I. FOR STUDENTS WITH SPECIAL NEEDS

If you are in need of an accommodation for a disability in order to participate in this class, please let me know ASAP and also contact Services to Students with Disabilities at UH 183 (537-5238).
II. REQUIREMENTS, EXPECTATIONS, CIRCUMSTANCES, & CAVEATS

PLEASE: Do NOT be thrown by the reading list because you only read portions of Higham, Rabinowitz, and Takaki. DuBois’ book is a unique and exciting book written 106 years ago that will be hard to put down.

However, this course IS one of CSUSB’s Integrated Capstone courses required for graduation. Since this is designed as an upper level course, the readings, lectures, and other materials are geared toward that level. The objective of this course is to stimulate your critical thinking skills about the issues of racism in American society and their particular roots during the period roughly between 1860 and 1930.

It is hoped - if not expected - that you will strive to evaluate the content of this course within the framework of the social sciences and to consider perspectives from a variety of disciplines that can shed light on both those characteristics of human social groups and those dynamics of American society in particular which have produced and sustained such negative forces as nativism, racism, and anti-Semitism in American society. I have selected works that represent several disciplines and incorporate the experiences of a variety of ethnic groups. That all groups are not equally represented in the reading list does not mean they will not be treated substantively in the lectures and class discussions, in particular Mexican Americans and European immigrants.

MY GOAL IS NOT TO TRANSMIT IDEAS OR VIEWPOINTS THAT YOU ARE EXPECTED TO REGURGITATE ON THE EXAMS BUT TO STIMULATE YOUR OWN THINKING AND ANALYSIS. AGREEMENT WITH ME IS NOT THE OBJECTIVE; RATHER, IT IS A GOOD GRASP OF THE MATERIALS AND A SOUND ANALYSIS OF WHAT IS READ, VIEWED, AND DISCUSSED. THAT ALSO MEANS THAT A FREE EXCHANGE OF IDEAS IS ABSOLUTELY.
CRITICAL TO THE SUCCESS OF THIS COURSE: SOME OF THESE MATERIALS ARE QUITE CONTROVERSIAL, INDEED DISTURBING, AND, THEREFORE, THE FREEDOM THAT EACH OF YOU HAS TO EXPRESS YOUR THOUGHTS IN THIS ACADEMIC ENVIRONMENT IS CRITICAL TO THE EDUCATION OF ALL OF US.

One other important aspect of the course that you need to recognize is that I bring a comparative approach to this subject matter, analyzing group experiences and looking for commonalities and distinctive features. Such will be the orientation in class and on the exams. Moreover, while class discussion will not, in most cases, be factored in to the determination of final grades, I do hope you will take the opportunity provided here to contribute your ideas, interpretations, and perspectives with respect to this important issue of race and racism in America's past and present.

Consequently, although this is a large lecture class, class discussion should not - and can not - to be overlooked, especially in a course of this nature. I encourage you to ask your questions and make your comments in class, and if doing so directly makes you at all uncomfortable, take advantage of the index cards that will be made available so you can leave those questions and comments for me on the podium at the start of class.

I WOULD ALSO LIKE TO ENCOURAGE ALL OF YOU TO USE YOUR E-MAIL ACCOUNTS TO COMMUNICATE WITH ME ABOUT ANY ISSUES; MY ACCOUNT HERE IS SIMPLY: ebarkan@csusb.edu

I cannot emphasize strongly enough the importance of your staying in touch with me, especially where it concerns course materials with which you are unfamiliar.
STUDY QUESTIONS FOR EACH ASSIGNMENT WILL BE POSTED ON MY WEB SITE FOR THIS COURSE. IT IS IMPERATIVE THAT YOU ACCESS THE WEB SITE BECAUSE THESE STUDY QUESTIONS WILL NOT ONLY GIVE YOU A SENSE OF WHAT THE CLASS DISCUSSIONS/LECTURES WILL COVER BUT WILL ALSO FIGURE PROMINENTLY IN THE FORMATION OF THE EXAM QUESTIONS even though the exams are multiple choice. See URL above.

Finally, UNTIL CENSUS DAY YOU MAY ADD AND DROP COURSES BUT by that date you must have registered for this course. NO ONE WILL BE PERMITTED TO ENROLL IN THIS COURSE AFTER THE CENSUS DATE AND, AFTER THAT DATE,

NO ONE WILL BE PERMITTED TO REMAIN IN THE CLASS WHO IS NOT OFFICIALLY ENROLLED.

