

San José State University
Department of Sociology & Interdisciplinary Social Sciences
AAS 185, Ethnic Studies Methodologies

(previously Multicultural Perspectives)

Fall 2023

Instructor(s): Dr. Saugher Nojan
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Office Hours: After class M/W 12-1pm & by appointment
Class Days/Time: M/W 10:30-11:45pm
Classroom: DMH 162
Prerequisites: *Upper division or Graduate/PBAC standing.*

Course Description

Examination of historical and sociocultural perspectives of American ethnic minorities in relation to knowledge production. Theoretical and methodological approaches to the study of power and American ethnic minorities (with an emphasis on social action (3 UNITS)).

Course Format & Canvas

Lectures and discussions will occur in person. All assignments will be submitted on canvas. Course materials such as syllabus, handouts, notes, assignment instructions, etc. can be found [Canvas Learning Management System course login website](#). You are responsible for regularly checking with the messaging system through [MySJSU on Spartan App Portal](#) (or other communication system as indicated by the instructor) to learn of any updates. For help with using Canvas see [Canvas Student Resources page](#).

Program Information : Minor In Asian American Studies!

Asian American Studies is an interdisciplinary Ethnic Studies field that examines the structural and ideological forces that shape the lives of Asian Americans. AAS supports self-determination of Asian American communities through creative expressions, centering of community voices, critical pedagogies, and critical epistemologies. Social justice, equity, and activism undergird our pedagogy and scholarship. Contact Dr. Saugher Nojan (saugher.nojan@sjsu.edu) AAS Program Coordinator, for more information or to minor in AAS.

AAS minor form: <https://www.sjsu.edu/siss/docs/2021aas.minor.form.pdf>

AAS Curriculum: <https://www.sjsu.edu/siss/programs/curriculum/index.html#aas>

Asian American Studies Program Learning Outcome

PLO 1: Demonstrate a core competency in interdisciplinary knowledge of major concepts, theories, and methods in Asian American Studies (AAS).

For specifics see below.

1. Explain the sociopolitical, historical, contemporary, and comparative formations of race and ethnicity.
2. Analyze systems of power and hierarchies associated with the intersections of race and ethnicity to class, gender, sexuality, religion, spirituality, national origin, immigration status, ability, sovereignty, language, health, and/or age to understand the diversity and complexity of Asian American populations

Course Goals (CLOs)

Upon successful completion of this course, students will be able to:

1. Demonstrate an understanding of how ethnic studies methodologies intersects and addresses power relations (systems of racism and colonialism and their associations with hierarchies related to class, gender, sexuality, religion, spirituality, national origin, immigration status, ability, sovereignty, language, health, and/or age and how they shape epistemological endeavors to understand the diversity and complexity of Asian American populations
2. Analyze how research has historically created harm for racial and ethnic minoritized communities.
3. Explain how community engaged collaborative methodologies differs from traditional research methods
4. Apply their knowledge of ethnic studies methodologies to their own research/social action projects.
5. Communicate knowledge effectively and creatively throughout social action planning including:
 - a. conduct issue development;
 - b. build power
 - c. implement various strategies and tactics;
 - d. conduct research (historical analysis);
 - e. power map,
 - f. target analysis);
 - g. work with the media;
 - h. perform campaign implementation and evaluation plans

Required Texts/Readings

Textbook

Scott Myers-Lipton, *CHANGE! A Student Guide to Social Action*, ISBN: 9781138297296, ISBN: 9781612057279. The book is available at the Spartan Bookstore or on-line.

Other Readings

Other readings can be found on canvas under “FILES < READINGS < Week 1, Week 2....”

Library Liaison

Michael Aguilar, the library liaison can help you with finding sources for your research. You can contact him at: michael.aguilar@sjsu.edu
<https://libguides.sjsu.edu/asianam>

Course Requirements and Assignments

Success in this course is based on the expectation that students will spend, for each unit of credit, a minimum of 45 hours over the length of the course (normally three hours per unit per week) for instruction,

preparation/studying, or course related activities, including but not limited to internships, labs, and clinical practicums. Other course structures will have equivalent workload expectations as described in the syllabus.

