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Ethnic Studies 001
2020 Summer Session A
Tues. & Thurs. 10:00 a.m.-12:50 p.m.

Professor Macías
Office Hours: Tues. & Thurs. 1:00-1:30 p.m. via e-mail,
or by appointment

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Introduction to the Study of Race and Ethnicity

Focused on the United States, this course examines the “evolution” and continuing relevance of racial identities and ethnic notions, as well as the development and defense of privileges, over time, contextualized within a shifting matrix of intersectional power relations, particularly class. Organized chronologically, this course analyzes settler colonialism, violence, citizenship, racialized visions of the nation state, ideologies of democratic equality, racial categories, differential treatment, discriminatory laws, and group consciousness based on race and ethnicity.

Course Requirements:

1.) Attendance & Participation: 40% of final grade

Each week you are expected to attend “synchronous” discussion section meetings via Zoom on the days and times specified in the Schedule of Classes, and to analyze each week’s readings, in relation to the course topics and lecture material; review “Critical Questions to Ask” in the Course Reader. Students will earn a higher mark for participation by verbally engaging with, asking questions about, and intelligently scrutinizing the readings (and course videos), by offering well-reasoned analyses, and by contributing to in-class exercises. Multiple unexcused absences will lower your participation grade, so if you cannot attend discussion section, please notify your Teaching Assistant.

- UC Riverside is committed to Principles of Community, mutual respect, and the free exchange of ideas, which includes dialogue among individuals with opposing views, so treat your Teaching Assistants and fellow students with civility.

2.) Midterm Paper (4 pages, double-spaced): 30% of final grade

For this take-home paper you must incorporate the main themes and theories raised in lectures, readings, discussions, and videos from Weeks 1-3 [through Shari Huhndorf reading].

- Posted on our iLearn course page under “Assignments”: “ETST 001 Midterm Paper Assignment” (includes grading rubric), “ETST 001 Midterm Paper Tips,” and “ETST 001 Writing Guidelines.”

- Due July 9 at 1:00 p.m. via iLearn under “Assignments.”

3.) Final Paper (4 pages, double-spaced): 30% of final grade

For this take-home paper you must incorporate the main themes and theories raised in lectures, readings, discussions, and videos from Weeks 3-5 [from/including James Tyner reading].

- Posted on our iLearn course page under “Assignments”: “ETST 001 Final Paper Assignment” (includes grading rubric) and “ETST 001 Final Paper Tips.”

- Due July 25 at 10:30 a.m. via iLearn under “Assignments.”

Writing Support: The Academic Resource Center (ARC) services are available remotely for academic support, including the Undergraduate Writing Center’s writing/tutoring consultations. Visit arc.ucr.edu or call (951) 827-3721 for more information.

Required Readings: The readings are collected in a single Course Reader, which is posted on the ETST 001 iLearn course page under “Course Materials.” The Course Reader Table of Contents is from a standard 10-week quarter, so follow this summer syllabus reading schedule to ensure that you know precisely which readings match the correct corresponding lectures (and associated videos). Complete and contemplate the readings each week, unpacking key passages and taking detailed notes, to maximize your engagement with the lecture material and your participation in discussion section, and to prepare for the two writing assignments.

Academic Integrity: You are required to review “UCR campus policy regarding academic honesty and dishonesty,” including the definition of plagiarism, which can be found at the beginning of the Course Reader. Do not complete any assignment for another person, allow any assignment to be completed for you, or plagiarize or copy the work of another person then submit it as your own work. Learning with integrity means being fully responsible and honest.

See also: https://studentdocs.ucr.edu/conduct/uc-riverside_scaip_academic-integrity-student-guide.pdf

Learning Outcomes: Through a blend of Humanities and Social Science methods, by exploring the interdisciplinary weekly lecture and discussion material, as well as the themes and keywords specified in the course description, after completing this course each student should be able to: Scrutinize American culture; Consider multiple worldviews; Interrogate racial stereotypes; Recognize historical patterns and identify change over time; Analyze and theorize complex sets of social, economic, legal, and political relationships; Utilize secondary source quotation and paraphrasing, guided by critical thinking, to support logical argumentation in persuasive prose.

Posted Lectures: All course lectures are “asynchronous”—not delivered live during the scheduled class time. Instead, links to the recorded lecture presentations are posted on our iLearn course page under “Course Materials.” For each of our five summer session weeks, prior to your discussion section, view and take notes on the corresponding lectures, most of which are in multiple parts. Associated videos are either embedded or accessible remotely. Follow the schedule below and the Professor’s recorded instructions within presentations. To access iLearn, Zoom, UCR Google Drive, and links via the UCR Library search (Ex Libris Discovery), *be sure to log into your UCR VPN first*—see posted iLearn Announcements regarding VPN (switch to GlobalProtect by 7/1/20) and Google Drive.

