

ETHN 189—STAY WOKE!: WORLDMAKING IN THE AGE OF AUTHORITARIANISM

Class meets Wednesdays, 12-2:50, Comunidad Room, Cross Cultural Center

Course Instructor: Yen Le Espiritu

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Office hours: Weds 3-5, and by appointment; Tranquility Room (CCC)

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Course Description

This team-taught course, led by invited faculty across campus, students and community groups, is designed to provide a critical, historical, comparative, global and multidisciplinary examination of the challenges of the current political moment as well as historical and contemporary examples of counter-movements. The goal of the course is to provide students with the theoretical and practical tools needed to think deeply and carefully about how to build principled communities and movements in this political moment. Course assignments will be action-oriented and projects-based.

Note: This syllabus is subject to change; the syllabus of record is kept updated and posted on the course website on TritonEd (triton.ed.ucsd.edu)

Academic Honesty

All work submitted in this course must be your own and original. Each student is expected to be familiar with and abide by UCSD's policy on Integrity of Scholarship, available at

<http://www.senate.ucsd.edu/manual/appendices/app2.htm#AP14>

Required Readings:

- All course readings can be found here (if links are not provided)
<https://drive.google.com/drive/folders/0B3Id44VwLOcASGdKUDQ0QUVWY2c>
Each week's folders will also include supplemental readings that are relevant to the week's themes. You are not required to read them; they are there for your interest.
- Please bring **all assigned readings** to class.

Course Requirements

- Attendance and active class participation 20%
- Participation in the "Militarism and Migration" conference 10%
April 21-23, 2017, East African Cultural and Community Center
To receive credit for attendance, please be sure to register for the conference by April 12:
militarismandmigration.wordpress.com
If you can't make this weekend, come April 10, 2-5 at the Comunidad.
- Portfolio Assignment (see handout)
 - Part I due Week 6, May 10 25%
 - Part II due Finals Week, June 14 25%
- Final Project -- Due June 14 20%

Readings and Lectures Schedule

Week 1- April 5

Noon to 1 p.m.

Introduction: Yen Espiritu

1 p.m. – 2:50 p.m. – Danny Widener

"The Rise and Fall and Rise of the White Republic? Whiteness and Power in American History and Culture"

This presentation will provide a brief sketch outlining the historical antecedents (Andrew Jackson, Chinese Exclusion) that connect to Trumpism. It will also discuss the concept of the "white working class," and will examine Thirdworldism, including the early history of Ethnic Studies, as the antithesis of racialized democracy.

Reading:

Mike Davis. "The Great God Trump and the White Working Class."

<https://www.jacobinmag.com/2017/02/the-great-god-trump-and-the-white-working-class/>

Week 2 – April 12

Noon to 1:30 p.m. -- Sophia Rakel Armen, Yahya Hafez, Hina Shaikh,

"SWANA and the Muslim Ban"

This presentation centers SWANA (Southwest Asian/North African) people in conversations on SWANA people. Donald Trump's proposed executive order, "Protecting the Nation from Foreign Terrorist Entry into the United States," relies on

racist portrayals of SWANA communities as a threat based on our birthplace, religion, and looks. We will argue that this executive order originates in U.S. imperial interests in the SWANA region. Our presentation will focus on the strategies of SWANA youth organizing of which we have been a part. We will start by reading the SWANA Alliance statement on the ban. We will then play a video that celebrates, honors, and centers our communities (that we made for SWANA Alliance), speak about the key frameworks of the readings, and then give a “101” on how to “show up” for SWANA folks right now.

Readings

- Edward Said. “Introduction” in *Orientalism*. Pantheon Books, 1978.
- Junaid Rana. Chapter 1 in *Terrifying Muslims: Race and Labor in the South Asian Diaspora*. Duke University Press, 2011.
- Suheir Hammad “On the brink of” - <https://www.youtube.com/watch?v=m19D8dP2gA4>
- “Muslims - Enemies of the State: The New Counter-Intelligence Program” by Hatem Bazian. <http://www.hatembazian.com/content/muslims-enemies-of-the-state-the-new-counter-intelligence-program-cointelpro/>

1:30 - 2:50 p.m. – Banah Ghabdian

“Setting Freedom Dreams into Motion: Women in Syria and Creative Resistance”

How can we envision practices in our movements that incorporate creativity, poetry, dreaming, rest, and movement itself? Women in the Syrian Revolution used creative labor as a life-giving form of activism. They use performances and practices of pleasure to create alternative structures of care and connection when society has collapsed. How can we envision creativity in our revolution, and use it to dismantle ableism within our movements by countering what “activism” looks like and where it happens? How does creativity counter masculinist, militarized logics that tend to dominate how we imagine resistance?

