

ERS325 Exploring White Privilege

Department of Ethnic and Racial Studies

University of Wisconsin – La Crosse

Spring 2017, 3 credits

TTH: 11:00AM – 12:25PM • 105 CWH

Instructor: Dr. Audrey M. Elegbede, Ph.D.

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“If you are neutral in situations of injustice, you have chosen the side of the oppressor.” – Desmond Tutu

“The most dangerous person is the one who refuses to admit that he contributes to injustice at least as often as, if not more than, he truly rebels against it. Such a person is capable of learning nothing, because he honestly perceives himself to be in such control of his beliefs and actions, that there is simply nothing anyone else can teach him, nothing on which he needs to work, and no point at which he too is part of the problem, at least sometimes.” – Tim Wise (White Like Me)

Course Summary:

This inter-disciplinary course is an exploration of white privilege in contemporary American society. Considering whiteness as both race and power-based system, this course attempts deeper understanding of the persistence of racism and its impact on all segments of society. Questions of denial and resistance, collaboration in systems of privilege, and personal and intellectual responses to those explorations highlight how privilege influences human interaction. The distribution of privilege within American society at personal, institutional, and cultural levels, as well as how whiteness operates within social constructs of class and gender, will be analyzed. Students ultimately develop strategies for confronting racism.

Course Objectives:

Through lectures, readings, class discussions and other instructional resources (e.g. videos, internet, newspapers), we will work together to:

1. Interrogate the concept of white privilege and its impact on people of color and on white people.
2. Explore the role of power in creating and maintaining a system of privilege and inequality.
3. Confront personal and/or cultural denials of white privilege and resistance to its recognition.
4. Demonstrate reflexivity in deconstructing the conscious and unconscious ways white privilege shapes our views, thoughts, and actions.
5. Address the real-life impact of white privilege in personal, institutional, and cultural contexts.
6. Develop specific strategies designed to challenge racism on individual and structural levels.

Student Learning Outcomes:

At the end of the course, students will be able to:

1. Outline the way power creates and maintains systems of inequality that disproportionately impact populations of color.
2. Identify white privilege as system of power that impacts people of color and white people, and explain how that is different from individual action.
3. Reflect on ways individuals resist acknowledging privilege, and illustrate the role that plays in the perpetuation of the system.
4. Demonstrate, in conversation with others, an informed understanding of the ways white privilege shapes thoughts, views, and actions on a daily basis.
5. Cite specific examples of the ways white privilege is active in personal lives, institutional practice, and cultural continuity and change.
6. Propose specific strategies to challenge systems of privilege and oppression at personal and institutional levels, and assess the effectiveness of those strategies.

This schedule and syllabus are subject to change throughout the semester. It is the student's responsibility to keep up with any changes.

Class Format:

This course is based on the premise 1) that students have taken ERS100, and 2) holds three propositions. *Firstly*, there has been considerable social justice activism and white privilege awareness work on campus in recent years. I have designed this course as an academic arm of that agenda. *Secondly*, I hope students develop both an individual and a systemic awareness of whiteness and white privilege. Critical whiteness studies depends on recognition of systemic application of privilege and its impact on social (in)equality. *Thirdly*, I hope we, as a class, will develop an integrative process of information discovery, analysis and application throughout the semester. In particular, I would like us to enhance persuasive skills that apply academic data/arguments which you can then use in support of your personal and professional futures, including but not limited to social justice work and social change activism.

Due to the familiar nature of some of the topics and issues discussed, students often rely on socially acquired concepts and explanations rather than academic ones. Indeed, as socially embedded members of our communities, we all harbor biases that are the product of socialization. Students are expected to learn the concepts and methods presented in class and to use them within the course. This level of academic rigor provides a framework where students are expected to **understand** the ideas and arguments presented throughout the course. This does not mean, however, that they are expected to **agree** with all of the points of view discussed.

The class is based on lecture, discussion, readings, presentations, films and other instructional resources. Students are expected to follow the course outline, keep up with any changes or posts on D2L, and to have read the assigned topics **before coming to class** in order to fully participate in discussion.

Required Text:

- Jensen, Robert. 2011. *The Heart of Whiteness: Confronting Race, Racism, and White Privilege (The Remix: Revised and Updated Edition)*. San Francisco, CA: City Lights Books.
- Roithmayr, Daria. 2014. *Reproducing Racism: How Everyday Choices Lock in White Advantage*. New York: New York University Press.
- Rothenberg, Paula S. 2008. *White Privilege: Essential Readings on the Other Side of Racism (third edition)*. New York, NY: Worth Publishers.
- Steele, Shelby. 2007. *White Guilt: How Blacks and Whites Together Destroyed the Promise of the Civil Rights Era*. New York: HarperCollins Publishers.
- Wise, Tim. 2007. *White Like Me: Reflections on Race from a Privileged Son (revised and updated)*. Brooklyn, NY: Soft Skull Press.
- Additional readings have and will be assigned throughout the course. These readings will be posted to D2L.

