

**CES/WST 489 [CAPS]: EVERYDAY STRUGGLES FOR JUSTICE AND EQUALITY
SPRING 2017 – TTH 10:35 A.M.-11:50 AM – MURR 307**

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(E-mail is the preferred method for reaching the professor. It is also the method that will yield the quickest response.)

PROFESSOR'S OFFICE HOURS: Tuesdays 12 p.m. – 2 p.m., and by appointment

Course Description:

Daily incidents of individual and institutional racism, sexism, and heterosexism and homophobia are evident in a variety of institutions and spaces. This course considers these spaces and examines the everyday violence that emerges through and from our collective institutions. This course interrogates everyday realities--microaggressions, hate speech, discrimination, harassment, segregation, and institutional biases--that can be found on college and university campuses, in neighborhoods, in places of leisure, at workplaces, and in many other spaces across the country and around the globe. This course offers a space to think about and reflect on the intersections of race, gender, class, and sexuality to examine the dialectics between institutional and everyday practices and to spotlight the costs and consequences of everyday violence. This course works from a basic premise: while claims of equality are commonplace, and narratives about a society that is post-racial and post-gender are increasingly common, racism, sexism, and heterosexism/homophobia are evident at both micro and macro levels.

[CAPS] Designation

In 2011, Washington State University instituted a series of changes to its general education requirements. Included within these changes was the creation of a capstone course (CAPS). The new requirement reads as such: integrative capstone courses bring opportunities for integration, application, and closure to the undergraduate experience, and prepare students for post-baccalaureate work and life-long learning. Critical thinking, communication, and information literacy skills will typically be practiced explicitly in capstone courses. Given their special position within the curriculum, the CAPS courses will carry a strong responsibility for culminating evidence of student achievement in the 4 learning goals of the baccalaureate. Specifically, capstone courses: (a) require students to draw on the skills needed to develop their own research or creative questions; (b) initiate investigations and explorations of open-ended issues and problems; (c) show a depth of knowledge within the chosen academic field of study; and (d) apply the concepts of their general and specialized studies to personal, academic, service learning, professional, and/or community activities.

This course will meet the four capstone characteristics as follows:

- **Critical and Creative Thinking:** Beyond critical analysis of individual and structural

enactments of racism, sexism, and heterosexism/homophobia within lived spaces, this class will focus on developing information and vehicles to both communicate findings and transform the communities and institutions. The course will foster critical thought about the presence and impact of everyday racism, sexism, and heterosexism/homophobia and the development of creative approaches to analyzing and communicating these realities, while offering frameworks to think about and connect the everyday with the institutional, the local with the national/global.

- **Communication:** Students will be asked to reflect on and use communication on multiple levels. The course will: (a) focus on the ways that race, gender, and sexuality are enacted and resisted in everyday contacts and experiences; (b) engage students in accessing the literature on these topics, analyzing and synthesizing it into a paper; (c) focus on how to engage and participate in discussions about these everyday realities; and (d) encourage students to think about different modes of communication. A principle focus of the course will be communication of information and analysis from the literature and from primary research to disparate communities.

- **Depth, Breadth, and Integration of Learning:** Beyond providing students the opportunity to explore in greater depth the research and issues surrounding everyday racism, sexism, and heterosexism/homophobia, this course will allow students the opportunity to integrate their learning into their everyday experiences; it will allow students to bridge multiple worlds. Students will integrate examinations of individual and institutional racism, sexism, and heterosexism/homophobia to understand local and global connections and will apply their understandings to communication with audiences outside the classroom.

- **Information Literacy:** A principle point of focus for this class is production of accurate information and analysis for both an academic course and an audience beyond the class- room. Often, communication on these topics lacks adequate background and contextual information. Thus, information literacy is key to students' skill sets. Beyond working on skill development and accessing information in the library, the course will hone information literacy skills relevant to the production and consumption of various forms/methods of communication.

Based on these characteristics, this course extends beyond the scope and focus of previously completed core classes in terms of analysis, discussion, theorizing, and discursive interrogation. Students will reflect on existing work and, in turn, work towards producing new scholarship. While the course will examine and reflect on everyday forms of discrimination, institutional bigotry and violence, the class will be dedicated to engaging in research and providing insights as to local manifestations of these larger issues. Students will conduct research, apply that research, and share these findings through a final paper. The course will represent the culmination of a student's CES/WST experience, applying and expanding on the body of knowledge they have examined during their earlier coursework.

