Unlike cancer, which looks the same as it did 100 years ago, the racism of our generation looks different from the racism our parents witnessed, which, of course, looked different from the racism their parents witnessed. Racism is mercurial, ever changing.

—Matthew Desmond and Mustafa Emirbayer in *Race in America*

**COURSE DESCRIPTION AND OBJECTIVES:**
Introduction to Comparative Ethnic Studies (CES 101) provides an overview of race and ethnic relations in the United States embedded within the broader structures of history, culture, and social institutions. More specifically, the course introduces students to the historical and contemporary interconnections between race, ethnicity, and economic and social inequality within US society and culture. Borrowing from several disciplines and methodologies, but emphasizing the social sciences, we will take a look at historical developments in meanings attached to race, as well as race relations in the US, in an attempt to understand our current state of affairs involving racial inequality and contemporary expressions of racism, as well as the development of racial and ethnic diversity in our country. Together, the lectures, readings, and films will help students
develop 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 as they exist today, as well as our understanding of racial and ethnic diversity. Though we will discuss specific ethnic and racial groups at times, the overall focus will be the ample context connecting different ethnic and racial groups to a shared history of racialization (that is, the meaning attached to them as supposed racial groups) and diversity with present-day relevance.

**LEARNING GOALS AND OUTCOMES:**

<table>
<thead>
<tr>
<th>At the end of this course, students will be able to:</th>
</tr>
</thead>
<tbody>
<tr>
<td>LG1: Understand that race matters and matters of race</td>
</tr>
<tr>
<td>LG2: Understand that privilege and racial inequalities are two sides of the same problem</td>
</tr>
<tr>
<td>LG3: Identify racism as a structural and institutional practice</td>
</tr>
<tr>
<td>LG4: Identify the connections between racial, gender, and class inequalities</td>
</tr>
</tbody>
</table>

Most of the topics covered in the class are meant to advance each of the four learning goals. Also, the daily reading summaries, along with the two tests shall serve as means to assess the learning goals.

**REQUIRED TEXTS AND ARTICLES:**

**Book** (available at The Bookie):


**About your book:**

Having access to the book is crucial. In order to be able to succeed in this class, you need the book. 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 a valid excuse for not having your reading summaries ready when they are due.

**Articles** (to be downloaded online using URL provided—listed alphabetically by author’s last name. You can also access each on Blackboard a couple of weeks before the reading is scheduled):


**About the articles:**
Similarly to the point about the book, “the web address in the syllabus was not working” is not an excuse for not having your article, for each one of those articles can be found in multiple websites online if you do an advanced Google search by the title and author.

---

**COURSE REQUIREMENTS:**

**Class Attendance and Participation:** Attendance in this class is required and valuable. Since class will consistently entail a lecture and/or documentary/film based on the readings assigned for the day, I will expect you to come to class having completed the readings and willing to engage with the material in class. I will allow opportunities for your contributions to class discussion, which will become part of your participation points. It is also to your advantage to listen closely and take copious notes during both lectures and documentaries/films, so you can turn in accurate class notes (as described below).

You are allowed up to three absences. **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 following 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, (5) texting, 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 200 points.

✔ **An Important Point about Attendance:** I will take attendance every day. If you come to class after I am finished taking attendance, you will be marked absent for that day.

**Class Notes and Reading Summaries:** At three points during the semester (early in the semester, approximately mid-term, and end of the semester—specific dates below), you will need to turn in a typed up copy of your class notes. I expect to see an entry with a complete representation of what was discussed in class during each period, including films, videos, lectures, group exercises, etc. Each entry should be headed by its date. You will write your notes on a pad of paper in class and then transcribe them to a document in
your computer. You will also have a section for each class period where you will do a summary of the readings that were assigned that day. Since this will (1) be the only work you will do for CES 101; and (2) take a great amount of time to complete, the first set of notes will be worth 160 points, the second 310 points, and the third 330 points for a combined total of 800 points.

Your first set of notes and summaries will be due on **Wednesday, September 14**. This set of notes and summaries should include the following:
- **Class notes from**: August 24, 26, 29, 31; and September 02, 07, 09, and 12.
- **Reading Summaries**: 1-4

Your second set of notes and summaries will be due on **Monday, October 17**. This set of notes and summaries should include the following:
- **Class notes from**: September 14, 16, 19, 21, 23, 26, 28, 30; and October 03, 05, 07, 10, 12, and 14.
- **Reading Summaries**: 5-14.

Your third set of notes and summaries will be due on **Friday, December 02**. This set of notes and summaries should include the following:
- **Class notes from**: October 17, 19, 21, 24, 26, 28, 31; and November 02, 07, 09, 14, 16, 28, and 30.

