

**Introduction to Comparative Ethnic Studies Honors**  
**CES 198, Section 01**  
**Spring 2007**  
**T,Th 12:00 noon to 1:15 pm**  
**Todd 320**

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I have a strong feeling of repugnance when I think of the negro being made our political equal and I would be glad if they could be colonized, sent to heaven, or got rid of in any decent way.

—U.S. President James A. Garfield, 1865. Taken from *Understanding Prejudice and Discrimination* by Scott Plous.

As a race and in the mass [the Negroes] are altogether inferior to the whites.

—U.S. President Theodore Roosevelt, 1906. Taken from *Understanding Prejudice and Discrimination* by Scott Plous.

America, which leads all other countries in the strong counter-movement, has least of all had reason for the protest. The American people were the first to draw practical political consequences from the differentiation of races.

—Adolf Hitler, responding to American protests against anti-Semitic German policies, New York Times, April 7, 1933. Taken from *Understanding Prejudice and Discrimination* by Scott Plous.

[W]hen I was born I inherited my family and all that came with it. I also inherited my nation and all that cam with that. And I inherited my “race” and all that came with that too; and in all three cases, the inheritance was far from inconsequential.

—Tim Wise in *White Like Me*

## **COURSE DESCRIPTION AND OBJECTIVES:**

Introduction to Comparative Ethnic Studies, Honors (CES 198) provides an overview of race and ethnic relations in the United States embedded within the broader structure of culture and social institutions. More specifically, it introduces students to the interconnections between race, ethnicity, the economy, and culture in US society. Borrowing from several disciplines, we will take a look at historical developments in race and economic relations in the US, in an attempt to understand our current state of affairs involving racial inequality and contemporary expressions of racism. Indeed, this course aims at developing an understanding of the ways in which historical constructions of race and ethnicity have played key roles in the formation and development of racial differences and racial and economic inequality in our contemporary society. Though we will discuss specific ethnic and racial groups at times, the overall focus will be the ample context connecting ethnic and racial groups to a shared history of racialization with present-day relevance.

**REQUIRED TEXTS:** (Books are available at Crimson and Grey)

WLM Wise, Tim. 2005. *White like Me: Reflections on Race from a Privileged Son.* New York: Soft Skull Press.

UPD Plous Scott (ed). 2003. *Understanding Prejudice and Discrimination.* Boston: McGraw Hill.

**Note: Having access to the books is crucial. In order to be able to succeed in this class, you need the books. There is no way around it. And, given the world of hyper-connectivity we live in, “The Bookie ran out of books” is not an excuse to not have your books.**

**COURSE REQUIREMENTS:****Class Attendance and Participation:**

Attendance in this class is **required** and **valuable**. Since class will consistently entail a lecture as well as a discussion, I will expect you to come to class having completed all the readings assigned for that day and to engage with the material in class. I will be looking for quality in your contributions to class discussion. It is also to your advantage to listen closely to the lecture and to respond thoughtfully and respectfully to the topic, to your instructor, and to your peers. Taking notes during lectures and films is highly recommended, since I'll expect you to apply key concepts and terms discussed in them in your reading reflections and to show your understanding of them in your exams.

You are allowed up to **two absences** (excused or otherwise). **Every additional absence will reduce your final attendance score by 10 points.** Only approved and documented university excuses will be accepted (for athletes, this means forms from the Athletic Dept. handed in **before** the absence; for serious illness or family emergency, this means a phone call to your instructor **before** class and followed up with a note from Student Health or your family doctor). Finally, disruptive behavior will make you lose points for participation. The followings are examples of disruptive behavior: (1) arriving late to class and/or leaving early, (2) talking to classmates during lecture, (3) reading the newspaper, (4) playing with your laptop computer, etc. If you engage in any of those behaviors during class (or in any other behavior that I deem disruptive), you will lose points from attendance and participation at my discretion and without any warning. Attendance and participation will be worth a total of **140 points**.

**Exams:**

There will be two examinations. The two exams will be comprised of three parts: (1) definitions (I provide the concept and you define it); (2) short answers; and (3) a longer essay response. All three parts are designed to test your comprehension of and ability to apply the information from class lectures, assigned readings, and films. Each exam will be worth 150 points, for a combined total of **300 points**.

