

ETHNIC STUDIES 2

Introduction to Ethnic Studies: Circulations of Difference

Professor: Kirstie A. Dorr, kdorr@ucsd.edu

Office Location: Department of Ethnic Studies, SSB 232

Office Hours: Wed./Fri. 11:30am-12:30pm or by appt.

Teaching Assistant	Email	#	Day/Time	Location:
Katherine Steelman	ksteelma@ucsd.edu	A01	M / 8:00a-8:50a	HSS 2152
		A02	M / 9:00a-9:50a	HSS 2152
Hina Shaikh	hishaikh@ucsd.edu	A03	M / 10:00a-10:50a	HSS 2152
		A04	M / 11:00a-11:50a	HSS 2152
India Pierce	ipierce@ucsd.edu	A05	M / 3:00p-3:50p	CENTR 201
		A06	M / 4:00p-4:50p	CENTR 201
Mellissa Linton	mlinton@ucsd.edu	A07	W / 8:00a-8:50a	HSS 2152
		A08	W / 9:00a-9:50a	HSS 2152
Nima Rassooli	nrassool@ucsd.edu	A09	W / 10:00a-10:50a	HSS 2152
		A10	W / 11:00a-11:50a	HSS 2152
Noelle Sepina	nsepina@ucsd.edu	A11	F / 8:00a-8:50a	HSS 2152
		A12	F / 9:00a-9:50a	HSS 2152
Melanie West	mmwest.ucsd.edu	A13	F / 10:00a-10:50a	HSS 2152
		A14	F / 11:00a-11:50a	HSS 2152
Leon Lee	lplee@ucsd.edu	A15	F / 3:00p-3:50p	CENTR 201
		A16	F / 4:00p-4:50p	CENTR 201

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.

Course Objectives

Our common undertaking—the study of historical and contemporary migration processes—promises to be a challenging task. Please note that our goal in this course will not be to memorize or master a series of clear-cut answers; rather, by engaging in lively debate and learning from fellow colleagues, we aim to hone our ability to ask incisive questions while further developing our skills as writers, readers, and critics.

Required Texts

All course readings can be viewed and downloaded via the **TED course website**. Enrolled and waitlisted students can login via the following url: <https://ted.ucsd.edu/webapps/login/>. Exam prompts, lecture slides, and other relevant course materials will also be posted on TED throughout the quarter. If you are new to TED, a brief tutorial can be accessed at: <http://acms.ucsd.edu/students/ted/>.

Accommodations

I 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 me as soon as possible. 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 me and your TA.

Office Hours/Email correspondence

To book an office hours appointment, please refer to my online appointment log at: kirstiedorr.youcanbookme.com. 15 appointments are available each Wednesday and Friday from 11:30am-12:30pm. Please sign up for only one appointment per week. If a scheduling conflict prevents you from attending my regularly scheduled OH, then email me directly to arrange an appointment. During weekdays, I aim respond to all emails within 48 hours; if you have not received a response within that time frame, feel free to resend your message.

Discussion Ethics

This class is intended for students interested in challenging commonly held understandings of race, gender, sexuality, class, and nation. Given the nature of the course there will likely be a wide range of opinions. Ideally the course will prompt you to think for yourself and to raise questions about conventional views and received wisdom. Please engage one another in discussion with respect and consideration. Abusive and harsh language, intimidation, and/or personal attacks will not be tolerated. These norms are reflected in the UCSD Principles of Community that we are all expected to follow (<http://www.vcb.ucsd.edu/principles.htm>).

Below are some group discussion norms that will guide our collective engagement with course materials and themes:

Put theory into practice: praxis

- Assume accountability beyond intentionality
- Reflect on how relations of power and difference structure classroom conversations
- Center queer/feminist/trans/anti-racist analytics

Listen with respect and collegiality

- Avoid presumptions—ask follow up questions
- Listen with intention (put your phone away and turn off FB)

Ask questions with respect and collegiality

- Use course readings and lectures as a point of departure
- Avoid probing questions that violate privacy, prompt discomfort, imply deviance or pathology, etc.

Step up, Step Back

- Share your perspective or concerns in a manner that invites dialogue
- Avoid “we” or “they” statements
- Be aware of how you take up space in the classroom

Classroom Decorum

In a classroom that seats over 400, noise presents a mundane yet problematic issue. Talking--even whispering--with so many people in the room is disruptive to both the lecturer and other students. Class runs

from 1:00-1:50pm; I do my best to start and end on time, and respectfully request that you remain for the entirety of our meeting. Please do not begin to pack up your things before the class is over, as rustling bags and bodies are likewise quite disturbing.

Electronic Devices and Laptops

No Phubbing folks! Out of respect for your instructors and peers, all phones and electronic devices (PDA/iPod/iPad, laptops etc.) must be turned off or set to vibrate in the classroom. Electronic devices, including laptops, must be stowed at all times. If you opt use an electronic device during class you will be warned; additional usage will result in a failing participation grade. If you have a cell phone/PDA/iPod/laptop etc. out during a quiz or exam you will automatically fail the course. If you require an exception to the policy regarding the use of laptops please meet with me to secure approval and plan to sit in one of the front two rows of the classroom.

