

ETHN100B: Interdisciplinary Methodologies (Remote-Synchronous)
Working/Shifting Draft

Winter 2022

Instructor: Dr. Shaista Aziz Patel

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Class Meeting Times: Tuesday & Thursday 11:00 AM-12:20 PM

**Class Meeting Zoom Link: <https://ucsd.zoom.us/j/91313613365>
(Meeting ID: 913 1361 3365)**

Office location and Hours: Wednesday 12:00 pm-1:00 pm (or by appointment)

Office Hours Zoom Link: Same as the class meetings link

Course Description:

Ethnic Studies is situated at the nexus of multiple insurgent and continually marginalized academic fields such as Indigenous Studies, Black Studies, Latinx Studies, SWANA, Asian American Studies, American Studies, Women and Gender Studies, Queer Studies, Disability Studies, and more recently Dalit/anti-Caste Studies. Informed by critiques from several theories from aforementioned fields, we will study some interdisciplinary research methodologies that guide the approach to research projects in Ethnic Studies. One of the main objectives of this course is to support students in developing an ethical research relationship whereby we can reflect on our own assumptions and ideas about knowledge production, questions about objective versus subjective, colonial unknowing, relations of power between the researcher and the 'researched,' agency, voice, and social construction that guides the process of drafting and carrying out research projects in Ethnic Studies specifically, and in Social Sciences more broadly. Primarily centering the scholarship of Black, Indigenous, and people of color feminist scholars engaged in hemispheric conversations about methodologies, this Course encourages attention to questions of researcher's socio-political location, ethics, complicity, and accountability to marginalized communities (including those of the authors whose work we study) in designing projects informed by various intersections of race, class, sexuality, dis/ability, religion, caste, citizenship, and colonial/imperial relations of power.

Course Assessment Scheme:

#	Type of Assignment	Weight/Percentage	Due Date
1.	Class/Library-Workshop Participation	20%	Rolling
2.	Research Question/Rationale/Theoretical Framework write-up (2-3 pages)	15%	1/20 (by 11:59 pm)
3.	Reflection on my archival object paper (2 pages)	15%	2/4 (by 11:59 pm)
4.	Class Presentation	10%	As scheduled
5.	Final Paper (5-6 pages)	30%	TBD
6.	Active Class Participation Report	10%	3/18 (by 11:59 pm)

Description of Course Assessment:

Class and Library Workshops Participation: **You must attend all class lectures on Zoom every Tuesday and Thursday at class time. This class requires your presence in these synchronous lectures. If you are on a time zone where you cannot attend class lectures, I strongly encourage you to drop the course.**

My lectures will help you understand the course readings. *Please note that sometimes my lectures will focus on close readings of assigned texts, but they will often exceed the readings, as in, I will emphasize or introduce concepts you need to know but which are not necessarily in your assigned readings.*

You must attend the two library workshops. The research workshop will be online while the second one on archives may or may not be online. I will let you know by second week of classes. *Attendance will be taken in both library meetings, and in every class meeting.*

Class participation means contributing meaningful comments and asking relevant questions (please consult Kyla Tompkin's handout and guide by Professor Roy Perez on how to read and take notes). Your contributions are about the quality of participation, which will be reflected through whether you come to class prepared with your ideas and questions from the readings, your group discussion participation, and your Discussion Board and Google doc comments. The length of your comments, or the frequency of your participation without strong

substance will not necessarily be helpful. In short, talking a lot or taking up space in class without a substantial contribution is not necessarily encouraged. Please also note that even if you attend all the classes and library workshops, that does not mean you will get the full participation marks if you are not actively listening and participating in meaningful ways in class. I also require that you bring 1-2 questions from readings every class meeting for discussion. If you are an introvert, and feel shy to talk in class, please know that we will also do some small group discussions. You can also add your observations or question in the chat box. I also encourage you to come see me during my office hours. That way we can talk one-on-one and I can better answer any and all your questions, go over concepts/readings, and even help you with your written assignments. Coming to my office with relevant questions also shows me that you are engaging with the course material.