Instructor Availability:

I will be available outside of class during office hours as outlined above and by appointment. I can also be reached via phone and email. Email is the most effective method of contact. Please note that I will check email and voicemail one time per day during the week. I will may or may not check these sources during weekends or holidays. I will respond to your email or voicemail as soon as possible after receipt.

When contacting me via email, please indicate your course and section numbers so that I can recall your specific class with greater ease. Note: I consider email engagement deserving of a certain standard of etiquette. It is also an opportunity for students to prepare for the world of work, where etiquette can be critical to professional success. Always begin your email with a salutation (Greetings Dr. Elegbede, Hello Professor Elegbede, etc.) and sign your message with your name. Emails that begin with "Hey" or no salutation at all, or that do not designate your signature in some fashion, will likely go unanswered. (Email conversations, once initiated, need not continue this format past the first exchange.)

As a general rule, I only befriend students on professional networking sites (LinkedIn, etc.).

Internet Access:

This class assumes that all students have internet access to their student email accounts and to D2L. If you do not have such access, please talk to me as soon as possible. **I use D2L.** All assignments and course calendars will be posted to D2L. A limited number of hard copies will be available.

Classroom Conduct:

- *Tolerance and respect for individual differences is vital to good classroom discussions. It is both legitimate and desirable that opinions within the class will differ. Students are expected to respect the opinions of others and to disagree without being disagreeable. Rude and/or belittling behavior may be grounds for removal from the class. Racism and sexism will not be tolerated.*
- **Class will begin promptly.** Late arrivals are very disruptive to the instructor and fellow students. Plan your schedule so that you are in the classroom before class begins and that you remain for the entire class period.
- Be awake and present while in class. Do not sleep or otherwise ignore the class (by doing such things as reading a newspaper or book). This behavior is disrespectful of the instructor and fellow students. Disciplinary action may be taken with repeated offenses.

Criteria for Evaluation:

Your grade will be determined using the points you earn from the following components of the class:

1. **“What Does It Mean to Be White?”**: This assignment contains a photo component and an interview component. Graded on a 10-point scale, and **worth 10% of your grade**, this assignment should include the following:
 - a. Firstly, each student should spend a number of days (or weeks) using a camera (of some form) to document “what it means to be white.” *The photos should be YOUR photos, not stock photos or ones taken from an online source!* There is no right or wrong to this aspect of the assignment. Students should, however, be prepared to discuss (in class) why they took the pictures they took, and what those pictures represent to them. How do your pictures represent “whiteness” or “what it means to be white” **to you and in light of themes present in assigned course materials.** *A minimum of 5 pictures* should be taken **to represent 5 concepts related to whiteness.** (Students who do not have access to a camera should speak to the instructor to acquire necessary resources for the assignment.)
 - b. Secondly, each student needs to interview someone, and ask the question, “What does it mean to be white?” Students should follow up with additional questions and discussion based on interviewee response.

Students should document:

- The demographic details of the interviewee (eg. race, sex/gender, age, class, employment status/field, level of education, and any other information deemed important to their answer), and
- The answer to the question.
- Follow-up questions and subsequent conversation.

Combining the raw material of the photos and the response to the interview question, students need to submit a **4-6 page summary and analysis** of the importance of this question to an understanding of whiteness, white privilege, and white supremacy in contemporary society. (Be sure to incorporate the photos and interview in the analysis. You may choose to reference photos or elements of your interview in your appendix.) **This analysis should include a minimum of 4 references to course material/readings.** (*References to course readings should be properly cited using MLA or APA format.*)

Students will also want to prepare to **present and discuss** their photos and interview findings during class discussion. [Students may find the PPT by Derald Wing Sue useful in preparation of this assignment (<https://pantherfile.uwm.edu/gjay/www/Whiteness/sue.pdf>) PPTs and/or copies of photos used in presentation of your paper should be attached as an appendix to the paper, and not constitute part of the 4-6 pages.]

See **Appendix A** of your syllabus for more details on writing assignments. Papers can either be submitted in class, or deposited in the D2L drop box, by the end of the class period. *If you would like feedback on your paper, it MUST be submitted in hard copy. Because of the importance of in-class participation to the furtherance of classmates' understandings of course subject matter, late assignments will not be accepted.*

2. **Personal Racial Reflection Paper:** Robert Jensen in *The Heart of Whiteness*, Tim Wise in *White Like Me*, Shelby Steele in *White Guilt*, and many others explore the process of seeing themselves as racialized individuals. Indeed, racial identity is a process. Take time to recall the first time, or series of times, YOU came to see yourself as a racialized individual. Reflect on those experiences, and how your sense of self as a racialized individual has changed since then, in a **4-6 page summary and analysis**. This assignment will need to include not only a retelling of events, but also reflection on its meaning, your experience of the event(s), the reactions of others, etc. **This analysis should include a minimum of 4 references to course material/readings.** (*References to course readings should be properly cited using MLA or APA format.*)

Hearing the life experiences of others can be enlightening, so students should be prepared to discuss elements of their papers in class.

