

SOCIOLOGY OF RACE & ETHNICITY

SOC 262 (Section HYA)

Fall 2019

Bellevue College

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(when emailing me, please put "SOC 262" as the subject)

Office Phone: (425) 564-5143

Office Hours: Daily 10:30am-11:20am

Office Location: A100D

Class Meets: M-Th 11:30-12:20pm

Class Location: B102

COURSE INTRODUCTION

Race and ethnicity are hot topics in American society. Good friends, even family members, often disagree about racial issues. Are we in a "post-race" America? Is there a level playing field? Do we still need affirmative action? What does it mean for America that racist hate crimes are increasing? This course begins by examining how race is socially constructed, first by exploring how racial categories have changed over time then by discussing the ways in which these definitions have served the interests of powerful groups. Using pop culture, visual images and archives, and multimedia, you will also explore contemporary representations of race, and analyze how these images intersect with gender, class, and sexuality.

Over the course of the quarter, we will explore many fascinating topics pertaining to race and ethnicity. Obviously, this class is about race. But it's also about much more. It is about culture, power, and dominance. It is about identity, immigration, and the media. Sociology teaches us that race and ethnicity are tied up with the historical, economical, and political patterns of our society, so we will explore these connections over the coming weeks. Our major goal for the quarter is to understand how the larger social environment differentially shapes the experiences of groups and individuals according to race. You will likely look at race and ethnicity in a new way after taking this class.

As we all come to the course with strong ideas and beliefs about race and ethnicity, the subject matter can be personally as well as intellectually challenging. Some of what you will learn in this course may initially seem like "common sense." Sometimes what you will learn might be shocking, surprising, or even make you angry. Nevertheless, I hope that you will realize that these reactions are a somewhat normal part of the learning process. As a result, I hope you learn from each class experience and take these lessons with you on your future endeavors. I look forward to working with you and sharing my enthusiasm for sociology. I have a passion for this subject matter, and I hope you will have a passion too. Welcome to our class!



"The chief object of education is not to learn things but to unlearn things."

—Gilbert Chesterton

"Education is not the filling of a pail but the lighting of a fire."

—William Butler Yeats

Visit our Program's website – there are lots of tips there for students about how to get the most out of your experience at BC, in addition to information about Sociology as a major.

<http://www.bellevuecollege.edu/sociology/>

LEARNING ATMOSPHERE

Research about learning tells us that students learn best when they are actively involved in the teaching and learning process. Thus, this is an *active, interactive* course where you will often *learn by doing*. In other words, this class is *experiential* at times. At times, you will reflect on how the course material relates to your own life. In fact, if you learn to apply the course material to your own life and then share that with others, you are learning! In our class, you will observe the world, read, write, discuss, and participate. I think of our class as a “collaborative learning community” where we all teach and learn from each other. Every time you contribute, you teach something to others. I challenge you to abandon the traditional passive student role and to get involved with teaching and learning – I think you'll enjoy it and learn a lot in the process!

You should know that class time will NOT be spent regurgitating the reading material. We will be spending the bulk of our class time doing a wide range of things – activities, skits, discussions, films, and so on. We don't have a lot of time each week to spend with each other, so we have to make the most of our class time. Students typically tell me that they really like our class time together, as we get the opportunity to engage in a lot of interesting things.



A note about course content:

Essential to an education is an open-minded understanding of ideas and modes of expression which might conflict with one's personal values. By being exposed to such ideas or expressions, students are not expected to endorse or adopt them but rather to understand that they are part of the free flow of information upon which higher education depends. To this end, you may find that class requirements may include engaging certain materials which may, in whole or in part, offend you. Since sociologists examine just about every aspect of the social world, we sometimes talk about uncomfortable or provocative material in class. Please be advised that, when we

explore controversial topics, they will be framed within an academic context. You are free to leave the room at any time, but please know that you will be responsible for any course material you may have missed while you were gone. If you have any questions or concerns about course content or climate, don't hesitate to let me know.

