

WEEK 2 PROPOSAL

By Week 2 (Session 2B, 4/11), you will be required to propose a critical research project including the format for the final project symposium (written, sonic, visual or performative). This four page long (double spaced) proposal **will be due on Session 2B, April 11th**. 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 the instructor and with the teaching assistant.

DISCUSSION POSTS (two-pronged requirement)

1) Each student will produce five discussion posts (*see table below for deadlines*) that reflects upon and responds to the readings and ties them into your research project. Discussion posts should: connect and discuss the article and how it pertains to your research project. What issues does it raise for you? How does it complement or complicate your work?

2) Each student will also post a "reply" to another student's discussion post (which no other student has commented on for that week) offering thoughtful feedback, facilitative critique and encouraging suggestions for moving forward. Responses should engage with the classmate's ideas critically and function as facilitative of their ideas.

In addition to further unpacking and employing these concepts in your lives, in this class, you will culminate your yearlong efforts as a participant in the ETHN 100A, B & C series by presenting your final project at an ES majors graduation symposium during Week 10 and by submitting a written portion of it at the end of the quarter.

Course Design:

Every Tuesday the class will participate in an interactive lecture-style format with group discussions. Every Thursday, students will join in small-group, roundtable style workshops that focus on research development exercises or workshops, which will be facilitated by Prof. Fusté and Martin Boston (our designated TA). Also, students will rotate into different small-groups bi-weekly.

SENIOR PROJECT OPTIONS (symposium and written portions)

The most significant task you will have to complete in 100C will be the senior project. This will have two components: a written product that you will turn in at the end of the quarter (worth 22% of your grade), and presentation portion (worth 23% of your grade) that you will undertake at the Week 10 symposium at the Cross Cultural Center. There are various options to choose from:

♦ **Option A- Art exhibition or performance:** Visual, sonic, multimedia or performance piece that you propose. Artwork will be installed/performed at the Ethnic Studies Symposium. Accompanied by a short, creative essay, 5-8 pages.

♦ **Option B- Research poster:** Color, 24 x 36", professionally printed (cost is about \$37). Accompanied by a short research paper 5-10 pages.

♦ **Option C- Paper presentation:** A traditional 12-minute presentation of an academic paper at the Ethnic Studies Symposium. Accompanied by a thesis, which is lengthy research manuscript divided into separate "chapters" of 25-50 pages. Honors thesis students are usually expected to do this option. If you want to do something different from a paper presentation, please check with your advisor.

Important deadlines:

1. Decide which option you will choose by Session 2B, 4/11
2. Your symposium presentation will take place during Week 10 on Wednesday 6/5
3. Your written portion will be due on Canvas on Wednesday 6/12

WEEKLY WRITING MEETINGS

You are expected to create or join a writing group with (with a minimum of 1-2 other 100C students) that meets each week for at least 1 hour. The purpose of the group is to hold one another mutually accountable, and to provide feedback and support. To get credit, you will have to provide evidence of these meetings. Please consult the instructions for "how to log your weekly writing meetings" at the top of our Canvas page.

ATTENDANCE

Since participation is vital for you to achieve the goals listed here, please arrive on time for class. Late arrivals interrupt our in-progress activities and discussions. Also note that you cannot contribute to in-class discussion and activities if you are not present; hence, your "contribution" grade (see below) will suffer with repeated absences. If you must miss a class session, let me know as soon as possible so that you can make up the work that you miss.

CONTRIBUTION

We will be keeping track of your contributions to our class sessions in different ways. Your participation in class discussions and in-class group work is vital to everyone's success in 100C. We are also going to need your help setting up and cleaning up

for the Week 10 symposium at the Cross Cultural Center. Emails to your instructor, participation in our class Twitter feed, office hour visits, etc. will count towards your class contribution.

