

# AAS 201: RACE, RACISM AND CRITICAL THINKING

Spring 2013

Tentative Syllabus\*

(\* The professor reserved the right to change any part of this syllabus.)

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Office Hours: [Wednesdays 2 to 3 PM and by appointment](#)  
Office Location: [Jerome Richfield 346C \[enter through JR 340\]](#)  
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Class Information: [Mondays & Wednesdays 11 AM to 12:15 PM, JR 330, #13620](#)  
Class Website: <http://www.csun.edu/~gm61310/aas201/aas201syllabus.htm>  
Discussion Board: <http://moodle.csun.edu/> [you need to log in]  
Library Resource: <http://library.csun.edu/>  
Prof. Gina's link on Writing: <http://www.csun.edu/~gm61310/classes/writinganalysis.htm>

## Catalog Course Description

Introduction to the process of critical thinking through the lens of race-based theories and selected historical and contemporary discourse of African-Americans, Asian Americans, European Americans, and Latinos on race relations and multiculturalism in American society. Examines contemporary social issues through the use of scholarly studies and a range of cultural "texts" in order to explore the effects of race and racism on the relationship between language and logic, processes and form of reasoning, and practices of critical reflection. Also examines intersection of race, gender, and class. (Available for General Education Section A2, Critical Thinking of Basic Skills)

## Instructor's Course Description

This course teaches students to critically examine race and racism, including their conceptualizations and impacts on society. This course takes the position that race, gender, class and sexuality are socially constructed and applies this constructionist perspective on examining race relations in the US, and, when possible, focusing on the experiences of Asian Pacific Americans. The purpose of the course is to teach students to read, think and write critically by exposing them to a selection of race relation topics. Students will learn about critical perspectives on "race." Students are required to work in groups during class discussions of assignments to facilitate and enhance their comprehension of class materials. Active participation is crucial to build within each student confidence on public speaking, critical thinking, writing and reading skills. Writing assignments, short exams and a final exam are given to assess students' overall comprehension of the class. **This course provides a lot of critical reading and writing assignments as it fulfills the General Education, Critical Reasoning, Basic Subjects requirement. Recommended Prerequisite: Completion of GE Section A.1 (Composition) and GE section A.3 (Math).**

## Topics

Structure of an argumentative essay; inductive reasoning; deductive reasoning; syllogism, enthymeme; [common fallacies](#); [dependent, independent and interdependent variables](#); assessing the evidence; the nexus between knowledge and power; racial paradigms; matrix of domination; perspectives of Ethnic Studies; [social construction of race or racial formation](#); [stereotypes](#); de jure and de facto discrimination; internalized, interpersonal, institutional, and discursive racism; white supremacy; white privilege; interethnic and interracial conflicts; [biological, psychological, cultural, and institutional theories on racial inequality](#); anti-racism; intersection of other subjectivities (SES, gender, sexuality, citizenship); [model minority](#); [achievement gap](#).

## Goal of Critical Thinking

The goal of a Critical Thinking course is for students to be able to analyze information and ideas carefully and logically from multiple perspectives and develop reasoned solutions to problems. This goal can be achieved through the following list student learning outcomes.

### Student Learning Outcomes

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.

This list of Student Learning Outcomes is fulfilled by covering the following course objectives.

### Course Objectives

1. Understand the basics of argumentation including: 3 ways to appeal to the audience; components of an argument; inductive versus deductive reasoning, syllogism, enthymeme, common fallacies, and evaluation of the evidence.
2. Critically reflect the nexus between knowledge and power, the link between social structure and agency, and the intertwining between the personal and the political.
3. Use basic library research to evaluate and synthesize conflicting information in order to arrive at reasoned conclusions.
4. Recognize crucial perspectives on “race” and their social political implications.
5. Apply basic argumentation concepts to selected race topics.
6. Critically examine basic racial concepts and theories that have been used to explain the statuses of various racial groups.
7. Develop critical thinking, writing, reading, and public speaking skills via active class participation and group collaboration.

