

**Bellevue College**  
**CES 100 Race in the U.S.**

Fully Online Course

Kimberly J. Pollock, Instructor

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Sumer Quarter 2015: July 1st – August 13th

Office Hours – By appt, online only

No On-Campus office during the Sumer Quarter

*\*\*Please always email me through the Canvas site first. If you don't hear from me within 24 hours, then email at the above address.*

**REQUIRED TEXTS:**

***Privilege, Power and Difference, Allan G. Johnson***

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**Course Description:** This course provides a historic and contemporary perspective on the social, political, and cultural issues of Race and Ethnicity in U.S. 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? 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.

**A Note about Course Content:** In Interdisciplinary Studies/Ethnic Studies/American Studies, we examine just about every aspect of the social world, we talk about provocative material. **When we explore controversial topics, they will always be framed within an academic context. Keep in mind that when we find ourselves in a space outside of our comfort zone, it's an opportunity for learning, and you may be confronted with subject matter that is difficult to watch, see, discuss, or listen to.** Please note that you will be responsible for any course material you miss if you choose not to participate. If you have any questions or concerns about content or climate, feel free to speak with me about it right away.

### **Instructor's Philosophy:**

I strongly believe that each of us is responsible for what happens in this class. Students are just as capable of

making a class great as the instructor. We are studying communities and cultures, and in the process we are also creating a new community on line. We are all still striving, still learning. The key to a successful class is mutual responsibility. We all have a myriad of valuable insights to offer. I will expect each of you to be committed to the course, just as you will expect commitment from me. I am excited to learn with you. It is my hope that we can have a fun, enriching quarter. Therefore, expect to do a good bit of work, and plan on participating fully in online discussions and seminars.

**I would like to really encourage every student to keep informed about issues of race in current events. By watching the news, reading newspapers and magazines, listening to the radio, students will be better able to talk about the ways that race impacts all of our lives.**

### **REQUIRED TEXTS:**

**Privilege, Power and Difference, Allan G. Johnson**

### **Learning Outcomes:**

- Explain the difference between “race” and “ethnicity”
- Describe race and ethnic relations from a sociological perspective
- Articulate how race and ethnicity are social constructs
- Evaluate claims regarding the concept of race
- Recall key historical and sociological facts regarding race and ethnic groups
- Contrast the experiences of selected racial and ethnic groups in the U.S.

- Compare race and ethnic relations in the United States with selected non-U.S. countries
- Apply findings of race and ethnic research to your own life.

### **General Rules & Expectations:**

- Check in to our online classroom no less than *three (3) times per week* (yes – I do keep track!). This means you log on and surf around the site. No need to check in with me. Make this work for you on your own time.
- Complete readings and homework assignments **on time**. I do not check whether you complete your readings; this is on the honor system! You do need to read your required material in order to complete homework assignments.
- I expect that your behavior in our virtual classroom be respectful. Continued disrespectful behavior in my class will result in your grade lowering. Please keep your postings to discussion boards (DBs) thoughtful and polite. One-on-one conversations should be taken off-board and onto email so our DBs don't get clogged. If you find at any point that you are uncomfortable with anything posted to a DB, please email me right away. Be wary of soap boxing in this class; you may be tempted to present your opinion and editorialize, but refrain from doing this.

**Critical Reflections:** You will be investigating Race and Ethnic Relations through a wide variety of mediums, including film, music, art, recorded lectures, and critical writing/essays. The intention of the Critical Reflections is to engage you deeply with the course content, some of which might be very new to you in terms of how you have thought or have been taught about race and racism. We engage a variety of experiences from multiple perspectives, so you should expect to be challenged often. **Stay open to learning new things and different ways of thinking about the world.**

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**Papers and Discussions:**

- Each student will write a **short essay each week, 2 pages in length double spaced on an assigned topic related to class readings.**

Each essay will be worth 10 points of the final grade for a total of 100 points and will be worth 50% of your total grade.

- Each student must be an active participant in the discussions online. **This means reading your classmates' posts. Read at least 2/3 of the responses posted for each discussion.**

- Each student will post a **substantial response (at least a full 4 sentence paragraph) to the discussion prompts or to other students' discussion posts at least 2 times a week (one statement and one response to others) that will count as class participation.**

Participation will count as 50% of the final grade. Instructions and requirements for participating in discussions are posted in each lesson.

**Attendance & Participation:** Check in no less than four times per week, be engaged with all of your discussion board assignments, provoke energetic and polite discussion, listen/read/comprehend actively, work respectfully with your colleagues in class, take loads of notes from your readings, look up words you don't understand, ask questions, think critically about the world around you, etc. Make use of the Q&A Board as well. This is not scored, but even if you don't have questions, you might be able to answer somebody's query – so have some presence there.