I will have daily in-class writing exercises. They may take the following forms: 1) Group discussion and notes on Discussion Board on Canvas or in Google docs; 2) Active note-taking or posting questions in a Google doc during lectures and class discussions. Doing daily homework will help you to do well in the in-class writing exercise.

You cannot miss more than **2 class meetings** in the Course. If you miss more than 2 class meetings, you will not be given a passing grade. *Please note that if you are more than 15 minutes late for a class, you will be marked absent for that day unless you have emailed me in advance to notify me. Similarly, you should prepare to not leave class before it's over.*

You are required to submit a, active class participation report where you will get a chance to recommend a participation grade or yourself in the last class meeting. Remember participation is worth 20% of your final grade. If you do not submit your self-assessment report, that will also be counted as your failure to fully participate in the course. You will also lose the 10% this submission counts for.

Research Question(s)/Rationale/Theoretical Framework write-up (2-3 pages): Details will be provided in the first week of classes.

Reflection on My Object Paper (2 pages): Details will be provided in the second week of classes.

Final Paper (5-6 pages): Detailed guidelines will be shared later in the quarter.

Active Class Presentation Report: See Canvas for details.

Class Presentation: You must present a draft of your paper to your classmates and I on the day of your presentation. All presentations will be held in the last two weeks of the course and the schedule will be shared closer to time. This means that your presence and participation is mandatory or you will lose 10% of your

grade. Your presentation must be 10 minutes long. You must clearly identify your research question, your primary archival source(s) and discuss 2-3 main ideas/concepts from the readings that helped shape your methodological approach to your final paper for the course. We will then ask you questions and give you feedback and you can choose to incorporate it into your final written paper. My primary objective here is to support you in writing a better version of your paper. **Please note that it is mandatory for you to be present during your classmates' presentations.**

Written Assignments:

All written assignments outside of class must be typed and printed. You should adhere to the 12-point Times New Roman, $\frac{3}{4}$ -1 inch margins on all sides, double-spaced rule. You can use APA, MLA, ASA, Chicago, or any preferred style of reference as long as you remain consistent throughout the assignment, and cite texts properly. When using direct quotes, definitions, or unique concepts, you must add page number(s). Your writing must be clear, arguments articulated succinctly, and with excellent grammar and punctuation. Please respect the page limit. Longer does not mean better. Writing short, concise papers is more difficult. I strongly encourage you to first write a working draft for all assignments in advance.

Readings and Lecture Schedule:

Please note that I reserve the right to change readings for any class meeting. However, at least one-week notice will be given to you, and announcements will be made in class and sent over Canvas to notify you of any such changes. Films and youtube clips shown in class might not all be on the course outline but you will know their names and have links on a weekly basis (if and when we watch anything in class). Not all weekly readings will be lectured on and discussed in same detail. However, I still expect you to do all the required readings every week.

All the readings are under Modules on Canvas.

Week 1: Introduction

Tue 1/04 *Introduction to the Course Outline*

*Kyla Tompkins, "We aren't here to learn what we already know."

<http://avidly.lareviewofbooks.org/2016/09/13/we-arent-here-to-learn-what-we-know-we-already-know/>

*Handout by Professor Roy Pérez on Reading Theory (on Canvas).

Thurs 1/06

*What is Methodology: <https://understandingsociety.blogspot.com/2014/08/what-is-methodology.html>

*Brim, M., & Ghaziani, A. (2021). 45. Methods. In *Keywords for Gender and Sexuality Studies* (pp. 153-154). New York University Press.

*Owens, E. (2021). Consent. In *Keywords for Gender and Sexuality Studies* (pp. 55-58). New York University Press.

*Christina Sharpe. ["Beauty Is a Method"](#). *e-flux Journal* #105 December 2019.

Review as needed

*Christian, Barbara. "The Race for Theory." *Cultural Critique* (6), 51-63.

