

Ethnic Studies 100C, Winter 2014

York 4050A, Tu-Th. 11am -12:20pm

Professor Ross Frank

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Hours: Wed. afternoon by apt., Thurs. 1-3 & by appt.

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Graduate Teaching

Apprentices (GTA): Mohammed Abumaye, Shamell Bell, Martin Boston

Description:

Considered independently, the concepts “social,” “justice” and “praxis” have important critical functions, which will each be taken up individually as a project of this practicum:

So-cial — *adjective* \ 'sō-shəl\ of or relating to human [society](#), the interaction of the individual and the group, or the welfare of human beings as members of society.

Jus-tice — *noun* \ 'jəs-təs\ 1: the principle or ideal of just dealing or right action; 2: conformity to this principle or ideal.

Prax-is — *noun* \ 'prak-səs\ 1: [action](#), [practice](#): as *a*: exercise or practice of an art, science, or skill *b*: customary practice or conduct; 2: practical application of a theory.

Paulo Freire, in *Pedagogy of the Oppressed*, describes to praxis as a “revolutionary theory” consisting of “reflection and action directed at structures to be transformed”. Through an advanced exploration of praxis-based approaches to the social world and to the utopian and futurist project of justice, in this capstone course students apply their Ethnic Studies theoretical training alongside research methods developed in ETHN 100B and ETHN 189W or 107 to original research projects.

Course Design:

Each Tuesday the class will participate in lecture and discussion of the weekly theme and common reading. Every Thursday beginning week 3, students will join in small-group, roundtable style workshops that focus on research development exercises or workshops, which are run by graduate teaching apprentices. Students will rotate into different small-groups weekly.

Grading & Assignment Detail:

Co-Authored Syllabus Project (20% of final grade):

Each student is responsible for contributing one reading to the syllabus

Attendance and Small Group Participation (20% of final grade)

Attendance and participation will constitute 20% of the student’s overall course grade. Presence and preparedness are key aspects to the successful fulfillment of requirements for this course. This course meets a total of twenty times and under normal circumstances only two absences will be excused. Every unexcused absence thereafter

will result in the removal of 5 points from your final grade. Participation is determined by your active presence and preparedness, which are key aspects to the successful fulfillment of requirements for this course. If you miss class, it is your responsibility to keep up with the reading, notes for lectures and discussions, and any assignments due.

Your small-group participation will count significantly towards your attendance and participation grade. Along with GTAs, each student is responsible for helping to facilitate a Thursday roundtable discussion.

Research design proposal (10% of final grade): propose a critical research project including the format for the final project (written, sonic, visual or performative). Due April 24th in class.

Two-part blog assignment (25% of final grade):

- 1) Each student will produce a bi-weekly blog entry that reflects upon and responds to the readings and ties them into your research project (beginning week two, and uploaded by 10am Tuesdays). Blog entries should: connect and discuss the article and how it pertains to your research project. What issues does it raise for you? How does it complement or complicate your work?
- 2) Each student will actively engage with another student's blog entry (which no other student has commented on for that week) offering thoughtful feedback, facilitative critique and encouraging suggestions for moving forward (beginning week 2, and uploaded by 10am each Thursday). Responses should engage with the classmate's ideas critically and function as facilitative of their ideas.

Work in Progress Presentation at ES Symposium (25% of grade):

Each student will undertake a small-scale "capstone" project in which knowledge is produced **collaboratively** with your interlocutor(s) or **symbiotically** with your environment or medium. The objective of the project is to determine how to best achieve collaboration and symbiosis, and your Symposium presentation will focus on: 1) your process; and 2) the result of your "findings" as "work in progress". Evaluation will depend primarily upon the presentation of your *process*, rather than your research outcomes or findings. You will receive detailed instructions on how to move forward by Week 5.

Students are encouraged to utilize office hour time to discuss necessary background and direction on the course material and development of a capstone project. ESL students are highly encouraged to consult the resources at the [OASIS](#) (858-534-3760) or the [Writing Center](#) (858-534-4911) for further assistance in successfully completing assignments. It is your responsibility to seek and utilize these resources as the need arises.

Class Schedule

Week 1 Why Social/Justice/Praxis?

