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Developing Research-informed Strategies for Teaching 'Race' and Ethnicity in Higher Education

Stephen Spencer

Accompanying commentary on published works submitted in partial fulfilment of the requirements of Sheffield Hallam University for the degree of Doctor of Philosophy on the basis of published work.

July 2008



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1. The Published Portfolio

- Text 1.** Spencer, S (2006) *Race and Ethnicity: Culture, Identity and Representation*, Routledge.
- Text 2.¹** Spencer, S & Todd, M (2006) *Reflecting on Practice: teaching and learning issues in race and ethnicity*, C-SAP Monograph, Birmingham.
- Text 3.** Spencer, S (2006) 'Framing the Fringe Dwellers': Visual Methods for Research & Teaching Race & Ethnicity: A Sample Case Study, in Max Farrar and Malcolm Todd (2006) *Teaching Race in Social Sciences – New Contexts, New Approaches*, C-SAP Monograph, Birmingham pp 144-183.
- Text 4.²** Spencer, S (2006) *A Dream Deferred: Guyanese identity and the shadow of colonialism*, Hansib.
- Text 5.** Spencer, S (2004) *Framing the Fringe Dwellers* Academic Video, Available on C-SAP Website (film is divided into 9 separate video clips) http://www.teachingrace.bham.ac.uk/video_resources/
- Text 6³** Spencer, S and Radley, K (2006) *Under the Skin*, Academic Video, Available on C-SAP website (film is divided into separate video clips) http://www.teachingrace.bham.ac.uk/video_resources/
- Text 7** Spencer, S (2005) *Rhetorical Imagery*, PowerPoint Presentation C-SAP Race & Ethnicity Website http://www.teachingrace.bham.ac.uk/video_resources/
- Text 8** Spencer, S (2006) *Visual Methods for Research*, PowerPoint Presentation – C-SAP Race & Ethnicity Website http://www.teachingrace.bham.ac.uk/video_resources/

(In the following discussion these will be referred to as Text 1, 2, 3 etc.)

¹ Appendix 6 addresses Candidate's contribution to this co-edited text

² This text builds upon Master's research and is included here *only* to show how the material has contributed to the global case study approach.

³ Please see letter in Appendix 6 clarifying the Candidate's contribution to this video

Developing Research-informed Strategies for Teaching 'Race' and Ethnicity in Higher Education

The selection of published texts chosen for this portfolio demonstrates the Candidate's significant contribution to knowledge in the teaching of 'race' and ethnicity. The primary claim is that the eight published pieces, combined and used in Higher Education teaching, represent a resource which will enhance the process of teaching, learning and the understanding of critical issues in 'race' and ethnicity; assisting students in their transition to become autonomous and motivated scholars.

Further it is suggested that this body of work is part of a strategic pedagogical practice with wider applications across disciplines and represents a significantly original intervention in the approach to teaching sensitive areas of 'race'⁴ and ethnicity. The published work represents a progressive contribution, integrating case study research with teaching and resource production (both written and visual texts) to illuminate key debates in the field. The collected projects demonstrate originality in a number of key areas; this is noted in each section of the report; innovatory practice is a crucial element of this portfolio. The Candidate has individually (and as a co-editor and partner in video production) made substantial creative, innovative and original contributions to knowledge. The focus was initially on researching areas of content involving issues of race and ethnicity; the persistence of forms of colonialism, the experience of hybridity, cases of racism and inter-ethnic conflict and the complexity of ethnic identities. However, as the materials were produced there was an increasing concern with their teaching and learning aspects, and especially the application of visual research methods to enhancing student engagement and understanding in an original fashion.

The appraisal sets out to examine the methodological and theoretical basis for this claim showing how the reflection on issues and problems encountered in teaching led to a programme of research which was, in turn, utilised to enrich students' grasp of theory, bringing the social realities of race and ethnicity into the classroom. The portfolio is presented as an integrated strategy for teaching issues of race. The use of the term 'integrated' in this context implies that the components are interrelated and cohesive, but also that they are used strategically to bridge practices of teaching and research and to address real life issues and problems rather than merely cover a curriculum.

There is a strong emphasis on the use of visual methods to demonstrate theoretical concerns around the lived experiences of race, racism and boundary formation. Through research which has produced video sequences and still images, as well as through analyses of images found in popular culture, media and the arts, the candidate has sought to stimulate and challenge students to encourage a more active engagement in issues of race, racism and diversity when many seem increasingly disinclined to actively participate in these debates.

This portfolio has grown from the perception of problems encountered in the Candidate's teaching of issues of race since 1998. Although these issues are increasingly recognised as central to our social reality and as pre-eminent in the social sciences (see e.g. Back and Solomos, 1996: xi; Lemert, 2006:14) the academic treatment of issues of race and ethnicity within the social sciences appears contradictory and variable. As Jacobs et al (2006) suggest there has been an upsurge of interest in issues of race and ethnicity in the UK since the early 1990s. Yet despite this, it is an area

⁴ The term race is often presented in commas to indicate the contested nature of the term in the social sciences. However, from here on the term race will not be in commas but the Candidate acknowledges the problematic nature of the term.

which is surrounded by uneasiness (certainly in the academic context in which the Candidate is working) and is sometimes marginalised within the social science curriculum. Students and lecturers may feel constrained when broaching discussion in these areas – and paradoxically the status of such courses nationally has been recognised as fragile. The 2005 C-SAP⁵ Disciplines Survey reported increasingly serious concerns:

'...in relation to Ethnicity; interviewees were extremely worried about the threat of total disappearance, despite the fact that the subject matter is inter-disciplinary and often embedded in other disciplines. They related this to a lack of 'political will' to support the area in the current climate.' (Ryan, A, 2005, p13 – 14)

Uncertainty about issues of racism, ethnic identity and political correctness often seem to constrain discussion amongst students, perhaps for fear of breaching some hazily defined and misunderstood boundary. The 'current climate' defined by the aftermath of turbulent social and political events; the London bombings of the 7th July 2005, and other attempted acts of terrorism alongside fears about asylum seekers and refugees and the loss of national identity (real or imagined) have led to the disavowal of 'multiculturalism' as an officially endorsed perspective in popular political and media discourses (see Poole, 1997; Furedi, 2005; Malik, 2005). Indeed, New Labour has been criticised as restoring a discourse of assimilation (Back et al 2002; Rattansi 2004). It is therefore important to examine popular interpretations of these events and raise active discussion to enable a more reasoned debate.

The dominant political and social climate informs the perceptions, subject positions and identities of students and teachers, and these dynamics influence approaches to learning and teaching. For example if the tutor is white and the class is multi-ethnic, or the class is homogeneously white and the tutor is from a minority ethnic background and is visibly different, the scripted roles and expectations are likely to be quite different.

The process of developing materials for teaching based on research is an approach to academic practice which avoids the traditional polarity inherent in the terms 'teaching' and 'research' and instead recognises them as forms of scholarship similar to those outlined by Boyer (1990) i.e. Teaching, Discovery, Integration and Application (see Appendix 1). Focusing on a more inclusive view of scholarly activities helps to reduce the traditional divide between teaching and research, forging inter-connections between disciplines within the university as well as between the university and wider communities.

While the components of the portfolio contribute to knowledge in the area of race and ethnicity; through original ethnographic research, explorations and analyses of societal representations, they are also discussed here as components in a cohesive *pedagogical* strategy. The eight texts are cohesive and integrated as a body of work. Firstly at the level of general theoretical approach the texts share a broadly constructivist epistemology. Secondly, some of the content and cases in the texts overlap and interrelate, and thirdly at the level of strategic approach to teaching the texts develop the insights of research in a way that assists students to engage with and comprehend complex issues being taught.

To demonstrate the efficacy and coherency of this approach the appraisal will discuss in turn: an outline of epistemological and theoretical issues which underpin this work, the broad pedagogical strategy by which these texts can be considered elements in an integrated approach, and a more detailed discussion of methodological approaches (including: case study research, ethnography, visual methods, and discourse analysis). In addition a brief reflective chronology of the production

⁵ the Higher Education Academy Subject Network for Sociology, Anthropology, and Politics, based at Birmingham University

of the eight texts is included in Appendix 3, and appendices 2, 7, 8, 9, and 10 give additional details about the eight texts.

1. Social Construction, Identity and Representation

The epistemological approach taken by the Candidate is broadly constructivist. This means that the understanding of the social world is derived from interaction with others in our society and constrained and interpreted within the dominant codes of that society. The concepts or practices in a particular context may appear to be self-evident and natural but are really artefacts. Individuals and groups participate in the creation of their perceived social reality and this reality is ever evolving as social interactions occur. Alfred Schutz whose work focused on the process of social conventionalization stated that:

“All knowledge of the world, in common-sense as well as in scientific thinking, involves constructs, i.e., a set of abstractions, generalizations, formalizations, idealizations specific to the respective level of thought organization.”(1962:5)

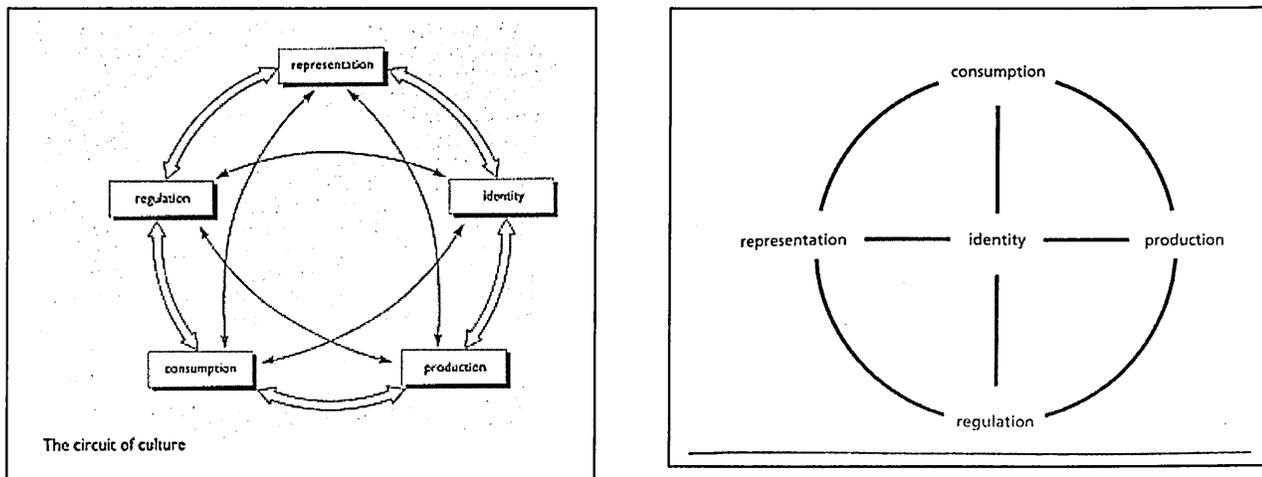
Schutz is suggesting here that social reality is not to be understood through simple given facts, but rather through selection, structuring and an active, ongoing process of production. It is these active and reflexive processes which are explored in Text 1. In the first 3 chapters the changing discursive constructions of the ethnic ‘other’ are discussed, indicating that a broadly consensual reality is constructed through historically different discourses (religious, scientific and economic). There is a focus on the importance of popular representations; with demonstrations of how various media reaffirm these perceptions as ‘natural’ and commonsense. Further these representations are shown to have political consequences as they disguise the mechanisms by which racial discrimination is perpetuated to the benefit of a white elite.

The construction and circulation of social meanings are profoundly important to our comprehension of issues of race and ethnicity, shaping the lived experience of racism and exclusion. Discussions of multiculturalism and immigration, for example, are frequently dominated by media rhetoric which suggests consensus and closure (for example the announcements of the ‘death’ of multiculturalism, or the image of a nation ‘swamped’ by asylum seekers).

Questions of ‘identity’ are central to any examination of the contested terrain of race and ethnicity.⁶ Text 1 traces the historical construction of race and ethnicity; examining the changing meanings of difference over time to reflect social, political and economic realities. A useful model, ‘The Circuit of Culture’ (du Gay, Hall, et al 1997), shown below, was adapted to discuss the central importance of identity in the ongoing process of making sense of cultural signs which are constantly being negotiated both internally within the individual and externally between the individual and others. Through these processes cultural signs and meanings circulate; social meanings are produced and consumed, reaffirming and regulating values through the media and other forms of popular representation. Arguably, the field of influences articulated here suggest a materialist ontology; linking the systems of signification to market forces which interpret and package social and cultural meanings as commodities in an exchange cycle (especially in the mass media). The texts overall cleave to this level of realism which (like the concerns of British cultural studies) maintain a diffuse yet pervasive relation to Marxist ideas.

⁶ One of the Candidate’s other published works is an interdisciplinary study of identity which was co-edited Gary Taylor and Steve Spencer (*Social Identities – Multidisciplinary Approaches*, Routledge 2006)

Figure 1. Right: Matrix of Cultural Identity which the Candidate adapted from Circuit of Culture - Left (du Gay, Hall, Janes, Mackay & Negus; 1997) (See Text 1 page 25 Figure 1.5)



Approaches emphasising signs and symbols divorced from social and political contexts in which they are manifest may neglect historical and material conditions. Professor Chas Critcher (Text 6 – Identity Politics) voiced concern about the emphasis on the post-modern at the expense of equality:

"... the problem with the emphasis on post-modernism of the symbolic is that you forget the material. One of the enduring things... is that there is still massive inequality between the white majority and the ethnic minority. And if we shift our identity towards the symbolic politics we're actually forgetting the material when actually we need to talk about the material *and* the symbolic." (Interview 24th Feb 2006)

The Candidate has made use of post-modern theorising in places to discuss, for example, the complex issues of subjectivity in post-colonialism, feminism and multiculturalism, but noted the implications of post-modern theorising:

'...postmodern and postcolonial readings of ethnicity which highlight that avoiding essentialist and universalizing views of the other in favour of specific localized subjects can have the uneasy consequence of developing an uncritical acceptance of relativism at any price, yet the complexity and fragmentation of the theoretical frameworks does mirror the fluid nature of identity allowing some sense of how individual subjectivity is constituted which could shed light on the complex and hybrid forms of ethnic identities.' (Text 1 pp. xvii - xviii)

In practice historical and material conditions are vitally important in understanding the construction of subjective, cultural expressions through which lived experiences of race and racism take place. However, the latter cannot be reduced to the former: '...these mechanisms simultaneously pre-exist and depend upon human agency' (Banfield, 2003: 61). These concerns have shaped an approach which, while recognising the validity of respondents' unique personal accounts, supports and contextualises these with a variety of other forms of data. This is particularly important in materials presented to Master's Level Qualitative Research Methods students (Text 3, 5, 6, 7, 8) not only to give a more 'realist' slant but to equip students to manipulate and critique the constructions of knowledge underpinning particular methodologies. While the Candidate makes a case for using visual methodologies (Text 3 in particular discusses

this), the valid contribution of visual analyses of culture is to provide context and experiential evidence of a vivid and immediate kind to combine with other analyses of cultural phenomena, including: statistical data, economic conditions, media representation, historical documents and interview and participant observation.

It was important in planning the texts to consider how students would read and make use of them. The ability to assimilate different theoretical paradigms was judged to be improved when everyday contexts and examples were presented; the models discussed above provide students with an indication of the complexity of cultural meanings.

A crucial challenge for students in Higher Education is to gain facility in applying theoretical models to different phenomena; this ability gives students a more autonomous and critical approach to study. However, many of the standard texts do not seem to encourage this form of scholarship. Bezuidenhout (2002) noted that introductory text books failed to encourage critical integrative thinking and were an obstacle to the integration of teaching and research. This criticism was an impetus behind the approach taken in the portfolio. Students may hone their critical abilities by applying different perspectives to phenomena, thus producing innovative and valid explanations. Bezuidenhout is right to suggest that there are problems with the level of undergraduate texts; they tend to be largely descriptive, and do not encourage students to examine issues critically; a skill that becomes increasingly important as students progress in their academic careers.

Therefore the concerns in this portfolio are divided between what could be considered to be an exploratory and reflexive approach to ethnography and theory which seeks to increase validity through multiple methods, and a pragmatic action research approach aiming to address problems encountered in the field of academic practice and to present students with a topology of theoretical strategies. The methodological approach which has generated this portfolio fits into the broad remit of action research as it is purposeful and designed to produce interventions in the teaching of complex issues of race and ethnicity.

‘Knowledge is always gained through action and for action. From this starting point, to question the validity of social knowledge is to question, not how to develop a reflective science about action, but how to develop genuinely well-informed action—how to conduct an action science.’(Torbert, 1981:145).

There is a tension between making original contributions to the field of sociology of race and ethnicity while producing practical teaching resources which are appropriate for students who are encouraged to become 'autonomous learners'.

2. Pedagogical Strategies

2.1 Developing Learner Autonomy

Learner autonomy means that students take responsibility for their development as learners, working in partnership with peers and tutors. It is essentially a more conscious and reflective approach to the process of learning. The Candidate has been involved with the development of a Centre for Excellence in Teaching and Learning (CETL) for Learner Autonomy (CETL Associate from 2005 – 6) and in particular the introduction of Personal Development Planning and students' use of e-portfolios, and embedding these changes into the learning process. Learner autonomy stems from a social constructivist approach to teaching and learning, which recognises that students' prior learning and socialisation are important in any understanding of effective learning. Social constructivist pedagogy generally incorporates two premises. Firstly, instruction must be

Secondly, instruction must be designed in such a way that students are provided with experiences that effectively interact with the elements of a student's cognitive make-up so the student can successfully construct their own meanings.

Constructivism involves the active formation and adaptation of thoughts and ideas (Howe and Berv, 2000). Consequently, emphasis is placed on the role of the student in the learning process as opposed to the role of teacher. A definition is provided by Fosnot (2005):

'Learning from this perspective is viewed as a self-regulatory process of struggling with the conflict between existing personal models of the world and discrepant new insights, constructing new representations and models of reality as a human meaning-making venture with culturally developed tools and symbols, and further negotiating such meaning through co-operative social activity, discourse, and debate.' (p.ix)⁷

This involvement with a CETL designed to bring about cultural change encouraged a re-appraisal of all aspects of teaching, learning and assessment showing the need for greater understanding of student needs in making successful transitions into and through Higher Education. Such an approach encourages students to build on their prior learning and experiences and develop a grasp of their degree area which is critical and more intrinsically motivated. The content and process of learning are increasingly combined and students become better able to reflect on their personal progress and the skills needed to succeed academically and in their transition into employment.⁸

This is clearly an important consideration in the case of complex issues of race and ethnicity. Students and teachers bring with them beliefs which reflect their backgrounds and identity; the meaning of 'whiteness' for example, is implicitly linked to normality; "...'being normal' is colonised by the idea of 'being white'." (Solomos and Back, 1996: 22). As discussed in section 1 the intention behind the texts is to demonstrate the socially constructed nature of race and ethnicity, to encourage a more questioning and critical analysis of the lived reality of race and racism. One way that the inherently political nature of social reality can be exposed is through the use of case study examples which illustrate the historically racialised nature of social reality and the inequality and racism which follow from these embedded values.

2.2 Research-Informed Teaching

The Candidate has come to understand the value of research as an integral part of academic practice rather than merely a means to an end. A process of developing teaching resources based on research has successfully been used by the Candidate as a practical strategy allowing research to be used innovatively in the classroom, and shared across disciplines, a method which may forge better links between universities and wider communities. The model below is a preliminary attempt to articulate the practical relevance of this integrated scholarly approach. The publications submitted have each been projects which demonstrate - individually and collectively - features of all four of Boyer's forms of scholarship.

⁷ See further critical discussion of this point in Appendix 8 : point 2

⁸ See point on 'marketisation' Appendix 4: p54

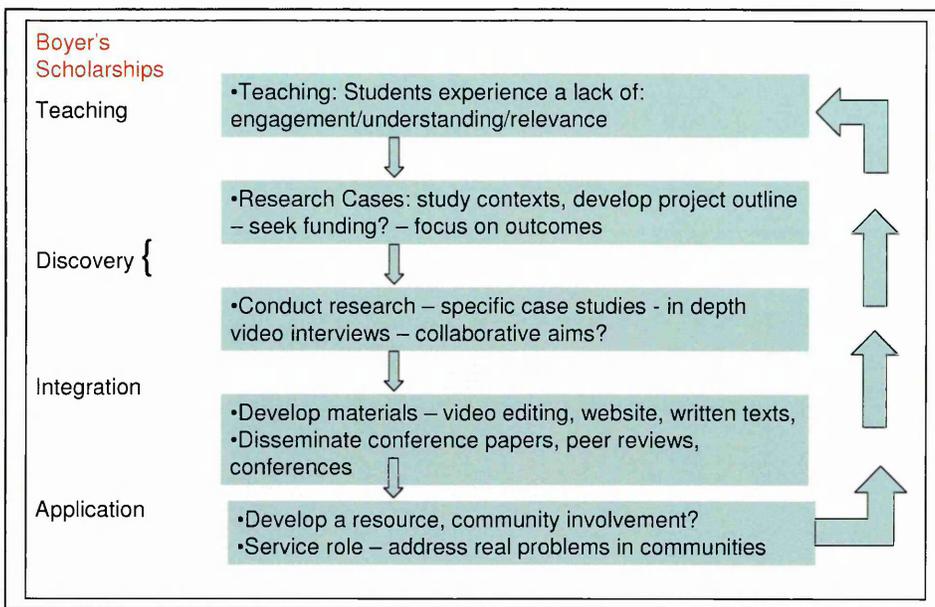


Figure 2: Model for Research-Informed Teaching

The model shows how the four scholarships (first articulated by Ernest Boyer, 1990): Teaching, Discovery (Research), Integration and Application, might equate to different stages in the process of research-informed teaching. Initially the experience of Teaching gives an awareness of problems faced by students (and teachers) which may highlight needs, resources, approaches and learning styles which need to be more fully addressed. The issues faced in the teaching of race and ethnicity have been the impetus behind several small focused pieces of research (Discovery). Next, 'Integration' refers to the manner in which the findings of original research can be interpreted, and resources devised which draw upon the insights of this research. Because the Candidate has pursued some video and image based research, the resource has taken the form of visually stimulating displays which relate both to substantive areas of content and context but also to critical methodological concerns. The resulting materials are being used across several disciplines locally and internationally. Boyer suggests Integration '... is serious, disciplined work that seeks to interpret, draw together, and bring new insight to bear on original research' (op cit, p. 19). In practice this may mean criticising and providing a serious review of the studies and their claims. Finally, the process of 'Application' suggests that (potentially at least) this approach can have wider influence, beyond the bounds of the specific university, to a broader national and international sphere. There can be attempts to collaborate and create links with community groups. In the case of the Candidate's work, long term relations between Sheffield Hallam University and other universities have been encouraged or enhanced by these pieces of research. The process of negotiated research created a connection between representatives in different communities. The case of the One Mile Dam community of indigenous people near Darwin is an example of a collaborative approach where the Candidate's work⁹, video and articles were used by the group to promote the defence of their home. Boyer saw this scholarship of application as the service role of the university to wider communities:

'How can knowledge be responsibly applied to consequential problems? How can it be helpful to individuals as well as institutions?...Can social problems themselves define an agenda for scholarly investigation?' (op cit, p. 21).

