

# ETHN 2R: Circulations of Difference:

## Introduction to Ethnic Studies

### Winter 2023

Professor: Christopher Perreira (he/him)  
 Email: [chperreira@ucsd.edu](mailto:chperreira@ucsd.edu)  
 Remote Class: MWF 1-1:50pm  
 Zoom Office Hours: Wed 2-4pm or by appt  
<https://calendly.com/cperreira-ucsd>

| Section | TA                    | Day/Time/Contact  |
|---------|-----------------------|---|
| A01     | Cheron Laughing       | WED 9:00-9:50am - email: <a href="mailto:claughin@ucsd.edu">claughin@ucsd.edu</a>   |
| A02     | Cheron Laughing       | WED 10:00-10:50am - email: <a href="mailto:claughin@ucsd.edu">claughin@ucsd.edu</a> |
| A03     | Naaila Mohammed       | WED 10:00-10:50am - email: <a href="mailto:namohamm@ucsd.edu">namohamm@ucsd.edu</a> |
| A04     | Naaila Mohammed       | WED 11:00-11:50am - email: <a href="mailto:namohamm@ucsd.edu">namohamm@ucsd.edu</a> |
| A05     | Katherine Steelman    | WED 11:00-11:50am - email: <a href="mailto:ksteelma@ucsd.edu">ksteelma@ucsd.edu</a> |
| A06     | Katherine Steelman    | WED 12:00-12:50pm - email: <a href="mailto:ksteelma@ucsd.edu">ksteelma@ucsd.edu</a> |
| A07     | Sierra Sims           | WED 12:00-12:50pm - email: <a href="mailto:ssims@ucsd.edu">ssims@ucsd.edu</a>       |
| A08     | Sierra Sims           | WED 2:00-2:50pm - email: <a href="mailto:ssims@ucsd.edu">ssims@ucsd.edu</a>         |
| A09     | Cecilia Frescas-Ortiz | FRI 10:00-10:50am - email: <a href="mailto:cfrescas@ucsd.edu">cfrescas@ucsd.edu</a> |
| A10     | Andrea Gaspar         | FRI 10:00-10:50am - email: <a href="mailto:adgaspar@ucsd.edu">adgaspar@ucsd.edu</a> |
| A11     | Andrea Gaspar         | FRI 11:00-11:50am - email: <a href="mailto:adgaspar@ucsd.edu">adgaspar@ucsd.edu</a> |
| A12     | Gus Meuschke          | FRI 11:00-11:50am - email: <a href="mailto:gmeuschk@ucsd.edu">gmeuschk@ucsd.edu</a> |
| A13     | Gus Meuschke          | FRI 12:00-12:50pm - email: <a href="mailto:gmeuschk@ucsd.edu">gmeuschk@ucsd.edu</a> |
| A14     | Cecilia Frescas-Ortiz | FRI 2:00-2:50pm - email: <a href="mailto:cfrescas@ucsd.edu">cfrescas@ucsd.edu</a>   |
| A15     | Amira Noeuv           | FRI 3:00-3:50pm - email: <a href="mailto:amnoeuv@ucsd.edu">amnoeuv@ucsd.edu</a>     |
| A16     | Amira Noeuv           | FRI 4:00-4:50pm - email: <a href="mailto:amnoeuv@ucsd.edu">amnoeuv@ucsd.edu</a>     |

### Course Description

Part of a year-long introduction to the Ethnic Studies major, this course examines how racial formation in the United States has been shaped by inter-regional and transnational migration and the circulation of commodities, knowledges, bodies, and culture. Course readings and class discussions will think across ideas and examples to 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 and will be kept updated and posted on the course website on Canvas.

### Course Objectives

One of the larger goals of this introductory series is to critically explore major topics and concepts in Ethnic Studies. This class, in particular, considers how social, political, and economic relations in the United States impact and shape life and movement in real and material ways. Rather than memorizing or mastering a series of clear-cut answers to complex questions and problems, we

instead engage in lively discussion and learning with and from each other. Collectively, we strive to create spaces of nuance and creativity that are considered valuable and generative qualities to foster, while also honing our ability to ask incisive questions as writers, readers, and critics.

