

CRES 10  
Summer Session 2 2019  
Time: TuTh 3:30-7 p.m.  
Location: J. Baskin Engineering 165

Christine Hong  
OH: Th 7:15-8:30 p.m.  
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## Critical Race and Ethnic Studies: An Introduction



"On Strike!" Chris Cuadrado circa 2011 UC Santa Cruz struggle for Critical Race and Ethnic Studies

This course offers an introduction to the core theoretical and historical foundations of critical race and ethnic studies, with an emphasis on comparative and intersectional approaches to the study of race and ethnicity. Race in the United States, in James Baldwin's formulation, is that "cage of reality bequeathed us at our birth" in which "we take our shape." As he argued, "we find ourselves bound, first without, then within, by the nature of our categorization." In this course, we will inquire into the history of the United States as a society structured in dominance, with critical attention to racial capitalism, white supremacy, settler colonialism, and imperialist war as the moorings of the "cage of reality" that constitutes race in this country. We will examine how the legacies of racial and colonial violence have given rise to "common sense" notions about race, naturalizing uneven distributions of power, resources, opportunities, and life chances. Against conceptions of racial categories as discrete silos, we will attend to the flexibility and adaptability of ruling ideas about race. To this end, we will examine how seemingly group-specific racial ideologies morph in their application to others and how the United States has wielded the power of *exclusion* and *inclusion* toward hegemonic ends. We will study how the promise of national incorporation of previously reviled peoples, their prospect of belonging, has turned on the dispossession, elimination, and social deaths of others. At the same time, we will consider how race-radical and decolonizing movements have envisioned marginalized peoples as sources of revolutionary power and conceived of race along liberationist lines. A vital through-line will be how historically oppressed peoples have imagined solidarity and futurity.

### PRIMARY TEXTS\*:

1. Patrice Khan-Cullors and Asha Bandele, *When They Call You a Terrorist: A Black Lives Matter Memoir* (New York: St. Martin's Press, 2017)
2. Course reader (materials designated by ® in the "Course Schedule")

\* Available for purchase at Bay Tree Bookstore and on 2-hour reserve at McHenry Library.

**READER CONTACT INFORMATION AND OFFICE HOURS:**

Kiley McLaughlin ([kimclaug@ucsc.edu](mailto:kimclaug@ucsc.edu)): office hours on Tuesdays 10:30-11:30 a.m. in HUM 341 (although you're always welcome to stop by, please email a day in advance if you can).

**GENERAL EDUCATION (GE) AND MAJOR CREDITS:**

CRES 10 fulfills the Ethnicity and Race (ER) GE requirement, and it serves as the gateway course to the major in Critical Race and Ethnic Studies (CRES).

**COURSE OBJECTIVES:**

- To develop a structural, historical, and comparative understanding of and approach toward race, racism, ethnicity, and racial relations, with a focus on the United States.
- To develop a theoretical vocabulary for analyzing and discussing how racial categories have been crystallized, blurred, projected, contested, and undone within social structures of dominance – with attention to slavery, settler colonialism, incarceration, capitalism, and war.
- To understand how race as a modality of power has shaped knowledge production.

**COURSEWORK:**

1. **POP QUIZZES:** Pop quizzes will test whether you have read the assigned materials and engaged with the course themes. None will be tricky in nature. Pop quizzes cannot be made up if missed.
2. **DISCUSSION BOARD (total of 4 postings, due 8/4, 8/11, 8/18, 8/26):** No later than midnight on the due date, please post two substantial paragraphs of analysis/critical questions/commentary, based on any of the assigned readings/screenings supplemented by independent research, to the Canvas discussion board. In general, you are invited to view the discussion board as a space of *inquiry, critical reflection, and invention*, where you both reflect on and engage with the assigned materials and contribute independent research related to course concerns. The thematic prompts for the discussion board postings are as follows:

