

Ethnic Studies 131/History 159: History of the American Southwest II
Summer 2012

Instructor: Stevie Ruiz; Email: srruiz@ucsd.edu

Classroom: MW 2-4:50pm in SSB-103; Office Hours: MW 5-6:30pm in SSB-243

Course Description: This five-week course is a survey of the history of the American Southwest understood through the visions and struggles of children, adolescents and young adults of color in the 19th and 20th centuries. Specifically, we will analyze how land confiscation, kidnapping, and forced assimilation shaped complex social relations between young Native people, settlers, immigrants and transients. Emphasis will be placed upon state sponsored institutions where young people were forced to undergo intelligence testing, punishment, medical experimentation, and acculturation in order to scientifically prove their inferiority. Students can expect a refreshing point of view as to how categories of sexuality, gender, and age unfolded over time in racially charged environments known as the American Southwest.

Accommodations: I 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 specific accommodations, please contact me as soon as possible. Also, if you prefer to be called by a different name than the one with which you are enrolled, I will also be happy to accommodate.

Classroom Policy: a) Restrictive laptop/device use *No Facebook, Instant Messaging or Texting* b) Each assignment must be printed c) Late submissions will not be accepted and d) All assignments must be completed in order to receive a course grade

Guiding Principles: Along with the UCSD Principles of Community, the following guidelines are the basis for meaningful discussions.

- Assume nothing
- Respect is key
- Support your arguments by engaging the texts

Course Requirements

<u>Assignments</u>	<u>Grading Scale</u>		
Attendance/Participation: 25%	94-100	A	73-75 C
Response Papers: 20%	90-93	A-	70-72 C-
Midterm: 25%	86-89	B+	66-69 D+
Final Project: 20%	83-85	B	63-65 D
Final Presentation: 10%	80-82	B-	60-63 D-
	76-79	C+	0-60 F

- Attendance & Participation (25%): Students must come to all class meetings having read required material and prepared to discuss readings in depth. Every unexcused absence after **one** missed class will result in **10%** deduction from final grade. Lateness will also result in grade deduction.

- Midterm (25%): Take-home exam responding to prompt provided
- Response Papers (20%): Two response papers, 3 pages each double-spaced responding to prompt provided, **Credit/No Credit** for this assignment
- Final Project (20%): Historical comic book assignment with 3 page write-up
- Final Presentation (10%): Presentation of final project on Fri. 8/3

Required Texts: *All readings are available via Social Sciences Library E-Reserves

PART I: American Imperialism and Childhood in the Southwest

Week 1: Children of Empire

- Mon. 7/2: Introduction to class
- Wed. 7/4: Holiday

Week 2: Kidnapping, Confiscation and Proper Constraint

- Mon. 7/9: Eric Margolis, "Looking at discipline, looking at labour," p. 72-96
Hazel Carby, "Schooling in Babylon," p. 181-210
Robin Bernstein, *Racial Innocence*, Ch. 5, p. 194-244
- Wed. 7/11: **Response Paper #1 due**
Nayan Shah, *Stranger Intimacy*, Ch. 3, p. 90-125
Miroslava Chavez-Garcia, *States of Delinquency*, Ch. 1, p. 18-47

PART II: Adolescents, Law and Punishment

Week 3: Homophobia and Juvenile Delinquency

- Mon. 7/16: **Proposal due**
Miroslava Chavez-Garcia, *States of Delinquency*, Ch. 3, p. 79-111
Nayan Shah, *Stranger Intimacy*, Ch. 4, p. 129-152
- Wed. 7/18: Miroslava Chavez-Garcia, *States of Delinquency*, Ch. 6, p. 182-211
Bush, *Who Gets a Childhood?*, p. 71-92

PART III: Youth Politics in the Borderlands

Week 4: Gender, Performance and Nationalism

- Mon. 7/23: **Midterm Due**
Eric Zolov, *Refried Elvis*, Chapter 3, p. 93-132
Catherine Ramirez, *The Woman in the Zoot Suit*, Ch. 3, p. 83-107
- Wed. 7/25: Eric Zolov, *Refried Elvis*, Chapter 5, p. 168-201
Catherine Ramirez, *The Woman in the Zoot Suit*, Ch. 4, p. 109-136

Week 5: Fascism in the New American Southwest

- Mon. 7/30: Ana Elizabeth Rosas, "Breaking the Silence," p. 382-400
Fernando Bosco, "Play, work or activism?," p. 381-390
- Wed. 8/1: **Response Paper #2 due**
Andrew Burr ridge, "Youth on the line," p. 401-411
Nadine Naber, "Look, Mohammed the Terrorist is Coming!" p. 276-304

Final

- Fri. 8/3: **Final Projects Due**
Final Presentations, 3-5:59pm

Bibliography

- Bernstein, Robin. *Racial Innocence: Performing American Childhood from Slavery to Civil Rights*. New York: NYU Press, 2011.
- Bosco, Fernando. "Play, work or activism? Broadening the connections between political and children's geographies." *Children's Geographies* 8(2010): 381-390.
- Burridge, Andrew. "Youth on the line and the *No Borders* movement." *Children's Geographies* 8(2010): 401-411.
- Bush, William S. *Who Gets a Childhood?: Race and Juvenile Justice in Twentieth Century Texas*. Athens: University of Georgia Press, 2010.
- Carby, Hazel. "Schooling in Babylon" In Centre for Contemporary Cultural Studies, *The Empire Strikes Back: Race and racism in 70s Britain*. Birmingham: University of Birmingham, 1982: 181-210.
- Chavez-Garcia, Miroslava. *States of Delinquency: Race and Science in the Making of California's Juvenile Justice System*. Berkeley: University of California Press, 2012.
- Naber, Nadine. "Look, Mohammed the Terrorist Is Coming!: Cultural Racism, Nation-Based Racism, and the Intersectionality of Oppressions after 9/11" In Amaney Jamal and Nadine Naber, *Race and Arab Americans Before and After 9/11: From Invisible Citizens to Visible Subjects*. Syracuse: Syracuse University Press, 2008: 276-304.
- Ramirez, Catherine. *The Woman in the Zoot Suit: Gender, Nationalism and the Cultural Politics of Memory*. Durham: Duke University Press, 2009.
- Rosas, Ana Elizabeth, "Breaking the Silence: Mexican Children and Women's Confrontation of Bracero Family Separation, 1942-1964." *Gender and History* 2(2011): 382-400.
- Shah, Nayan. *Stranger Intimacy: Contesting Race, Sexuality and the Law in the North American West*. Berkeley: University of California Press, 2011.
- Zolov, Eric. *Refried Elvis: The Rise of Mexican Counterculture*. Berkeley: University of California Press, 1999.

Majoring or Minor in Ethnic Studies at UCSD

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 have no information about the major or minor and don't 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, public policy, government and politics, journalism, education, public health, social work, international relations, and many other careers. If you would like information about the ethnic studies major or minor at UCSD, please contact Yolanda Escamilla, Ethnic Studies Department Undergraduate Advisor, at 858-534-3277 or yescamilla@ucsd.edu

Student Consent for Release of Student Information

I hereby authorize the UCSD Ethnic Studies Department/Program to return my graded final examination/research paper by placing the examination/research paper in a location accessible to all students in the course. I understand that the return of my examination/research paper as described above may result in the disclosure of personally identifiable information, that is not public information as defined in UCSD PPM 160-2, and I hereby consent to the disclosure of such information.

Quarter: **Summer Session I**
Course: **ETHN 131/History 159: History of the American Southwest II**
Instructor: **Stevie Ruiz**
Student I.D.#: _____
Print Name: _____
Signature: _____