Course Description

Many issues that have sparked public and academic debate involve the comparative study of race and ethnicity in fundamental ways. The purpose of the course is to bring knowledge of how race, class, ethnicity, and gender are constructed, the history of Ethnic Studies, and an understanding of comparative methodologies, to bear on “controversies”, surrounding the study of race and ethnicity, and that have significant repercussions for academic research questions and local community concerns.

We will examine the academic construction of these controversies in view of their public and political context, and we will look at the ways in which these junctures generate discourses about themes crucial to research questions that center on race and ethnicity. The aim of the course is to understand how the larger context of discourse and praxis inside and outside the academy shapes the creation of arguments and their reception. We specifically intend to develop modes of analysis and criticism that can be applied to understanding the complexities of “controversies.”

Although the readings each week cover a range of topics, some general questions pertain to each session:

• How do the represented voices construct and frame a “controversy” out of issues germane to the study of race and ethnicity?
• What are the issues that the participants claim to be addressing in their discourse about the topic?
• Where do the various participants fall within disciplinary areas, methodological strategies, and political arenas?
• How do you analyze the fundamental or critical issues really at stake in a given “controversy” as it pertains to Ethnic Studies?
Course Requirements and Evaluation

Seminar assignments will consists of:

1) group discussions of the weekly readings in the seminar meeting.
2) present extra reading(s) during class session (Weeks 2-5, 7-8);
3) a paper (5+ pages) analyzing and critiquing Peter Brimelow, Alien Nation due in the seminar meeting discussing the book (Week 3 assignment);
4) lead or co-lead one seminar discussion over the quarter (Week 4-10);
5) one paper in which you synthesize the material from the week chosen above (5) in the light of the general questions (above) and the relevant issues raised during discussion in seminar (5+ pages). This paper will be due in the class session after the presentation;
6) a group project or individual paper analyzing some aspect or aspects of UC or UCSD diversity using relevant statistics, due Wednesday of Finals week;
7) lead discussion about previous week’s Colloquium presenter.

Weekly assignments will be chosen by seminar participants during class in Week 1 or 2 to allow for as much flexibility as possible during the quarter.

Individual work will be evaluated as follows:

A. Discussion and seminar presentations form 50% of the grade (100 points).
   1) = 5 points per session; 2) = 20 points; 4) = 20 points; 7) = 10 points.
   I will be available to give mid-term evaluations in office hours after the Week 5 meeting.
   You may make appointments to discuss seminar participation at any time.
B. The three written papers (3, 5 & 6) form 50% of the grade, weighted equally.

If this seems complicated you may forget about it entirely, so long you do the work.
Syllabus

Readings on order at Groundworks (books read in their entirety are marked "*"):


Readings are marked in the syllabus according to the following:

G available at Groundwork Bookstore.

D will be distributed in seminar.

W available on course website: http://weber.ucsd.edu/~rfrank

[xx] will be assigned individually in seminar.

R on reserve online at: http://reserves.ucsd.edu

Week 1: Intro., Journal Exercise, & Media Critique

Please read the following for Week 1 seminar:


Week 2: Science, Racialism, & Statistics


Week 3: Science & Racialism II / Attack on Immigration


Week 4: Attack on Immigration II


Week 5: Language & Culture: Black English


Week 5: Language & Culture: Black English (continued)


Week 6: Cultural Representation and the Ownership of Culture I


News reports and reviews of *West as America*. D (xerox)


Images from *West of America* at [http://www.artstor.org/info/](http://www.artstor.org/info/) W

Pres __________________________________________________________

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Week 7: Cultural Representation and the Ownership of Culture II


NAGPRA Review Committee, Selected Minutes, 1995-2000

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Pres _________________________________

page 8
Week 8: Imperialism & Post-Colonialism: Speaking in Others’ Tongues


Week 8: Imperialism & Post-Colonialism: Speaking in Others’ Tongues (continued)


Friedman, Jonathan. “No History is an Island.” *Critique of Anthropology* 1988; 8:3, [7-39] D


Mukherjee, Rudrangshu. “‘Satan Let Loose Upon the Earth’: The Kanpur Massacre in India in the Revolt of 1857.” *Past and Present* 1990; 128:[92-116] D

Week 9: What Happened to Affirmative Action?


Regents vs. Bakke, 5-12.
Marshall’s Opinion, 127-142.
EEOC Affirmative Action Guidelines, 163-173.


Readings in Crosby, Faye J. and Cheryl VanDeVeer (eds.). *Sex, Race, and Merit: Debating Affirmative Action in Education and Employment*. U. of Michigan, 2000:

Prop 209, 230.
Articles, 13-21, 29-30, 60-63, 67-70.
Williams, Patricia J., 75-80
Thernstrom and Thernstrom, 186-201
Bowen and Bok, 114-123.
Orlans, Harold., 167-173
Steele, Claude., 124-133.
Steele, Shelby., 144-149.


UCSD Academic Senate Task Force on Underrepresented Faculty Report, October, 2004


CNN programs: 1) Ward Churchill; 2) David Horowitz

UC/UCSD statistics:
http://www.ucop.edu/acadadv/datamgmt/welcome.html
http://www.ucop.edu/acadadv/datamgmt/graddata/
http://ugr8.ucsd.edu/sriweb/sri.htm

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Week 10: The Academy, Academic Freedom, Ward Churchill, and Chicken Roosts


Various readings about the Ward Churchill controversy  D & W  
Check course web site for latest materials

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