

# 2<sup>ethn</sup> – Winter 2018

## CIRCULATIONS OF DIFFERENCE Introduction to Ethnic Studies

**Prof. Y  n L   Espiritu**

Office hours: Mon 2-3 pm; Wed 10am-Noon – SSB 228

yespiritu@ucsd.edu

### Teaching Assistants and Discussion Sections

<b>Bayan Abusneineh</b>	Mon 9a and 10a, YORK 3050A	babusnei@ucsd.edu
<b>Hina Shaikh</b>	Mon 11a and 12p, YORK 3050A	hishaikh@ucsd.edu
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<b>Bok�� Saii</b>	Mon 4p, YORK 3050A; Mon 6p, MANDE B-146	bsaisi@ucsd.edu
<b>Cynthia Vazquez</b>	Wed 10a, CENTR 217A; Wed 12p, MANDE B-152	c5vazque@ucsd.edu
<b>Mellisa Linton-Villafranco</b>	Wed 11a, MCGIL 2315; Wed 2p, HSS 2152	mlinton@ucsd.edu
<b>Yessica Garcia</b>	Wed 3p, YORK 3050A; Fri 4p, HSS 2305B	yeg003@ucsd.edu
<b>Camila Gavin</b>	Wed 3p and 4p, MCGIL 2315	cgavin@ucsd.edu
<b>Aundrey Jones</b>	Fri 2p and 3p, HSS 2305B	amj005@ucsd.edu
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### Course Description

Part of a year-long introduction to the Ethnic Studies major, this course examines how racial formation in the US has been shaped by inter-regional and transnational migration and the circulation of commodities, knowledge, bodies, and culture. Course readings and class discussions will foreground an analysis of how the social construction of racial, gender, and sexual difference has both shaped and been shaped by historical and contemporary processes of movement, displacement, and containment.

**Note:** This syllabus is subject to change; the syllabus of record is kept updated and posted on the course website on TritonEd

### Required Texts

All course readings can be viewed and downloaded via the TritonEd course website. Other relevant course materials will also be posted there throughout the quarter.

### Course requirements

Assignments	Grading Scale			
Discussion section participation – 20%	94-100	A	73-75	C
“Immigration Law” Assignment – 10 %	90-93	A-	70-72	C-
Midterm Exam – 20%	86-89	B+	66-69	D+

"Story Maps" Assignment – 20%	83-85	B	63-65	D
Final Exam – 30%	80-82	B-	60-63	D-
	76-79	C+	0-60	F

**Discussion section participation.** Sections are mandatory. Each TA will have their unique way of evaluating section participation.

**"Immigration Law" Assignment** – Due date: Jan. 26. Instructions will be posted on TritonEd

**"Story Maps" Assignment** – Due date: March 2. Instructions will be posted on TritonEd

**Midterm Exam** – In-class exam, Feb. 9

**Final Exam** – In-class exam, Friday March 23, 11:30 a.m. - 2:30 p.m.

**\*\* Grading policy.** You must complete all assignments and receive a passing grade in your discussion section in order to receive a passing grade in the class. For the **P/NP option**, a "Pass" requires the equivalent letter grade of C or above.

### Academic Honesty

All work submitted in this course must be your own and original. Each student is expected to be familiar with and abide by UCSD's policy on Integrity of Scholarship, available at <http://www.senate.ucsd.edu/manual/appendices/app2.htm#AP14>

### Discussion Ethics

This class is intended for students interested in challenging commonly held understandings of race, gender, sexuality, nation, and class. Please engage one another in discussion with respect, generosity, and consideration. Abusive and harsh language, intimidation and personal attacks will not be tolerated. These norms are reflected in the UCSD Principles of Community that we are all expected to follow. For more information about the UCSD Principles of Community, visit (<http://www.vcb.ucsd.edu/principles.htm>).

### Accommodations

If you have a medical condition or different physical or learning needs for which you may need accommodation in order to participate fully and successfully, please feel free to speak with me individually so that we can make necessary adjustments. You may also seek assistance or information from the Office for Students with Disabilities. If you prefer to be called by a different name or referred to as a different gender than the one under which you are officially enrolled, please inform me, so that we can adjust accordingly.

### Classroom Technology Policy

"A growing body of evidence shows that over all, college students learn less when they use computers or tablets during lectures. They also tend to earn worse grades. The research is unequivocal: Laptops distract from learning, both for users and for those around them."

Source: [https://www.nytimes.com/2017/11/22/business/laptops-not-during-lecture-or-meeting.html?\\_r=1](https://www.nytimes.com/2017/11/22/business/laptops-not-during-lecture-or-meeting.html?_r=1)

"... research suggests that even when laptops are used solely to take notes, they may still be impairing learning because their use results in shallower processing."

