

# ETHNIC STUDIES 1A: INTRODUCTION TO ETHNIC STUDIES

## Population Histories of the United States

Fall Quarter 2005

**Professor:** Michele Goldwasser ([mgoldwas@dss.ucsd.edu](mailto:mgoldwas@dss.ucsd.edu))

**Office Hours:** Monday (10:30-11:30), Thursday (1:30-2:30), Friday (10:30-11:30) in SSB 222

**Teaching Assistants:** Martha Escobar ([mdescoba@ucsd.edu](mailto:mdescoba@ucsd.edu)); Myrna Garcia ([mygarcia@ucsd.edu](mailto:mygarcia@ucsd.edu)); Michelle Gutierrez ([m2gutier@ucsd.edu](mailto:m2gutier@ucsd.edu)); Anna Kim ([ajkim@ucsd.edu](mailto:ajkim@ucsd.edu)); Madelsar Ngiraingas ([mngirain@ucsd.edu](mailto:mngirain@ucsd.edu)); Ngocnga Nguyen ([ngocnga@ucsd.edu](mailto:ngocnga@ucsd.edu)); Traci Voyles ([tvoyles@ucsd.edu](mailto:tvoyles@ucsd.edu))

## PURPOSE AND RATIONALE

This course provides an overview of the arrival, growth, and redistribution of different racial and ethnic populations in the United States. Understanding the histories of the various populations who lived in the Americas or migrated to this land will help us give significance to social relations today. The course is divided into three parts. First, we will examine the convergence of cultures and the development of patterns of social interaction. Frederick Jackson Turner's "frontier thesis" marks the end of this period and the identification of an "American" identity. Yet his thesis presents only one mirror. Ronald Takaki's text will help us view our history through different mirrors. Second, we will examine the legislative attempts in the twentieth century first to preserve this "American" identity and later to expand it to a more pluralistic vision. Third, we will examine the impact of immigration on and within specific groups. This will lead us to rethink our basic social constructions of race and ethnicity in the United States.

## REQUIRED TEXTS

All books are available at Groundworks Bookstore (452-9625). They will also be on reserve at Geisel Library.

David G. Gutierrez. 1995. *Walls and Mirrors: Mexican Americans, Mexican Immigrants, and the Politics of Ethnicity*. Berkeley: University of California Press.

King, Desmond. *Making Americans: Immigration, Race, and the Origins of the Diverse Democracy*. Cambridge: Harvard University Press.

Takaki, Ronald. *A Different Mirror: A History of Multicultural America*. Boston: Little, Brown and Company.

There are also articles on electronic reserve at Geisel Library. Access these online through "Course Reserves." These readings will have an asterisk (\*) before their listing on the Schedule of Readings below.

## MAJORING OR MINORING IN ETHNIC STUDIES AT UCSD

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 have no information about the major or minor and don't 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, public policy, government and politics, journalism, education, public health, social work, international relations, and many other careers. If you would like information about the ethnic studies major or minor at UCSD, please contact Yolanda Escamilla, Ethnic Studies Department Undergraduate Advisor, at 858-534-3277 or [yescamilla@ucsd.edu](mailto:yescamilla@ucsd.edu).

## GRADING AND ASSIGNMENTS

**Participation (10%):** Participation grades will be based on your regular involvement in sections. Sections provide you an opportunity to discuss the readings, lectures, and films. They are essential to the learning process, and therefore your attendance and participation is mandatory. Absences will affect your grade.

**Personal Essay (10%):** Each student is required to complete an essay analyzing an aspect of your own immigration history. Students may, with instructor approval, write an essay analyzing the immigration history of someone they know. This assignment will be discussed in class lecture, and more fully discussed in sections. The assigned readings on electronic reserve from Thomas Dublin's *Becoming American*, *Becoming Ethnic* may be used as examples of this essay. The essay should be 1-2 pages in length, typed, and double-spaced. The personal essay will be due Monday, 10/17.

**Take-Home Essay (10%):** Each student is required to complete ONE essay on a topic to be assigned. This assignment will be discussed in class lecture, and more fully discussed in sections. This assignment is to give you practice and feedback in preparation for the final exam. The essay should be approximately 2 pages in length, typed, and double-spaced. The take-home essay will be due Friday, 11/18.

**Quizzes (10%):** Quizzes will be given from time to time during class lectures. Pop quizzes are intended to provide a motivation for you to complete readings by the date assigned, review your lecture notes on a regular basis, and attend lectures regularly. They will also help prepare you for the midterm and final exams.

**Midterm Exam (20%):** An in-class midterm exam will be given on Wednesday, 10/26. The exam will consist of multiple choice and/or short answer questions.

**Final Exam (40%):** There will be an in-class final exam, focusing on the material since the midterm. The exam will include multiple choice and/or short answer questions, and an essay.

