

Ethnic Studies 1A
Introduction to Ethnic Studies: Population Histories of the United States
Fall 2009 (MWF 1:00-1:50)
Price Center Theater

Professor: Sara Clarke Kaplan
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Phone: 858-822-2823
Office Hours: M 2-3:30 & W 11:00-12:30 (by sign-up)

Graduate Teaching Assistant	Section #/Day/Time/Loc.	Email
Seth San Juan	A08: M 2-2:50 / WLH 2207	ssanjuan@ucsd.edu
	A09: M 3-3:50 / WLH 2207	
Maile Arvin	A07: Tu 10-10:50 / WLH 2207	marvin@ucsd.edu
	A06: Tu 12-12:50 / WLH 2115	
Trangdai Glassey-Tranguyen/ Maria T. Ceseña	A01: W 12-12:50 / WLH 2113	ttranguyen@ucsd.edu
Glassey-Tranguyen/ Martha Escobar	A10: W 2-2:50 / WLH 2113	mcesena@ucsd.edu
Long Bui	A04: W 6-6:50 / HSS 2154	ltbui@ucsd.edu
	A05: W 7-7:50 / HSS 2154	
Martha Escobar	A11: Th 3-3:50 / HSS 2154	mdescoba@ucsd.edu
	A12: Th 4-4:50 / HSS 2154	
Angelica Yanez	A03: F 10-10:50 / HSS 2154	ayanez@ucsd.edu
	A02: F 11-11:50 / HSS 2154	

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:

What historical processes, state policies, and popular beliefs produced the 'United States' in which we live today? When we invoke 'the American people,' who are we including, and who are we overlooking? Through an interdisciplinary overview of the complex histories of different racial populations in the United States, this course explores questions such as these. Over the next ten weeks, we will engage in a thematic, comparative, and relational study of racial formation in the United States. By examining the origins and consequences of settler colonialism and state expansion, chattel slavery and coerced labor, immigration flows and citizenship laws, we'll seek to understand the relationship between social constructs of race and the distribution of material resources. 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.

REQUIRED READING MATERIALS:

All reading materials for this course will be available on electronic reserves (E-Reserves) through the UCSD library website (<http://reserves.ucsd.edu>) at least two weeks prior to their assigned due date. Download access to E-Reserves is free; materials can be printed for a nominal fee. Readings must be printed out and brought to class in order for you to receive full participation points.

STUDENT ASSESSMENT:**Section Attendance & Participation 20%**

Your section **attendance grade** is assigned by your Graduate TA, and depends upon you being on time, mentally as well as physically present, and equipped with printouts of all assigned readings and appropriate note-taking materials. More than one unexcused absence from section will affect your final grade; an absence that results from unavoidable extenuating circumstances (eg. medical, family, or legal situations) can only be excused at the discretion of your Graduate TA.

Your section **participation grade** relies upon your completion of any in-section assignments and your collaborative involvement in class discussions (including being up-to-date on the reading, sharing your ideas openly, attentively listening to your peers, and respectfully challenging yourself and others to stretch intellectually).

Online Reading Quizzes (3 total; dates listed in reading schedule) 10%

On the last day of each unit except Unit IV, an objective quiz on the reading materials for that unit will be posted to the WebCT course website. You will have 1 hour to complete this quiz in any time period between 12am Friday and 11:59pm Sunday.

Critical Writing Assignments (2 @ 20% each; due 11/2/09 & 11/23/09) 40%

Over the course of the quarter, you will be required to turn in an 800-1000 word (~3 pages) critical essay that responds to a chosen prompt through the clear, original, and thorough analysis of the themes, arguments, and information presented in course readings, films, and lectures. Because this is an exercise in critical analysis, your goal is to argue a point through engaging and analyzing course readings, rather than simply summarizing content. Your work will be evaluated by the clarity of its thesis, cohesiveness of its argument, and the extent to which it demonstrates a clear understanding of the central content, critical ideas, and key themes of the unit. Assignment prompts will be handed out 10 days prior to each due date.

