

ETHN 100A: Theoretical Approaches

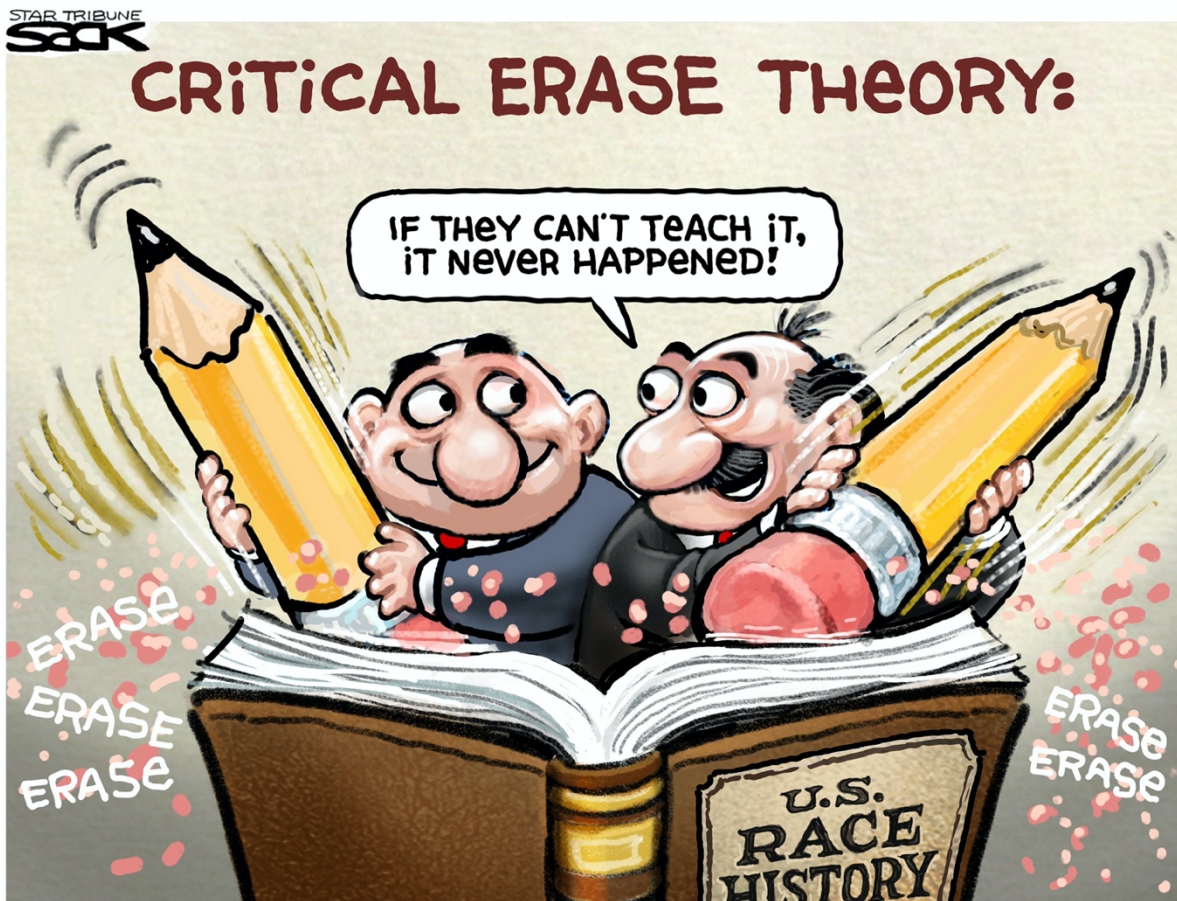
Working/Shifting Draft

Theme: Working Toward Liberation

Fall 2023

"So it is better to speak/remembering / we were never meant to survive."

--Audre Lorde, "A Litany for Survival"



Instructor: Dr. Shaista Aziz Patel Email: Shp005@ucsd.edu

Class Meeting Times:

Tuesdays (In-person WLH 2114) & Thursdays (synchronous, over Zoom) 11:00-12:20 pm.

**Class Meeting Zoom Link: <https://ucsd.zoom.us/j/99524238994>
(Meeting ID: 995 2423 8994)**

Office location and Hours: Wednesday (over Zoom) 12:00 p.m.-1:00 p.m. or by appointment (Link: <https://ucsd.zoom.us/j/99508592947>)

Please note that this course is hybrid.

Our class meetings will be held hybrid, that is, on Tuesdays we will meet in person, and on Thursdays, over Zoom. I am going to experiment with podcasting my Tuesday's class lectures. I will keep you posted about it on Canvas. Please note that you are responsible for making sure you have access to Canvas and are also receiving all my emails since I will share all the important information through those two channels.

