

**Introduction to Ethnic Studies:  
Race and Ethnic Relations in the United States  
Ethnic Studies 1C  
Spring Quarter 2006**

**Professor:** David N. Pellow

**Office:** Social Science Building 229

**Mailbox:** Department of Ethnic Studies, SSB 201

**E-mail:** dpellow@ucsd.edu

**Phone:** (858) 822-5118      **Fax:** (858) 534-8194

**Office Hours:** Monday 3-5pm and Friday 3-4pm

**Class Meets:** MWF, 2-2:50pm in York Hall 2722

**Graduate Teaching Assistants:** Martha Escobar, Myrna Garcia, Michelle Gutiérrez, Madel Ngiraingas, Nga Nguyen, Traci Brynne Voyles

**Purpose and Rationale**

This course introduces students to the theoretical and historical foundations of race relations in the United States. In particular, we focus on the formation of racial and ethnic identities, on how these are produced through political struggle at the local/national/global scales, and how they are maintained and transformed over time. We also pay close attention to the ways in which race and ethnicity intersect with gender, sexuality, class, citizenship, and nation in order to better understand how systems of power and inequality are constructed, reinforced, and challenged. Students are expected to apply social scientific concepts and theories to the subject matter.

**Required Texts:**

Michael Omi and Howard Winant. 1994. *Racial Formation in the United States: From the 1960s to the 1990s*. Routledge, Second Edition.

Lorena Oropeza. 2005. *Razi Si! Guerra No! Chicano Protest and Patriotism During the Viet Nam War Era*. University of California Press.

Linda Trinh Võ. 2004. *Mobilizing an Asian American Community*. Temple University Press.

Carol Anderson. 2003. *Eyes Off the Prize: The United Nations and the African American Struggle for Human Rights, 1944-1955*. Cambridge University Press.

Luke Cole and Sheila Foster. 2001. *From the Ground Up: Environmental Racism and the Rise of the Environmental Justice Movement*. New York University.

All books are available at Groundwork bookstore (452-9625).

**Majoring or Minor in Ethnic Studies at UCSD**

Many students take an ethnic studies course because the topic is of great interest or because of a need to fulfill a social science, non-contiguous, or other college requirement. Often students have taken three or four classes out of "interest" yet have no information about the major or minor and don't realize how close they are to a major, a minor, or even a double major. An ethnic studies major is excellent preparation for a career in law, public policy, government and politics, journalism, education, public health, social work, international relations, and many other careers. If you would like information about the ethnic studies major or minor at UCSD, please contact Yolanda Escamilla, Ethnic Studies Department Undergraduate Advisor, at 858-534-3277 or [vescamilla@ucsd.edu](mailto:vescamilla@ucsd.edu).

**Introduction to Ethnic Studies:  
Race and Ethnic Relations in the United States  
Ethnic Studies 1C  
Spring Quarter 2006**

<b>Evaluation:</b>	Participation and attendance in sections .....	20%
	Critical Essays (2) .....	20%
	Pop Quizzes (2) .....	10%
	Midterm Examination .....	20%
	Final Exam .....	30%

As the above figures indicate, a portion of your grade is based on participation and attendance. The class participation grade will be calculated based on your regular involvement in your sections with the Graduate Teaching Assistants. You are responsible for staying abreast of the reading materials each week so that you can fully participate in your section discussions. Discussions will also cover lectures and films. The Graduate T.A. will facilitate class participation in the sections, clarify questions you may have about class materials, and administer the Critical Essay assignments. Note: attendance in sections is mandatory and you must complete all course requirements in order to earn a passing grade for the course.

Critical essays are short (1 page, single spaced) assignments where you are asked to think critically about a topic. *What this means is that you are expected to argue a point or critique class materials rather than simply summarize information.* For example, does the author you are reading present an effective argument? Why or why not? Emphasis should be placed on your original thinking and analyses of the readings. The Critical Essays are due in class on the dates indicated below. Writing these essays will also help you prepare your thoughts for discussion sections.

Quizzes will be administered from time to time during class lectures. As always, pop quizzes are intended to provide a motivation for you to stay abreast of the readings and lectures. They are also a means of ensuring your attendance.

Midterm and Final Examinations: Both the midterm and final exams will be in-class tests requiring the use of course readings, lectures, section discussions, and films to answer questions.

ADA Statement: If you have a disability or condition that compromises your ability to complete the requirements of this course, you should inform me as soon as possible of your needs. I will make all reasonable efforts to accommodate you. If, as a result of a disability, you cannot accept the content or terms of this syllabus, you need to notify me in writing within one week of receiving it.

My Policy on Late Papers and Make-up Assignments: I do not allow late papers and do not allow make-up assignments. You have the syllabus well enough in advance to know what is due and when.

Ground Rules: The number one ground rule to which we will all adhere is to engage in respectful and considerate debate and discussion in the classroom. By the very nature of the course topic, there will likely be a wide range of opinions among students, many of which may be rooted in your personal and perhaps painful experiences. This is what a good classroom environment is supposed to do: stimulate you to think for yourselves and raise critical questions. However, if you feel the need to do this in a manner that offends and insults your peers and otherwise disrupts the learning process, you should find somewhere else to engage in such behavior. Abusive and harsh language will not be tolerated in this classroom. These ground rules are reflected in the UCSD Principles of Community, which we are all expected to follow (see <http://www-vcba.ucsd.edu/principles.htm>)

**Introduction to Ethnic Studies:  
Race and Ethnic Relations in the United States  
Ethnic Studies 1C  
Spring Quarter 2006**

**Unit One  
Racial Formation and the Social Construction of Difference**

**Week 1** (April 3-7): Introduction

Readings: Omi and Winant—Parts I and II

**Week 2** (April 10-14): From Conquest and Slavery to Annexation and Migration

Readings: Omi and Winant—Part III

**Week 3** (April 17-21): Rearticulating Citizenship and Race

Readings: Oropeza—Chapters 1-3

*Critical Essay #1 due in class, April 17*

**Week 4** (April 24-28): Confronting Race, Gender, Nation, and Empire

Readings: Oropeza—Chapters 4-5, and Epilogue

**Unit Two  
Exclusion, Resistance, and Transformation**

**Week 5** (May 1-5): Resisting the Model Minority Myth

Readings: Vo—Chapters 1-5

*Midterm Exam May 5*

**Week 6** (May 8-12): Grassroots Politics, New Identities, and Building Community

Readings: Vo—Chapters 6-9

**Week 7** (May 15-19): Beyond Civil Rights

Readings: Anderson—Introduction and Chapters 1-3

**Week 8** (May 22-26): Human Rights and International Law

Readings: Anderson—Chapters 4,5 and Epilogue

*Critical Essay #2 due in class, May 22*

**Introduction to Ethnic Studies:  
Race and Ethnic Relations in the United States  
Ethnic Studies 1C  
Spring Quarter 2006**

**Unit Three  
Race, Gender, Nature, and the Politics of Difference**

**Week 9** (May 29-June 2): Environmental Racism and the Movement for Environmental Justice  
Memorial Day Holiday on May 29

Readings: Cole and Foster—Preface, Introduction, and Chapters 1-3

**Week 10** (June 5-9): Global Justice Movements

Readings: Cole and Foster—Chapters 4-7

\*\*\*

***Final Exam: Monday June 12, 3:00-6:00 P.M.***