

**RACE AND ETHNICITY IN THE U.S.  
CES 100-HYA; Winter 2020  
9:30-10:20 M-TH; R101**

**Instructor: Amal Abdulrahman**

**Email:amal.abdulrahman@bellevuecollege.edu**

**Office Phone: (425) 564-2631**

**Office Location: D110**

**Office Hours: 10:30-11:20 Mondays, Wednesdays and by  
Appointment**

**REQUIRED TEXTS:**

Privilege, Power and Difference, Allan G. Johnson

Course Description: This course provides a historic and contemporary perspective on the social, political, and cultural issues of Race and Ethnicity in U.S. Society. Good friends, even family members, often disagree about racial issues. Are we in a “post-race” America? Is there a level playing field? Do we still need affirmative action? This course begins by examining how race is socially constructed, first by exploring how racial categories have changed over time then by discussing the ways in which these definitions have served the interests of powerful groups. Using pop culture, visual images and archives, and multimedia, you will also explore contemporary representations of race, and analyze how these images intersect with gender, class, and sexuality.

**A Note about Course Content:** In Interdisciplinary Studies/Ethnic Studies/American Studies, we examine just about every aspect of the social world, we talk about provocative material. When we explore controversial topics, they will always be framed within an academic context. Keep in mind that when we find ourselves in a space outside of our comfort zone, it's an opportunity for learning, and you may be confronted with subject matter that is difficult to watch, see, discuss, or listen to. Please note that you will be responsible for any course material you miss if you choose not to participate. If you have any questions or concerns about content or climate, feel free to speak with me about it right away.

**Learning Outcomes:**

- 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
- 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 your own life.

## **General Rules & Expectations:**

- Complete readings and homework assignments *on time*.
- You do need to read your required material in order to complete homework assignments.
- Participate in class discussions; the only way to know if you understand is to try out your ideas in class discussions.

**Critical Reflections:** You will be investigating Race and Ethnic Relations through a wide variety of mediums, including film, music, art, recorded lectures, and critical writing/essays. The intention of the Critical Reflections is to engage you deeply with the course content, some of which might be very new to you in terms of how you have thought or have been taught about race and racism. We engage a variety of experiences from multiple perspectives, so you should expect to be challenged often. **Stay open to learning new things and different ways of thinking about the world.**

## **Papers and Discussions:**

- Each student will write **a short paper each week, 1- 2 pages in length double spaced on an assigned topic related to class readings.**

**Attendance :** Come to class, be engaged with all of our discussion boards, provoke energetic and respectful discussion, listen/read/comprehend actively, work respectfully with your colleagues in class, take loads of notes from your readings, look

up words you don't understand, ask questions, think critically about the world around you, etc.

## **Grading:**

### **Total Quarter Points: 400**

- - **Weekly Response Papers 25%**
  - **Annotated Bibliography 25%**
  - **Final Exam 25%**
  - **Class Participation 25%**

**A: 94-100**

**A-: 90-93**

**B+: 87-89**

**B: 84-86**

**B-: 80-83**

**C+: 77-79**

**C: 74-76**

**C-: 70-73**

**D+: 67-69**

**D: 64-66**

**D-: 60-63**

**F: 59 and below**

## **Course Calendar**

*You should be looking at this **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. Introductions & Review of Syllabus**

**1/ 02- 1/09: Why We Need to Talk More about Race and Ethnicity**

**Read But My Mother Says It's Rude to Talk about Race"**

-Read Chapter 1 & 2

-Due: Short Bio & Reflection Writing 1

### **Week 2. CAPITALISM AND RACE**

**1/13- 1/16**

-Read Chapter 3 & 4

**Due: Reflection Writing 2**

### Week 3. SYSTEMS VS INDIVIDUALS

1/21- 1/23

- Read Chapter 5 & 6
- Due Reflection Writing 3
- \*NO CLASS ON 1/20

### Week 4. UNDERSTANDING WHITE PRIVILEGE/RACE-BASED PRIVILEGE

1/27- 1/30

- Read Chapter 7 & 8
- Due Reflection Writing 4

Peggy McIntosh's "[\(Links to an external site.\)Links to an external site.White Privilege: Unpacking the Invisible Knapsack](#)" [\(Links to an external site.\)](#)

