

ANTHROPOLOGY 4800.001
Applied Ethnographic Field Methods
Spring 2006; Chilton 270
Wednesdays 6:00 - 8:50

INSTRUCTOR: Dr. Doug Henry
OFFICE HOURS: Tuesday 2:00 – 4:00; Friday 10:00 – 11:00, Chilton 330M, or by appointment 565-3836 email: dhenry@pacs.unt.edu

COURSE DESCRIPTION AND OBJECTIVES:

This course is an overview of ethnographic (quantitative and qualitative) field methods, including the ethical design of anthropological fieldwork. We'll go over the basics of research design and methodology, including participant-observation, structured and unstructured interviewing, life histories, focus groups, sampling, and library research. Through hands-on exercises, you will practice making observations about social space, communication, body language, ritual, and other social behavior.

Because the best way to learn the practice of ethnographic research is through practicing ethnography, this course is designed as a “workshop” built around practical exercises in aspects of ethnographic research, in complement with a range of readings about the endeavor. Attendance is mandatory, as is active participation every week. Readings will be intensive at times. Learning how to read and think critically is an indispensable component of anthropology, as is constructively debating and evaluating others' viewpoints. This means you must come to class prepared and willing for discussion (i.e., you have to have done the readings ahead of time). In addition, there will be assignments due periodically throughout the semester.

REQUIRED READINGS:

The bulk of readings for this course will be available on electronic reserve through the Willis Library, though there are also several websites that you will need to read through completely and thoroughly. To access the electronic reserve readings, go to: <http://iii.library.unt.edu/screens/course.html>. You will need your UNT ID, a PIN number, and a class login code to access the articles. Your class login code to retrieve articles is 12345678. You can print the articles on any standard printer, either at home, in the library (where you need a copy card), or in a UNT computer lab (print for free).

COURSE REQUIREMENTS AND GRADING

This is a 4000-level course, and therefore by nature is both intense and time consuming. The readings are scheduled by topic; you should have each day's readings done before class that day. The lectures and class films will hopefully enhance the readings, but will not simply summarize them. You will be held responsible for familiarity with all three. For a grade, you will be evaluated on:

Weekly assignments	= 45 points
1 Paper	= 30 points
Attendance and participation	= 25 points

Make-up exams will not be given, unless you approach me at the beginning of the course with a conflicting date. No late papers will be accepted—NO EXCEPTIONS!

PAPER/ PROJECT

For a class project, students will choose their own group for an ethnographic “case study” for further investigation. You’ll need to describe what kind of study it is, and use at least 3 different methods to triangulate your findings. Plan on spending at least 15-20 hours at your fieldsite, talking to >5 different people, “doing” ethnography. You should utilize your own photographs or images scanned into Word document to accompany your descriptions. Papers should be done individually, though they may incorporate material that was presented earlier. Papers should be 11-15 pages, typed in 12 point, Times New Roman font, with no more than 1.25” margins. They should have a bibliography, with at least 6 internal citations, and HAVE NO GRAMMATICAL MISTAKES.

Your primary responsibility as a student is to master the material presented in class and in the readings. This is easily achieved, with steady work. Come to class and do the readings! At times concepts or issues raised might be unclear. Students come from a variety of backgrounds and have various experience, strengths, and weaknesses. If you have ANY questions or feel unsure about any class material, see me after class or during office hours as soon as you realize there may be a problem. DON’T wait until the end of the term. Please realize that my goal as an instructor is not just to grade, evaluate, and test, but to help you gain a valuable life perspective to carry outside the class, into whatever you do.

Note: The Anthropology Department does not discriminate on the basis of an individual’s disability as required by the Americans With Disabilities Act. Our program provides academic adjustments or help to individuals with disabilities in its programs and activities. Attempts will be made to meet all certified requirements.

