

**CES 491: THEORIES OF RACISM AND ETHNIC CONFLICT**  
**FALL 2014 – TTH 1:25-2:40 PM – CUE 319**

Professor Lisa Guerrero

Office: Wilson 121

Phone Number: 335-4182

E-mail: [laguerre@wsu.edu](mailto:laguerre@wsu.edu)

(E-mail is the preferred method for reaching the professor. It is also the method that will yield the quickest response.)

**PROFESSOR'S OFFICE HOURS:**

Tuesdays 10:30 am – 12:30 p.m. and by appointment

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Without an awareness that the concept of race is subject to permanent political contestation, it is difficult to recognize the enduring role race plays in the social structure – organizing social inequalities of various sorts, in shaping the very geography of American life, in framing political initiatives and state action. Nor is it possible to acknowledge or oppose *racism* without comprehending the sociohistorical context in which concepts of race are invoked.

*Michael Omi & Howard Winant*

Although white Americans often think we've had few first-hand experiences with race, because most of us are so isolated from people of color in our day-to-day lives, the reality is that this isolation *is* our experience with race. We are all experiencing race, because from the beginning of our lives we have been living in a racialized society, where the color of our skin means something socially, even while it remains largely a matter of biological and genetic irrelevance.

*Tim Wise*

In order to get beyond racism, we must first take account of race. There is no other way.

*Harry A. Blackmun*

There is never time in the future in which we will work out our salvation. The challenge is in the moment; the time is always now.

*James Baldwin*

**Course Description:**

This course examines theories of race and racism, as well as theories of racial and ethnic conflict. We will focus chiefly on prominent theories addressing the construction of social difference as a means of inequality, the development of identity as a social signifier, the impact of culture in racial and ethnic conflict, and the importance of power in the maintenance of the status quo, including the current state of race relations. The readings pay particular attention to contemporary ideologies of race and race relations, including those promulgating a desired color blindness, and a contemporary raceless society. The course will trace the emergence and development of these ideologies before and after the civil rights movement in the United States. In-class discussions and assignments are meant to bridge the theories featured in the readings, with examples of current events involving constructions of race, articulations of racism, and manifestations of racial and ethnic conflict in our society.

**Learning Outcomes:**

- (1) To understand the theoretical concepts of race, ethnicity, racism and racialization as they inform systems of social conflict and inequalities.
- (2) To identify the ways in which the connections between race, class, and gender inform perspective, opportunity, approach, and identity.
- (3) To examine the critical connections between historical eras and events and the formation of ideological narratives.
- (4) To understand how racial and ethnic groups have resisted and struggled to recreate their own identities in relation to each other and dominant white groups, leading to both conflict and community empowerment
- (5) A critical understanding of ethnic identity and racial identity and how it is constructed and reconstructed by individuals and groups over time and through different contexts.
- (6) Develop and sharpen critical communication skills through the concerted participation in class discussions and writing skills through various writing assignments.

**THIS IS YOUR ONLY WARNING:** Benjamin Franklin once said, “Seek first to understand, then to be understood.” By the very nature of this course topic, there will likely be a wide range of opinions often rooted in personal histories and experiences. Rather than judge or dismiss opinions other than your own, seek to understand the logic behind those opinions then express your own thoughts and opinions in a respectful and considerate manner. Though this is primarily a lecture course, you will still have various opportunities to engage me and your fellow students and you should be constantly vigilant that your contributions, opinions, and responses, while intellectually critical, are respectful of the differences in position, perspective, and experience we all have. A good learning environment should stimulate you to think for

yourself, examine other perspectives, challenge established paradigms, and raise critical questions. This will be accomplished if we first listen, then think, and finally respond in a respectful and productive manner. This should be kept in mind for both your verbal and written responses in this course. If your beliefs are so strong that you cannot tolerate the opinions of others, please begin to practice tolerance now, or choose another class.

**Note #1:** As this is an upper-division, seminar-style course, the reading load is quite heavy and the pace fast. Also, because this is a writing in the major course, the course will be writing intensive. As writing is a means of discovery and a pathway to understanding, it is an important activity in this class in conjunction with the reading. Indeed, you should think of your writing as a mode of reading that will help you begin to understand the literature at hand. Be prepared to spend much time carefully reading, considering, discussing, and writing about the texts in the course. If you cannot devote the time necessary to keep up with the assignments, and to do so in a critical manner, you will not do well in this class and may want to consider if this is the right class for you.

