



Course Syllabus

The University of Vermont

EDFS 001 – Diversity Education: Race and Racism in the U.S.

(3 Credits)

Summer 2014

June 16 – 22, 2014 (5 workdays of Instructor-guided online/distance learning)

June 25-July 2: Face-to-face class time each day, 9:00am – 12:00p, 1:15 – 4:15p; July 3: Last Face-to-face class time: 9:00am – 12:00pm (7 days of face-to-face class time). Students check out

July 7 -July 11: Out-of-classroom course work & assignments delivered online

Instructor: Vincent M. Mugisha, (PhD, ABD)

Office: Waterman Building Room 408

Office Hours: By appointment only

Office Phone: None in the office (Email is the best way to reach me)

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I. Course Description

The principles of equality and justice are enshrined in the **U.S. Constitution**, and yet **racial inequality and social injustice** are arguably still an all too present reality in America. In this course we will primarily examine and analyze the origins, incidence, and consequences of racial inequality and injustice, in relation to other forms of oppression. We will first explore the social construction of differences with a focus on race and racism. We will then consider institutional racial inequalities in fields of education, workplace, wealth, and health outcomes. Finally, we will challenge ourselves to consider alternative ways of using our intellectual power and privilege both as college students, and future professional practitioners to interrupt systems of racial oppression. Our learning will come from critical reading and discussion of assigned texts produced by renown White and non-White anti-racist/diversity educators, critical examination of videos and other media, and active class discussions and dialogues. Through our understanding of the invisible social systems, which define oppression for some social groups while creating privilege for others, we will unpack our transformative role in the these oppressive social systems.

II. Essential Learning Questions

- Where does the idea of race come from?
- When did racism begin, and how long has racism been around in the U.S.?
- What are the different forms of racism that a student in this class should be aware of?

- What does racism look like today in American society?
- How does racism affect both dominant and subordinate racial groups in the U.S.?
- How is racism perpetuated in society?
- How can racism in the U.S. be interrupted?

Enduring Course Objectives

This course has three purposes. The first is *informative*: you will become familiar with how individuals' lives are materially and symbolically shaped by socially constructed differences (e.g. race). The second is *analytic*: you will learn theories and concepts that describe and explain how and why these social structures of privilege and difference are so powerful and how we are taught to think about and respond to them. The third is *pragmatic*: as we study privilege, difference and oppression, we will consider the goals of individuals and societies, asking ourselves, "***How can we move beyond racism?***"

Upon completion of the course, it is expected that you will:

1. Have greater knowledge of the notion of privilege and differences that constitute oppression in American society,
2. Gain familiarity with a variety of concepts and theories that explain systemic racial oppression, and
3. Become aware of **anti-racist social change** and apply this awareness and in your own social lives in a way that interrupts (rather than perpetuates) the system of racial privilege.

Targeted Learning Objectives

At the "successful" completion of this course, it is my expectation that you will be able to:

1. Develop and demonstrate skills involved in thinking critically (*as reflexive intellectuals*) about racial inequality, privilege, and oppression.
2. Describe the theory of social construction, and the role of social institutions in constructing categories of social difference and systems of privilege.
3. Employ empathy when examining the racialized experiences and perspectives of others.
4. Identify the role of individuals and coalitions in transforming systems of racial oppression and privilege.

IV. Course Materials/Texts

Two books (**also available at UVM book store**) are required texts for the course. Additional print and electronic reading material will be assigned throughout the semester. **MAKE SURE YOU ORDER THE RIGHT EDITIONS**

1. Johnson, Allan G. 2006. *Power, Privilege, and Difference* **2nd Edition**. Mountain View, CA: Mayfield
2. Tatum, Beverly Daniel. 1997. *Why Are All the Black Kids Sitting Together in the Cafeteria? And other Conversations About Race*. Basic Books, New York, NY

NOTE: YOU ARE REQUIRED TO HAVE YOUR OWN COPY (PURCHASED OR BORROWED) IN CLASS (FOR REFERENCE) AND OUT OF CLASS (TO EFFECTIVELY COMPLETE READINGS AND COURSE ASSIGNMENTS).

V. Mode/Style of Teaching

During Off-Campus Instructor-guided learning Phase

I believe students learn through being actively engaged in each class. I must admit that it is a little challenging for a professor to engage every student **during the off-campus instructor-guided learning phase (June 16 – 22)**. To overcome this challenge, in the table below, I have provided clear guidance on materials to review, on which to make notes, complete a daily quiz and write a reflection basing on the question prompts that I will email a day before. **The Johnson and Tatum course texts will be our theoretical base and seed for our class discussion.** We will use the online resource called Blackboard to access course material and post all assignments. When all assignments are graded (which I will do promptly) you will have immediate access to your grade in your Blackboard grade center.

