

**Ethnic Studies 109: RACE AND SOCIAL MOVEMENTS**  
**Summer 2016**

Class Meetings: Mondays and Wednesdays at 11:00am to 1:50pm in SOLIS 109

**Professor:** Amrah Salomón J.

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**Office:** SSB 251

**Office Hours:** Mondays 2:30pm to 3:30pm or by appointment

**Course Description:** This course explores collective mobilizations for resources, recognition, and power by members of aggrieved racialized groups, past and present. We will examine both historical and contemporary movements for social change. Emphasis will be placed on the conditions that generate collective movements, the strategies and ideologies that these movements have developed, and on the prospect for collective mobilization for change within aggrieved communities in the present and future. This course will focus on the relationship between racism, capital, popular culture, and the state, as well as the ways that communities of color have strategized to confront racial violences. Particular focus will be on the questions of intersectionality and heteropatriarchy to examine how racism intersects with other systems of oppression.

**Objective:** The purpose of this class is to provide you with the space to critically engage, synthesize, and discuss the concepts and ideas covered in class readings, lectures, and films. YOUR timely preparation and active participation will determine the quality of our class meetings!!

**Policies:**

**Attendance:** Attendance is mandatory. You may miss one class with no questions asked or by excused absence. Missing more than one class will result in a failing grade. If there is an illness or emergency it will not count against you, but you must provide documentation (doctor's note, etc.) in order to receive excused absence approval. Excused absences will avoid a failing grade but will not earn the attendance points for the missed class. Arrive on time and stay until the very end of class. I take attendance in the first 5 minutes of class. Absences, tardies, and leaving early will affect your grade. If you must miss a class, are late, or leave early, it is your responsibility to inform the instructor in writing ahead of class time and to find out what you missed from other classmates or come to office hours.

**Come Prepared:** All the readings for the entire week must be read prior to coming to class. Please bring readings and lecture notes to class. Be prepared to ask questions and discuss reading materials, lectures, and films. Your active and respectful participation in discussions is required. Here are some ways you can participate: ask / answer questions, participate in group work and other in-class activities, and / or write down your thoughts and hand it in after class. There will be several in-class exercises including games, group work, presentations, etc. Full credit will require active participation throughout the entire course.

**Discussion Guidelines:** please see attached hand out on the classroom policies regarding discussions. Your participation grade will be heavily determined upon how well you follow the discussion guidelines.

**Email Policy:** Emails will be answered Mon. – Fri. between the hours of 10am and 5pm only. Emails received at other times will be answered on the next regular business day. All emails must include the course name in the subject line. Students should *only* use email to contact the professor for an in-person meeting (include two suggested meeting times and a very brief reason for your request), to send simple

attendance information you wish to document, or to request disability accommodations that you need a record of in writing. **Emails sent for any other reason will not be considered or acknowledged.** I strongly encourage you to ask syllabus and assignment questions in class. Grades will be shared with you at appropriate times in the quarter, do not request additional grading updates via email. To share events, suggested readings, relevant news stories, and other media please bring flyers or links to class so all students can benefit from your information. For more in-depth discussions (such as guidance on assignments or questions about grades) please plan to meet in office hours.

**Campus Resources:** It is suggested for this course that you become familiar with the campus library system and take a library research orientation through your college, department, or independently through the library. If you would like more assistance in locating additional campus resources for disability accommodations, health, stress, transitional support, well-being, financial aid, entertainment, job preparation, and community building feel free to consult the advising staff at your college or department.

**Accommodations:** If you need any accommodations for disability, illness, or other reason please see the professor so we can create an accommodation plan for your success. Also, if you prefer a different name or gender pronoun than what is listed on your records, please let me know.

**Guiding Questions for Class Readings:** Use the following questions as a guide to critically reflect on the materials and concepts raised in this course.

- What is the author's relationship to the objective of the book/article?
- What sources of evidence does the author use to build their argument or key points?
- What is/are the theoretical lens(es) that the author is employing to understand their object(s) of analysis? What theories do they refer to from other authors? What theories do they challenge? Why?
- What key question is the author trying to raise or address? What other questions does the text generate for you?
- How do the various readings relate to each other or to prior readings for this course?
- How do the readings relate to the lecture or to films and other class media?
- What new terms / concepts / or ideas did you learn? How do these things help you understand a phenomenon differently?
- Is there anything that you find troubling or that you disagree with in the text? Why? Do you have a counter argument to propose? Are there significant holes in the author's argument or other things they could have considered?

