

# ETHN 189-- Community Organizations: Research and Collaboration The AjA Project

Fall 2007

Instructor: Yen Le Espiritu  
Office: Social Science Building 228  
Phone: 858-534-5206  
E-mail: [yespiritu@ucsd.edu](mailto:yespiritu@ucsd.edu)  
Office Hours: Tues: 2:00-3:30; Thurs: 9:00-10:30

## AjA Contacts:

Shin Takeda: [stakeda@ajaproject.org](mailto:stakeda@ajaproject.org)  
Bernadette Johnston: [bjohnston@ajaproject.org](mailto:bjohnston@ajaproject.org)  
Ryan Smith: [rsmith@ajaproject.org](mailto:rsmith@ajaproject.org)

## Course Overview:

This course introduces students to the theory and practice of research and collaboration with community organizations. Students 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 participants will work individually with middle school students enrolled in The AjA Project's after school participatory photography program at a local school. 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. They 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. This course is open to UCSD Ethnic Studies students in junior or senior standing.

## Sept. 27. Introduction

How to write fieldnotes (handout)

## Week 1-- Oct. 2 & 4 -- The AjA Project: Participatory Photography

Discussion leaders:

Frank

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

Cynthia

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

Ana

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

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

Reista 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 – Oct. 9 & 11 – Whose Agenda Is It Anyway?**

shir Frida 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)

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

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

### **Week 3 – Oct. 16 & 18 – The Setting: School and Neighborhood**

Class presentations: Report on school and neighborhood. May work in groups.

### **Week 4 – Oct. 23 & 25 -- Dilemmas in Fieldwork**

Diane Wolf, "Situating Feminist Dilemmas in Fieldwork." Pp. 1-55 in *Feminist Dilemmas in Fieldwork* (Westview Press, 1996).

Michael V. Angrosino and Kimberly Mays de Perez. "Rethinking Observation: From Method to Context." Ch. 25 in *Handbook of Qualitative Research*, Second Edition, eds. Norman K. Denzin and Yvonna Lincoln.

Michelle Fine, Lois Weis, Susan Weseen, and Loonmun Wong, "For Whom? Qualitative Research, Representations, and Social Responsibilities," Ch. 4 in *Handbook of Qualitative Research*, Second edition, eds. Norman Denzin and Yvonna Lincoln.

### **Weeks 5 & 6 – Nov 6 & 8 –Field Notes**

Assignment: Submit a sample of field notes and analysis/comments. The field notes should be about 5 pages followed by a page of your own commentary on the data, everything typed and double spaced.

### **Week 7 – Nov. 13 & 15 – Immigrant and Refugee Youth**

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.

Aihwa Ong, "Rescuing the Children," pp. 165-191 in *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).

**Week 8 – Nov. 20 – Writing the final paper**

**Week 9 – Nov. 27 & 29 – Outline of final papers due. Class presentation/discussion of outlines.**

**Week 10 – Dec. 4 & 6 – Preparing for the exhibit**

**Finals week – Exhibit**

Dec 5 - exhibit @ Malcolm X Library  
@ Market & Euclid

# AjA Program Sites and Contact Info for UCSD Class

## Orientation to AjA:

\*Please choose an orientation day that works with your schedule:

**Tuesday October 2<sup>nd</sup>:** 3:30-5:00 @ AjA Office [address below]

OR

**Wednesday October 3<sup>rd</sup>:** 2:30-4:00

---

## Program Sites:

\*Please choose a group that works best for your schedule

*2:00 @ AjA Office*

**GROUP A: Monday 2:30-4:00**

**Crawford High School (CHS) GIRLS CLASS**

4191 Colts Way  
San Diego, CA 92115  
(619) 583-2500

Heading South on the 15, exit onto El Cajon Blvd. Turn LEFT onto El Cajon Blvd (heading East). Turn RIGHT onto 54<sup>th</sup> Street (heading South). Turn LEFT onto Trojan (heading East). Turn RIGHT onto Sharron Place (heading South). The CHS parking lot will be on your left, and the school just ahead of you.