Due Date	Topic
Sunday, 8/4	Third World Liberation Front Strike: Ethnic Studies and Solidarity during a Time of War
Sunday, 8/11	Documents of Civilization, Documents of Barbarism: Archives of Racial Violence
Sunday, 8/18	Blurring the Color Line: Cross-Racial Complicity, Intersectionality, Comparativity
Sunday, 8/26	Race and Racism during the Trump Era

Please use these themes as springboards for your posts. Your posts should do the following:

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| <ol style="list-style-type: none"> <li>1. Respond to or extend in-class discussion.</li> <li>2. Offer critical questions/observations/comments based on any of the readings/screenings.</li> <li>3. Be supplemented by a "found object" (e.g., image, video, historical document, or other media-text).</li> <li>4. Formally cite one assigned reading or film.</li> <li>5. Respond, within two days' time of the initial posting due date, to a classmate's posting.</li> </ol> |
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On occasion, I'll draw on your posts in facilitating discussion and request that you elaborate on them in class.

3. **PEER-GRADED GROUP PRESENTATION:** Nearly each class meeting, a team of 3-4 students will give a 15-minute presentation. This presentation should be carefully planned and should correspond to at least one of the assigned readings for that day. You have creative license with this assignment. The following elements, however, must be present:
  - a. Demonstration of research *beyond* the information available in the assigned readings
  - b. Peer engagement (e.g., multi-media presentations, generative discussion questions, creative learning activities)
  - c. Close analysis of at least one key term/concept/passage.

It's imperative that you fairly divide the tasks for the presentation and have a minimum of one in-person planning meeting. This group presentation will be evaluated by your peers with attention given to the quality and power of the above three elements. Please be sure to time your presentation so that it does not exceed 15 minutes.

4. **TAKE-HOME FINAL EXAM:** Due on Friday, August 29, the final exam is an essay in which you will develop a prior blog posting into a lengthy 5-7-page analysis and incorporate three key terms (brainstormed at the start of Week 5) from the course. Your essay should be double-spaced, in 12-point standard font, with 1" margins. It should have an illuminating title. Your citations should follow MLA format. Additionally, please be sure to follow the steps outlined below.
  - a. **Select one of your four prior blog postings:** Consider how you might extend this posting into a longer argumentative and analytical essay. What is the thesis? Is it argumentative (vs. obvious)? (I encourage you to consult with your TA and me during our office hours about which blog posting might make for a generative essay.)
  - b. **Collectively brainstorm key terms:** During class on Tuesday, August 27, in small groups, you will generate a list of 8-10 key terms (concepts, ideas, theories) drawn from the course content – lectures, readings, and discussions. Make sure that your terms cover a selection of assigned reading materials, film screenings, and lectures from the start to the end of the term. We will compile a list of these key terms in class, narrowing our selection to a manageable selection.
  - c. **Incorporate these three terms into your analysis:** Of the compiled terms, choose three that enable you to discuss a range of materials from the course in generative ways and boldface them at the first mention in your essay. Incorporate these terms into an extended analysis, with careful reference to the assigned texts and historical/political contexts in which they arise. Be sure to offer a critical working definition of each term.
  - d. **Submit the essay:** This essay exam must be emailed to both me (cjhong@ucsc.edu) and Kiley McLaughlin (kimclaug@ucsc.edu) by Friday, August 29.

#### GRADING:

Participation (contributing meaningfully in class, OH consultation):	15%
Pop Quizzes	15%
Discussion Board Postings (4):	40%
Group Presentation:	10%
Final Exam:	20%

