

SOC 262: Sociology of Race and Ethnicity

Fall 2015

9:30-10:20 Daily; A206

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COURSE INTRODUCTION

Police brutality and hoodies. Immigration policies and border control. Affirmative Action. Model Minorities. These are just a few of the topics that can stir intense emotional reactions in many of us. Not surprisingly, these are also topics that are closely related to race and ethnicity. Indeed, race and ethnicity remain “hot topics” today. We continue to live in a society that has many questions about race, but many people are afraid to ask them.

What is the difference between race and ethnicity?
Are we living in a colorblind society?
Is racial inequality a thing of the past?
How is race embedded in our society?
Does race affect all of us?

Over the course of the quarter, we will explore these questions as well as many other 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, dominance, and inequality. It is about identity, immigration, education, and social change. Sociology teaches us that race and ethnicity do not exist in a vacuum. To the contrary, race and ethnicity are tied to history, culture, politics, economics, and power. We will explore these connections over the next several weeks. Our major goal for this quarter is to understand how the larger social environment fundamentally and differentially shapes the experiences of groups and individuals according to race. 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 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 that you learn from each class experience and take these lessons with you on your future endeavors. I have a passion for the subject matter, and I hope you will have a passion too. Welcome to our class!

REQUIRED TEXTS

1. Stephanie M. McClure and Cherise A. Harris. *Getting Real about Race: Hoodies, Mascots, Model Minorities and Other Conversations*. Los Angeles: Sage Publications, 2015.
2. Additional articles or handouts are posted on the Canvas course site under “files.”

LEARNING ATMOSPHERE

I believe that students learn best when they are actively involved in the teaching and learning process. Thus, this is an active and interactive course where you will often learn by doing. You are expected to 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 make a comment or ask a question, you teach something to the rest of us. 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.

A note about course content: Since sociologists examine just about every aspect of the social world, we will sometimes talk about provocative material in class. Please be advised that when we explore controversial topics, they will be framed in an academic context. Topics run the gamut in sociology and at times there may be material that makes people uncomfortable. Keep in mind that when we find ourselves in a space outside of our comfort zone, it's an opportunity for learning. You may be confronted with subject matter that is difficult to watch, see, discuss, or listen to. You are free to leave the room at any time, but please know you will be responsible for any course material you may have missed while you were gone. Also, profanity exists in our social world and thus will be used throughout this course - so please be advised. If you have any questions or concerns about course content or climate, don't hesitate to let me know.

A note about instructor availability: I have noticed that, sometimes, students have unreasonable expectations about their Instructor's availability. Please be aware that I am not available 24-hours a day. In general, I am in my office for a couple of hours per day (before and after my classes), and I always check my email a few times a day. As a result, you will rarely be able to reach me by phone or by email in the evenings or on the weekends. I am, obviously, an active member of this course, but I do my coursework during the week, during daytime business hours. *Thus, please do not send me late-night or weekend emails expecting an immediate response.* Thank you in advance for your understanding and consideration.

A note about this classroom environment: It is important that *all* students feel welcome in this classroom. Please think about how your language (including body language) contributes to a safe/empowering or disempowering/unsafe learning environment. I want this class to be a space where everyone should feel comfortable enough to disagree with each other. Thus, this classroom needs to be safe space. Reflect on the ways you engage others with your own statements and how you react (with words, body language) to their statements. Also note that I cannot witness or hear everything that occurs in this classroom. If you overhear or witness something that would contribute to an unsafe classroom climate for yourself or fellow classmates, please let me know so that it can be dealt with immediately.

LEARNING AND COURSE OUTCOMES

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

- List basic approaches to the study of race and ethnicity
- 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
- Discuss how social institutions differently affect the lives of racial 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 one's own life

GENERAL COURSE RULES AND EXPECTATIONS

- **Attendance:** Attend all class meetings and come to class on time. Your presence in class contributes significantly toward your final grade in the course as I cover a lot of material in class that cannot be found in the readings. More than three unexcused absences or late attendances will lower your grade, and continue to do so as you miss more classes. To have an absence or tardy considered excused, you must discuss it with me prior to the absence or tardy, unless it is an emergency. Excused absences include doctor's visits, family emergencies, and sometimes work-related issues. If you miss class, please connect with your colleagues to find out what you missed. 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.

