

CES 100: Race In America

Bellevue College, Winter 2018

Course Details

Class Sessions: M-TH | 1:30 – 2:20pm | A206
Instructor: Clifford Cawthon, MA
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Phone:
Office Location: A200F
Office Hours: M/TH: 10:00am-11:00am. F: 11:00-2:00pm
I will also be available by appointment



Course Description

Survey of the history of African Americans, Asian Americans, Chicanos, American Indians, and other indigenous peoples as they become part of the United States, or in the whole Americas depending on focus. Fulfills social science or humanities requirement, not both, at BC.

Course Outcomes

After completing this class, students should be able to:

- Read critically, actively and reflectively. Support their own conclusions about the validity of the assumptions and ideas they have encountered in the assigned readings.

- Demonstrate analysis through rhetorical techniques.
- Shape and re-shape contemporary concepts of U.S. society, through the socio-historical, socio-political contexts in which race and ethnicity are used.

Books and Required Materials

The textbook for the course is 2015's [*Getting Real About Race \(1st Edition\): Edited by Stephanie M. McClure and Cherise A. Harris*](#). The book is available in the campus bookstore and you can purchase it used online as well. I will make the first week's textbook readings available as a PDF file on Canvas but you need a copy of the textbook by the second week of class. We will be reading extensive supplemental materials, which will be available on our Canvas website or in-class. **Each assigned reading is to be completed before the class session for which it is scheduled. Moreover, you will be required to print out each of these readings and make a binder for yourself.**

I can understand that printing can be expensive and that you have a printing quota each quarter based upon technology fees. This quota is not likely to be sufficient for you to print all the materials and assignments for every course. I suggest that you visit any of the libraries within the [King County library system](#), which provides library users with 75 'units' of free printing per week. Also, strategically time when you print certain passages.

Suggested materials

In addition to the required materials, I have also listed suggested reading materials that are not mandatory to read but, will may add context and/ or content to your experience during the lesson. All of the suggested materials are admissible for any exam or project.

Other materials

These materials are easily obtainable and usually free by going to your local Board of Elections office or printing them out [here](#). Also, for information on who represents you in the State Legislature and Congress are located [here](#). For county and local representatives, please speak with me and I'll refer you to the proper resources.

Course Goals (broader, long-range intended objectives)

Cognitive objectives:

- Develop a critical and reflective understanding of the dynamics of race in America.
- Be able to identify oppressive and progressive patterns of behavior in relation to race in American culture.
- Articulate the realities and relationship of your own racial identity to American society and understand what role it plays.
- Approach the subject of race and racism in an open and non-tolkenizing or patronizing fashion.

- Understand the complex dynamics of allyship and its problematic side.

Behavioral Objectives:

- Approach race while avoiding racist tropes and stereotypes.
- Identify racist or marginalizing behavior in spheres of life.
- Be able to actually demonstrate and practice cultural competency.
- Dismantle oppressive behaviors

Updates and Changes Policy

If there are any significant changes to the schedule or assignments laid out in the syllabus then the Professor will post an Announcement and send an accompanying email through the Canvas e-learning system to notify students.

This will be done 24 hours in advance of the change in order to give students to adapt. If the change will effect the Course Assessments schedule (listed below) then it will be announced 48 hours in advance in order to solicit feedback from students.



Grading

Course Assessments	Percentage
Race in America Quizzes (2)	20%
Bi-Weekly Reflection exercises	10%
Facing Race Self-Directed Group Project	20%
Midterm Exam	20%
Cultural Criticism Assignment	10%
Final Exam	20%
Total	100%

<p>"I AM PASSIONATE ABOUT EVERYTHING IN MY LIFE - FIRST AND FOREMOST I AM PASSIONATE ABOUT MY IDEAS. AND THAT'S A DANGEROUS PERSON TO BE IN THIS SOCIETY, JUST BECAUSE I'M A WOMAN, BUT BECAUSE IT'S SUCH A FUNDAMENTALLY ANTI-INTELLECTUAL, ANTI-CRITICAL THINKING SOCIETY."</p> <p><i>bell hooks</i></p>	Percentage
Letter Grade	
A	92 - 100%
A-	90 - <92%
B+	88 - <90%

B	82 - <88%
B-	80 - <82%
C+	78 - <80%
C	72 - <78%
C-	70 - <72%
D+	68 - <70%
D	60 - <68%
F	<60%

KEEP READING.....

Assignments

Race in America Quizzes (2):

20% of grade

This course will have two quizzes over its three month run. The first quiz will be in-class and designed to assess your knowledge of the material covered in January. The second quiz will be a take-home quiz, which will cover the material up to that point. In the second (take-home) quiz, students will be required to cite sources in the short essay. The second essay will be submitted to Canvas.

