

## ETHNOGRAPHIC AND QUALITATIVE METHODS

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ANTH 5031 Online ☛ University of North Texas  
Dr. Lisa Henry  
Fall 2020

### OVERVIEW OF THE CLASS

This course will teach students anthropological fieldwork methods, building on any prior experience they may have. Students will learn through readings and discussion, and by conducting a semester-long fieldwork project. They will become familiar with traditional long-term fieldwork approaches used in applied anthropology. Topics covered include: the relationship of research to theory; designing a project; ethics; data collection; analysis of data; and presentation of findings. The class will focus on the following fieldwork approaches: observation, interviewing, and focus groups. With regard to data analysis, students will learn about software and engage in collaborative teamwork.

### COURSE OBJECTIVES

1. Explain the foundation of ethnographic principles.
2. Articulate how paradigms inform research, research design, various data collection techniques, and strategies for framing questions.
3. Summarize knowledge of ethical considerations regarding research with human subjects.
4. Design and conduct a research project that utilizes ethnographic research methods appropriate to the specific field site and community of study.
5. Collectively write and orally present a research report and accompanying presentation slides to our research partner.

**PREREQUISITIES FOR THIS CLASS:** none

### ACCESS AND NAVIGATION

This course is facilitated by Canvas. To get started with the course, please go to: <https://unt.instructure.com/>. You will need your EUID and password to log in to the course. If you do not know your EUID or have forgotten your password, please go to: <http://ams.unt.edu>.

### COURSE COMMUNICATION

The best way to reach me is via email – either at [lisa.henry@unt.edu](mailto:lisa.henry@unt.edu) or through Canvas. For email correspondence, students can expect a response within 24 hours from Monday-Thursday and 48 hours from Friday-Sunday. Discussion and assignment grades will be posted within 7-10 days.

### COURSE NOTIFICATIONS

Canvas has a standard notification setting for every new Canvas user. To change these settings, go to [Canvas Guides' document regarding Notifications](#). It's best to receive (at the very least) phone notifications and/or emails for announcements, changes to due dates, and emails from the instructor.

### ZOOM

I don't expect a Zoom meeting to be necessary each week, but there will be times during the semester that we will need to get-together to discuss the project. We will select a meeting time at the orientation or sooner.

1. Week 2: Research discussion with client (Sept. 2, 4:30 p.m. CT)
2. Week 4: Research design (Sept. 16, 4:30 p.m. CT)
3. Week 6: Design interview questions (Sept. 30, 4:30 p.m. CT)
4. Week 10: Coding (Oct. 28, 4:30 p.m. CT)
5. Week 13: Analysis (Nov. 18, 4:30 p.m. CT)
6. Week 15: Presentation dress rehearsal (Dec. 2, 4:30 p.m. CT)
7. Week 16: Final presentation with client (Dec. 9, 4:30 p.m. CT)

## REQUIRED READINGS

LeCompte, Margaret D. and Jean J. Schensul.

2010 Designing and Conducting Ethnographic Research: An Introduction. Ethnographer's Toolkit, Volume 1, 2<sup>nd</sup> edition. Walnut Creek: Altamira Press. (Referred to in Course Schedule as TKV1)

Jean J. Schensul and Margaret D. LeCompte.

2012 Essential Ethnographic Methods: A Mixed Methods Approach. Ethnographer's Toolkit, Volume 3, 2<sup>nd</sup> edition. Walnut Creek: Altamira Press. (Referred to in Course Schedule as TK V3)

LeCompte, Margaret D. and Jean J. Schensul.

2012 Analysis and Interpretation of Ethnographic Data: A Mixed Methods Approach. Ethnographer's Toolkit, Volume 5, 2<sup>nd</sup> edition. Walnut Creek: Altamira Press. (Referred to in Course Schedule as TK V5)

**Note about textbooks:** These 3 books are part of a 5-volume set called The Ethnographer's Toolkit, 2<sup>nd</sup> edition series (referred to as TK on the schedule below). Make sure to buy the 2<sup>nd</sup> editions of these books. There was a 1<sup>st</sup> edition series published in 1999. Some of the books in the 1<sup>st</sup> edition series are a different from the 2<sup>nd</sup> edition series. For example, what is now volume 3 in the 2<sup>nd</sup> edition series used to be volume 2 in the 1<sup>st</sup> edition series. It can get confusing if you are trying to work from the 1<sup>st</sup> edition series. These books are also available as e-books from the UNT library, but owning them is also very worthwhile.

