

Bellevue College
CES 100 (5802 C122 OAS): Race in the U.S
Fall Quarter 2021

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Office Location/Hours: Virtual (via Zoom)
https://bellevuecollege.zoom.us/my/**dedinboro**
Wednesdays @ 1 p.m – 3 p.m
(To schedule a meeting outside of office hours, please email me)
Course Location: Online/Canvas (asynchronous)

Course Overview:

This course explores how race has shaped the American society. It examines the social construction of race and racial hierarchies, explores prevailing racial attitudes, highlights how racial inequality is connected to institutions and policies, and reflects on how racial justice can be imagined and realized. With this knowledge, we will be better equipped to understand race works alongside ethnicity, gender, sex, and class work together to create inequalities and identities. Further, we will be able to describe the basis of privilege, oppression, discrimination, resistance, and activism in our society. In doing so, we will enhance our sensitivity to and awareness of the diverse and multicultural country and world we live in.

Learning Objectives:

- Explain the sociohistorical construction of race
- Acknowledge and deconstruct myths connected to race
- Use multiple means of analysis (scholarship, literature, and media) to evaluate the historical and contemporary experiences of racial groups in the U.S
- Describe how racial inequality exists in policies and institutions
- Reflect on racial dynamics and racial justice in the U.S

By the end of this courses, students should be able to:

- Explain key concepts related to race in the U.S
- Express how race has and continues to shape their lives, families, communities and country
- Identify how race is connected to power and privilege

Books and Materials Required

- Cherise A. Harris & Stephanie M. McClure, *Getting Real About Race; Hoodies, Mascots, Model Minorities, and Other Conversations* (SAGE Publications, 2019)
- Other course materials (book excerpts/ articles/ media) will be scanned, uploaded, or linked to on CANVAS.

General Course Expectations:

To have a successful, respectful, open, engaging, and cooperative learning environment, it is important to establish what positively or negatively impacts our class dynamic. The following are some of the basic expectations that serve as the foundation of our class.

What you can expect of me as your instructor:

- *Preparation:* My goal is for you to learn and succeed in this class. I have invested a lot of time preparing, structuring, organizing, and designing this course site with hope that the materials and assignments will enhance your learning.
- *Promptness:* I commit to returning your work and communicating with you in a timely and reasonable fashion (all assignments will be graded within 7 business days or less and I will respond to your emails within 36 hours).
- *Availability:* I encourage you to come to my virtual office hours whenever you have a question or concern, and I encourage you to advocate for your own needs. If my office hour time does not work, we can use email to schedule an appointment, video chat, or phone conversation that fits both of our schedules.
- *Quality Work:* I will do my best to support your educational success by choosing course materials and assignments that are interesting and engaging and striving to bring my best to this course.
- *Honesty, Integrity, and Fairness:* I will present information that is grounded in humanities and social-science research and will do my best to answer questions based on my understanding of that research and information. If there is something that I do not know, I will let you know that I do not know it. If there is something that is my own personal opinion about something, I will let you know that this is my perspective and what I think about the matter. Your grade will be based upon what I detect that you have learned about content, not on my personal thoughts about you.
- *Respect and Inclusion:* I believe everyone in our class has the right to feel welcome and safe from personal attack and thus I will listen to you and be constructive and thoughtful in my comments, even if we disagree. To learn more about the college's non-discrimination stance follow the link here: [Equal Opportunity](#).

What I expect from students in this course:

- *Preparation:* You will be using Canvas tools to access your online learning materials. At the beginning of each week, you should visit Canvas to examine what readings and assignments are due so that you can plan your work week accordingly. For help with Canvas follow the link here: [Student Canvas Help](#).
- *Promptness:* You should strive to submit all assignments by their due dates. Assignments should be uploaded in .doc or .pdf format to Canvas. If you are unable to meet any problems any deadline, please email me.
- *Availability:* The format of this class is asynchronous. This means that you will not be required to be online at a certain time or day for this course. However, you should be logging in and working on assignments as you would in an in-person class. I suggest spending 1-2 hours per weekday to engage with course materials and complete assignments.
- *Quality Work:* When participating in any component of this course, your comments should always indicate to me that you have carefully read and understand the course material. This course requires that you engage in critical inquiry and reflection. In either

verbal or written communication, you must make clear, organized, and intelligent connections between readings, class discussions, media, and your own personal experiences and/or observations.

