

**Ethnic Studies 189 –C00: Special Topics: Race, Motherhood, Adoption & Foster Care
Fall Quarter 2008**

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Office hours: Tuesdays 2:15-3:15, Thursdays 10:45-12:45, and by appointment

Course Description: The family is traditionally considered a private institution. Yet, when it comes to adoption and foster care, private matters are tied to public policy, like child welfare policy, welfare policy, and government care systems. What is the relationship between children, families, and these institutions? When children of color are disproportionately represented in foster care and adoption, how do we talk about race and power? This class will ask how questions of who is fit to be a good mother are central to these issues and in the process reveal how race is central to understanding how motherhood is constructed. We will also examine popular and documentary films, including *Losing Isaiah* (1995), *Casa de los Babys* (2003), *Daughter from Danang* (2002), and ask how cultural narratives of race, gender, and nation get played out in popular culture.

Required Books

Solinger, Rickie. *Beggars and Choosers: How the Politics of Choice Shapes Adoption, Abortion, and Welfare in the United States*. New York: Hill and Wang, 2001.

Roberts, Dorothy. *Shattered Bonds: The Color of Child Welfare*. New York: Basic Books, 2002.

Books are available at Groundwork Bookstore (452-9625). All books will be on reserve at the library.

The articles and book chapters are on e-reserves.

Films

Losing Isaiah (1995) (MUD 68063)

Casa de los Babys (2003)

Daughter from Danang: American Experience (2002)

Creating a learning environment: Only a portion of what you learn in this course will be from your instructor and the readings. Your classmates will play an instrumental role in your learning experience. As such, come to class prepared and be ready to join in the conversation. The more involved you become, the more you will gain. Support your opinions with what you learned in the readings and lecture. Benjamin Franklin once said, “Seek first to understand, then to be understood.” Listen carefully to others before you decide where you stand in relation to their argument and how to respond in a respectful and productive manner. Please also refer to UCSD’s Principles of Community, <http://www.vcba.ucsd.edu/principles.htm>.

Course Requirements:

Attendance	10 %
Response paper, 10/28, Tuesday	20 %
Midterm paper, 11/9 Thursday	30 %
Final Paper	40 %

Primary Research Paper: For your papers, you will look up at 2-3 primary documents from the *Los Angeles Times* or the *New York Times*. (You can access these websites by going to the UCSD library's main page, going to databases, and then looking up *Los Angeles Times* or the *New York Times*.) You can access these newspapers through the database on the UCSD website which is restricted to UC campus. You will analyze the sources within the context of the readings and discussions and explain how the documents illustrate arguments made or shed new light on the readings. The objective is to see how you apply/challenge/add to /overturn the narratives we read in the texts. You may also include and analyze the photographs in the articles. If you have ideas for analyzing other sources, such as television shows, websites, youtube, popular magazines, such as *Time Magazine*, adoption agency literature, a current film, etc., please let me know.

Final: Take-home paper (5 pages) due on the day of the scheduled final on Part II of the course.

Extra credit: Extra-credit assignments are worth up to 1 point added to your final score in the course. Extra credit can be earned through written reports on the lectures given at the Center for Race and Ethnicity's weekly colloquium held on Wednesdays from 3-5 PM in Social Science Building 107. Reports are due within one week of the lecture. You can also earn extra credit by bringing in a news article, radio clip, magazine article, video clip, etc. connected to the themes of the class and presenting on it to the class.

Late Policy: I deduct 7 points from papers for every 24 hours they are late. If you have a medical emergency, please produce a doctor's note and I will do my best to work with you.

Readings: You should complete the readings for the week by class on Tuesday. Your preparation will help you get the most out of lectures and discussions. Your objective is to draw the connections between the readings, lectures and discussions. The lectures will elaborate on some of the key concepts in the readings, but they will not be a review of the readings.

Missed classes: If you need to miss a class, you can make-up up to two classes by turning in a 1-2 page paper organized around them themes of the readings within one week of the class you missed. The paper should be an analysis of the main theories introduced in the readings, not a summary.

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 yescamilla@ucsd.edu.

