

INF STD 289: Ethnic Studies Librarianship

Winter 2025

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: Tuesday, 9:00 am - 12:20 pm, SEIS 121

Office Hours: By appointment only via calendly.com/thuyvodang

Office Location: Moore Hall 3039C

Email: thuyvodang@ucla.edu

Course Website: <https://bruinlearn.ucla.edu/courses/200580>

Description

4 units

Seminar, 3.5 hours. Ethnic studies is the interdisciplinary study of race, ethnicity, indigeneity, gender, sexuality, class, and dis/ability. The field addresses the production of critical knowledge about power and inequality, including systems of knowledge that have emerged from racialized and indigenous communities. Raymond Pun, Melissa Cardenas-Dow and Kenya S. Flash assert that, "While not every state has adopted an ethnic studies curriculum, it is time for libraries to create space for ethnic studies. Examples include committing to proactive, culturally competent outreach and engagement in these areas, expanding ethnic studies collections, supporting events and programs hosted by ethnic studies departments, and engaging with communities outside university and school walls" (2021). Ethnic studies librarianship varies across different institutional settings and contexts; this course will provide a baseline understanding of ethnic studies as a discipline and introduce students to a variety of approaches to implementing ethnic studies practices in their work in libraries, archives, museums, and cultural heritage organizations. Guest speakers and site visits will provide students with practical models of ethnic studies librarianship.

Required Texts:

- Yoo, David et al., [Knowledge for Justice: An Ethnic Studies Reader](#)
- [Links to an external site.](#)
- (2020) [KFJ] *EBOOK AVAILABLE THROUGH LIBRARY-- LOGIN WITH VPN*
- [Leung, S. and Lopez-McKnight, J. Knowledge Justice: Disrupting Library and Information Studies through Critical Race Theory](#) (2021) [KJ] *EBOOK AVAILABLE THROUGH LIBRARY-- LOGIN WITH VPN*
- All other readings and assignments will be posted to the course website.

Technological Proficiency and Hardware/Software Required: none

Learning Objectives: Upon completion of this course, you will be able to articulate connections between librarianship and the work of ethnic studies educators and advocates in different institutional settings.

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. Please keep all graded assignments so that any discrepancies can be easily and fairly straightened out.

Class participation makes up 10% of your course grade. Come to every class prepared to discuss the week's readings and participate in activities. Your class participation grade depends not only on showing up and the 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) Curated Ethnic Studies bibliography/book list (2) Public Programming Plan for libraries/archives/museums/cultural heritage organizations related to a current issue in ethnic studies librarianship (3) Recorded Presentation on Creative Project (4) Final Creative Project

Grading Breakdown: Class Participation 10%; Curated & Annotated Bibliography 20%; Public Programming Plan 20%; Recorded Presentation 20%; Creative Project 30%

Communication: I will regularly use BruinLearn to communicate with you about this class, so be sure to check your student email address registered on BruinLearn 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 resend 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>

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.*

Week	Themes & Activities	Reading and Learning Materials	Assignments Due
1 (Jan 7)	<p>Introduction, Community Agreements, Ethnic Studies Historiography (part 1)</p> <p>WATCH:</p> <p>On Strike: Ethnic Studies - 1969-1999</p> <p>Links to an external site.</p> 	<i>No readings assigned</i>	
2 (Jan 14)	<p>Ethnic Studies Historiography (part 2)</p> <p>Social movements / contexts</p>	<p>KFJ, xi - pp. 23</p> <p>KJ, Intro</p>	
3 (Jan 21)	Relational and Intersectional Histories and Communities	<p>(1) Drake, "Nile Valley Blacks in Antiquity" (KFJ)</p> <p>(2) Delgadillo, "The Ideal Immigrant" (KFJ)</p> <p>(3) Miranda H. Belarde-Lewis, Sarah R. Kosteletzky, 2021. "Tribal Critical Race Theory in Zuni Pueblo: Information Access in a Cautious Community" (KJ)</p>	Curated & Annotated Bibliography due