Bi-Weekly Reflection and Critique Exercises

10% of grade

During the course you will be required to write a reflection, review or critique of the material once every week. These reflections serve as a way to review the material, process the lessons in the texts, form educated opinions on the issues presented and measure the students' progress in the course. Each week, these **reflections and critique's will be due every two weeks by Friday evening of the due-week at 7:00pm and a grade will be given to them no later than the following Tuesday by class time at 11:30am.**

Midterm Exam:

20% of grade

During late February, there will be an in-class midterm. The test will cover the content from the first half of the class and will be an essay-based assessment. In contrast to the quizzes (which will assess your knowledge of governmental structures), the midterm will assess your conceptual understanding of the course material.

Facing Race Self-Directed Group Project

During this class we will have a number of substantive and energized conversations. This exercise will test your ability to be able to self-reflect using the lessons in this class, but also your personal experiences. You will be grouped together with a cluster of your classmates to design and execute a project which uses lessons from our class as well as your own personal experiences and observations to ask critical questions of racial inequality, privilege, and what it takes to address the inequity in everyday life that your group wants to examine.

Final Exam:

20% of grade

During finals week there will be a final exam in class. The exam will cover the content from the second half of the class and will be made up of multiple choice, true-false questions, and

there will be a small written essay. This final examination will test your grasp of both the structural and conceptual features of American government.

Cultural Criticism Assignment

10% of grade

Race has left a major imprint on our culture, so this exercise is designed for you to use your knowledge acquired from this course to pick a relic of our culture and analyze it through a racial lens. This **assignment will be due on March 12th by 5:00pm and will be submitted via canvass.**

***** Attendance***:**

Attendance is **not completely mandatory**, as long as you attend 3/4ths of the classes in the term, then you will receive 3 bonus points toward the final.

Course Schedule

(Updates to this schedule will be posted to the Canvas, also please see “Updates and Changes Policy”)

Week 1 – Hello!!! (Jan 2-4)

Review the Syllabus:

Readings: Chapt. 1, Essays 1-3

Week 2 – Myths and Attitudes (Jan 8-11)

Readings: Chapt. 1, Essays 4, Chapt 2, Essays 5-6

** On Tuesday, January 9th we will have a special guest speaker.*

Week 3 – Finishing up the different Racial Paradigms and Intro to Whiteness (Jan 16-18)

Readings: Chapt. 2, Essays 7-10

The following readings will be available in the *File* folder on Canvas

- My Dungeon Shook by Baldwin, J. in *The Fire Next Time*. 1962
- Race Words and Race Stories by Jensen, R., Chapt. 1 in *The Heart of Whiteness*. 2005.
- The Emotions of White Supremacy: Fear, Guilt and Anger by Jensen, R. Chapt. 3 in *The Heart of Whiteness*. 2005.

Week 4 – Breaking Down the Construction of Race in family life pt. 1 (Jan 22-25)

Readings: Chapt 3, Essays 11-15

Week 5 – Breaking Down the Construction of Race and the State pt. 2 (Jan 29- Feb 1)
Readings: Chapt. 3, Essays 16-18

The following readings will be available in the *File* folder on Canvas

- Aid to Dependant Corporations: Exposing Federal Handouts to the Wealthy. Collins, C., Part 3 in Race, Class, Gender Anthology (6th edition). 2007
- The Invisible Poor. Newman, K. Part 3 in Race, Class and Gender Anthology (6th edition). 2007

Week 6 – Racism, Sex and Gender (Feb 5-7)

Readings: The following readings will be available in the *File* folder on Canvas

- Ideological Racism and Cultural Resistance, Espiritu, YL. Part 2 in Race, Class, and Gender Anthology (6th edition). 2007
- Where Has Gay Liberation Gone?, Gluckman, A. Reed, B. Part 2 in Race, Class and Gender Anthology (6th Edition). 2007.
- Black Sexuality: The Taboo Subject., West, C. Part 2 in Race, Class and Gender Anthology (6th Edition). 2007.

* *Lecture by local community activist and anti-police brutality campaigner.*

Week 7 – “Just-Us” The Rise of the Police State and Modern Day Prison-Industrial Complex (Feb 12-15)

Readings: Chapt 3, Essay 19.

- The Rebirth of Caste. Chapt. 1. Alexander, M. The New Jim Crow. 2011
- The Lockdown, Chapt. 2. Alexander, M. The New Jim Crow. 2001

* *Lecture by a local prison-abolition/ reform campaigner*

Week 8 – “They can pay for war but can’t afford to feed the poor” Race and Class (Feb 20-22) Readings: Chapt. 3, Essay 20.

