

**University of New Hampshire**  
**DEPARTMENT OF EDUCATION**  
**EDUC 525: Teaching Race Syllabus**

*\*\*Many thanks to Peter Taubman for the original EDUC525 syllabus\*\**

Professor Kate Slater

Email: [kas1047@wildcats.unh.edu](mailto:kas1047@wildcats.unh.edu)

Wednesdays, 1:10 – 3:00 PM

Office Hours: By appointment

**Welcome!** This course offers aspiring educators the opportunity to explore what it means to teach about and discuss race, racism, and systems of White supremacy in the United States. Through a study of history, literature, the arts, social science, and your own autobiographical experiences, you will be encouraged to think about and discuss the meanings of racial identities, the influence of race, racism and white supremacy on how we understand the world, and the messages communicated in our schools and universities about the meanings of racial ascription, of color, and of whiteness. By combining scholarship on race with personal experiences, the course will help you explore how institutions can best be used to promote equality and racial justice in society. The course will also offer you specific approaches to provoking and sustaining conversations in the classroom and developing curriculum about race and racism.

We are all personally connected with the phenomena under examination, in that we all live in a world shaped by race. The University of New Hampshire is a predominantly White institution. But, no matter what intersectional identities we embody or where we come from, race shapes our lived experience. This course will help us interrogate our assumptions about meritocracy and American exceptionalism. We will relearn an American history that centers the voices of Black, Latinx, and Indigenous populations, voices that have been historically erased. We will complicate and deepen our understanding of America's history and of the current moment that we've arrived at; a moment of racial uprising. And finally, we will unlearn our own assumptions about our role in the larger story of race in America.

By the end of the semester, you should be able to:

- Trace and analyze the emergence, development and spread of race based and racist ideas, policies, and practices in the United States;
- Organize and lead discussions of the histories and realities of racialization, systemic racism, white supremacy and intersectionality in schools, community organizations or work spaces;
- Reflect critically on your own racial socialization and assumptions

**Required Texts**

Irving, Debby. (2014). *Waking Up White and Finding Myself in the Story of Race*. Cambridge, MA: Elephant Room Press.

Bonilla-Silva, Eduardo (2018). *Racism Without Racists (5<sup>th</sup> Edition)*. Lanham, Maryland: Rowman & Littlefield.

**JANUARY 22nd**  
**SESSION 1- THE ORIGINS OF RACISM**

**Assignments For Class:**

*Viewing / Listening: 50 min*

- Bill Nye’s Science Rules! Podcast “The Story of Skin Color” (40 min)  
<https://www.stitcher.com/podcast/stitcher/science-rules-with-bill-nye/e/64326807>
- The Origin of Race in the U.S. (10 min)  
<https://www.youtube.com/watch?v=CVxAlmAPHec>

*Additional Instructions:*

- Take the Race Literacy Quiz at <http://newsreel.org/guides/race/quiz.htm>

**Additional Resources:**

If you would like to read more about how race/racism emerges, the full book Racecraft by Barbara and Karen Fields is available at: <https://www.youtube.com/watch?v=id-fmNYW2mM>

**JANUARY 29th**  
**SESSION 2- WHAT IS RACE?**

**Assignments For Class:**

*Viewing / Listening: 1 hour 30 min*

- What Science Tells Us About Race and Racism (1 hour 30 min)  
<https://www.youtube.com/watch?v=VXfaXpUE2T8>

*Reading: 59 pages*

- Debby Irving’s Waking Up White (45 pages)  
Introduction through Chapter 9: pp xi - 45
- Dismantling Racism Project A History: The Construction of Race and Racism (14 pages)  
<https://www.racialequitytools.org/resourcefiles/Western%20States%20%20Construction%20of%20Race.pdf>

*Writing:*

- Please write a 2 page (double-spaced) reflection paper on any one of the sources above.
  - What in particular struck you about what you read? Why?
  - What did you learn that you hadn’t known before?
  - What is the value of this knowledge for educators?