- *Honesty, Integrity, and Fairness:* 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 Conduct Code of Bellevue College. Your work must be your own, except when asked to work with other students. Furthermore, you are required to acknowledge if you have borrowed any ideas, terms, or phrases, even if you have borrowed from a classmate OR from the book. Copying and pasting material from any website into your assignments is also a form of cheating. If you have any hesitation, or if you are in doubt about one of these issues, feel free to ask me.

Disability Resource Center (DRC)

The Disability Resource Center serves students with disabilities. Common disabilities include physical, neurological (e.g. Autism, ADD/ADHD), and mental health (e.g. depression, anxiety). If you are a student who has a disability or if you think you may need accommodations in order to have equal access in your classes, programs, activities, and any other services, please contact the DRC. If you require assistance in an emergency, please meet with your individual instructors to develop a safety plan for while in class and contact the DRC to develop a safety plan for while you are elsewhere on campus. The DRC office is located in building B Room 132. You can contact the DRC by stopping by the office at B132, calling our front desk phone number (425) 564-2498, emailing drc@bellevuecollege.edu. Deaf students can reach us by calling TTY: (425) 564-6189, or by Skype (account name **DRCatBC**). For more information about the services we offer, including our Initial Access Application, visit our website at [Disability Resource Center](http://www.bellevuecollege.edu/drc) (<http://www.bellevuecollege.edu/drc>).

Reasons of Faith and Conscience

Reasonable Accommodations for Reasons of Faith and Conscience: Students who will be absent from course activities due to reasons of faith or conscience may seek reasonable accommodations so that grades are not impacted. Such requests must be made within the first two weeks of the course to the office of the Associate Vice President of Student Affairs (see Bellevue College [Policy 2950](https://www.bellevuecollege.edu/policies/id2950/) (<https://www.bellevuecollege.edu/policies/id2950/>)). In the event you feel you are being discriminated against based on faith or conscience, you may refer to the procedures outlined in the college's [Discrimination, Harassment and Retaliation Policy 1440P](https://www.bellevuecollege.edu/policies/id-1440p/) (<https://www.bellevuecollege.edu/policies/id-1440p/>).

Class Requirements

Familiarizing yourself with the Course/ Peers/ Instructor (8 pts):

- Syllabus Quiz (4 pts)
The syllabus is an important tool that helps you to successfully complete this course because it provides information about the course structure, due dates, and how to communicate with me. This quiz will help you familiarize yourself with the syllabus and reflect on the value of the course to you.

- Virtual Meeting with Instructor (2 pts)

It is important to me that I chat with students one-on-one. This provides an opportunity for you to get to know me and for me to get to know you. This 10-minute conversation also allows you to ask more detailed questions about the course assignments, your college success, or simply just check-in. I will be online and available to chat during my office hours. Please email me with a time for us to meet.

- Get-to-Know-Your-Peer (2 pts)

Because social learning/class discussion is central to this course, it is important that you connect with your peers early in the quarter. During the first week of the quarter, I will provide prompts on Canvas discussion board to aid your ability to engage with each other. You will be required to 1) post a response to the prompt 2) respond to two of your other classmates' prompts.