Readings:

- Mohja Kahf. (2013). “Then and Now: The Syrian Revolution to date.” http://www.fnvw.org/vertical/Sites/%7B8182BD6D-7C3B-4C35-B7F8-F4FD486C7CBD%7D/uploads/Syria_Special_Report-web.pdf
- Malu Hasala and Zaher Omareen. “Introduction” in *Syria Speaks: Art and Culture from the Frontline*, eds. Malu Hasala, Zaher Omareen, Nawara Mahfoud. London: Saqi Books, 2014

Assignment: In class, you will draw your “Freedom Dreams.” Your artwork will be displayed at the Militarism and Migration conference.

Week 3 – April 19

Manifesto Writing – Roshanak Kheshti

Now is not the time for being wishy-washy; these times call for the unapologetic application of our ethnic studies training. Now is the time for being polemical. In this module we will explore the manifesto as a genre of political writing that speaks directly to the reader and attempts to incite action. We will then perform a manifesto-writing exercise and will also workshop our manifestos and identify the best medium for publishing them.

Readings:

- http://www.huffingtonpost.com/grammarly/write-manifesto_b_5575496.html

Assignment:

This is a great list of manifestos:

<http://www.1000manifestos.com/list/>

Students should read two and write a one-page comparative reflection paper, and will do an in-class exercise on manifesto writing. Your manifesto will be showcased at the Militarism and Migration conference.

Week 4 - April 26

Noon – 1:50 p.m. – Tom Wong

“The Politics of Immigration in the Age of Trump”

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Readings:

Chapters 1 and 2 in Tom K. Wong. *The Politics of Comprehensive Immigration Reform*. Oxford University Press, 2016.

2 p.m. - 2:50 p.m. – Nancy Postero

“The 1980s Sanctuary Movement”

In the 1980s a diverse group of activists organized an underground railroad bringing high risk refugees from the ongoing civil wars in Central America. They hosted hundreds of refugees in Sanctuary churches and synagogues across the US, providing a direct challenge to the Reagan Administration, which supported the military regimes. In 1985, eleven sanctuary activists were indicted in federal conspiracy trial in Tucson, AZ, bringing the wars and the US’s involvement in them to public attention.

Reading:

- Hector Perla and Susan Bibler Coutin. “Legacies and Origins of the 1980s. U.S.-Central American Sanctuary Movement.” *Refuge* 26: 1, 2009.

Week 5 – May 3 – Krys Mendez

Noon – 1:30 p.m.

Border Militarization and the Global Refugee Crisis

This presentation will examine the global refugee crisis in the context of today’s militarized border regimes. Highlighting the case of Mexico’s ‘other’ border with Central America, this presentation examines the relationship between, on one end, the violent imperialist and colonialist legacies pushing migrants into embarking on increasingly dangerous journeys, and on the other, the development of a security industrial complex that seeks to track and criminalize such movements.

Readings:

- Todd Miller. Ch. 7 in *Border Patrol Nation*. City Lights Publishers, 2014.
- Washington Office on Latin America. 2014. "Mexico's Other Border: Security, Migration, and the Humanitarian Crisis at the Line with Central America." <https://www.wola.org/sites/default/files/Mexico%27s%20Other%20Border%20PDF.pdf>
- Nina Lakhani. Sep 6 2016. "Passage Through Mexico: The Global Migration to the US." The Guardian. <https://www.theguardian.com/global-development/2016/sep/06/mexico->

1:30 - 2:50 p.m. -- Border Angels/Angelos de la Frontera

Border Angels is an all-volunteer, non-profit organization that advocates for human rights, humane immigration reform, and social justice with a special focus on issues related to the US-Mexican border.

Week 6 – May 10

Noon – 1:30 p.m. – Wayne Yang

“Teaching is a Crime. Public Education is Private.: The Neoliberal War on Education”

Neoliberal attacks on education base their legitimacy in two complementary discourses: the rhetoric of "caring" for deficient students of color, and the rhetoric of punishing educators (of color). These racial projects take material form in school closures, defunding of schools, criminalization of teachers, privatization of schools, high stakes testing, school choice programs, and militarization of police in schools. Some recent examples include the prison sentences for 10 Black Atlanta teachers for "test score cheating" in 2015; the appointment of pro-charter educational failure Betsy DeVos to US Secretary of Education; the approval of semi-automatic AR-15 rifles for use in Compton schools (following suit from Los Angeles, San Diego, Fontana, San Bernardino, and Santa Ana Unified School District). We will consider the history and contemporary deployments of these twin discourses of "care" and punishment and attendant policies as part of the neoliberal war on education.

Assignment: In advance of class, please read the description above, and do your own search for examples of these twin discourses in education ("care" and punishment) and their attendant neoliberal educational policies/practices. Please come to class with one example of each.

