

Racial and Ethnic Politics in the U.S.

Course Description

In this course students will gain an understanding of the comparative study of Racial and Ethnic Politics in the United States. The course will utilize work from political science and related disciplines such as history, sociology and ethnic studies to build a conceptual understanding of how race and ethnicity have shaped the political economic development of the U.S. The course will introduce some of the major literature in the debate about race in the U.S. To the extent possible, the course seeks to understand politics *from the point of view* of politically active and engaged persons of color. Students in this course will be expected to critically analyze important social scientific and historical background information on racial politics in an effort to improve students' critical thinking and analytical skills, as well as improve student writing.

Course Objectives

Students will be able to describe the competing social scientific conceptualizations of the process by which "ethnic" and "racial" identities are acquired and maintained in the United States historically and to the present.

Students will be able to identify and explain the strengths and weaknesses of competing methods of political participation and empowerment by marginalized racial/ethnic groups in the U.S.

Students will be able to articulate the political and policy rationales for and against multiple public policy proposals dealing with the social, political and or economic inequality among U.S. racial groups.

Students will work to enhance their understanding of race and ethnicity and seek to develop a more nuanced sense of how race and ethnicity interact with the social and political formations of gender, class, nation, and sexuality.

Students will increase their ability to engage with intellectual and political arguments about race and politics made in both academic and more popular sites, and enhance their ability to construct and convey their own independent intellectual and political arguments through both verbal and written means.

Course Format

The course will be conducted in a lecture/discussion style. I attempt to provide multiple ways of engaging students through the use of readings, films, video clips and lecture. I fully expect the classroom to be an environment where active learning can take place through active discussion. You are therefore encouraged to fully participate and do so in a manner that is respectful of others. This requires that students bring an active intellectual curiosity to this class, working to move themselves beyond their knowledge and experience bases into territory that may feel novel, and even "uncomfortable" on occasion. Learning requires us to push ourselves into such new territory as best as we are able to do so, to think critically, to engage real events going on in the world with fresh eyes.

Course Requirements

Readings: You are required to do the assigned reading before class as this greatly improves our ability to have an informed discussion.

Required Reading

Coates, Ta-Nehisi. *Between the World and Me*. 2015
 ISBN: 978-0812993547 e-book 978-0679645986
 Zinn, Howard. *A People's History of the United States*. 2003

ISBN: 0060838655 or 978-006083865

(e-book PDF available on BeachBoard)

Recommended/Optional Readings

- Barrera, Mario. *Race and Class in the Southwest: A Theory of Racial Inequality*. 1979
ISBN: 026801003 or 978-0268016005
- Collins, Patricia Hill. *Black Feminist Thought: Knowledge, Consciousness and the Politics of Empowerment* (Second Edition). 2008
ISBN: 0415964725 or 978-0415964722
- Darder, Antonia and Rodolfo D. Torres. *After Race: Racism After Multiculturalism*. 2004
ISBN: 0814782698 or 978-0814782699
- Freire, Paulo. *Pedagogy of the Oppressed (30th Anniversary Edition)*. 2005
ISBN: 0-8264-1276-9
- Hines, Chester. *If He Hollers Let Him Go*. Da Capo Press. 2002
ISBN: 1560254459 (e-book PDF available on BeachBoard)
- Omi, Michael & Howard Winant, *Racial Formation in the United States* (Third Edition). 2015
ISBN: 0415520312 or 978-0415520317
- Reed, Adolph L. *Class Notes: Posing as Politics and Other Thoughts on the American Scene*. 2001
ISBN: 1565844823 or 978-1565844827
- Ture, Kwame (Carmichael, Stokely) & Charles V. Hamilton. *Black Power: The Politics of Liberation*. 1992
ISBN: 0679743138 or 978-0679743132
- Valle, Victor M. and Rodolfo D. Torres. *Latino Metropolis*. 2000
ISBN: 0816630291 or 0816630305
- Spence, Lester K. *Knocking the Hustle: Against the Neoliberal Turn in Black Politics*
ISBN: 978-0692540794

Additional Readings will be found on-line at the course BeachBoard site organized by Syllabus Outline section. Some of the BeachBoard postings are complete editions and some are merely the assigned portions of the readings.

Note on Readings: You must familiarize yourself with the syllabus and read assigned items in advance of the session/date on which they are listed. You must also bring these readings with you to class in order to facilitate your participation in class activities and assignments. Changes and additions to the course outline and readings may be made in response to student interest, current events, etc. Especially in these Interesting political times, important events will occur that we may want to link to our course material to improve our understanding. Notification will be made in class and readings and/or links posted on BeachBoard.

Attendance: You are expected to attend class regularly if you wish to do well in the course. The grading policy for attendance is as follows: Attendance is worth 20 points. You get one free absence after that one point will be deducted for every absence.

