

CES 101 (3)  
Introduction to Comparative Ethnic Studies  
Spring Semester 2017  
M/W/F: 10:10 AM to 11:00 AM  
Murrow 307

Instructor: Casey Ratto  
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**Course Description and Objective**

CES 101 serves as both an introduction to the field of Ethnic Studies and provides an overview of race and ethnic relations both presently and in the past. Specifically, this class will examine how perceptions of race and ethnicity throughout history have been mobilized to create a series of structural inequalities such as blockbusting, gerrymandering, scientific racism etc. that still impact us to the current day. Using readings, film screenings, lectures and class discussion, students will be able to identify and critique these structural inequalities and be given the tools to engage them both critically and consciously.

**Course Learning Goals**

- Identify and learn societies role in the construction of race and how this construction is constantly changing
- Identify and engage the role of the privilege in the creation and maintenance of social inequality
- Learn about historical and contemporary constructions of race and racial formations
- Learn how popular culture serves as a tool to both reinforce and critique these inequalities via representations of race
- Serve as a good foundation for further study in the humanities and the social sciences

**Required Text**

There is only one book for this class  
Matthew Desmond and Mustafa Emirbayer, *Race in America* (2016) ISBN: 978-0-393-93765-7

The book can be found at the Bookie for 81 dollars new and 65 used and that is a perfectly good price for this book. However, I would strongly recommend ordering the book online to save some money. In choosing this book, I tried to find the right balance between price and performance. I will also be supplementing the book with readings online through Blackboard. [learn.wsu.edu/webapps/login](http://learn.wsu.edu/webapps/login). **Having access to the textbook is essential to earning a good grade and actively participating in class.** I fully expect everyone to have the textbook by the beginning of the second week of class and there is **NO EXCUSE** for not having it.

**Assignments and Evaluation**

Your grade will be calculated, using a 1000-point scale consisting of the following: 15% Participation/Attendance, 15% Question and Quotes, 20% Genre Analysis Papers 20% Mid-Term Exam, and 30% Final Exam

**Participation/Attendance (150 Points)**

To fully participate in the class, you need to come to class prepared by doing the reading, do the daily Q and Q and participate in class discussion. However, this does not mean come into class and talk to get points. I value the quality of the statement over the quantity of the statement. I also know that some people find public speaking to be a completely terrifying experience and would rather go to the dentist than to speak in class. There are various ways to make up for this- probably the easiest would be coming to office hours and discussing the materials one on one

**Question and Quote (150 Points)**

There will be daily question and quote responses due at the beginning of each class session. For the Q and Q, I want you to write down an **open-ended** question that you have about the reading. It cannot be a simple yes or no question but a question that prompts discussion. For the quote, I want you to find a specific quote in the daily reading that resonates with you and then I want you to write about what that quote means to you. Your analysis of the quote must tie back to the reading. I want the Q and Q to be **double spaced, 12 point, 1 inch margins** and **one full-length page**. The question and quote will be used in class to provoke discussion. If there are multiple readings for the day, focus on one reading only. If there is reading for a day, a Q and Q is due for that day.

**Genre Analysis Papers (200 Points)**

See Prompt at the end of Syllabus

**Exams 50% (500 Points)**

There are two exams in this class: a mid-term and a final exam. Both will consist of three individual parts: identification, definitions, and short answers. All three parts are designed to test your comprehension of the materials and your ability to apply information from lectures, films, and reading. The mid-term is worth 200 points while the final is worth 300 for a combined 500 points

