

Introduction to Comparative Ethnic Studies CES 101 – Fall 2009

Instructor: Stephen Bischoff

Phone: (509) 335-7704

Office: Compton Union Building (CUB 414B)

Class Times: T, TH 1:25-2:40 located at CUE 319

E-Mail: stephen@mail.wsu.edu

Office Hours: M, W 8:30-9:30am
and by appointment

Electronic Course Syllabus Found At: <http://libarts.wsu.edu/ces/bischoff/>

Required Readings

Andersen, Margaret L. and Patricia Hill Collins, eds. *Race, Class, and Gender: An Anthology*. 7th ed. Wadsworth Publishing, 2009.

Johnson, Allan. G. *Privilege, Power, and Difference*. McGraw-Hill Humanities, Social Sciences & World Languages, 2001.

Zack, Naomi. *Thinking About Race*. Wadsworth, 1998.

Optional Book

Bonilla-Silva, Eduardo. *Racism without Racists*. Rowman & Littlefield Publishers, 2003.

Introduction and Course Description

Introduction to Comparative Ethnic Studies (CES 101) provides an overview of race and ethnic relations in the United States embedded within the broader structures of history, culture and social institutions. More specifically, it introduces students to the historical and contemporary interconnections between race, ethnicity, economic and social inequality within US society and culture. Borrowing from several disciplines and methodologies, we will take a look at historical developments in meanings attached to race, as well as race relations in the US, in an attempt to understand our current state of affairs involving racial inequality and contemporary expressions of racism. Indeed, this course seeks to develop an understanding of the ways in which historical constructions of race and ethnicity have played key roles in the formation and development of racial differences and racial and economic inequality as they exist today. Though we will discuss specific ethnic and racial groups at times, the overall focus will be the ample context connecting different ethnic and racial groups to a shared history of racialization with present-day relevance.

While students will be exposed to various issues for different populations, our resulting discussions will touch upon sensitive issues involving race, class, and gender. These talks will hopefully force you out of your comfort zone and ultimately reflect on your own preconceived notions. By remaining in the confines of your comfort zone, you will not further your critical thinking. The personal stories for peoples we will discuss reflect upon a larger experience for these peoples.

As this course fulfills WSU's "Intercultural" requirement, a student should know that they will not be experts in *diversity* from this one course. However, a student can use this course as a jump-off point to critically understand social relations relating to privilege and power and its effect on people better.

Prerequisites

There are no formal course prerequisites for this class. However, students should be prepared to develop throughout the semester. This course requires students to utilize critical thinking and analysis primarily through reading, writing, and discussion. Students that are not prepared for this type of engagement will find this course difficult and may need to consider other course options.

COURSE REQUIREMENTS

Points Breakdown

Participation	15%
Response Papers (3)	15%
Tests (2)	40%
Final Project/Paper	20%
Final Presentation	10%
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TOTAL	100%
Potential Extra Credit	5%

Grading Scale

100-93: A
92-90: A-
89-87: B+
86-83: B
82-80: B-
79-77: C+
76-73: C
72-70: C-
69-67: D+
66-60: D
59 and Below: F

Attendance and Participation (15%)

Without attending class, students will struggle to succeed in this class. Since discussion is a key component to **our** learning in this class, it is important that we get insight from each other. If you are not present, the extent of **our** learning will be affected. Attendance will be taken daily. Coming to class late or leaving class early without prior arrangement will result in an absence as well. Students that miss class are also responsible the material and assignments covered during that class. One (1) absence will be allowed during the semester. Missing four (4) classes will result in a one letter grade reduction (i.e. an “A” would be reduced to a “B”). A subsequent absence will then

be reduced another letter grade. Six (6) absences will result in an “F” grade for the course.

When students come to class, it is also expected that they participate in discussion. While some may be shy to offer their insight and questions, it is necessary that students push themselves to get involved. If you self-identify as an introverted person, you are invited to communicate your thoughts verbally in class. If you are concerned over this, I am available to discuss further ways that you can involve yourself. Sitting in class without participation will be easily noticed over the length of the semester. Students are encouraged to share questions and critical insight when they participate. If you are still uncomfortable participating in this way, you can also participate by e-mailing me or giving me questions in advance of class time.

