

THEORIZING RACE & ETHNICITY

CRE/AMS 206/REL 216

BLAUSTEIN 210

TUESDAYS & THURSDAYS, 10:25 TO 11:40

SPRING 2006

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AND

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OFFICE HOURS BY APPOINTMENT: BLAUSTEIN 307

CLAIRE E. TART

RELIGIOUS STUDIES TEACHING INTERN

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This course is a critical exploration of the formation of race and ethnicity across cultures, societies, and history, with specific attention to examination of power, structural inequality, and social (in)justice in regard to religion, white supremacy, gender, nationalism, politics, economics, and the challenges posed by globalization. The ends and aims of the course are interdisciplinary. We will be engaging a group of scholars of race and ethnicity that hail from a variety of disciplinary perspectives, including religious studies, American studies, history, sociology, literature, cultural studies, and gender and women studies, among others. In effect, the course is a semester-long conference that will provide us with the opportunity to hear a range of approaches and perspectives on how race and ethnicity are studied, as well as the significance of the study of race and ethnicity in academic disciplines and courses of study.

The design of the course is collaborative. Each of you will become involved in developing potential student research projects for the College's Center for the Comparative Study of Race and Ethnicity.

REQUIREMENTS

GRADES WILL BE DETERMINED ON A 100-POINT SCALE, USING THE FOLLOWING CRITERIA:

① GENERAL PERFORMANCE IN CLASS DISCUSSIONS	= 30 POINTS
② REFLECTION ESSAYS	= 20 POINTS
③ RESEARCH PROJECT DESIGN PROPOSALS	= 40 POINTS
④ WORKING GROUP PRESENTATIONS	= 10 POINTS
TOTAL	= 100 POINTS

① GENERAL PERFORMANCE IN CLASS DISCUSSIONS: 30 POINTS

a.) Take care to do the readings ahead *before* each class session. *Careful, critical reading* of the assignments, and *active participation* in class are essential.

Mastery of the texts and ideas prior to coming to class is *not* the goal here. Instead, we are engaging in a collaborative effort to analyze, interpret, and understand the material, issues, and ideas. In this spirit, our collective goal is not consensus but rather spirited engagement.

b.) Throughout the semester, you will have opportunities to interact with a host of scholars of race and ethnic studies. Your preparation will be essential to your ability to ask interesting questions and to be an active member of the on-going dialogue of the course.

c.) Be patient yet disciplined with yourself and with the other members of the course. Some of the material may come more easily for some of your colleagues in the class than for you in any given week. Just keep in mind that “next week” may very well turn out to be a turning point toward clarity and comprehension!

d.) Use the weekly reflection essays (see below) to try out your ideas about the texts, issues, and ideas. You should cultivate the ambition of seeking clarity. If you think the text we are reading for a particular session is unclear, or if you think a speaker’s point does not make sense, ask for clarification. Chances are that if something doesn’t make sense to you, at least one of your colleagues in the class will feel the same way. You have every right to ask for elaborations and clarifications from me or any of our guests.

❁ **A NOTE ON PARTICIPATION:** Your active and engaged participation is the only way that this course will be successful. The course is a collective effort, and we will all share in the responsibility to make this an enriching, engaging, and enlivening classroom experience. There is, to aid in fulfilling this ethic, a mechanism in place to determine how participation will be graded:

- ❁ Attendance in all sessions of the course
AND active participation in the discussion = A for participation
- ⊕ Attendance in all sessions of the course
AND moderate/inconsistent participation = B for participation
- ★ Attendance in all sessions of the course
AND little/no participation (e.g., silence) = C for participation

An unexcused absence from the course is an automatic 10% deduction off your final grade (this means, with one absence, the highest possible grade you will get in the course is a B+). **I reserve the right to assign a grade of “F” for the course to anyone who misses more than two sessions of the course.**

② **20 REFLECTION ESSAYS (“POSTS”): 20 POINTS.**

Each member of the class is responsible for submitting 20 posts over the course of the semester.

Each post/essay must be 500 words in length.

