Those at the bottom of the racial barrel tend to hold oppositional views and those who receive the manifold wages of whiteness tend to hold views in support of the racial status quo.

Eduardo Bonilla-Silva, *Racism without Racists*

Operating from this perspective, whites enjoy the privilege of racial transparency and not having a color. Whiteness is supposed to remain invisible even as it routinely involves and perpetuates privilege, normalcy, and power. Whites ignore “race” within themselves and extend this to an avoidance of racial matters when among others, yet they still navigate in a mostly white-controlled world.

Leslie Houts Picca and Joe R. Feagin, *Two-Faced Racism*

In what is perhaps a more galling tale of the US incarceration tape, the number of people behind bars in the United States is also greater than the number of people who graduate from US colleges each year, double the number of people who graduated from US colleges in 1998, and triple the total number of all US soldiers killed in combat since the Revolutionary War.

A. Rafik Mohamed and Erik D. Fritsvold, *Dorm Room Dealers*

**Course Description** – This course is designed to introduce students to the interdisciplinary field of ethnic studies by focusing on the intersections of race, ethnicity, class, and gender. This course will specifically deal with issues concerning color-blind racism, white privilege, and how both manifest in the everyday perceptions and discussions surrounding the war on drugs, the bodies perceived to be involved with drugs, and the greater societal impacts of the intersections of these three topics.

This course recognizes that a black/white binary exists, but that the binary is more complex. Many people do not fit into the binary, as well as other binaries we have in society. This course eschews reductionist pedagogies by embracing a more complex, racially diverse panoply of subject positions.

**Learning Outcomes** –
1) Introduce students to core concepts and methods to study race and ethnicity, including concepts of race, racism, color-blindness, and white privilege
2) Recognize and identify the components of core course concepts such as race/racism, color-blind racism, and white privilege
3) Examine the ways color-blind racism and white privilege intersect in the public/private settings
4) Convey the manifestations of color-blindness and white privilege through the war on drugs
5) Students will gain the ability to cognitively recognize the advantages/disadvantages of belonging to a social group based on race, class, gender, sexuality and their intersections
6) Students will gain the ability to critically read and write at the university level

TAKE NOTE – Despite the size of the class, I encourage students to actively participate in class. As such, this is a discussion based class. That being said it is important that everyone comes to class with an open mind. We will meaningfully engage in intellectual conversations, and because everyone has a different background, it is crucial we respect and listen to each other. You have every right to agree or disagree with anything that is read or spoken in class, but you do not have a right to be disrespectful. This means no racist, homophobic, sexist, or other derogatory language will be used in class or within any written assignments offered within the course.

Required Texts –

- Fritsvold, Erik and Mohamed, A. Rafik. *Dorm room dealers: drugs and the privileges of race and class*. Boulder: Lynne Reinner Publishers, 2011 (below as DRD)

Additionally, throughout the semester there may be supplemental readings that will be made available for the students via email.

All books are available at The Bookie and Crimson & Gray, and Amazon. If you plan on ordering your books online, be mindful of which book we will begin with (RWR) and that you have the book BEFORE the assigned reading, and be sure to get the edition listed above.

Course Requirements/Assignments –

- **Attendance/Participation** (30 points; 15% of overall grade)
Attendance will be taken periodically throughout the semester. While there is no set limit on number of absences, remember, you earn the grade you receive. Students will receive participation points completing in class assignments, asking thoughtful questions in class, emailing questions/comments or giving a note at the beginning of the class with questions/comments. Attendance is required to receive points for in class assignments. In class assignments will range from asking students to write a weekly reading question to group activities. Email is an effective way for participation for those who are not comfortable speaking in a large class. As they are in class, these assignments CANNOT BE MADE UP. I will not take attendance every day, but excessive absenteeism will result in point/grade deduction.

- **Movie Review Sheets** (30 points; 15% of overall grade)
  Throughout the semester, a few movies will be shown in line with the readings and course discussion. For each film, a worksheet with questions from the movies will need to be completed. Review sheets will also serve as attendance for the day. As these will be shown in class they CANNOT BE MADE UP.

