Instructor: Naazneen Diwan

Meeting Time: Tuesday 9am-12pm

Meeting Place: Covell 225

Office Hours: TBA
or by appointment

Contact: naazud@gmail.com

Course Description:

This course will explore how the social construction of race affects inter-community dynamics in the U.S. and in 3rd world/Global South countries in which the U.S. exerts power and influence. This course examines, from an interdisciplinary perspective, how the intersections of race, ethnicity, class, gender, sexuality, and ability inform lived experiences of marginalized communities within the U.S. and transnationally. The experiences, struggles, and voices of African-American, Arab American, Asian American, Chicanas/Latina, and Native-American communities will be focused on in our assigned texts and discussions. Together we will look at the themes of bodies, reproduction and violence; xenophobia, borders and the police state; U.S. imperialism; labor, capitalism and globalization; social movements and art activism and resistance. We will concentrate heavily on how marginalized communities have countered systems of oppression through inter-racial allyship and solidarity and what creative strategies they have used to incite social change.

The class will be centered around student-led discussions, small group work, art-processing and community building. In addition to course readings and lectures, multimedia (video/film, music, and slides) and visiting speakers will be featured.

Required Texts:

Readings for this class will be posted on the course website.
Course Requirements:

Attendance and Participation: 20%

Group Presentations: 15%

Reading Responses: 15%

Research Paper: 50%
  - Research Proposal (5%)
  - Annotated Bibliography (10%)
  - First Draft (15%)
  - Final Draft (20%)

Attendance and Participation 20%

Our weekly meetings provide an opportunity for you to share your thoughts on the course materials and to learn from your peers. In order to have productive and intelligent conversations, students must be prepared to discuss the assigned readings and media from a critical perspective. You are therefore expected to take notes, formulate questions, and develop your own opinions about the ideas presented in the course material before coming to class. You are also encouraged to draw upon previous weeks’ readings and meetings as well as outside materials (i.e., personal experiences, current events, materials from other classes) in order to enhance our weekly discussions. If you are shy, have a language barrier, or anticipate other obstacles that may prevent you from meeting these expectations, please see me so that we can discuss other methods for your in-class participation. Also, please follow the class agreements for discussion set together on the first day of class in order to engage in the sensitive and potentially triggering nature of the course content; please be kind to yourself and others and enter dialogue with your classmates with compassion and open-mindedness.

Group Presentations - 15%

During each class session, students will pair up and give a short, 15-20 minute presentation and facilitate class discussion on the assigned readings. This is not a summary of the readings, but rather an opportunity to build upon the week’s theoretical material with personal reflections. The presenters should discuss the authors’ key arguments, why their work is significant and how it fits into the class themes. It is key that you come prepared with discussion questions and factor in discussion time into your presentation. Be creative and make your presentations
interactive! Have fun with them! These presentations can bring in multimedia, activities, art-making, games etc. This is an opportunity to try your hand at teaching and teach using the techniques that you learn best from. All presenters must meet with me with their outline at least two days before their presentation. Please post a one-page, double-spaced paper, including both your presentation notes and the in-class discussion, to our class site. Please format the presentation write-up as you would a short paper. Some questions to help you prepare your presentation include:

- What is the main point/argument of the reading?
- How do the various readings read in relation to one another? Are there similarities? Differences?
- What do you find compelling about the readings? What do you find unsettling, unconvincing, or disturbing about the readings?
- How do these texts relate to central topics and objectives of the course?
- Can you provide examples of current events that support/reject the readings?

Reading Responses - 15%

You will submit a total of three reading responses to the weekly readings. These responses should be two double-spaced pages in length and submitted at the beginning of class. They will be due weeks 2, 4 and 7. I will provide prompts to choose from for each week’s and session’s readings.

Your papers should be grounded in the class materials and demonstrate that you understand key concepts and are able to analyze them according to the major themes we are exploring in class. Always ask yourself how the readings are relevant to the objectives and themes of the course. Draw mainly from the author’s ideas and arguments, using specific examples from the texts as well as from your own life experiences. Do not summarize the readings; instead, use these papers as an opportunity to bring in your own opinions, insights, and interpretations of the readings. Do not bring in outside sources; no google, Wikipedia sources, or online dictionaries will be accepted. Define key terms only based on the scholarly readings or in-class discussions.

Research Paper – 50%

Throughout this course you will have the opportunity to develop a research paper (7-10 pages) that pertains to inter-racial solidarity in the U.S. and transnationally, and reflects your understanding of the themes and ideas of this course. For your research topic you may choose to: 1) analyze in greater depth a case study we have already covered in class, or 2) analyze your own case study. Your paper must cite at least three of the authors we have read in class. A
research proposal will be required **Week Three**, an annotated bibliography is due **Week Six**, the first draft of your final paper is due **Week Eight**, and the final paper is due during **Finals Week** (date TBA). During Weeks Nine and Ten you will be expected to present your final paper topic and initial research findings to the class.

Peer-editing partners will be assigned during Week 1. In addition to reading your partner’s work, you must give written and oral feedback on one another’s writing and scholarly ideas. The peer-editing component of this course will help you to generate ideas for your final papers, to learn how to become better writers and thinkers, to gain confidence in giving positive critical feedback and to become comfortable with the process of review and revision.

