

Race and the US



Bellevue College
CES 100 Race in the U.S.
Fully Online Course

Kimberly J. Pollock, Instructor
kpollcock@bellevuecollege.edu

Sumer Quarter 2014r: July 1st – August 14th
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

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 online. 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 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.**

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](#)
- [Current Students Menu - Bellevue College](#)
- [Library Media Center @ Bellevue College](#)

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

- a. 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.
- b. Fully developing your argument(s) and making use of examples and evidence to support your argument(s).
- c. Flow of thought throughout the paper, with strong analyses and conclusions.

2) Writing Style

- a. Clarity of thought.
- b. Good organization and attention to detail.
- c. Persuasiveness of your argument/s.
- d. Creativity. Make it an interesting read!
- e. Command of the English Language
- f. PROOFREAD your work. Please do a spell/grammar check before you hand it in. Read it out loud to yourself, too! It really helps.
- g. 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. ☺

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:

- a. You do not cite quotations and/or attribute borrowed ideas.
- b. You fail to enclose borrowed language in quotation marks.
- c. You do not write summaries and paraphrases in his/her own words and/or doesn’t document his/her source.
- d. You turn in work created by another person.
- e. 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.
- f. 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 *always* 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.)

COURSE OUTLINE AND SCHEDULE (SUBJECT TO CHANGE)

ASSIGNMENTS ARE ALWAYS DUE BY MIDNIGHT


DO NOT WORK AHEAD MORE THAN ONE WEEK

5601B451 - CES 100 Race in the United States

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

SUMMER 2014

	Race and the US 	
	TOPICS AND RESOURCES	ASSIGNMENTS
LESSON 1 07/01- 07/06	WHAT IS RACISM?  READINGS:	READING DISCUSSION 1 BEGINS 7/1 ENDS SUNDAY 7/6 WRITING ASSIGNMENT 1 DUE SUNDAY 7/6

	<p><i>Privilege, Power and Difference (PPD) Ch. 1 & 2</i></p> <p>RESOURCES:</p> <p>Glossary of Definitions and Terms </p> <p>Race The Power of an Illusion Episode 1 (pbs film)</p> <p>Link</p> <p>Race The Power of an Illusion Episode 2</p> <p>http://www.youtube.com/watch?v=4UZS8Wb4S5k</p> <p>Race The Power of an Illusion Episode 3</p> <p>http://www.youtube.com/watch?v=mW764dXEI_8</p>	
<p>LESSON</p> <p>2</p> <p>07/05- 07/11</p>	<p>CAPITALISM AND RACE</p> <p>READINGS:</p> <p>Kim's Lecture and <i>PPD Chapter 3 & 4</i></p> <p>RESOURCES:</p>	<p>DISCUSSION 2 BEGINS 7/5 ENDS FRIDAY 7/11</p> <p>WRITING ASSIGNMENT 2 DUE FRIDAY 7/11</p>

	<p>The Abolitionists (pbs film)</p> <p>http://www.pbs.org/wgbh/americanexperience/features/bonus-video/abolitionists-part-1-chapter-1/</p>	
<p>LESSON</p> <p>3</p> <p>07/10-07/18</p>	<p>SYSTEMS VS INDIVIDUALS</p> <p>READINGS: Course Materials from Kim and <i>PPD Ch. 5 & 6</i></p> <p>RESOURCES:</p> <p>In the Light of Reverence (film)</p> <p>Aaron Huey's America's Native Prisoners of War</p> <p>The Indian Who Overcame Stereotypes Vine Deloria</p>	<p>DISCUSSION 3 Begins 7/10 and Ends 7/18</p> <p>WRITING ASSIGNMENT 3 Due Friday 7/18</p>
<p>LESSON</p> <p>4</p> <p>07/17-07/23</p>	<p>UNDERSTANDING WHITE PRIVILEGE</p> <p>READINGS:</p> <p><i>PPD Ch 7 & 8</i></p> <p>Peggy McIntosh's "White Privilege: Unpacking the Invisible Knapsack"</p> <p>RESOURCES:</p> <p>Mirrors of Privilege (film in parts)</p> <p>https://www.youtube.com/watch?v=cjfhXHHzKHc</p>	<p>DISCUSSION 4 Begins 7/17 and Ends Wednesday 7/23</p> <p>WRITING ASSIGNMENT 4</p>

LESSON 5 07/23- 07/27	INTENT VS IM PACT READINGS: <i>PPD Ch 8 & 9</i> RESOURCES: Post Traumatic Slave Syndrome Lecture by Dr. Joy De Gruy Jean and Fred Gone Live The Meaning of a Word , Gloria Naylor The New Jim Crow , Michelle Alexander	DISCUSSION 5 Beginning 7/23 and Ending Sunday 7/27 WRITING ASSIGNMENT 5 Due Sunday 7/27
LESSON 6 07/27- 07/30	RACE IN ACTION READINGS: RESOURCES:	DISCUSSION 6 Begins 7/27 Ends Wednesday 7/30 WRITING ASSIGNMENT 6 no due date this week
LESSON 7 07/30- 08/03	WHITENESS THROUGH THE EYES OF COLOR READINGS: RESOURCES:	DISCUSSION 7 Beginning 7/30 Ending Sunday 8/3 WRITING ASSIGNMENT 7 Due Sunday 8/3
LESSON 8 08/03- 08/07	SOCIETAL VALUES READINGS: RESOURCES:	DISCUSSION 8 Begins 8/3 Ends Thursday, 8/7 WRITING ASSIGNMENT 8 Due Thursday, 8/7

LESSON 9 08/07- 08/11	RACE AND VOICE READINGS: RESOURCES:	DISCUSSION 9 Begins 8/7 and Ends Thursday 8/11 WRITING ASSIGNMENT 9 Due Monday 8/11
LESSON 10 08/11- 08/14	WHAT DOES ALL THIS MEAN? READINGS: RESOURCES:	DISCUSSION 10 Begins 8/11 Ends Thursday 8/14 WRITING ASSIGNMENT 10 Due Thursday 8/14