

**CMN 3220**  
**Communication, Race, and Ethnicity**  
**Fall 2013**  
**Coleman 1771, MWF 11-11:50 am (CRN #95039)**  
*(The instructor reserves the right to modify the schedule if needed)*

**Instructor:** Dr. T. M. Linda Scholz

**Office:** Coleman 2030

**Email:** [tscholz@eiu.edu](mailto:tscholz@eiu.edu) (**Note:** I frequently check my Panther e-mail account, therefore, this is the best way to reach me. I DO NOT frequently check the D2L e-mail. To insure delivery, please use your EIU e-mail to contact me.)

**Office Hours:** Monday, Wednesday, Friday: 10:00 – 10:50 a.m.; Monday and Wednesday 12-12:50; and by appointment.

**Required Readings:**

*Freedom Writers Diary*

Allen, B. J. (2011). *Difference Matters: Communication Social Identity* (2<sup>nd</sup> ed.). Long Grove, IL: Waveland Press, Inc.

González, A., Houston, M., & Chen, V. (2012). *Our Voices: Essays in Culture, Ethnicity, and Communication* (5<sup>th</sup> ed.). New York, NY: Oxford University Press.

Additional reading will be posted on D2L.

**Course Description and Objectives**

**Course Description:** The course examines the relationship between communication, race, and ethnicity in public discourse. Students will study rhetorical constructions of race and ethnicity and the ways in which those constructions embody and respond to social relations and power.

**Course Objectives:**

- Describe the complex relationship between communication, race, and ethnicity.
- Identify general theories of race and ethnicity.
- Analyze the ways in which those persons who have not historically had the ability to “authorize” official texts “make do” or create raced and ethnic discourses.
- Evaluate critical perspectives on “texts” that implicate and are implicated by race and ethnicity.

**Accommodations**

It is imperative that you are getting the most out of your educational experience. If you have a special need that qualifies for accommodations, please contact the Office of Disability Services (217-581-6583) to arrange support services. Please also inform the instructor by providing the necessary documentation specifying the accommodations needed for the class within the first week of class.

## Classroom Environment, Behavior, and Policies

*All faculty in the Department of Communication Studies uphold the standards of good scholarship and expect our students to do the same. We expect that students earning a degree in Communication Studies will develop superior reasoning/ critical thinking, argumentation, writing, and presentational skills while also building a comprehensive knowledge of their content area. Students in communication studies classes will be expected to read all assigned materials, write extensively, complete their own work, and engage in respectful interactions in the classroom. We, as a faculty, agree to hold our students to these standards.*

The majority of students are in college specifically to acquire a degree in the hope of finding an adequate job to attain a particular standard of living in the future. Therefore, you should consider college your “on the job training.” In other words, for now COLLEGE IS YOUR JOB and your professors are your managers. You should make this a priority in your life (particularly when you consider the amount of money that is being invested in your education). With this said:

My intent is to establish an environment where you are able to ask questions openly, and respectfully. In an effort to co-construct this environment be courteous and respectful to one another AND to the instructor. During class discussions please avoid dominating the discussion and be concise with your comments. Be aware of how you phrase comments and questions. Avoid the use of “bashing” or derogatory language toward one another and toward others outside of this class. Additionally, be open to other perspectives. Each of you has a perspective to offer as it pertains to your individual experiences. Part of being effective communicators entails good listening skills as well. Each day will provide you with an opportunity to put effective communication skills into practice.

**CELL PHONES:** Given that the university has created an emergency text message system for campus community safety, it is understandable why students have concerns about keeping cell phones handy. Unfortunately, as you all know perhaps better than I, few students who opt to have their cell phones out during class are monitoring text messages for possible campus-related emergency texts. Therefore, I ask that cell phones be turned off and put away. Text messaging or any other form of cell phone use (or inappropriate use of any other electronic device) during class is very disruptive, disrespectful and will NOT be tolerated, and may result in the dismissal of the student for that class period. You are in this class to learn the subject matter, and not to have personal conversations with friends and family via your cell phone, or laptop. Surely, your friends and family can wait to speak with you before or after class. Be respectful of your instructor and peers, and put your cell phones away.

