

**ETHN153/HIUS136:** Twentieth Century Citizenship and Civil Rights

**Instructor:** Dr. Nadeen Kharputly

**Office hours:** Mondays 12:10pm-2pm (and by appointment) in Social Sciences Building 252

**E-mail:** [nkharput@ucsd.edu](mailto:nkharput@ucsd.edu)

**Please familiarize yourself with everything on this syllabus and in the rubrics assigned for each segment of the course. Consult the syllabus and rubrics before you send me any e-mails: I will not respond to questions that have already been addressed here or in the rubrics.**

Any changes to this syllabus will be announced in class and via e-mail.

**Course description:**

Understandings of citizenship and civil rights are constantly in flux. The United States has long posed challenges to the ability for different people to attain their rights as inhabitants of this country. This course offers a few different examples of how individuals and communities have reckoned with these tensions between their identities and their status within the U.S.

**Learning outcomes:**

By the end of this class you will be able to:

- Identify central arguments in the texts we read and examine them from multiple angles
- Take and defend a particular position while considering the viability of other positions
- Talk about the issues presented in this class in an academic manner and engage in thoughtful, sensitive debate with peers
- Apply the concepts and readings we discuss to everyday examples

**Ground rules:**

We are discussing complex, difficult, and very necessary topics, and while differences in opinion are expected and welcome, please be sure to voice your responses generously. This is a space where every student has chosen the opportunity to learn in an open and supportive environment, and in order to maintain this co-operative space, everyone in this class is expected to be as open-minded and gracious as possible. Personal attacks and hate speech will not be tolerated. Please go over the Principles of Community to ensure that you adhere by the expected guidelines: (<https://ucsd.edu/about/principles.html>).

**Class etiquette:**

Please devote the 50 minutes of class to listening attentively to everyone in this space. We are covering difficult topics so your full attention is required.

Be mindful of the space you take up – make sure you respond to the questions posed during our discussions directly and efficiently, and do not forget that your classmates need to be able to participate as well.

Laptops are permitted for referring to the texts and taking notes only. Any distracting behavior – attempting to text discreetly, browsing through social media, etc. - will be cited, and you will be marked as absent for the class. Fiddling with technology is rude and distracting, both to me and

your peers, and a colossal waste of your time and tuition money. If you are dealing with an emergency that requires you to be on your phone, please do not come to class. When you are not taking notes, please have your laptop screens down to fully engage in our space and listen to your peers with respect.

**Communication:**

I encourage you to attend office hours whenever you need to talk through ideas and issues, even early on in the quarter. Please check your UCSD e-mail at least once a day to keep up to date with any possible changes to our schedule. Expect responses to your e-mails within 24 hours during the week and 48 hours over the weekend. Courteous correspondence is expected—e-mails must begin with a salutation (“Dear/Hello Dr. Kharputly”) and end with your signature (Sincerely/Thanks, [your name]).

Make sure you read over the syllabus and any instructions I have shared via e-mail and Canvas carefully before you ask any questions. I will not respond to e-mails asking me what my office hours are, for example, or looking for any information that is readily available on the syllabus or other class documents.

**Class readings and other requirements:**

Bring the readings of the day with you to each class. You will not be asked to purchase any texts. All required readings – PDFs and links to articles –will be available online on Canvas. Please access links listed on the syllabus via Canvas as they may have changed in the meantime.

Bring writing tools with you to class – pen and notebook, laptop, or tablet (no cell phones) – you may be asked to undertake in-class writing exercises at any point during the quarter.

**Course requirements and percentage of final grade:**

*Please see the rubrics for each section on Canvas for additional information.*

25% Participation and attendance

This includes *regular attendance* and *active participation* in class. A large portion of your grade relies on participation and attendance, so any absences can quickly take a toll. Please check in with me **immediately** if you anticipate any difficulties with regular attendance. This is not a class where you can come in and check out – your participation and critical engagement will be assessed carefully.

You may have two unexcused absences, no questions asked. Additional unexcused absences will affect the attendance portion of your grade. Please make the arrangements to procure necessary documentation for medical issues and/or disabilities as soon as possible. I understand that documentation and access to healthcare are not always possible to obtain, so please talk to me if you encounter or anticipate any issues.

Perpetual tardiness will also affect your attendance. One or two late arrivals is of course understandable, but a consistent inability to arrive to class on time will affect the attendance portion of your grade.

It is your responsibility to make up for your absences: reach out to a classmate to see what you missed. If you have additional questions **after** you have caught up, you're welcome to reach out to me. E-mailing me to ask if you "missed anything in class" serves no purpose; the answer is always yes, and it is your duty to catch up.

25% Weekly share (due on Fridays)

On Friday of each week you will share an item on Canvas relating to the theme of the week. This can include anything from an image, book or film recommendation, or article. Please see the weekly share rubric for additional information.

15% "Quizzes" on Canvas

A regular series of guided questions and/or exercises on Canvas in order to assess your progress in this class, boost your engagement with the readings, and prepare you for your final project. These will be graded pass/fail.

25% Final project (due 6/10 by 11:59pm)

A short (5 minutes) video project of your own design that addresses a specific topic relating to the subject of the class. Further instructions will be sent ahead of time. You will receive a letter grade for this project. There is no final exam scheduled for this class.

**Alternative project:** an essay related to the theme of the class. This option is available **only** to students who need to fulfill a writing requirement with this class. You must send me a request in writing early in the quarter for permission to do this alternative project.

10% Self-evaluations (x2) (due 5/5 and 6/13 by 11:59pm)

In the middle and the end of the course, you will be asked to complete two short (500-1000 words) evaluations of your learning outcomes. Due Sunday of week 5 and Thursday of finals week. Further instructions will be sent ahead of time. These will be graded pass/fail.

