ETHNOGRAPHIC RESEARCH METHODS

ANG 6801
Section 0001

Fall 2020
Tuesday: 6:00 pm – 8:50 pm
Video Streaming
3 Credit Hours

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Office Hours: Tuesday, 3:30pm – 5:30pm

Course Description

Ethnography is the backbone of cultural anthropology; it is our primary research method *and* genre of writing. This course is about what it means to engage in ethnographic fieldwork and produce ethnographic texts. We will examine the main methods used in ethnographic research, such as participation observation and interviewing, in order to understand how cultural anthropologists practice their craft. Course material will cover a range of topics, issues, and concepts that address ethnographic practice, including research design, research ethics, data collection and analysis, and ethnographic representation. Finally, students will engage with course material to complete several exercises to practice their ethnographic skills and work toward their own research goals.

Public Course Description

Ethnographic research techniques and praxis: data collection and analysis, writing ethnographies, and research presentation

Prerequisites

Admission to Anthropology MA, Integrative Anthropological Sciences Ph.D., or Consent of Instructor

Student Learning Objectives

This course has three learning objectives: 1) to expose you to major issues and debates surrounding ethnographic fieldwork and writing; 2) to provide you with methodological techniques and strategies for conducting ethnographic fieldwork and writing; and 3) to encourage the development and advancement of your own research projects and agendas.

Class Structure

This course will use Zoom for synchronous ("real time") class meetings. Please take the time to familiarize yourself with Zoom by visiting the UCF Zoom Guides at https://cdl.ucf.edu/support/webcourses/zoom. In order to use Zoom, you must sign into the Zoom session using your NID and password. Please note that these sessions will recorded. If you have any technical issues accessing Zoom, please contact Webcourses@UCF Support: https://cdl.ucf.edu/support/webcourses.

Class meetings are conducted primarily as seminars by focusing on discussion. Occasionally, short "lectures" will cover specific topics and perspectives on the week's topic, while discussions will focus on the readings assigned for that week.

Course Requirements

Attendance

Attendance will not be monitored this semester. However, it will be to your utmost advantage to attend every class in order to get the most out of the course material. Please let Dr. Harris know in advance of any extenuating circumstance (serious illness, personal/family tragedy, etc.) that may cause you to miss class.

Reading and Participation

Because this course is structured as a seminar, both reading course materials and active participation are essential and required. Doing well in the course will depend not only on keeping up with weekly readings, but also diligently participating in discussions and activities **every week**.

Discussion leader(s) (assigned the first week of class) will facilitate each class discussion. Each discussion leader is expected to create a plan to encourage thoughtful and engaging in-class discussion. If there is more than one discussion leader for the week, they should meet ahead of time and work together to create this plan. Your discussion plan must be emailed to Dr. Harris no later than 12:00pm on the day of class. Discussions can take many forms; you may introduce additional information obtained from websites or print media, prepare interesting or provocative questions for the purpose of generating discussion, etc. But, the discussion leader(s) should allow space for the discussion to develop and change direction during the course of the conversation.

Reading Reflections

Beginning in Week 2, you will write short reflections on the required readings for each week (500-600 words, singled-spaced, 1" margins on all sides, Times New Roman 12-point font, bibliography,

Chicago Style citations). Your Reading Reflections must be submitted via Webcourses by **11:59pm on the evening prior to class**. To receive full credit, Readings Reflections should be insightful pieces that comment on the content of the texts and draw connections between them, **not just summaries**. Failure to submit your Reading Reflections by the 11:59pm deadline will lower your grade. You will write 14 Reading Reflections, but **your lowest Reading Reflection grade will be dropped** at the end of the semester.

CITI Training

You are required to complete the Collaborative Institutional Training Initiative (CITI) Program Responsible Conduct of Research (RCR) Training as part of this course. This free, online training provides research ethics education to UCF faculty and students. Per UCF policy, this training must be completed prior to carrying out any research with human subjects. For this course, you will complete the Social and Behavioral Responsible Conduct of Research portion of the training. If you have completed this portion of the training within the past three years, you do not need to redo it if you can provide Dr. Harris with documentation (i.e. print out/screenshot from CITI Training website, IRB, etc.) The instructions for creating a CITI Training account and accessing the training site are available at: https://graduate.ucf.edu/pathways-to-success/#CITI Training.

