



### **COURSE DESCRIPTION AND OBJECTIVES:**

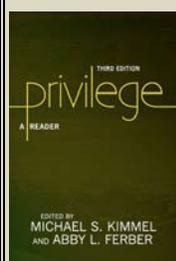
Foundations of Comparative Ethnic Studies (CES 201) will familiarize students with a number of theoretical frameworks designed to broaden and deepen understandings of race, racism, and institutional processes related to race and ethnic relations, as well as racial inequality within the context of the US. We will study how those institutional processes attach meaning to notions of race and racial difference, producing racial inequality in the process. We will also examine race as a social construction with real/concrete consequences, as a political idea used to mobilize constituents, and as a legislated phenomenon demarcating the lives of every racialized citizen, which is to say **every** citizen, in our society. We will analyze taken-for-granted notions of freedom, democracy, and Americanness within the context of a society deeply embedded within both a history and a current reality of institutional racism and racial inequality.

### **LEARNING GOALS OUTCOMES:**

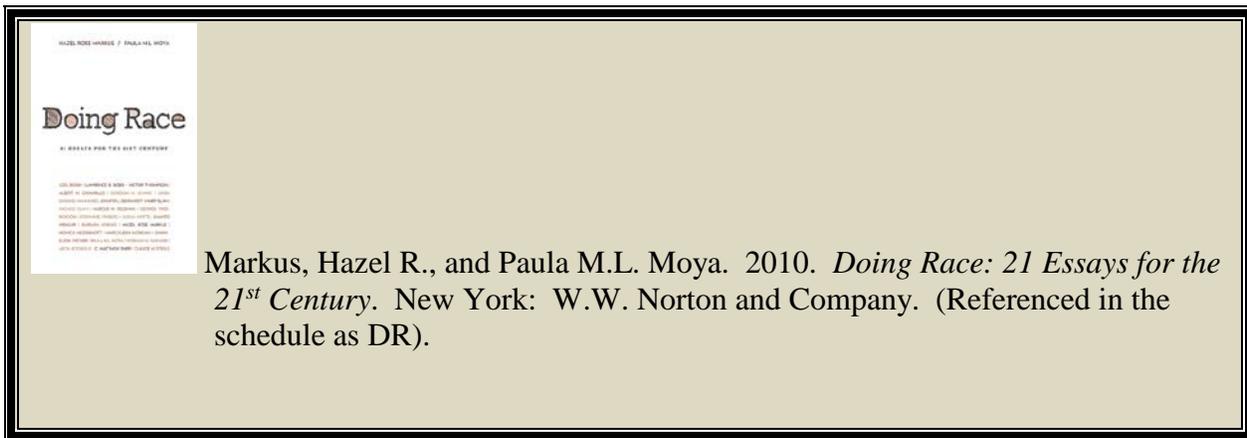
After taking this class, students will:

- ✓ Learn about historical articulations and constructions of race/racial formation.
- ✓ Learn about contemporary articulations and constructions of race/racial formation.
- ✓ Learn the historical, theoretical, and institutional basis for racial conflict and racial inequality in contemporary U.S. society.
- ✓ Comprehend that racism is a product of economic and power structures, and of ingrained ideologies.
- ✓ Critically engage with debates and understand arguments involving the role of privilege (or privileged positionalities) in the creation and maintenance of racial inequality.
- ✓ Understand that the category race does not operate in a vacuum and indeed is connected to other social markers or categories such as gender, social class, and sexuality.
- ✓ Become familiar with contemporary manifestations and expressions of racism, racial inequality, and privilege.

**REQUIRED TEXTS:** (Books are listed in alphabetical order by author and are available at The Bookie)



Kimmel, Michael and Abby Ferber. 2014. *Privilege: A Reader*. Boulder: Westview Press. (Referenced in the schedule as PAR).



