



SW 620: Contemporary Cultures in the United States
(SPRING SUMMER 2018)

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Course Description

This course will explore the origins and development of selected social variables characterizing racial, ethnic, gender, religious, class, ability and other cultural groups in contemporary U.S. society. Social and behavioral science theories and research findings on the allocation of different roles, status, and opportunities to these populations will be studied. Students will use a multidimensional, social justice, and multicultural framework to examine power, privilege, discrimination, and oppression. This course will emphasize that effective social work practice with diverse cultural groups involves understanding professional ethics in the context of the values of both the dominant society and the ethnic community.

Course Content

The course content will include an exploration of historical, social, and political contexts for the study of diverse cultural groups as gleaned from contemporary social texts and frameworks. The current status of these cultural groups will be reviewed, including constructs such as the family, economic and educational attainment, development of informal and formal institutions within the cultural community. This course will also explore the impact of multiple social group memberships on social roles, help seeking and coping behavior, attitudes, and values. In addition, this course will contain a review of the contemporary conceptual frameworks influencing social science knowledge about intergroup relations and conflict, including but not limited to culturally sensitive and culturally conscious practice. The relationships among privilege, discrimination, and oppression for selected cultural groups, and the implications of these forces for social work practice, the administration of human service organizations, and the formulation of public policies will be covered. Individual and small group activities related to the construction of critical consciousness and praxis in social work will also be included.

Course Objectives

Upon successful completion of this course, students will be better able to:

1. Identify the historical, social, and political forces influencing the social constructions of diverse cultural groups in the United States by: evaluating social science frameworks for the discussion of culture;
2. Gain and apply knowledge about social group memberships and identities, their histories and meanings, how they interact with each other in people's lives and the larger society, and how they are affected by particular social contexts;
3. Reviewing one's own social group memberships and how they have influenced opportunities and challenges.
4. Discuss the influences of discrimination, oppression, and privilege on life experiences of diverse cultural groups by:
 - Labeling forms of discrimination, prejudice, and oppression as these differentially affect U.S. cultural groups, including gay/lesbian/bisexual, racial/ethnic, gender, transgender, religious/spiritual, differently abled, and social class groups;
 - Identifying sources of intragroup and intergroup conflict stemming from cultural group membership;
 - Describe the forces that create and maintain individual, group, organizational, and community differences in power, privilege, and oppression;
 - Demonstrate skills in negotiating differences and conflicts at system interfaces.
5. Review the characteristics of **selected** ethnic and racial groups in the United States and identify key variables to be considered by social workers attempting to work with these populations by:
 - Examining historical, social, and political forces influencing the construct of family for these groups;
 - Locating the intersections of race, ethnicity, class, gender, sexual orientation, political implications, and socioeconomic status for these groups; critiquing the social science literature on social identity groups; examining variables, such as immigration and migration, cultural norms and roles, acculturation and assimilation, help seeking behaviors, employment and income, educational attainment, and the establishment of informal and formal institutions within these cultural groups.

Course Design

This class will strive to foster a learning environment where each student is challenged to think critically on sources of power and mechanisms of oppression and privilege, construct historically-informed arguments, build intellectual rigor around the examination of race, and examine sources of their beliefs and perspectives. It involves lectures, regular screenings of thought provoking media/movies and discussion, a range of contemporary readings, podcasts, and participation in experiential activities. Additionally, this course will provide a forum to critically examine how our multiple status locations, societal constructions, and social processes shape our beliefs, assumptions, behaviors, and life experiences.

Course Text: Coates, T. (2017). *We were eight years in power: An American tragedy*. New York, NY: Random House.

Theme Relation to Multiculturalism & Diversity

Multiculturalism and diversity is addressed from the perspective of critically considering how diverse dimensions (such as ability; age; class; color; culture; race/ethnicity; family structure; gender - including gender identity and gender expression; marital status; national origin; race; religion, spirituality or worldview; sex; and sexual orientation) are socially constructed, embedded in societal structures across system levels, and maintained through social processes and intra and interpersonal relationships and schemas.

