

Ethnic Studies 2510

Land and Labor

Diversity Scholars Program, U of U, Fall 2022
Tuesdays, Thursdays: 10:45am - 12:05pm

Course Description

Land and labor make all of our lives possible. This course centers the people whose labor supports our lives and the lands which nourish our survival. It is a people's history course of our society that centers working class people, people of color, and indigenous peoples. Course material delves into the history of U.S. land management and labor practices which have produced a deeply unequal social and economic system. Through exploring systems such as chattel slavery, native dispossession, colonization, industrialization, and migrant labor, students will explore the ways in which power over land and labor is deeply tied to class, race, and gender. This course also centers the ways in which people of color, indigenous peoples, and workers collectively organize to transform their conditions and build more just and equitable societies. Students will also take part in a semester-long community-engaged learning component in which they connect course themes to their work at a community site. We hope students will leave with more food for thought on the following question: How can land and labor sustain us all equally and equitably?

Learning Outcomes

Through active student-faculty-community engagement, students will:

Gain foundational information and ideas in Ethnic Studies by acquiring an understanding of the histories, concepts, perspectives, and theories used in the discipline as a way to examine the complex realities of historically underrepresented groups; In the fall class "Land and Labor," students will examine these concepts by centering the past and present land and labor struggles of people of color, indigenous people, and working-class people in our society, and connecting these to local community issues.

Use critical and creative thinking skills to express their understanding of concepts used in the field of Ethnic Studies, and apply these concepts to their lives, *artistic expressions*. In the spring course, formerly called "What is Justice" and as of 2023 called "What is Resistance?" students develop a spoken word poem with community artists that shares part of their own story as a form of cultural resistance that can help foster the thriving of marginalized communities.

Integrate the information, ideas, and perspectives from this course by engaging in intersectional dialogues with student peers and community partners about race and racism, as well as class, gender, sexuality and other forms of power and privilege which institutionalize inequities, and by learning methods to achieve social, community-based, and educational change.

Make meaningful connections between theory and practice by participating in campus and community events as well as in Community Engaged Learning activities that help students discover something about themselves as underrepresented and/or marginalized students through their interactions with community advocates and local social justice organizations off campus.

Fulfill three general education requirements through the fall and spring courses: the Social and Behavioral requirement (BF) and Diversity requirement (DV) for the fall and the Humanities requirement (HF) for the spring; attaining these gen eds supports students' retention at the U.

Develop strong writing skills through engagement with diverse forms of writing, including note-taking, reflective writing, critical analyses, essay writing, and journaling on CEL activities.

Develop strong oral communication skills through consistent in-class participation and dialogue with student peers and community partners.

Canvas Site Information

Course materials will be available on our canvas webpage. Assignments must be submitted through canvas as well.

- Our course canvas site is: <https://utah.instructure.com/courses/798074>
- Familiarize yourselves with Canvas and check out The [Student Orientation to Canvas](#)

COVID-19 information:

The following is taken from <https://coronavirus.utah.edu/>.

The University of Utah is a **mask friendly campus**.

When students and faculty return to campus for the Fall 2022 semester, masks will not be required in indoor spaces on main campus. The general public will not be required to wear masks in public facilities—including the Utah Museum of Fine Arts, Natural History Museum of Utah, and Pioneer Theatre. It is important that our campus remain “mask-friendly.” Those who still wish to wear masks are encouraged to do so, especially those at high risk of severe illness from COVID-19.

Masks are still required in all University of Utah Health facilities.

We also strongly encourage you to follow these offerings and protocols:

- Test weekly for COVID-19, even if asymptomatic
- Get vaccinated against COVID-19 and get a booster when eligible
- If you test positive, or are unvaccinated and exposed to COVID-19, follow the 5-5-5 rule

For more information on COVID vaccination, the most effective way to end the pandemic, and to stay updated on COVID protocols, visit <https://coronavirus.utah.edu/>.