**Note #2:** Regarding terminology in this course: 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 linguistically create an inferiority about non-white peoples, and DOES NOT mean the same thing as people of color.

• **The white man** – There is NO one, singular white man on which racism and inequality can be blamed, so the term has no critical meaning. The use of the term demonstrates a relatively unsophisticated, uncritical understanding of the historical systems of race domestically and globally, and at this point, in an upper-division course on race, you should possess a much more complex understanding of racial systems. You may refer to any number of things, including: empire, colonization, white privilege, capitalism, white supremacy, etc., all of which are much more specific and critical.

**Any use of either of these terms in either your written or verbal engagement will result in a points reduction in the specific written assignment in which occurs, or your participation grade, respectively.**

The **ONLY** exception to the above policy is when you are using or referring to a **DIRECT QUOTE** from an author, in which case the quote should be properly cited to determine its origin.

### **Required Texts (alphabetically by author):**

1. Alison Hope Alkon. Black, White, and Green: Farmer's Markets, Race, and the Green Economy. [ALKON below]
2. Lisa Marie Cacho. Social Death: Racialized Rightlessness and the Criminalization of the Unprotected. [CACHO below]
3. Jeff Chang. Who We Be: The Colorization of America. [CHANG below]
4. Helen Marrow. New Destination Dreaming: Immigration, Race, and Legal Status in the Rural American South. [MARROW below]
5. Lisa Sun-Hee Park and David Naguib Pellow. The Slums of Aspen: Immigrants vs. the Environment in America's Eden. [PARK below]
6. Beth Richie. Arrested Justice: Black Women, Violence, and America's Prison Nation. [RICHIE below]

In addition, throughout the semester there may be supplemental readings assigned by the professor. The professor will announce any such additions during lecture. All texts are available at The Bookie and Crimson & Gray. They are also readily available for order on Amazon, or other online outlets. If you choose to order your

books online please be VERY aware of the date each book is scheduled for discussion in class. An untimely order IS NOT a legitimate excuse for not being prepared for class.

Also note, many of the books are available as e-books. While you are welcome to use e-book versions of the course texts be aware that the pages listed on the “Schedule of Classes” correspond to the paper versions of the texts and may not match up directly to the e-book pages; so make sure to verify the point to which you should be reading for each class.

### **Assessment and Evaluation:**

Taking classes is your job here at the university. Thus, you should treat the work and requirements accordingly. In the workplace things such as absences, tardiness, and not doing your work properly have negative consequences. This is the case in my class as well. Many students’ low grades are a result of not following directions or policies as well as not expending enough effort. It is your responsibility to be aware of the policies on this syllabus. If you miss class it is your responsibility to check with your classmates to find out what you have missed. And though you are always welcome to follow up with me if you are absent, **do not** ask me if you “missed anything important.”

Your grade is dependent on a number of factors that, together and holistically, inform the evaluation and assessment of your performance. In summary, these criteria include: participation, text response essays, weekly reading questions, U.S. narrative assignment, and the successful completion of the final project.

### **Course Requirements:**

#### **• CLASS ATTENDANCE**

Though your attendance will not be formally used to calculate your final grade, you are expected to attend class every day, arrive on time and participate in an informed and consistent matter. Anything less will not be tolerated and will result in problems in this class. **Despite not being a formal component of your course evaluation, attendance does have the potential to affect your grade.** During the course of the semester you are allowed three absences. **Every additional absence after that, and up to 6, will reduce your overall course grade by 5 points.** Only approved and documented university excuses will be exempt from this rule. (For athletes, this means forms from the Athletic Dept. handed in **before** the absence). This may seem punitive but (1) class discussions are one of the most important elements of class; (2) there will be several in-class assignments given randomly. Moreover, students missing any class meeting are responsible for missed lectures and media material shown/discussed in their absence. **Any in-class assignments cannot be made up. No exceptions.**

