



## PPPA 6000

### Perspectives on Public Values

### Fall 2020

#### Professor

Elizabeth Rigby  
Associate Professor of Public Policy  
[erigby@gwu.edu](mailto:erigby@gwu.edu)

#### Office Hours

We are all happy to meet by appointment.  
Email any of us or sign-up to meet with Prof. Rigby at: <https://elizabethrigby.youcanbook.me>

#### Afternoon Section

##### *Synchronous Sessions*

- Select Mondays @ 11:10-12:40

##### *Discussion Leaders*

- Madison Sampson  
[masampson@gwmail.gwu.edu](mailto:masampson@gwmail.gwu.edu)
- Vernicia Griffie  
[vgriffie@gwmail.gwu.edu](mailto:vgriffie@gwmail.gwu.edu)

#### Evening Section

##### *Synchronous Sessions*

- Select Mondays @ 6:10-7:40

##### *Discussion Leaders*

- Oreoluwa Abimbola  
[ooabimbola@gwmail.gwu.edu](mailto:ooabimbola@gwmail.gwu.edu)
- Mirel Herrera  
[mirelrherr@gmail.com](mailto:mirelrherr@gmail.com)

#### Course Description

This intensive and participatory course is focused on the values underpinnings (and skills necessary for) a functioning democratic society. Students are asked to reflect on the values and experiences they bring to their role as public servants, as well as develop the tools necessary to understand other perspectives and engage in productive civil discourse. A particular focus is on the role of stories—those that are dominant and well-accepted, as well as those that often go unheard or misunderstood. The aim of this course is to move our thinking beyond the single story—to better understand the complexity of human life, identity, and interactions. This type of nuanced understanding of oneself and one another requires a great deal of empathy. It is also the type of thinking needed to effectively create, analyze, manage, critique, implement and evaluate the policies and institutions that shape our public life. Only on this solid foundation can lasting and equitable social change be built.

## Course Workload & Effort

PPPA 6000 is a one-credit course that runs during the first half of the semester (8/31-10/19). During this half-semester, students should expect to devote an average of five hours per week to this class. This includes a total of five synchronous class sessions, weekly asynchronous online discussion, and additional out-of-class time spent on: assigned reading, class preparation (posting responses to readings and reviewing others' posts), and a final paper assignment.

## Course Reading and Materials

This syllabus provides links to most of the course materials/readings. In addition, they are all available in the course library available through Blackboard. The exceptions are two required books that students should purchase or borrow.

- Jonathan Haidt (2018). *Why do they Vote that Way? from the Righteous Mind* (a Vintage Short). [This short book is only available as an e-book.]
- Claudia Rankine (2014). *Citizen: An American Lyric*. Minneapolis, MN: Graywolf Press.

## Course Learning Objectives

- *Identify and understand* the complexity of multiple perspectives, identities, and interactions
- *Move* beyond stereotypes and “the single story” in interpersonal interactions, as well as when formulating and administering public policies and programs.
- *Learn* to listen and understand others' experiences, deep stories, values, and viewpoints—even when you don't agree.
- *Recognize* the role of your own and others' identities, especially race/ethnicity, in shaping lived experiences and therefore values and viewpoints.
- *Understand* that there are things you don't know/understand about other people's lives.
- *Consider* the different options available to individuals confronting discrimination and marginalization, as well as impactful ways to intervene to disrupt these patterns.
- *Transfer* learnings from this course to other courses in the program and work environment.
- *Develop* a sense of community among Trachtenberg School students in order to support appreciation of and engagement with complex and multiple perspectives, as well as full inclusion and celebration of the contributions of all members of the TSPPPA community.

## Temporary Pandemic Objectives

- *Be* patient and kind with ourselves and with each other. Just do your best!
- *Embrace* the opportunity to learn in new ways and grow as learners and teachers.
- *Communicate* openly and clearly about expectations, concerns, and goals. Tell me what you need and I will tell you how I can help.
- *Practice* flexibility – this is a strange time. Circumstances will likely change over the course of the semester. Let's work together to make this the best learning opportunity possible.

## Remote Learning Requirements

By necessity, this is an online class. Yet by design, the structure and content has been changed significantly to capitalize on the advantages of the online format and avoid some of its drawbacks. We will meet for five synchronous sessions during the assigned class time, although most of this time will be spent in smaller discussion groups with a Discussion Leader who is an alum, second year student who has taken the course before, or PhD student at TSPPPA. Because this is an online course that includes whole class meetings, students should have access to technology that allows them to participate easily—seeing and hearing the other students and being able to be seen and heard (e.g., able to do a video conference). If you are concerned about the logistics of these technology needs, please contact the professor as soon as possible.

Given that we are all busy people balancing other work, family responsibilities, and our own self-care in the middle of a global pandemic, I will be flexible with students with regard to unexpected challenges that arise in terms of class meetings, due dates, and technology access; I ask students to be flexible when I face unexpected challenges. Yet, these should be unexpected challenges rather than already-known barriers (e.g., you have to work during the assigned class period, you don't have access to high-speed wi-fi) that make this remote learning class a poor fit. In this situation, please talk with me to make sure we can accommodate you in one way or another.