LEARNING GOALS, CLASS SESSIONS, AND ASSIGNMENTS

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| At the end of the course, students should be able to do the following, with topics that advance these goals, as well as the means of assessment. | | | |
| LG1 | Recognize how racism, sexism, and heterosexism happen in everyday life and critically analyze the connections and links between everyday bigotry/prejudices and institutional bias. | Topics: racism, sexism, homophobia, heterosexism, privilege, stereotypes | Reading questions; class discussions; midterm |
| LG2 | Apply critical and creative thinking to examine causes and consequences of microaggressions, racial/gender/sexuality harassment, everyday discrimination, and institutional violence. | Topics: microaggressions, racial/gender harassment, and everyday discrimination, intersectionality | Midterm; class discussions; listening assignment; final project |
| LG3 | Integrate learning from readings and primary and secondary research to analyze and understand the power relationships inherent to racism, sexism, and heterosexism. | Topics: race, racism, privilege, stereotypes | Midterm; listening assignment; final project |
| LG4 | Examine the uses of communication media as mechanisms of interruption and disruption. | Topics: communicating to disrupt inequities; activism; social change | Class discussion; listening assignment; final project. |
| LG5 | Use informational literacy skills to access and assess primary and secondary research and produce a written analysis of the research. | Topics: information literacy, primary and secondary research on race, sex, and sexuality discrimination, communicating to disrupt inequities | Final project |

THIS IS YOUR ONLY WARNING: Benjamin Franklin once said, “Seek first to understand, then to be understood.” By the very nature of this course topic, there will likely be a wide range of opinions often rooted in personal histories and experiences. Rather than judge or dismiss opinions other than your own, seek to understand the logic behind those opinions then express your own thoughts and opinions in a respectful and considerate manner. You will have various opportunities to engage me and your fellow students and you should be constantly vigilant that your contributions, opinions, and responses, while intellectually critical, are respectful of the differences in position, perspective, and experience we all have. A good learning environment should stimulate you to think for yourself, examine other perspectives, challenge established paradigms, and raise critical questions. This will be accomplished if we first listen, then think, and finally respond in a respectful and productive manner. This should be kept in mind for both your verbal and written responses in this course. If your beliefs are so strong that you cannot tolerate the opinions of others, please begin to practice tolerance now, or choose another class.

Note #1: As this is an upper-division, seminar-style course, the reading load is quite heavy and the pace fast. Also, as writing is a means of discovery and a pathway to understanding, it is an important activity in this class in conjunction with the reading. Indeed, you should think of your writing as a mode of reading that will help you begin to understand the literature at hand. Be prepared to spend much time carefully reading, considering, discussing, and writing about the texts in the course. If you cannot devote the time necessary to keep up with the assignments, and to do so in a critical manner, you will not do well in this class and may want to consider if this is the right class for you.

Note #2: Regarding terminology in this course: 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 linguistically create an inferiority about non-white peoples, and DOES NOT mean the same thing as people of color.

- **The white man** – There is NO one, singular white man on which racism and inequality can be blamed, so the term has no critical meaning. The use of the term demonstrates a relatively unsophisticated, uncritical understanding of the historical systems of race domestically and globally, and at this point, in an upper-division course on race, you should possess a much more complex understanding of racial systems. You

may refer to any number of things, including: empire, colonization, white privilege, capitalism, white supremacy, etc., all of which are much more specific and critical.

Any use of either of these terms in either your written or verbal engagement will result in a points reduction in the specific written assignment in which occurs, or your participation grade, respectively.

The **ONLY** exception to the above policy is when you are using or referring to a **DIRECT QUOTE** from an author, in which case the quote should be properly cited to determine its origin.

Required Texts (alphabetically by author):

1. Margaret Atwood. The Handmaid's Tale. [ATWOOD below]
2. Laura Bates. Everyday Sexism: The Project That Inspired a Worldwide Movement. [BATES below]
3. Octavia Butler. Parable of the Sower [BUTLER below]
4. Mark Engler and Paul Engler. This is an Uprising: How Nonviolent Revolt is Shaping the Twenty-First Century. [ENGLER below]
5. Paula Ioanide. The Emotional Politics of Racism: How Feelings Trump Facts in an Era of Colorblindness. [IOANIDE below]
6. Derald Wing Sue. Microaggressions in Everyday Life: Race, Gender, and Sexual Orientation. [SUE below]

In addition, throughout the semester there may be supplemental readings assigned by the professor. The professor will announce any such additions during lecture. All texts are available at The Bookie. They are also readily available for order on Amazon, or other online outlets. If you choose to order your books online please be VERY aware of the date each book is scheduled for discussion in class. An untimely order IS NOT a legitimate excuse for not being prepared for class.

