

**CES 100: Race in the United States**  
**Summer 2014**  
**Instructor: Sayumi Irey, Ph.D.**

**INSTRUCTOR: Sayumi Irey, Ph.D.**

**OFFICE: D126E – Library Media Center (D building)**

**OFFICE HOURS: By appointment**

*\* If you have any questions or concerns, come early and do not hesitate to ask.*

**OFFICE PHONE: (425) 564-2354**

**E-MAIL ADDRESS: [sirey@bellevuecollege.edu](mailto:sirey@bellevuecollege.edu)**

*\* Type "CES 100" and your name under the subject to make sure I will get your e-mail. In other words, I will not guarantee reply to e-mails on time, if the above information is not included.*

*\* I am generally easier to reach via e-mail than by telephone.*

**ABOUT THE COURSE:**

Based on racial identity models introduced by J. E. Helms and B. D. Tatum, the class will examine contemporary social, political, and economic issues that various minority groups face in relation to the majority group, whites.

During the post-WWII era, numerous inspired minority cultures living on the American landscape moved from defeating fascism abroad to battling against discrimination and racism at home. This course examines several core issues that blossomed from minority groups eager to make a difference in a new multicultural democracy.

Helms and Tatum theorize that racial identity is defined by how one sees him/herself through experience and communicates with others in a social context. This signifies one's perception and interaction with others. By learning several identity models at the beginning of the class, you will learn to communicate intelligently and empathetically with a diverse range of peers.

During the course, you will practice and become fluent with the identity models through class discussion, hands-on activities, and lectures. You are expected gradually to apply and correctly use terms, such as race, ethnicity, nationality, model minority, assimilation, prejudice, microaggressions, civil rights, white privilege, and affirmative action during class discussions. You will also identify and critically analyze such terms in the context of contemporary U.S. history based on the required readings (See the list of required readings on Canvas). You will reflect on what you learn for each lecture and worksheets as part of your grade. Throughout the course, you will identify the need for inclusiveness in U.S. society by finding similarities and differences among ethnic groups in America.

You will also learn basic library research skills in order to translate your academic skills into other disciplines. You will learn to use various information sources (e.g., databases, reference books, and audiovisuals) to validate your points of view during the final group presentation.

**CES 100: Race in the United States**  
**Summer 2014**  
**Instructor: Sayumi Irey, Ph.D.**

**MY PHILOSOPHY:**

An inclusive thinker is a person who carefully listens to others and values differences as a welcome learning device. I would like you to be inclusive thinkers. An inclusive thinker understands that there is more than one way to solve social problems and consciously pays attention to other voices, both critically (methodologically) and empathetically. The inclusive thinker, thus, welcomes challenges and diversity as a positive life experience and puts effort towards applying what she/he learns into her/his daily activities. The inclusive thinker also understands that effective learning is a life long journey and requires continuous inter/intra personal communication.

In the ever-changing American society, I also would hope for you to become critical thinkers who see yourselves as active participants for social justice for all. Throughout this course, you will witness and experience how each one of us is interrelated. In order to do so, I would like you to grasp fundamental social, racial, and gender theories in America, so that you have a solid base on which to articulate your ideas in an intellectual manner. In order to achieve the above goals, this class will focus on hands-on research tools, such as databases, academic journals, and the Internet as well as guest speakers who are expert in their fields. Such information and research skills shall help identify reliable yet up-to-date information in American society, as well as historically debated issues. Needless to say, having basic research skills will enhance your articulation of your topics of interests, and shall further aid you to deal with information and conflicts (note: conflicts are not necessarily bad thing!) in a critical manner.

**Connecting sustainability to this class:**

Malcolm X articulated in his autobiography, "No one will know who we are until we know who we are!" I believe your own identities, histories, stories/legacies, and values are all interconnected. In this class, tackling about your own identities from different angles is a significant part of learning. When you begin to learn more about your own values and cultural legacies, you will honor who you are and your communities, and you will begin to find ways to be an active participant and a leader in the U.S. society. Interestingly, while you discover yourself more, you will find out how each one of us are interconnected, and how our legacies in the past still shape who we are. By knowing who you are, you also begin to question various inequalities in this society.

**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.

**CES 100: Race in the United States**  
**Summer 2014**  
**Instructor: Sayumi Irey, Ph.D.**

We value our different backgrounds at Bellevue College, and students, faculty, staff members, and admin are to treat one another with dignity and respect.  
<http://bellevuecollege.edu/about/goals/inclusion.asp>

**REQUIRED READINGS:**

**(Note: Required means “required”!)**

You will find all required readings on your Canvas site.

**METHODOLOGY:**

Class time will be divided into lecture (guest speakers), demonstration, hands-one exercises, discussions, small group activities, presentations, and research activities.

**GRADING:**

- In Class Participation – Discussion, Group Activities, Lecture, & Response Paper 55% (55 pts)
- Reflective Essays (2) 20% (20 pts)
- Mid-Term Written Essay Exam 15% (15 pts)
- Group Final Project 15% (15 pts)

---

**Total 100 % (100 pts)**

The overall course grade will be based on the following scale:

A	93% - 100%	C plus	77% - 78%
A minus	89% - 92%	C	73% - 76%
B plus	87% - 88%	C minus	69% - 72%
B	83 % - 86%	D plus	67% - 68%
B minus	79% - 82%	D	63% - 66%
		F	below 63%

**ATTENDANCE:**

Attendance is a very crucial part of your participation, as we will be learning together as a community. Since there are group activities and discussion throughout the course, your participation will be important for you and your peers. If you happen to miss a class

**CES 100: Race in the United States**  
**Summer 2014**  
**Instructor: Sayumi Irey, Ph.D.**

one day, you also might miss a crucial moment in our discussion that might help you understand the materials. In other words, it will be hard for you to make up such moments. I also expect you to come to class on time, as being late for class shows disrespect to your classmates.

