



EXTENDED CAMPUS

COLLEGE *of* PROFESSIONAL
and CONTINUING STUDIES

HR 5110-103: Multicultural Issues in Human Relations: World Context

Course Description:

This course will explore immigration, African and African diaspora culture, gender and sexuality as well as capitalism and freedom as backdrops to understanding the “isms” within our society. The goal is to give students a fundamental understanding of the cultural dynamics that set in motion “human relations” within society. To this end will learn fundamental things about the transatlantic slave trade and the dispersal of Africans throughout the Americas and the Caribbean, we will learn a bit about colonialism, we will learn about the constructions of gender, sexuality and race and ponder how we see ourselves and our world at the end of all this.

Class Dates, Location and Hours:

Dates: July 20 - 22 & 27 – 29, 2018
Location: Bldg. 201 SE, Tinker AFB, Oklahoma.
Hours: Friday 5:30-9:30 p.m.; Saturday 8:30 a.m.-4:30 p.m.; Sunday 1:00-5:00 p.m.
Last day to enroll or drop without penalty: June 21, 2018

This military installation is not open to the general public. In order to take courses at this installation, students must have a current military or Department of Defense identification card which allows them to access the installation.

Site Director:

Email: aptinker@ou.edu. Phone: 405-739-7365 or DSN 339-7365.

Professor Contact Information:

Course Professor: Catherine A. John, Ph.D.
Mailing Address: Department of English, Cate II
Norman, OK 73019
Telephone Number: 405-325-4661
Fax Number: 405-325-0831
Email Address: cjohn@ou.edu
Professor availability: The professor will be available via email to students before and after the class sessions. On-site office hours are half an hour before and after each class session, by appointment.

Textbook(s) and Instructional Materials:

Student materials are available at the OU Follett Bookstore located at 1185 Asp Avenue; Norman, OK, and can be ordered online, by phone, by email, or by fax. Ordering online at <http://www.bkstr.com/oklahomastore/home> is strongly recommended – students can track the status of their order within 48 hours. If an order has not been shipped within three days, students can contact the Follett textbook manager by phone (405) 325-3511, (800) 522-0772 (toll-free) or email 0831mgr@fhcg.follett.com. Phone orders (ask for the textbook manager and identify yourself as an Advanced Programs student) can be placed 8 a.m. to 6 p.m. Monday through Thursday; 8 a.m. to 5 p.m. on Friday; 10 a.m. to 4p.m. on Saturday (CST). Summer hours: 9 a.m. to 5 p.m. Monday through Friday (CST). Fax orders can be placed 24 hours a day at (405) 325-7770. Text prices are available online.

1. Rodney, W. (1974). *How Europe underdeveloped Africa*. Washington, DC: Howard University Press. ISBN 9781574780482.
2. Didion, J. (1995). *A Book of common prayer*. New York: Vintage Books. ISBN 9780679754862.
3. Perkins, J. (2016) *New confessions of an economic hit man*. Oakland, CA: Berrett-Koehler Publishers. ISBN 9781626566743.
4. All other required reading material and most of the viewing material for this class will be available on Canvas. There will be a few things that we will watch in class which do not have to be watched in advance. Access Canvas at <https://canvas.ou.edu>, enter your OU NetID and password, and select course to access material. If you require assistance with Canvas, please click on the Help icon. You can search the Canvas guides, chat with Canvas support, or contact OU IT.

Course Objectives:

Upon successful completion of this course students will:

- Have an understanding of how some of the various “isms” in society relate to the construction of cultural identity
- Have a useful perspective on issues of gender and sexuality as they manifest in aspects of society today
- Have an ability to reflect on both issues of immigration and world systems that affect countries other than the United States
- Have an understanding of the dynamics of “white privilege”
- Have some practical applications for the information gathered through interactive sessions designed to test their understanding of the knowledge received

Course Outline:

Unit I – Immigration & Introduction to Course Material – Friday, July 20th

Reading

- Course Introduction
- Discussion of Aviva Chomsky essay
- **Audio/Visual in class material**
 - “The Danger of a Single Story” by Chimamanda Adiche {in class viewing}
 - Discussion of Adiche’s Ted Talk

Unit II – The Question of Culture: Africa & The Diaspora – Saturday, July 21st

New Reading

- “The Negro Artist and the Racial Mountain” by Langston Hughes
- Excerpts from *The Mis-Education of the Negro* by Carter G. Woodson