**Grading Scale:**

1000-930 A	869-830 B	769-730 C	669-600 D
929-900 A-	829-800 B-	729-700 C-	599-000 F
899-870 B+	799-770 C+	699-670	

## Course Policies

- 1. Attendance:** Attendance is essential for this class as you need to attend to participate and to understand the readings. I will not be taking roll as this is a college class. Everyone will receive **three** (3) free absences for the semester. Students are advised to use these for emergencies such as illness, family obligations, and other personal obligations. *Since attendance and participation are joined at the hip after three absences, I will start docking 20 points from participation per absence.*
- 2. Technology:** All electronic devices must be turned off and stowed away when in class. This means all cellphones, tablets, and MP3 players. By stowed away, I mean gone from your immediate person and put in a backpack, purse or knapsack. **There is no reason for you to have a cell phone out in this class.** If I see that you have a cell phone out, I will first ask you to put away and if I see it again, I will ask you leave the class. Laptop computers are okay if you sit in the front row. My policies for cell phones also apply to texting.
- 3. Discussions and Assignments:** While disagreement and difference in opinion is to be expected. I expect that all discussion in the class will be conducted in a cordial manner. I will not tolerate any bigotry or verbal harassment in the classroom. I reserve the right to ask you to leave if I interpret either of the two occurring. Assignments must be turned in as **hard copies** at the end of class. **E-mail submission or dropping papers in my mailbox is not acceptable. I do not accept late assignments under any circumstances.** If you want feedback on your assignments, visit my office hours.
- 4. Contact:** Out of the three ways I have listed on this syllabus, office hours is the best way to get in contact with me, followed by e-mail and then phone. If you e-mail me between the hours of 8 AM to 5 PM Monday through Friday, I will try my best to get back to you as soon as possible. However, if you e-mail me after those times, I might take a while. If you have any questions or concerns that cannot fit in an e-mail, please come to office hours. I know that it can be intimidating but I do not bite and I enjoy talking to students.
- 5. Disability Accommodations: 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.
- 6. Academic Integrity:** Plagiarism of any kind of any assignment will not be tolerated and will result in an automatic zero on the assignment and a failing grade in the course. To ensure that this does not happen familiarize yourself with the University's definitions and policies on Academic Integrity to understand your rights and responsibilities. (<http://academicintegrity.wsu.edu/>)
- 7. Campus Safety Information:** 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). Please sign up for emergency alerts on your account at MyWSU. For more information on this subject, campus safety, and related topics, please view the FBI’s Run, Hide, Fight video and visit the WSU safety portal.”

**8 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:

- ✓ 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 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 3 points every time they appear in your work.

**9. Terminology**

- a. Not “colored” people/persons but “people of color”
- b. Not “the white man” but “white men” or “white males”
- c. The use of either terms in your writing or in class discussion will result in a deduction of 3 points.

## Tentative Schedule

Come to class prepared by doing the reading for that day. I reserve the right to change the syllabus and I will announce that in advance

### Week 1: Illogical Paradoxes: Race in the 21<sup>st</sup> Century

M 1/09 Introduction to the class and brief overview of the class and short lecture

W 1/11: Desmond and Emirbayer 1-20

F 1/13: Desmond and Emirbayer 21-45

Film Screening: *Race: The Power of Illusion: The Difference Between Us*

### Week 2: Jim Crow, Hottentot and Phrenology: The Invention of Race

M 1/16: UNIVERSITY HOLIDAY (Martin Luther King Jr. Day)

W 1/18: Desmond and Emirbayer 46-67 and "Drawing the Color Line" in Howard Zinn's *A People's History of the United States*

<http://www.historyisaweapon.com/defcon1/zinncolorline.html>

F 1/20: "Free White Persons in the Republic, 1790-1840 from Matthew Fyre Jacobson's *Whiteness of a Different Color* on Blackboard and "Patriotic Indians and the Indentures of Revolution" from *Playing Indian* by Philip J Deloria on Blackboard

### Week 3: Selma, Gerrymandering and Obama: The Intersection of Politics and Race

M 1/23: Desmond and Emirbayer 69-86 and "Denial, Slavery and Racism in America" from *The Politics of Denial* by Michael A. Milburn and Sheree D. Conrad on Blackboard

