

## **ETHN 200A**

### **Departures: A Genealogy of Critical Racial and Ethnic Studies**

#### **Fall 2015**

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Office Hours: Tues. 9:30-10:30; Thurs: 12:30-2pm

#### **Course Description: Enacting UCSD Ethnic Studies Vision**

*Situated in a region where the US-Mexico border zone, indigenous national and tribal governments, and the Asia-Pacific interact to produce a dynamic geopolitical location, UCSD's Ethnic Studies Department is a vibrant community of scholars committed to the interdisciplinary study of race, ethnicity, indigeneity, gender, sexuality, class, and dis/ability. The department's innovative approach represents a commitment to transnational, relational, and intersectional methods for producing critical knowledge about power and inequality, including systems of knowledge that have emerged from racialized and indigenous communities in global contexts.*

#### **Course Expectations**

**NOTE: Please email all written assignments to me by the start of each class, using "ETHN200A" as your subject heading. Papers will be marked "late" if submitted after this weekly deadline.**

##### **1) Participation (15%)**

Active participation in class discussions is essential. Do master the weekly readings and arrive to seminar prepared to discuss them in detail. Prompt arrival and seminar attendance is mandatory.

##### **2) Précis (20%)**

Writing précis—a brief summary of essential points, statements or facts—forces you to read purposefully. The goal is to distill the reading to its most essential argument, which will make it easier to synthesize and compare it with other works at a later time. An effective précis retains the core essence—the logic, development, and argument—of the original reading, but in much shorter form. It addresses the followings:

- What is the piece's main argument(s)?
- What are its methods?
- Into what debates is the piece intervening, how and why, and for what ends?
- Why is it important?

Your skill lies in selecting the most pertinent points and eliminating the inessential. Do not add personal commentaries or opinions.

\* For weeks 2 and 3, please turn in a one-page double-spaced précis of *one* article of your choice (from the week's assigned readings). I will give you comments.

\* For weeks 4 and 5, please turn in two one-page double-spaced précis of *two* articles of your choice (from the week's assigned readings). You will pair up and comment on each other's works.

### 3) Response Papers (30%)

Writing response papers helps you to read and make connections and articulate larger ideas *across* texts. Response papers treat the week's readings as a group and indicate what conversation(s) can be traced between the assigned texts, and how these conversations disrupt, challenge, or extend formulations outlined in prior readings.

For weeks 6, 7, 9, and 10, for each week, you will craft an 800-word response to the assigned readings. These critical commentaries will serve to organize seminar conversation and debate (see guidelines below). At the end of your paper, please include at least two discussion questions that put the assigned texts—and, if appropriate, readings from prior weeks—into dialogue.

I will grade your papers for weeks 6 & 7. You will pair up and grade each other's papers for weeks 8 & 9.

### 4) Student Presentations (15%)

Each week *one* or *two* student(s) will be responsible for leading our weekly meeting. Rather than summarizing individual readings, please format your presentation in a manner that puts the assigned texts into conversation.

#### **Guidelines for Seminar Presentations and Response Papers**

In your presentations and response papers, do not merely summarize the content of the readings; rather, please reflect on how the key questions, frames, methods, arguments and evidence of each assigned text can be drawn into conversation. You may use the following questions as a point of departure:

- What are the central questions that each text aims to address?
- How is the text structured? Describe its theoretical framework, methodological approach(es), and its relation to (inter)disciplinary conventions.
- What kinds of evidence are used to support the text's central arguments, and is this evidence persuasive?
- What are the theoretical and practical implications of the work?
- How do the central formulations of each text *relate* to each other and to assigned readings and/or previous discussions?

### 5) Portfolio – (20%)

You will be required to submit a portfolio of your work in the class, plus 4-5 pp. assessment of what you have learned in the course.

## **Required Readings**

**Note: Please bring texts to class**

- 1) Jodi Byrd. *Transit of Empire: Indigenous Critiques of Colonialism*. Minneapolis: University of Minnesota Press, 2011.
- 2) Gloria Anzaldúa. *Borderlands/La Frontera: The New Mestiza*.