Assignment Descriptions

Assignments	Percentage
Social Action Portfolio (digital)	45%
Student Participation and Engagement	25%
Midterm Essay	20%
Final Presentations + Portfolio submission	10%

Portfolio and Social Action Blog (45% of total grade)

At the university, you generally demonstrate that you understand the ideas from the course in an exam. This class is different. In this class, portfolios take the place of exams. Importantly, the portfolio is where you demonstrate your knowledge of the text in light of your social action experiences. Therefore, you must integrate the text with your community work throughout each portfolio. With no integration of text, you cannot receive above a C on your portfolio. You can talk to your teammates but all of the portfolios will be your own work. In addition, you cannot receive higher than a C on your overall portfolio grade if you do not complete at least 25 hours of social action work (1.5 to 2 hours a week). After the fourth class, I will email you a log to keep track of your community work, and it will be turned in with each portfolio. Your portfolio and log will be collected every three to four weeks. Late portfolios will be accepted, but 1/3 grade will be deducted for each day it is late. Also, I don't accept emailed papers, but you can submit a late portfolio on canvas as a comment to stop the "late clock."

Participation (25% of total grade)

The purpose of evaluating your participation is to encourage and reward students who prepare for, and engage in, the habits of the mind. Thus, you will be evaluated on the extent and quality of your participation in the class. Your classroom participation grade will be based on the following criteria:

Excellence (A) requires that you play a leadership role in the large class discussion and your team, apply the text, discuss points articulately and respond intelligently to other's views; ask insightful questions, and take responsibility for the direction of the class discussion and your team.

Above average (B) requires that you participate regularly in the large class discussion and your team, demonstrate good knowledge of the text, discuss points articulately and respond intelligently to other's views; ask insightful questions, but you do not take a strong leadership role in the overall class discussion and the direction of your team.

Average (C) requires that you follow the discussion in the large class and your team, make occasional comments, have a basic knowledge of the text, and sometimes ask questions in the large group and team.

Below average (D) requires that you occupy a seat and occasionally show signs of life.

Failure (F) requires that you occupy a seat but show no signs of life. At the end of the course, you will be asked to evaluate your level of participation, as well as your teammates. This evaluation will be taken seriously when participation grades are determined.

Midterm Exam (20%)

Students will complete a midterm essay exam near the middle of the semester to demonstrate their understanding of course goals. In particular students will be asked to demonstrate an understanding of how ethnic studies methodologies intersects and addresses power relations (such as systems of racism and colonialism and their associations with hierarchies related to class, gender, sexuality, religion, spirituality, national origin, immigration status, ability, sovereignty, language, health, and/or age)and how ethnic studies methodologies shape epistemological endeavors to understand the diversity and complexity of marginalized populations.

Final Campaign Presentation and Portfolio (10% of total grade)

For the final exam, students give a group presentation on your social action campaign. As part of this presentation, you will also submit your final portfolio.

Grading Criteria

This course is out of 1,000 points. See grading scale below.

<i>Grade</i>	<i>Points</i>	<i>Percentage</i>
<i>A plus</i>	<i>960 to 1000</i>	<i>96 to 100%</i>
<i>A</i>	<i>930 to 959</i>	<i>93 to 95%</i>
<i>A minus</i>	<i>900 to 929</i>	<i>90 to 92%</i>
<i>B plus</i>	<i>860 to 899</i>	<i>86 to 89 %</i>
<i>B</i>	<i>830 to 859</i>	<i>83 to 85%</i>
<i>B minus</i>	<i>800 to 829</i>	<i>80 to 82%</i>
<i>C plus</i>	<i>760 to 799</i>	<i>76 to 79%</i>
<i>C</i>	<i>730 to 759</i>	<i>73 to 75%</i>
<i>C minus</i>	<i>700 to 729</i>	<i>70 to 72%</i>
<i>D plus</i>	<i>660 to 699</i>	<i>66 to 69%</i>
<i>D</i>	<i>630 to 659</i>	<i>63 to 65%</i>
<i>D minus</i>	<i>600 to 629</i>	<i>60 to 62%</i>

Classroom Protocol

By all means, treat your fellow students and your instructor with respect. Be on time, be engaged, avoid using your electronic gadgets, and do your part to help make a great learning experience. Students are required to participate in class discussions and exercises and be attentive to lectures and discussions. Any disrespectful or threatening behavior will be reported to campus administration and campus police.