Markus, Hazel R., and Paula M.L. Moya. 2010. *Doing Race: 21 Essays for the 21<sup>st</sup> Century*. New York: W.W. Norton and Company. (Referenced in the schedule as DR).

### Two important points about your books:

- (1) Having access to the books is crucial. In order to be able to succeed in this class, you need the books. There is no way around it. And, given the world of hyper-connectivity we live in, “The Bookie ran out of books” will not constitute an excuse for not having your reading done and your summaries ready when they are due.
- (2) Make sure you get the edition I specify here (go by the year of publication I am including in the citation). Other editions may not have all the chapters you will need for your summaries. Note that the bookstore will get the edition that is easiest for them to find, and not necessarily the one we will be using in class. If you happen to get a different edition from the one I am assigning, make sure you still have access to the readings/chapters that you need to turn in your reading summaries on time.

### COURSE REQUIREMENTS:

**Class Attendance and Participation:** Attendance in this class is **required** and valuable. Since class will consistently entail both lecture and/or discussion, I will expect you to come to class having completed all the readings assigned for that day and willing and eager to engage with the material in class. I will be looking for quality in your contributions to class discussion. It is also to your advantage to listen closely to the lecture and to respond thoughtfully and respectfully to the topic, to your professor, and to your peers. It is also to your advantage to listen closely and take copious notes during both lectures and documentaries/films, since I'll expect you to apply key concepts and ideas in your exams.

You are allowed up to **two absences (excused or otherwise)**, after which you will **lose ten (10) points** for every regular lecture class missed. Only approved and documented university excuses will be exempted from this rule (for athletes, this means forms from the Athletic Department handed in **before** the absence; for students traveling to conferences or competitions, I will expect a letter from the professor with whom you are traveling **before** you leave town).

I will be looking for both quantity *and* quality in your contributions to class discussion. Finally, disruptive behavior will make you lose points for attendance and participation. The following are examples of disruptive behavior: (1) arriving late to class and/or leaving early, (2) talking to classmates during lecture, (3) reading the newspaper, etc. If you engage in any of those behaviors during class (or in any other behavior that I deem disruptive), you will lose

points from attendance and participation at my discretion and without any warning. Attendance and participation will be worth a total of 80 points.

- ✓ **Note: I (or the T.A.) will take attendance every day. If you come to class after I am (or the T.A. is) finished taking attendance, you will still be marked as being absent.**

**Reading Summaries:** You are required to keep typed summaries of the readings (there will be a total of 42 entries for the semester). The summaries should be between one full paragraph and a page long, depending on the length of the reading. In order to get full credit, each entry must be headed by the following information in the following strict order: your name, date, title of reading, title of the book, pages, and entry number (entries are to be numbered consecutively from 1-42, as they are numbered in the schedule). For instance, on Tuesday, September 2, you should have three entries with you. The first of the two should have the following info in its heading:

Your Name  
09/02/14  
"Introduction"  
**Doing Race**  
Pp. 1-25  
Entry #1

I will deduct 2 points for every item missing from or misplaced in the heading. Each entry should include a full, detailed summary of the reading. **I will collect the summaries every day in class.** At the end of each week I will grade one random entry from the readings for that time period. The graded entry will be worth up to 15 points for a total of **165 points** (11 weeks) at the end of the semester. Although I will not read and grade the additional entries, they will still be worth 5 points each for a total of **155 points** (31 entries) at the end of the semester. The maximum score for the reading summaries is **320 points**.