Plagiarism and Cheating. 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. Any facts, statistics, quotations, or paraphrasing of any information that is not common knowledge, should be cited. 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 may result in your dismissal from the university. For more information on paper writing, including how to avoid plagiarism, and how to use citations, see <http://www.unt.edu/anthropology/writing.htm>. 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/>.

Week 1 (1/18): Introductions and Background: what is ethnography (and how to do it well) ?

Film: *Cannibal Tours*

Week 2 (1/25): Participant-Observation: Making the Strange Familiar and the Familiar Strange.

Readings due for this week:

Bernard: Chapter 13: "Participant Observation." In *Research Methods in Anthropology, Third Edition*. 322-364

Case studies: (Will divide up). Concentrate on the method of participant-observation, and how that informed the project).

Vail, D. Angus (2001). Researching from Afar: Distance, Ethnography, and Testing the Edge (Tattoo artists). *Journal of Contemporary Ethnography* 30 (6): 704-725.

Montemurro, Beth (2005): Add Men, Don't Stir: Reproducing Traditional Gender Roles in Modern Wedding Showers 34 (1): 6-35.

Kidder, Jeffrey (2005). Style and Action: Bike Messengers in New York City. *Journal of Contemporary Ethnography* 34 (3): 344-367.

Class project due next week: In teams of 3, you will go and be a participant observer for at least one hour at some aspect of the Fort Worth Stockyard and Rodeo Show Scene. Tickets for General Admission are \$8. I recommend one of the following:

Thursday January 26th— 8:00a.m. NRHA, APHA and AQHA Reining Horse Classes – Justin Arena

Friday January 27-- 8:00 a.m. Cattlemen's Winter Classic Satellite Video Auction,— Livestock Exchange Building

Saturday January 28th - 8:00 a.m. Youth Division Rabbit Show — Poultry Building

10:00am Level II Medal of Excellence Limousin Cattle Show – Cattle Arena

12:00 noon Breeders Winter Classic Miniature Horse Sale – West Arena

6:00pm Miniature Horse Costume and Halter Stallions Classes – Justin Arena

Sunday January 29th -- 9am: National Maine-Anjou Cattle Show – Watt Arena

10am: Junior Wether Goat Show – Heavy Weight Classes followed by selection of Grand and Reserve Grand Champion Junior Wether Goats followed by Showmanship – Swine Arena

1:00pm Commercial Hereford Heifer Sale – West Arena

The 3 of you should describe the event together in a class oral presentation, and in separate 2-3 page papers to turn in that give a real sense of what it felt like to be there, and what the event meant, both to the participants and to yourself. Not the physical layout of the event: where it's held, how the space is organized. Note the human dimension: How many people are there, what KIND of people are there, and how do they interact? What kinds of ceremonialism or ritual do you see? What does it mean?

Week 3 (2/1): Developing Research Topics; Developing Ethical Research

Barbara Anderson: *First Fieldwork: the Misadventures of an Anthropologist*, Chapters 1-4, 6, and 8.

Case studies (to choose): (for all articles, concentrate on the topics chosen, the ethical issues that arose from studying the topic, and how they were solved)

Howell, Jane (2004). Turning out Good Ethnography, or Talking Out of Turn? Gender, Violence, and Confidentiality in Southeastern Mexico. *Journal of Contemporary Ethnography* 33 (3): 323-352

Vanderstaay, Steven (2005). One Hundred Dollars and a Dead Man: Ethical Decision-Making in Ethnographic Fieldwork. *Journal of Contemporary Ethnography* 34 (4): 371-409

Van Der Geest, Sjaak (2003). Confidentiality and Pseudonyms: a Fieldwork Dilemma from Ghana. *Anthropology Today* 19 (1): 14-18.

*** Assignment due next week: ()

Think up a distinct research question among a specific population. Using the LeCompte and Schensul reading to help you, in 2-3 pages, describe the question, at least two hypotheses it generates that you could investigate, the variables that would be involved, and what the operational definitions will be for each variable under the studies. Don't design the study, just explicate and operationalize your variables and how they will relate to each other.

