

## ETHN 100C: SOCIAL JUSTICE PRAXIS

Instructor: Jillian Hernandez

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Office Location Social Sciences Bldg. #245

Office Hours: Tuesdays 9:30-10:30am; Thursdays  
12:45-1:45pm and by appointment

Teaching Assistant: Kai Small

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Office Location Social Sciences Bldg. #250

Office Hour: Thursday 9:50-10:50am

### Description

Considered independently, the concepts “social,” “justice” and “praxis” have important critical functions, which will each be taken up individually as a project of this practicum:

So-cial— *adjective* \sō-shəl\ of or relating to human [society](#), the interaction of the individual and the group, or the welfare of human beings as members of society

Jus-tice— *noun* \jəs-təs\ the principle or ideal of just dealing or right action (2): conformity to this principle or ideal

Prax-is— *noun* \prak-səs\ 1: [action](#), [practice](#): as *a*: exercise or practice of an art, science, or skill *b*: customary practice or conduct 2: practical application of a theory

These concepts will be activated in the original research you produce in this capstone course, for which you will apply the theoretical and methodological training you received in the ETHN 100A and 100B. This course invites you to represent and thoroughly explore your scholarly, social justice, and creative interests and to view yourself as an author/artist making a unique and important contribution. *Bring yourself.*<sup>1</sup> Let us practice teaching and knowledge as a form of freedom as we celebrate this important milestone in your educational journey.

### Course Design

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<sup>1</sup> For an idea of what I mean by this, watch:

[https://www.youtube.com/watch?v=qGWFBt\\_IPOg](https://www.youtube.com/watch?v=qGWFBt_IPOg)

This class will consist of alternating weekly reading discussions and research workshops (studio) in which you will actively work on your final project (reading, writing, finding sources, peer reviewing each other's work, practicing presentations). Drawing from visual arts practice, we will employ the concept of the "studio" to imagine our Thursday class as a space in which we engage in creative thinking and work in community. These Thursday sessions will be lead by Ph.D. candidate Kai Small.

### Required Texts and Media

- *Hear Our Truths: The Creative Potential of Black Girlhood* by Ruth Nicole Brown, electronic copies of this text are available via the Geisel Library catalog

All other texts and media are available as PDFs on TED or as links listed on the syllabus

TED Website: <https://ted.ucsd.edu/webapps/login/>

We will use the UCSD TED system as a means of accessing and downloading course texts, as well as a mode of communicating via e-mail and facilitating discussions.

If you encounter trouble with the TED system please contact:  
<http://acms.ucsd.edu/contact/index.html>

### Course Policies

**Attendance:** You may miss 2 classes without influencing your participation grade. Every unexcused or undocumented absence thereafter will result in a deduction of 5 points from your participation grade. In order to be counted as present you must arrive on time and stay until class concludes. If you encounter a situation that will hinder you from making it to class it is your best interest to inform me about this right away, do not wait until after you have missed several classes to address your absences and participation grade.

**Academic Integrity:** Whether intentional or inadvertent, plagiarism is a serious violation. All work submitted in this course must be your own. The use of sources

such as ideas, quotations, paraphrases, or anything written by someone else must be properly acknowledged and cited. If you have questions about the proper citation of sources, please ask me. Students who plagiarize, or who cheat on an exam, will be subject to disciplinary action in accordance with University policy.

Students are expected to be familiar with UCSD's Policy on Integrity of Scholarship, <http://www.senate.ucsd.edu/manual/appendices/app2.htm#AP14>.

**Disability Support:** If you have a documented disability needing accommodations, please inform me and bring a notification letter outlining your approved accommodations. I will make all reasonable efforts to assist you. If, as a result of a disability, you cannot accept the content or terms of this syllabus, you must notify me in writing within one week of receipt of the syllabus. You may also seek assistance or information from the Office for Students with Disabilities, 858-534-4382.

**Electronic Devices and Laptops:** Cell phones must be turned off or set to silent in the classroom. If you must take an urgent call or send an important message please quietly exit the room. Excessive disruption of class for use of cell phones will negatively impact your participation grade.

Laptops and tablets can be utilized solely for the purpose of taking notes. This privilege is contingent upon responsible use of these devices. If I notice or am informed that students are being distracted by improper use of such technology they will no longer be allowed in class.

**Late Submission of Assignments:** Assignments turned in late will lose 3 points per calendar day. If you foresee an issue in completing your assignment on time please contact me as soon as possible. Assignments over two days late will not be accepted without documentation from a doctor or dean.

**Sexual Content:** Some of the required materials in this class may include explicit depictions and/or descriptions of sexual acts. Some materials describe or depict experiences of sexual trauma. These works are assigned to facilitate the learning goals of this course. If you believe engagement with these materials would likely

cause you significant discomfort it may be in your interest to drop the course.

### Course Evaluation

#### Syllabus Contribution and Presentation: 10 points (10% of your grade)

Each student will contribute one reading to the syllabus that is central to and inspires their research project. The student whose reading we are engaging will submit a 3-4 page reflection paper on the reading that includes comments and questions for class facilitation. Each student will present an overview of their chosen reading to the class and lead the discussion in collaboration with Professor Hernandez.

