

# ETHNIC STUDIES 2

## Introduction to Ethnic Studies: Circulations of Difference

**Professor:** Kirstie A. Dorr, [kdorr@ucsd.edu](mailto:kdorr@ucsd.edu)  
**Office Location:** Department of Ethnic Studies, SSB 232  
**Office Hours:** Mon. 5-6pm; Wed. 1-2pm; Fri. 1-2pm

### Teaching Assistants/ Office Hours:

Malathi Iyengar ([miyengar@ucsd.edu](mailto:miyengar@ucsd.edu)): Thurs. 2-3:30, Fri. 8-9:30.  
Linh Nguyen ([ltn024@ucsd.edu](mailto:ltn024@ucsd.edu)): Mon. 10:45-1:45, Wed. 12:15-2:15  
Davorn Sisavath ([dsisavat@ucsd.edu](mailto:dsisavat@ucsd.edu)): Mon. 10-11:30, Wed. 1-2:30  
Kai Small ([krsmall@ucsd.edu](mailto:krsmall@ucsd.edu)): Wed. 2-3:30, Fri. 10-11:30  
Salvador Zarate ([sezarate@ucsd.edu](mailto:sezarate@ucsd.edu)): Mon. 10-11:30, Wed. 1-2:30

### Course Description

Part of a year-long introduction to the Ethnic Studies major, this course examines how racial formation in the US has been shaped by inter-regional and transnational migration and the circulation of commodities, knowledge, bodies, and culture. Course readings and class discussions will foreground an analysis of how the social construction of racial, gender, and sexual difference has both shaped and been shaped by historical and contemporary processes of movement, displacement, and containment.

### Course Objectives

Our common undertaking—the study of historical and contemporary migration processes—promises to be a challenging task. Please note that our goal in this course will not be to memorize or master 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 Texts

All course readings can be viewed and downloaded via the **EReserves** course website. You will be prompted to enter a password for the course, which is: **kd2**

### Accommodations

I 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. If you require any specific accommodations, please contact 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 me and your TA.

### Discussion Ethics.

This class is intended for students interested in challenging commonly held understandings of race, gender, sexuality, class, and nation. 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 (<http://www.vcb.ucsd.edu/principles.htm>).

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#### Electronic Devices and Laptops.

All phones and electronic devices (PDA/iPod/iPad, laptops etc) must be turned off or set to vibrate 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. If you have a cell phone/PDA/iPod/laptop etc out during a quiz or exam you will automatically fail the course. 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.

#### Course Requirements

<u>Assignments</u>		<u>Grading Scale</u>			
Section attendance/participation	20%	94-100	A	73-75	C
Discussion Points	25%	90-93	A-	70-72	C-
Midterm Exam	25%	86-89	B+	66-69	D+
Final Exam	30%	83-85	B	63-65	D
		80-82	B-	60-63	D-
		76-79	C+	0-60	F

- 1) **Section 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 one unexcused absences 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) **Discussion Point (25%):** Each week, students are responsible for the contribution of at least one discussion point that relates to course themes. A discussion point can take the form of a critical question, news article, song or image, etc. These can be submitted to your TA at the beginning of your weekly discussion section. Please include your name, the appropriate date, and ½-1pg. double-spaced description of how your selection relates to course themes. **Late and/or hand written submissions will not be accepted.**
- 3) **Midterm Exam (25% each):** The midterm exam will be proctored on **Friday, Feb. 8th.** 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.
- 4) **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 theoretical question generated from course readings; and **2) an in-class exam** consisting of five identification terms. A list of potential key terms and the essay prompt will be made available on **Monday March 12<sup>th</sup>.** Both components of the exam, each worth 15% of your grade, should be handed in to your TA during the class final exam on Wed. March 20<sup>th</sup> (11:30am-2pm).
- 5) **Grading Policy:** In order to receive a passing grade in the class, students **must complete all course assignments.**

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**UNIT ONE: Historicizing Race, Migration, and Citizenship in the US:** This unit surveys three social systems—settler colonialism, chattel slavery and immigration and citizenship law—to examine how racial meaning and race relations have been shaped over time by processes of land and labor expropriation, colonial settlement, and racial containment.

**WEEK ONE: Introduction—Setting the Terms**

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- Mon. 1/7**      **Introduction to Course**
- Wed. 1/9:**      **Weinbaum, Alys Eve.** “Nation” in Keywords for American Cultural Studies, Bruce Burgett and Glenn Hendler eds. New York: NYU Press, 2007.  
**Silva Gruesz, Kirsten.** “America” in Keywords for American Cultural Studies, Bruce Burgett and Glenn Hendler eds. New York: NYU Press, 2007.
- Fri. 1/11**      **Kandaswamy, Priya.** “Gendering Racial Formation” in Racial Formation in the Twenty-First Century, HoSang, LaBennett and Pulido eds. Berkeley: University of California Press, 2012 (23-43).

**WEEK TWO: Settler Colonialism**

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- Mon. 1/14**      **Veracini, Lorenzo.** “Introduction: The Settler Colonial Situation” in Settler Colonialism: A Theoretical Overview. New York: Palgrave Macmillan, 2010.
- Wed. 1/16**      **Wolfe, Patrick.** “After the Frontier: Separation and Absorption in US Indian Policy” in Settler Colonial Studies Vol. 1(1) 2011.
- Fri. 1/18**      **David E. Wilkins.** “Indian Peoples Are Nations, Not Minorities” in American Indian Politics and the American Political System. Lanham, MD: Rowman & Littlefield Publishers, 2010 (3<sup>rd</sup> edition).

