

## **SEMESTER AT SEA COURSE SYLLABUS**

### **August 18, 2012 Draft**

#### **Fall 2012**

**Discipline:** Education

**Course Title:** SOC 3595: Race, Class, and Gender

**Level:** Upper Division

**Faculty Name:** Dr. Kathleen Manning

**Email:** Kathleen.manning.F12@semesteratsea.org

**Class Time:** A Day, 1305 – 1420, Classroom 3

#### **COURSE DESCRIPTION**

Global diversity, the richness of culture, and complexities that internationalization and globalization bring are current realities. We live and work in a society that is multicultural and global. This course helps students better understand the history and complexity of diversity and the ways to be better prepared to live with it. This course will focus on issues of race, culture, sexual orientation, class, gender, and other forms of oppression in the United States. Through reading, writing, large and small group discussion, lectures, films, and individual activities, students will explore the historical roots of U.S. pluralistic society and the ways in which people of different cultures have been affected by, adapted to, and shaped American culture. Students will also investigate the multi-faceted concept of identity; the dynamics of racism, sexism, heterosexism, ableism, classism, and other forms of oppression including the ways in which students can act for positive change based on enhanced awareness.

#### **COURSE OBJECTIVES**

- Create a safe space within the classroom so discussion and exploration are possible.
- Learn about power, privilege, and oppression in the context of racism, homophobia, ableism, heterosexism, classism, sexism, and other forms of oppression.
- Explore the dynamics of oppression as expressed in the U.S. and global societies.
- Raise awareness about various cultural perspectives and worldviews, particularly your own.
- Learn how to effectively interact in cultures other than your own.
- To develop one's understanding of how language, values, beliefs, and behaviors contribute to racial and cultural conflict.

- To strengthen one's knowledge and skills for living in a multicultural society, combating oppression, and dealing effectively with cultural conflict in a variety of settings.

## **HONOR STATEMENT**

Students are expected to adhere to the Honor Code as expressed in the Voyagers' Handbook:

***"On my honor as a student, I pledge I have neither given nor received aid on this assignment/exam."***

This statement must be written on each assignment/exam accompanied with the student's signature.

## **REQUIRED TEXTBOOKS:**

Andersen, M. L. and Collins, H. P. (2010). *Race Class and Gender* (7<sup>th</sup> edition). Thomson/Wadsworth. ISBN #: 0495598828 COST: \$ 106.95

Tatum, B. D. (2003). *"Why Are All The Black Kids Sitting Together in the Cafeteria?"* NY: Basic Books. ISBN #: 9780465083 COST: Paperback US \$15.95

\*Selected articles in the course folder.

The majority of course videos are available in the course folder. YouTube is not allowed on the ship but I listed the web addresses for your future use.

**Ground Rules:** During the first class, we will compile ground rules to be read at the start of each class. These ground rules are a commitment we make to one another to build and share community. If you have any questions about this process, I invite you to raise them in class or with me individually.

**Missed Classes:** The majority of the learning in this course occurs through class discussion and activities. Student involvement in the classroom is a component of the course structure. Your attendance is critical to your own learning and that of others. More than two absences (excused or unexcused) will lead to your final grade being dropped by one letter grade. If you miss three or more classes, you will fail the class. Being late for class detracts from the class process and community and impacts the learning of others. Please make every effort to be on time for class.<sup>1</sup>

## **Class Expectations:**

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<sup>1</sup> Adapted from Todd Porter.

<sup>2</sup> Adapted from Wesley Rodriguez.

1. This class is predominantly experiential through the use of various teaching and learning styles. These include presentations, videos, exercises, group discussion, and reflection to maximize content and understanding. The required course readings are background, not the sole content of class activities.
2. Each student is expected to read all assigned readings, keep up with the course syllabus, and come to each class prepared to discuss the major concepts/key ideas from the reading.
3. Students and the professor are expected to treat all with respect and openness.
4. Students can expect the professor to come to class prepared. I am willing to listen to student concerns about the class or other issues through questions and comments discussed privately (office hours are available. I am also often available at the end of class.). Students may expect me to be available during office hours and by appointment to give additional help or support. These meetings can be scheduled to meet the students' and instructors' schedules.

