

## **Ethnic Studies 420**

### **American Ethnic Relations Fall 2012**

**Instructor: Noel Jacob Kent**

**Office hours: Monday 10-11; Tues/Thurs. 1030-1130 and by appointment; Telephone: 956-6963 e-mail: [noelk@hawaii.edu](mailto:noelk@hawaii.edu)**

The main theme of this course is the continuing evolution of ethnic and race relations in the United States. This process is viewed within a framework of both historic "racial traditions" and ongoing political, economic, and cultural change. Critical thinking and problem solving skills are in demand to examine issues and also the possibilities of creating new strategies for mutual respect and living together. The class welcomes lively, informed discussion and diverse ideas from a variety of perspectives. This is a **writing intensive, ethical issues class** in which writing and the study of ethics are central. **Students are required to complete seventeen hours of service learning at a designated site, keep a journal of their experiences and write a small capstone summary. There will be class reflections on service learning throughout the semester.**

Areas of interest will be:

**\*Perspectives on ethnic/racial conflict and peace in the U.S.**

**\*\* The impact of state policy, globalization, economic crisis, and climate change on ethnic/racial relations.**

**\*\*\* The ethical dimensions of ethnic/racial conflicts and inequalities.**

**\*\*\*\* Reflections on the 2012 presidential election**

#### **Grading**

Classroom work--participation in discussions, presentations of readings, etc--counts for 15% of the grade.

Seven reaction papers-10% each (70% of grade).

The service learning journal/reflection paper counts for 15% of the grade.

This is an interactive class so class absences will affect grades. **Four absences result in loss of one-half a grade; five absences-one grade; six absences-two grades; seven absences-fail.**

**Plagiarism:** Academic dishonesty, including cheating and plagiarism, will not be tolerated. The UH Manoa *Student Conduct Code* (1992: 6) defines plagiarism as “submitting, in fulfillment of an academic requirement, any work that has been copied in whole or in part from another individual’s work without attributing that borrowed portion to the individual; neglecting to identify as a quotation another’s idea and particular phrasing that was not assimilated into the student’s language and style, or paraphrasing a passage so that the reader is misled as to the source; submitting the same written or oral or artistic material in more than one course without obtaining authorization from the instructors involved.” Plagiarism and cheating will result in a failing grade for the course.

The required texts are Charles Gallagher, *Rethinking the Color Line* (4<sup>th</sup> ed.); Lillian Rubin, *Families on the Fault Line*; Noel Kent, *America in 1900*

### Course Outline

**Aug. 21/23** Introduction to the course: Requirements and the service learning component; Video: *Race The Power of Illusion* Reading: Gallagher, Chapters 2, 9

**Aug. 28/30** Vocabulary and Majority/Minority Relations; Theories of Ethnic/Race Relations: The dynamics of prejudice and discrimination: Reading: Gallagher, Chapters 4, 17, 18

**Aug. 20** \*\*\*Due: Review of Gringos and Grudges

**Sept. 4/6** American race relations: Historical overview  
Video: *The Color of Fear*

**Sept. 11/13** American Dream ideology and Ethnic/Race Relations; Historical snapshot: The United States in 1900 Reading: Kent, Chapters 3, 6, 7

**Sept. 18/20:** U.S. in 1900: chapters 8-9

\*\*\* ~~Feb. 4~~ Due: Film Review

Sept-20

**Sept. 25/27** The Civil Rights Revolution: origins, meanings, ethical issues, achievements, and limitations: What has been the impact (in hindsight) of the Civil Rights Movement on the rights of racial minorities? Video: *Eyes on the Prize, part 6*

**Oct. 2/4** Post-Civil Rights Discrimination and Economic Inequalities: How do structural problems affect racial inequalities in the U.S. and where are we

going as a multicultural nation? Video: *The Corner* Reading: Gallagher  
Chapters 8, 21, 30, 38

**Oct. 9/11** Discussion of Rubin Book: What are the economic and cultural pressures on families in the U.S. and how are they coping?  
Review of Rubin Parts 1-2 and part 3

**\*\*\*Due: Rubin reviews**

**Oct. 16/18** Race, Justice and Environment  
Racial Justice; Video: "Murder on a Sunday Morning" and discussion  
Environmental Racism: Video: "Fenceline" and discussion  
Reading: Gallagher, Chapters 22, 27, 23

**Oct. 23/25** Race and Reaction: The larger context: New economic and cultural Realities and Reformulation of Whiteness: Affirmative Action  
Video: *The Invisible Revloution 101* Reading: Gallagher, Chapters 14, 19,

**Oct. 30 /Nov. 1**

Case Study: the 1992 Los Angeles Upheaval Video: *LA is Burning*

**Nov. 1 \*\*\*Due: Elaine Kim article review**

**Nov. 6/Nov. 8**

Perspectives on Immigration/Review of Election

Reading: Gallagher, 40 and handouts

**Nov. 13/15** Analysis of Film: *Crash*

Analysis of film: *Bloods and Crips*

**Nov. 20 \*\*\*Due Nov. 20 Review of Carpentersville: Game: Social Justice or Charity?**

**Nov. 22 Thanksgiving**

**Nov. 27/29** Discussion of the import of the 2010 election: An Alternative Future for ethnic/race relations in the United States?

**\*\*\* Due: Review of Kristof article**

**Dec. 4** Summarizing the class Discussion of community service experiences

**\*\*\* All papers, reports due**