Instructor Info.

- Prof. José I. Fusté, jfuste@ucsd.edu
- Office Hours: Tues. 11:00AM-12:00pm, or by appt. @ The Art of Espresso

TAs & Section Info.

- Stephanie Martínez, symartin@ucsd.edu, in-person sections A01 (Fri@10am), A02 (Fri@11am) & A04 (Fri@1pm)
- Sophia Armen, sarmen@ucsd.edu online-section: A03 (Fri@12pm)

Required Texts

- All assigned readings and other media will be provided through our designated Canvas website.
- Please log into Canvas regularly to stay on top of what you will have to read, watch, and listen for this class.

Course Requirements

- Discussion posts (x5)..............20%
- Critical Essay #1...............18%
- Critical Essay #2 (or project + process essay).....................18%
- Take Home Final Exam...........15%
- Lecture Attendance..............14%
- Discussion Section Attendance & Contribution.....................15%

This lower-division course introduces students to US Chicanx/Latinx history, culture, and activism. Guided by a "relational" Ethnic Studies line of inquiry, we will trace how Chicanx/Latinx identity projects connect to consequential constructs and structures of difference such as blackness, brownness, indigeneity, Asianness, whiteness, citizenship, foreignness, and/or illegality. At the same time that we learn about race, coloniality, and imperialism, we will also examine gender, sexuality, and how they shape Chicanx/Latinx individual and collective lives and struggles. Additionally, we will evaluate critiques of Chicanx nationalist or Latinx pan-ethnic politics and weigh them against alternatives envisioned by activists, artists, and/or intellectuals. Last but not least: we will consider how both old and new Chicanx/Latinx cultural production and communal organizing and movement inspire us all—regardless of our backgrounds—to reimagine our world and make it a better place.
Basic Ethnic Studies Learning Objectives

There are at least five core Ethnic Studies learning objectives in this class (almost all other ETHN classes at UCSD share similar if not the same learning objectives): 1) critical and creative thinking, 2) constructive and self-reflective dialogue and collaboration, 3) analytical and emotional intelligence about equity and diverse social positionalities and identities, 4) an appreciation for interdisciplinary research and inquiry, and 5) the development of incisive, organized, and clear written and oral communication to carry out and convey your critical and creative thinking.

Content-Specific Learning Outcomes

In addition to fulfilling these objectives, this critical interrogation of chicaniadas and latinidades will focus on developing the following skills and outcomes. Students will:

#1- Employ contrasting scholarly approaches to study the structures of power and the racializing discourses that shape how people in the US think about each other and how they conceive and grapple with the social structures that shape our lives here

#2- Develop a preliminary historical understanding of the evolving ways in which Chicanx/Latinx identities intersect with other racialized ethnic identities and with constructs such as gender, sexuality, class, and citizenship, and indigeneity or other colonial/imperial subalternities

#3- Understand the divide and rule nature of historical White supremacy vis-a-vis Latinxs of different backgrounds and social positionalities

#4- Examine the factors and mechanisms that lead to the reproduction of racial/ethnic nationalisms or other forms of group-specific politics among Chicanxs/Latinxs

#5- Analyze how identities and social hierarchies are (re)produced not only in the realms of economics and politics (i.e., thinking of politics as much more than voting or elected representatives) but also through cultural (re)articulations

CRITICAL ESSAYS

You will have two deadlines for turning in two critical essays, each of which will be 5-5.5 pages in length. We will provide you with a prompt question for each of these that will encourage you to analyze and relate the unit themes we will examine in relation to the assigned readings and the topics we will discuss in class. For critical essay deadlines, please see course calendar below.
PROJECT OPTION

Instead of submitting critical essay #2, you have the option of doing a creative project that critically engages the course topics. In addition, you will have to turn in a 3pp. “process essay” in which you discuss the process of creating your project and how it relates to the course topic. A prompt explaining the options are for this and what I expect you to reflect on in the process essay will be posted on Canvas.

TAKE HOME FINAL

You will have to complete a “take home” electronic final exam for this class. This will be submitted through our Canvas site. The exam will consist of various short and long answer questions and you will have four hours to complete them. It will be live on Canvas on the day of our scheduled Final exam, Monday, 6/6 (check Canvas for precise turn in window).

LATE WORK

Each student will get an eight-day “time bank” for the quarter, which you may use at your discretion to extend a response paper due date without penalty. For example, say you get all your assignments done and handed in on time. That means you wouldn’t use any of the eight days. OR say you need two extra days for the 1st essay, and three extra days for the second essay. When the quarter ends, you will have used up five of your eight time bank days. There are no penalties or bonuses for using or not using these days. You do not have to inform your instructor 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). After you use up your time bank, we will subtract 3% of your total grade per 24hr. period past.

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.

EMAIL

Please email us 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 your instructor or TAs during office hours or contact us to schedule an appointment.

GENDER PRONOUNS

If you feel comfortable doing so, please let us know what your preferred pronouns are. Prof. Fusté’s pronouns are he/him/his.
## COURSE CALENDAR