The pandemic and teaching arrangements made by universities across many parts of the world, while still remaining hostile toward differently-abled people, have allowed us this opportunity to continue working and being there for students and each other without making ourselves sicker. Because of my health situation, this is the arrangement I have with the Department for the current academic year. If you have concerns about this course being hybrid, please consider other Ethnic Studies courses as options.

In the spirit of social justice and care for the vulnerable amongst us, for our kin, I request you to wear your masks in class. I will be grateful for your co-operation.

Course Description:

The pandemic is not over; neither the viral nor the structural ones of anti-Blackness, anti-indigeneity, casteism, capitalism, xenophobia, Islamophobia, racism, heteropatriarchy, and other structures of violence that keep white supremacy intact. As

people in the throes of these multiple calamities, this course draws on the tools—and praxis—of decolonial, abolitionist, antiracist, and other global liberationist movements to imagine and enact other ways of being, living, and thriving. Rather than using the words “other ways of being,” we will, in grounded ways, and with humility examine practices that can help us live in the context of multiple colonialities and subjugation of knowledges of Indigenous, Black, racialized, and Dalit people.

We will keep our focus on the conditions and possibilities of solidarities and networks amongst Black, Indigenous, Latinx, Dalit and all other marginalized communities. Reflecting intersectional, feminist and queer analyses, the course treats categories such as race, class, gender, caste, and sexuality as robust analytics for critically theorizing and enacting alternative lives and times. Ethnic Studies is situated at the nexus of multiple insurgent and continually marginalized academic fields such as Indigenous Studies, Black Studies, Latinx Studies, SWANA, Asian American Studies, American Studies, Women and Gender Studies, Queer Studies, Disability Studies, and more recently Dalit/anti-Caste Studies. Informed by critiques from several theories from the aforementioned fields, we will study some interdisciplinary texts.

One of the things I have always maintained is that fancy critiques of the institution are useless if we don't learn to turn our gaze inward and also understand our historical, familial, and structural complicity in structures of violence. In this course, let's experiment with more honesty than what has been afforded to us.

This syllabus is lacking in many aspects and a lot of that has to do with the restricted time we have in the course. I will bring in other perspectives and adjacent objects and ideas in my lectures so that I can try and provide as full a picture of each text as possible for me.

Learning Goals:

1. Identify a text's central argument/thesis and situate it within the larger theoretical and political discussions in which it makes an intervention.
2. Read across texts in order to identify the convergences, divergences, and contradictions between different projects and approaches.
3. Critically analyze power and inequality in a comparative, intersectional, and global framework.
4. Communicate complex ideas effectively and engagingly.
5. Be less fearful of the honesty these insurgent texts demand of us.

Office Hours: My official office hours are on **Wednesdays from 12:00-1:00 pm PST over Zoom**. Video is not required (I'm happy to use voice or chat only, just let me know in advance). If this time doesn't work for you, please send me an email so we can find a better time that works for both of us.

Required Text:

There is no textbook or course reader for this course. All the readings have been made available to you through Canvas. **Please bring your reading to every class (whether on your laptop/tablet or hard copy).**

If you have any issues with accessing course readings by the first class, please email me ASAP.

Grade Distribution:

Grade	Points
A+	95-100
A	90-94
B+	85-89
B	80-84
C+	75-79
C	70-74
D	60-69
F	0-59

Course Assessment Scheme:

	<u>Type of Assignment</u>	<u>Weight/Percentage</u>	<u>Due Date</u>
1.	Class Participation	15%	Ongoing
2.	Beauty/Survival/Freedom Assignment	15%	Oct 20 th

3.	Midterm Test	25%	Nov 3 rd
4.	Précis Assignment	10%	Nov 24 th
5.	Syllabus for High School ES Class OR Thesis Report	35%	Dec 11 th

Reading and Class Discussions Schedule:

Please note that I reserve the right to change readings for any class meeting. However, prior notice will be given to you, and announcements will be made in class and sent over Canvas to notify you of any such changes. Films and YouTube clips shown in class might not all be on the course outline but you will know their names and have links on a weekly basis (if and when we watch anything in class). Not all weekly readings will be lectured on and discussed in the same detail. However, I still expect you to do all the required readings every week.

Please note that sometimes my lectures will focus on close readings of assigned texts, but they will often exceed the readings, as in, I will emphasize or introduce concepts you need to know but which are not necessarily in your assigned readings.

