

INTRODUCTION TO ETHNIC STUDIES

ETHN 1C: Race and Ethnic Relations in the United States

Professor Sharon Elise, Ph.D.

Spring 2009

Office: SSB 200

Lecture MWF 1-1:50

Office Hours: M 2:30 p.m. -4:00 p.m., W 11-12:30 Peter 108

Office Phone

Email: selise@ucsd.edu

Final Exam: Monday, June 8th, 8:00 am – 10:59 am

Graduate Teaching Assistant	Section Day/Time	Section Day/Time	Office Hours & Location
Ma Vang mvang@ucsd.edu	A09; W 11:00-11:50a Solis 109	A10; W 12-12:50 p HSS 2154	Mon 2-4 Cross Cult.Center Weds 10-11 SSB250
Angela Morrill amorrill@ucsd.edu	A05; M 3:00-3:50p HSS 2154	A06; M 4:00-4:50p HSS 2154	Mon 2-3 Location Summit cafeteria by HSS Thurs 12:30-2:30 pm Perks Bookstore in Price Center
Ma Vang mvang@ucsd.edu	A07; Th 2:00-2:50p WLH 2114		Mon 2-4 Cross Cult.Center Weds 10-11 SSB250
Kit Myers kmyers@ucsd.edu	A03; M 12-12:50p HSS 2154	A03; M 2:00-2:50p HSS 2154	Wed 11-1 SSB 248 Fri 2-3 Cross-Cult Ct
Angelica Yanez ayanez@ucsd.edu	A07; W 12:00-12:50p PCYNH 121	A08; W 1:00-1:50p PCYNH 121	Mon 2-3:30 SSB 242 Weds 11:30-1 SSB 242
Kit Myers kmyers@ucsd.edu		A08; Th 3:00-3:50p WLH 2114	Wed 11-1 SSB 248 Fri 2-3 Cross-Cult Ct

**You must attend the section you are enrolled in. You will not receive credit for attending a section that you are not enrolled in.*

Course Description

This course introduces students to ethnic studies with an emphasis on the centrality of race and racism in contemporary society. Our themes include: the impact of racialization upon social identities, social structure & institutions, social behavior and culture; the roots of contemporary social/cultural issues within historical constructions of race, racism and white supremacy; resistance and protest movements for social integration, liberation, and/or sovereignty; theories of race, ethnicity and racial oppression; and issues of domination and subordination. Throughout we will attend to the ways that gender/sexuality/class are intertwined with race and racism, and central to their constructions.

Required Texts (Available Groundwork Books, 452-9625)

Bonilla-Silva, Eduardo. 2006. *Racism Without Racists. Color-Blind Racism and the Persistence of Racial Inequality in the United States*. 2nd Edition. Lanham, Maryland: Rowman and Littlefield Publishers, Inc.

Brown, Michael et al. 2003. *White-Washing Race: The Myth of a Color-Blind Society*. Berkeley and Los Angeles, California: University of California Press, Ltd.

Course Reading Packet, available at Cal Copy:

www.calcopy.net

3251 Holiday Ct # 103

Course Requirements

Section Attendance/Participation	25%
Attendance in section is required.	
Narrative Analysis Paper	25%
Students engage comparative analysis of racialization of identities across & within groups	
Midterm exam (take home, distributed 5/1, due 5/4)	25%
Final Exam	25%

Course Policies

Attendance

Students who wish to successfully complete this course must attend lectures regularly. Please do not be a distraction (e.g., arrive late or leave early from lecture or discussion sections, read unrelated material while in class, or converse about topics not related to the lectures or discussion sections).

Class Conduct

By the very nature of the course topic, there will likely be a wide range of opinions. A good classroom environment should stimulate you to think for yourself, challenge paradigms, and raise critical questions. However, please keep in mind that we must engage each other in a respectful and considerate debate in the classroom. These ground rules are reflected in the UCSD Principles of Community to which we are all expected to adhere (<http://www-vcba.ucsd.edu/principles.htm>). Abusive and harsh language, intimidation, and personal attacks will not be tolerated.

Electronic Devices and Laptops

NO LAPTOPS. All phones and electronic devices (PDA/iPod/etc.) must be turned off or set to vibrate in the classroom. Your device (PDA/iPod/etc.) cannot leave your bag when you are in the classroom. It must be in your bag, out of reach, and invisible. If your cell phone rings out loud twice in the course of the quarter, you will receive a failing participation grade. If you have a cell phone/PDA/iPod/etc. out during a quiz or exam, you will automatically fail the course.

Academic Dishonesty

Plagiarism is a serious violation, whether intentional or inadvertent. All work submitted in this course must be your own and original. The use of sources such as ideas, quotations, paraphrases, or anything written by someone else must be properly acknowledged and cited. Plagiarism is when you use someone else's words without attribution; it includes using portions of a previously published work or website in a paper without citing the source, submitting a paper written for another course, submitting

a paper written by someone else, and using the ideas of someone else without attribution. If you have questions about the proper citation of sources, please discuss them with your instructors or consult Charles Lipson's *Doing Honest Work in College: How to Prepare Citations, Avoid Plagiarism, and Achieve Real Academic Success* (Chicago: University of Chicago Press, 2004). Students found guilty of plagiarism will be disciplined to the full extent of university policy and forwarded to the dean of their college. Students found cheating on an exam or quiz will receive a failing grade in the course and be reported to the dean of their college for disciplinary action. Each student is expected to be familiar with UCSD's Policy on Integrity of Scholarship, available at <http://www.senate.ucsd.edu/manual/appendices/app2.htm#AP14>.

