

ETHN 119: Race in the Americas: Histories and Legacies of the Cold War

Professor: Dr. Linh Nguyen

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HSS 1305 Tuesdays and Thursdays 2-3:20

Office Hours: Sign up on <https://linhnguyen.youcanbook.me> for a specific time on Monday (2-3) and Tuesday (12:30-1:30). Walk-ins Thursday from 12:30-1:30. Location: Sequoyah Hall 128.

Course Description:

This course is an overview of how structures of gendered and racialized violence such as war, colonialism and imperialism have shaped notions of identity, borders and power relations in the Americas. We will focus on the particular experiences of women, black and indigenous populations, as well as Asian immigrant groups in the context of United States' political and economic intervention. Though not a comprehensive exploration of the Americas, this interdisciplinary and transnational hemispheric approach will provide continuity in framing conversations across the United States, Central and South America that challenge the fixity of national boundaries. We will pay particular attention to in scope to overarching themes of race, gender, empire and nation, history and memory and the legacies of the Cold War.

Expectations and Learning Outcomes:

In this course students will develop oral and written communication in critical analysis and research. As such, student presentations in class and written assignments are designed to achieve the following learning goals:

- Enable students to identify, analyze, and critique social, political, and economic hierarchies grounded in race, ethnicity, gender, sexuality, class, and nationality.
- Encourage students to interrogate the historical roots of simplified explanations, stereotypes and naturalizations of socially created differences.
- Promote students' ability to analyze power dynamics from the micro-level to the macro-level.
- Develop strong written and oral communication skills and their capacities to undertake innovative research and knowledge production.
- Teach students to collaborate across differences.

Policies:

ADA / OSD: Students requiring assistance are encouraged to seek support through the Office of Students with Disabilities. Please also let me know if you have accessibility needs.

Academic Integrity. <http://senate.ucsd.edu/Operating-Procedures/Senate-Manual/Appendices/2>

In line with UCSD's Principles of Community (<https://ucsd.edu/about/principles.html>), the classroom is a space of respect, cooperation and learning.

This is an upper division course, so there is a reasonable expectation that you will be conversant in major theories of ethnic studies including intersectionality, racial formation, and nation building. As such, we will not do an extensive overview of basic terms. It is your responsibility to seek support with these and other material with which you are unfamiliar.

Email policy: I will do my best to respond to emails within 24 hours, Monday – Friday.

Assignments:

Attendance and Participation: 20% More than two absences from class (which constitutes 10% of our meetings) will be penalized. 1/2 a letter grade will be deducted from your final grade for every day you miss exceeding the allowed absences. If you miss class, it is your responsibility to keep up with the notes, films and assignment submission schedule (it is advised that you work with peers).

Bi-Weekly Reflection Papers: 20% (5 total) 1.5-2 pages, 12pt font, 1" margins
All students will turn in a reflection paper week one. Subsequently, students with last names **A-H**, will turn in reflections on **weeks 2,4,6,8** **K-Y** will turn in reflections on **weeks 3,5,7,9**.

- Please submit in **Word or pdf format, only** on TED by Thursday at 1pm.

Reflection papers should not summarize the films and readings or be a presentation of your opinions of the texts. They should be a critical engagement with the authors' arguments and the films, which includes your own argument / thesis. As the class progresses, feel free to incorporate analysis of previous texts and media. Successful papers will be a thoughtful synthesis of the week's readings, where the writer attempts to make overarching connections across readings. Successful reflections will have some sort of assertion or claim that is arguable that relates to the readings and materials for the week and larger themes.

Class facilitation: 10%

Students will be required to facilitate one set of weekly readings. Presentations should be approximately 45 minutes, including the facilitation of a class discussion. As this is an upper division course, this seminar style presentation is designed to prepare students for advanced level course interaction. Each student will give a presentation on one of the readings as a part of a group. Presentations are not summaries of the readings. Assume that your classmates have done the reading and come prepared with questions to the class, or show a video, play a song or engage some other media object that you feel helps you better understand the readings. Your objective: facilitate discussion around the reading. Students in the class are also responsible for engaging with and asking questions of the presenters.

Guidelines for facilitation:

<http://web.stanford.edu/group/resed/resed/staffresources/RM/training/facilguide.html>

<http://www.crlt.umich.edu/node/956>

Research Assignments

Detailed handouts and rubrics will be distributed for each of the following assignments:

1. Bibliography 5%
 2. Annotated Bibliography: 5%
 3. Outline: 10%
 4. Research Paper will take the place of your Final Exam: 30%
 - o Students will conduct a research project over the course of the quarter. This will culminate in an 8-10 page paper on an approved topic of the student's choice.
- Due on Thursday, December 08, 2016 at 5:59pm on TED.**

Extra Credit: Opportunities will be announced as they become available.

Readings:

Will be posted on TritonEd. **Readings and assignments are subject to change, with advance notice.**

Required: Menchú, Rigoberta and Elisabeth Burgos, *I, Rigoberta Menchú: An Indian Woman in Guatemala* London: Verso, 2009.

