

SYLLABUS
ETHNOGRAPHIC AND QUALITATIVE METHODS
ANTH 5031.001
FALL 2019

Instructor: Dr. Jara Carrington

Pronouns: She/her/hers

Office: Chilton 308C

Office Hours: T 2:30-3:30, W 11-12, or by appointment

Class Meetings: Tuesdays 6-8:50

Classroom Location: WH 313

This course provides students with foundational knowledge in qualitative techniques for conducting applied anthropological fieldwork. Instruction will combine online and in-class discussion of topics and case-studies in ethnographic fieldwork. Throughout the semester, students will collaborate on the design and execution of an applied research project for a real-world “client.”

In this course, students will learn about “traditional” (or academic) long-term fieldwork approaches as well as rapid assessment techniques used by practicing anthropologists. Topics include but are not limited to: integration of theory and methods; the design of research proposals and projects; identifying vulnerable populations and ethical considerations in research; the collection and analysis of qualitative data; and the presentation of findings to clients.

This course is based on the model of experiential learning. In this class, you will put what you learn into practice by engaging in collaborative team-based research. In doing so, you will learn about and utilize the following methods: participant observation and structured observations; open-ended, semi-structured ethnographic interviews; ethnographic focus group interviews, and surveys. You will also develop and refine important skill sets such as participant recruitment; informed consent processes; recording, writing, and refining fieldnotes; transcription and coding of interviews and focus groups; and qualitative data analysis using the online software program Dedoose.

COURSE OBJECTIVES

- Understand foundational concepts in ethnographic research
- Develop and practice ethnographic research methods
- Evaluate and implement ethical considerations in the practice of anthropological research

- Develop and practice research design and data analysis skills

TEXTBOOKS AND SOFTWARE

Required Texts:

LeCompte, Margaret D. and Jean J. Schensul. 2010. *Designing and Conducting Ethnographic Research: An Introduction. Ethnographer's Toolkit, Volume 1*, 2nd edition. Walnut Creek: Altamira Press. ISBN:9780759118690

Referred to in Course Schedule as TKV1; available online through 5031 Course Guide

Schensul, Stephen L, Jean J. Schensul and Margaret D. LeCompte. 2012. *Essential Ethnographic Methods: A Mixed Methods Approach. Ethnographer's Toolkit, Volume 3*, 2nd edition. Walnut Creek: Altamira Press.

Referred to in Course Schedule as TK V3; available online through 5031 Course Guide

Schensul, Jean J. and Margaret LeCompte. 2012. *Specialized Ethnographic Methods: A Mixed Methods Approach. Ethnographer's Toolkit, Volume 4*, 2nd edition. Walnut Creek: Altamira Press.

Referred to in Course Schedule as TK V4; available online through 5031 Course Guide

LeCompte, Margaret D. and Jean J. Schensul. 2012. *Analysis and Interpretation of Ethnographic Data: A Mixed Methods Approach. Ethnographer's Toolkit, Volume 5*, 2nd edition. Walnut Creek: Altamira Press.

Referred to in Course Schedule as TK V5; available online through 5031 Course Guide

Recommended Texts:

Bernard, H. Russell. 2011. *Research Methods in Anthropology: Qualitative and Quantitative Approaches*. 5th edition. Walnut Creek: Altamira Press.

Emerson, Robert M., Fretz, Rachel I., and Shaw, Linda L. 2011. *Writing Ethnographic Fieldnotes*. 2nd edition. Chicago: University of Chicago Press.

Narayan, Kirin. 2012. *Alive in the Writing: Crafting Ethnography in the Company of Chekhov*. Chicago: University of Chicago Press.

Schensul, Stephen L, Jean J. Schensul and Margaret D. LeCompte. 2012. *Initiating Ethnographic Research: A Mixed Methods Approach. Ethnographer's Toolkit, Volume 3*, 2nd edition. Walnut Creek: Altamira Press.

Wolverton, Steve. 2018. *Becoming a Researcher: Making the Transition to Graduate School*. Tacoma: Society of Ethnobiology.