If you are lost in conversation or unsure of certain concepts, ask a question! Questioning allows us all to affirm our understandings. Offering critical insight that builds and develops the conversation comes as a result of paying attention, listening attentively, asking questions, and making connections. Participation points will accordingly be awarded for these types of contributions.

Participation Portion of grades based on following:¹

- 15 Points: Active participant in class in all regards; enhances and invigorates the class
- 12 Points: Participates and contributes regularly; does not push class conversations in new directions but often contributes
- 9 Points: Contributes on occasions but does so at basic level; engaged, but not active
- 6 Points: Rarely contributes, but present; shows limited effort and interest in class
- 3 Points: Does not contribute, but physically present for most part; brings little energy and generally demonstrates little interest or effort within class
- 0 Points: Detracts from overall success of class because of disinterest, disengagement, negative attitude, rudeness, non or disruptive/destructive participation, etc.

Response Papers (3) – 15%

During the semester, you will be responsible for turning in three (3) response papers. These papers will be 2 paragraphs in length and not exceed 1 page. They will critically address a section of our coursework. Each one will be worth 5% of your overall grade for a combined 15% of your grade. You will be asked to give your insights in regards to the concepts we cover through your assigned readings and in our class discussions/presentations.

(1) The first paragraph is a synopsis of the reading. What is the author’s main

¹ Rubric used with permission from David Leonard, Washington State University CES Dept.

point? What is the reading trying to argue?

(2) The second paragraph is a short reflection or reaction to the reading. Is the information new or thought-provoking? How does it relate to the other readings or materials presented in class?

You should engage with the texts and class topics to give your insights. Responses should not just be “Yes, I agree with so-and-so...” or “I thought this reading was good”. Instead, students should ask themselves why they take a certain position or feel a certain way. This can be accentuated by thoughts on social location relative to an issue (be self critical of why you may hold a certain belief or position on a topic).

Tests (40%)

You will have two tests during the semester that will be worth 20% each for a combined 40% of your overall grade. There will be two examinations. The two exams will be comprised of three parts: (1) an objective element (such as multiple choice or true or false); (2) short answers; and (3) a longer essay response. All three parts are designed to test your comprehension of and ability to apply the information from class lectures, assigned readings, and films.

Final Project or Paper (20%)

Instead of the traditional final exam during finals week, students will complete a final project or final paper.

Final Project

There is a lot of flexibility with the final project since it will be determined by each student. The project will need to be cleared with the instructor in advance to confirm its viability and methods. But, each project needs to push a student in relating course material to their project. To help guide you, some general examples of potential final projects are:

- Putting together a multimedia project that analyzes a current or past issue
- Assisting a multicultural student organization in putting on an event during the semester that you can critically relate to our topics (this should involve critically learning about the organization, its history, purpose of the event, etc.)
- Reading a new book that discusses issues of race and doing a book review
- Organizing a workshop (an interactive one) and putting it on for other students (this can be hosted at the Asian American and Pacific Islander Student Center or a meeting room in the CUB)

All projects will need to be accompanied by a 1-1½ page, double-spaced reflection paper that covers what your learning objectives were, how the project related to the course materials and discussion, and any insight you gained.

Final Paper

The final paper option will require students to turn in a 4-5 page, double-spaced paper that will examine a topic from the course more in-depth. The paper should follow MLA or Chicago formatting when submitted. As with the final project, this paper should

expand on an issue covered in this course. Students will have the option of determining their topic, but will need to confirm it with me in advance.

Both the final project and paper will be discussed further later in the semester.

Final Presentation (10%)

Your final presentation will be a summary of your final project/paper. Having a decent sized class, the last two weeks of the semester have been set aside for presentations. Students will give a 3-4 minute presentation that covers their project/research. However, it should **not** be a simple word-for-word reading of your final project reflection paper or your final paper. Since you should have invested some solid time into your final project/paper, you should be able to communicate the key points effectively to your peers in the allotted time. If any there are any special needs for the presentation (i.e. audio, visual), please make arrangements in advance.

