ES 453/553 Ethnography Methodology (4 credits)
This class meets twice a week for one hour and fifty minutes each meeting

No prerequisites or co-requisites

Course Content:
Course Description
A seminar developing techniques for collecting, analyzing, and incorporating ethnic community histories in research papers and theses.

This upper division-graduate level course has two inter-related objectives: (1) to help students gain understanding and insight into issues, information, communities of people, and individual lives around those social categories of race, ethnicity, gender and class in American society; (2) to develop critical thinking/analytical skills and research methodologies in the field of ethnic studies, including, but not limited to, auto/biography, oral history, ethnography, field work, archival research, serving-learning, cultural competency and global literacy.

Learning Resources:
This course will utilize three books and a number of articles that will be posted on Blackboard. All readings are required.

Books

*Blackboard articles:
- Jun Xing, “Media Empowerment, Smashing Stereotypes, and Developing Empathy,” from Reversing the Lens: Ethnicity, Race, Gender, and Sexuality through Film, edited by Jun Xing and Lane Hirabayashi (Boulder: University of Colorado Press), pp.11-25.
Course Outline/Schedule of Topics:

Week 1  Course Introduction
* Hu deHart, pp.103-12
Barber and Berdan, Chapter 2, 12

Week 2  Archival Sources
Guest: Tiah Edmunson-Morton and Natalia Fernandez, OSU Archives
Calderon, Chapters 1-3
Barber and Berdan, Chapter 7, 13

Week 3  Writing Our Lives
*Fischer, pp. 194-233
Calderon, Chapters 4-6
Barber and Berdan, Chapter 6

Week 4  Digging Out Primary Sources
Guest: Ted Cox at Old World Deli (341 SW 2nd St # 4)
Cox, *The Toledo Incident of 1925*

Week 5  Ethnicity & Quantitative Research Problematics of Methodology
Calderon, Chapters 4-6
Barber and Berdan, Chapter 8

Week 6  Interview Techniques
Guest: Kurt Peters, Professor Emeritus, at Native American Longhouse
Calderon, Chapters 7-9
*Robert Thompson

Week 7  Field Learning Trip
Nikkei Legacy Center (503) 224-1458
Calderon, Chapter 10
Barber and Berdan, Chapter 9-10

Week 8  Community Service Learning
Guest: Representatives from International Partnership for Service Learning in Portland
Calderon, Chapters 11-14
Research Ethics

Week 9  Media Activism
Barber and Berdan, Chapter 9
*Xing, pp. 11-25

Week 10  Student Presentations
DPD LEARNING OUTCOMES
This course fulfills the requirements for Difference, Power, and Discrimination. For more on the “Bacc Core”: http://oregonstate.edu/ctl/baccalaureate-core.

Difference, Power, and Discrimination Courses (Baccalaureate Core Requirement):
ES 453 Ethnohistory Methodology fulfills the Difference, Power, and Discrimination (DPD) requirement in the Baccalaureate Core. The DPD requirement engages students in the intellectual examination of the complexity of the structures, systems, and ideologies that sustain discrimination and the unequal distribution of power and resources in society. The unequal distribution of social, economic, and political power in the United States and in other countries is sustained through a variety of individual beliefs and institutional practices. These beliefs and practices have tended to obscure the origins and operations of social discrimination such that this unequal power distribution is often viewed as the natural order. Examination of DPD course material will enhance meaningful democratic participation in our diverse university community and our increasingly multicultural U.S. society.

DPD Student Learning Outcomes
Students successfully completing this course will be able to:
1. Explain how difference is socially constructed.
2. Using historical and contemporary examples, describe how perceived differences, combined with unequal distribution of power across economic, social, and political institutions, result in discrimination.
3. Analyze ways in which the interactions of social categories, such as race, ethnicity, social class, gender, religion, sexual orientation, disability, and age, are related to difference, power, and discrimination in the United States.

Course Specific Measurable Student Learning Outcomes
Students successfully completing this course will be able to:
1. Outline and critique the ways that the practice of history can suppress voices of racialized ethnic minority and tribal communities.
2. Explain and deploy an array of ethnohistorical methods including quantitative, qualitative, and comparative in addressing issues of race, ethnicity, gender and class.
3. Outline how contemporary artistic productions and narrative texts can serve as valuable cultural, historical, and political documents in conveying historic experiences.
4. Moderate discussions on ethnohistory and ethical research practices.

