Ethnic Studies 117: Organic Social Movements
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:
This course examines a number of social movements throughout U.S. history to understand how individuals and groups of people have risen to action for different purposes - civil and human rights, Black liberation, representation, self-affirmation, indigenous rights, and women’s rights. Our chosen topics are far from the only significant movements in U.S. history, but they provide a foundation for understanding what motivates different groups of people to action, what is at stake for these groups, and how these movements demonstrate the longevity and persistence of injustice.

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. 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 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 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 looking for any information that is readily available on the syllabus.

**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 TritonEd. Please access links listed on the syllabus via TritonEd 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 TritonEd for additional information.*

**30% 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.

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.

20%  **Weekly photo share (due by 5pm on Sundays)**
By 5pm at the end of each week (Sunday) you will share an image on our class forum relating to the theme of the week. Please see the weekly photo share rubric for additional information.

10%  **Midquarter self-evaluation (due 2/11 by 11:59pm)**
A short (500-1000 words) assignment that will allow you to reflect on your progress in this class. Further instructions will be sent ahead of time. This will be graded pass/fail.

30%  **Final playlist project (due 3/18 by 11:59pm)**
A playlist designed around a particular theme, movement, or figure relating to the topic of the class, with a short (1200-1500) essay explaining the significance of your subject matter and accompanying playlist. 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.

10%  **Self-evaluation (due 3/18 by 11:59pm)**
At the end of the course, you will be asked to complete a short (500-1000 words) evaluation of your learning outcomes. Further instructions will be sent ahead of time. This will be graded pass/fail.

*All assignments must be turned in in order to pass this class.* This includes the weekly shares and self-evaluations.

**WEEKLY SCHEDULE**

---

**Week 1: Introduction**

**Monday January 7**
Introduction and syllabus

**Wednesday January 9**
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](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=kzLT54QjclA](https://www.youtube.com/watch?v=kzLT54QjclA)

**Friday January 11**
Fredrick C. Harris, “The Next Civil Rights Movement?” *Dissent Magazine*, Summer 2015
Ta-Nehisi Coates, “Civil-Rights Protests Have Never Been Popular: Activists can’t persuade their contemporaries—they’re aiming at the next generation,” The Atlantic, October 2017

In-class community building exercises

Week 2: Leaders of the Civil Rights Movement

Monday January 14
Martin Luther King, Jr., “Letter from Birmingham Jail,” April 16, 1963

Wednesday January 16

Friday January 18
In class: Malcolm X, excerpts from early speeches

Week 3: Leaders of the Civil Rights Movement

Monday January 21
NO CLASS - Martin Luther King Jr. Day

Wednesday January 23

Friday January 25
In class: James Baldwin, excerpts from I Am Not Your Negro (2017)

Week 4: Beyond the Civil Rights Movement

Monday January 28

Wednesday January 30

Friday February 1
Aaron J. Leonard and Conor A. Gallagher, “The Case of Richard Aoki: Berkeley Radical, Black Panther, FBI Informant,” Jacobin Magazine, August 26, 2018
Week 5: The Afterlife of the CRM: The Hip Hop Generation

Monday February 4
Jeff Chang, “It’s a Hip-Hop World,” in *Foreign Policy*, October 12, 2009

Wednesday February 6

Friday February 8

Discussion of final playlist project

Week 6: Third World Liberation Front and the Origins of Ethnic Studies

Monday February 11

Wednesday February 13
Maeda continued

Friday February 15
In class screening of sections s of *Agents of Change* (2016)

Week 7: Black Lives Matter

Monday February 18
NO CLASS – President’s Day

Wednesday February 20
http://bostonreview.net/books-ideas/robin-d-g-kelley-movement-black-lives-vision

**Friday February 22**  

Alicia Garza, “A Herstory of the #BlackLivesMatter Movement” October 2014

---

**Monday February 25**  
[https://www.theguardian.com/lifeandstyle/2016/may/30/sayhername-why-kimberle-crenshaw-is-fighting-for-forgotten-women](https://www.theguardian.com/lifeandstyle/2016/may/30/sayhername-why-kimberle-crenshaw-is-fighting-for-forgotten-women)

Video and transcript:  
[https://www.ted.com/talks/kimberle_crenshaw_the_urgency_of_intersectionality](https://www.ted.com/talks/kimberle_crenshaw_the_urgency_of_intersectionality)

[http://static1.squarespace.com/static/53f20d90e4b045158d8c/t/560c068ee4b0af26f72741df/1443628686535/AAPF_SMN_Brief_Full_singles-min.pdf](http://static1.squarespace.com/static/53f20d90e4b045158d8c/t/560c068ee4b0af26f72741df/1443628686535/AAPF_SMN_Brief_Full_singles-min.pdf)

**Wednesday February 27**  

Tarana Burke, “#MeToo Was Started for Black and Brown Women and Girls. They’re Still Being Ignored,” *Washington Post*, Nov. 9, 2017  

**Friday March 1**  
Rebecca Solnit, “All the Rage: What a literature that embraces female anger can achieve,” *The New Republic*, Sept 24, 2018  


---

**Week 9: Standing Rock and #NoDAPL**

**Monday March 4**

https://culanth.org/fieldsights/1023-we-are-blood-relatives-no-to-the-dapl

**Wednesday March 6**
Kelly Hayes, “Standing Rock and the Power and Determination of Indigenous America,” in Pacific Standard, March 13, 2018
https://psmag.com/magazine/standing-rock-still-rising

**Friday March 8**
Awake, A Dream from Standing Rock (2017) (on Netflix)

---

**Week 10: Conclusion**

**Monday March 11**
Wrap up discussion

**Wednesday March 13**
Q&A session about final project

**Friday March 15**
Conclusions

**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.

*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](mailto:ethnicstudies@ucsd.edu)