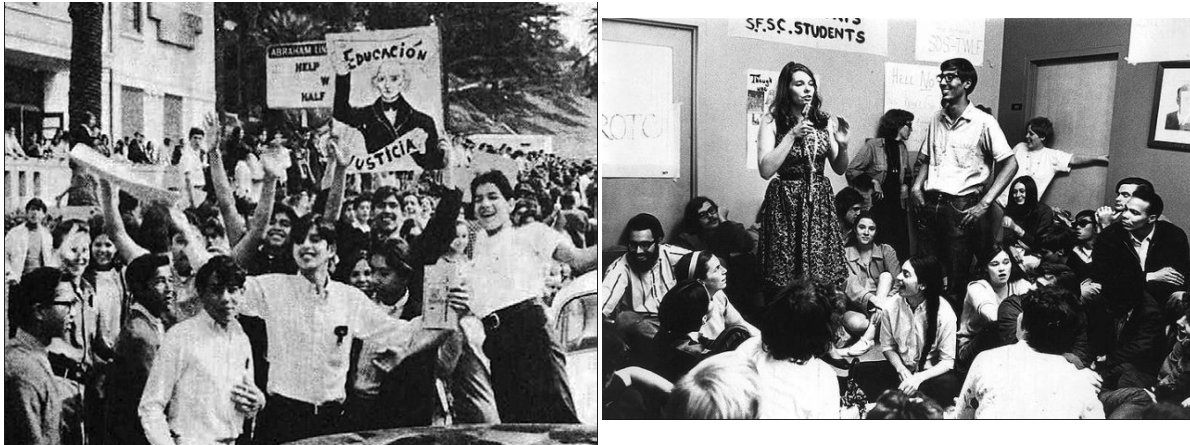


ETHN 100: Introduction to Ethnic Studies

Fall 2020

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Office hours: By appointment only



[Description of photos: Students from the Third World Liberation Front at SFSU]

COURSE DESCRIPTION:

This course will introduce you to the academic field of Ethnic Studies, raising questions about the ways that race and racism shape our experiences and world across a range of time and places: When and how did the concept of race arise? How does race connect with other forms of difference such as class, gender and sexuality? How do our personal experiences with racial identity and racism relate to the structure of our society? What does it mean to claim racial “colorblindness”? How have Ethnic Studies scholars explored areas such as immigration, popular culture, education, imperialism, war, and labor? How have concerns for social justice and equity shaped the field of Ethnic Studies? We will be reading a variety of academic and cultural texts which illustrate the interdisciplinarity of the work undertaken in Ethnic Studies. We will explore these issues through readings, discussions, lectures, films, short stories, and music. No introductory course can comprehensively examine all of these topics or claim to represent all prevailing perspectives. Instead, ES 100 surveys a variety of issues, topics and debates to introduce you to this field and encourage future research and inquiry during your college career and beyond.

LEARNING OUTCOMES:

During the semester, you must strive to learn how to think critically, ask pertinent questions, engage in productive conversations with your peers, read academic and cultural texts, define and apply concepts, and examine U.S. history and your everyday life through the framework provided by Ethnic Studies. This cannot happen just by memorizing or mastering 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.

ACCOMODATIONS:

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 notify me.

EMAIL POLICY:

Please observe standard email etiquette and formatting. Send all email from your USD account. I will typically respond to your questions within 24 hours. Email is a good way to ask short and/or logistical questions or set up office appointments. If you have questions that require an in-depth answer or about grades, please see me during office hours.

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 honoring 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>

DISCUSSION ETHICS

This class is intended for students interested in challenging commonly held understandings of race, gender, sexuality, nation, and class. 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. However, please engage one another in discussion with respect and consideration. Abusive and harsh language, intimidation and personal attacks will not be tolerated.

COVID-19

This is going to be a difficult Fall for us all. Few of us have done any kind of online teaching or learning, so we will all be learning as we go. I humbly request that you are patient with me, and in return I will do the same. With that said, if you need an **extension** at any time during our course session for any assignment, for any medical/health reasons I will grant it, as long as you let me know ahead of time.

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

*Grading Policy: In order to receive a passing grade in the class, students must complete all course assignments.