Potential Extra Credit (upto 5%)

There will be a few opportunities later in the semester for students that want to earn extra credit. But, one of the ways that students can earn extra credit upto 5% is to write a 2-page, double-spaced paper that critically discusses a relatively current news article. The article should be cited and attached with the paper.

As the semester goes along, there may be extenuating circumstances that require a change to class meetings and/or due dates for assignments. If due dates do need to be changed, they will be only adjusted in students' favor (move date back).

Course Philosophy

When looking over this syllabus, one of the most used words that you probably saw was "critical." Being "critical" requires us all to become aware of our own positions in society and what has shaped our views and own privileges. The texts, discussions, and other class materials are intended to get you thinking about the experiences for various populations. It is important to be open-minded about your own thinking as well as others when doing so. This will help your progress in this course **immensely**. Whether you come into this course with little experience dealing with issues of race or a lot, you will still be pushed to examine ideas closer.

Expectations and Guidelines²

- 1. READ!** Since our readings are the backbone for discussions, assignments, etc., stay caught up!
2. Be respectful of your peers when they have the floor just as you would want/expect too.
- 3. Turn cell phones off upon arrival to class – Please note that if I see (not if it rings) your cell phone/other handheld device on a consistent basis for**

² Majority taken verbatim from David Leonard's CES 338 syllabus for Fall 2007, Washington State University.

whatever reason, you will be asked to put it away. YOU WILL ALSO BE MARKED AS ABSENT FOR THAT DAY'S CLASS.

4. Arrive to class on time (and that doesn't mean put down your stuff before class begins and then leave for 25 minutes).
5. Sleeping or otherwise "tuning out" is not acceptable; class requires engagement and participation from all members of the community.
6. **If I see or any of your colleagues see you reading the newspaper or any other non-class related document, you will be asked to put it away. Upon a "second offense" you will be asked to complete an essay, using 5 sources from Ethnic News Watch, which will be written on the newspaper (or other document) you were reading in class. Your paper must be legible – this paper is due that following class meeting and if it is not turned in or done so at a satisfactory level, YOU WILL RECEIVE AN ABSENCE FOR THAT PREVIOUS DAY.**
7. Be respectful of others, in terms of engaging and listening to other's analysis, commentaries, points of discussion
8. Reflect on your social location in your thinking and responses.
9. Respect and understand rage.

Plagiarism and Cheating

Please refer to the WSU Student Handbook for protocol and information on plagiarism and cheating. Come up with your own original work. Many students don't realize the resources available to professors and instructors as well as other ways to tell that students are plagiarizing and/or cheating. The penalties for the slight infractions are not worth it.

Students with disabilities: 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 plan/emergency information: 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

Introduction to Comparative Ethnic Studies
CES 101 – Fall 2009
Bischoff
Course Schedule

WEEK 1

Tuesday, August 25 - Syllabus, Class Introduction

Thursday, August 27 – VIDEO: Race: the Power of an Illusion, Part I

What is Race?

WEEK 2

Tuesday, September 1 – Thinking About Race, Chapter 1 and 2 (pp. 6-24)

Thursday, September 3 – Thinking About Race, Chapter 3 and 4 (pp. 25-43)

Privilege

WEEK 3

Tuesday, September 8 – Privilege, Power, and Difference (pp. 21-40)

Thursday, September 10 – Thinking About Race, Chapter 7 (pp. 66-74) and Chapter 9 (pp.84-93)

RESPONSE PAPER #1 DUE AT BEGINNING OF CLASS

WEEK 4

Tuesday, September 15 – Privilege, Power, and Difference: Chapter 4 and 5 (pp. 54-75)

Making Privilege Happen

The Trouble With the Trouble

Thursday, September 17 – VIDEO: Race: the Power of an Illusion, Part II

Colorblindness

WEEK 5

Tuesday, September 22 – Race, Class, and Gender:

“Systems of Power and Inequality” (pp. 61-86)

Thursday, September 24 – Race, Class, and Gender:

“Color-Blind Privilege: The Social and Political Functions of Erasing the Color Line in Post Race America” (pp. 95-99)

