

## **ETHN 2 Circulations of Difference**

### **Department of Ethnic Studies**

Summer Session 2

Time: Tuesdays and Thursdays from 200p-450p

Lecture Location: CSB 001

**Professor: Mellissa Linton Villafranco**

**Office Hours:** Tuesday/Thursday 10am – 12pm

**Location:** Social Science Building (SSB) #246 on the second floor.

**\*\*E-mail [mlinton@ucsd.edu](mailto:mlinton@ucsd.edu) to schedule a 20 minute appointment.**

#### **TA Section A: Nima Rassooli**

**Email:** [nrassool@ucsd.edu](mailto:nrassool@ucsd.edu)

**Monday's in Center Hall - CENTR 201**

**1:00p-2:50p**

**& 3:00p-4:50p**

#### **TA Section B: India Pierce**

**Email:** [ipierce@ucsd.edu](mailto:ipierce@ucsd.edu)

**Wednesday's in Center Hall - CENTR 201**

**1:00p-2:50p**

**& 3:00p-4:50p**

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### **Class Description**

This Ethnic Studies course is intended for students interested in challenging commonly held understandings of race, gender, sexuality, class, and nation. We will examine how racial formation in the U.S. has been shaped by inter-regional and transnational migration and the circulation of commodities, knowledge, bodies, and media.

The readings and discussions will foreground an analysis of race, gender and sexuality as social constructions. This course utilizes current popular media to engage the articles provided in the course. As such, the assignments include two (2) creative projects and written reflection.

Themes include: racial justice, queer studies, immigration/refugeehood and the legacy of chattel slavery and settler colonialism.

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**Required Reading:** All class readings will be available in .PDF format on our class Canvas page. I will be using powerpoint to lecture, and will upload the slides on Canvas 24 hours before class. I will be screening media, including clips of TV shows and news segments. These digital resources will be made available by the Professor via YouTube and Netflix.

**Computers/Smartphones:** Laptops are ONLY permitted in the designated class period when we discuss the readings; the Professor will clearly announce when laptop time is permitted. Otherwise, all laptops and cellphones should be closed and put away. Students that choose to use laptops during the designated period should try to sit in the front of our lecture hall. I prefer you bring printed copies of the readings and practice active reading (highlighting, notes in margins, etc). You cannot read the article off your cell phone, and you will be asked to leave the lecture if you are on your phone. Cellphones should be silenced and put away for the class period.

**Community Guidelines:** 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. Please engage one another with dignity, respect and consideration. Abusive and harsh language, intimidation, and/or personal attacks will not be tolerated.

**Accommodations:** Sharing and respecting gender pronouns are valued in this course. If you have a disability or condition that compromises your ability to complete the requirements of this course, please inform me so I can meet your learning needs. If you have a note from the Office for Students with Disabilities (OSD), please present your note to your TA one week of the start of the course. For further information on OSD, please visit <http://disabilities.ucsd.edu> or call 858.534.4382.

**Policy on Late Papers and Make-up Assignments:** Excepting emergencies, I do not allow late papers and do not allow make-up assignments. Please bring any exceptional circumstances to the attention of your TA.

**Cheating and Plagiarism:** Cheating and/or plagiarism are not tolerated behaviors at UCSD. If you are caught cheating, it will result in a failing grade and your infraction will be referred to your college for disciplinary action. If there is any suspicion that your paper or assignments have been plagiarized, the case will be forwarded to the dean of your college for further investigation and appropriate disciplinary action.

**Majoring or Minor in Ethnic Studies at UCSD:** Many students take an Ethnic Studies course because the topic is of great interest or because of a need to fulfill a social science, non-contiguous, or other college requirement. Often students have taken three or four classes out of interest yet do not realize how close they are to a major, a minor, or even a double major. An Ethnic Studies major is excellent preparation for a career in law, creative writing, education, medicine, public health, social work, counseling, film-making, journalism, government and politics, international relations, and many other careers.

