ETHN 189: Race and Responsibility
Instructor: Dr. Nadeen Kharpoutly
Office hours: Mondays 12:10pm-2pm (and by appointment) in Social Sciences Building 252
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Any changes to this syllabus will be announced in class and via e-mail.

Course description:
What is our responsibility to our community? To society at large? And how do we overcome this responsibility in order to live and write in a way that is faithful to our interests? To explore these questions, we will read a number of texts on the nature of responsibility, particularly as it concerns writers of color and the communities they represent in their works.

On the flipside, what are our responsibilities as a society? How are we complicit in systemic forms of racism, and how do we best understand our responsibility in order to combat these injustices?

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. Personal attacks and hate speech will not be tolerated. Please go over the Principles of Community to ensure that you adhere by the expected guidelines (https://ucsd.edu/about/principles.html)

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 peers
- Apply the concepts and readings we discuss to everyday examples

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. Please access the links to news articles via TritonEd; the links here on the syllabus may have changed in the meantime.

Class etiquette:
Please devote our class time to listening attentively to everyone in this space. We are covering difficult topics so your full attention is required.

Be mindful of the space you take up – make sure you respond to the questions posed during our discussions directly and efficiently, and do not forget that your classmates need to be able to
participate as well.

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 are 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]).

Make sure you read over the syllabus and any instructions I have shared via e-mail or TritonEd carefully before you ask any questions. I will not respond to e-mails asking me what my office hours are, for example, or about any information that is readily available on the syllabus.

**Course requirements and percentage of final grade:**

*Participation and attendance* 20%
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 share* 20%
By the end of each week (Sunday) you will share a resource on TritonEd relating to the theme of the week. Over the course of our discussions you will think of many things that you find relevant to our discussion – news articles, stories, music, YouTube videos, movies, TV shows, etc. In the interest of sharing these with everyone in the class, you will be asked to contribute to our resource database to enrich our understanding of each week’s topic.

*Class presentation* 15%
5-10 minute in-class presentation. You will pick an article or other resource related to the week’s topic and introduce that article to the class. Sign-up sheets will be circulated in week 2.

*Midquarter self-evaluation (due by 5/13)* 10%
A 3-5 page assignment. Not only to reflect on your progress thus far, but this should help you explore what you will end up researching for your final project. Further instructions will be sent ahead of time.

*Final paper (due 6/11)* 25%
A 8-12 page research paper on a topic of your choice. Further instructions will be sent ahead of time.
Self-evaluation (due 6/11)  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:

**Monday April 2**
Introduction

**Wednesday April 4**
Defining our responsibilities
[No reading]

**Friday April 6**
In-class exercise

Week 2:

**Monday April 9**
[https://www.theatlantic.com/magazine/archive/2014/06/the-case-for-reparations/361631/](https://www.theatlantic.com/magazine/archive/2014/06/the-case-for-reparations/361631/)

**Wednesday April 11**
Coates continued

**Friday April 13**

Week 3: Respectability politics

**Monday April 16**
Wednesday April 18

Friday April 20
Monique Judge, “Why He Should Have Just Complied Does Not Apply to Stephon Clark,” *The Root*, March 22, 2018

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**Week 4: The prison industrial complex: our collective responsibility**

**Monday April 23**

**Wednesday April 25**
Davis continued

**Friday April 27**
Davis continued

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**Week 5: Prison industrial complex contd.**

**Monday April 30**
Ava DuVernay, *The 13th* (2016) (1hr 40min)

**Wednesday May 2**
13th continued

**Friday May 4**
13th continued

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**Week 6: Prison industrial complex contd.**

**Monday May 7**
Wednesday May 9
Alexander continued

Friday May 11
Alexander continued

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Week 7: Responsibility after 9/11

Monday May 14
https://muftah.org/liberal-fascination-islam-lite-humanizing-muslims-industry/
Hatem Bazian, “Humanizing the human is dehumanizing!” October 2, 2017
http://www.hatembazian.com/content/humanizing-the-human-is-dehumanizing-preforming-muslimness/

Wednesday May 16
https://player.fm/series/see-something-say-something/episode-1-saying-nah (or wherever you listen to podcasts)

Friday May 18

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Week 8: Responsibility to society

Monday May 21

Wednesday May 23
Roxane Gay, reading TBD

Friday May 25

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Week 9: Responsibility to all women

Monday May 28
NO CLASS - Memorial Day Weekend

Wednesday May 30
Kimberlé Crenshaw, “Mapping the Margins: Intersectionality, Identity Politics, and Violence

In class viewing: Kimberlé Crenshaw, “The urgency of intersectionality,” TEDWomen, December 2016
Video and transcript: https://www.ted.com/talks/kimberle_crenshaw_the_urgency_of_intersectionality

Friday June 1
Chimamanda Ngozi Adichie, “We Should All Be Feminists,” TEDxEuston, December 2012. Video and transcript: https://www.ted.com/talks/chimamanda_ngozi_adichie_we_should_all_be_feminists

Week 10: Conclusion

Monday June 4
Last week’s discussion continued

Wednesday June 6
Final project discussion

Friday March 8
Conclusion

Final papers and self-evaluation due on Monday June 11 by 11:59pm.

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. Re-using language from a paper you have previously written for another class is unacceptable. If you are unsure about what constitutes plagiarism, please check in with me ahead of time. It is your responsibility to be aware of all of this; lack of awareness is no excuse.

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 Rodriquez, Ethnic Studies Program Advisor, via email at ethnicstudies@ucsd.edu