#### CLASS EXPECTATIONS:

1. **ATTENDANCE:** Given the intensity and brevity of the summer session, steady attendance is a must. Unless you have cleared your absence or tardiness with me, you should be present and on time. **Attendance will be taken at the start of class. Barring exceptional circumstances or a DRC accommodation (in which case you must initiate and keep the lines of communication open with me), two absences, excused or unexcused, will result in automatic failure of the class.**
2. **PARTICIPATION:** Being bodily present does not constitute active participation. The quality of our class discussions and your learning experience depends on your preparation for class and your engagement with the course materials, as reflected in your questions and in-class comments.
3. **READING LOAD:** Please bring your required reading materials to class. Throughout the term, we will close-read select passages together. It is vital that we are literally on the same page. All assigned reading must be completed prior to class, and I will craft my lectures with the assumption that you have done so.
4. **LECTURES/DISCUSSIONS:** Lectures will not simply summarize the readings or films but will draw on the latter in order to enable us to have a higher-order collective discussion of key themes, concepts, and histories. In some cases, we will focus at length on passages from select readings whereas other readings might serve as broad context for our discussions. Lecture slides and notes will not be uploaded to Canvas.

5. **EMAIL:** I will use regular campus email (**not Canvas email**) to communicate with the class so please regularly check your campus account. In writing to me, please reserve email for brief communication. (During office hours, you are welcome to discuss course materials, any questions or concerns, and your work for this class.)
6. **NO LATE WORK:** Late work will not be accepted unless you have made explicit arrangements with me *before* the due date.
7. **NO ELECTRONIC DEVICES:** No use of laptops, cell-phones, and other electronic devices as a general rule. Please turn these off and put them away during class. On a case-by-case basis, I will grant exceptions for laptops to students who have compelling reasons for using them in class.
8. **RESPECT:** This course delves into difficult histories and realities. You might find some of the assigned material provocative or startling. You might not agree with everything expressed in this class, but you are expected to accord your classmates, your TA, and me with respect. When others are speaking, please give them your full attention. Do not engage in sidebar discussions.
9. **ACADEMIC INTEGRITY:** All work submitted in this class must be your own. If you use the words or ideas of another person (published author, classmate, teacher), you must cite your source. Failure to do so constitutes plagiarism, will result in failure of this course, and may incur suspension or dismissal from the university. According to UC policy, plagiarism is “the use of intellectual material produced by another person without acknowledging its source,” including the following:
  - a. Copying from the writings or works of others into one’s academic assignment without attribution, or submitting such work as if it were one’s own;
  - b. Using the views, opinions, or insights of another without acknowledgment;
  - c. Paraphrasing the characteristic or original phraseology, metaphor, or other literary device of another without proper attribution.

For further information on university policies, please consult the following sites:

<https://registrar.ucsc.edu/navigator/section1/academic-integrity.html> or

[https://www.ue.ucsc.edu/academic\\_misconduct](https://www.ue.ucsc.edu/academic_misconduct).

**[SUMMER SESSION STATEMENT ON ACADEMIC DISHONESTY]**

Academic integrity is the cornerstone of a university education. Academic dishonesty diminishes the university as an institution and all members of the university community. It tarnishes the value of a UCSC degree.

All members of the UCSC community have an explicit responsibility to foster an environment of trust, honesty, fairness, respect, and responsibility. All are expected to present as their original work only that which is truly their own. All are expected to report observed instances of cheating, plagiarism, and other forms of academic dishonesty in order to ensure that the integrity of scholarship is valued and preserved at UCSC.

In the event a student is found in violation of the UCSC Academic Integrity policy, they may face both academic sanctions imposed by the instructor of record and disciplinary sanctions imposed either by the provost of his or her college or the Academic Tribunal convened to hear the case. Violations of the Academic Integrity policy can result in dismissal from the university and a permanent notation on a student’s transcript.

For the full policy and disciplinary procedures on academic dishonesty, students and instructors should refer to the [Academic Integrity page](#) at the Division of Undergraduate Education.

10. **SYLLABUS SUBJECT TO ALTERATION:** Any changes will be announced clearly in class.

