

CES 101, SECTION 6 – INTRODUCTION TO ETHNIC STUDIES  
Spring 2014, T/Th 12:00 – 1:15pm, Todd Hall Room 307

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This introductory course in Ethnic Studies uses an interdisciplinary historical lens to examine the relationship between U.S. history and contemporary social justice issues, paying particular attention to the ways in which ideas about race and ethnicity developed over time. This approach enables us to trace the emergence of socially-constructed racial and ethnic distinctions, map out their many changes over the long sweep of American history, and critically analyze the myriad ways they continue to shape economic and social injustice in American life. The particular experiences and representations of numerous racial and ethnic groups will be discussed in this course, with an eye toward comparing and contrasting their parallels and divergences. However, over the course of the semester, this class will also address social and historical constructions of whiteness and identify and examine white privilege in American life – the invisible benefits of institutional and structural racism and subversive racial discourses that involve topics like “reverse racism” and “color blindness.”

This class deals with difficult topics and sensitive materials that can potentially offend or disturb participants. As a result, it is necessary to establish some guidelines and expectations in order for us to do the work of engaging these issues head-on and in a productive way. The following list maps out some steps that can be taken to ensure that the larger goals of this class – to learn from and critically analyze the fundamental ways that race and ethnicity shape American society – can be met.

- (1.) Acknowledge institutionalized forms of oppression (racism, sexism, heterosexism, class bias). My job is not to “convince” you that these things exist nor is my teaching of these topics based on my own personal “opinion” – decades of research support the existence of these facets of American life and my teaching is based on this reality.
- (2.) Be sensitive to language. Because this course adopts an historical perspective, understand that you will encounter offensive terms and phrases that were used in the past (and, in some cases, continue to be used in pejorative ways). This does not mean that you need to or should employ this same language in class discussions. Also, be aware of your OWN language when you comment on or engage discussions in class. Avoid words and phrases that stigmatize, stereotype, or silence others.
- (3.) Recognize that our goal is to be CRITICAL in this course, which means that we should strive to objectively analyze course materials, discussions, and even our own thoughts and feelings on deeply sensitive topics.
- (4.) Be respectful to others and open to their opinions and views.
- (5.) Read critically and strive to truly engage the materials with an eye toward what they can teach you about American society, the people around you, and even yourself.

*NOTE: This syllabus and the course schedule below are subject to change based on necessary adjustments made by the professor; your continued enrollment in the course signifies your acceptance of the terms of the syllabus.*

## COURSE OBJECTIVES:

This course will: (1.) Introduce students to some of the key concepts, theories, and methods that inform the interdisciplinary field of ethnic studies. (2.) Challenge students to recognize and articulate their understanding of the socially-constructed and always-changing nature of racial and ethnic ideology in the United States. (3.) Encourage students to critically analyze the relationship between race/ethnicity and contemporary social justice issues. (4.) Train students to recognize various forms of overt and covert racial and ethnic discrimination, bias, and oppression at both the structural and individual level. (5.) Provide students with the opportunity to grapple with and think deeply about their own positionality in the racialized terrain of American society.

## COURSE POLICIES

Attendance/Participation: In order to succeed in this class students must be present and prepared (all assigned readings completed as specified on the course schedule). Students can miss TWO classes without penalty (it is NOT necessary to contact your professor about these first three absences if you cannot come). Each absence beyond the two allowances will result in an approximately 4% deduction from your attendance score.

STUDENTS ARE RESPONSIBLE FOR ENSURING THAT THEY LEGIBLY WRITE THEIR OWN NAME ON THE SIGN-IN SHEET EACH CLASS PERIOD. NO ONE WILL BE “ADDED” TO THE SIGN-IN SHEET AFTER THE CLASS PERIOD IS OVER. IF STUDENTS ARE DISCOVERED ADDING FRIEND(S)’ NAMES TO THE LIST THEY AND THEIR FRIEND(S) WILL RECEIVE A ZERO ATTENDANCE SCORE FOR THE COURSE.

Tardiness: Please ensure that you are on time to class. If you cannot avoid being late, please enter the room quietly and avoid distracting classmates or interrupting lecture to the best of your ability. Habitual tardiness will be penalized.

Cellphones, Laptops, and other Electronic Devices: Please ensure that cellphones are turned off or silenced before the start of class. Students do not have permission to use their phones, computers or other devices to surf the internet, check Facebook or other forms of social media, etc. during class time. Laptops may be used IF students are typing notes. If students are discovered using their laptops for other purposes, the professor reserves the right to ask them to no longer use them in class. **\*\*ALSO PLEASE NOTE:** No student, under any circumstances, can videotape or otherwise record Dr. Barclay or her lectures and any other class content without her express written permission.

