**Honors Rhetoric and Composition I: The Rhetoric of Race**

English 1301, Section 016, Fall 2015

The University of Texas at Arlington

Meets MWF, 10-10:50, Trimble Hall 208

Instructor: Dr. Kathryn Warren

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Office tel.: 817-272-0466 (I prefer that you reach me by e-mail)

Office hours: Carlisle Hall 206, M/F, 11-12:30 and by appointment

**Course Description:**

In this Honors introduction to college reading and writing, students will study the fundamentals of rhetoric and writing through a semester-long examination of the way the rhetorical concept of “race” has been used to various ends throughout American history. The course emphasizes recursive writing processes, rhetorical analysis, synthesis of sources, and argument.

**Learning Outcomes:**

Upon completion of this course students should be able to:

In the area of rhetorical knowledge

* Use knowledge of the rhetorical situation—author, audience, exigence, constraints—to analyze and construct texts
* Compose texts in a variety of genres, expanding their repertoire beyond predictable forms
* Adjust voice, tone, diction, syntax, level of formality, and structure to meet the demands of different rhetorical situations

In the area of critical reading, thinking, and writing

* Use writing, reading, and discussion for inquiry, learning, communicating, and examining assumptions
* Employ critical reading strategies to identify an author’s position, main ideas, genre conventions, and rhetorical strategies
* Summarize, analyze, and respond to texts
* Find, evaluate, and synthesize sources to inform, support, and situate their own claims
* Produce texts with a focus, thesis, and controlling idea, and identify these elements in others’ texts

In the area of writing processes

* Practice flexible strategies for generating, revising, and editing texts
* Practice writing as a recursive process that can lead to substantive changes in ideas, structure, and supporting evidence through multiple revisions
* Use the collaborative and social aspects of writing to critique their own and others’ texts

In the area of writing conventions

* Apply knowledge of genre conventions ranging from structure and paragraphing to tone and mechanics
* Summarize, paraphrase, and quote from sources using appropriate documentation style
* Control such surface features as syntax, grammar, punctuation, and spelling
* Employ technologies to format texts according to appropriate stylistic conventions

In the area of race theory

* Be able to speak respectfully and knowledgably about this most vexed of American issues.
* Be able to consider and evaluate public discourse about race intelligently and with nuance.

**Materials:**

*First-Year Writing: Perspectives on Argument,* UTA Custom Edition, Pearson

ISBN: 978-1-256-74450-4

*They Say/I Say: The Moves that Matter in Academic Writing,* by Gerald Graff and Cathy

Birkenstein, 3rd edition; ISBN: 978-1469028613

Harper Lee, *To Kill a Mockingbird,* Warner Books, ISBN: 0-446-31078-6

Hard copies of all the additional course reading

A MavMail account that you check daily

**Grading Scale:**

I grade holistically, which means that there are not specific point values assigned to different elements in your writing. I do, however, make reference to the rubric on pages 21-22 of *Perspectives on Argument* (though not every category is applicable for every writing assignment)*.* The grades I assign indicate how well you meet the expectations of an assignment, which are explained in detail on every prompt.

Grading scale for assignments:

90-100=A, for work that exceeds expectations.

80-89= B, for work that meets expectations well.

70-79=C, for work that meets the expectations of an assignment competently.

60-69=D, for work that fails to meet the minimum requirements of an assignment.

59 and below=F, for work that is either incomplete or has flouted the requirements.

**Final grades in First-Year English are A, B, C, F, and Z. (There is no “D.”) Students must pass ENGL 1301 and 1302 with a grade of C or higher in order to move on to the next course. This policy is in place because of the key role that First-Year English courses play in students’ educational experiences at UTA. The Z grade, therefore, is reserved for students who attend class regularly, participate actively, and complete all the assigned work on time but simply fail to write well enough to earn a passing grade. This judgment is made by the instructor and is not necessarily based on a number average. The Z grade is not meant to penalize students but to reward them for good effort. While students who receive a Z will not get credit for the course, the Z grade will not affect their GPA. They may repeat the course for credit until they do earn a passing grade. A final grade of F, on the other hand, does negatively affect your GPA. The F goes to failing students who do not attend class regularly, do not participate actively, or do not complete assigned work.**

**Assignments and Final Grade Calculation:**

The prompts for all your assignments will be posted on our Blackboard site (elearn.uta.edu), and we will go over them in detail in class ahead of the due dates. While similar to the standard 1301 prompts in our books, I’ve tailored your assignments to the content of our Honors section.