### Required Texts

All required readings for this class will be available through our course Canvas. Please be sure to access those ahead of time in case you run into any technical issues and need assistance.

### Asynchronous Classes

ETHN 2R will be held remote via Zoom and Canvas. There will be no synchronous (live) lectures during the quarter. Instead, on each class day (MWF) at 1pm I will make lectures and other resources available for you to watch, listen to, and read. In some cases, I will provide short lectures, podcasts, audio discussions, recorded webinars, and other media to view or listen to. In other cases, I will post my summary or synopsis of an assigned text, which, for example, situates or contextualizes its research, methods, main points, arguments, and key concepts within the context of our class. Since remote learning can take many forms, I will do my best to engage the materials in a variety of ways and accommodate an array of learning styles. Most written materials created by me will be made up of fewer than five pages. Recorded materials will rarely go over 20 minutes.

### Synchronous Discussion Sections

Discussion sections will be synchronous (live and virtual) on either Wednesday or Friday (see above section schedule). Your attendance throughout the quarter is required and you should aim to complete reading assignments prior to section. Whenever possible, try to have the readings and reading notes nearby to help the whole group easily locate key concepts and passages. All those present in section should strive to create a collegial environment--one that encourages respectful exchange and intellectual growth. Among other things, this means treating others' ideas, perspectives, study, and work with seriousness, thoughtfulness, and generosity. Please consult your specific section syllabus for additional information regarding expectations and requirements.

### Required Texts

Students can access course readings and links via Canvas under each week's module. I will add resources relevant to the course throughout the quarter. Be sure to check Canvas at the beginning of each week for updates and access/download readings well in advance of lectures and section.

| Assignments/Exams                  | Grading Scale |    |       |    |
|------------------------------------|---------------|----|-------|----|
| Lecture/Section Participation: 25% | 94-100        | A  | 73-75 | C  |
| Reading Response Posts (8): 20%    | 90-93         | A- | 70-72 | C- |
| Midterm: 25%                       | 86-89         | B+ | 66-69 | D+ |
| Pre-Final Assignment: 5%           | 83-85         | B  | 63-65 | D  |
| Final Project & Reflection: 25%    | 80-82         | B- | 60-63 | D- |
|                                    | 76-79         | C+ | 0-60  | F  |

## **Grading Matters**

### Lecture/Section Participation (25%)

Discussion section and lectures are major parts of this course, so please attend and engage in ways that demonstrate your commitments to the class. Be sure to join section on time and actively participate by being prepared to share your ideas and interpretations of texts, raise questions for others to comment on, point to passages and page numbers. Lively discussion about a common text can be a joyful experience; so can silence, but usually not in a *discussion* section!

ETHN 2R assignments should be submitted according to your TAs guidelines. Those assignments include 8 reading responses, a midterm, a pre-final assignment, and a final project and reflection. To receive a passing grade for this class students must also complete and earn a passing grade in all assignments in your discussion section. For the P/NP option, a “Pass” requires the equivalent letter grade of C- or above.

Note: We continue to be impacted by COVID-19 in immeasurable ways. If you need to miss section due to illness, please contact your TA as soon as possible. An absence from discussion section due to such a situation will be excused; however, more than one unexcused absence from section may lower your final grade.

### Reading Response Posts (20%)

Each week (except for Weeks 1 and 5), students respond to a set of reading questions available in Canvas after having finished the assigned readings. Post your reading question responses by the deadline set for your discussion section; late submissions will not ordinarily be accepted (see late work policy below). Your TA will use the reading responses to help inform discussion activities in section. Students must complete a total of eight responses over the quarter, each counting for 2.5% of the overall grade.

### Midterm (25%)

The midterm will consist of short-answer essays taken on Canvas during our regular class time (1-1:50pm) at the end of Week 5 (Friday, February 10, 2023). The prompts for these short essays will focus on key terms discussed over the first half of the quarter. More information about the format and the review options is forthcoming.

### Pre-Final Assignment (5%)

The pre-final assignment is focused on preparation work that will support your final project and reflection. More information about this will be made available during Week 6.