*Roderick A. Ferguson, "Race," *Keywords for American Cultural Studies*. New York: New York University, 2007, 207-211.

*J. Kehualani Kauanui, "Indigenous," in *Keywords for American Cultural Studies*, ed. Bruce Burgett and Glenn Hendler (New York: New York University Press, 2014), 133-37.

*David Kazanjian, "Colonial," *Keywords for American Cultural Studies*. New York: New York University, 2007, 48-53.

Week 2: On Knowledge and Power

Tue 1/11

*Haraway, D. (1988). "Situated Knowledges: The Science Question in Feminism and the privilege of partial perspective." *Feminist Studies*. 14(3): 575-599.

*Chandra Mohanty, "Under Western Eyes: Feminist Scholarship and Colonial Discourse" 51-80 in *Third World Women and the Politics of Feminism*. University of Indiana Press, 1991.

*Denise Ferreira da Silva, "Reading art as confrontation."

<http://supercommunity.e-flux.com/texts/reading-art-as-confrontation/>

*Nguyen, M. T. (2021). Experience. In *Keywords for Gender and Sexuality Studies* (pp. 85-87). New York University Press.

Thurs 1/13

*McKittrick, K. (2021). *Dear science and other stories* (Introduction). Duke University Press.

https://www.dukeupress.edu/Assets/PubMaterials/978-1-4780-1104-0_601.pdf

*Ahmed, S. (2013). "Making Feminist Points." *Feministkilljoys*. Accessed April 22, 2015. <http://feministkilljoys.com/2013/09/11/making-feminist-points/>

*Cite Black Women: A Critical Praxis:

<https://www.citeblackwomencollective.org/our-praxis.html>

Week III: Two Dirty and Empowering 'R Words'

Tue 1/18

*Tuck & Yang, Refusing Research https://pages.ucsd.edu/~rfrank/class_web/ES-270/SimpsonJunctures9.pdf

*Audra Simpson, "On Ethnographic Refusal: On Indigeneity, 'voice' and colonial citizenship". https://pages.ucsd.edu/~rfrank/class_web/ES-270/SimpsonJunctures9.pdf

Thurs 1/20

*Eve Tuck, "Suspending damage: A letter to communities".

http://pages.ucsd.edu/~rfrank/class_web/ES-114A/Week%204/TuckHEdR79-3.pdf

*Zoe Todd (2016). "An Indigenous Feminist's Take on The Ontological Turn: 'Ontology' Is Just Another Word for Colonialism," *Journal of Historical Sociology*.

*Chris Andersen & Tahu Kukutai, 2017. "Reclaiming the Statistical 'Native': Qualitative Historical Research Beyond the Pale," In Anderson, C. & O. Brien, J.M. (2017). *Sources and methods in indigenous studies* (pp.41-48).

Week IV: Attending to Space in Research

Tue 1/25

*Michelle Daigle and Margaret Marietta Ramirez. (2021). "Space". In *Keywords for Gender and Sexuality Studies* (pp. 216-219). New York University Press.

*McKittrick, K. & Woods, C. 2007. *Black Geographies and the Politics of Place* [Introduction]. Toronto: Between the Lines.

Thurs 1/27

*Blackwell, M. (2017). Geographies of indigeneity: Indigenous migrant women's organizing and translocal politics of place. *Latino Studies*, 15(2), 156-181.

*Goeman, M. (2008). "From Place to Territories and Back Again: Centering Storied Land in the discussion of Indigenous Nation-building". *International Journal of Critical Indigenous Studies* 1 (1).

Week V: Challenging Racial & Colonial Unknowings/Library Trip

Tue 2/1 *Colonial Unknowing*

*Manu Vimalassery, Juliana Hu Pegues, and Alyosha Goldstein. 2016.

"Introduction: On Colonial Unknowing." *Theory and Event*. 19(4).

