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Coursepack of articles available on ERES (http://www.library.uiuc.edu)

Required Films:  
A Class Divided  
The Color of Fear  
Crash  
Do the Right Thing  
First Person Plural (time-permitting)  
In Whose Honor?  
Race on Trial (time-permitting)  
True Colors

Note: Additional films may be announced

“It is a peculiar sensation, this double consciousness, this sense of always looking at one’s self through the eyes of others, of measuring one’s soul by the tape of the world that looks on in amused contempt and pity. One ever feels his twoness, -- an American, a Negro; two souls, two thoughts two unreconciled strivings; two warring ideals in one dark body, whose dogged strength alone keeps it from being torn asunder”  

“In order to get beyond racism, we must first take account of race. There is no other way. And in order to treat some persons equally, we must treat them differently.”  

“For the white person who wants to know how to be my friend...the first thing you do is to forget that I'm Black. Second, you must never forget that I'm Black.”  
Pat Parker, 1990.

“'I don’t see color, I only see children.' What message does this statement send? That there is something wrong with black or brown, that it should not be noticed? I would like to suggest that if one does not see color, then one does not really see children. Children made ‘invisible’ in this manner become hard-pressed to see themselves worthy of notice.”  
Lisa Delpit, Other People’s Children, 1996.

“They claim that I'm violent, just cause I refuse to be silent These hypocrites are havin fits, cause I'm not buyin it Defyin it, envious because I will rebel against any oppressor, and this is known as self defense I show no mercy, they claim that I'm the lunatic But when the shit gets thick, I'm the one you go and get Don't look confused, the truth is so plain to see Cause I'm the nigga that you sell-outs are ashamed to be.”  
Course Description

This course explores theoretical, empirical, and experiential writings concerning the issues of race and ethnicity as they relate to human behavior from the perspective of the individual in various social contexts. To address the different learning styles of students, a variety of formats, including readings, films, in-class activities, on-line discussions, and out-of-class assignments will be used to investigate the impact of race and ethnicity on various aspects of the human experience in the U.S.

Course Objectives

Unlike most psychology courses which generally focus only on building knowledge and skills, this course is also designed to also increase self-awareness and facilitate system-level change in regard to racial and ethnic group relations. To that end, this course will ideally provide you with a greater:

- appreciation of the multiple and complex definitions of race, ethnicity, and related constructs and how these definitions are shaped by racial ideology
- understanding of the historical and contemporary racial disparities in a variety of outcomes, including education, income, criminal justice, mental and physical health, and life expectancy
- understanding of what racial and ethnic identity are, how they are developed, and the meaning they have in people’s lives
- awareness of your own racial and ethnic identities and an opportunity to critically examine their origin and meaning
- understanding of what stereotypes are, how they are formed, and how they impact people’s lives
- personal insight into your own biases and how they may affect your behavior
- understanding of how prejudice and discrimination are formed and how they can be reduced
- understanding of the nature of IQ tests, the implications of the race-group differences in IQ scores, and the factors that contribute to these differences
- opportunity to examine how race (or racial minority groups) are depicted by mainstream media or popular culture (e.g., television, film)
- opportunity to engage in honest and meaningful dialogue with classmates across and within racial and ethnic groups
- sense of how to work toward a racially just society

Place in the Curriculum

Psych 336: Topics in Clinical/Community Psychology is a category used for a variety of “special topics” courses taught by the Clinical/Community division of the Psychology department. As such, this course is not a requirement for the psychology major but can contribute to the major’s required “12 advanced hours.” Since a variety of different courses, covering a wide range of sub-disciplines, are taught under the “Psych 336” label, students may enroll (pending approval) in multiple sections of Psych 336 up to a maximum of 6 undergraduate hours in same term, or to a maximum of 9 undergraduate hours in subsequent terms. Please note that although the course catalog lists Psych 238 (Abnormal Psychology) or Psych 239 (Community Psychology) as prerequisites, neither of these prerequisites is actually required for this particular course.
Classroom and On-line Environment

Four Expectations

It is essential that our classroom and on-line community both be places where everyone feels comfortable expressing their thoughts without fear of unduly critical or judgmental responses. I expect all of my students to (1) be respectful of the widely varied experiences and backgrounds presented by class members. You may expect the same level of respect from both the teaching assistant and me. Disrespect or discrimination on any basis, including but not limited to ethnicity, sex, sexual orientation, physical ability, class, religion, or value system, will not be tolerated. Similarly, disruptive behavior (e.g., lateness, cell phones) is also not acceptable.

