

Race and Globalization

ETHN 367 | University of San Diego, Fall 2020

Professor Josen M. Diaz

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Course Time: Tu 2:30-5:20 p.m.

Course Link: <https://sandiego.zoom.us/j/96126034340>

Office Hours: Th 10:00-3:00 p.m. (Use sign up sheet on Blackboard/Google to reserve time slot)



Rio de Janeiro/Buda Mendes, Getty Images/Vox

What is globalization, and under what conditions did it emerge? How has it affected and shaped the lives of racialized people, communities, and populations in the United States and throughout the world? Popularly understood, globalization has come to name the end of the nation, the elimination of national borders, the rise of the global city, and an increasing interconnectedness between cultures. In this course, students will study globalization less as a late 20th century phenomenon and more as a sustained transnational system of racial capitalism. In the first half of the course, students will explore popular, historical, and theoretical understandings of globalization to investigate its trajectory through “past” periods of settler colonialism, transatlantic slavery, and U.S. imperialism. Using these ethnic studies, feminist, and cultural studies methodologies in the second half of the course, students will apply their historical knowledge to situate the past within the present. As such, they will analyze the rise of the international economy in the post-World War II period as a continuation of history and a consolidation of “third world” labor. Particular emphasis will be placed on the ways that the local economies of San Diego depend, in part, upon the circuits of this global system.

Learning Outcomes: This course satisfies the learning outcomes of the **Diversity, Inclusion, and Social Justice (Level 2, Global)** flag. By the end of the semester, students will be able to:

- Describe the ways that conquest, slavery, colonialism, and imperialism functioned through the production and capitalization of racial difference and the ways that marginalized peoples struggled against these forces
- Analyze the significance of racial difference to the formation of a global economic system, especially through an engagement of both scholarly texts and cultural production
- Critically explore transnational systems through an investigation of the intersections of race, gender, sexuality, and class
- Practice critical self-reflection in order to locate one's position within local and global systems and social justice movements

Required Course Materials: All course materials will be available through Electronic Reserves (sandiego.ares.atlas-sys.com/ares/) and/or Blackboard Ole (ole.sandiego.edu) unless otherwise noted.

ASSIGNMENTS*

Presentation	10
Weekly discussion board assignments	20
Paper draft (incl. peer feedback)	20
Final paper	50

Grading Scale

A	100-94	B	86-84	C	76-74	F	59-0
A-	93-90	B-	83-80	C-	73-70		
B+	89-87	C+	79-77	D	69-60		

*Students must complete all assignments to pass the course.

Presentation: In pairs, students will present material for one reading of their choice. The presentation must identify at least one key concept from the text, discuss the text's connection, relevance, and/or applicability to one or more current events (i.e., within the past year), and pose at least two discussion questions to the class that displays a thoughtful consideration of the broader implications of the text. Presentations may (but are not required to) include multimedia (PowerPoint, Keynote, or Prezi presentations, video and song clips) and should last about 10 and no more than 15 minutes. Mere summaries of the text will receive **zero** credit.

Weekly discussion board assignments: Students will use these assignments to answer at least one of the questions posed by their classmates' weekly presentations and/or their ideas and questions about the weekly texts. Students should post their weekly submissions by Friday at 11:59 p.m.

Paper draft: Students will submit a full draft of the final paper for peer and instructor feedback.

Final paper: The final paper will reflect students' cumulative understanding of the themes of the course. Successful papers will draw upon the feedback received from the paper draft.

Submission and grading: Students should submit all assignments through Blackboard unless otherwise noted. Professor Diaz will assess assignments according to their thoroughness and originality. Any

submitted papers should be double-spaced and typed in 12-point, Times New Roman font. Papers should follow MLA formatting guidelines: owl.english.purdue.edu/owl/resource/747/01/.

Late assignments: Extensions will not be granted (except for students who have filed paperwork with the Disability and Learning Differences Resource Center). One-third of a grade will be deducted from the overall assignment grade for each day that the assignment is late.

