

**CES 101.5: Introduction to Comparative Ethnic Studies, Section 5**  
**Fall 2012 — Tues/Thur 9:10 AM - 10:25 AM — [CUE 319](#)**

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

Office Hours: Tuesdays 10:30-12:30

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*I am playing with my Self, I am playing with the world's soul, I am the dialogue between my Self and el espiritu del mundo. I change myself, I change the world.*

—Gloria Anzaldúa

*Education is the point at which we decide whether we love the world enough to assume responsibility for it and by the same token to save it from that ruin, which, except for renewal, except for the coming of the new and the young, would be inevitable. An education, too, is where we decide whether we love our children enough not to expel them from our world and leave them to their own devices, nor to strike from their hands their choice of undertaking something new, something unforeseen by us, but to prepare them in advance for the task of renewing a common world.*

—Hannah Arendt

*“Cyborg writing is about the power to survive, not on the basis of original innocence, but on the basis of seizing the tools to mark the world that marked them as other.”*

—Donna Haraway

*“Your silence will not protect you.”*

—Audre Lorde

Course Description:

The main objective of this course is to introduce students to the academic field of Ethnic Studies, and the interdisciplinary questions it poses about the way that race, ethnicity and racism structure our world across a range of time and places. Our course spans and reflects a range of themes and topics, including the historical formation of racial categories and the emergence of “whiteness,” issues of power and privilege, the connection between race, class, gender and sexuality, racial colorblindness, immigration and imperialism, race and education and popular culture and representation. We will collectively and collaboratively examine the historical, social, political and structural forces that effect the construction, assimilation, colonization, inclusion and exclusion of these concepts. No introductory course can comprehensively examine all of these topics, or claim to represent all prevailing perspectives. Instead, CES 101 surveys a variety of issues, topics and debates to introduce you to this field and encourage future research and inquiry during your college career and beyond.

Through lectures, readings and multimedia, this course will develop students' understanding how articulations of power plays a key role in the formation of difference and inequality; as well as modes of resistance and alternatives to such realities.

#### Ethos:

**Urgency** — critically examines the interlocking forces of domination that are rooted in socially constructed categories of gender, sexuality, class, and race. **Sophistication** — develop interdisciplinary, international, and comparative approaches, to challenge paradigms that systematically marginalize the experiences of diverse populations. In doing so, we bring to bear issues of power, privilege, and social justice pertinent to aggrieved groups in the United States and abroad. **Engagement** — especially committed to nurturing civic-minded and culturally informed students to critically engages with communities on and off campus in order to effect meaningful change in public policy and social life.

#### Key Realities:

It is important that everyone arrives in class with an open-mind, with a critical gaze (a willingness to go beyond common assumptions) and most importantly a willingness and desire to read, attend class, and learn. Without preparedness and reading skills (as well as a desire to engage in those elements of learning) this class will be a struggle. For those students who want to improve these skills, this class will facilitate that process. For those who want a class that does not require thinking, that does not mandate completion of the reading, that sees attendance as unnecessary, and is in all ways easy on the mind, this may not be the class for you.

#### Required Texts:

- ✓ Lind, Rebecca Ann. 2013. *Race/gender/media 3.0: considering diversity, across audiences, content, and producers*. Boston: Allyn & Bacon.
- ✓ Nealon, Jeffrey T., and Susan Searls Giroux. 2012. *The theory toolbox: critical concepts for the humanities, arts, and social sciences*. Lanham, MD: Rowman & Littlefield Publishers, Inc.

In addition to purchasing all of the required texts, it is also required for this class that you engage with the course blog <[www.ces1015.wordpress.com](http://www.ces1015.wordpress.com)> regularly because I will send class announcements and other important information via this platform.

#### Course Requirements:

Each week approximately 60 pages of readings will be assigned. Students are expected to complete scheduled readings prior to class sessions to facilitate interactive learning during in-class discussions and group activities. Course readings are listed under the date by which they are to be read. Critical engagement of course materials is central to the success of our class and each student is responsible for actively contributing to class dialogues. As participation points factor into the grading of this course, only one warning will be given the first time it is noted that the readings have not been completed prior to class and any additional times will result in a loss of participation points with or without notification to the student(s). Collaborative peer activities will be highly

implemented throughout our course, as well as the use of multimedia. Late assignments will not be accepted. If an assignment is late due to illness or an emergency, documentation will need to be provided, such as a doctor's note. Students who are participating in extracurricular activities will be expected to submit their assignments (if late) with official documentation, as well.

The value of class discussion is in the exchange of ideas (i.e. learning from each other) thereby stimulating awareness and empathy with members of differing groups or identities. Difference of opinion and viewpoint is expected, as well as respect for all members of the class. Debate is encouraged and all opinions will be respected when offered in a respectful manner. The goal is not to win arguments or to dominate the classroom space. Students are expected to support their positions, both orally and in written formats from academic and course materials. Conversational suggestions:

- Listen and do not interrupt.
- Speak your own truth based on your own thoughts, reactions, feelings and experiences – not those of others.
- Do not debate someone else's experience(s). If someone states that 'x' happened as a personal experience, do not argue with that person.

