

Theories of Racism and Ethnic Conflict [M]

CES 491

Section 01 (M, W 10:35-11:50 pm)

Bryan Hall 406

SPRING 2009

Professor: Carmen R. Lugo-Lugo, Ph.D.
E-mail: clugo@wsu.edu
Office: Wilson-Short Hall 116
Office Hours: M and W from 12:00 noon to 1:15 pm and also by appointment
Office phone number: 335-2889

The reality of systemic racism in US society is that the white majority—including most white decision makers in local, state, and federal governments—have never listened seriously to the pained voices and oppression-honed perspectives of African Americans and other Americans of color.

—Joe R. Feagin in *Systemic Racism: A theory of Oppression*

It might be said of the United States that it is a nation without a people. With the notable exception of the American Indian, the American people are not rooted on American soil.

—Stephen Steinberg in *The Ethnic Myth*

[W]hite supremacy is maintained through two main social tools: the sophisticated racial practices of the new racism and the even more complex ideology of color blindness. These are formidable tools to maintain racial oppression because, unlike the tools of white supremacy in the past, they are not based on virulent behavior.

—Eduardo Bonilla-Silva in *White Supremacy and Racism in the Post-Civil Rights Era*

America offers something real for black people. It is not though, the romantic love of integration—though, like romance, we may seek and sometimes experience it. It is surely not the long-sought goal of equality under law—though we must maintain the struggle against racism lest the erosion of rights become even worse than it is now. The pragmatic approach that we must follow is simply to take a hard-eyed view of racism as it is, and of our subordinate role in it. We must realize with our slave forebears that the struggle for freedom is, at bottom, a manifestation of our humanity that survives and grows stronger through resistance to oppression even if we never overcome that oppression.

—Derrick Bell in *Silent Covenants: Brown V. Board of Education and the Unfulfilled Hopes for Racial Reform*

What happened in Los Angeles in April of 1992 was neither a race riot nor a class rebellion. Rather, this monumental upheaval was a multi-racial, trans-class, and largely male display of justified social rage. For all its ugly, xenophobic resentment, its air of adolescent carnival, and its downright barbaric behavior, it signified the sense of powerlessness in American society. Glib attempts to reduce its meaning to the pathologies of the black underclass, the criminal actions of hoodlums, or the political revolt of the oppressed urban masses miss the mark. Of those arrested, only 36% were black, more than a third had full-time jobs, and most claimed to shun political affiliation. What we witnessed in Los Angeles was the consequence of a lethal linkage of economic decline, cultural decay, and political lethargy in American life.

—Cornel West in *Race Matters*

COURSE OBJECTIVES:

This course examines theories of race and racism, as well as theories of racial and ethnic conflict. We will focus chiefly on prominent theories addressing the construction of social difference as a means of inequality, the development of identity as a social signifier, the impact of culture in racial and ethnic conflict, and the importance of power in the maintenance of the status quo, including the current state of race relations. The readings pay particular attention to contemporary ideologies of race and race relations, including those promulgating a historical melting pot, a desired color blindness, and a contemporary raceless society. The course will trace the emergence and development of these ideologies before and after the civil rights movement in the United States. In-class discussions and assignments are meant to bridge the theories featured in the readings, with examples of current events involving constructions of race, articulations of racism, and manifestations of racial and ethnic conflict in our society.

REQUIRED TEXTS (in alphabetical order by author):

Derrick Bell	<i>Silent Covenants: Brown v. Board of Education and the Unfulfilled Hopes for Racial Reform</i>	Oxford Univ. Press	2005
Eduardo Bonilla-Silva	<i>White Supremacy and Racism in the Post-Civil Rights Era</i>	Lynne Rienner Publishers	2001
Joe Feagin	<i>Systemic Racism: A Theory of Oppression</i>	Routledge	2006
Stephen Steinberg	<i>The Ethnic Myth: Race, Ethnicity, and Class in America</i>	Beacon Press	2001
Cornel West	<i>Race Matters</i>	Beacon Press	2001

Note: Bring to class the text being discussed that day.

