

**Introduction to Ethnic Studies:
Population Histories of the United States
Ethnic Studies 1A
Fall Quarter 2008**

Professor Adria L. Imada

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Office Hours: Monday 2:00 – 3:30 pm, Wednesday 11:00 am - 12:30 pm

Lecture: MWF 1- 1:50 pm, Price Center Theater

Graduate Teaching Assistant	Section Day/Time	Section Day/Time	Office Hours & Location
Candice Rice, ctrice@dss.ucsd.edu	A09; M 2-2:50, HSS 1315	A10; M 3-3:50, HSS 1315	Tu 1:00-2:30, F 11-12:30 SSB 242
Jewels Smith, jjs002@weber.ucsd.edu	A11; M 4-4:50, HSS 1315	A12; M 5-5:50, HSS 2150	M 11:15-12:45, W 2:15-3:45, Cross Cultural Center
Angela Morrill, atmorril@ucsd.edu	A01; W 10-10:50, WLH 2009	A02; W 11-11:50, WLH 2008	W 2:30-4 Cross Cultural Center, Th 1-2:30 SSB 250
Kit Myers, kmyers@ucsd.edu	A07; W 12-12:50, HSS 1315	A08; W 2-2:50, HSS 1315	W 10:30-12, Th 1:30-3, SSB 248
Ma Vang, mvang@ucsd.edu	A03; Th 5- 5:50, WLH 2208	A04; Th 6 - 6:50, WLH 2208	M 2:15-3:45, W 11-12:30, SSB 250
Angelica Yanez, ayanez@ucsd.edu	A05, F 11-11:50, HSS 2154	A06; F 12 -12:50, HSS 1315	M and F, 2:00-3:30 SSB 242

**You must attend the section you are enrolled in. You will not receive credit for attending a section that you are not enrolled in.*

Course Description

This course provides an overview of the complex histories of different racial and ethnic populations of the United States. We will pursue a thematic and comparative approach to racial formation in the United States, examining the origins and influences of settler colonialism, slavery, immigration, and race-based distribution of resources. Engaging with these histories will help to deepen our comprehension of contemporary realities in this country and the world.

Required Materials (books available at Groundwork Bookstore, 452-9625):

Matthew Frye Jacobson. *Whiteness of a Different Color: European Immigrants and the Alchemy of Race*. Cambridge: Harvard University Press, 1999.

Vine Deloria Jr. *Custer Died For Your Sins: An Indian Manifesto*. Norman: University of Oklahoma Press, 1998.

Miriam Ching Yoon Louie. *Sweatshop Warriors: Immigrant Women Workers Take on the Global Factory*. Cambridge: South End Press, 2001.

There are several reserve readings, available for download through the library's E-Reserves system (<http://reserves.ucsd.edu>) Each such reading will have the notation “*” in the syllabus.

You are also required to purchase an i>clicker remote (new or used) at the UCSD Bookstore. i>clicker is a response system that allows you to respond to questions posed during class; you will be graded on that feedback and participation. You will register your i>clicker remote in class during week one. If for some reason, you cannot follow these steps in class, you must register via <http://www.iclicker.com/registration> by October 3. You are responsible for bringing your remote daily to class or risk not receiving participation and quiz credit.

Evaluation:	Section Grade	15%
	Quizzes and Participation.....	15%
	Critical Essays (2).....	40%
	Final Examination.....	30%

Section grades are assigned by Graduate Teaching Assistants and based on attendance and active participation. Merely showing up for section does not mean one automatically receives a passing grade. Moreover, we will reward thoughtful and quality participation, not volume. 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 administer the Critical Essay assignments. Attendance in sections is mandatory; you may miss one discussion section with no questions asked, but missing more than one will result in a failing section grade.

Quizzes will be administered periodically during class lectures using i>clicker. They are intended to motivate you to stay current with readings and lectures. They also help ensure your regular attendance.

Critical essays are short (3 page, double-spaced) assignments where 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.* Emphasis should be placed on your original thinking and analyses of the readings. The essays are due in sections during the weeks indicated below. OASIS is a writing program on campus that is available to all students. I encourage you to use their services (534-7707). Writing these essays will also help you prepare for class discussions. Please check your computers and printers to make sure that they are in working order the week an assignment is due. Late essays are strongly discouraged; they will receive one-half letter grade deduction (e.g., from B to B minus) for each day they are submitted past the due date and no essays will be accepted more than one week after the due date. Essays must be submitted as hard copies only. Instructors reserve the right to make copies of student papers and assignments. No make-up assignments are accepted.

Final Examination: The exam will be an in-class test requiring the use of course readings, lectures, films, and section discussions to answer questions.

No early or make-up quizzes and examinations will be scheduled, and no incompletes will be given in this course. You must complete all course requirements to receive a passing grade. Students are responsible for following all oral and written directions for assignments. Please keep in mind that your grade may be adversely affected for disregarding guidelines. Ask questions if you require clarification.

Readings: You should complete the readings by the beginning of each week. Doing the readings will help you to get the most out of lectures and section discussion. The lecture will review some key concepts in the readings, but will not explain them in full, while the sections will allow you to discuss the readings in more depth.

Course Policies

Attendance: Students who wish to successfully complete this course must attend lectures regularly. Please do not arrive late or leave early from lecture or discussion sections, read unrelated material while in class, or converse about topics not related to the lectures or discussion sections.

Class Conduct: By the very nature of the course topic, there will likely be a wide range of opinions. A good classroom environment should stimulate you to think for yourself, challenge paradigms and raise critical questions. However, please keep in mind that we must engage each other in a respectful and considerate debate in the classroom. These ground rules are reflected in the UCSD Principles of Community to which we are all expected to adhere (<http://www-vcba.ucsd.edu/principles.htm>) Abusive and harsh language will not be tolerated.

