
ETHN 109 — Race and Social Movements

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Office Hours: By appointment only

Class: Tuesday and Thursday, 11:00 AM - 1:50 PM

Zoom ID: 586-294-9405

Summer II, 2023

UC San Diego

Course Description:

From torch-bearing white supremacist marches, chants of #BlackLivesMatter to protests over the Supreme Court's reversal of Roe v. Wade, racial and gender-based politics have dominated public discussions in the last decade. In the 'post' Trump era, we are undoubtedly looking at a future with more racial conflict and violence. This course explores collective mobilizations for recognition, resources, power and freedom by members of historically aggrieved groups. Taking gender as a critical axis for understanding the global struggle for freedom the course asks students to consider how different modes of protests have recognized both race and gender as imbricated. Looking at social movements organized around race will help us explore the role of race in our lives; how does race surround us, as a chosen and imposed category of identity? What do we do with it? While Social movements are commonly understood as solid networks with clear agendas this course will explore how they may be less permanent yet more influential, or less populated yet more transformative. The analytical lens we will use will pay close attention to ramifications of movements beyond the United States. We zero in on those that have been feminist in their methodologies and mission.

Throughout the five week summer session, we will be guided by the following learning objectives:

- Clearly describe and recognize race as a social formation and the ways it intersects with power
- Describe how social movements analyze their racialized societies and the kinds of alternatives they imagine
- Explain different strategies social movements have employed for racial and gender justice
- Develop a broader more fluid notion of social movements informed by the intersections of power
- Relate social movements agenda with students own environment

Trigger Warning: Some course materials and lectures, cover the topic sexual and gender based violence. Please take note of this and do not hesitate to reach out and let your course instructor know if you would prefer an individual, alternative reading and assignment for that week.

Questions to consider as you read:

- What is the main problem or issue that the author(s) of the assigned readings address?
- What are the strengths and weaknesses of the text(s)?
- What are possible counterarguments to the claims in these texts
- How do they relate to one another? Do the authors agree? Disagree? Address a different aspect of an issue? Formulate a problem in a different way?
- How do they reinforce, challenge or complicate what we have already been learning in class?

Required Texts:

***All course materials will be provided on Canvas**

**** Also 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 will make an announcement on Canvas and in class****

Course Requirements Summary

Attendance and participation..... 30%
Reading responses..... 20% (2 papers 10% each)
Group discussion Leadership..... 20 %
Finals (social justice Campaign)..... 30%

Attendance and Participation: 30% Attendance and participation are critical for success in this course. Students are required to read all material before class and be prepared to participate. Participation is graded based on two primary factors:

- 1.) Each student's engagement with the course materials and readings, as displayed through attendance, discussion participation, and peer engagement.
- 2.) The completion of an "in the news" assignment and an Exit Tickets at the end of class every Tuesday and Thursday.

What do I mean by "In the News"? At the beginning of each class students will be asked to comment on a social justice issue that was raised in either traditional or social media in the days leading up to class. Students must, state what the social justice issue is, give a very brief overview of the points of debate and say how they would address, resolve or raise more awareness about the issue.

The link to the exit ticket will be shared via Zoom chat at the end of each lecture. Students must complete the exit ticket by the end of the day to receive participation points.

Reading Responses: 20% During the summer session course you will be required to turn in ***two response papers***. The response papers must critically engage **ALL** the learning material assigned for that week. *Response papers will identify the main arguments, keywords, or methods of the material and place them in conversation with course themes. Do not summarize readings and materials.* Students **should Not** submit reading responses in the week they are presenting.

Students will be graded on a Pass/No Pass basis for these assignments and will receive credit if their work is submitted on time and displays how they are working to understand theories, ideas, and pressing questions they were left with after engaging in the course material. Different forms of writing are encouraged—including but not limited to storytelling, poems, and lived experiences—so long as comprehension is displayed through critical engagement with course themes, keywords, or arguments.

Reading responses should be posted on Canvas by Wednesday at 11:59 PM PST.

Group Discussion Leadership: 20%

During our first week of class, you will be placed in groups to lead a discussion of the course material for a session and you will do 15-20 min. presentation at the beginning of that class. The presentation should give a brief summary of the main arguments in the course material, the support to the arguments, and other important/relevant information the article provides. Then, you will pose three questions based on the article that will help us discuss the readings. The questions should be provoking and positioned, not open-ended ("how did you find the article" is not a good question for discussion).

Final Exam: 30%

The final exam, a *Social justice Campaign*, will be a creative way for students to apply a critical analysis of race and gender and display their comprehension of course themes. Students can decide to work individually or as a group to design a social justice campaign that connects to a course theme, theory, keyword or relevant current event. Each student/group must submit a one page paper describing why and how this campaign was designed, citing 2-3 course material.

