

Ethnic Studies 1 – Fall 2015
Introduction to Ethnic Studies: Land and Labor

Lectures: Monday, Wednesday, and Friday
1:00-1:50pm, Peterson 108

Professor: Mattie Harper

Email: mharper@ucsd.edu

Office: SSB 249

Office Hours: 2-3pm, Monday at the Intertribal Resource Center, Wednesday at my office

Course Description:

Part of a year-long introduction to Ethnic Studies, this course 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 U.S. 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.

Weekly Topics:

Week 1 – Theories and Concepts / California

Week 2 – California

Weeks 3 & 4 – the Midwest

Weeks 5 & 6 – the South / Southeast

Weeks 7 & 8 – the Southwest

Week 9 – Pacific Rim / Arctic Circle

Week 10 – Northeast

Assigned Reading: A collection of readings (articles and book chapters) is available on electronic reserves. To access the materials, log on to the course reserve system at <http://reserve.ucsd.edu/ares/>. **There are no required books to purchase for this course.** You can find more information for accessing e-reserves on the UCSD library website, <http://libraries.ucsd.edu/resources/course-reserves/for-students.html>.

Grading and Requirements:

Discussion section: 20% (participation, attendance, and anything your TA assigns)

Midterm: 25%

Response papers: 25%

Final: 30%

- 1) Discussion section: Students are required to attend and participate in discussion section. This is your opportunity to ask questions, explore ideas, and do some creative thinking with your fellow students. You must attend the section for which you have registered and sections will first meet during week 1 (Beginning 9/28, NOT week 0). Discussion grades will depend on your attendance, constructive participation and regular involvement in the weekly discussion section as assigned by your Graduate Teaching Assistant (TA). You are responsible for keeping up with and digesting the reading materials each week so you can express your own critical questions and engage course materials and fully participate in discussion sections. An absence that results from extenuating circumstances may be excused; however, **more than one unexcused absence from section will affect your final grade.** All excused absences require appropriate documentation presented to your TA.
- 2) Midterm: Monday, October 26 (Week 5). 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 Monday prior to the exam (October 19).
**There will be no written make-up exams. If a make-up exam is required, this will be an oral exam proctored by Professor Harper.*
- 3) Response papers: These are due every two weeks at the beginning of section. Each student is required to complete five 1-2 page response papers due in discussion sections. Each response paper will count for 5% of your grade. The papers must be typed (double-spaced, 12 pt. Times New Roman) and address key themes, concepts and readings covered in particular classes. Late and/or hand written papers will not be accepted. The first paper is due in discussion section week 2, then week 4, week 6, week 8, and week 10.

As a writing prompt, begin your response paper with a quote from assigned readings, films, or lecture. Use this as a jumping-off point to draw connections between lectures and readings or films, or to elaborate on discussions that have taken place in section.

Another option is to attend an Ethnic Studies event and to write your response paper about this. These events will be announced in lecture, and the paper you submit must follow the same requirements outlined above.

- 4) Final: Monday, December 7, from 11:30a – 2:30p. 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. Essay prompts will be made available on Monday, November 30. Both components of the exam, each worth 15% of your grade, should be handed in to your TA during the class final on December 7.

Grading scale:

98-100 A+	92-97 A	90-91 A-	
88-89 B+	82-87 B	80-81 B-	
78-79 C+	70-77 C	60-69 D	0-59 F

Policy on Make-up Assignments: Exams and assignments are due at the start of class/section or as otherwise indicated. In order to receive a passing grade in the class, students must complete all course assignments. Make up or extensions for exams or papers will only be given to students who have a documented exam conflict or serious personal, medical, or family emergency. It is your responsibility to notify your TA and provide documentation for excused absences and conflicts. Quizzes cannot be made up. Talk to me and/or your teaching assistant if you are experiencing difficulties with your assignments. We will follow university policies on issues of Academic Integrity and Misconduct:

<http://students.ucsd.edu/academics/academicintegrity/defining.html>

Classroom Ethics: You have a responsibility to create an environment conducive to learning. This is a professional environment, and each student is expected to treat the ideas, opinions, and work of others with the utmost respect. Derogatory remarks of any kind, intimidation and personal attacks are not acceptable.

Electronic Devices and Laptops: Using your phone and other electronic devices will distract other students. All phones and electronic devices other than laptops must be turned off or silenced during class. Electronic devices must be stowed away in bags or pockets.

