

Ethnic Studies 363: Race and U.S. Social Movements
Spring 2024
Thursdays 2:30 pm-5:20 pm
Saints Tekakwitha & Serra Hall 318
(SH 318)

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Office Hours: Thursdays 12-2 pm @ Aromas



COURSE DESCRIPTION

How does the Black Lives Matter social movement connect to the Free Palestine Movement? Is a human rights framework the optimal path for racialized and marginalized groups to uphold or is there another route to liberation and equality? How do we remember historical and contemporary social movements in the US?

These are questions we will explore in this upper-division course based on tracing the historical and contemporary impacts of racialized social movements in the US and globally. By utilizing an interdisciplinary and relational approach, we will analyze the origins, dynamics, and impacts of various grassroots social movements. We will interrogate intertwined topics such as racism, gender, capital, and the state--exploring how race and gender intersects with activism,

resistance, and social change towards anti-racist justice. In applying an intersectional and relational framework to real-world scenarios we gain an understanding of the impact of racialized social movements have in and outside the US. We will move beyond a human rights framework and ask questions to push our imaginaries outside of coloniality—the vestiges of colonialism—and push into imagining the social movements and their possibilities on how resistance, self-determination, and hope shape our world today.

We will spend the first half of the semester interrogating the historical context of the racialization processes as it connects with gender, class, disability, sexuality, nation, empire, settler-colonialism, migration, and borders. The second half of the semester we will focus on resistance, self-determination, uprisings, and hope.

In keeping true to bell hooks philosophy in that education is not relegated to the classroom--she states in *Teaching Community* (2003)

Embracing the concept of a democratic education we see teaching and learning as taking place constantly. We share the knowledge gleaned in the classrooms beyond those setting thereby working to challenge the construction of certain forms of knowledge as always and only available to the elite (41).

hooks ask educators and students to create community in the classroom and to center “shared knowledges” as a form of democratic education—one that is reciprocated and interchangeable. Thus, this class will be grounded in critical theory and methodologies---where we will create an oral history archive to help us understand social movements and their impacts. An archive is a collection of historical documents and cultural objects ranging from letters, newspapers, pamphlets, zines, poems, images, and institutional materials.

An oral history archive is a collection of interview recordings of people who have lived through historical moments. Interview recordings are based on their memories and embodied experiences as they remember the event. By creating a living oral historical archive—we are putting into practice theoretical foundations we learned in class and applying an intersectional and decolonizing methodologies.

Note: This course syllabus is subject to change; the syllabus of record is kept updated and posted on Canvas.

Course Goals

At the end of the course, you will be able to:

- Understand social movements and organizing in the U.S. as it intersection with race and ethnic groups.
- Interrogate key concepts of power, settler-colonialism, oppression, and resistance in the U.S. and globally.
- Apply an intersectional and relational framework.
- Learn about oral histories and building archives to create inclusive historical narratives.

Assignments, Projects, and Grading

Required Reading

Lareau Annette. *Listening to People: A Practical Guide to Interviewing Participant Observation Data Analysis and Writing It All Up*. Chicago, IL: University of Chicago Press, 2021.

Sommer, Barbara W., and Mary Kay Quinlan. *The Oral History Manual*. Lanham, MD: Rowman & Littlefield, 2020.

All other readings will be available in Canvas.

Films will be available on Course Reserves

Land Acknowledgement

This course acknowledges that the land on which we gather is the traditional and unceded territory of the Kumeyaay Nation. We pay respect to the citizens of the Kumeyaay Nation, both past and present, and their continuing relationship to their ancestral lands.

A Land Acknowledgement is a traditional custom that dates back in many Tribal nations. Today, we use land acknowledgements as an understanding by institutions and Tribal nations that we recognize the original inhabitants and peoples of the land as the traditional land stewards for time and immemorial. Land acknowledgements do not place Native peoples in the past but center

their struggles and ongoing dispossessions due to settler-colonialism. It is step towards recognizing and centering Indigenous protocols in the land we inhabit as guests and settlers.

For more information, please visit <http://www.lspirg.org/knowtheland>.