Final Examination (12/07/09) 30%

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

TOTAL GRADE 100%

Each student can receive 1% of extra credit by coming to my office hours. Other extra credit opportunities will be made available on a section-by-section basis.

COURSE POLICIES**Reading Assignments:**

You should complete the readings by the beginning of each week. This will enable you to follow the lectures and participate in discussion sections. While lectures will review the key themes and concepts from readings, it will not explain or summarize them in full; sections will allow you to discuss the readings in greater depth, but are also not designed to provide you a summary or guide to each and every reading. In the end, you are responsible for the content of all readings, regardless of whether it is reviewed in detail in section and/or lecture.

Written Assignments:

It goes without saying that students are required to submit all written work assigned in both lectures and discussion section. Students who do not complete all required assignments will not pass the class. Late work will not be accepted unless you have informed your Graduate Teaching Assistant

before the due date and, barring an approved extension from them in advance, will be penalized 1/3 of a grade per day (in other words, an 'A' becomes an 'A-'). Barring an extension approved by your Graduate TA *and* me, late work will not be accepted after seven days.

Accommodations:

If you have a medical condition or disability 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 have a religious commitment that conflicts with a scheduled assignment or exam, please notify me and/or your Graduate TA by the end of Week 2, so that we can make alternative arrangements. 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 me and/or your Graduate TA, so that we can adjust accordingly. If you are struggling, confused, or behind in class, it is always your right and responsibility as a student to meet with either me or your Graduate TA so that we can strategize about how to address your concerns.

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 [...] any examination or assignment for another person" or "allowing any examination or assignment to be completed [...] for himself or herself by another person;
- plagiarizing or copying the work of another person and submitting it as his or her own work;
- employing aids excluded by the instructor in undertaking course work or in completing any 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. To learn more about academic integrity, please consult the UCSD Policy on Integrity of Scholarship: (<http://www-senate.ucsd.edu/manual/Appendices/app2.htm>). For specific questions about plagiarism or other forms of academic dishonesty, please see your Graduate TA or me.

Principles of Community

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 personal or familial histories and experiences. This class will raise critical questions about the origins and significance of these divergences, encouraging you to interrogate your personal experiences and situate them within broader social structures. As explained in the UCSD principles of community, however, the freedom of expression that is essential for this kind of open intellectual exchange is only effective when conducted with generosity, respect, and self-reflection. In keeping with these principles abusive, insulting, discriminatory, or derogatory language and behaviors will not be tolerated in this class; nor will students be allowed to disrupt others' learning process in the attempt to impose a particular perspective. For more information about the UCSD Principles of Community, visit (<http://www.ucsd.edu/principles/>). Also see the UCSD Student Conduct Code at (http://ugr8.ucsd.edu/judicial/22_00.html).

Other Course Ground Rules:

All phones and portable electronic devices (PDA/Ipod/etc.) must be turned off or set to vibrate, and may not leave your bag in the classroom. With the exception of students with a documented need for accommodation, laptop computers cannot be used in lecture or section. Students with permission to take notes on their laptops must mute all bells, chirps, and beeps, disable their wireless connections, and sit in the front two rows of class. If you are sleeping, reading,

text/email/instant/messaging, facebook, or otherwise 'virtually absent' while in lecture or section, you will be sent home and marked as absent for the day.