Theme Relation to Social Justice

Social justice is addressed from the perspective of critically analyzing theories and conceptualizations of justice, current trends and ethical issues and their implications for promoting social justice and social change, by considering the influence of normative rules and conditions. Additional focus will be directed towards how structural and institutional conditions affect the opportunities and well being of different populations (advantaged and disadvantaged groups) in society.

Intensive Focus on PODS [Privilege, Oppression, Diversity and Social Justice]

This course integrates PODS content and skills with a special emphasis on the identification of policies that promote social justice, illuminate injustices and are consistent with scientific and professional knowledge. Through the use of a variety of instructional methods, this course will support students developing a vision of social justice, learn to recognize and reduce mechanisms that support oppression and injustice, apply intersectionality and intercultural frameworks and strengthen critical consciousness, self knowledge and self awareness to facilitate PODS learning.

Additional readings, handouts and media:

There will be additional readings and handouts from recent & pertinent news articles and/or social media publications, blogs, and other sources distributed to students (via Canvas) or as links on the course calendar which should be read & noted as being just as important as the required readings from the assigned text. There may also be invited speakers, supplemental videos and social media references to support and add value to your educational experience and undergird your knowledge of course content.

Attendance and Engagement in the Course:

Both class attendance and active purposeful participation in class discussion and activities are paramount for the successful completion of this course. As a reflection of this importance, 30% of the final grade will consist of course engagement. This course covers a content domain that is extensive, and given the time framework of the course each class moves quickly in discussing information. It is necessary that students attend each class and attend class for the entire time period. Prompt arrival for class is expected; those who arrive late miss important information and disturb others. **This class begins at 8:00am sharp.**

Be mindful of the following course policies and considerations:

- (1) Be present at the beginning of class when attendance is recorded and remain for the duration of class.
- (2) The instructor reserves the right to deduct 5% from the student's final grade per unexcused absence and more than three absences will result in a failing grade. This policy is subject to modification should a student experience a life situation that warrants alteration of the policy, such as severe illness, their own or that of an immediate family member, or death in the family. Should any such circumstance occur, request for modification of the attendance policy should be discussed with the instructor

as soon as possible and changes will be documented in writing.

- (3) Understanding that some students may encounter a situation that might necessitate missing a class, students should inform the instructor of an absence by email (or voicemail if necessary) at least 24 hours prior to the expected absence or within 24 hours of an unexpected absence arising from an emergency.
- (4) If students are scheduled to present material or lead class discussions on the day of an absence, documentation will be required to prove the necessity of an absence before the student will be allowed to make up that presentation opportunity for points.
- (5) In order to be courteous to classmates, cell phone use should be restricted to vibrations—no rings. Students should be discrete in their use of tablets, laptops, and other portable devices for note taking, so as not to disturb the class.
- (6) **Audio and video recording of in-class lectures and discussions is prohibited without the advance written permission of the instructor. Students who require audio recording as an accommodation for a diagnosed disability should present the instructor with documentation from the University's Services for Students with Disabilities (SSWD) before the end of the third week of classes.**
- (7) In addition to attending class, students are expected to arrive prepared to *actively* participate in their learning process. This includes not simply sitting quietly Listening/observing, but posing questions & comments to the professor & other students, as well as answering questions & addressing comments posed by the professor & other students during our class discussions. Class participation also involves completing take home assignments, & participating in class exercises and activities.
- (8) While vocalizing opinions or concerns may be culturally relative, being silent and not actively engaging in class discussions (only learning through listening) is a privilege one cannot often employ in social work practice. Students who are not actively involved in class discussions will not receive full engagement credit/points in this course.
- (9) Learning through discussion and the interrogation of multiple diverse sources can be uncomfortable, but the discomfort stemming from respectful, inclusive, and well-facilitated discussion is not a cause for students to feel “unsafe”.
- (10) Class will begin “on the hour” as stated in the syllabus and schedule of classes.
- (11) Please notify your professor, ahead of time, if you have religious/spiritual observances that may prevent you from being present in class, submitting assignments on the due dates so that appropriate arrangements can be made.
- (12) Standard inclement weather policies of the university will be followed such that if the university is closed on the day & during the time this class is to meet, there will be no class. If, however, the university is not closed & you still believe the weather to be too inclement for you to safely arrive to class, you are welcome to use one of your allowed absences.
- (13) As a diverse group of learners, material may be presented or discussed that “triggers” a prior personal and potentially painful, negative, or traumatic memory. While “trigger warnings” will not often be used during this course, please speak and listen to the instructor and class colleagues under the assumption that there is no ill-intent to harm, “trigger” or purposely offend someone due to certain language, images, or content.
- (14) Please eat and drink quietly and clean up after yourself.
- (15) Please do not bring children or adult guests to this course without permission of the instructor ahead of class.
- (16) Late assignments and rescheduled presentations are not accepted without confirmed medical &/or legal documentation, under any circumstances. Extensions of existing due dates are at the discretion of your professor.
- (17) There are no extra credit assignments in this course. Please prepare & study accordingly so that you can do your best, the first time.
- (18) Grades will be posted to Canvas within two weeks of assignment due dates, you are strongly encouraged to keep track of your own academic progress, the instructor will not

