

**Formulations:  
Interdisciplinarity and Knowledge Production in Ethnic Studies**

Ethnic Studies 200B

Winter 2017

Wednesday 11AM – 2:50PM, SSB 414 (Sociology)

Office Hours (227 SSB): Weds 10-11, Thursdays 11-2;

(205a SSB Chair's Office) Tues. 11-2; and by appointment.

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**Course Description:**

The Department of Ethnic Studies' Vision Statement calls for our engagement in "the fundamental theoretical and political questions regarding the critical conceptualization of social categories, particularly race, indigeneity, culture, ethnicity, gender, sexuality, class, and nation." This class focuses on how to rethink these questions in a comparative, relational, and interdisciplinary fashion; an epistemology that concerns itself with disciplinarity, representation, and knowledge production. Moving away from the invisibility-to-visibility model, which structures visibility as the penultimate goal, our task calls attention to the "minority" as unstable, unrepresentable, and unbelonging subjects who make transparent and thus destabilize the ideological investments of institutionally sanctioned disciplines. The 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 to establish what is at stake in the research.

**Organization:**

Seminar assignments and responsibilities:

- Discussion: attendance and active participation in the group discussions of the reading during the weekly seminar meetings.
- Response: beginning Week 2, each week that you are not presenting post a 600-900 (2-3 page) Word document response to the week's reading to TritonEd by 8PM Tuesday evening. Read responses of others after 8PM Tuesday evening.;
- Presentation: lead one seminar discussion during the quarter;
- Synthesis: write one 4-5 page paper each covering the assigned reading for the week in which you presented. Synthesis papers are due at the beginning of class the week after your presentation and allow you to reflect on the seminar discussion and previous readings;
- Journal: an assignment in reading and analyzing Journals of use to Ethnic Studies scholarship (each person will present once (approximately 15 minutes), instructions distributed separately);
- Colloquium (or Job Talks): jointly lead a brief discussion about a selected presenter in the seminar following the presentation.

Assessment:

Class discussion and attendance: 33%

Presentations in seminar: 33%

Dossier of written work: 33%

## Guidelines for Response Papers and Seminar Presentations

For each week's reading, your response or presentation and discussion should focus on how the book-length study generates and structures new knowledge relevant to Ethnic Studies. We are seeking to understand how authors formulate their ideas into published research of significance to Ethnic Studies to help to think about how to craft our own projects.

- How are comparative and relational problems posed as research projects?
- What are the research questions and how are they constructed?
- How does the work employ theory to frame the project?
- How does the work employ theory to establish what is at stake?
- How does the work as a whole intervene, open up, or transform new terrain for Ethnic Studies research and scholarship?

Responses papers are *critical/analytical* summaries of the reading, and should demonstrate an understanding of the full book's project, not just selected chapters. However, assessing chapter-level arguments can be useful in thinking through how the whole becomes articulated as a scholarly intervention.

## Assigned books - please purchase or arrange for library/electronic copies.

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

<http://www.jstor.org/stable/10.5749/j.ctttv97j>

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

<http://site.ebrary.com/lib/ucsd/docDetail.action?docID=10227061>

<http://www.jstor.org/stable/10.5749/j.ctttt4hp>

Roshanak Khesti. *Modernity's Ear: Listening to Race and Gender in World Music*. New York, New York University Press, 2015.

<http://www.jstor.org/stable/j.ctt15zc66p>

Curtis Marez. *Farm Worker Futurism Speculative Technologies of Resistance*. Minneapolis: University of Minnesota Press, 2016.

<http://www.jstor.org/stable/10.5749/j.ctt1c2crhk>

Denise Silva. *Toward a Global Idea of Race*. Minneapolis: University of Minnesota Press, 2007. \*

<http://www.jstor.org/stable/10.5749/j.cttssr9>

Leslie Marmon Silko. *Gardens in the Dunes*. NY: Simon & Schuster, 1999.

Audra Simpson, *Mohawk Interruptus: Political Life Across the Borders of Settler States*. Durham: Duke University Press, 2014.

<http://read.dukeupress.edu/content/mohawk-interruptus>

Diana Taylor. *The Archive and the Repertoire: Performing Cultural Memory in the Americas*. Durham: Duke University Press, 2003.

<http://read.dukeupress.edu/content/the-archive-and-the-repertoire>

Kalindi Vora. *Life Support: Race, Biocapital and the New History of Outsourced Labor*. Minneapolis: University of Minnesota, 2015.  
<http://www.jstor.org/stable/10.5749/j.ctt155jms0>

\*readings from the Ethnic Studies Graduate Reading List

**The Journey:** [presentation] J-journal assignment

**Week 1 — January 11: Introduction to the course**

**Week 2 — January 18: Marks and Traces: The Methodology of Haunting**

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

**Week 3 — January 25: Racial Knowledge: The “Racial” in Post-Enlightenment**

Denise Silva. *Toward a Global Idea of Race*. Minneapolis: University of Minnesota Press, 2007. [everyone]

**Week 4 — February 1: Embodied Ethnography, Aurality and Desire**

Roshanak Khesti. *Modernity’s Ear: Listening to Race and Gender in World Music*. New York, New York University Press, 2015. [Pricila] J-Nancy

**Week 5 — February 8: Embodied Ethnography, Reproductive Labor**

Kalindi Vora. *Life Support: Race, Biocapital and the New History of Outsourced Labor*. Minneapolis: University of Minnesota, 2015. [Melanie] J-Pricila

**Week 6 — February 15: Indigenous Studies and Ethnic Studies**

Jodi A. Byrd. *Transit of Empire: Indigenous Critiques of Colonialism*. Minneapolis: University of Minnesota Press, 2011. [Nancy] J-India

**Week 7 — February 22: Transnational Identity, Indigenous Sovereignty**

Audra Simpson, *Mohawk Interruptus: Political Life Across the Borders of Settler States*. Durham: Duke University Press, 2014. [Ross] J-Sophia

**Week 8 — March 1: Literary Respite?**

Mishuana Goeman. Chapter 4: “Someday a Story Will Come” Rememorative Futures, in *Mark My Words : Native Women Mapping Our Nations*. Minneapolis: University of Minnesota Press, 2013. **This reading is posted on TritonEd** [everyone] J-Melanie

Leslie Marmon Silko. *Gardens in the Dunes*. NY: Simon & Schuster, 1999.

**Week 9 — March 8: Performance Studies: The Archive and the Repertoire**

Diana Taylor. *The Archive and the Repertoire: Performing Cultural Memory in the Americas*. Durham: Duke University Press, 2003. [India] J-Noelle

**Week 10 — March 15: Media, Technology, and Culture**

Curtis Marez. *Farm Worker Futurism Speculative Technologies of Resistance*. Minneapolis: University of Minnesota Press, 2016. [Sophia]