RETHINKING RACE: BLACK, WHITE, AND BEYOND

January 28, 2011 through February 11, 2011

Please visit (and often!) the Rethinking Race website for information on dates, times, and locations of presentations, events, and Face-2-Face discussions

www.uakron.edu/race
The Boondocks: Perception vs. Reality

A combination of childhood antics, contemporary political-social satire and a young man’s love of hip-hop, Aaron McGruder’s groundbreaking comic strip, The Boondocks, has turned into a national, thought-provoking hit in both print and on television, challenging minds and attitudes with a searing satirical bent. As a series on Cartoon Network, The Boondocks continues to entice, engage, and enrage with its racially-charged and edgy commentary on the way the world is today.

When McGruder started crafting the original comic strip ten years ago, he just wanted to improve the state of racial discourse and expand the humor on newspaper comic pages. Now a cultural phenomenon, The Boondocks thrives on McGruder’s unapologetically political, socially confrontational, and entertaining viewpoint. The Boondocks has been published as anthologies in Public Enemy #2 and A Right to be Hostile, and McGruder has co-authored the graphic novel, Birth of a Nation. Pulling no punches, he skewers any and all politicians, leaders, and social targets with equal parts honesty and scathing commentary. As one of the youngest, freshest, and sharpest series’ today, he tackles the prickly issues with his outspoken and subversively funny perspective.

Being a show that most students will be familiar with, it has the opportunity to engage the masses in intimate discussion about issues that are usually too taboo.
Preacher Moss

Testimonials:

- "He is an 'undercover agent for social change.'"
- "Delivering some of the most important things you'll ever hear about diversity, he gives you the uncut truth and boy is it funny the way he does it. He's absolutely unforgettable!!"
- "I found myself nodding my head as he spoke the truths of the 'new sexism' as it applies to women's causes. Simply amazing."

Sponsored By:
RHC, RHPB, OMD, ASG
99 Questions
You Always Wanted to Ask an African American but Were Too Afraid for Fear They'd Break Their Foot Off in Your A**

Wednesday, February 9th
7pm SU Ballrooms
Sponsored by: Zips Programming Network

Actor, Playwright, and Associate Professor Mark Cryer has created an insightful, funny, poignant and powerful piece that addresses what we think and what we know about African Americans. Created in response to a racial slur written on a college student’s door, 99 Questions hopes to break down the barriers and begin the long overdue conversation about race.

For more information about Mark Cryer: www.markcryersactthree.com

For more information about ZPN: www.uakron.edu/studentlife/zpn/
Unity Celebration

Date: Thursday, February 10, 2011
Time: 5:30-7:00pm
Location: Student Union, Room: TBD

Food will be provided, speakers, reflection on the events from the last two weeks.

Hosted by: RHC, RHPB, and Residence Life & Housing
Cornel West

Date: Monday, January 31
Time: 7:30pm
Location: EJ Thomas Hall

Topic: Diversity and Multiculturalism

One of America's most provocative public intellectuals, Cornel West has been a champion for racial justice since childhood. His writing, speaking, and teaching weave together the traditions of the Black Baptist Church, progressive politics, and jazz. The New York Times has praised his "ferocious moral vision." Currently the Class of 1943 University Professor in the Center for African American Studies at Princeton. West burst onto the national scene in 1993 with his best-selling book, Race Matters, a searing analysis of racism in American democracy. Race Matters has become a contemporary classic, selling more than half a million copies to date.

In his long awaited life story, BROTHER WEST: Living and Loving Out Loud, A Memoir, West offers a compelling exploration of his heart behind the human mind. Themes include Faith, Family, Philosophy, Love, and Service. He has published 17 other books and has edited 13 texts. West also offers commentary weekly on The Tavis Smiley Show from PRI (Public Radio International). He was an influential force in developing the storyline for the popular Matrix movie trilogy and has served as its official spokesperson, as well as playing a recurring role in the final two films. West graduated magna cum laude from Harvard University and has a Ph.D. from Princeton.

His CDs, Sketches of My Culture and Street Knowledge highlight his belief that growing divisions in our society foster the despair and distrust that undermines our democratic process. By working to create an ongoing dialogue between the myriad of voices in our culture, Dr. West is vigilant in his efforts to restore hope to America. His latest collaboration on Raheem DeVaughn's CD, The Love & War MasterPeace is a tale of two tales through love and war, while taking us on a journey through today's social and political issues. He is a mesmerizing speaker, dynamic philosopher, and enlightened activist. With astute intellect and ferocious moral vision, Dr. West continuously challenges modern thought with great efficacy.
When you look around our country today, there are a lot of things that individuals notice. Turn on the television in the past months and there are negative advertisements related to politics. Listen to the news and you see or hear negativity regarding people of different races, religions, ethnic backgrounds, and even political parties. A lot of this is more than not liking an individual or group, but actually perpetuating hate.

TJ Leyden became a Skinhead at the age of 14 and then spent 15 years of his life as an organizer, recruiter, and one who would promote hate, bigotry, and racism for the Neo-Nazi and White Supremacist movements. He has turned away from these beliefs and now fights against hate, bigotry, intolerance, bullying, and discrimination through education.

