

**Ethnic Studies 1A**  
**Introduction to Ethnic Studies:**  
**Population Histories of the United States**  
**Fall Quarter 2012**  
**MWF 1:00-1:50, Peterson Hall 108**

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**COURSE DESCRIPTION:**

This course serves as an introduction to the academic study of race and ethnicity in the United States. Through an examination of the complex histories of different racial and ethnic populations in the U.S., this course will provide a foundation for comprehending the roots of contemporary social and political issues involving race, ethnicity, and the distribution of power and material resources in this nation. In order to trace these roots we will pay particular attention to the histories and legacies of settler colonialism and state expansion, chattel slavery and coerced labor, immigration flows, and citizenship laws. This course offers, as well, a comparative and relational exploration of the cultures and politics of resistance to oppression developed by a diverse array of ethnic and racial populations in the U.S. This course also explores the ways in which other categories of social and cultural existence (including class, gender, sexuality, and religion) have intersected with race and ethnicity to produce the policies, practices, and structures that have shaped and continue to shape the lives of everyday people in the United States.

**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. All required readings for the week should be completed by the Monday lecture. Readings must be printed out and brought to class in order for you to receive full participation points.

**EVALUATION:**

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|---|-----|
| Section Attendance and Participation.....                   | 15% |
| Pop Quizzes.....  | 5%  |
| Reading Journals.....                                       | 15% |
| Midterm Examination: November 2 (5 <sup>th</sup> Week)..... | 25% |
| Critical Essay: Due November 21 (8 <sup>th</sup> Week)..... | 15% |
| Final Examination: December 10 (Monday, Finals Week).....   | 25% |

**Note: You must complete all course requirements in order to earn a passing grade for the course.**

**General Grading Standards:**

- A = **Superior** performance; meets assignment requirements, and demonstrates exceptional execution of those requirements (meaning that your work exceeds the ordinary effort and execution); reflects outstanding insight and depth; grammatically and stylistically excellent; would be considered a model example of assignment completion.
- B = **Good**, solid performance; meets assignment requirements, and demonstrates competent execution of those requirements; reflects insight and depth; grammatically and stylistically strong; may have one or more problem areas.
- C = **Average** performance; meets assignment requirements, minimally; grammatically and stylistically adequate; may have two or more problem areas; papers have more than two factual, typographical, or grammatical errors per page.
- D = **Below average** performance; does not meet minimal assignment requirements; has several fundamental problem areas; has several errors throughout the paper.
- F = **Inferior** performance; does not meet assignment requirements; not deserving of credit.

**Section Attendance and Participation:** Of course each student should complete his or her homework and come to class prepared to actively participate in class discussions and activities. Your attendance grade is 15% of your final grade and I expect each student to arrive to class prepared to actively participate in discussing assigned readings, answering questions, actively working in groups, and posing questions. This portion of your grade will be calculated based by your Graduate Teaching Assistant. 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. You will be evaluated on the basis of your completion of any in-section assignments and your collaborative involvement in class discussions, wherein you will be rewarded for thoughtful and quality participation, not volume.

You are responsible for keeping up with and digesting the reading materials each week so that you can fully participate in your section discussions. Discussions will also cover lectures and films. **PLEASE NOTE THAT THE READING ASSIGNMENTS ARE DELIBERATELY BRIEF, IN ORDER FOR YOU TO READ THE MATERIAL IN FULL AND EVEN RE-READ IT WHEN POSSIBLE.** On average, it takes a student one hour to read 15-20 pages of academic writing. So please budget your reading/study time accordingly.

You must attend the section in which you are officially enrolled. Attendance in sections is mandatory (though, merely showing up to section does not guarantee a passing grade); you may miss one discussion section with no questions asked, but missing more than one will result in a failing section grade.

### **Reading Journals TED (15%)**

You will submit reading journals to TED consisting of 250-350 words corresponding to each day of assigned reading. You should write for approximately 15-25 minutes, ideally immediately upon completing the reading assignment so that the journal reflects to a certain extent your first impressions and thought process as you were reading the text. Use the journal to process the theories, concepts, and methods presented in the reading and connect with other readings or personal experience.

When there is more than one reading assigned for homework only write one journal, but put the readings in dialogue with each other.

