

ETHNIC STUDIES 100
THEORIES & METHODS IN ETHNIC STUDIES
Fall 2011(T/Th 11:00 – 12:20)
Center Hall 222

Professor: Sara Clarke Kaplan

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Office Hours: Tue. 3:45-5:00, SSB #220 / Thur. 9:00-10:30, HHS #2041

Office hours will not be held on 10/18, 10/20, 11/10 & 11/29. Please plan accordingly.

Graduate Teaching Assistant: Thea Quiray Tagle

Mailbox: Department of Ethnic Studies, SSB #201

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Office Hours: Tue. 12:30-1:30, Cross Cultural Center / Wed. 11-1, Mandeville coffee cart

TA Office Hours will not be held 10/18 & 11/15, but will be held 10/20 & 11/17 instead.

COURSE SUMMARY

This course will offer an introduction to key historical and contemporary theoretical concepts, intellectual concerns, and political debates in the study of race as a mode of difference and power. Drawing upon course readings, film screenings, and class discussions, we will challenge ourselves to complicate our understandings of race as a social fact and force, as well as the relationship between race and other categories of meaning (class, gender, sexuality, nation, culture, and ancestry) as we experience them in our own daily lives and perceive them in the world around us. Using an interdisciplinary approach, we will explore how race has functioned as a crucial discourse through which knowledge and power are produced, deployed, and transformed in the United States and transnationally. At the same time, we will use this time to explore the different theoretical frameworks and methodological approaches through which knowledge about racialized subjects and structures has been constructed, institutionalized, and challenged. In keeping with this course's central premise—that the production of knowledge is both profoundly personal and urgently political—this class will require you to push yourselves past your comfort level; to be intellectually, politically, and emotionally vulnerable, creative, and generous; and to commit yourselves to learning processes that is not about *mastery*. This is not an easy class, but it is one in which each and every one of you can succeed. Pace yourself so that you can keep up; don't leave each other behind. If you decide that the journey is worth the effort, I guarantee it will be.

COURSE ASSIGNMENTS & EXPECTATIONS

It goes without saying that students are required to submit all written work and to attend all class sessions, unless previous arrangements have been made. Late work will not be accepted unless you have informed me before the due date and, barring an approved extension from me in advance, will be penalized 3 percentage points a day (in other words, an 'A' becomes an 'A-').

Attendance & Participation 20%

Your **attendance grade** depends upon you being mentally as well as physically present, on time, and equipped with printouts of all assigned readings and note-taking materials. More than two unexcused absences will affect your final grade; an absence that results from unavoidable extenuating circumstances (eg. medical, family, or legal situations) may be excused on my discretion. Your **participation grade** relies upon your collaborative involvement in class

discussions, including being up-to-date on the reading, sharing your ideas openly, attentively listening to your peers, and respectfully challenging yourself and others to stretch intellectually. PLEASE NOTE: (1) If you are sleeping, reading, messaging, websurfing, or otherwise 'virtually absent' while in class, I will send you home, and you will be marked as absent for the day. (2) Your participation grade may also reflect your performance on occasional unannounced reading quizzes, which may be given in class.

Reading Responses (5 total) 15%
 Over the course of the quarter, each student will be required to post **FIVE (5)** 100 – 300 word responses to the week's reading on the course bulletin board. Each reading response should either 1) make a statement that offers insight into a key theme, point, issue or concern of one or more readings; or 2) pose a question that will provide a new perspective or provoke more in-depth consideration of the week's themes, concerns, or framing questions, as presented in the reading. **Reading responses must be posted to the course website by 5pm on Wednesday of the assigned week.** Students will be assigned to their five response weeks alphabetically by last name.

Midterm
Object Analysis Paper 25%
 Your object analysis paper will function as the mid-term evaluation of your progress in the class, and will require you to demonstrate your familiarity with the reading and lecture materials from the first unit of the course. In 1500 – 1800 words (~ 6 pages double-spaced), you will analyze one of four provided cultural objects, to make an argument explaining how it reflects and/or shapes racial/gendered/sexual meaning and structures. Your object analyses will be due at the beginning of class on October 27th.