I also expect all of us to do our best to (2) engage authentically with the course material. Among other things, this means that I very much hope that none of us will silence ourselves (in class or on assignments), because we are afraid of offending someone or otherwise saying something “wrong.” While this may be a reasonable strategy elsewhere, in this class being “politically correct” rather than authentic deprives the speaker, the other students, and even the instructor of a potential learning opportunity (either from the comments directly or from the responses of others). I pledge to you to not hold back and speak honestly (yet, hopefully, with sensitivity) about whatever we’re discussing. I would very much like if others did the same. Thus, if someone (including me) says something that you find offensive, try your best to find a way to express how you feel, even if you think that you shouldn’t feel that way. Both sensitivity and insensitivity can be occasions for insight, and, in a class like this, are sometimes a necessary part of the learning process. At the risk of pointing out the obvious, I want to emphasize that it is not possible to meaningfully engage with the course material without doing the assigned reading.

On a related note, I also want to emphasize that each person has a right to and responsibility for his or her own feelings, thoughts, and beliefs. To that end, (3) give yourself and each other permission to laugh and cry, to be sad and afraid, and even to be confused and angry (I’ll make sure the anger is safely contained). If you do find yourself feeling unusually emotional, you might want to think or even talk it through with me, a classmate, or someone else you trust in order to make sense of your experience. Emotions are signs that something important is happening.

Finally, my last expectation is based on the observation that we are not always going to agree or see everything the same way. Indeed, I have come to view passionate, honest disagreement with my ideas as an incredible gift, as such disagreement challenges me to refine, (and, if necessary, revise), as well as to better articulate my own thinking. I encourage each of you to (4) approach disagreement by focusing on your own understanding and growth rather than trying to change someone else.

Additional thoughts on change

Change takes courage. Our current way of thinking, whatever that may be, is in many ways comfortable. We can predict how our friends and relations (and even our classmates and instructors) will respond to us. New ways of thinking are, by definition, unfamiliar and, therefore, scary because we don’t know how others will respond to the new “us”. As the semester begins, I have no way of knowing how any of you will change and grow, but I know that many of you will – sometimes in very meaningful ways. For those of you who are open to this personal growth (it is not a course requirement and will not ever be formally evaluated), I want you to know that, no matter where you start or even where you end up at the end of the class, I hold you in the highest regard and wish you an exciting and fulfilling journey of discovery.
General Information

Availability

I encourage you to take advantage of office hours to either discuss the course material or share your reactions to something related to the class (a movie, for example). I am also often in my office at other times and will almost always be happy to talk with you. While there is no substitute for face-to-face contact, you should also feel free to contact me via email. In fact, this is often the best way to get a quick answer to a question, usually within 24 hours. Please note that if I am not in the office, I would much rather return emails than phone calls.

Academic honesty

This course adheres to UIUC guidelines on academic integrity. Academic dishonesty during exams or on class assignments will not be tolerated. If you are having problems in class, please talk with me so that we can develop a plan for you to improve your performance in the course without cheating. Cheating and plagiarism will be penalized in accord with the penalties and procedures indicated in the University Student Code (found at: http://www.admin.uiuc.edu/policy/code/). All students are responsible for familiarizing themselves with how the Code defines an infraction of academic integrity. For example, “every direct quotation must be identified by quotation marks or by appropriate indentation and must be promptly cited,” and “Prompt acknowledgment is required when material from another source is paraphrased or summarized in whole or in part.” This is true even if the student’s words differ substantially from those of the source.

In addition to the University Code, the Department of Psychology also has the following guidelines regarding academic integrity. If academic dishonesty of any sort is evident, be assured that both the instructor and the teaching assistant will take appropriate action.

- A student “suspected” by an instructor or a proctor of cheating in an examination is considered to have cheated. Students have a responsibility to avoid any behavior that, however innocent, may look suspicious to a reasonable observer.
- Cheating and all other forms of academic dishonesty, such as plagiarizing a paper, are considered by the Department of Psychology as grounds for expulsion from the University.