Week 0/1: Overview: Historical intersections between race and colonialism/empire

Thursday 9/22
Setting the Terms

- Weinbaum, Alys Eve, "Nation."
- Halberstam, Judith, "Gender."
- Ferguson, Roderick, "Race."
from *Keywords for American Cultural Studies*. New York: New York University Press, 2007.

Tuesday 9/27
"Race" and "Americas"

- Carrera, Magali Marie. "Identity by Appearance, Judgment, and Circumstances: Race Lineage as Calidad." In *Imagining Identity in New Spain: Race, Lineage, and the Colonial Body in Portraiture and Casta Paintings*. Austin: University of Texas Press, 2003, 1-21.
- Tinsman, Heidi and Sandhya Shukla "Introduction: Across the Americas." Ed. Shukla, Sandhya. *Imagining our Americas*. Durham: Duke University Press, 2007, 1-33.

Thursday 9/29
Science, Race and Nationality
Presenters:

1. _____ 2. _____

- Stepan, Nancy Leys. "Chapter 5: National Identities and Racial Transformations." *The Hour of Eugenics: Race, Gender and Nation in Latin America*. London: Cornell University Press, 1991, 135-170.
- Optional: Readings from *The Color of Empire*

Week 2: Overview: Race, Colonialism and The Cold War Latin America

Tuesday 10/04
Social Scientific Approaches to Nation

- Wade, Peter. "Chapter 3: Early Approaches to Blacks and Indigenous People, 1920s to 1960s." *Race and Ethnicity in Latin America*. Chicago, Ill.: Pluto Press, 1997, 41-60.

Thursday 10/06
Narrating History
Presenters:

1. _____ 2. _____ 3. _____

- Weeks, Gregory. "Overview of U.S. intervention in Guatemala." *U.S. and Latin American Relations*, 2nd Ed. West Sussex: John Wiley & Sons, Inc., 2015. 111-117.
- Wilkinson, Daniel. "A Dangerous Question." *Silence on the Mountain: Stories of Terror, Betrayal*, New York: Houghton Mifflin, 2002. 83- 156.

Week 3: The Cold War Latin America (Cont.)

Tuesday 10.11

Research Workshop with Ethnic Studies Librarian Alanna Aiko Moore. Will meet in The Geisel Classroom (Room 2) located in the East Commons (2nd Floor) near the service desk.

Thursday 10.13
Presenters:

1. _____ 2. _____ 3. _____

- Todd, Molly. "The Politics of Refuge: Salvadoran Refugees and International Aid in Honduras" Ed. Jessica Stites Mor. *Human Rights and Transnational Solidarity in Cold War Latin America*. University of Wisconsin Press, 2013. 209-236.
- Watch: *Niños de la Memoria*, Dir. María Teresa Rodríguez, 2012.

Week 4: Cultural Memory and the Politics of Remembering

Tuesday 10.18

- Bickford, Louis. "The Archival Imperative: Human Rights and Historical Memory in Latin America's Southern Cone" *Human Rights Quarterly* Volume 21, Number 4, November 1999. 1097-1122.
- Taylor, Diana. "'You are Here:' and the DNA of Performance," *The Drama Review* Vol. 47 No.1 (T173), Spring 2002. 161-189.

Thursday 10.20

1. _____ 2. _____ 3. _____

- Read: *I, Rigoberta Menchú*, (2009) Selected Chapters
- Oglesby, Elizabeth. "Educating Citizens in Postwar Guatemala: Historical Memory, Genocide, and the Culture of Peace." *Radical History Review* Issue 97, Winter 2007.

Turn in Bibliography

Week 5: Gendered Violence and Brown Women

Tuesday 10.25

- Castañeda, Antonia I. "Sexual Violence in the Politics and Policies of Conquest: Amerindian Women and the Spanish Conquest of Alta California." Ed. Elizabeth D. Heineman. *Sexual Violence in Conflict Zones: From the Ancient World to the Era of Human Rights*. Philadelphia: University of Pennsylvania Press. 2011, 39-55.
- Mihesuah, Devon Abbott. "Colonialism and Disempowerment," *Indigenous American Women: Decolonization, Empowerment, Activism*, Lincoln: University of Nebraska Press, 2003, 41-61.
- Selections from *I, Rigoberta Menchú* (2009)

Thursday 10.27

1. _____ 2. _____ 3. _____

- Wright, Melissa, "Necropolitics, Narcopolitics, and Femicide: Gendered Violence on the Mexico-U.S. Border," *Signs* 36(3): Spring 2011, 707-732.
- Perez, Emma. "Queering the Borderlands: The Challenges of Excavating the Invisible and Unheard 2-9; *Frontiers: A Journal of Women Studies* 24.2&3, 2003, 122-131.
- Watch: *Finding Dawn*, dir. Christine Welsh, (2006)

