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Seminar in Ethnographic Analysis
ANTHRO 60500
Monday 11:30-2:20
STON 154
CRN: 56239
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Fall 2020

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Office hours Monday 2:30-3:20 via https://purdue.webex.com/join/aflachs or by appointment

Course Description

The ethnography helps to set anthropology apart from other social science approaches. Ethnographic research and ethnographic texts go beyond simply describing a culture, practice, or group of people. Ethnography organizes data and gives voice to the storytellers by drawing readers into the world of the field, be it small villages or the halls of Wall Street. This combination of qualitative data, personal reflection, and context helps social scientists make intellectual, theoretical, and even political arguments. Ethnography and ethnographic research are only part 'science', because ethnographic research recognizes that the researcher's positionality, timing, and methods create unique opportunities to present and collect data.

This course has two goals: (1) students will learn ethnographic research ethics, methods, and design while also (2) exploring the different ways that anthropologists have used ethnography to craft arguments. In this course, students will study and test a variety of qualitative methods including fieldnotes, participant-observation, surveying, interviewing, mapping, coding, and writing, as well as how to pair these methods with other methodologies. They will contextualize these tools within ethnographic theory and contemporary ethnographic writing. By the end of this course, students will have experience with a range of ethnographic methods and theories that will help them collect, interpret, evaluate, and analyze ethnographic data.

This course is designed to be a seminar, meaning that students will be expected to lead each week's discussion with guidance from the professor. For the first half of each class, the professor will give some guiding context to situate students. In the second half, students will lead discussion and debate the concepts and methodologies of the week. Activities are encouraged. Being a methodology class, this course is also a practical course. We will be practicing what we learn through a number of small field assignments. During class we will alternate between reflections on our own field projects and the ways that those experiences articulate with the ethnographies we read. Because methods are, fundamentally, tools to ask questions and collect data, the last section of the class is geared toward developing the research design of a grant proposal to a scientific or applied funding agency. Ethnography is a reflective exercise, and so students are expected to come to class prepared to discuss the readings. Bring questions. Bring problems. Bring critiques, gripes, complaints, raves or any other reactions you had to the material. But come ready to engage. This is a seminar course, which means you are expected to be an active participant in each and every class.

Assignments and Grading

This class will be run as a seminar, so **participation and attendance are a large part of student grades**. Select students will prepare questions and lead a discussion each Monday (15%) while the rest of us post responses (15%) and use this time to think critically about our assignments, projects, and course readings (**30% of final grade**).. Students are expected to attend and participate in each session, reflecting on the readings, each others' responses, and their ongoing projects. Each student will submit a short (~500 words) reading response each week by **Thursday** at **5 PM** on their reaction to the week's readings – What stood out to you? What made sense or was confusing? Why? Do you agree or disagree with the author's perspective? Can you imagine using these tools yourself? These Brightspace posts will guide our discussions.

Learning Goals:

1. Student will learn about qualitative and ethnographic research design, ethics and methods.
2. Students will understand when and how to appropriately select qualitative and quantitative methods and identify how and when to blend them.
3. Students will gain an understanding on how anthropologists and other scholars across the subfields use and apply ethnographic methods.
4. Students will gain experience in generating and analyzing qualitative and ethnographic data, including being exposed to common qualitative software packages (such as NVivo, Excel, and ArcMap).
5. Students will achieve qualitative literacy for understanding and working in a mixed methods environment and applying their expertise as part of a team.

Leading Discussion:
Each week, one or two students will be responsible for leading class discussion. This does NOT mean a simple review/rehashing of the readings. Rather, your job is to hit some of the highlights of the reading (summarize the main points), but then to STIMULATE DISCUSSION/ DEBATE among the group. Get people talking! Come prepared with good, provocative questions, themes, critiques, or issues you think will make for lively class. The best discussions will also demonstrate how the readings are useful (or not) for assessing the present ethnography.

Please tell the instructor if you will be absent. As participation and engaged learning are central to this class, your absence will be noticed and you will be missed. All students will receive one unexcused absence over the course of the semester. If students know that they must miss a class for a religious, sport, or lifecourse event, they must notify the instructor as soon as possible and arrange to complete makeup work. All other absences will be treated as unexcused and students will lose points.