⁹ Currently video material has been produced about African Canadian identity creating another international link – see Appendix 9.

The responsibilities of the university to 'widening participation' and encouraging students to take part in the voluntary sector are examples of this role. It also equates to supporting social and political causes in collaboration with communities. In the case of the One Mile Dam community (referred to in Texts 1, 3, 5 and 7) the materials developed collaboratively might have been of some value in promoting awareness of the injustice faced by this group.

Of course, in practice the process is neither as linear nor determined as the model suggests. Motives for the research could vary and, while the emphasis here is on research developed to ultimately enhance teaching, this is not always as suggested above, due to some deficit. While there are always issues of how to explain social and cultural theory, research is not always reactive to problems faced in teaching (involvement in research may depend on complex factors within the institution, the discipline and the career stage and confidence of the tutor). However, Boyer's approach challenges the traditional polarity of teaching and research and is valuable in promoting a more holistic experience of academic practice and enabling students to benefit from a broader awareness of skills and processes giving them a more rounded view of scholarship.¹⁰

One of the key realisations from the processes reflected in the model was the value in eliciting knowledge of relevant social issues from accessible local sources; a practical and economical method of illustrating theoretical concepts through research-informed teaching. For students this is a key benefit. The perennial discussion about students' lack of engagement in Higher Education, suggests that students may lack motivation, often stemming from the struggle to adequately understand or apply theory to real life contexts. This problem may result from a lack of relevant and topical examples being presented to students, theory may seem abstracted from reality, and, in fact, not be clearly understood by tutors either. Thus the use of in-depth case studies may provide rich material which allows both academic staff and students to learn and debate real life cases in theoretical terms. However, how students engage with teaching resources is a complex issue and requires teachers who: '...look at teaching from the point of view of the learner, not the teacher. There is a strong association between this way of teaching and the quality and quantity of student learning.' (Ramsden, 2000: 1) Furthermore, the teaching process itself is a far from simple matter:

'University students' experiences of teaching and assessment matter more than particular teaching methods in determining the effectiveness of their learning. Perhaps less embedded in academic culture, though it follows directly, is the idea that "teaching" means more than instructing and performing and extends more broadly to providing a context in which students engage productively with subject matter.' (ibid)

Aside from designing a response to student learning and engagement, the approach is also a response to pragmatic issues. What are the logistics of managing a small piece of research for use in teaching? At a new university in which the predominant business emphasis is on teaching delivery, lecturing staff have work loads which very often inhibit their ability to participate effectively in research. Seeking pockets of funding and promoting the approach within the university and obtaining support from subject groups, in the Candidate's case through C-SAP (Centre for Sociology, Anthropology and Politics) has made research practicable and also offered a means for further disseminating and evaluating the approach.

The result of 'integration' and 'application' is – in this model – fed back into the teaching. It is very important that the use of the resources developed is carefully considered for its teaching and learning uses. The case study material is integrated into the delivery of lecture material and used as a catalyst for discussion and debate through a variety of methods. The embedding of video materials into PowerPoint presentations and into a virtual learning environment (like Blackboard)

¹⁰ See Appendix 8 for a critique of Boyer.

allows student to access the material in a structured manner.¹¹ The videos and written case studies provide examples which sustain a common focus in discussions about forms of colonialism and indigenous cultures, ethnic conflicts and rivalries, the drawing of boundaries, conceptions of diversity, assimilation, integration, multiculturalism, social identity, citizenship and the demonisation of certain groups through mass media sources. Powerful examples are provided giving a common focus and allowing students to consider the current developments in social, cultural and political contexts. However, the value of these examples to students is not easy to gauge; it must be admitted that factors which influence student engagement and motivation are complex and far from fully understood. As McInnis comments:

'We simply do not know enough about the changing motives, values and expectations of undergraduate students in relation to their level of engagement.'(2001: 13)

The portfolio is as an attempt to encourage integration of scholarships in the sociology of race and ethnicity. The Candidate's experience is that a culture of research and active learning is enhanced through a shift from a reliance on secondary sources to a research-lead approach, and from there, to approaches which are research-based and research-tutored, allowing students to develop a more active, operational role in research (see Healey's 2005 model, Fog. 8 in Appendix 1).

Using visual methods can emphasise the tangible, open and accessible as well as the complex, critical and problematic, aspects of knowledge construction. Examples are presented which demonstrate the role visual research methods can play in linking research, teaching and learning in social sciences, encouraging students to actively engage with the culture of research. The involvement of teachers in original research which can enrich their delivery is consistent with the concept of 'deep learning'. The key characteristics of deep learning (see Biggs 1999, Entwistle 1988 and Ramsden 1992) typically include: linking course/module content to real life; to show complex connections and interrelations between subject areas and critical analytical approaches to the subject. Students develop an intrinsic interest and autonomous approach to the area rather than relying on superficial or formulaic learning with rote learning of 'answers'.¹² However, while there is a long-standing belief that links between research and teaching are of central importance in Higher Education, being research-active does not necessarily lead to teaching that makes a difference; the measure of effective research/teaching nexus is the degree to which student learning, motivation and engagement is increased. Students may see staff research as beneficial for a number of reasons. Neumann (1994) concluded that staff research:

'...brought tangible benefits to students, mainly because students perceived that their courses were up-to-date and that staff demonstrated interest in what they were studying. Also, staff research interests gave students "the opportunity to see their teachers as real people and to be able to glimpse what they do, how and why" (Neumann, 1994, 335 in Jenkins et al 2007: 19)

However, other findings suggest that:

'Many students did not see themselves as stakeholders in research; research was seen as quite separate from them, or in Brew's (2006, 52) powerful phrase, "at arm's length" from their experience of their studies. In addition many students wanted staff research to be managed better so that the negative impacts, in particular, of staff not being available to students, were minimised.'(ibid)

In an effort to reduce this gap the portfolio uses vivid written and visual examples making theoretical ideas accessible rather than obscure or daunting, and hence engages students more in

¹¹ See Appendix 5 (pp 58, 60) for e.g. of how video material is presented on a VLE

¹² See a critical discussion of 'deep learning' Appendix 8 point 2.

the research. By choosing local and international examples, students' understanding of theory and their ability to integrate and apply knowledge are visibly strengthened. The cases are also a way of introducing reading which is often theoretically challenging to students. Because tangible case examples can provide the context, the theory is perceived as less abstract and easier to assimilate.¹³

In Text 1, for example, there are cases illustrating the dynamics of race and ethnic identity drawn from Mexico, Malaysia, Guyana, and Australia. In text 5 examples of lived experience; in this case the difficult conditions faced by indigenous Australians, are presented in video form, while in Text 6 the debates around multiculturalism are presented through the interlinked video interviews with academics, community members and a policy advisor. In this case 'context papers' have been produced which relate the array of visual materials to theoretical and pedagogical concerns.¹⁴ Similarly in texts 7 and 8 iconic visual examples (a series of PowerPoint slides) were chosen to elucidate complex theoretical concepts and encourage active analysis of topical issues. For example; Text 7 slides 4 and 5 demonstrate the implicit essentialism in the way 'otherness' was represented in 19th and early 20th Century texts. While in Text 8, slides 12 and 13 illustrate respectively: the boundaries which mark out ethnic divisions in British cities, and the variations in interpretation of signs depending on the subject position of the observer.

Moreover, by observing the open and ongoing nature of research in the area of race and ethnicity, some students are encouraged to take part in original research themselves; an essential part of developing scholarship. The examples of research, presented in this portfolio, are exploratory and open to critical scrutiny, rather than demonstrating finished or polished research approaches they illustrate a reflexive spectrum of approaches and interpretations. This accessibility seems to be important if research is going to be assimilated effectively:

'...staff who see their research as tentative and as part of a wider debate in the discipline, and see their teaching as supporting student conceptual change, are more likely to bring their teaching and research together. (Prosser et al. (2004, 2005)' (Jenkins et al 2007: 18).

Conveying a sense of the excitement of discovery in examining and exploring the social world counters the student perception of an academic gulf by which tutors and students are separated; instead the system is open and students are therefore more able to engage with research. It is therefore more important that students recognise knowledge as created, uncertain and contested, rather than controlled and directed by unassailable figures of authority.

'We suggest the way forward is to hold on to von Humboldt's view that "universities should treat learning as not yet wholly solved problems and hence always in research mode" (von Humboldt, 1970, quoted by Elton 2005, 110)' (Jenkins et al 2007: 45)

An approach which includes current research and connects with local as well as global communities is likely to maintain a more dynamic and questioning teaching approach, rather than one which presents a theoretical terrain which is abstractly complex. In addition the Candidate has also recognised that with the advent of new learning technologies there is a need for different forms of learning, teaching and assessment. Indeed the conception of 'students as junior members of the academy' (Elton 2008), and active users and creators themselves is one starting point which marks the movement from students as passive recipients of learning about research to taking an active approach to learning and research (as shown in the diagram by Healey Fig 8 Appendix 1 p39).

¹³ See Appendix 8 point 2 about meaning and context

¹⁴ These are currently being processed for inclusion on the C-SAP Race and Ethnicity site -- and also as a teaching pack to be circulated with a DVD of the video sequences.

2.3 Facilitating classroom interactions

So far this account has indicated a rough pedagogical strategy by which texts are designed and used for engaging students in debates about ethnicity in a way which maintains interest and encourages the integration of research into the process of teaching and learning through visual ethnographies. However, teaching in this area is socially sensitive; these are issues which are central to people's sense of self identity. One unifying strand which needs to be considered in assessing the contribution of the portfolio is the management of discussion and dynamics within the classroom, and the extent to which pedagogy permits a politically active role. These crucial aspects of teaching race and ethnicity were addressed by sociologists Charles Lemert and Mark Christian in keynote lectures at the C-SAP conference (*Race in Higher Education*) in June 2006. As Lemert commented:

'Race, if it can be taught at all, must be taught from within an honest recognition of the historical experiences of those affected by the violence of the capitalist world system from which most, if not all, teachers benefit.'(Todd, M and Farrar, M 2007:15).

This position of privilege suggests that there is a duty not to side-step the hard questions, to sanitise the history of colonialism (which was bypassed altogether in previous generations) the legacy of which has produced the current divisive world order. Moreover, teaching these issues is not just an academic exercise; Mark Christian asked a question which goes to the roots of the issue:

'...how do you measure someone's consciousness and her/his capacity to see through White privilege in order to make a concrete social difference in eradicating racialized discrimination in society?' (Todd, M and Farrar, M 2007:22-3).

Our personal identity and appearance will have affects on the dynamics of teaching within a multi-ethnic classroom. The contributions in Text 2 illustrate the need to be conscious of these dynamics, not overwhelmed by them, and indeed to use the discussion of identity to critically re-assess often ingrained and unconscious values. The exploration of anti-racist pedagogies offers teachers thought provoking ideas for re-assessing their classroom practice. Nasir's articulation of 'positionality' (pp71-98) addresses the asymmetry of the white tutor in a class of mainly BME students, or BME tutor in a predominantly white class. In the former position students might (perhaps reasonably) challenge the authority of the teacher to be able to speak authentically. In the latter the black tutor's analysis may be dismissed as special pleading ('well you would say that wouldn't you?') Recognising these dynamics, and thinking 'within the frame' is clearly important and allows teachers and students to better consider how knowledge is seen as legitimate. It is significant that several of the contributors (Korner, Housee, Nasir and Pilkington) make reference to the Frierean conception of pedagogy (Friere P.1972) as a means for breaking down societal barriers between teacher and student and recognise learning not as an oppressive tool for social control but as a means of greater freedom.

The aim of Text 2 was to give reflective reports from practitioners, highlighting the sort of incidents which arise and the active awareness needed to most benefit from, the at times fraught, classroom encounters when teaching race issues. Some of the contributors have experienced racism in their academic journeys; their accounts of experiencing discrimination as students added insight to their analysis of teaching. Some witnessed the racial tensions in the multi-ethnic classes they taught and the value of these insights was claimed:

‘...to show that this was not mere sophistry an instrumental exercise in modular learning with its prescribed outcomes and indicators, but a powerful and defining heartfelt force which can separate, corrode self-esteem and destroy lives.’ (Text 2, xx).

The importance of being alert to the changing dynamics of classes and the vulnerability of some members in the class requires quick and tactical thinking in the classroom to ‘...create an atmosphere of trust and confidence in which competing value positions, and their mechanics of power, can be openly examined and undermined.’ (Farrar, M. in Text 2 p16).

In the introduction to Text 2 the Candidate also offered a personal story (Text 2, pp xxvi-xx), highlighting the powerful emotions and intense personal meanings which discussions of race and ethnicity are likely to invoke. While delivering high quality content is always important, deeper learning, in which the concepts and theories are applied to the realities of everyday life, often occurs through more immediate classroom interaction. To rely on the content of the curriculum and adopt a *laissez faire* approach to the *process* of students’ learning is clearly unacceptable. In addition, it becomes clear that students (and lecturers) face some particular challenges in this area.

Firstly, the field of study is perceived as a potential minefield for the unwary; there is anxiety that we may infringe some barely understood boundary. This sense of not knowing the ground rules is one frequently commented upon by students and lecturers. Kohn suggests that:

‘...we feel that the subject is covered by a taboo, but we don’t know exactly what the rules of the taboo are. It seems important if not obligatory, to discuss cultural differences, but dangerous even to mention physical differences.’ (1996:1 - also cited in Text 2, xiii)

In addition, Korner and Garrard (Text 2, pp36-7) makes the point that race and ethnicity are not neutral terms which can be taught in isolation from their political and social consequences, the impact of racism and other forms of structural inequality stemming from ‘race thinking’, Korner argues, should be addressed before any real progress or conceptual understanding can be reached. These are issues which generate strong feelings and are at the heart of the individual’s sense of identity and social being. The accounts of critical incidents in teaching race Text 2 illustrate that there are substantial gains from an approach which engages students and confronts racism more directly. Secondly, effort should be taken to avoid an approach which is ethnocentric. How far does the curriculum reflect inherent biases and foreground white or Anglo-centric values? Efforts to include a broader base of literature are important and introduce students to the intercultural dimension of the debate, in the words of film maker, Josko Petkovic (1983) ‘The language of the oppressed has yet to be invented.’ Or as Spivak (1985) provocatively asks: ‘Can the subaltern speak?’. Cumberbatch and others make a plea for more heterogeneous sources to be used. Text 2 demonstrates a significantly original contribution (by both the Candidate and co-editor Malcolm Todd), collecting some of the most important, honest and searching reflections from teachers of race and ethnicity, and also offering some realistic lessons for other practitioners facing the same issues.

Third, there is a need to emphasise the constructed and shifting nature of perceptions of ‘the other’; social and political realities mean that the spotlight moves, highlighting different groups in different eras. In 70s and 80s African Caribbeans were under scrutiny and portrayed as muggers and rioters, today gun crime is the key focus, but while African Caribbean stereotypes are still plentiful, there is an inordinate focus on young Muslims (this is illustrated in the video sequence in Text 6 – Media Representations). Classroom discussion often begins with a shared focus on examples from current media as a catalyst for deeper theoretical debate.

Finally, teaching, research and commitment to social justice need not be incompatible, in some instances there is moral and political necessity for 'being an ally'.¹⁵ The One Mile Dam community a vulnerable group of indigenous Australians near the centre of Darwin was a group with which the Candidate had some level of collaboration. Although the actual contact was short-lived at just over a week, interest in their situation has been maintained and statements of support have been included on the group's website.¹⁶ A recent JISC / HEA project into the 'Tangible Benefits of e-learning' (Ferrell, Kelly, et al 2007: 22) which featured the Candidate's video work amongst others, also put this forward as a potential benefit.

'Sheffield Hallam University has reached out to more distant communities, such as an aboriginal group threatened by eviction who used e-resources developed for Sheffield Hallam students on their own website in order to publicise their case. The examples of education benefiting a social justice agenda within these case studies illustrate the manner in which an integral part of recent national and supranational policy can be translated into educational reality.'¹⁷

This highlighted case demonstrates the Candidate's original contribution to the field and its recognition by the Higher Education Academy as an innovative use of e-learning approaches to teaching.

3. Methodological Concerns

Having given a broad overview of the pedagogical concerns it has been shown that the portfolio supports students as autonomous learners, developing their independence of thought and critical skills. While Section 1 gave a brief background to the epistemological ideas underpinning the portfolio, what follows is a more detailed examination of some of the methods used. These eight texts are intended as either teaching materials or as papers which discuss strategies and approaches to teaching and research in Higher Education.

Research Methods are central to the teaching of sociology, and being able to describe the processes and problems encountered in research and articulate these with visual examples has been of great value. Not only do the varied research settings help to contextualise theory, but they provide active discussions of the processes of setting up and pursuing research. Approaches in the Texts are often questioning and reflexive, allowing more open discussion of their validity. There are four particular methodological areas examined below with the aim of demonstrating the innovative contribution to knowledge the candidate has made by using: case studies, critical ethnographic approaches, visual methods, a focus on representation and semiotic analysis. Due to the word limits some further discussion of the 8 texts is provided in Appendices 2, 3 and 4 (summary of aims, target audiences, and broad processes undertaken in their production) and Appendices 6 and 9 (for more critical and reflective comments on the texts).

¹⁵ 'An ally is a member of a dominant group who rejects the dominant ideology and takes action against oppression out of a belief that eliminating oppression benefits everyone'. (Bell, Lee Anne (1997).

¹⁶ See e.g. <http://www.pariahnt.org/onemiledam/>

¹⁷ See Ferrell et al (2007) Camel - Tangible benefits of e-learning wiki
<http://camelbelt.pbwiki.com/Sheffield-Hallam-Learning-Resources-and-Activities-case-study>
In addition see critique of these claims for 'social justice' from ethnography Appendix 8 point 3

Case studies are central to the approach because of their illustrative power and economy of resources. Case studies can be usefully divided into *instrumental* or *intrinsic* (Stake 1995). Sometimes the case is *intrinsic* to a researcher's line of study; it appears as the inevitable focus of a specific study (e.g. in Text 4 the examination of ethnic plural society in Guyana was the chosen focus, so specific examination of diverse groups in Guyana was fundamental. However, extending the analysis of plural societies to examine whether similar dynamics of power and conflict occur in similar contexts elsewhere in the world, leads to a more instrumental choice of certain cases (e.g. Text 1 used interviews with Chinese-Malay students as part of a central argument about ethnicity and conflict in post-colonial plural societies; they provide a telling portrait of one lived reality of such a conflict. (pp 180 -186)

The collected cases in these texts stem from an intention to provide in-depth examination of the formation, maintenance and conflict between, ethnic identities in varied cultural contexts. The intention was to present students with relevant examples of the constantly evolving dynamics of ethnicity; showing the persistence of colonialism (in different forms) and highlighting the role of societal representations of 'race' and ethnicity as essential to the process of constructing difference. Perhaps the greatest strength of case studies is that they bring theoretical processes to life; allowing one to test and generate theoretical ideas and demonstrate the manner in which theory illuminates everyday life. However, case studies are by no means a clear or easily described approach; there are many definitions and little agreement on their methodological value. Chamberlain, et al. (2004) refer to them as:

'One of the most misunderstood research approaches in the social and behavioural sciences. Researchers do not even agree if the case study is a method, methodology, paradigm or approach....added to this confusion are the multiple definitions...'