Make sure you sign the attendance sheet, which will be distributed at the beginning of each class meeting. If you come to class late and don’t sign the attendance sheet at the end of class you will be considered absent on that particular day. **Finally, you will automatically FAIL the course if you miss more than 6 classes, regardless of what your course grade is up to that point.**

• **PARTICIPATION (15% OF FINAL GRADE)**

This class is a student-centered learning environment in which you are largely responsible for making the meaning of the course. Unlike some approaches to learning in which the professor largely determines the content of course lectures and discussions, a student-centered approach views learning as a process of intense exchange and a negotiation of each other's different beliefs, social locations, and ways of knowing. Student-centered courses are not lecture-based, and so they depend on student dialogue and the professor's relentless facilitating, questioning, and mediating of student ideas. Because of this pedagogical approach, participation is the cornerstone of this class, and a significant portion of your final grade.

You are expected to be present intellectually as well as physically in the classroom. This means that not only must you attend, but that you must endeavor to contribute to the flow and body of the course. You will be expected to prepare carefully for each class by completing the required readings by the day on which they are listed in the course schedule.

This course asks you to read texts closely and responsively. This means that if you want to do well you will actively engage with your books by writing questions in the margins, circling key terms, looking up words you do not know, and underlining themes or issues you find intriguing. Responsive readers think of themselves as having a dialogue with the author and use reading as the basis for formulating their own interesting ideas, questions, and arguments. This approach will likely assist you with comprehending the material and it may give you ideas for your contributions to the class and its discussions.

Read and dialogue in a politically engaged way. Cultural systems and phenomena, for our purposes here, reflect **power**. Power dynamics are situational and relational. You may have power in some spaces and lack it in others, all depending on social location. Ask yourself these questions while reading and discussing within this classroom space: Is this analysis leaving anyone relevant out? For what reasons? Where is this analysis coming from? Whose knowledge base is being explored, privileged, or advanced?

**Speak with evidence** and "facts" on your side in both your written and verbal work and exchanges in this course. Despite several popular pronouncements that there are no *wrong* responses, there are incomplete, problematic, superficial, surface, uncritical, and unsubstantiated responses. Reflect on your own responses and the basis of your conclusions.

Your level of readiness to participate in a conversation about issues of race and racism is predicated upon a number of issues such as one's personality, awareness of issues, experience, and classroom climate. I also recognize that time constraints and size of the class will limit the number of people who participate. Ultimately though, while it is understood that not everyone contributes to the same degree or in the same manner, total silence during the course of the semester will affect your evaluation.

**Note: Some of the reading on this syllabus may feature material of a sexual or violent nature, including explicit language; you should not remain in this class if you are uncomfortable reading works that may include this material.**

Your classroom participation grade will be based on the following criteria:

Excellence (A) requires that you play a leadership role in discussion, demonstrate that you carefully read and thoughtfully consider the text; discuss points articulately; listen sensitively and respond intelligently to other's views; do not interrupt, obstruct or dominate discussion; ask insightful, carefully-constructed questions; and take responsibility for the overall quality of the discussion.

Above Average (B) requires that you participate actively in discussion, demonstrate good knowledge of the text, work to achieve understanding, listen to other viewpoints, and ask sound questions.

Average (C) requires that you follow the discussion, make occasional comments, have a basic knowledge of the text, and sometimes ask questions.

Below Average (D) requires that you occupy a seat and occasionally show signs of life.

Failure (F) requires that you occupy a seat but show no signs of life.

• **IN-CLASS ASSIGNMENTS (5% OF FINAL GRADE)**

Students will receive credit for various in-class assignments and activities throughout the term. **Students must complete these assignments in class.** Full credit will be awarded to those students who attend class and complete the assignments. **NO** points will be awarded to students who opt out of the assignments/activities or who are not in class. These assignments will not be announced and they **CANNOT BE MADE UP. NO EXCEPTIONS.**

• **TEXT RESPONSE ESSAYS (15% OF FINAL GRADE)**

At the end of our reading of each text students will compose a critical essay examining **ONE** theme drawn from the text. Students will choose a passage from the text (no longer than 8 lines) that illustrates the theme the student wishes to discuss. Drawing on this passage and additional specific ideas, themes, and examples from the book, the student will engage the ways in which their chosen theme was addressed by the author(s) and its significance to thinking about racial and ethnic conflict. The essay

MUST be **typewritten, 1-2 pages, single-spaced**. (Any essays that are less than 1 page will NOT receive credit.) All essays will be due the class period **IMMEDIATELY FOLLOWING** the class in which we finished reading the text. **No late essays will be accepted.**

• **WEEKLY READING QUESTIONS (10% OF FINAL GRADE)**

Each Tuesday, students will be responsible for responding to a question posed by the professor in class. The weekly questions will be based on readings, lectures, discussions, and/or in-class assignments.