**A note about readings:**

You will not be required to purchase any books for this class. All readings will be available for download in PDF format via our course's blackboard website which can be accessed at <http://ted.ucsd.edu>.

*\*\*\*NOTE: Readings and assignments are subject to change. Make sure you stay up to date on any possible changes to the readings or the schedules. If the professor does make changes, students will be notified in class and via email\*\*\**

**Grading:** The grading rubric is as follows.

- ⤴ attendance and participation (including, but not limited to being prepared by completing all

- required readings and following of discussion guidelines): 30%
- ✧ reading responses: 35%
- ✧ final project: 35%

**Extra Credit:** Extra credit opportunities will be distributed throughout the quarter. Extra credit will consist of attending a community event related to the course and writing a 1 page critical analysis of the event (not a summary) and providing a selfie photo of yourself at the event.

**Late Work Policy:** Late submission of assignments will be accepted only in verifiable emergencies, and only by arrangement with me prior to 9:00am on the due date. Assignments turned in late without prior approval **will be graded down up to 7 points** for each 24 - hour period past the due date (**no exceptions**).

**Academic Integrity:** Scholastic dishonesty is any act by a student that misrepresents the student's own academic work or that compromises the academic work of another. Examples include cheating on assignments or exams, unauthorized collaboration on assignments or exams, sabotaging another student's work and plagiarizing. Plagiarism is presenting someone else's work as your own, intentionally or not, by failing to put quotation marks around passages taken from a text or failing to properly cite quoted material. The university guideline for penalizing academic misconduct is determined by the professor of the course. Any act of academic dishonesty may result in one's failing the course. For questions see: <http://academicintegrity.ucsd.edu/>

**A Note About Reading Volume:** Research indicates that the average U.S. college student reads about 20 pages per hour. As you will notice below, I've assigned between 100-200 pages of reading per week (i.e., approx.. 8 - 10 hours of reading per week). This is the same amount of material you would read during a regular 10 week quarter in any upper-division ethnic studies course, however, since this is a summer course with only 5 weeks instead of 10, the workload is more fast-paced. Therefore, it is critical that you DO NOT PROCRASTINATE and keep up with the readings in order not to fall behind. **Please stay on top of the readings! Summer courses are intense!!**

**Majoring or Minor in Ethnic Studies at UC San Diego:** Many students take an Ethnic Studies course because the topic is of great interest or because of a need to fulfill a social science, non-contiguous, or other college requirement. Often 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, government and politics, journalism, education, public health, social work, international relations, and many other careers. If you would like information about the Ethnic Studies major or minor at UCSD, please contact Daisy Rodríguez, our Ethnic Studies Undergraduate Advisor, at 858-534 - 3277 or [d1rodriguez@ucsd.edu](mailto:d1rodriguez@ucsd.edu).

## **ASSIGNMENTS:**

**Critical Reading Responses:** For each class meeting you will post a critical response to that day's readings on TED following the questions posed for that day by the instructor. Responses are due the day prior to the class meeting at midnight (so for Monday's readings, responses are due Sunday at midnight, for Wednesday's readings responses are due Tuesday at midnight, etc.). You must answer each question in that day's prompts and provide citations including page numbers in order to receive full credit. Each response is worth

### **Final Project: Critical Social Media Project (3 part project)**

- A) Create a Highly Researched, Academic Quality Infographic, Photo Essay, Meme, Comic Strip, or other visual artwork using data, stats, citations, and quotes to articulate a social movement concern or key point related to your final article
- B) Write a PUBLISHABLE quality article for an online publication focused on race and social movements (2500 min words - 4000 max words).
- C) Create a Popular Education Toolkit on this Issue Including the Following Parts:
  - 1) A bibliography with at least 5 sources
  - 2) 3 to 5 keywords and definitions
  - 3) A brief overview of the problem and background context on the issue (citations)
  - 4) An interactive activity to explore the issue
  - 5) A list of 5 discussion questions to explore the issue
- D) Extra credit for students who submit your work for publication

Additional Instructions for the final project will be distributed in class and on TED.

### **Weekly Schedule Course Schedule**

#### **Week 1: Why Race and Social Movements?**

##### **Monday, June 27: Racialization and Nationalism**

Readings:

Ernest Renan, "What is a Nation?", text of a conference delivered at the Sorbonne on March 11, 1882, in Ernest Renan, *Qu'est-ce qu'une nation?*, Paris, Presses-Pocket, 1992. (translated by Ethan Rundell)

Michael Omi & Howard Winant, selections from Chapter Four, *Racial Formation in the United States*. 3rd ed. (New York: Routledge, 2015), 105-106, 109-112.

