

DEPARTMENT OF CRITICAL CULTURE, GENDER, AND RACE STUDIES

CES 101.1  
Introduction to Comparative Ethnic Studies  
Spring 2017  
Place: Todd 307  
TTH: 2:50-4:05

Instructor: Rory Ong  
Office Room #: Wilson-Short 119  
Office Phone #: 5-7089  
Office Hours: TTH: 12:00am-1:30 pm  
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**Early Course History:**

1968 was a tumultuous year across the globe as anti-Vietnam War protests and other anti-government protests erupted in many countries across Europe. This climate of protest helped to inspire the 1969 social movements in the U.S. which launched student protests at the UC Berkeley and San Francisco State University campuses. Student led protests demanded Ethnic Studies courses and curricula, an increased number of students of color, and a more diverse/representative faculty body. Challenging the Eurocentric and racist history of colleges and universities in the U.S., and the systematic exclusion of faculty/students of color, the field of Ethnic Studies emerged across the country as a challenge to white supremacist ideology. Following in this tradition, CES 101 will engage in a critical examination of the foundations of race and racism, uneven distributions of power and privilege, and white supremacy operative in the U.S., as well as examine other racial and social inequalities across the globe.

**Course Objectives:**

This course aims to introduce students to the history and social construction of race and ethnicity in U.S. culture and history specifically, but also across western cultures globally, as well as introduce the connected social constructs of class, gender, and sexuality. Exploring a number of different themes in which racial meaning is created, articulated and challenged, we will come to see how integral racism, western and white supremacy is to the structural organization of lived experiences in “civilized” societies. In fact, we will see how racialized concepts are *central* to Western life generally, and American life specifically, recognizing their connectedness to other forms of domination (western expansionism, Manifest Destiny, social inequality, sexism, and homophobia). We will examine the social and historical construction of race and ethnicity globally throughout Europe, in the U.S., and the ways race impacts western social realities and daily life. We will also consider the structural and systemic practices of racism inherent in America’s institutions (family, schooling, housing, work, immigration, etc.), as well as develop an understanding of the ways historical constructions of race and ethnicity have played key roles in the global formation of labor and im/migration, and the production and consumption of consumer goods.

**Learning Outcomes:**

- Gain a basic understanding of the history of racism and white supremacy in the U.S. and across the globe.
- Understand the social, political, and economic implications/consequences of racism, white supremacy, and other forms of discriminatory practices across the globe and in the U.S.
- Recognize, identify, and understand the current state of race and racist practice in the U.S and its impact globally.
- Critically analyze complex conditions and situations surrounding immigration, gender and sexuality, citizenship, and national status in relation to race and racism.
- Recognize continuing forms of racist representation in the debates surrounding a post-race and a post-ethnic world.

**Information Literacy:**

Students will be introduced to historical, social, and political research through various search engines and popular sites of information that will assist them in accessing the necessary academic, as well as popular media, accounts, reports, and practices of race, racism, white supremacy, civil rights, immigration, citizenship, national identity and globalization.

**Required Texts:**

*Racism and Ethnicity: Global Debates, Dilemmas, Directions (2010). Ian Law.*  
*Race in America (2016). Matthew Desmond and Mustafa Emirbayer*  
*Supplementary Readings (available on Blackboard).*

**Course Requirements:**

[Quizzes](#)

Students will be asked to respond to weekly Quiz questions concerning the readings and/or other class material. These will assist in your comprehension of the lectures/readings. All quizzes will be multiple choice questions based on the lectures and readings. While all quizzes will be possible material for the exams, they will only comprise a portion of the total exam questions. Quizzes are worth 15% of the total grade.

Article Summary

Students will also summarize one article from a popular periodical (Newsweek, Time, U.S. New and World Report, or from major newspaper outlets; AP, LA Times, NYTimes, etc) on an issue related to race and ethnicity, or race and gender, or race and class, or race and gender, race and sexual orientation. The review must be consistent with the content of the course and course materials. **The article must be current (yr. 2010+) and must be substantial enough for you to analyze several points.** There must be summary of the article but also some thoughtful discussion of how this article fits within the context of our course content. The review must be in a 2-3 page paper (typed and double spaced). A guide sheet will be provided. The article review is worth 15% of the total grade.