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•**Warning:** Some class content includes historically contextualized disparaging epithets or graphic images and descriptions. If you do not wish to engage with such potentially uncomfortable material, you can seek a more suitable course tailored to your expectations.

Lecture, Video & Reading Schedule:

Week One.

Tues. June 23. **Course Themes: The Idea of Race; Racial Formation**

•Lecture Presentations posted on iLearn: “ETST 001-First Day;” “ETST 001-U.S. Census”

•Video: *A Class Divided* (1985).

-Posted in “ETST 001” folder on UCR Google Drive.

•Readings:

1. Audrey Smedley, “Science and the Idea of Race: A Brief History,” in *Race and Intelligence* (2002), 145-171.
2. Michael Omi & Howard Winant, “Racial Formation,” in *Race Critical Theories* (2002), 123-139.

Thurs. June 25. **The American Paradox**

•Lecture Presentations posted on iLearn: “ETST 001-Smedley;” “ETST 001-Omi & Winant;” “ETST 001-American Paradox”

•Readings:

1. Edmund S. Morgan, “Toward Slavery,” and “Toward Racism,” in *American Slavery American Freedom: The Ordeal of Colonial Virginia* (1975), 295-337.

Week Two.

Tues. June 30. **“The Peculiar Institution” of Slavery; Abolitionism**

•Lecture Presentations posted on iLearn: “ETST 001-Peculiar Institution”

•Videos: -*African American Lives*, (2008), Episode 4, “The Past is Another Country” excerpt.

-*Ethnic Notions* (1987) excerpt.

-Posted in “ETST 001” folder on UCR Google Drive.

•Readings:

1. “Slavery,” and “Slave Law,” in *Documenting American Violence* (2006), 113-117.
2. George M. Fredrickson, “Revolution, Rebellion, and the Limits of Equality, 1776-1820,” and “White Supremacy and the American Sectional Conflict,” in *White Supremacy: A Comparative Study in American and South African History* (1981), 140-145, 150-162.
3. Frederick Douglass, “What, to the Slave, is the Fourth of July?” [1852], in *The Oxford Frederick Douglass Reader* (1996), 108-130.

Thurs. July 2. **Indian Removal, Indian Wars, Manifest Destiny**

•Lecture Presentations posted on iLearn: “ETST 001-Indian Removal, Indian Wars”

•Videos: -*Race: The Power of an Illusion* (2003), Episode 2, “The Story We Tell.”

-Available at <https://ucr.kanopy.com/video/race-power-illusion-0>

-Also posted on iLearn under “Course Materials,” see “Streaming videos.”

-*The Trail of Tears: Cherokee Legacy* (2006) excerpt.

-Posted in “ETST 001” folder on UCR Google Drive.

•Readings:

1. Reginald Horsman, “Racial Destiny and the Indians,” “Anglo-Saxons and Mexicans,” and “Race, Expansion, and the Mexican War,” in *Race and Manifest Destiny: The Origins of American Racial Anglo-Saxonism* (1981), 189-248.

Week Three.**Tues. July 7. World's Fairs, Progress, and U.S. Imperialism**

•Lecture Presentations posted on iLearn: "ETST 001-How the West Was Won;"
"ETST 001-Manifest Destiny"

•Video: -*Savage Acts: Wars, Fairs, and Empire, 1898-1904* (1995).
-Posted in "ETST 001" folder on UCR Google Drive.

•Readings:

1. Shari Huhndorf, "Imagining America: Race, Nation, and Imperialism at the Turn of the Century," in *Going Native: Indians in the American Cultural Imagination* (2001), 19-53.

Thurs. July 9. [Midterm Paper due] Immigration, Eugenics, Ethnicity

•Lecture Presentations posted on iLearn: "ETST 001-Immigration, Eugenics, Ethnicity"

•Readings:

1. James A. Tyner, "The Geopolitics of Eugenics and the Exclusion of Philippine Immigrants from the United States," *The Geographical Review*, 89, no. 1 (1999): 54-73.
2. David Roediger, "Whiteness and Ethnicity in the History of 'White Ethnics' in the United States," in *Towards the Abolition of Whiteness: Essays on Race, Politics, and Working Class History* (1994), 181-194.
3. George Martinez, "Mexican Americans and Whiteness," in *Critical White Studies*, 210-212.