Grade appeal: Any student wishing to contest her/his/their final course grade must file a formal written appeal to the instructor and to the department chair.

COURSE POLICIES

The syllabus is subject to change.

E-mail: The instructor will generally answer student e-mails Monday-Friday between 8:00 a.m.-5:00 p.m. Please allow up to 24 hours for a response, and plan accordingly.

Recording: Audio and/or video recording is not allowed in the classroom unless otherwise permitted by the instructor.

Academic Integrity: Students are expected to comply with USD's Academic Integrity policy: sandiego.edu/conduct/documents/Honor-Code.pdf. All students are responsible for completing their own work (including translations) and must appropriately cite authors.

Students with Disabilities: Students with disabilities should speak with the instructor as soon as possible to make accommodations for the semester. Visit the Disability and Learning Differences Resource Center for additional information: sandiego.edu/disability/.

This course is an inclusive space for all members of the university to collaborate, engage with, and learn from other regardless of race, class, gender identity, gender expression, sexuality, nationality, ability, and religion.

SCHEDULE

Week 1: Introduction to Course and Key Concepts	
Tu August 18	Introduction to course; syllabus; presentation sign up; "Globalization" (Lisa Lowe)
Week 2: Key Concepts (continued)	
Tu August 25	"The Intimacies of Four Continents" (Lisa Lowe)
Week 3: Black Radicalism	

Tu September 1	"The Historical Archeology of the Black Radical Tradition" (Cedric Robinson)
Week 4: Settler Colonialism	
Tu September 8	"Prologue: Prophets" (Nick Estes, Lower Brule Sioux)
Week 5: Transatlantic Slavery	
Tu September 15	"Political Economy of the Slaveship" (Stephanie Smallwood)
Week 6: Transpacific Labor	
Tu September 22	"Outlawing Coolies: Race, Nation, and Empire in the Age of Emancipation" (Moon-Ho Jung)
Week 7: Transpacific Labor (continued)	
Tu September 29	"Transpacific Traffic: Migration, Labor, and Settlement" (Rick Baldoz)
Week 8: Revolution	
Tu October 6	"The San Domingo Masses Begin" (C.L.R. James); "Specters of Saint-Domingue" (Laurent Dubois)
Week 9: Transpacific Encounters	
Tu October 13	Paper draft due "Hawaiians on Tour: Hula Circuits through the American Empire" (Adria Imada); "Enduring Hawaiian Sovereignty: Protecting the Sacred at Mauna Kea" (all five short essays)
Week 10: Neoliberalism	
Tu October 20	"Neoliberalism as Exception, Exception to Neoliberalism" (Aihwa Ong)
Week 11: Bodies and Borders	
Tu October 27	Screen <i>Maquilapolis</i> (Vicky Funari, 2006); "Ciudadana X: Gender Violence and the Denationalization of Women's Rights in Ciudad Juarez, Mexico" (Alicia Schmidt Camacho)

Week 12: New Globalities	
Tu November 3	Election Day "A Global Enterprise of Labor: Mobilizing Migrants for Export" (Robyn Rodriguez)
Week 13: New Globalities (continued)	
Tu November 10	"Intimate Encounters: Affective Labor in Call Centers" (Purnima Mankekar and Akhil Gupta)
Finals	
Tu November 17	Final paper due by 11:59 p.m.

LETTERS OF RECOMMENDATION

Students requesting letters of recommendation from Dr. Diaz should prepare a packet that includes hard copies of the following: information about application (including a description of the program and deadline for letter), personal statement, at least one assignment from a course that you have completed with Dr. Diaz, and copy of student transcript. Please allow at least one month for Dr. Diaz to complete the letter.

MAJORING OR MINORING IN ETHNIC STUDIES

The major and minor in Ethnic Studies allows students to engage in comparative and interdisciplinary studies of race, class, gender, and sexuality. Ethnic Studies students have developed successful careers in education, law, medicine, and a wide array of other fields. Students who are interested in pursuing a major or minor in Ethnic Studies should consult Dr. Diaz for more information.