

## HIUS/ETHN120D: RACE AND ORAL HISTORY IN SAN DIEGO (SP22)

Professor Simeon Man (he/him) | email [siman@ucsd.edu](mailto:siman@ucsd.edu)

Tuesday and Thursday 3:30-4:50pm | RWAC 0121

Sections Tuesday and Thursday 5:00-5:50pm | SOLIS 109

Office Hours (RWAC 0944 or [Office Hour Zoom](#)): Wed 10:00-12:00pm, [sign up here](#)

### COURSE TEAM

Professors: Simeon Man, Luis Alvarez [luisalvarez@ucsd.edu](mailto:luisalvarez@ucsd.edu), Yen Espiritu [yespiritu@ucsd.edu](mailto:yespiritu@ucsd.edu)

Librarians: Cristela Garcia-Spitz [cgarciaspitz@ucsd.edu](mailto:cgarciaspitz@ucsd.edu), Alanna Aiko Moore [aamoore@ucsd.edu](mailto:aamoore@ucsd.edu)

Teaching Assistant: Adriana Echeverria [aechever@ucsd.edu](mailto:aechever@ucsd.edu)

### COMMUNITY PARTNERS

Barrio Logan College Institute - [blci.org](http://blci.org)

Detention Resistance - [detentionresistance.org](http://detentionresistance.org)

Karen Organization - [karensandiego.org](http://karensandiego.org)

Majdal Center - [majdalcenter.org](http://majdalcenter.org)

### COURSE DESCRIPTION

This course examines histories of racialized and ethnic communities in San Diego through oral history and active engagement with community organizations. We will consider how San Diego and surrounding areas are impacted by migration, militarism, and the border; how histories of global capitalism, colonialism, war, and racial and gendered state violence have impacted Black, brown, Indigenous, refugee and migrant communities; and how these communities have mobilized to address vulnerabilities to state violence and inequity, including those stemming from the uneven impact of COVID-19.

Through the course, students will build relationships with off-campus communities and learn the process of doing it slowly and ethically in ways that center the communities' needs and visions. As part of that process, students will engage with and learn from the storytellers and community builders of our partner organizations and develop their critical praxis in oral history. The materials produced through this course will be a part of the ongoing [Race and Oral History Project](#).

### ACADEMIC INTERNSHIP PROGRAM (AIP)

You have the option of signing up for AIP 197T, which provides 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 [AIP 197T Overview](#).

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

### ASSIGNMENTS

#### **People's Guide to San Diego Project (due Thursday, May 5, week 6)**

Find one place that tells a story about San Diego from the perspective of Black, Indigenous, and people of color (BIPOC) communities, and then research, photograph, and write about it.

Consider this as part of an alternative tourist guide to San Diego that will shed light on places and stories that are rendered invisible in mainstream touristic narratives of San Diego. What are the

places that tell the story of everyday people’s political struggles, their efforts at community building, and survival? What are the places of colonial and militarized violence that are hidden in plain sight? This assignment requires you to conduct research and to visit the place. Your essay should be brief, 300-500 words, and your photograph should reflect your critical perspective.

For this assignment, I recommend reading examples from UC Press’s [“A People’s Guides Series,”](#) including *A People’s Guide to Los Angeles*, which can be accessed for free online from UCSD Library.

### **Oral History (due Thursday, May 19, week 8)**

Identify a person affiliated with the organization and conduct an oral history with this person. The selection of your narrator should be done in consultation with the community organization. There are several components to this assignment that should be done at different times during the quarter, including your pre-interview conversation with the narrator establishing expectations and consent, interview questions, the oral history recording and transcript (**due May 19**), and sharing your transcript with your narrator.

### **Blog Post (due Thursday, May 26, week 9)**

Write a blog post (300-500 words) reflecting on your oral history process (**due May 26**). This is an open-ended prompt and it’s meant to allow you to reflect on any aspect of the process you want to share. We’re not looking for a detailed description of the interview process here; instead, you might reflect on one aspect of the oral history that you think imparts a larger lesson or insight. Did you go into the oral history with certain preconceptions, and was anything surprising? Did you encounter any unforeseen challenges? How did you approach the oral history process with care and reciprocity? These are just some of the questions you may consider in crafting your blog post.

