cqresearcher/document.php?id=cqresrre2012030900>

Alan Greenblatt. "Immigration: Can a federal Immigration Overhaul ever Gather Momentum?" **CQResearcher**. June 5, 2015.

http://0-library.cqpress.com.webpac.lvlspace.org/cqresearcher/document.php?id=cqr_ht_immigration_2015&type=hitlist&num=2

Greg Sargent. "GOP Deportation Priorities, in the Raw." **Washington Post**. January 14, 2015.

<http://www.washingtonpost.com/blogs/plum-line/wp/2015/01/14/gop-deportation-priorities-in-the-raw/>

Homework: List the five most important issues within the immigration debate.

In class: Discussion of the immigration debate; *Writing workshop:* Follow up on peer editing recommendations.

11/20 Education and affirmative action

Reading: Linda Darling-Hammond. “Structured for Failure: Race, Resources and student Achievement.” Ch. 11 (pp. 295-321) in Marcus and Moya, **Doing Race**.

Valarie Strauss. “Why We Still Need Affirmative Action for African Americans in College Admissions.” **Washington Post**. July 3, 2014.

<http://www.washingtonpost.com/blogs/answer-sheet/wp/2014/07/03/why-we-still-need-affirmative-action-for-african-americans-in-college-admissions/>

Josh Freedman. “The Farce of Meritocracy: Why Legacy Admissions Might Actually Be A Good Thing.” **Forbes**. November 14, 2011.

<http://www.forbes.com/sites/joshfreedman/2013/11/14/the-farce-of-meritocracy-in-elite-higher-education-why-legacy-admissions-might-be-a-good-thing/>

11/23 Popular Culture

Reading: Marcyliena Morgan and Dawn-Elissa Fischer. “Hip-Hop and Race: Blackness, Language and Creativity,” Ch. 19 (pp. 509-527) in Marcus and Moya, **Doing Race**.

In class: *Writing Workshop*: Preparation for oral presentations and for op-ed piece; discussion: how would you take what you write in the research paper and turn it into a public document that has at least some degree of advocacy in it?

11/30 Popular Culture II

12/2 – 12/7 Student reports

Homework: Final draft of research paper due. Students will submit with the final draft a 100 to 200 word statement identifying the revisions that were made in the research paper following peer and instructor review of the draft submitted on 11/9. This statement should include indications of why the student believes the revisions improved the quality of the final draft.

12/9 What to do

Reading: Paula M. L. Moya and Hazel Rose Marcus, **Doing Race**, pp. 76-93.

Homework: Prepare op-ed piece for submission

In Class: Small group review and discussion of op-ed pieces; whole class discussion of selected op-ed pieces

12/11 closing

Writing as a Process

Writing is more than simply a report of what you know and see; it's also an important way of exploring a subject. Developing a finished piece of writing through time and involving the recursive process discussed below can deepen your understanding of the world and yourself in a way that reading and thinking by themselves cannot. By practicing writing in this way, we hope that you can eventually become your own teacher/editor and be able to use writing as a way of learning. Here is a brief overview of the usual process, based on what we know about how successful writers actually work.

Prewriting (or planning) is the work you do before composing and includes those important early decisions about purpose, audience, and style. Prewriting also means reading, taking notes, talking to others, outlining, or freewriting—in other words, gathering together your information and thoughts.

Writing (or drafting or composing) those first words on a blank page is sometimes the most difficult step, often preceded by procrastination and anxiety that the writing will not work and that you might fail. Beginning writers should remember that it is neither natural nor possible for the words to come out just right the first time. Trying to make each sentence perfect before going to the next is one of the worst things to do. Writing takes time and often trial and error to become exact. The process we follow at Moravian allows time for your unique mind and your store of language to work together.

Therefore, writing the first draft should be the fastest part of the process. You should write freely and without concern for style or mechanics in order to probe your ideas and let the act of writing help you discover what needs to be said. This first draft should be an open conversation between you and the writing. But for this conversation to move forward, you the writer must continue to put words on paper and respond to those words by writing more. Most any words will do to start the ball rolling, to set up this dialogue between you and the page. You are simply using writing to make yourself think in a sustained way about your topic. You aren't even sure yet what you wish to say. What comes out may surprise you. But at least give yourself a chance to let your thoughts flow in writing without trying to make each sentence correct before going to the next.

Revising is the crucial stage. Indeed, it has often been said that good writing is rewriting. It is through multiple drafts that a piece of writing is developed to fulfill the writer's purpose for a reader. You may add paragraphs and sentences while deleting old ones, or restyle flabby sentences and sharpen word choice now that the ideas are clearer. You may even trash much of what you've written in a first draft as your purpose and your sense of yourself in relation to your audience becomes sharper. Always ahead in revision are several opportunities to improve what you are working on.

Final editing and proofreading occur as you approach completion of a writing project. For the first time the writer becomes a police officer, inspecting and verifying the grammar and spelling and punctuation. Good writing is much more than good grammar, but for most academic essays, the two go together. So writers at this point become concerned that no spelling or grammatical blunder will interfere with a reader's ability to understand and enjoy what was written.

You won't always have as much time as you would like for every essay. All of us, students and teachers alike, must learn to live within the limitations of this special version of life called college. But you can still practice this process of writing, learning to anticipate each stage and the writing problems that are a part of it. Someday your success will almost certainly depend, at least in part, on your ability to write meaningfully and to write with style. This semester is the time to start preparing for that moment.