Professor: Carmen R. Lugo-Lugo, Ph.D.
Office: Wilson-Short Hall 116
Office Hours: M, W 9:00 am to 10:15 am and by appointment
Phone number: 335-2889
Electronic address: clugo@wsu.edu

[W]hen I was born I inherited my family and all that came with it. I also inherited my nation and all that came 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

The anti-minority feelings in the white community that began in the late 1960s as a tropical depression have now become a category 5 hurricane. If we are unable to raise the height of our collective racial levees, the racial waters banging at the outskirts of our damns will flood our communities damaging them permanently.

—Eduardo Bonilla Silva in Racism without Racists

Whiteness was indeed a major and terrible invention, one that solidified white thinking into an extensive and racialized either/or framework and that came to symbolize for whites the “ownership of the earth” and “civilization.”

—Joe R. Feagin in Systemic Racism

“I went to Washington to challenge the soft bigotry of low expectations,” [President Bush] said again in his campaign for reelection in September 2004. “It’s working. It’s making a difference.” It is one of those deadly lies which, by sheer repetition, is at length accepted by large numbers of Americans as, perhaps, a rough approximation of the truth. But it is not the truth, and it is not an innocent misstatement of the facts. It is a devious appeasement of the heartache of the parents of the black and brown and poor and, if it is not forcefully resisted and denounced, it is going to lead our nation even further in a perilous direction.

—Jonathan Kozol in The Shame of the Nation

COURSE DESCRIPTION AND OBJECTIVES:

Foundations of Comparative Ethnic Studies (CES 201) will familiarize students with a number of theoretical frameworks designed to broaden and deepen understandings of race, racism, and institutional processes related to race and ethnic relations within the context of the US. We will study how those institutional processes attach meaning to notions of race and racial difference. We will also examine race as a social construction with real/concrete consequences, as a political idea used to mobilize constituents, and as a legislated phenomenon demarcating the lives of every racialized citizen, which is to say
every citizen, in our society. We will analyze taken-for-granted notions of freedom, democracy, and Americaness within the context of a society deeply embedded within both a history and a current reality of institutional racism and racial inequality.

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

Books:

Two important points about your books:
1. 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” will not constitute an excuse for not having your reading summaries ready when they are due.
2. Make sure you get the edition I specify here (go by the year of publication I am including in the citation). Other editions may not have all the chapters you will need for your summaries. Note that the bookstore will get the edition that is easiest for them to find, and not necessarily the one we will be using in class. If you happen to get a different edition from the one I am assigning, make sure you still have access to the readings/chapters that you need to turn in your reading summaries on time.

COURSE REQUIREMENTS:

Class Attendance and Participation: Attendance in this class is required and valuable. Since class will consistently entail both lecture and discussion, I will expect you to come to class having completed all the readings assigned for that day and willing and eager 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 and participation score by 10 points. Only approved and documented university excuses will be exempted from this rule (for athletes, this means forms from the Athletic Dept. handed in before the absence). 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 **120 points**.

**Note:** I will take attendance every day. If you come to class after I am finished taking attendance, you will be marked as being absent.

**Reading Summaries:** You are required to keep typed summaries of the readings (there will be a total of 44 entries for the semester). The summaries should be between one full paragraph and a page long. 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 (entries are to be numbered consecutively from 1-44). For instance, the first entry, due on Monday, August 30, should have the following info:

Your Name  
08/30/10  
“Preface to the New Edition”  
**White like Me**  
Pp. v-vi  
Entry #1

Each entry should include a full, detailed summary of the reading. I will collect the summaries **everyday in class**. At the end of each week I will grade one random entry from the readings for that time period. The graded entry will be worth up to 15 points for a total of **165 points** (11 weeks) at the end of the semester. Although I will not read and grade the additional entries, they will still be worth 5 points each for a total of **165 points** (33 entries) at the end of the semester. The maximum score for the reading summaries is **330 points**.

✓ What constitutes an entry? If you go to the schedule toward the end of the syllabus, you will notice that I have assigned a number of readings for each day. Each reading is listed numerically and followed by the page numbers and the text where you will find it. Each one of those readings constitutes an entry and must have its own heading. For instance, there are four readings assigned for August 30, which means, on that day at 1:25 pm you must have four entries with you as you walk in the door. Note: you do not need to have each entry on a separate piece of paper. They can appear consecutively as long as each is separated by its proper heading.

✓ The reading summaries will be collected in class. If you miss class one day, you will lose your points for that day’s reading summaries.

I will not accept late reading summaries, nor will I accept reading summaries brought to my office, sent over e-mail, or left in my mail box. Check your printer for ink, your computer for bugs, and your brain for memory ahead of time. Late entries are the equivalent of no entries at all. You may, however, turn in your entries early: you can either bring them to class on the day before they are due, or you can leave them in my box in the CES main office. **I will NOT accept entries on electronic mail (regardless of whether they are early, on time or late).**
Exams: There will be two examinations. The two exams will be comprised of three parts: (1) an objective element (such as definitions, multiple choice, or true or false); (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 200 points, for a combined total of **400 points**.

