Course Number: HON 329-05  
Course Title: Race Matters II: Institutional Racism in the US  
Credits: 3  
Classroom: Remote  
Time: Saturday 1:00-4:00

Prerequisite: Permission of the University Honors Program

COURSE DESCRIPTION
This course will begin with an examination of the racial narcissism of the ideology of white supremacy and its effects on black life in the US. It will then analyze how this ideology has informed and continues to inform US customs, institutions, and practices. This will be followed by examinations of responses to institutional racism. Throughout the course participants will (1) engage local activists and local activist organizations intent on exposing and uprooting institutional racism and (2) update or rewrite the Bulletin “Institutional Racism in Society: A Primer” and the book Institutional Racism in America.

RESTRICTIONS
For students formally admitted into the University Honors Program and by permission of the University Honors Program

LEARNING OUTCOMES
1. University Honors Program Learning Outcomes
   a. Obtain a starting point for integrative exploration of the development of cultures and intellectual achievements through a variety of disciplinary and interdisciplinary perspectives;
   b. Sharpen the ability to critically analyze and synthesize a broad range of knowledge through the study of primary texts and the encouragement of active learning with fellow students, faculty, and texts (broadly understood);
   c. Understand how to apply more integrative and interdisciplinary forms of understanding as they engage advances in knowledge and deal with dramatic challenges shaping the world;
   d. Develop effective communication skills, specifically in the areas of written and oral exposition and analysis.

2. Course Learning Outcomes
   a. Excavate: Uncovering institutional racism in the criminal justice, economic, educational, health care, and immigration systems in the United States.
Such excavation requires unearthing publicly verifiable data about the complexity of black suffering in the US.

b. Conceptualize: Coherent reasoning on what is excavated
   ▪ Application of an interdisciplinary theoretical framework for understanding what is excavated (conceptual interdisciplinarity). This will require collaborating with people of different disciplinary skills and with activist organizations.

c. Strategize: Sound conclusions for action to address what is understood
   ▪ Instrumental or strategic interdisciplinary responses to confront and change institutional racism (understand globally, act locally) by working with local activists and activist organizations

3. GE Learning Outcome
   a. 7SI/Social Inquiry: Provides participants an opportunity to explore processes by which human beings develop social and/or historical perspectives. Through GE 7SI students will be able to identify, frame and analyze social and/or historical structures and institutions in the world today.
   b. 7VI/Values/Ethical Inquiry: Provides participants an opportunity to explore values and ethical perspectives in humanistic, aesthetic, religious, and/or philosophical contexts. Through GE 7VI students will be able to articulate how values and ethics inform human understanding, structures, and behavior.
   c. 7CC/Citizenship, Community, Service: Participants select a learning experience that focuses on citizenship, community or service and study the theoretical and applied aspects of political, civic or social engagement in group affiliations by means of a course or engaging in an experiential learning project under the advisement of a faculty member that includes an academic component.

4. Honors and Major/Minor Credits
   a. This course satisfies major/minor credits in the following departments: History, Philosophy, Political Science, and Sociology.
   b. In the Philosophy Department’s Program Learning Outcomes: this course satisfies “PLO 4: Ethical Reasoning - Students will be able to reason logically, effectively, and respectfully about ethical matters.”
   c. In Honors, this course satisfies the Social Science requirement.

CONTENT
The basic assumption in this seminar is that institutional racism is a publicly verifiable fact, which is founded on the ideology of white supremacy. We will study the works of those who have made significant contributions to the analysis of racial injustice in the US. These works were produced by members of different disciplines and fields of inquiry – philosophers, historians, theologians, social scientists, visual artists as well as social activists. Participants interested in any of these fields will gain a deeper appreciation for the relevance of these works for their respective fields of interest as well as for the ethical responsibilities of democratic citizenship in diverse societies.

REQUIRED TEXTS

Suggested Texts

INSTRUCTIONAL STRATEGIES
1. Mini-lectures/presentations will sometimes be used to establish the context and theoretical framework of our sources so as to enhance seminar conversations.
2. Participants are expected to arrive at their own conclusions about issues discussed, to be able to give reasons for their conclusions, and to critically understand why others may disagree.
3. Participants are expected to develop further the art of conversation and the activist skills necessary for democratic citizens to address institutional racism.
   a. Conversation requires active listening—that is, openness to what others have to say, asking questions, risking one’s opinions, and the willingness to engage in the back-and-forth of open-ended dialogue. Such conversations are essential for global citizenship in a pluralistic world.
   b. Conversations on unjust and painful social realities must end not only with a plan of action but with action itself, which is based on understanding and trust, if they are not to be wasted conversations.

