

# Ethnic Studies 1R

## Introduction to Ethnic Studies: Land and Labor

### Fall 2023

**Professor:** Ross Frank

**Workplace:** Department of Ethnic Studies, U.C. San Diego

**Office:** 227 Social Science Building (SSB, near RIMAC)

**Email:** [rfrank@ucsd.edu](mailto:rfrank@ucsd.edu)

**Office Hours:** Monday and Tuesday, 1:00-2:30pm, in person (office: 227 SSB) or Zoom, and by appointment.

To make an appointment outside of regular office hours, please email [rfrank@ucsd.edu](mailto:rfrank@ucsd.edu) with 1 or 2 requested dates/times. Please specify whether In-person or Zoom.

**Zoom link:** <https://ucsd.zoom.us/j/93496968140>

Section	Day   Time	Teaching Assistant	email
A01	Wed., 8:00-8:50am	Ruhail Syed	<a href="mailto:rasyed@ucsd.edu">rasyed@ucsd.edu</a>
A02	Wed., 9:00-9:50am	Ruhail Syed	<a href="mailto:rasyed@ucsd.edu">rasyed@ucsd.edu</a>
A03	Wed., 10:00a-10:50am	Andrea Gaspar	<a href="mailto:adgaspar@ucsd.edu">adgaspar@ucsd.edu</a>
A04	Wed., 11:00-11:50am	Andrea Gaspar	<a href="mailto:adgaspar@ucsd.edu">adgaspar@ucsd.edu</a>
A05	Wed., 12:00-12:50pm	Gus Meuschke	<a href="mailto:gmeuschk@ucsd.edu">gmeuschk@ucsd.edu</a>
A06	Wed., 2:00-2:50pm	Gus Meuschke	<a href="mailto:gmeuschk@ucsd.edu">gmeuschk@ucsd.edu</a>
A07	Fri., 9:00a-9:50am	Daniel Rios	<a href="mailto:darios@ucsd.edu">darios@ucsd.edu</a>
A08	Fri., 10:00-10:50am	Daniel Rios	<a href="mailto:darios@ucsd.edu">darios@ucsd.edu</a>
A09	Fri., 11:00-11:50am	Antonio Catrileo Araya	<a href="mailto:acatrileo@ucsd.edu">acatrileo@ucsd.edu</a>
A10	Fri., 12:00-12:50pm	Antonio Catrileo Araya	<a href="mailto:acatrileo@ucsd.edu">acatrileo@ucsd.edu</a>
A11	Fri., 2:00-2:50pm	Bettina Serna	<a href="mailto:bserna@ucsd.edu">bserna@ucsd.edu</a>
A12	Fri., 3:00-3:50pm	Bettina Serna	<a href="mailto:bserna@ucsd.edu">bserna@ucsd.edu</a>
A13	Fri., 10:00-10:50am	Cecilia Frescas-Ortiz	<a href="mailto:frescas@ucsd.edu">frescas@ucsd.edu</a>
A14	Fri., 11:00-11:50am	Cecilia Frescas-Ortiz	<a href="mailto:frescas@ucsd.edu">frescas@ucsd.edu</a>
A15	Wed., 11:00-11:50am	Sara Amalla	<a href="mailto:salmalla@ucsd.edu">salmalla@ucsd.edu</a>
A16	Fri., 11:00-11:50am	Sara Amalla	<a href="mailto:salmalla@ucsd.edu">salmalla@ucsd.edu</a>

## 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 confronting 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

By the completion of this course, you'll be able to:

1. Critically explore and discuss the role of land and labor in shaping social, political, and economic relations in the United States, in a transnational context.
2. Identify connections between historical processes and contemporary phenomenon.
3. Apply critical thinking and analytical skills to primary and secondary sources.
4. Demonstrate skills as academic writers.
5. Analyze community event/ experience in relation to significant course themes and concepts.
6. Define and identify the significance and historical context of keywords, key concepts, theoretical constructs presented by course.

### COURSE ORGANIZATION

Lectures for this course are in an asynchronous online format. Course instruction is delivered through weekly content videos, assigned readings, weekly responses to posted Reading Questions, and discussion board posts by your Teaching Assistant. While there is no synchronous lectures, your required weekly Discussion Section has a synchronous class led by your TA. Students are expected to complete the weekly requirements, actively engage with the course content, and participate in weekly discussions. Course evaluation will be based on weekly discussions, weekly reading blogs, the Context assignment, a midterm exam, and a final exam, all submitted through CANVAS.

### COURSE REQUIREMENTS

Assignments:		Grading scale:			
Weekly Discussion – TA prompts (10)	30%	93-100	A	77-79	C+
Weekly Reading Question Blogs (10)	25%	90-92	A-	73-76	C
Midterm exam: keywords & connection short answers	20%	87-89	B+	70-72	C-
<a href="#">Context Assignment</a>	5%	83-86	B	60-69	D
Final exam - part 1: keywords	10%	80-82	B-	0-60	F
Final exam - part 2: essay (format TBA)	10%				

**1. Lectures and Readings:** Students are expected to finish all reading assigned prior to watching each lecture. Course lectures provide information, context, and guidance that will assist you to understand the readings, participate fully in discussion and to critically engage and analyze information and ideas presented throughout the quarter.