*Additional Instructions:*

- Bring in ONE and only one question about both the video and the Dismantling Racism Project’s handout that is worth discussing

**FEBRUARY 5<sup>th</sup>**  
**SESSION 3- HISTORY: BEGINNINGS**

**Assignments For Class:**

*Viewing / Listening: 56 min*

- Origins of Slavery in North America (3 min)  
<https://www.youtube.com/watch?v=ElQv9X1cTB4>
- Why Did Europeans Enslave Africans? (9 min)  
<https://www.youtube.com/watch?v=opUDFaqNgXc>
- American Imperialism: Crash Course in US History (14 min)

<https://www.youtube.com/watch?v=QfsfoFqsFk4>

- The 1619 Project Podcast “Episode 1: The Fight for a True Democracy” (30 min)  
<https://www.nytimes.com/2019/08/23/podcasts/1619-slavery-anniversary.html>

*Reading: 63 pages*

- James Loewen’s Lies My Teacher Told Me (17 pages)  
Chapter 5: Gone with the Wind: The Invisibility of Racism in American History Textbooks  
<http://www.csub.edu/~mault/lies%20my%20teacher%20told%20me%20137.pdf>
- Gil Scott Heron’s “Black History” (1 page)  
<http://www.historyisaweapon.com/defcon1/heronblackhistory.htm>
- Debby Irving’s Waking Up White (45 pages)  
Chapter 10 - Chapter 16: pp 46 - 91

*Writing:*

- Listen to Episode One of the 1619 Podcast featuring Nicole Hannah-Jones. In particular, focus on this statement: “Black Americans have been, and continue to be, foundational to the idea of American freedom. More than any other group in this country’s history, we have served, generation after generation, in an overlooked but vital role: It is we who have been the perfecters of this democracy.” Please write a 3-4 page paper, double-spaced, in response to the following questions:
  - How does Hannah-Jones explore this theme throughout her essay?
  - What key figures do she, and other contributors to The 1619 Project, identify as “perfecting” U.S. democracy?
  - Who else should be added to this list of key figures in U.S. history?

*Additional Instructions:*

- Think about what **freedom** means to you. How would you define it? How free should we be to do what we want? How do you react to the following statement: “Given that there is a Black history month and a women’s history month, there should be a white, male history month!” Bring your notes to class for discussion.

### **Additional Resources:**

For those of you who are particularly interested in American history and haven’t already read it, I suggest:

- *Lies My Teachers Told Me: Everything Your American History Textbook Got Wrong*  
<https://4.files.edl.io/0ec3/06/28/18/155729-1b8ab639-28ff-4b2d-858e-4ecf1f9cbbc4.pdf>
- BlackPast is a fantastic online reference center:  
<https://www.blackpast.org/>

<b>FEBRUARY 12<sup>th</sup></b> <b>SESSION 4- HISTORY: BEGINNINGS PART II</b>
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### **Assignments For Class:**

*Viewing / Listening: 2 hours*

- Africans in America: America’s Journey Through Slavery, Episode 4 (1 hour 22 min)  
<https://www.youtube.com/watch?v=ySxUTFFa5ZA>
- *Whitney Plantation Museum confronts painful history of slavery* (7 min)  
<https://www.youtube.com/watch?v=JfC8X2Os2z4>
- The 1619 Project Podcast: Episode 2: The Economy That Slavery Built (30 minutes)  
<https://www.nytimes.com/2019/08/30/podcasts/1619-slavery-cotton-capitalism.html>

*Reading: 68 pages*

- Maya Phillips’ “The Smithsonian’s Black History Museum Will Always Be A Failure and a Success” - *The New Yorker* (8 pages)

<https://www.newyorker.com/culture/cultural-comment/the-smithsonians-black-history-Museum-will-always-be-a-failure-and-a-success>

- Debby Irving's Waking Up White (60 pages)  
Chapter 17 - Chapter 28: pp 95 - 155

*Writing:*

- Please write a 2 page (double-spaced) reflection paper on any one of the sources above.
  - What in particular struck you about what you read? Why?
  - What did you learn that you hadn't known before?
  - What is the value of this knowledge for educators?

*Additional Instructions:*

- Think about what **justice** means to you. How do you define it?

