

**Ethnic Studies 137: Latina Issues & Cultural Production**  
**Fall Quarter, 2011**  
**Dr. Murillo**

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**Instructor: Rubén R. Murillo**  
**Classroom: PCYNH 120**  
**Class time: TTH 9:30-10:50**

**email address: rrmurillo@ucsd.edu**  
**Office: SSB 249**  
**Office hours: T: 11-12:30, TH 1-2:30**

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**Readings will be posted on Ted**

**Course description:** This course will focus on the intersection of labor, race, ethnicity, gender, sexuality, and immigration in Latina cultural production. Examined from a socio-economic, feminist, and cultural perspective, class readings will allow for historically grounded analyses of these issues.

We will examine the ideological foundations and the discursive processes that have propelled the largest prison expansion in U.S. history, the newest iteration of this prison expansion has seen a surge in immigration detention facilities. Latinas represent the fastest growing number of detainees in this growing business. How have political, economic, and social exigencies mandated this punitive posture toward Latina immigrants? And what are the myths and contradictions that are evinced by these exigencies?

**Grade calculation :**

Attend. & part.	15%
Reading journals:	15%
Mid-term:	20%
Final exam:	20%
Final paper:	30%

**Grading scale:**

A 93-100	B+ 87-89	C+ 77-79	D+ 67-69	F 0-59
A- 90-92	B 83-86	C 73-76	D 63-66	
	B- 80-82	C- 70-72	D- 60-62	

**Attendance:**

I take attendance every time class meets, and your attendance factors significantly in determining your attendance & participation grade for the course. Each student can miss two classes for whatever reason during the quarter without any penalty. However, **if a student misses more than two classes during the quarter I will reduce his or her final course grade by 1% for each additional absence.**

**Participation (15%):**

Of course each student should complete his or her homework and come to class prepared to actively participate in class discussions and activities. Attendance and participation account for 15% of your final course grade. I expect each student to arrive to class prepared to actively participate in discussing assigned readings, posing and answering questions, and actively working in groups.

### **Reading Journals due via email two hours before class (15%)**

You will write journal entries of 1-2 single-spaced pages corresponding to each day of assigned readings. Write for approximately 15 minutes immediately upon completing the reading assignment so that the journal reflects your unfiltered and immediate thoughts. This is not a formal essay, but rather use the journal to process the theories, concepts, and methods presented in the readings and lectures and connect with other readings or personal experience. When there is more than one reading assigned for homework only write one journal, but put the readings in dialogue with each other.

**Journal format:** Please write in bold your name, course (ETHN 137), Fall 2011, Murillo and the date you are submitting on the upper left hand side of the page, single spaced, and the title of the reading you are journaling centered at the top.

Email me your journals ([rrmurillo@ucsd.edu](mailto:rrmurillo@ucsd.edu)) as you complete them at least two hours before class begins. The subject heading in the email simply should indicate the name of the reading you are journaling followed by your last name.

### **Final Paper (30%):**

You will write one research paper 8-10 pages in length due Monday 12/5. I will grade the essays based on several criteria such as content, organization, style, and demonstrated understanding of assigned readings, lectures, and class discussions. **If you hand in your essay late I will automatically deduct 10 points for every day it is late.**

### **Final Paper Due Monday 12/5**

**Final Exam (20%):** There will be a final exam for the course. It is cumulative covering all the readings, lectures, and class discussions. In addition to a section of fill in the blank and short answer that covers content, there will be two short essay questions of ½ to 1 page in length and a long essay question that will be 2-3 pages in length that will probe your ability to apply, contest, and/or elaborate on the critical concepts and methods presented in the course.

**Final: Thursday, December 8, 8:00-10:59 am**

### **Majoring or Minor in Ethnic Studies at UCSD**

Many students take an Ethnic Studies course because the topic is of great interest or because of a need to fulfill a social science, non-contiguous, or other college requirement. Often students have taken three or four classes out of "interest" yet have no information about the major or minor and don't realize how close they are to a major, a minor, or even a double major. An Ethnic Studies major is excellent preparation for a career in law, public policy, government and politics, journalism, education, public health, social work, international relations, and many other careers. If you would like information about the Ethnic Studies major or minor at UCSD, please contact Yolanda Escamilla, Ethnic Studies Department Undergraduate Advisor, at 858-534-3277 or [yescamilla@ucsd.edu](mailto:yescamilla@ucsd.edu) or [www.ethnicstudies.ucsd.edu](http://www.ethnicstudies.ucsd.edu)

### **Caveat:**

The professor reserves the right to modify this syllabus depending on the progress of the class or other pedagogical factors. If there are any changes, I will announce them in class.

Calendar:

*Week 0*

**TH 9/19: Introductions, Syllabus, Course Overview**

*Week 1*

**T 9/26: The Ideological Underpinnings of American Exceptionalism**

*homework due:*

read: "What's in a Name?" in *Name of War* by Lepore (pp. ix-xxiii)

read: "The Circle" *Name of War*(pp. 3-18)

read: "Habitations of Cruelty" in *Name of War* by Lepore (pp.71-96)

read: Beyond Primitive Accumulation in *Iron Cages* by Takaki (pp. 69-79)

read: *The Red Race on our Borders* in *Iron Cages* by Takaki(80-107)

Watch: *Border War: The Battle Over Immigration*

write: Journal 1

*Suggested Further Reading:* read: "The Iron Cage in the New Nation" in *Iron Cages* by Takaki

