

CES 101: Introduction to Comparative Ethnic Studies Fall 2016
Tu/Th, CUE 219, 9:10-10:25, 3 Credits

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Office hours – Tu/Th 10:30-11:50 and by appointment

When we claim to be free of prejudice, perhaps what we are really saying is that we are not hate-mongers. But none of us is completely innocent. Prejudice is an integral part of our socialization, and it is not our fault

Beverly Daniel Tatum, *Getting Real About Race*

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*

When I tell him I like to start fires, he says, “It’s wrong to burn good things. If you want to set fires, you must burn down bad things. Remember, revolution is not about spontaneous combustion. The true revolutionary must set himself aflame”

Zits, from Sherman Alexie’s *Flight*

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, with a heavy focus on race and racism. Beginning with the core tenets of Critical Race Theory (CRT), this course will focus on introducing students to the systemic and institutional forces of oppression and privilege, specifically racial oppression and privilege in the United States. These analyses will also include intersectionality, examining how race and other social categories intersect in a never-ending web. This course also functions to introduce students to core concepts and arguments in Ethnic Studies. Though the focus may be on specific groups, individuals, and systems/institutions, this course provides the tools for students to apply these analyses to different contexts.

Learning Outcomes –

- 1) Recognize race has a social reality and race matters, but is not biological or inherent
- 2) Introduce students to core concepts and methods to study race and ethnicity
- 3) Recognize and identify the components of core course concepts such as race/racism, color-blind racism, and white privilege
- 4) Examine the ways color-blind racism and white privilege intersect in the public/private settings
- 5) Convey the manifestations of color-blindness and white privilege through the war on drugs
- 6) Provide students the ability to recognize and critique social justice issues outside of class
- 7) Provide students the practice and development of critical reading, writing, and verbal skills

TAKE NOTE – Despite the size of the class, I encourage active participation in class. As such, this is a discussion-based class. With this in mind, it is important that everyone enter 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 in class or within any written assignments offered within the course.

This also means students MUST come to class prepared. This means having done the assigned readings, take notes/questions, and be open to others' viewpoints. Being prepared for class means more than just being in class; it means doing what is asked of you as a student, and coming to class with a willingness to engage and learn.

Required Texts –

- Alexie, Sherman. *Flight* (below as **FLIGHT**)
- Fritsvold, Erik and Mohamed, A. Rafik. *Dorm room dealers: drugs and the privileges of race and class*. (below as **DRD**)
- McClure, Stephanie & Harris, Cherise. *Getting real about race: hoodies, mascots, model minorities, and other conversations* (below as **GRAR**)

Additionally, throughout the semester there may be supplemental readings and resources available for students via Blackboard.

Course Requirements/Assignments –

***Note:** There is a terms lecture to help guide students through the semester (posted to Blackboard), and it is imperative to incorporate these terms into class discussions, as well as the assignments below

- **Attendance/Participation** (50 points)
Attendance is 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, meeting with the instructor individually to discuss readings, or giving a note at the beginning of the class with questions/comments. Those who are uncomfortable speaking in larger classes should take advantage of the latter three options. Attendance is required for in-class assignments, which cannot be made up if absent. In-class assignments can range from video participation sheets, small group discussions, or writing
- **Video Participation Sheets** (20 points each, 240 points)
Throughout the semester, videos will be shown to augment readings and class discussions. These videos will include documentaries and various television shows. Students will take notes throughout these videos, and the instructor will provide a few questions after viewing, providing about 10-15 minutes for students to answer the questions individually. Small and large group discussions will follow, allowing students the opportunity to add/subtract from the notes. The quality, more than the quantity, of your participation sheets, as well as

drawing from course readings and discussions, determine grading. This means students need to practice being critical thinkers, writers, and speakers! Participation sheets will also serve as attendance for the day. As these will be shown in class, they cannot be made up if absent

***Note:** There are more than 12 video days scheduled throughout the semester, and more may be added depending on current events (such as the elections or Halloween) or class discussions. This provides the opportunity for extra credit, or to make up missing points for whatever reason.