### **Additional Resources:**

For those of you who are particularly interested in American history and how the idea of race helped construct the nation, you might wish to read/listen to:

- Prof. Ibram X. Kendi's: *Stamped from the Beginning: The Definitive History of Racist Ideas in America*, available at [https://www.youtube.com/watch?v=Cj\\_ksjvtyXY&t=43s](https://www.youtube.com/watch?v=Cj_ksjvtyXY&t=43s)
- Watch his interview with Danielle Wood at <https://www.youtube.com/watch?v=O41QYSAz-D4&t=954s>

**FEBRUARY 19<sup>th</sup>**

**SESSION 5- HISTORY: THE U.S. / MEXICO WAR AND RECONSTRUCTION**

### **Assignments For Class:**

*Viewing / Listening: 1 hour 10 min*

- The Mexican-American War Part 1 (9 min)  
<https://www.youtube.com/watch?v=HjUEBDOOSDM>
- Reconstruction: America After the Civil War - Episode 1 (55 min)  
<https://www.youtube.com/watch?v=TiXxQpBLMuk>
- Ida B Wells: Activist for African American Justice (6 min)  
<https://www.youtube.com/watch?v=8f7TUBvbgrI>

*Reading: 73 pages*

- James Baldwin's "A Talk to Teachers" (5 pages)  
<https://betterlesson.com/community/document/3260971/a-talk-to-teachers-by-baldwin-pdf>
- Howard Zinn's "We Take Nothing By Conquest, Thank God" (12 pages)  
<https://www.historyisaweapon.com/defcon1/zinntak8.html>
- Debby Irving's Waking Up White (56 pages)  
Chapter 29 - Chapter 40: pp 159 – 215

*Writing:*

- Please write a 2 page (double-spaced) reflection paper on any one of the sources above.
  - What in particular struck you about what you read? Why?
  - What did you learn that you hadn't known before?
  - What is the value of this knowledge for educators?

*Additional Instructions:*

- Think about the parallels between mainstream versus anti-establishment views of both Reconstruction and the U.S. / Mexico War. What stories do we tell ourselves about both of these events? Bring notes to class for discussion.

<b>FEBRUARY 26th</b> <b>SESSION 6- JIM CROW</b>
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**Assignments For Class:**

*Viewing / Listening: 1 hour, 57 min*

- The Rise and Fall of Jim Crow: Episode 2 (55 min)  
<https://www.youtube.com/watch?v=utwE5ZPd7Gk>
- The Rise and Fall of Jim Crow: Episode 4 (55 min)  
[https://www.youtube.com/watch?v=vadRcW\\_r-SE](https://www.youtube.com/watch?v=vadRcW_r-SE)
- Tulsa's Black Wall Street Massacre (7 min)  
<https://www.youtube.com/watch?v=EO3Fxe4mDP>

*Reading: 22 pages*

- Campbell Robertson's "A Lynching Memorial is Opening. The Country Has Never Seen Anything Like It." *New York Times* (3 pages)  
<https://www.nytimes.com/2018/04/25/us/lynching-memorial-alabama.html>
- Erin Blakemore's "How the GI Bill's Promise Was Denied to A Million Black WWII Veterans" (5 pages)  
<https://www.history.com/news/gi-bill-black-wwii-veterans-benefits>
- David Bartholomae and Antony Petrosky's "Ways of Reading: Introduction" (14 pages)

*Writing:*

- Please write a 3-4 page double spaced response paper to the videos and reading. In the paper, you should discuss:
  - 1) Your analysis of one or more events in the Jim Crow era and/or to the Tulsa massacre - what is its historical significance? How was it viewed back then by the general public and how it is received now?
  - 2) Connections between Jim Crow era and the current racial climate in the U.S.

*Additional Instructions:*

- What example of Blackface and current controversies about Blackface can you find? If you wish, please bring in articles for discussion in class.

**Additional Resources:**

- The Rise and Fall of Jim Crow: Episode 3  
<https://www.youtube.com/watch?v=FWEbqU9CfyI>
- Henry Louis Gates' *Stony The Road* is a comprehensive text about the rise of white supremacy following Jim Crow.

<b>MARCH 4<sup>th</sup></b> <b>SESSION 7- SLAVERY BY ANOTHER NAME</b>
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**Assignments For Class:**

*Viewing / Listening: 1 hour 30 min*

- *Thirteenth* (1 hour and 30 minutes)  
<https://www.youtube.com/watch?v=1WU608Z2678>

*Reading: 77 pages*

- Michelle Alexander's *The New Jim Crow* (74 pages)  
[https://slowrotation.memoryoftheworld.org/Michelle%20Alexander/The%20New%20Jim%20Crow\\_%20Mass%20Incarcerati%20\(10839\)/The%20New%20Jim%20Crow\\_%20Mass%20Incarcer%20-%20Michelle%20Alexander.pdf](https://slowrotation.memoryoftheworld.org/Michelle%20Alexander/The%20New%20Jim%20Crow_%20Mass%20Incarcerati%20(10839)/The%20New%20Jim%20Crow_%20Mass%20Incarcer%20-%20Michelle%20Alexander.pdf)