**Office Hours and Faculty Contact:** Office hours/appointments can be arranged by mutual agreement between you and me. I will also be available in the Coffee Bistro for drop in office hours at the following times:

10:00 am – 11:30 am:                      October 5, October 28, November 18

You are also encouraged to contact your classmates in instances when I'm not available, if you would like additional help, or have additional thoughts. This helps us build community as well as uses all the resources available within the class.<sup>2</sup>

**Academic Support:** If you have a documented disability and wish to discuss academic accommodations or require additional assistance of any kind, please contact me. We can discuss ways this course can best fit your needs. Although readings and assignments are set, if you feel they are not appropriate for your learning approach, we can work together to find methods that can best convey the goals of this course to you. This can include additional films, experiential or kinesthetic activities, Internet resources, or additional/different books<sup>3</sup>.

**Religious Holidays:** Students have the right to practice the religion of your choice. Students should submit in writing to me during the first week of classes your documented religious holiday schedule for the voyage. I will arrange opportunities for you to make up the missed work.

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<sup>2</sup> Adapted from Wesley Rodriguez.

<sup>3</sup> Text adapted from Wesley Rodriguez.

## **TOPICAL OUTLINE OF COURSE**

### **Class A1, August 25 Introductions and Course Overview**

*IN CLASS EXERCISE:* Groundrules for class AND "Where I'm From"

### **Class A2, August 27 Historical Context of the 'Isms**

Reading:

- \*O'Brien, E. (2004). "I could hear you if you would just calm down": Challenging Eurocentric classroom norms through passionate discussion of racial oppression, in Lea, V. & Helfand, J. (Eds.). *Identifying Race and Transforming Whiteness in the Classroom*. pp. 68-86. [Reading available in the course folder.]
- Tatum, B.D.(2003). Chapters 1 and 2. "Why Are All The Black Kids Sitting Together in the Cafeteria?" pp. 3 – 28.

### **Class A3, August 29 Part I: WHY RACE, CLASS, AND GENDER STILL MATTER**

Readings:

- Introduction to Part I: Why Race, Class, and Gender Still Matter by Margaret L. Andersen and Patricia Hill Collins, pp. 1 – 16.
- "Missing People and Others: Joining Together to Expand the Circle," by Arturo Madrid, pp. 17 - 21.

*IN CLASS VIDEO:* "Shadow of Hate," Southern Poverty Law Conference (40 min.)

**Sinn Fein Walking Tour and Glasnevin Museum and Cemetery, Monday, September 3. This field lab is worth 20% of your grade and is mandatory for this class.**

August 31 – September 3: Galway and Dublin, Ireland  
September 5 – 8: Southampton, England

### **Class A4, September 4 Part I: WHY RACE, CLASS, AND GENDER STILL MATTER**

Readings:

- "Chappals and Gym Shorts: An Indian Muslim Woman in the Land of Oz" by Almas Sayeed, pp. 22 - 27.
- "From a Native Daughter," by Haunani-Kay Trask, pp. 28 – 35.
- "Katrina, Black Women, and the Deadly Discourse on Black Poverty in America," by Barbara Ransby, pp. 35 - 42.

*IN CLASS EXERCISE:* Definitions

## **SEPTEMBER 9, B4: FIELD LAB REACTION/REFLECTION PAPER DUE**

September 10 – 15: Antwerp, Belgium

### **Class A5, September 16 WHY RACE, CLASS, AND GENDER STILL MATTER**

*Reading:*

"Oppression," by Marilyn Frye, pp. 43 - 45.

"Label Us Angry," by Jeremiah Torres, pp. 46 - 48.

"A Different Mirror," by Ronald T. Takaki, pp. 49 - 60.

*HANDOUT:* "Ten Things Everyone Should Know About Race"

*IN CLASS VIDEOS:*

Ronald Takaki

<http://www.youtube.com/watch?v=8rftPIKx6VY&feature=related>

Ronald Takaki tribute (6.42 minutes).

<http://www.youtube.com/watch?v=8qKYB4-frDc&NR=1>

Supplemental video: Feel free to also watch (on your own):

You Tube Video: America In A Different Mirror by Ronald Takaki:

<http://www.youtube.com/watch?v=gpg722mR6nE&NR=1>

### **Class A6, September 18 IDENTITY DEVELOPMENT**

*Reading:*

Tatum, B.D.(2003). The Early Years (Chapter 3), Identity Development in Adolescence (4), Racial Identity in Adulthood (5). "Why Are All The Black Kids Sitting Together in the Cafeteria?" pp. 31 – 90.

*HANDOUTS:* Racial Identity Development Models

*EXERCISE:* Identi-Tree

September 19 – 21: Lisbon, Portugal

September 23 – 26: Cadiz, Spain

### **Class A7, September 27 RACE AND RACISM**

*Reading:*

"Seeing More than Black and White," by Elizabeth Martinez. pp. 87 – 92.

