A. Course Description

This course is the first part of a two-course “capstone” sequence for senior ethnic studies majors. Most of your coursework in ethnic studies so far has focused on understanding and engaging important theories, concepts and arguments within the field. Over the course of two terms (ES 498 and 499, offered in the spring quarter) you will be planning, implementing and writing an original research project, culminating in a senior paper that will be submitted at the end of the term in ES 499.

Conducting original research is a central component of the scholarly and political mission of ethnic studies, and ES 498 will prepare you for this process in two critical ways. First, the course will introduce a range of issues related to theory, method and evidence within ethnic studies to develop your abilities to comprehend and critique research in ethnic studies: What is a research question and how do ethnic studies scholars identify and conceptualize compelling questions? How do scholars link those questions to relevant theories and methods? How do they plan and conduct their research? How does academic research circulate within various audiences and communities and what are the political impacts of such research?

Second, ES 498 will support you in developing a prospectus and research plan for your senior paper in preparation for ES 499.

Time constraints will not allow us to engage or discuss the wide range of methodologies used in ethnic studies. Instead, we will focus on two broad types of research: Scholarship focused on issues of representation and the construction of meaning and scholarship focused on racialized groups and political movements. (The research question you ultimately pursue may or may not fall within one of those areas).

Primarily reading research. Becoming a close reader of other scholars’ research, attentive to arguments, methods, theories, and evidence. Not all methods or approaches covered—spatial analysis, ethnography, quantitative analysis,

ES 498 is one of the most demanding classes offered in the Ethnic Studies Department. Students should be prepared to spend the full 12 hours per week (including the class meeting time) engaged with course material (reading, writing, research) as recommended by the University of Oregon Committee on Courses for a 4-credit course.

IMPORTANT NOTE: In order to receive Departmental credit for this course and progress towards ES 499 and graduation as an ES major, students must pass this class with a grade of C (not C-) or better, or a final, cumulative score of at least 73. See the grading information sheet on Blackboard for more information on grade calculation.

B. Required Texts (Note that only the Hall text is available at the Duck Store. The others can be accessed as listed below). You must also purchase a black and white composition book and bring it to class every day.
In addition, for most classes, there will be required readings as listed. It is your responsibility to access the assigned articles using the library’s resources.

**C. ASSIGNMENTS**

1. **RESEARCH JOURNALS.** Throughout the term you will maintain a black and white composition notebook, which you should bring to class every day. You will complete weekly response and reflection assignments as listed on the syllabus (the first five weekly questions are listed below, questions for weeks 6-9 will be given in class based primarily on the Hall text) and submit the journal for grading and response four times during the term. *(40% of final grade).*

2. **THESIS PROSPECTUS.** You will submit a thesis prospectus in two parts. The first part, due **Week 6**, will focus on research topics, questions, significance and a brief list of sources. The second part, due by **Wednesday, March 19 at noon** and will include a revision of the first part of the prospectus, in addition to a work plan, a methods section, and a detailed list of sources. The two parts will be graded separately. Further instructions and a grading rubric are posted on Blackboard *(25% of final grade).*

3. **IN CLASS QUIZZES.** During Weeks 5 and 10, there will be 30 minute in class open book quizzes to assess comprehension of course concepts to date. *(20% of final grade).*

4. **PARTICIPATION AND ATTENDANCE.** To receive full credit for participation and attendance, you must attend every class, with the readings completed, ready to participate. Absences are only excused for medical conditions, family emergencies, or university-sanctioned travel. Except in case of emergencies, all absences must be approved in advance. I can and will call on all students at any point during the class discussion. For all excused absences, you must submit a written make-up assignment in order to receive credit for attendance. You can expect your grade to be lowered by approximately one-half letter grade for every unexcused absence as well as any absence where a make-up assignment was not submitted. *(15% of final grade).*

There will be one extra credit opportunity worth up to 5 points toward your final grade. Details will be given in class.

**SCALE FOR DETERMINING FINAL GRADE**

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**D. OTHER COURSE POLICIES**

1. **CLASSROOM CONDUCT.** We are all accountable to create a climate of mutual respect in the classroom. While differences of opinion and perspective are vital and will be encouraged, common courtesy as well as University policy prohibits personal attacks and discriminatory conduct.