### *Class Conduct*

Students are expected to arrive prepared to class at the scheduled time. Respectful interactions are also required in all spaces of dialogues. Please have cell phones on silent during class and no private use (visible earbuds or headphones) of iPods, etc (1st time will result in a warning, 2nd time may result in being asked to leave the class for the day). Sleeping or otherwise "tuning out" is not acceptable; class requires engagement from all members of the community. You should not come to class with the sole intent of sucking up the classroom oxygen while you sleep. If you fall asleep in class, you will be woken up. ALWAYS bring your book to class.

### *E-Mail Etiquette*

As a rule, you should understand your relationships to your instructors as professional relationships. When corresponding by e-mail, always include a salutation and a closing that identifies who you are. Please note that I will continually check my e-mail throughout the day and on weekends or in the evening, and will provide fairly immediate feedback. Do not hesitate to follow up with a second e-mail.

### Learning Outcomes:

- Learn and know basic concepts, methods and analyses of Comparative Ethnic Studies.
- Learn and know the historical, social, political and economic effects of race and ethnicity; capably, reliably and critically reproduce knowledge about the sources of these effects and their adjacent antagonisms of sexism, homophobia and socioeconomic status within structures of domination.
- Cultivate and enhance students' critical thinking and reading skills. Formulate effective, persuasive, critical communication skills to include writing and presentation on these subjects as indicated in various assessments throughout the course.

- Gain a critical understanding of how identities are constructed and reconstructed by individuals and groups over time and various contexts.
- Provide students with foundational knowledge necessary for success in upper division Ethnic Studies courses and other social science/humanities courses offered in other departments.
- Ability to analyze and deconstruct the racial and gendered meanings within multiple spectrum of institutions, including popular culture, politics and media and our every day lives.
- Identify ways in which you as an individual and as a collective community can intervene in discourses of injustice.

Coursework and Grading: (total points = 100)

Grading Scale: A 100 – 90 pts; B 89 – 80 pts; C 79 – 70pts; D 69 – 60 pts; F Below 60

#### *In-Class Work (25 points)*

In addition to class discussion, in-class work will be based on pop quizzes, small group discussion & other assigned activities.

#### *Film Reviews (20 points)*

The first film review is due on 09/25, and the second film review is due on 10/23. The reviews are to be 2 pages typed, double-spaced, 12pt. font, Chicago style, guide <http://owl.english.purdue.edu/owl/resource/717/01/>. The reviews should demonstrate a critical analysis of the films content, as well as a discussion for the intended audience(s) and any relevant commentary on its production/genre. You must reference our readings, but no outside sources are necessary.

#### *Paper (30 points)*

The paper is due on the day of your scheduled presentation and is to be 10 pages typed, double-spaced, 12pt font, Chicago style, guide <http://owl.english.purdue.edu/owl/resource/717/01/>. A minimum of 3 (non-class materials) academic references are to be included in your paper. The topic of the paper is to coincide with the focus of your video or website project. All topics are to be submitted for approved no later than 10/11.

#### *Final Project (25 points)*

The rubric for your final project will be posted on the class blog. The project may either be a 8-10 minute video project or a 6 page website project using <http://www.wix.com/>, tutorial <http://www.wix.com/how-to/Getting-Started>. Your final project is a group effort but graded components will be individually based.

#### *Group Presentations & Member Evaluations*

Each group will consist of 5-6 individuals. The group will discuss their chosen topic and present a joint final project. Each member of the group will be submitting a separate paper on a topic related to the group project. For example, if the topic is “Gender in the Media” – one group member may do a paper on how masculinities are portrayed, whereas another member may focus on how women of color are portrayed, etc....

You will also be submitting individual evaluations of your group members to assess the quality and quantity of their participation; this will have a direct bearing on one's ability to earn points for the final project.

#### General Information:

##### *Academic Integrity Policy*

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. 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. If you do not understand the seriousness of plagiarism and/or academic dishonesty, and the importance of avoiding those behaviors, you are encouraged to read WSU's Academic Integrity Policy (<http://conduct.wsu.edu/default.asp?PageID=5025>). Plagiarism and academic dishonesty, whether intentional or unintentional, may result in a grade of "F" for the assignment in question, or a grade of "F" for the entire course, at my discretion.

##### *Reasonable Accommodation*

Reasonable accommodations are available for students with a documented disability. If you have a disability and may need accommodations to fully participate in this class, please visit the Access Center (<http://accesscenter.wsu.edu>). All accommodations MUST be approved through the Access Center (Washington Building, Room 217). Please stop by or call 509-335-3417 to make an appointment with a specialist.