"Of Race and Risk," by Patricia J. Williams, pp. 93 – 95.

"Color-Blind Privilege: The Social and Political Functions of Erasing the Color Line in Post Race America," by Charles A. Gallagher, pp. 95 - 99.

*IN CLASS VIDEO:* "Race: The Power of an Illusion" (Part I: 168 min. We will only watch part of this video)

*EXERCISE:* Paul Kivel's "Words and Meanings"

September 28 – October 1: Casablanca, Morocco

**Class A8, October 3**  
**WHITE IDENTITY AND WHITE PRIVILEGE**

Reading:

"White Privilege: Unpacking the Invisible Knapsack," by Peggy McIntosh, pp. 99 - 104.

Tatum, B.D.(2003). The Development of White Identity (Chapter 6). "*Why Are All The Black Kids Sitting Together in the Cafeteria?*" pp. 93 - 113.

*IN CLASS ACTIVITY:* Dominant Culture and Privilege exercises  
What is White Culture?

*VIDEO:* Unpacking the Invisible Knapsack with Peggy McIntosh (6:03 minutes)  
<http://www.youtube.com/watch?v=DRnoddGTMTY>

*HANDOUT:* The Components of Dominant Culture: Values and Beliefs

**ASSIGNMENT DUE: REFLECTION PAPER #1**

**DROP IN OFFICE HOURS: October 5, 1000 – 1130 hours in the Coffee Bistro**

**Class A9, October 6**  
**RACE AND RACISM**

Readings:

"What White Supremacists Taught a Jewish Scholar About Identity," by Abby Ferber, pp. 104 - 108.

"Race as Class," by Herbert J. Gans, pp. 108 - 115.

Tatum, B.D.(2003). White Identity and Affirmative Action (Chapter 7). "*Why Are All The Black Kids Sitting Together in the Cafeteria?*" pp. 93 - 113.

*EXERCISE:* What Kind of Oppression is This?

October 8 – 11, Tema, Ghana

**Class A10, October 13**  
**CLASS AND INEQUALITY**

Readings:

- "Shadowy Lines That Still Divide," by Janny Scott and David Leonhardt, pp. 115 - 122.
- "Across the Great Divide: Crossing Classes and Clashing Cultures," by Barbara Jensen, pp. 122 - 128.
- "How the New Working Class Can Transform Urban America," by Robin D. G. Kelley, pp. 146 - 152.

*IN CLASS ACTIVITY:* Archie Bunker's Neighborhood

**Class A11, October 15**  
**MID-TERM EXAM**

**Class A12, October 17**  
**GENDER AND SEXISM**

Readings:

- "Sex and Gender through the Prism of Difference," by Maxine Baca Zinn, Pierrette Hondagneu-Sotelo, and Michael Messner, pp. 153 - 161.
- "The Myth of the Latin Woman: I Just Met a Girl Named Maria," by Judith Ortiz Cofer, pp. 161 - 166.
- "The Bachelor: Whiteness in the Harem," by Rachel E. Dubrofsky, pp. 166 - 175.
- "Gladiators, Gazelles, and Groupies: Basketball Love and Loathing," by Julianne Malveaux, pp. 188 - 193.

October 18 – 22, Cape Town, South Africa

**Class A13, October 24**  
**ETHNICITY AND NATIONALITY**

Readings:

- "Is This a White Country, or What?" by Lillian B. Rubin, pp. 193 - 201.
- "Optional Ethnicities: For Whites Only?" by Mary C. Waters, pp. 201 - 209.
- "The Contested Meaning of 'Asian American': Racial Dilemmas in the Contemporary U.S.," by Nazli Kibria, pp. 216 - 226.

VIDEO: Asians in the Library

**Class A14, October 26**  
**ETHNICITY AND NATIONALITY**

Readings:

- "The First Americans," by C. Matthew Snipp, pp. 463 - 469.
- "Tapping Our Strength," by Eisa Nefertari Ulen, pp. 515 - 521.

VIDEOS: "Show Me Your Papers," 4:22 minutes

"Hate Comes to Orange County," 5:51 minutes  
<http://www.youtube.com/watch?v=NutFkykjmbM>

**ASSIGNMENT DUE: PHOTO ESSAY DUE.**

**DROP IN OFFICE HOURS: October 28, 1000 – 1130 hours in the Coffee  
Bistro**

**Class A15, October 29  
SEXUALITY AND HETEROSEXISM**

*Reading:*

"Prisons for Our Bodies; Closets for Our Minds," by Patricia Hill Collins, pp. 235 - 241.

