

**CES 101: INTRODUCTION TO COMPARATIVE ETHNIC STUDIES**  
**FALL 2009 – T, TH 10:35-11:50 A.M. – TODD 404**

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

**Office Hours: W 11:00 a.m.-1:00 p.m., and by appointment**

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*Until justice is blind to color, until education is unaware of race, until opportunity is unconcerned with the color of men's skins, emancipation will be a proclamation but not a fact.*

**Lyndon B. Johnson**

*It is certain, in any case, that ignorance, allied with power, is the most ferocious enemy justice can have.*

**James Baldwin**

*A fully functional multiracial society cannot be achieved without a sense of history and open, honest dialogue.*

**Cornel West**

**Course Description:**

This course examines the assumptions to race, ethnicity, gender, and class that inform the formations of individual identities, institutions, and ideologies in American society. It should be looked at as an *introduction* to the interconnections between race, ethnicity, and the social, political, and cultural frameworks and attitudes in the U.S. The course will specifically focus on the institutions and policies of education in the United States as a means through which to critically trace the idea of “race” in America, both historically and theoretically, in an attempt to begin to understand some of our more current issues and ideas surrounding racial identity, racial inequality, and race relations. Of special interest are the ways in which the space of education has played a significant part in the ways in which race and ethnicity have been constructed and modified throughout America’s history, what purposes were served by these constant “racial reconsiderations,” and how this evolution contributes to the formation of contemporary thought on racial differences and racial inequalities. Additionally, this course works to introduce students to the terminologies, concepts, and debates in the discipline of Ethnic Studies.

### Learning Outcomes:

- (1) Introduce students to core concepts and methods utilized in studying race and ethnicity
- (2) To understand the theoretical concepts of race, racism and racialization and how they affect education systems and policies in the United States.
- (3) To examine the critical connections between historical eras and events and the formation of racialized policies and institutions.
- (4) To understand how racial and ethnic groups have resisted and struggled to recreate their own cultural identities in relations to each other and dominant white groups, leading to both conflict and community empowerment
- (5) A critical understanding of ethnic identity and racial identity and how it is constructed and reconstructed by individuals and groups over time and different contexts.
- (6) Cultivate and enhance students' critical thinking skills
- (7) Provide students with foundational knowledge necessary for success in upper division Ethnic Studies courses and other social science/humanities courses offered in other departments.

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

### Required Texts:

- Oliver, Melvin and Thomas Shapiro. Black Wealth/White Wealth: A New Perspective on Racial Inequality. [WEALTH below]
- Patterson, Thomas. Inventing Western Civilization. [WESTERN below]
- Wise, Tim. White Like Me: Reflections on Race from a Privileged Son. [WHITE below]
- Zack, Naomi. Thinking About Race. [RACE below]

In addition, throughout the semester there may be supplemental readings assigned by the professor. The professor will announce any such additions during lecture.

All texts are available at The Bookie and Crimson & Gray. They are also readily available for order on Amazon, or other online outlets. If you choose to order your books online please be VERY aware of the date each book is scheduled for discussion in class. An untimely order IS NOT a legitimate excuse for not being prepared for class.

### **Assessment and Evaluation:**

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

### **Course Requirements:**

#### **• Participation (25% of final grade)**

Students will receive participation points for in-class assignments (**worth 5 points each**) and completed in-class movie question sheets (**worth 10 points each**). Students must complete these assignments in class. Class participation is evaluated based on one's completion of **IN CLASS** assignments. Full points will be awarded to those who attend class and complete the assignments. **NO** points will be awarded to students who opt out of the activities or who are not in class. These assignments will not be announced and they **CANNOT BE MADE UP**.

#### **• Midterm Exams (75% of final grade)**

There will be **THREE (3)** in-class midterm exams. **EACH** exam will be worth **25% of your final grade**. The exams will be made up alternately of true/false, multiple choice, fill-in, and short essay questions. The questions will be based on material from the readings, the lectures, and the films. The midterms are not cumulative, rather they will cover the material addressed only in the weeks preceding each of the respective exams.