COURSE REQUIREMENTS:

Class Attendance and Participation: Attendance and participation at every class are **required** and will be worth a total of 100 points of your final score. You are allowed up to **two absences (excused or otherwise)**, after which you will **lose ten (10) points** for every regular lecture class missed. **More than eight (8) absences will result in an automatic F for the course.** Only approved and documented university excuses will be exempted from this rule (for athletes, this means forms from the Athletic Department handed in **before** the absence; for students traveling to conferences or competitions, I will expect a letter from the professor with whom you are traveling before you leave town).

The following basic ground rules will be followed: Since class will almost always consist of a lecture as well as a discussion, I will expect you to come to class 1) having completed all the readings assigned for that day, 2) willing to listen closely to and engage with the lecture, and 3) wanting to respond thoughtfully to the topic, to the authors, to your professor, and to your peers. I will be looking for both quantity *and* quality in your

contributions to class discussion. Taking notes during lectures and films is highly recommended, since I'll expect you to apply key concepts and terms in your in-class assignments and book review. Finally, disruptive behavior will make you lose points for attendance and participation. The following are examples of disruptive behavior: (1) arriving late to class and/or leaving early, (2) talking to classmates during lecture, (3) reading the newspaper, (4) playing with your laptop computer, (5) texting, etc. If you engage in any of those behaviors during class (or in any other behavior that I deem disruptive), you will lose points from attendance and participation at my discretion and without any warning.

Reading Summaries: You are required to keep typed summaries of the readings (yes, every single one of them). In order to get full credit, each entry must be prefaced with the following information in the following strict order: (1) your first and last name, (2) date the entry is due (not the date you are writing the entry), (3) the title of reading or chapter number (in quotation marks), (4) title of the book (in bold letters), (5) pages in the text where the reading is found, and (6) entry number (entries should be numbered consecutively). For instance, the heading for the first entry (the one scheduled for January 14) should have the following information:

Your Name
 1/14/09
 "Preface: The Demystification of Ethnicity"
The Ethnic Myth
 pp. xii-xiv
 Entry #1

I will deduct 2 points for every item missing from or misplaced in the heading. Each entry (reading) should include its own heading and entry number. Each summary must not be more than a page long. **I will collect the summaries everyday in class.** At the end of each week I will grade one random entry from the readings for that time period (note that you will usually have several entries per week, as there will be several readings assigned). Each graded entry will be worth 15 points for a total of **300 points** at the end of the semester.

- ✓ What constitutes an entry? If you go to the schedule toward the end of the syllabus, you will notice that I have assigned readings for each day. Each reading is followed by the pages in the text where you will find the reading. Each one of those reading constitutes an entry and must have its own heading. For instance, there are 4 readings assigned for January 14, which means, on January 14 at 10:35 am you must have 4 separate entries with you as you walk in the door.
- ✓ The reading summaries will be collected in class. If you miss class one day, you will lose your points for that day's reading summary(ies).
- ✓ I will not accept late reading summaries, nor will I accept reading summaries brought to my office, sent over e-mail, or left in my mail box. Check your printer for ink, your computer for bugs, and your brain for memory ahead of time. **Late entries are the equivalent of no entries at all.**
- ✓ Although I will only grade one reading summary each week, I will deduct points for every missing entry (even if the one/ones you are missing is/are not the one chosen to

be graded). That is to say, in order to get full credit on the entry I select to grade that week, you must turn in an entry for every reading assigned for that week. In fact, **I will deduct 5 points of your total for the week for every missing entry.** This means you can end up with a negative number for the week. How is that possible? Check out the following examples:

- Example A: let's say there were 5 entries due on this particular week (one on Monday and four on Wednesday) and you turn in just one (the one due on Monday). Because life is such, I happen to pick the entry you turn in as my random entry to be graded that week, and your entry is so good, you actually get full credit (15 points). But, since you did not turn in the other four entries, I have to deduct 20 points from the total score for the week, leaving you with -5 points.
- Example B: Same week, same entries. Again, you only turn in the entry that was due on Monday. This time, (again, because life is such) I actually choose one of the entries that were due on Wednesday as the random entry to be graded. In this case, you get a "0" for the main entry in addition to -15 for the other three missing entries, which gives you a total of -15 points for the week.
- In both cases: If you had not turned in any summaries that week, you would have had -20 points as your score for the week.