**NOTE:** The final exam will be held on **MONDAY, December 5, from 11:30-2:30**. This is the time listed on the Schedule of Classes. A make-up exam will be given on Friday, December 9, from 11:30-2:30. Students **MUST** have instructor approval to take the make-up exam **PRIOR TO** the final class meeting on Friday, 12/2.

Policy on Late Papers and Make-up Exams: Late papers will receive one full grade reduction per day. Make-up midterm and final exams will be given only with acceptable documentation AND instructor approval. Make-up exams will NOT be the same exams given in class at the scheduled times. No make-up quizzes will be given.

Creating a Learning Environment: Benjamin Franklin once said, "Seek first to understand, then to be understood." By the very nature of this course topic, there will likely be a wide range of opinions often rooted in personal histories and experiences. Rather than judge or dismiss opinions other than your own, seek to understand the logic behind those opinions. Then express your own thoughts and opinions in a respectful and considerate manner. A good learning environment should stimulate you to think for yourself, examine other perspectives, challenge established paradigms, and raise critical questions. This will be accomplished if we first listen, then think, and finally respond in a respectful and productive manner. Please also refer to UCSD's Principles of Community (<http://www-vcba.ucsd.edu/principles.htm>).

Academic Integrity: Please adhere to all university requirements for academic integrity. This comes down to a simple rule: All work must be your own. If you have questions about what constitutes violations to academic integrity, please discuss them with your TA or the instructor. Please also refer to UCSD's Policy on Integrity of Scholarship (<http://www-senate.ucsd.edu/manual/appendices/app2.htm>).

## SCHEDULE OF READINGS

Friday (9/23): Introduction to the course.

### **Part I: Converging Cultures and the Formation of "American" Identity**

#### **Week 1: The Social Construction of Race and Ethnicity**

Monday (9/26)

Readings: \*Steinberg, "The Ignominious Origins of Ethnic Pluralism"

Wednesday (9/28)

Readings: \*Dublin (Courtney, Vaage, Burgos, Powell, Algranati, Kim, Thompson)

Friday (9/30)

Readings: Takaki, 1-17; \*Dublin (Tagudin, Nguyen, Charukamnoetkanok)

#### **Week 2: Racializing the "Other"**

Monday (10/03)

Readings: \*Salisbury; "The Indians' Old World"

Wednesday (10/5)

Film: *The Couple in the Cage*

Readings: Takaki, 21-50

Friday (10/07)

Readings: Takaki, 51-76

#### **Week 3: The Market Revolution**

Monday (10/10)

Readings: Takaki, 79-105

Wednesday (10/12)

Film: *Africans in America*

Readings: Takaki, 106-138

Friday (10/14)

Readings: Takaki, 139-165

**Week 4: The End of the Frontier and Beyond**

Monday (10/17)

**DUE: Personal Essay**

Film: *Becoming Chinese*

Readings: Takaki, 191-221

Wednesday (10/19)

Film: *Picture Brides*

Readings: Takaki, 246-251

Friday (10/21)

Readings: Takaki, 225-245; 340-355

**Week 5: Turner on the "American Character"**

Monday (10/24):

Readings: \*Turner ("The Significance of the Frontier")

Wednesday (10/26): **MIDTERM EXAM**

Friday (10/28)

Readings: King, 11-49

**Part II: Immigration Policies in the 20th Century**

**Week 6: Perceptions from Inside America:**

Monday (10/31)

Readings: King, 50-81

Wednesday (11/2)

Readings: King, 85-126

Friday (11/04)

Readings: King, 127-165

**Week 7: Perceptions from Inside America**

Monday (11/07)

Readings: King, 199-253

Wednesday (11/09)

Readings: King, 257-292

Friday (11/11): Veterans' Day Holiday

**Part III: Immigration and its Impact**

**Week 8: In-Depth Study**

Monday (11/14)

Readings: Gutiérrez, 13-38; 39-68

Wednesday (11/16)

Readings: Gutiérrez, 69-116

Friday (11/18)

**DUE: Take-Home Essay**

Readings: Gutiérrez, 117-151

**Week 9: In-Depth Study**

Monday (11/21)

Readings: Gutiérrez, 152-178

Wednesday (11/23)

Readings: Gutiérrez, 179-216

Friday (11/25): Thanksgiving Holiday

**Week 10: Rethinking Race, Ethnicity, and Class Today**

Monday (11/28)

Readings: \*Zucker and Zucker, "The Mariel Floodtide"; \*Foner, "Introduction"

Wednesday (11/30)

Readings: \*Watkins-Owens, "Early-Twentieth-Century Caribbean Women";  
\*Vickerman, "Tweaking a Monolith"

Friday (12/02): Conclusions and Review

### **Ethnic Studies Major or Minor at UCSD**

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