

2Ethn – Winter 2024

CIRCULATIONS OF DIFFERENCE

Introduction to Ethnic Studies

Instructor:

Dr. Christen Sasaki (she/her/hers/they/them)

Email: csasaki@ucsd.edu – Be sure to allow 48 hours for a response.

Office hours: Thursday, 1-2pm PT and by appointment

Schedule your office hour appointment via the Calendar function on Canvas.

Students are advised to retain a copy of this syllabus in their personal files for use when applying for certification, licensure, or transfer credit.

Teaching Assistants:

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Course Description

This course is part of a year-long introduction to the Ethnic Studies major. It examines how our world 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. Our common undertaking – of exploring the historical and contemporary processes of migration and circulation—promises to be a challenging task. Please note that the goal in this course is not simply memorize or master a series of clear cut answers; but rather, to hone your ability to think critically about the world we live in and ask incisive questions, while further developing your skills as a writer and reader.

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

Required Texts

This is a “zero-cost course materials” class. Some course readings can be accessed via hyperlinks on the syllabus; the rest of the readings can be viewed and downloaded via Canvas. Any films or other media are viewed as texts and should be treated as such.

Course Requirements:

Assignments/Exams	Grading Scale			
TA section participation: 30%	94-100	A	73-75	C
Reading Quizzes (4) – 15%	90-93	A-	70-72	C-
Discussion Posts (2) – 5%	86-89	B+	66-69	D+
“Immigration/Naturalization Law” Assignment – 25%	83-85	B	63-65	D
Final Reflection Project– 25%	80-82	B-	60-63	D-
	76-79	C+	0-60	F

**** 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.

Due Dates/Times (All times posted are in Pacific Time/Pacific Standard Time)

Reading Quizzes: Saturdays, by 11:59pm PT

Discussion Posts: Fridays, by 11:59pm PT

“Immigration Law” Assignment: Saturday, Feb 24 by 11:59pm PT (Week 7)

Final Project: Video Reflections: Monday, March 18 by 5pm PT (Finals Week)

TA section participation (live via Zoom) (30%):

You are assigned to a specific TA section. Your TA sections are remote via Zoom and will be held synchronously (live). TA section attendance is required. It is important that you attend the section in which you are registered throughout the duration of the course. Attending a section that you are not assigned to will result in 0% participation for that week. 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 our Canvas site for additional information regarding expectations and requirements.

Discussion Posts (5%):

Over the course of the quarter all students will be tasked with responding to 2 discussion questions. Your formal written responses will be fairly brief (250 words). Late posts/responses will not be accepted.

4 Online Reading Quizzes: 5 questions, Timed at 60 minutes (15%):

You will be given 4 online reading quizzes that will be based on readings and course material. They are designed to test your comprehension of assigned readings and help you review major course concepts as the class progresses. There are no trick questions. All quizzes are timed at 60 minutes/1 hour and are open book. They will consist of 5 multiple choice/true-false/fill in the blank questions. Make sure to pay attention to the dates/times that each quiz opens and closes and have a secure internet connection when taking the quiz. I suggest taking a photo of your submission page. There are no make-ups or do-overs because your lowest grade is automatically dropped. I will only count your 3 highest quiz scores.

Immigration/Naturalization Law Critical Analysis Paper (25%):

U.S. immigration and naturalization laws have played an important role in the production of an “American” identity and nation-state that is premised on **racial, sexual, gender, and/or class hierarchies**. For this 750 word assignment, you will select **one** law from a list that will be provided and **analyze** how it 1) relies on racial, ethnic, gender, sexual, and/or class categories to regulate immigration admission and exclusion, and 2) produces a national “American” identity. In other words, how does this law define what is “American” and what constitutes the U.S. nation-state? Your paper should also briefly describe the historical context in which the law was passed. For more information, see paper instructions.

Policy on late immigration assignment: Late papers will be docked 1/3 of grade for every day late, up to one week past due. After one week, I will not accept your papers.

Video Reflection Essay (25%):

This video reflection essay assignment asks you to produce a retrospective analysis of **at least two** (not more than four) key concepts that you have learned from the course and their implications. Please make specific references to course readings, lectures, podcasts or videos/films when discussing your concepts. You will upload your final video to the link on our Canvas site. Your TA will provide specific instructions regarding recording medium and upload closer to the due date.