calculate mid-semester grades.

(19) Students are expected to engage in an open and respectful dialogue, use the classroom environment as practice for professional interactions with clients and colleagues, and maintain civility in in-class, online, e-mail, video, and all other forms of communication with both the instructor and class colleagues. Inappropriate behaviors with regard to any of the aforementioned contexts could result in a loss of participation/engagement points.

***NOTE: Students who do not adhere to the stated course policies may be asked to leave class and be marked absent for the session.**

Important Student Resources

Add/Drop Period:

Students may drop/add via Wolverine Access any time after they initially register up until the drop/add deadline. Any time students make a change to their original registration, it is their responsibility to notify their advisor of these changes. Once the drop/add deadline is past, students must obtain the signature of the course instructor, their faculty advisor and then the SSW Registrar on a drop/add form, and then they will need to take the form to 1207 LSA building for processing as Web registration will not be possible beyond the drop/add deadline. It is the student's responsibility to register for the appropriate courses to fulfill the M.S.W. degree requirements.

Incompletes ("I"):

Students must finish incomplete coursework within two semesters of enrollment in the class in which they received their initial incomplete. Please see the current Student Guide.

I: (Incomplete) is used when illness or other compelling reasons prevent completion of work, and there is a definite plan and date for completion of course or field work approved by the instructor/liaison. An "I" may also be issued when a student fails to submit required field paperwork by the published deadline. Any "I" grade remaining on a student's record more than two terms after the conclusion of the term in which the grade was awarded reverts to a permanent incomplete, and credit can be earned only by retaking the course. This limit includes the Spring/Summer term and applies regardless of the student's subsequent enrollment. However, if at the time the instructor agreed to the "I", an earlier date of submission and/or completion of final work was agreed upon, then this date takes precedent over the two-term policy. A change in grade will not be accepted after two terms for any reason other than clerical error. Any exceptions to this policy must be approved by the Associate Dean for Educational Programs.

Note: A grade of "I" stays on a student's academic record permanently. Even if the student makes up the course or field work according to the guidelines stated above, the grade for the course will appear on the academic record as, for example, IB+ or IS. If the "I" is not made up in the approved time frame the grade is changed to an IPL (Incomplete Permanent Lapse) and is final.

Academic Difficulty Procedure:

When a student fails to maintain good academic standing, she/he is automatically placed on probation. Failing to maintain good academic standing is defined as:

- Having less than a B average
- Having accumulated 9 credit hours of incomplete grades
- Having a grade of U in Field Instruction

- Having a grade of marginal in Foundation Field Instruction (515) or Advanced Field Instruction (691).

A student is initially informed of automatic academic probation via a letter which informs the student of his/her responsibility to develop an academic plan with her/his academic advisor. For more information on academic difficulty and the procedures involved, please see the 2015-2016 Student Guide.