Instructors and Advisors

*Meet in your specific section classroom, unless otherwise noted

Dr. Alborz Ghandehari (Section 001)

He/him/his

a.ghandehari@utah.edu

Classroom: Marriott Library (M LI) 1150

Office Hours: Tues., 3:30pm - 5:00pm: Performing Arts Building (PAB) 220, In-person and virtual (and by appointment)

Dr. Ed A. Muñoz (Section 002)

He/him/his

ed.munoz@utah.edu

Phone: 581-5886 / 581-5206 (message)

Classroom: Gardner Commons (GC) 5750

Office Hours: Tues., 11am – 12:30pm, Gardner Commons 4219, In-person and virtual (and by appointment)

Vivian Lee (CEL Coordinator)

She/her/hers

u1024131@utah.edu

Office Hours: Tuesdays and Thursdays, 12pm – 2pm, in person in Library 1150 or zoom (and by appointment)

Cassie Zamora-Cathcart (Interim Director, Center for Equity & Student Belonging)

She/her/hers/ella

cassie.cathcart@utah.edu

**Dr. Ghandehari's section (section 1) will have a graduate assistant, Samir Monges, who will grade all assignments for students only in section 1.

Samir Monges: Grader (only for Dr. Ghandehari)

Pronouns: he/him/his

Email: u0265211@utah.edu

Office Hours: Tuesdays/Thursdays 12-2pm, Marriott Library (confirm location via email); by appointment

Helpful dates to know

Last day to elect credit/no credit: October 21

Last day to withdraw: November 11

Last day to reverse credit/no credit: December 2

**Speak to your advisors or Dr. Ghandehari if you would like to discuss these options

Course Schedule

All readings and films will be available on Canvas.

<p>Week 1</p> <p>Unit 1: Land, Labor, and Colonization</p>	<p>8/23</p> <p>8/25</p>	<p>Introductions: Our Current Moment *For first class, all sections meet together in Marriott Library 1150</p> <p>Simon Ortiz, “Introduction” in <i>Woven Stone</i>. 3-33; and “Indian” by Robert Warrior</p>
<p>Week 2</p>	<p>8/30</p> <p>9/1</p>	<p>David Ruccio. “Capitalism.” In <i>Keywords for American Cultural Studies</i>. 2007 (p. 32-36) WATCH: “How to Beat Coronavirus Capitalism.” (watch until 48:25), Keeanga-Yamahtta Taylor, Naomi Klein, Astra Taylor, https://www.haymarketbooks.org/blogs/118-how-to-beat-coronavirus-capitalism</p> <p>Community Partner Presentations **Reflection 1 due by class time **Complete CEL survey by next Tuesday 9/6</p>
<p>Week 3</p>	<p>9/6</p> <p>9/8</p>	<p>“Indigenous” by Kehaulani Kauanui, in <i>Keywords for American Cultural Studies</i> WATCH: <i>Kumu Hina</i> **CEL Survey due by class time</p> <p>Jennifer Morgan. “‘Women’s Sweat:’ Gender and Agricultural Labor in the Atlantic World. In <i>Laboring Women: Reproduction and Gender in New World Slavery</i>. 2004. Pp. 144-165. WATCH: The Age of Slavery (from Many Rivers to Cross series), available on library website</p>
<p>Week 4</p> <p>Unit 2: Labor and Struggle</p>	<p>9/13</p> <p>9/15</p>	<p>Tera Hunter. “‘Washing Amazons’ and Organized Protests.’ In <i>To Joy My Freedom: Southern Black Women’s Lives and Labors After the Civil War</i>. 1997. pp. 74-97.</p> <p>*Performance: Versa-Style Dance Company *All sections meet in Marriott Library 1150, then walk to Kingsbury Hall for 11:00am show **Reflection 2 due by class time</p>

