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Spring 2020

## Transcending Diversity: Redefining Critical Pedagogies to Enable Students as Creators of Knowledge

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Living a Pandemic:  
ES 100: Spring 2020  
Final Project Guidelines  
(and Inspiration)

Due Date:

Friday, June 12

Submit on Blackboard or  
via email to  
hareem.khan@csusb.edu

Project Description:

We are living through a historical moment that while presenting us with many challenges, also offers an opportunity to examine the ways race operates at an individual, institutional, and global scale. By focusing on your topic of choice, you are asked to reflect on race/ethnicity/power in the midst of COVID-19 using the readings and discussions from this course. Each individual project will be collected into one ES 100 final "mini-book" that we can share with our peers, professors, and loved ones. This document will provide you with some guidelines, but I want you to feel free to exercise your creative liberties here!

I am here to help !

Once you read through this document, it's okay to have questions. Come talk to me, and I'm happy to offer additional support, clarification and guidance.

Hareem Khan's Contact Info:

Email: hareemkhan@csusb.edu

Office Hours: T/Th 10-11 am

Location: <https://csusb.zoom.us/j/152091470>

We can also set up one-on-one appointments regarding specific project ideas. In other words, I'm here!

Course Learning Objectives Addressed:

1

Synthesize themes of the course including citizenship, systemic racism, intersectionality, and racialization through the centering of people of color

Design an original final project that creatively reflects on the course themes through personal lived experiences of COVID-19

2

3

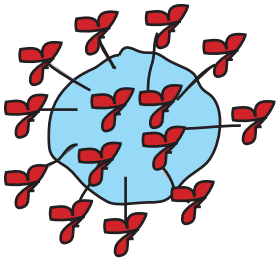
Demonstrate understanding of the forces that shaped Ethnic Studies as a discipline and one that offers necessary and critical perspectives on the state of the world

This project was inspired by the Zine you read for Module 6 titled, "Asian American Feminist Antibodies: Care in the time of Coronavirus." Instead of assigning traditional papers or group projects, this grants you creative liberties to organize your brilliant thoughts in relation to the course content.

Check out the zine located in Module 6 readings to also get inspired!

## First Step:

You will be provided with a sign up sheet soon so that you can pick your chapter of choice. You need to submit one assignment for any one of the chapters listed below. We can only have 6 people signed up for each chapter, so keep an eye out for that sign up sheet since it will be first come first serve!



### Chapter 1: A Call for Ethnic Studies

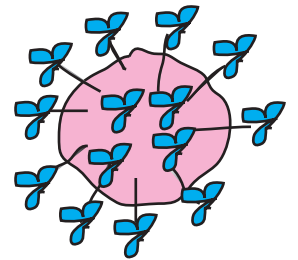
What can ethnic studies offer us in times of unprecedented uncertainty? How can this field, itself born out of the Civil Rights and the anti-war movements of the 1960s, provide us with the tools to dismantle systems of oppression?

Readings that will inspire: Module 1 & Module 10

### Chapter 2: *Lingering Shadows of US Empire*

In what ways do our entangled histories of the enslavement period and settler colonialism continue to define the contemporary moment? How do we reconcile this violent past in order to imagine possibilities for the future?

Readings that will inspire: Module 2 & Module 3



### Chapter 3: *Systemic Racism Under COVID-19*

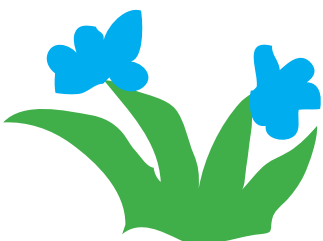
What are specific examples of the ways COVID-19 has brought systemic racism to the surface of our social, economic, and political discourse?

Readings that will inspire: Module 2 & Module 4

### Chapter 4: *Intersectionality and Moving Beyond 'Just' Race*

While we have focused on race and ethnicity in this course, how are other axes of identity (gender, sexuality, class, ability, etc.) necessary for understanding the ways systems of oppression operate?

Readings that will inspire: Module 7



### Chapter 5: *Love for Our Communities of Color*

How do we begin to chart a path forward? What do our communities most need in this moment and how can our grounding in Ethnic Studies enable us to enrich our communities with our collective knowledge and resources?

Readings that will inspire: Most of them!

Don't worry if you didn't get your first or second choice Chapter! Remember, there is a lot of overlap here so you can probably fit your interests into many of the topics listed above. Also, come talk to me if you need help!