- **Exams** (80 points total; 40% of final grade)
  There will be two exams throughout the semester premised substantially upon the material presented in class readings, lectures, and films. These exams will consist of two parts: an identification section, followed by an essay or short answer section. These exams are not cumulative; rather they focus on the material in the preceding weeks. The second midterm will be a take home exam. The take home will be graded based on your ability to connect to course material and the strength/quality of your argument(s) and overall paper. Each exam is worth 20% of your overall grade.

- **Service Projects and Final Reflection Paper** (60 points total; 30% of final grade)
  Throughout the semester, students will be required to go on three (3) community service projects through the Center for Civic Engagement. The purpose of these service projects is to provide students with experiential learning in areas of community need. These projects should give students different lenses with which to view various issues in society, from poverty to gender to the elderly and more. Students will be asked to participate in at least two (2) different types of service projects. Students will then be asked to write a reflection paper that will serve as the final assignment for this course. This reflection paper will ask students to look back on their experiences in the community and relate it to readings and issues discussed in class. A third of the grade will come from participating in the required number of projects, and the other two thirds from the paper. Further instructions, including a rubric, will be provided later in the semester. During the second class period, representatives from the CCE will give a brief tutorial on finding and registering for service opportunities through the CougSync system.

You will manage your service learning experience on **CougSync**. The system tracks your activities and can even provide you with a co-curricular transcript or e-portfolio to show
all of the activities you have participated in at WSU. This will be a great resource when applying for jobs and/or graduate school! You should receive an email inviting you to your course portal on CougSync. Log on to CougSync using your WSU network ID and password to access your course space. If you have not yet received this email or have any questions please contact a Peer Mentor at the CCE (servicelearning@wsu.edu or 509.335.1661) or visit cce.wsu.edu.

Course Policies –

- **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 please see the Standards for Student Conduct WAC 504-26-010 (3). 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. The Office of the Dean of Students will then be notified. Bottom line: do not cheat. For those unfamiliar with the policy or what constitutes cheating/plagiarism, also visit the Office of Student Standards & Accountability website at [http://standards.wsu.edu/](http://standards.wsu.edu/).

- **Late Work Policy** – late work is not accepted in this class. Most assignments will be in class and therefore cannot be made up. The take home exam and final reflection paper are due at their assigned times and dates. Any late exams or finals will receive a 0. So be in class, pay attention to due dates, and try your best not to procrastinate.

- **Cell Phones and other Electronic Devices** – turn your phones, tablets, iPods, and other communicating devices OFF before you enter class. Switching your phone to vibrate does not mean your phone is off. Also, no laptop use allowed in class, even to take notes. No reading of paper or magazines either. You can take an hour and fifteen minutes without Tweeting or going on Instagram. If your phone does go off in class, you will annoy me for one, and you will have the choice of either having me answer the phone and talk to the person (or send them a text, whichever it is), or turning it off right then and there. If it goes off again, I may ask you to leave the room or take your phone for the remainder of the period. NOTE: if I catch you texting/Tweeting/doing-anything-not-involving-class in class, you will lose attendance and participation points for that day. Repeated offenses will lead to further discipline.

- **Disability Accommodation** – Reasonable accommodations are available in online classes for students with a documented disability. All accommodations must be approved through your WSU Disability Services office. If you have a disability and need
accommodations, we recommend you begin the process as soon as possible. For more information contact a Disability Specialist on your home campus: Pullman or WSU Online: 509-335-3417 http://accesscenter.wsu.edu, Access.Center@wsu.edu

- **Campus Safety** – 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/ Emergency Management Website  
  http://alert.wsu.edu WSU alert site

- **Earning Your Grade** – the only way to earn a high grade in this class is to do the assigned readings, come to class, ask questions when needed, and perform well on the exams and in-class activities. That being said, you yourself are the determining factor between an “A” or a “C.” If you have questions, clarifications, or confusions, ask in class or come to the assigned office hours. Email is also effective. If you have problems, let me know. If you come to me at the end of the semester with reasons why your grade is low, my response will be, “I’m sorry, but I can’t change your grade.” Let me know if there are exigent circumstances *WHEN THEY HAPPEN*, not at the end of the semester to save your grade.

