Welcome Letter (August 2017)

Dear Students,

Welcome to EER 8710, a doctoral course on Advanced Ethnographic Research. Thank you so much for continuing forward with this course sequence.

This course is a direct extension of the ethnographic research methodologies learned in the Winter 2017 section of EER 7880. In building upon previous experiences, this course aims to balance contemporary issues in ethnographic fieldwork, writing, and representation with historically-informed understandings of how ethnography has developed over time. Put simply, we will examine where ethnography has been, where it is now, and where it seems to be heading.

The first portion of the course will focus on how images, video, and other multi-media are increasingly being incorporated into various phases of ethnographic research. The second portion will focus on the different ways in which fieldwork and participant observations are written. From fieldnotes to fiction to empirical findings and more, there are many ways for authors to position themselves in relation to a text. We will read a series of articles that show not only how authors have conducted ethnographies, but how they have also thought about how to be better ethnographers and do ethnography differently. Later, we will have the opportunity to interact with some of these same authors over multiple guest lectures.

The third portion is the thread that holds the course together. It is built around the question of how, as scholars, can we read generatively? As I later explain, I take generative as a way of being truthful, while also being thoughtful, constructive, and kind. In addition to independent book studies and the creation of future reading lists, we also will develop reading techniques over the course of the semester. We will move beyond easy critiques to engage with texts as works that have been written by specific authors for specific purposes. And, in the process, we will engage with scholarly reading as a social practice.

Taken together, this course aims to support the development of up-to-date methodological skills, understandings, and next steps that will help guide your research paths forward as you continue to progress through your doctoral studies.

I am looking forward to a wonderful semester with you all.

Warm regards,
Jasmine B. Ulmer
EER 8710: Advanced Ethnographic Research

* Please do not bring peanuts or peanut-products to class. *

Course Description in Graduate Bulletin

8710 Advanced Ethnographic Research. Cr. 4. Prereq: EER 7880. Use of fieldwork to learn group interview, video collection and analysis, ethnographic survey, narrative and poetic analysis; deepening the understandings about culturally-sensitive research, rigor, and the politics of representation.

Course Information

Semester: Fall 2017  
Ref. no.: 13963  
Location: State Hall, Classroom 431  
Dates/Times: Wednesday: 5:00 – 8:20 p.m.

Instructor: Dr. Jasmine Ulmer, Assistant Professor  
Division: Theoretical and Behavioral Foundations  
Program: Educational Evaluation and Research  
Unit: College of Education, Wayne State University

Contact Information

Office Hours: by appointment, Tuesday and Wednesday afternoons  
Office: 5425 Gullen Mall #387, Detroit, MI 48202  
Phone: 313-577-1427  
Email: jasmine.ulmer@wayne.edu

Course Outcomes

- Students will be able to incorporate images and video into ethnographic research.  
- Students will be able to compose field observation notes.  
- Students will be able to produce different forms of ethnographic writing.  
- Students will be able to read and generatively critique ethnographic texts.  
- Students will be able to develop a future reading list of methodological texts.
**Tentative Course Schedule**

<table>
<thead>
<tr>
<th>Dates</th>
<th>Topic</th>
<th>Readings</th>
<th>Due</th>
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</thead>
<tbody>
<tr>
<td>1 8/30</td>
<td>Course Introduction</td>
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<tr>
<td>2 9/6</td>
<td>Introduction to Visual Ethnography</td>
<td>Pink (2013): Ch. 1: Visual Ethnography Across Disciplines Ch. 2: Ways of Seeing, Knowing and Showing Ch. 3: Planning and Practising Visual Ethnography</td>
<td>Bring a photograph that moves you</td>
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<tr>
<td>4 9/20</td>
<td>Video</td>
<td>Pink (2013): Ch. 5: Video in Ethnographic Research Ch. 9: Video in Ethnographic Representation Ch. 10: Making Visual Ethnography Public Online</td>
<td>Article review</td>
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<td>5 9/27</td>
<td>Writing Ethnography</td>
<td>Wolf (1995): Ch. 1: Ruminations with a View(point) Ch. 2: The Hot Spell Ch. 2: Commentary</td>
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<td>6 10/4</td>
<td>Writing Ethnography (and Fieldnotes)</td>
<td>Wolf (1995): Ch. 3: Fieldnotes Ch. 3: Commentary</td>
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<td>7 10/11</td>
<td>Writing Ethnography</td>
<td>Wolf (1995): Ch. 4: The Woman Who Didn’t Become a Shaman Ch. 4: Commentary Ch. 5: Writing Ethnography</td>
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Independent book readings – on your own |
Independent book readings – on your own |
Independent book readings – on your own |
Book presentation materials – TBD |
| 13    | 11/22 | -- | **NO CLASS** |
| 15    | 12/6  | Ethnographic Book Presentations, Cont. | Book presentation materials – TBD |
Course Assignments

