

Ethnic Studies 1

Introduction to Ethnic Studies: Land and Labor

Fall 2022

Professor: Ross Frank
Lecture: MWF, 1:00-1:50pm, Peterson Hall, room 108
Email: rfrank@ucsd.edu
Office: Social Science Building (SSB), room 227
Office Hours: Mon. 10am-noon, Wed. 2-3pm, and by appointment, in-person or Zoom.
 Schedule your office hour appointments via the Calendar function in Canvas.

Section	Day Time Location	Teaching Assistant (email link)
A01	WED 8:00-8:50am, YORK 4050A	Cheron Laughing claughin@ucsd.edu
A02	FRI 11:00-11:50am, SSB106	Rochelle McFee rmcfee@ucsd.edu
A03	FRI 12:00-12:50pm, SSB 106	Rochelle McFee rmcfee@ucsd.edu
A04	FRI 3:00-3:50pm, SSB 106	Amira Noeuv amnoeuv@ucsd.edu
A05	FRI 4:00-4:50, SSB 106	Amira Noeuv amnoeuv@ucsd.edu
A06	WED 11:00-11:50am, CENTR 218	Cecilia Frescas-Ortiz cfrescas@ucsd.edu
A07	FRI 8:00-8:50am, YORK 4050A	Cheron Laughing claughin@ucsd.edu
A08	FRI 9:00-9:50am, WLH 2110	Andrea Gaspar adgaspar@ucsd.edu
A09	FRI 10:00-10:50am, YORK 3070	Muhammad Yousuf syousuf@ucsd.edu
A10	FRI 11:00-11:50am, YORK 3070	Muhammad Yousuf syousuf@ucsd.edu
A11	FRI 5:00-5:50pm, SSB 106	Camila Gavin cgavin@ucsd.edu
A12	FRI 11:00-11:50am, CENTR 218	Andrea Gaspar adgaspar@ucsd.edu
A13	FRI 3:00-3:50pm, CENTR 220	Camila Gavin cgavin@ucsd.edu
A14	FRI 4:00-4:50pm, MANDE B-104	Cecilia Frescas-Ortiz cfrescas@ucsd.edu
A15	FRI 3:00-3:50am, CENTR 205	Gus Meuschke gmeuschk@ucsd.edu
A16	FRI 4:00-4:50pm, CENTR 220	Gus Meuschke gmeuschk@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, caste, 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:			
Attendance and participation	20%	93-100	A	73-76	C
Reading Questions Blog	20%	90-92	A-	70-72	C-
Context Assignment	5%	87-89	B+	67-69	D+
Midterm exam (in class)	25%	83-86	B	63-66	D
Final exam (take home & in class)	30%	80-82	B-	60-62	D-
		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. We are all still affected by the **COVID-19** global pandemic. *Please, stay home if you're sick!* You may report an absence due to illness to your TA as soon as possible. An absence from

discussion section that results from extenuating circumstances will be excused; however, more than one unexcused absence from section may 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. A podcast will be available for consultation after the lectures for catch up and future reference.

2) Reading Questions Blog (20%): Each week, students respond to a set of reading questions available in CANVAS after having read the assigned reading and listened to the lectures. Post your reading question responses by the deadline set for your discussion section; late submissions will not ordinarily be accepted (see late work policy below). Your TA will use the reading questions responses to help inform discussion activities in section. 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 will 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 to be uploaded to CANVAS the week following the event, need not be more than one page long, and should include your name and the date and title of the event. The TAs and I will keep a list of events in a CANVAS 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 *written in class* on Friday, October 28th. The midterm will ask you 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) an essay (approximately 3-4 pages in length) in response to a broad question generated from course lectures and readings; and 2) five identification terms.

Part 1: essay prompts will be made available at the end of lecture on Friday, November 30th.

Part 2: A list of potential key terms will be generated in discussion and lecture and will appear on CANVAS at 11:30AM, Monday December 5, the beginning of the scheduled Final Exam period (11:30am-2:30pm).

You will upload Part 1 & 2 of the Final Exam to CANVAS by the end of the officially scheduled final exam, Monday, December 5 at 2:30pm . Each part of the exam is worth 15% of your grade.

COURSE POLICIES

Attendance

Students who wish to successfully complete this course must listen to course lectures and attend the 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, caste, 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 in-person or virtual 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

At your TA's discretion, students will be allowed to use electronic devices in silent mode to take notes and reference course readings in discussion sections. Otherwise, electronic devices must be stowed away during discussion sections. During lectures, electronic devices may be used to take notes and reference course readings. Other uses are both distracting and disrespectful.

Academic Integrity

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, Extensions, Late Work

Make-up exams, or extensions for exams or papers, or credit for work turned in after a deadline, will only be given to students with a documented personal, medical, or family emergency. It is your responsibility to notify your TA and provide documentation to obtain an excused absence or late assignment. In-class activities cannot be made up. Talk to your Teaching Assistant and/or Professor Frank if you are experiencing difficulties completing assignments.

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

SYLLABUS

Please read the assigned readings that follows each lecture date **before** class. Readings are available on CANVAS. Students registered in the course have access to the site. Use your UCSD username and password to sign at canvas.ucsd.edu. Important announcements and course resources will also be posted on CANVAS. Be prepared to discuss the reading assignments in lecture and in your weekly discussion section.