READINGS, ATTENDANCE, 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. **It is recommended that you complete all of the readings prior to coming to class.** While your comments should be informed by the readings and lectures, you should not focus on “right” and “wrong” answers; instead, you should think critically about the historical issues raised in readings, lectures, and discussions. 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.

REQUIRED TEXTS:

All course readings can be accessed online.

COURSE REQUIREMENTS:

Participation (20%)

We will be holding class twice a week (Tuesdays & Thursdays). However, we will not be meeting on Tuesdays. Rather, I will upload one to two, 20-30-minute lectures on the material for that week, in which you are required to listen to. You are responsible to complete the readings before watching the lectures. We will be meeting synchronously on Thursdays, during our class time, where we will have a class discussion on the readings and lecture from that week. You are expected to come to discussion having already completed the readings, possible film, any assigned homework, and the lecture from Tuesday and be ready to engage in a lively and active discussion. Lastly, you are required to turn your camera on and do your best to be present and active participants for your classmates.

Discussion Board (10%)

You are required to post a short response for each week’s readings prior to our discussion on Thursdays. With these posts, you are required to post 2 insightful questions and/or comments on the readings or films. Try to put the readings/films in conversation with one another. These must be posted by Wednesday night before our discussion. These will guide our conversation for Thursday and will help me assess your engagement with the readings.

Unit Papers (40%)

At the culmination of each unit, you will each submit a 3-4 page (double spaced) “Unit Paper” in response to a prompt. These papers are not simply summaries of the readings and/or films, but rather ask you to expand on some of the theoretical, analytical and political concerns addressed in the course. Each Unit Paper will be worth 10% of your grade.

Final paper/project (30%)

More information will be provided in regard to your final project.

Majoring or Minor 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!

COURSE SCHEDULE:

UNIT 1: FOUNDATIONS OF ETHNIC STUDIES

WEEK 1: What's at Stake? The Emergence of Ethnic Studies

Tuesday 8/18 Lecture

Go over the Syllabus

Required readings before Thursday:

Black Student Union. "Demands and Explanation." *The SF State College Strike Collection, San Francisco State University*.

"What We Mean When We Say Race is a Social Construct?"

<https://www.theatlantic.com/national/archive/2013/05/what-we-mean-when-we-say-race-is-a-social-construct/275872/>

Thursday 8/20 Discussion

WEEK 2: Racial Formation and Thinking *Intersectionally*

Tuesday 8/25 - Lecture

Omi, Michael and Howard Winant. "Racial Formation" in *Racial Formation in the United States*. pp 105-132
Crenshaw, Kimberley W. "Mapping the Margins." pp 1-19

Thursday 8/27 – Discussion

WEEK 3: Racial Capitalism

Tuesday 9/1 - Lecture

Kim Kelley, "What 'Capitalism' is and How it Affects People," Teen Vogue, April 11, 2018.

<https://www.teenvogue.com/story/what-capitalism-is> Marc Bosquet

"Labor," in *Keywords for American Cultural Studies*, ed. Bruce Burgett and Glenn Hendler (New York: New York University Press, 2014), 142-45.

Thursday 9/3 - Discussion

Unit Paper #1 due Sunday, 9/6 at 11:59 pm

UNIT 2: LAND AND LABOR IN A HISTORIC CONTEXT

WEEK 4: Introduction to Settler Colonialism

Tuesday 9/8 – Lecture

J. Kē haulani Kauaniui. “Indigenous,” in *Keywords for American Cultural Studies*. pp 133-137

Roxanne Dunbar-Ortiz - “Stop Saying this is a Nation of Immigrants” -

<https://mronline.org/2006/05/29/stop-saying-this-is-a-nation-of-immigrants/>

Trask, Haunani Kay, “The Color of Violence,” pp 8-15

Patrick Wolfe, “After the Frontier: Separation and Absorption in US Indian Policy,” *Settler Colonial Studies* 1.1 (2011): 13-51.

