ANT 4495 Ethnographic Methods

University of Florida
Fall 2020

Nova Reperta: Invention of Oil Painting
Philips Galle after Jan van der Straet
Antwerp, ca. 1580-1605

Instructor Information

Name:	Saul Schwartz
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Office Hours

Office Hours:	T 5-6 pm W 1-2 pm R 5-6 pm
Virtual Office:	https://ufl.zoom.us/j/91723191438

Class Information

Meeting Times:	W 10-12
Virtual Classroom:	https://ufl.zoom.us/j/94753236940

Appointments

Office Hour Appointments:	www.calendly.com/saulschwartz

Course Description

Ethnographic methods help anthropologists and other researchers collect and analyze data on social and cultural phenomena in many different settings. In this course, students will work individually and in teams to gain practical experience with ethnographic methods, including participant observation fieldwork, interviews, surveys, and questionnaires as well as techniques for analyzing qualitative and quantitative data. Students will also learn about research ethics, project design, database management, and the uses of ethnographic research in academic and applied contexts. For Fall 2020, students will develop research projects related to current events, such as COVID-19, the 2020 U.S. elections, and movements for racial justice.

Expectations

-Do seek clarification when confused. Please do not hesitate to ask questions about any areas that are unclear, either in class, during office hours, by e-mail, or on Canvas. For office hours, (virtual) walk-ins are always welcome, but students with appointments have priority. Click here to make an appointment for office hours with the instructor.

-Do request appropriate academic accommodations. Students with disabilities who experience learning barriers and would like to request academic accommodations should connect with the Disability Resource Center. It is important for students to share their accommodation letter with their instructor and discuss their access needs as early as possible in the semester.

-Do utilize university resources. The University of Florida offers a number of valuable resources to support student learning and wellness:

- For help with general study skills and tutoring, check out the Teaching Center.
- For help brainstorming, formatting, and writing papers, contact the Writing Studio.
- For e-learning technical support, call (352) 392-4357 or email helpdesk@ufl.edu.
- For help using the libraries or finding resources, Ask a Librarian.
- For career assistance and counseling services, visit the Career Connections Center.
- For mental health support, contact the Counseling and Wellness Center at (352) 392-1575.
- If you or someone you know is in distress, contact U Matter, We Care at (352) 392-1575 or umatter@ufl.edu.

Required Verbiage

Requirements for class **attendance and make-up** exams, assignments, and other work in this course are consistent with university policies.

Audiovisual **recordings** of class sessions will be made for students in the class to refer back to and for enrolled students who are unable to attend live. Students who

participate with their camera engaged or utilize a profile image are agreeing to have their video or image recorded. If you are unwilling to consent to have your profile or video image recorded, be sure to keep your camera off and do not use a profile image. Likewise, students who un-mute during class and participate orally are agreeing to have their voices recorded. If you are not willing to consent to have your voice recorded during class, you will need to keep your mute button activated and communicate exclusively using the "chat" feature, which allows students to type questions and comments live. The chat will not be recorded or shared. As in all courses, unauthorized recording and unauthorized sharing of recorded materials is prohibited.

Requirements for **grades** in this course are consistent with [university policies](). (You may notice that this information classifies W, H, I, N, and U as "non-punitive grades," which implies that other kinds of grades may in fact be punitive. Please note that the instructor unequivocally rejects the idea of any grades as punitive. A grade is simply an instructor's assessment of a student's learning outcomes in a given course—no more, no less. The idea that grades are punitive is pedagogically unjustifiable, counterproductive to effective teaching and learning, and has no place whatsoever in the instructor's philosophy or practice of teaching.)

Students are expected to provide professional and respectful **feedback on the quality of instruction** in this course by completing course evaluations online via [GatorEvals](). Students will be notified when the evaluation period opens and can complete evaluations through the email they receive from GatorEvals, in their Canvas course menu under GatorEvals, or via https://ufl.bluera.com/ufl/. Shockingly, summaries of course evaluation results are [publicly available](). (Your instructor also welcomes your feedback at any point during the semester. If there is something that can be done to help you and your peers learn more effectively, please do not wait until the end of the semester to say so. I would encourage you to attend office hours or make an appointment to share your suggestions.)

