

Prof. Curtis Marez  
TT 11:00am-12:20pm  
CSB 4

Office Hours: W 1:30-3:30  
SSB 204

### **ETHN 189: Methods for Interdisciplinary Research**

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 Arab American studies, Asian American studies, Black studies, Chican@/Latin@ studies, disability studies, gender studies, Indigenous studies/Native American studies, and queer studies. The result of all of this interdisciplinary ferment 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: Historical/Archival methods, community based research methods, and cultural studies methods.

**Required Texts**, available at the UCSD bookstore

Roderick Ferguson, *The Reorder of Things: The University and Its Pedagogies of Minority Difference* (University of Minnesota Press, 2012)

Charles Hale, ed., *Engaging Contradictions: Theory, Politics, and Methods of Activist Scholarship* (University of California Press, 2008)

Deborah Vargas, *Dissonant Divas in Chicana Music: The Limits of La Onda* (University of Minnesota Press, 2013)

Luis Alvarez, et al. *Another University is Possible* (University Readers, 2011)

Geisel Library does not own the book by Ferguson, but the others are on reserve.

Assigned readings by Professor Marez are stored in a shared Dropbox folder titled "ETHN 189 Interdisciplinary Methods." Here is the link:

<https://www.dropbox.com/sh/znws7ji50uhr4qc/m3EuQeXDFi>

**Evaluation.** Grades will be based on the following assignments:

1. Participation in class, including at our final meeting during finals week. In lieu

of a conventional exam we will instead use our assigned finals time for a group discussion instead in which every student brings to class a piece of “evidence” to discuss—a historical text or artifact, documentation of a community based activist group; or a cultural representation (10% of final grade).

2. A 15 minute in-class presentation. All students will join teams of 2 or 3 to make joint presentations about suggested material relevant to class discussions. Below are suggested presentation topics and students may devise their own topics in consultation with Professor Marez. Presentations should A) briefly summarize the material; B) if the material is a research essay describe its method, if it is primary text or artifact explain what it documents or evidences, and C) relate presentation material to assigned course readings. **It is crucial that presentations are no longer than 15 minutes** (15% of final grade).

3. Three 5-page papers, each focused on one of the three methods studied in the course. The aim of the paper will be to select 2 course readings and analyze their research methods. What methodological assumptions to particular authors make and what are the implications of such assumptions? How do the author’s construct and interpret evidence? What are the strengths weaknesses of particular methods? **Papers are must be turned in at the start of class on the days they are due** (each paper is worth 25% of final grade).

**Attendance.** You may miss **1** class meeting without influencing your grade. Every unexcused absence thereafter, however, will affect your final grade. In order to be counted as present you must arrive on time and stay until the conclusion of lecture or section.

**Electronic Devices and Laptops.** Cell phones and other electronic devices (PDA/iPod/iPad, laptops etc) may not be used for talking, texting, 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 Prof. Marez. Repeated use of electronic devices for other purposes will negatively affect your grade.

**ADA Statement.** If you have a documented disability needing accommodations, please inform me and bring a notification letter outlining your approved accommodations. I will make all reasonable efforts to assist you. If, as a result of a disability, you cannot accept the content or terms of this syllabus, you must notify me in writing within one week of receipt of the syllabus. You may also seek assistance or information from the Office for Students with Disabilities, 858/534/4382.

**Cheating and Plagiarism.** Whether intentional or inadvertent, plagiarism is a serious violation. All work submitted in this course must be your own. The use of sources such as ideas, quotations, paraphrases, or anything written by someone else must be properly acknowledged and cited. If you have questions about the

proper citation of sources, please ask your Teaching Assistants. Students who plagiarize, or who cheat on an exam, will be subject to disciplinary action in accordance with University policy. Students are expected to be familiar with UCSD's Policy on Integrity of Scholarship, available at: <http://www.senate.ucsd.edu/manual/appendices/app2.htm#AP14>.

**Discussion Ethics.** This class is intended for students interested in challenging commonly held understandings of race, gender, sexuality, class, and nation. Given the nature of the course there will likely be a wide range of opinions. Ideally the course will prompt you to think for yourself and to raise questions about conventional views and received wisdom. However, please engage one another in discussion with respect and consideration. Abusive and harsh language, intimidation and personal attacks will not be tolerated. These norms are reflected in the UCSD Principles of Community that we are all expected to follow (<http://www.vcb.ucsd.edu/principles.htm>).