Electronic Devices and Laptops

All phones and electronic devices (PDA/Ipod/etc.) must be turned off or set to vibrate in the classroom. Your device (PDA/Ipod/etc.) cannot leave your bag when you are in the classroom. It must be in your bag, out of reach, and invisible. If your cell phone rings out loud twice in the course of the quarter, you will receive a failing participation grade. If you have a cell phone/PDA/Ipod/etc. out during an exam, you will automatically fail the course. Students must turn off wireless connectivity while in the classroom. If you are observed going online, instant messaging, or text messaging with your computer/PDA/Ipod/etc. in class after a first warning, you will receive a failing participation grade. If you are observed using an electronic device during an exam, you will automatically fail this class.

Academic Dishonesty

Plagiarism is a serious violation, whether intentional or inadvertent. All work submitted in this course must be your own and original. The use of sources such as ideas, quotations, paraphrases, or anything written by someone else must be properly acknowledged and cited. Plagiarism is when you use someone else's words without attribution; it includes using portions of a previously published work or website in a paper without citing the source, submitting a paper written for another course, submitting a paper written by someone else, and using the ideas of someone else without attribution. If you have questions about the proper citation of sources, please discuss them with your instructors or consult Charles Lipson's *Doing Honest Work in College: How to Prepare Citations, Avoid Plagiarism, and Achieve Real Academic Success* (Chicago: University of Chicago Press, 2004). Students found guilty of plagiarism will be disciplined to the full extent

of university policy and forwarded to the dean of their college. Students found cheating on an exam or quiz will receive a failing grade and be reported to the dean of their college for disciplinary action. Each student is expected to be familiar with UCSD's Policy on Integrity of Scholarship, available at <http://www.senate.ucsd.edu/manual/appendices/app2.htm#AP14>.

Disabilities

If you have a documented disability and anticipate needing accommodations in this course, please inform me and bring a notification letter outlining your approved accommodations. I will make all reasonable efforts to assist you. If, as a result of a disability, you cannot accept the content or terms of this syllabus, you must notify me in writing within one week of receipt. You may also seek assistance or information from the Office for Students with Disabilities, 858-534-4382.

Course Schedule

Unit One – Racial Exclusion and Categories of Difference

Week 0 – (September 26): Course Introduction

Week 1 (September 29 – Oct 3): Race as a Social Construction

Reading: Matthew Frye Jacobson, *Whiteness of a Different Color*, Introduction and Ch. 1, 1-38

*Stephen Jay Gould, *The Mismeasure of Man* (1996): Introduction and Ch. 2, 51-104.

*George Lipsitz, "Like Crabs in a Barrel: Why Inter-Ethnic Anti-Racism Matters Now."

Week 2 (Oct 6 - 10) Racial Exclusion and Whiteness

Reading: Jacobson, chapters 2-3, 91-136

*George Lipsitz, *The Possessive Investment in Whiteness*, Ch. 1, 1-23

Unit Two – Conquest

Week 3 (Oct 13 - 17): Slavery and Racial Ordering

Reading: *Ronald Takaki, *Iron Cages*, Ch. 3, 36-65

*John Hope Franklin, *From Slavery to Freedom: A History of African Americans*, Chs. 3 and 8, 33-63 and 138-166

Week 4 (Oct 20 - 24): Conquest and Colonialism

Reading: *David E. Wilkins, *American Indian Politics and the American Political System*, 41-62.

*Noenoe K. Silva, "Kanaka Maoli Resistance to Annexation," 40-73.

Essay #1 due in lecture, Monday, October 20

Week 5 (Oct 27 – 31): Indigeneity

Reading: Vine Deloria, Jr., *Custer Died for Your Sins*, 1-77.

Week 6 (Nov 3 - 7): Manifest Destiny and Race

Reading: *Reginald Horsman, *Race and Manifest Destiny: The Origins of American Racial Anglo-Saxonism*, Ch. 11 and 12, 208-248.

- *Gustavo Arellano, "The Gilchristification of OC," *OC Weekly*, March 30, 2006
*Gustavo Arellano, "My Dad, the Illegal Immigrant," *Los Angeles Times*, September 14, 2008

Week 7 (Nov 10 - 14) Empire-Building

Reading: Jacobson, ch. 6, 201- 222

*Richard Drinnon, *Facing West: The Metaphysics of Indian-Hating and Empire-Building*, Ch. 22, 333-351.

*Paul Kramer, "The Water Cure," *The New Yorker*, February 25, 2008

Essay #2 due in lecture, Monday, November 10

Unit Three – Immigration and New World Borders

Week 8 (Nov 17 – 21) Old and New Exclusions

Reading: Jacobson, Ch. 7, 223 – 245

*Angelo N. Ancheta, *Race, Rights, and the Asian American Experience*, 62 – 103

Week 9 (Nov 24 - 28) Gender, Immigration, and the Global Economy

Reading: Louie, *Sweatshop Warriors*, Introduction, chs. 1 and 2, 1 - 122

No class Friday, November 28 (Thanksgiving)

Week 10 (December 1 - 5) Cont'd.

Reading: Louie, Ch. 5 and 6, 195-246

Final Examination: Monday, December 8, 2008, 11:30 AM – 2:30 PM

Ethnic Studies Major or Minor at UCSD

Many students take an Ethnic Studies course because they're interested in the topic or simply 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, 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, Undergraduate Advisor, Department of Ethnic Studies at 858-534-3277 or yescamilla@ucsd.edu.