## **Final Grade Configurations:**

### **Total Quarter Points: 300**

- **Discussions --100 Total Points**
  - **10 Possible Points per discussion**
- **Written Assignments--100 Total Points**
  - **10 Possible Points per essay**
- **Participation--100 Total Points**
  - **Number of times per week each student check-in, quality of interaction with classmates, and makes use of the question and answer discussion board.**

**For all of your work:** Submit proofread work **only**. If you need help with your writing, or anything else, please visit the following page of the Bellevue College Website for student support services:

- [Academic Success Center - Bellevue College \(Links to an external site.\)](#)
- [Current Students Menu - Bellevue College \(Links to an external site.\)](#)
- [Library Media Center @ Bellevue College \(Links to an external site.\)](#)

### **Writing Guidelines:**

- Twelve-point sized Times font, double-spaced
- 1” margins all around
- APA Citations where appropriate—credit must be given even where any *ideas* presented in the paper are not your own (see notes below about avoiding plagiarism)
- Title pages and bibliographies are not counted as pages due
- Student information is at the top left of the page, single spaced
- There are no extra spaces between paragraphs.
- Paragraphs contain no less than four sentences.

- Magazines, newspapers, journals, and books are *italicized*. Movie titles, article titles, song titles, etc. are “in quotation marks.” Quotes inside of a quotation use ‘single quotation marks.’
- Avoid the universal “we”, “our”, “us” – ask yourself: Can I speak for everyone? If you cannot, do not write it. Also avoid phrasing such as “nowadays...” and “since the beginning of time.” Be accurate. Know what you’re writing and why.
- Do not ever use Wikipedia, CliffNotes, or other such encyclopedic references. Wikipedia is not peer-reviewed and therefore unreliable. Do your own research. If you’re going to research online (which is absolutely encouraged and totally legit), make sure you understand what you’re looking for. Do a deep dive into the internet to find your stuff.

## **Your work is evaluated on:**

### 1) Content

1. Fulfilling the entire assignment. Doing the minimum amount of work expected will likely get you a passing grade, but not an outstanding one. You’re expected to go the extra mile.
2. Fully developing your argument(s) and making use of examples and evidence to support your argument(s).
3. Flow of thought throughout the paper, with strong analyses and conclusions.

### 2) Writing Style



1. Clarity of thought.
2. Good organization and attention to detail.
3. Persuasiveness of your argument/s.
4. Creativity. Make it an interesting read!
5. Command of the English Language
6. PROOFREAD your work. Please do a spell/grammar check before you hand it in. Read it out loud to yourself, too! It really helps.
7. Dude, like totally don't write **colloquially**. A conversation is a conversation. A paper is an entirely different way of presenting your research and ideas. J

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**Preventing Plagiarism:** Plagiarism is a form of academic dishonesty occurring when students use information or material from outside sources and do not properly cite those sources. This is grounds for disciplinary action. It is your responsibility to understand plagiarism and its consequences. Plagiarism occurs if:

1. You do not cite quotations and/or attribute borrowed ideas.
2. You fail to enclose borrowed language in quotation marks.
3. You do not write summaries and paraphrases in his/her own words and/or doesn't document his/her source.
4. You turn in work created by another person.
5. You submit or use your own prior work for a current or past course, or work from one current course in another course *without express permission* from your

professors. This may also be considered academic dishonesty.

6. Consequences: If it is determined that you have plagiarized or engaged in other forms of academic dishonesty, you will likely fail the assignment and possibly the course, despite points earned through other work. Acts of academic dishonesty are reviewed for disciplinary action.

### **Grading Scale:**

Please use the following to help explain the grade you're given for a given assignment. Please do not hesitate to come to me with any questions you ever have on a grade you receive. There is no limit to how many times you email me! My email door is *a/ways* open and I'm always happy to go over grades with you.

**A: 94-100**

**A-: 90-93**

**B+: 87-89**

**B: 84-86**

**B-: 80-83**

**C+: 77-79**

**C: 74-76**

**C-: 70-73**

**D+: 67-69**

**D: 64-66**

**D-: 60-63**

**F: 59 and below**

**90-100 = A Range.** “A” work shows me you’re engaged with all course material by utilizing quotes and ideas. It is writing **completely free** from grammar and spelling errors, demonstrating your command not only of the English language, but of the form and flow of a solid piece of written work. I also like to see/read/hear your “writing voice.” That is, I want your style to come through! Your arguments should be solid and backed up with intellectual ammunition. You should demonstrate a strong understanding of our readings and the in-class media and how they intersect with one another. Your ideas should be “fleshed out” and not just a series of statements, in other words.

