ANG 6801 Ethnographic Field Methods

Friday, 9:35 a.m. – 12:35 p.m.
CBD 234

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Student Hours: Tuesday, 3:00 – 4:30 p.m., Thursday, 12:00 – 1:30 p.m., and by appointment
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Course Description and Objectives

This seminar is an introduction to ethnographic field methods. Ethnography is the cornerstone of empirical work in cultural anthropology, yet formal training in ethnographic methods has long been a weak spot in the discipline. In the 1930s, John Whiting and fellow students at Yale asked about having a seminar on methods. "Leslie Spier informed us disdainfully," Whiting later wrote, "that this was a subject to discuss casually at breakfast and was not worthy subject matter for a seminar" (p. 152).[*]

And yet here we are: a seminar on methods. The goal of the seminar is to demystify ethnographic field work and to gain hands-on experience in a broad range of methods for collecting and analyzing ethnographic data. We will begin by considering foundational debates about the aims and ethics of ethnography. We then turn our attention to essential methods of data collection and analysis that cut across epistemological traditions, approaches to fieldwork, and even disciplines.

By the end of the course, you should be able to:

- Articulate the aims of ethnography and defend your approach to ethnographic fieldwork.
- Discuss the ethical implications of ethnographic research.
- Select appropriate methods of data collection and analysis for given problems.
- Identify appropriate sampling strategies for ethnographic research.
- Collect, manage, and analyze a range of qualitative and quantitative data using interviewing, observational, and multimedia techniques.
- Craft a dissemination plan that is suited to the aims of your ethnographic project.

Note that the range of methods ethnographers use is vast—more than we can cover in a single semester. This seminar, then, is a survey of the field. It provides a foundation on which you can build through subsequent coursework. And you're in the right place: I can't think of another anthropology department anywhere that offers more opportunities for formal training in research methods—from research design to survey research, social network analysis, statistics, cultural domain analysis, analysis of qualitative data, and ethnographic writing. Let this course

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[*] Whiting, J. W. M. (1982). Standards for psychocultural research. In *Crisis in anthropology. View from Spring Hill, 1980*, ed. E. A. Hoebel, R. Currier, and S. Kaiser, 155–64. New York: Garland.

be only the beginning!

Course Format

Research is a craft, and like any craft, it takes practice to become good at it. Therefore, our approach will be hands-on from the start. You will have opportunities to *learn by doing* in all aspects of the course—in class meetings and in out-of-class assignments.

Our time in class will be split between discussion and hands-on exercises. The purpose of the discussion will be to review the major arguments of assigned reading and to integrate the material. You are expected to have completed all reading assignments prior to class, so that our class time can be more interactive. I hope we can use our meetings to discuss points of particular interest or difficulty, and to move beyond the information presented in the text.

You will then be expected to apply what we've learned through weekly exercises and an independent project based on ethnographic research you will conduct this semester in the Gainesville area. The purpose of the exercises and ethnographic project is to gain proficiency through practice.

Course Materials

📖 Required Readings

There are five required books, available locally at the UF Bookstore. Additional readings will be made available electronically via e-Learning.

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

Bernard, H. Russell. (2018). *Research Methods in Anthropology: Qualitative and Quantitative Approaches*, 6th Edition. Lanham, MD: AltaMira Press.

Gerson, Kathleen and Sarah Damaske. (2021). *The Science and Art of Interviewing*. New York: Oxford University Press.

Lareau, Annette. (2021). *Listening to People: A Practical Guide to Interviewing, Participant Observation, Data Analysis, and Writing It All Up*. Chicago: University of Chicago Press.

Schensul, Jean J. and Margaret D. LeCompte. (2012). *Specialized Ethnographic Methods: A Mixed Methods Approach.* Lanham, MD: AltaMira Press.

Schensul, Jean J. and Margaret D. LeCompte. (2016). *Ethnography in Action: A Mixed Methods Approach.* Lanham, MD: AltaMira Press.

✎ Further Reading

The following texts are recommended as reference materials, if you wish to deepen your skills in ethnographic field methods. In the course schedule below, I recommend additional readings (listed as ✎ Further Reading) that can guide you deeper into a particular topic.

