AMST 201: Introduction to Ethnic Studies

Days/Times: TR/3:30-4:45pm
Room: NICCOL 106
Spring Semester 2010
University of Idaho, Moscow

Instructor: Dr. Stacey Lynn Camp, Assistant Professor
Office: Phinney Hall, Room 106
Phone: (208) 885-6736

Email: scamp@uidaho.edu
Office Hours (in person):
Fridays, 12-3pm.
Office Hours (in Second Life
@ the University of Idaho):
By appointment.

"Give me your tired, your poor,
Your huddled masses yearning to breathe free,
The wretched refuse of your teeming shore.
Send these, the homeless, tempest-tost to me,
I lift my lamp beside the golden door!"
Emma Lazarus, 1883 (Words inscribed on the Statue of Liberty)

COURSE DESCRIPTION
Historically, Americans have prided themselves on being citizens of a nation that guarantees freedom from persecution, equality, and democracy for all who approach the country's shores. The words ("Give me your tired your poor your weak...") permanently inscribed on the Statue of Liberty stand as a constant reminder of our nation's pledge to protect and embrace those in need. This course examines how America has lived up to its promises by studying the experiences of different ethnic groups. We will begin by defining terms used to determine certain populations' access to American citizenship, such as race, ethnicity, class, sexuality, and gender. Once a basic comprehension of these terms has been established, we will review case studies of how the right to American citizenship and treatment in the country has been contingent upon a group or individual's ethnic and/or racial standing. In investigating a broad range of case studies spanning the 19th, 20th, and 21st centuries, we will arrive at a better understanding of how a variety of factors (economic, cultural, imperial) have determined a particular ethnic and racial group's access to healthcare, housing, employment, legal representation, and education.

COURSE TEXTBOOKS
Textbooks are available for purchase at the University of Idaho's bookstore. Additional course readings are available online by selecting the following link: (ENTER PW/LINK).


ASSIGNMENTS & CLASSROOM TIPS
This course is a reading intensive course that examines the changing concepts of race and ethnicity in historical and contemporary America. Your success in this class will, in large part, be determined by your ability to finish each week's reading and engage in classroom discussion on a regular basis.

Your grade in this course consists of the following components, totaling 100 points:

- **Midterm Examination** (20% or 20 points)
- **Journal Entries** (20% or 20 points, with each journal entry worth 5 points)
- **Two Essays** (40% or 40 points, with each essay worth 20 points)
- **Final Examination** (10% or 10 points)
- **Classroom Participation** (10% or 10 points)

**Late Work Policy**
Unless you have proof of a university-approved absence (i.e. doctor's note, note from Dean of Student Services, etc.), late assignments will not be accepted and exams cannot be made up. All assignments are due at the beginning of class unless otherwise noted on the syllabus or assignment handout. Assignments turned in via email will not be accepted under any circumstance.

**Classroom Participation Guidelines**
This course will broach a number of highly sensitive topics, including sexuality, gender, racism, immigration, classism, and elitism. While all opinions are welcomed and encouraged during class discussion, they absolutely, positively must relate to the course texts. This means doing the following things before you come to class:

⇒ **Being committed to the course.** Reading the course texts, taking notes on them, and bringing your notes to class.
⇒ **Participating in class.** This counts towards 10% of your overall grade in the class, so make sure to come to class expecting to be called upon or ready to raise your hand and offer your opinions on the subject of the day. This means always doing the reading before you come to class!
⇒ **Acting the part of a diplomat/politician during discussions.** A diplomat would never lose his or her temper in an important political moment. Listening to what your classmates have to say, being collegial and respectful even if you don't agree with their point of view, and responding
in a critical, yet courteous manner. Absolutely no personal attacks will be tolerated.

⇒ **Paying attention during lectures.** Turning off your cell phone, refraining from bringing your computer to class, taking notes at each and every lecture, avoiding side conversations while other students and/or the professor is speaking, and not sleeping during class.

⇒ **Showing up to every class.** Your classroom participation grade will take a substantial hit if you fail to show up to three or more classes in the semester (barring university-approved excuses such as illness, family issues, or other personal problems). **My lecture notes are not available via Coursework, Blackboard, or email.** You must get them from another student.