Services for Students with Disabilities:

The University's Services for Students with Disabilities (SSWD) provides assistance regarding academic, economic, social, and recreational activities to students who have documented disabilities. For more information, please visit their website at <http://www.umich.edu/~sswd/> or the SSWD Faculty Handbook at http://ssd.umich.edu/files/ssd/SSD_Faculty_Handbook.pdf.

Academic Conduct and Integrity:

Please visit the Student Code of Academic and Professional Conduct at <http://ssw.umich.edu/studentguide/2012/page.html?section=12&volume=1> in the current *Student Guide to the Master's in Social Work Degree Program* for a discussion of student responsibilities for academic conduct and integrity. Students who are found responsible for academic misconduct are subject to disciplinary action up to and including dismissal from the School of Social Work, revocation of degree, or any other sanction deemed appropriate to address the violation.

Special note about Plagiarism:

All students are expected to submit their own original work. The presentation of another's words or ideas as your own, without giving credit to the source is regarded as plagiarism. Plagiarism is the same as lying and stealing. Any work that is submitted in this class and found to contain portions that are plagiarized will receive a ZERO. All work submitted may be subject to submission to plagiarism detecting software. Policies governing plagiarism can be found in the latest Student Guide. Plagiarism is taken very seriously at the University of Michigan and is grounds for expulsion from the University. It is students' responsibility to become familiar with the information presented at <http://www.lib.umich.edu/academic-integrity/resources-students>. Another helpful resource is <http://guides.lib.umich.edu/content.php?pid=43469&sid=338261>. It would be useful to discuss these issues with students in your classes to help prevent occurrences.

Plagiarism

Plagiarism is representing someone else's ideas, words, statements or works as one's own without proper acknowledgment or citation. Examples of plagiarism include, but are not limited to:

- *Using or otherwise taking credit for someone else's work or ideas.*
- *Using the language of another without full and proper quotation or source citation.*
- *Implicitly presenting the appropriated words or ideas of another as one's own.*
- *Using Internet source material, in whole or in part, without careful and specific reference to the source.*
- *Borrowing facts, statistics, or other illustrative material without proper reference, unless the information is common knowledge or in common public use.*
- *Self-plagiarism, this is, reusing one's own work without acknowledgment that the text appears elsewhere (e.g. in a paper for another current or previous class).*

Writing Help and Tutoring for Students:

Currently, Career Services is in the process of developing a writing assistance program for students who need remedial writing services. Graduate Student Assistants will be available to meet with students individually to help with writing problems. Tutoring in specific SSW courses is also available on a case-by-case basis. Please contact Michelle Woods at micwoods@umich.edu for details.

Advisors and instructors can also refer students to the Sweetland Writing Center, located at 1310 North Quad, 105 South State Street. Sweetland offers writing workshops, which are one-on-one meetings with Writing Workshop Faculty. They also offer services for non-native English speakers. For more information about Sweetland, please visit <http://www.lsa.umich.edu/sweetland/>, email them at sweetlandinfo@umich.edu, or call them at (734) 764-0429.

Another writing resource is the English Language Institute. For more information, please visit <http://www.lsa.umich.edu/eli>.

Safety & Emergency Preparedness

In the event of an emergency, dial 9-1-1 from any cell phone or campus phone.

All University of Michigan students, faculty and staff are required to familiarize themselves with emergency procedures and protocols for both inside and outside of the classroom. In the event of possible building closure (i.e. severe weather conditions, public health notices, etc.) you may contact (734)764-SSWB(7793) for up-to-date School closure information.

Be Prepared. Familiarize yourself with the emergency card posted next to the phone in every classroom/meeting room. Review the information on the emergency evacuation sign (located nearest the door) and locate at least (2) emergency exits nearest the classroom.

If you are concerned about your ability to exit the building in the case of an emergency, contact the Office of Student Services and/or email ssw-ADAcpliance@umich.edu.

