Course Description

As a First-Year Seminar, this course investigates how we pursue knowledge and cultivate understanding. With attention to social theory, religious studies, history, and anthropology, this course investigates the significance of religion and race in American culture. Race—its meaning and its constructions—has been shaped by and shapes politics, culture, religion, society, economics, and more. This course will help students to develop an understanding of the ideological, historical, religious, social, “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, religion, and Native Americans, Latinx, and Asian Americans in American history and culture. 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.
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 and Religion in America students will identify how the best approaches to studying race and religion are interdisciplinary. As such, conversations will pull ideas and methodologies from religious studies, history, anthropology, and sociology.

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 and Religion 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 and Religion 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.

How to Succeed in this Course

1) Come to class, arrive on time, and stay for the entire meeting.
2) Regularly check your email. I frequently email about grades, housekeeping issues, and more.
3) Complete assigned readings, in their entirety, on schedule. Engage with your reading. Bring the readings to class.
4) Contribute to class discussions. You should come to class with questions and comments, prepared to participate in a lively discussion.
5) Complete all assignments, in a timely manner. Due dates are firm but I allow requested extensions if requested 12 hours before due date. Otherwise late papers will be deducted a full letter grade for every day it is late.
6) Ask for help when you need it. I am happy to assist you in your attempts to master course materials and successfully complete course assignments (Really, I am). Come to my office hours and I am always available via email.
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.

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<tr>
<th>COURSE POLICY ON RACE AND ETHNICITY</th>
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<tr>
<td>This class and classroom is one that respects and welcomes each other. Many of my classes cover topics related to race, colonialism, religion, and racism. These conversations and readings are difficult for some students, and I encourage you to live in that space of productive discomfort and allow yourself to be challenged. Gonzaga’s Mission Statement emphasizes a commitment to intercultural competence, diversity, and social justice. Let’s live that mission in the classroom. Through these sometimes-uncomfortable conversations, we will learn and grow together.</td>
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PLAGIARISM POLICY
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. Whether intentional or not, all plagiarized assignments will receive a zero. If you have questions or concerns about plagiarism, consult the guide on blackboard. Click here for more on Academic Citizenship at Gonzaga.

SCREEN POLICY
You are welcome to use your computer or tablet in class to take notes and refer to pdf readings you did not print out. Screens are not to be allowed for other purposes during class. If you have a screen open, you have agreed that I can cold-call on you at any time. The only exceptions to this rule are those with relevant disability accommodations.

DISABILITY ACCESS POLICY
Students with disabilities who need academic accommodations should:
1. Register with and provide documentation to the Disability Access.
2. Bring a letter to me from the Disability Access Office indicating the need for accommodation and what type. This should be done within the first two weeks of class. The sooner I know, the sooner we can work together.
For more information about services available to GU students with disabilities, contact: disability@gonzaga.edu; 313-4134. Or visit their office in Foley 209 www.gonzaga.edu/Campus-Resources/Offices-and-Services-A-Z/Disability-Resources-Education-and-Access-Management/default.asp.
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.

For more on Title IX, see: Stephanie N. Whaley
Title IX Director
509-313-6910
whaleys@gonzaga.edu
Business Services Building 018
Or by filling out an online Sexual Misconduct Report Form

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

Assignments 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. For more on the grading, see the Reading Journals Rubric on blackboard. We'll be using the journal feature in blackboard, and your journal is due an hour before class begins. Worth 300 points (for 30 reading journals).
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 150 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 100 points.

5) Final Essay/Unessay: You will write a 1200 word essay in reflection of the semester or complete an unessay. Worth 250 points.

6) Preparation and Participation: 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. There will be 3-5 Harkness Discussions during the semester (See the In-Class Participation Rubric for more) which will be worth some of this grade. Worth 200 points.

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<th>Reading Journal: 300 points</th>
<th>A range: 1000-895 points</th>
<th>D range: 694-595 points</th>
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<td>Pop Culture Analysis: 150 points</td>
<td>A/A- cutoff at 925</td>
<td>D+/D cutoff at 655</td>
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<tr>
<td>Archive Project: 100 points</td>
<td>B range: 894-795 points</td>
<td>F: 594 points and below</td>
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<td>Final Essay/Unessay: 250 points</td>
<td>B+/B cutoff at 855</td>
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<td>Participation: 200 points</td>
<td>B/B- cutoff at 825</td>
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<td>Total: 1000 points</td>
<td>C range: 794-695 points</td>
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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 16: Course Introduction
Friday, Jan 18: Success in the First Year
Reading: “What the Best College Students Do" on blackboard

**Week 2: Theories and Foundations**
Monday, Jan 21: No Class. Martin Luther King, Jr. Day.
Wednesday, Jan 23: Jesuits, Gonzaga, and Social Justice
Reading: Gonzaga’s Mission Statement and Statement of Affirmation on blackboard
Friday, Jan 25: Taxonomy and Classification
Reading: “White People Did Not Exist Until 1691” on blackboard