Directed Reading Responses

Students will be required to respond to 1 Directed Reading Response. These will be responses based on prompts provided by the instructor. Directed reading responses need to be 1 page in length, typewritten and double-spaced. Your responses to the directed questions will help you begin exploring, formulating, and articulating your own thoughts and ideas about the course material. Directed Readings will count toward 15% of the total grade.

Exams

There will be two exams—a Midterm and a Final Exam. These exams will be multiple choice exams. Study guides will be provided one week before the exam and there will be an exam review session for each exam. Exam #1 is worth 25% and exam #2 is worth 30%, representing 55% of the total grade.

**Policies:**

Grading

Grades will be averaged in the following proportions:

Quizzes	15%
Article Summary	15%
Reading Response	15%
Midterm Exam	25%
Final Exam	30%

Percentages

Grading Scale

100-98=A 97-93=A 92-90=A-	Suggests that a student’s work is outstanding to excellent; The student’s work reflects an engaged comprehension of the content and focus of the material and shows thoughtful insight into the complexities of the course. Students also show an attentive engagement with the course. Written work is always well written and articulated.
89-87=B+ 86-83=B 82-80=B-	Suggests the student’s work is very good to good; it reflects a very strong, engaged, and solid understanding of the material. Occasionally doesn’t go the extra step in critical analysis. Written work is mostly well written and articulated.
79-77=C+ 76-73=C 72-70=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. Written work is unclear or not articulated well. There may be some attendance problems.
69-67=D+ 66-63=D 62-60=D-	Suggests the student’s work shows but little effort, a lack of comprehension of the material, is disengaged, or reveals a lack of reading, attention, and/or attendance.

Attendance

In accordance with the Student Handbook, attendance in this class is mandatory. If you know in advance that you will have to miss class for a legitimate reason, contact me to see whether arrangements can be made to make up any work that will be missed. If you have not finished an assignment for a given class period, attend class anyway to avoid missing further assignments and in-class work/discussions. **Only institutional excuses will be accepted. If you have more than two (2) unexcused absences, your grade will be lowered one point for every absence thereafter.**

Extra Credit

There may be opportunities for extra credit throughout the semester. I will announce those opportunities as they come up. Unless the instructor advertises an extra credit, students must get approval from the instructor for any extra credit submissions. Extra Credit assignments must relate to the course content of CES 101. Extra Credit should be in the form of a short 1-2 page review of the event, lecture, or film attended--typed and double-spaced. To receive the possible full credit, students must also make a connection in the review with the event, film, or lecture and the content of this course. **Students are allowed only 2 Extra Credit assignments.** Each Extra Credit will count 2.5 pts toward the student's overall final grade (for a total of 5 extra credit points).

Disability Accommodations

The Department of Critical Culture, Gender, and Race Studies supports members of our community who request disability accommodations. Please notify me during the first two (2) weeks of class for any requirements needed for the course. 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. Late notification may result in the request being unavailable.

Academic Integrity

Academic dishonesty, such as cheating, plagiarism, fabrication, and fraud, is prohibited as per the 2013-14 Student Handbook [WAC 504-26-202 <<http://apps.leg.wa.gov/wac/default.aspx?cite=504-26-202>>]. 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, we will discuss the situation with you before penalties are enforced.

Classroom Etiquette

Out of respect for your classmates and the instructor, **all cell phones must be turned off and put away. iPods and any other devices for listening to music, podcasts, or text messaging are also prohibited in class. Unless you have a documented disability (see above) neither headphone or earphones are not allowed in class.**

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

**Syllabus:** (reading schedule subject to change)

Tuesday, January 10: Review Syllabus. Introduction to the Course.

