**Dr. Adam Wells**

**Wiley 004**

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**ETLA 100: Dismantling Racism**

**Course Description:**

Is racism still an issue today?  If so, how does it affect American society? How does it affect Southwestern Virginia and Emory & Henry College in particular?  This course will examine racism, racial identity formation, white privilege and fragility, and other related issues. Reading assignments will be drawn from contemporary works on racism and racial identity formation.  In addition, the course will have multiple guest speakers from our community.   Course assignments and daily discussion will give students the opportunity to develop their abilities to communicate orally and in writing, to reason ethically, and to analyze complex social phenomena.

**Course Goals**:

In this class students will:

* Distinguish between conscious acts of discrimination and systemic racism.
* Understand the concepts of white privilege and fragility.
* Understand black and white identity formation.
* Recognize the violence that underpins racism and white privilege.
* Construct and direct a project that addresses racism in our college community.
* Learn the basics of library research through an annotated Bibliography. (Information Technology)
* Learn and practice basic presentation skills. (Oral Communication)
* Reflect on their first semester of college, and set learning goals for their futures.

**Required Texts:**

Beverly Daniel Tatum, “*Why Are All the Black Kids Sitting Together in the Cafetiera?” And Other Conversations About Race.*

Tanner Colby, *Some of My Best Friends Are Black.*

Selected online readings.

**Course Requirements:**

**Participation 5%**

**Pop presentations 10%**

**Annotated Bibliography 10% (Due Oct. 9)**

**Racism Project 50%**

**Lifelong Learning Plan 5%**

Papers 20% (Due Sept. 18, Oct. 30, Nov. 20)

**Reading Assignments:** Daily readingassignments will be given in class. If you are absent, it is your responsibility to contact one of your classmates (not your Professor!) to get the assignment.

**Active in-class participation (5%):** Informed participation is expected. You should be physically and mentally present and engaged in every class! Your learning process will be helped immensely by participating actively in the course, so don’t be afraid to ask questions, or engage your peers (and me) in discussion. Participation will be assessed on a daily basis. Non-participation (e.g., sleeping, eating your lunch, staring off in the distance for extended periods of time, disruptive behavior and so forth) will negatively impact your course grade.

**Pop Presentations (10% of Final Course Grade)**

Two or three times during the semester you will be called upon to give a 7-10 minute presentation on the reading for the day. When I call on you for your presentation, you will be expected to summarize the main points of the reading, generate discussion, raise some questions, state your own opinion, explain why you think the reading is relevant (or not, as the case may be), bring in what you know from other classes, etc. You are not required to do each of these things, and you—like I—should expect that your peers have done the reading and do not need to have everything explained to them. This is your chance to hone your analytical reading skills (close reading requires taking notes, reflecting, etc.) and to steer the conversation in a direction you find interesting. Each student will have at least two opportunities to present to the class.

The grade for these “pop presentations” will be A, C, or F: If you’ve clearly done the reading and put thought into your presentation, you will receive an A. If you’ve done the reading but your presentation is somehow lacking, you will receive a C. If you clearly haven’t done the reading, you will receive an F.

**Annotated Bibliography (10%)**: To help you get acquainted with the E&H library system and college-level research, you will create an annotated bibliography. This assignment will be due by 5pm on 10/9. Details will be distributed in class.

**Racism Project (50%)**: See attached PBL Packet.

**Lifelong Learning Plan (5%):** For this assignment you will write a short paper which reflects on your first semester of college, and your plans for the future. This assignment will be due by 5pm on 12/6. More details will be distributed in class.