Videos and Films: Many of the films and videos will be shown during class time and will be part of class discussions, as well as contain information to be gleaned for your writing requirements. The videos that are assigned to watch outside of class are indicated in the Course Outline as Homework. They will have links posted to BeachBoard, or I will indicate if they may be viewed via my YouTube link. The link is here.

YouTube Page: www.youtube.com/fonzy68

YouTube Playlist:

<https://www.youtube.com/playlist?list=PLQx8dQy7cVJ-UTl6WzTcoJEeFpXmFNbj>

Exams: There will be a midterm exam and a final exam. The Midterm and Final will be in-class, closed-book, closed-note essay exam. Point structure is indicated below and a grading rubric is posted to BeachBoard under “Content / Grading Rubric”. A Green/Blue Book will be required along with a blue or black ink pen. No pencil!

Make-ups and Late Assignments: Make-up exams will be allowed only under special circumstances where documentation can be provided as evidence. Make-up exams consist of questions that are considerably different than the actual exam’s questions. Late papers will be penalized. Any missed material is the student’s responsibility.

Classroom Etiquette: Entering the classroom after class begins, and leaving before class ends is highly disruptive, disrespectful and should be avoided. Eating in class is not allowed. If you have a cell phone, please make sure that it is programmed to silent before class begins. It is the student’s responsibility to keep up with missed class assignments.

Computer Use: Studies show that students are better able to remember notes they take in written form over notes taken on a computer.

http://www.vox.com/2014/6/4/5776804/note-taking-by-hand-versus-laptop?utm_name=share-button&utm_content=buffer8927c&utm_medium=social&utm_source=facebook.com&utm_campaign=buffer

<http://www.bostonglobe.com/ideas/2014/05/24/taking-notes-bring-pen-skip-computer/e3kGp47M7znyaNKOamUwrO/story.html>

Writing will force you to write key words and synthesize main ideas, rather than type everything. The notes work as a mnemonic device helping your brain remember what it is we were discussing in class at the time you wrote the note, which then helps you much more when studying for exams. If you do choose to use a computer, please refrain from using it for any purposes other than taking notes (i.e. Facebook, Twitter, games, chatting, shopping). Doing so is *highly* disruptive to your classmates and extremely disrespectful to the instructor. If you do choose to use your computer during class, it will be incorporated into class activities, and you will also be asked to use it for class purposes. I will choose someone using a computer at random to assist me as a “Google Jockey” in presenting course material.

A note for those with disabilities: It is the student's responsibility to notify the instructor in advance of the need for accommodation of a university verified disability in accordance with the California State University (CSU) Policy for Provision of Accommodations and Support Services to Students with Disabilities, as modified effective May 28, 2014.

<http://web.csulb.edu/divisions/students/dss/documents/Coded%20Memo%20AA-2014-08%20Provision%20of%20Accommodations.pdf>

“The Bob Murphy ACCESS Center (BMAC) provides support services for students with deaf or hearing impairments, communication disabilities, learning disabilities, visual limitations, mobility limitations and other functional disabilities. Prior to a student receiving assistance, documentation from a qualified professional source must be submitted to BMAC (Success Center #110, (562) 985-5401, BMAC@csulb.edu; <http://web.csulb.edu/divisions/students/dss/>.”

Withdrawal Policy

It is the student’s responsibility to withdraw from classes. Instructors have no obligation to withdraw students who do not attend courses, and may choose not to do so. The instructor will adhere to University policy on withdrawals and students should refer to University policy:

http://www.csulb.edu/divisions/aa/catalog/current/academic_regulations/withdrawal_policy.html

Grading

Your grade will be based on your performance on course examinations, writing assignments and attendance and is based upon a cumulative 100-point scale. It breaks down as follows:

Attendance	20 points
Midterm Exam	30 points
Critical Reflections (2 x 10 points each)	20 points
Final Exam	30 points

Final Grade calculation

A = 90-100 points | B = 80-89 points | C = 70-79 points | D = 60-69 points | F = below 60 points

Academic Integrity

I attempt to make the classroom environment one where we engage in a process of learning through dialogue. I treat students as adults that are capable of engaging the material honestly and thoughtfully and emphasize critical learning rather than just simple regurgitation. As such, I fully expect students to fulfill the requirements of the course with honesty and integrity. Please review the university's policies on academic integrity as detailed in the university catalogue:

http://www.csulb.edu/divisions/aa/catalog/current/academic_information/cheating_plagiarism.html

Citation of all material assigned in class, or use of outside sources, is required. The instructor may require that students submit their written work via TurnItIn.com in cases where plagiarism is considered to be a possibility. Details will be discussed in class and included in more specific assignment instructions, but for additional information as to what constitutes plagiarism, why it is important to cite, and determining when and how to cite in proper format, please consult The Purdue Online Writing Lab at <http://owl.english.purdue.edu/owl/>

