

Foundations of Comparative Ethnic Studies

CES 201

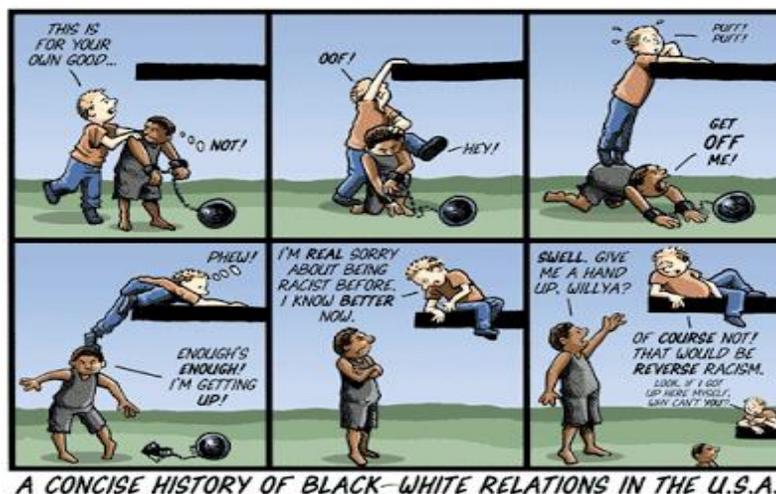
Section 01

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

CUE 318

FALL 2017

Professor: Dr. Carmen R. Lugo-Lugo
Office: Wilson-Short Hall 116
Office Hours: Monday, Wednesday 1:30 to 3:00 pm, and also by appointment
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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.

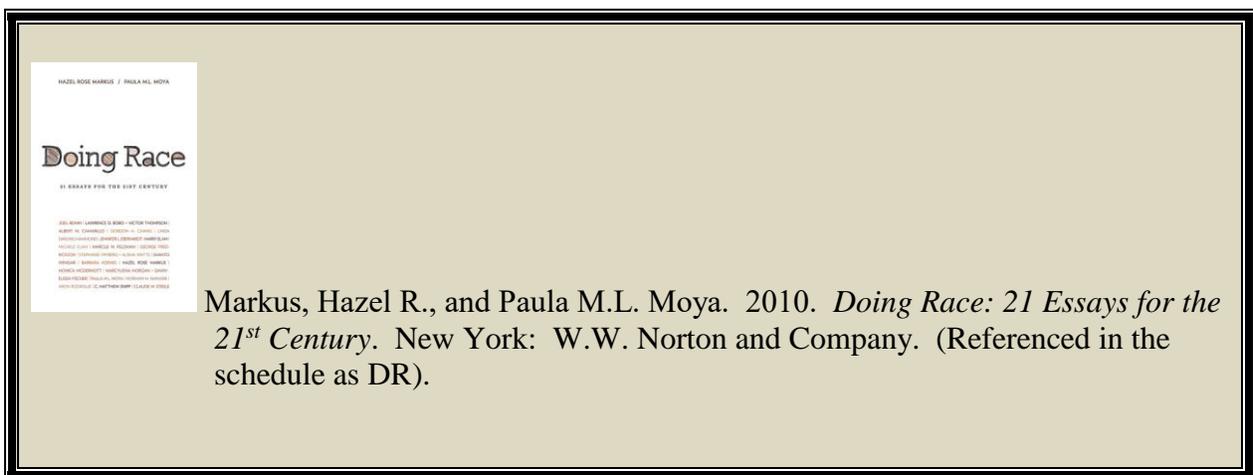
LEARNING GOALS OUTCOMES:

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)

Book



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

they are scheduled below. 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

Kellog Foundation. 2013. "The Business Case for Racial Equity." *The Kellog 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. You should also listen closely and take copious notes during both lectures and documentaries/films.

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 **175 points**.