This keynote address will give your students the opportunity to hear from someone who actually lived this lifestyle and changed the direction of his life. He has written a book titled Skinhead Confessions, From Hate to Hope. A few lines on the cover state “A background in hate. A life of violence. A love for power. But all he needed was a moment of truth.” These words give you and your students an idea of the content of his talk.

One of the sources to be utilized is his book:


Another resource is his webpage:

There is a lot of background information on various hate groups along with typical questions and answers he has received from students.

Assignment

Besides students attending his talk, they can also read his book and examine the sources on the website. There can be assignments where students write papers about their impressions and/or knowledge of hate groups. Additionally, there can be class discussions of these issues. Some of the topics for papers or discussions could be:

- What makes people join these groups?
- How do people involved in gangs or hate groups change?
- What makes a bigot?
- Is bullying considered hate?
- How widespread are these groups?
- Hate speech versus free speech. Is this part of the First Amendment?
- Legal and punishment for convicted members of hate groups.
- Diversity
- LGBT Issues and Hate Crimes
- Multiculturalism
- Social Justice
- Violence Protection
Rethinking Race

Prof. Gregory H. Robinson
“Chemistry, Race, Football, and O. Henry”
6:00 pm, Wed. February 2, 2011

Abstract: Prof. Robinson will craft a unifying theme between the disparate items in the title as a function of his life experiences.

Brief biography
- Early education was in segregated schools
- 1976, High school diploma, Alexandria High School (Alabama). Letterman in baseball, basketball, and football. Student body president - senior year
- 1980, B.S. in Chem, Jacksonville State U (football scholarship)
- 1984, Ph.D. in Chem, U Alabama
- 1984-1995, Professor of Chemistry, Clemson U
- 1994 Humboldt Research Fellowship
- 1995, Franklin Professor of Chemistry, U of Georgia
- Awards: Southern Chemist Medal, Charles H. Stone Award, Percy L. Julian Award, Charles H. Herty Medal & Lamar Dodd Creative Research Award

Dr. Robinson will also present a seminar on his most recent scientific endeavors.

“Stabilization of Highly Reactive Molecules”
MGH 11, 3:15 pm, Wed. February 2, 2011

Abstract: This presentation will concern Dr. Robinson’s recent efforts of using N-heterocyclic carbenes as stabilizing ligands for highly reactive molecules such as HB=BH, P₂, Si, and As₂.
DeWayne Lucas

Date: Thursday, February 3
Time: 3:15-4:30pm
Location: Student Union Room 335
Topic: “Anger and Post-Racial America”

From the early settlement of the country to today, economics and race has long been linked in the American mindset. When times are tough economically, racial tensions are often high. The frustration seen today in recent debates, rallies, and congressional elections reflect that connection. Whether seen in the Tea Parties, Arizona’s immigration policy, or the 2010 midterm elections, the link between economic frustration and racial antagonism dominates the so-called, if inappropriately called, post-racial era. This talk will discuss some of those links—strong and weak in nature.
Race-based Messages in U.S. Political Campaigns

Keynote Address by

Stephen Maynard Caliendo
Director, The Project on Race in Political Communication

Thursday, February 3, 7:00p.m.
Student Union Theatre

Dr. Caliendo will bring a dynamic presentation examining the role of race in the current political environment. Drawing upon his research on the topic, he will use examples from both his historic and recent political campaigns to show how race plays a role in American politics.

The presentation will be especially useful to courses and course segments that examine:

- American culture
- American politics
- Elections
- Political campaigns
- Advertising
- Communication
- Use of stereotypes
- Socialization
- New media
- Racial conflict
Stephen Maynard Caliendo [press packet] is professor of political science at North Central College. He holds a Ph.D. in political science from Purdue University and focuses his research in the areas of political communication and political psychology. He is the author of the forthcoming Inequality in America: Race, Poverty, and Fulfilling Democracy’s Promise (Westview 2011). His book Teachers Matter (Praeger 2000) examines the effects of political socialization on attitudes toward American political institutions.

Caliendo’s research has been presented at major conferences and published in The Harvard International Journal of Press/Politics and The Journal of Research and Science Teaching. He has authored or co-authored numerous entries in specialized encyclopedias such as Polling in America, The Encyclopedia of Human Rights, and The Encyclopedia of Political Communication. He is a regular analyst for international, national, state and local media outlets.

Forthcoming Book: Race Appeal
How Candidates Invoke Race in U.S. Political Campaigns

Charlton D. McIlwain and Stephen M. Caliendo

In our evolving American political culture, whites and blacks continue to respond very differently to race-based messages and the candidates who use them. Race Appeal examines the use and influence such appeals have on voters in elections for federal office where one candidate is the member of a minority group.

Charlton McIlwain and Stephen Caliendo use various methods of analysis for examining candidates “playing the race card” in political advertisements. They offer a compelling analysis of the construction of verbal and visual racial appeals, and how the news media covers campaigns involving candidates of color.

Combining rigorous analyses with in-depth case studies—including an examination of race-based appeals in the historic 2008 presidential election—Race Appeal is a groundbreaking work that represents the most extensive and thorough treatment of race-based appeals in American political campaigns to date.