If you have never submitted a journal to TED, you will click on the portal titled tools, which will then reveal a list of other portals, one of which is labeled journals. There are a total of 12 journals, which are listed on the calendar portion of the syllabus and they also will appear on TED one week before they are due. Please do not attach the journal into the site, so if you write your journal in a Word document please copy and paste into the journal.

**Critical Essay:** This is a short assignment (3 page, double-spaced, 12 pt. Times New Roman) in 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.* Emphasis should be placed on your original thinking and analyses of the readings.

**Midterm and Final Examinations:** The midterm and final exams for the course will both be in-class. The final exam will be cumulative covering all the readings, lectures, and class discussions. The exams will be comprised of sections of fill in the blank, short answer, two short essay questions of ½ to 1 page in length, and one long essay question of 2-3 pages in length that will probe your ability to apply, contest, and/or elaborate on the critical concepts and methods presented in the course.

**ADA Statement:** If you have a documented disability and anticipate needing accommodations in this course, please let me know soon. Please bring a notification letter from the Office for Students with Disabilities (858-534-4382) outlining your approved accommodations.

**Policy on Late Papers and Make-up Assignments:** Excepting emergencies, 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.

**Primary Ground Rules:** (a) The number one ground rule to which we will all adhere is to engage in respectful and considerate debate and discussion in the classroom. You will be expected to approach this course with a patient, open mind, ready to absorb new facts and new ideas about topics that are, by their nature, subjects of controversy and disagreement. A good classroom environment should stimulate you to think for yourselves and raise critical questions based upon a thorough survey of the evidence before you. Please take note that abusive and disrespectful language will not be tolerated in this 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>).

(b) Academic dishonesty will not be tolerated in any form. This means plagiarism and other forms of dishonesty such as producing assignments for others. Please become familiar with the UCSD Policy on Academic Integrity (<http://senate.ucsd.edu/manual/Appendices/app2.htm>). Any academic work that you submit in this course, which violates the UCSD Policy on Integrity of Scholarship will automatically receive an “F” for the assignment and may result in you failing the course.

**Other Ground Rules:** All phones and portable electronic devices (PDA/ Smartphones/ iPads/etc.) must be turned off 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 sounds, disable their wireless connections, and sit in the front two rows of class. For all cases of students texting/facebooking/instant messaging, I have a zero tolerance policy: you will promptly be asked to leave class and your participation/attendance grade will drop 5 points. The same goes for students who are sleeping or reading. Rest assured, I will notice. You are not invisible and not anonymous in my classroom.\_

**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 email at Daisy Rodriguez: [d1rodriguez@ucsd.edu](mailto:d1rodriguez@ucsd.edu) or [www.ethnicstudies.ucsd.edu](http://www.ethnicstudies.ucsd.edu)

## **COURSE SCHEDULE:**

### **Week 0 (9/2-8)—Course Introduction**

Recommended: Yen Le Espiritu, “Disciplines Unbound: Notes on Sociology and Ethnic Studies,” *Contemporary Sociology*, Vol. 28, No. 5 (Sep., 1999), pp. 510-514.

## **PROLOGUE**

### **Week 1 (10/1-10/5)—The Historical Construction of Race and the Continuing Significance of Racism (48 pp.)**

Jonathan Marks, “Scientific and Folk Ideas about Heredity,” 53-66.

Jill Lepore, “What’s in a Name?”

Ronald Takaki, “The Iron Cage in the New Nation”

Supplementary: Cornel West, “A Genealogy of Modern Racism,” 47-65; George Lipsitz, *The Possessive Investment in Whiteness*, 1-23; Michael Omi and Howard Winant, “Racial Formation,” 53-76.

## **I. We the People?: Conquest, Slavery, and Commerce**

### **Week 2 (10/8-10/12)—Conquest, Colonialism, and Indigeneity (48 pp.)**

Ronald Takaki, “The ‘Beyond Primitive Accumulation’

Edward Countryman, “Indians, the Colonial Order, and the Social Significance of the American Revolution,” 342-62.

Supplementary: David E. Wilkins, *American Indian Politics and the American Political System*, 45-65; Vine Deloria, *Custer Died For Your Sins*; Haunani-Kay Trask, *From a Native Daughter: Colonialism and Sovereignty in Hawai'i*.

**Week 3 (10/15-10/19)—Slavery, Antiblack Racism, and the Birth of African American Culture(s) (66 pp.)**

Michael Gomez, "Vesey's Challenge," in *Exchanging Our Country Marks*, 1-16.