⇒ **Sticking to the text.** While your personal experiences with racism are interesting, let's try and stick to the text. This means referring to the text's page number and/or citing another piece of work to make your argument.

⇒ **Bringing your text/reading to class everyday.** This speaks for itself. You don't want to bother your neighbor to read over their shoulder. Plus, if you follow the rules outlined in the next section, you will need to have your text on hand for discussion.

⇒ **Talk to Dr. Camp via email or during office hours.** If you don't understand something you've read or a concept we discussed in class, don't be shy! If you are uncomfortable or shy about talking in class, come talk to Dr. Camp during her office hours. She understands that some people aren't used to classroom discussion, and it is her goal to help students develop the confidence to talk in class by meeting during office hours.

**Tips for Reading & Taking Notes on Course Texts**

Being a careful, observant reader of our assigned texts means more than simply reading them before rushing to class. In this class, we will critically analyze texts. Some of you may have never had to examine texts in this fashion before coming to college. Here are some tips for coming to class prepared to discuss class:

⇒ **Know your author.** Google their name. Why are they writing this book/article? What is their training, and why are they qualified to write this text? What is their background and how might that influence their perspectives on race, ethnicity, and other issues pertaining to social inequality?

⇒ **Know the text's intended audience.** Who will read this book? Is it fiction (non-factual) or non-fiction (factual)?

⇒ **Determine how the author comes to his or her conclusions (for non-fiction texts).** What data does the author use to make his or her claims? What kinds of data does the author use (i.e. secondary sources vs. primary sources, newspapers, magazines, interviews, historic data) and is it a valid source of information?

⇒ **Analyze the meaning of the author's words, sentence structure, and the text's organization** (for fiction texts). What images, symbols, colors,
and names does he or she use and to what end? How is the text organized and how does that relate to the author's intentions?

⇒ **Know the historical context.** When was the book written and how might that particular era shape the author's opinion on race relations? What historical events were taking place during the time in which the author was writing?

⇒ **Highlight and/or underline passages/words in the reading that strike you.** Write in the margin next to the highlighted/underlined passage why this particular passage is important, controversial, frustrating, or intriguing.

⇒ **Bring questions and comments about the reading to class.** What phrases, words, and terms were hard for you to understand? What did you like about the text? What didn't you like about it? Do you agree with the author's argument? Why or why not? How could the author's text be improved?

**CONTACTING DR. CAMP**
Dr. Camp holds weekly office hours, which are noted on the first page of this syllabus. Dr. Camp also holds office hours (by appointment) in the University of Idaho's online campus of Second Life, which can be downloaded by going here: http://www.sl.uidaho.edu/

If you cannot meet in person or online, Dr. Camp prefers that you correspond with her via email (scamp@uidaho.edu). Her response time ranges from a few hours to 48 hours at the most. If the issue is urgent, please note that in the subject heading of your email (i.e. "Urgent AMST 201 Question") and Dr. Camp will get back to you as soon as possible.

**ACADEMIC DISHONESTY**
Plagiarism of any form will not be tolerated. Plagiarism, in its simplest form, involves copying someone else’s work and claiming it as your own. I also count plagiarizing your own work from another course and turning it in as if it were new, original work in my class as plagiarism. To avoid university penalties, always make sure to properly cite your sources, including books, websites, journal articles, unpublished materials, and discussions with your classmates. Please review the university’s policy on academic dishonesty and citation rules before completing your first written assignment in class. These guidelines can be found here: http://www.uihome.uidaho.edu/default.aspx?pid=56158

**STUDENT ACCOMMODATIONS**
Reasonable accommodations are available for students who have documented temporary or permanent disabilities. All accommodations must be approved through Disability Support Services located in the Idaho Commons Building, Room 306 in order to notify Professor Camp as soon as possible regarding accommodation(s) needed for this course. You can contact Disability Support Services at 208-884-6307, dss@uidaho.edu, or www.access.uidaho.edu.
# COURSE SCHEDULE

## UNIT I ~ Theorizing and Historicizing Ethnicity & Race

We begin by defining key concepts and terms that will be used throughout the course. How, for instance, is "ethnicity" different from race, racialization, and nationality? What formative social movements and scientific findings have shaped American thought on race relations, national belonging, and citizenship? How have scientists and social scientists defined these terms (in sometimes conflicting ways), and how have they explained the rise of racism in the United States? Can social inequality be blamed on biological or cultural factors? What supposedly "scientific" methods have been developed to justify racism and inequality? The readings and lectures in this introductory unit will set the stage for understanding why specific American populations (African Americans, Mexican Americans, Middle Eastern Americans) have been the targets of exclusionary practices and violence, including segregation, medical experimentation, and forcible removal from American landscapes.