Introduction pp. 1-20; Chapter 5 pp. 173-209; Chapter 6 pp. 209-227 (Up to “Against Color Blindness”)

- Charles Blow’s “Crime, Bias and Statistics” *New York Times* (3 pages)  
<https://www.nytimes.com/2014/09/08/opinion/charles-blow-crime-bias-and-statistics.html>

*Writing:*

- Please write a 2 page (double-spaced) reflection paper on any one of the sources above.
  - What in particular struck you about what you read? Why?
  - What did you learn that you hadn’t known before?
  - What is the value of this knowledge for educators?

*Additional Instructions*

- Prepare notes for a discussion on current controversies surrounding Black Lives Matter and Blue Lives Matter. Consider recent stories about Ferguson and Colin Kaepernick kneeling for the flag.

### **Additional Resources:**

If you are interested in learning more about the prison industrial complex and new prison reform:

- *Slavery by Another Name*  
[https://www.youtube.com/watch?v=IXwqVxY7R1g&list=PLz5MeM3v8\\_zk6t6A6fdojq\\_9aMl\\_mLlyC](https://www.youtube.com/watch?v=IXwqVxY7R1g&list=PLz5MeM3v8_zk6t6A6fdojq_9aMl_mLlyC)
- Michelle Alexander on Democracy Now  
<https://www.youtube.com/watch?v=-4akQb3Gj3E>
- Michelle Alexander discusses *The New Jim Crow*  
<https://www.youtube.com/watch?v=eH0EcN-Sln0> (start at 10:)
- Angela Davis and Michelle Alexander  
<https://www.youtube.com/watch?v=ixX4HfOiVPo>
- Van Jones on new prison reform bill  
[https://www.youtube.com/watch?v=iVRDtcQ\\_mNE](https://www.youtube.com/watch?v=iVRDtcQ_mNE)
- Ta-Nehesi Coates “The Black Family in the Age of Mass Incarceration”  
<https://www.theatlantic.com/magazine/archive/2015/10/the-black-family-in-the-age-of-mass-incarceration/403246/>

**MARCH 11th**

**SESSION 8- THE CIVIL RIGHTS MOVEMENT: BEGINNINGS**

### **Assignments For Class:**

*Viewing / Listening: 2 hours 25 min*

- The Dangers of Whitewashing Black History (27 min)  
<https://www.youtube.com/watch?v=bb04xj7LS34>
- Eyes on the Prize: Episode 1 “Awakenings” (50 min)  
<https://www.youtube.com/watch?v=NpY2NVcO17U>
- Eyes on the Prize: Episode 2 “Fighting Back” (68 min)  
<https://www.youtube.com/watch?v=3bb76CK3Cwc>
- Forced Busing in Boston: Desegregation of Schools (9 min)  
<https://www.youtube.com/watch?v=zxknqj-bt3k>

*Reading: 24 pages*

- Eduardo Bonilla Silva’s Racism Without Racists (16 pages)  
Chapter 1: “The Strange Enigma of Race in Contemporary America”
- Martin Luther King’s “Letter from a Birmingham Jail” (8 pages)  
[https://www.africa.upenn.edu/Articles\\_Gen/Letter\\_Birmingham.html](https://www.africa.upenn.edu/Articles_Gen/Letter_Birmingham.html)

*Writing:*

- Please write a 2 page (double-spaced) reflection paper on any one of the sources above.

- What in particular struck you about what you read? Why?
- What did you learn that you hadn't known before?
- What is the value of this knowledge for educators?

*Additional Instructions:*

- View the videos in the order above. Think about what **resistance** means and what you would be willing to do for a cause.

**Additional Recommendations:**

Those of you interested in how the Civil Rights movement has been whitewashed and used for counter-revolutionary purposes might be interested in *A More Beautiful and Terrible History: the Uses and Misuses of Civil Rights History* by Jeanne Theoharis.