Agar, M. (1996). *The Professional Stranger: An Informal Introduction to Ethnography,* 2nd Edition. Academic Press.

Bernard, H. Russell, Amber Wutich, and Gery W. Ryan. (2017). *Analyzing Qualitative Data: Systematic Approaches*, 2nd Edition. Thousand Oaks, CA: Sage Publications.

Dengah, H. J. François, Jeffrey G. Snodgrass, Evan R. Polzer, and William Cody Nixon. (2021). *Systematic Methods for Analyzing Culture: A Practical Guide*. New York: Routledge.

Dewalt, K. M., & DeWalt, B. R. (2010). *Participant Observation. A Guide for Fieldworkers*, 2nd Edition. Lanham, MD: Altamira Press.

Johnson, J. C. (1990). *Selecting Ethnographic Informants*. Thousand Oaks, CA: Sage Publications. [https://www.jeffreycjohnson.org/app/download/764538222/informants.pdf]

LeCompte, M. D., & Schensul, J. J. (2010). *Designing and Conducting Ethnographic Research: An Introduction*. Ethnographer's Toolkit (Second Edition). Lanham, MD: AltaMira Press.

Locke, L., Spirduso, W., & Silverman, S. (2013). *Proposals That Work: A Guide for Planning Dissertations and Grant Proposals* (Sixth Edition). Thousand Oaks, CA: Sage Publications.

Sangaramoorthy, Thurka, and Karen A. Kroeger. (2020). *Rapid Ethnographic Assessments: A Practical Approach and Toolkit for Collaborative Community Research*. New York: Routledge.

Spradley, J. (1979). *The Ethnographic Interview*. New York: Holt, Rinehart and Winston.

Spradley, J. (1980). *Participant Observation*. New York: Holt, Rinehart and Winston.

Weller, S. C., & Romney, A. K. (1988). *Systematic Data Collection*. Thousand Oaks, CA: Sage Publications.

❑ Software, Computing, and Fieldwork Equipment

If you plan to do any fieldwork beyond this course, now might be a good time to invest in a good digital audio recorder. For better sound quality, add an external microphone. When shopping for a recorder, look for one that saves audio to non-proprietary formats like .mp3 or .wav. For up-to-date guidance about good audio recording gear, I recommend The Sound Professionals. They carry high-quality recorders and microphones designed for mobile recording. Depending on the kind of research you want to do, you may also want to consider a camera or video recording gear. Of course, for many purposes, a smartphone does just fine.

No special equipment is strictly necessary for the class, but building a fieldwork kit now will pay off later.

You'll also want a bag or case to keep all your gear organized and ready to go. Make sure you have a place for recording equipment and cords, extra batteries, writing utensils, notebooks, your laptop or tablet (if appropriate), and so on. Think ahead of time about the ways your gear could fail (dead batteries, full memory card, etc.) and have a backup plan.

Now, once you have all that audio or video, you may want to transcribe (at least some of) it. For that, you'll eventually want to invest in a USB foot pedal designed for transcription. A foot pedal allows you to keep your hands on the keyboard as you spool back to the last bit of the recording you didn't quite catch. The time you save will be worth a lot more than you spend on a foot pedal. The kind you buy depends on what software you'll be using for transcription; we can discuss some options in class or office hours.

One of the neglected skills of ethnographic field research (of all research, really) is data management. Ethnography yields mountains of qualitative and quantitative data that can take many forms—text, audio, video, archival materials, and so on.

There are as many ways to manage data as there are anthropologists. If you are looking for guidance, I recommend MAXQDA software (www.maxqda.com), which is designed to assist in managing and analyzing qualitative and (limited) quantitative data. The most recent version, MAXQDA 2022, works seamlessly on both Windows and Mac operating systems. Special student pricing is available, if you wish to purchase your own copy. It's also available through UF Apps, although many users have reported frustrating experiences with this approach. MAXQDA has a free 14-day trial, and I can arrange for an extended trial version of the software that you can install on your own computer for the duration of the semester (if you haven't done so before).

I may recommend other specialized software, depending on the specific methods you use in your own projects.