- **Preparation:** You should come to class having done all the assigned reading and homework and you should always bring the proper supplies with you daily, including your textbook. Note that the BC guideline for homework is two hours outside of class for each hour spent in class.
- **Late Work:** 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 will be accepted** unless you have had it approved by me BEFORE the due date. Late work will receive a zero grade.
- **Assignments:** All assignments are due at the start of the class period. Assignments, papers, homework, or exams must be typed, printed out, stapled, and handed in at the beginning of class (unless otherwise stipulated). Emailed assignments are not accepted. If you know you are going to be absent on the day an assignment is due, then turn it in early.
- **Contribution:** Learning about each other's experiences and perspectives is an integral part of the learning process in this course. I believe that you will learn a lot about yourself and your fellow classmates. Therefore, you are expected to be an active participant in our learning environment. An active participant can include contributing to discussions, but can also mean getting to class on time, taking notes, listening to your peers, and coming to class prepared. You should do your best to contribute to class discussions and activities.
- **Classroom Etiquette:** All electronic devices are prohibited in the classroom at all times. This includes cell phones, i-phones, laptops, i-pods/mp3 players, kindles/nooks, etc. If you need a laptop to take notes, I will need verification. All texting devices should be placed in your bag for the duration of the class. Please note that that texting, excessive talking, or other disruptive behavior is not only disrespectful to me, it is also disrespectful to the people around you. Your participation grade will be affected and lowered by these types of behaviors.
- **Respect:** I expect that your behavior in class be respectful. Learning about diverse experiences is central to this course, so it is of the utmost importance that you respect your classmates' experiences, differences, and opinions. In order for us to learn from each other, we have to allow each other to make mistakes and to offer unpopular positions for debate. This is a college classroom and as such, I expect students to behave as adults. I do not tolerate excessive talking or whispering, consistent late arrivals, or early departures. *Students who are disrespectful to their classmates or the instructor will be asked to leave class and will be marked absent until arrangements are made with the instructor to return to class and will result in your participation credit lowering.*
- **Plagiarism:** Cheating, stealing and plagiarizing (using the ideas or words of another as one's own without crediting the source) are violations of the Student Code of Conduct at Bellevue College. This is a serious offense which can result in possible probation or suspension from Bellevue College and go on your permanent academic record. Do not do it! If you cheat/plagiarize, you fail. No excuses will be taken into account. Your work must be your own, except when you are asked to work with other students. Furthermore, you are required to acknowledge in your papers if you have borrowed any ideas, terms or phrases. Do not copy and paste material from Wikipedia or any other website into your assignments, as with 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 textbook 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.

BELLEVUE COLLEGE'S RULES AND REGULATIONS

- **Incomplete:** If a student fails to complete all the required work for a course, an instructor may assign the grade of Incomplete ("I"). The student must complete the coursework by the end of the next quarter, or receive the assigned letter grade (usually an "F").
- **F Grade:** Students who fail a course will receive a letter grade of "F".
- **Final Examination Schedule:** The Social Science Division will adhere to the final examination schedule as stated in the BC Schedule. Final examinations will be held at the end of each quarter at

fixed times. Instructors will not give examinations in advance of the regular schedule. A student who is absent from any examination held at any time during the quarter may forfeit the right to make up the examination. If, for illness or some other circumstance beyond the student's control, the student is unable to be present at any scheduled examination and has contacted the instructor on a timely basis, the student may be permitted to take such examination at a time designated by the instructor.

