

**Ethnic Studies 1**  
**Introduction to Ethnic Studies: Land and Labor**  
**Fall 2017 • MWF 1:00-1:50pm • Peterson 108**

**Professor:** Ross Frank  
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**Phone:** (858) 534-6646  
**Office Hours:** Monday 11am-noon, Wednesday 2-4pm, or by appointment (email)

Section	Day   Time	Location	Teaching Assistant
A01	MON 9:00-9:50am	HSS 2321	Hina Shaikh
A02	MON 10:00-10:50am	HSS 2321	hishaikh@ucsd.edu
A03	MON 9:00-9:50am	HSS 1305	Cynthia Vazquez
A04	MON 10:00-10:50am	HSS 1305	C5vazque@ucsd.edu
A05	MON 2:00-2:50pm	HSS 1305	Esther Choi
A06	MON 3:00-3:50pm	HSS 1305	emchoi@ucsd.edu
A07	MON 4:00-4:50pm	HSS 1305	David Sanchezaguilera
A08	MON 5:00-5:50pm	HSS 1305	Das027@ucsd.edu
A09	WED 9:00-9:50am	HSS 1305	Camila Gavin
A10	WED 10:00-10:50am	HSS 1305	cgavin@ucsd.edu
A11	WED 9:00-9:50am	CENTER 207	Yessica Garcia
A12	WED 10:00-10:50pm	CENTER 207	Yeg003@ucsd.edu
A13	FRI 9:00-9:50am	HSS 2305B	Katherine Steelman
A14	FRI 10:00-10:50am	HSS 2305B	ksteelman@ucsd.edu
A15	FRI 11:00-11:50am	HSS 2305B	Bayan Abusneineh
A16	FRI 12:00-12:50pm	HSS 2305B	babusnei@ucsd.edu
A17	FRI 2:00-2:50pm	HSS 2305B	Aundrey Jones
A18	FRI 3:00-3:50pm	HSS 2305B	amj005@ucsd.edu
A19	FRI 2:00-2:50pm	HSS 1106A	Boke Saisi
A20	FRI 3:00-3:50pm	HSS 1106A	bsaisi@ucsd.edu

### 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.

### COURSE OBJECTIVES

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. Rather than memorizing or mastering a series of clear-cut answers, 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.

### COURSE ORGANIZATION

Course evaluation will be based on an in-class midterm, weekly assignments in section, a "Context" assignment, and a final exam that will include both in-class and take-home elements. A portion of your grade will depend on your attendance and participation.

### COURSE REQUIREMENTS

Assignments:		Grading scale:			
Section attendance and participation	10%	93-100	A	73-76	C
Lecture attendance and participation	10%	90-92	A-	70-72	C-
Section Blogs	20%	87-89	B+	67-69	D+
Context Assignment	5%	83-86	B	63-66	D
Midterm exam (in class)	25%	80-82	B-	60-62	D-
Final exam (take home & in class)	30%	77-79	C+	0-60	F

**NOTE:** A *passing grade* in ETHN1 *requires* your completion of all course assignments.

1) **Discussion section/Lecture attendance and participation (20% combined):** Punctual attendance and class participation in the section in which you are enrolled are crucial. Please be prepared to express your own critical questions and critiques of course materials and to participate actively in class discussion sections. An absence from discussion that results from extenuating circumstances will be excused; however, more than one unexcused absence from section will lower your final grade. In order to be counted as present you must arrive on time and stay until the conclusion of section.

Students are expected to finish all reading assigned prior to each lecture. Course lectures provide information, context, and guidance that will assist you to understand the readings, participate fully in discussion section and to critically engage and analyze information and ideas presented throughout the quarter. Lectures also provide a forum to engage with the instructor, guest lecturers, and other students. Attendance at lecture is required and, like section attendance, you should prepare to participate actively when given the opportunity. In order to be counted as present for lecture you must arrive on time and stay until its conclusion.

2) **Section Blogs (20%):** Beginning at the second meeting of section, students are expected to submit to their TA a weekly critical blog entry related to course topics, themes, and issues of particular interest. Your TA will provide you with guidance for each week's blog assignment, which may take many forms. Blog 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 blog entries over the course of the quarter.

