

Ethnic Studies 2 - Winter 2014
INTRODUCTION TO ETHNIC STUDIES: CIRCULATIONS OF
DIFFERENCE

LECTURES: 1:00PM -1:50PM, PRICE THEATER
Monday, Wednesday, and Friday

PROFESSOR: Curtis Marez
OFFICE: Department of Ethnic Studies, SSB 225
OFFICE HOURS: Mondays and Wednesdays, 2:00pm-3:00pm

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 differences of race, class, gender, sexuality, and nation 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.

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 at all times. These norms are reflected in the UCSD Principles of Community that we are all expected to follow:

<http://wwwvcb.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 phone and other electronic devices will distract other students. All phones and electronic devices other than laptops must be turned off or set to vibrate during class. Electronic devices must be stowed away in bags or pockets. Laptops may only be used to take notes and to search the internet during lecture when directed by the instructor.

During quizzes and exams, however, all electronic devices, including laptops, must be turned off and stowed. If you take your electronic device out during a quiz or exam you *will automatically fail the course*.

REQUIRED READINGS: You are required to purchase the textbook *Nation and Migration, Past and Future*, edited David G. Gutiérrez and Pierrette Hondagneu-Sotelo (Baltimore: Johns Hopkins University Press, 2009), for sale in the UCSD bookstore. All other course readings and articles will be available in a Dropbox folder that can be accessed via this link:

<https://www.dropbox.com/sh/2psmzydhhbksfqwf/AABRZ9xNMITvdYRYEbbYzDgGa?dl=0>

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 is 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 (2/9 in lecture):	20%
5 Response papers: (Sign-up in discussion sections)	25% (5% each)
Pop Quizzes (3 highest scores counted):	10% (3% each)
Final Exam (March 20 th , 11:30am-2:30pm):	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 day’s 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 (Friday 2/9 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 Friday 2/6. 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. 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 particular classes. Late and/or hand written papers will not be accepted.

Final Examination (Friday 3/20, 11:30am-2:30pm, 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 exam conflict or serious personal, 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.

WEEK 1: Introduction – Terms of Debate and Analysis

Mon. 1/5, Introduction to Course

Wed. 1/7 Key Terms

[PDF] Weinbaum, Alys Eve. “Nation,” *Keywords for American Cultural Studies*, Bruce Burgett and Glenn Hendler eds. New York: NYU Press, 2007.

[PDF] Silva Gruesz, Kirsten. "America," *Keywords for American Cultural Studies*, 2007.

[PDF] Ruccio, David F. "Capitalism," *Keywords for American Cultural Studies*, 2007.

Fri. 1/9 Race and Gender

[PDF] Kandaswamy, Priya. "Gendering Racial Formation," *Racial Formation in the Twenty-First Century*, HoSang, LaBennett & Pulido eds. Berkeley: University of California Press, 2012.

Settler Colonialism

Mon. 1/12 [PDF] Veracini, Lorenzo. "Introduction: The Settler Colonial Situation," *Settler Colonialism: A Theoretical Overview*. New York: Palgrave Macmillan, 2010.

Wed. 1/14 [PDF] Wolfe, Patrick. "After the Frontier: Separation and Absorption in US Indian Policy," *Settler Colonial Studies* Vol. 1(1) 2011.

Fri. 1/16 Guest Lecture: Professor K. Wayne Yang (Ethnic Studies) [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).

Mon. 1/19 - NO CLASS, Martin Luther King, Jr. Holiday

Wed. 1/21 [PDF] Marez, Curtis. "Looking Beyond Property: Native Americans and Photography." *Rikkyo American Studies* 29 (March 2007): 9-28

In class screening, *Imagining Indians* (Victor Masayesva, 1992)

The Atlantic World, Slave Trading and Chattel Slavery

Fri. 1/23 [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>

Mon. 1/26 [PDF] Wilder, Craig Steven. "Introduction" and "Chapter," *Ebony and Ivy: Race, Slavery and the Troubled history of America's Universities* (New York: Bloomsbury Press, 2013), 1-8, 241-73.