2. **ASSIGNMENTS/GRADING.** All assignments must be brought to class as hard copies, with the exception of the final prospectus, which will be submitted via Blackboard. No email submissions will be accepted. Assignments and exams turned in late will receive a one letter grade deduction for each day they are submitted past the due date. No incompletes will be given for this course.
3. **READING**: This is a reading intensive course. Students must come to class having read all the assigned materials and prepared to engage in active discussion.

4. **ATTENDANCE**: Attendance at every class is required, roll will be taken. You are expected to arrive on time and stay for the entire class. If you cannot attend class due to a University-approved absence or personal emergency, you must notify me in advance by email (dhosang@uoregon.edu) or voicemail (346-4861).

5. **ELECTRONIC DEVICES**: Wireless devices including cell phones must be turned off prior to class. I strongly prefer that laptops not be used during class. You must see me personally if you would like to be exempted from this rule.

6. **ACADEMIC DISHONESTY AND PLAGARISM**: All work submitted in this course must be your own and produced exclusively for this course. The use of sources (ideas, quotations, paraphrases) must be properly acknowledged and documented—see the UO Library’s guide on avoiding plagiarism [here](http://). Violations will be taken seriously and are noted on student disciplinary records. Please review the University’s policies [here](http://).

7. **ACCESSIBLE EDUCATION/DISABILITY SERVICES**: The University of Oregon is working to create inclusive learning environments. If there are aspects of the instruction or design of this course that result in disability related barriers to your participation, please notify me as soon as possible. You may also wish to contact Accessible Education in 164 Oregon Hall at 346-1155 or uoaec@uoregon.edu or [http://aec.uoregon.edu/](http://aec.uoregon.edu/)

**Note**: If your proposed research project involves the use of human subjects (i.e. for interviews, oral histories, surveys, or observation) you may have to submit your project to the UO Committee for the Protection of Human Subjects for review. To learn more about this process, see [http://orcr.uoregon.edu/index.cfm?action=irb](http://orcr.uoregon.edu/index.cfm?action=irb). If your project requires such a review, you must complete all the required steps (including completion of the online CITI training and the submission of required forms to the Research Compliance Services) by the end of Week 6. This is a lengthy process that must be started early in the term. Further details will be given in class.

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**E. READINGS AND ASSIGNMENTS SCHEDULE** (Bb=Blackboard)

**WK 1A: INTRODUCTION: THE POLITICAL CONTEXT OF ETHNIC STUDIES RESEARCH 1/7**

**Topics**: Course overview, syllabus review, human subjects, ES 499 and senior paper requirement, the political context of ethnic studies research, research experiences, research topics.

**Readings**

- Keywords in American Cultural Studies essay: “Body” (E Cherniavsky) (for Wednesday)

| Journal Question #1 (due Wednesday, answer the questions in approximately 2-4 journal pages): What experiences have you had conducting academic research (for example, in another class)? What excites or interests you most about the prospect of writing a senior paper for ES? What concerns you? What topics are you considering for the paper? Finally, based on the assigned pages in the Booth et al book, in what ways might this research project prepare you for future experiences after college? Explain, drawing on examples from the book. |

**WK 2: TOPICS, RESEARCH QUESTIONS, AND SOURCES 1/14**

**Topics**: Identifying topics, research questions, and significance; analyzing research questions of other scholars; identifying sources and conducting bibliographic searches.

**Readings**

• Booth et al. The Craft of Research, 75-107 (for Wednesday)
• Keywords in American Cultural Studies essay: “Race” (R Ferguson)

Journal Question #2 (due Monday, answer the questions in approximately 2-4 journal pages): Read the assigned pages for Booth on Monday, and then use the framework on page 56 (Topic-Question-Significance) to analyze the article by Morning. What is her topic? Her research question? The significance of her research? Who is the audience for the Morning article? Finally, take one of your topics identified last week and identify a related research question and explain its significance.

Wednesday January 16—Miriam Rigby, Assistant Professor, Social Sciences Librarian will conduct an overview of library resources for conducting a literature review in ethnic studies. A follow up assignment will be given in class based on her presentation.

WK 3: LINKING RESEARCH QUESTIONS TO EVIDENCE. 1/23 (No class on Monday January 21)

Topics: Linking research questions to theory, method, arguments, claims and evidence.

