Foundations of Comparative Ethnic Studies

CES 201.1  
Fall 2011  
Wilson 6  
MWF; 1:10-2:00

Course Description:

Foundations of Comparative Ethnic Studies will familiarize students who are majoring and minoring in CES with the necessary framework to broaden and deepen their critical analyses of the history of race and racism, as well as with the institutional and global processes of racialization. To start, we will read about the intellectual history that laid the foundation for what we now call “race,” “racism,” and “racist practices and belief systems.” We will follow this with an examination of a series of in-depth themes such as the notion of race as a “social and political construct,” the very complex issue of legal and illegal immigration. We will close the semester with an interrogation of the ways that race and power in the twenty-first century are being played out on the global stage.

Learning Outcomes:

- Learn the historical, theoretical, and pseudo-scientific basis for racial conflicts.
- Comprehend the relationship between racism, economics, and power.
- Critically engage with debates around immigration.
- Become familiar with institutional and global processes of racism.

Required Texts:


Course Requirements:

Directed Reading Responses
Students will respond to questions concerning the readings and/or other class material (films, discussions, etc). These are considered “participatory” assignments to gage the extent to which you come to class prepared (i.e. having read the reading before hand) and how well you are paying attention to discussion and generally comprehending the material. Directed reading responses (sometimes take-home) will count 15% toward the total grade.

Chapter Discussion and Review
Students will sign up to review and lead discussion over two of the class readings. This will involve writing a short review of the reading(s) (3-4 pages long, typed and double-spaced), as well as sharing your review with the class (5-10 minutes) highlighting 2 or 3 key points of your review. This will help us to engage directly with the reading(s). Two or Three of your classmates will present along side of you, so I encourage you to meet and collaborate on topics, themes, so there is breadth and depth in the presentations (rather than duplication). Both the Chapter discussion and the written review must thoughtfully engage the assigned reading(s). The written
review is due the day of the reading in class. The discussant/presentations and papers will count as 15% each, or 30% of the total grade.

**Take-Home Exams**

There will be two exams—a midterm and a final. Guideline Sheets will be handed out as we near the exams. The mid-term will be a take home exam which will be written in the form of a short paper (4-5 pages, typed and double-spaced). Students will choose from a set of questions or issues concerning the material that I will handout. You will have 1 week in which to complete the midterm. Students will also write a final exam. The Final will also be a take home exam but will be a longer paper (8-10 pages long, typed and double-spaced). The Final Paper may be an extension of the Midterm. The mid-term will count as 25% and the final will count as 30% of the total grade.

**Policies:**

**Grading**

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<thead>
<tr>
<th>Grading</th>
<th>15%</th>
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<tbody>
<tr>
<td>Directed Reading Responses</td>
<td>15%</td>
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<tr>
<td>Chapter Discussion and Review #1</td>
<td>15%</td>
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<tr>
<td>Chapter Discussion and Review #2</td>
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<tr>
<td>Take Home Essay Exam #1</td>
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<td>Take Home Essay Exam #2</td>
<td>30%</td>
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**Grading Scale**

- **100-93=A** Suggests that a student’s work is outstanding to excellent; it reflects the content and focus of the course and shows thoughtful engagement with, and critical insight into, the complexities of the material. Always well written and articulated.
- **92-90=A-**
- **89-87=B+** Suggests the student’s work is very good to good; it reflects a very strong and solid understanding of the material. There is some engagement with the materials, but occasionally doesn’t go the extra step in critical analysis. Well written and articulated.
- **86-83=B**
- **82-80=B-** Suggests the student’s work is adequate; it reflects a fair grasp of, but often a weak engagement with, the material. Doesn’t go very far in analysis or reflects a lack of comprehension of the issues represented in the material. Some writing limitations. There may be some missing assignments and/or attendance problems.
- **79-77=C+**
- **76-73=C**
- **72-70=C-**
- **69-63=D** Suggests the students work shows some but little effort or engagement, and does not comprehend the material, reveals a lack of reading, attention, or attendance. Poorly written. There are some missing assignments and/or attendance problems.