## January

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<td>14</td>
<td>Introduction to Course - Why Study Race &amp; Ethnicity?</td>
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<td>19</td>
<td>The Rise of Racial and Ethnic Thought: Antiquity-1800</td>
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<td><strong>ESSAY #1 PROMPT HANDED OUT IN CLASS</strong></td>
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## February

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<td><strong>JOURNAL ENTRY #1 DUE IN-CLASS</strong></td>
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| 4    | Medical Experimentation on the Living & the Dead | Washington, "Chapter 5: The Restless Dead: Anatomical Dissection and Display," pp. 115-142 and "Chapter 7: 'A
UNIT II ~ Case Studies: Race & Ethnicity in Historic & Contemporary America

In this unit, we will consider how early American scientific thought discussed in the last course unit continues to inform contemporary debates on who can be counted as a member of the American republic. Past notions of racial difference discussed in the first course unit likewise shape certain ethnic groups' access to real estate, land, employment, education, and even emergency services and health care. In this final unit, we will look at the lasting impact of historical racism on the American landscape and discuss how we, as citizens of the United States, envision eradicating the inequalities present in contemporary America.

Theme: Racism in the West
Film: Clips from "Buffalo Bill's Wild West" show.

NO CLASS - Office Hours to Discuss Your Essay or Midterm

March

2 ESSAY #1 DUE IN-CLASS
Theme: Geographies of Racism: The Western "Frontier" (cont.)
Reading: White/Limerick, finish "Frederick Jackson Turner and Buffalo Bill," pp. 27-55.

4 Theme: Geographies of Racism: The Western "Frontier" (cont.)
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<td><em>Geographies of Racism: The Western &quot;Frontier&quot; (cont.)</em></td>
<td>White/Limerick, &quot;The Adventures of the Frontier in the Twentieth Century,&quot; pp. 81-95.</td>
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<td><strong>SPRING RECESS</strong></td>
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<td><strong>JOURNAL ENTRY #2 DUE IN CLASS</strong></td>
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<td>Theme: <em>The Frontier Talks Back: Native American Experiences</em></td>
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<td>Theme: <em>The Frontier Talks Back: Native American Experiences (cont.)</em></td>
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<td>30</td>
<td>Theme: <em>The Frontier Talks Back: Native American Experiences (cont.)</em></td>
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**April**

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<th>Theme: <em>Immigration and Citizenship ~ Mexico &amp; the U.S. Borderlands</em></th>
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<td>Reading: Chavez, &quot;Chapter 1: The Latino Threat Narrative,&quot; pp. 21-43.</td>
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<td><strong>ESSAY #2 PROMPT HANDED OUT IN-CLASS</strong></td>
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<td>Discuss <em>Crossing Arizona</em> (2006).</td>
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<td><strong>JOURNAL ENTRY #3 DUE IN-CLASS</strong></td>
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<td>Reading: Chavez, &quot;Chapter 4: Latina Fertility and Reproduction Reconsidered,&quot; pp. 96-110.</td>
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<td>Theme: <em>Racial Profiling and Gentrification - New Orleans</em></td>
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<td>Reading: Eggers, 1-59.</td>
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22  Theme:  
      *Racial Profiling and Gentrification (cont.)*
Reading:  
      Eggers, 60-180.

27  Theme:  
      *Racial Profiling and Gentrification (cont.)*
Film:  
Reading:  
      Eggers, 183-278.

29  **ESSAY #2 DUE IN-CLASS**
Theme:  
      *Racial Profiling and Gentrification (cont.)*
Reading:  
      Finish Eggers, 183-278.

**May**

4  Theme:  
      *Racial Profiling and Gentrification (cont.)*
Reading:  
      Eggers, 279-335.

6  **JOURNAL ENTRY #4 DUE IN-CLASS**
Theme:  
      *Course Review and Wrap-Up*