

# **PAN AFRICAN STUDIES 204 (A2)**

## **RACE and CRITICAL THINKING**

California State University Northridge

### **Course Syllabus**

**FALL 2009**

Class Number: 18708

Hours: 8:00am – 8:50 MWF

INSTRUCTOR: King E. Carter

Office: SH273

Office Hours: **9:00am – 11:00 am Fridays, or by arrangement**

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**Prerequisite/Co-requisite: Completion of GE section A.1 (English Composition) and GE Section A.3 (College Math).**

**This course is an introduction to the basic concepts of deductive logic as a dimension of Critical Reasoning, and the practical usage of those concepts in discussing, analyzing, and critiquing ideas on race, ethnicity, gender, sexual orientation and other relevant issues of modern society.**

#### **REQUIRED TEXTBOOKS:**

1. Personal Perspectives (Critical Thinking Concerns)

## **STUDENT LEARNING OUTCOMES FOR PAS 204**

**Students will:**

1. **Explain and apply the basic concepts essential to a critical examination and evaluation of argumentative discourse.**
2. **Use investigative and analytical thinking skills to examine alternatives, explore complex questions and solve challenging problems.**
3. **Synthesize information in order to arrive at reasoned conclusions.**
4. **Evaluate the logic and validity of arguments, and the relevance of data and information.**
5. **Recognize and avoid common logical and rhetorical fallacies.**

**Student outcomes will be met and fulfilled in conjunction with course objectives manifested through the utilization of objective quizzes and examinations, topic exercises, Internet assignments, oral presentations, writing assignments, and personal perspective papers.**

## **OBJECTIVES**

**Critical Thinking: Purpose and Process**

**Identify and evaluate the critical thinking process.**

**Discuss the relationship of logic to critical thinking.**

#### **The Perception Process and its Influence**

**Discuss perceptual blocks to clear and critical thinking: personal barriers, sensing, and physiology.**

#### **Assumptions: Critical Thinking and the Unknown**

**Identify and discuss the need to assume.**

**Compare and contrast necessary and unwarranted assumptions.**

**Develop methods of checking assumptions and creating alternatives.**

#### **Logic versus Emotion**

**Define and discuss the role of emotion in critical thinking.**

**Identify the impact of emotional influence on personal and professional effectiveness.**

**Identify the use of emotion in reasoning and argument.**

**Discuss the impact of feelings on the critical thinking process.**

#### **Analysis of the Use of Language in Thinking and Argument**

**Discuss the role of language in the critical thinking process.**

**Identify the power and limitations of language in expressing thoughts.**

**Explore the impact of language diversity.**

#### **Elements and Composition of Argument**

**Explore and discuss the role of critical thinking in persuasion.**

**Distinguish arguments from non-arguments.**

**Identify the parts of an argument and their relationship to each other.**

**Discuss the role of analogy in argument.**

#### **Thinking Logically**

**Identify and analyze the methods used in organizing thoughts.**

**Differentiate between inductive and deductive modalities of reasoning.**

**Explore the structure and use of syllogisms in reasoning.**

**Define and apply the concepts of truth, validity, and soundness in a deductive argument.**

#### **Patterns of Fallacious Reasoning**

**Apply sound rational reasoning to problem solving.**

**Explore the concept of "fallacies" in order to identify the fallacies related to language and bias.**

**Recognize fallacies in written, oral, and visual arguments.**

#### **Critical Thinking Techniques**

**Synthesize understanding of fallacies in reasoning and argument.**

**Demonstrate the ability to develop spontaneous oral arguments.**

## Race and Racism

- Definition of related terms
- Relationship with prejudice and discrimination
- Stereotypes
- Strategies for combating

## Gender Issues

- Sexism, Institutional Sexism, Male Chauvinism
- Domestic violence
- Contemporary Issues: Domestic violence, harassment, The “Glass ceiling”

# COURSE REQUIREMENTS:

1. The student is to complete a 700-1050 word, typewritten Critical Thinking and Perception Paper.

Perception is reality! Oh! Really? Identify an instance in your life where your perception of the situation was far from the actual reality. What did you *think* was going on? What was *really* going on? Why was there such a difference? What happened? What did you learn? How has your thinking changed?