My Email Policy

Please email me with questions and/or concerns about the course. I will do my best to respond within 24 hours. If you have an important personal question such as inquiring about a grade or class discussion, please schedule an appointment with me using email: rmcfee@ucsd.edu.

Reading Schedule:

Week 1: Theoretical Introduction: What is Social Movement? Why mobilize around Race?

Tuesday, August 8th

Introductions

Syllabus

Sign up for presentations

Watch: Comedian Aamer Rahman Explains “Reverse Racism”

Read: [Ross Gay \(poem\): Pulled Over in Short Hills, NJ 8:00 AM](#)

Read: Marx, Anthony W. “Contested Citizenship: The Dynamics of Racial Identity and Social Movements” (pp. 159-85). In *Citizenship, Identity and Social History*, edited by Charles Tilly. New York: Cambridge University Press, 1995.

Thursday, August 10th - Analyzing movements, Building an interdisciplinary toolbox

Read: Chapter 1 of Pulido, Laura(2005). Black, Brown, Yellow, and Left: Radical Activism in Los Angeles. Berkeley: UC Press, 15-34 (19pp.)

Crystal M. Fleming and Aldon Morris (2015) "Theorizing Ethnic and Racial Movements in the Global Age: Lessons from the Civil Rights Movement" in Sociology of Race and Ethnicity (21 pp)

View: : Angela Davis, "How Does Change Happen?" Talk at UC Davis, February 2007. <https://www.youtube.com/watch?v=Pc6RHtEbiOA>

Childish Gambino (music video): This is America

Week 2: Race, Gender and Labor Movements

Group Presentations Start

Tuesday, August 15th

Read: Kelley, Robin D. G., "Building Bridges: The Challenge of Organized Labor in Communities of Color." In New Labor Forum, No. 5 (Fall-Winter 1999), pp. 42-58.

VIEW: Bread and Roses (2000), dir. Ken Loach.

Read: Boris, E and Orleck, A., Feminism and the Labor Movement: A Century Collaboration and Conflict (2011)

Listen: Nina Simone: ["Mississippi God Damn"](#)

Listen: Talkin' bout A Revolution <https://www.youtube.com/watch?v=Q2wneBVssPc>

Thursday, August 17th- Women of color feminisms: Examining the intersections between Racism, Gender and Nationalism

Watch : #BlackLivesMatter: How a hashtag defined a movement

Read: Patricia Hill Collins (2015) "Intersectionality's Definitional Dilemmas" in Annual Review of Sociology (19pp)

Read: "Chapter 4- When Fighting Words Are Not Enough: The Gendered Content of AfroCentrism." In From Black Power to Hip Hop: Racism, Nationalism, and Feminism. 95-123 (28 pp.). Philadelphia: Temple University Press, 2006. (Available through Course Reserves)

Read: Combahee River Collective Statement & Kolenz et. al (2017) 40th Anniversary Retrospective

Watch: Michelle Alexander: Locked out of the American Dream

Week 3: Coalition-Building and Anti-Racist Movements:

Tuesday, August 22nd

Read: Chapters 2 and 3 of Pulido, Laura (2005). Black, Brown, Yellow, and Left: Radical Activism in Los Angeles. Berkeley: UC Press

Listen: We Shall overcome- Peter Seeger

Thursday, August 24th

Read: Chapters 4, 5 and 6 of Pulido, Laura (2005). Black, Brown, Yellow, and Left: Radical Activism in Los Angeles. Berkeley: UC Press

Week 4: Cultural Politics and Racial Movements: Arts and Protest

Tuesday, August 29th

Watch: *Songs and the Pursuit of Social Justice*

<https://www.youtube.com/watch?v=jGs554U8L2A>

Read: Andreana Clay (2006), "All I Need is One Mic: Mobilizing Youth for Social Change in the Post-Civil Rights Era" in *Social Justice* (16 pp)

Amy McDowell (2016), "This is for Brown Kids! Racialization and the Formation of "Muslim" Punk Rock" in *Sociology of Race and Ethnicity* (12 pp) •

Beyonce- Lemonade

Thursday, August 31st : social media and protests

Read: #Blacklivesmatter Week of Action in Schools Nationwide
<http://www.teachingforchange.org/black-lives-matter-schools-nationwide>

Alicia Garza "A Herstory of the #BlackLivesMatter Movement." *The Feminist Wire* online, 07 October 2014. Keenga-Yamahtta Taylor, From #BlackLivesMatter to Black Liberation

<http://salvage.zone/articles/extract-from-blacklivesmatter-to-black-liberation/>

Week 5: Continuing Challenges: White Nationalism, #MeToo and Reproductive Freedoms

Million Women Rise at Scotland Yard

<https://www.youtube.com/watch?v=Id6UJ151vKY>

R. McFee, Chapter 11: Routledge Handbook on the Politics of the MeToo Movement