

RACE AND ORAL HISTORY IN SAN DIEGO

HIUS 120D/ES 120D – Spring 2021

TTh 2:00-3:20pm; Sections Tu 3:30-4:20pm

PROFESSORS

Luis Alvarez (instructor): luisalvarez@ucsd.edu

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ZOOM LINKS

Office Hours: Th 2-3:20pm and by appt

Zoom ID: 952 8280 0071, Passcode: 477333

Class: Tuesdays 2-3:20pm

Zoom ID: 958 4546 6580, Passcode: 403610

SLACK CHANNEL

Sign up for our course Slack Channel! It is available here:

[120D Slack Channel](#)

ACADEMIC INTERNSHIP PROGRAM (AIP)

As part of this course, you have the option of signing up for AIP 197T. This will provide you with an additional 2-units (in addition to the 4-units for HIUS/ETHN 120D) for the work completed as part of your community partnership. For more information, please see this short description:

[AIP 197T Overview](#)

In order to sign up for AIP 197T, you will need to complete an AIP Learning Agreement. A link for the Learning Agreement is provided in the overview above.

TEACHING ASSISTANTS

Adriana Echeverria -- aechever@ucsd.edu

Youngoh Jung – yoj013@ucsd.edu

LIBRARIANS

Alanna Aiko Moore - aamoore@ucsd.edu

Cristela Garcia-Spitz -- cgarciaspitz@ucsd.edu

COURSE DESCRIPTION

This course examines the history of racial and ethnic communities in San Diego through active and sustained engagement with community-based organizations. We will consider how San Diego and surrounding areas are impacted by migration, militarism, and the border; how histories of global capitalism, colonialism, and violence have disproportionately impacted communities of color; and how communities in San Diego have mobilized to address resulting vulnerabilities to state violence and inequity, including those stemming from the uneven impact of COVID-19.

COURSE OBJECTIVES

By the end of the course, students will have developed core public and digital humanities skills, built relationships with a community partner, and contributed to the collection and preservation of oral histories for future scholarship and projects for racial and ethnic communities in San Diego.

CLASSROOM CULTURE

This course prioritizes your active participation and ideas as part of every class session. It is our collective responsibility to make sure that our classroom interaction and collaboration with our community partners is respectful and supportive of the views, experiences, and expertise of others at all times. To help cultivate a culture of courtesy, collegiality, and cooperation, let us remember that we know more together than any one of us knows on our own.

COMMUNITY PARTNERS

Please see follow the links below for more information on each of our Community Partners.

- 1) [Barrio Logan College Institute, Chula Vista College Institute, and El Cajon College Institute](#)
- 2) [Southern Sudanese Community Center](#)
- 3) [San Ysidro High School](#)
- 4) [We All We Got San Diego](#)
- 5) [Rincon Youth Storytellers](#)
- 6) [Refugee Health Unit: UC San Diego Center for Community Health](#)

PLEASE READ!!! IMPORTANT NOTE ON CLASS SCHEDULE!!!

Lectures will meet synchronously every Tuesday. Please arrive on time and be prepared to engage the day's topics and guest speakers. We will NOT meet synchronously on Thursdays. Asynchronous assignments will be assigned for each Thursday, including steps to complete your oral history, group project, and work with your community partner.

DISCUSSION SECTION MEETINGS

Discussion sections will meet synchronously on Thursdays. Participation in section is a requirement for this course. The section meetings will be scheduled and listed on Canvas zoom page.

Section 1: TA- Youngoh

Community Partners- Barrio Logan/Chula Vista/El Cajon College Institutes; San Ysidro High School; We All We Got San Diego

Section 2: TA- Adriana

Community Partners- Refugee Health Unit/San Diego Refugee Community Coalition; Southern Sudanese Community Center; Rincon Youth Storytellers

PLEASE READ!!! IMPORTANT NOTE ON DISCUSSION SECTION SCHEDULE!!!

During Week 1, we will meet together as one group during section. Beginning Week 2, you will meet in one of two smaller sections organized with your TA around your community partner groups. Zoom links for sections will be shared via Canvas and/or Slack.

ASSIGNMENTS AND GRADING

There are two major assignments for this course: Oral History and Group Project. You will also be evaluated on your Class Engagement and Journal Reflections.

Oral History (45%)

In collaboration with your community partner, you will identify a person affiliated with the organization to conduct an oral history. The components of this assignment are:

- 1) Interview proposal and questions (Due: Thursday April 29; Week 4)
- 2) Complete one oral history (Due: Thursday May 13; Week 7)
- 3) Complete transcription of oral history (Due: Thursday May 27; Week 9)
- 4) Write a short (250-300 word) description of your interviewee and reflection of the interview process (Due: Tuesday June 8; Finals week)

Group Project (45%)

Groups will comprise 3-5 students working with the same community partner on the assigned projects.

- 1) Each group will showcase/present their project virtually during Week 10.
- 2) Each group will produce a reflection (500-750 words) of the project. **Your grade will be determined in consultation with your community partner.**

Class Engagement and Journal Reflections (10%)

Completing journal reflections, section attendance, and participating in discussion boards. When noted, all reflections should be posted to Slack. Reflection prompts are noted below in the weekly sections of the syllabus.