3) **Context Assignment (5%):** Over the course of the quarter, 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 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, need not be more than one page long, 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, November 3rd. 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 broad question generated from course lectures and 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 Wednesday, December 6th. Both components of the exam, each worth 15% of your grade, will be collected by your TA during the class final exam on Monday, December 11 (11:30am-2:20pm).

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

## COURSE POLICIES

### Attendance

Students who wish to successfully complete this course must attend course lectures and discussion sections.

### Office Hours

Professor Frank and your TA each have 3 hours of regularly scheduled office hours. You may discuss any aspect of the course and your participation during office hours and are encouraged to take advantage of the opportunity.

### Classroom Ethics

This class is intended for students interested in challenging commonly held understandings of race, gender, sexuality, nation, and class. By the very nature of the course topic, there will likely be a wide range of opinions as you read and engage the assigned materials. You are responsible for helping to establish a good classroom environment, one that will stimulate you to think for yourself and raise questions about conventional views and received wisdom. Please keep in mind that we also engage each other in a respectful and considerate discussion in the classroom. Derogatory language, intimidation, and personal attacks will not be tolerated. These ground rules are reflected in the [UCSD Principles of Community](https://ucsd.edu/explore/about/principles.html) to which each of us is expected to adhere (<https://ucsd.edu/explore/about/principles.html>).

### Electronic Devices and Laptops

A recent study in the [Computers and Education](#) journal found that using laptops in class “poses a significant distraction to both users and fellow students and can be detrimental to comprehension of lecture content”. Consequently, phones and electronic devices must be turned off or silenced during class. Electronic devices must be stowed away.

Laptops and tablets may only be used during lecture to take notes. If you choose to use a laptop or tablet to take notes, you must email [Professor Frank](#) *and* sit in the designated section at the front of the lecture hall. Anyone using an electronic device who is not in this section will be warned initially; repeated violators will be asked to leave class and marked absent for the day. During quizzes and exams, electronic devices of any kind must be turned off and stowed.

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

### Academic Integrity

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According to the [UCSD Policy on Integrity of Scholarship](#), “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 result in an ‘F’ on that assignment and will be reported following the process outlined by the [UCSD Office of Academic Integrity](#).

### **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. Students with disabilities should be sure to register with the Office for Students with Disabilities (OSD) <http://disabilities.ucsd.edu/about/index.html>. If you require any specific accommodations, please provide a copy of your paperwork to me as soon as possible. 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 Professor Frank.

### **Make-up Assignments**

Make up exams, or extensions for exams or papers, will only be given to students who have a documented serious personal, medical, or family emergency. It is your responsibility to notify your TA and provide documentation for excused absences and conflicts. In-class activities cannot be made up. Talk to me and/or your Teaching Assistant if you are experiencing difficulties with your assignments.

### **ASSIGNED READING**

ETHN 1 readings on [TritonED](#): [tritoned.ucsd.edu](http://tritoned.ucsd.edu) & [ARES](#): [reserves.ucsd.edu/ares/](http://reserves.ucsd.edu/ares/)

**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:

Monica Rodríguez, Ethnic Studies Department Undergraduate Advisor  
858-534-3277 or [http://nmrodriguez@ucsd.edu](mailto:nmrodriguez@ucsd.edu) or visit [www.ethnicstudies.ucsd.edu](http://www.ethnicstudies.ucsd.edu)

**SYLLABUS**

Please read the assigned reading material that follows each lecture date **before** that class meeting. Readings are available on [TritonED](http://TritonED): [tritoned.ucsd.edu](http://tritoned.ucsd.edu) & [ARES: reserves.ucsd.edu/ares/](http://ARES:reserves.ucsd.edu/ares/). Be prepared to discuss the reading assignments in lecture and in discussion section.

**WEEK 0**     SEPTEMBER 29     Introduction to Ethnic Studies 1: Land and Labor

**WEEK 1**     **Foundational Theories and Concepts**

OCTOBER 2                      Robert Warrior, "Indian," *Keywords for American Cultural Studies*. New York: New York University, 2007, 130-132.

J. Kēhaulani Kauanui, "Indigenous," *Keywords for American Cultural Studies*. New York: New York University, 2007, 133-137.