Remember to make **each date of class notes into a separate entry** with its separate heading. The same goes for each reading summary.

Example of heading for class notes:
- **Name**
- **Title of lecture according to syllabus**
- **Class Date** (not the date you are typing the notes; the date of the lecture)

Example of heading for reading summaries:
- **Name**
- **Date the reading is scheduled in the syllabus**
- **Reading number** (according to the syllabus)

**Recommendation**: I am suggesting (quite strongly) that you do the readings assigned and that you transcribe your notes every day, for if you leave it to the last minute, you may not get it done, and may actually not be able to decipher what your hand-written notes say. This may result in your misrepresentation of the material or in missing important components. As the grading criteria for the notes and summaries makes it clear (see below), I will account for thoroughness (i.e., notes and summaries must go in depth and be complete) and coherence (i.e., they must make sense and be accurate) in my grading. Keep one document on your computer where you can continue to add your notes of the lectures and the summaries of the readings under the date for each class period.

**Grading Criteria for notes and summaries**: The score for the notes and summaries will be computed based on the following criteria:
30% based on how many of the notes and summaries were turned in;  
40% based on thoroughness of each note and summary;  
15% based on coherence and flow; and  
15% based on grammar and overall quality of writing.

✓ **Note:** If you make things up, misrepresent your work, or copy someone else’s notes or summaries, I will treat your work as engaging in academic dishonesty, and follow the procedure described below under Academic Integrity Policy. If you were absent one day, you should not have class notes for that day.

---

**COURSE POLICIES:**

**Cellular Phones and other Communication/Electronic Devices:** Turn your cell phones and electronic devices off before coming to class. That includes laptop computers—even if your computer lacks an internet connection, tablets, smart phones, smart watches, and any other electronic device utilized to communicate with the world outside our classroom. Of course, MP3 players and other gadgets used for entertainment are also prohibited. So are ear buds and headphones of any kind—put them away before class starts. The world can survive without getting a hold of you for 50 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.

✓ If I catch you “texting” during class, in addition to taking points off, 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.

✓ But what if I want to take notes using my computer or tablet?—you may ask. Here is my standard answer: for over a century now, students have been able to take notes using a pad of paper and a pen or a pencil. This method has worked for generations of students, so it will work for you as well. Only students with permission from the Access Center are exempted from this rule.

**Academic Etiquette Policy:** Class will begin promptly at 10:10 am. Arriving late and leaving early is not tolerable. Do not attempt to carry on private conversations with other students during lectures or discussions. Finally, toleration for different 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 and/or in receiving penalty points at my discretion.
**Disability Accommodation:** 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 visit the Access Center (Washington Building, Room 217). All accommodations MUST be approved through the Access Center.

**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:
- http://safetyplan.wsu.edu (Campus Safety Plan);
- http://oem.wsu.edu/emergencies (Emergency Management Website); and

**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 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, cheating or any other form of academic dishonesty, I will discuss the situation with you first and then with the Chair of the Department of Critical Culture, Gender, and Race Studies. I will then alert the Office of Student Standards and Accountability, which may result in a conduct 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.

**About Grammar and Writing:** You are in college, which means that at this point in your academic career, you must be able to communicate coherently and effectively. In order to do that, you must be able to demonstrate a certain level of technical ability in your writing. With that in mind, here are a few goofs that will make you lose points in the written work assigned for this class (i.e., Class Notes and Reading Summaries):
- Calling authors by their first name. Always use their full name or their last name, and never their first name alone.
- Misuse of the following words:
  - affect/effect
  - dominate/dominant
  - for/four
  - its/it's
  - quite/quiet
  - there/they're/their
  - then/than
  - to/too/two
  - weather/whether
  - woman/women
  - your/you're
✓ Made up words like irregardless (it’s irrespective or regardless) or supposably (it’s supposedly); misspelled words like ethnicities (spelled ethnicities) or priviledge (spelled privilege); and incongruent pairing of words like “should of” (it’s should’ve or should have).
✓ Each one of these offenses (or offenses like them) will make you lose 2 points every time they appear in your work.

In order to streamline grading, I have designed a key for corrections. I am including it here to let you know why you had points taken off. When I return your work after being graded, they will have codes instead of corrections, here is the key to decipher what I am telling you:

✓ Awk→Awkward sentence structure
✓ NH→No Heading (for class notes and/or reading summaries)
✓ SP→Spelled wrong
✓ Huh?→I have no idea what you are trying to say
✓ WW→Wrong word
✓ IS→Incomplete Sentence
✓ IT→Incomplete Thought
✓ InSt→Inaccurate statement/bogus fact/unsupported claim
✓ ISum→Incomplete Summary (for reading summaries)
✓ Ram→Rambling, beside the point, not relevant to point/topic/reading in question
✓ PS→2 points as specified in syllabus (goofs in previous check point)
✓ Grm→Grammar needs a lot of work.

