

ETHN 260

Transnationalism and Borderlands: Imagining Alternate Worlds, Histories, and Futures in Ethnic Studies

Fall 2014, SSB 103, 1:30-4:20

Professor Shelley Streeby

Office: Social Science Building 228

E-mail: sstreeby@ucsd.edu

Office Hours: Monday 1-3 and by appointment

Course Description: In this course we will read a wide variety of foundational Ethnic Studies texts that take up the keywords transnationalism, borderlands, diaspora, and globalization. We will focus especially on Ethnic Studies texts that imagine alternate worlds, histories, and futures.

Required Texts: Many of the articles will be available through the UCSD Library Portal/VPN; others marked PDF will be emailed to the class; and I have also ordered the following books, which will be available at the UCSD Bookstore: Saidiya Hartman, *Lose Your Mother*; Deborah Vargas, *Dissonant Divas in Chicana Music*; Shana Redmond, *Anthem: Social Movements and the Sound of Solidarity in the African Diaspora*; Shelley Streeby, *Radical Sensations*; Alicia Schmidt Camacho, *Migrant Imaginaries*; Rosaura Sánchez and Beatrice Pita, *Lunar Braceros, 2125-2148*. These books are also readily available to order on-line, and I suggest you might want to order Hartman's *Lose Your Mother* since we will be on our main text during week 3. I have PDF's of all the 2nd week readings and will make them available to the class over email. All of them, however, are also available through the VPN/UCSD Library Portal or elsewhere online.

Course Requirements:

1. Participation (15%). Students must complete all of the required readings before the class meeting for which they are assigned. Your active responses to the readings will provide the foundation for our class discussions. I expect each member of the class to take seriously the seminar's collective project of respectfully engaging and responding to the ideas of the participants. Satisfactory completion of the class requires attendance and the timely completion of all assignments. Please come to class on time. Missing more than one seminar will affect your grade. Incompletes will not be given except in extreme circumstances accompanied by medical or other official documentation, and in accordance with the departmental and university guidelines regarding incompletes.

2. Reading Responses. You will be asked to write 2-3 page responses to the assigned readings each week. These critical commentaries will serve to organize seminar discussions. At the end of your paper, please include at least one discussion

question that puts the assigned texts, and possibly readings from earlier weeks, into dialogue. You can skip one week of your choice, but late response papers will not be accepted.

You should try to tie the readings together by identifying common concerns, interesting dialogues and debates, or by linking them to previous readings. You might think of the response as a book review of the texts; reviews of sets of texts are often published in journals, if you would like to look at some possible models. You must cover all of the readings assigned for that week, though you might want to focus more closely on one or two.

3. Presentations: Each week two to three students will be responsible for leading our weekly meeting, and each student will lead a seminar twice during the semester. See the guidelines below for suggestions about how to do this. By tomorrow, please email me your top 3 weeks to present and I will construct working groups for the class, which I will email to seminar participants tomorrow afternoon.

4. Final Paper: Students will be required to write one 10-15 page paper. This paper, due at the beginning of finals week, will enable you to explore in more detail questions and issues that you find important. You decide on the final paper topic, which should address some of the central ideas, questions, and readings from the class and which may be built up from some of your response papers by revising, expanding, and synthesizing your key claims and arguments.

Guidelines for Presentations and Response Papers

In your presentations and response papers, try to avoid simply summarizing them. Instead, try to put the texts in conversation with each other by identifying the central questions, arguments, evidence, and methodologies of each assigned text.

You may want to consider the following questions:

- *What are each text's central questions?
- *What are each text's theoretical framework and methodology?
- *What kinds of evidence does each author use and why?
- *Can you connect the readings to others we have talked about together during the quarter?
- *How are the required texts in conversation with each other?
- *What are the broader theoretical and practical implications of the texts?

Reading Schedule

Week 1/OCT 2: Introduction

Week 2/OCT 9 Diaspora, Transnationalism, and Alternate World-Building

*Stuart Hall, "Cultural Identity and Diaspora," in *Colonial Discourse and Postcolonial Theory*, eds. P. Morley and L. Chrisman (Columbia, 1994), pp. 393-403; PDF

*Brent Edwards, "The Uses of Diaspora," *Social Text* 66.19.1 (Spring 2001)

* Agnes Lugo-Ortiz, Robert Warrior, R. Radakrishnan, Juana Rodríguez, Mark Sanders, "Ethnic Studies in an Age of Transnationalism" in *PMLA* 122:3 (May 2007)