## Classroom Technology

We will be using a few different online platforms/tools for this course. Please familiarize yourself with Blackboard, Padlet Discussion Boards, Zoom, and VoiceThread as described below.<sup>1</sup>

- Our course **Blackboard** page is the primary way that you will access course materials – either linking from the syllabus, downloading posted files, or through the three tools described below.
- **Padlet Discussion Boards** provide a place for students to post short comments, memorable quotes, questions etc. after reading the background readings for each week. It is easiest to create an account to use all semester. However, if you choose not to, please remember to include your name in your comment each time. For more on posting in padlet, see: [https://padlet.com/support/padlets\\_howtopost](https://padlet.com/support/padlets_howtopost)
- **Zoom** Classroom and Break-out Groups will be used for synchronous class sessions. Click on the link on the menu in Blackboard for the link, meeting #, and password. Please turn on your video at the beginning of the class time and keep it on if you can. I'd rather we all be able to see each other and have interruptions here or there than the opposite.

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<sup>1</sup> For more resources to support remote learnings, see **Academic Commons** at: [academiccommons.gwu.edu/study-skills](http://academiccommons.gwu.edu/study-skills) or **Student Support Services** at: [online.gwu.edu/student-support](http://online.gwu.edu/student-support)

- **VoiceThread** is a tool built into Blackboard and you can access it through a link called VoiceThread Videos on the left-side menu in our course page. This is where students will post their short presentations on the readings for discussion. These can take the form of narrated powerpoints or recorded zoom sessions, or students can narrate each slide in the form of VoiceThread comments. You will also be able to view and comment on others' videos. Voicethread is pretty intuitive, but, this guide may be helpful as well: <https://itl.gwu.edu/sites/g/files/zaxdzs1326/f/downloads/VTStudentSubmitAssignments.pdf>

## Why do we require this class?

As you may notice, this is not a typical course for a MPA or MPP program. Core courses usually cover statistics, budgeting, economics, evaluation, management, policy issue knowledge and so on. But, effective use of these skills and knowledge require a deep understanding of our own values and position in the world, as well as the ability to hear, learn from, and understand the views of others holding different viewpoints, identities, and lived experiences. The inclusion of this course in the core curriculum came about after hearing from many TSPPPA students and alumni about the need for public servants to spend more time asking and engaging in discussion about basic and fundamental questions that will be confronted again and again in any career in public service.

The course is structured in two parts: Part 1 addresses the **“Danger of a Single Story.”** It asks us all to move beyond what we think we already know to hear and understand the perspectives of others. These perspectives, of course, are not random. They grow out of our lived experiences that shape what sociologists call our “deep stories” and what political scientists call political ideology and values. Understanding how experiences shape our viewpoints is incomplete without



considering the role of our own and others' identities in structuring our day-to-day lives in a country built on an unequal foundation. Although true for many groups, this systematic disadvantage throughout American history has been most pronounced for Black Americans; so recognizing the way racism shapes experiences (which then shape deep stories, values, and viewpoints) is a particular focus of the course.

Part 2 of the class addresses the more proactive question: **How can we move beyond the single story?** In the first of two sessions we will examine the options focused on interpersonal relationships and understanding, while the second will focus on what we can do to interrupt systemic patterns of marginalization at the community level.

Reflection and learning in response to these questions requires humility, vulnerability, and empathy for others. This course is structured to promote these ways of being. We ask you to set aside the ways in which you are sure you already know what is right, what is happening, and what should be done. We also ask you to be open to making mistakes, receiving feedback, and sharing honestly with each other.

A notable characteristic of this class is its focus on a set of stories –case studies, fictional stories of people’s lives, and memoir/ personal essays. This mix of reading is intentionally eclectic and different than what you will encounter in other courses. It is meant to move all of us out of our comfort zone into a zone of learning, which may sometimes feel uncomfortable. This strategy is supported by research finding that stories (particularly literary fiction) are an effective, evidence-based tool to enhance empathy and improve understanding of the human experience.

Without really hearing others’ stories, we tend to craft over-simplified stories of those unlike us, project them onto others, and then, based on those projections, develop solutions that face public resistance or simply fail to work well for all members of society. Without an explicit effort to develop empathy, seek out different perspectives, recognize differences in lived experiences (and then engage in meaningful conversations on important and controversial issues), we will not make progress on matters of policy and administration.

My hope is that at the end of this course, future public servants recognize that pursuing policy analysis, organizational leadership, elected office, advocacy, public administration, or other public work applying only one lens (your own single story) is much more likely to do harm than do good.

I recognize that the reading and discussion undertaken in this course will not magically solve the serious problems facing our government and society; we will not end poverty, economic dislocation, racism, polarization, cruelty, or ignorance. But, by taking a step back and considering a broader range of perspectives on these issues, we can identify the many aspects of these problems that are within our control and figure out how to best address them without doing additional damage to others or to yourself. These insights can guide each of our life-long and career-long quest to make a positive impact on this world.

