

**ETHN 190/USP 129 (W12)**

**Research Methods: Studying Racial and Ethnic Communities**  
**T/TH 2-3:20 Peterson Hall 104**

**Instructor**

Professor Roshanak Kheshti  
rkheshti@ucsd.edu

**Office Hours**

Wed noon-2pm;  
Thurs 11am-noon  
Social Sciences Building (SSB) 231

**Teaching Assistants**

**Candice Rice** ([ctrice@ucsd.edu](mailto:ctrice@ucsd.edu))  
Tuesday 3:30 sections (meet in SSB 103)  
**Seth San Juan** ([ssanjuan@ucsd.edu](mailto:ssanjuan@ucsd.edu)) Thurs.  
1:00 sections sections (meet in SSB 102)

### **Description**

Can former **objects** of study be research **subjects**? Traditional social scientific research methods like ethnography, historiography, ethnomusicology and even documentary media (like film and photography) have historically constructed racial and ethnic peoples—first thought to be alien, monstrous and unintelligible—as knowable **objects** of study for science and Western philosophy. The authors of these early works became the **authorities** on whole cultures, ethnicities and practices. The postcolonial knowledge movements of the 20<sup>th</sup> century formed in response to this by disputing many of the scientific “truths” espoused by these earlier knowledge formations in an effort to reclaim the authority *to speak*.

In this class we ask whether or not these methods are effective tools and if they can be decolonized. By focusing on historical, ethnographic, performance studies, cultural studies and art practice methodologies we will learn about different modalities for deriving information and producing knowledge. We will critically examine how knowledge is created in order to better understand the politics of knowledge production before embarking upon an experimental research project during the second half of the quarter. The class will culminate in presentations of your projects.

### **Texts available at the UCSD Bookstore**

*Research as Resistance*  
*Decolonizing Methodologies*  
*Critical Ethnography*  
*Method Meets Art*

**Assignment Quick View:**

Research design proposal: propose a critical research project by February 2, 2012 including the format for the final presentation (written, sonic, visual or performative).

Research journal: Four sets of journal entries submitted under the themes of 1) Ethics 2) Genealogy 3) Ethnography 4) Representation

Response Papers: You must submit a reading response to your section TA once a week

Work in progress talk: Presentation on your process in a conference-style format

**Grading & Assignment Detail:**

Attendance (20% of final grade)

Attendance and participation will constitute % of the student's overall course grade. Presence and preparedness are key aspects to the successful fulfillment of requirements for this course. Because this course meets a total of twenty times, more than two absences will absolutely not be tolerated. \*You may miss a total of **2** lectures or **1** section and this will not affect your ability to receive an A+. However, every unexcused absence thereafter will result in 5 points removed from your final grade. Participation is determined by your active presence and preparedness, which are key aspects to the successful fulfillment of requirements for this course. If you miss class, it is your responsibility to keep up with the notes, any films and assignment submission schedule. It is advised that you network with peers on this matter. If you miss more than two classes  $\frac{1}{2}$  a letter grade will be deducted from your final grade. Meeting with your TA during office hours one time is mandatory this quarter.

**Your section participation will weigh heavily in your attendance and participation grade.**

Research design proposal (15% of final grade): propose a critical research project including the format for the final project (written, sonic, visual or performative). Please consult Chapter Two of *Critical Ethnography* for a detailed outline of a research design.

Research journal: (15% of final grade): Four sets of journal entries submitted under the themes of 1) Ethics 2) Genealogy 3) Ethnography 4) Representation. See handout "Writing field notes".

### Weekly Response Papers(20% of final grade)::

Each student will submit a one page, double-spaced response paper per week that reflects upon and responds to the readings for that week.

Response papers should:

- 1) your name and the response paper number written in the header and will be handed in to your Teaching Assistant during section each week. Also, response papers are not to be submitted in my mailbox or by email.
- 2) begin with a brief summary of the article(s)'s main argument (no more than a few sentences) then raise questions or issues about the readings;
- 3) connect and discuss the article and how it pertains to your research project. What issues does it raise for you? How does it complement or complicate your work?