Also note, many of the books are available as e-books. While you are welcome to use e-book versions of the course texts be aware that the pages listed on the "Schedule of Classes" correspond to the paper versions of the texts and may not match up directly to the e-book pages; so make sure to verify the point to which you should be reading for each class.

Assessment and Evaluation:

Taking classes is your job here at the university. Thus, you should treat the work and

requirements accordingly. In the workplace things such as absences, tardiness, and not doing your work properly have negative consequences. This is the case in my class as well. Many students' low grades are a result of not following directions or policies as well as not expending enough effort. It is your responsibility to be aware of the policies on this syllabus. If you miss class it is your responsibility to check with your classmates to find out what you have missed. And though you are always welcome to follow up with me if you are absent, **do not** ask me if you "missed anything important."

Your grade is dependent on a number of factors that, together and holistically, inform the evaluation and assessment of your performance. In summary, these criteria include: attendance and participation, listening assignments, reading questions, midterm exam, and the successful completion of all components of the final project.

Course Requirements:

• ATTENDANCE and PARTICIPATION (135 points)

You are expected to attend class every day, arrive on time and participate in an informed and consistent manner. Anything less will not be tolerated and will result in problems in this class. During the course of the semester you are allowed three absences total. There will be no differentiation made between "excused" and "unexcused" absences. **Every additional absence after that, and up to 6, will reduce your overall course grade by 5 points.** The only exemptions to this policy are: 1) approved and documented university and/or military excuses. (For athletes, this means forms from the Athletic Dept. handed in **before** the absence); 2) extended health issues for which official documentation is required. ("Extended" means lengthy hospitalization, rehabilitation, or home recuperation, **NOT** a week spent with a cold, flu, food poisoning, etc.); and 3) religious observances. This may seem punitive but (1) class discussions are one of the most important elements of class; (2) there will be weekly in-class writing assignments. Moreover, students missing any class meeting are responsible for missed lectures and media material shown/discussed in their absence. **In-class assignments can only be made up in the case of one of the above three exemptions. No exceptions.**

Make sure you sign the attendance sheet, which will be distributed at the beginning of each class meeting. If you come to class late and don't sign the attendance sheet at the end of class you will be considered absent on that particular day. Also, if you come to class to sign the attendance sheet and leave before $\frac{1}{2}$ of the class is over, you will be considered absent on that particular day. **Finally, you will automatically FAIL the course if you miss more than 6 classes, regardless of what your course grade is up to that point.**

This class is a student-centered learning environment in which you are largely responsible for making the meaning of the course. Unlike some approaches to learning in which the professor largely determines the content of course lectures and discussions, a student-centered approach views learning as a process of intense exchange and a negotiation of each other's different beliefs, social locations, and ways of knowing. Student-centered courses are not lecture-based, and so they depend on student dialogue and the professor's relentless facilitating, questioning, and mediating of student ideas. Because of this pedagogical approach, attendance and participation are the cornerstones of this class, and a significant portion of your final grade.

You are expected to be present intellectually as well as physically in the classroom. This means that not only must you attend, but that you must endeavor to contribute to the flow and body of the course. You will be expected to prepare carefully for each class by completing the required readings by the day on which they are listed in the course schedule.

This course asks you to read texts closely and responsively. This means that if you want to do well you will actively engage with your books by writing questions in the margins, circling key terms, looking up words you do not know, and underlining themes or issues you find intriguing. Responsive readers think of themselves as having a dialogue with the author and use reading as the basis for formulating their own interesting ideas, questions, and arguments. This approach will likely assist you with comprehending the material and it may give you ideas for your contributions to the class and its discussions.

Read and dialogue in a politically engaged way. Cultural systems and phenomena, for our purposes here, reflect **power**. Power dynamics are situational and relational. You may have power in some spaces and lack it in others, all depending on social location. Ask yourself these questions while reading and discussing within this classroom space: Is this analysis leaving anyone relevant out? For what reasons? Where is this analysis coming from? Whose knowledge base is being explored, privileged, or advanced?

Speak with evidence and “facts” on your side in both your written and verbal work and exchanges in this course. Despite several popular pronouncements that there are no *wrong* responses, there are incomplete, problematic, superficial, surface, uncritical, and unsubstantiated responses. Reflect on your own responses and the basis of your conclusions.

Your level of readiness to participate in a conversation about issues of race and racism is predicated upon a number of issues such as one’s personality, awareness of issues, experience, and classroom climate. I also recognize that time constraints and size of the class will limit the number of people who participate. Ultimately though, while it is understood that not everyone contributes to the same degree or in the same manner, total silence during the course of the semester will affect your evaluation.

