Everyday Struggles for Justice and Equality
CES 489:01 [CAPS]
Spring 2016
T, TH 10:35 am to 11:50 am
CUE 409

Professor: Dr. Carmen R. Lugo-Lugo
Office: Wilson-Short Hall 116
Office Hours: Tu 9:00 am to 10:25 am and by appointment
Phone number: 335-2889
E-mail: clugo@wsu.edu

It is not overt racists or White supremacists who create and control the tools that result in personal pain suffered by people of color or in the damaging disparities in education, health care, and employment. It is ordinary citizens we elect to office, teachers who educate our children, business leaders, law enforcement officers, physicians, dentists, construction workers, our family, friends, and neighbors.
—Derald W. Sue

But issues of class are, in the U.S., issues of race. This is particularly true when it comes to the poorest of the poor.
—Daria Roithmayr

We are all implicated when we allow other people to be mistreated. An absence of compassion can corrupt the decency of a community, a state, a nation. Fear and anger can make us vindictive and abusive, unjust and unfair, until we all suffer from the absence of mercy and we condemn ourselves as much as we victimize others.
—Bryan Stevenson

COURSE DESCRIPTION:
Daily incidents of individual and institutional racism, sexism, and heterosexism and homophobia are evident in a variety of social spaces. This course considers these spaces and examines the everyday violence that emerges through and from our social institutions and structures. This course interrogates everyday realities—microaggressions, hate speech, discrimination, harassment, segregation, and institutional biases—that can be found on college and university campuses, in neighborhoods, in places of leisure, at workplaces, and in many other spaces across the country. This course offers a space to think about and reflect on the intersections of race, gender, class, and sexuality to examine the dialectics between institutional and everyday practices and to spotlight the costs and consequences of everyday violence. This course works from a basic premise: while claims of equality are commonplace, and narratives about a society that is post-racial and post-gender are increasingly common, the effects of racism, sexism, and heterosexism/homophobia are evident at both micro (i.e., individual) and macro (i.e., societal) levels.

COURSE OBJECTIVES AND LEARNING GOALS:
Course Objectives:
According to WSU’s University Core Requirements (UCORe), capstone courses bring opportunities for integration, application, and closure to the undergraduate experience, and
prepare students for post-baccalaureate work and life-long learning. Critical thinking, communication, and information literacy skills will typically be practiced explicitly in capstone courses. Given their special position within the curriculum, the CAPS courses carry a strong responsibility for culminating evidence of student achievement in the 4 learning goals of the baccalaureate. Specifically, capstone courses: (a) require students to draw on the skills needed to develop their own research or creative questions; (b) initiate investigations and explorations of open-ended issues and problems; (c) show a depth of knowledge within the chosen academic field of study; and (d) apply the concepts of their general and specialized studies to personal, academic, service learning, professional, and/or community activities.

This course meets the four capstone characteristics as follows:

- **Critical and Creative Thinking:** Beyond critical analysis of individual and structural enactments of racism, sexism, and heterosexism/homophobia within lived spaces, this class focuses on developing means to communicate information and findings, aiming to begin a process of social transformation. The course fosters critical thought about the presence and impact of everyday racism, sexism, and heterosexism/homophobia and the development of creative approaches to analyzing and communicating these realities, while offering frameworks to think about and connect the everyday with the institutional.

- **Communication:** Students are asked to reflect on and use communication on multiple levels. The course: (a) focuses on the ways that race, gender, and sexuality are enacted and resisted in everyday contacts and experiences; (b) engages students in accessing the literature on these topics, analyzing and synthesizing it into a paper; (c) focuses on how to engage and participate in discussions about these everyday realities; and (d) encourages students to think about different modes of communication.

- **Depth, Breadth, and Integration of Learning:** Beyond providing students the opportunity to explore in greater depth the research and issues surrounding everyday racism, sexism, and heterosexism/homophobia, this course allows students the opportunity to integrate their learning into their everyday experiences. Students are asked to integrate examinations of individual and institutional racism, sexism, and heterosexism/homophobia in different contexts.

- **Information Literacy:** A principal point of focus for this class is production of accurate information and analysis for both an academic course and an audience beyond the classroom. Often, communication on these topics lacks adequate background and contextual information. Thus, information literacy is key to students’ skill sets. Beyond working on skill development and accessing information in the library, the course will hone information literacy skills relevant to the production and consumption of various forms/methods of communication.

Based on these characteristics, this course extends beyond the scope and focus of previously completed core classes in terms of analysis, discussion, theorizing, and discursive interrogation. Students will reflect on existing work and, in turn, work towards producing new scholarship. While the course examines and reflects on everyday forms of discrimination, institutional bigotry and violence, the class will be dedicated to engaging in research and providing insights as to local manifestations of these larger issues. Students will conduct research, apply that research, and share these findings through a final paper. The course will represent the culmination of a student’s CES/WST experience, applying and expanding on the body of knowledge they have examined during their earlier coursework.

**Learning Goals:**

LG1 Recognize how racism, sexism, and heterosexism take place in everyday life.