### Final Project & Reflection: (25%)

Your final exam will consist of choosing one of several related prompts, each allowing for additional exploration and examination of the central topics of our course. Prompts will include research-focused and creative possibilities. More information about the form and content will be available during Week 6.

## **Policies, Procedures, and Resources**

The syllabus is subject to change at the discretion of the instructor.

Classroom Ethics: This class is intended for students interested in challenging commonly held understandings of race, gender, sexuality, nation, caste, and class. By the very nature of the course topic, there will likely be a wide range of opinions as you read and engage the assigned materials. Please keep in mind that several of our texts are engaged in difficult topics which may impact each of you differently. You are responsible for helping to establish a good classroom environment, one that will stimulate you to think for yourself and raise questions about conventional views and received wisdom. Please keep in mind that we also engage each other in a respectful and considerate discussion in the in-person or virtual classroom. Derogatory language, intimidation, and personal attacks will not be tolerated. Many of these ground rules are reflected in the UCSD Principles of Community to which each of us is expected to adhere. (<https://ucsd.edu/explore/about/principles.html>).

COVID-19 pandemic: I invite you to communicate with me if you encounter difficulties with our class, especially to discuss alternatives related to coursework due to pandemic- and remote learning related questions. For UCSD campus resources, additional information is available at <https://returntolearn.ucsd.edu/info-for/students/index.html> and at <https://vcsa.ucsd.edu/news/covid-19/index.html>.

Accommodations for Students with Disabilities: The Office for Students with Disabilities (<https://osd.ucsd.edu/>) coordinates appropriate accommodations for eligible students. OSD is located in University Center 202 and can be reached by phone at 858-534-4382 and by email at [osd@ucsd.edu](mailto:osd@ucsd.edu). I am available to discuss academic accommodations that may be required for students with disabilities – please be in communication with me as early as possible in the quarter.

Writing Support: In addition to writing support from your TAs and myself, additional assistance may be available through the Writing and Critical Expression Hub (<https://writinghub.ucsd.edu/>) and the OASIS Language Arts Tutorial Program (<https://oasis.ucsd.edu/academic-services/lats-folder/index.html>).

Basic Needs: Any student who has difficulty accessing sufficient food, or who lacks a safe and stable place to live and believes this may affect their performance in this course, is encouraged to contact [foodpantry@ucsd.edu](mailto:foodpantry@ucsd.edu) and [basicneeds@ucsd.edu](mailto:basicneeds@ucsd.edu). Additional information on food security, housing resources, and financial wellness can be found at <https://basicneeds.ucsd.edu/>.

Counseling and Psychological Services (CAPS): CAPS (<https://caps.ucsd.edu/>) provides services such as confidential counseling and consultations for psychiatric services and mental health programming.

Undocumented Student Services: The Undocumented Student Services Center (<https://uss.ucsd.edu/>) provides programs committed to serving undocumented students at UC San Diego through a holistic approach that encompasses personal guidance, immigration legal services, community building, partnerships, and referrals.

Audio/Visual Recordings in UCSD Learning Spaces: No audio or visual recording is permitted without the *written approval* of the instructor and all others who may appear in the recording. Any recordings, should approval be granted, are for personal use for studying purposes only.

Late Work: Make-up exams, or extensions for exams or papers, or credit for work turned in after a deadline, will only be given to students with a documented personal, medical, or family emergency. It is your responsibility to notify your TA and provide documentation to obtain an excused absence or late assignment. In-class activities cannot be made up. Talk to your TA and/or your professor if you are experiencing difficulties completing assignments.

### **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: Mónica Rodríguez, Ethnic Studies Undergraduate Program Advisor at [ethnicstudies@ucsd.edu](mailto:ethnicstudies@ucsd.edu) or visit [www.ethnicstudies.ucsd.edu](http://www.ethnicstudies.ucsd.edu).

