

ANTH 3358 Ethnographic Methods 27136 -002
University of Texas at El Paso. Spring Semester 2020
Department of Sociology and Anthropology

Dr. Víctor Vázquez

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Office: Old Main Building 203

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Office Hours: TR 12:00 -1:20 pm

Class Code: ANTH 3358 – 002-27136

Class Schedule: MW 1:30 pm-2:50 pm

Class Meeting: Cotton Memorial Building 201

TA: Ashley McAfee

aamcafee@miners.utep.edu

Office: Old Main Building 213

Office Hour:

M: 2:30-5 / T: 12-4 / W: 2:30-5 / R: 2:30-4

Phone number 915-747-6467



**Downtown El Paso Texas, By. Dr. Vázquez
2017, through the Ethnographic Research
We will be able to understand and make visible
the main controversies in El Paso.**

Updated 1.22.2020

I. Course Description

This course focuses on the acquisition and application of ethnographic research methods used in the social sciences with a focus on ethnography as theory, method, and practice. This class will involve both intellectual and experiential learning; that is students will learn through course lectures, readings and discussions as well as hands-on ethnographic fieldwork or survey-based research. Topics covered in this class include the ethics of ethnographic research, as well as theoretical, methodological, and practical approaches to various ways of carrying out fieldwork. This course emphasizes taking systematic field notes, conducting participant-observation research, doing structured and unstructured interviews, data analysis, and transforming primary field data into written ethnographic documents. By utilizing various ethnographic methods, this course aims to link practical knowledge with disciplinary methodological and theoretical debates, as a way of applying ethnography as a social scientific methodology as a critical approach to learning about culture and society within the fields of Anthropology and Sociology.

II. Learning Goals and Objectives:

Knowledge:

- * To learn how ethnographic research methods can be used in the study of culture;
- * To understand cultural diversity by reflecting upon personal and external understandings of enculturation within their own social and historical contexts;
- * To enhance research skills through participant observation, interviewing techniques, and reflexivity; and
- * To understand how ethnography involves qualitative, quantitative, and comparative methods.

Values:

- * To recognize that anthropology is built on the practice of fieldwork, data analysis and interpretation;
- * To develop a respect for human beings, for their uniqueness, individuality, worth and dignity;
- * To understand that many individuals are born and raised in culturally different settings with value systems that may not be the same as the prevailing value system in a given society; and
- * To acknowledge the history of ethnographic research and to develop a commitment to confidentiality and other ethical research practices.

Skills:

- * To demonstrate critical understanding of ethical considerations in ethnographic research;
- * To conduct ethnographic research using a variety of qualitative and quantitative methods;
- * To use ethnographic methods for social science research, community-based studies, and applied work;
- * To systematic record fieldwork practices, organize and present ethnographic data;
- * To demonstrate confidence in identifying and interviewing key informants, entering research sites, and conducting primary field-based research;
- * To examine how fieldwork contributes to our understanding of culture and cultural variation;
- * To assist in a literature review of Central American migrants and refugees in the U.S.; and
- * To write and present quality ethnographic materials.

Student Support Services. The Center for Accommodation and Support Services is available to register for services and to make necessary accommodations for quizzes, exams, and note takers (visit the Student Union East, Room 106, 747-5148). Please speak to me early in the semester to make arrangements to accommodate your needs. The **University Counseling Center** is located at 202 Union West, 747-5302, for walk in appointments and career, study skills, and personal worth workshops. The **Student Health Center** is located in the Union Building East, Suite 100, 747-5624. The **University Writing Center** is located in the UTEP library Room 227 for drop in tutoring and assistance with your writing assignments and final paper. I strongly encourage you to seek help if and when you need it throughout the semester.

III. Required Course Texts and Materials:

Angrosino, Michael V. 2007. *Doing Cultural Anthropology*. 2nd ed. Prospect Heights, Illinois: Waveland Press. (ISBN:9781577664642)

Murchison, Julian M. 2010. *Ethnography Essentials: Designing, Conducting, and Presenting Your Research*. San Francisco, CA: Jossey-Bass. ISBN: 9780470343890

Peoples/ Baily (2017) *Humanity: An Introduction to Cultural Anthropology*. Eleven Edition. Cengage Learning.