LG2 Identify and analyze the connections and links between everyday bigotry/prejudices and institutional policies.

LG3 Identify and think critically about the causes and consequences of microaggressions, harassment, everyday discrimination, and institutional violence.

LG4 Integrate research from primary and secondary sources discussing and analyzing power dynamics in relation to racism, heterosexism, and sexism.
Examine the role communication media have in both promoting and contesting bias.

REQUIRED TEXTS:
(Books are available at The Bookie and Online)

✓ Note: Having access to the books is crucial. In order to be able to succeed in this class, you need the books. There is no way around it. And, given the world of hyper-connectivity in which we live, “The Bookie ran out of books” or “I ordered the book but it hasn’t arrived yet” is not an excuse for not having your reading reflections ready when they are due. So here is the warning: you will lose points for every reading reflection you miss, regardless of circumstance (details on reading reflections below).


COURSE REQUIREMENTS:
Class Attendance and Participation: Attendance in this class is required and valuable. Since class will mostly entail class discussion and some lecturing, I will expect you to come to class having completed all the readings assigned for that day and to engage with the material in class. I will be looking for quality in your contributions to class discussion. It is also to your advantage to respond thoughtfully and respectfully to the topic, to your professor, and to your peers. Taking notes during lectures and films is highly recommended, since I'll expect you to apply key concepts and terms discussed in them in
your reading reflections and to show your understanding of those concepts in your In-
class assignments and final paper.

You are allowed up to two absences (excused or otherwise). Every additional absence will reduce your final attendance and participation score by 10 points. Only approved and documented university excuses will be exempt from this rule (for athletes, this means forms from the Athletic Dept. handed in before the absence). Finally, disruptive behavior will make you lose points for participation. The followings are examples of disruptive behavior: (1) arriving late to class and/or leaving early, (2) talking to classmates during lecture, (3) reading the newspaper, and (4) playing with your laptop computer, etc. If you engage in any of those behaviors during class (or in any other behavior that I deem disruptive), you will lose points from attendance and participation at my discretion and without any warning. Attendance and participation will be worth a total of 110 points.

✓ Note: I will take attendance every day. If you come to class after I am finished taking attendance, you will be marked as being absent.

Reading Reflections: You are required to provide typed reflections (i.e., entries) of the readings assigned for each day (there is a total of 43 entries). Each entry should be constituted of two paragraphs: the first paragraph must include a summary of the reading, and the second paragraph must include a brief analysis. The analysis may be theoretical, social and/or political (i.e., avoid any personal “feelings” or “opinions” about the reading/author). In order to get full credit, each entry must be prefaced with the following information: (1) your first and last name, (2) date the entry is due (not the date you are writing the entry), (3) chapter number and/or title of the chapter, (4) title of the book, (5) pages in the text where the reading is found, and (6) entry number (entries should be numbered consecutively, from 1 to 43, and the number of the entry in your reflection should correspond to the number of the reading in the schedule). For instance, on January 19, you have two entries due, and the first one of those two entries should have the following information:

Name
01/19/15
Chapter One
Microaggressions in Everyday Life
pp. 3-20
Entry #1

I will deduct 2 points for every item missing from the heading, anything that is incorrect, or anything that is misplaced. Each entry (which corresponds to each reading) should include its own heading and entry number (again, please note that entries are numbered consecutively from 1-43 in the schedule—make sure you always have the right entry number). Each reflection must not be more than two pages long. I will collect your reflections everyday in class. At the end of each week I will grade one random entry from the readings for that time period (note that you will usually have several entries per week, as there will be several readings assigned). Each graded entry will be worth 20 points for a total of 260 points (13 entries) at the end of the semester. Although I will not read and grade the additional entries, I will “scan” them to make sure they are complete
and they will still be worth up to 4 points each for a total of 120 points (30 entries) at the end of the semester. The maximum score for the reading reflections is 380 points.

✓ What constitutes an entry (or reading reflection)? If you go to the schedule beginning on page 11, you will notice that I have assigned a number of readings for each day. Each reading is listed numerically and followed by the page numbers and the text where you will find it. Each one of those readings constitutes an entry and must have its own heading. For instance, as stated above, there are 2 readings assigned for Tuesday, January 19, which means that on that particular day at 10:35 am you must have 2 entries with you as you walk in the door. However, you do not need to have each entry on a separate piece of paper: they can appear consecutively as long as each is separated by its proper heading, including entry number.

✓ The reading reflections will be collected in class. If you miss class one day and your entry is not with those of your classmates, you will lose your points for that day’s reading entries.

✓ I will not accept late reading reflections, nor will I accept reading reflections brought to my office, sent over e-mail, or left in my mail box. Check your printer for ink, your computer for bugs, and your brain for memory ahead of time. Late entries are equivalent to no entries at all. You may, however, turn in your entries early by bringing them to class on the day before they are due. I will NOT accept entries on electronic mail or left in my office mailbox (regardless of whether they are early, on time, or late).

Bottom line: (1) Turn in all your entries; and (2) Turn them in on time.

