

**CES 101: INTRODUCTION TO COMPARATIVE ETHNIC STUDIES**  
**FALL 2017 – MWF 11:10 A.M.-12 P.M. – CUE 203**  
**UCORE: DIVR/ GENED (I) 3 CREDITS**

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(E-mail is the preferred method for reaching the professor. It is also the method that will yield the quickest response.)

**Office Hours: Mondays and Wednesdays 12:30-1:30p.m., and by appointment**

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*Until justice is blind to color, until education is unaware of race, until opportunity is unconcerned with the color of men's skins, emancipation will be a proclamation but not a fact.*

**Lyndon B. Johnson**

*It is certain, in any case, that ignorance, allied with power, is the most ferocious enemy justice can have.*

**James Baldwin**

*A fully functional multiracial society cannot be achieved without a sense of history and open, honest dialogue.*

**Cornel West**

**Course Description:**

This course examines the assumptions to race, ethnicity, gender, and class that inform the formations of individual identities, institutions, and ideologies in American society. It should be looked at as an *introduction* to the interconnections between race, ethnicity, and the social, political, and cultural frameworks and attitudes in the U.S. The course will focus on the social and historical development of the formation of contemporary attitudes and beliefs on racial differences and racial inequalities, and policies that emerge from these attitudes and beliefs. Additionally, this course works to introduce students to the terminologies, concepts, and debates in the discipline of Ethnic Studies.

**PLEASE BE AWARE:** Benjamin Franklin once said, "Seek first to understand, then to be understood." By the very nature of this course topic, there will likely be a wide range of opinions often rooted in personal histories and experiences. Rather than judge or dismiss opinions other than your own, seek to understand the logic behind those opinions then express your own thoughts and opinions in a respectful and considerate manner. Though this is primarily a lecture course, you will still have various opportunities to engage me and your fellow students and you should be constantly vigilant that your contributions, opinions, and responses, while intellectually critical, are respectful of the differences in position, perspective, and experience we all have. A good learning environment should stimulate you to think for yourself, examine other perspectives, challenge established paradigms, and raise critical questions. This will be accomplished if we first listen, then think, and finally respond in a

respectful and productive manner. This should be kept in mind for both your verbal and written responses in this course. If your beliefs are so strong that you cannot tolerate the opinions of others, please begin to practice tolerance now, or choose another class.

### **Required Texts:**

- Alexander, Michelle. The New Jim Crow: Mass Incarceration in the Age of Colorblindness. [ALEXANDER below]
- Golash-Boza, Tanya. Race and Racisms: A Critical Approach, Brief Edition. [GOLASH-BOZA below]

In addition, throughout the semester there may be supplemental readings assigned by the professor. The professor will announce any such additions during lecture. All texts are available at The Bookie. They are also readily available for order on Amazon, or other online outlets. If you choose to order your books online please be VERY aware of the date each book is scheduled for discussion in class. An untimely order IS NOT a legitimate excuse for not being prepared for class.

Please note, The New Jim Crow is available as an e-book. While you are welcome to use e-book versions of the course text be aware that the pages listed on the “Schedule of Classes” correspond to the paper versions of the texts and may not match up directly to the e-book pages; so make sure to verify the point to which you should be reading for each class.

**Special Note:** Regarding terminology in this course: in both your written and verbal engagement in this course it is **NOT** permissible to use either of the following terms:

- **Colored person/people/man/woman, etc.** – Things are *colored*. People are *of color*, or alternatively, African-American, Black, Latino, Asian-American, etc. *Colored people* is an offensive, derogatory, archaic term that was meant to linguistically create an inferiority about non-white peoples, and DOES NOT mean the same thing as people of color.

- **The white man** – There is NO one, singular white man on which racism and inequality can be blamed, so the term has no critical meaning. The use of the term

demonstrates a relatively unsophisticated, uncritical understanding of the historical systems of race domestically and globally. In this class you are working to develop a much more critical and complex understanding of racism and other interrelated systems, structures, histories, and institutions of inequality. You may refer to any number of things, including: empire, colonization, white privilege, capitalism, white supremacy, etc., all of which are much more specific and critical.

**Any use of either of these terms in either your written or verbal engagement will result in a points reduction in the specific written assignment in which occurs, or your participation grade, respectively.**

The **ONLY** exception to the above policy is when you are using or referring to a **DIRECT QUOTE** from a course text or film, in which case the quote should be properly cited to determine its origin.