READING SCHEDULE:

I. INTRODUCTION: COMING TO TERMS

Week 0 (9/25)—Course Introduction

Week 1 (9/28-10/2)—Conceptualizing Race (58 pp)

- Omi & Winant, "Racial Formation" (53-76)
- Kim, "The Racial Triangulation of Asian Americans" (105-38)

READING QUIZ #1 AVAILABLE FROM 10/2/09 @ 12:00 AM -10/4/09 @ 11:59 PM

II. CONQUEST, SLAVERY, AND THE EMERGENCE OF RACIAL CAPITALISM

Week 2 (10/5-10/9)—"So-called Primitive Accumulation" (66 pp)

- Countryman, "Indians, the Colonial Order, and the Social Significance of the American Revolution" (342-62)
- Smallwood, "Turning African Captives into Atlantic Commodities" (33-65)
- Drinnon, "Thomas Jefferson" (78-89)

Week 3 (10/12-10/16)—Unfree Labor & the Free Republic (64 pp)

- Gallay, from "Carolina, Westo, and the Trade in Indian Slaves: 1670-1685" (40-52)
- Davis, "Slavery in Colonial North America" & "Slavery in the 19th Century South II" (124-40; 193-204)
- Morgan, "Women's Sweat" (144-65)

Week 4 (10/19-10/23)—Controlling the Flow of Waged Labor (52 pp)

- Foner, "Redemption and After" (238-53)
- Guerin-Gonzales, "Pastoral Dreams in California" (11-24)
- Brooks, "The Ideal Sweatshop? Gender and Transnational Protest" (265-86)

READING QUIZ #2 AVAILABLE FROM 10/23/09 @ 12:00 AM -10/25/09 @ 11:59 PM

III. NATION-BUILDING 101: EXPANSION, IMMIGRATION, APARTHEID

Week 5 (10/26-10/30)—Expansion: The Imperial State (69 pp)

- Zinn, "We Take Nothing by Conquest, Thank God" (149-70)
- Jacobsen, "Children of Barbarism" (221-59)
- Abu-Lughod, "Do Muslim Women Really Need Saving?" (783-90)

CRITICAL ESSAY #1 DUE IN CLASS, MONDAY 11/2/09

Week 6 (11/2-11/6)—Immigration: The Nativist State (62 pp)

- Lopez, "The Prerequisite Cases" (35-55)
- Ngai, "The Architecture of Race in American Immigration Law" (67-92)
- Roberts, "Who May Give Birth to Citizens?" (205-19)

Week 7 (11/9 & 11/13)—Apartheid: The Carceral State

- Gilmore, "Jim Crow Meets Karl Marx" (selections from 15-66)

- Ngai, "The World War II Internment of Japanese Americans and the Citizenship Renunciation Cases" (175-201)
- Parenti, "A War for All Seasons: The Return of Law and Order" (45-66)
- NO SECTION OR LECTURE ON NOVEMBER 11th (UNIVERSITY HOLIDAY)

READING QUIZ #3 AVAILABLE FROM 11/13/09 @ 12:00 AM -11/15/09 @ 11:59 PM

IV. RE-FOCUSING THE LENS: POLITICAL RESISTANCE, THEORETICAL RECONFIGURATIONS

Weeks 8 & 9 (11/16-11/23)—From Open Opposition to Hidden Transcripts (91 pp)

- Almaguer, "Racial Domination and Class Conflict in Capitalist Agriculture" (25-50)
- Silva, "The Anti-Annexation Struggle" (123-63)
- Kelley, "Birmingham's Untouchables" (77-100)

CRITICAL ESSAY #2 DUE IN CLASS MONDAY 11/23/09
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- NO LECTURE ON NOVEMBER 25th
- NO SECTIONS OR LECTURE ON NOVEMBER 26th & 27th (UNIVERSITY HOLIDAY)

Week 10 (11/30-12/4)—Back to the Drawing Board: Reconceptualizing Race (47 pp)

- Crenshaw, "Mapping the Margins" (279-309)
- Smith, "American Studies without America" (309-15)
- Wahneema Lubiano. "Talking About the State and Imagining Alliances." (441-49)

NO READING QUIZ: FINAL EXAM IS MONDAY, 12/07/09 @ 11:30 AM
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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, the Department of Ethnic Studies Undergraduate Advisor, at (858) 534-3277 or (yescamilla@ucsd.edu)