

CRITICAL CULTURE, GENDER, AND RACE STUDIES

CES101.7 [DIVR] [I]

Introduction to

Comparative Ethnic Studies

Fall 2016

TU, TH: 12-1.15

MURR 307

Raihan M Sharif

Wilson Short 10 H (office)

Thursdays 1:20-2:20 and by

Appointment (office hours)

Phone 335-4383

E-mail sumon.sharif @ wsu.edu

Course Description

This course investigates some hegemonic discourses, tools, and lenses that frame, justify, and reinforce colorblind racism, white privilege, male privilege, heterosexual privilege, etc. While analyzing multiple privileges, the course explains a simple yet often unrecognized fact that the flip side of any privilege is discrimination. Thus, to understand discrimination, this course examines how racism and privilege trigger multifaceted and interlocked inequalities towards people within intersections of race, class, sex, gender, ability, and so on, henceforth ARCGS. To understand how different forms of discriminations have evolved from earlier centuries to our time, this course brings some historiographic interventions into the sugarcoated history we are often asked to consume. Such interventions reveal ideas, tools, and strategies deployed to set up structural racism, sexism, classism, ableism, and so on.

To understand why the gendered racial hierarchy still continues in the post-racial America, the course examines how different ‘ethnic projects’ are made to compete against each other. The course investigates how all ethnic groups—some more efficiently than others—have used racial emotion as ‘currency’ to develop and empower respective ethnic projects. Dominant racial emotions and public feelings about race and ethnicity tend to blur, distort, and impede facts about socioeconomic inequalities, state violence, and punitive control of lives in the US.

With an insight into biopower (Foucault) and necropower (Mbembe), the course challenges some common misperceptions about crime, terrorism, welfare, immigration, and global capitalist economy. It also helps unlearn some powerful cultural stereotypes, prejudices, biases and micro-aggressions that have evolved from previous centuries to our time. The course identifies those as cultural apparatuses that normalize inequality in life chances across ARCGS. Overall,

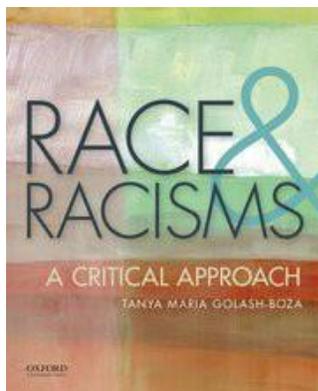
this course reflects on the present and future racial stratification in the USA and what that implies for people within intersections of ARCGS as we approach the third decade of the 21st century.

Course Objectives

This course has five objectives:

- First, it develops a historical understanding of the creation of “difference” across categories of race, social class, sex, gender, sexual orientation, and disability.
- Second, it locates the management of differences, especially how the act of categorization itself is grounded in a desire to discipline in and through the mechanism of biopower and necropower.
- Third, it enables students to see how being “different” affect people’s lives in contemporary American culture and also how the fiction called race is turned into social reality in everyday practices at the expense of benefits for some, disadvantages for others.
- Fourth, it develops students’ communicative skills and critical thinking so that they can sensibly engage their discussions to create a learning environment for themselves and for others.
- Finally, it provides students with an incitement to think that *racism is a complicated process of material and social conditioning, rather than an aberration of individuals.*

Text



Get it from bookie or any online store in time so that you don't have to come up with "the bookie ran out of books" excuse. Bring this text to class every day. No exception!

Golash-Boza, T.M. (2015). *Race and Racism: A Critical Approach*. New York, NY: Oxford University Press.

Course Requirements

Assignments: Your grade will be assigned, using a 100 point scale, as follows: (i) attendance 10%, (ii) class participation 10% (see participation scale below), (iii) quizzes, 30%, (iv) midterm exam, 20%, and (v) final paper, 30%.

Details for assignments:

- i. **Attendance (10%):** come to class in time. Keep assigned readings from the text open and always accessible to you. Contact me in advance if you can't fulfill these two requirements. Your grade for attendance depends on one last thing: maintaining teaching-learning environment in class. It means not distracting any ongoing class discussions while actively listening to and attempting to participate in one.

- ii. **Class Participation (10%):** Come to class prepared to discuss the material. This requires more than simply reading. Think about what you read: question and challenge it. Don't assume that I assign the texts because I agree with everything their authors say—I certainly do not. But while you disagree, don't just give opinion. Bring evidence, arguments, data and/or a combination of them to support your point. Differentiate between lecturing and class discussion and know that we will have more class discussion than lecturing. Class discussion requires your active participation: establish your engagement with texts by raising thought-provoking questions on them, making connections across texts and/with any scholarly works you find intriguing. Poor performance in quizzes indicates poor engagement with texts. Three F's (see below) in quizzes take away 50% of your participation grade.