Laptops may only be used to take notes. If you choose to use a laptop, you must sit in the designated section of the lecture hall. Anyone using a laptop who is not in this section will be asked to move or to leave class. During quizzes and exams, however, all electronic devices, including laptops, must be turned off and stowed. If you take your electronic device out during a quiz or exam you will *automatically fail the assignment*.

At your TA's discretion students will be allowed to use laptops to reference course readings in discussion sections. All other electronic devices must be stowed away during class.

Accommodations: We wish to make this course as accessible as possible to students with disabilities or medical conditions that may affect any aspect of course assignments or participation. If you require any specific accommodations, please contact your Graduate Teaching Assistant (TA) and/or me as soon as possible.

Students with disabilities should be sure to register with the Office for Students with Disabilities (OSD) <http://disabilities.ucsd.edu/about/index.html>. Also, if you prefer to be called by a different name or to be referred to by a different gender than what appears on your enrollment record, please feel free to notify your TA and me.

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
858-534-3277 or d1rodriguez@ucsd.edu or visit www.ethnicstudies.ucsd.edu

Below is the schedule of topics. These topics can change based on how we progress through them during the course. Readings should be completed before you attend lecture on the day they are assigned.

Syllabus

FRIDAY 9/25 Introduction to the Course

Week 1 Theories and Concepts / California Indians

MONDAY 9/28 Land Concepts

Reading: Robert Warrior, "Indian," and Kirsten Silva Gruesz, "America," in *Keywords for American Cultural Studies*, ed. Bruce Burgett and Glenn Hendler (New York: New York University Press, 2007), 130-132 and 21-25.

WEDNESDAY 9/30 Race and Manifest Destiny

Reading: Stephen Jay Gould, "American Polygeny and Craniometry before Darwin," in *The Mismeasure of Man* (New York: Norton, 1996), 62 -104.

FRIDAY 10/2 Indian Servitude and Slavery in California

Reading: Brendan Lindsay, Chapter 2: "Emigrant Guides," *Murder State: California's Native American Genocide, 1846-1873*, 70-108

Week 2 California

MONDAY 10/5 Unfree Labor in California

Reading: 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.

WEDNESDAY 10/7 Native American Urban Relocation and Alcatraz Island

Reading: Ned Blackhawk, "I Can Carry On From Here: The Relocation of American Indians to Los Angeles," *Wicazo Sa Review* 11:3 (Fall 1995): 16-30.

FRIDAY 10/9 United Farmworkers' Movement

Film: *The Fight in the Fields*, directed by Ray Telles and Rick Tejada-Flores, 2006.

Week 3 Midwest

MONDAY 10/12 The Fur Trade and the Invention of Whiteness

Reading: Bruce White, "The Power of Whiteness: Or, the Life and Times of Joseph Rolette, Jr." *Minnesota History*, 56 (Winter 1998): 178-97.

WEDNESDAY 10/14 Settler Colonialism

Guest Lecturer: Professor Wayne Yang

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

FRIDAY 10/16 Blood Quantum, Allotment, and Dispossession Among the Ojibwe

Reading: David Beaulieu, "Curly Hair and Big Feet: Physical Anthropology and the Implementation of Land Allotment on the White Earth Chippewa Reservation," *American Indian Quarterly* 8, No. 4 (Autumn 1984): 281-314.

Week 4 Midwest

MONDAY 10/19 The Great Migration: African American Labor in Chicago

Reading: James Grossman, "Tell Me About the Place," in *Land of Hope: Chicago, Black Southerners, and the Great Migration* (Chicago: University of Chicago Press, 1989), 66-97.

WEDNESDAY 10/21 Race, Gender, and Labor in Turn of the Century Chicago

Reading: Cynthia Blair, "Race and the Reconstruction of the Urban Sex Economy, 1900-1915," in *I've got to Make My Livin': Black Women's Sex Work in Turn-of-the-Century Chicago* (Chicago: University of Chicago Press, 2010), 123-148.

FRIDAY 10/23 Contemporary Native Sovereignty Struggles

Reading: Brenda Child, "An Ojibwe Fishery Story," in *My Grandfather's Knocking Sticks: Ojibwe Family Life and Labor on the Reservation* (Minnesota Historical Society Press, 2014), 85-123.

Week 5 South / Southeast

MONDAY 10/26 In-class MIDTERM

WEDNESDAY 10/28 Chattel Slavery

Reading: 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.