Late work: Written work and other assignments (with the exception of the final paper) may be turned in for up to two weeks after the due date with the following stipulations: if it is submitted in the first week after the due date it will be docked 25%; if submitted during the second week after the due date, it will be docked 50%.

Submitting assignments via email: Emailed work will ONLY be accepted in extreme cases and if the student secures permission from the professor in advance. It is the student’s responsibility to turn in a hard copy of their work when it is due.

**\*\*\***Students should retain all written work that the professor grades and returns to them in the event that their final grade for the course is contested in any way.

Mid-term Exam Make Up: The professor will make reasonable accommodations for students to make up the mid-term exam ONLY if they are forced to miss it because of significant reasons (ie., an illness that required a visit to the doctor/hospital, a significant family emergency, military service, etc.) The exam make-up MUST take place within one week of the date that it was originally administered and it is the *student's* responsibility to coordinate this re-scheduling with the professor.

Plagiarism: According to WSU's Student Standards of Conduct, plagiarism is defined as "Presenting the information, ideas, or phrasing of another person as the student's own work without proper acknowledgment of the source. This includes submitting a commercially prepared paper or research project or submitting for academic credit any work done by someone else. The term 'plagiarism' includes, but is not limited to, the use, by paraphrase or direct quotation, of the published or unpublished work of another person without full and clear acknowledgement. It also includes the unacknowledged use of materials prepared by another person or agency engaged in the selling of term papers or academic materials" (<http://conduct.wsu.edu/policies/standards-of-conduct/>)

PLAGIARISM WILL NOT BE TOLERATED AND IMMEDIATE ACTION WILL BE TAKEN AGAINST STUDENTS WHO CHOSE TO PLAGIARIZE. THIS CAN RESULT IN FAILURE OF THE ASSIGNMENT OR, IF THE PROBLEM PERSISTS, FAILURE OF THE ENTIRE COURSE. DO YOUR OWN WORK!

Students with Disabilities: Reasonable accommodations are available for students with a documented disability. If you have a disability and need accommodations to fully participate in this class, please either visit or call the Access Center (Washington Building 217; 509-335-3417) to schedule an appointment with an Access Advisor. All accommodations MUST be approved through the Access Center.

ASSIGNMENTS AND EVALUATION (SEE APPENDIX):

ATTENDANCE/PARTICIPATION	15%
READING RESPONSE JOURNAL	15%
MID-TERM EXAM	25%
PAPER ONE	20%
RACE, ETHNICITY AND POP CULTURE ANALYSIS	<u>25%</u>
	100%

Grading Scale:

93-100 A	83-85 B	73-75 C	60-65 D
90-92 A-	80-82 B-	70-72 C-	0-59 F
86-89 B+	76-79 C+	66-69 D+	

COURSE TEXTS:

Required:

Allan Johnson, *Privilege, Power, and Difference*, 2<sup>nd</sup> edition (McGraw-Hill, 2005)  
Sherman Alexie, *The Lone Ranger and Tonto Fistfight in Heaven* (Grove, 2013)  
James Weldon Johnson, *The Autobiography of an Ex-Colored Man* (1912, free on Google Books)

Recommended:

Ronald Takaki, *A Different Mirror: A History of Multicultural America* (Back Bay Books, rev. 2008).

## COURSE SCHEDULE

### WEEK ONE: INTRODUCTION

- T JAN 14 Course intro and syllabus review
- Th JAN 16 History of ethnic studies  
Reading: *Privilege, Power, and Difference*, Intro – Chapter 2 (pp. vii-40)

### WEEK TWO: SOCIALLY CONSTRUCTING RACE AND ETHNICITY

- T JAN 21  
Reading: *Privilege, Power, and Difference*, Chapters 3-5 (pp.41-75)  
American Anthropological Association “Statement on Race”  
<http://www.aaanet.org/stmts/racepp.htm>

**\*\*Recommended Event: Wednesday, January 22, 7pm – CUB Senior Ball Room  
Diane Nash, “From Jail in Jackson to the Distinguished American Award:  
My Life as an Activist” \*\***

- Th JAN 23 In-class viewing and discussion: “Race: the Power of an Allusion”

### WEEK THREE: ASSIMILATION AND PRIVILEGE: THE CURIOUS CASE OF WHITENESS

- T JAN 28 Becoming White  
Reading: James E. Barrett and David Roediger, “How White People Became White”  
*Privilege, Power, and Difference*, Chapters 6-7 (pp.76-107)

**\*\*Recommended Event: Wednesday, January 29, 7pm – CUB Senior Ball Room  
Michael Eric Dyson, “Dr. King for the 21<sup>st</sup> Century” \*\***

- Th JAN 30 Becoming White  
Reading: *Privilege, Power, and Difference*, Chapter 8-9 (pp. 108-153)