Course Outline
1. What is ethnography?
2. Collaborative and participatory approaches
3. Ethics, ethnography, and the IRB
4. Fundamentals of research design
5. Participant observation
6. Writing ethnographic fieldnotes
7. Sampling and selecting ethnographic cases
8. Unstructured and semistructured interviewing
9. Visual, digital, and spatial methods
10. Direct and indirect observation of behavior
11. Structured interviewing and questionnaire development
12. Analyzing qualitative data
13. Network thinking and relational analysis
14. Writing up and sharing results

Course Requirements and Grading

Your final grade has three components: class participation (20 percent), weekly exercises (40 percent), and an ethnographic report (40 percent). Final grades will be A (90-100), A- (87-89), B+ (84-86), B (80- 83), B- (77-79), C+ (74-76), C (70-73), C- (67-69), D+ (64-66), D (60-63), D- (57-59), E (<57)

1. *Class participation* (10%). I expect you to attend each meeting and to participate actively in class discussions. Active participation requires that you read all assigned readings and prepare thoughtful questions and critical discussion points. You will also be expected to provide constructive feedback on your peers' presentations of proposals. I will evaluate your participation on the quality, not just quantity, of your contributions.

2. *Weekly exercises* (40%). You will have a series of out-of-class assignments designed to gain proficiency through practice. Exercises will span the full range of the research cycle—from crafting research questions and addressing ethical dilemmas to collecting, analyzing, and writing up your data. Details about each exercise will be distributed via e-Learning and in class.

3. *Ethnographic research report* (40%). Learning to do fieldwork takes practice, so this semester you will prepare a report on ethnographic research you conduct in the Gainesville area or, given the constraints of COVID-19, online. This project is an opportunity for you to gain hands-on experience collecting and analyzing data of interest to you. You have the option of doing the project alone of collaborating with others in the class. Either way, I ask that you submit a proposal for your project by the third week of class (**January 24**). I know that date will come quickly, but our time is limited, so we have to get a quick start! The final report is due on **April 25**. Please schedule an appointment to discuss your project ideas early on.

Policy on Late Assignments

You are required to complete all assignments by the stated due dates. Late assignments will lose one half-letter grade for each day past the deadline. There are no make-up opportunities for any assignment, as you will have ample time to complete each requirement. I will not assign grades of "incomplete" except in the most unusual, extreme circumstances of incapacitating illness, death of family members, or other university-approved excuses. You must provide documentation of such circumstances from a medical doctor, funeral home, or other appropriate authority.

Academic Honor Code

Unless it is specifically connected to assigned collaborative work, all work should be individual. Evidence of collusion (working with someone not connected to the class or assignment), plagiarism (use of someone else's published or unpublished words or design without acknowledgment) or multiple submissions (submitting the same paper in different courses) will lead to the Department's and the University's procedures for dealing with academic dishonesty. All students are expected to honor their commitment to the university's Honor Code (available online at https://www.dso.ufl.edu/sccr/process/student-conduct-honor-code/).

Accommodation for Students with Disabilities

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. *Please make any requests by the second week of class*.

UF Counseling Services

Resources are available on-campus for students having personal problems or lacking clear career and academic goals that interfere with their academic performance. These resources include:

- Counseling and Wellness Center, http://www.counseling.ufl.edu/cwc/Default.aspx, 392-1575

- University Police Department: 392-1111 or 9-1-1 for emergencies.

- Career Resource Center, Reitz Union, 392-1601, career development assistance and counseling.

Syllabus Change Policy

This syllabus is a guide for the course and is subject to change with advanced notice.

Course Schedule and Readings

Week 1 (Jan. 7)   What is ethnography?

✎ **Exercise—Personal reflection**

📖 **Required reading**

Bernard, Ch. 1 (pp. 1-22)

Malinowski, B. (1922) Chapter 1, *Argonauts of the Western Pacific: An Account of Native Enterprise and Adventure in the Archipelagoes of Melanesian New Guinea*. London: Taylor & Francis.

Katz, J. (1997). Ethnography's warrants. *Sociological Methods & Research*, *25*(4), 391–423.

Aunger, R. 2004. Chapter 1 (p. 1-20) "A Crisis in Confidence," *Reflexive Ethnographic Science*. Walnut Creek, CA: AltaMira Press.

Marcus, G. E. (2008). The end(s) of ethnography: Social/cultural anthropology's signature form of producing knowledge in transition. *Cultural Anthropology*, *23*(1), 1–14.