Cell Phones and Computers: Anytime we are in the large group, please DO NOT use your cell phone. If you need to answer a text, please step outside and do so. In addition, any type of social networking on your computer is NOT allowed. If you use your computer to take notes or to do the reading, DO NOT have it open to Facebook, Gmail, etc. However, when we break into small groups, you will be able to use your cell phone and computer to look up information.

Late Policy: The late policy for any work is a 1/3 drop in grade for each school day that it is late. Thus, if the portfolio is due on Tuesday, and you turn it in on Wednesday, your grade will be dropped by 2/3s (i.e., a grade of B would be a C+).

University Policies

General Expectations, Rights and Responsibilities of the Student

As members of the academic community, students accept both the rights and responsibilities incumbent upon all members of the institution. To learn about these rights and responsibilities, please read the [Student Rights & Responsibilities Policy S16-15 \[pdf\]](#): Students' Rights and Responsibilities and SJSU's current semester's [Policies and Procedures](#). These Policies and Procedures include links to relevant information should questions or concerns about a class arise. In general, it is recommended that students begin by seeking clarification or discussing concerns with their instructor. If such conversation is not possible, or if it does not address the issue, it is recommended that the student contact the Department Chair as the next step. At any point, a student may contact the [University Ombudsperson](#).

Academic Integrity

Your commitment as a student to learning is evidenced by your enrollment at San Jose State University. The [Academic Integrity Policy F15-7 \[pdf\]](#) requires you to be honest in all your academic course work. Faculty members are required to report all infractions to the office of Student Conduct and Ethical Development. Visit the [Student Conduct and Ethical Development](#) website for more information.

Accommodation for Students' Religious Holidays

The [Religious Holidays Accommodation Policy S14-7 \[pdf\]](#) states that San José State University shall provide accommodation on any graded classwork or activities for students observing religious holidays that require absence from class. It is the responsibility of the student to inform the instructor, in writing, about such holidays before the add deadline at the start of each semester. If such holidays occur before the add deadline, the student must notify the instructor, in writing, at least three days before the absence. It is the responsibility of the instructor to make every reasonable effort to honor the request without penalty, and of the student to make up the work missed.

Adding and Dropping Classes

Students are responsible for understanding the policies and procedures about add/drop. Add/drop deadlines can be found on the current academic year calendars document on the [Academic Calendars webpage](#). Students should be aware of the current deadlines and penalties for dropping classes ([Late Drop Information](#)). For more information on how to add/drop classes visit the [Office of the Registrar's](#) website.

Attendance and Participation

Attendance is the responsibility of the student. However, attendance itself may not be used as a criterion for grading. Students are expected to attend all meetings for their courses, as they are responsible for all material covered, and active participation is frequently essential to ensure maximum benefit to all class members. Participation may be used as a criterion for grading when the parameters and their evaluation are clearly defined in the course syllabus and the percentage of the overall grade is stated. The full policy language can be found in the [Presence in Class Policy F15-3 \[pdf\]](#).

Accommodations for Students with Disabilities

[Presidential Directive 97-03 \[pdf\]](#) requires that students with disabilities requesting accommodations register with the [Accessible Education Center](#) (AEC) to establish a record of their disability. AEC will contact the instructor with further details, if needed.

If special arrangements are needed in cases of emergency or if the building must be evacuated, please make arrangements with the instructor.

Consent for Recording of Class and Public Sharing of Instructor Material

The [Recording & Sharing Class Material Policy S12-7 \[pdf\]](#) requires students to obtain instructor's permission to record the course. The following criteria define expectations relating to recording a course.

