

## **Ethnic Studies 117: Organic Social Movements**

**Instructor:** Dr. Nadeen Kharputly

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

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**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:**

This course examines a number of social movements throughout U.S. history to understand how individuals and groups of people have risen to action for different purposes - civil and human rights, Black liberation, representation, self-affirmation, indigenous rights, and women's rights. Our chosen topics are far from the only significant movements in U.S. history, but they provide a foundation for understanding what motivates different groups of people to action, what is at stake for these groups, and how these movements demonstrate the longevity and persistence of injustice.

### **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. 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 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 or TritonEd 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.

### **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 TritonEd. Please access links listed on the syllabus via TritonEd 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 TritonEd for additional information.*

#### 30% *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.

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.

20% Weekly photo share (due by 5pm on Sundays)

By 5pm at the end of each week (Sunday) you will share an image on our class forum relating to the theme of the week. Please see the weekly photo share rubric for additional information.

10% Midquarter self-evaluation (due 2/11 by 11:59pm)

A short (500-1000 words) assignment that will allow you to reflect on your progress in this class. Further instructions will be sent ahead of time. This will be graded pass/fail.

30% Final playlist project (due 3/18 by 11:59pm)

A playlist designed around a particular theme, movement, or figure relating to the topic of the class, with a short (1200-1500) essay explaining the significance of your subject matter and accompanying playlist. 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.

10% Self-evaluation (due 3/18 by 11:59pm)

At the end of the course, you will be asked to complete a short (500-1000 words) evaluation of your learning outcomes. Further instructions will be sent ahead of time. This will be graded pass/fail.

*All assignments must be turned in in order to pass this class.* This includes the weekly shares and self-evaluations.

## WEEKLY SCHEDULE

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### Week 1: Introduction

#### **Monday January 7**

Introduction and syllabus

#### **Wednesday January 9**

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 January 11**

Fredrick C. Harris, "The Next Civil Rights Movement?" *Dissent Magazine*, Summer 2015

<https://www.dissentmagazine.org/article/black-lives-matter-new-civil-rights-movement-fredrick-harris>

Ta-Nehisi Coates, “Civil-Rights Protests Have Never Been Popular: Activists can’t persuade their contemporaries—they’re aiming at the next generation,” *The Atlantic*, October 2017  
<https://www.theatlantic.com/politics/archive/2017/10/colin-kaepernick/541845/>

In-class community building exercises

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### Week 2: Leaders of the Civil Rights Movement

#### **Monday January 14**

Martin Luther King, Jr., “Letter from Birmingham Jail,” April 16, 1963

#### **Wednesday January 16**

MLK Jr., “Beyond Vietnam – A Time to Break Silence,” April 4, 1967

#### **Friday January 18**

In class: Malcolm X, excerpts from early speeches

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### Week 3: Leaders of the Civil Rights Movement

#### **Monday January 21**

NO CLASS - Martin Luther King Jr. Day

#### **Wednesday January 23**

Malcolm X, “Message to the Grassroots,” November 10, 1963

#### **Friday January 25**

In class: James Baldwin, excerpts from *I Am Not Your Negro* (2017)

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### Week 4: Beyond the Civil Rights Movement

#### **Monday January 28**

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

#### **Wednesday January 30**

Joshua Bloom and Waldo E. Martin, “Introduction,” in *Black Against Empire: The History and Politics of the Black Panther Party* (2016)

#### **Friday February 1**

Aaron J. Leonard and Conor A. Gallagher, “The Case of Richard Aoki: Berkeley Radical, Black Panther, FBI Informant,” *Jacobin Magazine*, August 26, 2018

<https://www.jacobinmag.com/2018/08/richard-aoki-fbi-informant-leonard-gallagher>

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Week 5: The Afterlife of the CRM: The Hip Hop Generation

**Monday February 4**

Jeff Chang, "It's a Hip-Hop World," in *Foreign Policy*, October 12, 2009

**Wednesday February 6**

Reiland Rabaka, "Remix 1: Back to the Old School! On the "Old School" Origins and Evolution of Rap Music, Hip Hop Culture, and the Hip Hop Movement," in *Hip Hop's Amnesia: From Blues and the Black Women's Club Movement to Rap and the Hip Hop Movement* (2012)

**Friday February 8**

Sohail Daulatzai, "Return of the Mecca: Public Enemies, Reaganism, and the Birth of Hip Hop," in *Black Star, Crescent Moon: The Muslim International and Black Freedom Beyond America* (2012)

Discussion of final playlist project

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Week 6: Third World Liberation Front and the Origins of Ethnic Studies

