

ETHN 100B – Winter 2017
Class Meets: TTh 11:00am-12:20pm, WLH 2206
To make appt. go to <https://kalindi-vora.youcanbook.me>

Kalindi Vora
SSB 221, Office Hours T. 12:30-2/by apt.

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 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 interdisciplinarity has been the formation of distinctive Ethnic Studies methods for producing knowledge about differences of ability, class, gender, nation, race, and sexuality.

This course is also a workshop in research methods. Each unit includes in-class and out-of-class assignments that ask you to engage research practices. We will think seriously about how to translate research questions into research and writing practices. Most of our attention will be directed towards how other researchers have approached their practice in relationship to their research question/problem. We will read different studies with an eye towards highlighting the activities and writing habits of the researcher who produced the “data” of their account. How did the researcher come to know what they know? How did they get from a sense of problem, to a research practice, and finally to writing up the research? We will also read scholarship specifically addressed to methodological issues, including ethical obligations. As an experiment, try writing every day (or as near to it as you can muster) this quarter.

Course Goals and Expectations for Students:

Attendance in each class meeting is mandatory; please come on time and prepared to discuss the week’s reading and writing assignments. All written work is due to TED (before lecture start time) or in hard copy before lecture begins on the date listed in the syllabus. Each participant will be expected to complete a final project on a topic approved by the instructor. The format for the final write-up of this project will be discussed in class; projects are due to TED on Wednesday March 22nd by 11:00am.

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. They will also apply research methods from the course to primary sources in the final project.

Required Texts and Materials, available at the UCSD bookstore (bring to each class meeting)

- +Blank or lined notebook, for research exercises and in-class writing.
- +Folder for saving and submitting writing assignments and working group feedback.
- +Assigned readings are available on E-res and the course website.

Evaluation. Grades will be based on the following assignments:

1. Participation in class, including attendance, in class research journal writing, attentive listening, contributing to large and small group discussion (20% of final grade). Every Thursday we will meet with working groups for timed writing and peer feedback/editing. The structure for workshop writing (“research question,” “research design,” “final project” assignments is: draft, feedback, re-draft).

3. “Developing a Research Question (due 1/31)” (10%) and “Research Design” (due 2/14) assignments (20%). **Papers must be turned in online before the start of class on the days they are due.**

4. Online weekly reading questions and exercises (20%).

5. Final research project (30%): Presentation + Written analysis: Demonstrate your ability to use the methods taught in this course critically by applying them to primary sources of interest for your 100C project. Please have your honors mentor sign off on your choice of sources and argument by week 8.

In-class workshop presentations. Presentations should A) briefly summarize the material; B) describe its method and explain choice primary texts or artifacts and C) relate presentation material to assigned course readings/methods. **It is crucial that presentations are no longer than 10 minutes.**

Attendance. Every unexcused absence will affect your participation grade, and two *excused* absences are permitted (written note required – email not accepted) 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.

Students with dependents: If you a care-giver to a child or another adult and need to discuss accommodations, please contact me.

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>).

syllabus is subject to change

January 10 (Tu) Syllabus Overview and Introduction What are interdisciplinary research methods?

Assignments:

- + Begin research notebook. Enter date, assignment title. List project keywords and write a one-sentence project description that includes the main research question and several sites you will analyze. This will change later.
- + Exercise: Free write about what you want from their 100 series research experience – bringing light to family history, historicizing their experience, community work, social justice, learning how to do research, etc.

Assignments:

Complete reading questions each week prior to class every TUESDAY

January 12 (Th)

Reading and discussion (complete reading questions on TED prior to lecture): 1. Eve Tuck (2009) "Suspending Damage: A Letter to Communities." Harvard Ed. Review. 79 (3) 409-428.

In-class: Meet your group. Share project notes from research notebook from first class with your group.

Assignments:

- Finding your muse (submit through TED before lecture *and* bring to class next Thursday):
- 1) Identify an author (fiction or non-fiction) whose writing style you wish to emulate.
 2. Isolate a brief passage (around 100-150 words) to handwrite (preferred) or type up and share with group on Thursday. Do not copy and paste the passage.
 3. Type 1 single-spaced written page on the writing habits of your literary muse (explain 3-4 qualities you will emulate in exercises next week)

Week 2-3: Fieldnotes & Ethnography

January 17 (Tu)

Reading and discussion (in lieu of reading questions, complete Narayan exercise (pg. 14) via TED prompt):

1. Ch 1. *Writing Ethnographic Fieldnotes*, 2nd Edition. Chicago and London: Univ. of Chicago Press. 1-16.
2. Narayan, Preface and Chapter 1: Story and Theory. Complete exercise page 14 and submit to TED before class.

In class

+ (Notebook) Timed writing. 3 Narayan chapter exercises (channeling muse) (p.21-22)

Assignment

Remember to submit Narayan exercise online before class and bring hardcopy of muse assignment for Thursday

January 19 (Th)

Reading: Dying Worlds, Kamala Visweswaran (pg. 204-220).

In class (working groups):

1. Share muse excerpts: Take turns reading out statement on habits of your muse.
2. Exchange and offer feedback on Narayan exercises. If time, practice Narayan approach to primary text in groups.

