

INF STD 291C PhD Seminar

Theorizing Community: Placemaking, Memory Work, and Ethics of Care

Spring 2024

The Information Studies Department at UCLA acknowledges the Gabrielino/Tongva peoples as the traditional land caretakers of Tovaangar (the Los Angeles basin and So. Channel Islands). As a land grant institution, we pay our respects to the Honuukvetam (Ancestors), 'Ahihirom (Elders) and 'Eyoohiinkem (our relatives/relations) past, present and emerging.

Professor:	Thuy Vo Dang, Ph.D. (she/her)
Class Meetings:	Wednesday, 12:30 - 3:50 pm, GSEIS 245
Office Hours:	By appt only: calendly.com/thuyvodang
Office Location:	Moore Hall 3039C
Email:	thuyvodang@ucla.edu

Description

4 units | Seminar, 3.5 hours

The concept of “community” has become exceedingly commonplace and a catchall term for multiple, complex, and sometimes competing claims to identity, social relationships, and group boundaries. This seminar examines frameworks of placemaking, memory work, and ethics of care for communities whose histories and cultural heritage are threatened by systemic forms of violence and erasure. Emphasizing the intersection of theory and practice in interrogations of the ideations of community, we will draw from scholarship across archival studies, public history, digital humanities, the social sciences and cultural studies. The seminar invites challenges and critiques of taken-for-granted deployments of community in contemporary society in order to productively move towards more just and ethical practices of community-building and public engagement.

Required Texts:

- D.J. Waldie, *Becoming Los Angeles: Myth, Memory, and a Sense of Place* (2020)
- Natalia Molina, *A Place at the Nayarit* (2022)
- Lorgia Garcia Pena, *Community As Rebellion: A Syllabus for Surviving Academia as a Woman of Color* (2021)
- Mai-Linh K. Hong, Chrissy Yee Lau, and Preeti Sharma, eds. *The Auntie Sewing Squad Guide to Mask Making, Radical Care, and Racial Justice* (2021)
- All other readings will be posted to the course website.

Technological Proficiency and Hardware/Software Required: none

Learning Objectives: By the end of the course, students will have gained an understanding of the major theoretical debates surrounding the concept of community and be equipped with the tools to critically

analyze and engage with these ideas in their own research and scholarship. Students will facilitate one seminar discussion and develop an analytical paper and creative project on a topic related to their own position with respect to different approaches to studying theories of community.

Course Policies

Grades will be calculated using a standard scale.: A+ =98-100%; A =93-97; A- is 90-92; B+ =88-89; B =83-87; B- =80-82, C+ =78-79, C =73-77, C- =70-72, D+ =68-69, D =63-67, D- = 60-62, and F = anything 59% or below. Late assignments will be penalized one-third letter grade for every unexcused day overdue (e.g., B to B-). Extensions must be requested in advance of the assignment deadline.

Class participation makes up 20% of your course grade. Please come to every class prepared to discuss the week's readings and participate in activities. Your class participation grade depends not only on frequency of speaking up during class discussion, but also on whether your comments and questions contribute to the creation of an intellectually rigorous learning community. The Discussion Board on BruinLearn is another way to participate; you are welcome to start discussion threads of your own. If you cannot participate verbally or need assistance to do so, please meet with me as early as possible in the quarter to discuss strategies for improving your participation level and, if necessary, setting up alternatives to verbal in-class participation.

Assignments are designed to help students articulate their learning goals and demonstrate growth throughout the quarter. The assignments for this course are (1) Facilitation of Seminar Discussion (2) Analytical Paper (3) Final Creative Project & presentation

Grading Breakdown: Class Participation 20%; Facilitation of Seminar Discussion 20%; Analytical Paper 20%; Presentation 10%; Creative Project 30%

Communication: I regularly use BruinLearn to communicate with you about this class, so be sure to check your student email address several times each week. I strive to reply to student queries within two business days. If you email me and do not hear a reply within two business days, please re-send your message.

