

**Ethnic Studies 2 – Winter 2014**  
**INTRODUCTION TO ETHNIC STUDIES: CIRCULATIONS OF DIFFERENCE**  
**LECTURES: 1:00PM –1:50PM, PETERSON HALL, 108**  
**Monday, Wednesday, and Friday**

**PROFESSOR:** Dayo F. Gore  
**OFFICE:** Department of Ethnic Studies, SSB 224  
**EMAIL:** dgore@ucsd.edu  
**OFFICE HOURS:** Mondays 2:00pm-3:30pm;  
 Wednesdays 11:00am- 12:00pm; and by appointment

Part of a year-long introduction to the Ethnic Studies major, this course examines how racial formation in the U.S. has been shaped by national and transnational immigration and relocation as well as the circulation of commodities, knowledge, bodies, and culture. Course readings and class discussions will foreground an analysis of how the construction and conception of racial, gender, and sexual differences have both shaped and been shaped by these historical and contemporary processes of migration, economics and circulation.

Our common undertaking—of exploring the historical and contemporary processes of immigration and circulation—promises to be a challenging task. Please note that the goal in this course will not be for you to simply memorize or master a series of clear-cut answers; but rather, to hone your ability to think critically about the world we live in and ask incisive questions, while further developing your skills as a writer and reader.

**Monday's Discussion Sections**

Section		Time	Room
794546	A01	2:00p –2:50p	201 Center
794547	A02	3:00p –3:50p	201 Center
794548	A03	2:00p –2:50p	207 Center
794549	A04	3:00p –3:50p	3050B York
794550	A05	3:00p –3:50p	207 Center
794551	A06	4:00p –4:50p	3050B York
794552	A07	4:00p –4:50p	2152 HSS
794553	A08	5:00p –5:50p	2152 HSS
794553	A09	4:00p –4:50p	4050A York
794553	A10	5:00p –5:50p	4050A York

**Friday's Discussion Sections**

Section		Time	Room
794556	A11	2:00p – 2:50p	203 Center
794557	A12	3:00p – 3:50p	203 Center
794558	A13	2:00p – 2:50p	207 Center
794559	A14	3:00p – 3:50p	207 Center
794560	A15	3:00p – 3:50p	2110 WLH
794561	A16	4: :00p – 4:50p	2110 WLH
794562	A17	3:00p – 3:50p	201 Center
794563	A18	4:00p – 4:50p	201 Center

## **COURSE REQUIREMENTS AND EXPECTATIONS**

**CLASSROOM ETHICS:** This class provides students with the tools to think differently about commonly held understandings of colonialism, labor, race, gender, sexuality, and economics. This can be a challenging and unfamiliar, but quite rewarding and fun process. Given this, class preparedness and punctual attendance are crucial. All students must attend lectures and discussion sections, and are responsible for completing all assigned readings *prior* to class. Course readings, lectures and discussion sections are designed to prompt you to think critically, to raise questions about conventional views and received wisdom, and to engage in vibrant conversations with your fellow scholars. In such discussions, there will likely be a wide range of opinions. Respectful in-person and online etiquette are expected to be used at all times. These norms are reflected in the UCSD Principles of Community that we are all expected to follow:  
<http://www.vcb.ucsd.edu/principles.htm>.

This is a large lecture and one of the most mundane but problematic issues is noise and distraction. Talking, even whispering, when there are so many people in the room is very disruptive to both the lecturer and other students. This class runs for 50 minutes (from 1:00pm to 1:50pm). We will start and end on time and we expect you to remain for the entire period. Do not begin to pack up your things 5 minutes before the class is over. Any kind of rustling can be very disturbing.

**ELECTRONIC DEVICES and LAPTOPS:** In the same vein, using your computers will distract other students. All phones and electronic devices (Phones/PDA/iPad/laptops/Discman etc.) must be turned off or set to vibrate in the lecture classroom. Electronic devices, including laptops, must be stowed away in bags or pockets. If you do not stow them and instead use an electronic device in lecture you will be warned; if you use an electronic device again *after being warned* you will receive a *failing participation grade*. If you take your phone/PDA/iPod/laptop etc. out during a quiz or exam you *will automatically fail the course*. If you have a documented reason to require an exception to the policy regarding the use of laptops you must receive written approval from me, sit in the front row of the lecture and mute all sounds on your device.

