

UNIVERSITY OF CALIFORNIA-SAN DIEGO

Fall 2018

Professor: Jean Blaise

Email Address: jblaise@ucsd.edu

Office Hours: Thursday 10:00 -11:30 am

SSB: Room 361

Morning/Time Tue & Thurs

8:00 to 9:20 am

Class Location: PCYNH

Room: 121

Research Methods: Studying Racial and Ethnic Communities

Course Description

This course is designed to provide you with a comprehensive, first-hand account of how to conduct research, especially research on racial and ethnic minorities in the United States. You will learn different research theories, and methodologies in the area of qualitative research studies. You will also acquire an epistemological understanding of how to engage in writing on issues related to minority communities.

This course will teach various technics on how to write a research proposal and literature review. It will help you learn how to study research topics, frame questions, and identify proper research designs and procedures. You will use the proposal you develop to write a final research paper at the end of the quarter. We will apply approaches that are based on informed consent and respect for individuals' privacy.

By the end of the course, you will have a broad knowledge of different research genres, as well as an understanding about how to write a research proposal that would include the following: introduction, the statement of an issue at hand, literature review, methodological approach, time table, and bibliography.

The course is intended for students in urban and ethnic studies as well as other fields in the social sciences and humanities. The many topics that will be examined include human and physical geography, transportation, employment, economic structures, cultural values, housing, health, education, and intergroup relations, as indicated on the Ethnic and Urban Studies Programs web sites.

Class Participation (15%)

Your active input, participation, and contribution of insights are critical to your success in the class. We will use the first part of each class for lecture and participation; the other half will be centered on the research proposal, the final research paper, and class discussion.

Reading & Quizzes (15%)

In order to make sure you stay engaged with all the reading materials that are assigned, there will be three quizzes during the quarter. The quizzes will consist of multiple choice and essay questions. We will announce specific dates for each quiz in advance. It is very important that you keep up in order to do well on the two quizzes. Makeup of missed quizzes will not be allowed.

Presentations (10%)

Presentations provide you with an opportunity to explain the research project. You will present the principal objective of the research, articulate the reason behind the research investigation, and describe the framing and formulation of the questions examined.

Proposal and Research site (20%)

The research proposal is your road map to write the final research project. The proposal must include: the problem statement, the research questions, the literature review, methodology. The goal of this assignment is for you to become well prepared as a researcher, which will be important for your future success.

Final Research (30%)

Students are expected to write a research paper as the final assignment for the quarter. The paper should reflect everything that is outlined in the research proposal. By mid-quarter, a prompt will be given for further details about the final research paper.

ATTENDANCE (10%)

You are required to be on time for every class. You should be consistent with your attendance and participation. The course relies on each student's contribution in building a community of learners. Therefore, it is very important that you attend every class in order to participate fully in the course. Poor attendance will affect your final grade. If you miss a class session, you are responsible for all material covered in that session. Try to keep your absences limited to cases of emergency. If you have more than four absences (two weeks of missed classes), you will not receive a final grade.

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| Grading Scale: 98-100: A+ | 77-79: C+ |
| 93-97: A | 73-76: C |
| 87-89: B+ | 70-72: C- |
| 83-86: B | 63-66: D |
| 80-82: B- | 60-62: D- |

Required reading materials:

Seale, C. (2018). *Researching Society and Culture*. 4th Edition. SAGE Publications Ltd.

Hunt, D & Stevenson, S. A. (2017). Decolonizing geographies of power: indigenous digital counter-mapping practices on turtle Island. *Settler Colonial Studies*, 7:3, 372-392, DOI: 10.1080/2201473X.2016.1186311

Gilmore, R. W (1999). You HAVE DISLODGED A BOULDER: MOTHERS AND PRISONERS IN THE POST KEYNESIAN CALIFORNIA LANDSCAPE. *Transforming Anthropology*, Volume 8, Numbers 1&2 Gilmore pp. 12-38.

Kovach, M., Carriere, J., Montgomery, H., Barrett, Gilles, C. (2013). *Indigenous Presence: Experiencing and Envisioning Indigenous Knowledges within Selected Post-Secondary Sites of Education and Social Work*. Retrieved on 09/22/2018. <http://www.usask.ca/education/profiles/kovach/index.php>.

Neely, B. & Samura, M. (2011). Social geographies of race: connecting race and space. *Ethnic and Racial Studies*, 34:11, 1933-1952, DOI: 10.1080/01419870.2011.559262.

Tuck, E. (2009). *Suspending Damage: A Letter to Communities*. *Harvard Educational Review* Vol. 79 No. 3 Fall 2009.

Lipsitz, G. (2007). The Racialization of Space and the Spatialization of Race: Theorizing the Hidden Architecture of Landscape. *Landscape Journal* 26:1-07 ISSN 0277-2426.

Tuck, E. & Yang, K. W. (2014). *Unbecoming Claims: Pedagogies of Refusal in Qualitative Research*. *Qualitative Inquiry* (SAGE), Vol. 20(6) 811-818.

ACADEMIC INTEGRITY

From the *Academic Integrity Office*: "Integrity of scholarship is essential for an academic community. The University expects that both faculty and students will honor this principle and in so doing protect the validity of University intellectual work. For students, this means that all academic work will be done by the individual to whom it is assigned, without unauthorized aid of any kind." See *UCSD Policy on Integrity of Scholarship* here: <http://senate.ucsd.edu/Operating-Procedures/Senate-Manual/Appendices/2>

FOR STUDENTS WITH DISABILITIES

Students requesting accommodations for this course due to a disability must provide a current Authorization for Accommodation (AFA) letter issued by the Office for Students with Disabilities (OSD) which is located in University Center 202 behind Center Hall. Students are required to present their AFA letters to Faculty (please make arrangements to contact me privately) and to the OSD Liaison in the department in advance so that accommodations may be arranged.