The parts of the posts/essays:

1. Two discussion questions
2. Two 250 word rationales, i.e., one rationale for each discussion question.

The posts must reflect your active engagement with the texts for that given day. With this in mind, you are encouraged to indicate a passage from a text as the basis of your reflections. If you choose to address an issue or an idea, back it up with a passage from a text.

These essays will not be graded, but you must submit a total of 20 to receive the full 20 points for this component of your grade. You have 23 opportunities to submit a post on WebCT, which means that you have 3 free passes over the course of the semester. Conversely, if you fail to submit a minimum of 17 posts by the end of the semester, you will lose credit for all of your posts for the semester. This means that the highest grade you will receive for the semester would be a B-minus (“80 points”) with 17 posts or less.

The posts are due at 9pm on WebCT on the following dates:

January 25, January 30

February 2, February 6, February 8, February 13, February 20, February 22, February 27

March 1, March 6, March 8, March 27, March 29

April 3, April 5, April 12, April 17, April 20, April 24, April 26

May 1, May 3

⌘ POSTS WITHOUT DISCUSSION QUESTIONS WILL NOT COUNT.

⌘ LATE POSTS WILL NOT BE ACCEPTED. 20 POSTS = 20 POINTS. YOU CAN DO THE MATH.

The posts will not be graded; nonetheless, **YOU ARE RESPONSIBLE FOR READING THE ESSAYS OF EVERY MEMBER OF YOUR WORKING GROUP PRIOR TO COMING TO CLASS.**

③ RESEARCH PROJECT DESIGN PROPOSALS: 40 POINTS.

The class will be divided into working groups of 5 students. Each working group will be responsible for creating and designing a student research project for the CCSRE. These projects are not intended as enterprises that you will begin and complete this semester. Instead, these proposals for projects that will potentially become a part of the programming at the CCSRE. Themes for these projects should fall within one of the following areas:

1. Race & Politics in America
2. Race & Gender
3. Race & Class
4. Race & Sexuality
5. Race, Ethnicity, & Nationalism
6. Religion, Race, & Ethnicity
7. Multiracial Identities
8. Race & Popular Culture (film, television, the internet, music, visual arts, and so on)

9. Race & History
10. Racism & Anti-racist Practices
11. Race, Ethnicity, and Immigration/Migration
12. Race, Ethnicity, and Public Health
13. Affirmative Action: History, Law/Policies, and Practices
14. Transnationalism
15. Hate Speech and Hate Crimes
16. Race and Civil Liberties
17. Race and Education

There will be overlap among these categories. It is fine if your project enters into one of the other areas. Nonetheless, your research project proposal needs to have a clear rationale that identifies one of these categories as a charter.

✓ The proposal should contain, *at minimum*, the following:

- ✓ 1. Title: Give your project a name that is evocative, that will make students want to work on it.
- ✓ 2. Rationale: 250-word statement that describes the project. More specifically, outline the potential significance of this research project, e.g., what makes it an important and interesting research program for the study of race and ethnicity, for students at a liberal arts college, for community activists, and so on.
- ✓ 3. Themes: Identify a set of themes that organize the research program. For example, questions of identity will most likely come up for most projects in any of these areas. In category 10 “Race, Ethnicity, and Immigration/Migration”
- ✓ 4. Methods & Approaches: Indicate which disciplines and methodological approaches you anticipate will be most helpful for your project: historical comparisons, sociological studies of community formation, demography, anthropology, ethnography (in-depth interviewing), and so on.
- ✓ 5. Annotated bibliography: Identify articles, books, and other media (e.g., films) that you have found to be critical for your project. This is where a lot of the heavy lifting for your working group will take place. You will need to read more articles and books, and to watch more films and other media, and listen to more music and so on than will ultimately find their way into your bibliography. For every four or five articles you read, you may end up only choosing one to include in your bibliography. You want to get a sense of the range of possibilities for future research. Read widely. Allow your reading to lead you to unanticipated places. If an author makes a provocative statement, then pursue it through by researching and reading in journals, online databases, and the like.
- ✓ 6. Draft Proposals: Each working will submit two draft proposals prior to submitting the final proposal. The due dates for the draft proposals are **February 16th and April 11th**. The draft proposals should be submitted on WebCT by **9am** on **February 16th and April 11th**. Each working group will meet with me to discuss their draft proposals. Late proposals will not be accepted.
 - a. Think of these draft proposals as stages that lead up to the final research proposal. As such, the first draft proposal will be a rough form of what will

eventually become your final proposal. The second draft proposal will be more refined than the first but not as complete as the final.

b. Each draft proposal should have each of the elements of the final proposal (Title, Themes, Annotated Bibliography, and so on).

c. The draft proposals will be evaluated, but your grade for the proposal will be based on the final proposal.

