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Off Hrs: Monday 3-5pm & by appointment

**Winter 2019**

AES / SOC 461

Mon / Wed 12:30-2:20pm

037 Electrical Engineering Bldg

### ***Comparative Race and Ethnic Relations***

How do we understand race and ethnicity – their meanings, formation and practice – in a contemporary U.S.? This course examines the construction of concepts of race and ethnicity and how they manifest as race and ethnic identity and in racialized ethnic relations in the U.S. We will pay close attention to their intersection with structures of gender, class and migration to evaluate how they shape identity consciousness and their consequential impact on social, economic, political and cultural life. The meanings of these concepts are largely assumed to be understood (and misunderstood) and are part of our “common sense” - we want to create opportunities in class to challenge this common sense.

Generally, we want to know from our readings and class discussions: What does race or ethnicity mean in this context? What argument is the author making? What is the key idea or concept? Who are the main actors or institutions? What do you identify as the problem(s) raised in the reading? What are the outcomes and possibilities for change?

**This is an upper-division course** – students should be prepared to:

1. Complete readings and assess them analytically in class discussions. Lectures will not fully cover readings, but attempt to synthesize key ideas.
2. Advance skills in critical writing, develop sharp skills in reasoning and organizing coherent arguments.
3. Locate, explain connections and think critically across inequalities, hierarchies and social change.
4. Advance competency in research data collection, theories and methods, mainly from social sciences.

A basic familiarity with discourses in race, ethnicity, and gender as well as studies in labor, inequality and globalization is indeed helpful, though not required. You should be prepared to read supplementary material on your own that will support your grasp of the material. Course readings are interdisciplinary from sociology, anthropology, ethnic and critical race studies, history and socio-legal studies. Class participation is important. You are encouraged to share your observations and insights with class members. *At all times, you must do so in a respectful tone and conscientious manner towards your peers and professor.*

### **Majoring in American Ethnic Studies**

Many students take AES courses out of interest in the topics or to fulfill general education requirements, yet do not realize how close they are to a major or even a double major. A degree in American Ethnic Studies is excellent preparation for a career in law, education, medicine, public health, social work, counseling, public policy, arts and humanities and many other careers. For more information about the major, please contact: Lorna Hamill, Academic Counselor, lthamill@uw.edu (206) 221-0664 or visit <https://aes.washington.edu>

**Course Webpage:** All information is available on Canvas. It is your responsibility to consult Canvas regularly for new/updated information about readings, assignments, relevant events, etc.

**Class Email:** All emails concerning this course will only be sent to the assigned class email list or directly to your UW email address. Please consult your UW inbox regularly.

## Requirements

**Readings:** Required readings will be available in “Meetings,” a folder in “Assignments” on Canvas. Please note readings may change as deemed appropriate during the quarter. Readings marked as supplementary are suggested, certainly encouraged, but are not required.

**Participation:** Class participation is important for your overall performance in this class and will be noted. These include contributions during Q&A, in-class writing assignments and small group discussions. In every class, I will pose questions to assess your understanding of the readings. **There are no make-ups for missing in-class work.** Using laptops, iPads, tablets and the like during lecture should only assist in note-taking and review of readings. Please do not multi-task during class, which can distract you, your peers and me in class.

**Discussion Points & Questions:** Students will type and submit a question about the assigned readings to discuss with peers in class. Groups will decide on the question they will discuss first and then move on to others. Groups will report key points to the class. Details are in “Assignments” in Canvas.

**Reflection Essay:** You will write a short essay (1-2pgs) that is meant to be a reflection on part of your personal history. This exercise is intended to be reflective as well as analytical. Details are provided in “Assignments” on Canvas.

**Exam One:** The exam will be in class. The format is definitions, short answers and short essays on readings, lectures, films, etc. covered during the first half of the class.

**Exam Two:** The exam will be in class. The format is definitions, short answers and short essays on readings, lectures, films, etc. covered in the second half of the class. *Students may choose to complete the Paper Option B for Graduate Students. If so, they must also submit a “Memo” indicating the books they will read for this assignment.*

**Group Survey and Essay:** Students will work in groups of 2-3 preparing and carrying out a brief survey on the U.S. Census or a material item of culture. Following this exercise, students will write an essay that responds to an assigned prompt. Details are provided in Canvas.

### Graduate Students

**Final Assignment Memo:** You will submit a memo explaining your choice of final assignment – option A or B and providing some brief responses to a provided prompt. More details are provided in Canvas.

**Final Assignment:** You have the choice of completing A. a research proposal (in the format of a master’s thesis or dissertation prospectus or grant proposal) or B. one critical-length book review that is comparative across 2-3 books. More details, including book suggestions, are provided in Canvas.