The video should address the following in order:

- 1) Self-introduction. Please introduce yourself in terms that are relevant to the themes discussed in class.
- 2) Identify **at least two** (not more than four) important concepts, theories, or ideas that you learned while taking this class. Or put it differently, what were your “Aha” moments during the quarter?
- 3) Describe the concepts and explain why do you believe that these concepts, theories, or ideas are important.
- 4) How has your thinking changed as a result of these concepts, theories, or ideas?
- 5) How will you apply this new knowledge to your life, major, or career?

Specifications

- Video length: 5-7 minutes.
- Complete a written outline or script for your video and practice to stay within the allotted time. You must submit this outline along with your video. (The outline should follow the 5 points listed above).
- Your video essay should be first person in voice and self-reflective in tone.
- You may include images and sounds to enhance your video, but they are not required. If you don’t want to record yourself in the video, you may substitute a different image. Interesting narratives draw people in so be sure to invest time in planning your video!

****You do not need to create a “professional-grade” video.** Recording on your smart phone or laptop camera is perfectly fine. Please check in with your TA about what medium they prefer for recording. If you are not able to access video recording technology, you can turn in a written version. The written reflection essay will be a formal 6 page paper (1,500 words) that should address all points listed above for the video version. Your paper should include an introductory paragraph that

identifies the two important concepts, theories, or ideas that you learned. Your paper must also include two images that you feel represent these concepts, theories, or ideas in the present.

**** The TAs and I understand that these are difficult times for all.** If you have a personal issue that you need to discuss that impacts your ability to succeed in this class, you are welcome and encouraged to visit my scheduled office hours and/or your TAs office hours so that we can find a workable solution. If you have a scheduling conflict, I will work with you to arrange a time to meet. Please do not wait until the end of the course to inform me or your TA of a significant problem as this will make it very difficult to address. We are much more likely to be able to address any issue if you come to us as soon as possible.

Office Hours:

Unless otherwise noted, I will hold online office hours every Thursday from 1 – 2 pm PT via Zoom. Please use the calendar function in your calendar side bar to reserve an appointment time with me by the night before office hours (WEDNESDAY) at 8pm PT. Please do not sign up for more than one time slot at a time. I will send you a zoom link and confirm our meeting time. If you can't make this time please email me and I will work with you to find another time to meet.

General Questions:

If you have a general question about the assignments or readings, please post to the Q&A discussion board in the first class module on our Canvas site. Questions will be answered by a member of our teaching team and information will be made available for the whole class.

Academic Honesty and Honor Code

None of us want to spend our time navigating the university's academic misconduct processes or the consequences of academic misconduct hearings and penalties. More importantly, you have to invest the intellectual energy in the coursework to benefit from it and be a contributing member of the learning community. Our experiences as a learning community are enhanced if all of us can cultivate authentic relationships built on trust. For these reasons, please follow the university honor code.

All members of the university community are expected to assume the responsibility of observing certain ethical goals and values as they relate to academic integrity. Essential to the fundamental purpose of the University is the commitment to the principles of truth and honesty. This Honor Code is designed so that responsibility for upholding these principles lies with the individual as well as the entire community.

The purpose of this Honor Code is to foster and advance an environment of ethical conduct in the academic community of the University. Through an atmosphere of mutual respect, we enhance the value of our education and bring forth a higher standard of academic excellence. No member of the University community, including students, faculty, staff and administrators, shall act in any way that could reasonably be construed as an intentional misrepresentation or deception in academic or professional matters. For the university academic integrity policy, please see the following: <https://academicintegrity.ucsd.edu/excel-integrity/index.html> and <https://senate.ucsd.edu/Operating-Procedures/Senate-Manual/Appendices/2>

Academic misconduct is not supported and can result in serious negative consequences. Academic misconduct includes, but is not necessarily limited to the following:

- **Plagiarism**, including any representation of another's work or ideas as one's own in academic and educational submissions.
- **Cheating**, including any actual or attempted use of resources not authorized by the instructor(s) for academic submissions, and/or any actual or attempted effort to assist another student in cheating.
- **Double submission**, including any submission of an academic work for more than one course without expressed permission.
- **Fabrication**, including any falsification or creation of data, research, or resources to support academic submissions.
- **Use of AI software such as Chat GPT**, including using AI software to write your paper/discussion posts and/or edit it.

