Graduate Research Seminar

Ethnic Studies 210
Spring 2004
Monday 2:00 – 4:50, SSB 103

Course materials available at: http://weber.ucsd.edu/~rfrank

Course Description

Historical studies do not necessarily focus on topics relating to Ethnic Studies, but no effective Ethnic Studies project can omit serious consideration of its historical context. This seminar will focus on understanding theories, methods, and modes of historical analysis used by historians, social scientists, and the types of comparative, relational, and interdisciplinary work on race, ethnicity, and gender that we refer to as Ethnic Studies. Understanding the production of history will form a context for students to conceptualize a research project and produce a written prospectus for a masters thesis.

Although the readings each week elucidate a theme and together cover a range of topics, some general questions pertain to each session:

- What research question(s) does the author ask and how does the author relate the research question(s) to the research topic?
- How has the author designed the research project?
- What theories and methodologies does the author use and where are they employed (e.g.: Research question? Research design? Analysis?).
- How does the author employ history as a part of the work’s arguments?

Evaluation

Students have the responsibility for completing the reading assignments before each seminar session, and to prepare for a productive contribution to the class discussion. Each participant will lead the class discussion twice during the quarter and will write a 4-6 page analysis of the readings due the week following the discussion. Papers will discuss and critique the historical theory, method, and/or arguments relevant to the readings, the class discussion, and the presenter’s own research. In addition, students will complete assignments culminating in a prospectus describing their MA project.

Grades will be assigned as follows:

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<tr>
<th>Component</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Participation in weekly discussions</td>
<td>25%</td>
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<tr>
<td>Weekly discussion leader (*2)</td>
<td>10%</td>
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<tr>
<td>Written Assignments</td>
<td>25%</td>
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<td>Final written prospectus</td>
<td>40%</td>
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Syllabus

Texts included in the Ethnic Studies Reading List are marked as •

Week 1, March 29: Introduction

Week 2, April 5: Theories of History
Assignment: Description of your research topic.

Week 3, April 12: Alternative Histories


Week 4, April 19: History and Popular Culture

Assignment: Preliminary annotated bibliography
Week 5, April 26: Alternative Epistemologies


Week 6, May 3: Refracting Perspectives


Assignment: Revised research topic and supporting annotated bibliography; draft of Research Question(s)

Week 7, May 10: History from the Bottom

Week 8, May 17: Quantifying History


*Assignment:* First draft of research prospectus. **Please make a copy for each member of the class for distribution.**

Week 9, May 24: Mapping History and Culture I


Week 10, May 31: Mapping History and Culture II


Ball, Martin W. "People Speaking Silently to Themselves": An Examination of Keith Basso's Philosophical Speculations on 'Sense of Place' in Apache Cultures." *American Indian Quarterly*, 26:3, 460-478.  
http://muse.jhu.edu/journals/american_indian_quarterly/toc/aiq26.3.html

Week 11, June 7: Research and Prospectus Presentations

*Final draft of Prospectus due.*