**Attendance**

In accordance with the Student Handbook, attendance in this class is mandatory. If you know in advance that you will have to miss class for a legitimate reason, contact me to see whether arrangements can be made to make up any work that will be missed. If you have not finished an
assignment for a given class period, attend class anyway to avoid missing further assignments and in-class work/discussions. Only institutional excuses will be accepted. If you have more than four (4) unexcused absences, your grade will be lowered one point for every absence thereafter.

Extra Credit
There may be many opportunities for extra credit throughout the semester. I will announce those opportunities as they come up. Extra Credit assignments must relate to the course content of CES 201. Extra Credit should be in the form of a short 1-2 page review of the event, lecture, or film attended--typed and double-spaced. To receive the possible full credit, students not only review but must also discuss how the event, film, or lecture compliments the content of this course. Students are only allowed to turn in 2 Extra Credit assignments. Each Extra Credit will count 2.5 pts toward the student’s overall final grade (for a total of 5 extra credit points).

Disability Accommodations
The Department of Critical Culture, Gender, and Race Studies supports members of our community who request disability accommodations. Please notify me during the first two (2) weeks of class for any requirements needed for the course. 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 Disability Resource Center (DRC). All accommodations MUST be approved through the DRC (Washington Building, Room 217). Please stop by or call 509-335-3417 to make an appointment with a disability specialist. Late notification may result in the request being unavailable.

Academic Integrity
Academic dishonesty, such as cheating, plagiarism, fabrication, and fraud, is prohibited. The proper use of primary or secondary research sources and without proper citation or acknowledgment, or copying and claiming someone else’s work as your own, is illegal and is not acceptable in this or any other class at WSU. Whether intentional or unintentional, academic dishonesty will result in a grade of F for the assignment in question, or a grade of “F” for the entire course. Should there be any suspicion of academic dishonesty, we will discuss the situation with you before penalties are enforced.

Classroom Etiquette
Out of respect for your classmates and the instructor, all cell phones must be turned off. iPods and any other devices for listening to music, podcasts, radio, or text messaging are also prohibited in class. Unless you have a documented disability, no earphones are allowed in class. Any use of these items during class will automatically result in a loss of 5 points from the student’s final grade.

Campus safety plan/emergency information
In the interest of campus safety and emergency procedures, please become familiar with the information available on the WSU-provided websites:
- http://safetyplan.wsu.edu Campus Safety Plan
- http://oem.wsu.edu/emergencies Emergency management web site
- http://alert.wsu.edu WSU Alert site

Syllabus: (Subject to Change)

Monday, August 22: Handout and Review Syllabus. Introduction to the Course.

