



Course ATCM 2325
Course Title Introduction to Ethnic Studies
Professor Dr. Josef Nguyen (he/him/his)
Term Spring 2024
Meetings MW, 1:00-2:15PM in ATC 1.305

PROFESSOR'S CONTACT INFORMATION

Email Address josef.nguyen@utdallas.edu
Please format and address all emails regarding the class professionally, include the course information in the subject line, and allow up to 24 hours for responses (and longer for weekends)

Office Location ATC 3.617
Office Phone 972.883.7552
Office Hours By email appointment, with in-office and online options

GENERAL COURSE INFORMATION

Pre-requisites, Co-requisites, & other restrictions N/A

Course Description This course introduces students to ethnic studies, with an emphasis on the field's core theories of race, racialization, and social difference. Students will examine how "race" structures and shapes culture and society in the United States historically and in the present day.

Learning Outcomes Students will:

- Understand key concepts and topics in the field of ethnic studies
- Become familiar with a range of histories, contexts, and issues of diverse and heterogeneous communities in the U.S. nation-state
- Develop facility in sociohistorically situated and intersectional analysis of structural inequalities as they manifest through race, gender, class, sexuality, ability, etc.
- Advance proficiencies in critical thinking, research, and writing
- Incorporate insights from existing scholarship and media production into their own research and creative practice
- Additionally, this course meets the objectives of General Core Area 040 requirement. As such, learning outcomes also include those specified below as part of this requirement.

Required Texts & Materials Course readings, assignments, and other materials are available via Box.

Course announcements are handled on eLearning and sent via email.

GENERAL CORE AREA 040 LANGUAGE, PHILOSOPHY & CULTURE

Description: Courses in this category focus on how ideas, values, beliefs, and other aspects of culture express and affect human experience. Courses involve the exploration of ideas that foster aesthetic and intellectual creation in order to understand the human condition across cultures.

Objectives: **Critical Thinking (CT)**—to include creative thinking, innovation, inquiry, and analysis, evaluation, and synthesis of information
Communication (COM)—to include effective development, interpretation, and expression of ideas through written, oral, and visual communication
Social Responsibility (SR)—to include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities
Personal Responsibility (PR)—to include the ability to connect choices, actions, and consequences to ethical decision-making

COURSE POLICIES

Grading Criteria	Thoughtful Class Engagement	50%
	Assignment 01: Social Construction of Race Explainer	15%
	Assignment 02: Local Media Representation Analysis	15%
	Assignment 03: Annotated Concept Map	20%

Accommodations and Academic Support Students with disabilities are encouraged to utilize the on-campus resources at the Office of Student AccessAbility. You can contact the office at 972-883-6104 or by email: studentaccessability@utdallas.edu. Their office is located in the Student Service Building (SSB), suite 3.200. They can provide documentation and details for accommodations to address your individual needs. If you need any special accommodations to complete this course successfully, please provide me with this information as soon as possible, so we can make appropriate arrangements.

Additionally, the information contained in the following link lists the University's academic support resources for all students.

Please go to <http://go.utdallas.edu/academic-support-resources>.

Classroom Conduct It is our responsibility to work together to produce a classroom environment where everyone can share, discuss, and question the materials at hand as well as contribute their own work respectfully and productively. Conflicting perspectives are unavoidable. To ensure that participants feel comfortable contributing a diverse set of thoughts, comments, and views, we will not use oppressive or harmful language, tolerate harassment, personal attacks, and other forms of actions that unduly distract from the educational mission and inflict emotional, physical, or psychological harm on those involved.

Part of the role of encouraging a diverse learning environment is acknowledging that individuals should feel safe and respected to contribute to the classroom in good faith. This involves not only allowing everyone opportunities to contribute their thoughts but to be mindful of how we

ATCM 2325: Introduction to Ethnic Studies

recognize and address others. Do not assume things about others' identities, backgrounds, or experiences—whether that is age, race, gender, sexuality, ability, class, etc... Address people by their names, pronouns, and other identifiers that they disclose. Avoid insisting on imposing identity markers onto others. Allow people to self-identify as they feel comfortable.

What you share with and create for this class reflects not only you as both a student and a civic subject, but it also reflects on me as your instructor, the class as a learning community, and UT Dallas as an academic institution.

Please discuss with me any concerns you have regarding an unsafe or hostile classroom environment, particularly if something arises that causes distress.