### **Group Project (due Thursday, June 2, week 10)**

Groups of students will develop a collaborative project that can serve the organization’s needs. The scope and objective of the project should be determined in consultation with the organization. Groups will showcase their project during Week 10. In addition, the group should write/create a collective reflection (500-750 words) about the project and the process of working collaboratively. The project and reflection will be shared on the Race and Oral History Project website.

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| <b>NOTE ON CLASS CULTURE, ACCOUNTABILITY, AND ASSESSIBILITY</b> |
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In this course, we will practice a culture of care, reciprocity, and mutual respect. We will hold ourselves accountable to our own biases and privileges and make space for each other, ensuring all voices are heard and valued. The learning and unlearning we will do in this course will invite conversations that are at times challenging or uncomfortable; we will acknowledge them when they occur and embrace them as part of our learning process.

This course requires your dedicated commitment and consistent participation. Part of recognizing that you are valued members of the course means being mindful of our larger collective responsibility and accountability to each other, your classmates, and your community partners. The success of this course is ultimately built on the relationships of trust and care that you nurture with each other throughout the quarter.

As part of the commitment to your community partners, this course requires your own self- and group- initiated learning about the histories of colonialism, militarism, and violence that impact the communities you are working with. This learning should take place outside of the scheduled course time. I encourage you to do this learning with your group members, and to reach out to me or the TA for guidance if needed. The “suggested readings list” compiled by us and the partner organizations at the end of the syllabus are meant as a guide but it is by no means an exhaustive list of resources.

This course recognizes that everyone’s learning environments and capacities are different, especially in this time of exacerbated vulnerabilities. I will practice flexibility and accessibility in this class while recognizing these are not always sufficient modes of addressing systemic harm. At any point during the quarter, please let me know if you have any concerns that arise and how I can best meet your learning needs. If you believe you are eligible for accommodations at UCSD, please contact [Office of Students with Disabilities](#).

## ATTENDANCE AND PARTICIPATION

The success of this course depends on everyone’s active participation. Thus, your attendance and participation are mandatory. You are required to attend all class sessions, discussion sections, and scheduled team meetings with your community partners and group members. If you must miss a class or meeting, please communicate with your group members, your TA and me. If you anticipate missing classes or meetings regularly due to other commitments, please discuss with me in advance; I may advise you to take this class again in the future when your schedule permits.

### Student Group Liaison:

This course requires you to work in groups with your classmates and your selected community partner for the whole quarter. For each group, please designate one liaison. The liaison will be responsible for communicating on behalf of the group with your community partner and with your TA and me, regarding questions and updates on your group project, oral history interviews, scheduling meetings, etc. Please copy me and your TA in all communication with your partners.

### Modality:

This course will be conducted in person. If you and your close ones are immunocompromised and you do not feel comfortable being in person, you may join the course remotely using this [Class Zoom Link](#). If you are feeling sick, please stay home and rest.

## ASSESSMENT

People’s Guide Project - 25%

Oral History + Blog Post - 25%

Group Project - 25%

Attendance and Participation - 25%

At the end of the quarter, you will turn in a brief questionnaire asking you to reflect upon your own conditions and learning, and to give yourself a final grade for the course. This is based on the principle of [ungrading](#). We will take into consideration your self-reflection and assessment in submitting your final grade.

## Week 1

### March 29: Course Introduction & Community Partners Panel

Guest speakers from Majdal Center, Barrio Logan College Institute, Karen Organization of San Diego, and Detention Resistance

### March 31: Race, Settler Colonialism, Militarism, and Migration: An Oral History of San Diego

Reading:

- San Diego Refugee Communities Coalition, [“COVID-19 Refugee Community Impact Report,”](#) September 2020
- Visit and explore the Race and Oral History Project [website](#). Focus on [“Course Instructions”](#) under “Course” tab.
- [Recommended]: Theresa Gregor, [“Decolonizing San Diego’s History: An Lipay Reflection on the Context and Impact of 1769,”](#) *The Journal of San Diego History* 65:2, 2019.