### Grading – Undergraduate Students

1. Class Participation	10%
2. Discussion Points & Questions (5)	15%
3. Reflection Essay	10%
4. Census or Material Culture Survey	5%
5. Census or Material Culture Essay	15%
6. Exam One	20%
7. Exam Two OR Graduate Student Paper Option B	25%

**Grading - Graduate Students**

1. Class Participation	10%
2. In-class Assistance w/Group Work & DP&Qs	15%
3. Reflection Essay	10%
4. Census or Material Culture Survey	5%
5. Census or Material Culture Essay	20%
6. Memo - paper proposal	10%
7. Final Assignment	30%

**Assignment Guidelines**

**Format:** Assignments must be typewritten, using 12pt Times New Roman font with 1” margins, unless directed otherwise.

**Extensions:** In general, there are no extensions or make-ups for exams and assignments, unless you speak with me during office hours or by phone. If you are requesting an extension or make-up for a required assignment, please provide a dated letter requesting the make-up for the specific assignment and which also notes the date(s) of the absence and missed or late submission. You may provide a doctor’s note, but this is not required. However, for extended periods of absence that could impact your performance in our class, we should talk about the possibility of providing an excuse note from a medical professional. These documents will be part of your class record. Grades on late or make-up assignments may incur a decrease in point value. **Missing deadlines because you did not save a copy of your work is not an acceptable excuse.**

**Submissions:** Email submissions are not accepted, unless requested by me. Students must not leave papers with administrative staff or in my mailbox in the main office of the Department of American Ethnic Studies, unless I request you to do so. **It is your responsibility to save copies of your work and verify that they successfully upload to Canvas.**

**Notes:** Some abbreviated notes from class may be available on the webpage –these do not fully cover readings and material discussed in class; class attendance is important.

**\*\* A Commitment to Our Class \*\***

*“But if thought corrupts language, language can also corrupt thought.” George Orwell, 1984*

We have the good fortune of working with a diverse student body. I wish to do what I can to create an engaging, collaborative and civil environment for learning. As with any class, the issues we read about and discuss are important, debatable, and at times, controversial. Making the decision to share your experiences and opinions in a public space is meaningful and it can also be challenging. This is a privilege in education and in this nation and so I take seriously your actions to do so in our class. I require that we be open to our differences, aware of our reactions, and thoughtful and respectful when we participate in an exchange of ideas. We should not be judgmental, but mindful there is more than one way to view the world. Our class offers opportunities for learning.

One immediate practice to follow in our class is being conscientious of language – how we write and talk about the issues relevant to our class. Being conscientious about language in our class means two things:

1. Celebrate difference. Exclude language that point out differences (legal status, race, disability, gender, sexuality, class, just to name a few) to reinforce discrimination, disempowerment, hierarchy, exclusion and dehumanization.
2. Have patience. Peers can be unskilled, unknowledgeable or misinformed when choosing how they share their ideas in lecture and on assignments. I will address this, when possible. I will invite you to reflect and decide how you will collaborate with your peers and me in class, so that we do not undermine teaching and learning in this class.

Our classroom will not endorse a culture that contributes harmful statements about Latinxs, immigrants, Muslims, African Americans, women, poor and disabled, to name only some communities vulnerable to recent changes in law and policy under the new administration. You may see me during office hours or by appointment if you would like to talk more about this.

The Department of American Ethnic Studies has at the core of our study that the struggle for equality, equity and justice is the voice of peoples who are underrepresented and marginalized. The exchange of knowledge in our classrooms fights against the singular, simplistic narratives that are meant to define us in the public eye. These are change-making tools that you can take with you into diverse professional fields where you will make a difference. AES' Position Statement is here: <https://aes.washington.edu/news/2016/11/16/aes-position-statement-undocumented-students>

**Plagiarism:** All students are held to a high standard of academic integrity and expected to abide by the UW's policy on academic honesty and code of conduct. If you present someone else's ideas or writing as your own, *without appropriate citation*, you will be reported to University Administration. Please see your student handbooks and the following for more information:

*UW Student Conduct Code:* <http://apps.leg.wa.gov/WAC/default.aspx?cite=478-120>  
*Academic honesty:* please see information on course webpage for details.

**Disability Resources for Students:** The University of Washington is committed to providing access and reasonable accommodation in its services, programs, activities, education and employment for individuals with disabilities (conditions include but not limited to; mental health, attention-related, learning, vision, hearing, physical or health impacts). For information, please see <http://disability.uw.edu> call 206-543-8924 or email [uwdrs@uw.edu](mailto:uwdrs@uw.edu). Please meet with at your earliest convenience so we can discuss your needs in this course.

**Safety and Wellness:** There are many different kinds of support services on campus, such as the Counseling Center and Hall Health Mental Health Clinic. If you are concerned about yourself or a friend who is experiencing emotional distress and/or may be at-risk for suicide, you can call SafeCampus at [206-685-7233](tel:206-685-7233) (SAFE). They will provide a 24/7 risk assessment and help to connect to appropriate resources on campus. Please save the SafeCampus number in your cell phones.

