

ETHN 201: Historical Methods and Archives
Tuesdays 10am-12:50pm/SSB 103

Instructor:

Dr. Christen Sasaki (she/her/hers/they/them)

Email: csasaki@ucsd.edu –Please allow 24 hours for a response.

Office hours: Thursday, 12:30-1:30pm and by appointment (beginning Sept. 29)

Schedule your office hour appointment via the Calendar function on Canvas.

Course Description

This course serves as an introduction to the theories and practices of history, and the ways historical scholarship is in conversation with the interdisciplinary and intersectional projects of Ethnic Studies. The course will survey a range of historical methods, archival sources, and writing styles. Much of the course will focus on critically reading historical monographs. We will pay particular attention to deciphering each monograph's arguments, interpretation of primary sources, and methodological and historiographical interventions. Students will also become familiar with key practices of History as discipline, including formulating research questions, locating sources, and evaluating and employing archival sources as evidence. The goal of this course is to provide an overview of historical methods and some basic skills of historical research that can be of use to Ethnic Studies scholars.

Required Texts

Moon-Ho Jung, *Menace to Empire: Anticolonial Solidarities and the Transpacific Origins of the US Security State* (Berkeley: University of California Press, 2022). [available online through UCSD library]

Maria Quintana, *Contracting Freedom: Race, Empire, and U.S. Guestworker Programs* (Philadelphia: University of Pennsylvania Press, 2022). [available online through UCSD library]

Adria L. Imada, *An Archive of Skin, An Archive of Kin: Disability and Life-Making During Medical Incarceration* (Berkeley: University of California Press, 2022) [available online through UCSD library]

James Zarsadiaz, *Resisting Change in Suburbia: Asian Immigrants and Frontier Nostalgia in L.A.* (Berkeley: University of California Press, 2022. (publication date: Oct 18, 2022)

Saidiya Hartman, *Wayward Lives, Beautiful Experiments: Intimate Histories of Riotous Black Girls, Troublesome Women, and Queer Radicals* (W. W. Norton & Company, 2019).

Course Requirements, Class Participation, and Expectations

In keeping with a graduate seminar format, this course emphasizes your attendance and active participation in class discussion. It is imperative to come to class prepared, having thoroughly read the week's assigned reading. Make sure to be ready to discuss in detail with thoughtful comments and questions.

Class participation includes regular attendance and informed contributions to class discussion and in class activities. *If you are feeling unwell, please do not come to class – your grade will not be deducted. Email me and we will work together to go over what you might have missed.

I am immunosuppressed and will be wearing a face mask during all in person classes. I ask that if you are able to do so, to please wear one as well.

We will be reading on average a monograph a week, or its equivalent in articles. While we will spend some time considering historical events, much of the discussion will be geared toward understanding and unpacking each author's arguments, methodology, and use of evidence. This course will also engage the broader historiographical debates and research questions that influenced these works. Texts should be read for the ways they engage and are in conversation with other scholarship, as well as their own historical contributions.

In Class Presentations/Discussant (20%)

Beginning in Week 4, 1-2 students will be responsible for serving as lead discussant(s). Lead discussants are asked to begin class with a brief (~15 minute) group presentation on the day's reading(s) that details brief biographical information about the author, the author's main arguments, historical methodology, and primary source evidence. The presentation should not be a direct summary of the assigned reading (ideally we have all read it) but rather an outline for the author's key historical interventions as well as their larger intellectual and political project. In other words, why are they writing this? What are they arguing against or for? What questions/methods/sources animate this work? Each group must adhere to the time limit, do more than summarize the reading(s), and include at least four questions to serve as a starting point for the larger class discussion of the readings. Students will sign up for presentations during the second week of class.

Response Papers – Due 12pm PT on Mondays (40%)

For **Week 1**, please post 1 critical discussion question total (or more if you'd like) that you'd like to discuss together by 5pm PT on Monday, September 26.

For **Week 2**, post 1 critical discussion question per reading to that week's discussion board by 5pm PT on Monday, October 3.

During **Weeks 4-9** students are tasked with turning in a 2-3 page reading response paper. The paper should briefly describe the author's main arguments and insights, analyze and critique the author's use and interpretation of primary source evidence, and list at least 2 critical discussion questions for class discussion. The essay is to be uploaded as a word document to the link posted on our Canvas site no later than 12pm PT on the Monday before the readings will be discussed in class. *You do not have to turn in a paper the week you are leading discussion.