To gain practical experience, there will be several small assignments that build on the theory and practice that we discuss in class. These small assignments will test student engagement with different methods and give us a chance to reflect on how they work for our particular projects

(**45%**). This works best if students develop a consistent project and research focus throughout the semester, and investigate different aspects of it:

Mini project title	Due date	Length	Points out of 45
CITI Training	8/29	Submit certificate	10
Positionality and Reflexivity	9/19	3 pages	5
Participant Observation	10/3	3 pages + notes	10
Mapping	11/2	Map + 2 pages	10
Open Interview	11/28	3 pages + transcript segment + notes	10

Assignments are subject to change and will all be discussed in class. All written work should be size 12 font, times new roman, double spaced, with 1 inch margins. **All assignments are due at the beginning of class on the day for which they are assigned. Late work will be marked down by 1 point (out of 45) per day.** Revisions and resubmissions are a core element in academic and professional writing, and will be discussed in class.

CITI Training: Complete CITI training for Social Behavioral Research for Investigators and Key Personnel. Email training certificate to the instructor. [https:// https://www.irb.purdue.edu/training/]

Positionality and Reflexivity Report: Ethnographic research will vary depending on the baggage, skillset, and experiences that you personally bring to the table. To interview and work with others, you must be mindful of your own strengths and weaknesses. Consider:
1. What sorts of access do you have because of your race, class, gender, nationality, and other aspects of your identity?
2. What questions or research subjects may be more difficult because of this positionality?
3. What special skills or expertise do you have to assist in social research?
4. What special dangers and cares will you need to be mindful of in your work?
5. Find an example in the news or in anthropological literature where positionality really mattered, and describe why.

Participant Observation Report: (This is just a suggestion – if you have an activity that allows you to participate, observe, and gain experiential knowledge, talk with me so you can do that too, especially if it is more relevant to your work). Assist someone in the kitchen. Find a member of your potential research population and ask them to teach you a special recipe that you do not know. If at all possible, ask someone who aligns with the kinds of people you might meet during your research project – everyone eats and people often like to bond over food and cooking. Have this person work with you to create the dish in question, and pay attention to the ways that they correct or instruct you as you learn this practice. Ask about the history of the recipe and its practice, and confirm that you're doing well. Stay cognizant as well about the spaces between the action, where people wait, taste, and think. Systematically record your data (photographically, on paper, voice recording, video recording). Ideally, this is related to the previous exercises. Your 3 page paper should include:
   1. Why you chose this particular place, at this particular time, these particular people, and how you gained access to the site

2. What you actually did: how you interacted with people, the data you collected, and how you collected it
3. What recipe you made, its history, and what you learned by making it
4. How that data can be put to use to ask an ethnographic question – that is, did the process of learning this recipe teach you anything about identity, knowledge, decision-making, class, gender, decolonial methodology, etc. etc.
5. Reflections on gaining access to your site, awkwardness on your part or on the part of the people at your site, anything that might have influenced your data collection, how you might do things differently if given a second chance
6. Append your notes

Mapping Exercise: Create an ESRI storymap, a paper map, or GoogleEarth to construct a participant-based map with at least 4 participants. Write a 2 page reflection that details:
   1. Your research question
   2. Who your interlocutors are
   3. How spatial methods enabled you to ask your questions in new and different ways
   4. Reflection on your data collection, the strengths/weaknesses of this method, how you might improve your data collection if you had another chance, etc.
You will not have to print photos or color maps for this project but you will have to show these off on the day the assignment is due to walk us through your data. Turn in: the 2 page paper and your media file/link.

Open Interview: Conduct an interview with someone who is either a) much older than you, b) has a unique expertise that you lack, or c) is otherwise an ideal key informant. Sketch out at least five open-ended questions that will guide your interview. Take notes on the interview itself in the moment. Record the interview and transcribe a 5 minute segment. Your transcription should have markers for each minute. Write a 3 page reflection that details:
   1. How you developed your interview guide, what questions you asked, and why
   2. Why you chose this person to be your informant (selection criteria, why this person was appropriate given your question)
   3. What you learned about your research question by speaking with this person.
   4. Reflection on your interviewing strengths/weaknesses, how you might improve your questions in the future, etc.
   5. Append your notes
Turn in: your 3 page reflection, your 5 minute transcription, your notes on the interview itself, and your digital file of the interview.

Because methods are ultimately tools to help us ask questions and collect information, the last several classes will prepare students for grantwriting by asking them to create a mock research proposal employing several of the methodologies discussed in class. Students will present that proposal during the final class section **(10%)** and the document will be due on the scheduled final date **(15%)**.