### Week 5. INTENT VS IMPACT

2/03- 2/06


- Read Chapter 9
- Due Reflection Writing 5

Dr. Joy De Gruy's Lecture [Post Traumatic Slave Syndrome London 2008](#)

### Week 6. RACE IN ACTION

2/10- 2/13

#### **READINGS:**

Book: [Dreams from My Father by Barack Obama Chapters 4 and 5](#) 

[“Stranger in the Village,” \(Links to an external site.\)Links to an external site.](#) James Baldwin  
*Teju Cole, [Black Body: Rereading James Baldwin’s Strange in the Village \(Links to an external site.\)Links to an external site.](#)*

[Seattle Population by Race \(Links to an external site.\)](#)


-Due Reflection Writing 5

## **WHAT TO BEGIN WORKING ON NOW:**

### [ANNOTATED BIBLIOGRAPY](#)

Week 7. Whiteness Through Eyes of Color  
2/18- 2/20

## **READINGS:**

Book: [\*Dreams from My Father\* by Barack Obama Chapters 4 and 5](#) 

## **RESOURCES:**

[Tan Le: My Immigration Story \(Links to an external site.\)Links to an external site. \(Links to an external site.\)Links to an external site.](#)

[Hispanic or Latino? Polls Say... NPR \(Links to an external site.\)](#)[Links to an external site. \(Links to an external site.\)](#)[Links to an external site.](#)

[Migrant Kids Overwhelm Border Patrol Agents \(Links to an external site.\)](#)[Links to an external site. \(Links to an external site.\)](#)[Links to an external site.](#)

[Migration Spotlights Smugglers \(Links to an external site.\)](#)[Links to an external site. \(Links to an external site.\)](#)[Links to an external site.](#)

[Actions are Illegal Never People, Jose Vargas \(Links to an external site.\)](#)[Links to an external site. \(Links to an external site.\)](#)

\*NO CLASS ON 2/17

Week 8. Societal Values/ Historical Understanding  
2/24- 2/27

## **READINGS:**

This week there is no reading, but there are two video to watch. The first is the following video of Jane Elliot's work. The second is a debate about affirmative action that involves Tim Wise. Feel free to watch any of the other Jane Elliot or Tim Wise videos on youtube.



## Week 9. Race and Voice

### READINGS:

**Jonathan Kozol, [Still Separate, Still Unequal: America's Educational Apartheid \(Links to an external site.\)](#)** [\(Links to an external site.\)Links to an external site.](#)

[2011-12 Map of National School Segregation \(Links to an external site.\)Links to an external site. \(Links to an external site.\)Links to an external site.](#)

**[The Nation's Most Segregated Schools Aren't Where you would Expect Them to Be \(Links to an external site.\)Links to an external site. \(Links to an external site.\)Links to an external site.](#)**

Due- Reflection Writing 9  
3/02- 3/05

Week 10. Black Lives Matter  
3/09- 3/12

### READINGS:

**What Happened in Ferguson 2015, NY Times** [\(Links to an external site.\)Links to an external site.](#)

**Ferguson What We Know About Michael Brown's Last Moments BBC 2014** [\(Links to an external site.\)Links to an external site.](#)

**The Shooting of Tamir Rice, Wikipedia** ([Links to an external site.](#))[Links to an external site.](#)

**Reflecting on the Death of Freddie Grey, One Year Later, NPR** ([Links to an external site.](#))[Links to an external site.](#)

**A Point-by-Point Response to Buzz-Feed Questions for Black People** ([Links to an external site.](#))[Links to an external site.](#)