**MARCH 25th**  
**SESSION 9- THE MOVEMENT CONTINUES**

**Assignments For Class:**

*Viewing / Listening: 2 hours 23 min*

- NCLP: Freedom Riders (2 hours 19 min)  
<https://www.youtube.com/watch?v=8gr0dZl6uec>
- How Emmett Till's Murder Revolutionized the Civil Rights Movement (4 min)  
<https://www.youtube.com/watch?v=bFEC2kSdX-0>

*Reading: 36 pages*

- Eduardo Bonilla Silva's Racism Without Racists (36 pages)  
Chapter 2: "The New Racism: The US Racial Structure Since the 1960s"

*Writing:*

- Please write a 2 page (double-spaced) reflection paper on any one of the sources above.
  - What in particular struck you about what you read? Why?
  - What did you learn that you hadn't known before?
  - What is the value of this knowledge for educators?

**APRIL 1st**  
**SESSION 10- AND CONTINUES...**

**Assignments For Class:**

*Viewing / Listening: 2 hours 47 min*

- Eyes on the Prize: Episode 8 "Two Societies" (1 hour 46 min)  
<https://www.youtube.com/watch?v=dWQjaLhi6mA>
- Malcom X's The Ballot or The Bullet (52 min)  
<https://www.youtube.com/watch?v=8zLQLUpNGsc>

*Reading: 23 pages*

- Eduardo Bonilla Silva's Racism Without Racists (23 pages)  
Chapter 3: "The Central Frames of Color-Blind Racism"

*Writing:*

- Please write a 2 page (double-spaced) reflection paper on any one of the sources above.
  - What in particular struck you about what you read? Why?
  - What did you learn that you hadn't known before?
  - What is the value of this knowledge for educators?

### **Additional Resources:**

For those of you who are particularly interested in the Black Liberation Movement may be interested in viewing the following videos:

- *The Black Power Mixed Tape*  
<http://www.truth-out.org/opinion/item/23549-danny-glover-and-kathleen-cleaver-on-black-power-mixtape-rare-footage-capturing-movements-rise>

## **APRIL 8th**

### **SESSION 11- LEFT OUT OF THE CONVERSATION: LATCRIT AND TRIBALCRIT**

#### **Assignments For Class:**

*Viewing / Listening: 1 hour 3 min*

- A Conversation with Native Americans on Race (6 min)  
<https://www.youtube.com/watch?v=siMal6QVble>
- Cesar Chavez: American Civil Rights Activist (4 min)  
<https://www.youtube.com/watch?v=Wznw9TA2jXk>
- Sal Castro and the 1968 East LA Walkouts (15 min)  
<https://www.youtube.com/watch?v=-3TKnj0fXZs>
- BackStory Podcast “Standing Rock and the History of Indigenous Resistance in the United States” (38 minutes)  
<https://www.backstoryradio.org/shows/standing-rock-and-the-history-of-indigenous-resistance-in-the-united-states/>

*Reading: 8 pages*

- Gloria Andalzua’s *Borderlands / La Frontera* (8 pages)  
Chapter 1: “The Homeland / Aztlán”  
<https://ces209.files.wordpress.com/2014/06/the-homeland-aztlacc81n.pdf>

*Writing:*

- Please write a 2 page (double-spaced) reflection paper on any one of the sources above.
  - What in particular struck you about what you read? Why?
  - What did you learn that you hadn’t known before?
  - What is the value of this knowledge for educators?

*Additional Instructions:*

- Consider the Black / White binary that is often present in conversations about race and racism in the United States. Why does this binary exist? What is complicated about this binary? How do you disrupt it?

## **APRIL 15th**

### **SESSION 12- WHITENESS AND CONVERSATIONS IN THE CLASSROOM**

#### **Assignments For Class:**

*Viewing / Listening: (1 hour 30 min)*

- When Affirmative Action Was for White People: Its Twisted Origins (1 hour 30 min)  
<https://www.youtube.com/watch?v=hBMEUilkoss&t=86s>

*Reading: 112 pages*

- Ta-Nehisi Coates’ “The Case for Reparations” *The Atlantic* (84 pages)  
<http://argumentcenterededucation.com/wp-content/uploads/2018/04/The-Case-for-Reparations-by-Ta-Nehisi-Coates-The-Atlantic.pdf>

(You can also listen to this at:



- <https://soundcloud.com/user-154380542/the-case-for-reparations-the-atlantic-ta-nehisi-coates>
- Eduardo Bonilla Silva's *Racism Without Racists* (24 pages)  
Chapter 5: "I Didn't Get That Job Because of a Black Man!"

*Writing:*

- Please write a 3-4 page paper, double-spaced on the concept of affirmative action as it is discussed in one of these sources. What are the arguments and counterarguments? Does Equal=Same?