Additionally, graduate students will:
1. Situate course material and consider theoretical implications across different academic disciplines.
2. Critically engage course material within the context of their primary disciplinary field.
3. Articulate their critical engagement of course materials in writing at the graduate level.
**Evaluation of Student Performance (undergraduate-level):**

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<th>Assignment</th>
<th>Points Available</th>
<th>Student Score</th>
<th>Score Range</th>
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<tr>
<td>Attendance</td>
<td>10</td>
<td>A-</td>
<td>90 – 93</td>
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<tr>
<td>Participation</td>
<td>30</td>
<td>B+</td>
<td>87 – 89.9</td>
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<tr>
<td>Class Facilitations (4)</td>
<td>40 (10 each)</td>
<td>B</td>
<td>83.1 – 86.9</td>
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<tr>
<td>Critical-reflective essay</td>
<td>20</td>
<td>D</td>
<td>60 – 69.9</td>
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<td>TOTAL</td>
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**Evaluation of Student Performance (graduate-level):**

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<td>30 (5 each)</td>
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**READING ASSIGNMENTS.** Students should complete all readings prior to attending class. This way you will be able to follow and engage with my lectures, and fully participate in the vital conversations that are the backbone of this course. As noted above, students must bring assigned readings to respective class meetings. Unprepared students will be graded down.

**DISCUSSION FACILITATIONS.** Undergraduate students will be assigned to facilitate discussion during at least four course meetings, graduate students will be assigned six. Facilitation includes preparing a coherent outline of your points of discussion. Facilitation outlines must be typed and printed, with hard copies provided for every class member. Facilitations will be graded by completed outline (20%), effectiveness of contribution (30%), coverage of all readings in discussion/outline (30%), and basic formatting, editing, and proofreading (20%). All students will contribute each the following facilitation skill sets, across a pre-assigned set of weekly readings:

- Paraphrase the major argument(s)
- Offer personal examples of implication **OR** personal examples of responsibility
- Suggest useful and concrete, additional examples not found in text **OR** bring attention to a key passage that requires further discussion
- Compare this reading to other texts (especially from previous weeks)

*THIS ASSIGNMENT IS A 4-CREDIT ADDED REQUIREMENT*

**ESSAY ASSIGNMENTS.** Undergraduate students will complete a **final reflective brief (1250-1500 words)**, to be submitted and presented during finals week. Graduate students will complete a **final reflective brief (2000-2500 words)**, to be submitted and presented during finals week. The essay will be graded by efforts at biographical application (10%), thoroughness (20%), accuracy of comprehension (20%), persuasiveness (10%), evidence (20%), structure and flow (10%), and mechanics (10%).
FORMATTING. All written assignments must be typed, double-spaced, using 1” margins all around, 12-point Times New Roman font, proper paginations, proper heading, and stapled. The critical essays and the final project must include the final word count in the heading. Papers must include citations and a complete and appropriately formatted list of references (course readings used) starting immediately after the final lines of the text (not on a separate page). Papers that do not follow this format will not be accepted.

DISABILITY ACCESS
Accommodations are collaborative efforts between students, faculty, and Disability Access Services (DAS). Students with accommodations approved through DAS are responsible for contacting the faculty member in charge of the course prior to or during the first week of the term to discuss accommodations. Students who believe they are eligible for accommodation but have not yet obtained approval through DAS should contact DAS immediately at 737-4098.

NOTE ON ACADEMIC INTEGRITY
Students are responsible for understanding the university’s academic integrity policies and maintaining compliance. Please familiarize yourself with the OSU Student Conduct Code: http://oregonstate.edu/studentconduct/offenses.

Copying even small portions of essays from the internet or not properly citing your sources falls under the definition of plagiarism. Any act of cheating or plagiarism will result in the student’s immediate failure and referral to the Student Conduct and Community Standards office for further investigation and assessment. Students who cheat or plagiarize can be suspended or even expelled from the University. If you have questions, please make an appointment to meet with the instructor or other relevant campus resources.