INSTRUCTOR: Joon K. Kim

COURSE DESCRIPTION

The seminar will engage students in the exploration of different ways of knowing across cultures by understanding different cultural perspectives and analyzing how cultural values differently inform research methodologies. The seminar considers how cultural values inform what counts as knowledge, and by whom; the methods employed to gain or affirm knowledge; the values attributed to knowledge; and moral implications of how knowledge is constructed, evaluated, and reproduced. Specifically, this course will provide experiences for students to critically and analytically reflect on how power, privilege, cultural identities, historical frameworks, social systems, and cultural backgrounds influence what we know about self, others, and the world. These reflections will involve examples of how social and historical gaps, omissions, and shifts in knowledge, including what is not known, what cannot be known, and what is un-known (which may have been disregarded, discarded, or forgotten) often reflect competing cultural perspectives and values. Students will also learn to understand the effects of cultural bias on the interpretation of facts, empirical data, observation, and experience, and how this shapes understandings of the possibility for certainty and objective knowledge. In this way, students will explore how cultural values inform and influence which research methodologies are used for knowledge production, construction, and acquisition. By analyzing contemporary case studies or issues on a theme, students will further integrate and evaluate different ways of knowing.

The U.S. society and history are unlike any other. We are a nation founded on the lofty ideals of freedom, equality, and rule of law. The ratification of the 14th Amendment to the Constitution affirmed these principles and established new standards for equality and fairness. However, our history is simultaneously replete with examples that significantly deviate from such principles. As a nation, we have long struggled with this contradiction, and, the persistence of inequalities continues to pose challenges for us today. Race (relations, conflicts, identities) is one such area where the tension between the promises of these ideals and the lived realities seems to be an enduring feature of an American experience. This seminar-course seeks to uncover how the concept of race originated, surveys key historical moments when race took the center stage, and commissions us to struggle together to figure out ways to move forward as a society.

COURSE LEARNING OBJECTIVES

After completing this course, a successful student will be able to:
1. Identify and analyze how cultural values influence ways of knowing on individual, societal, and global levels in a diversity of academic disciplines and social contexts.
2. Apply and integrate diverse ways of knowing to analyze and interpret contemporary issues and topics.
3. Articulate how cultural frameworks and social systems influence what knowledge is produced and how knowledge is constructed, expressed, accepted, and contested.
4. Understand the limits of knowing, how knowledge changes, and the social, historical, political, and cultural influences that shape ways of knowing across cultures.
5. Critically assess issues of identity, culture, ownership, and power as they relate to the processes of knowledge production across cultures.
6. Recognize and apply interdisciplinary connections and intercultural overlaps among ways of knowing across cultures.
7. Describe and evaluate how different methodologies influence ways of knowing and what is known.
REQUIRED TEXTS:

**Unless specified, all readings (articles, statutes, laws) will be available in Canvas.**

**COURSE SCHEDULE: TOPICS, READINGS, AND OTHER MATERIALS**

**Weeks 1 through 5 – The Nature and Values of Knowing**

**Week 1: What is Knowing?**
Wallace Stevens, “Thirteen Ways of Looking at a Blackbird”
Thomas Nagel, “What is it Like to be a Bat?”
Gerry Callahan, “Chimera”

**Week 2: How Do We Know and What Are the Challenges of Knowing?**
Optional: Words that Change the World – Radiolab Presentation (http://www.radiolab.org/story/91728-words-that-change-the-world/)
Binyavanga Wainaina, “How to Write about Africa”.
Colors – Radiolab Presentation (http://www.radiolab.org/story/211119-colors/).

**Week 3: What Do We Know and How Is It Expressed?**
Anne Fadiman, ”The Spirit Catches You and You Fall Down: Epilepsy and the Hmong”

**Week 4: Who Owns Ways of Knowing?**
Eli Clare, *Exile and Stones* excerpt.
Optional: Michael Foucault, “Two Lectures” from *Power/Knowledge*

**Week 5: What are the Purposes of Knowing?**
Richard Feynman, “The Value of Science”
Martha Nussbaum, *Not for Profit*, Chapter II
Ray Bradbury, “The Flying Machine”

**Weeks 6 through 12 – Integration of Knowing (Case Studies)**

**Week 6: Historical and Contemporary Significance of Race in American Society: An Introduction**
- Salience of race in American history
- Bacon’s Rebellion and Slave Codes
- Social construction of race

**Articles:**
Week 7: Citizenship and National Belonging
- Meaning of Citizenship in Law and Practice: *jus sanguinis and jus soli*
- What are the criteria for membership and belonging?
- Who/What is an American?

