

Comprehensive Research Preparation in Ethnic Studies

Ethnic Studies 291A

Spring 2016

Monday 10:30AM – 1:20PM, SSB 103

Office Hours: Mon 1:30-2:30, Tues- Thurs 10:30-noon, & by appt.

Ross Frank

Office: SSB 227

Phone: 534-6646

rfrank@ucsd.edu

Course Description

This course is intended to support students toward completing the first-year theoretical framework paper. The theoretical framework paper is *not* a specialty paper. It consists of a 20-page critical analysis of how existing scholarship within the field of Ethnic Studies informs consideration of an area of interest. It is an opportunity for students to summarize, synthesize and assess the general body of literature from the first year seminars, and to make *connections* to an area of interest. These connections are not necessarily obvious, and the paper is an *exam* of how students can synthesize and re-apply the shared literature of their cohort. Students should draw from the scholarship covered in their first year courses. Little, if any, new reading should be undertaken.

Goals of the Theoretical Framework Paper:

- Demonstrate comprehensive knowledge of key theoretical approaches, debates, and frameworks of Ethnic Studies
- Incorporate and expand upon key texts, ideas, and concerns discussed in the first-year core course sequence
- Develop a critical analysis of how existing Ethnic Studies scholarship informs an area of interest
- Define what constitutes an Ethnic Studies project
- Note: the total number of texts referenced should not be less than ten, although students may focus their paper on an in-depth examination of 4-6 key texts

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 benefitting from the course.

Course Requirements and Evaluation:

- Writing assignments and preparation for class
- Peer reviews of drafts and ideas
- Identify and formally invite a first reader

The course grade is not based on the final paper

The course grade depends on process, including:

- Peer review and deliberation
- Submitting work to peers on time
- Providing constructive feedback

Role of Instructor and Advisor:

- Because you are completing an exam paper, the 291A instructor will not be a substantive reader for the paper
- The student's 1st-year advisor likewise will not read and provide feedback for the paper, unless formally assigned as an official reader

Course Schedule**PART I – Conceptualizing the Theoretical Framework Paper****Week 1 (March 28): Organizing the Quarter**

Introduction; scheduling; setting goals; finalizing syllabus

Peer review (see: <https://writing.wisc.edu/Handbook/PeerReviews.html>)

Week 2 (April 4): Identifying Components

Assignment: prepare your responses to the following for discussion in class:

- What are your *areas of interest*?
An area of interest is broader than a research question (or questions), but not as broad as a field (or fields) of specialization
- Choose an article or book chapter critical to your area of interest. Summarize the *key arguments* made in the piece. Which key arguments would you use in your work to incorporate as a foundation, build upon, or transform? These for you are the *productive arguments*.

- Review your class notes from this academic year and create a list of 5 key words/concepts that exemplify an Ethnic Studies approach. Describe them briefly and explain why they help to shape or organize your own interests.

Write a document containing: 1) a description of your area(s) of interest; 2) citation for your chosen piece, its key arguments, and a description/ explanation of which for you are the productive arguments; 3) your list of 5 key Ethnic Studies words/ concepts.

Post your document to TED by 8PM on Sunday April 3. Place it in the Assignments area: Week 2 Assignment.

PART II – Theoretical Framework Paper Proposal

Assignment: write a 5-7 page progress report presenting what you are thinking about covering in your qualifying paper, what excites you, and how it might be organized (structure, context, linkages).

Everyone will either present their progress report during each of the next 2 class sessions. In addition, each of you will be the assigned review those of their peers.

Proposals are due on TED in the appropriate folder by midnight on the Thursday *preceding* the class session.

Reviewer's write-ups are due on TED in the appropriate folder by midnight on the Sunday *preceding* the class session.

Week 3 (April 11): Proposal Presentations I

Presenter: A Reviewers: B, D*, E, F

Presenter: B Reviewers: C, D, E*, F

Presenter: C Reviewers: A, D, E, F*

* This reviewer will also markup the specified presenter's proposal

Week 4 (April 18): Proposal Presentations II

Presenter: D Reviewers: A*, B, C, E

Presenter: E Reviewers: A, B*, C, F

* This reviewer will also markup the specified presenter's proposal

PART III – Theoretical Framework Paper Proposal

Assignment: Write a draft of your theoretical framework paper

Draft papers are due on TED in the appropriate folder by midnight on the Wednesday *preceding* the class session.

Reviewer's write-ups are due on TED in the appropriate folder by midnight on the Sunday *preceding* the class session.

Week 5 (April 25): Intermission – No class - Writing week

Week 6 (May 2): Check-in session

Week 7 (May 9): Presentations & Discussion I

Presenter: D Reviewers: A, B*, E, F*

Presenter: E Reviewers: A*, B, C*, D

* These reviewers will also markup the specified presenter's proposal

Week 8 (May 16): Presentations & Discussion II

Presenter: B Reviewers: C, D*, E, F*

Presenter: C Reviewers: A*, B, E*, F

* These reviewers will also markup the specified presenter's proposal

Week 9 (May 24): Presentations & Discussion III

Presenter: A Reviewers: C*, D, E*, F

* These reviewers will also markup the specified presenter's proposal

Week 10 (May 30): Memorial Day

I will be available this week to work on critical issues individually or in a group(s).

Finals Week (TBD): End of term colloquium with 291B