LATE WORK

No late submissions will be accepted. However, each student will get a **five-day** "time bank" for the quarter, which you may use at your discretion to extend any deadline. For example, say you get all your assignments done and handed in on time. That means you wouldn't use any of the **five days**...OR...say you need two extra days for the 1st discussion post, and three extra days for the second one. When the quarter ends, you will have used up all five of your time bank days. There are no penalties or bonuses for using or not using these days. You do not have to inform Prof. Fusté or Martin Boston when you use your time bank days. If you get sick, have an accident or family crisis, please use these time bank days (but you should still let me know if anything serious is going on that you think we should know about).

CANVAS

Instead of TritonED, for ETHN 100C, we will be using the new Canvas Learning Management System (it is WAY better than TritonEd). To find our canvas

page, go to: <https://coursefinder.ucsd.edu>

EMAIL

Please email Prof. Fusté or Martin Boston with questions and/or concerns about the course. We will respond within the next 24 hours (except on weekends). If you have an important personal question such as inquiring about a grade or class discussion, please visit us during office hours or contact us to schedule an appointment.

RESPECT

Diverse backgrounds, embodiments and experiences are essential to the critical thinking endeavor at the heart of university education. At UC San Diego (and especially in Ethnic Studies courses such as this one) students are expected to: (1) Respect individual differences which may include, but are not limited to: age, cultural background, disability, ethnicity, family status, gender presentation, immigration status, national origin, race, religion, sex, sexual orientation, socioeconomic status, and veteran status; (2) Engage respectfully in discussion of diverse world-views and ideologies embedded in course readings, presentations, and artifacts, including those course materials that are at odds with personal beliefs and values.

COURSE CALENDAR			
WEEK	NO CLASS MEETING DATES	DISCUSSION POST DEADLINES	MAIN ASSIGNMENTS DUE
1			
2		Mon. 4/8, Discussion P. #1 Due	Sess. 2B, 4/11: Final Project Proposal Due
3			
4	Sess. 4A, 4/23 & 4B, 4/25: <u>No Class</u> . Sign up for your one-on-one 10 min conference.	Mon. 4/22, Discussion P. #2 Due	
5			
6		Mon. 5/6, Discussion P. #3 Due	Sess. 6B, 5/9: Updated symposium proposal due
7			
8		Mon. 5/20, Discussion P. #4 Due	
9		Mon. 5/27, Discussion P. #5 Due	
10	<u>No class</u> on Session 10B- 6/6 (time to finish written projects)		Wed. Jun 5: Symposium Presentations Due (Cross Cultural Center)
Finals			Wed. Jun 12: Final Project Written Portion Due

ACCESS AND ACCOMMODATIONS

Your experience in this class is important to us, and it is the policy and practice of the University of California San Diego to create inclusive and accessible learning environments consistent with federal and state law. If you experience barriers based on disability, please seek a meeting with the Office for Students with Disabilities (OSD) to discuss and address them. If you have already established accommodations with OSD, please communicate your approved accommodations to your instructor at your earliest convenience so we can discuss your needs in this course.

The Office for Students with Disabilities (OSD) offers resources and coordinates reasonable accommodations for students with disabilities. Reasonable accommodations are established through an interactive process between you, your instructor(s) and OSD. If you have not yet established services through OSD, but have a temporary or permanent disability that requires accommodations (this can include but not limited to; mental health, attention-

related, learning, vision, hearing, physical or health impacts), you are welcome to contact OSD at 858.534.4382 or email osd@ucsd.edu. For more information, visit: <http://disabilities.ucsd.edu>.

INTEGRITY

PLAGIARISM = when you borrow from someone else's work in your own assignments without giving that person credit in your references. This includes not just copying text from someone else word for word, but also borrowing ideas that are not obvious to anyone but that instead required a bit of research and extended thinking to come up with. You will all exchange a number of ideas and perspectives throughout the course in class discussions and in your groups. Nonetheless, when it comes to writing, you have to sit down and write and argue by yourself without relying on other classmates to articulate your written thoughts for you (unless you give those you borrow from due credit in your references).