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<th>Assignment</th>
<th>Notes</th>
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<tr>
<td>Class preparation and participation</td>
<td>Students will arrive to class having read the required articles and chapters, be prepared for class discussion, and actively participate in class activities.</td>
<td>15</td>
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| Article review            | Students will select one ethnographic study to review (approx. 1,000 words). The article must use ethnography as a methodology, and it must pertain to a topic area in education. The review should include the following sections:  
   1) Objectives  
   2) Conceptual or theoretical framework  
   3) Methods  
   4) Data sources  
   5) Results  
   6) Significance  
   The article should have been published in one of the following peer-reviewed journals:  
   - *Anthropology and Education Quarterly*  
   - *Cultural Studies <= Critical Methodologies*  
   - *Departures in Critical Qualitative Research*  
   - *Ethnography*  
   - *Ethnography and Education*  
   - *Gender and Education*  
   - *International Journal of Qualitative Studies in Education*  
   - *International Review of Qualitative Research*  
   - *Journal of Contemporary Ethnography*  
   - *Qualitative Health Research*  
   - *Qualitative Inquiry*  
   - *Qualitative Research* | 10     |
| Fieldnotes                | This exercise is based on the different styles of fieldnotes in the Week 6 readings. Students will practice one (or more) styles of fieldnotes. Fieldnotes should be submitted as typed notes. The total document should be approximately 2,500 words in length. Students may format fieldnotes how they wish. This is an out-of-class activity based on one site of students’ choosing. As ethnographers say, ‘make the familiar strange’! | 15     |
| Generative book review    | Students will select and write a generative book review. See attached list of books and instructions.                                                                                                                                                  | 20     |
| Teaching the book         | Students will design a 45-minute teaching demonstrate about the selected book. Interactive presentations are strongly encouraged by all. You may way to create resource materials that can be shared electronically with the class on Blackboard. Materials are due one week before the student’s scheduled presentation.                                                   | 10     |
| Abstract                  | Students will submit an abstract that describes an educational ethnography (or qualitative research study in education) of future potential interest (500 words). The abstract should relate to the future reading list below.                                                   | 10     |
Fall 2017 Syllabus – External

Future Reading List

Create a list of 10 peer-reviewed articles, books, chapters, and/or monographs that you would like to read next. This should be a list of *methodological* readings (not content-area readings). Please also note that this is a *future* reading list, not a list that you need to read for this particular assignment. The more thought you invest into this assignment, however, the more you will benefit from it later. For each entry, include:

- A full and correctly-formatted APA citation.
- A one sentence description of the text.
- A one sentence description of how you located this text. (Use at least three different ways to identify books.)
- Reason(s) why you chose this text.
- Also, be sure to mention whether you can access this text. If not, is it available through Interlibrary Loan, the Michigan eLibrary, etc.? In other words, how will you find a copy?

Class Policies

- Cell phones and other electronic devices are not to be used during class.
- Frequent tardiness, early departure, or absence will impact your grade.
- Late work will be penalized up to 10 percent per day.
- Incompletes will be given only in the case of extreme extenuating circumstances.
- Unless otherwise noted, assignments should be submitted in Blackboard *before* class begins at 5:00 pm. Assignments submitted after 5:00 pm will be late.

Grading System

A  93-100
A- 90-92
B+ 87-89
B  83-86
B- 80-82
C+ 76-79
C  70-75
F Below 70

Required Texts and Materials


3.  Blank journal/notebook to be used for in-class writing assignments.
EER 8710: BOOK CHOICES (INDIVIDUAL READINGS)

Name: ____________________

Educational and Youth Ethnographies


Other Applied Ethnographies


Classic Ethnographic Texts


Research Methodology and Design


Other
EER 8710: BOOK CHOICES (INDIVIDUAL READINGS)

Generative Book Review: Some Thoughts

This is not a typical book review. In graduate school, we often are trained to critique what we read. To a certain extent, this is a good thing: it is essential not only to be critical consumers of information, but to be capable of crafting our own informed scholarly opinions. We do not have to agree with everything we read. At the same time, however, critique is very easy. Writing is not an exercise in perfection, and it is not particularly difficult to point out what an author could have done differently. This is especially the case before we have published substantive research ourselves, and, in the process, learn what it can feel like to send our work out into the academic universe so that it might be read and critiqued by strangers, if it is even read at all. Put simply, it is harder than it looks. Scholarly writing is a complex and demanding task.

It is important to note that I am neither alone in this thought nor the first to share it. For example, Karen Barad has previously suggested that,

Critique is too easy, especially when a commitment to reading with care no longer seems to be a fundamental element of critique. So as I explain to my students, reading and writing are ethical practices, and critique misses the mark…. Critique is all too often not a deconstructive practice, that is, a practice of reading for the constitutive exclusions of those ideas we can not do without, but a destructive practice meant to dismiss, to turn aside, to put someone or something down—another scholar, another feminist, a discipline, an approach, et cetera. So this is a practice of negativity that I think is about subtraction, distancing and othering. (in Dolkijn & van der Tuin, 2012, p. 49)

Other researchers have expressed similar sentiments. I have compiled several abbreviated writings on this topic in a file in Blackboard titled, ‘Some Scholarly Thoughts on Critique.’ I hope that this document might be helpful.