### Texts Required

- Andreas, Joel (2004) Addicted to War: Why the US Can't Kick Militarism. Canada: AK Press. [ISBN# 1 902593 57 X] New: \$10.00; Used: \$7.50. Rental Used: \$5.00. Reserve Library: Call No. UA10 .A48 2002 for 2<sup>nd</sup> edition. Also, it can be read online for free: <http://www.addictedtowar.com/atw1e.html>
- Paula S. Rothenberg (2012) White Privilege: Essential Readers on the Other Side of Racism, 4<sup>th</sup> Edition. New York: Worth Publishers. [ISBN# 978-1-4292-3344-6] New: \$36.00; Used: \$27.00; Rental new: \$17.28.
- A Reader for Prof Gina Masequesmay's AAS 201: Race, Racism, and Critical Thinking Class to be bought from **ASAP Copy & Print** located at 9250 Reseda Blvd. Suite 6, Northridge, CA 91324 (South of Prairie and East of Reseda, near China Star Restaurant), 818-700-7999, [www.asapcopyprint.com](http://www.asapcopyprint.com), ~\$30.68.
- In addition to the required texts, I may also assign extra short readings based on class interests and current events. I will either pass them out in class or have you read them online.
- **For financially challenged students, these texts are available for a 2-hour free check out at the Oviatt Library Reading Reserve (4<sup>th</sup> Floor).**

### Texts Recommended

- Bonilla-Silva, Eduardo (2010) Racism without Racists: Color-Blind Racism and the Persistence of Racial Inequality in the United States, 3<sup>rd</sup> Edition. Lanham: Rowman & Littlefield. [ISBN# 0-7425-1633-4] Older edition: Call No. E184.A1 B597 2003.
- Clark, Irene L. (1997) Writing about Diversity: An Argument Reader and Guide. Boston: Heinle & Heinle, Thomson Learning, Inc. [ISBN# 0-15-503563-0].
- Omi, Michael & Howard Winant (1994) Racial Formation in the United States: From the 1960s to the 1990s, 2<sup>nd</sup> Edition. New York: Routledge. [ISBN# 0-415-90864-7] Call No. E 184.A1 O47 1994.

## Course Requirements and Grading

Required Components	Points	Percent
Attendance	40	10
Participation	40	10
Writing Assignments (6)	120	30
Short Exams (5)	100	25
Final Exam	100	25
Total	400	100

**Grading** is based on a strict scale of 400 points:

380 – 400 = A	320 – 332 = B-	269 – 279 = D+
360 – 379 = A-	309 – 319 = C+	253 – 268 = D
349 – 359 = B+	293 – 308 = C	240 – 252 = D-
333 – 348 = B	280 – 292 = C-	Below 240 = F

The **course format** consists of short lectures, films (9), group activities, in-class writing assignments, homework writing assignments, and class discussions. Students should read the assigned material(s) **BEFORE** coming to class. I expect students to be prepared and ready to engage in class discussion based on the readings. Homework assignments will be given to help students through the readings and in-class assignments and short exams are to ensure students have done the readings and achieved basic level understanding and application of the materials.

**Attendance** accounts for 10% of your grade or 40 points. An **absence** means a deduction of 1 point; **tardiness** or leaving class early leads to a subtraction of 0.5 point. I take attendance at the beginning of class. If you are late, make sure I mark you down at the end of class; otherwise, my record will show you have an absence. You are given automatic excuses for 2 absences and 2 tardies; *after that, I accept no excuses unless it's life threatening*. You will need to provide proof of emergencies. Given that there are 30 meeting days, the last ten points are easy points that students can earn by making an appointment for an **office visit** with the professor. The purpose of the meeting is for the professor to get to know the students better and for students to ask questions or address concerns that they may have about the course. It is a chance for students to familiarize themselves with coming into office hours to talk to their professors.

**Class participation** is required for full course credit and is based on the student's thoughtful contribution to class discussion. Babbling without having read class materials does not count. Please note that participation correlates with attendance and involvement in class activities (40 points). I will intermittently record students' participations during class. In addition to class participation, students can also use the class web discussion forum (via Moodle) as a way to further discuss issues raised in class. Thoughtfully asking relevant questions, answering others' questions, and commenting on others' responses are ways of earning participation points aside from in-class participation.

There are **six writing assignments** to help students better understand the reading or film materials. Each writing assignment is worth 20 points for a total of 120 points or 30% of your class grade. No late work is accepted. Correct answers to writing assignments are discussed in class where students are given opportunities to correct their assignments. For the most part, students are given full credit for doing and correcting their assignments. However, the professor also "randomly" selects papers to grade, especially papers that look like there have not been much effort put into the assignment. At times, students are encouraged to work in producing a group paper so that they could learn from one another.

