

RACE AND ORAL HISTORY IN SAN DIEGO

HIUS 120D/ETHN 120D – Spring 2019
Comunidad Room, Cross Cultural Center
TTh 2:00-3:20pm; Section Th 3:30-4:20pm

PROFESSORS

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COURSE DESCRIPTION AND GOALS

This course examines the history of racial and ethnic communities in San Diego through active and sustained engagement with community-based organizations. We will study race as a social force shaped by overlapping projects of colonialism, migration, and war, and examine how these projects have shaped the daily life of racialized communities in the region. Students will supplement their text-based knowledge by conducting community-based research, including oral history. By the end of the course, students will have developed core public and digital humanities skills, built relationships with a community partner, and contributed to the collection and preservation of oral histories for future scholarship on San Diego.

COMMUNITY PARTNERS

You will work closely with one of the following community partners throughout the quarter. This includes learning about their vision, services, and community; contributing to their work and advancing their mission through the Academic Internship Program; and conducting one oral history with a person affiliated with the organization.

1) Barrio Logan College Institute

Prepares underserved students to be the first in their families to go to college through after school programs from 3rd to 12th grades. www.bhci.org

2) Detainee Allies

Supports refugee detainees at Otay Mesa Detention Center through letter writing, donations, and advocacy. www.detaineeallies.org

3) Filipino American National Historical Society – Greater San Diego Chapter

Gathers, preserves, documents, and presents Filipino American history to the wider public. www.FANHS-national.org

4) United Women of East Africa

Provides health services, education, and advocacy for the well-being of the East African community, women, and families. www.uweast.org

5) Refugee Health Unit – UC San Diego Center for Community Health

Provides research, training, and program development services aimed to improve health and wellness outcomes for San Diego's refugee communities.

<https://ucsdcommunityhealth.org/work/refugee-health-unit/>

ACADEMIC INTERNSHIP PROGRAM (AIP) EXPERIENCE

It is strongly encouraged that you enroll concurrently in AIP 197T with HIUS 120D/ETHN 120D. In AIP 197T you will earn 2 additional units of academic credit for participation in hands-on training, development of your oral history project, and engagement with community partners. The additional assignment needed to satisfy AIP 197T is a bi-weekly blog post on KNIT about your community engagement experience. For more information about AIP 197T see the last page of the syllabus.

ASSIGNMENTS AND GRADING

There are two main assignments for this course: Oral History and Group Project. In addition, you are expected to read the assigned material closely and critically, attend all classes and arrive on time, and participate substantively in class activities, including engaging the course website on KNIT. Attendance and participation accounts for 10% of your final grade. More than one unexcused absence will result in a full grade penalty of your final grade. All required readings will be available via TritonEd.

Oral History

In collaboration with your community partner, you will identify a person affiliated with the organization to conduct an oral history. The components of this assignment are: 1) pre-interview proposal and questions; 2) conducting and recording the interview; 3) transcribing the interview; 4) writing a short (400-500 word) description of your interviewee and reflection of the interview process. You will upload the audio file, transcription, and short description onto the course website on KNIT. The website will be accessible to the public, and you will help curate its content.

Group Project

Groups will comprise 2-4 students working with the same community partner. In consultation with your community partner, your group will design a curriculum and/or project that engages with the organization's constituents throughout the quarter. Your group will showcase your project at a community event at the end of the quarter. For the showcase, you are encouraged to tap into your creative and artistic talents to present your project in an engaging form, including but not limited to artwork, performance, and digital media. The components of this assignment are: 1) project proposal; 2) project showcase; 3) 1,000-1,400 word reflection of the project. You are only required to submit one of each of these three components per group. Your project and reflection should be uploaded to the course website on KNIT.

Please note the following assignments, due dates, and grade distribution:

<u>Deadline</u>	<u>Assignment</u>
April 4	Oral history/AIP site choice (1 page)
April 16	Group project proposal (2 pages) (10% of final grade)
April 25	Oral history proposal and questions (2 pages) (10% of final grade)
May 16	400-500 word description of interview (10% of final grade)
May 30	Oral history audio file, transcription & description on KNIT (30% of final grade)
June 6	Group project and reflection on KNIT; showcase on June 7 (30% of final grade)

All written work must be typed, double-spaced, and in 12-point Times or Times New Roman font. All assignments are due at the beginning of class on the due date, unless otherwise noted. No late assignments will be accepted. Your written work must be your own and you are expected to conform to the university's academic honesty code for all assignments. All suspected cases of plagiarism and cheating will be reported to the Academic Integrity Office.