***All assignments must be completed in order to pass this class.***

## WEEKLY SCHEDULE

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### Week 1: Introduction

#### **Monday April 1**

Introduction and syllabus

#### **Wednesday April 3**

Chimamanda Ngozi Adichie, "The Danger of a Single Story," TED Talk, July 2009

[https://www.ted.com/talks/chimamanda\\_adichie\\_the\\_danger\\_of\\_a\\_single\\_story/transcript](https://www.ted.com/talks/chimamanda_adichie_the_danger_of_a_single_story/transcript)

In class viewing: Robin DiAngelo, "Why 'I'm not racist' is only half the story," *Big Think*, October 2018 <https://www.youtube.com/watch?v=kzLT54QjclA>

**Friday April 4**

In-class community building exercises

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Week 2: Unlearning the Civil Rights Leaders

**Monday April 8**

Martin Luther King, Jr., “Beyond Vietnam,” 1967

**Wednesday April 10**

MLK Jr. continued, intro to Malcolm X

**Friday April 12**

Malcolm X, “The Ballot or the Bullet”

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Week 3: Unlearning the Civil Rights Leaders

**Monday April 15**

NO CLASS

**Wednesday April 17**

James Baldwin, “The Discovery of What It Means to Be an American,” 1959

**Friday April 19**

James Baldwin, “My Dungeon Shook: Letter to My Nephew” from *The Fire Next Time*, 1963

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Week 4: Segregation then and now

**Monday April 22**

Michelle Alexander, Chapter 5 from *The New Jim Crow: Mass Incarceration in the Age of Colorblindness*, 2010.

**Wednesday April 24**

Alexander continued

**Friday April 26**

NO CLASS

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Week 5: School segregation and affirmative action

**Monday April 29**

Nikole Hannah-Jones, “The Problem We All Live With,” *This American Life*, 2015

**Wednesday May 1**

Nancy Chung Allred, "Asian Americans and affirmative action: from yellow peril to model minority and back again," in *Asian American Law Journal*, 2007 14(1): 57–84.

**Friday May 3**

In-class viewing: Hasan Minhaj, "Affirmative Action," *Patriot Act*, 2018

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Week 6: Asian American citizenship and the model minority myth

**Monday May 6**

Ellen D. Wu, "Introduction: Imperatives of Asian American Citizenship," in *The Color of Success: Asian Americans and the Origins of the Model Minority*, 2014.

**Wednesday May 8**

Lisa Sun-Hee Park. "Continuing Significance of the Model Minority Myth: The Second Generation," in *Social Justice*, 2008, 35(2)(112): 134–144.

**Friday May 10**

Wu and Park continued

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Week 7: Japanese American incarceration

**Monday May 13**

*Radiolab Presents: More Perfect*, "American Pendulum I," September 30, 2017

**Wednesday May 15**

Yuri Kochiyama, "Then Came The War," 1991

**Friday May 17**

Photos of the concentration camps:

USC Digital Library - Japanese American Relocation Digital Archive, 1941- 1946

<http://digitallibrary.usc.edu/cdm/landingpage/collection/p15799coll7>

Japanese American National Museum: Collections Online <http://www.janm.org/collections/>

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Week 8: The intimacies of citizenship

**Monday May 20**

Lauren Berlant, "Introduction," from *The Queen of America Goes to Washington City: Essays on Sex and Citizenship*, 1997

**Wednesday May 22**

Berlant continued

**Friday May 24**

Eithne Luibhéid, "Introduction: Queering Migration and Citizenship," in *Queer Migrations: Sexuality, U.S. Citizenship, and Border Control*, 2005, edited by Eithne Luibhéid and Lionel Cantú

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Week 9: The construction of illegality

**Monday May 27**

NO CLASS

**Wednesday May 30**

Peter Constantini, "Manufacturing illegality: An Interview with Mae Ngai", 2019

**Friday May 31**

Jose Antonio Vargas, "My Life as an Undocumented Immigrant," *New York Times*, June 26, 2011

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Week 10: Conclusion

**Monday June 3**

Q&A session about final project

**Wednesday June 5**

Q&A session about final project

**Friday June 7**

Conclusion

**Additional information:**

The university's statement on academic integrity must be reviewed before turning in any assignments: <http://senate.ucsd.edu/Operating-Procedures/Senate-Manual/Appendices/2>. Plagiarism consists of but is not limited to the following: presenting another person's ideas or language as if they were your own, copying (words AND ideas) from the Internet, and failure to acknowledge and properly cite the sources of the ideas presented. Re-using language from a paper you have previously written for another class is unacceptable. If you are unsure about what constitutes plagiarism, please check in with me ahead of time. It is your responsibility to be aware of all of this; lack of awareness is no excuse.

***Any instances of plagiarism will result in a failing grade for the assignment (and possibly the class) and a referral to the Academic Integrity Office.***

Please let me know as soon as possible if you need accommodation for disability purposes or religious reasons so that we may make alternate arrangements ahead of time. It is best to get accommodation from the Office for Students with Disabilities (located behind Center Hall, 858-

534-4382) as soon as possible so that we can work together to ensure that your needs are met in the event of an emergency.

**Majoring or minoring in Ethnic Studies:**

Many students take an Ethnic Studies course because the topic is of great interest or because of a need to fulfill a university or college requirement. 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, education, public health, social work, non-profit work and many other careers. If you would like information about the Ethnic Studies major or minor at UCSD, please contact Monica Rodriguez, Ethnic Studies Program Advisor, via email at [ethnicstudies@ucsd.edu](mailto:ethnicstudies@ucsd.edu)