

Rhetoric 104: Spring 2009
Ethnography of Race and the University

Section X: MW 12:00-1:00 pm Room 309 English Bldg.
F 12:00-1:00 pm Room G27 (in the basement) FLB

Instructor: Ligia Mihut
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Office Hour: Wed. 1-2 pm

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Course Description

Rhetoric 104 is the second semester of a two-semester course sequence designed primarily to help you improve as a writer, reader, researcher and critical thinker. This entails more than perfecting your grammar or developing good writing skills. Rather, this course aims to encourage you to think analytically, to read critically and participate actively in the ongoing academic discourse presented in texts, images or discussions etc.

This section of Rhetoric 104 is different from the others in that it centers on a particular theme, **Race and the University** as a part of the **Ethnography of the University Initiative** (EUI).

- **Race and the University.** This section of Rhetoric 101 will focus on how race defines people, actions and patterns of thoughts, on what people make of race and issues of race. We will do this by exploring texts and contexts in the first half, and then, you will have the opportunity to observe and research issues particular to our campus. You will go through a step-by-step research process starting with a research question and ending with a final research project.
- **Ethnography of the University.** Since this is an Ethnography of the University (EUI) section, you will do innovative research and explore issues of race by coming in direct contact with people, places and texts connected or related to our school, UIUC. Through IDEALS, you will have access to scholarly work of EUI students, and faculty. This is an excellent opportunity to familiarize yourself with the EUI initiative and research and to further contribute with your own research. It is the EUI's belief that students can make significant contribution to academic knowledge which is why it creates such research opportunities for students. At the end of the semester, you can choose to archive your work anonymously or not, and in this way, your project could be further useful for other research goals.

Required Textbooks/materials

- **Required –Course Packet :** A course packet of readings will be available at Notes-n-Quotes (Notes-n-Quotes is located on John St. between 5th and 6th.) Additional readings will be provided online or distributed as handouts.
- **Recommended—Writing Handbook:** One handbook to use as a reference for grammar and documentation. I recommend The Open Handbook, by Ann Raimes (Houghton Mifflin). I will also put up links to useful reference websites on Moodle.

Work Requirements and Grading Policies

Your work in this class will consist of the following:

Participation and classwork.

I need to emphasize that your consistent, active participation is extremely important in this class. We will do several activities, projects or discussions that require you to be involved and purposeful. Do the best you can every day; stay active and engaged not only when you think you might be interested in a reading or activity. Rather, choose to be motivated, and engaged. Your participation and classwork will be evaluated daily.

Moodle assignments and reading responses.

Moodle is a course management site located at <https://moodle.atlas.uiuc.edu/> We already have a Moodle page set up for our class and we will use it for various assignments such as reading responses, surveys and other. In addition to this, Moodle will be used to post course updates, various readings or resources and for the research process/final project.

Initial Essay.

This is the first essay assignment in this class. The purpose of this assignment is to motivate you to understand various race-related issues and their significance for everyday life. You will receive a detailed assignment sheet about this essay.

Four research projects.

Since both the process and the product are equally important, you will go through four research projects that will be valuable to your final research project. You will receive more details about each of these projects later in the semester.

Final research project.

Your final project for this class is a research paper that will explore some aspect related to race and the university. You will receive more details about this assignment later in the semester.

Final Reflection.

After you have completed your final research project, you will write a reflection on your research process in this class. All your work must be uploaded on Moodle but you may choose

not to have your work archived in IDEALS. You will receive specific instructions about all this entire process.

Grading

Participation and class attendance	15%
Moodle homework/Reading responses	20%
Initial Essay	10%
Research reports (4x 5% each)	20%
Final Research Paper	25%
Final Reflection	10%

Grading Scale

100%-97% = A+	94%-96%=A	90%-93%=A-	
88%-89%=B+	84%-87%=B	80%-83%=B-	
78%-79%=C+	74%-77%=C	70%-73%=C-	
68%-69%=D+	64%-67%=D	60%-63%=D-	59% and below=F

In-class writing, Moodle and other homework assignments will be graded out of a possible 10 points.

Course Policies

Attendance. It is important that you come to class on a regular basis since each individual brings a unique perspective to our classroom interactions. You are expected to come to class prepared, and ready to interact positively with the other classmates and the instructor. While it is certainly important that you come to class, your physical presence is not enough. Your direct engagement with the readings, classroom discussions, and various tasks is not only going to benefit you but your peers as well. Therefore, I encourage you to be actively involved at all times. Sleeping or listening to music etc. does NOT contribute to our class discussions so please choose an alternative site for these activities. You will not be penalized for absences per se unless **you go over six absences which will result in a 1/3 of a letter grade off of your final grade.** Absences will also affect your participation grade since **you cannot make up any in-class work.** If you miss a class, it is your responsibility to find out from your classmates what you missed before the beginning of the following class.