During On-Campus Face-to-Face Learning Phase

I will diversify my teaching strategies to include video watching, short lectures, small group interactions, partner interactions, and in-class readings and reflection writing. Regarding assignments, my intent is to create assignments that are meaningful, i.e. that build social skills for now and in your future. The assignments' purpose is to continue your learning beyond the classroom, and push you to think deeper.

I have selected media, texts, and readings that will reflect a pragmatic approach to learning at the same time demonstrating how theory and research can lead to strong practice (and vice versa). Documentaries and Movies will augment the readings and offer examples and insights to demonstrate and reinforce theory you read in the assignment readings. Although we will not discuss every concept in the book, you will be expected to complete all assigned readings in order to build a strong foundation for informed dialogue. Therefore, it is essential for you to complete assigned readings prior to each class. **I strongly recommend that you take notes as you read (or watch movies in class) and organize your thoughts about the readings before class.**

VI. Attendance and Late Work:

There are **only 5 workdays of instructor-guided online pre-campus distance study AND 7 days of on-campus face-to-face class time** and you are required to attend all of them if you are to earn credit in this course. Only one **APPROVED ABSENCE IN ADVANCE** may be excused without penalty (see note below about religious holidays). ***For every additional absence, your grade will go down by a letter. NOTE: In addition to the ONE approved absence in advance, you will be required to schedule with the course instructor a plan according to which you will catch up on missed class content.***

We all run late on occasion. If you are late to class or cannot attend class, it is your responsibility to collect material (handouts, notes, new deadlines, etc.) both from the instructor and your classmates from your classmates. Late work **may be excused if approved by the instructor** prior to the assigned due date. **Also, since all assignments will be submitted online by way of BLACKBOARD, it is your responsibility to**

observe deadlines, and immediately report to the instructor any technological difficulties hindering your timely submission of course assignments.

NOTE: The official policy for excused absences for religious holidays: Students have the right to practice the religion of their choice. Each semester students should submit in writing to their instructors by the end of the second full week of classes their documented religious holiday schedule for the semester. Faculty must permit students who miss work for the purpose of religious observance to make up this work.

Course Accommodations: If you have a documented disability that warrants accommodation in this course, please make an appointment with me at your earliest convenience. I am committed to facilitating your success and will make appropriate accommodations that will increase your learning opportunities in this class. If you have not already contacted ACCESS, please do so. They are located at A170 Living/Learning: 656- 2233.

UVM Learning Cooperative Information: Your ability to communicate through writing is an essential skill and required for success in this course. For one-to-one assistance with any stage of the writing process (including proofreading and technical assistance) as well as help with study skills such as time management and organization, please contact the Learning Cooperative at 244 Commons Living/Learning, 656-4075

VII Academic Honesty:

All students are required to be familiar with and adhere to the “Academic Honesty Policy and Procedures” delineated in the most recent edition of “The Cat’s Tale”. (<http://www.uvm.edu/~dosa/handbook/>).

**Class Schedule/ Readings/ Assignments:
June 16- 22, AND June 15-July 3 2014**

Date	Topic	Tasks to be accomplished for the off-campus workday	Assignments on Blackboard
Off-campus Day 1-Monday June 16	<ul style="list-style-type: none"> ❖ <i>Introducing the course & clarifying course requirements</i> ❖ <i>Introducing Relevant Concepts of Race & Racism</i> 	<ol style="list-style-type: none"> 1. Review the entire syllabus (on blackboard) 2. Review the class notes text titled “Introducing Relevant Concepts on Race (on Blackboard) 3. Read and makes notes on pages XIII-XIX and Pages 3-17 in Beverly Tatum’s Book 4. Read and make notes on 	<ol style="list-style-type: none"> 1. Complete quiz on the readings on Blackboard by 8 pm on Monday June 16 2. Write and post on Blackboard a reflection of a few paragraphs following the questions prompts

