

**GRASSROOTS DEMOCRACY:
RACE, POLITICS, AND THE AMERICAN PROMISE**

DEANZA COLLEGE

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"Most Americans have never seen the ignorance, degradation, hunger, sickness, and futility in which many other Americans live...They won't become involved in economic or political change until something brings the seriousness of the situation home to them." -- Shirley Chisholm

"It demands great spiritual resilience not to hate the hater whose foot is on your neck, and an even greater miracle of perception and charity not to teach your child to hate." -- James Baldwin

COURSE DESCRIPTION

Applied and theoretical learning for students of social justice, this course will examine race, culture and contradictions in the ideal of the American Dream through a comparative analysis of American experiences of migration. Particular emphasis will be on the historical experiences of European immigrants, African Americans, Mexican Americans, and Asian Americans. We will also examine the Native Americans experience. The course will also discuss the contemporary social and cultural implications of the migration process. Using a multidisciplinary social science approach, attention will be given to issues of race, ethnicity, gender, class, sexuality, citizenship and ecology as well as the role of the state (policy) to the process of migration and immigration.

COURSE OBJECTIVES

- Explore the nature of the social sciences as a disciplinary field.
- Identify and practice major methodologies of social science field research.
- Investigate key events and experiences in the migration histories of African Americans, European Americans, Mexican Americans and Asian Americans.
- Identify and critically evaluate major conceptual issues regarding migration to and within the United States.
- Identify and critically evaluate contemporary legacy of migration histories.
- Identify and critically examine the role of gender stereotypes and gender roll enforcement shaped and shapes the functioning of racism in the American context.
- Identify and assess the impact of sexual exploitation and sexual oppression on racism and race formations within the United States.
- Use and assess "listening partnerships," "dyadic relationships," and/or other forms of "narrative partnerships" to listen to, comprehend, and communicate cognitive and affective experiences relating to the course material.

LEARNING GOALS

For you as a learner, one of the central questions in this class may be: how and why am I "the race" that I am? What does it mean to be this "race" and what social and historical factors led me, my family and my community to this particular place? What are the nuances of a racialized and gendered existence? From this master question, the following five learning goals follow:

To master the key historical and political events shaping our nation's current legacy relating to race, racism, heterosexism, sexism and hate.

To be able to identify and locate the historical and contemporary social, political, economic, religious, cultural, and ideological forces at play affecting race and difference in our society.

To create, critique and apply a functioning theoretical model to understand and explain 2 and 3 above.

To be able to think critically and helpfully about your own and other racial/ethnic groups in our society. (Critical Race Theory, Feminist, Womanist Theory)

To practice and master techniques the democratic tools in our society to be able to create a society in which people of all "races" are able to fulfill their human potential to the maximum extent possible.

REQUIRED READING

1. Wise, Tim - Speaking Treason Fluently: Anti-Racist Reflections from An Angry White Male
2. Crass, Chris - Towards Collective Liberation: Anti-Racist Organizing, Feminist Praxis, and Movement Building Strategy
3. Race Reader - Prof Crain (This is for independent reading and will be your primary tool for your critical reflective essays and final exam)

Extra Credit - You will earn extra credit each week (5 points - starting week 3) if you write a 500 word journal regarding articles in the reader. See instructor for additional instructions.

ASSIGNMENTS & POINT ALLOCATION

Participation

Student Teach-In: In small groups each student will select a section in a book or a selected reading from the syllabus to give a 20-minute student teach in to the class. (40 points)

Weekly Blog: 110 points total (10 points each/ 11 weeks)

Political and Social Analysis

Short Essays (in-class) (3): 120 points total (40 each)

Critical Reflective Essays (2): 150 points total (75 each)

Final Exam: 100 points total

Total Points: 520 points

CLASS SCHEDULE

Grounding ourselves in the issues

WK 1: Weekly Blog

MON: Overview of course, class schedule and assignments

WED: on education (bell hooks), Family Values, Race, Feminism and Public Policy – TWILA L. PERRY (Santa Clara University) [The Essential Social Fact of Race.](#)

WK 2: Weekly Blog

MON: "**Exploring the Depths of White Racist Socialization,**" Tim Wise

READERS AVAILABLE IN CLASS

WED: WISE 1-45

Historical Importance and Contemporary Relevance

WK 3: Weekly Blog, SE 1

MON: CRASS - From Collective Refusal to Collective Liberation: An Introduction, Towards Collective Liberation: What I Believe 1-18

WED: WISE 46-92

WK 4: Weekly Blog

MON: Crass: Section 1, 21-38

WED: WISE 93-139

WK 5: Weekly Blog, Critical Reflective Essay #1

MON: Guest Lecture

WED: WISE 140-182

Understanding the “management” of difference

WK 6: Weekly Blog

MON: Crass: Section 1, 39-105

WED: WISE 183-234

WK 7: Weekly Blog, SE 2

MON: Guest Lecture

WED: WISE 235 - 288

WK 8: Weekly Blog

MON: Crass: Section 2, 109-138

Slavery Footprint Assignment Due

WED: Instructors Slavery Footprint Presentation

Activating your voice for racial justice and social change

WK 9: Weekly Blog

MON: Crass: Section 2/3, 139-178

WED: WISE 289- 317

Student Teach-In, Critical Reflective Essay #2

WK 10: Weekly Blog

MON: WISE 318-351

Student Teach-In

WED: **Student Teach-In**

WK 11: Weekly Blog, SE 3

MON: **Student Teach In/** Guest Lecture

WED: Guest Lecture

WK 12:

MON: Final Exam Due in L13 Mailbox.