Final Presentations: During the last two weeks of class you and your classmates 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 that is still relevant to Comparative Ethnic Studies as a discipline. I will assign you to a group at some point during the semester and your group is free to choose the topic for your collaborative presentation, 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, what I said during lecture, and/or what was discussed in class. Presentations will be worth a total of 150 points of your final score based on the following criteria: Instructor’s evaluation of your research and contribution to the topic as well as attendance to (and preparedness during the day set for) student/professor conference prior to the day of the presentation—see schedule (100 points), peer evaluation (25 points), and attendance to all three days of presentations (25 points). Should you miss one day of the presentations, you will lose all attendance and peer evaluation points (a total of **50 points**). Again, the presentation will be worth a total of **150 points**.

COURSE POLICIES:

Academic Etiquette Policy: Class will begin promptly at 1:25 pm. 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. 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 or in having penalty points deducted from your attendance and participation at my discretion.**

Cellular Phones and other Communication/Electronic Devices: Turn your cell phones and communication devices off before coming to class (that includes laptop computers—even if your computer lacks an internet connection, blackberries and any other electronic device utilized to communicate with the world outside our classroom). Of course, iPods and other gadgets used for entertainment are also prohibited. The world can survive without getting a hold of you for an hour and fifteen minutes. And you will also survive without knowing what’s going on outside the classroom for a few minutes. If, for a reason I cannot fathom at this point, you forget to neutralize your communication device, and it does go off during class, 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.
Note: If I catch you “texting” during class, I will confiscate your phone and will make you stand in front of the entire class to share with your classmates why you were texting, who you were texting, and the content of your message. You will also lose points for attendance and participation (see explanation above). Finally, under those circumstances, I reserve the right to keep your phone in my office until one of two things happens: (1) you drop the class, or (2) the semester ends.

Disability Accommodation: 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.

Campus safety plan/emergency information: In the interest of campus safety and emergency procedures, please become familiar with the information available on the following WSU-provided websites: (1) http://safetyplan.wsu.edu (Campus Safety Plan); (2) http://oem.wsu.edu/emergencies (Emergency Management Website); and (3) http://alert.wsu.edu (WSU Alert Site).

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. 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 read WSU's Academic Integrity Policy (WSU Student Handbook, WAC 504-26-202—Acts of Dishonesty and WAC 504-26-010--Definitions). Plagiarism and academic dishonesty, whether intentional or unintentional, may result in a grade of "F" for the assignment in question, or a grade of "F" for the entire course, at my discretion. Should there be any suspicion of plagiarism or any other form of academic dishonesty, I will discuss the situation with you first and then with the Chair of Comparative Ethnic Studies. I will then alert the Office of Student Conduct, which may 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.

A Few Points about Earning your Grade: As you can gather from the detailed syllabus I have provided for you, the only thing you can do to get a passing grade in the class is complete the work assigned in the syllabus on time and without excuses. In order to pass the class (i.e., obtaining at least a C-) you need to do two fundamental things: (1) follow the syllabus, and (2) do the assigned work well. In order to do better (i.e., obtaining at least a B), you need to follow the syllabus and do the assigned work very well. And in order to receive an excellent grade in this class (i.e., at least an A-) you need to follow the syllabus and excel in your work. Thus, it is the quality of your work what will guarantee your grade. What does this all mean? I am basically warning you that the level of effort you put into the class, may not correspond to the quality of your work (which is what ultimately matters in obtaining a grade). That is, sometimes a
person’s best effort grants him/her a C. Thus, note that I will tolerate no drama at the end of the semester about how you “wanted an A in this class” and are actually getting a C- and can I do something to help you “improve your grade.” My standard response to that kind of request will always be: “sorry, but you had an entire semester to work on improving your grade.” Always bear in mind that the grade you obtain in this class will depend entirely on (1) having followed the syllabus, and equally important, (2) the quality of your work.

**Last but Not Least (or the “How is that my problem” 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. 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 Cabo San Lucas during the week we are having an 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/her and miss class: not my problem! Thus, before you raise any issue with me, please 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. You will 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, 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.
# FALL 2010 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.