For more information, please visit: http://www.raceproject.org/
Brenda J. Allen

Associate Dean Planning and Initiatives
University of Colorado, Denver

“Difference Matters: Communicating Identity in the U.S.”


Brenda J is a Professor of Communications at UC Denver and her visit is co-sponsored by the Honors College with the help of the School of Communications. In addition to the keynote lecture, Brenda J will speak to a Communications class and an Honors College colloquium on the day of her visit.

Brenda J has a remarkably engaging presentation style and she conveys provocative material in a safe and informative way. Her keynote will address how different types of social identity categories and communication styles establish and enact identity and power dynamics.

Brenda J is a remarkable speaker and communicator. Students can be engaged on many levels in order to further the goal of understanding and valuing difference. Disciplinary areas that can be involved include: gender studies, history, sociology, pan-African studies, communication, and gerontology, among others.

Brenda J is open to presenting her ideas in a variety of different venues and her schedule is not completely set. I would appreciate suggestions for classes or other opportunities for interaction with the UA community. Contact lgelfan@uakron.edu or ext. 8679.
**Keynote Speaker:** Dr. Robert Munoz, Jr., Assistant Professor, Portland State University, dual appointment in Chicano/Latino Studies and University Studies.

**Presentation Title:** Just Juan, Can You See Them as American?: Denied, Dreaming and Daring in America for Centuries

**Presentation Date:** Monday, February 7th 7:30pm at the Student Union Theatre

**Also:** Panel member for Tuesday, February 8th. “Disparities in Health Care.”

**Dr. Munoz will address:**
- How attacks on undocumented workers are fundamentally un-American.
- How dominant groups portray of Latinos for political gain, obscuring differences between them different Latino groups and therefore failing to engage with them in a meaningful way.
- How the history of the West and Southwest United States differs from that of the South and the East, and how Americans are now beginning to grapple with it in a way that challenges notions of race and ethnicity.

**Possible Assignment for English Comp:**
1) Write an essay about how much race is a conscious part of their identity. How do they define race? Biologically? Culturally? What does it mean to identify yourself as belonging to one race or another?

**Possible Assignment for Diversity in American Society:**
1) Group project that researches the history of different races in this country, particularly in regards to laws created to encourage or outlaw different immigrant groups based on race.

**Other Disciplines/Topic Connected to Dr. Munoz's Presentations:**
1) American History
2) Political Science
3) Diversity/Multicultural Studies
4) Nursing
5) Sociology
6) Cultural Anthropology
Dr. David R. Williams is the Florence and Laura Norman Professor of Public Health at the Harvard School of Public Health and Professor of African and African American Studies and of Sociology at Harvard University.

He is an internationally recognized authority on social influences on health. His research has focused on trends and determinants of socioeconomic and racial disparities in health, the effects of racism on health and the ways in which religious involvement can affect health. He is the author of more than 150 scholarly papers in scientific journals and edited collections and his research has appeared in leading journals in sociology, psychology, medicine, public health and epidemiology.

He has been involved in the development of health policy at the national level in the U.S. He has served on the Department of Health and Human Services' National Committee on Vital and Health Statistics and on six panels for the Institute of Medicine of the National Academy of Sciences.

His current research includes studying the health of Black Caribbean immigrants in the U.S., examining how race-related stressors (racial discrimination in the U.S. and exposure to torture during Apartheid in South Africa ) can affect health, and assessing the ways in which religious involvement is related to health.
February 1 – 2:00 p.m. – **Evelyn Hu-DeHart, Ph.D.** - *Professor of History and Ethnic Studies, Director, Center for the Study of Race And Ethnicity in America (CSREA), Brown University*

"The Strange and Curious History of the Illegal Alien"

**Outcome:**

Dr. Hu-DeHart will trace the history of the Illegal Alien category of immigrants, beginning with, surprisingly to many, the Chinese who were the first to cross the US-Mexico border in the late 19th/early 20th century after enactment of the Chinese Exclusion Act in 1882, the country's first immigration law.

**Suggested Connections to Programs/Classes:**

- Business School
- Chinese Studies
- College of Education
- Confucius Institute
- History
- Honors College
- Latin American Studies
- Law School
- Pan African Studies
- Political Science
- Sociology
- Women's Studies
"The Strange and Curious History of the Illegal Alien,"
Keynote presentation by Dr. Evelyn Hu De-Hart, Brown University.

Tuesday, February 1st, 2 pm, Student Union Theater

Sponsoring Unit: Office of Diversity.

Suggested Activities, Discussion Questions, and Writing Assignment.

Before the talk:

Before attending the talk, please take a moment to think, and take notes, on what images come to mind when you hear the description of the United States as a “nation of immigrants”. Also, take notes on what comes to mind when you hear the expression “illegal alien”. In addition, please take some quick notes on what appears to inform these ideas (the media, internet, politicians, direct experience).

Questions for discussion after attending the talk:

1) What are the various elements of the historical narrative that celebrates the United States as “a nation of immigrants”? How do understandings about race and about assimilation become incorporated into this celebration of the “uniqueness” of the American nation as discussed by Dr. Hu De-Hart?