**Bottom Line:** Mind your grammar and write coherently, and accurately.

**About Terminology:** In both your written and verbal engagement in this course it is NOT permissible to use the following term:

✓ *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 create a linguistic inferiority about, and maintain and reinforce social inequality in relation to non-Whites. It comes from a time in which non-White groups were seen as less than human, and thus, does not mean the same thing as people of color.

The use of this term in either your written work or classroom discussion will result in a loss of points in the specific written work in which it occurs, or your attendance and participation grade, respectively.

The ONLY exception to the above policy is when you are referencing or citing an author, a film, a character, etc. who is using/discussing the term. In an instance like that, the quote should be properly referenced or cited to determine its origin.

**About Earning your Grade:** As you may have been able to gather from the detailed syllabus I have provided for you, I expect you to do your work as laid out here. Thus, 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. More specifically, in order to pass the class (i.e., obtain 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., obtain 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, only an equal combination of industriousness and quality of work will guarantee your grade. What does this mean? I am basically warning you that the level of effort you put into the class, may not necessarily correspond to the quality of your work. That is, sometimes a person’s best effort grants him/her a C. I will, then, tolerate no drama at the end of the semester invoking fallacies such as “I worked really hard in this class and therefore deserve a better grade; or last-minute pleas such as “I wanted an A in this class, but I’m actually getting a C-, can you do something to help me improve my grade?” Here are four points to keep in mind:

(1) Effort is not necessarily correlated to a “better grade;”
(2) You have an entire semester to work on improving your grade, so last-minute efforts are disingenuous and undignified;
(3) My responsibility as a professor is to educate you, not to help you earn a grade; and
(4) The grade you obtain in this class will depend entirely on having followed the syllabus to the letter, and equally important, the quality of your work—nothing more, nothing less.

About the Syllabus and Unnecessary Questions: Everything that you need to know about the structure and content of this class is laid out in this document pretty clearly. Therefore, if you send me an email asking a question that can be answered by reading the syllabus, I will send a reply simply saying: “syllabus.” And no, I will not tell you what page to look. It is your responsibility to read and become familiar with the syllabus.

About Electronic Correspondence: Speaking of e-mails, the college experience is meant to prepare you for the professional world. As such, you must begin practicing professional etiquette. That begins with learning how to address your interlocutor in an electronic message correctly. Thus, here are four choices of salutations you may use when you write an e-mail to me: “Dear Dr. Lugo;” “Dear Professor Lugo;” “Hello/Hi Dr. Lugo;” or “Hello/Hi Professor Lugo.” Note: Any messages sent to me without a salutation or with an improper salutation (such as “hey,” “yo,” or “Hi Carmen,” etc.) will be sent to the trash bin without a reply.

Last but Not Least (or the “How is that my problem” clause): I am a pretty busy person, and as a professor, my role in this class is to teach you about Ethnic Studies and race, 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, 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 a day you are supposed to turn in your class and reading notes: 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! 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. Finally, I will take this opportunity to ask you to consider this: 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.
NOTES:

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.

WEEK 1

Mon Aug 22: Introduction to the Course
Note: Read your syllabus carefully today.


Fri Aug 26: Race and Biology: Dismantling the Myths
Film: Race: The Power of an Illusion (The Difference Between Us)

WEEK 2

Mon Aug 29: Race and Racism in Contemporary U.S. Society
Read: 1. Pp. 3-25 of Chapter 1 in RIA
Film: Race: The Power of an Illusion (The Difference Between Us) (cont.)

Wed Aug 31: Race and Racism in Contemporary U.S. Society
Read: 2. Pp. 25-45 of Chapter 1 in RIA

Fri Sept 02: Race and Modernity
Read: 3. Pp. 46-69 of Chapter 2 in RIA
Film: Race: The Power of an Illusion (The Story we Tell)

WEEK 3

Mon Sept 05: Labor Day Holiday

Wed Sept 07: Race and Modernity
Read: 4. Pp. 69-87 of Chapter 2 in RIA.
Film: Race: The Power of an Illusion (The Story we Tell) (cont.)