Class Attendance

Attend class regularly and in full. Any absences should include documentation of a valid excuse (family or medical emergency, for example). Unexcused absences may impact course grades. Discuss upcoming potential absences with me to make appropriate arrangements.

Arriving more than 30 minutes late or leaving more than 30 minutes early, without prior clearance, may be grounds for marking that day as an absence. Failure to prepare for class participation (such as not having done the necessary reading) will also be regarded as conditions for an absence.

Technology in the Classroom

Laptops and computers can be used in the classroom solely for purposes directly pertinent to the activities and discussions at-hand. Excessive misuse of technology in the classroom will result in an absence for the day.

Class Materials

The instructor may provide class materials that will be made available to all students registered for this class as they are intended to supplement the classroom experience. These materials may be downloaded during the course; however, these materials are for registered students' use only. Classroom materials may not be reproduced or shared with those not in class or uploaded to other online environments except to implement an approved AccessAbility Resource Center accommodation.

Additionally, unless the Office of Student AccessAbility has approved the student to record the instruction, students are expressly prohibited from recording any part of this course.

Failure to comply with these University requirements is a violation of the [Student Code of Conduct](#).

Late Work

Late work will be penalized 10% (a full letter grade) for each 24-hour period beyond the deadline and will not receive written feedback by default. For written feedback on a late assignment, please send an email request. If you need an extension, let me know in advance so we can make arrangements.

Academic Honesty All work must be original for this class. Plagiarism is using the words and materials of others as if they were your own. It is a serious offense with consequences. Use proper citation to indicate the use of other people's work to strengthen your own. All suspicions of plagiarism will be investigated. Please consult [utdallas.edu/dept/graddean/gspolDishonesty.htm].

Comet Creed *This creed was voted on by the UT Dallas student body in 2014. It is a standard that Comets choose to live by and encourage others to do the same:*

"As a Comet, I pledge honesty, integrity, and service in all that I do."

UT Dallas Syllabus Policies and Procedures *The information contained in the following link constitutes the University's policies and procedures segment of the course syllabus. Please review the sections regarding the [credit/no credit](#) grading option and withdrawal from class.*

Please go to <http://go.utdallas.edu/syllabus-policies> for these policies.

ASSIGNMENTS & ACADEMIC CALENDAR

UNIT 0: BEGINNINGS

Week 01: Monday, 15 January 2024
Getting Started NO CLASS MEETING IN OBSERVANCE OF MARTIN LUTHER KING JR.'S BIRTHDAY

Wednesday, 17 January 2024
IN CLASS:
Syllabus Overview
Class Introductions

UNIT I: SOCIAL CONSTRUCTIONS OF RACE

Week 02: Monday, 22 January 2024
Racial Formation BEFORE CLASS:
READ: Michael Omi and Howard Winant, "The Theory of Racial Formation," in *Racial Formation in the United States*
READ: Stuart Hall. "The Whites of Their Eyes: Racist Ideologies in Media," in *Selected Writings on Race and Difference* (eds. Paul Gilroy and Ruth Wilson Gilmore)

IN CLASS:
Introduce Assignment 01: Social Construction of Race Explainer

Wednesday, 24 January 2024
IN CLASS:
Workshop Activity and Discussion

Week 03: Monday, 29 January 2024
Colorblindness and Racial Capitalism BEFORE CLASS:
READ: George Lipsitz, “The Possessive Investment in Whiteness: Racialized Social Democracy and the ‘White’ Problem in American Studies”
READ: Ruha Benjamin, “Default Discrimination: Is the Glitch Systemic?” in *Race after Technology: Abolitionist Tools for the New Jim Code*

Wednesday, 31 January 2024
IN CLASS:
Workshop Activity and Discussion

Week 04: Monday, 5 February 2024
Intersectionality BEFORE CLASS:
READ: The Combahee River Collective, “The Combahee River Collective Statement,” [blackpast.org/african-american-history/combahee-river-collective-statement-1977/]
READ: Audre Lorde, “The Master’s Tools Will Never Dismantle the Master’s House”
READ: Kimberlé Williams Crenshaw, “Mapping the Margins: Intersectionality, Identity Politics, and Violence against Women of Color” (CW – contains discussion of anti-Black violence, sexual assault)

Wednesday, 7 February 2024
NO CLASS MEETING

Week 05: Monday, 12 February 2024
Racial Fields and Relations BEFORE CLASS:
READ: Claire Jean Kim, “The Racial Triangulation of Asian Americans”
READ: Lisa Lowe, “Heterogeneity, Hybridity, Multiplicity: Marking Asian American Differences”