**Other course policies:**

- This syllabus may be revised, according to the needs of this class.
- Your attendance is a critical component of this course. If you incur more than two absences, without a legitimate excuse from a medical professional, you will marked down a full letter grade.
- Please set your cell phones to silent during class. You may use laptops to take notes but please refrain from texting, surfing the internet, or checking e-mail during class.
- Instances of academic dishonesty will be addressed according to UCLA policy. Please note that we are required to report cases of plagiarism to the dean of students and cannot assign punitive grades ourselves. For more info on university policies on plagiarism see: [http://www.studentgroups.ucla.edu/dos/assets/documents/facultyandtaguidetrifold.pdf](http://www.studentgroups.ucla.edu/dos/assets/documents/facultyandtaguidetrifold.pdf)

**Tutoring Services:** The Student Writing Center (A61 Humanities) offers one-on-one sessions that address individual writing issues. The Center is staffed by peer learning facilitators (PLFs), undergraduates trained to help at any stage in the writing process and with writing assignments from across the curriculum. Students can walk in but appointments are preferred. To learn more about their services or to make an appointment, call 310.206.1340 or visit their website at [www.wp.ucla.edu](http://www.wp.ucla.edu) and click on “Student Writing Center/make an Appointment.” Academic Advancement Program (AAP) Students can also use AAP Tutorials (1114 Campbell Hall, 206-1581).

**Accommodations for Students with Disabilities:**
If you wish to request an accommodation due to a disability, please contact the Office for Students with Disabilities as soon as possible at A255 Murphy Hall, (310) 825-1501, (310) 206-2683 (telephone device for the hearing impaired). Website: www.osd.ucla.edu

Schedule of Readings

WEEK ONE
Tuesday, March 29th | Introduction + Review of Syllabus

WEEK TWO
Tuesday, April 5th | Social Construction of Race
- Omi and Winant, "Racial Formation in the U.S."
- Peggy McIntosh, "Unpacking White Privilege"
- Audre Lorde, "Age, Race, Class and Sex: Women Redefining Difference"

WEEK THREE
Tuesday, April 12th | Intersectionality: Resisting Racism and Gendered Violence | Final Paper Proposal Due
- Kimberle Crenshaw, "Mapping the Margins: Intersectionality, Identity Politics and Violence Against Women of Color"
- Breaking the Silence Conference: https://www.youtube.com/watch?v=QqD7r1bkK4Y
- Andrea Smith, "Heteropatriarchy and the Three Pillars of White Supremacy Rethinking Women of Color Organizing," Color of Violence: the Incite! Anthology

WEEK FOUR
Tuesday, April 19th | Breaking through Borders and Xenophobia
• Caitlin Patler, “Undocumented Youth Organizations, Anti-Deportation Campaigns, and the Boundaries of Belonging.”
• ICE out of LA: https://www.facebook.com/iceoutofla/

WEEK FIVE
Tuesday, April 26th | Racial Justice and Black Liberation Past and Present

• Black Desi Secret History: http://blackdesisecrethistory.org/
• Naazneen Diwan, "We Spoke Their Names": http://www.naazneendiwan.com/radical-education/we-spoke-their-names
• "Remembering Grace Lee Boggs and her role in the black freedom struggle," http://wagingnonviolence.org/2015/10/remembering-grace-lee-boggs-role-black-freedom-struggle/

WEEK SIX
Tuesday, May 3rd | Transnational Solidarities and U.S. Empire | Annotated Bibliography Due

• Brenna Bhandar, "Some Reflections on BDS and Feminist Political Solidarity"
• Angela Davis, Freedom is a Constant Struggle
• Gujarat Genocide and U.S. Solidarity: http://www.samarmagazine.org/archive/articles/411
• #ModiFail: http://modifail.com/

WEEK SEVEN
Tuesday, May 10th | Queer Solidarities

- Film "Pride" (in class)
- Sa’ed Atshan and Darnell L. Moore, "Reciprocal Solidarity: Where Black and Palestinian Queer Struggles Meet"
- Eric A. Stanley, Dean Space and Queer (In)justice, "Queering Prison Abolition, Now?"

WEEK EIGHT

Tuesday, May 17th | Capitalism and Globalization | Rough Draft of Paper Due


WEEK NINE

Tuesday, May 24th | Transforming Movement Building | Paper Presentations

- Grace Lee Boggs, "We Are the Leaders We've Been Looking For"
- Movement Strategy Center, "Out of the Spiritual Closet: Transforming the Practice of Social Justice Organizing"
- selection from Chris Crass, *Towards collective liberation: anti-racist organizing, feminist praxis, and movement*

WEEK TEN

Tuesday, May 31st | Artivism: Storytelling, Poetry and Performance | Paper Presentations

- Audre Lorde, “Poetry is Not A Luxury” in *Sister Outsider*
• Gloria Anzaldua, “Speaking in Tongues: A Letter to Third World Women Writers,” in *Women Writing Resistance: Essays from Latin America and the Caribbean*
• YaliniDream, “Who's Got Us?” <http://www.youtube.com/watch?v=-W0OetrqOo&list=PLC502CA3FB84F9DF9> (spoken word)
• Coming Out Muslim <http://www.youtube.com/watch?v=6TUyHLoASu0>
• Suheir Hamad, "Not your Erotic, Not your Exotic"
• Queer Muslim Project: [http://queermuslimproject.tumblr.com/](http://queermuslimproject.tumblr.com/)