

AAS 201: READING & FILM GUIDE AND WRITING ASSIGNMENTS

Prof. Gina Masequesmay

WEEK 1

Reading Guide: “The Miniature Guide to Critical Thinking: Concepts & Tools”

[http:// http://www.criticalthinking.org/files/Concepts_Tools.pdf](http://www.criticalthinking.org/files/Concepts_Tools.pdf)

1. What is critical thinking?
2. What are the elements of thought?
3. What are the universal intellectual standards?
4. What are intellectual traits one should develop from applying standards to elements of thought?
5. What is the advantage of critical thinking versus everyday thinking?

WEEK 1

Writing Assignment #1: Student Profile – Due next meeting

1. Name you would like to go by. Provide pronunciation if needed:
2. Years at CSUN and Class Status:
3. Major/Minor/Interests:
4. Do you have a favorite quote that inspires or motivates you to be/do your best? If yes, what is it? If no, compose one.
5. What is your ethnic identity? How does ethnicity affect your life?
6. What is “race” to you? That is, how do you define “race”? What is your racial identity, if you have one? How does your racial identity affect your life?
7. What is “racism” to you? That is, how do you define “racism”? How does racism affect your life?
8. After scanning the assigned reading on critical thinking, summarize what “critical thinking” is in your own words without looking back at the reading. Then, check your answer to the reading. What level is your critical thinking ability (novice, intermediate, advanced)? Please explain your answer or self-assessment.
9. If “racial inequality” is the disparity in social, political, economic, legal, health, and environmental measurements (e.g., desirability, voting right, income, capital punishment sentencing rate, heart disease, exposure to pollution) among racial groups, what do you think are the causes of racial inequality? Pick one measurement and its cause(s).
10. What do you hope to learn after taking this course?
11. Anything else you want the Professor to know about you? (optional)

WEEK 1-5

READING GUIDE Reminder: Addicted to War by Joel Andreas <http://www.addictedtowar.com/atw1e.html>

1. In what context was this book written and illustrated?
2. What is the main argument or thesis of the book? In your answer specify who/what is addicted to war and why. What does Andreas mean by “addicted”?
3. What did race have to do with war, colonialism and imperialism?
4. Provide three different types of evidence Andreas used to support his thesis. Include in your answer a discussion about colonialism and imperialism.
5. Is the argument compelling? Do you believe the data and that the data do support the thesis?
6. What is your main reaction from reading this book? What questions arose for you?

WEEK 2

Reading Guide: Argumentation, Chapter 3

1. What is an argumentative essay?
2. What is a thesis?
3. What is a simple thesis vs. an expanded thesis vs. an expanded thesis using “although”
4. What are the different parts of argumentative essay?
5. What is the purpose or objective of an argumentative essay?
6. Why do we need to consider alternative or counter arguments in an argumentative essay?

Reading Guide: For each article from the Reader

1. What is the thesis or main point of the article?
2. What evidence is used to support the thesis or main point?
3. What is your assessment of the argument (evidence to support thesis and other assumptions and implications, inferences, concepts)

Film Guide: “The Road to Brown”

1. What were Jim Crow Laws?
2. Who was Charles Hamilton Houston? What was his nickname or what was he known for?
3. What is the NAACP and its significance?
4. What was the court case Plessy versus Ferguson about? When was this case?
5. What was Brown versus the Board of Education about? When was this case? What is its significance?

WEEK 3

Reading Guide: Argumentation, Chapter 3

1. What are the 3 ways to appeal to readers according to Aristotle in Rhetoric?
2. What are the two types of reasoning? Give an example of each.
3. What is an enthymeme? Give an example.
4. What is a fallacy?
5. Can there be a logical argument that is fallacious?
6. Explain and provide an example for each of the following fallacies: black and white thinking; slippery slope; hasty generalization; begging-the-question or tautology; ad hominem; straw man; false analogy; false authority; false cause.
7. What is a qualifier? Explain its role in a Toulmin's system of informal logic?
8. What does a Rogerian argument do to be appealing?

Week 3

Writing Assignment #2: Stereotype Threat – Due Wednesday of Week 3

This assignment has 2 purposes: (1) to test the student's understanding of the video on stereotype threats; and (2) to have the student assess the strength and weaknesses of Dr. Claude Steele's research about stereotypes and their effects in understanding the achievement gap. Please type up your own paper and staple the pages together. You are encouraged to discuss the assignment with your classmates and required to type up the answers in your own words.