Statutes and Court Cases:
- 1790 “An Act to Establish an Uniform Rule of Naturalization”
- 1857 Dred Scott v. Sandford
- 1870 Naturalization Law
- 1897 In Re Rodriguez
- 1922 Takao Ozawa v. United States
- 1923 United States v. Bhagat Singh Thind

Articles:

Week 8: Westward Expansion and Metaphysics of Colonization
- Native American removal
- The Mexican American War
- The frontier thesis – Manifest Destiny

Statutes and Treaties:
- 1830 Indian Removal Act
- 1848 Treaty of Guadalupe Hidalgo
- 1851, 1868 Treaty of Fort Laramie

Articles:
- Guardino, Peter. 2014. “‘In the Name of Civilization and with a Bible in Their Hands:’ Religion and the 1846-48 Mexican American War,” *Mexican Studies/Estudios Mexicanos*, 30(2).

Week 9: Reconstruction, Birthright Citizenship, and a New Social Order
- Reconstruction triumphs and failures
- Black codes and a new social system
- Equal protection, due process, and birthright citizenship

Statutes, Treaties, and Court Cases:
- 1868 Fourteenth Amendment
- 1886 Yick Wo v. Hopkins
1896 Plessy v. Ferguson
1898 Treaty of Paris

Articles:

**Week 10: Plenary Power and Immigration Acts**
- Chinese Exclusion and Japanese Agreement
- Internal Passport
- Asian, Eastern European, Filipino and Mexican Immigration

**Statutes, International Treaties and Court Cases:**
1868 Burlingame Treaty
1882 Chinese Exclusion Act (1889 Chae Chan Ping v. U.S.)
1892 Geary Act (1893 Fong Yue Ting v. U.S.)
1907 Gentlemen’s Agreement
1917 and 1924 Immigration Acts
1934 Tydings-McDuffie Act

Articles:
Chin, Gabriel J. “Segregation’s Last Stronghold: Race Discrimination and the Constitutional Law of Immigration”

**Week 11: Segregation, Internment and Anti-Miscegenation**
- Forced Sterilization
- Social engineering
- Social distance

**Statutes and Court Cases:**
1924 Racial Integrity Act
1927 Buck v. Bell
1943 Hirabayashi v. United States

Articles:

**Week 12: Civil Rights Movement and the Meaning of Equality Revisited**
- Brown v. Board of Education
- Immigration and Citizenship
- Affirmative Action and Diversity in Higher Education

**Statutes and Court Cases:**
1954 Brown v. Board of Education
1965 Immigration and Nationality Act
1967 Loving v. Virginia
1978 Bakke v. The Regents of the University of California
1984 Korematsu v. United States
2003 Grutter v. Bollinger

Articles:
Kim, Joon K. “From Bakke to Grutter: Rearticulating Diversity and Affirmative Action in Higher Education,” Multicultural Perspectives, 7(2).

Weeks 13 through 14: Formal Speeches

Week 15: Conclusion and wrap up

Week 16: Final Critical Analysis and Research Writing Projects

EVALUATION SYSTEM

The requirements that will be used to evaluate student learning are:
1. Discussion Question Assignments (25% of grade). Weekly one-page writing assignment on readings (10 total). Please keep in mind that this assignment is not a summary of the readings but is designed to foster your ability to identify the main thrust of the author’s argument and to reflect upon its significance. Each reflection paper should consist of (1) your assessment of the author’s main point and (2) a question or two for the rest of the class to consider.
2. Two Critical Analysis Writing Projects (25% of grade; 5 pages each). Each student will select two topics to write on based on readings and class discussions. Critical writing in this class consists of three main parts: factual information, historical context, and significance. The first writing project is due at the end of week 5 (Friday at 5 PM) and the second project is due at the end of week 10.
3. Formal Speech (15% of grade). During weeks 13 and 14, each student will have an opportunity to present a persuasive speech of approximately 7 to 8 minutes based on a topic germane to the core themes of the class. Each student is expected to discuss the possible topics with the instructor before making the final selection. Persuasive speech involves not only the mastery of the subject matter, but also a keen understanding of the audience. We will discuss in class the specific expectations of this assignment, in terms of the delivery style, message frames, and the content.
4. Final Critical Analysis and Research Writing Project (10-20 pages; 25% of grade). The final research paper is an integration of course materials on ways of knowing as they relate to the topic of race in both history and contemporary societies. Your essay should address the cultural (other) contexts of knowledge production, the institutions and individuals that protect and advance certain knowledge forms, and the manner in which these knowledge forms get contested and reshaped. This assignment is an opportunity for the class to think reflexively about some ideas that may be taken-for-granted but very powerful in the way they create parameters for routinized and purposeful acts. The Final Critical Analysis and Research Writing Project is due on Wednesday of the final exam week.
5. Participation (10% of grade). The grade is based on your quality contribution to the class. As a class, we will discuss what you would like to get out of the in-class discussions and the grading parameters for participation.
GRADING