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
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<tr>
<td>Friday, August 26</td>
<td>Discuss “Introduction,” and Chapter One “Export Markets” pp. 13-38 in <em>Barbarian Virtues</em> (BV). Discuss early global markets; overproduction vs. underconsumption; New markets in China.</td>
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<td>Monday, August 29</td>
<td>Discuss Chpt. One “Export Markets” pp. 38-57 (BV). Discuss new markets in Latin America; capitalism and civilization.</td>
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<td>Wednesday, August 31</td>
<td>Discuss Chpt. Two “Labor Markets” pp. 58-73 (BV). Discuss the need and desire for immigrant labor in the U.S.</td>
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<td>Friday, September 2</td>
<td>Discuss Chpt. Two “Labor Markets” pp. 73-97 (BV). Discuss immigrant labor as competition; labor radicalism.</td>
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<td>Monday, September 5</td>
<td><strong>LABOR DAY. ALL UNIVERSITY HOLIDAY.</strong></td>
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<td>Friday, September 9</td>
<td>Discuss Chpt. Three “Parables of Progress” pp. 105-121 (BV). Discuss travelogues, fictions, and representations of the foreigner as “Other.” Clips from <em>Tarzan</em>.</td>
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<tr>
<td>Monday, September 12</td>
<td>Discuss Chpt. Three “Parables of Progress” pp. 121-138 (BV). Discuss travelogues, fictions, and representations of the foreigner as “Other.”</td>
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<td>Wednesday, September 14</td>
<td>Discuss Chpt. Four “Theories of Development” pp. 139-152 (BV). Discuss evolutionism; monogenesis/polygenesis; primitive v. civilized cultures; race as biology; race and intelligence; eugenics.</td>
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<td>Friday, September 16</td>
<td>Discuss Chpt. Four “Theories of Development” pp. 152-172 (BV). Discuss evolutionism; monogenesis/polygenesis; primitive v. civilized cultures; race as biology; race and intelligence; eugenics.</td>
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<td>Monday, September 19</td>
<td>Discuss Chpt. Five “Accents of Menace” pp 179-201 (BV). Discuss American nativism v. immigration; constructions of whiteness; inventing citizenship; immigrant voices.</td>
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<tr>
<td>Wednesday, September 21</td>
<td>Discuss Chpt. Five “Accents of Menace” pp 201-218 (BV). Discuss American nativism v. immigration; constructions of whiteness; inventing citizenship; immigrant voices.</td>
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<td>Friday, September 23</td>
<td>Discuss Chpt. Six “Children of Barbarism” pp. 221-24 (BV). Discuss imperialism and anti-imperialism; American island territories; white/non-white dilemma.</td>
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<tr>
<td>Monday, September 26</td>
<td>Discuss Chpt. Six “Children of Barbarism” pp. 247-259 (BV). Discuss imperialism and anti-imperialism; American island territories; white/non-white dilemma.</td>
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Wednesday, September 28: Discuss Conclusion “The Temper of U.S. Nationalism” pp. 261-265 (BV). Discuss imperialism and anti-imperialism; American island territories; white/non-white dilemma.


Monday, October 3: Video: *Bontoc Eulogy*. **Take-Home Midterm due.**

Wednesday, October 5: Discuss Chapter One “The Here and Now,” pp. 1-26 in *Everyday Forms of Whiteness* (EFW).

Friday, October 7: Discuss Chapter One “The Here and Now,” pp. 26-45 (EFW).


Friday, October 14: Discuss Chapter Two “White, Black, and Places ‘In Between,’” 66-93 (EFW).

Monday, October 17: Discuss Chapter Three “American Identity, Democracy, the Flag, and the Foreign-Born Experience,” pp. 95-120 (EFW).

Wednesday, October 19: Discuss Chapter Three “American Identity, Democracy, the Flag, and the Foreign-Born Experience,” pp. 120-132 (EFW).


Monday, October 31: Discuss Chapter Six “Cracks in the Wall of Whiteness,” pp. 203-222 (EFW).

Wednesday, November 2: Discuss Chapter Six “Cracks in the Wall of Whiteness,” pp. 222-240 (EFW).

Friday, November 4: Discuss “Afterward” and “Epilogue,” pp. 241-257 (EFW).


Friday, November 11: **VETERANS DAY. ALL UNIVERSITY HOLIDAY.**


Wednesday, November 16: Discuss Chapter Two “New forms of racialization in the global economy,” pp. 28-59 (RP).

Friday, November 18: Discuss Chapter Three “Race mixture and people of mixed origin in western societies,” pp. 60-87 (RP).

Mon-Fri, November 21-25: **THANKSGIVING HOLIDAY BREAK.**


Wednesday, November 30: Discuss Chapter Five “Consumption and distribution,” pp. 111-136 (RP).

Friday, December 2: Discuss Chapter Six “Diasporas, population scares and new aesthetics,” and Conclusion, pp. 137-165 (RP).

Monday, December 5: Student Evaluations.

Wednesday, December 7: Individual Conferences.

Friday, December 9: Individual Conferences.

Monday, December 12-16: **Final Paper due**