Fri Sept 09: WWII and The Case of Japanese Internment

WEEK 4

Mon Sept 12: White Privilege: Take 1
Film: Blue Eyed

Wed Sept 14: The Civil Rights Movement
Read: 5. Pp. 88-108 of Chapter 3 in RIA
Video: I have a Dream
<table>
<thead>
<tr>
<th>Date</th>
<th>Gathering</th>
<th>Reading/Note</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fri Sept 16</td>
<td>Beyond the Civil Rights Movement?</td>
<td>Segment from <em>The Color of Fear</em>.</td>
</tr>
<tr>
<td></td>
<td>Note: Class notes and reading summaries due today</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Week 5</strong></td>
<td></td>
</tr>
<tr>
<td>Wed Sept 21</td>
<td>Gender, Race, and the Economy</td>
<td>7. P. 129-151 of Chapter 4 in RIA.</td>
</tr>
<tr>
<td>Fri Sept 23</td>
<td>Race and Economics</td>
<td>8. P. 152-167 of Chapter 4 in RIA.</td>
</tr>
<tr>
<td></td>
<td><strong>Week 6</strong></td>
<td></td>
</tr>
<tr>
<td>Mon Sept 26</td>
<td>Race and Housing</td>
<td>9. P. 169-180 of Chapter 5 in RIA.</td>
</tr>
<tr>
<td>Wed Sept 28</td>
<td>Race and Housing</td>
<td>10. P. 181-201 of Chapter 5 in RIA.</td>
</tr>
<tr>
<td>Fri Sept 30</td>
<td>Arizona, Race, and Bordertowns</td>
<td>11. P. 203-223 of Chapter 6 in RIA.</td>
</tr>
<tr>
<td></td>
<td><strong>Week 7</strong></td>
<td></td>
</tr>
<tr>
<td>Mon Oct 03</td>
<td>Latinos/as in US Society and the Unique Case of Cubans</td>
<td></td>
</tr>
<tr>
<td>Fri Oct 07</td>
<td>Race, Prisons, and the Illusion of Safety</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Week 8</strong></td>
<td></td>
</tr>
<tr>
<td>Mon: Oct 10</td>
<td>Library Day</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Week 9</strong></td>
<td></td>
</tr>
<tr>
<td>Date</td>
<td>Topic</td>
<td>Reading</td>
</tr>
<tr>
<td>------------</td>
<td>----------------------------------------------------------------------</td>
<td>--------------------------</td>
</tr>
<tr>
<td>Mon Oct 17</td>
<td>American Indians in US Popular Culture</td>
<td>In Whose Honor</td>
</tr>
<tr>
<td></td>
<td></td>
<td>True Colors</td>
</tr>
<tr>
<td>Week 10</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Wed Oct 26</td>
<td>Race and Cultural Appropriation</td>
<td>17. Pp. 298-315 of Chapter 8 in RIA.</td>
</tr>
<tr>
<td>Fri Oct 28</td>
<td>Constructions of Race and Immigration</td>
<td></td>
</tr>
<tr>
<td>Week 11</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Wed Nov 02</td>
<td>Hate Groups</td>
<td>19. Pp. 334-353 of Chapter 9 in RIA</td>
</tr>
<tr>
<td>Fri Nov 04</td>
<td>Whiteness as a Meaningful Category: White Privilege Take 2</td>
<td>20. “School Shootings and White Denial” (online reading) by Wise.</td>
</tr>
<tr>
<td>Week 12</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fri Nov 11</td>
<td>Veteran’s Day Holiday</td>
<td></td>
</tr>
<tr>
<td>Week 13</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mon Nov 14</td>
<td>Contemporary Notions of Race, Racism, and the First Black President</td>
<td></td>
</tr>
</tbody>
</table>
Read: 23. “Political Racism in the Age of Obama” (online reading) by Hahn.
Video Clip: *White Doll, Black Doll*

Wed Nov 16: The Loaded Problematic Notions of Diversity and Multiculturalism
Read: 24. Pp. 393-405 of Chapter 11 in RIA.

Fri Nov 18: Library Day

**Holiday Week**

Mon Nov 21: Thanksgiving Break
Wed Nov 23: Thanksgiving Break
Fri Nov 25: Thanksgiving Break

**Week 14**

Mon Nov 28: Race and Social Change
Race: 25. Pp. 405-423 of Chapter 11 in RIA

Wed Nov 30: The Cost of Prejudice and Discrimination (or If you Need a Different Perspective)

Fri Dec 02: Final Thoughts
Note: Class notes and reading summaries due today

**Week 15**

Mon Dec 05: Meetings with Professor

Wed Dec 07: Meetings with Professor

Friday Dec 09: Last day of the Semester (No class)
KEEP TRACK OF YOUR CLASS GRADE POINTS BELOW

CLASS NOTES AND READING SUMMARIES
Set 1 (due September 14) _____/160 points
Set 2 (due October 17) _____/310 points
Set 3 (due December 02) _____/330 points

Total for Notes and Reading Summaries Entries (out of 800 PTS) _____

ATTENDANCE (200 PTS)

Total points accumulated _____

FINAL GRADING SCALE

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