

Ethnic Studies 119 – Winter 2018
Race in the Americas

Wednesday 5:00pm to 7:50pm, York Hall 3050B

Instructor: Maisam Alomar

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Office Hours: Wednesdays 2:30pm - 4:30pm

Course Description:

This course explores the genesis, evolution, and contradictions of racially heterogeneous societies in the Americas, from European conquest to the present. It introduces the concept of race and its relationship to other categories of difference, like gender and sexuality. It challenges the idea that race and racism are U.S.-based concepts by attending to the centrality of race in other regions in the Americas beyond the U.S., and in the relationship between the U.S. and other nation-states. It pays particular attention to the role of chattel slavery and settler colonialism in producing racial hierarchies and concepts that have circulated hemispherically and even globally for centuries. The first unit will focus on setting the terms. The second will take up and analyze theories of the basic differences in racial categorization between the U.S. and other parts of the Americas. The third unit will address the ways that the power imbalance between the U.S. and Latin America shapes racial categorization. In the final week, we will review what we have discussed and address pressing implications for the present day. Because we only have 10 weeks, the course cannot give an exhaustive account of the history of race in every region of the Americas. Still, students should come away with a better understanding of race as a concept, its persistence, circulation, and centrality across the Americas despite differences in the details of its application.

Course Requirements:

Final grades are based on the successful completion of class requirements as weighted below. Students must complete all assignments to pass the course. No late or make-up assignments will be accepted without documentation of an emergency.

Quizzes: Four unannounced quizzes will focus on required readings for the week of the quiz.

Readings and Class Participation:

- For this course to be productive, you must **come to class having completed all readings for the week, and having read them very carefully**. All readings will be made available on TritonEd. Though you are not required to purchase texts for this course, **you are required to bring printed copies of all required readings to class**.
- Participation is based on presence and engagement. This includes class discussions as well as completion of in-class assignments related to readings and lecture material. For full participation credit, in-class assignments must be completed and must reflect careful reading and engagement of the week's assignments.

- Absence will be reflected in the final grade. Because we will only meet once a week, any absence will affect your participation grade unless you have a documented emergency or you are ill.
- Along with the UCSD Principles of Community, the following guidelines are the basis for meaningful discussions.
 - Respect is key. Abusive and harsh language, intimidation, and personal attacks will not be tolerated.
 - All claims or arguments made must be supported by the texts.

Presentation: You will be required to give one 20 minute presentation, in groups or pairs, analyzing the week's readings in relation to a current event or cultural object of your choice. Please avoid summarizing the readings or splitting the readings between various group members.

Final Paper: an analysis of a research topic relevant to the course (7-8 typed pages). Paper must include **at least 3** references from class. Paper must include a bibliography and properly follow conventions of citation and formatting according to MLA, Chicago, or APA style. In week 7, you will submit a final paper proposal for feedback. More information will be provided before the deadline.

Grading & Grade Distribution:

Presentation	15%
Quizzes	30%
Final Paper	25%
Readings and Participation	<u>30%</u>
	100%

Grading focuses on how thoughtfully and insightfully you engage course content, including your ability to understand and articulate arguments made in lecture and in readings. I also expect clear, grammatical writing.

Email Policy:

Send all email from your UCSD account. I will typically respond to your questions within 24 hours. Email is a good way to ask short and/or logistical questions or set up office appointments. If you have questions that require an in-depth answer, please see me during office hours so that I can best address your concerns.