### Work in Progress Presentation (30% of grade):

Each student will undertake a small-scale project in which knowledge is produced **collaboratively** with your interlocutor(s) or **symbiotically** with your environment or medium. The objective of the project is to determine how to best achieve collaboration and symbiosis. Your presentations will focus on your process of determining this rather than the end result of your "findings". You will receive detailed instructions on how to move forward by week 5. I will focus your evaluation on the presentation of your *process* rather than your research outcomes or findings.

### Class philosophy and pedagogy:

↪ This class is intended for students interested in challenging commonly held understandings of race and gender. The course is based around core theoretical themes and critiques, which are not opinions but rather theories that will form the basis for our analysis.

↪ This course will be challenging for those with no background in ethnic studies and/or critical gender studies. Additionally, it will be challenging for those whose study time is juggled between parenting, work, activist and other scholarly obligations. Regardless, every student invested in regularly attending class and keeping up with reading assignments can achieve high marks.

↪ Some students will need to utilize office hour time in order to get necessary background and direction on the material. ESL students are highly encouraged to consult the resources at the OASIS center (858-534-3760) in order to earn full points on assignments. It is your responsibility to seek and utilize these resources as the need arises.

**Course Schedule:**

**Week 1 Establishing Research Objectives (i.e. the who, when, where, what, why and how part of performing research)**

January 10 Course introductions

January 12 Why perform research?

- Patrick Anderson "Radical Intimacy" in *Cultural Studies* 21(6)
- In class film *Representation and the Media* Sut Jhally

**Week 2 Methods vs. Methodology: "Just Do It"™ vs. knowing what you're doing and its impact**

January 17

- "Introduction" *Decolonizing Methodologies*

January 19

- "Intro" *Research as Resistance*

**Week 3 Ethics Why how we do what we do matters.**

January 24

- Paula Butler "Shattering the Comfort Zone" in *Anti-Racist Research Methodologies*

January 26

- Ch. 4 & 5 *Critical Ethnography*

Assignment #1 due: Journal Entry on Ethics

**Week 4 Representation Making and communicating meaning**

January 31

- Stuart Hall "The Spectacle of the 'Other'" and "The work of Representation" in *Representation: cultural representations and signifying practices*, Stuart Hall, Ed.

February 2

- Ch 2 *Research as Resistance* & Ch. 2 in *Critical Ethnography*

Assignment 2: Research Design due in section

**Week 5 Performing genealogy**

February 7 \*Meet at the library for archival research instruction

- Ch. 1 *Using Foucault's Methods*

February 9

- M. Foucault "Introduction" in *Archaeology of Knowledge*

Assignment #3 due: journal entry on genealogy

**Week 6 Ethnographic Praxis (makes perfect): rectifying the ethical bind of representation**

February 14

- D. Soyini Madison "Co-Performative Witnessing" in *Cultural Studies* 21(6)

February 16

- Andrew Okolie "Toward an Anti-Racist Research Framework" in *Anti-Racist Research Methodologies*

Assignment #4 due: journal entry on Ethnography

**Week 7 Alternative Modalities**

February 21

- Mark M. Smith "Introduction" and Ch. 6 "Listening to Bondage" in *Listening to Nineteenth Century America*

February 23

- Ch. 1 *Method Meets Art*

Assignment #5 due: Journal entry on Representation

**Week 8 Expression: Knowledge production and creativity**

February 28

- "Hearing Sonic Afro-Modernity" in *Phonographies* Alexander G. Weheliye

February 30

- Ch. 2 *Research as Resistance*

**Week 9 Alternative Modalities of Knowledge Production**

March 6

- Ch. 4 *Method Meets Art*

March 8

- Ch. 7 *Method Meets Art*

**Week 10 Group Presentations**

March 13

- Ch. 8 *Critical Ethnography*

March 15

- Ch. 6 *Decolonizing Methodologies*