All work submitted in this course must be your own, original work. Each student is expected to be familiar with and abide by UCSD's policy on Integrity of Scholarship available at:

<https://academicintegrity.ucsd.edu/process/policy.html>

You will receive an automatic "F" for this class and be reported to the University should you choose to submit plagiarized work of any kind or cheat. The University's Policy on Integrity of Scholarship states that students are expected to complete the course in compliance with these standards. No student shall engage in any activity that involves attempting to receive a grade by means other than their own work. If you have any questions, ask your professor. A student found to have violated the university's academic integrity standards will be subject to academic and other disciplinary sanctions ranging from failing the assignment or course, to suspension or expulsion from the university. Ignorance of these standards will not be accepted as justification for their violation.

The Associated Students Office of Student Advocacy is a free and private resource that works with students who have been accused of violating Academic Integrity or Student Conduct. Via one-on-one zoom sessions, their Student Advocates provide support and guide students through this complicated process to make sure they understand their options and ultimately receive due process. You may contact them at asadvocacy@ucsd.edu.

For specific policies regarding academic misconduct at the university, please refer to <https://academicintegrity.ucsd.edu/process/consequences/index.html>.

Please note that I will not accept duplicate assignments. In other words, I will not accept an assignment turned in for another course, unless you receive prior permission in writing from the previous instructor and we agree on the necessary conditions for the submission.

Citations:

For your final project you are required to cite your sources carefully using the Chicago-style (CMS) of citation for footnotes.

For online threaded discussions, please use the parenthetical author/date method of citation.

The CMS guide is posted on the first module of our Canvas page, but you can find a style quick guide here: https://www.chicagomanualofstyle.org/tools_citationguide.html

Discussion Ethics

This class is intended for students interested in challenging commonly held understandings of race, gender, sexuality, nation, and class. It is built around a policy of **mutual respect**. Please engage one another in discussion with respect, generosity, and consideration. Abusive and harsh language, intimidation and personal attacks will not be tolerated.

In an online medium, expressions, meaning, and tone can often be misinterpreted, making it imperative that online learners adhere to the communication guidelines below:

- Treat your classmates with respect at all times, in all forums
- Be thoughtful and open in discussion
- Be aware and sensitive to different perspectives
- If we are in a live synchronous section, please make sure to mute yourself unless you are speaking and use the raise hand function.

The following behavior should be avoided:

- Using insulting, condescending, or abusive words
- Using all capital letters, which comes across as SHOUTING
- Contacting learners about or posting advertisements and solicitations

For more information, refer to: <https://ucsd.edu/about/principles.html>

Course Learning Objectives (CLO)

CLO #1: Students critically discuss the topic and process of nation-state formation in the U.S. in relation to global circulations of difference

CLO #2: Students identify connections between historical processes and contemporary phenomenon

CLO #3: Students apply critical thinking and analytical skills to primary and secondary sources.

CLO #4: Students demonstrate their skills as academic writers.

Accommodations

Your teaching team (professor and TAs) are 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 and your TA 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 enrolled, please inform me and your TA so that we can adjust accordingly.

Counseling and Psychological Services

UCSD is committed to enhancing and caring for the psychological well-being of the entire campus community. The UCSD Counseling & Psychological Services Office is here for you. Please refer to this link for more information on services available and how to make an appointment:

<https://wellness.ucsd.edu/caps/Pages/default.aspx>

Student disclosures of sexual violence

UCSD fosters a campus free of sexual violence including sexual harassment, domestic violence, dating violence, stalking, and/or any form of sex or gender discrimination. If you disclose a personal experience as an UCSD student, the course instructor is required to notify administrators. To disclose any such violence confidentially, contact: **Office for the Prevention of Harassment and Discrimination (OPHD)** – (858) 534-8298 or ophd.ucsd.edu

Other Campus Resources

- Basic Needs: [The Hub](#)
- Technical Support: [IT Service Desk](#)
- Vice-Chancellor of Student Affairs: [student success resources](#)
- Teaching + Learning Commons: [services for students](#)
- UC San Diego Libraries: [services and resources](#)
- [TritonLink](#): find student services and support

Class Schedule (Tentative):

Instructor reserves the right to alter/change the syllabus. All changes will be made in a timely manner. Please check our Canvas site regularly for updates.