### **Reading Reflections:**

You are required to keep typed “reflections” of the readings. In order to get full credit, each entry must be prefaced with the following information: your name, date, title of reading, title of the book, pages, and entry number. For instance, the first entry for January 16 should have the following info:

Name  
1/16/07  
“Who is Black: One Nation’s Definition”  
**Understanding Prejudice and Discrimination**  
Pp. 49-61  
Entry #1

Each entry should include two paragraphs: one including a summary of the readings, and another paragraph including an analysis. The analysis may be theoretical, social and/or political (any personal “feelings” or “ideas” must be backed with information from the reading). **I will collect the reflections everyday in class.** At the end of each week I will grade two random entries from the readings for that time period (note that you will usually have more than 2 entries per week). Each entry will be worth 15 points ( $X 2 = 30$  points a week) for a total of **360 points** (12 weeks) at the end of the semester.

**Note: The reading reflections will be collected in class. If you miss class one day and I choose to grade the entries from that day, you will lose your points for that day’s reading reflection.**

**Note 2: I will not accept late reading reflections, nor will I accept reflections brought to my office, sent over e-mail, or left in my mail box.**

**Note 3: Although I will only grade two reading reflections, I will deduct points for every missing entry (even if the one/ones you are missing is/are not one of the randomly chosen ones). That is to say, in order to get full credit on the two random entries I select to grade that week, you must turn in an entry for every reading assigned for that week.**

### **Presentations:**

During the last two weeks of class you will be presenting on a topic related to the ones covered in class during the semester or on a topic that was not covered in class but which is still relevant to Comparative Ethnic Studies as a discipline. You are free to choose the topic, though you should “OK” it with me before researching it. Also, if you choose a topic discussed in class, you must expand on the topic, and not limit yourself to merely “reciting” what the readings said, and/or what was discussed in class. Presentations will be worth a total of 200 points of your final score based on the following criteria: Instructor’s evaluation of your research and contribution to the topic (100 points), peer evaluation (50 points), and attendance to all four days of presentations (50 points). Should you miss one day of the presentations, you **will lose all attendance and peer evaluation points (a total of 100 points)**. Again, the presentation will be worth a total of **200 points**.

## **COURSE POLICIES:**

### **Cellular Phones and other Communication Devices:**

Turn your cell phones and communication devices off before coming to class (that includes laptop computers, blackberries and any other electronic device utilized to communicate with the world outside our classroom). The world can survive without getting a hold of you for an hour and fifteen minutes. Trust me, it will be ok. If, for a reason I cannot fathom at this point, you forget to neutralize your communication device, and it does go off, you will annoy the heck out of me, and will have the option of (1) turning it off immediately, or (2) handing it to me and letting me answer it. You will take full responsibility for what happens when/if you allow me to answer your phone. If your device goes off more than once during the semester, I will deduct points (at my discretion and without notifying you) from your attendance and participation points. I may also ask you to leave the classroom.

### **Academic Etiquette Policy:**

Class will begin promptly at 12:00 noon. Arriving late and leaving early is not tolerable; if you have class, job, or childcare conflicts, please talk to me as soon as possible. Do not attempt to carry on private conversations with other students during lectures or discussions. I also require that guest speakers be treated with respect, courtesy, and your complete attention. Finally, toleration for diverse opinions voiced in class is essential, and I expect all students to treat each other respectfully. In order for us to learn from each other, we have to allow each other to make mistakes, and/or to offer unpopular positions for debate. Name calling and other forms of verbal harassment will not be tolerated and will result in either the student being asked to leave the class and/or in receiving penalty points at my discretion.

### **Disability Accommodation:**

Reasonable accommodations are available for students with a documented disability. Please go to the Disability Resource Center (DRC) during the first two weeks of every semester to seek information or to qualify for accommodations. All accommodations MUST be approved through the DRC, located in the Administration Annex Bldg, Room 205. To make an appointment with a disability counselor, please call 335-3417.