Part 1

- Lecture on continental and diaspora culture/links and diversions
- Discussion of Readings by Brodber, Walker, & Diop as well as documentary by Clark
- **Audio/Visual in class material**
 - Images of Resistance

Part 2

- Lecture on Hughes and Woodson
- **Audio/Visual material**
 - Viewing and discussion of the Ocean Hill/Brownsville excerpt from *Eyes on the Prize*
- **Ism Lecture**
 - Discuss Racism

- **Discussion Question**
 - Discuss the question that Brodber poses at the end of her essay

Unit III Part 1 – Gender and Sexuality – Sunday, July 22nd

- Lecture on competing constructions of female power and identity
- Discussion of essays by Steady, Moraga and Castillo
- **Audio/Visual material,**
 - Viewing of Hip Hop videos [Sa Roc, Stefflon Don, Azealia Banks, Lil Kim & Jill Scott]
 - In class viewing and discussion of *Lemonade* by Beyoncé
- **Discussion**
 - Discussion of *Lemonade*

Unit III Part 2 – Gender & Sexuality – Friday, July 27th

Reading

Analysis and Discussion of Didion’s novel *A Book of Common Prayer* and Enke’s essay on Transfeminism.

Unit IV – Capitalism, Freedom and Racial Constructions – Saturday, July 28th

Reading

- “The Case for Reparations” by Ta-Nehisi Coates
- “Unpacking the Invisible Knapsack” by Peggy McIntosh [Chose one of her points that you agree with and understand and one of her points that you disagree with or don’t understand – be ready to discuss both]

Part 1

- Lecture on Rodney and Perkins
- **Discussion Question**
 - How do Rodney and Perkins help to explain the relationship between wealth and poverty as well as capitalism and power? Do you buy their arguments? Yes or no? Why or why not?

Part 2

- Lecture on constructions of whiteness and the issue of reparations
- **Audio/Visual material**
 - The Whiteness project – videos by Connor/Lena/Nick/Wade
- **Ism Lecture**
 - Racism, Classism & Intersectionality
- **Discussion Questions**
 - What is the strongest argument that Coates makes for reparations in your opinion? How do you feel about the issue after reading his argument?
 - If you say it’s about class not race, is racism denied?

Unit V – The Take Away: Role-Playing and Analysis of Workplace Scenarios – Sunday, July 29th

- **Interactive Exercises**
 - Improvisational Role Playing
 - Discussion of Imaginary Workplace Scenarios
- **Discussion Questions**
 - Does freedom of speech still exist in this country? Yes or no why or not? What are examples either way?
 - What questions are you left with at the end of this course?
 - Open discussion forum

Assignments, Grading and Due Dates:

Course Requirements

1. Pre-Course Writing Assignments 5% each (Explained below) – 35%
2. Attendance and Participation – 35%
3. Improvisational Role-Playing and Discussion of Workplace Scenarios (These will be done in class on the final day and do not require any advanced preparation) – 10%
4. Critical Self Analysis Final (After having participated in all the course material, this final paper requires you to use a first-person analysis and address where you were before the class began versus where you are now. You need to include reference to 3 or 4 texts from the class. These can be readings, films, discussions or in-class activities that influenced you.) [10-12 pages] – 20%

Pre-Class Reading and Writing Assignments:

Write a response to the questions listed under each reading assignment and post them in the appropriate Drop Box on Canvas by the date listed below

