

ETHN 100B:

INTERDISCIPLINARY METHODOLOGIES

WINTER 2024

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Office:
Office Hours: <https://ucsd.zoom.us/j/8809146081>

Class Meeting Schedule/Location

Tu Th 11:00am – 12:20pm
Solis 109

OVERVIEW

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 Indigenous studies/Native American studies, Black studies, Chicana/o/x Latina/o/x studies, Asian American studies, Arab American studies, disability studies, gender studies, and Critical Gender Studies.

The result of all of this interdisciplinary fervor 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: community based research methods, Historical/Archival methods, and cultural studies methods.

REQUIRED MATERIALS

On Canvas. All assigned readings and other media will be provided to you on our Canvas website or on reserve through Geisel. **Please log into Canvas regularly** to stay on top of course assignments and activities for this class.

BASIC ETHNIC STUDIES LEARNING OBJECTIVES

There are at least six core Ethnic Studies learning objectives in this class shared by almost all other ETHN classes at UCSD:

1. critical and creative thinking,
2. constructive and self-reflective dialogue and collaboration,
3. analytical and emotional intelligence about diversity and equity,
4. an appreciation for interdisciplinary research and inquiry, and
5. the development of incisive, organized, and clear written and oral communication

SPECIFIC COURSE AIMS

The aim of this course is to help prepare students for original Ethnic Studies research, including as part of the departmental honors program, and allow them to think critically about the theory and practice of Ethnic Studies research. We will build a working knowledge of several methodological approaches in Ethnic Studies

to understand how they work in practice and in relationship to research problems. Towards this goal, students will complete in-class and out-of-class research engagement exercises, writing assignments, and build a final paper that could be used as a prospectus for their 100C project.

GRADING SCALE AND POLICY

Final grades are based on the successful completion of class requirements as weighted below. Students must complete all assignments to pass the course. This means failure to turn in even one assignment will result in a failing grade. Keep a copy of all work you submit until final grades have been processed. In assigning a final grade I reserve the right to base my evaluation not strictly on a point break-down, but on my overall professional judgment of your performance over the course of the quarter.

Class/Library Participation	25%
Research Framework and Bibliography	20%
Archival Reflection	15%
Class Presentation	10%
Final Paper	30%

Final Grades

A = 93% or higher

A- = 90% to 92%

B+ = 87% to 89%

B = 83% to 86%

B- = 80% to 82%

C+ = 77% to 79%

C = 73% to 76%

C- = 70% to 72%

D+ = 67% to 69%

D = 63% to 66%

D- = 60% to 62%

F = 59% or below

Class/Library Participation (25%): Participation in class includes attendance, attentive listening, contributing to large and small group discussion, and completing short research practice exercises (detailed instructions will be provided. See schedule below). Emails to your professor and office hour visits also count towards your class contribution.

As part of your participation, you must also attend two library workshops and complete their associated written exercises. If you miss the workshop, you will need to set an appointment with the librarian (s) for a one-on-one make-up session to receive this participation credit, which combined is 10% of the participation grade.

Research Framework and Bibliography assignment (20%): You will submit a 5-7 page paper in which you will first identify your research question, your intended primary sources and rationale for choosing them, and discuss your choice of methodological approach. Next students will annotate 3 important scholarly sources relevant to your research topic (examples will be provided). Students will discuss how these sources serve as a “jumping off place” for your proposed research, and discuss what methodological and theoretical perspectives they contribute. (See Canvas for more details).

Archival Reflection assignment (15%): Detailed guidelines will be provided later in the course in consultation with Geisel librarian.

Class Presentation (10%): Groups will present on the readings for a given week identifying the author’s main arguments and contributions (more details to be provided throughout the course).

Final Paper (30%): Students will write a 5-7 page paper that builds on the Research Framework and Bibliography paper to more clearly identify your research question, intended primary sources, methodological approach, and rationale for choosing them. In discussing your approach, you will also incorporate 3 main ideas or concepts from the readings that helped shape your choices. The paper will conclude with a brief discussion of your ideas about the significance of the potential findings from an Ethnic Studies perspective (more details to be provided).

