

PS 410/510: RACE, GENDER & PUBLIC POLICY

SPRING 2009 SYLLABUS

UNIVERSITY OF OREGON

Monday/Wednesday 10-11:20 AM

ROOM: 330 Condon

CRN: 34704/34719

Professor Daniel Martinez HoSang

Office: PLC 923 Email: dhosang@uoregon.edu Phone: 346-4861

Office Hours: Tuesday 9 AM-12 PM or by appointment.

Important Note: This syllabus is subject to change as the course progresses. These periodic changes will be announced in class and a current copy of the syllabus will always be posted on the course Blackboard website. You should make sure your current email is linked to the Blackboard system and check email and Blackboard regularly for these updates.

A. COURSE DESCRIPTION

“Power uses difference as a way of marking who does and does not belong.”

--Stuart Hall “Subjects in History: Making Diasporic Identities”

This course explores the ways that ideas and discourses about race and gender shape how public policy is debated, adopted and implemented. The course examines a range of policy topics including reproductive freedom, welfare policy, same sex marriage, immigration, and other issues of race and gender justice. We will consider all of these topics through readings in legal studies, anthropology, and history, mainstream media sources, advocacy examples, and documentary films. Our readings draw from a variety of political commitments and perspectives and are designed to help us all reflect on our own ideas and worldviews within a shared and constructive framework. Many of our classes will incorporate small group activities and other collaborative approaches.

A special feature of this course is the “Racial Formation in the Twenty-First Century” Symposium that will be held at the UO on April 17 and 18 that brings together top scholars of race and ethnicity from around the country. We will read much of Omi and Winant’s *Racial Formation in the United States* in advance of the symposium and you will be expected to attend some of the sessions.

In addition, we will be hosting noted Gender Studies scholar Lisa Duggan from NYU on April 27, and will be reading her book on the relationship between neoliberalism and cultural politics. Finally, Arlene Stein, author of *The Stranger Next Door*, which we will also be reading, will be giving a talk on campus on Wednesday May 27.

NOTE: THIS IS A READING INTENSIVE COURSE—requiring students to read up to one book per week, and turn in a response assignment almost every week. Please consider these requirements carefully in making your enrollment decision.

The goals of this course are:

- To familiarize students with the way ideas about race, gender and sexuality shape particular policy debates
 - To improve students’ abilities to read and interpret the arguments, logics and stakes within current public policy debates.
 - To think critically and engage with a series of important concepts and keywords within Ethnic Studies, especially racialization, gender, discourse, ideology, identity, and power.
 - To improve critical writing and analysis skills through regular practice and feedback.
 - To provide extensive opportunities for students to reflect upon their own experiences and perspectives in light of the course themes.
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B. REQUIRED TEXTS

The following required texts are available for purchase at the University Bookstore and are also held on two hour reserve at Knight Library.

- **Leo Chavez.** *Covering Immigration: Popular Images and the Politics of the Nation.* University of California Press, 2001.
- **Dorothy Roberts.** *Killing the Black Body: Race, Reproduction, and the Meaning of Liberty.* Vintage, 1998.
- **Lisa Duggan.** *The Twilight of Equality?: Neoliberalism, Cultural Politics, and the Attack on Democracy.* Beacon, 2004.
- **Michael Omi and Howard Winant.** *Racial Formation in the United States: From the 1960s to the 1990s.* Routledge, 1994 (2nd Edition).
- **Arlene Stein.** *The Stranger Next Door: The Story of a Small Community's Battle over Sex, Faith, and Civil Rights.* Beacon, 2002.

In addition, for some classes, there will be required additional required readings posted on the course's Blackboard website. These readings may be downloaded from the Blackboard site each week, or are available for purchase at **The Copy Shop** at 539 E 13th Ave (phone 485-6253). In many cases, you will need to bring the readings to class, so I strongly suggest that you purchase the reader at The Copy Shop.

C. ASSIGNMENTS

1. FIVE WEEKLY RESPONSE ASSIGNMENTS. Approximately every other week, you will submit a weekly response paper that is 2-3 pages (approximately up to 750 words) based on the weekly readings. The assignment will vary week to week--instructions for each assignment are posted on Blackboard under the "Assignments" link. You must submit your assignment at the beginning of class on Monday in order to receive full credit (Graduate students will write two additional papers). (35% of final grade).

