Course Title:
Multicultural Issues in Human Relations

Course Number:
HR 5110-221

Course Description:
This course will explore multicultural issues within a world context. The goal is to give students a fundamental understanding of the cultural dynamics that set in motion “human relations” in various parts of the world. To this end will learn fundamental things about the transatlantic slave trade and the dispersal of Africans throughout the Americas and the Caribbean, we will learn a bit about colonialism and the fight for independence in West Africa, we will spend a day discussing Cuba and Latin America from a regional rather than a US perspective, and will also discuss the notion of whiteness as a social construction. While this course will not focus on “isms” (such as racism, sexism, heterosexism or able-ism), it is premised on the understanding that all “isms” operate within particular social and cultural contexts. If one has a solid understanding of the larger cultural contexts it makes understanding the dynamics of the “isms” easier. Finally, in this course we will process the “take away” from this brief yet intense exposure to various aspects of human relations, ending the class with interactive assignments that will allow us to apply some of the knowledge gained.

Class Dates, Location and Hours:

Location: Rota, Spain. Please contact the Site Director for classroom location.
Hours: Tuesday - Friday 6:00-9:30 pm; Saturday and Sunday 8:30 a.m.-4:30 p.m.
Last day to enroll or drop without penalty: August 22, 2016

Site Director:
Email: aprota@ou.edu. Phone: 34-956822799.

Professor Contact Information:
Course Professor: Catherine A. John, Ph.D.
Mailing Address: Department of English, Cate II
Norman, OK 73019
Telephone Number: 405-325-0521
Email Address: cjohn@ou.edu
Professor availability: The professor will be available via email to students before and after the class sessions. On-site office hours are half an hour before and after each class session, by appointment.

Textbook(s) and Instructional Materials:
Student materials are available at the OU Follett Bookstore located at 1185 Asp Avenue; Norman, OK, and can be ordered online, by phone, by email, or by fax. Ordering online at http://www.bkstr.com/oklahomastore/home is strongly recommended – students can track the status of their order within 48 hours. If an order has not been shipped within three days, students can contact the Follett textbook manager by phone (405) 325-3511, (800) 522-0772 (toll-free) or email 0831mgr@fheg.follett.com. Phone orders (ask for the textbook manager and identify yourself as an Advanced Programs student) can be placed 8 a.m. to 6 p.m. Monday through Thursday; 8 a.m. to 5 p.m. on Friday; 10 a.m. to 4 p.m. on Saturday (CST). Summer hours: 9 a.m. to 5 p.m. Monday through Friday (CST). Fax orders can be placed 24 hours a day at (405) 325-7770. Text prices are available online.


3. All other required reading material and most of the viewing material for this class will be available on D2L. There will be a few things that we will watch in class which do not have to be watched in advance. Access D2L at [http://learn.ou.edu](http://learn.ou.edu); enter your OU NetID and password, and select course to access material. Please contact your local Site Director if you require assistance.

**Course Objectives:**

Upon successful completion of this course students will:

- Have a fairly thorough understanding of the history and cultural dynamics shaping people of African descent in the Americas and the Caribbean
- Have a working understanding of why the African continent is the richest in resources but has seemingly the most poverty and political upheavals
- An insider view of how Cuba and other parts of Latin America are perceived by insiders to those regions
- An understanding of the dynamics of “white privilege”
- Have some practical applications for the knowledge gathered through interactive sessions designed to test their understanding of the knowledge received

**Course Outline:**

**Unit I – Understanding African Diaspora History in the US and the Caribbean – Tuesday, Sept. 20th**

**Reading**

- “Origin of the Ancient Egyptians” and “Contributions of Ethiopia-Nubia & Egypt” by Cheik Anta Diop
- “Liberation, Thought and Action” by Erna Brodber
- “Appeal to the Colored Citizens of the World” by David Walker
- Selections from “Civilization and its Discontents” by Sigmund Freud
- “African Philosophy and Cosmology” by Oba T’Shaka

**Viewing**

*A Great and Mighty Walk* – the life and perspectives of John Henrik Clark

**Unit II – Representations of African American Culture – Wednesday, Sept. 21st**

**Reading**

- “The Negro Artist and the Racial Mountain” by Langston Hughes
- “The Case for Reparations” by Ta-Nehisi Coates
- Excerpts from *The Mis-Education of the Negro* by Carter G. Woodson

