

CES 200 Argument with the Given (key concepts)

Kalamazoo College

Spring 2017

MWF 9:40-10:55

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Office Hours:

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 that understanding via an interdisciplinary process. The 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 about 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), *Introduction to 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 Films:

Little White Lie (2014): May 2 (Tuesday, week six) 7:30 in the Recital Hall: film screening followed by Q & A with Lacey Schwartz (director)

<http://kzoo.kanopystreaming.com/video/little-white-lie>

El Norte (1983): Week Seven In Class <http://kzoo.kanopystreaming.com/video/el-norte>

Recommended texts: (extra credit options)

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: 3rd Edition*. Routledge, 2014. – E184 .A1 O46 2014

Required Writing:

Writer's Diary: This is a place for you to make notes, copy provocative quotes, respond to class discussions, class 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 your diary in, 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. This document will 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.

Roots and Routes: (name the People 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.

Critical précis: A short expository piece of writing which summarizes another text. The writer's goal is to summarize the main ideas, arguments, themes and abstractions in a short passage (your critical précis should be a fraction of the length of the original text you are summarizing). Your goal is to illuminate the original author's thesis. You must be vigilant and use your own original language. To avoid academic plagiarism you must not copy any of the language (except for short quotations) of the original author's text. Single spaced, typed/printed, and due at the beginning of class on Week 5.

Reading and Writing Goals 1 & 2: You will work on a one page list of reading and writing goals, due week one, and again at week ten. These goals will guide your own work, and you will use them to evaluate your progress, change your goals, and envision new possibilities for yourself as a thinker, reader and writer in the field of Ethnic Studies.

Your final reading and writing goals will also serve as an individual reading list to guide you in the next phase of your life as an Ethnic Studies scholar.

Response Papers: These short pieces are assigned each week to give you an opportunity to freely respond to the course readings and themes. You will post them to the class blog, and you are also to comment on each others work throughout the term. You are only required to comment (meaningfully) on one response paper per week. NB: You will be divided into two groups (evens and odds). Evens will post their responses to the blog during even weeks (2, 4, 6, and 8), and comment on odd weeks (3, 5, 7, and 9). Odds will post their responses to the blog during odd weeks (3, 5, 7, and 9), and comment on even weeks (2, 4, 6, and 8). **RESPONSE PAPERS ARE TO BE POSTED NO LATER THAN FRIDAY AT 12 Noon EST, ON THE WEEK THEY ARE DUE.** Comments are to be made no later than Sunday at 6 pm EST, on the week they are due. **Response Papers (posts) must be between 500-600 words.**

Final Paper: Your final paper will be a well argued and supported scholarly essay on material covered during the term. I encourage creative and innovative work. Your paper should reflect a complex and nuanced understanding of your topic and demonstrate your developing style as a writer and scholar. These papers must reflect meticulous reading, listening and viewing of the course materials. You should select your topic and your evidence with an eye towards grace, eloquence, and ethics. In the course of the class you will learn how to evaluate source material and write persuasively about your discoveries. In the final paper you will form a reading (your vision) of one of the class themes or key concepts. You will be asked to make a written proposal of your final paper to me in week 6. This proposal should include both the form and content intended for your final paper. You cannot turn in a final paper without having first turned in, and received approval for your proposal. **THERE ARE ABSOLUTELY NO EXCEPTIONS TO THIS RULE.**

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, or failure to adhere to these guidelines will result in an automatic deduction of 5 points. I suggest giving your work a title—this 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).

Class Responsibility and Decorum: Each class session will consist of group discussion and 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: Not Evaluated. Student's Private Space.	
Participation, and Decorum	10 points
Roots and Routes	10 points
Critical Précis	10 points
Reading and Writing Goals 1 & 2 (5 points each)	10 points
Response Papers (5 points each)	20 points
Final Paper (proposal, 10 points and final, 30 points)	40 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

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.

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

Wednesday: Omi and Winant, and TallBear

Friday: Wright

Assignments:

1. Response Papers (evens)
2. Response Paper comments (odds)

Week Three:

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. Response Papers (odds)
2. Response Paper comments (evens)

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

Wednesday: Manalasan and Roque Ramirez

Friday: key concepts

Assignments:

1. Response Papers (evens)
2. Response Paper comments (odds)

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

Key concepts: X-Studies, Diaspora, Cultural Nationalism

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. Response Papers (odds)
2. Response Paper comments (evens)
3. Critical Précis (due Wednesday at the beginning of class)

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

Key concepts: Elsewheres, Bridges and the Given

Required Texts:

- all readings and handouts

- Imagining Jewish Authenticity: Vision and Text in American Jewish Thought by Ken Koltun-Fromm. Chapter 6. -- <http://0-search.ebscohost.com.ariadne.kzoo.edu/login.aspx?direct=true&db=nlebk&AN=948015&site=ehost-live&scope=site>
- Glissant, Édouard. "Poetics of Relation"

Monday: We will make some sense of week six's key concepts using what we've learned up to now.

Wednesday: Class meeting with Lacey Schwartz (director) and members of Dr. Haus's class (location TBA), be prepared to discuss the film and additional readings (Koltun-Fromm and Glissant).

Friday: Peer Review and Presentation of Final Proposals

Assignments:

1. Response Papers (evens)
2. Response Paper comments (odds)
3. Final Paper Proposal (due on Monday at the beginning of class, bring two copies)

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: Screening *El Norte*

Wednesday: Screening *El Norte*, and Rabasa

Friday: Mignolo

Assignments:

1. Response Papers (odds)

2. Response Paper comments (evens)

Week Eight: Fugitives and the Colonial Matrix of Power

Key concepts: Colonial Matrix of Power, Modernity, 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. Response Papers (evens)
2. Response Paper comments (odds)

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 K 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

Assignments:

1. Response Papers (odds)
2. Response Paper comments (evens)

Week Ten: Decolonization

Key concepts: Decolonization

Required Texts: all course materials

Monday: Final evaluations of self and course.

Wednesday: Peer review and presentation of Reading and Writing Goals 2.

Friday: Peer review and presentation of Reading and Writing Goals 2.

Assignments:

1. Reading and Writing Goals 2 (due at the beginning of class on Monday, bring two copies)
2. Final Papers (due at the beginning of on Friday)

Resources:

- Kalamazoo College Library: 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>