PDFs or links to suggested readings must be e-mailed to Professor Hernandez by **April 7<sup>th</sup>**. It is each student's responsibility to find a pdf, make a scan, or find a viable link to make the reading accessible to the class. *Please limit the length of the text to that of a book chapter or single article.* I will inform students of when their selected reading is assigned the evening of April 7<sup>th</sup> and circulate an updated syllabus.

Your double-spaced 3-4 page reflection paper should include:

- An introduction to the author; who are they? Where do they teach (which institution/department)?
- How did you find this work? In a class? Research on your own? Through a suggestion?
- What is the main argument of the work? What kind of intervention is it making?
- What theories and methods can you identify are being used?
- How does this work inspire and inform the research project you plan to undertake in this class?
- Include an outline or list of key concepts, discussion questions, and comments you would like to engage with the class.

#### Participation: 20 points (20% of your grade)

Class participation means you have done the assigned reading thoroughly and come to each class prepared with questions and comments for the discussion. I will document your engagement in class discussion when you make comments and

pose questions.

- You are required to bring course texts to class in either hard copy form, or on your laptop/tablet, as we will often read extensive excerpts of texts together. Failure to come to class with the reading will decrease your participation grade.
- You are required to bring a notebook and writing utensil to class, as we will sometimes conduct writing and other creative exercises during lecture and discussion section time.
- You are required to provide peer-review and constructive feedback to your peers.

Please engage one another in discussion with respect and consideration. Abusive and harsh language, intimidation and personal attacks will not be tolerated. These norms are reflected in the UCSD Principles of Community that we are all expected to follow (<http://www.vcb.ucsd.edu/principles.htm>).

### Research Proposal: 20 points (20% of your grade)

You will propose a critical research project including the format for the final presentation (written, sonic, visual, and/or performative). This 4-page proposal will be due on **April 16<sup>th</sup>**. The details and format of the proposal will vary depending on the nature of your project. You will work out your approach through in-class and office hours consultations with instructor Small and Professor Hernandez.

### Research Draft: 20 points (20% of your grade)

You will prepare a draft of your research project by **May 19<sup>th</sup>** that you will share with a peer-reviewer, Instructor Small, and Professor Hernandez for feedback. The details and format of the draft will vary depending on the nature of your project. You will work out your approach through in-class and office hours consultations with instructors Small and Hernandez.

In-class Rehearsal of Research Presentations for Symposium: 10 points (10% of your grade)

Project Presentation at Ethnic Studies Symposium: 20 points (20% of your grade)

### Grading Scale

100-95 points A+ / 94-90 points A / 89-85 points B+ / 84-80 points B

79-75 points C+ / 74-70 points C / 69-60 points D / 59-0 points F

### CLASS SCHEDULE

\*subject to change

- **Tuesday, March 31:** Course Introduction
- **Thursday, April 2:** Library Workshop with Ethnic Studies Librarian Alanna Aiko Moore

We will open our class by engaging with the inspiring work of Dr. Ruth Nicole Brown in her book *Hear Our Truths: The Creative Potential of Black Girlhood* (2014), which provides a powerful model of what Social Justice Praxis can be.

- **Tuesday, April 7:** The Social Justice Praxis Artist-Scholar Part 1

*Ruth Nicole Brown, Hear Our Truths: The Creative Potential of Black Girlhood*  
Introduction & Chapter 3

View: <https://www.youtube.com/watch?v=OomZIYFmFkE&feature=youtu.be>

Visit: <http://solhot.weebly.com/we-levitate.html>  
<https://soundcloud.com/solhot-next-level>

*\*Reading for syllabus due*

- **Thursday, April 9:** The Social Justice Praxis Artist-Scholar Part 2

*Ruth Nicole Brown, Hear Our Truths: The Creative Potential of Black Girlhood*

## Chapter 4

Jillian Hernandez and Anya M. Wallace, "Nicki Minaj and Pretty Taking All Fades: Performing the Erotics of Feminist Solidarity"

<http://thefeministwire.com/2014/03/minaj-erotics/> (read online)

View: "PTAF Detail Crazy Fight Stories & Group Origin":

[https://www.youtube.com/watch?v=H56tHDMcZ\\_U](https://www.youtube.com/watch?v=H56tHDMcZ_U)

- Tuesday, April 14: Research Studio
- Thursday, April 16: Student assigned reading and presentation  
*\*Research Proposal Due*
- Tuesday, April 21: Research Studio
- Thursday, April 23: Student assigned reading and presentation
- Tuesday, April 28: Research Studio
- Thursday, April 30: Student assigned reading and presentation
- Tuesday, May 5: Research Studio
- Thursday, May 7: Student assigned reading and presentation
- Tuesday, May 12: Research Studio
- Thursday, May 14: Student assigned reading and presentation
- Tuesday, May 19: Research Studio  
*\*Draft Research Project Due & In-class peer review*
- Thursday, May 21: Student assigned reading and presentation
- Tuesday, May 26: Research Studio
- Thursday, May 28: Practice Presentations
- Tuesday, June 1: Practice Presentations

\*ETHNIC STUDIES RESEARCH SYMPOSIUM: WEDS. JUNE 3, 2:00-4:00PM

- **Thursday, June 4:** Final discussion on Ethnic Studies Research Symposium and end-of-year party