Final
Research-Based Theoretical Paper 40%
 The culmination of your work this quarter will be a final research-based theoretical paper, approximately 2000 – 2400 words in length (~ 8-10 pages double-spaced). Each of you will research and produce a synthesized overview of scholarship on an ethnic-studies related topic or research question of your choosing. You will decide upon a framing question, do research on the existing scholarship on the topic, and analyze these sources within an ethnic studies framework. Your research-based theoretical paper will serve as the final evaluation of your achievement in the class, and therefore should demonstrate your familiarity with key themes, issues, and approaches in the field of Ethnic Studies as explored in course materials. Your work on the assignment will be broken into **THREE (3)** stages, with 3 different deadlines:

- Proposed research topic (10/14)0%
- Annotated bibliography (11/17)15%
- Paper Due* ~~Final project proposal~~ (due 12/8)25%

While only TWO (2) of these stages are graded, you cannot receive credit for completing the assignment without submitting all three parts of the assignment in a timely manner.

REQUIRED TEXTS & SUPPLIES

All readings will be available via download from the course website at <ted.ucsd.edu>. You'll need to print them out and keep them together in order to refer back to them. You are expected to bring hard copies of the relevant readings to class every day. Alternatively, if over 30 students elect to purchase the course materials in a bound, hard copy form, I will make a reader available for purchase at Cal Copy (located across La Jolla Village Drive @ 3251 Holiday Court Suite 103; 858-452-9949).

READING SCHEDULE

All readings should be completed by Tuesday of the week for which they are assigned.

9/22: Racial discourse, racial matter...or, why race matters (Introduction)

I. THEORIZING RACE: KEY PARADIGMS

Week One (9/27 – 9/29): The social construction of race and ethnicity [72 pp]

Omi, Michael, and Howard Winant, "Racial Formation" *Racial Formation in the United States, from the 1960s to the 1990s*. New York: Routledge, 1994. 53-76.

Kim, Claire J. "The Racial Triangulation of Asian Americans." *Politics & Society* 27.1 (March 1999): 105-138.

Rana, Junaid. "The Story of Islamophobia." *Souls* 9.2 (2007): 148-161.

Week Two (10/4 – 10/6): Racial formation & racism (the *death-dealing* remix) [36 pp]

Foucault, Michel. "17 March 1976." *Society Must Be Defended: Lectures at the Collège de France 1975-1976*. Ed. François Ewald, Alessandro Fontana, and Mauro Bertani. Trans. David Macey. New York: Picador, 2003. 239-264.

Gilmore, Ruth Wilson. "Fatal Couplings of Power & Difference: Notes on Racism and Geography." *The Professional Geographer* 54.1 (February 2002): 15-24.

II. MULTIPLE MODALITIES, CRITICAL INTERVENTIONS

Week Three (10/11 – 10/13): Theorizing Intersectionality [43 pp]

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

Blackwell, Maylei, and Nadine Naber. "Intersectionality in an Era of Globalization." *Meridians* 2.2 (2002): 237-248.

**RESEARCH PAPER TOPICS DUE ON TED BY 5 PM, OCT. 14TH **

Week Four, Part One (10/18): Racing heteropatriarchy—queer of color critique [51 pp]

Reddy, Chandan C. "Home, Houses, Nonidentity: *Paris Is Burning*." *Burning Down the House: Recycling Domesticity*. Rosemary Marangoly George, ed. Boulder: Westview, 1998. 355-79.

Ferguson, Roderick. "The Nightmares of the Heteronormative." *Journal for Cultural Research* 4.4 (October 2000): 419-444.

Week Four, Part Two (10/20): Secondary research in ethnic studies—a library practicum

Alanna Aiko Moore, CGS Librarian and Head of SSH Information Service & Education

Week Five (10/25 – 10/27): Structures of Racial Capitalism [62 pp]

Wilson, William J. "From Racial Oppression to Economic Class Subordination," *The Declining Significance of Race: Blacks and Changing American Institutions*. 2nd ed. Chicago: U of Chicago P, 1980. 1-23.

