

ETHN 100B: Methods for Interdisciplinary Research

This course gives students the opportunity to think critically about the theory and practice of Ethnic Studies research. As an interdisciplinary field, Ethnic Studies has historically employed research methods from a wide range of traditional disciplines including literature, history, film and media studies, communications, sociology, anthropology, and geography, as well as insurgent, problem-based fields such as Arab American studies, Asian American studies, Black studies, Chican@/Latin@ studies, disability studies, gender studies, Indigenous studies/Native American studies, and queer studies. The result of all of this interdisciplinary ferment has been the formation of distinctive Ethnic Studies methods for producing knowledge about differences of ability, class, gender, nation, race, and sexuality. We will focus this winter on three such methods: Historical/Archival methods, community based research methods, and cultural studies methods.

Required Texts, available at the UCSD bookstore

Neda Atanasoski *Humanitarian Violence: The US Deployment of Diversity*. (University of Minnesota Press, 2012).

Charles Hale, ed., *Engaging Contradictions: Theory, Politics, and Methods of Activist Scholarship* (University of California Press, 2008).

Textbooks are also on reserve at Geisel library. Other assigned readings are available on E-res, password

Evaluation. Grades will be based on the following assignments:

1. Participation in class, including attendance, attentive listening, contributing to large and small group discussion (10% of final grade).
2. A 15-minute in-class presentation. All students will join teams of 2 or 3 to make joint presentations about suggested material relevant to class discussions. Below are suggested presentation topics and students may devise their own topics in consultation with Ethnic Studies staff. Presentations should A) briefly summarize the material; B) if the material is a research essay describe its method, if it is primary text or artifact explain what it documents or evidences, and C) relate presentation material to assigned course readings. **It is crucial that presentations are no longer than 15 minutes** (15% of final grade). The assignment includes submitting a brief self-evaluation and evaluation for your co-presenters.
3. Three 5-page papers, each focused on one of the three methods studied in the course. The aim of each paper will be to select 2 course readings from the current unit and analyze their research methods. What methodological assumptions do particular authors make and what are the implications of such assumptions? How do the author's construct and interpret evidence? What are the strengths and weaknesses of particular methods? **Papers must be turned in at the start of class on the days they are due** (each paper is worth 25% of final grade).

Attendance. Every unexcused absence will affect your participation grade, and two excused absences are permitted before it affects your participation grade. In order to be counted as present you must arrive on time and stay until the conclusion of lecture or section.

Electronic Devices and Laptops. Cell phones and other electronic devices (PDA/iPod/iPad, laptops etc) may not be used for talking, texting, checking email or surfing the web. You may however use such devices to take notes in class and to search for information related to class discussion when prompted by the professor. Repeated use of electronic devices for other purposes distracts others and will negatively affect your grade.

ADA Statement. If you have a documented disability needing accommodations, please inform me and bring a

notification letter outlining your approved accommodations. I will make all reasonable efforts to assist you. If, as a result of a disability, you cannot accept the content or terms of this syllabus, you must notify me in writing within one week of receipt of the syllabus. You may also seek assistance or information from the Office for Students with Disabilities, 858/534/4382.

Cheating and Plagiarism. Whether intentional or inadvertent, plagiarism is a serious violation. All work submitted in this course must be your own. The use of sources such as ideas, quotations, paraphrases, or anything written by someone else must be properly acknowledged and cited. If you have questions about the proper citation of sources, please ask your Teaching Assistants. Students who plagiarize, or who cheat on an exam, will be subject to disciplinary action in accordance with University policy. Students are expected to be familiar with UCSD's Policy on Integrity of Scholarship, available at: <http://www.senate.ucsd.edu/manual/appendices/app2.htm#AP14>.

Discussion Ethics. This class is intended for students interested in challenging commonly held understandings of race, gender, sexuality, class, and nation. Given the nature of the course there will likely be a wide range of opinions. Ideally the course will prompt you to think for yourself and to raise questions about conventional views and received wisdom. However, please engage one another in discussion with respect and consideration. These norms are reflected in the UCSD Principles of Community that we are all expected to follow (<http://www.vcb.ucsd.edu/principles.htm>).