COURSE POLICIES/ EXPECTATIONS

The following are additional guidelines for your success in this course:

1. **Readings** are to be completed **prior** to class to aid discussion.
2. **Absenteeism**: You are allowed **two** absences without need for documentation or excuse. This includes personal and medical absences. *Students who test positive for COVID-19 need to isolate and not attend in-person classes for at least five days. In the case of additional absences related to illness, you must contact me, and we will work on a plan for you to complete the course readings, lectures, and assignments.* Any absences beyond two not due to illness nor discussed with the professor, will result in a deduction of your final grade. **Final course grade will be lowered a half letter grade for each class missed after 3 absences (B would become a B- and so on).* If you are absent for any amount of time, note that I will post the Powerpoint slides for lectures and I can meet with you individually to review our class discussions. I will not be recording class sessions. ***You do not have permission to record our class sessions on any other device or to upload them to another online space.***
3. **Late assignments**: No late assignments or make up exams will be acceptable without official documentation of a serious emergency. The exception to this policy is if you had serious extenuating circumstances such as an extended illness. If you are in contact with me regarding these extenuating circumstances, we can work out a new deadline for the work and there will be no grade penalty **if the new deadline is met**. If the new deadline is not met, the assignment will no longer be accepted.
4. **Late Arrivals**: Students will have a 3 minute grace period. If you arrive to class after the 3 minute grace period, your tardiness will be noted. Because of the importance of participation, a pattern of late arrivals to class will be negatively reflected in the final grade.
5. **Electronic Devices and Laptops**: Cell phones, laptops, and other electronic devices may not be used for talking, texting, chatting, 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. There may be times in class when I ask that all computers be closed. I suggest everyone bring pen/paper to take notes in these occurrences. Class attendance/participation grades will be lowered for students who violate this policy.

CHEATING AND PLAGIARISM

Cheating and Plagiarism will result in a failing grade for the assignment. Plagiarism includes copying or paraphrasing any work (such as information from the internet, papers written by other students, and information from books, magazines, articles, etc.) without full attribution. Sources must be indicated with footnotes or other citation formats. Use quotation marks around any text directly copied from another source. *In general, page numbers should be included for this directly copied text.* In this class, the incorporation of ideas generated from AI is not allowed. If you take credit for ideas generated through AI, I will consider this plagiarism. If plagiarism is discovered in your assignments, it will be reported as an instance of academic misconduct to the University, See

<https://academicintegrity.ucsd.edu/process/consequences/index.html>.

CONDUCT AND COURTESY

In-class communication: This course is designed to promote intellectual engagement and may include discussion of sensitive and sometimes controversial topics. Disrespectful conduct or speech directed towards the professor or other students will not be tolerated. Varying viewpoints are encouraged, therefore we may not always agree. It is the expectation of the class that we create an environment safe for open communication by maintaining courtesy, confidentiality, and respect for others' opinions by: (1) Respecting individual differences (which may include, but are not limited to: age, cultural background, disability, ethnicity, family status, gender presentation, immigration status, national origin, race, religion, sex, sexual orientation, socioeconomic status, and veteran status); and (2) Engaging respectfully in discussion of diverse world-views and ideologies embedded in course readings, presentations, and artifacts, including those course materials that are at odds with personal beliefs and values.

GENDER PRONOUNS

If you feel comfortable doing so, please let us know what your preferred pronouns are. Prof. Gosin's pronouns are she/ her.

MASKS

We will respect the masking choices of others, trusting they are making the best choice for themselves and their family. See: [COVID-19 Campus Resources and Guidelines \(ucsd.edu\)](https://ucsd.edu/covid19/campus-resources-and-guidelines).

EMAIL COMMUNICATION

The professor will make every effort to respond to student emails within two business days of email receipt. **For anything requiring more than a couple of sentences to answer, I encourage you to set up a separate Zoom appointment to discuss questions.** If you have an important personal question such as inquiring about a grade, ADA accommodations, or class discussion, please visit me during office hours or contact me to schedule an appointment.

Students are responsible for reading emails sent to them by the professor and will not be excused if they miss an announcement related to our coursework or schedule due to a failure to check emails.

