

# Introduction to Comparative Ethnic Studies

CES 101, Section 07

Fall 2009, 3 Credit Hours

M, W 2:50 to 4:05 PM, TODD 220

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## COURSE DESCRIPTION

Introduction to Comparative Ethnic Studies explores the historical legacies of racism in but not limited to the United States. Topics include the colonization of peoples through the form of geographic expansion, slavery and labor policies. We will focus on how “American” racism developed and expanded in a non-sequential construct. The employment of race, class and gender analysis will demonstrate how various ethnic communities were racialized and assimilated into mainstream society, we will also study moments of resistance. The material presented in class will demonstrate the connectivity of race, ethnicity, and racism to limit citizenship for those on the margins dominant society.

## COURSE OBEJCTIVES

Successful students will:

- Learn the basic concepts, methods of comparative ethnic studies
- Think critically of the social construction of racism and its application to social institutions and citizenship
- Learn to participate in challenging and productive discussions on complex topics
- Complete readings and assignments on time

## REQUIRED TEXTS

Almaguer, Tomas. Racial Faultlines: The Historical Origins of White Supremacy in California. Berkley: UC Press, 2009.

Johnson, Allan G. Privilege, Power, and Difference. Boston: McGraw-Hill, 2006.

## COURSE REQUIREMENTS

READINGS- the scheduled readings should be done prior to the class meeting. The readings are essential to the historical narrative to this course, thus do not fall behind.

You need your own copies of the books and they are available at the Bookie and Crimson & Gray bookstores.

PARTICIPATION/ATTENDANCE- Class attendance is mandatory. Attendance will be taken daily. Students will be allowed 4 (four) absences, excused or otherwise. Once the total limit has been reached a penalty will occur. A deduction of 1 (one) percentage point per absence will be taken off the final grade.

Participation involves doing the assigned work in a timely fashion and critically engaging with the material presented. Critical engagement is the combination of employing the class materials in deconstructing privileges that we participate in. This class will require you to observe how race, ethnicity, class, and gender separate and dehumanize people.

QUIZZES- Students will be given quizzes *randomly* through the length of the semester. These short quizzes will measure your comprehension of the class material via lecture, readings and media presentations. There will be no quiz make-ups. If you not show up for a quiz, you will not get a grade. Quizzes will come in the forms of identification, short answers, and essays.

EXAMS-There will be 2 (two) exams. Exam 1 (one) will cover the first half of the course. The Final Exam will test over the rest of the material.

ASSIGNMENTS/GRADE BREAKDOWN-

ATTENDANCE/PARTICIPATION-see explanation above

**QUIZZES:** 25%

**EXAMS:** 50%

**Critical Race Analysis of Media:** 25% – More information will be given at a later date.

GRADING SCALE

100-93=A	Suggests that a student's work is outstanding to excellent; the student's work reflects the content and focus of the course and shows thoughtful comprehension and insight into the complexities of the material. Students also show an attentive engagement with the course. Always well written and articulated.
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. Mostly well written and articulated.
86-83=B	
82-80=B-	
79-77=C+	Suggests the student's work is adequate; it reflects a fair, but essentially disengaged, grasp of the material and doesn't go very far in comprehension, or reflects a lack of understanding of the issues represented in the material. Unclearly written or articulated. There may be some attendance problems.
76-73=C	
72-70=C-	

69-60=D

Suggests the student's work shows some, but little effort. The student does not comprehend the material, is disengaged, or reveals a lack of reading, attention, to the material. There are some attendance problems.

### COMMUNITY STANDARDS-

- If you are having any difficulty, or need help of any kind, please feel free to see or contact me as soon as possible.
- Name-calling is not educational. Neither is hate speech – which will not be tolerated.
- During class, do not read newspapers, magazines, or other materials unrelated to our work.
- Arriving late and leaving early are unacceptable and will be counted as absences
- Turn off cell phones, laptops and other media devices during class.
- Bring your book to class. If you don't bring the current text, you should stay home. This is part of your participation grade.

EXTRA CREDIT- is individually determined- you must approach me for such opportunities. A total of 5 (five) points can be earned and added to the overall final grade through 2 (two) assignments.

### **DISABILITY ACCOMODATIONS**

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

### **ACADEMIC INTEGRITY**

See the WSU Student Handbook on Academic Dishonesty. 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, I will discuss the situation with you before penalties are enforced.

**CES 101.07**      **Fall 2009**      **READING SCHEDULE** (Subject to Change)

-----Week One-----

Monday, August 24:                      Review Syllabus. Introduction to the course.

Wednesday, August 26:                Film: *Race: The Power of an Illusion*, Part 2.

-----Week Two-----

Monday, August 31:                      Read Johnson, *Introduction & Chap.1*, pp vii-11

Wednesday, September 2:              Read Johnson, *Chap.2*, pp 12-40.

-----Week Three-----

Monday, September 7:                  **Holiday-No Class.**

Wednesday, September 9:              Review Johnson.

-----Week Four-----

Monday, September 14:                 Read Johnson, *Chap.3 & 4*, pp 41-67.

Wednesday, September 16:             Read Johnson, *Chap.5*, pp 68-75.

-----Week Five-----

Monday, September 21:                 Read Johnson, *Chap. 6 & 7*, pp 76-107.

Wednesday, September 23:             Read Johnson, *Chap. 8*, pp 108-123.

-----Week Six-----

Monday, September 28:                 Read Johnson, *Chap. 9*, pp 125-136.

Wednesday, September 30:             Film: *Race: The Power of an Illusion*, Part III.

-----Week Seven-----

Monday, October 5:                      Exam 1 Review.

Wednesday, October 7:                 Exam 1.

-----Week Eight-----

Monday, October 12:                     Preview Almaguer.

Wednesday, October 14:                 Read Almaguer, *Introduction*, pp 1-16

-----Week Nine-----

Monday, October 19:                     Read Almaguer, *Chap.1*, pp 17-44.

Wednesday, October 21:                 Read Almaguer, *Chap.2* pp 45-74.

-----Week Ten-----

Monday, October 26:                     Film: *Ethnic Notions*

Wednesday, October 28:                 Read Almaguer, *Chap.4*, pp 107-130.

-----Week Eleven-----

Monday, November 2:                    Read Almaguer, *Chap.5*, pp 131-150

Wednesday, November 4: Review Almaguer.

-----Week Twelve-----

Monday, November 9: Conference about CRA.

Wednesday, November 11: **Holiday-No Class**

-----Week Thirteen-----

Monday, November 16: **DUE: Critical Race Analysis on Media**  
CRA presentations

Wednesday, November 18: CRA presentations cont'd.

-----Week Fourteen-----

### **THANKSGIVING BREAK (November 23-27)**

-----Week Fifteen-----

Monday, November 30: Read Almaguer, *Chap.6*, pp 153-182

Wednesday, December 2: Read Almaguer, *Chap.7 & Epilogue*, pp 183-213.

-----Week Sixteen-----

Monday, December 7: Final Review.

Wednesday, December 9: Final Exam.