Note about textbooks:

The 4 primary textbooks are part of a 5-volume set called The Ethnographer's Toolkit, 2nd edition series. I have made them available through the UNT Library 5031 Course Guide, but some may be single-user access which means only one person may access them at a time. Hence, I recommend you all to coordinate usage. If you decide to purchase them (you may want to use them after you graduate and no longer have library usage rights!), make sure to buy the 2nd editions. The H. Bernard Russell is available online for about \$50 and is an excellent reference book. The Emerson, Fretz, and Shaw; Narayan; and Wolverton texts are also available online and are very affordable.

Note about Qualitative Data Analysis Software:

We will learn about coding using Atlas.ti for this course. However, for your coding exercise, you can choose whatever software program you would like to use/learn. UNT provides access to Atlas.ti, NVivo, and webQDA on all UNT computers, and may be downloadable for graduate students onto personal computers (you will need to check with IT). You also have the option to use Dedoose, an online qualitative data analysis software, but users are charged \$10/month. However, you can access Dedoose from anywhere that has internet connectivity. For collaborative projects, Dedoose is incredibly useful because it allows for multiple users on a single project.

HELPFUL HINTS ABOUT THIS CLASS

Readings: Make sure you keep up and complete all of the readings. We may not go over every word in the readings, but this does not make them any less important than what is discussed in class. Since you are in a graduate course, I expect you to take initiative and read what has been assigned. This, of course, will benefit your career as an anthropologist! After all, you are paying to be trained as a practicing anthropologist and this course is one of the foundations of that training.

All about Time; or Class Meetings and the External Research Project: For this course, you will be required to engage in research-related activities that will take place outside of our scheduled class time. A significant portion of the research-related activities will take place in Dallas. This means that you will have work to do outside of class in addition to your weekly readings and course meetings. Part of being a graduate student is learning how to manage your time, and this class will help you to do that. At the same time, I am cognizant that even when well-managed, time is a precious resource. So, for those weeks where a majority of students are doing significant research-related work outside the readings/class time (to be determined by me), we may hold our class meeting for that week on Canvas using the discussion forum. Note that in these instances, all requirements and assignment deadlines will be the same as if we were having an in-person meeting.

Class Participation: As a graduate seminar, your participation is vital to the success of this class. Each week, you are expected to come to class a) having read the required readings and b) ready to participate.

Flexibility: Because we deal with humans in all their lovely complexity, anthropological research requires a certain amount of flexibility on the part of the researcher. This is no less true for this course. The timing of this project is largely determined by the exhibition dates, which opens 10/19. This means the majority of data collection will really get underway the second half of the semester, and are hard to predict this early. Thus, the assignments and dates may change from what is currently listed on the course schedule. I will give you as much notice as I can, but your flexibility and willingness to work with our client's schedule is greatly appreciated!

COURSE EVALUATION

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|---|-----|
| Weekly Reading Responses and Discussion Questions | 30% |
| Research-Related Assignments | 70% |

Weekly Reading Response and Discussion Questions (300 POINTS)

Each week, by 5:00PM on Mondays you will submit a 1-2 paragraph reading response and TWO substantive, thoughtful discussion questions based on the assigned readings for the upcoming week. You will submit these in the appropriate folder on Canvas. The responses and discussion questions need to demonstrate that you have read and thought out the significance of the readings in relation to class themes and conversations. For instance, you may choose to dig deeper into a specific reading or passage, make connections between readings, or connect the reading to a relevant issue or event in "the real world." There will be a total of 12, and each are worth 25 points each. (You will submit these weeks 2-13)

Research-related Assignments (700 POINTS)

Students will collaborate and participate in a research project over the course of the semester. Seven assignments will be used to document and evaluate your fieldwork. Each will be worth 100 points. More detailed instructions will be provided before each assignment is due. Due dates for most of these will be set in relation to your research schedule (note the set due dates for the Annotated Bibliography and Coding Exercise). Generally, students will have two weeks from the date of the research activity to submit the related assignment. However, all assignments need to be submitted to me by 12/10 at the latest in order to receive credit, so keep that in mind when scheduling your research activities.