Bottom line: turn in all your entries! And turn them in on time.

Book Review: (DUE APRIL 29 IN CLASS) You will be responsible for writing a **6-page** book review. The review will be on your choice of a book addressing racial and/or ethnic conflict (within or outside the US). Here are the requirements: (1) the book must be published by an academic/scholar (reviews of books written by journalists or by social critics will not be accepted); and (2) the book must be published within the last four years (2005-2009). Possible topics addressed by the books:

- ✓ Civil Rights movement: sit-ins, black panthers, freedom summer, segregationists V. civil rights advocates, riots, etc.
- ✓ L.A. riots in 1992: Rodney King incident, trial of police officers, riots, etc.
- ✓ Immigration: contemporary immigration laws, Immigration Agencies (ICE) pro-immigration marches in 2006, paramilitary groups (such as The Minuteman Project) in the US-Mexico border, etc.
- ✓ White supremacy groups (contemporary expressions).
- ✓ The Prison Industrial Complex and/or the criminal justice system as institutions fostering racial/ethnic conflict and inequality.
- ✓ War on terror: racial profiling, Guantanamo, Abu Ghraib, Homeland Security and Civil Liberties, etc.
- ✓ Economic inequality as a catalyst of racial/ethnic conflict.
- ✓ Any other topic relevant to class and dealing with racism and racial and ethnic conflict in the US.

See Attachment I at the end of the syllabus for the grading criteria. The review is worth a total of **100 points**.

In Class Assignments: The purpose of the in-class assignments is twofold. On the one hand, they are designed to test your engagement with the assigned readings and in-class discussions. On the other hand, they are also designed to encourage you to connect the material in the readings and the discussions in class with relevant (contemporary) social issues. In other words, these assignments are designed to make you think, critically, about the applicability of the topics read/discussed for/in class on our everyday lives and social events in the US and abroad. There will be a total of five (5) assignments, and each will be worth 125 points (see the schedule for specific dates). I will drop your lowest score, so **there will be no make-up assignments**. This means that if you miss one in-class assignment due to an absence, the missed assignment will count as your lowest score. If you miss more than one in-class assignment you will lose 125 points for each missed assignment. Your four highest scores have a maximum combined value of **500 points**.

- ✓ Since this is an “M” course (i.e., writing in the major), you will have the opportunity to do a re-write of each in-class assignment to improve both your writing and your score.
- ✓ This will be available only to students who score a “C” (around 92 points) or below.

COURSE POLICIES:

Cellular Phones and other Communication/Electronic Devices: Turn your cellular phones and communication devices off before coming to class (that includes laptop computers—even if your computer lacks an internet connection, blackberries and any other electronic device utilized to communicate with the world outside our classroom). Of course, iPods and other electronic gadgets used for entertainment and distraction are also prohibited. The world can survive without getting a hold of you for an hour and fifteen minutes. And you will also survive without knowing what’s going on outside the classroom for a few minutes. Trust me, it will be ok. If, for a reason I cannot fathom at this point, you forget to neutralize your communication device, and it does go off during class, you will annoy the heck out of me, and will have the option of (1) turning it off immediately, or (2) handing it to me and letting me answer it. You will take full responsibility for what happens when/if you allow me to answer your phone. If your device goes off more than once during the semester, I will deduct points (at my discretion and without notifying you) from your attendance and participation points. I may also ask you to leave the classroom.

- ✓ But what if I want to take notes using my computer?—you may ask. Here is my standard answer: for over a century now, students have been able to take notes using a pad of paper and a pen or a pencil. This method has worked for generations of students, so it will work for you as well.

Academic Etiquette Policy: Class will begin promptly at 10:35 am. Arriving late and leaving early is not tolerable. Do not attempt to carry on private conversations with other students during lectures or discussions. I also require that guest speakers be treated with respect, courtesy, and your complete attention. Finally, toleration for diverse opinions voiced in class is essential, and I expect all students to treat each other respectfully. In

order for us to learn from each other, we have to allow each other to make mistakes, and/or to offer unpopular positions for debate. Name calling and other forms of verbal harassment will not be tolerated and will result in either the student being asked to leave the class or in receiving penalty points at my discretion.