Film Screening: *Race: The Power of Illusion: The Story We Tell*

W 1/25: Desmond and Emirbayer 88-108

F 1/27: Desmond and Emirbayer 109-125 and "Race in the News: Stereotypes, Political Campaigns, and Market Based Journalism" by Shanto Iyengar in *Doing Race: 21<sup>st</sup> Essays for the 21<sup>st</sup> Century* on Blackboard

### Week 4: The Great Migration, The New Deal and the Welfare Queen: Economics and Race

M 1/30: Desmond and Emirbayer 128-139 and "Class and Race: The New Black Elite" by bell hooks in *Privilege: A Reader* (2013) on Blackboard

W 2/1: Desmond and Emirbayer 140-151 and "Legislative Representation and Welfare Policymaking" by Beth Reingold and Adrienne Smith in *Intersectionality: A Foundations and Frontiers Reader* on Blackboard

F 2/3: Desmond and Emirbayer 152-167 and "Black Women and Welfare" by Angela Davis in *Intersectionality: A Foundations and Frontiers* on Blackboard

**Genre Analysis (Western) Due**

### Week 5: Space, Race, and Place: Housing and Race

M 2/6: Desmond and Emirbayer 168-181 and "Suburbanizing the City Center: The Dodgers Move West" from *Popular Culture in the Age of White Flight* by Eric Avila on Blackboard

W 2/8: Desmond and Emirbayer 182-191 and "Terra Incognita: Mapping Chinatown's Racial and Gender Boundaries in Lower Manhattan from *The Chinatown Trunk Mystery* by Mary Ting Yi Lui

F 2/10: Desmond and Emirbayer 192-201 and "Chocolate Cities and White Suburbs" from *Popular Culture in the Age of White Flight* by Eric Avila on Blackboard

Film Screening: *Race: The Power of Illusion: The House We Live In*

Week 6: Welcome to the Machine: Race and the Prison Industrial Complex

M 2/13: Desmond and Emirbayer 202-223 and “Racialized Mass Incarceration: Poverty, Prejudice and Punishment” by Lawrence D. Bobo and Victor Thompson in *Doing Race: 21<sup>st</sup> Essays for the 21<sup>st</sup> Century* on Blackboard

W 2/15: Desmond and Emirbayer 223-243 and “The Lockdown” from *The New Jim Crow* by Michelle Alexander

F 2/17: “The Color of Justice” from *The New Jim Crow* by Michelle Alexander on Blackboard

Week 7: An Education: Race and Education

M: 2/20: UNIVERSITY HOLIDAY

W: 2/22: Desmond and Emirbayer 244-260 and “Structured for Failure: Race, Resources, and Student Achievement” by Linda Darling-Hammond in *Doing Race: 21<sup>st</sup> Essays for the 21<sup>st</sup> Century* on Blackboard

F 2/24: Desmond and Emirbayer 261-280 and “10 Myths About Legacy Preferences in College Admissions” by Richard D. Kahlenberg in *Privilege: A Reader* (2013) on Blackboard

**Genre Analysis (Horror) Due**

Week 8: Race and Popular Culture

M: 2/27: “Desmond and Emirbayer 280-298 and “Voices from the Margins: Rap Music and Contemporary Black Cultural Production” from *Black Noise: Rap Music and Black Culture* by Tricia Rose on Blackboard

W: 3/1: “Desmond and Emirbayer 299-314 and “The Ethno-Ambiguo Hostility Syndrome: Mixed Race, Identity and Popular Culture” by Michele Elam in *Doing Race: 21<sup>st</sup> Essays for the 21<sup>st</sup> Century* on Blackboard

F: 3/3: Mid-Term Exam

Week 9: Race and Popular Culture (Continued)

M 3/6 “Slaves, Cannibals, and Infected Hyper-Whites: The Race and Religion of Zombies,” on Blackboard

W 3/8: “Middle Eastern Interests” from *Epic Encounters: Culture, Media and U.S. Interests in the Middle East* by Melani McAlister on Blackboard