**Articles:** During some weeks, you will read individual articles in addition to the textbook readings. For all of these articles, you will be directed to the Course Guide through the UNT Library (there are links in the modules). Once you get to the Course Guide, the articles will be available in 2 different ways. For articles in journals available at the UNT library, there will be a direct link to the article. For articles not available from the UNT library, you will be directed to our course e-reserves page to access a scanned copy of the article. We cannot upload publications directly in Canvas because of copyright laws. The password for the e-reserves is: "ANTH5031Qualitative"

## COURSE REQUIREMENTS

- 1. Discussion Posts** (8 posts and responses; 6 pts each; 48 total): The discussion board will serve as the main assignment submission site for the first half of the class. On it, you will post and respond to methods-related questions and project-relevant exercises. Specific instructions for each discussion are located within the lessons. Discussions posts are due by 11:59 pm CST (GMT-5, but GMT-6 starting Nov. 1<sup>st</sup>) on Saturday evenings, and two responses are due by 11:59 pm CST on Sundays.
- 2. Abstract assignments** (4 abstracts and responses; 15 pts each; 60 total): The goal of these assignments is to read scholarly articles about methods, enhance your writing skills and ability to explain something you've just read, and to foster class discussion. Abstracts are due by 11:59 pm (CST) on Saturday evenings, and two responses are due by 11:59 pm CST on Sundays.
- 3. Fieldwork project assignments** (6 assignments; 612 points). Students will conduct a collaborative project over the course of the semester. For each part of the project (proposal, observations, interviews, focus groups, analysis, writing) several assignments will be used to document and evaluate your fieldwork. They will be due Sunday evenings at 11:59 pm CST.
- 4. Project Writing** (3 written assignments; 210 points). Students will be evaluated for their contribution to the project's final report and PowerPoint slides.
- 5. Participation in Zoom Calls/Presentations** (7 meetings; 70 points). Attendance and participation in our seven Zoom calls are required. If you absolutely cannot make the calls, contact the instructor prior to the call and offer an alternative form of communication/participation. Attendance and participation in the two presentations for the client (practice run and final presentation) are mandatory.

Discussion Posts 8 posts (6 pts. each)	48 pts.
Abstract Assignments 4 (15 pts. each)	60 pts.
Fieldwork Project Assignments <ul style="list-style-type: none"> <li>• CITI Certification</li> <li>• Observation Assignment</li> <li>• Interview 1 and fieldnotes</li> <li>• Interview 2 and fieldnotes</li> <li>• Focus Group and fieldnotes</li> <li>• Coding</li> <li>• Final Report Section draft</li> <li>• Presentation slides</li> <li>• Report section writing</li> </ul>	52 pts. 100 pts. 120 pts. 120 pts. 120 pts. 100 pts. 55 pts. 55 pts. 100 pts.
Zoom calls 7 calls (10 pts. each)	70 pts.
<b>Total Points</b>	1000 pts.
900-1000 (90-100%)	A
800-899 (80-89%)	B
700-799 (70-79%)	C
600-699 (60-69%)	D
Below 600 (0-59%)	F

## PROJECT

We will be conducting a live project in this class on food insecurity among college students as a result of COVID-19 (info found in Canvas). This is going to take a large amount of collaboration and cooperation among all to accomplish the goal of providing a quality project to our client. We will be designing the project, writing the interview and focus group questions, collecting data via observation, conducting semi-structured interviews and focus groups, coding data, analyzing data, and writing up the project in a report and PowerPoint presentation.

**Weeks of heavy collaboration:** There will be many times in this course when there is very heavy collaboration, cooperation, and discussion. Because we are conducting a live, client-based project, we need to get our research design, interview questions, and focus group questions finished in a timely manner so that we can start collecting data. This will take cooperation on the part of everyone in the class. There is no room for missing assignments, not checking emails and announcements. We need the participation of everyone in the class. If I feel that you are not participating or your research partner/groups tells me that you are not pulling your weight in collaboration, I will reduce your participation grade. I will keep you informed about the heavy collaboration weeks in advance.