Week Four.**Tues. July 14. Racialized Zoot Suits; Popular Music and Dance**

•Lecture Presentations posted on iLearn: "ETST 001-Japanese Internment, Zoot Suit Riots;"
"ETST 001-Bringing Music to the People"

•Videos: -"This is the Enemy;" *I'll Remember April* (2000); *Farewell to Manzanar* (1976).
-*Zoot Suit Riots* (2001) excerpt.
-Posted in "ETST 001" folder on UCR Google Drive.

•Readings:

1. Robin D.G. Kelley, "The Riddle of the Zoot: Malcolm Little and Black Cultural Politics During World War II," in *Race Rebels: Culture, Politics, and the Black Working Class* (1994), 161-181.
2. Anthony Macías, "Bringing Music to the People: Race, Urban Culture, and Municipal Politics in Postwar Los Angeles," *American Quarterly* 56, no. 3 (2004): 693-717.

•Supplemental Reading: "Condemned by the President" [one-page comic]
-Posted on iLearn under "Course Materials."

Thurs. July 16. Separate but Equal? Segregation in Education and Housing

•Lecture Presentations posted on iLearn: "ETST 001-Racial Violence, Segregation;"
"ETST 001-Whiteness Theories"

•Videos: -*Race: The Power of an Illusion* (2003), Episode 3, "The House We Live In."
-Available at <https://ucr.kanopy.com/video/race-power-illusion-0>

-*How Bruce Lee Changed the World* (2009) excerpt.

-"What Would You Do? Racist Realtor."

-Posted in "ETST 001" folder on UCR Google Drive.

•Readings:

1. Martha Menchaca and Richard R. Valencia, “Anglo-Saxon Ideologies in the 1920s-1930s: The Impact on the Segregation of Mexican Students in California,” *Anthropology & Education Quarterly* 21, no. 3 (1990): 222-249
2. Thomas J. Sugrue, “Crabgrass-Roots Politics: Race, Rights, and the Reaction against Liberalism in the Urban North, 1940-1964,” in *The Civil Rights Movement* (2001), 63-84.

Week Five.

Tues. July 21. Black Power; The Chicano Movement; Separatism vs. Pluralism

•Lecture Presentations posted on iLearn: “ETST 001-Black Nationalism, Black Power;”
“ETST 001-Chicano Movement; Pluralism”

•Videos: -*Eyes on the Prize: America at the Racial Crossroads* (2006), Volume 6, Episode 2,
“A Nation of Law? (1968-1971).”

-Available at <https://video.alexanderstreet.com/watch/a-nation-of-law-1968-71?source=suggestion>

-Also available at

https://ucr.primo.exlibrisgroup.com/discovery/fulldisplay?docid=alma991033535929804706&context=L&vid=01CDL_RIV_INST:UCR&search_scope=CourseReserves&lang=en

-*Chicano! History of the Mexican American Civil Rights Movement* (1983), Episode 3,
“Taking Back the Schools” excerpt.

-Posted in “ETST 001” folder on UCR Google Drive.

•Readings:

1. Malcolm X, “The Ballot or the Bullet,” in *Malcolm X Speaks* (1964), 22-45.
2. Ian Haney López, “The Chicano Movement and East L.A. Thirteen,” in *Racism on Trial: The Chicano Fight for Justice* (2003), 157-177.
3. Arthur M. Schlesinger, Jr., “E Pluribus Unum?” in *The Disuniting of America: Reflections on a Multicultural Society* (1998), 125-147.

Thurs. July 23. Ethnic Studies; Multiculturalism; Color Blindness

•Lecture Presentations posted on iLearn: “ETST 001-Facing Up to Race;”
“ETST 001-Multiculturalism, Color Blind”

•Video: -*On Strike! Ethnic Studies, 1969-1999* (1999).

-Posted in “ETST 001” folder on UCR Google Drive.

•Readings:

1. Ramón Gutiérrez, “Ethnic Studies: Its Evolution in American Colleges and Universities,” in *Multiculturalism: A Critical Reader* (1994), 157-167.
2. Lawrence Auster, “America: Multiethnic, Not Multicultural,” *Academic Questions* 4, issue 4 (1991): 72-84.
3. Michael K. Brown, et. al., “Conclusion: Facing up to Race,” in *Whitewashing Race: The Myth of a Color-Blind Society* (2003), 223-251.
4. Transcript of interview with Nancy Ditomaso, Sociology Professor, Rutgers University, 5 pp.

•Final paper due on Saturday, July 25 at 10:30 a.m.



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