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| CES 101.4: Introduction to Comparative Ethnic Studies (3cr) Fall 2014 | MWF 11:10A-12P | CUE 219 |
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*Though I will remain as faithful as possible to this syllabus, I reserve the right to make changes.
Your continued enrollment in CES 101.4 acknowledges you understand and will abide by the
rules and expectations expressed within this syllabus.*

COURSE INTRODUCTION

At the turn of the 20th century, sociologist W.E.B. Du Bois wrote: “the problem of the twentieth century is the problem of the color-line.” Over a century later, social scientists and cultural critics alike have demonstrated that phenomenon as diverse as immigration, labor, incarceration, poverty, higher education, justice, economics, legislation, gender, sports, politics, surveillance and social media continues to reflect the color-line problem brilliantly discussed in 1903.

In fact, as recent as August 18, 2014, in response to the social unrest undergoing in Ferguson Missouri, US President Barack Obama urged Americans to “seek out our shared humanity” that was made bare after the murder of Michael Brown, a young-unarmed male of color. “I’ve said this before...In too many communities, too many young men of color are left behind and seen only as objects of fear.”¹

Unfortunately, Brown’s tragic end adds another stain in America’s reckoning with racial equality and sociocultural consciousness by demonstrating that the contemporary relationship between the United States and “racial minorities” is anything but “post-race”. Urging Americans to listen, instead of shouting, President Obama stressed the importance of knowing the differences between the “perception” of race and the “reality” of race. Indeed, CES 101.4 will be a semester-long journey into the complicated relationship between the perception and reality of race. Together, we will learn how social constructions like race and ethnicity morph across time and space by exploring particular legacies that US ideologies and institutions have had into the 21st century.

REQUIRED TEXTS

- (RCL) Rethinking the Color Line: Readings in Race and Ethnicity. Edited by Charles A. Gallagher. 5th edition ISBN: 97800078026638 (available @ the Bookie and online)
- Online readings (download via hyperlinks on Angel syllabus)

¹ http://www.washingtonpost.com/politics/running-transcript-obamas-remarks-on-ferguson-mo-and-iraq/2014/08/18/ed29d07a-2713-11e4-86ca-6f03cbd15c1a_story.html

DESCRIPTION & OBJECTIVES

CES 101.4 aims to *introduce* students to the construction and development of race and ethnicity in US society and how it relates, connects, and operates with other forces such as gender and class. Specifically, our class will be invested in finding the historical, political, economic, and social forces that have rationalized structural inequalities. Since this class is designed to interrogate the “master narrative” of U.S. history and culture, much of our readings and discussions will center the margins. In other words, the experiences and voices of the racial minority, the dispossessed, the undocumented immigrant, and the single working-class mother will be amplified in order to better assess notions of “life, liberty and the pursuit of happiness.” In fact, we will see how racialized concepts are *central* to American life, recognizing their connectedness to other forms of domination. Through course readings and discussions, as well as class lecture and film screenings, we will familiarize ourselves with power relations as they pertain to the social construction of racial and ethnic identities.

LEARNING OUTCOMES

Students will be invited, encouraged, and guided to:

- Develop the critical reading and critical thinking skills necessary to comprehend subject matter that the field of Ethnic Studies questions and analyzes.
- Contextualize the role that categories like race and ethnicity have had in the formation of U.S. institutions, ideologies, and identities.
- Understand the historical development and impact systemic racism and White supremacy has had for communities of color, immigrant populations, and the working-poor class.
- Historicize the emergence of the USA as a settler-colonial state and its development into a global hegemonic empire.
- Learn about the relationship between Institutions and Individuals, and the way race, gender, class, ethnicity, ability, and sexual orientation intersect throughout.
- Apply sociocultural theory to analyze contemporary issues affecting people beyond US borders.
- Enhance academic-level thinking via group work, public speaking and critical dialogue and collective critical thinking.