“White Privilege: Unpacking the Invisible Knapsack” (pp. 99-104)

Handout: Racism Without Racists

“The Central Frames of Color-Blind Racism” (pp. 25-52)

WEEK 6

Tuesday, September 29 – Handout: Racism Without Racists

“The Style of Color Blindness: How to Talk Nasty about Minorities without Sounding Racist” (pp. 53-74)

Thursday, October 1 – **EXAM 1**

Racism and Classism

WEEK 7

Tuesday, October 6 – Privilege, Power, and Difference: Chapter 6 and 7 (pp. 76-107)

What It All Has To Do With Us

How Systems of Privilege Work

Thursday, October 8 – Thinking About Race, Chapter 9 (pp.84-93) and 10 (pp.104-112)

Race and Gender

Race, Romance, and Sexuality

RESPONSE PAPER #3 DUE AT BEGINNING OF CLASS

WEEK 8

Tuesday, October 13 — Race, Class, and Gender:

“Race as Class” (pp. 108-115)

“Shadowy Lines That Still Divide” (pp. 115-122)

“The Hidden Cost of Being African American” (pp. 129-135)

Thursday, October 15 — Race, Class, and Gender:

“What White Supremacists Taught a Jewish Scholar About Identity” (pp. 104-108)

“The First Americans” (pp. 463-469)

“Crimes Against Humanity” (pp. 379-385)

WEEK 9

Tuesday, October 20 — Race, Class, and Gender:

“From A Native Daughter” (pp. 28-35)

“Katrina, Black Women, and the Deadly Discourse on Black Poverty in America” (pp. 35-42)

“Who(Se) am I?” (pp. 394-406)

Thursday, October 22 – VIDEO: Race: the Power of an Illusion, Part III

WEEK 10

Tuesday, October 27 – Race, Class, and Gender:

“Is This A White Country, or What?” (pp. 193-201)

“Optional Ethnicities” (pp. 201-209)

“The Contested Meanings of ‘Asian American’” (pp. 216-226)

Thursday, October 29 – Handout: “The Model Minority Myth” from the book *Yellow*

Education System and Racism

WEEK 11

Tuesday, November 3 – – Race, Class, and Gender:

“Can Education Eliminate Race, Class, and Gender Inequality?” (pp. 407-415)

“Why segregation Matters: Poverty and Educational Inequality” (pp. 416- 425)

“How A Scholarship Girl Becomes A Soldier” (pp. 426-435)

Thursday, November 5 – Handout: “Ten Myths about Affirmative Action” from the book
Understanding Prejudice and Discrimination
RESPONSE PAPER #3 DUE AT BEGINNING OF CLASS

WEEK 12

Tuesday, November 10 – Race, Class, and Gender:

“Racism in Toyland” (pp. 291-297)

“Race, Poverty and Disability” (pp. 486-492)

“Racist Stereotyping in the English Language” (pp. 368-378)

Thursday, November 12 – Thinking About Race, Chapter 8 (pp. 75-83)

Racial and Ethnic Identity

Handout: “The Politics of Labeling” from the book *Life in America :
Identity and Everyday Experience*

WEEK 13

Tuesday, November 17 – Privilege, Power, and Difference: Chapter 9 (pp. 125-153)

Thursday, November 19 – **EXAM 2**

WEEK 14

Tuesday, November 24 – HOLIDAY – NO CLASS

Thursday, November 26 – HOLIDAY – NO CLASS

WEEK 15

Tuesday, December 1 – Final Presentations

Thursday, December 3 – Final Presentations

WEEK 16

Tuesday, December 8 – Final Presentations

Thursday, December 10 – Final Presentations

WEEK 17

Monday, December 14 – Friday, December 18 – FINALS WEEK

Wednesday, December 16 - **Final Project Analysis/Final Paper DUE into mailbox in CES
Dept. mailbox (Wilson Hall, Room 111) by 5:00pm**

*Please note that for certain classes, we will discuss articles in addition to the given chapter reading. These articles will be in connection to the chapter in some way and will be handed out in the previous class to the date we will be discussing it. As stated already, you are responsible for picking up the article if you are absent.