

ES 200 C Controversies in Ethnic Studies

SPRING 2008 Thursdays 12-2:50 pm. SSB 253

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Office hours (SSB 224): Tues 3:00-4:30pm & Thurs 5:15- 7:30 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 controversial 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. Also: In what ways can we challenge the field of Ethnic Studies for its own framing, construction, and theoretical and methodological approaches as they may pertain to a given "controversy"?

Course Requirements:

- 1- Lead one class discussion [SIGN UP TODAY & follow guidelines below],
and participate in discussions of readings every week. 30%
- 2- Your choice of either A or B (5 pp, & oral report May 8): 25%
 - A: Comparison of two journals' articles (from different disciplines and/or positions) on one controversy
 - B: A written analysis of a community group's position on/organizing around a controversy, including observation of meeting(s).
- 3- ABSTRACT of research paper DUE MAY 22 10%
Include a summary of the paper's objective, your theoretical framework, methods, subjects, anticipated findings, and bibliography.
Follow the guidelines stipulated by a particular conference's call for papers.
- 4- A paper on a controversy [not the one chosen for assignment #2, see attached list of suggestions]. Incorporate/compare media and academic coverage of the issues (approx. 15 pp).. DUE June 12 [oral presentation JUNE 5]. 35%

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

Crawford, J. 2000. *At War with Diversity: US Language Policy in an Age of Anxiety*. Multilingual Matters: Clevedon.

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*. NY: W.W. Norton & Co.

Guinier Lani and Gerald Torres. 2003. *The Miner's Canary: Enlisting Race, Resisting Power, Transforming Democracy*. Harvard UP.

E RESERVES: (see appended list for full citations)

You may print all the required articles/chapters 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, and bring them to class with your notes in response to the discussion leader's questions. Other relevant readings in the appended list which are not on EReserve are FYI and/or for your term paper.

TOPICS AND ASSIGNMENTS

April 3 Introduction to course and controversies

Putnam, Robert. 2007. E Pluribus Unum: Diversity and Community in the Twentyfirst Century. *Scandinavian Political Studies*. Vol. 30 #2, 137-174.
Camarota, S. 2007 Immigrants in the US. Center for Immigration Studies. Backgrounder. Pp. 1-7.

April 10 Immigration

Leader: _____

- 1- Portes, Alejandro, ed. *Immigrant America: a portrait*, Berkeley: UC Press, 1996, (2nd ed)
Intro: Who are they and why do they come, 1-27.
Immigration and Public Policy, 269-300.
- 2- Huntington, Samuel. The Hispanic Challenge. *Foreign Policy* [magazine]. Mar/Apr. 2004.
http://www.foreignpolicy.com/story/cms.php?story_id=2495&print=1
- 3- Camarota, S. 2007 Immigrants in the US. Center for Immigration Studies. Backgrounder. [pdf on Ereserves]
- 4- American Immigration Lawyers Association. *Making the Case for Comprehensive Immigration Reform*, esp pp. 7-67.
<http://www.aila.org/content/fileviewer.aspx?docid=21713&linkid=157219>

April 17 Multiculturalism & Ethnic Studies

LEADER: _____

- 1- Chock, Phyllis. 1995. Culturalism: Pluralism, Culture, and Race in the *Harvard Encyclopedia of American Ethnic Groups. Identities*. Vol 1(4), 301-323.
- 2- Thernstrom, S. *Harvard Encyclopedia of American Ethnic Groups* [in REFERENCE section of library; pick any group/chapter]
- 3- Yen Le Espiritu, "Asian American Studies and Ethnic Studies: About Kin Disciplines." UCLA's *Amerasia Journal* (v29 n2 2003).
- 4- David Palumbo-Liu, "Re-imagining Asian American Studies." UCLA's *Amerasia Journal* (v29 n2 2003).
- 5- Huntington, Samuel. 2004. *Who are we?: The Challenges to America's National Identity*. Simon & Shuster. pp. 1-33, 171-177, 178-220.
- 6- Thernstrom & Thernstrom, 2003. No Excuses: Closing the Racial Gap in Learning. Simon & Schuster. Ch 3. Culture Matters. Pp. 83-150.