****All times and dates are in Pacific Time/Pacific Standard Time****

Unit 1 – Race, Slavery, Settler Colonialism, and Caste

Week 1 | Race, Gender, and Nation

Watch:

Lecture 1.1: Introductions and Welcome

Lecture 1.2: Race & Gender: An Intersectional Analysis

Lecture 1.3: Nations and Nation-Building

Read/Watch:

Michael Omi 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.

Priya Kandaswamy, “Gendering Racial Formation,” *Racial Formation in the Twenty-First Century*, HoSang, LaBennett & Pulido eds. Berkeley: University of California Press, 2012.

Alys Eve Weinbaum. “Nation” in Keywords for American Cultural Studies, Bruce Burgett and Glenn Hendler eds. New York: NYU Press, 2007.

Kimberlé Crenshaw, “The Urgency of Intersectionality” (TED Talk)

<https://www.youtube.com/watch?v=akOe5-UsQ2o>

Complete by Saturday, January 13 at 11:59pm PT: Take your practice quiz

Week 2 | Settler Colonialism

Monday, January 15, 2024 – Martin Luther King Jr. Day (Campus Holiday)

Watch:

Lecture 2.1: Settler Colonialism

Lecture 2.2: Settler Colonial Nation Building Projects

Lecture 2.3: Settler Colonial Strategies in the Post Frontier Era

Read/Listen:

Patrick Wolfe. “After the Frontier: Separation and Absorption in US Indian Policy” in Settler Colonial Studies Vol. 1(1) 2011.

Kat Chow, “It’s Not Just About the Blood” in NPR *Code Switch*

<https://www.npr.org/transcripts/583753149> (Listen to the podcast or read the transcript)

Roxanne Dunbar-Ortiz, “Stop Saying This Is a Nation of Immigrants!” in *MR Online*, <https://mronline.org/2006/05/29/stop-saying-this-is-a-nation-of-immigrants/>

Complete by Friday, January 19 at 11:59pm PT: Discussion Post #1 (~300 words):

Briefly introduce yourself to the class with information you feel comfortable sharing. Then answer these 2 questions: What are you interested in learning about in this class? Why are you interested in this topic? Include your word count at the end of your post.

Complete by Saturday, January 20 at 11:59pm PST: Reading Quiz #1

Week 3 | The Chattel Slavery System

Watch:

Lecture 3.1: Capitalism and the Chattel Slavery System

Lecture 3.2: Saltwater Slavery: Turning Captives into Commodities

Lecture 3.3: Slavery and the Making of the U.S.

Read:

Stephanie E. Smallwood, “Turning African Captives into Atlantic Commodities,” *Saltwater Slavery: A Middle Passage from Africa to the American Diaspora*. Cambridge: Harvard University Press, 2007.

Walter Johnson. “Making a World Out of Slaves,” *Soul by Soul: Life Inside the Antebellum Slave Market*. Cambridge: Harvard University Press, 2001. (p. 1-8 and 78-102) – stop at page 102. Available as e-book through the UCSD library.

Ellen Griffith Spears and James C. Hall, “Engaging in the Racial Landscape at the University of Alabama,” *Slavery and the University: Histories and Legacies*. Leslie M. Harris, James T. Campbell, and Alfred L. Brophy eds., Athens: The University of Georgia Press, 2019. pgs 298-314.

Week 4 | Caste and Labor

Guest Lecture Via Zoom: Professor Shaista Patel, UCSD Ethnic Studies Department

Watch:

Lecture 4.1: Caste and Gender Guest Lecture (Part I)

Lecture 4.2: Caste and Gender Guest Lecture (Part II)

Lecture 4.3: A Conversation on Caste with Dr. Shaista Patel

Read:

Uma Chakravarti. (1995). Gender, caste and labour: Ideological and material structure of widowhood. *Economic and Political Weekly*, 2248-2256.