Due Dates. All assignments must be submitted **at the beginning** of the class. Late assignments will lose 1/3 of letter grade (or of points for homework) for each day that it is late. The lateness policy is valid only for **major assignments**, i.e. formal essays. **All other missed or late assignments are not accepted and cannot be made up unless you discussed with me in advance.** If you know in advance that you will be absent on the day when a paper is due, try to submit it before the due date. In case of emergency, please inform me as soon as possible and be prepared to provide the proof of the occurrence of a legitimate emergency. (For instance, a note that you had an appointment at the health center is not a proof of emergency; documentation of hospitalization for emergency appendix removal is. If you have a particular health problem that may affect your classes, I recommend that you contact UIUC's Emergency Dean who can be

reached at 333-0050). Submitting an assignment electronically does not constitute submitting an assignment on time. Extensions will be considered only on a case by case basis, and only if you have spoken to me in advance. Please, do not ask for an extension the day when work is DUE.

Plagiarism. According to the University of Illinois' handbook, Code on Campus Affairs and Regulations Applying to All Students, plagiarism means "intentionally or knowingly representing the words or ideas of another as one's own in any academic exercise." Plagiarism is a serious offense, and can result in a "F" letter grade for this course. If you have questions, or feel uncertain about proper ways of citing sources, please consult me during my office hour or e-mail me any time.

Cell Phones and headphones. Please, turn off your cell phones, pagers etc. and put away your headphones (this includes no wearing them in class even if they are turned off) before class begins. If you attempt to use any of these devices in class, you will be asked to leave immediately and counted absent for the day. You will receive no credit for any in-class assignments and participation on that day.

Classroom Conduct. Remember to always have an attitude of respect towards your fellow students even if you might sometimes disagree on various issues. Language or actions that show disrespect for the gender, race, religion, ethnicity, sexuality, ability, beliefs or ideas of any member of this class is unacceptable. Disruptive behavior will not be tolerated. It creates a hostile environment and will affect your participation grade.

Resources

Disability accommodations:

If you would benefit from any disability-related accommodations or assistance in this classroom, let me know as soon as possible and I'll do everything I can to help. Also, if you haven't already, you should contact UIUC's Department of Rehabilitation Education Services (DRES) at 333-4603.

The Writers' Workshop:

The Writers' Workshop, located in room 251 of the Undergraduate Library, provides one-on-one writing tutoring by graduate students, and it's *free*! I encourage you to use this opportunity to improve your writing. To make an appointment, you can call the Workshop at 333-8796.

Tentative Course Schedule: Rhetoric 104, Spring 2009

Please note that this is a tentative schedule. Throughout the semester, we will most likely make changes to the dates or daily schedule. In such case, you will be notified in advance but please pay attention to such modifications and follow them accordingly. The readings are from the course packet, specific websites (“Race the Power of an Illusion” at www.pbs.org/race/ or posted on Moodle)

WEEK 1: Introduction

Wednesday 1/21	Welcome; Syllabus and Course Policies HW: “Race,” “Diversity” & “Ethnography”
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Friday 1/23	Moodle; Ethnography of the University Discuss “Race,” “Diversity” & “Ethnography”
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HW: Navigate Moodle and upload self-introduction on Moodle
Read “Race Timeline: Go Deeper” at www.pbs.org/race/
(Race the Power of an Illusion: Background Readings/History)

WEEK 2: Race and Racism in History

Monday 1/26	Moodle Questions; Discuss “Race Timeline: Go Deeper”
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HW: Read George M. Fredrickson, “The Historical Origins and Development of Racism” at www.pbs.org/race/

Wednesday 1/28	Discuss George M. Fredrickson, “The Historical Origins and Development of Racism” at www.pbs.org/race/ (Race the Power of an Illusion: Background Readings/History)
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Friday 1/30	Exploring race: “Race the Power of an Illusion” at www.pbs.org/race (What is race? Race Timeline etc.)
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Discuss Journal Entries on Moodle

HW: Read George M. Fredrickson “Models of American Ethnic Relations” (course packet)

WEEK 3: Race and Ethnic Relations

- Monday 2/2 **Journal 1 due on Moodle by 12:00 pm**
 Discuss George M. Fredrickson “Models of American Ethnic Relations” (course packet)
- Wednesday 2/4 Discuss citing sources; sources in conversation
 HW: Read Beverley Daniels Tatum, “Defining Racism: “Can We Talk?” (course packet)
- Friday 2/6 Discuss Beverley Daniels Tatum, “Defining Racism: “Can We Talk?” (course packet)
- Assign and discuss initial essay**
- HW: Read Sunstein, Bonnie Stone and Elizabeth Chiseri-Strater, “Stepping In and Stepping Out: Understanding Cultures.” *Fieldworking*