### **Assessment and Evaluation:**

Taking classes is your job here at the university. Thus, you should treat the work and requirements accordingly. In the workplace things such as absences, tardiness, and not doing your work properly have negative consequences. This is the case in my class as well. Many students' low grades are a result of not following directions or policies as well as not expending enough effort. It is your responsibility to be aware of the policies on this syllabus. If you miss class it is your responsibility to check with your classmates to find out what you have missed. And though you are always welcome to follow up with me if you are absent, **do not** ask me if you "missed anything important."

### **Course Requirements:**

#### **• CLASS ATTENDANCE & PARTICIPATION**

Though your attendance and participation will not be formally used to calculate your

final grade, you are expected to attend class every day, arrive on time and participate in an informed and consistent manner. Anything less will not be tolerated and will result in problems in this class. Moreover, students missing any class meeting are responsible for missed lectures and media material shown/discussed in their absence.

You are expected to be present intellectually as well as physically in the classroom. This means that not only must you attend, but that you must endeavor to contribute to the flow and body of the course. You will be expected to prepare carefully for each class by completing the required readings by the day on which they are listed in the course schedule.

This course asks you to read texts closely and responsively. This means that if you want to do well you will actively engage with your books by writing questions in the margins, circling key terms, looking up words you do not know, and underlining themes or issues you find intriguing. Responsive readers think of themselves as having a dialogue with the author and use reading as the basis for formulating their own interesting ideas, questions, and arguments. This approach will likely assist you with comprehending the material and it may give you ideas for your contributions to the class and its assignments.

Read and dialogue in a politically engaged way. Power dynamics are situational and relational. You may have power in some spaces and lack it in others, all depending on social location. In this regard, **speak with evidence** and “facts” on your side in both your written and verbal work and exchanges in this course. Despite several popular pronouncements that there are no *wrong* responses, there are incomplete, problematic, superficial, surface, uncritical, and unsubstantiated responses. Reflect on your own responses and the basis of your conclusions.

• **FILM RESPONSE QUESTIONS (60 points/20 points per response)**

We will be viewing SIX films during the course. Prior to the the first day of viewing for each film the professor will post a question based on the film content to Blackboard. Students will be responsible for submitting **THREE (3)** film responses for three of the course films of their choice.

**REQUIREMENTS:**

- Responses **MUST BE** typed (Responses that are not typed will not receive credit.)
- Responses **MUST BE** 1-page, single-spaced (3/4 of a page will not be eligible to receive full credit)
- Responses **MUST BE** turned in the class period following our completion of viewing the film. (No late submissions will be accepted. If you miss turning in your response during the appropriate class period you will have to submit a response for another film. No exceptions.)
- Students may only submit three responses and will not receive extra credit for submitting more than 3 responses.

• **MIDTERM EXAMS (200 points/100 points per exam)**

There will be **TWO (2)** in-class midterm exams. **EACH** exam will be worth **100 points**. The exams will be made up alternately of multiple choice and T/F questions. The questions will be based on material from the readings, the films, and the lectures. The midterms are not cumulative, rather they will cover the material addressed only in the weeks preceding each of the respective exams.

- **FINAL EXAM (160 points)**

The final exam will be made up alternately of multiple choice and T/F questions. The final exam IS CUMULATIVE. The questions will cover material from the readings, the films, and the lectures across the entire term.

**TOTAL COURSE POINTS POSSIBLE – 390 POINTS**

**Film Response Questions: 60 points possible**

**Midterm Exam #1: 100 points possible**

**Midterm Exam #2: 100 points possible**

**Final Exam: 160 points possible**

**Written Work & Evaluation Criteria:**

- **Written Work Guidelines:**

- Written work to be graded should be typed using a 12-point font, double-spaced (unless otherwise specified), spell checked, and proofread.
- **I DO NOT ACCEPT PAPERS VIA E-MAIL, (unless otherwise stated in class). NO EXCEPTIONS.**
- **I WILL NOT ACCEPT** formal assignments that are not typed. If you turn in a paper for a formal out-of-class assignment that is not typed, I will not grade it.
- **DO NOT PUT ANY ASSIGNMENTS UNDER MY OFFICE DOOR UNDER ANY CIRCUMSTANCES.**
- Always keep copies of all important formal assignments – including **print** copies of electronic files – until after you receive your final grade in the course. Your professor will retain your final exam, and may retain the originals or copies of your other papers, but the responsibility for document preservation (for grade appeals or other reasons) is yours.
- In your written assignments, both formal and informal, please avoid extensive summary and background (unless otherwise requested to do so). Remember, all of us in class, most particularly the professor, have read (or should have read) the material for discussion.
- You are encouraged to *discuss* the course content and assignments with other students, but you must submit your work in your own words. I reserve the right to reject any apparently plagiarized or dishonest work. (*See the Academic Integrity Policy below*)