The Candidate has used the contained pieces of research which make up the portfolio as illustrations of theoretical issues or points for discussion, and also to highlight inherent concerns about methodology within qualitative research. Despite the contradictory definitions in the literature, certain definitions seem to embody the aspects of case study which have proved most useful pedagogically. Firstly case studies can be described as an:

'Umbrella term for a family of research methods having in common the decision to focus on enquiry around *an instance in action*'. (Adelman et al 1980:49 my italics)

The action basis of the cases chosen is important, as it lifts the discussion of historical, socio-cultural, and political processes out of the often abstract context of scholarly literature into lived reality. Cases give voice to the experience of oppression, discrimination – or equally liberation and realised identity – of real people. This is especially the case when the account is recorded in the person's own words and in the context in which the person lives. Although each case may be a unique instance, cases are often of interest because they represent variations of a similar context. For example, the cases of 'bipolar ethnicity': Malaysia, Guyana, Trinidad or Fiji,¹⁸ are each culturally unique, yet bear remarkable similarities due to the common effects of colonial rule in these societies. The struggle for independence and political power in the aftermath of colonial administration tends to re-invoke ethnic identification and rivalry in the ensuing struggle for political and economic power. Similarly, while the treatment of Australian indigenous people in Northern Territory is different to the conditions in New South Wales or Victoria, there are many similarities. Further there are similarities to the Australian treatment of indigenous peoples to the conditions faced by First Nations people in Canadian provinces (despite the differences between the countries).

¹⁸ See e.g. the case of Guyana in Text 4

While it is important to search for what is common and pervasive, in the case study, the focus is often less on generalization than understanding the particulars of a case in its complexity:

'The principle difference between case studies and other research studies is that the focus of attention is the individual case and not the whole population of cases. The case study focuses on a bounded system, whether a single actor, a single classroom, a single institution, or a single enterprise - usually under natural conditions - so as to understand it in its own habitat. ... It is a complex dynamic system. We want to understand its complexity.' (Stake, in Jaeger, 1988 p. 256).

It is this level of detail and complexity which is especially revealing and makes the cases presented fertile context for the teaching of race and ethnicity; showing how:

'Local voices retool the semantics of ethnicity by being specific. Their specificity defeats the manipulation of ethnicity, itself a nexus of power. Failing to hear the subaltern voices, still newer forms of oppression may masquerade as 'ethnic' and be promulgated as such by intellectuals.' (Shoeburn, 1993, 48 in Finnstrom 1997)

This implies that it is important for ethnicity to be understood in context and not as an abstract category. Furthermore, Tellis (1997) suggests that case studies can be 'multi-perspectival analyses' allowing the oppressed a voice, and countering the frequent sociological presentation of the powerless or the homeless from the vantage point of the elite. By employing a series of case examples drawn from recorded interviews and a variety of other evidence, the Candidate examined ethnic relations in different world regions and used these as examples to explore theory. (For example Text 1, pp161-8 discusses how several theoretical paradigms could be applied to the preceding chapter (pp136-161, Case Study: Indigenous Australians).

The strengths of this approach are firstly the ability to develop in-depth specificity and insight into complex issues, while at the same time; their great convenience is the use of fewer resources and the contained nature of the case which can be an excellent illustration and test of theoretical ideas. Certainly too, as the researcher examines a case closely it is more likely they will become aware of important, influential factors outside of his/her preconceived ideas, arguably increasing their validity (see Ratcliff, 1995).

However, there are potential shortcomings to the case study approach. It is debatable how far case study results can be indicative of more general trends in social phenomena as by their nature they examine specific instances in detail. However, Yin (2003) has refuted this; explaining that it is a mistake to try and select a 'representative' case or set of cases, because:

'The problem lies in the very notion of generalising to other case studies. Instead the analyst should try to generalise to "theory" analogous to the way a scientist generalises from experimental results to theory.' (Yin, 2003: 38)

In addition rather than strengthening validity by producing new and divergent findings, the study: '...may become merely an extended anecdote, without evaluative relevance.' (Cheetham et al, 1992: 29). The use of, anecdotes, jokes, and a wide range of other personal narratives are a rich source of cultural understanding, and all evidence is ideally considered in the light of several other sources. Flick (2006) suggests that narratives may be more authentic as they are from a more immediate source and less prone to researcher influence. However, narratives may be distorted and

anecdotal and the result of rehearsal, but this does not invalidate them, as long as they are considered in the broader social and political context.

The example of the anecdotal story in Text 4 (pp 68-9) is a good case in point, it may be an 'unreliable memoir', but such stories, are a highly meaningful form, which like this one, have wider symbolism for the culture as a whole.

The narratives which contributed to the video Texts 5 and 6 present a range of interpretations of 'aboriginality' (Text 5) and 'multiculturalism' (Text 6). These and other texts employ a diverse range of sources and perspectives, including: samples of recent media, archive imagery, current statistical data, recorded speech of participants, descriptions gleaned from participant observation, video recordings. These combine to present a composite picture of the context (see Appendix 7, Fig. 11 p56). While using multiple sources does not ensure that the researcher is immune from misinterpreting the situation, it certainly makes such distortion less likely.

Despite the need for caution, the case approach has enhanced the teaching of race and ethnicity, bringing theoretical understanding to real life cases and illuminating understanding of theory by presenting 'instances in action' to students.

3.2 Ethnography

The case study is an instance in the flow of social life; scrutinised from different angles and providing critical insights into theoretical explanations for social phenomena, and may be considered to have different intentions to ethnography:

'Ethnography is inward looking, aiming to uncover the tacit knowledge of culture participants. Case study is outward looking, aiming to delineate the nature of phenomena through detailed investigation of individual cases and their contexts.' (Cohen, A. 2003 Abstract)

Yet case studies frequently use ethnographic approaches to generate, and generalise to, theory; setting boundaries to the project perhaps based on an event or a local situation. It seems important here to address some of the issues and decisions which have led to the portrayal of other cultural groups in this portfolio. These concerns go to the heart of research into ethnic identity. It is all very well to suggest that these case study accounts are authentic, but, the problem is, whose account is being given? Can an outsider merely act as conduit for other social realities, and, as the above suggests, bring raw experience of other cultures into the classroom? The short answer is 'no' and it would be naïve in the extreme to suggest that recording voices, stories and aspects of daily life is done without researcher bias. Indeed the purpose of research is to mediate between different constructions of social reality. The researcher's own construction of reality is inevitably part of the description. Ideally, the resulting account: 'allows interpretations and influences to pass in both directions.' (Davies, C. A. 1999: 6)

Ethnography is understood by the Candidate as essentially a reflexive project. The challenge is '...to grasp the native point of view, his reaction to his life, to realize his vision of his world.' Malinowski (1922, p. 25) but this vision must be: '...from the vantage point of everyday life.' (Jenkins, R. 2008: 5) Sarah Pink defines ethnography: '...as a methodology...an approach to experiencing, interpreting and representing culture and society that informs and is informed by sets of different disciplinary agendas and theoretical principles' (Pink, S. 2007: 22). This is a far cry from the traditional positivist definitions of the term which attempted to objectify the research encounter and bring back a description intact; untainted by the researcher's distorting subjectivity.

Pink suggests that ethnography is intimately linked to subjectivity as a central feature of the process:

'...reflexivity is not simply a mechanism that neutralises ethnographer's subjectivity as collectors of data through an engagement with how their presence may have affected the reality observed and the data collected. Indeed, the assumption that a reflexive approach will aid ethnographers to produce objective data represents only a token and cosmetic engagement with reflexivity that wrongly supposes subjectivity could (or should) be avoided or eradicated. Instead, subjectivity should be engaged with as a central aspect of ethnographic knowledge, interpretation and representation'. (Pink 2007:23)

However, some post-modern thinkers have suggested that ethnography is always a construction, a 'fiction', merely the ethnographer's version of reality (see e.g. Tyler in Clifford J and Marcus G E. 1986) but, the effect of post-modern theorising as Dickens and Fontana (2004: 220) argue is to strengthen ethnography rather than to dismiss it:

'...postmodernism broadens the field of ethnography by accentuating awareness of research practices, problematising the role of the ethnographer as author, and drawing attention to ethnographic reporting procedures.'

The tendency of so-called post-modern ethnography is to employ multiple sources to examine the phenomena in question from many, rather than one privileged or expert, viewpoint. The Candidate has, in several cases, attempted to use a variety of methods to document the dynamics of culture. For example the use of 'researcher-created' (Prosser, 2006) still imagery, participant observations, various interviews with people in an informal community, and also with academics and activists, video clips, newspaper headlines, archive materials (19th Century caricatures) as well as government statistics and literary and anthropological representations formed the basis of the interpretation of the indigenous cultures examined in Darwin. The resulting accounts in Text 1, 3, 7 and 8 draw on the political and sociological debates around this specific case. The interpretation of other cultures is, then, an *intersubjective* process, in which the subject positions of the researcher and the informants both contribute to the account. Sarah Pink makes this point clearly when she suggests that:

'It is not solely the subjectivity of the researcher that may shade his or her understanding of reality, but the relationship between the subjectivities of researcher and informants that produces a negotiated version of reality...' (Pink, 2007: 24)

In texts 3 and 8 the Candidate has emphasised this point in relation to the collaborative approaches to understanding the relationships between indigenous and white Australian cultures, drawing on the work of film makers Cathy Warren and indigenous academic Marcia Langton to explore progressive approaches to ethnography. To quote Text 3:

'Recognising this process of negotiation is of great assistance, not just from the viewpoint of a fairly untutored film-maker, but also for the implications it has at the 'receiving end' for the theoretical framework students are supplied with which enable them to think about the reflexive nature of film as a medium rather than a static portrayal of ethnicity as a picture of a distant reality. It appears that there may be a strategy developing here which – while more demanding – could be a great deal more rewarding for showing the development and synthesis of cultural identities.' (p178)

positivism in qualitative research to a more inclusive and reflexive approach which does not privilege the ethnographer over the subject, but also avoids extremes of relativism. Hammersley (1992) proposal for a 'subtle realism' makes the suggestion that a middle ground is possible, somewhere between naïve realism and relativism. However, Banfield (2004) has highlighted the lack of depth and flatness of Hammersley's negotiated viewpoint, and argues that a critical or transcendent realism has much greater explanatory adequacy linking as it does to Marxian views which Banfield sees as essential for an emancipatory ethnography. Certainly critical realism would be more appropriate to pursuing an anti-racist approach to pedagogy and research. Banfield suggests that Hammersley is able to argue for a free floating, 'subtle' approach because he avoids questions of context and purpose:

'Behind his screen of pragmatism, Hammersley casts a shadow-image of nuanced subtlety floating freely between realism and antirealism; positivism and relativism; structure and agency. He is able to do this because he leaves vague the ideas of context and purpose.' (ibid p56)

Critical realism would allow a more committed but still analytical stance eschewing the relativist platform which enshrines difference and identity politics as the antidote to structural domination by grand narratives. While the subversive value of difference is accepted, to uncritically embrace *all* difference seems to be fatally flawed and is, arguably, the thinking behind racial categorisation rather than an equality agenda - in Kenan Malik's words 'The philosophy of difference is the politics of defeat...' (Malik, K. 1996: 265) Connelly emphasises the value and social justice associated with Critical Realism (CR):

'Against postmodernism CR insists that the truth of a situation can be identified and that this truth inescapably carries with it a set of values. Against ethical relativism CR does not celebrate all instances of difference and diversity. Authoritarian and anti-democratic discourses need to be contested and subjected to a radical pluralist democratic critique which seeks to uphold universal principles of truth, justice and freedom (Smith, 1998 ; Collier, 1999).' (in Connelly, J 2001)

While the Candidate was motivated by pragmatic solutions to addressing student learning this discussion about re-connecting ethnography with ontological and political realities, allows a depth of realism which better captures the lived experience of ethnic identity. These are central concerns for students embarking on their own research and considering the authenticity and validity of their approaches. Banfield (2004:62) goes further and suggests that embracing critical realism '...could see a radical transformative practice worthy of ethnography.' The transformative potential of ethnography, and in particular the use of video ethnography, is an important aspect of the Candidate's project. Following from this brief discussion of ethnography, the next section will examine the features of the visual approach through which some of the case material has been recorded and presented, providing a flexible resource for research and teaching.¹⁹

3.3 Visual Research: Production, Representation and Analysis

We are living in a visually saturated culture (Gombrich, 1996); it has been suggested that late modernity has undergone a 'visual turn' towards an increasingly 'ocularcentric' culture (Jenks, 1995) and the primacy of the visual media in student's lives make visual methods an attractive addition to the repertoire of the social scientist.

¹⁹ Please see further critical discussion of ethnography in Appendix 8 point 3

Video and still imagery can add depth, texture and connect viewers to the immediacy of lived reality in varied global contexts; this has been a primary concern in this portfolio in relation to accounts of race, ethnicity, identity and multiculturalism. Several of the items in the portfolio are directly concerned with exploring the visual dimensions of social phenomena (Texts 1, 2, 3, 5, 6, 7, and 8). There is also a concern in several texts to explore the process of representation and interpretation to suggest techniques which could equip readers to look critically at visual signs of the boundaries of race, ethnicity and racism (e.g.. see Text 1 Chpts 1 and 2; much of Text 3; and Texts 7 & 8) .

Three specific uses of visual case studies are highlighted here. Firstly, video provides the opportunity of bringing theory into the classroom through articulate and informed thinkers in the field. By conducting video interviews with a number of social scientists in the area of race and ethnicity it was possible to obtain some original and incisive and nuanced readings of some key debates. It seems reasonable to suggest that listening to 'experts' must be valuable to students, and enhance their possible engagement with critical ideas about race. Indeed as Wieman (2004) suggests:

'Today's educator should aim not simply to produce more scientists, but rather to get all students to learn to think about science like a scientist. Similarly, the goal of education in general is to get students to think like experts more broadly.' Wieman (2004 in Jenkins 2007: 5)

1: Drawing upon expertise



Figure 3 Drawing on Expertise

Each of the above took part in a video interview, discussing issues as wide ranging as: the meaning of multicultural (Les Back) and race and representation in the mass media (Chas Critcher) and the question about limits to diversity in UK society (Ann Phoenix) or the contrast between human rights and rhetoric of multiculturalism (Michael Banton) or the policy initiatives planned to create 'community cohesion' (Nick Johnson, Policy Director of the CRE) or the history of colonial oppression of indigenous people (Sonia Smallacombe, Head of the School of Australian Indigenous Knowledge Systems, Charles Darwin University).

Students were also able to follow up these interview extracts online and were given readings which complemented them. For example Text 5 sequences were used in conjunction with readings from Steven Muecke's seminal article 'Available Discourses on Aborigines, and Text 6 sequence 'Assimilation' followed readings by Ali Rattansi (2006) Open Democracy article 'New Labour New Assimilationism' and David Goodhart's (2004) article 'Too Diverse?' in *Prospect* magazine.

Some textual references are made in the video sequences themselves: e.g. in Text 6: (sequence entitled 'No Limits') a quote from Goodhart is used to open the debate and both Anne Phoenix and Nick Johnson make a critical comment about the idea of society becoming 'too diverse'. When students are able to watch and observe live commentaries, theory and public debate are given a critical but also, highly accessible context.

Secondly, in a very similar way to recording expert or academic knowledge, video ethnography can capture personal narratives; giving special insight into lived experiences recorded in people's own words and in their own domains. The decision to include substantial examples of individual narrative was made for several reasons. Video narrative records are a powerful visual form bringing an authenticity of lived experience to the teaching of race and ethnicity. Critical Race Theory (CRT) notably, recognises the power of individual voices to provide a 'counter story' to expose and challenge consensus (Ladson-Billings 1985, Delgado 1998). These theorists have argued that storytelling can reflect the experience of racialised minorities, an experience which is essentially different because it takes place within the frame of racism. Therefore, to move outside hegemonic whiteness and better understand the oppression experienced, these voices need to be heard and understood in their own terms. Similarly to Muecke's view of the restrictive lexicon of white Australia (see Text 1, pp19, 100, 140, 165) CRT seeks to rupture this consensus and hence counter the commonsense understandings which are dominant. Les Back (pictured in Fig. 3 above) discussed the manner in which dominant meanings were imposed on our understandings of diversity in the wake of terrorist bombings. He talked of this consensus as the process of placing 'political copyrights' on events like the 7/7 bombings. (Les Back Interviewed in Text 6: 'No Limits', 2006)

'It is this centralizing of the marginalized voice that is often tabled as a significant contributory aspect of CRT... Storytelling and counter-storytelling methodologies are thus seen as 'race' centred research that can effectively voice the experiences of black people in a bid to offer different or competing versions of the 'truth' that is often the prerogative of white social scientists (Delgado, 1995).(Hylton, K 2005).

In the examples below, Lloyd Samuels worked with us collaboratively to give the benefit of his experiences of African Caribbean identity; his upbringing in Birmingham and Sheffield, and his observations about identity and belonging and the fragmentation of the local black community in Sheffield. Similarly Malcolm Cumberbatch discusses on video his experience as a migrant from Barbados to the 'mother country'; the journey of anticipation made by so many Commonwealth migrants in the 50s and 60s. Certainly such accounts could be transcribed and read, but the visual power of these narratives is considerable because it is immediately in context and addresses the lived reality of the experiences with non-verbal emotion. Perhaps the most powerful example of the visual context of the interview is witnessed in the example of Aboriginal community leader David Timber. The community he represents is one of the most marginalised and neglected in the western world the visual impact of the squalid conditions of the camp where the interview takes place bring the immediacy of the situation into the classroom.

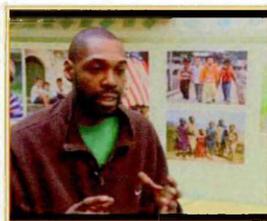


'I read somewhere during the Bosnian war... I think... about 'ethnic cleansing' well I'm beginning to think that that's what's happening here, it must be some kind of ethnic cleansing'
David Timber Coordinator of the Kumbutjil Association (One Mile Dam Community (still from Text 5 - 2004)

'I walked the streets evening after evening in the darkness reading newsagent's windows to see if I could get a new flat , a new room, stuff like that. And sometimes it would say 'blacks, Irish - No Blacks No Irish No dogs, or some times you'd get 'Blacks need not apply' or you know.. but it was firmly saying that you weren't welcome - but and then the more insidious ones I thought, was the ones where it didn't say anything but you went and got the door slammed in your face as soon as they saw who it was. Or if you rang and they didn't realise what voice or accent it was and they'd say well come in and you went and then they saw it was you - you got the racist treatment - I think that was probably the worst.'



Malcolm Cumberbatch, Political Sociologist, From Text 6 (Arrival) Still from Gaumont British News, Issue No 1510, 24 June, 1948 - Newsfilmonline



'So you saw this whole kinda change of things, and when you get to this point now, you actually can see an area like Broomhall, where we're sitting now, and this was like the epicentre of the Black community - you would never know that nowadays. And we're not talking about 15, 20 or 30 years ago - we're talking between 10 and 7 years ago - you know? This was the epicentre of the Black community...' Lloyd Samuels, Community worker and broadcaster, Still from Text 6 (the Divided City)

Figure 4 – Using Personal narratives from Video Texts 5 and 6

A third benefit of using visual research in teaching is that it can be used to develop a critical approach to the visual representations of social reality. bell hooks (1997) talks of 'enlightened witnesses', suggesting that students, rather than avoiding the distorting mirror of media representation, could arrive at a critical perspective allowing them to recognise the processes by which social realities are constructed. The visual is a highly political domain with competing versions of reality being envisioned and broadcast. Mirzoeff, (2006: 3) refers to this simultaneous interaction of different visual modes as 'intervisuality'. The authority of the visual is prone to be harnessed to *directly* propagandist causes. There are many recent examples of contentious representations of news stories. For example the coverage of the invasion of Iraq in 2003, or, recently, the riots in Tibet, by both Western and 'foreign' news sources demonstrate the partiality in portrayals which are cropped and anchored to give entirely different readings.²⁰

Thus, it is important that students develop a critical eye to begin to recognise the ideological processes which lie beneath the visible surfaces, the choices which have been made in the editing and filtering to arrive at the view point which is presented as the norm or the natural.

²⁰ See e.g. a Chinese site - <http://www.anti-cnn.com/> which points to Western TV news as propagandist (or contrary to their own propaganda).

Encourage critical discursive approaches



Racist

Romantic

Anthropological

Tourist

Fig 5

This postcard imagery shows the popular myths of Aboriginal people as static and at home in nature. –
Used in Text 1, 3, 5

Research using video and still images demonstrates to students the interplay of discourses; the relations of knowledge and power exhibited in popular culture and in ethnography (often the gap between 'fiction' and ethnography is difficult to detect. See for example Atkinson 1990: chpts 3 and 5). Popular images of Aboriginal people tend to operate along narrowly discursive lines suggesting primordial views of culture as static and 'primitive' and close to nature. Indeed the term 'Aborigine' itself is shown to be part of the operation of colonialism reducing several hundred complex societies to one generic term (see quote from Gary Foley, Text 1: 31).

In the example of the postcard (above Fig. 4) 'Australian Aborigines' are portrayed as close to nature, immersed in water, the children are prominent (arguably suggesting a theme of infantilising the other) and surrounded by timeless aspects of their culture. Steven Muecke's notion of 'available discourses' is a useful one here. Muecke (1982) contended that white Australians possessed a very restrictive lexicon for speaking and understanding about 'Aborigines' (see Text 1 pages 140, 145, 165 and Text 3 pages 150, 177, 180).

Additionally, in today's social context, the 'tourist' discourse reprises and rejuvenates these primordial views of the indigenous 'other'. While such semiotic treatments of images could be claimed to be subjective interpretations of a potentially open text, the choice of imagery and the prevailing social and political climate needs to be understood to demonstrate a valid knowledge of the construction of 'aboriginality'. Visual representations like this then are rich texts which expose the ideological biases of the dominant culture, and allow students to critically engage with the context and content as well as the processes of analytical research.