✓ 7. Wikimedia Course Website: Each working group will help to build a course website using the Wikimedia program, part of the Wikipedia network. Connecticut College Digital Media Specialist Frank Fulchierro will come to the course to walk us through the process of building a Wikimedia site.

* Each working group needs to make an appointment with Frank Fulchierro (x 5006 / ffful@conncoll.edu) for a consultation on Wikimedia. Frank knows everything about the internet and this program.

* Each working group will need to make an appointment to meet with Ashley Hanson, Research Instruction Librarian in Shain Library. Ms. Hanson's email address is abpow@conncoll.edu and her extension is x 2653. She is an invaluable resource and will be tremendously helpful in your search for materials for your bibliography.

✓ Consult the Library's online resource guide on "How to Write an Annotated Bibliography":

<http://www.conncoll.edu/is/info-resources/subject-guides/bibliography.html>

All members of your working group must contribute to the bibliography. Thus, divide the bibliography into:

❖ a. Categories: Identify categories or themes that organize the critical literature for your project. For example, one person might work on the theoretical literature such as racialization theories, while others may work on case studies such as "Latino/as in the inner city" or "hip hop and south Asians".

❖ b. Annotations/Commentaries: You need to write a summary statement for why you chose the articles, books, and so on for the section of the bibliography you are working on. In other words, each category of the bibliography will have an introductory commentary, between 1000 to 1250 words long, that frames the texts and resources that appear under the bibliography category. See "Contracts" for more guidance about division of labor among working groups.

Contracts:

Each working group will construct and sign a contract that designates a division of labor in the design of your project proposals. For example, for a group working on religion and race, you may decide that half of the group will research different ethnic/religious groups (Armenian Orthodox Christians, Sunni Muslims in Iraq, Hindu Indians in London), while the other half will work on theories and critics (e.g., Anthony Smith on ethnic nationalism). Over the course of the semester during your weekly meetings, groups may decide to reconfigure work responsibilities.

In the end, this is a collective enterprise in which each member of the group is pulling their own weight and assuring that all members are keeping the others accountable.

Identify specific tasks for each member of the working group (e.g., “Loretta and Ling-Chi are the point people on education and race theory; Gwendolyn and Giovanni will work on historical background and social analyses; Brünhilde and Bucky are working on internet sources and the WikiMedia site” and so on).

Be sure to stipulate in your contracts how often you will circulate your journals to the other members of your working group (weekly, bi-weekly) and how and when you will revise the terms and conditions of your contract.

Journals:

You need to begin planning and researching your projects from the beginning of the semester and work on them continuously throughout the semester. All working groups need to meet at least once a week outside of our class sessions.

As an aide to accountability, every member of a working group will keep **a journal** that will chronicle your individual contributions to the project proposal. The other members of your group will read your journals once a month and sign-off on it, thus indicating that they agree that you have been meeting your contractual obligations.

④ FINAL PRESENTATIONS OF WORKING GROUP RESEARCH PROJECT PROPOSALS: 10 POINTS.

During the last week of the semester, each working group will present their proposals to the entire class. The presentations will run around 15 to 20 minutes or so. Every member of your working group should speak during the presentation. You should use the research proposal as the guide for your presentation.

- a. The Project: Tell us what it is, why you chose it, why it is interesting, important, compelling, and so on.
- b. Media/Case Studies: Present visual media to the class (music, film clips, images).
- c. Research Categories: Your bibliographies will be key here.
- d. Q & A: Be prepared to field questions from your colleagues in the class about your project proposals and to take in feedback and comments.
- e. Course Website: All proposals will become part of a course website using the Wikimedia platform. Details will be forthcoming.