Final Paper: (FINAL DRAFT DUE THURSDAY, ARIL 28, 2016) The purpose of this assignment is to exercise your research and information literacy skills, critical thinking, and ability to synthesize information, the main purpose of a Capstone course. The paper must cover an aspect of everyday injustices related to racism, sexism, or heterosexism in U.S. society. After you have selected your topic and cleared it with me (your research question shall serve this purpose), you must find four academic sources (i.e., books and/or scholarly journal articles) discussing related aspects to your topic and/or to everyday aspects of social (in)justice more generally. Also, you must use at least two authors from the readings assigned for class, and your paper must engage with and cite at least one primary source. Your task then is to write a coherent, analytical, and critical paper about the importance of your topic to social equity. The four academic sources (meaning books, and journal articles) and the referencing of the class readings are meant to inform and guide your paper, and to generally provide documentation and support for the ideas/points you are discussing. Thus, a minimum of five textual citations from the academic sources, and three additional ones from the class readings are necessary. Your paper should also include a "Works Cited" or "References" Page, listing your four academic sources, two class readings, and the primary source(s)—given the requirements listed above, your reference page must have a minimum of 7 sources listed at the end.

Your paper should be a minimum of 7 pages (not counting attachments, and not including the references), typed, double-spaced, and numbered. It should also, of course, include an introduction and a conclusion. A title is also necessary to get full credit. You
will be expected to turn in your final paper on the assigned due date in class. Besides the diligence of the research and analysis, and the completeness of the assignment, this paper will also be graded on the quality of the writing. Also, prior to the final draft of the paper you will be expected to turn in a Research Question (see explanation below) and an Annotated Bibliography (see description below). These assignments are meant to facilitate the process of writing and to get you thinking about the topic and direction of your paper.

✓ Research Question. Identify the topic you will be researching/analyzing. The topic must be identified in the form of a thesis that you will use to guide your discussion and analysis. This assignment should be typed, double spaced, and between two and three pages. The Research Question is due on Thursday, February 11 and it is worth 60 points. See Attachment I at the end of the syllabus for instructions and more details.

✓ Annotated Bibliography. For this assignment you must present your 4 academic sources. It should also include your 1 primary source. Your annotation should include two paragraphs for each source: one describing the content of the source, and another explaining the relevance of the source for your topic/paper. If you are unclear as to what constitutes an academic source or a primary source, do not hesitate to ask. No more than 1 web source will be allowed (with the caveat that a web source and a source found on the web can be two different things). The annotated bibliography must be typed and double spaced. This assignment is due on Thursday, March 10 and it is worth 100 points. See Attachment II at the end of the syllabus for instructions and more details.

✓ Final Paper. This will include 7-10 pages (not including the reference page or attachments) as described above, and a reference page. The final paper is due on Thursday, April 28 and it is worth 200 points. See Attachment III at the end of the syllabus for grading criteria. Also, include Attachment III with your paper when you turn it in. Note: If you are interested in my feedback, I am willing to read one draft of your paper before it is due. You can hand it to me no later than April 8th (so I have time to read it, comment, and hand it back to you before it is due).

In-Class Assignments: The purpose of the in-class assignments is twofold. First, on a basic level, they are designed to synthesize your interpretation of the lectures and in-class discussions with the readings. On a deeper level, they are also designed to make you reflect on broader issues involving everyday forms of inequality. Each assignment will have a prompt with a series of questions that you will answer in ESSAY form with the help of your reading reflections and note sheet (books will not be allowed). What constitute a note sheet?: I will allow you to have up to two letter-size pieces of paper with your notes from lectures, pertinent readings, and class discussions. You may use the information on your note sheet to help you develop your essay for the in-class assignment. You will turn in the note sheet with your assignment. There will be a total of four in-class assignments (the dates for these appear in the schedule), and each will be worth 50 points. Since there will be no makeup assignments, I will drop your lowest score. This means that if you miss one in-class assignment due to an absence, the missed assignment will count as your lowest score. I repeat: no makeup assignments will be given. Should you miss more than one, you are in the unfortunate circumstance of
forfeiting the points. Since we will be dropping the lowest score, your three highest scores will have a maximum combined value of **150 points**.

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**COURSE POLICIES:**

**Cellular Phones and other Communication/Electronic Devices:** Turn your cell phones and electronic devices off before coming to class. That includes laptop computers, even if your computer lacks an internet connection, tablets, smart watches, and any other electronic device utilized to communicate with the world outside our classroom. Of course, MP3 players and other gadgets used for entertainment are also prohibited. If, for a reason I cannot fathom at this point, you forget to neutralize your communication device, and it goes off during class, you will annoy the heck out of me, and will have the option of (1) turning it off immediately, or (2) handing it to me and letting me answer it. You will take full responsibility for what happens when/if you allow me to answer your phone. If your device goes off more than once during the semester, I will deduct points (at my discretion and without notifying you) from your attendance and participation points. I may also ask you to leave the classroom.

