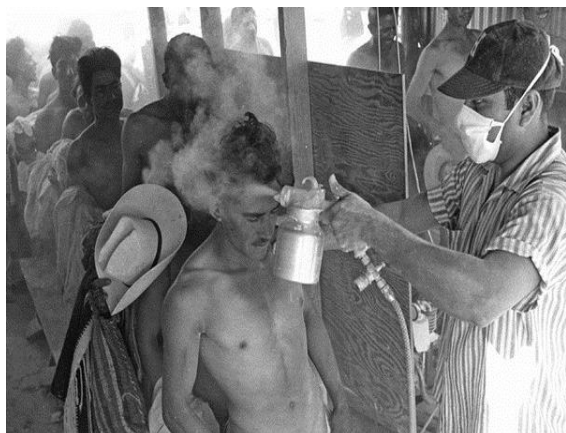


ETHN 116 – Spring 2016
U.S.-Mexico Border in Comparative Perspective
 MWF 11:00-11:50
 Room HSS 2150
 Salvador Zárata, Ph.D. Candidate
 Dept. of Ethnic Studies

Office Hours: Wednesday & Friday 12:00-1:00 @ Raza Resource Centro
 Email: sezarate@ucsd.edu



During the 1930s, chemical methods to control citrus pests were tested in a large fumigator at the Citrus Experiment Station in Riverside.

Course Narrative:

If you find yourself in Orange County you can visit the Anaheim Packing House; a building almost as old as the county itself. The Anaheim Packing District website describes the building's history as follows:

“Built in 1919 at the edge of downtown Anaheim and along the Southern Pacific rail line, the Packing House was a hub of commerce for the area. Local farmers arrived to unload trucks of freshly picked citrus to begin the process of washing, grading and eventual packing into wooden crates. Once completed, the crated and labeled citrus would be loaded onto rail cars parked on the side of the building to be shipped nationwide. The restored Packing House is a food hall reminiscent of the great public markets of South America and Europe. These markets serve as a resource for the neighborhood (daily food production) and a community gathering space (restaurants and entertainment).”

Obvious white-washing of history, no? Who did the picking, washing, grading and packing? What did the community and labor formations of these invisible laborers look like? And, who has access to the packing house as “a resource for the neighborhood” today?

Surrounded by auspicious street names, such as Sunkist, and sitting in a nexus of train tracks, the packing house is an awe-inspiring structure that belies an early 20th century history of

Chinese, Japanese, and Mexican migrant labor strikes, in addition to white supremacist violence. The packing house is not a “border” as popularly conceived. It is however, a place that in the 1920s demanded the feminized gendered labor of Chinese, Japanese, and Mexican labor. As such, it may expand how we conceive of borders, by allowing us to center what Fatima el-Tayeb calls the translocal–dense nexus points where various colonial and labor migrations collide. This approach will allow us to examine how migrants’ made life during the early twentieth century.

Course Description

While Japanese labor striking in the early 1900s impacted citrus growers in Orange County, some 40 miles to the east at the foot of the Box Springs Mountains (what would become UC Riverside), The Citrus Experiment Station landed famed botanist, H.J. Webber from Cornell to start production on new citrus varieties and pesticides to expand citrus productivity in the region. Oh, and Webber was also an outspoken proponent of botany’s utility for the growing eugenics movement– particularly so in terms of solving the “negro problem” in America.

With a focus on Southern California, and Orange County in particular, will we expand the definition of “border” to include the various systems of race-making that pivot on western liberal ideas of free labor, the human, and citizenship, with particular attention given to eugenics and botany. You could say that our course will play at the scales between the peel of local Orange County social and labor history and the social agency that emerges by theorizing what Hortense Spillers terms the flesh. In addition, following the work of Kalindi Vora, this course will allow us to trace the emerging international gendered division of reproductive and affective labor in Southern California as early as the start of the twentieth century.

Skill Objectives

By the end of the course you will have improved your skills in:

1. Writing and researching. You will have various opportunities to receive timely feedback on written assignments, and we will have a dedicated library research day!
2. Using scholarly articles to provide evidence for your written and oral argumentation.
3. Crafting academic research papers that expand the field of Ethnic Studies
4. Evaluating how literature and film may provide evidentiary claims and theoretical framing for our projects. ☺

Texts to Buy

Hondagneu-Sotelo, Pierrette. *Paradise Transplanted: Migration and the Making of Southern California Gardens*. Oakland: University of California Press, 2014.

Yamashita, Karen T. *Tropic of Orange*. Minnesota: Coffee House Press, 1997.