\* If you have a special circumstance and are going to be absent, e-mail or call me. Do not ask me whether you have missed "something important" or not. It is your responsibility to get notes from your classmates and submit assignments on time.

**GUIDELINES FOR PARTICIPATION:**

- Always read and bring materials assigned to you each week and prepare yourself with questions for discussion.
- Express and share your ideas in class as well as listening attentively and empathetically to your peers comes hand in hand.
- Most of the time, your peers will appreciate your asking questions in class because the question is probably something that I have not clearly explained, or simply a point of view that others did not think of. Not everyone thinks the same way, and I encourage you to ask questions and challenge me, as that is a part of learning as a community.

**WRITTEN ASSIGNMENTS:**

**(2 Reflective Essays, 1 Mid-term Written Essay Exam, and 1 Final Presentation)**

Your assignments are designed to provide hands-on practice to help you become an effective researcher. Assignments will be distributed in class, and you are responsible for getting them if you miss a class. Late assignments will be accepted no later than one week following their due date. However, for every late day, 10% of your grade will be taken off. All assignments need to be typed or word-processed, unless otherwise specified.

**Reflective Essays**

This practice will help you articulate what you learned from lectures and reading materials. The written reflection will also help you prepare for the group & class discussion for the following week. There is no limit to the length, but the papers must be typed and must be reflective and/or analytical.

**Mid-Term Written Essay Exam**

The Mid-Term exam will be held during the class time. There will be an essay question.

**CES 100: Race in the United States  
Summer 2014  
Instructor: Sayumi Irey, Ph.D.**

**Evaluation Criteria**

**Mid-Term Written Essay Exam Grading Criteria: You must meet all five criteria to earn "A".**

1. Defines the key term/s.

Not Evident	Exemplary
Does not define the terms correctly.	Identifies not only the basic concept, but uses own words or examples to clearly explain the key concepts.

2. Identifies and summarizes or addresses the issue/question.

Not Evident	Exemplary
Does not identify the issue or summarize the problem.	Identifies not only a basic concept, but finds multiple problems that are related to each other.

3. Identifies more than one piece of supporting data/evidence to develop the issue and summarizes or addresses the issue/question.

Not Evident	Exemplary
Confuses or oversimplifies issues by not providing supporting evidence.	Not only uses textbooks but also includes reference materials, databases, or personal interviews to express the complexity of the issue.

4. Presents own perspective to develop the issue.

Not Evident	Exemplary
Merely identifies facts and cites information.	Uses own experiences or ideas to analyze the issue.

5. Identifies and assesses conclusions using supporting evidence.

Not Evident	Exemplary
Lacks logical thought and fails to assess conclusions.	Logically discusses the issue and uses supporting evidence effectively.

**Final Projects**

*Detailed information will be given during the class.*

See next page

**CES 100: Race in the United States**  
**Summer 2014**  
**Instructor: Sayumi Irey, Ph.D.**

**CLASS ETIQUETTE:**

- Cellular phones are prohibited during the class hours. If you have any special circumstance to have it on, make sure to talk with me first.
- You may find some topics to be offensive, but remember, you are here to learn.
- Treat your peers with respect and have an ear ready to listen to opinions that are different from yours. It is all right to disagree with someone, but do it with empathy.
- Being ignorant and being intentionally insensitive are different. I tolerate the first, but not the second.
- I do not have all the answers or solutions, but I am here to guide a collegial and stimulating class for you. You are also responsible for being an active participant in class, such as through discussions and group activities.
- I do not read your mind. If I do not make myself clear, or if you have a question, be sure to ask me during or after class.
- If you can, try to have a sense of humor. Having a sense of humor lets you be an objective thinker and a better communicator.
- You are expected to follow the students' rules of conduct from the Student Handbook as a member of the BCC learning community.

**SAFE SPACE:**

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

**STUDENT CODE:**

"Cheating, stealing and plagiarizing (using the ideas or words of another as one's own without crediting the source) 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 Vice President of Student Services for possible probation or suspension from Bellevue College. Specific student rights, responsibilities and appeal procedures are listed in the Student Code of Conduct, available in the office of the Vice President of Student Services." The Student Code, Policy 2050, in its entirety is located at:  
[http://bellevuecollege.edu/policies/2/2050\\_Student\\_Code.asp](http://bellevuecollege.edu/policies/2/2050_Student_Code.asp)

**CES 100: Race in the United States  
Summer 2014  
Instructor: Sayumi Irey, Ph.D.**

See next page

***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: <https://bellevuecollege.edu/sam>.

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 Computing Services website.

**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 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 and earthquake, 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 our reception desk at 425-564-2498.

Deaf students can reach us 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](http://www.bellevuecollege.edu/drc)

**Public Safety**

The Bellevue College (BC) Public Safety Department's well trained and courteous non-commissioned staff provides personal safety, security, crime prevention, preliminary investigations, and other services to the campus community, 24 hours per day, 7 days per week. Their phone number is 425-564-2400. The Public Safety website is your one-stop resource for campus emergency preparedness information, campus closure announcements and critical information in the event of an emergency. Public Safety is located in K100 and on the web at: <http://bellevuecollege.edu/publicsafety/>