Once the question has been presented, students will be given 10-15 minutes to write his/her response. Students' responses **MUST** be **NO SHORTER** than **½ a page** in order to receive full credit. Students may use books and notes to construct their responses. The more engagement with course readings, themes, and ideas a student is able to demonstrate in his/her answer the more credit he/she will receive.

The scoring of the weekly questions will be as follows:

- **You will RECEIVE 5 points for each weekly question to which you respond.**
- **You will RECEIVE 3-5 points for the combined accuracy, creativity, and demonstration of critical understanding of course themes, ideas, and readings.**

Weekly in-class questions may only be done *in class on the specific day*. You cannot make up weekly in-class questions. **NO EXCEPTIONS.**

• **PRIVILEGE NARRATIVE ASSIGNMENT (20% OF FINAL GRADE)**

This assignment is designed to help you critically consider how rhetorics, languages, and ideologies regarding race, class, gender, freedom, and justice are framed differently in the United States depending on whether the story is depicting the events or actions in another country or those here in the U.S., and/or when depicting white American populations or American communities of color. There are **THREE (3)** parts to this assignment:

1. Choose **ONE** story that is **EITHER**: 1. regarding issues of race/ethnicity and/or “justice/freedom” that has occurred in another country in the **last 6 months** and was covered by a mainstream U.S. news organization. Or 2. involves a crime being committed by a white suspect in the United States and was covered by a mainstream U.S. news organization. In a **1-page, single-spaced, typed** analysis discuss: the language used to frame the event; the ways in which different people involved are characterized; how the event is framed in relation to U.S. values/ideals/ideologies; and what purpose is being served by this depiction.
2. Choose a story with similar elements to the first story but, in the case of choice #1, that has occurred in the United States in the **last 6 months** and was covered by a mainstream U.S. news organization, or in the case of choice #2, has a suspect of color. Write a **½ page, single-spaced, typed** response that discusses what purposes are being served by depicting the story differently



than the first story.

3. Using the examples passed out in class as guides, rewrite the U.S. story as if it were occurring in another country, or the story of the white suspect(s) as if the suspect(s) were a person of color. Your account should not be written humorously with exaggerations or fiction, rather your account should demonstrate how shifting languages, rhetorics, ideologies, and framings have the ability to tell similar stories differently depending on the purposes that are trying to be advanced.

Both stories you choose must be printed out and attached to the appropriate responses. If your assignment doesn't include print outs of the stories you will automatically be marked down by a whole grade. **No exceptions.**

- **CONSTITUTIONAL AMENDMENT RESEARCH PROJECT AND REVISION  
(35% OF FINAL GRADE)**

Refer to the assignment description at the end of the syllabus.

## Written Work & Evaluation Criteria:

### • **Written Work Guidelines:**

- Written work to be graded should be typed using a 12-point font, double-spaced (unless otherwise specified), spell checked, and proofread.
- **I DO NOT ACCEPT PAPERS VIA E-MAIL, (unless otherwise stated in class). NO EXCEPTIONS.**
- I WILL NOT ACCEPT formal assignments that are not typed. If you turn in a paper for a formal out-of-class assignment that is not typed, I will not grade it.
- **DO NOT PUT ANY ASSIGNMENTS UNDER MY OFFICE DOOR UNDER ANY CIRCUMSTANCES.**
- Always keep copies of all important formal assignments – including **print** copies of electronic files – until after you receive your final grade in the course. Your professor will retain your final exam, and may retain the originals or copies of your other papers, but the responsibility for document preservation (for grade appeals or other reasons) is yours.
- In your written assignments, both formal and informal, please avoid extensive summary and background (unless otherwise requested to do so). Remember, all of us in class, most particularly the professor, have read (or should have read) the material for discussion.
- You are encouraged to *discuss* the course content and assignments with other students, but you must submit your work in your own words. I reserve the right to reject any apparently plagiarized or dishonest work. (*See the Academic Integrity Policy below*)
- **Regarding written assignments, DO NOT use dictionaries or encyclopedias, of any type, (i.e. books or online), as critical references in your papers. Though I do encourage you to consult dictionaries and encyclopedias for your own personal clarification, they are to be used for clarification purposes ONLY and are not considered critical resources. [Any use of dictionaries as critical references in written assignments will result in the assignment being marked down.]**

