

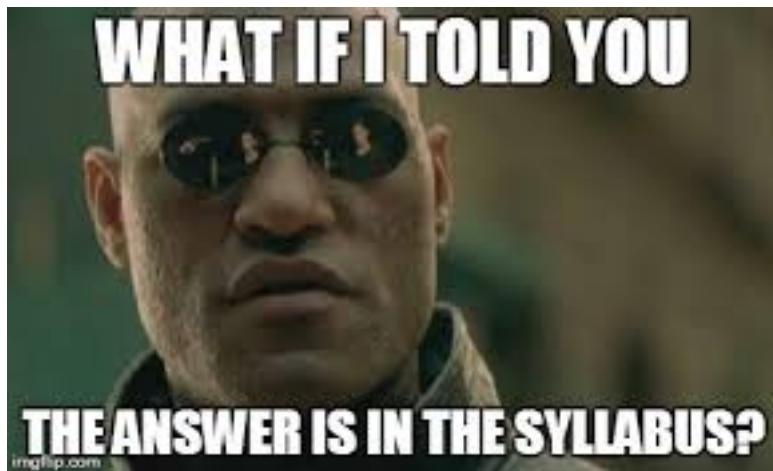
Introduction to Comparative Ethnic Studies (CES 101)
Section 05
Fall 2015
TUES & THURS 2:50 to 4:05 pm
Murrow 307

Rebecca Fowler

Office: Wilson-Short 113

Office Hours: Tuesday 4:25 p.m. to 5:25 p.m. and by appointment

Email: rebecca.fowler@wsu.edu



Course Description and Learning Objectives:

Comparative Ethnic Studies 101 introduces students to the core concepts used in the study of race and ethnic relations in the United States. The course provides students an overview of historical and contemporary interconnections between race, ethnicity, and economic and social inequality within U.S. culture and societal institutions. Through the lectures, readings, class discussions, and films, students will be challenged to rethink difference and diversity in and among different groups of people and the larger institutions that frame their daily interactions. Therefore, this course demands that we set aside any preconceived notions or “educated” ideas we may hold for “knowing” “the way things are.” This course expects that we will listen to others (whether in class or through the readings and films) and engage in open-minded dialogue. Ultimately, the goal of this class is that we strive for *empathy* and learn to use it as a blueprint for living to better understand *the reality* of others’ lived experiences. Finally, the course borrows from various disciplines and methodologies that focus on legal, historical, sociological, and ethnographical frameworks.

Learning Outcomes:

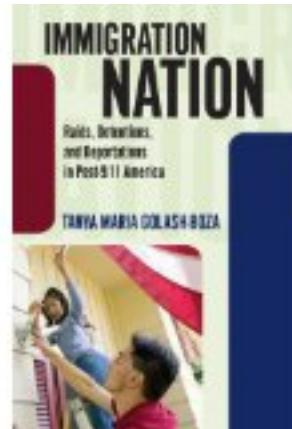
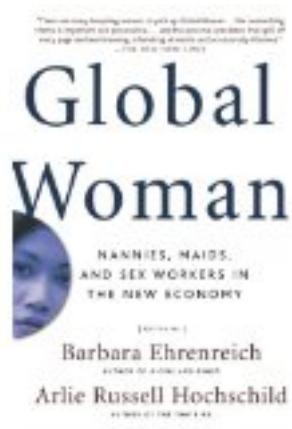
1. Students will better understand the ways in which socio-historical constructions of race and ethnicity have worked to produce racial differences and how these concepts relate to politico-economic structures and social institutions.

2. Students will be challenged to go beyond observing and/or describing social reality or historical events to scrutinizing such events by asking “how,” “why,” “what,” and “for whom” questions.
3. Students will develop an understanding of the concept of white privilege and come to recognize how white privilege functions in everyday social structures and institutions.
4. Students will have honed and demonstrated analytical skills through reading, writing, and publicly presenting ideas and information.
5. This course will provide students with a basis for further study in the social sciences and the humanities.

Required Texts:

Note about the books: I will accept no excuses (i.e., “I’m waiting for it to come in from Amazon.”) You must have the texts two weeks from today: September 8th. **HARD COPY ONLY.** No Kindle Books as you are not permitted to use electronic devices in class.

