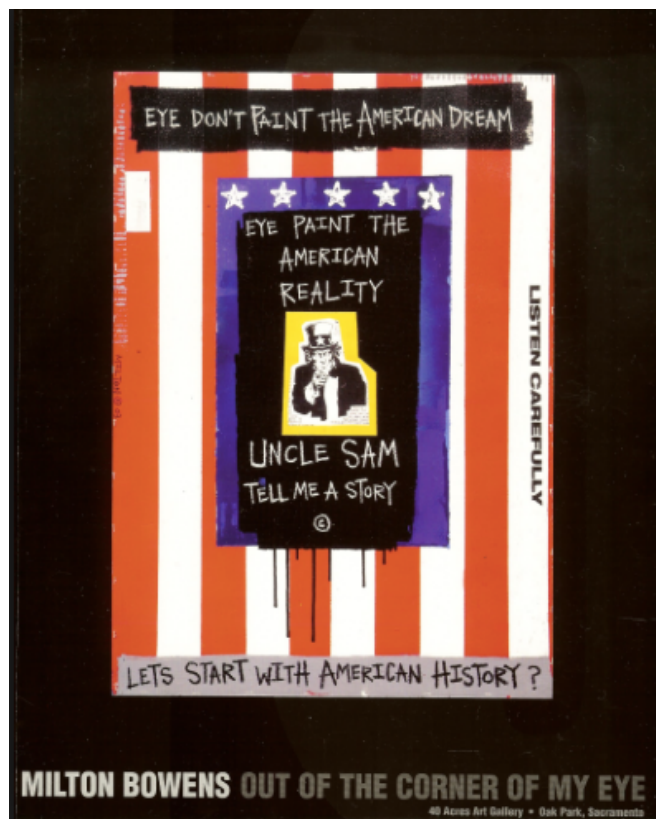


# CRD 002: Ethnicity and American Communities Spring Quarter 2019

Tuesdays & Thursdays 3:10 to 4:30 PM  
Wellman 126

---

PROFESSOR: LAWRENCE TORRY WINN, PhD and JD



*I love America more than any other country in this world,  
and, exactly for this reason, I insist on the right to criticize her perpetually.  
James Baldwin, Notes of a Native Son*

*Education either functions as an instrument which is used to facilitate integration of  
the younger generation into the logic of the present system and bring about  
conformity or it becomes the practice of freedom, the means by which men and women  
deal critically and creatively with reality and discover how to participate in the  
transformation of their world. Paulo Freire*

*We who believe in freedom cannot rest. Ella Baker*

**CRD 002: Ethnicity and American Communities**  
**Spring Quarter 2019**  
**Tuesdays & Thursdays 3:10 to 4:30 PM Wellman 126**

---

**Lawrence Torry Winn, JD**  
Office: 1327 Hart Hall  
Office Hours: Tues. 2-3 pm  
[ltwinn@ucdavis.edu](mailto:ltwinn@ucdavis.edu)

**Brittany White (TA)**  
Office: 158 Hunt Hall  
Office Hours: Thurs: 11-12  
[brnwhite@ucdavis.edu](mailto:brnwhite@ucdavis.edu)

**Robert Lee Woodke (TA)**  
Office: 158 Hunt Hall  
Office Hours: TBD  
[rlwoodke@gmx.ucdavis.edu](mailto:rlwoodke@gmx.ucdavis.edu)

---

**Class Discussion Sections, Meeting Days, Time and Location**

#66985 Section A01:	T 5:10-6:00P 90 Soc Sci
#66986 Section A02:	T 6:10-7:00P 90 Soc Sci
#66987 Section A03:	T 7:10-8:00P 90 Soc Sci
#66988 Section A04:	R 5:10-6:00P 1128 Hart
#66989 Section A05:	R 6:10-7:00A 1128 Hart
#66990 Section A06:	R 7:10-8:00P 1125 Hart

**Course Description**

Since 1950, American communities (neighborhoods, schools, organizations, etc.) have become more diverse and multicultural. There has been an increased belief in the notion of a post-racial society, i.e. race is not a major concern. However, within the past decade a plethora of defining racial events and persistent racial disparities have plagued the United States. Although many of us live, learn, and work in ethnically diverse settings and have colleagues and friends from different socio-economic backgrounds, we often do not have the time or opportunity to critically analyze issues of race, social identity, oppression, privilege, and class.