Project

You will design, conduct, analyze, and write up a project by drawing on the concepts and methods discussed in this course. The project will revolve around **three 30-minute interviews** with a population of your choosing on any anthropological topic. This project can be modified to meet individual research needs, but you must discuss this with me before project commencement to ensure that you engage with course material and fulfill the project objectives. The project will have four parts: 1) CITI Training, 2) Research Proposal, 3) Data Collection and Analysis, and 4) Write Up. These parts will be due at different points during the semester (see below). The final report will be 5000-6000 words, singled-spaced, 1" margins on all sides, Times New Roman 12-point font).

Project Presentation

You will give an in-class 20-30 minute presentation on your project at the end of semester. There will be a few minutes after each presentation for questions and comments. Dr. Harris will provide information on how to give an oral presentation on a research project as the semester progresses.

Grading Structure

Reading Reflections (13 out of 14)	20% of total grade
Project	40% of total grade
Project Presentation	20% of total grade
Participation	20% of total grade (10% for discussion leadership, 10% for non-leadership participation)

Grading Scale

Reading Reflections, project assignments, project presentation, and participation will be graded using the following scale: A, A-, B+, B, B-, C+, C, C-, D+, D, D-, F.

Course Policies

Respectful Behavior

You are expected to conduct yourself in a respectful manner in all class discussions and interactions with Dr. Harris and your classmates. You should also be respectful of the class start time. Arriving late is distracting to both Dr. Harris and your classmates. Make every effort to be punctual.

Zoom Meeting Expectations

Even though we will be using Zoom for this course, you are still expected to follow proper classroom etiquette. Think of the weekly Zoom meetings as face-to-face meetings, and conduct yourself as you would if the whole class was in the same room. Improper behavior will not be tolerated during Zoom meetings and may result in a referral to the Office of Student Conduct.

In addition, here are some useful tips for ensuring that the meetings go smoothly for everyone:

- *Join early*. Signing on 5 minutes before class time will ensure that you do not miss any activities or information shared at the beginning of class.
- *Enable video*. Have your video on unless you truly are experiencing connection issues.
- *You're on camera!* Be aware that you are on camera, and try to avoid doing other tasks during class, such as checking emails, scrolling through Instagram, looking at your phone, etc.
- *Camera level*. Adjust your camera to be around your eye level, if possible. In particular, take note of the angle of your laptop screen if you are using a built-in camera.
- *Microphone*. Mute your microphone when not talking.
- *Be in a quiet space*. Find a space without interruptions or background noise.
- *Lighting*. Avoid backlight from bright windows and have good lighting on your face so that you can be seen clearly.
- *Raising your hand*. If you have a question or comment, use Zoom's "Raise Hand" function so that Dr. Harris can call on you. This will prevent you from speaking over/speaking at the same time as other participants.

Knights Email and Webcourses Communication

Given that there will be important email and Webcourses communications between Dr. Harris and the class, you are responsible for checking your Knights email and Webcourses on a regular basis (i.e. at least once a day).

Late Policy

Late assignments will receive a lower grade for every day that they are late. For example, if you received an "A-" but the assignment is one day late, your grade will be a "B+". If it is two days late, your grade will be a "B," and so on. Extensions will be given only in the case of extenuating circumstances.

Grade Disputes

If you would like to dispute a grade on a particular assignment, please come to Dr. Harris's office

hours **and** submit your graded work via email along with a written explanation of why you would like her to read and review your work a second time. Please be aware, though, that her willingness to re-read your work is not a guarantee that your grade for the assignment will be changed.