---

**GROUP B: Thursday 3:30-5:00**

**Cajon Valley Middle School (CVMS) CO-ED**

395 Ballantyne St.  
El Cajon, CA 92021  
(619) 588-3092

Heading EAST on 8, exit onto Magnolia St. Turn RIGHT onto Magnolia (heading South). Turn LEFT onto Madison street (heading East). Turn RIGHT onto Ballentyne, and CVMS will be on your left.

---

**GROUP C: Wednesday 2:30-4:00**

**Crawford High School (CHS) BOYS CLASS**

4191 Colts Way  
San Diego, CA 92115  
(619) 583-2500

## Writing Fieldnotes

**Fieldnotes should be written as soon as possible after leaving the fieldsite,** immediately if possible. Plan to leave a block of time for writing just after leaving the research context.

**What should be included in all fieldnotes:** (Source: Chiseri-Strater, Elizabeth and Bonnie Stone Sunstein 1997 *FieldWorking: Reading and Writing Research*. Pp. 73. Blair Press: Upper Saddle River, NJ)

- \* Date, time, and place of observation
- \* Specific facts, numbers, details of what happens at the site
- \* Sensory impressions: sights, sounds, textures, smells, tastes
- \* Personal responses to the fact of recording fieldnotes
- \* Specific words, phrases, summaries of conversations, and insider language
- \* Questions about people or behaviors at the site for future investigation

There are 4 major parts of fieldnotes:

1. **Jottings:** brief words or phrases written down while at the fieldsite. Intended to help us remember things we want to include when we write the full-fledged notes.
2. **Description** of everything we can remember about the occasion you are writing about - a meal, a ritual, a meeting, a sequence of events, etc. While it is useful to focus primarily on things you did or observed which relate to your research question, some amount of general information is also helpful. This information might help in writing a general description of the site later, but it may also help to link related phenomena to one another or to point out useful research directions later.
3. **Analysis** of what you learned in the setting. What themes can you begin to identify regarding your research question? What questions do you have to help focus your observation on subsequent visits? Can you begin to draw preliminary connections or potential conclusions based on what you learned?
4. **Reflection** on what you learned of a personal nature. What was it like for you to be doing this research? What felt comfortable and uncomfortable? In what ways did you connect with the students and teachers at the site, and in what ways didn't you? While this is extremely important information, be especially careful to separate it from analysis.

*Source: <http://www.sas.upenn.edu/anthro/CPIA/METHODS/Fieldnotes.html>*

Heading South on the 15, exit onto El Cajon Blvd. Turn LEFT onto El Cajon Blvd (heading East). Turn RIGHT onto 54<sup>th</sup> Street (heading South). Turn LEFT onto Trojan (heading East). Turn RIGHT onto Sharron Place (heading South). The CHS parking lot will be on your Left, and the school just ahead of you.

**The AjA Project**  
**5253 El Cajon Blvd**  
**San Diego, CA. 92115**  
**619.223.7001**  
**www.ajaproject.org**

**Bernadette Johnston**  
**Journey Program Manager**  
**C: 619.952.4205**  
**E: bjohnston@ajaproject.org**

→ I-805 S

I-8 E

Fairmount Ave exit toward Mission Gorge Rd

Continue toward Fairmount Ave

Keep R @ the fork, follow signs for Fairmount Ave S & merge onto Fairmount Ave

Take ramp onto Montezuma Rd (East)

Turn R @ Collwood Blvd

Slight R @ 54<sup>th</sup> St

Turn R @ El Cajon Blvd

14.7 mi ~ about 21 mins

→ Office will be on the left-hand side of the street

Gas - Arco on Turquoise @ Cass in PB

I-5 S

Exit 23 - Balboa/Garnet

Merge onto Mission Bay Dr

R - Garnet

R - Soledad Mtn Rd

L - Beryl St

R - Foothill Blvd

Continue on Turquoise

8.4 mi ~ about 18 mins