

CES 101: Introduction to Comparative Ethnic Studies Fall 2017
Tu/Th, CUE 119, 12:00-1:15, 3 Credits

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

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

Beverly Daniel Tatum, *Getting Real About Race*

In what is perhaps a more galling tale of the US incarceration tape, the number of people behind bars in the United States is also greater than the number of people who graduate from US colleges each year, double the number of people who graduated from US colleges in 1998, and triple the total number of all US soldiers killed in combat since the

Revolutionary War

A. Rafik Mohamed and Erik D. Fritsvold, *Dorm Room Dealers*

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

Zits, from Sherman Alexie’s *Flight*

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

Learning Outcomes –

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

TAKE NOTE #1 – Despite the size of the class, I encourage active participation in class. As such, this is a discussion-based class. With this in mind, it is important that everyone enter class with an open mind. We will meaningfully engage in intellectual conversations, and because everyone has a different background, it is crucial we respect and listen to each other. You have every right to agree or disagree with anything that is read or spoken in class, but you do not have a right to be disrespectful. This means no racist, homophobic, sexist, or other derogatory language in class or within any written assignments offered within the course.

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

TAKE NOTE #2 – In both your written work and verbal engagement in the class, **AVOID** using these inappropriate terms:

- **Colored people/person** – People are OF color, but items are colored. Alternatively, using African-American/Black, Latino (not Hispanic), Asian/Asian-American, Native American, and ethnic origin are appropriate as well. Use **people-first** language.
- **The/A White man** – There is not **ONE** or **A** singular White man who we can place blame on for racism and/or patriarchy. This is not critical thinking. Oppression is systemic, meaning a single person cannot be responsible. Use terms like White supremacy, colonization, White privilege, male privilege, etc. when referring to this topic.

Using any of these terms will result in a deduction of points in the written assignment it occurs, or participation points if expressed verbally. The **ONLY** exception is if you are **directly quoting** from an author/article/reading, and this should be **properly cited**.

TAKE NOTE #3 – Your grade is **NOT** necessarily an indication of your knowledge, your engagement with the course and class materials, or my thoughts about you. Much of your grade has to do with coming to class, doing the assigned readings and assignments **on time**, seeking assistance if/when needed, and being open to other viewpoints and experiences, both in reading and in class discussions/videos, etc. Some refer to this as “**doing school**” and unfortunately, it is part of the educational process.

If there are any situations or circumstances preventing students from attending class, turning in and/or struggling to complete assignments/readings, or anything else, let me know **as soon as you possibly can so I can work to accommodate you**. The longer you wait, the less I can do, if anything.

Required Texts –

- Alexie, Sherman. *Flight* (below as **FLIGHT**) ISBN: 978-0802170378
- Fritsvold, Erik and Mohamed, A. Rafik. *Dorm room dealers: drugs and the privileges of race and class*. (below as **DRD**) ISBN: 978-1588268167

- McClure, Stephanie & Harris, Cherise. *Getting real about race: hoodies, mascots, model minorities, and other conversations* (below as **GRAR**) ISBN: 978-1452258904

All should be available at The Bookie. Remember, students **must** have physical copies of the book, and particularly with *DRD*, purchase the paperback versions. Additionally, throughout the semester there may be supplemental readings and resources available for students via Blackboard.

Course Requirements/Assignments –

***Note #1:** There is a terms lecture to help guide students through the semester (posted to Blackboard), and it is imperative to incorporate these terms into class discussions, as well as the assignments below

- **Attendance/Participation** (50 points)
Attendance is taken periodically throughout the semester. While there is no set limit on number of absences, remember, you earn the grade you receive. Students will receive participation points completing in-class assignments, asking thoughtful questions in class, emailing questions/comments, meeting with the instructor individually to discuss readings, or giving a note at the beginning of the class with questions/comments. Those who are uncomfortable speaking in larger classes should take advantage of the latter three options. Attendance is required for in-class assignments, which cannot be made up if absent. In-class assignments can range from video participation sheets, small group discussions, or writing
- **Video Participation Sheets** (20 points each, 180 points)
Throughout the semester, videos will be shown to augment readings and class discussions. These videos will include documentaries and various television shows. Students will take notes throughout these videos, and the instructor will provide a few questions prior to viewing, with small and large group discussions after, allowing students the opportunity to add/subtract from the notes. The quality of notes, as well as drawing from course readings and discussions, determine grading. Do NOT just write down what you see and hear! This means students need to practice being critical thinkers, writers, and speakers! Participation sheets will also serve as attendance for the day. As these will be shown in class, they cannot be made up if absent