**Assignments and dates towards the end of class:** The assignments and dates towards the end of the course may change from what is in the course right now. We are doing a live project for a client and dates at the end of this process are difficult to plan this far in advance. I will give you plenty of time and keep you posted along the way, but know that some of the dates may change.

## **IMPORTANT INFORMATION**

**Announcements:** Because this class involves a live project, I send out many, many, many emails and announcements to the class during the semester. It is important that you read my emails and announcements and my bulletin board posts. I will keep you informed along the way!

**Email:** Canvas uses your UNT email address. If you prefer to use another account, you must set up the forward function within your UNT email account to the preferred account.

**Withdrawal:** If you are unable to complete this course you must withdraw. Withdrawing from a course is a formal procedure, which **YOU** must initiate. I cannot do it for you. If you simply stop attending and do not withdraw, you will receive a performance grade, usually an “F.”

**Class recording:** Synchronous (live) sessions in this course will be recorded for students enrolled in this class section to refer to throughout the semester. Class recordings are the intellectual property of the university or instructor and are reserved for use only by students in this class and only for educational purposes. Students may not post or otherwise share the recordings outside the class, or outside the Canvas Learning Management System, in any form. Failing to follow this restriction is a violation of the UNT Code of Student Conduct and could lead to disciplinary action.

**Academic Honesty, or, Just Don’t Cheat:** The Department of Anthropology does not tolerate plagiarism, cheating, or helping others to cheat. Plagiarism is defined as misrepresenting the work of others (whether published or not) as your own. It may be inadvertent or intentional. Students suspected of any of these will be provided the opportunity for a hearing; if found guilty they can receive an automatic “F” in the course. In addition, I reserve the right to pursue further disciplinary action within the UNT legal system, which can result in your dismissal from the university. For additional resources to help with paper writing, including how to avoid plagiarism and how to use citations, see <http://anthropology.unt.edu/resources/writing-guide>. 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/>.

**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.

**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.

## **A NOTE ABOUT LEARNING DURING UNPRECEDENTED TIMES** (adapted from Dr. Jason Tham)

The COVID-19 pandemic continues and so do the challenges and suffering of people in our own country and around the world. As we try to navigate, manage, and survive during these times of injustice, persecution, joblessness, homelessness, sickness and death we have the opportunity to come together in this class. We are a learning community and as part of this community our engagement as individuals who are part of this collective space should be guided by the following principles:

*People are the priority.* Educational institutions claim that students and teachers are their top priority, yet the holistic wellbeing of students and educators is ultimately demonstrated by actions and practices that clearly and uncompromisingly prioritize the people most impacted by them. As participants in the process of teaching and learning we should remember to put people first by practicing the ideas we will learn about in this class with empathy and compassion. We must remember to engage each other with our minds as well as our hearts as *sentipensantes*, human beings whose humanity is deeply connected to our ability to think and feel.

*Stay informed.* We will seek reliable sources of information to stay informed about developments related to the pandemic and to local and global social injustices. We will use this to make informed personal and professional decisions.

*Communicate and connect.* We will communicate with each other often and will remain connected. This may mean experimenting with communication platforms that may be new to some of us. It may also mean changing platforms as needed. Please reach out when you have questions and when you need support.

*Celebrate accomplishments.* We will take time to celebrate and mark our collective class accomplishments and the individual accomplishments that are significant to you. Any kind of achievement during an uncertain time is a testament to your ability to persevere and our collective ability to do it together.

*Take time to thrive.* It is important that individually and collectively we take time to take care of our minds, bodies, and spirits. If you are not feeling well and are struggling to do the work for this class let me know so that we can come up with alternatives. Do not push yourself beyond your limits; invest in self-care and self-preservation. Take time to do things that nurture your body, mind, and soul.