**80-89 = B Range.** The “B” tells me you’re doing very good work. You may have a couple of grammar issues, but your work is still tidy and the writing is still strong. You have a firm grasp on the themes in the course but you may not be as well-versed in the readings and/or media and/or lecture material as you could be. I should see that you’re being challenged and that you’re struggling with the course issues and themes, and what they represent to you in an interconnected way. Your understandings of some of the course materials are stronger than others.

**70-79 = C Range.** “C” work means that you’re not as invested in the material as I would like to see. Your writing is relatively weaker than it could be and you’re not thinking as critically as I would like you to. You write the bare minimum of the length requirement. Some of what you point out I may not follow logically, and your use of the course materials may not be as solid as it could be. You omit some of the important points raised in class.

**60-69 = D Range.** Ah, the “D.” “D” is for “Don’t be Discouraged.” I will work closely with each of you as much as time allows, getting you up to speed in class. Your struggles should not be with writing so much at this point but if they are please see me immediately. “D” work is not proofread, nor does it deal critically with the themes in the course. It responds, perhaps, to one part of one of the readings but there is little-to-no integration of material and you’re not responding to the questions raised in the assignment. Demonstrated understanding of the course materials is not presented clearly, or at all. (NOTE: A “D” and below may be rewritten **once** if you choose to do so. It must be turned in within 72 hours, and I enter the better grade.)

### **Affirmation of Inclusion**

Bellevue College is committed to maintaining an environment in which every member of the campus community feels welcome to participate in the life of the college, free from harassment and discrimination.

We value our different backgrounds at Bellevue College, and students, faculty, staff members, and administrators are to treat one another with dignity and respect.

## **Religious Holidays**

Students who expect to miss classes, examinations, or any other assignments as a consequence of their religious observance should be provided with a reasonable alternative opportunity to complete such academic responsibilities. It is the obligation of students to provide faculty with reasonable notice of the dates of religious holidays on which they will be absent, preferably at the beginning of the term. Students who are absent on days of examinations or class assignments should be offered an opportunity to make up the work without penalty (if they have previously arranged to be absent), unless it can be demonstrated that a makeup opportunity would constitute an unreasonable burden on a member of the faculty. Should disagreement arise over what constitutes an unreasonable burden or any element of this policy, parties involved should consult the department chair, or Dean.

## **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 \(Links to an external site.\)](#).

## **Student Code of Conduct and Academic Integrity**

Any act of academic dishonesty, including cheating, plagiarism (using the ideas or words of another as one's own without crediting the source), and fabrication and inappropriate/disruptive classroom behavior are violations of the Student Code of Conduct at Bellevue College. Examples of unacceptable behavior include, but are not limited to, talking out of turn, arriving late or leaving early without a valid reason, allowing cell phones/pagers to ring, and inappropriate behavior toward the instructor or classmates. The instructor can refer any violation of the Student Code of Conduct to the Dean of Student Success for investigation. Specific student rights, responsibilities, and appeal procedures are listed in the Student Code of Conduct at: [Student Code \(Links to an external site.\)](#)

***[If you plan to use a plagiarism checking service, you should indicate so in your syllabus. Please make sure your penalty for plagiarism does not contradict official***

*college policy. You may find it simplest to not specify a penalty and simply refer all cases to the Dean for investigation. Incident reports can be filed at <http://www.bellevuecollege.edu/reportconcerns/> (Links to an external site.) ]*

## **Important Links ▪ Bellevue College E-mail and access to MyBC**

All students registered for classes at Bellevue College are entitled to a network and e-mail account. Your student network account can be used to access your student e-mail, log in to computers in labs and classrooms, connect to the BC wireless network and log in to MyBC. To create your account, go to: [Create Email](#) (Links to an external site.)

BC offers a wide variety of computer and learning labs to enhance learning and student success. Find current campus locations for all student labs by visiting the [Technology Help Desk](#) (Links to an external site.)

### **▪ Disability Resource Center (DRC)**

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 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.

If you are a student with a documented autism spectrum disorder, there is an additional access program available to you. Contact [Autism Spectrum Navigators \(Links to an external site.\)](#) Email and phone number is on the web page. ASN is located in the Library Media Center in D125.

The DRC office is located in B132 or you can call our reception desk at 425.564.2498. Deaf students can reach us by Skype: the address is **DRCatBC** (NOTE: There is no @ sign...it is actually **DRCatBC**). Please visit our website at [Disability Resource Center \(Links to an external site.\)](#) for application information into our program and other helpful links.

## **Accessibility**

The online elements of this course are designed to be welcoming to, accessible to, and usable by everyone, including students who are English-language learners, have a variety of learning styles, have disabilities, or are



new to online learning. Be sure to let me know immediately if you encounter a required element or resource in the course that is not accessible to you. Also, let me know of changes I can make to the course so that it is more welcoming to, accessible to, or usable by students who take this course in the future.

