

ETHN 109: Race and Social Movements

M/W/F: 9:00-9:50

Location: Solis Hall 109

Instructor: Dr. Esin Duzel

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Office hours: Monday 13-15 SSB 293 (or by appointment)

Course Description

From the torch-bearing white supremacist marches to Colin Kaepernick's groundbreaking protest, racial politics dominated the public discussions of the 2017. With the Trump era, we are undoubtedly looking at a future with more racial conflicts and violence. This course aims to give you the necessary tools and knowledge to look at this moment critically. How does race force people into action? How do social movements analyze their racialized societies, be it the US or elsewhere, and what kind of alternatives they imagine? What are their cultural politics? The course materials are composed of texts and videos that will invite you to think of race as constructive of identity politics as well as international/transnational politics. Looking at social movements organized around race will help us explore the role of race in our lives; how does race surround us, as a chosen and imposed category of identity? What do we do with it?

Social movements are commonly understood as solid networks with clear agendas; yet new research invites us to look at social mobilization in more dynamic ways. They can be less permanent yet more influential, or can be less populated yet more transformative. We will develop a broad notion of race as a cultural, social and political concept through reading texts that are produced in different disciplines; sociology, anthropology, ethnic studies, literature, and media studies. We will read a variety of cases including indigenous, inter-ethnic leftist, Muslim punk rock, European hip hop, black power, black lives matter, women of color feminism, Oaxacan youth, farm worker, undocumented youth worker as well as hate and white supremacist movements.

The course requires reading around 70-100 pages a week, writing workshops, writing reflection papers, leading discussions, a midterm and written and visual final projects.

Learning objectives

- 1) Clearly describe and recognize race as a social formation and the ways it intersects with power;
- 2) Explain effectively different strategies social movements have employed for racial justice;
- 3) Develop a broader notion of social movements informed by the intersectionality of power;
- 4) Identify the distinct histories of social movements as well as the connections between them to each other and to the current moment;
- 5) Relate racial movements' agendas with students' own environments.

COURSE REQUIREMENTS

- 1) **Attendance and participation (25%)**
- 2) **Discussion leadership (10%)**
- 3) **Midterm (20%)**
- 4) **Final project – Paper (25%)**

5) Final project – Video/Images (15%)

1) Attendance and Participation

- **Mandatory attendance (10%):** You may miss one class with no questions asked or by excused absence. Missing more than one class will result in a failing grade. If there is an illness or emergency it will not count against you, but you must provide documentation (doctor's note, etc.) in order to receive excused absence approval. Arrive on time and stay until the very end of class. I take attendance in the first 5 minutes of class. If you must miss a class, are late, or leave early, it is your responsibility to inform the instructor in writing ahead of class time and to find out what you missed from other classmates or come to office hours.

- **Reflection papers (10%):** Every Monday BEFORE class, you need to submit one paragraph summary of the key arguments and 2 questions for each article of the week (you need to submit your responses for all of the articles at once, so read ahead of time). You will submit a total of 8 papers, excluding week 1 and 10. You can have one extension without excuse; for other extensions, you need to have a valid excuse (for e.g. medical condition, etc.). I will grade the reflection papers based on the quality of engagement with the readings.

- **Writing workshops (5%):** We will conduct three writing workshops throughout the quarter. At every session, you will work with the same partner. The aims of the workshops are to develop writing and commenting skills, to ground you in the course through your own writing, and to start building your final project ahead of time. Note: Your participation is crucial to make this class a rich learning experience for all of us. I invite you to join me in creating a safe and brave space this quarter. If you feel uncomfortable participating vocally, please look for other ways of participation; for e.g. coming to office hours, using written communication with me in class (“muddy points”), etc.

2) Discussion Leadership

Second week, you will sign up to lead a discussion for an article and you will do 10-15 min. presentation at the beginning of the class. The presentation should give a brief summary of the main arguments in the article, the support to the arguments, and other important/relevant information the article provides. Then, you will pose three questions based on the article that will help us discuss the reading. The questions should be provoking and positioned, not open-ended (“how did you find the article” is not a good question for discussion).

3) Midterm

There will be a midterm on February 16 (Week 6). I will provide detailed information about the midterm by Week 3. If you do the readings timely and labor on your reflection papers, you will do well at the exam.

4) Final Project – Paper

Specific paper instructions will follow.

5) Final Project – Video/Images

Using either video or static images (or a combination of both), you will create a unique montage using at most 5 borrowed images lasting no more than 25% of the presentation time, with the rest being video or photography done by yourselves. Each project will last 3-5 minutes. This visual micro-essay should have a clear beginning, middle and end and attempt to demonstrate a particular point of interest in the intersection of Race and

Social Movements. For those that do not have videoediting software, a PowerPoint presentation is also acceptable. Sound is not required, but can be added to the presentation if desired. It is ok to work on the project individually or in groups of 2 or 3 maximum. For group-work, each member will have to submit a few sentences attesting to the extent of each student's participation in the project (including their own) and this will be taken into consideration in the grading. We will view the presentations as a class at the last week.