Learning disabilities

If you have a diagnosed condition or disability that causes difficulty with learning in the classroom, completing assignments as described, or taking examinations, please see me as soon as possible and provide documentation if it is available. I will do whatever I can to accommodate your legitimate needs, which should be documented by the Division of Disability Resources and Educational Services (DRES, http://www.disability.uiuc.edu/). According to University policy, it is the student’s responsibility to notify the instructor of any special needs. All information and documentation of disability will be kept strictly confidential.
Course Requirements

Class participation (75 points)

Students are expected to attend and actively participate in class. The nature of participation will vary based on class activity, but active participation is possible no matter what is happening at any given moment. For example, active participation during lecture involves asking or answering questions and writing questions/comments in the margin to bring up (or just think about) at a later time. Similarly, active participation during films (we will have more than a few) also involves jotting down questions, responses, or even something a character said or did that seems important. Class exercises and small-group activities will provide additional opportunities for active participation.

The formal evaluation of class participation will take place on Livejournal.com. Each week, the teaching assistant or I will post several discussion questions that correspond to the week’s lecture and readings. Students may participate in several different ways: 1) by responding directly to one or more of the questions posted by the instructor/T.A., 2) by creating a new post (consisting of either a journal entry or following the same format as a journal entry) that is clearly relevant to the week’s topic, or 3) by substantively responding to a post made by another student. All three options are equally acceptable, as long as the post does not repeat what was already said and demonstrates a familiarity with either the lecture material or at least one of the relevant assigned readings.1 Responses sharing personal experiences, expressing opinions, or posing inquiries are welcomed and encouraged, as long as they are on-topic. In fact, although it is my responsibility, as the instructor, to introduce you to the scholarship of race and ethnicity, each of you has your own unique experiences and perspectives that the rest of us can learn from. However, such posts will result in partial participation credit if they fail the two-part familiarity test stated in bold above. Students may post as often as they like and may meet the two parts of the familiarity requirement in two different posts. However, they may neither earn more than 5 points in any given week nor “make-up” one week’s points during another week. Length of posts is not relevant to the evaluation, but concise writing is always preferable to verbose prose. In general, quality matters much more than length or frequency.

Students may earn a maximum of 5 participation points each of the 15 full weeks of the semester for a maximum of 75 points. Weekly points will be assigned using the following rubric:

<table>
<thead>
<tr>
<th>Score</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>response is original, on topic, and shows strong familiarity with the relevant lectures or readings</td>
</tr>
<tr>
<td>4</td>
<td>response is original, on topic and shows limited familiarity with the relevant lectures or readings</td>
</tr>
<tr>
<td>3</td>
<td>response is original and on topic but fails to show adequate familiarity with course content</td>
</tr>
<tr>
<td>2</td>
<td>response is on topic but closely resembles previous contributions and fails to show adequate familiarity with course content</td>
</tr>
<tr>
<td>1</td>
<td>response is not on topic and is lacking in both original contribution and familiarity with content</td>
</tr>
</tbody>
</table>

1 One way that this course has evolved over the years is that I have gradually shifted away from empirical articles to those that are either theoretical or experiential in the hope that something engages you both intellectually and emotionally each week.
Journals (50 points)

The topics of race and ethnicity are very personal. The lectures, readings, films, and online discussions may, at times, trigger deep emotional reactions, including anger, joy, guilt, shame, and connectedness. However, by their nature, readings and films and sometimes even discussions are about “others” and may not allow us to examine our own experiences and attitudes. The goal of the journal is to connect you to the issues discussed in this course on a more personal level.

You should make an entry in your journal and upload it to the Compass (WebCT) website on a weekly basis. You will have 12 weeks to make 10 entries (no credit will be given for the 11th or 12th entry). All entries are due Sunday at midnight. Please note that Compass will not accept late entries, and I will not accept entries that are not posted on compass (unless there is a system-wide problem), even if they are posted to LiveJournal or emailed to me prior to the deadline. You are welcome to post your journal entries to your LiveJournal account, if you want to. I hope that you will want to at least some of the time, because I think they are interesting for others to read. However, this is not a requirement.

Each entry should begin with an observation (a description of an event, situation, or interaction) that pertains to some aspect of the course, followed by a brief interpretation or analysis of what you observed (i.e., What did you think about it? How did it make you feel? How does it relate to something you’ve learned in the course?). As many entries as possible should come from your own experiences in class, at work, with family or friends, or somewhere else. However, you may also draw on what you read (in the livejournal community and elsewhere), hear on the radio, or see on television. You may also choose to occasionally reflect on class lectures or assignments, but try to use materials from outside of class as much as possible.