Academic Integrity

You are expected to do your own work in this course. You should familiarize yourself with UCF's Rules of Conduct (http://osc.sdes.ucf.edu/process/roc). According to Section 1, "Academic Misconduct," you are prohibited from engaging in the following:

- *Unauthorized assistance*. Using or attempting to use unauthorized materials, information, or study aids in any academic exercise unless specifically authorized by Dr. Harris. The unauthorized possession of examination or course-related material also constitutes cheating.
- *Communication to another through written, visual, electronic, or oral means*. The presentation of material which has not been studied or learned, but rather was obtained through someone else's efforts and used as part of an examination, course assignment, or project.
- *Commercial use of academic material*. Selling of course material to another person, student, and/or uploading course material to a third-party vendor without authorization or without the express written permission of the university and Dr. Harris. Course materials include but are not limited to class notes, Dr. Harris's PowerPoints, course syllabi, tests, quizzes, labs, instruction sheets, homework, study guides, handouts, etc.
- *Plagiarism*. Using or appropriating another's work without any indication of the source, thereby attempting to convey the impression that such work is your own.
- *Falsifying or misrepresenting* your own academic work.
- *Multiple submissions*. Submitting the same academic work for credit more than once without the express written permission of Dr. Harris.
- *Helping another student cheat* or violate academic behavior standards

Responses to Academic Misconduct

Engaging in academic misconduct it <u>will not be tolerated</u> in this course and will carry <u>serious consequences</u>. You should familiarize yourself with the procedures for academic misconduct in UCF's Student Handbook, *The Golden Rule* (http://goldenrule.sdes.ucf.edu).

UCF faculty members have a responsibility for students' education and the value of a UCF degree. We seek to prevent unethical behavior and, when necessary, respond to academic misconduct. Penalties can include a zero grade for an assignment or in the course and/or suspension or expulsion from the university. Another penalty is receiving a "Z Designation" on your official transcription, indicating academic dishonesty, resulting in the final grade for this course being preceded by the letter Z. For more information about the Z Designation: http://goldenrule.sdes.ucf.edu/zgrade

Student Accessibility

UCF is committed to providing access and inclusion for all persons with disabilities. Students with disabilities who need access to course content due to course design limitations should contact Dr. Harris as soon as possible. Students should also connect with Student Accessibility Services (SAS) at http://sas.sdes.ucf.edu, 407-823-2371, or Ferrell Commons 185. For students connected to SAS, a Course Accessibility Letter may be created and sent to Dr. Harris, which informs her of potential

course access and accommodations that might be necessary and reasonable. Determining reasonable access and accommodations requires consideration of the course design, course learning objectives, and the individual academic and course barriers experienced by the student. Further conversation with SAS, Dr. Harris, and the student may be warranted to ensure an accessible course experience.

Course Accessibility and Disability COVID-19 Supplemental Statement

Accommodations may need to be added or adjusted should this course shift from an on-campus to a remote format. Students with disabilities should speak with Dr. Harris and should contact sas@ucf.edu to discuss specific accommodations for this course.

Campus Safety

Emergencies on campus are rare, but if one should arise during class, everyone needs to work together. You should be aware of your surroundings and familiar with the following basic safety concepts:

- In case of emergency, dial 911 for assistance.
- Every classroom contains an emergency procedure guide posted on a wall near the door. You should make a note of the guide's physical location and review the online version: http://emergency.ucf.edu/emergency_guide.html
- You should know the evacuation routes from the classroom and have a plan for finding safety in case of an emergency.
- If there is a medical emergency during class, you may need to access a first-aid kit or Automated External Defibrillator. To learn where those are located, see this website: https://ehs.ucf.edu/automated-external-defibrillator-aed-locations.
- To stay informed about emergency situations, you can sign up to receive UCF text alerts by going to logging into my.ucf.edu. Click on "Student Self Service" located on the left side of the screen in the tool bar, scroll down to the blue "Personal Information" heading on the Student Center Screen, click on "UCF Alert," fill out the information (including email address, cell phone number, and cell phone provider), click "Apply" to save the changes, and then click "OK."
- Students with special needs related to emergency situations should speak with Dr. Harris.
- To learn how to manage an active shooter situation on campus or elsewhere, consider viewing this video: https://www.youtube.com/watch?v=NIKYajEx4pk

Deployed Active Duty Military Students

If you are deployed active duty military and/or National Guard personnel and require accommodation should contact Dr. Harris <u>as soon as possible</u> after the semester begins and/or after you receive notification of deployment to make related arrangements.