Note: Some of the reading on this syllabus may feature material of a sexual or violent nature, including explicit language; you should not remain in this class if you are uncomfortable reading works that may include this material.

Your classroom participation grade will be based on the following criteria:

Excellence (A) requires that you play a leadership role in discussion, demonstrate that you carefully read and thoughtfully consider the text; discuss points articulately; listen sensitively and respond intelligently to other's views; do not interrupt, obstruct or dominate discussion; ask insightful, carefully-constructed questions; and take responsibility for the overall quality of the discussion.

Above Average (B) requires that you participate actively in discussion, demonstrate good knowledge of the text, work to achieve understanding, listen to other viewpoints, and ask sound questions.

Average (C) requires that you follow the discussion, make occasional comments, have a basic knowledge of the text, and sometimes ask questions.

Below Average (D) requires that you occupy a seat and occasionally show signs of life.

Failure (F) requires that you occupy a seat but show no signs of life.

• **READING QUESTIONS (60 points – 5 points for each assignment)**

Each Thursday students will be responsible for choosing a passage from the day's assigned reading and posing a question about the passage within the context of our class discussions. Pull out a passage from a reading that you find intriguing or provocative. The passage should be **NO LESS THAN FOUR (4)** sentences long and **NO LONGER THAN TEN (10)** sentences long. The passage and question should be typed on an 8 ½ x 11 in. sheet of paper that leaves space on the page for someone to respond to the question.

During class, you will exchange your passage with a fellow classmate, and you will then spend 10-15 minutes responding to the passage and question. Your response should consider the implications of the passage's argument in relation to larger theoretical claims both within the day's reading and our larger course discussions of structures of inequality and issues of social justice.

Every passage you submit should include the following heading in the upper left corner:

Your name

The date

The book title and author

The pages of your chosen passage

• **LISTENING ASSIGNMENT (100 points)**

The purpose of this assignment is to help students to listen and develop a critical response to class discussion. Students will sign up for a class period during which she will take notes in lieu of verbal participation. Following that, the student will pore over the notes and sketch out the primary themes and goals for the class that day and

prepare a brief lecture (between 3-5 minutes) as well as an outline prepared as a handout for the class. Please do not merely chronicle the class activities and discussions; rather, use your notes to push the class along into the next set of readings. Students should include one or two questions that tie readings together. We will then use those comments to set the framework for discussion that day.

- **MIDTERM EXAM (200 points)**

There will be **ONE (1)** in-class midterm exam. The exam will be made up of **TWO (2)** essay questions. The questions will be based on material from course readings and discussions.

Additionally, students will submit an index card (provided by the professor) that answers 3 questions regarding the topic of their final projects on it. Not submitting an index card with a final project topic will result in 5 points being automatically deducted from your midterm score.

- **FINAL PROJECT – Social Justice Portfolio (650 points)**

The final project is designed to give students an opportunity to pursue their own interests in social justice and apply their knowledge about structures of inequality and approaches for social justice toward creating a critical informational portfolio that can be used within various types of communities to work toward advancing social justice .

The final project begins with the student choosing one of the following large structures of inequality on which to focus:

1. racism
2. sexism
3. classism
4. homophobia/transphobia/heterosexism/heteronormativity
5. ableism
6. xenophobia

Once the student chooses one of the areas above she will then draw on her own interest as well as the knowledge/ideas assembled throughout her experience across college courses, in particular in CES and WST courses to decide which one of the following two perspectives she will take in shaping her examination:

1. cultural
2. political

While culture and politics are interrelated, for the purpose of this assignment you are simply choosing the “cultural” or the “political” to define the main aspect of a topic that you will focus on.

After having decided the first two overarching aspects of his project, the student will then focus on a specific topic around which to create his portfolio. Examples:

- the depiction of poverty/homelessness in mainstream pop culture
- policies regarding women’s health and reproduction
- access issues on college campuses

- the differences between men and women's sports across popular culture

When deciding on the specific topic it is important to make sure that the topic is actually specific, and that it also reflects an issue that you are interested in advancing (or already are involved in advancing) social justice for.

There are multiple parts that are included in the portfolio:

1. Prospectus (8-10 pages; double-spaced) (worth 200 points): A prospectus is an essay that describes the major features of a project in enough detail so that people may understand the significance of the project. In your prospectus you will introduce your specific topic including:

1. How it relates to structures of inequality and social justice. How in its current state, your issue is impacting society and particular communities within it.
2. Why it is important to pursue social justice in this area, both to society and to you personally.
3. An outline of the other parts of the project both individually, as well as the larger perspective on the topic that they provide collectively.
4. What the impact will be if equality/justice can be brought to bear on the issue.

