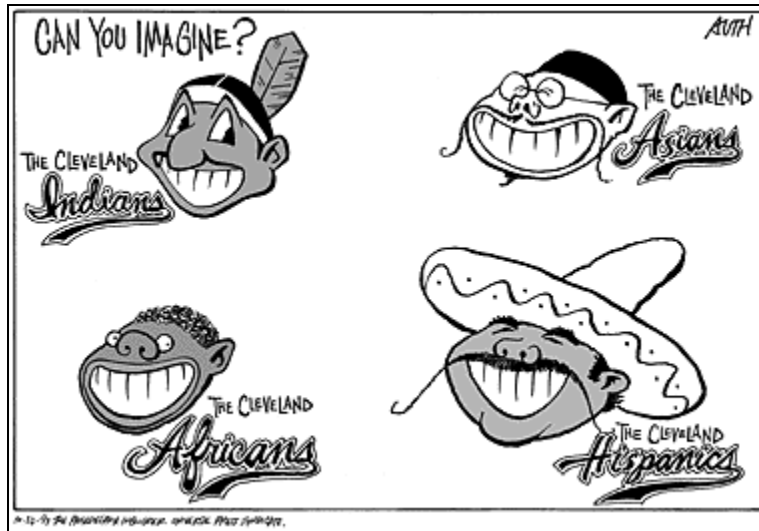


ETHN 100-Race in the U.S.
Winter 2012 ONLINE

Race, Identity and Citizenship:

Power, Privilege and Stereotypes



Caricatures of ethnicity and race

Instructor: Consuelo Crow

Email: consuelo.crow@bellevuecollege.edu

Online or phone “office hours” will be arranged as requested

Course Description

Race and Ethnicity are defining factors for an individual or groups' level of power, privilege and citizenship that can be achieved in what has been termed a “post-racial” United States. How much does race factor in the modern United States and who has the ability to achieve the “American Dream”. How does the theory of genetic determinism play into our ideas and concepts about culture and race? This course examines the term “race” and its validity and how it applies to anyone living in the United States today.

This class will deal with serious and challenging social issues including racism and violence. Some of the material in this class will contain some “explicit” material.

Course Objectives

1. Examine the origin and definition of “race” and “racism”
2. Analyze scientific theories on genetic determinism
3. Explore privilege and power through racial and ethnic identity

4. Consider U.S. governmental status and citizenship based on race and ethnicity

Requirements and Course Structure

This course will use board discussions, news articles, websites and readings from the required books, “Privilege, Power, and Difference” by Allan G. Johnson and “Anthropology and the Racial Politics of Culture” by Lee Baker available in the campus bookstore and online.

Class will “meet” Monday through Friday. You will be graded on your weekly participation on the class discussion board. I expect well thought out discussion and respectful interaction from all students. There will be no hateful or attacking conversation tolerated.

Class participation on the discussion board is required. You are not required to make a minimum number of contributions to the discussions, but you will be graded on your weekly participation on the class discussion board for up to 10 points per week. I expect well thought out discussion and respectful interaction from all students. There will be no hateful or attacking conversation tolerated. Discussion Board conversations will be graded each week starting Monday at 8am through Friday 7pm.

Each week you will be required to write a 1 full page analysis, single-spaced, minimum two full paragraphs on the material and board discussions covered for that week.

There will be two term projects this quarter. Complete details and instructions will be posted to the class BLACKBOARD site. Your midterm will consist of a Powerpoint presentation, your final will consist of an interview with another person.

Your citations can be in the style of your choice (MLA, APA, Chicago, etc..), but please be sure to keep your citations in the same style. You can get help with citation in the library. This is an academic setting and you are all expected to turn in academically professional and appropriate assignments. All assignments must be proof-read for grammar and punctuation.

Plagiarism will not be tolerated!

I will employ the use of Vista Blackboard to post articles, websites. Please familiarize yourself with Vista Blackboard. The link is available on the Bellevue College Homepage in ONLINE SERVICES.

Weekly paper assignments will be due on Friday at 7pm.

