

Syllabus Ethnographic Methodologies: Research

Course Number..... CSP670A
Semester..... Spring 2018
Instructor:..... Michelle Banks
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Welcome to our Course!

This course is an exploration of ethnographic products created using diverse research methodologies. Students will critically read ethnographic texts and theory aimed at broadening their understanding of some of the different tools used in cultural sustainability work. Attention will be paid to Participatory Action Research, Qualitative ethnographic-based research, and Collaborative Research Protocol; within each of these categories, a range of specializations will be examined, including mixed-methods research, arts-based methodologies, research that emphasizes visual/written/aural modes of representation, and/or research that is written for specialized audiences or communities. Elements such as point of view and authorial voice, audience, and genre will also be considered. While it is recommended that students think about how they might incorporate ethnographic methodologies into their capstone research, this is not a course on designing a research project. The course aims to examine some of the tools of ethnography and to consider how methodology affects both the research process and products.

Main Course Topics

1. Critical Ethnography
2. Research Ethics
3. Narrative Ethnography
4. Participatory Action Research (PAR) and Community Based Participatory Research (CBPR)
5. Arts-Based Ethnographic Research
6. Ethnographic Approaches and Media
7. Mixed Methods

Program Outcomes

1. **Evaluate** expected outcomes of diverse cultural research methodologies.
2. **Explore** ethical considerations inherent in cultural documentation research and in the creation of ethnographic representations from the research.
3. **Discuss** the intent of the researcher, impact on audience, and consequences for communities.
4. **Analyze** the politics and poetics of cultural representation.
5. **Compare** ethnography to other forms of cultural representation such as journalism, film, and creative non-fiction.

Learning Objectives

At the conclusion of this course, students should be able to:

1. **Demonstrate** a basic knowledge of the relationship between theoretical frames and practical research design protocols (methods).
2. **Identify** research protocols that are effective and ethical for various cultural projects.
3. **Reflect** on their own purposes, intentions, and frames of analysis as researchers.

4. **Articulate**, through academic writing, the usefulness and rational regarding the use of a particular research methodology for a specific student-defined project

Course Format

This is a fourteen-week 1.5 credit class. Students will complete approximately sixty-three hours of work over the course of the semester (that's about 4.5 hours a week). The class is designed to provide a space for collaborative learning. As such, every student is a vital part of the class and is expected to share, provide feedback, and contribute to the learning community.

- Assigned readings
- Asynchronous discussion sessions (weekly)
- 3 Reflection Papers
- 5 live Zoom meetings (every two weeks)
- Final Paper Proposal
- Peer Review
- Final essay with VoiceThread presentation

Assignment Instructions

Discussion Board: Students are expected to contribute weekly discussion board posts of 250 words or more. These posts should demonstrate an understanding of conceptual and theoretical issues that emerge from the readings. Students should post their original post by Thursday of the week and respond to at least two of their colleagues by Saturday. Needless to say, students are welcome to (and encouraged to) post before Thursday. This schedule is important to adhere to because some students might have multiple responsibilities (school, work, family). If a student is late posting their work, their colleagues won't have adequate time to complete their work. (20 pts.)

Reading Reflections (2-3 pages): Students will complete three critical reading reflection papers. In addition to analyzing the assigned reading(s), the paper should include some thoughts about how the theories that emerge from the readings could inspire their own research/work. (25 pts.)

Research Proposal (3 pages): The research proposal is a chance for the student to brainstorm, with support from their peers, their final paper idea. The proposal should introduce their idea and present their thesis, an outline of the 4-5 major sections of the paper, and an annotated bibliography of at least 5 sources. Students will review and give feedback to their classmates. (15 pts.)

Final Paper (15-20 pages): The final paper for this course is an analysis of a research protocol. In addition to evaluating the effectiveness of the protocol, students should discuss ethical issues and probable outcomes. The student may research the method and design of someone else's work or propose a methodology for a specific student-defined cultural project (they might want to consider their own Capstone project). This paper is not a research project; it is an in-depth look at some of the theories and protocols that inform how a research project is developed. (40 pts.)