Disability Accommodation: Reasonable accommodations are available for students with a documented disability. If you have a disability and may need accommodations to fully participate in this class, please visit the Disability Resource Center (DRC). All accommodations MUST be approved through the DRC (Washington Building, Room 217). Please stop by or call 509-335-3417 to make an appointment with a disability specialist.

Academic Integrity Policy: In all instances, you must do your own work. Otherwise, you are being dishonest. There is no excuse for plagiarism, or for submitting another's work, ideas, or wording as your own, or for not doing your own work. In simple terms, plagiarism is the act of using another person's words, ideas or work without giving them credit for it. Relatedly, academic dishonesty involves not doing the work you are supposed to do on your own. If you do not understand the seriousness of plagiarism and academic dishonesty, and the importance of avoiding those behaviors, I would recommend that you read *WSU's Academic Integrity Policy* (WSU Student Handbook, WAC 504-26-202—Acts of Dishonesty and WAC 504-26-010--Definitions). Plagiarism and academic dishonesty, whether intentional or unintentional, may result in a grade of "F" for the assignment in question, or a grade of "F" for the entire course, at my discretion. Should there be any suspicion of plagiarism or any other form of academic dishonesty, I will discuss the situation with you first and then with the Chair of Comparative Ethnic Studies. I will then alert the Office of Student Conduct, which may result in an academic integrity hearing and university sanctions against you. If you are at any time unclear about what constitutes plagiarism, cheating, or academic dishonesty, contact me and I will clarify it for you.

A Few Notes about Earning your Grade: As you can see from the detailed syllabus I have provided for you, the only thing you can do to get a passing grade in the class is do the work assigned in the syllabus on time and without excuses. In order to pass the class (i.e., obtaining at least a C-) you need to do two fundamental things: (1) come to class, and (2) do the assigned work **well**. In order to do better (i.e., obtaining at least a B), you need to come to class and do the assigned work **very well**. And in order to do excellent in the class (i.e., obtaining at least an A-) you need to come to class and **excel in your work**. Thus, please, I will tolerate no drama at the end of the semester about how you “wanted an A in this class” and are actually getting a C- and can I do something to help you “improve your grade.” Please note, that my standard response to that kind of request will always be: “sorry, but you had an entire semester to work on improving your grade.”

Last but Not Least (or the “How is that my problem” clause): I am a pretty busy person, and as a professor, my role in this class is to teach you about theoretical approaches to racism and ethnic conflict and to generally prepare you for the professional world. I feel the need to warn you, then, that often times I will have a standard response to many of your requests or “conflicts.” The response will usually be a variation of: “How is that my problem?” For instance, if you tell me that your parents are going on a vacation to Cabo San Lucas during the week we are having an in-class assignment, and they want you to come along (and already bought your tickets), I will ask you: How is that my problem? Similarly, if your best friend is getting married in California and you

want to go to the wedding the day you are supposed to hand out your book review: How in the world is that my problem? Or, if your roommate/friend needs a ride to the Spokane airport and you decide to take him/her and miss class: not my problem! Thus, before you raise any issue with me, understand that your personal matters should bear no effect on me or on how this class is conducted. It is your responsibility to conform to and abide by the schedule and the syllabus. Ultimately, you need to consider that if you decide to bask under the Mexican sun, or eat wedding cake in “sunny California,” or go to Spokane during class time, the activity will come with a cost to your grade. It is ultimately up to you to make your own decisions, but decisions, even in college, have consequences attached to them. Keep that in mind.

SPRING 2009 SCHEDULE

- ✓ Though I will try to remain as faithful as possible to this syllabus, I still reserve the right to make changes. These will be announced in advance.
- ✓ This syllabus tells you the dates by which you need to have the material read.