Week 4 (2/8): Designing Different Types of Studies; Library Research

LeCompte, Margaret, and Jean Schensul. Chapter 4: an Overview of Research Design. Volume I in the Ethnographer's Toolkit. Walnut Creek, CA: AltaMira Press.

Case studies (divide): (concentrate on the type of study, the methods, and what the methods allowed the author to find out- don't get caught up in the theory).

Davis and Boles: (2003) Pilgrim Apparition Work: Symbolization and Crowd Interaction When the Virgin Mary Appeared in Georgia. *Journal of Contemporary Ethnography* 32 (4): 371-402

Murphy, Alexandra (2003). The Dialectical Gaze: Exploring the Subject-Object Tension in the Performances of Women Who Strip. *Journal of Contemporary Ethnography* 32 (3): 305-335.

Copes and Hochstetler (2003). Situational Construction of Masculinity Among Male Street Thieves. *Journal of Contemporary Ethnography* 32 (3): 279-304.

ASSIGNMENT?

Write a 1-1½ page (single spaced) “abstract” on your case study. This should include the citation of the article at the top, then a detailed paragraph summary (don’t just copy the journal abstract), then a section called “Analysis” where you discuss your thoughts and responses to the article, and any questions you are left with. Your response should also include enough terminology from the LeCompte and Schensul chapter so that it’s obvious you’ve also read that in its entirety. For example, what kind of research design was it? What do you think any biases were/ could have been, and how did they overcome them?

Week 5 (2/15): Ethnographic Mapping- Photography assignment

Crane, Julia, and Michael Angrosino. Project 2: Making Maps, Pp. 30-42. In *Field Projects in Anthropology: a Student Handbook*. Prospect Heights, IL: Waveland Press. (you don’t have to do this particular assignment, but use the information it gives you to help with the assignment due for next week).

Pink, Sarah (2001). Chapter 3, Photography in Ethnographic Research. Pp. 47-75. In *Doing Visual Ethnography*. Thousand Oaks, CA: Sage Publications.

As case studies, divide up group readings on “Accessing Individuals and gaining rapport” Ch. 6 in Feldman, M.S., Bell, J. & Berger, M.T. (2003). *Gaining Access: a Practical and Theoretical Guide for Qualitative Researchers*. Oxford: Altamira.

Government Officials- 61-65
Difficult Gatekeepers- 65-68:
Religious leaders 83-86
Vulnerable populations (prison): 102-106
Welfare-to-Work program 106-110.
High School 129-133

**** Assignment due: In teams of 3, anytime during the week, you’re to go to either Fry Street, Jupiter House, or the Square, and spend a couple of hours. Ethnographically map the scene as we discuss in class, and take photographs that portray what it is like to be there, either for the ‘natives,’ you the anthropologist, or both. Include different types of photographs- a street scene, small group interactions, an interior, portraits, an action shot, and a landscape (buildings). You should arrange to scan these in to include in a PowerPoint Presentation to the class, where you explain each shot, and what it represents. Also, turn these in in print form to me with a paragraph description under each shot.*

Week 6 (2/22): Interviewing I; Collecting Life Histories

Crane, J. and M. Angrosino (1992). Project 4 and 6, “Interviewing Informants” and “Collecting Life Histories.” In *Field Projects in Anthropology: a Student Handbook*. Pp. 53-63; 75-87.

Prospect Heights, IL: Waveland Press. (you don't have to do these particular assignments, but use the information it gives you to help with the assignment below).