Papers will be graded on a 10-point scale and should include the following:

- a. A 2-3 page description of the events. Be sure to address (in essay format) issues of who, what, when, where, and why.
- b. A 3-4 page reflection and analysis of the events and their meaning, as it relates to course material. You may want to consider some of the following questions. You should, however, include a discussion of the last question:
 - *How did these particular events help you to see yourself as a racialized individual, or as a member of a race? Were they positive or negative experiences? Why or why not?*
 - *Do you see the events differently in hindsight than you did at the time? If so, how? Why or why not?*
 - *Did these events change your conception of what race is, or means? If so, how? How has your conception of race changed since then? Explore.*
 - *Was this the first time the event occurred, or the first time you recognized it? What might that indicate for you? For others? How might you interpret the events differently should it/they occur today?*
 - *What did you personally learn from the events? What did you learn about yourself? What did you learn about someone else? How has that changed over time?*
 - *Were you comfortable? Anxious? Confused? Explore your reactions. How might they be different today?*
 - *Why do you think these events occurred when it did? In other words, how old were you when you began to think of yourself in racial terms and how might that timing be understood in the larger social order? How have your perceptions of yourself as a racialized individual changed with age?*
 - ***How does this relate to your awareness of whiteness and white privilege?***

See **Appendix A** of your syllabus for more details on writing assignments. **This written assignment is worth 10% of your grade.** Papers can either be submitted in class, or deposited in the D2L drop box, by the end of the class period. *If you would like feedback on your paper, it MUST be submitted in hard copy.*

Papers sent as email attachments, placed in my mailbox, or slipped under my office door, will not be accepted.

3. **Teachable Unit:** In teams (size depending on course enrollment), students will be assigned one topic per semester for which they will be responsible. (Topics will vary, but may include issues of white privilege and housing, education, employment, the environment, beauty, etc.) Students will need to meet with the instructor **at least 2 weeks in advance** to plan the unit. (It would even be a good idea to meet with the instructor twice: once to determine the final breakdown of topics to be covered, and once to clarify

readings, possible discussion questions, and the structure of the unit.) This will provide time to access, schedule, and prepare readings, video materials, class activities, etc. Creativity in class planning is encouraged. Successful planning and implementation of that week's unit is worth **15% of your total grade.**

4. **Discussion Leads:** We have considerable reading each week. To keep on top of reading assignments and to help me monitor our academic progress as a class, each student will be paired with other students to facilitate the class discussion for the day in response to the week's readings.

Each facilitator should come prepared 1) with a summary and analysis of the readings, and 2) a minimum of three discussion questions from the readings, or in response to the readings that provoke critical thinking amongst your peers and to stimulate dialogue. This may include reference to particular quotes (including citation information for easy referral.) Facilitators must **also have a hard copy** of your summary ready to be turned in at the start of class. **Note: Material should be explored/analyzed and written in essay format. These discussions/summaries should also stay focused on the academic theories brought up in class, and should relate to themes we're talking about in class.**

It is every student's responsibility for the class to engage in discussion with the group leads for participation points and to demonstrate that you are prepared for class.

Discussion leads will be randomly assigned through D2L. Each assignment is **worth 10%** of your final grade.

5. **Participation and Attendance:** I expect that you will take an active approach to your education. **Attendance and Participation are ASSUMED! Without participation on everyone's part, there is no way we, as a class, can fully engage this material in a productive way.**

Participation will be evaluated based on the **frequency and quality** of your comments in class, and your responses to the comments of others. Regular, on-time attendance and thoughtful participation in class discussion are essential not only to your individual performance, but also to the success of this course. Collaboration in every phase of the course is essential if we are to form an intellectual community whose insights and power surpass those of any one of us working on our own. We are all subjects who share the responsibilities of teaching and learning in this class. Each of us has a responsibility to the group and to the learning that goes on in class. Participation is **worth 20%** of your final grade.

Each student is permitted a total of 4 absences without impact to your cumulative grade. **Each missed class beyond those four will cost 1% of your cumulative grade.** Should you have extenuating circumstances of documented personal disaster or college-sponsored activities, I **MUST** receive formal notification. **I reserve the right to fail any student that consistently fails to attend class.**

6. **Journal Assignment:** Each student must complete a weekly journal assignment. Journal entries may include personal responses to readings, videos, class discussions, ideas, etc. At times, I will also provide a series of questions that I would like for you to include in your journaling.

Journals will be collected or checked intermittently over the course of the semester. While I will not read your journals (permitting you to be honest with your reactions and feelings on course material without fear of instructor response), I do want to be sure that students are completing at least one journal entry per week. Students will want to bring their journal with them to each class, just in case, and to keep up on their responses. Your total journal is **worth 10% of your final grade.**

Note: This journal will be *integral to the end of semester paper*, so I highly suggest being honest with your reactions to course material, clear on your ideas and concerns, and reflective on the changes you see in yourself and others over the course of the semester. Clarity and detail in your journal provides better opportunity to complete your final paper successfully.

