

Course: ETHN 151: Ethnic Politics in America

Instructor: Dr. Nadeen Kharputly

Office hours: Mondays 11:15am-1:15pm and by appointment in Social Sciences Building 252

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Any changes to this syllabus will be announced via e-mail.

Course description:

This course will explore the different ways in which ethnicity and culture have been politicized in the last century, with a focus on how immigration has altered the cultural and political landscape of this country. The foods and cultural values that come with newer arrivals and marginalized groups have an indelible effect on the ways that identities and group formations have developed in this country. By focusing our discussions on immigration, food, and cultural appropriation, we will develop a greater understanding of how ethnic relations, identities, and tensions are built into practices of travel, eating, cultural exchange, and cultural representation.

Learning outcomes:

By the end of this class you will be able to:

- Identify central arguments in the texts we read and examine them from multiple angles
- Take and defend a particular position while considering the viability of other positions
- Talk about the issues presented in this class in an academic manner and engage in thoughtful, gracious debate with one another
- Apply the concepts and readings we discuss to everyday examples

Ground rules:

We are discussing complex, difficult, and very necessary topics, and while diversity in opinion is expected and welcome, please be sure to voice your responses generously. This is a space where every student has the opportunity to learn in an open and supportive environment, and in order to maintain this co-operative space I expect everyone in this class to be as open-minded and gracious as possible and respect each person's individual learning trajectory. Personal attacks and hate speech will not be tolerated. Please review the Principles of Community to ensure that you adhere to the expected guidelines (<https://ucsd.edu/about/principles.html>)

Class readings:

Bring the readings of the day with you to each class.

You will not be asked to purchase any texts. All required readings – PDFs and links to articles – will be available online on TritonEd.

Class etiquette:

Please devote the 50 minutes of class to listening attentively to everyone in this space. We are covering difficult topics so your full attention is required

Laptops are permitted for referring to the texts and taking notes only. Any distracting behavior – attempting to text discreetly, browsing through social media, etc. - will be cited and disciplined accordingly. Fiddling with technology is rude and distracting (to me and your peers). When you are not taking notes and listening to your peers, please have your laptop screens down.

Communication:

I encourage you to attend office hours whenever you need to talk through ideas and issues, even early on in the quarter.

Please check your e-mail at least once a day to keep up to date with any possible changes to our schedule. Expect responses to your e-mails within 24 hours during the week and 48 hours over the weekend. Courteous correspondence is expected—e-mails must begin with a salutation (“Dear>Hello Dr. Kharputly”) and end with your signature (“Sincerely/Thanks, [your name]”).

Course requirements and percentage of final grade:*Participation and attendance 30%*

This includes *regular attendance* and *active participation* in class. Your grade relies heavily on participation and attendance, so any absences can quickly take a toll. Please check in with me **immediately** if you anticipate any difficulties with regular attendance.

Weekly question 20%

You will submit a discussion question on TritonEd relating to the readings of the week so that I can get a sense for what kinds of themes and ideas are most interesting to you and orient our discussion around that. Questions are due by noon on Tuesday of each week.

Final project proposal (due 2/18 by 11:59pm) 10%

A 2-4 page proposal where you discuss what you intend to do for your final project, your chosen topic, who you plan to have your conversation with, what questions you plan to ask them, and a preliminary works cited page to show that your conversation will be rooted in a specific research topic.

Final project (due 3/19 by 11:59pm) 30%

For your final project you will be asked to have a conversation with someone about a topic of your choice (related to this class). Then you will document the nature of this conversation in a 8-12 page paper. More detailed guidelines will be provided ahead of time.

Self-evaluation (due 3/19 by 11:59pm) 10%

At the end of the course, you will be asked to complete a short (500 words) evaluation of your learning outcomes.

Weekly schedule:

Week 1: Introductions to key concepts

Monday, January 8

Introduction

Wednesday, January 10

Amin Maalouf, selections from *In the Name of Identity: Violence and the Need to Belong* (1998)

Friday, January 12

Henry Yu, "Ethnicity," in *Keywords for American Cultural Studies* (2014 ed.)