- ✓ What constitutes an entry? If you go to the schedule toward the end of the syllabus, you will notice that I have assigned a number of readings for each day. Each reading is listed numerically and followed by the page numbers and the text where you will find it. Each one of those readings constitutes an entry and must have its own heading. For instance, there are three readings assigned for September 2, which means, on that day at 9:10 am you must have three entries with you as you walk in the door. Note: you do not need to have each entry on a separate piece of paper. They can appear consecutively **as long as each is separated by its proper heading, including entry number.**
- ✓ I will leave it up to you to double or single space your entries.
- ✓ The reading summaries will be collected in class. If you miss class one day, and your entries are not in the room along with those of your classmates, you will lose your points for that day's reading summaries.
- ✓ I will not accept late reading summaries, nor will I accept reading summaries brought to my office, sent over e-mail, or left in my mail box. Check your printer for ink, your computer for bugs, and your brain for memory ahead of time. **Late entries are**

**equivalent to no entries at all.** You may, however, turn in your entries early by bringing them to the class period before they are due. **I will NOT accept entries on electronic mail or left in my office mailbox (regardless of whether they are early, on time, or late).**

**Bottom line:** (1) turn in all your entries; and (2) turn them in on time.

**Exams:** There will be two examinations. The two exams will be comprised of two parts: (1) an objective element (such as definitions, multiple choice, or true or false); and (2) short answers. Each part will be designed to test your comprehension of and ability to apply the information from class lectures, assigned readings, and films. Each exam will be worth 200 points, for a combined total of **400 points**.

**Final Presentations:** During the last two weeks of the semester you and your classmates will be presenting on a topic related to the ones covered in class during the semester or on a topic that was not covered in class but that is still relevant to Comparative Ethnic Studies as a discipline. I will assign you to a group at some point during the semester and your group is free to choose the topic for your collaborative presentation, though you should “OK” it with me before researching it. Also, if you choose a topic discussed in class, you must expand on the topic, and not limit yourself to merely “reciting” what the readings said, what I said during lecture, and/or what was discussed in class. Presentations will be worth a total of 200 points of your final score based on the following criteria: Instructor’s evaluation of your research and contribution to the topic as well as attendance to (and preparedness during the day set for) student/professor conference prior to the day of the presentation—see schedule (150 points), peer evaluation (25 points), and attendance to all four days of presentations (25 points). Should you miss one day of the presentations, you **will lose all attendance and peer evaluation points (a total of 50 points)**. Again, the presentation will be worth a total of **200 points**.



### **COURSE POLICIES:**

**Cellular Phones and other Communication/Electronic Devices:** Turn your cell phones and electronic devices off before coming to class (that includes laptop computers—even if your computer lacks an internet connection, and any other electronic device utilized to communicate with the world outside our classroom). Of course, iPods, tablets, and other gadgets used for entertainment are also prohibited. So are ear buds and headphones of any kind—put them away before class starts. The world can survive without getting a hold of you for an hour and fifteen minutes. And you will also survive without knowing what’s going on outside the classroom for a few minutes. If, for a reason I cannot fathom at this point, you forget to neutralize your communication device, and it does go off during class, you will annoy the heck out of me, and will have the option of (1) turning it off immediately, or (2) handing it to me and letting me answer it. You will take full responsibility for what happens when/if you allow me to answer your phone. If your device goes off more than once during the semester, I will deduct points (at my discretion and without notifying you) from your attendance and participation points. I may also ask you to leave the classroom.

- ✓ If I catch you “texting” during class, and in addition to taking points off, I will confiscate your phone and will make you stand in front of the entire class to share with your classmates why you were texting, who you were texting, and the content of

your message. You will also lose points for attendance and participation (see explanation above). Finally, under those circumstances, I reserve the right to keep your phone in my office until one of two things happens: (1) you drop the class, or (2) the semester ends.

- ✓ But what if I want to take notes using my computer or tablet?—you may ask. Here is my standard answer: for over a century now, students have been able to take notes using a pad of paper and a pen or a pencil. This method has worked for generations of students, so it will work for you as well. Only students with permission from the Access Center are exempted from this rule.

**Academic Etiquette Policy:** Class will begin promptly at 9:10 am. Arriving late and leaving early is not tolerable. Do not attempt to carry on private conversations with other students during lectures or discussions. Finally, toleration for different opinions voiced in class is essential, and I expect all students to treat each other respectfully. Name calling and other forms of verbal harassment will not be tolerated and will result in either the student being asked to leave the class and/or in receiving penalty points at my discretion.

