

ETHN 1

Introduction to Ethnic Studies: Land & Labor

Fall 2014 (MWF 1-1:50) • Peterson 108

Professor: Sara Clarke Kaplan
Office: Social Science Building (SSB) #220
Mailbox: Department of Ethnic Studies, SSB #201
Office Hours: MW 10:30-12:00 (sign up at kaplansc.youcanbookme.com)

Section	Day/Time	Location	TA
A01	MON 12:00-12:50p	WLH 2110	Maisam Alomar malomar@ucsd.edu
A02	MON 2:00-2:50p	WLH 2110	
A03	MON 4:00-4:50p	WLH 2110	Kai Small krsmall@ucsd.edu
A04	MON 5:00-5:50p	WLH 2110	
A05	WED 10:00-10:50a	WLH 2110	Christina Green c2green@ucsd.edu
A06	WED 11:00-11:50a	WLH 2110	
A07	WED 12:00-12:50p	WLH 2110	Martin Boston mboston@ucsd.edu
A08	WED 2:00-2:50p	WLH 2110	
A09	FRI 8:00-8:50a	YORK 3050A	LeKeisha Hughes llhughes@ucsd.edu
A10	FRI 9:00-9:50a	YORK 3050A	
A11	FRI 10:00-10:50a	YORK 3050A	Leslie Quintanilla ljquinta@ucsd.edu
A12	FRI 11:00-11:50a	YORK 3050A	
A13	FRI 12:00-12:50p	WLH 2110	Xach Williams rzwillia@ucsd.edu
A14	FRI 2:00-2:50p	WLH 2110	
A15	FRI 2:00-2:50p	YORK 3050A	Jael Vizcarra jvizcarr@ucsd.edu
A16	FRI 3:00-3:50p	YORK 3050A	
A17	FRI 4:00-4:50p	YORK 3050A	Alborz Ghandehari aghandehari@ucsd.edu
A18	FRI 5:00-5:50p	YORK 3050A	

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

This course is part of a three-quarter introduction to the field of Ethnic Studies. This first quarter examines key historical events and debates in the field that center around land and labor. By examining the origins and consequences of settler colonialism and state land management, chattel slavery and coerced labor, immigration flows and globalization, we'll seek to understand the relationship between the social construction of race and the production of social and economic inequality. 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.

Our goal in this class is to critically explore the role of land and labor in shaping social, political, and economic relations in the United States. This cannot happen just by memorizing or mastering a series of clear-cut answers; rather, by engaging in lively debate and learning from fellow colleagues, we aim to hone our ability to ask incisive questions while further developing our skills as writers, readers, and critics.

REQUIRED READING MATERIALS

Readings for Week One will be available for download under the 'contents' tab on TED and on E-Reserves through the UCSD library website (<http://reserves.ucsd.edu>). All other reading materials for this course will be available for download via E-Reserves. You will be prompted to enter a password for the course, which is **sk1**.

COURSE REQUIREMENTS

<u>Assignments</u>		<u>Grading Scale</u>			
Section attendance/participation	20%	94-100	A	73-75	C
Critical Journals	20%	90-93	A-	70-72	C-
Context Assignment	5%	86-89	B+	66-69	D+
Midterm Exam (in class)	25%	83-85	B	63-65	D
Final Exam (@ home/in class)	30%	80-82	B-	60-63	D-
		76-79	C+	0-60	F

- 1) **Section attendance and participation (20%)**: Class participation and punctual attendance are crucial. Students are expected to finish all reading assigned prior to class. Please be prepared to express your own critical questions and critiques of course materials and to participate actively in class discussion sections. An absence that results from extenuating circumstances will be excused; however, **more than two unexcused absences from lecture or one unexcused absence from section will affect your final grade**. In order to be counted as present you must arrive on time and stay until the conclusion of lecture or section.
- 2) **Course Journal (20%)**: Students are expected to submit to their TA a weekly critical journal entry related to course topics, themes, and issues of particular interest to them. Your journal entry can take many forms, and your TA can provide you with more guidance. Journal entries for the week must be completed by the beginning of your weekly discussion section; **late submissions will not be accepted**. Students must complete a total of **eight** journal entries over the course of the quarter.
- 3) **Context Assignment (5%)**: Over the course of the semester, each student must attend at least one event on campus or in the broader San Diego community that relates to course themes, and write a one-paragraph description of the event and how it expanded, challenged, enriched, or illustrated ideas, topics, or themes from class. Write-ups are due in section the week following the event, and must be typed, double-spaced, with your name and the date of the event on the top. Your TAs and I will make you aware of events that you might use to satisfy this assignment, however, you are ultimately responsible for locating and selecting an event to attend.
- 4) **Midterm Exam (25%)**: The midterm exam will be proctored on **Friday, Nov. 7th**. This in-class exam will require students to define and discuss five key terms drawn from course concepts and themes. A list of twenty possible terms will be made available to students on the Friday prior to the exam.
- 5) **Final Exam (30%)**: The final exam will consist of two parts: **1) a short take-home essay** (approximately 3-4 pages in length) in response to a theoretical question generated from course readings; and **2) an in-class exam** consisting of five identification terms. A list of potential key terms will be generated in class, and essay prompts will be made available on **Monday, Dec. 8th**.