COURSE REQUIREMENTS

Attendance

In accordance with the Student Handbook, it is mandatory enrolled students attend class everyday. Attendance will be taken at the discretion of the instructor. Any undocumented absence will result in the lowering of attendance points; **no more than 2** unexcused absences allowed. Consequent absences will result in a 5% loss of total attendance points. Prior notification and proper documentation must be provided before requesting an excused absence. If you fail to arrive on time on any given Quiz-Day, you will automatically be marked absent. Similarly, understand that *quizzes cannot be made up*. **No excuses**. Attendance is 10% of students' final grade.

Participation

Though a majority of this class adopts the classic lecture format, students will also be expected and encouraged to actively participate when discussing assigned readings, in-class films and other assignments. Your participation grade will reflect your overall contributions to classroom knowledge, the completion of in-class film questionnaires, and any additional in class-assessments. Participation will be calculated at the end of the semester and is 10% of final grade.

Quizzes

There will be five quizzes throughout the semester. These will be proctored during the first 15 minutes of class. Arrive on time and ready to begin quiz. Generally, quizzes will require you to explain and reflect on readings, lectures, and/or films reviewed up until that day. Each quiz will be worth 10 points and 10% of final grade.

Group Reading Facilitations

There will be four Group Reading Facilitations throughout the semester. On these particular dates, student groups will take a more active role in discussing assigned readings. Each student will be required to write: 1 question and 1 quotation from that day's reading assignment. Additionally, as a group, it is your responsibility to hold each other accountable by having each student in your group to serve as Lead Student at least once in the semester. Lead student collect questions/quotes from fellow group members, compile the questions and quotes into one typed-word document, and turn in a hard copy ready at the end of assigned class date. Points will be deducted according to not following directions, a group member not submitting question or quote, etc. Unlike quizzes and exams, Group Reading Facilitations requires an added commitment to your group members. Below is an example to the format rotating Lead Students should arrange the word document prior to turning in. Each group assignment is worth 25 points. Group Reading Facilitations will account for 20% of your grade.

“Title of Reading Assignment” by Author Name (First, Last)

Group Number: 1

Group Member Names: First Last, First Last, First Last, First Last

Date: 25 Aug. 2014

Lead Student: First name, last name

Question: According to Kevin Johnson, why is it important to talk about racism in America?
(After reading passage about _____ on page 4)

Quote: “Problems of perception and defensiveness apply not only to the language of race but also to an entire set of social differences that have become the basis for a great deal of trouble in the world.” (Johnson, p. 2)

Student 2: First name, Last name

Question: What is Kevin Johnson pushing us to understand when he talks about using the language of racism? (After reading passage about _____ on page 6)

Quote: “Clearly, we aren’t getting along with one another, and we need to ask why not.”
(Johnson, p. 3)

Exams

Both midterm and final exams are cumulative. These exams will be composed of objective/multiple choice questions. Exams are worth 100 points each, or 20% of final grade.

Critical Race Analysis Paper

As your final assignment, students are expected to demonstrate comprehension of CES 101's course objectives by writing a short analytical essay related to social constructions and popular culture. Students must apply course concepts to a chosen topic of interest whereby course concepts and theories are thoroughly explored and analyzed. Though summary is required, your final paper should provide a thoughtful argument and supporting evidence discussing how your chosen topic fits within the academic discipline of Comparative Ethnic Studies. Students will present their findings alongside their groups' chosen topic. A guide sheet will be provided detailing expectations and topics at the beginning of November. Final paper and presentations will be worth 15% of your final grade.

Grading

| Assignment | Total Points | % Of Grade |
|---------------------------------|--------------|-------------|
| Attendance | 50 | 10% |
| Participation | 50 | 10% |
| Quizzes (5) | 50 | 10% |
| Group Reading Facilitations (4) | 100 | 20% |
| Exams (2) | 100 | 20% |
| Group presentations & paper | 150 | 30% |
| TOTAL POINTS | 500 | 100% |