2) What historical experiences of immigration, and which groups of immigrants, do not fit neatly into this meta-narrative? And why?

3) In what ways did the United States’ policies and laws restricting the immigration of Chinese and Mexicans since the nineteenth century create the category of the “illegal alien”? And what were the reasons for the exclusion of Chinese and the restriction of Mexican immigrants in US immigration policy?

4) What did categorizing Chinese immigrants as “illegal aliens” mean in law and in practice? What does categorizing Mexican immigrants as “illegal aliens” now mean in practice?

5) What has been the relationship between the changing needs for labor in the United States and official immigration policies toward Mexicans?

6) Refer to the notes you took before the talk on the concepts “nation of immigrants,” and “illegal alien” and think how similar or different those ideas are to the ones presented during the talk. What might explain the similarities and/or differences?

Writing Assignment: After attending the talk and discussing these questions in class, write a short paper that addresses the following question: Would knowledge among media outlets, policy makers, and the American population at large, about the historical creation of the category of the “illegal alien” help address at least some of the fears about the threat that “illegal aliens” represent to “American security” and “national identity” as many Americans see it in the present? Why yes or not? If yes, how would this knowledge be helpful? If not, why not?

Questions prepared by M. Santos santos@uakron.edu
February 2 – 12:00 p.m. – **Rosina Hassoun, Ph.D.** – Assistant Professor, Human Medicine/Public Health Program Center for Integrative Arts and Humanities, Department of Anthropology, Michigan State University –

“**Islam-o-phobia: Racialization and Stereotyping of Arabs and Muslim Americans**”

**Outcome:**

Since the events of September 11, 2001, Muslims and brown-skinned people in this country are under siege. While many have in fact been picked up and jailed without any probable cause, the majority, immediately following 9-11, were living in virtual internment camps. The climate for Arabs and Muslims today is very much as it was for Americans of Japanese descent during World War II.

**Suggested Connections to Programs/Classes:**

- Business School
- College of Education
- History
- Honors College
- Law School
- Pan African Studies
- Political Science
- Religious Studies
- Sociology
- Women’s Studies
February 9 – 2:00 p.m. – **Mr. Hari Jones** – Curator of the African American Civil War Memorial & Museum, Washington, D.C.

“Slavery to Freedom: Civil War to Civil Rights... and Beyond”

**Outcome:**

The experience of the African Americans in the Civil War was unlike any other soldier in any American conflict before or since. While all soldiers enter battle with certain fears, African Americans knew they not only faced the possibility of being killed or wounded, but also enslavement or execution if they were captured. They quite literally were fighting for their own freedom.

White commanders often doubted their abilities and courage in battle and relegated them to manual labor and menial tasks. For most of the Civil War, these soldiers were paid less than their white counterparts. In spite of prejudice and discrimination, African Americans fought bravely in hundreds of battles and skirmishes, and were instrumental in leading the Union to victory in 1865.

**Suggested Connections to Programs/Classes:**

- Business School
- College of Education
- History
- Honors College
- Latin American Studies
- Law School
- Pan African Studies
- Political Science
- Sociology
- Women’s Studies
Akron Color Line Project
Performing Race: Stories of Akron and the Civil Rights Movement

Collaborators:
James Slowiak, Professor of Theatre
Donna Webb, Professor of Art
Sandra Spickard-Prettyman, Associate Professor of Education
Patricia Hill, Associate Professor of Communication
Carolyn Behrman, Associate Professor of Anthropology
Bill Lyons, Professor of Political Science
Center for Applied Theatre and Active Culture/New World Performance Laboratory
Center for Conflict Management
Active Research Methods Lab (ARM)
College of Creative and Professional Arts
College of Arts and Sciences
School of Dance, Theatre, and Arts Administration
Akron Metropolitan Housing Authority
Akron Urban League
Vernon Odom Foundation

In Fall 2008, an interdisciplinary team of professors and community organizations initiated the Akron Color Line Project. This team, which included teachers, advanced students, actors, and artists, attended training sessions in story circle methodology led by John O’Neal and Theresa Holden of Junebug Productions, New Orleans, LA. Professors from the team have included story circle methodology in their courses and have either required or invited their students to conduct fieldwork and attend public story circles held during Rethinking Race Week 2009 and 2010 and at other times, on campus and throughout the community.

The reaction of the students and community members to this process has been extremely positive. The meetings (inter-generational and inter-cultural) leave strong impressions on all involved. As we continue work on developing this project, the possibilities for research and creative activities that both provoke and heal are stimulating.

On Thursday, February 10, 2011 at 7:30pm, as part of EJ Thomas’s Stage Door Series, University of Akron students, under the direction of theatre professor James Slowiak, will perform stories from the Akron Color Line Project. From the sweet sounds of jazz on Howard Street to the bitter smell of tear gas on Wooster Avenue; from Sojourner Truth to Barack Obama, these stories provide a provocative and personal portrait of our community, its promise and its continuing struggle with racism. Tickets are free for UA students. $10 General Admission. In our current environment, the need for the Color Line Project in Akron becomes more and more obvious.