  **Grade Breakdown** –  
  94-100 = A  
  90-93 = A-  
  87-89 = B+  
  83-86 = B  
  80-82 = B-  
  77-79 = C+  
  73-76 = C  
  70-72 = C-  
  67-69 = D+  
  60-66 = D  
  0-59 = F

- **Final Note**: we all have busy lives outside of academia. That being said, it is your duties as a student to keep up with the readings, assignments, and be in class. After all, 50 percent of your grade is in-class material (attendance/participation, movie sheets, first exam). For instance, if you are going on a spring break trip but leaving the week before, make note that **Exam #2** is due that week, and make appropriate accommodations. This applies to any assignment/readings throughout the semester. Remember, in-class assignments/activities cannot be made up.

- **Classroom Conduct/Expectations** –
It is imperative for students to come to class prepared, meaning having critically read the material for the day’s class. The discussion will revolve around many of the topics in class, oftentimes intersecting, but learning is not just a top-down process. I may be the instructor, but I also learn from students and the comments, questions, and worldviews brought to class.

Respect - Please refrain from talking or interrupting when I or another student is talking or when viewing a video. This also means insensitive language will not be tolerated.

Listen, listen some more, and listen even more. Listening to other thoughts and viewpoints should help you better understand the course material.

We will go forward in this course with the acknowledgement that racism, sexism, classism, heterosexism, and other institutionalized forms of oppression exist, i.e. we do not live in a post-racial world.

ALWAYS bring your book/articles to class and engage the readings.

Everyone in this class has their own unique experiences and worldviews. Please recognize your own status, ideologies, privileges, prejudices, and position.

Reflect on these issues outside of the classroom in what you see, hear, and do.

DO NOT work on other assignments, read the newspaper, sleep, etc in class. First, I will ask you to pay attention and if these actions persist, you will then be asked to leave the class resulting in the loss of points for the day.

Class begins at 1:25 and ends at 2:40. This means find a seat and be ready for class before 1:25 and no packing up or leaving until 2:40. If you have to arrive late, leave early, or miss class entirely, let me know at least one day before class, not the day of.

If you choose to eat and/or drink, please remember we are not the only ones using this room and to clean up after yourselves.

If you have complaints about the class, work/reading load, your grade, etc. the classroom is not the space for that. You should email me to set up a private meeting to discuss your concerns.

If you fail to adhere to any of the rules of the class, you will be asked to leave the class and lose points for each occurrence.
**Email Guidelines** – When sending an email to me, please adhere to these tips as you would with work/professional colleagues:

- Always have a distinct subject, such as “Question on Chapter 1” or “Meeting appointment?” Please do not leave it blank or leave a vague subject.

- Please address me as Instructor Lee or Instructor Hazelwood. I am not a doctor so please do not address me as such. “Hi,” “Hey,” or “Bruce” are inappropriate ways to address an email.

- I will be asking for all of your email addresses at the beginning of the course. Please select the email address you check frequently, as supplemental readings will be made available to students through email.

- Please provide a proper closing such as “Sincerely,” “Thank you,” etc.

- DO NOT email me for info that is readily available to you, such as anything listed on the syllabus unless you need further clarification.

- I should respond within 48 hours. If you email me just before the weekend or during the weekend, I may take a bit longer to respond. If I have not responded to you after these times, please let me know.