Grading Scale

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| A 100 – 93 | Student's work reflects a great understanding of the course material. The student delivers outstanding to excellent work. Student shows attentive engagement with the course. Participates in class discussion and is always prepared. |
| A – 92 - 90 | |
| B + 89 – 87 | Student's work reflects good understanding of the course material. Does not go the extra step in critical analysis, but writing is well constructed. |
| B 86 - 83 | |
| B – 82 - 80 | |
| C + 79 – 77 | Student's work reflects adequate understanding of the course material. The work needs more comprehension and/or the student may not fully understand the material. Writing is unclear and difficult to understand at times. Attendance may also be an issue. |
| C 76 – 73 | |
| C – 72 – 70 | |
| D + 69 – 67 | Student's work reflects some, but little effort, in understanding of the material. Student is not engaged in class, and/or is disruptive in class, and/or reveals a lack of reading preparation. Student has a poor attendance record. |
| D 66 - 63 | |
| D – 62 – 60 | |
| Below 60% | Student's reflects no understanding of the material, and/or is not engaged in class, and/or is disruptive in class, and/or is not prepared for class discussions. Student has a very poor attendance record. |

COURSE POLICIES

1. **Read prior to class.** Attend class. Be prepared to participate in class.
2. Come to class with an **open, critically engaged mind** ready to **go beyond common assumptions and stereotypes.**
3. The **following are unwelcome and unacceptable** within this class:
 - a. Sleeping, daydreaming or otherwise **tuning out during class**
 - b. **Habitual tardiness.** If you are late, you must sit in the front row and speak with me at the conclusion of class
 - c. **Packing up** your notebook and other materials **prior to the end of class**
 - d. Reading the newspaper, another book, or otherwise **focusing on something other than class**
 - e. **Chatting** to classmates.
 - f. **Getting up during class** because you feel thirsty, hungry, or have to use the restroom
 - g. **Leaving class early**
4. **NO cellphones.** Either turn off or put on silent mode. Please note that if I see your cell phone/other handheld device (does not have to ring) because you could not wait to send that text, snap that chat, or check last night's score, you will be marked absent for the day (see policy on attendance).
5. **NO computer usage.** Strictly forbidden except in specific circumstances (disability accommodation) and with permission from instructor.
6. **Submission of Assignments:** I will only accept a hard copy of all written assignments. I do not accept assignments through e-mail or other electronic/digital means.
7. **Electronic Correspondence:** 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 some choices of salutations you may use when you start an email to me: "Dear Mr. Moraga," "Dear Instructor Moraga," "Hello/Hi Mr. Moraga," or "Hello/Hi Instructor Moraga," NOTE: Any messages sent to me without a salutation or with an improper salutation (such as "hey," "yo," or "Hi George," etc.) and/or without a Subject Heading will be sent to the trash bin without a reply. Additionally, provide some kind of conclusion, i.e. Thank you, Sincerely, Respectfully. Lastly, don't forget to "sign" the email message using your first and last name. **NOTE: All emails must use your assigned WSU email account. (first.last@email.wsu.edu)**
8. **Extra Credit:** There may be opportunities for extra credit, which I will announce as they come up. Documentation for extra credit will consist of 1-2 page critical analysis of an event, a lecture, or a film. Responses must be typed and doubled-spaced. Extra credit assignments must relate to the course and the material we have covered in class. **Students are allowed only 2 extra credit assignments.** Each extra credit assignment will be a possible 5 points toward the student's overall final grade (for a total of 10 possible extra credit points).