April 24 IQ and Race

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.
Gould, Stephen Jay. 1996. *The Mismeasure of Man*. Ny: W.W. Norton & Co.
Ch 1: Introductions pp. 1-61
Ch 5: The Hereditarian Theory of IQ.
Critique of the Bell Curve 367-378

May 1: Critical Race Theory and Colorblind Discourses and Politics

Leader:

- 1- Guinier and Torres. All except 223-253.
- 2- Obama speech on race and related commentary

May 8: Researchers and Local Organizers

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

May 15: Affirmative Action

[LEADER:]

- 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*
- 9- Miley, Jeffrey F. The Educational Benefits of Diversity: Evidence from Multiple Sectors, in Mitchell J. Chang, et al (eds.), *Compelling Interest : Examining the Evidence on Racial Dynamics in Colleges and Universities*. Stanford, 2003, 126-169.
- 10- Summary of the affirmative action cases at THE U. OF MICHIGAN, 2003
<http://www.vpcomm.umich.edu/admissions/overview/cases-summary.html>

May 21: Language Ideologies and Education

[LEADER:]

- 1- Crawford, James.2000. *At War with Diversity: US Language Policy in an Age of Anxiety*. Multilingual Matters: Clevedon.

- 2- Huntington, Samuel. 2004. *Who are we?: The Challenges to America's National Identity*. Simon & Shuster. Pp. 158-170 and pp. 316-323
- 3- McWhorter, John H. 2000. *Losing the race: self-sabotage in Black America*, New York: Free Press, Chapter 6, 184-211.
- 4- Smitherman, G. , Black language and the education of Black children, 49-62.

May 29: Latino and Black Relations

LEADER:

- 1- Rodríguez, Clara. 2000. *Changing Race: Latinos, the Census, and the History of Ethnicity in the US*. New York University Press. Intro, pp. 3-27, 153-177
 - 2- Hutchinson, Earl Ofari. 2007. *The Latino Challenge to Black America*. Los Angeles: Middle Passage Press. Chapter one.
 - 3- Guinier and Torres. Pp. 223-253
 - 4- Vaca, N. 2004. *The presumed alliance : the unspoken conflict between Latinos and Blacks and what it means for America*,. NY: Harper Collins.
- Somewhere over the rainbow coalition, Pp48-61, Visions of the future: 185-202

JUNE 5: RESEARCH PAPER PRESENTATIONS

You may study one of the controversies covered in class, or any of the following (or consult with me about any other). Incorporate academic and media coverage, where possible.

Pres. Candidates' positions on healthcare, immigration, education, etc.
 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 "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 /The San Diego fires
 Civil Liberties: Patriot Act, Padilla and other 'terrorists', Guantánamo
 Labels: THE WORD 'MINORITY', HURMs, Chicano, HAPA, Latino/Hispanic,
 CAHSEE [HS exit exam] and or NCLB
 Reversing 209
 IMMIGRATION reform bills

JUNE 9: TERM PAPER DUE before 5pm

DISCUSSION LEADER

The discussion leader for a particular week is responsible for emailing [a minimum of] three discussion questions to the class, based on the readings for that week [10% of grade]. Everyone will be prepared to answer the questions, and you may call on students to participate, if necessary [student participation is worth 10% of the final grade]. 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.? “

The discussion leader should find some innovative way to introduce the readings [maybe from a personal experience, a contemporary news report, a connection to another reading , etc]. Encourage students to participate in the discussion of each of your questions [student participation is worth 10% of their final grade].

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, and the fundamental or critical issues that are really at stake. At some point, say what you learned that might be applicable to your future research, and/or what you feel is missing. Keep the same issues in mind as you write your final paper.