1. What is the "achievement gap"?
2. What are four possible explanations for the racial achievement gap?
3. What does Dr. Steele mean by the term "stereotype threat"?
4. What does the presence of a stereotype threat have to do with a challenging task?
5. How does Steele show that stereotype threat and not biology as the culprit of young women's lower math scores compared to men's math scores?
6. Provide an expanded thesis to summarize Steele's argument with regards to stereotype threat.
7. What evidence did Steele use to argue that stereotype threat is the main explanatory variable of low performance by African Americans and not low preparation due to low economic status that determines low performance?
8. What research evidence did Steele use to argue that stereotype threat trumps low-self-confidence or low-self-esteem in explaining underperformance?
9. Provide an example of how Steele is able to show that stereotype threat not only applies to African Americans and women but also to white men.
10. Provide an expanded thesis using "although" to summarize Steele's argument with regards to stereotype threat as opposed to biology or culture or self-esteem.
11. Steele found out that stereotype threat affects **which type** of students the most? How so?
12. Explain Steele's statement that today's vanguard can become tomorrow's rearguards.
13. According to Dr. Steele, why is it important to look at this issue of stereotype threat? That is, what's the political significance of his research in intervening on social policies such as the "No Child Left Behind"?
14. Where do stereotypes come from? What did Steele suggest for us to do about stereotype threat? Do you agree or disagree?
15. How have racial stereotypes affected you? Is Steele's stereotype threat argument relevant to your experience?

WEEK 4

Reading Guide: Argumentation, Chapter 4

1. What are the different types of definitions?
2. Why is it important to consider using a stipulative definition instead of an ordinary definition?
3. What are the different types of evidence and which do you think would be more persuasive? Explain why in your answer.
4. What is the role of a function outline?

WEEK 4

Writing Assignment #3: Logic and Aversive Racism – Due Monday of Week 5

This assignment has 2 purposes: (1) to test the student's understanding of the video on aversive racism; and (2) to have the student apply what they learn from the week's readings onto the video's lesson. Please use your codename on your paper.

1. What does Dr. John Dovidio mean by the term "aversive racism"? What type of a definition is this? Ordinary, stipulative, by example, by negation, etc.?
2. What is the controversial topic that Dovidio's research is trying to address? That is, what is the sociopolitical context behind his research study?
3. Explain how does aversive racism occur using the case of helping in an emergency?
4. If Dovidio were to write an argumentative essay on "aversive racism", what would be his thesis in the introduction section? Provide an expanded thesis using "although".
5. Would Dovidio's research findings on college admission support affirmative action policy? How so or not so?
6. What type of evidence is he presenting and is the evidence compelling? What might be some weaknesses to the evidence presented? What critical questions do you have about Dovidio's evidence?
7. How does Dovidio explain the differences in view between most African American applicants and European American recruiters with regards to the issue of racial discrimination in employment?
8. What did Dovidio find about collaboration on a task between African Americans and non-prejudiced whites, versus prejudiced whites, versus aversive racist whites? Elaborate on your answer how that is so.
9. If the conclusion is: *The U.S. is addicted to war*, provide an example of an inductive argument for this conclusion.
10. If the conclusion is: *The U.S. is addicted to war*, provide an example of a deductive argument for this conclusion.
11. Rewrite the major premise, minor, premise and conclusion from the following enthymeme:

We no longer have racism in this country, because the Civil Rights Act of 1964 has outlawed racial discrimination.

Major Premise:

Minor Premise:

Conclusion:

WEEK 5

Writing Assignment #4: Library Research on Aversive Racism & ATW -- Due next Monday of Week 6

This assignment is a group collaboration project. You should get into a group of 4 to 5 students based on your color codenames. While you may want to divide up the tasks among members, you should make sure you know how to do each task yourself. You can hand in a group or individual paper.

This first part tests you on your ability to look up and find information in the library and then knowing how to cite them in various styles. The reference can be an academic article, a book, or book chapter.

1. Find an earliest reference by John Dovidio on aversive racism and college admission. Provide a full reference in APA style.
2. Find an earliest reference by John Dovidio on aversive racism and: helping in an emergency. Provide a full reference in MLA style.
3. Find an earliest reference by John Dovidio on aversive racism and collaborating on tasks. Provide a full reference in APA style.
4. Find the most recent research article (from psychology journals) on aversive racism (not necessarily by Dovidio. Provide full reference in APA style. Attach a copy of the first page of the actual text of this article to show that you know how to access the article.