Participation Scale:

100-80: Outstanding participation; impact the class discussion significantly with persuasive arguments; engagement with all texts throughout the semester.

79-60: Enthusiastic and regular participation with basic insight into text.

59-40: Occasional contribution with active listening.

39-20: No participation at all; inattentive to class discussions and /lectures. **19-**

0: Negative impact on class dynamics; disruption to class activities through distractive actions: texting, talking; disrespect to the instructor and peers.

- iii. **Quiz (30%):** You will have three quizzes (see outline below) throughout the semester to make sure you are doing your job, reading regularly. In these quizzes, you will be asked to produce brief responses to a set of questions on the texts already covered. No makeup quizzes will be arranged if you miss them due to late attendance/absence.
- iv. **Midterm Paper (20%):** You will be asked to produce written response to any ONE of the ‘critical thinking questions’ (see page 32 of your text, for example) from chapters already covered. Your understanding of class discussion will basically be tested. Evidences of good argumentative skills and your abilities to develop arguments, with examples and critical analysis, will be rewarded with A.
- v. **Final Paper (30%):** Submit a paper of 7-8 pages. Your thesis statement for the paper will ground on your research on and synthesis and/or critical analysis of materials this class has discussed. It is highly recommended that you schedule an appointment with the instructor to discuss your thesis statement. Because it is a formal assignment, your writing (style, mechanics, form, etc.) will factor into the grade. Check deadline below (see course outline).

Format for written assignments:

- For all of your questions regarding format of your Final Paper check: <https://owl.english.purdue.edu/owl/resource/747/01/>

- Papers that do not comply with the standards will suffer reduced grades. You must also remain consistent with your chosen style.

Grading Scale

951 and above	A	Suggests that a student's work is outstanding to excellent; the student's work reflects an engaged comprehension of the course content and shows thoughtful insight into the complexities of the course. Student shows an attentive engagement with the course. Student's work is consistently well-considered and well-written.
900-950	A-	
870-899	B+	Suggests that a student's work is very good to good; the student's work reflects a very strong, engaged, and solid understanding of course material. Occasionally, the student's work doesn't go the extra step in critical analysis. Student's work is mostly well-considered and well-written.
830-869	B	
800-829	B-	
770-799	C+	Suggests that a student's work is adequate; the student's work reflects a fair, but essentially disengaged, grasp of the course material and doesn't go very far in comprehension, or reflects a lack of understanding of the issues represented in the material. Student's work is un- or under-considered and unclearly written. Class attendance may be a problem.
730-769	C	
700-729	C-	
670-699	D+	Suggests that a student's work shows some, but very little effort; the student's work does not reflect a comprehension of the course material, is disengaged, or reveals a lack of reading, attention, and/or attendance.
600-669	D	
0-599	F	

Academic Integrity

Academic integrity will be strongly enforced in this course. Any student caught cheating on any assignment will be given an F grade for the course and will be reported to the Office Student Standards and Accountability. Cheating is defined in the Standards for Student Conduct:

<http://conduct.wsu.edu/policies/standards-of-conduct/>. It is strongly suggested that you read and understand these definitions. Plagiarism or cheating of any kind will result in your failing the course.

Policies: Electronic Devices, academic, e-mail and other etiquettes

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. For more information contact a Disability Specialist on your home campus:

Pullman or WSU Online: 509-335-3417, <http://accesscenter.wsu.edu>,
Access.Center@wsu.edu

Safety and Emergency Notification

Washington State University is committed to enhancing the safety of the students, faculty, staff, and visitors. It is highly recommended that you review the Campus Safety Plan (<http://safetyplan.wsu.edu/>) and visit the Office of Emergency Management web site (<http://oem.wsu.edu/>) for a comprehensive listing of university policies, procedures, statistics, and information related to campus safety, emergency management, and the health and welfare of the campus community.

myWSU, email, and others

myWSU: You will receive your midterm grade and final grade through myWSU.

E-mail: You will send e-mail to set appointment with me.

Office hours: Use my office hours (see at page 1) to discuss anything you want to know more/want more explanations about.

Salutation: Call me “Professor Sharif” in class. Use “Dear Professor Sharif” as salutation in your e-mail. End e-mail with “Sincerely”, “Thank you”, etc.