1. “Introduction” to *They Take Our Jobs! And 20 Other Myths about Immigration* by Aviva Chomsky – **Due June 24, 2018**
 - a. Do as much research as you can, archivally or orally to discover how and or why you or your ancestors first came to this country? Document the origin stories you discover and/or the roadblocks you run into and why.
2. “Origin of the Ancient Egyptians,” by Cheikh Anta Diop,” “Appeal to the Colored Citizens of the World” by David Walker, & “Liberation Thought and Action” by Erna Brodber – **Due June 28, 2018**
 - a. How do the readings by Walker, Diop and Brodber as well as the documentary on Clark shed light on your understanding of the transatlantic slave trade, resistance and the origins of Western civilization? Refer to each of the texts in your response and end with questions that were raised for you. [2-3 pages]
3. *A Book of Common Prayer* by Joan Didion & “Introduction: Transfeminist Perspectives” from *Transfeminist Perspectives: In and Beyond Transgender and Gender Studies* by A. Finn Enke – **Due July 2, 2018**
 - a. How do you define female freedom? Drawing on your personal views as well as aspects of the novel, discuss your position. Second, what are the distinctions, if any, between the notions of the feminine in the “Trans” vs. “Non-Trans” contexts? [2 pages]
4. “The Black Woman Cross-Culturally: An Overview” by Filomina Steady, and “La Ofrenda” by Cherrie Moraga, & “La Macha: Toward a Beautiful Whole Self” by Ana Castillo from *Chicana Lesbians* -- **Due July 6, 2018**
 - a. What are the distinctions, if any, between the representation of female gender identity in the texts by Steady, Moraga and Castillo and how doe these distinctions compare and contrast with those that you identified in the work of Didion and Enke? [3 pages]
5. *How Europe Underdeveloped Africa* by Walter Rodney – **Due July 10, 2018**
 - a. How have the writings of Walter Rodney influenced and affected your understanding of the relationship between wealth in the United States and Europe and poverty and political conflict in Africa? [2 pages]
6. *Confessions of an Economic Hit Man* by John Perkins, viewing online of the documentary *Panama Deception* – **Due July 15, 2018**
 - a. In light of what is revealed in *The Panama Deception*, and the writings of John Perkins what pressure is put on the mainstream American idea that freedom, democracy and a “free market” capitalist economy all go hand in hand? [2 pages]

7. “The Case for Reparations” by Ta-Nehisi Coates –**Due July 18, 2018**

- a. What is the strongest argument that Coates makes for reparations in your opinion? How do you feel about the issue after reading his argument? [1 page]

Critical Self-Analysis Final

Due Saturday, August 11th 2018

Grading:

This is a letter-graded course: A, B, C, D, or F.

Notice: Failure to meet assignment due dates could result in a grade of I (Incomplete) and may adversely impact Tuition Assistance and/or Financial Aid.

POLICIES AND NOTICES

Attendance/Grade Policy

Attendance and participation in interaction, individual assignments, group exercises, simulations, role playing, etc. are valuable aspects of any course because much of the learning comes from discussions in class with other students. It is expected that you attend all classes and be on time except for excused emergencies.

Excused absences are given for professor mandated activities or legally required activities such as emergencies or military assignments. It is the policy of the University to excuse absences of students that result from religious observances and to provide without penalty for the rescheduling of examinations and additional required class work that may fall on religious holidays. Unavoidable personal emergencies, including (but not limited to) serious illness; delays in getting to class because of accidents, etc.; deaths and funerals, and hazardous road conditions will be excused.

If you are obtaining financial assistance (TA, STAP, FA, VA, Scholarship, etc.) to pay all or part of your tuition cost, you must follow your funding agency/institution's policy regarding "I" (Incomplete) grades unless the timeline is longer than what the University policy allows then you must adhere to the University policy. Students who receive Financial Aid must resolve/complete any "I" (Incomplete) grades by the end of the term or he/she may be placed on "financial aid probation." If the "I" grade is not resolved/completed by the end of the following term, the student's Financial Aid may be suspended make the student ineligible for further Financial Aid.

Students are responsible for meeting the guidelines of Tuition Assistance and Veterans Assistance. See the education counselor at your local education center for a complete description of your TA or VA requirements.

Academic Integrity and Student Conduct

Academic integrity means honesty and responsibility in scholarship. Academic assignments exist to help students learn; grades exist to show how fully this goal is attained. Therefore, all work and all grades should result from the student's own understanding and effort.

Academic misconduct is any act which improperly affects the evaluation of a student's academic performance or achievement. Misconduct occurs when the student either knows or reasonably should know that the act constitutes misconduct. Academic misconduct includes: cheating and using unauthorized materials on examinations and other assignments; improper collaboration, submitting the same assignment for different classes (self-plagiarism); fabrication, forgery, alteration of documents, lying, etc...in order to obtain an academic advantage; assisting others in academic misconduct; attempting to commit academic misconduct; destruction of property, hacking, etc...; intimidation and interference with integrity process; and plagiarism. All students should review the Student's Guide to Academic Integrity at http://integrity.ou.edu/students_guide.html

Students and faculty each have responsibility for maintaining an appropriate learning environment. All students should review policies regarding student conduct at <http://studentconduct.ou.edu/>

Accommodation Statement

The University of Oklahoma is committed to making its activities as accessible as possible. For accommodations on the basis of disability, please contact your local OU Site Director.

