

## **CES 200 Argument with the Given (key concepts)**

<https://ces200fall2017.blogspot.com/>

Kalamazoo College

Fall 2017

MWF 9:40-10:55

### **Dr. Reid Gómez**

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Office Hours: Monday 2-4 and Wednesday 11:30-1

CES 200 is a survey course; consequently a wide breadth of topics (some in greater depth than others) will be covered. The primary goal consists of developing a sophisticated understanding of the central themes, and key concepts, in the field of Critical Ethnic Studies. Students will pursue their understanding via an interdisciplinary process. Our secondary goal will be to acquire and build the skills necessary to pursue further learning in Critical Ethnic Studies; these include identifying your own research agenda (obsessions and desires), stocking your analytical tool kit (bibliographic skills, critical thinking, and the identification of knowledge demands), and lighting your intellectual fire (interest in the field).

### **Course Objectives:**

- Sophisticated understanding of the key themes and concepts in Critical Ethnic Studies.
- Clear and detailed understanding of racial formation and racial projects.
- Clear and nuanced understanding of interdisciplinary work—the process and the practice.
- Maturity and expansion of the type and scope of critical and close reading, argument, listening, and writing skills required of advanced analysis and theory in the field of Critical Ethnic Studies.
- Demonstrate an ability to read, explain and understand key concepts and readings before attempting to offer comments and analysis.
- Make and develop an argument and analyze from a solid, and grounded, theoretical base. Critical Ethnic Studies is a matter of argumentation, not opinion.

### **Course Outline:**

- I. Memories, Sensibilities, Beliefs and Elsewheres
- II. Stretch or Die: An Argument with the Given
- III. Decolonization

### **Required Readings:**

Gómez, Reid (editor), *Ethnic Studies Course Reader*. Available on Closed Reserves:

<https://reason.kzoo.edu/library/>

Mignolo, Walter D. *The Idea of Latin America*. Oxford: Blackwell Publishing, 2005.

Whitehead, Colson. *The Underground Railroad*. New York: Doubleday, 2016.

**Required Film:**

*El Norte* (1983): <http://kzoo.kanopystreaming.com/video/el-norte>

You must screen *El Norte* before Monday of week 7 (23 October 2017). *El Norte* is available on Kanopy. You can watch the film alone, or set up a screening with friends, and/or classmates. **Please note: The film is intense** (*violent/there is no sexual violence on screen*). You will be responsible for the entire film for our class discussions. **Please screen the film BEFORE reading ANY reviews of the film!** If possible screen the film in one sitting and take notes/write reflections immediately after the screening. If you screen with others, please take a moment to formulate your own thoughts, before discussing the film. Let me know if you have any questions or require any assistance.

**Recommended texts:** (extra credit options)

Timothy Snyder, *On Tyranny*

Stefano Harney and Fred Moten, *The Undercommons: Fugitive Planning and Black Study* (full text available online) <http://www.minorcompositions.info/wp-content/uploads/2013/04/undercommons-web.pdf>

Michael Omi and Howard Winant, *Racial Formation in the United States: 3<sup>rd</sup> Edition*. Routledge, 2014. – E184 .A1 O46 2014

**Required Writing:**

*Writer's Diary:* This is a place where you can make notes, copy provocative bits of text, and respond to class discussions, readings and writing prompts. *Your diary is a private space and should not be available for anyone to access.* If you'd like to share information from your diary, read it aloud or copy sections for disbursement. You should keep notes, images, and lists of anything that strikes you as it relates to the class theme in your diary. I will not ask you to turn in your diary, but I will ask you to refer to it during each class period. Allow your diary to be a messy and surprising place. You do not need to understand why you are making a note or observation at the time you make it. Allow your mind to work at every level, including the unconscious and the obsessive. Your diary should be a well you draw from throughout the term. You should keep your diary with you at all times (bring it to every class). If it is necessary to write a note down on a scrap, copy or tape it into your diary the moment you are reunited. This diary should be handwritten.

*Reading and Writing Goals 1 & 2:* You will work on a one page list of reading and writing goals, due week two, and again at week ten. These goals will guide your work. You will use them to evaluate your progress, revise goals, and envision new possibilities for yourself as a thinker, reader and writer in the field of Critical Ethnic Studies. Your final reading and writing goals will serve as an individual reading list to guide your development as a Critical Ethnic Studies scholar.