Thursday 9/10 – Discussion

WEEK 5: “Better Dead than Pregnant”

Tuesday 9/15 – Lecture

Smith, Andrea. “Better Dead than Pregnant” in *Conquest*. pp 79-108

Erin Blakemore - “The Little-Known History of the Forced Sterilization of Native American Women”

<https://daily.jstor.org/the-little-known-history-of-the-forced-sterilization-of-native-american-women/>

Watch at Home: Century of Genocide in the Americas: The Residential School Experience” -

<https://vimeo.com/36847324>

Thursday 9/17 - Discussion

WEEK 6: Chattel Slavery

Tuesday 9/22 – Lecture

Smallwood, Stephanie. “Turning African Captives into Atlantic Commodities.” In *Saltwater Slavery*. Pp 33-65

Walter Johnson, “The Chattel Principle,” in *Soul by Soul: Life Inside the Antebellum Slave Market*”

(Cambridge: Harvard University Press, 1999), 19-45.

Thursday 9/24 - Discussion

WEEK 7: Partus Sequiter Ventrum

Tuesday 9/29 – Lecture

Jennifer Morgan, ““The Breedings Shall Goe With Their Mothers”” in *Laboring Women: Reproduction and Gender in New World Slavery*,” (Philadelphia: University of Pennsylvania Press, 2004), 69-106

Truth, Sojourner, “Ain’t I A Woman?” (1851)

Thursday 10/1 – Discussion

Unit Paper #2 due Sunday, 10/4 at 11:59 pm

UNIT 3: WHITENESS, IMMIGRATION, AND NATIVISM

WEEK 8: Race & The Emergence of Scientific Research

Tuesday 10/6 – Lecture

Washington, Harriet. “The Black Stork: The Eugenic Control of African American Reproduction.” In *Medical Apartheid*. pp 189-216

Washington, Harriet. “‘A Notoriously Syphilis-Soaked Race’: What really happened at Tuskegee?” In *Medical Apartheid*. pp 157-188

Thursday 10/8 - Discussion

WEEK 9: Unsettling the Law

Tuesday 10/13 – Lecture

Spade, Dean. “Law,” in *Keywords for American Studies*. pp 149-153

Lopez, Ian Haney. “White Lines,” In *White by Law*. pp 1-13

Ngai, Mae. “The Architecture of Race in American Immigration Law: A Reexamination of the Immigration Act of 1924,” in *Impossible Subjects: Illegal Aliens and the Making of Modern America*. pp 67-92

Thursday 10/15 – Discussion

WEEK 10: Structures of Racial Capitalism

Tuesday 10/20 – Lecture

Harris, Cheryl. “Whiteness as Property,” in *Critical Race Theory*. pp 276-291

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

Thursday 10/22 - Discussion

WEEK 11: “No More Babies”: Sterilizations and Reproduction Control

Tuesday 10/27 – Lecture

Weinbaum, Alys Eve. “Nation,” In *Keyword for American Studies*. pp 164-170

Davis, Angela. “Racism, Birth Control, and Reproductive Rights,” in *Women, Race and Class*. pp 353-367

Watch: No Más Bebés, Renee Tajima-Peña (2014)

Thursday 10/29 – Discussion

Unit Paper #3 due Sunday, 11/1 at 11:59 pm

UNIT 4: PRISONS, POLICING, AND DETENTION

WEEK 12: The Thirteenth Amendment and Reemergence of Slavery

Tuesday 11/3 – Lecture

13th Amendment to the U.S. Constitution (1865)

Childs, Dennis. “‘Except as Punishment for a Crime’: The Thirteenth Amendment and the Rebirth of Chattel Imprisonment,” in *Slaves of the State: Black Incarceration from the Chain Gang to the Penitentiary*. pp 57-92

Watch: *Slavery by Another Name*, 2012 (90 min) via UCSD Library

Thursday 11/5 – Discussion

WEEK 13: Are Prisons Obsolete?

Tuesday 11/10 – Lecture

Angela Y. Davis, “Prison Reform or Prison Abolition?” in *Are Prisons Obsolete?* (New York: Seven Stories Press, 2003), 9-21.

Dorothy E. Roberts (2007). “Constructing a Criminal Justice System Free of Racial Bias: An Abolitionist Framework.” *Columbia Human Rights Law Review*. 39: 261-285.

Mariame Kaba, “Yes, We Mean Literally Abolish the Police”

<https://www.nytimes.com/2020/06/12/opinion/sunday/floyd-abolish-defund-police.html>

Thursday 11/12 - Discussion

Unit Paper #4 due Sunday, 11/15 by 11:59 pm

*The course schedule is subject to change. I will notify you ahead of time if any of the readings change