

ETHN 1

Introduction to Ethnic Studies: Land & Labor

Fall 2019 (MWF 1-1:50) • Peterson 108

Professor: Sara Clarke Kaplan
Office: Social Science Building (SSB) #220
Mailbox: Department of Ethnic Studies, SSB #201
Office Hours: M 11-12:30 (sign up through the calendar on Canvas)

| Section | Day/Time | Location | Teaching Assistant |
|---------|--------------|-----------|--|
| A01 | M 8-8:50am | CENTR 201 | Naaila Mohammed namohamm@ucsd.edu |
| A02 | M 9-9:50am | CENTR 201 | |
| A03 | M 10-10:50am | CENTR 201 | Sophia Armen sarmen@ucsd.edu |
| A04 | M 11-11:50am | CENTR 201 | |
| A05 | M 5-5:50pm | CENTR 201 | Oscar Gutierrez ogutierr@ucsd.edu |
| A06 | M 6-6:50pm | CENTR 201 | |
| A07 | W 9-9:50am | CENTR 220 | Christiane Assefefeke cassefaf@ucsd.edu |
| A08 | W 10-10:50am | CENTR 220 | |
| A09 | W 11-11:50am | CENTR 220 | Leon Lee lplee@ucsd.edu |
| A12 | F 11-11:50am | CENTR 220 | |
| A10 | F 9-9:50am | CENTR 220 | Melanie West mmwest@ucsd.edu |
| A11 | F 10-10:50am | CENTR 220 | |
| A13 | F 12-12:50am | CENTR 220 | Burgundy Fletcher bjfletch@ucsd.edu |
| A14 | F 3-3:50 | CENTR 205 | |
| A15 | F 4-4:50pm | CENTR 205 | Nima Rassooli nrassool@ucsd.edu |
| A16 | F 5-5:50pm | CENTR 205 | |

All students must attend the discussion section in which they are officially enrolled. You will not receive credit for attending a section in which you are not enrolled.

COURSE SUMMARY

This course is part of a three-quarter introduction to the field of Ethnic Studies. This first quarter 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 US and around the globe.

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. This cannot happen just by memorizing or mastering a series of clear-cut answers; rather, 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.

REQUIRED READING MATERIALS

Readings will be available for download from the course website on CANVAS. Once you are registered in the course, you will automatically be given access to the site. Use your UCSD username and password to sign at canvas.ucsd.edu. CANVAS is an invaluable tool for this course: important announcements and course resources will also be posted on the site, and lecture exercises will require its use.

Films required for at home screening will be accessible via library course reserves.

COURSE REQUIREMENTS

Assignments

| | | | |
|--|-----|--|-----|
| Attendance/Participation | 20% | Lecture Exercises | 10% |
| Critical Writing Assignments (5) <i>Weeks 2, 3, 5, 7, 9</i> | 15% | Online Assessments (2) <i>Weeks 4 & 8</i> | 10% |
| Midterm Exam (in class) | 20% | Final Exam (@ home/in class) | 25% |

Grading Scale

| | | | | | | | | | |
|--------|----|-------|----|-------|----|-------|----|------|---|
| 94-100 | A | 86-89 | B+ | 76-79 | C+ | 66-69 | D+ | 0-60 | F |
| 90-93 | A- | 83-85 | B | 73-75 | C | 63-65 | D | | |
| | | 80-82 | B- | 70-72 | C- | 60-63 | D- | | |

- 1) Attendance and participation (20%):** Class participation and punctual attendance are crucial. Students are expected to finish all reading assigned prior to class. 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 two unexcused absences from lecture or more than one unexcused absence from section will affect your final grade.** In order to be counted as present you must arrive on time and stay until the conclusion of lecture or section.
- 2) Lecture Exercises (10%):** To make this very large class more engaged and participatory, we will be having lecture learning exercises at least once a week. Exercises will require you to have access to your phone or computer in class. **THIS IS THE ONLY TIME ELECTRONIC DEVICES ARE ALLOWED OUT IN CLASS.** These exercises will not be scored, however, your completion of them counts for 10% of your final grade.
- 3) Short Critical Reflections (15%):** Students are expected to submit short critical reflections on weekly readings and themes on CANVAS. Critical reflections should be approximately 200-300 words (less than a page double-spaced) and should directly reference to course readings, lectures, or screenings. Critical reflections for the week must be completed prior to the beginning of your weekly discussion section at a time set by your TA; **late submissions will not be accepted.** Students must complete a total of **FIVE** writing assignments over the course of the quarter.