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<tr>
<th>Assignment</th>
<th>Percentage</th>
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<tr>
<td>Participation</td>
<td>10%</td>
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<tr>
<td>Discussion question assignments (10)</td>
<td>25%</td>
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<td>Writing projects (2)</td>
<td>25%</td>
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<tr>
<td>Final research paper (1)</td>
<td>25%</td>
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<tr>
<td>Formal speech (1)</td>
<td>15%</td>
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<td><strong>Total</strong></td>
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Grade distribution (plus/minus grades may be used):
- 90-100% A
- 80-89% B
- 70-79% C
- 60-69% D
- <60% F

Incomplete
The grade of “I” is a temporary grade awarded to indicate that for reasons beyond the student’s control or that the student could not have reasonably have anticipated, he/she could not complete the requirements for the course. When an instructor assigns an “I,” he/she shall specify in writing the requirements the student shall fulfill to complete the course. After one year, or at the end of the semester in which the student graduates (whichever comes first), an “incomplete” grade will automatically changed to an “F” grade unless the course has been completed and the grade change submitted. Student must be in good academic standing in the class in order to receive an incomplete. (CSU Faculty Council policy)

Honors Competencies and Skills for Honors Students (“PICC” feedback)
The CSU University Honors Program has prioritized four general competencies skills that should be addressed in each honors course. These skills include (1) Professionalism, interpersonal skills, and emotional intelligence; (2) Interdisciplinary learning integrated with global and/or cultural viewpoints; (3) Critical thinking; and (4) Creativity and problem solving. This is a two-stage process. First students complete a self-evaluation of these skills at the beginning of the semester. At the end of the semester instructors will provide feedback for each student, based on assignments and activities. The feedback is part of the University Honors Program; it is for advising purposes only and is confidential. It is not part of a student’s grades or academic record. A standardized rubric is used to provide feedback for growth in these areas and to measure the Honors Programs progress in helping students to develop these skills through their academic career. The feedback categories and activities/assignments used to measure progress in HONR 293 are listed below and noted in the assignment descriptions.

<table>
<thead>
<tr>
<th>Skill Category (PICC)</th>
<th>Relevant Course Activities &amp; Assignments</th>
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| 1. Professionalism, interpersonal skills, & emotional intelligence: Acts ethically & positively to foster a supportive instructional or work environment. Has the emotional intelligence (ability to perceive, evaluate, & manage emotions) & interpersonal skills to work effectively with others. | • Class participation & conduct  
• Discussion question assignments  
• Formal speech |
| 2. Interdisciplinary learning integrated with global &/or cultural viewpoints: Integrates diverse knowledge, perspectives, &/or skills into arguments &/or strategies; is | • Class discussions  
• Discussion question assignments  
• Writing projects |
aware of and can clearly incorporate global &/or cultural perspectives to an argument or issue.

3. **Critical thinking:** Student advances a position with specific theses or hypotheses & can conceptualize ideas or lines of thought. Conclusions and related outcomes acknowledge complexities of an issue (implications and consequences) and recognize differing points of view. Formulates & develops claims with sufficient support, including reasoning, evidence, & persuasive appeals, & proper attribution where necessary. Uses written and oral communication effectively in persuasive arguments.

4. **Creativity & problem solving:** Creatively applies discipline-based and/or cross-discipline-based knowledge to discover and design a variety of forms often using a problem-solving strategy

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<td>Final research paper</td>
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- Class discussions
- Discussion question assignments
- Writing projects
- Final research paper
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