As a First-Year Seminar, this course investigates how we pursue knowledge and cultivate understanding. To achieve this Race in America investigates the thorny issue of race. While some claim that we live in a post-racial America, recent shootings, reports on mass incarceration, and current conversations about immigration should prompt us to ponder this. Race—its meaning and its constructions—has been shaped by and shapes politics, culture, religion, society, economics, and biology. This course will help students to develop an understanding of the ideological, historical, political, scientific, and cultural contexts and foundations of race.

The main focus of our class will be the various constructions of, the diverse meanings of, and the experiences of white Americans and black Americans, but we will also examine race and Native Americans, Latinos, and Asian Americans. Over the course of the semester, students will examine how concepts and understandings of race have shaped their own life experiences and the life experiences of other Americans both similar and different from them. Race is not always an easy topic of conversations but we will not shy away from it. Through these sometimes-uncomfortable conversations, we’ll learn together.
First Year Seminar Course Learning Outcomes

1. Students will be able to differentiate the ways in which knowledge is constructed across multiple disciplines.

   In Race in America students will identify how race is defined by religious studies, history, anthropology, economics, and biology—and see how the definitions change over time. Additionally, students will understand how race is used as a category of analysis by religious studies scholars, anthropologists, economists, historians, and biologists.

2. Students will be able to articulate how their own personal and cultural perspectives affect their discovery and generation of knowledge and understanding.

   In Race in America students will analyze how American conceptions of race shape the experiences of all our country’s citizens (not just those typically assumed to “have race”). This includes personal reflection of every student in the classroom.

3. Students will be able to integrate the principles of Gonzaga’s mission with their academic, personal, and spiritual aspirations.

   In Race in America students will discuss issues surrounding race in contemporary America, and then identify and explain Ignatian means of social justice that respond to these issues. Students will also evaluate how various historical times and places have seen (or not seen) the dignity of human persons.

Course Policies

I do not tolerate plagiarism or cheating. We are an intellectual and academic community, and all of us are responsible to act with integrity. All violations of the Gonzaga Academic Honesty Policy will result in a zero on the assignment. Plagiarism is the act of passing another’s work off as your own. For more on plagiarism consult the guide on blackboard. Plagiarism and cheating are serious academic violations.

The GU Academic Honesty Policy outlines the University’s expectations for the integrity of students’ academic work. Each student has the responsibility (1) to uphold the highest standards of academic integrity in the student’s own work, (2) to refuse to tolerate violations of academic integrity in the university community, and (3) to foster a high sense of integrity and social responsibility on the part of the university community. Click here for more on Academic Citizenship at Gonzaga.
**Student Responsibilities**

As a student enrolled in this course, you agree to do the following:

1) Come to class, arrive on time, and stay for the entire meeting. Make-up accommodations will only be offered for documented University approved activities, extreme illness (i.e., not allergies or a cold), or family emergency.

2) Complete assigned readings, in their entirety, on schedule. You should complete assigned readings by the start of the class meeting. And **bring** the readings to class.

3) Contribute to class discussions. You should come to class with questions and comments, prepared to participate in a lively discussion.

4) Complete all assignments, in a timely manner. I will allow extensions for in distressing cases of family emergencies and extreme illness. Otherwise late papers will be deducted a full letter grade for every day it is late, starting immediately at the beginning of class.

5) Ask for help when you need it. I am happy to assist students in their attempts to master course materials and successfully complete course assignments. Come to my office hours and I am always available via email.

**Requirements and Grading**

1) Reading worksheets. These show critical engagement with texts. Over the course of the semester, you'll need to complete 20 of these. When you want to turn one in, it's due **before** class begins. I'll need to see it before we begin class, and then you can hold onto it and share your question with the rest of class. Each reading worksheet is worth 15 points.

2) Oral History Project. You'll conduct a (sort of) oral history or interview with a grandparent, parent, or older family member or friend. The questions will focus on issues about race and racialized experiences. Worth 200 points.

3) Archive Project. We'll spend a week in the archives on campus looking through clippings and other documents on the Ku Klux Klan. You'll submit group reports about the arrival documents and the archival experience. Worth 200 points.

4) Final Essay/Unessay. You will write a 1500 word essay in reflection...
of the semester or complete an unessay.)