## **General Written Work & Evaluation Criteria:**

### **• Written Work Guidelines:**

- I DO NOT ACCEPT ASSIGNMENTS VIA E-MAIL. NO EXCEPTIONS.
- DO NOT PUT ANY ASSIGNMENTS UNDER MY OFFICE DOOR UNDER ANY CIRCUMSTANCES.
- Always keep copies of all important formal assignments – including **print** copies of electronic files – until after you receive your final grade in the course. Your professor will retain your final exam, and may retain the originals or copies of your other papers, but the responsibility for document preservation (for grade appeals or other reasons) is yours.
- You are encouraged to *discuss* the course content and assignments with other students, but you must submit your work in your own words. I reserve the right to reject any apparently plagiarized or dishonest work. (*See the Academic Integrity Policy below*)
- Regarding exams/exam preparation, **DO NOT refer to dictionaries or encyclopedias, of any type, (i.e. books or online), as critical references in your exam responses. Though I do encourage you to consult dictionaries and encyclopedias for your own personal clarification, they are to be used for clarification purposes ONLY and are not considered critical resources. All exam responses should be informed by the course readings, films, and lectures ONLY.**  
[Any use of dictionaries as critical references in exam responses will result in the assignment being marked down.]

### **•Grading Criteria**

Grades for **all** work for the course will be determined by the following general criteria:

**Excellent Work:** Demonstrates comprehensive command of the theories and principles from the course, exceptional ability to apply concepts, and superior ability to creatively and appropriately organize and express ideas.

**Good Work:** Demonstrates solid command of the theories and principles from the course, ability to apply concepts with only minor problems, and good organization and expression of ideas.

**Fair Work:** Demonstrates acceptable command of the theories and principles from the course, basic ability to apply concepts, and moderate skill in organization and expression of ideas.

**Marginal Work:** Demonstrates little command of the theories and principles from the course, some attempt at applying concepts, and limited ability to organize and express ideas.

**Unacceptable Work:** Demonstrates lack of command of the subject matter, unable to appropriately and consistently apply concepts, and inconsistent use of format to organize and express ideas.

- **Grade Breakdown:**

By Grade Point:

A = 4.0

A- = 3.8

B+ = 3.5

B = 3.0

B- = 2.8

C+ = 2.5

C = 2.0

C- = 1.8

D+ = 1.5

D = 1.0

F = 0

By 100 Point Grading Scale

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+

63-66 = D

60-62 = D-

0-59 = F

### **General Information:**

- **Academic Integrity Policy:**

In all instances, you must do your own work. Otherwise, you are being dishonest. There is no excuse for plagiarism, or for submitting another's (including fellow students') work, ideas, or wording as your own, or for not doing your own work. In simple terms, plagiarism is the act of using another person's words or work without giving them credit for it. Relatedly, academic dishonesty involves not doing the work you are supposed to do on your own. If you do not understand the seriousness of plagiarism and/or academic dishonesty, and the importance of avoiding those behaviors, you are encouraged to read *WSU's Academic Integrity Policy* (WSU Student Handbook, WAC 504-26-202—Acts of Dishonesty and WAC 504-26-010—Definitions). Plagiarism and academic dishonesty, whether intentional or unintentional, may result in a grade of "F" for the assignment in question, or a grade of "F" for the entire course, at my discretion. Should there be any suspicion of plagiarism or any other form of academic dishonesty, I will discuss the situation with you first and then with the Chair of Comparative Ethnic Studies. I may then alert the Office of Student Conduct, which could result in an academic integrity hearing and university sanctions against you. If you are at any time unclear about what constitutes plagiarism, cheating, or academic dishonesty, contact me and I will clarify it for you. ***The rules for plagiarizing or other forms of cheating are not negotiable. Remember that your grade depends on your understanding of these policies.***

- **Disability Accommodation:**

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 (Washington Building, Room 217). Please stop by or call 509-335-3417 to make an appointment with a disability specialist.