- **Annotated Bibliography**
- **Observation Field Notes**
- **Interview 1 Transcript**

- **Interview 2 Transcript**
- **Focus Group Transcript**
- **Interview and Focus Group Fieldnotes and Reflections**
- **Coding Exercise**

GENERAL COURSE INFORMATION

Late work: I generally do not accept late assignments unless you have made specific arrangements with me in advance, have a doctor's note, and/or otherwise have received my approval. However, I am not a tyrant. If you are struggling, please see me and I will do my best to work with you.

Electronics in the Classroom: Please turn off your cell phone ringer/vibrate prior to coming to class. Students may use laptop computers to take notes only; students checking email, using Facebook, etc. will be asked to turn off their computers and will not be allowed to use their computers in subsequent classes.

Academic Honesty: The Department of Anthropology does not tolerate plagiarism, cheating, or helping others to cheat. From UNT's Academic Integrity Policy:

"Cheating" means the use of unauthorized assistance in an academic exercise, including but not limited to:

- use of any unauthorized assistance to take exams, tests, quizzes, or other assessments;
- use of sources beyond those authorized by the instructor in writing papers, preparing reports, solving problems, or carrying out other assignments;
- use, without permission, of tests, notes, or other academic materials belonging to instructors, staff members, or other students of the University;
- dual submission of a paper or project, or resubmission of a paper or project to a different class without express permission from the instructor;
- any other act designed to give a student an unfair advantage on an academic assignment.

"Plagiarism" means use of another's thoughts or words without proper attribution in any academic exercise, regardless of the student's intent, including but not limited to:

- the knowing or negligent use by paraphrase or direct quotation of the published or unpublished work of another person without full and clear acknowledgement or citation, or
- the knowing or negligent unacknowledged use of materials prepared by another person or by an agency engaged in selling term papers or other academic materials.

The definition of plagiarism means it may be inadvertent or intentional. That is, plagiarism is still plagiarism even if you “didn’t mean to do it.” Any facts, statistics, quotations, or paraphrasing of any information that is not common knowledge, should be cited. Students suspected of any of these will receive an automatic zero on the assessment. I also reserve the right to pursue further disciplinary action within the UNT system. Students will be provided the opportunity for a hearing; if found guilty they can receive an automatic “F” in the course. Multiple violations may result in dismissal from the university.

For more information on paper writing, including how to avoid plagiarism, and how to use citations, see <http://www.unt.edu/anthropology/writing.htm>. For information on the University’s policies regarding academic integrity and dishonesty, see the UNT Center for Student Rights and Responsibilities, <http://www.unt.edu/csrr/>.

Two more points about this: A) Just don’t do it. It is better to talk with me about why the assignment is not complete, or asking for (even late) help on in-text citations, rather than passing off someone else’s work as your own. B) This is also an issue of a politics of citation and thus recognition. When you represent someone else’s thoughts/writing as your own, you are denying them credit for their intellectual work. Especially for those authors that are women, persons of color, queer, and/or live outside the United States and Europe, this is yet another way in which their voices are marginalized within the western academy. Actions have meaning. Please cite your sources.

Academic Accommodations: The University of North Texas is committed to providing accommodation for all students with disabilities. If you have or acquire a disability that may affect your participation in class, I will strive to accommodate your needs. To ensure that the necessary accommodations are made, be sure to contact the Office of Disability Accommodation (located in Sage Hall) as soon as possible to ensure your needs are met in a timely manner. They will work with both of us to ensure proper accommodations are made. If you need accommodations, please remember that reasonable prior notice needs to be given to the Office of Disability Accommodation. Note that students need to obtain a new letter of accommodation for every semester and meet with each faculty member prior to implementation in each class. For additional information see the Office of Disability Accommodation website at <http://www.unt.edu/oda>. You may also contact them by phone at 940.565.4323.