<https://muse.jhu.edu/article/633283>

*Aileen Moreton-Robinson, 2017. "Relationality: A key Presupposition of an Indigenous Social Paradigm," in Anderson, C. & O. Brien, J.M. (2017). *Sources and methods in indigenous studies*. 69-77

Thurs 2/3

Note: Please note that library workshop attendance is mandatory. Your attendance will be taken.

Library workshop (How to do research) with UCSD Librarian, **Mx. Alanna Aiko Moore**

Week VI: Queering Rationalities and Relationalities

Tue 2/8

**Queer keyword* by Siobhan B. Somerville

*Holland, S. P. (2021). The Erotic. In *Keywords for Gender and Sexuality Studies* (pp. 83-85). New York University Press.

*Lorde, A. (). Uses of the Erotic.

https://static1.squarespace.com/static/5e7cf4825b02c00b6a142f0c/t/5f4bee98ceb27e4afe99bd7c/1598811800640/audre_lorde_cool-beans.pdf

*Kim TallBear. Feminist, Queer, and Indigenous Thinking as an Antidote to Masculinist Objectivity and Binary Thinking in Biological Anthropology (pp. 494-496)

https://anthrosource.onlinelibrary.wiley.com/doi/pdfdirect/10.1111/aman.13229?casa_token=sR1t8LaRzoIAAAAAA:oJchHCJOa_y5Pokzn2WrO3epTwQuhShttJIVjk5sTckmTYqT069TEZQG-pv8_6Vrvw-G9oTP2HC_h4FW

*Kim TallBear: The Polyamorist that wants to destroy sex –Interview by Montserrat Madariaga," <http://www.criticalpolyamorist.com>

Thurs 2/10

*Naveen Minai & Sara Shroff. (2019). Yaariyan, Baithak, Gupshup: Queer Feminist Formations and the Global South. *Kohl: a Journal for Body and Gender Research*, 5(1).

*Walcott, R. (2021). "Rinaldo Walcott on how to build a better queer future."
<https://xtramagazine.com/health/rinaldo-walcott-211379>

*Interview with Abdi Osman.(2021). <https://www.youtube.com/watch?v=WKaHpT47RQ>

Week VI: Can Archiving Save Us?

Tue 2/15

*Antoinette Burton, 2006. *Archive Stories: Facts, Fictions, and the Writing of History* (Introduction). Durham: Duke University Press.

*Hall, Stuart. "Constituting an archive." *Third text* 15.54 (2001): 89-92.

*Ashley Farmer, 2018. "Archiving While Black". *The Chronicle of Higher Education*.

Thurs 2/17

Note: Please note that library workshop attendance is mandatory. You will need to sign in your name.

Library Workshop with UCSD Special Collections Librarian, **Mx. Heather Smedberg**

Week VIII: The Unlikely and the Incommensurable

Tue 2/22

*Patel, S. (2019). The 'Indian Queen' of the four continents: tracing the 'undifferentiated Indian' through Europe's encounters with Muslims, anti-Blackness, and conquest of the 'New World'. *Cultural Studies*, 33(3), 414-436.

*Saidiya Hartman, 2018. "On Working with Archives: An Interview with Writer Saidiya Hartman." <https://thecreativeindependent.com/people/saidiya-hartman-on-working-with-archives/>

Thurs 2/24: **On the Sacred in Research**

*****Reflection on My Archival Object Paper Due in Class*****

*Jacqui Alexander, 2005. *Pedagogies of Crossings Meditations on Feminism, Sexual Politics, Memory, and the Sacred* (Ch 7). Durham & London: Duke University Press.

*Reading TBD

Week IX: On the Im/Possibility of Decentering University

Tue 3/1

*Grande, Sandy. "Refusing the university." *Toward What Justice?*. Routledge, 2018. 47-65.

*Lipsitz, G. (2008). Breaking the chains and steering the ship: How activism can help change teaching and scholarship. *Engaging contradictions: Theory, politics, and methods of activist scholarship*, 88-111.

