

CES 201: FOUNDATIONS OF COMPARATIVE ETHNIC STUDIES
FALL 2013 – TTH 10:35-11:50 A.M. – CUE 409
3 CREDITS

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

Office Hours: T 9:00 a.m.-10:00 a.m., 3:00 p.m.-4:00 p.m., and by appointment

Color is not a human or a personal reality; it is a political reality.
James Baldwin

No person is your friend who demands your silence, or denies you the right to grow.
Alice Walker

There is no escape from our interracial interdependence, yet enforced racial hierarchy dooms us as a nation to collective paranoia and hysteria – the unmaking of any democratic order.
Cornel West

Course Description:

This course is designed as a rigorous immersion in various theories, methods, and debates within the discipline of Ethnic Studies for Comparative Ethnic Studies majors and minors on which they will continue to build and sharpen their critical thinking skills within the discipline and familiarity with the field. This course is also open to non-majors who want to do this kind of work and are prepared for dedicated participation. The course will require a considerable amount of work in a relatively short period of time. If you plan to take it, please be prepared to devote a significant amount of time and energy to this class.

The class is organized to provide students with an analytic framework for understanding: 1) the persistence of racism, 2) the interrelatedness of social positions within race, class, gender, and sexual orientation as it shapes different spaces of knowledge, and 3) the place, significance, and complexities of the field of Ethnic Studies. To accomplish this we will be reading a common literature and creating common conceptual language and categories for understanding racism, primarily. We will explore various approaches that purport to explain the origins and functions of white racism in American society in order to assess the practical and political implications that follow from and influence each approach. We will look at assumptions underlying each

approach, investigate the strategic and political implications that follow from them, and ask what kinds of practice they contain and promote.

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.

Required Texts:

- Alim, H. Samy and Geneva Smitherman. Articulate While Black. [ALIM below]
- Bonilla-Silva, Eduardo. Racism Without Racists. [BONILLA-SILVA below]
- Feagin, Joe. The White Racial Frame. [FEAGIN below]
- Golash-Boza, Tanya. Immigration Nation. [GOLASH-BOZA below]
- Perry, Imani. More Beautiful and More Terrible. [PERRY 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.

Please 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.

Note #1: As this is a foundational course for majors and minors, the reading load is heavy and the pace fast. 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. Please plan and prepare accordingly.

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. 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, 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 a course text or film, in which case the quote should be properly cited to determine its origin.

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."

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 manner. 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.** Consistent tardiness will result in the lowering of your overall grade by one-half of a grade (e.g. a B would become a B-). 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.**

• **PARTICIPATION (10% 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.

- **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.**

- **CURRENT EVENT ANALYSES (15% OF FINAL GRADE)**

Beginning with the class on TUESDAY, SEPTEMBER 3, students will turn in a current event analysis each Tuesday. Considering the various theoretical, critical, historic, and/or cultural aspects of the preceding week's reading, students will choose a current event (the event has to have occurred in the past month) and provide a critical racial analysis of it. The analyses **MUST** use specific ideas, themes, and examples from the preceding week's reading. The essay **MUST** be **typewritten, 1-page, single-spaced.** (Any essay less than 1-page will automatically be marked down a whole grade.) A print out of the current event from the source from which the student has learned of the event **MUST** be attached to the essay. (Any essay turned in without a source print out attached will automatically be marked down by a half grade.) Each week, 2-3 students will be chosen randomly to briefly present their events and analyses to the class. All essays will be due each Tuesday unless otherwise announced.

- **FACILITATION OF CLASS READINGS (20% of final grade)**

During the second week of class you will be able to sign up to present one of the days' readings during the term. **THE SIGN UP SHEET WILL BE AVAILABLE OUTSIDE THE PROFESSOR'S OFFICE (Wilson 121) FOR ONE WEEK BEGINNING MONDAY, AUGUST 26.** If you have not signed up during that period you will be assigned a reading from the remaining spots.

During the semester each student will be responsible for presenting part of the day's reading, including the topics, themes, issues, and ideas found in the day's respective chapter(s). Your presentation should also include: 1) your critical analysis of the day's reading, and 2) **TWO** discussion questions for the class about the day's readings. You will be responsible for facilitating the class responses to your discussion questions. You will have up to 15-minutes for your facilitation. On the day of your facilitation you will be required to submit a **typed, 1-2 page, single-spaced summary** of your presentation,

including a brief summary of the part of the reading on which you are presenting, and a more developed discussion of your analysis and questions about the reading. **10% of your grade will be an evaluation of your facilitation. 10% of your grade will be an evaluation of your written summary.**

You are encouraged to be creative and innovative in your discussion facilitation. Visual aids, powerpoint presentations, music, film clips, handouts, etc. are all useful and engaging ways to approach facilitation. Remember that you are trying to achieve a deeper, critical, and more practical understanding of the ideas presented in the readings for both yourselves and everyone else in the classroom community. Straight, more “traditional” presentations, are also perfectly legitimate. You must decide which format you believe to be the most productive approach to unpacking dense theories and ideas. Regardless of how you choose to frame your facilitation, please take the ideas and the assignment seriously.