Instructor: You may know about the instructor here

<https://ccgrs.wsu.edu/faculty-staff/raihan-sharif/>

Policies: Electronic Devices, academic, e-mail and other etiquettes

1. Turn off phones, electronic gadgets during class and manage them to ensure they don't distract anyone. Don't use phone to check time.
2. Don't start packing things before the class officially ends.
3. Don't text during class hours.
4. Don't use laptops during class hours. If you want to use e-book, laptop, etc., seek permission from the instructor in the first week of the semester and always sit in the front row.
5. Don't expect me to give discussion—whether in class or in my office—on any topic you have missed due to absence. It is your responsibility to catch up with the class.
6. Show respect to others' perspectives even if you disagree with them. Note that disagreement is expected and even highly encouraged provided that you also show alternative and engaging ways of approaching the point in question.
7. Visit office in my office hours to receive comments and feedback on your assignment. Otherwise, you will receive only grade. You can then correlate grade from the grading rubrics below to understand your progress. But it is highly recommended that you receive comment and feedback from me.
8. Do not get up and leave the class during class hours. If you do so, you will be marked absent for the day.
9. Do not use class hours as breakfast/lunch time. You must not be eating during class hours.
10. Do not read newspaper, browse net, use phone and others not related with class.
11. Do not use class hours for doing homework for other courses. This is counted as serious offence and will be penalized by reducing points you have earned in different assignments in this class.
12. Bring texts to class. If you don't bring the current text, you will be marked absent.
13. Arriving late and leaving early are unacceptable and will be counted as absences.
14. If you have job, class, registration, or childcare conflicts, you will probably need to drop the class.

Course Outline

WEEK 1

- 8/23, TU: Syllabus. Watch: *The Difference between Us*.
- 8/25, TH: Watch: *The Story We Tell*. Discussion.

WEEK 2

- 8/30, TU: Watch: *The House We Live In*. Discussion.
- 9/01, TH: Watch: *What's Race Got To Do With It? - Social Disparities and Student Success*. Discussion.

WEEK 3

- 9/06, TU: The History of the Idea of Race, 3-17.
- 9/08, TH: The History of the Idea of Race, 17-33. [[Quiz 1: classes 8. 23—9.08](#)]

WEEK 4

- 9/13, TU: Race and Citizenship from the 1840s to the 1920s, 35-50.
- 9/15, TH: Race and Citizenship from the 1840s to the 1920s, 51-61.

WEEK 5

- 9/20, TU: Racial Ideologies from the 1920s to the present, 63-78.
- 9/22, TH: Racial Ideologies from the 1920s to the present, 78-91.

WEEK 6

- 9/27, TU: The Spread of Ideologies: "Controlling Images" and Racism in the Media, 93-118.
- 9/29, TH: White Privilege and the Changing U.S. Racial Hierarchy, 147-161.

WEEK 7

- 10/04, TU: [[Midterm based on classes 9.13—9.29. Respond to one critical question](#)]
- 10/06, TH: White Privilege and the Changing U.S. Racial Hierarchy, 162-175.

WEEK 8

- 10/11, TU: Central Frames of Colorblind Racism, BS, 73-100.
- 10/13, TH: Peeking Inside the (White) House of Color Blindness: The Significance of White's Segregation, BS, 151-178.

Course Outline

WEEK 9

- 10/18, TU: Understanding Racial Inequality Today, 177-203.
- 10/20, TH: Educational Inequality, 205-220.

WEEK 10

- 10/25, TU: Educational Inequality, 220-233.
- 10/27, TH: Income and Labor Market Inequality, 235-265.

WEEK 11

- 11/01, TU: [\[Quiz 2: classes 10.6—10.27\]](#)
- 11/03, TH: Inequality in Housing and Wealth, 267-291.

WEEK 12

- 11/08, TU: Why Act White? From *Acting White*, DC, 21-45.
- 11/10, TH: Racism and Criminal Justice System, 293-308.

WEEK 13

- 11/15, TU: Racism and Criminal Justice System, 309-323.
- 11/17, TH: Health Inequalities, Environmental Racism, and Environmental Justice, 325-353.

WEEK 14

- **Thanksgiving vacation: 11.21-11. 25**

WEEK 15

- 12/01, TH: Toward Racial Democracy, D-E, 395-421. **Course Evaluation.**
- 12/06, TU: [\[Quiz 3: Classes 11.3—12.1\]](#)

WEEK 16

- 12/8: [\[Final Paper Due\]](#)

Recommended Readings:

1. ***A People's History of the United States*: Howard Zinn.**
2. ***Between the World and Me*: Ta-Nehisi Coates.**
3. ***The New Jim Crow: Mass Incarceration in the Age of Colorblindness*: Michelle Alexander.**
4. ***White Privilege*: Paula S. Rothenberg.**
5. ***White Like Me: Reflections on Race from a Privileged Son*: Tim Wise.**
6. ***Reproducing Racism: How Everyday Choices Lock In White Advantage*: Daria Roithmayr.**
7. ***America's Original Sin: Racism, White Privilege, and the Bridge to a New America*: Jim Wallis.**