✔ If I catch you “texting” during class, in addition to taking points off, I will confiscate your phone and will make you stand in front of the entire class to share with your classmates why you were texting, who you were texting, and the content of your message. You will also lose points for attendance and participation (see explanation above). Finally, under those circumstances, I reserve the right to keep your phone in my office until one of two things happens: (1) you drop the class, or (2) the semester ends.

✔ But what if I want to take notes using my computer?—you may ask. Here is my standard answer: for over a century now, students have been able to take notes using a pad of paper and a pen or a pencil. This method has worked for generations of students, so it will work for you as well. Only students with a documented disability and direct instructions from the Access Center are exempted from this rule.

**Academic Etiquette Policy:** Class will begin promptly at 10:35 a.m. Arriving late and leaving early is not tolerable and will be reflected on your attendance and participation score. Do not attempt to carry on private conversations with other students during lectures or discussions. Finally, toleration for diverse opinions voiced in class is essential, and I expect all students to treat each other respectfully. Name calling and other forms of verbal harassment will not be tolerated and will result in either the student being asked to leave the class or in receiving penalty points at my discretion.

**Disability Accommodation:** Students with Disabilities: Reasonable accommodations are available for students with a documented disability. If you have a disability and need accommodations to fully participate in this class, please either visit or call the Access Center (Washington Building 217; 509-335-3417) to schedule an appointment with an Access Advisor. All accommodations MUST be approved through the Access Center.

**Campus safety plan/emergency information:** In the interest of campus safety and emergency procedures, please become familiar with the information available on the
following WSU-provided websites:
- http://safetyplan.wsu.edu (Campus Safety Plan);
- http://oem.wsu.edu/emergencies (Emergency Management Website); and

**Academic Integrity Policy:** In all instances, you must do your own work. Otherwise, you are being dishonest. There is no excuse for plagiarism, or for not doing your own work. In simple terms, plagiarism is the act of using another person's words or work without giving them credit for it. Relatedly, academic dishonesty involves not doing the work you are supposed to do on your own and claim you did. If you do not understand the seriousness of plagiarism and/or academic dishonesty, and the importance of avoiding those behaviors, I would recommend that you read WSU's Academic Integrity Policy (WSU Student Handbook, WAC 504-26-202—Acts of Dishonesty and WAC 504-26-010--Definitions). Plagiarism and academic dishonesty, whether intentional or unintentional, may result in a grade of "F" for the assignment in question, or a grade of "F" for the entire course, at my discretion. If I discover you have plagiarized your work or have incurred in any other form of academic dishonesty or cheating, I will discuss the situation with you first and then with the Chair of the Department of Critical Culture, Gender, and Race Studies. I will then alert the Office of Student Conduct, which may result in a conduct hearing and university sanctions against you. If you are at any time unclear about what constitutes plagiarism, cheating, or academic dishonesty, contact me and I will clarify it for you.

**A Few Points about Earning your Grade:** As you may have been able to gather from the detailed syllabus I have provided for you, I expect you to do your work as laid out here. Thus, the only thing you can do to get a passing grade in the class is complete the work assigned in the syllabus on time and without excuses. In order to pass the class (i.e., obtaining at least a C-) you need to do two fundamental things: (1) follow the syllabus, and (2) do the assigned work well. In order to do better (i.e., obtaining at least a B), you need to follow the syllabus and do the assigned work very well. And in order to receive an excellent grade in this class (i.e., at least an A-) you need to follow the syllabus and excel in your work. Thus, only an equal combination of industriousness and quality of your work will guarantee your grade. What does this mean? I am basically warning you that the level of effort you put into the class, may not correspond to the quality of your work (which is what ultimately matters in obtaining a grade). That is, sometimes a person’s best effort grants him/her a C. I will, then, tolerate no drama at the end of the semester about how (1) you worked really hard in this class and therefore deserve a better grade; or (2) you “wanted an A in this class” and are actually getting a C- and can I do something to help you “improve your grade.” My standard response to the first point is that effort is not necessarily correlated to a “better grade,” and my response to the request embedded in the second point will always be: “improving your grade was your responsibility during the semester.” Thus, always bear in mind that the grade you obtain in this class will depend entirely on (1) having followed the syllabus to the letter, and equally important, (2) the quality of your work.

**A Note on Grammar and Writing:** This is a Capstone course, which means that at this point in your academic career, you must be able to absorb and synthetize material. In order to do that effectively, you must be able to write coherently and demonstrate a certain level of technical mastery in your writing. With that in mind, here are a few goofs that will make you lose points in the written work assigned for this class (i.e., Reading
Reflections, In-Class Assignments, Research Question, Annotated Bibliography, and Final paper):

✔ Calling authors by their first name. Always use their full name or their last name, and never their first name alone.

✔ Misuse of the following words:
  ➢ affect/effect
  ➢ dominate/dominant
  ➢ for/four
  ➢ its/it’s
  ➢ quite/quiet
  ➢ there/they’re/their
  ➢ then/than
  ➢ to/too/two
  ➢ weather/whether
  ➢ woman/women
  ➢ your/you’re

✔ Made up words like irregardless (it’s irrespective or regardless) or supposably (it’s supposedly); misspelled words like ethnicities (spelled ethnicities) or priviledge (spelled privilege); and incongruent pairing of words like “should of” (it’s should’ve or should have).

