

# ETHN 197. Fieldwork in Racial and Ethnic Communities: Case Study in Visual Ethnography: The AjA Project

**Fall 2006**

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Office Hours: Tues: 2:00-4:00; Thurs: 9:30-10:30

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## Course Overview:

This course will introduce participants to the use of visual elements, mainly photographs, in the process of ethnography and cultural storytelling. Participants will have the opportunity to observe and reflect upon the participatory methodology of The AjA Project, a local nonprofit that teaches refugee and immigrant children to employ photography in telling stories about their culture, identity, experiences of displacement, and their acculturation process in the United States.

## Course Requirements:

- 1) Course participants will work individually with Cajon Valley Middle School students enrolled in The AjA Project's after school participatory photography program, which consists of refugees and immigrants from Afghanistan, Iraq, and Mexico. Participants will be assigned student partners, and will serve as mentors and collaborators for these students as they learn about the power of photography in self-expression and storytelling. Participants will have a unique opportunity to interact, support and collaborate with these students as they explore their cultural identity and experiences of displacement using photography.  
**Note: Students need to be able to attend The AjA Project's classes at Cajon Valley Middle School in El Cajon, 3.45-4.30 pm on Mondays and Wednesdays**
- 2) Attendance at weekly seminar meetings on UCSD campus (Tues. 12:30-1:50). Seminar meetings will provide background on refugee experiences and the use of photography in documenting these experiences, and will provide a forum for discussion, debate and reflection of their experiences from The AJA Project.
- 3) Final Project:  
Final visual ethnography project that will be collaboratively produced with the middle school students.

## **Week 1—Introduction and Orientation**

9/25 – 3:45-4:30 – Social Science Building 103  
Orientation – Logistics of the course

9/26 – 12:30-1:20 –  
Mental Health Workshop: Working with refugee populations

### **Readings:**

Lustig, Kia-Keating & etc. Review of Child and Adolescent Refugee Mental Health. *Journal of American Academy of Child and Adolescent Psychiatry* 43:1 January 2004

Ballbe ter Maat, Mercedes. A Group Art Therapy Experience For Immigrant Adolescents, *American Journal of Art Therapy*, Vol. 36, August 1997

9/27 – 3:45-4:30 – Social Science Building 103  
Methodology of Visual Ethnography – Part I

### **Readings:**

Brunick, Lisa Lefler. Listen to My Picture: Art as a Survival Tool for Immigrant and Refugee Students, *Art Education*, Vol. 52, No.4, Jul.1999

McIntyre, Alice. Constructing Meaning About Violence, School and Community: Participatory Action Research with Urban Youth. *The Urban Review* Vol. 32, No.2, 2000

Harrison, Barbara. Photographic Visions and Narrative Inquiry. *Narrative Inquiry*, 12(1), 2002

Ewald, Wendy & Lighfoot, Alexandria. *I Wanna Take Me a Picture*. (PP.16-27) Beacon Press, 2001

Durham, Stanley. Keeping Their Record: Record of Truth Participatory Photography Project. *Cultural Survival Quarterly*. Issue 27-2, 2003  
<http://209.200.101.189/publications/csq/csq-article.cfm?id=1677&highlight=stanley%20durham>

## **Week 2 – Working with Refugee Communities**

10/2 – 3:45-4:30 – Cajon Valley Middle School

10/3—12:30-1:20 – Methodology of Visual Ethnography – Part II

### **Readings:**

McKnight, Lynn. “Whose Agenda is it anyway? Documentary Burdens Community Benefits” *Community Arts Network*,  
[http://www.communityarts.net/readingroom/archivefiles/2003/08/whose\\_agenda\\_is.php](http://www.communityarts.net/readingroom/archivefiles/2003/08/whose_agenda_is.php)

Ballerini, Julia. "Flip": The Homeless Child as "Auteur," *Yale Journal of Criticism*, 8.2 Yale University Press, 1995.

Ballerini, Julia. Photography as a Charitable Weapon: Poor Kids and Self-Representation, *Radical History Review*, Vol.69, Fall 1997

10/4 – 3:45-4:30 – Cajon Valley Middle School

### **Week 3 – Working with Refugee Communities in San Diego**

10/9 – 3:45-4:30 – Cajon Valley Middle School

10/10 – 12:30 – 1:20 – Refugee Communities in San Diego

10/11 – 3:45-4:30 – Cajon Valley Middle School

### **Weeks 4, 5 & 6 – Examples of Refugee Research**

10/17:

Yen Le Espiritu, "Toward a Critical Refugee Study: The Vietnamese Refugee Subject in U.S. Scholarship." *Journal of Vietnamese Studies* 1: 1-2 (2006).

Thomas DuBois, Thomas A. DuBois, "Constructions Construed: The Representation of Southeast Asian Refugees in Academic, Popular, and Adolescent Discourse," *Amerasia Journal* 19, no. 3 (1993): 4-5.

10/24:

Liisa H. Malkki. "Refugees and Exile: From 'Refugee Studies to the National Order of Things.'" *Annual Review of Anthropology* 24 (1995): 495-523.

Aihwa Ong, "The Refugee as an Ethical Figure," Pp. 69-90 in *Buddha Is Hiding: Refugees, Citizenship, The New America*, (UC Press, 2003).

10/31

Aihwa Ong, "Rescuing the Children," pp. 165-191 in *Buddha Is Hiding: Refugees, Citizenship, The New America*, (UC Press, 2003).

Nazli Kibria, "Generation Gaps," pp. 144-166 in *Family Tightrope: The Changing Lives of Vietnamese Americans* (Princeton, 1993).

### **Weeks 7& 8 – Students' presentations/reflections**

### **Weeks 9 & 10 – Preparing for the exhibit**

### **Finals week – Exhibit, Thurgood Marshall College, TBD**