Faculty members of the Color Line Project Research Team are available to visit classes or answer questions about Story Circle methodology and the Akron Color Line Project. It can be a useful tool for generating discussion and dissolving boundaries in the classroom.
The 2011 Face 2 Face (F2F) conversation team invites you to propose and facilitate F2F conversations during the overall 2011 Rethinking Race program. Face 2 Face (F2F) conversations are discussions dealing with race and diversity and beyond, such as age, gender, orientation, culture, etc. The conversations are typically held in the Student Union; a casual setting that encourages open conversation. As the facilitator, you open the topic, perhaps by making a few beginning remarks or reading a selected passage or posing a question, etc, letting the audience gradually join in starting the group conversation. You can choose to lead a conversation by yourself or you can invite others to help you lead the conversation. Panel discussions also work well as F2F conversations. While basic ground rules about courtesy will be given at each conversation, there are no rules for the F2F conversations...we want them to be very open, lively and flow!

The first step in facilitating a conversation is to select a topic. Ideas for topics can come from a variety of sources; research projects, articles, observation/discussion from your classes, etc. Once you have decided on a topic, I will need the following information ASAP so that it can be included in a syllabus, which is being prepared for faculty to use to encourage participation in Rethinking Race:

1. The Title
2. Name of facilitator(s)
3. Your approach to the topic focusing on how the facilitator will provide an illuminating and interesting opportunity for students to engage with other students in a conversation about the topic structured to avoid reinforcing stereotypes and increase understanding.
4. Time and Location and Length
5. Any supporting materials (illustrations, handouts, recommended books, etc)

The F2F conversations will be held over a two-week period, Monday - Friday during the weeks of 31 January and 11 February 2011. Space in the Student Union has already be reserved and allocated for F2F conversations, so you simply need to select an available date and time. However, if you have another location that may be better suit your conversation, you may propose its use to the committee. Please review the details with us and then you can confirm the location.

If you would like more information or are interested in hosting a Face 2 Face conversation, but lack a topic – One can be provided. Please contact us immediately by emailing me, sk71@uakron.edu, or any other subcommittee member.

Thank you,

Face 2 Face Conversation Subcommittee
Sukanya Kemp, sk71@uakron.edu
Kathy DuBose, dubose@uakron.edu
Michelle Byrne, mwb@uakron.edu
Dr. Frank Ward, Jr.
Music by African-American Composers
Sunday, January 30 at 3 p.m.
Guzzetta Recital Hall

Songs of African-American life and culture including *a cappella* spirituals, art songs and vaudeville era songs.

Works by H. T. Burleigh, Howard Swanson and Adolphus Hailstork, with poetry by Frederick Douglas, Langston Hughes and Ohio native Paul Laurence Dunbar.

Dr. Ward will feature music by brothers James Weldon Johnson and J. Rosamond Johnson, composers of *Lift Every Voice and Sing*. Very active and influential in America’s early musical theater life, their efforts paved the way for such noted American composers as Irving Berlin, Cole Porter and George Gershwin.

The concert is free, family-friendly and open to the public. Guzzetta Recital Hall is at 139 E. Buchtel Ave. on the campus of The University of Akron. For more information, call 330-972-8301 or visit [www.uakron.edu/music](http://www.uakron.edu/music).
New UA School of Music Assistant Professor Dr. Frank Ward, Jr. will present a concert of Music by African-American Composers on Sunday, January 30 at 3 p.m. in Guzzetta Recital Hall. This recital will explore many facets of African-American life and culture including *a cappella* spirituals, art songs and vaudeville era songs. Works by H. T. Burleigh, Howard Swanson and Adolphus Hailstork, with poetry by Frederick Douglas, Langston Hughes and Ohio native Paul Laurence Dunbar.

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"Truth Be Told" theatre production of HOME by Samm-Art Williams on

Friday, February 11, 2011 at 5:30 pm in the Student Union Gardner Theatre

1) Topic

A staged reading of a play about the struggles of the African American male in the 1950's up to present day in the American South. The play deals with the social, economic, and psychological issues that are unique to the African American male as he struggles to find his dignity and self preservation in a world that systematically judges him without thought, brutally rips into his self-esteem without pity, and destroys his potential growth without conscience. The play contributes a new perspective on these issues by viewing the application of these social wrongs as it applies to the actions of individuals within the same race.

2) What will the student learn and how will the topic engage his/her mind.

Most students consider racism to be that which is inflicted between two or more contrasting cultures. This play exposes the hypocrisy of blatant disrespect shown between people within the same culture or race, which often does more harm than discrimination of race against race. Because it comes from within one's own culture, it destroys the very core of self-image, as well impacts the future of younger generations who witness this suicide from within. Cannibalism destroys indiscriminately.

3) Suggested connections to programs.