## ETHN 2R Winter 2023 Course Calendar

### Week One: Circulations of Difference - Introduction to Ethnic Studies

January 9, 11, 13

**Readings:** Ruth Wilson Gilmore, "What Is to Be Done?" *American Quarterly*, June 2011, Vol. 63, No. 2 (June 2011), pp. 245-265

### Week Two: Methods and Tensions

January 18, 20 (Jan. 16: Martin Luther King, Jr. Holiday - no class)

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

**Reading:** Saidiya Hartman. "A Note on Method" and "The Terrible Beauty of the Slum," *Wayward Lives, Beautiful Experiments: Intimate Histories of Riotous Black Girls, Troublesome Women, and Queer Radicals*. W.W. Norton, 2019

### Week Three: Containment and Illegality

January 23, 25, 27

**Reading:** Christen Sasaki. "Introduction," in *Pacific Confluence: Fighting over the Nation in Nineteenth-Century Hawai'i*, Berkeley: University of California Press, 2022. 1-24

**Reading:** Mae Ngai. "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 University Press, 2004. 21-55

**Reading:** Cecilia Menjívar. "Illegality," in *Keywords for Latina/o Studies*. Mirabal, Nancy Raquel, Fountain-Stokes, Lawrence La, Vargas, Deborah R. eds. NYU Press, 2017. 93-96

**Film:** *The Infiltrators* (2019), dir. Ibarra & Rivera

**Art:** Julio Salgado, "undocumented, unafraid and unapologetic"

### Week Four: Geographies of Race

January 30, February 1, 2

**Midterm details provided in Lecture and in Section during Week 4**

**Reading:** Laura Pulido, "Geographies of Race and Ethnicity III: Settler Colonialism and Nonnative People of Color," in *Critical Dialogues in Latinx Studies: A Reader*. Ana Y. Ramos-Zayas and Merida M. Rúa, eds. NYU Press, 2021. 51-63

**Reading:** Paul Joseph López Oro, “Refashioning Afro-Latinidad: Garifuna New Yorkers in Diaspora,” in *Critical Dialogues in Latinx Studies: A Reader*, Ana Y. Ramos-Zayas and Merida M. Rúa, eds. NYU Press, 2021. 223-238

**Midterm:** Key Terms and Guidelines

### **Week Five: Midterm and Review**

February 6, 8, 10

**Midterm via Canvas on February 10, 2023**

### **Week Six: Defining Globalization**

February 13, 15, 17

Guest Lecture by Professor Curtis Marez: Defining Globalization, Free Trade Zones, and Representing Globalization

**Reading:** Lisa Lowe, “Globalization” in *Keywords for American Cultural Studies*. Bruce Burgett and Glenn Hendler, eds. NYU Press, 2014. 119-122

**Film:** *Manufacturing Landscapes* (2006), dir. Baichwal

### **Week Seven: Revolutionary Feminisms**

February 22, 24 (Feb. 20: President’s Holiday - no class)

**Reading:** Leanne Betasamosake Simpson and Ruth Wilson Gilmore interviews from *Revolutionary Feminisms: Conversations on Collective Action and Radical Thought*. Brenna Bhandar and Rafeef Ziadah, eds. Verso, 2022

**Music:** Leanne Betasamosake Simpson, “I Pity the Country”

### **Week Eight: Critical Refugee Studies**

February 27, March 1, 3

**Reading:** “Prologue: A Letter to Our Communities” and “Introduction” to *Departures: An Introduction to Critical Refugee Studies*, Espiritu, Yen Le, Duong, Lan, et al. eds. University of California Press, 2022.

**Webinar:** Departures: Book Talk with Critical Refugees Studies Collective

### **Week Nine: The University and the Circulation Difference**

March 6, 8, 10

**Reading:** Curtis Marez, “Introduction: University Babylon, the Campus Tour,” in *University Babylon: Film and Race Politics on Campus*. University of California Press, 2019. 1-29.

**Webinar:** “A Talk with Moya Bailey”

**Pre-Final Assignment due via Canvas on March 10, 2023**

**Week Ten: Visual Politics of Yolanda López**

March 13, 15, 17

**Optional Reading:** Yolanda López, “Artist Statement”

**Finals Week:**

Final Projects due at the course designated Finals date