

University of California
Santa Cruz
Latin American and
Latino Studies
Summer 2022

LALS 151

Race and Mobility

Professor Patricia Pinho

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Office Hours: Wed. 9 am – 11 am
(and by appointment)

Course offered remotely
and asynchronously

Course Description

One of the consequences of the COVID-19 pandemic and its disruptions of life “as we know it” is the realization of the intensely mobile character of the world, where people, objects, images, ideas, and information have been constantly and increasingly on the move. The growing importance of movement for social processes, practices, and identities has generated a “mobilities turn” in the social sciences, challenging the long-held paradigm of territorially fixed bodies, cultures, and societies. These interdisciplinary studies analyze the interconnections between different forms of travel (migration, displacement, tourism, etc.) and the different scales of mobility (body, region, nation, local, global, etc.), recognizing that movements across space are deeply unequal. Bodies, for example, do not move neutrally; bodily movement is instead differently impacted according to one’s race, gender, sexuality, dis/ability, nationality, religion, and other social markers. This course focuses on the intersection between mobility and race, examining both how mobility is racially informed and how differential mobilities inform the construction of racial identities, the production of racial processes, and the representation of racialized spaces. Examining different facets of mobility—movement, meaning, and practice—as produced by and productive of power, course topics include: the mutual constitution between mobility and racial identities (blackness, whiteness, Latinidad, and Indigeneity); white control over the mobility of “Others”; bodily movements (walking, dancing, etc.) as sites of both policing and resistance; prototypical whiteness and the surveillance of non-white mobile bodies; border crossing; and the intersections between racial mobility politics and gender and class dynamics.



Left to right: Protesting Arizona's immigration law, 2010, CNN; Rally against racial profiling, 2000, AP Photo/Steve Yeater; Migrant caravan from Central America gather with supporters at the U.S./Mexico border wall, April 29, 2018, Meghan Dhaliwal/*The New York Times*.

Course Format for Remote Learning

This course will be offered remotely and asynchronously.

Weekly Structure:

This is what a regular week in this course will look like:

Each week will cover two topics, as follows:

Topic 1:

- Readings
- Lecture posted by Prof. Pinho on Canvas on Monday morning
- Quiz due by Wednesday, 11:59 pm

Topic 2:

- Readings
- Lecture posted by Prof. Pinho on Canvas on Wednesday morning
- Quiz (or Short Essay) due by Sunday, 11:59 pm

Readings:

- Ideally, you should do the assigned readings for the week before watching the recorded lectures.
- To ensure that you have access to course materials available electronically via UCSC Libraries, particularly when off campus, you should download and install the university's Virtual Private Network (VPN) Client (<https://its.ucsc.edu/vpn/installation.html>)

Assignments:

- In total there will be 8 quizzes and 2 short essays in this course. A quiz is due every Wednesday. A quiz or a short essay is due on Sunday. See more detailed information on how to prepare the assignments below, in the respective section of the syllabus.

Office Hours:

- Every student should attend office hours at least once during the term.
- Prof. Pinho will have virtual office hours offered in real time via [Zoom](#) on Wednesdays, 9 am – 11 am (and by appointment).
- Students should [sign up for office hours](#). The sign-up sheet is also available on Canvas.

Course Objectives

Carrying the Textual Analysis General Education designation, the major goal of this course is to offer students an understanding of the intersection between mobility and race through the interpretation and analysis of written and visual texts. The course seeks to prepare students to:

1. Understand, through the development of higher-order reading skills, race and mobility as mutually constitutive and produced in relations of power;
2. Identify and comprehend, through the rigorous and analytical reading of written and visual texts, concepts and arguments that productively explain the intersections between race and mobility in the Americas and beyond;
3. Navigate in the interdisciplinary fields of Mobility Studies, Latin American and Latino Studies, and Critical Race and Ethnic Studies;
4. Improve critical thinking and interpretive skills in order to more effectively intervene in the world.

Course Assignments and Grade Distribution

Students are required to read ALL the assigned material. Final grades will be calculated according to the following assignments:

1. Seven quizzes (10 points each) = 70% of the final grade. (Note that there will be 8 quizzes available, but you will only need to do 7).
2. Two short essays (15 points each) = 30% of the final grade.

Instructions for the quizzes - Prof. Pinho will post the prompt for the 1st quiz of the week on Canvas on Monday morning, and the prompt for the 2nd quiz of the week (or short essay) on Canvas on Wednesday morning. Students will respond to each quiz in **at least 300 words and no more than 500 words**. The first quiz of the week is due on Wednesday at 11:59 pm, and the second quiz of the week is due on Sunday at 11:59 pm, always on Canvas.

Instructions for the short essays will be provided in writing at least one week in advance. Each essay should contain **at least 1,500 words**.

Both the quizzes and the short essays are "open book" assignments, which means that you can freely consult the readings. Keep in mind, however, that you are allowed to paraphrase but **not quote** the author(s).