***Note #2:** There are more than nine video days scheduled throughout the semester, and more may be added depending on current events (such as the elections or Halloween) or class discussions. This provides the opportunity for extra credit, or to make up missing points for whatever reason.

- **Getting Real about Race Written Exercises** (20 points each, 120 points total)
Throughout the semester, there will be **six (6)** writing exercises from *GRAR*. There are several purposes for this: one, it should help students process the readings more easily; two, with feedback from the instructor, these will help students practice and develop into more seasoned and critical writers; and three, it holds you accountable for actually doing the assigned readings. Do the readings, take notes, and do the exercises, or you will be lost during class discussions. The sections (either “Reaching Beyond the Color Line” or “Questions for Further Discussions”), page numbers, and due dates are listed in the

schedule. More instructions, including formatting and grading requirements, will be disseminated.

***Note #3:** Students will revisit the first *GRAR* assignment for the Final, meaning it is **crucial** for students to hold onto this assignment.

- **Poem/Rap** (50 points)
For this assignment, students will flex their creative and verbal muscles by creating a 32 line poem/rap. The content will focus on race in students' individual lives. Further instructions will be provided early in semester, including a grading breakdown
- **Artistic Mural** (50 points)
For this assignment, students will channel their inner Bob Ross or Picasso and create an artistic work expressing something to do with race and social justice issues. Your color medium can be paint (spray, acrylic, water), crayons, colored pencils, markers – it has to be creatively expressed through traditional art (no photography/sculptures/etc.). The type of canvas used is also up to you, but must be something other than a regular 8x11 piece of paper. Further instructions to come, including a grading breakdown
- **Creative Writing – Short Story** (50 points)
Taking a cue from Alexie, students will create a **four to six (4-6)** page short story dealing with personal experiences with race and/or social justice issues. This can also be done in a comic/manga style for those so inclined. These stories should be fictional non-fiction: characters, setting(s), and those variables can be fictional, but the issues should be non-fiction. This means **NO personal narratives/stories**; it is very easy to take a personal story, keep the main issues, but replace characters/settings/etc. Instructions for each option will be provided later in semester, including a grading breakdown
- **Final Project** (100 points, 125 points total)
For the final, students will **expand on one of the three previous assignments**: the poem/rap, artistic mural, or short story. As these are expansions (and your final), much more will be asked of you. A couple of examples: maybe someone wants to create an illustrated children's poetry book; an even larger or more intricate artistic piece; a multi-chapter short story; and others. Additionally, students will **revisit their first writing assignment from *GRAR***, updating the answers from the beginning of the semester. When final instructions are disseminated, a list of potential project expansions will be provided (though it is not final), as well as how to revisit the writing from *GRAR*

***Note #4:** All class documents (syllabus, assignment instructions, etc.) can be found on Blackboard

Course Policies –

- **Course Syllabus Policy** – The instructor(s) of each course shall make available to enrolled students a course syllabus which should (a) be presented during the first week of class, (b) contain expected student learning outcomes, and (c) include information about the method(s) to be used for evaluation of student progress and determination of grades. The University, College or Academic Unit may, in published policies, specify additional

information to be included in course syllabi. [Educational Policies and Procedures Manual, approved by Faculty Senate 2/14/13].