We will discuss writing the prospectus in more detail during class.

2. Profile of an organization related to your topic

(1-2 pages; single-spaced) (worth 100 points): This profile needs to provide general information about the organization including:

- Is it a local, regional, national, global organization? A private or governmental organization?
- When was it founded? By whom? For what purpose?
- What work does it do?

Additionally, your profile needs to include the role the organization plays in understanding the broader fight for social justice/equality regarding your specific topic.

3. Profile of a person who has had a significant impact on the topic of your project (1-2 pages; single-spaced) (worth 100 points): This profile needs to provide general information about the person including:

- brief biographical information
- how the person became involved/associated with your topic

Additionally, your profile needs to include the impact the person has had on understanding the broader fight for social justice/equality regarding your specific topic.

4. 2 mainstream news stories that are related to your topic

(worth 50 points – 25 points/story): For this part of your project you need to find 2 stories from mainstream outlets (e.g. network news; popular magazines or newspapers; popular websites – larger websites with a broad audience, etc.) You need to include copies of the entire story from magazines, newspapers, or websites; links to entire network news stories. (You may only use links for TV news stories.) You also need to provide a ½ page, single-spaced summary of the story that includes what insight each story gives on the struggle for justice/equality related to your topic.

5. 2 non-mainstream news stories that are related to your topic

(worth 50 points – 25 points/story): For this part of your project you need to find 2 stories from non-mainstream outlets (e.g. online news; blogs; podcasts, scholarly journals, etc.) You need to include copies of the entire story from journals, online news, blogs; links to entire online newscasts or podcasts. (You may only use links for online newscast or podcast stories.) You also need to provide a ½ page, single-spaced summary of the story that includes what insight each story gives on the struggle for justice/equality related to your topic.

6. Op-ed OR letter to local/state/federal or institutional official addressing the importance of your topic (worth 150 points):

- If you are addressing your topic through a cultural focus you will write an op-ed piece that critically discusses your topic or some aspect of your topic. (An op-ed is an opinion/editorial piece that typically appears in newspapers or magazines that allows for the general public to offer an opinion on a topic.)
- If you are addressing your topic through a political focus you will write a letter to a relevant local/state/federal or institutional official that brings the significance of your topic to their attention.

Though you do not need to mail your op-ed or letter in order to get credit for the project, you may choose to submit it to an appropriate outlet or official.

TOTAL COURSE POINTS POSSIBLE – 1145 POINTS

Attendance & Participation: 135 points possible

Reading Questions: 60 points possible

Listening Assignment/Presentation: 100 points possible

Midterm: 200 points possible

Final Project: 650 points possible

Written Work & Evaluation Criteria:

- **Written Work Guidelines:**

- Written work to be graded should be typed using a 12-point font, double-spaced (unless otherwise specified), spell checked, and proofread.
- **I DO NOT ACCEPT PAPERS VIA E-MAIL, (unless otherwise stated in class). NO EXCEPTIONS.**
- **I WILL NOT ACCEPT** formal assignments that are not typed. If you turn in a paper for a formal out-of-class assignment that is not typed, I will not grade it.
- **DO NOT PUT ANY ASSIGNMENTS UNDER MY OFFICE DOOR UNDER ANY CIRCUMSTANCES.**
- Always keep copies of all important formal assignments – including **print** copies of electronic files – until after you receive your final grade in the course. Your professor will retain your final exam, and may retain the originals or copies of your other papers, but the responsibility for document preservation (for grade appeals or other reasons) is yours.
- In your written assignments, both formal and informal, please avoid extensive summary and background (unless otherwise requested to do so). Remember, all of us in class, most particularly the professor, have read (or should have read) the material for discussion.
- You are encouraged to *discuss* the course content and assignments with other students, but you must submit your work in your own words. I reserve the right

to reject any apparently plagiarized or dishonest work. (*See the Academic Integrity Policy below*)

– Regarding written assignments, **DO NOT** use dictionaries or encyclopedias, of any type, (i.e. books or online), as critical references in your papers. Though I do encourage you to consult dictionaries and encyclopedias for your own personal clarification, they are to be used for clarification purposes **ONLY** and are not considered critical resources. [Any use of dictionaries as critical references in written assignments will result in the assignment being marked down.]

