

**Carolyn Pinedo Turnovsky**  
Assistant Professor  
Office: A-517 Padelford  
Email: cpt4@uw.edu  
Off Hrs: Wednesday 1:30-3:30pm &  
by individual appointment

**Spring 2016**  
AES / SOC 461  
Mon / Wed 11:30-1:20pm  
110B Condon Hall

### ***Comparative Race and Ethnic Relations***

How do we understand the meaning(s) of race and ethnicity, their construction and practice in a contemporary U.S.? This course examines the construction and meanings about the concepts of race and ethnicity and how they manifest as race/ethnic identity and racialized ethnic relations in the U.S. We will pay close attention to their intersection with structures of gender, class and migration to evaluate how they relate in shaping understandings about identity as well as their consequential impact on social, economic, political and cultural life. The social meanings of these concepts are largely assumed to be understood (and misunderstood) and are part of our “common sense”. In this class, our readings and discussions will compel us to complicate what we think about these concepts and, just as important, assist in our abilities to discuss them with one another. A key question that should guide your preparations in readings and for our class meetings is:

**What are the ways that race and ethnicity, in identity formation, inter/intra-relations and as ideology, shape our mobility, rights and sense of belonging?**

**This is an upper-division course – students should be prepared to:**

- 1. Complete readings and assess them analytically in class discussions. As a result, lectures will not fully cover readings, but attempt to synthesize key ideas.**
- 2. Conduct independent work and research and work on a final research project.**

This course requires several writing assignments that develop skills in critical reasoning. A basic familiarity with discourses in race, ethnicity, and gender as well as studies in labor, inequality and globalization is indeed helpful, though not required. Class participation is important. As you are encouraged to share your insights, at all times, you must do so in a respectful tone and conscientious manner towards your peers in class.

**Course Webpage:** All information regarding this course will be available on Canvas. It is your responsibility to consult this webpage regularly for new/updated information about readings, assignments, relevant events, etc. Frequently check “Home”, “Announcements” and different folders under “Assignments”.

**Class Email:** All emails concerning this course will be sent only to the assigned class email list or directly to your UW email address. Please consult your UW inbox regularly.

### **Requirements**

**Readings:** Required readings will be available in “Meetings,” a folder in “Assignments”. Please note readings may change as deemed appropriate during the quarter. Readings marked as supplementary are suggested, certainly encouraged, but are not required.

Participation: This includes attending lecture, class discussion, in-class group work and write-ups. Please note that absences can impact your overall performance and grade. There are no make-ups for missing in-class writing assignments or group work. The use of laptops, iPads, tablets and the like during lecture should only assist in note-taking and review of readings – these should not distract you and others in class. Please be conscientious towards your peers and me and refrain from multi-tasking during class, which is a distraction.

Discussion Questions: Students will submit one question about the assigned readings that they wish to discuss with their peers during class on the assigned dates. I will distribute the anonymous questions across groups and you will engage in discussion of the course material. You may discuss the question, as it is written or develop it in discussion. Then your group will report key take-away points from your discussion to the class.

Please type out your question in advance twice, using one sheet divided in half:

1<sup>st</sup> half: type your question and include your name so that I may assign you credit;

2<sup>nd</sup> half: type your question only; do not include your name so we may distribute in class.

Analytical Essays: Students will write a brief analytical essay (1-2pgs) on an assigned reading. Details are provided in “Short Papers” under “Assignments” on our webpage.

Reflection Essay: You will write a short essay (1-2pgs) that is meant to be a reflection on part of your personal history. This exercise is intended to be reflective as well as analytical. Details are provided in “Short Papers” under “Assignments” on our webpage.

Midterm exam: Exam will be in class. The format is short answers and essays on course material i.e. readings, lectures, films, etc. More details will be outlined in the week prior to the exam.

Final Group Project – Group Report: The purpose of this exercise is to familiarize oneself with sociological methods of research, practice data collection, analysis and dissemination. Students will learn skills and employ tools in social science data collection incorporating quantitative and/or qualitative methods. More details will be provided in “Final Group Project” under “Assignments” on our webpage. Working in a group of three, choose to carry out one of the following:

- A. Survey about Classification and the Census
- B. Survey about Messaging and Culture
- C. Content analysis of News Media

Final Group Project –Individual Essay: Every student will compose an essay that develops a key concept or theory from course material that is integral to their group report. Details are provided in “Final Group Project” under “Assignments” on our webpage.

