

ETHN 100H: Honors Research Design Professor Shelley Streeby W 10-11:50, SSB
Office Location: SSB 223 Phone: 858.534.1739 E-mail: sstreeby@ucsd.edu
Office Hours: WED 1:15-3 and by appointment

This class will focus on helping Ethnic Studies honors students design research projects to realize their own visions of what Ethnic Studies means in the world. These projects may take a range of forms, including community-based or historical research, public policy scholarship, or the creation of a cultural text (film, story, play, music, comics, etc.) in relation to Ethnic Studies questions and problems. We will start out by reading and discussing some texts that model Ethnic Studies research and then move on to organizing classes around particular projects. This class will help you build valuable research skills that you will continue to develop as you bring your project to completion with the guidance of a faculty mentor. This is a discussion-based course focusing on the application of advanced research methods to the design of extensive, independent research-based projects.

Course Requirements

- **Attendance:** In order for this discussion-based course to be an intellectually meaningful and productive experience for everyone involved, it is imperative that every student ATTEND ALL COURSE MEETINGS. There are no “free absences” in this course – every session is mandatory; any and all absences will affect your final grade.
- **Participation:** Peer-feedback is a central component of ETHN 100H. In addition to sharing your thoughts and ideas with respect to your peers’ work during in-class discussions, you will be providing written feedback to specific classmates at various stages of their projects. Please take the time to read your colleagues’ work with generosity and care, and honor each piece of writing with specific, thoughtful, critical feedback.
- **Assignments:** Written assignments will be due at different times, based on our peer-review and presentation schedule. Please keep track of the schedule and remember to turn your work in on time so that your peers have enough time to review it in detail.

Schedule of Assignments:

Week 1, Jan. 10

- Introductions and review of syllabus
- In-class writing: Write a paragraph about what you are building on in terms of theory, methodology, and research in order to do your project. Write another paragraph about what you feel you most need in terms of moving forward with the project. Our ES PhD program divides its methodology sequence into Archival, Ethnographic, and Cultural approaches. Write a third paragraph speculating about whether and how each of these approaches is relevant to your project.
- Short discussion: theory and methodology
- Assignment 1: Create Vision Board for your Research Project:*

- (1) Big R (*context: I am studying migration*), little r (*focus: I am focusing on contemporary Indigenous women's experiences crossing the U.S.-Mexico border*).
- (2) Theoretical framework: *Which bodies of theory might be helpful in guiding/structuring your inquiry?*
- (3) Questions: *What question or questions would you like to answer?*
- (4) Working bibliography: *list of books and other resources you think might be helpful.*

Week 2, Jan. 17

-Present vision board, class feedback.

-*Assignment 2: Abstract (250 words), research proposal (2-3 pages), and annotated bibliography of theoretical sources (review of work completed in ETHN 100A) – Due on Sunday night, Jan 21, by 8pm.*

Week 3, Jan. 24

-Assignment 2 presentations (7-8 minutes each) and class feedback.

-*Assignment 3: 3-4 page cross-text analysis of 3 methodological sources due on Saturday night, Jan. 27 by 8pm.*

Week 4, Feb. 1:

NO CLASS. This week, begin carrying out research on your project using the methods you've been exploring.

-*Assignment 4: Challenge yourself by using a different methodological approach than you have up to now for some aspect of your project. Choose from among Archival/Historical, Community-Based/Ethnographic, and Cultural Methodologies. Write a 2-3 page summary of what you learned from using this different methodology, speculating about what it might add to the project and also what challenges there might be in using it. How might it combine with your other methods? Due by Saturday night, Feb. 5 at 8 PM.*

Week 5, Feb. 7

-Assignment 4 presentations and class feedback. Continue doing research and add more 3-5 sources this week to your project.

-*Assignment 5: Turn in short write-up of research (3-5 pages) by Saturday night, Feb. 10 to me and to your partner.*

Week 6, Feb. 14

-Assignment 5 pair shares. Present an overview of your new research to your partner and give them detailed feedback on their overview and research write-up.

-*Assignment 6: Look back at your initial abstract and research proposal. Having now put some methodological texts into conversation with each other, experimented with methods, and identified some new sources, how would you change/develop/improve upon your abstract and proposal? Write a brief (2-3 page) reflection on how your project has developed over the quarter, and revise your abstract and proposal accordingly. Due Saturday night, February 18, by 8pm to me and your partner.*

Week 7, Feb. 21

-Presentations and peer review for Assignment 6. Partners should lead the peer review conversation by starting us off with at least one question or thought and should also provide detailed written feedback.

-Final Assignment: Introduction to Honors Thesis (5-7 pages) and outline of paper, due Week 10, March 13.

Week 8, Feb. 28: Begin Final Project Presentations (Up to 15 Minutes Each)**Week 9, March 7: Continue Final Project Presentations****Week 10, March 13: Finish Final Project Presentations Party!**