This production will stimulate conversations in courses that deal with human behavior/psychology, American history, theatre, and the dynamics of bullying that are currently being discussed in America. Any course that examines the journey of man's self-discovery that ultimately leads back to home, love, peace, and the satisfaction of life's achievements would benefit in seeing and discussing this play as it relates to the process of rethinking race.
Rethinking Race: Black, White and Beyond
and the Department of History present
“A Class Apart: A Mexican American Civil Rights Story”

Tuesday, February 8th, 2 pm
Student Union Theater

Documentary overview: In 1951 in the town of Edna, Texas, a field hand named Pedro Hernández murdered his employer after exchanging words at a gritty cantina. From this seemingly unremarkable small-town murder emerged a landmark civil rights case that would forever change the lives and legal standing of tens of millions of Americans. A team of unknown Mexican American lawyers took the case, Hernandez v. Texas, all the way to the U.S. Supreme Court. Arguing that Hernández could not get a fair trial, since the all-white jury did not represent a jury of his peers, the lawyers fought for the acknowledgement that Mexican Americans were “a class apart,” a group that had suffered widespread social, if not legal, discrimination since 1848, and a group that did not neatly fit into a legal structure that recognized only black and white Americans. In achieving a positive ruling from the Supreme Court, based on the reasoning that Mexican Americans were protected under the 14th Amendment, as they were indeed “a class apart,” the lawyers and the community that supported them successfully challenged Jim Crow-style discrimination against Mexican Americans. This is a PBS, American Experience, 2009 documentary.

Suggested Programs/Courses: Cultural Diversity, Anthropology, Sociology, Political Science, History, Spanish, Law School, Business, College of Education, Honors College, Nursing, etc.

Possible classroom activities after students watch the movie:
1) As a class, examine the written opinion of the Court by Chief Justice Earl Warren, available in the link below. In groups, discuss the basis of the arguments of Hernández’s lawyers, the evidence of discrimination against Mexican Americans presented in the case, and the reasons why the Court did not accept the State of Texas’ arguments.
2) After watching the movie, have each student bring to class a news article, editorial, or research report on the topic of illegal immigration to the United States, published within the past 6 months. Ask each student to present her or his article and as a class discuss the following questions:
a) What are some ideas for dealing with illegal immigration that have recently been proposed or enacted at the local, state, or federal level?

b) What are the main arguments for and against these ideas?

c) Do any of the articles suggest that efforts to fight illegal immigration are harming Hispanic citizens and their civil rights? If so, how?

Possible Topics for Response Papers after students have seen the documentary:

1) The Significance of Historical Memory:

a) Did you already know about the history recounted in the film? What is the impact of people and communities knowing or not knowing this history? Who benefits and who is harmed by having this history remain invisible? In particular, how might greater knowledge of the Hernandez case influence the way Latinos see themselves today?

b) What role does the acknowledgment of historical wrongs play in a nation’s ability to heal from long-term discrimination? In your view, what form should that acknowledgment take?

2) Citizenship and Constitutional Protections

a) The film observes that, “Legal citizenship for Mexican Americans was one thing; equal treatment turned out to be quite another.” In what ways can laws guarantee equality? In what ways are laws limited in their ability to guarantee equality? In addition to changing laws, what kinds of things need to happen to eliminate discrimination when it is infused in the social code (not just the legal code) of a community or country?

b) Why did attorneys representing the State of Texas support the right of the court to exclude Mexican Americans from juries? How would inclusion of Mexican Americans, especially in trials of white defendants, challenge the social order? How would you define or describe a “jury of your peers”? Would it have to include people of your race, ethnicity, socioeconomic class, age, or gender? Why or why not? Why is judgment by a jury of peers important enough to American democracy that it is guaranteed by law?

c) What do you learn from the film about the significance of the Supreme Court? Why did the Hernandez lawyers feel the need to have their case heard before the Supreme Court?

3) Prejudice and Discrimination

a) Prior to viewing the film, what images came to mind when you heard the term Mexican American? What were the sources of your ideas about Mexican Americans? In what ways did the film confirm or challenge your ideas?

b) Given the history of discrimination against Mexican Americans because they were not perceived as white, how is it that the United States came to define Mexican Americans as legally white? What role did racism play in the designation of Mexican Americans as white?

c) What are the long-term effects of pervasive discrimination such as being denied jobs, being prohibited from buying homes in good neighborhoods, not having quality schools, or the existence of “sundown towns”? How have those effects filtered through subsequent generations, even after the most blatant discrimination has ended? Is there discrimination against Latinos today? If so, how has it changed?

Questions adapted from “A Class Apart,” Teachers Guide, http://www.pbs.org/Americanexperience by M. Santos, santos@uakron.edu
Examples of Possible Assignments

Sample Assignment 1: In addition to our other course readings, please read carefully the texts you will find under Content on Springboard for this section of the course: (1) Peggy McIntosh’s “White Privilege” (located at: http://www.uakron.edu/centers/conflict/Food.php) and (2) the short excerpt from Race Matters (on Springboard and pasted below). In the assignment prepare to respond to the three prompts (with about one, single-spaced, page per prompt) about reframing racial conflict on the basis of (1) course readings and (2) West’s analysis, including the analysis presented in his keynote address at EJ Thomas on January 31, 2011 as a part of UA’s Rethinking Race.