• **MIDTERM EXAM (15% OF FINAL GRADE)**

There will be **ONE (1)** in-class midterm exam. The exam will be made up alternately of identifications, short essay questions and 1 critical reflective question. The questions will be based on material from course readings and discussions. **PLEASE BRING BLUEBOOK(S)**

• **FINAL PROJECT – AUTOETHNOGRAPHY (35% OF FINAL GRADE)**

For the final project students will produce an autoethnography of racial experience. As defined by Ellis, Adams, and Bochner, “Autoethnography is an approach to research and writing that seeks to describe and systematically analyze personal experience in order to understand cultural experience. This approach challenges canonical ways of doing research and representing others and treats research as a political, socially-just and socially-conscious act. A researcher uses tenets of autobiography and ethnography to do and write autoethnography. Thus, as a method, autoethnography is both process and product.”¹

For your autoethnography you will be asked to critically consider and analyze **EIGHT** different areas drawing from the course readings and discussions to direct your analysis. The eight areas are:

1. Popular culture
2. Advertising
3. Social media
4. News media
5. Friend or family member interview
6. Social interaction
7. University interaction
8. Literature

For each of the areas you will choose **ONE** example from each that you encounter throughout the term, or that you may have encountered in the past that has had a lasting effect on you. We will discuss both the approach to the analysis, as well as each of the areas more in-depthly on the second day of class. I encourage you to begin your work on the final project as soon as possible as it is involved and will require a good

¹ Taken from “Autoethnography: An Overview.” *FQS*, Volume 12, No. 1, Art. 10 – January 2011

deal of time and energy to do well.

The discussion of each area should be 2-3 typewritten pages and should include a brief contextualizing summary of the example you have chosen followed by the critical analysis where you draw from and reference ideas from course readings and discussions. In other words, these ARE NOT opinion papers. You are critically analyzing the racial relevance and impact of each of these examples as they paint a picture of racialized culture in the United States, and you need to demonstrate your understanding of critical theories of ethnic studies by using the ideas in our course texts to guide your analyses. The heading for each analysis must adhere to the following model:

1. Popular Culture (or whichever area you are discussing)

[The name/title/identifying description (e.g. for university interaction this may be "Sitting in lecture for Anthropology 200")]

Summary: (Here is where you will briefly summarize your example. Your summary can include any information that you feel is important to understanding your analysis. It can include: reasons why you chose this example; dates of an event; locations; your relationships to people in the interaction; plot and characters for literature and pop culture; audiences for pop culture, social media, news media, advertising, literature; or any other information you think is relevant. Your summary should be no longer than 1 page, and no shorter than ¼ of a page.)

Analysis: (Here is where you will offer a reading of your example that critically analyzes the ways in which race operates in your example. In your analysis you are required to bring in ideas from the scholars of the course readings to make your argument. And while you may bring in some personal impressions and insight into how this example made you understand your own relationship to race, this is NOT a personal reflection; it is an intellectual discussion about the implications of race on the multiplicity of experiences in your everyday life. Your analysis should be no longer than 2 pages, and no shorter than 1 page.)

The final, or ninth, part of your autoethnography is an **overall analysis and conclusion** of what all of your examples taken together say about the impact of race in the United States. In other words, how does your experience with these facets of the world reflect bigger ways in which race shapes American life. Again, like each of your individual analyses, this overall analysis needs to incorporate the work of the scholars from the course texts. Your overall analysis and conclusion should be no longer than 4 pages, and no shorter than 3 pages.

NO LATE FINAL PROJECTS WILL BE ACCEPTED. NO EXCEPTIONS.

Your project will be evaluated on the following criteria:

- **Following Directions**
- **Argument**

- Originality
- Quality of Project
- Inclusion of course material
- EFFORT

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:**

Papers chosen from the Critical Response Portfolio for evaluation will be evaluated on a 20-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, style and grammar, and insight. The specific criteria grading scale are as follows:

Content (10 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 (5 points) The main question here is whether your paper is clear and can be read by a neutral person.