5) Preparation: The least boring and most effective way to learn is to participate fully in the process. You are expected to contribute to the success of this course by: reading the assigned materials, attending every class, taking notes, listening respectfully, and contributing to class discussions. Part of this grade will be reading worksheets you bring to class. These will be graded on a completion scale (check or check minus). No worksheet or poorly completed worksheets will result in a check minus. Each full check reading worksheet is worth 15 points, up to 300. (In other words, you need at minimum 25 checks for full points.) Preparation in total is worth 350 points.

- 20 Reading Worksheets: 300 points
- Oral History Project: 200 points
- Archive Project: 200 points
- Final Essay/Unessay: 350 points
- Other Preparation: 50 points

Total: 1400 points

1400-1255 points: A range
A/A- cutoff at 1297

1254-1115 points: B range
B+/B cutoff at 1200
B/B- cutoff at 1158

1114-976 points: C range
C+/C cutoff at 1060
C/C- cutoff at 1019

975-837 points: D range
D+/D cutoff at 920
D/D- cutoff at 876

836 and below: F

Course Policies

RESPECT FOR MATERIAL, OUR SUBJECTS, AND YOUR PEERS
This is a course housed in religious studies and not confessional in nature; that is, we are not here to promote a particular religious viewpoint or to debate religious “truth.” Rather, we will be engaging religious materials as anthropologists, historians, and sociologists to understand their meanings for the people who have produced and used them. You may have your own religious commitment; if so, throughout this course you will likely encounter opinions and religious beliefs and activities with which you do not agree. This does not make them unworthy of your study, consideration, and respect. I ask you to imagine yourself in the shoes of someone else whose practices and beliefs may differ from your own and yet carry immense meaning and value for that person. If your personal religious commitment is causing you to have difficulties doing this, please feel free to discuss it with me privately.

Furthermore, students will be expected to communicate in a civil manner at all times, both in and out of the classroom. This means that interactions are to be carried out in a polite, courteous, and dignified way. Treat your peers and the subject material with respect.

A NOTE ON HARASSMENT, DISCRIMINATION AND SEXUAL MISCONDUCT
Consistent with its mission, Gonzaga seeks to assure all community members learn and
work in a welcoming and inclusive environment. Title VII, Title IX and Gonzaga’s policy prohibit harassment, discrimination and sexual misconduct. Gonzaga encourages anyone experiencing harassment, discrimination or sexual misconduct to talk to someone from the Campus and Local Resources list found in the Student Handbook: [www.gonzaga.edu/studenthandbook](http://www.gonzaga.edu/studenthandbook) about what happened so they can get the support they need and Gonzaga can respond appropriately. There are both confidential and non-confidential resources and reporting options available to you. Gonzaga is legally obligated to respond to reports of sexual misconduct, and therefore we cannot guarantee the confidentiality of a report, unless made to a confidential resource. Responses may vary from support services to formal investigations. As a faculty member, I am required to report incidents of sexual misconduct and thus cannot guarantee confidentiality. I must provide our Title IX coordinator with relevant details such as the names of those involved in the incident. For more information about policies and resources or reporting options, please visit the following website: [www.gonzaga.edu/titleix](http://www.gonzaga.edu/titleix). My office is a safe space, but I am legally required to report sexual misconduct.

**ATTENDANCE POLICY**

According to the [Gonzaga University attendance policy](http://www.gonzaga.edu/studenthandbook), if you miss more than 6 class meetings, you will receive a “V” for this class, which is the same as a “F.”

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**Course Schedule**

Important: You need to come to class having already read the assigned reading for that day; in other words, readings are due the date listed.

**Week 1: Course Introduction**

**Wednesday, Aug 31**: Course Introduction

**Friday, Sept 2**: Epistemology Exploration!: How to think like a Religion Scholar

Reading: Watch “[Why We Want to Study Religion](https://www.youtube.com/watch?v=ZpYQZ5R76dE)” online

**Week 2: Race as Taxonomy**

**Monday, Sept 5**: No Class. Labor Day

**Wednesday, Sept 7**: Taxonomy and Classification

Reading: “[White People Did Not Exist Until 1681](https://www.gonzaga.edu/titleix)” and “The Order of Things” on blackboard

**Friday, Sept 9**: Where did race come from?

Reading: “Whiteness as Property” on blackboard, pages 1709-1731 (to 4 The Property Functions of Whiteness)
Week 3: Race and Theory
Monday, Sept 12: Where did race come from?
Reading: “Whiteness as Property” on blackboard, pages 1731-1757 (to IV The Persistence of Whiteness as Property)
Wednesday, Sept 14: No class. Dr. Clark will be at a teaching and assessment workshop.
Friday, Sept 16: Where did race come from?
Reading: “Whiteness as Property” on blackboard, pages 1757-end