**The Global Economy of Race and Racism**

Thursday, January 12: Documentary: *Racism a History: The Color of Money* (2008).  
<http://topdocumentaryfilms.com/racism-history/>  
Discussion.

**Inventing Race and Racializing U.S. Society**

Tuesday, January 17: Documentary: *Race, the Power of an Illusion: The Difference Between Us* (2003). Discussion.

Thursday, January 19: Lecture/Discussion on "Civilization and Its Boosters" by Thomas Patterson (Supplementary Reading). Key points: Overseas expansion; The idea of progress; reason, science, and modernity; civility, civil society, and the state; political economy, moral philosophy, and enlightenment.

Tuesday, January 24: Lecture/Discussion on "Civilization and Its Boosters" by Thomas Patterson (SR). Key points: Civilization, Industry, and Progress; Social evolution and civilization; social Darwinism and civilization; economic growth, neo-evolution, and civilization; modernization and civilization.

Thursday, January 26: Lecture/Discussion on "Racism, History, and Politics" by Alana Lentin (SR). Key

points: racism and modernity; science and politics; race and the nation-state; two types of racism: naturalism and historicism.

Tuesday, January 31:

Lecture/Discussion on Chapt. 1: “Race in the Twenty-First Century” pp: 2-45 in *Race in America*. Key points: Racism as a social cancer; Five Fallacies about Racism; Racial Domination; Symbolic Violence; Intersectionality; Is Race a Biological Reality?; Athletic Ability and IQ; Whiteness; Race is a social reality; Ethnicity and Nationality.

### Early U.S. Expansionism, Colonialism, and Scientific Racism

Thursday, February 2:

Lecture/Discussion on Chapt. 2: “The Invention of Race” pp: 46-69 in *Race in America*. Key points: Race and Modernity; Colonization of the Americas; The Invention of Whiteness and Blackness; Africans Enslaved. Documentary: *Race the Power of an Illusion: The Story We Tell (2003)*.

Tuesday, February 7:

Lecture/Discussion on Chapt. 2: “The Invention of Race” pp: 69-87 in *Race in America*. Key points: Manifest Destiny-Mexico and Indians; Immigration from Asia and Europe; Racial Discourses of Modernity; America’s Racial Profile Today; Documentary: *Race the Power of an Illusion: The Story We Tell (2003)*.

Thursday, February 9:

Lecture/Discussion on Chpt 1: Historical Groundings: the global formation of racism, pp. 1-14, in *Racism and Ethnicity*. Key points: global origins of race; racism across Europe, Middle East, Asia; the link between racism, colonialism, and genocide.

Tuesday, February 14:

Lecture/Discussion on Chpt 1: Historical Groundings: the global formation of racism, pp. 14-27 in *Racism and Ethnicity*. Key points: systematizing race; racialized identity; double meanings of race; intro to key black social intellectuals.

Thursday, February 16:

Lecture/Discussion on Chpt 2: Categorizing peoples: race science, genomics and naming, pp.28-36 in *Racism and Ethnicity*. Key points: scientific racism; eugenics; debunking scientific racism; scientific racism and the IQ debate; scientific racism and the Bell Curve theory.

Tuesday, February 21:

Lecture/Discussion on Chpt 2: Categorizing peoples: race science, genomics and naming, pp. 36-50 in *Racism and Ethnicity*. Key points: contemporary race science; bio-colonialism; mapping race; race science and crime; racial categories, identities, and racial naming.

Thursday, February 23:

**Midterm Exam Review. [Midterm due by February 27, 11:59 pm.]**

### Critical Theories of Race and Ethnicity

Tuesday, February 28:

Lecture/Discussion on Chpt 3: Theorizing Racism and Ethnicity: foundations, pp. 53-64 in *Racism and Ethnicity*. Key points: Julia Ann Cooper on racism and intersectionality; key terms—intersectionality and racialization; Max Weber on race-ethnicity-nation.