Special Acknowledgement

This course was co-designed with my co-collaborator Anel Rojas, M. Ed. who has been part of the Latino Youth Leadership Conference Oral History and who continues to make an impact in the Latino community in Southern Nevada.

Accessibility

Students with disabilities, a parent/caregiver, working, or condition that compromises your ability to complete the requirements of this course, please let the instructor know as soon as possible. We will make the necessary accommodations to guarantee total success and participation in the course.

The Disability and Learning Difference Resource Center (DLDRC) is committed to helping students with disabilities obtain academic accommodations and support to help improve access to university programs and activities. Their services include evaluating disability documentation, arranging academic accommodations, and providing disability management/counseling to students with disabilities.

If you qualify or would like to inquire, feel free to visit the DLDRC in the Saints Tekakwitha and Serra Hall 300 or email at disabilityservices@sandiego.edu

For more information on accessibility: [Academic Accommodations](#)

Academic Integrity

Scholastic dishonesty is any act by a student that misrepresents the student's own academic work or that compromises the academic work of another. Examples include cheating on assignments or exams, unauthorized collaboration on assignments or exams, sabotaging another student's work, and plagiarizing.

Plagiarism is presenting someone else's work as your own, intentionally, or not, by failing to put quotation marks around passages taken from a text or failing to properly cite quoted material. Students who engage in academic dishonesty will be subject to University disciplinary action, including failure of the course, suspension, and/or expulsion from the University. For more information, please visit <https://catalogs.sandiego.edu/undergraduate/academic-regulations/integrity-scholarship/>

Sexual Misconduct and Relationship Violence

Sexual assault, exploitation, and harassment are illegal and violate Title VII of the 1964 Civil Rights Act and Title IX of the Educational Amendments of 1972. Each one of you deserves to be treated with dignity and respect. If you or someone you know has experienced sexual assault, dating or domestic violence, or unwelcome sexual advances or behavior, please contact me or Campus Assault Resources and Education (CARE) at (619) 260-2396.

Please be aware that faculty members are mandated to report incidents of sexual misconduct and relationship violence. For more information, please visit <https://www.sandiego.edu/care/>

E-mail

Please use your USD email address to communicate with me via Canvas. Use email for simple logistical questions and allow 24 hours for a reply if after 5 pm. Please check your USD email daily.

Due to FERPA, I do not discuss grade questions or concerns via email—please schedule a meeting with me to discuss grades.

Subject to Change Policy

The syllabus is subject to change contingent on students' needs in the class. Students will be notified at the beginning of class, and an updated syllabus on Canvas will be available.

Late/Incomplete Paper Policy

All assignments must be turned in on time—unless you make special arrangements with me.

Assignments submitted after the deadline will be considered late and will have assignment grades lowered by a third of a letter grade (e.g., A to -A).

Campus Policies

- [Student Code of Rights & Responsibilities](#)
- [Animals on University Property](#)
- [Religious Accommodations](#)
- [Family Educational Rights and Privacy Act \(FERPA\)](#)

Assignments and Grade Breakdown

Assignments	Weight	Due Date
Personal Introduction	5%	Feb 8
Midterm Paper	25%	March 21
Participation	15%	May 16
Perusall Annotations	20%	May 16
Final Project Paper [paper +presentation]	35%	May 16
Total	100%	

Participation

We will regularly meet during our assigned class times on Thursdays 2:30-5:20pm.

Research shows that participation is an important part of learning. Engaged students come prepared to class and are ready to participate and completed the assigned class material. Participation is key to understanding the material, and I expect you to participate whether in group or in-class virtually.

I will take attendance via short in-class written exercises. Students who register 100 percent will earn **2 extra points**.

Absence: If you miss class, you may submit a discussion post on the readings.

These posts should be 400-500 words and available on Canvas under “Discussion Posts.” You can write one long comment or several shorter ones.

Perusall Annotations

All reading annotations will be conducted on Perusall and your comments are due by **11:59 p.m.** the night before class meets. To earn credit for doing the reading, students should offer approximately 100-200 words of annotations for each text.

You can write one long comment or several shorter ones. You must answer or respond to another student to receive full points.

Missing more than 2 annotations will negatively affect your grade.