Disabilities

If you have a documented disability needing accommodations in this course, please inform me and bring a notification letter outlining your approved accommodations. I will make all reasonable efforts to assist you. If, as a result of a disability, you cannot accept the content or terms of this syllabus, you must notify me in writing within one week of receipt of syllabus. You may also seek assistance or information from the Office for Students with Disabilities, 858-534-4382.

CALENDER of Readings & Topics (subject to modification at my discretion)

		TOPIC	READ
Week 1	3/30-4/3	Understanding Race& Ethnicity	Miranda Yosso Omi & Winant Lopez
Week 2	4/6-10	Origins of Racial Stratification & Oppression VIEW: <i>TBA</i>	Omolade Kauanui Takaki
Week 3	4/13-17	Racialized Ethnicities	Nagel Chou Cranford-Gomez
Week 4	4/20-24	Protest and Change Movements for Social Justice	King Smith
Week 5	4/27-5/1	Race-ing Income, Wealth & Poverty	Brown Ch 1 & 2 Truong

Take-home Midterm 5/1 distributed-5/4 due			Pulido
Week 6	5/4-8	Race-ing Education VIEW: TBA	Brown Ch 3 Teranishi Castagno & Lee
Week 7	5/11-15	Race & Rights	Brown Ch 4-6 Jacobson Ross
Week 8	5/18-22	Color-Blind Racism VIEW: <i>Color of Fear</i> <i>Narrative Analysis Papers collected in section</i>	Bonilla-Silva, Ch 1-4
Week 9	5/25-5/30	Color-Blind Racism	Bonilla-Silva, Ch 5-8
Week 10	6/2-6	Seeking Justice	Bonilla-Silva, Ch9-10 Brown, conclusion

Final Exam: Final Exam: Monday, June 8th, 8:00 am – 10:59 am—This will be a comprehensive final composed of definitions, short answers & essays

READER BIBLIOGRAHY:

Miranda, Deborah A. "What's Wrong with a Little Fantasy? Storytelling from the (Still) Ivory Tower," *American Indian Quarterly* Vol. 27 (1 & 2) 2003: 333-348

Yosso, Tara J. "Whose Culture has Capital? A Critical Race Theory Discussion of Community Cultural Wealth," *Race, Ethnicity and Education* Vol. 8 (1) 2005: 69-91.

Omi, Michael and Howard Winant. "Racial Formations," In C. Gallagher (Ed.) *Rethinking the Color Line Readings in Race and Ethnicity* (pp. 9-17). Mountain View, CA: Mayfield Publishing Company, 1999.

Lopez, Ian H. The social construction of race. In R. Delgado (Ed.) *Critical Race Theory The Cutting Edge* (pp 191-203). Philadelphia, PA, Temple University Press, 1995.

Omolade, Barbara. "Hearts of Darkness," In A. Snitow, C. Stansell, and S. Thompson (Eds.) *Politics of Desire The Politics of Sexuality* (pp. 350-367). New York, NY: Monthly Review Press, 1983.

Kauanui, J. Kehaulani, "'For Get' Hawaiian Entitlement: Configurations of Land, 'Blood', and Americanization in the Hawaiian Homes Commission Act of 1921," *Social Text* Vol. 59 (Summer) 1999: 123-144.

Takaki, Ronald, "The Tempest in the Wilderness: The Racialization of Savagery," *The Journal of American History* Vol. 79 (3) 1992: 892-912.

Nagel, Joane, "American Indian Ethnic Renewal: Politics and the Resurgence of Identity," *American Sociological Review* Vol. 60 (6) 1995: 947-965.

- Chou, Chih-Chieh, "Critique on the notion of model minority: an alternative racism to Asian American?" *Asian Ethnicity* Vol. 9 (3) 2008: 219-229.
- Cranford-Gomez, L. Rain, "Brackish-Bayou Blood: Weaving Mixed-Blood Indian-Creole Identity Outside the Written Record," *American Indian Culture and Research Journal* Vol 32 (2) 2008: 93-108.
- King, Martin Luther Jr. "Letter from the Birmingham Jail," in *Why We Can't Wait* M. L. King, Jr. (Ed.) 1963: 77-100. Retrieved from Martin Luther King, Jr. Papers Project, www.kingpapers.org March 22, 2009.
- Smith, Barbara, "Where's the Revolution?" *Nation* Vol. 257 (1) 1993: 12-15.
- Truong, Michael H. Welfare Reform and Liberal Governance: Disciplining Cambodian-American Bodies," *International Journal of Social Welfare* Vo. 16, 2007: 258-268.
- Pulido, Laura. "Rethinking Environmental Racisms: White Privilege and Urban Development in Southern California," *Annals of the Association of American Geographers* Vol. 90 (1) 2000: 12-40.
- Teranishi, Robert T. "Asian Pacific Americans and Critical Race Theory: An Examination of School Racial Climate," *Equity & Excellence in Education* Vol. 35 (2) 2002: 144-154.
- Castagno, Angelina E. and Lee, Stacey J. "Native Mascots and Ethnic Fraud in Higher Education: Using Tribal Critical Race Theory and the Interest Convergence Principle as a n Analytic Tool," *Equity & Excellence in Education* Vol. 40 (1), 2007: 3-13.
- Jacobson, Robin. "Characterizing Consent: Race, Citizenship and the New Restrictionists", *Political Research Quarterly* Vol. 59 (4) 2006: 645-654.
- Ross, Luana. "Native Women, Mean-Spirited Drugs, and Punishing Policies," *Social Justice* Vol. 32 (3) 2005: 54-62.