**ATTENDANCE:** Attendance is expected at every class meeting. Lack of consistent attendance and participation can and will affect your overall grade. I consider more than three absences to be excessive. I understand that emergencies do occur, and that illness is often times inevitable. Be aware that in-class work may not be made up except by prior arrangement for a university excused absence and/or if you provide proper documentation proving a legitimate emergency (official doctor’s note, court papers, and the like). Regardless of the reason for your absence, I will not provide you a personal lecture in my office or via e-mail. It is up to you to get notes from a classmate. And the answer to the perpetual question “Did I miss anything?” is always: YES!

**LATE WORK: I WILL NOT** accept late work, e-mailed assignments, any assignments turned into my mailbox, or assignments turned in on flash drive, etc. (unless you have made prior special arrangements directly with me). Assignments are DUE IN CLASS AT THE BEGINNING OF CLASS. Any papers turned in to me in class after class has commenced can result in a grade reduction. If you know that you are going to be absent on a day on which an assignment is due, make arrangements to turn in the assignment before, directly to me. Always have a backup of your work.

Quizzes and exams CANNOT be made up unless you have made prior arrangement for a university excused absence and/or if you provide proper documentation proving a legitimate emergency (official doctor's note, court papers, and the like). Missing class on days during which you are expected to participate in a group activity, a presentation and/or discussion of papers, etc. will result in a failing grade for that portion of the assignment or a reduction in grade on your paper.

**NOTE ABOUT TARDINESS AND EARLY EXIT:** Class begins at the designated time, and ends at the designated time. Consistent tardiness and/or consistent early exit are distracting to students and the instructor, and are also disrespectful. If you have a class or work schedule conflict that interferes with your ability to come to class on time and remain in the class until its official end, please consider taking this class during a different semester or make appropriate adjustments that will not interfere with your timely, regular, and complete participation.

**Academic Honesty/Conduct:** It is imperative that you understand that when you are an EIU student you are bound to the Student Conduct Standards. Although the Student Conduct Standards comprise a lengthy document, and although each aspect of it is highly important, aspects of Standard I will be highlighted here so that there are no misunderstandings of what is considered appropriate behavior conducive to creating an appropriate learning environment. **If you are caught cheating and/or plagiarizing, you will be reported and will fail the assignment, and possibly the course.** If you are confused about what constitutes cheating and/or plagiarism, please ask. Also consider the aspects of Standards II, III, IV and V when interacting with peers and the instructor in and outside of the classroom, when responding to class materials, etc.

**Standard I.** Eastern students observe the highest principles of academic integrity and support a campus environment conducive to scholarship. Violations of this standard:

- a. Conduct in subversion of academic standards, such as cheating on examinations, plagiarism, collusion, misrepresentation or falsification of data.
- b. Theft or the unauthorized possession of examinations; alteration, theft, or destruction of the academic work of others, or academic records, library materials, laboratory materials, or other University equipment or property related to instructional matters or research.
- c. Submitting work previously presented in another course unless specifically permitted by the instructor.
- d. Conduct which disrupts the academic environment; disruption in classes, faculty offices, academic buildings, or computer facilities.
- e. Complicity with others in violations of this standard.

**Students who violate the conduct code will be given one verbal warning. The second time you will receive a reprimand and you may not attend class again until you have met with me and worked out a plan to adjust the disruptive behavior.**

### **Assistance Outside of Class**

If you need additional time to talk through the class material, or to discuss the progress of your work, I am happy to do so. You can stop by my office during my regularly scheduled office hours. You are also welcome to stop by outside of my regularly scheduled office hour, and if I am there, I will be happy to talk. Finally, you can set up an appointment. I also check Panther e-mail regularly during the day throughout the week, and will respond to questions that you have. However, there may be times when a question warrants a lengthy response, and so I may ask that you come to my office. Lastly, be sure to check your Panther e-mail and the course's D2L site regularly for any announcements regarding class issues, etc.

## A Note About Grades

If you have questions about your grade, I ask that you follow this procedure:

- a. First, we will abide by the **“24-hour rule.”** This means that after you’ve received the grade, reflect upon it for 24 hours before you come talk to me. To assist in your reflection, you should look through your notes and readings.
- b. Second, after 24 hours have passed, e-mail me to request an appointment to come in and talk with me in person.
- c. Finally, our meeting should determine if indeed there was an error made in grading, and/or provide you with clarification on concepts, and/or create strategies for more effective future study habits, etc.