However, it is necessary to emphasise that visual methods are as problematic as other approaches and do not provide some magical conduit into an unmediated social reality. Rather, imagery is always potentially preyed upon for expedient political uses; and analysts need to be especially careful to avoid what Umberto Eco (1965) referred to as 'aberrant decoding'²¹ which can lead to the misinterpretation of signs and the misrecognition of individual and group motives, intentions and identities.

²¹ The problems of interpreting (decoding) a text by means of a different code from that used to encode it. (see Glossary Text 1)

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5708 SOUTH EAST ASIAN AVENUE
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TEL: 773-936-3700

MEMORANDUM FOR THE RECORD
DATE: 10/15/1964
SUBJECT: [Illegible]

[Illegible text paragraph]

The presentation of these visual resources is important and it has been immensely helpful for students to have the flexibility of an electronic approach to using visual material, and has made it much easier to integrate these visual texts into teaching practice, typically using PowerPoint and embedding the clips into presentations, and using the streaming server to make video sequences available outside of classes (See Appendix 6 pages 61 and 63 for examples of how the sequences are displayed).

For students who are engaged in research of various kinds (particularly forms of ethnography) these illustrative examples, accessed both in the format of class delivery or privately via Blackboard, presented examples of fieldwork issues, ethical dilemmas, interview approaches, questions of representation and interpretation, the value and use of case studies, and, more generally, the benefits, problems and implications of the use of visual methodologies. The intention was to evoke for students the nuances of the issues and problems faced, the immediacy of interpersonal communication and the attempt to elicit a 'thick description' (Geertz, C. 1973) of the place, people and events being studied.

These examples demonstrate the efficacy of visual based research in presenting complex issues in an innovative and accessible way. In addition the strength of visual material like this is that it can be instructive and encouraging for students who are embarking on their own research. Several Masters' level students were shown examples of video interview material (Texts 5 and 6) as part of the module on Qualitative Research Methods when considering the set up of their own research projects. These students were asked to comment on the value of the videos, not only as case studies which conveyed rich ethnographic descriptions, but also texts which allowed them to reflect upon the problems and ethical dimensions of research:

"I found the use of visual material within the class very useful as they frame the research well and give context which can allow for a greater understanding, and a step, for the researcher, towards that which it is sought to understand/explore and gain insight into."

"...brought out aspects of, say, interview technique that would be very hard to get across on paper, when I was doing some interviewing for the diss (sic) I realised that you don't get this perfect interview where you can control all the topics to be discussed, to get to the things I was looking for it helped to allow the interviewee to talk about the things they wanted first."

"I did find the use of video materials in class this year to be really useful, I think what I most vividly remember was the video on aboriginal communities that you had made. I think when a case study is introduced and discussed in class and then supplemented with a video it resonates much more, I suppose for the obvious reason that you can see some of the features discussed demonstrated in front of you and it allows the viewer to form an opinion on the strength of evidence, for example you can read about the marginalisation of aborigines but I now can actually visualise examples of it with the footage of people in communities literally on the fringes of society and contrast it with the images you see from the 'other side' of aborigines getting drunk, during the day on the side of the street."

These visual materials were employed in a reflexive and original fashion to not only deliver new findings in substantive research about ethnic communities, but also to critically examine the processes and issues of the research process and as examples for teaching about the efficacy of visual methods of research.

3.4 Modes of Analysis - Critical Semiotic Approaches

As has already been discussed a major emphasis of the portfolio is upon the importance of representation in understanding the formation of societal meanings about race and ethnicity. Introducing the concept of representation, Texts 1, 3, 7, 8 explore the semiotic process by which images are interpreted and dominant codes through which ideas of race are constructed. The Barthesian concept of myth is illustrated through the images of otherness found in popular ethnographies of the early Twentieth Century (p18) and the CRE poster campaign (p23) is used to demonstrate du Gay et al's (1997) 'circuit of culture' (Fig. 1 p7) by which a matrix of social processes operate to convey dominant values reproducing and regulating meaning. The poster demonstrates the complex alternative meanings which can be produced from such an image, but looking at other signs and the intertextual context in which the image exists, may suggest the genealogy of a preferred reading. Similarly in Text 1, Chapter 6, the historically racist and demeaning caricatures (p151-2) and the current romanticised tourist images (p145) of 'Aborigines' typically portray a culture locked into a romanticised, primordial past, and are shown to be in stark contrast to the impoverished urban condition of many indigenous Australians (146-7).

While the Candidate makes reference to Barthes' semiology and presents some of the concepts of myth and signification as useful in the understanding of everyday and commonsense meanings of race and ethnicity (see Text 1, pp14-17) this does not imply an adherence to Barthesian theorising, which must be recognised as problematic. Semiotics in the Barthesian tradition as Strinati (1996: 123-128) suggests is hard to validate empirically, meanings do vary hugely depending on the context. However, it does seem reasonable to suggest that certain signs are employed and evoke dominant (preferred) and traditional values, although clearly these values may be disputed, negotiated or rejected as suggested by discussion of Hall's 'reading strategies' in several of the texts (e.g. Text 3 p151 and Text 8 slide 6) .

Barthes does suggest that signs are potentially polysemic, but, also that there are dominant values and meanings which are foregrounded in certain texts. However, mainstream semiotics makes assumptions that the highlighted meaning of a text is self-evident and can be arrived at through a mechanical procedure, when in fact the openness of the sign may make the semiotician's reading only one of many possible. Chandler (1999) sums up the collective criticisms of semiotics suggesting that although some have rejected a purely structuralist semiotics this does not exhaust the scope of semiotics. The movement towards a 'social semiotics' recognises the social context and the complexity by which semiotic systems operate in real social situations (the work of Robert Hodge and Gunther Kress 1988, has been significant here). The Candidate embraces this broader emphasis on social context and on the processes of production while recognising the value of Barthes' *Mythologies* (1957) which was ground-breaking in the manner by which the unquestioned, everyday features of French bourgeois culture are exposed as constructions that protect and maintain the dominant ideology in society. It is this political and context-specific sense of semiotics in which race and ethnicity is discussed:

'The way in which we interpret these signs and the process by which we make meaning is largely dependent on the context in which we are 'reading' the signs.' (Text 1 page 15)

To make Text 1 accessible to student readers it seemed essential to convey some sense of the complex construction and mediation of cultural values; the invisibility of 'whiteness' is discussed as is the contingent construction of otherness for those who are visibly different to the 'white standard'. Original examples were sought which might demonstrate the techniques and encourage students to use these techniques. There is a discussion too of the crucial role played by mass media in affirming a habitual sense of what is 'normal'. Subsequent chapters discuss the history of race

and ethnicity as emergent and shifting signifiers of difference. A strength of this approach is that it focuses upon the cultural production and reproduction of meaning and suggests that identity is formed, maintained and negotiated within a matrix of culture. (see Text 1: pp 24-28). Hall's discussion of race as a 'floating signifier' (1997) is noted and the fluid discursive nature of the concept is illustrated by table 2.1 (p35 adapted from Theo Goldberg's (1992) article on different discourses of race) to demonstrate hierarchical race thinking, and the constructed nature of the concept as parasitic upon the dominant social and political values of each era, showing them to be functional discourses which maintain the political value of 'othering' vulnerable groups.

Overall the Candidate grounds such discussion of semiotic processes and signification in historical context and does not rely merely on speculative analyses but supports these with more empirical data (a case in point is Chapter 6 which presents a range of both quantitative and qualitative evidence in the discussion of indigenous Australians). The value of such analyses is to expose the material consequences of the construction of difference, and how such differences are constantly presented as 'natural' categories.

"Mainstream semiotics" emphasizes structures and codes, at the expense of functions and social uses of semiotic systems, the complex interrelations of semiotic systems in social practice, all of the factors which provide their motivation, their origins and destinations, their form and substance. It stresses system and product, rather than speakers and writers or other participants in semiotic activity as connected and *interacting* in a variety of ways in concrete social contexts. (Kress and Hodges 1988: 1)

In other words semiotics needs to be practical and relate to an account of how the process of meaning construction is linked to views of social reality. It is for this reason that the Candidate has upheld a realist epistemology and was careful to suggest a variety of techniques of analysis are necessary rather than relying on the privileged subjective voice of the 'expert' ethnographer or semiotician:

'Unless semiotics confronts this relationship, it can have no relevance to the world of practical affairs with its confident assumptions about "reality", and it cannot account for the role of semiotic systems in that world.' (ibid p23).

The Candidate's research has used what Prosser (2006) describes as 'researcher found' images, like the text book images in Text 1 (pages 18, 128-130, 132). Here too the examples are original and add something new to the debate about the construction of race, drawing on 1930's ethnographic imagery. These are valuable in discussions of the underlying ethos which produced them and good material for honing skills of critical analysis. Such examples are manifestations of dominant, imperialist discourse in which the peoples of the world are portrayed in paternalistic and hierarchically Darwinist terms. For example the Aborigines (page 18) are presented as a static, Stone Age culture fated to die out due to their inability to adapt. The Algerian and Sudanese women (pages 128 -132) are included as indicative of Said's discourse of orientalism, but further point up the feminist critiques of Said; attacking the apparent portrayal of a unified discourse which ignores the importance of women in the western construction of orientalism.

One way of grounding the analysis of culture in material production is through these analyses of interlinked popular imagery from historical to more recent signs to show the formation of dominant discourses. This is managed effectively about indigenous Australians. (Text 8, slide 19 illustrates the manner in which different visual and textual evidence added to observation creates a strong and convincing case – see Fig.11 p56).

Another exploration of signification using creative visual materials for teaching is shown in Text 8 (slides 17 and 18) see Fig. 7 - below. The work of Panizza Allmark brings out the manner in which we make sense of images and fit them into our existing framework of knowledge; they are complex semiotic commentaries on the pervasiveness of the media in our understanding of serious social and political issues. When presented with these students tend to speculate on the intended meanings of the images and extend the contexts into complex narratives which demonstrate the shared (and divergent) codes by which we read such images.



Fig 6: The Process of Making Sense: Left 'After the Incidents No. 1' and Right 'After the Incidents No.2 - Dr Panizza Allmark, 2006

Text 7 and 8 resources which further illustrate the potential for visual methods to enhance social research. They contribute a significantly original perspective to the understanding of media messages, drawing on ideas of narrative and using images like these to highlight to students the many possible meanings available and the restricted readings imposed by, for example, mainstream news channels. However, 'the study and use of visual images is only of use within broader sociological research enterprises, rather than as ends in themselves' (Bank, M 2001: 178). There are others who would argue that visual sociology is much more than simply a method to enhance the data of established sociological paradigms. As Margolis (Online, 2004) asks: 'Do we have a sociological stare to mimic Foucault's medical gaze? Are we building an application, a language, a spectacle, a simulacrum?' These are important questions for the development of this area but, for the moment, the Candidate is using visual approaches to enhance other forms of research, as already discussed video texts 5 and 6 and slides, Texts 7 and 8, are used to explore debates and uncover and expose ideological meanings in a visually interesting fashion.

Overall the visual and written texts combine to produce original and illuminating theoretical accounts of the dynamics of race, ethnicity, racism, the colonial gaze, hybridity, inter-ethnic conflict, and media representation of otherness. To sum up the Candidate recognises the need to examine the complex construction of race, ethnicity and identity through societal representations of individuals and groups. The process of construction is anchored to material (economic and political) forces, and in several texts (1, 2, 3, 4, 5, 6) draws from conversations with real people who are experiencing the reality of alienation due to everyday racism or are between cultures and raise questions about hybrid identity.

visual methods for both researching and conveying issues of relevance has become central to this process. The reflective development of video and stills material has allowed the discussion of many of the most pertinent issues in a way which is authentic, drawing upon representations of current events while also demonstrating historical continuity (see e.g. the historical imagery of racial types (Text 1, pp 40-41 and caricatures pp151-2) and in this way giving case studies greater depth and validity.

The portfolio items have each focused on understanding race and ethnicity, often illustrated with case examples and visual media. Some of the materials produced are offered, not as definitive statements, but rather as stimuli for debate and critical appraisal (this is true of some of the juxtaposed sequences which make up Text 6). This approach is important as it allows students greater autonomy; there should be a constant, critical and open process whereby the research cases are discussed in terms of the potential insights they might allow, the application of theoretical ideas to explain these cases and how cases might be linked together to deepen knowledge and understanding of phenomena. For example, the video sequence in Text 6 (Competition and Ethnic Rivalry) which focuses on the friction between African-Caribbean and Asian stall holders in a local market can be usefully linked to issues of conflict in the Caribbean (see Text 1, pp169-175) and to discussion of conflict theories (E.g. Text 1 'Marxist Theories' p82-92). However the candidate is also producing a series of 'context papers' which will offer suggestions on how each video sequence can be used within a course of study – including possible seminar questions and research activities.

These resources are intended to add momentum to changes in the way students engage with complex subjects nurturing a more inquiry-led approach encouraging a spirit of critical enquiry rather than spoon-feeding ready-made material. It is intended that the creative visual aspect of the texts will open more possibilities to students wishing to embark on their own research by demonstrating the wealth of valuable and accessible local resources, and analytical tools needed to understand and discuss theory. There are signs of this occurring in the Masters Qualitative Research Methods (as already shown). In addition, a new 3rd year module the Candidate has helped launch, Culture, Media and Consumption, has allowed students to create portfolios which explore specific communities or facets of popular culture using a broad palette of audio-visual and electronic resources. The increasing use of e-learning approaches can help students make transitions through university and into a future career; becoming confident and autonomous learners and creating a stronger culture of scholarship.

It has been shown how the portfolio marks an innovative and significantly original approach to the problems faced by teachers of complex areas in the social sciences. The originality is apparent in the content and form of these materials and their design as a cohesive strategy to forge greater engagement and clearer understanding of theory from students by presenting new and vivid examples drawing on case study material garnered from local and international sources. The texts are available as resource materials for different audiences with different objectives. For example material from each of the video projects has been used with 2nd year modules: 'Identity and Diversity' and 'The Big Issues in Sociology' and with final year and Masters level students studying Ethnographic Methods and Qualitative Research Methods. By showing examples of key interviews to students, it is much easier to open up the discussion of ethical and analytical problems entailed in interviewing and using visual data. Other subject areas and faculties have also shown interest in using these materials (e.g. staff from the School of Education, and School of Urban and Regional Studies have used the sequences from Text 6 in their teaching).

Conclusions

This critical appraisal has identified the pedagogical aims of the portfolio and shown how the eight components are part of an integrated approach; developing resources which bring a research focus to the teaching and discussion of complex theory. The texts have been shown to be a coherent body of work united by similar theoretical and pedagogical purposes to inform and enhance student's knowledge of issues of race, ethnicity, representation and research methods.

This body of work has been assessed in terms of its potential use in teaching and as a significant contribution to knowledge about the social, cultural and political aspects of race, ethnicity and identity. Some of the central methodologies and theoretical approaches which underpin this work have been critically discussed both here as well as within the texts themselves (and further discussion is in Appendices 5 and 8). The Candidate's reflections on the process of designing and producing these components and their implication for professional development, are included in Appendices 3, 4 and 7, showing that collectively this body of work makes a substantial contribution to the developing culture of academic scholarship at the university where the Candidate is based as well as broader influence to other institutions. The use of visual and textual case examples are combined in a valid and sustaining manner to support how theory illuminates everyday life; this work uses innovative and varied techniques to keep students interested and enhance their grasp of concepts allowing further reflection on the practices of research.

The projects, taken together, illustrate in an original and innovative fashion the importance of a more conscious approach to academic practice, helping to bridge the traditional divide between research and teaching and developing deeper approaches to teaching, learning and research. The development of a website (discussed in Appendix 7) has been a unifying thread illustrating that the underlying practice of integrating teaching and research can yield flexible resources able to be utilized for a variety of projects for lecturers, students and researchers. While there are some possible criticisms of the texts and their classroom use (see Appendix 8) these are concerns which can be addressed and resolved effectively as the project continues to evolve. Finally, Appendix 9 demonstrates that this collection is only the beginning of an unfolding approach to research and teaching which aims to further include students as scholars.

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²² This paper is also a feature of the website which was set up by the Indigenous community at One Mile Dam, in Darwin, Australia.

[www.pariahnt.org/onemiledam/pages/Framing the Fringe Dwellers.htm](http://www.pariahnt.org/onemiledam/pages/Framing_the_Fringe_Dwellers.htm)
<http://www.pariahnt.org/onemiledam/>

Appendix 1

The Teaching / Research Nexus

Ernest Boyer's scholarships:

Boyer believed that higher education's focus on scholarship was too narrow, focused almost exclusively on traditional, basic research, and devalued teaching and other important responsibilities of faculty, such as service. He proposed a broader conception of scholarship:

'Surely, scholarship means engaging in original research. But the work of the scholar also means stepping back from one's investigation, looking for connections, building bridges between theory and practice, and communicating one's knowledge effectively to students.'
(Boyer, 1990, p.16)

This perception of more continuous processes is valuable in nurturing an awareness of the complex activities which make up academic practice and moves away from the rift created by compartmentalised view of scholarships:

'We believe the time has come to move beyond the tired old "teaching versus research" debate and give the familiar and honourable term "scholarship" a broader, more capacious meaning, one that brings legitimacy to the full scope of academic work.' (ibid)

The diagram below derives from Lynch (2006) and shows the interlinked nature of scholarly activities. Actually the separation suggested by the model is misleading as these are much more fluid and interconnected areas.

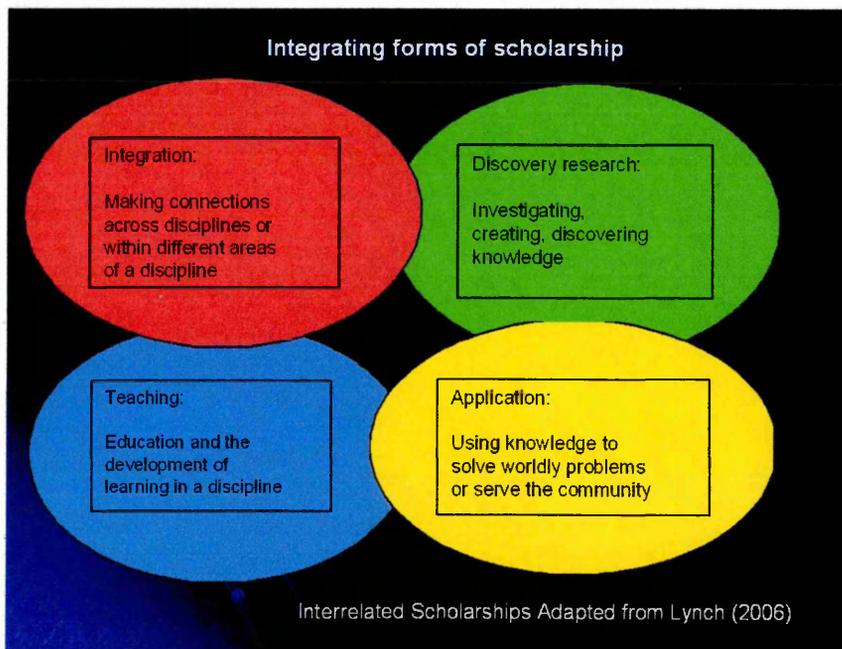


Fig 7. Interrelated Scholarships, Slide used in presentation at St Francis College, Brooklyn Heights, March 16, 2006.

According to Boyer, a broad conception of scholarship includes four forms: Firstly the **Scholarship of Teaching**: There are controversies here and the more passive view of 'teacher' to 'student' and the relation of power and knowledge are addressed, especially in Text 2, traditional forms of conveying knowledge may contain implicit problems and ethnocentric features which reproduce the dominant social order.

Secondly the **Scholarship of discovery** which encompasses basic research, gathering knowledge for the purpose of discovering how things work and within this the pursuit of research through various methodologies, and endeavours such as applying for grants to enable research to take place. Thirdly the **Scholarship of integration** involves interpreting and drawing insights from the findings of original research. This is similar to the function of Text 2 and 3, which draw together observations and research into teaching strategies, integrating and summarizing them, perhaps creating new conclusions, implications, and interpretations from the integration which may be of increased value to other practitioners. Further this form of scholarship is about the way academic communities share and build upon the knowledge which is gleaned from their endeavours, through conferences and special interest groups, websites and wikis etc. Knowledge in this way can be utilised across disciplinary boundaries; in just this way the materials in the websites, videos and monographs have been utilised.

Finally Boyer's **Scholarship of application** is perhaps the least recognised form of scholarship. Applying the professional knowledge base to solve practical problems outside the university. This form of scholarship attempts to relate the service role of faculty to scholarship. Examples of this type of scholarship include efforts to help solve practical problems in educational settings by applying professional theory, conceptions, methods, and findings, such as action research projects, grants obtained to conduct such scholarship, etc. This vision of integrated scholarships has been one of the most influential conjectures about the roles and responsibilities in higher education in recent years:

'Ernest Boyer proposed four necessary and interrelated forms of scholarship - the scholarships of discovery, integration, application and teaching. Together they have become known as the scholarship of engagement (Boyer, 1996). For many, this work underpins all work-related learning and includes a sound basis in the literature, application and reflection. It has inspired over a decade of service learning internationally where community service as a scholarly activity is promoted by the university as a means of teaching social responsibility and a means of shaping future citizens.' (Langworthy, A. 2005: 4)

The texts in this portfolio are interwoven aspects of a common approach which integrates scholarships to overcome problems of understanding and encourage greater interest in the area of 'race' and ethnicity. It becomes apparent that through this project an academic practice has emerged which encompasses the scholarships of Discovery (research) Application, Teaching and Integration. The latter form is evident in the interest the Candidate has received for his materials from several related disciplines including Urban and Regional Studies, Education and Health and Well Being. In addition these resources and approaches to research have been utilised by teachers and researchers in other universities in UK (John Moores University Liverpool, Northampton, Birmingham and Spain (University of Zaragoza) USA (St Francis College, Brooklyn)

2. Approaches to Research-Informed Teaching

The diagram below (Fig 8: Healey 2005 in Jenkins et al 2007 p28) is useful as it highlights the different orientations to linking research with teaching. The Candidate has articulated a model which might enable a transition from a more orthodox research-led or oriented to approach to a more active student focused one. Currently the resources in this portfolio are an ingredient in more 'research-tutored' approaches - and the potential for students to use approaches to their own research certainly at 2nd and 3rd year levels is beginning to occur. The movement from a passive student group to one actively engaged in original research is one of the consequences of approaching students as requiring more autonomy to take charge of the process of their own learning. Inquiry-based approaches are being used increasingly with our 1st year students, so there is a cultural shift which is giving students a more questioning and critical basis to their studies.