Final: Present on and submit a prospective research question, design, and methodology that covers:
   1. Your research question/hypothesis

2. Site and population selection
3. Methodology and justification
4. Data collection plan
5. Potential obstacles in access or data collection and how you will overcome them AND
6. Correct citations for all methods used. Ex: I will use walking interviews (De Leon and Cohen 2005) to document and probe the lived experience of people as they walk to school as a way of understanding the optimal routes that students take from parking lots to the cafeteria
7. Works cited, in correct AAA style (Chicago Style) (http://www.aaanet.org/publications/style_guide.pdf)

Students will present this research plan to the class during the final session and receive constructive criticism from their peers. Hard copies of the final draft are due on the scheduled finals day. The final is based on questions 1, 3, and 5 of the Wenner Gren anthropological grant proposal. It should be 2.5 single spaced pages long and is due during the final exam period.

Grading summary

Assignment	Due date	Points out of 100
Discussion and discussion leading	Every week	15
Reading Responses	Every Thursday at 5 PM	15
Mini projects	Various	45
Grant presentation	12/6	10
Grant	12/13	15

Grades:

A	=	91-100
A-	=	90-91
B+	=	89
B	=	81-88
B-	=	80
C+	=	79
C	=	71-78
C-	=	70
D	=	60-69
F	=	Below 60

Office Hours and Support

Office hours for the course are listed above. Students are encouraged to attend office hours, which are a good opportunity to ask questions not addressed in class, seek clarification about readings or further information on a topic, or discuss aspects of the course materials that are especially interesting. Office hours are on a first come, first served basis. If you are unable to attend office hours because of scheduling conflicts, please contact the instructor or the TAs

directly to schedule a meeting. In the event of a major campus emergency, course requirements, deadlines and grading percentages are subject to changes that may be necessitated by a revised semester calendar or other circumstances. Here are ways to get information about changes in this course: BlackBoard web page, the instructor and TA email addresses, and the instructor office phone: 765-494-2774.

Attending class during a global pandemic

- Nobody wants it to be this way. People are getting sick, our collective lives on campus are over, everyone is making it up as they go along. It's not fair. We're all stretched thin and our hopes for this semester are over. Some of the pre-pandemic expectations are no longer possible, reasonable, or the best we can do.
- So. We're going to prioritize supporting each other as human beings doing their best. We're going to maximize accessibility and intellectual connection, and that means checking in when things aren't working or when we need to stop and rethink something. We will remain flexible and adjust to the situation.

If you become quarantined or isolated at any point in time during the semester, in addition to support from the Protect Purdue Health Center, you will also have access to an Academic Case Manager who can provide you academic support during this time. Your Academic Case Manager can be reached at acmq@purdue.edu and will provide you with general guidelines/resources around communicating with your instructors, be available for academic support, and offer suggestions for how to be successful when learning remotely. Importantly, if you find yourself too sick to progress in the course, notify your academic case manager and notify the instructor and your TA via email. We will make arrangements based on your particular situation. The Office of the Dean of Students (odos@purdue.edu) is also available to support you should this situation occur.

Students should stay home and contact the Protect Purdue Health Center (496-INFO) if they feel ill, have any symptoms associated with COVID-19, or suspect they have been exposed to the virus. In the current context of COVID-19, in-person attendance will not be a factor in the final grades, but the student still needs to inform the instructor of any conflict that can be anticipated and will affect the submission of an assignment or the ability to take an exam. Only the instructor can excuse a student from a course requirement or responsibility. When conflicts can be anticipated, such as for many University-sponsored activities and religious observations, the student should inform the instructor of the situation as far in advance as possible. For unanticipated or emergency conflict, when advance notification to an instructor is not possible, the student should contact the instructor as soon as possible by email. When the student is unable to make direct contact with the instructor and is unable to leave word with the instructor's department because of circumstances beyond the student's control, and in cases of bereavement, quarantine, or isolation, the student or the student's representative should contact the Office of the Dean of Students via email or phone at 765-494-1747. Our course Brightspace includes a link on Attendance and Grief Absence policies under the Class Policies menu.

The Protect Purdue Plan, which includes the Protect Purdue Pledge, is campus policy and as such all members of the Purdue community must comply with the required health and safety

guidelines. Required behaviors in this class include: staying home and contacting the Protect Purdue Health Center (496-INFO) if you feel ill or know you have been exposed to the virus, wearing a mask in classrooms and campus building, at all times (e.g., no eating/drinking in the classroom), disinfecting desk/workspace prior to and after use, maintaining proper social distancing with peers and instructors (including when entering/exiting classrooms), refraining from moving furniture, avoiding shared use of personal items, maintaining robust hygiene (e.g., handwashing, disposal of tissues) prior to, during and after class, and following all safety directions from the instructor.

Students who are not engaging in these behaviors (e.g., wearing a mask) will be offered the opportunity to comply. If non-compliance continues, possible results include instructors asking the student to leave class and instructors dismissing the whole class. Students who do not comply with the required health behaviors are violating the University Code of Conduct and will be reported to the Dean of Students Office with sanctions ranging from educational requirements to dismissal from the university.