### **Academic Integrity Policy:**

Plagiarism or cheating of any kind on any assignment or exam will not be tolerated and will result in a failing grade in the course. (See the WSU Student Handbook, WAC 504-25-015 ACADEMIC DISHONESTY). **In all instances, you must do your own work.** There is no excuse for plagiarism, or for submitting another's work, ideas, or wording as your own. There is a difference between plagiarism and collaboration. Plagiarism is the act of using another person's words or work without giving them credit for it. On the other hand, collaboration, for purposes of this class, is the act of discussing ideas with classmates, debating issues, examining readings from the class together so that **each of you arrives at your own independent thought.** Collaboration in this class is encouraged. If you are at any time unclear about what constitutes plagiarism or cheating, contact me and we can talk about it. Better safe than sorry!

### **Last but Not Least (or the “How is that my problem” clause):**

I am a pretty busy person, and as a professor, my role this semester is to teach you about race and race relations and to generally prepare you for the professional world. I feel the need to warn you, then, that often times I will have a standard response to many of your requests or “conflicts.” The response will usually be a variation of: “How is that my problem?” For instance, if you tell me that your parents are going on a vacation to Cancún during the week we are having the midterm exam, and they want you to come along (and already bought your tickets), I will ask you: How is that my problem? Similarly, if your best friend is getting married

in California and you want to go to the wedding the day of your final presentation: How in the world is that my problem? Or, if your roommate/friend needs a ride to the Spokane airport and you decide to take him and miss class: not my problem! Thus, before you raise any issue with me, understand that your personal matters should bear no effect on me or on how this class is conducted. It is your responsibility to conform to and abide by the schedule and the syllabus. Ultimately, you need to keep in mind that if you decide to bask under the Mexican sun, or eat wedding cake in “sunny California,” or go to Spokane during class time, the activity will come with a cost to your grade. It is ultimately up to you to make your own decisions, but decisions, even in college, have consequences attached to them. Keep that in mind.

## SPRING 2007 SCHEDULE

**NOTE 1:** Though I will try to remain as faithful as possible to this syllabus, I reserve the right to make changes. These will be announced in advance.

**NOTE 2:** This syllabus tells you the dates by which you need to have the material read.

TUE JAN 09: **Introduction to the Course.**

Note: Read your syllabus carefully today.

THU JAN 11: **Social Construction of Race and Key Concepts**

Film: *Race: The Power of an Illusion (The Difference Between Us)*

TUE JAN 16: **Social Construction of Race (cont.)**

Read “Who is Black? One Nation’s Definition” (pp.49-61) by Davis in UPD.

Film: *Race: The Power of an Illusion (The Difference Between Us)*

THU JAN 18: **Prejudice, Stereotyping and Discrimination**

Read “The Psychology of Prejudice” by Plous (pp. 3-48), and “Prejudice as a Generalized Attitude” (pp. 444-445) by Allport in UPD.

TUE JAN 23: **Stigma(tization)**

Read “Race and the Schooling of Black Americans” (pp. 98-107) by Steele, and “The Stereotype Trap,” (pp. 108-110) by Begley in UPD.

Film *Blue Eyed*

THU JAN 25: **Historical Racism**

Read Pp. 122-133 in UPD.

Film *Race: The Power of an Illusion (The Story we Tell)*

TUE JAN 30: **Historical Racism (cont.)**

Read “The Use of Blacks for Medical Experimentation and Demonstration in the Old South” (pp. 134-139) by Savitt, and pp. 140-143 in UPD.

Film *The Couple in a Cage*

THU FEB 01: **Born to Belonging**

Read “Preface” and “Born to Belonging” (pp. vii-14) in WLM.

TUE FEB 06: **Privilege**

Read “Privilege” (15-59) in WLM, and “White Privilege” by McIntosh and P. 196 in UPD.

THU FEB 08: **Resistance**

Read “Resistance” (pp. 61- 99) in WLM.

TUE FEB 13: **Collaboration**  
 Read “Collaboration” (pp. 101-118) in WLM.

THU FEB 15: **Loss**  
 Read “Loss” (pp. 119-150) in WLM.