Both the teaching assistant and I will consider everything in the journals posted on Compass as confidential (journal entries posted on livejournal will obviously be seen by other students in the class) and will not share any of the content with anyone. Moreover, the content of your journal (that is, the specifics of what you say) will not be evaluated at any point. Instead, our “grading” of the journal entries will consist of how they are written, with an emphasis on whether or not they are consistent with the spirit of the assignment. Thus, each entry will be “graded” using the following 5-point rubric:

- **5 points:** Clearly described and relevant observation, followed by a clearly articulated and detailed analysis of either a cognitive (“I think…”) or affective (“I feel…”) component.
- **4 points:** Clearly described and relevant observation, followed by an analysis that is not clearly and sufficiently articulated.
- **3 points:** Clearly described and relevant observation, followed by an analysis that does not appear to follow the spirit of the assignment
- **2 points:** Neither the observation nor the analysis follows the spirit of the assignment, but the entry is relevant to the course.
- **0 points:** Journal entry is missing

Please note that, unless the T.A. or I feel that you are not following the spirit of the assignment, we will not necessarily provide you with any kind of formal feedback, other than points – which will be posted on compass. However, (although it is not part of the evaluation) time-permitting, we will sometimes comment on the content of your entries. If you would like us to comment (or not comment!) on something in particular, please insert a parenthetical note into the entry, or if you prefer, come talk with us informally about what you’re journaling about. We don’t mind. To the contrary, we consider such conversations to be important. Of course, if you want feedback on your journal entry, posting it to the class livejournal community is guaranteed to elicit it. Indeed, I have often
lamented in the past that the T.A. and I were the only ones who had access to the many honest, powerful, and thought-provoking entries submitted by students each week. It is my hope that livejournal provides a safe space where those of you who are interested in doing so can share and comment on each other’s journals. Please note that though participation on livejournal is required, you may do so for full credit without ever posting the journals you submit to Compass.

**Racial identity autobiography (25 points)**

The goal of this journal entry is to explore your own racial identity and, in so doing, develop a better understanding of racial identity in general. Although racial and ethnic identity are sometimes intertwined, for the purpose of this assignment, please limit your discussion to racial identity (you may discuss ethnic identity on the discussion board or in your journal). I am aware that this assignment may be difficult for some of you. Please feel free to discuss it with either the T.A. or me, if you get stuck or just feel like you could use some guidance. To help you get started, several suggestions are listed below. These are intended solely as suggestions. You are neither required to discuss all these elements (I assume that you will find it meaningful to discuss several), nor are you limited to them.

- When, why, and how you first became aware of your race
- Influence of skin color (or other physical characteristic attributed to race) on your life
- Others’ response to your skin color or other physical characteristic attributed to race
- Messages from family members about skin color or other physical characteristic...
- Family stories about your own racial group, other racial groups, or race in general
- Media and cultural messages about race
- Friendships and other relationships within and apart from your own racial group
- Participation in groups or activities centered on race or racial issues
- Experiences with racism (as victim, as perpetrator, or as both)
- What it means to you (if anything) to identify with your racial group
- What you like and don't like about being a member of your racial group

Your autobiographies should consist of no more than four typed double-spaced pages in a standard 12-point font and with standard one-inch margins (about 1000 words). There is no page minimum. As stated earlier, concise writing is always preferable to verbose or redundant prose. However, this is not to suggest that very short manuscripts will be favorably evaluated. Although there are no “wrong” responses in an autobiographical assignment, there most certainly are inadequate and superficial ones. You will be evaluated on both content (20 points) and writing (5 points), so please take care to submit work that is as error-free as possible.

The papers are due (at the beginning of class) Thursday, October 1st. A 2-point penalty will be imposed for each school day thereafter. Papers that are more than 5 school days (a week) late will not be accepted unless arrangements are made prior to the deadline. All papers must be typewritten and double-spaced with a standard 12-pt. font and 1-inch margins. If you include a cover page (not necessary), please do not put your name on it. Instead, please include your name on a separate page (not part of the 4-page limit) attached to the end of your paper.
Local Issue Group Project (50 points)

As is true elsewhere, Champaign, Urbana, and the other nearby towns have a variety of documented racial inequities (we will discuss the specifics in the class). The purpose of this assignment is to provide you with an opportunity to explore one of these issues from a local perspective and to work with several classmates on something that is of mutual interest. This project is intended for 3-5 person teams, with each person taking responsibility for some specific portion of the project (this should be evident to the instructor). Team projects will receive one grade, which will be given to all students on the team. I will help you partner up (based on your interest) but you are also welcome to choose your own partners.