For **Weeks 4-9** please make sure to also post your critical discussion questions to the week's discussion board by **5pm PT the night before class (Monday)**.

Annotated Bibliography – Due November 15, 2022 by 5pm PT - upload to Canvas in .doc form (10%)

You are required to turn in a 2-3 page annotated bibliography (as hardcopy) which details your research topic/question and at least 2 primary archival sources and three secondary sources. For each source, you should create a 1-2 paragraphs that describe 1) where you are finding your source/a summary of the source 2) what the strengths and potential weaknesses of the source are 3) why you are choosing this source.

Primary Archival Source Essay - Due December 2 at 11:59pm PT – Upload to Canvas in .doc form (30%)

This paper is your chance to work with archival sources. Students are expected to write a 12-15 page essay that centers an analysis and discussion of 2 archival sources. Ideally the research question and archival sources will be relevant to your own research interests. You are required to draw on secondary literature to situate your sources and analysis. This paper is not a prospectus -- it is an abbreviated and thoughtful research paper. That being said, your research paper should include:

- Your research question and an explanation of how this has (or has not) been looked at in the literature. This will require a brief historiography.
- A discussion of your methodology, how and why you chose your archival sources in relation to your research question or how the archival sources generated your research question.
- An analysis of your sources that draws on secondary literature to situate your material.
- A bibliography.

Your paper should use CMS for citation/references.

Paper Presentation

During Weeks 9 & 10 each student will present their archival source essay findings in a brief (10-12 minute presentation). Students should present their research question, a description of their archival sources, a discussion of your methodology (how and why you chose your archival sources, how you found your sources), brief analysis of your sources that draws on secondary literature, and any questions that are generated through working with your archival sources.

Office Hours

Unless otherwise noted, beginning Sept. 29 I will hold online office hours every Thursday from 12:30pm – 1:30 pm PT via Zoom. Please use the calendar function in your calendar side bar to reserve an appointment time with me by the night before office hours (WEDNESDAY) by 8pm PT. Please do not sign up for more than one time slot at a time. I will send you a zoom link and confirm our meeting time. If you can't make office hours please email me and I will work with you to find another time to meet.

Academic Honesty

All work submitted in this course must be your own, original scholarship. Each student is expected to be familiar with and abide by [UCSD Policy on Integrity of Scholarship](#).

Citations:

Unless otherwise instructed, in this class you are expected and required to cite your sources carefully using the Chicago-style of citation. You can find a style quick guide here:

https://www.chicagomanualofstyle.org/tools_citationguide.html

Plagiarism and Cheating

You will receive an automatic “F” for this class and be reported to the University should you choose to submit plagiarized work of any kind. If you have questions about how to cite or what constitutes plagiarism, please feel free to contact me.

Discussion Ethics

This class is built around a policy of **mutual respect**. We are all here to learn together, which at times might necessitate difficult conversations as we grow. Together we will frame our practices around care. To that end, please engage one another in discussion with respect, generosity, and consideration in all forums – online and in person. Please work to be aware of your positionality and take care when speaking about a community that you do not belong to. Abusive and harsh language, intimidation, and personal attacks will not be tolerated.

We will at times, hold class online. Please make sure to be present and intentional while on Zoom. If possible, having your camera on helps to create an environment conducive to discussion. Online medium, expressions, meaning, and tone can often be misinterpreted, making it imperative that online learners adhere to the communication guidelines below:

- Be thoughtful and open in discussion
- Be aware and sensitive to different perspectives
- If we are in a live synchronous section, please make sure to mute yourself unless you are speaking and use the raise hand function.

The following behavior should be avoided:

- Using insulting, condescending, or abusive words
- Using all capital letters, which comes across as SHOUTING
- Contacting learners about or posting advertisements and solicitations

When and if harm does occur in our shared space, we will work together as a class to determine how best to stop this harm from happening and care for those who have been harmed.

For more information, refer to: <https://ucsd.edu/about/principles.html>.

Accommodations

I am committed to creating a course that is inclusive in its instruction and design. If there are aspects of the instruction or design of this course that result in barriers to your inclusion or to accurate assessment of your achievement, please notify me immediately. You may also seek assistance or information from the [Office for Students with Disabilities](#).