**Listening**

- “Four Women” by Nina Simone
- “Astronomy 8th Light” by Black Star

**Unit III – West Africa: Colonialism and Resistance – Thursday, Sept. 22nd**

**Reading**

- *How Europe Underdeveloped Africa* by Walter Rodney
• *Confessions of an Economic Hit Man* by John Perkins
• “Dinner at Diop’s” [short story”] by Hoyt Fuller

**Viewing**
• *Lumumba* by Raoul Peck
• *Life and Debt* by Stephanie Black

**Unit IV – The Construction and the Social Reality of Whiteness – Friday, Sept. 23rd**

**Reading**
• Selections from *White over Black: American Attitudes Towards the Negro 1550-1812*
• “Unpacking the Invisible Knapsack” by Peggy McIntosh
• “Whiteness as Property” by Cheryl Harris

**Unit V – Cuba and Latin America: Another Perspective – Saturday, Sept. 24th**

**Viewing**
• *The Panama Deception* by Barbara Trent
• *Salud* by Connie Fields

**Unit VI – The Take Away: Role-Playing and Analysis of Workplace Scenarios – Sunday, Sept. 25**

**Interactive Exercises**
• Improvisational Role Playing
• Discussion of Imaginary Workplace Scenarios
• One-Minute Poem
• Creative Writing as Pedagogy (The Just Society)

**Assignments, Grading and Due Dates:**

**Course Requirements**

1. Pre-Course Writing Assignments (Explained below) – 50%
2. Attendance and Participation – 20%
3. Improvisational Role-Playing and Discussion of Workplace Scenarios (These will be done in class on the final day and do not require any advanced preparation) – 10%
4. Creative Writing Pedagogy Assignments (These will be done during the week of in-class meetings and will be explained at that time) – 10%
5. Critical Self Analysis Final (After having participated in all the course material, this final paper requires you to use a first person analysis and address where you were before the class began versus where you are now. You need to include reference to 3 or 4 texts from the class. These can be readings, films, discussions or in-class activities that influenced you.) [8-10 pages] – 10%

**Pre-Class Reading and Writing Assignments**

Write a response to the questions listed under each reading assignment and post them in the appropriate Drop Box on D2L by the date listed below

1. “Origin of the Ancient Egyptians” by Cheikh Anta Diop – **Due August 22, 2016**
   a. What does Diop list as proof that Ancient Egyptians were Africans of Black ancestry?
   b. Which of his evidence did you find most convincing and why?
   c. What questions are you left with after reading this?
   a. David Walker claims in his *Appeal* that "Christian Americans" practiced the worst brand of slavery ever. How effective is his use of rhetoric and how do you decide? [One paragraph]
b. What for you is the significance of Brodber’s essay generally? What is your broadest interpretation of the question that she poses at the end of this chapter?


Due August 28, 2016

   a. This short chapter from Diop’s text African Origins of Civilization: Myth or Reality has been called “the two cradle theory” and is used by some scholars to discuss conflicting civilizational perspectives on culture and reality coming from Western and non-Western perspectives. How do the notions and goals of civilization addressed in Freud and Diop’s essays differ? [2-3 paragraphs]

   b. Explain in your own words the concept of MAAT. How does Diop’s chapter help to explain the differences between the world of Freud and the world of T’Shaka? [Two-Three Paragraphs]

   https://www.youtube.com/watch?v=njdQzyQnHegij -- Due September 2, 2016

   a. List one or two issues that made a particular impression on you in A Great and Mighty Walk and explain why?

   b. What is the strongest argument that Coates makes for reparations in your opinion? How do you feel about the issue after reading his argument?


Due September 9, 2016

   a. How have the writings of Walter Rodney and the viewing of Lumumba influenced and affected your understanding of the relationship between wealth in the United States and Europe and poverty and political conflict in Africa? [2 pages]


   a. In light of what is revealed in The Panama Deception, and the writings of John Perkins what pressure is put on the mainstream American idea that freedom, democracy and a “free market” capitalist economy all go hand in hand? [2 pages]


   a. What do we learn about European views of “difference” from Jordan and Harris? [3 paragraphs]


   a. What is the significance for the notion of a “just society” of the difference between the worldviews presented in Life & Debt versus Salud?

Critical Self-Analysis Final – Due Saturday, October 8th 2016

Grading:

This is a letter-graded course: A, B, C, D, or F.