Vivanco Luis A. (2016) *Field Notes: A Guided Journal for Doing Anthropology*. Oxford University Press. (ISBN-13: 978-0190642198)

Welsch Robert L. / Vivanco Luis A. (2018) *Cultural Anthropology*. Oxford University Press.

Additional Course Readings (CR's) will be made available on Blackboard as PDF files or as class handouts.

Research Supplies and Equipment:

To take your field notes, you will need small and medium sized bound composition notebooks and/or sketching paper. You will also need different colored pens and highlighters for the editing and revision process of your writing assignments. The class require the following work instruments: digital camera for the photographs during the fieldwork. A digital voice recorder or tape recorder for conducting and recording interviews (look for digital recorders with USB connections to facilitate downloading data to your computer). Free access (with UTEP ID) to a digital camera or digital video recording equipment is made possible at the UTEP library media center on the 3rd floor.

IV. Course Requirements:

A. Class Attendance and Participation Assignments (CAPA's = 100 points). Attendance and participation in class are important. Courses will begin with writing prompts based on the course readings and topics in the first 5 minutes of class. While in class, you will be involved in the critical analysis of course readings and engaged participation in class lectures and discussions. There will also be short in-class or take-home assignments to practice particular ethnographic techniques such as interviewing, coding qualitative data, and writing mechanics known as **CAPA's**. Students are encouraged to participate in class by discussing course readings as part of their course attendance and participation credit.

Ethnographic Methods Field Assignments Menu:

Participant observation/Culture Plunge. Select a culturally distinctive place or event to conduct participant observation research in which you are not currently acquainted with or comfortable with. **Take detailed field notes** of the place, people and activities of the event, and specifically describe **at least 3 distinct cultural scenes** you observed. Pay attention to how this place/space is used, while also taking note of the people's verbal and non-verbal forms of communication. Write a 2 to 3 page, double-spaced narrative essay that describes your personal observations and interaction(s) with others as well as your critical descriptions, reflections and interpretations of the social interactions you observed. Your goal is to **describe** and **interpret** the social events that took place in the space(s) you have observed. The place or event may be photographed or video-recorded if permission is acquired. Assignment may be done individually or as a team (2-3 people).

Participant Observation is due on Goals: To develop skills in participant observation, entering new field sites, taking field notes, and to develop detailed description and critical reflection skills.

Life and Labor Interview Midterm. Students are to contact a person to interview, gain a signed consent form, develop semi-structured open-ended interview questions, conduct and record the

interview, transcribe at least 3-4 pages of the interview, code the interview to identify key themes in the person's narrative, write a 2 paragraph abstract of the interview, and then write a 2-3 page synthesis of the interviewee's life and labor history. **Goals: To develop skills in listening and interviewing, transcription, qualitative data analysis, coding, and the ability to synthesize, and write about critical events in a person's life and labor history.** Assignment may be done individually or as a team (2-3 people).

Autoethnography and Life Chart. This is a reflexive autobiographical assignment based on Leigh Berger & Carolyn Ellis "Composing Autoethnographic Stories," in Angrosino's book (161-176), and G.G. Núñez's *In Search of the Next Harvest*. Write a 2-page autoethnographic narrative written in the first person. Students are to select a key social issue or topic of personal interest, identify one theoretical perspective to address this issue, provide a one-page literature review of how this topic is addressed in anthropology/sociology, and tie your personal experience to this topic. Life Charts should have at least three lines of reflection, academics, family, labor history, and significant others in your life. A reflection describing your life chart and analyzing key themes and patterns in your life chart should accompany your work. **Auto-ethnography and life chart. Goals: To develop skills in writing, linking personal insights with social science theory, and critical reflection.**

C. Quizzes and Debates in Class. Quizzes will consist of multiple choice and short essay questions and will cover your course readings, and lectures (Each quiz is worth 10 points for a total of **100 points**). Class attendance, reading presentations, and discussions will help contribute questions and content for your quizzes. **Goals: To encourage reading, note-taking, critical analysis, and comprehension of course topics and materials.**

