

DEPARTMENT OF COMPARATIVE ETHNIC STUDIES

CES 201.1
Foundations of Comparative Ethnic Studies
Fall 2007
Place: Todd 234
Day/Time: TTH: 12:00-1:15

Instructor: Rory Ong
Office Room #: Wilson 119
Office Phone #: 5-7089
Office Hours: W: 1-3 pm
or by appointment
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Course Description and Goals:

Foundations of Comparative Ethnic Studies will familiarize students who are majoring and minoring in CES with the necessary framework to broaden and deepen their critical analyses of race, racism, and institutional processes of racialization. To start, we will briefly review materials that provide a context for the conditions that precipitated the Ethnic Studies movement. We will follow this with an examination of a series of in-depth themes such as the notion of race as a "social and political construct," the very complex issue of legal and illegal immigration, as well as the legislative process that gave rise to the genocide of Indigenous everyday life. We will end the semester with an interrogation of what "civil rights," "individual freedoms" and "democracy" in the U.S. actually mean given the constant of racism. For that matter, what does it mean to claim American citizenship with our history of genocide, colonization, and racism by legislation? And is there a way to "decolonize" ourselves as Americans? What do we need to do to achieve a social consciousness in this country that will support social justice here in the states and abroad?

As global citizens it is critical that we have a fundamental framework that enables us to not only see these issues historically, but also how they are occurring presently. Moreover, we need to establish a groundwork that helps us to recognize what prefigures racism and racist ideology, not merely its symptoms or outcomes. My hope is that this course, with this set of materials, will provide us with the context to discuss and engage in these matters.

Required Texts:

Johnnella Butler, ed. *Color-Line to Borderlands: The Matrix of American Ethnic Studies*. Seattle: University of Washington Press, 2001.
K. Anthony Appiah and Amy Gutmann. *Color Conscious: The Political Morality of Race*. New York: Princeton University Press, 1996.
Mae Ngai. *Impossible Subjects: Illegal Aliens and the Making of Modern America*. New York: Princeton University Press, 2005.
Nikhil Sing. *Black is a Country: Race and the Unfinished Struggle for Democracy*. Cambridge. Harvard University Press, 2004.
Supplemental Readings (available at Cougar Copies).

Course Requirements:

In-Class Writing Responses

You will be asked to respond in-class periodically to questions concerning the readings and/or other class material (films, discussions, etc). These will only take up 5-10 minutes of our class time. These are considered "participatory" assignments to gauge the extent to which you come to class prepared (i.e. having read the reading before hand) and how well you are paying attention to discussion and generally comprehending the material. In-class (sometimes take-home) writing assignments will count 15% toward the total grade.

Chapter Discussion and Review

You are required to sign up to review and lead discussion over two of the class readings. This will involve writing a short review of the reading(s) (3-4 pages long, typed and double-spaced), as well as sharing your review with the class (5-10 minutes) highlighting the 2 or 3 key points of your review. This will help us to engage directly with the reading(s). Two or Three of your classmates will present along side of you, so I encourage you to meet and collaborate on topics, themes, so there is breadth and depth in the presentations (rather than duplication). Both the Chapter discussion and the written review must thoughtfully engage the assigned reading(s). The written review is due the day of the reading in class. The discussant/presentations and papers will count as 15% each, or 30% of the total grade.

Take-Home Exams

There will be two exams—a midterm and a final. Guideline Sheets will be handed out as we near the exams. The mid-term will be a take home exam which will be written in the form of a short paper (4-5 pages, typed and double-spaced). Students will choose from a set of questions or issues concerning the material that I will handout. You will have 1 week in which to complete the mid-term. Students will also write a final exam. The Final will also be a take home exam but will be a longer paper (8-10 pages long, typed and double-spaced). The Final Paper may be an extension of the Midterm. The mid-term will count as 25% and the final will count as 30% of the total grade.

