

**ETHN 109: Race and Social Movements**  
**Summer II, 2014**  
**Tues./Thurs. 2:00-4:50pm, HSS 1106A**



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**Office Hours:** Thurs., 12:00-1:00pm at Perks Coffee (behind the bookstore), or by appt.



This course will provide you with a historical overview of the various social movements in the United States that have sought justice for those in the receiving end of racial violence, oppression, and marginalization. We will explore how these movements have intersected with other similar movements seeking justice for women, the working class, and gay, lesbian, bisexual and transsexual people. The analytical lens we will use here pays close attention to how these movements have ramifications not just at the level of the nation-state but also on local communities, as well as in connection to other communities and nation-states abroad (i.e., at the transnational and international levels). We will also consider the importance of cultural politics in any social movement. Finally, we will think about what these movements can teach us about how to create new imaginaries, new oppositional identities, and new intersubjectivities among the oppressed people of the world.

**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. This syllabus is not a contract, so make sure you stay up to date on any possible changes to the readings or the schedules. If I do make changes, I mention it in class and email you notifying you of these changes \*\*\*

## **Grade Distribution**

Attendance and Participation.....	15% e/a = <b><u>30%</u></b> (of final grade)
5pp. Critical Essay .....	<b><u>20%</u></b> (")
2pp. Reading Response Papers (2 of them).....	10% e/a (x2) = <b><u>20%</u></b> (")
Online quizzes on the readings (2 of them).....	5% e/a (x2) = <b><u>10%</u></b> (")
Final Exam.....	<b><u>20%</u></b> (")

### **Attendance and Participation**

I expect you to attend all class sessions. I will also be keeping track of how much you participate. If you are a shy person, you can also email me with questions and comments on the readings and discussions or you can visit me during office hours (that also counts toward participation).

### **5pp. Critical Essay**

You will have to turn a 5pp. critical essay for this class. This assignment will be evaluated for how well you demonstrate your grasp of the readings and discussions, but also for how well you craft your argument. Make sure that your essay has a thesis in the introduction that connects all the claims and examples in the body, as well as a conclusion that sums up your argument. The paper will be due on **Monday, Sept. 8 at or before 11:59pm** via a turnitin.com upload link that will be posted in the "content" folder of our TED Blackboard. That means you don't have to turn in a paper copy. (Note: I have to turn in grades the following day so anything you don't turn in by 5pm on Tuesday, Sept. 9 at 5pm will not be accepted).

### **2pp. Reading Responses**

You will also have to submit two 2pp. reading responses. Each of these will be on all of the readings assigned for a class session of your choosing (e.g., Session 2A, Session 3B, etc. *Please see reading schedule below*). Each class session usually has 3-4 readings assigned to it so you will write about those and will try to address as many the following questions as you can (i.e., as much as the limited 2pp. space allows you to):

- What is the main problem or issue that the authors of the readings assigned for that unit are addressing?
- What are the strengths and weaknesses of the texts?
- What are possible counterarguments to the claims in these texts?
- How do they relate to one another? Do the authors agree? Disagree? Address different aspects of an issue? Formulate a problem in different ways?
- How do they reinforce, challenge, or complicate what we have already been learning in class?

Caveat: Try not to write these as autobiographical essays. These response papers shouldn't be simply about how the readings make you feel. I want you to practice crafting **analytical arguments** in which you show me your own careful thoughts about these texts. I encourage you to mention examples from your life or from current events but make sure that they relate to the readings. In other words, use these to deepen your reflection on the topics and

arguments at hand. Also, try not to limit yourself to only writing about whether you simply like or dislike the texts. It is all right if in your paragraphs you praise or critique these authors, but only when you have arguments to back up those assertions.

Note: These reading responses will also be uploaded to the TED Blackboard. I will let you decide when you want to do so, although I encourage you to finish both of these response papers before week 5 of the summer term which is when you will have your final exam and will be working on your 5pp. paper.

## **Final Exam**

The final exam will be comprehensive. It will include a short answer section and a series of essay questions. You will get a study guide for the exam during the last day of lecture. The exam will take place on **Saturday, September 6, from 3:00-6:00pm in HSS 1106A.**

## **Late Work Policy**

All papers will be uploaded to Turnitin.com via our course's blackboard website (i.e., ted.ucsd.edu). Late submission of assignments will be accepted only in verifiable emergencies, and only by arrangement with me prior to 2:00 p.m. 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 Dishonesty**

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.

## **My Email Policy**

Please email me with questions and/or concerns about the course. I will respond within the next 24 hours. If you have an important personal question such as inquiring about a grade or class discussion, please visit me during office hours or schedule an appointment with me.

## **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 180-200 pages of reading per week (i.e., approx.. 8-10 hours of reading per week). This is double of what you would read every week during the 10 week quarter in any upper-division ethnic studies course.