D. Ethnographic Urban Photographs Portfolio.

E. Final Paper Ethnographic Research Proposal (Written and Oral Report) based on Independent Research Project (100 points). Students are to choose from: 1) doing an applied research practicum coordinated by the Center for Civic Engagement and writing a final paper based on their service learning experience; 2) develop a research question, designing research tools, and conducting a literature review of the topic (10 academic sources) and conduct their own ethnographic research project to write a "mini-ethnography" on a local sub-cultural group in the community; 3) students with media backgrounds can design, produce, and generate a video-ethnography (15-20 minutes in length.). **Goals: To develop critical research skills based on individual interests and future application of social science in career goals.**

Final Paper Proposal Rubrics @4000-word (10-15 pages) research paper due with the following sections:

- abstract
- Introduction- Explain the main objective of the proposal. Describe the community, the informants, the relevance's of the project. Remember is a proposal. A historical background.
- Theory- discuss at least of three theories related with your proposal.
- Methods- discuss the main methods, how long will be the fieldwork phase.
- Findings – how this ethnography will be able to contribute to the society.
- Significance of the research
- Challenges and ways, you would address them if you were to do the project again
- Future Research Goals
- Conclusion

- attach to your paper typed field notes, evidence of hours completed for SL option, maps, or photographs. For ideas on mapping and documenting public spaces, see <http://www.nytimes.com/2009/11/17/technology/internet/17maps.html? r=2&hp&>

Goals of Service Learning/Ethnographic Research: To encourage first hand fieldwork experiences, participant observation, systematic documentation and critical reflection via the systematic taking of field notes, data analysis via coding, writing and editing a final ethnography. Nothing will ever compare to having first-hand research experience.

Tips for Succeeding in this Class:

1. **Field notes:** The systematic writing of field notes is important in doing ethnographic research. Write during or **within 24 hours** of your participant observation experiences. Add the dates, times, and locations of your interviews, and type up your notes as soon as possible. Your field notes are your raw data, your typed notes will help you code key themes, and identify great quotes and examples to incorporate in your papers and in your final ethnography. I will review the field note-taking process, but you can use a double-entry process using Word to make two columns. On the left column describe objective descriptions including what you see, hear, experience; and on the right column provide your own subjective interpretations, thoughts, and reflections on what you have experienced.
2. **Reading and Note-taking:** As you read, I suggest you use a double-entry log of your reading notes, and your thoughts/reflections of the material. In your notes, remember to include page numbers, key definitions, “direct quotes,” examples, and visuals for later recall.
3. **Writing:** *Pre-writing:* Start early on your fieldwork assignments, work on a draft, and let it sit for a day, and then look at it with fresh eyes and revise. *Brainstorming:* When deciding what to study or who to interview, try a brainstorming exercise with lists or clusters to get your ideas going. *Drafting:* Write a rough draft in one sitting. Walk away. Rest. Do something else before returning to your work. *Revising:* Reread your draft and revise. Sharpen your key sentences and your paragraph structure. Look for evidence and examples of your key topics from your interview field notes/recordings. *Editing:* When satisfied with the content and structure of your paper, read it aloud, slowly, and improve language, typos, and grammatical errors. Ask another person to read and edit your work if necessary. *Turn it in on time.* Writing is an on-going process; your work does not have to be perfect, but it does need to get done. We will continue to work on improving our interviewing, listening, observing, note-taking, synthesizing, critical thinking, and writing skills throughout the semester. **Avoid Procrastinating and get an early start on your reading and writing assignments.**
4. **Technology in the Classroom:** Turn off your cell phones or place them on vibrate/silent mode while in class. No surfing the web, texting or text messaging during class or during exams. If you bring your laptop to class, you are expected to stay on task, take notes and actively participate. If you prefer to surf the web or text during class lectures or discussions, you will be asked to leave the class and will receive a zero for class-participation credit.

<u>E. Grade Breakdown</u>	<u>Percentage Points</u>
Class Attendance, Fieldwork Assignments, Quizzes and Debates in Class	100 points
Midterm Interview/ Portfolio/Autoethnography	100 points
Final Paper Ethnography Proposal Written and Oral Report	100 points
Total	_____/300 points