COURSE EXPECTATIONS²

1. Be respectful of others, in terms of engaging and listening to lectures, peer comments, and other course materials.
2. Reflect on social location and work to understand alternative arguments, analysis, and narratives, as well as anger.
3. Acknowledge that racism, classism, sexism, heterosexism, and other institutionalized forms of oppression exist.
4. Acknowledge that one mechanism of institutionalized racism, classism, sexism, heterosexism, etc. is that we are **all systematically taught misinformation** about our own group and about members of other groups. This is true for members of privileged and oppressed groups.
5. **Read in an engaged way**, recognizing the ideology and politics imbedded in every text. Make notes in the margins—“dialogue” with the text, using exclamation points, questions or issue complete statements, questions or critiques. Ask yourself: what is significant in this piece, what elicits anger/sadness/laughter, but go beyond emotional responses to be prepared to make specific statements about the reading!
6. **Be aware of your own subject position, ideologies, privileges and prejudices.** Recognize your own relationship to institutions of power and structures of domination. This can help you make specific connection to the reading, class discussions and other forms of feedback. Rather than proclaiming, “This article sucks,” or “You are wrong,” you can get more specific about the basis and origins of your reactions. For example, rather than engaging in a discussion about homosexuality with statements of disgust and contempt, it might be better to state: “From my position as a white male, who was raised with the teachings of the Bible, I find homosexuality a bit troubling, especially in the context of arguments made by _____ on page _____.”
7. Agree to **combat actively the myths and stereotypes** about your own “group” and other groups so that we can break down the walls that prohibit group cooperation and group gain. Read and listen with recognition of other people’s subject position and ideologies. **LISTEN TO OTHERS!**
8. Reflect on our **choice of language in and outside of class**, striving to ride our vocabulary of racist, sexist, homophobic words, phrases. Recognize that your choice of words reflect your own ideological position and may bother others (think about how others may react to your words—not just content, but the way we chose to express those thoughts)
9. **Create a safe atmosphere for open discussion.** If members of the class wish to make comments that they do not want repeated outside the classroom, they can preface their remarks with a request that the class agree not to repeat the remarks. Also, think about your language (including body language), posture, etc. contributes to safe/empowering or disempowering/unsafe learning environment.
10. **Take Risks:** I want this class to be a space where everyone should feel comfortable enough to disagree with each other. This needs to be safe space so reflect on the ways you engage others with your own pronouncements and how you react (with words, body language) to their statements—react privilege and positionality.

² Rubric used with permission from Dr. David Leonard, Washington State University CES Dept.

11. **Read and dialogue in a politically engaged way.** Racial dynamics, for our purposes here, reflects power, and relationships to systems/sources of power. Power dynamics are contextual (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 the classroom space: Is the analysis leaving anyone relevant out? For what reasons? Where is this analysis coming from? Whose knowledge base is being explored or forwarded?
12. **Speak with evidence** and “facts” on your side. Despite the popular pronouncements that there are no wrong answers, there are incomplete, problematic, superficial, surfaced, and unsubstantiated answers. Reflect on your own answers and the basis of your conclusions.
13. **Go beyond an either/or dichotomy.** Incorporate a both/and approach rather than an “either/or”.
14. **Recognize the knowledge base of your peers.** Its ok—recommended and great, in fact—to respond to a counterpoint with “hey, I’ve never thought of it that way,” or “well, you do make a good point—I’ll have to think about that for a while.” Discussion in this class isn’t about proving, embarrassing, showing off, winning, losing, convincing, holding one’s argument to the bitter end—its about dialogue, debate and self-reflections.

Cheating

Don’t do it! Plagiarism becomes a serious offense in the academy after there has been an intentional decision to take ideas, words, or essays without giving proper citation to the original author and claiming their work as your own. This can be done by lack of proper citation for work including information on websites, books, blogs, etc. This can also be done by COPYING work from your fellow or previous students. Students who violate WSU’s policies on plagiarism and academic dishonesty will be subject to disciplinary action including but not limited to: failure of the specific assignment and/or failure of the class. If you are at any time unclear about what constitutes plagiarism or cheating, check in with me. For more information, please consult the Academic Dishonesty policies found at: <http://conduct.wsu.edu/academic-integrity-policies-and-resources/>

Students with Disabilities

Washington State University supports members of our community who request disability accommodations. Comparative Ethnic Studies provide accommodations for students requiring testing/attendance accommodations. Reasonable accommodations are available for students with a documented disability. If you require some kind of accommodation in order to fully participate in this class, please visit the Disability Resource Center (DRC). All accommodations MUST be approved through the DRC (Washington Building, Room 217). Please stop by or call 509-335-3417 to make an appointment with a specialist. *Note: Please contact me no later than the first two (2) weeks of class for any requirements needed for the course.*

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).

