

# STUDENTS PRODUCE KNOWLEDGE

**Citing Personal Experience and Interviews in  
Undergraduate Research**

**Emily Willard, University of Washington**  
*Conference Presentation - 2019 UW Praxis: Anti-Racist Pedagogy*

# MAIN GOALS:

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- 2) GET FEEDBACK ON THE IDEA AND THE GUIDELINES

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- 2) GET FEEDBACK ON THE IDEA AND THE GUIDELINES
- 3) CONNECT WITH OTHERS DOING SIMILAR WORK, KEEP THE CONVERSATION GOING

# "INTERNATIONAL JUSTICE ON TRIAL"

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-KNOWLEDGE PRODUCTION (INDIGENOUS SCHOLARSHIP)

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- EYEWITNESS TESTIMONY VS. GOVERNMENT RECORDS

# THEORY INTO PRACTICE

How to bring this theoretical discussion of knowledge  
production to life in the classroom?

# RESEARCH PAPER

Assignment:

Choose issue area, region, or country with context of human rights violations.

Define justice, and determine the extent to which judicial trials achieve this “justice” in this chosen context.

What are alternative methods of achieving this justice?

# THE GUIDELINES

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**Introduction** (Purpose)

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**How to Cite Personal Experience**

Examples of acceptable and non-acceptable ways to use it

How to format the actual citation

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## **Introduction** (Purpose)

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### **How to Cite Personal Interviews**

How to format the actual citation

Note about Consent

# THE GUIDELINES

## **Introduction** (Purpose)

## **How to Cite Personal Experience**

Examples of acceptable and non-acceptable ways to use it

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## **How to Cite Personal Interviews**

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Note about Consent, interviewing survivors of trauma

## **Additional Reading Suggestions**



# RESULTS

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**Participation:** 5 students  
out of 23 used the  
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Personal and/or family  
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Personal interviews: 3

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Included questions on  
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course evaluation (survey  
of 21 out of 23 students)

Conducted interviews with  
all 5 students who used  
guidelines

Conducted interviews with  
5 additional students who  
did not use the guidelines

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EXAMPLE



RESEARCH TOPIC: TURKISH KURDS

CITATION: PERSONAL INTERVIEW WITH FAMILY FRIEND

# RESEARCH TOPIC: TURKISH KURDS

## CITATION: PERSONAL INTERVIEW WITH FAMILY FRIEND

Minow, Martha. *Between Vengeance and Forgiveness: Facing History after Genocide and Mass Violence*. Boston: Beacon Press, 2009.

[redacted] (Kurdish Turkish national), interviewed by [redacted], Seattle, Washington, October 2018, University of Washington. ✕

Nordland, Rod. "Kurdish Leader Is Arrested in Prague at Turkey's Request." *The New York Times*. February 25, 2018. Accessed December 02, 2018.

Skutnabb-Kangas, Tove, and Desmond Fernandes. "Kurds in Turkey and in (Iraqi) Kurdistan: A Comparison of Kurdish Educational Language Policy in Two Situations of Occupation." *Genocide Studies and Prevention*. July 06, 2011. Accessed November 04, 2018.

Tahiri, Hussein. "Cultural and Physical Genocide: The Kurdish Case in Turkey." *Kurd Net-Ekurd.net Daily News*. February 07, 2018. Accessed November 28, 2018.

Unver, H. Akin. "The Real Challenge to Turkey's Economy Isn't Terrorism." *Harvard Business Review*. July 08, 2016. Accessed November 04, 2018.

## Weaknesses of Trials

Two weaknesses of trials include corruption in a justice system wherein the perpetrator is the state, and the fact that even if the justice system is not corrupt, trials only have effect on laws, and cannot address underlying issues or change social institutions. Whenever the perpetrator of mass atrocity is the state, the integrity of that nation's justice system is compromised, and trials can be used as a tool of further perpetuating injustice instead of alleviating it. This is the case in Turkey, as any and all trials regarding the conflict have been prosecuting Kurds for breaking extreme nationalism laws. [ ] recalls a local bus driver in his hometown being sent to jail for simply playing a Kurdish song ( [ ] ). However, there are more prominent cases of this, perhaps the most famous being Leyla Zana, the first Kurdish woman to be elected to Turkey's parliament. During her oath to parliament in 1991, she said the required parts in Turkish and then added a



