

RACE AND ORAL HISTORY

ETHN 120D/HIUS 120D – Spring 2023

COURSE TEAM

Professors:

Yến Lê Espiritu (course instructor) yespiritu@ucsd.edu

Office Hours: Tuesdays: 10-11:30; 2-3 and by appointment.

In person (SSB 228) or via zoom: <https://ucsd.zoom.us/j/91917832766>

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Librarians:

Cristela Garcia-Spitz cgarciaspitz@ucsd.edu ; Alanna Aiko Moore aamoore@ucsd.edu

COURSE DESCRIPTION & GOALS

This course is a component of [The Race and Oral History Project \(ROHP\)](#), a collaboration of UC San Diego faculty, librarians, students, and community-based grassroots organizations dedicated to documenting and sharing the stories of understudied racial and ethnic communities in the Greater San Diego region.

This quarter, students contribute to ROPH by helping to build Ethnic Studies curriculum in partnership with high school and community college students and instructors, anchored by the oral histories of understudied communities in the ROPH collection.

By the end of the course, students will have developed public and digital humanities skills, built relationships with local schools, and contributed to the building of Ethnic Studies curriculum grounded in local oral histories.

CLASS CULTURE, ACCOUNTABILITY, AND ACCESSIBILITY

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.

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 school partners. The success of this course is ultimately built on the relationships of trust and care that you nurture with each other and with teacher and student partners throughout the quarter.

I am committed to creating a course that is inclusive in its instruction and design. If there are aspects of the instruction or design of this course that result in barriers to your inclusion or to accurate assessment of your achievement, please notify me immediately. You may also seek assistance or information from the [Office for Students with Disabilities](#).

COURSE ASSIGNMENTS/REQUIREMENTS

A. Remote Learning @ Assigned School Site (50%)

Students are required to work once a week (Weeks 2-8) in one of the classrooms listed below:

- 1) San Ysidro High School—Ethnic Studies; Tuesdays 9-10:30 a.m.
- 2) SDSU School of Teacher Education—History/Social Science Teaching Credential Program; Wednesdays. 4:30-6 p.m. (virtual)
- 3) Southwestern Community College—Asian American Contemporary Issues; Thursdays 1:30–3 p.m.
- 4) MiraCosta Community College—Race and Ethnic Relations; Mondays 10:30-11:45 a.m.
- 5) Preuss School, UCSD—Ethnic Studies; Class time: Weds. 12:45-2:15.

B. Complete the following assignments:

- 1) School Infographic Assignment (15%)
Due date: April 26
- 2) Group Reflection Assignment: 800 -1,000 words (10%).
Due date: June 1
- 4) Group Projects & In-Class Group Presentations (15%)
Due date: June 8

C. Participation: Attendance, participating in class activities, completing Canvas assignments (10%)

SCHEDULE OF TOPICS AND ASSIGNMENTS

WEEK 1

April 4 – Introduction

- Discuss course syllabus + community guidelines.
- Meet with school team members; organize carpools; designate student liaisons.
- Contact school partner instructor and set up a zoom meeting for Week 1.

April 6 – ROHP and Oral History Best Practices

- **Engage:** Visit and explore the ROHP [website](#)
- **Read:**
 - Crystal Mun-hye Baik, “From ‘Best’ to Situated and Relational: Notes Toward a Decolonizing Praxis,” *The Oral History Review*, Jan 26, 2022.
 - Yen Le Espiritu et al, "[Teaching 'Race and Oral History in San Diego.'](#)"
- **In-class Workshop:** led by librarians Alanna Moore & Cristela Garcia-Spitz

WEEK 2

April 11 – Remote Learning at assigned school site.

April 13 – History of Ethnic Studies in California

- **Read:**

- 1) Assembly Bill No. 101
- 2) **Chapter 1 only**, “What Is All This Fuss About Ethnic Studies?” in *Transformative Ethnic Studies in Schools*.

Canvas Assignment: Music, Spoken Word, and Oral History

This assignment asks you to consider how oral history has been incorporated into creative projects such as **music and spoken word**. Please find 1-2 songs and/or spoken word pieces that make use of oral histories in their pieces.
Post these pieces on Canvas Discussion Board and provide a brief explanation (4-5 sentences) of the role of oral histories in these pieces.
Due: Wednesday April 12 by midnight.

WEEK 3

April 18 – Remote learning at assigned school site.

April 20: Remote Learning

- Watch [Explore San Diego: First People - Kumeyaay](#); and participate in Discussion on Canvas (more information will be posted on Canvas).

- **Group Assignment:** start working on School Profile Infographic. Tell your school's story with engaging visuals.

WEEK 4

April 25 – Remote learning at assigned school site.

April 27

- **Student presentations:** School Profile Infographics.

- **Read:** Erin E. Doran and Paul S. Hengesteg. "Advocating for Mexican American Studies in Whitestream Community Colleges: A Focus on Faculty Efforts." *Journal of Diversity in Higher Education* vol. 14, no. 1 (2021): 84-95

WEEK 5

May 2 – Remote Learning at assigned school site.

May 4 – Explore San Diego: The "Lemon Grove Incident"

Guest lecturer: Professor Luis Alvarez, UCSD History

WEEK 6

May 9 – Remote Learning at assigned school site.

May 11- Explore San Diego: East African Refugees in San Diego

Guest lecturer: Christiane Assefa, PhD candidate, UCSD Ethnic Studies

WEEK 7

May 16 – Remote Learning at assigned school site.

May 18 –

Pair Interviews:

- Work in pairs to interview each other (30 minutes each). Please come to class with a list of questions that you will use to interview a classmate. As the theme of this class is on Ethnic Studies and overlooked histories in schools, please focus your questions on high school experiences, especially on curriculum on marginalized communities.

WEEK 8

May 23 – Remote Learning at assigned school site.

May 25 – Explore San Diego: Community Colleges in San Diego

Guest speakers: Olivia Quintanilla (Professor, MiraCosta Community College) and Joseph Allen Ruanto-Ramirez (Professor, Southwestern Community College)

WEEK 9

May 30 – Remote Learning

Canvas Assignment: TBD

June 1 – In-class Group Work

- Work on **group reflection**: write a collective reflection (800-1,000 words) about the project and the process of working collaboratively.
- Work on **group project presentations**
- Both the group reflection and group project will be shared on the Race and Oral History Project website.

WEEK 10

June 6 – Remote Learning

Canvas Assignment: Watch "[Everything Comes From the Streets](#)" and participate in Discussion on Canvas (more information will be posted on Canvas).

June 8 – Last Day Activities

- Group Project Presentations
- Class reflections & Social time