- 4) **Online Assessments (10%)**: Over the course of the semester, there will be two short online assessments, intended to help you and your instructors assess how well you are understanding course topics and approaches. These timed assessments will be a combination of multiple choice and short-answer questions, and should take no more than 30 minutes.
- 5) **Midterm Exam (20%)**: The midterm exam will be proctored on **Monday, Nov. 4th**. 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 one week prior to the exam.
- 6) **Final Exam (25%)**: The final exam will consist of two parts: **1) a short take-home essay** (approximately 3-4 pages in length) in response to a theoretical question generated from course 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 **Monday, Dec. 1st**. Both components of the exam should be handed in to your TA during the class final exam on **Monday, Dec. 9th (11:30am-2:30pm)**.

ACADEMIC INTEGRITY

According to the UCSD Policy on Academic Integrity, “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 automatically result in an ‘F’ on that assignment. Further penalties may include your failure in the course and your suspension and/or expulsion from the University.

ACCOMODATIONS

If you have a medical condition or different physical or learning needs for which you may need accommodation in order to participate fully and successfully, please feel free to speak with me individually so that we can make necessary adjustments. You may also seek assistance or information from the Office for Students with Disabilities (858-534-4382). If you prefer to be called by a different name or referred to as a different gender than the one under which you are officially enrolled, please inform your TA and me, so that we can adjust accordingly.

DISCUSSION ETHICS

This class is intended for students interested in challenging commonly held understandings of race, gender, sexuality, nation, and class. Given the nature of the course there will likely be a wide range of opinions. Ideally the course will prompt you to think for yourself and to raise questions about conventional views and received wisdom. However, please engage one another in discussion with respect and consideration. Abusive and harsh language, intimidation and personal attacks will not be tolerated. These norms are reflected in the UCSD Principles of Community that we are all expected to follow. For more information about the UCSD Principles of Community, visit (<http://www.vcb.ucsd.edu/principles.htm>).

OTHER COURSE GUIDELINES

Unless they are actively in use for a lecture exercise, all phones and electronic devices (PDA/iPod/iPad, laptops etc) must be turned off or set to vibrate/silent in the classroom. Electronic devices, including laptops, must be stowed away in bags or pockets. If you do not stow them and

instead use an electronic device in class you will be warned; if you use such a device again after being warned you will receive a failing participation grade for the day. If you have a cell phone/PDA/iPod/laptop etc out during a quiz or exam you will automatically fail the exam. If you require an exception to the policy regarding the use of laptops you must get written approval from me and you must sit in the front row. **If you are sleeping, reading, texting, doing work unrelated to class, or are otherwise 'virtually absent' while in lecture or section, you will be sent home and marked as absent for the day.**

READING SCHEDULE

Unless they are assigned for a specific date, you should try to complete the week's readings for the first day of lecture for the week. All readings must be completed before section. I strongly recommend completing the week's readings in the order they are listed on the syllabus.

UNIT I: INTRODUCTION

Fri. 9/27: Introduction

Mon. 9/30: Race & Indigeneity

Michael Omi & Howard Winant, selections from Chapter Four, *Racial Formation in the United States*. 3rd ed. (New York: Routledge, 2015), 105-6, 109-12.

J. Kehualani Kauanui, "Indigenous," in *Keywords for American Cultural Studies*, ed. Bruce Burgett and Glenn Hendler (New York: New York University Press, 2014), 133-37.

Wed. 10/2 Thinking Intersectionally

Evelyn Nakano Glenn, "Integrating Race and Gender," in *Unequal Freedom: How Race and Gender Shaped American Citizenship and Labor* (Cambridge: Harvard University Press, 2002), 6-17.