Honor Code: All work for this course is governed by the Connecticut College Honor Code. It is your responsibility to find out what counts as a violation of the Honor Code. Plagiarism violations will result in a failing grade in the course.

Special Accommodations: If you have a physical or mental disability, either hidden or visible, which may require classroom, test taking, or other reasonable modifications, please see me as soon as possible. If you have not already done so, please be sure to register with Susan L. Duques, Ph.D., in the Office of Student Disability Services, at Extension 5428.

SCHEDULE & READINGS

WEEK 1

24 JANUARY 2006 — WHY DOES RACE MATTER?

INTRODUCTIONS & PRELIMINARIES

1. Fill out Student Profile Cards
2. Break-up into working groups
3. Working groups in-class discussion
4. Reconvene for class discussion
5. Sign up for viewing teams to watch the first 70 minutes of *Crash* **BEFORE** our next class session on Thursday. The film is on reserve in Shain Library.

26 JANUARY 2006 — RACE IN AMERICA

Film: *Crash*

WEEK 2

31 JANUARY 2006 — RACIALIZING WHITENESS

Reading: ☉ George Lipsitz, *The Possessive Investment in Whiteness* (Introduction & Ch. 1 on WebCT)

2 FEBRUARY 2006 — RACE & ETHNICITY

Reading: ☉ Michael Omi & Howard Winant, *Racial Formation in the United States, from the 1960's to the 1990's* (selections)

N.B.: Watch the first hour of *Two Towns of Jasper* with your working group (on reserve) for next Tuesday, February 7th.

WEEK 3

7 FEBRUARY 2006 — DOES RACISM MAKE “RACE” & “ETHNICITY”?

Readings: ☉ Cornel West, “Genealogy of Modern Racism” (WebCT)

☉ Claire Jean Kim, “Unyielding Positions: A Critique of the “Race” Debate” (WebCT)

☉ Patricia Williams, from *The Alchemy of Race and Rights* (WebCT)

Recommended: Howard Winant, “Race in the 21st Century” (WebCT)

N.B.: Watch the first 50 minutes of *Two Towns of Jasper* with your working group prior to our next class on Thursday. We will watch the last 20 minutes or so together in class on Thursday. The film is on reserve in Shain Library.

9 FEBRUARY 2006 — POSTMODERN JIM CROW

Film: *Two Towns of Jasper*

N.B.: We will watch the last 20 minutes or so of the film together in class. Prior to class, watch the first 50 minutes of the film in viewing teams of 7 or 8 students. The film is on reserve in Shain Library.

WEEK 4

14 FEBRUARY 2006 — TRANSNATIONALISM AND THE GLOBAL LIFE OF ETHNIC GROUPS

Readings: ☉ Evelyn Hu-DeHart, “21st Century America” Black and White and Beyond” (WebCT)

☉ Claire Jean Kim, “Imagining race and nation in multiculturalist America” (WebCT)

Guest: Evelyn Hu-DeHart, Brown University, Director, Center for the Study of Ethnicity in the Americas

16 FEBRUARY 2006 — WIKIMEDIA TRAINING SESSION W/FRANK FULCHIERO & ASHLEY HANSON

DRAFT #1 RESEARCH PROPOSAL DUE

WEEK 5

21 FEBRUARY 2006 — WOMEN & THE CIVIL RIGHTS MOVEMENT

Readings: ☉ Kathleen Cleaver, “Women, Power, and Revolution” (WebCT)

☉ Kathleen Cleaver, “Mobilizing for Mumia Abu-Jamal in Paris (WebCT)

☉ Kathleen Cleaver, “Racism, Civil Rights, and Feminism” (WebCT)

Guest: Kathleen Cleaver, Yale University

23 FEBRUARY 2006 — RACE, GENDER, & HURRICANE KATRINA

Readings: ☉ Mab Segrest, “Of Soul and White Folks” (WebCT)

☉ Edward Said, “Reflections on Exile” (WebCT)

Guests: Mab Segrest, Department of Gender & Women’s Studies, Connecticut College
& Roxanna Walker-Canton, Quinnipiac University