The second part again tests you on your ability to look up sources to support or refute a claim. Then, it asks you to consider and evaluate the different information. You can use websites here.

5. Find Joel Andreas' source that was used to support his claim that the military spending is 51% (Addicted to War, p. 1). What is your evaluation about the source that Andreas provided?
6. Find another source that supports Andreas' claim that we spend too much on military defense. Provide a full reference and brief information about it. Use correct APA style citation.
7. Find a source that "refutes" Andreas' claim. Provide its full reference and briefly describe what it is. Use correct APA style citation.
8. Assess how credible each source is (from #6 and #7). Given the different "facts" presented by each source, which evidence do you think is most credible and why? If none, then how do you suggest we find what the "truth" is about military spending?
9. What is your assessment of Andreas' claim that the US is addicted to war given your assessment of his evidence about military spending? Aside from military spending, what other evidence did he provide? Are the list of evidence Andreas provides compelling?

Sample APA Style Sheet: <http://library.csun.edu/docs/apacitation.pdf>

Sample MLA Style Sheet: <http://library.csun.edu/docs/mlacitation.pdf>

Example of Assignment is on next page:

Name
AAS201, MW11
Prof. Masequesmay
2/22/12

- 1) Masequesmay, G. (2003). Emergence of Queer Vietnamese America. *Amerasia Journal*, 29(1), 117-134.
- 2) Masequesmay, Gina. "Emergence of Queer Vietnamese America." *Amerasia Journal* 29.1 (2003): 117-34.
- 3) Masequesmay, G. (2000). Everyday Identity Work at an Asian Pacific AIDS Organization. In M. F. Manalansan (Ed.), *Cultural Compass: Ethnographic Explorations of Asian America*. Philadelphia: Temple University Press.
- 4) Masequesmay, Gina. "Negotiating Multiple Identities in a Queer Vietnamese American Support Group." *Journal of Homosexuality* 45.2/3/4 (2003): 193-215.
- 5) Describe and evaluate Andreas' source.
- 6) A source (full reference) to support Andreas' claim and brief description...
- 7) A source (full reference) refuting Andreas' claim and brief description...
- 8) Comparing the sources that supports Andreas' claim to the sources that refutes his claim, ...
- 9) Although Andreas' source on military spending

WEEK 6

READING GUIDE: Addicted to War by Joel Andreas

1. In what context was this book written and illustrated?
2. What is the main argument or thesis of the book? In your answer specify who/what is addicted to war and why. What does Andreas mean by “addicted”?
3. What did race have to do with war, colonialism and imperialism?
4. Provide three different types of evidence Andreas used to support his thesis. Include in your answer a discussion about colonialism and imperialism.
5. Is the argument compelling? Do you believe the data and that the data do support the thesis?
6. What is your main reaction from reading this book? What questions arose for you?

READING GUIDE: Chronology and 4 group-assigned articles.

1. What can be summarized about the chronology of Asian American historical events?
2. What is the sociological imagination and what is its promise?
3. What is C. Wright Mills’ point about the personal and the political, biography and history, or personal trouble and public issue?
4. What is social structure?
5. Explain how Lisa Park's analysis is an example of Mills’ sociological imagination.
6. What are the three types of power according to C. Wright Mills?
7. What is the triangle of power? Who are the power elite?
8. What is the type of power discussed in the Hitler article? Explain.

Writing Assignment #5: Please see syllabus p. 10 on Reading Critically to answer the 6 questions for the assigned articles. This is group work and a group paper is **due on Wednesday of Week 6.**

Class will be divided into 6 groups to present and provide notes on the four readings. White & Gray = 1; Black & Red = 2; Yellow = 3; Brown & Olive = 4

Use “How to Read Critically” from Syllabus, page 8 for:

1. The Promise by C.Wright Mills
2. The Structure of Power in American Society by C. Wright Mills
3. A Letter to My Sister by Lisa Park
4. If Hitler Asked You to Shock a Stranger, Would you? Probably

WEEK 7

Film Guide: “Storm at Valley State”

1. What was the “storm” at Valley State College (now CSUN)? Who were involved? What were the students’ demands and what did they accomplish?
2. What was the sociopolitical context of that time of the “storm”?
3. Were the struggles of the 1960s resolved?
4. Why do you think I assign you to watch this film? What is the lesson here?
5. What concepts or ideas from the readings are relevant to this film?

