ANT 4802 Ethnographic Field Methods
Spring 2020
BA1 O122
Tuesday/Thursday 1:30PM – 2:45PM

Instructor: Julie Torres
Office: Barbara Ying Center Building (#71) 106a
Office Hours: Tuesdays 10 a.m. – 12 p.m. or by appointment
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**Course Description**
This course is an introduction to ethnography as both a method of research and a genre of writing. We will immerse ourselves in a variety of ethnographic research methods, including participant observation and interviewing. The course will also cover a variety of topics related to the craft of doing and writing ethnography, such as ethical considerations and challenges of doing fieldwork, theoretical debates, and the positionality of the researcher.

This is a practice-based seminar, that will rely on your participation in class discussions, as well as your hands-on experiences in "the field." Throughout the semester, we will engage in several in-class workshops designed to enhance our understandings of how ethnographic research is conducted, analyzed, and written. These workshops are also opportunities to provide and receive feedback from your peers. The course will culminate in the production of your own ethnographic text - an assemblage of narratives, observations, interviews, and other data, that will provide insight into your chosen research topic.

**Course Objectives**
By the end of the course, students will be able to:
1. Apply a range of ethnographic research methods through the design of a mini-ethnographic research project of your own choosing.
2. Evaluate anthropological debates around the practice and writing of ethnography.
3. Understand the ethical challenges of research and representation.
4. Develop your own ethnographic writing style to communicate your findings and analysis.

**Required Books**
Davis, Dána-Ain and Christa Craven. 2016. *Feminist Ethnography: Thinking through Methodologies, Challenges, and Possibilities*. Lanham, MD: Rowman & Littlefield. (Davis and Craven in the syllabus)

Ghodsee, Kristen. 2016. *From Notes to Narrative: Writing Ethnographies that Everyone Can Read*. Chicago: University of Chicago Press. (Ghodsee in the syllabus)

Supplementary readings and additional resources are available on Webcourses.

**Course Requirements and Grading**

> The first thing I want to say to you who are students, is that you cannot afford think of being here to receive an education: you will do much better to think of being here to claim one.
>
> *- Adrienne Rich, Speech delivered at the convocation of Douglass College, 1977*

Participation: 10%

Full participation means that all of us make the effort

1. To share our own thoughts, reflections, and questions about the course topics;
2. To listen to one another and create space for others to share;
3. To speak and behave respectfully towards everyone who enters our learning environment;
4. To prepare for each class session by completing all assigned readings and assignments, as well as bringing an electronic or print copy of the readings to class;
5. To engage authentically in the assignments and activities we do in class;
6. To arrive on time to class and be in attendance for each session.

If you are not in class or arrive late, then you cannot actively participate and will miss information that is valuable to the successful completion of this course. At the beginning of class, I may ask you to write a question based on the week's readings or have you engage in a free writing activity. If you you arrive after these exercises, you are considered late. At the end of the semester, I will ask you to evaluate your own participation. I will take these self-evaluations into consideration when calculating your participation grade.

You are allowed two unexcused absences. You must e-mail me to inform me if/when you will be absent. For each additional unexcused absence, you will lose a point off your overall grade for the course. Please note that excused absences require documentation. If you accrue 6 or more unexcused absences, you will earn an F for the semester. Please exchange contact information with at least 2-3 other members of the class so that you can reach out to your peers to catch you up in the event that you miss a class. I will not be responsible for helping students make up missed content.

Note: If I find that you are not actively discussing the readings in class, I will assign reading response papers that will contribute to your participation grade.

Fieldwork Exercises: 30 points

This class requires you to go to "the field" and conduct your own ethnography. Over the course of the semester, you will complete 7 short written fieldwork exercises. The goal of these exercises is to practice ethnographic research skills and get you started on your research projects. Unless otherwise noted, these assignments should be uploaded to Webcourses on the Sunday before class by 11:59 p.m. Details of these assignments will be posted on Webcourses and discussed in class.

Week 2 — Project Abstract (4 points + 1 point from academic engagement activity)
Week 5 — Observation Activity/Narrative (5 points)
Week 6 — Interview (5 points)
Week 8 — Positionality (5 points)
Week 9 — Annotated Bibliography (5 points)
Week 12 — Spatial Analysis/Mapping (5 points)

You are expected to keep a fieldwork journal (print or electronic). We will periodically discuss and reflect on the contents of your journal throughout the course.

