

Ethnic Studies 1
Introduction to Ethnic Studies: Land and Labor
Fall 2016 • MWF 1:00-1:50pm • Peterson 108

Professor: Ross Frank
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Phone: (858) 534-6646
Office Hours: Wednesday 2-3pm, Thursday 1-3pm, or by appointment (email)

Section	Day Time	Location	Teaching Assistant
A01	MON 2:00-2:50p	MANDEV B-104	Olivia Quintanilla oquintan@ucsd.edu
A02	MON 3:00-3:50p	MANDEV B-104	
A03	MON 5:00-5:50p	HSS 1106B	Leon Lee lplee@ucsd.edu
A04	MON 6:00-6:50p	HSS 1106B	
A05	MON 4:00-4:50p	HSS 1106A	David Sanchezaguilera das027@ucsd.edu
A06	MON 5:00-5:50p	HSS 1106A	
A07	MON 5:00-5:50p	MANDEV B-104	Yessica Garcia yeg003@ucsd.edu
A08	MON 6:00-6:50p	MANDE B-104	
A09	WED 9:00-9:50a	CENTER 207	Omar Padilla opadilla@ucsd.edu
A10	WED 10:00-10:50a	CENTER 207	
A11	WED 11:00-11:50a	CENTER 207	Maria Celleri mcelleri@ucsd.edu
A12	WED 12:00-12:50p	CENTER 207	
A13	WED 12:00-12:50p	MANDEV B-104	Mellissa Linton mlinton@ucsd.edu
A14	WED 2:00-2:50p	MANDEV B-104	
A15	FRI 9:00-9:50a	HSS 2305B	Cynthia Vazquez c5vazque@ucsd.edu
A16	FRI 10:00-10:50a	HSS 2305B	
A17	FRI 11:00-11:50a	HSS 2305B	America Martinez amm001@ucsd.edu
A18	FRI 12:00-12:50p	HSS 2305B	
A19	FRI 2:00-2:50p	HSS 2305B	Esther Choi emchoi@ucsd.edu
A20	FRI 3:00-3:50p	HSS 2305B	
A21	FRI 2:00-2:50p	MANDEV B-146	Boke Saisi bsaisi@ucsd.edu
A22	FRI 3:00-3:50p	MANDEV B-146	

COURSE DESCRIPTION

Part of a year-long introduction to Ethnic Studies, this course examines key historical events and debates in the field that center around land and labor. By examining the origins and consequences of settler colonialism and state land management, chattel slavery and coerced labor, immigration flows and globalization, we'll seek to understand the relationship between the social construction of race and the production of social and economic inequality. This course pays especially close attention to the ways in which race and ethnicity intersect with gender, sexuality, class, citizenship, and nation in order to better understand how systems of power and inequality are constructed, reinforced, and challenged, and to enhance our comprehension of present-day realities in the U.S. and around the globe.

COURSE OBJECTIVES

Our goal in this class is to critically explore the role of land and labor in shaping social, political, and economic relations in the United States. Rather than memorizing or mastering a series of clear-cut answers, by engaging in lively debate and learning from fellow colleagues we aim to hone our ability to ask incisive questions while further developing our skills as writers, readers, and critics.

COURSE ORGANIZATION

Course evaluation will be based on an in-class midterm, weekly assignments in section, a "Context" assignment, and a final exam that will include both in-class and take-home elements. A portion of your grade will depend on your attendance and participation. Assignment grades will be distributed: discussion section participation 20%; blog entries 20%; midterm exam 25%; final exam 30%.

COURSE REQUIREMENTS

Assignments:		Grading scale:			
Section attendance and participation	20%	93-100	A	73-76	C
Section Blogs	20%	90-92	A-	70-72	C-
Context Assignment	5%	87-89	B+	67-69	D+
Midterm exam (in class)	25%	83-86	B	63-66	D
Final exam (take home & in class)	30%	80-82	B-	60-62	D-
		77-79	C+	0-60	F

- 1) **Discussion section attendance and participation (20%):** Class participation in the section in which you are enrolled and punctual attendance are crucial. Students are expected to finish all reading assigned prior to each lecture. Please be prepared to express your own critical questions and critiques of course materials and to participate actively in class discussion sections. An absence that results from extenuating circumstances will be excused; however, more than one unexcused absence from section will lower your final grade. In order to be counted as present you must arrive on time and stay until the conclusion of section.
- 2) **Section Blogs (20%):** Beginning at the second meeting of section, students are expected to submit to their TA a weekly critical blog entry related to course topics, themes, and issues of particular interest to them. Your TA will provide you with guidance for each week's blog assignment, which may take many forms. Blog entries for the week must be completed by the beginning of your weekly discussion section; late submissions will not be accepted. Students must complete a total of eight blog entries over the course of the quarter.
- 3) **Context Assignment (5%):** Over the course of the quarter, each student must attend at least one event on campus or in the broader San Diego community that relates to course themes, and write a description of the event and how it expanded, challenged, enriched, or illustrated ideas, topics, or themes from class. Write-ups are due in section

the week following the event, need not be more than one page long, and must be typed, double-spaced, with your name and the date of the event on the top. Your TAs and I will make you aware of events that you might use to satisfy this assignment, however, you are ultimately responsible for locating and selecting an event to attend.

