

ETHN 200A
Departures: A Genealogy of Critical Racial and Ethnic Studies
Tue. 2:30pm – 5:20 pm ♦ Fall 2016

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Office: Department of Ethnic Studies
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Office Hours: Th 1:00 – 3:00 by sign-up. Sign up online at <kaplansc.youcanbookme.com>
Wednesdays by appointment

Course Overview

This course offers a cross-disciplinary survey of salient analytical approaches to the study of race and ethnicity. We will begin by engaging some foundational debates and themes that have framed the development of the field of Ethnic Studies since its incarnation in the late 1960s. Here, we will pay particular attention to how Ethnic Studies scholars have incorporated, extended, critiqued and challenged dominant modes of theoretical, methodological and disciplinary inquiry, thus generating new perspectives on the study of race and ethnicity. We will then turn to recent critical departures within the field, exploring how these challenges to and destabilizations of categorical binaries and boundaries have opened the field to new modes and forms of knowledge production. By engaging these emergent approaches and trajectories in Ethnic Studies, we will explore how the ethnic studies project might engender new political-intellectual positions that respond to ever-shifting global couplings of power and difference.

Course Expectations and Grading

Participation (20%)

This class is intended to serve as an intellectual collaboratory, in which we work together and individually to hone our critical reading, writing, and teaching practices. This will require that you (1) engage the weekly readings thoroughly and arrive prepared to discuss them in detail; (2) take intellectual, emotional, and political risks when developing and sharing your ideas; and (3) read texts and participate in discussions omnivorously, generously, and productively.

Précis (20%)

A précis is a brief summary of the essential points, statements, or arguments of a longer piece of writing. Writing précis forces you to read purposefully. The goal is to communicate the main thesis and the major points of a chosen article or book chapter in a succinct form, which will make it easier to synthesize and compare with other readings at a later time. A successful précis explains the argument, logic, methods/evidence, and significance of the original reading, but in a much shorter form. While the précis summarizes a book reading, it does not simply parrot it; précis should always be written entirely in your own words. Your skill lies in selecting the most pertinent points and eliminating the inessential.

Each précis should address the following questions:

- What is/are the main argument(s)?
- What methods does the author use to make the argument? What evidence do they use to support it?
- What conversations or debates does the author engage or intervene in, and for what purpose?
- Why is the author's argument/intervention important or relevant?

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 writing.

Responses (20%)

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.

Each response paper should address the following questions:

- What are the central questions explored across the week's readings, and what terms/concepts/frameworks are used to answer or address these questions?
- What is/are the central argument(s) of each text? What kinds of evidence are used to support those arguments, and why? How are the arguments in each of the week's readings related to each other?
- How might we trace the relationship among the readings for the week? (Beyond each text's subject matter, you might want to think about the commonalities and divergences in their theoretical frameworks, their methodological approach(es), their relationship to disciplinary conventions, or their collective relationship to readings and discussions from previous weeks.)
- What questions do the readings raise for you?

For weeks 6, 7, 8, and 9, please craft an 800 word (3 page) response to the assigned readings. These critical commentaries will serve to organize seminar conversation and debate (see guidelines below). 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.

Seminar Presentations (25%)

Each week two or three students will be responsible for leading our weekly meeting. Your seminar presentations are NOT individualized performances of expertise; thus, they are not solely (or even primarily) evaluated on your personal mastery of relevant

knowledge. Rather, seminar presentations are collaborative intellectual exercises, both in and out of the classroom. Each week's presentation should reflect a collective engagement by the presenters with each other, their classmates, and the full set of the assigned readings for the week.

Each week's oral presentation and accompanying handout should start by addressing the same set of questions as your weekly response papers in such a way as to facilitate a thoughtful, group exploration of the author(s)'s critical intellectual and political projects, their implications for the central questions and/or debates of the week specifically, and for the course in general. Your presentation grade will reflect the degree of critical thought, originality, rigor, and collaborative spirit demonstrated by (1) your oral presentation (2) your preparation of a handout for your peers that reflects and complements your oral presentation, and (3) your posing of a handful of questions that provoke engaged, productive dialogue among the class. Each of these components is given equal weight in your presentation grade.

Final Portfolio (15%)

You will be required to submit a portfolio of your work in the class, plus a 4-5 page review of your cumulative work over the quarter, in which you highlight ongoing themes, key areas of interest, and topics for future exploration.