Grading scale:

A+ = 98.5%-100%, A = 91.5%-98.4%, A- = 90%-91.4%

B+ = 88.5%-89.9%, B = 81.5%- 88.4% B- = 80%-81.4%

C+ = 78.5%-79.9% C = 71.5%-78.4% C- = 70%-71.4%

D+ = 68.5%-69.9% D = 61.5%-68.4%

LOGISTICS

Academic Honesty and Integrity

All of your writing should be your own original piece. You will learn only if you use your own words and ideas. When you use the words and ideas of others in any written work you must cite properly. As per UCSD policy, plagiarism and cheating will not be tolerated: <http://senate.ucsd.edu/manual/appendices/app2.htm>

Special Needs

Students requesting accommodations for this course due to a disability must provide a current Authorization for Accommodation (AFA) letter issued by the Office for Students with Disabilities (OSD) which is located in University Center 202 behind Center Hall. Students are required to present their AFA letters to Faculty (please make arrangements to contact me privately) and to the OSD Liaison in the department in advance so that accommodations may be arranged. Contact the OSD for further information: 858.534.4382 // osd@ucsd.edu // <http://disabilities.ucsd.edu>

Title IX Compliance

The University recognizes the inherent dignity of all individuals and promotes respect for all people. Sexual misconduct, physical and/or psychological abuse will NOT be tolerated. If you have been the victim of sexual misconduct, physical and/or psychological abuse, we encourage you to report this matter promptly. As a faculty member, I am interested in promoting a safe and healthy environment, and should I learn of any sexual misconduct, physical and/or psychological abuse, I must report the matter to the Title IX Coordinator. Should you want to speak to a confidential source you may contact the Counseling Center.

The Office for the Prevention of Harassment & Discrimination (OPHD) provides assistance to students, faculty, and staff regarding reports of bias, harassment, and discrimination. OPHD is the UC San Diego Title IX office. Title IX of the Education Amendments of 1972 is the federal law that prohibits sex discrimination in educational institutions that are recipients of federal funds. Students have the right to an educational environment that is free from harassment and discrimination.

Students have options for reporting incidents of sexual violence and sexual harassment. Sexual violence includes sexual assault, dating violence, domestic violence, and stalking. Information about reporting options may be obtained at OPHD at (858) 534-8298, ophd@ucsd.edu or <http://ophd.ucsd.edu>. Students may receive confidential assistance at CARE at the Sexual Assault Resource Center at (858) 534-5793,

sarc@ucsd.edu or <http://care.ucsd.edu> or Counseling and Psychological Services (CAPS) at (858) 534-3755 or <http://caps.ucsd.edu>.

Undocumented Student Needs

For students who may be undocumented or from mixed status families, I am available to have confidential discussions about your circumstances and to make adjustments to class assignments to accommodate your needs. Please also seek out and utilize resources at the Undocumented Student Resource Center (858) 822-6916 <https://students.ucsd.edu/sponsor/undoc/>

Email policy

When you miss the class, the first person you should turn to is your classmate, so please meet each other and take contact information.

If you want to discuss course materials, the best way to do that is in person, do not email me with questions on readings. Come to see me during office hours or talk to me after class. Email me with questions about special needs, urgent matters, and other logistical matters.

Please mention ETHN 109 in the subject of your email, and allow for 48 hours for reply (except weekends).

Majoring or Minor 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.

FINAL NOTE

This syllabus is provisional and the schedule, topics, and readings may be subject to change. In the event that a change is made, adjustments will be noted in class and on the course website.

SCHEDULE

Readings: All of the readings will be available at **Tritoned**.

Week 1: Why Race and Social Movements?

- January 8 – Introduction
- January 10
Laura Pulido (2006) "Chapter 1: Race and Political Activism" in *Black, Brown, Yellow & Left: Radical Activism in Los Angeles* (18pp)
- January 12 – NO CLASS, Dr. Duzel will be away for a conference. Please complete the following assignments.

First assignment: Read: 1) Michael Omi and Howard Winant (2014), "Chapter 4: The Theory of Racial Formation" in *Racial Formation in the United States* (31 pp) Write down three concepts that are exciting, challenging and/or vague. Bring them to class on Wednesday.

Second assignment: Review course syllabus. Look over the line-up of readings for the course and pick a few you would like to present and lead discussion. Sign-ups will be on Wednesday.

