This quarter the class has a unique opportunity to complete extra credit papers to attain a total of 09 extra credit points total (3 points for each activity and paper summary), if all three options are completed. Please look at each section below to learn what each paper is worth individually.

Papers are due by Wednesday, May 27, 2015 (Week 9) during class time (no late submissions accepted). Please note proof of participation will need to be provided in your submissions (e.g., pamphlets, programs, pictures) for each event.

Each 3-4 page paper (double spaced, 12 font, Times New Roman, APA writing style)
The papers will be reviewed and graded individually; points will be earned depending on the content, comprehension, and application of readings. Throughout each paper, students are to identify the relevance of the event to the class and highlight their connection to the readings. In addition, students are to identify new cultural knowledge gain and the value of the activity.

NOTE: **Sections I and II**: Students are required to provide hard copy proof that you participated (e.g., with flyers, admissions ticket, handout, etc) in the event.

**Section III**: All students taking part in the group viewing must be enrolled students and all of their student I.D. numbers must be listed on each extra credit paper submitted. All requirements must be met in order for papers to be considered for grading. If any of the requirements are not met, the paper may receive a score of zero ‘0’.

**Grading**: The summaries (3 points each) will be graded on comprehensiveness, clarity, and the student’s ability to apply class readings and lectures to the experiences. Review the outlined questions and directives to receive complete points for the extra credit. Lastly, points will only be available to students who submit a proof of attendance with no exceptions to this requirement.
Various Options

I. University Culture-Based Lectures

The university has a series of events that address culture and race in America. In particular, the Cross Cultural Center will be offering a series of lectures during Deconstruction Week (end of April and beginning of May). The program New Narratives is another excellent opportunity (http://www.studentaffairs.uci.edu/newnarratives/index.php).

Other examples will be sent via email. Select the opportunities that attract your attention and attend them with enthusiasm and a willingness to learn. **Note: There will be many other opportunities throughout the quarter across campus that you can also suggest to the faculty for approval.**

Provide a summary of the event and highlight the main points provided by the presenters. Identify the main lessons made by the speaker and the important message that you were able to attain through his presentation. What was surprising about the content, and what specifically did you learn? What did you enjoy most of the lecture? What new skill(s) did you gain from his lecture, and how will you be able to apply it in your future professional duties? How did the lecture parallel with the class and its objectives? Be specific and provide examples.

II. Art Exhibit, Community Event

Students can identify a community event, art exhibit (e.g., Japanese American National Museum, California African American Museum, MOLAA – Museum of Latin American Art in Long Beach, Museum of Tolerance), poetry night, play (e.g., Culture Clash, a Raisin the Sun), or other means of expression to attain a deeper understanding of culture and the immigrant experience.

The key element of this opportunity is to ensure that you are learning from the experience and that there is an educational component to the activity. The event must be substantive and you must invest quality time in learning about the display or issue. For example, you should hear any workshops provided in the museum, listen to the lessons that may be offer adjacent to the poetry jams, and/or conduct some research about the play (its history, context) before viewing it to maximize your experience and understanding.

**Repeat:** The primary element to attain credit for this option will be to highlight the educational component to the experience and its added value to your understanding of culture and the class readings. (Please note that going to a restaurant, visiting a local community park or recreation center and engaging with the community will not be enough for this extra credit assignment.)

A summary of the display or art exhibit will be required for this activity. Provide an extensive description of the message in the art work and a detailed explanation of the issues addressed through this expression. In addition, reflect on the educational component of this engagement and highlight your gained knowledge from the event. Compare and contrast the information presented in the exhibit with the readings and lectures provided in the class, and identify your gained knowledge and understanding of culture, race, and ethnicity. If there was something challenging about the lesson(s) that you learned, highlight your thoughts about this insight in your paper. Reflect on how your perspective was enhanced by attending this activity and identify how you will apply it to your daily life.
III. Group Movie Viewing

Students will watch the movie CRASH and spend approximately 60 minutes discussing the major issues of the selected movie with two other students enrolled in the class. Set aside around 3 hours for the activity.

Provide a summary of the movie, highlighting the main lessons and identifying its relevance to the class readings. Highlight main points of the movie as they underscore the class material, lecture, theories, and articles. Identify how culture was addressed in the movie; discuss the role of values, beliefs, and practices. Reflect on any stereotypes, negative imaging and misrepresentation of the culture (if you saw any). Expand on you gained understanding of the Latina/o culture, its people, practices, hardships, and resilience. Identify specific parts of the movie that paralleled your class readings and identify specific examples throughout your paper. **Last, include a section on the group discussion and insights. Make sure to reference the questions below.**

**QUESTIONS TO CONSIDER WHILE WATCHING THE MOVIE:**

1. Haggis makes sure that his film evidences various racial and ethnic stereotypes to which people ascribe. However, the script plays with these stereotypes, twisting them to show how they are patently false and, yet, how they can also be true. Choose one of these stereotypes presented in the film and identify how the movie evidences this “twisting.”

2. This movie is set in Los Angeles, a city rich in diversity. Do you think that an area with such diversity would be more open or close minded about differences? Why?

3. Compare the paths of the racist cop and his “non-racist” partner. Why do you think the filmmaker developed the story in a way that had the racist saving a black woman and the “non-racist” killing a black man?

4. One thing that happens, again and again in the film, is that peoples’ assumptions prevent them from seeing the actual person standing before them. Choose one scene and point out the specific assumptions that prevent one character from “seeing” another character as an “actual person standing before [him/her].”