Class Activity: collective listening to an oral history excerpt (identify key concepts, lessons, what resonates, and what relationships this enables; discuss course syllabus + community guidelines; community partner assignments; designate student group liaisons.

## Week 2

### April 5: Toward a Decolonizing Oral History Praxis

Reading:

- Crystal Mun-hye Baik, [“From ‘Best’ to Situated and Relational: Notes Toward a Decolonizing Praxis,”](#) *The Oral History Review*, Jan 26, 2022.
- “Oral History Best Practices” Workshop with Librarians Cristela Garcia-Spitz and Alanna Aiko Moore

### April 7: Positionality and Why It Matters

Reading:

- Lauren Wissot, [“Whose Story?: Five Doc-Makers on \(Avoiding\) Extractive Filmmaking”](#)
- Yen Le Espiritu, Adriana Echeverria, Youngoh Jung, Simeon Man, “Teaching Race and Oral History in San Diego” during COVID-19: Rethinking Community, Storytelling, and Labor,” in [The Abusable Past](#)

## Week 3

### April 12: Guest Speaker: Dr. Crystal Mun-Hye Baik (UC Riverside)

### April 14: Collective Listening and Interview Exercise

Reading:

- [“If You’re Thinking About Starting An Oral History Project,”](#) in *The City Amplified: Oral Histories and Radical Archives*
- Visit one of the following oral history project websites, learn about it, listen to one interview, and reflect on their critical oral history praxis.
  - [Mobile Homecoming](#)
  - Nos Cuidamos Project: [zine](#) + [oral history project](#)
  - [“Community Care during COVID”: Oral Histories of Mutual Aid in the Bronx](#)
  - [Archives in Common](#)
  - [Texas After Violence Project](#)

### Week 3 To Do:

- Select Your Narrator
- Discussion section: Zoom tutorial; review interview forms/interview/bio; set up pre-interview

### Week 4

#### April 19: Collective Listening, Preparing for the Interview, and Interview Exercise

##### Reading:

- Choose one oral history from pre-selected ROHP oral histories; listen and reflect
- [New York City Trans Oral History Project: Oral History Handbook](#)
- Revisit Course [Checklist](#)
- [Recommended] [Viet Stories Protocol Packet](#)

#### April 21: Consent + Collective Listening

##### Reading:

- González-López, “Mindful Ethics: Comments on Informant-Centered Practices in Sociological Research” in *Qualitative Sociology* 34 (2011)
- Women’s Refugee Commission, [“Ethical Guidelines for Working with Displaced Populations,”](#) May 2016.

### Week 4 To Do:

- Schedule pre-interview conversation with your Narrator
- Share interview questions with your Narrator
- Discussion section: go over question examples/creation questions

### Week 5

#### April 26: Guest Speaker: Thuy Vo Dang (UC Irvine)

#### April 28: Centering Care, Healing, and Connection

- Piper Anderson, [Abolitionist Storywork: Developing Aftercare Practices](#)

### Week 5 To Do:

- Conduct your interview
- Discussion section: review interview questions

### Week 6

#### May 3: Guest Speaker: Dr. Mohamed Abumaye (CSU San Marcos)

#### May 5: Transcription and Archiving Workshop with Librarians Cristela Garcia-Spitz and Alanna Aiko Moore

##### Reading:

- [Healing Justice Podcast: Social Justice Transcription Manual](#)

### Week 6 To Do:

- Conduct your interview

- **DUE: People's Guide to San Diego Project**

## Week 7

### May 10: Freedom is a Place

- Eduardo Diaz, [“Fifty Years Ago...A San Diego Community Rose Up to Create Chicano Park,”](#) Smithsonianmag.com
- Alliance San Diego, [“New Mega Mural Unveiled in Chicano Park for Anastasio Hernandez Rojas.”](#) October 1, 2020.
- Listen to one of the following oral histories about Chicano Park on the [ROHP Website](#): Victor Ochoa, Graham Hajosy, Gloria Favela Rocha, or Cindy Rocha.