Making Connections to Course Content (68 pts):

- Discussion Board (8 posts @ 3 pts each/ 24 pts)

This course is discussion-based and requires that you work through course materials by engaging with your peers. I am setting you up in small groups of about 6-8 students. Your groups will remain the same throughout the duration of the quarter so that you can connect with these classmates. To contribute to and benefit from quality and meaningful discussions, thoroughly reflect and think about your points. You can do so by expanding on course concepts and ideas, considering different perspectives, highlighting relevant or missing information, or asking questions that cause your classmates to think more in dept on the topic.

- For each small group conversation, I will provide you with a prompt.
- Your initial response to the prompt will be due on selected days. This response will be worth 1 pt.
- Your **two (2)** replies to any 2 of your peers' initial response will be due on selected Fridays. This will be worth 2 pts.

- Film Review (1 Review/ 12 pts)

The purpose of this assignment is to extend your learning beyond course readings. You will watch 1 film/documentary that focuses on race in the U.S. You will then answer short answer questions (with approximately 3-4 sentences each) about the film. This assignment will be evaluated on your ability to answer the required questions by analyzing the film.

- Reflection Essays (2 papers @ 5 pts each/ 10 pts)

Reflection essays help you to go deeper with the content and personalize what is being talked about. More specifically, your reflections should help you to critically explore and actively engage with how this course impacts your awareness of race in the U.S. Consider one key term, topic, idea, or event highlighted in a course reading/class discussion and then thoughtfully expand on how it inspired you to reflect about how race impacted your experiences, family, community, education, media consumption/technology use, etc. These reflection papers do not need to be formal essays. They should be approximately 4-5 pages, double-spaced, 11 or 12 size, and Arial or Times New Roman font.

- Final Paper Responses (22 pts)

Local and national organizations play an important role in advocating for the lives of racial groups through their work in the arts, politics, education, immigration etc. Because of their work, these organizations' actions can enrich our understanding of how activism, community-building, and resistance are embedded in our awareness of race in the U.S.

The purpose of this assignment is to build your knowledge of the background, aims, and actions of these organizations, as well as offer personal and analytical perspectives on their work.

This project has several components that will develop your skills in critical thinking, research, presentation, and reflection. In this project, you will select **one** active local or national organization that advocates for racial justice or equity. After identifying your organization, you will create a google document to answer a series of questions which will form your final paper. Responses to these prompts will be due at several points throughout the semester. Your timely response to these prompts, ability to reference necessary course materials (or any other sources such as websites or news articles), and inclusion of my feedback in your final paper will help you to be successful in this assignment. You should find most of your answers on organizations' websites or in class materials. In some cases, you may need to seek out additional sources. *Do not copy and paste what you find on websites or other sources – read it, think about it, write it in your own words, and note where it came from.*

In the final weeks of the course, you will review and edit your responses. You will then have the option of providing the link to your google document on Canvas so that your peers can learn about the organization that you selected.

1. Select one local or national organization that focuses on racial justice and equity. See *Examples of Organizations* to learn about some possible choices. You do not have to choose any of the organizations in these lists and can choose other organization that center racial justice and equity. You will write your selected organization on Canvas. *If 2 people have already selected the organization that you are interested, select another one.* (1 pts).
2. Create a google document. Rename this document with your first name, last name, and name of selected organization. Post the link to the document on Canvas. After doing so, provide answers to the following prompts on their due date. *I do not consider the responses in this section as final. In this section, you will be evaluated on your ability to submit strong drafts that reflect your capacity to provide relevant and legitimate content and analyze sources and course materials.*
 - a. Name, Location, and Contact – In this section you will identify the name and location of your organization. You will also note the website and/or social media handles connected to the organization. Your response should be 3-4 sentences. (1 pts)
 - b. Background, Mission & Leadership – In this section you will gather information about how and why the organization began, its mission and objectives, and leadership team. Your response should be 2-3 paragraphs. *Each paragraph should have 4-5 sentences* (2 pts).