Style and Grammar (5 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 93-90=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.
89-87=B+ 86-83=B 82-80=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.
79-77=C+ 76-73=C 72-70=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.
69-67=D+ 66-60=D 59-0=F	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.

- **Late Work Policy:**

- If you have an **individual oral presentation** due and you must miss it, you are

expected to notify me **BEFORE** class begins so that we may work out the possibility of an alternative time for your presentation. If you do not notify me before class in order to work out an alternative, you will receive a zero grade for your presentation and will not have an opportunity to make it up.

- 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 FOR ANY ONE ASSIGNMENT.**

- 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 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.

You are expected to practice the highest possible standards of academic integrity. Any deviation from this expectation will result in a minimum of your failing the assignment, a possible failing grade in the course, and may result in additional, more severe disciplinary measures. This includes improper citation of sources, using another student's work, and any other form of academic misrepresentation. When in doubt on collaboration, citation, or any issue, please contact me before embarking on a perilous path. For further information, the standards of Conduct for Students can be found at <http://conduct.wsu.edu>.

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.***

- **Midterm Grades**

In the cases where students require an official midterm grade submission (NOT periodic progress reports) the grading option that will be used will be the "C or F grade only" where the C and F are defined as follows: A C midterm grade is given to any student who is making satisfactory progress. An F midterm grade is given to any student whose progress is not acceptable and who needs to discuss his/her progress with the instructor. The assessment should not be interpreted as a formal grade, but rather as an indication of the student's progress to date. Midterm grades are advisory and do not appear on the student's permanent record, the WSU transcript.

- **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 most recent MIDTERM EXAM GRADE.**
- **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 accommdation.**

- 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.

- **Netiquette²**

You should consider your university classes as professionalization experiences for your future professional endeavors. As such, I expect you to observe the following proprieties in your email messages, as you would with any professional colleague:

- Emails must have a specific salutation: “Dear Dr. Guerrero”/“Dear Professor Guerrero,” or “Good Morning/Afternoon/Evening Professor Guerrero,” or “Professor Guerrero”/“Dr. Guerrero” are all appropriate and acceptable ways to begin an email.” “Hi,” “Hey,” “Ms./Mrs. Guerrero” or no salutation at all, while fitting for friends or informal acquaintances, are not acceptable, and are inappropriate ways to begin an email to me, and I may or may not respond to emails that lack these minimal aspects of professional courtesy.
- Emails must close with a signature (“Sincerely,” “Thank you,” etc.)
- Emails should be grammatically correct, clear, and *concise*. In other words, texting language is inappropriate, and if your question/request is so involved that you must write several long paragraphs then you should come talk to me in person during my office hours.
- Emails should not be sent to request info you can get elsewhere with minimal effort (e.g., my office hours, office location, phone number, due dates, etc. All of these things are listed on the syllabus. I will not respond to such emails.)
- Assume that your response will come within 24 hours; if it hasn’t come by then, do feel free to remind me of your message.
- If you have a complaint or concern about something, you should always come to see me about it in person. Email is not an appropriate forum for anything

² Taken from syllabus of Dr. Shanté Paradigm Smalls,
<http://hiphopgendersexuality2012.tumblr.com/syllabus>

- important enough to be dealt with in an extended conversation, or for a discussion in which email, because it can't convey tone, might allow for misinterpretation.
- Please don't email me to ask if I will be in office hours. Unless I have specifically stated in class that I won't be there, I will always be available during office hours on a drop-in basis or by appointment.

[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 policies 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 20: **Course Introduction**

THU AUG 22: • **What is Ethnic Studies? Why Ethnic Studies?**
• **Discussion of final project**

TUE AUG 27: **The White Racial Frame**
Read **FEAGIN:** Chapters 1 and 2

THU AUG 29: **The White Racial Frame**
Read **FEAGIN:** Chapters 3 and 4

TUE SEP 3: **The White Racial Frame**
Read **FEAGIN:** Chapters 5 and 6

THU SEP 5: **The White Racial Frame**
Read **FEAGIN:** Chapters 7 and 8

TUE SEP 10: **The White Racial Frame**
Read **FEAGIN:** Chapter 9

THU SEP 12: **Racism Without Racists**
Read **BONILLA-SILVA:** Preface and Chapters 1 and 2

TUE SEP 17: **Racism Without Racists**

Read **BONILLA-SILVA:** Chapters 3 and 4

THU SEP 19: **NO CLASS – Final Project Work Day**

TUE SEP 24: **Racism Without Racists**
Read **BONILLA-SILVA:** Chapters 5, 6, and 7