**Papers (20%):** You will complete three 1,000 word papers. Paper prompts will be distributed and discussed in class.

**Financial Avenue Learning Modules**: More info in class

**Note: Nearly all of your assignments will be submitted on Moodle. IT IS YOUR RESPONSIBILITY TO MAKE SURE THEY ARE SUBMITTED ON TIME. No extensions will be granted for computer errors.**

**General Grading Rubric:**

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| --- | --- | --- |
| **Letter Grade** | **Lower Numerical Cutoff** | **Description** |
| A | 94 | Exceptional work that shows creativity and careful analysis of material. A-level work is sophisticated, well written, and free from errors in grammar and spelling. |
| A- | 90 | Shows exceptional mastery of concepts, and goes well beyond requirements. |
| B+ | 87 | Work in the B-range is above average. B level work may be excellent work with several small errors or flaws. It is solid work, and shows significant command of concepts. |
| B | 84 |  |
| B- | 80 |  |
| C+ | 77 | Work in the C-range is average and satisfactory. It fulfills the criteria of the assignment, but does not display the same level of analysis, comprehension, and/or creativity as B and A-level work |
| C | 74 |  |
| C- | 70 |  |
| D | 60 | Work in the D-range is substandard. It may have major flaws, or show little mastery of major or minor concepts. |
| F | 0 | Work in the F-range shows no mastery of relevant material. F-level work fails to complete requirements or is otherwise unacceptable. |

\*\*Letter grades are equivalent to a numerical score 1 point above the lower numerical cutoff. For example, an A paper is equivalent to a numerical score of 95

**Attendance Policy**:

During your college years, by responsible class attendance you can establish a reputation for reliability that will help your professors to write good reference letters for jobs or programs of graduate study. I value faithful attendance highly, as an indication of your commitment to the course goals.

You are allowed THREE excused absences. You may request that an absence be excused for an appropriate reason such as sickness, a medical appointment, athletic competition, dangerous driving conditions, etc. An excused absence is based on an email request from you (**not** on a note from a nurse, a list from a coach, or your telling me why you missed class). **Before or right after any** **absence, please email me, giving the date and the reason that you missed class, if you want me** **to consider excusing the absence.** **If you do not email me before or soon after your absence, I will assume that it is unexcused**. Unexcused absences will reduce your course average by 2 points for each such absence.

More than 8 absences will result in an automatic F.

There will be no exceptions to this attendance policy, regardless of individual circumstances.

**Computer and Cell Phone Policy:**

A successful class requires the active participation of everyone involved. Cell phones are distracting and disruptive; they are detrimental to both individual learners and the class as a whole. Consequently, the use of cell phones in class is strictly forbidden, unless I specifically ask you to use them. Turn them off before class begins—off, not vibrate! I will give you one warning per semester, after which I will deduct one point from your final grade for every violation of this policy. If I see your cell phone during an exam or quiz, you will automatically receive a ZERO on that exam or quiz.

The use of laptops in class is likewise prohibited unless I ask you to use them, or unless you have a documented accommodation from the Powell Resource Center.

**Policy on Academic Dishonesty**

The Emory & Henry College Honor Pledge is as follows:

I understand that Emory & Henry is a community built on trust. Therefore, as a member of this community, I am committed to tell the truth and to maintain the sanctity of other people’s property, including computer data/access. I will abstain from all fraud in academic work. I will neither give nor receive aid on any form of test or assigned work where such aid is prohibited, nor tolerate this conduct in any member of the Emory & Henry Community. I will deal responsibly with such acts when I observe them. By my conduct and influence, I will endeavor to build a high standard of honesty and truthfulness in all academic work.

Any evidence of academic dishonesty will result in a grade of 0 for the assignment or failure of the course (at my discretion). Academic dishonesty includes such acts as receiving improper assistance on tests and quizzes. For writing assignments, academic dishonesty includes plagiarism, which is work copied or paraphrased from another source without proper citation, copied from your own work for other classes, or written or revised by someone else. If you refer to another source, you need to give credit directly to that source when you quote directly and when you paraphrase. Any incidents of academic dishonesty will be reported and dealt with in adherence to the College’s Honor System procedures.

**Email Policy:**

I would much rather meet with you in person than correspond via email. However, I will make every effort to be available to you by email. I will answer student emails for one hour, between 2:30 and 3:30, each workday. If you do not receive a response from me within two working days (note: that does not include weekends), feel free to send me a reminder. I often get 30-50 emails per day. It is very easy to overlook one. Keep in mind that I do not have time to answer complex questions by email. If your query requires an answer of more than a few sentences, you should come by my office.