Fri. 10/4 Racial Capitalism

Kim Kelley, "What 'Capitalism' is and How it Affects People," *Teen Vogue*, April 11, 2018.
<https://www.teenvogue.com/story/what-capitalism-is>

Marc Bosquet, "Labor," in *Keywords for American Cultural Studies*, ed. Bruce Burgett and Glenn Hendler (New York: New York University Press, 2014), 142-45.

UNIT II: LAND AND LABOR IN HISTORICAL CONTEXT

WEEK TWO: Settler Colonialism [10/7, 10/9, 10/11]

****Critical Reflection #1 Due Before Section****

Ned Blackhawk, "Introduction," *Violence Over the Land: Indians and Empires in the Early American West* (Cambridge: Harvard University Press, 2008), 1-15.

Andrea Smith, "Sexual Violence as a Tool of Genocide," *Conquest: Sexual Violence and American Indian Genocide* (Cambridge, South End Press, 2005), 7-33.

Patrick Wolfe, "After the Frontier: Separation and Absorption in US Indian Policy," *Settler Colonial Studies* 1.1 (2011): 13-51.

WEEK THREE: Chattel Slavery [10/14, 10/16, 10/18]

****Critical Reflection #2 Due Before Section****

Stephanie Smallwood, "Turning African Captives into Atlantic Commodities," in *Saltwater Slavery: A Middle Passage from Africa to American Diaspora* (Cambridge: Harvard University Press, 2007), 33-64.

Walter Johnson, "The Chattel Principle," in *Soul by Soul: Life Inside the Antebellum Slave Market* (Cambridge: Harvard University Press, 1999), 19-45.

Jennifer Morgan, "The Breedings Shall Go With Their Mothers" in *Laboring Women: Reproduction and Gender in New World Slavery*, (Philadelphia: University of Pennsylvania Press, 2004), 69-106.

WEEK FOUR: Immigration, Labor, and Whiteness [10/21, 10/23, 10/25]

****Online Assessment #1 Due by Friday****

David Roediger, "Irish American Workers and White Racial Formation in the Antebellum United States," *The Wages of Whiteness: Race and the Making of the American Working Class* (New York: Verso, 1991), 133-63.

Tomás Almaguer, "They Can Be Hired in Masses; They Can Be Managed and Controlled like Unthinking Slaves," in *Racial Faultlines: The Historical Origins of White Supremacy in California* (Berkeley: University of California Press, 1994, 2009), 153-182.

Natalia Molina, "Placing Mexican Immigration Within the Larger Landscape of Race Relations in the United States," *How Race is Made in America* (Berkeley: UC Press, 2014), 33-55.

WEEK FIVE: Land, Labor, and Resistance [10/28, 10/30, 11/1]

****Critical Reflection #3 Due Before Section****

Tera Hunter, "'Washing Amazons' and Organized Protests," in *To 'Joy My Freedom: Southern Black Women's Lives and Labors After the Civil War* (Cambridge: Harvard University Press, 1997), 74-97.

Tomás Almaguer, "In the Hands of People Whose Experience Has Been Only to Obey a Master, Rather than Think And Manage for Themselves," in *Racial Faultlines: The Historical Origins of White Supremacy in California* (Berkeley: University of California Press, 1994, 2009), 183-204.

Curtis Marez, "From Third Cinema to National Video: Visual Technologies and UFW World Building," *Farm Work Futurism: Speculative Technologies of Resistance* (Minneapolis: University of Minnesota Press, 2016), 79-118.

UNIT III: LAND AND LABOR IN CONTEMPORARY CONTEXTS

WEEK SIX: Raced and Gendered Labor in the Global Age

IN-CLASS MIDTERM—MONDAY 11/4

Wed. 11/6: View Video Lecture on CANVAS

Grace Chang, "Global Exchange: The World Bank, 'Welfare Reform,' and the Trade in Migrant Women," in *Disposable Domestic: Immigrant Women Workers in the Global Economy*. (Boston: South End Press, 2000), 123-154.

Lisa Lowe, "Work, Immigration, Gender: New Subjects of Cultural Politics" *The Politics of Culture in the Shadow of Capital*, ed. Lisa Lowe and David Lloyd (Durham: Duke University Press, 1997), 354-374.