**Five short exams** are given in the second half of the class. The exams are given intermittently as means to help students think through the readings and be prepared for class discussion. Each exam is worth 20 points for a total of 100 points or 25% of your class grade. The format is short answer, multiple choice, matching, and fill-in. These exams are given usually at the beginning of class using codenames and collected and redistributed to other students for correction in class. There are no make-ups for missing the exams except under emergency conditions (e.g., If you arrive late, you will have less time to complete the exam). These exams are to underscore main points of the readings which should help students on the final exam.

**A final exam** is scheduled and given on final day to test students' comprehension, and ability to apply and integrate class materials. The format for the final exam is short answers, multiple choice, and fill-ins. The short exams and writing assignments should help in this preparation of the final exam. The final exam is worth 100 points of 25% of your grade.

Opportunities for **extra credit** assignments are also available. Students must consult the instructor before doing extra credit assignments that are not announced by the professor. **Students can earn up to 15 points of extra credit.** Each extra credit paper (ECP) has a maximum of four points. ECP can be a reaction 1-2 page paper to a reading or film (not shown in class) relating to Asian Pacific Americans. Students must summarize the reading or film and discuss what they learned from it and what new questions arose from this assigned reading or film. Students are also encouraged to attend Asian Pacific American or Asian-ethnic event(s) and to write a report of what happened and what they learned from the event. Please see page 10 of the syllabus for questions. **The due date for an ECP is one week after the event or film screening, usually by Wednesday 5 PM. Week 14 is the last time to hand in your ECP. Only 2 ECPs are accepted per week.** Please see Moodle for list of extra credit films.

### **Additional Advice from Your Professor**

Let's humanize our experience! I highly encourage you to see me during office hour or by appointment at least once (you need to do it anyway for 10 points) so that I will have a chance to know you and that you can ask me questions about class, majoring/minoring, graduate school, and career options. If you have any struggles (e.g., financial difficulties, family obligations, learning disability), please let me know ahead so we can work around them. However, scheduling in work or a doctor appointment during class time is not excusable unless it is life threatening. If you are really shy, you can bring along another classmate to make the experience less intimidating.

To get the most out of this class, you should:

- actively engage in the course materials (do the assigned work on time)
- listen mindfully to thoughts, experiences, and emotions shared by others (to understand; not to judge)
- accept that there are usually more than two ways of viewing the world and that your perspective is shaped by your limited experience in the world
- remain open to new ideas that may conflict with your own for it is in conflict that we can learn and grow

Because the issues discussed in this class can be controversial and can evoke strong emotions, please temper your questions, answers and comments with respect for others' differences in opinions and with patience for others' unskilled expressions so that we can create a **safe environment for learning** issues of which we might be ignorant or misinformed. The best way to do this is to first see our common humanity with our strengths and weaknesses in a struggle to survive and to be accepted/loved. Once we can see this, we can become more open to differences and can always remember to return to this commonality when we are frustrated, angry, confused, condescending, hurt, etc. As a class, if we can be mindful that what we know and feel are based on our limited experiences in the world, then we can try to be less judgmental and more aware of how our reactions and emotions to differing ideas are based on our own limited interaction in the world. While logic and social scientific evidence can help us through muddy thinking, our strong emotions can steer us in other ways. Hence, be thoughtful, self-reflexive and committed to fostering a safe space in the classroom to discuss difficult issues that will encourage each of us to grow and expand our mind, and in the process, hopefully to also open our heart.

This class has a webpage where updates are made at the end of the week and students are encouraged to view it to stay on top of things they might have missed when absent. Please also befriend your classmates for help in catching up and to collaborate on some class assignments and to study together.

### **Students with Disabilities**

Students with disabilities must register with the Center on Disabilities and complete a services agreement each semester. Staff within the Center will verify the existence of a disability based on the documentation provided and approved accommodations. Students who are approved for test taking accommodations must provide an Alternative Testing Form to their faculty member signed by a counselor in the Center on Disabilities prior to making testing arrangements. The Center on Disabilities is located in Bayramian Hall, room 110. Staff can be reached at 818.677.2684.