Week 2: Analyzing movements: building an interdisciplinary toolbox

- January 15 – Martin Luther King Holiday / NO CLASS
- Jan 17 – Crystal M. Fleming and Aldon Morris (2015) "Theorizing Ethnic and Racial Movements in the Global Age: Lessons from the Civil Rights Movement" in *Sociology of Race and Ethnicity* (21 pp)
Optional reading: <http://www.anthroencyclopedia.com/entry/resistance>
- Jan 19 – Laura Pulido (2006) "Chapter 3: The Politicization of the Third World Left" in *Black, Brown, Yellow & Left: Radical Activism in Los Angeles* (26pp)

Week 3: Cultural Politics of Racial Movements I: Finding Common Ground

- Jan 22 – Jeffrey Rubin (1998) "Chapter 6: Ambiguity and Contradiction in a Radical Popular Movement" in *Cultures of Politics / Politics of Cultures: Re-visioning Latin American Social Movements* (23 pp)
- Jan 24 – Kay Warren (1998) "Chapter 7: Indigenous Movements as a Challenge to the Unified Social Movement Paradigm for Guatemala" in *Cultures of Politics / Politics of Cultures: Re-visioning Latin American Social Movements* (30 pp)
- Jan 26 – Writing workshop 1

Week 4: Cultural Politics of Racial Movements II: Music and Protest

- Jan 29 – Andreana Clay (2006), "All I Need is One Mic: Mobilizing Youth for Social Change in the Post-Civil Rights Era" in *Social Justice* (16 pp)
- Jan 31 – Amy McDowell (2016), "This is for Brown Kids! Racialization and the Formation of "Muslim" Punk Rock" in *Sociology of Race and Ethnicity* (12 pp)
- Feb 2 – <http://www.blacklivesmattersyllabus.com/black-lives-matter-fall-2017/>
Beyonce, *Lemonade* (Excerpts and reading on the BLM syllabus)

Week 5: Cultural Politics of Racial Movements III: Radical Imageries

- #Blacklivesmatter Week of Action in Schools Nationwide
<http://www.teachingforchange.org/black-lives-matter-schools-nationwide>
- Feb 5 – Black is beautiful: Black Power Culture, Visual Culture, and the Black Panther Party. In *Spectacular Blackness: The Cultural Politics of the Black Power Movement and the Search for a Black Aesthetic* 29-58 (29 pp) 2010
- Feb 7 - Alicia Garza "A Herstory of the #BlackLivesMatter Movement." *The Feminist Wire* online, 07 October 2014.
Keenga-Yamahtta Taylor, *From #BlackLivesMatter to Black Liberation*
<http://salvage.zone/articles/extract-from-blacklivesmatter-to-black-liberation/>
- Feb 9 – Writing workshop 2

Week 6: Opening the Horizons of Racial Politics: Intersectionality and Women of Color Feminist Critique

- Feb 12 – Patricia Hill Collins (2015) “Intersectionality’s Definitional Dilemmas” in Annual Review of Sociology (19pp)
- Feb 14 - Combahee River Collective Statement & Kolenz et. al (2017) 40th Anniversary Retrospective
- Feb 16 – Midterm

Week 7: Opening the Horizons of Racial Politics: Decolonization and Self-Determination

- Feb 19 – Presidents’ Day Holiday / NO CLASS
- Feb 21 – Eve Tuck and Wayne Yang (2012) “Decolonization is not a Metaphor” Decolonization: Indigeneity, Education and Society (39 pp)
Ta-Nehisi Coates (2014) The Case for Reparations
<https://www.theatlantic.com/magazine/archive/2014/06/the-case-for-reparations/361631/>
- Feb 23 – Maurice Rafael Magaña, “Spaces of Resistance, Everyday Activism and Belonging: Youth Reimagining and Reconfiguring the City of Oaxaca, Mexico” (2016) in the Journal of Latin American and Caribbean Anthropology (19 pp)

Week 8: Opening the Horizons of Racial Politics: Practices of Solidarity between Immigrant and Racial Politics

- Feb 26 – Justin Akers Chacon and Mike Davis (2017), “Chapter 22: Constructing the “Illegal” Mexican Worker”, “Chapter 25: Inventing an Invisible Enemy: September 11 and the War on immigrants”, “Chapter 32: A New Civil Rights Movement” in No One is Illegal (24pp)
- Feb 28 – Hector Perla and Susan Bibler Coutin. “Legacies and Origins of the 1980s. U.S.-Central American Sanctuary Movement.” Refuge 26: 1, 2009.
- Browse and read: <https://unitedwedream.org/tools/research/>
- <http://www.dreamdefenders.org/>
- Possible guest lecture on undocumented youth movement
- March 2 – Writing workshop 3

Week 9: Continuing challenges: White nationalism, Nativist movements, Hate movements

- March 5 – Read three articles on hate groups on Southern Policy Law Center’s Resources page:
https://www.splcenter.org/resources?f%5B0%5D=splc_resource_types%3APublication
- March 7 – Kathleen M. Blee, *Inside Organized Racism: Women in the Hate Movement* (Selections)
- March 9 – Jessie Daniels (2009) “White Supremacist Social Movements Online and in a Global Context” in *Cyberracism: White Supremacy Online and the New Attack on Civil Rights* (22 pp)

Week 10: Course wrap up and student presentations

- March 12 – Andreana Clay, “Conclusion; Sampling Activism” in *The Hip Hop Generation Fights Back* (9 pp)
- March 14 – Video/image project presentations
- March 16 – Video/image project presentations