Despite the amount of times that you come in and talk with me, this will not guarantee you a specific grade in the course. In other words, the points you earn on assignments are totaled and those points will coincide with the overall grade you earn in the class. Please be aware of where you stand throughout the semester. If you need assistance calculating your grade, I am happy to assist you. Do not wait until the last few days of the semester to figure out where your grade stands. Once the semester is over, it’s over, and no more points will be allotted. In short, I do not curve nor do I generally offer extra credit. Clear expectations for assignments will be provided for you in the assignment guidelines that will be posted onto the D2L site for the course.

## **Expectations of the Readings**

You will be reading material, viewing videos, and participating in activities that will be intellectually and emotionally challenging. You **ABSOLUTELY** need to do the reading in order to come to class prepared to have a **dialogue** that **goes beyond doubt and accusation**. Do not assume that by merely reading the titles of some of the articles, you know what the article is about. You will need to read **CAREFULLY** in order to achieve a better understanding of the material. A quick skim before class will not be sufficient. Having a clearer understanding of the different concepts will help you to have more appropriate and fruitful conversations in and out of the classroom.

Given that this course requires a lot of reading and writing, consider the time that you are willing to allot to careful and thorough reading and studying. It is okay if you face challenges comprehending some of the material, class discussions are designed to help you work through complications. If you are a student who feels that they can get by without reading, please drop this class. Given the small number of students, it will be abundantly clear (and also perhaps embarrassing) if you do not put the required time and effort into this class. **Be forewarned: you are likely to be asked respectfully to leave class of you have not done the reading.**

## **Course Assignments**

Detailed descriptions of the assignments will be posted on the D2L site for the course.

**Concepts In-class Group Activity (50 points):** This assignment will provide you with an opportunity to apply and identify key concepts for the class. This activity will also provide you with a very good review prior to the exam. You will be assigned to work in small groups of approximately three students. Once in groups, you will divide concepts among you (after they have been defined for you in class). Each of you is in charge of providing your group with **examples** for your assigned concepts. The examples can first come from the video clips that you will view in class. Keep in mind however, that not all of the concepts will appear clearly in the clips. This means that you need to do some detective work to assist your group with clear examples. Type your examples for your group, and be prepared to provide each group member a copy. You will then discuss each example with

your group on the designated days. Do not let your group members down. They will not be happy if you do not follow through with your portion of the assignment. You will turn in the write-up of examples in class. **This assignment must be typed.**

**Identity Paper (75 points):** After discussing communication (rhetoric) and racial and ethnic identities in class, you will be aware of how symbols are used to construct and constitute identities, as well as resist and redefine them. Think about what you have learned regarding racial and ethnic identities. In a **3-4 page** paper: discuss what these identities mean to you and how you came to understand them and/or have to come to understand them. You need to use **at least 5 concepts/terms** in this paper that we will have covered in reading and in lecture/discussion. In addition to the paper, you will physically create your identity “box” and bring it to class to share with your peers in an informal presentation. **EVERYONE WILL PRESENT THEIR IDENTITY BOX IN CLASS.** You will each have about 5–7 minutes to present your identity box.

- **Identity Box Presentation (25 points total):** You will create a “box” (or bag, or backpack, etc.) and include artifacts that best represent how you discussed your racial and ethnic identities in your paper. You will bring this “box” into class as a “show-and-tell” so-to-speak. Each student will have 5–7 minutes to present his or her identity box. You will be required to weave in key concepts during your discussion. The structure of this presentation is **INFORMAL**.

**Critical Response Paper for Part III (75 points).**

You will write a critical response papers, 3 - 4 pages in length (double spaced), to the material covered in Part III: Discourses and Racism and Hate. You need to include at least **5 concepts** to help frame your response. You will also need to cite the readings. Lastly, each student will present her or his paper to the class.

**Freedom Writers Diary Analysis (100 points):** You will write a 4 – 5 page analysis of the text *Freedom Writers Diary*, incorporating key concepts from the class (citing appropriate class readings).

**Communication, Race and Ethnicity Research Paper (150 points):** You will be responsible for writing an **ACADEMIC style paper (using APA format)**. The primary goal of this paper is to focus on one concept or issue for a particular racial and/or ethnic group in the United States **AND** use **research** (including speech communication texts and journals) to illuminate the depth and complexity of the concept/issue. The paper should include a formal title page, 7 - 8 pages of written content, and a works cited page, so about nine - ten pages **TOTAL**. Grammar, organization, and uniqueness of contribution and/or argument are considered as part of the grade. From the get go, I advise you to keep this paper in mind. Note: As we move through the semester try to find an issue and/or concept for which you have passion and want to explore in depth. As additional points toward this assignment, you will submit a topic proposal, and give a presentation of the paper at the end of the semester, Brief descriptions of these assignments follow.