- 7. Final Paper:** The final assignment consists of a cumulative evaluation and reflection on your experience of the semester. This assignment represents the application of course material in a ‘real-world’ setting. It is also an opportunity for students to reflect on their experience in the class and to show me that they have 1) understood and thought critically about course material, and 2) know how to apply it personally and/or to your course of study and future career plans. (*Summarizing your thoughts from your journal entries also permits you opportunity to present your ideas without having to share them with me through your actual journals.*) **This analysis should include a minimum of 7 references to course material/readings, 2 of which must be from Tim Wise’s *White Like Me* and 2 of which must be from Shelby Steele’s *White Guilt*.** (*References to course readings should be properly cited using MLA or APA format.*)

Using essay format, each student must provide a **7-10 page summary** of their journal that considers one or more of the following questions:

- a. How has your awareness of white privilege and to your role in perpetuating systems of power and privilege changed over the course of the semester? What have you learned about yourself and the role you play in systems of privilege and oppression? (Provide evidence to support your analysis.)
- b. What systems of privilege and oppression do you see with greater clarity? What changes have you seen in the ways you interact with others in your environments? How have those changes been received within those environments? What elements of our course materials and in-class discussions have you seen in action? How is that a reflection of what you have learned about white privilege? (Provide evidence to support your analysis.)
- c. At the beginning of the semester, Jay Smooth compares monitoring ones biases to the daily routine of brushing our teeth. What daily activities and practices have you, or will you, institute to maintain a socially healthy awareness of white privilege and power, and to correct social injustices and inequalities? Examples?
- d. How do you anticipate addressing social inequalities in the present or the future? What are some **long term goals** you have regarding issues of privilege and social inequality? What are some **immediate steps** you can take to begin making social change?
- e. Are there other issues that you see connecting your journal entries that are important to your summary? Clearly describe and explore trends or progressions you see and how they are important. (*For example, did you consistently note issues of gender through your entries? How did that reference to intersectionality influence your interpretation of, or was it influenced by, course material? Did you notice a focus on personal relationships in journal entries, but a lack of attention to systemic issues? How might you like to see that change in the future as you continue your studies? Did you develop the ability to see privilege in other courses or areas of campus that were invisible to you before? How might course material provide alternative lenses through which you now see the world?*)

See **Appendix A** of your syllabus for more details on writing assignments. **This written assignment is worth 25% of your grade.** Papers can either be submitted in class, or deposited in the D2L drop box, by the end of the class period. *If you would like feedback on your paper, it MUST be submitted in hard copy.*

Papers sent as email attachments, placed in my mailbox, or slipped under my office door, will not be accepted. Late assignments will not be accepted.

Final Course Grade Calculation:

Assignment: What Does it Mean to Be White?	10%
Paper: Personal Reflection on Racial Identification	10%
Teachable Unit	15%
Discussion Leads	10%
Class Participation	20%
Weekly Personal Reflection Journal (10 minimum)	10%
<u>Final Paper</u>	<u>25%</u>
Total	100%

Grade Scale: (*Please note: No rounding of scores will occur. For example: a 92.9% is still an AB.*)

A = 93-100%
AB = 88-92%
B = 83-87%
BC= 78-82%
C = 70-77%
D = 60-69%
F = 59 or below

A Note on Grading:

- I have high expectations, but I believe they are standards that students admitted to UWL are able to meet. I am happy to help you meet these standards. Abilities are not fixed, but are instead a factor of growth and development. Please ask for assistance if needed.
- Some students falsely assume that all assignments are worth 100% and that grades are assigned based on a deduction of points. I do not grade assignments in this manner. I assume a grade of B. (This equates to a 4/5 on those assignments using a 5-point scale, and an 8.5/10 for those assignments using a 10-point scale.) Points are deducted from the benchmark if the assignment fails to fulfill expectations. Points are added to the benchmark if the assignment exceeds expectations. I am happy to discuss grades with students interested in improving for the next assignment, but will rarely entertain challenges to grade postings.
- Increasingly students have inquired about grading rubrics for assignments. My experience using rubrics has resulted in lower grades than when I have not used rubrics, therefore I don't use them. I am always happy, however, to discuss expectations in advance.
- *All questions about grades must be brought to my attention by the last day of classes.*
- Grading in this course assumes that a C is "Average." Students should evaluate their individual performance based on this assumption.
- Grading will reflect your performance, *regardless of anyone else's performance*. You earn your grades. I don't give them to you.
- All assignments are due on the dates announced.
- "In no case may an Incomplete be recorded by an instructor for a student who, through personal fault, has failed ... to complete the requirements of the course on time." Incompletes will only be available "because of illness or other unusual and substantiated cause beyond the student's control" and only in consultation with Student Life.
- If you've read this far, send me an email with the subject line "Mickey Mouse" and your section number and I'll mark you down for extra credit.
- Writing assignments and class participation are opportunities to demonstrate that you have understood and thought critically about class material.
- I reserve the right to process submitted assignments through third-party originality technologies, such as TurnItIn.