Week 0: Introduction to the Course

Thurs 09/28: Introduction to the course and its vision (**Remote-Synchronous**)

- Tompkins, Kyla. (2016). "We aren't here to learn what we already know."
<http://avidly.lareviewofbooks.org/2016/09/13/we-arent-here-to-learn-what-we-know-we-already-know/>
- Handout by Professor Roy Pérez on Reading Theory (on Canvas).

Week I: Feeling/Sensing 'Otherwise'

Tue 10/3 (In-Person) & Thurs 10/05 (Remote-Synchronous):

- Warren Cariou (2020). On Critical Humility. *Studies in American Indian Literatures*, 32(3), 1-12.
- Ferreira da Silva, Denise. "Reading art as confrontation," in *e-flux Journal*, <https://www.e-flux.com/journal/65/336390/reading-art-as-confrontation/>
- Robinson, D. (2020). *Hungry listening: Resonant theory for indigenous sound studies*. U of Minnesota Press.
- Kapoor, S. (2021). The smell of caste: Leatherwork and scientific knowledge in colonial India. *South Asia: Journal of South Asian Studies*, 44(5), 983-999.

Week II: On Beauty and Survival

Tue 10/10 (In-person) and Thurs 10/12 (Remote-Synchronous):

- Christina Sharpe. "[Beauty Is a Method](#)". *e-flux Journal* #105 December 2019.
- Audre Lorde, "[Poetry is not a Luxury](#) (pp.7-11)". 1985.
- Bartlett, J., Black, S. F., & Northen, M. (Eds.). (2011). *Beauty is a verb: The new poetry of disability*. Cinco Puntos Press. [selected chapters]
- Dionne Brand. "[On narrative, reckoning and the calculus of living and dying](#)". *Toronto Star*, July 4, 2020.

Week III: Ethnic Studies and Interdisciplinarity

Beauty/Survival/Freedom Assignment Due on October 20th at 5 pm on Canvas

Tue 10/17 (In-Person) and Thurs 10/19 (Remote-Synchronous):

- Christian, Barbara. "The Race for Theory." *Cultural Critique* (6), 51-63.
- Robin D. G. Kelley. "[Black Study, Black Struggle.](#)" *Boston Review*. March 7, 2016.
- Ramirez, Renya K. "Learning across differences: Native and ethnic studies feminisms." *American Quarterly* 60, no. 2 (2008): 303-307.

- Video: Ron Espiritu. TedxTalks: [Why Ethnic Studies Matters](#) (please view before Tuesday's class.
- Video: Native Studies in the Apocalypse: https://www.youtube.com/watch?v=Z56AVA_MxUE (please view before Thursday's class)

Week IV: Reading Toward Decolonization

Midterm Test Questions Will be Posted on Canvas by 10/24.

Tue 10/24 (In-Person) and Thurs 10/26 (Remote-Synchronous):

- Linda Tuhiwai Smith. *Decolonizing Methodologies*, Introduction and Chapter 1.
- Tuck, E., & Yang, K. W. (2021). Decolonization is not a metaphor. *Tabula Rasa*, (38), 61-111.
- Sheelah Mclean (2018). "We built a life from nothing". *Policy Alternatives*. <https://policyalternatives.ca/sites/default/files/uploads/publications/National%20Office/2017/12/McLean.pdf>
- Video: "Eve Tuck, in her own words". <https://www.youtube.com/watch?v=R77FsUG-o4> (Watch before Thursday's Class)

Week V: Abolitionist Approach to Texts

Midterm Test Due on 11/03 by 5 p.m. on Canvas.

Tue 10/31(In-Person) and Thurs 11/02 (No Class):

- Interview with Ruth Wilson Gilmore. Envisioning a New World Through Abolition Geography. <https://www.yesmagazine.org/social-justice/2023/02/07/ruthie-wilson-gilmore-abolition-geography%EF%BF%BC>
- Combahee River Collective, "[The Combahee River Collective Statement.](#)" April 1977.
- Kelley, R. D. (2017). What did Cedric Robinson mean by racial capitalism?. *Boston Review*, 12, 2017.
- Video: Angela Davis likens abolishing the prison system to end of slavery. <https://www.youtube.com/watch?v=P6XIXN1HUo4>

*****11/02: No Class. Take time to work on your midterm test*****

WEEK VI: On Refusals and Ghosts

Tue 11/07 (In-Person) and Thurs 11/09 (Library Workshop):

- Audra Simpson, "On Ethnographic Refusal: On Indigeneity, 'voice' and colonial citizenship". https://pages.ucsd.edu/~rfrank/class_web/ES-270/SimpsonJunctures9.pdf
- Avery Gordon, "Her Shape and His Hand," 3-28 in Avery Gordon's *Ghostly Matters: Haunting and the Sociological Imagination*. University of Minnesota Press. 1997.