**Additional Resources:** For those of you who are particularly interested in how the law and affirmative action were and are racialized you might be interested in: *When Affirmative Action Was White* (the whole book): <https://www.youtube.com/watch?v=DEmDYhSidec>

**APRIL 22nd**

**SESSION 13- WHITENESS AND CONVERSATIONS IN THE CLASSROOM PT. 2**

**Assignments For Class:**

*Reading: 61 pages*

- Zeus Leonardo's "The Color of Supremacy: Beyond the Discourse of 'White Privilege'" (15 pages)  
<https://www.tandfonline.com/doi/pdf/10.1111/j.1469-5812.2004.00057.x>
- Amanda Lewis' "What group? Studying Whites and Whiteness in the era of 'colorblindness'" (24 pages)  
<https://www.tandfonline.com/doi/pdf/10.1111/j.1469-5812.2004.00057.x>
- Eduardo Bonilla Silva's *Racism Without Racists* (22 pages)  
Chapter 6: Peeking Inside the (White) House of Color Blindness

*Writing:*

Topics due for final paper - Please write a 1-2 page typed double spaced proposal for your final paper. In this you should include the topic/question, the title, if you have come up with one, a brief description of what you intend to study, and a list of materials you intend to use.

**Additional Resources:**

- The Whiteness Project  
<http://whitenessproject.org/>

**APRIL 29th**

**SESSION 14- SOCIAL JUSTICE EDUCATORS**

**Assignments For Class:**

*Viewing / Listening: 40 min*

- Robin DiAngelo's "White Fragility" (22 minutes)  
<https://www.youtube.com/watch?v=DwIx3KQer54>
- Kimberle Crenshaw's "The Urgency of Intersectionality" (18 minutes)  
<https://www.youtube.com/watch?v=akOe5-UsQ2o>

*Reading: 60 pages*

- Jeff Duncan-Andrade's "Note to Educators: Hope Required When Growing Roses in Concrete" (14 pages)  
<http://www.sjsu.edu/people/marcos.pizarro/courses/185/s1/DuncanAndradeHOPE.pdf>

- Gloria Ladson-Billings “But That’s Just Good Teaching! The Case for Culturally Relevant Pedagogy” (8 pages)  
[http://raisingachievement.org/yahoo\\_site\\_admin/assets/docs/Ladson\\_Billings\\_But\\_thats\\_just\\_good\\_teaching\\_The\\_case\\_for\\_Culturally\\_Relevant\\_pedagogy.261225116.pdf](http://raisingachievement.org/yahoo_site_admin/assets/docs/Ladson_Billings_But_thats_just_good_teaching_The_case_for_Culturally_Relevant_pedagogy.261225116.pdf)
- Eduardo Bonilla Silva’s Racism Without Racists (38 pages)  
Chapter 9: *E Pluribus Unum*, or the Same Older Perfume in a New Bottle?  
Conclusion: What Is To Be Done? Talking with YOU About How To Fight Color-Blind Racism in America

*Writing:*

- Please write a 3-4 page (double spaced) reflection paper using Ali Michaels’ White Racial Identity Formation handout as a framework. In particular, please address:
  - What stages you identify with currently
  - What stages you might have been in prior to the start of this course
  - How do you see your racial identity evolving in the future?
  - Please feel free to draw on themes and concepts from other sources this week (i.e. Gloria Ladson-Billings’ work on Culturally Relevant Pedagogy or Kimberle Crenshaw’s discussion of intersectionality)

*Additional Instructions:*

- Think about this quote from “Knowing Your History and Teaching Social Justice”: “You can’t be whole if you’re not learning about who you are. If the narrative is always someone else’s story, then you’re contributing to them be miseducated.”

**Additional Resources:**

- Deconstructing Whiteness by Robin DiAngelo  
<https://www.youtube.com/watch?v=DwIx3KQer54>
- Debunking Myths about Race Robin DiAngelo  
<https://www.youtube.com/watch?v=wjHg65JORi8>
- “Classroom Library Assessment: How Culturally Responsive is Your Library?” The Open Book Blog  
<https://blog.leeandlow.com/2017/05/22/classroom-library-assessment-how-culturally-responsive-is-your-classroom-library/>

<p><b>MAY 13th</b> <b>SESSION 15 - FINALS</b></p>
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**In Class:** Presentations of final projects

## **COURSE REQUIREMENTS**

**Articles, podcasts, and videos:** Please be prepared with assignments on their assigned date. The amount of work will average 4-7 hours a week.