“Ethnicity and American Communities” is designed to create a learning environment where students explore and examine recent racial issues. The course provides a historical overview of concepts, theories, policies, and laws, which have influenced race-relations in present-day America. We will examine the impact that systems of oppression have on historically marginalized groups (Native Americans, African Americans, Latinos, South East Asians, etc.) and the ways in which these same systems maintain privilege and opportunities for others. We will read and discuss a host of alarming trends including mass incarceration, under-resourced schools, the privatization of public goods, and overly aggressive policing of communities of color. The ultimate goal of this course is to provide students with a historical analysis of race and ethnicity so that they can develop critical and multiple perspectives needed to build democratic societies.

### **Class Format**

Through lectures, films, group activities, writing assignments, and section discussions the class will explore the past and present social and economical conditions that have led to oppression for communities of color. Students should read the assigned readings before class and be prepared to participate in-group discussions or in class written assignments. Because we are all here to acquire knowledge about race and ethnicity issues in our American communities, we will give each and everyone the opportunity to express one's thoughts, ideas and feeling about topics that we discuss and share experiences and knowledge in this area with us to learn from one another. This will help us to re-learn an inclusive history of the US and help us move forward together as a community.

### **Course Goals**

- To examine policies, laws, concepts, and theories that influence present-day race-relations.
- To make the connections between current race relationships and the history of marginalized communities of color.
- To explore systems of oppression and dehumanizing practices through the lens of both the marginalized and the privileged.
- To develop a critical analysis (written and oral skills) necessary for dismantling oppressive systems and practices.
- To learn from each other, share our experiences, build our community, and BE THE CHANGE NEEDED FOR A MORE JUST WORLD!

### **Academic Honesty and Plagiarism Policy**

All written work submitted by students should be their own. Students should read, understand, and be familiar with the Student Code of Academic Conduct (<http://sja.ucdavis.edu/cac.html>). In particular please note #6 of the code: "Know what plagiarism is and take steps to avoid it. When using the words or ideas of another, even if paraphrased in your own words, you must cite your source. Students who are confused about whether a particular act constitutes plagiarism should consult the instructor who gave the assignment." Plagiarism or academic dishonesty are grounds for failing the course and will be reported to the University.

### **Disability Policy**

Davis strives to ensure the accessibility of programs, classes, and services to students with disabilities. Reasonable accommodations can be arranged for students with various types of disabilities, such as documented learning disabilities, vision or hearing impairments, and emotional or physical disabilities. If you require accommodations for a disability, please register with the Student Disability Center <http://sdc.ucdavis.edu/> and let your instructor know your needs.

## Course Expectations

### Class Participation

Attendance and participation are vital components to the understanding and learning of the course. It is impossible to “make-up” the collegial discussions and support you will be receiving from classmates and TA’s. Therefore, students are expected to:

- Be in class on time and for the entire duration of the class.
- Come to lecture having done all readings and assignments on time. The required readings for each lecture are on the syllabus.
- Actively participate in class discussions and activities.
- Limit the use of technology to class assignments.

### Writing Assignments

All written assignments must adhere to the 6<sup>th</sup> edition APA guidelines, which includes: typed, doubled spaced, proofread, 1-inch margins, and should be in font size 11 or 12 (See Canvas). Papers need to be submitted online in the assignment section of Canvas. For additional resources and tips, visit the student writing services <http://success.ucdavis.edu/academic/writing.html>.

### Email Communication

Emails to Professor/TA’s should be limited to personal and specific questions.

There are a few things to keep in mind when using email:

- Be clear, concise and specific in your request. It saves time for your professor and helps you get a timely response; do not make your professor guess who is writing the e-mail nor what you are requesting from them.
- Your professor teaches your class, teaches other courses, and has numerous other professional responsibilities. **Expect responses to email within 72 hours of your request.**
- Subject lines are important. Include the class name, CRD 02 and the course section or time of the class, and a word or phrase that will help professor understand the nature of your request (example: CRD 02)
- Please use appropriate terms of address (Hello, Hi, Dear) versus inappropriate greetings (Hey! What’s up?! The use of ALL CAPS).

### Grading Scales

Class & Section Engagement	10%
Reading/Lecture Responses #1	10%
Ethnicity Interview	10%
Paper#1	15%
Quiz #1	5%
Reading/Lecture Responses #2	10%
Quiz #2	5%
Community Engagement	5%
Final Exam	30%

Grades are distributed by the following percentages of the total points possible.