THU SEP 26: **NO CLASS – Final Project Work Day**

TUE OCT 1: **Racism Without Racists**
Read **BONILLA-SILVA:** Chapters 8 and 9

THU OCT 3: **Racism Without Racists**
Read **BONILLA-SILVA:** Chapters 10 and 11

TUE OCT 8: **MIDTERM – IN CLASS (bring bluebooks)**

THU OCT 10: **More Beautiful and More Terrible**
Read **PERRY:** Preface, Introduction, Chapters 1 and 2

TUE OCT 15: **More Beautiful and More Terrible**
Read **PERRY:** Chapters 3 and 4

THU OCT 17: **More Beautiful and More Terrible**
Read **PERRY:** Chapters 5 and 6

TUE OCT 22: **More Beautiful and More Terrible**
Read **PERRY:** Chapter 7 and Conclusion

THU OCT 24: **Immigration Nation**
Read **GOLASH-BOZA:** Introduction and Chapter 1

TUE OCT 29: **Immigration Nation**
Read **GOLASH-BOZA:** Chapter 2

THU OCT 31: **NO CLASS – Final Project Work Day**

TUE NOV 5: Immigration Nation
Read **GOLASH-BOZA:** Chapters 3 and 4

THU NOV 7: Immigration Nation
Read **GOLASH-BOZA:** Chapter 5 and Conclusion

TUE NOV 12: Articulate While Black
Read **ALIM:** Foreword and Chapter 1

THU NOV 14: Articulate While Black
Read **ALIM:** Chapters 2 and 3

TUE NOV 19: Articulate While Black
Read **ALIM:** Chapters 4 and 5

THU NOV 21: **NO CLASS – Final Project Work Day**

TUE NOV 26: **THANKSGIVING BREAK – NO CLASS**

THU NOV 28: **THANKSGIVING BREAK – NO CLASS**

TUE DEC 3: Articulate While Black
Read **ALIM:** Chapter 6

THU DEC 5: **Course wrap-up, final thoughts, and course evaluations**

FINAL PROJECT DUE:

WEDNESDAY, DECEMBER 11 BY 4 P.M. in the professor's mailbox in Wilson-Short Hall, 111. NO LATE PROJECTS WILL BE ACCEPTED.

WSU AND COURSE LEARNING OUTCOMES, CLASS SESSIONS, AND COURSE ASSIGNMENTS:

Learning Goals:	At the end of this course students should be able to:	Course topics and dates that advance these learning goals:	This objective will be assessed primarily by:
LG1	Understand ethnic studies as an interdisciplinary and comparative field of study WSU Learning Goals: Diversity Critical and creative thinking Communication	8/20-12/3 (topics: ethnic studies, race, racism, white racial framing, colorblind racism, neoliberalism)	Current event analyses; facilitation of course readings; in-class activities; final project
LG2	Recognize and analyze the ways in which theoretical concepts of race, racism, and racialization are manifested in politico-economic structures, social institutions, and everyday life WSU Learning Goals: Diversity Critical and creative thinking Communication	8/20-12/3 (topics: ethnic studies, race, racism, white racial framing, colorblind racism, neoliberalism)	Current event analyses; facilitation of course readings; in-class activities; final project; midterm exam
LG3	Develop understandings of the intersections of race/ethnic, gender, class, and other dimensions of inequality and the implications of a commitment to attention to these intersections. WSU Learning Goals: Diversity Critical and creative thinking Communication	8/20-12/3 (topics: ethnic studies, race, racism, white racial framing, colorblind racism, neoliberalism)	Current event analyses; facilitation of course readings; in-class activities; final project; midterm exam
LG4	Define and analyze problems; synthesize ideas,	8/20-12/3 (topics: ethnic studies, race,	Current event analyses; final

	<p>evidence, arguments, and knowledge to innovatively produce original analysis, ideas, and solutions.</p> <p>WSU Learning Goals: Diversity Critical and creative thinking Communication Information literacy</p>	racism, white racial framing, colorblind racism, neoliberalism)	project
LG5	<p>Determine information needed, access information efficiently, and use information effectively, especially in course assignments.</p> <p>WSU Learning Goals: Diversity Critical and creative thinking Communication Information literacy</p>	8/20-12/3	Current event analyses; facilitation of course readings; final project
LG6	<p>Develop and sharpen critical communication and writing skills through informal and formal contributions to class discussions and writing assignments.</p> <p>WSU Learning Goals: Diversity Critical and creative thinking Communication Information literacy</p>	8/20-12/3	Current event analyses; facilitation of course readings; in-class activities; final project; midterm exam