Adjustment for Pregnancy/Childbirth-Related Issues

Should you need modifications or adjustments to your course requirements because of documented pregnancy-related or childbirth-related issues, please contact me as soon as possible to discuss. Generally, modifications will be made where medically necessary and similar in scope to accommodations based on temporary disability. Please see <http://www.ou.edu/content/eoo/faqs/pregnancy-faqs.html>.

Title IX Resources

For any concerns regarding gender-based discrimination, sexual harassment, sexual misconduct, stalking, or intimate partner violence, the University offers a variety of resources, including advocates on-call 24/7,

counseling services, mutual no-contact orders, scheduling adjustments, and disciplinary sanctions against the perpetrator. Please contact the Sexual Misconduct Office at smo@ou.edu or (405) 325-2215 (8-5), or the Sexual Assault Response Team at (405) 615 -0013 (24/7) to report an incident. To learn more about Title IX, please visit the Institutional Equity Office's website at <http://www.ou.edu/content/eoo.html>

Course Policies

Advanced Programs policy is to order books in paperback if available. Courses, dates, and professors are subject to change. Please check with your OU Site Director. Students should retain a copy of any assignments that are mailed to the professor for the course. Advanced Programs does not provide duplicating services or office supplies.

Any and all course materials, syllabus, lessons, lectures, etc. are the property of professor teaching the course and the Board of Regents of the University of Oklahoma and are protected under applicable copyright.

For more information about Advanced Programs, visit our website at: <http://www.goou.ou.edu/>

INSTRUCTOR VITA

Catherine A. John, Ph.D.

Education

- 1997 Ph.D. in Literature, University of California, Santa Cruz
- 1988 B.A. in English, Boston College

Current Positions

- Assistant Professor of English at OU since 1998
- Associate Professor of English at OU since 2004
- Interim Chair, Department of English 2013-2014

Frequently Taught Advanced Programs Courses

HR 5110, Multicultural Issues in Human Relations

Major Areas of Teaching and Research Interest

- African American and Caribbean Literature
- Hip Hop Culture
- Third World Cinema
- Black Oklahoma

Representative Publications and Presentations

- “Pedagogical Poetics and Curricular Design in the Interracial Classroom: A Black Female Perspective,” in *Curriculum at the Crossroads: Women of Color Resist and Reflect*, Eds. Kirsten Edwards & Lupe Davidson. New York: Routledge Press, 2018.
- “Blackness Through a Dual Lens: A Caribbean Journey into the African American Experience” in *Public: A Journal of Imagining America*, Syracuse Unbound, an imprint of Syracuse University Press, ISSN 2326-2567, (online) forthcoming Summer 2016.
- “Black Comedy as Vital Edge: A Reassessment of the Genre” in *The Blackwell Companion to Film Comedy*. Edited by Andy Horton & Joanna Rapf, 343-364. Malden, Massachusetts: Wiley-Blackwell Publishers, 2013.
- “Caribbean Organic Intellectual: The Legacy and Challenge of Erna Brodber’s Life Work.” *Small Axe: A Caribbean Journal of Criticism*, SX 39, (Nov. 2012): 72-88.
- “The Man in the Gutter is the God Maker: Zora Neale Hurston’s Philosophy of Culture” in *The Inside Light: New Critical Essays on Zora Neale Hurston*. Edited by Deborah Plant. 165-179. Santa Barbara, California: Praeger Publishers, 2010.
- *Clear Word and Third Sight: Folk Groundings and Diasporic Consciousness in African Caribbean Writing* Duke Press (2003) and University Press of the West Indies (2004)

Representative Honors and Awards Received

- *Faculty Investment Program Grant* – Spring 2016, A \$15,000 internal university grant to support research and writing
- *Good Teaching Award* – 2012, A University wide award to a senior faculty member for good teaching.
- *Faculty Enrichment Grant* - 2008
- *Irene Rothbaum Award Recipient* - 2004, An award given to one faculty member, annually in the College of Arts & Sciences for Overall Excellence

Major Professional Affiliations

- American Studies Association
- Modern Language Association
- Caribbean Studies Association