Policies:

Grading

Short Analysis Writing Assignments	15%
Chapter Discussant/Presentation and Paper #1	15%
Chapter Discussant/Presentation and Paper #2	15%
Take Home Essay Exam #1	25%
Take Home Essay Exam #2	30%

Grading Scale

100-98=A+	Suggests that a student's work is outstanding to excellent; it reflects the content and focus of the course and shows thoughtful and critical insight into the complexities of the material. Always well written and articulated.
97-93=A	
92-90=A-	
89-87=B+	Suggests the student's work is very good to good; it reflects a very strong and solid understanding of the material. Occasionally doesn't go the extra step in critical analysis. Always well written and articulated.
86-83=B	
82-80=B-	
79-77=C+	Suggests the student's work is adequate; it reflects a fair grasp of the material but doesn't go very far in analysis or reflects a lack of comprehension of the issues represented in the material.
76-73=C	
72-70=C-	
69-63=D	Suggests the students work shows some but little effort, and does not comprehend the material, or reveals a lack of reading, attention, or attendance.

Attendance

In accordance with the Student Handbook, attendance in this class is mandatory. If you know in advance that you will have to miss class for a legitimate reason, contact me to see whether arrangements can be made to make up any work that will be missed. If you have not finished an assignment for a given class period, attend class anyway to avoid missing further assignments and in-class work/discussions. **Only institutional excuses will be accepted. If you have more than four (4) unexcused absences, your grade will be lowered one point for every absence thereafter.**

Extra Credit

There may be many opportunities for extra credit throughout the semester. I will announce those opportunities as they come up. Extra Credit assignments must relate to the course content of CES 411. Extra Credit should be in the form of a short 1-2 page review of the event, lecture, or film attended--typed and double-spaced. To receive the possible full credit, students not only review but must also discuss how the event, film, or lecture compliments the content of this course. Students are allowed to turn in 2 Extra Credit assignments. Each Extra Credit will count 2.5 pts toward the student's overall final grade (for a total of 5 extra credit points).

Disability Accommodations

The Department of Comparative Ethnic Studies supports members of our community who request disability accommodations. Please notify me during the first two (2) weeks of class for any requirements needed for the course. 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 Disability Resource Center (DRC). All accommodations MUST be approved through the DRC (Admin Annex Bldg, Room 205). Please stop by or call 509-335-3417 to make an appointment with a disability specialist.

Academic Integrity

Academic dishonesty, such as cheating, plagiarism, fabrication, and fraud, is prohibited. The proper use of primary or secondary research sources and without proper citation or acknowledgment, or copying and claiming someone else's work as your own, is illegal and is not acceptable in this or any other class at WSU. Whether intentional or unintentional, academic dishonesty will result in a grade of F for the assignment in question, or a grade of "F" for the entire course. Should there be any suspicion of academic dishonesty, we will discuss the situation with you before penalties are enforced.

Classroom Etiquette

Out of respect for your classmates and the instructor, all cell phones must be turned off. iPods and any other devices for listening to music, podcasts, radio, or text messaging are also prohibited in class. Unless you have a documented disability, no earphones are

allowed in class. Any use of these items during class will automatically result in a loss of 5 points from the student's final grade.

Syllabus: (Subject to Change)

Tuesday, August 21: Handout and Review Syllabus. Introduction to the Course.

Thursday, August 23: Video: *Revolution '67*.

The Ethnic Studies Portal: Or, Where Stargate Meets the Matrix

Tuesday, August 28: Discuss "Multiculturalism: Meeting Ground or Battle Ground" by Ronald Takaki; and "The Problematics of Ethnic Studies" by Manning Marable in *Color-Lines to Borderlands*.

Thursday, August 30: Discuss "From Ideology to Institution: The Evolution of Africana Studies" by Rhett Jones and "The Dialectics of Ethnicity in America: A View from American Indian Studies" by Elizabeth Cook-Lynn and Craig Howe in *Color-Lines to Borderlands*.

Tuesday, September 4: Discuss "Whither the Asian-American Subject?" by Lane Ryo Hirabayashi and Marilyn Caballero Alquizola and "Thirty Years of Chicano and Chicana Studies" by Lauro H. Flores in *Color-Lines to Borderlands*.