### Excerpts: The Empathy Gym Dr. Jamil Zaki, Stanford University

**"There's a fair amount of evidence now that the more fiction that people read, the more empathetic that they become... fiction is one of the most powerful ways to connect with people who are different from us who we might not have a chance to meet otherwise."**

**"Oftentimes, when we encounter someone who's different from ourselves and has an opinion or a viewpoint maybe that we even abhor, it's easy to just view them as being either obtuse or dishonest or both... But that's a mistake."**

**"Empathy at a deep level is the understanding that someone else's world is just as real as yours."**

**Full interview:**  
<https://www.npr.org/2019/07/22/744195502/you-2-0-the-empathy-gym>

## Course Schedule

Week	Date	Topic	Class Prep/assignments
1 2	8/31 9/07	No class sessions (online intro to class)	By 9/10: Assigned Readings/Listening and complete Intake Survey
<b>Section 1: The Danger of a Single Story</b>			
3	9/14	Single Stories & Stereotypes	Assigned Reading/Listening DUE: Post responses & comment
4	9/21	Dialogue across Difference	Assigned Reading/Listening DUE: Post responses & comment
5	9/28	Recognizing the Role of Identity (especially race/ethnicity)	Assigned Reading/Listening DUE: Post responses & comment
6	10/5	No class session	DUE: Parts 1 & 2 of Final Paper
<b>Section 2: Moving Beyond the Single Story...</b>			
7	10/12	... in Interpersonal Interactions	Assigned reading/listening DUE: Post responses & comment
8	10/19	... at the Community Level	Assigned reading/listening DUE: Post responses & comment
9	10/26		Due: Full Final Paper (pts. 1-4)
After you turn in final paper		Scan or take a picture of both pages of the Course Engagement Tracking System and upload them to Blackboard (this will determine your final course grade)	
At end of semester Fall semester		Complete your official course evaluation for the course (which will be available with your others at the end of the semester). Evaluations will be appreciated, taken seriously, and incorporated into future versions of the course.	

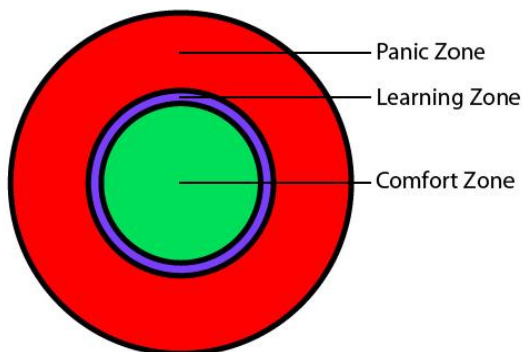
## Assignments & Assessment

- **Class Participation and Engagement.** Students are expected to attend (virtually) the five synchronous class sessions (from either 11:10-12:40 or 6:10-7:40 depending on which section you are in). In addition, there are a range of online assignments focused on engaging with and preliminary discussion of the assigned readings in preparation for that whole class session. Across all these formats, your engagement in the class should demonstrate that you have read/engaged with learning resources (readings, class discussion, in-class activities, outside activities, other students' engagement and participation, and anything else you'd like to include) in a thoughtful, analytic, and reflective way. Your participation should be relevant, on-point, and crafted to move along our discussion and thinking. In addition, it should reflect the four agreements of courageous conversations: (1) stay engaged; (2) experience discomfort; (3) speak your truth; and (4) expect/accept non-closure on these hard issues.
- **VoiceThread Presentations.** Each student will be assigned to help start the online discussion for one class session. The key responsibility is to post a short (about five minutes) VoiceThread video reflecting on the stories for discussion readings assigned for that week (specifically: your reaction to the stories, linkages to background readings, key take aways, and at least two questions for the other students to answer via comment on your VoiceThread). About five students will be assigned to post presentations for each section and can choose to each post their own short videos (less than 5 minutes each) or work in small groups (or all together) to create a somewhat longer video (no longer than 15 minutes). The video(s) should be posted by noon on the Saturday before our Monday class meeting. [Note: These presentations can be narrated powerpoints or recorded zoom discussions that you post as a new VoiceThread or videos you create within VoiceThread. I am happy to provide technical assistance as needed.]
- **Discussion Board Posts.** Expect for the week that you are assigned to post a Voicethread video, each student should post at least three comments on our various Discussion Boards after reading the assigned background readings. These should be posted before noon on the Saturday before our Monday class session. There are four boards you can post on for this assignment (1) Key Take-aways (from Background Readings), (2) Quotable/Tweetable passages from any of the assigned readings, (3) Specific Questions (about the readings themselves and things you didn't understand, not broader discussion/implication questions) and (4) Related Resources/Examples. Note: There is also a Class Logistics Q&A board – but those posts are not counted toward this weekly assignment.
- **Preliminary Asynchronous Discussion.** Between Saturday at 1pm and our class time, spend 45-60 minutes reading and commenting on your fellow students Discussion Board posts and Voice Thread presentations. Within this time, make sure to watch start to finish at least two of the VoiceThread videos. It is my hope that we can begin our discussion in this way and then continue it when we meeting during the synchronous class.

