

Ethnic Studies 200B
Formulations: Interdisciplinarity and Knowledge Production in Ethnic Studies
Winter 2012

Monday 2 - 4:50 PM
SSB 103

Professor: Adria L. Imada
Office: Social Science Building 230
Mailbox: Department of Ethnic Studies, SSB 201
Email: alimada@ucsd.edu
Office Hours: Monday 5 – 6 pm, Wednesday 11:30 am – 1:30 pm

This syllabus is subject to change; the syllabus of record is kept updated and posted on the course website (url below).

Course Description This course examines the ethics, methods, and theoretical paradigms of recent interdisciplinary research in Ethnic Studies and related fields engaged in the study of race, gender, and sexuality. We also will read a few texts far afield from Ethnic Studies proper. We will explore how research questions are framed, particular theories are deployed and advanced, and interventions made in scholarly debates. Prerequisite: 200A and graduate standing.

Course Requirements

1) Class Discussion and Attendance – 20%

Your attendance and active participation is vital and essential; any unexcused absences will be factored into your final grade. Participation in class discussion is not simply a question of quantity, but also of quality and thoughtfulness. Students are expected to come prepared for discussion, with all texts and discussion posts read in advance.

2) Weekly Discussion Boards – 20%

Each student is required to post substantive assessments of each week's readings and at least two discussion questions (totaling about 1 page, or 300 words in length) on the class website, referred to as "TED" (<https://ted.ucsd.edu>). Please be sure to a) attach your response as a Word document and b) paste the text of your response directly into the box. Your post should be submitted by 6 pm the evening before seminar; students are also responsible for reading all course posting before class.

3) Class Presentations. Each week **two** students will be responsible for leading our weekly meeting, following guidelines below (weeks 2 –9) – 20%.

4) Two response papers (maximum of 4 pages due at beginning of class on two days of presentation) – 40%

Upload your paper as a Word document to the class TED website; do not paste in your paper into the box. Please use a 12-point standard font (e.g., Times New Roman), double-space, and paginate. Your paper may overlap with the oral presentation and should develop

an analysis of the work based on guidelines below. If covering more than one reading, include a relational analysis of the works as described below.

Accommodations

If you have a documented disability and anticipate needing accommodations in this course, please inform me and bring a notification letter outlining your approved accommodations. I will make all reasonable efforts to assist you. You may also seek assistance or information from the Office for Students with Disabilities, 858-534-4382.

Required Texts (available at UCSD Bookstore, with exception of *The Transit of Empire*)

Books:

- Siobhan Somerville. *Queering the Color Line: Race and the Invention of Homosexuality in American Culture*. Durham: Duke University Press, 2000.
- Saidiya V. Hartman. *Scenes of Subjection: Terror, Slavery, and Self-Making in Nineteenth-Century America*. New York: Oxford University Press, 1997.
- Jodi A. Byrd. *The Transit of Empire: Indigenous Critiques of Colonialism*. Minneapolis: University of Minnesota Press, 2011. (On reserve at UCSD library)
- Kamala Visweswaran. *Fictions of Feminist Ethnography*. Minneapolis: University of Minnesota Press, 1994.
- James C. Scott. *Domination and the Arts of Resistance: Hidden Transcripts*. New Haven: Yale University Press, 1990
- J. Kēhaulani Kauanui. *Hawaiian Blood: Colonialism and the Politics of Sovereignty and Indigeneity*. Durham: Duke University Press, 2008.
- Ann Laura Stoler. *Carnal Knowledge and Imperial Power: Race and the Intimate in Colonial Rule*. Berkeley: University of California Press, 2010, 2nd edition.
- Rebecca Skloot. *The Immortal Life of Henrietta Lacks*. 2010.

Articles:

Available as pdfs on the course website: <https://ted.ucsd.edu>. Each such reading has the notation “*” in the syllabus.

Guidelines for Seminar Presentations and Response Papers

The presentations and papers are not book reports or summaries of the readings. Instead provide a scholarly assessment of the work by discussing all or some the following:

- What are the work’s object(s) of analysis and key theoretical concepts?
- What are the work’s argument(s) and critical interventions? What kinds of debates and dialogues is it entering into?
- What is the work’s methodology/methodologies and its evidence? Is the evidence persuasive?

