ES 200 C Controversies in Ethnic Studies
SPRING 2006 Wednesdays 12-2:50 pm. SSB 103

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Office hours (SSB 224): Tues 4-7pm & WEd 5:15- 7: 00 pm,
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Many issues that spark public and academic debate involve the comparative study of race and ethnicity in fundamental ways. The purpose of this course is to understand how race, class, ethnicity, and gender are constructed in controversies that have significant repercussions for academic research questions and local community concerns. Of particular importance is the public and political context of the discourse, and the academic methodologies and disciplines involved. Our specific intent is to develop modes of analysis and criticism that can be applied to understanding the complexities of “controversies” from an ethnic studies perspective

Course Requirements:

1- A paper comparing two journals’ articles (from different disciplines and/or positions) on one controversy (5pp, due April 26) 25%

2- A written analysis of a community group’s position on a controversy, including observation of meeting(s) (5 pp, & report to class on May 17]) 25%

3- Lead one class discussion [ SIGN UP TODAY & follow guidelines below], and participate in all discussions of readings. 15%

4- Abstract of research paper in accordance with a specific conference’s guidelines, including list of references [due May 31] 10%

5- A paper on a controversy, including media and academic coverage of the issues. See appended list to avoid the topic chosen for paper #1. (10 pp) 25%
DUE June 14 [with oral presentation].

Required Readings: The following texts are all available at Groundworks.

E RESERVES: (see appended list for full citations)
You may print these articles from computers on campus, or apply for a proxy for off-campus access (help: userve@ucsd.edu, 858-534 1857). Please download the articles ASAP. A hard copy of the materials on Ereserve will be on reserve in the library (unless it is a journal article) so that you may read other chapters in those books for your term paper. Other relevant readings in the appended list which are not on EReserve are FYI and/or for your term paper.

TOPICS AND ASSIGNMENTS

April 5 ********** Introduction to course, controversies, and journals
Discuss: Huntington, S. The Hispanic Challenge, Foreign Policy, Mar/Apr 2004

April 12 ********** Immigration
[Leader:______________________]

April 19 ********** IQ and Race (I)
Leader:________________________


April 26 ********** IQ and Race (II) JOURNAL REPORTS DUE
LEADER:
May 3  Multiculturalism & Ethnic Studies
[LEADER: ________________________

1- Glazer and Moynihan. Beyond the Melting Pot [final chapter, same name]
3- Thernstrom, S. Harvard Encyclopedia of American Ethnic Groups [in REFERENCE section of library; pick any group]

May 10  “English-only” & Bilingual Education
[LEADER: ________________________


May 17  Researchers and Local Efforts
10-15 min presentations on community organizations/struggles & journal reports

May 24  Language, Race, and Education
[LEADER: ________________________

   (1) ch. 9 Education, pp 163-180 (2) ch. 10 the Media, pp. 181-202
5- Thernstrom & Thernstrom, 2005. No Excuses.
May 31  Affirmative Action

[LEADER:___________________]
CONSULT THE U. OF MICHIGAN WEBSITE FOR CASE SETTLED IN 2003

2- Prop 209, C&V, p. 230.
4- “Williams in C&V, 75-80
5- “Thernstrom and Thernstrom, C&V:186-201
6- “Bowen and Bok, C&V: 114-123.
7- Steele, C. 124-133. C&V:Expert Testimony in defense
8- Steele, S. 144-149. C&V:from The Content of our Character

JUNE 7: Free Speech, Hate Speech, Academic Freedom

[LEADER:___________________]

Race, Ethnicity, and Hate speech, pp,21-32.

June 14: TERM PAPER DUE [no late papers, please]

In addition to the controversies covered in class, you may write about one of the following (or consult with me about another):

Reparations: Japanese internment, slavery, 1930s deportations to Mexico
Cultural representation, e.g. museums
Repatriation, e.g. NAGPRA
The Model Minorities: Cubans, Koreans, ….
Culture of Poverty (linguistic and cultural deprivation)
Civil Liberties post 9-11
Census 2000 “bi-racial” classifications
Black and Latino Relations
Prop 187 (old and new versions)
“Birthright” Citizenship (denying children of undocumented)
Free speech/Hate speech
Gay marriage
“Inter-racial” adoption
The ‘volunteer army” (military recruitment of minorities)
Toxic Dumping in ‘minority’ neighborhoods (e.g., Bellmore HS in LA)
Gated communities
Undocumented students: The Dream Act, AB 540
Charter Schools v Public Schools
Hurricane Katrina—Kanye West, media
Civil Liberties: Patriot Act, Padilla and other ‘terrorists’, Guantanamo
Labels: THE WORD ‘MINORITY’, HURMs, Chicano, HAPA, Latino/Hispanic,
HS exit exam 2006 [see email ]
Reversing 209
Only US b Americans should be eligible for president
IMMIGRATION reform bills
Census category: “Linguistic Isolation”,
Linguistic Profiling
Protecting White public space from Spanish [Mexican spkr not allowed to spk in Spanish
at U of A, judges force visiting parents in custody cases to spk English to child]

**DISCUSSION LEADER**
The discussion leader for a particular week is responsible for emailing [a
minimum of ] six discussion questions to the class, based on the readings for that
week. Everyone will prepare answers to all the questions, but in class a different
student will be called on randomly to start off the discussion of each question.
The questions should be sent out by Saturday noon.

In formulating the questions, you should keep in mind the following:

a- Where do the various authors fall within disciplinary areas, methodological
strategies, and political arenas? What is/was the political climate of the time the
article or chapter was written?
b- How do the represented voices construct and frame a “controversy” out of
issues germane to the study of race and ethnicity?
c- What are the issues that the participants claim to be addressing in their
discourse about the topic, and which other issues – from an Ethnic Studies
perspective—are involved?
d- Are there contrasting points of view in one or more of the articles, For
example, you might ask: ” X =author says "quote", but Y= another author says "
QUOTE". Are these complementary or contradictory views? Do they stem from
fundamentally different theories or views about race, ethnicity, class, gender.. or

As the discussion leader, I wouldn't summarize much, but find
some innovative way to introduce the readings [maybe from a personal
experience, a contemporary news report, a connection to another reading , etc].
Then call on students to start off the discussion of each of your questions. At the
conclusion, or at some point, say what you learned that might be applicable to
your future research, and/or what you felt was missing. Of course, these
comments might/should lead into similar reflections from the other students.
It helps if you have a handout with the particular quotes or points you
think should be discussed for greater clarity, or because they are so
central.
PLEASE do not worry about “making mistakes”-- we all do/will. Just try to keep
the discussion flowing, and help us end up with a clear idea of the basic theories
and methods involved in the framing and study of each controversy. A summary
statement at the end might help.