Wednesday, 14 February 2024
NO CLASS MEETING

Week 06: Monday, 19 February 20234
Work on Assignment 01 **NO CLASS MEETING**

Wednesday, 21 February 2024
NO CLASS MEETING

Assignment 01: Social Construction of Race Explainer
due by 11:59PM

UNIT II: AT HOME

Week 07: Monday, 26 February 2024
Sovereignty and Settler Colonialism BEFORE CLASS:
READ: Maile Arvin, Eve Tuck, and Angie Morrill, “Decolonizing Feminism: Challenging Connections Between Settler Colonialism and Heteropatriarchy”
READ: Dean Itsuji Saranillio, “Why Asian Settler Colonialism Matters: A Thought Piece on Critiques, Debates, and Indigenous Difference”

IN CLASS:
Introduce Assignment 02: Local Media Representation Analysis

Wednesday, 28 February 2024
IN CLASS:
Workshop Activity and Discussion

Week 08: Monday, 4 March 2024
Prisons and Abolition BEFORE CLASS:
READ: Beth Richie, “Introduction,” in *Arrested Justice: Black Women, Violence, and America’s Prison*
READ: Eric A. Stanley, Dean Spade, and Queer (In)Justice, “Queering Prison Abolition, Now?”

Wednesday, 6 March 2024
NO CLASS MEETING

SPRING BREAK Monday, 11 March 2024
NO CLASS MEETING

Wednesday, 13 March 2024
NO CLASS MEETING

Week 09: Monday, 18 March 2024
Borders and Immigration BEFORE CLASS:
READ: Gloria Anzaldúa, “Speaking in Tongues: A Letter to Third World Women Writers,” in *This Bridge Called My Back: Writings by Radical Women of Color* (eds. Cherríe Moraga and Gloria Anzaldúa)
READ: Mae M. Ngai, “The Architecture of Race in American Immigration Law: A Reexamination of the Immigration Act of 1924”

Wednesday, 20 March 2024
IN CLASS:
Workshop Activity and Discussion

Week 10: Monday, 25 March 2024

Orientalism BEFORE CLASS:

READ: Evelyn Alsultany, "Introduction," in *Arabs and Muslims in the Media: Race and Representation After 9/11*

READ: Tara Fickle, "Ludo-Orientalism and the Gamification of Race," in *The Race Card: From Gaming Technologies to Model Minorities*

Wednesday, 27 March 2024

IN CLASS:

Workshop Activity and Discussion

Week 11: Monday, 1 April 2024

Work on **NO CLASS MEETING**
Assignment 02

Wednesday, 3 April 2024

NO CLASS MEETING

Assignment 02: Local Media Representation Analysis
due by 11:59PM

UNIT III: AND BEYOND

Week 12: Monday, 8 April 2024

Postcolonial **NO CLASS MEETING**
Critique

Wednesday, 10 April 2024

BEFORE CLASS:

READ: Chandra Talpade Mohanty, "Under Western Eyes: Feminist Scholarship and Colonial Discourses"

IN CLASS:

Introduce Assignment 03: Annotated Concept Map

Week 13: Monday, 15 April 2024

American Empire BEFORE CLASS:

READ: Amy Kaplan, "Manifest Domesticity," in *The Anarchy of Empire in the Making of U.S. Culture*

READ: Sunaina Maira, "Imperial Feelings: U.S. Empire and the War on Terror," in *Missing: Youth, Citizenship and the Empire after 9/11*

Wednesday, 17 April 2024

IN CLASS:

Workshop Activity and Discussion

Week 14: Monday, 22 April 2024
Toward Just Futures **BEFORE CLASS:**
READ: Kalamaoka'aina Niheu, "Indigenous Resistance in an Era of Climate Change Crisis"
READ: Ren-yo Hwang, "Deviant Care for Deviant Futures: QTBIPOC Radical Relationalism as Mutual Aid against Carceral Care"

Wednesday, 24 April 2024
NO CLASS MEETING

Week 15: Monday, 29 April 2024
Work on Paper 03 **NO CLASS MEETING**

Wednesday, 1 May 2024
NO CLASS MEETING

FINALS WEEK **Assignment 03: Annotated Concept Map**
due Friday, 10 May 2024 by 11:59PM

The descriptions and timelines contained in this syllabus are subject to change at the discretion of the Professor.