Discussion Post Personal Introduction and Reflection

Write a brief, 1-page document due **February 8, 2024, 11:59 p.m.**, that contains one meme that visually describes you and how you feel at this historical moment in a discussion post. In this post you should answer what is your preferred name? What is your hometown and background? What is your favorite food or music? What are your initial thoughts about the course? Any social movements you would like to learn more about?

Feel free to engage with each other.

Final Project: Oral History Project

In this class you will have hands-on experience learning from the very people you will read about in class. Currently, I am in the process of creating a living archive on Chicana/o youth activism based on high school conferences. As a response to inequality in education, Chicanx youth walked out of their school campus and created multifaced support systems to crackdown on the school to prison pipeline. Influenced by the 1969 walkouts, high school leaders, educators, and community members volunteered their time to cultivate a relationship with Chicanx and Latinx high school students originating in Los Angeles California and later expanding to the US.

In this project, we will work on two different high school youth leadership conferences that are still involved in their community but in very different capacities. The Chicano Latino Youth Leaders Project (CLYLP) based in Sacramento, California, and the Latino Youth Leadership Conference (LYLC)

based in Las Vegas, Nevada—was started by one person, Dr. Maria Chairez, and her legacy continues to serve thousands of students, me included.

In this hands-on project, we will archive, conduct interviews, and begin the process of creating a living archive with the purpose of creating community, but most importantly, with the purpose to remember the legacies of social movements and their impacts on racialized communities today.

The final project will be a paper that is separated into three sections.

25% Section I: Peer-Interview, Analysis, and Reflection	In the first section of the project, you are being asked to respond to three questions, research, interview a peer, transcribe, and reflect on the process. You will incorporate three (3) class readings from class and one (1) outside source for the research component of the paper. Leading Questions: Why is it important to remember social movements? What can we learn from previous social movements today? You will submit your 3–4-page paper through Canvas Turnitin March 21, 2024, at 11:59 pm.
30% Section II: Community Member Interview, Analysis, and Reflection	In the second section of the project, you are being asked to apply your interview and research skills you learned in class. You will interview a

	LYLC or CLYLP alumni, volunteer, or/and director. Your questions will focus on their experiences in the student conferences and their understanding of social movements. You will incorporate (3) three class readings and (1) one outside source for your research and correlate with social movements and memory. Leading Question: How do oral history projects help us understand social movements in the US? You will submit a 4–5-page paper. Due Monday, May 16, 2024, at 11:59 pm.
5% Section III: Presentations	The third and final section of the project, you will present a short presentation in class discussing the process, some of the difficulties and the skills you learned in creating a living archive. What would you do differently? How did you apply the tools you learned in class during interviews? What aspects of the project did you enjoy?

Date	Assigned Readings	In Class Oral History Workshops Assigned Readings	Due
Week 1 February 1 Introduction to Social Movements in the US	Required Reading: Martin Luther King Jr. (1963) "Letter from Birmingham Jail." Aldon Morris (2021) "From Civil Rights to Black Lives Matter"	Workshop Oral History: Introduction to Oral History Chapter 1: Introduction to Oral History in <i>The Oral History Manual</i> (pp.1-10) Sarah Loose with Amy Starecheski, "Oral History for Building Social Movements, Then and Now" in <i>Beyond Women's Words</i> -- Websites: Visit and explore the Race and Oral History Project here.	
Week 2 February 8 Racialization Theory and Social Movements	Required Reading: Michael Omi and Howard Winant (1986) "The Theory of Racial Formation" in <i>Racial Formation in the United States</i>, pp. 105-136.	Workshop Oral History: Planning Chapter 2 and 3: Planning Overview in <i>Oral History Manual</i> (pp. 11-17) Shopes, Linda. "Community Oral History: Where We Have Been, Where We	Personal Introduction @ 11:59 pm Finish all reading annotations