The paper should include:

- an introduction of the topic and methodology, including a short literature review of at least 5 sources on the research method, theory, and/or products of the method;
- analysis of the use of the described chosen topic, with special attention given to your argument and interpretation of its theoretical opportunities/challenges;

- identification of expected or observed outcomes of your chosen cultural research methodology; and a conclusion that;
- demonstrates your knowledge of the relationship between theory and practical research design protocols.

Required Readings

Textbooks for this course will be available at the Goucher Bookstore or through other booksellers (Amazon, Powell's, etc.). All other readings will be posted on the Canvas site.

Textbook/s:

Lawless, E. (2001). *Women escaping violence: Empowerment through narrative*. University of Missouri Press.

Madison, D.S. (2011). *Critical ethnography: Method, ethics, and performance*. New York, NY: Sage.

Chapters:

Asociación de la Mujer Maya Ixil [Association of the Maya Ixil Woman] (ADMI) and Lykes, M.B. (2000) *Voces e Imágenes: Mujeres Mayas Ixiles de Chajul [Voices and Images: Maya Ixil Women of Chajul]*. Guatemala: Magna Terra.

Behar, R., & Gordon, D. A. (Eds.). (1995). *Women writing culture*. University of California Press.

Behar, R. (2014). *The vulnerable observer: Anthropology that breaks your heart*. New York, NY: Beacon Press.

Clifford, J., & Marcus, G. E. (Eds.). (1986). *Writing culture: The poetics and politics of ethnography*. University of California Press.

Cutcher, A. J. (2015). *Displacement, identity and belonging: An arts-based, auto/biographical portrayal of ethnicity and experience*. New York, NY: Springer.

Goffman, A. (2014). *On the run: Fugitive life in an American city*. Chicago, IL: University of Chicago Press.

hooks, b. (1992). *Black looks: Race and representation*. Boston, MA: South End Press.

Leckenby, D., & Hesse-Biber, S. N. (2007). Feminist approaches to mixed-methods research. In *Feminist research practice: A primer*, 249-291.

Rony, F. T. (1996). *The third eye: Race, cinema, and ethnographic spectacle*. Duke University Press.

Trethewey, N. (2015). *Beyond Katrina: A Meditation on the Mississippi Gulf Coast*. University of Georgia Press.

Articles:

Campos, P. (2015). Alice Goffman's implausible ethnography: 'On the Run' reveals the flaws in how sociology is sometimes produced, evaluated, and rewarded. *The Chronicle Of Higher Education*, (1), 6.

Degarrod, Lydia N. "Making the unfamiliar personal: Arts-based ethnographies as public-engaged ethnographies." *Qualitative Research* 13, no. 4 (2013): 402-413.

Hubbard, J. (2007). *Shooting Back: Photographic Empowerment and Participatory Photography*.

Small, M. L. (2015). De-exoticizing ghetto poverty: On the ethics of representation in urban ethnography. *City & Community*, 14(4), 352-358.

Resource Websites:

Community Tool Box. (n.d.) *Community based participatory research*. Retrieved from <http://www.ctb.ku.edu/en/table-of-contents/evaluate/evaluation/intervention-research/main>

Community Tool Box. (n.d.). *Implementing Photovoice in your community*. Retrieved from <http://ctb.ku.edu/en/table-of-contents/assessment/assessing-community-needs-and-resources/photovoice/main>

Hardy, C. & Portelli, A. (1999). I can almost see the lights of home: A field trip to Harlan County, Kentucky (An Essay-In-Sound). *The Journal for Multimedia History*.

