**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 confronting 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, caste 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**

By the completion of this course, you’ll be able to:
1. Critically explore and discuss the role of land and labor in shaping social, political, and economic relations in the United States, in a transnational context.
2. Identify connections between historical processes and contemporary phenomenon.
3. Apply critical thinking and analytical skills to primary and secondary sources.
4. Demonstrate skills as academic writers.
5. Analyze community event/experience in relation to significant course themes and concepts.
6. Define and identify the significance and historical context of keywords, key concepts, theoretical constructs presented by course.

COURSE ORGANIZATION

Lectures for this course are in an asynchronous online format. Course instruction is delivered through weekly content videos, assigned readings, weekly responses to posted Reading Questions, and discussion board posts by your Teaching Assistant. While there is no synchronous lectures, your required weekly Discussion Section has a synchronous class led by your TA. Students are expected to complete the weekly requirements, actively engage with the course content, and participate in weekly discussions. Course evaluation will be based on weekly discussions, weekly reading blogs, the Context assignment, a midterm exam, and a final exam, all submitted through CANVAS.

COURSE REQUIREMENTS

<table>
<thead>
<tr>
<th>Assignments</th>
<th>Grading scale:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Weekly Discussion – TA prompts (10)</td>
<td>30%</td>
</tr>
<tr>
<td>Weekly Reading Question Blogs (10)</td>
<td>25%</td>
</tr>
<tr>
<td>Midterm exam: keywords &amp; connection short answers</td>
<td>20%</td>
</tr>
<tr>
<td>Context Assignment</td>
<td>5%</td>
</tr>
<tr>
<td>Final exam - part 1: keywords</td>
<td>10%</td>
</tr>
<tr>
<td>Final exam - part 2: essay (format TBA)</td>
<td>10%</td>
</tr>
<tr>
<td></td>
<td>93-100 A 77-79 C+</td>
</tr>
<tr>
<td></td>
<td>90-92 A- 73-76 C</td>
</tr>
<tr>
<td></td>
<td>87-89 B+ 70-72 C-</td>
</tr>
<tr>
<td></td>
<td>83-86 B 60-69 D</td>
</tr>
<tr>
<td></td>
<td>80-82 B- 0-60 F</td>
</tr>
</tbody>
</table>

1. Lectures and Readings: Students are expected to finish all reading assigned prior to watching each lecture. Course lectures provide information, context, and guidance that will assist you to understand the readings, participate fully in discussion and to critically engage and analyze information and ideas presented throughout the quarter.
2. **Discussion participation (30%)**: Participation in the weekly Discussion activities with your TA is crucial. Please be prepared to express your own critical questions and critiques of course materials and to participate actively.

3. **Reading Question Blogs (25%)**: In each Module, students respond to a set of reading questions available in CANVAS after having read the assigned reading paired with a lecture video. Post your reading question responses by the deadline set for you in CANVAS. Your TA will use the reading questions responses to help inform Discussion activities.

4. **Context Assignment (5%)**: Over the course of the quarter, each student will 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 to be uploaded to CANVAS the week following the event, need not be more than one page long, and should include your name and the date and title of the event. The TAs and I will keep a list of events on CANVAS that you might use to satisfy this assignment, however, you are ultimately responsible for locating and selecting an event to attend.

5. **Midterm Exam (20%)**: The midterm exam will ask 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 prior to the exam.

6. **Final Exam (20%)**: The final exam will consist of two parts: 1) five identification terms (10%), and 2) essay format to be announced (10%).

7. **Grading Policy**: In order to receive a passing grade in the class, students must complete work in each of the course assignments listed above.

---

**COURSE POLICIES**

**Participation**
Students who wish to successfully complete this course must view the course video lectures and attend the discussion sections.

**Office Hours**
Professor Frank and your TA each have 3 hours of regularly scheduled office hours. You may discuss any aspect of the course and your participation during office hours and are encouraged to take advantage of the opportunity. The list of office hours and Zoom links are posted on CANVAS.

**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 in-person or virtual classroom. Derogatory language, intimidation, and personal attacks will not be tolerated. These ground rules are reflected in the UCSD Principles of Community to which each of us is expected to adhere (https://ucsd.edu/explore/about/principles.html).

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 any artificial intelligence (AI) tool to generate content that you then submit as your own work, unless specifically called for as a part of an assignment;
- 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. In accordance with Section 504 of the Rehabilitation Act of 1973 and Americans with Disabilities Act of 1990, UC San Diego strives to provide equal access and an exceptional learning environment for all students.

Students with disabilities should be sure to register with the Office for Students with Disabilities (OSD) Students with disabilities should register with the Office for Students with Disabilities (OSD) in a timely manner: https://osd.ucsd.edu/students/registering.html. If you require any specific accommodations, please provide a copy of your paperwork to me as soon as possible.

Also, if you use a name different from the one that appears in the class list, or prefer to be referred to by specific pronouns, please feel free to notify your TA and Professor Frank.

Student Conduct
All UC San Diego students are expected to follow university and UC-wide policies, including the Student Conduct Code. The UC San Diego Student Conduct Code represents the pride and values that define our community, and these ground rules include the UC San Diego Principles of Community, which further illustrate the
expectations for all members of our community. Derogatory language, intimidation, and personal attacks will not be tolerated. The Code applies to all UC San Diego undergraduate, graduate, professional school, and Extended Studies students.