- Course material developed by the instructor is the intellectual property of the instructor and cannot be shared publicly without approval. You may not publicly share or upload instructor generated material such as exam questions, lecture notes, or homework solutions without instructor consent. This prohibition includes sharing information with third parties and on websites.
- You must obtain the instructor's permission to make audio or video recordings in class. Such permission allows the recordings to be used for your private, study purposes only. The recordings are the intellectual property of the instructor; you have not been given any rights to reproduce or distribute the material.
- Permission from the instructor, whether in writing or orally, may extend to either a single class or the entire semester.
- In classes where active participation of students or guests may be on the recording, permission of those students or guests must be obtained as well.

Timely Feedback on Class Assignments

Per [Timely Feedback on Assignments Policy S20-2 \[pdf\]](#), all students have the right, within a reasonable time, to know their academic scores, to review their grade-dependent work, and to be provided with explanations for the determination of their course grades.

Workload and Credit Hour Requirements

Success in this course is based on the expectation that students will spend, for each unit of credit, a minimum of 45 hours over the length of the course (normally 3 hours per unit per week with 1 of the hours used for lecture) for instruction or preparation/studying or course-related activities including but not limited to internships, labs, and clinical practice. Other course structures will have equivalent workload expectations as described in the syllabus.

University Resources for Students

Counseling and Psychological Services

The SJSU Counseling and Psychological Services is located on the corner of 7th Street and San Carlos in the new Student Wellness Center, Room 300B. Professional psychologists, social workers, and counselors are available to provide confidential consultations on issues of student mental health, campus climate, or psychological and academic issues on an individual, couple, or group basis. We also offer numerous workshops for students every semester.

To schedule an appointment or learn more information, visit the [Counseling and Psychological Services](#) website.

Peer Connections

Peer Connections is your campus-wide resource for **mentoring** (time management, note taking, learning strategies, adjusting to college, etc.) and **tutoring** (including over 200 different courses and undergraduate writing). In addition, Peer Connections provides **classroom support** through **Supplemental Instruction Leaders**, Learning Assistants, Peer Mentors, and Embedded Tutors. Your instructor will announce if a Peer Educator is in your class. Peer Connections also has a welcoming space for studying in the Student Services Center right near parking. All services are FREE to SJSU students.

Please visit the [Peer Connections](#) website for more information on services, hours, locations, or a list of current student success workshops. To make appointments for mentoring or tutoring, you may visit [Spartan Connect](#) and log in using your SJSU student ID number and password.

SJSU Cares

Students experiencing challenges meeting their basic needs including, but not limited to, access to food, shelter, and a safe space are encouraged to contact [SJSU Cares](#). Students who feel that their class performance may be affected by these challenges are encouraged to notify their professors, if comfortable doing so. Faculty members may be able to provide flexibility within the course for students working with a case manager.

Student Technology Resources

Computer labs and other resources for student use are available in:

- [Associated Students Print & Technology Center](#) in the Student Union (East Wing 2nd floor Suite 2600)
- [The Spaces and Technology](#) page at the MLK Library.
- [Student Computing Services](#)
- [Computers at the Martin Luther King Library](#) for the public at large
- Additional computer labs may be available in your department/college

A wide variety of audio-visual equipment is available for student checkout from [Collaboration & Academic Technology Services](#) located in IRC Building. These items include DV and HD digital camcorders; digital still cameras; video, slide and, overhead projectors; DVD, CD, and audiotape players; sound systems, wireless microphones, projection screens, and monitors.

Writing Center

The SJSU Writing Center offers a variety of free resources to help students become better writers. The center offers writing resources, workshops, and one-on-one and small-group tutoring sessions. Services support writing for students in all disciplines and at all levels. The SJSU Writing Center has two in-person locations, Clark Hall, Suite 126 and MLK Library, 2nd floor. Workshops and tutoring are also available through online platforms.

Visit the [Writing Center](#) website to make an appointment, or to use the many resources available online.