Week VII: Power and Knowledge Production

Tue 11/14 (In Person) and Thurs 11/16 (Remote-Synchronous):

11/14: Discussion of Previous Week's Readings Cont/d.

11/16:

- Chandra Mohanty, "Under Western Eyes: Feminist Scholarship and Colonial Discourse" 51-80 in *Third World Women and the Politics of Feminism*. University of Indiana Press, 1991.
- Haraway, D. (1988). "Situated Knowledges: The Science Question in Feminism and the privilege of partial perspective." *Feminist Studies*. 14(3): 575-599.

Week VIII: Review

Precis on Chandra Mohanty's article due on 11/24 by 5 pm on Canvas.

Tue 11/21 (Remote-Asynchronous) and Thurs 11/23 (No Class):

Tue 11/21: Review and Catch Up

Thurs 11/23: No Class (Thanksgiving Holiday)

Week IX: On Complicity and Situatedness in University

Tue 11/28 (In-person) and Thurs 11/30 (Remote-Synchronous):

- Patel, Shaista Aziz. (2022). "Talking complicity, breathing coloniality: Interrogating settler-centric pedagogy of teaching about white settler colonialism." *Journal of Curriculum and Pedagogy* 19, no. 3 (2022): 211-230.
- Shaista A. Patel and Nisha Nath. (2023). "What Is Pedagogic about 'Settler of Colour'?" in *Whiteness at Work: Disturbing Practices of Racism Across the Canadian Prairies*, ed. Amanda Gebhard, Sheelah McLean, and Verna St. Denis. Winnipeg, Canada: Fernwood.
- Sandy Grande. "[Refusing the University](#)." In *Toward What Justice?: Describing Diverse Dreams of Justice in Education*, edited by Eve Tuck and K. Wayne Yang. Routledge, 2018.
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Week X: Wrap-Up

Final Project Due on 12/11 by 5 pm on Canvas.

Tue 12/05 (In Person) and Thurs 12/07 (No Class):

Tue: What to Do with Ethnic Studies?

Thurs: No Class. Work on the Final Project.

Important Procedures and Rules:

Classroom Decorum/ Zoom Camera Etiquette: Zoom has presented a number of new questions about camera and audio etiquette. My position is that when we Zoom, I'm a guest in your home (and you're a guest in mine). Moreover, we're all dealing with all kinds of unpredictable circumstances and improvising as best we can, so I believe it's important to be flexible and lenient with one another in general. That said, when you have your camera on, I would appreciate it if you would adhere to this short list of three requests that I think are basic and reasonable:

- **Please mute your mic when you are not speaking to help reduce distracting background noise.** This is important for people like me who have ADHD and are easily derailed by sound. Feel free to unmute or text chat at any time to join discussion. Turning on your camera is always optional, never required.
- **Please do not appear nude on camera.** This can be a form of sexual harassment and potentially a Title IX violation.
- **Avoid obvious use of drugs on camera.** My primary concern is triggering people who have experience with addiction. What you do off camera is not my business.
- **Please do not record any class meeting.** This is absolutely prohibited.

Students are always expected to be respectful of their classmates and professor in discussions, lectures, and their writing. Please never resort to personal attacks in class discussions. ***Racist, anti-Black, anti-Muslim, heterosexist, homophobic/queerphobic, transphobic, racist, Islamophobic, xenophobic, ageist, ableist, and any other hateful or oppressive speech will not be tolerated and you will be asked to leave the classroom and the situation will also be reported to the Chair of Ethnic Studies and of your home department.***

Accessibility: Our institutions are ableist. Sometimes even those of us who live at intersections of various systems of oppression the world lists as our dis/ability, we don't often know how to live better in this world. In that spirit, please help me support you better. 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 support 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 and your other colleagues know.

An important aspect of making our classroom inclusive and accessible to us all is working with the principles of kindness and forgiveness. I hope we can hold each other accountable to these principles.

Academic integrity: Academic integrity is fundamental to learning and scholarship at UCSD. Participating honestly, respectfully, responsibly, and fairly in this academic community ensures that the UCSD degree that you earn will be valued as a true indication of your individual academic achievement, and will continue to receive the respect and recognition it deserves.

Familiarize yourself with UCSD's academic integrity policies at <http://academicintegrity.ucsd.edu>. Please familiarize yourself with the website, policies, and also your rights as students.