Electronics Policy:

- Because this is an upper-division course, I have a softer electronics policy for this class than I typically do for lower-division course offerings. **Electronic equipment used during class must be used for course purposes only.** I will permit laptops and electronic equipment to take notes, search questions and examples that support current class discussion, etc. Electronic games, ipods, MP3, MP4 or MP5 players are not permitted. There is also a prohibition on texting. **TEXTING IS A VIOLATION OF THIS POLICY!**
- If you have a personal situation in which you anticipate needing to answer your phone during class, please discuss it with the instructor in advance of the class beginning. If you have a specific educational exception or accommodation that requires use of a laptop, please see the instructor.
- Should one abuse the flexibility of this policy, I will issue a maximum of three (3) warnings before I will seek disciplinary action. Disciplinary action may result in a negative impact on your grade, and could result in dismissal from class.
- **This policy is eligible for revision during the course of the semester should the professor deem it necessary.**

Course Outline:

Date	Topic	Reading
	Part 1: Theoretical Context for a Discussion of White Privilege	
Jan. 24	Introductions Establishing Ground Rules	Recommended: Film: <i>White Like Me</i> on D2L; Wise D2L; Macklemore D2L
Jan. 26	Why Study White Privilege?: Setting the Stage	Jay Smooth D2L; <i>Jensen</i> pp. xiii – 26; AAPF D2L; Crosley-Corcoran D2L; MacGillis and Propublica D2L; <i>In Rothenberg</i> read Dyer (pp. 9-14), Dalton (pp.15 – 18), hooks (pp. 19-24); <i>Roithmayr</i> : Introduction and Chpt 1 ***** Recommended: Exploded View D2L; Kabbany D2L; Baudelaire D2L; Weinstein D2L; McDonough D2L; Kimmel D2L
Jan. 31	Critical Whiteness Theory (Finalize Teaching Unit Topics - esp. re: Lipsitz reading)	Nayak D2L; <i>In Rothenberg</i> read Lipsitz (pp. 71-94)
Feb. 2	The Historical Construction of “Whiteness”	Jay D2L; Tim Wise D2L; <i>In Rothenberg</i> read Painter (pp. 29-32), Mills (95-102), Brodkin (pp. 45-58), revisit Lipsitz (pp. 71-94); <i>Roithmayr</i> : Chpt 2 ***** Recommended: Gorski D2L; <i>Roithmayr</i> : Chpt 3; <i>In Rothenberg</i> read Barrett and Roediger (pp. 39-44), Wander, Martin and Nakayama (pp. 33-38), Foley (pp. 59-69)
Feb. 7	White Supremacy, White Privilege	Pyramid D2L; <i>Babakiueria</i> D2L; Elliot D2L; The Atlantic D2L ***** Recommended: <i>The Ku Klux Klan: A Secret History</i> D2L;
Feb. 9	White Supremacy, White Privilege (con't) Discussion Leaders Group #1	Wise “Preface” through “Privilege”; <i>Steele</i> Part 1
Feb. 14	Making Privilege Visible Discussion Leaders Group #2	<i>Roithmayr</i> Chpt 4-6; <i>In Rothenberg</i> read Wildman and Davis (pp. 107-113), McIntosh (pp. 121-125), Jensen (pp. 127-132); (Consider Questions 2, 4, 6, 7, 9 p. 141) *****

		Recommended: Roithmayr Chpt 7; Woods D2L
Feb. 16	Making Privilege Visible (con't) Discussion Leaders Group #3	<i>Steele</i> Part 2; <i>Jensen</i> pp. 27-44
	Part 2: Experience with Privilege	
Feb. 21	The Trouble with Colorblindness and Post-Racial Paradigms Discussion Leaders Group #4	<i>Steele</i> Part 3
Feb. 23	The Trouble with Colorblindness and Post-Racial Paradigms (con't) <i>Guest Facilitator: Dr. Elegbede attending Critical Mixed Race Studies Conference</i>	Wise D2L; Wise D2L; Gallagher D2L; Guinier and Torres D2L; Hitchcock D2L; ***** Recommended: Williams D2L
Feb. 28 – Mar. 2	What Does It Mean to Be White? In-class presentations (3/2) DUE Photo and Interview Assignments	Wing Sue D2L; Tatum D2L; Tran D2L; Macklemore D2L
Mar. 7-9	Denial, Resistance, and White Fragility Film: <i>Color of Fear</i> <i>(3/7) (Film Day: Dr. Elegbede attends training in Madison)</i> (3/9) Discussion Leaders Group #5	Baldwin D2L; DiAngelo D2L; Parker D2L; <i>Jensen</i> pp. 45-76; Wise “Denial” and “Resistance”; <i>In Rothenberg</i> read Tatum (pp. 145 – 150)
Mar. 14-16	NO CLASS – Spring Break!	
Mar. 21-23	Recognizing One’s Experience and the Perpetuation of Systems of Privilege (Possible Panel: <i>Microaggressions</i>) ***TU Groups 1 & 2 meet with Dr. Elegbede (3/23) DUE: Reflective Assignment: Personal Stories Of Racial Awareness	Sue et. al. D2L; Payne D2L; Wise “Collaboration”; Roithmayr Chpt 8-9 ***** Recommended: West D2L; Seigenthaler D2L
	Part 3: (Teachable Units) Institutionalization of White Privilege	
Mar. 28-30	Unit 1: TBD ***TU Group 3 meets with Dr. Elegbede	
Apr. 4-6	Unit 2: TBD ***TU Group 4 meets with Dr. Elegbede	
Apr. 11-13	Unit 3: TBD	
Apr. 18-20	Unit 4: TBD	
	Part 4: Changing Landscapes? Doing the Work	
Apr. 25	Being Not Racist vs. Being Antiracist	<i>Jensen</i> pp. 77-96; Speaks D2L; Roithmayr Chpt 10; <i>Steele</i> Part 4; Wise “Loss” through “Epilogue”; <i>In Rothenberg</i> review Tatum (pp. 145-150), read Feagin and Vera (pp. 151-156) (Consider questions 1,3,4 p. 167) *****