WEEK 4: Initial Essay

- Monday 2/9 **Journal 2 due on Moodle by 12:00**
 Discuss “Stepping In and Stepping Out: Understanding Cultures”
- Wednesday 2/11 Discuss “Stepping In and Stepping Out: Understanding Cultures’ (cont.)
 Discuss Students’ Observation, Interviews; Ethnographic Writing
- HW: Read Paul L. Wachtel, “Talking about Racism: How Our Dialogue Gets Short-Circuited”
- Friday 2/13 Discuss Paul L. Wachtel, “Talking about Racism”
 HW: Work on initial essay

WEEK 5: Race and Education

- Monday 2/16 **Journal 3 due on Moodle by 12:00**
Rough Draft of Initial Essay Due: Peer Review
- HW: Read Barack Obama, “A 21st Century Education” (online)

Wednesday 2/18 Discuss Barack Obama, “A 21st Century Education” (online)

Friday 2/20 **Initial Essay Due**
 HW: Jonathan Kozol, “Still Separate, Still Unequal” (course packet)
 Start thinking of research topics

WEEK 6: White Privilege and Class Issues
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Monday 2/23 Discuss “Still Separate, Still Unequal” (course packet)

Wednesday 2/25 Library Visit (tentative date; to be confirmed)
 HW: Read “White Privilege” Beverly Daniel Tatum, Interview (online);
 Search the library website, IDEALS etc. and bring to class several possible research topics

Friday 2/27 Discuss “White Privilege” (online)
 Research Topics
 Assign and discuss **research plan & research question**

 HW: Read Gregory Mantsios, “Class in America-2006” (course packet)

WEEK 7: Researching People through interviews and surveys

Monday 3/2 **Journal 4 due on Moodle by 12:00**
 Discuss “Class in America-2006” (course packet)

Wednesday 3/4 Interviews; Surveys: Purpose, Selection of Participants, Analysis
 HW: Work on Research Proposal

Friday 3/6 **Research Proposal Due**
 HW: Start contacting people; plan in advance interview(s), surveys etc.

WEEK 8: Media and Culture

Monday 3/9 No Class; Individual Conferences (Research Proposal/Research Plan)
 HW: Read Gregory Mantsios, “Media Magic: Making Class Invisible” (course packet)

Wednesday 3/11 Discuss “Media Magic” (course packet)
 HW: Work on Research Plan

Friday 3/13 **Research Plan Due;**
 HW: Keith Osajama, “Internalized Racism” (course packet)

WEEK 9: Media and culture (cont.)

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| Monday 3/16 | Journal 5 due on Moodle by 12:00
Discuss “Internalized Racism” (course packet) |
| Wednesday 3/18 | Research Report 1 due on Moodle
HW: Read peers’ research reports and give comments |
| Friday 3/20 | Comments to RR1 due on Moodle before class
Have an awesome break; work on research when possible |

WEEK 10: Spring Break ---Monday, March 23-Friday, March 27

WEEK 11: Different Views on Racism

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| Monday 3/30 | Read and discuss in class Rita Chaudhry “Smells like Racism” (course packet)
HW: Neil Foley, “Becoming Hispanic: Mexican Americans and Whiteness” (course packet) |
| Wednesday 4/1 | Discuss “Becoming Hispanic” (course packet) |
| Friday 4/3 | Research Report 2 due on Moodle;
“Indian Country Diaries” (www.pbs.org)
HW: Comment group responses to RR2 |

WEEK 12: Library Research

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| Monday 4/6 | Comment group responses to RR2 due on Moodle before class
Library Day |
| Wednesday 4/8 | Field Writing |
| Friday 4/10 | Research Report 3 due on Moodle
HW: Comment group responses to RR3 |

WEEK 13: Research in Progress

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| Monday 4/13 | Comment group responses to RR3 due before class
In-Progress Presentation, part 1 |
| Wednesday 4/15 | In-Progress Presentations, part 2 |

Friday 4/17 **Research report 4** due on Moodle
 HW: Comment group responses to RR4

WEEK 14: Research In Progress

Monday 4/20 **Comment group response to RR4 due before class**
 Field writing 2

Wednesday 4/22 Organization, Style etc.
 HW: Work on rough draft of final research project

Friday 4/24 **Rough draft of final research project due for peer review**
 HW: Revise and continue to work on the final research project

WEEK 15: Revision Strategies

Monday 4/27 Targeting specific problem areas; Revision Strategies

Wednesday 4/29 No Class; Individual Conferences

Friday 5/1 Final Project Troubleshooting; Moodle instruction; interview forms etc.,
 intellectual property forms

WEEK 16: Final Week

Monday 5/4 No Class; Individual Conferences

Wednesday 5/6 **!!!Final Party!!!**
 Final Project due on 5/9 (paper and electronic format) by 5:00 pm