MON JAN 12: **First Day: Course Introduction**

WED JAN 14: *The Ethnic Myth*
 Read Preface: The Demystification of Ethnicity (pp. xiii-xiv); Introduction to Part One (pp. 3-4); Chapter 1 (pp. 5-43); and Chapter 2 (pp. 44-74).

MON JAN 19: **MLK JR. DAY–University Holiday**

WED JAN 21: *The Ethnic Myth*
 Read Introduction to Part Two (pp. 77-81); Chapter 3 (pp. 82-105); Chapter 4 (pp. 106-127); and Chapter 5 (pp. 128-150).

MON JAN 26: *The Ethnic Myth*
 Read Chapter 6 (pp. 151-166); Introduction to Part Three (pp. 169-172); Chapter 7 (pp. 173-200); and Chapter 8 (pp. 201-221).

WED JAN 28: *The Ethnic Myth*
 Read Chapter 9 (pp. 222-252); Chapter 10 (pp. 253-262); and Epilogue (263-302).

MON FEB 02: **In-class Assignment #1**

WED FEB 04: *Race Matters*
 Read Preface 2001 (pp. vii-x); Preface 1993 (xi- xiii); and Introduction (pp. 1-8).
 Film *The Color of Fear*

MON FEB 09: *Race Matters*
 Read Nihilism in Black America (pp. 11-20); The Pitfalls of Racial Reasoning (pp. 23-32); and The Crisis of Black Leadership (pp. 35-46);
 Clips Rodney King Incident

WED FEB 11: *Race Matters*
 Read Demystifying the New Black Conservatism (pp. 49-59) Beyond Affirmative Action: Equality and Identity (pp. 63-67); and On Black-Jewish Relations (pp. 71-79).

MON FEB 16: **PRESIDENT’S DAY—University Holiday**

WED FEB 18: *Race Matters*
 Read Black Sexuality: The Taboo Subject (pp. 83-91); Malcolm X and Black
 Rage (93-105); and Epilogue (pp. 107- 109).
 Clip *The Speeches of Malcolm X*

MON FEB 23: **In-class Assignment #2**

WED FEB 25: *White Supremacy and Racism in the Post-Civil Rights Era*
 Read Introduction (pp. 1-20); and What is Racism (pp. 21-58).
 Video *Redefining Racism*

MON MAR 02: *White Supremacy and Racism in the Post-Civil Rights Era*
 Read Racial Attitudes or Racial Ideology? (pp. 59-88); and The New Racism
 (pp. 89-136).

WED MAR 04: *White Supremacy and Racism in the Post-Civil Rights Era*
 Read Color-Blind Racism (pp. 137-166); Color-Blind Racism and Blacks (pp.
 167-191); and Conclusion (pp. 193-207).

MON MAR 09: *Silent Covenants*
 Read Introduction (pp. 1-10); Plessy’s Long Shadow (pp. 1-13); Brown’s Half
 Light (pp. 14-19); Brown Reconceived (pp. 20-28); and The Racial-
 Sacrifice Covenants (pp. 29-48).

WED MAR 11: **In-class Assignment #3**

MON MAR 16: **SPRING BREAK**

WED MAR 18: **SPRING BREAK**

MON MAR 23: *Silent Covenants*
 Read The Interest-Convergence Covenants (pp. 49-58); and Brown as an
 Anticommunist Decision (pp. 59-68); The Role of Fortuity in Racial
 Policy-Making (pp. 69-76); and Racism’s Economic Foundation (pp. 77-
 86).
 Video *Simple Justice*

WED MAR 25: *Silent Covenants*

Read School Litigation in the Nineteenth Century (pp. 87-93); The School Desegregation Era (pp. 94-113); The End of the Brown Era (pp. 114-129); and Brown as a Landmark (pp. 130-137).
 Video *Chicano! Taking Back the Schools*

MON MAR 30: *Silent Covenants*
 Read Affirmative Action and Racial Fortuity in Action (pp. 138-159); Searching for Effective Schools in the Post-Brown Era (pp. 160-179); Moving Beyond Racial Fortuity (pp. 180-193); and Conclusion (pp. 194-201).

WED APR 01: *Systemic Racism*
 Read Preface (pp. ix-xvii); Systemic Racism (pp. 1-52).

