

CH ST 110
54536
Fall 2009

Research Methods

Course Syllabus

**Instructor
e-mail**

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Office hours

■ South Hall 1709, Thursdays 1:00 - 3:00pm or by appointment.

Logistics

■ Tuesday / Thursday, 3:30-4:45; GIRV 1116 (4.0 units).

Description

■ This course will introduce convivial community-based research tools, strategies, and techniques through locally grounded fieldwork and readings of secondary literature on research methods. Our work will be ambitious given that we will deconstruct traditional research approaches as well as introduce alternative research strategies that prioritize reflexive, interactive, and collective practices. Our goal will be to facilitate *emergent knowledge communities* (EKC) that will produce locally grounded research in the form of a **tactical cartography**.

Objectives

- This course will encourage participants to
 - interrogate dominant practices associated with empiricism and positivism;
 - develop conceptual tools for reflexive and transversal investigations;
 - organize locally grounded research and system of information.

Materials

■ Primary text: Linda Tuhiwai Smith, *Decolonizing Methodologies: Research and Indigenous Peoples* (London: Zed Books, 2002). Additional readings are available at the course web page <www.mitodigital.org/mcallahan/chst110>. (There is no course reader so participants can reproduce readings as they see fit.)



Strategy

■ This course will be organized as a combination of class presentations, group discussions, and series of workshops that focus on specific skill sets for convivial community-based research. Our commitment to participatory approaches will require we organize ourselves into **research clusters** each of which will pursue a specific topic.

Class meetings will be an opportunity to review assigned materials through short presentations and interactive class activities. Each participant will be expected to actively participate applying key concepts and analytical frameworks. Our conversation and skill sharing will depend on close reading of selected texts and occasional fieldwork. A prepared text for discussion assumes each participant can represent the text's claim and share questions provoked by the readings.

We will pursue our work and organize the space convivially. By convivial we mean a practice that privileges the unique perspectives, histories, experiences, skills, and desires of each participant insuring that everyone is able to share their unique perspectives and develop new skills by learning from each other while constructing new tools for narrating complex social phenomena that impact our daily lives.

**Rules of
Engagement**

■ In our pursuit of serious scholarly inquiry we will engage difficult and controversial topics, concepts, and issues. It will be our collective responsibility to maintain an intellectually rigorous and respectful environment. Thus, it is imperative that our interaction in class be thoughtful and supportive of the views, experiences, and expertise of others at all times. In order to maintain a convivial learning environment we must agree:

- to give each person a chance to say what they want without having it dismissed, attacked, debated, agreed with, or supported;
 - to listen to others, accepting only one person talks at a time without interrupting anyone who has the floor;
 - to speak for oneself and his or her experiences;
 - to respect and allow expression of the feelings of each participant;
 - to step up, and step back;
 - not to diminish, ridicule, or attack other participants or their contributions;
 - not to repeat what someone says in class discussions outside of class without permission from that person or the group;
 - not to treat others differently based on what was said or discussed in class;
 - to try on the process.
- Participants will be expected to:
- arrive to class sessions on time and prepared to aggressively engage class activities having carefully read selected texts and completed assignments (the quality of our conversation will depend on the level of preparation by the entire class);
 - contribute to class discussions and group projects;
 - inform the instructor of any special needs regarding the space, curriculum, and activities (see campus services at <http://dsp.sa.ucsb.edu/>);
 - manage personal communication devices making sure these do not disturb other participants; and
 - conform to university standards for academic conduct (see policy on student conduct and responsibility <<http://www.catalog.ucsb.edu/current/general/app.htm#Academic-conduct>>).

Assessment

- In order to assess the quality of our conversation and our success in researching and applying complex historical, political, social, and cultural analysis you will submit a project prospectus (750-1000 words), a local tactical cartography, and a course review (500 words). You will be expected to represent your written work in class. Please see assignment sheets available on the course web page <www.mitotedigital.org/mcallahan/chst110> for more information.

Naturally you must meet the highest standards of written English, meaning your work should be free of grammatical and spelling errors. The work you present for the course should be well organized, sufficiently researched, and related to the course discussions and readings. You will be evaluated based on your ability to follow directions as well as your success in engaging the debates, themes, issues, and conceptual tools presented in class. All written work must be typed, double-spaced, in the *Times New Roman 12 point font*, with page numbers and a heading that includes name, course, and date. Allow enough time to proofread and edit your work before the due date.

Grade

- The grade for the course will be based on participation and the total score of a project prospectus, final tactical cartography, and a course review. Please be aware that the quality of your projects will depend on the level of engagement with the assigned readings and course activities. The three assignments and point values are as follows:

- Project Prospectus (40 points);
- Cartography (40 points);
- Course Evaluation (20 points)

- The grading schedule to calculate the final grade for the course will be: A (100-90); B (89-80); C (79-70); D (69-60); F (59 and below).

E-etiquette

■ Please communicate with me via e-mail which I check regularly. I will address your question or concern as soon as possible in class or by e-mail. Please avoid casual, conversational e-mails which are inappropriate and ineffective in this circumstance. Please be advised that e-announcements are made using the UCSB class list.