### **Participation, Attendance, and Punctuality: (30%)**

Participation counts and should reveal a familiarity with the readings. I shall let you know if I think your participation drops below an A. I know some people do not like to talk, and I respect that. Participation also involves active listening. I do, however, expect everyone to engage in role plays, activities, and oral presentations.

Class begins at 1:10 PM. Being later than 15 minutes more than twice will affect your grade, and I will discuss this with you if I'm concerned.

**Please inform me in advance by e-mail**, if you must miss a class. More than one unexcused absence will affect the grade. Excused absences are those for which you supply written documentation. You are responsible for all work missed and will have to do make-up assignments for missed classes. If you miss the class, you should make sure to e-mail me any assignment on the date it is due.

### **Assessments: (30%)**

#### **Weekly Papers (2-4 typed pages )**

Your weekly reaction papers should answer the questions that are posed or the prompts. They include a brief summary, an analysis of themes that struck you or questions that were raised, and other conclusions. All papers should be properly cited.

**Note taking for Class Discussions:** I suggest for your note taking you may want to use what is referred to as **QQTP**: Quotations, Questions, and Talking Points to support participation. I think it will help your participation/presentation.

- Quotation(s): Select a quote from the materials that you find especially compelling, interesting, puzzling, or surprising. These should be brief (1-3 sentences). Remember to include a source in parentheses (who said it, what text, page number).
- Question(s): As you read, take note of what questions come to mind. Develop one or more thoughtful question(s) that you would like addressed in small group and class discussion of the material. This should be a question about which you are genuinely curious and/or are not sure of the answer.
- Talking Points: Write 2-3 Talking Points that demonstrate how you have thought seriously and critically about the readings. Share how you think about, accept, reject, or otherwise critically engage the reading material, as if you had to synthesize the content for someone who had not read it. Each finding/conclusion should just be a few sentences. The first Talking Point—every time you do this—will address how the material connects to you personally (i.e., how your personal experiences, background, or knowledge connect with the material). Your subsequent Talking Points will address your critical analysis of the material, e.g. how the material connects to the world and to other texts: text to self, text to world and text to text.

## How I'll assess your analysis papers / final project:

	EXCELLENT (18-20)	GOOD (16-18)	FAIR (13-16)	INADEQUATE (Below 13)
<b>THESIS (5 points)</b>	Thesis is debatable and clearly presented in the opening and concluding sections of the paper.	Thesis is debatable and is evident in the argument, but is not clearly stated.	Thesis is unclear, and it takes work for the reader to fish it out of the text. Or, thesis is self-evident and not debatable.	There is no evident thesis.
<b>ARGUMENTATION (5 points)</b>	Argument is presented clearly and logically. Logical points build directly upon the thesis and prior points. Counter-arguments are addressed, dismantled, and folded into the main argument of the paper.	Argument is presented clearly and logically, but points do not necessarily build on each other. Counter arguments are addressed, but many are left hanging or are dealt with inadequately.	Argument is rambling, and there are contradictions left unaddressed. Counter arguments may be presented, but are left unaddressed.	There is no discernable argument, or no alternative interpretation is presented.
<b>ORGANIZATION AND WRITING (5 points)</b>	Clear organization with a natural flow. Includes an introduction, transition sentences to connect major ideas, and conclusion. There are few or no grammar or spelling errors. Minimal passive voice. Ideas and evidence are correctly cited.	Clear organization, with introduction, transitions and conclusion, but writing is not always fluid. There are several grammar or spelling errors. Ideas and evidence are correctly cited.	Organization is unclear or without necessary component parts. Significant grammar or spelling errors (but not both). Ideas and evidence are correctly cited.	Little discernable organization. Significant grammar and spelling errors. Ideas and evidence are not correctly cited, or not cited at all.
<b>USE OF EVIDENCE (5 points)</b>	Each logical point is backed up by one or more examples. Evidence is strong and sufficient to advance the argument. Potential counter-arguments are accounted for and addressed with evidence.	Each logical point is backed up by one or more examples. Evidence advances the argument, but it may not be sufficient. Potential counter-arguments are accounted for, but may not be sufficiently addressed with evidence.	Several points of the argument are left without evidence. Evidence is insufficient.	A few pieces of evidence are thrown in here or there, but not used to defend the main argument.
<b>APPLICATION OF READINGS / CONCEPTS (5 points)</b>	Demonstrates solid understanding of the major themes of the course, using readings and lectures to define concepts. Argument is placed within the broad discussions outlined in the course.	Concepts are defined, but the author does not demonstrate a solid understanding of the major themes of the course relevant to the argument.	Course readings are used. Concepts are left undefined, or poorly defined. Little broader framework is used.	Paper mentions course readings, but there is little demonstration of how the paper relates to the course.