– Regarding written assignments, **DO NOT** use dictionaries or encyclopedias, of any type, (i.e. books or online), as critical references in your papers. Though I do encourage you to consult dictionaries and encyclopedias for your own personal clarification, they are to be used for clarification purposes **ONLY** and are not considered critical resources. [Any use of dictionaries as critical references in written assignments will result in the assignment being marked down.

• **Evaluation of Written Work:**

Papers submitted for the Film Response Questions will be evaluated on a 20-point scale, although letter grades and their numerical equivalent are used to determine your actual grade. Your papers will be evaluated on the basis of content, clarity, style and grammar, and insight. The specific criteria grading scale are as follows:

Content (10 points) Here I will evaluate how well you cover the issues, integrate classroom readings into your paper, construct arguments to defend your position, critique other points of view, and put forth an effort to write a good paper.

Clarity (5 points) The main question here is whether your paper is clear and can be read by a neutral person.

Style and Grammar (5 points) Proofread your paper. Check your paper to make sure it is free of misspelled words and grammatical errors. Insure that it is neat, has appropriate margins, page numbering, and any appropriate citations.

• **Grading Scale:**

|          |  |
|----------|--|
| 100-94=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.                                     |
| 93-90=A- |  |
| 89-87=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.   |
| 86-83=B  |  |
| 82-80=B- |  |
| 79-77=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 underconsidered and unclearly written. Class attendance may be a problem. |
| 76-73=C  |  |
| 72-70=C- |  |
| 69-67=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,   |
| 66-60=D  |  |
| 59-0=F   |  |

and/or attendance.

### **General Information:**

- **Academic Integrity Policy:**

Academic integrity is the cornerstone of higher education. As such, all members of the university community share responsibility for maintaining and promoting the principles of integrity in all activities, including academic integrity and honest scholarship. Academic integrity will be strongly enforced in this course. Students who violate WSU's Academic Integrity Policy (identified in Washington Administrative Code (WAC) 504-26-010(3) and -404) will receive [*insert academic sanction (e.g., fail the course, fail the assignment, etc.)*], will not have the option to withdraw from the course pending an appeal, and will be reported to the Office of Student Conduct.

Cheating includes, but is not limited to, plagiarism and unauthorized collaboration as defined in the Standards of Conduct for Students, WAC 504-26-010(3). You need to read and understand all of the definitions of cheating: <http://app.leg.wa.gov/WAC/default.aspx?cite=504-26-010>. If you have any questions about what is and is not allowed in this course, you should ask course instructors before proceeding. If you wish to appeal a faculty member's decision relating to academic integrity, please use the form available at [conduct.wsu.edu](http://conduct.wsu.edu).

In all instances, you must do your own work. Otherwise, you are being dishonest. There is no excuse for plagiarism, or for submitting another's (including fellow students') work, ideas, or wording as your own, or for not doing your own work. In simple terms, plagiarism is the act of using another person's words or work without giving them credit for it. Relatedly, academic dishonesty involves not doing the work you are supposed to do on your own.

You are expected to practice the highest possible standards of academic integrity. Any deviation from this expectation will result in This includes improper citation of sources, using another student's work, and any other form of academic misrepresentation. When in doubt on collaboration, citation, or any issue, please contact me before embarking on a perilous path.

Should there be any suspicion of plagiarism or any other form of academic dishonesty, I will discuss the situation with you first and then with the Chair of Comparative Ethnic Studies. I may then alert the Office of Student Conduct, which could result in an academic integrity hearing and university sanctions against you. If you are at any time unclear about what constitutes plagiarism, cheating, or academic dishonesty, contact me and I will clarify it for you. ***The rules for plagiarizing or other forms of cheating are not negotiable. Remember that your grade depends on your understanding of these policies.***

- **Midterm Grades**

In the cases where students require an official midterm grade submission (NOT periodic progress reports) the grading option that will be used will be the "C or F grade only" where the C and F are defined as follows: A C midterm grade is given to any student who is making satisfactory progress. An F midterm grade is given to any student

whose progress is not acceptable and who needs to discuss his/her progress with the instructor. The assessment should not be interpreted as a formal grade, but rather as an indication of the student's progress to date. Midterm grades are advisory and do not appear on the student's permanent record, the WSU transcript.