2. **Discussion participation (30%):** Participation in the weekly Discussion activities with your TA is crucial. Please be prepared to express your own critical questions and critiques of course materials and to participate actively.
3. **Reading Question Blogs (25%):** In each Module, students respond to a set of reading questions available in CANVAS after having read the assigned reading paired with a lecture video. Post your reading question responses by the deadline set for you in CANVAS. Your TA will use the reading questions responses to help inform Discussion activities.
4. **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](#) on CANVAS that you might use to satisfy this assignment, however, you are ultimately responsible for locating and selecting an event to attend.
5. **Midterm Exam (20%):** The midterm exam will ask 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 prior to the exam.
6. **Final Exam (20%):** The final exam will consist of two parts: 1) five identification terms (10%), and 2) essay - format to be announced (10%).
7. **Grading Policy:** In order to receive a passing grade in the class, students must complete work in each of the course assignments listed above.

## COURSE POLICIES

### Participation

Students who wish to successfully complete this course must view the course video 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. The list of office hours and Zoom links are posted on CANVAS.

### 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

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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 to which each of us is expected to adhere (<https://ucsd.edu/explore/about/principles.html>).

### **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 *any* artificial intelligence (AI) tool to generate content that you then submit as your own work, unless specifically called for as a part of an assignment;
- 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. In accordance with Section 504 of the Rehabilitation Act of 1973 and Americans with Disabilities Act of 1990, UC San Diego strives to provide equal access and an exceptional learning environment for all students.

Students with disabilities should be sure to register with the Office for Students with Disabilities (OSD). Students with disabilities should register with the Office for Students with Disabilities (OSD) in a timely manner:

<https://osd.ucsd.edu/students/registering.html>. If you require any specific accommodations, please provide a copy of your paperwork to me as soon as possible.

Also, if you use a name different from the one that appears in the class list, or prefer to be referred to by specific pronouns, please feel free to notify your TA and Professor Frank.

### **Student Conduct**

All UC San Diego students are expected to follow university and UC-wide policies, including the [Student Conduct Code](#). The UC San Diego Student Conduct Code represents the pride and values that define our community, and these ground rules include the [UC San Diego Principles of Community](#), which further illustrate the

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expectations for all members of our community. Derogatory language, intimidation, and personal attacks will not be tolerated. The Code applies to all UC San Diego undergraduate, graduate, professional school, and Extended Studies students.

### **Non-Discrimination and Sexual Harassment**

The University of California, in accordance with applicable Federal and State law and University policy, does not discriminate based on race, color, national origin, religion, sex, gender identity, pregnancy, physical or mental disability, medical condition (cancer related or genetic characteristics), ancestry, marital status, age, sexual orientation, citizenship, or service in the uniformed services. The University also prohibits harassment on any of these bases, including sexual harassment, as well as sexual assault, domestic violence, dating violence, and stalking. Reports of alleged violations involving sex offenses, including sexual assault and sexual misconduct, will be handled under the policies and procedures set forth in the [University of California's Sexual Violence and Sexual Harassment Policy](#).

If students have questions about student-related nondiscrimination policies or concerns about possible discrimination or harassment, they should contact the Office for the Prevention of Harassment and Discrimination (OPHD) at (858) 534-8298, [ophd@ucsd.edu](mailto:ophd@ucsd.edu), or [reportbias.ucsd.edu](http://reportbias.ucsd.edu). Students are encouraged to seek assistance as soon as possible, as time limits may apply to complaint resolution processes.

### **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. Talk to Professor Frank and/or your Teaching Assistant if you are experiencing difficulties with your 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](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 CANVAS. Be prepared to discuss the reading assignments in lecture and in discussion section.

**INTRO      Introduction to Ethnic Studies 1: Land and Labor**

WATCH: Lecture 0A - Welcome and Introduction  
 Lecture 0B - Land Acknowledgment and Meaning  
 Lecture 0C - Course Road Map and Information

Video (optional): Creation Story of the Agua Caliente Indians  
<https://www.youtube.com/watch?v=4GfY17hn3KE>

**Module 1      Foundational Theories and Concepts**

WATCH: Lecture 1A – Module 1 overview

READ: 1. Robert Warrior, "Indian," *Keywords for American Cultural Studies*. New York: New York University, 2007, 130-132.  
 2. J. Kēhaulani Kauaniui, "Indigenous," *Keywords for American Cultural Studies*. New York: New York University, 2007, 133-137.

WATCH: Lecture 1B - Naming and Owning (Indian and Indigenous)

WRITE: Reading question 1

READ: 3. David F. Ruccio, "Capitalism," *Keywords for American Cultural Studies*. New York: New York University, 2007, 37-40.  
 4. Marc Bosquet "Labor," *Keywords for American Cultural Studies*. New York: New York University, 2007, 142-145.