2. The student is to perform a “Critical Thinking and Personal Barriers Oral Presentation”: For the oral presentation, pick a topic that you cannot be logical about (point of illogical susceptibility). However, when selecting a topic, please understand that your position may be subjected to class and instructor analysis. Therefore, it is suggested that highly sensitive subjects be well thought about before the presentation. Each student will have 5 minutes to:

- A. Present the topic
- B. Discuss the difficulty in being logical about it
- C. Explain how the position has proven to be a “negative”
- D. What is planned to overcome this illogic?

3. The student complete 2 major quizzes – 4<sup>th</sup> and 12<sup>th</sup> week;
  - 1 Midterm Examination – covering reading assignments, exercises, and lectures;
  - 1 comprehensive Final Examination – covering reading assignments, exercises and lectures.

## 4. A TEASERS and ARTICLE ANALYSIS JOURNAL

Each day, for the first 10 minutes of class, students will respond to the “teaser” assigned by the instructor. Students are to use this time to state their positions on the topic, along with the premises (reasons) for those positions. Each day a student will be asked to read his/her response. Throughout the semester, every student will be called upon to explain his/her position – which will serve as a basis for general classroom discussion. Obviously, some students may volunteer to respond more than once; however, every student will be called upon to respond, and the response will be worth 10 points. The instructor’s tendency will be to call upon those students who make a habit of arriving to class late, or those who tend to utilize this time for conversation rather than writing. This Journal should also contain the syllogistic

analysis of selected articles. There will be at least 15 such analyses. At the end of the semester, the JOURNAL will be collected and evaluated.

**5. Miscellaneous Assignments**

Practical Application Activities, including Internet assignments

ALL work is due as assigned!!! Late work will be graded down (2 point off the initial grade for each late class meeting).

ALL written assignments are to be typed!

**CHEATING IS GROUNDS FOR AUTOMATIC FAILURE AND COURSE  
EXPULSION!!!**

## **GRADE-POINT BREAKDOWN**

CRITICAL THINKING and PERCEPTION PAPER:	25 points
CRITICAL THINKING and PERSONAL BARRIERS PRESENTATION:	20 points
QUIZZES (25 points each):	50 points
TEASERS & ARTICLE ANALYSIS JOURNAL:	50 points
PRACTICAL APPLICATIONS & INTERNET ASSIGNMENTS:	30 points
MIDTERM EXAMINATION:	50 points
FINAL EXAMINATION:	75 Points
<b>TOTAL POSSIBLE POINTS:</b>	<b>300</b>

Therefore, grade/point conversions are as follows:

A	270 - 305	
A-	249- 269	Be advised that the instructor can use
B+	240 – 250	his personal discretion. Therefore, factors such as
B	240 – 254	work habits, effort, and patterns of improvement
B-	229 – 239	will also be considered when determining
C+	219 – 228	final grades
C	208 - 218	
C-	197 - 217	
D+	186 - 196	
D	174 - 185	
D-	163 - 173	
F	163	

"INCOMPLETES" will apply in cases where a student is doing passing work but because of medical or other legitimate emergencies has to miss one or two assignments.

EXTRA CREDIT points are made available in the course quizzes.