Kandice Chuh, "Politics," in *Keywords for American Cultural Studies*

Week 2: Ethnicity and Racial formation

Monday, January 15

NO CLASS – Martin Luther King Jr. Holiday

Wednesday January 17

Michael Omi and Howard Winant, Chapter 1: "Ethnicity," in *Racial Formation in the United States* (2014 ed)

Friday January 19

Michael Omi and Howard Winant, Chapter 4: "The Theory of Racial Formation," in *Racial Formation in the United States*

Week 3: Immigration

Monday January 22

Jennifer Lee and Frank D. Bean. 2004. "America's Changing Color Lines: Immigration, Race/Ethnicity, and Multiracial Identification," in *Annual Review of Sociology*. 30:221-242.

Wednesday January 24

Monisha Das Gupta, chapter TBD from *Unruly Immigrants: Rights, Activism, and Transnational South Asian Politics in the United States* (2006)

Friday January 26

Yen Le Espiritu, "'We Don't Sleep around like White Girls Do': Family, Culture, and Gender in Filipina American Lives," *Signs: Journal of Women in Culture and Society* 26, no. 2 (Winter, 2001): 415-440.

Week 4: Immigration and border politics

Monday January 29

Joseph Nevins, "On Gate Keeping and Boundary Making" and "Generating Difference in San Diego-Tijuana" in *Operation Gatekeeper and Beyond: The War On "Illegals" and the Remaking of the U.S. – Mexico Boundary* (2010)

Wednesday January 31

Eithne Luibhéid, "Introduction: Power and Sexuality at the Border" in *Entry Denied: Controlling*

Sexuality at the Border

Friday February 2

Gloria E. Anzaldúa, Chapters 1 and 2 from *Borderlands/La Frontera: The New Mestiza* (1987)

Week 5: Immigration and food

Monday February 5

David Sax, "The Sriracha Argument for Immigration," in *The New Yorker*, March 2017

<https://www.newyorker.com/culture/culture-desk/the-sriracha-argument-for-immigration>

Rob Brunner, "How Chobani's Hamdi Ulukaya Is Winning America's Culture War," in *Fast Company*, March 2017

<https://www.fastcompany.com/3068681/how-chobani-founder-hamdi-ulukaya-is-winning-americas-culture-war>

Wednesday February 7

Charlie LeDuff, "At a Slaughterhouse, Some Things Never Die; Who Kills, Who Cuts, Who Bosses Can Depend on Race," *New York Times*, June 2000

<http://www.nytimes.com/2000/06/16/us/slaughterhouse-some-things-never-die-who-kills-who-cuts-who-bosses-can-depend.html>

Friday February 9

Benjamin Aldes Wurgaft, "Incensed: Food Smells and Ethnic Tension," in *Gastronomica*, Vol. 6 No. 2, Spring 2006; (pp. 57-60)

Richard Florida, "Gentrification Through the Eyes of Yelp Reviewers," in *The Atlantic*, November 2015

<https://www.theatlantic.com/business/archive/2015/11/gentrification-through-the-eyes-of-yelp-reviewers/415677/>

Week 6: Food politics

Monday February 12

Perin Gurel, "Live and Active Cultures: Gender, Ethnicity, and "Greek" Yogurt in America," in *Gastronomica: The Journal of Critical Food Studies*, Vol. 16 No. 4, Winter 2016; (pp. 66-77)

Wednesday February 14

Michael Twitty, "The Ground On Which I Cook: The Cooking Gene—an Appeal," in *The Cooking Gene*, March 24 2012

<https://thecookinggene.com/2012/03/24/the-ground-on-which-i-cook-the-cooking-gene-an-appeal/>

Michael Twitty, "What is the Cooking Gene?" in *Afroculinaria*, March 2017

<https://afroculinaria.com/2017/03/28/what-is-the-cooking-gene/>

Friday February 16

bell hooks, "Eating the other: Desire and resistance," in *Black Looks: Race and Representation* (1992)

