

Foundations of Comparative Ethnic Studies

CES 201

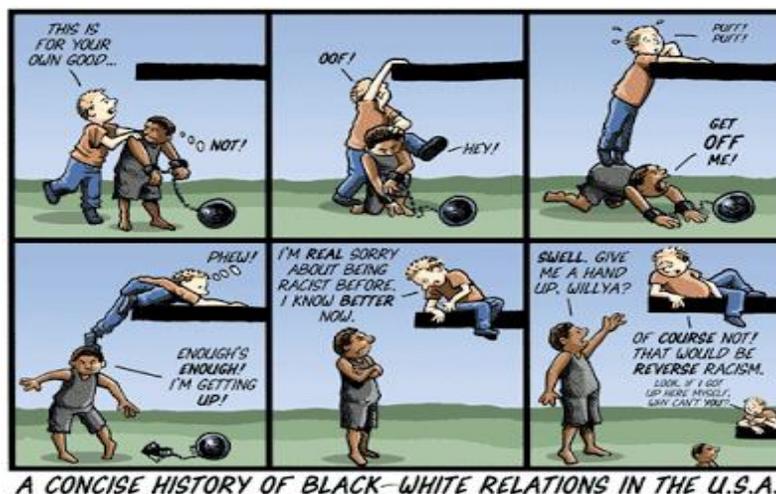
Section 01

M, W, F:12:10 pm-1:00 pm

Wilson-Short Hall 6

FALL 2016

Professor: Dr. Carmen R. Lugo-Lugo
Office: Wilson-Short Hall 116
Office Hours: M,W 2:10 pm to 3:00 pm and by appointment
Phone number: 335-2889
Electronic address: clugo@wsu.edu



Because the negative, inequality-producing process associated with the concept of race has developed across time in response to changing, locally specific economic, political, cultural, and technological conditions, race has referred to different configurations of human difference in diverse environments over the course of history.

—Paula Moya and Hazel Markus in *Doing Race*

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, as well as racial inequality within the context of the US. We will study how those institutional processes attach meaning to notions of race and racial difference, producing racial inequality in the process. 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 Americanness within the

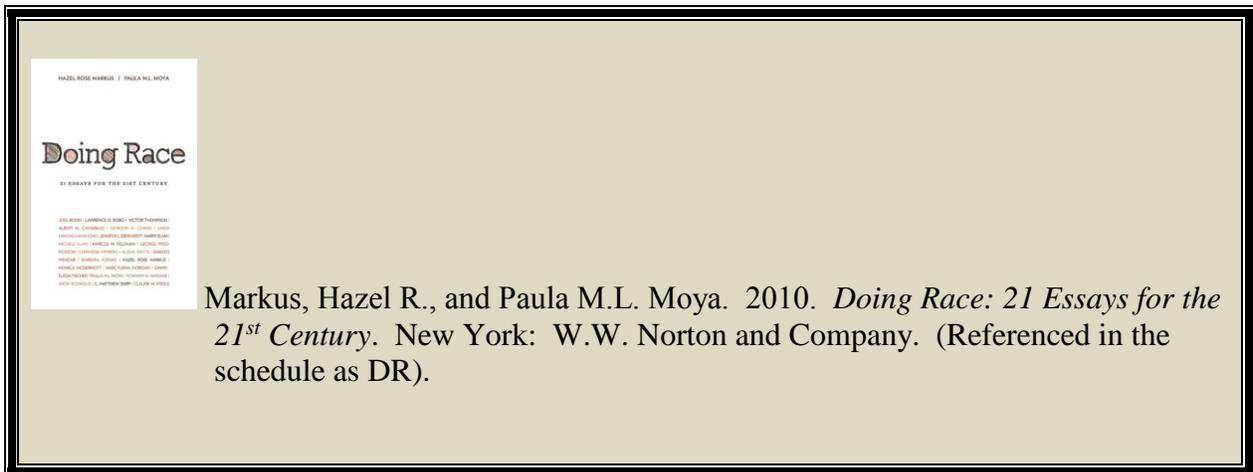
context of a society deeply embedded within both a history and a current reality of institutional racism and racial inequality.