4 (Jan 28)	<p>Ethnic Studies centers & libraries (part 1)</p> <p>Site Visit: AASC & AISC, Campbell Hall. Meet with Melany de la Cruz-Viesca & Joy Holland</p>	<p>(1) Myrna E. Morales, Stacie Williams, 2021. "Moving toward Transformative Librarianship: Naming and Identifying Epistemic Supremacy," (KJ)</p> <p>(2) Ong et al, "Awakening the New 'Sleeping Giant'? Asian American Political Engagement" (KFJ)</p> <p>(3) Mithlo, "Blood Memory and the Arts: Indigenous Genealogies and Imagined Truths" (KFJ)</p>	
5 (Feb 4)	<p>Ethnic Studies centers & libraries (part 2)</p> <p>Site Visit to Bunche & CSRC, Haines Hall. Meet with Stacy Williams & Xaviera Flores</p>	<p>(1) Mariscal, J. "Negotiating Cesar: Cesar Chavez in the Chicano Movement" (KFJ)</p> <p>(2) Bryan et al, "The Price for Freedom: Bail in the City of LA: A Million Dollar Hoods Report" (KFJ)</p> <p>(3) UCLA to establish archive on policing and mass incarceration in Los Angeles</p>	
6 (Feb 11)	<p>Community archives & Ethnic Studies</p> <p>Guest Speakers: Krystal Tribbett, UCI Libraries Special Collections and Archives and Jimmy Zavala, UCLA Library Special Collections</p>	<p>(1) Rachel E. Winston, 2021. "Praxis for the People: Critical Race Theory and Archival Practice" (KJ)</p> <p>(2) Eagle Yun, A., Tribbett, K., Vo Dang, T., & Zavala, J. (2021). "Fostering Transformation: Ethnic Studies as Critical Intervention for Primary Source Pedagogy. In Ethnic Studies in Academic and Research Libraries." https://escholarship.org/uc/item/1qs4m355</p> <p>Links to an external site.</p> <p>(3) Michelle Caswell, Alda Allina Migoni, Noah Geraci & Marika Cifor (2017) 'To Be Able to Imagine Otherwise': community archives and the importance of representation, Archives and Records, 38:1, 5-26, DOI: 10.1080/23257962.2016.1260445</p> <p>Links to an external site.</p>	Public Programming Plan due

7 (Feb 18)	<p>Digital Ethnic Studies & K-12 Issues</p> <p>Digital ethnic studies talk featuring Anne Cong-Huyen (Director of Digital Scholarship at the University of Michigan Library)</p> <p>Links to an external site.</p>	<p>(1) Isabel Espinal, April M. Hathcock, Maria Rios, 2021. "Dewhitening Librarianship: A Policy Proposal for Libraries" (KJ)</p> <p>(2) Anne Cong-Huyen, Kush Patel, 2021. "Precarious Labor and Radical Care in Libraries and Digital Humanities" (KJ)</p> <p>(3) Vo Dang, T., Umemoto, K., and Fong, K, "Foundations and Futures: Imagining Asian American and Pacific Islander Studies in Every Home," <i>Journal of Asian American Studies</i>, Vol. 26, Iss. 2, (Jun 2023): 255-264.DOI:10.1353/jaas.2023.a901073</p> <p>(4) Tintiangco-Cubales, A., Kohli, R., Sacramento, J. et al. Toward an Ethnic Studies Pedagogy: Implications for K-12 Schools from the Research. <i>Urban Rev</i> 47, 104–125 (2015). https://doi.org/10.1007/s11256-014-0280-y</p>	
8 (Feb 25)	<p>Learning from ES Librarians</p> <p>Guest Speakers via Zoom: Sine Hwang Jensen (UC Berkeley), Gary Colmenar (UCSB), and Alanna Aiko Moore (UCSD)</p>	<p>(1) Honma and Chu, "Positionality, Epistemology, and New Paradigms for LIS: A Critical Dialog with Clara M. Chu" (access here)</p> <p>Links to an external site.</p> <p>(2) Harrison W. Inefuku, 2021. "Relegated to the Margins: Faculty of Color, the Scholarly Record, and the Necessity of Antiracist Library Disruptions" (KJ)</p>	

9 (Mar 4)	Toward Joy & Abundance Film: <i>American Revolutionary</i> (82 min)	(1) Tonia Sutherland, 2021. "Introduction to Part III: Freedom Stories" (KJ) (2) Torie Quiñonez, Lalitha Nataraj, Antonia Olivas, 2021. "The Praxis of Relation, Validation, and Motivation: Articulating LIS Collegiality through a CRT Lens" (KJ) (3) Sofia Y. Leung, Jorge R. López-McKnight, 2021. "Conclusion: Afterwor(l)ding toward Imaginative Dimensions" (KJ)	
10 (Mar 11)	NO CLASS MEETING - Record Presentations and Upload to BruinLearn by March 14, 11:59PM		Recorded Presentations due
FINALS			Final Creative Project 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.