If you would like information about the Ethnic Studies major or minor, **please contact: Mónica Rodriquez, de Cabaza, Ethnic Studies Department Undergraduate Advisor 858-534-3277 or nmrodriquez@ucsd.edu, or visit [www.ethnicstudies.ucsd.edu](http://www.ethnicstudies.ucsd.edu).**

### Course Assignments and Grading

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**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.

**Attendance Policy: (15%)**

- Attending lecture and your discussion sections are required components of the course. Sections are mandatory. One absence that results from extenuating circumstances will be excused. However, after 2 excused lecture absences and 1 excused section absence, your grade will be negatively affected by 3% per absence. I will be taking attendance in lecture via sign-in sheets at the end of the class. If attendance drops below 90%, there will be repercussions.
- Students using laptops outside of the designated period, and students who are using their cellphones will be asked to leave and counted as absent. Arriving late and leaving early will also be noted and will reflect negatively in your final grade. Napping in class will also result in being asked to leave and counted as absent.

**Discussion Section Participation Policy: (15%)**

- Discussion section grades are determined by your TA's that proctor your section. Please refer to their individual policies for participation grading.
- Your section participation will weigh heavily in your attendance and participation grade. Your TA has the discretion to design unique assignments for your section, such as participation, attendance, quizzes, presentations, etc.

**Reflection Paper: (10%) - DUE TO THE PROFESSOR, BRING TO LECTURE.**

- **Due Date: Tuesday, August 13th beginning of lecture.**
- 2-3 page double spaced PAPER, PRINTED COPY. Use Times New Roman, 12point font, 1 inch margins. This will be graded P/NP for either full credit or no credit.
- Header for Reflection Paper:

Student Name

TA Name and Section # (A01/02 or A03/04)

Reflection Paper

Date

Consider your own relationship with the content of the course and answer the following:

- Why have you taken this course and are there values you hold that have compelled you to enroll?
- Look through the syllabus. Identify 2 social issues we will discuss, and what existing knowledge you have about them.
- What, if any, are your expectations and hopes for this course?

**Info-graphic Response (20%):** You will submit 2 info-graphic responses throughout the summer session to our class Canvas page. You will choose one article OR one video from the week up to when the response is due.

As a response to the reading OR video, you will create an “info-graphic pamphlet” (one page) that covers, in your own words:

- 1) The main argument of the article OR the video
- 2) 3 facts you learned from the article OR the video
- 3) A short personal reflection/reaction to the article OR the video (150 words)
- 4) A question you would like to pose to your section/the class

**Due dates:**

#1 August 15th (Thursday)

#2 August 22nd (Thursday)

\*Your info-graphic will be due on Canvas Thursday of the week posted on syllabus by midnight.

**Intervention and Action ‘Zine: (40% total grade, broken into two parts)**

**‘Zine Maker’s Statement (20%):**

**Due date for ‘Zine Maker’s Statement:** August 29th (Thursday)

Your experience making individual info-graphic pamphlets will culminate in making a final ‘zine for the class. One week before your final ‘zine is due, you will submit a

maker's statement (2 pages and a cover page). Your 'zine should identify a social issue explored in the class, such as chattel slavery, settler colonialism, the Central American Caravan, The Prison Industrial Complex, Immigration, Transphobia, Homophobia or LGBTQ Activism. Your 2 pages should include:

- A title page (separate from the 2 pages of content), with a creative title for your 'Zine, your name, your TA, and the name of the course.
- Identify the social issue explored in the class, and include a proposed SOLUTION to the problem.
- Use 2 keywords from 2 different articles to explain how your 'Zine relates to the class. You should use 2-3 direct quotes from the reading, and use MLA citations. Yes, a bibliography page is required.
- Submit one illustrated panel of the 'Zine.
- 3% Extra credit offered if you attend the writing center and show proof of attendance. YOU MUST WRITE YOUR NAME AND THE NAME OF YOUR TA! There will be a sign-in sheet present at the writing center. The writing center will submit this sheet to the Professor, and she will send the list of extra credit names to the TA's.