Tobar, Héctor. *The Barbarian Nurseries*. London: Hodder & Stoughton Ltd, 2011

Grade Distribution

Attendance and Participation	20%
Quizzes	5x1%= 5%

Blogs:	4x2.5%= 10%
Projects:	2x10%= 20%
Paper 1	15%
Paper 2	20%
Research Finding presentations	10%

Attendance and Participation – 20%

You must come to class every day, and you must be ready to interact with your fellow colleagues in the most giving and collegial manner possible. Because this class will be heavy on group interactions it will be in your best interest, and to the joy of your colleagues, if you show up prepared. Three hours spread out across three meetings is very brief. We must do our best to actively learn as much as possible. I will therefore attempt to create as much facilitated discussion as possible, while lecturing as needed.

If you are absent more than four times you **forfeit your attendance and participation grade.**

Presentation– 2x5%

You will be required to present your paper 1 and 2 research findings as part of a group. Guidelines will be provided in class.

Quizzes– 5x1%

We will have an occasional quiz. Quizzes will be based on the readings. There will be no trick questions. If you do the readings well, the quizzes will reward your hard work.

Blog Homework Assignments- 4x2.5%

You will be responsible for four blog posts (due 11:59pm Friday). Guiding questions are on the syllabus. Of course, you can write on a related question you come up with– it must however be on topic. Posts should be 300-500 words each. You should also comment on at least one of your classmate's posts (please address them by name).

2.5% = answered the prompt thoroughly and commented on a colleague's post

1.5% = failed to do one of the components above

1% = met at least one component at a satisfactory level

0 = no blog post

Paper 1- 15%

Prompt will be distributed at the end of week 6

Paper 2- 20%

Prompt will be distributed at the end of week 7

Research Findings Presentation

This will take place Finals Week. You will synthesize your research and points of interest for the quarter in one five-minute presentation. A Prompt will be distributed at the end of week 8.

Academic Integrity

I expect the most rigorous and honest work from you– and from myself. This means that you, and I, take your enrollment and commitment to this course, and its subject matter, seriously, passionately, and respectfully. This also means that I expect you to adhere to the highest standards of academic integrity. See UCSD Policy on Integrity of Scholarship (<https://students.ucsd.edu/academics/academic-integrity/policy.html>).

Office of Student Disabilities

Students requesting accommodations for this course due to a disability must provide a current Authorization for Accommodation (AFA) letter issued by the Office for Students with Disabilities (OSD), which is located in University Center 202 behind Center Hall. Students are required to present their AFA letters to Faculty (please make arrangements to contact me privately) and to the OSD Liaison in the department in advance so that accommodations may be arranged. For additional information, contact the Office for Student with Disabilities: 858-534-4382; (TTY) – reserved for people who are deaf or hard of hearing; or email: osd@ucsd.edu. OSD website: <http://disabilities.ucsd.edu>.

Email Policy

I will send you emails about twice a week. These emails will relay important course information announcements to your **official UCSD email**. I will also send you information that can supplement what we are learning in class (things ranging from news website articles, to online comics, etc.). I check email twice per day (in the early morning and before the end of the workday at 5pm). I rarely check email over the weekend. I really prefer to meet and talk face-to-face, so drop by office hours. Meeting with me is a great professionalization opportunity and it will help you get the most out of this class.

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 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.edu



Week 1: Foundation I: Introductions and Chicana Border Theory

(March 28) Syllabus

-Group work introductions

(March 30) Brady, Mary Pat. "The Fungibility of Borders." *Nepantla: Views from South* 1.1 (2000) READ: 170-178

(April 1) "The Fungibility of Borders." READ: 179-186

Blog 1: What does Brady mean by the "fungibility" of borders? How does Brady position Chicana literary and theoretical production as a site to contest the "abjection machine" of the border? How does Chicana feminist work expand our understanding of border formations?

Week 2: Foundation II: Race, Labor, and the Flesh

(April 4) Weheliye, Alexander. "Bare Life: The Flesh." *Habeas Viscus: Racializing Assemblages, Biopolitics, and Black Feminist Theories of the Human*. Durham: Duke University Press, 2014. Pgs. 33-37.

(April 6) Weheliye, Alexander. "Bare Life: The Flesh." Pgs. 37-45.
-Screening: *Harvest of Loneliness* selection

(April 8) :: **NO CLASS** :: Molina, Natalia. "Caught between Discourses of Disease, Health, and Nation: Public Health Attitudes toward Japanese and Mexican Laborers in Progressive-era Los Angeles" *Fit to be Citizens?: Public Health and Race in Los Angeles, 1879-1939*. Berkeley: University of California Press, 2006.

Blog 2: Food for thought: How does Weheliye define the body and the flesh? How does the flesh become a "gash in the armor of Man?" Drawing on Black feminist thought, how can the flesh, as a site where scientific technology, immigration, and local racist discourses merge, shed light on the production of the immigrant laborer? How is this immigrant subject related to, but distinct from forms of black unfreedom?