Basic Needs/You Can’t Learn if you are Hungry: Any student who has difficulty affording groceries or accessing sufficient food to eat every day, or who lacks a safe and stable place to live, and believes this may affect their performance in the course, is urged to contact the Dean of Students (940-565-2648) for support. You are not alone. There are resources on campus to help, such as the UNT Food Pantry. Any current UNT student in need can visit

the Food Pantry 8am-6pm Monday-Thursday and 8pm-5pm on Fridays. Students will check-in at the Dean of Students Office front desk in the Union, Suite 409. Students may go directly to room 366 from 5PM-6PM, Monday-Thursday. Students who visit the food pantry can request to meet with a staff member to discuss any difficulties they may be facing during the hours of 8am-5pm. When appropriate, referral to additional campus and/or community resources will be made. The Dean of Students Office has established protocols that allow for student confidentiality and dignity to be maintained. There is also a pantry located at the Discovery Park Location in the Engineering Library (M130) next to the Career Center. There is also a Food Pantry located at UNT's Frisco campus, which can be accessed by visiting the information desk.

Non-Discrimination Policy: It is the policy of the University of North Texas not to discriminate on the basis of race, color, religion, sex, age, national origin, disability (where reasonable accommodations can be made), disabled veteran status or veteran of the Vietnam era status in its educational programs, activities, admissions or employment policies. In addition to complying with federal and state equal opportunity laws and regulations, the university through its diversity policy declares harassment based on individual differences (including sexual orientation) inconsistent with its mission and education goals. Direct questions and concerns to the Equal Opportunity Office, 940-565-2456, or the Dean of Students, 940-565-2648. TDD access is available through Relay Texas, 800-735-2989.

OTHER HELPFUL RESOURCES ON CAMPUS

1) UNT Learning Center: The UNT Learning Center is an AMAZING department filled with AMAZING people – all here to help you, the student, maximize your potential in college and beyond. Not only do they provide us with our Supplemental Instructors, they also offer *free of charge* a number of services such as tutoring, academic coaching, study and learning workshops, speed reading, campus resources, and a number of other academic success-related topics! Check them out here: <https://learningcenter.unt.edu/>

2) UNT Writing Lab: Another AWESOME resource available to students is the UNT Writing Lab.

Need a refresher course in academic writing or some quick links for your next paper: <https://writingcenter.unt.edu/resources>. On-campus and want to attend a workshop to improve your writing skills? <https://writingcenter.unt.edu/workshops>. Off-campus and struggling with academic paper writing? Check out their online tutoring link here: <https://writingcenter.unt.edu/online-tutoring>

3) Life happens! If you are experiencing a personal or family crisis which is affecting your success as a student here at UNT, please check out the resources here at UNT.

<http://deanofstudents.unt.edu/resources>

NOTE: This is a living document, and is subject to revisions. The instructor reserves the right to add, delete, or revise all segments of the syllabus. Any changes in the course schedule will be announced in class and on the course webpage.

COURSE SCHEDULE

8/27

Week 1: Introduction

9/3

Week 2: Introduction to Ethnographic Research

TK V1 Ch. 1 What is Ethnography

TK V1 Ch. 2 When, Where, and By Whom Should Ethnography Be Used

TK V3 Ch. 2 Defining and Entering the Field

Make sure to complete CITI Ethics training!! Email me your certificate.

9/10

Week 3: Theory, Epistemology, and Praxis – CLASS MEETING AT THE PEROT MUSEUM

TK V1 Ch. 3 Paradigms for the Framing of Ethnographic Research

Stocking “Essays on Museums and Material Culture” Pgs. 3-14.

Arjun Appadurai “Forum: Museum Objects as Accidental Refugees”

Make sure to complete CITI Ethics training!! Email me your certificate.

9/17

Week 4: Ethics and Research

TK V1 Ch. 10 Protection of Risk to Human Subjects and the Ethics of Ethnographic Fieldwork

Fine “Ten Lies of Ethnography: The Moral Dilemmas of Field Research”

American Anthropological Association’s Statement of Ethics

Kahn “Not Really Pacific Voices: Politics of Representation in Collaborative Museum Exhibits”

9/24

Week 5: Research Design

TK V1 Ch. 4 An Overview of Research Design

TK V1 Ch. 5 Choosing and Designing an Ethnographic Research Project

TK V3 Ch. 1 Essential Data Collection

10/1

Week 6: Observations and Field Notes

TK V3 Ch. 3 Recording and Organizing Ethnographic Field Data

TK V3 Ch. 4 Participant Observation and Informal Interviewing in the Field

TK V5 Ch. 2 Analysis in the Field

Selection from *Fieldworking: Reading and Writing Research* "Understanding Fieldwriting"
(pages 27-47 required, entire chapter recommended)

10/8

Week 7: Contextualizing Your Research

Bedigan, Kirsten M. 2016. "Developing Emotions: Perceptions of Emotional Responses in Museum Visitors." *Mediterranean Archaeology and Archaeometry* 16(5): 87-95.