##### *Campus Safety*

In the interest of campus safety and emergency procedures, please become familiar with the information available on these WSU-provided websites.

- Campus Safety Plan <http://safetyplan.wsu.edu>
- Emergency management web site <http://oem.wsu.edu>
- WSU Alert site <http://alert.wsu.edu>

##### *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 our 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. Please do not come to ask me to change your grade after you have failed our course.

Class Schedule: Schedule subject to change. Any modifications will be announced and posted on class blog <[ces1015.wordpress.com](http://ces1015.wordpress.com)>.

**Week 1      Class Introduction & Syllabus - Framing Contemporary Discourse**

08/21 T: Bonilla-Silva & Dietrich - [\*The Sweet Enchantment of Color- Blind Racism in Obamerica\*](#)  
Winant - [\*Race and Racism: Towards a Global Future\*](#)

08/23 R: Winant - [\*Dealing with Racism in the Age of Obama\*](#)  
Wise - [\*We Have a Black President, But That Doesn't Resolve the Deep Racism Built into the American Psyche\*](#)

**Week 2 Foundations for Studying Race, Gender and the Media - Why Theory?**

08/28 T: Lind - Chapter 1  
08//30 R: Nealon & Giroux - Chapter 1

**Week 3 Considerations of Media Effects - Authority**

09/04 T: Lind - Part I: Audiences, Chapters 2.1, 2.2, 2.3 & 2.4  
09/06 R: Nealon & Giroux - Chapter 2  
*Final Project - Group Selection Selection*

**Week 4 Interpretation of Media Content - Reading**

09/11 T: Lind - Part I: Audiences, Chapters 2.5, 3.1, 3.2 & 3.3  
09/13 R: Nealon & Giroux - Chapter 3

**Week 5 Reception and Use of Media Content - Subjectivity**

09/18 T: [Film: Higher Learning](#)  
Lind - Part I: Audiences, Chapters 3.4, 3.5, 3.6 & 3.7  
09/ 20 R: Nealon & Giroux - Chapter 4

**Week 6 Producers - Culture**

09/25 T: Lind - Part I: Content, Chapters 4.1 & 4.2 **(Film Review Due)**  
09/27 R: Nealon & Giroux - Chapter 5

**Week 7 Producers - Ideology**

10/02 T: Lind - Part I: Audiences, Chapters 4.3, 4.4 & 4.5  
10/04 R: Nealon & Giroux - Chapter 6

**Week 8 Journalism, Advertising & Public Relations - History & Space/Time**

**Midterm Grade Check**

10/09 T: Lind - Part II: Content, Chapters 5.1, 5.2, 5.3 & 5.4  
10/11 R: Nealon & Giroux - Chapter 7 & 8  
Final Project- Submit Topics for Approval

**Week 9 Journalism, Advertising & Public Relations - Posts**

10/16 T: [Film: La Mission](#)  
Lind - Part II: Content, Chapters 5.5, 5.6, 5.7 & 5.8  
10/18 R: Nealon & Giroux - Chapter 9

- Week 10**      **Film & Entertainment TV - Differences**  
 10/23 T:      Lind - Part II: Content, Chapters 5.9, 6.1 & 6.2 (**Film Review Due**)  
 10/25 R:      Nealon & Giroux - Chapter 10
- Week 11**      **Film & Entertainment TV - Life**  
 10/30 T:      Lind - Part II: Content, Chapters 6.3, 6.4, 6.5 & 6.6  
 11/01 R:      Nealon & Giroux - Chapter 11  
                     *Final Project - Presentation Sign Up*
- Week 12**      **Film & Entertainment TV - Music & New Media - Nature**  
 11/06 T:      Lind - Part II: Content, Chapters 6.7, 6.8, 6.9, 6.10 7.1, 7.2, 7.3, 7.4  
 11/08 R:      Nealon & Giroux - Chapter 12 (OPTIONAL)
- Week 13**      **Film & Entertainment TV - Agency**  
 11/13 T:      Lind - Part II: Content, Chapters 7.5, 7.6, 7.7 & 7.8  
 11/15 R:      Nealon & Giroux - Chapter 13
- Week 14**      **NO Class, Thanksgiving Break**  
 (Optional)      [the real story of thanksgiving](#) by [susan bates](#)
- Week 15**      **Final Papers Due on Day of Presentation**  
 11/27 T      Group Presentations  
 11/29 R      Group Presentations
- Week 16**      **Final Papers Due on Day of Presentation**  
 12/04 T      Group Presentations  
 12/06 R      Group Presentations
- Week 17**      **Final Projects Due**  
 12/11 T      (Noon) Video or Website Submission Deadline

*Your continued enrollment in this course indicates you have read and understand the information contained within this syllabus, and that you agree to comply with the procedures and rules expressed within.*