*Laura Briggs, Gladys McCormick, J. T. Way, "Transnationalism: A Category of Analysis," *American Quarterly*, Volume 60, Number 3, September 2008

*In-class viewing: *The Last Angel of History* (Akomfrah, 1996)

Week 3/OCT 16 Alternate Transnational Histories of Slavery

*Saidiya Hartman, *Lose Your Mother: A Journey Along the Atlantic Slave Route* (New York: Farrar, Straus and Giroux, 2007)

*Sara Johnson, "'You Should Give them Blacks to Eat': Waging Inter-American Wars of Torture and Terror," *American Quarterly*, Volume 61, Number 1, March 2009

Week 4/OCT 23 Empire, Affect, Archives

*Gayatri Gopinath, "Archive, Affect, and the Everyday," in *Political Emotions: New Agendas for Communication*, eds. J. Staiger et al. (Routledge, 2010). PDF.

*Lisa Lowe, "Reckoning Nation and Empire; Asian American Critique," in *Blackwell Companion to American Studies* (2010), PDF; "The Gender of Sovereignty," *The Scholar and Feminist Online* (Summer 2008),

http://sfonline.barnard.edu/immigration/lowe_01.htm; "Autobiography Out of Empire," *Small Axe*, 2009 Volume 13, Number 1; "Metaphors of Globalization," *Interdisciplinarity and Social Justice: Revisioning Academic Accountability*, Parker, Samantrai, Romero, eds. (Albany: SUNY Press 2010), PDF

Week 5/OCT 30 Connections across Borders: African Americans, Chicanas/os, Palestinians

*Alex Lubin, "'Fear of an Arab Planet': The Sounds and Rhythms of Afro-Arab Internationalism," *Journal of Transnational American Studies*, 5(1)

*Keith Feldman, "Representing Permanent War: Black Power's Palestine and the End(s) of Civil Rights," *CR: The New Centennial Review*, Volume 8, Number 2, Fall 2008.

*Laura Pulido and David Lloyd, "From La Frontera to Gaza: Chicano-Palestinian Connections" and one other piece of your choice from this forum in *American Quarterly*, Volume 62, Number 4, December 2010

*Mary Pat Brady, "Border," *Keywords for American Cultural Studies*

Week 6/NOV 6 NO CLASS

Week 7/ NOV 13 Transnational Sounds

*Deb Vargas, *Dissonant Divas in Chicana Music: The Limits of La Onda*, Introduction, chapters 2, 4, 5

*Shana Redmond, *Anthem: Social Movements and the Sound of Solidarity in the African Diaspora*, Introduction and Conclusion

*Kirstie Dorr, "The Andean Music Industry: World Music Geographies in the San Francisco Bay Area," *Journal of Popular Music Studies*, 24:4, December 2012

Week 8/NOV 20 Transnational Visions

*Danika Medak-Saltzman, "Transnational Indigenous Exchange: Rethinking Global Interactions of Indigenous Peoples at the 1904 St. Louis Exposition," *American Quarterly* 62(3) (September 2010)

*Rebecca Schreiber, "Introduction" and "The Politics of Form: African American Artists and the Making of Transnational Aesthetics" in *Cold War Exiles in Mexico: U.S. Dissidents and the Culture of Critical Resistance* (Minneapolis: University of Minnesota Press, 2008)

*Shelley Streeby, "Introduction" and "Epilogue," *Radical Sensations: World Movements, Violence, and Visual Culture* (Durham: Duke University Press, 2013)

*Adria Imada, "The Army Learns to Luau: Imperial Hospitality and Military Photography in Hawai'i," *The Contemporary Pacific*, Volume 20, Number 2, Fall 2008

NOV 27 NO CLASS/THANKSGIVING HOLIDAY

Week 9/DEC 4 Transnational Movements

*Alicia Schmidt Camacho, *Migrant Imaginaries: Latino Cultural Politics in the U.S.-Mexico Borderlands*, Introduction, Chapter 1, Part II, Afterword

*Christina Heatherton, "University of Radicalism: Ricardo Flores Magón and Leavenworth Penitentiary," *American Quarterly*, Volume 66, Number 3, September 2014

Week 10/DEC 11/ Borderlands Alternate Worlds and Near Futures

*Rosaura Sanchez and Beatrice Pita, *Lunar Braceros, 2125-2148* (Calaca Press, 2009)

**Sleep Dealer* (Rivera, 2008)

*Shelley Streeby, "Speculative Archives: Histories of the Future of Education," *Pacific Coast Philology*, Volume 49, Issue 1, 2014