**RESOURCES:**

1. **ACCESSIBILITY ACCOMMODATION:** The Disability Resources Center reduces barriers to inclusion and full participation for students with disabilities by providing support to individually determine reasonable academic accommodations. If you have questions or concerns about exam accommodations or any other disability-related matter, please visit the DRC office (Hahn 125) or contact the office at 831-459-2089 or [drc@ucsc.edu](mailto:drc@ucsc.edu).
  - If you qualify for classroom accommodations because of a disability, please get an Accommodation Authorization from the Disability Resources Center and submit it to me in person **within the first week of the summer session**.
2. **WRITING TUTORING:** If you need help with your writing, tutoring is available through Learning Support Services (<https://lss.ucsc.edu/>).
3. **TITLE IX (from Summer Sessions Office):**  
 The university cherishes the free and open exchange of ideas and enlargement of knowledge. To maintain this freedom and openness requires objectivity, mutual trust, and confidence; it requires the absence of coercion, intimidation, or exploitation. The principal responsibility for maintaining these conditions must rest upon those members of the university community who exercise most authority and leadership: faculty, managers, and supervisors.  
 The university has therefore instituted a number of measures designed to protect its community from sex discrimination, sexual harassment, sexual violence, and other related prohibited conduct. [Information about the Title IX Office](#), the [online reporting link](#), applicable campus [resources](#), reporting responsibilities, the [UC Policy on Sexual Violence and Sexual Harassment](#) and the UC Santa Cruz Procedures for Reporting and Responding to Reports of Sexual Violence and Sexual Harassment can be found at [titleix.ucsc.edu](http://titleix.ucsc.edu).  
 The Title IX/Sexual Harassment Office is located at 105 Kerr Hall. In addition to the [online reporting option](#), you can contact the Title IX Office by calling 831-459-2462.

**KEY DEADLINES & SUMMER SESSION RESOURCES (from Summer Sessions Office):**

**SESSION 2**  
**Drop: Monday, August 5**  
**Request for "W": Friday, August 16**

1. Neither Summer Session nor instructors drop students for non-attendance or non-payment. Students must drop themselves. Dropping results in full tuition reversal/refund. Withdraw posts a W for the grade and full tuition is charged (no refund).
2. For all dates and deadlines, including "change of grade option" (P/NP) and grades due, please refer to the summer academic calendar: <https://summer.ucsc.edu/studentlife/index.html>.
3. For questions about dropping, requesting a W grade for a course, or withdrawing from the summer quarter, email [summer@ucsc.edu](mailto:summer@ucsc.edu).

**COURSE SCHEDULE (July 28-August 29, 2019):**

Please note that ® means "available in reader."

**WEEK ONE**

**Ethnic Studies: The Formation and the Foundations**

**Tuesday, 7/30**

Readings:

Karen Tei Yamashita, *I Hotel* (2010), 18-21 (handout)  
 Third World Liberation Front pamphlet (1969) selections (handout)  
 Timeline of Ethnic Studies at UC Santa Cruz (handout)  
 Mike Murase, "Ethnic Studies and Higher Education for Asian Americans" (1976), 205-213 (handout)

### Recommended Reading:

Angela Davis, "Ethnic Studies: Global Meanings" (1984), 186-197 (Canvas)

### Viewing:

Clip, *Turning Point: The San Francisco State '68 Strike*. Labor Video Project (2014).

Clips, "Planting the Seeds for Precious Knowledge," "The Lasting Legacy of the Chicano Student Walkouts," "The Case Against Ethnic Studies," from *Precious Knowledge*, available online at <http://www.pbs.org/independentlens/videos/planting-the-seeds-for-precious-knowledge/>. Dir. Ari Louis Palos and Eren Isabel McGinnis. Independent Lens (2012). 15 min total.