**Course Aims.** The goal of this course is to help prepare students for original Ethnic Studies research, including as part of the departmental honors program. This is a transitional year as the ETHN faculty revises the undergraduate curriculum. The changes will all be detailed at an upcoming town hall meeting. In the meantime, if you know you would like to pursue honors you may want to speak with Prof. Marez.

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**Tu 1/8 Introduction: What are interdisciplinary research methods?**

### **I. Historical/Archival Methods: The University**

**Th 1/10 Representing the University of California**

Watch the video clip and read linked commentary for at least 6 entries in the media lecture by Marez, "The University of California in Popular Media," at the Critical Commons website:

<http://www.criticalcommons.org/Members/cmarez/lectures/lecture.2013-01-07.2328475602>

**Tu 1/15 University Student Movements: *The Reorder of Things***

Ferguson, Introduction and chapter one

Presentation topic: *The Black Power Mixtape 1957-1975*

**Th 17 UCSD Struggles**

Ferguson, chapter 3

Presentation topics: *Herbert's Hippopotamus*; Third College in the news:  
<http://libraries.ucsd.edu/historyofucsd/inthenews.html>

**Tu 1/22 University Politics of Community and Immigration**

Ferguson, chapters 4 and 5

Presentation topics: Gutiérrez and Hongdagneu-Sotelo, Introduction, *Nation and Migration*; Joseph, Introduction, *The Romance of Community*

**Th 1/24 UCSD Archives**

Alvarez et al, *Another University is Possible*

Meet at Geisel Library for a practicum in the UCSD Archives.

**Tu 1/29 Race, Gender, Nation and Sexuality**

Ferguson, chapters 6 and 7

Presentation topic: Ferguson, Conclusion

***Paper One Due***

**II. Community Based Research**

**Th 1/31 Engaging Contradictions**

Hale, Forward and Introduction

Presentation topic: Hale, chapter 3

**Tu 2/5 Mapping the Terrain**

Hale, chapters 1 and 2

Presentation topic: Linda Tuhiwai Smith, *Decolonizing Methodologies: Research and Indigenous Peoples*, chapter 11 (on reserve)

**Th 2/7 Troubling the Terms**

Hale, chapters 5 and 7

Presentation topic: a different essay by one of the authors in Hale

Tu 2/12 **Putting Activist Scholarship to Work**

Hale, chapters 8 and 9

Presentation topic: a different essay by one of the authors in Hale

Th 2/14 **Making Ourselves At Home**

Hale, chapters 11 and 12

Presentation topic: a different essay by one of the authors in Hale

Tu 2/19 **Making Ourselves at Home**

Hale, chapter 13, Afterword,

Presentation topic: a different essay by one of the authors in Hale

***Paper 2 Due***

### **III. Cultural Studies Methods**

Th 2/21 **Visual Culture Studies**

Marez, "Looking Beyond Property: Native Americans and Photography," Dropbox folder

Tu 2/ 26 **Digital Cultural Studies**

Marez, and "Obama's Blackberry" and "Cesar Chavez, the United Farm Workers, and the History of Star Wars," Dropbox folder

Presentation topics:

Marez, "The Homies in Silicon Valley: Figuring Styles of Life and Work in the Information Age," Dropbox folder

Th 2/28 **Sound Studies**

Vargas, Introduction

Presentation topic: An essay from *Sound Class: Listening to American Studies, American Quarterly* 63.2 (September 2011), available at Geisel Library in hardcopy and electronically.

**Tu 3/5 Sound Studies**

Vargas, chapters 2 and 3

Presentation topic: An essay from *Sound Class: Listening to American Studies, American Quarterly* 63.2 (September 2011), available at Geisel Library in hardcopy and electronically.

**Th 3/7 Sound Studies**

Vargas, chapter 4

Presentation topic: An essay from *Sound Class: Listening to American Studies, American Quarterly* 63.2 (September 2011), available at Geisel Library in hardcopy and electronically.

**Tu 3/12 Sound Studies**

Vargas, chapter 5 and the Epilogue

Presentation topic: An essay from *Sound Class: Listening to American Studies, American Quarterly* 63.2 (September 2011), available at Geisel Library in hardcopy and electronically.

***Paper Three Due***

Th 3/21 Final Activity, 11:30am-2:30pm