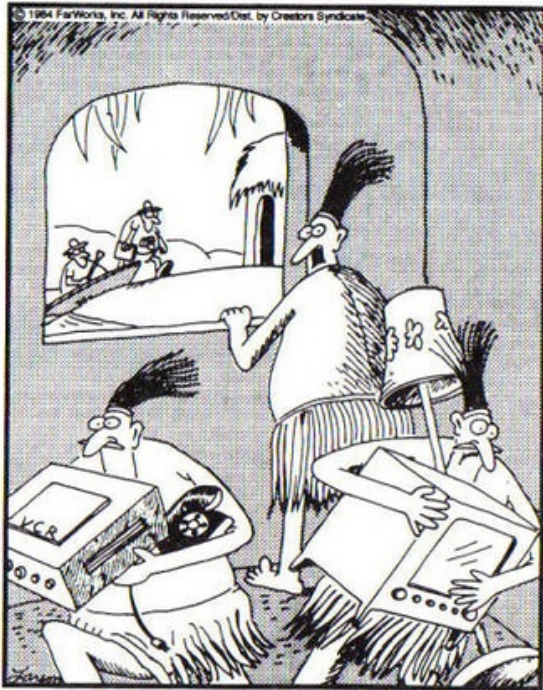


ETHN 107/USP 130: Ethnographic Fieldwork in Racial and Ethnic Communities
Summer Session II, 2012
M. & W., 11:00am-1:50pm, SSB102
Instructor: José I. Fusté

Office Hrs.: Tues. 1:30-3:30 @ the Cross Cultural Center (2nd floor, Price Center East), or by appointment

Email: jfuste@ucsd.edu



“Anthropologists! Anthropologists!”

The Far Side® by Gary Larson © 1984 FarWorks, Inc. All Rights Reserved. Used with permission.

The word ethnography comes from a combination of the Ancient Greek word *ethnos* (a people) and *graphos* (to write). As the name implies, it is a type of methodology aimed at studying and writing about human beings, their symbolic/cultural registers of cognition and communication, and how they relate to each other within particular social environments. It is similar to documentary filmmaking yet the written medium that ethnographers typically employ gives their studies more depth, length, and versatility compared to what someone can do with film or sound. Originally, ethnography was the method that 19th and early 20th century “pith helmet-wearing” anthropologists—like the ones pictured here—employed to understand and therefore to better dominate their foreign, exotic, colonial, imperial “others.” In the 20th century, sociology has also used ethnography as a qualitative research tool, particularly as a way of examining urban populations with a level of qualitative depth that quantitative methods cannot provide. As people

committed to an interdisciplinary, ethically minded, research project, Ethnic Studies scholars use “critical ethnographic” methods with an eye on how our ethnographies can both help but at the same time harm the people we set out to “study.”

According to D. Soyini Madison (whose book we will be reading in this class), “critical ethnography begins with an ethical responsibility to address processes of unfairness or injustice within a particular *lived domain*.” For her, the critical ethnographer feels an ethical obligation to make a contribution towards changing those conditions toward greater freedom and equality by taking us beneath surface appearances, by disrupting the “*status quo*,” and by bringing to light underlying and obscure operations of power and control in ways that unsettle our notions of neutrality and our taken-for-granted assumptions about the world.

This course will empower you with the theoretical and practical knowledge that will allow you to become a critical ethnographer.

NOTE: Readings and assignments are subject to change. This syllabus is not a contract, so make sure you stay up to date on any possible changes to the readings or the schedules. If I do make changes, I will post an updated copy of the syllabus on the front page of our ted.ucsd.edu portal

Assignments, Exams, Grading

(all of these will be submitted through ted.ucsd.edu which has a “turnitin.com” plagiarism-busting tool, so please don’t cheat because if you do, it’s almost certain that you will get caught).