**Class Schedule**

*Note: Syllabus is tentative and subject to change*

1/14-1/16: Class introduction, syllabus overview, beginning concepts overview, Johnson (2006) handout, CCE presentation

1/21: Reading: RWR – Preface and Chapter 1 “The Strange Enigma of Race in Contemporary America


1/30: Reading: RWR – Chapter 4 “The Style of Color Blindness: How to talk Nasty about Minorities without Sounding Racist” and Chapter 5 “I Didn’t get that job Because of a Black Man’: Color-blind Racism’s Racial Stories”

*Suggested: sign up for three service projects for the semester*
<table>
<thead>
<tr>
<th>Date</th>
<th>Reading</th>
</tr>
</thead>
<tbody>
<tr>
<td>2/4</td>
<td>Reading: RWR – Chapter 6 “Peeking Inside the (White) House of Color Blindness: the Significance or Whites’ Segregation” and Chapter 7 “Are all White Refined Archie Bunkers? An Examination of White Racial Progressives” “Wage” Class Activity</td>
</tr>
<tr>
<td>2/11</td>
<td>Reading: Chapter 10 “Race Matters in Obamerica: the Sweet (but Deadly) Enchantment of Color Blindness in Black Face” and RWR – Chapter 11 “‘The (Color-Blind) Emperor has no Clothes’: Exposing the Whiteness of Color Blindness”</td>
</tr>
<tr>
<td>2/13</td>
<td>Exam Review</td>
</tr>
<tr>
<td>2/18</td>
<td>Reading: TFR – Preface and Chapter 1 “Contemporary Racial Events: an Overview” “Matrix of Domination” Class Activity</td>
</tr>
<tr>
<td>2/20</td>
<td>Reading: TFR – Chapter 2 “The Frontstage”</td>
</tr>
<tr>
<td>2/25</td>
<td>Reading: TFR – Chapter 3 “The Backstage”</td>
</tr>
<tr>
<td>2/27</td>
<td>Reading: TFR – Chapter 4 “Backstage, Near the Front”</td>
</tr>
<tr>
<td></td>
<td>Instructor at Conference, tentative class cancellation</td>
</tr>
<tr>
<td>3/4</td>
<td>Chapter 5 “Fluid Boundaries, Slippery Regions” and Chapter 6 “Observing Racial Discrimination”</td>
</tr>
<tr>
<td></td>
<td>Movie: Race, the Power of an Illusion, Part 2</td>
</tr>
<tr>
<td></td>
<td>Hand out Exam #2</td>
</tr>
<tr>
<td>3/6</td>
<td>Chapter 7 “The Continuing Significance of Racism: Reprise and Conclusion In-class review of TFR and finish Race, the Power of an Illusion, Part 2</td>
</tr>
<tr>
<td>3/11</td>
<td>Movie: Secrets of the SAT</td>
</tr>
<tr>
<td>3/13</td>
<td>Finish Secrets of the SAT, Reflection</td>
</tr>
<tr>
<td></td>
<td>Exam #2 DUE</td>
</tr>
<tr>
<td>3/17-3/21</td>
<td>University Holiday – Spring Break</td>
</tr>
<tr>
<td>3/25</td>
<td>Reading: DRD – Chapter 1 “Overlooked Illegal Markets: Dealing Dope, College Style” “Race to the Bottom” Class Activity</td>
</tr>
</tbody>
</table>


4/3: Reading: DRD – Chapter 4 “The Emerging Market: Peddling Prescription Drugs”
Movie: *Race, the Power of an Illusion*, Part 3

4/8: Reading: DRD – Chapter 5 “How Student Dealers Rationalize Crime: Mental Gymnastics”

4/10: Reading: DRD – Chapter 6 “Perceived and Actual Risks for College Drug Dealers: Un-Risky Business”

4/15: Reading: DRD – Chapter 7 “Conclusions and Epilogue: No Dreams Deferred”

4/17: In-class review of DRD
Hand out Reflection Paper Rubric/Guidelines

4/22-4/24: Movie: *The War on Drugs: the Prison Industrial Complex* and wrap-up

4/29: In-class discussion of service projects from the semester

5/1: Final class activities, wrap-up, and thoughts

Finals Week: Reflection paper due in instructor’s mailbox by 5:00 on Friday