Both components of the exam, each worth 15% of your grade, should be handed in to your TA during the class final exam on **Monday, Dec. 15th (11:30am-2pm)**.

- 6) **Grading Policy:** In order to receive a passing grade in the class, students **must complete all course assignments**.

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 an exam or assignment for another student or allowing an exam or assignment to be completed by another person for you;
- plagiarizing or copying the work of another person and submitting it as your own;
- using unpermitted aids (notes, phones, computers) when completing an 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.

ACCOMODATIONS

If you have a medical condition or different physical or learning needs 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 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 your TA and me, so that we can adjust accordingly.

DISCUSSION ETHICS

This class is intended for students interested in challenging commonly held understandings of race, gender, sexuality, nation, and class. Given the nature of the course there will likely be a wide range of opinions. Ideally the course will prompt you to think for yourself and to raise questions about conventional views and received wisdom. However, please engage one another in discussion with respect and consideration. Abusive and harsh language, intimidation and personal attacks will not be tolerated. These norms are reflected in the UCSD Principles of Community that we are all expected to follow. For more information about the UCSD Principles of Community, visit (<http://wwwvcb.ucsd.edu/principles.htm>).

OTHER COURSE GUIDELINES

All phones and electronic devices (PDA/iPod/iPad, laptops etc) must be turned off or set to vibrate/silent in the classroom. Electronic devices, including laptops, must be stowed away in bags or pockets. If you do not stow them and instead use an electronic device in class you will be warned; if you use such a device again after being warned you will receive a failing participation grade for the day. If you have a cell phone/PDA/iPod/laptop etc out during a quiz or exam you will automatically fail the exam. If you require an exception to the policy regarding the use of laptops you must get written approval from me and you must sit in the front row. **If you are sleeping, reading, texting, doing work unrelated to class, or are otherwise ‘virtually absent’ while in lecture or section, you will be sent home and marked as absent for the day.**

READING SCHEDULE

Readings for the week are due on the first day of class for the week, and must be completed before section. I strongly recommend completing the week's readings in the order they are listed on the syllabus.

Fri. 10/3: **Introduction**

WEEK ONE: Finding Common Ground

Michael Omi & Howard Winant, selections from Chapter Four, *Racial Formation in the United States*. 3rd ed. (New York: Routledge, 2015), 105-106, 109-112.

Evelyn Nakano Glenn, "Integrating Race and Gender," in *Unequal Freedom: How Race and Gender Shaped American Citizenship and Labor* (Cambridge: Harvard University Press, 2002), 6-17.

David F. Ruccio, "Capitalism," in *Keywords for American Cultural Studies*, ed. Bruce Burgett and Glenn Hendler (New York: New York University Press, 2007), 32-36.

UNIT I: LAND AND LABOR IN HISTORICAL CONTEXT

WEEK TWO: Settler Colonialism

Lorenzo Veracini, "Introduction: The Settler Colonial Situation" in *Settler Colonialism: A Theoretical Overview* (New York: Palgrave Macmillan, 2010),

Patrick Wolfe, "After the Frontier: Separation and Absorption in US Indian Policy," *Settler Colonial Studies* 1.1 (2011): 13-51.

WEEK THREE: Chattel Slavery

Stephanie Smallwood, "The Gold Coast and the Atlantic Market in People," in *Saltwater Slavery: A Middle Passage from Africa to American Diaspora* (Cambridge: Harvard University Press, 2007), 9-32.

Walter Johnson, "The Chattel Principle," in *Soul by Soul: Life Inside the Antebellum Slave Market* (Cambridge: Harvard University Press, 1999), 19-45.