Readings:

- Mark Stern and D. Kay Johnston. "I want to *do* teach for America, not *become* a teacher." *Critical Education* 4 (2013): 1-26.
- https://www.washingtonpost.com/local/education/eight-atlanta-educators-in-test-cheating-case-sentenced-to-prison/2015/04/14/08a9d26e-e2bc-11e4-b510-962fcfab310_story.html?utm_term=.e8d5e7d0ec16
- <https://edsources.org/2014/compton-latest-district-with-assault-rifles/66582>

1:30 p.m. – 2:50 p.m. – Marie Celleri

Privatization of the University of California

The University of California system, governed by the Board of Regents, currently runs 10 campuses. While it is a public university system, more than half of its current budget comes from private funders. By the mid 1980s, the UC budget was more than 80% covered by state funds; currently, it is less than 50%. What does this mean for students? According to the Board of Regents, these changes legitimize exorbitant tuition increases. In 2001, in-state undergraduate tuition was \$4,370; today, it is over \$17,000. But, private funders have been covering the costs of the decreasing public funding source, usually at the expense of student resources. So where is the money going? Why are students paying more and more for their education? More importantly, how do we (as students) fight

against it and what must be demand from the university?

Assignment: In advance of class, please read the “Reclaim Your Education: Report on the Privatization of the University of California.” In class, we will workshop ways of organizing for the new wave of tuition increases planned for the upcoming academic year.

Reading:

- “Reclaim Your Education: Report on the Privatization of the University of California.” Report prepared by UCSD Students in collaboration with the Public Education Coalition, The New Indicator Collective, and the Student Sustainability Collective, 2011.

Week 7 – May 17

Noon to 1:30 – Olivia Quintanilla

Migrating Islands and (Re)Framing Environmental Refug(e)

We will discuss the ideological work that the figure of the environmental migrant, or climate refugee, makes possible when the reference point is shifted from that of helpless victim, to that of leader and purposeful innovator. We will consider environmental migration not only in the context of climate change, but alongside deeper histories of environmental violence and displacement produced by settler and military colonialisms. Our discussion will center issues of Pacific Island climate justice and migration, in order to trace impacts of colonialism, imperialism, and militarization on climate refugee movements and routes.

Readings:

- “Introduction: Climate Change War Games.” In *Militarizing the Environment Climate Change and the Security State* by Robert Marsec, 2016.
- “Introduction: Sacrificial Land.” In *Wastelanding: Legacies of Uranium Mining in Navajo Country* by Traci Voyles, 2015.

Recommended:

- Film: *This Changes Everything* (2015), 90 minute run time. Available for free on Amazon Video for Amazon Prime Members.

1:30 – 3 p.m. – SIO Environmental Justice Colectivo (SIO faculty and students)

The Attack on Science(tists) and Climate Change

TBA

Readings: TBA

Week 8 – May 24 – Dredge Kang –

leaves the room in lecture style format (aisle in the middle- 5 rows, 5 chairs on each side of the aisle= 50 chairs). The class would need to end promptly at 3pm or finish early if at all possible.

#TransLivesMatter

Trans people are targeted around the “bathroom issue,” in which cisgender people panic, but trans individuals are harassed and assaulted. Black and Latina trans women are disproportionately assaulted and murdered, but defining the violence against them as transphobia can minimize racism, classism, and the precarious situation of sex workers. In this module, we introduce trans issues and focus on their relationship to other social

formations such as sexuality, race and class as they intersect with medicine, law, and activism.

Readings:

- Olga Gershenson, “The Restroom Revolution: Unisex Toilets and Campus Politics.”
- Sarah Lamble, “Retelling Racialized Violence, Remaking White Innocence: The Politics of Interlocking Oppressions in Transgender Day of Remembrance.” *Sexuality Research & Social Policy* 5:1 (2008): 24-42.
- “‘Ain’t Nothing Like a Butch Queen’: The Gender System in Bathroom Culture.”

Week 9 – May 31 – Eleanor Roosevelt Room

Noon – 1:30 p.m. Elvia Mendoza

“Decarceration: Documenting the Undocumented”

This presentation focuses on the use of film and photography as a means by which to break down the walls of isolation and containment that attempt to silence the voices of policed communities in the US. These portraits provide us with an intimate account of the violent reach of these policing practices while also pointing to the ways in which *sobrevivencia* is enacted.

1:30 – 2:50 p.m. Vanesa Ribas

TBA

Readings: TBA

Week 10 – June 7

Noon to 1:20 p.m. – Mohamed Abumaye – Eleanor Roosevelt Room

“The Politics of Policing in San Diego”

This presentation discusses racial profiling in San Diego, addressing in particular the effects of Trumps’ “Tough on Crime” stance on youth of color.

Readings:

- Stuart Hall. *Policing the Crisis: Mugging, the State, and Law and Order*. Read **only** Chapter 3, “The Social Production of News.”
- Ruthie Gilmore. *Golden Gulag*. Read Chapter 3, “The Prison Fix.”

1:30-1:50 p.m. – Wrap Up