1. Bender, Steven W. *Mea Culpa: Lessons on Law and Regret from U.S. History*. New York: University Press, 2015. ISBN: 978-1-4798-9962-3
2. Ehrenreich, Barbara and Hochschild, *Global Woman: Nannies, Maids, and Sex Workers in the New Economy*. New York: Metropolitan, 2002. ISBN: 978-0-80507509-0
3. Golash-Boza, Tanya Maria. *Immigration Nation: Raids, Detentions, and Deportations in Post 9/11 America*. Boulder: Paradigm, 2012. ISBN: 978-159451838-6



Remember: The subject material of this class is sensitive and controversial. Strive to keep an open mind. I expect you to be vigilant in maintaining a respectful, tolerant attitude towards others. I will condone absolutely NO racist, homophobic, or sexist language or behavior. I encourage you to cultivate an atmosphere that is conducive to healthy dialogue and debate.

A Note on your email accounts:

At different times during the semester, it may be necessary to email the class to notify you about extra credit events, a cancelled class, or to supply other important information related to class. In these events, I send out a mass communication using email addresses that are on file with the university and which have been provided to me—usually a “john.smith@email.wsu.edu” address. If you do not check your wsu.edu email or the address that you have on file with the account, you can expect to miss out on important information.

Classroom Policies

Disruptive Behavior Will Not Be Tolerated:

1. NO Electronic Devices. No laptops, no phones, etc.

All electronic devices (cell phones, beepers, pagers, watch alarms, etc.) **are to be turned off, not set to vibrate**, during class. **NO ELECTRONIC DEVICES SHOULD BE VISIBLE DURING CLASS**. Surfing the net, chatting, emailing, text messaging, listening to music, playing computer games are inappropriate classroom behaviors and WILL NOT BE TOLERATED. If I catch you texting or with some other electronic device, I will call you out and will deduct 25 participation points from your overall score without notifying you. The second time I catch you doing it, it will cost you 50 participation points and you will be counted absent. The third time it will cost you 75 points and you will be counted absent.

2. Always bring your textbook to class and have it out and ready to use. Kindle Books are not permitted as electronic devices are not allowed.

3. Falling asleep in class results in being counted absent for the day.

4. Do not schedule doctors' appointments or other engagements during class time as you will be counted absent for leaving class early or for coming to class late.

5. No side discussions with other students. If you persist in this behavior, it will result in a deduction of participation points and with or without notification.

6. Reading newspapers; doodling; and/or any blatant display of distraction will not be tolerated and will result in a deduction of participation points.

7. Stay engaged for the full period: NO rustling of papers or putting away texts in readying for departure before the instructor has dismissed class. I will make eye contact with you signaling that you give me your full attention and stop the distracting behavior. If the behavior continues, the instructor will deduct points without notifying me.

8. Don't make a habit of getting up and leaving class with the pretext of “going to the bathroom” but in actuality, checking your iPhone. Such behavior can be interpreted as an unwillingness to focus, to learn, and to benefit from what the course has to teach you.

9. A courteous demeanor and attitude are a MUST. Rudeness or hostility toward the instructor or fellow students may result in zero participation points for the day.

And Finally:

10. We will engage in a critical analysis of the different texts, always striving to keep foremost in mind the author's/authors' argument or primary message. Having said, note that I will not entertain discussions that are not solidly grounded in textual evidence but are solely based on your personal "opinions" or preferences.

Disability Accommodation:

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.

Campus Safety Plan/Emergency Information:

Washington State University is committed to maintaining a safe environment for its faculty, staff, and students. Safety is the responsibility of every member of the campus community and individuals should know the appropriate actions to take when an emergency arises. In support of our commitment to the safety of the campus community the University has developed a Campus Safety Plan, <http://safetyplan.wsu.edu>. It is highly recommended that you visit this web site as well as the University emergency management web site at <http://oem.wsu.edu/> to become familiar with the information provided.

Statement on Ethics:

Plagiarism of papers (taking and passing off as one's own the writings or ideas of another) will get you an F grade on the assignment or for the semester. See the accompanying policy on plagiarism.