FRIDAY 10/30 Gender and Labor in US Chattel Slavery

Guest Lecturer: Professor Sara Kaplan

Reading: 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 6 South / Southeast

MONDAY 11/2 Native Americans and African American Slaves in the South

Reading: Tiya Miles, "Captivity," "Slavery," "Removal" in *Ties That Bind: The Story of an Afro-Cherokee Family in Slavery and Freedom* (Berkeley: University of California Press, 2005), 13-24, 25-43, 149-161.

WEDNESDAY 11/4 Race, Marriage, and Removal

Reading: Fay Yarbrough, "Legislating Women's Sexuality: Cherokee Marriage Laws in the Nineteenth Century," *Journal of Social History* 38, No. 2 (Winter, 2004), pp. 385-406.

FRIDAY 11/6 Latin American Immigration in the New South

Film: *Mississippi Chicken*, directed by John Fiege, 2009.

Week 7 Southwest

MONDAY 11/9 The Western Shoshone People, Their Homeland, and Their Legal Struggle

Reading: Julie Ann Fishel, "United States Called to Task on Indigenous Rights: The Western Shoshone Struggle and Success at the International Level," *American Indian Law Review* 31, No. 2, Symposium: Lands, Liberties, and Legacies: Indigenous Peoples and International Law (2006/2007), 619-650.

WEDNESDAY 11/11 NO CLASS -- Veterans Day

Film: *We Shall Remain*: part 4, "Geronimo," directed by Sarah Colt and Dustin Craig, 2009.

FRIDAY 11/13 Race, Gender and Citizenship

Reading: Evelyn Nakano Glenn, "Mexicans and Anglos in the Southwest," in *Unequal Freedom: How Race and Gender Shaped American Citizenship and Labor* (Cambridge: Harvard University Press, 2002), 144-189.

Week 8 Southwest

MONDAY 11/16 Labor Migration and Recruitment

Guest Lecturer: Professor Curtis Marez

Reading: Mae Ngai, "Braceros, 'Wetbacks,' and the National Boundaries of Class," in *Impossible Subjects: Illegal Aliens and the Making of Modern America* (Princeton: Princeton University Press, 2004), 127-166.

WEDNESDAY 11/18 Transnational Labor Migrations and Globalization

Guest Lecturer: Professor Kirstie Dorr

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

Gaspar de Alba, Alicia. "The Maquiladora Murders, 1993-2003." *Aztlán* 23, no. 2 (Fall 2003): 1-17.

FRIDAY 11/20 Navajo Country and Uranium Mining

Reading: Traci Byrnnne Voyles, "Empty Except for Indians: Early Impressions of Navajo Rangeland," in *Wastelanding: Legacies of Uranium Mining in Navajo Country* (Minneapolis: University of Minnesota Press, 2015), 27-53.

Week 9 Pacific Rim / Arctic Circle

MONDAY 11/23 Colonialism and Immigration in Hawai'i

Reading: Evelyn Nakano Glenn, "Japanese and Haoles in Hawaii," in *Unequal Freedom: How Race and Gender Shaped American Citizenship and Labor* (Cambridge: Harvard University Press, 2002), 190-235.

WEDNESDAY 11/25 Arctic Indigenous Peoples and Climate Change

Reading: Maria Shaa Tláa Williams, "Neo-Colonial Melancholia: Alaska Native People, Education and Oil," *Counterpoints* 379, Indigenous Philosophies and Critical Education: A READER (2011), 189-196 .

Hari M. Osofsky, "The Inuit Petition as a Bridge? Beyond Dialectics of Climate Change and Indigenous Peoples' Rights," *American Indian Law Review* 31, No. 2, Symposium: Lands, Liberties, and Legacies: Indigenous Peoples and International Law (2006/2007), 675-697.

FRIDAY 11/27 NO CLASS - THANKSGIVING

Week 10 Northeast

MONDAY 11/30 Slavery in the North

Reading: Craig Steven Wilder, "Prologue" and "Could They Be Sent Back to Africa" in *Ebony and Ivy: Race, Slavery and the Troubled History of America's Universities* (New York: Bloomsbury Press, 2013), 1-8, 241-73.

WEDNESDAY 12/2 Mohawk Territoriality

Reading: Audra Simpson, "Indigenous Interruptions: Mohawk Nationhood, Citizenship, and the State," in *Mohawk Interruptus: Political Life Across the Borders of Settler States* (Durham: Duke University Press, 2014), 1-35.

FRIDAY 12/4 Course WRAP UP

Final MONDAY 12/7 11:30a - 2:30p