

## **Course APP 192-2 Racial Equality and Justice Seminar**

Westmont College

Spring 2010

MON 7-9PM for class and 9-10pm for group training

Units: One (1)

G.E. Credit: Competent and Compassionate Action (Serving Society; Enacting Justice)

Classroom: VL307

Course Fee: \$175\*

\*Enrollment by consent of the instructor – the course fee will be charged to your' account. This fee is to assist in paying for airfare. It is refundable if the course is dropped prior to the start of the first class.

Instructor: Elena Yee, M.A., Director of Intercultural Programs

Office: KSC 206

Office Hours: TUES 3:30-5PM\*

Email: [eyee@westmont.edu](mailto:eyee@westmont.edu)

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\* You may email the instructor to set up a meeting outside of office hours.

**COURSE DESCRIPTION:** This upper division course will prepare you as you participate in the Racial Equality and Justice organization and for a service-learning project in Jackson, Mississippi and Birmingham, Alabama. You will examine race relations, racism, classism, and white privilege. You will learn about the Civil Rights Movement in the context of the Jackson and Birmingham. While in Jackson, Mississippi, you will learn about Christian community development and study the bible from a social justice perspective.

You will read articles, watch films and engage in interactive activities to inform group discussions, individual reflection, coursework and service. You will participate in a service learning project in Jackson, Mississippi and Birmingham, Alabama. You will have the option to attend the Student Congress on Racial Reconciliation at Biola and go on a field trip to the Museum of Tolerance in Los Angeles.

**You need to apply to be part of REJ's service learning project at**

[http://forms.westmont.edu/forms/intercultural\\_programs/rej\\_application.php](http://forms.westmont.edu/forms/intercultural_programs/rej_application.php)

**You will pay for the service learning project and airfare through fundraising or personal resources.**

**COMPETENT AND COMPASSIONATE ACTION (SERVING SOCIETY; ENACTING JUSTICE):** This course is designed to meet the general education requirement for competent and compassionate action through interactive discussion with peers, learning from texts and films, hearing lectures, participating in a racial reconciliation conference, visiting museums, and service to and with others through the means of a service project in Jackson, Mississippi and Birmingham, Alabama.

**Serving Society; Enacting Justice from Westmont's Catalog 2008-2009, p.26:** You will participate in a course-related service project or an internship that is explicitly integrated into the academic content of the course and which includes significant involvement in responding to social issues. Through this experience, you will raise your awareness of issues of justice grounded in social class, gender, ethnicity, human disability, the environment or the impact of technology. In completing this option, you will examine your own presuppositions and to develop your skills in the exercise of charity and compassion.

**DIVERSITY LEARNING STANDARD:** The College has a diversity learning standard for which "You have the understanding and skills to engage people unlike themselves--both individuals and groups--in ways that affirm others as persons created in God's image. You are able to approach others respectfully--avoiding the natural tendency to deal with differences by vilifying, romanticizing, or victimizing.

### *Student Learning Outcomes*

*Self-reflection.* You demonstrate increased self-reflection on how your beliefs, values, ideas, and practices—while not solely a function of one's context—are influenced by social class, gender, ethnicity, culture, and historical moment.

*Discussion and Analysis of Issues.* You demonstrate the ability to bring the dimensions of social class, gender, ethnicity, and culture to the discussion and analysis of issues within your disciplines, as well as to discussions of broader social, cultural and political issues.

*Formulation of Knowledge.* You are able to recognize that, while knowledge is not solely a function of social construction, any formulation of knowledge may be affected in important ways by gender, social class, ethnicity, and culture.

*Cross-cultural Communication Skills.* You have gained increased cross-cultural communication and adaptation skills, empathy, self-awareness, flexibility, understanding of the influence of context, social roles, and culture on behavior, and the ability to locate and evaluate information about other cultures.

*Process of Making Choices.* You understand the process of making ethical, Christian choices within multiple cultural contexts, avoiding premature judgments.

*Essential Christianity v. Cultural Peculiarities.* You have an understanding of the Christian church cross-culturally, distinguishing between what is essential to Christianity and what is peculiar to a particular culture.

*Foreign Language.* You will have an appreciation of the advantages and insights to be gained from the study of foreign language and literature.