Grading Scale

A = 94-100%	A- = 90-93	B+ = 87 - 89%	B = 83 – 86%	B- = 80 – 82%
C+ = 77 - 79%	C = 74 - 76%	C- = 70 - 73	D = 60 – 69%	F = 59 and below

I am available to discuss your grades and how to improve your work. If you wish to contest a grade, you must provide me with a one-page justification explaining what grade you believe you deserve and why you believe you deserve it within one week of receiving your grade. My reevaluation may lead to a grade increase, decrease, or no change.

Course Policies for Remote Learning

Student Conduct Agreement

Please note that students are required to sign the [Student Conduct Agreement](#) (also available on Canvas) to confirm they understand that selling, preparing, or distributing course lecture notes, including notes created independently by students, is considered an unauthorized sale and can result in disciplinary action. Please do not share/download/copy lecture notes, handouts, or other course materials, which is a violation of campus policies as well as state law. Violation by distribution to the public may also constitute copyright infringement subject to legal action.

Academic Integrity

This course takes academic integrity very seriously. Use of the ideas, words and/or written work of another person without giving credit to the original author is academically dishonest and constitutes plagiarism. Please remember that you must give credit if you are using another person's ideas, whether or not it is a direct quote. UCSC takes plagiarism cases seriously and they will be addressed according to university policy. No matter how minor the infraction, plagiarism is plagiarism, and you will be reported to the university. If you are having trouble with citations, please see me during Zoom office hours. For more information on academic integrity see:

<https://advising.ucsc.edu/success/integrity.html>

Canvas Course Site and Email

You should plan to check your UCSC email account and Canvas every day for important class information as we will rely very heavily on these resources to pass on information pertaining to the class. The professor usually responds within 24 hours to a message. Recorded lectures will also be available through Canvas. You should be automatically registered for Canvas.

Student Support Resources

Equal Access for Students with Disabilities

UC Santa Cruz is committed to creating an academic environment that supports the diverse learning abilities of our students. Remote learning introduces new and unanticipated challenges. If you are a student with a disability who requires accommodations to achieve equal access in this course, please be in contact with the Disability Resource Center (DRC) and let me know you require accommodations by email or during Zoom office hours. The earlier we are aware you need accommodations, the sooner we can determine how to support your learning. I encourage all students who may benefit from learning more about DRC services to contact DRC by phone at 831-459-2089 or by email at drc@ucsc.edu. You must be registered with the DRC prior to receiving assistance. Please keep in mind that it is your responsibility to remind the professor of your accommodation needs for each and every assignment.

Title IX Reporting Responsibilities

Title IX prohibits gender discrimination, including sexual harassment, domestic and dating violence, sexual assault, and stalking. If you have experienced sexual harassment or sexual violence, you can receive confidential support and advocacy at the Campus Advocacy Resources & Education (CARE) Office by calling (831) 502-2273. In addition, Counseling & Psychological Services (CAPS) can provide confidential, counseling support, (831) 459-2628. You can also report gender discrimination directly to the University's Title IX Office, (831) 459-2462. Reports to law enforcement can be made to UCPD,

(831) 459-2231 ext. 1. For emergencies call 911. Faculty and Teaching Assistants are required under the UC Policy on Sexual Violence and Sexual Harassment to inform the Title IX Office should they become aware that you or any other student has experienced sexual violence or sexual harassment.

Campus Advocacy Resources and Education (CARE)

The CARE program provides support, advocacy, resources and violence prevention education to the UC Santa Cruz community. They respond to the needs of students, staff, faculty and non-affiliates impacted by stalking, dating/domestic violence and sexual assault by providing free and confidential services. CARE also works collaboratively with students, faculty and staff to educate the campus community about the vital role that each of us has in preventing violence and creating social justice locally and globally. Find more resources at: <https://care.ucsc.edu/resources/campus-and-community-resources.html>

Counseling & Psychological Services (CAPS)

If you need psychological support, please contact CAPS at 459.2628 (24-hours) and visit <http://caps.ucsc.edu> for additional resources. Also feel free to reach out to me (Prof. Pinho) if you think I can be of help.

Overall support

Any student who faces challenges securing their food or housing and believes this may affect their performance in the course is urged to contact Slug Support. Students dealing with legal concerns related to immigration status (either for themselves or family members) can contact the Undocumented Student Services office. Furthermore, feel free to notify me (Prof. Pinho) about challenges that are disrupting your studies, if you are comfortable in doing so. This will enable me to connect you with any resources that I may know and to discuss ways to further support your learning and success in the course.

Course Material and Preparation for Class

All the readings are mandatory. We will read several articles from the Special Issue on “Race and the Politics of Mobility” of the journal *Transfers* as well as other journal articles, plus Ulla Berg’s *Mobile Selves: Race, Migration and Belonging in Peru and the US* (New York University Press, 2015) as well as other book chapters. Berg’s book is available electronically via the University Library and the other readings are available as PDFs in the respective weekly modules on Canvas. On average, you will dedicate approximately 30 hours per week for this course, including the time spent watching the recorded lectures, reading, researching, and writing the assignments.