**Disability Accommodation:** Reasonable accommodations are available for students with a documented disability. If you have a disability and may need accommodations to fully participate in this class, please visit the Access Center (Washington Building, Room 217). All accommodations MUST be approved through the Access Center.

**Campus safety plan/emergency information:** In the interest of campus safety and emergency procedures, please become familiar with the information available on the following WSU-provided websites:

- ✓ <http://safetyplan.wsu.edu> (Campus Safety Plan);
- ✓ <http://oem.wsu.edu/emergencies> (Emergency Management Website); and
- ✓ <http://alert.wsu.edu> (WSU Alert Site).

**Academic Integrity Policy:** In all instances, you must do your own work. Otherwise, you are being dishonest. There is no excuse for plagiarism, for submitting another person's work, ideas, or wording as your own, or for not doing your own work. In simple terms, plagiarism is the act of using another person's words or work without giving them credit for it. Relatedly, academic dishonesty involves not doing the work you are supposed to do on your own and claim you did. If you do not understand the seriousness of plagiarism and/or academic dishonesty, and the importance of avoiding those behaviors, I would recommend that you read *WSU's Academic Integrity Policy* (WSU Student Handbook, WAC 504-26-202—Acts of Dishonesty and WAC 504-26-010--Definitions). Plagiarism and academic dishonesty, whether intentional or unintentional, may result in a grade of "F" for the assignment in question, or a grade of "F" for the entire course, at my discretion. Should there be any suspicion of plagiarism, cheating or any other form of academic dishonesty, I will discuss the situation with you first and then with the Chair of the Department of Critical Culture, Gender, and Race Studies. I will then alert the Office of Student Standards and Accountability, which may result in a conduct hearing and university sanctions against you. If you are at any time unclear about what constitutes plagiarism, cheating, or academic dishonesty, contact me and I will clarify it for you.

**About Grammar and Writing:** You are in college, which means that at this point in your academic career, you must be able to communicate coherently and effectively. In order to do that, you must be able to demonstrate a certain level of technical ability in your writing. With that in mind, here are a few goofs that will make you lose points in the written work assigned for this class (i.e., Reading Summaries, and Exams):

- ✓ Calling authors by their first name. Always use their full name or their last name, and **never** their first name alone.
- ✓ Misuse of the following words:
  - affect/effect
  - dominate/dominant
  - for/four
  - its/it's
  - quite/quiet
  - there/they're/their
  - then/than
  - to/too/two
  - weather/whether
  - woman/women
  - your/you're
- ✓ Made up words like irregardless (it's irrespective or regardless) or supposedly (it's supposedly); misspelled words like ethnicities (spelled ethnicities) or privilege (spelled privilege); and incongruent pairing of words like "should of" (it's should've or should have).
- ✓ Each one of these offenses (or offenses like them) will make you lose 2 points every time they appear in your work.

In order to streamline grading, I have designed a key for corrections. I am including it here to let you know why you had points taken off. When I return your work after being graded, they will have codes instead of corrections, here is the key to decipher what I and the T.A. are telling you:

- ✓ Awk →Awkward sentence structure
- ✓ IH →Incomplete/inaccurate Heading (for reading reflections)
- ✓ SP →Spelled wrong
- ✓ Huh? →I have no idea what you are trying to say
- ✓ WW →Wrong word
- ✓ IS →Incomplete Sentence
- ✓ IT →Incomplete Thought
- ✓ InSt →Inaccurate statement/bogus fact/unsupported claim
- ✓ ISum →Incomplete Summary (for reading summaries)
- ✓ Ram →Rambling, beside the point, not relevant to point/topic/reading in question
- ✓ PS →2 points as specified in syllabus (goofs in previous check point)
- ✓ Grm →Grammar needs a lot of work.