		pages VII-XII) & Chapter 1 Pages.1-11 in Alan Johnson's Book	by 8 pm on Monday June 16 3. (Note: Alerts of <u>question prompts will appear in your email a day earlier</u>)
Off-campus Day 2-Tuesday June 17	Diversity issues: 1. <i>Privilege, Oppression, and Difference</i> 2. <i>Relationship between the Economic System of Capitalism and Issues of Privilege and Oppression in America</i>	Read and make notes on Chapter 2-3 Pages.12-53 in Alan Johnson's Book	1. Complete quiz on the readings on Blackboard by 8 pm on Tuesday June 17 2. Write and post on Blackboard a reflection of a few paragraphs following the questions prompts by 8 pm on Tuesday June 17 3.
Off-campus Day 3-Wednesday June 18	The Trouble around Privilege	Read and make notes on Chapter 4-5 Pages 54-75 in Alan Johnson's Book	1. Complete quiz on the readings on Blackboard by 8 pm on Wednesday June 18 2. Write and post on Blackboard a reflection of a few paragraphs following the questions prompts by 8 pm on Wednesday June 18 3.
Off-campus Day 4-Thursday June 19	The Social System of Privilege and How we all Perpetuate Privilege through Paths of Least Resistance	Read and make notes on Chapter 6-7 Pages 76-107 in Alan Johnson's Book	1. Complete quiz on the readings on Blackboard by 8 pm on Thursday June 19 2. Write and post on Blackboard a

			reflection of a few paragraphs following the questions prompts by 8 pm on Thursday June 19
Off-campus Day 5-Friday June 20	How we can Interrupt Systems of Privilege	Read and make notes on Chapter 8-9 Pages 108-136 in Alan Johnson's Book	<ol style="list-style-type: none"> 1. Complete quiz on the readings on Blackboard by 8 pm on Friday June 20 2. Write and post on Blackboard a reflection of a few paragraphs following the questions prompts by 8 pm on Friday June 20

June 21-24: Transition Period to On-campus Face-to-Face Class time

Date	Topic	Quizzes and Reflections on assigned readings are Due on Blackboard by 10pm
On-Campus Face-to-Face Day 1 Wednesday June 25 9:00– 12:00pm 1:15 – 4:15pm	<ul style="list-style-type: none"> ❖ <i>Getting to know each other personally</i> ❖ <i>Clarifications and Explanations about the On-Campus Learning Phase</i> ❖ <i>In-class discussion of learning from material read during the Off-Campus Phase</i> ❖ <i>Watch and Discuss Video: What's Race got to do with it?</i> ❖ <i>In-class reflection writing on the Video "What's Race got to do with it?"</i> 	Post the reflection that you drafted in class on Blackboard 10pm.
On-Campus Face-to-Face Day 2 Thursday June 26 9:00– 12:00pm 1:15 – 4:15pm	<ul style="list-style-type: none"> ❖ <i>The Biology of Race, and Introduction of "Social construction of Race"</i> ❖ <i>Watch and Discuss Video: Race-The Power of an Illusion: The Difference Between Us</i> ❖ <i>Readings and Discussions: The Complexity of Racial Identity (Chapter 2-3 Pages 18-51 in Beverly Tatum's' book)</i> 	<p>Post your quiz answers on Blackboard by 10 pm on Thursday June 26 prompts</p> <p>Post the reflection that you drafted in class on</p>