Accommodations

If you have a medical condition or specific physical and/or learning needs, please feel free to speak with me individually so that we can make the necessary adjustments to help you participate fully and successfully. If you prefer to be called by a different name or recognized as a gender other than the one in the University enrollment record, please let me know, and I will be happy to do so.

Required Texts

Books:

Michael Omi and Howard Winant. Racial Formation in the United States: From the 1960s-1990s. New York: Routledge, 1994 (3rd Edition). (Available online)

Octavia Butler. Parable of the Sower. Updated edition. New York: Grand Central Publishing, 2003.

Articles

Assigned articles will be available for download via Library Course Reserves (<https://reserves.ucsd.edu>).

Reading Schedule

UNIT ONE: FOUNDATIONS

Week One—Foundations of Ethnic Studies

Tue. 9/27 Evelyn Hu-DeHart. "The History, Development, and Future of Ethnic

- Studies." *The Phi Delta Kappan*, 75:1 (Sep., 1993), pp. 50-54.
- Black Student Union.** "Demands and Explanation." The SF State College Strike Collection, San Francisco State University.
- Third World Liberation Front.** "Notice of Demands" and "School of Area Ethnic Studies." The SF State College Strike Collection, San Francisco State University.
- Gloria Bowles, Clara Sue Kidwell, Ron Takaki.** "Ethnic Studies and Women's Studies at UC/Berkeley: A Collective Interview." *The Radical Teacher* 14 (December, 1979): 12-18.
- Yen Le Espiritu.** "Disciplines Unbound: Notes on Sociology and Ethnic Studies." *Contemporary Sociology* 28:5 (September 1999): 510-514.

Week Two—Hegemony and Racial Formation

- Tue. 10/4** **Michael Omi and Howard Winant.** Racial Formation in the United States: From the 1960s-1990s. New York: Routledge, 1994 (3rd Edition). Parts I & II.
- Stuart Hall.** "Gramsci's Revelance for the Study of Race and Ethnicity." In Critical Dialogues in Cultural Studies, ed. David Morley and Kuan-Hsing Chen. London: Routledge, 1996.

Week Three—Beyond the Epiphenomenon: Racial Capitalism & Settler Colonialism

- Tue. 10/11** **Cheryl Harris.** "Whiteness as Property." In Critical Race Theory, ed. Kimberlé Crenshaw, Neil Gotanda, Gary Peller and Kendall Thomas. New York: The New Press, 1995. 257-275.
- Cedric Robinson.** "The Atlantic Slave Trade and African Labor." In Black Marxism: The Making of the Black Radical Tradition. Chapel Hill: U of North Carolina P, 2000 (1983). 101-120.
- Glen Coulthard.** "Introduction: Subjects of Empire." In Red Skin, White Masks: Rejecting the Colonial Politics of Recognition. Minneapolis: U of Minnesota P, 2014.
- Jodi Melamed.** "Racial Capitalism." *Critical Ethnic Studies* 1.1 (Spring 2015): 76-85.

Week Four—Intersections and Co-constitutions

- Tue. 10/18** **Kimberlé Williams Crenshaw.** "Mapping the Margins: Intersectionality, Identity Politics, and Violence Against Women of Color." In Critical Race Theory, ed. Kimberlé Crenshaw, Neil Gotanda, Gary Peller and Kendall Thomas. New York: The New Press, 1995.
- Priya Kandaswamy.** "Gendering Racial Formation." In Racial Formation in the Twenty First Century, ed. Daniel Martinez HoSang, Oneka LaBennett, and Laura Pulido. Berkeley: University of California Press, 2012.

Jennifer Nez Denetdale. “Chairmen, Presidents, and Princesses: The Navajo Nation, Gender, and the Politics of Tradition” *Wicazo Sa Review* 21.1 (Spring 2006): 9-28.

Somerville, Siobhan B. “Scientific Racism and the Emergence of the Homosexual Body” in *Journal of the History of Sexuality* 5 (Oct. 1994): 243-266.