Make-Up Assignments for Authorized University Activities

If you represent UCF in an authorized activity (ex. student-athletes) and are unable to meet a course deadline due to a conflict with that event, then you must provide Dr. Harris with <u>documentation in advance</u> to arrange a make-up. No penalty will be applied. For more information: http://policies.ucf.edu/documents/4-401.2MakeUpAssignmentsorAuthUnivEventsorCocurricularActivities.pdf

Religious Observance

You must notify Dr. Harris in advance if you intend to miss class for a religious observance. For more information: http://regulations.ucf.edu/chapter5/documents/5.020ReligiousObservancesFINAL Jan19.pdf

University-Wide Face Covering Policy for Common Spaces and Face-to-Face Classes

Everyone is required to wear a facial covering inside all common spaces and classrooms (https://policies.ucf.edu/documents/PolicyEmergencyCOVIDReturnPolicy.pdf). Dr. Harris will ask anyone who is not wearing facial coverings to leave the classroom. If they refuse to leave or put on a facial covering, they may be considered disruptive (see Golden Rule for behavior expectations). Dr. Harris has the right to cancel class if the safety and well-being of class members are in jeopardy. Students are responsible for the material that would have been covered in class.

Notifications in Case of Changes to Course Modality

Depending on the course of the pandemic during the semester, the university may make changes to the way classes are offered. If that happens, please look for announcements or messages in Webcourses or Knights email about changes specific to this course.

COVID-19 and Illness Notification

If you believe that you may have a COVID-19 diagnosis, you should contact UCF Student Health Services (407-823-2509) so that proper contact tracing procedures can take place.

You should not come to campus if you are ill, are experiencing any COVID-19 symptoms, have tested positive for COVID, or if anyone living in your residence has tested positive or is sick with COVID-19 symptoms. CDC guidance for COVID-19 symptoms is located here: www.cdc.gov/coronavirus/2019-ncov/symptoms-testing/symptoms.html.

You should contact Dr. Harris as soon as possible if you miss class for any illness reason to discuss reasonable adjustments that might need to be made. When possible, you should contact Dr. Harris before missing class.

In Case of Faculty Illness

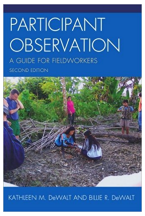
If Dr. Harris falls ill during the semester, there may be changes to this course, including having a backup instructor take over the course. Please look for announcements in Webcourses or Knights email for any alterations to this course.

Academic Activity Record

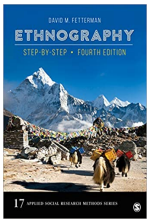
You must document your academic activity at the beginning of the semester by completing an Academic Activity quiz on Webcourses by **Friday, August 28**. This quiz includes a few questions about this syllabus. This quiz is **not** part of your course grade; it only documents your presence in the class. Failure to complete the quiz may result in a delay in the disbursement of your financial aid.

Required Texts

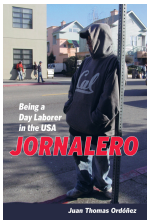
The following books are required for this course:



- DeWalt, Kathleen M., and Billie R. DeWalt. 2011. *Participant Observation: A Guide for Fieldworkers*. Walnut Creek: AltaMira Press.



- Fetterman, David M. 2019. *Ethnography: Step-By-Step*. 4th Edition. Newbury Park: Sage Publications.



- Ordóñez, Juan Thomas. 2015. *Jornalero: Being a Day Laborer in the USA*. Berkeley: University of California Press.

The required books are available for purchase at the student bookstore. Several additional readings are also required and available electronically on the Webcourses website for this course under the **Modules** tab. All assigned readings are listed in the class schedule below, which specifies the date by which you are expected to read them. To access Webcourses: login at https://webcourses.ucf.edu, go to Courses, and select ANG6801-20Fall 0001. Technical support for Webcourses is available at webcourses@ucf.edu or 407-823-0407.

Course Schedule

Week 1

Tuesday, August 25

- TOPIC: Course Overview / Key Concepts in Ethnographic Fieldwork
- READINGS: DeWalt and DeWalt, pg. 1-40

  Fetterman, pg. 1-41

  McGranahan, Carole. 2018. "Ethnography Beyond Method: The Importance of an Ethnographic Sensibility." *Sites: A Journal of Social Anthropology and Cultural Studies* 15: 1-10.

Week 2

Tuesday, September 1

Reading Reflection #1

- TOPIC: "The Field"

- READINGS: Markowitz, Lisa. 2001. "Finding the Field: Notes on the Ethnography of NGOs." *Human Organization* 60: 40-46.