### WEEK FOUR: SLAVERY, FREEDOM, AND THE PRODUCTION OF RACE IN THE U.S

- T FEB 4 Daily Life
- Th FEB 6 Slavery and Racial Hierarchies  
Reading: Walter Johnson, “The Slave Trader, the White Slave and the Politics of Racial  
Determination in the 1850s” (2000)

### WEEK FIVE: BLACK LIFE IN THE NADIR: CEMENTING THE COLOR LINE

- T FEB 11 Begin reading James Weldon Johnson, *Autobiography*
- Th FEB 13 In-class discussion of James Weldon Johnson, *Autobiography*  
Recommended: “Ida B. Wells: Passion for Justice” documentary

WEEK SIX:  
FROM CIVIL RIGHTS...

- T FEB 18      Overview of the movement
- Th FEB 20     Black Power and Backlash

WEEK SEVEN  
... TO "COLORBLINDNESS"

- T FEB 25      Colorblindness and its Consequences  
Reading:      Selections from Michelle Alexander *The New Jim Crow*
- Th FEB 27     Mid-term exam

WEEK EIGHT  
AMERICAN INDIANS: FROM CONQUEST TO TRIBAL SURVIVAL

- T MAR 4        Culture, history, space and power
- Th MAR 6      The American Indian Movement  
Reading:      TBA  
Begin Alexie, *Tonto and the Lone Ranger Fistfight*

WEEK NINE  
CONTINUED

- T MAR 11      In-class viewing and discussion, "The Canary Effect"
- Th MAR 13     Discussion of Alexie, *Tonto and the Lone Ranger Fistfight*

\*\*SPRING BREAK! MARCH 17 – 21\*\*

WEEK TEN  
HISPANIC AMERICANS: POLICING BOUNDARIES

- T MAR 25      SHERMAN ALEXIE PAPER DUE
- Th MAR 27     "Banned in Arizona" (25 mins)

WEEK ELEVEN  
ALTERNATE UNDERSTANDINGS

- T APR 1        In-class viewing "A Better Life"
- Th APR 3      Finish "A Better Life"; discussion

WEEK TWELVE

ASIAN AMERICANS: FROM SOCIAL OUTCASTS TO “MODEL” MINORITIES

T APR 8 Early Experiences

Th APR 10

Reading: Keith Osajima, “Asian Americans as the Model Minority: An Analysis of the Popular Press Image in the 1960s and 1980s” in *A Companion to Asian American Studies*, edited by Kent A. Ono (215-226)  
“Paper Tigers”

WEEK THIRTEEN

ARAB AMERICANS: ETHNICITY AND RELIGION IN THE U.S. AFTER 9/11

T APR 15

Reading: Naber, “Ambiguous Insiders” (2000)

Th APR 17 In-class viewing, clip of “All American Muslims”

Reading: Laurie Goldstein, “Across Nation, Mosque Projects Meet Opposition”  
(<http://www.nytimes.com/2010/08/08/us/08mosque.html?pagewanted=1>)

WEEK FOURTEEN

PERPETUATING RACIAL AND ETHNIC STEREOTYPES IN POP CULTURE

T APR 22 Clips and discussion of “Ethnic Notions” (1987)

Th APR 24 Clips and discussion of “Casting Calls: Hollywood and the Ethnic Villain” (2003)

Reading: TBA

WEEK FIFTEEN

COMING FULL CIRCLE: FLIPPING THE SCRIPT

T APR 29 In-class viewing of Tim Wise, “White like Me”

Th MAY 1 In-class viewing and discussion of Tim Wise, “White Like Me”

**\*\*RACE, ETHNICITY AND POP CULTURE ANALYSIS  
DUE MONDAY MAY 5 AT 8AM \*\***

## APPENDIX – GRADE AND ASSIGNMENT INFORMATION

### ATTENDANCE/PARTICIPATION (15%)

As stated above, students can miss two classes without penalty; otherwise, they must be on time and prepared to participate in class discussion – this includes completing the assigned readings in advance. Students must also sign their own names on the course sign in sheet and not be habitually late in order to receive full attendance credit.