**Plagiarism** is a serious academic offense. Please read below to learn more about it [excerpt from [http://library.csun.edu/Research\\_Assistance/plagiarism.html](http://library.csun.edu/Research_Assistance/plagiarism.html), Retrieved September 27, 2007].

### What is Plagiarism?

To plagiarize means to:

- Steal and pass off (the ideas or words of another) as one's own;
- Use (another's production) without crediting the source;
- Commit literary theft;
- Present as new and original an idea or product derived from an existing source. (*Merriam-Webster Online Dictionary* definition of "plagiarize," retrieved June 20, 2005)

### CSUN Policy on Plagiarism

. . . Cheating or plagiarism in connection with an academic program at a campus is listed in Section 41301, Title 5, California Code of Regulations, as an offense for which a student may be expelled, suspended, or given a less severe disciplinary sanction. . . .

(*California State University Northridge Undergraduate/Graduate Catalog, 2006-2008*, p. 535)

**Plagiarism:** Intentionally or knowingly representing the words, ideas, or work of another as one's own in any academic exercise.

### Comments:

1. **Direct Quotation:** Every direct quotation must be identified by quotation marks, or by appropriate indentation or by other means of identification, and must be promptly cited in a citation. Proper citation style for any academic department is outlined by the *MLA Style Sheet* or K. L. Turabian's *A Manual for Writers of Term Papers, Theses and Dissertations*. These and similar publications are available in the Matador Bookstore and at the reference desk of the Oviatt Library. [See also: [Online Style Guides](#)]
2. **Paraphrase:** Prompt acknowledgment is required when material from another source is paraphrased or summarized in whole or in part in your own words. To acknowledge a paraphrase properly, one might state: "to paraphrase Locke's comment . . ." and conclude with a citation identifying the exact reference. A citation acknowledging only a directly quoted statement does not suffice to notify the reader of any preceding or succeeding paraphrased material.
3. **Borrowed Facts or Information:** Information obtained in one's reading or research which is not common knowledge among students in the course must be acknowledged. Examples of common knowledge might include the names of leaders of prominent nations, basic scientific laws, etc. Materials which contribute only to one's general understanding of the subject may be acknowledged in the bibliography and need not be immediately cited. One citation is usually sufficient to acknowledge indebtedness when a number of connected sentences in the paper draw their special information from one source. When direct quotations are used, however, quotation marks must be inserted and prompt acknowledgment is required.

Adapted from: *California State University, Northridge Undergraduate/ Graduate Catalog, 2004-2006*, p. 531-2 (Retrieved June 20, 2005)

In this class, if you are caught plagiarizing, you will receive a zero on your work. Repeated offenses can lead to failing the course, a record in your student file and possible expulsion from school.

### A Note on the Rules of Scholarly Discourse in the University\*\*

In this course we will be discussing very complex issues of which all of us have strong feelings and, in most cases, unfounded attitudes. It is essential that we approach this endeavor with our minds open to evidence that may conflict with our presuppositions. Moreover, it is vital that we treat each other's opinions and comments with courtesy even when they diverge and conflict with our own. We must avoid personal attacks and the use of *ad hominem* arguments to invalidate each other's positions. Instead, we must develop a culture of civil argumentation, wherein all positions have the right to be defended and argued against in intellectually reasoned ways. It is this standard that everyone must accept in order to stay in this class; a standard that applies to all inquiry in the university, but whose observance is especially important in a course whose subject matter is so emotionally charged.

[\*\*From UCLA Professor Melvin Oliver's Sociology 156 syllabus, Fall 1991.]

## Course Schedule for AAS 201, Spring 2013

Please note all readings are in Reader unless indicated as belonging to the books Addicted to War or White Privilege

### Week 1, 1/23 [MLK's holiday observance on 1/21]

#### *Introduction & Creating a community for learning*

- Overview of course syllabus
    - + Attendance Call and Sign-In
    - + Go over syllabus: Introduction of professor and her expectations
    - + **Homework on Writing Assignment #1: Student Profile** (see syllabus p. 11); Scan **"The Miniature Guide to Critical Thinking: Concepts & Tools"** for a general idea about critical thinking. [http://www.criticalthinking.org/files/Concepts\\_Tools.pdf](http://www.criticalthinking.org/files/Concepts_Tools.pdf)
- \* Read Addicted to War for Week 5 Homework and Week 6 Discussion! Scan "The Miniature Guide..." for WA#1.