Course Aims. The goal of this course is to help prepare students for original Ethnic Studies research, including as part of the departmental honors program. We will build a working knowledge of several methodological approaches in Ethnic Studies and to understand how they work in practice and in relationship to research problems. Towards this goal, students will complete several writing assignments building a research prospectus for their 100C project.

Tu 1/6 Syllabus Overview (TA: Malathi Iyengar)

I. Historical/Archival Methods

Th 1/8 Introduction: What are interdisciplinary research methods?

Tu 1/13 (Week 2) Reading History

Anjali Arondekar, *For the Record*, Introduction

Th 1/15 Visual Archives

Daphne Taylor-Garcia, "Decolonial Historiography: Thinking About Land and Race in a Transcolonial Context." [<http://www.yorku.ca/intent/issue6/articles/daphnevtaylorgarcia.php>]

Linda Tuhawai Smith, *Decolonizing Methodology* (Chapter 1)

Tu 1/20 (Week 3) Representation in Archives: Images

Curtis Marez, "Looking Beyond Property: Native Americans and Photography."

<http://www.rikkyo.ac.jp/research/laboratory/IAS/ras/29/marez.pdf>

Shelley Streeby, "Epilogue," *Radical Sensations*

Presentation topics: Tina Takemoto's project, another chapter of *Radical Sensations* OR another chapter of Gore, *Radical Women* OR chosen archival images related to readings.

Th 1/22 Representation in Archives: Documents

Dayo Gore, *Radical Women*, Introduction and one more chapter.

Tu 1/27 (Week 4) Race, Gender, Nation and Sexuality

Paper One Due/Hand in to Prof. Vora's before lecture begins

Meet at Geisel Library for a practicum in the UCSD Archives.

*Presentation will be Thursday

II. Cultural Studies

Th 1/29 Visual Cultural Studies

Atanasoski, "Introduction: The Racial Reorientations of U.S. Humanitarian Imperialism"

Presentation: One of films written on in Introduction

Tu 2/3: (Week 5) Film Studies

Atanasoski, Chapter 2: "The Vietnam War and the Ethics of Failure: Heart of Darkness and the

Emergence of Humanitarian Feeling at the Limits of Imperial Critique"

Presentation topic: Article on Drones, or Drones at Home Project/exhibit (archived in three parts online)

Th 2/5: War and Digital Cultural Studies

Atanasoski, Epilogue: "Beyond Spectacle: The Hidden Geographies of the War at Home"

Tu 2/10: (Week 6) Reading Documentary Critically

Atanasoski, Chapter 5: "Feminist Politics of Secular Redemption at the International Criminal Tribunal for the Former Yugoslavia"

Presentation topic: Julietta Hua reading on Human Rights and visualizing them+primary sources

Th 2/12: Reading Documentary Critically

Fatimah Tobing Rony, "Robert Flaherty's Nanook of the North: The Politics of Taxidermy and Romantic Ethnography"

Screening and Discussion: Nanook of the North

Paper two due to Prof. Vora before lecture

III. Community-based research

Tu 2/17 (Week 7) Engaging Contradictions

Hale, Forward and Introduction

Presentation topic: Hale, chapter 3

Th 2/19 Mapping the Terrain

Hale, chapters 1 and 2

Tu 2/24 (Week 8) Troubling the Terms

Hale, chapters 5 and 7

Presentation topic: a different essay by one of the authors in Hale

Th 2/26 Putting Activist Scholarship to Work

Hale, chapters 8 and 9

Presentation topic: a different essay by one of the authors in Hale

Tu (Week 9) 3/3 Making Ourselves At Home

Hale, chapters 11 and 12

Presentation topic: a different essay by one of the authors in Hale

Th 3/5 Making Ourselves at Home

Hale, chapter 13, Afterword,

Presentation topic: a different essay by one of the authors in Hale

Tu 3/10 Summary and review of Interdisciplinarity as method

Th 3/12 **Paper Three Due** by 4:00 in Prof. Vora's mailbox in the Ethnic Studies office