- **Withdrawal from Class:** College policy states that students must formally withdraw from a class by the end of the seventh week of the quarter (Registration Office, B125). If a student has not withdrawn by that date, an appropriate letter grade will be assigned for the course.
- **Hardship Withdrawal:** Instructors may assign the grade of "HW" (hardship withdrawal) at their discretion in the event that a student cannot complete the coursework due to extreme and exceptional circumstances. Students may also contact the Enrollment Services office BEFORE grades are assigned in cases of hardship.
- **Cheating, Stealing and Plagiarizing:** 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 Dean 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 Dean of Student Services. If you are accused of cheating, stealing exams and/or plagiarism, there is a Bellevue College Student Discipline and Appeals Procedure (the right to due process) which you may pursue. Contact the office of Division Chair (D110), the Dean of Student Services (B231A) or the Associated Student Body (C212) for information regarding the appeals process.
- **Students Who Require Disability Accommodations:** Students with disabilities who have accommodation needs are encouraged to meet with the Disability Resource Center (DRC) office located in B132 (telephone 425.564.2498 or TTY 425.564.4110), to establish their eligibility for accommodation. The DRC office will provide each eligible student with an accommodation letter. Students who require accommodation in class should review the DRC accommodation letter with each instructor during the first week of the quarter. Students with mobility challenges who may need assistance in case of an emergency situation or evacuation should register with Disability Resource Center, and review those needs with the instructor as well.

STUDENTS WITH DISABILITIES

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 asn@bellevuecollege.edu or 425.564.2764. ASN is located in the Library Media Center in D125. www.bellevuecollege.edu/autismspectrumnavigators/

The DRC office is located in B132 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

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.

<http://bellevuecollege.edu/about/goals/inclusion.asp>

TITLE IX

"No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving Federal financial assistance."

Legal Citation: Title IX of the Education Amendments of 1972, and its implementing regulation at 34 C. F. R. Part 106 (Title IX)

In accordance with the requirements of the Title IX Education Amendments of 1972 BC's designated Title IX Coordinator, Rachel Wellman and Deputy Coordinator, Aaron Hilliard, VP of Human Resources shall be responsible for coordinating the College's effort to comply with and carry out its responsibilities under Title IX.

THE WRITING LAB (D204B)

The Writing Lab is a place where you can work on developing college-level writing skills. As a student, you can receive personalized feedback on your writing for class, college applications, or short personal correspondence. Tutors can listen to your ideas and help you develop strategies to see and avoid significant errors.

Students can drop in any time the Writing Lab is open as well as make an appointment. We recommend visiting the lab at least two days before a paper is due. A tutoring session is a 35-minute, face-to-face conversation to discuss your writing. The tutor will not fix your paper but will work with you to identify areas to revise independently. <http://bellevuecollege.edu/asc/writing>

Monday – Thursday 8 a.m. – 8 p.m.

Friday 8 a.m. – 3:30 p.m.

Saturday and Sunday 11 a.m. – 4 p.m.

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 <http://www.bellevuecollege.edu/alerts/?ref=footer>

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 two 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.

Please do not hesitate to call Public Safety if you feel safety questions or concerns at any time.

SOCIOLOGY DROP-IN TUTORING

Drop-in tutoring is an option for ALL students enrolled in classes at BC to seek assistance regardless of your current grade.

Maybe you have a question about a sociological concept or would like to have someone who specializes in Sociology look at your paper before you submit it.

Our Sociology tutor is available to help you!

GRADING

Grades are based on **seven factors**. (1) Participation and Discussion, (2) Daily Notecards on the Readings, (3) In-Class Activities, (4) Exams, (5) Current Events, (6) Personal Reflection Homework, and (7) Racial Autobiography and Presentation. Each of these elements is awarded a specific number of points:

Participation/Discussion	50 points
Daily Notecards on Readings (10 at 10 points/each)	100 points
In-class activities (10 at 10 points/each)	100 points
Exams (2 at 100 points/each)	200 points
Current Events (2 at 25 points/each)	50 points
Personal Reflection Homework (10 at 10 points/each)	100 points
Racial Autobiography and Presentation	100 points

