Master Course Syllabus

For additional course information, including prerequisites, corequisites, and course fees, please refer to the Catalog: https://catalog.uvu.edu/

Semester: Spring
Course Prefix: ANTH
Course Title: Ethnographic Methods

Year: 2025
Course and Section #: 3850 and 001
Credits: 3

Course Description

Examines the utility of ethnographic research techniques for answering different research questions. Formulates research ethics protocols. Engages in participant observation research and learns to record observations in fieldnotes. Learns to employ ethnographic writing genres to write reports on original research. Develops skills in qualitative interview techniques and the analysis of qualitative data.

Course Attributes
This course has the following attributes:
☐ General Education Requirements
☐ Global/Intercultural Graduation Requirements
☒ Writing Enriched Graduation Requirements
☒ Discipline Core Requirements in Program
☐ Elective Core Requirements in Program
☐ Open Elective
Other: *Click here to enter text.*

Instructor Information
Instructor Name: John Dulin

Student Learning Outcomes

- Identify the strengths and weaknesses of qualitative ethnographic research and its application to different research questions

- Develop ethnographic interviewing skills

- Gain the ability to conduct participant-observation research and record observations in quality field notes

- Compose written accounts of original research that reflect competence in ethnographic writing genres

Course Materials and Texts

Emerson et al, *Writing Ethnographic Fieldnotes*

Schnegg, *Epistemology: The Nature and Validation of Knowledge*

Malinowski *"The Subject, Method, and Scope of this Inquiry*

Pink et al*, Digital Ethnography: Principles and Practice*

Bernard, Russell "Interviewing: Unstructured and Semistructured"

Spradley, "Asking Descriptive Questions"

Quin, "Finding Culture in Talk"

Course Requirements

Course Assignments, Assessments, and Grading Policy

Participation: 15%

UVU policy requires a *minimum* of six hours of outside work for every three hours of time spent in lecture (see https://www.uvu.edu/catalog/current/policies-requirements/academic-policies-and-standards.pdf). Participation in class is expected to reflect that level of engagement. I will give you assignments in class that encourage and measure your participation. These will be used to give you your participation score.

Weekly Assignments: 50%

This class fulfills one of your "Writing Enriched" graduation requirements, so it will be more writing-intensive than other classes. There will be at least one small assignment due every week throughout this semester. Most of these are fieldnote assignments you will write based on your original ethnographic observations. All short writing assignments will build toward your two major writing assignments.

Methods Quiz: 5%

You will take one short methods exam to test your knowledge of basic methodological concepts.

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GRADE SCALE:

93 – 100% = A
90 – 92.9% = A-
87—89.9%= B+
84 – 86.9% = B
80 – 83.9% = B-
77 – 79.9% = C+

74 – 76.9% = C
70 – 73.9% = C-
67 – 69.9 %= D+
64- 66.9 %= D
60 – 63.9% = D BELOW
BELOW 60% = FAILING

Required or Recommended Reading Assignments
The readings will assign readings from the books, articles, and chapters that correspond to the themes of below from each week.

General Description of the Subject Matter of Each Lecture or Discussion

Week One:

Schnegg, "Epistemology: The Nature and Validation of Knowledge" – We will explore the epistemological underpinnings of ethnographic research.

Week Two:

Malinowski *"The Subject, Method, and Scope of this Inquiry &* Pink et al*, Digital Ethnography: Principles and Practice* – We cover some principles of ethnographic research in-person and in the digital spaces.

Week Three:

This week we explore research ethics and grant writing.

Assignment #1 Question, Methods and Ethics Protocol, Literature Review Due

Week Four:

Emerson et al, chapter one, "Fieldnotes in Ethnographic Research" & Bernard, "Interviewing: Unstructured and Semistructured" – We discuss some basics of participant observation research and informal interviewing.

Assignment #2, Unstructured Interviews and Fieldnotes Due

Week Five:

Emerson et al, chapter two, "In Field: Participating, Observing, and Jotting Notes" – This week we explore the practice of taking "jottings" during participant observation and turning those jottings into full fieldnotes. We will also discuss student research.

Assignment #3, Fieldnotes and "jottings"

Week Six:

Emerson et al, chapter three, "Writing Fieldnotes I: At the Desk, Creating Scenes on the Page" – We explore how to observe and record scenes of human culture and social interaction. We will also discuss student research.

Assignment #4, Fieldnotes, Creating Scenes

Week Seven:

Emerson et al, chapter four, "Writing Fieldnotes II: Multiple Purposes and Stylistic Options" – Discussing fieldnote techniques for writing from different perspectives and in different styles. We will also discuss student research.

Writing Assignment #5, Fieldnotes, Purposes and Stylistic Options

Week Eight:

Emerson et al, chapter five, "Pursuing Members' Meanings." We discuss techniques for taking fieldnotes on human meaning systems and the use of community terms in practice. We will also discuss student research.

Writing Assignment #6, Fieldnotes

Week Nine:

Emerson et al, chapter six, "Processing Fieldnotes: Coding and Memoing" – We discuss coding and analyzing fieldnotes and composing analytic memos. We will also discuss student research.

Short Writing Assignment #7, Coding and Memoing

Week Ten:

Emerson et al, chapter seven, "Writing an Ethnography" – We learn how to turn coded fieldnotes into an ethnographic essay, including stitching together ethnographic narrative into an argument.

Major Writing Assignment #1, Due March 23rd

Week Eleven:

Spradley, "Asking Descriptive Questions" – We discuss qualitative interview techniques, structured and semi-structured interviews. We prepare students for composing the interview guide and conducting the interview.