To complete the project, please select an issue from the list below (other topics may also be acceptable, but must be approved by the instructor in advance) and decide what specific responsibility each team member will have. Note that some preliminary research may be necessary before responsibilities can be assigned. Then, create a website, a video, or an editorial suitable for submission to the Champaign News-Gazette that provides a fair analysis of the issue from at least two different perspectives, supporting each perspective with relevant empirical studies and theoretical papers from legitimate academic or journalistic sources. After summarizing and analyzing the issue in this manner, you should, as a team, evaluate the evidence supporting each perspective and determine a specific position/policy that you think should be pursued.

You will be evaluated on both content (80%) and presentation (20%), so please take care to submit work that is both error-free and visually appealing. The project proposals (with group membership) are due (at the beginning of class) Thursday, September 24th. The final projects are due Thurs., November 5th. A 2-point penalty will be imposed for each school day thereafter. Projects that are more than 5 school days (a week) late will not be accepted unless arrangements are made prior to the deadline. Projects should be submitted with the names of all team members accessible only when needed (e.g., an “about us” link, on the back of the poster covered by a taped card) so that the projects can be graded with the graders “blind” as to who made them. All projects should include a reference page, properly citing any sources that you use, including assigned readings.

It is my intention that each group will leave a permanent record of its work, either as a website, as a youtube video (or set of videos) or as an editorial published in either the News-Gazette, the Public I, or the Daily Illini.

Possible topics

- What impact did the Champaign School District’s consent decree have on the racial inequities it targeted?
- With the expiration of the consent decree, how (if at all) should we address the racial inequities in the education system?
- Should local police use racial profiling to prevent or “fight” crime?
- Would police use of tasers differentially impact some racial groups? If so, should their use be prohibited?
- Should the University of Illinois (or some other employer) prohibit “hate speech”?
- Should the University of Illinois stop using the SAT and similar tests as a consideration for admission?
- Should the University of Illinois use race as a consideration for admission and/or financial aid?
- Should the University of Illinois assign housing with the goal of promoting inter-group contact?

2 The litmus test for ‘fairness” is that a person who approaches the issue from that particular perspective should agree with how that perspective is presented.
Final Project (100 points)

Choose one of the following. All projects are due at the beginning of class Dec. 4th. Please refer to the controversial issue assignment section of the syllabus for guidelines on format, late penalties, etc. The only change is that the final project has a 10-page length limit.

Biography. Interview someone who is more than 30 years old (older is better) and who is of a different race or ethnicity than you. You will need to conduct research on this person’s racial/ethnic group (at least 5 sources are expected beyond assigned readings). Based on your research, the material covered in class, and your own experiences, generate 7-10 open-ended interview questions to ask the person. **Feel free to stop by to discuss your interview questions, as well as to talk about interviewing techniques in general.** Conduct the interview and write a biographical piece about the person that describes what you learned from the interview and integrates it with your research and class readings. Have the interviewee read and sign your paper (email or phone verification is also ok) before you hand it in.

Media analysis. Examine and analyze how television, music, movies, or print media (e.g., newspapers, magazines) represent EITHER a specific course topic (e.g., color-blindness, racial identity) or a specific non-dominant ethnic or racial group (e.g., Asian Americans) or subgroup (e.g., Asian American women). **Make sure that your analysis doesn’t just describe the media content but also integrates the content with concepts and materials covered in the course (at least 5 sources are expected beyond assigned readings). Finally, your analysis should also discuss the implications of what you find.** Please follow the following guidelines, which differ according to the source.

1. Television. You should select one television program and analyze at least 7 different episodes of that program. This means that if you choose to analyze Star Trek TNG, your analysis should refer to at least 7 different Star Trek TNG episodes. Although the omission of ethnic and racial minority individuals from television is itself a problem, for the purposes of this assignment, episodes that don’t portray the group you chose (e.g., Romulans) should not be included.

2. Music. You should select a single performer (either individual or group) and analyze at least 7 different songs, taken from at least 2 different albums. As with television, songs that do not refer to the topic or group you chose may not be included (implicit references are fine, of course)

3. Movies. You should pick either a specific director (e.g., Spike Lee, John Singleton), a specific writer (original screenplays only), or a specific franchise (e.g., Star Trek, Harry Potter) and watch at least three films. Again, films that do not have prominent characters (i.e., on screen for at least 15 minutes) from the group you selected should not be included. If you select films that do not meet the above criteria, your assignment will be returned without a grade (there can be nothing learned by comparing apples and oranges).