✔ Each one of these offenses (or offenses like them) will make you lose 2 points every single time they appear in your work.

In order to streamline grading, I have designed a key for corrections. I am including it here to let you know why you had points taken off. When I return your work after being graded, they will have codes instead of corrections, here is the key to decipher what I am telling you:

✔ Awk → Awkward sentence structure
✔ IH → Incomplete/inaccurate Heading (for reading reflections)
✔ SP → Spelled wrong
✔ Huh? → I have no idea what you are trying to say
✔ WW → Wrong word
✔ IS → Incomplete Sentence
✔ IT → Incomplete Thought
✔ InSt → Inaccurate statement/bogus fact/unsupported claim
✔ ISum → Incomplete Summary (for reading reflections)
✔ Ram → Rambling, beside the point, not relevant to point/topic in question
✔ PS → 2 points as specified in syllabus (goofs in previous check point)

**Bottom Line:** Mind your grammar, and write coherently and accurately.

**About Terminology:** In both your written and verbal engagement in this course it is NOT permissible to use the following term: *Colored person/people/man/woman, etc.*

✔ What about it? Things are colored. People are of color, or alternatively, African-American, Black, Latina/o, Asian-American, etc.

✔ Why? “Colored people” is an offensive, derogatory, archaic term that was meant to create a linguistic inferiority about, and maintain and reinforce social inequality in relation to non-Whites. It comes from a time in which non-White groups were seen as less than human, and thus, does not mean the same thing as
people of color. This is not about political correctness, but about understanding that language matters in the creation and perpetuation of (social) inequality.

The use of this term in either your written work or classroom discussion will result in a loss of points in the specific written work in which it occurs, or your attendance and participation grade, respectively. The ONLY exception to the above policy is when you are referencing or citing an author, a film, a character, etc. who is using/discussing the term. In an instance like that, the quote should be properly referenced or cited to determine its origin.

**About the Syllabus and Unnecessary Questions:** Everything that you need to know is laid out in this document pretty clearly. Therefore, if you send me an email asking a question that can be answered by reading the syllabus, I will send a reply simply saying: “syllabus.” And no, I will not tell you what page to look. It is your responsibility to read and become familiar with the syllabus.

**About Electronic Correspondence:** Speaking of emails, the college experience is meant to prepare you for the professional world. As such, you must begin practicing professional etiquette. That begins with learning how to address your interlocutor in an electronic message correctly. Thus, here are four choices of salutations you may use when you write an e-mail to me: “Dear Dr. Lugo,” “Dear Professor Lugo,” “Hello/Hi Dr. Lugo,” or “Hello/Hi Professor Lugo.” **Note:** Any messages sent to me without a salutation or with an improper salutation (such as “hey,” “yo,” or “hi” etc.) will be sent to the trash bin without a reply.

**Last but Not Least (or the “How is that my problem” clause):** I am a pretty busy person, and as a professor, my role in this class is to teach you about everyday social injustices and to generally prepare you for the professional world. I feel the need to warn you, then, that often times I will have a standard response to many of your requests or “conflicts.” The response will usually be a variation of: “How is that my problem?” For instance, if you tell me that your parents are going on a vacation to Cabo San Lucas during the week your final paper is due, and they want you to come along (and already bought your tickets), I will ask you: How is that my problem? Similarly, if your best friend is getting married in California and you want to go to the wedding a day you are supposed to be taking an In-Class Assignment: How in the world is that my problem? Or, if your roommate/friend needs a ride to the Spokane airport and you decide to take him/her and miss class: not my problem! Thus, before you raise any issue with me, understand that your personal matters should bear no effect on me or on how this class is conducted. It is your responsibility to conform to and abide by the schedule and the syllabus. Ultimately, you need to consider that if you decide to bask under the Mexican sun, or eat wedding cake in “sunny California,” or go to Spokane during class time, the activity will come with a cost to your grade. It is ultimately up to you to make your own decisions, but decisions, even in college, have consequences attached to them. Keep that in mind.
NOTE 1: Though I will try to remain as faithful as possible to this schedule, I reserve the right to make changes. These will be announced in advance.

NOTE 2: The schedule tells you the dates by which you need to have the material read and your reading reflections done.

TUE  JAN 12: First Day

THU  JAN 14: Everyday Struggles for Justice and Equality
Read
No readings assigned for this day.

TUE  JAN 19: Manifestations and Taxonomy
Read
1. Microaggressions in Everyday Life, Chapter One (pp. 3-20).
2. Microaggressions in Everyday Life, Chapter Two (pp. 21-41).
In-Class Video: Brene Brown on Empathy
In-Class Video: I am Muslim by students at Auburn University
In-Class Video: First Gay Hug by Gay Women
In-Class Video: Standing for Self Love in NYC by Ginniecanbreathe

THU  JAN 21: The Psychology of Microaggressions
Read
3. Microaggressions in Everyday Life, Chapter Three (pp. 42-61).
In-Class Video: How to Tell a Person they Sound Racist by Jay Smooth
In-Class Video: The List of Rules for Women by Jay Smooth

TUE  JAN 26: The Process Model
Read
4. Microaggressions in Everyday Life, Chapter Four (pp. 65-86).