- **Topic Proposal (75 points):** You will turn in a 3 - 4 page paper (double spaced) that will explain the topic of your focus for your final research paper. You will also be required to have a 5 source annotated bibliography for this assignment (the source requirement will increase for your final paper).
- **Communication, Race and Ethnicity Research Paper Presentation (50 points):** At the end of the semester, you will present your papers to the class. You are expected to develop a fairly formal presentation. Details of how to structure your presentation are provided along with the paper requirements on D2L.

**Exam (100 points total):** One exam will be administered this semester. The exam will focus on the foundational concepts for the course.

**Pop Reading Quizzes (100 points total; 10 at 10 points each):** Reading the material in this course is essential so that you are able to navigate and negotiate the subject matter in an effective manner. To assist you in your reading efforts you will be given 10 pop reading quizzes throughout the semester (worth 10 points each).

**Participation (100 points):** Your participation in class activities, discussions about the required readings and films/film clips, as well as attendance to outside events (**at least two during the semester**), is required and factors into your participation grade. The total points that you receive will reflect your consistent level of participation. This means that you need to come to class prepared—having read the assigned reading for the day. If you have not read, then you will not be able to participate in the discussion. Therefore, if you have not read, you will be asked in a respectful manner to leave. In order to assist in tracking your participation, you will be signed in daily.

- ❖ **Outside Speaking Events:** You will be required to attend at least **two** events during the semester, for which you will turn in a no more than one-page, double spaced, response. In your response you will need to address how at least one concept from class was illustrated during the event. Please share with the class any events that you are aware of as well. Additionally, please seek approval in advance for events that you are planning on attending that I have not announced—this is to ensure that the events coincide with the subject matter of the course.

**Total points for the class: 900**

### **Grading Scale**

900-810 = A

809-720 = B

719-630 = C

629-540 = D

539 and below = F

*Tentative Schedule*  
CMN 3220  
Communication, Race, and Ethnicity  
Fall 2011  
Coleman 1771, MWF 11-11:50 a.m. (CRN #95039)  
(The instructor reserves the right to modify the schedule if needed)

Readings are to be completed for the day on which they are noted.

**Key:** *Difference Matters* = DM  
*Our Voices* = OV  
*Freedom Writers Diary*

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*Week 1*

- August 19— **Introductions: to the course and to each other**
- August 21— **Unit I/Foundational Concepts: Defining Communication, Race, Ethnicity and more . . .**  
**Reading (DM):** ch 1, “Difference and Other Important Matters”
- August 23— **Unit I, cont’d.**  
**D2L Reading:** “Introduction [of *Shifting Borders: Rhetoric, Immigration and Proposition 187*];” by Ono & Sloop.

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*Week 2*

- August 26— **Unit I, cont’d.**  
**D2L Reading:** “Paradigms of Race, Ethnicity, Class and Nation,” by Omi & Winant

**SPEAKING EVENT: Lee Mun Wah 1:30 – 3:30 “Creating Community in a Diverse Environment” University Ball Room, MLK**  
**And 6:30 – 8:30, “A Cross Race and Gender Conversation” University Ballroom, MLK Union**

- August 28— **Unit I, cont’d**  
**D2L Reading** Omi & Winant, cont’d

- August 30— **Unit I, cont’d**  
**Reading (DM):** ch 4, “Race Matters”

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*Week 3*

- September 2— **Labor day. No class.**
- September 4— **Unit I, cont’d**  
**Reading (DM):** ch 2 “Power Matters”
- September 6— **Unit I, cont’d.**  
**D2L Reading:** “The Trials and Tribulations of a Racialized Critical Rhetorical Theory” by Hasian and Delgado  
*Begin in class group activity*
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*Week 4*

September 9— **Unit I, cont'd**  
*In class group activity (review for exam)*  
**Due:** group activity write-up (typed)