If you prefer to be called by a different name or referred to as a different gender other than the one which you are enrolled, please inform me so that we can adjust accordingly.

Counseling and Psychological Services

UCSD is committed to enhancing and caring for the psychological well-being of the entire campus community. The UCSD Counseling & Psychological Services Office is here for you. Please refer to this link for more information on services available and how to make an appointment:

<https://wellness.ucsd.edu/caps/Pages/default.aspx>

Student disclosures of sexual violence

UCSD fosters a campus free of sexual violence including sexual harassment, domestic violence, dating violence, stalking, and/or any form of sex or gender discrimination. If you disclose a personal experience as an UCSD student, the course instructor is required to notify administrators. To disclose any such violence confidentially, contact: **Office for the Prevention of Harassment and Discrimination (OPHD)** – (858) 534-8298 or ophd.ucsd.edu

Other Campus Resources

- Basic Needs: [The Hub](#)
- Technical Support: [IT Service Desk](#)
- Vice-Chancellor of Student Affairs: [student success resources](#)
- Teaching + Learning Commons: [services for students](#)
- UC San Diego Libraries: [services and resources](#)

Class Schedule (Tentative):

Instructor reserves the right to alter/change the syllabus. All changes will be made in a timely manner. Please check our Canvas site regularly for updates.

****All times and dates are in Pacific Time****

Week 1: September 27: Introductions + Creating Community Guidelines/Historiography and History in Theory

- “Introduction” and “Epilogue” in Georg Iggers, *Historiography in the Twentieth Century from Scientific Objectivity to the Postmodern Challenge* (2005) [Canvas/PDF]
- Michel-Rolph Trouillot, *Silencing the Past: Power and the Production of History* (Beacon Press, 1997) “Chapter 3” [available online through UCSD library]

Week 2: October 4: Archives as Power and Anticolonial Praxis (Zoom Session)

- Schwartz and Cook, "Archives, Records, and Power: The Making of Modern Memory," *Archival Science* 2: 1–19, 2002. [PDF or available online through UCSD library]
- Ghaddar and Caswell, "To Go Beyond: Toward a Decolonial Archival Practice," *Archival Science* 19: 71-85, 2019. [available online through UCSD library]
- Roeschley and Kim, "Something That Feels Like a Community: The Role of Personal Stories in Building Community-Based Participatory Archives," *Archival Science* 19: 27-49, 2019 [available online through UCSD library]

Week 3: October 11: Research Fundamentals with Alanna Aiko Moore, Ethnic Studies, Gender Studies, and Sociology Librarian and Heather Smedberg, Special Collections and Archives

- Meeting location TBD

Week 4: October 18:

Group Discussants (2):

- Moon-Ho Jung, *Menace to Empire: Anticolonial Solidarities and the Transpacific Origins of the US Security State* (Berkeley: University of California Press, 2022). [available online through UCSD library]
- Guest Speaker: Dr. Emily Anderson, Project Curator, Japanese American National Museum

Week 5: October 25

Group Discussants (2):

- Maria Quintana, *Contracting Freedom: Race, Empire, and U.S. Guestworker Programs* (Philadelphia: University of Pennsylvania Press, 2022). [available online through UCSD library]

Week 6: November 1

Group Discussants (2):

- Adria L. Imada, *An Archive of Skin, An Archive of Kin: Disability and Life-Making During Medical Incarceration* (Berkeley: University of California Press, 2022). [available online through UCSD library]

Week 7: November 8: Guest Speaker – Professor James Zarsadiaz (via Zoom)

Group Discussants (2):

- James Zarsadiaz, *Resisting Change in Suburbia: Asian Immigrants and Frontier Nostalgia in L.A.* (Berkeley: University of California Press, 2022). (release date: Oct 18, 2022)

Week 8: November 15: Guest Speaker – Professor Christopher Perreira, UCSD Ethnic Studies

Group Discussants (2):

- Readings TBD

***Annotated Bibliography Due by 5pm PT – Upload in .doc form to link on Canvas**

Week 9: November 22

Group Discussants (2):

- Saidiya Hartman, *Wayward Lives, Beautiful Experiments: Intimate Histories of Riotous Black Girls, Troublesome Women, and Queer Radicals* (W. W. Norton & Company, 2019).
- Final Presentations

Week 10: November 29

- Final Presentations