## **Thursday, 8/1**

### Readings:

Jean-Paul Sartre, "Genocide" (1968), 13-25 ®

James Baldwin, "The War Crimes Tribunal" (1967), 242-244 ®

Martin Luther King, Jr., "Declaration of Independence from the War in Vietnam" (1967), 32-37 ®

FBI COINTELPRO (Counterintelligence Program), letter to Martin Luther King, Jr. (1964), 1 p. (handout)

Human Rights Research Fund, "Human Rights in the U.S.: The Unfinished Story of Political Prisoners and Victims of COINTELPRO" (2000), 643-656 ®

### Viewing:

*Cointelpro 101*. Freedom Archives, 2011. 56 min. Available online at <https://vimeo.com/15930463>.

**DUE (Sunday, 8/4):** Discussion Board Posting #1

Topic: Third World Liberation Front Strike: Ethnic Studies and Solidarity during a Time of War

## **WEEK TWO**

### **Racial Capitalism: Slavery, Migrant Labor, and Whiteness as Property**

## **Tuesday, 8/6**

### Readings:

Michael Omi and Howard Winant, *Racial Formation in the United States* (1994), 53-76 ®

Andrea Smith, "Heteropatriarchy and the Three Pillars of White Supremacy" (2006), 66-73 ®

Jodi Melamed, "Racial Capitalism" (2015), 76-84 ®

Frederick Douglass, "Cheap Labor" (1871), 2 pp. ®

Jack London, "The Chinago" (1909), 233-240 ®

Plessy vs. Ferguson (1896), 15 pp. ®

Cheryl Harris, "Whiteness as Property" (1993) excerpts (handout)

### Viewing:

*Traces of the Trade: A Story from the Deep North*. Dir. Katrina Browne et al. California Newsreel, 2008. 86 min. Available on Kanopy at <https://ucsc.kanopy.com/video/traces-trade>.

## **Thursday, 8/8**

Ta-Nehisi Coates, "The Case for Reparations" (2014), 63 pp. (Canvas)

Erika Lee, "Closing the Gates: Chinese Exclusion and the Origins of American Gatekeeping" (2003), 23-45 ®

Mae Ngai, "The Johnson-Reed Act of 1924 and the Reconstruction of Race in Immigration Law" (2004), 21-55 ®

William Petersen, "Success Story, Japanese-American Style" (1966) ®

Claire Jean Kim, "The Racial Triangulation of Asian Americans" (1999), 105-138 ®

**DUE (Sunday, 8/4):** Discussion Board Posting #2

Topic: Documents of Civilization, Documents of Barbarism: Archives of Racial Violence

### **WEEK THREE**

#### **Entanglements of Race and Empire: Indigenous Dispossession, Settler Colonialism, Migration**

**Tuesday, 8/13**

Readings:

Vine Deloria, Jr., *Custer Died for Your Sins: An Indian Manifesto* (1969), 28-77 ®

Benjamin Madley, "Understanding Genocide in California under United States Rule, 1846-1873" (2016), 449-461 ®

Alcatraz Proclamation and Letter (1969), 6 pp. (handout)

"What Is Settler Colonialism?" 1 p. (handout)

Eve Tuck, "Settler Colonialism" Prezi (Canvas)

Eve Tuck and Wayne Yang, "Decolonization Is Not a Metaphor" (2012), 1-40 ®

Corey Snelgrove, Rita Kaur Dhamoon, and Jeff Corntassel, "Unsettling Settler Colonialism: The Discourse and Politics of Settler, and Solidarity with Indigenous Nations" (2014), 1-32 ®

Viewing:

"Alcatraz Is Not an Island." Dir. James Fortier and Jon Plutte. Diamond Island, 2002. 58 min.