		Recommended: Gibson D2L; Gallagher D2L; <i>Roithmayr Conclusion</i>
Apr. 27	Allies, Activism, and Social Change	Utt D2L; Keelty D2L; McKenzie D2L; Thompson D2L; Uwujaren D2L; Ferber D2L; Takei D2L; Osler D2L Recommended: <i>In Rothenberg</i> read Kivel (pp. 157-166) ; Macklemore D2L (review)
May 2-4	Next Steps?: Conclusions for the Course (5/4) No Class – Dr. Elegbede attends Circles of Life Conference (5/4 at 12:00 noon) Due: Final Paper to Dropbox	

Students with Disabilities:

Any student with a documented disability (e.g. ADHD, Autism Spectrum Disorder, Acquired Brain Injury, PTSD, Physical, Sensory, Psychological, or Learning Disability) who needs to arrange academic accommodations must contact The ACCESS Center (165 Murphy Library, 608-785-6900, ACCESSCenter@uwlax.edu) and meet with an advisor to register and develop an accommodation plan. In addition to registering with The ACCESS Center, it is the student's responsibility to discuss their academic needs with their instructors. Students are ultimately responsible to communicate their needs with the instructor in a timely manner. Review the ACCESS Center website at: <http://www.uwlax.edu/access-center/>. *Accommodations may amend any policies contained within this syllabus.

Religious Accommodations:

Per the UWL Undergraduate and Graduate [Catalogs](#), “any student with a conflict between an academic requirement and any religious observance must be given an alternative means of meeting the academic requirement. The student must notify the instructor within the first three weeks of class (within the first week of summer session and short courses) of specific days/dates for which the student will request an accommodation. Instructors may schedule a make-up examination or other academic requirement before or after the regularly scheduled examination or other academic requirement.”

Veterans and Active Duty Personnel:

Veterans and active military personnel with special circumstances (e.g., upcoming deployments, drill requirements, disabilities) are welcome and encouraged to communicate these, in advance if possible, to me. We will work together to make necessary accommodations. For additional information and assistance, contact the [Veterans Services Office](#). Students who need to withdraw from class or from the university due to military orders should be aware of the [military duty withdrawal policy](#).

Expectations for Graded Work:

I provide students feedback and/or scores on assignments that require individualized grading before a further assignment of a similar format is due. Generally, I return work that requires individual feedback within 21 days from the date the work was due. I will notify you if I am unable to grade the work within the 21-day timeframe, and will identify a revised return date. If you submit work after the due date, it may not be returned within 21 days.

The grades for any work that is graded electronically, such as scanned examinations, will be accessible to you within 7 days of the due date for the work (barring technical difficulties). If you submit electronically graded work after the due date, it may not be accessible within 7 days.

Your graded coursework will be returned in compliance with FERPA regulations, such as in class, during my office hours, or via the course management system through which only you will have access to your grades.

After you have completed the course, any copies or records of your graded material that I retain will be accessible up to 7 weeks into the next academic term (either Spring after Fall or J-term; or Fall after Spring or Summer).

Academic Integrity and Misconduct (Cheating and Plagiarism):

Academic misconduct is a violation of the UWL [Student Honor Code](#) and is unacceptable. I expect you to submit your own original work and participate in the course with integrity and high standards of academic honesty. When appropriate, cite original sources, following the style rules of our discipline.

Plagiarism or cheating in any form may result in failure of the assignment or the entire course, and may include harsher sanctions. Refer to the [Student Handbook](#) for a detailed definition of academic misconduct.

For helpful information on how to avoid plagiarism, go to "[Avoiding Plagiarism](#)" on the Murphy Library website. You may also visit the [Office of Student Life](#) if you have questions about plagiarism or cheating incidents. Failure to understand what constitutes plagiarism or cheating is not a valid excuse for engaging in academic misconduct. For a light-hearted tutorial on avoiding plagiarism I encourage you to review a ten-minute interactive tutorial from Acadia University: <http://library.acadiau.ca/tutorials/plagiarism/>.