To approach reading as an ethical practice in this assignment, therefore, we will conduct ‘generative book reviews.’ Generative can be thought of as honest, yet also constructive, thoughtful, and kind. Please select one book to read and review. It may be an applied ethnography or an ethnographic methods/methodology book. Choose from the list provided or, with instructor approval, propose another text. The review should be approximately **2,000 words** and formatted in APA. Considerations for a generative book review are listed in Blackboard, as well.
Cancellations of Class and ‘Snow’ Policy

If for any reason I must cancel class, I will contact students via campus email. You must determine when it is not safe to travel. We come from a variety of locations and conditions always vary, so make good decisions based on your conditions and turn around if driving is not safe. If the campus is open, I must hold class.

Religious Observance Policy

Because of the extraordinary variety of religious affiliations represented in the University student body and staff, the Wayne State University calendar makes no provision for religious holidays. It is University policy, however, to respect the faith and religious obligations of the individual. Students who find that their classes or examinations involve conflicts with their religious observances are expected to notify their instructors well in advance so that alternative arrangements as suitable as possible may be worked out.

For Students with Disabilities

If you have a documented disability that requires accommodations, you will need to register with Student Disability Services (SDS) for coordination of your academic accommodations. The Student Disability Services (SDS) office is located at 1600 David Adamany Undergraduate Library in the Student Academic Success Services department. SDS telephone number is 313-577-1851 or 313-202-4216 (video phone). Once you have your accommodations in place, I will be glad to meet with you privately during my office hours to discuss your special needs. Student Disability Services’ mission is to assist the university in creating an accessible community where students with disabilities have an equal opportunity to fully participate in their educational experience at Wayne State University.

Please be aware that a delay in getting SDS accommodation letters for the current semester may hinder the availability or facilitation of those accommodations in a timely manner. Therefore, it is in your best interest to get your accommodation letters as early in the semester as possible.

Enrollment/Withdrawal Policy

Students must add classes no later than the end of the first week of classes. This includes online classes. Students may continue to drop classes (with full tuition cancellation) through the first two weeks of the term. Students who withdraw from a course after the end of the 5th week of class will receive a grade of WP, WF, or WN.

- WP will be awarded if the student is passing the course (based on work due to date) at the time the withdrawal is requested;
- WF will be awarded if the student is failing the course (based on work due to date) at the time the withdrawal is requested;
- WN will be awarded if no materials have been submitted, and so there is no basis for a grade;
Students must submit their withdrawal request on-line through Pipeline. The faculty member must approve the withdrawal request before it becomes final, and students should continue to attend class until they receive notification via email that the withdrawal has been approved.

Beginning the fifth week of class students are no longer allowed to drop but must withdraw from classes. The last day to withdraw will be at the end of the 10th full week of classes. The withdrawal date for courses longer or shorter than the full 15-week terms will be adjusted proportionately. See the university webpage for full details: http://reg.wayne.edu/students/information.php

Academic Dishonesty/Plagiarism

The College of Education has a “zero tolerance” approach to plagiarism and other forms of academic dishonesty. (See Student Code of Conduct at http://doso.wayne.edu/assets/codeofconduct.pdf). Plagiarism includes copying material (any more than 5 consecutive words) from outside texts or presenting outside information as if it were your own by not crediting authors through citations. It can be deliberate or unintended. Specific examples of academic dishonesty, including what constitutes plagiarism, can be found in the University’s Undergraduate Bulletin (http://bulletins.wayne.edu/ubk-output/index.html) and Graduate Catalog (http://www.bulletins.wayne.edu/gbk-output/index.html) under the heading “Student Ethics.” These university policies are also included as a link on Blackboard within each course in which students are enrolled. It is every student’s responsibility to read these documents to be aware which actions are defined as plagiarism and academic dishonesty. Sanctions could include failure in the course involved, probation and expulsion, so students are advised to think carefully and thoroughly, ask for help from instructors if it is needed, and make smart decisions about their academic work.

Wayne State University Writing Center

The Writing Center (2nd floor, UGL) provides individual tutoring consultations free of charge for students at Wayne State University. While the center serves both graduate and undergraduate students, undergraduate students in General Education courses, including composition courses, receive priority for tutoring appointments. The Writing Center serves as a resource for writers, providing tutoring sessions on the range of activities in the writing process – considering the audience, analyzing the assignment or genre, brainstorming, researching, writing drafts, revising, editing, and preparing documentation. The Writing Center is not an editing or proofreading service; rather, students are guided as they engage collaboratively in the process of academic writing, from developing an idea to correctly citing sources. To make an appointment, consult the Writing Center website: http://www.clas.wayne.edu/writing/.
To submit material for online tutoring, consult the Writing Center HOOT website (Hypertext One-on-One Tutoring) http://www.clas.wayne.edu/unit-inner.asp?WebPageID=1330.

Wayne State University Mission

We will create and advance knowledge, prepare a diverse student body to thrive, and positively impact local and global communities.