	<u>Almeida, Paul. "Theories of Social Movement Mobilization." In <i>Social Movements: The Structure of Collective Mobilization</i>, 1st ed., 44–62. University of California Press, 2019.</u>	<u>Are Going." <i>Oral History</i> 43, no. 1 (2015): 97–106.</u> Visit Examples of Community Based Oral Histories: <u>New York City Trans Oral History Project</u> <u>Mapping Social Movements</u> <u>Oral History Project: American Indian Activism as an Agent of Change from Termination to Self-Determination</u>	
Week 3 February 15 Praxis and Theory	Visit USD Archives Classroom 211 2:45-3:45 pm Required Reading: Harsha Walia (2013). Overgrowing Hegemony: Grassroots Theory in <i>Undoing Border Imperialism</i> (pp. 171-202) Audre Lorde (1981). The Master's Tools Will Never Dismantle The Master's House. In Moraga, C. and Anzaldúa G. (Eds.), <i>This Bridge Called My</i>	Workshop Oral History: Legal and Ethical Considerations Chapter 4: Legal and Ethical Considerations in <i>Oral History Manual</i> (pp. 31-46) Visit two of the Oral History Projects and Praxis Websites <u>Mobile Homecoming</u> <u>Special Collections USD</u> <u>Women Who Rock</u> <u>Oral Histories of the American South</u>	Perusall annotations @ 11:59 p.m.*

	<i>Back Writings By Radical Women of Color</i> (pp. 98-100)	Community Care during COVID": Oral Histories of Mutual Aid in the Bronx Chicana Por Mi Raza Chicano Oral History Project	
Week 4 February 22 Global Social Movements	Required Reading: Chandni Desai (2021) Disrupting Settler-Colonial Capitalism: Indigenous Intifadas and Resurgent Solidarity from Turtle Island to Palestine, <i>Journal of Palestine Studies</i>, 50:2, (pp. 43-66). Guest Speaker: Bayan Abusneineh, Ph.D. Women's, Gender and Sexuality Studies, The Ohio State University	Workshop Oral History: Preparing for the Interview Chapter 3 and Chapter 4 in <i>Listening to People</i> (pp. 38-90) Traies, Jane. "The Perils of the Recording: Ethical Issues in Oral History with Vulnerable Populations." <i>Oral History</i> 48, no. 1 (2020): 75–85. Interview Preparation Writing Interview Questions and Script for Interview	Perusall annotations @ 11:59 p.m.*

Week 5 February 29 Gender and Social Movements	Required Reading: Joy James (2009). Framing the Panther: Assata Shakur and Black Female Agency. In D. F. Gore, J. Theoharis, & K. Woodard (Eds.), <i>Want to Start a Revolution?: Radical Women in the Black Freedom Struggle</i> (pp. 138–160) Film: Black Power Mixtape (2011) Suggested Reading: Matthias Andre Voigt (2023). Warrior Women: Indigenous Women, Gender Relations, and Sexual Politics within the American Indian Movement and at Wounded Knee. American Indian Culture and Research Journal, 46 (3), pp. 101-130	Workshop Oral History: Conducting Interviews Chapter 5: How to Conduct a Good Interview in <i>Listening to People</i> (pp.91-139)	Perusall annotations @ 11:59 p.m.*
Week 6 March 7 Self-Determination	Required Reading: Sandy Grande, Natalie Avalos, Jason Mancini, Christopher Newell & endawnis Spears. (2019). Red Praxis: Lessons from Mashantucket to Standing Rock. In N. Estes & J. Dhillon (Eds.), <i>Standing with Standing Rock:</i>	Workshop Oral History: Field Notes Chapter 7: Writing High-Quality Field Notes in <i>Listening to People</i> (pp. 163-194)	Due Wednesday Perusall annotations @ 11:59 p.m.*

	<u>Voices from the #NoDAPL Movement (pp. 245–260).</u> Invited Speaker: Anel Rojas, UNLV Suggested Reading: Roxanne Dunbar-Ortiz (2014). Ghost Dance Prophecy a Nation is Coming. In An Indigenous Peoples' History of the United States (178-196)		
Week 7 March 14 Student Movements	Required Reading: <u>Dolores Delgado Bernal. (1998). Grassroots Leadership Reconceptualized: Chicana Oral Histories and the 1968 East Los Angeles School Blowouts. <i>Frontiers: A Journal of Women Studies</i>, 19(2), 113–142.</u> Lorenzo Ottone. <u>Weatherman - The white Black Panthers who tried to Revolutionize America with Student Riots</u> Speakers: LYLC and CLYLP Co-founder and Director	Workshop Oral History: Transcription and Analysis Chapter 8: Date Analysis in <i>Listening to People</i> (pp. 195-224) Transcriptions	Due Wednesday Perusall annotations @ 11:59 p.m.* Conduct-Peer Interviews