## LISTEN UP...

### *THE INSTRUCTOR:*

#### *EDUCATION:*

*B.A.: University of Redlands Major: Soc., Phil., History Minor: Literature*

*M.A.: Claremont Graduate School Major: Professional Education*

*ABD: UCLA Major: Administrative and Policy Studies in Education*

*OTHERS: CSULB, CSUDH, and UCSD*

*COMMUNITY COLLEGE TEACHING AREAS OF CERTIFICATION (Since 1976)*

*Professional Education, Ethnic Studies, History, Philosophy, Sociology,  
Humanities*

*Division Chair, Social Sciences (Administration of Justice, Economics, History, and Political  
Science*

*Director, LAHC PACE Program*

*CSUN: (Since 1985) Developmental Reading, Developmental Writing, Composition, Study  
Skills, Critical Thinking and Race*

*UNIVERSITY OF PHOENIX: (Since 1993) Communications and General Studies*

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## **RULES OF CONDUCT and CLASSROOM CONSIDERATIONS**

### **I. THE BASICS**

- A. This is college, not high school! Therefore, students are expected to leave high school behavior where it belongs - in high school!
- B. Students will be treated as adults until, and unless, they indicate that they should be treated otherwise.
- C. Students are expected to arrive to class on time, and not fall victim to the tardy or absence “gremlins.” If there is an entity preventing an individual from being responsible, punctual, or present, we need to identify it - so that we can imprison or eradicate it, which will allow the individual student to arrive to class on time, and on a consistent basis.
- D. Fiction and creativity should be practiced in the appropriate writing classes - they have no place in the operation of classes designed to promote instructional pursuits. Creative and/or fictionalized excuses for being tardy, being absent, or, generally, being a non-product student will not earn an individual an “A” grade, will not allow a student to graduate from college, and will not allow a student to earn the kind of job paying that individual the kind of salary he or she desires.
- E. Reading assignments are not designed because the instructor has nothing better to do: they are designed as instructional complements to lectures and other related activities. Therefore, failure to “keep up with “ or “do” writing assignments (or, other types of homework), represents lowbrow behavior at

its best, because such behavior is guaranteed to result in failure.

- F. **DO THINGS RIGHT - THE FIRST TIME!** Don't mess up now, and have to repeat what you could do now at a later date! It is true that it is "better late than never" - however, think of the time and energy that is lost because of the failure to deal with situations appropriately - the first time!

## **II. The "STUPIDS"**

- A. Receiving an average or below-average grade on an examination and bragging that you neither purchased nor read the course textbook.

- B. Missing a class, returning and asking the instructor, "Did we do anything important?" or "Did I miss anything important?"

- C. Coming to class with less than a half-hour left in the period, and expecting the instructor to allow you to sign the roll sheet or be given credit for attendance.

- D. Talking in class, interfering with the instructor's lecture, and expecting the instructor to accept this type of behavior. Random conversations are best conducted in one's living room, at a club, at a party, in a restaurant, or on a street corner - not in a place of learning!

- E. Loud-talking in the hallways while classes are being conducted. Yelling to friends who are at the end of the building - during class time - is impolite behavior! There are students trying to listen to lectures and/or films. Why should you be allowed to disrupt this learning activity?

- F. Films are shown for instructional purposes. Students conducting personal conversations during films are rude, crude, disrespectful, and deserving of failing grades. You don't do it at the movies - which are, in most cases, not a learning experience. Why should you do it during class time?

- G. Disrupting others while they are expressing their opinions. While all opinions should not be "weighed" the same - everyone is entitled to express his or hers. If you expect fellow students to respect what you have to say - you should respect what they have to say. Let people have their "say"!

### **H. CELL PHONES**

Out of consideration for others, please turn your cell phone and pagers to the silent mode. If they do not have a silent or vibrate mode, please turn them off. These items tend to distract the other students when they ring during class discussions or study group activities.

I have a cell-phone! However, I do not bring it to class with me. Anyone who knows me should know that during certain times of the day that I am teaching. If they know that I am teaching it is **DISRESPECTFUL** to call me during work, and I do not appreciate those who treat me in such a manner. If there are those who supposedly love and respect you, but seek to disrupt your education for anything other than an emergency - they do not **RESPECT** you. If you are respected, such individuals would not seek to interfere with your education. . .and that of others!

If you forget these instructions and happen to forget that your phone is not on the silent or vibrate mode, turn it off as quickly as possible (Repeated violators will be asked to leave the class). **DO NOT ANSWER YOUR PHONE IN MY CLASSROOM!** Also, do not feel that because someone calls you during class that you have been given reason and/or permission to leave the classroom and hold a 10 - 15 minute conversation. Those making a practice of such behavior will be considered tardy or, depending upon the length of time "gone," absent!