• **Evaluation of Written Work:**

All papers will be evaluated on a 100-point scale, although letter grades and their numerical equivalent are used to determine your actual grade. Your papers will be evaluated on the basis of content, clarity, organization, style and grammar, and insight. The specific criteria grading scale are as follows:

Content (50 points) Here I will evaluate how well you cover the issues, integrate classroom readings into your paper, construct arguments to defend your position, critique other points of view, and put forth an effort to write a good paper.

Clarity (20 points) The main question here is whether your paper is clear and can be read by a neutral person.

Organization (20 points) Do you follow and develop a single line of reasoning or explanation before shifting to another issue or point? Is the paper logical consistent and well organized throughout? Is the writing discursive or rambling? Are your paragraphs well organized, substantive, and are there appropriate breaks between paragraphs?

Style and Grammar (10 points) Proofread your paper. Check your paper to make sure it is free of misspelled words and grammatical errors. Insure that it is neat, has appropriate margins, page numbering, and any appropriate citations.

• **Grading Scale (percentage):**

| | |
|----------|---|
| 100-94=A | Suggests that a student's work is outstanding to excellent; the student's work reflects an engaged comprehension of the course content and shows thoughtful insight into the complexities of the course. Student shows an attentive engagement with the course. Student's work is consistently well-considered and well-written. |
| 93-90=A- | |
| 89-87=B+ | Suggests that a student's work is very good to good; the student's work reflects a very strong, engaged, and solid understanding of course material. Occasionally, the student's work doesn't go the extra step in critical analysis. Student's work is mostly well-considered and well-written. |
| 86-83=B | |
| 82-80=B- | |
| 79-77=C+ | Suggests that a student's work is adequate; the student's work reflects a fair, but essentially disengaged, grasp of the course material and doesn't go very far in comprehension, or reflects a lack of understanding of the issues represented in the material. Student's work is un- or underconsidered and unclearly written. |
| 76-73=C | |
| 72-70=C- | |

Class attendance may be a problem.

69-60=D
59-0=F

Suggests that a student's work shows some, but very little effort; the student's work does not reflect a comprehension of the course material, is disengaged, or reveals a lack of reading, attention, and/or attendance.

- **Late Work Policy:**

- If you are unable to complete any paper by the due date you must notify me at least **ONE DAY BEFORE** the due date and negotiate an extension. **ONLY ONE EXTENSION WILL BE GRANTED DURING THE SEMESTER.**

- If you do not submit the assignment by the agreed upon extension date your assignment grade will be reduced by **ONE GRADE** for each additional day it is late and **WILL NOT BE ACCEPTED** after one week past the agreed upon extension date.

- If you do not notify me about late work at least one day before the due date to negotiate an extension, your grade for the assignment will immediately be reduced by one half grade for each day it is late and **WILL NOT BE ACCEPTED** after one week past the original due date.

- **NO EXTENSIONS WILL BE GIVEN FOR THE FINAL PROJECT.**

General Information:

- **Academic Integrity Policy:**

In all instances, you must do your own work. Otherwise, you are being dishonest. There is no excuse for plagiarism, or for submitting another's (including fellow students') work, ideas, or wording as your own, or for not doing your own work. In simple terms, plagiarism is the act of using another person's words or work without giving them credit for it. Relatedly, academic dishonesty involves not doing the work you are supposed to do on your own. If you do not understand the seriousness of plagiarism and/or academic dishonesty, and the importance of avoiding those behaviors, you are encouraged to read *WSU's Academic Integrity Policy* (WSU Student Handbook, WAC 504-26-202—Acts of Dishonesty and WAC 504-26-010—Definitions). Plagiarism and academic dishonesty, whether intentional or unintentional, may result in

a grade of "F" for the assignment in question, or a grade of "F" for the entire course, at my discretion. Should there be any suspicion of plagiarism or any other form of academic dishonesty, I will discuss the situation with you first and then with the Chair of Comparative Ethnic Studies. I may then alert the Office of Student Conduct, which could result in an academic integrity hearing and university sanctions against you. If you are at any time unclear about what constitutes plagiarism, cheating, or academic dishonesty, contact me and I will clarify it for you. ***The rules for plagiarizing or other forms of cheating are not negotiable. Remember that your grade depends on your understanding of these policies.***

- **Disability Accommodation:**

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. Please notify me during the first week of class of any approved accommodations needed for the course.

- **Campus Safety:**

Washington State University is committed to maintaining a safe environment for its faculty, staff, and students. Safety is the responsibility of every member of the campus community and individuals should know the appropriate actions to take when an emergency arises. In support of our commitment to the safety of the campus community the University has developed a Campus Safety Plan, <http://safetyplan.wsu.edu>. It is highly recommended that you visit this web site as well as the University emergency management web site at <http://oem.wsu.edu/> to become familiar with the information provided.

