

Race and Oral History in San Diego

HIUS 144

Spring 2018

Comunidad Room at the Cross Cultural Center

W 2-:4:50

Professors:

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At the Raza Resource Centro

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Course Description and Goals:

This course examines the history of racial and ethnic communities in San Diego through oral history. Drawing from historical research and a range of interdisciplinary scholarship, we will develop a thematic, theoretical, and methodological tool kit for analyzing the experiences of racialized communities in San Diego. We will explore how race impacted the history and development of San Diego and how “ordinary” folk made sense of their own racial identity and experiences. Students will also conduct community-based research, develop public and digital humanities skills, and preserve a collection of oral histories for future scholarship on San Diego. Our goals as an entire class also include working together with organizations, institutions, and community partners across our city and region.

Toward these ends, you will have opportunity to work closely with one of the following community partners.

- 1) Casa Familiar and The New Children’s Museum (NCM): See <http://www.casafamiliar.org> and <https://thinkplaycreate.org>
- 2) Chamorro Hands in Education Links Unity (CHE’LU): See <http://www.chelusd.org>
- 3) United Women of East Africa: See <http://www.unitedwomenofeastafrika.org>

The goals for working with your community partner include learning about their vision, services, and community; contributing to their mission through the Academic Internship Program; and conducting one oral history with a person affiliated with your partner site/institution.

Academic Internship Program (AIP) Experience:

It is strongly encouraged that you enroll concurrently in AIP 197T with HIUS 144. In AIP 197T you will earn 2 additional units of academic credit for participation in hand-on training, development of your oral history project, and engagement with community partners. As part of AIP 197T you will be expected to make multiple site visits to your community partner, including one during week 2 or 3 and weekly visits during weeks 4-7 of the quarter. Do you have questions

about AIP? What is it? Why enroll? What's required? Please see the additional AIP 197T portion of the syllabus on pages 4-5 of this syllabus!

Course Requirements and Grading:

You are expected to carefully read the assigned material, attend all classes and arrive on time, be prepared to participate in class discussions and activities, engage the course website on KNIT, and complete all written assignments. We will discuss each assignment in detail in class well ahead of the due date. You are required to complete all of the following assignments.

- 1.) Required Reading: All readings will be available via TritonEd, KNIT, and/or Roger on the UCSD Library website.
- 2.) Assignments:
 - #1 Oral History/AIP Site Choice: Due Week 2
 - #2 Community Profile (3 pages): Due Week 3, 10% of final grade
 - #3 Oral History Proposal and Questions (2 pages): Due Week 4, 10% of final grade
 - #4 Field Notes and Journal Reflections (3-4 pages): Due Week 7, 10% of final grade
 - #5 Post Interview Reflection/Assessment (2 pages): Due week 8, 10% of final grade
 - #6 Final Oral History Interview and Transcription: Due Week 9, 25% of final grade
 - #7 Art/Presentation Project Based on Oral History: Week 10, 25 % of final grade
 - #8 Class Attendance and Participation: 10% of final grade. More than one unexcused absence will result in a full grade penalty toward your final grade.
- 3.) Art Gallery/End-of-Quarter Party: In lieu of an in-class final, we will hold an art gallery/end-of-quarter party off campus with our community partners to display class art projects. Time, date, and location will be determined.

All written work must be typed, double-spaced, and in 12 point font. All assignments must include your name, the course, title of the paper, and the date. 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.

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. If you expect people to listen to you, in other words, 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.

Course Schedule:

Week 1, April 4: Course Introduction

Introductions, review of syllabus and course expectations, and discussion of “Race and Oral History in San Diego.”

Week 2, April 11: Doing Oral History Workshop

Read: 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://museumonmainstreet.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;

Week 3, April 18: Border Living

Read: 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, <https://www.michelletellez.com/uploads/1/0/4/1/10414599/givingwings.pdf>; Rudy Guevarra, *Becoming Mexipino: Multiethnic Identities and Communities in San Diego*, Ch. 2 “The Devil Comes to San Diego: Race and Spatial Politics;” 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/>; One oral history interview from Archive of Immigrant Voices, <https://archiveofimmigrantvoices.omeka.net/collections/show/4>.

Week 4, April 25: Migration and Militarism

Read: Theresa Suarez, “Militarized Filipino Masculinity in San Diego,” in *Militarized Currents: Toward a Decolonized Future in Asia and the Pacific* (Setsu Shigematsu and Keith Camacho, eds.); 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* (selected chapters), Ch. 3 “Positively No Filipinos Allowed: Differential Inclusion and Homelessness” and Ch. 5 “Making Home: Building Communities in a Navy Town;” One oral history interview from the Vietnamese American Oral History Project, UC Irvine, <http://ucispace.lib.uci.edu/handle/10575/1614>.

Week 5, May 2: Refugees in San Diego and Guest Presentation by Professor Mohamed Abumaye, Cal State San Marcos

Read: - 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/#>; One oral history interview from website or readily available collection of your choice.

Week 6, May 9: Field Trip! The Museum of Man, Tour of Race Exhibit and Workshop on “Access and Opportunity”

Read: *TBA*

Week 7, May 16: Class Reflections, Site Reports, and Transcribing Workshop

Read: *TBA*

Week 8, May 23: Art Making Workshop and Guest Presentation by Professor Lorena Marquez, UC Davis

Read: *TBA*

Week 9, May 30: Archiving and Digitization Workshop

Read: 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 Arondkar, et. al., “Queering Archives: A Roundtable Discussion,” *Radical History Review* 122 (May 2015), 211-231.

Week 10, June 6: In Class Exhibit and Presentations!!!

AIP 197T (Academic Internship Program)

2-unit fieldwork option with HIUS 144

What is it?

- Enroll concurrently in AIP 197T with HIUS 144: 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 four **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
- **Presentation** at final Town Hall event

Questions?

Tricia Taylor Oliveira

Director, Academic Internship Program

Teaching + Learning Commons (Geisel Library, Lower Level)

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