**Please make sure that you 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).



## **Weekly Schedule**

\*\*\*Remember, all these readings will be posted as PDF files on our TED blackboard page, or as books available for online reading through electronic reserves\*\*\*

### **Coalitional Anti-Racist Social Movements in the U.S.**

#### **Session 1B- 8/7:**

- Marx, Anthony W. (1995). “Contested Citizenship: The Dynamics of Racial Identity and Social Movements.” In *Citizenship, Identity and Social History*, edited by Charles Tilly. 159-85 (26 pp.). New York: Cambridge University Press.
- Chapter 1 of Pulido, Laura (2005). *Black, Brown, Yellow, and Left: Radical Activism in Los Angeles*. Berkeley: UC Press, 15-34 (19pp.)
- Chapter 2 of “ 34-59 (25pp.)
- Chapter 3 of “ 59-89 (30pp)

#### **Session 2A- 8/12:**

- Chapter 4 of Pulido, Laura. *Black, Brown, Yellow, and Left*. 89-123 (34pp).
- Chapter 5 of “ 123-153 (39 pp)
- Chapter 6 of “ 153-180 (27pp)

### **Disarming White Settler Colonialism Through Coalition Politics in the U.S.**

#### **Session 2B – 8/14:**

- Chapter 7 of Pulido, Laura. *Black, Brown, Yellow, and Left*. 180-239 180-215 (35pp)
- Chapter 8 of “ (24pp)
- Trask, Haunani-Kay (1991). “Coalition-Building between Natives and Non-Natives.” *Stanford Law Review* 43:1, 1197-213 (16 pp.).
- Smith, Andrea (2012). “Indigeneity, Settler Colonialism, White Supremacy.” In *Racial Formation in the Twenty-First Century*, edited by Daniel HoSang, Oneka LaBennett and Laura Pulido, Berkeley: University of California Press, 66-90 (24 pp.).

### **Interracial/Coalitional Class Politics: M.L.K. and The Poor People’s Campaign**

#### **Session 3A- 8/19:**

- Introduction, Mantler, Gordon K. (2013). *Power to the Poor: Black-Brown Coalition and the Fight for Economic Justice, 1960-1974*. Chapel Hill, UNC Press. 1-15 (15pp.)
- Ch. 1 of “, 15-39 (34pp.)
- Ch. 2 of “, 40-64 (24pp.)
- Ch. 3 of “, 65-90 (24pp.)

**Session 3B- 8/21:**

- Ch. 4 of “, 90-120 (30pp.)
- Ch. 5 of “, 121-153 (32pp.)
- Ch. 6 of “, 154-186 (32pp.)
- Ch. 7 of “, 186-207 (21pp.)

**White Anti-Racist Politics in the U.S.**

**Session 4A- 8/26:**

- Ch. 8 and Epilogue of Mantler, Gordon K. *Power to the Poor*, 208-248 (39pp.)
- Blauner, Bob (1995). “White Radicals, White Liberals, and White People: Rebuilding the Anti-Racist Coalition.” In *Racism and Anti-Racism in World Perspective*, edited by Benjamin Bowser. Thousand Oaks, CA: Sage, 115-138 (23pp.)
- Middlebrook, Jeb Aram (2010). “The Ballot Box and Beyond: The (Im)Possibilities of White Antiracist Organizing.” *American Quarterly* 62:2, 233-52 (19pp.)

**The Transnationalism of Anti-Racist Social Movements in the U.S.**

**Session 4B- 8/28:**

- Lipsitz, George (2006). “Chapter 9- ‘Frantic to Join the Japanese Army’: Beyond the Black-White Binary.” In *The Possessive Investment in Whiteness : How White People Profit from Identity Politics*. Philadelphia: Temple University Press, 185-212 (27pp.)
- Young, Cynthia A. (2006). “Chapter 1- Havana up in Harlem and Down in Monroe: Armed Revolt and the Making of a Cultural Revolution.” In *Soul Power: Culture, Radicalism, and the Making of a U.S. Third World Left*. Durham: Duke University Press, 18-54 (36pp.)

**Intersectionalizing contemporary anti-racist social movements**

**Session 5A- 9/2:**

- Ch. 1 of Hancock, Ange-Marie (2011). *The Politics of Intersectionality: Solidarity Politics or Millennials*. New York: Palgrave, 1-32 (32pp.)
- Ch. 2 of “ 33-62 (29pp.)
- Ch. 4 of “ 101-148 (47pp.)
- Conclusion of “ 181-186 (5pp.)

**Reinventing social justice in the 21st century**

**Session 5B- 9/4:**

- Introduction of Boggs, Grace Lee and Scott Kurashige (2011). *The Next American Revolution: Sustainable Activism for the 21st Century*. Berkeley, University of California Press, 1-28 (28pp.)
- Ch. 1 of “ 28-51 (23pp.)
- Ch. 2 of “ 52-78 (25pp.)
- Ch. 6 of “ 159-179 (20pp.)

**IMPORTANT REMINDERS!!**

**Final Exam:** Saturday, September 6, 3-6pm, HSS 1106A

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**Paper Due Date:** Monday, September 8, 11:59pm (TED Blackboard)