WEEK 6

28 FEBRUARY 2006 — RELATING RACE: BLACKS & JEWS

Reading: ☉ Cheryl Greenberg, “Pluralism and Its Discontents: The Case of Blacks and Jews” (WebCT)

Cheryl Greenberg, “Negotiating Coalition: Black and Jewish Civil Rights Agencies in the Twentieth Century” (WebCT)

Recommended: Cheryl Greenberg, “The Southern Jewish Community and the Struggle for Civil Rights” (WebCT)

Guest: Cheryl Greenberg, Trinity College

2 MARCH 2006 — AMERICA’S ORIGINAL SIN: THE LEGACY OF SLAVERY

Readings: ☉ All from Raymond Winbush, ed., *Should America Pay?*

☉ Raymond Winbush, “Introduction”

☉ John Conyers, “Reparations: An Idea Whose Time Has Come”, pp. 2-13

☉ Deidre C. Farmer-Paellman, excerpt from *Black Exodus*, pp. 14-21

☉ John McWhorter, “Against Reparations”, pp. 180-196

☉ Shelby Steele, “...Or a Childish Illusion of Justice? Reparations Enshrine Victimhood, Dishonoring Our Ancestors”, pp. 197-202

- ☉ Thirteenth, Fourteenth, and Fifteenth Amendments to the United States Constitution, pp. 329-330
- ☉ Special Field Orders No. 15, 1865, pp. 331-333
- ☉ Thaddeus Stevens, A Plan for Confiscation, 1867, pp. 334-336
- ☉ Congressman John Conyers's House Bill 40, 1997, pp. 337-344
- ☉ *Farmer-Paellmann v. FleetBoston, Aetna Inc, CSX*, pp. 354-366

Guest: Michael Vorenberg, Brown University

WEEK 7

7 MARCH 2006 — DIALOGUE

9 MARCH 2006 — WHOSE AMERICA? WHICH PEOPLE?

Readings: ☉ Jason Mancini, "Land, Race, and Ethnic Formation: Reassessing the Social Geography of the Southern New England Region, 1750-1800"

Guest: Jason Mancini, Mashuntucket Pequot Museum

10 March to 19 March 2006 -- Spring Break (Wear Sun Block; Send a Postcard)

WEEK 8

28 MARCH 2006 — ISRAEL: HOME? NATION? STATE?

Reading: ☉ Phillip Roth, "The Conversion of the Jews" (WebCT)

Guest: Roger Brooks, Department of Religious Studies, Connecticut College

30 MARCH 2006 — RACIAL HIERARCHIES: SOUTH AFRICA & THE US

Readings: ☉ Tristan A. Borer, "A Taxonomy of Victims and Perpetrators: Human Rights and Reconciliation in South Africa" (WebCT)

☉ Catherine Stock, To be announced

Guests: Catherine Stock, Connecticut College, Department of History and Director, Program in American Studies

& Tristan Borer, Connecticut College, Department of Government, Connecticut College

WEEK 9

4 APRIL 2006 — NATIONS AND PEOPLES

Readings: ☉ Anthony D. Smith, "Chosen Peoples: Why Ethnic Groups Survive" (WebCT)

☉ Anthony D. Smith, "Ethnic Nationalism and the Plight of Minorities" (WebCT)

☉ Anthony D. Smith, "The Resurgence of Nationalism? Myth and Memory in the Renewal of Nations" (WebCT)

☉ Robert Gooding-Williams, "Race, Multiculturalism, and Democracy" (WebCT)

6 APRIL 2006 — DIASPORAS AND POSTCOLONIALITY

Readings: ☉ Sunil Bhatia and Anjali Ram, “Rethinking ‘Acculturation’ in Relation to Diasporic Cultures and Postcolonial Identities” (WebCT)

Edward Said, “Intellectuals in the Post-Colonial World” (WebCT)

Guests: Sunil Bhatia, Department of Human Development, Connecticut College
& Simon Hay, Department of English, Connecticut College

