This course critically examines the history of racialized groups living on the land currently known as the United States. Using interdisciplinary readings, we will understand this past through the intersecting histories of indigenous peoples, and African, Latina/o, Asian and European arrival, settlement, and re-settlement. We will learn how US expansion and imperialism affected the development of strong communities; how community survival shaped group identities; how conflict, citizenship, community, and culture shaped the race, class, and gender dynamics of communities of color; and how the lives and labor of indigenous peoples and people from Africa, Asia, Latin America, Europe, the Caribbean, and the Pacific Islands continue to shape and confront the U.S. nation-state.

LEARNING OUTCOMES

• Compare the contextually rooted experiences of at least four U.S. racial/ethnic groups
• Interpret and analyze the legacies of contact, conquest, community formation, and resistance to racial oppression within the U.S. in domestic and transnational contexts
• Understand and apply critical multi- and inter-disciplinary frameworks
• Articulate a comparative and integrative analysis of a LLC-related issue by applying the frameworks of Ethnic Studies and another discipline

REQUIRED TEXTS

All texts are for sale at the campus bookstore and for lending from Copley Library and the Circuit Consortium Catalog. All remaining reading assignments are included in the Course Reader that is available for purchase. Student must bring hard copies of relevant readings to class for discussion.

• Course Reader
LAND ACKNOWLEDGEMENT: This course acknowledges that the land on which we gather is the traditional and unceded territory of the Kumeyaay Nation. We pay respect to the citizens of the Kumeyaay Nation, both past and present, and their continuing relationship to their ancestral lands.

A Land Acknowledgement is “a formal statement that recognizes the unique and enduring relationship that exists between Indigenous Peoples and their traditional territories. To recognize the land is an expression of gratitude and appreciation to those whose territory you reside on, and a way of honouring the Indigenous people who have been living and working on the land from time immemorial. It is important to understand the long-standing history that has brought you to reside on the land, and to seek to understand your place within that history. Land acknowledgements do not exist in a past tense, or historical context: colonialism is a current ongoing process, and we need to build our mindfulness of our present participation. It is also worth noting that acknowledging the land is Indigenous protocol.” For more information, please visit http://www.lspirg.org/knowtheland.

COURSE REQUIREMENTS

The requirements of this course include regular attendance and participation, keeping up with course readings, timely completion of assignments and your contribution to discussions. Part of your course grade will be based on your efforts to do the assigned readings and to think critically about them; your willingness to interact with other students; and your ability to thoughtfully engage with course texts and topics. All weekly readings must be completed before each class. Please come to class prepared to take careful notes, listen to each other, discuss ideas, and participate in a constructive and collaborative place of learning.

· Participation 20%
· Integration Essay 10%
· Midterm 1 20%
· Midterm 2 20%
· Final Exam 20%
· Art Project 10%

PARTICIPATION: Class participation is mandatory. Participation includes active in-class contributions, short analysis or reflection essays about course materials, emails, and meetings during office hours or by appointment. Basic course requirements also include behaving with respect, understanding, and civility toward others. Cell phones and computers usage is not allowed during class. Failing to meet basic requirements will negatively affect your grade.

“A” – Frequent participation that demonstrates outstanding analyses, sophisticated grasp of course readings, and excellent engagement with course themes and theses; creates a better and more constructive learning environment for others

“B” – Regular participation that demonstrates good analyses and grasp of course materials and theses; contributes to a positive learning environment

“C” – Occasional participation that demonstrates general analyses and grasp of material; contributes to a positive learning environment

“D” – Rare participation that does not demonstrate much engagement with material or contribute to a positive learning environment

“F” – No participation or contribution.

FIRST-YEAR INTEGRATION ASSIGNMENT: Each of you will attend an Open Classroom in October and be required to complete an Integration Assignment that invites you to make cross-disciplinary connections in ways that deepen your critical thinking and understanding of a social issue. Please check the Course Schedule for the assignment due date. You may view the assignment prompt.
MIDTERMS: Midterms will consist of an in-class exam consisting of several Identification Terms and one Essay. A midterm study guide will be provided one week in advance of each exam.

ART PROJECT: The Art Project consists of 1) an original work of art that re-presents an issue or theme raised in class, and 2) a typed, 2-3 page paper that reflects upon and analyzes your art project. Art Projects are due in the final week of the semester.