**Schedule of Meetings (Changes appear in red below.)**Week 1: Narrating Race and Constructing Difference

- 1.07 Mon: Course Introduction  
The story we tell about Race—the Power of an Illusion
- 1.09 Wed: Evelyn Nakano Glenn, “Citizenship: Universalism and Exclusion” and  
“Integrating Race and Gender”.

Week 2: Race Consciousness

- 1.14 Mon: Loic Wacquant, “Race as civic felony”  
P.R. Lockhart, “Black Immigrants Brace for Dual Hardships under Trump”.  
Kristine Philips, “Thousands of ICE detainees claim they were forced into labor,  
violation of anti-slavery laws.”
- 1.16 Wed: W.E.B Du Bois, selection from *The Souls of Black Folk*  
Kimberle Crenshaw, “Mapping the margins: Intersectionality, identity politics, and  
violence against women of color.”  
**DPs&Qs**
- 1.18 Fri: **Reflection Essay due**

Week 3: Structuring Race and Racial Formations

- 1.21 Mon: **University Holiday**
- 1.23 Wed: Howard Winant, “Racial Formation”  
Devah Pager, “Race at Work”

Week 4: Identity Counts and Whiteness

- 1.28 Mon: Osagie K. Obasogie, “Do blind people see race? Social, legal, and theoretical  
considerations.”  
Amanda Lewis, “What group?” Studying Whites and Whiteness in the era of  
“colorblindness.”  
**DPs&Qs**
- 1.30 Wed: George Lipsitz, “Possessive Investment in Whiteness,”  
Eduardo Bonilla-Silva, “We are all Americans!: the Latin Americanization  
of racial stratification in the USA.”

Week 5: Structuring Identity Counts and Belonging

- 2.04 Mon: **Class cancelled – University Snow Closure.**  
**(Readings shift ahead by one class. Please follow new schedule below.)**
- 2.06 Wed: **Exam One**  
**Graduate students submit memo.**  
**Undergraduate students completing Paper Option B submit memo.**

Week 6: Controlling Identities, Mobility and Belonging

- 2.11 Mon: Karen Humes and Howard Hogan, "The Measurement of Race and Ethnicity"  
Reynolds Farley, "Identifying with Multiple Races"  
Supplementary: Tukufu Zuberi and Eduardo Bonilla Silva, "Telling the Real Tale of the Hunt: Toward a Race Conscious Sociology of Racial Stratification."
- 2.13 Wed: In-class group work – Census or Material Culture survey

Week 7: Model Minorities

- 2.18 Mon: **University Holiday**
- 2.20 Wed: Erika Lee, "American Gatekeeping"  
Jacqueline Stevens, "The Alien who is a Citizen"  
Supplementary: Maeve Higgins, "Two Irish Girls Who Made it to New York".  
**DPs&Qs**
- 2.22 Fri: **Essay due on Census or Material Culture.**

Week 8: Model Minorities

- 2.25 Mon: Seth Holmes, "Structural Vulnerability and Hierarchies of Ethnicity and Citizenship on the Farm."  
Natalie Kttroeff and Geoffrey Mohan, "Wages Rise on California farms. Americans Still don't want the job."
- 2.27 Wed: John S.W. Park, "Temporary Workers in American Law and Society since 1990"  
J. Weston Phippen, "Asians Now Outpace Mexicans in Terms of Undocumented Growth"  
Supplementary: Daniel Kuehn, "Immigration: Low-Skilled Workers Need Not Apply?"  
**DPs&Qs**

Week 9: Liminal Identities, Patriotism and Power

- 3.04 Mon: Fanny Lauby, "Leaving the 'perfect DREAMer' behind? Narratives and mobilization in immigration reform."  
Melinda Anderson and Ainslya Charlton, "Being an Undocumented Immigrant – and Black – in College."  
Loan Thi Dao, "Out and Asian: How Undocu/DACAmented Asian Americans and Pacific Islander Youth Navigate Dual Liminality in the Immigrant Rights Movement."  
Supplementary: Leisy Abrego, "I can't go to college because I don't have papers."
- 3.06 Wed: Mehdi Bozorgmehr and Anny Bakalian, "Hate Crimes and Bias Incidents" and "Government Initiatives and the Impact of the Backlash"  
Moustafa Bayoumi, "For Muslim New Yorkers, a Long Path from Surveillance to Civil Rights."  
**DPs&Qs**

Week 10: Narrating Race and Racial Progress

3.11 Mon: Alia Wong, “The Students Suing for a Constitutional Right to Education”.  
Jonathan Blitzer, “An Underground College for Undocumented Immigrants”  
**Course Evaluations**  
**Review for Exam Two**

3.13 Wed: **Exam Two**

Week 11: Finals Week

3.18 Mon: **Graduate students submit Final Paper to Canvas by 5pm.**  
**Undergraduates who complete Paper Option B submit papers to Canvas by 5pm.**