## Alternate Forms of Justice for Turkish Kurds

In light of the unlikeliness of national trials, transitional justice in the form of reclamation of culture and language and a United Nations commissioned investigation of human rights abuses might be the most effective remedy for the Kurdish genocide in Turkey. To me, justice means regaining autonomy and for your community to be able to heal from its injustices, including having the ability to raise future generations free from the traumas of the past. For the Kurds, this definition of justice first and foremost lies in their ability to reclaim their culture, language, and traditions, as this was the main effect of the conflict. [redacted], a Turkish Kurd, wishes to not only lift the ban on speaking Kurdish and allowing villages and towns to return to their original Kurdish names, but erase the stigma that has become attached to Kurdish culture

over the years in Turkey. This resonates as a part of healing that needs to go past abolishing  
discriminatory laws in order for victims and their children to be able to truly move on without  
intergenerational trauma. [ ] would also like to see destroyed Kurdish monuments rebuilt and  
for countries all over the Middle East to scrap together what remaining Kurdish literature is left  
and condense it into a public archive or library.

In order for a community to fully move on, truths need to be exposed so issues can be addressed. Because trials are unlikely to happen anytime soon in Turkey, another way to formally archive injustices is through investigation. The United Nations Human Rights Council has an investigatory sector that has been commissioned to work in nearby regions, such as Syria in

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RESEARCH TOPIC: TURKISH KURDS

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STUDENT REFLECTIONS:

- NO SCHOLARLY ARTICLES BY TURKISH KURDS
- WITHOUT INTERVIEW WOULD HAVE WRITTEN A DIFFERENT PAPER
- "I COULD WRITE 10 MORE PAPERS!"

EXAMPLE

RESEARCH TOPIC: U.S. IMMIGRATION DETENTION CENTERS

CITATION: PERSONAL AND FAMILY EXPERIENCE

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## CITATION: PERSONAL AND FAMILY EXPERIENCE

Jorgensen, Christian. *Immigrant Detention in the United States Violations of International and Human Rights Law*. Critique: a Worldwide Student Journal of Politics .

Kim , Hun Joon, and Kathryn Sikkink. "The Origins and Effectiveness of Prosecutions of Human Rights Violations ." *Justice Cascade: How Human Rights Prosecutions Are Changing World Politics*, W W Norton, 2012, pp. 269–282.

McDermid , Brendan. "US: Separated Families Report Trauma, Lies, Coercion." *Human Rights Watch*, Human Rights Watch , 23 Oct. 2018, [www.hrw.org/news/2018/07/26/us-separated-families-report-trauma-lies-coercion](http://www.hrw.org/news/2018/07/26/us-separated-families-report-trauma-lies-coercion).

✓ Minow, Martha. "Between Vengeance and Forgiveness: Facing History after Genocide and Mass Violence." *Between Vengeance and Forgiveness: Facing History after Genocide and Mass Violence*, Beacon Press, 2009, pp. 1–52.

Panel Discussion: "What's ICE Hiding? Human Rights Violations at the NW Detention Center".  
Nov. 15, 2018

✓ Personal Experience. Trip to the United States Southern Border, met with Border Angels organization and undocumented immigrants. San Diego, California, April 2016.

✓ Personal Experience. Speaking with family members who are directly affected by the negative portrayal of Latinos, my own experience with negative portrayals of Latinos, observance

In this case there is a severe lack of recognition that I believe stems from a place of both ignorance and/or lack of awareness. This has both encouraged and allowed the harm to persist. Many Americans simply do not recognize the issue at hand or understand the extent. There is either complete denial that there is an issue, in part because they believe those detained are criminals and should be arrested, or there is the fact that many people are not aware of what is going on. Either the situation does not touch their lives, so they are not aware, or they are simply not aware because of lack of awareness or education (*Personal experience from visiting the border and speaking with people directly affected by the policies, San Diego, CA, April 2016*). ✓

To combat this lack of awareness, in combination with the changing of the narrative, there must also be a demand for change from people on the outside. Some of the ways this has been done and still should continue is through protests. Protests can entail people marching outside the detention centers, gathering outside the White House, or gathering on a college campus. They can take form in many ways, but the point is to show what is occurring. While protests cannot provide justice in the sense of healing, they can provide recognition. Public demonstrations can help play a role in both alerting the public and figures of authority that there is something deeply wrong

they should fear anyone who is undocumented. Such fear is then instilled in people and so they in turn support harsh policies because they believe it is criminals trying to get into the country. These terms are also seen across the political sphere from President Trump's addresses to the public to official government documents and webpages. Both of these terms are dehumanizing and insinuate negative meaning for immigrants and when they are so widely used, they become widely normalized and accepted ("Drop the I-Word").