**Lap-top Computers;:** It is permissible to bring laptops to class, but they should not be - during class---used to:

1. Chat with others online;
2. Visit MySpace, YouTube, Facebook, Twitter, or other such Internet locations;
3. Work on homework or papers from another class.

**Failure to adhere to these stipulations will result in the prohibition of laptop in-class use.**

**iPods and other advanced technological instruments: Earphones should be removed from ears once the class begins! Classroom instruction should not be interrupted by unnecessary noises—concentration should be focused on what is being “said” and “done.” The assumption that any particular activity is not “relevant” to what a student may think is the purpose of the class, will not be entertained. These matters fall within the power of the classroom instructor.**

**III. Improper behavior will result in low/failing grades. This is not the street corner - don't treat it as such!**

- IV. General Activities Guaranteed to Result in Lower Grades:
- a. Sleeping (including the placing of the head on a desk) in class;
  - b. Using a laptop to visit chat rooms or to complete homework for other classes;
  - c. Doing homework in class;
  - d. Text-messaging;**
  - e. Extended and extensive class “leaves” (restroom, phone class, etc.);
  - f. Earphones on during class;
  - g. Excessive tardies and absences;
  - h. Improper comportment

**PERSONAL RESPONSIBILITY** established in college can be beneficial in the work world!

In the work world - you cannot “check in” or “check out” whenever the feeling “hits” you.

It is important that you be on time, do the work, and do it satisfactorily.

In the work world - you cannot do work when you feel like doing work!

In the work world - you cannot speak to your “boss” in a manner manifesting disrespect!

In the work world - you cannot schedule appointments that constantly conflict with your work hours!

## **CLASS PERSPECTIVES**

*I. I view the classroom as the “last refuge” for intelligent conversation: it is not my responsibility to allow erroneous information and fallacious thinking to dominate our discussions----you can get enough of that at home, at work, etc.*

*A. “True Believer’ are not always believers of the ‘Truth’” Many individuals believe that what they have been told, what they have learned, what they have seen, and what they have read, has allowed them to discern that which is “true.” Critical thinking skills do not always follow these individuals throughout their lives; in fact, many of these individuals*

have never even been introduced to these skills! There is a propensity for many individuals to read an article or a book and declare that they have the answer to a specific question or concern. For example, let us view <http://www.chacha.com/topic/brothers-and-sisters/does-tiger-woods-have-a-niece>. This information is “correct” for those willing to accept “instant information.” However, wiser individuals might examine <http://bumpshack.com/2009/06/27/cheyenne-woods-is-tiger-woods%E2%80%99-niece-photos/>. Point made?

II. There is a difference between “Education” and “Certification.” Some individuals enroll in college for the purpose of having their established beliefs reinforced----not to hear, see, examine or analyze different information (sources) and perspectives. In other words, many such individuals involve themselves in higher education, not for the purpose of obtaining accurate information and developing critical thinking skills (Education), but simply to obtain a “piece of paper” indicating that they spent a certain amount of time in a classroom setting (Certification). Education, in my opinion, is MORE valuable than Certification. An example of “certification” would be the notion that certain famous individuals from the past were “Black” or were “of African descent.” Many such individuals were, in fact, the past is filled with the contributions of individuals of African descent. However, “education” will allow the seeker (of the truth) to take a step beyond “what has been said.” Throughout the years, I have heard the notion that “Cleopatra was Black.” How true is this statement? How willing are most believers to “do” the research to substantiate this notion? Let us view <http://images.google.com/images?hl=en&q=Cleopatra+on+a+coin&gbv=2&aq=f&oq=&aqi=> What does this indicate? Or, what about <http://images.google.com/images?gbv=2&hl=en&sa=1&q=Hannibal+Barca&aq=f&oq=&aqi=&start=0>? What myth does this prove to be false?