Source: <http://journals.sagepub.com/doi/abs/10.1177/0956797614524581>

My goal is to create and maintain an environment in which all students have the maximum potential to focus on learning. Therefore, I request that all electronic devices, including laptops, be **put away** at all

times. If you need special accommodations, please email me in the first two weeks of class. Let's respect the classroom as a place of learning and exchanging of ideas.

### **Attendance**

I firmly believe that students learn the course material much better when they regularly attend class. Therefore, I will take attendance periodically via short in-class written exercises. Students who register 80 percent attendance via these exercises will earn 2 extra credit points; those who register 90 percent attendance will earn 3 extra credit points.

### **Discussion Sections**

Discussion sections are a crucial part of this course and attendance is mandatory. Please attend the section in which you are registered now and throughout the duration of the course. It is the collective responsibility of all those present in section to create a collegial environment conducive to respectful exchange and intellectual growth. Please treat others' ideas, perspectives, and work with respect. Do consult your section syllabus for additional information regarding weekly assignments.

## **Unit 1 – Ethnic Studies: “Wake Work”**

### **Week 1 – Jan 8, 10 & 12 | Setting the Terms**

Eve Tuck. “Suspending Damage: A Letter to Communities.” *Harvard Educational Review*, Vol. 79, No. 3, Fall 2009, pp. 409-427.

[https://static1.squarespace.com/static/557744ffe4b013bae3b7af63/t/557f2fe2e4b043c28125cc27/1434398690240/Tuck\\_Suspending+Damage\\_HER.pdf](https://static1.squarespace.com/static/557744ffe4b013bae3b7af63/t/557f2fe2e4b043c28125cc27/1434398690240/Tuck_Suspending+Damage_HER.pdf)

Christina Sharpe, “The Ship,” pp. 25-67 in *In The Wake: On Blackness and Being*. Duke University Press, 2016.

## **Unit 2 – Immigration, Race, and Nation**

### **Week 2 – Jan 17 & 19 | “Operation Gatekeeping”: The Production of Illegality**

January 15, Martin Luther King Jr. Holiday.

Erika Lee, “The Chinese Are Coming. How Can We Stop Them?: Chinese Exclusion and the Origins of American Gatekeeping.” Pp. 144-167 in *Asian American Studies Now: A Critical Reader*, edited by Jean Ju-wen Shen Wu and Thomas C. Chen. Rutgers University Press, 2010.

Mae Ngai. “The Johnson Reed Act of 1924 and the Reconstruction of Race in Immigration Law.” Ch. 2 (pp. 21-55) in *Impossible Subjects: Illegal Aliens and the Making of Modern America*. Princeton University Press, 2004.

Nicholas De Genova, “The Legal Production of Mexican/Migrant ‘Illegality’.” *Latino Studies* 2004, 2, (160-185), 2004.

### **Week 3 – Jan 22, 24 & 26 | “Fictive Kinship”: Controlling Sexuality at the Border**

Catherine Lee. "Introduction: Family Reunification Has Been the Cornerstone of Our Immigration Policy." Ch. 1 (pp. 1-18) in *Fictive Kinship: Family Reunification and the Meaning of Race and Nation in American Migration*. Russell Sage Foundation, 2013.

Logan Bushell. "Give me your tired, your poor, your huddled masses—just as long as they fit the heteronormative ideal: US Immigration Law's Exclusionary & Inequitable Treatment of Lesbian, Gay, Bisexual, Transgendered & Queer Migrants." *Gonzaga Law Review*, Vol. 48, 3.  
<http://www.law.gonzaga.edu/law-review/files/2013/06/Article7-Bushell.pdf>

Lionel Cantu. "Border Crossers: Seeking Asylum and Maneuvering Identities." Ch. 3 (pp. 55-73) in *The Sexuality of Migration: Border Crossings and Mexican Immigrant Men*. NYU Press, 2009.

### **Unit 3 – Border Crossers: Empire, Colonialism, and Militarism**

#### **Week 4 – Jan 29, 31 & Feb 2 | US Colonialism and "Return" Migration**

Video: "Dollar a Day, Ten Cents a Dance."

Espiritu, Yen Le. "Leaving Home: Filipino Migration/Return to the United States." Ch. 2 (pp. 23-45) in *Homebound: Filipino Lives Across Cultures, Communities, and Countries*. University of California Press, 2003.

Dean Itsuji Saranillio. "Colonial Amnesia: Rethinking Filipino 'American' Settler Empowerment in the U.S. Colony of Hawai'i." Ch. 8 (pp. 124-141) in *Positively No Filipinos Allowed: Building Communities and Discourse*. Temple University Press, 2006.