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TUE FEB 20: **EXAM #1**

THU FEB 22: **Library Day**

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TUE FEB 27: **Racism in Context: the Civil Rights Movement in the 1960s**  
 Read “Coming of Age in Mississippi” by Moody (pp. 144-147) and “Martin Luther King Explains Nonviolent Resistance” (pp. 500-501) in UPD.  
 Video clip *The 60s*  
 Video clip *I Have a Dream*

THU MAR 01: **Racism in Context: Race as a Reason for...**  
 Read “Service with a Sneer” (pp. 183-190) by Kohn, “Once Appalled by Race Profiling Many Find Themselves Doing It” (pp. 174-176) by Verhovek, “American Opinion in the Month After...” (p. 177), and “Race to Incarcerate” (pp. 178-181) by Mauer in UPD.  
 Video *True Colors*  
 Video clips Rodney King incident

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TUE MAR 06: **Racism in Context: The Issue of Immigration**  
 Read Five Myths about Immigration (pp 167-169) and in UPD.

THU MAR 08: **Racism: The Case of American Indians**  
 Read “Let’s Spread the Fun Around” (pp. 360-363) by Churchill and “Battle Rages over a 5-letter Four-Letter Word” (pp. 366-373) by Schmitt in UPD.  
 Documentary *In Whose Honor*

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TUE MAR 13: **Spring Break**

THU MAR 15: **Spring Break**

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TUE MAR 20: **Racism: Technology as a tool for Individual Prejudice and Institutional Expressions of Discrimination**  
 Read “A Computer Diagnosis of Prejudice” by Goode (p. 182), “The American Concentration Camps” (pp. 149-158) by Okamura, and pp. 159-164 in UPD.

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THU MAR 22: **Antisemitism**  
Read “The Destruction of the European Jew” (pp. 283-285) by Hilberg, “Anti-Semitism in America” (pp. 294-301) by Dinnerstein, “While Six Million Died” (pp. 304-311) by Morse, and also (pp.275-282) and (pp.289-293) in UPD.

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TUE MAR 27: **Where Race and Gender Intersect**  
Read “Male Epithets for Ethnic Women in Historical American Slang” (pp. 249-253) in UPD.

THU MAR 29: **The Question of Affirmative Action**  
Read “Reflections of Affirmative Action Goals in Psychology Admissions” (pp. 197-202), “Ten Myths about Affirmative Action” (pp.206-212) by Plous in UPD.  
Documentary *Secrets of the SAT*

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TUE APR 03: **Empathy, Race and Race Relations**  
Read “The Role of Empathy in Improving Race Relations” (pp. 481-489) in UPD.  
Group Exercise “What about Our Planet?”

THU APR 05: **Social Change and Justice**  
Read “Redemption” (pp. 151-155) in WLM, and “The Challenge of Aversive Racism” (pp. 491-499) by Gaetner et.al. in UPD.

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TUE APR 10: **Student/Teacher Conference Day**

THU APR 12: **EXAM #2**

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TUE APR 17: **Presentations: Group 1 and 2**

THU APR 19: **Presentations: Group 3 and 4**

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TUE APR 24: **Presentations: Group 5 and 6**

THU APR 26: **Presentations: Group 7 and 8**

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

**1<sup>st</sup> EXAM (150 PTS )**

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**2<sup>nd</sup> EXAM (150 PTS)**

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**READING REFLECTIONS (360 PTS)**

#1	_____	#7	_____
#2	_____	#8	_____
#3	_____	#9	_____
#4	_____	#10	_____
#5	_____	#11	_____
#6	_____	#12	_____

**Total for REFLECTION Entries**

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**FINAL PRESENTATION (200 PTS)**

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**ATTENDANCE (140 PTS)**

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**Extra Credit (if any):**

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**ATTENDANCE POLICY: SUBTRACT 10 POINTS/CLASS AFTER 2 ABSENCES:**

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**Total points accumulated**

\_\_\_\_\_

**FINAL GRADING SCALE**

A	950 points and above	C+	770-799 (77-79%)
A-	900-949 (90-94%)	C	740-769 (74-76%)
B+	870-899 (87-89%)	C-	700-739 (70-73%)
B	840-869 (84-86%)	D+	670-699 (67-69%)
B-	800-839 (80-83%)	D	600-669 (60-63%)
		F	599 and below