Week 5	9/20	Tomás Almaguer, “In the Hands of People Whose Experience Has Been Only to Obey a Master, Rather than Think And Manage for Themselves,” in <i>Racial Faultlines</i> . 2009. pp. 183-204.
	9/22	WATCH: <i>Finally Got the News</i> <i>Detroit I do Mind Dying</i> , Chapters 2 and 4
Week 6	9/27	WATCH: <i>Watsonville Canning Strike</i> dir. Eddie Wong (1987) https://unityarchiveproject.org/photo/watsonville-cannery-workers-strike/ Peter Shapiro. Ch. 10 of <i>Song of the Stubborn One Thousand</i> . 2016. **Reflection 3 due by class time
	9/29	*Performance: Sugar Skull! *All sections meet in Marriott Library 1150, then walk to Kingsbury Hall for 11:00am show
Week 7	10/4	Dorothy Roberts. “Reproductive Justice, Not Just Rights.” 2015. Katha Pollitt. “Daycare for All.” 2019, https://www.nytimes.com/2019/02/09/opinion/sunday/child-care-daycare-democrats-progressive.html Midterm Review **CEL Journal 1 due for all students by class time; students at Planned Parenthood must also discuss their journal in class
	10/6	Midterm Review *All sections meet in Marriott Library 1150 **Midterm Paper due by 11:59pm Saturday 10/8
Week 8	10/11	
	10/13	FALL BREAK
Week 9	10/18	Chapter 1 & 2 of <i>Are Prisons Obsolete</i> , Angela Davis, 2003 (p. 9-39).
Unit 3: Land and Labor from School to Prison	10/20	READ Introduction of <i>The End of Policing</i> , Alex Vitale, 2018. “Schools and the New Jim Crow: An Interview with Michelle Alexander.” www.rethinkingschools.org . 2013.

		**Reflection 4 due by class time
Week 10	10/25	Eric Blanc, first half of “The Power of Strikes” in <i>Red State Revolt: The Teachers’ Strikes and Working-Class Politics</i> , pp. 41-76 “Defund school police, say teachers union leaders” LATimes, 2020, https://www.latimes.com/california/story/2020-06-08/defund-school-police-utla-blm
	10/27	Eric Blanc, second half of “The Power of Strikes” in <i>Red State Revolt: The Teachers’ Strikes and Working-Class Politics</i> , pp. 76-101. **CEL Journal 2 due by class time for all students; students at Education sites must also discuss their journal in class
Week 11	11/1	WATCH: <i>Precious Knowledge</i> . 2011.
	11/3	WATCH: <i>The Other Side of Immigration</i> , first 13 minutes (until 13:30) William Robinson. "Aqui estamos y no nos vamos!" <i>Global Capital and Immigrant Rights</i> . 2007. pp. 77-91.
Unit 4: Land & Borders, Labor & Immigrants		
Week 12	11/8	“Yemeni Farm Workers and the Politics of Arab Nationalism in the UFW,” by Neama Alamri, 2020. https://boomcalifornia.com/2020/02/18/yemeni-farm-workers-and-the-politics-of-arab-nationalism-in-the-ufw/ “New York Taxi Workers Association Statement on Muslim Ban.” 2017.
	11/10	Angela Davis. “The Approaching Obsolescence of Housework: A Working-Class Perspective” in <i>Women, Race, and Class</i> . 1983. (222-244). “Home Economics.” P. vii-12. National Domestic Workers’ Alliance. 2017. Luba Cortés. “My Undocumented Mom: America’s Housekeeper.” 2016. **Reflection 5 due by class time

Week 13	11/15	WATCH: <i>Rape in the Fields</i> . Frontline. 2013.
	11/17	WATCH: <i>The Border Crossed Us</i> . Dir. Rachel J. Nez (Dine'). 2005. “Defying US Borders, Native Americans Are Asserting Their Territorial Rights. Michelle Chen, <i>The Nation</i> 2019.
Week 14	11/22	Hokulani Aikau. “Indigeneity in the Diaspora: The Case of Native Hawaiians at Iosepa, Utah.” 2010. pp. 477-500. Foreword of <i>Red Nation Rising: From Bordertown Violence to Native Liberation</i> , 2021. ** CEL Journal 3 due for all students by class time; students at immigrant rights sites and all other sites must also discuss their journal in class
	11/24	FALL HARVEST Holiday
Week 15	11/29	WATCH: <i>This Changes Everything</i> . 2015.
Unit 5: Land and Climate Justice	12/1	Climate Justice Alliance, “Just Transition Principles.” https://climatejusticealliance.org/wp-content/uploads/2019/11/CJA_JustTransition_highres.pdf **Reflection 6 due by class time
Week 16	12/6	**Final Creative Project Presentations *All sections meet in Marriott Library 1150
	12/8	**Final Creative Project Presentations *All sections meet in Marriott Library 1150

Assignments

Reflections (6 at 5 points each/30% of final grade)