**** Assignment due in two weeks: In teams of 2, you will interview one of the following people about their lives, important decisions they've made, and important events. You should take lots of fieldnotes, record the interview, transcribe it, and be prepared to talk about what you learned in class. By March 8th, you should together have finished a 3-5 page summary of the person's life (use Crane and Angrosino as a guide).*

Mike Mizzell- Denton Organic Society (382-8551)
June Skinner- Celtic Dancers (321-0017)
Rodney Barton- Jugglers Association (321-6525)
Nathan Sarvis- Autoharp Club (482-6403)
Marleen Hudson- Denton Button Club (497-2823)
Ike Orloff- Woodcraftsmen Guild (387-5687)
Connie- Wildwood Nativist Park (627-2280).
Gun enthusiasts? (DFW Shooter's World-) (972-434-1962)
TBA- tattoo/ body piercing shop
TBA- Acupuncturist? Yoga instructor?
Anajahela- Bellydancer (Green Space Arts Collective) (453-3098)
Candace Bordelon- Bellydancer. (214-695-0427)
Valhalla stables- Horse/ ranchers—Aubrey – 898-0740
People: Interview with World Echoes people

Also due for 3/8: By that week, you should have decided on a group for your focused ethnography. Go to the UNT IRB application page, <http://www.unt.edu/ospa/docs/IRB.app.doc>. Fill out and print to turn in questions 4, 7, 13-23, and 25.

Week 7 (3/1): Interviewing II; Focus Groups

Readings for this week:

LeCompte, Margaret, and Jean Schensul. Chapter 6-7: In-Depth, Open-Ended Interviewing, and Semi-structured Interviewing. Pp. 121-164. In Volume II of the *Ethnographer's Toolkit*. Walnut Creek, CA: AltaMira Press.

Henry, D., and K. Batchelor. 2003 *Focus Groups and HIV: a Guide for Community and Ethnographic Assessment*. Prepared for the Texas Department of Health and UT Southwestern Medical Center at Dallas.

(No homework, other than to finish up your work from last week)

Week 8 (3/8). Writing, Organizing, and Coding Fieldnotes.

Reading: Emerson, Fretz, and Shaw- Chapters 1-3, 6.

Case Studies (divided up):

Jonas, Stewart, and Larkin (2003). Encountering Heidi: Audiences for a Wilderness Adventurer Identity. *Journal of Contemporary Ethnography*: 32 (4): 403-431 (note: concentrate on methods, not message).

Schalet, Hunt, and Joe-Laidler- (2003). Respectability and Autonomy: the articulation and meaning of sexuality among the girls in the Gang. *Journal of Contemporary Ethnography*

Slavin, Sean (2004). Drugs, Space, and Sociality in a Gay Nightclub in Sydney *Journal of Contemporary Ethnography* 33 (3): 265-295.

*** *Homework due for 3/22: By 3/22, you should have spent at least 5-8 hours in the field with your own ethnographic group, taking copious fieldnotes. Use fieldnotes taken and typed up; you should turn in to me both your code sheet (it can be a draft) and a copy of 3 or so pages (your field notes should be single-spaced typed, but with a 2-2½" left margin, double-space in between paragraphs), where you've coded by hand in the left margin.*

March 13 – March 17 Spring Break

Week 9 (3/22): Sampling, Designing Surveys.

Crane, J. and M. Angrosino (1992). Project 11, "Designing a Survey." In *Field Projects in Anthropology: a Student Handbook*. Pp. 136-149. Prospect Heights, IL: Waveland Press. (you don't have to do these particular assignments, but use the information it gives you to help with the assignment below).

*** *Homework due for next week: Think about a problem, or something you're interested in about your ethnographic case study. Design a 10 question survey that you can use to learn something about the group of people. Take care that you've read the Crane and Angrosino reading before doing this. You should include some demographic, some Likert-scale, and some open-ended questions. Think about what it is, exactly, that you want to know, based on information you've already learned from your participant-observation at the site. Pretesting the questionnaire is always best (you can use a roommate, or someone in this class). Administer it to at least 3 people at your fieldsite. Analyze the data, and in a 3 page paper, discuss your methods and what you found. Also, include a discussion of the different kinds of people at your fieldsite or group, how this is affected by time or day, how this biases the results of your survey, and how you could achieve some kind of better representation by sampling.*

Week 10 (3/29): NO CLASS THIS WEEK (Applied Anthropology meetings)

Homework: By this week, you should be finishing up your 15 hours of fieldwork. Come to class next week prepared to discuss what you've learned so far, and to give the class an update on how it's going. Also- work through the readings due for next week, using a dataset and a stack of surveys that I'll send you by email.