## **F-1 STUDENTS TAKING DISTANCE EDUCATION COURSES**

Federal Regulation: To read detailed Immigration and Customs Enforcement regulations for F-1 students taking online courses, please go to the Electronic Code of Federal Regulations website at <http://www.oea.gov/index.php/links/electronic-code-of-federal-regulations>. The specific portion concerning distance education courses is located at "Title 8 CFR 214.2 Paragraph (f) (6) (i) (G)" and can be found buried within this document: <http://www.gpo.gov/fdsys/pkg/CFR-2012-title8-vol1/xml/CFR-2012-title8-vol1-sec214-2.xml>

The paragraph reads:

(G) For F–1 students enrolled in classes for credit or classroom hours, no more than the equivalent of one class or three credits per session, term, semester, trimester, or quarter may be counted toward the full course of study requirement if the class is taken on-line or through distance education and does not require the student's physical attendance for classes, examination or other purposes integral to completion of the class. An on-line or distance education course is a course that is offered principally through the use of television, audio, or computer transmission including open broadcast, closed circuit, cable, microwave, or satellite, audio conferencing, or computer conferencing. If the F–1 student's course of study is in a language study program, no on-line or distance education classes may be considered to count toward a student's full course of study requirement.

University of North Texas Compliance: To comply with immigration regulations, an F-1 visa holder within the United States may need to engage in an on-campus experiential component for this course. This component (which must be approved in advance by the instructor) can include activities such as taking an on-campus exam, participating in an on-campus lecture or lab activity, or other on-campus experience integral to the completion of this course.

If such an on-campus activity is required, it is the student's responsibility to do the following:

- (1) Submit a written request to the instructor for an on-campus experiential component within one week of the start of the course.
- (2) Ensure that the activity on campus takes place and the instructor documents it in writing with a notice sent to the International Student and Scholar Services Office. ISSS has a form available that you may use for this purpose.

Because the decision may have serious immigration consequences, if an F-1 student is unsure about his or her need to participate in an on-campus experiential component for this course, s/he should contact the UNT International Student and Scholar Services Office (telephone 940-565-2195 or email [internationaladvising@unt.edu](mailto:internationaladvising@unt.edu)) to get clarification before the one-week deadline.

*The instructor reserves the right to add, delete, or revise segments of this course or syllabus.*

## COURSE SCHEDULE AND READING ASSIGNMENTS

Week

Topics and Assignments

Core readings

### Unit I: Preparation

<p>Week 1 Aug. 24 – 30</p>	<p><b>Introduction to course</b></p> <ol style="list-style-type: none"> <li>1. Become familiar with Canvas</li> <li>2. Read entire syllabus</li> <li>3. Discussion 1: Post a bio message by Wednesday, 8/26</li> </ol> <p><b>Lesson 1: Social Science and Ethnography</b></p> <ol style="list-style-type: none"> <li>1. Discussion 2: Ethnography, 1<sup>st</sup> post due Saturday, 8/29, responses by Sunday, 8/30</li> <li>2. Abstract #1: Social Research articles, abstract due Saturday, 8/29, responses by Sunday, 8/30</li> </ol>	<p>TK V1 Ch. 1-2 TK V3 Ch. 2</p>
<p>Week 2 Aug. 31 – Sept. 6</p>	<p><b>Lesson 2: Paradigms and Epistemology</b></p> <ol style="list-style-type: none"> <li>1. Zoom meeting with client (Sept. 2, 4:30 p.m. CT)</li> <li>2. Discussion 3: Paradigms, 1<sup>st</sup> post due Saturday, 9/5, responses by Sunday, 9/6</li> </ol> <p><b>Lesson 3: Ethics and Research</b></p> <ol style="list-style-type: none"> <li>1. Assignment #1: CITI Human Subjects Training certificate, due Sunday, 9/6</li> </ol>	<p>TK V1 Ch. 3  TK V1 Ch. 10</p>
<p>Week 3 Sept. 7 – 13</p> <p>Week 4 Sept. 14 - 20</p>	<p><b>Lesson 4: Research Design, Part 1</b></p> <ol style="list-style-type: none"> <li>1. Abstract #2: Proposals, abstract due Saturday, 9/12, responses by Sunday, 9/13</li> <li>2. Discussion 4: Food/Housing Insecurity, 1<sup>st</sup> post due Saturday, 9/12, responses by Sunday, 9/13</li> <li>3. Discussion 5: Research questions, 1<sup>st</sup> post due Saturday, 9/12, responses by Sunday, 9/13</li> </ol> <p><b>Research Design, Part II:</b> Heavy week of collaboration on research design</p> <ol style="list-style-type: none"> <li>1. Zoom meeting about research design (Sept. 16, 4:30 p.m. CT)</li> </ol>	<p>TK V1 Ch. 4-6 TK V3 Ch. 1, 10 Henry book</p>