List of readings

- Bell Hooks, "Feminist Scholarship: Ethical Issues," in *Talking Back: Thinking Feminist, Thinking Black* (Boston: Southend Press, 1989): 42-48;
- Jeremy W. Crampton, "Maps as social constructions: power, communication and visualization," *Progress in Human Geography* 25: 2 (2001): 235-252;
- Institute for Applied Autonomy, "Tactical Cartographies," in Lize Mogel and Alexis Bhagat, eds., *An Atlas of Radical Cartography* (2009): 29-37;
- Precarias a la Deriva, "A Very Careful Strike – Four Hypotheses," the commoner 11 (Spring 2006): 33-45;
- Maria Isabel Casas-Cortes and Sebastian Cobarrubias, "Drifting Through the Knowledge Machine," in *Constituent Imagination: Militant Investigation, Collective Theorization* (Oakland: AK Press, 2007): 112-126;
- Marta Malo de Molina, "Introduction," *Nociones Comunes. Experiencias y Ensayos entre Investigación y Militancia* (Madrid: Traficantes de Sueños, 2004):13-27.
<<http://transform.eipcp.net/transversal/0406/malo/en>> and
<<http://transform.eipcp.net/transversal/0707/malo/en>>;
- Antonio Negri, "Logic and Theory of Inquiry: Militant Praxis as Subject and Episteme,"
- Mario Barrera and Geralda Vialpando, eds., *Action Research: In Defense of the Barrio* (Los Angeles: Aztlán Publications, 1974);
- Devon Peña, "Los Animalitos: Culture, Ecology, and the Politics of Place in the Upper Rio Grande," in *Culture, Ecology, Politics: Subversive Kin* (Tucson: The University of Arizona Press, 1998): 25-57;
- Colectivo Situaciones, "Something More on Research Militancy: Footnotes on Procedures and (In)Decisions," *ephemera* 5: 4 (November 2005): 602-614;
- Colectivo Situaciones, "On the Research Militant,"
- James J. Scheurich, "Policy Archaeology," *Journal of Education Policy* 9: 4 (1994): 297-314;
- Ranajit Guha, "The Prose of Counter-Insurgency," in Nicholas Dirks, et. al., *Culture/Power/History: A Reader in Contemporary Social Theory* (Princeton: Princeton University Press, 1994): 336-371;
- Nancy Scheper-Hughes, "The Primacy of the Ethical, Propositions for a Militant Anthropology," *Current Anthropology* 36:3 (June 1995);
- João H. Costa Vargas, "Activist Scholarship: Limits and Possibilities in Times of Black Genocide," in Charles R. Hale, ed., *Engaging Contradictions: Theory, Politics, and Methods of Activist Scholarship* (Berkeley: University of California Press, 2008): 164-182
- The Latina Feminist Group, "Papelitos Guardados: Theorizing Latinidades Through Testimonio," in *Telling to Live: Latina Feminist Testimonios*, (Durham, NC: Duke University Press, 2001): 1-24;
- Mary Louise Pratt, "Arts of the Contact Zone," in David Bartholomae and Anthony Petrosky, eds., *Ways of Reading: An Anthology for Writers* (New York: Bedford/St. Martin's, 2002): 604-623;

Schedule

■ The following schedule may be subject to change given the tenor of discussions and progress of activities. Consistent attendance will insure that you remain informed about possible changes. It is your responsibility to inquire about changes with assigned readings and class activities.

Week 1 (9-24-09)

- Topic: Introduction to course
- Readings: Tuhiwai, *Decolonizing Methodologies*, pp. 1-41
Hooks, "Feminist Scholarship: Ethical Issues,"

Week 2 (9-29-09/10-01-09)

- Topic: Tactical Cartographies
- Readings: Tuhiwai, *Decolonizing Methodologies*, pp. 42-57
Crampton, "Maps as social constructions,"
Institute for Applied Autonomy, "Tactical Cartographies,"

Week 3 (10-06/08-09)

- Topic: Engaging Precarity, Autonomy, and Criminalization: The Drift
- Readings: Tuhiwai, *Decolonizing Methodologies*, pp. 58-77
Precarias a la Deriva, "A Very Careful Strike – Four Hypotheses,"
Casas-Cortes and Cobarrubias, "Drifting Through the Knowledge Machine,"

Week 4 (10-13/15-09)

- Topic: From Participatory to Militant Research
- Readings: Tuhiwai, *Decolonizing Methodologies*, pp. 78-94
Malo de Molina, "Introduction," *Nociones Comunes*.
Negri, "Logic and Theory of Inquiry,"

Week 5 (10-20/22-09) Research prospectus due

- Topic: Action Research
- Readings: Tuhiwai, *Decolonizing Methodologies*, pp. 95-106
Barrera and Vialpando, eds., *Action Research*;

Week 6 (10-27/29-09)

- Topic: Politics of Place
- Readings: Tuhiwai, *Decolonizing Methodologies*, pp.107-122
Peña, "Los Animalitos,"

Week 7 (11-03/05-09)

- Topic: Towards a Militant Research: The Situation
- Readings: Tuhiwai, *Decolonizing Methodologies*, pp. 123-141
Colectivo Situaciones, "Something More on Research Militancy,"
Colectivo Situaciones, "On the Research Militant,"

Week 8 (11-10/12-09) Holiday: 11-11-09

- Topic: Problem with Naming Problems: Policy Archaeology
- Readings: Tuhiwai, *Decolonizing Methodologies*, pp. 142-162
Scheurich, "Policy Archaeology,"

Week 9 (11-17/19-09) Tactical cartography due

- Topic: Burnin' and Lootin' the Archive: Prose of Counter Insurgency
- Readings: Tuhiwai, *Decolonizing Methodologies*, pp. 163-182
Guha, "The Prose of Counter-Insurgency,"

Week 10 (11-24/26-09) Holiday: 11-26-09

- Topic: Towards a Critical Ethnography: Observant Participation
- Readings: Tuhiwai, *Decolonizing Methodologies*, pp. 183-199.
Scheper-Hughes, "The Primacy of the Ethical"
Costa Vargas, "Activist Scholarship: Limits and Possibilities in Times of Black Genocide,"

Week 11 (12-01/03-09) Course review due

- Topic: Testimonio
- Readings:
The Latina Feminist Group, "Papelitos Guardados,"
Pratt, "Arts of the Contact Zone,"