- **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 [Pullman] or Disability Services at [name of campus] address on your campus] to schedule an appointment with an Access Advisor. All accommodations **MUST** be approved through the Access Center or Disability Services. For more information contact a Disability Specialist on your home campus:

**Pullman or WSU Online:** 509-335-3417, Washington Building 217;  
<http://accesscenter.wsu.edu>, [Access.Center@wsu.edu](mailto:Access.Center@wsu.edu)

- **Campus Safety:**

Classroom and campus safety are of paramount importance at Washington State University, and are the shared responsibility of the entire campus population. WSU urges students to follow the “**Alert, Assess, Act**” protocol for all types of emergencies and the “**Run, Hide, Fight**” response for an active shooter incident. Remain **ALERT** (through direct observation or emergency notification), **ASSESS** your specific situation, and **ACT** in the most appropriate way to assure your own safety (and the safety of others if you are able).

Please sign up for emergency alerts on your account at [MyWSU](#). For more information on this subject, campus safety, and related topics, please view the [FBI's Run, Hide, Fight video](#) and visit the [WSU safety portal](#).

- **Grade Problems**

During the semester use my office hours to talk to me about any problems you are having with your progress and/or evaluations for the course so we can try to fix any bad situation **early**, before it's too late.

You must communicate any problems you may be having that are affecting your coursework early on so that I am aware of the situation as I continue to evaluate your work. Any explanations for poor performance, relevant or not, will not be accepted at the end of the semester and will have no effect on your final grade. Accordingly, do not come to me at the end of the semester when you are receiving a low grade saying the you “wanted to get an A in the course,” and “is there anything you can do to raise your grade?” You had all semester to work on raising your grade. Also, please do not come to ask me to change your grade after you have failed the course, or ask me to give you an “I” because you are failing or have failed the course. Reasons for these requests including: being kicked off a team; being put on probation in a fraternity or sorority;

being kicked out of a major; or jeopardizing scholarships, are all reasons you were aware of ALL semester. Be vigilant about your academic career.

- **Reality Check statement:**

I am a pretty busy person, and as a professor, my role is to teach you about race and race relations and to generally prepare you for the professional world. As such, the decisions you choose to make regarding your personal life outside of the classroom are not my problem. For instance, if you tell me that your parents are going on a vacation to Cabo San Lucas during the week we are having a midterm exam, and they want you to come along (and already bought your tickets), that isn't my problem. It is your decision. Similarly, if your best friend is getting married in California and you want to go to the wedding the day of a film or a midterm review, that isn't my problem. Or, if your roommate/friend needs a ride to the Spokane airport and you decide to take him and miss class: not my problem! Thus, before you raise any issue with me, understand that your personal matters should bear no effect on me or on how this class is conducted. And NO special accommodations will be made in these types of cases. It is your responsibility to conform to and abide by the schedule and the syllabus. Ultimately, you 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, that choice will come with a cost to your grade. It is ultimately up to you to make your own decisions, but bear in mind that decisions always have consequences attached to them.

- **Basic Needs Security statement:**

Any student who has difficulty affording or accessing sufficient food to eat every day, and/or who lacks a safe and stable place to live, and believes this may affect their performance in the course, is urged to contact the Dean of Students for support. Furthermore, please notify the professor if you are comfortable in doing so. This will enable her to share with you any information she has regarding organizations and resources that may be able to provide assistance and help, as well as discuss how to address any problems with the course work that have arisen due to these basic needs challenges.