Attendance Policies

Absences

You are expected to attend class every day without fail, except for instances of illness or emergencies. Therefore, know that **I make no distinction between "excused" or "unexcused" absences.** You are permitted THREE absences during the fall semester without penalty, period. At the end of the semester, **for each additional absence, you will have ½ letter grade deducted from your overall grade.** Thus, if you have a 90% average at semester's end, and you have accumulated 5 absences, you will earn an 80% for the course. **Six absences** or more results in an 'F' for the semester. Do not schedule

doctor's appointments or job interviews during class hours, or if you do, be prepared to accept the consequences.

Tardies

You are permitted ONE tardy for the semester. Any lateness past 15 minutes counts as an absence. The instructor prefers that you excuse yourself from class for the day rather than come in during the middle of class discussion or lecture. Students who walk in late in the middle of discussions disrupt the flow of dynamic conversation and impede the transmission of important information and ideas. Thereafter, if you are not present at the beginning of class when the instructor has taken attendance, you will be counted absent for the day.

Course Requirements & Assessments

➤ DISCUSSION & PARTICIPATION (200 points)

Note that these points have nothing to do with attendance. Every successful class depends upon your *having done a careful reading* in preparation for contributing to class discussion. You are expected to contribute to class in the way of discussion on a weekly basis. **Willingness to engage in discussion results in participation points.** Note that participation points are awarded not on the basis of quantity, but on the quality of your responses as informed by the readings, films, lectures, etc. Critical thinking points are scored, in part, by making connections across different readings and films. Therefore, you will want to carefully prepare for class by not just having completed the readings and writing assignments, but also by have taken the time to reflect on key points and on aspects of a reading that strike you as important. Additionally, class will involve weekly lectures and it will work to your benefit to listen closely and to take ample notes on PowerPoint lectures, class discussions, and films in preparation for midterm and final exams.

HOW DO I KNOW MY PARTICPATION POINTS SCORE? Participation points will be awarded incrementally, four times during the semester. For each approximate 3-4 week period, you can earn up to 50 points ($50 \times 4 = 200$). The dates I will post your points on Blackboard are as follows: September 15th, October 6th, October 27th, and December 5th.

➤ READING SUMMARIES/ENTRIES (300 points)

At the beginning of every class period, you are required to turn in **(in hard copy)** typed, *Times New Roman, 12-pt font, one-inch margin, double-spaced* entries, or summaries, of the day's readings. The length of your entry should depend upon the length of the reading/s. Very Short summaries should comprise about half a double-spaced page. More often, longer summaries or readings will likely correspond anywhere from one to two pages of writing. You will want to focus on the main points or themes the author wishes to convey throughout a particular reading. Note that an incomplete reading invariably results in incomplete summaries and, alas, a score that reflects an abbreviated reading. Note that on some days, more than one reading is due. Your summaries must incorporate all assigned material.

How are summaries graded? I will collect the summaries every day in class. Every two weeks, I will grade one random entry from the readings for that time period. The graded entry will be worth up to 35 points, for a total of 210 points (6 entries) at the end of the semester. Although I will not read and grade the additional entries, they will still be worth up to 5 points each for a total of 90 points (18 entries) at the end of the semester. The maximum score for the reading summaries is 300 points. **NOTE: On some days, film sheets will substitute for written entries.**

So what's an entry? Reference the schedule at the back of the syllabus. Note how every day, one or more readings have a corresponding number enclosed in parenthesis and bolded, i.e., **(1)**.

In order to earn full credit, it is necessary that you label your paper with a heading that includes the following: your name, date (**when the summary is due, not when you are writing it**), short title of the book, book chapter/s, corresponding page numbers, and entry number as follows:

Your Full Name

September 8, 2015

Mea Culpa: “Introduction” and CH 1, p. 1-25.

Entry (4)

If you do not have your headings labeled properly so that your entry number corresponds both to the proper date and the proper reading, you will have one point deducted for each inaccurately labeled heading item.

If your papers are not formatted in Times New Roman, 12-pt. font, and one-inch margins (check the default on your computer!), I will deduct up to five points, so be forewarned.