**Bottom Line:** Mind your grammar and write coherently, and accurately.

**About Terminology:** In both your written and verbal engagement in this course it is NOT permissible to use either of the following terms:

- ✓ *Colored person/people/man/woman, etc.* Things are colored. People are of color, or alternatively, African-American, Black, Latino, Asian-American, etc. Colored people is an offensive, derogatory, archaic term that was meant to create a linguistic inferiority about, and maintain and reinforce social inequality in relation to non-Whites. It comes from a time in which non-White groups were seen as less than human, and thus, does not mean the same thing as people of color.
- ✓ *The white man.* There is NO one, singular white man on which racism and racial inequality can be blamed, so the term lacks critical meaning. Using the term demonstrates a relatively unsophisticated, uncritical understanding of historical and sociopolitical systems of race. Systems of domination cannot be reduced to the figure of one person (even a symbolic one). In this class you are working to develop a much more critical and complex understanding of racism and other interrelated systems, structures, histories, and institutions of inequality. You may refer to any number of things, including: empire, colonization, white privilege, capitalism, white supremacy, and systemic racism, all of which are much more specific and critical.

Any use of either of these terms in either your written work or classroom discussion will result in a loss of points in the specific written work in which it occurs, or your attendance and participation grade, respectively.

The ONLY exception to the above policy is when you are referencing or citing an author, a film, a character, etc. who is using/discussing the term. In an instance like that, the quote should be properly referenced or cited to determine its origin.

**About Earning your Grade:** As you may have been able to gather from the detailed syllabus I have provided for you, I expect you to do your work as laid out here. The only thing you can do to get a passing grade in the class is complete the work assigned in the syllabus well, on time, and without excuses. More specifically, in order to obtaining at least a C-, you need to do two fundamental things: (1) follow the syllabus, and (2) do the assigned work **well**. In order to do better (i.e., obtaining at least a B), you need to follow the syllabus and do the assigned work **very well**. And in order to receive an excellent grade in this class (i.e., at least an A-) you need to follow the syllabus and **excel in your work**. Thus, only a strict combination of industriousness and quality of work will guarantee your grade. What does this mean? I am basically warning you that the level of effort you put into the class, may not necessarily correspond to the quality of your work. That is, sometimes a person's best effort grants him/her a C. I will, then, tolerate no drama at the end of the semester about how (1) you worked really hard in this class and therefore deserve a better grade; or (2) you "wanted an A in this class" and are actually getting a C- and can I do something to help you "improve your grade." My standard response to the first point is that effort is not necessarily correlated to a "better grade," and my response to the request embedded in the second point will always be: "sorry, but you had an entire semester to work on improving your grade" or "my responsibility as a professor is to educate you, not to help you earn a grade." Thus, always bear in mind that the grade you obtain in this class will depend entirely on (1) having followed the syllabus to the letter, and equally important, (2) the quality of your work.

**About the Syllabus and Unnecessary Questions:** Everything that you need to know is laid out in this document pretty clearly. Therefore, if you send me an email asking a question that can be answered by reading the syllabus, I will send a reply simply saying: "syllabus." And

no, I will not tell you what page to look. It is your responsibility to read and become familiar with the syllabus.

**Last but Not Least (or the “How is that my problem” clause):** I am a pretty busy person, and as a professor, my role in this class is to teach you about Ethnic Studies and race, and to generally prepare you for the professional world. I feel the need to warn you, then, that often times I will have a standard response to many of your requests or “conflicts.” The response will usually be a variation of: “How is that my problem?” For instance, if you tell me that your parents are going on a vacation to Cabo San Lucas during the week we are having final presentations, and they want you to come along (and already bought your tickets), I will ask you: How is that my problem? Similarly, if your best friend is getting married in California and you want to go to the wedding a day you are supposed to be taking an exam: How in the world is that my problem? Or, if your roommate/friend needs a ride to the Spokane airport and you decide to take him/her and miss class: not my problem! Thus, before you raise any issue with me, understand that your personal matters should bear no effect on me or on how this class is conducted. It is your responsibility to conform to and abide by the schedule and the syllabus. But I will take this opportunity to say this: please consider that if you decide to bask under the Mexican sun, or eat wedding cake in “sunny California,” or go to Spokane during class time, the activity will come with a cost to your grade. It is ultimately up to you to make your own decisions, but decisions, even in college, have consequences attached to them. Keep that in mind.