  Nader, Laura. 1972. "Up the Anthropologist: Perspectives Gained from Studying Up." In *Reinventing Anthropology*, edited by Dell Hymes, 284-311. New York: Vintage Books.

  Passero, Joanne. 1997. "'You Can't Take the Subway to the Field!' 'Village' Epistemologies in the Global Village." In *Anthropological Locations: Boundaries and Grounds of a Field Science*, edited by Akhil Gupta and James Ferguson, 147-162. Berkeley: University of California Press.

Week 3

Tuesday, September 8

Reading Reflection #2

- TOPIC: Ethnography's Colonial Legacy

- READINGS: Asad, Talal. 1973. "Introduction." In *Anthropology & the Colonial Encounter*, edited by Talal Asad, 9-19. Amherst: Humanity Books.

  Biolsi, Thomas, and Larry J. Zimmerman. 1997. "What's Changed, What Hasn't." In *Indians and Anthropologists: Vine Deloria, Jr., and the Critique of Anthropology*, edited by Thomas Biolsi and Larry J. Zimmerman, 3-24. Tucson: University of Arizona Press.

  Deloria, Jr., Vine. 1969. *Custer Died for Your Sins: An Indian Manifesto*. New York: Macmillan. ("Anthropologists and Other Friends" – pg. 78-100)

Week 4

Tuesday, September 15

Reading Reflection #3
AND
CITI Training Due

- TOPIC: Participant Observation

- READINGS: Atkinson, Paul, and Martyn Hammersley. 1994. "Ethnography and Participant Observation." In *Handbook of Qualitative Research*, edited by Norman Denzin and Yvonna Lincoln, 248-261. Thousand Oaks: Sage.

DeWalt and DeWalt, pg. 41-97 and 137-156

- CITI TRAINING: https://graduate.ucf.edu/pathways-to-success/#CITI Training

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Week 5

Tuesday, September 22

Reading Reflection #4

- TOPIC: Interviewing

- READINGS: Fetterman, pg. 42-78

  Weiss, Robert S. 1994. *Learning From Strangers: The Art and Methods of Qualitative Interview Studies*. New York: The Free Press. (Chapters 1-4 – pg. 1-83)

Week 6

Tuesday, September 29

Reading Reflection #5

- TOPIC: Fieldwork Online

- READINGS: Deakin, Hannah, and Kelly Wakefield. 2014. "Skype Interviewing: Reflections of Two Ph.D. Researchers." *Qualitative Research* 14: 603-616.

  Laurier, Eric. "YouTube: Using Third Party Video as Research Data." (unpublished)

  Seitz, Sally. 2016. "Pixilated Partnerships, Overcoming Obstacles in Qualitative Interviews Via Skype: A Research Note." *Qualitative Research* 16: 229-235.

  Sumiala, Johanna, and Minttu Tikka. 2011. "Imagining Globalised Fears: School Shooting Videos and Circulation of Violence on YouTube." *Social Anthropology* 19: 254-267.

Week 7

Tuesday, October 6

Reading Reflection #6

- TOPIC: Research Design

- READINGS: Booth, Wayne et al. 2008. *The Craft of Research*. Chicago: University of Chicago Press. (Chapters 3-4 – pg. 35-63)

  DeWalt and DeWalt, pg. 109-136

Silverman, Sybil. 1991. "Writing Grant Proposals for Anthropological Research." *Current Anthropology* 32: 485-489.

Week 8

Tuesday, October 13

Reading Reflection #7
AND
Research Proposal Due

- TOPIC: Fieldwork Ethics

- READINGS: American Anthropological Association 2012 Code of Ethics.

  DeWalt and DeWalt, pg. 211-226

  Fetterman, pg. 141-162

  Marshall, Patricia A. 2003. "Human Subjects Protections, Institutional Review Boards, and Cultural Anthropological Research." *Anthropological Quarterly* 76: 269-285.

Week 9

Tuesday, October 20

Reading Reflection #8

- TOPIC: Gaining Trust and Access

- READINGS: Atkinson, Paul, and Martyn Hammersley. 2007. *Ethnography: Principles in Practice*. London: Routledge. ("Access" – pg. 41-62)

  Colfer, Carol J. 2000. "Of Teamwork, Faith, and Trust in Western Sumatra." In *Stumbling Toward Truth: Anthropologists at Work*, edited by Philip R. DeVita, 74-83. Long Grove: Waveland Press.