Please keep all your graded assignments and tests until after final grades have been reported.

Participation 15%

Writing Assignment 1, Racial Discourse Community Analysis 15%

Writing Assignment 2, Rhetorical Analysis 20%

Writing Assignment 3, Synthesis Essay 25%

Research summary 5%

Peer reviews 10%

Presentation 10%

**Participation and Discussion:**

This class is discussion-based, which means that you play a significant role in its success. Though I will lecture on occasion, the majority of our class time will be spent discussing the assigned reading. It is incumbent upon each of us, therefore, to come to class with something to say about the text under discussion: an observation, a question, an opinion. Because I expect each of you to come to class ready to contribute, you should not only *complete* the required reading, but *think about it*. I encourage you to take notes on your reading and review them immediately before class. Should participation and lack of preparation become sticking points for us, I will institute reading quizzes. You must *always* bring the text under discussion to class. That means you need to print out the readings you access on Blackboard or online. Failing to bring the reading to class will have a negative impact on your participation grade.

You must participate actively in class because of the nature of the subject material. The study of rhetoric can’t happen in a vacuum. This is not a class, as perhaps biology or calculus might be, where you sit back and ingest knowledge, facts, and information passively. Rather, you’ll be acquiring skills in critical thinking, analysis, and debate, and our classroom is the place where you’ll practice these skills. The atmosphere will be informal and lively. We’ll know each others’ names (and use them!), and vigorous, respectful discussion will take place on a daily basis. You must overcome any shyness you feel about speaking in front of others, and the sooner you start talking, the more quickly you’ll begin to feel comfortable.

Participation comprises 15% of your final grade. At the end of the semester, your participation grade will be based on the quality (not necessarily the frequency) of your in-class contributions, taking into account the following: whether you pose your own questions and answer mine; whether you respond to your classmates’ remarks; the quality of your engagement during group work; your attentiveness to me and to your classmates when we speak; and your adherence to standards of classroom etiquette. The participation score will be applied retroactively to every day you were present, and you will receive a zero for the days you are absent (excused absences exempted). If you have any questions during the semester about where you stand participation-wise, please ask me. I will provide a midterm participation score to let you know how you’re doing.

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| --- | --- |
| End-of-semester participation evaluation |  |
| 9-10 (A level) | Actively participates during nearly every class in a way that demonstrates thorough preparation. Arrives on time and pays attention. A score of 10 is reserved for students whose contributions proved indispensable to the functioning of the class. |
| 8.5 (B level) | Actively participates during most classes in a way that demonstrates thorough preparation. Arrives on time and pays attention. |
| 7.5 (C level) | May participate occasionally, showing preparation, or may participate frequently without being prepared. Arrives on time and pays attention.  |
| 6.5 (D level) | Habitually dozes off in class or spends time on a device of some sort; tends to arrive late, leave early, or otherwise disrupt class. |

**Attendance and Tardiness:**

At the University of Texas at Arlington, taking attendance is not required. Rather, each faculty member is free to develop her own methods of evaluating students’ academic performance, which includes establishing course-specific policies on attendance. As the professor for this course, have established an attendance policy, explained below.

Regular class attendance is expected, and any absence is strongly discouraged. Every day you attend class, you must sign the attendance sheet. I record two kinds of absences: excused and unexcused. Excused absences will not impact your participation grade, but unexcused absences will.

I excuse absences under the following circumstances:

1. Military duty (documentation required)
2. Official university business (e.g., participation in a sporting event; documentation required)
3. Illness, *at my discretion* (doctor’s note required). Please note that I will not excuse your absence for a regularly scheduled doctor’s appointment. There is a limit of 4 absences due to illness. Should your health interfere markedly with your performance in the course, come talk to me.
4. Religious holidays (let me know ahead of time)

In some circumstances, I may excuse other kinds of absences, *with documentation*.

