Instructor: Angel Hinzo, PhD (she/her/hers)
Email: ahinzo@sandiego.edu
Zoom Office Hours: M 12-3pm; T 2-4pm & by appointment
*See Blackboard for Zoom links

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

**Course Description:** This course introduces students to the interdisciplinary field of Ethnic Studies, engages with critical race theory, systemic racism, and the experiences of various communities in the United States. Using a comparative and historical perspective, students will examine how race and ethnicity intersect with gender, sexuality, class, citizenship, and nation. This class will consider how systems of power and inequality are constructed, reinforced, and challenged. Additionally, we will explore the social and political impacts of these systems in the 21st century. Emphasis will be on African-Americans, Asian/Pacific Islanders, Chicanos/Latinos, and Native Americans, but other communities and identities are also discussed.

**Course Goals and Learning Objectives**
In this course students will:
- Describe frameworks and terminology related to Ethnic Studies.
- Distinguish historical and legal factors affecting marginalized populations in the United States.
- Explain the intersectionality of race, ethnicity, gender, citizenship, and other identities within the United States and Ethnic Studies scholarship.
- Apply course material to contemporary issues and to issues students encounter in their personal lives

**Required Course Materials**
All course materials will be available through Blackboard (ole.sandiego.edu) unless otherwise noted.

**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 formal statement that recognizes the unique and enduring relationship that exists between Indigenous Peoples and their traditional territories. To recognize the land is an expression of gratitude and appreciation to those whose territory you reside on, and a way of honouring the Indigenous people who have been living and working on the land from time immemorial. It is important to understand the long standing history that has brought you to
reside on the land, and to seek to understand your place within that history. Land acknowledgements do not exist in a past tense, or historical context: colonialism is a current ongoing process, and we need to build our mindfulness of our present participation. It is also worth noting that acknowledging the land is Indigenous protocol.”
For more information, please visit http://www.lspirg.org/knowtheland.
To support Kumeyaay efforts to preserve sacred lands and educate youth, please visit the Kumeyaay Diegueño Land Conservancy at www.kdlc.org/html/donate.

**Course Policies**

**Respect:** This community/class is based on mutual respect. Students are expected to listen, speak, and write from a space of openness and understanding. Mutual respect also means that disruptive behaviors (e.g., texting, internet surfing, disruptive talking, gaming, etc.) will not be tolerated.

**Zoom (N)etiquette:** Please download the Zoom application before the first day of class and utilize the course Zoom link located in Blackboard. While using Zoom, please make your full name visible and be aware that you are visible to others when your video is on. Students are expected to adhere to the USD Code of Conduct at all times: https://www.sandiego.edu/conduct/the-code/rules-of-conduct.php.

**FERPA and Online Courses.** The Family Educational Rights and Privacy Act protects student education records. Given the online nature of this course, students are responsible for protecting their individual and collective privacy by not sharing course zoom links, course recordings, or other course materials with non-enrolled individuals without explicit permission from the instructor.

**Disability and Learning Difference Resource Center:** The Disability and Learning Difference Resource Center (DLDRC) is committed to helping students with disabilities obtain meaningful academic accommodations and support and to help improve access to University programs and activities. For more information see: https://www.sandiego.edu/disability/.
If you qualify for accommodations due a disability, please visit the DLDRC in Saints Tekakwitha and Serra Hall 300 or contact them at (619) 260-4655 or disabilityservices@sandiego.edu.

**Religious Observance:** Please contact me at the beginning of the term or as soon as possible if religious observance requires any accommodations.

**Course Requirements**
Course requirements include regular participation, keeping up with course readings, timely completion of assignments and your contribution to discussion activities. Part of your course grade will be based on your efforts to do the assigned readings and to think critically about them; your willingness to interact with other students; and your ability to thoughtfully engage with course texts and topics. All weekly readings must be completed before **Wednesday Zoom discussions.** Please come to class prepared to listen to each other, discuss ideas, and participate in a constructive and collaborative place of learning.
**Deadlines:** See specific assignment instructions for due dates and method of submission. All work must be submitted through Blackboard on the designated due date. Late assignments will be penalized one-half letter grade for every day past the deadline.

**Changes to Syllabus:** The instructor reserves the right to make changes to the syllabus and course schedule as needed.