ACCESS AND ACCOMMODATIONS

It is the policy and practice of the University of California San Diego to create inclusive and accessible learning environments consistent with federal and state law. The Office for Students with Disabilities (OSD) offers resources and coordinates reasonable accommodations for students with disabilities. Reasonable accommodations are established through an interactive process between you, your instructor(s) and OSD. If you have not yet established services through OSD, but have a temporary or permanent disability that requires accommodations (this can include but not limited to; mental health, attention-related, learning, vision, hearing, physical or health impacts), you are welcome to contact OSD at 858.534.4382 or email osd@ucsd.edu [to determine if accommodations are warranted and to obtain an official letter of accommodation]. For more information, visit: <http://disabilities.ucsd.edu>.

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

COURSE SCHEDULE

(Please note that schedule is subject to change.)

	MAIN FOCUS	CONTENT & MAJOR ASSIGNMENTS
Week 1: Jan 9-11	<p>Introductions</p> <p>Decolonizing methodologies</p>	<p>Tuesday READ:</p> <ul style="list-style-type: none"> No readings assigned. <p>DUE Thurs 1/11 by 9:00 a.m. Written Class participation: Interest Assignment (Google Doc)</p> <p>Thursday READ:</p> <ul style="list-style-type: none"> Vivetha Thambinathan and Elizabeth Anne Kinsella, "Decolonizing Methodologies in Qualitative Research: Creating Spaces for Transformative Praxis." <i>International Journal of Qualitative Methods</i> 2021, 20: 1-9. LINK: Beauty Is a Method - Journal #105 (e-flux.com)
Week 2: Jan 16-18	<p>Knowledge production, power, and finding one's place</p> <p>Interdisciplinarity and the critique of "scientific knowledge"</p>	<p>Tuesday READ:</p> <ul style="list-style-type: none"> Geertz, 1973. "Thick Description." Pp. 8-28 in <i>The Interpretation of Cultures</i>. Haraway, D. (1988). Situated Knowledges: The Science Question in Feminism and the Privilege of Partial Perspective. <i>Feminist Studies</i>, 14(3), 575–599. <p>Thursday READ:</p> <ul style="list-style-type: none"> Mckittrick, K 2021 "Curiosities" p. 1-13 in <i>Dear Science and Other Stories</i>. Duke University Press. Bolles, Lynn (2013). "Telling the Story Straight: Black Feminist Intellectual Thought in Anthropology." <i>Transforming Anthropology</i> 21(1), 57-71.
Week 3: Jan 23-25	<p>Practical Considerations for Beginning Research</p>	<p>Tuesday NO CLASS: WORK ON OBSERVATION ASSIGNMENT</p> <p>READ:</p> <ul style="list-style-type: none"> Booth, Wayne, et al., 2008. "Chapter 3: From Topics to Questions." In <i>The Craft of Research</i>, pgs. 45-48. University of Chicago Press <p>DUE Thurs 1/25 on Canvas by 11:59 p.m. Written Class participation: 30 minute-Observation assignment.</p> <p>Thursday READ:</p> <ul style="list-style-type: none"> Booth et al. Chapter 4. "From Questions to a Problem." Esterberg, Kristin. "Strategies for Beginning Research." Chapter 2 in <i>Qualitative Methods in Social Research</i>.