Griffiths developed a framework to evaluate how the teaching /research nexus is applied.

- **Research-led:** where students learn about research findings, the curriculum content is dominated by staff or current disciplinary research interests, and some or much of the teaching may emphasise information transmission
- **Research-oriented:** where students learn about research processes, the curriculum emphasises as much the processes by which knowledge is produced as knowledge that has been achieved, and staff try to engender a research ethos through their teaching; or
- **Research-based:** where students learn as researchers, the curriculum is largely designed around inquiry-based activities, and the division of roles between teacher and student is minimised.

Healey (2005a) has expressed these differences diagrammatically using two axes (Fig. 1). One classifies approaches to linking teaching and research according to the extent to which students are treated as the audience or as participants; while the second axis classifies the approach as emphasising research content or research processes and problems. Healey identifies a fourth category 'research-tutored' (was added to this framework by Healey) In this category students learn in small group discussions with a teacher about research findings. Healey sets out these relational categories diagrammatically From Jenkins et al (2007) pp28-9

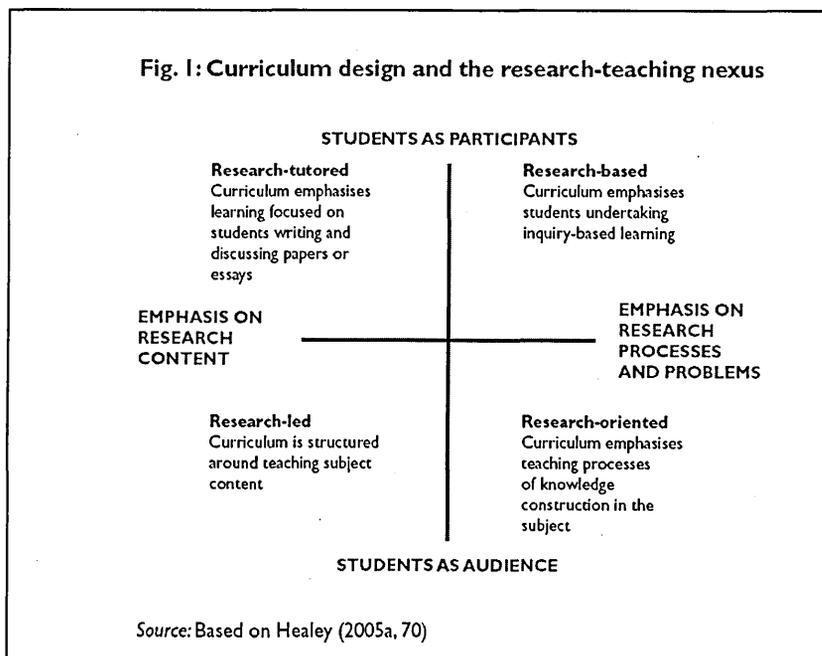


Fig. 8: Healey's model of curriculum design and research-teaching nexus – in From Jenkins et al (2007) pp28-

Appendix 2 – Type and Purpose of Publication

Type of Publication	Number of items
Sole authored book	2 (Text 1 and 4)
Edited book	1 (Text 2)
Refereed articles	1 (Text 3)
Videos	2 (Text 5 and 6)
PowerPoint Displays	2 (Text 7 and 8)
Total	8

Fig 9 – Type of publication

Text 1, which was published by Routledge, was designed to be an accessible, student-centred text with a focus on theoretical approaches to key issues of race and ethnicity including: identity, representation, history of race classifications, colonialism and conflict. Text 4 was published through Hansib, and has been included to show how previous research has been utilised in a concise analysis of the case of ethnic divisions in Guyana. This case is drawn upon in several other publications (including Text 1).

Both the edited book and the chapter in an edited text were published through C-SAP. The videos and PowerPoint displays were part of a dedicated Race & Ethnicity website which has been set up under the auspices of C-SAP.

Purpose of the Portfolio Components

Text No.	Purpose of Publication	Process / Methods used
1	<ul style="list-style-type: none"> • Provide a text to cover key areas of race/ethnicity teaching • Show the relevance of understanding everyday imagery and sign systems in understanding processes of race-making. • Aimed towards 3rd year social science students – introduces cultural studies concept which many are not exposed to. • Using small-scale research and examples from popular culture develop examples which illustrate theoretical debates • Provide a resource which has a global focus and gives sufficient examples from both media sources and case research to assist students with understanding theoretical approaches 	<ul style="list-style-type: none"> • Consider student's problems and interests • materials were added to and modified as a result of 'road testing' in the class during the year in which the text was in preparation • built upon existing literatures about constructed nature of 'race' and ethnicity, ideas of culture and representation, history of racial classification, and overview of theoretical approaches • Research using case studies, use of semi-structured interviews, analysis of dominant discourses, participant observation approaches, extensive review of secondary sources – used to show dynamics of plural societies, inter-ethnic conflict, hybridity and multiculturalism. • Analyse representations using critical discourse approaches and cultural studies approach to the text. • Apply topological view of theories to cases to demonstrate to students (e.g. Chpt. 6)
2	<ul style="list-style-type: none"> • Critically discuss strategies for teaching race issues • Aimed to further the debate about critical pedagogies, amongst colleagues nationally/internationally around teaching of race and ethnicity • Focus on classroom dynamics and personal impact of the issues, 	<ul style="list-style-type: none"> • Helped to initiate and contributed to a forum on 'race', C-SAP (2004) • Call for papers for a monograph • Reflection on issues of identity, subject position, impact of teaching styles, strategies used in multi-ethnic classroom. • write introduction – establish editorial links with contributing writers • Editing contributions, design index, obtain endorsement, produced cover design...
3	<ul style="list-style-type: none"> • Aimed towards practitioners in classroom as well as visual researchers; object to encourage more considered use of visual methods for research and teaching • Make contrasts between media types 	<ul style="list-style-type: none"> • Synthesis of feedback after showing video At C-SAP Conference (2004) • review of visual pedagogical literature • Conceptual and theoretical analysis, issues of objectivity and ethics of ethnographic film • Writing and revision – produce still images
4	<ul style="list-style-type: none"> • Building upon previous MA research to produce a readable short text • Aimed at academic and more general audience for Caribbean issues • 	<ul style="list-style-type: none"> • extensive literature review of the issue • participant observation • post-structuralist readings of identity formation and conflict in colonialist regimes • interviews, case approaches

	<ul style="list-style-type: none"> with the 40th anniversary of independence. Analysis of the impact of colonialism and theoretical explanations for conflict in a case of bipolar ethnicity 	<ul style="list-style-type: none"> central theme. Setting up an index Launch at Guyanese High Commission 2006
5	<ul style="list-style-type: none"> Develop visual approaches to teaching Target audience - 2nd, 3rd and MA level Present a complex case study through visual means 	<ul style="list-style-type: none"> Setting up contacts via internet and email, Initial preparation for interviews and observations case study approach – Obtaining permissions – showing support for vulnerable community Choice of interviews, editing decisions Screening and obtaining feedback Developing uses in teaching, division into sequences, use in Powerpoint Extensive work to divide into sequences for C-SAP website
6	<ul style="list-style-type: none"> Develop video as a learning tool to critically examine issues of multiculturalism All levels - but in particular 2nd and 3rd year students on 'race' modules 	<ul style="list-style-type: none"> Project design, interrogate concept of multiculturalism Setting up critical themes Choice of interviewees Conducting interviews Devising simple graphics and animated sequences using PowerPoint slides Transcribing interviews Editing the material Feeding copies of the rushes back to the contributors, ensure acceptance of the edited material Introducing and screening to student societies to peers Developing the context papers – guidelines for teaching using the sequences Disseminate at conferences and via the C-SAP race and ethnicity website
7	<ul style="list-style-type: none"> Demonstrate pedagogical value of imagery in the teaching of race Flexible resource for 3rd year race and ethnographic methods modules 	<ul style="list-style-type: none"> Conceptual and theoretical analysis Test use and modify in teaching Presented at C-SAP conference (2005) Add teaching notes – rough guidelines for the use of each image Used in teaching 2nd and 3rd year Ethnography and Race modules
8	<ul style="list-style-type: none"> Provide critical appraisal of the use of visual methods in qualitative research Flexible resource for 3rd year race and ethnographic methods and Masters level Qual. Research Methods 	<ul style="list-style-type: none"> Literature review Critical analysis of various uses of visual culture and research Conceptual and theoretical analysis Draw from case examples

Fig.10 Purpose of the Portfolio Component

Appendix 3: Chronology of the Research

1. During April – June 2003 I developed a draft proposal for a text book on issues of ‘race’ and ‘ethnicity’ which I sent to Routledge. The book had developed from several years of lecturing on these issues and had a marked visual aspect to it in that several images were the critical hub around which the contents interviews and theoretical debates were arranged. Indeed the working title I favoured for the book was Images of Others: Race, Ethnicity and Representation. I produced at least 20 drafts of the proposal before finally sending it in.

2004

2. The book proposal was accepted by Routledge 2004 January. Gerhard Boomgaarden, Chief Editor for the Social Sciences told me it was the most detailed proposal he had ever come across. I was given one year to develop and write the text. I took the approach of trialling the discussion points, illustrations and exercises with students on 3rd year module Race and Ethnicity throughout the year from September through to June 2004.
March - April 2004 -Set up the C-SAP discussion forum on race and ethnicity, Malcolm Todd encouraged this and I sent letter to a number of practitioners at several universities (see initial letters Appendix 1) including Roger Ballard, Max Farrar, Suzie Jacobs. These email discussions and sharing of our work lead to a meeting at Birmingham where we began work
Contacted Prof Critcher – and conducted interviews on moral panics, multiculturalism, class and popular culture - June 2004.
3. Interviewed 3 Chinese-Malay students July 2004. I approached the Sheffield Hallam University Malaysian Association about my intention to film some interviews about Malaysian culture. I was contacted by three very enthusiastic young Chinese Malays who were studying at Hallam. We discussed their contribution and I assisted them with their studies on marketing and ethics. The interviews were transcribed and used in a chapter in the text on ethnic conflict (with the full agreement and blessing of the three students). Their names and college allegiances were carefully anonymised given the political sensitivities in Malaysia. I have remained in contact with the three and they approved the style and presentation of their comments which I sent to them before inclusion in the text. The interview gave the three a platform to discuss their feelings about the political situation in Malaysia as well as their unique regional cultural and religious traditions. I was able to draw on my own limited knowledge of Malaysian culture and politics having spent several weeks there in 1977 and again in 1987.
4. One other strong contribution to teaching, writing and film came from my correspondence and collaboration with Mick Lambe an activist in Darwin in the Northern Territory (who created the intelligent although at times acerbic PARIAH website (People Against Racism In Australian Homelands) which includes both polemical political comment and well researched social and anthropological writings about Aboriginal culture as well as an interesting photographic record. Through the web site I learned about the ongoing plight of Aboriginal people in Darwin. I arranged to meet up with Mick Lambe who had remained in touch since 2002. When I had developed several other resources from the region I put together a plan for a research project around a short documentary film about homeless Aboriginal people. The project received some financial assistance from Sheffield Hallam University, Learning Teaching and Assessment funding and I was able to borrow a digital video camera for the trip.

5. August 2004 – Australian research project – including interviews and filming in Darwin and visits to Charles Darwin University, Murdoch University in Perth and La Trobe University in Victoria discussing use of film in teaching race and other issues. The brief spell in Darwin was very fruitful during that time I filmed and recorded audio interviews with Sonia Smallacombe head of Indigenous Studies at Darwin University, and was lucky enough to gain permission from a community near Darwin (One Mile Dam camp) to film the community in the company of Mick Lambe. I interviewed David Timber (head of the Kumbutjil Association) and several other members of the community. In addition I visited the Beer Can Regatta which provided a useful vision of white culture and tourism in the Territory. Visited Murdoch University near Perth and recorded interview with Steve Kinnane lectures in Australian Indigenous Studies and Sustainability
6. Filmed interview with Diego a Mexican friend. Diego had been working as a PhD student at Sheffield University and his views on ethnic identity and the meaning of the Zapatista uprising in Chiapas have also been included in the book in Chapter 8 Resolving Contradictions. Also made a brief interview with members of Discovering Islam after getting agreement from their leaders. I filmed this on the tiny Canon camera – street was particularly noisy and then it began to rain! However some good material about media coverage of Islam, the Biggley hostage situation and, from one member, a very anti-multiculturalist view.
7. November 2004 - C-SAP conference, gave paper and showed film *Framing the Fringe Dwellers* – This was a valuable forum as it was the fruition of several meetings and discussions about how to take forward a pedagogical approach to the teaching of race and ethnicity. A race and ethnicity study group had been instigated by myself and Malcolm Todd and had met earlier in the year to discuss the event and develop two monographs. One of which I contributed an article to: (Text 3) '*Framing the Fringe Dwellers*': *Visual Methods for Research & Teaching Race & Ethnicity: A Sample Case Study* a discussion on the use of film and stills in teaching issues of race in higher education. The other monograph I edited with the assistance of Malcolm Todd is entitled *Reflections on Practice: Teaching 'Race' & Ethnicity in Further and Higher Education*, and also draws from the conference papers but more specifically those which discuss facets of classroom experience and practice.
8. Collected feedback on the film from the conference and from students
9. Interviews with Stuart British-Born Chinese who had graduated in Applied Soc. Sciences the previous year. He gave a very lively and personal account of his negotiation of two cultures. This account makes up a part of the chapter 8 on Resolving Contradictions. Stuart checked the transcript and gave the OK for it to be used anonymously. Another ex-student Mark had produced a series of excellent interviews with other BBC people in Sheffield. These collected interviews have been useful as illustrations of hybridity and complex combinations of social divisions.
10. Another theme which was developed concurrently with this text book and the considerations of the Australian analyses of media and moral panics about Aborigines, was the use of a variety of methods for textual analysis. I produced a short booklet on critical techniques of media analysis for students to use in media analyses at dissertation and MA level, similar techniques are alluded to in the first 2 chapters of Text 1 (Representation and the Politics of Naming).
11. December 04 – March 05 made good progress with *Race and Ethnicity: Identity, Culture and Representation*, at least apart from final proofing and index. Lengthy process has been the checking of permissions for visual material some of which have defied tracking. Obtained permission from CRE for SCARED poster, p23, and multicultural Britain poster p212, from Metropolitan Police for the Life Saver's

poster p229, and from Northern Territory News for the use of the 'Go Home', p149 and for the nineteenth Century caricatures from copyright holder at Newcastle University in NSW ,p151.

2005

12. Published an article - 'Contested Homelands: Darwin's 'itinerant problem' in *Pacific Journalism Review*, Auckland University: New Zealand (this became the background article for Chapter 6 Text 1, and provided the back ground for Text 3 and 5 as well.
13. I sent the article to One Mile Dam group in Darwin it was later published Online http://onemiledam.org/pages/Framing_the_Fringe_Dwellers.htm
14. Also sent a DVD copy of the film to the group – and discussed with Mick Lambe the possibility of further collaboration including a sound track produced by local indigenous people and further film material produced by the group itself.
15. Paper accepted for European Sociological Assoc. 7th Conference, Re-Thinking Inequalities in Torun, Poland on Aborigines and social exclusion
16. Proposed joint fellowship project with two colleagues from LTI to make a flexible DVD resource on critical debates about multiculturalism. The proposal was accepted and we began collecting resources immediately. The film – *Under the Skin of Multiculturalism* is envisaged as a series of critical interactive visual essays on the key debates.
17. Proposed web site to address key social issues as an audio/visual resource on race and ethnicity and media representation.
18. September 4-8 attended the ESA Conference in Torun, Poland – showed film *Framing the Fringe Dwellers* and interviewed several delegates from University of Zaragoza in Spain and New York University – (technical hitch with sound system and in the end had to do my own voice over!)
19. Following annual appraisal with Prof Rosie – discussed the electronic journal with post grad students who are motivated to set it up.
20. Composed visual display *Rhetorical Images* for C-SAP conference in November – paper accepted for 24 November (see Appendix)
21. Began filming vox pop interviews in Sheffield and more in-depth interviews with academics and others at SHU, including Raj at the LTI
22. November 17, 2005 Arranged to meet Zak of the Student Muslim Assoc
23. November 24th– presented paper and slides to the C-SAP Conference and discussed the film development *Under the Skin of Multiculturalism* with the manager Helen Howard.
24. Also reached agreement on the C-SAP hosting of a website on issues of race and ethnicity allowing links to film material as a national resource
25. November filming interviews in Sheffield city centre during Asian market event. Further explored the issue of markets, ethnicity and entrepreneurship with interview at Castle Market at Caribbean grocery stall.
26. Joined International Visual Sociology – and sent abstract for conference 2006 July
27. Dec. 7th Filmed interview with Malcolm Cumberbatch; a Barbadian academic and writer who has worked for many years at Sheffield Hallam University as well as being the Editor in Chief of an African- Caribbean journal, part of a working party with Paul Boateng on black entrepreneurship and business opportunities, and an advocate of improving policy on housing and other urban issues affecting the black community in Sheffield.
28. Dec 19-22 Contact with Matt Woodbridge the PA of Trevor Phillips head of CRE regarding the possibility of interviewing Trevor for the film on multiculturalism. Nick Johnson was considered by the CRE a more suitable subject for our interviews.

29. Prepared a series of Blackboard Nuggets to trial – see Appendix for a sample and more details. One aspect of this project is the interoperability of the materials produced. The development of a vle in which links to rich visual data will stimulate and enhance student's
30. knowledge and engagement. Nuggets I have produced so far fall into two categories: 1.
31. These fragments of larger projects which stimulate interest and open pathways for future study E.g. on issues of multiculturalism, citizenship and diversity. Here are two examples which pertain to the film project *Under the Skin of Multiculturalism*
<http://lrc2.salford.ac.uk/nuggets/nugget.asp?id=348>
<http://lrc2.salford.ac.uk/nuggets/nugget.asp?id=352>

2006

32. Jan 2006 – Work on plans for the C-SAP hosted website. Necessary to take into account the audiences and the potential scope for this enterprise in discussion with C-SAP – which will want to develop the site from the point of view as a resource which highlights LTA aspects of race and ethnicity. A plan for the proposed site would certainly include interactive materials for students and others researching in the area and multiple links to other useful sites such as IRR and CRE, possibly links to database collections for film makers and ethnographic researchers (The Lacuna Project: Teaching and the use of Ethnographic Film which was set up by Neil Montgomery through C-SAP and the Higher Education Academy). Constant work on Routledge text. Final agreement on statement in Acknowledgements (Text 1) broad spectrum disclaimer as approached apparent copyright holders 3 times and received no response, and others drew a blank (e.g. Hammerton, J. 1933? and Wheeler, 1935) despite best efforts to locate photo agencies involved.
33. Thursday 26th Jan - Interview with Nick Johnson Policy Director of the CRE discussed the agenda for integration. Also gathered location material for the film in Brixton and China town (Gerrard Street). Much more thought is now going into the production of illustrative cutaway shots which will give the viewer a more visually interesting context rather than lengthy talking heads.
34. Friday 27th Jan -Interview with Dawn a convert to Islam - this material will be very valuable to dispel the preconceptions which many (including myself) had about female converts to Islam.
35. Developed proposal for a book on Visual Culture and Research methods. devised as an addition to web site and as a resource for students on Masters level Qualitative Research Methods module. The draft proposal for a book focuses on several domains of the visual and encourages students to recognise the manner in which visual media articulate aspects of our social, cultural and political environment. Special focus is on propaganda, war, advertising and branding, use of classical forms in art and the postmodern shift, maps, and analyses of social spaces. Further in the interests of widening participation and providing more local involvement for students this work is planned to link in with local cultural centres specifically the Sheffield Galleries and the Showroom Cinema.
36. Work on the website design with members of C-SAP –
37. 3rd February - Interviewed Chido a Zimbabwean student. The interview picked up several very interesting themes including the essentialist notions of 'blackness' and different perceptions depending on origins. C mentioned the shock other black Caribbean students expressed when they discovered he was a 'Tory', and the special significance attributed to Africaness which C (being African) thought overrated and frequently mythologised.
38. 4-6 February composed cover illustrations for the Spencer / Todd book. This is my third attempt at a book cover, and I designed the Race and Ethnicity cover and offered a design for the Guyana book, and one of my chosen images in the Contested Homeland article was utilized as the cover of that edition of the journal.