- **Grade Problems**

During the semester use my office hours to talk to me about any problems you are having with your progress and/or evaluations for the course so we can try to fix any bad situation **early**, before it's too late.

You must communicate any problems you may be having that are affecting your coursework early on so that I am aware of the situation as I continue to evaluate your work. Any explanations for poor performance, relevant or not, will not be accepted at the end of the semester and will have no effect on your final grade. Accordingly, do not come to me at the end of the semester when you are receiving a low grade saying the you "wanted to get an A in the course," and "is there anything you can do to raise your grade?" You had all semester to work on raising your grade. Also, please do not come to ask me to change your grade after you have failed the course, or ask me to give you an "I" because you are failing or have failed the course. Reasons for these requests including: being kicked off a team; being put on probation in a fraternity or sorority; being kicked out of a major; or jeopardizing scholarships, are all reasons you were aware of ALL semester. Be vigilant about your academic career.

- **Reality Check Clause:**

I am a pretty busy person, and as a professor, my role is to teach you about race and race relations and to generally prepare you for the professional world. As such, the decisions you choose to make regarding your personal life outside of the classroom are not 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 a midterm exam, and they want you to come along (and already bought your tickets), that isn't my problem. It is your decision. Similarly, if your best friend is getting married in California and you want to go to the wedding the day of a film or a midterm review, that isn't my problem. Or, if your roommate/friend needs a ride to the Spokane airport and you decide to take him 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. And NO special accommodations will be made in these types of cases. It is your responsibility to conform to and abide by the schedule and the syllabus.

Ultimately, you need to consider that if you decide to bask under the Mexican sun, or eat wedding cake in sunny California, or go to Spokane during class time, that choice will come with a cost to your grade. It is ultimately up to you to make your own decisions, but bear in mind that decisions always have consequences attached to them.

- **Extra Credit Policy:**

The professor may offer extra credit opportunities during the term, though extra credit is not guaranteed and should not be expected. If extra credit is offered, students may only do the extra credit IF they have completed ALL of the assignments up to that point in class, including having missed no more than 1 reading question assignment. NO EXCEPTIONS.

- **Email Policy:**

Please read the guidelines for communicating with a professor via email that are posted on Blackboard. Any emails that you send to me that do not follow these general guidelines will not be answered.

- **Technology Policy:**

While I would prefer that you leave your cell phones and laptops in your bag or backpack during class, I realize this is an unrealistic expectation for many reasons. Also unrealistic, however, is my ability to be constantly surveilling everyone and still do my job effectively. (You also cannot do your job as a student effectively while on your phone or surfing the web, but you can make that choice for yourself.) Taking all of this into consideration, these are the requirements for use of technology in my course:

1. All phones must be turned to silent.
2. No phone calls may be taken in class.
3. Texting should be kept to a minimum. (i.e. Quick texts that take no more than a few seconds to engage. You should not be involved in an extended conversation via text.)
4. While you may take notes on your laptop, and look up course-related information on either your phone or laptop, if you are found to have any of the following open on either device I will invoke the Technology Challenge outlined below: Facebook, Twitter, Instagram, Snapchat, any message apps, any dating apps, any online shopping apps, any game apps, or any other non-course related site.
5. No pictures can be taken in class except for pictures of notes or assignments written on the white board.

TECHNOLOGY CHALLENGE:

1st Offense: While circulating around class if I discover that you are using your technology outside of the requirements outlined above you will have the option of automatically having 10 points deducted from your Attendance and Participation grade OR answering a question posed to you by the professor related to the fields of ethnic or gender studies. If you answer correctly you will only have 5 points deducted from your Attendance and Participation grade. If you answer incorrectly you will be deducted the 10 points.

2nd Offense: If I discover you using your technology outside of the requirements a second time, either in the same or different class period, you will have the option of automatically have 15 points deducted from you Attendance and Participation grade, or answering a question related to the fields of ethnic or gender studies. For a second offense if you answer the question correctly you will only lose 10 points. If you answer

incorrectly **the entire class will have 3 points deducted from their Attendance and Participation grade and you will be deducted the 15 points.**

3rd Offense: If I discover you using your technology outside of the requirements a third time, either in the same or different class period, you will not be allowed to use technology in the classroom for the duration of the term.