| <u>Due Date</u> | <u>Title</u> | <u>Description</u> (**I will later give you forms with specific instructions on how to do these assignments**) |
|------------------------|----------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| n/a | Quizzes on readings | These will be 5 in-class quizzes given on either the Monday or the Wednesday of every week. |
| August 13 | Research Proposal | Propose a critical ethnographic research project indicated your proposed topic, a research timeline, and the format for the final project (written, sonic, visual, video) <i>LENGTH: 2-4pp., double spaced, 12pt font</i> |
| August 15 | Positionality Paper with Gaze Photo Analysis | You will take a photo of something related to the topic you are thinking of writing about, and you will analyze it ethnographically thinking about your personality as a participant/observer (it can also be an analysis of your own sound or video recording) <i>LENGTH: 2-4pp., double spaced, 12pt font</i> |
| August 20, 22, 27 & 29 | Ethnographic Fieldnote Reports | You will be required to type-up your field notes for the research you have done in the few days leading up to each of these deadlines, and upload them to WebCT <i>LENGTH: 2-4pp., double spaced, 12pt font</i> |
| September 7 | Final Research Report | Final written ethnographic report (unless it’s an alternative project in which case we need to talk about it, e.g., ethnographic film, radio documentary, photographic montage) <i>LENGTH: 12-20pp., double spaced, 12pt font</i> |
| September 7 | Final Oral Presentations | You will all be required to give brief presentations on your ethnographic research projects on the final day of class <i>LENGTH: Approx. 10 minutes each</i> |

Attendance and Participation

I expect you to attend all class meetings and participate actively. I will take points off for every absence (I only make exceptions if you bring me a valid medical or written excuse). I will also take points off if you don’t participate in class and show me that you’re keeping up to date with the reading and the discussion. If you are a shy person and dislike speaking in class, please try to make up for this by stopping by my office hours for a chat (that also counts towards your participation).

Late Work Policy

Late submission of assignments will be accepted only in verifiable emergencies, and only by arrangement with me prior to 2:00 p.m. on the due date. Assignments turned in late without prior approval **will be graded down 7 points** for each 24-hour period past the due date (**no exceptions**).

Grade distribution

| | |
|-------------------------|---------------|
| Reading Quizzes | 10% |
| Research Proposal | 10% |
| Gaze Photo Analysis | 5% |
| Fieldnote Reports (x4) | 5% (x4 = 20%) |
| Final Research Report | 25% |
| Final Oral Presentation | 10% |
| Participation | 10% |
| Attendance | 10% |

(don't forget that if you're registered as P/NP, you need to get at least a 70% in order to pass)

Principles of Community and Academic Integrity

The term “academic integrity” represents a complex of values and practices essential to the successful pursuit of education at UCSD. Students are members of the academic community, with accompanying rights and responsibilities based on honesty, trust, fairness, and mutual respect. UCSD affirms the right to freedom of expression and, at the same time, is committed to the highest standards of civility and respect among the faculty, staff, and students. In keeping with these fundamental ideals, please familiarize yourself with the “UCSD Principles of Community,” available at <http://www.ucsd.edu/principles/>. Academic integrity, however, entails more than is contained in this declaration. It necessarily includes a personal, individual commitment to contribute to and maintain a supportive learning environment for all UCSD students within as well as outside of the classroom. Above all, it means upholding the rules of academic honesty – doing your own work on all assignments and examinations, written or otherwise; and giving credit where credit is due when using the words or ideas of others (that means citing so make sure you do this when is necessary in the response papers, the midterm, and the final, using proper conventions).

My Email Policy

Please email with questions and/or concerns about the course. I will respond within the next 24 hours. If you have an important personal question such as inquiring about a grade or class discussion, please visit me during office hours or schedule an appointment with me.

Majoring or Minor in Ethnic Studies at UCSD

Many students take an Ethnic Studies course because the topic is of great interest or because of a need to fulfill a social science, non-contiguous, or other college requirement. Often students have taken three or four classes out of “interest” yet have no information about the major or minor and don't realize how close they are to a major, a minor, or even a double major. An Ethnic Studies major is excellent preparation for a career in law, public policy, government and politics, journalism, education, public health, social work, international relations, and many other careers. If you would like information about the Ethnic Studies major or minor at UCSD, please contact **Error! MergeField was not found in header record of data source**.Rodríguez, Ethnic Studies Department Undergraduate Advisor, at

858-534-3277 or d1rodriguez@ucsd.edu or www.ethnicstudies.ucsd.edu

ETHN 107 - Weekly Reading Schedule

NOTE: All these readings (except the chapter readings from the *Critical Ethnography* textbook) will be posted as PDF files on our ted.ucsd.edu homepage.

The *Critical Ethnography* textbook can be purchased at the Price Center Bookstore.