A NOTE ON LATE ASSIGNMENTS: You are allowed **TWO make-ups** during the course of the semester. This means that if you are unable to turn in your assignment because you needed a day off, are having a bad day, are sick, your family is sick, your dog is sick, your car is sick, your computer and/or printer is sick, etc., that you will be allowed to make up the missed assignments. **You have one week to make up the assignment, after which time you will receive a zero.** After you have spent your two makeups, you are guaranteed a zero on all other late assignments. **I DO NOT ACCEPT ASSIGNMENTS TAKEN TO MY OFFICE, LEFT IN MY MAIL BOX, OR EMAILED TO ME ELECTRONICALLY.**

NOTICE TO ATHLETES:

Athletes who cannot be in class due to intramural events are asked to provide documented absence forms *before* leaving for events. Every effort should be made to turn in assignments *before* or *on* the due date as I will accept athlete’s assignments (for these events only) electronically. If turning in assignments on time is not possible, assignments are due *immediately*, at the beginning of class on the day of your return.

Grading Rubric for Summaries/Analyses

A – A-

Suggests that the quality of the student's written answers is outstanding to excellent. The student's work demonstrates an engaged analytic comprehension with and thoughtful insight into the content. Further, the answers demonstrates a degree of critical thinking on the part of the student. Writing is well considered and is free of grammatical and spelling errors.

B+ - B-

Suggests that a student's writing is very good to good; the student's work reflects a very strong, engaged, and solid understanding of course material but doesn't go the extra step in critical analysis. However, the writing is mostly well considered and well-written.

C+ - C-

Suggests that the quality of the answers are adequate and reflects a fair, but essentially disengaged, grasp of the material and doesn't go very far in comprehension. The work ultimately reflects a lack of understanding of the issues represented in the material. Student's essay is essentially underconsidered and unclearly written.

D+ - F

Suggests that a student's answers shows some, but very little effort; the student's written answers does not reflect any comprehension with course material, is disengaged, or reveals a lack of reading or attention.

➤ EXAMS (350 POINTS in TOTAL)

There will be two examinations. The exams will comprise two elements: (1) short definitions, and (2) a set of short questions that will test you critical thinking ability about concepts, events, and issues covered in the course. Both parts are designed to test your comprehension and ability to apply the information you have learned from class lectures, assigned readings, and films. Each exam will be worth 175 points, for a combined total of 350 points. A study guide will be provided in class one week ahead of the exam. There will be no in-class exam reviews.

➤ FINAL GROUP PRESENTATIONS (150 Points)

In lieu of a final, and during the last two weeks of class, different groups will present a topic related to the material we have discussed in class during the semester or on a related topic that was not covered in class but that is still relevant to Comparative Ethnic Studies. Your group is free to choose the topic, but you must okay it with me before researching it. Also, if you choose a topic discussed in class, you must more fully develop the topic, and not simply regurgitate the material you have already learned in class. Presentations will take no less than 15 and no more than 20 minutes. Each group will include an interactive component in that it will formulate questions to ask the audience, either at different points all through the presentation, or at the culmination of a presentation. Note that you and members of your group will not just simply ask the questions, but you will expect and await answers from your peers in the class audience.

Those in the audience participating in discussions can expect to add to their participation grade. Expect a handout that more fully explicates what I expect from group presentations midway through the semester.

Point Distribution:

- (1) Instructor's evaluation of your research and contribution to the topic (100 points).
(However, please note: On the day of your group presentation, you will have an opportunity to evaluate the quality of your group members' contributions. If three or more members of your group negatively evaluate your contribution in terms of the energy you failed to expend, you can expect that to negatively impact my overall evaluation of your score.)
- (2) Attendance to group conference with instructor (25 points).
- (3) Attendance to all four days of presentations (25 points). Should you miss one day of the presentations, **you will forfeit all 50 attendance points.** A tardy on the day of a group presentation translates as a forfeiture of 25 attendance points.

Final Grade: Your grade will be determined by the level of competency you have achieved at the end of the semester. A point breakdown with a total of 1000 points follows:

Discussion & Participation	(200 points)
Reading Analyses	(300 points)
First Exam	(175 points)
Second Exam	(175 points)
Final Presentation	(150 points)
Total	(1000 points)

A Note on Good Attitude and Extra Effort: I am aware of and appreciate the courtesy shown me and your fellow students and also respect the amount of effort that a student puts into his or her work. Persistence and effort, in combination with a good attitude (and **avoiding inappropriate behaviors** as explicated by the syllabus) can therefore make the difference between an 'A-' and an 'A'' or a 'C+' and a 'B-'.