Bonilla, Yarimar, and Jonathan Rosa. (2015). #Ferguson: Digital protest, hashtag ethnography, and the racial politics of social media in the United States. *American Ethnologist* 42 (1): 4–17.

Arya, Dena, and Matt Henn. 2021. "COVID-ized ethnography: Challenges and opportunities for young environmental activists and researchers." *Societies* 11 (2): 58.

☞ **Further reading**

Bernard, H. R., P. J. Pelto, O. Werner, J. Boster, A. K. Romney, A. Johnson, C. R. Ember, and A. Kasakoff. (1986). The Construction of primary data in cultural anthropology. *Current Anthropology 27,* 382-395.

Chambers, Thomas. (2020). From fieldsite to 'fieldsite': Ethnographic methods in the time of COVID. *Studies in Indian Politics* 8 (2): 290–93.

Harris, M. (1976). History and significance of the emic/etic distinction. *Annual Review of Anthropology*, *5*, 329–350.

Ingold, T. (2008). Anthropology is not ethnography. *Proceedings of the British Academy* 154: 69-92.

Mintz, S. W. (2000). Sows' ears and silver linings. *Current Anthropology*, *41*(2), 169–189.

Jacobs-Huey, L. (2002). The natives are gazing and talking back: Reviewing the problematics of positionality, voice, and accountability among "native" anthropologists. *American Anthropologist*, *104*(3), 791–804.

Schweizer, T. (1998). Epistemology: The nature and validation of anthropological knowledge. In H. R. Bernard (Ed.), *Handbook of Methods in Cultural Anthropology* (pp. 39-87). Walnut Creek, CA: AltaMira Press.

Scheper-Hughes, N. (2000). Ire in Ireland. *Ethnography*, *1*(1), 117–140.

Week 2 (Jan. 14)   Collaborative and participatory ethnography

✎ **Exercise—Engaging collaborators**

📖 **Required reading**

Schensul and LeCompte (2016), Ch. 1–3 (p. 1–125), Ch. 9 (p. 331–369)

Lassiter, L. E. (2005). Collaborative ethnography and public anthropology. *Current Anthropology*, *46*(1), 83–106.

Austin, D. E. (2004). Partnerships, not projects! Improving the environment through collaborative research and action. *Human Organization*, *63*(4), 419–430.

Nelson, Peter. (2021). Where have all the anthros gone? The shift in California Indian Studies from research 'on' to research 'with, for, and by' Indigenous peoples." *American Anthropologist* 123 (3): 469–73.

൭ **Further reading**

Singer, M. (1994). Community-centered praxis: Toward an alternative non-dominative applied anthropology. *Human Organization*, *53*(4), 336–344.

Schensul, S. L., Schensul, J. J., Singer, M., Weeks, M., & Brault, M. (2015). Participatory methods and community-based collaborations. In H. R. Bernard & C. C. Gravlee (Eds.), *Handbook of Methods in Cultural Anthropology* (Second Edition, pp. 185–212). Lanham, MD: Rowman & Littlefield.

Week 3 (Jan. 21)   Ethics, ethnography, and the IRB

🛈 **Due – Ethnographic Research Report Proposal**

✎ **Exercise—Developing a project code of ethics, IRB training**

📖 **Required reading**

Lareau, p. 38–49

Cassell, J. (1980). Ethical principles for conducting fieldwork. *American Anthropologist*, *82*(1), 28–41.

Fine, G. A. (1993). Ten lies of ethnography: Moral dilemmas of field research. *Journal of Contemporary Ethnography*, *22*(3), 267–294.

Thorne, B. (1980). "You still takin' notes?" Fieldwork and problems of informed consent. *Social Problems*, *27*(3), 284–297.

Bosk, C. L., & De Vries, R. G. (2016). Bureaucracies of mass deception: Institutional Review Boards and the ethics of ethnographic research. *The ANNALS of the American Academy of Political and Social Science*, *595*(1), 249–263.

Wynn, L. L., & Israel, M. (2018). The fetishes of consent: Signatures, paper, and writing in research ethics review. *American Anthropologist*, *120*(4), 795–806.