A	93-100	C+	77-79
A-	90 -92	C	73-76
B+	87-89	C-	70-72
B	83-86	D	60-69
B-	80 -82	F	59 and Below

**\*\*\*All grades are final and your overall grade at the end of the quarter will not be changed.**

### **Writing Assignments and Quizzes**

#### ***Reading/Class Responses (10 points each)***

Students will be required to complete two responses (3 pages each) throughout the quarter. A prompt for students to write a response will be posted on Canvas. The prompt may be a reflection question related to the week's required readings, a survey questionnaire, a letter, a map, or a creative response. The reading/class responses are meant to engage students with the week's readings and discussions. The responses are also a way to prepare you for larger assignments such as presentations and papers. Responses will be due on Mondays by noon. Late responses will lose 1 point each day, and responses 3 days late (Thursday, noon) will not receive credit. **Due: Monday, April 15<sup>th</sup> & Monday, May 6<sup>th</sup> by noon.**

#### ***Paper #1 (15 points)***

On Thursday, April 18<sup>th</sup> a prompt and instructions for paper #1 (5-6 pages) will be posted on Canvas. Late papers will lose a point each day. **Due: Friday, April 26<sup>th</sup> by noon.**

#### ***Ethnicity Interview Paper (10 points)***

*Ethnicity Interview Paper (5 pages):* Interview a classmate in your CRD 02 Section about their background (ethnicity, upbringing, family, hometown, prior school experiences, career aspirations, etc.). If possible, this person should belong to different racial ethnic group than yours. The interview should include probing questions that address race, privilege, oppression, and opportunity. Be considerate and sensitive to the interviewee's experiences. From your interview, write a 5-page summary/life sketch about your classmate. **Due: Friday, April 19<sup>th</sup> by noon.** Late papers will lose a point each day.

### ***Community Engagement (5 points)***

Attend a campus or community event related to issues of cultural diversity, equity, and education. In a two-page double-spaced informal essay, discuss at least two ideas, themes, events, or moments in the campus or community event and relate these to course themes. Make concrete links, using references to course readings and topics. When you make links to course themes, refer to at least two specific moments in course readings or class events. Use the moments as jumping off points, occasions to go deeper in your thinking, to make connections. While clarity and care are important for any writing, formal organization is not as important for this writing.

Note: We may read excerpts from some of these writings aloud in class without identifying writers' names. If there is a part of a writing you do not want aired in class even without your name used, indicate this by writing "Private: Do not read this section aloud."

**Due: Friday May 31<sup>st</sup> by noon.** Late papers will lose a point/day.

### ***Quizzes (5 points each)***

Quizzes will consist of five short questions. Questions will be based on the class readings, lectures, films, and sections. Quizzes cannot be made up unless there is a valid reason and an advance notice is given.

## **COURSE SCHEDULE, TOPICS AND READINGS**

The professor reserves the right to make changes to the syllabus and schedule.

### **Required texts**

- Alexander, Michelle (2012). *The New Jim Crow: Mass Incarceration in the Age of Colorblindness*.
- Coates, Ta Nehsi. (2015). *Between the World and Me*.
- Lee, Stacey (2009). *Unraveling the "Model Minority Theory" Stereotype: Listening to Asian American Youth*.
- Pérez, William. (2009). *We are Americans: Undocumented Students Pursuing the American Dream* (1st ed.).
- Winn, Maisha (2018). *Justice on Both Sides: Transforming Education Through Restorative Justice*.
- Zinn, Howard. (2003). *A People's History of the United States*. HarperCollins.

### **Select one of the following for the final exam:**

- Luiselli, Valeria (2017). *Tell Me How It Ends: An Essay in 40 Questions*.
- Rankine, Claudia (2014). *Citizen: An American Lyric*.

All other assigned readings such as articles, op-eds, etc. will be made available on UC Davis' Canvas

### Week 1: As American as Apple Pie

April 2<sup>nd</sup> Introduction and Course Overview

April 4<sup>th</sup> Readings for class:

- Blow, C. "Constructing a Conversation about Race," *New York Times* (August 20, 2014).
- Select one reading/podcast from "Current Topic" list

### Week 2: The Racialization of Urban America

April 9<sup>th</sup> Readings for class:

- Coates, T. "The Case for Reparations." *The Atlantic* (May 21, 2014).
- Cohen, P. "Racial Wealth Gap Persists Despite Degree, Study Says." *New York Times* (August 16, 2015).

In class film: *Oj: Made in America* (ESPN 30 for 30).

April 11<sup>th</sup> Readings for class:

- Coates, T. *Between the World and Me* (Part I, pgs. 1-71).
- "How Homeownership became the Engine of American Inequality" (May 9, 2017) *New York Times*.

### Week 3: The Racialization of Urban America

April 16<sup>th</sup> Readings for class:

- Coates, T. *Between the World and Me* (Part II, pgs. 73-152).
  - Badger, E. Miller, et al. "Extensive Data Shows Punishing Reach of Racism for Black Boys." *New York Times* (March 19, 2018).
- In class activity:** Applying the pedagogical lenses to selected class readings.