Readings
• Booth et al. The Craft of Research, pgs 109-149
• Keywords in American Cultural Studies essay: "Disability" (K Kochhar-Lindgren)

Journal Question #3 (due Wednesday, answer the questions in approximately 2-4 journal pages): Read the assigned pages for Booth on arguments, claims and evidence. Then read the three assigned articles, and for each article, identify: (1) The author(s)’ main arguments; (2) the authors’ main claims; (3) the authors’ main evidence. Finally, take one of your potential research topics and identify a probable argument, claim and evidence. Your bibliographic search assignment from last week will also be due.

WK 4B: PARTICIPATORY ACTION RESEARCH AND ADVOCACY RESEARCH 1/28

Topics: Characteristics, theories and challenges of participatory action research and advocacy research; review of expectations for first draft of research prospectus (Due Week 6).

• Maria Torre and Michelle Fine. “Researching and Resisting: Democratic Policy Research by and for Youth.” In S Ginwright, P Nogueria and J Cammarota edited Beyond Resistance! Youth Activism and Community Change: New Democratic Possibilities for Practice and Policy for America’s Youth. Routledge, 2006. (Bb)
• Keywords in American Cultural Studies essay: “Community” (M Joseph)
• Journal Question #4 (due Monday, answer the questions in approximately 2-4 journal pages): Based on the assigned articles for the week, what are the main characteristics of advocacy research as you understand them? What challenges does so research present? Use examples from all three articles to demonstrate your response.

Wednesday, January 30: Lisa Beard, “Participatory Action Research”

WK 5: Subjectivity, Reflexivity and Positionality in Ethnic Studies Research I 2/4

Topics: What problems and challenges structure the relationship between the researcher and the researched? What relations of power can various approaches to research produce? How have indigenous and ethnic studies scholars responded to such challenges?

• Journal Question #5 (due Monday, answer the questions in approximately 2-4 journal pages): What are the main issues raised about the traditional relationship between the researcher and the researched in Porsanger’s essay? According to Porsanger, how does indigenous methodology respond to such challenges? Do any of the concerns raised in Porsanger’s article seem present in the Miner piece? In the article by Kwan? How does Deloria suggest that researchers respond to such challenges? Finally, do any of the concerns raised in the reading for the week affect your proposed research project?

Readings (for Monday):
- Harold Miner. “Body Ritual among the Nacirema” (Monday)
- Keywords in American Cultural Studies essay: “Colonial” (D Kazanjian)

Wednesday
- In class quiz—Open book, 30 minutes, covering weeks 1-5.

WK 6: Theories of Representation 2/11

Topics: What theories of cultural representation, signification, construction and interpretation have influenced ethnic studies scholars? What political, social and cultural “work” do practices of representation perform? How can such theories be incorporated into student research?

Readings
- Hall. Representations. (pgs 1-62)
- Keywords essay: “Performance” (S Manning)
- First draft of thesis prospectus due at beginning of class.

NOTE: For projects requiring human subjects review, all requirements and forms must be submitted by the end of this week to Research Compliance Services (You do not need to have approval by this date, but all forms need to be submitted by this date).
WK 7: REPRESENTATION AND EXHIBITION 2/18

Readings
- Hall. Representations. (pgs 151-204)
- Keywords essay: “Identity” (C Kaplan)

WK 8: 2/25 GENDER AND REPRESENTATIONS OF THE “OTHER”

Readings
- Hall. Representations. (pgs 225-277; 291-313)
- Judith Halberstam. “Mackdaddy, Superfly, Rapper: Gender, Race and Masculinity in the Drag King Scene.” Social Text, 52/53, 1997: 104-131 (Bb)
- Keywords essay: “Orientalism” (Prashad)

WK 9: REPRESENTATION AND CRITICAL MEDIA ANALYSIS, 3/4

Readings
- Hall. Representations. (pgs 337-381)

WK 10: COURSE REVIEW. 3/11

- In class quiz—Open book, 30 minutes, covering weeks 6-9 (Monday)
- Panel presentations of thesis topics and research questions.

Final Thesis Prospectus due via Blackboard by Wednesday, March 19 at noon. No late submissions will be accepted.