**REQUIRED READINGS:** All course readings and articles will be available as on **the course's Ted page under Readings as PDF's or online pages**. Once you are registered for the course, you will automatically be added to the course on Ted. You will use your UCSD username and password to sign into Ted and access course information @ <https://ted.ucsd.edu/webapps/login/>. **Many important announcements and course resources will be posted on Ted. You are responsible for this information**

**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. If you require any specific accommodations, please contact your Graduate Teaching Assistant (TA) and/or me as soon as possible. Students with disabilities should be sure to register with the Office for Students with Disabilities (OSD) <http://disabilities.ucsd.edu/about/index.html>. 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 me.

**DISCUSSION SECTIONS:** Discussions are an important part of the course and full attendance is required. You must attend the section for which you have registered and sections will meet the first week of class. You have a responsibility to create an environment conducive to learning in section. Sometimes it helps to jot down the essence of your ideas before you begin to speak and using "door openers" in such conversations are always helpful. In these discussions, there will likely be a wide range of opinions. Each class participant is expected to treat the ideas, opinions and work of others with the utmost respect. Derogatory remarks of any kind, intimidation and personal attacks are not acceptable. At your TA's discretion students will be allowed to use laptops to reference course readings in discussion sections. All other electronic devices must be stowed away during class.

## EVALUATION

### **Assignments**

Section Attendance and Participation:	20%
Midterm Examination (Feb12 <sup>th</sup> in lecture):	20%
5 Response papers : (Sign-up in discussion sections)	25% (5% each)
Pop Quizzes (3 highest scores counted):	10% (3% each)
Final Examination (March 17th @8am):	25%

### **Grading Scale**

A=94-100	A- =90-93	B+ =86-89	B=83-85	B- =80-82	C+=76-79
C=73-75	C- =70-72	D+ =66-69	D=63-65	D- =60-63	F =59-0

**Discussion Section Attendance and Participation: 20%** – Discussion grades will depend on your attendance, constructive participation and regular involvement in the weekly discussion section meeting as assigned by your Graduate Teaching Assistant (TA). You are responsible for keeping up with and digesting the reading materials each week so you can express your own critical questions and engage course materials and fully participate in discussion sections. An absence that results from extenuating circumstances may be excused; however, **more than one unexcused absence from section will affect your final grade.** All excused absences require appropriate documentation presented to your TA.

**Unannounced Quizzes: 10%** – At least three pop quizzes will be given in lecture or in sections on the days lecture, assigned readings and/or videos. Quizzes will not be announced and make-up quizzes will not be given. Each quiz is worth 3% and we will count your 3 highest quiz scores.

**Midterm (Wednesday 2/12 in Lecture): 20%** –The midterm will be an in-class test requiring critical mastery of the course readings, assigned films and videos and all material presented in lectures and discussion section. This includes guest lectures up-to-and including Monday February 10th. The exam will include written short answer and identification questions and possibly a few multiple-choice questions. Students are required to bring a Bluebook for the exam.

**Response Papers: 25%** – Each student is required to complete five 1-2 page response papers due in discussion sections for your assigned weeks. Each response paper will count for 5% of your grade. The papers must be typed (double-spaced, 12 pt. Times New Roman) and address key themes, concepts and readings covered in class. Students will receive writing prompts for response papers in discussion section. Late and/or hand written papers will not be accepted.

**Final Examinations (3/17 @ 8am room TBA): 25%** – The final will be a written in-class exam. It will include short answers and brief essay questions requiring mastery of the course readings, assigned films and videos and all material presented in lectures and discussion section. This includes guest lectures. The Final Exam will focus primarily on material covered from Week 6 on, but you will be responsible for key concepts, terms and frameworks from the entire class. Students are required to bring a Bluebook for the exam.

**Policy on Make-up Assignments:** Exams and assignments are due at the start of class or as otherwise indicated. *In order to receive a passing grade in the class, students must complete all course assignments.* Make up or extensions for exams or papers will only be given to students who have a documented examination or conflict such as a medical or family emergency. It is your responsibility to notify your TA and provide documentation for excused absences and conflicts. Quizzes cannot be made-up. Talk to me and/or your teaching assistant if you are experiencing difficulties with your assignments. We will follow university policies on issues of Academic Integrity and misconduct:

<http://students.ucsd.edu/academics/academicintegrity/defining.html>

## UNIT ONE: Historicizing Race, Migration and Citizenship in the US

This unit surveys three social systems—settler colonialism, chattel slavery and immigration and citizenship laws—to examine how racial meaning, conceptions of belonging and race relations have been shaped over time by processes of land and labor expropriation, colonial settlement, and racialization. We will also pay some attention to the ways people and communities have negotiated and resisted these forces.

