

**CMN 3220**  
**Rhetoric of Race (3 credits)**  
**Fall 2016**  
**Coleman Hall 1731: Monday and Wednesday 2 – 3:15 pm (CRN 91426)**  
*(The instructor reserves the right to modify the schedule if needed)*

**Instructor:** Dr. Teresa Maria 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 D2L e-mail. To ensure delivery, please use your EIU e-mail to contact me.)

**Office Hours:** Monday, Wednesday, and Friday, 10-10:50; Monday and Wednesday, 12:45 – 1:45; and by appointment.

**Teaching Assistant:** Zach Booth

- ✓ **E-mail:** [zjbooth@eiu.edu](mailto:zjbooth@eiu.edu)
- ✓ **Office hours:** Tuesday, 2 – 3 pm in the Communication Studies Lounge.

**Required Readings:**

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 is 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.
- Understand how race and ethnicity intersect with gender, class, and sexuality.
- Understand how groups create resistive forms of discourse that challenge racism and ethnocentrism.
- Practice communication skills that effect awareness and social change.
- Explore ways to be an ally.

**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.

### **The Student Success Center**

Students who are having difficulty achieving their academic goals are encouraged to contact the Student Success Center ([www.eiu.edu/~success](http://www.eiu.edu/~success)) for assistance with time management, test taking, note taking, avoiding procrastination, setting goals, and other skills to support academic achievement. The Student Success Center provides individualized consultations. To make an appointment, call 217-581-6696, or go to 9th Street Hall, Room 1302.

### **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.” 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 and graduate teaching assistant. 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:** The use of cell phones during class is distracting and disrespectful; therefore, their use during class will not be tolerated. You are asked to turn your cell phones off and put them away. Failure to comply with this simple rule may result in your dismissal from the classroom on a given day.

**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 two 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, the teaching assistant or I will not provide you a personal lecture during office hours 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 DROPBOX ON OUR D2L SITE ON THE DAYS AND TIMES THAT ARE NOTED. 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 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. 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 if you have not done the reading.**

## **Course Assignments**

**More 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.

**Identity Paper (75 points):** After discussing rhetoric, communication, 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 some ascribed identities. 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 - 6 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 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**.

### **Communication, Race, and Ethnicity Final Project (450 points):**

- ❖ **Phase I: Peer Group Selection and Identify Focus Group (50 points):** You will select 3 to 4 peers from the class with whom you will like to work. As a group, you will then identify which student group you will select for the focus group sessions. Preliminary research will be required.
- ❖ **Phase II: Create Focus Group Questions and Promote (50 points):** As a class, we will develop a list of open-ended questions that you will ask during the focus group sessions. You will also learn and practice Mindful Facilitation techniques that will assist you in facilitating the focus groups. During this phase your group will also promote the focus group sessions.
- ❖ **Phase III: Focus Groups (100 points):** With your group, you will lead the focus groups during week 12 of the semester. Each member of your peer group will take on a specified role during the focus groups. Also note, that you might be leading your focus group with another peer group in the class. At this point, you should also identify individuals who you would like to invite to your final project presentation at the end of the semester.
- ❖ **Phase IV: Analysis of Data and Recommendations (125 points):** With your peer groups, you will analyze the data that you gathered during the focus groups, and then provide recommendations on how to address any issues that were brought up during the focus groups. Research will be required.
- ❖ **Phase V: Individual Paper and Reflection (50 points):** You will submit your own reflection about the project as a whole.
- ❖ **Phase VI Final Project Presentation (75 points):** During finals week, all peer groups will present their findings to the class and to invited guests. Research will be required. These presentations will take place in the MLK Student Union during your assigned final time.

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

**Reading Quizzes (10 points each; total 100 points):** 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 quizzes over assigned reading. The quizzes will range from short answer, multiple choice, and application.

**Participation:** 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 daily, and you need to come to class prepared—having read the assigned reading for the day.

- ❖ **In-class Participation (50):** You will be expected to not only attend class, but to also actively participate in class discussions based on the readings and lecture material. Be prepared to facilitate discussion about readings on any given day. If you are unable to facilitate the discussion because you have not done the reading, you may be asked in a respectful manner to leave and you will be counted absent on that day. As a reminder: more than 2 absences are considered excessive, and will result in a reduction in your in-class participation points.
- ❖ **Outside Speaking Events (50 points):** 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 each 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.

### **Assignment Point Distribution**

Concepts Group Activity	50 points
Identity Paper	75 points
Identity Paper Presentation	25 points
Final Project	450 points
Exam	100 points
Quizzes	100 points
Participation	100 points

**Total points for the class: 900 points**

### **Grading Scale**

900 - 810 = A  
809 – 720 = B  
719 – 630 = C  
629 – 540 = D  
and below = F

*Tentative Schedule*  
**CMN 3220**  
**Rhetoric of Race (3 credits)**  
**Fall 2016**  
**Coleman Hall 1731: Monday and Wednesday 2 – 3:15 pm (CRN 91426)**  
*(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

---

*Week 1*

August 22—                   **Introductions: to the course and to each other**

August 24—                   **Unit I/Foundational Concepts: Defining Communication, Race, Ethnicity and more . . .**  
**Reading (DM):** Ch 1, “Difference and Other Important Matters”

---

*Week 2*

August 29—                   **Unit I, cont’d.**  
**Reading (DM):** Ch 2 “Power Matters”  
**OPTIONAL D2L Reading:** “Introduction [of *Shifting Borders: Rhetoric, Immigration and Proposition 187*],” by Kent Ono & John Sloop.