• **General Course Policies:**

- ALWAYS bring your book, readings, and/or reader to class.
- The following are unwelcome and unacceptable within this class. If you absolutely must do these things then don't come to class.
 - a. Sleeping, daydreaming or otherwise tuning out during class
 - b. Doing work for other classes
 - c. Habitual tardiness. If you come into class 5 minutes after class has begun, you **MUST SIT IN THE FIRST ROW AND SPEAK WITH ME AT THE CONCLUSION OF CLASS.**
 - d. Packing up your notebook and other materials prior to the end of class
 - e. Reading the newspaper, another book, or otherwise focusing on something other than class
 - f. Chatting to classmates while either: 1) I am speaking to the class; 2) another student is speaking to the class; 3) we are watching a video; 4) people are working on a class assignment (e.g. weekly in-class writing assignments)
 - g. Leaving class early, unless otherwise discussed with me by the beginning of class
- Do not wear headphones, earbuds, etc. in class.
- Also, the classroom is not the appropriate time for complaining about the class, the workload, your grade, etc. This includes before class, after it ends, and during any break we might take. If you have a problem, you should come to my office hours or schedule a time to discuss it with me in private.
- Also, in this regard, I am available **ONLY** during my stated office hours (unless I have announced otherwise) **OR** if I have made another appointment with you. I will not be in my office for consultation at any

other times, so please don't expect my availability to be on a daily, 8-5 basis.

- The focus of class discussion should be on critical analysis of the works we are reading. Therefore, undeveloped and uncritical personal preference remarks are not acceptable for class discussion.
- **Finally, the failure to adhere to any of the above rules may result in the student being asked to leave and/or the deduction of points (at my discretion and without notifying you) from your Attendance and Participation points for each respective class in which it occurs.**

[Your continued enrollment in this course after the first week means that you have read and understand the information contained within this syllabus, and that you agree to follow the procedures and rules explained within it.]

CLASS SCHEDULE

- **Schedule subject to change. Any modifications will be announced in class.**
- **This schedule tells you the dates by which you need to have the material read.**

TUE JAN 10: **Introductions**

THU JAN 12: **Social Justice: What it means. Why it's important. What it looks like.**

TUE JAN 17: **READ: SUE – Chps. 1,2,& 3**

THU JAN 19: READ: SUE – Chps. 4,5,& 6

TUE JAN 24: READ: SUE – Chps. 7,8,& 9

THU JAN 26: READ: SUE –Chps. 10,11,& 12

TUE JAN 31: READ: IOANIDE – pp. 1-54

THU FEB 2: READ: IOANIDE – pp. 55-112

TUE FEB 7: READ: IOANIDE – pp. 113-174

THU FEB 9: READ: IOANIDE – pp. 175-222

TUE FEB 14: READ: BATES – Intro and Chps. 1,2,& 3

THU FEB 16: READ: BATES – Chps. 4, 5,& 6

TUE FEB 21: READ: BATES – Chps. 7,8, & 9

THU FEB 23: READ: BATES – Chps. 10,11, & 12

TUE FEB 28: READ: ATWOOD – Chps. 1-6

THU MAR 2: READ: ATWOOD – Chps. 7-11

TUE MAR 7: READ: ATWOOD – Chps. 12-15

THU MAR 9: **NO CLASS**

TUE MAR 14: **SPRING BREAK – NO CLASS**

THU MAR 16: **SPRING BREAK – NO CLASS**

TUE MAR 21: **IN-CLASS: Midterm exam**

THU MAR 23: READ: BUTLER – pp. 1-88

TUE MAR 28: READ: BUTLER – pp. 89-177

THU MAR 30: READ: BUTLER – pp. 178-265

TUE APR 4: READ: BUTLER – pp. 265-conclusion

THU APR 6: READ: ENGLER – Chps. 1,2,& 3

TUE APR 11: READ: ENGLER – Chps. 4,5,& 6

THU APR 13: READ: ENGLER – Chps. 7 and 8

TUE APR 18: READ: ENGLER – Chps. 9, 10, conclusion

THU APR 20: READ: Course wrap-up, final thoughts, and course evaluations

TUE APR 25: **NO CLASS – WORK ON FINAL PROJECT (Appointments available during regular class hours to meet with professor about final project, including course grade going into the final project.)**

THU APR 27: **NO CLASS – WORK ON FINAL PROJECT (Appointments available during regular class hours to meet with professor about final project, including course grade going into the final project.)**

Final Project is due in the professor's mailbox in the main office in Wilson-Short 111 on WEDNESDAY, MAY 3, 2017, BY 4 PM. NO LATE PROJECTS WILL BE ACCEPTED. NO EXCEPTIONS.

