

## **Interdisciplinary Methodologies**

Ethnic Studies 100B

Winter 2023

Professor: Daphne Taylor-García, dtg@ucsd.edu

Class: T/Th 11:00am – 12:20pm

Class Location: WLH 2208

Office Hours and location: T/Th 2:00 - 3:30pm via Zoom. Appointments can be scheduled on Canvas

### **Course Description:**

This course gives students the opportunity to think critically about the theory and practice of Ethnic Studies research. As an interdisciplinary and relational field, Ethnic Studies has historically employed research methods from a wide range of disciplines including philosophy, literature, history, fine arts, sociology, anthropology, and geography. Ethnic Studies works across insurgent, situated fields such as Black Studies, Latina/o/x Studies, Indigenous Studies, SWANA Studies, Asian American Studies, and Critical Gender Studies. The result of all of this interdisciplinary ferment has been the formation of distinctive Ethnic Studies methods for producing knowledge about differences of class, gender, nation, race, and sexuality. In this course we are going to delve into some of the research methodologies centered by scholars in the above listed fields.

### **Resources**

We will be using Canvas for all aspects of this course.

The classes for this course are being held mostly in-person~please read the syllabus carefully for the days we will be on zoom and the days you are doing independent research and writing! Office hours will be held via zoom.

All course readings can be viewed and downloaded via Canvas.

\*Please bring copies of the readings to discussion

\*Updates may be made as we go along; always reference the syllabus on Canvas for the most up to date information.

### **Accommodations:**

Please contact me as soon as possible if you require any specific accommodations for a disability or medical reason.

### **Recording Policy:**

There is to be no audio or visual recording during class for any reason. To be clear, neither lecture, nor discussion, nor individual conversations can be recorded without explicit permission.

## **Course Requirements:**

**Presentation: 10%** Please see under the “people” tab on Canvas for dates.

In groups of two, plan to hold the stage for 10 minutes and then lead the class in discussion for another 10 minutes. Think of the presentation as a way to explore and extend the purpose of the course while focusing on the day’s reading. I encourage you to be creative in your presentations rather than summarizing the texts. Please time yourselves! Not too short and not too long!

**Paper #1: 20%** Due February 3rd by midnight via Canvas

What did you find in the archives? Where did you find it? What does the document tell us about your research interest? (Primary documents can include images: photos, art, posters, political cartoons, etc.) What piqued your interest about it? 2-3 pages

**Paper #2: 20%** Due February 8th by midnight via Canvas

What do you think so far about history and/or ethnography as research methods? Write about what each method reveals about your topic of interest. For example, archives can help you understand what people were doing 100 years ago while ethnography can help you understand what people remember about what happened 100 years ago. 3-4 pages

**Share: 10%** On March 9th

Share with us something you have found of interest from the course. It can be what you found in the archives, a point about one of the readings, or something about one of the methods we have read about. No screen sharing, film or sound clips please. Shares are to be 2-3 minutes (if you are wondering how much talking this is it’s equivalent to reading out loud 1 page that is double spaced 12 pt font).

**Paper #3: 20%** Due March 17<sup>th</sup> by midnight via Canvas

Write a 6-7 page revision of your midterm paper that refines your thoughts on archival and ethnographic research methods and continues on to assess the other methods we have looked at in this course. Use your research interest as a reference point for thinking about what the different methods offer.

**Attendance/Participation: 20%**

Please arrive at class having completed the day’s assigned reading. Informed and engaged discussion is a critical part of the learning process and everyone is expected to contribute! Attendance and participation with the class and in groups is expected.

**Grading Policy:**

Students must complete all assignments to get a passing grade in the class.

All submitted assignments should be double-spaced in 12pt font Times New Roman or equivalent. The grading rubric can be found on Canvas.

**Outcomes:**

By the end of this course students will be familiar with a variety of methods that Ethnic Studies scholars use and the theoretical frameworks that justify those methods. Students will also understand *transdisciplinarity* and why Ethnic Studies pursues this mode of conducting research.

**Schedule****Week 1**

01/10

Welcome and Introductions.

What makes a research project “Ethnic Studies”?

What is something that interests you that you would like to do some research on?

**Land-Based Learning**

01/12

Wilson, Alex et al. “Queering Indigenous Land-Based Education.”

**Ethnography****Week 2**

01/17

Madison, D. Soyini. “Introduction to Ethnography: Theory and Method,” *Critical Ethnography: Method, Ethics, and Performance*. Thousand Oaks: Sage Publications, 2005.

**Group 1**

01/19

Yen Le Espiritu. “Refugee Postmemories: The Generation After,” *Body Count: The Vietnam War and Militarized Refugees*. Oakland: University of California Press, 2014.

**Group 2****Archival Research****Week 3**

01/24

Trouillot, Michel Rolph. “An Unthinkable History,” *Silencing the Past: Power and the Production of History*. Boston: Beacon Press, 1995.

**Group 3**

01/26

Tuhiwai-Smith, Linda. "Imperialism, History, Writing, and Theory," Decolonizing Methodologies: Research and Indigenous Peoples. London: Zed Books, 1999.

**Group 4**

Week 4

01/31

Anthony Brundage. "Writing a paper based on primary documents," an excerpt from Going to the Sources: A Guide to Historical Research and Writing. Hoboken: Wiley Blackwell, 2017.

**Via Zoom**

02/02

**-->Workshop on archival research! PLEASE MEET AT GEISEL LIBRARY: ACTIVE LEARNING CLASSROOM/CLASSROOM 1**

**Paper #1 Due on Feb 3rd by midnight**

**Your Project**

Week 5

02/07

**Independent research and writing day**

**Paper #2 Due February 8th by midnight**

**Analyzing Art and Performance**

02/09

Hernandez, Jillian. "Carnal teachings: raunch aesthetics as queer feminist pedagogies in Yo! Majesty's hip hop practice," Women & Performance: a journal of feminist theory, 24:1, 2014: 88-106.

**Group 5**

**Cultural Studies Analysis**

Week 6

02/14

Hall, Stuart. Excerpt from Representations: Cultural Representations and Signifying Practices. London: Sage Publications, 1997.

**Group 6**

02/16

McClintock, Ann. "Soft-Soaping Empire: Commodity Racism and Imperial Advertising," *Imperial Leather: Race, Gender, and Sexuality in the Colonial Context*. London: Routledge, 1995.

**Group 7**

**Geography**

Week 7

02/21

Gilmore, Ruth Wilson. "Forgotten Places and the Roots of Grassroots Planning," In Hale, C.R. (Ed.), *Engaging Contradictions: Theory, Politics, and Methods of Activist Scholarship* (pp. 31-61). Berkeley: University of California Press, 2008.

**Group 8**

02/23

Pulido, Laura. "A Critical Review of the Methodology of Environmental Racism Research" *Antipode* 28(2), 1996: 142-159.

**Group 9**

**Asking Philosophical Questions**

Week 8

02/28

Maldonado-Torres, Nelson. "Ethnic Studies as Decolonial Transdisciplinarity," *Ethnic Studies Review*, Vol. 42, Issue 2: 2020, pp. 232–244.

**Group 10**

03/02

Wynter, Sylvia. "The Ceremony Must Be Found"

**Group 11**

Week 9

03/07

**Independent research and writing day**

03/09

**Share Via zoom**

**Research and Ethics**

Week 10

03/14

Watch film before class: *The Eugenics Crusade*

**Group 12**

03/16

Watch film before class: *Three Identical Strangers*

**Class via zoom**

**Final paper due March 17th by midnight**