All students will be allowed one absence without penalty to the participation grade. This is a safeguard to cover for emergencies, illnesses that do not require a visit to the doctor, weekend trips, etc. **If you record seven unexcused absences you will automatically fail the course.** To summarize,

|  |  |
| --- | --- |
| 1 unexcused absence | No adverse impact on your grade |
| 2-6 unexcused absences | Every unexcused absence hurts your participation grade  |
| 7 unexcused absences | You fail the course |

Punctuality is essential. Coming to class late disrupts the rhythm of the class, and it is disrespectful to me and to your classmates. By missing the first few minutes of class, you miss important announcements. Arriving after class has begun will have an adverse effect on your participation grade, and egregious (15 minutes +) lateness (or leaving early) will be counted as an absence.

**Submission Requirements and Late Work:**

You will turn in all of your formal assignments on Blackboard (elearn.uta.edu). It is your responsibility to make sure that your submission goes through, which means going back after you have uploaded your assignment to double check that it is there. Computer problems are not a valid excuse for late or missing work. If you are having trouble uploading an assignment from your home computer, go to the library and upload it from there. Plan ahead.

I do accept late work, with the following two conditions: 1) late work will lose a letter grade (10 points) for each calendar day (*not* class day) it is late, and 2) I will no longer accept a paper when it is six days late.

Extensions are negotiable. *If you anticipate needing more time for an assignment, you must get in touch with me at least two days before the assignment is due.* Together we will arrive at a later due date. I will hold you to that new due date and deduct points if you miss it. Do not e-mail me the day before something is due to ask for an extension; I will refuse.Plan ahead. I reserve the right to refuse extensions.

Unless we have made a special arrangement, do notsend me essays by e-mail. I will not accept them. It’s fine, however, if you e-mail me an assignment as a backup.

**Formatting and Citation:**

All writing assignments should be Word Documents that are double spaced, with 1-inch margins, in 12-pt., Times New Roman font. Follow MLA style.

**Academic Integrity:**

All UTA students are expected to adhere to the University’s Honor Code, which reads as follows:

I pledge, on my honor, to uphold UT Arlington’s tradition of academic integrity, a tradition that values hard work and honest effort in the pursuit of academic excellence.

I promise that I will submit only work that I personally create or contribute to group collaborations, and I will appropriately reference any work from other sources. I will follow the highest standards of integrity and uphold the spirit of the Honor Code.

The University’s policy is that faculty members may employ the Honor Code as they see fit in their courses, including (but not limited to) having students acknowledge the honor code as part of an examination or requiring students to incorporate the honor code into any work submitted. Per UT System *Regents’ Rule* 50101, §2.2, suspected violations of university’s standards for academic integrity (including the Honor Code) will be referred to the Office of Student Conduct. Violators will be disciplined in accordance with University policy, which may result in the student’s suspension or expulsion from the University.

My policy is to hold students to the highest standards of academic honesty, and I have zero tolerance for violations of academic integrity. Plagiarism of any kind will result in strict penalties, including the possibility of failing the course. You will be turning in all of your assignments via SafeAssign, a program available via Blackboard that checks your work against work on the web and a database of student work, thereby flagging potential instances of plagiarism.

*What is plagiarism?*

Plagiarism is presenting another person’s ideas or words as one’s own. Plagiarism occurs when a writer quotes, paraphrases, or summarizes another person’s work without crediting his/her sources. Plagiarism occurs whether the text quoted is a book, article, website, Wikipedia, a reader’s guide like Cliffs Notes or Sparks Notes, another student’s paper, or any other source. Submitting a paper you got credit for in another class, also known as “self-plagiarism,” is also a violation of academic integrity and will result in the same penalty. *An entire essay is considered fraudulent even if only a single sentence is plagiarized.*Also, please note that plagiarism has nothing to do with intent. If you do not properly credit your sources, you have plagiarized, whether or not you meant to.