April 18<sup>th</sup> Readings for class:

- Zinn, H. *A People's History of the United States* (Chapters 2 & 9).
- Swarns, R. "Insurance Policies on Slaves: New York Life's Complicated Past." *New York Times* (December 18, 2016).

**Assignments due: Reading/Lecture Response #1 due Monday, April 15<sup>th</sup>**

**Assignment due: Ethnicity Interview on Friday, April 19<sup>th</sup>**

#### **Week 4: Colonization in America (The Past and Present)**

- April 23<sup>rd</sup> Readings for class:
- Zinn, H. *A People's History of America* (Chapter 1).

- April 25<sup>th</sup> Readings for class:
- Zinn, H. *A People's History of America* (Chapter 7).

Bonus reading: Tuck, E., & Yang, K. W. (2012). Decolonization is not a metaphor. *Decolonization: Indigeneity, Education & Society*, 1(1).

**Assignments due: Paper #1 on Friday, April 26<sup>th</sup> by noon**

#### **Week 5: Colonization in America (The Past and Present)**

- April 30<sup>th</sup> Readings for class:
- Wolf, W. "Wenona Wolf: What it's like to be native in Madison." *Madison Magazine* (May 16, 2016).
  - Cerecer, P. D. Q. (2013). "The policing of native bodies and minds: Perspectives on schooling from American Indian youth."

- May 2<sup>nd</sup> Readings for class:
- "An Unnoticed Struggle: A Concise History of Asian Americans Civil Rights" Japanese American Citizen League (2008).
  - Prois, J. "Asian-Americans In Congress Ask Trump To Meet About Muslims, Immigration, Education." Huffington Post (December 2, 2016)  
[http://m.huffpost.com/us/entry/us\\_58403c24e4b09e21702cf038](http://m.huffpost.com/us/entry/us_58403c24e4b09e21702cf038)

**Assignments due: Quiz #1 in Sections**

#### **Week 6: The Model Minority Theory**

- May 7<sup>th</sup> Readings for class:
- Lee (2013) *Unraveling "The Model Minority Theory."*

- May 9<sup>th</sup> Readings for Class:
- Lee (2013). "Unraveling the Model Minority Theory."
  - Income Inequality in U.S. is Raising Rapidly Among Asians  
<http://www.pewsocialtrends.org/2018/07/12/income-inequality-in-the-u-s-is-rising-most-rapidly-among-asians/>

**Assignment due: Reading/Lecture Response #2 on Monday, May 6<sup>th</sup>**



### **Week 7: Inequities in Public Education**

- May 14<sup>th</sup> Readings for class:
- Pérez, W. (2009). *We are Americans: Undocumented students pursuing the American dream.*
- May 16<sup>th</sup> Readings for class:
- Pérez, W. (2009). *We are Americans: Undocumented students pursuing the American dream.*

### **Week 8: Inequities in Public Education**

- May 21<sup>st</sup> Readings for Class:
- Winn, MT (2018). *Justice on Both Sides: Transforming Education Through Restorative Justice.*
- May 23<sup>rd</sup> Readings for class:
- Winn, MT (2018). *Justice on Both Sides: Transforming Education Through Restorative Justice.*
- In class film: 13<sup>th</sup> (Ava DuVernay)

### **Week 9: This America**

- May 28<sup>th</sup> Readings for class:
- “Innocent Blacks More Likely Than Whites To Be Wrongfully Convicted.” *Huffington Post.*
  - Alexander, M (2012). *The New Jim Crow.*
- In class film: 13<sup>th</sup> (Ava DuVernay)
- May 30<sup>th</sup> Readings for class:
- Zinn, H. *A People’s History of the United States* (Chapters 21).
  - Alexander, M (2012). *The New Jim Crow.*
- In class film: 13<sup>th</sup> (Ava DuVernay)

**Assignments Due: Community Engagement Reflection and Quiz #2**

## Week 10: This America

- June 4<sup>th</sup> Readings for class:
- Seelye, K. "In Heroin Crisis, White Families Seek Gentler War on Drugs." *New York Times*. (October 30, 2015).
  - Zinn, H. *A People's History of the United States* (Chapters 23).
  - *The New Jim Crow*, Alexander.
- June 6<sup>th</sup> Readings for class:
- Select one reading/podcast from "Current Topic" list.  
Course Recap & Preparation for Final Exam
- June 7<sup>th</sup> **Final Papers Due by 12 pm (noon).**