• Part 1, Week 1: The Family, the Nation, and Race

Roberts, Dorothy. *Killing the Black Body: Race, Reproduction, and the Meaning of Liberty*. New York: Vintage, 1997, Chapter 7: The Meaning of Liberty, 294-312.

Rickie Solinger, *Pregnancy and Power: A Short History of Reproductive Politics in America*, Introduction: What is Reproductive Politics?

Roberts, Dorothy. "Who May Give Birth to Citizens: Reproduction, Eugenics and the Nation," in *Immigrants Out: The New Nativism and the Anti-Immigrant Impulse in the United States*, edited by Juan Perea, 205-219. New York and London: New York University Press, 1997.

• Week 2: The Politics of Reproduction

Rickie Solinger, *Pregnancy and Power: A Short History of Reproductive Politics in America*, Chapter 4: Central Planning: Managing Fertility, Race, and Rights, in Post-War America

Roberts, Dorothy. *Killing the Black Body: Race, Reproduction, and the Meaning of Liberty*. New York: Vintage, 1997, Chapter 4: Making Reproduction a Crime, 150-201 (footnotes, 333-340).

Patricia Hill Collins, “Producing the Mothers of the Nation: Race, Class and Contemporary US Population Policies,” *Women, Citizenship and Difference*. NY: Zed Books Ltd., 1999: 118-129.

• Week 3

Solinger, Rickie. *Beggars and Choosers: How the Politics of Choice Shapes Adoption, Abortion, and Welfare in the United States*. New York: Hill and Wang, 2001. (Chapters 2 and 6 optional)

• Week 4: A History of Policy, the Family and Race

Ortiz, Ana Teresa and Laura Briggs, “Crack, Abortion, the Culture of Poverty, and Welfare Cheats: The Making of the 'Healthy White Baby Crisis,’” *Social Text* 75 (September 2003): 39-57.

Neubeck, Kenneth, and Noel Cazenave. *Welfare Racism: Playing the Race Card against America's Poor*. New York: Routledge, 2001, Chapters 1, 2 and 6 (pages 1-38 and 145-176, footnotes 243-248 and 266-270)

Film: *Loosing Isaiah*. Write a 2-3 page response paper to the film informed by the readings and class discussions. **Paper due Tuesday, October 28**

Week 5

Roberts, Dorothy. *Shattered Bonds: The Color of Child Welfare*. New York: Basic Books, 2002, Parts I and II

Ellen M. Barry, "Parents in Prison, Children in Crisis" in *Outsiders Within*

Week 6

Tuesday: Heidi Kiiwetinepinesiik Stark & Kekek Jason Todd Stark, "Flying the Coop: ICWA and the Welfare of Indian Children" in *Outsiders Within*

Midterm paper due, Thursday November 9

• Part II, Week 7: The Transnational Politics of Race and the Family

Briggs, Laura. "Mother, Child, Race, Nation: The Visual Iconography of Rescue and the Politics of Transnational and Transracial Adoption," *Gender & History* 15 (2003):179-200.

Tobias Hübinette, "From Orphan trains to Babylifts: Colonial Trafficking, Empire Building, and Social Engineering" in *Outsiders Within: Writing on Transracial Adoption*. South End Press, 2006.

Week 8

Kim Park Nelson, "Shopping for Children in the International Marketplace in Trenka, Jane Jeong, Julia Chinyere Oparah, and Sun Yung Shin. *Outsiders Within: Writing on Transracial Adoption*. South End Press, 2006.

Briggs, Laura. "Making American Families: Transnational Adoption and U.S. Latin America Policy," in Ann Laura Stoler, ed. *Haunted by Empire* (Duke, 2006), 606-642.

Week 9:

Tuesday: No class. Watch *Casa de Los Babies* (you are responsible for renting and viewing this film over the break)

Week 10

- Gregory Paul Choy & Catherine Ceniza Choy, "What Lies Beneath; Reframing Daughter from Danang" in Trenka, Jane Jeong, Julia Chinyere Oparah, and Sun Yung Shin. *Outsiders Within: Writing on Transracial Adoption*. South End Press, 2006.

Film: *Daughter from Danang* (this film is not on reserve and will only be shown in class)

Final Paper due finals date – Monday, December 8