- **Final Paper – First Half.** Select as a topic something that you believe and hold dearly (e.g., a particular policy position, your concern about a specific social problem). Write a short essay (2-3 double spaced pages) addressing the following and upload to Blackboard by 10/05.
  - **Part I.** Reflect on why you feel the way you do about this (What is the story of your belief? Where did it come from? What is the role of your own values?), in what ways are you conflicted and/or unsure (be honest) about your belief/position?
  - **Part II.** Seek out different voices, including (a) people who hold a different view or different experience related to this topic and (b) people with different identities than you, what are the assumptions and values (and deep stories) for people who disagree with you, What other positions are there (Can you identify complexity beyond the simplified left and right position)? For this section—in addition to reading widely—you should also seek out conversations with people who hold a different view on your topic. See for example: <https://www.warforkindness.com/challenge-3-disagree-better> [Occasionally there is a topic in which it is hard to find/access someone to talk with. Please talk to the professor ASAP if it seems to be the case for your topic.]
- **Full Final Paper.** Revise your draft answers for Parts I and II and then add answers to the questions for Part III and Part IV listed below. In total, the paper should be 4-6 double spaced pages and should be uploaded to Blackboard before 10/26.
  - **Part III.** What are areas of potential fruitful dialogue, policy analysis, interventions, research, etc. on this topic? Do you see any opportunities to use any of the ideas/tools that we have discussed in this class?
  - **Part IV.** Personally, do you want to engage in efforts to engage/reconcile conflicting views/groups on this topic? Why or why not? What role does empathy play in your decision? If so, what could that look like? If not, what are other actions/efforts you would prefer to take on related to this topic? Be as specific as you can.

## Grading Strategy

Excellence in this course takes a range of forms—all requiring the student to enter class discussions with an open mind, willingness to reflect and be challenged, and ability to be vulnerable enough to contribute authentically to our collective learning. This type of participation requires two types of student-driven work that cannot be easily assessed by a professor. First, it



requires students to invest significant time and effort preparing for class (e.g., reading, thinking, commenting, reflecting on others' comments, and one's own previous assumptions). Second, it requires self-reflection to assure that you are operating in your learning zone throughout the entire course. The Learning Zone is the small zone (see figure to the left) between the comfort zone (where you are not challenging yourself) and the panic zone (where you are too distressed to learn). Note: the learning zone will often feel uncomfortable, but should still feel safe.



It is not really possible to judge whether someone else is operating in their learning zone (it is hard enough to determine this for oneself). This judgement is made even more difficult when one differs in terms of identity, experiences, assumptions and values. For this reason, the grading strategy used in this course relies on student self-evaluation—regarding the degree to which the student is investing adequate time and effort in preparing for class and operating in their own learning zone (in class preparation, assignments, and during class discussions). If at any time, the class feels way too easy (e.g., I already learned all of this in undergrad) or too hard (e.g., I feel too uncomfortable to speak up and share what is on my mind), please reach out right away to the professor or to one of the discussion leaders for assistance. This feedback will also help us adjust the class to maximize your and others' learning (rather than comfort or panic).

To make it easier for students to do this self-driven work, as well as to free up students to feel comfortable questioning assumptions, sharing controversial thoughts/political views/experiences, and challenging authority (in the form of the readings, the professor, and/or the discussion leaders), grading for this class will be determined through what is known as a Labor-Based Grading System. Students will track their own labor (in the form of activities completed and contributions toward their own learning and the class learning environment). The details of this system are provided in the Course Engagement Tracking Form at the end of this syllabus. This 2-page form should be printed out at the beginning of the course and students should track their points as applicable each week. At the end of the semester, students should upload a copy—scanned or photograph(s)—of their completed form to Blackboard. Final grades will be awarded based on the final number of engagement points earned—with students able to earn extra engagement points (by making additional contributions) or aim for fewer (by not turning in smaller assignments) as desired.

## Topics and Class Preparation

### **Week 1 (8/31) & Week 2 (9/7): Intro to “Perspectives on Public Values”**

**Note: No synchronous class meetings until Monday 9/14; see below for online assignments to complete in the meantime.**

#### **To Do by 9/10**

- Read syllabus carefully and note any questions.
- Read these articles about empathy:
  - a. Susan Lanzoni (2020). *Why Empathy is Key*. Washington Post. <https://www.washingtonpost.com/outlook/2019/02/22/why-empathy-is-key-dismantling-white-racism/>
  - b. Jamil Zaki (2020). [https://www.washingtonpost.com/health/calls-for-racial-justice-gained-steam-with-empathy/2020/06/19/fc33c39c-b190-11ea-8758-bfd1d045525a\\_story.html](https://www.washingtonpost.com/health/calls-for-racial-justice-gained-steam-with-empathy/2020/06/19/fc33c39c-b190-11ea-8758-bfd1d045525a_story.html)
  - c. Michael Miller. *How to Increase your Empathy in 5 Steps*: <https://www.6seconds.org/2017/07/20/how-to-increase-your-empathy/>