Discussion Sections

Discussion sections are a crucial part of this course and attendance is mandatory. Please consult your email for specific instructions regarding your first section meeting, and do 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.

Course Requirements

Assignments

Section attendance/participation	20%
Discussion Points	25%
Midterm Exam	25%
Final Exam	30%

Grading Scale

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

- 1) ***Class/Section attendance and participation (20%)***: Class participation and punctual attendance are crucial. Students are expected to finish all reading assigned prior to class. Please be prepared to express your own critical questions and critiques of course materials and to participate actively in class discussion sections. An absence that results from extenuating circumstances will be excused; however, **more than two unexcused absences from lecture or one unexcused absences from section will affect your final grade**. In order to be counted as present you must arrive on time and stay until the conclusion of lecture or section. Please consult your section syllabus for an outline of section requirements and expectations.

- 2) **Weekly Writing Assignment (25%)**: Roughly each week (save exam weeks) a weekly writing assignment related to course themes will be due in section. Please note that **late and/or hand written submissions will not be accepted**. See your discussion section syllabus for more specific instructions.
- 3) **Midterm Exam (25%)**: The midterm exam will be proctored on **Fri., Feb 8th**. This in-class exam will require students to define and discuss five key terms drawn from course concepts and themes. A list of twenty possible terms will be made available to students on the **Friday prior to the exam**.
- 4) **Final Exam (30%)**: The final exam will consist of two parts: **1) a short take-home essay** (approximately 4-5 pages in length) in response to a theoretical question generated from course readings; and **2) an in-class exam** consisting of five identification terms. A list of potential key terms and the essay prompt will be made available on **Wed. 3/9**. Both components of the exam, each worth 15% of your grade, should be handed in to your TA during the class final exam on **Fri. 3/22 (11:30am-2:30pm)**.
- 5) **Grading Policy**: In order to receive a passing grade in the class, students **must complete all course assignments**.

UNIT ONE: Historicizing Race, Migration, and Citizenship in the US: This unit surveys three social systems—settler colonialism, chattel slavery and immigration and citizenship law—to examine how racial meaning and race relations have been shaped over time by processes of land and labor expropriation, colonial settlement, and racial containment.

WEEK ONE: Introduction—Setting the Terms

- Mon. 1/7** **Introduction to Course**
- Wed. 1/9:** **Nakano Glenn, Evelyn.** "Integrating Race and Gender" in Unequal Freedom: How Race and Gender Shaped American Citizenship and Labor. Cambridge, MA: Harvard University Press, 2002 (6-17).
Omi, Michael and Howard Winant. "Racial Formation" (pp. 53-65) in Racial Formation in the United States: From the 1960s-1990s. New York: Routledge, 1994 1st ed. (53-69)
- Fri. 1/11** **Weinbaum, Alys Eve.** "Nation" in Keywords for American Cultural Studies, Bruce Burgett and Glenn Hendler eds. New York: NYU Press, 2007.
Omi, Michael and Howard Winant. "Racial Formation" (pp. 65-75) in Racial Formation in the United States: From the 1960s-1990s.

WEEK TWO: Settler Colonialism

- Mon. 1/14** **Dunbar-Ortiz, Roxanne.** "Stop Saying This Is a Nation of Immigrants!" in *MR Online*, <https://mronline.org/2006/05/29/stop-saying-this-is-a-nation-of-i...>
Veracini, Lorenzo. "Introduction: The Settler Colonial Situation" in Settler Colonialism: A Theoretical Overview. New York: Palgrave Macmillan, 2010.
- Wed. 1/16** **Wolfe, Patrick.** "After the Frontier: Separation and Absorption in US Indian Policy" in Settler Colonial Studies Vol. 1(1) 2011.
- Fri. 1/18** **Andrea Smith.** "Better Dead than Pregnant" in Conquest: Sexual Violence and American Indian Genocide. Cambridge, MA: South End Press, 2005.

WEEK THREE: The Middle Passage and Chattel Slavery

- Mon. 1/21** ***Martin Luther King, Jr. Holiday***
- Wed. 1/23** **Smallwood, Stephanie E.** "Turning African Captives into Atlantic Commodities" in Saltwater Slavery: A Middle Passage from Africa to the American Diaspora. Cambridge: Harvard University Press, 2007.
- Fri. 1/25** **Johnson, Walter.** "Making a World Out of Slaves" in Soul by Soul: Life Inside the Antebellum Slave Market. Cambridge: Harvard University Press, 2001.

WEEK FOUR: Immigration and Citizenship Law Part One

Mon. 1/28 **Nakano Glenn, Evelyn.** "Citizenship: Universalism and Exclusion" in Unequal Freedom: How Race and Gender Shaped American Citizenship and Labor. Cambridge, MA: Harvard University Press, 2002 (18-55).

Wed. 1/30 **Haney Lopez, Ian.** "White Lines" in White By Law: The Legal Construction of Race. New York: NYU Press, 1996 (1-36.)

