

Ethnic Studies 1B
Introduction to Ethnic Studies: Immigration and Assimilation in American Life
Winter Quarter, 2007
MWF 1:00-1:50 pm York Hall 2722

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Office Hours: MW 11:30 am to 12:50 pm, or by special appointment
Final Exam: Monday, March 19, 2007 from 3:00 to 6:00 pm

This course is a history of immigration to the United States from colonial times to the present, with emphasis on the roles of ethnic and racial groups in economics, power relations between dominant and subordinate groups, and contemporary ethnic and racial consciousness.

Course Evaluation: Attendance and participation in discussion sections.....	20%
Research paper or class project.....	20%
Pop Quizzes (2 worth 5% each).....	10%
Midterm exam.....	25%
Final exam.....	25%

Lectures and sections: Students are expected to attend every lecture and discussion section, take careful notes, complete all assigned readings, and class assignments. Class and section attendance is mandatory. The teaching assistant in charge of your section will take roll. 20% of your course grade will be based class and section attendance and participation.

Examinations: Two unannounced pop quizzes will be given during the course of this class. Their purpose is to encourage you to attend class, to take good notes, and keep up with the reading. A midterm exam will occur on **Friday, February 9th**. Both the midterm exam and the final will test you on course lectures, the readings, and on the content of any movie that has been screened up to that point. The exams will consist of two parts: section one will have 10 terms that require identification, section two will be broader essay questions. The final exam is on **Monday, March 19, 2007 from 3:00 to 6:00 pm**. This date and time may conflict with your final exam in another course. Please check your exam schedule for all your classes and notify me by January 22 if I will need to schedule a final exam for you at an alternative time.

Paper: This five to ten page paper should focus on your own family's history of immigration and settlement in the United States. How to write your family's history will be explained more extensively in class. Begin by interviewing elder members of your family, or by consulting histories of your own ethnic group. In this paper relate your family's personal experiences, to the experiences of other members of your ethnic group, and to the broader experiences of various immigrant groups. To situate and compare your family's personal experiences with those of your group, draw on class lectures and reading assignments. Consult at least two academic references (scholarly books, essays, articles, websites). The paper is due on Monday, February 26, 2007. Late papers will not be accepted. I have a number of special projects for classroom presentation. If you work on one of these projects, you will not be expected to write this paper.

Late Papers/Make-up Assignments: I do not accept late papers, or schedule make-up exams unless you can provide written documentation of an emergency or extraordinary circumstances that require an exception.

Required Reading: Available for purchase at Groundworks Books (858-452-9625); used, inexpensive copies can often be found on Amazon.com; copies of all the readings have been placed on 2 hour reserve at central library.

Roger Daniels, *Coming to America: A History of Immigration and Ethnicity in American Life* (New York: Perennial, 2002).

Rubén Martínez, *The New Americans: Seven Families Journey to Another Country* (New York: The New Press, 2004).

Natalia Molina, *Fit to Be Citizens? Public Health and Race in Los Angeles, 1879-1939* (Berkeley: University of California Press, 2006).

Mary C. Waters, *Ethnic Options: Choosing Identities in America* (Berkeley: University of California Press, 1990).

Cheating and Plagiarism: Cheating and/or plagiarism are not tolerated behaviors at UCSD. If you are caught cheating on an exam or quiz, it will result in a failing grade and your infraction will be referred to the dean of 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.

Principals of Community: By the very nature of the course topic, there will undoubtedly be a wide range of opinions among students, many of which may be rooted in personal and familial history often associated with considerable pain. Discussion about these differences is what makes a university classroom unique. In a classroom you may ask difficult questions, express different opinions, and debate about those differences. You will be asked to interrogate your own personal experiences, to compare them to those of others, and to draw larger structural lessons from them. For a classroom to be such a democratic and deliberative space, you must be respectful of others and considerate in discussion and debate. You are not permitted to insult others, to use offensive language, or to constantly disrupt the class in hopes of imposing your perspective. UCSD has a set of Principles of Community, from which these basic norms of civility are drawn. I urge you to read them at the following web address: <http://www.ucsd.edu/principles/>.

Students with Disabilities: If you have a disability or physical challenge that compromises your ability to complete the requirements of this course as assigned, please inform me immediately of your needs. I will make every reasonable effort to accommodate you. If, as a result of your disability, you cannot accept the content or terms of this syllabus, you need to notify me in writing within one week of receiving it.

Lecture Topics and Reading Assignments

Week 1 (January 8, 10, 12)

Defining Migrations and Immigration: Pre-Colonial and Colonial Movements

Reading: Daniels, *Coming to America*, pp. 1-120.

Week 2 (January 15, 17, 19; No class January 15 and 17)

The Century of Immigration (1820-1924)

Reading: Daniels, *Coming to America*, pp. 121-286.

Week 3 (January 22, 24, 26)

The Discourses of Nativism

Reading: Molina, *Fit to Be Citizens?*, pp. 1-157.

Week 4 (January 29, 31, February 2)

War, Migration, and Guest Workers

Reading: Molina, *Fit to Be Citizens?*, pp. 158-188; Daniels, *Coming to America*, pp. 287-349

Week 5 (February 5, 7, 9; **Midterm Exam Friday, February 9**)

The New Immigration

Reading: Daniels, *Coming to America*, pp. 350-388, Martínez, *The New Americans*, all

Week 6 (February 12, 14, 16)

Citizenship and the State

Reading: Class website (Congressional Record)

Week 7 (February 19, 21, 23; No class February 19)

Denying Citizenship: The case of Japanese Internment and 9/11

Reading: Class website (newspaper articles)

Week 8 (February 26, 28, March 2)

Models of Assimilation in American Life

Reading: Waters, *Ethnic Options*, pp. 1-114.

Week 9 (March 5, 7, 9)

Ethnicity and Nationality

Reading: Waters, *Ethnic Options*, pp. 115-176.

Week 10 (March 12, 14, 16)

The Continuing Immigration Debate

Majoring or Minor in Ethnic Studies at UCSD

You may be closer to a major, minor or a double major in Ethnic Studies than you realize. An Ethnic Studies major or minor is excellent preparation for a career in education, public policy, law, government and politics, journalism, public health, international relations, and many other careers. Please contact the Ethnic Studies Department Undergraduate Advisor for more information.