Regarding Safe Space:

This class is a Safe Space for **all** students. Lesbian, gay, bisexual, questioning, queer-identified, and transgender students are welcome in this classroom and encouraged to speak out and be an integral part of this class. Any questions about what this means should be brought to me immediately. All are welcome!

COURSE LEARNING OUTCOMES

After completing the course, the successful student will be able to:

- Explain the difference between "race" and "ethnicity"
- Describe race and ethnic relations from a sociological perspective
- Articulate how race and ethnicity are social constructs
- Contrast the experiences of selected racial and ethnic groups in the U.S.
- Apply findings of race and ethnic research to one's own life

REQUIRED TEXTS AND MISCELLANEOUS PURCHASES

Texts: Getting Real About Race (Second Edition), Stephanie McClure and Cherise Harris (editors), Sage Publications

COURSE EXPECTATIONS

In order to have a respectful, cooperative learning environment in which we learn as much as possible from one other, we all need to contribute positively to classroom dynamics. Although each class is unique and develops its own 'personality,' the following are the basic expectations that serve as the foundation of our class culture.

The following outlines what we can expect of each other:

Preparation. All of us should come to class prepared. As your professor, my ultimate goal is to help you learn and succeed, so I will spend ample time and effort on class preparation in order to make the material as understandable and as interesting as I possibly can. Class time will only sometimes be lecture – we will have interesting discussions, watch films, and engage in a variety of activities because that helps us all learn more. I am a big believer that learning by doing leads to deep and meaningful levels of understanding.

As students, you should come to class having done the assigned work, and you should always bring the proper supplies with you. Don't neglect the "smaller" assignments, because they count and add up easily, and so they are worth more in the end than they appear. When we all come to class prepared, everyone benefits.

Quality. I will do my best to choose course materials and assignments that are interesting and engaging, and I'll bring my "best self" to the class. I work hard to make this course a success for you, and I expect you to try hard too. When making comments and completing assignments, your comments should indicate that you have read and understand the course material. You should always try to do your personal best. Please don't assume that you can simply "wing it" in this class and still earn a high grade. I have high expectations of you, as I want you to succeed. I know you can succeed, even if you've never gone to college before or if you haven't done well in school! I hope you have high expectations of me as well.



Promptness. I will be to class on time, and I commit to returning your work to you in a timely, reasonable fashion. I will respond to your questions and electronic communications promptly as well. I expect you to come to class on time. When you arrive late, it hurts not only yourself but also your classmates. Often at the

beginning of class I make important announcements or discuss crucial material, and when you come in late, not only do you miss it but you also disrupt the class. I certainly understand that sometimes “life happens” and you might miss a bus or have a difficult time getting a parking space, so don’t worry if that happens to you (just try to enter the classroom as quietly as possible). But repetitive or habitual lateness is a sign of disrespect to our class, so if you repeatedly come to class late, it will affect the participation portion of your course grade. The same thing goes for repeatedly leaving class early.

As far as your assignments, be sure that you comply with all due dates. I believe that one of the major lessons students take away from college is the importance of meeting deadlines. As a result, **no late work is accepted in this class**. Late work will receive a **zero** grade. Please do not ask me if I will accept your work late...I won’t. If you know you are going to be absent on the day something is due, then turn it in early. **Being absent on the day something is due does NOT grant you an automatic extension (even if you were absent on the day it was assigned)**. Major due dates are indicated on the attached Course Calendar, so plan ahead.

A note about religious holidays: If you expect to miss class, exams, or any other assignments as a consequence of your religious observance, you will be provided with a reasonable alternative opportunity to complete the work, as long as you notify me in advance. It is your responsibility to provide me with reasonable notice of the dates of religious holidays on which you will be absent. Alternatively, if you prefer, although I don’t require it, you can request an official accommodation from the Student Affairs office if you will be absent from course activities due to religion or conscience (use this [Request Form](#) for the formal request). These formal requests for accommodation must be made within the first two weeks of the course to the office of the Associate Vice President of Student Affairs (see Bellevue College [Policy 2950](#)). In the event you feel you are being discriminated against based on faith or conscious, you may refer to the procedures outlined in the college’s Discrimination, Harassment and Retaliation Policy ([1440P](#)).