Gina Pérez. "Fleeing the Cane' and the Origins of Displacement." Ch. 2 (pp. 30-60) in *The Near Northwest Side Story: Migration, Displacement, & Puerto Rican Families*. University of California Press, 2004.

#### **Week 5 – Feb. 5, 7 & 9 | Globalization and Imperialism**

Kalindi Vora. "Information Technology Professionals." Ch. 3 (pp. 67-102) in *Life Support: Biocapital and the New History of Outsourced Labor*. University of Minnesota, 2015.

John-eun Rhee and Mary Ann Danowitz Sagaria. "International Students: Constructions of Imperialism in the *Chronicle of Higher Education*." *The Review of Higher Education* Vol. 28, Number 1, Fall 2004, pp. 77-96.

#### **In-Class Midterm – Feb. 9**

#### **Week 6 – Feb 12, 14 & 16 – U.S. Militarism**

Imada, Adria. "The Troups Meet the Troupes." Ch. 5 (pp. 213-254) in *Aloha America: Hula Circuits through the U.S. Empire*. Duke University Press, 2012.

Yen Le Espiritu. "Militarized Refuge(es). Ch. 2 (pp. 24-48) in *Body Counts: The Vietnam War and Militarized Refuge(es)*. University of California Press, 2014.

Katherine T. McCaffrey, "A Strategic Colony on the Margins of the Empire." Ch. 1 (pp. 17-42) in *Military Power and Popular Protest*. Rutgers University Press, 2002.

### **Week 7 – Feb 21 & 23 | Militarism and Migration**

February 19 – Presidents' Day Holiday

Laura Briggs. "Central American Child Migration: Militarization and Tourism." *American Quarterly* (68:3) Sept 2016, 573-582

Cawo M. Abdi. "The Genesis of Contemporary Somali Migrations." Ch. 1 (pp. 31-58) in *Elusive Jannah: The Somali Diaspora and a Borderless Muslim Identity*. University of Minnesota Press, 2015.

February 23 – Guest speaker: Professor Mohamed Abumaye, Assistant Professor of Sociology, CSU, San Marcos.

## **Unit 4 – Boundaries Crossers: Solidarities and Possibilities**

### **Week 8 – Feb. 26, 28 & March 2 | The Culture of Liberation**

Frank Andre Guriy. "Introduction: Making Diaspora in the Shadow of Empire and Jim Crow." Pp. 1-16 in *Afro-Cubans and African Americans in a World of Empire and Jim Crow*. University of North Carolina Press, 2010.

Dipesh Chakrabarty. "Legacies of Bandung: Decolonisation and the Politics of Culture." *Economic and Political Weekly*, Vol. 40, No. 46 (Nov. 12-18, 2005), pp. 4812-4818.

Junaid Rana. "No Muslims Involved: Letter to Ethnic Studies Comrades." Ch. 6 (pp. 101-114) in *Flashpoints for Asian American Studies*, edited by Cathy Schlund-Vials. Fordham University Press, 2018.

### **Week 9 – March 5, 7 & 9 | Youth Movements**

Soo Ah Kwon. "Deporting Cambodian Refugees: Youth Activism, State Reform, and Imperial Statecraft." *Positions* 20:3 (2012): 737-762.

Sunaina Maria. "Youth Culture, Citizenship and Globalization: South Asian Muslim Youth in the United States after September 11." *Comparative Studies of South Asia, Africa and the Middle East* 24 (1): 219-231.

Leslie Quintanilla and Jennifer Mogannam. "Borders Are Obsolete: Relations Beyond the 'Bordelands' of Palestine and U.S.-Mexico." *American Quarterly* 67:4 (2015), pp. 1039-1046.

### **Week 10 – March 12, 14 & 16 | Feminist Refugee Epistemology**

Yen Le Espiritu and Lan Duong. "Feminist Refugee Epistemology: Reading Displacement in Vietnamese and Syrian Refugee Art." Forthcoming in *Signs: Journal of Women in Culture and Society*, special issue "Displacement."

Pierrette Hondagneu-Sotelo. "'It's a Little Piece of My Country.'" Ch. 4 (pp. 116-160) in *Paradise Transplanted: Migration and the Making of California Gardens*. University of California Press, 2014.

### **Majoring or Minor in Ethnic Studies**

An Ethnic Studies major is excellent preparation for a career in law, education, medicine, public health, social work, counseling, public policy, and many other careers. If you would like information about the Ethnic Studies major or minor, please contact:

Monica Rodriguez, Ethnic Studies Undergraduate Program Advisor  
[ethnicstudies@ucsd.edu](mailto:ethnicstudies@ucsd.edu) or visit [www.ethnicstudies.ucsd.edu](http://www.ethnicstudies.ucsd.edu)