- c. Action – In this section you will talk about the organization's projects/initiatives/service of the organization and mention how it impacts communities of color, institutions, or policies. Reference one image from the organization's website or social media that you think speaks to their actions. Your response should be 3-4 paragraphs (2 pts).
 - d. Personal and Analytical Reflection (5 pts)
 - i. Why did you select this organization? (1 paragraph/1 pt)
 - ii. How did *any weekly topic covered in this class* help you to understand the work of this organization? **OR** How did this organization help you enrich your understanding of *any weekly topic in this course*? 2-3 paragraphs/ 2 pts). Please specifically reference any reading/discussions/film you use in the response.
 - iii. How would you envision participating in this organization? What aspect of the organization would you like to help with or be involved in? (1 paragraph/ 1 pts).
3. For your final submission, review your responses and make necessary changes using my feedback and your edits. Ensure that you format your work as double-spaced, 11 or 12 size, and Arial or Times New Roman Font. In the final week of the course, you can share your work with your classmates. (12 pts).

Examples of Local and National Organizations

- [National Racial Justice Organization](#) (provided by Arizona State University)
- [Racial Justice Organizations and Resources](#) (provided by Racial Equity Organization)
- [Social Justice and Racial Equity Organizations and Resources](#) (provided by the Foundation for the Carolinas)
- [Civil Rights Organizations](#) (provided by The Civil Rights Project)
- [Social Justice Organizations in Washington State](#) (provided by the University of Washington)
- [Seattle's Civil Rights Organizations](#) (provided by Civil Rights and Labor History Consortium, University of Washington)

Demonstrating Knowledge of Course Content (24 pts)

- Reading Accountability (8 @ 3 pts)
Readings listed in the syllabus build your knowledge of course content, help the quality of your discussion responses, and strengthen your reflections. As such, I expect you to complete the readings every week. At four points during the semester, mini lectures will be available to support your engagement with course materials. If at any point, you would like my clarification on any course topic or reading, please visit my office hours or send me an email.

To demonstrate that you have done the readings, you will submit accountability responses for **each** reading assigned for the week. Your responses to each reading should be *at least 4 sentences or 4 bullet points*. This assignment is not meant to be a pain, but to help you build your knowledge of course content. You will be graded on your ability to show that you can consider **key terms, points, themes, or arguments connected to readings**. Here are some possible questions that could guide your responses:

1. What term, point, **or** passage in the reading particularly interested you, surprised you, **or** was new information to you? Explain the reason for your reaction. (Denote page number of selected information)
2. What are some of the main (big picture) arguments, ideas, **or** statements that you identified in the reading? Do you agree or disagree with what you identified? Explain why you chose your position of agree or disagree.
3. What questions do you have about this reading, the author, **and/or** their arguments? Explain why you have such questions.

Further Clarification: Example: In Week 1, you have three readings to complete from the course text – Essay 2, Essay 3, Essay 4. After reading everything, you will write at least 4 sentences or 4 bullet points **on each of these essays** in one document that you will submit on Canvas. To guide your reading accountability, you can use the questions above. For instance, you can decide to use question 1 (select a key term) to help you write your response for Essay 2 and then use Question 2 (select a main argument) to help you write your response to Essay 4.

Grade Break Down

| | | |
|----------------------------------|----------------|---------------|
| Virtual Meeting with Instructor: | 2 pts | (2%) |
| Get-to-Know-Your-Peer: | 2 pts | (2 %) |
| Syllabus Quiz: | 4 pts | (4 %) |
| Personal Reflection Papers (2): | 10 pts | (10%) |
| Film Review: | 12 pts | (12%) |
| Reading Accountability (8): | 24 pts | (24%) |
| Discussion Board (8): | 24 pts | (24%) |
| Final Paper: | 22 pts | (22%) |
| Total: | 100 pts | (100%) |

Grade Assignment

| | |
|----|---------|
| 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 | 60-66% |
| F | 0-59% |

Course Schedule:

Week 1: September 27 – October 1

Introduction to Course & Understanding Key Concepts – Race/ Racism/ Racialization (Part 1)