### **BASIC SKILLS FOR CRITICAL REASONING**

### Week 2, 1/28 and 1/30

#### *Beyond Stereotypes: Being Analytical*

- Introduction of students
    - + Student Introduction using Student Profile (Writing Assignment #1) to be handed in the end of class
    - + Discuss students' expectations and the professor's guide on studying and being a professional student
    - + **Homework for Monday: Watch the film "The Road to Brown"** 1989, 50 min., (N82671) at the Media Library. Use the film guide to take notes about racial inequalities. Please be prepared for Wednesday class discussion
  - Explaining racial differences (e.g. achievement gap between Latinos and Asian Americans)
    - + Argumentative essay and thesis
    - + Discuss Racial inequalities and their causes: Stereotypes as explanations of racial inequalities
    - + Discuss article about Asian Americans as Model Minority (Being passive and smart)
- \* Scan articles "LA Blacks Still Fare Poorly," "Nearly Half of Blacks," & "Names Affect Response to Job Seekers" for Monday. Read "Morphing Outrage into Ideas" and Scan pages 95-107 (structure of an argumentative essay) for Wednesday.

### Week 3, 2/4 and 2/6

#### *Taking Lecture Notes & Finding the thesis in an argument and considering the evidence*

- Film "Race, Racism and Anti-Racism" 2001, 95 min. (N 85797) – Watching first half of video on Claude Steele's research on Stereotype Threats.
    - + **Homework Writing Assignment #2** – Reflection on Steele's research – **DUE Wed.** for discussion.
  - Concepts: Stereotypes, self-fulfilling prophecy, thesis, reliability, validity, fallacies
    - + Discuss Readings on reason & logic & other forms of persuasion
    - + Discuss Writing Assignment #2 and apply assigned reading
- \* Read carefully pgs 107-117 (reason & logic), and scan pgs 117-123 (Toulmin & Rogerian) of Form &Function in Arguments (Chap. 3).

### Week 4, 2/11 and 2/13

#### *Examining the Evidence & Critical Questions*

- More on logic, fallacies, and evidence
  - Film "Race, Racism and Anti-Racism" 2001, 95 min. (N 85797) – Watching second half of video on John Dovidio's research on Aversive Racism.
    - + **Homework Writing Assignment #3** – Notes and questions on Dovidio's research – **DUE next Monday.**
- \* Read carefully "Stubborn Pull of Dogma" and read Doonsbury cartoon for Monday. Also read carefully pages 133-144 (definition, authority and evidence) and read 144-151 (revising, function outline) for Monday discussion (definitions & evidence) and Wednesday homework.

### **Week 5, 2/18 and 2/20**

#### ***Reading Critically and Library Research Tour***

- **Go over Writing Assignment #3**
  - + Reading Critically (using guideline from syllabus, p. 10)
- Library Tour on **Wednesday** – Meet at **Oviatt Library Computer Lab** \_\_\_ with Ms. Susanna Eng-Ziskin.
  - + **Writing Assignment #4:** Find references of research articles on Aversive Racism; Find sources on defense spending to address Joel Andreas' evidence (p. 1) in Addicted to War. **DUE next Monday.**

## ***THEORIES AND POLITICS OF RACE***

### **Week 6, 2/25 and 2/27**

#### ***Perspectives and Putting Things in Context***

- Critical Perspectives & Being Analytical
    - + **Go over Writing Assignment #4** - Aversive racism literature; Addicted to War on defense budget
    - + Analyzing the data (using Chronology of Asian American History by Judy Yung) – finding patterns, connecting between themes
    - + **Homework on Writing Assignment #5:** Group notes on articles using reading guide in syllabus (p. 10)
  - The Personal is Political and hegemony
    - + **Writing Assignment #5 due** and discussion
- \* Group assigned reading and notetaking for class presentation on “The Promise” & “The Structure of Power in American Society” by C. Wright Mills; “Letter to My Sister” by Lisa Park; “If Hitler Asked You...”.