"Beyond Recognition." Dir. Michelle Grace Steinberg. 2015. KRCB Public Media. 27 min. Available online at <https://naturalheroes.org/videos/beyond-recognition/> (scroll down to the middle of the page)

**Thursday, 8/15**

Readings:

Haunani Kay Trask, "The Color of Violence" (2004): 8-16 ®

Winona LaDuke with Sean Aaron Cruz, *The Militarization of Indian Country* (2013), xv-xviii, 1-20 ®

Eve Tuck, Allison Guess, and Hannah Sultan, "Not Nowhere: Collaborating on Selfsame Land" (2014), 11 pp ®

Karen J. Leong and Myla Vicenti Carpio, "Carceral Subjugations: Gila River Indian Community and Incarceration of Japanese Americans on Its Lands" (2016): 103-120 ®

Harsha Walia, *Undoing Border Imperialism* (2013), 37-78, 97-156 ®

Viewing:

*Delano Manongs: Forgotten Heroes of the United Farm Workers*. Dir. Marissa Aroy. Media Factory, 2014. Available online at <https://www.kanopy.com/product/delano-manongs>. 27 min.

**DUE (Sunday, 8/18):** Discussion Board Posting #3

Topic: Blurring the Color Line: Cross-Racial Complicity, Intersectionality, Comparativity

### **WEEK FOUR**

#### **Social Death: Racial Profiling, Homeland Security, and "Status Crimes"**

**Tuesday, 8/20**

Readings:

Maria Helena Viramontes, "The Cariboo Café" (1985), 65-79 ®

Valeria Luiselli, "Border" (2017), 7-33 ®

Lourdes Gutiérrez Nájera and Korinta Maldonado, "Transnational Settler Colonial Formations and Capital: A Consideration of Indigenous Mexican Migrants" (2017), 809-821 ®

Joseph Nevins, "Third World and 'Illegal' in the City of Angels" (2002) excerpts (handout)

Justin Akers Chacón and Mike Davis, “Trump and the Failure of Neoliberal Immigration Reform” (2018), viii-xix ®

Recommended Reading:

Mae Ngai, “Deportation Policy and the Making and Unmaking of Illegal Aliens” (2004), 56-90 (Canvas)

Viewing:

*Sleep Dealer*. Dir. Alex Rivera. Maya Entertainment, 2008. 90 min. (available on Canvas)

In-class Screening:

*Jose and Mr. Ramos*. Dir. Laura Pacheco and Jackie Mow. Independent Lens, 2016. 10 min.

*The Legalities of Being*. Produced by Dreamers Adrift, 2012. 4 min.

**Thursday, 8/22**

Justin Akers Chacón, “Inventing an Invisible Enemy: September 11 and the War on Immigrants” (2018), 207-217 ®

Leti Volpp, “The Citizen and the Terrorist” (2003), 147-162 ®

Arundhati Roy, “The Algebra of Infinite Justice” (2001), available online at <https://www.theguardian.com/world/2001/sep/29/september11.afghanistan>.

Jasbir Puar and Amit Rai, “Monster, Terrorist, Fag: The War on Terrorism and the Production of Docile Patriots” (2002)

Amna Akbar and Jeanne Theoharis, “Islam on Trial” (2017), available online at <https://bostonreview.net/forum/amna-akbar-jeanne-theoharis-islam-trial>

Viewing:

Rudy Francisco, Natasha Hooper, and Amen Ra, “Islamophobia” (2016), available online at <https://www.youtube.com/watch?v=8Qf9onCjdUA>

**DUE (Thursday, 8/23):** Discussion Board Posting #4

Topic: Race and Racism during the Trump Era

**WEEK FIVE**

**U.S. Police Power, U.S. War Power**

**Tuesday, 8/27, and Thursday, 8/29**

Readings:

Civil Rights Congress, *We Charge Genocide* (1951), 4-9 ®

Pat Parker, “Revolution: It’s Not Neat or Pretty or Quick” (1980), 238-242 ®

Toni Morrison, “Racism and Fascism” (1995), 384-385 ®

Patrisse Khan-Cullors and Asha Bandele, *When They Call You a Terrorist: A Black Lives Matter Memoir* (2017)

Recommended Reading:

Tony Platt et al., *The Iron Fist and the Velvet Glove: An Analysis of the U.S. Police* (1982), 7-49 (Canvas)

**DUE (Friday, 8/29):**

Take-home Final Exam



