This course is an introduction to ethnography. Our purpose is to focus on the qualitative and human dimensions of conducting research, and how our research affects the people we study. How and in what ways do our personal ethnics, lives and persona enter into the scholarly endeavor we call research? In what ways does the research we conduct have positive, empowering effects on the people we study? How can ethnography provide the tools to understand, change, and critically analyze the world in which we live? We will review the conceptual and methodological foundations of ethnography, and critically assess “fieldwork”, participant observation, the ethnographic interview, the writing of fieldnotes and the writing of “an ethnography.” The goal here is to provide you with reflective insight about your own work and how to incorporate both empirical research and grounded theory in your research. The course readings provide both grist for discussion and planning, as well as templates (ethnographic texts) for the actual “doing of ethnography,” assessing the multiple venues in which ethnography is conducted, the variation in basic methods and the role/position of the ethnographer. These are concepts and methods we will explore and review throughout the quarter. In addition to considering the epistemological significance of indigenous/insider/native researchers, a principle theme of the course is the conceptual and theoretical foundation of ethnography as an organizing framework in representation, explanation and collaborative and activist research.

Classes will consist of both assigned readings, film screenings as well as practical tasks. We will on occasion meet at Barrio Station in Barrio Logan. Each of you will be required to build an inventory of ethnographic questions from readings and community “visits” that are especially pertinent to your own research. In addition to class assignments, as the quarter progresses we will identify key concepts/methods that the class deems important for further discussion and exploration (e.g. photography, video, music, mapping).

The primary goal is to alert you to the value of conducting ethnography as a means for incorporating conceptual, epistemological and methodological venues that will enhance your research.

In addition to class meetings field visits will be scheduled:
(1) Cesar Chavez Day Event—SES. April 2.
(2) Chicano Park Day (Barrio Logan- Saturday April 23)
(3) City Heights Community Health Center (TBA)
**Reading assignments**: Each class participant is required to read assignments before class, and write a summary/critique of the readings. These responses should not exceed two pages in length. In each of the reading critiques attempt to highlight the aspects of the readings (especially method) that apply to your own research interest.

Each Participant will be responsible for summarizing the weekly reading.

**Written assignments**: In addition to the reading response paper, intermittent pieces and a final ethnographic research prospectus will be required. This includes:

1. A brief one-page research idea/outline (April 6).
2. A brief description of a “selected research site” i.e. “where” you will conduct your research and why it is an appropriate research site: how the site responds to the specific questions you are exploring, and how it provides the basis relate directly to your proposed research activity (April 13).
3. An outline of participant observation ideas—what are the specific places in your site that will you observe and why (April 20).
4. Actual field notes of community meetings/events. Here you will be required to take detailed descriptive field-notes of Chicano Park Day and Cesar Chavez Day.
5. An interview guide composed of broad guiding questions for a research project (May 4).
6. A final research “prospectus” that focuses on utilizing ethnography and ethnographic methods. Focus here on your own research interest, incorporating the concepts and methodology. The primary question is “how can ethnography, as a conceptual framework that incorporates participant observation and qualitative questions/interviews be utilized in your research?”

**March 30- Introduction:**
1. Overview of course structure and readings.
2. Working Description of each participant’s interest in Ethnography.
   - What is your specific project interest?
   - How do you think you will conduct the research
   - What time frame are you considering?
   - Where will the research take place and how is this “field site” pertinent?
   - How does your own role, ethics history and persona enter into the research?
   - How does this project advance knowledge and build on the literature?
   - What is the practical significance of your project?

**Collaboration, ethics, and Social Activism.**

**April 6  Ethnography and Social Activism: a working ethic**

**Reading Assignment:**
- **Engaging Contradictions**: Forward, Introduction, Part I (chapters 1,2,3,) Part II (chapters 4,5,6) Part III chapters 8, 9) and Part IV(chapter 13) Pulido
- - AAA code of ethics
**Written Assignment:**
(1) Reading Summary and Questions,
(2) A one-page preliminary research idea. Be prepared to discuss in class.

**Method and Concept**

**April 13**- Participant Observation, the Ethnographic Interview and “the field”

*Reading assignment:* Fieldwork in Cultural Anthropology: an Introduction, Jeffrey A. Sluka and Antonius Robben Malinowski, from Argonaughts; Spradley, James *Participant Observation* PDF; Alvarez 1994; Bestor 2001; Harrison 1991; Spener 2003

*Written assignment:*
(1) Reading summary/critique
(2) Description of your own ethnographic “research site” providing particular reference why you chose this site (1 to 2 pages).

**April 20**- Fieldnotes

*Reading assignment:* Sanjek pp. Xi-71; 139-290; 371-418.

*Written assignment:*
(1) Reading summary/critique

**Community Participation/observation**

Barrio Logan Meeting.

**April 24**—Chicano Park Day

**The Ethnographic Text, Method and the Researcher**

**April 27**- Thinking and using interviews

Flores, *The Diaspora Talks Back*
Spradley, James: Excerpts from *the Ethnographic Interview* PDF

*Written assignment:*
(1) Reading summary/critique
(2) An interview guide composed of broad guiding questions for your research project.

**May 4** –

*Reading Assignment:* Homefront

*Written assignment: (1)* Reading summary/critique

**May 11**- Culture, “Tradition” and Identity

*Reading assignment:* Myerhoff, *Number Our Days*

*Written assignment:*

[3]
(1) Reading summary/critique

May 18—Memory, Place and the Native consultant

Reading assignment: Basso, *Wisdom Sits in Places*

Written assignment:
(1) Reading summary/critique

May 25—Studying the Other “other”

Reading assignment: *Intimate Enemies*

Written assignment:
(1) Reading summary/critique

June 1- TBA/ Individual reports/ discussion/wrap-up

Bibliography of Required Texts:
Basso, Keith

Bobrow-Strain, Aaron

Flores, Juan

Hale, Charles

Lutz, Catherine A.

Myerhoff, Barbara

Sanjek, Roger