Contact the OSD for further information: <http://disabilities.ucsd.edu>.

POLICY ON SEXUAL HARRASMENT

The University of California is committed to creating and maintaining a community where all individuals who participate in University programs and activities can work and learn together in an atmosphere free of harassment, exploitation, or intimidation. Every member of the community should be aware that the University prohibits sexual harassment and sexual violence, and that such behavior violates both law and University policy. The University will respond promptly and effectively to reports of sexual harassment and sexual violence, and will take appropriate action

to prevent, to correct, and when necessary, to discipline behavior that violates this policy on Sexual Harassment and Sexual Violence. For University policies on Nondiscrimination, Sexual Harassment, and Sexual Violence: <http://www.ucsd.edu/catalog/front/shpp.html>.

UCSD PRINCIPLES OF COMMUNITY

To foster the best possible working and learning environment, UC San Diego strives to maintain a climate of fairness, cooperation, and professionalism. These principles of community are vital to the success of the University and the well-being of its constituents. UC San Diego faculty, staff, and students are expected to practice these basic principles as individuals and in groups.

- We value each member of the UC San Diego community for his or her individual and unique talents, and applaud all efforts to enhance the quality of campus life. We recognize that each individual's effort is vital to achieving the goals of the University.
- We affirm each individual's right to dignity and strive to maintain a climate of justice marked by mutual respect for each other.
- We value the cultural diversity of UC San Diego because it enriches our lives and the University. We celebrate this diversity and support respect for all cultures, by both individuals and the University as a whole.
- We are a university that adapts responsibly to cultural differences among the faculty, staff, students, and community.
- We acknowledge that our society carries historical and divisive biases based on race, ethnicity, sex, gender identity, age, disability, sexual orientation, religion, and political beliefs. Therefore, we seek to foster understanding and tolerance among individuals and groups, and we promote awareness through education and constructive strategies for resolving conflict.
- We reject acts of discrimination based on race, ethnicity, sex, gender identity, age, disability, sexual orientation, religion, and political beliefs, and, we will confront and appropriately respond to such acts.
- We affirm the right to freedom of expression at UC San Diego. We promote open expression of our individuality and our diversity within the bounds of courtesy, sensitivity, confidentiality, and respect.
- We are committed to the highest standards of civility and decency toward all. We are committed to promoting and supporting a community where all people can work and learn together in an atmosphere free of abusive or demeaning treatment.
- We are committed to the enforcement of policies that promote the fulfillment of these principles.

We represent diverse races, creeds, cultures, and social affiliations coming together for the good of the University and those communities we serve. By working together as members of the UC San Diego community, we can enhance the excellence of our institution.

For more info: <https://ucsd.edu/explore/about/principles.html>.

THIS SYLLABUS

This document is presented as an agreement between the student and the instructor vis-à-vis this course. The student and instructor will accept these policies and timetables; nevertheless,

unexpected situations may arise and it may be required for the instructor to make some adjustments. The instructor and students may accept to revise the course timetable and change assignments if needed.

Fall 2018 Schedule

September 27: Course Introduction, Syllabus Overview

October 2: Philosophy, Politics and Values

October 4: Lipsitz, G. (2007). The Racialization of Space and the Spatialization of Race: Theorizing the Hidden Architecture of Landscape. *Landscape Journal* 26:1–07 ISSN 0277-2426.

October 9: Research and Theory

October 11: Hunt, D & Stevenson, S. A. (2017). Decolonizing geographies of power: indigenous digital counter-mapping practices on turtle Island. *Settler Colonial Studies*, 7:3, 372-392, DOI: 10.1080/2201473X.2016.1186311

First Quiz

October 16: Ethics and Social Research

October 18: Tuck, E. & Yang, K. W. (2014). Unbecoming Claims: Pedagogies of Refusal in Qualitative Research. *Qualitative Inquiry* (SAGE), Vol. 20(6) 811–818

October 23: Doing a literature Review

October 25: Neely, B. & Samura, M. (2011). Social geographies of race: connecting race and space. *Ethnic and Racial Studies*, 34:11, 1933-1952, DOI: 10.1080/01419870.2011.559262

Second Quiz

October 30: Research Questions and Proposals

November 1: Kovach, M., Carriere, J., Montgomery, H., Barrett, Gilles, C. (2013). Indigenous Presence: Experiencing and Envisioning Indigenous Knowledges within Selected Post-Secondary Sites of Education and Social Work. Retrieved on 09/22/2018. <http://www.usask.ca/education/profiles/kovach/index.php>.

November 6: Research Design

Third Quiz

November 8: Tuck, E. (2009). Suspending Damage: A Letter to Communities. *Harvard Educational Review* Vol. 79 No. 3 Fall 2009.

November 13: Sampling

November 15: Gilmore, R. W (1999). You HAVE DISLODGED A BOULDER: MOTHERS AND PRISONERS IN THE POST KEYNESIAN CALIFORNIA LANDSCAPE. Transforming Anthropology, Volume 8, Numbers 1&2 Gilmore pp. 12-38.

Research Proposal

November 20: Questionnaires and Interviews

November 19: Thanksgiving Holiday

November 27: Questions, measurement and structured observation

November 29 Qualitative interviewing

Presentations

December 4: Focus groups

Presentations

December 6: Last Day of Class

Presentation

December 11: Final Research Paper