MON APR 06: *Systemic Racism*
 Read The World of Slavery (pp. 53-84) and (85-122).

WED APR 08: **In-class Assignment #4**

MON APR 13: *Systemic Racism*
 Read Legal Segregation (pp. 123-153) and (155-189).
 Video *The Rise and Fall of Jim Crow*

WED APR 15: *Systemic Racism*
 Read Contemporary Racial Realities (pp. 191-226).

MON APR 20: *Systemic Racism*
 Read Contemporary Racial Realities (pp. 227-260).
 Video *What's Race Got to do with It?*

WED APR 22: *Systemic Racism*
 Read Reprise and Assessment (pp. 261-294).

MON APR 27: *Systemic Racism*
 Read Epilogue (pp. 295-324).

WED APR 29: **In-class Assignment #5**
 Note: Book Review due in class at 10:35 am

KEEP TRACK OF YOUR CLASS GRADE POINTS BELOW**READING SUMMARIES**

#1	_____	#11	_____
#2	_____	#12	_____
#3	_____	#13	_____
#4	_____	#14	_____
#5	_____	#15	_____
#6	_____		
#7	_____		
#8	_____		
#9	_____		
#10	_____		

TOTAL (300 PTS) _____

IN-CLASS ASSIGNMENTS (Four will be graded 125 points each)

#1	_____
#2	_____
#3	_____
#4	_____
#5	_____

TOTAL (500 PTS) _____

BOOK REVIEW (100 PTS) _____

ATTEND. AND PART. (100 PTS) _____

Total points accumulated _____

FINAL GRADING SCALE

A	950 points and above	C+	770-799 (77-79%)
A-	900-949 (90-94%)	C	740-769 (74-76%)
B+	870-899 (87-89%)	C-	700-739 (70-73%)
B	840-869 (84-86%)	D+	670-699 (67-69%)
B-	800-839 (80-83%)	D	600-669 (60-63%)
		F	599 and below

ATTACHMENT I
Guidelines for the Book Review
 (due Wednesday, April 29, 2009)
 CES 491, Section 01

1. The book review is due on Wednesday, April 29, 2009. Anything turned in after that day will get “0” points.
2. Grading criteria:
 - a. The book review should be **6 pages** long (10 points).
 - b. You will choose a book to review addressing racial and/or ethnic conflict (within or outside the US) (10 points).
 - c. The book you review must be written by an academic/scholar (not by journalists or by social critics) (10 points)
 - d. The book must be published within the last four years (2005-2009) (10 points).
 - e. The review will describe the book in its entirety, and provide a discussion of its assets as well as its shortcomings (40 points).
 - f. Review is academically sound, well-written, and proofread (20 points).
3. Possible topics addressed by the books:
 - ✓ Civil Rights movement: sit-ins, black panthers, freedom summer, segregationists V. civil rights advocates, riots, etc.
 - ✓ L.A. riots in 1992: Rodney King incident, trial of police officers, riots, etc.
 - ✓ Immigration: contemporary immigration laws, Immigration Agencies (ICE) pro-immigration marches in 2006, paramilitary groups (such as The Minuteman Project) in the US-Mexico border, etc.
 - ✓ White supremacy groups (contemporary expressions).
 - ✓ The Prison Industrial Complex and/or the criminal justice system as institutions fostering racial/ethnic conflict and inequality.
 - ✓ War on terror: racial profiling, Guantanamo, Abu Ghraib, Homeland Security and Civil Liberties, etc.
 - ✓ Economic inequality as a catalyst of racial/ethnic conflict.
 - ✓ Or any other topic relevant to class and dealing with racism and racial and ethnic conflict in the US.

The review is worth a total of **100 points**.

Note: A book review is not the same as a book report. For examples of book reviews, go to any academic journal (examples of academic journals: *American Sociological Review*, *Contemporary Sociology*, *Ethnic Studies Review*, *American Quaterly*, *African American Studies Journal*, *Latino Studies*, *The Latin American Review of Books*, *Frontiers: A Journal of Women’s Studies*, *Genders Online Journal*, etc.).