Engagement. On your end, I need you to be in class and to be engaged because the success of our class depends as much on you as on me. I expect you to actively engage with the course materials, participating and being involved as much as you possibly can. Being in class contributes positively to our classroom culture (we want to know your contributions!), and it also increases your mastery of the course content. As a result, your presence in class contributes toward your final grade in the course. **For each five (5) class periods that you miss (or arrive late), your final grade will drop one full letter grade.** This means that

you are permitted to miss or arrive late to four (4) classes without consequence to your course grade. If you do need to miss class, please note that you will not be able to make up any in-class work that you may have missed (such as group work), and you are also responsible for any and all work that is due at the class meeting immediately upon your return. It is important to know that being absent does not grant you an extension on anything. As a result, I highly recommend that you get the names and contact information of one or two of your classmates so you can contact them for any assignments or notes you may have missed while absent.

While you are in class, I would like you to focus on our class. This means that all electronic devices should be put away, unless I prompt you to use them. If you need a laptop to take notes, or if you need technology for any other reason, I would like for you to talk to me about it. Increasing numbers of students use their laptops during college classes to surf the web, tweet, or post status updates. Texting, excessive talking, or other disruptive behavior is disrespectful to our class, so your participation grade will be affected by these types of behaviors. Please just use common sense and be respectful of our class. Remember that I want you to be physically and mentally present.

When you are speaking, you'll have my undivided attention. I won't make you feel "stupid" or less intelligent for asking a question or making a comment. I will treat you as a multi-dimensional human being with feelings and a unique personal background. You are not a student identification number to me! I also agree to be available to you outside of class should you desire help. I encourage you to come to my office hours whenever you have a question or concern, and I encourage you to advocate for your own needs. If my office hours are not convenient for you, we can schedule an appointment that fits your schedule. However, please be aware that I am not available 24-hours a day, 7 days a week. In general, I am in my office for a couple of hours in the morning (before my classes) and again in the afternoon (when I don't have meetings, which I often do), and I always check my email a few times a day. I do my coursework on the days we have class, during daytime business hours. *Thus, please do not send to me late-night or weekend emails expecting an immediate response*. Thank you in advance for your understanding and consideration. **(NOTE: I will award you 10 extra credit points if you come to my office hours at any time before the end of the quarter.** Maybe we can talk about how you're doing in class, a challenging topic, or your future academic plans. I do this to encourage you to get used to reaching out to your professors – it's really important!)

Honesty and integrity. Your grade will be based upon what I detect that you have learned. It is your job to show me that you understand the material. Your work should be your own, except when asked to work with other students. You are required to acknowledge if you have borrowed any ideas, terms, or phrases, even if you have borrowed from a classmate. Please do not copy and paste material from wikipedia or any other website into your assignments, as this is a severe form of cheating (that is very easy to catch, by the way). **In this class, your assignments should be grounded in the lectures, activities, and readings (rather than web resources, which are often wrong!).** If you have any hesitation, or if you are in doubt about one of these issues, feel free to ask me.



Respect and inclusion. Since learning about diverse experiences is important in this course, it is of the utmost importance that we respect each other's experiences, differences, and opinions. I will do everything within my power to encourage a classroom culture that is free of prejudice and discrimination. I value you.