THU  JAN 28: Microaggressions and Stress
Read
5. Microaggressions in Everyday Life, Chapter Five (pp. 87-109).

TUE  FEB 02: Perpetrators
Read
6. Microaggressions in Everyday Life, Chapter Six (pp. 110-133).

THU  FEB 04: In-class Assignment #1

TUE  FEB 09: Race and Gender
Read
7. Microaggressions in Everyday Life, Chapter Seven (pp. 137-159).
8. Microaggressions in Everyday Life, Chapter Eight (pp. 160-183).
In-Class Video: Racial Microaggressions: Comments that Sting by TNYT.
THU   FEB 11: Sexuality and the Workplace
Read
Note: Research Question due in class

TU   FEB 16: The Classroom and Practicing Mental Health
Read
11. Microaggressions in Everyday Life, Chapter Eleven (pp. 231-254).
12. Microaggressions in Everyday Life, Chapter Twelve (pp. 255-280).

THU   FEB 18: Changing is the Same
Read
In-Class Video: Book Discussion on Reproducing Racism with D. Roithmayr by CSPAN.

TU   FEB 23: Cheating and Racial Cartels
Read
15. Reproducing Racism, Chapter 2 (pp. 25-37).
16. Reproducing Racism, Chapter 3 (pp. 38-54).
In-Class Video: Race Baiting by Audible

THU   FEB 25: Early Advantage and Institutional Rules
Read
17. Reproducing Racism, Chapter 4 (pp. 55-68).
18. Reproducing Racism, Chapter 5 (pp. 69-81).
In-Class Video: Racism by Brave New Films

TUE   MAR 01: Social Networks and Neighborhoods
Read
19. Reproducing Racism, Chapter 6 (pp. 82-92).
20. Reproducing Racism, Chapter 7 (pp. 93-107).

THU   MAR 03: White Advantage and the Lock In Model
21. Reproducing Racism, Chapter 8 (pp. 108-120).
22. Reproducing Racism, Chapter 9 (pp. 121-134).

TUE   MAR 08: Dismantling the Lock In
Read
23. Reproducing Racism, Chapter 10 (pp. 135-150).
24. Reproducing Racism, Conclusion (pp. 151-157).

THU   MAR 10: In-class Assignment # 2
Note: Annotated Bibliography due in class
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<th>Date</th>
<th>Activity</th>
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<tr>
<td>TUE MAR 15</td>
<td>SPRING VACATION</td>
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<td>THU MAR 17</td>
<td>SPRING VACATION</td>
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<td>TUE MAR 22</td>
<td><strong>Higher Ground and the Mockingbird Players</strong></td>
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<tr>
<td>Read</td>
<td>25. <em>Just Mercy</em>, Introduction (pp. 3-18).</td>
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<td></td>
<td>27. <em>Just Mercy</em>, Chapter 2 (pp. 35-46).</td>
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<tr>
<td>In-Class Video:</td>
<td><em>Brian Stevenson’s Interview</em> by Democracy Now!</td>
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<tr>
<td>THU MAR 24</td>
<td><strong>Trials, Tribulations, and the Old Rugged Cross</strong></td>
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<td></td>
<td>29. <em>Just Mercy</em>, Chapter 4 (pp. 67-91).</td>
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<tr>
<td>In-Class Video:</td>
<td><em>What are the Odds you’ll go to Prison?</em> By Brave New Films</td>
</tr>
<tr>
<td>TUE MAR 29</td>
<td><strong>John and Surely Doomed</strong></td>
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<tr>
<td>Read</td>
<td>30. <em>Just Mercy</em>, Chapter 5 (pp. 92-114).</td>
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<td></td>
<td>31. <em>Just Mercy</em>, Chapter 6 (pp. 115-126).</td>
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<tr>
<td>THU MAR 31</td>
<td><strong>Library Day</strong></td>
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<tr>
<td>TUE APR 05</td>
<td><strong>Justice Denied and God’s Children</strong></td>
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<tr>
<td>Read</td>
<td>32. <em>Just Mercy</em>, Chapter 7 (pp. 127-146).</td>
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<tr>
<td></td>
<td>33. <em>Just Mercy</em>, Chapter 8 (pp. 147-162).</td>
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<tr>
<td>THU APR 08</td>
<td><strong>In-class Assignment #3</strong></td>
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<td>TUE APR 12</td>
<td><strong>Here and Mitigation</strong></td>
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<tr>
<td>Read</td>
<td>34. <em>Just Mercy</em>, Chapter 9 (pp. 163-185).</td>
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<tr>
<td></td>
<td>35. <em>Just Mercy</em>, Chapter 10 (pp. 186-202).</td>
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<tr>
<td>WED APR 14</td>
<td><strong>Fly Away and Mother</strong></td>
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<tr>
<td>TUE APR 19</td>
<td><strong>Recovery and Cruel and Unusual</strong></td>
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<tr>
<td>Read</td>
<td>38. <em>Just Mercy</em>, Chapter 13 (pp. 242-255).</td>
</tr>
<tr>
<td>Date</td>
<td>Assignment</td>
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</table>
| THU APR 21 | Broken and Song of Sorrow | Read 40. *Just Mercy*, Chapter 15 (pp. 275-294).  
          |                  | 41. *Just Mercy*, Chapter 16 (pp. 295-310).  
          |                  | 42. *Just Mercy*, Epilogue (pp. 311-314).  
          |                  | 43. *Just Mercy*, Postscript (pp. 315-316).  
          | In-Class Video: | *Bryan Stevenson’s We Need to Talk about an Injustice* by Ted Talks. |
| TUE APR 26 | Final Thoughts   |                                            |
| THU APR 28 | In-Class Assignment #4 | Note: Final paper due in class |
KEEP TRACK OF YOUR CLASS GRADE POINTS BELOW