F 3/10: “I am of the Body: My Grandfather, Culture and Sports” from *Indians in Unexpected Places* by Philip Deloria on Blackboard

Film Screening: *In Whose Honor?*

Week 10: NO CLASS (SPRING BREAK)

Week 11: Race and Popular Culture: Sports

M 3/20: “Blackball’s Heyday” from *Raceball* by Rob Ruck on Blackboard

W 3/22: “Civil Wrongs” from *Rickey and Robinson* by Roger Kahn on Blackboard

F 3/24: “Gospel of Baseball” from *Raceball* by Rob Ruck on Blackboard

Week 12: Race and Popular Culture: Sports

M 3/27: "A Latin Challenge" from *Raceball* by Rob Ruck on Blackboard

W 3/29: "Integration's Curse" from *Raceball* by Rob Ruck on Blackboard

F 3/31: "The Dominican Republic: Fishing Where the Fish Are" from *Growing the Game* by Alan Klein on Blackboard

**Genre Analysis (Science Fiction) Due**

Week 13: NAACP, Elks and Hate Groups: Race and Associations

M 4/3: Desmond and Emirbayer 316-335

W 4/5: Desmond and Emirbayer 336-353

F 4/7: Desmond and Emirbayer 354-362

Week 14: Intimate Relations: Race and Intimacy

M 4/10: Desmond and Emirbayer 363-392 and "Black Sexuality: The Taboo Subject" from *Race Matters* by Cornell West on Blackboard

W 4/12: NO CLASS

F 4/14: NO CLASS

Week 15: What Happens Now? Change at the Individual, State and Global Level

M 4/17: Desmond and Emirbayer 392-407

W 4/19: Desmond and Emirbayer 408-423

F 4/21: "Towards a New Vision: Race, Class and Gender as Categories of Analysis and Connection" by Patricia Hill Collins in *Privilege: A Reader* (2013) on Blackboard

**Genre Analysis: Comedy**

Week 16: Professor's Choice/Dead Week

M 4/24: Film Screening: *Children of Men*

W 4/26: Film Screening: *Children of Men* (Continued)

F 4/28: Exam Review

Week 17: The End of the Class

M 5/3 Final Examination MURROW 307 8:00 to 10:00 AM

## Genre Analysis Papers

This assignment consists of **Four** 50 point papers with each paper analyzing a specific genre and how that specific genre both interprets and portrays race. This assignment will be specifically focusing on film and you will be responsible for analyzing four films. Each paper will be **three full pages** with 12-point font, 1 inch margins and 0 pt. spacing after paragraphs. **The four genres will be Western, Horror, Science Fiction, and Comedy.** I will be supplying lists of film in class and you will be able to choose what film you want. There will be some overlap but focus on the genre specific elements.

- The first section of the paper will be a summary of the film. By summary of the film, I want the summary to be no more than 1 full page. Within the summary, I want a basic summary of the plot.
- Right after the summary, I want to see a thesis statement that offers an argument along with evidence to back up your argument
  - A good example would be “I argue that this film represents \_\_\_\_\_ due to \_\_\_\_\_, \_\_\_\_\_, and \_\_\_\_\_
- For your analysis, I want you to use a total of **four** sources. **Two from** class readings and **two** from outside scholarly sources. By scholarly sources, I mean books and peer reviewed journal articles that you can find in the WSU Library
  - **Random websites, blogposts, Wikipedia, newspapers, etc. are not acceptable sources**
    - If you have any questions on what constitutes an acceptable source, contact me.
- For your analysis, take specific examples from the selected film and look at how they intersect with class readings to either reinforce or challenge perceptions of race in popular culture
- For citations, I want Chicago style footnotes (Notes-Bibliography). This means no MLA citations at all.
  - [http://www.chicagomanualofstyle.org/tools\\_citationguide.html](http://www.chicagomanualofstyle.org/tools_citationguide.html) (For Examples)