

ETHN 3 Introduction to Ethnic Studies: Making Culture (Spring 2015)	
Professor Roshanak Kheshti	
Lecture meeting time/place: M/W/F: 1-1:50 Peterson Hall 108	

Email: rkheshti@ucsd.edu

Office Hours: 2-3:00 pm M/W & by appointment in SSB 231

Sections and TAs:

ETHN 3 Sections-Spring 2015			
Section	Day/Time	Location	TA
A01	MON 2:00-2:50p	YORK 3050A	Mohamed Abumaye mabumaye@ucsd.edu
A02	MON 3:00-3:50p	YORK 3050A	
A03	MON 2:00-2:50p	YORK 3050B	Jael Vizcarra jvizcarr@ucsd.edu
A04	MON 3:00-3:50p	YORK 3050B	
A05	MON 3:00-3:50p	MCGIL 2315	Alborz Ghandehari aghandeh@ucsd.edu
A07	MON 4:00-4:50p	MCGIL 2315	
A06	MON 4:00-4:50p	YORK 3050A	Maisam Alomar malomar@ucsd.edu
A08	MON 5:00-5:50p	YORK 3050A	
A09	WED 10:00-10:50a	HSS 2152	Amrah Salomon Johnson ansalomo@ucsd.edu
A10	WED 11:00-11:50a	HSS 2152	
A11	WED 12:00-12:50p	HSS 2152	Jennifer Mogannam jmmogann@ucsd.edu
A12	WED 2:00-2:50p	MCGIL 2315	
A13	FRI 9:00-9:50a	MANDE B-146	Martin Boston mboston@ucsd.edu
A14	FRI 10:00-10:50a	MANDE B-146	
A15	FRI 11:00-11:50a	MANDE B-146	Leslie Quintanilla ljquinta@ucsd.edu
A16	FRI 12:00-12:50p	MANDE B-146	
A17	FRI 2:00-2:50p	MANDE B-146	Xach Williams rzwillia@ucsd.edu
A18	FRI 3:00-3:50p	MANDE B-146	
A19	FRI 11:00-11:50a	MANDE B-152	Lekeisha Hughes llhughes@ucsd.edu
A20	FRI 12:00-12:50p	MANDE B-152	

Course Description:

Through examining the historical and contemporary politics of representation in both

popular and community-focused media, film, art, music, and literature, this course tracks racial formation through studying the sphere of cultural production, consumption, and contestation. Though it is widely accepted that race is a social construction, this complex social and cultural phenomenon continues to define us in our lives and creates material consequences in our experiences of the world. This is in large part due to the importance of racial distinctions in language (through discourse) and representation. This course will examine how race is not only “reflected” through representation but is indeed constituted through representation. We will focus in particular on how racialized-gender is used to demarcate and manage forms of social inclusion and exclusion. Through popular cultural case studies, this course asks how race and gender function to manage individuals as members of racial populations.

Required Texts

Available at UCSD Bookstore and on physical reserve:

- *Race and Arab Americans Before and After 9/11* Nadine Naber
(available as an eBook through library eReserves)
- *Are Prisons Obsolete?* Angela Davis
- All other readings and films available through course eReserves. The password for our course eReserves page is **rk3**

Coursework:

Reading & Film Response Papers & Blog entries (35% of final grade)

Each student is responsible for submitting a total of **five** reading response papers that are no less than one page (double-spaced, 12pt. font) and no more than one and a half pages in length. First response papers are due week 2 and all subsequent due dates are marked in the syllabus. They are due to your TA in sections and will not be accepted outside of section time so you must be present to hand them in. You will receive full credit unless it is handed back with “no credit” written at the top. In this event, you are welcome to revise and resubmit for full credit at the following week’s section meeting but not after.

Response papers should:

- 1) have your name and the response paper number written in the header and will be handed in to your Teaching Assistant during section on the assigned week. Also, reflection papers are not to be submitted in my mailbox or by email.
- 2) begin with a brief summary of the article(s)’s main argument (no more than a few sentences) then raise questions or issues about the readings;
- 3) connect and discuss at least one article and the film assigned for the previous week.
- 4) (optional) Incorporate the article in a “reading” of a film from the syllabus preceding the due date of the response paper.

Films & TED Blog discussion participation: This is a blended learning course in which you will be responsible for viewing assigned films by the Friday of the week the film has been assigned. All films are available through the course eReserves page. We will “take roll” on Fridays (despite the fact that we will be meeting only virtually) on TED. **In order to be counted as present you must logon to your section’s TED blog by 5pm every Friday to discuss that week’s film. Make sure to click to blog link for the correct section (each section has its own blog; find your TAs last name and click on your specific section**

time).

You must both start a thread and respond to one student's thread.