III. Do not assume that what I say in class is a “personal” belief----part of my approach to teaching is to present concerns in a “what if” style...or to present positions that have little, if anything, to do with my personal beliefs...My intent is to “force” you to think about various topics from different perspectives...

IV.... You have a “right” to disagree with anything that is said in class...However, when you do----DO NOT “HALF-STEP”...

- A. Be informed **and** logical about what is being presented **AS well as** what you are presenting (Old, out-of-date information should not be used as the basis for argumentation);
- B. Think about the **consequences** of what you say and what you believe;
- C. Don’t make a habit of attempting to define the **past** in terms of **today**.

*As the universe outweighs a grain of sand. . .  
facts outweigh opinions. . .*

V. It is important that you have an “open mind” about what being presented...in class, on television, on the radio----each topic/subject should be evaluated individually, not on the basis of political ideology.

VI. My “Pet Peeves”----

A. Talk show hosts are in the “entertainment,” not information business. Therefore, if you quote a talk show host (or, information heard on a talk show)---to validate/substantiate its “correctness”---research it to insure that it is legitimate. Generally, I suggest that students **do not quote talk show hosts** in efforts to support their positions. An example of why one needs to be careful about talk-show hosts is found at <http://www.youtube.com/watch?v=oGqPxn7njqM&feature=channel>. Even more revealing is <http://www.youtube.com/watch?v=t44yNRnoYXQ>.

B. ***My basic belief is that “Nothing, in the classroom, is ‘sacred.’ This means that I will discuss ANY topic that relates to our discussions.***

***PERSONAL RESPONSIBILITY, in my mind, includes the need to----IF ONE IS REALLY INTERESTED IN THE TRUTH AND/OR DEALING WITH AN ISSUE FROM A LOGICAL AND INTELLIGENT PERSPECTIVE----evaluate statements made by talk show hosts and political leaders!***

Entrenched, negative ethnic and gender **stereotypes** should be left where they belong (I’ll leave that location to your imagination). However, one should be careful not to “wear” such concerns on their “sleeves.” Discussing an issue does not mean that the issue is being advocated and/or promoted! I know, and have known, ***all kinds of people---black, white, brown, yellow, polka-dot...and, I know that ANY effort to judge ANY of these individuals on the basis of generalizations is to do disservice to them all!*** I also know that I have never had a student in my class that possessed four-legs, a tail, and barked when spoken to!

## COURSE OUTLINE BY WEEKS

<b>WEEK I:</b>	<b>08/24/09</b>	<b>Monday</b>	<b>Course Introduction</b>
	<b>08/26/09</b>	<b>Wednesday</b>	Personal Introductions Internet Sources for Clarifications
<b>WEEK II:</b>	08/31/09	Monday	“What Do You Really Know?” <b>Bring Books!</b>
	09/02/09	Wednesday	Internet Assignment--TBA <b>Homework: Read “Critical Thinking”</b>
<b>WEEK III:</b>	09/07/09	Monday	Labor Day Holiday <b>Workbook: Read Barriers to Clear Thinking</b>
	09/09/09	Wednesday	<b>Barriers to Clear Thinking</b> <b>Personal Perspective Paper Assignment</b>
<b>WEEK IV:</b>	<b>09/14/09</b>	<b>Monday</b>	<b>Statements vs. Arguments</b> <b>Facts vs. Opinion</b> <b>Syllogism Exercise (in Workbook)</b>

**Homework: Self-Serving Biases, Schema, emotional influences Cognitive Consistency, Cognitive Dissonance, Signs and Symbols of Stress**

**09/16/09      Wednesday      Internet Assignment:**

FACT vs. Opinion:

<http://www.kent.k12.wa.us/KSD/KR/LIBRARY/THINKING/fact.html>  
(Kentrige High School Library Online)