**TH 9/28: The History of Race in U.S. Immigration Law & Enforcement**

*homework due:*

read:"Immigration, Citizenship, and Racialization" in *Immigrant Acts* by Lisa Lowe

watch: *Race The Power of an Illusion* ep.3 "The House We Live In"

write: Journal 2

*Week 2*

**T 10/4: Stereotypes and the Law**

read: "The Confluence of Stereotype & Law" by Bender in *Greasers & Gringos*

read: "Fertility & Welfare" by Bender

read: "The Gendered Assault on Immigrants" in *Policing the National Body* by Syd

Lindsley

Write: Journal 3

*Suggested Further Reading:* "Policing the National Body: Sex, Race, & Criminalization" by Jael Silverman

**TH 10/6: Mothers Against Illegal Aliens: Guest Lecturer Professor Mary Romero**

*homework due:*

read: "Constructing Mexican Immigrant Women as a Threat to American Families" by Mary Romero in *International Journal of Sociology & The Family*

read: "Latina Reproduction & Public Discourse" by Leo Chavez

read: "Birthing a Nation: Race, Ethnicity, & Childbearing" in *Entry Denied* by Eithne Luibheid

write: Journal 4 & 5 possible mid-term questions

*suggested viewing: watch youtube of Michelle Delacroce*

*Week 3*

### **T 10/11: Other People's Blood: The Historical Origins of Immigration Prisons**

*homework due:*

read: *Other People's Blood* Intro & Ch.1 by Kahn (pp.1-23)

read: "Blank is Beautiful" in *Shock Doctrine* by Noemi Klein

read: "Two Doctor Shocks" in *Shock Doctrine*

read: *Confessions of an Economic Hitman (COAEH)* Preface, Prologue, & pp. 1-12

read: *COAEHM* "Panama's President & Hero et al." pp.66-87

write: Journal 5

*suggested viewing: Romero* directed by John Duigan 1989

*suggested reading: "Refugees in a Carceral Age"* by Jonathan Simon in *Public Culture*

### **TH 10/13: Formation of Immigration Prisons**

*homework due:*

read: "El Corralón" in *OPB* by Kahn

read: "Murder by Remote Control" in *OPB* by Kahn

read: *COAEHM* "Ecuador's President Battles Big Oil" pp.165-171

read: *COAEHM* "The U.S. Invades Panama" pp.203-213

write: Journal 6

*Week 4*

### **T 10/18: The Lost Children: Immigration Prisons Now**

*homework due:*

read: "The Lost Children" by Margaret Talbot

read: "Careless Detention" *Washington Post* May 2008

read: *Cariboo Café* by Helena Viramontes

write: Journal 7

*Suggested Viewing* 1)

[http://www.democracynow.org/2010/1/13/ice\\_officials\\_accused\\_of\\_covering\\_up](http://www.democracynow.org/2010/1/13/ice_officials_accused_of_covering_up)

2)"Detention in America" *60 Minutes*

<http://www.cbsnews.com/stories/2008/05/09/60minutes/main4083279.shtml>

3) Children incarcerated at Hutto <http://www.youtube.com/>

[watch?v=bFo24cB6kHU](http://www.youtube.com/watch?v=bFo24cB6kHU)

## **TH 10/20: Heterotextual Reproduction: La Virgen, La Malinche, La Llorona**

homework due:

read: Arteaga "Heterotextual Reproduction" in *Chicano Poetics*

read: Anzaldúa *Borderlands*

read: Marina Madre by Luca Corpi

write: Journal 8 & 5 possible midterm questions

suggested reading: "A System within a System: The Prison Industrial Complex and Imperialism" by David Gilbert

Week 5

## **T 10/25: Midterm Exam**

## **TH 10/27: Latina Transnational Motherhood**

homework due:

read: "I'm Here, but I'm There": The Meanings of Latina Transnational Motherhood" by Hondagneu-Sotelo & Avila

read: Introduction to *Disposable Domesticity* by Grace Chang

Watch: *Under The Same Moon* directed by Patricia Riggen

Suggested viewing: *30 Days with Morgan Spurlock "Immigration"*

Suggested reading: *The Maid's Daughter* by Mary Romero

Week 6

## **T 11/1: Maid in Hollywood**

read: "*Maid in Hollywood*" by Isabel Molina-Guzmán in *Dangerous Curves*

read: "Why Study Public Discourse Metaphors Depicting Latinos?" in *Brown*

*Tide Rising* by Otto Santa Anna

watch: *Spanglish* directed by James Brooks

write: Journal 12

## **TH 11/3: Latina Labor**

read: "Breeding Ignorance, Breeding Hatred" in *Disposable Domesticity*

watch: *Made in LA* directed by Almudena Carracedo

Week 7

## **T 11/8: Power & Sexuality at the Border**

read: "Power & Sexuality at the Border" in *Entry Denied*

read: "Objective," and "Method," in *The Deployment of Sexuality, The History of Sexuality* by Michel Foucault

write: Journal 10

## **TH 11/10: Heteronormativity & Neo-liberal governance**

read: "Heteronormativity, Responsibility, and Neo-liberal Governance in U.S. Immigration Control" by Eithne Luibhéid  
read: *Punishing the Poor* by Loic Wacquant

*Week 8*

**T 11/15:**

read: *The Intimacies of Globalization* by Emily Davis  
Watch X-files Badlaa  
write: Journal 9  
write: 5 possible test questions  
*Suggested viewing: Dirty Pretty Things* directed by Stephen Frears

**TH 11/17 Paper Proposal**

read: Cherrie Moraga *Loving in the War Years*

*Week 9*

**T 11/22: Preliminary Research**

**TH 11/24 Thanksgiving Holiday**

*Week 10*

**T 11/29: Students Present Research Papers**

**TH 12/1: Students Present Research Papers Prepare for Final Exam**

**Final Paper Due Monday 12/6**

**Final Exam Thursday 12/8/2010 8-10:59 AM**