- ✓ **Note: I will take attendance every day. If you come to class after I am finished taking attendance, your absence will stand.**

Class Notes and Reading Summaries: At three points during the semester (early in the semester, approximately mid-term, and end of the semester—specific dates in the schedule below), you will need to turn in a typed-up copy of your class notes. I expect to see an entry

with a complete representation of what was discussed in class during each period, including films, videos, lectures, group exercises, etc. Each entry should be headed by its date. You will write your notes on a pad of paper in class and then transcribe them to a document in your computer. You will also have a section for each class period where you will do a summary of the readings that were assigned that day. Each day of class notes will be worth 15 points and each summary will be worth 10 points each. The first set of notes and reading summaries includes 10 days of notes (150 points) and 7 reading summaries (70 points). The second set of notes and summaries includes 15 days (225 points) and 10 readings (100 points). And the third set includes 12 days (180 points) and 10 readings (100 points) for a combined total of 825 points.

Set 1 (220 points)

Your first set of notes and summaries will be due on Monday, September 18. This set of notes and summaries should include the following:

Class notes from: August 23, 25, 28, 30; and September 01, 06, 08, 11, 13, and 15.

Reading Summaries: 1-7.

Set 2 (325 points)

Your second set of notes and summaries will be due on Monday, October 23. This set of notes and summaries should include the following:

Class notes from: September 18, 20, 22, 25, 27, 29; and October 02, 04, 06, 09, 11, 13, 16, 18, and 20.

Reading Summaries: 8-17.

Set 3 (280 points)

Your third set of notes and summaries will be due on Friday, December 01. This set of notes and summaries should include the following:

Class notes from: October 23, 25, 27, 30; and November 01, 03, 06, 13, 15, 17, 27 and 29.

Reading Summaries: 18-27.

General Instructions about Formatting:

1. Make each date of class notes into a separate entry.
2. The same goes for each reading summary.
3. For each day of notes, you should have a heading including the date and topic for the day.
4. For each reading summary, include (in this order) the title of the reading, the page numbers, the date the reading was assigned in the syllabus, and the number given to the reading in the syllabus.
5. Notes and summaries should be presented in full sentences reflecting complete thoughts.
6. **Important: at the end of every day's notes you must have a short paragraph (3-5 sentences) reflecting on what you learned that day.**

Recommendations:

1. I strongly recommend you transcribe your notes every day. If you wait until the last minute to do so, you may not remember details and it may be difficult for you to articulate each day's material in full, complete thoughts and sentences. It may also be difficult for you to come up with a paragraph discussing what you learned that day.

2. If you miss a day of class, you should not have notes for that day. If you copy someone else's notes (or allow someone else to copy your notes) I will report both of you for plagiarism to the Office of Student Conduct.

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., Notes and Summaries):

- ✓ Calling authors by their first name. Always use their full name or their last name, and **never** their first name alone.
- ✓ Misuse of the following words:
 - affect/effect
 - dominate/dominant
 - for/four
 - its/it's
 - quite/quiet
 - there/they're/their
 - then/than
 - to/too/two
 - weather/whether
 - woman/women
 - your/you're
- ✓ Made up words like irregardless (it's irrespective or regardless) or 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” or “Coloreds” are offensive, derogatory, archaic terms that were 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, do 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 nor can the phrase possibly stand for all white men, 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) or to all members of one group in a vacuum. 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, critical, and accurate.

Any use of either of these terms in 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 one of your sets of notes and summaries is due 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 in class: 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 2017 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 21: **Introduction to the Course**
 Note: Read your syllabus carefully today.

Wed Aug 23: **Social Construction of Race and Key Concepts**

Fri Aug 25: **Race and Biology: Dismantling the Myths**

Week 2

Mon Aug 28: **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)*

Wed Aug 30: **Race and Racism in Contemporary U.S. Society**
 Read: 2. “Chapter 3” (pp. 136-159) in DR.
 Film: *Race: The Power of an Illusion (The Difference Between Us)*

Fri Sept 01: **Colorblindness**
 Read: 3. “Introduction” (pp. 25-62) in DR.

Week 3

Mon Sept 04: **Labor Day Holiday**

Wed Sept 06: **Race and Modernity**
 Read: 4. “Introduction” (pp. 62-93) in DR
 Film: *Race: The Power of an Illusion (The Story we Tell)*

Fri Sept 08: **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 11: **Racial Hierarchies**
 Read: 6. "Chapter 2" (pp. 123-135) in DR.

Wed Sept 13: **White Privilege: Take 1**
 Film: *Blue Eyed*

Fri Sept 15: **Race and Health**
 Read: 7. "Chapter 4" (pp. 160-184) in DR.
 Video Clip: Segment from *The Color of Fear*.