WEEK 7 Continued

Reading Guide: Excerpts of Andersen & Hill's Race, Class, Gender; Hune's "Paradigms"

1. What does it mean to say that race/class/gender matter in one's life?
2. What is the matrix of domination approach and how does it differ from multiculturalism?
3. What is the additive model and why to Andersen and Collin reject this model?
4. What does it mean to "shift the center"?
5. What is a paradigm?
6. What are the old racial paradigms?
7. What are the new racial paradigms?
8. How did the new racial paradigms emerge?

Extra Credit Assignment: The Politics of Knowledge – Please post online for Wednesday Discussion

1. Explain how Lisa Park applies the sociological imagination to explain her sister's situation. What is the personal and what is the political that Lisa Park links together?
2. How does the study of race, class and gender help us toward a more inclusive understanding of social issues and social concerns as opposed to the past views of social issues?
3. What is the matrix of domination approach and how does it differ from multiculturalism?
4. What is a paradigm and how does it help us to understand the notion of "shifting from the center"?
5. Apply Hune's notion of racial paradigm to explain the birth of Ethnic Studies at Valley State College.
6. What was the "storm" at Valley State College (now CSUN)? Who were involved? What were the students' demands and what did they accomplish?
7. Were the struggles of the 1960s resolved? What are some current issues?
8. Why do you think I assign you to watch this film? What is the lesson here?
9. Based on this week's readings and films, explain what is meant by the "politics of knowledge."

WEEK 8

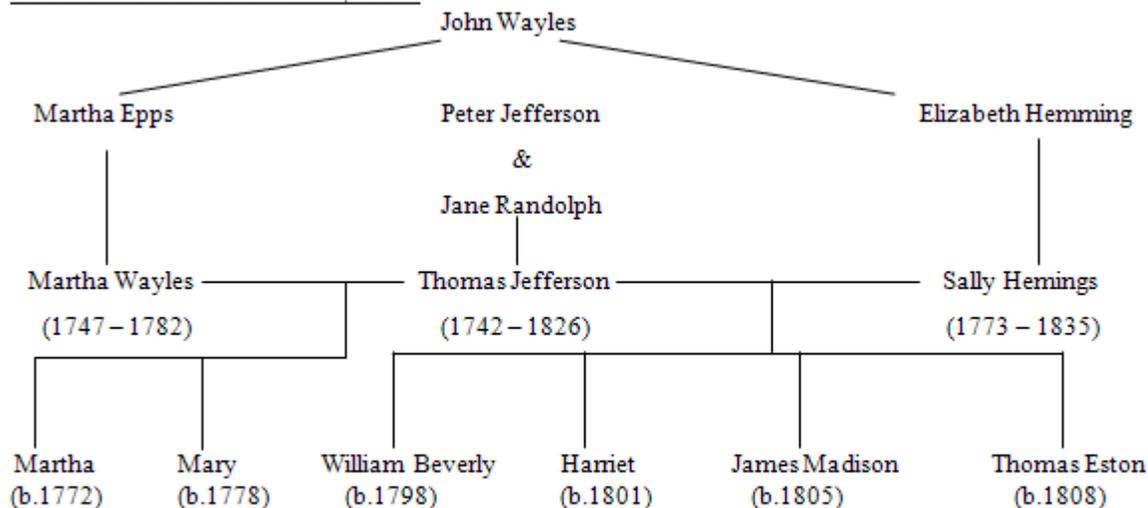
Reading Guide: "The Social Construction of Difference..." by Paula S. Rothenberg; "Racial Formations" by Michael Omi & Howard Winant; "Were the Presidents Who Owned Slaves 'Men of Their Time'?" by Rob Lopresti.

1. What is the court case with Susie Guillory Phipps?
2. What is racial formation?
3. What is "race" according to Omi & Winant? What do they mean by it being a social concept?
4. What is the relationship between racial ideology and racial identity?
5. What is "racialization"?
6. What does Paula Rothenberg mean by the "social construction of difference: race, class, gender and sexuality"?
7. Were the Presidents Who Owned Slaves 'Men of Their Time'?

Week 8 Continued

Film Guide: “Jefferson’s Blood” – What was Jefferson’s personal and economic dilemma with slavery?