39. Sent in proposal to the CRONEM²⁴ conference (14-15 June run by University of Surrey) and to IVSA for this year's conference in Urbino 3-4 July
40. Wednesday 22nd Feb met with Lloyd, African Caribbean film maker and social worker who has agreed to take part in an interview Lloyd is adding an important realism with his descriptions of the realities faced by many communities – a good reflection for what Malc Cumberbatch has said and the flip side of the CRE's talk about the 'integration agenda'.
41. Arranged to film on 15 March in Broomhall – also contacts in the Somali community to follow up on.
42. Friday 24th Feb 2006 Interviewed Prof Chas Critcher. This is the second interview which I have arranged with Prof Critcher and the main theme here will be multiculturalism. Although simultaneously I am developing a short film documentary on the topic of Moral Panics and using the previous material that Chas has very generously given his approval for using. The interview went even better than last time.
43. and will form great supplementary material to the first interview and especially good rejoinders to Keenan Malik who we may have the opportunity to interview at CRONEM.
44. 29/2/06 Transcribed Malcolm Cumberbatch interview and Nick Johnson of the CRE – time consuming but important as the junctures in the material are becoming apparent. Also produced scripted version of parts of the film with suggested voice over text which Raj would use in places. Also thought that we need some location shots of parts of Sheffield which will be very useful for the IVSA conference on cities.
45. 2/3/06 - publication date of *Race and Ethnicity: Culture, Identity and Representation*, Routledge.
46. Spoke to Shanni a Chair of the African & Caribbean Society at SHU. I have agreed to present selections from *Under the Skin of Multiculturalism* to them at one of their meetings on 30th March. This would be a great opportunity to gather some feedback and explore how to draw out some critical debates from the material we have so far. Prepared a feedback form.
47. 15th March - Filming with Lloyd in Broomhall – Lloyd has given a very articulate narration of his experiences in both Birmingham and Sheffield – this could provide material for the section on the city (fits well with Malcolm C's analysis of multiculturalism and marginalising communities. More editing – becoming more proficient with Final Cut Pro
48. 30/3 - Screen video samples to the African and Caribbean Society in Owen Bldg. Group seems oddly divided and reticent – one or two very vocal people though with a political edge – hard to gauge how they really felt about the sequences.
49. Tried once again to get a meeting with the Student Muslim Assoc – but again no one showed.
50. 20 April - Meeting with Darren Marsh of C-SAP to discuss the design of the Race and Ethnicity site to be linked to C-SAP and built and hosted by C-SAP with content provided by me and other lecturers. The discussion was very fruitful and a basic listing was developed which would be modelled around the Undergraduate Dissertation Website developed by Malcolm Todd.
51. 31st May – meeting with Roshni Women's Centre in Sharrow – possible contacts for video interviews.
52. 5-9th June - Desperate schedule for video editing to be completed – also video interviews with 2 young women from Roshni Centre (some good material especially for Definitions)
53. 14-15 June Attend CRONEM conference on Multicultural Britain: From Anti-Racism to Identity Politics to... – Southlands Campus Roehampton University. Session on use of video in teaching race went down well using video sequences embedded in PowerPoint We managed to obtain video interviews with Les Back, Michael Banton and Ann Phoenix, but Kenan Malik was not feeling well (we had to leave early for trains and also missed interviewing John Rex).

²⁴ Centre for Research on Nationalism, Ethnicity and Multiculturalism, University of Surrey

- Video editing including sequences with new material needs to be ready for the launch.
54. Sent abstract to Patrizia Faccioli for the IVSA conference.
 55. 27 -8 June launch of film and book, C-SAP event. Guest Speakers Charles Lemert and Mark Christian. Conference off to a rocky start as there are technical problems with the sound - not again! Still despite the debacle – I felt the conference was revealing and insightful.
 56. 4-6 July travelled to Urbino in Italy, drove from Florence (amazingly didn't get lost until I was within few miles of the town!) – IVSA Conference – Eyes on the City. The session
 57. went really well – no technical problems -and have made many excellent contacts – has provided many ideas for developing the visual cultures book and applications for teaching. LTA event – showed film sequences to other LTA fellows and received very positive feedback from Mike Green – sees our strategy as an exemplar for using the small fund to achieve numerous outcomes.
 58. November 1st Keith Radley and I met with Darren Marsh at C-SAP regarding developments for the Race and Ethnicity website.
 59. November 11th Invited to show the video at Conference at St Francis College Brooklyn, NY(in assoc with C-SAP).
 60. Book launch at Guyanese High Commission – Bayswater (ie Text 4 finally completed!)
 61. Abstract accepted for IVSA collection, chapter entitled Visualising the Multicultural City for Cambridge Readers press – deadline 15th Feb 2007-03-30.
 62. Successful as C-SAP Associate along with Andy Pilkington, Kevin Hylton and others.
 63. Discuss a research project in Nova Scotia which will be an interdisciplinary collaboration between Dalhousie University in Halifax and a team from Social Sciences and Health at Sheffield Hallam. Keith Radley and I are interested in documenting the Maroon community there and Malcolm Cumberbatch (who has already been involved with this area and is leading the project) who is considering the comparative issues of social identity and citizenship in the black community there and in UK and Caribbean.

2007

64. Receive word back from Routledge – the proposal needs re-focussing and also requires evidence of 10 national university modules which might use this text as recommended reading. The revised proposal will be sent to readers.
65. 29/1/07 meeting of C-SAP Associates, formation of new steering committee for race and ethnicity with Kevin Hylton, Andy Pilkington (and Shirin and Max too)
66. 5/2/07 - Send material to put onto IVSA website at request of IVSA President - Eric Margolis
67. Prepare for New York presentation - with Keith designed poster for the video presentation (see Appendix 7). Also completed the proposal of the visual culture book – re-written with 20 universities which might well be interested in the book – plus about 80 page sample of the chapters - posted to Routledge.
68. 16th and 17th St Francis Conference Teaching race and Ethnicity in Higher Education
69. Meeting of C-SAP race steering group Birmingham – planned 2 conferences. The group met to discuss the hands-on event that would showcase successful teaching, module writing, course development 'How to Teach 'Race' in H.E: Practical Applications' seminar (Late September 2007). This seminar will focus on a sharing of ideas around teaching and course development. Centred on a key question in examining pedagogies around 'race': How do we know whether we are making a difference? One task for the candidate is to consider how the website might disseminate and promote these issues of national/international research. I suggested a stream on Integrating Scholarships -

Appendix 4: Contributions to Teaching and Reflections

Contributions to Teaching Race and Ethnicity

Overall the study makes the following significant contributions to the teaching of race and ethnicity:

- a) Illustrates and develops understandings of social, cultural and historical meanings of racial difference, successive forms of colonialism, and provides a critical review of influential theories of race. The project has been highly instructive in shedding light on the operation and function of concepts of race, ethnicity, identity and multiculturalism. As discussed earlier the contributions are seen to assist the mapping of a variety of analytical paradigms showing how boundaries of ethnicity are formed between different ethnicities. (See Texts 1, 3, 4, 5, 6)
- b) Uses innovative visual methods including video research and provides flexible resources for teaching and learning as a form of pedagogical intervention, while also addressing the benefits and inherent problems in producing video ethnographies.²⁵ (See Texts 3, 5, 6, 7, 8)
- c) Develops a global perspective demonstrating the dynamics of ethnicity in very different contexts. The Candidate's research has involved: Guyanese, indigenous Australians, Mexican, Chinese Malays, and British-born Chinese respondents. (See Texts 1, 4, 5, 7, 8)
- d) Articulates the experiences of other practitioners and their insights in improving teaching strategies in courses concerned with issues of 'race' and ethnicity. These concerns are fundamental to the rationale for teaching the subject area - personal identity issues and subject position are vital concerns when considering valid strategies for teaching ethnically diverse groups. (See Text 2, 3)
- e) Develops and applies an integrated approach to academic practice which combines the different forms of scholarship (akin to those recognised by Ernest Boyer, 2000) and engages with literature and thinking on student learning, and the experience and practice of teaching race and ethnicity.
- f) Constructs a forum for academics (both students and lecturers) through the C-SAP website for the sharing and critical development of teaching materials, and strategies²⁶.
- g) Incorporates elements which allow for constant up-dating and has recognised successive developments since the beginning of the projects. The electronic media used have a degree of plasticity and can be changed and re-used in a number of learning and teaching contexts. New video sequences are being prepared to be added to the resource including: a short video on moral panics (based on interviews with Chas Critcher and another - Identity in Transition: Interviews with 5 African Nova Scotian Women (soon to be published through ELiSS journal)
- h) Promotes a form of action research through which practitioners might initiate critical pedagogic approaches to race. Working with Keith Radley has also permitted us to suggest practical, technical approaches to realising video projects (Radley runs a series of workshops entitled Users as Producers, which give basic competence in the use of video).

²⁵ There has been interest in the video resources produced in Australia, USA (St Francis College Brooklyn, where *Under the Skin* was shown in March 2007, and is already being used in teaching), Spain (University of Zaragoza) and in Italy (via IVSA)

²⁶ At the time of writing I was informed that lecturers at St Francis College, Brooklyn, are already using the website resources in their teaching.

Reflecting on Professional Development Stemming from the Research

These projects have had considerable influence on the Candidate's personal and professional development. The process of devising research activities and producing textual materials to address teaching-related issues has been one which has increased confidence, developed skills and permitted a more critical view of practice. The Candidate has become increasingly interested in the potential of visual research and its applications in sociology. This has led to further research, and publication through contact with the International Visual Sociological Association (IVSA) and a book proposal which is with Routledge - *Visual Methods: A Guide to Research and Analysis*.

The involvement in video ethnography has been very instructive and demonstrated that a more collaborative approach should be pursued which involves and empowers participants. This should be considered to be a long-term involvement; a process which shares findings and impressions building and adding to a corpus of work and involving and empowering different communities. The Candidate lectures on these areas and addresses the issues and problems of ethnography at degree and post graduate level, so this reflective understanding has been very helpful in teaching (as demonstrated by the recent JISC wiki project on Tangible Benefits of e-Learning see Ferrell et al (2007) in Bibliography).

These projects and research allegiances (especially with C-SAP) have linked the Candidate to new and innovative strategies in education. As a C-SAP Associate the Candidate has embarked on several research projects, and has been instrumental in devising a series of conferences which examine best practice in the teaching of race and ethnicity (see full list of these activities in Appendix 9).

The Candidate has gained some international experience of pedagogical and theoretical discussions of race issues. In 2005 at the 7th European Sociological Association Conference in Torun, Poland the Candidate presented Text 5 in a stream on indigenous groups and the Roma. In 2006 at the IVSA Conference in Urbino, Italy, the focus was on visual representations of the city²⁷, in March 2007 at a conference held at St Francis College in New York where the Candidate screened some sequences from Text 6.

Most recently in July, 2007 the video and other resources were presented at Dalhousie University in Nova Scotia, Canada. The Candidate was part of an inter-disciplinary team taking part in a collaborative event at Dalhousie University, but also with the assistance of Lloyd Samuels (who was a contributor to Text 6) has produced two short videos examining issues of identity within the African Canadian communities. One of these *Identities in Transition: Interviews with 5 African Canadians* is to be published through an electronic journal Education and Learning in the Social Sciences (ELiSS).

Overall this project is united by the growing awareness of how different forms of scholarship can usefully interrelate. Boyer's articulation of a broader view of scholarship is particularly relevant here. The four forms of scholarship (see Appendix 1) each play a role in this project and drawing

²⁷ The Candidate has contributed a chapter in a text for Cambridge Readers Press - entitled 'Visualising the Multicultural City' see Appendix 10

upon each has enabled the texts in this portfolio to bridge the divide between teaching, researching and developing scholarly materials. The resulting products and practices are disseminated to communities and other practitioners and proving influential as an approach to teaching and research.

The aim has been to show that the all elements within this portfolio are interwoven aspects of a common approach which integrates scholarships to overcome problems of understanding and encourage greater interest in the area of 'race' and ethnicity. It becomes apparent that through this project an academic practice has emerged which encompasses the scholarships of Discovery (research) Application, Teaching and Integration –the latter form is evident in the interest the Candidate has received across the university for these materials from several related disciplines including Urban and Regional Studies, Education and Health and Well Being.

The situation in Higher Education in the UK is one where there is a recognised urgency to bring in more students. Dearing commented recently (Gill, J, 2008) that the 40% target for young people who would receive university education by 2020 is too low and uncompetitive with countries like Germany where this has already been attained. The 'marketisation' (Haddad, G, 1999) of university courses has lead to a process of rapid streamlining of courses to become more cost effective to suit student and industry needs, translating into worthwhile careers. There is a focus on allowing students to achieve the necessary autonomy to make transitions into and out of university more efficiently while at the same time struggling to capture their attention and interest.

The perennial question - 'how can we encourage greater engagement?' may appear contradictory, because, although it is essential to strive for better communication and an improved understanding of students' needs as learners, the question is asked in an educational context which consistently produces systems to further disengage students from staff and staff from students and successively leach theory out of courses to make them more streamlined, popular and accessible to the mass market. While this may be a generalisation and conditions vary widely within and between institutions, the impact of fees on the traditionally 'sacred' role of tutor to student (Bernstein, 1996) cannot be underestimated. However, the Candidate is concerned with what practical solutions might be considered within the constraints, and amongst those whose core business is teaching.

At a recent student-lead conference students voiced a sense of exclusion, alienation and bewilderment. Several students voiced the opinion that the manner in which theory was presented frequently went over their heads and little effort was made to show how theories could be applied in realistic contexts. This sense of losing control is echoed in research done by Zamorski (2000:1). It was found that:

‘Whilst students value being close to research, and to the idea of the University as a research community in which they are included, there are many ways in which in practice they feel excluded’

Students at the conference clearly expressed their sense of a gulf between the student experience and teachers' assumptions. It becomes worryingly apparent, from rare inclusive forums like this, that even highly motivated students often fail to get to grips with academic thinking, with the understanding and application of theory, and the practical skills essential to bring knowledge and

skills together effectively. Furthermore it is significant that several students stated that the one time in their university career that they began to get a glimmer of the idea of integration of theories and their application in practical contexts was in their final year during work on dissertations. But this seemed too little and too late; before they could reflect on the experience of this usefully they had already finished and were beginning to consider how to cope in the outside world.

Reflecting on the issues entailed in the design and integration of the portfolio, the Candidate has come to understand the value of research as a 'life practice' rather than merely a means to an end. The cultural changes experienced in Higher Education in the last ten years have lead to a sea change in the manner in which student learning is considered. The awareness of students as developing scholars with autonomous skills is growing and gradually bringing changes to the management of courses and the combined scholarships which make up academic practice.

Appendix 5: Further Notes on the Texts

Text 1: (2006) *Race and Ethnicity: Culture, Identity and Representation*, Routledge.

Drawing from the experience of teaching and the difficulties students experienced in comprehending some of the essential concepts of the area, the book set out to give students tangible cases drawn from around the world; examples which are used to articulate debates and make some sense of major theoretical trends in the study of race and ethnicity.

The methods used vary from original interviews and observations to analyses of representations of race in popular culture. There are a number of case studies employed. A central example of this is Chapter 6 which is titled 'A Case Study: Indigenous Australians'. This case examined the complex relations between Indigenous groups and white Australians, through the lens of several dominant discourses (drawing on Muecke's seminal work 1982) and demonstrating the manner in which derogatory stereotypes (especially about Aboriginal drinking) have been perpetuated in recent media representation; a feverish campaign about a few homeless 'itinerants' is presented as a classic example of a 'moral panic' (as defined by Cohen, 1971) which in this case was perceived as a threat to tourism. This case included a range of sources including: participant observation, video interviews with a community of indigenous people living in an informal camp, an indigenous lecturer in Indigenous Studies, Sonia Smallacombe, the leader of the Larrakia Nation, Kelvin Costello, and Mick Lambe an activist who was working with the One Mile Dam community. The study also makes reference to tourist artefacts, postcards and events like the Beer Can Regatta. Audio visual records were made of these things using cameras, digital video and audio recordings – with full permission of the people concerned.

In addition secondary sources and archives were searched and the study built upon existing literatures about different forms of colonialism demonstrable in the case of Australia's paternalistic and neglectful treatment of indigenous peoples. Multiple sources were used in this case to build a valid case. These materials have been used elsewhere (e.g. with MA Qualitative Research students) to demonstrate the nature of case studies and the importance of different sources to vindicate an ethnographic approach. In the sample slide below an array of different methods show the origins of the form of racism experienced by indigenous Australians and the disproportionately negativity of current media portrayals.

Genealogy of a 'moral panic' – evidence from diverse sources

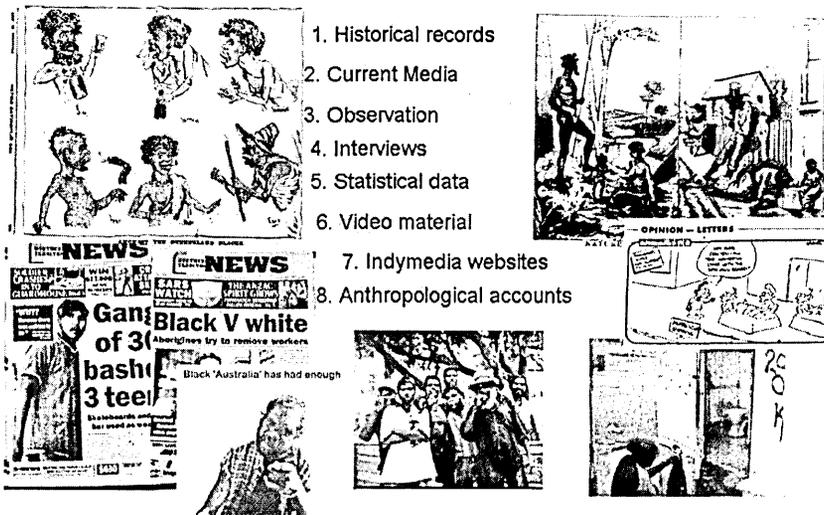


Fig. 11 Example of multiple sources in a case study

The text uses significant samples from transcribed interview material to illustrate key issues. The Candidate interviewed friends, associates and students, including three visiting Chinese Malaysian students who had experienced repressive, discriminatory policies. Questions of colonial legacies, identity, conflict, hybridity and multiculturalism were discussed always with recourse to examples from around the world.

These are innovative and unique soundings, for example the interview with a Mexican student - Diego (pp200-201) highlights the symbolic role of the Zapatista movement for many Mexicans who have long been in denial about their Mayan ancestry. The interviews made by Mark Quah with other British Born Chinese examine the experience of those between cultures and in transition, showing the intersectionality of gender, ethnicity and generational differences. The point being made is that questions of ethnic identity, inter-ethnic conflict and resolution, and forms of racism are everywhere we look, endemic to our social life. With the exception of the Guyanese and Australian examples all of the case examples were gleaned from people we might pass everyday in the street or see in the classroom.

Overall the text is an attempt to capture the issues of the time, it originated from the experience of teaching a third year university module – Theories of Race and Ethnicity, and the challenges to cover a plethora of theoretical approaches in which very few of our students seemed to have much prior background. Therefore while the text was designed as a resource to be used to further discussions on a variety of issues allowing a range of vivid examples which could be used in teaching, there was also the aim to use these examples to further theoretical knowledge and encourage students to develop critical analytical abilities.

Some of the materials were added to and modified as a result of active ‘road testing’ in the class during the year in which the text was in preparation. The text manages to provide some of the key theoretical paradigms for explaining phenomena of ethnic identity. However, more is needed in this respect (for example Critical Race Theory is not mentioned). The text does include a glossary of key terms an index and some end of chapter questions which will be useful for seminar and assignment work.

Text 2: Spencer, S & Todd, M (2006) *Reflecting on Practice: teaching and learning issues in race and ethnicity*, C-SAP Monograph, Birmingham.

The purpose of Text 2 was to examine a cross section of reflections from practitioners and their experiences and strategies for teaching 'race' issues. To examine these issues, without relying on simply conveying descriptive material requires, it is suggested, a closer look at the complex dynamics within the classroom. Learners, often with markedly different cultural backgrounds, knowledge and experiences of the world identify very differently with the concepts. For some, these issues are a lived reality, while for others they may seem to have little immediate relevance (especially in places where the all white consensus has rarely been challenged). For example in the South West there are very few non-white migrant groups. The contributors outline creative strategies for facilitating a more interactive approach; working with emotional responses and personal feelings rather than diffusing these by defensive reliance on curriculum. At the same time these approaches need to retain the rules of 'responsible speech' and separate political rhetoric from more precise analytical terms (Bauman, Z, 2000).

The collection sought personal reflections on the dynamics of the classroom teaching of issues of race. Reliance on curriculum alone falls short of the critical pedagogy espoused by some of the authors here. Racism and ethnic identity are central features of our everyday life and classroom discussions of these issues may yield some uncomfortable but ultimately valuable insights into our own assumptions and anxieties; dispelling myths and giving greater confidence. The contributions were specifically chosen as appropriate because they permitted a more reflexive approach to teaching race issues. Personal narratives were important as many of the contributors have experienced racism in their academic journeys; hence their experiences as students are relevant reflections as they suggest the added insights they have when they take up the role of lecturer/tutor.

The process of collating correcting and discussing these contributions marked a shift in the Candidate's personal practice of teaching, not only through the use of different media and selection of specific areas of content, but in *how* to communicate and share ideas with students. The papers in this text indicate the importance of a conscious pedagogical practice which recognises the tutor's background and attempts to remove implicit Eurocentric barriers which are embedded in the institution and formative of the tutor's perception. Cumberbatch (p 143-5) emphasises the importance of challenging and debunking the supposed universality of Eurocentric knowledge. Most tutors are the product of these traditions, and ignore or deny Black and Ethnic Minority writings and intellectual traditions. This may have the affect that those non-white students may feel 'the need to keep quiet when a plethora of views from Eurocentric authors are espoused.' (ibid p156).

