

ETHN 3- INTRO. TO ETHNIC STUDIES: "MAKING CULTURE"

Instructor Information

- ✦ Email: jfuste@ucsd.edu
- ✦ Office Hours: **Mondays and Wednesdays, 5-6pm** via Zoom (see link at the top of our Canvas page for info on how to access my Zoom office hours).

Required Texts

- ✦ All assigned readings, videos, websites, and podcasts will be provided to you through our designated Canvas website.
- ✦ Please log into Canvas regularly to stay on top of what you will have to read, watch, listen to, and view for this class.

Course Requirements

Discussion posts (x8).....	40%
Group Project #1.....	15%
Group Project #2.....	15%
Mid-Quarter Reflection.....	2%
Take Home Final Exam.....	15%
Office Hour contributions*....	13%

NOTE: in order to receive full credit for your office hour contributions (i.e. section participation), you must attend at least **THREE office hour sessions, each in a different week. Look for more information about this from your TAs.*



Illustration by Neil Fujita (b. Waimea, Hawaii, 1921; d. NY, 2010), a prolific designer of album covers and book covers during the mid-twentieth century.

This course is part of a three-quarter Ethnic Studies introductory sequence. In **ETHN 1: "Land and Labor,"** students learn the history and dynamics of colonized land, resources, and unfree labor. **ETHN 2: "Circulations of Difference"** examines the circulation of commodities, knowledge, and racialized bodies, particularly in relation to how power and domination operate in our modern world, and more specifically in and through the United States. As the capstone to this series, **ETHN 3: "Making Culture"** delves deeper into these topics by focusing on cultural representation, consumption, and contestation. As the British cultural critic Raymond Williams once wrote that "culture is one of the two or three most complicated words in the English language." Using the tools of Critical Ethnic Studies and other related interdisciplinary, in this course, we will collectively unpack culture and its imbrication with how racism, heteropatriarchy, capitalism, ableism, eurocentrism, and anthropocentric speciism operate in our world. Our particular focus will be on popular culture, particularly musical culture and its associated genres including dance, visual art, writing, theater, performance art, and film.

COVID-19

This is going to be a difficult quarter for us all. Few of us have done any kind of online teaching or learning, so we will all be learning as we go. In order to prepare for the adversities that this quarter will bring, I ask that: 1) we all check in with each other regularly about how we are doing (especially between students and TAs) so that we can help each other get through this, and 2) we all dial down our levels of perfectionism (let us be kind to ourselves) while demonstrating a commitment and accountability to each other, and also respect for the importance of the topics we will be discussing. Let us not forget that this coronavirus will go away, while the topics that we grapple with in Ethnic Studies will stay with us indefinitely.

DISCUSSION POSTS (two-pronged requirement)

1) Each student will produce eight discussion posts (*see table below for deadlines*) that reflects upon and responds to the readings and media we will consider in relation to the course topic and thematic units. For a full prompt on how discussion posts will work, see the "course resources" box of our Canvas homepage.

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.

Basic Ethnic Studies Learning Objectives

There are at least six core Ethnic Studies learning objectives in this class (almost all other ETHN classes at UCSD share similar if not the same learning objectives): 1) critical and creative thinking, 2) constructive and self-reflective dialogue and collaboration, 3) analytical and emotional intelligence about diversity and equity, 4) an appreciation for interdisciplinary research and inquiry, and 5) the development of incisive, organized, and clear written and oral communication about your critical and creative thinking.

Content-Specific Learning Outcomes

In addition to fulfilling these objectives, this critical interrogation of culture will develop the following skills and outcomes. Students will:

#1- re-think culture not as a set of fixed program of collective thought or feeling, or a rigid script of collective action, but rather a complex symbolic register that allows us to individually and collectively make sense of the world as we perceive it, conceive it, and live it.

#2- Learn to "decode" popular culture that is familiar to us all, meaning learn to understand the production, circulation, use, and reproduction of cultural artifacts and discourses

#3- Reflect on how cultural formations and structures emerge from and circulated through means outside of our control, but often with or conscious or unconscious participation in them.

#4- At the same time, culture is not destiny. Rather, we have agency in it. Therefore, in ETHN 3, we will also reflect on how we can intervene in cultural production and what limits individual and collective cultural agency.

∴ In sum, we will see culture as a site of producing dominant ideas and aesthetic and moral values. We will grapple with the complex ways in which culture is the primary arena in which dominant interests and the ideas and values that normalize and legitimize them are engendered, but also challenged and sometimes undone by those that resist, and more importantly, those who provoke us to dream of alternative futures.