## Unit II: Data Collection

<p>Week 5 Sept. 21 - 27</p>	<p><b>Lesson 5: Observation and Fieldnotes</b></p> <ol style="list-style-type: none"> <li>Abstracts #3: Observation, abstract due Saturday, 9/26, responses by Sunday, 9/27</li> <li>Assignment #2: Observation Field Notes, due Sunday, 9/27</li> </ol>	<p>TK V3 Ch. 3-4 Writing Ethnographic Fieldnotes</p>
<p>Week 6 Sept. 28 – Oct. 4</p> <p>Week 7 Oct. 5 - 11</p>	<p><b>Lesson 6: Informants and Interviewing, Part I</b></p> <ol style="list-style-type: none"> <li>Zoom meeting about interview questions (Sept. 30, 4:30 p.m. CT)</li> <li>Abstracts #4: Interview, abstract due Saturday, 10/3, responses by Sunday, 10/4</li> <li>Discussion 6: Interview Questions, 1<sup>st</sup> post due Sat., 10/3, responses by Sun., 10/4</li> </ol> <p><b>Informants and Interviewing, Part II</b></p> <ol style="list-style-type: none"> <li>Conduct 2 interviews</li> <li>Assignment #3: Interview 1 transcription, due Sunday, 10/11</li> <li>Assignment #4: Interview 2 transcription, due Sunday, 10/18</li> </ol>	<p>TK V3 Ch. 6-7 TK V3 Ch 5 (optional)</p>
<p>Week 8 Oct. 12 – 18</p> <p>Week 9 Oct. 19 - 25</p>	<p><b>Lesson 7: Focus Groups, Part I</b></p> <ol style="list-style-type: none"> <li>Discussion 7: Focus group questions, 1<sup>st</sup> post due Saturday, 10/17, responses by Sunday, 10/18</li> </ol> <p><b>Focus Groups, Part II</b></p> <ol style="list-style-type: none"> <li>Conduct focus group</li> <li>Assignment #5: Focus group transcription &amp; fieldnotes, due Sunday, 10/25</li> </ol>	<p>Focus Group Manual TK V3 Ch. 8</p>



### Unit III: Analysis

Week 10 Oct. 26 - Nov. 1	<b>Lesson 8: Coding and Analysis, Part I</b> 1. Zoom meeting about coding (Oct. 28, 4:30 p.m. CT)	TK V1 Ch. 7 TK V5 Ch. 1-6 Ryan and Bernard 2003
Week 11 Nov. 2 – 8	<b>Coding and Analysis, Part II</b> 1. Assignment #6: Coding, due by 11:59 p.m. on Sat., 11/7	TK V5 Ch 7-8
Week 12 Nov. 9 - 15	<b>Coding and Analysis, Part III</b> 1. Discussion 8: Analysis, due by 11:59 p.m. on Sat., 11/14	TK V5 Ch 10

### Unit IV: Writing & Presenting

Week 13 Nov. 16 – 22	<b>Lesson 9: Ethnographic Writing</b> 1. Zoom meeting about analysis (Nov. 18, 4:30 p.m. CT) 2. Final Report section draft, due TBD 3. Slide Presentation draft, due TBD 4. Final Report section revision, due TBD 5. Slide Presentation final due TBD 6. Zoom meeting: Presentation dress rehearsal (Dec. 2, 4:30 p.m. CT)	TK V3 Ch.11 TK V5 Ch 11-12
Week 14 Nov. 23 – 29		
Week 15 Nov. 30 - Dec. 6		
Week 16 Dec 7 - 11	<b>Presentation</b> 1. Zoom meeting: Final Presentation to client (Dec. 9, 4:30 p.m. CT)	