OCTOBER 4                      David F. Ruccio, "Capitalism," *Keywords for American Cultural Studies*. New York: New York University, 2007, 37-40.

Marc Bosquet "Labor," *Keywords for American Cultural Studies*. New York: New York University, 2007, 142-145.

OCTOBER 6                      David Kazanjian, "Colonial," *Keywords for American Cultural Studies*. New York: New York University, 2007, 48-53.

Roderick A. Ferguson, "Race," *Keywords for American Cultural Studies*. New York: New York University, 2007, 207-211.

**WEEK 2 Indigenous and Settler Colonial Land**

OCTOBER 9 Ann Feinup-Riodan. "A Guest on the Table: Ecology from the Yup'ik Eskimo Point of View," in John Grim. *Indigenous Traditions and Ecology The Interbeing of Cosmology and Community*. Cambridge, Harvard University Press, 2001, 541-558.

Glen Coulthard, "Place Against Empire: Understanding Indigenous Anti-Colonialism," *Affinities: A Journal of Radical Theory, Culture, and Action*, 4:2 (2010): 79-83.

OCTOBER 11 Patrick Wolfe. "Settler Colonialism and the Elimination of the Native". *Journal of Genocide Research*. 8:4 (2006): 387-409.

OCTOBER 13 Ronald Takaki, Chapter 3: "The giddy multitude: The hidden origins of slavery," *A Different Mirror: A History of Multicultural America*. Boston, Little Brown & Co., 1993, 51-76.

**WEEK 3 Chattel Slavery and American Empire**

OCTOBER 16 **Guest Lecture:** Professor Sara C. Kaplan (Ethnic Studies) Stephanie Smallwood, Chapter 2: "Turning African Captives in to Atlantic Commodities," *Saltwater Slavery: A Middle Passage from Africa to American Diaspora*. Cambridge: Harvard University, 2007, 33-64.

OCTOBER 18 Jennifer Morgan, Chapter 5: "Women's Sweat": Gender and Agricultural Labor in the Atlantic World", *Laboring Women: Reproduction and Gender in New World Slavery*. Philadelphia: University of Pennsylvania Press, 2004, 144-165.

Reginald Horsman, Chapter 11: "Anglo Saxons and Mexicans," *Race and Manifest Destiny*. Cambridge: Harvard University, 1981, 208-218.

OCTOBER 20 Reginald Horsman, Chapter 11 & Chapter 12: "Race, Expansion and the Mexican War", *Race and Manifest Destiny*. Cambridge: Harvard University, 1981, 219-248.

**WEEK 4 19<sup>th</sup> Century Systems of Labor**

OCTOBER 23 Benjamin Madley, Chapter "'Unholy Traffic in Human Blood and Souls:' Systems of California Indian Servitude under U.S. Rule", *Pacific Historical Review*, 83:4 (2014): 626-667.

Kimberly Johnston-Dodds, *Early California Laws and Policies Relating to California Indians*. Sacramento: California State Library, 2003, 27-39.

OCTOBER 25 Tomás Almaguer, "They Can Be Hired in Masses; They Can Be Managed and Controlled Like Slaves," *Racial Faultlines: The Historical Origins of White Supremacy in California*. Berkeley: University of California, 1994, 183-204.

OCTOBER 27 **Guest Lecture:** Justin de Leon  
David A. Chang, Chapter 2: "Owning and Being Owned: Property, Slavery, and Creek Nationhood to 1865," *The Color of the Land: Race, Nation, and the Politics of Landownership in Oklahoma*. Chapel Hill: University of North Carolina, 2010, 7-38.

**WEEK 5 Labor and Industrial Capitalism**

OCTOBER 30 Upton Sinclair, Chapters 2-7, *The Jungle*, New York: Doubleday, Page & Co., 1906. [Download Kindle, ePub, or read online here: https://www.gutenberg.org/files/140/](https://www.gutenberg.org/files/140/)

NOVEMBER 1 Upton Sinclair, Chapters 8-15, *The Jungle*, New York: Doubleday, Page & Co., 1906. [Download Kindle, ePub, or read online here: https://www.gutenberg.org/files/140/](https://www.gutenberg.org/files/140/)

NOVEMBER 3 **MIDTERM EXAM**

**WEEK 6 Immigration, Labor, and Capitalism**

NOVEMBER 6 Mae M. Ngai, "The Architecture of Race in American Immigration Law: A Reexamination of the Immigration Act of 1924," *The Journal of American History*, 86:1 (1999): 67-92.