WATCH: Lecture 1C - Extracting Wealth (Capitalism and Labor)

WRITE: Reading question 2

READ: 5. David Kazanjianin, "Colonial," *Keywords for American Cultural Studies*. New York: New York University, 2007, 48-53.  
 6. Roderick A. Ferguson, "Race," *Keywords for American Cultural Studies*. New York: New York University, 2007, 207-211.

WATCH: Lecture 1D - Structuring (Colonial and Race)

WRITE: Reading question 3

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WATCH: Kimberlé Crenshaw, The urgency of intersectionality (TED TALK)  
<https://www.youtube.com/watch?v=akOe5-UsQ2o> Podcast: "The Insurgent Origins of Critical Race Theory", Intersectionality Matters!  
<https://podcasts.apple.com/us/podcast/39-the-insurgent-origins-of->



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[critical-racetheory/id1441348908?i=1000534153352](https://www.youtube.com/watch?v=gISJ28eEUjI&list=PLQ2kZFmiP9jI_d1cQh1gb7yS5QuIDeBl&index=2) [Please listen to at least the first 30 minutes]

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## **Module 2 Indigenous and Settler Colonial Land**

**READ:** 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.

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

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.

**WATCH:** Watch: Indigenous Knowledge and Western Science: Dr. Leroy Little [Bear https://www.youtube.com/watch?v=gISJ28eEUjI&list=PLQ2kZFmiP9jI\\_d1cQh1gb7yS5QuIDeBl&index=2](https://www.youtube.com/watch?v=gISJ28eEUjI&list=PLQ2kZFmiP9jI_d1cQh1gb7yS5QuIDeBl&index=2)

Lecture 2A - Module 2 overview  
Lecture 2B – Other-than-human Persons  
Lecture 2C – Settler Colonialism  
Lecture 2D – Race and Racialization

**WRITE:** Module 2 Reading questions blog

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## **Module 3 Chattel Slavery and American Empire**

**READ:** 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.

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.

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

WATCH: Lecture 3A - Module 3 overview  
Lecture 3B – Racial Capitalism  
Lecture 3C – Foundation for Expansion  
Lecture 3D – Racial Imperialism

WRITE: Module 3 Reading questions

LISTEN: "The Insurgent Origins of Critical Race Theory", Intersectionality Matters! <https://podcasts.apple.com/us/podcast/39-the-insurgent-origins-of-critical-racetheory/id1441348908?i=1000534153352> [Please listen to at least the first 30 minutes]

"Celebrate Indigenous People's Day, Not Columbus Day," All My Relation Podcast. October 14, 2019.  
<https://www.allmyrelationspodcast.com/podcast/episode/4ac24f5c/bonus-episode-celebrate-indigenous-peoples-day-not-columbus>

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## Module 4 19<sup>th</sup> Century Systems of Labor

READ: 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.

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.

### OPTIONAL PRIMARY SOURCE

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

### OPTIONAL READING

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.

WATCH: Lecture 4A - Module 4 overview  
Lecture 4B – Mexico-US War Consequences

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Lecture 4C – Creating White California  
Lecture 4D – Relational Logics of Subordination

WRITE: Module 4 Reading questions blog

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### **Module 5 Labor and Industrial Capitalism**

READ: Upton Sinclair, Chapters 1-7, *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/>

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/>

WATCH: Lecture 5A - Module 5 overview  
Lecture 5B – Americanizing Labor  
Lecture 5C – Elite Victims and Redemptive Outsiders

WRITE: Module 5 Reading questions blog

### **MIDTERM EXAM**

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### **Module 6 Immigration, Labor, and Capitalism**

READ: 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.

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

WATCH: Lecture 6A - Module 6 overview  
Lecture 6B – Nativism and Nationalism  
Lecture 6C – “Defending the Stockade”  
Lecture 6D – Sedimented Entitlement

WRITE: Module 6 Reading questions blog

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### **Module 7 Incarceration**

READ: 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*

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*Penitentiary*. Minneapolis, University of Minnesota, 2015, 57-92.

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

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.

WATCH: Lecture 7A - Module 7 overview  
Lecture 7B – Involuntary Servitude  
Lecture 7C – Prison Governmentality  
Lecture 7D – Social Life and Death

WRITE: Module 7 Reading questions blog

## Module 8 Globalization and Militarization

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

WATCH: [Maquilopolis.](#)

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

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.

WATCH: Lecture 8A - Module 8 overview  
Lecture 8B – Interdependence and Movement  
Lecture 8C – Military Colonization  
Lecture 8D – Refugee Refusal

WRITE:      Module 8 Reading questions blog

## Module 9 Climate Justice, Land, Labor

READ: Principles of Environmental Justice:  
<https://www.ejnet.org/ej/principles.html>

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.

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.

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.

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.

Lecture 9A - Module 8 overview  
Lecture 9B - Wastelanding  
Lecture 9C – Anti-wastlanding

WRITE: Module 9 Reading questions blog

## Module 10 What Kind of World?

READ: 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.

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.

WATCH: Lecture 10A – Module 10 overview  
Lecture 10B – Death Worlds

Lecture 10C – Abolition and Decolonization  
Lecture 10D – Conclusion

WRITE:      Module 10 Reading questions blog

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**FINAL EXAM**