COURSE SCHEDULE

Instructor reserves the right to change reading schedule as semester progresses.

All assigned readings must be completed prior to arriving to class.

RCL- *Rethinking the Color Line*

| Date | Topic | Reading |
|-------------|--|--|
| M 25 Aug | Course Intro & Expectations | Syllabus |
| W 27 Aug | Why Study of Race Matters | “Why I Don’t Want to Talk About Race” by Steve Locke “Why I Want to Talk about Race, And Why You Should Too,” by Sarah J. Jackson |
| F 29 Aug | Acquiring Basic Literacy | “Rodney King’s Question” by Allan G. Johnson (pp. 1-11) |
| M 01 Sept | Labor Day | No class |
| W 03 Sept | What is Race? | RCL Part I Intro & Chpt. 1 (pp. 5-8) “Ten Things Everyone Should Know About Race” Film: <i>Race Power of an Illusion pt. I</i> |
| F 05 Sept | Drawing the Color Line | RCL Chpt. 2 (pp. 9-17) Quiz # 1 |
| M 08 Sept | Racial Formations | RCL Chpt. 3 (pp. 17-22) |
| W 10 Sept | Race and Ethnicity as Sociohistoric Constructions | RCL Chpt. 4 (pp. 22-32) Group Reading Facilitation # 1 |
| F 12 Sept | Racialized Social Systems | RCL Chpt. 5 (pp. 32-28) |
| M 15 Sept | Institutional Discrimination V. Individual Prejudice | “Key Concepts in Dominant-Minority Relations” by Joseph Healey (pp. 28-31) Film: <i>Race Power of an Illusion pt. II</i> Quiz # 2 |
| W 17 Sept | Racism | RCL Pt. II Intro & Chpt. 15 (pp. 115-122) |

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| F 19 Sept | Racism | “Understanding Racism” by Judith Ellis “The Case for Reparations” by Ta-Nehisi Coates |
| M 22 Sept | Colorblind Racism | RCL Chpt. 12 (pp. 92-100) “Tucson’s Mexican American Studies Ban” |
| W 24 Sept | Ideology of Colorblindness | RCL Chpt. 13 (pp. 101-105) “Ethnic Studies ban racist?” Quiz # 3 |
| F 26 Sept | Systems of Privilege and Discrimination | “Privilege, Power, Difference, and Us” by Allan Johnson (pp. 77-86) “What is a System of Privilege?” |
| M 29 Sept | Social Construction of Whiteness | “The Social Construction of Whiteness” by Martha R. Mahoney (pp. 330-333) “White Privilege and Male Privilege” by Peggy McIntosh (pp. 1-5) Tim Wise: On White Privilege (clip) Group Reading Facilitation # 2 |
| W 01 Oct | White Pride | “On White Pride, Reverse Racism, and Other Delusions” by Tim Wise (pp. 133-144) “Here Comes the White-Power Safety Patrol” by Wes Enzinna |
| F 03 Oct | Possessive Investment in Whiteness | RCL Chpt. 19 (pp. 139-147) “White Privilege: An insidious virus that’s eating America from within” by Andrew O’Hehir |
| M 06 Oct | Transformative Assets | RCL Chpt. 7 (pp. 49-52) Film: <i>Race Power of an Illusion</i> pt. III |