**Assignments:** Detailed instructions for each assignment will be available on Blackboard.

- **Zoom Discussion/Reflection:** 15%
- **Weekly Activity:** 10%
- **Assignment 1:** 25%
- **Assignment 2:** 25%
- **Final Project:** 25%

**Zoom Discussion/Reflection:** Each week (beginning week 2), you are required to participate in Zoom discussions or submit a reflection on the class materials. Everyone must attend at least 6 Zoom discussions during the term. Zoom discussions are held on Wednesdays, 4pm-5:20pm (see course schedule). Come to Zoom discussion prepared to discuss readings and topics. I encourage you to take notes and write questions you may have while completing your readings.

To receive full credit for Zoom Discussion students should actively participate for the full-length of the class period. Ideally you should be in a quiet space that allows you to focus with a stable internet connection. Active participation includes responding to polls, being active in the chat, demonstrating active listening (camera on), responding to questions, and completing group tasks.

- **“A”** – Frequent participation that engages with course material and demonstrates knowledge/understanding of readings, responds to polls, group assignments; creates a better and more constructive learning environment for others.
- **“B”** – Regular participation that engages with course material; responds to polls, group assignments; contributes to a positive learning environment.
- **“C”** – Occasional participation in discussion activities; demonstrates general analyses and grasp of material; contributes to a positive learning environment.
- **“D”** – Rare participation in discussion activities; does not demonstrate much engagement with material or contribute to a positive learning environment.
- **“F”** – No participation or contribution.

If you have any concerns about Discussion participation, I recommend visiting office hours.

If you don’t attend Zoom discussion, you should prepare a reflection on the week’s readings and topics. You can write a 1.5 page (double spaced, 12pt times new roman font, 1 inch margins) reflection or submit a 12-15 minute audio or video recording on the materials. **Reflections are due on Wednesday (midnight).**
For reflections you can consider the following: What are important main ideas from the readings? How do the readings connect to ongoing social issues and events? How do the readings connect to previous readings, topics, and ideas? Share any other reflections you have about the readings.

**Weekly Activity:** Each week you will have a short activity to complete. This may be a quiz, discussion post, or other exercise. Your activity will be due Friday (at the end) of each week.

**Assignments 1 & 2:** You will receive an essay prompt for each assignment that will require you to engage with course ideas and materials. Assignments will require you to complete research and there will be opportunities to start working on assignments during Zoom discussion.

**Final Project:** You will have a final project due. Part of this assignment will be to share an iteration or draft of your project with peers for feedback prior to your final submission.

**Grading Scale**

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>100-94</td>
</tr>
<tr>
<td>B</td>
<td>86-84</td>
</tr>
<tr>
<td>C</td>
<td>76-74</td>
</tr>
<tr>
<td>D</td>
<td>69-60</td>
</tr>
<tr>
<td>F</td>
<td>59-0</td>
</tr>
<tr>
<td>A-</td>
<td>93-90</td>
</tr>
<tr>
<td>B-</td>
<td>83-80</td>
</tr>
<tr>
<td>C-</td>
<td>73-70</td>
</tr>
<tr>
<td>B+</td>
<td>89-87</td>
</tr>
<tr>
<td>C+</td>
<td>79-77</td>
</tr>
</tbody>
</table>

*Grades are only discussed in office hours or by appointment.*

**COLLEGE POLICIES**

**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. University of San Diego Integrity Policy states that “[a]cademic dishonesty is an affront to the integrity of scholarship at USD and a threat to the quality of learning… Academic dishonesty, and allegations of academic dishonesty, are matters of University-wide concern.” 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 [http://www.sandiego.edu/honorcouncil/integrity.php](http://www.sandiego.edu/honorcouncil/integrity.php).

**Sexual Assault, Exploitation, and Harassment:** According to the University of San Diego Sexual Assault Protocol and Harassment Policy,

Sexual assault and sexual exploitation in all forms violates the sanctity of the human body and spirit and will not be tolerated within the USD community. In addition, sexual assault and sexual exploitations are serious violations of university policy and the Student...
Code of Rights and Responsibilities, and also violate the law... ‘Sexual assault’ is any unwanted physical contact of a sexual nature that occurs either without the consent of each participant or when a participant is unable to give consent freely... ‘Sexual exploitation’ is sexual misconduct that occurs when a person takes unjust or abusive sexual advantage of anyone and that behavior does not otherwise constitute sexual assault.

The University is committed not to tolerate harassment in any form by reason of the race, color, religion, gender, national origin, age, disability or sexual orientation of any person. Violation of this policy will be dealt with by appropriate sanctions, which may include expulsion, suspension, termination or exclusion from campus.

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 experience unwelcome sexual advances or behavior that seems to fit the description above - whether from a professor or another student - please contact me or the Dean of Students Office (619) 260-4588. For more information, please visit http://www.sandiego.edu/discipline/appendices.php and http://www.sandiego.edu/archways/harassmentpolicy.php.

