



### III. Statement of Course Need

- A. The need is societal as well as academic, and the problem global as well as local. The growing spectacle of racism, immigration crises and genocide around the world and the resurgence of denials of the Holocaust and anti-Semitism compel attention and response. Clearly the current social climate in the United States requires the need for such a course. The State of New Jersey is in the forefront of states requiring that teachers take courses and participate in workshops to improve understanding of the causes of racism and ways to combat it. This course fulfills this mandate at the College level and addresses one of the primary aspects of our college's mission statement. Importantly the course offers students the opportunity to participate in an inter-disciplinary class taught by multiple instructors. Thus, students learn that different scholars can examine the same issue from varying perspectives and at times disagree. Two or three different faculty members representing anthropology, history and English may teach the course. The course must include at least two of the represented disciplines.
- B. This course does not have a lab component.
- C. Transferability of this course:
  - 1. This course generally transfers as a general education elective.
  - 2. This course generally transfers as a Global and Cultural Awareness General Education course.

### IV. Place of Course in College Curriculum

- A. Free Elective
- B. This course serves as a Global and Cultural Awareness General Education course.
- C. This course serves as a program elective for the Human Services/Pre-Social Work, AS degree
- D. To see course transferability: a) for New Jersey schools, go to the NJ Transfer website, [www.njtransfer.org](http://www.njtransfer.org); b) for all other colleges and universities, go to the individual websites.

### V. Outline of Course Content

The outline of the course combines a thematic and chronological progression and includes culturally unique and globally pervasive manifestations of racism.

- A. Racism: Universal or Historical?
  - a. Perceptions of The Other
  - b. Ancient and non-Western ideas of race
  - c. Language, race, and racism.
- B. Settler Colonialism: expansion and exploitation
  - a. Chinese and Arab expansion
  - b. European colonialism and indigenous populations
  - c. European slave societies
- C. The Internal Other: religion, ideology, and class

- a. Outcastes: labor, purity, and pollution
- b. Anti-Semitism: religious intolerance to racist
- c. Racist science and ideology
- D. The Holocaust
  - a. Secular anti-Semitism and scientific racism
  - b. Internal and External Others and Settlement
  - c. The Final Solution
- E. Imperial and Post-Imperial Genocide
  - a. Imperial dividing and balancing: India and USSR
  - b. National, Ethnic, and Religious Independence: Turkey and Yugoslavia
  - c. Old Others in New Clothes: Rwanda and Myanmar
- F. The Legacy of Settler Societies: Unfinished Business
  - a. The United States and Brazil
  - b. Australia and Canada
  - c. Israel and South Africa
- G. Global Solutions
  - a. Treaties and declarations
  - b. Tribunals and commissions
  - c. Affirmative Action and Reparations

## **VI. General Education and Course Learning Outcomes**

### **A. General Education Learning Outcomes:**

At the completion of the course students will be able to:

1. use the information and methods provided by different disciplines to better understand the causes of racism (GE 5, GE 6, GE 7),
2. recognize the ethical issues involved in human classification and prejudice (NJCC Integrated Goals),
3. provide social explanations for the presence of specific patterns of racism in different societies (GE 1, GE 5, GE 7),
4. determine what evidence may be needed to evaluate different theories (GE 3),
5. identify the differing responses of societies and individuals when confronted with racism (GE 1, GE 5, GE 7, GE 8).

### **B. Course Learning Outcomes:**

**At the completion of the course, students will be able to:**

1. Cite the historical/social conditions under which racism occurs
2. Contrast the different ways in which the different disciplines (Anthropology, English and History) approach the problem of racism
3. Contrast the ways in which at least three historical cases developed racism
4. Contrast the different ways in which three societies confronted racism
5. Demonstrate how language is used to reinforce racism
6. Demonstrate how both equality and racism are mediated throughout culture

### **C. Assessment Instruments**

Given the outcomes described above, LIST which of the following assessment methods may be used; please note any instruments that will be *required* to assess outcomes as listed above (e.g., research papers for information literacy):

1. research papers
2. demonstrations
3. essays
4. journals
5. presentations

### **VII. Grade Determinants**

- A. essays
- B. journals
- C. projects
- D. tests
- E. presentations

Given the goals and outcomes described above, LIST the primary formats, modes, and methods for teaching and learning that may be used in the course:

- A. lecture/discussion
- B. small-group work
- C. guest speakers
- D. student oral presentations
- E. student collaboration

### **VIII. Texts and Materials**

The list of assigned materials may include but is not limited to:

Books

Racism: A Global Reader by Reilly, Kaufman and Bodino

Night by Eli Wiesel

Kindred by Octavia Butler

Films:

Passage to India

The Mission

Eyes on the Prize (documentary)

Race (documentary)

Black Robe

Online resources

For their journals students are asked to review online newspapers and magazines for content related to the course.

Please Note: The course outline is intended only as a guide to course content and resources. Do not purchase textbooks based on this outline. The RVCC Bookstore is the sole resource for the most up-to-date information about textbooks.

## **IX. Resources**

From one semester to the next we have asked for a librarian to provide a class on information literacy for purposes of evaluating source materials.