LEARNING GOALS OUTCOMES:

After taking this class, students will:

- ✓ Learn about historical articulations and constructions of race/racial formation.
- ✓ Learn about contemporary articulations and constructions of race/racial formation.
- ✓ Learn the historical, theoretical, and institutional basis for racial conflict and racial inequality in contemporary U.S. society.
- ✓ Comprehend that racism is a product of economic and power structures, and of ingrained ideologies.
- ✓ Critically engage with debates and understand arguments involving the role of privilege (or privileged positionalities) in the creation and maintenance of racial inequality.
- ✓ Understand that the category race does not operate in a vacuum and indeed is connected to other social markers or categories such as gender, social class, and sexuality.
- ✓ Become familiar with contemporary manifestations and expressions of racism, racial inequality, and privilege.

REQUIRED TEXTS: (Book is available at The Bookie)



Two important points about your book:

- (1) 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 an excuse for not having your reading done and your summaries ready when they are due.

Articles (To be downloaded online using URL provided. You can also do an advanced search by author and title. Alternatively, you can access each on Blackboard a couple of weeks before the reading summary is due in class. They are listed here alphabetically by author’s last name):

Hahn, Steven. 2012. "Political Racism in the Age of Obama." *The New York Times*. November 10, http://www.nytimes.com/2012/11/11/opinion/sunday/political-racism-in-the-age-of-obama.html?_r=0

Kellogg Foundation. 2013. "The Business Case for Racial Equity." *The Kellogg Foundation*. October. <http://www.wkkf.org/resource-directory/resource/2013/10/the-business-case-for-racial-equity>.

Wise, Tim. 2002. "Honky Wanna Cracker? Examining the Myth of Reverse Racism." <http://www.timwise.org/2002/06/honky-wanna-cracker-examining-the-myth-of-reverse-racism/>

Wise, Tim. 2001. "School Shootings and White Denial." <http://www.timwise.org/2001/03/school-shootings-and-white-denial/>

COURSE REQUIREMENTS:

Class Attendance and Participation: Attendance in this class is **required** and valuable. Since class will consistently entail both lecture and/or 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 professor, and to your peers. It is also to your advantage to listen closely and take copious notes during both lectures and documentaries/films, since I'll expect you to apply key concepts and ideas in your exams.

You are allowed up to **three absences (excused or otherwise)**, after which you will **lose ten (10) points** for every regular lecture class missed. Only approved and documented university excuses will be exempted from this rule (for athletes, this means forms from the Athletic Department handed in **before** the absence; for students traveling to conferences or competitions, I will expect a letter from the professor with whom you are traveling **before** you leave town).

I will be looking for both quantity *and* quality in your contributions to class discussion. Finally, disruptive behavior will make you lose points for attendance and 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, 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**.

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

Reading Summaries: You are required to keep typed summaries of the readings (there will be a total of 27 entries for the semester). The summaries should be between one full paragraph and a page long, depending on the length of the reading. In order to get full credit, each entry must be headed by the following information in the following strict order: your

name, date, title of reading, title of the book, pages, and entry number (entries are to be numbered consecutively from 1-27, as they are numbered in the schedule). For instance, on Monday, August 29, you should have one entry with you, in it should have the following info in its heading:

Your Name
 08/29/16
 "Introduction"
Doing Race
 Pp. 1-25
 Entry #1

I will deduct 2 points for every item missing from or misplaced in the heading. Each entry should include a full, detailed summary of the reading. **I will collect the summaries every day 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 20 points for a total of **240 points** (12 weeks) at the end of the semester. Although I will not read and grade the additional entries, they will still be worth 4 points each for a total of **60 points** (15 entries) at the end of the semester. The maximum score for the reading summaries is **300 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 three readings assigned for September 2, which means, on that day at 9:10 am you must have three 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, including entry number.**
- ✓ I will leave it up to you to double or single space your entries.
- ✓ The reading summaries will be collected in class. If you miss class one day, and your entries are not in the room along with those of your classmates, 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 equivalent to no entries at all.** You may, however, turn in your entries early by bringing them to the class period before they are due. **I will NOT accept entries on electronic mail or left in my office mailbox (regardless of whether they are early, on time, or late).**

Bottom line: (1) turn in all your entries; and (2) turn them in on time.