Thomas Jefferson’s Family Tree



Sally Hemings had seven pregnancies. In addition to the children listed above, she had a daughter named Harriet, who was born in 1795 and died in 1797. She also had a daughter (unnamed) in 1799 who died not long after birth. DNA evidence all but confirms she and Jefferson had four children together. But while oral tradition in the Woodson family holds that Thomas Woodson (1790–1897) was the first child of Thomas Jefferson and Sally Hemings, there is no evidence of Thomas Woodson living at Monticello, nor does the DNA of his descendants match that of other Jefferson descendants.

1. What were Thomas Jefferson's ideal and circumstances that created a dilemma for him?
2. Why couldn't Jefferson free his slaves, especially his children with Sally Hemings, when he was alive? (give all economic, political and social-cultural reasons)
3. Why couldn't Jefferson free his children when he was dying?
4. Who were the mulattos and what were their roles in Antebellum America?
5. What is "passing" and why is it important to pass?

WEEK 9

Video Watching Guide: “The Color of Fear”

David Christensen: American (England & Denmark)

Hugh Vasquez: Mexican and Irish

Victor Lewis: African and Cherokee

Yutaka Matsumoto: 3rd generation Japanese American

Gordon Clay: 7th generation European American (Scotts, English and German)

Roberto Almanzan: Mexican, Latino, Chicano

Lee Mun Wah: Chinese American, filmmaker

David Lee: American – all American man

Loren Moye: African American or Black

1. What does Victor mean when he says that “American” is synonymous with “White” and “Human”?
2. What does Roberto have to say about being “American”?
3. What does Victor have to say to counter David Christensen’s argument that Victor was blocking his own progress and going the wrong way?
4. What does Loren have to say about being a black man in corporate America?
5. What does it mean to be “White” according to David Christensen? What does whiteness mean for the other people in the group?
6. What are the two consciousnesses that Victor talked about?
7. What did the participants of color have to say about the division among people of color? How does it relate to white supremacy? (Explain what is white supremacy versus “racism”.)
8. How are Asian Americans affected by the notion of the “Model Minority”?
9. What do the participants of color want?

Reading Guide: Articles: “State of Black LA...”; “Racial Gap in Loans...”; “REAL LIFE/Affirmative ...”; “Does White Privilege...”

1. What are the socioeconomic indicators used to measure the racial gap and to conclude the dismal state of Black LA?
2. Trace the money from racial gap in loans to unequal home equity and explain the process that lead to current racial inequities in terms of wealth.
3. Does white privilege exist in America? What evidence and experts were used to support the two opposing views?

Week 9 WA#6 continues on next page

Writing Assignment #6: Explaining Racial Inequalities – Due Next Monday of Week 10

Based on Film “The Color of Fear” and reading “Colorblind Racism” by Bonilla-Silva

1. If racial inequality is defined as the disparities in income, education, poverty, etc. among racial groups, what are the different explanations given about the perpetuation of racial inequality from the men in the film?
 - a. What explanations did Victor give?
 - b. What explanation(s) did David C. give?
2. What other explanations can you think of in people’s explanations of how or why racial inequality exists and persists?
3. What does Loren have to say about being a black man in corporate America? What does assimilation mean to the men of color? How is their understanding different from David Cristensen’s?
4. Why couldn’t the men in “The Color of Fear” understand each other’s struggles at the beginning? What made David Cristensen finally understand and feel what the other men are saying?
5. What did the participants of color have to say about the division among people of color? How does it relate to white supremacy? (Explain what is white supremacy versus “racism”.)
6. Explain the following equation: White = American = Human (not equal to) People of Color
7. How does Eduardo Bonilla -Silva explain and define racism? In your answer, explain what he means by “white supremacy.”
8. Who would Bonilla-Silva most agree with from the film? Elaborate on Bonilla-Silva’s notion of “colorblind racism” to explain contemporary racism.
9. Is racism a “white problem”? Explain your answer using evidence presented in class.

WEEK 10

Reading Guide: “Racism without Racists” by Eduardo Bonilla-Silva

1. According to Bonilla-Silva, what is “racism”?
2. According to Bonilla-Silva, who are the cogs propelling America’s racial dynamics?
3. According to Bonilla-Silva, what is *colorblind racism*?
4. According to Bonilla-Silva, what are the “new racism” practices?
5. What are the central frames of color-blind racism? Briefly describe each.
6. What are the three nonracial explanations for the persistence of racial inequality?
7. How can we have racism without racists?