Week Five—The Problem of Culture: Canon Wars, Multiculturalism and the Politics of Representation

- Tue. 10/25** **Stuart Hall.** “What is this ‘black’ in black popular culture?” in Black Popular Culture, Gina Dent ed. New York: The New Press, 1998.
- 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. 91-136.
- Lisa Lowe.** “Imagining Los Angeles in the Production of Multiculturalism” in Immigrant Acts: On Asian American Cultural Politics. Durham, NC: Duke UP, 1996.
- Arlene Dávila.** “The Battle for Cultural Equity in the Global Arts Capital of the World.” In Culture Works: Space, Value, and Mobility across the Neoliberal Americas. New York: New York UP, 2012. 73-93.

UNIT TWO: DEPARTURES

Week Six—What is this “Ethnic” in Ethnic Studies?

- Tue. 11/1** **Stuart Hall.** “New ethnicities.” In Stuart Hall: Critical Dialogues in Cultural Studies, ed. David Morley and Kuan-Hsing Chen. New York: Routledge, 1996. 441-49.
- Kandice Chuh.** “Introduction: On Asian Americanist Critique” Imagine Otherwise: On Asian American Cultural Critique. Durham, NC: Duke UP, 2003. 1-30.
- Kirstie A. Dorr.** “The ‘Post-National’ Racial State, Domestication, and Multiscalar Organizing in the New Millennium.” In On the Conditions of Racial Reconciliation: Law, Justice, and Social Change, ed. Austin Sarat and Charles Ogletree. New York: New York UP, forthcoming.

Week Seven—Queering Ethnic Studies

- Tue. 11/8** **Roderick Ferguson.** “Nightmares of the Heteronormative.” Journal for Cultural Research 4.4 (October 2000): 419-44.
- Gayatri Gopinath.** “Impossible Desires: An Introduction” in Impossible Desires: Queer Diasporas and South Asian Public Cultures. Durham: Duke UP, 2005. 1-28.

Cathy Cohen. "Death and Rebirth of a Movement: Queering Critical Ethnic Studies." *Social Justice* 37.4 (2011-2012): 126-32.

Deborah R. Vargas. "Ruminations on *Lo Sucio* as a Latino Queer Analytic." *American Quarterly* 66.3 (September 2014): 715-26.

Week Eight—On Race and Nation: Ethnic Studies Meets Native American Studies

- Tue. 11/15** **J. Kēhaulani Kauanui.** "Introduction: Got Blood?" in Hawaiian Blood: Colonialism and the Politics of Sovereignty and Indigeneity. Durham, NC: Duke University Press, 2008.
- Jodi A. Byrd.** "'Been to the Nation, Lord, but I Couldn't Stay There': Cherokee Freedmen, Internal Colonialism, and the Racialization of Citizenship." In The Transit of Empire: Indigenous Critiques of Colonialism. Minneapolis: U of Minnesota P, 2011. 117-146.
- Eve Tuck and K. Wayne Yang.** "Decolonization is not a metaphor." *Decolonization: Indigeneity, Education & Society* 1.1 (2012): 1-40.
- Maile Arvin et. al.** "Decolonizing Feminism: Challenging Connections between Settler Colonialism and Heteropatriarchy" *Feminist Formations* 25.1 (Spring 2013): 8-34.

Week Nine—Globalizing Ethnic Studies: Borders, Diasporas, Transnationalism

- Tue. 11/22** **Lisa Lowe.** "The Intimacies of Four Continents." In Haunted by Empire: Geographies of Intimacy in North American History. Durham: Duke University Press, 2006.
- Agnes Lugo-Ortiz et. al.** "Ethnic Studies in an Age of Transnationalism" in *PMLA* 122.3 (May 2007): 805-14.
- Mary Pat Brady.** "Border." In Keywords for American Cultural Studies, ed. Bruce Burgett and Glenn Hendler. New York: NYU Press, 2007. 29-32.
- Brent Hayes Edwards.** "Diaspora." In Keywords for American Cultural Studies, ed. Bruce Burgett and Glenn Hendler. New York: NYU Press, 2007. 81-85.

Week Ten—Thinking the Future from the Margins

- Tue. 11/29** **Avery Gordon.** "her shape and his hand." In Ghostly Matters: Haunting and the Sociological Imagination. Minneapolis: U of Minnesota P, 1997.
- Octavia Butler.** Parable of the Sower. Updated edition. New York: Grand Central Publishing, 2003.
- Katherine McKittrick.** "Plantation Futures." *Small Axe: A Caribbean Journal of Criticism* 42 (November 2013): 1-15.