ANT 4802:
Ethnographic Field Methods
Monday and Wednesday 12:30-1:45

Instructor: Russell Manzano
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Office Hours: Monday and Wednesday 10:00 am- 12:00pm

All office hours and meetings will be virtual through Canvas. Please email me if you plan to attend office hours. You can also schedule an appointment outside of office hours if you are unavailable during these times.

Course Description

This class will explore the procedures and principles of ethnographic research methods and writing. The course will engage students with primary methods in anthropology, including participant observation and interviews, to understand how anthropologists conduct research. Course material will include a variety of topics related to ethnographic research, including research design, data collection and analysis, and ethics, among others.

Prerequisites:
ANT 2000, ANT 2410, SYG 2000, PSY 2012

Learning Outcomes:

1. Students will understand how to conduct ethnographic research and analyze data by engaging with course materials and completing research assignments.
2. Students will understand current topics, issues, and debates about ethnographic fieldwork through course materials and discussion.

Required Course Materials

Books:
Crang, Mike and Ian Cook. 2007. Doing Ethnographies. Sage

Cassaniti, Julia. 2015. Living Buddhism: Mind, Self, and Emotion in a Thai Community. Cornell University Press.

Articles:
Several articles are also required and will be available to students electronically via our Canvas (Webcourses) website.

Films:
Students are required to see all films/videos shown in class and stay alert for the duration of the showing; these will be on exams. Some of the films (and course readings) may include nudity, sexual situations, violence, and other mature content. Please be aware that because this is a class about global cultural diversity, this material is considered part of the curriculum.

Grading System

The final grade will be weighted using the following calculation:

Participation	10%
Reflection Papers	20%
Book review	20%
Semester Project	40%
Final Presentation	10%

Students will be able to track their grades using Canvas. Final letter grades will be assigned according to the following scale. Final grades will not be changed under any circumstances other than when there is a calculation error.

95-100 A	85-89 B	75-79 C+	65-69 D	+ <60 F
90-94 A-	80-84 B-	70-75 C	60-65 D-	

An incomplete grade (I) will only be given under very rare circumstances. To qualify for an incomplete, the student must have completed all but a very small portion of the course, and must have earned a passing grade up to that point. A contract will be signed between the student and the professor for completion of the work.

Participation 10%
Students are expected to attend class (remote instruction) and participate in group discussion.

Reflection Papers 20%
Students will be responsible for completing assigned reflection papers that relate to the course content and semester project. These assignments will vary based on the topic for the week and should be submitted through Canvas.

Book Review 20%
Students will write a book review based on the ethnography assigned for the class. The prompt for the book review will be provided on Canvas.

Semester Project 40%
Students will complete a semester ethnographic project that utilizes ethnographic methods. This project will be divided into different parts, and you will complete portions of the project throughout the semester. The project will include a formal research proposal and ethnographic fieldwork on a topic of your choosing. Individual assignment instructions will be provided through Canvas.

Final Presentation

Students will give a 5 minute final presentation of their topic at the end of the semester. Further instructions will be provided on Canvas.

A WRITING TIP: In this class you'll write short papers. I urge you to write early and have your papers reviewed by the **UCF Writing Center** (which is an excellent and free resource to UCF students) before you submit them for grading. http://uwc.ucf.edu/

Writing Parameters: All writing assignments should be single-spaced, 1" margins on all sides, Times New Roman size 12.

Extra Credit
You will have opportunities throughout the semester for extra credit. While there are no excused absences or make-up work, extra credit opportunities will allow you to earn points you may need in case you had to miss class.

Course Policies:

Academic Integrity

The Center for Academic Integrity (CAI) defines academic integrity as a commitment, even in the face of adversity, to five fundamental values: honesty, trust, fairness, respect, and responsibility. From these values flow principles of behavior that enable academic communities to translate ideals into action. http://academicintegrity.org/

UCF Creed: Integrity, scholarship, community, creativity, and excellence are the core values that guide our conduct, performance, and decisions.

1. Integrity: I will practice and defend academic and personal honesty.
2. Scholarship: I will cherish and honor learning as a fundamental purpose of my membership in the UCF community.
3. Community: I will promote an open and supportive campus environment by respecting the rights and contributions of every individual.
4. Creativity: I will use my talents to enrich the human experience.
5. Excellence: I will strive toward the highest standards of performance in any endeavor I undertake.

The following definitions of plagiarism and misuse of sources come from the Council of Writing Program Administrators <http://wpacouncil.org/node/9> and have been adopted by UCF's Department of Writing & Rhetoric.

Plagiarism

In an instructional setting, plagiarism occurs when a writer deliberately uses someone else's language, ideas, or other original (not common-knowledge) material without acknowledg-ing its source. This definition applies to texts published in print or on-line, to manuscripts, and to the work of other student writers.

Misuse of Sources

A student who attempts (even if clumsily) to identify and credit his or her source, but who misuses a specific citation format or incorrectly uses quotation marks or other forms of identifying material taken from other sources, has not plagiarized. Instead, such a student should be considered to have failed to cite and document sources appropri-ately.

Responses to Academic Dishonesty, Plagiarism, or Cheating

UCF faculty members have a responsibility for your education and the value of a UCF degree, and so seek to prevent unethical behavior and when necessary respond to infringements of academic integrity. 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 a student's official transcript indicating academic dishonesty, where the final grade for this course will be preceded by the letter Z. For more information about the Z Designation, see http://goldenrule.sdes.ucf.edu/zgrade.
For more information about UCF's Rules of Conduct, see https://scai.sdes.ucf.edu/.