Reading Facilitation: 10 points

Each week, one or two students will be responsible for presenting and leading class discussion. You should assume your classmates have done the reading, so a detailed summary is not necessary. An

effective presentation will present an overview of the author's argument(s) or main themes. What does the reading tell us about fieldwork and/or ethnography? You may also draw connections to other readings we have discussed throughout the course and/or incorporate supplemental materials, such as videos, articles, photographs, etc. You are responsible for preparing at least two questions to facilitate class discussion. Presentations should last approximately 10-15 minutes.

Research Proposal 15 points
You will submit a 2-3 page research proposal that includes your research questions, field site, population, and proposed methods. You must incorporate and cite relevant course readings. Further details and sample proposals will be provided in class and on Webcourses.

Final Presentation: 10 points
You will present your final project using PowerPoint, Prezi, or other presentation software. The presentation should provide an overview of your topic, research questions, literature review, methodology, findings, and significance. Presentations should last approximately 10 minutes.

Final Ethnographic Paper: 25 points
Students will write a 7-10 page (excluding references) double spaced paper on their ethnographic project. You must have a clear argument and draw upon readings from the semester, as well as at least 5 outside sources relevant to your topic. A more detailed description of the requirements for this paper will be provided in class and placed on Webcourses.

Note: All assignments should be written in Times New Roman, 12-point font, double spaced with 1pt. margins. You should follow AAA/Chicago Style for citations (see guide in the Files section of Webcourses in the folder labeled "Additional Resources").

Grading Scale

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| A | 93 – 100 points |
| A- | 90 – 92 points |
| B+ | 87 – 89 points |
| B | 83 – 86 points |
| B- | 80 – 82 points |
| C+ | 77 – 79 points |
| C | 70 – 76 points |
| D | 60 – 69 points |
| F | 59 and below |

**Late Policy**
All assignments are expected to be submitted on time. However, I understand that life sometimes happens. As such, I will accept written assignments up to 5 days after the due date at a 10 percent penalty per day. For instance, for an assignment worth 5 points, you will lose .5 points a day. It is also possible that you will not receive the same amount of feedback as your peers who submitted their assignments on time. After this period, I will no longer accept late work under any circumstances except, as per university policy, in cases where participation in an authorized university event or activity, military status, or religious observance conflicts with course deadlines. Please contact me in advance and provide proper documentation to arrange accommodations. This policy does not apply to the final paper, which has a fixed deadline.

**Grade Appeal Policy**
Requests for a regrade should be made in-person by appointment, within 7 days of receiving your grade. You should come to my office hours prepared with a 1-page, single spaced written response that includes a clear, detailed argument explaining how your work meets the requirements of the assignment. This policy does not apply to the final paper. Please note that if I accept your request, you are not automatically guaranteed a higher grade. Your grade may go up or it may go down.

**E-mail Communication**
I am happy to schedule meetings and respond to questions over e-mail. Please check the syllabus and Webcourses to make sure your question is not already answered before e-mailing. Use your institutional e-mail to communicate with me to ensure that messages are not delivered as spam. Please be professional in your email correspondence with all your professors, including me. Include a subject line, greeting (Dear Prof. Torres), and signature. While I do my best to respond to e-mails in a timely fashion, please allow 24-48 hours during weekdays to receive a response. If your question requires more than a brief reply, I will ask that you come see me during office hours.

**Technology**
Your cell phone should be silenced or turned off and put away for the duration of the class period, except in the rare instance that I ask you to use them for an activity. If you have special circumstances, such as a family emergency, that warrants keeping your phone in view, please notify me ahead of time. The use of laptops and tablets for the purpose of note-taking and viewing class materials is permissible. However, if you are distracted by inappropriate (texting, social media, messenger, etc.) use of technology, your participation grade will reflect this. For every class that you all respect this policy, the entire class will receive .25 points added to their final grade.