Thurs 3/3

*****No Class*****

Week X: Presentations

Tue 3/8

Thurs 3/10

Week XI: Presentations

Tue 3/15

Thurs 3/17

Important Procedures and Rules:

Correspondence Policy:

Email is the best way to get in contact with me. I will reply to email inquiries from students within 24 hours except for on weekends when it might take longer. If you do not receive a reply within this period, please resubmit your question(s). Each email message must include in the subject line the course number and a tagline related to your concern. Please always use your given first and last names on record in email communication. *If you have already talked to me about using another name, you can use that name in your emails. Your email must contain a concise and clear statement of purpose.* Please treat emails as you would any other professional communication. Emails that ask questions already answered in the course syllabus or website (e.g., "how much is assignment X worth") will not receive a response. Please keep in mind that critical reflection papers will not be accepted via email unless you have a valid reason for why you could not submit it in class, and we already have an arrangement, and I am expecting your assignment in my inbox. All general questions about the course that are NOT addressed on the syllabus and course website should be asked in

class. But if you must email, please keep your questions short and clear. Emails that do not follow these guidelines might not receive a prompt response. Please do not ask me to explain readings or concepts over email. My office hours and our class time is the best time to ask such questions. **Please always be respectful in all your communication with your classmates and me, whether in class, during office hours, or over email.**

Office Hours:

My official office hours are *by appointment* **Wednesdays, 12:00-1:00pm PST** (appointments help make sure no one is waiting too long). Video is not required (I'm happy to use voice or chat only). If this time doesn't work for you, please send me an email so we can find a better time that works for both of us.

Student Conduct:

Classroom Decorum/ Zoom Camera Etiquette

Zoom has presented a number of new questions about camera and audio etiquette. My position is that when we Zoom, I'm a guest in your home (and you're a guest in mine). Moreover, we're all dealing with all kinds of unpredictable circumstances and improvising as best we can, so I believe it's important to be flexible and lenient with one another in general. That said, when you have your camera on, I would appreciate it if you would adhere to this short list of three requests that I think are basic and reasonable:

- **Please mute your mic when you are not speaking to help reduce distracting background noise.** This is important for people like me who have ADHD and are easily derailed by sound. Feel free to unmute or text chat at any time to join discussion. Turning on your camera is always optional, never required.
- **Please do not appear nude on camera.** This can be a form of sexual harassment and potentially a Title IX violation.
- **Avoid obvious use of drugs on camera.** My primary concern is triggering people who have experience with addiction. What you do off camera is not my business.
- **Please do not record any class meeting.** This is absolutely prohibited.

Students are always expected to be respectful of their classmates and professor in discussions, lectures, and their writing. Please never resort to personal attacks in class discussions. **Racist, anti-Black, anti-Muslim, heterosexist, homophobic/queerphobic, transphobic, racist, Islamophobic, xenophobic, ageist, ableist, and any other hateful or oppressive speech will not be tolerated and you will be asked to leave the classroom and the situation**

will also be reported to the Chair of Ethnic Studies and of your home department.

Taking pictures of me, your classmates, the lecture board, my Powerpoint notes, or videotaping and recording lectures is strictly forbidden without written permission from me. If I find you engaging in any such activities, you will be asked to leave the classroom and further appropriate action will be taken.

Lastly, I expect you to attend all lectures. You are also responsible for asking your classmates regarding any important announcements made in class and getting notes from them if and when you miss a class. Please do not email me saying that you've missed a class and if we did anything important in that class. We will do important things in every single class.

Assignment Re-grading:

I will make sure that my/our comments on your assignment and test are self-explanatory. I understated that you have worked hard on your assignment/test but I/we grade based on what I/we receive. I strongly advise that you wait 24 hours after receiving your grade. Carefully re-read your assignment, all assignment guidelines and marking schemes **and** the grader's comments. You have **a week** after receiving a mark to appeal it. Please note the following:

- a. Your request for remarking must be accompanied by your concerns clearly outlined in a *separate document* attached with your assignment. You must explain to me why you would like us to re-grade your test. Your reasons must be clear and logical. Please hand in the hard copy to me in class.
- b. Please consider the possibility that upon re-grading, your mark might actually decrease.
- c. Please give me one week for re-grading and getting back to you.