- Spend about 90 minutes going through this Community Building module prepared by the Smithsonian’s NMAAHC: <https://nmaahc.si.edu/learn/talking-about-race/topics/community-building>
  - a. Read the text, watch the videos, and reflect on the questions.
  - b. Develop your own answer to the following three questions: What would make our (virtual) classroom a brave space for you? What do you need to be able to really hear other peoples’ stories? What would help you feel comfortable honestly sharing your own views/experiences?
- Then (after completing all of the tasks above), complete the intake form to help the professor better understand the backgrounds, interests, needs, and concerns of students in this course. Intake form available at: <https://forms.gle/8o7F5Rju92QLJkEm7>

### **Week 3 (9/14): Danger of a Single Story (and of Stereotypes)**

**Background Reading/Viewing:** *What are the dangers of relying on single stories?*

- Watch: Chimamanda Adichie’s “The Danger of a Single Story” TED talk, available at: <https://www.ted.com/search?q=The+danger+of+a+single+story>
- Watch: Titus Kaphar. Can Art Amend History? TED Talk Available at: <https://www.youtube.com/watch?v=DDaldVHUedI>
- Watch: Titus Kaphar. The Price of Removal. Available at: <https://www.khanacademy.org/humanities/global-culture/concepts-in-art-1980-to-now/histories-real-and-imagined/v/kaphar-cost-of-removal>

**Stories for Discussion:** *How can we recognize and respect others’ stories without stereotyping and/or dehumanizing each other?*

- Read: Chimamanda Adichie (2009). “The Thing Around your Neck” from *The Thing Around your Neck*. Available at: <https://icpla.edu/wp-content/uploads/2014/08/Adichie-CN-The-Thing-Around-Your-Neck.pdf>
- Read: Pat Parker’s poem: *For the White Person Who Wants to Know How to Be My Friend*. Available at: <https://lithub.com/three-poems-by-pat-parker/>
- Listen: Proximity Podcast (2020), *Person First* episode: <https://podcasts.apple.com/us/podcast/proximity/id1506647081?i=1000473532665>

### **Response Assignments**

- Before Sat (9/12) at noon, post 2-3 comments (total) on one or more of our class Discussion Boards: (1) Major take-aways from readings/viewings (2) Quotable/Tweetable, (3), Questions about reading/viewing, (4) Resources to share with other students.
  - *Note: these boards are available inside our Class Blackboard page after clicking on discussion boards. To add a comment, click on the + at the bottom right corner. Please add your name to your post so we know who it is from.*
- After Sat at noon, go back and read over others posts (comment on at least one post from a student you do not know).

## **Week 4 (9/21): Dialogue Across Difference**

**Background Reading/Viewing:** *Why do we disagree? Is it a problem? Why or why not?*

- Watch: Mathew Inman's essay: *You are Not Going to Believe what I am About to Tell you*. Available at: [https://www.youtube.com/watch?v=m\\_aTN3yK0kY](https://www.youtube.com/watch?v=m_aTN3yK0kY) [Or read same comic here: <https://theoatmeal.com/comics/believe>]
- Read: Jonathan Haidt (2018). *Why do they Vote that Way? from the Righteous Mind* (A Vintage Short).
- Read: Brad Plumer. 2016. "What a liberal sociologist learned from spending five years in Trump's America." Available at Vox: <https://www.vox.com/2016/9/6/12803636/arlie-hochschild-strangers-land-louisiana-trump>
- Read: Emily Ekins (2020). *Americans Have Political Views They Are Afraid to Share*. Cato Institute Brief. <https://www.cato.org/publications/survey-reports/poll-62-americans-say-they-have-political-views-theyre-afraid-share>

**Stories for Discussion:** *How can we move beyond the left vs. right polarization to understand complexity of issues, values, and views and better understand each other?*

- Read: Ben Montgomery, Kelley Benham French, and Thomas French. 2018. "21 Americans with Opposing Views on Guns Sat Down to Talk to Each Other. Here is What They Discovered." TIME. Available at: <https://time.com/longform/both-sides-gun-control/>
- Read: Rod K. Brunson. (2020). "Protests Focus on Over-Policing, but Under-Policing is also Deadly." *Washington Post*. Available at: [https://www.washingtonpost.com/outlook/underpolicing-cities-violent-crime/2020/06/12/b5d1fd26-ac0c-11ea-9063-e69bd6520940\\_story.html](https://www.washingtonpost.com/outlook/underpolicing-cities-violent-crime/2020/06/12/b5d1fd26-ac0c-11ea-9063-e69bd6520940_story.html)
- Read: Elizabeth Hinton, Julilly Kohler-Hausmann and Vesla M. Weaver (2016). "Did Blacks Really Endorse the 1994 Crime Bill." *New York Times*. Available at: <https://www.nytimes.com/2016/04/13/opinion/did-blacks-really-endorse-the-1994-crime-bill.html>

### **Response Assignments**

- By Saturday at noon, post on discussion board or (if applicable) VoiceThread.
- After Saturday at noon, review discussion boards & VoiceThreads (comment on 3+ videos)