Thursday, September 6: Discuss "Asian American and Asian Studies" by Shirley Hune and "Reimagining Borders" by Edna Acosta-Belén in *Color-Lines to Borderlands*.

Tuesday, September 11: Review and Recapitulate Key points; also Discuss "Ethnic Studies in U.S. Higher Education: The State of the Discipline" by Evelyn Hu-Dehart in *Color-Lines to Borderlands*.

Race as a Social and Political Formation

Thursday, September 13: Discuss "Racial Formations" by Michael Omi and Howard Winant (handout).

Tuesday, September 18: Discuss "The Possessive Investment in Whiteness" by George Lipsitz (handout), and the "Introduction" by David Wilkins in *Color Conscious*.

Thursday, September 20: Discuss "Race, Culture, Identity: Misunderstood Connections, Part One—Analysis: Against Races," pp. 30-74 in *Color Conscious*.

Tuesday, September 25: Discuss "Race, Culture, Identity: Misunderstood Connections, Part Two—Synthesis: For Racial Identities," pp. 74-105 in *Color Conscious*.

Thursday, September 27: Discuss "Responding to Racial Injustice, Parts 1-3, pp. 106-151 in *Color Conscious*.

Tuesday, October 2: Discuss "Responding to Racial Injustice, Parts 4-5, and the Epilogue, pp. 151-183 in *Color Conscious*.

Thursday, October 4: Review and Recapitulate Key points. **Take-Home Midterm due.**

Colonizing the Indigene through Law

Tuesday, October 9: Discuss "The Moral Dilemma—Savage Peoples and Civilized Nations" by Franke Wilmer (Supplemental Reading).

Thursday, October 11: Discuss "Worlds Collide: New Worlds New Indians" by Luana Ross (Supplemental Reading).

Tuesday, October 16: Discuss "The Era of Defining Tribes, Their Lands, and Their Sovereignty" by David Wilkins (Supplemental Reading).

Thursday, October 18: Discuss "Introduction" to *Colonizing Hawaii: The Cultural Power of Law* by Sally Engle Merry (Supplemental Reading).

Tuesday, October 23: Review and Recapitulate Key points.

Migration, Immigration, and the Transmigrations of Il/legal Citizenship

- Thursday, October 25: Discuss the "Introduction" and Chapter One "The Johnson-Reed Act" in *Impossible Subjects* by Mae Ngai.
- Tuesday, October 30: Discuss Chapters Two "Deportation Policy" and Three "Filipino Migration" in *Impossible Subjects* by Mae Ngai.
- Thursday, November 1: Discuss Chapter Four "Braceros, Wetbacks, and the National Boundaries of Class" in *Impossible Subjects* by Mae Ngai.
- Tuesday, November 6: Discuss Chapters Five "WWII and Japanese Interment" and Six "The Cold War Chinese Immigration Crisis" in *Impossible Subjects* by Mae Ngai.
- Thursday, November 8: Review and Recapitulate Key points.
- Rethinking Democracy, Citizenship, and Nation**
- Tuesday, November 13: Discuss "Introduction: Civil Rights, Civic Myths" and Chapter One "Rethinking Race and Nation in *Black Is A Country* by Nikhil Singh.
- Thursday, November 15: Discuss Chapter Two "Reconstructing Democracy" in *Black Is A Country* by Nikhil Singh.
- Tuesday, November 19-23: **Thanksgiving Holiday Break.**
- Tuesday, November 27: Discuss Chapter Three "Internationalizing Freedom" in *Black Is A Country* by Nikhil Singh.
- Thursday, November 29: Discuss Chapter Four "Americanizing the Negro" in *Black Is A Country* by Nikhil Singh.
- Tuesday, December 4: Discuss Chapter Five "Decolonizing America" and "Conclusion: Racial Justice Beyond Civil Rights" in *Black Is A Country* by Nikhil Singh. Review and Recapitulate Key points.
- Thursday, December 6: Research Day.
- Monday, December 10: **Final Exam due**