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### WEEK 1: Introduction— Terms of Debate and Analysis

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**Mon. 1/6, Introduction to Course** – [PDF] Weinbaum, Alys Eve. “Nation,” *Keywords for American Cultural Studies*, Bruce Burgett and Glenn Hendler eds. New York: NYU Press, 2007.

**Wed. 1/8** – [PDF] Silva Gruesz, Kirsten. “America,” *Keywords for American Cultural Studies*, 2007.  
[PDF] Ruccio, David F. “Capitalism,” *Keywords for American Cultural Studies*, 2007.

**Fri. 1/10** – [PDF] Kandaswamy, Priya. “Gendering Racial Formation,” *Racial Formation in the Twenty-First Century*, HoSang, LaBennett & Pulido eds. Berkeley: University of California Press, 2012.

[WEB] “One Drop but Many Views,” NYT: [http://lens.blogs.nytimes.com/2013/12/16/one-drop-but-many-views-on-race/?\\_r=0](http://lens.blogs.nytimes.com/2013/12/16/one-drop-but-many-views-on-race/?_r=0)

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### WEEK 2: Settler Colonialism

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**Mon. 1/13** – [PDF] Veracini, Lorenzo. “Introduction: The Settler Colonial Situation,” *Settler Colonialism: A Theoretical Overview*. New York: Palgrave Macmillan, 2010.

**Wed. 1/15** – [PDF] Wolfe, Patrick. “After the Frontier: Separation and Absorption in US Indian Policy,” *Settler Colonial Studies* Vol. 1(1) 2011.

**Fri. 1/17, Guest Lecture Professor Daphne Taylor Garcia** – [PDF] Wilkins, David E. “Indian Peoples Are Nations, Not Minorities,” *American Indian Politics and the American Political System*. Lanham, MD: Rowman & Littlefield Publishers, 2010 (3rd edition).

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### WEEK 3: The Atlantic World, Slave Trading and Chattel Slavery

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**Mon. 1/20** – NO CLASS, Martin Luther King, Jr. Holiday

**Wed. 1/22** – [PDF] Rediker, Marcus. “Introduction,” *The Slave Ship: A Human History*. NY: Penguin Group, 2007.  
[e-book] Johnson, Walter. “Making a World Out of Slaves,” *Soul by Soul: Life Inside the Antebellum Slave Market*. Cambridge: Harvard University Press, 2001. (p. 1-8 and 78-102): Available as ALCS e-book through Library @ <http://roger.ucsd.edu:80/record=b4109089~S9>

[Web] Review Images, Manuscripts, Maps etc. *The Transatlantic Slave Trade Database*:  
<http://www.slavevoyages.org/tast/resources/images.faces>

**Fri. 1/24** – [Web] “Shackles and Ivy,” Democracy Now! Report. Video, from 23:30min to 39:30min:  
[http://www.democracynow.org/2013/10/30/shackles\\_and\\_ivy\\_the\\_secret\\_history](http://www.democracynow.org/2013/10/30/shackles_and_ivy_the_secret_history)

[PDF] Wilder, Craig Steven. “Introduction” and “Chapter,” *Ebony and Ivy: Race, Slavery and the Troubled history of America’s Universities*. New York: Bloombury Press, 2013. (1-8, 241-73)

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## WEEK 4: Immigration and Citizenship Law

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**Mon. 1/27** – [PDF] Glenn, Evelyn Nakano. “Citizenship: Universalism and Exclusion,” *Unequal Freedom: How Race and Gender Shaped American Citizenship and Labor*. Cambridge, MA: Harvard University Press, 2002 (p. 18–55).

**Wed. 1/29** – [PDF] Haney Lopez, Ian. “White Lines,” *White By Law: The Legal Construction of Race*. New York: NYU Press, 1996 (p. 1–36)

**Fri. 1/31, Guest Lecture José Fusté**, – [PDF] Haney Lopez, Ian. “Racial Restrictions in the Law of Citizenship,” *White By Law: The Legal Construction of Race*. New York: NYU Press, 1996 (37–47).

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## WEEK 5: Immigration and Citizenship: The Law and Beyond

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**Mon. 2/3** – [PDF] Ngai, Mae. “The Johnson-Reed Act of 1924 and the Reconstruction of Race in Immigration Law,” *Impossible Subjects: Illegal Aliens and the Making of Modern America*. Princeton, NJ: Princeton University Press, 2004.

**Wed. 2/5** – [PDF] Buff, Rachel Ida, “The Deportation Terror,” *American Quarterly*, Sept. 2008 (523–551)

**Fri. 2/7 – The Politics and Practices of “Third World” Solidarities**

[PDF] Jeffery O.G. Ogbar. “Rainbow Radicalism: The Rise of the Radical Ethnic Nationalism,” *The Black Power Movement: Rethinking the Civil Rights-Black Power Era*, Peniel Joseph, ed. New York: Routledge, 2006.