- 3) Yen Espiritu. *Body Counts: The Vietnam War and the Militarized Refuge(es)*. University of California Press, 2014.
- 4) Reader on E-Reserve.

## Reading Schedule

**Note: \* denotes available on E-Reserve**

### Week 1. Sept. 30 – What's At Stake?: Ethnic Studies and Ghostly Matters

- \* Avery Gordon, "Her Shape and His Hand," pp. 3-28 in Avery Gordon's *Ghostly Matters: Haunting and the Sociological Imagination* (Minnesota 1997)
- \* Lisa Cacho. "Introduction: The Violence of Value" in *Social Death: Racialized Rightlessness and the Criminalization of the Unprotected.* (NYU Press, 2012).
- \* Linda Tuhiwai Smith. *Decolonizing Methodologies*, "Introduction" and Chapter 1.

### Week 3. Oct. 14 - Writing the "Racial Other": The Social Scientific Toolbox:

- 1) *The Liberal Paradigm: Race Relations, Ethnicity, and Assimilation*
  - \* Robert Park, "Our Racial Frontier on the Pacific," pp. 138-151 in *Race and Culture* (Free Press, 1950).
  - \* Robert Park, "The Bases of Racial Prejudice," pp. 230-243 in *Race and Culture* (Free Press, 1950).
  - \* Gunnar Myrdal. "Introduction" in *American Dilemma*. New York: Pantheon Books, 1944).
  - \* Milton Gordon. "The Nature of Assimilation." Ch. 3 in *Assimilation in American Life*. New York: Oxford, 1964.
- 2) *Race and Marxism*
  - \* Oliver Cox. "Race Relations—Its Meaning, Beginning, and Progress." Pp. 321-352 in *Caste, Class, & Race*. Doubleday, 1948.
- 3) *Race as Culture*
  - \* Daniel Patrick Moynihan, "The Negro Family: The Case for National Action," pp. 126-159 in *The Negro Family: The Case for National Action* (U.S. Government Printing Office, 1965).

**Facilitators:**

### Week 4. Oct. 21 — The Cultural Turn, Postmodernism and Interdisciplinarity

- \* George Yudice. "Culture" in *Keywords for American Cultural Studies*, Bruce Burgett and Glenn Hendler eds. New York: NYU Press, 2007.
- \* Julie Thompson Klein. "Changing Humanities" (ch. 2); and "Forging Theory, Practice, and Institutional Presence" (ch. 3) in *Humanities, Culture, and the Changing American Academy*. SUNY Press, 2005.
- \* Stuart Hall. "What is this 'black' in black popular culture?" in *Black Popular Culture*, Gina Dent ed. New York: The New Press, 1998.
- \* Diana Taylor. "Acts of Transfer" in *The Archive and the Repertoire: Performing Cultural Memory in the Americas*. Durham, NC: Duke UP, 2003.
- \* Gil Z. Hochberg. "Introduction: Visual Politics at a Conflict Zone." Pp. 1-36 in *Visual Occupations: Violence and Visibility in a Conflict Zone*. Duke, 2015.

**Facilitators:**

**Week 5. Oct 28 —What is this “ethnic” in ethnic studies?**

\* Kandice Chuh. “Introduction: On Asian Americanist Critique” (pp. 1-30) ; and “(dis)owning America” (pp. 112-145) in *Imagine Otherwise: On Asian American Cultural Critique*. Durham, NC: Duke UP, 2003.

\* Jodi Melamed, “Counterinsurgent Canon Wars and Surviving Liberal Multiculturalism” in *Represent and Destroy: Rationalizing Violence in the New Racial Capitalism*. Minneapolis: University of Minnesota Press, 2011.

\* Lisa Lowe, “Canon, Institutionalization, Identity: Asian American Studies” in *Immigrant Acts: On Asian American Cultural Politics*. Durham, NC: Duke UP, 1996.