Nathan, R. 2005. "An anthropologist goes under cover," in *Chronicle of Higher Education*, pp. B11-B13.

Roulet, T. J., Gill, M. J., Stenger, S., & Gill, D. J. (2017). Reconsidering the value of covert research. *Organizational Research Methods*, *20*(3), 487–517.

✺ **Further reading**

Fluehr-Lobhan, Carolyn. (2015). Ethics. In H. R. Bernard & C. C. Gravlee (Eds.), *Handbook of Methods in Cultural Anthropology* (Second Edition, pp. 131–150). Lanham, MD: Rowman & Littlefield.

Kunnath, G. J. (2013). Anthropology's ethical dilemmas. *Current Anthropology*, *54*(6), 740–752.

AAA Commission on the Engagement of Anthropology with the US Security and Intelligence Communities (CEAUSSIC), Executive Summary (2009).

Gregor, T. A., and D. R. Gross. (2004). Guilt by association: The culture of accusation and the American Anthropological Association's investigation of *Darkness in El Dorado*. *American Anthropologist* 106:687-698.

U.S. Department of Health, Education, and Welfare. 1979.*[The Belmont report: Ethical principles and guidelines for the protection of human subjects of research](#)*.

Verhallen, T. (2016). Tuning to the dance of ethnography: Ethics during situated fieldwork in single-mother child protection families. *Current Anthropology*, *57*(4), 452–473.

Black, S. P. (2017). Anthropological ethics and the communicative affordances of audio-video recorders in ethnographic fieldwork: Transduction as theory. *American Anthropologist*, *119*(1), 46–57.

Week 4 (Jan. 28)   Fundamentals of research design

🖉 Exercise—Formulating research questions

📖 Required reading

Bernard, Ch. 3–4 (p. 54-113)

Lareau, Ch. 2 (p. 11–37)

Gerson and Damaske, Ch. 2 (30–44)

Gravlee, C. C. (2022). Research design and methods in medical anthropology. In M. Singer & P. I. Erickson (Eds.), *A Companion to Medical Anthropology* (Second Edition, pp. 60–85). Malden, MA: Blackwell Publishing.

✂ Further reading

Firebaugh, G. (2008). Chapter 1, "The first rule: There should be the possibility of surprise in social research." *Seven Rules for Social Research*. Princeton: Princeton University Press.

Johnson, Jeffrey and Daniel J. Hruschka. (2015). Research design and research strategies. In H. R. Bernard & C. C. Gravlee (Eds.), *Handbook of Methods in Cultural Anthropology* (Second Edition, pp. 97–130). Lanham, MD: Rowman & Littlefield.

LeCompte, M. D., & Goetz, J. P. (1982). Problems of reliability and validity in ethnographic Research. *Review of Educational Research*, *52*(1), 31–60.

McEwen, W. J. (1963). Forms and problems of validation in social anthropology. *Current Anthropology 4,* 155-183.

Handwerker, W. P. 2001. Chapter 2, "Identify The Question," *Quick Ethnography*. Walnut Creek, CA: AltaMira Press.

Heider, K. G. (1988). The Rashomon Effect: When ethnographers disagree. *American Anthropologist, 90*(1), 73–81.

Morse, J., Barrett, M., & Mayan, M. (2002). Verification strategies for establishing reliability and validity in qualitative research. *International Journal of Qualitative Methods*, *1*(2).

Kirk, Jerome and Marc L. Miller. (1985). *Reliability and validity in qualitative research*. Thousand Oaks, CA: Sage Publications.

Week 5 (Feb. 4)   Participant observation

✏ Exercise—Watching closely

📖 Required reading

Bernard, Ch. 12 (p. 272–307)

Emerson, Ch. 1–2 (p. 1–44)

Lareau, Ch. 6 (p. 140–162)

Johnson, J. C. (2006). The active participant-observer: Applying social role analysis to participant observation. *Field Methods*, *18*(2), 111–134.

✂ Further reading

Dewalt, K. M., & DeWalt, B. R. (2010). *Participant Observation. A Guide for Fieldworkers*, 2nd Edition. Lanham, MD: Altamira Press.

Monahan, T., & Fisher, J. A. (2014). Strategies for obtaining access to secretive or guarded organizations. *Journal of Contemporary Ethnography*, *44*(6), 709–736.

