

Race and the US



Cultural and Ethnic Studies 100 Race in the United States

SPRING 2013

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Office HOURS: 11.30-12.20 DAILY

Required Texts:

- *Privilege, Power and Difference*, Johnson

Course Description

This course is designed to explore the role that race, plays in our social, economic and political structure. Through readings, and other media from sociology and literature, will look at how this master constructs form culture.

Instructor's Philosophy:

I strongly believe that each of us is responsible for what happens in this classroom. 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 in our own classroom. 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 class.

COURSE OUTCOMES

By the end of the quarter successful students will be able to:

- Develop interdisciplinary connections while exploring the sources of identity and intercultural conflict.
- Develop teamwork and collaborative skills while cooperating in an intellectual endeavor; to investigate ideas together, respect others' insights and opinions, and develop areas of consensus and agreement.

- Develop self-reliance and responsibility for one's own learning: taking initiative, following up ideas and intuitions, evaluating one's own progress, and developing learning goals.
- Learn methods of discussion and discourse of a controversial and complex topic.

Policies in support of the Course Objectives:

1. Be Here! I expect each student to be in class, on time, each day, for the full time allotted for the class. Absences will affect the final grade in the following way: **MORE THAN 5 ABSENCES FOR ANY REASON WILL RESULT IN THE STUDENT NOT BEING ALLOWED TO TAKE THE FINAL, AND THE STUDENT WILL RECEIVE A GRADE OF "F" FOR THE COURSE.**
2. Work must be turned in on time and presented in a professional manner.
3. We must listen to each other. This one will be difficult for all of us. We have to give respect, and create an atmosphere in the classroom where we can all feel comfortable enough to make mistakes. We must also be able to express our opinions even if what we have to say is not popular, or easily received. True learning can only take place in an atmosphere which is safe enough to examine any ideas which arise. It is the responsibility of each of us to keep this classroom safe.
4. In a similar vein as #3, I expect to hear from you. Part of the thought process is verbalization. Both speaking and writing help to clarify our thoughts. Participation counts. Therefore, I expect all students to be prepared for each class, and to contribute.

Tests, Projects and Papers:

- Each student will turn in 1 page Reflection paper on the readings, films and discussions of the week every Friday. There will be a total of 7 weekly papers. I will randomly grade five (5) of those papers for a single Reflection Paper grade, which will be assessed at the end of the quarter.
- Each student will create 1, 5 item annotated bibliographies on a choice of topics outlined on the assignment sheet.
- Students will also be responsible for finding current event articles related to the class topic of race in the U.S. each week for the first 4 weeks of the quarter.
- Each student will complete the class final.

All written work will be turned in to our class website on Canvas and subject to turnitincom

Special Accommodations – The Disability Resource Center serves students with a wide array of learning challenges and disabilities. If you are a student who has a disability or learning challenge for which you have documentation or have seen someone for treatment and if you feel you may need accommodations in order to be successful in college, please contact us as soon as possible. If you are a student with a documented autism spectrum disorder, there is a program of support available to you.

If you are a person who requires assistance in case of an emergency situation, such as a fire, earthquake, etc, please meet with your individual instructors to develop a safety plan within the first week of the quarter.

The DRC office is located in B 132 or you can call 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

My office hours are for your use. Come and see me any time you have a question of a problem with the course or your work.

I am looking forward to this quarter, and hope that we can do good things together.

Disclaimer:

This is a heavily dialogue-based class and you will be graded upon your participation. There will be few if any lectures and you will not be required to memorize things as much as to analyze the many aspects of the issues discussed. Many of these issues will be controversial and do not have one correct answer. Often class dialogues will begin with open-ended questions meant to get at a deeper understanding of the content being discussed. Don't be discouraged if a classmate or even the professor raises another question or theory that may point out the flaws of your own argument, this is all part of the process. The more we question ourselves the more we can understand. In order to be successful in this class you must complete all assigned readings and be willing to participate respectfully. If you cannot come to class regularly, or are simply looking to "coast" this is not the class for you.

Dialogue vs. Discussion/Debate

Dialogues require the use of logical arguments and concrete facts instead of personal opinions or experiences. Valid arguments are based on premises (much like the scientific "if-then" method of reasoning). For Example: If the secession of the southern states in 1860 was intended to protect those states from the economic oppression of the northern states, then it follows that the issue of slavery during the American civil war was not one of morals but one of economics. And if the economic backbone of the southern states was the system of slavery and, in many the southern states were the economic backbone of the country as a whole, it makes sense to say that our nation's earliest economic system was based on the oppression of people based on the color of their skin.

During class dialogues you will be expected to:

- Be prepared. This is not a bull session. If you aren't prepared, please don't participate.
- Articulate the concepts and principles of the issue(s) in question
- Refer to the text when needed during the dialogue
- Ask for clarification when confused
- Stick to the point under discussion. You can make notes about ideas you want to bring up later.
- Speak clearly and loud enough for everyone to hear
- Listen carefully and respectfully
- Engage your classmates in the dialogue, not just the teacher

Remember, class dialogues are not a test of memory and you are not simply "learning a subject." Here your goal should be to broaden your understanding of social issues we all face.

Want to check on your success in this class? Here's a cheat-sheet of things to consider during class dialogues

Did I...

- Come to class?
- Prepare?
- Speak clearly and loudly?
- Cite reasons and evidence for my statements?
- Listen respectfully?
- Stay on point?
- Talk to my classmates and not just the professor?
- Paraphrase accurately?
- Ask questions to clear up confusion?
- Support my classmates?
- Avoid hostile exchanges?
- Raise questions in a civil manner?

One last thing:

There are going to be times in this class when you feel uncomfortable. That's okay; a certain amount of discomfort can be conducive to learning. However, if you ever feel unsafe or threatened please let me know so we can try to work it out. The classroom should be a safe place for everybody.

Useful Websites:

Library Media Center: <http://bellevuecollege.edu/lmc/>

Research Help: <http://bellevuecollege.edu/lmc/research.html>

Reading/Writing Lab: <http://bellevuecollege.edu/writinglab/>

Counseling Center: <http://bellevuecollege.edu/hdc/>

Academic Tutoring: <http://bellevuecollege.edu/tutoring/>

The following link will connect you to the Student Handbook, which will give you vital information about being a student at BCC:

http://bellevuecollege.edu/stupro/handbook_cd2008/default.html