Accommodations:

Our institutions are ableist. Sometimes even those of us who live at intersections of various systems of oppression the world lists as our dis/ability, we don't often know how to live better in this world. In that spirit, please help me support you better. If you have a medical condition or specific physical and/or learning needs, please feel free to speak with me individually so that we can make the necessary adjustments to support you participate fully and successfully. If you prefer to be called by a different name or recognized as a gender other than the one in the University enrollment record, please let me and your other colleagues know.

Academic integrity:

Academic integrity is fundamental to learning and scholarship at UCSD. Participating honestly, respectfully, responsibly, and fairly in this academic community ensures that the UCSD degree that you earn will be valued as a true indication of your individual academic achievement, and will continue to receive the respect and recognition it deserves.

Familiarize yourself with UCSD's academic integrity policies at <http://academicintegrity.ucsd.edu>. Please familiarize yourself with the website, policies, and also your rights as students.

Policy on Children in Class:

[The following section has been gratefully adopted with permission from Dr. Melissa Cheyney's syllabus]

- 1) All exclusively breastfeeding babies are welcome in class as often as is necessary to support the breastfeeding relationship. You and your nursing baby are welcome in class anytime.
- 2) For older children and babies, I understand that minor illnesses and unforeseen disruptions in childcare often put parents in the position of having to choose between missing class to stay home with a child and leaving him or her with someone you or the child does not feel comfortable with. While this is not meant to be a long-term childcare solution, occasionally bringing a child to class in order to cover gaps in care is perfectly acceptable.
- 3) I ask that all students work with me to create a welcoming environment that is respectful of all forms of diversity, including diversity in parenting status.
- 4) In all cases where babies and children come to class, I ask that you sit close to the door so that if your little one needs special attention and is disrupting learning for other students, you may step outside until their need has been met. Non-parents in the class, please reserve seats near the door for your parenting classmates.
- 5) Finally, I understand that often the largest barrier to completing your coursework once you become a parent is the tiredness many parents feel in the evening once children have finally gone to sleep. The struggles of balancing school, childcare and often another job are exhausting! I hope that you will feel comfortable disclosing your student-parent status to me. This is the first step in my being able to accommodate any special needs that arise. While I maintain the same high expectations for all student in my classes regardless of parenting status, I am happy to problem solve with you in a way that makes you feel supported as you strive for school-parenting balance.

Some Important Websites and Resources:

1) CARE at the Sexual Assault Resource Center:
<http://students.ucsd.edu/sponsor/sarc/> 2) Office for the Prevention of Harassment and Discrimination:

<https://ophd.ucsd.edu/about/index.html>

3) Undocumented Student Service Center:

http://students.ucsd.edu/sponsor/undoc/?_ga=2.78696919.2115777679.1537212828-753919910.1537212760

4) Office for Students with Disabilities:

<http://students.ucsd.edu/well-being/disability-services/index.html>

5) **The Writing Hub** - Need help with a writing project or assignment? Want to talk through your ideas or get a second opinion on whether your writing is clear, logical, and well-supported? The Writing + Critical Expression Hub (“Writing Hub”) can help!

Located in the Geisel Library, the Writing Hub offers UC San Diego students free one-on-one help with any writing project—from cover letters to lab reports, research papers to grant proposals. Visit the Writing Hub to meet with a supportive, well-trained peer writing mentor who will help you gain perspective on what works and what can be improved in your writing.

The Writing + Critical Expression Hub | writinghub.ucsd.edu | writinghub@ucsd.edu

- **What?** Free help for writers
- **Where?** Geisel Library, lower level west (part of the Teaching + Learning Commons)
- **When?** Sunday-Friday, including evenings; see writinghub.ucsd.edu for hours.
- **How?** Book appointments at <https://ucsd.mywconline.com>