4. Print Media. You should pick a narrowly-defined media source (e.g., New York Times business section, rather than the New York Times) and analyze at least 7 different articles from at least 3 different editions of that source. If you like, you may focus on advertisements rather than articles. If you do, you will need at least 10 advertisements. As with articles, they should come from at least 3 different editions of a single narrowly-defined source. Please note that the book store and library (as well as the internet) are good sources of archives.
Exams (100 points each for 200 total points)

The purpose of exams in this course is not to prove to me that you have the ability and motivation to memorize some specific set of facts. Rather, they are designed to provide you with the opportunity to think deeply and critically about the course materials, integrate ideas, concepts, and theories from readings and lectures, and weigh the research evidence supporting different theories. To that end, both exams will be open book/notes. That is, you will be able to use your hand-written notes from class and all assigned readings during the exam (you may not use photo-copied notes). The exams are cumulative in the sense that material from an earlier exam may be incorporated into a question on a later exam, but the emphasis on the second exam will be on the readings since the previous examination.

If you cannot be in class on the scheduled exam day, you must obtain permission to take a make-up exam PRIOR to the regularly scheduled exam date. Make-up exams without prior approval will only be given (without penalty) under extenuating circumstances, such as a death or illness, and will require documentation from the Dean’s office (a note simply stating that you were at McKinley is not sufficient). If you miss an exam for other reasons (e.g., your alarm clock broke, you could not find the room), you may be allowed to take the make-up exam within 5 days of the original exam date. However, 10 points will be automatically deducted from your score. Please note that the two exams are not cumulative and that there is no final exam in this class.

Extra Credit (TBA)

At various times during the semester, various University units may bring speakers to campus whose expertise clearly relates to this course. I will keep a lookout for such events and pass the information on to you. I also encourage all of you to let me know if you hear about something on campus that fits the above description. If I decide that a speaker (or event) is of sufficient relevance to the course, I will provide extra credit to encourage you to attend. To earn the extra credit, you will need to make an “extra” journal entry on compass (I will create these specific journal categories for each event) following the usual journal structure (e.g., an observation about what happened, followed by an analysis). Please note that although the journal entry structure is the same, each extra credit entry will be worth just two points. There will not be any other ways to earn extra credit in this course.
**Grading**

The final grade for this course will be based on the total number of points you **earn** on class participation, two examinations, journal entries, the racial identity paper, the controversial issue project, and the final project. The course requirements total to 500 points, which break down as follows:

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Participation (via LiveJournal)</td>
<td>75 (5 pts/ 15 weeks)</td>
</tr>
<tr>
<td>Journals (on Compass)</td>
<td>50 (5 pts/ 10 weekly entries)</td>
</tr>
<tr>
<td>Exam 1</td>
<td>100</td>
</tr>
<tr>
<td>Exam 2</td>
<td>100</td>
</tr>
<tr>
<td>Racial identity paper</td>
<td>25</td>
</tr>
<tr>
<td>Local Issue project</td>
<td>50</td>
</tr>
<tr>
<td>Final project</td>
<td>100</td>
</tr>
</tbody>
</table>

Grades will be assigned according to the following scale. I realize that the cutoffs between the grades are somewhat arbitrary, even if they are consistent with traditional practices and university guidelines. However, the lines have to be drawn somewhere, and this is where I have determined they should be. Having so determined, in the interest of fairness, exceptions will not be made, even if a student is literally just a point short of the higher grade. If this appears petty – after all what possible harm could it cause – please keep in mind that in a class this size there will always be a handful (not just one) student who is a point short of a higher grade. To make an exception for one student and not another would be absurdly unfair, and to make an exception for the whole bunch would be the equivalent of moving the cutoff, which would only create a new group of “border” students. So, these are the cutoffs. Use them to plan the effort of your work appropriately.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
<th>Total Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>A +</td>
<td>98 – 100%</td>
<td>488-500</td>
</tr>
<tr>
<td>A</td>
<td>92 – 97%</td>
<td>458-487</td>
</tr>
<tr>
<td>A-</td>
<td>90 – 91%</td>
<td>448-457</td>
</tr>
<tr>
<td>B+</td>
<td>88 – 89%</td>
<td>438-447</td>
</tr>
<tr>
<td>B</td>
<td>82 – 87%</td>
<td>408-437</td>
</tr>
<tr>
<td>B-</td>
<td>80 – 81%</td>
<td>398-407</td>
</tr>
<tr>
<td>C+</td>
<td>78 – 79%</td>
<td>388-397</td>
</tr>
<tr>
<td>C</td>
<td>72 – 77%</td>
<td>358-387</td>
</tr>
<tr>
<td>C-</td>
<td>70 – 72%</td>
<td>348-357</td>
</tr>
<tr>
<td>D+</td>
<td>68 – 69%</td>
<td>338-347</td>
</tr>
<tr>
<td>D</td>
<td>62 – 67%</td>
<td>308-337</td>
</tr>
<tr>
<td>D-</td>
<td>60 – 62%</td>
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Tentative Semester Schedule

