

Being Mixed Race in America
CES 234 | Winter 2019
Online

Instructor: Jennifer Lê
Office Location: A100-B
Phone: 425.564.2803 (office)
Email: jennifer.le@bellevuecollege.edu (preferred)

Office Hours:
8:45-10:30a M/W/F
and by appointment



Course Description and Goals

What does it mean to be mixed race? Isn't everyone mixed? Explore what it means to be mixed race in the US. Examine what our society tells us about race and ethnicity and how being mixed challenges those long-held understandings. Themes will include media representations, personal narratives, identity, and many more.

To make appointments, please go to drle.youcanbook.me or scan the code above. Download a free QR Code Reader from your App Store to scan this.

Course Outcomes

After completing this course, successful students should be able to:

- Explain a structural understanding of race and ethnicity in our increasingly multiracial world
- Analyze the experiences of mixed race individuals and how they are shaped by race, class, gender, and location
- Critically assess the issue of mixed race identity in society by taking into the various understandings and representations of race

Required Text and Readings

Senna, Danzy. 1999. *Caucasia*. Riverhead Books.

Fuyo Gaskins, Pearl. 1999. *What Are You? Voices of Mixed Race Young People*. Henry Holt and Co.

Additional readings for the course will be available through our Canvas course in the Files tab (in the Readings folder).

Attendance

Attendance is **required**. Students are allowed to miss TWO class periods without documentation. All other absences must be excused absences; please review the Bellevue College Student Rules on excused absences. More than two undocumented absences will result in a reduction of your overall grade, taken from your overall participation score for the course in direct proportion to the number of classes missed. If you miss zero to two classes, you will not be penalized. If you miss more than two classes, you will lose points for each day absent which can account for up to a full letter grade reduction. If you miss over one-third of classes, a further 1/3 letter grade deduction will be taken out of your grade. Notecards will be used to keep track of attendance (see course requirements).

Classroom Policies

Please silence cell phones before the beginning of class. Students whose cell phones ring in class or who I see using their mobile devices will receive no points for that day's class participation. Students are permitted to use computers to take notes if they wish. However, note taking is the **only** activity allowed during class. If any students engage in other activities on their computers during class meetings they will receive a zero for that day's class participation after one warning.

As this is a college course, this classroom shall be treated as a professional environment. I expect everyone to be respectful of others. There will be zero tolerance for disrespect including but not limited to racism, sexism, ageism, ableism, and heterosexism.

Course Requirements

Discussions

(330 points total, 30 points each)

A new topic of discussion will be available each week. Initial posts—your own response to the discussion topic—are due each week on Friday by 11:59pm PST. Response posts—responses made on your classmates' threads (not including replies made on your own thread)—are due each week on Sunday by 11:59pm PST. You are required to make a minimum of THREE posts each week (one initial and two response posts) but are encouraged to post more to demonstrate your engagement with your peers and the topic. Each post should use critical thinking, be thoughtful, concise, and include related research from the textbook or news sources.

TIP: thoughtful *response* posts should include critical reflection, meaningful questions, and/or related content or research from the textbook or news sources. Simple agreement or disagreement will not count toward your minimum number of posts.

Book Club Discussions

(150 points total, 50 points each)

Throughout the quarter, we will read the book *Caucasia* and have online book clubs. On each book club discussion, each student will have 1) completed the assigned section of the book and 2) post a list of discussion questions (at least 4) and reflections (at least 2) from the excerpt. Discussion questions should focus mainly on the racial themes of the book and be in-depth, thought-provoking questions. (Bad examples of discussion questions: "Why did Birdie do X?" "Do you think they're going to get caught?")

Visibility Study

(100 points)

For this assignment, you will choose one television channel (Netflix and Amazon Originals count in this category, but only originals). No student can choose a channel that another student has chosen. They are first come, first served. Of the top ten shows on that channel (must verify with ratings and provide link), create a grid of the main characters (up to ten characters for each show). Using IMDb and other sources, determine the parentage of the actors: what is everyone's race? On your grid, you will note each character's 1) race and ethnicity in real life, 2) race/ethnicity on the show, 3) importance to the show's story (scale of 1-10), 4) depiction (pos/neg/neutral/dynamic), and 5) one additional category that you think may be important for your data. You will examine the trends across shows. In a paper, you will discuss the overall representation, categorization, series impact, and larger social impact of mixed race people and characters. You must submit your data sheets along with your paper. Students will be required to make their selections (and inform Dr. Lê) by the deadline on Canvas.

Short Assignments (Shorty)

(120 points total, 20 points each)

Short assignments will be assigned throughout the quarter. They will ask you do a little reflection or some online research and present your findings. These short papers are generally 2 paragraphs in length.

Mixed Race Contributions Slide Show

(100 points)

In small groups/pairs, students will make a 15-minute Power Point or Prezi slide show—to be posted in a discussion board and shared with the class—detailing the contribution of a well known or little-known mixed race individual to US society (celebrity on its own is not enough of a contribution). Using at least four credible sources, students will compile a short biography, a history of their identity (from personal accounts if

available, including how they identify, how they are classified, any associated privileges or stigma, etc.), and their contributions to their community and society at large. Students will be required to choose their person (and inform Dr. Lê) by the deadline on the syllabus. No group may use the same person as another group. For more information about this assignment including sources that are not acceptable, view the assignment sheet in Canvas.