Evaluation

You are expected to complete fifteen **activities** over the course of the semester. Each activity is worth 3.3% of your grade. Taken together, activities total 49.5% of your final grade. Activities are due every Monday (except for the first Monday of the semester) by 5 pm and should be posted to the appropriate Canvas discussion board.

In addition to completing your own activities, you are also expected to provide constructive **feedback** on other students' work. Each week, you should provide substantive feedback on at least one other student's activity. Each week of feedback is worth 3.3% of your grade. Taken together, feedback totals 49.5% of your final grade. Feedback is due every Friday (except for the first Friday of the semester) by 5 pm and should be posted as a reply to the appropriate Canvas discussion board.

Course Materials

There are no required or recommended textbooks for this course. All course materials are available on Canvas, through the University of Florida library, or online.

Course Schedule

Week 1: Introduction

W 9/2

Browse one or more of the following and consider:

-Do I have personal experience or knowledge of some of the social and cultural dynamics described in these articles?

-How could I draw on my existing knowledge and experience to develop an ethnographic research project on these issues?

-Keep in mind that ethnographic research involves triangulating your own experience and knowledge with other members of a social group in which you are both a participant and an observer.

- Pandemic Sociality

    o Anderson, Greta. 2020. "Blame Game." *Inside Higher Ed*, August 24. https://www.insidehighered.com/news/2020/08/24/college-covid-strategies-dont-adequately-address-typical-student-behavior.

    o Kaysen, Ronda. 2020. "What Happens When No One Invites You to Their Pandemic Pod?" *The New York Times*, August 28. https://www.nytimes.com/2020/08/28/realestate/pandemic-pods.html.

    o Smith, Jeremy Adam, and William Winters. 2020. "How to Form a Pandemic Pod." *Greater Good Magazine*, July 15. https://greatergood.berkeley.edu/article/item/how_to_form_a_pandemic_pod.

- 2020 U.S. Elections

    o Weigel, David. 2020. "The six political states of Florida." *The Washington Post*, August 30. https://www.washingtonpost.com/graphics/2020/politics/florida-political-geography/.

    o Romano, Aja. 2020. "Political conventions are where politics and fandom converge. What happens in a pandemic?" *Vox*, August 26.

https://www.vox.com/culture/2020/8/26/21395944/2020-democratic-national-convention-dnc-virtual-online-covid-19-pandemic.

- o Brown, Jeffrey. 2020. "'Cancel culture' debate bubbles up in politics and beyond." *PBS News Hours*, August 25. https://www.pbs.org/newshour/show/cancel-culture-debate-bubbles-up-in-politics-and-beyond.

- Black Lives Matter

  - o Stephen, Bijan. 2015. "Social Media Helps Black Lives Matter Fight the Power. *Wired*, November issue. https://www.wired.com/2015/10/how-black-lives-matter-uses-social-media-to-fight-the-power/.

  - o Bellan, Rebecca. 2020. "Gen Z Leads The Black Lives Matter Movement, On And Off Social Media." *Forbes*, June 12. https://www.forbes.com/sites/rebeccabellan/2020/06/12/gen-z-leads-the-black-lives-matter-movement-on-and-off-social-media/#458f116819a8.

  - o Daniels, Eugene. 2020. "The new social justice movement feels different. That's because it is." *POLITICO*, July 17. https://www.politico.com/news/2020/07/17/black-lives-matter-social-racial-justice-368436.

  - o Persad, Shivani. 2020. "You Can't Say Black Lives Matter if You're Still Appropriating Black Culture." *Cosmopolitan*, August 18. https://www.cosmopolitan.com/politics/a33470990/black-lives-matter-cultural-appropriation/.

- College Sports

  - o Roberts, Diane. 2020. "The South won't give up on college football. Even if it kills us." *The Washington Post*, August 15. https://www.washingtonpost.com/outlook/2020/08/15/ncaa-football-coronavirus-south/.

  - o Evans, Nick. 2020. "Ohio State Fans Hit Hard By Big Ten, Pac-12 Fall Sports Cancellation." *NPR Morning Edition*, August 12. https://www.npr.org/2020/08/12/901592021/ohio-state-fans-hit-hard-by-big-ten-pac-12-fall-sports-cancellation.

M 9/7

- **5 pm: Activity 1 - Proposal Brainstorm due**.

Week 2: Research Ethics

W 9/9

- Read: Research Ethics Handout.