COURSE REQUIREMENTS – SEE “METHODS OF EVALUATION”

CHAPMAN UNIVERSITY ACADEMIC INTEGRITY POLICY
Chapman University is a community of scholars which emphasizes the mutual responsibility of all members to seek knowledge honestly and in good faith. Students are responsible for doing their own work, and academic dishonesty of any kind will not be tolerated anywhere in the university.

CHAPMAN UNIVERSITY STUDENTS WITH DISABILITIES POLICY
In compliance with ADA guidelines, students who have any condition, either permanent or temporary, that might affect their ability to perform in this class are encouraged to contact the Office of Disability Services. If you will need to utilize your approved accommodations in this class, please follow the proper notification procedure for informing your professor(s). This notification process must occur more than a week before any accommodation can be utilized. Please contact Disability Services at (714) 516-4520 or (www.chapman.edu/students/student-health-services/disability-services) if you have questions regarding
this procedure, or for information and to make an appointment to discuss and/or request potential accommodations based on documentation of your disability. Once formal approval of your need for an accommodation has been granted, you are encouraged to talk with your professor(s) about your accommodation options. The granting of any accommodation will not be retroactive and cannot jeopardize the academic standards or integrity of the course.

CHAPMAN UNIVERSITY DIVERSITY POLICY

Chapman University is committed to fostering learning and working environments that encourage and embrace diversity, multiple perspectives, and the free exchange of ideas as important measures to advance educational and social benefits. Our commitment and affirmation are rooted in our traditions of peace and social justice and our mission of producing ethical and responsible global citizens. The term diversity implies a respect for all and an understanding of individual differences in age, class, disability, ethnicity, gender, language, national origin, race, religion, sexual orientation, and socioeconomic status.

METHODS OF EVALUATION...

Evaluation and grading will be based on the following:

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<thead>
<tr>
<th>Requirements</th>
<th>Percentage of Grade</th>
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<tbody>
<tr>
<td>1. Participation</td>
<td>20%</td>
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<tr>
<td>2. Papers</td>
<td>20%</td>
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<tr>
<td>3. Civic Engagement</td>
<td>20%</td>
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<td>4. Final Project</td>
<td>40%</td>
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PROJECTED SCHEDULE OF TOPICS AND ASSIGNMENT

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<thead>
<tr>
<th>Date</th>
<th>Topic and Assignment</th>
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<tbody>
<tr>
<td>February 6 - First Module</td>
<td>Introductions</td>
</tr>
<tr>
<td>February 13 - Second Module</td>
<td>History of Black People in the US: Cotton Mather</td>
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<tr>
<td>February 20 - Third Module</td>
<td>History of Black People in the US: Thomas Jefferson</td>
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<tr>
<td>February 27 - Fourth Module</td>
<td>History of Black People in the US: William Lloyd Garrison</td>
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<tr>
<td>March 6 - Fifth Module</td>
<td>History of Black People in the US: W. E. B. DuBois</td>
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<tr>
<td>March 13 - Sixth Module</td>
<td>Two Nations</td>
</tr>
<tr>
<td>March 20 - Seventh Module</td>
<td>Black &amp; White, Separate, Hostile, Unequal</td>
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<td>March 27</td>
<td>Spring Break</td>
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<tr>
<td>April 3 - Eighth Module</td>
<td>Institutional Racism and the Color of Law I</td>
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<tr>
<td>April 10 - Ninth Module</td>
<td>Institutional Racism and the Color of Law II</td>
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<td>April 17 - Tenth Module</td>
<td>The Death Gap</td>
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<td>April 24 - Eleventh Module</td>
<td>How Inequality Kills</td>
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<td>May 1 - Twelfth Module</td>
<td>Race and Religion in the US</td>
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<td>May 8 - Thirteenth Module</td>
<td>Angela Davis</td>
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<td>May 15 – Fourteenth Module</td>
<td>Conclusion</td>
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