READING REFLECTIONS
Week #1 __________ Week #8 __________
Week #2 __________ Week #9 __________
Week #3 __________ Week #10 __________
Week #4 __________ Week #11 __________
Week #5 __________ Week #12 __________
Week #6 __________ Week #13 __________
Week #7 __________

TOTAL FOR REFLECTION ENTRIES (380 pts) __________

In-class Assignments (4 will be given, 3 will be counted at a maximum of 50 pts each)
#1 __________
#2 __________
#3 __________
#4 __________

TOTAL FOR In-class Assignments (150 pts) __________

FINAL RESEARCH PAPER
Research question (60 pts) __________
Annotated Bibliography (100 pts) __________
Final Draft (200 pts) __________

ATTENDANCE (110 pts) __________

Total points accumulated __________

FINAL GRADING SCALE
<table>
<thead>
<tr>
<th>Grade</th>
<th>Points Range</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>950 points and above</td>
<td>C+ 770-799 (77-79%)</td>
</tr>
<tr>
<td>A-</td>
<td>900-949 (90-94%)</td>
<td>C 740-769 (74-76%)</td>
</tr>
<tr>
<td>B+</td>
<td>870-899 (87-89%)</td>
<td>C- 700-739 (70-73%)</td>
</tr>
<tr>
<td>B</td>
<td>840-869 (84-86%)</td>
<td>D+ 670-699 (67-69%)</td>
</tr>
<tr>
<td>B-</td>
<td>800-839 (80-83%)</td>
<td>D 600-669 (60-63%)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>F 599 and below</td>
</tr>
</tbody>
</table>
1. The Research question is due on Thursday, February 11, 2016.

2. It will be worth 60 points of your final score.

3. Requirements:
   ✓ No less than 2, and no more than 3 typed, double spaced pages. By 2 pages I do not mean 1 and \(\frac{1}{4}\), or 1 and \(\frac{3}{4}\), but 2 full pages.

   ✓ A thesis. You need to be able to articulate the topic you are going to be examining along with certain details: What questions involving the topic must be answered or explored? How will thinking about or answering those questions help us get a better understanding of everyday acts of injustice and different forms of inequality? Why is the topic important to anyone interested in these particular issues? etc. You must, of course, address any other question(s) relevant to your particular topic and the direction in which you would like to take the discussion.

   ✓ Write your paper in an essay form.

   ✓ Give your Research Question paper a title reflecting the question(s) you will be examining in the final paper. That will help you develop your argument. Composed titles (i.e., ones with a general title followed by a more specific subtitle) are especially helpful in this respect. Here’s an example: “Xenophobia and Social Inequality: Do Ideas about the Terrorist Other Hinder Equality?” You will be allowed to modify your title for the final paper.

4. Make sure your research question essay presents a reasonable, researchable thesis.
   ✓ You need to be able to find information on it so you can find academic sources for your annotated bibliography and so you can write a solid, well-informed and well-documented final paper.
Overall indications:
The following guidelines are designed to help you with your assignment. For each article, book, or web page in your bibliography, you should provide:
✓ a heading with an appropriate citation of the source (in MLA, APA, or Chicago style).
✓ a brief summary of the important points of the article, book, or web page (one paragraph).
✓ a paragraph explaining how you will use this source for your paper (how it will help your arguments, discussion, etc.). Include its importance, as well as its shortcomings.

Your annotated bibliography should include a minimum of 4 academic sources and should be organized alphabetically by author’s last name.

Requirements:
✓ A minimum of 4 ACADEMIC sources (either books, refereed journal articles, or a combination).
✓ A minimum of one primary source.
✓ Typed, double-spaced, proofread, spell-checked.
✓ Proper citation and full annotation (two full paragraphs for each).
✓ A maximum of 1 web source (Note: A web source and a source accessed through the web are not the same thing).

Note: Articles in popular magazine (e.g., Time, Vogue, Entertainment Weekly, Good Housekeeping, People, US, Maxim, Playboy, Rolling Stone, Sports Illustrated, etc.) are NOT academic sources, and therefore are not allowed. Articles from these venues, however, depending on how well documented they are, and the points you are arguing, can be used as additional (an) source(s).