Thursday, March 2:

Lecture/Discussion on Chpt 3: Theorizing Racism and Ethnicity: foundations, pp. 64-72 in *Race and Ethnicity*. Key points: Chicago School of race theory; key term—assimilation; British social science and race theory; the race relations problem.

Tuesday, March 7:

Lecture/Discussion on Chpt 4: Understanding Ethnicity: theoretical and conceptual debates, pp. 76-95 in *Racism and Ethnicity*. Key points: early concepts; sociological approaches; ethnic genocide; ethnic relations, conditions for ethnic conflict; ethnicity in the UK.

### Eugenics, Genocide, Ethnic Conflict, and Migration

Thursday, March 9:

Video: *Racism a History: Fatal Impact (2008)*.

<http://topdocumentaryfilms.com/racism-history/>

- Mon-Fri, March 13-17: Spring Break
- Tuesday, March 21: Video: *Racism a History :A Savage Legacy* (2008).  
<http://topdocumentaryfilms.com/racism-history/>
- Thursday, March 23: Lecture/Discussion on Chpt 5: Migration, Ethnicity and Racism: frameworks and formations, pp. 105-119 in *Racism and Ethnicity*. Key points: race, ethnicity, and migration; labor migration; family reunification; refugee and asylum seekers; undocumented migration; human trafficking.

### Modern Race Politics and Anti-Racism

- Tuesday, March 28: Lecture/Discussion on Chpt 3: Politics, pp: 89-127 in *Race in America*. Key points: the Civil Rights Movement; Backlash; Partisanship and Representation; Voting; Elections and Racial Appeals; Color-blind Politics.

### The Racialization of the Economy, Housing, Prisons, and Education

- Thursday, March 30: Lecture/Discussion on Chpt 4: Economics, pp: 129-167 in *Race in America*. Key Points: Economic Racism; Income and Wealth Disparity; the Fallacy of the American Dream; Labor Market Dynamics; Welfare; Affirmative Action. Documentary: *Race the Power of an Illusion: The House We Live In (2003)*.
- Tuesday, April 4: Lecture/Discussion on Chpt 5: Housing, pp: 169-201 in *Race in America*. Key points: Racism and Housing; Racial Segregation; the City; the Suburbs; Rural America. Documentary: *Race the Power of an Illusion: The House We Live In (2003)*.
- Thursday, April 6: Lecture/Discussion on Chpt 6: Crime and Punishment, pp: 203-243 in *Race in America*. Key points: American Prisons; fear of the Other; forms of crime; forms of punishment.
- Tuesday, April 11: Lecture/Discussion on Chpt 7: Education, pp: 245-279 in *Race in America*. Key points: racism in education; whiteness in education; contexts for educational inequality [family, culture, stereotypes, tracking in schools]; Affirmative Action; Multiculturalism.

### Race in the Arts and Everyday Life

- Thursday, April 13: Lecture/Discussion on Chpt 8: Aesthetics, pp: 281-315 in *Race in America*. Key points: race and art in 19-20th centuries; racial representation in art; racializing art; cultural appropriation.
- Tuesday, April 18: Lecture/Discussion on Chpt 9: Associations, pp: 317-353 in *Race in America*. Key points: integration vs. ethnic nationalism; civil society and multiracial democracy; hate groups; cyber communities; religion associations.
- Thursday, April 20: Lecture/Discussion on Chpt 10: Intimate Life, pp: 355-391 in *Race in America*. Key points: The Family since colonialism and slavery; race and the family today; racial identity formation; the problem with "identity."
- Tuesday, April 25: Lecture/Discussion on Chpt 11: Toward Racial Democracy, pp:393-423 in *Race in America*. Key points: Color-Blindness; Multiculturalism and Cosmopolitanism; Racial Democracy; Individual Transformation; Individual Change; Interactional Change; Institutional Change; Collective Action Change.
- Thursday, April 27: Final Exam Review. Course Evaluations.

Mon-Fri, May 1-5:

Final Exam due by May 5, 11:59 pm.