Week 11 (4/5): Data Analysis and Presentation – I

Henry, Doug (e10) Introduction to Data Analysis (*I will email this to you. You should print this out and take a copy to the Chilton Computer lab, or sit in front of any computer that has SPSS installed on it.*)

**** Homework for next week: For next week, use the full (and cleaned) dataset of "Teen Drug Use" to answer the following questions:*

How many Latinos were in this group? What percentage of the sample reflected African Americans? What was the most commonly used drug? What percentage of teens had used it in the last year? What percentage of teens reported having ever been to college? Do basic math to figure out the following number: What percentage thought it was either "unlikely" or "very unlikely" that they were infected with the Hepatitis C virus? Do a pie-chart/ graph of "Summaries of separate variables," putting all of your race/ ethnicity variables to represent the "Slices." Do a simple bar chart of levels of education, putting "highest level of education completed as the Category axis. Cut and paste these charts into your homework to turn in. Take time to play with the graph functions on SPSS, to explore what they do, how they present, etc. Become familiar with simple bar graphs, line graphs, clusters, and scattergraphs).

Week 12 (4/12): Writing ethnography

Hodgson, Dorothy (1999). Critical Interventions: Dilemmas of Accountability in Contemporary Ethnographic Research. *Identities: global studies in culture and power* 6 (2-3): 201-224.

Van Maanen, John (1988). Chapter 1 (Pp. 1-12) in *Tales of the Field: on Writing Ethnography*. Chicago: University of Chicago Press.

****Homework for next week: In 2-3 pages, discuss how your written ethnography will look relative to what Van Maanen describes. Incorporate any issues related to your fieldwork, and writing it up, in particular, how you will or won't have to deal with the accountability issues that Hodgson talks about.*

Week 13 (4/19): Rapid Assessment/ Needs Assessment/ Evaluation Anthropology

Beebe, James (2001). Pages 1-35 in *Rapid Assessment Process: an Introduction*. Walnut Creek, CA: AltaMira Press.

**** Assignment due 4/26: Look through any newspaper or popular magazine (i.e., NOT an academic journal!) to find a report about some innovative social/ organizational program (this can be within your topic of applied interest, or anything- a new bilingual education reading program, a recycling program, a health-education program, a business corporation's new management plan, etc). Now imagine that you get hired by an agency to evaluate the success or failure of the innovative program. In 2-3 pages, briefly describe the program and how you would go about evaluating it. As part of this you should specify one key dependent variable that the program seeks to affect. Describe how you would measure this dependent variable, and how you would assess whether the program had any affect on it.*

Also, write a 1 paragraph response to the readings for next week- nothing too major, just 5-6 sentences.

Week 14 (4/26): Accountability and Activist-anthropology (confronting cultural relativism)

Divide into groups:

Bourgois, Philippe (1990). *Confronting Anthropological Ethics: Ethnographic Lessons from Central America* *Journal of Peace Research*, Vol. 27, No. 1 (Feb., 1990) , pp. 43-54

Scheper-Hughes, Nancy (1995). *The Primacy of the Ethical: Propositions for a Militant Anthropology*. *Current Anthropology* 36 (3): 409-420.

**** Homework: None: Work on final projects!****

Film? Let's Own It: the Struggle of the Lincoln Place Tenants Association.

Week 15 (5/3): Wrapping up

Final ethnographies due Friday May 5th by 5:00!! Full letter grade off for every day late.