*How can I avoid plagiarism?*

1. Develop your own opinions and ideas whenever you write papers or exams. Resist the temptation to look to online reading guides, analyses, or summaries for inspiration; it’s way too easy for the language you read and ideas you’re exposed to to seep into your own writing.
2. As you work on your research paper, take good notes, being sure to keep your ideas about the primary text and the ideas of your interlocutors (i.e., your sources) separate.
3. Whenever you refer to another person’s ideas or words, use proper citation to give them credit. This can mean either paraphrasing an author’s ideas and indicating that you are doing so in your prose (e.g., writing, “As Brook Thomas has argued,” and following that opener with a statement of his argument in your own words) or citing a source directly via quotation (e.g., “As Brook Thomas writes, ‘xxxxxxxxxxxxxxxx’”). Because most English classes will require you to use MLA citation guidelines, the *MLA Handbook for Writers of Research Papers* is a recommended text for this course.
4. Do not turn in work for this class that you have submitted, or will submit, in another class.

*What are the consequences of plagiarism?*

If I suspect you of plagiarism, I will contact you so that we can discuss my concerns. You will then have the opportunity to either accept or deny responsibility for plagiarism. If you deny responsibility, your case will be handled by the Office of Student Conduct, and you will receive an Incomplete in our course until the investigation is complete. Students who commit plagiarism will most likely receive a reduced grade, possibly a zero, for the fraudulent assignment. (I assess the academic penalty on a case-by-case basis.) Without exception, I will report the incident to the Office of Student Conduct, whether or not the student accepts responsibility for the alleged plagiarism. Disciplinary probation for a year is a common penalty for plagiarism issued by the Office of Student Conduct.

If you have any questions about these policies or about what constitutes plagiarism and/or collusion, ask me. Be sure to visit the website for the Office of Student Conduct for clarification on any of the above:

http://www.uta.edu/studentaffairs/conduct/academicintegrity.html

**Etiquette:**

The way you comport yourself during the semester has a substantial effect on your ethos, or credibility. Please take the following etiquette guidelines into account:

1. No laptops, smart phones, tablets, or e-readers in class. The latest research indicates that despite our belief that we are good at multitasking, learning suffers significantly when it is interrupted by digital media. The use of any electronic device during class will result in a zero participation grade for that day. Check out these two articles if you’re interested in the research:

[http://www.sciencedaily.com/releases/2014/04/140424102837.htm](http://www.sciencedaily.com/releases/2014/04/140424102837.htm%22%20%5Ct%20%22_blank)

[http://www.newyorker.com/tech/elements/the-case-for-banning-laptops-in-the-classroom](http://www.newyorker.com/tech/elements/the-case-for-banning-laptops-in-the-classroom%22%20%5Ct%20%22_blank)

1. Visit me during office hours, make an appointment outside of office hours, or e-mail me for questions and help. I check my e-mail several times a day, but I cease to do so at night and do so considerably less frequently over the weekend. Please seek help ahead of time.
2. Please be sure your e-mails have both a salutation and a closing.

**Writing Center:**

If you’re serious about your writing, you should take advantage of the Writing Center, located in Room 411 of the Central Library. The Writing Center offers guidance to UT-Arlington students on writing assignments. Students must register with the Writing Center before making appointments and should bring a printed copy of their assignment sheet, any instructor or peer comments, and their draft to the appointment. Hours are 9 am to 8 pm Mondays-Thursdays, 9 am to 3 pm Fridays, and 12 to 5 pm Saturdays and Sundays. Walk-in “Quick Hits” sessions are available during all open hours Mon-Thurs. Register and make appointments online at [http://uta.mywconline.com](http://uta.mywconline.com/).

Writing Center consultants assist students with writing development, from understanding an assignment and brainstorming ideas or revising an early draft to polishing a final document. However, the Writing Center is not a document editing service; consultants will neither identify every error nor rewrite student assignments. They focus on improving writing skills and helping students become better editors of their own writing, which includes learning to identify and correct their own grammar, punctuation, and editing errors.

