

ETHN 100C: SOCIAL JUSTICE PRAXIS

Prof. José I. Fusté | Tu/Th 11:00-12:20 | via ZOOM

Instructor Information

- ✦ Email: jfuste@ucsd.edu
- ✦ Office Hours: by appt. only (please use the Canvas calendar tool to book)

TA Information

- ✦ **Rochelle McFee**
rmcfee@ucsd.edu (no discussion sections). For TA office hours, check the top of our Canvas home page.

Required Texts

- ✦ All texts will be available in digital (PDF) format via our Canvas course site.

Course Requirements

Project Proposal.....	7%
Discussion posts (x5).....	20%
Weekly Writing Meetings.....	7%
Final Project Symposium Portion.....	23%
Final Project Written Portion.....	23%
Attendance.....	10%
Contribution.....	10%



Emo de Medeiros. Surture #9 (...because where the mind wanders is the conundrum of freedom).

Social justice: *The fair distribution of privileges and disadvantages in society; gender, racial and social equality and equity; justice for migrants, prisoners, the environment, the physically and mentally disabled; forms of justice that exceed formal justice and moral justice as defined by law and religion.*

Praxis: *Theory and practice; theory and action; action and reflection “directed at the structures to be transformed,” according to Paulo Freire in Pedagogy of the Oppressed; the practical application of a theory, the exercise or practice of an art, science, or skill, the process by which a theory, lesson, or skill is enacted, embodied, or realized; the act of engaging, applying, exercising, realizing, or practicing ideas.*

Taken together, the concepts generate important questions and implications for the critical ethnic studies collective project. Through an exploration of praxis-based attempts at defining and achieving social justice (through and beyond the law and the state), in this capstone course, students will unravel these keywords and apply them to their research and/or artistic and/or activist endeavors.

WEEK 2 PROPOSAL

By Week 2 (Session 2B, 4/8), you will be required to propose a critical research project including the format for the final project symposium (written, sonic, visual or performative). This four page long (double spaced) proposal **will be due on Session 2B, April 8th**. The details and format of the proposal will vary depending on the nature of your project. You will work out your approach through in-class and office hours consultations with the instructor and with the teaching assistant.

DISCUSSION POSTS (two-pronged requirement)

- 1) Each student will produce five discussion posts (*see table below for deadlines*) that reflects upon and responds to the readings and ties them into your research project. Discussion posts should: connect and discuss the article and how it pertains to your research project. What issues does it raise for you? How does it complement or complicate your work?
- 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.

In addition to further unpacking and employing these concepts in your lives, in this class, you will culminate your yearlong efforts as a participant in the ETHN 100A, B & C series by presenting your final project at an ES majors graduation symposium during Week 10 and by submitting a written portion of it at the end of the quarter.

Course Design:

Every Tuesday the class will participate in an interactive lecture-style format with group discussions. Every Thursday, students will join in small-group, roundtable style workshops that focus on research development exercises or workshops, which will be facilitated by Prof. Fusté and TA McFee.

FINAL PROJECT OPTIONS (symposium and written portions)

The most significant task you will have to complete in 100C will be the final project. This will have two components: a written product that you will turn in at the end of the quarter (worth 22% of your grade), and presentation portion (worth 23% of your grade) that you will undertake at the Week 10 symposium at the Cross Cultural Center. There are various options to choose from:

- ♦ **Option A- Art exhibition or performance:** Visual, sonic, multimedia or performance piece that you propose. Artwork will be installed/performed at the Ethnic Studies Symposium. Accompanied by a short, creative and/or process essay, 6-8 pages.
- ♦ **Option B- Paper presentation:** A traditional 12-minute presentation of an academic paper at a virtual Ethnic Studies Symposium panel (via Zoom). Accompanied by a long-form research paper or thesis usually divided by section headings, or when appropriate, chapters. Honors thesis students are usually expected to do this option. Non-Honors Students, 20pp. min. Honors Students: 25pp. min & if you want to do something different from a paper presentation, please check with your honors advisor.

Important deadlines:

1. Decide which option you will choose by Session 2B, 4/8
2. Your symposium presentation will take place during Week 10 on Wednesday 6/2
3. Your written portion will be due on Canvas on Wednesday 6/9

WEEKLY WRITING MEETINGS

You are expected to create or join a writing group with (with a minimum of 1-2 other 100C students) that meets each week for at least 1 hour. The purpose of the group is to hold one another mutually accountable, and to provide feedback and support. To get credit, you will have to provide evidence of these meetings (e.g., a screenshot of your faces). Please consult the instructions for “how to log your weekly writing meetings” at the top of our Canvas page.

ATTENDANCE

Since participation is vital for you to achieve the goals listed here, please arrive on time for class. Late arrivals interrupt our in-progress activities and discussions. Also note that you cannot contribute to in-class discussion and activities if you are not present; hence, your “contribution” grade (see below) will suffer with repeated absences. If you must miss a class session, let me know as soon as possible so that you can make up the work that you miss.

CONTRIBUTION

We will be keeping track of your contributions to our class sessions in different ways. Your participation in class discussions and in-class group work is vital

to everyone’s success in 100C. We may also solicit your help in setting up the virtual exhibits for the Week 10 symposium. Emails to your instructor, office hour visits, etc. will count towards your class contribution.

LATE WORK

No late submissions will be accepted. However, each student will get a **five-day** “time bank” for the quarter, which you may use at your discretion to extend any deadline. 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 discussion post, and three extra days for the second one. 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 Prof. Fusté or TA Rochelle McFee 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 me know if anything serious is going on that you think we should know about).