**Academic Integrity**
In accordance with UCF's Rules of Conduct, you are prohibited from engaging in

1. Unauthorized assistance: Using or attempting to use unauthorized materials, information or study aids in any academic exercise unless specifically authorized by the instructor of record. The unauthorized possession of examination or course-related material also constitutes cheating.
2. 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.
3. 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 the instructor. Course materials include but are not limited to class notes, Instructor's PowerPoints, course syllabi, tests, quizzes, labs, instruction sheets, homework, study guides, handouts, etc.
4. Falsifying or misrepresenting the student's own academic work.
5. Plagiarism: Using or appropriating another's work without any indication of the source, thereby attempting to convey the impression that such work is the student's own. (In this course, we will use turnitin.com to check for plagiarism)
6. Multiple Submissions: Submitting the same academic work for credit more than once without the express written permission of the instructor.

7. Helping another violate academic behavior standards.

Penalties can include a failing grade in an assignment or in the course, suspension or expulsion from the university, and/or a "Z Designation" on your official transcript indicating academic dishonesty.

**Inclusivity Statement**
I am committed to fostering an inclusive classroom environment, that values the various dimensions of diversity, including but not limited to: race, ethnicity, gender, physical ability, sexual orientation, class, and family status. While we may not always agree with each other, we should respect our differences and challenge ideas and not people. We are collectively responsible for promoting an atmosphere of inclusion and mutual respect. We should also strive to be conscious of if/when we are monopolizing class discussion, in order to ensure that all voices are heard.

Names and Pronouns
If you wish to be called by a name or gender pronoun other than the one under which you are enrolled for this course, please let me know. I will honor such requests and ask that others in the class do the same.

Policy on Children in Class
The policy described here is a reflection of my own beliefs and commitments to student parents.

1. All exclusively breastfeeding babies are welcome in class as often as is necessary to support the breastfeeding relationship. I never want students to feel like they have to choose between feeding their baby and continuing their education. You and your nursing baby are welcome in class anytime.
2. For older children and babies, I understand that unforeseen disruptions in childcare do happen. While this is not meant to be a long-term childcare solution, occasionally bringing a child to class in order to cover gaps in care is perfectly acceptable.
3. In cases where babies and children come to class, I ask that you sit close to the door so that if your little one needs special attention and is disrupting learning for other students, you may step outside until their need has been met.
4. I understand that often the largest barrier to completing your coursework once you become a parent is the tiredness many parents feel in the evening once children have *finally* gone to sleep. While I maintain the same high expectations for all student in my classes regardless of parenting status, I am happy to problem solve with you in a way that makes you feel supported as you strive for school-parenting balance (Adapted from Cheyney 2017).

Course Accessibility Statement
Students with disabilities who need access to course content due to course design limitations should contact the professor as soon as possible. Students should also connect with Student Accessibility Services (SAS) (http://sas.sdes.ucf.edu/). For students connected with SAS, a Course Accessibility Letter may be created and sent to professors, which informs faculty of potential course access and accommodations that might be necessary and reasonable.

**On-campus Resources**
The Writing Center
The University Writing Center (UWC) offers writing support to students from first-year to graduate

in every discipline. Tutors provide help at every stage of the writing process, including understanding assignments, researching, drafting, revising, incorporating sources, and learning to proofread and edit. You may schedule a 45-minute appointment by clicking the *Success Resources* tab on Webcourses, calling the UWC at 407-823-2197, or through the UWC website.

UCF Cares

During your UCF career, you may experience challenges including struggles with academics, finances, or your personal well-being. UCF has a multitude of resources available to all students. Please visit UCFCares.com if you are seeking resources and support, or if you are worried about a friend or classmate. Free services and information are included for a variety of student concerns, including but not limited to alcohol use, bias incidents, mental health concerns, and financial challenges. You can also e-mail ucfcares@ucf.edu with questions or for additional assistance. You can reach a UCF Cares staff member between 8 a.m. and 5 p.m. by calling 407-823-5607. If you are in immediate distress, please call Counseling and Psychological Services to speak directly with a counselor 24/7 at 407-823-2811, or please call 911.

## COURSE SCHEDULE

*The professor reserves the right to modify this syllabus at any time.