Bring in additional material only if it has direct bearing on the required work. If there is more than one article or reading per week, you do not necessarily need to discuss each separately, but may approach them thematically and relationally. How do they critique, advance, or perhaps contradict one another’s arguments? How might one aid an understanding of the other? Finally, formulate structured questions that will lead the class into discussion and be prepared to help direct discussion.

Course Schedule

Week 1 (1/9/12) – Introduction, The Politics and Stakes of Interdisciplinary Research

Week 2 (Holiday - rescheduled to Wednesday 1/18, 1:00 – 2:45 PM) – Co-constituting Race, Gender, and Sexuality

Siobhan B. Somerville. *Queering the Color Line: Race and the Invention of Homosexuality in American Culture*. Duke University Press, 2000. Intro, chapters 1, 2

*Siobhan B. Somerville, "Queer Loving." *GLQ: A Journal of Lesbian and Gay Studies* (2005) 11(3): 335-370.

*Roderick Ferguson, Introduction & Conclusion, *Aberrations in Black: Toward a Queer of Color Critique*. Minneapolis: University of Minnesota Press, 2004.

Week 3 (1/23/12) – Performance and the Body

Saidiya V. Hartman. *Scenes of Subjection: Terror, Slavery, and Self-Making in Nineteenth Century America*. Oxford University Press, 1997. Introduction, Chapters 1, 2, 3

*Stuart Hall, ed. "The Spectacle of the 'Other,'" in *Representation: Cultural Representations and Signifying Practices*. London: Sage, 1997: 225-290.

*bell hooks, Ch. 7, "The Oppositional Gaze," in *Black Looks: Race and Representation*. Boston: South End Press, 1992: 115-132.

Week 4 (1/30/12) – Indigeneity and Colonialism (rescheduled to Friday, 2/3, 1:30 – 3:00, following Jodi A. Byrd talk 10:00 – 11:30 am)

Jodi A. Byrd. *The Transit of Empire: Indigenous Critiques of Colonialism*. Minneapolis: University of Minnesota Press, 2011. Preface, Intro, Chapters 1, 4, 6, Conclusion

*Amy Kaplan, "'Left Alone with America': The Absence of Empire in the Study of American Culture." in *Cultures of United States Imperialism*. Durham: Duke University Press, 1993. 3-21.

Week 5 (2/6/12) – Ethnography as Practice and Epistemology

Kamala Visweswaran. *Fictions of Feminist Ethnography*. University of Minnesota Press, 1994. Intro, Chapters 1, 2, 3, 6, 7, and 9

Week 6 (2/13/12) – Everyday Practices of Resistance

James C. Scott. *Domination and the Arts of Resistance: Hidden Transcripts*. New Haven: Yale University Press, 1990. Chapters 1, 2, 7.

Week 7 (Holiday - rescheduled to Wednesday, 2/22/12, 1:00 – 3:30 PM) – Subjects of the State

J. Kēhaulani Kauanui. *Hawaiian Blood: Colonialism and the Politics of Sovereignty and Indigeneity*. Duke University Press, 2008. Chapters 1, 2, 5, 6

*Adria L. Imada, "The Army Learns to Luau: Imperial Hospitality and Military Photography in Hawai'i." *The Contemporary Pacific* 20 (2008): 329-361.

Week 8 (2/27/12) – Empire

Ann Laura Stoler. *Carnal Knowledge and Imperial Power: Race and the Intimate in Colonial Rule*. University of California Press, 2010, 2nd edition. Preface, chapters 1, 3, 5, 7, epilogue

Week 9 (3/5/12) –Science and Technology

Rebecca Skloot. *The Immortal Life of Henrietta Lacks*. 2010.

*David Serlin, “Reconstructing the Hiroshima Maidens,” in *Replaceable You: Engineering the Body in Postwar America*. Chicago: University of Chicago Press, 2004.

Week 10 (3/12/12) – Conclusions and Beginnings