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## Week 6: The Politics and Practices of “Third World” Solidarities

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**Mon. 2/10, Guest Lecture José Fusté** – [PDF] Lubiano, Wahneema, “Talking About the State and Imaging Alliances,” *Talking Visions: Multicultural Feminism in the Transnational Age*, Ella Shohat, editor. New York: New Museum, 1998.

**Wed. 2/12– MIDTERM EXAM IN LECTURE**

### UNIT TWO: CONTEMPORARY CIRCULATIONS

This unit examines case studies of contemporary circulations of bodies, capital, and culture. Key social processes to be examined include US imperialism, nation-building and nationalism, globalization, and contemporary US immigration policy.

**Fri. 2/14** – [PDF] Lowe, Lisa “Globalization,” *Keywords for American Cultural Studies*, Bruce Burgett and Glenn Hendler eds. (New York: NYU Press, 2007).

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## WEEK 7: Globalization and Labor Circulation

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**Mon. 2/17 – NO CLASS, President’s Day Holiday**

**Wed. 2/19** – [PDF] Chang, Grace. “Global Exchange: The World Bank, ‘Welfare Reform,’ and the Trade in Migrant Women,” *Disposable Domestics*. Boston: South End Press, 2000.

**Fri. 2/21** – [PDF] Luiheid, Eithne. “Rape, Asylum, and the U.S. Border Patrol,” *Entry Denied: Controlling Sexuality at the Border*. Minneapolis and London: University of Minnesota Press, 2002.

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## WEEK 8: Trafficking Bodies and Body Parts

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**Mon. 2/24, Guest Lecture Linh Nguyen** – [PDF] Espiritu, Yen Le. "Toward a Critical Refugee Study: The Vietnamese Refugee Subject in US Scholarship," *Journal of Vietnamese Studies* 1, nos. 1-2 (2006): 410-33.

**Wed. 2/26, Guest Lecture Prof. Kalindi Vora** – [PDF] Vora, Kalindi. "Indian Transnational Surrogacy and the Commodification of Vital Energy," *Subjectivity* (2009) 28, 266-278.

**Fri. 2/28, No Class, Digital Reserves Online Film Screening: *Dirty Pretty Things*** – [PDF] Scheper-Hughes, Nancy. "The Ends of the Body: Commodity Fetishism and the Global Traffic in Organs," *SAIS Review* (Winter-Spring 2002): 61-80

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## WEEK 9: The War on Terror and Islamophobia

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**Mon. 3/3** – [PDF] Brysk, Sharif, and Meade. "Introduction," *Lessons and Legacies of the War on Terror: From Moral Panic to Permanent War*. New York: Routledge, 2012.

[Web] "Obama Team Stops Saying 'Global War on Terror,' But Doesn't Stop Waging It" *NPR: Its All Politics*, March 11, 2013.: <http://www.npr.org/blogs/itsallpolitics/2013/03/11/174034634/obama-team-stops-saying-global-war-on-terror-but-doesnt-stop-waging-it>

[Web] Cave, Damien. "Woman at Arms: A Combat Role, and Anguish, Too," *New York Times*, Oct. 31, 2009.: <http://www.nytimes.com/2009/11/01/us/01trauma.html?ref=womenatarms&r=0> [Web]

Prashad, Vijay. "An Economic Draft: The Cost of War," *Counterpunch*, July 2011.  
<http://www.counterpunch.org/2011/07/30/the-costs-of-war/>

**Wed. 3/5, Guest Lecture José Fusté** – [PDF] Naber, Nadine. "From Model Minority to Problem Minority," *Arab America: Gender, Cultural Politics, and Activism*. New York: New York University Press, 2012.

**Fri. 3/7** – [PDF] Abu-Lughod, Lila. "Do Muslim Women Really Need Saving?" *American Anthropologist*; Sep 2002; 104, 3;

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## WEEK 10: The Global World of Sports

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**Mon. 3/10** – [PDF] Zirin, David. "Introduction" and "Today's World Cup and Olympics," *Game Over: How Politics Has Turned the Sports World Upside Down*. New York: The New Press, 2013.

**Wed. 3/12** – [PDF] David Zirin, "Here Come Los Suns," *Game Over: How Politics Has Turned the Sports World Upside Down*, 2013

**Fri. 3/14** – Course WRAP UP

**Final Exam: Monday, March 17<sup>th</sup> @ 8:00am, place TBA**