Course Description

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, religious, 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, 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.
Course Policies

RESPECT FOR MATERIAL, OUR SUBJECTS, AND YOUR PEERS
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 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. My office is a safe space, but I am legally required to report sexual misconduct.

ATTENDANCE POLICY
According to the Gonzaga University attendance policy, if you miss more than 6 class meetings, you will receive a “V” for this class, which is the same as a “F.”

Americans with Disabilities Act:
Students with disabilities who need academic accommodations should:
1. Register with and provide documentation to the Disability Access Center.
2. Bring a letter to me from Disability Access indicating the need for your accommodation and what type of accommodation is required. This should be done within the first two weeks of class.

I’ve worked with students with a variety of disabilities in the past, so don’t be anxious about discussing this with me.

For more information about services available to GU students with disabilities, contact: disability@gonzaga.edu; 313-4134. Or visit their office in Foley 209.

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) 3Qs Reading Journals. These show critical engagement with texts. Every class period that has an assigned reading, you'll submit a reading journal entry on blackboard that includes: a rich quote, a discussion question for the class, and a quandary that the reading left with you. We'll be using the journal feature in blackboard, and your journal is due an hour before class begins. Worth 400 points. Each missing journal is a 20 point deduction; each late journal is a 10 point deduction.
2) Pop Culture Race Analysis. Students will select a piece of American popular culture (film, novel, comic book, or television show) and provide an analysis of that selection with attention to racial identity, racism, and/or racial boundaries. Worth 250 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 archival documents and the archival experience. Worth 200 points.
4) Final Essay/Unessay. You will write a 1200 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. Worth 150 points.

3Qs Reading Journals: 400 points
Pop Culture Analysis: 250 points
Archive Project: 200 points

1400-1255 points: A range
A/A- cutoff at 1297
1254-1115 points: B range
Final Essay/Unessay: 350 points
Preparation: 200 points
Total: 1400 points

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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, Jan 18: Course Introduction
Friday, Jan 20: Success in the First Year
Reading: “What the Best College Students Do” on blackboard

**Week 2: Theories and Foundations**
Monday, Jan 23: Jesuits, Gonzaga, and Social Justice
Reading: Gonzaga’s Mission Statement and Statement of Affirmation on blackboard
Wednesday, Jan 25: What is Religion? What is Religious Studies?
Reading: "Religion: Some Basics" on blackboard
Friday, Jan 27: Taxonomy and Classification
Reading: “White People Did Not Exist Until 1691” on blackboard

**Week 3: Race and Theory**
Monday, Jan 30: Where did race come from?
Reading: "Whiteness as Property" on blackboard, pages 1709-1731 (to 4 The Property Functions of Whiteness)
Wednesday, Feb 1: Where did race come from?
Reading: "Whiteness as Property" on blackboard, pages 1731-1757 (to IV The Persistence of Whiteness as Property)
Friday, Feb 3: Where did race come from?
Reading: “Whiteness as Property” on blackboard, pages 1757-end

**Week 4: Race and Theory**
Monday, Feb 6: Societal Privilege
Reading: “White Privilege: Unpacking the Knapsack” on blackboard
**Wednesday, Feb 8:** Subjectivity  
Reading: “Habitus” on blackboard  

**Friday, Feb 10:** Introducing Race in American History  
Reading: Introduction in *Bounds of Their Habitation*  

**Week 5: Early American Ideas about Race**  
**Monday, Feb 13:** Thinking Race, History, and Religion  
Reading: Chapter 1 in *Bounds of their Habitation*  

**Wednesday, Feb 15:** How to Think Historically  

**Friday, Feb 17:** Thinking Race, History, and Religion  
Reading: Chapter 2 in *Bounds of their Habitation*  

**Week 6: 19th Century—Changes and Status Quo**  
**Monday, Feb 20:** No Class. Presidents’ Day.  

**Wednesday, Feb 22:** Thinking Race, History, and Religion  
Reading: Chapter 3 in *Bounds of their Habitation*  

**Friday, Feb 24:** Reconstruction  
Reading: Chapter 4 in *Bounds of their Habitation*  

**Week 7: Race and Popular Culture**  
**Monday, Feb 27:** Role of Popular Culture in America  
Reading: “Popular Culture” on blackboard  

**Wednesday, March 1:** Race and Zombies  
Reading: "Killing the Racist Trope in Horror and Reality" on blackboard  

**Friday, March 3:** Popular Culture Discussion  
**Pop Culture Analysis due to blackboard by 11:59pm.**  

**Week 8: Turn of the 20th Century—Changes and Status Quo**  
**Monday, March 6:** Immigration and Intolerance  
Reading: Chapter 5 in *Bounds of Their Habitation*  

**Wednesday, March 8:** Jim Crow  
Reading: “Jim Crow Stories” on blackboard  

**Friday, March 10:** Jim Crow
March 13-17: Spring Break

**Week 9: Race and...**

**Monday, March 20:** Race and Eugenics  
Reading: "The Passing of the Great Race" on blackboard  

**Wednesday, March 22:** Race and Biology  
Reading: "Race and Genomics" on blackboard  

**Friday, March 24:** Race and Economics  
Reading: "Capital in the Twenty First Century" on blackboard  

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

**Monday, March 27:** Religio-Racial Identity  
Reading: "Moorish Science Temple FBI Files" on blackboard  

**Wednesday, March 29:** Civil Rights Movement  
Reading: Chapter 6 in *Bounds of Their Habitation*  

**Friday, March 31:** Civil Rights Movement  
Reading: "Letter from Birmingham Jail" on blackboard  

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

**Monday, April 3:** Into the Jesuit Archives  
Reading: "The Materiality of the 1920s' Klan's Christianity, Patriotism, and Intolerance" on blackboard  

**Wednesday, April 5:** Archives  

**Friday, April 7:** Archives

**Week 12: Contemporary America**

**Monday, April 10:** Archive Redux  

**Wednesday, April 12:** Indian Mascots  
Reading: “Report on Indian Mascots” on blackboard  

**Archive Report Due Thursday April 13 by 11:59 pm**

**Friday, April 14:** No Class. Good Friday.
Week 13: Contemporary America
Monday, April 17: No Class. Easter Monday.
Wednesday, April 19: Race and Coates
Reading: Up to page 39 in Between the World and Me
Friday, April 21: Race and Coates
Reading: Up to page 72 in Between the World and Me

Week 14: Contemporary America
Monday, April 24: No Class. Dr. Clark will be giving a talk at Yale University. Keep reading Between the World and Me so that you’re finished with the book for Friday the 28th.
Wednesday, April 26: No Class. Dr. Clark will be on her way back from Yale University.
Friday, April 28: Race in Contemporary America
Reading: Finish Between the World and Me

Week 15: Current Issues in Race in America
Monday, May 1: Mass Incarceration
Reading: “The New Jim Crow” on blackboard
Wednesday, May 3: Mass Incarceration
Reading: “Healing, Memory, Ontological Intimacy, and U.S. Imprisonment” on blackboard
Friday, May 5: Personal Narratives

Final Exam Week
Wednesday, May 10 3:30 pm - 5:30 pm: Final Un/Essay due