FINAL GRADING SCALE

A	940 points and above	C+	770-799 (77-79%)
A-	900-939 (90-93%)	C	740-769 (74-76%)
B+	870-899 (87-89%)	C-	700-739 (70-73%)
B	840-869 (84-86%)	D+	670-699 (67-69%)
B-	800-839 (80-83%)	D	600-669 (60-63%)
		F	599 and below

HOW THAT IS MY PROBLEM CLAUSE: I am a pretty busy person, and as an instructor, my role is to teach you about race and ethnic relations, and to generally prepare you for the

professional world. I must warn you, then, that often times I will have a standard response to many of your requests or “conflicts.” The response will usually be a variation of: “HOW IS THAT MY PROBLEM?” For instance, if you tell me that your parents are going on a vacation to Acapulco during the week we are having an exam, and they want you to come along (and already bought your tickets), I will ask you: “HOW IS THAT MY PROBLEM?” Similarly, if your best friend is getting married in San Diego and you want to go to the wedding the day of your final presentation: How in the world is that my problem? Or, if your roommate/friend needs a ride to the Spokane airport and you decide to take him/her and miss class: “NOT MY PROBLEM!” Thus, before you raise any issue with me, please understand that your personal matters should bear no effect on me or on how this class is conducted. It is your responsibility to conform to and abide by the schedule and the syllabus. You will 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, the activity will come with a cost to your grade. It is ultimately up to you to make your own decisions, but decisions, even in college, have consequences attached to them. So be aware.

Borrowed from Carmen R. Lugo-Lugo

FALL 2015 SCHEDULE

NOTE I will do my best to be true to the syllabus; however, I reserve the right to make changes to the syllabus with ample notice given in class.

Week 1

- TUE AUG 25: **Introduction to the Course.**
 Review syllabus. Take home syllabus quiz (due 09/01).
 Handout: “Ten Things You Should Know about Race.”
- THU AUG 27: No reading response due, but familiarize yourself with “Ten Things You Should Know About Race.” Film Sheet Substitutes for Writing Assignment.
(1) Film Excerpt: *Race: The Power of an Illusion (or The Difference Between Us)*
(Film Sheet Due.)

Week 2

- TUE SEP 01: **(2) Read Robert Jensen, “White Privilege Shapes the U.S.”**
<http://uts.cc.utexas.edu/~rjensen/freelance/whiteprivilege.htm> and
 Peggy McIntosh, “White Privilege: Unpacking the Invisible Knapsack.” <http://nymbp.org/reference/WhitePrivilege>

Note that I will not accept excuses such as, “The link was broken and I couldn’t access the article.” The article is available to anyone online via a simple Google search.

Syllabus Quiz Due.

Privilege Exercises /Wheel of Privilege and Oppression

- THU SEP 03: **(3) Read Tim Wise, “Honky Wanna Cracker: Examining the Myth of Reverse Racism” and “School Shootings and White Denial.”**
 (See links below).

<http://www.timwise.org/2002/06/honky-wanna-cracker-examining-the-myth-of-reverse-racism>
<http://www.alternet.org/story/10560/>

YouTube: Reverse Racism
 YouTube: Tim Wise: Affirmative Action Debate
 Pathology of Privilege

Week 3

TUE SEP 08: **(4)** Read Steven W. Bender, “Introduction” and CH 1: “Regret: Frameworks for Prediction,” in *MC* p. 1-25.

THU SEP 10: **(5)** Read CH 2: “What Dehumanization Predicts: The Landscapes of Future Regret,” in *MC* p. 26-35.

Film Excerpts: *Blue Eyed* / Stanford Prison Experiment

Week 4

TUE SEP 15: **(6)** Read Tanya Golash-Boza, “Introduction,” p. 1-14 in *IN* and Barbara Ehrenreich and Arlie Russell Hochschild, “Introduction,” p. 1-14 in *GW*.

Notes on Neoliberal Economics

THU SEP 17: **(7)** Read Golash-Boza CH One, “Roots of Immigration to the United States,” p. 15-44 in *IN*.

Immigration Myths PowerPoint Lecture

Week 5

TUE SEP 22: **(8)** Read Bender, CH 3 “Aliens, Illegals, Wetbacks, and Anchor Babies: The Dehumanization of Immigrant Workers and Their Families,” p. 35-59.