4) **Midterm Exam (25%):** The midterm exam will be proctored on Friday, Oct. 28th. This in-class exam will require students to define and discuss five key terms drawn from course concepts and themes. A list of twenty possible terms will be made available to students on the Friday prior to the exam.

5) **Final Exam (30%):** The final exam will consist of two parts: 1) a short take-home essay (approximately 3-4 pages in length) in response to a broad question generated from course lectures and readings; and 2) an in-class exam consisting of five identification terms. A list of potential key terms will be generated in class, and essay prompts will be made available on Wednesday, November 30th. Both components of the exam, each worth 15% of your grade, will be collected by your TA during the class final exam on Monday, December 5 (11:30am-2:20pm).

6) **Grading Policy:** In order to receive a passing grade in the class, students must complete all course assignments.

COURSE POLICIES

Attendance

Students who wish to successfully complete this course must attend course lectures and discussion sections. Course lectures provide information, context, and guidance that will assist you to understand the readings, participate fully in discussion section and to critically analyze information and ideas presented throughout the quarter.

Classroom Ethics

This class is intended for students interested in challenging commonly held understandings of race, gender, sexuality, nation, and class. By the very nature of the course topic, there will likely be a wide range of opinions as you read and engage the assigned materials. You are responsible for helping to establish a good classroom environment, one that will stimulate you to think for yourself and raise questions about conventional views and received wisdom. Please keep in mind that we also engage each other in a respectful and considerate discussion in the classroom. Derogatory language, intimidation, and personal attacks will not be tolerated. These ground rules are reflected in the [UCSD Principles of Community](https://ucsd.edu/explore/about/principles.html) to which each of us is expected to adhere (<https://ucsd.edu/explore/about/principles.html>).

Electronic Devices and Laptops

A recent study in the [Computers and Education](#) journal found that using laptops in class “poses a significant distraction to both users and fellow students and can be detrimental to comprehension of lecture content”. Consequently, phones and electronic devices must be turned off or silenced during class. Electronic devices must be stowed away in bags or pockets.

Laptops and tablets may only be used during lecture to take notes. If you choose to use a laptop or tablet to take notes, you must email [Professor Frank](#) and sit in the designated

section at the front of the lecture hall. Anyone using an electronic device who is not in this section will be asked to leave class and marked absent for the day. During quizzes and exams, electronic devices of any kind must be turned off and stowed.

At your TA's discretion, students will be allowed to use electronic devices to reference course readings in discussion sections. All other electronic devices must be stowed away during discussion sections.

Academic Integrity

According to the [UCSD Policy on Integrity of Scholarship](#), "no student shall engage in any activity that involves attempting to receive a grade by means other than honest effort." This includes:

- completing an exam or assignment for another student or allowing an exam or assignment to be completed by another person for you;
- plagiarizing or copying the work of another person and submitting it as your own;
- using unpermitted aids (notes, phones, computers) when completing an exam or assignment.

Any work that you produce for this course that violates the UCSD Policy on Integrity of Scholarship will result in an 'F' on that assignment and will be reported following the process outlined by the [UCSD Office of Academic Integrity](#).

Accommodations

We wish to make this course as accessible as possible to students with disabilities or medical conditions that may affect any aspect of course assignments or participation. Students with disabilities should be sure to register with the Office for Students with Disabilities (OSD) <http://disabilities.ucsd.edu/about/index.html>. If you require any specific accommodations, please provide a copy of your paperwork to me as soon as possible. Also, if you prefer to be called by a different name or to be referred to by a different gender than what appears on your enrollment record, please feel free to notify your TA and Professor Frank.

Make-up Assignments

In order to receive a passing grade in the class, students must complete all course assignments. Make up exams, or extensions for exams or papers, will only be given to students who have a documented serious personal, medical, or family emergency. It is your responsibility to notify your TA and provide documentation for excused absences and conflicts. In-class activities cannot be made up. Talk to me and/or your Teaching Assistant if you are experiencing difficulties with your assignments.