## FALL 2014 SCHEDULE

✓ Though I will try to remain as faithful as possible to this syllabus, I still reserve the right to make changes. These will be announced in advance.

✓ This syllabus tells you the dates by which you need to have the material read.

TUE AUG 26: **Introduction to the Course.**  
Note: Read your syllabus carefully today.

THU AUG 28: **Social Construction of Race and Key Concepts**  
Film: *Race: The Power of an Illusion (The Difference between Us)*

TUE SEPT 2: **Race and Racial Constructions**  
Read  
1. “Introduction” (pp. 1-25) in DR;  
2. “Chapter 3” (pp. 136-159) in DR; and  
3. “Introduction” (pp. 1-12) in PAR.  
Film: *Race: The Power of an Illusion (The Difference between Us)*

THU SEPT 4: **Privilege and Racial Constructions**  
Read  
4. “Introduction” (pp. 25-63) in DR; and  
5. “Privilege, Power, Difference, and us” (pp. 59-68) in PAR.

TUE	SEP	09:	<b>Institutional Articulations of Race</b>
Read			6. "Introduction" (pp. 64-93); 7. "Chapter 1" (pp. 105-122); and 8. "Chapter 4" (pp. 160-184) in DR.
THU	SEP	11:	<b>Ethnic Relations and Racial Hierarchies (Complicated by Gender)</b>
Read			9. "Chapter 2" (pp. 123-135) in DR; and 10. "White Privilege and Male Privilege" (pp. 15-27) in PAR.
Film			<i>Race: The Power of an Illusion (The Story we Tell)</i>
TUE	SEP	16:	<b>Racial Hierarchies Complicated by Ethnicity</b>
Read			11. "Chapter 5" (pp. 187-198); 12. "Chapter 6 (pp. 199-215) in DR; and 13. "Hiring Quotas for White Males Only" (pp.69-72) in PAR.
Film			<i>Blue Eyed</i>
THU	SEP	18:	<b>Covert and Overt Efforts to Eliminate Groups</b>
Read			14. "Chapter 7" (pp. 216-233); and 15. "Chapter 8" (pp. 234-248) in DR.
TUE	SEP	23:	<b>Institutions and Race: Media and Real Estate</b>
Read			16. "Chapter 9" (pp. 251-273); and 17. "Chapter 10" (pp. 274-294) in DR
Film			<i>Race Power of an Illusion (The House We are In)</i>
THU	SEP	25:	<b>Institutions and Race: Education</b>
Read			18. "Chapter 11" (pp. 295-321) in DR; 19. "10 Myths about Legacy Preferences in College Admissions" (pp. 41-48); and 20. "Questioning Privilege from within the Special Education Process" (pp. 182-206) in PAR.
TUE	SEP	30:	<b>Institutions and Race: Criminalization and The Prison System</b>
Read			21. "Chapter 12" (pp. 322-355); and 22. "Chapter 16" (pp. 439 -457) in DR.
THU	OCT	02:	<b>EXAM #1</b>

TUE OCT 07: **Institutions and Race: Popular Culture**  
 Read 23. "Chapter 19" (pp. 509-527); and  
 24. "Chapter 20" (pp. 528-544) in DR.