Grading and Points Breakdown

- Midterm assignment: 100 points
- Final: 100 points
- Weekly analysis paper: Up to 10 points each for a total of 100 points

- Discussion board participation: Up to 10 points each week for a total of 100 points
- **A total of 400 points**
- **No late assignments will be accepted. NONE!**
- **No assignments will be accepted via email**
- **Participation MONDAY THROUGH FRIDAY is required to receive the maximum points for that week**

	GPA	Percent Points	
A	4.0-3.9	95-100%	380-400
A-	3.8-3.5	90-94%	360-379
B+	3.4-3.2	87-89%	348-359
B+	3.1-2.9	84-86%	336-347
B-	2.8-2.5	80-83%	320-335
C+	2.4-2.2	77-79%	308-319
C+	2.1-1.9	74-76%	296-307
C-	1.8-1.5	70-73%	280-295
D+	1.4-1.2	67-69%	268-279
D+	1.1-0.9	64-66%	256-267
D-*	0.8-0.7*	60-63%	240-255
F	0.0	0-59%	0-239

*Lowest Passing Grade

Expectations

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|---|
| <ul style="list-style-type: none"> • You will not pass this class if you do not turn in your homework. • You will not pass this class if you do not actively engage in discussions or the material. • Do not plagiarize. Seriously, don't do it. • Come to class with an open mind, ready to think and study. • Keep comments and discussions with me and your fellow classmates respectful. • I promise to help you in anyway I can to help you succeed in this course! Please do not hesitate to contact me if you need help. If you don't communicate with me, I cannot help you. • You are expected to keep track of your own grade. You have access to your grades 24 hours a day, 7 days a week. • You are expected to handle corrections and/or inquiries regarding your grades or this class in a timely manner. • You are expected to be "in class" every week. |
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Other Stuff

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| <ul style="list-style-type: none"> • Students requiring accommodations from the DRC, please contact the DRC and me to let us know how we can help you. • It is impossible for me to help you or work with you if you do not communicate with me. |
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- Vista Blackboard allows me track your every move on the class site. I can see everything you read, post or email. Please, lets be honest with each other.

Paper style and format

The left hand corner of your papers should include:

Your full name

ETHN 100

Title

Crow

Date

Your weekly analysis paper requirements are as follows:

- 1 FULL page
- Single Spaced
- Minimum two paragraphs, minimum four sentences per paragraph
- **1" margin**
- **12pt Times New Roman font (Do not use bold type)**
- [Wikipedia](#) will NOT be accepted in bibliography citings
- **Your citations can be in the style of your choice (MLA, APA, Chicago, etc..), Please keep your citations in the same style. You can get help with citation styles at both the campus and public library.**

Writing Style

- Excellent command of the written English language. In other words, most excellent grammar. **NOTE: If you struggle with grammar and spelling or are an ESL student, please let me know! I'm happy to work with you and point you in the right direction.**
- Clarity of thought.
- Good organization and attention to detail.
- Persuasiveness of your argument/s.
- Creativity. Make it an interesting read!
- PROOFREAD your work. Please do a spell/grammar check before you hand it in.
- Dude, like totally don't write **colloquially**. A conversation is a conversation. A paper is an entirely different set of discussions. ☺

As a reminder:

Do Not Plagiarize. I will know and you will be reported to BC for appropriate actions.

Here is a link to the writing center's guidelines to avoid plagiarism:

<http://bellevuecollege.edu/asc/writing/essays-guides/documents/plagiarism.pdf>

No late papers are accepted. Emailed assignments *are not accepted*.

If you need help with your writing, please make use of the following student support services:

- Academic Success Center: <http://bellevuecollege.edu/academicsuccess/>
- Academic Tutoring Center: <http://bellevuecollege.edu/tutoring/>

- TRiO Student Support Services: <http://bellevuecollege.edu/TRiO/>
- Writing Lab @ BCC: <http://bellevuecollege.edu/writinglab/>

A little about your instructor

I have spent the last 25 years doing volunteer work and community advocacy in San Francisco and Seattle. Most of my community work has centered on social issues involving the Chicana/o community and undocumented migrants. I received my M.S. in Earth and Space Sciences in 2006. My passion for working with at-risk and clandestine populations led me to earn my M.A. in Socio-Cultural Anthropology in 2010. Since 2008, I have been involved in the Undocumented Migration Project and the Migrant Material Culture Project analyzing components of the migration experience at the U.S./México border. My research includes Mexican woman and children migrants, humanitarian and religious organizations at the border, sexual violence in migration, death and dying in the desert and United States Federal Law Enforcement agencies.