These terms along with the way that stories are conveyed in the media work to paint the picture in the American public's mind that Latino immigrants are criminals. Much of what circulates is no longer rooted in fact, and instead becomes fear of a classification of people. This in turn harvests support for intense and inhumane immigration detention centers (*personal experience from family members and interactions with peers*). As long as people continue to believe that these people are a harm to them and our country, they are more likely to support detention centers and not pay attention to human rights crises occurring. By changing the narrative, we can begin to search for justice. Changing the narrative alone is not enough however because much of what happens inside detention centers is not widely known in the public sphere.

The next step in the search for justice, is to begin to make the general public aware of what is happening. Similar to the H.I.J.O.S. and Los Escrachés in Argentina, which actively worked to have the disappeared recognized through acts of public shaming, a second mode of justice in this

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- "INSTEAD OF JUST RE-TELLING, I GET TO MAKE IT MY OWN...USE MY OWN VOICE"

- "YOU DON'T WANT TO MAKE BROAD STATEMENTS WITHOUT EVIDENCE UNLESS YOU BACK IT UP. PEOPLE DON'T HAVE PERSONAL EXPERIENCE IN THE ARTICLES WE READ. I CAN REFERENCE HOW I SEE IT THROUGH MY EYES, AND HOW I INTERPRET IT, I CAN USE IT TO MAKE THE CASE IN MY PAPER. THE STUFF I CITE THROUGH FAMILY EXPERIENCE IS NOT WHAT YOU WOULD FIND IN ACADEMIC PAPERS... IT'S IMPORTANT TO REPRESENT HOW I EXPERIENCE THE WORLD BECAUSE OF MY BACKGROUND."

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- STUDENTS EXPLORE THEIR OWN POSITION IN RELATION TO THE RESEARCH
- CHALLENGES STUDENTS TO CONSIDER CREDIBILITY OF ALL SOURCES
- GROUNDS RESEARCH: CONSIDER LIVES OF INDIVIDUALS AND COMMUNITIES

## CHALLENGES TO ADDRESS:

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- CONTRADICTS TRAINING FROM MIDDLE SCHOOL THROUGH UNIVERSITY
- NEED MORE GUIDANCE ON HOW TO INCORPORATE INTO WRITING
- STRUGGLE TO SEE VALUE OF OWN PERSPECTIVE
- WHAT ARE THE BOUNDARIES?

# FURTHER READING:

\*Kishimoto, Kyoko. "Anti-Racist Pedagogy: From Faculty's Self-Reflection to Organizing within and beyond the Classroom." *Race Ethnicity and Education* 21, no. 4 (2018): 540-54.

\*Million, Dian. "Felt Theory." *American Quarterly* 60, no. 2 (June 2008): 267-72.

\*Mott, Carrie, and Daniel Cockayne. "Citation Matters: Mobilizing the Politics of Citation toward a Practice of 'Conscientious Engagement.'" *Gender, Place & Culture* 24, no. 7 (2017): 954-73.

\*Smith, Linda Tuhiwai. *Decolonizing Methodologies: Research and Indigenous Peoples*. 2nd ed. London and Dunedin, N.Z.: Zed Books and University of Otago Press, 2012.

\*Thomas, Robina Anne. "Honoring the Oral Traditions of the Ta't Mustimuxw (Ancestors) through Storytelling." In *Research as Resistance: Revisiting Critical, Indigenous, and Anti-Oppressive Approaches*, 177-98. Toronto: Canadian Scholars' Press, 2015.

\*Tuck, Eve. "Suspending Damage: A Letter to Communities." *Harvard Educational Review* 79, no. 3 (2009): 409-428.

\*Vizenor, Gerald. *Native Liberty: Natural Reason and Cultural Survivance*. Lincoln: University of Nebraska Press, 2009.

THANK YOU!

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