- **General Course Policies:**

- ALWAYS bring your book, readings, and/or reader to class.
- Turn cell phones off upon arrival to class – Absolutely no texting or phone calls DURING CLASS. Please note that if I see you using your cell phone/other handheld device in any manner once class has begun whether because you've decided to text message, check scores/Facebook/Twitter, show a friend a picture or listen to messages, **You will lose 5 points, the equivalent of ½ a grade, from your most recent MIDTERM EXAM GRADE. 5 points will be deducted for every occurrence.**
- **The only digital devices allowed to be out during class are E-READERS,**

**AND THEY MUST ONLY BE OPENED TO THE COURSE TEXT  
DURING  
CLASS. No laptops will be allowed in class except in cases of authorized  
accommodation.**

- The following are unwelcome and unacceptable within this class. If you absolutely must do these things then don't come to class.
  - a. Sleeping, daydreaming or otherwise tuning out during class
  - b. Doing work for other classes
  - c. Habitual tardiness. If you come into class 5 minutes after class has begun, you **MUST SIT IN THE FIRST ROW AND SPEAK WITH ME AT THE CONCLUSION OF CLASS.**
  - d. Packing up your notebook and other materials prior to the end of class
  - e. Reading the newspaper, another book, or otherwise focusing on something other than class
  - f. Chatting to classmates while either: 1) I am speaking to the class; 2) another student is speaking to the class; 3) we are watching a video; 4) people are working on a class assignment (e.g. weekly reading questions or midterms)
  - g. Leaving class early, unless otherwise discussed with me by the beginning of class
- Do not wear headphones, earbuds, etc. in class.
- Also, the classroom is not the appropriate time for complaining about the class, the workload, your grade, etc. This includes before class, after it ends, and during any break we might take. If you have a problem, you should come to my office hours or schedule a time to discuss it with me in private.
- Also, in this regard, I am available **ONLY** during my stated office hours (unless I have announced otherwise) **OR** if I have made another appointment with you. I will not be in my office for consultation at any other times, so please don't expect my availability to be on a daily, 8-5 basis.
- The focus of class discussion should be on critical analysis of the works we are reading. Therefore, undeveloped and uncritical personal preference remarks are not acceptable for class discussion.

**[Your continued enrollment in this course after the first week means that you have read and understand the information contained within this syllabus, and that you agree to follow the procedures and policies explained within it.]**

#### **CLASS SCHEDULE**

- Schedule subject to change. Any modifications will be announced in class.**
- This schedule tells you the dates by which you need to have the material read.**

**MON AUG 21: Course Introduction**

WED AUG 23: **FILM: “Race: Power of an Illusion – Part One: *The Difference Between Us*”**

FRI AUG 25: **What is Ethnic Studies?**

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MON AUG 28: **Race and Racisms: A Critical Approach**  
Read **Golash-Boza: Chapter 1**

WED AUG 30: **Race and Racisms: A Critical Approach**  
Read **Golash-Boza: Chapter 2**

FRI SEP 1: **Race and Racisms: A Critical Approach (cont.)**

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MON SEP 4: **LABOR DAY – NO CLASS**

WED SEP 6: **Race and Racisms: A Critical Approach**  
Read **Golash-Boza: Chapter 3**

FRI SEP 8: **Race and Racisms: A Critical Approach (cont.)**

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MON SEP 11: **FILM: “Race: Power of an Illusion – Part Two: *The Story We Tell*”**

WED SEP 13: **FILM: “Race: Power of an Illusion – Part Two: *The Story We Tell*”**

FRI SEP 15: **NO CLASS**

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MON SEP 18: **Race and Racisms: A Critical Approach**  
Read **Golash-Boza: Chapter 4**

WED SEP 20: **Race and Racisms: A Critical Approach (cont.)**

FRI SEP 22: **Race and Racisms: A Critical Approach**  
Read **Golash-Boza: Chapter 5**

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MON SEP 25: **Race and Racisms: A Critical Approach** (cont.)

WED SEP 27: **FILM: “Mirrors of Privilege”**

FRI SEP 29: **FILM: “Mirrors of Privilege”**

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MON OCT 2: **MIDTERM REVIEW**

WED OCT 4: **MIDTERM #1 – IN CLASS**

FRI OCT 6: **Race and Racisms: A Critical Approach**  
Read **Golash-Boza: Chapter 6**

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MON OCT 9: **Race and Racisms: A Critical Approach**  
Read **Golash-Boza: Chapter 7**

WED OCT 11: **Race and Racisms: A Critical Approach** (cont.)

FRI OCT 13: **FILM: “Race: Power of an Illusion – Part Three: *The House We Live In*”**

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MON OCT 16: **Race and Racisms: A Critical Approach**  
Read **Golash-Boza: Chapter 8**

WED OCT 18: **Race and Racisms: A Critical Approach**  
Read **Golash-Boza: Chapter 9**

FRI OCT 20: **Race and Racisms: A Critical Approach** (cont.)