TOTAL

700 points

<i>Grade</i>	<i>Points</i>	<i>Percentage</i>
<i>A</i>	<i>648-700</i>	<i>93-100%</i>
<i>A-</i>	<i>627-647</i>	<i>90-92%</i>
<i>B+</i>	<i>613-626</i>	<i>88-89%</i>
<i>B</i>	<i>578-612</i>	<i>83-87%</i>
<i>B-</i>	<i>557-577</i>	<i>80-82</i>

<i>Grade</i>	<i>Points</i>	<i>Percentage</i>
<i>C+</i>	<i>543-556</i>	<i>78-79%</i>
<i>C</i>	<i>508-542</i>	<i>73-77%</i>
<i>C-</i>	<i>487-507</i>	<i>70-72%</i>
<i>D+</i>	<i>473-486</i>	<i>68-69%</i>
<i>D</i>	<i>417-472</i>	<i>60-67%</i>
<i>F</i>	<i>416 & Below</i>	<i>59% & Below</i>

Please also note that your grades will be available 24/7 on *Canvas*. **Make sure you log on and check in frequently, so you know exactly where you stand throughout the quarter. I will not respond to students who log on (for the first time) at the very end of the quarter to discuss a previous grade, absences, or other issues that should have been addressed early on. Be pro-active!**

DESCRIPTION OF 7 GRADING COMPONENTS:

1. Participation/Discussion: (50/700 points)

Participation is essential to the format of this class and will therefore contribute significantly toward your grade. In short, your success in this class depends on your active participation. Participation includes attendance, getting to class on time, class discussions, and group work. As mentioned under *General Course Rules and Expectations*, more than three unexcused absences or late attendances will lower your grade, and continue to do so as you miss more classes. To have an absence or tardy considered excused, you must discuss it with me prior to the absence or tardy, unless it is an emergency. Excused absences include doctor's visits, family emergencies, and sometimes work-related issues. Furthermore, disruptive behavior, excessive talking, texting while in class, or other interruptions will lower this portion of your grade. See the *General Course Rules and Expectations* for details about what is considered disruptive behavior. Do not take this portion of your grade lightly!

2. Daily Notecards on the Readings: (100/700 points; 10 points each)

For each day that a reading is assigned, you will need to submit a notecard about the readings for that day. If there are multiple readings, you must write on all readings assigned on a given day. At the beginning of each class period, I will collect your **3x5 or 4x6 notecard**. Notecards must be turned in **at the start of class at 9:30 – late notecards will not be accepted** and **I will not accept notecards submitted at the end of the class period**. The purpose of these cards is to help you keep up with the readings as well as help facilitate a more informed discussion for that day's class period. I will collect the cards every day in order to keep track of your attendance, although they won't always be graded. *So if you are in class, but have not done the reading, turn in a notecard with your name on it so I can mark you as present for that day.* Eleven times during the quarter, however, I will announce at the beginning of class that "your notecards will be graded today." For those graded notecards, you will receive a score of between 0 and 10. Notecards must follow a particular format, as described below, and must include your name, date, title of the article and author, a minimum of 5-6 sentences providing the thesis (or main ideas) of the article, and any definitions or key terms that is discussed in the reading. **You can use your notecards (and only your notecards) on your exams** - so spending some time now defining key terms, identifying major themes, and providing examples for yourself will help you when the exam comes. Your lowest notecard grade will be dropped. The guidelines for submitting your notecards are as follows:

NAME		DATE
	TITLE OF READING (pg. #s) & AUTHOR	
	THESIS or Main Ideas presented in the reading- a minimum of 5-6 sentences or bullet points describing the main arguments of the article	
	List/Define any Key terms discussed in reading	

3. In-Class Activities and Homework Assignments: (100/700 points; 10 points each)

Over the course of the quarter, you will be asked a total of 5 times to submit work that you have completed during the class session. These in-class activities most often occur in groups. **They will be randomly delivered and cannot be made up.** Usually, they will consist of a short piece of

writing/reflection or response to something we have read or an application of terms/material covered in readings.