August 31—                   **Unit I, cont’d.**  
**Reading (DM):** Ch 4, “Race Matters”

---

*Week 3*

September 5—               **LABOR DAY. NO CLASS.**

September 7—               **Unit I, cont’d**  
**D2L Reading:** “Cultural Biases” by Lusting & Koester

**Begin work on Group Activity**

---

*Week 4*                       ***Due: Group Activity Write Up in Dropbox by 11:59pm Sunday September 11<sup>th</sup>***

September 12—              **Unit I, cont’d**  
***In class group activity (review for exam)***

September 14—              **EXAM**

---

*Week 5*

September 19— **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 Robert Krizek

September 21— **Unit II, cont’d**  
*Film: The Pathology of White Privilege* by Tim Wise

---

*Week 6* ***Due Part I Final Project in Dropbox by 11:59 pm Sunday September 25th***

September 26— **Unit II, cont’d**  
**Reading (OV):** #3 “Disorienting Identities” by Nakayama; #5 “Names, Narratives and the Evolution of Ethnic Identities” by Tanno

September 28— **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” by Nero

---

*Week 7*

October 3— **Unit II, cont’d.**  
**Reading (OV):** #6, “Women and Islam” by Al-Mutawah  
**D2L reading:** “Ambiguous Insiders: An Investigation of Arab American Invisibility” by Naber

October 5— **Unit II, cont’d.**  
**Reading (OV):** #19 “Native American Culture and Communication through Humor” by Shutiva  
**D2L Reading:** “Reading and Composing Indians: Invented Indian Literacy through Visual Literacy” by Devoss & LeBeau

---

*Week 8*

October 10— *Film: If These Halls Could Talk*

October 12— *Film: If These Halls Could Talk*

---

*Week 9* ***Due: Identity Papers in Dropbox by 11:59 pm Sunday October 16th***

October 17— **IDENTITY BOX PRESENTATIONS**

October 19— **IDENTITY BOX REPRESENTATIONS**

---



<i>Week 10</i>	<i>Phase II Final Project: Promote Focus Groups and Generate Focus Group Questions</i>
October 24—	<b>IDENTITY BOX REPRESENTATIONS</b> <b>Unit III/Critical Praxis: Facilitating Mindful Dialogues</b> <b>Mindful Facilitation Techniques</b>
October 26—	<b>Unit III/Critical Praxis: Facilitating Mindful Dialogues</b> <b>D2L reading:</b> “Racial Microaggressions in Everyday Life,” by Derald Wing Sue
<hr/>	
<i>Week 11</i>	
October 31—	<b>Unit III, cont’d</b> <b>D2L Reading:</b> “Critical Race Theory, Racial Microaggressions, and Campus Racial Climate for Latina/o Undergraduates” by Tara J. Yosso, William A. Smith, Miguel Ceja, Daniel G. Solórzano
November 2—	<b>Unit III, cont’d</b> <b>D2L Reading:</b> “Critical Race Theory, Racial Microaggressions, and Campus Racial Climate for Latina/o Undergraduates” by Tara J. Yosso, William A. Smith, Miguel Ceja, Daniel G. Solórzano
<hr/>	
<i>Week 12:</i>	<i>Phase III Final Project Focus Groups (on Wednesday and/or Thursday)</i>
November 7—	<b>Unit III, cont’d</b> <b>Preparation for focus groups</b>
November 9—	<b>Unit III, cont’d</b> <b>Preparation for focus groups</b>
<hr/>	
<i>Week 13:</i>	<i>Send Invitations for Final Presentation (if not before)</i>
November 14—	<b>Unit IV: Discourse/s of Resistance: Agents and Allies of Change</b> <b>Reading (DM):</b> ch 9, “Communicating Social Identity”
November 16—	<b>Unit IV, cont’d</b> <b>Reading (OV):</b> #28, Sapphire and Sappho: Allies in Authenticity” <b>D2L reading:</b> “Interrupting the Cycle of Oppression” by Ayvazian
<hr/>	
November 21 – 25	<b>THANKSGIVING BREAK.</b>
<hr/>	

*Week 14*

November 28— **Unit IV, cont'd**  
Work on Final Project Analysis

November 30— **Unit IV, cont'd**  
Work on Final Project Analysis

---

*Week 15* ***Phase IV and V Final Project Complete Paper Due in Dropbox 11:59 pm  
Sunday December 4<sup>th</sup>***

December 5— **Unit IV, cont'd**  
Work on Final Project Presentations

December 7— **Unit IV, cont'd**  
**Course Wrap Up.**

---

**Final:**

**Wednesday December 14<sup>th</sup> 2:45 pm – 4:45 pm, PHASE VI FINAL PROJECT PRESENTATIONS**