FILM FRIDAY: *Maquilopolis* OR *China Blue* (viewers' choice—pick one!)

WEEK SEVEN: The Southern Border: Crisis & Criminalization [11/13, 11/15]

****Critical Reflection #4 Due Before Section (or before usual section time)****

Mon. 11/11: NO CLASS (HOLIDAY)

Jodie M. Lawston and Ruben R. Murillo, "Policing Our Border, Policing Our Nation," *Beyond Walls and Cages: Prisons, Borders, and Global Crisis*, ed. Jenna Loyd, Matt Michelson, Andrew Burrige (University of Georgia Press, 2012), 181-89.

María Cristina García, "The New Asylum Seekers," *The Refugee Challenge in Post-Cold War America* (New York: Oxford University Press, 2017), 158-98.

David Hernandez, "Punishing Lawfulness: Trump's Assault on Authorized Migration," *NACLA: Reporting on the Americas*, August 20, 2018. <https://nacla.org/blog/2018/08/20/punishing-lawfulness-trump's-assault-authorized-migration>

WEEK EIGHT: Climate Justice and Indigenous Self-Determination [11/18, 11/20, 11/22]

****Critical Reflection #5 Due Before Section****

Rebecca Tsosie, "Indigenous People and Environmental Justice: The Impact of Climate Change," *University of Colorado Law Review* 78, no. 4 (2007):1625-1678.

Teresa Montoya, "Violence on the Ground, Violence Below the Ground," December 22, 2016. <https://culanth.org/fieldsights/violence-on-the-ground-violence-below-the-ground>

David Uahikeaikalei'ohu Maile, "On the Violence of the Thirty-Meter Telescope and the Dakota Access Pipeline," December 22, 2016. <https://culanth.org/fieldsights/on-the-violence-of-the-thirty-meter-telescope-and-the-dakota-access-pipeline>

Dean Itsuji Saranillio, "Stop TMT: Bearing Witness to the Decolonial Change the World Has Long Needed," August 14, 2019. <https://www.radicalhistoryreview.org/abusablepast/?p=3235>

WEEK NINE: Prison Lands, Prison Labor

****Online Assessment #2 Due by Friday****

Angela Y. Davis, "Prison Reform or Prison Abolition?" in *Are Prisons Obsolete?* (New York: Seven Stories Press, 2003), 9-21.

Michelle Alexander, "The Lockdown," in *The New Jim Crow: Mass Incarceration in the Age of Colorblindness* (New York: New Press, 2010, 2012), 54-96.

FILM WEDNESDAY: 13th

NO CLASS ON FRIDAY (HOLIDAY)

WEEK TEN: NEW POSSIBILITIES, NEW SOLIDARITIES

Eve Tuck and K. Wayne Yang, "Decolonization is not a metaphor," in *Decolonization: Indigeneity, Education & Society* 1.1 (2012), 1-40.

Aurora Kagawa-Viviani, "Maunakea: Redirecting the lens onto the culture of mainstream science" *Medium*, July 15, 2019. <https://medium.com/@akkagawa/maunakea-redirecting-the-lens-onto-the-culture-of-mainstream-science-5d3a5a12376a>

John Washington, "How to Stand in Solidarity with Undocumented Immigrants," *The Nation*, September 15, 2017. <https://www.thenation.com/article/how-to-stand-in-solidarity-with-undocumented-immigrants/>

Ford Foundation Fellows' Letter Against New Jails in New York, September 26, 2019. <https://docs.google.com/document/d/1Z1YcZx87-xJgNXjvwfi4n9HgEavK2DYxiFiJjeg0Bfk/edit>

FINAL EXAM ON MONDAY, DECEMBER 9th, 11:30-2:30

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 social science, non-contiguous, or other college requirement. Often students have taken three or four classes 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, journalism, government and politics, international relations, and many other careers. If you would like information about the Ethnic Studies major or minor, please contact:

Mónica Rodriguez, Ethnic Studies Department Undergraduate Advisor
(858-534-3277, ethnicstudies@ucsd.edu) or visit www.ethnicstudies.ucsd.edu