Owton, H., & Allen-Collinson, J. (2013). Close but not too close. *Journal of Contemporary Ethnography*, *43*(3), 283–305.

Spradley, J. (1980). *Participant Observation*. New York: Holt, Rinehart and Winston.

Week 6 (Feb. 11)   Writing and managing fieldnotes

✏ **Exercise—Jottings and fieldnotes**

📖 **Required reading**

Bernard, Ch. 13 (p. 308–322)

Emerson, Ch. 3–4 (p. 43–128)

Lareau, Ch. 7 (p. 163–194)

☞ **Further reading**

Jackson, J. E. (1990). "Deja entendu": The liminal qualities of anthropological fieldnotes. *Journal of Contemporary Ethnography*, *19*(1), 8–43.

Sanjek, Roger. (1990). *Fieldnotes: The makings of anthropology*. Ithaca: Cornell University Press.

Week 7 (Feb. 18)   Sampling and selecting ethnographic cases

✏ **Exercise—Sampling plan**

📖 **Required reading**

Bernard, Ch. 5–7 (p. 114–162)

Schensul and LeCompte (2012), Ch. 6 (p. 255–317)

Gerson and Damaske, Ch. 3 (p. 45–65)

Handwerker, W., & Wozniak, D. (1997). Sampling strategies for the collection of cultural data: An extension of Boas's answer to Galton's problem. *Current Anthropology*, *38*(5), 869–875.

Guest, G., Bunce, A., & Johnson, L. (2006). How many interviews are enough? An experiment with data saturation and variability. *Field Methods*, *18*(1), 59–82.

Small, M. (2009). 'How many cases do I need?': On science and the logic of case selection in field-based research. *Ethnography*, *10*(1), 5-38.

☞ **Further reading**

Johnson, J. C. (1990). *Selecting Ethnographic Informants*. Thousand Oaks, CA: Sage Publications. [https://www.jeffreycjohnson.org/app/download/764538222/informants.pdf]

Guest, Greg. (2015). Sampling and selecting participants in field research. In H. R. Bernard & C. C. Gravlee (Eds.), *Handbook of Methods in Cultural Anthropology* (Second Edition, pp. 215–250). Lanham, MD: Rowman & Littlefield.

Benfer, R. A. 1968. The desirability of small samples for anthropological inference. *American Anthropologist* 70:949-951.

Hagaman, A. K., & Wutich, A. (2016). How many interviews are enough to identify metathemes in multisited and cross-cultural research? Another perspective on Guest, Bunce, and Johnson's (2006) landmark study. *Field Methods*, *29*(1), 23–41.

Weller, S. C., Vickers, B., Bernard, H. R., Blackburn, A. M., Borgatti, S., Gravlee, C. C., & Johnson, J. C. (2018). Open-ended interview questions and saturation. *PLoS ONE*, *13*(6), e0198606–18. http://doi.org/10.1371/journal.pone.0198606

Week 8 (Feb. 25) Unstructured and semistructured interviewing

✎ **Exercise—Creating an intents list**

📖 **Required reading**

Bernard, Ch. 8 (163–194)

Gerson and Damaske, Ch. 4–5 (p. 66–99)

Lareau, Ch. 4–5 (p. 60–139)

❧ **Further reading**

Briggs, C. (2007). Anthropology, interviewing, and communicability in contemporary society. *Current Anthropology*, *48*(4), 551–580.

Coe, C. (2001). Learning how to find out: Theories of knowledge and learning in field research. *Field Methods*, *13*(4), 392–411.

Collings, P. (2009). Participant observation and phased assertion as research strategies in the Canadian Arctic. *Field Methods*, *21*(2), 133.

Levy, Robert I. and Douglas W. Hollan (2015). Person-centered interviewing and observation. In H. R. Bernard & C. C. Gravlee (Eds.), *Handbook of Methods in Cultural Anthropology* (Second Edition, pp. 313–342). Lanham, MD: Rowman & Littlefield.

Spradley, J. (1979). *The Ethnographic Interview*. New York: Holt, Rinehart and Winston.