<table>
<thead>
<tr>
<th>WEEK</th>
<th>THEMATIC UNITS</th>
<th>DEADLINES FOR DISCUSSION POSTS (MUST SUBMIT 4 TOTAL)</th>
<th>MAIN ASSIGNMENTS DUE</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Unit I. Keywords</td>
<td>[PART A due: Fri. 4/8 @11:59pm; PART B due Wed. 4/13]</td>
<td></td>
</tr>
</tbody>
</table>
| 2    | Unit I. Keywords (cont…)
|      | Unit II. Empires | [PART A due: Fri. 4/15 @11:59pm; PART B due Wed. 4/20] |                        |
| 3    | Unit III. Nationhoods
|      | Unit IV. Mestizajes | [PART A due: Fri. 4/22 @11:59pm; PART B due Wed. 4/27] |                        |
| 4    | Unit V. Migrations
|      | Unit VI. Racializations | [PART A due: Fri. 4/29 @11:59pm; PART B due Wed. 5/4] |                        |
| 5    | Unit VII. Borderlands
|      | Unit VIII. Movimientos | [PART A due: Fri. 5/13 @11:59pm; PART B due Wed. 5/18] | Essay #1 due on Sunday 5/8 11:59pm |
| 6    | Unit IX. Feminisms, Genders, Sexualities
|      | Unit X. Whitenesses | [PART A due: Fri. 5/20 @11:59pm; PART B due Wed. 5/25] | Essay #2 (or creative project) due on Sunday 5/29 by 11:59pm |
| 7    | Unit XI. Indigeneities | [PART A due: Fri. 5/29 @11:59pm; PART B due Wed. 5/4] |                        |
| 8    | Unit XI. Indigeneities (cont…)
|      | Unit XII. Afro-Latinidades | [PART A due: Fri. 5/5/20 @11:59pm; PART B due Wed. 5/25] |                        |
| 9    | Unit XIII. Centroamerican Latinidades
|      | Unit XIV. LatinAsiannesses | [PART A due: Fri. 5/13 @11:59pm; PART B due Wed. 5/18] |                        |
| 10   | Unit XV. Futurities | [PART A due: Fri. 5/13 @11:59pm; PART B due Wed. 5/18] | Take home final on Thursday 6/6 (check Canvas for time window) |

## 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.

CONTENT WARNING

While this class emphasizes the tremendous resilience, immense creativity and healing practices of differently racialized and colonized people of color, it may include depictions of individuals and communities dealing with difficult and traumatic experiences. Please exercise self-care as you see fit.

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. 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.

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

TRITON FOOD PANTRY (@ the Old Student Center, aka Student Center A)

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://basicneeds.ucsd.edu/food-security/pantry/index.html

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 TAs 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.

LAND ACKNOWLEDGEMENT

It bears repeating and thus reminding ourselves that UC San Diego sits on unceded colonized lands. Today, the Kumeyaay, Payómkawichum, Cahuilla, and Cupeño peoples of the San Diego-Tijuana border region continue to assert their political and cultural sovereignty in the face of unabating colonization and erasure. We honor their presence and struggles while also acknowledging indigenous peoples displaced from other homelands who now reside here. UC San Diego’s Department of Ethnic Studies pledges to continue working on decolonizing our university in tangible ways that include and serve these and all other first nations. We also remind ourselves that decolonization is not a metaphor and land acknowledgments don’t absolve settlers of the responsibility of decolonization, reparations and land rematriation. (For more information, go to https://sctca.net and https://itrc.ucsd.edu).
This schedule is subject to changes. The official schedule will be in the “modules” section of our Canvas website (the page you see as a home page). There, you will see links to all assigned readings, videos, podcasts, etc.

**Unit I. Keywords**

**Session 1A- Tuesday 3/29 (first day, class intro) - No readings assigned.**

**Session 1B- Thursday 3/31 (33pp. of reading)**


**Session 2A- Tuesday 4/5 (20pp. of reading)**


**Unit II. Empires**

**Session 2B- Thursday 4/7 (33pp. of reading)**


**Unit III. Nationhoods**

**Session 3A- Tuesday 4/12 (37pp. of reading)**


**Unit IV. Mestizajes**

**Session 3B- Thursday 4/14 (25pp. of reading)**

**Unit V. Migrations**

**Session 4A- Tuesday 4/19 (36pp. of reading)**


**ALSO READ:** Guerra, Lillian (2016). “Late Twentieth-Century Immigration and U.S. Foreign Policy.” *The New Latino Studies Reader*. Oakland: UC Press, 121-144 (23pp.)

**Unit VI. Racializations**

**Session 4B- Thursday 4/21 (21pp. of reading)**


**Unit VII. Borderlands**

**Session 5A- Tuesday 4/26 (39pp. of reading)**


**Unit VIII. Movimientos**
Session 5B- Thursday 4/28 (23pp. of reading)


**ALSO READ:** Fernández, Johanna (2008). “The Young Lords and the Social and Structural Roots of Late Sixties Urban Radicalism” Diálogo 11(1): 26-32 (6pp.) or alternative:

**OR IF YOU CAN’T, LISTEN TO:** Listen to: [https://www.latinousa.org/2015/09/11/the-young-lords-from-revolutionaries-to-journalists/](https://www.latinousa.org/2015/09/11/the-young-lords-from-revolutionaries-to-journalists/)

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**Unit IX. Feminisms, Genders, Sexualities**

Session 6A- Tuesday 5/3 (38pp. of reading)


Session 6B- Thursday 5/5 (19pp. of reading)


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**Unit X. Whitenesses**

Session 7A- Tuesday 5/10 (44pp. of reading)


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**Unit XI. Indigeneities**

Session 7B- Thursday 5/12 (22pp. of reading)


**Session 8A- Tuesday 5/17 (34pp. of reading)**


**Unit XII. Afro-Latinidades**

**Session 8B- Thursday 5/19 (26pp. of reading)**


**Unit XIII. Central American Latinidades**

**Session 9A- Tuesday 5/24 (31pp. of reading)**


**Unit XIV. Latin Asiannesses**

**Session 9B- Thursday 5/26 (15pp. of reading)**


**ALSO WATCH:** “Latin Asians | Asian American Life.” CUNY TV (2017, 7 mins.). https://youtu.be/ixioStiQmOM


Unit XV. Futurities

Session 10A- Tuesday 5/31 (42pp. of reading)


Session 10B- Thursday 6/2

FINISH READINGS FOR SESSION 10A.