### READING RESPONSE JOURNAL (15%)

Students are required to submit a total of FOUR 2-3 page reflections on each of the assigned readings from Allan Johnson's book *Privilege, Power, and Difference*, 2<sup>nd</sup> edition (McGraw-Hill, 2005). These short reflections must include:

- A one page overview of the assigned reading that identifies and explains the key concepts, ideas, and arguments of the chapter(s)
- A one page reflection on how these concepts, ideas, and arguments impact you and help you to think through the complexities of American racial and ethnic identity and hierarchies of power. Some questions that may prompt your thoughts include things like:
  - Have you ever considered some of the points that Johnson raises in the reading selection?
  - How does Johnson's ideas on privilege, power, and difference challenge or enhance your current beliefs and ideas about race and ethnicity in the U.S.?
  - What are the strengths and weaknesses of these ideas?
  - What theories and evidence does Johnson use to validate his points? Is it compelling? Surprising?
  - How does placing the concept of privilege at the center of inquiries into racial and ethnic systems of power in the U.S. alter your perspective on different issues?
- These reflection papers should be typed in 12 point font with standard 1" margins.
- These reflection paper should also be free of grammatical errors, well thought out, and clearly organized. They MUST include specific details from the text; making connections with other course materials is also strongly recommended as this will add greater sophistication to your work overall.
- Due dates for reading response journal installments are as follows:
  - Intro – Chapter 2 (pp. vii-40) DUE THURSDAY JANUARY 16
  - Chapters 3-5 (pp.41-75) DUE TUESDY JANUARY 21
  - Chapters 6-7 (pp. 76-107) DUE TUESDAY JANUARY 28
  - Chapter 8-9 (pp. 108-153) DUE THURSDAY JANUARY 30

### MID-TERM EXAM (25%) – THURSDAY FEBRUARY 27

The mid-term exam will include all materials covered in class to that point, including assigned readings. The exam will consist of 15 multiple choice questions (3pts. each/45pts total), 6 short answer ID's (5pts. each/30 pts. total), and your choice of one essay (25 pts.). I will provide a study guide for the exam in advance and discuss expectations. **KEEP IN MIND THAT MAKE UP EXAMS WILL ONLY BE ADMINISTERED FOR EXTREME CIRCUMSTANCES (IE., SEVERE ILLNESS/HOSPITALIZATION, DEATH IN IMMEDIATE FAMILY, ETC.)**

## PAPER ONE (20%) – DUE TUESDAY MARCH 25

Students are required to submit a paper on Sherman Alexie's classic collection of short stories, *The Lone Ranger and Tonto Fistfight in Heaven*. These stories describe everyday reservation life from the perspective of a number of different characters. They often convey a deep sense of pain and injustice about the historical treatment of American Indians by the United States; continued discrimination against American Indians who go off the "rez"; and frustration at the lack of opportunities and poor living conditions on enclosed/bounded reservations that are intimately connected to American Indians' precarious position *vis-à-vis* the State. But, at the same time, these stories also reflect the commitment and struggles of a people to stay connected to their past, their culture, and their traditions in the strangely dislocated space of reservations that are, at once, inside but not part of the United States. Please give a short overview (approximately 1 page) of the collection of stories as a whole and then focus more exclusively on 2-4 of the stories that resonated with you the most. What was the point or the deeper meaning of the stories you selected? What specific issues do they address? How do you connect information we learned in class (in lectures and the documentary *The Canary Effect*) to these particular stories? Finally, for your conclusion, please indicate some ways that American Indian life and experiences paralleled those of African Americans in the U.S. What are some of the similarities and differences between these two groups' experiences and treatment in American society?

### Basic Paper Requirements:

- MINIMUM 4 pages (no more than 5 pages) in length
- typed (in 12-point font), double-spaced, with standard 1" margins
- no grammatical errors/typos
- use proper citations (ie., quote or paraphrase material properly and provide page numbers at the end of the sentence in parentheses)
- Papers must have an introduction, body, and conclusion
- Papers must be clearly organized around specific themes that are identified in the introduction

## RACE, ETHNICITY AND POP CULTURE ANALYSIS (25%) – DUE MONDAY MAY 5, 8AM

Students must submit a well thought out 3-5 page paper that discusses stereotypical representations of racial or ethnic groups in American media and popular culture. This could include film, television, music, music videos, advertising, print, news reporting, or any other popular media form. Papers must include:

- A detailed analysis of 2-3 specific examples of racial or ethnic stereotyping in popular culture (ex. if discussing films, this would include a brief overview of the film followed by a discussion of a particular scene(s) or character(s) that includes specific information and details based on your own interpretation of the film)
- At least one example of a positive or more accurate depiction of the racial or ethnic group under consideration in popular culture
- Connections with other course materials you have encountered throughout this course that shaped or influenced your interpretation of the stereotypical representations you analyzed

- A thoughtful consideration of whether or not you think that society shapes cultural representations of various racial or ethnic groups in popular culture or whether popular culture shapes society's views of various racial or ethnic groups
- A brief discussion of what you think the real world, day-to-day implications of stereotyping in popular culture are (again, this discussion should make connections to other course readings, lectures, discussions, documentaries, etc.)

As with all written work, this paper should be typed, double-spaced in 12 point Times New Roman font with 1" margins. It should also be clear and well organized and free of typos and grammatical errors. Papers will be graded based on: details and clarity; thoughtful analysis; overall organization; and the number and relevance of connections to other course materials made.