## ▪ **Public Safety**

### **Public Safety and Emergencies**

Public Safety is located in the K building and can be reached at **425-564-2400** (easy to remember because it's the only office on campus open 24 hours a day—2400). Among other things, Public Safety serves as our Parking Permits, Lost and Found, and Emergency Notification center. Please ensure you are signed up to receive alerts through our campus alerting system by registering at [RAVE Alert Registration \(Links to an external site.\)](#)

If you work late and are uneasy about going to your car, Public Safety will escort you to your vehicle. To coordinate this, please phone ahead and let Public Safety know when and where you will need an escort.

Please familiarize yourself with the emergency postings by the door of every classroom and know where to go in the event of an evacuation. Your instructor will be asked if anyone might still be in the building, so check in before you do anything else. Emergency responders will search for anyone unaccounted for.

**If a major emergency occurs, please follow these three rules:**

- 1) Take directions from those in charge of the response** -We all need to be working together.
- 2) Do not get in your car and leave campus (unless directed to)** - Doing so will clog streets and prevent emergency vehicles from entering the scene. Instead, follow directions from those in charge.
- 3) In an emergency, call 911 first, then Public Safety.**

Please do not hesitate to call Public Safety if you have safety questions or concerns at any time. You may also visit the [Public Safety \(Links to an external site.\)](#) web page for answers to your questions.

▪ **Final Exam Schedule**

## [Final Exam Schedule \(Links to an external site.\)](#)

### **Academic Calendar**

The Bellevue College Academic Calendar is separated into two calendars. They provide information about holidays, closures and important enrollment dates such as the finals schedule.

- [Enrollment Calendar \(Links to an external site.\)](#) On this calendar you will find admissions and registration dates and important dates for withdrawing and receiving tuition refunds.
- [College Calendar \(Links to an external site.\)](#) This calendar gives you the year at a glance and includes college holidays, scheduled closures, quarter end and start dates, and final exam dates.

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### **Course Outline and Schedule (Subject to Change)**

**Assignments are always due by midnight**

**Do not work ahead more than one week**

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5601B451 - CES 100 Race in the United States

**CULTURAL AND ETHNIC STUDIES 100: RACE IN THE U.S.**

# SUMMER 2015

Date	Details
Sun Jul 5, 2015	LESSON 1 WRITING ASSIGNMENT: WHAT IS RACISM? due by 11:59pm LESSON 1: WHAT IS RACISM? due by 11:59pm
Wed Jul 8, 2015	LESSON 2 WRITING ASSIGNMENT: RACISM AND CAPITALISM due by 11:59pm
Sun Jul 12, 2015	LESSON 2 DISCUSSION: RACISM AND CAPITALISM due by 11:59pm LESSON 3 WRITING ASSIGNMENT: SYSTEMS VS INDIVIDUALS due by 11:59pm
Wed Jul 15, 2015	LESSON 4 DISCUSSION: UNDERSTANDING WHITE PRIVILEGE due by 11:59pm LESSON 4 WRITING ASSIGNMENT: UNDERSTANDING WHITE PRIVILEGE due by 11:59pm
Fri Jul 17, 2015	LESSON 3 DISCUSSION: SYSTEMS AND INDIVIDUALS due by 11:59pm
Sun Jul 19, 2015	LESSON 5 DISCUSSION; INTENT VS IMPACT due by 11:59pm LESSON 5 WRITING ASSIGNMENT: INTENT VS IMPACT due by 11:59pm
Sun Jul 26, 2015	LESSON 7 DISCUSSION WHITENESS THROUGH EYES OF COLOR due by 11:59pm LESSON 7 WRITING ASSIGNMENTS: WHITENESS THROUGH EYES OF COLOR due by 11:59pm LESSON 6 DISCUSSION ASSIGNMENT: RACE IN ACTION due by 11:59pm
Wed Jul 29, 2015	LESSON 6 DISCUSSION: RACE IN ACTION due by 11:59pm LESSON 8 DISCUSSION: SOCIETAL VALUES AND HISTORICAL UNDERSTANDINGS due by 11:59pm LESSON 8 WRITING ASSIGNMENT: SOCIETAL VALUES AND HISTORICAL UNDERSTANDINGS due by 11:59pm
Sun Aug 2, 2015	LESSON 9 DISCUSSION: RACE AND VOICE due by 11:58pm LESSON 9 WRITING ASSIGNMENT: RACE AND VOICE due by 11:59pm
Thu Aug 6, 2015	Participation due by 11:59pm
Thu Aug 13, 2015	LESSON 10 DISCUSSION: WHAT DOES THIS ALL MEAN? due by 11:59pm

Date

Details

LESSON 10 WRITING ASSIGNMENT: WHAT DOES THIS  
ALL MEAN?

due by  
11:59pm

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