Final Group Project – in-class group-work: Students will participate in class activities that will help you and your peers receive feedback from each other. This will also give you a chance to learn about each other’s research and share in an exchange that can bolster ideas about your interests. Details are provided in “Final Group Project” under “Assignments” on our webpage.

Be creative! Groups should begin early and work together outside of class. Please consult with me as soon as possible for ideas, if you and your peers have difficulty working out concrete ideas.

## Grading – Undergraduate Students

### Class Participation - 15%

- |    |                          |     |
|----|--------------------------|-----|
| 1. | Class Participation      | 5%  |
| 2. | Discussion Questions (5) | 10% |

### Short Writing Assignments - 25%

- |    |                       |     |
|----|-----------------------|-----|
| 3. | Reflection Essay      | 5%  |
| 4. | Analytical Essays (2) | 20% |

### Exams - 20%

- |    |              |     |
|----|--------------|-----|
| 5. | Midterm Exam | 20% |
|----|--------------|-----|

### Final Project - 40%

- |    |   |     |
|----|---|-----|
| 6. | Final Group Project – in-class group-Work (2) | 5%  |
| 7. | Final Group Project – Report                  | 20% |
| 8. | Final Group Project - Essay                   | 15% |

## Grading - Graduate Students

*(meet separately to review details for Working Paper)*

### Class Participation - 15%

- |    |                                  |     |
|----|----------------------------------|-----|
| 1. | Class Participation              | 10% |
| 2. | In-class Assistance w/Group Work | 5%  |

### Short Writing Assignments - 5%

- |    |                  |    |
|----|------------------|----|
| 3. | Reflection Essay | 5% |
|----|------------------|----|

### Final Project - 80%

- |    |   |     |
|----|---|-----|
| 4. | Memo - 1-2pg proposed outline for working paper | 10% |
| 5. | Annotated Bibliography                          | 15% |
| 6. | Working Paper for PhD                           | 55% |

### \*\* Assignment Guidelines \*\*

**Format:** Assignments must be typewritten, using 12pt Times New Roman font with 1” margins.

**Extensions:** There are no extensions or make-ups for exams/assignments, unless you provide: 1. a letter requesting a make-up that explains absence or 2. a doctor’s note explaining an absence or late submission. These documents will be part of your class record and grades on an assignment may incur a decrease in point value/letter grade. [Missing a deadline because you do not have a copy of your work is not an acceptable excuse.](#)

**Submissions:** [Email submissions are not accepted](#), unless requested by me. Students must not leave papers with administrative staff or in my mailbox in the main offices of Law, Societies and Justice or the Department of American Ethnic Studies, unless I request you to do so. [Please note it is your responsibility to save copies of your work and verify that they successfully uploaded to Canvas.](#)

**Notes:** Some abbreviated notes from seminar may be available on webpage –these will not fully cover readings and material discussed in class. As a result, class attendance is important.

**Plagiarism:** All students are held to a high standard of academic integrity and expected to abide by the UW’s policy on academic honesty and code of conduct. If you present someone else’s ideas or writing as your own, *without appropriate citation*, you will be reported to University Administration. Please see your student handbooks and the following for more information:

*UW Student Conduct Code:* <http://apps.leg.wa.gov/WAC/default.aspx?cite=478-120>  
*Academic honesty:* please see information on course webpage for details.

**Disability Resources for Students:** The University of Washington is committed to providing access and reasonable accommodation in its services, programs, activities, education and employment for individuals with disabilities. For information, please see <http://disability.uw.edu> call 206-543-8924 or email [uwdrs@uw.edu](mailto:uwdrs@uw.edu).

**Rescheduled meetings:** The University of Washington is a Research 1 and flagship university in Washington State. The faculty are expected to build a research profile and at times, meeting these duties may overlap or conflict with lectures. Please see webpage for relevant changes in times when our class will not formally meet.