AAS 185 Ethnic Studies Methodologies Fall 2023

Course Schedule* Subject to change based on needs of the class

Week	Date	Topics, Readings	DUE:
1	8/21-8/23	<p>Getting to know you & community cultural wealth</p> <ul style="list-style-type: none"> ● Review Course syllabus ● Review Assignments ● Introduction to Research Methodologies 	Adobe entry homepage
2	8/28-8/30	<p>Power and Knowledge</p> <ul style="list-style-type: none"> ● Linda Tuhiwai Smith. <i>Decolonizing Methodologies</i>, Introduction and Chapter 1. ● Readings Due: Book: Myers-Lipton, <i>CHANGE!</i>, Student Victories (XI-XII), Preface (XIII-XVII), & Ch. 1 	
3	Labor Day (9/4) 9/6	<p>Research Harm & Refusals</p> <ul style="list-style-type: none"> ● Chapter 12. R-Words: Refusing Research Eve Tuck and K. Wayne Yang <i>Humanizing research: Decolonizing qualitative inquiry with youth and communities</i>, 223, 248. ● Tuck, E. 2019. Suspending Damage: A Letter to Communities. Harvard Educational Review. http://pages.ucsd.edu/~rfrank/class_web/ES-114A/Week%204/TuckHEdR79-3.pdf ● Myers-Lipton, <i>CHANGE!</i>, Ch. 2, p. 21-28 	Adobe Entry 1- Issue Development
4	9/11-9/13	<p>Reflexivity in Research</p> <ul style="list-style-type: none"> ● Sabati, S. (2019). Upholding “Colonial Unknowing” Through the IRB: Reframing Institutional Research Ethics. <i>Qualitative Inquiry</i>, 25(9-10), 1056-1064. ● Pillow, W. (2003). Confession, catharsis, or cure? Rethinking the uses of reflexivity as methodological power in qualitative research. <i>International Journal of Qualitative Studies in Education</i>, 16(2), 175-196. ● Book: Myers-Lipton, <i>CHANGE!</i>, Ch. 3, p. 31-38 <p><i>Optional Reading:</i> Villenas, Sofia. "The colonizer/colonized Chicana ethnographer: Identity, marginalization, and co-optation in the field." <i>Harvard educational review</i> 66, no. 4 (1996): 711-732.</p>	Adobe Entry 2 – setting the tone
5	9/18-9/20	<p>Building Critical Consciousness</p> <ul style="list-style-type: none"> ● Freire, P. (1982). Creating alternative research methods: Learning to do it by doing it. In B. Hall, A. Gillette, & R. Tandon (Eds.), <i>Creating knowledge: A monopoly?</i> (pp. 29-37). 	Adobe Entry 3- change theory