Attendance is periodically taken in this course--sometimes regularly--and frequent absences will be noted. Those absent more than once prior to census date may be automatically dropped from the course. IF YOU HAVE A PROBLEM ATTENDING CLASSES, OR OTHER EMERGENCY, DO NOT FAIL TO GET IN TOUCH WITH ME, or I shall assume you are simply cutting class.

III. EXAMS AND GRADES:

YOUR GRADE in this class will be based 40% on the Midterm and 60% on the final exam. However, those doing significantly better on the final than on the midterm will find that grade weighted to favor the higher score.
Second, if you do **substantially better on one exam than the other**, I normally increase the value of that better grade in order to strengthen your individual grade. PLEASE NOTE: GIVEN THE SIZE AND NATURE OF THIS CLASS/COURSE, **THERE WILL BE NO MAKE UP EXAMS except for university-approved reasons.**

Third, if you are **frequently absent**, this could very well affect your final grade, not only because of important missed lectures (Do you still risk relying on your friend’s cryptic class notes?) but also because of missed audio visual materials that you will not be able to see at another time.

**If you fail both exams, you cannot pass this course.**

**FINALLY, IF YOU HAVE ANY DIFFICULTIES OR PROBLEMS DURING THIS TERM, COME AND SPEAK WITH ME (OR BY PHONE OR E-MAIL) EARLY ON; DO NOT WAIT UNTIL THE LAST MOMENT, WHEN ASSISTANCE WILL BE TOO LATE.** Precisely because this is a Capstone course it is supposed to challenge your academic skills, and, therefore, if you encounter difficulties, please say something to me so I can be sure to go over the materials in class (or otherwise be of help to you).

**IV. GRADE SCORING DISTRIBUTION:**

BECAUSE SO MANY STUDENTS WISH TO TORTURE THEMSELVES BY KNOWING THE INSTRUCTOR’S GRADE DISTRIBUTION, I AM HERE INCLUDING IT, BUT WITH THE CAVEAT STRESSED ABOVE, THAT THE MIDTERM GRADE MEANS RELATIVELY LITTLE WHEN YOU CAN SHIFT
THE WEIGHT OF IT BY SUBSTANTIALLY IMPROVING ON THE FINAL EXAM.

A+: 96-100; A: 92-95; A-: 89-91 [890-1000]
B+: 86-89; B: 82-85; B-: 78-81 [780-890]
C+: 74-77; C: 69-73; C-: 65-68 [650-770]
D+: 60-64; D: 55-59; D-: 51-54 [510-640]
F: anything below 51 [<510]

V. ASSIGNMENTS FOR SOC. SCI. 350, WINTER 2009

Jan.  13. INTRODUCTION

15. THE NATURE OF RACE AND RACISM

20. RACIAL FORMATION & RACISM

22. *In the White Man’s Image* (Video) and *Carved in Silence* [Angel Island] (Video)

27. RACISM & HISTORICAL PRECEDENTS: NATIVE AMERICANS:

Takaki, Introduction, & pp. 98-105, & Iverson, Chap 1-2

29. NATIVE AMERICANS CONTINUED: Iverson, Chap 3 & Takaki, Chap

Feb.  03. THE CHINESE: Takaki, Chap 8

05. CHINESE CONTINUED & EUROPEANS AND AMERICAN NATIVISM:

Higham, pp. 28-34, 52-67, 77-96, 131-58 [on reserve in the library; you will need to make a copy]
10. NATIVISM AND THE NEW EUROPEANS CONTINUED: Higham, 264-95
   [on reserve in library; you will need to make a copy]
17. ***MIDTERM EXAM: YOU MUST BRING PHOTO I.D., PENCILS AND NARROW SCANTRON FORMS***
19. AFRICAN AMERICANS CONTINUED: Rabinowitz, Chap 3 and Epilogue
24. AFRICAN AMERICANS CONTINUED: W.E.B. DuBois, Chaps 1-8
26. AFRICAN AMERICANS AND W.E.B. DU BOIS: DuBois, Chaps 9-14, and Takaki, Chap 13

Mar. 03. *The Rise and Fall of Jim Crow* (Video)

05. *The Rise and Fall of Jim Crow* Conclusion and Discussion

10. AV: VIDEO TBA &. JAPANESE: Takaki, Chap 10
12. JEWS, ANTI-SEMITISM, AND NATIVISM: Takaki, Chap. 11
17. RACISM AND LATINOS IN THE SOUTHWEST: Takaki, Chaps. 7 and 12
19. CONTINUATION AND CONCLUSION

26. ******FINAL EXAM****** STARTS AT 2 PM [YOU MUST BRING PHOTO I.D., PENCILS, AND NARROW SCANTRONS]