As a student at UC San Diego, you are responsible for knowing what constitutes cheating. See <https://academicintegrity.ucsd.edu/process/consequences/index.html> for crucial information regarding academic integrity. If I discover plagiarism in your assignments (which is very easy to do thanks to the fact that we will be using an advanced plagiarism detection software), we will report this instance of academic misconduct to the University.

STUDENT SUPPORT SERVICES

Library: <http://library.ucsd.edu>, 858.534.0133

OASIS (Office of Academic Support and Instructional Services): <http://oasis.ucsd.edu>, 858.534.2230

The Writing + Critical Expression Hub: <https://commons.ucsd.edu/academic-support/writing/>, 858.246.2177

Student Promoted Access Center for Education and Service (SPACES): <http://spaces.ucsd.edu>, 858.534.7330

Cross Cultural Center (CCC): <http://ccc.ucsd.edu>, 858.534.2230

UCSD LGBT Resource Center: <https://lgbt.ucsd.edu/>, 858.534.2230

TRITON FOOD PANTRY (@ the Old Student Center)

Most people don't know that food insecurity is a huge issue across all college campuses. Surveys suggest that an estimated 20% to 33% of students at four year colleges experience food insecurity. The mission of the Triton Food Pantry is to provide a discreet service to UCSD students in need of food. Our goals are to ensure that every student has enough energy to get through the day and that no student should give up a single meal for any reason. We aim to build a network of food resources and awareness about food insecurity so that every UCSD student has nutritious fuel to achieve academic success. The Triton Food Pantry is in partnership with the San Diego Food Bank and Garden of Eden. At the food pantry, a variety of dried goods, canned goods, and fresh produce are available to students. Items are assigned a point value and any registered student is able to pick up 10 points worth of food per week. For more information, visit <https://tritoneats.com/>

DACA AND UNDOCUMENTED STUDENT RESOURCES

If you are an undocumented student, please know that I am your ally. Anything that you reveal to your instructor or your TA about your immigration status will remain strictly confidential.

Also, please know that UCSD has an office that assists undocumented students called the **Undocumented Student Services Center**. For more information, go to: <https://students.ucsd.edu/sponsor/undoc/>, or call 858.822.6916.

THE SEXUAL ASSAULT RESOURCE CENTER (SARC)

If you are a survivor of sexual violence, relationship violence and/or stalking, CARE at the Sexual Assault Resource Center can offer confidential support, and a safe place to talk with you. SARC staff are available to talk to you about your reporting rights, options and available resources. Visit <http://care.ucsd.edu/get-help/>, or contact 858.534.5793 during business hours Monday-Friday. 8:30 a.m. – 4:30 p.m. or visit SARC's location at the Student Services Center, Suite 500 for immediate support.

COUNSELING AND PSYCHOLOGICAL SERVICES (CAPS)

CAPS provides FREE, confidential, psychological counseling and crisis services for registered UCSD students. CAPS also provides a variety of groups, workshops, and drop-in forums. For more information, please visit <https://wellness.ucsd.edu/CAPS/>, or contact 858.534.3755 (includes 24 hours crisis counseling).

GENDER NEUTRAL BATHROOMS

Several single-occupancy restrooms are located throughout the UC San Diego campus. Specific locations of single occupancy restrooms on main campus, SIO and Hillcrest are shown on an interactive map available here: <https://blink.ucsd.edu/facilities/services/general/personal/restrooms.html>.

LACTATION AND BABY CHANGING LOCATIONS

Lactation rooms can be found across campus. To use the facilities, you first have to become a registered user online. Locations can be found here: <https://blink.ucsd.edu/HR/services/support/family/expectant/lactation/facilities.html#Campus-locations>

PARENTING RESOURCES

As a parent and student you have many responsibilities. UC San Diego supports your academic achievement amidst the unique challenges and additional responsibilities you face as a student-parent. For more information on services and resources that are available to you as a student-parent, please visit: <https://students.ucsd.edu/well-being/wellness-resources/student-parents/index.html>.

Please note that as far as ETHN 101 goes, you can always bring your child to our lectures and sections (although be mindful that we will be watching films that you may not deem suitable for your child, depending on their age).