ASSIGNED READING

ETHN 1 readings on [TritonED](#): tritoned.ucsd.edu & [ARES](#): reserves.ucsd.edu/ares/

Majoring or Minor in Ethnic Studies

Many students take an Ethnic Studies course because the topic is of great interest or because of a need to fulfill a college general education requirement. Often students have taken many ETHN courses out of interest, yet do not 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, education, medicine, public health, social work, counseling, public policy, and many other careers. If you would like information about the Ethnic Studies major or minor, please contact:

Daisy Rodríguez, Ethnic Studies Department Undergraduate Advisor
858-534-3277 or d1rodriguez@ucsd.edu or visit www.ethnicstudies.ucsd.edu

SYLLABUS

Please read the assigned reading material that follows each lecture date **before** that class meeting. Readings are available on [TritonED: tritoned.ucsd.edu](http://TritonED:tritoned.ucsd.edu) & [ARES: reserves.ucsd.edu/ares/](http://ARES:reserves.ucsd.edu/ares/). Be prepared to discuss the reading assignments in lecture and in discussion section.

WEEK 0 SEPTEMBER 23 Introduction to Ethnic Studies 1: Land and Labor

WEEK 1 Foundational Theories and Concepts

SEPTEMBER 26 Robert Warrior, "Indian," *Keywords for American Cultural Studies*. New York: New York University, 2007, 130-132.

J. Kēhaulani Kauaniui, "Indigenous," *Keywords for American Cultural Studies*. New York: New York University, 2007, 133-137.

SEPTEMBER 28 David F. Ruccio, "Capitalism," *Keywords for American Cultural Studies*. New York: New York University, 2007, 37-40.

Marc Bosquet "Labor," *Keywords for American Cultural Studies*. New York: New York University, 2007, 142-145.

SEPTEMBER 30 David Kazanjianin, "Colonial," *Keywords for American Cultural Studies*. New York: New York University, 2007, 48-53.

Roderick A. Ferguson, "Race," *Keywords for American Cultural Studies*. New York: New York University, 2007, 207-211.

WEEK 2 Indigenous and Settler Colonial Land

OCTOBER 3 Ann Feinup-Riodan. "A Guest on the Table: Ecology from the Yup'ik Eskimo Point of View," in John Grim. *Indigenous Traditions and Ecology The Interbeing of Cosmology and Community*. Cambridge, Harvard University Press, 2001, 541-558.

Glen Coulthard, "Place Against Empire: Understanding Indigenous Anti-Colonialism," *Affinities: A Journal of Radical Theory, Culture, and Action*, 4:2 (2010): 79-83.

OCTOBER 5 Patrick Wolfe. "Settler Colonialism and the Elimination of the Native". *Journal of Genocide Research*. 8:4 (2006): 387-409.

OCTOBER 7 Ronald Takaki, Chapter 3: "The giddy multitude: The hidden origins of slavery," *A Different Mirror: A History of Multicultural America*. Boston, Little Brown & Co., 1993, 51-76.

WEEK 3 American Empire and Chattel Slavery

OCTOBER 10 **Guest Lecturer:** Professor Sara C. Kaplan (Ethnic Studies) Stephanie Smallwood, Chapter 2: "Turning African Captives in to Atlantic Commodities," *Saltwater Slavery: A Middle Passage from Africa to American Diaspora*. Cambridge: Harvard University, 2007, 33-64.

OCTOBER 12 Reginald Horsman, Chapter 11: "Anglo Saxons and Mexicans," *Race and Manifest Destiny*. Cambridge: Harvard University, 1981, 206-228.

OCTOBER 14 Reginald Horsman, Chapter 12: "Race, Expansion and the Mexican War", *Race and Manifest Destiny*. Cambridge: Harvard University, 1981, 229-248.

WEEK 4 19th Century Systems of Labor

OCTOBER 17 Benjamin Madley, Chapter "'Unholy Traffic in Human Blood and Souls': Systems of California Indian Servitude under U.S. Rule", *Pacific Historical Review*, 83:4 (2014): 626-667.

Kimberly Johnston-Dodds, *Early California Laws and Policies Relating to California Indians*. Sacramento: California State Library, 2003, 27-39.

OCTOBER 19 Tomás Almaguer, "They Can Be Hired in Masses; They Can Be Managed and Controlled Like Slaves," *Racial Faultlines: The Historical Origins of White Supremacy in California*. Berkeley: University of California, 1994, 183-204.

OCTOBER 21 David A. Chang, Chapter 2: "Owning and Being Owned: Property, Slavery, and Creek Nationhood to 1865," *The Color of the Land: Race, Nation, and the Politics of Landownership in Oklahoma*. Chapel Hill: University of North Carolina, 2010, 7-38.