Roderick Ferguson, "Race" Keywords for Cultural Studies. <http://keywords.nyupress.org/american-cultural-studies/essay/race/>

Stokely Carmichael. "Toward Black Liberation." From *Stokely Speaks: From Black Power To Pan-Africanism*. Chicago Review Press. 2007.

##### **Wednesday, June 29: Anatomy of a Movement – How to Critically Analyze Tactics and Strategies**

Assignment: Review the website: [buildthewheel.org](http://buildthewheel.org) look at examples of popular education workshop curriculum in preparation for assignment

Readings:

Charles Tilly. "Contentious Choices." *Theory and Society*, Vol. 33, No. 3/4, Special Issue: Current Routes to the Study of Contentious Politics and Social Change (Jun. - Aug., 2004), pp. 473-481

Madonna Thunder Hawk. "Native Organizing Before the Non-profit Industrial Complex." *The Revolution Will Not Be Funded*. South End Press. 2007.

Tiffany Lethabo King and Ewuare Osayande. "The Filth on Philanthropy: Progressive Philanthropy's Agenda to Misdirect Social Justice Movements." *The Revolution Will Not Be Funded*. South End Press. 2007.

#### **Week 2: Encountering the State**

##### **Monday, July 4 – Class Cancelled (Campus Holiday)**

Assignment: Watch the following films and submit a reading response on BOTH the films for today and the readings for Week 1. See TED for instructions. Due Monday July 4 at midnight.

Videos:

Eyes on the Prize: America's Civil Rights Movement "Awakenings" 1954 –1956 (PBS Documentary)  
Malcolm X. directed by Spike Lee

**Tuesday July 5, 2016**

Homework 1 Due on TED at Midnight

**Wednesday, July 6: Human Rights or Autonomy?**

Readings:

Gustavo Esteva and Madhu Suri Prakash. "Grassroots Post-Modernism: Beyond the Individual Self, Human Rights, and Development, Ch. 1." Grassroots Post-Modernism: Remaking the Soil of Cultures. Zed Books. 1998.

--- "Human Rights: The Trojan Horse of Recolonization?" Grassroots Post-Modernism: Remaking the Soil of Cultures. Zed Books. 1998.

Subcomandante Insurgente Marcos. The Sixth Declaration of the Lacandon Jungle. 2005.

### **Week 3: Beyond the State**

**Monday, July 11: State Violence and Abolition**

Assignment: Proposal for Final Project Due: 10% of final project grade

Readings:

Angela Davis. Introduction. Are Prisons Obsolete?

#BlackLivesMatter: The Birth of a New Civil Rights Movement

<https://www.theguardian.com/world/2015/jul/19/blacklivesmatter-birth-civil-rights-movement>

Read the Manifesto: <http://abolitionjournal.org/frontpage/> and the Abolition Statements by Tiffany Willoughby-Herard, Jallicia Jolly, Erica Meiners, Jeannie Alexander, Joy James, and

<http://abolitionjournal.org/abolition-and-kinship/>

<http://abolitionjournal.org/abolitionist-realpolitik-on-a-womanist-platter-jallicia-jolly/>

<http://abolitionjournal.org/erica-meiners-on-abolition/>

<http://abolitionjournal.org/jeannie-alexander-abolition-statement/>

<http://abolitionjournal.org/joy-james-7-lessons-in-1-abolitionist-notebook/>

on the Abolition Journal: <http://abolitionjournal.org/>

**Tuesday July 12, 2016**

Homework 2 Due on TED at Midnight

**Wednesday, July 13: Decolonization vs. Social Justice**

Assignment: Final Project Popular Education Toolkit Due

Readings:

Eve Tuck and K. Wayne Yang. Decolonization is Not a Metaphor.

Raul Alcaraz Ochoa. Beyond Immigration Reform: My Dreams Don't Have Borders.

Walia, Harsha. "Journeys toward decolonization". Undoing Border Imperialism. AK Press. Oakland, 2013. Print.

### **Week 4: Airing the Dirty Laundry – Challenging Ourselves**

**Monday, July 18: Social Movements as Sites of Critical Theory and Knowledge Production**

Guest Lecture: Artist Victor Interiano

Readings:

Review all content on the website <http://dichosdeunbicho.com/> in preparation for the guest lecture. (note that you will need to scroll down the main page and click on the page arrows to get to older content. you NEED to review the older posts on this website. find them.)