4. Exams: (200/700 points; 100 points each)

Over the course of the quarter, you will take two exams that integrate the course's in-class activities (lectures, films, etc.) and readings. Exams are designed to make sure you understand important course concepts and themes. Exams will include multiple choice and short answer questions. Please note that you cannot make up missed exams. The first exam will be split between two days during our class period. The first section will be on Thursday, October 22nd and the second section on Friday, October 23rd. The second exam will be over material discussed during the latter half of the class, so it will not be comprehensive. The second exam will also be split between two days on Thursday, December 3rd and Friday, December 4th. Please note that I do not give make-up exams or allow students to take exams early or late.

5. Current Event Seminars: (50/700 points – 25 points each): Two times throughout the quarter you will engage in a seminar on current events during a given class period. For these "seminar days," you will need to do sociological research and find a current event that pertains to what we have been discussing in class. In order to receive the full 25 points per seminar, each individual student must find a news story from a reliable source that pertains to the readings and/or discussion from class. A reliable source could be from a local newspaper, such as The Seattle Times, from a national newspaper like The New York Times, from an online news agency like ABC, CNN, NBC, etc. You will need to write up a ½ page paper briefly summarizing what the article is about. Each individual will then present their current event to their group. The group will collectively decide upon one current event and will complete the following: A) Directly connect the current event to readings and major concepts in class and provide a write-up of those connections as a group B) Present their current event and connections to the readings to the larger class. The goal of this assignment is for us to connect what is going on in the social world around us today in 2015 to what we are reading about.

6. Personal Reflection Homework (100/700 points; 10 points each):

Over the course of the quarter, you will complete homework assignments that require you to reflect on the course material. The goal of these assignments is to personalize course content. You should do your best to address every assignment thoughtfully, clearly, and completely. Homework will be graded not only on completeness (Did you adequately address all the components of the assignment?), but also thoughtfulness (Does your assignment show that you thought hard about the topic, or did you give the topic just a little superficial attention?). Homework assignments vary in length - some may be a paragraph long, others will be 1-2 pages (but always typed and double-spaced). Please note that I will not accept late homework, so homework that is not handed in on time will receive a **zero** grade. Additionally, I will not accept homework that isn't typed (unless I've specifically mentioned that it can be handwritten).

7. Racial Autobiography and Presentation (100/700 points): A racial autobiography is a first-person analysis of the development of one's racial/ethnic identity which should be approximately 4 pages in length. When was the first time that you remember recognizing your own racial identity? What were the circumstances? What did you learn? Is your race central to your identity? Why or why not? Is your family's racial, ethnic, or immigrant history central to your identity? Why or why not? This assignment is due during our final exam period on Tuesday, December 8th. Students will be required to share a portion of their autobiography with the class on this day. Each student should expect to provide about a brief 5 minute presentation.

PLEASE NOTE THAT IF YOU HAVE ANY QUESTIONS, COSIDERATIONS, OR COMPLAINTS ABOUT A GRADE YOU RECEIVED, I ASK YOU TO TAKE 24 HOURS TO REEXAMINE THE ANSWERS OR THE WRITING THAT YOU SUBMITTED AND THEN COME AND TALK WITH ME. I AM MORE THAN HAPPY TO TALK WITH YOU ABOUT YOUR GRADE BUT I ASK YOU TO ALSO DO ME THE COURTESY OF READING THE FEEDBACK GIVEN.

Instructor Notes:

If at any point throughout the quarter you are confused or unclear about the expectations of the course, course material, a grade you received, or any other matters, I strongly encourage you to come talk with me early. It is my goal that all students succeed in this course; but, I can only help you if you meet me half way. Furthermore, if you are having personal problems or other issues going on outside of school, please let me know. I recognize that we all have lives outside of school, and am very willing to work with students, but I can only do so if I know there is a problem!



Syllabus

You should be looking at your syllabus **on a daily basis** so you know what is expected of you in class. Also, you are expected to have read the readings assigned for the current day by the time you arrive in class, meaning that what is listed on a given day should be done **prior to you coming to class** because that is what we will be talking about that day.