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MON OCT 23: **Race and Racisms: A Critical Approach**  
Read **Golash-Boza: Chapter 10**

WED OCT 25: **Race and Racisms: A Critical Approach** (cont.)

FRI OCT 27: **FILM: “Bad Sugar”**

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MON OCT 30: **FILM: “Bad Sugar”**

WED NOV 1: **MIDTERM REVIEW**

FRI NOV 3: **MIDTERM #2 – IN CLASS**

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MON NOV 6: **The New Jim Crow**  
Read **Alexander: Chapter 1**

WED NOV 8: **The New Jim Crow**  
Read **Alexander: Chapter 2**

FRI NOV 10: **VETERAN’S DAY – NO CLASS**

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MON NOV 13: **The New Jim Crow**  
Read **Alexander: Chapter 3**

WED NOV 15: **The New Jim Crow (cont.)**

FRI NOV 17: **The New Jim Crow**  
Read **Alexander: Chapter 4**

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MON NOV 20: **THANKSGIVING BREAK – NO CLASS**

WED NOV 22: **THANKSGIVING BREAK – NO CLASS**

FRI NOV 24: **THANKSGIVING BREAK – NO CLASS**

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MON NOV 27: **The New Jim Crow**  
Read **Alexander: Chapter 5**

WED NOV 29: **The New Jim Crow**  
Read **Alexander: Chapter 6**

FRI DEC 1: **The New Jim Crow (cont.)**

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MON DEC 4: **FILM: “13<sup>th</sup>”**

WED DEC 6: **FILM: “13<sup>th</sup>”**

FRI DEC 8: **Course wrap-up, final thoughts, and course evaluations**

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**FINAL EXAM IS WEDNESDAY, DECEMBER 13 from 3:10-5:10 pm in CUE 203**

**WSU AND COURSE LEARNING OUTCOMES, CLASS SESSIONS, AND COURSE ASSIGNMENTS:**

| <b>Learning Goals:</b> | <b>At the end of this course students should be able to:</b>   | <b>Course topics and dates that advance these learning goals:</b>        | <b>This objective will be assessed primarily by:</b> |
|------------------------|--|--|--|
| <b>LG1</b>             | Understand and employ core concepts and methods utilized in the field of Ethnic Studies<br><br>WSU Learning Goals:<br>Diversity<br>Critical and creative thinking<br>Communication | 1/14-2/11 (topics: ethnic studies, race, racism, privilege, stereotypes) | Midterms; film question responses; final exam        |

|                   |  |   |  |
|-------------------|--|---|--|
| <p><b>LG2</b></p> | <p>Recognize and analyze the ways in which race structures social ideologies and creates hierarchies and inequalities</p> <p>WSU Learning Goals:<br/>Diversity<br/>Critical and creative thinking<br/>Communication</p>  | <p>1/14-3/10 (topics: race, racism, privilege, stereotypes, immigration; colorism)</p>  | <p>Midterms; film question responses; final exam</p> |
| <p><b>LG3</b></p> | <p>Understand the critical connections between historical eras and events and the formation of racialized policies and institutions</p> <p>WSU Learning Goals:<br/>Diversity<br/>Critical and creative thinking<br/>Communication</p>  | <p>1/14-4/26 (topics: race, racism, privilege, stereotypes, racial wealth/educational gap)</p>                                  | <p>Midterms; film question responses; final exam</p> |
| <p><b>LG4</b></p> | <p>Recognize and analyze the ways in which ethnic and racial identities have been constructed and reconstructed by individuals and groups over time and different contexts</p> <p>WSU Learning Goals:<br/>Diversity<br/>Critical and creative thinking<br/>Communication</p> | <p>1/14-4/26 (topics: race, racism, privilege, stereotypes, racial wealth/educational gap)</p>                                  | <p>Midterms; film question responses; final exam</p> |
| <p><b>LG5</b></p> | <p>Be able to discuss the significance of race as it relates to various social, political, economic, and cultural arenas</p> <p>WSU Learning Goals:<br/>Diversity<br/>Critical and creative thinking<br/>Communication</p>   | <p>8/20-11/19 (topics: race, racism, privilege, stereotypes, racial wealth/educational/health gap; criminal justice system)</p> | <p>Midterms; film question responses; final exam</p> |