**WEEK THREE: The Middle Passage and Chattel Slavery**

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- Mon. 1/21**      **Martin Luther King, Jr. Holiday**
- Wed. 1/23**      **Smallwood, Stephanie E.** “Turning African Captives into Atlantic Commodities” in Saltwater Slavery: A Middle Passage from Africa to the American Diaspora. Cambridge: Harvard University Press, 2007.
- Fri. 1/25**      **Walter Johnson.** “Making a World Out of Slaves” in Soul by Soul: Life Inside the Antebellum Slave Market. Cambridge: Harvard University Press, 2001.

**WEEK FOUR: Immigration and Citizenship Law Part One**

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- Mon. 1/28**      **Glenn, Evelyn Nakano.** “Citizenship: Universalism and Exclusion” in Unequal Freedom: How Race and Gender Shaped American Citizenship and Labor. Cambridge, MA: Harvard University Press, 2002 (18-55).
- Wed. 1/31**      **Haney Lopez, Ian.** “White Lines” in White By Law: The Legal Construction of Race. New York: NYU Press, 1996 (1-36.)

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**Fri. 2/1**      **Haney Lopez, Ian.** "Racial Restrictions in the Law of Citizenship" in White By Law: The Legal Construction of Race. New York: NYU Press, 1996 (37-47).

**Film: *Race: the Power of an Illusion, Part 3—The House We Live In***

**WEEK FIVE: Immigration and Citizenship Law Part Two**

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**Mon. 2/4**      **Ngai, Mae.** "The Johnson-Reed Act of 1924 and the Reconstruction of Race in Immigration Law" in Impossible Subjects: Illegal Aliens and the Making of Modern America. Princeton, NJ: Princeton University Press, 2004.

**Wed. 2/6**      **Buff, Rachel Ida.** "The Deportation Terror" in American Quarterly (60:3) Sept. 2008, 523-551.

**Fri. 2/8**      **Midterm Exam**

**UNIT TWO: CONTEMPORARY CIRCULATIONS:** This unit examines case studies of contemporary circulations of bodies, capital, and culture. Key social processes to be examined include US imperialism, nation-building and nationalism; globalization and neoliberalism; and contemporary US immigration policy.

**WEEK SIX: War and the Figure of the Refugee**

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**Mon. 2/11**      **Ong Aihwa.** "The Refugee as an Ethical Figure" in Buddha is Hiding: Refugees, Citizenship and the New America. Berkeley: UC Press, 2003.

**Wed. 2/13**      **Espiritu, Yen Le.** "Toward a Critical Refugee Study: The Vietnamese Refugee Subject in US Scholarship" in Journal of Vietnamese Studies 1, nos. 1-2 (2006): 410-33.

**Fri. 2/15**      **Vang, Ma.** "The Refugee Soldier: A Critique of Recognition and Citizenship in the Hmong Veterans' Naturalization Act of 1997" positions (2012) 20(3): 685-712.

**WEEK SEVEN: Globalization and Labor Circulations**

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**Mon. 2/18**      ***President's Day Holiday***

**Wed. 2/20**      **Lowe, Lisa.** "Globalization" in Keywords for American Cultural Studies, Bruce Burgett and Glenn Hendler eds. (New York: NYU Press, 2007).  
**Chang, Grace.** "Global Exchange: The World Bank, 'Welfare Reform,' and the Trade in Migrant Women" in Disposable Domesticity. Boston: South End Press, 2000.

**Fri. 2/22**      **Gaspar de Alba, Alicia.** "The Maquiladora Murders, 1993-2003," in Aztlan: A Journal of Chicano Studies, Vol. 28, No. 2, Fall 2003: 1-17.

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**Film: *Maquilapolis***

**WEEK EIGHT: Militarization at Home and Abroad**

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- Mon. 2/25**     **Shigematsu, Setsu and Keith Camacho.** “Militarized Currents, Decolonizing Futures” in Militarized Currents: Toward a Decolonized Future in Asia and the Pacific. Minneapolis: University of Minnesota Press, 2010.
- Wed. 2/27**     **Imada, Adria.** “The Troupes Meet the Troupes” in Aloha America: Hula Circuits through the U.S. Empire. Durham, NC: Duke University Press, 2012.
- Fri. 3/1**        **Dunn, Timothy.** The Militarization of the U.S.-Mexico Border, 1978-1992: Low Intensity Conflict Doctrine Comes Home. Austin: Center for Mexican American Studies, University of Texas at Austin, 1996: 1-34.

**WEEK NINE: Trafficking Bodies and Body Parts**

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- Mon. 3/4**        **Luibheid, Eithne.** “Rape, Asylum, and the U.S. Border Patrol” in Entry Denied: Controlling Sexuality at the Border. Minneapolis and London: University of Minnesota Press, 2002.
- Wed. 3/6**        **Scheper-Hughes, Nancy.** “The Global Traffic in Human Organs” in Current Anthropology Volume 41, Number 2, April 2000
- Vora, Kalindi.** “Indian Transnational Surrogacy and the Commodification of Vital Energy” in Subjectivity (2009) 28, 266–278.
- Fri. 3/8**        ***Film Screening: Dirty Pretty Things***

**WEEK TEN: Islamophobia and the War on Terror**

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- Mon. 3/11**      **Abu-Lughod, Lila.** “Do Muslim Women Really Need Saving?” in American Anthropologist; Sep 2002; 104, 3; Research Library Core, pg. 783.
- Wed. 3/13**      **Nadine Naber,** “From Model Minority to Problem Minority” in Arab America: Gender, Cultural Politics, and Activism. New York: New York University Press, 2012.
- Fri. 3/15**      **WRAP UP**