Any student who has substantial reason to believe that another person in a campus room (e.g., classroom) is threatening the safety of others by not complying (e.g., not wearing a mask) may leave the room without consequence. The student is encouraged to report the behavior to and discuss next steps with their instructor. Students also have the option of reporting the behavior to the Office of the Student Rights and Responsibilities. See also Purdue University Bill of Student Rights.

CAPS Information: Purdue University and professor Flachs care about your success. We are committed to advancing the mental health and well-being of its students. If you or someone you know is feeling overwhelmed, depressed, and/or in need of support, services are available. For help, such individuals should contact Counseling and Psychological Services (CAPS) at (765)494-6995 and http://www.purdue.edu/caps/ during and after hours, on weekends and holidays, or through its counselors physically located in the Purdue University Student Health Center (PUSH) during business hours.

Accessibility

Students with disabilities must be registered with Disability Resource Center in the Office of the Dean of Students before classroom accommodations can be provided. If you anticipate or experience physical or academic barriers based on disability, you are welcome to let me know so that we can discuss options. You are also encouraged to contact the Disability Resource Center at: drc@purdue.edu or by phone: 765-494-1247. Purdue University is committed to maintaining a community which recognizes and values the inherent worth and dignity of every person; fosters tolerance, sensitivity, understanding, and mutual respect among its members; and encourages each individual to strive to reach his or her own potential. In pursuit of its goal of academic excellence, the University seeks to develop and nurture diversity. The University believes that diversity among its many members strengthens the institution, stimulates creativity, promotes the

exchange of ideas, and enriches campus life. Purdue University strives to make learning experiences as accessible as possible. If you anticipate or experience physical or academic barriers based on disability, you are welcome to let me know so that we can discuss options.

Behavior

I encourage students to interact with myself and one another during class; however, free speech does not mean we are not all entitled to express our opinions whenever we see fit without consequence. Purdue University and professor Flachs are committed to providing a safe and secure learning space. Sexist, racist, classist, violent, and otherwise offensive comments will result in disciplinary action. Any personal attacks on fellow students or the TAs via class web platforms will also result in disciplinary action. If someone's behavior does not improve, they will be referred to the Student Conduct Coordinator. My classroom is a safe space for all. The free speech of *all* students is valued, and must be exercised in a way that is respectful to the experiences and identities of the ANTH 10000 community. Respectful and responsible behavior is expected in class, online, and in all of our assignments. Videos, photos, or other media used in our online classroom must similarly be respectful of our community and refrain from sexist, racist, classist, violent, and otherwise offensive content. If the teaching staff or students flag content as offensive, you may be asked to resubmit the assignment. Here are some tips to keep in mind:

1. Stay on topic! Be sure the links, comments, thoughts, or pictures you share are relevant.
2. Before posting to a discussion board, check if anyone has asked a similar question or thought and received a reply.
3. When the recipient can't hear your tone or see your facial expressions, it might not be received as a joke. Much of what we get from conversations is non-verbal, which is of course, lost in virtual spaces. Be careful when writing anything that sounds angry or sarcastic, even if you are joking And remember, typing in ALL CAPS is read as yelling.
4. Respect the opinion of your peers. If you feel the need to disagree, do so respectfully and acknowledge the valid points in your peer's argument.
5. Dialogue, not debate. In a debate, the goal is to convince others that you are right. In a dialogue, the goal is to understand and expand each other's perspectives by sharing different viewpoints. Try to focus on dialoguing when you are engaged in the discussion boards.
6. Be brief. If you write a long dissertation in response to a simple question, it is unlikely that anyone will spend the time to read through all of it.
7. If you refer to something your classmate said earlier in the discussion, quote just a few key lines from their post so that others won't have to go back and figure out which post you are referring to.
8. Run a spelling and grammar check before posting anything on a discussion board.

Academic Integrity

Purdue prohibits "dishonesty in connection with any University activity. Cheating, plagiarism, or knowingly furnishing false information to the University are examples of dishonesty." [Part 5,

Section III-B-2-a, University Regulations] Furthermore, the University Senate has stipulated that "the commitment of acts of cheating, lying, and deceit in any of their diverse forms (such as the use of substitutes for taking examinations, the use of illegal cribs, plagiarism, and copying during examinations) is dishonest and must not be tolerated. Moreover, knowingly to aid and abet, directly or indirectly, other parties in committing dishonest acts is in itself dishonest." [University Senate Document 72-18, December 15, 1972]. All students are expected to adhere to high standards of academic integrity. In this class especially, that means that all work presented as original must, in fact, be original.