Your post can address any of the following questions:

- 1) What is the subject matter of the film?
- 2) What is unique and unexpected about the film's plot, storyline or narrative?
- 3) How does the film connect with the week's readings?

Keywords (10% of Final grade)

1) you will submit 4 keyword encyclopedia entries beginning week 3 on key concepts in the class that you choose and define in your own language. (Submission weeks are noted in the syllabus).

2) should be in your "own words" but can include clarifying language from lecture, readings or section.

3) should be approximately 3-5 sentences (can be longer if you need more space to flesh ideas out)

4) should be a "core concept" from the class. This means that it has been highlighted in lecture and/or section.

5) They are due to your TA in sections and will not be accepted outside of section time so you must be present to hand them in.

Analytical Paper (totaling 25% of final grade) Each student will submit one 5-6 page analytical paper at the end of the quarter at a time that will be specified on the paper prompt. Students are expected to analyze and engage various authors' arguments, synthesize them and offer an original conclusion. Your analysis will be based on paper prompts that will be distributed four weeks in advance of the final deadline. Papers must conform to MLA or APA style conventions and must include a bibliography page. You are encouraged to work with your peers in a peer review process for extra credit.

Paper Peer review extra credit opportunity: You can receive up to 10 extra credit points on your final paper by engaging in a peer review process with a classmate. You will be responsible for exchanging and reading a first draft, offering critical feedback, making significant changes and submitting a second draft. Each peer-reviewer must sign and date the peer's first draft, which will be included with the final paper. You will get 1-5 points for offering substantial critical feedback and 1-5 points for completing a revision that considers your peer's comments and critique.

Attendance & Participation (30% of final grade) Attendance, presentness, attitude and participation are factored into your overall grade. No laptops, instant messaging, texting and/or surfing the web permitted during lecture. Students engaging in this behavior will be asked to leave and will be counted as absent. Arriving late and leaving early will also be noted and will reflect negatively in the final grade. Napping in class will also result in being asked to leave and counted as absent.

Your section participation will weigh heavily in your attendance and participation grade.

*You may miss a total of **3** lectures (this includes any absences from the virtual Friday WebCT meeting) or **1** section and this will not affect your ability to receive an A+. However, every unexcused absence thereafter will result in 5 points removed from your final grade. Participation is determined by your active presence and preparedness, which are key aspects to the successful fulfillment of requirements for this course.

Laptop Policy: Computers and laptops are not permitted in this class (if you require an exception you must get written approval from me and you must sit in the front row). These devices must be left in your bag or pocket at all other times. If you are found to be using your laptop you will be asked to leave lecture and will be considered as absent for that day.

Grading: **Keyword and response paper** assignments handed in on time and fulfilling all necessary requirements will be given full credit unless otherwise noted. If you receive "no credit" on your assignment you may resubmit a revised version stapled to the original for full credit **the following week**. Revised papers will not be accepted more than one week after the original assignment has been handed back to you.

If you wish to have your **final** papers returned to you with comments you must include a self-addressed stamped envelope (make sure to include at least three stamps) with your final paper.

Class philosophy and pedagogy:

- This class is intended for students interested in challenging commonly held understandings of race and gender. The course is based around core theoretical themes and critiques, which are not opinions but rather theories that will form the basis for our analysis.
- This course will be challenging for those with no background in ethnic studies and/or critical gender studies. Additionally, it will be challenging for those whose study time is juggled between parenting, work, activist and other scholarly obligations. Regardless, every student invested in regularly attending class and keeping up with reading assignments can achieve high marks.
- Some students will need to utilize office hour time in order to get necessary background and direction on the material. ESL students are highly encouraged to consult the resources at the OASIS center (858-534-3760) in order to earn full points on assignments. It is your responsibility to seek and utilize these resources as the need

Majoring or Minorin 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 social science, non-contiguous, or other college requirement. Often students have taken three or four classes 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, journalism, government and politics, international relations, 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.eduarises.

READING SCHEDULE

PART I: REPRESENTATION What is the significance of representation to racial formation? Alternatively, what is the significance of racial formation to representation? We will be employing films each week as we explore these questions regarding representation and race.

Week 1 Course Introductions:

Monday March 30

Course Introductions

Wednesday April 1

George Lipsitz "The Possessive Investment in Whiteness" in *The Possessive Investment in Whiteness*

Friday April 3

Timothy Corrigan "Preparing to Watch and Preparing to Write" in *A Short Guide to Writing About Film*

In class film screening: *Representation and the Media* FVLDV 5981-1

Week 2 Representing Race:

Monday April 6

Pts. 1, 2 & 3 "The Work of Representation" Stuart Hall in *Representation*

Wednesday April 8

Pts. 4, 5 & 6 "The Work of Representation" Stuart Hall in *Representation*

Friday April 10

On your own film screening: *Race: The Floating Signifier* FVLDV 5982-1

Assignments: Reading Response Paper 1 due in Section

Week 3 Discrepant Representations of Race:

Monday April 13

Calvo, Luz. "Art Comes for the Archbishop". *Meridians: feminism, race, transnationalism*. (2004): 201-224.

