

COURSE SYLLABUS AND GUIDELINES

FACING YOU, FACING ME: Race, Class & Gender Among UCB Student Leaders
Ethnic Studies 98/198 Wednesdays 2-5PM
Instructors: David Stark and Jerlena Griffin-Desta
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Purpose: To provide students from diverse racial, ethnic and class backgrounds the opportunity to learn from and with each other about issues of racial and class conflict and common ground in an atmosphere of openness and mutual engagement and respect.

Requirements:

Consistent participation - *attend all sessions* (call ahead if you must miss)
Arrive on time and participate fully (i.e., risk sharing honest feelings and experiences)
Lead one session with fellow students around your own racial/ethnic/class identity
A creative, experiential project related to race/class/gender (meet with instructor first)
Weekly selections from reader and four “homework” assignments from your peers
Weekly journal entries recording thoughts and feelings.

Week 1&2 Introductions, Overview & Expectations
Week 3 Connections between Racism, Classism and Sexism
Week 4 Gender Issues
Week 5 Chicano/Latino Presentations (**Journals Due**)
Week 6 Asian American Presentations
Week 7 African American Presentations

FINAL PROJECTS MUST BE APPROVED BY INSTRUCTORS

Week 8 European American Presentations
Week 9 Native American & Mixed Racial Descent Presentations (**Journals Due**)
Week 10 Gay, Lesbian, Bisexual, Transgender Presentations
Week 11 Class Issues in the U.S.
Week 12 Power & Privilege
Week 13 Final Projects
Week 14 Summary & Course Evaluation

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GUIDELINES

Ethnic Studies 98/198

LEADING A CLASS SESSION

Address the following questions using role-plays, interactive games, role reversals, personal experiences, or anything that actively involves the other students:

- With which racial/ethnic/class groups(s) do you identify?
- What are your group's contributions, gifts, unique characteristics?
- What challenges does your group face in society?
- What makes you uncomfortable/confused about being a member of this group?

HOMEWORK

Over the 19 years of this course, students have consistently requested more time to get to know each other outside of class. In order to facilitate this, the presenting group will come up with two or three activities in which others can volunteer to participate alone or as a small group. For example:

1. Hang out in another's group's "space" of which you are not a member, e.g., fraternity/sorority dinner, religious services, ethnic-specific neighborhoods for dinner.
2. Travel in mixed race pairs to ethnic-specific social or political events; e.g., La Raza gathering, Black recruitment and retention meeting, a dance or movie.

JOURNALING

Each week, record your thoughts and feelings about the class in a journal. You will be asked to turn this in at the beginning and middle of the semester. Your journal will be read by the instructors and returned to you with comments. Information shared in the journals will not be discussed in class without your permission, although you are encouraged to share as much as you are comfortable with.

FINAL PROJECT

Students will be asked to engage in a creative project that is personally challenging and addresses some of the issues raised in class. Examples from past students are: writing an original song or poem, interviewing friends about their attitudes towards interracial dating and marriage, confronting parents or family members about their racial attitudes/remarks, working with different ethnic groups on an event with a common goal. All projects need instructor's approval.

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