Everyone in our class has the right to feel welcome here and safe from personal attack, so with this in mind, I expect you to express yourself respectfully. When engaged in your role as a student, please be constructive in your comments. I will be constructive with mine. You may certainly disagree and debate, but you can express

your viewpoint in an open, respectful manner. As a sociologist, I know that words do matter (they can hurt a lot!), so please think of other people's feelings before speaking. I cannot allow students to insult or belittle an entire group of people (such as women, men, people of color, gays and lesbians, poor people, Christians, Jews, Muslims, disabled people, veterans, conservatives, liberals, and so on). You are entitled to your beliefs, but you are not entitled to make attacks or victimize others. It is unacceptable to justify bigoted attitudes for any reason, including religion. If you are unable to express your beliefs in a non-insulting manner, please keep them to yourself. I think you'll find, however, that with a little practice, you can express your viewpoint in an open, respectful manner. If you have any doubts, feel free to check with me and I'd be more than happy to help you express yourself responsibly. Hopefully, by the time you finish our class, you will be more appreciative of and comfortable with human diversity and differences. Our differences are what make us wonderfully unique.

GRADING

Final course grades are based on the following:

Exams (2 @ 150 points each)	300 points
Notecards (22 @ 10 points each)	220 points
Group project and presentation	150 points
Film Reflections (10 @ 15 points each)	150 points
Racial Autobiography	100 points
<u>Participation and homework</u>	<u>80 points</u>
	1,000 points

The following are the letter-grade equivalents to the course points:

Course Grade	Point Total	Course Grade	Point Total
A	= 930-1,000 points	C+	= 770-799 points
A-	= 900-929 points	C	= 730-769 points
B+	= 870-899 points	C-	= 700-729 points
B	= 830-869 points	D+	= 670-699 points
B-	= 800-829 points	D	= 600-669 points
		F	= 0-599 points

- (1) **Exams:** Two exams are given over the course of the quarter. Exams will likely consist of multiple choice and short answer questions (I will provide you with a review sheet ahead of time). **I do not give make-up exams, or early/late exams.** Please review the attached Course Calendar and make note of the exam dates. Plan ahead!
- (2) **Notecards:** For the assigned readings, you will need to submit to me notecards. At the beginning of class on the day the notecards are due, I will collect your notecards. **Notecards MUST be stapled together. Late notecards will not be accepted.** This means that **I will not accept notecards submitted at the end of the class period.** HOWEVER, you are permitted to miss ONE notecard without any effect on your grade (I simply drop the lowest score), so if you miss one, then that would be one of your dropped scores. The purpose of these notecards is to: (a) help you keep up with the readings, (b) help you learn the material better, and (c) reinforce good study/learning habits. **You will want to refer to these notecards during our exams**, so it is in your best interest to do a superb job on them!

When grading your notecards, I will simply skim them and assign 10 points for cards that seem to be thorough and reduced points for cards that seem to be lacking. If you don't turn in a notecard, you'll receive a score of zero (and have fewer notecards to refer to during the exam, unfortunately!).

- (3) **Group Research Project and Presentation:** You will form groups and conduct research as a team. This is not traditional library research; rather, your team will "go out" into the world and collect data about a course-related topic. You might decide, for example, to watch television for the stereotypical and non-stereotypical messages. You might analyze political candidates for racial bias. You might examine magazine advertisements for the messages they seem to convey about race. I will provide the class with a list of research projects to choose from, and each group will choose one project from that list. (No two

groups can do the same project.) Your group will present your findings and conclusions to the class at the end of the quarter. *More details about this project will be distributed in the first part of the quarter.*

(4) Film Reflections: Throughout the quarter, we will watch several films – some will be in-class and some will be on Canvas. For most of these films, you'll answer questions through Canvas. The due dates for these film assignments are on the attached Course Calendar.

(5) Racial Autobiography Paper: Near the end of the quarter, you will write a 5 page paper in which you analyze your life as a racial being within the context of the course concepts and materials. More information about this assignment will be distributed later in the quarter.