Course Outline and Assignments (*subject to change*)

R = Reading V = Video F = Film E: Explore O = Optional HW = Homework

Part 1: Racial Discourse and History (all readings for Part 1 are on BeachBoard)

WK1	T Jan 21	Introduction to the course Introduction to Education and discussion about Race and Ethnicity V: <i>The Most Honest 3 Minutes of Television</i>
	Th Jan 23	R: Freire - <i>Pedagogy of the Oppressed</i> Preface pp. 35-40 Ch. 1 and 2 R: Armbruster-Sandoval - <i>Is Another World Possible?</i> (pp. 32-51)
WK2	T Jan 28	R: Carlos - <i>Mexico "Under Siege"</i> (Meta-Narratives Section pp. 43-47) R: Hill-Collins - <i>Mammies, Matriarchs and Other Controlling...</i> (pp. 76-106) R: http://www.huffingtonpost.com/2015/02/28/food-stamp-demographics_n_6771938.html V: End of Bamboozled O: Carlos - <i>Mexico "Under Siege"</i> (pp. 47-59)
	Th Jan 30	R: McIntosh - <i>White Privilege and Male Privilege</i> (11 page article) R: https://medium.com/message/whiteness-3ead03700322#.64ze6r6kr Part 1&2 R: Baldwin - <i>On Being White...And Other Lies</i> (3 page article) R: Haney Lopez- <i>White By Law: A Note on Whiteness</i> , Ch. 1 and 2 R: Mathews <i>Yellow Peril</i> V: TED Talk The Power of a Single story.
WK 3	T Feb 4	R: Barrera – <i>Race and Class in the SW</i> Chapter 1 and p. 174-184 R: Intersectionality Wiki –Read Intersectionality section- skim the rest.

		R: How Race and Class Immiserate https://www.jacobinmag.com/2015/08/race-class-bernie-sanders-black-lives-matter/ V: <i>American Holocaust of Native American Indians</i>
	Th Feb 6	R: Zinn - <i>People's History</i> Ch 1; Ch 2; Ch 6 F: <i>Bury My Heart at Wounded Knee</i> (HBO)
WK 4	T Feb 11	R: Zinn - <i>People's History</i> Ch 7; Ch 8 R: Barrera Race and Class in the SW Chapter 2 F: <i>Bury My Heart at Wounded Knee</i> (HBO) V: Slavery/Racial Bias: https://www.youtube.com/watch?v=r4e_djVSag4&feature=youtu.be
	Th Feb 13	R: Zinn - <i>People's History</i> Ch 9 R: http://www.vox.com/2015/6/29/8847385/what-i-learned-from-leading-tours-about-slavery-at-a-plantation V: Postcards P: Without Sanctuary
WK 5	T Feb 18	R: Zinn - <i>People's History</i> Ch 13; R: Barrera - Chapter 3 R: http://www.latina.com/lifestyle/our-issues/texas-rangers-kill-latinos R: http://www.huffingtonpost.com/2015/02/10/history-of-lynching-us-worse_n_6656604.html R: http://latinousa.org/2016/03/11/the-history-of-anti-mexican-violence-and-lynching/

Part 2: Race, Class and Theory

WK 5	Th Feb 20	R: Omi & Winant - <i>Racial Formation</i> (Introduction pp. 1-5; Chapter 4 pp. 53-76; Chapter 5 pp. 77-91) R: http://money.cnn.com/2015/11/24/news/economy/blacks-whites-inequality/index.html
WK 6	T Feb 25	R: Evictions and the Reproduction of Urban Poverty, Desmond R: http://www.prisonpolicy.org/reports/pie2016.html R: http://www.wired.com/2013/08/how-segregated-is-your-city-this-eye-opening-map-shows-you/ R: http://www.theatlantic.com/business/archive/2014/05/the-racist-housing-policy-that-made-your-neighborhood/371439/ E: https://dsl.richmond.edu/panorama/redlining/#loc=4/36.71/-96.93&opacity=0.8 R: Barrera - <i>Race and Class in the Southwest</i> (Chapter 1 pp. 1-6; Chapter 6 pp. 157-173; Chapter 7 pp. 184-219) Critical Reflection 1 Due
	Th Feb 27	R: Darder & Torres - <i>After Race</i> (Introduction pp. 1-24; Chapter 5 pp. 97-117)
WK 7	T Mar 3	R: Reed and Chowkwanyun - <i>Race, Class, Crisis</i> (pp. 149-175)
	Th Mar 5	R: Tomas Almaguer Bases for Chicano Oppression
WK 8	T Mar 10	V: https://www.facebook.com/ajplusenglish/videos/691450157663161/ R: http://bennorton.com/adolph-reed-identity-politics-is-neoliberalism/
	Th Mar 12	Midterm Exam