**Though I will try to remain as faithful as possible to this syllabus, I reserve the right to make changes. These will be announced in advance in class. **

Week 1

Monday, September 21st: Introduction to the Course

Go over syllabus; class introductions

Tuesday, September 22nd: Course Introductions: Getting to Know Your Peers

Continue going over syllabus and introductions

Wednesday, September 23rd: Racial Myths vs. Realities

Pre-test (pg. 12-13) due! (Reflection paper #1) Answer at least 5 of the 20 questions listed. Be prepared to discuss these with your classmates

Thursday, September 24th: Conventional Understandings of Race

Readings: "But My Mother Says It's Rude to Talk about Race," pp. 4-11

Friday, September 25th: Defining Racism

Readings: "What Is Racism Anyway," pp. 15-22

Week 2

Monday, September 28th: Reflections on Beginning Definitions

Personal Reflection Homework #2 Due

Tuesday, September 29th: Historical Importance of Race

Readings: "They Should Get Over It," pp. 25-30

Wednesday, September 30th: Historical Importance of Race

Readings: "They Should Get Over It," pp. 30-35

Thursday, October 1st: Social Construction of Race

Readings: "Blacks are Naturally Good Athletes," pp. 39-47

Friday, October 2nd: Colorblindness

Readings: "If People Stopped Talking about Race, It Wouldn't Be a Problem Anymore," pp. 53-62

Week 3

Monday, October 5th: White like Me Film Clip

Tuesday, October 6th: White like Me Film Clip

Personal Reflection Homework #3 Due



Wednesday, October 7th: Intersections of Race and Wealth

Readings: "Oprah, Obama, and Cosby Say Blacks Should Just Work Harder, Isn't that Right?" pp. 67-75

Thursday, October 8th: Deconstructing the Myths of Meritocracy

Personal Reflection Homework #4 Due

Friday, October 9th: No Class



Week 4

Monday, October 12th: Stereotype Threat

Readings: "If Only He Hadn't Worn the Hoodie..." pp. 79-88

Tuesday, October 13th: Racial Profiling and Police Brutality: Current Considerations

Current Events #1

Wednesday, October 14th: Model Minority

Readings: "Asians Are Doing Great, So that Proves Race Really Doesn't Matter Anymore," pp. 91-97

Thursday, October 15th: Underneath the Model Minority

Personal Reflection Homework #5 Due

Friday, October 16th: Myths about Muslims in America

Readings: "But Muslims Aren't Like Us," pp. 101-107



Racial Profiling: It Starts Early...

Week 5

Monday, October 19th: Native American Representations

Readings: "It's Just a Mascot!" pp. 111-118

Personal Reflection Homework #6 Due



Tuesday, October 20th: No School

Wednesday, October 21st: Wrap Up and Review for Exam 1

Thursday, October 22nd: Exam 1 – Part 1

Friday, October 23rd: Exam 1 – Part 2

Week 6

Monday, October 26th: Interracial Dating and Families

Personal Reflection Homework #7 Due

Tuesday, October 27th: Interracial Dating and Families

Readings: "But What about the Children?" pp. 125-136



Wednesday, October 28th: Marriage and the SNAF

Readings: "Blacks Don't Value Marriage as Much as Other Groups," pp. 141-148

Thursday, October 29th: Valuing Education: Racialized Differences?

Readings: "Well, That Culture Really Values Education," pp. 154-163

Friday, October 30th: Stratification and Education

Week 7

Monday, November 2nd: Integration, Schools, and Self-Segregation

Personal Reflection Homework #8 Due



Tuesday, November 3rd: Segregation and Education

Readings: "They Don't Want to Be Integrated, They Even Have Their Own Greek Organizations," pp. 169-174

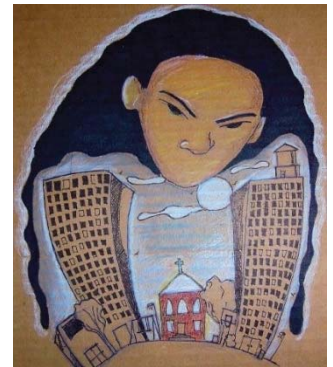
Wednesday, November 4th: College Admissions and Race

Readings: "I Had a Friend Who Had Worse Scores than Me and He got Into a Better College," pp. 179-188

Thursday, November 5th: Affirmative Action and College Entrances

Friday, November 6th: Race and Politics

Readings: "Black People Voted for Obama Just Because He's Black," pp. 196-203



Week 8

Monday, November 9th: Politically Post-Racial?