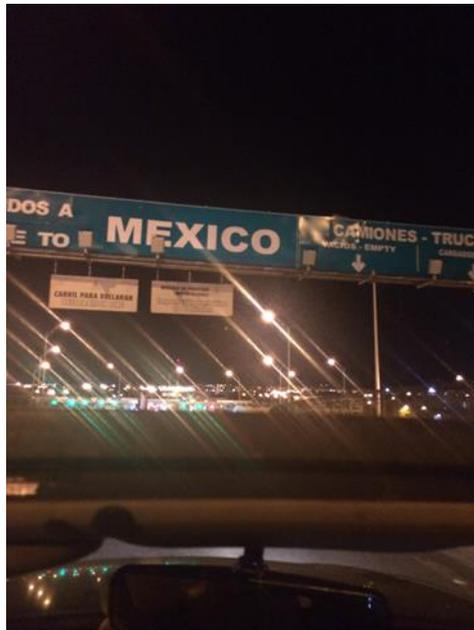
Grading Scale	90 to 100%= A	80 to 89%= B	70 to 79% = C
	60 to 69% = D	59% and below = F	

F. Important Note about Academic Integrity and research ethics. Students must present their own efforts and contributions in all assignments and examinations. Cheating, plagiarism, and falsifying research data will not be tolerated. Plagiarism is taking someone else’s work and representing it as one’s own. Honesty and respect for your work and the work of others is essential to your success in this course and in your academic career.

Follow the Code of Ethics of the American Anthropological Association found at Principles of Professional Responsibility at: <http://ethics.aanet.org/ethics-statement-0-preamble/>. Understand that as a UTEP student you represent the Department of Sociology and Anthropology, as well as the overall university at all times. Be respectful of yourself, your classmates, your professor, your scholarship, community, and research informants during the length of your research. In conducting fieldwork, practice safety and common sense in selecting your informants and conducting your fieldwork.

G. A Note on the use of Photography and Video. The use of photographs in ethnography is tricky and requires consideration particularly when working with minors, Native American, women of particular faiths, and with “hidden” populations in our society who do not wish to be photographed. Be respectful of people’s privacy, cultural and religious practices. Always seek consent and approval before taking pictures or video-taping people’s activities. If people wish to have their faces concealed, you will need to make the appropriate modifications to respect their rights.

H. Writing Groups and Writing Center: Students will form small groups to create learning communities at the beginning of the semester to offer one another constructive feedback on your research and writing projects. For individualized support with your writing, I encourage you to visit the University Writing Center located on the second floor in the main entrance of the library.



Through the Ethnography Research will be able to problematizing and propose solutions to the main problems in the Border. Dr. Vázquez. International Bridge Américas (Puente Libre) By. Dr. Vazquez 2017.

Class Schedule Spring 2020

Week and Dates	Lecture Topics	Readings Assignments Due
Wk. 1 January 22 -27 -29	Course Introduction/ Syllabus review Anthropological values and worldviews What is Ethnography? What is doing Ethnography? What is the power of stories? General Concepts of Ethnographic Research. Fieldwork Experiences in: Puerto Rico (2014-2017) Cuba (2015) Tijuana México (2018)	To read this week: Humanity Book Chapter 6 Methods of Investigation (117-133). Documentary: <i>Tales from The Jungle: Malinowski</i>
Wk. 2 February 3-5	The Goals of Social Science Research, and Selecting a Research Topic. What does an Ethnography look like? How is an ethnography organized? Hint read the conclusion of the book you have chosen, browse the table of Contents, and then read the intro. What theory/methods were used? What culture was studied? How Was this study done? What did the Author add to the study of this Group of people?	To read this week: Discuss Murchison Chapters 1-2 & Angrosino (1-18) in class. Come prepared with your notes. I will ask you to “Tell me about your readings.” Firs Assignment (10 pts.) Short presentation, PowerPoint. Ethnographic exercise: describe in class your community. Explain the main problems, the daily life, describe the residents, etc.