Fri. 2/1 **Haney Lopez, Ian.** "Racial Restrictions in the Law of Citizenship" in White By Law: The Legal Construction of Race. New York: NYU Press, 1996 (37-47).

Film: *Race: the Power of an Illusion, Part 3—The House We Live In*

WEEK FIVE: Immigration and Citizenship Law Part Two

Mon. 2/4 **Ngai, Mae.** "The Johnson-Reed Act of 1924 and the Reconstruction of Race in Immigration Law" in Impossible Subjects: Illegal Aliens and the Making of Modern America. Princeton, NJ: Princeton University Press, 2004.

Wed. 2/6 **Somerville, Siobhan B.** "Sexual Aliens and the Racialized State: A Queer Reading of the 1952 U.S. Immigration and Nationality Act," Queer Migrations: Sexuality, U.S. Citizenship, and Border Crossings, edited by Eithne Luibhéid and Lionel Cantú. Minneapolis: University of Minnesota Press, 2005.

Fri. 2/8 **Midterm Exam**

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 neoliberalism; and contemporary US immigration policy.

WEEK SIX: "We Are Here Because You Were There:" Militarization at Home and Abroad

Mon. 2/11 **Imada, Adria.** "The Troupes Meet the Troupes" in Aloha America: Hula Circuits through the U.S. Empire. Durham, NC: Duke University Press, 2012.

Wed. 2/13 **Espiritu, Yen Le.** "Militarized Refuge(es)" in Body Counts: The Vietnam War and Militarized Refugees. Berkeley: University of California Press, 2014
***Guest Lecture: Yen Le Espiritu**

Fri. 2/15 **Abdi, Cawo M.** "The Newest African-Americans?: Somali Struggles for Belonging" in Bildhaan: An International Journal of Somali Studies: Vol. 11, Article 12.
"Going back to the land" in The San Diego Union-Tribune. Dec. 27, 2009.
<https://www.sandiegouniontribune.com/sdut-going-back-land-2009dec27-htmlstory.html>

WEEK SEVEN: Globalization and Labor Circulations

Mon. 2/18 **President's Day Holiday**

- Wed. 2/20** **Lewellen, Ted C.** "Slouching Toward Globalization" in *The Anthropology of Globalization: Cultural Anthropology Enters the 21st Century*. Westport, Conn.: Bergin & Garvey, 2002.
- Lowe, Lisa.** "Globalization" in *Keywords for American Cultural Studies*, Bruce Burgett and Glenn Hendler eds. (New York: NYU Press, 2007).
- Fri. 2/22** **Chang, Grace.** "Global Exchange: The World Bank, 'Welfare Reform,' and the Trade in Migrant Women" in *Disposable Domestics*. Boston: South End Press, 2000

WEEK EIGHT: The Southern Border

- Mon. 2/25** **Schmidt Camacho, Alicia** "Ciudadana X: Gender Violence and the Denationalization of Women's Rights in Ciudad Juárez, Mexico" *The New Centennial Review* 5.1 (2005) 255-292.
- Wed. 2/27** **Gaspar de Alba, Alicia.** "The Maquiladora Murders, 1993-2003," in *Aztlan: A Journal of Chicano Studies*, Vol. 28, No. 2, Fall 2003: 1-17.
- Manny Fernandez and Mitchell Ferman,** "Unraveling the Mystery of a 12- Day Killing Spree at the Border" in *The New York Times*,
<https://www.nytimes.com/2018/09/18/us/texas-laredo-border-patrol-serial-killer.html>
- Fri. 3/1** **Film Screening: Maquilapolis**

WEEK NINE: Trafficking Bodies and Body Parts

- Mon. 3/4** **Luibheid, Eithne.** "Rape, Asylum, and the U.S. Border Patrol" in *Entry Denied: Controlling Sexuality at the Border*. Minneapolis and London: University of Minnesota Press, 2002.
- Wed. 3/6** **Scheper-Hughes, Nancy.** "The Global Traffic in Human Organs" in *Current Anthropology* Volume 41, Number 2, April 2000
- Fri. 3/8** **Vora, Kalindi.** "Indian Transnational Surrogacy and the Commodification of Vital Energy" in *Subjectivity* (2009) 28, 266–278.

WEEK TEN: Islamophobia and the War on Terror

- Mon. 3/11** **Abu-Lughod, Lila.** "Do Muslim Women Really Need Saving?" in *American Anthropologist*; Sep 2002; 104, 3; Research Library Core, pg. 783.
- Wed. 3/13** **Rana, Junaid.** "The Story of Islamophobia" in *Souls* Volume 9, Number 2, April 2007, pp. 148-161(14)
- Bayoumi, Moustafa.** "The Muslim ban ruling legitimates Trump's bigotry" in *The Guardian*, <https://www.theguardian.com/commentisfree/2018/jun/27/muslim-ban-ruling-trumps-bigotry>

Fri. 3/15

WRAP UP

Fri. 3/22

11:30-2:30pm FINAL EXAM