

## Pro-seminar: Research in Ethnic Studies

Ethnic Studies 200C  
Spring 2012  
Thursday 10AM – 12:50PM, SSB 103  
Office Hours: Weds. 10-2 and by appt.

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Course materials available at: <http://weber.ucsd.edu/~rfrank>

### Course Description

This course will present students with project research designs, in the form of published monographs, and presented by Ethnic Studies and affiliated faculty. We will interrogate published works to understand their component parts, the research design, and the decisions made that resulted in the presentation of the scholarship in its final form. Presenters will discuss how they conceive of and pose their research questions, integrate theoretical and methodological models that guide their research plan, how they think about the type and direction of the research undertaken, and how they conceptualize the end result in terms of presentation and reading audiences, publishing plans, and the larger conversations that the research will engage.

### Evaluation

Seminar assignments will consists of:

- 1) Active participation in the discussion of the materials considered in class **each** week. This requires that students come to class having completed the readings assigned, and having given thought to the series of questions set out below. Seminar participation and weekly responses (see #2 below) accounts for 30% of the seminar grade. Evaluation will recognize primarily student's insight and constructive participation in achieving the collective intellectual goals of the seminar.
- 2) In order to focus class discussions, students during 2, 3, 5, 7 and 9 will post a weekly 1-2 page response paper by 6PM the Wednesday evening before class. We will agree on a common means of distribution (email, TED, Dropbox) at the first class meeting. Response papers will address the set of Guidelines outlined below in relation to the week's assigned readings. Students will read the response papers submitted by the other students before the class meeting on Thursday.
- 3) During weeks 2, 3, 5, 7 and 9, one or two students will facilitate the seminar meeting in order to help the class elicit and organize productive discussions about the week's reading. Facilitation of the seminar meeting will provide 20% of the final grade.
- 4) Each student will prepare and present in seminar 2 Research Topic Papers: 5-10 pp. preliminary ideas for research projects in Ethnic Studies. The research idea paper needs to (1) specify the thesis topic and research questions; (2) indicate the relevant literature(s) that place the proposed research topic in context; 3) identify the significance of the project as original Ethnic Studies discovery scholarship; (4) explain and justify the research methods to be employed; (5) indicate the feasibility of the

research and identify the primary sources or data bases to be used. One or two students will present their draft research topic paper each week during weeks 3-10. The week following a presentation, a revised draft of the Research Topic Paper will be due by the beginning of the Thursday class meeting. Each Research Topic Paper will comprise 25% of the seminar grade (a total of 50%).

### **Guidelines for interrogating assigned readings**

- What area(s) of research does the work cover? Within those areas, what central research question or questions does the book pose and strive to answer? What related or ancillary research questions emerge?
- Theoretical frameworks are used to shape the understanding of the areas of research and the research questions, as well as to help interpret the material under analysis. Identify the major theoretical influences used to create such a framework. What other theories are utilized, and how are they employed?
- Which methodologies are employed to organize the collection, organization, and analysis of the information, data, or other materials that are used to structure and argue responses to the research questions? How does the work respond to the tension between methodologies that have disciplinary origins and strategies for interdisciplinary research and analysis?
- What materials are used as evidence over the course of the book? How are they used? How appropriate and effective is the evidence and the uses made of it?
- What is the structure or architecture of the text that organizes theory, methodology, information, and analysis to bring them to bear on the research questions and goals at hand?

### **Accommodations**

Please discuss with me as soon as possible any disabilities or medical conditions that may affect your participation in any aspect of the course, and if you require specific accommodations. I will make all reasonable efforts to assist students in completing and benefitting from the course.

## Syllabus

### Readings

**NOTE: These books have not been ordered. Please plan on purchasing or arranging for library copies.**

Patrick Anderson. *So Much Wasted: Hunger, Performance, and the Morbidity of Resistance*. Durham: Duke University Press, 2010.

John D. Blanco. *Frontier Constitutions: Christianity and Colonial Empire in the Nineteenth-Century Philippines*. Berkeley: University of California Press, 2009.

Jodi A. Byrd. *Transit of Empire: Indigenous Critiques of Colonialism*. Minneapolis: University of Minnesota Press, 2011.

Fatima El-Tayeb. *European Others: Queering Ethnicity in Postnational Europe*. Minneapolis: University of Minnesota Press, 2011.