### May 12: Chicano Park Excursion

#### Week 7 To Do:

- Transcribe your interviews

## Week 8

### May 17: Guest Speaker Devi Machete, Contra Viento y Marea El Comedor

- [Fighting Hunger, Water Shortages, COVID-19 and Climate Chaos in Tijuana](#), September 1, 2020, Latinorebels.com
- [CVYM Newsletter, February 28, 2022](#)

### May 19: In-class work on transcription

#### Week 8 To Do:

- **DUE: Oral History** recording and transcript, Narrator bio and picture
- Discussion section: brainstorm group presentation

## Week 9

### May 24: Turning Your Oral History into an Ethnic Studies Curriculum Tool

### May 26: In-class work on group presentations

#### Week 9 To Do:

- Share transcript with your Narrator
- Post Oral History recording and transcript to KNIT
- **DUE: Oral History** blog post
- Discussion section: tutorial on posting to KNIT

## Week 10

### May 31: In-class group work

### June 2: In-class group work

### June 3: Community Showcase and Dinner

## Finals Week

### June 6: Self-Reflection Due

## RECOMMENDED READINGS AND RESOURCES

### Detention Resistance Resources:

- Browse website and read “Our Vision”: <https://www.detentionresistance.org/>
- Listen to Detention Resistance Podcast [Voices of Transborder Resistance](#) (three episodes)
- Listen to [Detention Resistance's SoundCloud](#) featuring published testimonies with persons detained [trigger warning suicide, violence, abuse]
- Social Media → Instagram: [@detentionresistance](#)
- Democracy Now episodes [“Death Trap Jail: Pepper-Sprayed, Otay Mesa Detainees Demand Release as COVID-19 Spreads Inside”](#) (April 21, 2020) and [““Unmitigated Disaster”: Hunger Striker at Otay Mesa Detention Center Speaks Out as COVID-19 Spreads”](#) (June 30, 2020).

### Recent Reports on Otay Mesa Detention Center:

- [Violations of ICE Detention Standards at Otay Mesa Detention Center](#) published on Sept. 14, 2021 by the Office of Inspector General, Department of Homeland Security.
- [American Civil Liberties Union’s “CoreCivic's Decades of Abuse: Otay Mesa Detention Center \(April, 2021\).”](#)
- [American Friends and Service Committee, “Compounding Suffering During a Pandemic: A Case Study in ICE's Detention Failures” Oct 12, 2020.](#)

### History of Detention:

- [Detention Watch Network “Immigration Detention 101”](#)
- [Freedom for Immigrants “A Short History of Immigration Detention”](#)
- [“Systemic Indifference: Dangerous & Substandard Medical Care in US Immigration Detention,” Mitch Blunt for Human Rights Watch, 2017.](#)

### Lawsuits (search OMDC and lawsuits for more):

- [Alcantara et al v. Archambeault et al.](#) (2020)

### Articles about CoreCivic:

- Shane Bauer, [“Today It Locks Up Immigrants. But CoreCivic’s Roots Lie in the Brutal Past of America’s Prisons: The Renewed Fortunes and the Hidden History of the For-Profit Prison Industry.”](#) *Mother Jones* Sep/Oct 2018.