## Second Step:

Once you have signed up for a chapter, decide what type of project you want to submit. See the options below. You are more than welcome to submit a piece that doesn't fall into one of these categories, just clear it with me first. See below for details.

Pick one of the following to submit:

Poem

Short Story

Artwork

Essay

Reflective piece  
(like your journals)

*If you selected a traditional essay or a reflective piece, please follow the guidelines below:*

\*\*\* Length should be approximately 4 pages double-spaced

*If you select a poem, short story, or artwork, please follow the guidelines below:*

\*\*\* Your poem, story, or artwork should be within 1 or 2 pages.

\*\*\* Your piece must be accompanied with an approximately 500 word description connecting your project with your selected chapter.

## Third (and final) Step:

You selected your chapter. You picked the type of project you wish to submit. NOW it's time to figure out how to tie in the course content. This might be a good time to review readings from particular modules or review your submitted journals. There is inspiration all around. While there are countless right ways to do this (and very few wrong ways), please adhere to the following:

Pick a minimum of ONE academic text that was assigned in class to reference in your project. See the list on the right to see what counts as an academic text.

While you do not need to directly quote from your chosen text, you must engage with its main ideas in some way.

- 1) How can this piece apply to our current moment?
- 2) How does it shape the ways you understand race?

These academic texts include:

Rooks (mod 1)  
López (mod 2)  
Wolfe (mod 3)  
Alexander (mod 4)  
Ameeriar (mod 5)  
Moraga (mod 5)  
Shah (mod 6)  
Lorde (mod 7)  
Pulido (mod 8)

## FAQ Sheet



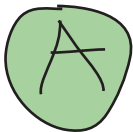
I'm confused, what exactly am I supposed to submit?



You need to submit one project for the chapter you selected (see page 2). This project can include a traditional essay, reflection, poem, short story, or artwork. You can certainly submit a piece that isn't included in this list. Just clear it with the instructor first, please.



What's the difference between an essay and a reflective piece?



An essay analyzes your selected academic text to respond to the prompts listed under your selected chapter. It can follow a traditional 5-paragraph structure, if desired. A reflective piece could be an extension of one of your journals, for example. It should include more of your voice while still tying it to the academic text.



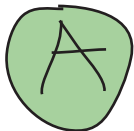
How am I supposed to tie in an academic piece if I submit artwork, a poem, or a short story?



You would reference this in the short description you submit along with your project (see page 3). You can share how it inspired you to create your piece and/or how your piece helped you think through the main ideas of the academic text.



Who will be able to view my project once it is submitted?



After all of the submissions are received, the instructor will compile them into one document that will be shared with the entire class as a memento from ES 100. It may also be shared with folks outside our class to show them how brilliant you all are! You may absolutely keep your submission private. Just let the instructor know via email.

If your questions are not answered, email me at [hareem.khan@csusb.edu](mailto:hareem.khan@csusb.edu). I will also be hosting an open Q/A forum via Zoom. Details forthcoming.

### *Plagiarism and Cheating*

Students are expected to be familiar with the University's Policy on Cheating and Plagiarism. Please review the CSUSB Bulletin's section on Cheating and Plagiarism: <http://bulletin.csusb.edu/academic-regulations/>

Instances of academic dishonesty will not be tolerated. Cheating on exams or plagiarism (presenting the work of another as your own, or the use of another person's ideas without giving proper credit) will result in a failing grade and sanctions by the University. For this class, all assignments are to be completed by the individual students unless otherwise stated.

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### *Campus Policy in Compliance with the American Disabilities Act*

If you are in need of an accommodation for a disability in order to participate in this class, please see the instructor and contact Services to Students with Disabilities at 909-537-5238 or visit their website at <https://www.csusb.edu/policies/ada-procedures-and-guidelines>.

If you require assistance in the event of an emergency, you are advised to establish a buddy systems with a buddy and an alternate buddy in the class. Individuals with disabilities should prepare for an emergency ahead of time by instructing a classmate and the instructor. Please remember that it is the student's responsibility to seek academic accommodations for a verified disability in a timely manner.

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### *CSUSB Writing Center: University Hall, Room 368*

I highly recommend that students visit the writing center with a draft of their final paper. I will not be able to provide line-by-line editing on drafts, so this is a great campus resource. For more information, visit their website: <https://www.csusb.edu/writing-center>

Due to COVID-19, many of these services will be provided in alternate online modalities. Check their websites for updated information or reach out to the instructor for further guidance.