Prep Assignment, Interview guide and recording due March 30th

Week Twelve:

Quinn, "Finding Culture in Talk" – This week we discuss transcription techniques and qualitative analysis.

Transcription Due April 6th

Week Thirteen:

We discuss coding in dedoose and prepare students for the coding assignment.

Writing assignment #8: Dedoose codes and memos

Week Fourteen:

We will run writing workshops to prepare students for the final essay and have a review session for the quiz.

Final Writing Assignment Due April 30th

Required Course Syllabus Statements

Generative AI
AI programs are not a replacement for your human creativity, originality, and critical thinking. Writing, thinking, and researching are crafts that you must develop over time to develop your own individual voice. At the same time, you should learn how to use AI and in what instances AI can be helpful to you.
The use of generative AI tools (e.g. ChatGPT, Google Bard, etc.) is permitted in this course for the following activities:

Brainstorming and refining your ideas;
Fine tuning your research questions;
Finding information on your topic;
Drafting an outline to organize your thoughts; and
Checking grammar and style.
The use of generative AI tools is not permitted in this course for the following activities:

Impersonating you in classroom contexts, such as by using the tool to compose discussion board prompts/responses assigned to you or content that you put into a Teams/Canvas chat.
Completing group work that your group has assigned to you, unless it is mutually agreed upon that you may utilize the tool.
Writing a draft of a writing assignment.
Writing entire sentences, paragraphs or papers to complete class assignments.
You are responsible for the information you submit based on an AI query (for instance, that it does not violate intellectual property laws, or contain misinformation or unethical content). Your use of AI tools must be properly documented and cited in order to stay within university policies on academic honesty.

Using Remote Testing Software

☒ This course does not use remote testing software.

☐ This course uses remote testing software. Remote test-takers may choose their remote testing locations. Please note, however, that the testing software used for this may conduct a brief scan of remote test-takers' immediate surroundings, may require use of a webcam while taking an exam, may require the microphone be on while taking an exam, or may require other practices to confirm academic honesty. Test-takers therefore shall have no expectation of privacy in their test-taking location during, or immediately preceding, remote testing. If a student strongly objects to using test-taking software, the student should contact the instructor at the beginning of the semester to determine whether alternative testing arrangements are feasible. Alternatives are not guaranteed.

Required University Syllabus Statements

Accommodations/Students with Disabilities
Students needing accommodations due to a permanent or temporary disability, pregnancy or pregnancy-related conditions may contact UVU [Accessibility Services](#) at [accessibilityservices@uvu.edu](#) or 801-863-8747.

Accessibility Services is located on the Orem Campus in BA 110.

Deaf/Hard of Hearing students requesting ASL interpreters or transcribers can contact Accessibility Services to set up accommodations. Deaf/Hard of Hearing services can be contacted at [DHHservices@uvu.edu](#)

DHH is located on the Orem Campus in BA 112.

Academic Integrity
At Utah Valley University, faculty and students operate in an atmosphere of mutual trust. Maintaining an atmosphere of academic integrity allows for free exchange of ideas and enables all members of the community to achieve their highest potential. Our goal is to foster an intellectual atmosphere that produces scholars of integrity and imaginative thought. In all academic work, the ideas and contributions of others must be appropriately acknowledged and UVU students are expected to produce their own original academic work.

Faculty and students share the responsibility of ensuring the honesty and fairness of the intellectual environment at UVU. Students have a responsibility to promote academic integrity at the university by not participating in or facilitating others' participation in any act of academic dishonesty. As members of the academic community, students must become familiar with their [rights and responsibilities](#). In each course, they are responsible for knowing the requirements and restrictions regarding research and writing, assessments, collaborative work, the use of study aids, the appropriateness of assistance, and other issues. Likewise, instructors are responsible to clearly state expectations and model best practices.

Further information on what constitutes academic dishonesty is detailed in [UVU Policy 541: *Student Code of Conduct*](#).

Equity and Title IX

Utah Valley University does not discriminate on the basis of race, color, religion, national origin, sex, sexual orientation, gender identity, gender expression, age (40 and over), disability, veteran status, pregnancy, childbirth, or pregnancy-related conditions, citizenship, genetic information, or other basis protected by applicable law, including Title IX and 34 C.F.R. Part 106, in employment, treatment, admission, access to educational programs and activities, or other University benefits or services. Inquiries about nondiscrimination at UVU may be directed to the U.S. Department of Education's Office for Civil Rights or UVU's Title IX Coordinator at 801-863-7999 – TitleIX@uvu.edu – 800 W University Pkwy, Orem, 84058, Suite BA 203.

Religious Accommodation
UVU values and acknowledges the array of worldviews, faiths, and religions represented in our student body, and as such provides supportive accommodations for students. Religious belief or conscience broadly includes religious, non-religious, theistic, or non-theistic moral or ethical beliefs as well as participation in religious holidays, observances, or activities. Accommodations may include scheduling or due-date modifications or make-up assignments for missed class work.
To seek a religious accommodation, a student must provide written notice to the instructor and the Director of Accessibility Services at accessibilityservices@uvu.edu. If the accommodation relates to a scheduling conflict, the notice should include the date, time, and brief description of the difficulty posed by the conflict. Such requests should be made as soon as the student is aware of the prospective scheduling conflict.

While religious expression is welcome throughout campus, UVU also has a specially dedicated space for meditation, prayer, reflection, or other forms of religious expression.