GROUP PROJECTS

You have all been randomly assigned to groups of 4 or 5

students from your discussion section. During the next ten weeks, your small group will complete two group projects

(see Canvas for detailed prompt). Since we are not meeting for section discussions, you will all be expected to find a time to meet with each other via Zoom to discuss the progress of your project. You will then have to submit a formal presentation to the rest of the class consisting of a recording of a Zoom call in which you each discuss what your group came up with (you can also screen share slides, videos, and audio). In order to get a complete grade, you will also have to turn in a self-evaluation of your contribution to the group project that will be accessible to your group mates and that will allow your TA to issue you a grade. For more details, consult Canvas.

TAKE HOME FINAL EXAM

Instead of having an in-class bluebook final exam, you will have to complete a "take home" final exam. This will be submitted through our Canvas site. The exam will consist of various short and long answer questions and you will have four hours to complete them. It will be live on Canvas on the designated final exam date and time (6/11/20 at 11:30am).

EMAIL

Please email your TA with questions and/or concerns about the course. If you are not satisfied with their answer,



Afrofuturist art by Kaylan F. Michael (from Montréal, Québec)

please email me or canvas message me.

course. I 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 me during office hours or contact me to schedule an appointment.

LATE SUBMISSIONS

For anything that you have to turn in (e.g., discussion posts, discussion replies, self-evaluations), there will be deadlines announced on Canvas. Each student will get a **five-day** "time bank" for the quarter, which you may use at your discretion to extend a discussion post due date without penalty. 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 post, and three extra days

for the second post. 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 your instructor or TA 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 your TA know if anything serious is going on that you think we should know about).

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.

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.



The late Fred Ho, a legendary Chinese American jazz musician and performance artist.

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>.

STUDENT SUPPORT SERVICES

Please don't hesitate to consult these websites to find out what kind of support these offices will provide during the COVID-19 Campus Closure.

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



"Androgyny" by Norval Morrisseau from the Bingwi Neyaashi Anishinaabek First Nation (1983)

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.

In spite of the campus COVID-19 closure, the pantry will be open during Spring quarter. For information about hours, go to: <https://basicneeds.ucsd.edu/food-security/pantry/index.html>

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 TAs 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.

COUNSELING AND PSYCHOLOGICAL SERVICES (CAPS)

This quarter, CAPS is fully open (they are providing alternate ways of meeting, including video consultations). CAPS is an indispensable resource for student life at UCSD. They provide FREE, confidential, psychological counseling and crisis services for registered UCSD students. CAPS also provides a variety of groups, workshops, and drop-in forums (which they may still be doing via Zoom this quarter). For more information, please visit <https://wellness.ucsd.edu/CAPS/>, or contact 858.534.3755 (includes 24 hours crisis counseling).

COURSE CALENDAR			
WEEK	THEMATIC UNITS	DEADLINES FOR REFLECTION PAPERS (MUST SUBMIT 3 TOTAL)	MAIN ASSIGNMENTS DUE
1	I- Constructed and Contested Othernesses: Power, Culture, and Structure	DP 1 (practice post) due: Last Friday of Week 1: 4/3 at or before 11:59pm. Replies due: The following Tuesday at 11:59pm.	
2	II- Culture and Social Movements	DP 2 due: Last Friday of Week 2: 4/10 at or before 11:59pm. Replies due: The following Tuesday at 11:59pm.	
3	III- Musical Culture as a Locus of Identity Formation and Contestation	DP 3 due: Last Friday of Week 3: 4/17 at or before 11:59pm. Replies due: The following Tuesday at 11:59pm.	
4	IV- Subcultures, Fan culture, Countercultures	DP 4 due: Last Friday of Week 4: 4/24 at or before 11:59pm. Replies due: The following Tuesday at 11:59pm.	
5	V- Culture-Making as Survival	No DP or replies due.	Project #1 reports due on Sunday, 5/3 by 11:59pm
6	VI- On Cultural Traffic	DP 5 due: Last Friday of Week 6: 5/8 at or before 11:59pm. Replies due: The following Tuesday at 11:59pm.	Mid-Quarter Reflection due on Sunday, 5/10 by 11:59pm
7		DP 6 due: Last Friday of Week 7: 5/15 at or before 11:59pm. Replies due: The following Tuesday at 11:59pm.	
8	VII- Oppositional Community-Making Through Culture	DP 7 due: Last Friday of Week 8: 5/22 at or before 11:59pm. Replies due: The following Tuesday at 11:59pm.	
9	VIII- Traversing the Dangerous Crossroads of Cultural Commodification	No DP or replies due.	Project #2 reports due on Sunday, 5/31 by 11:59pm
10	IX- Listening to the World: Intercultural Cosmopolitanisms or Cultural Colonialisms?	DP 8 due: Last Friday of Week 10: 6/5 at or before 11:59pm. Replies due: The following Tuesday at 11:59pm.	
Finals	No class meetings on finals week.		Take home final on Monday 6/8/20 between 11am–11pm PST (on TED)