### **Final Intervention and Action 'Zine: (20%)**

**Due date for Final 'Zine:** Final Day of Lecture September 5, 2019.

Your grade for the final 'Zine will be the sum of the following final products:

- 10% Actual 'Zine
- 10% Critical Intervention and Relation to the Course. This will be graded based on the integrity of the submitted work, its relationality to the course, and the solution provided to the social issue you chose.

<b>Assignments</b>	<b>% of Grade</b>
Attendance and Participation	30%
Reflection Paper	10%
Info-Graphic Responses (2)	20%
Artist Statement 'Zine	20%
Final 'Zine	20%
<b>TOTAL</b>	<b>=100%</b>

<b>Grading Scale</b>	
76-79 = C+	
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-
0-60 = F	

## UNIT 1 - Ethnic Studies: The Theory of the Class

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### August 6th (Tuesday)

Introductions, Intentions and What is Ethnic Studies?

### August 8th (Thursday)

#### Reading:

1. Freire, *Pedagogy of the Oppressed* Chapter 2 pages 72 -86
2. *Racial Formation* Omi and Winant Pages 53-75

## UNIT 2 - Settler Colonialism and Chattel Slavery

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### August 13th (Tuesday)

#### Reading:

1. Roxanne Dunbar Ortiz "Introduction" from *An Indigenous People's History of the United States*
2. *R- Words: Refusing Research* by Eve Tuck and K. Wayne Yang
3. Weinbaum, Alys Eve "Nation"

Watch and Discuss: Standing Rock Protest Footage

### August 15th (Thursday)

#### Reading:

1. Smallwood, Stephanie "Turning African Captives into Atlantic Commodities"
2. Davis, Angela *Are Prison's Obsolete?* Read Chapter 1: Introduction – Prison Reform or Prison Abolition pages 9-21 and Chapter 5: The Prison Industrial Complex pages 84-104

Watch and Discuss: Excerpts from the Netflix original documentary, *13th*

Watch and Discuss: Sandra Bland Personal Video Archive

## UNIT 3 - Immigration, Asylum and Gendered Labor

### August 20 (Tuesday)

#### Reading:

1. Erika Lee, "The Chinese Are Coming. How Can We Stop Them?: Chinese Exclusion and the Origins of American Gatekeeping," pp.23-46 in *At America's Gate: Chinese Immigration During the Exclusion Era, 1882-1943*. The University of North Carolina Press, 2003.

### **August 22 (Thursday)**

#### **Reading:**

1. The Article *On Silences: Salvadoran Refugees Then and Now* by Leisy Abrego
2. Ch.4 The Structure of Trauma Through Separation, *Sacrificing Families* by Leisy Abrego

Watch and Discuss: Protest in Playas, Tijuana between Border Patrol, Central Americans and Mexican Nationals

## **UNIT 4 - Sexuality, Queer Studies and the Nation**

### **August 27th (Tuesday)**

#### **Reading:**

1. Eithne Luibheid, "'Looking like a Lesbian': Sexual Monitoring at the United States-Mexican Border" in *Entry Denied*

### **August 29th (Thursday)**

#### **Reading:**

1. "Queer in the Caravan: The Dangers LGBT Migrants Face in Search for Asylum" by Mabel Jiménez. 7 June 2019. Link:

<http://eltecolote.org/content/en/features/queer-in-the-caravan-the-dangers-lgbt-migrants-face-in-search-for-asylum/>

### **September 3rd (Tuesday)**

#### **Reading:**

1. Roth, B. (2017). Anti-AIDS Activism in the 1980s and 1990s. In *The Life and Death of ACT UP/LA: Anti-AIDS Activism in Los Angeles from the 1980s to the 2000s* (pp. 1-23). Cambridge: Cambridge University Press.  
doi:10.1017/9781316226940.002

Watch and discuss: excerpt from the Netflix original TV show, *Tales of the City*

### **September 5th (Thursday)**

#### **Reading:**

1. Building an Abolitionist Trans and Queer Movement with Everything We've Got. Pages 1-37. Written by Morgan Bassichis, Alexander Lee, Dean Spade