9/27

Course introduction, review of course syllabus, and review of Canvas site

9/29

Read:

- “Blacks are Naturally Good Athletes.” The Myth of the Biological Basis of Race for Race by Daniel Buffington (Essay 2)
- “Native American/Indian, Asian/Oriental, Latino/Hispanic . . . Who Cares?": Language and the Power of Self-Definition - Bradley Koch (Essay 3)
- “Is Discrimination Against Muslims Really Racism?": The Racialization of Islamophobia - Steve Garner and Saher Selod (Essay 4)

10/1

Submit:

- Syllabus Quiz
- Reading Accountability #1

Week 2: October 4 – October 8

Understanding Key Concepts – Race/ Racism/ Racialization (Part 2)

10/4

Read:

- “Drawing the Color Line” – Howard Zinn (pdf on Canvas)
- “A Different Mirror” - Ronald Takaki (pdf on Canvas)

10/6

Watch:

- “Origin of Race (video) <https://www.pbs.org/video/the-origin-of-race-in-the-usa-wbm41s/>

Submit:

- Discussion Response #1

10/8

Submit:

- Discussion Reply #1

Week 3: October 11 – October 15

Understanding Key Concepts – Colorblindness

10/11:

Watch:

- Mini-Lecture #1

Read:

- “If People Stopped Talking About Race, It Wouldn’t Be a Problem Anymore”: Silencing the Myth of a Color-Blind Society - Ted Thornhill (Essay 5)
- “Color-Blind Privilege” – Charles A. Gallagher (pdf on Canvas)

10/13

Watch:

- Color Blind or Color Brave (video)
https://www.ted.com/talks/mellody_hobson_color_blind_or_color_brave?referrer=playlist-counterintuitive_career_advice

Submit:

- Discussion Response #2
- Final Paper (Complete Section 1)

10/15

Submit:

- Reading Accountability #2
- Discussion Reply #2

Week 4: October 18 – October 22
Understanding Key Concepts – Privilege

10/18

Read:

- Possessive Investment in Whiteness – George Lipstiz (pdf on Canvas)
- The Development of White Identity – Beverly Tatum (pdf on Canvas)

10/20

Listen to:

- The Code Switch Podcast, Episode 1: Can We Talk About Whiteness?
<https://www.npr.org/sections/codeswitch/2016/05/31/479733094/the-code-switch-podcast-episode-1-can-we-talk-about-whiteness>

Look over:

- "White Privilege: Unpacking the Invisible Knapsack" (pdf on Canvas)

Submit:

- Discussion Response #3

10/22

Submit

- Reading Accountability #3
- Discussion Reply #3

Week 5: October 25 – October 29
Understanding Key Concepts: Stereotypes and Myths

10/25

Watch:

- Mini-Lecture #2

Read:

- "Asians Are Doing Great, so That Proves Race Really Doesn't Matter Anymore": The Model Minority Myth and the Sociological Reality - Min Zhou (Essay 9)

- “But Muslims Aren’t Like Us!”: Deconstructing Myths About Muslims in America - Jen’nan Ghazal Read (Essay 10)
- “But It’s Honoring! It’s Tradition!”: The Persistence of Racialized Indian Mascots and Confederate Culture in Sports - Dana M. Williams (Essay 11)

10/27

Watch:

- The History of Asian Representation in Film - https://www.youtube.com/watch?v=k5KwDTXWgSA&list=PLLjxWzuv6nAjiMk4x3yU3-0yq_c2990sh&index=2&ab_channel=VICENews
- 5 Latino Stereotypes on Film - https://www.youtube.com/watch?v=Y1KDahvfX94&list=PLLjxWzuv6nAjiMk4x3yU3-0yq_c2990sh&index=3&ab_channel=FLAMA

10/29

Submit:

- Reading Accountability #4
- Discussion Reply #4

Week 6: November 1 – November 5

Film/Reflection/Final Paper Response

11/1

Watch:

- Race: The Power of Illusion (Episode Three: The House We Live In)

Submit:

- Film Response

11/3

Submit:

- Reflection Essay #1

11/5

Submit:

- Final Paper (Complete Section 2a. 2b. 2c)

Week 7: November 8 - November 12

Race, Policies, and Institutions – Immigration

11/8

Watch:

- Mini-Lecture #3

Read:

- “We Need to Take Care of ‘Real Americans’ First”: Historical and Contemporary Definitions of Citizenship - Kara Cebulko (Essay 17)
- “Constructing the “Illegal Immigrant” – Leo Chavez (pdf on Canvas)

11/10

Submit:

- Discussion Response #5

11/12

Submit:

- Discussion Reply #5
- Reading Accountability #5

Week 8: November 15 - November 19

Race, Policies, and Institutions – Education

11/15

Read:

- “Well, That Culture Really Values Education”: Culture Versus Structure in Educational Attainment - Hersheda Patel, Emily Meanwell, and Stephanie M. Mc Clure (Essay 14)
- “There is no Achievement Gap at Birth” – Lisa Delpit (pdf on Canvas)

11/17

Submit:

- Discussion Response #6

11/19

Submit:

- Discussion Reply #6
- Reading Accountability #6

Week 9: November 22 - November 26

Race, Policies, and Institutions – Criminal Justice

11/22

Read:

- “If Black People Aren’t Criminals, Then Why Are So Many of Them in Prison?”: Confronting Racial Biases in Perceptions of Crime and Criminals - Sara Buck Doude (Essay 18)
- “The New Jim Crow” – Michelle Alexander (pdf on Canvas)

Submit:

- Discussion Response #7

11/23 OR 11/24

Submit:

- Discussion Reply #7
- Reading Accountability #7

11/26

- **No Classes**

Week 10: November 29 - December 3

Race, Policies, and Institutions – Health

11/29

Watch:

- Mini-Lecture #4

Read:

- “If Only They Would Make Better Choices . . .”: Confronting Myths About Ethnoracial Health Disparities - Dawne M. Mouzon (Essay 20)
- “Medical Stereotyping” – Dorothy Roberts (pdf on Canvas)

12/1

Watch:

- “Native American Treaties and Health Care” (video)
https://unnaturalcauses.org/video_clips_detail.php?res_id=74
- “Diabetes Industry and Native American Health” (video)
https://unnaturalcauses.org/video_clips_detail.php?res_id=78
- “Diabetes among Native Americans - Genes or Environment?” (video)
https://unnaturalcauses.org/video_clips_detail.php?res_id=72

Submit:

- Discussion Response #8
- Reading Accountability #8

12/3

Submit:

- Discussion Reply #8
- Final Paper (Complete Section 2d. 2e)

Week 11: December 6 - December 10

Reflections on Race Justice Today

12/6

Read:

- “What’s the Point of ‘Black Lives Matter’ Protests?”: Black Lives Matter as a Movement, Not a Moment - Keeanga-Yamahtta Taylor (Essay 19)
- “I’m Not Racist; Some of My Best Friends Are . . .”: Debunking the Friends Defense and Revisiting Allyship in the Post-Obama Era - Cherise A. Harris (Essay 25)
- “The History of Anti-Asian-American Violence” - Isaac Chotiner (*The New Yorker*, March 25, 2021) (link on Canvas)

Look Through (Optional):

- “What Students Are Saying About Race and Racism in America” – Nicole Daniels (*The New York Times*, March 2, 2021)

12/8

Submit:

- Final Reflection #2

12/10

To do:

- Review Final Paper
- Final Reflection # 2 (if extension needed)

Week 12: Finals Week

12/13

Submit:

- Place link to Final Paper on Canvas

*****This course schedule is subject to change. You will be informed of any changes via email*****