Week 3: The Non-human, Alien Exclusion, and Reproductive Labor in Southern California

(April 11) Shinozuka, Jeannie. "Deadly Perils: Japanese Beetles and the Pestilential Immigrant, 1920s-1930s." *American Quarterly* 65.4 (2013)

(April 13) Project 1 Assignment Sheet: Op-ed group work

(April 15) Gonzalez, Gilbert G. "Unionization and the 1936 Strike." *Labor and Community: Mexican Citrus Worker Villages in a Southern California County, 1900-1950*.
-Selected primary documents

Project 1 Due: Saturday 11:59pm "The 1936 Op-ed piece"

Week 4: Case Study: The UC Riverside Citrus Experiment Station

(April 18) Sackman, Douglas. *Orange Empire: California and the Fruits of Eden*.
Selections: Chapter one: pgs. 39-52; chapter two: pgs. 61-83.

(April 20) Webber, John. "Eugenics from the Point of View of the Geneticist" in *Eugenics: Twelve University Lectures*. New York: Dodd, Mead and Company, 1914.
-Project 2 Assignment Sheet

(April 22) Project 2 group work: UC Riverside Citrus Variety Collection:
<http://www.citrusvariety.ucr.edu/history/index.html>
<https://www.ucr.edu/research/centers/aes.html>

Project 2: (Groups of 4) you will compose a pamphlet that will be mailed to the UC Riverside Agriculture Experiment Station. Our goal is to have them circulate your work at next year's UC Riverside "Citrus Day."



Week 5: The Shared History of Domestic and Gardening Labor

(April 25) Hernan, Ramirez and Pierrette Hondagneu-Sotelo. "Mexican Immigrant Gardeners: Entrepreneurs or Exploited Workers?" *Social Problems* 56.1 (2009).

(April 27) Vora, Kalindi. "Limits of Labor: Affect and the Biological in Transnational Surrogacy and Service Work" in *Life Support: Biocapital and the New History of Outsourced Labor*.
Key terms day: Reproductive Labor, Affective labor.

(April 29) Vora, Kalindi "Limits of Labor"

Blog 3: Preliminary engagements: What are the historical continuities between domestic and gardening labor? How can we theorize these two forms of labor migration in terms of the gendered international division of reproductive and affective labor? Use Vora's work to shed light on the work of Hernan and Hondagneu-Sotelo.

Week 6: Gardeners and the Making of Southern California

May 2) Hondagneu-Sotelo, Pierrette. "Gardens of Migration" in *Paradise Transplanted: Migration and the Making of Southern California Gardens*. Oakland: University of California Press, 2014.

(May 4)

(May 6) Hondagneu-Sotelo, Pierrette. "Ellis Island on the Land" in *Paradise Transplanted: Migration and the Making of Southern California Gardens*. Oakland: University of California Press, 2014.

Blog 4: Free Write

Week 7: A Better Life? Gardening labor and Life-making Practices

(May 9) Screening: *A Better Life*. Directed by Chris Weitz.
-*The Barbarian Nurseries*

(May 11) Hondagneu-Sotelo, Pierrette. "The Gardeners of Eden" in *Paradise Transplanted: Migration and the Making of Southern California Gardens*. Oakland: University of California Press, 2014.
-Finish: *A Better Life*
-*The Barbarian Nurseries*

(May 13) Hondagneu-Sotelo, Pierrette. "'It's a little piece of my country'" in *Paradise Transplanted: Migration and the Making of Southern California Gardens*. Oakland: University of California Press, 2014.
-*The Barbarian Nurseries*



Week 8: The Limits to Proposed Answers for the Racial Gardening Economy

(May 16) Hondagneu-Sotelo, Pierrette. "Paradise, Future" in *Paradise Transplanted: Migration and the Making of Southern California Gardens*. Oakland: University of California Press, 2014.

-*The Barbarian Nurseries*

(May 18) Finish *The Barbarian Nurseries*

(May 20) ////**Paper 1 Due** ////

Week 9: Plants and the Border

(May 23) Alvarez, Roberto. "Beyond the Border: El Mango in Global Perspective" in *Mangos, Chiles, and Truckers: The Business of Transnationalism*. Minnesota: University of Minnesota Press, 2005.

-Begin reading: Yamashita, Karen T. *Tropic of Orange*. Minnesota: Coffee House Press, 1997.

(May 25) *Tropic of Orange*

(May 27) Alvarez, Roberto. "The Transnational Market: The Case of Los Angeles" in *Mangos, Chiles, and Truckers: The Business of Transnationalism*. Minnesota: University of Minnesota Press, 2005.

-*Tropic of Orange*

Week 10: Bringing it all Together

(May 30) *Tropic of Orange*

(June 1) Finish: *Tropic of Orange*

(June 3) ////**Paper 2 Due** ////