Students will submit a reflection analyzing course material on Canvas five times throughout the semester as indicated in the syllabus. In each reflection, you must choose two to three course texts (you can choose films as texts) to focus on which we have read before the reflection due date. In these reflections, you must answer at least two of the following questions: How do the texts connect to each other? What are the parallels between the arguments and where do the arguments diverge? What are your personal thoughts on the arguments? Each reflection must be approximately 500 words and incorporate at least 3 specific examples or quotes with the page

number or time stamp (films) of each example clearly cited. **With each reflection, please also include a log of the date and time of hours you have worked at your CEL site up until that point.**

CEL Journals (3 at 5 pts each/15% of final grade)

This course requires **10 hours of Community Engaged Learning (CEL) Onsite Participation**. For this component of the course, students will choose from several different community organizations where they will engage in projects related to course themes. Students will conduct a project determined by their organization. *CEL is defined as a learning practice which allows students to build authentic relationships with peer students at a community site beyond the classroom or otherwise in conjunction with community partners from off-campus, deconstruct the root causes of systemic injustice, question the distribution of power, and understand one's own relation to power and privilege* (Tania Mitchell, "Traditional versus Critical Service Learning, 2008). Students will have the opportunity to document their experiences and make critical connections to the course content by submitting **3 Journal Entries** in response to 3 writing prompts. ***Each Journal Entry will be 2-3 pages in length, typed, double-spaced. Be sure to answer the writing prompt fully and with detail! You must also include two examples from the readings/film for that week and discuss how they relate to your CEL work.***

Each student will discuss ONE of their three journals in class. The journal you discuss will depend on your CEL site (see the class schedule on canvas). When you present in class, make sure to discuss the following:

1. Discuss the mission of the organization and the work you have been doing.
2. Connect your CEL site with three examples from the readings/films that we have read/watched in class so far
3. Discuss 2-3 points you make in your journal

With each CEL Journal, please also include a log of the date and time of hours you have worked at your CEL site up until that point.

* Vivian Lee is **our CEL Coordinator**; She will work with students on their CEL site assignments and journals. Please contact her about questions on CEL. Her email is: leevivian859@yahoo.com

Midterm Analytical Paper (25 pts/25% of final grade)

Students will write a six-page double-spaced analytical paper in which they will construct an argument in relation to course content. They will answer the following prompt: What stories and experiences around land and labor are erased and invisible within dominant histories and narratives surrounding the United States? What do we gain by centering on those erased experiences and how do they allow us to see a bigger picture? You may choose two historical or contemporary episodes discussed in class and support your argument with examples from four sources from class. Due 10/8 by midnight.

Final Creative Project (20 pts/20% of final grade)

For their final project, students will participate in an online group creative project. This project must focus on one of the three units studied in class. Each student must also submit a **two-page**

reflection that discusses what the project means to them in relation to course material. Through any creative medium (suggestions below), the project must represent two components:

- 1) What does land and labor look like today?
- 2) What do you think land and labor should look like in the future?

This is students' chance to use their collective creative skills to spur thought on the long-standing historic systems around land and labor centered in this course. Students may also choose to create a piece that connects the work they did at their CEL site to course themes. Below are some examples of different mediums the project can take.

- video (2 minutes minimum)
- poem, spoken word poem, or poem set to music (2 minutes minimum, or 700 words)
- song (2-3 minutes minimum)
- short story (5 pages minimum)
- painting or drawing (standard canvas)
- comic book (1-2 pages minimum)
- skit (4-5 minutes minimum)
- research survey (5 page paper supported by survey and other sources, and ten minute presentation)

DUE 12/6 and 12/8 (depending on your presentation date determined beforehand)

All groups will share their projects with the entire class in the last two class meetings: 12/6, 12/8. In addition, students must by these dates:

1. **Upload your project onto canvas** (image of art work, video file, audio file, or whatever other type of file suitable for your project).
2. **Upload your two-page double-spaced reflection to canvas.** Instructions for the reflection: Write about the ways in which this project responds to the questions "what does land and labor look like today" and "what it could look like in the future." Then discuss the project in relation to three texts or films from the course. At least two of these texts/films must be from the second half of the semester.

