

Formulations: Interdisciplinarity and Knowledge Production in Ethnic Studies

This course uses model studies to explore how comparative and relational problems are posed as research projects, how research questions are constructed, and how they employ theory to frame the project and establish what is at stake in the research. 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 will explore how research questions are framed, particular theories are deployed and advanced, and interventions made in scholarly debates. Prerequisite: 200A and graduate standing.

Required Texts:

Books should be ordered independently. Readings other than those listed below will be available through E-res.

- 1) Sylvia Winter essay, Gayatri Spivak essay
- 2) *Death Beyond Disavowal*, Grace Hong
- 3) *Queen for a Day*, Marcia Ochoa
- 4) *Life Support*, Kalindi Vora
- 5) *Modernity's Ear*, Roshanak Kheshti
- 6) *Native American DNA*, Kim Tallbear
- 7) *Emotional Politics of Racism*, Paula Ioanide
- 8) *Spatializing Blackness*, Rashad Shabazz
- 9) *Slaves of the State*, Dennis Childs

Assessment:

1. Class Discussion and Attendance 33%

Seminar classes are dependent on everyone's attendance and active participation, thus unexcused absences will impact your final grade. Students are expected to come prepared with 1-2 questions for discussion they can facilitate, and with all texts read in advance.

2. Seminar Presentations 33%

Each week one to two students will be responsible for leading our initial discussion, following guidelines below. If covering more than one reading, include a relational analysis of the works as described below.

3. Dossier 33%

Each response paper is due on paper at the beginning of class (maximum of 2 pages, 12 point font, double spaced, and paginated). These will be exchanged for comments, submitted to me, and then returned to you. You will turn in your collected response papers at the end of the quarter as a portfolio.

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. If you have responsibility for any dependents, please let me know at the beginning of the term if you need 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

Guidelines for Response Papers

(see “What is a precis” on TED). Response papers are *critical/analytical* summaries of the reading, and should demonstrate an understanding of the full book’s project, not just selected chapters, though chapter-level arguments can be explained in relations to the book’s intervention. Papers will be printed and exchanged for peer comment during the first fifteen minutes following the seminar break. Note: the Precis is not book report or summary of the readings.

Guidelines for Seminar Presentations

Following my introduction of the week’s readings, seminar presenters should spend 35-45 minutes week’s readings. They will also facilitate discussion until the seminar break. Please do not summarize the readings. Instead provide a scholarly assessment of the work by discussing each of the following:

- 1) State the research question/problem and theoretical framing of the need for this intervention. (What is the project and what kinds of debates and dialogues is it entering into?)
 - 2) What are the work’s object(s) of analysis and key theoretical concepts?
 - 3) What methods are used, and why (what kind of evidence does the author want to establish)? Why does the author need *this* particular set of methods to answer the research question (that is, what is the methodology?) Is the evidence persuasive?
- 3) Finally, formulate structured questions that will lead the class into discussion and be prepared to help direct discussion.

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?

Reading Schedule

Week 1 (1/7): Introduction and Foundations for Methods in Ethnic Studies

- Sylvia Wynter, "Unsettling the Coloniality of Being/Power/Truth/Freedom: Towards the Human, After Man, Its Overrepresentation--An Argument"

Week 2 (1/14): Historical/Archival

- *Death Beyond Disavowal*, Grace Hong

Week 3 (1/21): Ethnography and Community Studies

- *Queen for a Day*, Marcia Ochoa

Week 4 (1/28):

Life Support, Kalindi Vora

Week 5: (2/4) Race, Visual Culture, Sound

- *Modernity's Ear* Roshanak Kheshti

Week 6 (2/11): Indigenous Studies meets Science Studies

- *Native American DNA*, Kim Tallbear

Week 7 (2/18): No Class Out of class assignment:

Week 8 (2/24): Historical/Archival

- *Intimacies of Four Continents*, Lisa Lowe
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Week 9 (3/3): Prison Studies: Archives and Literatures

- *Slaves of the State*, Dennis Childs OR *Fatal Invention: How Science Politics, and Big Business Recreate Race in the 21st Century*, Dorothy Roberts OR *The People's Science* Ruha Benjamin OR *The Emotional Politics of Racism*, Paula Ioanide
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Week 10 (TBD): Chicano Studies: Works in Progress

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