

Dr. Curtis Marez  
TT 11:00am-12:20pm  
WLH 2206

Office Hours: T 12:30-2:30  
SSB 225

### **ETHN 100B: 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:

Ferguson, Roderick. *We Demand: The University and Student Protests* (Berkeley: University of California Press, 2017).

Hale, Charles ed. *Engaging Contradictions: Theory, Politics, and Methods of Activist Scholarship*. University of California Press, 2008. **This book is also available as a free PDF.** <https://escholarship.org/uc/item/7z63n6xr>

Streeby, Shelley. *Imagining the Future of Climate Change*. Berkeley: University of California Press, 2017.

Imarisha, Walhida, ed. *Octavia's Brood: Science Fiction Stories from Social Movements* (Oakland: AK Press, 2015).

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

1. **Class participation**, including all in-class discussion exercises. 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 (10% of final grade).

2. **A 15 minute in-class presentation.** You will form teams of 5 to make joint presentations about assigned readings by Streeby, Ferguson, and Hale. Presentations should A) Briefly summarize the reading and describe its central arguments and significance; B) Describe the author's method and analyze passages from the text where the method is especially revealing and effective; C) Evaluate the author's use of evidence—what kind(s) do they use, do they use them persuasively, and are there other

kinds of evidence they could use to support their claims?

**3. Three 5-page writing assignments**, each focused on one of the three methods studied in the course. The first assignment requires you to analyze a short story in relationship to a social movement. The second assignment asks you to evaluate the significance of a primary historical document about the history of student movements at UCSD. The final written assignment requires you to locate a community organization, sketch a collaborative research project with the organization and reflect on the ethical issues raised by the project. In each case, you will be provided with detailed prompts for the written assignments, **which must be turned in at the start of class on the days they are due** (each assignment is worth 25% of final grade).

**Electronic Devices and Laptops.** Cell phones and other electronic devices 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. Repeated use of electronic devices for other purposes will negatively affect your grade.

**ADA Statement.** If you need accommodations, please inform me and bring a notification letter outlining your approved accommodations. I will make all reasonable efforts to assist you. If 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.** 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 me. Students who plagiarize are subject to disciplinary action in accordance with University policy. You should 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 is to familiarize yourself with Ethnic Studies methods and begin to put them into practice in three small research and writing projects. The larger goal of this course is to help prepare you for final projects in ETHN 100C.

**Tu 1/9 Introduction: What are interdisciplinary research methods?**

## I. Cultural Studies and Social Movements

### Th 1/11 **Culture and the Struggle Against Climate Change**

Cathy Davidson, “An ‘Active Learning’ Kit: Rationale, Methods, Models, Research, Bibliography”

<https://www.hastac.org/blogs/cathy-davidson/2017/11/15/active-learning-kit-rationale-methods-models-research-bibliography>

Streeby, “Overview,” “Introduction: Imagining the Future of Climate Change,”  
Glossary,” “Key Figures”

### Tu 1/16 **Culture and the Struggle Against Climate Change**

Streeby, Chapter 1, #NoDAPL: Native American and Indigenous Science, Fiction, and Futurisms”

### Th 1/18 **Practical Research Techniques**

Alanna Aiko Moore, *The Ethnic Studies Research Guide*, <https://ucsd.libguides.com/ethn>

Library Tutorial with Ethnic Studies Librarian Alanna Aiko Moore

### Tu 1/23 **Culture and the Struggle Against Climate Change**

Streeby, chapter 2, “Climate Refugees in the Greenhouse World: Archiving Global Warming with Octavia E. Butler”

### Th 1/25 **Culture and the Struggle Against Climate Change**

*Octavia’s Brood*

### Tu 1/30 **Culture and the Struggle Against Climate Change**

Streeby, Chapter 3, “Climate Change as a World Problem: Shaping Change in the Wake of Disaster”

## II. Historical/Archival Research

### Th 2/1 **Histories of Student Protest**

Ferguson, “Overview,” “Introduction,” “Glossary,” “Key Figures.”

“BSC-MAYA Demands for the Third College,”

[https://library.ucsd.edu/dc/object/bb2392060k/\\_1.pdf](https://library.ucsd.edu/dc/object/bb2392060k/_1.pdf)

“Analyze a Written Document,” National Archives,  
[https://www.archives.gov/files/education/lessons/worksheets/written\\_document\\_analysis\\_worksheet.pdf](https://www.archives.gov/files/education/lessons/worksheets/written_document_analysis_worksheet.pdf)

***Written Assignment One Due***

**Tu 2/6 Histories of Student Protest**

Ferguson, Chapter 1, “The Usable Past of Kent State and Jackson State”

**Th 2/8 Histories of Student Protest**

Mandeville Special Collections and Archives tutorial with archivist Heather Smedberg, [https://ucsd.libguides.com/prf.php?account\\_id=16348](https://ucsd.libguides.com/prf.php?account_id=16348). While UCSD holds numerous special collections, we will focus in particular on historical documents related to student protests at UCSD

Start reading Ferguson, Chapter 2, “The Powell Memorandum and the Comeback of the Economic Machinery,” which we will discuss next class.

**Tu 2/13 Histories of Student Protest**

Ferguson, Chapter 2, “The Powell Memorandum and the Comeback of the Economic Machinery”

Lewis F. Powell, “Confidential Memorandum: Attack on American Free Enterprise System,”  
<http://law2.wlu.edu/deptimages/Powell%20Archives/PowellMemorandumTypescript.pdf>

**Th 2/15 Histories of Student Protest**

Ferguson, Chapter 3, “Student Movements and Post-World War II Minority Communities”

**Tu 2/20 Histories of Student Protest**

Ferguson, Chapter 4, “Neoliberalism and the Demeaning of Student Movements”

**Th 2/22 Histories of Student Protest**

Ferguson, “Conclusion”

**III. Community Based Research Methods**

**Tu 2/27 Engaging Contradictions**

Hale, “Forward” and “Introduction”

***Written Assignment Two Due***

**Th 3/1 Mapping the Terrain**

Ruth Wilson Gilmore, “Forgotten Places and the Seeds of Grassroots Planning,” and Dani Walada Nabudre, “Research, Activism, and Knowledge Production” (Chapters 1 and 2 in Hale).

**Tu 3/6 Troubling the Terms**

Jennifer Bickham Mendez, “Globalizing Scholar Activism: Opportunities and Dilemmas through a Feminist Lens,” and Samuel Martinez, “Making Violence Visible: An Activist Anthropological Approach to Women’s Rights Investigation” (Chapters 5 and 7 in Hale).

**Th 3/8 Putting Activist Scholarship to Work**

Shannon Speed, “Forged in Dialogue: Toward a Critically Engaged Activist Research” and Shirley Suet-ling Tang, “Community-Centered Research as Knowledge/Capacity Building in Immigrant and Refugee Communities” (Chapters 8 and 9 in Hale).

**Tu 3/13 Making Ourselves At Home**

Peter Nien-chu Kiang, “Crouching Activists, Hidden Scholars: Reflections on Research and Development with Students and Communities in Asian American Studies” and David J. Greenwood, “Theoretical Research, Applied Research and Action Research: The Deinstitutionalization of Activist Research” (Chapters 11 and 12 in Hale).

**Th 3/15 Making Ourselves at Home**

Laura Pulido, “FAQs: Frequently (Un)Asked Questions about Being a Scholar Activist” and Joy James and Edmund T. Gordon, “Activist Scholars or Radical Subjects” (Chapter 13 and Afterword in Hale).

**Th 3/22 *Written Assignment Three Due***