WBUR: Here & Now. (2014, May 22). *Studying urban crime by befriending a neighborhood*. Retrieved from <http://www.wbur.org/hereandnow/2014/05/22/philadelphia-crime-goffman>

Open University. (n.d.) Migrant mothers caring for the future. Retrieved from <http://www.open.ac.uk/socialsciences/migrant-mothers/index.php>

The Southern West Virginia Photovoice Project. (n.d.) Retrieved from <http://www.wvphotovoice.org/>

Films:

Barret, E. (Producer/Director). (2000). *Strange with a camera* [Documentary]. United States: Appalshop. <https://vimeo.com/channels/676200/54465749>

Grading

COURSE ELEMENTS	PERCENT (or points)	DUE DATES
Discussion and participation (Zoom meetings and discussion forums)	20%	Weekly/Bi-Weekly
Reading Reflections	25%	
Research Proposal & Peer Review	15%	
Final paper/project with VoiceThread presentation	40%	
Total	100%	

Grade Scale

A	93 or more points
A-	90 - 92 points

B+	87 - 89 points
B	83 - 86 points
B-	80 - 82 points
C+	77 - 79 points
C	73 - 76 points
C-	70 - 72 points
D	60 - 69 points
F	59 points and below

Course Policies

Academic Integrity:

All final work products are to be the independent work of each student original to this course and stored in the electronic portfolio. Suspected violations of the Honor Code will be referred to the Academic Honor Board. For a description of the code and what constitutes a violation of the code, refer to Goucher College's [Academic Honor Code](#).

Accessibility Services:

Please inform me of any accommodations you need to participate fully in the course. Goucher College makes reasonable academic accommodations for students with documented disabilities. Students requesting accommodations must make their request and provide appropriate documentation to the Office of Accessibility Services (OAS). Because classes change every semester, eligible students must obtain a new accommodation letter from the Disabilities Specialist every semester and review this letter with their professors so the accommodations can be implemented. The Director of OAS is available by appointment to answer questions and discuss any implementation issues you may have. For more information, please visit Goucher College's [Academic Accommodations](#) site.

Communication:

- Faculty will be available at their Goucher email address and will respond to queries within 24-48 hours.
- Course participants are responsible for maintaining continuous involvement with faculty, fellow students and student groups. In particular, participation in all online discussions is required. Ongoing communication allows you to gain deeper insights into the content, activities and assignments in the course. Please give notice of any obstacle that prevents this.
- You are encouraged to ask questions whenever information needs clarifying.
- For questions pertaining to your assignments: send an email directly to the instructor (please do not post personal questions on the discussion board).
- For questions about assignments that may be interesting and helpful to other class members: please use the discussion board.
- For problems with technical aspects of the course website: chat with [Canvas Support](#).

E2Campus Emergency Notification System:

In an ongoing effort to better disseminate information during emergencies and campus closings, Goucher has implemented the e2Campus Notification System. The notification system will only send information regarding emergencies and campus closings as text messages* to your mobile phone. To receive these messages, you must be registered in the system. Click the following link for information about how to create your [E2Campus account](#).

Late Policy:

For proper graduate student learning to occur, pacing of content mastery is critical. Therefore, assignments are to be completed on time. If extreme circumstances prevent an assignment to be completed in a timely fashion, please notify me before the assignment is due so a new date can be negotiated. Only follow-ups completed by the due date can be redone. Late assignments without such notification will be docked.

Inclement Weather:

Online courses will not be cancelled for inclement weather when the college campus is closed. Students and faculty are expected to access their courses just as they would if the campus were open. Each faculty member and student is expected to have a contingency plan for attending online courses in case their primary computer is unavailable or out of service. Additionally, the online component of a residency or hybrid course is not affected when the college campus is closed for inclement weather, although if the residency or hybrid course has a face-to-face meeting scheduled on the closed campus, the meeting will be rescheduled for another day. The course instructor will notify students of the makeup day and time. Only in extreme situations, such as wide spread power outages, may exceptions to this policy be made by the Office of the Provost/Vice President of Academic Affairs. In such severe cases, an official statement concerning online activities will be issued via normal emergency channels.

Missed Work:

You are responsible for material covered in the course. It is your sole responsibility to obtain any materials missed.

Nondiscrimination Policy:

Goucher College does not discriminate on the basis of race, color, national origin, ethnicity, sexual orientation, gender identity, religion, sex, age, disability, marital status or genetic information in its programs and activities. The college has adopted a [Nondiscrimination Policy](#). Further details and contact information for the college's Title IX coordinator can be found on [Goucher's Nondiscrimination Notice and Policy page](#).