*Roots and Routes:* Name the People, in Deloria's sense, of your birth place, hometown, or current place of residence; what—if *in print*—is their origin story; and what is the history

of your migration as you know it. Single spaced, typed/printed, and due at the beginning of class of week two. I will be reading for depth of analysis.

*Reading Notes:* Carefully read the excerpts from Belcher's workbook on famous readers and their habits (pages 147-150). Carefully read chapter 11 of Italo Calvino's *If On A Winter's Night a Traveler*. Submit a written reflection about what kind of reader you are (in response to Calvino) and a description of your method/habits as a famous reader (Belcher). NB: this is a non-fiction assignment. Turn in a copy of a single page of reading notes from one of the course readings. As you complete this assignment make time to research plagiarism; you must be vigilant in your use of original language and you must know what qualifies as plagiarism and what does not. You are developing a citational practice. If you are unsure of what plagiarism is, or how to research plagiarism, speak with the reference librarians, consult *The Craft of Research*, the Purdue Owl, The MLA Handbook (8<sup>th</sup> edition), and other guides or grammars. Due: Week 3

*100 Words:* Write a 100 word response to one of our course readings or blog posts. This assignment provides you an opportunity to display your understanding of the material (the world of the text), your response (the world of you) as well as formulate a rigorous and creative statement (the world of the text/the world of you). This piece must be 100 words. You do not need to cite the original piece (NB: plagiarism guidelines). You will submit your assignment via email. I will then post your 100 words to our course blog. Your 100 words will be searchable online, and part of your venture into the world of the community intellectual/scholar. Decide on a title and a by-line (how you want to attribute authorship). Your piece should not include hyper-links. 100 words is all you have—pure language. If you chose to write in another language, you must also provide a translation for the post. Due: Week 6

*Reading 1: Reading Circles or Forgotten Readers:* Consult the hand-outs for Reading Circles and Forgotten Readers (1 and 2). Decide which model you will use. Once you have made that decision create either a circle or a reading group according to the theoretical principles outlined in the hand-out. Your final paper should include the following information: why you selected your model of choice, who and how you've defined your circle/community, what text(s) you selected, what events you scheduled to achieve your goals, a final reflection on how you think your project went, and what you might do next time. Due: Week 7

*Reading 2: Journals:* This assignment uses the skills we began to build on our field trip to the library. Select a journal you have an interest in. Read one issue of that journal. Use the reading skills you've developed in this class (skim, read for argument, get down on it). Make reading notes (see above assignment). Your final paper should be a final analysis of this preparatory work and include: title of journal, organization and focus of journal, why you selected it, any standout articles in the issue you read, and if you keep this journal on your Browzine bookshelf (why/why not). You should also turn in a journal review form (blank forms will be handed out in class). Due: Week 8

*Community of Scholars (mastery and collaboration):* You will design an applied project or program that reflects mastery of CES course material. Your project should identify the material you intend to apply, and render it invisible in the program. Your project should engage at least one additional person (each project should involve 2+ individuals). This individual does not need to be related to this course, or college. Though you may share many things with this individual you should also have some point of difference (ie., a writer and a jazz saxophonist or percussionist, or a visual artist and dancer, etc.). You and your partner will write up an evaluation and assessment guide, that includes project goals. You, your partner and I will assess the project according to this guide. Your final paper will include your evaluation/assessment guide, as well as your final evaluation and assessment statement. This assignment consists of two parts: the first, due week 5, includes your plan and a backward timeline, the second part, due the Monday after week 10, includes the final assessment write up. **YOU MAY NOT TURN IN THE FINAL PORTION OF THIS ASSIGNMENT WITHOUT TURNING IN THE FIRST PART DURING WEEK 5.** *Please note, your work will be based on your reflection and analysis of the project—not on the so-called “success” of the program.* Due: Week 5 and (11/finals)

*Conversation as Research Method:* Full guidelines for the written project will be distributed in class during week two. You should begin working on this project immediately, and your topic should reflect your reading and writing goals. Though it appears informal, you will need to formally articulate your process in a final written assignment. Due: Week (11/finals)

*Format for all written work:* All work must be typed, printed out, using a 12 point font (Times New Roman preferred), and black ink. Each paper should have your name, my name (spelled correctly! Gómez), and the date in the upper right hand corner. All work must be proofread. Any deviance from, or failure to adhere to, these guidelines will result in an automatic deduction of 5 points. I suggest giving your work a title—titling is an important skill to develop.