Students may tend to employ strategies to deny racism (as Nasir, p86 Korner, p28 and others in the collection suggest). Tutors with a reliance on the authority vested in curricula may also try and diffuse tensions and steer classes away from confrontation of differences. This as Nasir suggests is working 'outside the frame' (p90). Housee (p58-9) suggests the adoption of an 'engaged pedagogy' which connects students and lecturers and recognises their differences enabling discussion of experiences and working together. Quoting hooks (1994: 84-5) Housee (p59) develops an approach where more profound learning develops from open (sometimes conflicting) interactions, more than from the traditional knowledge inputs in lectures and readings.

'engaged pedagogy does not simply empower students. Any classroom that employs a holistic model of learning will also be a place where teachers grow, and are empowered by this process.'

Risk and disclosure have to be considered carefully but the investment should not be one-sided and the sharing of genuine emotions and life experiences is an important facet of teaching and takes the critical examination of race and racism away from the merely hypothetical. For this to be successful a safe and principled environment and clear ground rules are important.

The purpose of this text is to open up critical debate about the teaching of race and ethnicity. Here the content and processes of the debates about race and ethnicity, the lived experiences of race and racism and the dynamics of interactions which take place in the multi-ethnic classroom are examined. There are reflections on experiences which expose the subtle and overt, personal and institutional, forms of racism, and importantly there is the discussion of strategies which might make a difference to the perceptions of both teachers and students.

These contributions are innovative and lead to new ways of approaching teaching in this area, providing a challenge to academics and students. As Richard Jenkins²⁸ suggests on the cover endorsement:

‘There is no ‘right’ way to teach about a subject that is so socially conflict-fraught, as historically contested and sensitive, as personally wounding and damaging, and as intellectually complex as race and ethnicity... They add up to a challenge to think about what we are doing and then do something else, even if only in a modest way. Some readers may think that the contributors wear their hearts a little too much on their sleeves; others may think that there is often nowhere else to put our hearts. Either way, there is much to be learned by engaging with the difficult practical, intellectual and political issues raised by this volume.’

²⁸ Professor of Sociology at the University of Sheffield, author of influential texts: *Rethinking Ethnicity* 1997 and *Social Identity* (3rd Edition) 2007

Text 3: (2006) 'Framing the Fringe Dwellers': Visual Methods for Research & Teaching Race & Ethnicity: A Sample Case Study, in Max Farrar and Malcolm Todd (2006) *Teaching Race in Social Sciences – New Contexts, New Approaches*, C-SAP Monograph, Birmingham pp 144-183.

This chapter is an extended critical reflection on the use of video and stills to teach complex issues of race and ethnicity. Following a screening of the short video (Text 5 'Framing the Fringe Dwellers') at a C-SAP conference in 2005 the candidate collected feedback from the audience and incorporated these along with some personal critical reflections into this chapter which makes a case for the use of visual methods but at the same time points out the implicit problems. The key theoretical issues here are the understanding of the illusion of objectivity, theories of representation and 'reading' strategies, the use for video and stills in teaching and learning contexts and the issue of collaboration and negotiation in use of visual recordings in the field. These commentaries on visual methods (also echoed in Text 8 see slides 4-8 and 19-26) are intended to set up some principles for other practitioners who are considering video or stills and addressing the complex intersubjective nature of visual ethnography. The candidate makes clear that ethnography is about constructing a viewpoint and that the ethnographer's interpretation is always partial. The aim is to build a context from multiple sources, and especially to give the groups who are the subject of the study a voice.

Text 4: (2006) *A Dream Deferred: Guyanese identity and the shadow of colonialism*, Hansib.

This concise text was based upon elements from a Master's degree obtained in 1994 at LaTrobe University. The text required thorough up-dating and revising for a broader market and also drew upon unused portions of the original research. The task of publication was a difficult one and reflected the difficulties faced by publishers with very specialised markets. The text was originally due for publication with Dido Press which has a background of publishing texts about Guyana and written by Guyanese authors (Cheddi Jagan and David Dabydeen had both published through Dido). However, due to financial restrictions they did not go ahead with the text. Hansib Press was approached and finally, 2 years later, the completed text was published and launched at Guyanese embassy in time for the 40th anniversary of Guyana's independence.

Clearly this text is not a major plank in the claims for PhD because of its origins in the previous Masters by Research degree. However, many PhD's develop and emerge from beginnings at Master's level, so it is included because it demonstrates some continuity in research strategy. It is included here to underline the evolution of the Candidate's thought; the focus on vivid samples of live discourse from the interviews, at a time when inter-ethnic tensions were high, arguably captured the bitter reality of the divisions. The use of interview material to contextualise ethnic identity and divisions has become central to the Candidate's approach. Additionally another important lesson from this experience of a developing, ethnically bifurcated society is not to ignore the effects of colonial history, nor to assume that colonialism ends with independence. The fate of many vulnerable countries like Guyana continues to be dictated by economic influence from global financial markets and political intervention by the US (often covert). These understandings permeate the other texts in this portfolio.

Text 5. Spencer, S (2004) *Framing the Fringe Dwellers Academic Video*, Available on C-SAP Website (film is divided into 9 separate video clips) http://www.teachingrace.bham.ac.uk/video_resources/

Research interest in the issues presented by campaigns in Darwin in Northern Australia to deal with soc called 'itinerants' in the city centre, began in 2003. Initially interest was sparked by the euphemistic use of the term 'itinerant' and its use in local news stories and in local government papers about what was called Community Harmony and the 'Itinerant problem'. The Candidate made contact with a variety of academics and in Darwin and in Perth (through a prior contact at Murdoch University). Contact was also made with activist Mick Lambe through an indymedia website in Darwin.

A number of key theoretical concerns informed the production of the video. The issue of different forms of colonialism (articulated clearly in the work of Ian Hughes (1995) and the 'available discourses' through which indigenous people are constructed by white Australian culture (especially signalled in the seminal work of Steven Muecke (1982)

The video arose from a short spell of fieldwork in Darwin in 2005. The process of collecting and editing this material, the decisions about the uses of the resulting material are all examples of the view of ethnography as a method (discussed above and the subject of discussion in Text 3 as well as Chapter 6 in Text 1 and several slides in Texts 7 and 8).

The video (Text 5) breaks down the issues into 9 short sequences (see the below) which address key themes and draw upon archive graphics and video footage, current press accounts and interviews and observations of the living conditions of the informal community at One Mile Dam.

However, the choice of these themes, rather than others, reflects the Candidate's interpretation and concerns. It does not pretend to be an objective or truthful account, but one rather that has come about as the result of an intersubjective relationship between the Candidate and the research context. The research agenda and subjective interpretation which lead to the selection of these instances are also the result of the relationship which developed between the candidate and several of the informants and their cause - the struggle to retain the area known as One Mile Dam.

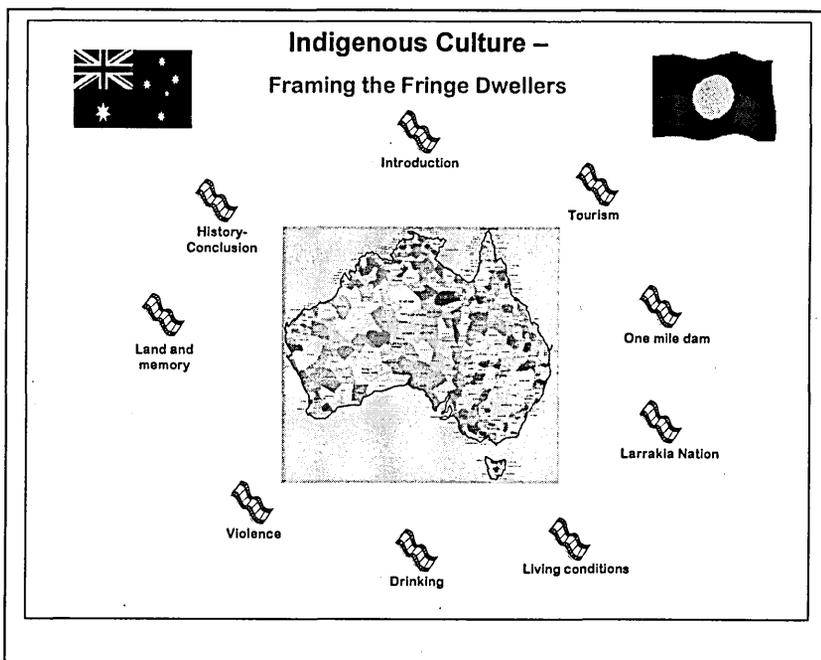


Fig. 12 Examples of the manner the material is made available to students in 9 separate sequences (Text 5) and on page 63 (9 sequences of Text 6) which are available through a streaming server.

The choice of speakers in the two videos was dictated by intention, chance and convenience. Initially with text 5 there was only a narrow window in which to gain reasonable representation of the protagonists in the emerging case in Darwin. Time and resources were unfortunately against longer immersion in the case. However, two key respondents agreed to involvement in the video project. The powerful imagery gleaned in the One Mile Dam site was as a result of an agreement by David Timber and the other community members. The project was unashamedly collaborative and supportive of the Kumbutjil community's claim to remain on their land.

The initial conception of the situation in Darwin soon appeared over-simplistic as the divisions between indigenous groups and their connections to powerful elements in the state government came to light. Therefore an interview with the head of the Larrakia Nation Kelvin Costello was sought - He allowed me to record an audio interview with him. The lack of in-depth analysis was partly made up for by the inclusion of archive materials, participant observation of the tourist picture of Darwin's indigenous peoples and the resulting description derived from audio-visual records of the community and interviews with several key players. Furthermore it can be argued that validation of the perspective presented was evidenced by the convergence with other sources of data, and also, conversely, that the evidence itself lead to a *divergence* in the candidate's perception and understanding of the situation as more complex and problematic than initially thought. Clearly the strength of fieldwork of this sort is especially illustrative of these processes of establishing the 'trustworthiness' of ones reading of the situation on the ground and checking and re-checking the evidence with those involved.

Reflections of the collaborative and negotiated approach to this case are taken up in Text 3 which examines the contradictions of ethnography and the importance of developing a more collaborative approach:

'Fieldwork should be a two-way engagement in which the subjectivity of the 'other' has the opportunity for self-assertion and the political nature of the definition of 'otherness' would be exposed and thereby open to resistance, negotiation and redefinition.' (Carol Warren 1982)

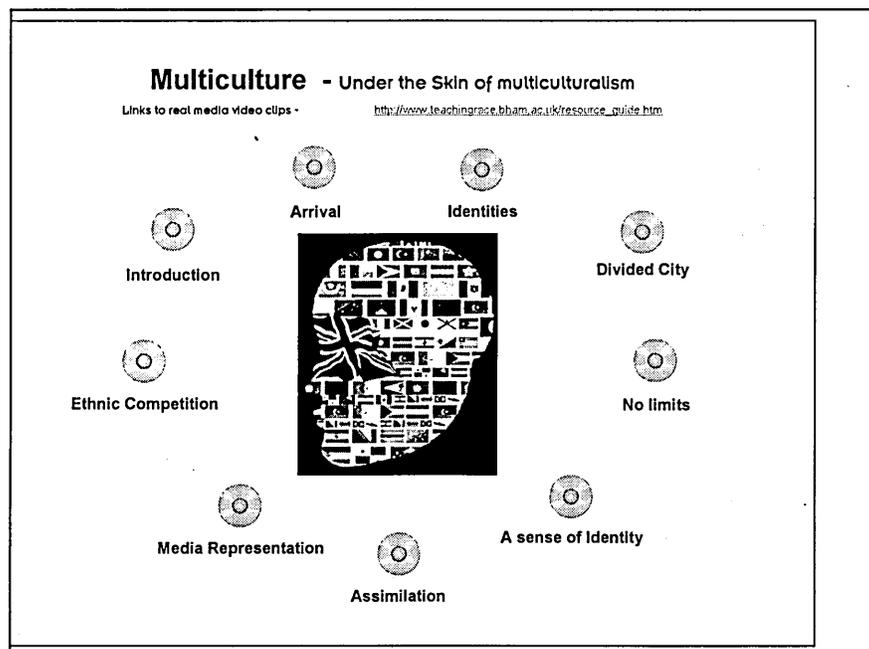
A dialogue between the candidate and the community was maintained for a while and the community used the stills and textual material produced on their website and copies of the video were sent out to them. (the Kumbutjil Association of One Mile Dam's website still retains an article and letter of support about the situation in Darwin)²⁹

The choices made in editing (see discussion in Text 3 pp157-8) highlight the concern to avoid presenting my limited case example as typical by including the interviews and scenes of intoxicated people who were not (and are not nationally) representative of the overall indigenous population.

²⁹ Candidate's article is still available on the following website which was set up by the Indigenous community at One Mile Dam, in Darwin, Australia.
[www.pariahnt.org/onemiledam/pages/Framing the Fringe Dwellers.htm](http://www.pariahnt.org/onemiledam/pages/Framing%20the%20Fringe%20Dwellers.htm)

This project has created a series of thematic video sequences which serve to open discussion on key debates in multiculturalism.

In the edited sequences interviews are juxtaposed to give point and counterpoint to some investigative premises. There are a range of interview responses which keep the debate open. The themes and premises stem from readings about multiculturalism. These interviews and a few images and context shots are not driven by an overarching narrative voice over, rather there are several linking pieces to introduce themes and ask key questions



How were interviewees chosen?

The choice of contributors followed three criteria. Firstly a focus on diversity within Sheffield - initially the thought was to make the entire video around the city. One reason for this was to demonstrate to students the wealth of local resources often neglected by undergraduates, and (as suggested in discussion of Text 1 above) the omnipresence of racism and effects of discrimination. While some, more or less, random material was used including 'vox pop' material which has a particular power due to its unpredictable nature, but the choice those used in the finished sequence was highly selective. Also there were some very knowledgeable academics in Sheffield: Chas Critcher whose insight into shifting media portrayals of racialised minorities was invaluable and whom had already granted an interview on the issue of moral panics. In addition Malcolm Cumberbatch a colleague whose breadth of both academic and community involvement (as a consultant for various bodies) as well as his personal insight stemming from experience as a

³⁰ Please see letter in Appendix 6 clarifying the Candidate's contribution to this video

Caribbean migrant in the early 60s, made him a very valuable presenter on key debates. Another interviewee whose contribution and suggestions have been central to this project is Lloyd Samuels. Lloyd's involvement was valuable as we were able to project some of the issues of multiculturalism from a less academic, younger, but equally articulate voice. Lloyd's insights as a young man growing up in Handsworth in Birmingham, and later in Park Hill flats and Broomhall in Sheffield, gave certain sequences on identity and the city a sense of realism and local experience which is very important to students, Broomhall is after all only a few hundred yards from the Collegiate Crescent campus.

Other local community members were contacted as the project progressed: The Roshni Women's Centre in Sharrow was approached and two young women gave brief interviews. Other Muslim groups and associations were approached. A rather more radical group called Discovering Islam were interviewed before this project was formally set up, at their street stall in Sheffield's Fargate. This brief interview (recorded by the candidate) was obtained after permission was granted by a central committee for the group. The Sheffield Hallam Muslim Students Association was contacted but they did not show at two meetings which I had set up, I imagine because the atmosphere at the time was heavily charged post 7/7. Other local contacts are listed in the informal journal which gives the time frame (Chronology of the Research Appendix 4).

It is probably apparent that the interviews have some of the features of snowball sampling³¹, the contacts were in some cases friends or colleagues of family members and Keith Radley was instrumental in linking us up to several interviewees. The choices were in danger at times of becoming too narrowly linked and lacked a broad representativeness of communities in Sheffield. This led to broadening the scope and less reliance on serendipity. The budget for this programme precluded a great deal of travel, and due to the candidate's full teaching load and Radley's very busy workload within the Learning and Teaching Institute lengthy excursions were not possible. However, as the material for the project began to grow we cast our sights further and obtained permission for an interview with Nick Johnson (Policy Director) community and academic, we also managed to use our trip to London to record short video sequences in Brixton and the 'China Town' area of Gerrard Street. The CRONEM conference 14-15 June on Multicultural Britain: From Anti-Racism to Identity Politics to... at Roehampton University enabled us to obtain some critical academic views on our project and also to make video interviews with several key academics Les Back, Michael Banton and Ann Phoenix; The quality and juxtaposition of the academic interviews strengthens the whole; providing a broader sociological context in which the local community examples seemed to have greater explanatory power.

The deadline which we had agreed upon to complete the video sequences for the launch at C-SAP constrained and sharpened the process of editing. Some excellent material was not used, either because it was difficult to assimilate into this dialectic which evolved between each of the components of the short sequences. In some cases material had to be shelved because the quality was poor (this was true of material I filmed in Poland with the exception of David Barringo and Catherine Silver which were used).

³¹ Griffith et al 1993 raise the obvious criticism of snowball sampling that it is biased (as clearly subjective and non-random). However in this process of seeking contributors the situation is of multiple snowballs gathering different interlinked cohorts.

Other Materials

In addition to the 'talking heads' and vox pops the Candidate has tried to produce other materials which might add visual interest to the sequences. One form of visual used in one or two places were some very simple animations which were created by using hundreds (literally) of PowerPoint slides with minor changes (shading, patterning colour, and movement etc) The most successful example was the Identity Politics sequence which showed a white mask gradually cracking and fragmenting and revealing a black face.

The CRE poster 'SCARED?' which is used in several texts was from a photograph taken by the candidate and permission was obtained from the CRE for the use of this image. The Life Saver's poster which was used was after permission was granted from the Metropolitan Police. Original music was purchased from a colleague at the university.

Text 7: Spencer, S (2005) *Rhetorical Imagery*, PowerPoint Presentation C-SAP Race & Ethnicity Website http://www.teachingrace.bham.ac.uk/video_resources/

Text 8 : Spencer, S (2006) *Visual Methods for Research*, PowerPoint Presentation – C-SAP Race & Ethnicity Website http://www.teachingrace.bham.ac.uk/video_resources/

Text 7 Rhetorical Imagery is an attempt to use visual culture and specific images which are chosen for their rhetorical relation to social realities, as a point for discussion and interrogation of the social reality. Sarah Pink (2001: 70) illustrates this approach showing how a photograph can be embedded in a conversation connecting different realities. These slides are vivid visual means of addressing issues of race and ethnicity in the classroom. Slides 1-10 allow make a case for the use of imagery in teaching the issues of race and ethnicity and discuss the process of signification, racial categorisation, shifting discourses used in the portrayal of 'otherness': anthropology, advertising, tourism are represented by sample images (e.g. slides 4, 5, 9 and 10 show images taken from 1930's encyclopaedias) which present stereotyped, voyeuristic and highly contrived images. The complex discourse of 'orientalism' (Said 1978) is discussed in relation to slides 10 and 11, where images of veiled women are presented. Slides 11 -19 were stills and associated images from Text 5

In a teaching mode the images are used to demonstrate the operation of different theoretical strategies; 'ways of seeing', approaches to deconstructing social reality. From the outset the issue of the polysemic nature of the visual is stressed and the process of signification is shown to depend on conventional codes which operate in cultural contexts, these collide and diverge depending on the individual's class, gender, ethnicity, age, nationality and so on.

Text 7 and 8 are resources which illustrate the potential for visual methods to enhance social research. Theoretically this approach is based on recognition that ours is an increasingly visual 'ocularcentric' culture. Jenks argues that 'looking, seeing and knowing have become perilously intertwined.' rendering our world as primarily a 'seen' phenomenon' (1995:1-2). However 'the study and use of visual images is only of use within broader sociological research enterprises, rather than as ends in themselves' (Banks, M. 2001: 178). There are others who would argue that visual sociology is much more than simply a method to enhance the data of established sociological paradigms. As Margolis (2004) asks: 'Do we have a sociological stare to mimic Foucault's medical gaze? Are we building an application, a language, a spectacle, a simulacrum?' These are important questions for the development of this area but, for the moment, the Candidate is using visual approaches to enhance other forms of research, uncover and expose ideological meanings and engage interest in issues of key social importance.

Appendix 6: Addressing Co-Authorship

School of Sociology & Social Policy, Faculty of Development and Society, Sheffield Hallam University

Stephen Spencer
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S10 2BP

Dr Malcolm Todd
Principal Lecturer in Sociology
Faculty of Development and
Society
Collegiate Crescent Campus
Sheffield Hallam University
Sheffield
S10 2BP

14th March 2007

Dear Malcolm

PhD by Presentation of Published Work — Request to Co-Authors

In common with many other universities, Sheffield Hallam University offers a route to a doctorate through the submission of published work. Earlier this year, after advice from various colleagues and University staff, I submitted an application listing 8 items published between 2004 and 2007 together with a statement of my grounds for application. I learned recently that my application, has been accepted and that I can progress to the next stage. This involves the writing of a statement that demonstrates the quality and independent status of the submitted items together with an explanation of their coherence as a body of work.

I am writing to inform you of this project and to make a request for your help in the process. The University's regulations permit the submission of work involving joint authorship provided there is a clear statement of the scope of the author's contribution and that of the other authors in the final output. In determining the validity of the final submission, the internal and external examiners obviously will assess the extent to which the candidate has made a substantial personal contribution to each submitted item and to the overall portfolio.