Jennifer Morgan, "Women's Sweat: Gender and Agricultural Labor in the Atlantic World," in *Laboring Women: Reproduction and Gender in New World Slavery*, (Philadelphia: University of Pennsylvania Press, 2004), 144-165.

WEEK FOUR: Chinese Immigrant Labor in Anglo California

Tomás Almaguer, "They Can Be Hired in Masses; They Can Be Managed and Controlled like Unthinking Slaves," in *Racial Faultlines: The Historical Origins of White Supremacy in California* (Berkeley: University of California Press, 1994, 2009), 153-182.

Nayan Shah, "White Labor and the American Standard of Living," in *Contagious Divides: Epidemics and Race in San Francisco's Chinatown* (UC Press, 2001), 158-178.

WEEK FIVE: Land, Labor, and Resistance

Tomás Almaguer, "In the Hands of People Whose Experience Has Been Only to Obey a Master, Rather than Think And Manage for Themselves," in *Racial Faultlines: The Historical Origins of White Supremacy in California* (Berkeley: University of California Press, 1994, 2009), 183-204.

Tera Hunter, "'Washing Amazons' and Organized Protests," in *To 'Joy My Freedom: Southern Black Women's Lives and Labors After the Civil War* (Cambridge: Harvard University Press, 1997), 74-97.

Fri. 11/7: **IN-CLASS MIDTERM**

UNIT II: LAND AND LABOR IN CONTEMPORARY CONTEXTS

WEEK SIX: Globalization and the International Division of Labor

Lisa Lowe, "Globalization," in *Keywords for American Cultural Studies*, ed. Bruce Burgett and Glenn Hendler (New York: New York University Press, 2007), 120-123.

Grace Chang, "Global Exchange: The World Bank, 'Welfare Reform,' and the Trade in Migrant Women," in *Disposable Domestic: Immigrant Women Workers in the Global Economy*. (Boston: South End Press, 2000), 123-154.

Alicia Schmidt Camacho, "Ciudadana X: Gender Violence and the Denationalization of Women's Rights in Ciudad Juárez, Mexico," *The New Centennial Review* 5.1 (2005): 255-292.

FILM: *Maquilopolis*

WEEK SEVEN: Immigrant Labor in the Globalized US

Maylei Blackwell, "Líderes Campesinas," *Aztlan: A Journal of Chicano Studies* 35.1 (2010): 13-47.

Yen Espiritu, "Home, Sweet Home: Work and Changing Family Relationships," in *Homebound: Filipino American Lives across Cultures, Communities, and Countries* (Berkeley: University of California Press, 2003), 127-156.

"Engineering the Model Minority," in *Probationary Americans: Contemporary Immigration Policies and the Shaping of Asian American Communities*, ed. Edward J. W. Park and John S. W. Park (New York: Routledge, 2005), 97-106.

FILM: *The Other Side of Immigration*

WEEK EIGHT: Struggles over Native Sovereignty

Ward Churchill, "A Breach of Trust: The Radioactive Colonization of Native North America," in *Perversions of Justice: Indigenous Peoples and Anglo-American Law* (San Francisco: City Lights Books, 2003), 153-202.

Andrea Smith, "Better Dead Than Pregnant," in *Policing the National Body: Race Gender and Criminalization in the United States* (Cambridge: South End Press, 2002), 123-146.

Fri. 11/28: **Fall Break Holiday**

WEEK NINE: Prison Lands, Prison Labor

Angela Y. Davis, "The Prison Industrial Complex," in *Are Prisons Obsolete?* (New York: Seven Stories Press, 2003), 84-104.

Michelle Alexander, "The Lockdown," in *The New Jim Crow: Mass Incarceration in the Age of Colorblindness* (New York: New Press, 2010, 2012), 54-96.

FILM: *Visions of Abolition, Part I*

WEEK TEN: Reparation & Decolonization

Ta-Nehisi Coates, "The Case For Reparations," *The Atlantic*, May 21, 2014,
<http://www.theatlantic.com/features/archive/2014/05/the-case-for-reparations/361631/>

Eve Tuck and K. Wayne Yang, "Decolonization is not a metaphor," in *Decolonization: Indigeneity, Education & Society* 1.1 (2012), 1-40.

Majoring or Minor in Ethnic Studies

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 do not 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, education, medicine, public health, social work, counseling, journalism, government and politics, international relations, and many other careers. If you would like information about the Ethnic Studies major or minor, please contact:

Daisy Rodríguez, Ethnic Studies Department Undergraduate Advisor
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