### • **Evaluation of Written Work:**

All papers will be evaluated on a 100-point scale, although letter grades and their numerical equivalent are used to determine your actual grade. Your papers will be evaluated on the basis of content, clarity, organization, style and grammar, and insight. The specific criteria grading scale are as follows:

Content (50 points) Here I will evaluate how well you cover the issues, integrate classroom readings into your paper, construct arguments to defend your position, critique other points of view, and put forth an effort to write a good paper.

Clarity (20 points) The main question here is whether your paper is clear and can be read by a neutral person.

Organization (20 points) Do you follow and develop a single line of reasoning or explanation before shifting to another issue or point? Is the paper logical consistent and well organized throughout? Is the writing discursive or rambling? Are your

paragraphs well organized, substantive, and are there appropriate breaks between paragraphs?

Style and Grammar (10 points) Proofread your paper. Check your paper to make sure it is free of misspelled words and grammatical errors. Insure that it is neat, has appropriate margins, page numbering, and any appropriate citations.

• **Grading Scale:**

100-94=A	Suggests that a student's work is outstanding to excellent; the student's work reflects an engaged comprehension of the course content and shows thoughtful insight into the complexities of the course. Student shows an attentive engagement with the course. Student's work is consistently well-considered and well-written.
93-90=A-	
89-87=B+	Suggests that a student's work is very good to good; the student's work reflects a very strong, engaged, and solid understanding of course material. Occasionally, the student's work doesn't go the extra step in critical analysis. Student's work is mostly well-considered and well-written.
86-83=B	
82-80=B-	
79-77=C+	Suggests that a student's work is adequate; the student's work reflects a fair, but essentially disengaged, grasp of the course material and doesn't go very far in comprehension, or reflects a lack of understanding of the issues represented in the material. Student's work is un- or underconsidered and unclearly written. Class attendance may be a problem.
76-73=C	
72-70=C-	
69-60=D	Suggests that a student's work shows some, but very little effort; the student's work does not reflect a comprehension of the course material, is disengaged, or reveals a lack of reading, attention, and/or attendance.
59-0=F	

• **Late Work Policy:**

•If you are unable to complete any paper by the due date you must notify me at least **ONE DAY BEFORE** the due date and negotiate an extension. **ONLY ONE EXTENSION WILL BE GRANTED DURING THE SEMESTER.**

•If you do not submit the assignment by the agreed upon extension date your assignment grade will be reduced by **ONE GRADE** for each additional day it is late and **WILL NOT BE ACCEPTED** after one week past the agreed upon extension date.

•If you do not notify me about late work at least one day before the due date to negotiate an extension, your grade for the assignment will immediately be reduced by one half grade for each day it is late and **WILL NOT BE ACCEPTED** after one week past the original due date.

•**NO EXTENSIONS WILL BE GIVEN FOR THE FINAL DRAFT OF THE RESEARCH PROJECT.**

**General Information:**

• **Academic Integrity Policy:**

In all instances, you must do your own work. Otherwise, you are being dishonest. There is no excuse for plagiarism, or for submitting another's (including fellow students') 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. If you do not understand the seriousness of plagiarism and/or academic dishonesty, and the importance of avoiding those behaviors, you are encouraged to 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 or any other form of academic dishonesty, I will discuss the situation with you first and then with the Chair of Comparative Ethnic Studies. I may then alert the Office of Student Conduct, which could result in an academic integrity 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. *The rules for plagiarizing or other forms of cheating are not negotiable. Remember that your grade depends on your understanding of these policies.*

• **Disability Accommodation:**

Students with Disabilities: Reasonable accommodations are available for students with a documented disability. If you have a disability and need accommodations to fully participate in this class, please either visit or call the Access Center (Washington Building 217; 509-335-3417) to schedule an appointment with an Access Advisor. All accommodations **MUST** be approved through the Access Center. Please notify me during the first week of class of any approved accommodations needed for the course.