Additional Resources:

- Office for Students with Disabilities (OSD): <http://disabilities.ucsd.edu/about/>
- Counseling and Psychological Services (CAPS): <http://caps.ucsd.edu/>
- Teaching and Learning Commons (Geisel Library): <http://commons.ucsd.edu/students/writing/index.html>

Course Schedule

Unit I: Setting the Terms

Week 1: Race

- Rod Ferguson, "Race" in *Keywords for American Cultural Studies*
- Peter Wade, "Introduction" and "The Meaning of 'Race' and 'Ethnicity'"

Week 2: Slavery

- Stephanie Smallwood, "The Gold Coast and the Atlantic Market in People," in *Saltwater Slavery: A Middle Passage from Africa to American Diaspora*
- Robin Blackburn, "Introduction" in *The Making of New World Slavery*
- Jennifer Morgan, "Women's Sweat: Gender and Agricultural Labor in the Atlantic World"

Week 3: Settler Colonialism

- Lorenzo Veracini, "Introduction: The Settler Colonial Situation"
- Maria Josefina Saldana Portillo, "Introduction - It Remains to Be Seen: Indians in the Landscape of America" in *Indian Given: Racial Geographies Across Mexico and the United States*
- Audra Simpson, "Indigenous Interruptions: Mohawk Nationhood, Citizenship, and the State" in *Mohawk Interruptus: Political Life Across the Borders of Settler States*

Unit II: Theories of Race and Comparative Racism

Week 4: Mestizaje and Latin American Exceptionalism

- Marilyn Miller, "The Cult of Mestizaje" in *Rise and Fall of the Cosmic Race*
- Peter Wade, "Images of Latin American Mestizaje and the Politics of Comparison"
- Monica Figueroa and Emiko Tanaka, "'We Are Not Racists, We Are Mexicans': Privilege, Nationalism and Post-Race Ideology in Mexico"

Week 5: Eugenics and Scientific Racism

- Halford Fairchild, "Scientific Racism: The Cloak of Objectivity"
- Siobhan Somerville, "Scientific Racism and the Emergence of the Homosexual Body"
- Nancy Stepan, "Introduction" and "The New Genetics and the Beginning of Eugenics" in *'The Hour of Eugenics': Race, Gender, and Nation in Latin America*

Week 6: Myth of the (Nonracial) Safe Haven

- Robyn Maynard, *Policing Black Lives* (selections)
- Tianna Paschel and Mark Sawyer, "'We Didn't Cross the Color Line, the Color Line Crossed Us'"

Week 7: DNA Testing and Race in the Present-Day Americas

- Dorothy Roberts, "Redefining Race in Genetic Terms" in *Fatal Invention*

- Peter Wade et al., "Introduction" *Mestizo Genomics: Race Mixture, Nation, and Science in Latin America*
- Alondra Nelson, "Introduction" in *The Social Life of DNA: Race, Reparations, and Reconciliation After the Genome*

Final Paper Proposal Due

Unit III: US - Latin American Relations

Week 8: Secondary Colonialism and US Interventionism

- Cesar Ayala, *Puerto Rico in the American Century*, selections
- Richard Gott, "Castro's Revolution Takes Shape, 1953-1961" and "The Revolution in Power, 1961-1968" in *Cuba: A New History*

Week 9: Neoliberalism

- Melissa Wright, "Necropolitics, Narcopolitics, and Femicide: Gendered Violence on the Mexico-U.S. Border"
- Dominic Corva, "Neoliberal globalization and the war on drugs: Transnationalizing illiberal governance in the Americas"
- Enrique Salvador Rivera, "Reading Neoliberal Anti-blackness in the Dominican Republic's Immigration Policies": <https://nacla.org/news/2014/2/2/reading-neoliberal-anti-blackness-dominican-republic-s-immigration-policies>
- Cornwall et al., "Introduction: Reclaiming Feminism: Gender and Neoliberalism"

Unit IV: Review

Week 10: Present-Day Implications

- Pedro Caban, "Catastrophe and Colonialism": <https://www.jacobinmag.com/2017/12/puerto-rico-hurricane-maria-trump-us-status-history>
- George Ciccariello-Maher, "Black Lives Matter: A Hemispheric Task"
- Mullings, Delores, "Canada the Great White North Where Anti-Black Racism Thrives: Kicking Down the Doors and Exposing Realities"

Final Paper Due Mon March 19

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 at UCSD, please contact Monica Rodriguez, Ethnic Studies Program Advisor, via email at ethnicstudies@ucsd.edu .