Week 4: Jan 30- Feb 1	Engaging Scholarly Sources	<p>Tuesday:</p> <p><u>**Meet with Librarian Alanna Aiko Moore AT GEISEL LIBRARY (Classroom 2)</u></p> <p>READ:</p> <ul style="list-style-type: none"> No readings assigned <p>DUE Tues 1/30 on Canvas by 11:59 p.m. Written Class participation: <u>Four-item Bibliography Compilation.</u></p> <p>Thursday GROUP PRESENTATIONS (2)</p> <p>READ:</p> <ul style="list-style-type: none"> Esterberg. Chap. 5. "Interviews." <i>Qualitative Methods in Social Research</i>. *Enriquez, Laura E. 2020. <i>Of Love and Papers: How Immigration Policy Affects Romance and Family</i>. (Introduction and Methods Appendix) *Yen Le Espiritu. "Refugee Postmemories: The Generation After." In <i>Body Counts</i>, p. 139-170.
Week 5: Feb 6-8	Research participants as agents	<p>Tuesday READ:</p> <ul style="list-style-type: none"> Shirley Suet-ling Tang, Community-Centered Research as Knowledge/Capacity Building in Immigrant and Refugee Communities, (pp. 237-264) in Charles R. Hale, <i>Engaging Contradictions</i>. <p>***DUE Thurs 2/8 on Canvas by 11:59 p.m. Research Framework and Bibliography***</p> <p>READ:</p> <ul style="list-style-type: none"> Hoang & Parreñas. 2016. When Access is a Challenge Accepted. <i>Contexts</i> p. 18-19. Irvine, Janice. 2012. How Institutional Review Boards Keep Sex in the Closet. <i>Contexts</i> p. 28-33.
Week 6: Feb 13-15	ARCHIVAL RESEARCH: Locating History Interrogating the Archive	<p>Tuesday <u>**Meet with Librarian Heather Smedberg at GEISEL LIBRARY (Classroom 1)</u></p> <p>READ:</p> <ul style="list-style-type: none"> Warren and Karner, chapter 8, "The Textual and the Visual as Qualitative Data" pp. 175-179 (only) <p>Thursday READ:</p> <ul style="list-style-type: none"> Stuart Hall (2001) Constituting an archive. <i>Third Text</i>; 15:54, 89-92. Saidiya Hartman on working with archives – The Creative Independent Archiving While Black (chronicle.com)

*****DUE Thurs 2/15 on Canvas by 11:59 p.m.
Archival Reflection*****

**Week 7:
Feb 20-22**

**CULTURAL STUDIES
AND MEDIA:**

Race and the Media

Tuesday

READ:

- Hall, Stuart. The Spectacle of the Other. *In Representation: Cultural representations and signifying practices.*
- Squires, Catherine R. The Conundrum of Race and Reality TV.
- Hodge, Amber Pualani (2018). The Medievalisms of Disney's Moana (2016): Narrative Colonization from Victorian England to Contemporary America. *Post Script*, Winter-Summer, Vol. 37, Issue 2/3.

Analyzing Social Media

Thursday **GROUP PRESENTATIONS (2)**

READ:

- *Guo, L., & Lee, L. (2013). The Critique of YouTube-based Vernacular Discourse: A Case Study of YouTube's Asian Community. *Critical Studies In Media Communication.*
- *Nikita Carney. All Lives Matter, but so Does Race: Black Lives Matter and the Evolving Role of Social Media. *Humanity & Society* 2016, Vol. 40(2) 180-199.

**Week 8:
Feb 27-29**

Analyzing Social Media

NO CLASS Tuesday: WORK ON MEDIA TEXT ASSIGNMENT

READ:

- No readings assigned
- *OPTIONAL:* Saldaña, Johnny. 2021. The Coding Manual For Qualitative Researchers. Read "An Introduction to Codes and Coding," and the CAQDAS (Excerpt).

Thursday READ:

- No readings assigned (**IN-CLASS** work on media text assignment)

**Week 9:
Mar 5-7**

Dilemmas of scholar activism

DUE Tues 3/5 on Canvas by 11:59 p.m. Written Class participation: Coding Media Texts.

READ:

- Jennifer Bickham Mendez, Globalizing Scholar Activism: Opportunities and Dilemmas through a Feminist Lens, (pp. 136-163) in Charles R. Hale, *Engaging Contradictions.*
- Laura Pulido, FAQs: Frequently (Un)Asked Questions about Being a Scholar Activist, (pp. 341-366) in Charles R. Hale, *Engaging Contradictions.*

Thursday READ:

- E. Tuck and K. W. Yang. R-Words: Refusing Research. In Paris D., Winn M. T. (Eds.), *Humanizing research: Decolonizing qualitative inquiry with youth and communities* (pp. 223-248).

Week 10:
Mar 12-14

Final Reflections

Tuesday READ:

- Warren Cariou (2020). On Critical Humility. *Studies in American Indian Literatures*, 32(3), 1-12.

Thursday READ:

- Chris Andersen and Tahu Kukutai. "Reclaiming the statistical "native"" p. 41-48, in *Sources and methods in Indigenous Studies*.

*****FINAL EXAM (paper due):**
Thursday 3/21 11:30a – 2:30p***