**Facilitators:**

**Week 6. Nov 7 – Intersectionality and Assemblage**

\* Kimberle Crenshaw. “Mapping the Margins: Intersectionality, Identity Politics, and Violence Against Women of Color.” *Critical Race Theory: The Key Writings that Formed the Movement*. Kimberle Crenshaw et al, eds. New York: New Press, 1996, pp. 279-309.

\* Priya Kandaswamy, “Gendering Racial Formation” in *Racial Formation in the Twenty First Century*, Daniel Martinez HoSang, Oneka LaBennett, and Laura Pulido eds. Berkeley: University of California Press, 2012.

\* Anne Enke, “Introduction: Transfeminist Perspectives” in *Transfeminist Perspectives in and beyond Transgender and Gender Studies*. Philadelphia: Temple University Press, 2012.

\* Jasbir Puar. “I would rather be a cyborg than a goddess’ Intersectionality, Assemblage, and Affective Politics.” *eipcp* 1, 2001. <http://eipcp.net/transversal/0811/puar/en>

**Facilitators:**

**Week 7. Nov. 7 —Queering Ethnic Studies**

\* Roderick Ferguson. “The Nightmares of the Heteronormative.” *Journal for Cultural Research* 4.4 (October 2000): 419 – 444.

\* Gayatri Gopinath. “Impossible Desires: An Introduction” in *Impossible Desires Queer Diasporas and South Asian Public Cultures*. Durham: Duke UP, 2005. 1-28.

\* Evelyn Hammonds. “Black (W)holes and the Geometry of Black Female Sexuality.” *Differences* 6.2-3 (1994): 126-145.

\* Nayan Shah. “Policing Privacy, Migrants, and the Limits of Freedom.” *Social Text* Fall-Winter 2005 23(3-4 84-85): 275-328.

**Facilitators:**

**Week 8. Nov. 11 – Veterans’ Holiday – No Class**

**Week 9. Nov. 18 —Race, Nation, and Indigeneity: Ethnic Studies Meets Native American Studies**

Jodi Byrd. *Transit of Empire: Indigenous Critiques of Colonialism*. Minneapolis: University of Minnesota Press, 2011.

\*Andrea Smith and J. Kēhaulani Kauanui. "Native Feminisms Engage Ethnic Studies" in *American Quarterly*, Volume 60, Number 2, June 2008, pp. 241-249.

\* Eve Tuck and K. Wayne Yang. 2012. "Decolonization Is Not a Metaphor." *Decolonization: Indigeneity, Education & Society*. Vol. 1, No. 1, pp. 1-40.

**Facilitators:**

#### **Week 10. Nov. 25 -- The Transnational Turn: Borderlands, Diaspora and Transnationalism**

Gloria Anzaldua. *Borderlands/La Frontera: The New Mestiza*.

\* Brent Hayes Edwards, "Diaspora" – *Keywords for American Cultural Studies*. Bruce Burgett and Glenn Hendler eds. New York: NYU Press, 2007.

\* John Carlos Rowe, "Transnationalism and American Studies."  
[http://www.theasa.net/project\\_eas\\_online/page/project\\_eas\\_online\\_eas\\_featured\\_article/](http://www.theasa.net/project_eas_online/page/project_eas_online_eas_featured_article/)

\* Mary Pat Brady. "Border" in *Keywords for American Cultural Studies*, Bruce Burgett and Glenn Hendler eds. New York: NYU Press, 2007

\* Lisa Lowe. "The Intimacies of Four Continents" in *Haunted by Empire: Geographies of Intimacy in North American History*. Durham: Duke University Press, 2006.

**Facilitators:**

#### **Week Ten. Dec. 2– Race, Violence and the Human**

\* Judith Butler, *Precarious Life: The Power of Mourning and Violence*, Ch. 2 (pp. 19-49). (Verso 2004).

\*Tadiar, Neferti X. M. "Life-Times of Becoming Human." *Occasion: Interdisciplinary Studies in the Humanities* v.3 (March 15, 2012), <http://occasion.stanford.edu/node/75>

Yen Le Espiritu. *Body Counts: The Vietnam War and Militarized Refuge(es)*. UC Press, 2014.

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