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, TÉD, 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 identity 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 benefiting from the course.
Syllabus

Readings

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


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:

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

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


Stable URL: http://www.jstor.org/stable/20736879
Week 1 (April 5): Introduction – What is Ethnic Studies? (continued)

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

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


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

Week 3 (April 19): Troubling Sociology

Week 4 (April 26): Discussion and Presentation I
Visitor: Professor Wayne Yang (11:30)
Week 5 (May 3): Unsettling Histories


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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):


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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


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Week 10 (June 7): Discussion and Presentation IV

Visitor: Professor Patrick Anderson (11:30)