September 11— **EXAM**

September 13— **Unit II/Invisibility and Identity: Multi-layered Discourse/s**  
**D2L Reading:** “(Un)hinging Whiteness” by Carillo Rowe & Malhotra; “Finding my Whiteness: A Narrative of Cultural Identification” by Krizek;

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*Week 5*

September 16— **Unit II, cont'd**  
**Film:** Tim Wise “The Pathology of White Privilege”

September 18— **Unit II, cont'd.**  
**Reading (OV):** #3 “Disorienting Identities” by Nakayama; #5 “Names, Narratives and the Evolution of Ethnic Identities” by Tanno

September 20— **Unit II, cont'd**  
**Reading (OV):** #9, “When Miss America Was Always White” by James; # 10 “Black Queer Identity, Imaginative Rationality, and the Language of Home”

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*Week 6*

September 23— **Unit II, cont'd.**  
**Reading (OV):** “Women and Islam” by Al-Mutawah  
**D2L reading:** “Ambiguous Insiders: An Investigation of Arab American Invisibility” by Naber

September 25— **Unit II, cont'd.**  
**Reading (OV):** #19 “Native American Culture and Communication through Humor” by Shutiva

September 27— **Unit II, cont'd.**  
**D2L Reading:** “Reading and Composing Indians: Invented Indian Literacy through Visual Literacy” by Devoss & LeBeau.

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*Week 7*

September 30— **Unit II, cont'd.**  
**Film**

October 2— **Unit II, cont'd.**  
**Film**

October 4— **Unit II, cont'd.**  
**Film and discussion of Identity papers**

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*Week 8*

October 7— **Due: Identity Papers**  
**IDENTITY BOX PRESENTATIONS**

October 9— **IDENTITY BOX REPRESENTATIONS**

October 11— **FALL BREAK. NO CLASS**

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*Week 9*

October 14— **IDENTITY BOX PRESENTATIONS**

October 16— **Unit III/Discourses of Racism and Hate**  
**D2L reading:** “Cultural Biases” by Lusting & Koester; “TV Arabs” by Shaheen

October 18— **Part III, cont’d**  
**Reading (OV):** #42, “Statue or Statement? Racial Tensions in a 9/11 Memorial” by Nance and Foeman; #43, “Understanding Haiti’s Tragedy in a Global Context” by Mutua-Kombo

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*Week 10*

October 21— **Unit III, cont’d.**  
**Reading (OV):** #2, “African American Self-Reliance in a Postracial America” by Coleman

October 23— **Unit III, cont’d**  
**Due: Final Paper Proposal**  
*Film*

October 25— **Unit III, cont’d**  
*Film*

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*Week 11*

October 28— **Unit III, cont’d**  
**Due: Critical Response Paper for Unit III**

October 30— **Unit IV/ Discourse/s of Resistance: Agents and Allies of Change**  
**Text reading:** *Freedom Writers Diary* pp. Foreword – 77

November 1— **Unit IV, cont’d**  
**Text reading:** *Freedom Writers Diary* pp. 78-191

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*Week 12*

November 4— **Unit IV, cont'd.**  
**Text reading:** *Freedom Writers Diary* pp. 192-220

November 6— **Unit IV, cont'd.**  
**Text reading:** *Freedom Writers Diary* pp. 221 to end

November 8— **Unit IV, cont'd.**  
Discussion of *Freedom Writer's Diary*

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*Week 13*

November 11— **Unit IV, cont'd**  
**Reading (DM):** ch 9, “Communicating Social Identity”

November 13— **Unit IV, cont'd**  
**Reading (OV):** #28, “Sapphire and Sappho: Allies and Authenticity”

November 15— **Unit IV, cont'd**  
**Due:** *Freedom Writers Diary response*

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*Week 14*

November 18— **Unit IV, cont'd**  
**D2L:** “Interrupting the Cycle of Oppression” by Ayvazian

November 20— **Unit IV, cont'd.**  
**Reading TBA**

November 22— **National Communication Association Convention.**  
**Due:** *Research Papers*

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November 25 – 29— **Thanksgiving Break. No Class.**

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*Week 15*

December 2— **FINAL PAPER PRESENTATIONS**

December 4— **FINAL PAPER PRESENTATIONS**

December 6— **FINAL PAPER PRESENTATIONS**  
**Last day of class. Course wrap-up**

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December 11 (Wednesday)—**FINAL PAPER PRESENTATIONS** period 10:15 – 12:15 pm.