I spent three months in 2010 on the U.S./México border conducting my own research as well as teaching at an archaeology field school for the University of California Los Angeles' Cotsen Center for Archaeology. In this field school, I managed the artifact lab and taught undergraduates from around the country how to collect, analyze and catalog migrant materials, including personal items and documents, trophy trees, shrines and drug paraphernalia that are found at migrant and narco lay-up sites in southern Arizona. My research continues as I focus on towns in southern Arizona, within 10 miles or less of the international border, that live daily with the United States Border Patrol in their communities.

Currently, I am completing my PhD work at the University of Arkansas, where I am working in both Socio-cultural Anthropology and Digital Archaeology at the Center for Advanced Spatial Technology. My current work includes, Phenomenology of Rape Trees, Hyper-masculine Militarization on the US/Mexico Border, Geographical Determinations of Migrants Stations in the Sonora Desert and Food as a Weapon in the Migration Process.

WEEKLY ASSIGNMENT SCHEDULE

Week of January 3rd

Read the **introduction (pages 1-31)** in *Anthropology and the Racial Politics of Culture* by Lee Baker. You will receive credit for this week for arriving to class setting yourself up successfully on Vista Blackboard. You will not be required to write a paper this week, however, there will be a discussion board session available to you the first day of class. You are expected to participate!

Week of January 9th

Read Chapter 1, “Research, Reform and Racial Uplift” in *Anthropology and the Racial Politics of Culture* by Lee Baker. One page analysis paper due Friday, January 13th.

Week of January 16th

Read Chapter 2, “Fabricating the Authentic and the Politics of the Real” in *Anthropology and the Racial Politics of Culture* by Lee Baker. One page analysis paper due Friday, January 20th.

Week of January 23rd

Read Chapter 3, “Race, Relevance, and Daniel G. Brinton's Ill-Fated Bid for Prominence” in *Anthropology and the Racial Politics of Culture* by Lee Baker. One page analysis paper due Friday, January 27th.

Week of January 30th

Read Chapter 4, “The Cult of Franz Boas and His “Conspiracy” to Destroy the White Race” in *Anthropology and the Racial Politics of Culture* by Lee Baker. One page analysis paper due Friday, February 3rd.

Week of February 6th

MIDTERM DUE FRIDAY, FEBRUARY 10th at 5pm. Please see instructions for your midterm assignment on Vista Blackboard. We will take this week to do review on Discussion Board of the materials to date. You will be graded on your participation as you are any other week. This is your time to ask questions and get clarification. Use it wisely!

Week of February 13th

Read Introduction, and Chapters 1+2, “Rodney King's Question” and “Privilege, Oppression, and Difference” in *Privilege, Power and Difference* by Allan G. Johnson. One page analysis paper due Friday, February 17th.

Week of February 20th

Read Chapters 3 and 4, “Capitalism, Class and the matrix of Domination” and “Making Privilege Happen” in *Privilege, Power and Difference* by Allan G. Johnson. One page analysis paper due Friday, February 24th.

Week of February 27^h

Read Introduction, and Chapters 5 and 6, “The Trouble with Trouble” and “What It All Has To Do With Us” in *Privilege, Power and Difference* by Allan G. Johnson. One page analysis paper due Friday, March 2nd.

Week of March 5th

Read Introduction, and Chapters 7 and 8, “How Systems of Privilege Work” and “Getting Off the Hook: Denial and Resistance” in *Privilege, Power and Difference* by Allan G. Johnson. One page analysis paper due Friday, March 9th.

Week of March 12th

Read Introduction, and Chapter 9 “What Can We Do?” in *Privilege, Power and Difference* by Allan G. Johnson. One page analysis paper due Friday, March 16^h. We will take this week to do review on Discussion Board of the materials to date. You will be graded on your participation as you are any other week. This is your time to ask questions and get clarification. Use it wisely!

Week of March 19th

FINAL PROJECTS DUE THURSDAY, MARCH 22nd at 5pm. Please see Vista Black board for assignment instructions.

Have a great Spring Break! You deserve it!