**Week 3: Race and Theory**
Monday, Jan 28: Where did race come from?
Reading: "Whiteness as Property" on blackboard, pages 1709-1731 (to 4 The Property Functions of Whiteness)
Wednesday, Jan 30: Where did race come from?
Reading: "Whiteness as Property" on blackboard, pages 1731-1757 (to IV The Persistence of Whiteness as Property)

**Friday, Feb 1:** Where did race come from?
Reading: “Whiteness as Property” on blackboard, pages 1757-end

**Week 4: Race and Religion**
**Monday, Feb 4:** What is Religion? What is Religious Studies?
Reading: "Religion: Some Basics" on blackboard

**Wednesday, Feb 6:** Subjectivity
Reading: “Habitus” on blackboard

**Friday, Feb 8:** Introducing Race in American History
Reading: Introduction in *Bounds of Their Habitation*

**Week 5: Early American Ideas about Race**
**Monday, Feb 11:** Thinking Race, History, and Religion
Reading: Chapter 1 in *Bounds of their Habitation*

**Wednesday, Feb 13:** Thinking Race, History, and Religion
Reading: Chapter 2 in *Bounds of their Habitation*

**Friday, Feb 15:** Thinking Race, History, and Religion
Reading: Chapter 3 in *Bounds of their Habitation*

**Week 6: 19th Century—Changes and Status Quo**
**Monday, Feb 18:** No Class. Presidents' Day.

**Wednesday, Feb 20:** Reconstruction
Reading: Chapter 4 in *Bounds of their Habitation*

**Friday, Feb 22:** Role of Popular Culture in America
Reading: “Popular Culture” on blackboard

**Week 7: Race and Popular Culture**
**Monday, Feb 25:** Monsters
Reading: “Monster Culture” on blackboard

**Wednesday, Feb 27:** King Kong (1933)
Reading: “Monsters in America: King Kong”

**Friday, March 1:** King Kong (1933)

**Pop Culture Analysis due to blackboard by 11:59pm.**

**Week 8: Turn of the 20th Century—Changes and Status Quo**
**Monday, March 4:** Immigration and Intolerance
Reading: Chapter 5 in *Bounds of Their Habitation*

**Wednesday, March 6:** Eugenics
Reading: “The Passing of the Great Race” on blackboard

**Friday, March 8:** Jim Crow
Reading: “Jim Crow Stories” on blackboard
March 11-15: Spring Break

Week 9: Race in the Age of Jim Crow and Civil Rights in the Archives!
Monday, March 18: Into the Jesuit Archives
Reading: “The Materiality of the 1920s' Klan's Christianity, Patriotism, and Intolerance” on blackboard
Wednesday, March 20: Archives
Friday, March 22: Archives

Week 10: Race in the Age of Jim Crow and Civil Rights in the Archives!
Monday, March 25: Archive Redux
Wednesday, March 27: Dr. Clark will be at the University of Richmond for a conference.

Archive Report Due Thursday March 28 by 11:59 pm
Friday, March 29: No Class. Dr. Clark will still be at the University of Richmond.

Week 11: Race in the Age of Jim Crow and Civil Rights
Monday, April 1: Religio-Racial Identity
Reading: “Moorish Science Temple FBI Files” on blackboard
Wednesday, April 3: Civil Rights Movement
Reading: Chapter 6 in Bounds of Their Habitation
Friday, April 5: Civil Rights Movement
Reading: "Letter from Birmingham Jail" on blackboard

Week 12: Black Gods of the Asphalt
Monday, April 8: Black Gods of the Asphalt
Reading: Introduction and Chapter 1 in Black Gods of the Asphalt (BGA)
Wednesday, April 10: Black Gods of the Asphalt
Reading: Chapter 2 in BGA
Friday, April 12: Black Gods of the Asphalt
Reading: Chapters 3 in BGA

Week 13: Black Gods of the Asphalt
Monday, April 15: Black Gods of the Asphalt
Reading: Chapter 4 and 5 in BGA
Wednesday, April 17: Black Gods of the Asphalt
Reading: Chapter 6 and Epilogue in BGA
Friday, April 19: No Class. Good Friday.

Week 14: Race, Religion, and Whiteness Today
Monday, April 22: No Class. Easter Monday.
Wednesday, April 24: The Rise and Fall of the Aryan Nations
Reading: “Aryan Nations” and “Aryan Nations primary sources” on blackboard
Friday, April 26: Charlottesville
Reading: Watch “Documenting Hate: Charlottesville” from PBS Frontline (available online: https://www.pbs.org/wgbh/frontline/film/documenting-hate-charlottesville/)

Week 15: Race, Religion, and Whiteness Today
Monday, April 29: Challenges and Public Education
Wednesday, May 1: Challenges and Public Education
Friday, May 3: Final Thoughts

Final Exam Week
Tuesday, May 7 6:00 pm - 8:00 pm: Final Un/Essay due