It is your duty to uphold the Purdue honors pledge. As a boilermaker pursuing academic excellence, I pledge to be honest and true in all that I do. Accountable together - we are Purdue. Learn more at: https://www.purdue.edu/provost/teachinglearning/honor-pledge.html

Required Readings

- Bernard, Russell. 2018. Research Methods in Anthropology. Qualitative and Quantitative Approaches. 6th Edition. Sage Publications.
- Flachs, Andrew. 2019. *Cultivating Knowledge*. University of Arizona Press (*I have copies of this book available to lend you*)
- Jasarevic, Larisa. 2017. *Health and Wealth on the Bosnian Market.* Indiana University Press.
- Pandian, Anand. 2019. *A Possible Anthropology*. Duke University Press.
- Parrenas, Juno Salazar. 2018. *Decolonizing Extinction*. Duke University Press
- Verdery, Katherine. 2018. *My Life as a Spy*. Duke University Press.

Syllabus

***There's *so* much reading in this class. Do as much as you can. These readings are good, valuable, and in conversation with each other. If you get overwhelmed, focus on one in particular that week. Look for how these authors make their arguments and their key points. Take notes using Zotero or endnote so that you can refer back to these. If you want to go after a topic we don't cover, demand we cover it. The syllabus is a living document and will be better for your input.

Week 1, August 24: Course overview and ethnographic epistemology

> Bernard: *Chapter 1-2* (skim)
> Smith: *Research through imperial eyes*
> Tracy: *Qualitative quality*
> Pandian: *Introduction, Chapter 1*
> **In class: Introductions and research framings**

Week 2, August 31: Research Ethics

> Smith: *Colonizing knowledges*
> AAA 2012 Ethics Statement

Kraska: *Enjoying Militarism*
Verdery: *Prologue, Chapter 1*
Bernard: *Chapter 3*

Assignment Due: CITI Training

Week 3, September 7: Research design, sampling strategies, and site selection

Bernard: *Chapter 4, 7*
O'Leary: *Developing your research question*
Flachs: *Chapter 1*
Parrenas: *Introduction*
In class: Operationalizing and Falsifying

Week 4, September 14: Participant-observation and ethnographic writing 1

Jasarevic: *Introduction, Chapter 1, 2*
Pollard: *Field of Screams*

Week 5, September 21: Participant-observation and ethnographic writing 2

Bernard: *Chapters 12, 14*
Sutton: *Voices in the Kitchen*
Pandian: *Chapter 3*
Assignment Due: Positionality Report

Week 6, September 28: Managing Fieldnotes

Bernard: *Chapter 13*
Emerson, Fretz, and Shaw: *Writing Ethnographic Fieldnotes*
Verdery: *Reflections on reading one's file*
Pandian: *Chapter 2*
In Class: Excel Basics and other data management tools

Week 7, October 5: Participant-observation and ethnographic writing 3

Ingold: *Making, Growing, Learning*
Parrenas: *Chapter 1,2,3,4*
Assignment due: Participant Observation Report

Week 8, October 12: Maps as ethnography

Smith: *Articulating an indigenous research agenda*
Clark: *Multimodal Mapmaking*
Tobias: *Chief Kerry's Moose*, Chapter 1-4, 7

Week 9, October 19: Telling qualitative stories with quantitative data

       Fricke: *Taking Culture Seriously*
       Gordon: *Mapping Decline* (interactive website: http://mappingdecline.lib.uiowa.edu/)
       Flachs: *Chapter 4-5*
       In Class: GIS Basics

Week 10, October 26: In Situ Mapping

       In Class: Storymaps

Week 11, November 2: Contextualizing data

       Flachs: *Chapter 6*
       Parrenas: *Chapter 5*
       Jasarevic: *Chapter 5, 6*
       Assignment Due: Paper map/participant mapping exercise

Week 12, November 9: Interviewing and focus groups

       Bernard: *Chapter 8*
       Flachs: *Chapter 2*
       Jasarevic: *Chapter 3*
       Verdery: *Chapter 2, 3*

Week 13, November 16: Qualitative Data Analysis

       Wutich et al.: *Comparing Focus Group and Individual Responses*
       MacQueen et al: *Codebook Development for Team-Based Qualitative Analysis*
       In Class: MaxQDA Basics

Week 14, November 23: Grantwriting

       Porter: *Crafting a sales pitch for your grant proposal*
       Kelsky: Grant Proposals
       UNC Writing Center: *Grant Proposals*
       Assignment due: Interview

Final exam: Project proposal with research design and methods (presented in class, details will be discussed in class). Your revised final grant will be due the following week.