Al Madrigal/

(9) Documentary: *Life and Death on the Mexican Border*
(Film Sheet Due.)

THU SEP 24: **(10)** Read Bender, CH 4 “Beasts of Burden: Farmworkers in the U.S. Field of Dreams,” p. 59-76.

Week 6

TUE SEP 29: **(11)** Read Hochschild “Love and Gold,” p. 15-30 and Salazar-Parreñas, “The Care Crisis in the Philippines: Children and Transnational Families in the New Global Economy,” in *GW*, p. 39-54.

Suggested additional reading: Tanya Golash-Boza, CH 4, “The Impossible Choice: Family versus Citizenship in U.S. Immigration Policies,” in *IN*, p. 109-139.

- THU OCT 01: (12) Read Golash-Boza, CH 2, “The Department of Homeland Security and the Immigration Enforcement Regime of the Twenty-First Century,” in *IN*, p. 45-80.

Study Guide Handout.

Week 7

- TUE OCT 06: No Reading or Writing Assignment Due. Film sheet substitutes for film assignment.
 (13) Film: *Precious Knowledge*.
(Film Sheet Due.)

- THU OCT 08: **EXAM ONE**

Week 7

- TUE OCT 13 (14) Read Bender, CH 5, “The Wages of Poverty: Inequality, Welfare Queens, and the Homeless,” in *MC* p. 76-92.

- (15) Film Excerpt: *The House We Live In*
(Film Sheet Due.)

- WED OCT 15 (16) Read Bender, CH 7 & 8, “Dehumanizing Criminals: The Monsters of Death Row” and ‘Flying While Muslim: “Ragheads” and Human Rights,’ in *MC* p. 101-125.

Pull in social sharing media (Cole’s) on the Muslim sandwich server and hateful American wearing the flag OR Reel Bad Americans

Week 8

- TUE OCT 20: (17) Read Bender, “From Slavery to the New Jim Crow of Mass Incarceration: The Ongoing Dehumanization of African Americans,” p. 126-148.

- (18) Youtube: Michelle Alexander: The New Jim Crow

- THU OCT 22: (19) Read Golash-Boza, CH 5, “The Immigration Industrial

Complex: Who Profits from Immigration Policies Destined to Fail?" in *IN* p. 109-138.

Week 9

- TUE OCT 27: **(20)** Film: *The Color of Fear*, Part One. No reading assignment; film sheet substitutes for written assignment introduce with empathy video?
- THU OCT 29: **(21)** Film: *The Color of Fear*, Part Two. No reading assignment; film sheet substitutes for written assignment.

Group Topics Due. Group Presentation Handout.

Week 11

- TUE NOV 03: **(22)** Read Bender, CH 6, "Sexuality and Dehumanization: Homophobia in U.S. Law and Life, in *MC*, p. 93-100 and "10, "You've Come a Long Way Baby? Gender and Dehumanization, p. 149-159.
- THU NOV 05: **(23)** Read Joy M. Zarembka, "America's Dirty Work: Migrant Maids and Modern Day Slavery" p. 142-154 and Barbara Ehrenreich, "Maid to Order," p. 85-103, both in in *GW*.

Week 12

- TUE NOV 10 **(24)** Read Golash-Boza, "Conclusion: Immigration Policy and Human Rights," in *IN*, p. 159-172 and Bender, CH 10, "International Dehumanization" and "Conclusion: A Blueprint for Humanization through Compassion," p. 160-187.

Study Guide handout.

- THU NOV 12 NO CLASS. MEET UP WITH YOUR GROUP DAY

Week 13

- TUE NOV 17 Group Conferences with Instructor (all members of all groups—no exceptions) (Schedule to be passed out, but each

group conference will last approximately 8 minutes)

THU NOV 19 **EXAM TWO**

Week 14 HOLIDAY Week HAPPY THANKSGIVING

TUE NOV 24: **NO CLASS**

THU NOV 26: **NO CLASS**

Week 15

TUE DEC 01: Presentations Groups 1 and 2

THU DEC 03: Presentations Groups 3 and 4

Week 16

TUE DEC 08: Presentations Groups 5 and 6

THU DEC 10: Presentations Groups 7 and 8.