*In Class Writing Assignments:* We will be working on fundamentals in class, and you will often be asked to write during the class period. Your participation is required. Bring a writing instrument (not a keyboard).

### **Required Attendance and Participation:**

*Class participation:* We create the class together. Everyone's voice is essential and valuable. We will focus on listening, speaking and responding to each other. Dialogue (meaningful conversation) and translation (between languages and viewpoints) will be an everyday activity. Daily attendance is required. Any and all absences must be discussed with me, in writing, or during office hours; together we will decide on the best means of making up any missed work. Any unexcused absence will result in a reduction of grade (by 10 points).

*Field Trip:* 18 September 2017. Meet at UL 118 at 2 pm, bring your mind and syllabus. We will meet from 2-3:30 for a Browzine and Kanopy session. If you have a schedule conflict please let me know asap.

*Class Responsibility and Decorum:* Each class session will consist of group discussion and occasional individual writing exercises. My goal is to maintain an intellectually stimulating and supportive class environment. I expect everyone to be prepared for, and to participate in, discussion. Readings are to be completed before each class. Each member of the class is expected to follow a code of ethics: no tardiness, no sleep deprivation, no demeaning, hateful or violent remarks, no cell phones, no internet or email, no texting and no intimidation. Failure to follow this code of ethics will result in direct and immediate action.

**Assessment:**

Writer's Diary: Student's Private Space	Not evaluated.
Participation, and Decorum	10 points
Reading and Writing Goals 1 & 2 (5 points each)	10 points
Roots and Routes	10 points
Reading: Notes	10 points
100 Words	10 points
Reading: Reading Circles or Forgotten Readers	10 points
Reading: Journals	10 points
Community of Scholars (mastery and collaboration)	20 points
Conversation as Research Method	10 points

**Schedule:** We will use this schedule as our guide. We will shift our class discussions to meet the flow we establish working together. Any changes to the schedule will be announced in class, during the first 5 minutes. ANY SIGNIFICANT CHANGES TO THE SCHEDULE WILL BE DISTRIBUTED IN WRITING.

## I. Memories, Sensibilities, Beliefs and Elsewheres

### Week One: The People and Place

*Key concepts:* Origin Stories, The People, Worldview, and Elsewheres

*Required texts:*

- Deloria, Vine. "the People" excerpt from *The Nations Within* – E98 .T77 D44 1984
- Johnston, Basil. "Introduction" excerpt from *The Manitous*
- Ortiz, Simon. "Survival This Way" -- PS153 .I52 B75
- Rabasa, José. "Elsewheres" – <http://0-ebookcentral.proquest.com.ariadne.kzoo.edu/lib/kzoo-ebooks/detail.action?docID=3443560>
- Silko, Leslie Marmon. "The Man To Send Rain Clouds"
- —"Interior and Exterior Landscapes: The Pueblo Migration Stories" (suggested) –E59 .P45 S55 1996
- Vizenor, Gerald. "Native Transmotion"

*First Day of Class:* The syllabus (our primary text and agreement), Ortiz, Silko, and Rabasa.

Wednesday: Johnston and Vizenor.  
Friday: Deloria

## II. Stretch or Die: An Argument with the Given

*"To survive in a colonial regime, one must know how to dwell in at least two worlds."*

José Rabasa

*"There is a struggle to maintain one's sanity in a context in which your consciousness is at war with the given."*

Saidiya V. Hartman

### Week Two: Race (Black, White, Red, and Yellow)

*Key concepts:* Authoritative Discourse, Racial Formation Theory, Racial Projects

*Required Texts:*

- Bahktin, M. M. "Authoritative Discourse" and "Consciousness"
- Chrystos. "People Are Always Telling Me I'm Too Angry"
- Omi and Winant, "Racial Formation" (Intro, Ch. 4, Conclusion)
- Rushin, Kate. "The Bridge Poem"
- TallBear, Kimberly. "Introduction: An Indigenous, Feminist Approach to DNA Politics"  
URL: <http://0-ebooks.proquest.com.ariadne.kzoo.edu/lib/kzoo-ebooks/detail.action?docID=1362022>
- Wright, Michelle. "Introduction" (*The Physics of Blackness*) – HT1581 .W693 2015 and <http://0-search.ebscohost.com.ariadne.kzoo.edu/login.aspx?direct=true&db=nleb&AN=059980&site=ehost-live&scope=site>

Monday: Bahktin, Chrystos, and Rushin

*Field Trip:* 18 September 2017. Meet at UL 118 at 2 pm, bring your mind and syllabus. We will meet from 2-3:30 for a Browzine and Kanopy session. If you have a schedule conflict please let me know asap.