**Monday February 11**

Daryl J. Maeda, "'Down with Hayakawa!' Assimilation vs. Third World Solidarity at San Francisco State College," in *Chains of Babylon: The Rise of Asian America* (2009)

**Wednesday February 13**

Maeda continued

**Friday February 15**

In class screening of sections of *Agents of Change* (2016)

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Week 7: Black Lives Matter

**Monday February 18**

NO CLASS – President's Day

**Wednesday February 20**

Robin D. G. Kelley, "What Does Black Lives Matter Want?" *Boston Review*, August 17, 2016  
<http://bostonreview.net/books-ideas/robin-d-g-kelley-movement-black-lives-vision>

Judith Butler and George Yancy, "What's Wrong With 'All Lives Matter'?" in the *New York Times*, January 12, 2015

<https://opinionator.blogs.nytimes.com/2015/01/12/whats-wrong-with-all-lives-matter/>

## **Friday February 22**

Keeanga-Yamahtta Taylor, "Chapter 6: Black Lives Matter: A Movement, Not a Moment," in *From #BlackLivesMatter to Black Liberation* (2016)

Alicia Garza, "A Herstory of the #BlackLivesMatter Movement" October 2014

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## Week 8: #SayHerName and #MeToo

### **Monday February 25**

Homa Khaleeli, "#SayHerName: why Kimberlé Crenshaw is fighting for forgotten women," *The Guardian*, May 30, 2016

<https://www.theguardian.com/lifeandstyle/2016/may/30/sayhername-why-kimberle-crenshaw-is-fighting-for-forgotten-women>

Kimberlé Crenshaw, "The urgency of intersectionality," TEDWomen, December 2016  
Video and transcript:

[https://www.ted.com/talks/kimberle\\_crenshaw\\_the\\_urgency\\_of\\_intersectionality](https://www.ted.com/talks/kimberle_crenshaw_the_urgency_of_intersectionality)

*Recommended:* Report: "Say Her Name: Resisting Police Brutality Against Black Women," African American Policy Forum, [www.aapf.org](http://www.aapf.org)

[http://static1.squarespace.com/static/53f20d90e4b0b80451158d8c/t/560c068ee4b0af26f72741df/1443628686535/AAPF\\_SMN\\_Brief\\_Full\\_singles-min.pdf](http://static1.squarespace.com/static/53f20d90e4b0b80451158d8c/t/560c068ee4b0af26f72741df/1443628686535/AAPF_SMN_Brief_Full_singles-min.pdf)

### **Wednesday February 27**

Angela Onwuachi-Willig, "What About #UsToo: The Invisibility of Race in the #MeToo Movement," *Yale Law Journal Forum* (2018)

Tarana Burke, "#MeToo Was Started for Black and Brown Women and Girls. They're Still Being Ignored," *Washington Post*, Nov. 9, 2017

<https://www.washingtonpost.com/news/post-nation/wp/2017/11/09/the-waitress-who-works-in-the-diner-needs-to-know-that-the-issue-of-sexual-harassment-is-about-her-too/>

### **Friday March 1**

Rebecca Solnit, "All the Rage: What a literature that embraces female anger can achieve," *The New Republic*, Sept 24, 2018

<https://newrepublic.com/article/151100/rebecca-solnit-book-review-women-rage>

Roxane Gay, "Who Gets to Be Angry?" *The New York Times*, June 10, 2016

<https://www.nytimes.com/2016/06/12/opinion/sunday/who-gets-to-be-angry.html>

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## Week 9: Standing Rock and #NoDAPL

### **Monday March 4**

Jaskiran Dhillon and Nick Estes, "Introduction: Standing Rock, #NoDAPL, and Mni Wiconi," *Cultural Anthropology*, Dec 22, 2016  
<https://culanth.org/fieldsights/1007-introduction-standing-rock-nodapl-and-mni-wiconi>

Edward Valandra, "We Are Blood Relatives: No to the DAPL," *Cultural Anthropology*, Dec 22, 2016  
<https://culanth.org/fieldsights/1023-we-are-blood-relatives-no-to-the-dapl>

### **Wednesday March 6**

Kelly Hayes, "Standing Rock and the Power and Determination of Indigenous America," in *Pacific Standard*, March 13, 2018  
<https://psmag.com/magazine/standing-rock-still-rising>

### **Friday March 8**

*Awake, A Dream from Standing Rock* (2017) (on Netflix)

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## Week 10: Conclusion

### **Monday March 11**

Wrap up discussion

### **Wednesday March 13**

Q&A session about final project

### **Friday March 15**

Conclusions

### **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)