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| W 08 Oct | Review Day | |
| F 10 Oct | EXAM I | |
| M 13 Oct | Indigenous Resistance Day | <p>“8 Myths and Atrocities About Christopher Columbus and Columbus Day” by Vincent Schilling</p> <p>Film: <i>También la lluvia</i> (2010)</p> |
| W 15 Oct *Midterm Grades Submitted | Settler Colonialism | <p>“Indigeneity, Settler Colonialism, White Supremacy” by Andrea Smith (only ‘The Logics of White Supremacy’)</p> |
| F 17 Oct | Racism and Popular Culture | RCL Chpt. 36 (pp. 285-294) |
| M 20 Oct | Capturing Youth Consciousness pt. I | <p>“Look Out New World, Here We Come’?: Race, Racialization, and Sexuality in Four Children’s Animated Films by Disney, Pixar, and DreamWorks” by Carmen R. Lugo-Lugo and Mark K. Bloodsworth-Lugo (pp. 166-178)</p> <p>Group Reading Facilitation # 3</p> |
| W 22 Oct | Capturing Youth Consciousness pt. II | <p>“Colonial Claims: Indigenous People, Empire, and Naturalization” by C. Richard King, Carmen R. Lugo-Lugo and Mary K. Bloodsworth-Lugo (pp. 53-74)</p> |
| F 24 Oct | Racialized Media | <p>RCL Chpt. 37 (pp. 295-301)</p> <p>“Ferguson reports raise questions on media criminalization of blacks” by Renee Lewis</p> |
| M 27 Oct | Exploring Intersectionality: Gender, Class Race & Sexuality in Hip Hop | <p>“Cover Your Eyes as I Describe a Scene so Violent’ Violence, Machismo, Sexism, and Homophobia” by Michael Eric Dyson and Byron Hurt (pp. 358-369)</p> |
| W 29 Oct | Black Hyper-Masculinity in American Hip Hop | <p>Film: <i>Beyond Beats and Rhymes</i>.</p> |

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| F 31 Oct | Cultural Appropriation | <p>“Iggy Azalea’s post-racial mess: America’s oldest race tale, remixed” by Brittney Cooper</p> <p>“The Silence of the ‘Black’ White Musicians” by Malek Mouzon</p> <p>“We’re a culture, not a costume” by Emanuella Grinberg</p> <p>“Washington State Students Protest Against University’s “Cougador” Promotion at Football Game by Latino Rebels</p> |
| M 03 Nov | War on Drugs and New Jim Crow | RCL Chpt. 26 and Chpt. 27 (pp. 211-225) Quiz # 4 |
| W 05 Nov | Racial Profiling and US Law pt. I | “Jay-Z’s 99 Problems, Verse 2” by Caleb Mason (pp. 567-576, up to Line H) |
| F 07 Nov | Racial Profiling and US Law pt. II | <p>“Jay-Z’s 99 Problems” (pp. 576-586)</p> <p>“Racial and gender profiling can affect outcome of traffic stops” by Kansas State University</p> <p>“Why is the NYPD After Me?” by Nicholas K. Peart</p> |
| M 10 Nov | Colorblind Racism in the age of President Barack Obama | “The Sweet Enchantment of Color-Blind Racism in Obamerica” by Eduardo Bonilla-Silva and David Dietrich (pp.190-206) |
| W 12 Nov | Microaggressions | <p>“Microaggressions” by The Microaggressions Project</p> <p>“21 Racial Microaggressions You Hear on a Daily Basis” by Heben Nigatu</p> <p>“5 Tips to handle Microaggressions Effectively” by Anna Giraldo Kerr</p> <p>Quiz # 5</p> |
| F 14 Nov | Going Beyond Multiculturalism | “Gender, Class, and Multiculturalism: Rethinking ‘Race’ Politics” by Angela Y. Davis (pp. 40-48) |

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| M 17 Nov | Towards a Critical Diversity | “From Affirmative Action to Diversity: Toward a Critical Diversity Perspective” by Cedric Herring and Loren Henderson (pp. 629-643) Group Reading # 4 |
| W 19 Nov | Toward a New Vision | “Toward a New Vision: Race, Class, and Gender as Categories of Analysis and Connection by Patricia Hill Collins (pp. 233-250) |
| F 21 Nov | Changing Race, Challenging Racism | RCL Chpt. 50 (pp. 400-402) “Dismantling Privilege and Becoming an Activist” by Abby L. Ferber (pp. 251-256) |
| 24-28 Nov | Thanksgiving Break | Optional: SR “The Day of the Fools” by Rodolfo Acuña |
| M 01 W 03 F 05 M 08 W 10 Dec | Student Presentations | |
| F 12 Dec | Conclusions | Critical Race Analysis Paper due in hard copy by 12pm |
| 16 Dec | Final Exam | Tuesday @ 3:30 – 5:30pm |