Harris, Cheryl. "Whiteness as Property," Parts 1 & 2. *Critical Race Theory*. Kimberlé Crenshaw, et. al., eds. New York: New Press, 1996. 276-283.

Hong, Grace. The Possessive Individual and Social Death: The Complex Bind of National Subjectivity." *The Ruptures of American Capital: Women of Color Feminism and the Culture of Immigrant Labor*. Minneapolis: U of Minnesota P, 2006. 1-29.

OBJECT ANALYSIS PAPERS DUE IN CLASS OCT. 27TH

III. RACE IN PLACE

Week Six (11/1 – 11/3): The racial state and racial hegemony [39 pp]

Hall, Stuart. "Gramsci's Relevance for the Study of Race and Ethnicity." *Journal of Communication Inquiry* 10.2 (1986): 5-27.

Omi, Michael, and Howard Winant, "The Racial State" *Racial Formation in the United States, from the 1960s to the 1990s*. New York: Routledge, 1994. 77-92.

Week Seven, Part One (11/8): Race, indigeneity, and the settler colonial nation-state [65 pp]

Smith, Andrea. "Indigeneity, Settler Colonialism, White Supremacy." *Global Dialogue* 12.2 (Summer/Autumn 2010).

Smith, Andrea. "Queer Theory and Native Studies: The Heteronormativity of Settler Colonialism." *GLQ* 16.1 (2010): 41-68.

Kauanui, J. Kehaulani. "Got Blood?" *Hawaiian Blood: Colonialism and the Politics of Sovereignty and Indigeneity*. Durham: Duke UP, 2008. 1-35.

Week Seven, Part Two (11/10): library practicum part 2

Week Eight (11/15 – 11/17): Expansion and exclusion—nativism and empire

Roberts, Dorothy. "Who May Give Birth to Citizens?" *Immigrants Out! The New Nativism and the Anti-Immigrant Impulse in the United States*. New York: NYU Press, 1996. 205-219.

Somerville, Siobhan B. "Sexual Aliens and the Racialized State: A Queer Reading of the 1952 U.S. Immigration and Nationality Act." *Queer Migrations*. Eithne Luibhéid and Lionel Cantú, eds. Minneapolis: U of Minnesota Press, 2005. 75-91.

Kaplan, Amy. "Manifest Domesticity" *The Anarchy of Empire in the Making of US Empire*. Cambridge: Harvard UP, 2002. 23-50.

ANNOTATED BIBLIOGRAPHIES DUE IN CLASS NOV. 17TH

IV. TAKING RACE GLOBAL

Week Nine (11/22 – 11/24): The space-time of race—theorizing diaspora [37 pp]

Edwards, Brent Hayes. "Diaspora." *Keywords for American Cultural Studies*. Bruce Burgett and Glenn Hendler, eds. New York: NYU Press, 2007. 81-85.

Hall, Stuart. "Cultural Identity and Diaspora." *Colonial Discourse / Postcolonial Theory: A Reader*. Patrick Williams & Laura Chrisman, eds. New York: Columbia UP, 1994. 392-403.

Eng, David. "Out Here and Over There: Queerness and Diaspora in Asian American Studies." *Social Text* 52+53 (Autumn & Winter, 1997): 31-52.

NO CLASS NOV. 24 — UCSD CLOSED

Week Ten (11/29-12/1): A Borderless World?—race in a transnational context (49 pp)

Lowe, Lisa. "Globalization." *Keywords for American Cultural Studies*. Glenn Hendler and Bruce Burgett, eds. New York: New York UP, 2007. 120-123.

Miyoshi, Masao. —A Borderless World? From Colonialism to Transnationalism and the Decline of the Nation-State. *Critical Inquiry* 19.4 (Summer 1993): 726-751.

Sharpe, Jenny. "Is the U.S. Postcolonial? Transnationalism, Immigration, and Race." *Diaspora: A Journal of Transnational Studies* 4.2 (Fall 1995): 181-199.