Wednesday: Omi and Winant, and TallBear

Friday: Wright

### Assignments:

1. Reading and Writing Goals 1 (due Monday of Week Two)
2. Roots and Routes (name the People of your birth place, hometown, and current place of residence; what—if in print—is their origin story; and what is the history of your migration as you know it.) Single spaced, typed/printed, and due on Monday at the beginning of class of Week Two.

### Week Three: Slavery

*Key concepts:* Slavery, Memory, Fugitive Slave Act, Property, Afterlife of Slavery

*Required Texts:*

- Whitehead, Colson. *The Underground Railroad*

Monday: Whitehead

Wednesday: Whitehead

Friday: Hartman (handout from *Lose Your Mother: A Journey Along The Atlantic Slave Route* on afterlife of slavery) – DT510.2 .H375 2007 and Lowe (handout from *Intimacies of 4 Continents* on Coolie labor and the land) – JC574 .L688 2015

Assignments:

1. Reading: Notes due Friday in class

**Week Four: Citizenship and the State**

*Key concepts:* Genocide, Citizenship, Immigration, Nation and State (Federal Relations)

*Required Texts:*

- Lowe, Lisa. "Immigration, Citizenship, Racialization: Asian American Critique"
- Luibhéid, Eithne. "Entry Denied: A History of U.S. Immigration Control."  
URL: <http://0-ebookcentral.proquest.com.ariadne.kzoo.edu/lib/kzoo-ebooks/detail.action?docID=31061> Chapter 1
- Manalasan IV, Martin F.. "Migrancy, Modernity, Mobility: Quotidian Struggles and Queer Diasporic Intimacy" – in <http://0-ebookcentral.proquest.com.ariadne.kzoo.edu/lib/kzoo-ebooks/detail.action?docID=316705>
- Roque Ramirez, Horacio N.. "Claiming Queer Cultural Citizenship: Gay Latino (Im)Migrant Acts in San Francisco" -- in <http://0-ebookcentral.proquest.com.ariadne.kzoo.edu/lib/kzoo-ebooks/detail.action?docID=316705>

Monday: Lowe, and Luibhéid (article and blog video)

Wednesday: Manalasan and Roque Ramirez

Friday: key concepts a conversation/discussion

**Week Five: America (Where American Indian and Ethnic Studies Collide)**

*Key concepts:* X-Studies, Diaspora, Cultural Nationalism, defining the field

*Required Texts:*

- Ang, Ien. "Beyond 'Asian Diasporas.'" – DS13 .A75 2007
- Palumbo-Liu, David. "Asian Diasporas, and Yet..." – DS13 .A75 2007
- Parreñas, Rhacel Salazar and Lok C. D. Siu. "Introduction: Asian Diasporas—New Conceptions, New Frameworks" – DS13 .A75 2007
- Wong, Sau-Ling. "Denationalization"

Monday: Wong, and review materials from week one (readings, maps, handouts & blog)

Wednesday: Parreñas, Sui, Ang and Palumbo-Liu and mid-term feedback

Friday: review mid-term feedback and review of goals

Assignments:

1. Community of Scholars (mastery and collaboration) plan and backward timeline due Friday in class

**Week Six: Stretch or Die: An Argument With the Given**

*Key concepts:* Elsewheres, Bridges and the Given

*Required Texts:*

- Warrior, Robert. "Home/Not Home: Centering American Studies Where We Are"

- Kauanui, J. Kēhaulani. “‘A Structure, not an event’: Settler Colonialism and Enduring Indigeneity”
- all readings and handouts

Monday: Warrior

Wednesday: Kauanui

Friday: Discussing elsewhere, bridges and the Given using what we’ve learned so far

Assignments:

1. 100 Words due Wednesday via email (by 3 pm)

### III. Decolonization

*"The Conquest. . .was the first racial formation project."*  
Michael Omi and Howard Winant