Week 9 (March 4) Visual, digital, and spatial methods

✎ **Exercise—Participatory photo elicitation**

📖 **Required reading**

Shensul and LeCompte (2012), Ch. 4 (117–192), Ch. 7–8 (p. 318–414)

Burrell, J. (2009). The field site as a network: A strategy for locating ethnographic research. *Field Methods*, *21*(2), 181–199.

Dennis, S. F., Gaulocher, S., Carpiano, R. M., & Brown, D. (2009). Participatory photo mapping (PPM): exploring an integrated method for health and place research with young people. *Health & Place*, *15*(2), 466–473.

Jones, P., & Evans, J. (2012). The spatial transcript: analysing mobilities through qualitative GIS. *Area*.

Sletto, B. I. (2009). "We drew what we imagined": Participatory mapping, performance, and the arts of landscape making. *Current Anthropology*, *50*(4), 443–476.

✍ Further reading

El Guindi, Fadwa. (2015). Visual anthropology. In H. R. Bernard & C. C. Gravlee (Eds.), *Handbook of Methods in Cultural Anthropology* (Second Edition, pp. 439–465). Lanham, MD: Rowman & Littlefield.

Snodgrass, Jeffrey G. (2015). Ethnography of online cultures. In H. R. Bernard & C. C. Gravlee (Eds.), *Handbook of Methods in Cultural Anthropology* (Second Edition, pp. 465–498). Lanham, MD: Rowman & Littlefield.

Gubrium, A., & Harper, K. (2013). *Participatory visual and digital methods*. Walnut Creek, CA: Left Coast Press.

Week 10 (March 18)   Direct and indirect observation of behavior

✍ Exercise—Direct observation

📖 Required reading

Bernard, Ch. 14 (p. 323–353)

Borgerhoff Mulder, M., & Caro, T. (1985). The use of quantitative observational techniques in anthropology. *Current Anthropology*, *26*(3), 323–335.

Gross, D. (1984). Time allocation: A tool for the study of cultural behavior. *Annual Review of Anthropology*, *13*(1), 519–558.

Paolisso, M., & Hames, R. (2010). Time diary versus instantaneous sampling: A comparison of two behavioral research methods. *Field Methods*, *22*(4), 357–377.

Weisner, T., Ryan, G. W., Reese, L., Field, K. K., Bernheimer, L., & Gallimore, R. (2016). Behavior sampling and ethnography: Complementary methods for understanding home-school connections among Latino immigrant families. *Field Methods*, *13*(1), 20–46.

✍ Further reading

Chick, G. (1994). Experience sampling in anthropological research. *Field Methods*, *6*(2), 4–6.

Hames, Raymond and Michael Paolisso. (2015). Behavioral observation. In H. R. Bernard & C. C. Gravlee (Eds.), *Handbook of Methods in Cultural Anthropology* (Second Edition, pp. 293–312). Lanham, MD: Rowman & Littlefield.

Gravlee, C. C., Zenk, S., Woods, S., Rowe, Z., & Schulz, A. (2006). Handheld computers for direct observation of the social and physical environment. *Field Methods*, *18*(4), 382–397.

Kahneman, D., Krueger, A. B., Schkade, D. A., Schwarz, N., & Stone, A. A. (2004). A survey method for characterizing daily life experience: The Day Reconstruction Method. *Science*, *306*(5702), 1776–1780.

Koro-Ljungberg, M., Bussing, R., Williamson, P., & M'cormack-Hale, F. (2008). Reflecting on the experience sampling method in the qualitative research context: Focus on knowledge production and power during the data-collection process. *Field Methods*, *20*(4), 338–355.

Week 11 (March 25)   Structured interviewing and questionnaire development

✎ Exercise—Pile sort + rating

📖 Required reading

Bernard, Ch. 9–11 (p. 195–271)

Schensul and LeCompte (2012), Ch. 3 (p. 80–116)

Gravlee, C. C. (2005). Ethnic classification in southeastern Puerto Rico: The cultural model of "color." *Social Forces*, *83*(3), 949–970.

Weaver, L. J., & Kaiser, B. N. (2014). Developing and testing locally derived mental health scales. *Field Methods*, *27*(2), 115–130.