<p>Wk. 3 February 10- 12</p>	<p>Research Design and writing up a research proposal Brainstorming Topics of interest and preliminary literature review</p> <p>Introduction Participant Observation I</p> <p>Learn how to Actively listen Class Participation Exercise.</p> <p>Conduct a participant observation exercise. Present a short presentation in class.</p> <p>Documentaries: A walk-through Kensington Philadelphia 2019. Next Door But invisible. Philippe Bourgois. Zona Norte Tijuana, L.A. Skid Row</p>	<p>To read this week: Murchison Chapters 3-4: Second Assignment (10 pts.)</p> <p>Do a 30-minute practice observation of people and new trends on campus. Look for patterns, similarities, and anything out of the ordinary. Write a 1-page story (3-4 paragraphs single spaced) of the first week of the semester at UTEP with rich details observed. Bring your story for class discussion on Thursday. Upload on blackboard the written due date Friday 13.</p> <p>Discuss a short presentation your 30-minute observations written in a short story format in class. Give your story a great title, start it with a great hook to catch your reader's attention, and provide details to take your reader to the location you observed.</p>
<p>Wk. 4 February 17 -19</p>	<p>Research Ethics/Ethical Scenarios</p> <p>Discuss real-world ethical scenarios. Review AAA Code of Ethics to generate a response to these scenarios.</p> <p>Ethical violation in the Ethnographic Research Violence and culture</p> <p>Documentary: Dirty Money Drug Short. Debate in Class.</p>	<p>To read this week: Chapter Three Fieldwork Values and Ethics. Vivanco</p> <p>Chapter 9 Politics Cooperation Conflict and Power Relations (236 -245) Cultural Anthropology Welsch Robert L. / Vivanco Luis A. (2018) Cultural Anthropology. Oxford University Press. https://www.nytimes.com/2013/02/17/magazine/napoleon-chagnon-americas-most-controversial-anthropologist.html</p> <p>https://www.inquirer.com/opinion/commentary/kensington-drug-market-gun-violence-homicide-racial-segregation-opioid-crack-20191207.html</p> <p>To prepare for this week's class discussion: Visit the American Anthropological Association home page, download and print and read the Code of Ethics at http://ethics.aaanet.org/category/statement/</p> <p>Bring the code of ethics for class discussion on Thursday, Read the AAA Code of Ethics and be prepared to discuss ethical scenarios and</p>

		<p>present your arguments/suggestions based on your understanding of research ethics.</p> <p>Ethical Scenarios in Anthropological fieldwork.</p>
<p>Wk. 5 February 24 -26</p>	<p>Intro to Participant observation research and Culture Shock</p> <p>Open-ended Observation and writing field notes- Entering the Field in Ethnographic Research, Jottings and Field notes</p> <p>Discuss Participant Observation assignments in class</p>	<p>To read this week: Exploratory or Open-ended Observation and Angrosino 83-90 by Borman et al; and Murchison Chapter 5.</p> <p>Generating open-ended interview questions (10 points)</p> <p>Brain storming Exercise (5 pts) Upload on blackboard One-paragraph description of research proposal and discuss in class.</p>
<p>Wk. 6 March 2-4</p>	<p>Identifying and Interviewing Informants in Ethnographic Research</p> <p>Conducting In-Depth, Open Ended Life and Labor History Interviews/Genealogies</p>	<p>To Read this Week: Angrosino 19-32; Angrosino pp. 33-44, and Murchison Chapter 6 and Chapter 7.</p> <p>Mapping out a kinship diagram. Discuss in class your family kinship diagram. Since 19st Century to present. Upload on blackboard (5pts.)</p>
<p>Wk. 7 March 9-11</p>	<p>Transcribing, coding, memoing, and Analyzing field notes</p> <p>Class Discussions of Life Histories</p> <p>Elaborate your midterm interview.</p> <p>Digital video cameras may be checked out from the 3rd floor of the UTEP library with you student ID. You can also reserve a study group room to conduct your interview on campus. Upload your sample interview on YouTube or Vimeo.</p>	<p>To Read this Week: Murchison Chapter 8; Angrosino 45 to 62.</p> <p>Life and Labor History questions draft (10 pts). Discuss in class a description of your interview, informant and topics.</p>
<p>Wk. 8 March 16-18 (Spring Break no Class)</p> <p>23-25 -30 (midterm)</p>	<p>Semi-structured and Structured Interviews</p> <p>Research Surveys that Integrate Quantitative and Qualitative data</p>	<p>To read before class: Chapter Seven Asking Questions. Fieldnotes. Vivanco</p> <p>Midterm Interview Presentations (100pts) Discuss in class the video of your interview and the main interpretation. 15 minutes presentation. Upload the transcription of your interview on blackboard due date Sunday 22.</p>