How to succeed in this course

Make a plan for managing your time:

- Have clear expectations. Expect to spend 30 hours a week for a five-week course.
- Set aside small blocks of time to do work for each course throughout the week. All-nighters and cramming sessions are the *least* effective ways to learn and retain new information.
- Add major assignments to your calendar and work on them a little each week, rather than trying to complete them all at once.
- Start working on your weekly assignments early in the week, and leave time to edit and proofread them.

Program

Week 1 (July 25 - 31)

Topic 1: Introduction to Mobility Studies

Readings

Mimi Sheller, "Mobility", *Sociopedia.isa*. 2011, 1-12.
 Mimi Sheller, "Theorising Mobility Justice." *Tempo Social* 30 (2), 2018, 17-34.

Assignment

Quiz 1 due on Wednesday, July 27, 11:59 pm.

Topic 2: Racializing Mobility, Mobilizing Race

Readings

Michael Omi and Howard Winant, "The Theory of Racial Formation." In *Racial Formation in the United States* (3rd edition), 105-136.
 Judith A. Nicholson and Mimi Sheller, "Race and the Politics of Mobility: Introduction." *Transfers* 6 (1), 2016, 4-11.
 Cotten Seiler, "Mobilizing Race, Racializing Mobility: Writing Race into Mobility Studies." *Mobility in History: The State of the Art in The History of Transport, Traffic and Mobility*, edited by Gijs Mom, Gordon Pirie, and Laurent Tissot, 229-233.

Assignment

Quiz 2 due on Sunday, July 31, 11:59 pm.

Week 2 (August 1 - 7)

Topic 1: Blackness and Mobility in the Américas

Readings

Tim Creswell, "Black Moves: Moments in the History of African-American Masculine Mobilities." *Transfers* 6 (1), 2016, 12-25.
 Paul Gilroy, "Driving While Black." In *Car Cultures*, edited by Daniel Miller, 2001, 133-152.

Assignment

Quiz 3 due on Wednesday, August 3, 11:59 pm.

Topic 2: Whiteness and the Control of Mobility	
Readings	<p>Sarah Sharma and Armond Towns, "Ceasing Fire and Seizing Time: LA Gang Tours and the White Control of Mobility." <i>Transfers</i> 6 (1), 2016, 26-44.</p> <p>Amie McLean, "'Four Guys and a Hole in the Floor': Racial Politics of Mobility and Excretion among BC-Based Long Haul Truckers." <i>Transfers</i> 6 (1), 2016, 45-61.</p>
Assignment	Quiz 4 due on Sunday, August 7, 11:59 pm.
Week 3 (August 8 - 14)	
Topic: Prototypical Whiteness and the Surveillance of Blackness	
Readings	Simone Browne, <i>Dark Matters: On the Surveillance of Blackness</i> . Chapter 3 – Branding Blackness, and Chapter 4 - What did TSA find in Solange's fro?
Assignment	Quiz 5 due on Wednesday, August 10, 11:59 pm.
Watch	<p><u>Driving While Black: Race, Space, and Mobility in America</u>, by Gretchen Sorin and Ric Burns (2020).</p> <p>* Trigger warning: This documentary is painful to watch, especially the last 20-30 minutes, when it shows and discusses the racial profiling and killing of black drivers. Still, this is a very important documentary that helps raise awareness about the challenges, dangers, and unevenness of black mobility, a topic that, as we know, is now more urgent than ever. If you feel that you are unable to watch this documentary, contact the professor to arrange for an alternative assignment. *</p>
Assignment	Short Essay 1 due on Sunday, August 14, 11:59 pm.

Week 4 (August 15 - 21)

Topic 1: Forging Mobile Selves

Readings

Ulla Berg, *Mobile Selves: Race, Migration and Belonging in Peru and the US*. Introduction.

Assignment

Quiz 6 due on Wednesday, August 17, 11:59 pm.

Topic 2: Non-Elite Transnational Mobilities

Readings

Ulla Berg, *Mobile Selves: Race, Migration and Belonging in Peru and the US*. Chapters 1 and 2.

Assignment

Quiz 7 due on Sunday, August 21, 11:59 pm.

Week 5 (August 22 - 26)

Topic 1: Transnational Mobility and Long-Distance Communication

Readings

Ulla Berg, *Mobile Selves: Race, Migration and Belonging in Peru and the US*. Chapters 3 and 4.

Assignment

Quiz 8 due on Wednesday, August 24, 11:59 pm.

Topic 2: Moving Within and Between Racial Projects

Readings

Ulla Berg, *Mobile Selves: Race, Migration and Belonging in Peru and the US*. Chapters 5 and 6 and Conclusion.

Watch

[Soy Andina](#), by Mitchell Teplitzky, 2008.

Assignment

Short Essay 2 due on Friday, August 26, 11:59 pm.
(NOTE THE **FRIDAY** DEADLINE).