ZOOM ETIQUETTE

You’re all experts at this by this point. Just be mindful of avoiding disruptive sounds or images coming from your Zoom audio and video feeds.

EMAIL

Please email Prof. Fusté or TA Rochelle McFee with questions and/or concerns about the course. We 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 us during office hours or contact us to schedule an appointment.

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.

COURSE CALENDAR			
WEEK	NO CLASS MEETING DATES	DISCUSSION POST DEADLINES	MAIN ASSIGNMENTS DUE
1			
2			Sess. 2B, 4/8: Final Project Proposal Due
3		Mon. 4/12, Discussion P. Due	
4	Sess. 4A, 4/20 & 4B, 4/22: <u>No Class. Sign up for your one-on-one 10 min conference.</u>	Mon. 4/19, Discussion P. Due	
5		Mon. 4/26, Discussion P. Due	
6		Optional Extra Credit DPdue (will count the best 5 out of 6)	Sess. 6B, 5/6: Updated project proposal due
7			
8		Mon. 5/17, Discussion P. Due	
9		Mon. 5/24, Discussion P. Due	
10	<u>No class on Session 10B- 6/3 (time to finish written projects)</u>		Jun 5: Symposium Presentations Due
Finals			Jun 12: Final Project Written Portion Due

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>.

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.

STUDENT SUPPORT SERVICES

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

Women's Center: <https://women.ucsd.edu/>, 858.822.0074

UCSD LGBT Resource Center: <https://lgbt.ucsd.edu/>, 858.534.2230

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. For more information, visit <https://tritoneats.com/>

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 TA 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. or visit SARC's location at the Student Services Center, Suite 500 for immediate support.

COUNSELING AND PSYCHOLOGICAL SERVICES (CAPS)

CAPS provides FREE, confidential, psychological counseling and crisis services for registered UCSD students. CAPS also provides a variety of groups, workshops, and drop-in forums. For more information, please visit <https://wellness.ucsd.edu/CAPS/>, or contact 858.534.3755 (includes 24 hours crisis counseling).

PARENTING RESOURCES

As a parent and student you have many responsibilities. UC San Diego supports your academic achievement amidst the unique challenges and additional responsibilities you face as a student-parent. For more information on services and resources that are available to you as a student-parent, please visit: <https://students.ucsd.edu/well-being/wellness-resources/student-parents/index.html>.

READING SCHEDULE

This schedule is subject to changes. The official schedule will be in the front page of our Canvas course site. Please make sure you check that regularly and follow all instructions.

Week 1:

BEGIN to read: Tuck, Eve, K. Wayne Yang (2018). "Introduction: Born Under the Rising Sign of Social Justice." *Toward What Justice? Describing Diverse Dreams of Justice in Education*. New York: Routledge.

Week 2:

FINISH READING: Tuck, Eve, K. Wayne Yang (2018). "Introduction: Born Under the Rising Sign of Social Justice." *Toward What Justice? Describing Diverse Dreams of Justice in Education*. New York: Routledge.

ALSO READ: Freire, Paulo. Excerpts from Chapter 3 of *Pedagogy of the Oppressed*. New York: Continuum, pp. 87-93. 6pp.

Week 3:

READ: Lee, Frances (2017). "Excommunicate Me from the Church of Social Justice." Kin Aesthetics blog 2.5pp.

ALSO: Lee, Frances (2017). "Love, Communication, and Relationship as Responses to the Church of Social Justice" Kin Aesthetics blog, 2.5pp.

AND: Liu, Roseann and Savannah Shange (2018). "Toward Thick Solidarity: Theorizing Empathy in Social Justice Movements." *Radical History Review* 131, 189-196 (7pp.)

AND LASTLY: Abad, Miguel N. (2021). "'I'm picking a side' thick solidarity, antiblackness and the grammar of the model minority." *Race Ethnicity and Education*, 1-13 (13pp.).

Week 4:

No readings due to one-on-one meetings with Prof. Fusté and TA McFee on Tuesday and Thursday (see online sign up sheet for scheduling).

Week 5:

READ: Desai, Dipti (2020). "Educating for Social Change Through Art: A Personal Reckoning." *Studies in Art Education* 61:1, 10-21 (11pp.).

ALSO READ: Yang, K. W. (2015). Deep organizing: To build the beloved community. In E. Welch, J. Ruanto-Ramirez, N. Magpusao, & S. Amon (Eds.), *Nexus: Complicating community and centering the self: A 20 year retrospective of a college-based community center* (pp. 9-21).

Week 6:

READ: Excerpts from brown, adrienne maree (2017). *Emergent Strategy: Shaping Change, Changing Worlds*. AK PRess. 21pp.

Week 7:

READ: Excerpts from brown, adrienne maree (2017). *Emergent Strategy: Shaping Change, Changing Worlds*. AK PRess. 43pp.

Week 8:

READ: Excerpts from brown, adrienne maree (2017). *Emergent Strategy: Shaping Change, Changing Worlds*. AK PRess. 54pp.

Week 9:

BEGIN TO READ: Excerpts from brown, adrienne maree (2017). *Emergent Strategy: Shaping Change, Changing Worlds*. AK PRess. 64pp.

Week 10 (no class on Tuesday; required online symposium on Wednesday):

FINISH READING: Excerpts from brown, adrienne maree (2017). *Emergent Strategy: Shaping Change, Changing Worlds*. AK PRess. 64pp.