Academic misconduct is an act in which a student:

- (a) Seeks to claim credit for the work or efforts of another without authorization or citation;
- (b) Uses unauthorized materials or fabricated data in any academic exercise;
- (c) Forges or falsifies academic documents or records;
- (d) Intentionally impedes or damages the academic work of others;
- (e) Engages in conduct aimed at making false representation of a student's academic performance; or
- (f) Assists other students in any of these acts.

Eagle Alert System:

This class will be participating in the [Eagle Alert System](#) through WINGS. The system is designed to promote student success. If I notice that you are experiencing difficulties early in the semester (e.g., low assignment scores or limited participation), I may note this information and you will receive an email indicating that I have entered feedback. I may also enter positive feedback encouraging you to consider additional learning opportunities. The link in the email will take you to WINGS where you can login to see the feedback. I encourage you to meet with me and/or refer to the helpful campus resources listed on UWL's [Student Success](#) page.

Student Evaluations of Instruction:

UWL conducts student evaluations electronically. Approximately 2 weeks prior to the conclusion of a course, you will receive an email at your UWL email address directing you to complete an evaluation for each of your courses. In-class time will be provided for students to complete the evaluation in class. Electronic reminders will be sent if you do not complete the evaluation. The evaluation will include numerical ratings and, depending on the department, may provide options for comments. The university takes student feedback very seriously and the information gathered from student evaluations is more valuable when a larger percentage of students complete the evaluation. Please be especially mindful to complete the surveys.

Flu/Illness Statement:

To help manage the spread of the flu and other illnesses, if you feel ill **PLEASE STAY HOME**. Contact me to let me know you are sick. All reasonable efforts will be made to help you keep up with (or make up) class work. If I become ill, I will inform the class of any cancellations, alternate assignments, etc. via D2L and/or email.

Sexual Harassment:

As an employee of the University of Wisconsin-La Crosse, I am a mandated reporter of sexual harassment and sexual violence that takes place on campus or otherwise affects the campus community. This means that if I receive detailed or specific information about an incident such as the date, time, location, or identity of the people involved, I am obligated to share this with UWL's [Title IX Coordinator](#) in order to enable the university to take appropriate action to ensure the safety and rights of all involved. For students not wishing to make an official report, there are confidential resources available to provide support and discuss the available options. The contact in Student Life is Ingrid Peterson, Violence Prevention Specialist, (608) 785-8062, ipeterson@uwlax.edu. Please see <http://www.uwlax.edu/violence-prevention> for more resources or to file a report.

Communication about Class Interruptions:

In the event of a campus incident that impacts the availability of teaching spaces, any changes or cancellations will be communicated to you via your university email account. Depending on the incident, some or all of the information might be posted on the UW-L home page.

Campus Safety Statement:

Weapons of any kind are prohibited in the classroom and in my office. Any verbal threats to safety or violent and/or disruptive behavior will result in immediate referral to appropriate campus authorities. This could result in disciplinary sanctions including failure in the class or suspension from the college. For more information, please see the Eagle Eye Student Handbook at <http://www.uwlax.edu/studentlife/conduct.htm>.

Fair Use Notice:

Adapted from Cornell.edu: This course and D2L site contains copyrighted material the use of which has not always been specifically authorized by the copyright owner. We are making such material available in an effort to advance understanding of environmental, political, human rights, economic, democracy, scientific, and social justice issues, etc. We believe this constitutes a 'fair use' of any such copyrighted material as provided for in section 107 (the Fair Use Clause) of the US Copyright Act of 1976, which allows for the rebroadcast or distribution of copyrighted materials for the purposes of commentary, criticism, and education. In accordance with Title 17 U.S.C. Section 107, the material used in the course and D2L site is distributed without profit to those who have expressed a prior interest in receiving the included information for research and educational purposes. For more information go to: <http://www.law.cornell.edu/uscode/17/107.shtml>.

If you wish to use copyrighted material from this course and D2L site for purposes of your own that go beyond 'fair use', you must obtain permission from the copyright owner.

Please be certain to give credit if you refer to course material produced by your professor, or to the original URL, when utilizing an externally produced source.

Additional Reading/Resources:

Students interested in a particular subject or in receiving additional readings are encouraged to speak with the instructor. Although this is generally a survey course, you are encouraged to explore additional topics on your own. Please see your instructor for more information.

Audio and Video Recording of Lectures:

Because of intellectual property and the interactive nature of this class, audio and/or video recording of class presentations and discussions is not allowed unless specific permission is asked for, and granted, before taping. All participants in the class, not just the instructor, must be made aware ahead of time that someone wants to record a session. Any recordings may be used for personal study only.