Week	Date	Topics, Readings	DUE:
		<ul style="list-style-type: none"> Chela Sandoval, "U.S. Third World Feminism: The Theory and Method of Oppositional Consciousness in the Postmodern World," Book: Myers-Lipton, <i>CHANGE!</i>, Ch. 4, p. 51-59 	
6	9/25- 9/27	Interview Methods <ul style="list-style-type: none"> Anderson, Kathryn, and Dana C. Jack. "Learning to listen: Interview techniques and analyses." <i>The oral history reader</i>. Routledge, 2002. 171-185 Sadeghi, S. Conditional Belonging. Introduction + Appendix (ch. 2 optional) Book: Myers-Lipton, <i>CHANGE!</i>, Ch. 4, p. 60-68 Book: Myers-Lipton, <i>CHANGE!</i>, Ch. 5, p. 71-82 	Adobe Entry 4- Building power
7	10/2-10/04 *Talk with Author	Participatory Action Research (PAR) <ul style="list-style-type: none"> Torre, M.E. (2009). Participatory action research and critical race theory: Fueling spaces for nosotras to research. <i>The Urban Review</i>, 41(1), 106-120 Guishard, M. <i>The False Paths, the Endless Labors, the Turns Now This Way and Now That: Participatory Action Research, Mutual Vulnerability, and the Politics of Inquiry</i>. <i>Urban Rev</i> 41, 85–105 (2009). https://doi.org/10.1007/s11256-008-0096-8 Book: Myers-Lipton, <i>CHANGE!</i>, Ch. 8, p. 129-141 	Adobe Entry 5- Research
8	10/9-10/11	Photovoice and YPAR <ul style="list-style-type: none"> Cammarota, Julio, and Michelle Fine. "Youth participatory action research: A pedagogy for transformational resistance." <i>Revolutionizing education</i>. Routledge, 2010. 9-20. Nojan, Saugher. "Muslim students combatting institutional inertia with participatory-action research." <i>Confronting equity and inclusion incidents on campus</i>. Routledge, 2020. 127-140 Book: Myers-Lipton, <i>CHANGE!</i>, Ch. 6, 87-98 	Adobe Entry 6- Group Dynamics
9	10/16-10/18	<ul style="list-style-type: none"> Book: Myers-Lipton, <i>CHANGE!</i>, Ch. 6, 103-108 	Midterm
10	10/23-10/25	Testimonio as Methodology <ul style="list-style-type: none"> Huber, Lindsay Pérez. "Disrupting apartheid of knowledge: Testimonio as methodology in Latina/o critical race research in education." <i>International Journal of Qualitative Studies in Education</i> 22.6 (2009): 639-654. Dolores Delgado Bernal, Rebeca Burciaga & Judith Flores Carmona (2012) <i>Chicana/Latina Testimonios: Mapping the</i> 	Adobe Entry 7- Strategy and Tactics

Week	Date	Topics, Readings	DUE:
		Methodological, Pedagogical, and Political, Equity & Excellence in Education, 45:3, 363-372, DOI: 10.1080/10665684.2012.698149	
11	10/30-11/1	<p>Critical Discourse analysis</p> <ul style="list-style-type: none"> • Espiritu, Yêên Lêê. "Toward a critical refugee study: The Vietnamese refugee subject in US scholarship." <i>Journal of Vietnamese Studies</i> 1.1-2 (2006): 410-433. • Costa Vargas, Joao. 2004. "The Los Angeles Times Coverage of the 1992 Rebellion." <i>Ethnicities</i>: Vol. 4(2) 209-236. (bCourses) • Book: Myers-Lipton, <i>CHANGE!</i>, Ch. 7, p. 111-126 	Adobe Entry 7- Strategy and Tactics
12	11/6-11/8	<p>Critical Quantitative Methods</p> <ul style="list-style-type: none"> • Zuberi, Tukufu. 2001. "Chapter Three: Eugenics and the Birth of Racial Statistics". In, <i>Thicker Than Blood: How Racial Statistics Lie</i>. Minneapolis: University of Minnesota Press. • López, Nancy, et al. "Making the invisible visible: Advancing quantitative methods in higher education using critical race theory and intersectionality." <i>Race Ethnicity and Education</i> 21.2 (2018): 180-207. • Book: Myers-Lipton, <i>CHANGE!</i>, Ch. 9, p. 143-150 	Adobe Entry 8- Campaign kickoff /plan
13	11/13-11/15	<p>Fighting for a better future</p> <ul style="list-style-type: none"> • Davis, A. (2015). <i>Freedom Is a Constant Struggle: Ferguson, Palestine, and the Foundations of a Movement</i>. Chicago, IL: Haymarket Books. (selected Chapters in PDF format available via Camino, complete e-book available through the SCU Library https://ebookcentral-proquest-com.libproxy.scu.edu/lib/santaclara/reader.action?docID=4351308&ppg=12) • Book: Myers-Lipton, <i>CHANGE!</i>, Ch. 11, p. 157-163 	
14	11/20-11/22	<ul style="list-style-type: none"> • Group time to work on campaigns and final presentations • Thanksgiving Break (No class on Wed) 	
15	11/27-11/29	Presentations + Final Review	
16	12/4-12/6	Final presentations due and portfolio Final Exam	

SOCIAL ACTION LOG SAMPLE

Date	Time in	Time out	Total time	Activities