"Get a Life, Girls," by Ariel Levy, pp. 253 - 255.

"Darker Shade of Queer," by Chung-suk Han, pp. 255 - 262.

*VIDEO:* "Zach Wahls Talks About Family," 3 minutes

<http://www.youtube.com/watch?v=yMLZO-sObzQ>

*EXERCISE:* Defining Homophobia, Heterosexism, and Transphobia

**Class A16, October 31  
SOCIAL INSTITUTIONS**

*Reading:*

Part III: THE STRUCTURE OF SOCIAL INSTITUTIONS. Introduction by Margaret L. Andersen and Patricia Hill Collins, pp. 269 - 282.

"Racism in Toyland," by Christine L. Williams, pp. 291 - 297.

"The Indignities of Unemployment," by Kenneth W. Brown, pp. 298 - 299.

November 2 – 5, Buenos Aires, Argentina  
November 6 – 8, Uruguay

**Class A17, November 9  
MEDIA AND POPULAR CULTURE**

*Reading:*

"Re-Reading 'Sex and the City': Exposing the Hegemonic Feminist Narrative," by Rebecca Brasfield, pp. 360 - 368.

"Racist Stereotyping in the English Language," by Robert B. Moore, pp. 368 - 379.

"Crimes Against Humanity," by Ward Churchill, pp. 379 - 386.

"Media Magic: Making Class Invisible," by Gregory Mantsios, pp. 386 - 394.

*VIDEO:* Sex and the City II Trailer

<http://www.youtube.com/watch?v=dLfrBIqDgcI>

and

"No Ifs, Ands, and Butts"

<http://www.youtube.com/watch?v=LF0k9ZJC36w> (2.32 minutes)



## **ASSIGNMENT DUE: REFLECTION PAPER #2**

November 11 - 13 – Rio de Janeiro, Brazil

### **Class A18, November 14 MEDIA AND POPULAR CULTURE**

Reading:

"Who(se) Am I? The Identity and Image of Women in Hip-Hop," by Imani Perry, pp. 394 - 406.

"Why Segregation Matters: Poverty and Educational Inequality," by Gary Orfield and Chungmei Lee, pp. 416 - 425.

### **Class A19, November 16 EDUCATION**

Reading:

"How a Scholarship Girl Becomes a Soldier: The militarization of Latina/o youth in Chicago public schools. pp. 426 - 436.

"Life at the Top in America Isn't Just Better, It's Longer," pp. 437 - 449.

*VIDEO:* Class Dismissed

<http://www.youtube.com/watch?v=xIJENf-s6r4>

**DROP IN OFFICE HOURS: November 18, 1000 – 1130 hours in the  
Coffee Bistro**

### **Class A20, November 19 FIGURING OUT WHERE YOU STAND**

Readings:

\*Manning, K. (May/June 2009). What's Your Analysis? Philosophical underpinnings of student affairs work regarding difference. *About Campus*, 14(2).

"Age, Race, Class, and Sex: Women Re-defining Difference," by Audre Lorde, pp. 505 - 511.

"Feminism's Future: Young Feminists of Color Take the Mic," by Daisy Hernandez and Pandora K. Leong, pp. 512 - 514.

*EXERCISE:* Where do you stand?

### **Class A21, November 21 APPLYING WHAT YOU LEARNED**

Readings:

Tatum, B.D. Embracing a cross-racial dialogue (Chapter 10). "Why Are All The Black Kids Sitting Together in the Cafeteria?" pp. 193 - 206.

*EXERCISE:* Student Role Plays

November 22 – 24, Manaus, Brazil

**Class A22, November 26  
BEING CHANGE AGENTS AND ALLIES**

Reading:

- \*Kivel, P. Guidelines for Being a Strong White Ally. Available in course folder only.
- \*Evans, N.J., & Broido, E.M. (2005). Encouraging the Development of Social Justice Attitudes and Actions in Heterosexual Students. *New Directions for Student Services*, no. 110. Available in course folder only.

**Class A23, November 28  
SUMMARY, WRAP UP, AND EXAM REVIEW**

December 1 – 2, Dominica

**EXAM, A FINALS DAY, December 3**

**COURSE REQUIREMENTS**

**METHODS OF EVALUATION**

- 20% Reflection papers (2 papers) (Due A8 and A17)
  - 20% Photo Essay (Due A14 or earlier)
  - 20% Field Lab Reaction/Reflection Paper (due September 9, B4)
  - 40% Exams (A11 and A Finals Day) (20% each)
- (Except under extenuating circumstances discussed in advance of the due date, late assignments will not be given full credit.)*

All papers will be turned in electronically to  
[kathleen.manning.f12@semesteratsea.org](mailto:kathleen.manning.f12@semesteratsea.org)  
no later than midnight of the due date. Any papers received after midnight will be considered late and not given full credit.