Jennifer L. Morgan, "'Women's Sweat': Gender and Agricultural Labor in the Atlantic World," 144-65.

George Rawick, "Master and Slave: Resistance," in *From Sundown to Sunup*, 95-121.

Supplementary: Eddie Glaude, Jr., "Race, Nation, and the Ideology of Chosenness," 63-81;

**II. Nation Building: Expansion, Migration, Segregation, War, & Citizenship**

**Week 4 (10/22-10/26)—Manifest Destiny and the Imperial State (50 pp.)**

Howard Zinn, "We Take Nothing By Conquest, Thank God," 149-69.

Matthew Frye Jacobson, "Children of Barbarism," 221-59.

Supplementary: Reginald Horsman, *Race and Manifest Destiny: The Origins of American Racial Anglo-Saxonism*, Ch. 11 and 12, 208-248; Noenoe K. Silva, "Kanaka Maoli Resistance to Annexation," 40-73.

**Week 5 (10/29-11/2)—Immigration and Nativism in 19<sup>th</sup> & early-20<sup>th</sup> Century U.S. (78 pp.)**

Matthew Frye Jacobson, "Anglo-Saxons and Others, 1840-1924," 39-90.

Mae Ngai, "The Architecture of Race in American Immigration Law," 67-92.

Supplementary: Natalia Molina, "Interlopers in the Land of Sunshine," in *Fit To Be Citizens*, 15-45; Ian Haney Lopez, "The Pre-Requisite Cases," in *White By Law*, 49-77.

**In-Class Midterm Exam, Friday, November 2**

**Week 6 (11/5-11/9)—Jim Crow and American Apartheid I (75 pp.)**

C. Vann Woodward, "Capitulation to Racism," *The Strange Career of Jim Crow*, 67-109.

Matt Garcia, "The 'Colonia Complex' Revisited: Racial Hierarchies and Border Spaces in the Citrus Belt, 1917-1926," in *A World of Their Own*, 47-78.

Supplementary: Richard Wright, "How Bigger Was Born," in *Native Son*, 433-62; Nayan Shah, "Regulation, Segregation, and Removal," in *Contagious Divides*, 63-76; Gabriel N. Mendes, "Psychiatry Comes to Harlem," in *A Deeper Science*, 111-52.

**Week 7 (11/12-11/16)—Jim Crow and American Apartheid II (75 pp.)**

Locke, "Introduction," *The New Negro: An Interpretation*, 1-16.

Scott Kurashige, "Japanese American Internment," *The Shifting Grounds of Race*, 108-31.

Kelley, "Birmingham's Untouchables: The Black Poor in the Age of Civil Rights," 77-100.

Supplementary: Editorials, *The Negro Quarterly*, (Summer 1942 and Winter 1943), 295-302; i-v; Martin Luther King, Jr., "Letter from a Birmingham Jail," in *I Have a Dream: Writings and Speeches that Changed the World*, 83-100.

### **III. Immigration, Race, and New World Borders**

#### **Weeks 8 & 9 (11/15-11/30)—Race, Citizenship, and Borders (70 pp.)**

Dorothy Roberts, "Who May Give Birth To Citizens," 205-19.

Joseph Nevins, "The Ideological Roots of 'the Illegal' as Threat and the Boundary as Protector," 118-54.

Sunaina Maira, "The Intimate and the Imperial: South Asian Muslim Immigrant Youth After 9/11," 64-81.

Supplementary: David G. Gutiérrez and Pierrette Hondagneu-Sotelo, "Introduction: Nation and Migration," *American Quarterly*, 60: 3 (September 2008), 503-21.

#### **Critical Essay: Due Wednesday 11/21**

### **CONCLUSION**

#### **Week 10 (12/3-12/7)—"Post-Racial" Desires in a Racialized World (77 pp.)**

Kimberle Crenshaw, "Mapping the Margins," 279-309.

Pollock, Mica, "Race Bending: 'Mixed' Youth Practicing Strategic Racialization in California," 43-63.

Ruth Wilson Gilmore, "Introduction," in *Golden Gulag*, 5-29.

**Final Examination: Monday, Dec. 10<sup>th</sup>, 11:30 a.m.-2:29 p.m.**