COURSE POLICIES

Accommodations:

If you have a medical condition or disability for which you may need accommodation in order to participate fully and successfully, please feel free to speak with me individually so that we can make necessary adjustments. You may also seek assistance or information from the Office for Students with Disabilities (858-534-4382). If you have a religious commitment that conflicts with a scheduled assignment or exam, please notify me by the end of Week 2, so that we can make alternative arrangements. If you prefer to be called by a different name or referred to as a different gender than the one under which you are officially enrolled, please inform me, so that I can adjust accordingly. If you are struggling, confused, or behind in class, it is always your right and responsibility as a student to meet with me so that we can strategize about how to best address your concerns. I also strongly encourage you to contact the Office of Academic Support and Instructional Services (858-534-3720; oasis@ucsd.edu). OASIS provides free individual and group academic support to all UCSD undergraduates, including tutoring, writing coaching, and the development of advanced study skills.

Academic Integrity:

According to the UCSD Policy on Academic Integrity, "no student shall engage in any activity that involves attempting to receive a grade by means other than honest effort." This includes:

- "completing [...] any examination or assignment for another person" or "allowing any examination or assignment to be completed [...] for himself or herself by another person;
- plagiarizing or copying the work of another person and submitting it as his or her own work;
- employing aids excluded by the instructor in undertaking course work or in completing any exam or assignment."

Any work that you produce for this course that violates the UCSD Policy on Integrity of Scholarship will automatically result in an 'F' on that assignment. Further penalties may include your failure in the course and your suspension and/or expulsion from the University. To learn more about academic integrity, please consult the UCSD Policy on Integrity of Scholarship: (<http://www-senate.ucsd.edu/manual/Appendices/app2.htm>). For specific questions about plagiarism or other forms of academic dishonesty, please see me.

Principles of Community:

By the very nature of the course topic, there will likely be a wide range of opinions among students, many of which may be rooted in personal histories and experiences. This class will raise critical questions about the significance of these divergences, encouraging you to interrogate your personal experiences and situate them within broader social structures. As explained in the UCSD principles of community, however, the freedom of expression that is essential for this kind of open intellectual exchange is only effective when conducted with generosity, respect, and self-reflection. In keeping with these principles, abusive, insulting, discriminatory, or derogatory language and behaviors will not be tolerated in this class; nor will students be allowed to disrupt others' learning process in the attempt to impose a particular perspective. For more information about the UCSD Principles of Community, visit

<<http://www.ucsd.edu/principles/>>. Also see the UCSD Student Conduct Code at <http://ugr8.ucsd.edu/judicial/22_00.html>.

ETHNIC STUDIES MAJORS OR MINORS:

This 4-unit course is both applicable to and a requirement for the **Ethnic Studies** major or minor. **Ethnic Studies** is a department in the Division of Social Sciences that offers a major, double major, or minor. Many students take Ethnic Studies courses because the topic is of great interest or because of a need to fulfill a social science, non-contiguous, or other college requirement. Often students have taken three or four classes in Ethnic Studies out of “interest” yet have no information about the major or minor and don’t realize how close they are to a major, a minor, or even a double major. An Ethnic Studies major provides excellent preparation for careers in law, advertising, public policy, government and politics, education, journalism, business administration, international relations, public health, social work, graduate studies and much more. If you would like more information about the Ethnic Studies major or minor at UCSD, please contact Yolanda Escamilla, Ethnic Studies Department Undergraduate Advisor, at 858-534-3277 or <yescamilla@ucsd.edu>.

STUDENT CONSENT FOR RELEASE OF STUDENT INFORMATION:

(Buckley Waiver)

I hereby authorize the UCSD Department of Ethnic Studies to return my final graded work by placing it in a location accessible to all students in the course. I understand that the return of my work as described above may result in disclosure of personally identifiable information that is not public information as defined in UCSD PPM 160-2, and I hereby consent to the disclosure of such information.

COURSE: ETHN 100 (Theories & Methods)

QUARTER: Fall 2011

PROFESSOR: S. C. Kaplan

NAME / #: _____

SIGN & DATE: _____

ETHN 100
Theories & Methods in Ethnic Studies
Fall 2010 (Kaplan)
Research Proposal Guidelines