Academic Integrity: UCLA is a community of scholars. In this community, all members including faculty, staff and students alike are responsible for maintaining standards of academic honesty. As a student and member of the University community, you are here to get an education and are, therefore, expected to demonstrate integrity in your academic endeavors. You are evaluated on your own merits. Cheating, plagiarism, multiple submissions without the permission of the professor, or other kinds of academic dishonesty are considered unacceptable behavior and will result in formal disciplinary proceedings usually resulting in suspension or dismissal. Additional information can be found on the website for the Office of the Dean of Students: <https://deanofstudents.ucla.edu/student-conduct-code>

Remember: There are many alternatives to academic dishonesty!

- Seek out help – meet with your Professor, ask if there is special tutoring available.
- Drop the course – can you take it next quarter when you might feel more prepared and less pressured?
- Ask for an extension – if you explain your situation to your Professor, they might grant you an extended deadline.
- See a counselor at Student Psychological Services, and/or your school, college or department – UCLA has many resources for students who are feeling the stresses of academic and personal pressures.

Accessibility: Students needing academic accommodations based on a disability should contact the Center for Accessible Education (CAE) at (310) 825-1501 or in person at Murphy Hall A255. When

possible, students should contact the CAE within the first two weeks of the term as reasonable notice is needed to coordinate accommodations. For more information visit www.cae.ucla.edu.

Schedule

**The professor reserves the right to modify this reading list and schedule to improve the learning outcomes for the class.*

Date	Themes/Objectives	Readings & Activities	Assignments (due the week it is listed)
Week 1 (4/3)	Introduction & “community agreements”	No readings this week Review Syllabus Sign up for seminar discussion facilitation	
Week 2 (4/10)	Theories of community	<p>Anderson, Benedict (1991). <i>Imagined Communities : Reflections on the Origin and Spread of Nationalism</i>. London: Verso, 1991. https://search.library.ucla.edu/permalink/01UCS_LAL/17p22dp/alma9956700533606533 1. Introduction & 2. Cultural Roots</p> <p>Defilippis, J. et al (2006) “Neither Romance Nor Regulation: Re-evaluating Community.” <i>International Journal of Urban and Regional Research</i>, 30: 673-689. https://doi.org/10.1111/j.1468-2427.2006.00680.x</p> <p>Esposito, Roberto (2009). “Community and Nihilism,” <i>Cosmos and History: The Journal of Natural and Social Philosophy</i> 5:1. 24-36.</p> <p>Joseph, Miranda (2017). “Community, Collectivities, Affinities,” <i>A Companion to Critical and Cultural Theory</i>, First Edition. Edited by Imre Szeman, Sarah Blacker, and Justin Sully. Wiley & Sons, 205-219.</p>	

Week 3 (4/17)	Situated knowledge of community	<p><i>Becoming Los Angeles</i>, preface, Part 1, Part 2</p> <p>Agamben, Giorgio (1993). <i>The Coming Community</i>. Univ of Minnesota Press. (All)</p>	
Week 4 (4/24)	Myth & memory Visit Special Collections; view Los Angeles collections with Lizeth Ramirez	<p><i>Becoming Los Angeles</i>, Part 3, Part 4, and Afterword</p> <p>McKemmish S. et al (2005) "Communities of memory", <i>Archives & Manuscripts</i>, 33(1): 146-174. https://publications.archivists.org.au/index.php/asa/article/view/9767</p>	
Week 5 (5/1)	Placemaking & a sense of place	<p><i>A Place at the Nayarit</i></p> <p>Waterton, E. (2015). "Heritage and Community Engagement," in <i>The Ethics of Cultural Heritage. Ethical Archaeologies: The Politics of Social Justice</i>, vol 4. Ireland, T., Schofield, J. (eds) Springer, New York, NY. https://doi.org/10.1007/978-1-4939-1649-8_4</p>	
Week 6 (5/8)	Community in the academy	<p>Inefuku, H.W. (2021). "Relegated to the Margins: Faculty of Color, the Scholarly Record, and the Necessity of Antiracist Library Disruptions," <i>Knowledge Justice: Disrupting Library and Information Studies through Critical Race Theory</i>, Sofia Y. Leung, Jorge R. López-McKnight (eds) https://doi.org/10.7551/mitpress/11969.003.0014</p> <p>Saito. Nozomi (Nakaganeku). "Feeling out of place: friendship</p>	Analytical Paper Due