WEEK 11

Reading & Film Guide: WP Introduction & Part I (Chap. 1-3) & Part III (Ch. 1-3) and “Blue Eyed”; “Counting Our Blessings”

1. What is white privilege according to Paula Rothenberg?
2. Why should we study about whiteness and white privilege? What is/are the benefit(s) of doing so?
3. What is white privilege according to Paula Rothenberg?
4. What is the racial imagery of white people? And why is it important to examine this?
5. The three authors argue that there is this “invisibility of whiteness.” Explain what this phrase mean. How could something be invisible when it’s everywhere?
6. What is white privilege according to Wildman & Davis, Johnson, and McIntosh? Give a stipulative definition as well as definitions by negation, example, function, and category.
7. What forms of systems of privilege operate in the U.S. society and how do they relate to each other?
8. According to McIntosh, meritocracy is a myth. Explain why it is a myth.
- 9. What is your reaction to the film “Blue Eyed”?**
- 10. What do you think is Jane Elliott’s point in conducting her workshop?**
- 11. Do you agree or disagree with her method? Why or why not?**

WEEK 12

Reading Guide: WP Part II (1, 2, 3, 4, 5) & “Roots in the Sand”

1. According to Wander, Martin, and Nakayama, what role did science play in the conquest and slavery periods?
2. According to Wander, Martin and Nakayama, whiteness has been a form of property. Explain how so in the story of U.S. labor history. How did racialization solidify?
3. How were new immigrants from Europe perceived when they arrived in the racialized state of America in the late 1800s and early 1900s according to Barrett and Roediger?
4. In Brodtkin’s article, what were the different categories of Europeans in Madison Grant’s Passing of the Great Race and how were they perceived in the chain of humanity?
5. How did the Jews become “white”? Discuss the role of the G.I. Bill in your answer.
6. How did people of Mexican-descent become “Hispanic”?
7. Does Neil Foley equate becoming Hispanic with becoming white? Explain your answer.
8. According to Foley’s essay, are all Mexican Americans currently considered white in the United States?
9. How are Asian Americans viewed in the United States? How is their relationship to whiteness similar to and different from the situation of Mexican Americans as described in Foley’s article?
10. Explain the Ozawa vs. the U.S. case and the U.S. vs. Thind case.
- 11. What was the film “Roots in the Sand” about?**
- 12. What did you learn from this Sikh and Mexican past to help you to understand that race is a social construct?**

WEEK 13

Reading Guide: WP Part II (6, 7)

1. What does George Lipsitz mean by “the possessive investment in whiteness”? How has it evolved in this country according to Lipsitz?
2. Provide an example of how the FHA promote housing segregation?
3. What is environmental racism? Provide an example of this in contrast to environmental classism (the plight of poor neighborhoods in general).
4. What is Global White Supremacy and why is it an important concept in analyzing racial inequality?

WEEK 14

Reading: WP Part III (4, 5, 6)

1. According to Robert Jensen, affirmative action for whites is the fact of life. Explain his statement.
2. According to Tim Wise, what does it mean “to revoke the privileges of whiteness”? Who is his audience to whom he suggests to revoke the privileges of whiteness? Provide two examples of how one can revoke the privileges of whiteness.
3. Language makes people see and not see how privilege operates. Evaluate how successful you think Podur is in making the reader question the effectiveness of using the phrase "people of color." What do you think is the value of using or not using this phrase?

WEEK 15

Reading: WP Part IV (1, 2, 3)

1. What kinds of reasons to the people quoted in Beverly Tatham's article to for being afraid to talk about race? Do you think these fears are broadly held in contemporary U.S. society?
2. What do Feagin and Vera mean when they assert that "racist views are a ‘normal’ part of being a white American"? Do you agree or disagree? Explain.
3. Paul Kivel provides 12 basic tactics to fight white privilege. Consider them and identify five ways in which white people at CSUN could challenge or undermine the ways white privileges operate at CSUN.
4. What do you think race relations will be like in the United States 20 years from now?

Film Guide: “Yuri Kochiyama: Passion for Justice”

1. What did you learn about Yuri Kochiyama’s life? How did she become an activist? Why did she continue to pursue social justice and not just for the Japanese American community?
2. What other issues did she fight for?
3. What was her political philosophy and views on assimilation, integration (reformism), separatism (radicalism), and armed revolution?
4. What is “justice” for you?
5. What issues of inequality are relevant to you today? What are your thoughts on what can be done to achieve more justice?