~ From [http://www.westmont.edu/offices/institutional\\_portfolio/documents/6LearningStandards.pdf](http://www.westmont.edu/offices/institutional_portfolio/documents/6LearningStandards.pdf). Note: In 2002, Westmont College faculty developed and approved Six Learning Standards for students, which included diversity.

### **COURSE OBJECTIVES:**

1. To describe the basic history of race and racism in the U.S.
2. To name three major figures and key events in the Civil Rights Movement.
3. To have an informed discussion on race-based power and privilege in the U.S. with particular attention to issues related to White privilege.
4. To articulate a biblical mandate for diversity, racial reconciliation and social justice.
5. To have an informed discussion on race-based power and privilege in the U.S.

6. To empathize with those who are marginalized and disempowered in the U.S due to class and race.
7. To share openly about your life experiences whether you are in the racial majority or minority in your particular context and the meaning of that status.
8. To validate the experiences of others as they differ from your own.

### CLASSROOM DISCUSSION EXPECTATIONS:

Your willingness and initiative to authentically express your feelings and perspective must take place first before having respectful, compassionate and engaging relationships with others.

- Use "I" statements.
- Be an active listener.
- Encourage honest and open dialogue.
- Be sensitive to cultural and gender differences.
- Take responsibility for your thoughts, actions, ideas and feelings.
- Use discretion about mentioning others' opinions with those outside the class.

### REQUIRED TEXTS:

*Note: You may purchase books through the bookstore or on-line. There is also one copy of each book on reserve in the library that you may check out and read for two hour time slots.*

Marsh, Charles and Perkins, John M. *Welcoming Justice: God's Movement Toward Beloved Community*. Downers Grove, IL: Intervarsity Press, 2009

Perkins, John M. *Let Justice Roll Down*. Ventura, CA: Regal Books, 2006.

Wise, Tim. *White Like Me: Reflections on Race from a Privileged Son*. 2<sup>nd</sup> Edition Brooklyn, NY: Soft Skull Press, 2007.

### EXPECTATIONS IF YOU ARE TAKING THE SEMINAR FOR NO CREDIT:

- Attend all classes and team training meetings.
- Read Let Justice Roll Down, Welcoming Justice and White Like Me.
- Write journal entries during service learning project.
- Fill out pre and post assessment and evaluation forms.

### ASSIGNMENTS, GRADING, POLICIES and EXPECTATIONS:

The seminar is graded P/NC (Pass or No Credit) based upon the following expectations:

Assignment	Date Due	Notes
Progress and Participation - <ul style="list-style-type: none"> <li>• In class and on-site.</li> <li>• Progress in understanding the course material.</li> <li>• There will be two self-graded quizzes – one at the start of the semester and one at the end.</li> </ul>	Throughout the semester	
Reflection Paper #1		Submit on-line. 500-750 words.
Reflection Paper #2		Submit on-line. 500-750 words.
Journal –write 8-10 entries on campus		Reflect on readings, films, lectures, conference, and field trip. 150-200 words per entry Submit on-line
Journal – write 4-5 entries on-site		150-200 words per entry Purchase journal.
Readings – articles and books		
Team Preparation Meetings	1 hour/week after class	
Field Trip – visit the Museum of Tolerance in Los Angeles	Sunday in Jan or Feb	OPTIONAL
Attend the Student Congress on Racial Reconciliation (SCORR) at Biola	February 26 - Friday, noon, - February 27, Sat, 11pm	OPTIONAL
Service Project in Jackson, MS and Birmingham, AL	24 hours minimum	Log in hours and describe service in journal on-site. JMPF staff to initial log.  JMPF staff will supervise the group and submit a report to the advisor on the group's service and learning.
Course Evaluation		During last session during finals week.
Finals Week		Submit journal and 2 <sup>nd</sup> reflection paper. Take post-assessment quiz. Discussion about next steps.

### ASSIGNMENTS and GRADING:

**1. Progress and Participation:** The course format will be small and large group discussions and exercises. It is crucial that you attend class and actively participate in discussions. Please refer to the attendance policy. You are expected to share your perspective in an informed manner from the readings, writing assignments and films in class.