General Guidelines for Summary of Sources:
When summarizing the sources, try to answer the following questions:
First paragraph:
✓ What is the main topic of the source?
✓ What is the main thesis of the source?
✓ What sort of result/conclusions/data does the source present?
✓ What are the shortcomings of the source?

Second paragraph:
✓ How does it relate to the topic of your paper?
✓ How is it going to help your paper?
✓ (Anticipated) shortcomings
Note: When talking about/referring to an author, use his/her last name. Never use his/her first name: that is unprofessional and will cost you points.

Citation Guidelines:
In case you are not familiar with any particular citation style, here I am including referencing examples in Chicago style. I also include an example of an annotation at the bottom.

Journal article:
Author’s last name, first name. Middle I. Year of publication. “Title of article.” Name of Journal. Volume number: Issue number, page numbers.


Article in a book (or anthology):
Author’s last name, first name. Middle I. Year of publication. “Title of article.” In Title of Book, by Editor(s). Place of Publication: Publisher name.


Book (one author):
Author’s Last name, author’s first name, middle initial. Year of publication. Title of the book. Place of Publication: Publisher name.


Book (multiple author):
First Author’s Last name, author’s first name, middle initial, and Second author’s first name and last name. Year of publication. Title of the book. Place of Publication: Publisher name.


Example of annotation:

In Monsters to Destroy Ira Chernus discusses the ways in which after September 11 2001, the US government used fear to maintain the population on edge and on the lookout for terrorists. According to the author, this was done by employing rhetorical tools designed to create monsters, and as he tells us, “monsters are not real, unless we believe in them” (1). Since, Chernus argues, we believe in these monsters, we have declared war on images that ultimately cannot be filled with bodies, since for the author there is no tangible body that corresponds to the image of the terrorist/monster. He continues by
arguing that although “there are flesh-and-blood human beings who really do blow up buildings and kill people,” things that “are morally abhorrent and must be condemned,” those “are not the monster[s] that America fights” (214). Instead, “the monster is an imaginary being we call ‘the terrorist’,” who, he continues, “is only a reflection of the real monster, the reality we are really battling against: our own terror, the terrifying anxiety provoked by change and the uncertainty it brings” (214). It is that uncertainty, he tells us, which ruled our decision-making in the aftermath of September 11, 2001. In his words: “when the shape of the enemy is set more by imagination than reality, every day brings more encounters with the shadows of doubt, like a frightened person walking down a dark alley who sees every shadow as a lurking menace” (214).

Chernus’ book will help me develop my argument that in order to achieve social equality, two fundamental things must happen: (1) we must understand the interconnections between national matters and international happenings, and (2) we must address the role that the state plays in perpetuating inequality by spreading fears and anxieties about othered bodies. More specifically, the book will help me with my thesis that the othering of specific bodies as “terrorist” based on criteria such as religion or nationality is positioned in direct opposition to achieving social equality in our country. I will use and build upon Chernus’ idea of manufactured monsters, for he is able to explain how social institutions are able to create and feed our fears to the point that we lose our perspective and forget the main issues. At the same time, however, I will also go beyond and challenge Chernus’ notion that the monsters created by US officials are not tangible, for I would like to suggest that many bodies indeed paid a price (some paid the ultimate price) because of the views we developed about monsters and terrorists.

**Note:** Remember you will also be evaluated on the quality of your writing, and clarity of language.
<table>
<thead>
<tr>
<th>Points</th>
<th>Description</th>
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<tbody>
<tr>
<td>40</td>
<td>Paper presents a compelling, well-articulated thesis.</td>
</tr>
<tr>
<td>50</td>
<td>Paper includes 4 relevant academic sources (i.e., books and/or scholarly journal articles), which are cited five times in the text. It also cites two authors from the readings assigned for class at least three times. And includes data from a primary source. Citations must flow, be integrated with, and be relevant to the discussion.</td>
</tr>
<tr>
<td>60</td>
<td>Paper presents an articulate and coherent discussion of the selected topic. It presents an informed, coherent, analytical, and sophisticated paper about the ways in which the topic relates to social justice.</td>
</tr>
<tr>
<td>20</td>
<td>Paper includes a &quot;Works Cited&quot; or &quot;References&quot; page, listing the four academic sources discussed in the annotated bibliography, the class readings used in the essay, and any other resource or source used for documentation or discussion.</td>
</tr>
<tr>
<td>30</td>
<td>Quality of paper: writing clearly shows an understanding of the subject. It should be proofread for spelling, punctuation, and grammar. The paper should be a minimum of 7 pages (and no longer than 10) typed, double-spaced and numbered (not counting attachments, and not including the page of references), with reasonable 1 inch margins, and 12 size font. Also, it should have a title other than &quot;Final Paper&quot; (or anything along those lines).</td>
</tr>
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</table>

**Note:** No late papers will be accepted.

**Note 2:** Attach this sheet to your paper