Wednesday April 15

Michelle Habell-Pallan "Soy punkera, y que?": sexuality, translocality, and punk in Los Angeles and beyond" in *Loca Motion* (NYU, 2005)

Friday April 17

On your own film screening: *Pretty Vacant* Jim Mendiola FVLV 6357-1

Assignments:

Keyword 1 due in Section

PART II: IMAGINING THE ENEMY WITHIN Building on the previous section's focus on representation we will now examine how difference has to be "imagined" (root 'image') through a binary logic. The work of nation building has necessitated the ongoing imagining of internal *racialized* others. Through a focus on incarceration, the "War on Terror" and indigeneity, we will examine how this internal enemy has been historically and contemporarily imagined.

Week 4 Prison Industrial Complex:

“African Americans and Latinos comprise two-thirds of...[California’s] prisoners...”

-Ruth Wilson Gilmore in *Golden Gulag*

Monday April 20

Chapters 1, 2 & 3 in *Are Prisons Obsolete?* By Angela Davis

Wednesday April 22

Chapters 4, 5 & 6 in *Are Prisons Obsolete?* By Angela Davis

Friday April 24

On your own film screening: *Visions of Abolition*

Assignments:

Reading Response Paper 2 due in Section

Week 5 War on Terror:

Monday April 27

Neferti Tadiar “The War to be Human/Becoming Human in a Time of War” in *The Color of Violence* (South End Press, 2006).

Wednesday April 29

Andrew Shryock “The Moral Analogies of Race” in *Race and Arab Americans Before and After 9/11*

Friday May 1

On your own film screening: *Taxi to the Dark Side* FVLDV 6950-1 52 minutes

Assignments:

- 1) Keyword Assignment 2 due in Section

Week 6 Native Americans: The Original Enemy Within

Monday May 4

Andrea Smith “Sexual Violence as a Tool of Genocide” in *Conquest* (South End Press, 2005)

Wednesday May 6

“Boarding School Abuses and the Case for Reparations” in *Conquest*

Friday May 8

On your own film screening *Finding Dawn* by Christine Welch FLDV 10036

Assignments:

Reading Response Paper 3 due in Section

PART III: IMAGINING THE ENEMY WITHOUT

Continuing with the theme of representation we will examine how the perpetual state of war has been managed through the ongoing shift in the designation of enemies to the US nation-state through their racialization. With a focus on the US/Mexico

border, the late 20th and early 21st century wars in the Middle East and perceptions of Islam, we will examine how the enemy without has been and continues to be imagined.

Week 7 Border Wars:

Monday May 11

***Final Paper Prompt Distributed**

Rosa Linda Fregosa “Toward a Planetary Civil Society” in *Mexicana Encounters* (UC Press,

2003)

Wednesday May 13

Louise Cainkar "Thinking Outside the Box" in
Race and Arab Americans After 9/11

Friday May 15

On your own film screening: *Maria Full of Grace* FVLDV 1681-1

Assignments:

1) Keyword Assignment 3 due in Section

Week 8 War and Militarism:

Monday May 18

Melani McAlister "A Cultural History of the War without End" *The Journal of American History* 89:22, 439-455

Wednesday May 20

Jennifer Terry "Killer Entertainments"

<http://vectors.usc.edu/issues/5/killerentertainments/>

Friday May 22

On your own film screening: *Ghosts of Abu Ghraib* FVLDV 6260-1: 78 minutes **Assignments:**
Reading Response Paper 4 due in Section

Week 9 New Racializations I

Monday May 25 Memorial Day Holiday Observance *NO CLASS*

Wednesday May 27

Nadine Naber "Introduction" in *Race and Arab Americans After 9/11*

Friday May 29

On your own film screening: *The Visitor* by Thomas McCarthy

Assignments

Keyword Assignment 4 due in section

Week 10 Emergent Racializations II

Monday June 1

Amaney Jamal "Civil Liberties and the Otherization of Arab and Muslim Americans" in *Race and Arab Americans After 9/11*

Wednesday June 3

Nadine Naber "Look, Mohammed, the Terrorist is Coming!" in *Race and Arab Americans After 9/11*

Friday June 5

On your own film screening:
New Muslim Cool FLDV 9726

Assignments:

1) Reading Response Paper 5 due in Section

Final Papers due: Monday June 8 by 2:30pm