SCHEDULE OF TOPICS AND ASSIGNMENTS

Week 1—March 30 & April 1

March 30: Course Introduction & Community Partners Panel

Panelists:

- 1) Tomasa Mauricio, Barrio Logan/Chula Vista/El Cajon College Institutes
- 2) Jennifer Moreno, We All We Got
- 3) Ami Admire, Rincon Youth Storytellers
- 4) Marysol Gomez, San Ysidro High School
- 5) Amina Sheik Mohamed, Refugee Health Unit
- 6) Chuol Tut, Southern Sudanese Community Center

April 1: First Section Meetings

*Community Partner and Working Groups will be assigned in sections.

Assignment: Journal Reflection #1: This assignment asks you to consider how oral history takes multiple forms, including being part of artistic and creative projects. Identify one song, poem, spoken word piece, or other work of art that makes use of oral histories. Write a 1 paragraph journal reflection on the role of oral histories in your chosen piece. Post reflection to Slack.

Read: [Yen Espiritu, Adriana Echeverria, Youngoh Jung, and Simeon Man, "Teaching 'Race and Oral History in San Diego' During COVID-19: Rethinking Community, Storytelling and Labor"](#)

Week 2—April 6 & 8

April 6: Oral History Best Practices

Workshop: [Cristela Garcia-Spitz](#) and [Alanna Aiko Moore](#), Librarians

April 8: Asynchronous Learning

Assignment: Review Race and Oral History in San Diego (ROHP) website here: <https://knit.ucsd.edu/rohp/>; “Review the Getting Started with Knit” page and Create Your KNIT Profile here: <https://knit.ucsd.edu/rohp/2021/03/23/step-1/#>

Recommended Reading: [Alessandro Portelli, "What Makes Oral History Different"](#)

Week 3—April 13 & 15

April 13: COVID-19 in San Diego and beyond

In-class Pair Interviews on your COVID-19 experiences.

Write a brief assessment (1 paragraph) of yourself as the interviewer; **and** a peer review (1 paragraph) of your partner’s interview with you.

April 15: Asynchronous Learning,

Assignment: Journal Reflection #2: Review one of the following oral history project websites and write a 1 paragraph journal reflection on one aspect of the project you find interesting, surprising, or important. You might also consider what our own Race and Oral History Project in San Diego might learn from these other projects. Post reflection to Slack.

- [A People's History of Harlem at The New York Public Library](#)
- [VietStories: Vietnamese American Oral History Project at UC Irvine](#)
- [Tacoma Community History Project at the University of Washington](#)
- **Or find another community oral history project website of your choice**

Recommended Reading: [Saiba Varma, Kalindi Vora, Keolu Fox, Suze Berkhout, and Tarik Benmarhnia, "Why Calls to Diversity Trial Populations Fall Short"](#); [San Diego Refugee Communities Coalition, "COVID-19 Refugee Community Impact Report"](#)

Week 4—April 20 & 22

April 20: Oral History in Mexipino San Diego

Guest speaker: [Professor Rudy Guevarra](#)

April 22: Asynchronous Learning

Assignment: Journal Reflection #3: Together with peers in your same partner group, write a one paragraph profile of your community partner organization. Your profile should address the following questions: Who is your partner? What is their goal/mission? Which communities do they serve and how do they serve them?

Week 5—April 27 & 29

April 27: Somali Youth in the BLM Movement

Guest Speaker: [Professor Mohamed Abumaye](#)

April 29: Asynchronous Learning

Assignment: Schedule pre-interview conversation; schedule oral history interview; complete oral history questions.

Week 6—May 4 & 6

May 4: Transcription and Archiving

Workshop: [Cristela Garcia-Spitz](#) and [Alanna Aiko Moore](#), Librarians

May 6: Asynchronous Learning

Assignment: Work on group project.

Week 7—May 11 & 13

May 11: TBA

Guest Speaker: Professor Olivia Quintanilla

May 13: Asynchronous Learning

Assignment: Work on group project

Please note that your oral history should be completed by this date.

Week 8--May 18 & 20

May 18: In class work on group project presentations

May 20: Asynchronous Learning

Assignment: Work on transcription; work on group project.

Week 9--May 25 & 27

May 25: In class work on group project presentations

May 27: Asynchronous Learning

Assignment: Work on group presentations

Due: Submit completed transcription of oral history.

Post audio file of oral history on course website.

Week 10--June 1 & 3

June 1: Group Project Presentations

- San Ysidro High School
- Southern Sudanese Community Center
- Rincon Youth Storytellers

June 3: Group Project Presentations

- Barrio Logan/Chula Vista/El Cajon College Institutes
- We All We Got
- Refugee Health Unit

Finals: Tuesday June 8

Due: Journal Reflection #4: Each student submits a 250-300 word description of interview for archiving purposes

Due: Journal Reflection #5: Each group submits a group reflection (500-750 words) of the community project.