Peter Sezekely, “Dalit Workers Allege 'Shocking Violations' in Building Temple in New Jersey. <https://thewire.in/caste/dalit-workers-allege-shocking-violations-in-building-hindu-temple-in-new-jersey>

Anita Chabria, “His Own Private Berkeley.” <https://www.latimes.com/archives/la-xpm-2001-nov-25-tm-7947-story.html>

UCSD Ethnic Studies Department Statement Against Caste and Caste-based Discrimination (link on Canvas site)

Complete by Saturday, February 3 at 11:59pm PT: Reading Quiz #2

Unit 2 – Immigration and Nation

Week 5 | “Operation Gatekeeping”: The Production of Whiteness

Watch:

Lecture 5.1: Whiteness and Racial Restrictions in Immigration Law

Lecture 5.2: The Prerequisite Cases

Read:

Ian Haney Lopez. “White Lines” and Racial Restrictions in the Law of Citizenship,” in *White By Law: The Legal Construction of Race*. New York: NYU Press, 1996 (ppgs 1-34 and 56-68.)

Week 6 | “Operation Gatekeeping”: The Production of Illegality

Watch:

Lecture 6.1: Nativism and Nation-Building

Lecture 6.2: The Origins of Gatekeeping: The Significance of Chinese Exclusion

Lecture 6.3: Producing “Illegality”

Read:

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.

Jodie M. Lawston and Ruben R. Murillo, “Policing Our Border, Policing Our Nation: An Examination of the Ideological Connections Between Border Vigilantism and U.S. National Ideology”

Complete by Saturday, February 17 at 11:59pm PST: Reading Quiz #3

Week 7 | Class Check In (No Lecture or TA sections this week/TAs & I will have extended office hours)

Use this week to visit my extended office hours, visit your TAs office hours, catch up on your course work, and complete your paper!

Monday, February 19, 2024 – President’s Day (Campus Holiday)

Dr. Sasaki’s Extended Office Hours Week 7:

Tuesday, Feb 20: 11:30-12:30pm PT

Wednesday, Feb 21: 3:15-4:15pm PT

Additional Office Hours: By appointment

**Immigration/Naturalization Law Critical Analysis Paper Due!!
Saturday, February 24 by 11:59pm PT.**

Unit 3 – Globalization, Empire, and Militarism

Week 8 | Globalization and Imperialism

Guest Lecture via Zoom: Professor Curtis Marez, UCSD Ethnic Studies Department

Watch:

Lecture 8.1: Defining Globalization

Lecture 8.2: Case Study: Free Trade Zones

Lecture 8.3: Representing Globalization: Manufactured Landscapes

Video: Manufactured Landscapes by Jennifer Baichwal

Read:

Lisa Lowe, “Globalization”

Week 9 | The Workings of U.S. Militarism at Home and Abroad

Watch:

Lecture 9.1: Occupied Hawai‘i?: The Workings of Militourism

Lecture 9.2 The Militarized Refugee

Read:

Christen Sasaki. “Threads of Empire: Militourism and the Aloha Wear Industry in Hawai‘i,” *American Quarterly* 68.3 (2016): 643-667

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.

Complete by Saturday, March 9 at 11:59pm PST: Reading Quiz #4

Unit 4 –Crossing Boundaries: Solidarities and Possibilities

Week 10 | Cross-Racial & Anti-Imperial Youth Activism

Watch/Read:

Lecture 10.1: Looking Forward: Solidarities and Possibilities

Lecture 10.2: Course Wrap Up

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

“Who Was Grace Lee Boggs, the Asian American Labor Organizer and Writer?”

<https://www.teenvogue.com/story/grace-lee-boggs-asian-american-labor-organizer-writer-og-history> (MLO 10.2)

We Are The Leaders We've Been Waiting For, Interview with Grace Lee Boggs (Clip):

https://www.youtube.com/watch?v=DzeezIsTZ_o

Complete by Friday, March 15 at 11:59pm PT: Discussion Post #2 (~300 words):

For this final formal "All Class Discussion Post," please share with us at least one concept or argument from this course and demonstrate how it applies to a current event (within the last 2 years.) Be sure to define your concept/argument and explain how you see it at work in the present. Lastly, provide a reflection on how learning this concept/argument expands your understanding of the present/current example. Make sure to include your final word count at the end of your post.

Week 11 | FINALS WEEK

Complete and upload your Final Video Reflection to Canvas by Monday, March 18, 2024 at 5pm PT!

Have a Great Spring Break!!

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 at ethnic studies@ucsd.edu or visit www.ethnicstudies.ucsd.edu