Week 4: Race and Theory
Monday, Sept 19: White Privilege
Reading: “White Privilege: Unpacking the Knapsack” on blackboard
Wednesday, Sept 21: Subjectivity
Reading: “Habitus” on blackboard
Friday, Sept 23: Introducing Race in American History
Reading: Prologue and Introduction in The Color of Christ

Week 5: Early American Ideas about Race
Monday, Sept 26: Native Americans, Europeans, and Africans
Reading: Chapter 1 The Color of Christ
Wednesday, Sept 28: Slavery
Reading: Chapter 2 The Color of Christ
Friday, Sept 30: Epistemology Exploration!: How to think like a Historian
Reading: Chapter 3 The Color of Christ

Week 6: Oral History
Monday, Oct 3: What is oral history?
Reading: “What is Oral History?” on blackboard
Wednesday, Oct 5: No class. Dr. Clark will be out of town for an American Religion fellowship. Take this opportunity to be working on your oral histories
Friday, Oct 7: No class. Dr. Clark will still be gone. Same hot tip: Work on your oral histories.

Week 7: Early American Ideas about Race
Monday, Oct 10: Manifest Destiny
Reading: Chapter 4 The Color of Christ
Wednesday, Oct 12: Race Science Then & Now
Reading: “The Passing of the Great Race” on blackboard
Friday, Oct 14: Race and Intolerance
Reading: Nada. Work on your write-ups.
**Oral History write-up due to blackboard before class begins.**

**Week 8: 19th Century, Changes and Status Quo**

Monday, Oct 17: Reconstruction
Reading: Chapter 5 *The Color of Christ*

Wednesday, Oct 19: Epistemology Exploration!: How to think like a Biologist
Reading: “Race and Genomics” on blackboard

Friday, Oct 21: Immigration
Reading: Chapter 6 *The Color of Christ*

**Week 9: Race in the Age of Jim Crow and Civil Rights**

Monday, Oct 24: No Class. Founder’s Day

Wednesday, Oct 26: Jim Crow
Reading: Chapter 7 *The Color of Christ*

Friday, Oct 28: Civil Rights Movement
Reading: Chapter 8 *The Color of Christ*

**Week 10: Race in the Age of Jim Crow and Civil Rights**

Monday, Oct 31: Civil Rights Movement
Reading: “Letter from Birmingham Jail” on blackboard

Wednesday, Nov 2: Mass Incarceration
Reading: Chapter *The Color of Christ*

Friday, Nov 4: Epistemology Exploration!: How to think like a Political Scientist
Reading: “The Negro Family” on blackboard

**Week 11: Race in the Age of Jim Crow and Civil Rights in the Archives!**

Monday, Nov 7: Into the Jesuit Archives
Reading: “Habits of Mind” on *The American Scholar*

Wednesday, Nov 9: Archives
Reading: “The Materiality of the 1920s Klan's Christianity, Patriotism, and Intolerance” on blackboard

Friday, Nov 11: Archives
Week 12: Contemporary America
Monday, Nov 14: Jim Crow's Long Shadow
Reading: Ken Burns's 2016 NEH Jefferson Lecture (start at 16:30)
Wednesday, Nov 16: Epistemology Exploration!: How to think like an Economist
Reading: Introduction, Capital in the Twenty First Century
Friday, Nov 18: No Class. Dr. Clark will be in San Antonio for the national meeting of the American Academy of Religion.

Week 13: No Class.
Nov 21 - Nov 25: No Class. Dr. Clark will still be out of town, and then Thanksgiving!
Archive report due Monday, Nov 21 by class time.

Week 14: Contemporary America
Monday, Nov 28: Epistemology Exploration!: How to think like an Anthropologist
Reading: Up to page 39 in Between the World and Me
Wednesday, Nov 30: Immigration today
Reading: Up to page 64 in Between the World and Me
Friday, Dec 2: Race in Contemporary America
Reading: Up to page 99 in Between the World and Me

Week 15: Contemporary America
Monday, Dec 5: Race in Contemporary America
Reading: Finish Between the World and Me
Wednesday, Dec 7: Return to Mass Incarceration
Reading: “Healing, Memory, Ontological Intimacy, and U.S. Imprisonment” on blackboard
Friday, Dec 9: Social Justice for the 21st Century
Reading: Gonzaga Mission Statement

Final Exam Week
Friday, Dec 16: 10:30 am - 12:30 pm