WEEK 10

11 APRIL 2006 — DIALOGUE

DRAFT #2 RESEARCH PROPOSAL DUE

13 APRIL 2006 — RACE & HIP HOP

Readings: ☉ Robin D. G. Kelley, “Looking for the ‘Real’ Nigga: Social Scientists Construct the Ghetto” (WebCT)

Melvin Gibbs, “ThugGods: Spiritual Darkness and Hip-Hop” (WebCT)

Guests: David Canton, Department of History, Connecticut College
& J. Dale Wilson, Department of Music, Connecticut College

WEEK 11

18 APRIL 2006 — THE THINGS WE TALK ABOUT WHEN WE TALK ABOUT RACE

Reading: ☉ Cornel West, *Race Matters*

**21-22 APRIL 2006 — ☉ READ *DEMOCRACY MATTERS*
SYMPOSIUM ON CORNEL WEST’S *DEMOCRACY MATTERS***

21 APRIL 2006

2:30 TO 4:00: PANEL

HOW *DEMOCRACY MATTERS* TO YOUNG PEOPLE

Panelists: Connecticut College Students Joanna McClintick, Patrice Antoine, Elizabeth McBride

4:30 TO 6:00: LECTURE

Ernesto Cortes, Jr., Industrial Areas Foundation & The Interfaith Education Fund

22 APRIL 2006

10 TO 11:30: PANEL

DEMOCRACY MATTERS AND THE WORK OF COMMUNITY ACTIVISM

Panelists: Christopher Clouett, Superintendent, New London Schools
(others to be announced)

11:45 TO 1:15 LUNCH ON YOUR OWN

1:30 TO 3:00: PANEL
CORNEL WEST & THE CALL FOR RADICAL DEMOCRACY

Panelists:

Stanley Aronowitz, City University of New York

Farrah Griffin, Columbia University

Candace Howes, Connecticut College

Mab Segrest, Connecticut College

3:30: LECTURE
DEMOCRACY NOW AND ALWAYS
Cornel West, Princeton University

WEEK 12

25 APRIL 2006 — DIALOGUE

27 APRIL 2006 — ETHNICITY, RACE, & EDUCATION

Readings: ➔ Bui, J.D., Tang, S.S-L. & P.N. Kiang, "The Local/Global Politics of Boston's Viet-Vote" (WebCT)

Peter N. Kiang "Pedagogies of PTSD: Circles of Healing with Refugees and Veterans in Asian American Studies" (WebCT)

Peter N. Kiang "We Could Shape It: Organizing for Asian Pacific American Student Empowerment" (WebCT)

Peter N. Kiang, Nguyen N.L., & R.L. Sheehan, "Don't Ignore It!: Documenting Racial Harassment in a Fourth-Grade Vietnamese Bilingual Classroom" (WebCT)

Guest: Peter Kiang, University of Massachusetts, Boston

WEEK 13

2 MAY 2006 — THE TEN COMMANDMENTS IN BLACK AND WHITE: RACIALIST APPROPRIATIONS OF THE BIBLE

Readings: ➔ Exodus 20: 1-17/"The Ten Commandments" (WebCT)

"The 16 Commandments" from *The White Man's Bible* (WebCT)

"12 Commands" from *The Holy Piby* (WebCT)

Guests: Eugene V. Gallagher, Department of Religious Studies, Connecticut College
& Kamau Birago, Department of Sociology, Connecticut College

4 MAY 2006 — RACIALIZING POVERTY

Readings: ➔ Nicholas De Genova and Ana Y. Ramos-Zayas, "Economies of Dignity: Ideologies of Work and Worth"

➔ Kenneth J. Neubeck and Noel A. Cazenave, "Welfare Racism and its Consequences: The Demise of AFDC and the Return of the States' Rights Era" (WebCT)

➔ Recommended: Nicholas De Genova and Ana Y. Ramos-Zayas, "Introduction: Latino Crossings"

Guest: Jacqueline Olvera, Department of Sociology, Connecticut College
& Cybele Locke, Department of History, Connecticut College

WEEK 14

9 MAY 2006 — RESEARCH PROPOSALS PRESENTATIONS 1

11 MAY 2006 — RESEARCH PROPOSALS PRESENTATIONS 2