January 24 (Tu)

Reading and discussion (online questions prior to class):

1. Emerson, Fretz, and Shaw. 2011. Writing Fieldnotes I: At the Desk, Creating Scenes on a Page. In *Writing Ethnographic Fieldnotes*, 2nd Edition. Chicago and London: University of Chicago Press. 51-85.
2. Laura Pulido. "FAQ: Frequently Asked Questions About Being a Scholar-Activist." Ch. 13, pp. 341-365 in Hale, *Engaging Contradictions: Theory, Politics, and Methods of Activist Scholarship* (University of California Press, 2008).

In Class:

Exercise (handout): Developing a Research Question. Exchange for feedback, place in portfolio.
Handout: "Fieldnotes" (for Thursday). Go over in class.

Assignment:

Revise "Developing a research question," submit via TED before class next Tuesday
*inspiration: imaginativeethnography.org

January 26 (Th)

Ethnographic observation. Fieldtrip! Meeting location TBA
Exercise: Conduct 30 minutes of observation, taking fieldnotes.

In class: Meet working groups: 45 minutes to discuss 3 issues/each from observation and fieldnotes exercise.

Week 4-5: Community-Based Research Practices

January 31 (Tu) Engaging Contradictions

Due today before class on Ted: “developing a research question” final version

Reading:

1. Hale, Forward and Introduction
2. Soyini Madison “Co-Performative Witnessing.”

Assignment:

Before Thursday, taking notes in your notebook, conduct a 30 minute interview (doesn’t have to be related to your research, but if it is, great!). Complete “Interview exercise assignment” on TED before class to prepare to present 3 issues/observations/challenges (positive or negative) you came across in conducting the interview to your working group on Thursday.

February 2 (Th)

Submit online before class: Interview discussion interview exercise questions

In class: Working Groups:

Exchange and discuss your preparation for, context of, and content of interview exercise. Record feedback from group members on your and other’s interviews. Place in portfolio.

Writing Exercise: (Notebook) Interview narration.

February 7 (Tu) Space: Mapping the Terrain

Reading (questions online):

1. Shirley Suet-Ling Tang, “Community Centered Research as Knowledge/Capacity Building in Immigrant and Refugee Communities.” 237-263.

In Class:

Complete and exchange research design exercise for feedback. Place in portfolio, with notes. Revise to submit next Tues.

Assignment: Revise Research Design exercise for Tuesday.

February 9 (Th): Introduction to Archives

Readings

1. George Eley. 2005. Becoming a Historian: A Personal Preface. In A Crooked Line: From Cultural History to the History of Society. University of Michigan Press.
2. Anjali Arondekar, For the Record, Introduction

Week 6-7: Archives

Tu. 2/14 NO CLASS MEETING

***Due before lecture: Submit revised research design outline before 11:00am via TED.**

Th 2/16. Meet at library special collections (Main floor, Geisel library)

At Geisel:

Orientation to archival work, to special collections, and going through the process of analyzing a primary source exercise with Ethnic Studies librarian Alanna Aiko Moore and special collections librarian, Heather Smedberg.

Tu 2/21 Representation in Archives: Documents and Images

Reading: 1. Dayo Gore, Radical Women, Introduction + one additional chapter.

In class

Free writing/primary source analysis, exchange in working groups groups
2 Individual Research Workshops and Presentations Archives

Th 2/23 Representation in the Media

Reading (questions online): Roland Barthes: Rhetoric of the Image (pg. 152-163)

<http://faculty.georgetown.edu/irvinem/theory/Barthes-Rhetoric-of-the-image-ex.pdf>

In-class

Screening: Representation and the Media – Sut Jhally (Stuart Hall) 55 min.

Week 8-9: Reading Culture

Honors students: Research topic sign-off by honors mentors due this week

Tu. 2/28 Images: Archival, and in the Media

Reading:

1. Daphne Taylor-Garcia. "The Discursive Construction of 'Women' in Las Americas." I-VII.
<http://people.duke.edu/~wmignolo/links-of-interest/WKODTG/WKO-DTGindex.html>
2. Jillian Hernandez. Carnal teachings: raunch aesthetics as queer feminist pedagogy in Yo! Majesty's hip hop practice. Pp. 88-106.

In class:

Reading discussion in working groups.

Handout: Final Research Paper assignment

2 Individual Research Workshops and Presentations (Media)

Th. 3/3 Reading Images

In class:

Meet in working groups. Writing assignment and group exchange: bring in an image or other media related to your project (document, news article, video, report, etc.) and "read" it critically. (Notebook): Write down 1) a brief description of your image; 2) your analysis, then 3) exchange with group members for written feedback (write in partner's notebook)

2 Individual Research Workshops and Presentations (Images)

Tu. 3/7: Reading film (out of class assignment – no class meeting)

Reading (questions online):

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

Out of class assignment: Screening: Nanook of the North (screening questions on TED)

Th. 3/9

Day One Workshopping and Presentations.

3/14: Individual Research Workshops and Presentations.

3/16: Individual Research Workshops and Presentations.