READING & WRITING: By getting into the habit of carefully reading, thinking and discussing your intellectual responses, and incorporating constructive criticism, you will be developing your analytical, organizational and writing skills. If you would like any help improving your writing skills, you may see me during office hours or by appointment.

COLLEGE POLICIES

Academic Integrity: Scholastic dishonesty is any act by a student that misrepresents the student’s own academic work or that compromises the academic work of another. Examples include cheating on assignments or exams, unauthorized collaboration on assignments or exams, sabotaging another student’s work, and plagiarizing. Plagiarism is presenting someone else’s work as your own, intentionally or not, by failing to put quotation marks around passages taken from a text or failing to properly cite quoted material. University of San Diego Integrity Policy states that “[a]cademic dishonesty is an affront to the integrity of scholarship at USD and a threat to the quality of learning… Academic dishonesty, and allegations of academic dishonesty, are matters of University-wide concern.” Students who engage in academic dishonesty will be subject to University disciplinary action, including failure of the course, suspension, and/or expulsion from the University. For more information, please visit http://www.sandiego.edu/honorcouncil/integrity.php.

Sexual Assault, Exploitation, and Harassment: According to the University of San Diego Sexual Assault Protocol and Harassment Policy,

Sexual assault and sexual exploitation in all forms violates the sanctity of the human body and spirit and will not be tolerated within the USD community. In addition, sexual assault and sexual exploitations are serious violations of university policy and the Student Code of Rights and Responsibilities, and also violate the law… ‘Sexual assault’ is any unwanted physical contact of a sexual nature that occurs either without the consent of each participant or when a participant is unable to give consent freely… ‘Sexual exploitation’ is sexual misconduct that occurs when a person takes unjust or abusive sexual advantage of anyone and that behavior does not otherwise constitute sexual assault.

The University is committed not to tolerate harassment in any form by reason of the race, color, religion, gender, national origin, age, disability or sexual orientation of any person. Violation of this policy will be dealt with by appropriate sanctions, which may include expulsion, suspension, termination or exclusion from campus.

Sexual assault, exploitation, and harassment are illegal and violate Title VII of the 1964 Civil Rights Act and Title IX of the Educational Amendments of 1972. Each one of you deserves to be treated with dignity and respect. If you experience unwelcome sexual advances or behavior that seems to fit the description above - whether from a professor or another student - please contact me or the Dean of Students Office

## COURSE SCHEDULE (subject to change)

### Week 1 – Introduction
9/4 Introduction

### Week 2 – Race and Nation

### Week 3 – Race and Nation

### Week 4 – Sovereignty and Decolonization

### Week 5 – Sovereignty and Decolonization
9/30 Trask, continued
10/2 MIDTERM 1

### Week 6 – Race and Property
10/9 Volpp, continued

### Week 7 – Race and Property

### Week 8 – Citizenship and Culture


Week 9 – Citizenship and Culture
10/28  South Asian Americans Leading Together (SAALT), Under Suspicion, Under Attack: Xenophobic Political Rhetoric and Hate Violence Against South Asian, Muslim, Sikh, Hindu, Middle Eastern, and Arab Communities in the United States (2014)

10/30  MIDTERM 2

Week 10 – Privilege and Divestment


Week 11
11/11  Class canceled; INTEGRATION ASSIGNMENT DUE via email by 5:00 pm
11/13  Class canceled

Week 12 – Logics of Incarceration


Week 13 – Logics of Incarceration

11/27  Discussion

Week 14 – Race and Liberation
12/2   FILM: 13th, dir. Ava DuVernay (2016)
12/4   FILM: 13th, continued

Week 15 – Race and Liberation

12/11  Art Projects

Final Exam
Monday 12/16
2:00-4:00 pm

Majoring or Minoring in Ethnic Studies at USD
Interested in a career in law, public policy, medicine, journalism, education, public health, social work, international relations, community organizing, urban planning, and other socially-engaged careers? Ethnic Studies is an interdisciplinary field of study that allows students to critically examine the complex dynamics of race and ethnicity in the United States. Being an Ethnic Studies major or minor equips you
with a range of significant skills, including critical thinking, data analysis and argumentation, community building and assessment, and compassionate social engagement. Whether you are taking this course for a graduation requirement, personal interest, or curiosity, we invite you to explore the possibilities of an Ethnic Studies major or minor. For more information, please contact your professor or visit us at the Department of Ethnic Studies located in Maher 210. You may be closer to an Ethnic Studies major, minor, or double major than you realize!