## **Week 5 (9/28): Recognizing the Role of Identity (especially race/ethnicity)**

**Background Reading/Viewing:** *What is the single story of America? What other stories do we need to consider? How do they play in the America of today?*

- Read Chapter 1: Is it Really about Race? From Ijeoma Oluo (2018). *So You Want to Talk about Race*. New York: Seal Press.
- Read: Nikole Hanna-Jones. 2019. "Our Democracy's Founding Ideas Were False When they Were Written." *New York Times Magazine*: Available at:

<https://www.nytimes.com/interactive/2019/08/14/magazine/black-history-american-democracy.html>

- Read: Adam Serwer, 2019. "The Fight over the 1619 Project is not about the Facts." *The Atlantic*. Available at: <https://www.theatlantic.com/ideas/archive/2019/12/historians-clash-1619-project/604093/>
- Read: Caroline Randall Williams (2020). "You Want a Confederate Monument? My Body is a Confederate Monument." *New York Times Op-ed*. Available at: <https://www.nytimes.com/2020/06/26/opinion/confederate-monuments-racism.html?referringSource=articleShare>

**Stories for Discussion:** *In what explicit and subtle ways does race/ethnicity shape our lives and experiences? What is gained/lost by moving away from one's culture or by returning to it?*

- Read: Neel Patel (2019). "World Famous" a short story in *If You See Me, Don't Say Hi*. New York: Flatiron Books.
- Read: Neel Patel (2019). "Radha, Krishna" a short story in *If You See Me, Don't Say Hi*. New York: Flatiron Books.

### Response Assignments

- By Saturday at noon, post on discussion board or (if applicable) VoiceThread.
- After Saturday at noon, review discussion boards and VoiceThreads (comment on 3+)

## **Week 6 (10/5): No Class Session – First part of paper due**

## **Week 7 (10/12): Moving Beyond Single Story (interpersonal level)**

**Background Reading/Viewing:** *What's the deal with microaggressions?*

- Read Ijeoma Oluo (2018). Chapter 12: What are Microaggressions? In *So You Want to Talk about Race*. New York, NY: Seal Press.
- Listen: NPR discussion (2016). "Hear Something, Say Something: Navigating the World of Racial Awkwardness." Available at: <https://www.npr.org/sections/codeswitch/2016/09/28/494881057/hear-something-say-something-navigating-the-world-of-racial-awkwardness>
- Read: Keith Caver and Ancella B. Livers (2002). "Dear White Boss." *Harvard Business Review*. Available at: <https://hbr.org/2002/11/dear-white-boss>

**Stories for Discussion:** *How can we better hear, understand, and respond to others' experiences?*

- Read: Claudia Rankine (2014). *Citizen: An American Lyric*. Minneapolis, MN: Graywolf Press.
- Read: Anamitou Sow and Ann Friedman (2020). Excerpt from *Big Friendship*: Available at: [https://www.thecut.com/2020/07/book-excerpt-big-friendship-by-aminatou-sow-ann-friedman.html?fbclid=IwAR0iwwvGWdt6nyiFf8zveUsAfQ4GNTONzYO7lrhemcd\\_YtFD0a3SHgfPDA](https://www.thecut.com/2020/07/book-excerpt-big-friendship-by-aminatou-sow-ann-friedman.html?fbclid=IwAR0iwwvGWdt6nyiFf8zveUsAfQ4GNTONzYO7lrhemcd_YtFD0a3SHgfPDA)

### Response Assignments

- By Saturday at noon, post on discussion board or (if applicable) VoiceThread.
- After Saturday at noon, review discussion boards and VoiceThreads (comment on 3+)

## **Week 8 (10/19): Moving Beyond Single Story (community level)**

**Background Reading/Viewing:** *What are the different ways to work for justice at the individual, small group, movement, and system level?*

- Read: Annelise A. Singh. Excerpt from Racial Healing Handbook: Practical Activities. [https://nmaahc.si.edu/sites/default/files/downloads/resources/racialhealinghandbook\\_p87to94.pdf](https://nmaahc.si.edu/sites/default/files/downloads/resources/racialhealinghandbook_p87to94.pdf)
- Watch: Overview of Bystander Intervention: <https://www.youtube.com/watch?v=2-wdXNmpyPw> or [https://www.youtube.com/watch?v=3iY\\_X40-wno](https://www.youtube.com/watch?v=3iY_X40-wno)
- Read: Daniel Siegeltuch (2021). *Case Study: How the ACT UP Protest Movement Exemplifies Grassroots Efforts to Achieve Policy Change*. TSPPPA Case Study.
- Moving Beyond Diversity toward Racial Equity. <https://hbr.org/2020/06/moving-beyond-diversity-toward-racial-equity>

**Stories for Discussion:** *What does it take to work for justice?*

- Watch: Morgan Freeman’s Narration of John Lewis (2020). “Together You Can Redeem the Soul of the Nation.” *New York Times* Op-Ed. Available here: <https://www.youtube.com/watch?v=wzixahccmdA>
- Watch: Mona Hanna-Attisha talk on response to Flint Water Crisis. Available at: <https://www.youtube.com/watch?v=PasD9CZjZPM>
- Read: Walidah Imarisha’s short story: “Black Angel” in Walidah Imarisha and adrienne maree brown, (Eds.). *Octavia’s Brood: Science Fiction Stories from Social Justice Movements*. New York: AK Press, 2015.