- **Campus 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/emergencies> Emergency management web site

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

- **Grade Problems:**

During the semester use my office hours to talk to me about any problems you are having with your progress and/or evaluations for the course so we can try to fix any bad situation **early**, before it's too late. You must communicate any problems you may be having that are affecting your coursework early on so that I am aware of the situation as I continue to evaluate your work. Any explanations for poor performance, relevant or not, will not be accepted at the end of the semester and will have no effect on your final grade. Please do not come to ask me to change your grade after you have failed the course. Also, do not come to ask me to give you an "I" because you are failing or have failed the course.

- **Reality Check Clause:**

I am a pretty busy person, and as a professor, my role is to teach you about race and race relations and to generally prepare you for the professional world. As such, the decisions you choose to make regarding your personal life outside of the classroom are not my problem. For instance, if you tell me that your parents are going on a vacation to Cabo San Lucas during the week we are having a midterm exam, and they want you to come along (and already bought your tickets), that isn't my problem. It is your decision. Similarly, if your best friend is getting married in California and you want to go to the wedding the day of a film or a midterm review, that isn't my problem. Or, if your roommate/friend needs a ride to the Spokane airport and you decide to take him and miss class: not my problem! Thus, before you raise any issue with me, understand that your personal matters should bear no effect on me or on how this class is conducted. And NO special accommodations will be made in these types of cases. It is your responsibility to conform to and abide by the schedule and the syllabus. Ultimately, you need to consider that if you decide to bask under the Mexican sun, or eat wedding cake in sunny California, or go to Spokane during class time, that choice will come with a cost to your grade. It is ultimately up to you to make your own decisions, but bear in mind that decisions always have consequences attached to them.

- **Classroom Conduct Rules:**

- First and foremost, I expect that you respect me and your fellow students. There will be no talking when I am addressing the class, when another student has the floor, or when we are viewing a video.
- ALWAYS bring your book and/or reader to class.
- I expect you to be involved in whatever the class is doing, in other words, not doing work for another class, reading a newspaper or other outside material, doing the crossword, napping, etc. If you absolutely must do these things then don't come to class.
- Also in this regard, though I prefer that you do not take notes on a laptop computer, if you still choose to do so please be advised that if you are found to be checking your e-mail, surfing the web, playing video games, or anything other than taking notes for class, you will not be allowed to bring your computer to class for the rest of the semester. NO EXCEPTIONS.
- Do not wear headphones, earbuds, etc. in class.
- If you have to come in late or leave early occasionally, do this quietly and unobtrusively so as not to disturb the class.
- Also, the classroom is not the appropriate time for complaining about the class, the workload, your grade, etc. This includes before class, after it ends, and during any break we might take. If you have a problem, you should come to my office hours or schedule a time to discuss it with me in private.
- Turn your cell phones and all electronic devices off before coming to class, and put them away for the duration of the class, (this includes ANY electronic device that can be used for entertainment or to communicate with the world outside our classroom). The world will survive without being able to reach you for an hour and fifteen minutes. (If you simply cannot be incommunicado for the one hour and fifteen minutes during our class time then you should consider taking another class.) If, for some reason I cannot imagine at this point, you forget to turn off you device, and it goes off, you will, first, and foremost, really aggravate me. (This is never a good thing to do to your professor.) Secondly, you will be called upon to do one of 2 things. You may: 1) turn it off immediately, meaning after the FIRST ring, or 2) hand it to me to be kept up with me for the remainder of the class period. If your device goes off again in class after the first incident, TWO THINGS WILL HAPPEN: 1) You will earn an immediate pop quiz for THE ENTIRE CLASS, and 2) You will have to turn your phone into me at the beginning of every class, to be returned to you at the end of class, for the duration of the semester.