Readings: "We Don't Have to Listen to Al Sharpton Anymore," pp. 207-214

Tuesday, November 10th: What Does it Mean to be American?

Personal Reflection Homework #9 Due

Wednesday, November 11th: No Class: Veteran's Day

Thursday, November 12th: Defining Citizenship

Readings: "We Need to Take Care of Real Americans First," pp. 219-228

Friday, November 13th: The Dream Act

"A Dream Deferred" film clip



Week 9

Monday, November 16th: Race and the Criminal Justice System

Readings: "If Black People Aren't Criminals, Then Why Are So Many of them in Prison?" pp. 233-240

Tuesday, November 17th: The Rise of the Prison Industrial Complex

Wednesday, November 18th: Critiquing the PIC and CJS

Thursday, November 19th: Affirmative Action and the Labor Market
Readings: "Now All the Good Jobs Go to Them!" pp. 245-253

Friday, November 20th: The Quota Myth
Personal Reflection Homework #10 Due

Week 10

Monday, November 23rd: Current Events #2

Tuesday, November 24th: The Power of Self-Definition

Readings: "Native American/Indian, Asian/Oriental, Latino/Hispanic... Who Cares?" pp. 259-267

Wednesday, November 25th: The Politics of Language

Readings: "Why Do They Get to Use the N-word But I Can't," pp. 269-277

Thursday, November 26th: No Class

Friday, November 27th: No Class

Week 11

Monday, November 30th: Between Allies and Friends

Readings: "I'm Not a Racist. Some of My Best Friends Are..." pp. 281-291

Tuesday, December 1st: Constructing and Considering an Anti-Racist World

Wednesday, December 2nd: Catch up and Review for Exam 2

Thursday, December 3rd: Exam 2 – Part 1

Friday, December 4th: Exam 2 – Part 2

Week 12

Monday, December 7th: No School – Professional Development Day

Tuesday, December 8th: Racial Autobiography and Presentation Due



HOW TO BE A RACIAL TRANSFORMER

Here's a sample illustration to remind you of the many possible ways to use your power—your superpowers—as a Racial Transformer.

- 1 OPEN MIND:** learn about others' histories, plights and aspirations, and make conscious choices that prioritize racial equity and inclusion.
- 2 ALERT EYES:** keep your eyes on the prize by envisioning real solutions to the realities of racism, using an equity-conscious lens, rather than colorblindness.
- 3 BIG EARS:** listen to, and learn from, people of color.
- 4 VOCAL MOUTH:** speak up and speak out about injustices—and help others find their voice by knowing when *not* to speak.
- 5 STRONG BACKBONE:** muster the courage to take risks, go against the grain and even make mistakes.
- 6 LOVING HEART:** respect and uplift the dignity and humanity of every person.
- 7 ROLLED-UP SLEEVES:** dig in and do the work—not just talk—of racial justice.
- 8 OUTSTRETCHED ARMS:** join hands with others unlike you in organizing and building power for change.
- 9 DECODER RING:** watch out for coded racism and expose it.
- 10 SMART PHONE (if you have one):** inform and activate your networks—blog, share, tweet, comment, and post prolifically about race issues and actions.
- 11 POCKETBOOK:** donate to social change causes (especially those lead by people of color); and support good businesses and boycott the bad ones.
- 12 MOVING LEGS:** visibly "vote with your body" by showing up in support and solidarity at public actions, marches and rallies.
- 13 GROUNDED FEET:** dig in for the long haul—holding onto your values, allies, aspirations and spirit—eager to dance in the delight of being on a worthwhile and winning road to justice.

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