CLASSROOM CULTURE

This course is designed to incorporate your participation and ideas as an important part of every class meeting. Since we will engage controversial issues it will be our collective responsibility to make sure that our classroom interaction is respectful and supportive of the views, experiences, and expertise of others at all times. In other words, if you expect people to listen to you, you should listen to them. To create a classroom culture of courtesy, collegiality, and cooperation, let us remember that we know more together than any one of us knows on our own.

SCHEDULE OF TOPICS AND READINGS

Week 1

April 2: Introduction of course and community partners

April 4: What is oral history and why does it matter?

- Paul Ortiz, "Oral History Workshop," <http://oral.history.ufl.edu/files/2014-Oral-History-Workshop.pdf>
- Marjorie Hunt, "Smithsonian Folklife and Oral History Interview Guide," <https://musemonmainstreet.org/sites/default/files/Smithsonian%20oral%20history%20guide.pdf>
- Alessandro Portelli, "A Dialogic Relationship: An Approach to Oral History," http://www.swaraj.org/shikshantar/expressions_portelli.pdf

ORAL HISTORY/AIP SITE CHOICE DUE

Week 2

April 9: Site visit

April 11: Border Crossings

- Alicia Schmidt Camacho, chapters 6 and 7 of *Migrant Imaginaries: Latino Cultural Politics in the U.S.-Mexico Borderlands*, 237-313.
- One oral history interview from Archive of Immigrant Voices <https://archiveofimmigrantvoices.omeka.net/collections/show/4>

Week 3

April 16: Militarism and Migration

- Theresa Suarez, "Militarized Filipino Masculinity and the Language of Citizenship in San Diego," in *Militarized Currents: Toward a Decolonized Future in Asia and the Pacific* (Setsu Shigematsu and Keith Camacho, eds.), 181-201.
- Abraham Shragge, "I Like the Cut of Your Jib," *The Journal of San Diego History* 48, no. 2 (Summer 2002), <http://sandieghistory.org/journal/2002/july/navy-2/>;
- Yen Espiritu, *Home Bound: Filipino American Lives Across Cultures, Communities, and Countries*, chapters 3 and 5

GROUP PROJECT PROPOSAL DUE

April 18: Militarism and Migration

- One oral history interview from the Vietnamese American Oral History Project, UC Irvine, <http://ucispace.lib.uci.edu/handle/10575/1614>.
- Typed 1.5-2 pages critical reflection and assessment of the oral history due in class
- In-class: practice using a digital recorder; brainstorm group project

Guest Speaker: Eiichiro Azuma, "Hawai'i's Japanese Immigrants and an Origin of Colonial Taiwan's Pineapple Industry," 3:30-5:00pm, Cog Sci 001.

Week 4

April 23: Guest speaker, Professor Mohamed Abumaye, Sociology, Cal State San Marcos

April 25: Refugees in San Diego

- Thuy Vo Dang, "The Cultural Work of Anticommunism in the San Diego Vietnamese American Community," *Amerasia Journal* 31, no. 2 (2005), 64-86;
- Jesse Mills, "I Should Get Married Early: Culturally Appropriate Comprehensive Sex Education and the Racialization of Somali Masculinity," *Spectrum: A Journal on Black Men* 1, no. 1 (Autumn 2012), 5-30, [Volume 1, Number 1, Autumn 2012](#);
- Jesse Mills, "Somali Social Justice in the U.S.: A Historical Context," *Race, Gender & Class* 19, no. 3/4 (2012): 52-74;
- Mike Davis, "A Week in the Life of Alfred Olongo," *LA Review of Books*, October 6, 2016, <https://lareviewofbooks.org/article/week-death-alfred-olongo/#>;