As a past co-editor of a text, I am enclosing a document which identifies work that we have completed together, providing an assessment of the extent of our personal contributions. I have made every effort to be precise and accurate in this but, I will await your assessment of this account. Please let me know if there are inaccuracies or if I have misrepresented the extent of our contributions. I will take any changes into account and write up a final submission for the examiners - including any correspondence between us. Of course, I regard complete honesty in this matter as of utmost importance.

Should you have questions or concerns regarding this process, please get in touch. However, if you feel happy in principle with the accompanying statement, could you please confirm this in the near future.

Yours sincerely,

Stephen Spencer
Senior Lecture in Sociology

Statement of Co-Authorship

Item Number: 2

Item Title: Spencer, S & Todd, M (2005) *Reflecting on Practice: teaching and learning issues in race and ethnicity*, C-SAP Monograph, University of Birmingham

Co-Editor(s): Malcolm Todd

Candidate's Statement

1) Context of Publication

This collection of essays derived from discussions between members of a forum for teaching 'race' in Higher education under the auspices of C-SAP. At the time Dr Malcolm Todd was a seconded member of the C-SAP team and suggested that I contact a number of academics from several universities and set up a meeting to produce some form of resource on teaching 'race' and ethnicity in Higher Education. The outcome of our meeting at Birmingham University was a conference in November 2004 dedicated to these issues, and there followed a call for papers for three monographs on issues relating to the teaching of race and ethnicity which either arose from the conference or were elicited from other sources – the call for papers did yield two American papers.

The greater editorial responsibility was on the Candidate, Malcolm Todd made sure that the call for papers was disseminated via the correct channels, through C-SAP and the BSA as well as through US networks. Malcolm also assisted with follow up emails to the contributors in some cases. The Candidate wrote the majority of the introduction with Dr Todd adding some paragraphs on the process of reflection and curriculum (citing scholarly work he had been involved in with Prof Hudson). The Candidate contacted a proof-reader with whom he had worked on his previous sole-authored text. Dr Todd was able to assist in the process of obtaining necessary funding for this work through his role in C-SAP. The Candidate put together an index, obtained the endorsement from Professor Richard Jenkins and designed the cover illustration.

Sent: Thu 15/03/2007 10:39

Re: PhD

Steve Spencer: PhD by presentation of published work - co-authored work

Thanks for your letter. I can confirm that your statement of our joint edited work (Reflecting on Practice, 2005) is totally accurate and fully reflects our individual contributions

Regards
Malcolm

Dr Malcolm Todd | Principal Lecturer in Sociology and Faculty Teaching Fellow | Division of Applied Social Science | Faculty of Development and Society, Collegiate Crescent Campus, Sheffield Hallam University, Sheffield, S1 1WB, UK | Tel: 0114 225 2415 | Email: m.j.todd@shu.ac.uk |

C-SAP | Nuffield Building | University of Birmingham | Edgbaston | Birmingham | B15 2TT |

**School of Sociology & Social Policy, Faculty of Development and Society,
Sheffield Hallam University**

Stephen Spencer
201 Southbourne
Collegiate Crescent Campus
Sheffield
S10 2BP

Keith Radley
Lecturer, Curriculum
Innovation,
Learning and Teaching
Institute, LITS
Sheffield Hallam University

Dear Keith

PhD by Presentation of Published Work — Request to Co-Authors

In common with many other universities, Sheffield Hallam University offers a route to a doctorate through the submission of published work. Earlier this year, after advice from various colleagues and University staff, I submitted an application listing 8 items published between 2004 and 2007 together with a statement of my grounds for application. I learned recently that my application has been accepted and that I can progress to the next stage. This involves the writing of a statement that demonstrates the quality and independent status of the submitted items together with an explanation of their coherence as a body of work.

I am writing this letter to inform you of this project and to make a preliminary request for your help in the process. The University's regulations permit the submission of work involving joint authorship provided there is a clear statement of the scope of the author's contribution and that of any other authors in the final output. In determining the validity of the final submission, the internal and external examiners obviously will assess the extent to which the candidate has made a substantial personal contribution to each submitted item and to the overall portfolio.

As a co-producer of a video project I am writing to you to identify work that we have completed together and the extent of our personal contributions to this project. I shall make every effort to be precise and accurate in this but, obviously, the eventual account will be the product of our mutual discussion.

I enclose an account of the division of labour on this project - could you please assess this and respond as to the accuracy of this statement - adding or modifying where necessary. Should you have questions or concerns regarding this process, please get in touch. However, if you feel happy in principle with the statement could you confirm this?

Yours sincerely,

Stephen Spencer
Senior Lecturer in Sociology

Statement of Co-Authorship

Text 6: Spencer, S and Radley, K (2006) Under the Skin, Academic Video, Available on C-SAP website

Co-producer: Keith Radley

Context of Publication:

This project was an LTA Fellowship project which the Candidate initiated with co-proposers Keith Radley and Richard McCarter (both of the Learning and teaching Institute). The aim was to produce an educational video which would critically examine the concept and debates around multiculturalism. (Richard McCarter did not pursue a role in the Fellowship project due to employment conditions).

Divisions of the Task

The design and purposes for the project were determined by the Candidate, although these did evolve from the initial conception and both members of the project had input into the ideas that developed. The Candidate produced the written structures and narrative plans for the film sequences, the interview questions and the context papers which accompany the sequences. The Candidate initiated the end activities by which the film was launched through C-SAP and designed and discussed the C-SAP website with technical assistance from Darren Marsh at C-SAP. Many of the key interviewees on the film were approached by the Candidate including Prof Les Back, Prof Ann Phoenix, Professor Michael Banton and Prof Chas Critcher, Malcolm Cumberbatch, and the Policy Director of the CRE – Nick Johnson, and 4 academics which he filmed in Torun in Poland during the ESA Conference in 2005. The Candidate developed the theoretical basis for the sequences and consequently edited the video materials into sequences using Final Cut Pro.

Keith Radley however, had a significant role in the eliciting of other interviewees, including Lloyd Samuels (one of the interviews which became the backbone of the project), Colin Peck (a taxi driver) Chido (an African PhD student) and Raj (who provided us with some linking materials as well as a personal interview, Raj is a colleague of Keith's in the LTI) Keith also produced some filmed interviews with friends in Germany as an additional and worthwhile vox pop contribution (one excerpt was used from this in the Introductory clip on Definitions).

Keith's contribution goes far beyond this as drawing upon his considerable technical expertise in video production he did at least 90% of the camera work, and the technical work of transferring and re-formatting the finished sequences. Keith also did the final checking to ensure visual quality was high and that the sound levels were constant.

Both Keith and I collaborated equally on determining the locations for visual sequences for the film aside from the interviews. Keith did the camera work in these instances filming in Sheffield, and parts of London (i.e. Brixton and China Town area of London).

The Candidate was solely responsible for the pieces of animation and still shots.

*Keith Radley
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*Stephen Spencer
201 Southbourne
Collegiate Crescent
Campus
Sheffield
S10 2BP*

23/3/07

Under the Skin of Multiculturalism

Confirmation of Co-Authorship

Dear Steve,

I concur that the division of labour was as stated in your letter dated 23/3/07.

Keith Radley - Co producer

LTI

Appendix 7

Developing a Website

One way in which the research-informed teaching materials, so far produced, have been disseminated as a resource is through a website hosted by C-SAP. The initial plans for the website were conceived after discussions with Darren Marsh from C-SAP. Marsh, who engineered the Undergraduate Dissertation website which has been very useful for students, has developed a web identity for the Race and Ethnicity site which will give it autonomy while placing it within the bounds of the broader C-SAP site (see Appendix 2). It is envisaged that this will become a means of focusing attention on developments in the pedagogies of race and ethnicity, module design, teaching strategies, research projects as well as a collection of interlinked resources on content areas for both academics and students, which will be added to as the site grows.

The plan was circulated to several members of the C-SAP 'race group', and received positive feedback and some ideas for adding to the resource. Since then the development of the site is in progress and it is hoped that the website will grow organically as more people become involved. The site can be viewed at the following address where contributors can upload their materials: <http://www.teachingrace.bham.ac.uk/upload/contributors.aspx>

In addition to areas of content (including Introduction, Contributors, Resource Overview Teaching Strategies, Useful Links) which are being built up there is also a wiki to support the *Teaching Race and Ethnicity* website. This is a small, experimental website site, developed by C-SAP and a group of interested academic colleagues who share a common interest in teaching issues of Race and Ethnicity in higher education. The aim of the website is to "provide critical resources and suggestions for teaching, learning and assessment. It is hoped that the site will become a focal point for discussion and progressive ideas for enabling understanding, eradicating misconceptions and confronting racisms in educational practice and in society more generally." (blurb from the site). The site has become a repository for the video sequences (Text 5 and 6) and the slides from texts 7 & 8. The site is relatively new and as other technical innovations and changes are made it is planned to become more widely promoted later in 2008.

Appendix 8

Potential Concerns

The Candidate has seen the benefits of these strategies for providing a richer and more fulfilling programme which encourages debate and enhanced learning in graduate and postgraduate students and which have been commended and adopted by some colleagues around the country, and internationally.³² However, some caution is needed in assessing these developments. There are a number of potential problems which the approach has also highlighted and which need to be addressed.

1. First, the discussion of epistemology in the appraisal touched only briefly on the basis for validity in qualitative research of the kind represented here (notably case study and visual ethnographic approaches). The Candidate was more motivated by the pragmatic solutions to addressing student learning and the epistemological and ontological arguments clearly require more careful scrutiny. As discussed the bases for a more political and committed anti-racist pedagogy and research approach is suggested throughout the texts (and especially by the authors in Text 3) but clearly future work is needed to make the importance of politics and ontology as well as epistemological concerns.

2. Second the assessment of the resources in the portfolio as interventions which produce students who are motivated and engaged is not fully demonstrated, there are signs that *some* students are motivated by the use of the cases and visual materials, but there needs to be more general evaluation of their effectiveness and *how* they might be influencing student motivation. Linked to this point there are contentions about the concept of 'deep learning' and whether a 'deep approach' to learning can be induced. Haggis (2003: pp93-5) cites evidence that two students in the *same* teaching and learning context may exhibit different approaches (surface and deep), suggesting that it is the student's personal perception and understanding of the context which leads to their final approach:

'A 'deep' approach is defined as including a search for personal meaning, based on intrinsic interest, curiosity and a desire and ability to relate the learning to personal experience (Prosser & Trigwell, 1999)' (Haggis 2003: 94)

'Meaning' as Haggis points out is very non-specific and highly constrained by the disciplinary context and the system of assessment which is being applied. Consequently student's personal meanings may be only tenuously connected to the process of study and learning. So while autonomous learning does purport to recognise students as bringing their own constructions of social reality to the process of learning at university, how are these 'meanings' effectively built upon? The use of the abundant examples, offered in this portfolio, may not provide a clear

³² Some courses are using Text 1 as a core text e.g. SOC2028 RACE, GENDER & REPRESENTATION a module taught at University of Northampton.

framework for students' prior knowledge and may only serve to obfuscate rather than clarify issues. More and closer evaluations are needed of students' responses to these resources.

3. Thirdly, to consider ethnographic film making as a collaborative quest to expose what one might consider oppressive conditions and in some way bring about collective action may be overly optimistic. Faris suggests that we are deluding ourselves if we believe that by mere presentation on film (for example of the sort of conditions shown in Text 5) our audiences will understand the conditions or be roused to take action. In this view film or video (and indeed the project of anthropology itself) is of questionable value because:

‘The subject of ethnographic film will always be object, no matter who does the filming, so long as *we* are the viewers. The West is now everywhere, within the West and outside, in structures, minds and technologies.’ (Faris, 1992: 166)

The Candidate recognises that these projects call for greater pre-planning to create a more long-term and collaborative approach to such projects. Some attempts at a more collaborative approach are discussed in Text 3 (p177-8). The videos Text 5 and 6 partly reflect this desire to open the resource to different voices and care was taken that contributors agreed to the use of their contribution in the finished sequences. Nevertheless the dilemma of ethnographic film could still be argued as to ‘obliterate otherness while preserving difference’ (Faris, 1992:174).

However, it seems unreasonable to assume such an unbridgeable gulf. Farrar (2005) assesses the possibility that certain representation might counteract and ‘reconfigure’ racialised boundaries, as certain images might unite through a shared sense of humanity and an ethos of responsibility. Indeed it seems overly pessimistic to judge the ‘we’ in Faris’s argument to be so homogenous; this might be more the case for classic anthropological ethnography but for videos like Text 6 which deal with urban multicultural issues the audience are already diverse, and such ethnographies resonate with the debates which inform their everyday lives. With Text 5, which focuses on Australian indigenous/white relations, perhaps it is more valid; as one audience member at C-SAP suggested after the showing of Text 5, this video could be perceived as dwelling on the plight of urban indigenous people in Darwin and was an example of the ‘victimist gaze’ – in other words the film portrays the group in question from a dominant, white, middle class perspective, and could be seen as another link in the chain of colonial domination – merely affirming the ‘other’s’ place as a subordinated subject and making cultural capital from their condition. Conversely, it could be fairly argued that this video’s contribution is to examine and undermine this perception and especially the normative discursive construction and misrecognition of the group as a static, primordial culture.

4. Fourth, while the integration of research into teaching is certainly evolving, in the use of these resources it is still at a stage akin to Healey’s (2005) research-lead and research-tutored categories and the students are still members of an audience (albeit an active one) rather than initiating the making of videos (see diagram Appendix 1 page 38). However, in some modules student involvement in broader research is beginning to be addressed. For example, in a new module which the Candidate has been involved in writing (Culture, Media and Consumption), students have the opportunity to create multi-media portfolios and address issues affecting local minority ethnic communities. The successful studies are to be presented by the students at an international conference. In this module I have been able to incorporate Keith Radley’s pioneering guidelines for use of video.³³ It should also be mentioned here that since Boyer’s pioneering work others have shown the scholarship of teaching and learning is more complex than Boyer suggested.

³³ Keith Radley, who did the excellent camera work for Text 6, is pioneering a simple training course (Users as Producers) for staff wishing to use video for research in any discipline. Some of these guidelines may be accessible in the future via the C-SAP website.

Rice (1992) and others have suggested that the role of SoTL should include a synthesis of the following:

- generic teaching and learning;
- disciplinary teaching and learning;
- disciplinary research;
- research into teaching and learning.

Lewis Elton recently pointed these out and went on to note that this conception from Rice far exceeds Boyer's four scholarships. Further consideration of these aspects will inform this project as it progresses.

5. Fifth, the issue of accessibility of web material has been raised and needs to be considered seriously as the resource base is developed. The Candidate has taken advice from Disabled Student Support - about guidelines for making the materials accessible. Transcripts are already in place for much of the filmed interviews - but subtitled versions could be considered also.

6. Sixth, was there a balanced account of the ethnic communities in the texts? Arguably more could have been done to gather more varied local opinion involving more students at Sheffield Hallam University and other communities. This is especially true for the production of material for Text 6. The Muslim Association at Sheffield Hallam University was contacted but at the time did not respond to the requests; other communities like the Irish community were not contacted. One aspect of this issue is the lack of focus on mainstream British/English culture, as one person commented 'where are the Morris men and the lager louts?' However, we did include the viewpoints of Colin the self professed 'last blond haired taxi driver in Sheffield' (Spencer 2007 in Todd and Farrar Eds. p 36). Nevertheless, a wider range of identities could usefully be added as a website resource in the future (Candidate now has video material about Malaysians and Mexicans and African Canadians to add). The resource was limited however, and the team had very little time allocation or 'buy out' for this work.

7. Seven - The quality of some of the visual material is poor due to lack of professional experience and/or resources. This is noticeable perhaps especially in Text 5 (which the Candidate made with very little technical assistance) in which sound quality is especially a problem. Other problems with hand held cameras, poor framing of shots and inefficient editing have been commented upon (see Text 3 e.g.). This is a problem which needs time and experience to overcome. There is no point promoting an action research approach if the outcome is going to be inept.

Appendix 9

Developments since June 2007

July 2007 – JISC Info Net and ALT – CAMEL Tangible Benefits of e-Learning - prepared a wiki-based case study on the uses of video research with Master's level students in Qualitative Research Methods. Met in York with the 36 other delegates who have also produced e-learning case studies. The conference helped to focus and fine tune the cases and opened them to feedback.

July 2007 - The Candidate initiated and largely organised a research trip to Nova Scotia. This was a collaboration between Dalhousie University in Halifax and a team from Sheffield involving sociologists, social and mental health workers. During the week we spent there the team visited several areas including: Mulgrave Park an inner city estate speaking with a team of volunteers and social workers, the area of Preston where black Nova Scotians have a long and established history, and Seaview Park the name given to the site upon which Africville, an autonomous black community, stood before it was destroyed by the Halifax authorities in the 60's. We presented at a one day conference on 'Identities in Social Context'. Both Lloyd Samuels and Malcolm Cumberbatch were team members (building upon the constructive work both had contributed to Text 6). With the assistance of Lloyd Samuels the Candidate has produced and edited a short video *Identities in Transition: Interviews with 5 African Canadians*. The video is soon to be published in an electronic online journal ELiSS (Enhancing Learning in Social Sciences) new C-SAP sponsored journal. Another short video – *Framing Africville* - based on the footage taken in Nova Scotia is in process now.

1st September 2007 Candidate begins new module Culture, Media and Consumption, co-written and taught with Dr Gary Taylor. This module is important because it draws on issues of visual representation of social divisions through the lense of different cultural and sociological theories, including analyses of: ideas of mass culture, media and social control, ethnography and visual culture. The students prepare portfolios of work including short pieces of research in which they can draw from a palette of different media sources including the use of video or photography to record their chosen aspect of culture or community. Several of the best of these are to present at a conference being organised for July this year.

27th – 28th September 2007 Candidate was involved in the organisation of two conferences with C-SAP 'race discussion group'. (1.) The Candidate presented material on visual methods for teaching race and ethnicity for a 'school race event' (Sept 27th) which was aimed at trainee teachers exploring issues of teaching race and ethnicity in schools – the resulting materials used on the day have contributed to an 'online teaching pack' compiled by organiser Bela Aurora. (2) The following day the event was aimed towards HE – entitled 'Teaching race and ethnicity in practice' (Sept 28th) in which I chaired a stream on 'Integrating Research and Teaching' – the conference brought together strong commentaries from the broader race group and benefited from John Solomos as a most effective key note speaker and contributor.

October 2008 – Invited a group of school children who have been working on projects with the Sheffield Multiple Heritage Service to a meeting at Sheffield Hallam to discuss a future project about expressive work (posters and videos and possibly dramas) about 'mixed race' identity. These young people (average age 14) have recently won an award from UNICEF for a film production

they were involved in entitled *ReMix*. The aim is to produce a series of posters and displays for a conference in July 2008.

November 21-23rd 2007 – Cardiff C-SAP 5th Annual Conference – Teaching in Public – the Future of Higher Education? Presented ‘Combining Scholarships to Enhance the Teaching Experience’

1st December 2007 Candidate has chapter in new text *Framing Globalization: Visual Perspectives* Editors: Patrizia Faccioli and Jacqueline A. Gibbons. This is described as ‘a collection of readings to reflect and develop the varied and dynamic interfaces of globalization: the global and local. The purpose is to identify how global and local dimensions intersect with cultural construction and processes of identity.’ The Candidate’s chapter – ‘Visualising the Multicultural City’ largely draws on text 6 using stills and discussing the representation of ethnicity in urban England and the power of visual research methods to build a thick description, to capture the signs of the time.

February 1st 2008 University of Northampton “Race-ing” Forward: Transitions in theorizing “race” in education: a one day conference which discussed the realities of multi-culture and the shifting discourses through which diversity is recognised. The Candidate presented -Myths of Multi - culturalism: Racism, Rhetoric and Reality – all papers from the conference to be published later in 2008. The Candidate submitted his chapter; ‘Myths of Multiculturalism: Racism, Rhetoric and Reality’ in July 2008.

March – April 2 – Planning for a July Conference – Identities in Transition a two day conference linking experiences in Nova Scotia Canada and Sheffield UK of the persistence of Ethnic and Racial identities in racialised communities. Candidate obtained funding and along with the team who made the trip to Nova Scotia in July 2007 organised this event. Eight Canadian colleagues have been invited and Yasmin Alibhai Brown has been booked as a guest speaker. The conference will allow several students to present the findings from their research with local communities.

April - In negotiation with Routledge for publication of new text book: *Visual Methods: A Guide to Research and Analysis*. Having received mixed reviews the Candidate has re-focused away from analyses of visual culture and instead is preparing for a contract to write a definitive guide to visual research method.

June – Routledge have agreed on the above text and the contract has been signed with a delivery date of September 2009.

June 9th – Faculty research event – Candidate presented on approaches to Research- Informed teaching emphasising the value of e-learning and visual methods of research in teaching.

June 18th C-SAP & Sheffield Hallam Rich Media Workshop – Presented materials to a group of lecturers promoting the use of video and still images in teaching and learning.

July 2nd and 3rd 2008 – Candidate organised and ran the conference Identities in Transition. The conference was evaluated as a highly effective and successful event marking the continued relationship between colleagues from the Dalhousie University School of Social work and Sheffield Hallam University and other organisations like the WEA and the Sheffield Multiple Heritage Service and Ethnic Minorities Achievement Service (who produced posters and presented the poems and feelings of the young people who have formed a Management Committee). Also the Candidate's students who had made studies documenting aspects of local ethnic communities presented their findings at the conference.