

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.

- *Brimelow, Peter. 1995. *Alien Nation*. New York: Random House [Harper Perennial]
- *Crosby, Faye J. and Cheryl VanDeVeer (eds.) 2000. *Sex, Race, and Merit: Debating Affirmative Action in Education and Employment*. U. of Michigan
- *Gould, Stephen Jay. 1996. *The Mismeasure of Man*. New York: W.W. Norton & Co.
- Crawford, J. 2000. *At War with Diversity: US Language Policy in an Age of Anxiety*. Multilingual Matters: Clevedon.

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:_____]

Brimelow, Peter. 1996. *Alien Nation*. New York: Norton & Co.

Portes, Alejandro, ed. *Immigrant America: a portrait*, Berkeley: UC Press, 1996, (2nd ed). Immigration and Public Policy, 269-300.

April 19 IQ and Race (I)

Leader:_____

Herrnstein, Richard J. and Charles Murray. 1994. *The Bell Curve: The Reshaping of American Life by Difference in Intelligence*. NY: Free Press.

Preface, Intro, xix-24,

Ch. 13: Ethnic Differences in Cognitive Ability, 269-315.

Ch. 14: Ethnic Inequalities in Relation to IQ, 317-368.

Ch. 22: A place for everyone, 527-552.

Fish, Jefferson M., ed. 2002.. *Race and Intelligence: Separating Science from Myth*. Mahwah, New Jersey: Lawrence Erlbaum.

Ch. 6 : Smedley, A., Science and the Idea of Race: A brief history, 145-176.

April 26 IQ and Race (II) JOURNAL REPORTS DUE

LEADER:_____

Gould, Stephen Jay. 1996. *The Mismeasure of Man*. Ny: W.W. Norton & Co.

Ch 1: Introduction

Ch 5: The Hereditarian Theory of IQ.

Answer to the Bell Curve

Three Centuries of Perspectives on Race and Racism

May 3 Multiculturalism & Ethnic Studies

LEADER:

- 1- Glazer and Moynihan. *Beyond the Melting Pot* [final chapter, same name]
- 2- Chock, Phyllis. 1995. Culturalism: Pluralism, Culture, and Race in the *Harvard Encyclopedia of American Ethnic Groups. Identities*. Vol 1(4), 301-323.
- 3- Thernstrom, S. *Harvard Encyclopedia of American Ethnic Groups* [in REFERENCE section of library; pick any group]
- 4- Yen Le Espiritu, "Asian American Studies and Ethnic Studies: About Kin Disciplines." UCLA's *Amerasia Journal* (v29 n2 2003):
- 5- David Palumbo-Liu, "Re-imagining Asian American Studies." UCLA's *Amerasia Journal* (v29 n2 2003):
- 6- Asante, Molefi. 1998. *The Afrocentric Idea*. Rev. and expanded ed. Philadelphia : Temple University Press. Dancing between circles and lines, 1-23

May 10 "English-only" & Bilingual Education

LEADER:

- 1- Crawford, James. 2000. *At War with Diversity: US Language Policy in an Age of Anxiety*. Multilingual Matters: Clevedon.
- 2- Lamm, Gov. Richard and Gary Imhoff, 1985. *The Immigration Time Bomb*. N.Y.: E. P. Dutton. Chapter 5: Language: the tie that binds , 99-124.
- 3- Pedalino Porter, Rosalie, *Forked tongue: the politics of bilingual education*. New Brunswick, N.J.: Transaction Publishers. Epilogue 257-326.

May 17 Researchers and Local Efforts

10-15 min presentations on community organizations/struggles & journal reports

May 24 Language, Race, and Education

LEADER:

- 1- "The Oakland Ebonics Resolution," "Ebonics Resolution Revisions," The Oakland Policy Statement," in *The Real Ebonics Debate: power, language, and the education of the African American children*, ed. Theresa Perry and Lisa Delpit. Boston: Beacon, 1998. 143-149.
- 2- Rickford, J. & R. Rickford. *Spoken Soul*. John Wiley and Sons, 2000. (1) ch. 9 Education, pp 163-180 (2) ch. 10 the Media, pp. 181-202
- 3- Fasold, 1999. Ebonic need not be English:
<http://www.cal.org/ericcll/digest/ebonic-issue.html>
- 4- McWhorter, John H. 2000. *Losing the race: self-sabotage in Black America*, New York: Free Press, Chapter 6, 184-211.
- 5- Thernstrom & Thernstrom, 2005. No Excuses.

May 31 Affirmative Action

LEADER: _____]

CONSULT THE U. OF MICHIGAN WEBSITE FOR CASE SETTLED IN 2003

- 1- Regents of the UC v. Bakke. In Crosby and Van DeVeer pp. 236-51.
- 2- Prop 209, C&V, p. 230.
- 3- C&V, pp. 13-21, 29-30, 60-63, 67-70.
- 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: _____]

- Locke, John. Selection from: Second Treatise of Government. Preface – Chapter V, Chapter IX-X. R
- Herder, Johann Gottfried. Selection from: Essay on the Origin of Languages. John H. Moran and Alexander Gode, trans. & ed., 114-129 R
- Arendt, Hannah. "What is Freedom?" in Between past and future; eight exercises in political thought. New York: Viking Press, 1968. R
- 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.