(6) Participation and homework: Occasionally, I may announce short homework assignments during class. These small, overnight assignments will count toward this portion of your course grade. (If you miss class, you should check with a classmate to see if anything is due the following day.) Additionally, participation is essential to the format of this class and therefore contributes toward your grade. In short, your success in this class depends on your attendance and your *engagement*. "Participation" includes attendance, discussions, group work, and independent in-class assignments. As a result, if you skip class or disrupt class by coming in late regularly, then your participation grade will drop. For each five (5) class periods that you miss (or arrive late), your final grade will drop one full letter grade. This means that you are permitted to miss or arrive late to four (4) classes without consequence to your course grade. If you maintain strong attendance and contribute to class in a meaningful way, your grade will benefit. *Do not take this portion of your grade lightly – excellent attendance and participation can significantly improve your final grade! The hallmark of a successful college student is great attendance.*

The Disability Resource Center serves students with a wide array of learning challenges and disabilities. If you are a student who has a disability or learning challenge for which you have documentation or have seen someone for treatment and if you feel you may need accommodations in order to be successful in college, please contact us as soon as possible. If you are a student with a documented autism spectrum disorder, there is a program of support available to you. If you are a person who requires assistance in case of an emergency situation, such as a fire, earthquake, etc, please meet with your individual instructors to develop a safety plan within the first week of the quarter. The DRC office is located in B 132 or you can call them at 425.564.2498. Deaf students can reach them by video phone at 425-440-2025 or by TTY at 425-564-4110. Please visit our website for application information into our program and other helpful links at www.bellevuecollege.edu/drc

College Anti-Discrimination Statement (Title IX)

Bellevue College does not discriminate on the basis of race or ethnicity; color; creed; national origin; sex; marital status; sexual orientation; age; religion; genetic information; the presence of any sensory, mental, or physical disability; gender identity or veteran status in educational programs and activities which it operates. For further information and contacts, please consult [College Anti-Discrimination Statements](#).



COURSE CALENDAR

WEEK ONE – Introduction to Course

Readings and Assignments:

- Read syllabus and make sure you understand it
- Read Essay 1, “But My Mother Says It’s Rude to Talk About Race! How and Why We Need to Discuss Race in the U.S.” (in *Getting Real About Race*)
- Read Essay 3, “Native American/Indian, Asian/Oriental, Latino/Hispanic...Who Cares?: Language and the Power of Self-Definition” (in *Getting Real About Race*)
- **Due Wednesday: Notecards on Essay 1**
- **Due Thursday, Notecards on Essay 3**
- **Due Friday, 11:59pm: Complete Racial Attitudes “Pre-Test” (on Canvas)**



WEEK TWO – The Social Construction of Race and Racial Identity

Readings and Assignments:

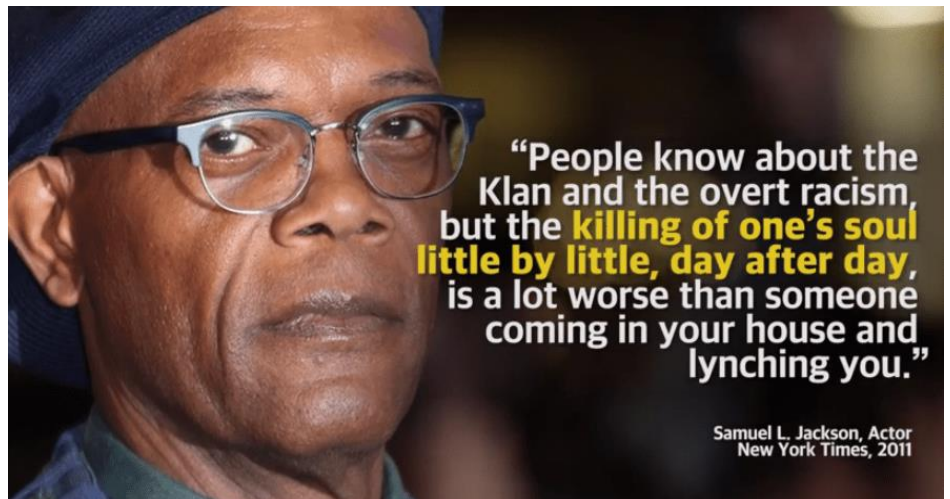
- Read Essay 2, “Blacks are Naturally Good Athletes’: The Myth of a Biological Basis for Race”
- Read Essay 4, “Is Discrimination Against Muslims Really Racism? The Racialization of Islamophobia”
- **Due Monday: Notecards on Essay 2**
- **Due Wednesday (at classtime): Complete Week Two Homework Reflection**
- **Due Wednesday, 11:59pm: Film Reflection on “Race: The Power of an Illusion (Part 1)” (complete on Canvas)**
- **Due Thursday: Notecards on Essay 4**
- **Due Friday, 11:59pm: Film Reflection on “The Story We Tell - Race: The Power of an Illusion (Part 2)” (complete on Canvas)**