• **Campus Safety:**

Washington State University is committed to maintaining a safe environment for its faculty, staff, and students. Safety is the responsibility of every member of the campus community and individuals should know the appropriate actions to take when an emergency arises. In support of our commitment to the safety of the campus community the University has developed a Campus Safety Plan, <http://safetyplan.wsu.edu>. It is

highly recommended that you visit this web site as well as the University emergency management web site at <http://oem.wsu.edu/> to become familiar with the information provided.

- **Grade Problems**

During the semester use my office hours to talk to me about any problems you are having with your progress and/or evaluations for the course so we can try to fix any bad situation **early**, before it's too late.

You must communicate any problems you may be having that are affecting your coursework early on so that I am aware of the situation as I continue to evaluate your work. Any explanations for poor performance, relevant or not, will not be accepted at the end of the semester and will have no effect on your final grade. Accordingly, do not come to me at the end of the semester when you are receiving a low grade saying the you “wanted to get an A in the course,” and “is there anything you can do to raise your grade?” You had all semester to work on raising your grade. Also, please do not come to ask me to change your grade after you have failed the course, or ask me to give you an “I” because you are failing or have failed the course. Reasons for these requests including: being kicked off a team; being put on probation in a fraternity or sorority; being kicked out of a major; or jeopardizing scholarships, are all reasons you were aware of ALL semester. Be vigilant about your academic career.

- **Reality Check Clause:**

I am a pretty busy person, and as a professor, my role is to teach you about race and race relations and to generally prepare you for the professional world. As such, the decisions you choose to make regarding your personal life outside of the classroom are not 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 a midterm exam, and they want you to come along (and already bought your tickets), that isn't my problem. It is your decision. Similarly, if your best friend is getting married in California and you want to go to the wedding the day of a film or a midterm review, that isn't my problem. Or, if your roommate/friend needs a ride to the Spokane airport and you decide to take him 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. And NO special accommodations will be made in these types of cases. It is your responsibility to conform to and abide by the schedule and the syllabus. Ultimately, you need to 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, that choice will come with a cost to your grade. It is ultimately up to you to make your own decisions, but bear in mind that decisions always have consequences attached to them.

- **General Course Policies:**

- ALWAYS bring your book, readings, and/or reader to class.
- Turn cell phones off upon arrival to class – Absolutely no texting or phone calls DURING CLASS. Please note that if I see you using your cell phone/other handheld device in any manner once class has begun whether because you've decided to text message, check scores/Facebook/Twitter, show a friend a picture or listen to messages, **You will lose 5 points, the equivalent of ½ a grade, from your participation grade FOR EACH INSTANCE IN WHICH IT OCCURS.**
- **The only digital devices allowed to be out during class are E-READERS, AND THEY MUST ONLY BE OPENED TO THE COURSE TEXT DURING CLASS. No laptops will be allowed in class except in cases of authorized accommodation.**
- The following are unwelcome and unacceptable within this class. If you absolutely must do these things then don't come to class.
  - a. Sleeping, daydreaming or otherwise tuning out during class
  - b. Doing work for other classes