- **Academic Integrity Policy** – Academic integrity is the cornerstone of higher education. As such, all members of the university community share responsibility for maintaining and promoting the principles of integrity in all activities, including academic integrity and honest scholarship. Academic integrity will be strongly enforced in this course. Students who violate WSU’s Academic Integrity Policy (identified in Washington Administrative Code (WAC) 504-26-010(3) and -404) will receive [insert academic sanction (e.g., fail the course, fail the assignment, etc.)], will not have the option to withdraw from the course pending an appeal, and will be reported to the Office of Student Conduct. Cheating includes, but is not limited to, plagiarism and unauthorized collaboration as defined in the Standards of Conduct for Students, WAC 504-26-010(3). You need to read and understand all of the definitions of cheating: <http://app.leg.wa.gov/WAC/default.aspx?cite=504-26-010>. If you have any questions about what is and is not allowed in this course, you should ask course instructors before proceeding. If you wish to appeal a faculty member's decision relating to academic integrity, please use the form available at conduct.wsu.edu.
- **Printing** - Students are allocated **\$7.50** each semester to use for printing. Students can print at any of the Cougar Prints locations, for example the libraries or the residence halls. There is an extensive list of the locations at <https://cougprints.wsu.edu/printing/locations>. If the student does not spend the balance during the semester it will continue to roll over until their final semester.

Note #1: Besides printing double-sided because it is a **written work policy** (more below), printing double-sided benefits you economically. If a black and white copy is ten cents per page, that leaves you with 750 pages of printing a semester; print double-sided, and you now have **1500** pages of printing a semester.

- **Students with Disabilities** – Reasonable accommodations are available for students with documented disabilities or chronic medical conditions. If you have a disability and need accommodations to fully participate in this class, please visit the Access Center website to follow published procedures to request accommodations: <http://www.accesscenter.wsu.edu>. Students may also either call or visit the Access Center in person to schedule an appointment with an Access Advisor. Location: Washington Building 217; Phone: 509-335-3417. All disability related accommodations **MUST** be approved through the Access Center. Students with approved accommodations are strongly encouraged to visit with instructors early in the semester during office hours to discuss logistics. For more information contact a Disability Specialist on your home campus:

Pullman or WSU Online: 509-335-3417, Washington Building 217;
<http://accesscenter.wsu.edu>, Access.Center@wsu.edu

- **Service/Emotional Support Animal Guidelines** – Please review the campus policy on service/emotional support animals. Pets are not allowed on campus and service animals must be registered with the WSU Access Center. Please contact the Access Center at 509-335-3417 with any questions.

- **Campus/Classroom Safety** – In the interest of campus safety and emergency procedures, please become familiar with the information available on the WSU-provided websites.

<http://safetyplan.wsu.edu> Campus Safety Plan

<http://oem.wsu.edu/> Emergency Management Website

<http://alert.wsu.edu> WSU alert site

Classroom and campus safety are of paramount importance at Washington State University, and are the shared responsibility of the entire campus population. WSU urges students to follow the “**Alert, Assess, Act**” protocol for all types of emergencies and the “*Run, Hide, Fight*” response for an active shooter incident. Remain **ALERT** (through direct observation or emergency notification), **ASSESS** your specific situation, and **ACT** in the most appropriate way to assure your own safety (and the safety of others if you are able).

- **Late Work Policy** – Late work is not accepted in this class (except in uncontrollable circumstances). Most assignments will be in class and therefore cannot be made up. **Any late assignments or finals will receive a 0.** Be in class, pay attention to due dates, and try your best not to procrastinate.
- **Cell Phones and other Electronic Devices** – The policy is simple: **no cell phones, Kindles, iPad/iPod/iPhone, or any other electronic device allowed in class.** Physical copies of the books are required. If a student is found utilizing any electronic device in class, I will simply write the name down and deduct points; you may not even know I took points unless I specifically tell you. I may also call you out by name. It is not only disrespectful to me, but to fellow classmates as well. If a student refuses or persists in using electronic devices, they will be asked to leave the class, and subsequently lose all points for the day. **Once a student runs out of participation points due to violating this policy, a deduction of points on video participation sheets will follow. If a student runs out of video participation sheet points, then a deduction of points on other assignments will follow.**
- **Earning Your Grade** – The only way to earn a high grade in this class is to do the assigned readings, come to class, ask questions when needed, and demonstrate your understanding of social justice issues and course discussions in your assignments. That being said, you yourself are the determining factor between an “A” or a “C.” If you have questions, clarifications, or confusions, ask in class or come to the assigned office hours. Email is also effective. If you have problems, let me know. If you come to me at the end of the semester with reasons why your grade is low, my response will be, “I’m sorry, but I can’t change your grade.” Let me know if there are exigent circumstances **WHEN THEY HAPPEN**, not at the end of the semester to save your grade. See **NOTE #3** under **Learning Outcomes** for further info.
- **Written Assignments Guidelines/Grading** – For all written assignments during the semester (including group write-ups), please follow these guidelines:
 - 12-point font (**Times New Roman or Garamond**), one inch margins, **APA** style
 - Cover page, with header (example posted to Blackboard)