### **Week 7, 3/4 and 3/6**

#### ***Critical Perspectives and the Matrix of Domination***

- Class and Race and Gender and the Matrix of Domination...
    - + Film “The Storm at Valley State” 59 min. (N84653)
    - + Discussion of the 1960s politics and founding of Ethnic Studies
  - Paradigm Shifts and the Politics of Knowledge
    - + Fish analogy exercise
    - + Discussion of Readings
- \* Read Race, Class, and Gender's Preface & Ch. 1 by M. Andersen & P. Hill-Collins; “Rethinking Race: Paradigms and Policy Formation” by S. Hune.

### **Week 8, 3/11 and 3/13**

#### ***The Significance and Endurance of Race***

- Racialization and a nation divided
    - + Watch film “Jefferson’s Blood” by Thomas Lennon. PBS. 75 min.
  - Finish film and discuss film and relate it to the readings
    - + Concepts to cover: Racial formation, Race, Racial vs. Racist Projects, “Oriental” vs. “Asian American”
- \* Read “The Social Construction of Difference: Race, Class, Gender, and Sexuality” by Paula S. Rothenberg; “Racial Formations” by Michael Omi and Howard Winant; “Were the Presidents ... ‘Men of Their Time?’”

### **Week 9, 3/18 and 3/20**

#### ***Explanations of Racial Inequality and Their Consequences***

- Film “The Color of Fear” by Lee Mun Wah. Stir Fry Production, 1994, 90 minutes (N83681)
  - Finish and Discuss film “The Color of Fear”
    - + **Homework Writing Assignment #6**
- \* Scan “State of Black LA...”; “Racial Gap in Loans...”; “REAL LIFE/Affirmative ...”; “Does White Privilege...”; Read carefully Racism without Racists” by Bonilla-Silva.

### **Week 10, 3/25 and 3/27**

#### ***Explanations of Racial Inequality and Their Consequences Continues***

- Discuss **Writing Assignment #6 (due)**
  - + Review of ideas from films and readings on explanations of racial inequality
- Review of concepts: Anti-racist or Racial Project vs. Racist Project; White Supremacy; Colorblind Racism; White Privilege; etc.

## **WHITENESS, PRIVILEGE, COLORBLIND RACISM**

### **Week 11, 4/3 [Cesar Chavez' holiday observance on 4/1]**

#### ***Whiteness: The Power of Invisibility & Privilege***

- **Homework: Watch Film "Blue Eyed"** Directed by Bertram Verthagg in assoc. w/ Jane Elliott. 1995, 93 minutes (N84089)
- Why Study Whiteness and White Privilege?
  - + Discuss film and readings
  - + Exam 1

\* Read Introduction and Part I (Chapters 1, 2, 3) and Part III (Chapters 1, 2, 3) of White Privilege.

### **Spring Recess, 4/8 to 4/13**

### **Week 12, 4/15 and 4/17**

#### ***Whiteness: The Power of the Past, Part I***

- Film "Roots in the Sand" by Jayasri Majumdar Hart, 1998, 57 min. (N 86778)
  - + Discuss film & WP Part II Chapters 1, 2, 3, 4, 5
- How "Whiteness" came to a particular meaning on inclusion and exclusion
  - + Exam 2

\* Read Part II Chapters 1, 2, 3, 4, 5 of WP

### **Week 13, 4/22 and 4/24**

#### ***Whiteness: The Power of the Past, Part II***

- Discuss readings from the power of the past
- Review of concepts and ideas thus far
  - + Exam 3

\* Read Part II of WP (Chapters 6 & 7)

### **Week 14, 4/29 and 4/1**

#### ***Whiteness: The Power of Privileges***

- Past and Present Privileges
  - + Exercise on Different Forms of Privileges
  - + Watch "The Miniature Earth" video
  - + Discuss WP Part III Ch. 4, 5, 6
- Quick Recap on the Power of Privilege and Power of the Past and Racial Inequality
  - + Racial inequality, Forms of Racism and Forms of Privileges
  - + Exam 4

\* Read Part III (Ch. 4, 5, 6) of WP. Read "The Miniature Earth" in the Reader.

### **Week 15, 5/6 and 5/8**

#### ***The Power of Resistance & Conclusion***

- The Power of Resistance
  - + Film "Yuri Kochiyama: Passion for Justice" 1993, 57 min. (N85403)
  - + Discuss film and WP Part IV Chapters 1, 2 & 3
- Wrap-Up
  - + Exam 5
  - + Handout of Study Guide for Final Exam

\* Read Part IV of WP.