2. POLITICAL DISCOURSE ANALYSIS RESEARCH PAPER. Each student will submit an 8-10 page research paper analyzing a current policy issue using a discourse analysis or social constructionist approach, emphasizing the race and gender dimensions (graduate students will write a 15 page paper). The paper will be due in two parts—a two page summary due during Week 6 will list the topic, research question, and preliminary sources. The final paper will be due on **Thursday June 12 at 5 PM.** (35% of final grade)

3. IN CLASS PRESENTATION. Students will be randomly assigned to a group with 2-3 other classmates, and your group will do a brief (10 minute) presentation on the assigned readings for one week. (10% of final grade)

4. PARTICIPATION AND ATTENDANCE. To receive full credit for participation and attendance, you must attend every class, with the readings completed, ready to participate. I can and will call on all students at any point during the class discussion. I will also ask you from time to time to write and turn in brief summaries of the assigned readings during class. (20% of final grade).

D. OTHER COURSE POLICIES

1. **CLASSROOM CONDUCT.** We are all accountable to create a climate of mutual respect in the classroom. While differences of opinion and perspective are vital and will be encouraged, common courtesy as well as University policy prohibit personal attacks and discriminatory conduct.
2. **ASSIGNMENTS.** All assignments must be turned in as hard copies at the beginning of class on the due date. No email submissions will be accepted. Projects and exams turned in late will receive a one letter grade deduction for each day they are submitted past the due date. No incompletes will be given for this course.
3. **READING:** This is a reading intensive course. Students must come to class having read all the assigned materials and prepared to engage in active discussion. For each week's readings, there will be "framing questions" posted on

Blackboard that will form the basis of our discussion. Please read them in advance so you can participate in the discussion.

4. **ATTENDANCE.** Attendance at every class is required. You are expected to arrive on time and stay for the entire class. If you cannot attend class, **you must notify me in advance by email** (dhosang@uoregon.edu) **or voicemail** (346-4861). To receive credit for missed class, you will have to complete an additional written assignment.
5. **EMAIL CORRESPONDANCE.** Please identify yourself and the name of our course in all correspondence with the instructor. Do not expect an immediate response to your email—it is not appropriate to ask a question about a response paper or exam on the night before it is due.
6. **ELECTRONIC DEVICES.** Wireless devices including Blackberries and cell phones must be turned off prior to class. I strongly prefer that laptops not be used during class, you must see me personally if you would like to be exempted from this rule.
7. **ACADEMIC DISHONESTY AND PLAGARISM.** All work submitted in this course must be your own and produced exclusively for this course. The use of sources (ideas, quotations, paraphrases) must be properly acknowledged and documented. For the consequences of academic dishonesty, refer to the Schedule of Classes published quarterly. Violations will be taken seriously and are noted on student disciplinary records. If you are in doubt regarding the requirements, please consult with the instructor before you complete any requirement of the course. Please review the University's policies at: <http://studentlife.uoregon.edu/judicial/conduct/sai.htm>
8. **DISABILITY SERVICES.** If you have a documented disability and anticipate needing accommodations in this course, please make arrangements to meet with me soon. Please bring a notification letter from Disability Services outlining your approved accommodations. For information on Disability Services, go to http://ds.uoregon.edu/DS_home.html

E. READINGS AND ASSIGNMENTS SCHEDULE

BB=AVAILABLE ON COURSE BLACKBOARD SITE

WEEK ONE: INTRODUCTION TO RACE, GENDER AND PUBLIC POLICY

(For Wednesday)

- **Deborah Stone.** *The Policy Paradox.* (Introduction, Chapter 1) (Bb)
- **Schneider/Ingram.** "Social Construction of Target Populations: Implications for Politics and Policy." *The American Political Science Review*, Vol 87, No 2 (June, 1993) (Bb)
- **Glen Loury.** "Why Are So Many Americans in Prison? Race and the transformation of criminal justice." *Boston Review*, July/August 2007. (Bb)

Assignment

- Return completed student information sheet, posted on Blackboard

WEEK TWO: THEORIZING RACIAL FORMATION

- **Michael Omi and Howard Winant.** *Racial Formation in the United States* (Pts. I & II, pgs 1-94)
- **Charlie LeDuff.** "At a Slaughterhouse, Some Things Never Die." *The New York Times*, June 16, 2000. (Bb). (Note—this article is not in course reader.)