Office of Student Services
School of Social Work | Room 1748
[734-936-0961](tel:734-936-0961)

For more information view the annual Campus Safety Statement at <http://www.dpss.umich.edu/>. Register for UM Emergency Alerts at <http://www.dpss.umich.edu/emergency-management/alert/>.

GRADING SCALE (by percentage):

97-100=A+

93-96=A

90-92=A-

87-89=B+

83-86=B

80-82=B-

77-79=C+

73-76=C

70-72=C-

67-69=D+

63-66=D

60-62=D-

**Please note this syllabus serves as an agreement between the professor and the student, but is subject to change. However, the professor will make every attempt to give ample notification to students.

Course Assignment Table

Assignment	Points	%	Details
2 Journals	2 x 20 points= 40 points	20%	Topics assigned-see calendar for due dates and rubric
1 Group Cultural Conversation	100 points	50%	See rubric and templates
Engagement	60 points	30%	See rubric
Total	200 points		

Journal Assignments Rubric (submitted via Canvas only)

Students will construct a journal on a specific topic related to the course readings or discussion as assigned by Dr. Mitchell. Students will select and cite an external source of information (as required) on the assigned topic and critically analyze the issue, including questions and concerns that you have about the issue and possible next steps. Sources may include: News articles, scholarly journal articles, newspapers, Internet blog/opinion posts, and similar resources. Students should include a copy/live link of the source at the bottom of the journal in a “references” section. Students are expected to draw relevant, cohesive, and logical linkages between the topic, source, and course readings and/or discussions. **Students are expected to write in “first person”**, and supply personal reactions/insights regarding the assigned topic. The word count **maximum** will be noted in journal instructions on Canvas. When required, properly cite and reference external sources using APA style, 6th edition. References listed at the end of the Journal are not included in the word count. No title page is required.

Criteria	Exemplary Performance	Points
Accuracy	Paper represents the authors’ ideas, evidence or conclusions accurately, fairly and eloquently. Shows a firm understanding of the implications of each author’s argument(s).	5
Argument	Paper fully meets requirements of assignment. Explores implications of chosen ideas for the assigned topic in thoughtful and/or original ways. Makes convincing and personalized case for why selected key ideas connect and/or contradict texts, class discussions, and/or lectures.	10
Clarity and Presentation	Consistently precise and unambiguous wording, clear and lucid sentence structure. Minimal use of quotations, first-person perspective is effectively framed in the text and explicated where necessary. Paper is clean, correctly formatted in APA style 6 th edition (12-point font, Times New Roman or Arial, normal margins), and written in full sentences. All citations are properly attributed and cited in a consistent style. Virtually no spelling or grammatical errors.	5
Total (per journal)		20

*Eberly Center for Teaching Excellence

Course Engagement Rubric

Both class attendance and active, purposeful, and high quality participation in class discussion and activities are paramount for the successful completion of this course. As a reflection of this importance, a significant proportion of the final grade will consist of course engagement according to the rubric below:

Criteria	Exemplary Performance	Points (50 max)
Frequency of participation in class	Student initiates contributions more than once in each class session, however, quality of comments is weighted over quantity. Student responds actively when invited by the professor to contribute. Student does not comment overzealously or to the exclusion of other learners.	10
Quality of comments	Comments are always insightful & constructive. Student uses appropriate terminology when referring to individuals, communities, and cultural contexts. Comments are balanced between general impressions, opinions & specific, thoughtful criticisms or contributions. Evidence is used to support arguments when possible. Comments are informative and relevant to the discussion at hand.	30
Listening Skills	Student listens attentively when others present materials and perspectives, and contribute comments that build on others' remarks. Student expresses disagreement in a professional and respectful manner.	20
Total		60

*Eberly Center for Teaching Excellence

Cultural Conversation (100 Points)

Students will collaborate with a conversational partner to analyze and present an issue (broadly defined) covered within the extensive course text that addresses issues of justice and/or the conditions of a marginalized population or community. Students will construct and produce a 15-20 minute "cultural conversation" as experts on the topic with mutual involvement (but not necessarily mutual expertise) from both parties. The conversation will feature:

- An outline of the conversation topic and potential interview questions to be submitted beforehand.
- A brief but thorough historical context of the issue including relevant policy etc.
- An evidence-based and historically relevant argument, defined point of view, or perspective
- Next steps for advancing the issue, including political realities and recent updates
- An engaging and informative discourse among conversational partners with roughly equal contributions, grounded in the text and external sources.
- Thoughtful responses to audience Q&A

COURSE CALENDAR

****Subject to Change****

Date	Topic	Readings	Assignment
May 7th	<ul style="list-style-type: none"> *Introductions *Who is Ta-Nehisi Coates? *Challenging the comfortable narrative around race 	<p>Article: The Hard Truths of Ta-Nehisi Coates: http://nymag.com/daily/intelligencer/2015/07/ta-nehisi-coates-between-the-world-and-me.html</p> <p>Book Introduction: “Regarding Good Negro Government” And Notes From the First Year</p>	
May 14	<ul style="list-style-type: none"> *Respectability Politics *Internalized Racism *Pathologizing Blackness *Code switching *Black exceptionalism *The typical Black narrative 	<p>Essay 1: “This is How We Lost to the White Man” Article: “Bill Cosby’s Famous ‘Pound cake’ Speech, Annotated: https://www.buzzfeed.com/adamserwer/bill-cosby-pound-for-pound?utm_term=.swekk9vVD#.rgRkk4DQL</p> <p>Notes from the Second Year And Essay 2: “American Girl” And Article: “How The News Media Distorts Black Families”: https://www.washingtonpost.com/outlook/2017/12/29/a374a268-ea6d-11e7-8a6a-80acf0774e64_story.html?hpid=hp_no-name_opinion-card-d%3Ahomepage%2Fstory&utm_term=.e7546c7f9901</p>	
May 21st	<ul style="list-style-type: none"> *Revisionist history *The Confederate flag and monuments *Gentrification *Cultural standards of beauty 	<p>Notes from the Third Year And Essay 3: “Why do So Few Blacks Study the Civil War?” And Uncivil podcast: Episode 5: The Spin http://uncivil.show/episode-the-spin.html#transcript And Article: How Memphis Toppled Its Confederate Statues: https://slate.com/business/2017/12/how-memphis-outsmarted-tennessee-to-remove-its-confederate-monuments.html</p> <p>Notes from the Fourth Year And Essay 4: “The Legacy of Malcolm X” And Podcast: “There Goes the Neighborhood” Episode: “They Want My House” https://www.npr.org/podcasts/555340969/there-goes-the-neighborhood And Article: The Criminalization of Gentrifying Neighborhoods: https://www.theatlantic.com/politics/archive/2017/12/the-criminalization-of-gentrifying-neighborhoods/548837/?utm_source=atltw</p> <p>Article: Chicago’s Awful Divide: https://www.theatlantic.com/business/archive/2018/03/chicago-segregation-poverty/556649/?utm_source=atltw</p>	Journal 1 Due by 11:59pm on Canvas
May 28 th	Memorial Day- No Class		
June 4th	<ul style="list-style-type: none"> *Fake news *Affirmative action *The “Twice as Good” Myth *Class vs. Race *Segregation *Predatory housing policy 	<p>Notes on the Fifth Year And Essay 5: “Fear of a Black President” And Article: Making Affirmative Action White Again: https://www.nytimes.com/2017/08/12/opinion/sunday/making-affirmative-action-white-again.html And Article: The Myth of Reverse Racism: https://www.theatlantic.com/education/archive/2017/08/myth-of-reverse-racism/535689/</p> <p>Notes on the Sixth Year And</p>	