Attendance and Participation (10 pts/10% of final grade)

This class relies heavily on your own thoughts and debates about course material and thus requires your active participation and in-class discussion, as well as attendance. Any excused absences require documentation. Otherwise, unexcused absences will negatively impact your final grade. Because our class will discuss difficult social and political topics, ground rules for discussion are set below:

- Know that you have something important to contribute, even if you have seldom been afforded the opportunity to voice your thoughts in public settings because of your perceived background, identity, or social status.
- Listen actively and respectfully, and with an ear to first understanding others' views, before you formulate your contribution.
- One diva, one mic (do not interrupt someone else's point)
- Make space for others who have not spoken to speak. Be cognizant of how much time you take up.
- Critique ideas, not individuals.
- Avoid assumptions about any person or generalizations about social groups. Do not ask individuals to speak for their (perceived) social group.

<u>Grading Breakdown</u>		<u>Grade Scale</u>			
Attendance/Participation	10%	94-100	A	74-76	C
Weekly Reflections (6)	30%	90-93	A-	70-73	C-
CEL Journals (3)	15%	87-89	B+	66-69	D+
Midterm Paper	25%	84-86	B	63-65	D
Final Creative Project	20%	80-83	B-	60-63	D-
		77-79	C +	0-60	F

Important Announcements:

1. ***Undocumented Student Support.*** Immigration is a complex phenomenon with broad impact—those who are directly affected by it, as well as those who are indirectly affected by their relationships with family members, friends, and loved ones. If your immigration status presents obstacles to engaging in specific activities or fulfilling specific course criteria, confidential arrangements may be requested from the Dream Center. **Arrangements with the Dream Center will not jeopardize your student status, your financial aid, or any other part of your residence.** The Dream Center offers a wide range of resources to support undocumented students (with and without DACA) as well as students from mixed-status families. **To learn more, please contact the Dream Center at 801.213.3697 or visit dream.utah.edu.**
2. ***The Americans with Disabilities Act.*** The University of Utah seeks to provide equal access to its programs, services, and activities for people with disabilities. If you will need accommodations in this class, reasonable prior notice needs to be given to the [Center for Disability and Access](#), 162 Olpin Union Building, (801) 581-5020. CDS will work with you and the instructor to make arrangements for accommodations. All written information in this course can be made available in an alternative format with prior notification to the Center for Disability and Access.
3. ***University Safety Statement.*** The University of Utah values the safety of all campus community members. To report suspicious activity or to request a courtesy escort, call campus police at 801-585-COPS (801-585-2677). You will receive important emergency alerts and safety messages regarding campus safety via text message. For more information regarding safety and to view available training resources, including helpful videos, visit safeu.utah.edu.
4. ***Addressing Sexual Misconduct.*** Title IX makes it clear that violence and harassment based on sex and gender (which includes sexual orientation and gender identity/expression) is a civil rights offense subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories such as race, national origin, color, religion, age, status as a person with a disability, veteran's status or genetic information. If you or someone you know has been harassed or assaulted, you are encouraged to report it to the Title IX Coordinator in the Office of Equal Opportunity and Affirmative Action, 135 Park Building, 801-581-8365, or the Office of the Dean of Students, 270 Union Building, 801-581-7066. For support and confidential consultation, contact the Center for Student Wellness, 426 SSB, 801-581-

7776. To report to the police, contact the Department of Public Safety, 801-585-2677(COPS).

5. ***Student Mental Health Resources.*** Rates of burnout, anxiety, depression, isolation, and loneliness have noticeably increased during the pandemic. If you need help, reach out for campus mental health resources, including counseling, trainings and other support. Consider participating in a Mental Health First Aid or other wellness-themed training provided by our Center for Student Wellness and sharing these opportunities with your peers, teaching assistants and department colleagues.

Additional Resources

1. **Women's Resource Center;** 801-581-8030; womenscenter.utah.edu, Union Building rm. 411
2. **American Indian Resource Center;** 801-581-7019; diversity.utah.edu/centers/airc; Fort Douglas Building
3. **Black Cultural Center;** 801-213-1441; diversity.utah.edu/centers/bcc; Fort Douglas Building
4. **Center for Childcare & Family Resources;** 801-585-5897 childcare.utah.edu; Union Building rm. 408
5. **Writing Center;** 801-587-9122; writingcenter.utah.edu; Marriott Library rm. 2701
6. **English for Academic Success (EAS) Program;** 801-581-8047; linguistics.utah.edu/eas-program; LNCO rm. 2300
7. **LGBTQ+ Resource Center;** 801-587-7973; lgbt.utah.edu; Union Building rm. 409