NOVEMBER 8 Lisa Lowe, "Globalization," *Keywords for American Cultural*



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*Studies*. New York: New York University, 2007, 119-122.

Long Tanh Bui. "Glorientalization: Specters of Asia and Feminized Cyborg Workers in the US–Mexico Borderlands", *Meridians: feminism, race, transnationalism*, 13:1 (2015) 129–156.

NOVEMBER 10                      **NO CLASS (Veterans Day)**

**WEEK 7      Incarceration**

NOVEMBER 13                      Lisa Marie Cacho, Chapter 1: "White Entitlement and Other People's Crimes," *Social Death : Racialized Rightlessness and the Criminalization of the Unprotected*. New York: New York University, 2012, 35-60.

NOVEMBER 15                      Dennis Childs, Chapter 2: "'Except as Punishment for a Crime': The Thirteenth Amendment and the Rebirth of Chattel Imprisonment," *Slaves of the State : Black Incarceration from the Chain Gang to the Penitentiary*. Minneapolis, University of Minnesota, 2015, 57-92.

NOVEMBER 17                      Traci Brynne Voyles, Chapter 1: "Empty Except for Indians: Early Impressions of Navajo Rangeland," *Wastelanding : Legacies of Uranium Mining in Navajo Country*. Minneapolis: Univ. of Minnesota, 2015, 27-53.

**WEEK 8      Militarization**

NOVEMBER 20                      Yen Le Espiritu, Chapter 2: "Militarized Refuge(es)," *Body Counts : The Vietnam War and Militarized Refuge(es)*. Berkeley, University of California, 2014, 24-48.

NOVEMBER 22                      Yen Le Espiritu, Chapter 3: "Refugee Camps and the Politics of Living," *Body Counts : The Vietnam War and Militarized Refuge(es)*. Berkeley, University of California, 2014, 49-80.

NOVEMBER 24                      **NO CLASS (Thanksgiving Break)**

**WEEK 9      Affective Labor**

NOVEMBER 27                      **Guest Lecture:** Salvador Zarate

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Pierette Hondagneu-Sotelo, Chapter 3: "The Gardeners of Eden," *Paradise Transplanted: Migration and the Making of California Gardens*. Berkeley, University of California, 2014, 71-115.

NOVEMBER 29 Kalindi Vora, Chapter 4: "Transnational Gestational Surrogacy: Expectation and Exchange," *Life Support: Race, Gender and New Socialities in the Vital Energy Economy*. Minneapolis: University of Minnesota, 2015, 103-140.

DECEMBER 1 **Guest Lecture:** Olivia Quintanilla  
Mike Ives, "North Korea Aside, Guam Faces Another Threat: Climate Change", *New York Times*, 8/11/2017.  
<https://www.nytimes.com/2017/08/11/world/asia/guam-north-korea-climate-change.html>  
Robert Marsec, Introduction: *Militarizing the Environment: Climate Change and the Security State*. Minneapolis: University of Minnesota, 2016, 1-29.

**WEEK 10 What Kind of World?**

DECEMBER 4 Lisa Marie Cacho, Chapter 3: "Grafting Terror onto Illegality," *Social Death : Racialized Rightlessness and the Criminalization of the Unprotected*. New York: New York University, 2012, 97-113.

DECEMBER 6 J. I. Albahri and K. Wayne Yang, "Hands Clasped Behind Her Back: Palestinian Waiting on Theories of Change, in Eve Tuck, and K. Wayne Yang, *Youth Resistance Research and Theories of Change. Critical youth studies*. New York: Routledge, 2014, 166-175.

DECEMBER 8 Eve Tuck and K. Wayne Yang. "Decolonization is not a metaphor", *Decolonization: Indigeneity, Education & Society* 1:1 (2012), 1-40.

MONDAY, DECEMBER 11 **FINAL EXAM** (11:30 AM-2:20 PM)