DETAILED COURSE SCHEDULE

This schedule is subject to changes. The official schedule will be in the front page of our TED Blackboard site. Please make sure you check that regularly and follow all instructions.

Session 1A- 4/2:

No readings, first day of class

Session 1B- 4/4:

READ: Tuck, Eve, K. Wayne Yang (2018). "Introduction: Born Under the Rising Sign of Social Justice." *Toward What Justice? Describing Diverse Dreams of Justice in Education*. New York: Routledge.

(ALSO DUE: Mon 4/8- Discussion Post #1 due).

Session 2A- 4/9:

READ: Laura, Krystal T. (2018). "Against Prisons and the Pipeline to Them." *Toward What Justice? Describing Diverse Dreams of Justice in Education*. New York: Routledge.

Session 2B- 4/11:

DUE: **Final project proposal (7% of final grade):** proposal of the written and presented portions of your final project (including choosing the format, i.e., written, sonic, visual, or performative)

Session 3A- 4/16:

READ: Dumas, Michael J. (2018). "Beginning and Ending with Black Suffering: A Meditation on and against Racial Justice in Education." *Toward What Justice? Describing Diverse Dreams of Justice in Education*. New York: Routledge.

Session 3B- 4/18:

No readings due; small group workshops.
(ALSO DUE: Mon. 4/22- Discussion Post #2 due).

Session 4A- 4/23 & Session 4B- 4/25 (no class meetings; conference meetings instead):

DUE: **Week 4 Conference Week participation** (plan to have +50% of your writing done by then- need to show it to us). Schedule a 10-minute time slot to meet and answer questions about your first draft with Prof. Fusté or with Martin Boston. Signup and instructions forthcoming.

Session 5A- 4/30:

READ: Grande, Sandy (2018). "Refusing the University." *Toward What Justice? Describing Diverse Dreams of Justice in Education*. New York: Routledge.

ALSO READ: Erevelles, Nirvalla (2018). "Toward Justice as Ontology: Disability and the Question of (In)Difference." *Toward What Justice? Describing Diverse Dreams of Justice in Education*. New York: Routledge.

Session 5B- 5/2:

No readings due; small group workshops.
(ALSO DUE: Mon. 5/6- Discussion Post #3 due).

Session 6A- 5/7:

READ: Walcott, Rinaldo (2018). "Against Social Justice and the Limits of Diversity: Or Black People and Freedom." *Toward What Justice? Describing Diverse Dreams of Justice in Education*. New York: Routledge.

Session 6B- 5/9:

DUE: **Updated senior project symposium proposal** (bring to class workshops to share)

Session 7A- 5/14:

READ: Patel, Leigh (2018). "When Justice is a Lackey." *Toward What Justice? Describing Diverse Dreams of Justice in Education*. New York: Routledge.

Session 7B- 5/16:

No readings due; small group workshops.
(ALSO DUE: Mon. 5/20- Discussion Post #4 due).

Session 8A- 5/21:

READ: Belcourt, Christi (2018). "The Revolution Has Begun." *Toward What Justice? Describing Diverse Dreams of Justice in Education*. New York: Routledge.

Session 8B- 5/23:

No readings due; small group workshops.
(ALSO DUE: Mon. 5/27- Discussion Post #5 due).

Session 9A- 5/28:

READ: Del Vecchio, Deanna, Sam Spady, and Nisha Toomey (2018). "Pedagogical Applications of Toward What Justice?" *Toward What Justice? Describing Diverse Dreams of Justice in Education*. New York: Routledge.

Session 9B- 5/30:

No readings due; small group workshops.

Session 10A- 6/4:

No readings due; small group workshops.

DUE: Wednesday June 5: **Final Project Symposium Presentations** (morning to mid-afternoon, Cross Cultural Center)

Session 10B- 6/6:

No class. Time to finish your written projects!

Finals Week:

DUE: Wednesday June 12, 5pm: **Final Project Written Portion** (on Canvas)