  Hoffman, David M. 2006. "Swimming Through Fieldwork: Constructing Trust in the Mexican Caribbean." In *Dispatches From the Field: Neophyte Ethnographers in a Changing World*, edited by Andrew Gardner and David M. Hoffman, 15-32. Long Grove: Waveland Press.

Week 10

Tuesday, October 27

Reading Reflection #9

- TOPIC: Insider/Outsider Challenges

- READINGS: Abu-Lughod, Lila. 1991. "Writing Against Culture." In *Recapturing Anthropology, Working in the Present*, edited by Richard G. Fox, 137-162. Santa Fe: School of American Research Press.

Jacobs-Huey, Lanita. 2002. "The Natives Are Gazing and Talking Back: Reviewing the Problematics of Positionality, Voice, and Accountability among 'Native' Anthropologists." *American Anthropologist* 104: 791-804.

Narayan, Kirin. 1993. "How Native Is a 'Native' Anthropologist?" *American Anthropologist* 95: 671-686.

Taylor, Jodie. 2011. "The Intimate Insider: Negotiating the Ethics of Friendship When Doing Insider Research." *Qualitative Research* 11: 3-22.

Week 11

Tuesday, November 3

Reading Reflection #10

- TOPIC: Analyzing Data and Fieldnotes
- READINGS: DeWalt and DeWalt, pg. 157-210

  Fetterman, pg. 100-120

Week 12

Tuesday, November 10

Reading Reflection #11

- TOPIC: Writing
- READINGS: Atkinson, Paul, and Martyn Hammersley. 2007. *Ethnography: Principles in Practice*. London: Routledge. ("Writing Ethnography" – pg. 191-208)

  Clifford, James. 1986. "Partial Truths." In *Writing Culture: The Poetics and Politics of Ethnography*, edited by James Clifford and George E. Marcus, 1-26. Berkeley: University of California Press.

  Fetterman, pg. 121-140

  Marcus, George E., and Dick Cushman. 1982. "Ethnographies as Texts." *Annual Review of Anthropology* 11: 25-69.

Week 13

Tuesday, November 17

Reading Reflection #12
AND
Data Collection and Analysis Due

- TOPIC: Representation
- READINGS: Ramos, Alcida. 1987. "Reflecting on the Yanomani: Ethnographic Images and the Pursuit of the Exotic." *Cultural Anthropology* 2: 284-304.

Said, Edward. 1978. *Orientalism*. New York: Vintage Books. (pg. 1-28)

Simpson, Audra. 2014. *Mohawk Interruptus: Political Life Across the Borders of Settler States*. Durham: Duke University Press. ("Ethnographic Refusal: Anthropological Need" – pg. 95-114)

Week 14

Tuesday, November 24

Reading Reflection #13

- TOPIC: Reflexivity

- READINGS: McQueeney, Krista, and Kristen M. Lavelle. 2017. "Emotional Labor in Critical Ethnographic Work: In the Field and Behind the Desk." *Journal of Contemporary Ethnography* 46: 81-107.

  Smith, Andrea. 2013. "Unsettling the Privilege of Self-Reflexivity." In *Geographies of Privilege*, edited by France Winddance Twine and Bradley Gardener, 263-279. New York: Routledge.

  Uddin, Nasir. 2011. "Decolonising Ethnography in the Field." *International Journal of Social Research Methodology* 14: 455-467.

  Villenas, Sofia. 1996. "The Colonizer/Colonized Chicana Ethnographer: Identity, Marginalization, and Co-optation in the Field." *Harvard Educational Review* 66: 711-731.

Week 15

Tuesday, December 1

Reading Reflection #14

- TOPIC: Ethnography Example – Day Laborers in California

- READING: Ordóñez, Juan Thomas. 2015. *Jornalero: Being a Day Laborer in the USA*. Berkeley: University of California Press.

Finals Week

Sunday, December 6

Project Report due by 11:59pm

Tuesday, December 8

- Student presentations (6:00pm – 9:00pm)