Exams

(200 points total, 100 points each)

There will be two exams in this course, a midterm and a final. Each exam is worth 100 points. The exams will be composed of multiple choice questions and potential short essay questions.

Grades

Your grade will consist of the following:

TOTAL: 1000 points

A = 930 - 1000+

A- = 900 - 929

B+ = 870 - 899

B = 830 - 869

B- = 800 - 829

C+ = 770 - 799

C = 730 - 769

C- = 700 - 729

D+ = 670 - 699

D = 630 - 669

D- = 600 - 629

F = 0 - 599

Book Club Discussions – 150 points (50 points each) = 15%

Visibility Study – 100 points = 10%

Short Assignments – 120 points (20 points each) = 12%

Mixed Race Contributions Slide Show – 100 points = 10%

Discussions – 330 points (30 points each) = 33%

Midterm Exam – 100 points = 10%

Final Exam – 100 points = 10%

Note: There will be no curve in this class, including for single assignments. Your grade is what you earn.

Extra Credit

Video links will be posted in the Canvas assignment link. These videos must be watched and analyzed in a paper. Extra credit papers will be due by 11:59pm on the last regular course day. Students may complete ONE of these extra credit opportunities for a possible 15 points total. These extra points are added onto a student's total points for the course. No late work will be accepted without a pre-approved reason. Please view the full assignment sheet on Canvas.

Late Policy

Any missed assignments must accompany an approved absence in order for an extended due date to be given. Approved absences include hospitalization, childbirth, major accident or injury, or bereavement. It is the student's responsibility to provide the instructor appropriate documentation within a reasonable timeframe. Unapproved late assignments that result in zeros **cannot** be made up with the exception of late initial discussion posts, which will receive deductions based on the grading rubric and the number of days late (up to three days). No response posts made after the deadline will be counted for credit. Approved late papers will receive a 10% deduction per day late.

Tentative Schedule

Week 1 – January 2 - 6

Topic	Intro and Race		
Readings	Gaskins “Me” and Introduction	Roth	Harris + McClure
Assignments Due	Week 1 Discussion		

Week 2 – January 7 - 13

Topic	Race: History, Immigration, and the Census			
Readings	Omi + Winant	Haney-Lopez	Koch	Podcast: https://www.npr.org/sections/codeswitch/2017/08/03/541142339/heres-why-the-census-started-counting-latinos-and-how-that-could-change-in-2020
Assignments Due	Week 2 Discussion			Short Paper 1

Week 3 – January 14 - 20

Topic	Interracial Relationships			
Readings	Wang	Khanna	Gaskins 87-127, 216-237	Purdie-Vaughns + Eibach
Assignments Due	Week 3 Discussion			Book Club Discussion 1

Week 4 – January 21 - 27

Topic	What Are You?			
Readings	Gaskins 19-44, 128-131	Herman	Khanna + Johnson	
Assignments Due	Week 4 Discussion			Short Paper 2

Week 5 – January 28 - February 3

Topic	Ethnicity, Belonging, and Social Context			
Readings	Charmaraman + Grossman	Gaskins 238-241	Twine	Deaux + Martin
Assignments Due	Week 5 Discussion		Short Paper 3	Contributions Partner Selection

Week 6 – February 3 - 10

Topic	Check A Box			
Readings	Gaskins 46-86		Campbell	Moore
Assignments Due	Week 6 Discussion		Book Club Discussion 2	Midterm Exam

Week 7 – February 11 - 17

Topic	Identity				
Readings	Rockquemore, Brunson + Delgado	Herring	Liebler	Doyle + Kao	Gaskins 172-210, 244-252
Assignments Due	Week 7 Discussion			Short Paper 4	Visibility Study Network

Week 8 – February 18 - 24

Topic	Discrimination and Health		
Readings	Gaskins 134-163	Bratter + Gorman	
Assignments Due	Week 8 Discussion	Short Paper 5	

Week 9 – February 25 - March 3

Topic	Issues: Here and Abroad		
Readings	Guimarães	Hall	
Assignments Due	Week 9 Discussion	Book Club Discussion 3	

Week 10 – March 4 - 10

Topic	Raising Mixed Race		
Readings	Jackson	Chang	
Assignments Due	Week 10 Discussion	Contributions Slide Show	

Week 11 – March 11 - 17

Topic	Colorblindness and How to Combat Racism			
Readings	Bonilla-Silva		Harris	
Assignments Due	Week 11 Discussion	Short Paper 6	Extra Credit	Visibility Study

Week 12 – March 18 - 22 (Final Exam Week*)

Topic	Final Exam
Readings	No readings
Assignment Due	Final Exam
*As this is the last week of the quarter, all outstanding assignments will be due Friday, March 22.	

Americans with Disabilities Act (ADA)

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.

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

Disability Resource Center

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>

Academic Honesty and Integrity

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 Success for investigation. Specific student rights, responsibilities, and appeal procedures are listed in the Student Code of Conduct at http://bellevuecollege.edu/policies/2/2050_Student_Code.asp

Copyright Notice

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Final Comments

It is my goal to make this course worth your time and effort. Therefore, I will do all that is reasonable and within my power to ensure that you learn and succeed. If you are concerned with any aspect of this course please feel free to contact me.