Week 5

Mon Sept 18: **Anti-Semitism**
 Read: 8. "Chapter 5" (pp. 187-198) in DR.
 Due: Notes and Summaries: Set 1

Wed Sept 20: **Arabs in the U.S.**
 Read: 9. "Chapter 6" (pp. 199-215) in DR.

Fri Sept 22: **Asian Americans**
 Read: 10. "Chapter 7" (pp. 216-233) in DR.

Week 6

Mon Sept 25: **Race and Housing**
 Film: *Race: Power of an Illusion (The House we Live in)*

Wed Sept 27: **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 29: **Race and Genocide**
 Read: 12. "Chapter 8" (pp. 234-248) in DR..

Week 7

Mon Oct 02: **Latinos/as in US Society and the Unique Case of Cubans**

Wed Oct 04: **Race Relations in the US: What Difference do 50 Years make?**
 Video: *I Have a Dream*
 Video clip: Rodney King incident

Fri Oct 06: **Race Relations in the US: What Difference do 50 Years make?**

Video: *True Colors*
 Video clip: *What Would you Do?: The Bike*

Week 8

Mon: Oct 09: **Catching Up**

Wed Oct 11: **Race and Crime**

Read: 13. "Chapter 16" (pp. 439 -457) in DR.

Fri Oct 13: **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 16: **American Indians in US Popular Culture**

Read 15. "Chapter 17" (pp 458-480) in DR

Documentary: *In Whose Honor*

Wed Oct 18: **Race in the News**

Read: 16. "Chapter 9" (pp. 251-273) in DR.

Fri Oct 20: **Race and Popular Culture**

Read 17. "Chapter 20" (pp. 528-544) in DR.

Week 10

Mon Oct 23: **Education and Affirmative Action**

Read: 18. "Chapter 15" (pp. 415-438) in DR.

Due: Notes and Summaries: Set 2

Wed Oct 25: **Education and Affirmative Action (cont)**

Film: *Secrets of the SATs*

Fri Oct 27: **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 30: **Race and Constructions of Immigration**

Wed Nov 01: **Student Achievement**

Read: 20. "Chapter 11" (pp. 295-321) in DR.

Fri Nov 03: **Whiteness as a Meaningful Category: White Privilege Take 2**

Read 21. "School Shootings and White Denial" (online reading) by Wise.

Week 12

Mon Nov 06: **Race and The Curious Case of Hip Hop**

Read: 22. "Chapter 19" (pp. 509-527) in DR.

Wed Nov 08: **Library Day**

Fri Nov 10: **Veteran's Day Holiday**

Week 13

Mon Nov 13: **Identity Politics**

Read: 23. "Chapter 13" (pp. 359-389) in DR.

Wed Nov 15: **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*

Fri Nov 17: **The Connection between Gender, Race, and Conceptions of Merit**

Read: 25. "Chapter 14" (pp. 390-414) in DR.

Holiday Week

Mon Nov 20: **Thanksgiving Break**

Wed Nov 22: **Thanksgiving Break**

Fri Nov 24: **Thanksgiving Break**

Week 14

Mon Nov 27: **The Cost of Prejudice, Discrimination, and Racial Performance**

Read: 26. "The Business case for Racial Equity" (online reading) by The Kellogg Foundation; and

Wed Nov 29: **Seeking Social Justice**

Read: 27. "Chapter 21" (pp. 545-561) in DR.

Fri Dec 01: **Final Thoughts and Exam Review**

Due: Notes and Summaries: Set 3

Week 15

Mon Dec 04: **Meetings with Professor**

Wed Dec 06: **Meetings with Professor**

Friday Dec 08: **Last day of the Semester (No class)**

KEEP TRACK OF YOUR CLASS GRADE POINTS BELOW

1st Set of Class Notes and Reading Summaries (220 pts)

Notes _____/150

Summaries _____/70

2nd Set of Class Notes and Reading Summaries (325 pts)

Notes _____/225

Summaries _____/100

3rd Set of Class Notes and Reading Summaries (280 pts)

Notes _____/180

Summaries _____/100

Total for Notes and Summaries (out of 825 pts)

ATTENDANCE (175 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