Week 7: Cultural appropriation

Monday February 19

NO CLASS - President's Day

Wednesday February 21

Minh-Ha T. Pham, "Fashion's Cultural-Appropriation Debate: Pointless," in *The Atlantic*, May 2015

<https://www.theatlantic.com/entertainment/archive/2014/05/cultural-appropriation-in-fashion-stop-talking-about-it/370826/>

Kovie Biakolo, "How to Explain Cultural Appropriation to Anyone Who Just Doesn't Get It," in *AlterNet*, September 2016

<https://www.alternet.org/culture/cultural-appropriation-pho-lionel-shriver-jamie-oliver-marc-jacobs>

Friday February 23

Conor Fiedersdorf, "What Does 'Cultural Appropriation' Actually Mean?," *The Atlantic*, April 2017,

<https://www.theatlantic.com/politics/archive/2017/04/cultural-appropriation/521634/>

K Tempest Bradford, "Commentary: Cultural Appropriation Is, In Fact, Indefensible," *NPR*

<https://www.teenvogue.com/story/why-the-cultural-appropriation-conversation-needs-to-go-further>

Week 8: Cultural appropriation

Monday February 26

Kareem Abdul-Jabbar, "Cornrows and Cultural Appropriation: The Truth About Racial Identity Theft," in *Time*, August 2015

<http://time.com/4011171/cornrows-and-cultural-appropriation-the-truth-about-racial-identity-theft/>

Wednesday February 28

Antonia Opiah, "Why the Conversation About Cultural Appropriation Needs to Go Further," in

Teen Vogue, May 2017

<https://www.teenvogue.com/story/why-the-cultural-appropriation-conversation-needs-to-go-further>

Friday March 2

Sunaina Maira, "Temporary Tattoos: Indo-Chic Fantasies and Late Capitalist Orientalism." *Meridians* 3, no. 1 (2002): 134-60.

Week 9: Representation and responsibility

Monday March 5

Stuart Hall, "The Work of Representation," in *Representation: Cultural Representations and Signifying Practices* (1997)

Wednesday March 7

Audre Lorde, "Age, Race, Class, and Sex: Women Redefining Difference," in *Sister Outsider: Essays and Speeches* (1994)

Friday March 9

James Baldwin, "The Creative Process," in *The Price of the Ticket* (1985)

Week 10: The politics of responsibility

Monday March 12

Linda Martin Alcoff, "What Should White People Do?" *Hypatia*, 13: 6–26, 1998.

Wednesday March 14

Dear White People (2014) [available on Reserves]

Friday March 16

Conclusion

Final projects due before midnight on March 19, 2018.

Additional information:

The university's statement on academic integrity must be reviewed before turning in any assignments: <http://senate.ucsd.edu/Operating-Procedures/Senate-Manual/Appendices/2>. Plagiarism consists of but is not limited to the following: presenting another person's ideas or language as if they were your own, copying (words AND ideas) from the Internet, and failure to acknowledge and properly cite the sources of the ideas presented. If you are unsure about what constitutes plagiarism, please check in with me ahead of time.

Please let me know as soon as possible if you need accommodation for disability purposes or

religious reasons so that we may make alternate arrangements ahead of time. It is best to get accommodation from the Office for Students with Disabilities (located behind Center Hall, 858-534-4382) as soon as possible so that we can work together to ensure that your needs are met in the event of an emergency.

Majoring or minoring in Ethnic Studies:

Many students take an Ethnic Studies course because the topic is of great interest or because of a need to fulfill a university or college requirement. Students have taken three or four classes out of *interest* yet have no information about the major or minor and don't 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, public policy, education, public health, social work, non-profit work and many other careers. If you would like information about the Ethnic Studies major or minor at UCSD, please contact Monica Rodriguez, Ethnic Studies Program Advisor, via email at ethnicstudies@ucsd.edu