	<ul style="list-style-type: none"> ❖ <i>In-class exercise and reflection writing</i> 	Blackboard 10pm.
<p>On-Campus Face-to-Face Day 3 Friday June 27 9:00– 12:00pm 1:15 – 4:15pm</p>	<ul style="list-style-type: none"> ❖ <i>The Origin of the Race Idea in America</i> ❖ <i>Social construction of Race: Historical Assignment of Meaning to Race</i> ❖ <i>Watch and Discuss Video: Race-The Power of an Illusion: The Story we Tell</i> ❖ <i>Readings and Discussions: Racial Identity Development in Adolescence & Racial Identity in Adulthood</i> (Chapter 4-5 Pages 52-90 in Beverly Tatum’s’ book) ❖ <i>In-class exercise and reflection writing</i> 	<p>Post your quiz answers on Blackboard by 10 pm on Thursday June 26 prompts</p> <p>Post the reflection that you drafted in class on Blackboard 10pm.</p>
<p>On-Campus Face-to-Face Day 4 Monday June 30 9:00– 12:00pm 1:15 – 4:15pm</p>	<ul style="list-style-type: none"> ❖ <i>How the Federal Government Created Systems of Race Privilege and Created Racial Inequalities</i> ❖ <i>Video and Discussion: Race-The Power of an Illusion: The House We Live In</i> ❖ <i>Readings and Discussions: The Development of White Racial Identity</i> (Chapter 6-7 Pages 93-128 in Beverly Tatum’s’ book) ❖ <i>In-class exercise and reflection writing</i> 	<p>Post your quiz answers on Blackboard by 10 pm on Thursday June 26 prompts</p> <p>Post the reflection that you drafted in class on Blackboard 10pm.</p>
<p>On-Campus Face-to-Face Day 5 Tuesday July 1 9:00– 12:00pm 1:15 – 4:15pm</p>	<ul style="list-style-type: none"> ❖ <i>The social construction of race: What it looks outside the U.S. The Case of South Africa</i> ❖ <i>Watch and Discuss Video: SKIN</i> ❖ <i>Practice with the Movie Viewing Assignment Project in class</i> ❖ <i>Readings and Discussions: The Development of White Racial Identity</i> (Chapter 8-9 Pages 131-190 in Beverly Tatum’s’ book) ❖ <i>In-class exercise and reflection writing</i> ❖ 	<p>Post your quiz answers on Blackboard by 10 pm on Thursday June 26 prompts</p> <p>Post the reflection that you drafted in class on Blackboard 10pm.</p>
<p>On-Campus Face-to-Face Day 6 Wednesday July 2 9:00– 12:00pm 1:15 – 4:15pm</p>	<ul style="list-style-type: none"> ❖ <i>Deliberate Actions Against Different Forms of Racism</i> ❖ <i>College Students Recognizing and Calling Out Oppression: Watch and Discuss Video Clip: The South Shall Rise Again</i> ❖ <i>Classroom teachers educating children about anti-racism</i> ❖ <i>Watch and Discuss Video: A Class Divided</i> ❖ <i>In-class exercise and reflection writing</i> 	Post the reflection that you drafted in class on Blackboard 10pm.

On-Campus Face-to-Face Day 7 Thursday July 3 9:00– 12:00pm	❖ <i>What is my role in anti-racism?</i>	
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July 7 -July 11: Out-of-classroom Course Assignment Schedule

Assignment	Due on Blackboard
Recognizing and Calling Out Racial Oppression: (20%)	July 7 th at 10pm
Movie Night: Discussion Guide and Dialogue Reflection (30%)	July 10 th at 10pm
Final Reflective Essay (20%)	July 11 th at 10pm

NOTE:

Please note that this syllabus is only a preliminary outline of the course, there may be adjustments and changes throughout the course.

IX. Grading Scale, Course Assessment, Description of Assignments, and Related Expectations

Grading Scale:

A+ 97-100; A 93-96; A- 90-92; B+ 87-89; B 83-86; B- 80-82; C+ 77-79; C 73-76; C- 70-72; D+ 67-69; D 63-66; D- 60-62; F <60
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THERE WILL BE NO FINAL TRADITIONAL TIMED/PROCTORED EXAM.

To successfully earn credit for this course, you are expected to complete all of the assignments as indicated on the course schedule. Assignments or tasks such as readings, quizzes, reflections, are due (on Blackboard) as specified in the schedule above.

1. Assignment #1- Daily Quizzes: (15% of the Overall Grade)

To complete the daily multiple-choice quizzes, you will need to do the assigned readings very carefully. After doing the readings individually, you may work in pairs (with a study partner) to discuss the quiz questions in order to identify the right answers and complete the quiz. **Note: You should NOT allow your partner to just get answers from you without carefully completing the readings and helping you identify the right answers.**

Quizzes will be posted on Blackboard on long before they are due, and you get an email alert that they have been uploaded on Blackboard. **You are required to respect the time when you should complete the quiz, because as soon as the time has passed, the quiz link on Blackboard will NO longer be available.**

2. **Assignment#2 Reflections on Readings (2-3 paragraphs on readings): (15% of the Overall Grade)**
3. **Assignment #3- Recognizing and Calling Out Racial Oppression: (20% of the Overall Grade)**
Analyzing the Event in the Video Clip and Writing up a Hypothetical Response
Assignment description handout will be distributed and discussed in class many days ahead of the due date (July 7th at 10pm)
4. **Assignment #4- Movie Night: Discussion Guide and Dialogue Reflection (30%):** Assignment handout explaining the assignment will be availed and discussed in class
Assignment description handout will be distributed in class, many days ahead of the due date (July 10th at 10pm).
5. **Assignment #5- Final Reflective Essay (20%)**
Assignment description handout will be distributed in class, many days ahead of the due date (July 11th at 10pm).