- The Hidden Cost of Being African American. Shapiro, T. Part 2 in Race, Class and Gender Anthology (6th edition) 2007.

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Week 9 – This is when we fight back- anti-racist theory and activism (Feb 26- Mar 1)
Reading: Chapt. 4, Essay 21-23.

- Introduction. In *The Rising Tide of Color*, Jung M. H. 2014.

- Blacks in the Labor Movement. Malveaux, J. in *Race and Resistance*. Ed by Boyd, H. 2002.
- The Modern Struggle Towards Reparations. Marable, M. in *Race and Resistance*. Ed by Boyd, H. 2002.
- * *Lecture by the Peoples Institute Northwest or other anti-racist non-profit organization.*

Week 10-- Gentrification, segregation by another name (Mar 5-8; No class on Tuesday, March 6th)

Reading: The following readings will be found in the *File* folder in Canvas-

- Evicted. Chaps. 1-3; 7-8. Desmond, M. 2016

Week 11 – Review (Mar 12-15; March 19th)

- Final Exam Review: Please bring questions, review cards recommended.

Asterisk- This may be subject to change at this time.

Community Agreements

This is never a pleasant section to discuss but, as a public institution, Bellevue College has a [Code of Conduct and Regulations](#) that, as a student, you are bound to follow.

In this particular class, there are a few community agreements (a.k.a. rules) that will be central to all of us making sure you are successful, so we can all be successful:

1. Respect: This is fundamental to our success. Everyone comes into this classroom with a valid viewpoint. Each of us deserves to be seen as worthwhile and each of us must give that respect to the other. This means that this classroom is a ***no shame zone. You will not be judged by myself or anyone else in class for the way you look, the way you ask a question, for asking a question, for having trouble with the coursework, for who you are and for being yourself. In fact, on the last point, you'll be applauded for being yourself!***
2. Disagree but, don't be disagreeable: If someone makes a point that you disagree with or find downright distasteful, don't make it personal. Just disagree and move on- or come up with a good argument.
3. Integrity: Take responsibility for what you have done.
4. Don't Plagiarize! Don't copy others work and submit it as your own. We will find out.
5. Step up, step back: If you like to contribute to classroom conversations, contribute to the learning of your fellow students who may be a bit more shy and create space for them to speak up. It's not a bad thing to contribute but, sometimes one can take up more space and marginalize others without intending to.

6. Everyone is everyone: this is a space for all races, classes, genders, sexualities, nationalities, and persons. Racism or any other oppressive slurs or behavior **will not be tolerated and result in your immediate exit from the course.** That goes for harassment as well (see point #1).

7. Last but, not least, you will have the classroom experience that you create. In other words, if you are disruptive, hostile, or outright refuse to participate then you'll probably feel very uncomfortable in class. If you adhere to these expectations and come to class, with the desire to learn, engage, and grow then there's no "dumb questions", you'll always be heard, and you will always be respected.

Late work and Classroom Policies

Late work: Assignments are due on the date listed in the course schedule and the quizzes/tests will be in-class on the date listed in the schedule. You will have a period of two weeks after the assignment due date to turn in late work for 85% of the grade. This means that if you turn in work during this two-week period, I will multiply your final score by 85/100.

You do not need to ask me to turn in work during this period; all you need to do is turn it in. Late work may lead to delays in grading and delays in instructor feedback, as I will prioritize work that is turned in on time. In-class quizzes and tests do not qualify for this policy.

If your work is more than two weeks late or you are falling behind due to emergency/unforeseen circumstances, you can work with me to create an individualized plan. Please do not make requests for extensions in person at the beginning or end of a class period because it is difficult for me to properly keep track of agreements made hastily. Instead, email me at clifford.cawthon@bellevuecollege.edu or please schedule a time to meet with me or come to my office hours.

English Second (or more) Language Students: If English is your second language, you can use a translation dictionary during in-class assessments (quizzes and exams). The dictionary must be a book not an electronic dictionary, and it must be the type of translation dictionary that only includes the translation, not the definition. If English is a second (or third or fourth) language, I encourage you to talk with me directly so that we can make sure the learning environment works for you.

Electronics Policy: At the beginning of class please turn your phone on silent and put it away. Unless I state otherwise, phones are not allowed in class. Laptops are allowed for note-taking only. Students who use their laptops for notes must submit their notes to me electronically following each and every class period. This is so that I know that you are using your laptop for note-taking only.

If at any point you feel that you need to use your device(s) for communications, please quietly get up and do so outside.

In order to respect the wishes of others, by default there is no recording of any audio or video allowed in the classroom. Nevertheless, if any of these policies prohibit you from being able to learn in the fullest possible way, please meet with me to work out an individualized solution.