### Final project: (20%)

At the end of the course, you will be expected to have completed a 10-12 page (double-spaced) final paper. Your paper should focus on one of the following, unless you suggest another topic that is approved by me:

1. A biographical study of any one of the figures that we discussed in class (examples include Malcom X, Cesar Chavez, etc.)
2. A study of an activist group that works on issues of race in education or the helping services, e.g.
3. A study of one of the topics raised in class.

**Facilitation: (20%)**

Your facilitation will be about 15-20 minutes and will involve a lesson plan on the article or source that you have selected. Successful facilitations should follow the lesson plan rubric outlined in the class. They might include:

- Synthesis or summary of the sources and details about the author
- What is the thesis? What are the key arguments and counterarguments?
- What did you learn from the material that you didn't know and why is that important?
- What questions did the material provoke?
- What were your overall feelings about the material and what reactions did the material spark for you?
- What would you want to know more about and why? What would you research and how would you go about it?

**Here is how I'll evaluate the facilitations:**

	<b>Excellent (90 – 100)</b>	<b>Good (80 – 90)</b>	<b>Fair (80 and below)</b>
Introduction (25 points)	Summarized the key points and background information in a clear, concise and understandable way. Show clear explanatory power.	Summarized some key points and some background information in a somewhat clear concise and understandable way. Show some explanatory power.	Summarized only one or two key points in a somewhat understandable way. Unsuccessful at clearly explaining the background information of the source.
Arguments and Counterarguments (25 points)	Offered the main take-aways and central questions of the material.	Offered some take-aways and some questions from the material.	Offered only a few take-aways and didn't clearly state the questions the material raised.
Analysis (25 points)	Shows strong and thorough grasp of the material that was read / viewed.	Shows a somewhat thorough grasp of the material that was read / viewed.	Shows a superficial understanding of the material that was read / viewed.
Discussion / Activity (25 points)	Posed meaningful questions for discussion and / or chose an activity was appropriately themed and related closely to the reading.	Posed some meaningful questions that prompted discussion or chose an activity that was somewhat appropriately related to the reading.	Posed obvious questions that did not deepen the collective classroom discussion or chose an activity that was only tangentially related to the themes of the reading.

**GRADING:**

The grade breakdown for individual assignments, attendance, and participation is:

A+: 98-100%; A: 94-97%; A-: 90-93%; B+: 87-89%; B: 84-86%; B-80-83%, and so on.

Please note that I do not give INCs or accept late work unless you have provided me with an exceptionally good excuse, in advance of the due date, along with evidence in support of your excuse.

**MISSION OF THE PROFESSIONAL EDUCATION UNIT:**

The teacher education program prepares teachers who possess the knowledge, disposition, and skills necessary to take the lead in establishing effective teaching and learning environments within their own classrooms and school communities. Immersion in subject matter, research, theory, and field-based experience provides a base for our graduates to make well-reasoned judgments in complex situations, render informed decisions, model exemplary practice, and take initiative for planned change. Students learn to establish caring environments, which celebrate individual differences and backgrounds while fostering cooperation and educational improvement. We stress reflective critical inquiry as a mode of study and community-building as a means for promoting change. We value and support both our students' classroom practices and their broader leadership within the profession.

**Note on Student Accessibility Services.** "According to the Americans with Disabilities Act (as amended, 2008), each student with a disability has the right to request services from UNH to accommodate his/her disability. If you are a student with a documented disability or believe you may have a disability that requires accommodations, please contact Student Accessibility Services (SAS) at **201 Smith Hall** . Accommodation letters are created by SAS with the student. Please follow-up with your instructor as

soon as possible to ensure timely implementation of the identified accommodations in the letter. Faculty have an obligation to respond once they receive official notice of accommodations from SAS, but are under no obligation to provide retroactive accommodations.

For more information refer to [www.unh.edu/studentaccessibility](http://www.unh.edu/studentaccessibility) or contact SAS at 603.862.2607, 711 (Relay NH) or [sas.office@unh.edu](mailto:sas.office@unh.edu).