*"Colonialism brought the world, its peoples, and their own structures of power and hegemony to indigenous lands. Our contemporary challenge is to theorize alternative methodologies to address the problems imperialism continues to create. The conflation of racialization and colonization makes such distinctions difficult precisely because discourses of humanism, enfranchisement, and freedom are so compelling within the smooth narrative curves through which the states promises increasing liberty through pluralization."*

Jodi Byrd

#### **Week Seven: El Norte and the question of Latin America**

*Key concepts:* Contemporaneity, Migration and Place

Required Texts:

- *El Norte* (1983) -- <http://kzoo.kanopystreaming.com/video/el-norte>
- Rabasa, José. “*Without History*” – F1219.3 .H56 R33 2010 and “*Elsewheres*” (revisited)  
URL: <http://0-ebookcentral.proquest.com/ariadne.kzoo.edu/lib/kzoo-ebooks/detail.action?docID=3443560>
- Mignolo. *The Idea of Latin America*

Monday: *El Norte*

Wednesday: *El Norte*, and Rabasa

Friday: Mignolo

Assignments:

1. Reading: Reading Circles or Forgotten Readers due Friday in class

#### **Week Eight: Fugitives and the Colonial Matrix of Power**

*Key concepts:* Colonial Matrix of Power, Modernity, Fugitives, and border thinking

*Required Texts:*

- Hartman, Saidiya V. "Time of Slavery"  
URL: <https://0-muse-jhu-edu.ariadne.kzoo.edu/article/39111>
- Hartman, Saidiya V. “Fugitive Dreams”

- Vimalassery, Manu “Fugitive Decolonization”
- Mignolo. *The Idea of Latin America*

Monday: Hartman

Wednesday: Vimalassery

Friday: Mignolo

Assignments:

1. Reading: Journals due Friday in class

**Week Nine: the Transit of Empire, Land as Pedagogy, and the Unsettling of America**

*Key concepts:* Empire, land, and unsettling

*Required Texts:*

- Byrd, Jodi. "Introduction" and "Conclusion" to *Transit of Empire: Indigenous Critiques of Colonialism* (note: This text is available as an ebook via the Kalamazoo College Library website) URL: <http://0-ebookcentral.proquest.com.ariadne.kzoo.edu/lib/kzoo-ebooks/detail.action?docID=784159>
- Simpson, Leanne Betasamosake Simpson. “Land as pedagogy: Nishnaabeg intelligences and rebellious transformation”  
<http://decolonization.org/index.php/des/article/view/22170/17985>
- Brickhouse, Anna. *The Unsettling of America: Translation, Interpretation, and the Story of Don Luis de Velasco, 1560-1945* (excerpts)

Monday: Byrd

Wednesday: Simpson

Friday: Brickhouse

**Week Ten: Decolonization**

*Key concepts:* Decolonization

*Required Texts:* all course materials

Monday: Final evaluations of self and course

Wednesday: Community of Scholars (mastery and collaboration) and Conversation as Research Method class discussion

Friday: Presentation of Reading and Writing Goals 2

Assignments:

1. Reading and Writing Goals 2 (due at the beginning of class on Monday)
2. Community of Scholars and Conversation as Research Method papers due next week, Monday 20 November 2017. Papers are due at my office door by 9 AM. ABSOLUTELY NO EXCEPTIONS OR EXTENTIONS.

**Resources:**

- Kalamazoo College Library: [https://reason.kzoo.edu/library/research\\_help/](https://reason.kzoo.edu/library/research_help/)
- The Writing Center: <http://reason.kzoo.edu/writingcenter/>
- Student Code of Conduct: <https://reason.kzoo.edu/studev/stuconduct/>
- Library Resources:

- Course Readings on Reserve: <https://reason.kzoo.edu/library>
- *Transit of Empire* (J. Byrd): <http://0-ebookcentral.proquest.com.ariadne.kzoo.edu/lib/kzoo-ebooks/docDetail.action?docID=784159>
- *Native American DNA* (K. TallBear): <http://0-ebookcentral.proquest.com.ariadne.kzoo.edu/lib/kzoo-ebooks/docDetail.action?docID=1362022>
- *The Craft of Research*: <http://0-ebookcentral.proquest.com.ariadne.kzoo.edu/lib/kzoo-ebooks/detail.action?docID=432155>
- Browzine: <http://browzine.com/libraries/1138/subjects>
- Kanopy: <http://kzoo.kanopystreaming.com>