		<p>and community building across difference,” in <i>A Love Letter to This Bridge Called my Back</i>, Eds. gloria j. wilson, Joni B. Acuff, Amelia. M. Kraehe. Tucson: The University of Arizona Press, 2022. pp. 99-103</p> <p>Sister Scholars. “In the name of diversity—a sisters’ conversation.” in <i>A Love Letter to This Bridge Called my Back</i>, Eds. gloria j. wilson, Joni B. Acuff, Amelia. M. Kraehe. Tucson: The University of Arizona Press, 2022. pp.187-190</p>	
Week 7 (5/15)	<p>Community as rebellion</p> <p>Watch: Panel talk with Lorgia Garcia Pena, Angela Y. Davis, and Chandra Talpade Mohanty</p>	<i>Community as Rebellion (all)</i>	
Week 8 (5/22)	<p>Community archives</p> <p>WATCH: The Panola Project (16 min)</p>	<p>Brilmyer, G. et al (2019) “Reciprocal Archival Imaginaries: The Shifting Boundaries of ‘Community’ in Community Archives.” <i>Archivaria</i> 88: 6-48. muse.jhu.edu/article/740192</p> <p>Caswell, M., Gabiola, J., Zavala, J. et al. (2018) Imagining transformative spaces: the personal–political sites of community archives. <i>Archival Science</i> 18, 73–93. https://doi.org/10.1007/s10502-018-9286-7</p> <p>Fujita-Rony, D. (2020) “Illuminating Militarized Rupture Four Asian American Community-Based Archives.”</p>	

		<p><i>Journal of Asian American Studies</i> 23:1, 1-27. https://muse.jhu.edu/article/749527</p> <p>Sabiescu, A.G. (2020) "Living Archives and The Social Transmission of Memory." <i>Curator</i>, 63, 497-510. https://doi.org/10.1111/cura.12384</p>	
Week 9 (5/29)	Care & community WATCH: Kristina Wong with Rebecca Solnit: The Power of Art and Aunties (26 min)	<i>Auntie Sewing Squad (all)</i>	
Week 10 (6/5)	Celebration!	<i>No readings this week</i> Class Presentations	Creative Projects due

Resources

Navigating Student Services

UCLA's new Student Affairs Guidebook gathers key resources for graduate and undergraduate students related to living and learning during these tumultuous times:

<https://www.studentaffairs.ucla.edu/guidebook>. Students can always consult the Student Care Managers program website for information about supportive services, including information about confidential one-on-one consultation: <http://www.studentincrisis.ucla.edu/Who-can-Help>.

Basic Needs/Food Resources

If you find yourself having difficulty accessing meals and/or groceries, go to this link for information on a variety of on- and off- campus resources available to students: <https://basicneeds.ucla.edu/>.

LGBTQIA Resources

The UCLA LGBT Campus Resource Center (www.lgbt.ucla.edu) provides a range of services supporting intersectional identity development as well as fostering unity, wellness, and an open, safe, and inclusive environment. UCLA also has a range of policies and services especially relevant to transgender students here: www.lgbt.ucla.edu/Trans-At-UCLA.

Mental Health

As a student you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, depression, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance or reduce a student's ability to participate in daily activities. UC offers services to assist you with addressing these and other concerns you may be experiencing. If you or someone you know are

suffering from any of the aforementioned conditions, consider utilizing the confidential mental health services available on campus. I encourage you to reach out to the Counseling Center for support (www.counseling.ucla.edu and 310-825-0768, available 24/7). An on campus counselor or after-hours clinician is available 24/7.

Assault, Harassment, and Discrimination

Title IX prohibits gender discrimination, including sexual harassment, domestic and dating violence, sexual assault, and stalking. If you have experienced sexual harassment or sexual violence, you can receive confidential support and advocacy at the CARE Advocacy Office for Sexual and Gender-Based Violence, 1stFloor Wooden Center West, CAREadvocate@caps.ucla.edu, (310) 206-2465. In addition, Counseling and Psychological Services (CAPS) provides confidential counseling to all students and can be reached 24/7 at (310) 825-0768. You can also report sexual violence or sexual harassment directly to the University's Title IX Coordinator, 2241 Murphy Hall, titleix@conet.ucla.edu, (310) 206-3417. Reports to law enforcement can be made to UCPD at (310) 825-1491. Please note, I am legally required to share information of this nature with the Title IX office.