Week 1A (August 6)

-In-Class Documentary: *Flag Wars* (2003, Directed by Linda Goode Bryant, Laura Poitras)

Week 1B (August 8) - Approx. 59pp. of reading

- Lassiter, Luke Eric , and Elizabeth Campbell. "What Will We Have Ethnography Do?". *Qualitative Inquiry* 16, no. 9 (2010): 757-767.
- Madison, D. Soyini. "1. Introduction to Critical Ethnography: Theory and Method." In *Critical Ethnography: Method, Ethics, and Performance*. 1-18.
- Madison, D. Soyini.. "2. Methods: "Do I Really Need a Method?" a Method . . . Or Deep Hanging Out?". In *Critical Ethnography: Method, Ethics, and Performance*. 19-50.

Week 2A (August 13) - Approx. 54pp. of reading

- Madison, D. Soyini.. "3. Three Stories: Case Studies in Critical Ethnography." In *Critical Ethnography: Method, Ethics, and Performance*. 51-94.
- Conquergood, Dwight. "Rethinking Ethnography: Towards a Critical Cultural Politics." *Communication Monographs* 59 (June 1991): 179-94.

Week 2B (August 15) - Approx. 59pp. of reading

- Kelley, Robin D. G. "Chapter One: Looking for the "Real" Nigga: Social Scientists Construct the Ghetto." In *Yo' Mama's Disfunktional!: Fighting the Culture Wars in Urban America*. 15-42. Boston: Beacon Press, 1997.
- Madison, D. Soyini. "4. Ethics." In *Critical Ethnography: Method, Ethics, and Performance*. 95-126.
- Tuck, Eve. "Suspending Damage: A Letter to Communities." *Harvard Educational Review* 79, no. 3 (Fall 2009): 409-427.

Week 3A (August 20) - Approx. 56pp. of reading

- Madison, D. Soyini. "5. Methods and Ethics." In *Critical Ethnography: Method, Ethics, and Performance*. 127-146.

SPECIAL TOPIC: Ethnographies of Race/Space/Borders

- Lipsitz, George. "The Racialization of Space and the Spatiaization of Race: Theorizing the Hidden Architecture of Landscape." *Landscape Journal* 26, no. 1 (2007): 10-23.
- Stuesse, Angela C. . "Challenging the Border Patrol, Human Rights and Persistent Inequalities: An Ethnography of Struggle in South Texas." *Latino Studies* 8, no. 1 (2010): 23-47.

Week 3B (August 22) - Approx. 77pp. of reading

-Madison, D. Soyini. "6. Methods and Application: Three Case Studies in Ethical Dilemmas." In *Critical Ethnography: Method, Ethics, and Performance*. 147-164.

SPECIAL TOPIC: Ethnographies of the Body

-Bridges, Khiara M. "Introduction" and "Chapter Four: The "Primitive Pelvis," Racial Folklore, and Atavism in Contemporary Forms of Medical Disenfranchisement." In *Reproducing Race: An Ethnography of Pregnancy as a Site of Racialization*. Berkeley: University of California Press, 2011. 1-28; 103-143.

Week 4A (August 27) - Approx. 54pp. of reading

-Conquergood, Dwight. "Performance Studies: Interventions and Radical Research." *The Drama Review* 46, no. 2 (Summer 2002): 145-56.
-Madison, D. Soyini. "7. Performance Ethnography." In *Critical Ethnography: Method, Ethics, and Performance*. 165-208.

Week 4B (August 29) - Approx. 59pp. of reading

-Madison, D. Soyini. "8. It's Time to Write: Writing as Performance." In *Critical Ethnography: Method, Ethics, and Performance*. 209-32.

SPECIAL TOPIC: Ethnographies of Public Acts

-Auyero, Javier. "The Judge, the Cop, and the Queen of Carnival: Ethnography, Storytelling, and the (Contested) Meanings of Protest." *Theory and Society* 31 (2002): 151-187.

September 3 – LABOR DAY HOLIDAY, NO CLASS

Week 5A (September 5) - Approx. 38pp. of reading

-Madison, D. Soyini. "9. The Case Studies." In *Critical Ethnography: Method, Ethics, and Performance*. 233-248.

SPECIAL TOPIC: Ethnographies of Media Technologies

-Yang, K. Wayne. "Organizing Myspace: Youth Walkouts, Pleasure, Politics, and New Media." *Educational Foundations* 21, no. 1-2 (Spring 2007): 9-28.

Week 5B (September 7 – SCHEDULED DAY FOR FINAL EXAM)

NOTE: Instead of having a final on this day, everybody will be doing in-class oral presentations on your final projects.