ORAL HISTORY PROPOSAL/QUESTIONS DUE

Week 5

April 30: Border Living

- Jimmy Patino, "All I Want Is That He Be Punished: Border Patrol Violence, Women's Voices, and Chicano Activism in Early 1970s San Diego," in *The Chicano Movement: Perspectives from the Twenty-First Century* (Mario Garcia, ed.), 21-46;
- Michelle Tellez and Cristina Sanidad, "Giving Wings to Our Dreams: Binational Activism and Workers' Rights Struggles in the San Diego-Tijuana Border Region," in *Border Politics: Social Movements, Collective Identities, and Globalization* (Nancy Naples and Jennifer Mendez, eds.), 323-354
- Tanvi Misra, interview with Teddy Cruz and Fonna Foreman, "The Border is a Way of Reinforcing Antagonism that Doesn't Exist," *City Lab*, January, 11, 2017,

<https://www.citylab.com/equity/2017/01/the-urban-laboratory-on-the-san-diego-tijuana-border-teddy-cruz-fonna-forman/512222/>

- Eric Avila, “Taking Back the Freeway: Strategies of Adaptation and Improvisation,” in *The Folklore of the Freeway: Race and Revolt in the Modernist City* (Minneapolis: University of Minnesota Press, 2014), 149-179;

May 2: Excursion to Chicano Park

Week 6

May 7: Contesting Rightlessness and Detention

- A. Naomi Paik, chapters 3 and 4 of *Rightlessness: Testimony and Redress in U.S. Prison Camps since World War II*, 87-150;
- Sharon Luk, chapter 4 of *The Life of Paper: Letters and a Poetics of Living Beyond Captivity*, 120-159.

May 9: Site visit

Week 7

May 14: Transcribing Workshop

May 16: The Work of Archives

- Joan Schwartz and Terri Cook, “Archives, Records, and Power: The Making of Modern Memory,” *Archival Science* 2, no. 2 (2002): 1-19;
- Jeanette Bastian, “The Records of Memory, the Archives of Identity: Celebrations, Texts, and Archival Sensibilities,” *Archival Science* 13, no. 2 (June 2013), 121-131;
- Anjali Arondekar, et. al., “Queering Archives: A Roundtable Discussion,” *Radical History Review* 122 (May 2015), 211-231.

400-500 WORD INTERVIEWEE DESCRIPTION/REFLECTION DUE

Week 8

May 21: Guest speaker, Lisa Cacho, Asian American Studies, University of Illinois at Urbana-Champaign

May 23: Archiving and Digitization Workshop

Week 9

May 28: Class reflections

May 30: Work on group project

AUDIO FILE, TRANSCRIPTION, AND REFLECTION ON KNIT

Week 10

June 4: Work on group project

June 6: Wrap-up

GROUP PROJECT AND REFLECTION ON KNIT

June 7: Project showcase and community event at East African Community and Cultural Center 4061 Fairmount Ave, San Diego, CA 92105 (time TBA)

AIP 197T (Academic Internship Program)

2-unit fieldwork option with HIUS 120d/ ETHN 120d

What is it?

- Enroll concurrently in AIP 197T with HIUS 120d/ETHN 120d: Race and Oral History in San Diego
- Earn 2 additional units of academic credit for participation in hands-on training, development of a substantive oral history project, and engagement with community partners.

Why enroll?

- **Step beyond** the UC San Diego campus, and engage with community partners in meaningful ways. **Be part of creating** an archive of narratives that tell the stories of the diverse individuals and groups making up the larger San Diego community.
- Move beyond theory to **apply what you are learning** academically in a very practical way. Make your education come to life!
- Develop a **tangible project** that you can add to your **professional portfolio**, and share with potential employers and graduate school committees.
- Learn and practice important **technical and career readiness competencies** that **employers and graduate schools seek**, including communication and collaboration in diverse settings, interviewing skills, research methods, digital archiving, civic engagement, and more.
- Earn **upper-division elective credit** (2 units).

What's required?

Students are expected to commit approximately 50 hours over the course of the quarter engaged in scheduled trainings and the planning, interview, digitization, and presentation process for their individual oral history projects. This includes:

- Participation in **training workshops**
- On-site **engagement with a community partner** organization and the individual you will interview
- Start-to-finish development of your **oral history project**, from interview preparation to digitization
- Respond to **bi-weekly prompts** and blog them on KNIT

Questions?

Tricia Taylor Oliveira

Director, Academic Internship Program

Teaching + Learning Commons (Geisel Library, Lower Level)

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