WEEK 0 SEPTEMBER 23 Introduction to Ethnic Studies 1: Land and Labor

Watch (optional): [Creation Story of the Agua Caliente Indians](#). *The Native American Land Conservancy*. YouTube, Nov, 9, 2018.

WEEK 1 Foundational Theories and Concepts

SEPTEMBER 26 Robert Warrior, "Indian," *Keywords for American Cultural Studies*. New York: New York University, 2007, 130-132.

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

SEPTEMBER 28 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.

SEPTEMBER 30 David Kazanjianin, "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.

Watch: ["The urgency of intersectionality" | Kimberlé Crenshaw,](#) TED. YouTube, San Francisco, October 2016.

WEEK 2 Indigenous and Settler Colonial Land

OCTOBER 3 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.

Watch: [Indigenous Knowledge and Western Science: Dr. Leroy Little Bear](#). *The Banff Centre*. YouTube, January 14, 2015.

OCTOBER 5 Patrick Wolfe. "Settler Colonialism and the Elimination of the Native". *Journal of Genocide Research*. 8:4 (2006): 387-409.

OCTOBER 7 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 10 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.

Listen: ["Fountain Hughes: Voices from the Days of Slavery: Stories, Songs and Memories"](#). [Transcript of the interview to use with the audio](#). Library of Congress.

OCTOBER 12 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.

OCTOBER 14 Reginald Horsman, Chapter 11 & Chapter 12: "Race, Expansion and the Mexican War", *Race and Manifest Destiny*. Cambridge: Harvard University, 1981, 219-248.

WEEK 4 19th Century Systems of Labor

OCTOBER 17 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 19 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 21 David A. Chang, Chapter 1: "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 24 Upton Sinclair, Chapters 2-7, *The Jungle*, New York: Doubleday, Page & Co., 1906. [Download Kindle, ePub, or read online here: https://www.gutenberg.org/ebooks/140](https://www.gutenberg.org/ebooks/140)

OCTOBER 26 Upton Sinclair, Chapters 8-15, *The Jungle*, New York: Doubleday, Page & Co., 1906. [Download Kindle, ePub, or read online here: https://www.gutenberg.org/ebooks/140](https://www.gutenberg.org/ebooks/140)

OCTOBER 28 **MIDTERM EXAM**

WEEK 6 Immigration, Labor, and Capitalism

OCTOBER 31 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 2 George Lipsitz, "The Possessive Investment in Whiteness: Racialized Social Democracy and the "White" Problem in American Studies," *American Quarterly*, 47:3 (1995): 369-387.

NOVEMBER 4 Lisa Lowe, "Globalization," *Keywords for American Cultural Studies*. New York: New York University, 2007, 119-122.

Watch: [Maquilopolis](#) (Sign into UCSD library for access).

WEEK 7 Incarceration

NOVEMBER 7 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.

Watch: [13th](https://www.youtube.com/watch?v=krfcq5pF8u8), Netflix. YouTube, April 17, 2020: <https://www.youtube.com/watch?v=krfcq5pF8u8>

Listen: ["Celebrate Indigenous People's Day, Not Columbus Day,"](#) *All My Relation Podcast*. October 14, 2019.

NOVEMBER 9 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 11 **NO CLASS (Veterans Day)**

WEEK 8 Militarization

- NOVEMBER 14 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.
- NOVEMBER 16 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 18 Yen Le Espiritu, Lan Duong, Ma Vang, Victor Bascara, Khatharya Um, Lila Sharif, Nigel Hatton. Chapter 3: "A Refugee Critique of Humanitarianism: On Ungratefulness and Refusal," *Departures: An Introduction to Critical Refugee Studies*. Berkeley, University of California, 2022, 76-107.

WEEK 9 Climate Justice, Land, Labor

- NOVEMBER 21 Principles of Environmental Justice:
<https://www.ejnet.org/ej/principles.html>
- David Uahikeaikalei'ohu Maile, "[On the Violence of the Thirty-Meter Telescope and the Dakota Access Pipeline](#)," *Society for Cultural Anthropology*, "Hot Spots", December 22, 2016.
- Estes, N. (2017). Fighting for our lives: # NoDAPL in historical context. [Wicazo Sa Review](#), 32(2), 115-122.
- [The Indigenous Fight for Environmental Justice: A Conversation with Dina Gilio-Whitaker](#). *Real Food Media*. February 20, 2020.
- Watch (especially the first 53 minutes) "[Winona LaDuke & Naomi Klein: Land Rights and Climate Change](#)," *The Rubin Karma Museum of Art*. YouTube, January 9, 2019.
- NOVEMBER 23 Shelley Streeby. [Chapter 1: "#NoDAPL: Native American and Indigenous Science, Fiction, and Futurisms,"](#) *Imagining the Future of Climate Change: World-Making through Science Fiction and Activism*. Berkeley, University of California, 2018, 34-68.
- NOVEMBER 25 **NO CLASS (Thanksgiving Break)**

WEEK 10 What Kind of World?

NOVEMBER 28 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.

NOVEMBER 30 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 2 Eve Tuck and K. Wayne Yang. "Decolonization is not a metaphor", *Decolonization: Indigeneity, Education & Society* 1:1 (2012), 1-40.

Listen: ["Maile Arvin on Kuleana and Indigenous Feminist Community,"](#) Christopher Persaud and Cathy Hannabach, *Ideas on Fire*, June 23, 2021.

MONDAY, DECEMBER 5 FINAL EXAM PARTS 1 & 2 ON CANVAS, DUE 2:30 PM