M 9/14

- **5 pm: Activity 2 - IRB 803 Training and Ethics Plan due**.

Week 3: Autoethnography

W 9/16

- Read: Boylorn, Robin M. "'Sit With Your Legs Closed!' and Other Sayin's from My Childhood." In *Handbook of Autoethnography*, edited by Stacy Holman Jones, Tony E. Adams, and Carolyn Ellis, 173-185. London: Routledge.

M 9/21

- **5 pm: Activity 3 - Autoethnography and Proposal due.**

Week 4: Participant Observation

W 9/23

- Gibson, Lorena. 2013. "A template for writing fieldnotes." https://anthropod.net/2013/08/14/a-template-for-writing-fieldnotes/.

- Read: Didion, Joan. 1968. "On Keeping a Notebook." In *Slouching Towards Bethlehem: Essays*, 131-141. New York: Farrar, Straus and Giroux.

M 9/28

- **5 pm: Activity 4 - Fieldnotes due.**

Week 5: Interviewing

W 9/30

- Listen: Walters, Pat. 2012. "Yellow Rain." *Radiolab*, September 23. Audio, 24:43. https://www.wnycstudios.org/podcasts/radiolab/segments/239549-yellow-rain.

- Read: Abumrad, Jad. 2012. "On Yellow Rain…" *Radiolab*, September 26. https://www.wnycstudios.org/podcasts/radiolab/articles/240029-yellow-rain.

- Read: Krulwich, Robert. 2012. "From Robert Krulwich on Yellow Rain." *Radiolab*, September 30. https://www.wnycstudios.org/podcasts/radiolab/articles/240899-robert-krulwich-yellow-rain.

- Read: Yang, Kao Kalia. 2012. "The Science of Racism: Radiolab's Treatment of Hmong Experience." *Hyphen*, October 22. https://hyphenmagazine.com/blog/2012/10/22/science-racism-radiolabs-treatment-hmong-experience.

M 10/5

- **5 pm: Activity 5 - Interview Questions due.**

Week 6: Transcription

W 10/7

- Bucholtz, Mary. 2000. "The politics of transcription." *Journal of Pragmatics* 32: 1439-1465.

M 10/12

- **5 pm: Activity 6 - Transcript due.**

Week 7: Questionnaires and Surveys

W 10/14

- Read: Lloyd, Sam. 2018. "The 10 commandments for writing good surveys and questions." *Qualtrics Blog*, December 10. https://www.qualtrics.com/blog/good-survey-questions/.

M 10/19

- **5 pm: Activity 7 - Questionnaire or Survey Questions due.**

Week 8: Questionnaires and Surveys

W 10/21

- Workshop questionnaire and survey instruments.

M 10/26

- **5 pm: Activity 8 - Survey Data due.**

Week 9: Quantitative Analysis

W 10/28

- TBD.

M 11/2

- **5 pm: Activity 9 - Quantitative Analysis due.**

Week 10: Coding and Tagging

W 11/4

- Medelyan, Alyona. 2019. "Coding Qualitative Data: How to Code Qualitative Research." Thematic Insights, October 11. https://getthematic.com/insights/coding-qualitative-data/.

M 11/9

- **5 pm: Activity 10 - Coding and Tagging Brainstorm due.**

Week 11: Coding and Tagging

No class W 11/11.

M 11/16

- **5 pm: Activity 11 - Coding and Tagging 1 due.**

Week 12: Coding and Tagging

W 11/18

- Data analysis workshop.

M 11/23

- **5 pm: Activity 12 - Coding and Tagging 2 due.**

Week 13: Writing Up

No class W 11/25.

M 11/30

- **5 pm: Activity 13 - Write-up Outline due.**

Week 14: Writing Up

W 12/2

- Humphreys, Michael, and Tony Watson. 2009. "Ethnographic Practices: From 'Writing-up Ethnographic Research' To 'Writing Ethnography.'" In *Organizational Ethnography: Studying the Complexities of Everyday Life*, edited by Sierk Ybema, Dvora Yanow, Harry Wels, and Frans Kamsteeg, 40-55. London: Sage.

M 12/7

- **5 pm: Activity 14 - Write-up Drafts due.**

Week 15: Workshops

W 12/9

- Workshop write-up drafts.

M 12/14

- **5 pm: Activity 15 - Final Write-up due.**