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| | **Week 1 – What is Ethnography?** |
| Tuesday, January 7 | Course Overview and Introduction |
| | Academic Engagement Assignment (Due 1/10): This is a university requirement for the disbursement of your financial aid that must be completed the first week of class. |
| Thursday, January 9 | Marcus, George E., and Dick Cushman. 1982. Ethnographies as texts. *Annual Review of Anthropology* 11:25–69. |
| | Davis and Craven, Intro., Ch.1 and 2 |
| | **Week 2 –Choosing a topic and field site** |
| Tuesday, January 14 | Agar, Michael. 1996. "Who are you to do this?" In *The professional stranger: An informal introduction to ethnography*. New York: Academic Press. Pp. 91-111 |
| | Ghodsee, Ch. 1 |
| | Gupta, Akhil and James Ferguson. 1997. "Disciplines and Practices: 'The Field' as Site, Method, and Location in Anthropology." In *Anthropological Locations: Boundaries and Grounds of a Field Science,* edited by Gupta A. and J. Ferguson, 1-40. Berkeley: University of California Press. |
| Thursday, January 16 | Booth, Wayne C., Gregory G. Colomb, and Joseph M. Williams. 2008. "From Topics to Questions." In *The Craft of Research*. Chicago: University of Chicago Press. |

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| | Kelly, Tobias. 2014. "Getting Started." In *Doing Anthropological Research: A Practical Guide*, edited by Natalie Konopinski. London: Routledge. |
| | Assignment #1 Project Proposal Abstract (Due 1/19 by 11:59 p.m.) |
| | **Week 3 – Ethics** |
| Tuesday, January 21 | Davis and Craven, Ch. 5 |
| | Smith, Linda T. 2007. "On tricky ground: Researching the native in the age of uncertainty." In *The Sage handbook of qualitative research*, edited by N. K. Denzin & Y. S. Lincoln, 85–107. Thousand Oaks, CA: Sage. |
| Thursday, January 23 | AAA Statement on Ethics (2012) |
| | Guest Speaker from IRB Office |
| | **Week 4 – Participant Observation and Other Methods** |
| Tuesday, January 28 | Davis and Craven, Ch. 6 |
| | O'Reilly, Karen. 2005. "Participating and Observing." In *Ethnographic Methods*, 55-71. London: Routledge. |
| Thursday, January 30 | Davis and Craven, Ch. 7 |
| | Hale, Charles R. 2001. "What is activist research?." *Items and Issues: Social Science Research Council* 2(1-2): 13-15. |
| | **Week 5 – Writing Fieldnotes** |
| Tuesday, February 4 | Emerson, Robert M., Rachel I. Fretz, and Linda L. Shaw. 1995. Ch. 1 "Fieldnotes in Ethnographic Research" and Ch. 2 "In the Field." In *Writing Ethnographic Fieldnotes*. Chicago: University of Chicago Press. |
| Thursday, February 6 | Ghodsee, Ch. 3 and Ch. 4 |
| | Geertz, Clifford. 1973. "Thick Description: Toward an Interpretive Theory of Culture." In *The Interpretation of Cultures*, 1-30. New York: Basic Books |
| | Workshop: Fieldnotes |
| | Assignment #2 Observation Activity/Narrative (Due 2/2 by 11:59 p.m.) |
| | **Week 6 – Interviewing** |
| Tuesday, February 11 | Madison, D. Soyini. 2005. "Methods: "Do I Really Need a Method?" a Method . . . Or Deep Hanging Out?". In *Critical Ethnography: Method, Ethics, and Performance*, 19-50. Thousand Oaks: SAGE. |