<table>
<thead>
<tr>
<th>Date</th>
<th>Monday Lesson</th>
<th>Read</th>
<th>Film</th>
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<tbody>
<tr>
<td>MON AUG 23</td>
<td><strong>Introduction to the Course.</strong></td>
<td>Note: Read your syllabus carefully today.</td>
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<tr>
<td>WED AUG 25</td>
<td><strong>Social Construction of Race and Key Concepts</strong></td>
<td>Film: <em>Race: The Power of an Illusion (The Difference Between Us)</em></td>
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<tr>
<td>MON AUG 30</td>
<td><strong>Born to Belonging and Privilege</strong></td>
<td>Read 1. “Preface to the New Edition” (pp. v-vi); 2. “Preface to the First Edition” (pp. vii-xiii); 3. “Born to Belonging” (pp. 1-16); and 4. “Privilege” (pp. v-60) in WLM</td>
<td>Film: <em>Race: The Power of an Illusion (The Difference Between Us)</em></td>
</tr>
<tr>
<td>WED SEP 01</td>
<td><strong>Denial and Resistance</strong></td>
<td>Read 5. “Denial” (pp. 61-88); and 6. “Resistance” (pp. 89-126): in WLM</td>
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<tr>
<td>MON SEP 06</td>
<td>Labor Day—All University Holiday</td>
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<td>WED SEP 08</td>
<td><strong>Collaboration and Loss</strong></td>
<td>Read 7. “Collaboration” (pp. 127-146); and 8. “Loss” (pp. 127-171) in WLM</td>
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<tr>
<td>MON SEP 13</td>
<td><strong>Of Race, Enigmas, and Color Blindness</strong></td>
<td>Film: <em>Race: The Power of an Illusion (The Story we Tell)</em></td>
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<tr>
<td>WED SEP 15</td>
<td><strong>Narratives on Race</strong></td>
<td>Read 11. “The Style of Color Blindness” (pp. 53-73); and 12. “I didn’t Get that Job Because of a Black Man” (pp. 75-101) in RWR.</td>
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<tr>
<td>MON SEP 20</td>
<td><strong>Whiteness and Color Whiteness</strong></td>
<td>Film: <em>Blue Eyed</em></td>
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<td>WED SEP 22</td>
<td><strong>Color Blindness and Color</strong></td>
<td>Read 15. “Are Blacks Color Blind Too?” (pp. 151-176); and 16. “E Pluribus Unum or the Same Old Perfume in a New Bottle?” (pp. 177-205) in RWR.</td>
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<td>MON SEP 27</td>
<td><strong>Answering Questions</strong></td>
<td>Read 17. “Will Racism Disappear in Obamerica?” (pp. 207-259); and 18. “Conclusion” (pp. 261-275) in RWR.</td>
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Film  

*The Color of Fear*

**WED SEP 29:**  
Library Day

**MON OCT 04:**  
EXAM #1

**WED OCT 06:**  
**Systemic Racism**
Read
19. “Systemic Racism” (pp. 1-52); and 
20. “The World of Slavery: Through the Eyes of African Americans” (pp. 53-84) in SR.

**MON OCT 11:**  
**Slavery and Segregation**
Read
21. “The World of Slavery: Through the Eyes of White Americans” (pp. 85-122); and 
22. “Legal Segregation: Through the Eyes of African Americans” (pp. 123-153) in SR.

**WED OCT 13:**  
**Segregation and Contemporary Racism**
Read
23. “Legal Segregation: Through the Eyes of White Americans” (pp. 144-190); 
and 
24. “Contemporary Racial Realities: Through the Eyes of African Americans” (pp. 191-226) in SR.

Film  

*True Colors*

**WED OCT 20:**  
**Schools: A Test Case for Racism**
Read
28. “Introduction” (pp. 1-12); 
29. “Dishonoring the Dead” (pp. 13-38); 
30. “Hitting them Hardest when they Are Small” (pp. 39-62); and 
31. “The Ordering Regime” (pp. 63-87) in SN.

**MON OCT 25:**  
**Schools as Socializing Agents for the Market**
Read
32. “Preparing Minds for Markets” (pp. 89-108); and 
33. “The Road to Rome” (pp. 109-134) in SN.

Film  

*Secrets of the SAT*

**WED OCT 27:**  
**Schools, Racism and Isolation**
Read
34. “A Hardening of Lines” (pp. 135-160); and 
35. “Excluding Beauty” (pp. 161-186) in SN.

**MON NOV 01:**  
**Schools and the American Dream**
Read
36. “False Promises” (pp. 187-214) in SN.

**WED NOV 03:**  
**Schools: Resistance and Response**
Read
37. “Invitation to Resistance” (pp. 215-236); and 
38. “A National Horror Hidden in Plain View” (pp. 237-263) in SN.
MON NOV 08: **Schools: What is at Stake**
Read
39. “Deadly Lies” (pp. 265-284);  
40. “Treasured Places” (pp. 285-300); and  
41. “Epilogue” (pp. 301-317) in SN.

WED NOV 10: **Envisioning and Effecting Change**
Read
42. “Redemption” (173-177) in WLM;  
43. “Epilogue” (pp. 179-191) in WLM; and  
44. “Postscript” (pp. 229-241) in RWR.

MON NOV 15: **Conference with Professor (all members of all groups—no exception)**

WED NOV 17: **EXAM #2**

MON NOV 22: **Thanksgiving Holiday**

WED NOV 24: **Thanksgiving Holiday**

MON NOV 29: **Presentations: Group 1 and 2**

WED DEC 01: **Presentations: Group 3 and 4**

MON DEC 06: **Presentations: Group 5 and 6**

WED DEC 08: **Presentations: Group 7 and 8**
KEEP TRACK OF YOUR CLASS GRADE POINTS BELOW

<table>
<thead>
<tr>
<th>1st EXAM (200 PTS)</th>
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<td>2nd EXAM (200 PTS)</td>
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**READING SUMMARIES (330 PTS)**

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Total for SUMMARIES Entries

**FINAL PRESENTATION (150 PTS)**

**ATTENDANCE (120 PTS)**

Extra Credit (if any):

Total points accumulated

**FINAL GRADING SCALE**

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