WEEK THREE – Individual Racism: Racism at the Microlevel

Readings and Assignments:

NO CLASSES ON WEDNESDAY

- Read “What is Racism Anyway?: Understanding the Basics of Racism and Prejudice” (scanned copy is on Canvas)
- Read Essay 7, “If Only He Hadn’t Worn the Hoodie’: Race, Selective Perception, and Stereotype Maintenance”
- Read Essay 11, “But It’s Honoring! It’s Tradition!’: The Persistence of Racialized Indian Mascots and Confederate Culture in Sports”
- Read Essay 5, “If People Stopped Talking About Race, It Wouldn’t Be a Problem Anymore’: Silencing the Myth of a Color-Blind Society”
- **Due Monday: List of group members for group project**
- **Due Monday: Notecards on “What is Racism Anyway?”**
- **Due Tuesday: Notecards on Essay 7**
- **Due Thursday: Notecards on Essay 11**
- **Due Thursday: Notecards on Essay 5**
- **DUE FRIDAY, 11:59pm: Film Reflection due (film title TO BE ANNOUNCED IN CLASS) (complete assignment on Canvas)**



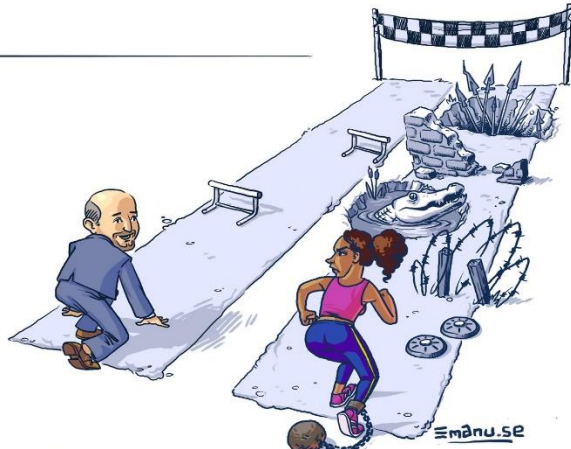
WEEK FOUR – Institutional Racism: Racism at the Macrolevel

Readings and Assignments:

- Read Essay 20, “If Only They Would Make Better Choices...’: Confronting Myths About Ethnoracial Health Disparities”
- Read Essay 16, “I Had a Friend Who Had Worse Scores Than Me and He Got Into a Better College’: The Legal and Social Realities of the College Admissions Process”
- Read Essay 21, “Now All the Good Jobs Go To Them!’: Affirmative Action in the Labor Market”
- **Due Monday: Notecards on Essay 20**
- **Due Tuesday (at classtime): Film Reflection on “The House We Live In – Race: The Power of an Illusion” (complete on Canvas)**
- **Due Tuesday: Notecards on Essay 16**
- **Due Wednesday: Affirmative Action Homework (bring to class)**
- **Due Thursday: Notecards on Essay 21**

“Racism is like a Cadillac,
they bring out a new
model every year.”

-MALCOLM X



“What’s the matter?
It’s the same distance!”