### **Response Assignments**

- By Saturday at noon, post on discussion board or (if applicable) VoiceThread.
- After Saturday at noon, review discussion boards and VoiceThreads (comment on 3+)

## **Week 9: No Class (10/26) – Final Paper Due**

### **Final Wrap-Up**

- Upload your tracking sheet (scan or take a photograph)
- Complete course evaluation at end of semester

### **Organizational Handouts for Course (following pages)**

- Voice Thread Presentation Schedule (pg. 14)
- Course Engagement Tracking Sheet (pg. 15)
- University Policies (pg. 17-18)

## VoiceThread Presentation Schedule (TBD)

Date Due	Topic	11:10 Presenters	6:10 Presenters
9/19	Dialogue across Difference		
9/26	Role of Identity (especially Race/Ethnicity/Culture)		
10/10	Moving Beyond the Single Story (Inter-personal level)		
10/17	Moving Beyond the Single Story (System level)		




















## PPPA 6000 COURSE ENGAGEMENT TRACKING SHEET

Students should track their engagement in this class by marking the appropriate “point value” (number in circle) for each activity they complete. This sheet should be turned in at the end of the semester following submission of the final paper. It will be used to determine students’ final course grades as follows: A = 95+ || A- = 90 - 94 || B+ = 85-89 || B = 80-84 || C = 70-79.

ACTIVITY	POINT VALUES	TOTAL POINTS
<b>Complete Intro. Work for Class</b>	Completed all: <span style="color: green; font-size: 1.2em;">05</span> Some: <span style="color: orange; font-size: 1.2em;">03</span>	Max=5
<b>Complete Assigned Reading/ Viewing before Class</b> <i>Completed all</i>	<span style="color: orange; font-size: 1.2em;">03</span> <span style="color: orange; font-size: 1.2em;">03</span> <span style="color: orange; font-size: 1.2em;">03</span> <span style="color: orange; font-size: 1.2em;">03</span> <span style="color: orange; font-size: 1.2em;">03</span>	Max=15
<i>Completed some</i>	<span style="color: green; font-size: 1.2em;">01</span> <span style="color: green; font-size: 1.2em;">01</span> <span style="color: green; font-size: 1.2em;">01</span> <span style="color: green; font-size: 1.2em;">01</span> <span style="color: green; font-size: 1.2em;">01</span>	
<b>Engage in Class Discussions (5x)</b> <i>Entire class session</i>	<span style="color: green; font-size: 1.2em;">05</span> <span style="color: green; font-size: 1.2em;">05</span> <span style="color: green; font-size: 1.2em;">05</span> <span style="color: green; font-size: 1.2em;">05</span> <span style="color: green; font-size: 1.2em;">05</span>	Max=25
<i>Most of class session</i>	<span style="color: orange; font-size: 1.2em;">03</span> <span style="color: orange; font-size: 1.2em;">03</span> <span style="color: orange; font-size: 1.2em;">03</span> <span style="color: orange; font-size: 1.2em;">03</span>	
<i>Some of class session (or excused absence)</i>	<span style="color: green; font-size: 1.2em;">01</span> <span style="color: green; font-size: 1.2em;">01</span>	
<b>Post 2-3 Comments on Discussion Board (4x)</b>	<span style="color: brown; font-size: 1.2em;">02</span> <span style="color: brown; font-size: 1.2em;">02</span> <span style="color: brown; font-size: 1.2em;">02</span> <span style="color: brown; font-size: 1.2em;">02</span>	Max=8
<b>Return to Discussion Boards/ VoiceThreads before Class (5x)</b>	<span style="color: brown; font-size: 1.2em;">02</span> <span style="color: brown; font-size: 1.2em;">02</span> <span style="color: brown; font-size: 1.2em;">02</span> <span style="color: brown; font-size: 1.2em;">02</span> <span style="color: brown; font-size: 1.2em;">02</span>	Max=10
<b>Post Discussion Leader VoiceThread (1x)</b>	On Time: <span style="color: gold; font-size: 1.5em;">10</span> Posted Late: <span style="color: orange; font-size: 1.2em;">03</span>	Max=10