James Scott. "Behind the Official Story, Ch. 1." *Domination and the Arts of Resistance*. Yale University Press. 1990.

Errico Malatesta. *Anarchist Propaganda*. ZAP Pamphlet.

Amrah Salomon J. "Telling to Reclaim and Not to Sell: Resistance Narratives and the Marketing of Justice." *Research Justice Reader*, Chapter 15. Policy Press. (2015).

**Tuesday July 19, 2016**

Homework 3 Due on TED at Midnight

**Wednesday, July 20: Heteropatriarchy, Ableism, and the Reproduction of Oppression**

Assignment: Final Project Article FINAL DRAFT Due

Readings:

Courtney Desiree Morris. Why Misogynists Make Great Informants: How Gender Violence on the Left Enables State Violence In Radical Movements. <https://inciteblog.wordpress.com/2010/07/15/why-misogynists-make-great-informants-how-gender-violence-on-the-left-enables-state-violence-in-radical-movements/>

[Chanelle Adams and Irene Rojas-Carroll](#), Care Under Conditions of Capitalism and White Supremacy: An Interview with Mia Mingus.

<http://bluestockingsmag.com/2015/04/21/care-under-conditions-of-capitalism-white-supremacy-an-interview-with-mia-mingus/>

Michael MJ Jones. When Our Strategies for Healing are Harmful to Our Communities: A Note to Masculine of Center Folks. <http://www.blackgirldangerous.org/2015/12/when-our-strategies-for-healing-are-harmful-to-our-communities-a-note-to-masculine-of-center-folks/>

Denise Pictou Aquash. *Confessions of a Hater*.

**Week 5: Towards a New World – Praxis for Liberation**

**Monday, July 25: Transformative Justice**

Readings:

Ana Clarissa Rojas Durazo and Katherine Ojeda Stewart. In Our Hands: Community Accountability as Pedagogical Strategy. *Social Justice*. 2011/2012. 37, 4. Alt-Press Watch. p. 76.

Taking risks: implementing grassroots community accountability strategies. *Written by a collective of women of color from Communities Against Rape and Abuse (CARA): Alisa Bierria, Onion Carrillo, Eboni Colbert, Xandra Ibarra, Theryn Kigvamasud'Vashti, and Shale Maulana*. *The Revolution Starts at Home Zine: INCITE! Women of Color Against Violence*.

Shannon Perez-Darby. *The Secret Joy of Accountability: Self-Accountability as a Building Block for Change*. *The Revolution Starts at Home*. South End Press.

**Tuesday July 26, 2016**

Homework 4 Due on TED at Midnight

**Wednesday, July 27: Dismantling the Politics of Respectability, Self Care, and Critique of the Movement Rockstar**



**Assignment: Final Project Publishable Quality / Revised Final Draft Article Due (extra credit for those who will submit for publication)**

Readings:

Naya Maya. "Communities of Care, Organization for Liberation."

<https://nayamaya.wordpress.com/2011/06/19/communities-of-care-organizations-for-liberation/>

Michal MJ Jones. How to Stop Treating Liberation Work Like A Competition.

<http://www.blackgirldangerous.org/2016/05/stop-treating-liberation-work-like-competition/>

Fredrick C. Harris. The Rise of Respectability Politics.

<https://www.dissentmagazine.org/article/the-rise-of-respectability-politics>

Maisha Z. Johnson. Five Ways Respectability Politics Blame Black Women for their Own Oppression.

<http://everydayfeminism.com/2015/11/respectability-politics-black-women/>

**Friday, July 29: Who's Side Are You On? Interrogating the Politics of Coalition, Solidarity, Strategic Alliances, and Radical Proliferation**

\*\*\*IMPORTANT: Final class meeting will be Friday, July 29 from 11:30am-2:29pm.

**Assignment: Final Project Visual Art Due**

Readings:

Benally, Klee. Accomplices Not Allies: Abolishing the Ally Industrial Complex.

<http://www.indigenouaction.org/accomplices-not-allies-abolishing-the-ally-industrial-complex/>

Jay Dodd. The Myth of Allyship: Complacency of Small Victories.

[http://www.huffingtonpost.com/jay-dodd/the-myth-of-allyship-comp\\_b\\_4691110.html](http://www.huffingtonpost.com/jay-dodd/the-myth-of-allyship-comp_b_4691110.html)

Kilombo Collective and Subcomandante Marcos: Beyond Resistance, Everything! (Selections: On Encounters and Bridges, Beyond Resistance Everything, Constructing Community in Liberated Territory, and I am We).