Non-Discrimination and Sexual Harassment
The University of California, in accordance with applicable Federal and State law and University policy, does not discriminate based on race, color, national origin, religion, sex, gender identity, pregnancy, physical or mental disability, medical condition (cancer related or genetic characteristics), ancestry, marital status, age, sexual orientation, citizenship, or service in the uniformed services. The University also prohibits harassment on any of these bases, including sexual harassment, as well as sexual assault, domestic violence, dating violence, and stalking. Reports of alleged violations involving sex offenses, including sexual assault and sexual misconduct, will be handled under the policies and procedures set forth in the University of California’s Sexual Violence and Sexual Harassment Policy.

If students have questions about student-related nondiscrimination policies or concerns about possible discrimination or harassment, they should contact the Office for the Prevention of Harassment and Discrimination (OPHD) at (858) 534-8298, ophd@ucsd.edu, or reportbias.ucsd.edu. Students are encouraged to seek assistance as soon as possible, as time limits may apply to complaint resolution processes.

Make-up 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. Talk to Professor Frank and/or your Teaching Assistant if you are experiencing difficulties with your assignments.

Majoring or Minoring 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:

Monica Rodriguez, Ethnic Studies Department Undergraduate Advisor
858-534-3277 or
http://nmrodriguez@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 CANVAS. Be prepared to discuss the reading assignments in lecture and in discussion section.
INTRO  Introduction to Ethnic Studies 1: Land and Labor

WATCH:  Lecture 0A - Welcome and Introduction
Lecture 0B - Land Acknowledgment and Meaning
Lecture 0C - Course Road Map and Information

Video (optional): Creation Story of the Agua Caliente Indians
https://www.youtube.com/watch?v=4GfY17hn3KE

Module 1  Foundational Theories and Concepts

WATCH:  Lecture 1A – Module 1 overview


WATCH:  Lecture 1B - Naming and Owning (Indian and Indigenous)

WRITE:  Reading question 1


WATCH:  Lecture 1C - Extracting Wealth (Capitalism and Labor)

WRITE:  Reading question 2


WATCH:  Lecture 1D - Structuring (Colonial and Race)

WRITE:  Reading question 3

WATCH:  Kimberlé Crenshaw, The urgency of intersectionality (TED TALK)
Module 2  Indigenous and Settler Colonial Land


WATCH: Watch: Indigenous Knowledge and Western Science: Dr. Leroy Little Bear  
https://www.youtube.com/watch?v=gJSJ28eEUjl&list=PLQ2kZFmiP9jL_d1cQh1gb7yS5QuIDeBls&index=2

Lecture 2A - Module 2 overview
Lecture 2B – Other-than-human Persons
Lecture 2C – Settler Colonialism
Lecture 2D – Race and Racialization

WRITE:  Module 2 Reading questions blog

Module 3  Chattel Slavery and American Empire


**WATCH:** Lecture 3A - Module 3 overview
- Lecture 3B – Racial Capitalism
- Lecture 3C – Foundation for Expansion
- Lecture 3D – Racial Imperialism

**WRITE:** Module 3 Reading questions

**LISTEN:**

**Module 4 19th Century Systems of Labor**


**OPTIONAL PRIMARY SOURCE**

**OPTIONAL READING**

**WATCH:**
- Lecture 4A - Module 4 overview
- Lecture 4B – Mexico-US War Consequences
Lecture 4C – Creating White California
Lecture 4D – Relational Logics of Subordination

WRITE: Module 4 Reading questions blog

Module 5 Labor and Industrial Capitalism

WATCH: Lecture 5A - Module 5 overview
Lecture 5B – Americanizing Labor
Lecture 5C – Elite Victims and Redemptive Outsiders

WRITE: Module 5 Reading questions blog

MIDTERM EXAM

Module 6 Immigration, Labor, and Capitalism

WATCH: Lecture 6A - Module 6 overview
Lecture 6B – Nativism and Nationalism
Lecture 6C – “Defending the Stockade”
Lecture 6D – Sedimented Entitlement

WRITE: Module 6 Reading questions blog

Module 7 Incarceration
READ: 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

WATCH: 13th, Netflix. YouTube, April 17, 2020: https://www.youtube.com/watch?v=krfcq5pF8u8


WATCH: Lecture 7A - Module 7 overview
Lecture 7B – Involuntary Servitude
Lecture 7C – Prison Governmentality
Lecture 7D – Social Life and Death

WRITE: Module 7 Reading questions blog

Module 8 Globalization and Militarization

WATCH: Maquilopolis.


WATCH: Lecture 8A - Module 8 overview
Lecture 8B – Interdependence and Movement
Lecture 8C – Military Colonization
Lecture 8D – Refugee Refusal

WRITE: Module 8 Reading questions blog

Module 9 Climate Justice, Land, Labor
READ: Principles of Environmental Justice: https://www.ejnet.org/ej/principles.html


Lecture 9A - Module 8 overview
Lecture 9B - Wastelanding
Lecture 9C – Anti-wastlanding

WRITE: Module 9 Reading questions blog

Module 10 What Kind of World?


WATCH: Lecture 10A – Module 10 overview
Lecture 10B – Death Worlds
Lecture 10C – Abolition and Decolonization
Lecture 10D – Conclusion

WRITE: Module 10 Reading questions blog

FINAL EXAM