### Schedule of Meetings

Week 1: Narrating Race and Constructing Difference

- 3.28 Mon: Course Introduction  
 The story we tell about Race—the Power of an Illusion  
<https://www.youtube.com/watch?v=4UZS8Wb4S5k&list=PLC83937483AA0940E>
- 3.30 Wed: Evelyn Nakano Glenn, “Citizenship: Universalism and Exclusion”  
*Start thinking about your group and the assignment you will choose.*

Week 2: Race Consciousness

- 4.4 Mon: W.E.B Du Bois, selection from *The Souls of Black Folk*  
 Herbert Blumer, “Race Prejudice as a Sense of Group Position”  
**Reflection Essay due – submit to Canvas by 11pm**
- 4.6 Wed: Osagie K. Obasogie, “Do blind people see race? Social, legal, and theoretical considerations.”  
**Discussion Questions – due in class**  
*Think about your group and the assignment you will choose.*

Week 3: Structuring Race

- 4.11 Mon: Howard Winant, “Racial Formation”

**Analytical Essay #1 due – submit to Canvas by 11pm**

- 4.13 Wed: Devah Pager, “Race at Work”  
**Discussion Questions – due in class**  
**Officially report choice of group assignment & names of group members**

**\*Graduate Students submit memo via email - 1-2pg outline for working paper.**

Week 4: Identity Counts

- 4.18 Mon: Reynolds Farley, “Identifying with Multiple Races”  
 Karen Humes and Howard Hogan, “The Measurement of Race and Ethnicity”  
Supplementary: Kenneth Prewitt, “The Census Counts, the Census Classifies”

- 4.20 Wed: Natalia Molina, “The Power of Racial Scripts”

**In-class work on Final Group Project:**

**A&B Groups work on survey questions - *What questions will you ask & why?***

**C Groups identify news sources - *What news publications will you review & why?***

Week 5: Integration and Liminal Spaces

- 4.25 Mon: **In-class midterm exam**

- 4.27 Wed: Mary Waters, “Optional Ethnicities: For Whites Only?” and “Racial and Ethnic Identity Choices”  
 Yen Le Espiritu, “Census Classification: The Politics of Ethnic Enumeration”

Week 6: Integration and Liminal Spaces

- 5.2 Mon: Yen Le Espiritu, “Colonial oppression, labour importation, and group formation: Filipinos in the United States”

- 5.4 Wed: Leisy Abrego, “Legal Consciousness of Undocumented Latinos: Fear and Stigma as Barriers to Claims-Making for First- and 1.5-Generation Immigrants.”  
Supplementary: Alejandro Portes and Min Zhou, “The New Second Generation: Segmented Assimilation and Its Variants”

**Discussion Questions – due in class**

Week 7: Power, Privilege and Inequality

- 5.9 Mon: George Lipsitz, “Possessive Investment in Whiteness,”  
 Julie Sze, “Gender, Asthma Politics and Environmental Justice”  
 Josh Sanborn, “The Poisoning of an American City”

- 5.11 Wed: Linda Bunham, “Welfare Reform”  
 LaShawnDa Pittman, “How Well Does the “Safety Net” Work for Family Safety Nets?”

5.11 Wed: **In-class work on Final Group Project - please see instructions on Canvas.**  
(cont'd) **A&B Groups work on analysis of survey responses.**  
**C Groups work on analysis of selected news stories.**

5.13 Fri: **Analytical Essay #2 due – submit to Canvas by 11pm**  
**\*Graduate Students - please email annotated bibliography by 5pm.**

Week 8: Power, Privilege and Inequality

5.16 Mon: Arlene Davila, “Images: Producing Culture for the Market” and “Screening the Image”

5.18 Wed: Evelyn Nakano Glenn, “Yearning for Lightness: Transnational Circuits in the Marketing and Consumption of Skin Lighteners”

**Discussion Questions – due in class**

Week 9: Narrating Race and Racial Progress

5.23 Mon: Loic Wacquant, “Race as civic felony”  
+ Harris (?)

5.25 Wed: Michelle Alexander, “The New Jim Crow”  
**Discussion Questions – due in class**

**Final Group Project Report - One group member submits report on behalf of group to Canvas by 11pm.**

Week 10: Narrating Race and Racial Progress

5.30 Mon: Holiday

6.1 Wed: Renato Rosaldo, “Cultural Citizenship”  
Concluding remarks

6.3 Fri: **Final Group Project Final Essay - Every student submits an essay to Canvas by 11pm.**  
**\*Graduate Students submit Working Paper to Canvas by 11pm.**