- **DO NOT TEXT IN CLASS.** As stated above all electronic devices should be turned off, but if you choose to try to ignore that rule and are discovered texting in class the two consequences from above (a pop quiz for the class and the surrendering of your phone for the class period for the duration of the semester) will occur on **THE FIRST VIOLATION. DON'T TEXT IN CLASS.**
- The focus of class discussion should be on critical analysis of the works we are reading. Therefore, undeveloped and uncritical personal preference remarks are not acceptable for class discussion.
- **Finally, the failure to adhere to any of the above rules may result in the student being asked to leave and/or the deduction of points (at my discretion and without notifying you) from your participation points for each respective class in which it occurs.**

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

### **IMPORTANT DATES:**

• **Thursday, September 24**  
**MIDTERM # 1**

• **Tuesday, November 3**  
**MIDTERM #2**

• **Thursday, November 5**  
**NO CLASS**

• **Tuesday and Thursday, November 24 & 26**  
**THANKSGIVING BREAK – NO CLASS**

• **Thursday, December 3**  
**MIDTERM #3**

• **Thursday, December 10**  
**NO CLASS**

## CLASS SCHEDULE

•Schedule subject to change. Any modifications will be announced in class.

•This schedule tells you the dates by which you need to have the material read.

TUE AUG 25: **Introductions**

THU AUG 27: **FILM: “Race: Power of an Illusion – Part One: *The Difference Between Us*”**

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TUE SEP 1: **What is Ethnic Studies?**

THU SEP 3: **Thinking About Race**  
Read **RACE: Chapters 1 and 2**

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TUE SEP 8: **FILM: “Blue Eyed”**

THU SEP 10: **Inventing Western Civilization**  
Read **WESTERN: Chapter 1**

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TUE SEP 15: **Inventing Western Civilization**  
Read **WESTERN: Chapters 2 and 3**

THU SEP 17: **FILM: “Race: Power of an Illusion – Part Two: *The Story We Tell*”**

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TUE SEP 22: **Inventing Western Civilization**  
Read **WESTERN: Chapters 4 and 5**  
In-class **Midterm review**

THU SEP 24: **MIDTERM #1 – IN CLASS (bring bluebooks)**

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TUE SEP 29: **Thinking About Race**  
Read **RACE: Chapters 3 and 4**

THU OCT 1: **Thinking About Race**  
Read **RACE: Chapters 5, 6, and 7**

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TUE OCT 6: **FILM: “Secrets of the S.A.T.”**

THU OCT 8: **Thinking About Race**

Read **RACE:** Chapters 8, 9, 11, and Conclusion

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TUE OCT 13: **Black Wealth/White Wealth**

Read **WEALTH:** Chapter 1

THU OCT 15: **Black Wealth/White Wealth**

Read **WEALTH:** Chapters 2 and 3

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TUE OCT 20: **Black Wealth/White Wealth**

Read **WEALTH:** Chapter 5

THU OCT 22: **Black Wealth/White Wealth**

Read **WEALTH:** Chapter 6

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TUE OCT 27: **Black Wealth/White Wealth**

Read **WEALTH:** Chapters 7 and 8

In-class **Midterm review**

THU OCT 29: **FILM: “Race: Power of an Illusion – Part Three: *The House We Live In*”**

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TUE NOV 3: **MIDTERM #2 – IN CLASS (bring bluebooks)**

THU NOV 5: **NO CLASS**

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TUE NOV 10: **White Like Me**

Read **WHITE:** pp. v-16

THU NOV 12: **White Like Me**

Read **WHITE:** pp. 17-60

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TUE NOV 17: **White Like Me**  
Read           **WHITE:** pp. 61-126

THU NOV 19: **White Like Me**  
Read           **WHITE:** pp. 127-178

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TUE NOV 24: **THANKSGIVING BREAK – NO CLASS**

THU NOV 26: **THANKSGIVING BREAK – NO CLASS**

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TUE DEC 1: **FILM: “Skin Deep”**  
In-class       **Midterm Review**

THU DEC 3: **MIDTERM #3 – IN CLASS (bring bluebooks)**

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TUE DEC 8: **Course Wrap-Up, Final Thoughts, and Course Evaluations**

THU DEC 10: **NO CLASS**

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