### Mutual Aid Resources

Compiled by Devi Machete

*Contra Viento Y Marea, El Comedor Comunitario Tijuana*

3/9/2022

## General Overview/Introduction to Mutual Aid:

1. [Zine] Josie Sparrow, "Mutual Aid An Introduction," Peach-Tree, Pear-Tree Press, 2020. <https://mutualaiddisasterrelief.org/wp-content/uploads/2021/05/MutualAid-AnIntroduction.pdf>
2. [Zine] *Indigenous Action and Indigenous Mutual Aid*, "Indigenous Mutual Aid" Spring 2021. <https://mutualaiddisasterrelief.org/wp-content/uploads/2021/04/Indigenous-Mutual-Aid-Zine-READ.pdf>
3. Dean Spade, [Chapter 2]: "Solidarity Not Charity, Mutual Aid For Mobilization And Survival." *Social Text* 142, 38(1): 131-151. <http://www.deanspade.net/wp-content/uploads/2020/03/Mutual-Aid-Article-Social-Text-Final.pdf>
4. [Video] - *Dean Spade YouTube* Channel, "What is Mutual Aid? (Classroom Version)" <https://www.youtube.com/watch?v=rYPgTZeF5Z0>
5. [Video] *SecondThought YouTube* Channel, "How Can I Help/ Mutual Aid 101" <https://www.youtube.com/watch?v=4HESYrW-0eg>
6. [Video] "Introduction to Mutual Aid," *Barnard Center for Research on Women YouTube* Channel. Conversation with Mariame Kaba, *Janine Soleil Abolitionist Youth Organizing Institute (AYO, NYC!)*—a collaboration between *Project NIA* & *EFA Project Space*, 6/17/2020. [https://www.youtube.com/watch?v=uJaebIrlW\\_Q](https://www.youtube.com/watch?v=uJaebIrlW_Q)
7. [Zine/Toolkit] "Mutual Aid 101, #WeGotOurBlock" Mariame Kaba and Rep. Alexandria Ocasio Cortez, 3/18/2020. <https://mutualaiddisasterrelief.org/wp-content/uploads/2020/04/NO-LOGOS-Mutual-Aid-101-Toolkit.pdf>
8. Paul Kivel, "Social Service or Social Change?" *Navigating Neoliberalism in the Academy and Beyond*, *The Scholar and Feminist Online*, Issue 13.2 Spring 2016. Reprinted from *The Revolution Will Not Be Funded, INCITE! Women of Color Against Violence*. Boston: South End Press, 2009. <https://sfoonline.barnard.edu/navigating-neoliberalism-in-the-academy-nonprofits-and-beyond/paul-kivel-social-service-or-social-change/>
9. [Video] *Big Door Brigade*, "The History and Impact of Mutual Aid in America: Then & Now," 1/25/2022. <http://bigdoorbrigade.com/2022/01/25/new-video-about-the-history-of-mutual-aid-in-the-us/>

## Real World Examples of Mutual Aid:

1. Nick Chiles, *Atlanta Black Star*, “8 Black Panther Party Programs That Were More Empowering Than Federal Government Programs,” 3/26/2015.  
<https://atlantablackstar.com/2015/03/26/8-black-panther-party-programs-that-were-more-empowering-than-federal-government-programs/>
2. *Section 5: Mutual Benefit, The Making of African American Identity, Volume 1, 1500 - 1865*.  
National Humanities Center, Toolbox Library, Primary Resources in US History and Literature. <https://nationalhumanitiescenter.org/pds/maai/community/text5/text5read.htm>  
\*Includes Discussion Questions and original documents
3. [Website] *We All We Got San Diego*, Principles section.  
<https://www.weallwegotsd.com/principles>
4. [Website] English: “Mutual Support Network of Puerto Rico.” Spanish: “Red de Apoyo Mutuo de Puerto Rico,” 2018. <https://redapoyomutuo.com/english-1>
5. Devi Machete, *Latino Rebels*, “Fighting Hunger, Water Shortages, Covid-19 and Climate Chaos in Tijuana,” 9/1/2020. <https://www.latinorebels.com/2020/09/01/tijuanacovid/>
6. [Website] *Food Not Bombs*, Website FAQ section.  
[https://www.foodnotbombs.net/new\\_site/faq.php](https://www.foodnotbombs.net/new_site/faq.php)
7. Patrick Strickland, *AlJazeera*, “Greek Anarchists Organize for Refugees as ‘State Fails,’” 1/19/2016. <https://www.aljazeera.com/features/2016/1/19/greek-anarchists-organise-for-refugees-as-state-fails>