**2. Reflection Papers:** You will write two short reflection papers on your readings, films and class discussions. The **purpose** of these papers is for you to respond to the class material and discussions through meaningful written reflection. Each paper will be two to three pages (**approx. 500-750 words**) maximum.

- **Reflection Paper #1** –Describe one’s own current understanding of one’s race, culture and/or ethnicity and the issues related to race relations, racism and White privilege.
  - **Reflection Paper #2** - Reflect on what has changed since the first class and the service learning project about one’s own understanding of race relations, racism and White privilege.
3. **Journals:** You will write ten (10) entries minimum in an on-line reflecting on the coursework presented in class. While on-site, you will write four (4) entries minimum in a journal that will also be used to log in hours for the service project. A minimum of 150 words per entry.
  4. **Field Trips/Conferences:** You have the option to visit the Museum of Tolerance in Los Angeles for a one day field trip on a Sunday for eight hours, and to the Student Congress on Racial Reconciliation (SCORR) at Biola from Feb. 26<sup>th</sup> -27<sup>th</sup> (Friday at 1pm - Saturday at 11pm).
  5. **Team Preparation:** You will participate in weekly one hour training meetings with REJ core team leader(s) to prepare for the service-learning project (logistics and team building).
  6. **Service-Learning Project:** The service project is to be at a **minimum of eighteen (18) hours**. You will log in your hours and describe your service in your journal on-site. The staff at the John M. Perkins Foundation will sign off the logged hours. The goal is to serve the organization in a manner that is meaningful for them in the area of social justice and race. You will journal about your experience as well as write about your experience as part of your second reflection paper.

### POLICIES and EXPECTATIONS:

1. **Attendance:** Attendance at all seminar sessions, training meetings, and out-of-class activities is required. One excused absence will be allowed in cases of illness, official college activities (e.g., athletic activities and academic field trips) or other extenuating circumstances, judged by the instructor. You are expected to arrive on time for each seminar session. You are expected to make up work by watching films on your own time or meet with classmates. Excessive absences and habitual tardiness will result in receiving no credit for the course or being barred from participating in the service learning project.
2. **Academic Integrity:** You are advised and expected to take academic integrity seriously as stated in the *Student Handbook* (p. 19). Any act of cheating, plagiarism (i.e., using ideas and/or words from published or unpublished sources as one’s own without proper citations) or falsification will not be tolerated under any circumstance and will automatically result in a failing grade in the work and may result in a failing grade in the course.
3. **Reading Assignments:** You are to read your assignments prior to coming to class.
4. **Written Assignments:** You are to submit your reflection papers and journal entries on-line except for reflection entries, which will be written in a journal during the service learning project in Mississippi and Alabama.
5. **Inclusive Language:** You are expected to use inclusive language for all assignments whenever appropriate; for example, when referring to a human being in generic sense, use “human being,” “humanity,” or “humankind” instead of “man,” “men,” or “mankind”; other cases (possessive, objective, or predicate) should follow the practice accordingly.
6. **Syllabus:** The instructor reserves the right to change this syllabus when deemed appropriate; changes to the syllabus will be announced in class or on-line.
7. **Payment for Expenses for Service Learning Project:** You are expected to fundraise or use your own personal resources to pay the full amount for the service learning project, which is approximately \$900/participant.
8. **Students with Special Needs:** If you have been diagnosed with a disability (learning, physical or psychological), you are strongly encouraged to contact the Disability Services office as early as possible to discuss appropriate accommodations for this course. Formal accommodations will only be granted for to students whose disabilities have been verified by the Disability Services office. These accommodations may be necessary to ensure your full participation and the successful completion of this course. Please contact Michelle Hardley, director of Academic Advising and Disability Services (x6159, [mhardley@westmont.edu](mailto:mhardley@westmont.edu)).
9. **Communication:** The instructor will respond to emails within 24 hours from Mon-Thursday. Emails received Friday evening after 5pm through Sunday evening, the instructor will respond by Monday before class begins.