**Syllabus and Schedule Changes:**

I’ve tried to make this document as complete as possible; however, during the course of the semester I may be required to alter, add, or abandon certain policies and/or assignments. I reserve the right to make such changes as they become necessary. You will be informed of any changes in writing.

**The Syllabus as a Contract:**

You may have noticed that much of what’s written above begins with the pronoun “you.” I have made very clear what is expected of each of you in the course. This syllabus is more than a list of what *you* need to do, though; it’s also a contract, a list of obligations and responsibilities that each of us takes on at the beginning of the semester. By reading this syllabus and deciding to stick with the course, you are consenting to the policies outlined above and promising to uphold your end of the bargain. I am promising a few things, too. As your instructor, I will:

1. Always start class on time, as I know your time is valuable.
2. Always end class on time, as I know you have places to be.
3. Grade your work within a week of it being turned in.
4. Hold office hours every week and advise you well ahead of time of any changes to them.
5. Be respectful of your opinions and open to your questions.

**UNIVERSITY POLICIES**

**Drop Policy:**

Students may drop or swap (adding and dropping a class concurrently) classes through self-service in MyMav from the beginning of the registration period through the late registration period. After the late registration period, students must see their academic advisor to drop a class or withdraw. Undeclared students must see an advisor in the University Advising Center. Drops can continue through a point two-thirds of the way through the term or session. It is the student's responsibility to officially withdraw if they do not plan to attend after registering. **Students will not be automatically dropped for non-attendance**. Repayment of certain types of financial aid administered through the University may be required as the result of dropping classes or withdrawing. For more information, contact the Office of Financial Aid and Scholarships (<http://wweb.uta.edu/aao/fao/>).

**Electronic Communication:**

UT Arlington has adopted MavMail as its official means to communicate with students about important deadlines and events, as well as to transact university-related business regarding financial aid, tuition, grades, graduation, etc. All students are assigned a MavMail account and are responsible for checking the inbox regularly. There is no additional charge to students for using this account, which remains active even after graduation. Information about activating and using MavMail is available at http://www.uta.edu/oit/cs/email/mavmail.php.

**Student Support Services:**

UT-Arlington provides a variety of resources and programs designed to help students develop academic skills, deal with personal situations, and better understand concepts and information related to their courses. Resources include tutoring, major-based learning centers, developmental education, advising and mentoring, personal counseling, and federally funded programs. For individualized referrals, students may visit the reception desk at University College (Ransom Hall), call the Maverick Resource Hotline at 817-272-6107, send a message to resources@uta.edu, or view the information at www.uta.edu/resources.

**Disability Accommodations:**

UT Arlington is on record as being committed to both the spirit and letter of all federal equal opportunity legislation, including *The Americans with Disabilities Act (ADA), The Americans with Disabilities Amendments Act (ADAAA),* and *Section 504 of the Rehabilitation Act.* All instructors at UT Arlington are required by law to provide “reasonable accommodations” to students with disabilities, so as not to discriminate on the basis of disability. Students are responsible for providing the instructor with official notification in the form of a letter certified by the Office for Students with Disabilities (OSD). Students experiencing a range of conditions (Physical, Learning, Chronic Health, Mental Health, and Sensory) that may cause diminished academic performance or other barriers to learning may seek services and/or accommodations by contacting: the Office for Students with Disabilities, (OSD), [www.uta.edu/disability](http://www.uta.edu/disability), or calling 817-272-3364. They may also contact Counseling and Psychological Services, (CAPS), [www.uta.edu/caps/](http://www.uta.edu/caps/), or call 817-272-3671.

Only those students who have officially documented a need for an accommodation will have their request honored. Information regarding diagnostic criteria and policies for obtaining disability-based academic accommodations can be found at [www.uta.edu/disability](http://www.uta.edu/disability) or by calling the Office for Students with Disabilities at 817-272-3364.