Part 3: Black and Chicano Power

WK 9	T Mar 17	R: Zinn - <i>People's History</i> Ch17 R: King - <i>Letter from Birmingham Jail</i> (8 page PDF) R: AlterNet Article #1 - <i>Dr. King Wanted 'Grand Alliance'....Economic Justice</i>
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		R: AlterNet Article #2 – <i>Martin Luther King Jr. Was a Radical, Not a Saint</i> V: <i>Dr. MLK Jr.: Struggling not to Lose Him; Radical MLK</i> O: Himes - <i>If He Hollers Let Him Go</i> Chapters 1-12
	Th Mar 19	R: Malcolm X - <i>The Ballot or the Bullet</i> (8 page speech transcript) R: Newton - <i>Speech at Boston College</i> (9 page speech transcript) O: Himes - <i>If He Hollers Let Him Go</i> Chapters 13-18 R: https://www.kcet.org/departures-columns/mapping-chester-himes-southern-california-and-social-realism F: <i>Malcolm X</i> (1992)
WK10	T Mar 24	F: <i>Malcolm X</i> (1992) O: Himes - <i>If He Hollers Let Him Go</i> Chapters 19-22
	Th Mar 26	F: Malcolm X
WK11	T Mar 31	Spring Break (HIGHLY RECOMMEND you read <i>Between the World and Me</i> during the break it's a quick read)
	Th April 2	
WK12	T April 7	R: Peniel E., Joseph – <i>The Black Power Movement</i>
	Th April 9	F: Excerpts from: PBS American Experience: <i>Eyes on the Prize – Episode 9: Power, Black Power Mixtape, Finally Got the News</i> HW: watch these films in their entirety
WK13	T April 14	R: <i>El Plan De Santa Barbara</i> (pp. 9-22)
	Th April 16	F: <i>Viva la Causa: 500 Years of Chicano History</i>

Part 4: Urban Racism and Uprising: From Ferguson to Baltimore to....(#blacklivesmatter)

WK14	T April 21	HW: watch <i>Walkout</i> (HBO) film (2006) F: PBS <i>Chicano! Taking Back the Schools</i> F: <i>Eyes on the Prize – Episode 12: A Nation of Law?</i>
	Th April 23	F: <i>Bastards of the Party</i> (HBO)
WK15	T April 28	R: Coates - <i>Between the World and Me</i> (Chapter 1 pp. 3-71) R: Immigrant Mass Graves: http://countercurrentnews.com/2015/07/texas-border-patrol-buried-immigrants-in-mass-graves-state-says-no-laws-were-broken/
	Th April 30	V: <i>Stop-and-Frisk: The Police Officer</i> (Bronx, NYC) V: <i>The Hunted and the Hated: Inside the NYPD's Stop-and-Frisk Policy</i> V: <i>Stand Up to 'Stand Your Ground'</i> (PSA) V: <i>The Daily Show – Frisky Business</i> V: http://originalpeople.org/slave-patrols-police/ HW: <i>Uprising: Hip Hop & the LA Riots</i> (VH1 Rock Docs) https://www.youtube.com/watch?v=lnzb0Y9GPI8
WK16	T May 5	R: Coates - <i>Between the World and Me</i> (Chapter 2 pp. 73-132) E: http://www.theguardian.com/us-news/ng-interactive/2015/jun/01/the-counted-police-killings-us-database E: https://mappingpoliceviolence.org/ E: https://news.vice.com/en_us/article/595kv3/police-crime-database E: https://www.fatalencounters.org/ E: https://www.washingtonpost.com/graphics/2018/national/police-shootings-2018/?noredirect=on&utm_term=.edf67f2496d9 R: Economic Policy Institute - <i>From Ferguson to Baltimore</i> http://www.epi.org/blog/from-ferguson-to-baltimore-the-fruits-of-government-sponsored-segregation/ V: <i>Why Baltimore is So Angry</i> V: <i>The Daily Show – Race/Off</i> V: <i>The Daily Show- Baltimore on Fire</i>

		<p>F: Fruitvale Station</p> <p>R: Black Lives matter and the Paradoxes of the U.S., Juliet Hooker</p> <p>R: #Ferguson, Yarimar Bonilla</p> <p>Critical Reflection 2 Due</p>
	Th May 7	<p>R: Coates - <i>Between the World and Me</i> (Chapter 3 pp. 133-152)</p> <p>R: Washington Post - <i>What You Really Need to Know About Baltimore</i></p> <p>R: Forbes - <i>Why Baltimore Burned</i></p> <p>R: Black Agenda Report - <i>Gentrification and the Death of Black Communities</i></p> <p>F: <i>Fruitvale Station</i> (available on Netflix)</p>

Final Exam

Section 1: TBA Section 2: TBA