Week 6: People of Color Negotiating Identity and Power

Tuesday 11.01

- No Class, work on Annotated Bibliographies

Thursday 11.03

Presenters:

1. _____ 2. _____ 3. _____

- Miles, Tiya, and Barbara Krauthamer. "Chapter 7- Africans and Native Americans." In *A Companion to African American History*, edited by Alton Hornsby. Malden, MA: Blackwell Pub., 2005, 121-40.
- Adams, Rachel. "Blackness Goes South: Race and Mestizaje in Our America" *Imagining Our Americas*

Turn in Annotated Bibliography

Week 7: People of Color Negotiating Identity and Power (CONT)

Tuesday 11/08

- Collins, Robert Kieth. "Katimih o Sa Chata Kiyou (Why Am I Not Choctaw)?": Race in the Lived Experiences of Two Black Choctaw Mixed-Bloods." Eds., Sharon Patricia Holland and Tiya Miles. *Crossing Waters, Crossing Worlds: The African Diaspora in Indian Country*. Durham: Duke University Press, 2006, 260-272.
- Modestin, Yvette. "An Afro-Latina's Quest for Inclusion." Eds., Sharon Patricia Holland and Tiya Miles. *Crossing Waters, Crossing Worlds: The African Diaspora in Indian Country*. Durham: Duke University Press, 2006, 417-421.
- Watch: *Pelo Malo*, dir. Mariana Rondón (2013)

Thursday 11/10

Presenters:

1. _____ 2. _____ 3. _____

- Yuval-Davis, Nira. "Women and Biological Reproduction of the Nation." *Gender & Nation*. London: Sage Publications, 1997, 26-38.
- Espino, Virginia. "'Woman Sterilized as Gives Birth': Forced Sterilization and Chicana Resistance in the 1970s" Ed. Vicki L Ruiz. *Las Obras: Chicana Politics of Work and Family*. Los Angeles: University of California Press, 2000, 65-82.
- Roberts, Dorothy E. "Who May Give Birth to Citizens?: Reproduction, Eugenics, and Immigration." 205-218.

Week 8 Asians in Latin America

Tuesday 11.15:

1. _____ 2. _____ 3. _____

- Lowe, Lisa. "Intimacies of Four Continents," Ed. Ann Laura Stoler *Haunted by Empire*. Durham: Duke University Press, 2006, 191-212.
- Siu, Lok. "Chinese Queen of the Colony" *Memories of a Future Home: Diasporic Citizenship of Chinese in Panama*. Stanford University Press, 2005, 54-85.

Thursday 11.17

- Hu-DeHart, Evelyn. "On Coolies and Shopkeepers: The Chinese as Huagong (Laborers) and Huashang (Merchants) in Latin America/Caribbean" *Displacements and Diasporas: Asians in the Americas*. Rutgers University Press, 2005, 78-111.

- Sen, Sharmila. "Our Flavour is Greater." Eds., Rhacel Parreñas and Lok C. D. Siu, *Asian Diasporas: New Conceptions, New Formations* Stanford: Stanford University Press, 2007, 161-176.

Turn in Outline and Abstract

Week 9: Indigeneity

Tuesday 11/22

1. _____
 2. _____
 3. _____
- Postero, Nancy Grey, and Leon Zamosc. "Indigenous Movements and the Indian Question in Latin America." *The Struggle for Indigenous Rights in Latin America*, Eds. Nancy Grey Postero and León Zamosc, 1-31. Brighton [England]: Sussex Academic Press, 2004.
 - Zapatistas: First Declaration (1994) web link posted on TED
 - Fifth Declaration (1998) web link posted on TED
 - R. Aida Hernández Castillo, "Report on Race and Identity: Zapatismo & the Emergence of Indigenous Feminism" *NACLA: Report on the Americas*, Vol. 35, No. 6, May / June 2002.

Thursday 11/24: No Class – Thanksgiving Holiday.

Reflection papers will be due on Monday 11/28.

Week 10: Race, Racism and Neoliberalism

Tuesday 11/29

In-Class Peer Editing of Abstracts & Outlines, Bring a Printed Copy

Read:

- Hristov, Jasmin. "Freedom and Democracy or Hunger and Terror: Neoliberalism and Militarization in Latin America." *Social Justice*, Vol. 32, No. 2 (100), The Many Faces of Violence (2005), pp. 89-114

Thursday 12/01

Presenters:

1. _____
 2. _____
 3. _____
- Buff, Rachel Ida. "Deportation Terror." *American Quarterly*. Vol 60: 3. September 2008, 523-551.
 - Briggs, Laura. "Central American Child Migration." *American Quarterly*. Vol 68: 3. September 2016, 573-582.

FINAL EXAM: Thursday December 8, 2017. 8-10 page research paper due on TED at 5:59pm. No late exams will be accepted.

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 college general education requirement. Often students have taken many ETHN courses 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, public policy, 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