[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

Wed. 1/28- In-class screening, *Ethnic Notions* (Marlon Riggs, 1992)

Immigration and Citizenship

Fri. 1/30 [Textbook] Gutiérrez, David G. and Hondagneu-Sotelo, Pierrette. "Introduction: Nation and Migration" *Nation and Migration, Past and Future* (Baltimore, Johns Hopkins Press, 2009).

Mon. 2/2 [Textbook] "Unskilled Labor Migration and the Illegality Spiral: Chinese, European, and Mexican Indocumentados in the United States, 1882-2007"

Wed 2/4 [Textbook] El-Tayeb, Fatima. "'The Birth of a European Public': Migration, Postnationality, and Race in the Uniting of Europe." *Nation and Migration*

Fri. 2/6 [Textbook] Buff, Rachael Ida. "The Deportation Terror," *Nation and Migration*.

In-class screening, *The Border Trilogy* (Alex Rivera, 2004)

Mon. 2/9 MIDTERM EXAM IN LECTURE

UNIT TWO: CASE STUDIES IN 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.

Globalization, Labor Circulation, Militarism

Wed. 2/11 [PDF] Lowe, Lisa "Globalization," *Keywords for American Cultural Studies*, Bruce Burgett and Glenn Hendler eds. (New York: NYU Press, 2007).

Fri. 2/13 [PDF] Chang, Grace. "Global Exchange: The World Bank, 'Welfare Reform,' and the Trade in Migrant Women," *Disposable Domestics*. Boston: South End Press, 2000.

Mon. 2/16 NO CLASS, President's Day Holiday

Wed. 2/18[PDF] **Guest Lecture: Lisa Ho (PhD Candidate, Ethnic Studies)**
Espiritu, Yen Le. "Toward a Critical Refugee Study: The Vietnamese Refugee Subject in US Scholarship," *Journal of Vietnamese Studies* 1:1-2 (2006): 410-33.

Fri. 2/20 [PDF] Luibheid, Eithne. "Rape, Asylum, and the U.S. Border Patrol," *Entry Denied: Controlling Sexuality at the Border*. Minneapolis and London: University of Minnesota Press, 2002.

Trafficking Bodies and Body Parts

Mon. 2/23 No Class, Digital Reserves Online Film Screening: *Dirty Pretty Things*

Wed. 2/25 Guest Lecture Prof. Kalindi Vora (Ethnic Studies) [PDF] Vora, Kalindi. "Indian Transnational Surrogacy and the Commodification of Vital Energy," *Subjectivity* (2009) 28, 266-278.

Fri. 2/27 [PDF] Scheper-Hughes, Nancy. "The Ends of the Body: Commodity Fetishism and the Global Traffic in Organs," *SAIS Review* (Winter-Spring 2002): 61-80

The War on Terror and Islamophobia

Mon. 3/2 [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. 3/4– [PDF] Abu-Lughod, Lila. "Do Muslim Women Really Need Saving?" *American Anthropologist* (Sept. 2002)

Fri. 3/6 [Textbook] Maira, Sunaina. "Flexible Citizenship/Flexible Empire: South Asian Muslim Youth in Post-9/11 America." *Nation and Migration*

Digital Circulations

Mon. 3/9 – [Web] Marez, Curtis. "Cesar Chavez's Video Collection"

Wed. 3/11 Guest lecture by Prof. Ricardo Dominguez (Visual Arts)

[PDF] Dominguez, Ricardo. "Electronic Civil Disobedience: Inventing the Future of Online Agitprop Theater," *PMLA* 124.5 (October, 2009): 1806-1812.

[Web] "Border Art Research," <http://blog.zkm.de/en/dialogue/border-art-research-visible-borders-invisible-people-transborder-immigrant-tool/>

Fri. 3/13 – Course WRAP UP

Final Exam: Friday 3/20, 11:30am-2:30pm