WEEK THREE: ARTICULATIONS OF RACE AND GENDER

- **Omi and Winant.** *Racial Formation in the United States* (Pt III, 95-144)
- **Angela Davis.** "The Color of Violence Against Women". *ColorLines*, Issue #10, Fall 2000. (Bb)
- **Crenshaw, Kimberlé W.** (1991). "Mapping the Margins: Intersectionality, Identity Politics, and Violence against Women of Color," *Stanford Law Review*, Vol. 43, No. 6., pp. 1241-1299 (Bb) Note—this article is not in course packet.

Attend select sessions of Racial Formation Symposium on Friday and/or Saturday.

WEEK FOUR: THE CULTURAL POLITICS OF NEOLIBERALISM

- **Lisa Duggan.** *The Twilight of Equality?*
- **Goode Ben-Yehuda.** "Moral Panics: Culture, Politics, and Social Construction." *Annual Review of Sociology* (1994), 20: 149-171 (Bb)

WEEK FIVE: "THE POLITICS OF SAME SEX MARRIAGE POLITICS."

- **Katherine Franke.** "The Politics of Same-Sex Marriage Politics." 15 *Columbia. Journal of Gender & Law* 236 (2006)
- Select articles on Proposition 8 (2008 California ballot measure banning same sex marriage) (Bb). (Note—these articles are not in course reader).
- **Patrick Fagan and Kirk Johnson.** "Marriage: The Safest Place for Women and Children." *The Heritage Foundation Backgrounder*. April 10, 2002. (Bb)

Monday--Guest speaker Lisa Duggan.

WEEK SIX: SHAPING PUBLIC OPINION

- **Stein.** *The Stranger Next Door*

Two page summary of research project due in class on Monday.

WEEK SEVEN: REPRODUCTIVE FREEDOM IN THEORY AND PRACTICE

- **Dorothy Roberts.** *Killing the Black Body*. Introduction.
- **Roberts**, Chapter 2: "The Dark Side of Birth Control" (pp 56-103)
- **Roberts**, Chapter 4: "Making Reproduction a Crime" (pp 150-202)
- **Elena Gutierrez**, "The Right To Have Children" *Fertile Matters: The Politics of Mexican Origin Women's Reproduction*. (pp 94-109). (Bb)

Film

- **La Operación** (1985, Ana María García)

WEEK SEVEN: RACE AND THE WELFARE DEBATE

- **Roberts**, Chapter 5: “The Welfare Debate” (pp 202-245)
- **Wade Horn**. “Use Welfare Money To Promote Marriage.” April 4, 2000 Policy Speech. (Bb)
- **Johnnie Tillmon**, “Welfare is a Women’s Issue,” *Ms Magazine* (Spring, 1972): 111-116 (Bb).
- **Sanford F. Schram**. “Putting a Black Face on Welfare: The Good and the Bad.” In Schneider and Ingram *Deserving and Entitled Social Constructions and Public Policy*. SUNY Press, 2005.

Video

- “Let’s Get Married.” (PBS)

WEEK EIGHT: THEORIES OF DISCOURSE ANALYSIS

- **Chavez**. Introduction. “Discourses on Immigration and the Nation.” (1-19).
- **Chavez**, Chapters 2 “Developing a Visual Discourse on Immigration.” (19-33)
- **Chavez**, Chapter 3 “Toward a Framework for Reading Magazine Covers” (34-52)
- **Chavez**, Chapter 4 “A Lexicon of Images...” (53-81)

WEEK NINE: FRAMING THE IMMIGRATION DEBATE

(No class on Monday—Memorial Day Holiday)

- **Chavez**. Chapter 7 “Immigrants outside the Imagined Community...” (174-214)
- **Chavez**. Chapter 8 “Manufacturing Consensus” (215-263).
- **Chavez**, Epilogue (299-303).
- **Lina Newton**. “It Is Not a Question of Being Anti-immigration”: Categories of Deservedness in Immigration Policy Making” in *Schneider and Ingram Deserving and Entitled Social Constructions and Public Policy*. SUNY Press, 2005.

WEEK TEN: INJURY AND THE MEANING OF LIBERTY

- **Roberts**, Chapter 7: “The Meaning of Liberty” (pp 294-313)
- **Wendy Brown**. “Injury, Identity, Politics” in Newfield and Gordon edited, *Mapping Multiculturalism*.(Bb)
- **Stuart Hall**. “Subjects in History: Making Diasporic Identities” in W Lubiano edited *The House That Race Built*. Vintage, NY: 1998. (Bb)