Exams: There will be two examinations. The two exams will be comprised of two parts: (1) an objective element (such as definitions, multiple choice, or true or false); and (2) short answers. Each part will be designed to test your comprehension of and ability to apply the

information from class lectures, assigned readings, and films. Each exam will be worth 250 points, for a combined total of **500 points**.

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, and any other electronic device utilized to communicate with the world outside our classroom. Of course, MP3s, tablets, 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, and 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 12:10 pm. 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 may 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
- ✓ <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 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 Conduct, 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., Reading Summaries, and Exams):

- ✓ 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 supposedly (it's supposedly); misspelled words like ethnicities (spelled ethnicities) or privilege (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 and the T.A. are telling you:

- ✓ Awk →Awkward sentence structure
- ✓ IH →Incomplete/inaccurate Heading (for 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 either of the following terms:

- ✓ *Colored person/people/man/woman, etc.* Things are colored. People are of color, or alternatively, African-American, Black, Latino, Asian-American, etc. Colored people is an offensive, derogatory, archaic term that was meant to 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 white man.* There is NO one, singular white man on which racism and racial inequality can be blamed, so the term lacks critical meaning. Using the term demonstrates a relatively unsophisticated, uncritical understanding of historical and sociopolitical systems of race. Systems of domination cannot be reduced to the figure of one person (even a symbolic one). In this class you are working to develop a much more critical and complex understanding of racism and other interrelated systems, structures, histories, and institutions of inequality. You may refer to any number of things, including: empire, colonization, white privilege, capitalism, white supremacy, and systemic racism, all of which are much more specific and critical.

Any use of either of these terms 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. In order to pass the class (i.e., to 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., to 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 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 emails, 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" 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 during the week we are having final presentations, 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 be taking an exam: 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, 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. But I will take this opportunity to say this: please 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 2016 SCHEDULE

- ✓ Though I will try to remain as faithful as possible to this syllabus, I still reserve the right to make changes. These will be announced in advance.
- ✓ This syllabus tells you the dates by which you need to have the material read and your reading summaries done.

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

Wed Aug 24: **Social Construction of Race and Key Concepts**

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. "Introduction" (pp. 1-25) in DR.
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. "Chapter 3" (pp. 136-159) in DR.

Fri Sept 02: **Colorblindness**
Read: 3. "Introduction" (pp. 25-62) in DR.

Week 3

Mon Sept 05: **Labor Day Holiday**

Wed Sept 07: **Race and Modernity**
Read: 4. "Introduction" (pp. 62-93) in DR
Film: *Race: The Power of an Illusion (The Story we Tell)*

Fri Sept 09: **Race and Modernity (cont).**
Read: 5. "Chapter 1" (pp. 105-122) in DR.
Film: *Race: The Power of an Illusion (The Story we Tell)* (cont.)

Week 4

Mon Sept 12: **White Privilege: Take 1**

Film: *Blue Eyed*

Wed Sept 14: **Racial Hierarchies**
Read: 6. "Chapter 2" (pp. 123-135) in DR.

Fri Sept 16: **Race and Health**
Read: 7. "Chapter 4" (pp. 160-184) in DR.
Video Clip Segment from *The Color of Fear*.

Week 5

Mon Sept 19: **Anti-Semitism**
Read 8. "Chapter 5" (pp. 187-198) in DR.

Wed Sept 21: **Arabs in the U.S.**
Read: 9. "Chapter 6" (pp. 199-215) in DR.

Fri Sept 23: **Asian Americans**
Read: 10. "Chapter 7" (pp. 216-233) in DR.

Week 6

Mon Sept 26: **Race and Housing**
Film *Race: Power of an Illusion (The House we Live in)*

Wed Sept 28: **Race and Housing**
Read: 11. "Chapter 10" (pp. 274-294) in DR
Film *Race: Power of an Illusion (The House we Live in)* (cont.)