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| | O'Reilly, Karen. 2005. "Interviews: Asking Questions of Individuals and Groups" and "Practical Issues in Interviewing." In *Ethnographic Methods*. London: Routledge. |
| Thursday, February 13 | Waterston, Alisse. 2019. "Intimate ethnography and the anthropological imagination: Dialectical aspects of the personal and political in *My Father's Wars." American Ethnologist* 46(1): 7-19. |
| | Workshop: Interviews |
| | Assignment #3 Interview (Due 2/9 by 11:59 p.m.) |
| | **Week 7 – Research Design** |
| Tuesday, February 18 | Pzreworski, Adam and Salomon, Frank, On the Art of Writing Proposals (Social Science Research Council, 1995 rev., 1988). |
| | Silverman, Sybil. 1991. "Writing Grant Proposals for Anthropological Research." *Current Anthropology* 32:485- 489. |
| Thursday, February 20 | Workshop: Proposal Writing. Bring a draft of your proposal to class. You will spend time in class workshopping each other's work. |
| | **PROPOSAL (due 2/23 at 11:59)** |
| | **Week 8 Positionality, Reflexivity, and Emotion** |
| Tuesday, February 25 | Davis and Craven, Ch. 3 |
| | Narayan, Kirin. 1993. "How Native is a 'Native' Anthropologist?" *American Anthropologist* 95(3): 671-686. |
| Thursday, February 27 | Behar, Ruth. 1996. "Chapter 1 The Vulnerable Observer." In *The Vulnerable Observer: Anthropology That Breaks Your Heart*. Boston: Beacon Press. |
| | Ghodsee, Ch. 2 |
| | Rosaldo, Renato. 1993. "Introduction: Grief and a Headhunters Rage." In *Culture and Truth: The Remaking of Social Analysis*. Boston: Beacon. |
| | Assignment #4 Positionality Paper (Due 2/23 at 11:59 p.m.) |
| | **Week 9 - Decolonial Methodologies** |
| Tuesday, March 3 | Smith, Linda Tuhiwai. 2012. "Introduction." In *Decolonizing Methodologies: Research and Indigenous Peoples*. London: Zed Books. |
| | Uddin, Nasir. "Decolonising ethnography in the field: An anthropological account." *International Journal of Social Research Methodology* 14(6):455-467 · |
| Thursday, March 5 | Library/Research Day |

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| | Assignment #5 Annotated Bibliography (due 3/15 at 11:59 p.m.) |
| | **Week 10 – Spring Break** |
| March 10 and March 12 | No class. Continue to work on your research projects. |
| | **Week 11 - Analyzing Data** |
| Tuesday, March 17 | Emerson, Robert M., Rachel I. Fretz, and Linda L. Shaw. 1995. Processing Fieldnotes: Coding and Memoing." In *Writing Ethnographic Fieldnotes*. Chicago: University of Chicago Press. " |
| | Gobo, Giampreto and Andrea Molle. 2017. "Coding and Analyzing Ethnographic Records." In *Doing ethnography,* 211-241. London, UK: Sage. |
| Thursday, March 19 | Workshop: Coding. For this workshop, you are required to bring 2-3 pages of your fieldnotes (3 copies) to class |
| | **Week 12 – Visualizing the field** |
| Tuesday, March 24 | Ghodsee, Ch. 7 |
| | O'Reilly, Karen. 2005. "Visual Data and Other Things." In *Ethnographic Methods*, 55-71. London: Routledge. |
| | Torres, Julie. 2016. "Mourning in Orlando." *Anthropology News* 57 (11-12): 14-17. |
| | Workshop: Visual Data. For this workshop, bring material(s) (photographs, pamphlets, flyers, etc.) from your field site. |
| Thursday, March 26 | Genz, Carolin and Diana Lucas-Drogan. 2018. "Decoding Mapping as Practice. An interdisciplinary approach in Architecture and Urban Anthropology." *Urban Trancripts* 1(4) Winter 2017/18. |
| | Low, Setha. 2014. Spatializing Culture: An Engaged Anthropological Approach to Space and Place. In *The People, Place, and Space Reader,* edited ByJen Jack Gieseking, William Mangold, Cindi Katz, Setha Low, Susan Saegert, pp.34-38. London: Routledge. |
| | Narayan, Kirin. 2012. "Place." In *Alive in the Writing: Crafting Ethnography in the Company of Chekhov*. Chicago: University of Chicago Press. |
| | Assignment #6 Spatial Analysis/Mapping (Due 3/22 at 11:59 p.m.) |
| | **Week 13 Writing Ethnography** |
| Tuesday, March 31 | Ghodsee, Introduction, Ch. 5-6, 8-11 |
| Thursday, April 2 | Workshop: Writing Ethnography. Bring your fieldnotes or drafts to class and come ready to discuss your key argument. |
| | **Weeks 14 and 15 Presentations** |

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| Tuesday, April 7 | In-class presentations |
| Thursday, April 9. | In-class presentations |
| Tuesday, April 14 | In-class presentations |
| Thursday, April 16 | Wrap up/Last day of class |

**FINAL PAPER DUE MONDAY, APRIL 20th**