### **Final Week: 5/13 to 5/18**

#### ***Final Exam is in the same classroom.***

FINAL EXAM is on May 15, Wednesday, from 10:15 AM to 12:15 PM.



• **ADVICES TO STUDENTS ON PROFESSIONAL DEVELOPMENT**

Here is a **list of things NOT to do** to be a professional student (points will be deducted if you repeat these bad habits):

1. Emailing me to find out what you missed in class. Please befriend your classmates and ask them what you missed. Assignments will usually be posted on the web end of the week. Below are spaces to write down 2 of your classmates contact information.

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2. Having your pager/phone/video game on while the professor conducts class.
3. Reading materials (e.g., newspapers/magazines) not relevant to class activities during class.
4. Disrupting class discussion by having your private conversation with other students.
5. Sleeping in class. If you are not feeling well, rest at home. The classroom is not your bedroom.
6. Disrupting class by arriving late or leaving early.
7. Faxing/emailing me your paper. If I don't have your paper by the due date, you'll have a zero.
8. Disrespecting others in class, including name-calling, cat-calling, snickering, disrupting.
9. Cheating and plagiarizing.

**Things to do** to be a professional student:

1. Be organized and allocate study time (~ 8 hrs/wk) for this class as you do for each of your other classes.
2. Attend class regularly and arrive on time.
3. Be respectful of everyone in class and keep an open mind.
4. Contribute positively to class discussion by active listening and thoughtful commenting.
5. Read assigned readings or do assignment before class and arrive prepared to discuss readings or assignment.
6. Hand assignments in on time, typed and stapled.
7. Take notes in class and on assigned readings. Go over them for reinforcement and write down questions on items you still need clarification. Ask these questions in class.
8. **ASK QUESTIONS** when you don't understand. Remember, the best way to learn is to ask questions.
9. If you miss a film, go to the media library on the 2<sup>nd</sup> Floor of Oviatt Library to watch it.
10. Visit the professor during office hour for extra help, if need be, or just to familiarize yourself to speaking to your professor and to keep in touch in case you ever need a recommendation letter.

**CAMPUS RESOURCES**

<u>NAME</u>	<u>PHONE</u>	<u>LOCATION/URL</u>
<b>Asian American Studies Department</b>	X4966	<a href="http://www.csun.edu/aas">http://www.csun.edu/aas</a>
<b>The Advising Resource Center / EOP</b> provides academic advisement services to all undecided or undeclared students.	x2108	Student Services Bldg 210. <a href="http://www.csun.edu/eop/arc.html">http://www.csun.edu/eop/arc.html</a>
<b>Career Center</b>	x2878	University Hall Suite 105 <a href="http://www.csun.edu/~hfcar009/">http://www.csun.edu/~hfcar009/</a>
<b>Center on Disabilities</b>	x2684	<a href="http://www.csun.edu/cod/center.html">http://www.csun.edu/cod/center.html</a> sdr@csun.edu
<b>Counseling Services</b>	x2366 x7834 TDD	Student Services Bldg 520 <a href="http://www.csun.edu/~cs46896/">http://www.csun.edu/~cs46896/</a>
<b>Learning Resource Center</b>	x2033	Student Services Building (SB408) <a href="http://www.csun.edu/~hflrc007/">http://www.csun.edu/~hflrc007/</a>
<b>National Center on Deafness</b>	x2054	<a href="http://ncod.csun.edu/">http://ncod.csun.edu/</a>
<b>Pride Center</b> provides support to gay, lesbian, bisexual, transgender, intersexual, queer and questioning students	x4355	<a href="Http://pride.csun.edu/">Http://pride.csun.edu/</a>
<b>Women's Center</b>	x2780	<a href="http://www.csun.edu/~ws20500/center.html">http://www.csun.edu/~ws20500/center.html</a>
<b>The Writing Center</b>	x2033	The Writing Center (SB414) <a href="http://www.csun.edu/~hflrc006/">http://www.csun.edu/~hflrc006/</a>
<b>Guide to do a Library Research</b>		<a href="http://library.csun.edu/strategies.html">http://library.csun.edu/strategies.html</a>

## QUESTIONS FOR EXTRA CREDIT ASSIGNMENTS and WRITING ASSIGNMENT #5

Here are some general questions to help you with reading articles, viewing films and participating in events critically. This page serves as a general guide for extra credit assignments.