- **Getting Real about Race Written Exercises** (10 points each, 90 points total)
Throughout the semester, there will be **nine (9)** writing exercises from *GR&R*. There are several purposes for this: one, it should help students process the readings more easily; two, with feedback from the instructor, these will help students practice and develop into more seasoned and critical writers; and three, it holds you accountable for actually doing the assigned readings. Do the readings, take notes, and do the exercises, or you will be lost during class discussions. The sections (either “Reaching Beyond the Color Line” or “Questions for Further Discussions”), page numbers, and due dates are listed in the schedule. More instructions, including formatting and grading requirements, will be disseminated.
- **Poem/Rap** (50 points)
For this assignment, students will flex their creative and verbal muscles by creating a 32 bar (or line) poem/rap. The content will be on how matters of race, class, gender, sexuality, and other social designations affect students’ individual lives. Further instructions will be provided early in semester, including a grading breakdown
- **Artistic Mural** (50 points)
For this assignment, students will channel their inner Bob Ross or Picasso and create an artistic work expressing something to do with social justice issues. Your color medium can be paint (spray, acrylic, water), crayons, colored pencils, markers – it has to be creatively expressed through traditional art (sorry, expressive dancers!). The type of canvas used is also up to you, but must be something other than a regular 8x11 piece of paper. Further instructions to come, including a grading breakdown
- **Creative Writing – Short Story** (50 points)
Taking a cue from Alexie, students will create a 4-6 page short story dealing with personal experiences with race/class/gender/sexuality/etc., and/or social justice issues. This can also be done in a comic/manga style for those so inclined. These stories should be fictional non-fiction: characters, setting(s), and those variables can be fictional, but the issues should be non-fiction. This means NO personal narratives. Instructions for each option will be provided later in semester, including a grading breakdown
- **Final Project** (100 points)
For the final, students will expand on one of the three previous assignments: the spoken word, artistic piece, or short story. As these are expansions (and your final), much more will be asked of you. A couple of examples: maybe someone wants to create an illustrated children’s poetry book; an even larger or more intricate artistic piece; a multi-chapter short

story; and others. Additionally, students will revisit their first writing assignment from *GR&R*, updating the answers from the beginning of the semester. When final instructions are disseminated, a list of potential project expansions will be provided (though it is not final) as well as how to revisit the writing from *GR&R*.

***Note:** All class documents (syllabus, assignment instructions, etc.) can be found on Blackboard

Course Policies –

- **Course Syllabus Policy** - The instructor(s) of each course shall make available to enrolled students a course syllabus which should (a) be presented during the first week of class, (b) contain expected student learning outcomes, and (c) include information about the method(s) to be used for evaluation of student progress and determination of grades. The University, College or Academic Unit may, in published policies, specify additional information to be included in course syllabi. Educational Policies and Procedures Manual, approved by Faculty Senate 2/14/131.
- **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/>.
- **Students with Disabilities** - 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.
- **Campus/Classroom 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

Classroom and campus safety are of paramount importance at Washington State University, and are the shared responsibility of the entire campus population. WSU urges students to follow the “**Alert, Assess, Act**” protocol for all types of emergencies and the “*Run, Hide,*

Fight" response for an active shooter incident. Remain ***ALERT*** (through direct observation or emergency notification), ***ASSESS*** your specific situation, and ***ACT*** in the most appropriate way to assure your own safety (and the safety of others if you are able).

- **Late Work Policy** – Late work is not accepted in this class (except in uncontrollable circumstances). Most assignments will be in class and therefore cannot be made up. ***Any late assignments 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** – The policy is simple: ***no cell phones, Kindles, iPad/iPod/iPhone, or any other electronic device allowed in class.*** Physical copies of the books are required. If a student is found utilizing any electronic device in class, I will simply write the name down and deduct points; you may not even know I took points unless I specifically tell you. It is not only disrespectful to me, but to fellow classmates as well. If a student refuses or persists in using electronic devices, they will be asked to leave the class, and subsequently lose all points for the day. ***Once a student runs out of participation points due to violating this policy, a deduction of points on video participation sheets will follow. If a student somehow runs out of video participation sheet points, then a deduction of points on other assignments will follow.***
- **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 demonstrate your understanding of social justice issues and course discussions in your assignments. 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.
- **Written Assignments Guidelines/Grading** – For all written assignments during the semester (including group write-ups), please follow these guidelines:
 - 12-point font (Times New Roman or Garamond), one inch margins, APA style
 - Cover page, with header (example posted to Blackboard)
 - Double-spaced, with NO EXTRA SPACE between paragraphs
 - Printed DOUBLE-SIDED (deduction of HALF the written points for single)
 - Spell/grammar checked, citations, proofread (where most students lose points)
 - No contractions or ending sentences with prepositions (it, is, for, about, etc.)
 - A physical copy of written assignments is required (NO emailed assignments)
 - Sliding papers underneath office doors results in the paper going in the recycle bin
 - If you are going to miss class, turn in assignments to my box in Wilson-Short 111, or to me during my office hours BEFORE class on the due date

I will show some examples early on, and each assignment will have an instruction sheet with a detailed grading criteria. Failure to adhere to any of these guidelines (and any presented in assignment instructions) will result in a deduction of points for each infraction.