April 1 Course introductions; small group theme selections

April 3 <https://www.youtube.com/watch?v=w-IyamaAbxM>

Week 2 On Collaborative Learning as Praxis

April 8 Karl Marx "Theses on Feuerbach" in *The German Ideology*

<https://www.youtube.com/watch?v=XoMksc-Ek20>

Syllabus Contribution Due

April 10 Stuart Hall "Gramsci's Relevance for the Study of Race and Ethnicity"

https://www.youtube.com/watch?v=qOP2V_np2c0

Week 3 Globalized Social Justice?

April 15 no reading assignment

April 17 Amy Kaplan, "Violent Belongings and the Question of Empire Today Presidential Address to the American Studies Association". *American Quarterly*, 2006, 56:1, 1-18.

Week 4 Diasporic Social Justice?

April 22 E. San Juan, Jr. "Trajectories of Diaspora Survivors." *Toward Filipino Self-Determination: Beyond Transnational Globalization*. (Albany: State University of New York, 2009) 117-137.

April 24 Ma Vang, "The Refugee Soldier: A Critique of Recognition and Citizenship in the Hmong Veterans' Naturalization Act of 1997". *positions: east asia cultures critique*, 2012, 20:3, 685-712.

OR

Khatharya Um, "Exiled Memory: History Identity, and Remembering in Southeast Asia and Southeast Asian Diaspora", *positions*, 2012, 20:3, 831-850.

Research Design Due

Week 5 Black Consciousness and Social Justice?

April 29 Paul Austerlitz, *Jazz Consciousness: Music, race, and Humanity*. (Middletown, CT: Wesleyan University Press, 2005), Intro and Chapter 1.

OR

Assata Shakur. *Assata: An Autobiography*. (Westport, CT: L. Hill, 1987), Chapter 12, 187-207. (Check TED to make sure this reading is available!)

May 1 Jeffrey Q. McCune Jr (2008) "Out" in the Club: The Down Low, Hip-Hop, and the Architecture of Black Masculinity, *Text and Performance Quarterly*, 28:3, 298-314.

Week 6 Feminist Social Justice?

May 6 Chandra Talpade Mohanty: "'Under Western Eyes' Revisited: Feminist Solidarity through Anticapitalist Struggles". *Signs: Journal of Women in Culture and Society*, 2002, 28:2, 499-535.

Reference: Mohanty, Chandra Talpade. "Under Western Eyes: Feminist Scholarship and Colonial Discourses." *Third World Women and The Politics of Feminism* (1991): 51-80.

May 8 Audre Lorde "Uses of the Erotic: The Erotic as Power" in *The Lesbian and Gay Studies Reader*, (London: Routledge, 1991), 339-343.

Week 7 Queer/Social/Justice?

May 13 Dean Spade, Morgan Bassichis and Alex Lee. Building an Abolitionist Trans & Queer Movement with Everything We've Got, in *Captive Genders*, ed. Eric Stanley and Nat Smith. (AK Press, 2011), 15-40.

May 15 Akihiko Hirose and Kay Kei-ho Pih. "Men Who Strike and Men Who Submit: Hegemonic and Marginalized Masculinities in Mixed Martial Arts." *Men and Masculinities* 13.2 (2009):190-209

Week 8 Violence/Health/Social Justice?

May 20 Kimberle Crenshaw. "Mapping the Margins." Intersectionality Identity Politics and Violence against Women of Color 43. *Stanford Law Review* (1991): 1241-52, 1262-65-299.

May 22 C. L. Ford and C. O. Airhihenbuwa. "Critical Race Theory, Race Equity, and Public Health: Toward Antiracism Praxis." *American Journal of Public Health* 100.S1 (2010): S30-35

Week 9 Education and Social/Justice?

May 27 bell hooks, *Teaching to Transgress: Education as the Practice of Freedom*. (London: Routledge, 1994), Chapter 1, 13-22.

May 29 Debbie Sonu, "Illusions of Compliance: Performing the Public and Hidden Transcripts of Social Justice Education in Neoliberal Times", *Curriculum inquiry* Vol. 42, No. 2 (2012), pp. 240-259.

Week 10 Symposium week

June 3 Presentation preparations

June 4 Ethnic Studies Symposium, CCC, 1:30-5:30

June 5 Wrap up