Excerpts from Race Matters by Cornel West
From Chapter One: “Nihilism in Black America” (pp. 9-20)

- "Liberal structuralists call for full employment, health, education, and child-care programs, and broad affirmative action….Conservative behaviorists promote self-help programs, black business expansion, and non-preferential job practices…
- Liberal structuralists overlook the nihilistic threat [and] hesitate to talk honestly about culture, the realm of meanings and values…
- …Conservative behaviorists talk about values and attitudes as if political and economic structures hardly exist. They rarely, if ever, examine the innumerable ways in which black people do act on the Protestant ethic and still remain at the bottom of the social ladder….
- This debate must go far beyond the liberal and conservative positions in three fundamental ways.
- First, we must acknowledge that structures and behavior are inseparable, that institutions and values go hand in hand. How people act and live are shaped—though in no way dictated or determined—by the larger circumstances in which they find themselves. These circumstances can be changed…. 
- Second, culture is as much a structure as the economy or politics; it is rooted in institutions such as family, schools, churches… [So,] how people act and live are shaped by the larger [political and economic, and cultural] circumstances in which they find themselves… [and] these circumstances can be changed.
- Third, we must delve into the depths where neither liberals nor conservatives dare to tread, namely into the murky waters of despair and dread that now flood the streets of black America. To talk about depressing statistics of unemployment, infant mortality, incarceration, teenage pregnancy, and violent crime is one thing. But to face up to the monumental eclipse of hope, the unprecedented collapse of meaning, the incredible disregard for human (especially black) life and property in much of black America is something else.
- The liberal/conservative discussion conceals the most basic issue now facing black America: the nihilistic threat to its very existence. This threat is not simply a matter of relative economic deprivation and political powerlessness—though economic well-being and political clout are requisites for meaningful black progress. It is primarily a
question of speaking to the profound sense of psychological depression, personal worthlessness, and social despair so widespread in black America."

As you listen to Cornel West’s keynote address, consider the following three prompts…

1. Compare and contrast the ways the West frames our conversation and analysis of race and racial conflict in his keynote with his earlier framing in Race Matters, with Peggy McIntosh’s framing. Which strikes you as the most productive approach…and why (this is the key part of this prompt…whichever you see as the most productive…DEFEND that claim)?

2. Analyze West’s EJ presentation in terms of Schattschneider’s analysis of the struggle over issue salience and conflict displacement. Does Schattschneider get it right…do we observe these dynamics that he calls the most basic dynamics in politics as central to West’s analysis of race, racial conflict, and politics today?

3. Does the analytical framework provided by Schattschneider help us see and better understand West’s contributions to our ongoing struggle over how to talk and think about racial conflict in ways that might increase the possibility of achieving agreements that will move us forward together?

Sample Assignment 2: Attend the Steve Calinedo keynote on Thursday February 3, 2011 at 7pm in the Student Union Theater. Also attend the Color Line Project student performance (Thursday February 10, 2011 at EJ Thomas Stage Door). And attend EITHER the Face2Face conversations/story circles immediately following the student performance, OR attend the Face2Face conversation on media and race scheduled for Thursday February 3, 2011 from 1:45-2:30 in SU335.

Listen for the often untold stories about race and place in America…the stories and sentiments and perspectives and experiences that our more standard, conventional histories do not tell in this way, or downplay, or frame differently, or leave out entirely. Prepare to write the following paper bringing together the West keynote, the student performance, Steve Calinedo’s presentation on media, elections and race and the Face2Face conversations.

Write a short (two-page, single spaced) paper where you identify these untold stories and analyze these as (less than successful, at least so far) strategic efforts to participate in the ongoing struggles over issue salience, conflict displacement, and how to frame particular conflicts (in the news, in conversations, in history books, in cultural venues).

Sample Assignment 3: Attend at least three additional Rethinking Race events of your choosing and for each event write a one-page, single-spaced, summary of the central arguments presented that connects these arguments to the material or conversations from our class.
Selected Resources on Keynote Speakers and Events for 2011 Rethinking Race

**Cornell West**
West’s website:
http://www.cornelwest.com/

**YouTube Clips:**
YouTube Search for West
http://www.youtube.com/results?search_query=Cornel+West&search_type=&aq=f

**Books:**
**Brother West: Living and Loving Out Loud, A Memoir**

**Hope On A Tightrope:** Words and Wisdom

**The Covenant with Black America**

**The Covenant** In Action

**Democracy Matters: Winning the Fight Against Imperialism**

**Race Matters**

**The Cornel West Reader**

**Keeping Faith: Philosophy and Race in America**

**Restoring Hope**

**Prophesy Deliverance! An Afro-American Revolutionary Christianity**

**Prophetic Fragments: Illuminations of the Crisis in American Religion and Culture**

**The War Against Parents**

**The African-American Century: How Black Americans Have Shaped Our Country**
Evelyn Hu-DeHart
Articles

Missionaries, miners, and Indians: Spanish contact with the Yaqui nation of Northwestern New Spain, 1533-1820


99 Questions
Website:

A performance review from DePauw University:

TJ Leyden
Website:

Book:
Skinhead Confessions, From Hate to Hope. Springville, UT: CFI.