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. However, it is your duty as a student to keep up with the readings, assignments, and be in class. Remember, in-class assignments cannot be made up, and late work receives a 0. There are certain circumstances where accommodations can occur, but please try to let me know as soon as possible in these circumstances.
- **Classroom Conduct/Expectations –**
 - It is imperative for students to come to class prepared, meaning having critically read the material for the day's class, and bringing assignments to class that are due. The discussions 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, do, and hear

- DO NOT work on other assignments, read the newspaper, sleep, etc in class. I will take points
- Class begins at 9:10 and ends at 10:25. This means find a seat and be ready for class before 9:10, and no packing up or leaving until 10:25, unless I say otherwise. 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 class***
- 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
- I do not care if it just says Bruce, but please do not just start your email right away, or start with something like “Hey.” Always start emails with who you are addressing your email!
- NEVER leave an email blank. ALWAYS provide a message (“I have attached...” “I was hoping to meet...” “I do not understand this part...”)
- University policy dictates all email communication between instructors and students must occur through WSU email. I will use the email listed in myWSU.
- Always provide a proper closing such as “Sincerely,” “Thank you,” etc. followed by your name
- DO NOT email me for info that is readily available to you, such as anything listed on the syllabus of assignment sheets
- 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: Schedule is tentative and subject to change

8/23: Class introduction, syllabus overview, terms lecture

Instructions for *GRAR* written assignments

8/25: Terms lecture continued

Readings: Johnson Chapters 2 & 3 (posted to Blackboard)

In-class video: race (practice, NOT for video participation)

8/30: Readings: *GRAR* Chapters 1-2

Instructions for poem/rap/spoken word assignment

9/1: Readings: *GRAR* Chapters 3-4

In-class video: *Race: the Power of an Illusion I* (video participation)

DUE: *GRAR* “Reaching beyond the color line” (p. 12-13) at the beginning of class

9/6: Readings: *GRAR* Chapters 11-12

9/8: Readings: *GRAR* Chapters 16 & 19

In-class video: Mandatory sentencing (video participation)

DUE: *GRAR* “Questions for further discussion” (p. 136-137) at the beginning of class

9/13: Readings: *GRAR* Chapters 13-14

In-class video: *Def Poetry Jam* (NOT for video participation)

9/15: Readings: *GRAR* Chapter 17

DUE: *GRAR* “Questions for further discussion” (p. 175) at the beginning of class

9/20: Readings: *GRAR* Chapters 18 & 20

In-class video: Sweet home Alabama (video participation)

Instructions for artistic mural assignment

9/22: Readings: *GRAR* Chapter 15

In-class video: *Secrets of the S.A.T.*; standardized testing (video participation)

DUE: Poem/rap/spoken word assignment at the beginning of class

9/27: Readings: *FLIGHT* Chapters 1-4

9/29: Readings: *FLIGHT* Chapters 5-7

In-class video: Native stereotypes (video participation)

DUE: *GRAR* “Reaching beyond the color line” (p. 188-191)

10/4: Readings: *FLIGHT* Chapters 8-11

In-class video: Voter ID laws (video participation)

10/6: Readings: *FLIGHT* Chapters 12-15

10/11: Readings: *FLIGHT* Chapters 16-18
Instructions for creative short story assignment

10/13: Readings: *FLIGHT* Chapters 19-21
In-class video: wealth vs income inequality

10/18: Readings: *DRD* Chapters 1-2

10/20: Readings: *DRD* Chapter 3
In-class video: Prisoner reentry (video participation)
DUE: Artistic mural piece at the beginning of class

10/25: Readings: *DRD* Chapter 4
In-class video: police surveillance (video participation)

10/27: Readings: *DRD* Chapter 5
In-class video: Fixing the System (video participation)

11/1: Readings: *DRD* Chapter 6
In-class video: *The House I Live In* (video participation)

11/3: Readings: *DRD* Chapter 7
In-class video: continued from 11/1
Instructions for final assignment options
DUE: Creative short story at the beginning of class

11/8: Readings: *GRAR* Chapters 21 & 23

11/10: Readings: *GRAR* Chapter 22
DUE: *GRAR* “Reaching beyond the color line” (p. 278-279 & p. 292) at the beginning of class

11/15: Readings: *GRAR* Chapters 5 & 9
In-class video: Islam vs Islamist (video participation)

11/17: Readings: *GRAR* Chapter 7
In-class video: Zimmerman (video participation)
DUE: *GRAR* “Questions for further discussion” (p. 89) at the beginning of class

11/21-11/25: THANKSGIVING BREAK NO CLASS

11/29: Readings: *GRAR* Chapters 6 & 8

12/1: Readings: *GRAR* Chapter 10
In-class video: Washington football team name (video participation)
DUE: *GRAR* “Questions for further discussion” (p. 108 & p. 119-120) at the beginning of class

12/6: Dead Week

In-class video: LGBTQIA rights in US (video participation)

12/8: In-class video: domestic terrorism (video participation)

12/12-12/16: Finals Week

DUE: Final, including *GRAR* assignment #1 revisit, due by 5:00 pm on 12/15