**Police Respect White People More than Black People, PBS** ([Links to an external site.](#))[Links to an external site.](#)

**Implicit Bias and Police Shootings: The Thumbprint of Culture, NPR** ([Links to an external site.](#))[Links to an external site.](#)

**Harvard's Implicit Bias Test** ([Links to an external site.](#))[Links to an external site.](#) you can take

Due- Reflection Writing 10

Week 11. What Does All This Mean?  
3/16- 3/19

Week 12. Review and Final  
3/23- 3/26

**For all of your work:** Submit proofread work **only**. If you need help with your writing, or anything else, please visit the following page of the Bellevue College Website for student support services:

- [Academic Success Center - Bellevue College \(Links to an external site.\)](#)
- [Current Students Menu - Bellevue College \(Links to an external site.\)](#)
- [Library Media Center @ Bellevue College \(Links to an external site.\)](#)

**Preventing Plagiarism:** Plagiarism is a form of academic dishonesty occurring when students use information or material from outside sources and do not properly cite those sources. This is grounds for disciplinary action. It is your responsibility to understand plagiarism and its consequences. Plagiarism occurs if:

1. You do not cite quotations and/or attribute borrowed ideas.
2. You fail to enclose borrowed language in quotation marks.
3. You do not write summaries and paraphrases in his/her own words and/or doesn't document his/her source.
4. You turn in work created by another person.
5. You submit or use your own prior work for a current or past course, or work from one current course in another course *without express permission* from your professors. This may also be considered academic dishonesty.
6. Consequences: If it is determined that you have plagiarized or engaged in other forms of academic dishonesty, you will likely fail the assignment and possibly the course, despite points earned through other work. Acts of academic dishonesty are reviewed for disciplinary action.

## **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.

For further information and contacts, please consult [College Anti-Discrimination Statements \(Links to an external site.\)](#).

## **Student Code of Conduct and Academic Integrity**

Any act of academic dishonesty, including cheating, plagiarism (using the ideas or words of another as one's own without crediting the source), and fabrication 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: [Student Code \(Links to an external site.\)](#)

## ▪ **Disability Resource Center (DRC)**

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 [Autism Spectrum Navigators \(Links to an external site.\)](#) 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 our reception desk at 425.564.2498. Deaf students can reach us by Skype: the address is **DRCatBC** (NOTE: There is no @ sign...it is actually **DRCatBC**). Please visit our website at [Disability Resource Center \(Links to an external site.\)](#) for application information into our program and other helpful links.

## **Accessibility**

The online elements of this course are designed to be welcoming to, accessible to, and usable by everyone, including students who are English-language learners, have a variety of learning styles, have disabilities, or are new to online learning. Be sure to let me know immediately if you encounter a required element or resource in the course that is not accessible to you. Also, let me know of changes I can make to the course so that it is more welcoming to, accessible to, or usable by students who take this course in the future.

## **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 [RAVE Alert Registration \(Links to an external site.\)](#)

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 three 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.**
- 3) In an emergency, call 911 first, then Public Safety.**

Please do not hesitate to call Public Safety if you have safety questions or concerns at any time. You may also visit the [Public Safety \(Links to an external site.\)](#) web page for answers to your questions.

**[Final Exam Schedule \(Links to an external site.\)](#)**

**Academic Calendar**



The Bellevue College Academic Calendar is separated into two calendars. They provide information about holidays, closures and important enrollment dates such as the finals schedule.

- [Enrollment Calendar \(Links to an external site.\)](#) On this calendar you will find admissions and registration dates and important dates for withdrawing and receiving tuition refunds.
- [College Calendar \(Links to an external site.\)](#) This calendar gives you the year at a glance and includes college holidays, scheduled closures, quarter end and start dates, and final exam dates.

-

Student Success Day is Tuesday, March 3, 2020 and instructors will be available to students.

### **Course Outline and Schedule (Subject to Change)**

**Assignments are always due by midnight**