YouTube Clips:
Search for T J leyden
http://www.youtube.com/results?search_query=t+j+leyden&aq=f

Hari Jones
Website:

Video of 2009 lecture:
http://www.civilwar.org/video/usctharijones.html

News article on Hari Jones’ visit to Berea College. Hari Jones Sets the Record Straight,
http://www.berea.edu/bcnow/story.asp?ArticleID=1423

Preacher Moss
Website:
http://www.myspace.com/preacherm

YouTube Videos:
Preacher Moss on YouTube
http://www.youtube.com/results?search_query=Preacher+Moss&aq=f
Colorline Project
Website: http://www.artsusa.org/animatingdemocracy/labs/lab_004.asp

Rossina Hassoun
Books

Reports

General islamophobia references

Brenda I Allen
Books

Articles


YouTube Clips:
Public Speaking: Elements of Public Speaking
http://www.youtube.com/watch?v=YvlfN5G6424&feature=fvsr

Public Speaking: The Meaning of Inclusion
http://www.youtube.com/watch?v=0kDS0eh2YjI

Steven Caliendo  
**Books**  
*How Candidates Invoke Race in U.S. Political Campaigns*

**Articles**  

**Recommended Resources on the General Topic of Race**

**Videos:**  
*Eyes on the Prize*. PBS Documentary Series  
*A Class Apart: A Mexican American Civil Rights Story*  
*In Whose Honor* (film about Native American mascots)  
*The Power of An Illusion* PBS Series on race in America

**Websites:**  
American Anthropological Association on Race  

**General Race, Racism and Privilege**  
Ani, Marimba. *Yurugu: An African-Centered Critique of European Cultural Thought and Behavior*.  

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Cohen, Mark Nathan. *Culture of Intolerance*.


Dyson, Michael Eric. *Come Hell or High Water: Hurricane Katrina and the Color of Disaster*.


Feagin, Joe and Hernan Vera. *White Racism*.


Jensen, Derrick. *The Culture of Make Believe*.


Johnson, Alan. *Privilege, Power and Difference*.

Kendall, Francie. *Understanding White Privilege*.


Kozol, Jonathan. *Amazing Grace*.

Lewis, Michael. *The Culture of Inequality*.

Lipsitz, George. *The Possessive Investment in Whiteness*.


Perea, Juan, ed. *Immigrants Out! The New Nativism and the Anti-Immigrant Impulse in the United States*.

Perry, Pamela. *Shades of White* (ethnography about race in American history)

Robinson, Randall. *Quitting America: The Departure of a Black Man from His Native Land*.

Singley, Bernestine. *When Race Becomes Real: Black and White Writers Confront Their Personal Histories*. 
Steinberg, Stephen. *The Ethnic Myth: Race, Ethnicity and Class in America*.

Tatum, Beverly Daniel. *Why are all the Black Kids Sitting Together in the Cafeteria?*

Thandeka. *Learning to Be White: Money, Race and God in America*.

Trenka, Jane Jeong, et al. *Outsiders Within: Writing on Transracial Adoption*.


Wise, Tim. *Speaking Treason Fluently: Anti-Racist Reflections from an Angry White Male*.

**History of Race, Racism and Whiteness** (Author and links if underlined)


Blackmon, Douglas. *Slavery by Another Name: The Re-Enslavement of Black Americans from the Civil War to World War Two*.


Dray, Philip. *At the Hands of Persons Unknown: The Lynching of Black America*.

Drinnon, Richard. *Facing West: The Metaphysics of Indian Hating and Empire Building*.

Guglielmo, Jennifer and Salvatore Salerno, eds. *Are Italians White? How Race is Made in America*.

Horsman, Reginald. *Race and Manifest Destiny*.

Ignatiev, Noel. *How the Irish Became White*.


--- *Sundown Towns: A Hidden Dimension of American Racism*.


Taylor, Gary. *Buying Whiteness: Race, Class and Identity from Columbus to Hip-Hop.*


**White Anti-Racism**

Aptheker, Herbert. *Anti-Racism in U.S. History: The First Two Hundred Years.*


Collum, Danny Duncan. *Black and White Together: The Search for Common Ground.*

Braden, Anne. *The Wall Between.*


Schultz, Debra. *Going South: Jewish Women in the Civil Rights Movement.*

Segrest, Mab. *Memoir of a Race Traitor.*


Stanton, Mary. *Freedom Walk: Mississippi or Bust.*

---*From Selma to Sorrow: The Life and Death of Viola Liuzzo.*

Stringfellow, William. *My People is the Enemy.*


Thompson, Becky. *A Promise and a Way of Life: White Antiracist Activism.*


**Responding to the Right**

Armour, Jody David. *Negrophobia and Reasonable Racism.*


Fischer, Claude, et al. *Inequality by Design: Cracking the Bell Curve Myth.*

**Race and Education**

Anyon, Jean. *Radical Possibilities: Public Policy, Urban Education and a New Social Movement.*

Blau, Judith. *Race in the Schools: Perpetuating White Dominance?*

Derman-Sparks, Louise and Carol Brunson Phillips. *Teaching/Learning Anti-Racism.*


Freire, Paulo. *Pedagogy of the Oppressed.*


Kailin, Julie. *Antiracist Education: From Theory to Practice.*

Perry, Theresa, et al. *Young Gifted and Black: Promoting High Achievement Among African American Students.*


Wise, Tim. *Affirmative Action: Racial Preference in Black and White*

**Race and Economics**