	Dr. María Chairez Dr. Luisa Ortega		
Week 8 March 21 Art and Social Movements	Required Reading: Marco Angulano. The Battle of Chicano Park: A Brief History of the Takeover Film: Walkout (2006) ≠ *Field trip to Chicano Park*	Workshop Oral History Reflections	Due Wednesday Perusall annotations @ 11:59 p.m.* Turn in Midterm @ 11:59 pm
Week 9 March 28	No Class Spring Break		
Week 10 April 4 Coming Out Immigrant and LGBTQIA2S+ Social Movements	Required Reading: Stryker, Susan. 2009. Transgender Liberation in Transgender History. Berkley: Seal Press. Chávez, Karma R. "Coming Out as Coalitional Gesture?" In <i>Queer Migration Politics: Activist Rhetoric and Coalitional Possibilities</i>, 79–112. University of Illinois Press, 2013.	Workshop Oral History: Aftercare Practices Piper Anderson Abolitionist Storywork: Developing Aftercare Practices	Due Wednesday Perusall annotations @ 11:59 p.m.* Scheduled Interview with LYLC or CLYLP alumni

	Film: The Death and Life of Marsha P. Johnson (2017)		
Week 11 April 11 Access to Public Health Care	Required Reading: Neyda Martinez (2023) Past is Present: The Young Lords Party Revisited Film: Takeover: How we Occupied and Changed Public Health Care	Workshop Oral History: Boschma, Geertje, Olive Yonge, and Lorraine Mychajlunow. "Consent in Oral History Interviews: Unique Challenges." <i>Qualitative Health Research</i> 13, no. 1 (January 2003): 129–35.	Due Wednesday Perusall annotations @ 11:59 p.m.*
Week 12 April 18 Relational Politics	Required Reading: Laura Pulido (2006) The Politics of Solidarity: Interethnic Relations in the Third World Left. In <i>Black, Brown, Yellow, and Left: Radical Activism in Los Angeles</i> (pp. 153–179) Natalia Molina, Daniel Hosang, and Ramón A. Gutiérrez (2019) "Race as a Relational Theory" in <i>Relational Formations of Race</i>, pp. 22-42.	Workshop Oral History: Chapter 9: Writing Becoming Clearer about Your Contribution in <i>Listening to People</i> (pp. 226-259)	Due Wednesday Perusall annotations @ 11:59 p.m.*
	Required Reading:	Workshop Oral History:	Due Wednesday

Week 13 April 25 Media and Social Movements	Thunder Hawk, Madonna, “native organizing before the non-profit industrial complex” in <i>Incite! The Revolution will not be Televised</i>, pp. 100-106 Lori Kido Lopez (2011) The Yellow Press: Asian American Radicalism and Conflict in Gidra. <i>Journal of Communication Inquiry</i>, 35(3), pp. 235-251. Haythem Guesmi (2021) The Social Media Myth About the Arab Spring (Asynchronous)	Chapter 10: Conclusion and Final Words in <i>Listening to People</i> (pp. 260-265)	Perusall annotations @ 11:59 p.m.*
Week 14 May 2 Healing and Joy	Required Reading: The Red Nation. (2021) Heal Our Bodies and Heal Our Planet in <i>The Red Deal</i> TBD	Workshop Oral History: Horacio N. Roque Ramírez, 2005. "A Living Archive of Desire: Teresita la Campesina and the Embodiment of Queer Latino Community Histories", Archive Stories: Facts, Fictions, and the Writing of History, Antoinette Burton	Due Wednesday Perusall annotations @ 11:59 p.m.*

Week 15 May 9	Presentations on Oral Histories Project Reflection		
May 16			Turn in Final on Canvas