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**Title IX:**

The University of Texas at Arlington does not discriminate on the basis of race, color, national origin, religion, age, gender, sexual orientation, disabilities, genetic information, and/or veteran status in its educational programs or activities it operates. For more information, visit [uta.edu/eos](http://www.uta.edu/hr/eos/index.php). For information regarding Title IX, visit [www.uta.edu/titleIX](http://www.uta.edu/titleIX).

**Student Feedback Surveys:**

At the end of each term, students enrolled in classes categorized as “lecture,” “seminar,” or “laboratory” shall be directed to complete an online Student Feedback Survey (SFS). Instructions on how to access the SFS for this course will be sent directly to each student through MavMail approximately 10 days before the end of the term. Each student’s feedback enters the SFS database anonymously and is aggregated with that of other students enrolled in the course. UT-Arlington’s effort to solicit, gather, tabulate, and publish student feedback is required by state law; students are strongly urged to participate. For more information, visit http://www.uta.edu/sfs.

**Final Review Week:**

A period of five class days prior to the first day of final examinations in the long sessions shall be designated as Final Review Week. The purpose of this week is to allow students sufficient time to prepare for final examinations. During this week, there shall be no scheduled activities such as required field trips or performances; and no instructor shall assign any themes, research problems or exercises of similar scope that have a completion date during or following this week *unless specified in the class syllabus*. During Final Review Week, an instructor shall not give any examinations constituting 10% or more of the final grade, except makeup tests and laboratory examinations. In addition, no instructor shall give any portion of the final examination during Final Review Week. During this week, classes are held as scheduled. In addition, instructors are not required to limit content to topics that have been previously covered; they may introduce new concepts as appropriate.

**Emergency Exit Procedures:**

Should we experience an emergency event that requires us to vacate the building, students should exit the room and move toward the nearest exit, which are the stairwells at both ends of the hall outside our door. When exiting the building during an emergency, one should never take an elevator but should use the stairwells. Faculty members and instructional staff will assist students in selecting the safest route for evacuation and will make arrangements to assist individuals with disabilities.

**Emergency Phone Numbers**:

In case of an on-campus emergency, call the UT Arlington Police Department at **817-272-3003** (non-campus phone), **2-3003** (campus phone). You may also dial 911. The non-emergency number is 817-272-3381.

**Working Course Schedule**

All reading assignments should be completed *before* the class period during which they’ll be discussed. This schedule is subject to revision, and I will notify you of all changes in writing. “Bb” denotes readings and resources that are available on Blackboard (elearn.uta.edu). Please bring a print copy of the reading to class.

Unit 1: Learning the Basics of Rhetorical and Race Theories

8/28 Introduction to course, policies, and each other

8/31 *Perspectives,* Ch. 1: A Perspective on Argument (2-36, reading only: no need to complete any exercises or answer any of the questions; this will always be the case with selections from this volume); *They Say/ISay,* through the Introduction (xvi-14); discuss best practices for college writing

9/2 *Perspectives,* Ch. 2: The Rhetorical Situation: Understanding Audience and Context (38-63); discuss the rhetorical triangle

9/4 Go over prompt for the Racial Discourse Community Analysis (RDCA); discuss “On Being” podcast with guest John A. Powell (come with the discussion questions [Bb] answered)

9/9 Continue to discuss the RDCA and “On Being” podcast; complete Harvard’s ProjectImplicit race IAT (implicit attitude test) (Bb) for today’s class

9/11 Race theory basics from PBS’s “Race: The Power of an Illusion” (Bb); try your hand at sorting people (located in the same folder on Bb as the race theory basics)

9/14 In-class peer review of RDCA; bring your completed drafts to class in hard copy

9/16 *Perspectives,* Ch. 4: The Core of Your Argument: Finding and Stating a Claim (104-122) and Ch. 6: The Core of Your Argument: Reasons and Evidence (142-160)

9/18 *Perspectives,* Ch. 5: Supporting Claims: Appealing to Logos, Ethos, and Pathos (124-140) and Jack Selzer, “Rhetorical Analysis” (Bb)