### COURSE SCHEDULE: January 11<sup>th</sup>- May 6<sup>th</sup>, 2010

Week	Dates	Class Topic	Reading Assignments			Assignments Due
			Note: To be read before class			
			Articles	White Like Me	Let Justice Roll Down and Welcoming Justice	
1	1/11	Introductions Overview syllabus (goals, expectations, introductions) <ul style="list-style-type: none"> <li>• 1x1 interview and Introductions</li> <li>• HSBC Ads</li> </ul>				Fill out Westmont Risk Form

		<ul style="list-style-type: none"> <li>Exercise</li> <li>Stereotypes</li> <li>Exercise</li> <li>Fill out Cultural Identity Questionnaire</li> <li>Take Race Literacy Quiz</li> </ul>				
2	1/19 Tues (No Classes on 1/18 – MLK day; Monday Class Schedule)	<p>Small Group Discussion on readings</p> <p>Watch and discuss “Race-The Power of Illusion” Episode 1 – The Difference Between Us (56 min)</p>	<p>Unpacking the Invisible Knapsack  <a href="http://www.case.edu/pr esident/aaction/UnpackingTheKnapsack.pdf">http://www.case.edu/pr esident/aaction/UnpackingTheKnapsack.pdf</a></p>		<p><i>Let Justice Roll Down</i>  Foreword  Preface  Chapters 1-3</p>	<p>Copy of Driver’s License or Legal I.D.</p> <p>Self-Assessment Form  Information Survey  JMPF risk &amp; liability form  JMPF health form</p> <p>Discuss fundraising during team mtg</p>
2a	1/20 Wed 7-8:30pm Hieronymus	<p>Honoring MLK as Pastor and Teacher sponsored by ICP and Religious Studies Dept.  Featuring Pastor David Moore of New Covenant Worship Center and Pastor Charles Cole from Calvary Chapel  MLK’s sermon “St. Paul’s Letter to American Christians” <a href="http://mlk-kpp01.stanford.edu/index.php/encyclopedia/documentsentry/doc_pauls_letter_to_american_christians/">http://mlk-kpp01.stanford.edu/index.php/encyclopedia/documentsentry/doc_pauls_letter_to_american_christians/</a> - OPTIONAL</p>				
3	1/25	<p>Small Group Discussion on readings</p> <p>Watch and discuss “Race-The Power of Illusion” Episode 2 – The Story We Tell (56 min).</p>	<p>Read “Spark Notes: Civil Rights Era (1865-1970).” On-line or print out as pdf document - OPTIONAL.</p>		<p>Chapters 4-7</p>	<p>Reflection Paper #1 due</p> <p>Take the Implicit Association Test (IAT)  <a href="https://implicit.harvard.edu/implicit/demo/">https://implicit.harvard.edu/implicit/demo/</a></p>
4	2/1	<p>Small Group Discussion on readings &amp; IAT</p> <p>Watch and discuss “Race-The Power of Illusion” Episode 3- The House We Live In (56 min)</p>			<p>Chapters 8-11</p>	<p>Submit journal</p> <p>Support Letters due to REJ team leader</p>
5	2/8	<p>Small Group Discussion on readings and video</p> <p>Take Civil Rights Quiz from Spark Notes</p> <p>Watch and discuss “What’s Race Got to Do with it?” (49 min)</p>			<p>Chapters 12-15</p>	<p>Watch “Silent Racism” on <a href="http://www.youtube.com/watch?v=FnEP1daIWGw">http://www.youtube.com/watch?v=FnEP1daIWGw</a></p>
6	2/15	<b>NO CLASSES – Presidents’ Holiday</b>				
7	2/22	<p>Watch and discuss “Blue-Eyed” (93 min)</p>	<p>“Living Beyond Hatred”  <a href="http://www.sojo.net/index.cfm?action=magazine.article&amp;issue=soj0612&amp;article=061220">http://www.sojo.net/index.cfm?action=magazine.article&amp;issue=soj0612&amp;article=061220</a></p>		<p>Chapters 16-19</p>	<p>JMPF Mission Team Handbook</p>
7a	2/26-2/27 Fri-Sat	<p>Student Congress on Racial Reconciliation at Biola in La Mirada, CA  Leave Fri at 1pm and return on Sat at 11pm - OPTIONAL</p>				
8	3/1	<p>Small Group Discussion on readings from last week and this week</p> <p>Lecture: Dr. Rick Pointer, History Faculty &amp; Interim Provost</p>	<p>Letter from Birmingham Jail by MLK Jr.  <a href="http://www.africa.upenn.edu/Articles_Gen/Letter_Birmingham.html">http://www.africa.upenn.edu/Articles_Gen/Letter_Birmingham.html</a></p>		<p>Chapters 20-23  Postscript</p>	<p>Submit journal</p>
9	3/8	<p>Small Group Discussion on readings</p> <p>Watch “Freedom on My Mind” (110 min)</p>	<p>Medgar Evers  <a href="http://en.wikipedia.org/wiki/Medgar_Evers">http://en.wikipedia.org/wiki/Medgar_Evers</a></p> <p>“The Freedom Riders: Portraits and Interviews by Eric Etheridge” (print article)</p>	<p>Preface  Chapter 1</p>	<p><i>Welcoming Justice</i>   Foreword  Chapter 1</p>	<p>Mid-Term Course Feedback to Instructor due</p>

