

2^{ethn} – Winter 2021

CIRCULATIONS OF DIFFERENCE

Introduction to Ethnic Studies



Artist: Maya Lê Espiritu

Prof. YẾN Lê Espiritu

Office hours: Wed 1-3 p & by appointment

Join URL: <https://ucsd.zoom.us/j/92185022713>

yespiritu@ucsd.edu

Teaching Assistants and Discussion Sections

Burgundy Fletcher	Wed 9a (A1) and 10a (A3)
Camila Gavin	Fri 9a (A8) and 10a (A10)
Rochelle Mcfee	Fri 11a (A11) and 3p (A13)
Nima Rassooli	Fri 3p (A14) and 4p (A16)
Daniel Rios	Wed 9a (A2) and 11a (A5); Fri 9a (A7)
Hina Shaikh	Wed 10a (A4) and 11a (A6); Fri 10a (A9)
Muhammad Yousuf	Fri 11a (A12) and 4p (A15)

bjfletcher@ucsd.edu
cgavin@ucsd.edu
rmcfee@ucsd.edu
nrassool@ucsd.edu
darios@ucsd.edu
hishaikh@ucsd.edu
syousuf@ucsd.edu

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 Canvas.

Structure of Asynchronous “Lectures”

There will be *no* synchronous lectures for this course. To accommodate different learning styles and preferences, the “lectures” will be a module of three learning activities that I provide for each week:

- **Read** something: lecture notes posted by me summarizing main points of the week’s readings—4 to 5 pages. Posted by Monday class time each week.
- **Listen** to something: a published short podcast or an audio lecture that I have recorded—15 to 20 minutes. Posted by Wednesday class time each week.
- **Watch** something: a published short video or a video lecture that I have recorded—15 to 20 minutes. Posted by Friday class time each week.

Structure of Synchronous Discussion Sections

Discussion sections will be *synchronous* (live and virtual); and attendance is *required*. It is important that you attend the section in which you are registered 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 and generosity. Do consult your section syllabus for additional information regarding expectations and requirements.

Note on Online Participation: If you are in a time zone where you cannot attend the synchronous discussion sections, please inform your TA immediately. Indicate which of the following options you plan to do:

- watch the recorded discussion section and respond to the discussion via online discussion board in a post of around 250 words.
- attend office hours with your section instructor to share your responses to the live/synchronous discussions that you have viewed as a recording.

Required Texts

Some course readings can be accessed via hyperlinks on the syllabus; the rest of the readings can be viewed and downloaded via Canvas. Other relevant course materials will also be posted on Canvas throughout the quarter.

Course requirements

Assignments	Grading Scale			
Discussion section participation – 20%	94-100	A	73-75	C
"Immigration Law" Assignment – 25 %	90-93	A-	70-72	C-
Infographic Assignment – 25%	86-89	B+	66-69	D+
Final Project – 30%	83-85	B	63-65	D
	80-82	B-	60-63	D-
	76-79	C+	0-60	F

"Immigration Law" Assignment – Due date: Jan. 29 (Week 4). Instructions will be posted on Canvas

Infographic Assignment – Due date: Feb 26 (Week 8). Instructions will be posted on Canvas

Final Project: Video Reflections – Friday March 19 (Finals Week) at 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 Policy on Integrity of Scholarship](#).

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.

Accommodations

I am committed to creating a course that is inclusive in its instruction and design. If there are aspects of the instruction or design of this course that result in barriers to your inclusion or to accurate assessment of your achievement, please notify me immediately. 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.

Unit 1 – Ethnic Studies: “Wake Work”

Week 1 – Jan 4, 6 & 8 | 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

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 11, 13 & 15 | “Operation Gatekeeping”: The Production of Illegality

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 20 & 22 | “Fictive Kinship”: Controlling Sexuality at the Border

January 18, Martin Luther King Jr. Holiday.

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.

Unit 3 – Border Crossers: Colonialism, Empire and Militarism

Week 4 – Jan 25, 27 & 29 | US Colonialism and “Return” Migration

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.

Ismael García-Colón. “Introduction.” In *Colonial Migrants at the Heart of Empire: Puerto Rican Workers on U.S. Farms*. UC Press, 2020.

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.

Week 5 – Feb. 1, 3 & 5 | Globalization and Imperialism

Suketu Mehta. “[“Why Should Immigrants 'Respect Our Borders'? The West Never Respected Theirs.”](#) *New York Times* June 7, 2019.

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.

Week 6 – Feb 8, 10 & 12 – 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.

Keith L. Camacho and Laurel A. Monnig. “Uncomfortable Fatigues: Chamorro Soldiers, Gendered Identities, and the Question of Decolonization in Guam.” Ch. 7 in *Militarized Currents: Toward a Decolonized Future in Asia and the Pacific*. University of Minnesota Press, 2010.

Cecilia Menjívar and Néstor Rodríguez. “State Terror in the U.S.-Latin American Interstate Regime.” Ch. 1 in *When States Kill: Latin America, the U.S., and Technologies of Terror*, edited by Cecilia Menjívar and Néstor Rodríguez. University of Texas Press, 2005

Week 7 – Feb 17 & 19 | U.S. Militarism and Militarized Refugees

February 15 – Presidents' Day Holiday

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.

Jesse Mills. "Somali Social Justice Struggle in the U.S.: A Historical Context." *Race, Gender & Class* (2012) Vol. 19, No. 3/4, pp. 52-74.

Unit 4 – Boundaries Crossers: Solidarities and Possibilities

Week 8 – Feb. 22, 24 & 26 | South-South Solidarity: The Rising Tide of Color

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

Saunders Redding. "The Meaning of Bandung." *The American Scholar* Vol. 25, No. 4 (Autumn, 1956): pp. 411-420.

Jen Kirby. "[Black Lives Matter" Has Become a Global Rallying Cry Against Racism and Police Brutality.](#)" Vox Jun 12, 2020.

Week 9 – March 1, 7 & 9 | Youth Activism: Cross-Racial & Anti-Imperial

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

Sunaina Maria. "More Delicate than a Flower, Yet Harder than a Rock: Human Rights and Humanitarianism in Af-Pak." Ch. 4 in *The 9/11 Generation: Youth, Rights, and Solidarity in the War on Terror*. NYU Press, 2016.

Loubna Outami, "[Moving Beyond the Apartheid Analogy in Palestine and South Africa,](#)" *Middle East Report Online*, February 03, 2020.

Week 10 – March 8, 10 & 12 | Feminist Refugee Epistemology

Yen Le Espiritu and Lan Duong. "Feminist Refugee Epistemology: Reading Displacement in Vietnamese and Syrian Refugee Art." *Signs: Journal of Women in Culture and Society*, special issue "Displacement," vol. 43, no. 3, 2018.

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 Minorin 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 Rodriquez, Ethnic Studies Undergraduate Program Advisor
ethnicstudies@ucsd.edu or visit www.ethnicstudies.ucsd.edu