Document naming protocol for assignments handed in via e-mail:  
yourlastname assignmentname.doc  
(For example, lopez port reflection.doc; smith field lab.doc)

**FIELD ASSIGNMENTS**

**Field Lab Paper: Sinn Fein Walking Tour and Glasnevin Museum and Cemetery, Monday, September 3 (mandatory)**

*Sinn Fein, a political party in Ireland. The name of the party has conflicted meanings but is attributed to mean "We Ourselves." The phrase is a statement of intent used against British rule at the time of the foundation of this political*

*party. The phrase suggests that Ireland should be ruled by "We Ourselves," in other words, the Irish people. Sinn Fein is a left wing, Irish republican political party. Founded in 1905 by Arthur Griffith, Sinn Fein took its current form in 1970 after a split within a larger political party. Sinn Féin has elected representatives in both Northern Ireland and the Republic of Ireland. This Field Lab will involve the walking tour led from the Sinn Fein Bookstore (approximately 1.5 hours; wear comfortable walking shoes). Following the walking tour, we will travel by bus to Glasnevin Museum. The museum is operated by Glasnevin Trust and opened in April 2010. The self-funded €11 million museum showcases the social, historical, political and artistic development of modern Ireland through the lives of the 1.5 million people buried in Glasnevin Cemetery – Ireland's national necropolis. Glasnevin Cemetery was originally opened by the great 'Liberator', Daniel O'Connell, in 1832 for the purpose of burying 'people of all religions and none' with dignity. This field lab is a requirement of Professor Manning's Race, Class, and Gender course. The themes of the class (including oppression, class conflict, and ethnic differences) will be illustrated through the walking tour and tour of the museum and cemetery.*

You are to summarize your reactions and observations of the Field Lab in a 3-page Reaction/Reflection paper (see Reflection Paper description for information about writing style for this assignment). During the field lab, we will engage in discussion, reflection, and analysis together. Questions to consider during the field lab and to be discussed in the reflection paper may include:

- How is race, class, gender, or sexual orientation expressed and enacted?
- How does religion play a role in the information you obtained during the field lab?
- How does ethnicity play a role in what you experienced?
- What do the cultural artifacts that you observe tell you about the way that race, gender, sexual orientation and expression, religion, and other aspects of identity are expressed?
- What did you learn about your identities through the field lab that you did not previously realize?

### **Class Attendance/Participation**

Each student is expected to attend all class sessions. Attendance will be taken. See above information about Missed Classes.

Creating a class climate that facilitates openness, increased awareness, and critical thinking is a responsibility shared by the professor and all class members. Students with physical, emotional, and/or learning needs are invited to inform the professor so arrangements can be made. Special situations that conflict with class attendance must be discussed in advance with the professor in person.

Students are to be on time, prepared for class discussions and presentations, and actively involved in classes. Each student is expected to read all assigned readings, stay with the course syllabus, and come to each class prepared to discuss the major concepts/key ideas from the reading. Each student should prepare questions about or reactions to the reading for each class. The professor may give a brief reading content quiz at the beginning of one or more class meetings to insure that the students are staying current with assignments.

### **Reflection Papers (Due A8 and A17)**

Note on Writing: Writing is an important skill. Your papers should reflect careful attention paid to clarity of content and organization, and to paper, paragraph, and sentence structure, grammar, spelling, and punctuation. I may refuse to read and grade papers that lack this kind of care and attention.

Each student will write 2 reaction/reflection papers during the course. These papers will be based on readings and class activities as explained below or based on specific directions given by your professor. Each is to be prepared with double-spaced, margins 1.0 inch, 12 point font. Be specific and concrete in these 2-page reflection papers. Use examples, illustrations, and specific references whenever possible.

The purpose of the reflection papers is to give you the opportunity to

- ❑ link theory and practice,
- ❑ explore questions and ideas spurred by the reading, and
- ❑ translate the concepts in the reading into your own words and thoughts.

Each paper should consist of your thoughtful, clearly articulated reflections on and/or reactions to 1) one or more of the assigned readings for that week, 2) films, lecture, presentations, or class discussions from the previous week's class, 3) a combination of readings and the aforementioned class activities, or 4) an experience that happened to you on or off the ship that you would like to reflect on.