### READING CRITICALLY

#### Questions to Answer:

- 1. What is the larger context of why this article was written? To what is the author responding?**  
I hope that you will begin to ask this question for everything you read. All perspectives are partial and you need to not only know where **the article** is situated in the larger sociopolitical debate but also what it is saying and not saying or implying about a specific issue. This question may best be answered last after you understand the author's main argument. This question is about the larger debate that the author is engaged in or the implication of his/her work given his/her thesis. The author's own background is mostly a factor in the reason for the essay. [e.g., The article is about "lazy welfare mothers" and thus it contributes to the debate for welfare reform.]
- 2. What is the author's main argument?**  
Search the reading for the thesis statement and either quote or paraphrase it with citation (page number, and location in page if reference is assigned reading). Explain clearly what the main argument of the author is. If question #1 is about motive, this question is about what the crime is. [e.g., The main argument by the author is that welfare mothers are lazy and just abusing taxpayers' generosity.]
- 3. What are the evidences the author used to support his/her argument?**  
Good scholarly work requires a thesis and supporting evidence. What kind of evidence does the author have to support the thesis? How was the data compiled? Elaborate on at least three specific evidences the author makes to support his/her thesis. [Is the evidence based on personal anecdotes or beliefs, on scholarly national survey research, on limited samples, etc. and what are the evidences?]
- 4. Are the arguments compelling?**  
This question is meant to remind you to question authority rather than blindly accept what is dished out or packaged to you. Sometimes people have facts that don't support their argument. So, you need to make sure their facts back the argument the author makes. Just because something is written, doesn't mean it's true. [Despite the fact that the author may have support for his/her argument, can that evidence be generalized to the larger population or other populations? What is the reliability (duplication) and validity (operationalization) of this work? Can you come up with counterarguments?]
- 5. What questions arose for you from reading this article?**  
This is to urge you to reflect on what you read and become an active reader instead of a passive recipient of information. This is to help you apply what you just learned. [What issues did the author not address?]
- 6. Any other reactions you have from reading this article? Relates to some other issues? Personal reaction?**  
Does the information challenge your original thoughts and assumptions? Do you find yourself resistant to the information? Why do you think that is so? These are good questions to think for yourself as you become more reflexive of the information around you, those that you readily accept and those that challenge the foundation of your values.

### VIEWING FILMS and PARTICIPATING IN EVENTS CRITICALLY

#### General Questions to Answer for Extra Credit Assignment on Films/Events:

- 1. What is this film/event about?** (What is the setting? Who are involved? What happened or how did this end?)
- 2. What do you think is the point/purpose or message of this film/event? What do you think is the larger context to which this film/event is responding?**
- 3. How does this film/event fit into this class on critical thinking and/or race issues? Discuss relevant concepts especially concepts introduced in class. (This part counts the most.)**

### **Example of Writing Assignment #1 (WA# 1) and Format and for Future WAs**

Please use at least .75" margins, at least 11 pt Times or Times New Roman or Calibri font. Type questions in bold and answers in the following paragraph(s). Please always type, number your pages and staple the pages.

Mỹ-Chi Ma Séquesmay  
AAS 201, MW 11  
Professor Masequesmay  
1/28/13

#### **Writing Assignment #1: Student Profile**

- 1. Name you would like to go by. Provide pronunciation if needed:**  
Mỹ-Chi Masequesmay. "Mee Chee Mah-say-kes-may"
- 2. Years at CSUN and Class Status:**  
6<sup>th</sup> year, graduating senior
- 3. Major/Minor/Interests:**  
Sociology and maybe an AAS minor. I like to draw, paint and play the guitar. I also play ping-pong.
- 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.**  
"When you can, help others; when you cannot, refrain from hurting others." – Dalai Lama summarizing Buddhism
- 5. What is your ethnic identity? How does ethnicity affect your life?**  
I am Chinese-Vietnamese...
- 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?**  
I am Asian American....
- 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)**  
I am hard of hearing and have tendonitis (I can't type too long).