Concerns or Complaints:

If you have a concern or a complaint about the course, or me, I encourage you to bring that to my attention. My hope would be that by communicating your concern we would be able to come to a resolution. If you are uncomfortable speaking with me, or you feel your concern hasn't been resolved after bringing it to my attention, you can contact my department chair or the Office of Student Life (<http://www.uwlax.edu/student-life/>).

The Student Academic Non-Grade Appeals process can be found in the [Student Handbook](#). For academic appeals you can review the appeals and petitions for academic matters section of the [UWL Catalog](#).

Academic Services and Resources at UWL:

Below are several student services available to students taking online courses:

- Academic Advising Center: <http://www.uwlax.edu/advising/>
- ACCESS Center (formerly Disability Resources): <http://www.uwlax.edu/access-center/>
- Career Services: <http://www.uwlax.edu/careerservices/>
- Counseling and Testing Center: <http://www.uwlax.edu/counseling/>
- Financial Information: <http://www.uwlax.edu/financial-information/>
- Murphy Library: <http://www.uwlax.edu/murphylibrary/>
- Multicultural Student Services: <http://www.uwlax.edu/mss/>

- Public Speaking Center: <https://www.uwlax.edu/murphy-learning-center/public-speaking-center/>
- Records and Registration: <http://www.uwlax.edu/records/>
- Student Handbook: <http://www.uwlax.edu/Student-Life/Student-handbook/>
- Student Support Services: <http://www.uwlax.edu/sss/>
- Tutoring (Murphy Learning Center): <http://www.uwlax.edu/murphy-learning-center/>
- Veteran Services: <http://www.uwlax.edu/veteran-services/>
- Writing Center: <http://www.uwlax.edu/writingcenter/>

Technical Support:

For tips and information about D2L visit the Information Technology Services (ITS) student support page, at <http://www.uwlax.edu/D2L/Help-for-students/>. If you prefer, begin your D2L exploration with a Video Tour of features.

Need help making sure your computer is set up correctly for online coursework? D2L's System Check ensures that your computer and web browser are configured to properly access their system.

You can also contact the ITS Support Center at (608) 785-8774 or email them at itssupport@uwlax.edu for questions about D2L or any other technological difficulties. The hours for ITS are available online.

***I save student work for 6 weeks into the new semester before disposal**

Appendix A

Written Assignment Guidelines and Grading Rubric

Writing proficiency applies to all written assignments. It is recommended that all papers and research are completed in APA (www.apastyle.org) or MLA (<http://owl.english.purdue.edu/owl/resource/747/01/>) format. I expect appropriate writing skills of proper grammar, punctuation, sentence structure, paragraph development, and logical sequence of thought in **all** written work.

I WILL NOT accept any assignment that is not typed and properly identified with your name, course and section, assignment title, and my name. For example:

John Doe
ERS325 01
Final Reflection Paper
Dr. Elegbede

ALL assignments (even when submitted online) are due at class time. (I WILL consider submission of late assignments under extraordinary circumstances, and **only** on a case by case basis.)

If you would like feedback on your paper, it MUST be submitted in hard copy.

ALL assignments submitted in hard copy MUST be stapled in the upper left hand corner.

ALL assignments submitted on D2L MUST be submitted in MS Word format.

Note: Written assignments are an opportunity to show me that you have thought critically about course material and to illustrate your ability to apply course material to the ‘real world.’ Take advantage of this opportunity!

When constructing written assignments, it might be helpful to use a RAADD protocol:

- R - Reflect** on what you have seen, heard, read, or experienced. Take some time to do this. Don’t rush.
- A - Analyze** what you have just seen, heard, read, or experienced. Break it down. Deconstruct the imagery based on the skills you are developing in the course. This is not the same as repeating, but is rather a full examination and analysis of the material. Look for your own biases and those of others in your evaluations. Use your critical thinking skills.
- A - Apply** course material (readings, lectures, discussions). What specific course terms, concepts, or theories do you see at work?
- D - Develop** your ideas fully, establish a logical sequence for your argument, and use examples.
- D - Defend** your position or argument. Use examples, provide context, and follow up any statement with material that supports your statement.

Here are some additional questions you should ask yourself before you submit any assignments. **Inattention to these details will negatively influence your grade on written assignments.**

1. Have I completed the assignment as required? Did I follow the proper procedures to complete the exercise? Did I answer portions of the question?
2. Did I apply the concepts and ideas correctly? Did I exhibit an *understanding* of the concepts and ideas?
3. Did I structure the answer properly?
4. Does the answer include references to readings *and* lectures (as appropriate)?
5. Did I properly cite references I may have used?
6. Does the essay show evidence of being engaged with the assignment? This is usually achieved by offering interesting and relevant examples. For example, how do the ideas relate to your own life?
7. Is the essay the proper length? (No title page is necessary.) Is the essay typed on 8.5” x 11” paper, with 1 inch margins, Times New Roman size-12 font, and double-spaced text?
8. Are there fewer than 3 spelling and punctuation errors? Are there fewer than 3 grammatical errors?
9. Are thoughts consistent or well-organized within/between sentences and/ or paragraphs?

Appendix B

Course Bibliography

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