Policy on Children in Class: *[The following section has been gratefully adopted with permission from Dr. Melissa Cheyney's syllabus]*

- 1) All exclusively breastfeeding babies are welcome in class as often as is necessary to support the breastfeeding relationship. You and your nursing baby are welcome in class anytime.
- 2) For older children and babies, I understand that minor illnesses and unforeseen disruptions in childcare often put parents in the position of having to choose between missing class to stay home with a child and leaving him or her with someone you or the child does not feel comfortable with. While this is not meant to be a long-term childcare solution, occasionally bringing a child to class in order to cover gaps in care is perfectly acceptable.
- 3) I ask that all students work with me to create a welcoming environment that is respectful of all forms of diversity, including diversity in parenting status.
- 4) In all cases where babies and children come to class, I ask that you sit close to the door so that if your little one needs special attention and is disrupting learning for other students, you may step outside until their need has been met. Non-parents in the class, please reserve seats near the door for your parenting classmates.
- 5) Finally, I understand that often the largest barrier to completing your coursework once you become a parent is the tiredness many parents feel in the evening once children have finally gone to sleep. The struggles of balancing school, childcare and often another job are exhausting! I hope that you will feel comfortable disclosing your student-parent status to me. This is the first step in my being able to accommodate any special needs that arise. While I maintain the same high expectations for all students in my classes regardless of parenting status, I am happy to problem solve with you in a way that makes you feel supported as you strive for school- parenting balance.

Correspondence Policy: Email is the best way to get in contact with me. I will reply to email inquiries from students within 24 hours except for on weekends when it might take longer. If you do not receive a reply within this period, please resubmit your question(s). Each email message must include in the subject line the course number and a tagline related to your concern. Please always use your given first and last names

on record in email communication. *If you have already talked to me about using another name, you can use that name in your emails. Your email must contain a concise and clear statement of purpose.* Please treat emails as you would any other professional communication. Emails that ask questions already answered in the course syllabus or website (e.g., "how much is assignment X worth") will not receive a response. All general questions about the course that are NOT addressed on the syllabus and course website should be asked in class. But if you must email, please keep your questions short and clear. Emails that do not follow these guidelines might not receive a prompt response. Please do not ask me to explain readings or concepts over email. My office hours and our class time is the best time to ask such questions. **Please always be respectful in all your communication with your classmates and me, whether in class, during office hours, or over email.**

Late assignments: You are expected to complete assignments on time. Students who cannot turn in the assignment on time due to a reason *beyond their control* (e.g. illness, death, accident) may request special consideration.

Assignment Re-grading: I will make sure that my comments on your assignment and test are self-explanatory. I understated that you have worked hard on your assignment/test but I/we grade based on what I receive. I strongly advice that you wait 24 hours after receiving your grade. Carefully re-read your assignment, all assignment guidelines and marking schemes **and** the grader's comments. You have **one week** after receiving a mark to appeal it. Please note the following:

- a. Your request for remarking must be accompanied by your concerns clearly outlined in a *separate document* attached with your assignment. You must explain to me why you would like us to re-grade your test. Your reasons must be clear and logical. Please hand in the hard copy to me in class.
- b. Please consider the possibility that upon re-grading, your mark might actually decrease.
- c. Please give me one week for re-grading and getting back to you.

Some Important Websites and Resources:

- 1) CARE at the Sexual Assault Resource Center: <http://students.ucsd.edu/sponsor/sarc/>
- 2) Office for the Prevention of Harassment and Discrimination:

<https://ophd.ucsd.edu/about/index.html>

3) Undocumented Student Service Center:

http://students.ucsd.edu/sponsor/undoc/?_ga=2.78696919.2115777679.1537212828-753919910.1537212760

4) Office for Students with Disabilities:

<http://students.ucsd.edu/well-being/disability-services/index.html>

5) **The Writing Hub** - Need help with a writing project or assignment? Want to talk through your ideas or get a second opinion on whether your writing is clear, logical, and well-supported? The Writing + Critical Expression Hub ("Writing Hub") can help!

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Located in the Geisel Library, the Writing Hub offers UC San Diego students free one-on-one help with any writing project—from cover letters to lab reports, research papers to grant proposals. Visit the Writing Hub to meet with a supportive, well-trained peer writing mentor who will help you gain perspective on what works and what can be improved in your writing.

The Writing + Critical Expression Hub | writinghub.ucsd.edu | writinghub@ucsd.edu

- **What?** Free help for writers
- **Where?** Geisel Library, lower level west (part of the Teaching + Learning Commons)
- **When?** Sunday-Friday, including evenings; see writinghub.ucsd.edu for hours.
- **How?** Book appointments at <https://ucsd.mywconline.com>