		<p>Essay 6: “The Case For Reparations” And Article: Affluent, Black, and Still Trapped by Segregation: https://www.nytimes.com/2016/08/21/us/milwaukee-segregation-wealthy-black-families.html?nytmobile=0 Article: How to Cash In on a Crappy Home: http://www.bridgemi.com/detroit-journalism-cooperative/how-cash-crappy-home-step-one-find-sucker-sign-land-contract</p> <p>AND Article: A House You Can Buy, But Never Own: https://www.theatlantic.com/business/archive/2018/04/rent-to-own-redlining/557588/</p>	
June 11 th	<ul style="list-style-type: none"> * Welfare policy * Racial symbolism * Mass Incarceration Part I 	<p>Notes from the Seventh Year And Essay 7: “The Black Family in the Age of Mass Incarceration” And The Moynihan Report: Annotated: https://www.theatlantic.com/politics/archive/2015/09/the-moynihan-report-an-annotated-edition/404632/</p> <p>And “Republicans are bringing ‘welfare queen’ politics to the tax cut fight” https://www.washingtonpost.com/news/posteverything/wp/2017/12/08/republicans-are-bringing-welfare-queen-politics-to-the-tax-cut-fight/?utm_term=.84b32e8c1650</p>	
June 18 th	<ul style="list-style-type: none"> * Mass incarceration part II * School-to-prison pipeline * Documentary: The Kalief Browder Story 	<p>Article: “Michigan Remains a Battleground in a Juvenile Justice War Keeping Hundreds in Prison” https://www.freep.com/story/news/local/michigan/2017/11/19/michigan-juvenile-justice-prison/866267001/</p> <p>Article: “From Ferguson to Baltimore: The Fruits of Government-Sponsored Segregation: http://www.epi.org/blog/from-ferguson-to-baltimore-the-fruits-of-government-sponsored-segregation/</p>	Journal 2 Due by 11:59pm on Canvas
June 25 th	<ul style="list-style-type: none"> * Sexism * Acculturation * Educational disparities * Racism as slander 	<p>Notes on the Eighth Year And Essay 8: “My President Was Black” And Podcast: The Atlantic Interview: A conversation with Nikole Hannah-Jones about race, education, and hypocrisy: https://www.theatlantic.com/education/archive/2017/12/progressives-are-undermining-public-schools/548084/</p> <p>Article: The Resegregation of Jefferson County: https://www.nytimes.com/2017/09/06/magazine/the-resegregation-of-jefferson-county.html</p>	
July 2 nd	<ul style="list-style-type: none"> * Identity politics * Tribalism 	<p>Essay 9: The Epilogue And Article: “The Year in Diversity Fatigue”: https://www.newyorker.com/culture/2017-in-review/the-year-in-diversity-fatigue?mbid=social_twitter</p> <p>Article: “The Dangerous Belief that White People Are Under Attack: http://theconversation.com/the-dangerous-belief-that-white-people-are-under-attack-88622?utm_term=Autofeed&utm_campaign=Echobox&utm_medium=Social&utm_source=Twitter#link_time=1513648985</p>	

		<p>Article: How white nationalists tapped into decades of pent-up racism to spark a movement: https://www.usatoday.com/story/news/2017/12/17/how-white-nationalists-tapped-into-decades-pent-up-racism-spark-movement/859455001/?utm_source=dlvr.it&utm_medium=twitter</p>	
July 9th	Cultural Conversation Peer Review	CLASS ONLINE ONLY	
July 16th	Cultural Conversation Peer Review	CLASS ONLINE ONLY	
July 23rd	Cultural Conversation Q&A session and wrap up.	<p>Article: The Heavy Burden of Teaching My Son About American Racism: https://www.theatlantic.com/family/archive/2018/03/heavy-burden-teaching-kid-american-racism/555995/?utm_source=atltw</p> <p>Article: Extensive Data Shows Punishing Reach of Racism for Black Boys: https://www.nytimes.com/interactive/2018/03/19/upshot/race-class-white-and-black-men.html?smid=tw-upshotnyt&smtyp=cur</p> <p>Article: For Black Motorists, a Never-Ending Fear of Being Stopped: https://www.nationalgeographic.com/magazine/2018/04/the-stop-race-police-traffic/#close</p>	

* Journals due by 11:59pm on assigned date, extensions approved by email request at least 24 hours in advance.