- Double-spaced, with NO EXTRA SPACE between paragraphs
- Printed DOUBLE-SIDED (deduction of HALF the written points for single)
- Spell/grammar checked, citations, proofread (where most students lose points)
- No contractions (don't, can't, won't, etc.)
- Use the **Oxford/serial comma** (like this, this, and this)
- In-text citations and works cited/bibliography/references page **required**
- Paper **must** be stapled (or lose a point)
- A physical copy of written assignments is required (NO emailed assignments)
- Do NOT slide papers underneath any doors (results in a **0**)
- If you are going to miss class and it is unexcused, turn in assignments to my box in Wilson-Short 111, or to me during my office hours BEFORE class on the due date

Failure to adhere to any of these guidelines (and any presented in assignment instructions) will result in a deduction of points for each infraction.

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

Grade Breakdown –

94-100 = A

90-93 = A-

87-89 = B+

83-86 = B

80-82 = B-

77-79 = C+

73-76 = C

70-72 = C-

67-69 = D+

60-66 = D

0-59 = F

Note #2: A **student grade tracker** Excel spreadsheet is uploaded to Blackboard. Simply plug in the scores from assignments to keep consistent with grades. This way, if there are any discrepancies, there is a record of grades. This is also why it is important to hold onto all assignments!

Final Note: We all have busy lives outside of academia. However, it is your duty as a student to keep up with the readings, assignments, and be in class. Remember, in-class assignments cannot be made up, and late work receives a 0.

• **Classroom Conduct/Expectations –**

- It is imperative for students to come to class prepared, meaning having critically read the material for the day's class, and bringing assignments to class that are due. The discussions will revolve around many of the topics in class, oftentimes intersecting, but learning is not just a top-down process. I may be the instructor, but I also learn from students and the comments, questions, and worldviews brought to class

- Respect - please refrain from talking or interrupting when I or another student is talking, or when viewing a video. This also means insensitive language will not be tolerated
- Listen, listen some more, and listen even more. Listening to other thoughts and viewpoints should help you better understand the course material
- We will go forward in this course with the acknowledgement that racism, sexism, classism, heterosexism, and other institutionalized forms of oppression exist, i.e. we do not live in a post-racial world
- ALWAYS bring your book/articles to class and engage the readings
- Everyone in this class has their own unique experiences and worldviews. Please recognize your own status, ideologies, privileges, prejudices, and position
- Reflect on these issues outside of the classroom in what you see, do, and hear
- DO NOT work on other assignments, read the newspaper, sleep, etc in class. I will take points
- Class begins at 12:00 and ends at 1:25. This means find a seat and be ready for class before 12:00, and no packing up or leaving until 1:25, unless I say otherwise. If you have to arrive late, leave early, or miss class entirely, ***let me know at least one day before class, not the day of class***
- If you choose to eat and/or drink, please remember we are not the only ones using this room and to clean up after yourselves
- If you have complaints about the class, work/reading load, your grade, etc. ***the classroom is not the space for that.*** You should email me to set up a private meeting to discuss your concerns
- **If you fail to adhere to any of the rules of the class, you will be asked to leave the class and lose points for each occurrence**

Email Guidelines – When sending an email to me, please adhere to these tips as you would with work/professional colleagues:

- Always have a **distinct subject**, such as “Question on Chapter 1” or “Meeting appointment?” Please do not leave it blank or leave a vague subject.
- I do not care if it just says Bruce, but please do not just start your email right away, or start with something like “Hey.” **Always start emails with who you are addressing your email!**

- NEVER leave an email blank. ALWAYS provide a message (“I have attached...” “I was hoping to meet...” “I do not understand this part...”)
- University policy dictates all email communication between instructors and students must occur through WSU email. I will use the email listed in myWSU.
- Always provide a **proper closing** such as “Sincerely,” “Thank you,” etc. followed by your name
- DO NOT email me for info that is readily available to you, such as anything listed on the syllabus of assignment sheets
- I should respond within 48 hours. If you email me just before the weekend or during the weekend, I may take a bit longer to respond. If I have not responded to you after these times, please let me know.

Class Schedule

Note: Schedule is tentative and subject to change

8/22: Class introduction, syllabus overview, terms lecture
Instructions for GRAR written assignments

8/24: Terms lecture continued
Readings: Johnson Chapters 2 & 3 (posted to Blackboard)

8/29: Written Assignments Walkthrough

8/31: In-class video: race (practice; NOT for credit)
Instructions for Poem/Rap assignment

9/5: Readings: GRAR Chapters 1-4

9/7: Readings: GRAR Chapters 11-12
In-class video #1: *Race: the Power of an Illusion Part I* (video participation)
DUE: GRAR “Reaching Beyond the Color Line” (p. 12-13) at the beginning of class

9/12: Readings: GRAR Chapters 13-14
In-class video: *Def Poetry Jam* (NOT for video participation)

9/14: Readings: GRAR Chapters 16-17, 19

9/19: Readings: GRAR Chapter 18
In-class video #2: Sweet home Alabama (video participation)
Instructions for artistic mural assignment

9/21: Readings: GRAR Chapters 15 & 20
In-class video #3: standardized testing (video participation)
DUE: Poem/rap/spoken word assignment at the beginning of class

9/26: Readings: FLIGHT Chapters 1-4

9/28: Readings: FLIGHT Chapters 5-7
In-class video #4: Native stereotypes (video participation)
DUE: GRAR “Reaching beyond the color line” & “Questions for Further Discussion” (p. 188-191)

10/3: Readings: FLIGHT Chapters 8-11

10/5: Readings: FLIGHT Chapters 12-15
In-class video #5: Native activism (video participation)

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

10/12: Readings: *FLIGHT* Chapters 19-21

10/17: Readings: *DRD* Chapters 1-2

10/19: Readings: *DRD* Chapter 3

In-class video #6: women behind bars (video participation)

DUE: Artistic mural piece at the beginning of class

10/24: Readings: *DRD* Chapter 4

10/26: Readings: *DRD* Chapter 5

10/31: Readings: *DRD* Chapter 6

In-class video #7: *The House I Live In* (video participation)

11/2: Readings: *DRD* Chapter 7

In-class video: continued from 11/1

DUE: Creative short story at the beginning of class

11/7: Readings: *GRAR* Chapters 21 & 23

11/9: Readings: *GRAR* Chapter 22

DUE: *GRAR* "Reaching beyond the color line" (p. 278-279) at the beginning of class

11/14: Readings: *GRAR* Chapters 5 & 9

In-class video: Islam vs Islamist (NOT for video participation)

Instructions for final assignment options

11/16: Readings: *GRAR* Chapter 7

In-class video #8: Zimmerman (video participation)

DUE: *GRAR* "Questions for further discussion" (p. 89 & p. 108) at the beginning of class

11/210-11/24: **THANKSGIVING BREAK NO CLASS**

11/28: Readings: *GRAR* Chapters 6 & 8

11/30: Readings: *GRAR* Chapter 10

In-class video #9: Washington football team name (video participation)

DUE: *GRAR* "Questions for further discussion" (p. 119-120) at the beginning of class

12/5: **Dead Week**

In-class video #10: prisoner reentry (video participation)

12/7: In-class video #11: domestic terrorism (video participation)

12/11-12/15: **Finals Week**

DUE: Final, including *GRAR* assignment #1 revisit, due by 5:00 pm on 12/14