Email and Canvas Inbox: Canvas provides many different places to communicate with me (replies to my feedback/grading, etc.), which can sometimes make communicating more challenging than it needs to be. The best ways to communicate with me are: in person during office hours (or by appointment); through my BC email; or the Canvas 'inbox'. I may check these locations at odd hours, such as at night or over the weekend. But please do not expect me to reply outside of regular business hours. Respect the dynamic that teaching this class is my workplace. On my end I will be answering your messages swiftly. However, if I do not answer your inquiry in about a day, you should feel comfortable to follow up.

Institutional Commitments and Policies

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.

Religious Holidays

Students who expect to miss classes, examinations, or any other assignments as a consequence of their religious observance should be provided with a reasonable alternative opportunity to complete such academic responsibilities. It is the obligation of students to provide faculty with reasonable notice of the dates of religious holidays on which they will be absent, preferably at the beginning of the term. Students who are absent on days of examinations or class assignments should be offered an opportunity to make up the work without penalty (if they have previously arranged to be absent), unless it can be demonstrated that a makeup opportunity would constitute an unreasonable burden on a member of the faculty. Should disagreement arise over what constitutes an unreasonable burden or any element of this policy, parties involved should consult the department chair, or Dean.

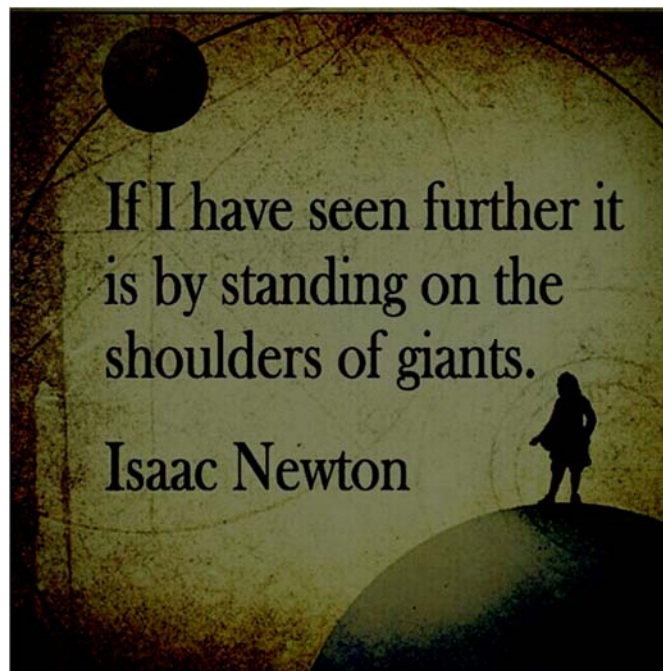
College Anti-Discrimination Statement (Title IX)

Bellevue College does not discriminate on the basis of race or ethnicity; color; creed; national origin; sex; marital status; sexual orientation; age; religion; genetic information; the presence of any sensory, mental, or physical disability; gender identity or veteran status in educational programs and activities which it operates.

Academic Integrity

Cheating and plagiarism (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. Such behavior will result in a zero grade for the assignment/exam in question. Please familiarize yourself with BC's Student Code of Conduct: <http://www.bellevuecollege.edu/policies/id-2050p/>.

The Lesson: We stand on the Shoulders of Giants, We don't claim to be giants.



Important Resources/Services

Disability Resource Center – B132

The Disability Resource Center (DRC) 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 the DRC as soon as possible. If you are a student with a documented autism spectrum disorder, there is an additional access program available to you. Contact [Autism Spectrum Navigators](#). Email and phone number is on the web page. ASN is located in the Library Media Center in D125.

The DRC office is located in B132 or you can call the reception desk at (425) 564.2498. Deaf students can reach the DRC by Skype: the address is **DRCatBC** (NOTE: There is no @ sign...it is actually **DRCatBC**). Please visit the website at [Disability Resource Center](#) for application information and other helpful links.

Multicultural Services – 2nd Floor of B building (above the bookstore)

Multicultural Services (MCS) is a student-centered service program on campus that is designed to support all students in general, and diverse student populations in particular. MCS is a broad program that can assist students with tutoring in Math and English as well as help students locate community resources such as food and housing assistance. Please familiarize yourself with MCS by stopping by or visiting: bellevuecollege.edu/mcs/

Counseling Center – 2nd Floor of B building (above the bookstore)

The Counseling Center provides personal, career, and academic counseling for all registered BC students. The Counseling Center can be a helpful place for locating community resources (referrals) as well as free counseling appointments with the center's staff of licensed mental health counselors. Please familiarize yourself with the services offered by the counseling center by stopping by or visiting: bellevuecollege.edu/counseling/