**Due at midnight on Blackboard: RDCA, first submission**

Unit 2: Rhetorically Analyzing Arguments about Race, Past and Present

9/28 Nicholas Kristof, “When Whites Just Don’t Get It,” Part 1 (Bb); *They Say/I Say,* Part 1 (Ch. 1-3); we’ll conduct an in-class rhetorical analysis of the op-ed

9/30 Kristof, “When Whites Just Don’t Get It,” Parts 2 and 3; Leahy and Goldman rebuttal (Bb); *Perspectives,* Ch. 8: Your Reader’s Role in Your Argument: Acknowledgments and Responses (XX); *They Say/I Say,* Part 2 (Ch. 4-7)

10/2 Discuss “Fresh Air” podcast with guest Bryan Stevenson (Bb); Go over prompt for second writing assignment, the Rhetorical Analysis

10/5 Booker T. Washington, from *Up from Slavery,* and W. E. B. Du Bois, “Of Mr. Booker T. Washington and Others” (Bb); look at the *Without Sanctuary* website (link on Bb)

10/7 continue discussing Washington and Du Bois

10/9 Barack Obama, “A More Perfect Union”—read and listen to it (Bb); Frederick Douglass, “What to the Slave Is the Fourth of July?” (Bb)

 **Due at midnight on Blackboard: RDCA, final submission**

10/12 Nell Irvin Painter, “What Is Whiteness?” (Bb) and the introduction to her *The History of White People* (Bb); check out the Whiteness Project, http://www.whitenessproject.org/

10/14 Parul Sehgal, “How ‘Privilege’ Became a Provocation” (Bb); Peggy McIntosh, “White

Privilege: Unpacking the Invisible Knapsack” (Bb); take Buzzfeed’s privilege quiz (Bb); Dorothy Allison, “A Question of Class” (Bb)

10/16 Tal Fortgang, “Checking My Privilege: Character as the Basis of Privilege” (Bb) and Daniel Gastfriend, “Reflections on Privilege: An Open Letter to Tal Fortgang” (Bb)

10/19 Eduardo Bonilla-Silva, Chapters 1 and 3 of *Racism without Racists* (Bb)

10/21 Bonilla-Silva, Chapter 4 (Bb)

10/23 *They Say/I Say,* Chapters 8, 10; watch comedy clips in class

**Due at midnight on Blackboard: Rhetorical Analysis, first submission and peer review**

Unit 3: Race in Literature, Featuring the Peculiar Case of *To Kill a Mockingbird*

10/26: *To Kill a Mockingbird*, Ch. 1-7

10/28: *To Kill a Mockingbird*, Ch. 8-11

10/30: *To Kill a Mockingbird,* Ch. 12-15

11/2: *To Kill a Mockingbird*, Ch. 16-21

11/4: *To Kill a Mockingbird*, Ch. 22-end

11/6: Malcolm Gladwell, “The Courthouse Ring: Atticus Finch and the Limits of Southern

Liberalism” (Bb); go over prompts for the Synthesis Essay and the Research Summary

**Due at midnight on Blackboard: Rhetorical Analysis, final submission**

11/9: Articles on *Go Set a Watchman* (Bb)

11/11: Toni Morrison, “Recitatif” (Bb)

**Due over e-mail**: Send me a message letting me know which topic cluster you’ve chosen.

11/13: Continue discussing Morrison

Unit 4: Investigating Issues of Race in the Public Sphere

11/16 Discuss topic clusters in groups; you should have read, thought about, and taken notes on all the sources in the topic cluster you’ve chosen; *They Say/I Say,* Chapter 14

11/18 *They Say/I Say,* Chapter 9; Rhetorical grammar

**Due: Research Summary**

11/20 *They Say/I Say,* Chapter 11; Rhetorical grammar

11/23 “Ally’s Choice” (Radiolab podcast on Bb), articles about Rachel Dolezal (Bb); Rhetorical Chairs: Can You Choose Your Race?

11/25 **Due: Synthesis Essay, first submission and peer review**

11/30 Presentations

12/2 Presentations

12/4 Presentations

12/7 Buffer day

12/9 SFS and wrap-up

 **Due: Synthesis Essay, final submission**