grade report)		
Wk. 9 April 1-6-8	<p>A brief analysis of The Ethnographic Research focused on Inequality and Violence. Anthropological theory Feminism, Poverty, Social Policy, Agency, Social Movements, Cultural Ecology.</p> <p>How to elaborate a theoretical framework.</p>	<p>To Read this Week: Murchison Chapters 9 and 10. Analysis of the following ethnography research: The legacy of Oscar Lewis, Culture of Poverty. Contributions of Philippe Bourgois, Inner-city and In Search of Respect. Howard Campbell Drug War Zone.</p>
Wk. 10 April 13-15	<p>Ethnographic film analysis City of God (2002)</p>	<p>To Read this Week: The Killing Consensus (Selected readings) Graham Denyer Willis (2015) Death Without Weeping (Selected readings) Nancy Sheper- Hughes (1993) Deabte in class (10 pts) Analysis of the Inequality by the ethnographic approach. Analysis of the Inner-city in City of God</p>
Wk. 11 April 20-22	<p>Visual Ethnography Ethnographic Photograph Analysis</p>	<p>Presentation Ethnographic Portfolio focused on urban problems.</p>
Wk. 12 April 27-29	<p>Writing Auto -Ethnography.</p>	<p>To read before class: Chapter 10 Experiencing, Field Notes. Luis A Vivanco.</p> <p>Review In Search of the next harvest By Dr Nunez. Elaborate your Auto-ethnography and discuss in class.</p>
Wk. 13 May 4-6 May 6 Due date Final Proposal	<p>The Challenge of Ethnographic research/The pertinence of the Ethnographic Research in El Paso. Recap.</p>	<p>To read this week: Humanity Book Chapter 17 World Problems and the Practice of Anthropology (385-406). <u>Special Bonus (5 pts.)</u> Last debate in class focuses on the article: Remembering El Paso mass shooting. https://time.com/5647705/texas-history-el-paso/ BY YOLANDA LEYVA</p>

Note: Syllabus and Course Schedule Subject to Modifications. Final Ethnographic Proposals (100 pts.) May 6

Accountability Partners/Learning Community Members

Name:	Contact Info: Email/Phone

Ethnographic Research Methods
Dr. Victor M. Vazquez Rodriguez
Department of Sociology and Anthropology
UTEP Spring 2020

Sample Consent Form to be presented in writing to your research informants. Please translate, read or explain if necessary.

Consent Form

My name is _____. I am a student at the University of Texas in El Paso (UTEP). As part of the class I am taking on Ethnographic Research Methods, I am required to conduct a short-term research project. I have chosen to do my research on _____. Your involvement in this project will contribute towards my personal and academic development by allowing me to fulfill my research requirement for this class.

Please understand that your participation in this research is voluntary and that you may withdraw at any time or decline to answer any question you choose. I would like to assure you that your responses will be held strictly confidential and that your actual personal identity will not be used in any publication(s).

If you have any questions, please do not hesitate to contact my Professor, Dr. Victor Vazquez at the Department of Sociology and Anthropology at UT El Paso at (915) 747-6529.

 Name of Participant

 Name of Researcher

 Signature of Participant

 Signature of Researcher

 Phone number or contact information

 Phone number or contact information

DATE: _____

Métodos de Investigación Etnográficos
Dr. Victor M. Vazquez Rodríguez
Departamento de Sociología y Antropología
UTEP Primavera 2020

Consentimiento para ser entrevistado/a

Mi nombre es _____. Soy estudiante en la Universidad de Texas en El Paso (UTEP). Como requisito para mi curso de metodología estaré haciendo un estudio. Yo he decidido estudiar _____. Su participación en este proyecto va a contribuir a mi desarrollo personal y profesional al apoyarme a cumplir con mis estudios.

Su participación en este estudio es voluntaria, ya que tiene el derecho de no contestar alguna pregunta que usted desee o dejar de participar en este estudio en cualquier momento. Deseo asegurarle que sus respuestas serán tratadas con respeto y confidencialidad. Su nombre o apellido no serán identificados en ningún documento o publicación si usted así lo desea.

Si tiene preguntas, favor de comunicarse con mi profesora, Dr. Vazquez en el departamento de Sociología y Antropología en UTEP al (915) 747-6529.

Nombre del participante

Nombre del estudiante

Firma del participante

Firma del estudiante

Teléfono

Teléfono

Fecha de la entrevista