You can also use films checked out from the library or viewed on the ship's film loop as content for the reflection papers. The film must be chosen from the following list. You should watch the film with an eye for how the dynamics of race, class, and gender are expressed. Please watch these films with a critical, not entertainment, eye. These films are in the ship's library and I have requested that they be played on the loop but they may not be. You can check out these films and/or documentaries and watch them as content for one reflection paper.

Amistad

Faces of the Enemy

Crash

The End of Poverty?	Explaining Globalization	The Story of Stuff
Eyes on the Prize	Gender and Communication	Islamic Mysticism
Real Women Have Curves	The Laramie Project	Skin Deep
A World of Differences	Ethnic Notions	Deadly Persuasion
Rabbit Proof Fence	What's Race Got to Do With It?	
Killing Us Softly	Remember the Titans	12 Angry Men
To Kill a Mockingbird	Pluralism in America	Malcolm X
Straightlaced	Capitalism: A Love Story	Bully
The Times of Harvey Milk	American Tongues	

There may be other relevant films in the library other than the ones on this list from which you can chose. Check with the librarians for additional titles.

The following questions can guide the reflection papers:

- What thoughts and feelings occurred to you regarding the readings/activity,
- What the issues presented mean to you and/or how they affect your life,
- What insights or questions you have in regard to them, and
- How your thinking and feelings may have changed as a result of the readings(s)/activity?

Criteria for grading will be

- ❑ evidence of reflection and exploration,
- ❑ links to readings and class discussions, `
- ❑ quality of the writing,
- ❑ insight about the theory and how it may apply to your personal life.

### **Photo Essay (Due A14)**

The purpose of this assignment is to help you

- ❑ Link theory and practice through analysis of the topic using the theory discussed in class,
- ❑ Become more aware of culture and your environment,
- ❑ Give you the opportunity to understand how the topics including theory discussed in class are expressed within your everyday life,
- ❑ Enable your creativity to be expressed.

Using a digital camera or phone, compose a photo essay based on race, gender, sexual orientation, gender expression, class, or other oppressions. This assignment can be accomplished on any number of field labs, faculty led trips, shipboard life, and port experiences.

The photos from your experience are to be organized into a powerpoint, website, or Word document. There should be a comment (or paragraph) accompanying each picture. If submitting as a powerpoint, the paragraph can be formatted onto the slide or listed in the "notes" section. If a website, the

paragraph can be built into the webpages. If you are submitting the assignment as a Word document (7 pages maximum), you can paste the paragraph with the photo. It is difficult to place a page limit on Powerpoint presentations and websites as the parameters depend on your formatting. Documents can be saved and submitted as PDFs to ease submission.

Photo essays are to be submitted to a course folder set up for this purpose. The folder location and name will be announced in class. If you would prefer to submit your photo essay to me privately (the folder will be available to all on the ship), I will be available during open office hours to receive your assignment.

You are encouraged to undertake this assignment in a respectful and non-parasitic manner. When possible, ask permission to take someone's picture; do not create an inferior/superior situation when photographing people; and avoid ethnocentrism.

### **Examinations: Mid-Term and Final**

Two in class multiple-choice exam will be given on A11 and the A Day exam day. Material tested in the examination will be the major concepts discussed in the class, the readings, assignments, and class activities.

### **RESERVE LIBRARY LIST**

AUTHOR: Anderson, M. L. and Collins, H. P.

TITLE: *Race Class and Gender*.

PUBLISHER: Thomson/Wadsworth

ISBN #: 0495598828

DATE/EDITION: 2010, (7<sup>th</sup> edition)

COST: \$ 106.95

AUTHOR: Tatum, B. D.

TITLE: *"Why Are All The Black Kids Sitting Together in the Cafeteria?"*

PUBLISHER: NY: Basic Books.

ISBN #: 9780465083

DATE/EDITION: 2003

COST: \$15.95

### **ADDITIONAL RESOURCES**

Videos or DVDs:

"Shadow of Hate," Southern Poverty Law Conference (40 min.)

"Race: The Power of an Illusion" (Part I: 168 min.)

[http://www.pbs.org/race/000\\_General/000\\_00-Home.htm](http://www.pbs.org/race/000_General/000_00-Home.htm)

"Class Dismissed," Pepi Leistyna

<http://www.mediaed.org/cgi-bin/commerce.cgi?key=411&preadd=action>