

**Introduction to Ethnic Studies:
Population Histories in the United States
Ethnic Studies 1A
Fall Quarter 2006**

Professor: David N. Pellow

Office: Social Science Building 229

Mailbox: Department of Ethnic Studies, SSB 201

E-mail: dpellow@ucsd.edu

Phone: (858) 822-5118

Office Hours: Wed. 11am-12 noon, Wed. 2pm-3pm, and Friday 11am-12noon

Class Meets: MWF 1-1:50pm in Peterson 108

Graduate Teaching Assistants: Bing Aradanas, Martha Escobar, Jose Fuste, Marisa Hernandez, Rebecca Kinney

Purpose and Rationale

This course provides an overview of the arrival, growth, and redistribution of different racial and ethnic populations in the United States. We examine the origins and impacts of conquest, slavery, war, and migration on the development of the U.S. because the people of this nation have extraordinary histories that must be remembered, studied, compared, and understood for their significance to us all. These histories deepen our capacity to comprehend present day realities in the U.S. and around the globe. We pay 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. Students are expected to apply social scientific concepts and theories to the subject matter.

Required Texts:

Andrew Smith. 2005. *Conquest: Sexual Violence and American Indian Genocide*. South End Press.

Vincent Harding. 1981. *There is a River: The Black Struggle for Freedom in America*. Harcourt Brace and Company.

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

Yen Le Espiritu. 2003. *Home Bound: Filipino American Lives Across Cultures, Communities, and Countries*. University of California Press.

All books are available at Groundwork bookstore (452-9625).

Evaluation:	Participation and attendance in sections	20%
	Critical Essays (2)	20%
	Pop Quizzes (2)	10%
	Midterm Examination	20%
	Final Exam	30%

**Introduction to Ethnic Studies:
Population Histories in the United States
Ethnic Studies 1A
Fall Quarter 2006**

As the above figures indicate, a significant portion of your grade is based on participation and attendance. The class participation grade will be calculated based on your regular involvement in your sections with the Graduate Teaching Assistants. You are responsible for staying abreast of the reading materials each week so that you can fully participate in your section discussions. Discussions will also cover lectures and films. The Graduate T.A. will facilitate class participation in the sections, clarify questions you may have about class materials, and evaluate your participation. Note: attendance in sections is mandatory and you must complete all course requirements in order to earn a passing grade for the course.

Critical essays are short (1 page, single spaced) assignments for which you are asked to think critically about a topic. *What this means is that you are expected to argue a point or critique class materials rather than simply summarize information.* For example, does the author you are reading present an effective argument? Why or why not? Emphasis should be placed on your original thinking and analyses of the readings. The Critical Essays are due in class on the dates indicated below. Writing these essays will also help you prepare your thoughts for discussion sections.

Quizzes will be administered from time to time during class lectures. As always, pop quizzes are intended to provide a motivation for you to stay abreast of the readings and lectures. They are also a means of encouraging your attendance.

Midterm and Final Examinations: Both the midterm and final exams will be in-class tests requiring the use of course readings, lectures, section discussions, and films to answer questions.

ADA Statement: If you have a disability or condition that compromises your ability to complete the requirements of this course, you should inform me as soon as possible of your needs. I will make all reasonable efforts to accommodate you. If, as a result of a disability, you cannot accept the content or terms of this syllabus, you need to notify me in writing within one week of receiving it.

My Policy on Late Papers and Make-up Assignments: I do not allow late papers and do not allow make-up assignments. You have the syllabus well enough in advance to know what is due and when.

Ground Rules: The number one ground rule to which we will all adhere is to engage in respectful and considerate debate and discussion in the classroom. By the very nature of the course topic, there will likely be a wide range of opinions among students, many of which may be rooted in your personal and perhaps painful experiences. This is what a good classroom environment is supposed to do: stimulate you to think for yourselves and raise critical questions. However, if you feel the need to do this in a manner that offends and insults your peers or otherwise disrupts the learning process, you should find somewhere else to engage in such behavior. Abusive and harsh language will not be tolerated in this classroom. These ground rules are reflected in the UCSD Principles of Community, which we are all expected to follow (see <http://www-vcba.ucsd.edu/principles.htm>)

**Introduction to Ethnic Studies:
Population Histories in the United States
Ethnic Studies 1A
Fall Quarter 2006**

**Unit One
Conquest and Slavery**

Week 1 (September 22-29): Introduction

Readings: Smith—Foreword, Introduction, and Chapters 1-4

Week 2 (October 2-6): Legacies of Conquest and Genocide

Readings: Smith—Chapters 5-8

Week 3 (October 9-13): Slavery and Nation Building

Readings: Harding—Chapters 1-5

Critical Essay #1 due in class, October 9

Week 4 (October 16-20): Confronting Nation and Empire

Readings: Harding—Chapters 6-10

Week 5 (October 23-27): Africans in America: The Struggle Goes On

Readings: Harding—Chapters 11-16

Midterm Exam October 27

**Unit Two
Migration, War, and Becoming American**

Week 6 (October 30-November 3): Americans in Asia and Asians in America

Readings: Espiritu —Chapters 1-5

Week 7 (November 6-10): Home Bound, Home Making, and Rethinking Migration

Veterans Day Holiday on November 10: No class

Readings: Espiritu—Chapters 6-9

Week 8 (November 13-17): War, Conquest and Immigration

Readings: Gutiérrez—Introduction, Chapters 1 and 2

Critical Essay #2 due in class, November 13

**Introduction to Ethnic Studies:
Population Histories in the United States
Ethnic Studies 1A
Fall Quarter 2006**

Week 9 (November 20-24): Racial Politics, Changing Borders, and Immigration Policy

Thanksgiving Holiday on November 23 and 24: no classes

Readings: Gutiérrez—Chapters 3 and 4

Week 10 (November 27-December 1): New Frontiers of Empire and Struggle

Readings: Gutiérrez —Chapters 5, 6, and Epilogue

Final Exam: Monday December 4, 11:30am-2:30 pm

Majoring or Minor 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 vescamilla@ucsd.edu.