1. How is FACT defined? What are the clues for determining a “fact”?
2. Do the exercise “Distinguishing Between Fact and Opinion” (Click on the link)
3. Do “Fact or Opinion?” (Click the link)
4. Read “Strategies for Verifying ‘Facts’” and Strategies for Evaluating "Expert Opinion"

**Due at the beginning of class on Monday!**

**Homework: Enculturation, Common Beliefs, Ego Defenses**

**WEEK V:**

**09/21/09      Monday      Primary vs. Secondary Sources**  
**Personal perspective Paper is due!**  
**Presentation Guidelines and Instructions**  
**Homework: The “I” Believe Generation; Analysis**

**INTERNET SUPPORT: STATEMENTS vs. ARGUMENTS**

[http://atheism.about.com/od/logicalarguments/a/notanargument\\_2.htm](http://atheism.about.com/od/logicalarguments/a/notanargument_2.htm)

1. What is a “proposition”?
2. What is the difference between an “emotive statement” and a “cognitive statement”? (Look up the meanings in other sources)

**AND**

**PRIMARY vs. SECONDARY SOURCES:**

<http://www.princeton.edu/~refdesk/primary2.html>

Be able to distinguish between PRIMARY and SECONDARY sources?

**09/23/09      Wednesday      Exercise on *Statements vs. Arguments* AND**  
***Primary vs. Secondary Sources* (Based on the InterNet Assignment)**  
**Homework: Wasted Talents**

**WEEK VI:**

**09/28/09      Monday      INDUCTION vs. DEDUCTION**  
**Homework: Inductive and Deductive Arguments, Syllogisms, Enthymeme**  
**Homework:**

**INDUCTIVE vs. DEDUCTIVE LOGIC:**

<http://www.iep.utm.edu/d/ded-ind.htm>

1. Develop 5 questions from the reading. Hand tem in during the next class meeting.

<http://mathforum.org/library/drmath/view/55695.html>

1. Where does inductive reasoning “start”?
2. Where does deductive reasoning “start”?

**09/30/09**

**Wednesday**

**Exercise/Discussion/Preview**

**Homework:**

**Homework: Division, Begging The Question,  
False Dilemma, Analogical Argument**

**WEEK VII:**

**10/05/09**

**Monday**

**Quiz**

**Homework: Causation and Hasty  
Generalization**

**10/07/09**

**Wednesday**

**Internet Assignment  
SYLLOGISMS:**

<http://en.wikipedia.org/wiki/Syllogism>

1. What are the three parts of a syllogism?
2. What are the various types of syllogism?

**AND**

**FALLACIES:** <http://www.nizkor.org/features/fallacies/>

1. What the types of AD HOMINEM fallacies?
2. How does one distinguish between APPEAL TO AUTHORITY and APPEAL TO BELIEF?
3. How does one distinguish between APPEAL TO BELIEF and APPEAL TO CONSEQUENCES OF BELIEF?
4. What is the fallacy of THE BIASED SAMPLE?
5. What is a GENETIC FALLACY?

**Homework: Post Hoc Ergo Proctor Hoc,  
False Analogy, Common Belief, Slippery  
Slope, Appeal to Tradition, Bandwagoning**

**WEEK VIII:**

**10/12/09**

**Monday**

**Teaser Presentations**

**10/14/09**

**Wednesday**

**Teaser Presentations**

**WEEK IX:**

**10/19/09**

**Monday**

**Lecture: Fallacies**

**10/21/09**

**Wednesday**

**InterNet Homework**

**CRITICAL THINKING ON THE WEB?**

<http://www.austhink.org/critical/pages/fallacies.html>

1. Go to Bruce Thompson’s Fallacy Page—complete Exercises 1 and 2;
2. Complete Exercises as needed (to understand fallacies that you are having difficulty comprehending).