Avery Gordon. *Ghostly Matters : Haunting and the Sociological Imagination*. Minneapolis: University of Minnesota Press, 1997.

Readings marked in the syllabus “**W**” are available on course website:  
<http://weber.ucsd.edu/~rfrank>

### **Week 1 (April 5): Introduction – What is Ethnic Studies?**

Please read the following for **Week 1** seminar:

Gloria Bowles, Clara Sue Kidwell, Ron Takaki. “Ethnic Studies and Women's Studies at UC/Berkeley: A Collective Interview.” *The Radical Teacher* , 14 (December, 1979), pp. 12-18. **W**

Stable URL: <http://www.jstor.org/stable/20709219>

Evelyn Hu-DeHart, “The History, Development, and Future of Ethnic Studies.” *The Phi Delta Kappan*, 75:1 (Sep., 1993), pp. 50-54. **W**

Stable URL: <http://www.jstor.org/stable/20405023>

Gulbenkian Commission on the Restructuring of the Social Sciences, “What kind of Social Sciences Shall We Now Build?” in *Open the Social Sciences : Report of the Gulbenkian Commission on the Restructuring of the Social Sciences*. Stanford, Calif.: Stanford University Press, 1996, 70-93. **W**

Gerald Vizenor, “Transethnic Anthropologism: Comparative Ethnic Studies at Berkeley.” *Studies in American Indian Literatures*, Series 2, 7:4 (Winter 1995), pp. 3-8. **W**

Stable URL: <http://www.jstor.org/stable/20736879>

**Week 1 (April 5): Introduction – What is Ethnic Studies? (continued)**

Joan Walsh, "As American as ethnic studies", Pacific News Service, Sept. 2, 1998. W

Vine Deloria, Jr., David E. Wilkins, "Racial and Ethnic Studies, Political Science, and Midwifery." *Wicazo Sa Review*, 14:2 (Autumn, 1999), pp. 67-76. W

Stable URL: <http://www.jstor.org/stable/1409552>

Yen Le Espiritu. "Disciplines Unbound: Notes on Sociology and Ethnic Studies." *Contemporary Sociology*, 28:5 (Sep., 1999), 510-514. W

Stable URL: <http://www.jstor.org/stable/2654984>

Tommy Craggs, "Ethnic Warfare: A bitchy academic fight within SFSU's College of Ethnic Studies puts the future of the program in question." *San Francisco Weekly*, 1/26/2005. W

Gregory Rodriguez, "Academia's hidden crackpots: What kind of discipline would nurture a hatefilled academic such as fired professor Ward Churchill?" *Los Angeles Times*, July 30, 2007. W

**Week 2 (April 12): Indigeneity and Colonialism (reconsidered)**

Jodi A. Byrd. *Transit of Empire: Indigenous Critiques of Colonialism*. Minneapolis: University of Minnesota Press, 2011.

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**Week 3 (April 19): Troubling Sociology**

Avery Gordon. *Ghostly Matters : Haunting and the Sociological Imagination*. Minneapolis: University of Minnesota Press, 1997.

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**Week 4 (April 26): Discussion and Presentation I**

Visitor: Professor Wayne Yang (11:30)

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**Week 5 (May 3): Unsettling Histories**

John D. Blanco. *Frontier Constitutions: Christianity and Colonial Empire in the Nineteenth-Century Philippines*. Berkeley: University of California Press, 2009.

Ranjit Guha. "On Some Aspects of the Historiography of Colonial India." *Selected Subaltern Studies*. ed. Ranajit Guha, and Gayatri Chakravorty Spivak. New York: Oxford University Press, 1988. 37-44. W

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**Week 6 (May 10): Discussion and Presentation II**

Visitor: Professor Jody Blanco (Literature)

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**Week 7 (May 17):**

Fatima El-Tayeb. *European Others: Queering Ethnicity in Postnational Europe*. Minneapolis: University of Minnesota Press, 2011.

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**Week 8 (May 24): Discussion and Presentation III**

Visitor: Professor Fatima El-Tayeb

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**Week 9 (May 31): Enacting and Reading Performativity**

Patrick Anderson. *So Much Wasted: Hunger, Performance, and the Morbidity of Resistance*. Durham: Duke University Press, 2010.

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**Week 10 (June 7): Discussion and Presentation IV**

Visitor: Professor Patrick Anderson (11:30)

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