THU OCT 09: **Race and Identity**  
 Read 25. "Chapter 13" (pp. 359-389); and  
 26. "Chapter 14" (pp. 390-414) in DR.  
 Film *The Color of Fear*

TUE OCT 14: **Race, Ethnicity, Nation and the Case of American Indians**  
 Read 27. "Chapter 17" (pp 458-480) in DR;  
 Film *In Whose Honor?*

THU OCT 16: **Whiteness as Privilege**  
 Read 28. "Chapter 15" (pp. 415-438) in DR;  
 29. "White Blindness" (pp. 81-96); and  
 30. "Whiter Shades of Pale" (211-225) in PAR.

TUE OCT 21: **Privilege and non-Whiteness**  
 Read 31. "The Black Male Privilege" (pp. 28-38);  
 32. "Top Ten Difference between White Terrorists and Others" (pp. 51-52) in PAR.  
 Videos *True Colors*; and *What would you Do?*

THU OCT 23: **Intersections of Privilege: Race and Sexuality**  
 Read 33. "The Heterosexual Questionnaire" (pp. 49-50);  
 34. "Becoming 100 Percent Straight" (pp. 73-80); and  
 35. "How Gay Stays White and what Kind of White it Stays" (pp. 153-181) in PAR.

TUE OCT 28: **Intersections of Privilege: Race and Class**  
 Read 36. "Class" (pp. 97-105); and  
 37. "Class and Race" (pp. 143-152) in PAR.

THU OCT 30: **Intersections of Privilege: Race and Masculinity**  
 Read 38. "Seeing Privilege Where it Isn't" (pp. 125-142) in PAR.

TUE NOV 04: **Race and Performance**  
 Read 39. "Chapter 21" (pp. 545-561) in DR.

THU NOV 06: **Racism as Oppression**  
 Read 40. “We Aren’t just Color-Blind, We are Oppression Blind!”  
 (226-239) in PAR.  
 Video *Which Doll do You like Best?*

TUE NOV 11: **Veterans’ Day—All University Holiday**

THU NOV 13: **Racism, Privilege, and Social Change**  
 Read 41. “Toward a New Vision” (pp. 240-257) in PAR.  
 42. “Winning Hearts and Minds” (258-268) in PAR;

TUE NOV 18: **Conference with Professor (all members of all groups—NO  
 exception)**

THU NOV 20: **EXAM #2**

TUE NOV 25: **Thanksgiving Holiday**

THU NOV 27: **Thanksgiving Holiday**

TUE DEC 02: **Presentations: Group 1 and 2**

THU DEC 04: **Presentations: Group 3 and 4**

TUE DEC 09: **Presentations: Group 5 and 6**

THU DEC 11: **Presentations: Group 7 and 8**

**KEEP TRACK OF YOUR CLASS GRADE POINTS BELOW**

**1<sup>st</sup> EXAM (200 PTS)**

\_\_\_\_\_

**2<sup>nd</sup> EXAM (200 PTS)**

\_\_\_\_\_

**READING SUMMARIES (320 PTS)**

Week #1 \_\_\_\_\_

Week #7 \_\_\_\_\_

Week #2 \_\_\_\_\_

Week #8 \_\_\_\_\_

Week #3 \_\_\_\_\_

Week #9 \_\_\_\_\_

Week #4 \_\_\_\_\_

Week #10 \_\_\_\_\_

Week #5 \_\_\_\_\_

Week #11 \_\_\_\_\_

Week #6 \_\_\_\_\_

**Total for SUMMARIES Entries**

\_\_\_\_\_

**FINAL PRESENTATION (200 PTS)**

\_\_\_\_\_

**ATTENDANCE (80 PTS)**

\_\_\_\_\_

**Total points accumulated**

\_\_\_\_\_

**FINAL GRADING SCALE**

A 950 points and above

A- 900-949 (90-94%)

B+ 870-899 (87-89%)

B 840-869 (84-86%)

B- 800-839 (80-83%)

C+ 770-799 (77-79%)

C 740-769 (74-76%)

C- 700-739 (70-73%)

D+ 670-699 (67-69%)

D 600-669 (60-63%)

F 599 and below