**WRITING FALLACIES:**

[http://owl.english.purdue.edu/handouts/general/gl\\_fallacies.html](http://owl.english.purdue.edu/handouts/general/gl_fallacies.html)

1. What are the major fallacies of ambiguity?

AND

HANDBOOK OF FALLACIES: Political Fallacies

[http://rous.redbarn.org/objectivism/Writing/DavidKing/GuideToObjectivism/FALLACY S.HTM](http://rous.redbarn.org/objectivism/Writing/DavidKing/GuideToObjectivism/FALLACY%20S.HTM)

Be able to define the following fallacies (political oriented)

- \* AD FIDENTIA
  - \* AMBIGUOUS COLLECTIVE
  - \* ANTI-CONCEPTUAL MENTALITY
  - \* APPEAL TO IGNORANCE
  - \* ARGUMENT FROM INTIMIDATION
  - \* ARGUMENTUM AD POPULUM
  - \* ARGUMENTUM AD VERECUNDIAM
  - \* ASSUMPTION CORRECTION ASSUMPTION
  - \* BAREFOOT
  - \* BARKING CAT
  - \* BEGGING THE QUESTION
  - \* BOOLEAN
  - \* CHERISHING THE ZOMBIE
  - \* DETERMINISM
  - \* DISCARDED DIFFERENTIA
  - \* DONUT

**WEEK X:**

<b>10/26/09</b>	<b>Monday</b>	<b>Fallacy Exercise</b> <b>Homework: Homework: Race—Theory and Approaches and “Statistics and Such”</b>
<b>10/28/09</b>	<b>Wednesday</b>	<b>Fallacy Exercise II and Preview</b> <b>Homework: “Saying Isn’t Doing”</b>

**WEEK XI:**

<b>11/02/09</b>	<b>Monday</b>	<b>Midterm Examination</b>
<b>11/04/09</b>	<b>Wednesday</b>	<b>Internet Assignment</b>

<http://www.thefreedictionary.com/race>

<http://www.m-w.com/dictionary/race>

What are the various components of what constitutes a “race” of people?

What is the etymology of the noun “race”?

<http://racerelements.about.com/od/skillsbuildingresources/g/racedef.htm>

“Race” is, primarily, what type of “construct”?

<http://racerelements.about.com/od/skillsbuildingresources/g/ethnicityrace.htm>

How does “race” differ from “ethnicity”?

<b>WEEK XII:</b>	<b>11/09/09</b>	<b>Monday</b>	<b>Lecture: Race—A Contemporary View</b>
	<b>11/11/09</b>	<b>Wednesday</b>	<b>Veteran’s Day Holiday</b> <b>Homework: “Slavery Reparation Movement”</b>

**WEEK XIII:**

<b>11/16/09</b>	<b>Monday</b>	<b>Tape: <i>The ‘N’ Word</i></b> <b>Homework: Read “What’s In A Name”</b>
<b>11/18/09</b>	<b>Wednesday</b>	<b>Internet Assignment--TBA</b> <b>Analysis of “What’s In A Name”</b>

**WEEK XIV:**

<b>11/23/09</b>	<b>Monday</b>	<b>Quiz</b> <b>Affirmative Action</b>
<b>11/25/09</b>	<b>Wednesday</b>	<b>InterNet Assignment:</b> <a href="http://en.wikipedia.org/wiki/Affirmative_action">http://en.wikipedia.org/wiki/Affirmative_action</a>

What is the purpose of affirmative action?

What is, in one sentence, the argument of the proponents of affirmative action?

What is, in one sentence, the arguments of the opponents of affirmative action?

<http://aad.english.ucsb.edu/basicfacts.html>

**How many undocumented people are currently in the United States?**

**How many undocumented people in the U.S. are employed?**

**What are the countries of origin for the undocumented people?**

**WEEK XV:**

<b>11/30/09</b>	<b>Monday</b>	<b>Strategies for Fighting Racism</b> <b>Sexism</b>
<b>12/02/09</b>	<b>Wednesday</b>	<b>Sexism (Continued)</b>

**WEEK XVI:**

<b>12/07/09</b>	<b>Monday</b>	<b>Final “Things” and Preview</b>
<b>12/09/09</b>	<b>Wednesday</b>	<b>Study Day</b>

**WEEK XVII: FINALS WEEK**