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 for Week One will be available for download under the ‘contents’ tab on TED and on E-Reserves through the UCSD library website (http://reserves.ucsd.edu). All other reading materials for this course will be available for download via E-Reserves. You will be prompted to enter a password for the course, which is sk1.

COURSE REQUIREMENTS

<table>
<thead>
<tr>
<th>Assignments</th>
<th>Grading Scale</th>
</tr>
</thead>
<tbody>
<tr>
<td>Section attendance/participation</td>
<td>20%</td>
</tr>
<tr>
<td>Critical Journals</td>
<td>20%</td>
</tr>
<tr>
<td>Context Assignment</td>
<td>5%</td>
</tr>
<tr>
<td>Midterm Exam (in class)</td>
<td>25%</td>
</tr>
<tr>
<td>Final Exam (@ home/in class)</td>
<td>30%</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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 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) **Course Journal** (20%): Students are expected to submit to their TA a weekly critical journal entry related to course topics, themes, and issues of particular interest to them. Your journal entry can take many forms, and your TA can provide you with more guidance. Journal 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** journal entries over the course of the quarter.

3) **Context Assignment** (5%): Over the course of the semester, 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 one-paragraph 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, 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, Nov. 7th**. 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 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. 8th**.
Both components of the exam, each worth 15% of your grade, should be handed in to your TA during the class final exam on **Monday, Dec. 15th (11:30am-2pm)**.

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

**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://wwwvcb.ucsd.edu/principles.htm).

**OTHER COURSE GUIDELINES**

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

Readings for the week are due on the first day of class for the week, and must be completed before section. I strongly recommend completing the week’s readings in the order they are listed on the syllabus.

Fri. 10/3: **Introduction**

**WEEK ONE: Finding Common Ground**


**UNIT I: LAND AND LABOR IN HISTORICAL CONTEXT**

**WEEK TWO: Settler Colonialism**


**WEEK THREE: Chattel Slavery**


**WEEK FOUR: Chinese Immigrant Labor in Anglo California**


WEEK FIVE: Land, Labor, and Resistance


Fri. 11/7: IN-CLASS MIDTERM

UNIT II: LAND AND LABOR IN CONTEMPORARY CONTEXTS

WEEK SIX: Globalization and the International Division of Labor


FILM: *Maquilopolis*

WEEK SEVEN: Immigrant Labor in the Globalized US


FILM: *The Other Side of Immigration*

WEEK EIGHT: Struggles over Native Sovereignty


Fri. 11/28: **Fall Break Holiday**

**WEEK NINE: Prison Lands, Prison Labor**


**FiLM: Visions of Abolition, Part I**

**WEEK TEN: Reparation & Decolonization**


---

**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 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:

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