WEEK 5 Labor and Industrial Capitalism

OCTOBER 24 Upton Sinclair, Chapters 2-7, *The Jungle*, New York: Doubleday, Page & Co., 1906. [Download Kindle, ePub, or read online here: https://www.gutenberg.org/files/140/](https://www.gutenberg.org/files/140/)

OCTOBER 26 Upton Sinclair, Chapters 8-15, *The Jungle*, New York: Doubleday, Page & Co., 1906. [Download Kindle, ePub, or read online here: https://www.gutenberg.org/files/140/](https://www.gutenberg.org/files/140/)

OCTOBER 28 **MIDTERM EXAM**

WEEK 6 Immigration, Labor, and Capitalism

OCTOBER 31 Mae M. Ngai, "The Architecture of Race in American Immigration Law: A Reexamination of the Immigration Act of 1924," *The Journal of American History*, 86:1 (1999): 67-92.

NOVEMBER 2 **Guest Lecturer:** Professor Curtis Marez (Ethnic Studies)
Lisa Lowe, "Globalization," *Keywords for American Cultural Studies*. New York: New York University, 2007, 119-122.

Farmworker Movement Documentation Project: LeRoy Chatfield, "Timeline: Farmworker Movement 1960-1993," <https://libraries.ucsd.edu/farmworkermovement/TimelineWeb.pdf> (probably the second largest archive about the farmworker movement).

Curtis Marez, sections "Overture," and "Farmworker Futurism" of the digital essay, "Cesar Chavez's Video Collection," <http://scalar.usc.edu/nehvectors/curtis-marez/index>.
Use the navigation panel listing the sections on the left side of the page.

NOVEMBER 4 George Lipsitz, "The Possessive Investment in Whiteness: Racialized Social Democracy and the "White" Problem in American Studies," *American Quarterly*, 47:3 (1995): 369-387.

WEEK 7 Incarceration

NOVEMBER 7 **Guest Lecturer:** Professor Dennis Childs (Literature)
Dennis Childs, Chapter 2: "'Except as Punishment for a Crime': The Thirteenth Amendment and the Rebirth of Chattel Imprisonment," *Slaves of the State: Black Incarceration from the Chain Gang to the Penitentiary*. Minneapolis, University of Minnesota, 2015, 57-92.

NOVEMBER 9 Lisa Marie Cacho, Chapter 1: "White Entitlement and Other People's Crimes," *Social Death: Racialized Rightlessness and the Criminalization of the Unprotected*. New York: New York University, 2012, 35-60.

NOVEMBER 11 **NO CLASS (Veterans Day)**

WEEK 8 Militarization

NOVEMBER 14 Traci Brynne Voyles, Chapter 1: "Empty Except for Indians: Early Impressions of Navajo Rangeland," *Wastelanding : Legacies of Uranium Mining in Navajo Country*. Minneapolis: University of Minnesota, 2015, 27-53.

NOVEMBER 16 Yen Le Espiritu, Chapter 2: "Militarized Refuge(es)," *Body Counts : The Vietnam War and Militarized Refuge(es)*. Berkeley, University of California, 2014, 24-48.

NOVEMBER 18 Yen Le Espiritu, Chapter 3: "Refugee Camps and the Politics of Living," *Body Counts : The Vietnam War and Militarized Refuge(es)*. Berkeley, University of California, 2014, 49-80.

WEEK 9 Affective Labor

NOVEMBER 21 Pierette Hondagneu-Sotelo, Chapter 3: "The Gardeners of Eden," *Paradise Transplanted: Migration and the Making of California Gardens*. Berkeley, University of California, 2014, 71-115.

NOVEMBER 23 Kalindi Vora, Chapter 4: "Transnational Gestational Surrogacy: Expectation and Exchange," *Life Support: Race, Gender and New Socialities in the Vital Energy Economy*. Minneapolis: University of Minnesota, 2015, 103-140.

NOVEMBER 25 **NO CLASS (Thanksgiving Break)**

WEEK 10 What Kind of World?

NOVEMBER 28 Lisa Marie Cacho, Chapter 3: "Grafting Terror onto Illegality," *Social Death : Racialized Rightlessness and the Criminalization of the Unprotected*. New York: New York University, 2012, 97-113.

NOVEMBER 30 J. I. Albahri and K. Wayne Yang, "Hands Clasped Behind Her Back: Palestinian Waiting on Theories of Change, in Eve Tuck, and K. Wayne Yang, *Youth Resistance Research and Theories of Change. Critical youth studies*. New York: Routledge, 2014, 166-175.

DECEMBER 2 Eve Tuck and K. Wayne Yang. "Decolonization is not a metaphor", *Decolonization: Indigeneity, Education & Society* 1:1 (2012): 1-40.

MONDAY, DECEMBER 5 **FINAL EXAM (11:30 AM-2:20 PM)**