Unauthorized Use of Class Materials

There are many fraudulent websites claiming to offer study aids to students but are actually cheat sites. They encourage students to upload course materials, such as test questions, individual assignments, and examples of graded material. Such materials are the intellectual property of instructors, the university, or publishers and may not be distributed without prior authorization. Students who engage in such activity are in violation of academic conduct standards and may face penalties.

Unauthorized Use of Class Notes

Faculty have reported errors in class notes being sold by third parties, and the errors may be contributing to higher failure rates in some classes. The following is a statement appropriate for distribution to your classes or for inclusion on your syllabus:
Third parties may be selling class notes from this class without my authorization. Please be aware that such class materials may contain errors, which could affect your performance or grade. Use these materials at your own risk.

In-Class Recording Policy

Outside of the notetaking and recording services offered by Student Accessibility Services, the creation of an audio or video recording of all or part of a class for personal use is allowed *only* with the advance and explicit written consent of the instructor. Such recordings are only acceptable in the context of personal, private studying and notetaking and are not authorized to be shared with *anyone* without the separate written approval of the instructor.

Course Accessibility Statement

The University of Central Florida is committed to providing access and inclusion for all persons with disabilities. This syllabus is available in alternate formats upon request. Students with disabilities who need specific access in this course, such as accommodations, should contact the professor as soon as possible to discuss various access options. Students should also connect with Student Accessibility Services (Ferrell Commons, 7F, Room 185, sas@ucf.edu, phone (407) 823-2371). Through Student Accessibility Services, a Course Accessibility Letter may be created and sent to professors, which informs faculty of potential access and accommodations that might be reasonable.

Campus Safety Statement

Emergencies on campus are rare, but if one should arise in our class, we will all need to work together. Everyone should be aware of the surroundings and familiar with some basic safety and security concepts.

- In case of an emergency, dial 911 for assistance.
- Every UCF classroom contains an emergency procedure guide posted on a wall near the door. Please make a note of the guide's physical location and consider reviewing the online version at http://emergency.ucf.edu/emergency_guide.html.
- Familiarize yourself with evacuation routes from each of your classrooms and have a plan for finding safety in case of an emergency. (Insert class-specific details if appropriate)

- If there is a medical emergency during class, we may need to access a first aid kit or AED (Automated External Defibrillator). To learn where those items are located in this building, see https://ehs.ucf.edu/automated-external-defibrillator-aed-locations. (insert class specific information if appropriate)
- To stay informed about emergency situations, sign up to receive UCF text alerts by going to my.ucf.edu and logging in. 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 your Student Center screen, click on "UCF Alert", fill out the information, including your e-mail address, cell phone number, and cell phone provider, click "Apply" to save the changes, and then click "OK."
- If you have a special need related to emergency situations, please speak with me during office hours.
- Consider viewing this video (https://youtu.be/NIKYajEx4pk) about how to manage an active shooter situation on campus or elsewhere.

Deployed Active Duty Military Students

If you are a deployed active duty military student and feel that you may need a special accommodation due to that unique status, please contact your instructor to discuss your circumstances.

Virtual Learning

This is a remote, video-delivered course. No in-person classroom attendance is required, but students are expected to attend virtually at designated days and times as specified in the class meeting pattern. Instruction may be supplemented by additional online activity, projects, or exams. Internet access, browser, and e-mail required. Webcams and microphones will be required for class meetings and may be required for exams. Moved to distance learning due to COVID-19.

Date	Topic	Reading	Assignment
Jan 11	Syllabus	Syllabus	First day attendance
Jan 13	Ontology	Scnegg 2015	
Jan 18	Martin Luther King Jr Day	No reading	
Jan 20	Theoretical Framework	Ortner 2016	Reflection paper 1
Jan 25	Research Design	Crang and Cook 1-15	
Jan 27	Research Design	Cassaniti 2015 p 1-5	Semester Project #1- paper topic and abstract
Feb 1	Ethics	Fluehr-Lobban 2015	Reflection paper 2
Feb 3	Ethics	No reading	Semester project # 2 CITI Training
Feb 8	Preparing for Fieldwork	Crang and Cook 16-33	
Feb 10	Preparing for fieldwork	Cassaniti 2015: 6-32	Semester project #3- literature review
Feb 15	Participant Observation	Crang and Cook 35-59	

Feb 17	Participant Observation	Cassaniti 36-59	Reflection paper 3
Feb 22	Interviews	Crang and Cook 60-89	
Feb 24	Interviews	Cassaniti 60-86	Semester project #4- participant observation
March 1	Focus groups	Crang and Cook 90-103	
March 3	Focus groups	Kratz 2010	
March 8	Participatory action research	Crang and Cook 104-128	
March 10	Participatory action research	Gomez and Castañeda 2019	Semester project #5- interviews
March 15	Analysis	Crang and Cook 131-149	
March 17	Analysis	Cassaniti 87-118	Reflection paper 4
March 22	Writing	Crang and Cook 150-206	
March 24	Writing	Cassaniti 118-148	Semester project #6 analysis
March 29	Representation	Said 2004	
March 31	Representation	Cassaniti 149-174	Reflection paper 5
April 5	Paper workshop	No readings: bring paper to class	
April 7	Reflexivity	Cassaniti 175-186	Reflection paper 6
April 12	Spring Break		
April 14	Spring Break		
April 19	Research Dissemination	No readings	Book Review due
April 21	Project presentations	No readings	Project presentations
April 26	Project presentations	No readings	Project presentations
April 28	Final Paper		Semester project- Final Paper Due