10	3/13, Sat-3/20, Sat	<p>SPRING BREAK – (March 13-20, Sat-Sat)</p> <p>Service Learning Project in Jackson, MS and Birmingham, AL</p> <p>Watch “Ghosts of Mississippi” and “4 Little Girls”</p> <p>Listen to MLK sermon disc 7</p>				<p>Write four (4) journal entries (min)</p> <p>Log in service hours (18 total)</p> <p>Have log hours signed off by JMPF staff</p>
11	3/22	Debriefing Session				
12	3/29	<p>Small Group Discussion on readings</p> <p>Lecture: Dr. Caryn Reeder, Religious Studies faculty</p>	<p>“Divided by Faith”</p> <p><a href="http://www.christianitytoday.com/ct/2000/october2/1.34.html">http://www.christianitytoday.com/ct/2000/october2/1.34.html</a></p> <p><a href="http://www.christianitytoday.com/ct/2000/october2/2.36.html">http://www.christianitytoday.com/ct/2000/october2/2.36.html</a></p> <p><a href="http://www.christianitytoday.com/ct/2000/october2/3.40.html">http://www.christianitytoday.com/ct/2000/october2/3.40.html</a></p>	Chapts 2-3	Chapts 2-3	
13	4/5	<b>NO CLASSES – Easter Break</b>				
14	4/12	<p>Small Group Discussion on readings</p> <p>Watch and Discuss “The Color of Fear” (90 min)</p>	<p>“Race Still Matters”</p> <p><a href="http://articles.latimes.com/2008/jan/23/opinion/oe-weala23">http://articles.latimes.com/2008/jan/23/opinion/oe-weala23</a></p>	Chapts 4-5	Chapt 4-5	Submit journal
15	4/19	<p>Small Group Discussion on readings and video</p> <p>Lecture: Dr. Christena Cleveland, Psychology faculty</p>	<p>“The Bigot in Your Brain”</p> <p><a href="http://www.scientificamerican.com/article.cfm?id=buried-prejudice-the-bigot-in-your-brain">http://www.scientificamerican.com/article.cfm?id=buried-prejudice-the-bigot-in-your-brain</a></p>	Chapts 6-7	Chapt 5-6	<p>Watch “A Girl Like Me”</p> <p><a href="http://www.youtube.com/watch?v=YWyl77Yh1Gg">http://www.youtube.com/watch?v=YWyl77Yh1Gg</a></p>
16	4/26	<p>Small Group Discussion on readings</p> <p>Watch “Tim Wise: On White Privilege” (57 min)</p>	<p>Read essays “Denial is a River, Wider Than the Charles: Racism and Implicit Bias in Cambridge,” and “Rationalizing Racial Oppression: How the Right Misuses Crime Data to Justify Unequal Policing” at <a href="http://www.timwise.org">www.timwise.org</a> (Red Room Blog) and comment in your journal.</p>	Epilogue		
17	5/3 Finals Week	<p>Small Group Discussion on readings</p> <p>Quiz</p> <p>Fill out Post-Assessment</p> <p>Course Evaluation</p>	<p>Read from the <i>Social Justice Handbook</i>; pp. 213-225 and choose two “Take Action” or “Exercise” and note in your journal</p>			<p>Submit journal</p> <p>Reflection Paper #2 due</p>