This is a tentative schedule. Modifications to the schedule may occur at any time in the semester, often to accommodate guest speakers, but sometimes for other reasons. In rare cases, a reading substitution may also occur to accommodate the speaker’s topic. Such modifications will always be announced in class, with at least a full week’s notice. However, you are responsible for knowing about changes announced during your absence.

Week 1:
Aug. 25, 27

Introduction and Definitions


Week 2:
Sept 1, 3

Racial ideologies


** Homework: Take the test and look at the analysis on http://www.politicalcompass.org **

Week 3:
Sept. 8, 10

The past and present significance of race (films: “True Colors”; “Race on Trial”)


Week 4:
Sept 15, 17

Black racial identity (film: “Do the Right Thing”)


**Week 5:**

Sept. 22, 24

**White racial identity**


**Controversial Issue Group Proposals due Thurs., Sept. 24th**

**Week 6:**

Sept. 29, Oct. 1

**Biracial identity**


**Racial Identity assignment due Thurs., Oct 1st**

**Week 7:**

Oct. 6, 8

**Ethnic and national identity**


**1st EXAM: Thursday, October 8th**

**Week 8:**

Oct. 13, 15

(15=drop deadline)

**Immigration and acculturation**


**Week 9:**

Oct. 22, 24

**Stereotypes and prejudice** (film: “A Class Divided”)


Week 10: The role of groups (film: “The Color of Fear”)
Oct. 27, 29


Week 11: Unintentional racism (film: “Crash”)
Nov. 3, 5


** Local Issue Group Projects due Thurs., Nov 5th **

Week 12: Intelligence and education
Nov. 10, 12


** LAST WEEK OF JOURNALS **

Week 13: Intelligence and education continued
Nov. 17, 19


** 2nd Exam, Thurs. Nov. 19th **

Week 14: THANKSGIVING VACATION
Nov. 24, 26
Week 15:
Dec. 1, 3

**Working for social justice (12/4)** Film (In Whose Honor?)


**FINAL PROJECTS DUE Dec. 4th**

Week 16:
Dec. 8

**Closing activities (no assigned reading)**
Welcome to livejournal letter (also available on the course livejournal community page)

Dear Psychology of Race and Ethnicity students, *waves hello*

Welcome to the course online community hosted by LiveJournal. This is a closed community, meaning that membership has to be approved by the community administrator (me). Please know that I will NOT approve any member who is not enrolled in this course for the Fall, 2009 semester. Livejournal limits posting privileges only to community members, so you can be confident that only your classmates can post or respond. In addition, each of you can also limit who can read your posts (this is handled separately for each individual post). To keep your post public, select "Public" in the drop down menu at the bottom of the post screen. To limit your post only to community members, just select "members". You can change this setting back and forth whenever you want.

This is the second time that I am using LiveJournal for educational purposes. If you have any concerns or questions, please don't hesitate to contact me, either on LiveJournal, or via email.

My hope is that this space will be used...the way online communities are typically used: to share personal experiences (those that occur in our classroom and elsewhere), to ask questions, to learn from each other. If you want to use your real name, feel free (the T.A. and I will, at all times), but please feel free to take on an anonymous identity, especially if that will help you participate more freely (if you take on an anonymous identity, you will need to tell me who you are in order to get credit for participation, but, if you prefer, you can provide this information at the very end of the semester.

Whatever you do, do participate, to the full range of your ability: Engage in the process, be honest, be brave...let's create something special here!