Course Schedule
Readings should be completed before Zoom discussion (W 4-5:20).

Week 1 (8/17): Introductions

- Review Syllabus

To Do:
- Zoom Discussion: Class Introductions/Mixer and syllabus overview
- Weekly Activity: Syllabus Quiz

Week 2 (8/24): Race Made Real

- Read: John Lewis, “Together, You Can Redeem the Soul of Our Nation”
- Read: Lipsitz “The Possessive Investment in Whiteness: Racialized Social Democracy”
- Watch: “The House We Live In” (Kanopy)
- Watch: recorded lecture

To Do:
- Zoom Discussion or Reflection
- Weekly Activity
Week 3 (8/31): The United States is Native Land

- Read: Dunbar-Ortiz, “Follow the Corn”
- Watch: Cutcha Risling Baldy, “What good is a land acknowledgement?”
- Listen: “What a Supreme Court Ruling Means for Native Americans and Oklahoma”
- Watch: recorded lecture
- See: https://native-land.ca/

To Do:
- Zoom Discussion or Reflection
- Weekly Activity

Week 4 (9/8): Legacies of Violence & Colonialism

- Read: Teran, “The Violent Legacies of the California Missions”
- Read: USD Student Letter
- Watch: “Toppling Mission Monuments and Mythologies”
- Watch: recorded lecture

To Do:
- Zoom Discussion or Reflection
- Weekly Activity

Week 5 (9/14): Incarceration & Prison pipeline

- Read: Wacquant, “From Slavery to Mass Incarceration” or Davis and Shaylor “Race, Gender, and the Prison Industrial Complex: California and Beyond”
- Watch: recorded lecture

To Do:
- Zoom Discussion or Reflection
- Assignment 1 Due Friday, Sept. 18th (midnight)

Week 6 (9/21): U.S. Citizenship and Whiteness

- Read: “Molina, ‘What is a White Man?’: The Quest to make Mexicans Ineligible for U.S. Citizenship”
- Watch: recorded lecture

To Do:
- Zoom Discussion or Reflection
- Weekly Activity
### Week 7 (9/28): Criminalizing Immigrants

| Read: Kilgore, “The War on Immigrants”  | To Do:  
| Read: Kassie, “Detained: How the US built the world’s largest immigrant detention system”  |  
| Watch: recorded lecture  |

### Week 8 (10/5): Race & National Security

| Read: Volpp “The Citizen and the Terrorist”  | To Do:  
| Watch: George Takei on Life Inside a Japanese Internment Camp During WWII  |  
| Watch: recorded lecture  |

### Week 9 (10/12): Impacts of Inequality on Health

| Read: Chotiner, “The Interwoven Threads of Inequality and Health”  | To Do:  
| Watch: “The Coronavirus’s Unique Threat to Undocumented People”  |  
| Watch: “Navajo Nation has lost more to coronavirus than 13 states”  |  
| Watch: recorded lecture  |

### Week 10 (10/19): #BlackLivesMatter

| Read: Tillery, “What Kind of Movement is Black Lives Matter? The View from Twitter”  | To Do:  
| Read: BLM’s #whatmatters2020  |  
| Listen: “Defunding the Police Can Achieve ‘Real Accountability and Justice,’ Black Lives Matter Co-Founder Says”  |  
| Watch: recorded lecture  |
### Week 11 (10/26): Decolonization & Healing

- Read: Morales “The Historian as Curandera”
- Read: Tuck & Yang, “Decolonization is not a metaphor”
- Watch: recorded lecture

<table>
<thead>
<tr>
<th>To Do:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Zoom Discussion or Reflection</td>
<td></td>
</tr>
<tr>
<td>Weekly Activity</td>
<td></td>
</tr>
</tbody>
</table>

### Week 12 (11/2): Futurisms

- Read: Lorde “The Master’s Tools Will Never Dismantle the Master’s House”
- Watch: recorded lecture

<table>
<thead>
<tr>
<th>To Do:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Zoom Discussion or Reflection</td>
<td></td>
</tr>
<tr>
<td>Weekly Activity</td>
<td></td>
</tr>
</tbody>
</table>

### Week 13 (11/9)

- Share draft of final project for peer review (peer review comments due Friday, Nov 13th)

<table>
<thead>
<tr>
<th>To Do:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Complete Course Evaluation</td>
<td></td>
</tr>
<tr>
<td>Complete Final Project</td>
<td></td>
</tr>
</tbody>
</table>

**Final Project Due:**
**Wednesday, November 18th (midnight)**