- c. Habitual tardiness. If you come into class 5 minutes after class has begun, you **MUST SIT IN THE FIRST ROW AND SPEAK WITH ME AT THE CONCLUSION OF CLASS.**
  - d. Packing up your notebook and other materials prior to the end of class
  - e. Reading the newspaper, another book, or otherwise focusing on something other than class
  - f. Chatting to classmates while either: 1) I am speaking to the class; 2) another student is speaking to the class; 3) we are watching a video; 4) people are working on a class assignment (e.g. weekly reading questions or midterms)
  - g. Leaving class early, unless otherwise discussed with me by the beginning of class
- Do not wear headphones, earbuds, etc. in class.
  - Also, the classroom is not the appropriate time for complaining about the class, the workload, your grade, etc. This includes before class, after it ends, and during any break we might take. If you have a problem, you should come to my office hours or schedule a time to discuss it with me in private.
  - Also, in this regard, I am available **ONLY** during my stated office hours (unless I have announced otherwise) **OR** if I have made another appointment with you. I will not be in my office for consultation at any other times, so please don't expect my availability to be on a daily, 8-5 basis.
  - The focus of class discussion should be on critical analysis of the works we are reading. Therefore, undeveloped and uncritical personal preference remarks are not acceptable for class discussion.
  - **Finally, the failure to adhere to any of the above rules may result in the student being asked to leave and/or the deduction of points (at my discretion and without notifying you) from your participation points for each respective class in which it occurs.**

**[Your continued enrollment in this course after the first week means that you have read and understand the information contained within this syllabus, and that you agree to follow the procedures and rules explained within it.]**

### CLASS SCHEDULE

- Schedule subject to change. Any modifications will be announced in class.
- This schedule tells you the dates by which you need to have the material read.

TUE AUG 26:       **Introductions**

THU AUG 28:       **The significance of race in the 21<sup>st</sup> century**

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TUE SEP 2:         READ: CACHO – Intro and Chp. 1

THU SEP 4:         READ: CACHO – Chps. 2 and 3

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TUE SEP 9:         **LIBRARY WORKSHOP – Location TBA**

THU SEP 11:        READ: CACHO – Chp. 4 and Conclusion

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TUE SEP 16:        READ: RICHIE – Chps. 1 and 2

**DUE: Text Response essay : Cacho**

THU SEP 18:        READ: RICHIE – Chps. 3 and 4

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TUE SEP 23:        READ: RICHIE – Chps. 5 and 6

THU SEP 25:        READ: MARROW – Intro and Chp. 1

**DUE: Text Response essay: Richie**

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TUE SEP 30: READ: MARROW – Chps. 2 and 3

THU OCT 2: READ: MARROW – Chps. 4 and 5

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TUE OCT 7: READ: MARROW – Chps. 6 and 7, Conclusion  
**DUE: U.S. Narrative assignment**

THU OCT 9: **NO CLASS – RESEARCH DAY**

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TUE OCT 14: READ: PARK – Intro and Chp. 1  
**DUE: Text Response Essay: Marrow**

THU OCT 16: READ: PARK – Chps. 2, 3, and 4

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TUE OCT 21: READ: PARK – Chps. 5 and conclusion

THU OCT 23: READ: ALKON – Chps. 1, 2, and 3  
**DUE: Text Response Essay: Park**

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TUE OCT 28: READ: ALKON – Chps. 4 and 5  
**DUE: First draft of Part 1 of research project**

THU OCT 30: READ: ALKON – Chps. 6 and 7, epilogue

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TUE NOV 4: READ: CHANG – TBA  
**DUE: Text Response Essay: Alkon**

THU NOV 6: **NO CLASS – RESEARCH DAY**

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TUE NOV 11: **VETERAN'S DAY HOLIDAY – NO CLASS**

THU NOV 13: READ: CHANG – TBA  
**DUE: First draft of Part 2 of research project**

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TUE NOV 18: READ: CHANG – TBA

THU NOV 20: READ: CHANG – TBA

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TUE NOV 25:           **THANKSGIVING BREAK – NO CLASS**

THU NOV 27:           **THANKSGIVING BREAK – NO CLASS**

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TUE DEC 2:            READ: CHANG – TBA  
**DUE: First draft of Part 3 of research project**

THU DEC 4:            Discussion

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TUE DEC 9:            **Course wrap-up, final thoughts, and course evaluations**  
**DUE: Text Response Essay: Chang**

THU DEC 11:           **NO CLASS – PICK UP COMMENTS ON PART 3**

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**FINAL VERSION OF CONSTITUTIONAL RESEARCH PROJECT IS DUE IN  
THE PROFESSOR'S MAILBOX (WILSON 111) ON WEDNESDAY,  
DECEMBER 17, 2014, BY 4 P.M. NO LATE PROJECTS WILL BE ACCEPTED.  
NO EXCEPTIONS.**

## **Constitutional Amendment Research Project**

For this project students will choose ONE of the following Constitutional amendments: 1<sup>st</sup>, 2<sup>nd</sup>, 4<sup>th</sup>, 5<sup>th</sup>, 8<sup>th</sup>, or 14<sup>th</sup> on which to develop their research. The research project has FOUR (4) components, all four of which must be completed in order to receive credit for the assignment.