↜ Further reading

Weller, Susan C. (2015). Structured interviewing and questionnaire development. In H. R. Bernard & C. C. Gravlee (Eds.), *Handbook of Methods in Cultural Anthropology* (Second Edition, pp. 343–390). Lanham, MD: Rowman & Littlefield.

Weller, S. C., & Romney, A. K. (1988). *Systematic Data Collection*. Newbury Park, CA: Sage Publications.

Week 12 (April 1)   Analyzing qualitative data

✎ Exercise—Developing a codebook

📖 Required reading

Bernard, Ch. 15 (p. 354–361), Ch. 18–19 (p. 437–490)

Emerson, Ch. 5–6 (p. 129–200)

Lareau, Ch. 8 (p. 195–225)

Gerson and Damaske, Ch. 6 (p. 143–171)

✑ Further reading

Ryan, G., & Bernard, H. (2003). Techniques to identify themes. *Field Methods*, *15*(1), 85–109.

Ryan, G., & Bernard, H. (2000). Data Management and Analysis Methods. In N. Denzin & Y. Lincoln (Eds.), (pp. 769–802). *Handbook of Qualitative Research,* Second Edition*.* Thousand Oaks, CA: Sage Publications.

Wutich, A. & Gravlee, C. C.. (2010). Water Decision-Makers in a Desert City: Text Analysis and Environmental Social Science. In I. Vaccaro, E. A. Smith, S. Aswani (Eds.), *Environmental Social Sciences: Methods and Research Design* (p. 188-211). New York: Cambridge University Press.

Week 13 (April 8)   Network thinking and relational analysis

✎ Exercise—Eliciting personal networks

📖 Required reading

Schensul and LeCompte (2012), Ch. 5 (p. 193–254)

McCarty, C. & J. L. Molina (2014). Social network analysis. In H. R. Bernard & C. C. Gravlee (Eds.), *Handbook of Methods in Cultural Anthropology*, Second Edition (p. 631–657). Walnut Creek, CA: AltaMira Press.

Schweizer, T. (1997). Embeddedness of ethnographic cases: A social networks perspective. *Current Anthropology*, *38*(5), 739–760.

Borgatti, S., Mehra, A., Brass, D., & Labianca, G. (2009). Network analysis in the social sciences. *Science*, *323*(5916), 892.

Emirbayer, M., & Goodwin, J. (1994). Network analysis, culture, and the problem of agency. *American Journal of Sociology*, *99*(6), 1411–1454.

Bearman, P. S., & Stovel, K. (2000). Becoming a Nazi: A model for narrative networks. *Poetics*, *27*(2-3), 69–90.

✑ Further reading

Borgatti, S. P., Everett, M. G., & Johnson, J. C. (2018). *Analyzing Social Networks* (2nd ed.). Los Angeles: SAGE Publications.

Radcliffe-Brown, A. (1940). On social structure. *Journal of the Royal Anthropological Institute of Great Britain and Ireland*, *70*(1), 1–12.

Mitchell, J. C. (1974). Social networks. *Annual Review of Anthropology*, *3*(1), 279–299.

Kadushin, C. (2011). *Understanding Social Networks: Theories, Concepts, and Findings*. New York: Oxford University Press.

Week 14 (April 15) Writing up and sharing results

ⓘ **Ethnographic Research Report, Due April 25**

📖 **Required reading**

Schensul and Lecompte (2016), Ch. 8 (p. 300-330)

Emerson, Ch. 7 (p. 201–242)

Gerson and Damaske, Ch. 7 (172–193)

Lareau, Ch. 9 (p. 226–259)

☞ **Further reading**

Becker, H. S. (1998). *Tricks of the trade: How to think about your research while you're doing it*. Chicago: University of Chicago Press.

Boellstorff, T. (2008). How to get an article accepted at *American Anthropologist* (or anywhere). *American Anthropologist*, *110*(3), 281–283.

Boellstorff, T. (2010). How to Get an Article Accepted at American Anthropologist (or anywhere), Part 2. *American Anthropologist*, *112*(3), 353–356.

McGranahan, Carole. (2020). *Writing Anthropology: Essays on Craft and Commitment*. Durham, NC: Duke University Press.

Van Maanen, J. (2011). *Tales of the field: On writing ethnography*. Chicago: University of Chicago Press.