

Professor W. Baber and Ethnographic Methods, ANG 6930. Section 6801

Mondays, 09:35-12:30 am (period 3-5), CBD 0234.

Instructor: Dr. Willie L. Baber

Office Hours: Mondays, 1:00 pm – 3pm, Tuesday, 10:30 am-12 noon, Thursday, 10:30 am, 12 noon, or by appointment.

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Catalogue Description: ANG 6801: Ethnographic Field Methods (3) Methods of collecting ethnographic data. Entry into the field; role and image conflict. Participant observation, interviewing, content analysis, photography and documents, data retrieval, analysis of data.

Course Objectives: This is a graduate seminar on how to do ethnographic research in varying contexts. We will cover practical and theoretical issues related to ethnographic research, including the ethics of research, conceptualizing a research problem, research design, data collection, analysis, and writing up results as a dissertation. Emphasis is on a holistic approach to science, and the particular strengths of ethnographic research.

Texts: These are available at Orange and Blue Textbooks, 309 NW 13th Street.

Collier, Jane Fishburne, From Duty to Desire: Remaking Families in a Spanish Village, New Jersey: Princeton University Press, 1997. Paperback.

Collins, Jane L., Threads: Gender, Labor, and Power in the Global Apparel Industry. University of Chicago Press, 2003. Paperback.

Other items are on electronic reserve (*). In addition, the following two texts will be used in assigning illustrations of various techniques:

Requirements and Grading

This is a seminar, which means that class participation (50% of your grade) is as important as your project for the term (50%). In addition to a term project (research proposal, series of ethnographic interviews or other data analysis, or literature review) you will be required to complete assignments related to doing ethnographic research.

Attendance Policy: Students are expected to attend all sessions of this course. *Cell phone policy:* Please turn off or use “manners” mode on all cell phones.

Note: Students requesting classroom accommodation must first register with the Dean of Students Office. The Dean of Students Office will provide documentation to the student who must then provide this documentation to the Instructor when requesting accommodation.

January 10, 2010

Orientation

Part I: How do you know what you know?

1. January 24: Contemporary Issues in doing Ethnography: The Design Studio
 - a. Paul Rabinow and George Marcus, Designs for an Anthropology of the Contemporary, Duke University Press, 2008.
 - b. Complete the following HIPAA for UF Researcher training here:
<http://privacy.health.ufl.edu/training/Research08/online.shtml>
2. January 31: Ethics
 - a. Phillippe Bourgois, "Confronting Anthropological Ethics: Ethnographic Lessons from Central America," pp. 26-39, in *The Applied Anthropological Reader*, James H. McDonald, editor, Allyn and Bacon, Boston, 2002, ISBN 0-205-32491-6.
 - b. W.L. Baber, "Political Economy and Social Change: The Bissette Affair and Local-level Politics in Morne-Vert, American Ethnologist, vol. 12, no. 3, pp. 489-504, 1985.
 - c. Go here : <http://irb.ufl.edu/education/trainreq.htm>
Read items 1-4 (Belmont Report, Code of Federal Regulations, IRB Policies, and researcher responsibilities)
 - d. Scales of measurement and the binomial distribution: probability as a way of knowing (lecture).
3. February 7: Methods and Participant Observation
 - a. Alwyn Jones, *From Fragmentation to Wholeness: A Green Approach to Science and Society (Part I)*, *The Ecologist*, Vol. 17, No. 6, pp. 236-240.
 - b. Karl R. Popper, *The Bucket and the Searchlight: Two Theories of Knowledge*, pp. 141-146 (Chapter 10), in *The Philosophy of Ecology: From Science to Synthesis*, edited by David R. Keller and Frank B. Golley, University of Georgia Press, Athens, 2000.

- c. Egon G. Guba, "The Alternative Paradigm Dialog," pp. 17-30, in *The Paradigm Dialog*, edited by Egon G. Guba, Sage Publication, Newbury Park, 1990.
 - d. Kathleen M. DeWalt and Billie R. DeWalt, "What is participant observation?" Chapters 1 through 4, in *Participant Observation*. London: Altamira Press, 2001.
 - e. The normal distribution: observation, probability and quantitative scales of measurement (lecture).
4. February 14: Historical development of ethnographic research: observation and nominalism.
- a. Robert M. Emerson, "Introduction: The Development of Ethnographic Field Research," pp. 1-26, in *Contemporary Field Research*, edited by Robert M. Emerson, University of California, Los Angeles, 2001.
 - b. Clifford Geertz, "Thick Description: Toward an Interpretive Theory of Culture," pp. 55-75, in *Contemporary Field Research*, edited by Robert M. Emerson, University of California, Los Angeles, 2001.
 - c. James P. Spradley, *The Ethnographic Interview*, pp. 3-39. Wadsworth, Belmont, California
 - d. Recommended: Ward Goodenough, *Culture, Language, and Society* (anticipates many of the issues raised by Rabinow and Marcus).
 - e. Modeling social theory, testable or not (lecture)
5. February 21: The precipice: Research strategies versus nominalism in the concept of culture
- a. Jeffrey C. Johnson, "Research Design and Research Strategies," pp. 131-171, in *Handbook of Methods in Cultural Anthropology*, H. Russell Bernard, editor, London: Altamira, 1998.
 - b. Sidney W. Mintz, "The Caribbean as a Socio-cultural Area, " In *Peoples and Cultures of the Caribbean*, edited by Michael Horowitz, New York: Doubleday and Co., 1971.
 - c. Zsuzsa Gille and Sean O'Riain, *Global Ethnography*. *Annual Review of Sociology*, vol. 28, pp. 271-295, 2002.

- d. Karla Slocum and Deborah A. Thomas, Rethinking Global and Area Studies: Insights from Caribbeanist Anthropology, *American Anthropologist*, vol. 105, no. 3, pp. 553-565, 2003.
- e. Models of probability theory vs models of social theory (lecture)

Part II: How to do ethnographic research (qualitative research cannot be put into a “can” the way statistical techniques are taught and used).

So, I will develop part two as we move forward, with the following in mind:

(1) Two ethnographies are assigned and we will discuss them.

(a) Jane Fishburne Collier, *From Duty to Desire: Remaking Families in a Spanish Village*, New Jersey: Princeton University Press, 1997 (an example of the “old” ethnography).

(b) Jane L. Collins, *Threads: Gender, Labor, and Power in the Global Apparel Industry*. University of Chicago Press, 2003 (an example of multi-sited ethnography).

(2) “Hands-on” understanding of the normal distribution, levels of measurement, and examples of statistics across the different levels of measurement (especially the nominal scale) will be included---all intended to develop continuity in research, as noted in Guba’s *Alternative Paradigm Dialog* (see week 3); the strengths of ethnographic research compared to statistical reasoning and techniques will emerge as a result.

(3) Based on the orientation session, I will seek topics and readings related to your goals and ethnographic methods, and as much as I can determine this.

6. February 28:

7. March 1

8. March 14

9. March 21

10. March 28

Student presentations

11. April 4

12. April 9 [course evaluation]

13. April 18 [conclusion on April 18]