**Part 1:** After choosing an amendment, students will write a critical history of the amendment that details the following: what rights are protected by the amendment; events/debates that lead to the proposal of the amendment; ratification process; their own understanding of the intent of the amendment.

Part 1 should be **typed and double-spaced**. It should be between **5-8 pages in length**. Any essays that are 4 ½ pages long or shorter will automatically be marked down by ½ a grade.

**Part 2:** In part 2, students will choose a Supreme Court case from the 20<sup>th</sup> century that involved issues of race/ethnicity in the exercising of the rights protected under the chosen amendment. After identifying a Supreme Court case, students will write a critical summary of the case outlining the following: Who brought the case? Why did they bring the case? What was the public's opinions of the case at the time? What was the court's ultimate decision?

Part 2 should be **typed and double-spaced**. It should be between **5-8 pages in length**. Any essays that are 4 ½ pages long or shorter will automatically be marked down by ½ a grade.

**Part 3:** In part 3, students will choose TWO (2) events that have happened in the 21<sup>st</sup> century that have shown the chosen amendment to be interpreted differently based on the race/ethnicity of the people attempting to exercise their rights. After choosing the two events the students will provide a critical analysis of the ways in which the protection of the amendment seemed to be applied differently in each case. Stories of each event from a media outlet must be printed out and attached to the analysis. **Any analysis that doesn't have the stories attached will automatically be marked down by a whole grade.**

Part 3 should be **typed and double-spaced**. It should be between **5-8 pages in length**. Any essays that are 4 ½ pages long or shorter will automatically be marked down by ½ a grade.

**Part 4:** Finally, in Part 4, students are asked to offer a commentary on the significance of their chosen amendment to maintaining American democracy, as well as the role that race plays in how effectively the amendment protects the rights of U.S. citizens.

While the commentary can be viewed as an opinion piece, your opinion needs to be supported critically by the work that you have researched, and may also include information drawn from course texts, lectures, and discussions. In other words, this should not be an unfounded opinion with no critical engagement or evidence.

Part 4 should be **typed and double-spaced**. It should be between **3-5 pages in length**. Any essays that are 2 ½ pages long or shorter will automatically be marked down by ½ a grade.

**Project requirements:**

• **Bibliography**

– Your bibliography **MUST** include: **3** single-authored (or co-authored) books; **3** book chapters taken from edited collections; **3** academic journal articles; and **3** popular media articles. Beyond the **12** required sources, you may include any resources you choose.

– While they do not count toward your **12** required resources, make sure to include your Supreme Court case and the stories of your two contemporary events on your bibliography.

– Your bibliography **MUST** be formatted using a standardized academic citation style (MLA, APA, Chicago, etc.). If you are unclear how to cite properly make sure to consult the professor or librarian before submitting your final project. You will be marked down by ½ a grade if you do not use a standardized style.

• **Library workshop**

– There is a library workshop scheduled during a class period in the third week of class. Librarian, Gabriella Reznowski will introduce you to vital research skills and resources. Attendance at the workshop is required, and as it will take place during class time, there should not be a reason to miss it.

– If you do not attend the workshop your project will automatically be marked down by a whole grade.

• **Due dates**

– The first drafts of parts 1, 2, and 3 of the project will be due at separate times throughout the term. You will not turn in a draft of part 4 for comments. You will receive comments on these first drafts and then turn in a complete and revised final project that includes parts 1, 2, 3, and 4 on **WEDNESDAY, DECEMBER 17, 2014**, by 4 p.m. in the professor's mailbox in Wilson 111.

– The first drafts of parts 1, 2, and 3 must be turned in on the due date. Any drafts not turned in on the due date will not receive comments and your project grade will automatically be marked down by 5 points (for each draft received late.)