Notice: Failure to meet assignment due dates could result in a grade of I (Incomplete) and may adversely impact Tuition Assistance and/or Financial Aid.
POLICIES AND NOTICES

Attendance/Grade Policy

Attendance and participation in interaction, individual assignments, group exercises, simulations, role playing, etc. are valuable aspects of any course because much of the learning comes from discussions in class with other students. It is expected that you attend all classes and be on time except for excused emergencies.

Excused absences are given for professor mandated activities or legally required activities such as emergencies or military assignments. It is the policy of the University to excuse absences of students that result from religious observances and to provide without penalty for the rescheduling of examinations and additional required class work that may fall on religious holidays. Unavoidable personal emergencies, including (but not limited to) serious illness; delays in getting to class because of accidents, etc.; deaths and funerals, and hazardous road conditions will be excused.

If you are obtaining financial assistance (TA, STAP, FA, VA, Scholarship, etc.) to pay all or part of your tuition cost, you must follow your funding agency/institution’s policy regarding “I” (Incomplete) grades unless the timeline is longer than what the University policy allows then you must adhere to the University policy. Students who receive Financial Aid must resolve/complete any “I” (Incomplete) grades by the end of the term or he/she may be placed on “financial aid probation.” If the “I” grade is not resolved/completed by the end of the following term, the student’s Financial Aid may be suspended make the student ineligible for further Financial Aid.

Students are responsible for meeting the guidelines of Tuition Assistance and Veterans Assistance. See the education counselor at your local education center for a complete description of your TA or VA requirements.

Academic Integrity and Student Conduct

Academic integrity means honesty and responsibility in scholarship. Academic assignments exist to help students learn; grades exist to show how fully this goal is attained. Therefore all work and all grades should result from the student's own understanding and effort.

Academic misconduct is any act which improperly affects the evaluation of a student’s academic performance or achievement. Misconduct occurs when the student either knows or reasonably should know that the act constitutes misconduct. Academic misconduct includes: cheating and using unauthorized materials on examinations and other assignments; improper collaboration, submitting the same assignment for different classes (self-plagiarism); fabrication, forgery, alteration of documents, lying, etc…in order to obtain an academic advantage; assisting others in academic misconduct; attempting to commit academic misconduct; destruction of property, hacking, etc…; intimidation and interference with integrity process; and plagiarism. All students should review the Student’s Guide to Academic Integrity at http://integrity.ou.edu/students_guide.html

Students and faculty each have responsibility for maintaining an appropriate learning environment. All students should review policies regarding student conduct at http://studentconduct.ou.edu/

Accommodation Statement

The University of Oklahoma is committed to making its activities as accessible as possible. For accommodations on the basis of disability, please contact your local OU Site Director.

Course Policies

Advanced Programs policy is to order books in paperback if available. Courses, dates, and professors are subject to change. Please check with your OU Site Director. Students should retain a copy of any assignments that are mailed to the professor for the course. Advanced Programs does not provide duplicating services or office supplies.

Any and all course materials, syllabus, lessons, lectures, etc. are the property of professor teaching the course and the Board of Regents of the University of Oklahoma and are protected under applicable copyright.

For more information about Advanced Programs, visit our website at: http://www.goou.ou.edu/
INSTRUCTOR VITA
Catherine A. John, Ph.D.

Education
- 1997 Ph.D. in Literature, University of California, Santa Cruz
- 1988 B.A. in English, Boston College

Current Positions
- Assistant Professor of English at OU since 1998
- Associate Professor of English at OU since 2004
- Interim Chair, Department of English 2013-2014

Frequently Taught Advanced Programs Courses
HR 5110 Multicultural Issues in Human Relations

Major Areas of Teaching and Research Interest
- African American and Caribbean Literature
- Hip Hop Culture
- Third World Cinema
- Black Oklahoma

Representative Publications and Presentations

Representative Honors and Awards Received
- Faculty Investment Program Grant – Spring 2016, a $15,000 internal university grant to support research and writing
- Good Teaching Award – 2012, a University wide award to a senior faculty member for good teaching.
- Faculty Enrichment Grant - 2008
- Irene Rothbaum Award Recipient – 2004, An award given to one faculty member, annually in the College of Arts & Sciences for Overall Excellence

Major Professional Affiliations
- American Studies Association
- Modern Language Association
- Caribbean Studies Association