Del Chiappa, Giacomo, Luisa Andreu, and Martina G. Gallarza. 2014. "Emotions and Visitors' Satisfaction at a Museum." *International Journal of Culture, Tourism and Hospitality Research* 8(4): 420-431.

Falk, John H, and Katie L Gillespie. 2009. "Investigating the Role of Emotion in Science Center Visitor Learning." *Visitor Studies* 12(2): 112-32.

Vosinakis, Spyros and Yannis Tsakonas. 2016. Visitor Experience in Google Art Project and in Second Life-Based Virtual Museums: A Comparative Study. *Mediterranean Archaeology and Archaeometry* 16(5): 19-27.

~Annotated Bibliography DUE~

10/15

Week 8: Interviewing and Focus Groups

TK V3 Ch. 6 In-depth, Open-ended Exploratory Interviewing

TK V3 Ch. 7 Semi-structured Interviews and Observations

TK V3 Ch. 8 Focus Group Interviews

10/22

Week 9: Specialized Ethnographic Methods

TK V2 and Peer-Peer Learning: We will divide the TK V2 readings; each student should come prepared to help teach your classmates the technique/lesson covered in your chapter(s), and to discuss scenarios where that technique or lesson might be useful. You are welcome to do additional reading on your topic to be prepared!

Knowles, Molly, Jenny Rabinowich, Tianna Gaines-Turner, and Mariana Chilton. 2015. "Witnesses to Hunger: Methods for PhotoVoice and Participatory Action Research in Public Health." *Human Organization* 74(3): 255-265.

10/29

Week 10: Rapid Ethnographic Assessment and “Emergency Anthropology”

Rose Jones. 2018. Report: “Re-Envisioning How Science Museums Connect with Marginalized Communities”

Bloom, Frederick, Kata Chillag, and Mary Yetter. 2003. “Philadelphia’s Syphilis Outbreak in Gay Men: An Application of Rapid Ethnographic Assessment for Public Health in the United States.” *Human Organization* 25(4): 28-32.

Halmo, David, David Griffith, and Brent Stoffle. 2019. “‘Out of Sight, Out of Mind’: Rapid Ethnographic Assessment of Commerical Fishermen’s Perspectives on Corporate/State Response to the Deepwater Horizon Disaster.” *Human Organization* 78(1): 1-11.

11/5

Week 11: Analysis of Qualitative Data Part 1

TK V1 Ch. 7 Data Analysis: How Ethnographers Make Sense of their Data

TK V5 Ch. 1 Why Are Analysis and Interpretation Necessary?

TK V5 Ch. 5 Ways to Begin Analysis

11/12

Week 12: Analysis of Qualitative Data Part 2

TK V5 Ch. 6 Specific Coding and Initial Quantification

TK V5 Ch. 7 Coding and Creating Qualitative and Quantitative Codebooks

TK V5 Ch. 9 Analyzing Ethnographically -based Survey Data

11/19

Week 13: Analysis of Qualitative Data Part 3

TK V5 Ch. 10 Creating Preliminary Results: Putting Parts Together

TK V5 Ch. 11 Fine Tuning Results and Beginning the Write Up

TK V5 Ch. 12 Creating Interpretations

11/26

Week 14: Applying Ethnography/(Re)Considering “Deliverables”

TK V1 Ch. 9 Applying Ethnography

12/3

Week 15: Final Considerations: Complexity, Flexibility, and Ethnographic Research

No readings

12/10

Week 16: Final Assignments Due

~Coding Assignment DUE~