WEEK FIVE – Privilege

Readings and Assignments:

- Read Essay 22, “Why Do They Get to Use the N-Word but I Can’t?: Privilege, Power, and the Politics of Language”
- Read Essay 23, “It’s Appreciation, Not Appropriation! I Don’t Know Why You’re Offended!’: Understanding Exploitation and Cultural Appropriation”
- **Due Tuesday (at classtime): Privilege Homework (complete assignment on Canvas)**
- **Due Wednesday (at classtime): Film reflection on “White Like Me” (complete assignment on Canvas)**
- **Due Wednesday: Notecards on Essay 22**
- **Due Thursday: Notecards on Essay 23**

WEEK SIX – Islamophobia

Readings and Assignments: **NO CLASSES ON TUESDAY**

- **EXAM #1 ON MONDAY**
- Read Essay 10, “But Muslims Aren’t Like Us!’: Deconstructing Myths About Muslims in America”
- **Due Thursday: Notecards on Essay 10**
- **Due Friday, at 11:59pm: Film Reflection on ‘Reel Bad Arabs’ or ‘Constructing the Terrorist Threat’ (to be decided: I will announce this in class) (complete assignment on Canvas)**

WEEK SEVEN - Xenophobia

Readings and Assignments:

- Read Essay 8, “My Family Had to Learn English When They Came, so Why is Everything in Spanish For Them?': Race and the Spanish Language in the United States”
- Read Essay 17, “We Need to Take Care of ‘Real Americans’ First’: Historical and Contemporary Definitions of Citizenship”
- **Due Monday: Group’s Detailed Research Plan**
- **Due Tuesday: Notecards on Essay 8**
- **Due Wednesday: Notecards on Essay 17**
- **Due Friday, 11:59pm: Film Reflection on “Latinos Beyond Reel” (complete assignment on Canvas)**

WEEK EIGHT – Racism Against Blacks and African Americans

Readings and Assignments:

- Read Essay 18, “If Black People Aren’t Criminals, Then Why Are So Many of Them in Prison?': Confronting Racial Biases in Perceptions of Crime and Criminals”
- Read Essay 24, “#BlackLivesMatter is Racist; It Should Be #AllLivesMatter!': #AllLivesMatter as Post-Racial Rhetoric”
- Read Essay 15, “They Don’t Want to Be Integrated; They Even Have Their Own Greek Organizations’: History, Institutional Context, and ‘Self-Segregation’”
- **Due Monday, Notecards on Essay 18**
- **Due Tuesday, Notecards on Essay 24**
- **Due Wednesday, Notecards on Essay 15**
- **Due Friday, 11:59pm: Film Reflection on “Hip Hop: Beyond Beats and Rhymes” (complete assignment on Canvas)**

WEEK NINE – FILM SCREENING: Get Out

Readings and Assignments: **NO CLASSES ON MONDAY**

- **Due Thursday (at classtime): Film Reflection on “Get Out”**



WEEK TEN – Asians and Asian Americans – Racism and the “Model Minority”

Readings and Assignments:

- Read Essay 9, “Asians Are Doing Great, so That Proves Race Really Doesn’t Matter Anymore’: The Model Minority Myth and the Sociological Reality”
- Read Essay 14, “Well, That Culture Really Values Education’: Culture Versus Structure in Educational Attainment”
- **Due Monday: Notecards on Essay 9**
- **Due Tuesday: Notecards on Essay 14**
- **Due Wednesday (at classtime): Film Reflection on “The Slanted Screen” (complete assignment on Canvas)**
- **EXAM #2 on THURSDAY**

WEEK ELEVEN – Anti-Racism

Readings and Assignments: **NO CLASSES ON THURSDAY AND FRIDAY**

- Read Essay 19, “What’s the Point of Black Lives Matter Protests?’: Black Lives Matter as a Movement, Not a Moment”
- Read Essay 25, “I’m Not Racist; Some of My Best Friends Are...’: Debunking the Friends Defense and Revisiting Allyship in the Post-Obama Era”
- **Due Monday: Notecards on Essay 19**
- **Due Monday: Notecards on Essay 25**
- **Due Tuesday: Complete Racial Attitudes “Post-Test” (on Canvas)**
- **Due Wednesday, 11:59pm: RACIAL AUTOBIOGRAPHY**

WEEK TWELVE

Readings and Assignments: **NO CLASSES ON TUESDAY**

Monday: Presentations

Wednesday, 11:30am-1:20pm: Presentations