*Continued on Next Page*

**COURSE ENGAGEMENT TRACKING SHEET (CONT).**

ACTIVITY	POINT VALUES		TOTAL POINTS
<b>Submit 1<sup>st</sup> Half of Paper</b>	<i>On Time:</i> 	<i>Late/Incomplete:</i> 	Max=10
<b>Submit Full Final Paper</b>  <i>Turned in...</i>	<i>On Time:</i> 	<i>Complete but Late:</i> 	Max=20
<i>Incorporates Comments on Draft Paper</i>	<i>All Comments:</i> 	<i>Most comments:</i> 	
<b>SUBTOTAL (add points from rows above; max=103)</b>			
<b>Extra Points for Additional Class Contributions</b>   Interrupt a discussion to note an “ouch moment.”	 Email another student with positive feedback re: their class contributions.	 Receive an email from another student sharing positive feedback re: your contributions to the course.	
 Meet with another student and give each other feedback on your final projects.	 Listen to another student talk about their experience in the course.	 Raise a concern/ criticism about a specific reading during class discussion.	
 Give honest feedback to professor or discussion leader about your class experience.	 Talk to professor or discussion leader about class being too easy/hard.	 Other: _____	
<b>Total # of Points (max = 112)</b>  <i>Subtotal</i>  + <i>any extra points</i>  = 			



## University policies

### **Disability Services**

Any student who may need an accommodation based on the impact of a disability should contact the Office of Disability Support Services (DSS) to inquire about the documentation necessary to establish eligibility, and to coordinate a plan of reasonable and appropriate accommodations. DSS is located in Rome Hall, Suite 102. For additional information, please call DSS at 202-994-8250, or consult <https://disabilitysupport.gwu.edu>.

### **Accommodation Beyond Disability**

Everyone has different needs for learning. If you don't have a documented disability but feel that you would benefit from learning support for other reasons, please don't hesitate to talk to me. If you have substantial non-academic obligations or other concerns (e.g., work, childcare, athletic commitments, language barriers, financial issues, technology access, commuting, etc.) that make learning difficult, please contact me. I'll keep this information confidential, and together, we can brainstorm ways to meet your needs.

### **Observance of religious holidays**

In accordance with University policy, students should notify faculty during the first week of the semester of their intention to be absent from class on their day(s) of religious observance. For details and policy, see: [provost.gwu.edu/policies-procedures-and-guidelines](http://provost.gwu.edu/policies-procedures-and-guidelines)

### **Academic Integrity Code**

Academic Integrity is an integral part of the educational process, and GW takes these matters very seriously. Violations of academic integrity occur when students fail to cite research sources properly, engage in unauthorized collaboration, falsify data, and in other ways outlined in the Code of Academic Integrity. Students accused of academic integrity violations should contact the Office of Academic Integrity to learn more about their rights and options in the process.

Outcomes can range from failure of assignment to expulsion from the University, including a transcript notation. The Office of Academic Integrity maintains a permanent record of the violation. More information is available from the Office of Academic Integrity at [studentconduct.gwu.edu/academic-integrity](http://studentconduct.gwu.edu/academic-integrity). The University's "Guide of Academic Integrity in Online Learning Environments" is available at [studentconduct.gwu.edu/guide-academic-integrity-online-learning-environments](http://studentconduct.gwu.edu/guide-academic-integrity-online-learning-environments). Contact information: [rights@gwu.edu](mailto:rights@gwu.edu) or 202-994-6757.

### **Virtual academic support**

A full range of academic support is offered virtually in fall 2020. See [coronavirus.gwu.edu/top-faqs](http://coronavirus.gwu.edu/top-faqs) for updates. Writing and research consultations are available online. See [academiccommons.gwu.edu/writing-research-help](http://academiccommons.gwu.edu/writing-research-help). Coaching, offered through the Office of Student Success, is available in a virtual format. See [studentsuccess.gwu.edu/academic-program-support](http://studentsuccess.gwu.edu/academic-program-support)

### **Writing Center**

GW's Writing Center cultivates confident writers in the University community by facilitating collaborative, critical, and inclusive conversations at all stages of the writing process. Working

alongside peer mentors, writers develop strategies to write independently in academic and public settings. Appointments can be booked online. See [gwu.mywconline](http://gwu.mywconline)

### **Academic Commons**

Academic Commons provides tutoring and other academic support resources to students in many courses. Students can schedule virtual one-on-one appointments or attend virtual drop-in sessions. Students may schedule an appointment, review the tutoring schedule, or access other academic support resources at [academiccommons.gwu.edu](http://academiccommons.gwu.edu). For assistance contact [academiccommons@gwu.edu](mailto:academiccommons@gwu.edu).

### **Counseling and Psychological Services 202-994-5300**

GW's Colonial Health Center offers counseling and psychological services, supporting mental health and personal development by collaborating directly with students to overcome challenges and difficulties that may interfere with academic, emotional, and personal success. [healthcenter.gwu.edu/counseling-and-psychological-services](http://healthcenter.gwu.edu/counseling-and-psychological-services)

### **Safety and security**

- In an emergency: call GYPD 202-994-6111 or 911
- For situation-specific actions: review the Emergency Response Handbook at [safety.gwu.edu/emergency-response-handbook](http://safety.gwu.edu/emergency-response-handbook)
- In an active violence situation: Get Out, Hide Out or Take Out. See [go.gwu.edu/shooterprep](http://go.gwu.edu/shooterprep)
- Stay informed: [safety.gwu.edu/stay-informed](http://safety.gwu.edu/stay-informed)