ETHN153/HIUS136: Twentieth Century Citizenship and Civil Rights
Instructor: Dr. Nadeen Kharputly
Office hours: Mondays 12:10pm-2pm (and by appointment) in Social Sciences Building 252
E-mail: nkharput@ucsd.edu

Please familiarize yourself with everything on this syllabus and in the rubrics assigned for each segment of the course. Consult the syllabus and rubrics before you send me any e-mails: I will not respond to questions that have already been addressed here or in the rubrics.

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

Course description:
Understandings of citizenship and civil rights are constantly in flux. The United States has long posed challenges to the ability for different people to attain their rights as inhabitants of this country. This course offers a few different examples of how individuals and communities have reckoned with these tensions between their identities and their status within the U.S.

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, sensitive debate with peers
• Apply the concepts and readings we discuss to everyday examples

Ground rules:
We are discussing complex, difficult, and very necessary topics, and while differences in opinion are expected and welcome, please be sure to voice your responses generously. This is a space where every student has chosen the opportunity to learn in an open and supportive environment, and in order to maintain this co-operative space, everyone in this class is expected 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).

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.

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 you will be marked as absent for the class. Fiddling with technology is rude and distracting, both to me and
your peers, and a colossal waste of your time and tuition money. If you are dealing with an emergency that requires you to be on your phone, please do not come to class. When you are not taking notes, please have your laptop screens down to fully engage in our space and listen to your peers with respect.

**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 UCSD 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. Kharpulty”) 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 and Canvas carefully before you ask any questions. **I will not respond to e-mails** asking me what my office hours are, for example, or looking for any information that is readily available on the syllabus or other class documents.

**Class readings and other requirements:**
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 Canvas. Please access links listed on the syllabus via Canvas as they may have changed in the meantime.

Bring writing tools with you to class – pen and notebook, laptop, or tablet (no cell phones) – you may be asked to undertake in-class writing exercises at any point during the quarter.

**Course requirements and percentage of final grade:**
*Please see the rubrics for each section on Canvas for additional information.*

25%  **Participation and attendance**
This includes regular attendance and active participation in class. A large portion of your grade relies 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. This is not a class where you can come in and check out – your participation and critical engagement will be assessed carefully.

You may have two unexcused absences, no questions asked. Additional unexcused absences will affect the attendance portion of your grade. Please make the arrangements to procure necessary documentation for medical issues and/or disabilities as soon as possible. I understand that documentation and access to healthcare are not always possible to obtain, so please talk to me if you encounter or anticipate any issues.

Perpetual tardiness will also affect your attendance. One or two late arrivals is of course understandable, but a consistent inability to arrive to class on time will affect the attendance portion of your grade.
It is your responsibility to make up for your absences: reach out to a classmate to see what you missed. If you have additional questions after you have caught up, you’re welcome to reach out to me. E-mailing me to ask if you “missed anything in class” serves no purpose; the answer is always yes, and it is your duty to catch up.

25%  **Weekly share (due on Fridays)**
On Friday of each week you will share an item on Canvas relating to the theme of the week. This can include anything from an image, book or film recommendation, or article. Please see the weekly share rubric for additional information.

15%  **“Quizzes” on Canvas**
A regular series of guided questions and/or exercises on Canvas in order to assess your progress in this class, boost your engagement with the readings, and prepare you for your final project. These will be graded pass/fail.

25%  **Final project (due 6/10 by 11:59pm)**
A short (5 minutes) video project of your own design that addresses a specific topic relating to the subject of the class. Further instructions will be sent ahead of time. You will receive a letter grade for this project. There is no final exam scheduled for this class.

**Alternative project:** an essay related to the theme of the class. This option is available only to students who need to fulfill a writing requirement with this class. You must send me a request in writing early in the quarter for permission to do this alternative project.

10%  **Self-evaluations (x2) (due 5/5 and 6/13 by 11:59pm)**
In the middle and the end of the course, you will be asked to complete two short (500-1000 words) evaluations of your learning outcomes. Due Sunday of week 5 and Thursday of finals week. Further instructions will be sent ahead of time. These will be graded pass/fail.

*All assignments must be completed in order to pass this class.*

**WEEKLY SCHEDULE**

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**Monday April 1**
Introduction and syllabus

**Wednesday April 3**
Chimamanda Ngozi Adichie, “The Danger of a Single Story,” TED Talk, July 2009  
https://www.ted.com/talks/chimamanda_adichie_the_danger_of_a_single_story/transcript

In class viewing: Robin DiAngelo, “Why ‘I’m not racist’ is only half the story,” *Big Think*, October 2018  
https://www.youtube.com/watch?v=kzLT54QjcIA
Friday April 4
In-class community building exercises

Week 2: Unlearning the Civil Rights Leaders

Monday April 8
Martin Luther King, Jr., “Beyond Vietnam,” 1967

Wednesday April 10
MLK Jr. continued, intro to Malcolm X

Friday April 12
Malcolm X, “The Ballot or the Bullet”

Week 3: Unlearning the Civil Rights Leaders

Monday April 15
NO CLASS

Wednesday April 17
James Baldwin, “The Discovery of What It Means to Be an American,” 1959

Friday April 19

Week 4: Segregation then and now

Monday April 22

Wednesday April 24
Alexander continued

Friday April 26
NO CLASS

Week 5: School segregation and affirmative action

Monday April 29
Nikole Hannah-Jones, “The Problem We All Live With,” *This American Life*, 2015
Wednesday May 1

Friday May 3
In-class viewing: Hasan Minhaj, “Affirmative Action,” Patriot Act, 2018

Week 6: Asian American citizenship and the model minority myth

Monday May 6

Wednesday May 8

Friday May 10
Wu and Park continued

Week 7: Japanese American incarceration

Monday May 13

Wednesday May 15
Yuri Kochiyama, “Then Came The War,” 1991

Friday May 17
Photos of the concentration camps:
http://digitallibrary.usc.edu/cdm/landingpage/collection/p15799coll7

Week 8: The intimacies of citizenship

Monday May 20
Lauren Berlant, “Introduction,” from The Queen of America Goes to Washington City: Essays on Sex and Citizenship, 1997

Wednesday May 22
Berlant continued
Friday May 24

Week 9: The construction of illegality

Monday May 27
NO CLASS

Wednesday May 30
Peter Constantini, “Manufacturing illegality: An Interview with Mae Ngai”, 2019

Friday May 31

Week 10: Conclusion

Monday June 3
Q&A session about final project

Wednesday June 5
Q&A session about final project

Friday June 7
Conclusion

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](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.

*Any instances of plagiarism will result in a failing grade for the assignment (and possibly the class) and a referral to the Academic Integrity Office.*

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