Fri Sept 30: **Race and Genocide**
Read 12. "Chapter 8" (pp. 234-248) in DR..

Week 7

Mon Oct 03: **Latinos/as in US Society and the Unique Case of Cubans**

Wed Oct 05: **Catching up and Exam Review**

Fri Oct 07: **Exam 1**

Week 8

Mon: Oct 10: **Library Day**

Wed Oct 12: **Race and Crime**
Read: 13. "Chapter 16" (pp. 439 -457) in DR.

Fri Oct 14: **Race and Incarceration**
Read: 14. "Chapter 12" (pp. 322-355) in DR.

Video: *What are the Odds You'll End up in Prison*

Week 9

Mon Oct 17: **American Indians in US Popular Culture**
 Read 15. "Chapter 17" (pp 458-480) in DR
 Documentary: *In Whose Honor*

Wed Oct 19: **Race in the News**
 Read: 16. "Chapter 9" (pp. 251-273) in DR.

Fri Oct 21: **Race and Popular Culture**
 Read 17. "Chapter 20" (pp. 528-544) in DR.

Week 10

Mon Oct 24: **Education and Affirmative Action**
 Read: 18. "Chapter 15" (pp. 415-438) in DR.

Wed Oct 26: **Race Relations in the US: What Difference do 50 Years make?**
 Video clip: *I Have a Dream*
 Video clip: Rodney King incident
 Video: *True Colors*
 Video clip: *What Would you Do?: The Bike*

Fri Oct 28: **Tackling the Idea of Reverse Racism**
 Read: 19. "Honky Wanna Cracker? Examining the Myth of Reverse Racism" (online reading) by Wise.
 Video Clip: Segment from *Tim Wise on White Privilege*

Week 11

Mon Oct 31: **Race and Constructions of Immigration**

Wed Nov 02: **Student Achievement**
 Read: 20. "Chapter 11" (pp. 295-321) in DR.

Fri Nov 04: **Whiteness as a Meaningful Category: White Privilege Take 2**
 Read 21. "School Shootings and White Denial" (online reading) by Wise.

Week 12

Mon Nov 07: **Race and The Curious Case of Hip Hop**
 Read: 22. "Chapter 19" (pp. 509-527) in DR.

Wed Nov 09: **Identity Politics**
 Read: 23. "Chapter 13" (pp. 359-389) in DR.

Fri Nov 11: **Veteran's Day Holiday**

Week 13

- Mon Nov 14: **Contemporary Notions of Race, and the First Black President**
 Read: 24. "Political Racism in the Age of Obama" (online reading) by Hahn.
 Video Clip: *White Doll, Black Doll*
- Wed Nov 16: **The Connection between Gender, Race, and Conceptions of Merit**
 Read: 25. "Chapter 14" (pp. 390-414) in DR.
- 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: **The Cost of Prejudice, Discrimination, and Racial Performance**
 Read: 26. "The Business case for Racial Equity" (online reading) by The Kellogg Foundation; and
 27. "Chapter 21" (pp. 545-561) in DR.
- Wed Nov 30: **Final Thoughts and Exam Review**
- Fri Dec 02: **Exam 2**

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
1st EXAM (250 PTS)

2nd EXAM (250 PTS)

READING SUMMARIES (300 PTS)

Week #1 _____

Week #7 _____

Week #2 _____

Week #8 _____

Week #3 _____

Week #9 _____

Week #4 _____

Week #10 _____

Week #5 _____

Week #11 _____

Week #6 _____

Week #12 _____

Total for SUMMARIES Entries

ATTENDANCE (200 PTS)

Total points accumulated

FINAL GRADING SCALE

A 950 points and above

A- 900-949 (90-94%)

B+ 870-899 (87-89%)

B 840-869 (84-86%)

B- 800-839 (80-83%)

C+ 770-799 (77-79%)

C 740-769 (74-76%)

C- 700-739 (70-73%)

D+ 670-699 (67-69%)

D 600-669 (60-63%)

F 599 and below