Anthropology M249A
Ethnographic Methods in Language, Interaction, and Culture

Winter Quarter 2010
Thursday 2:00 – 5:40 p.m.
Haines 310

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Required Texts:
• Articles on class website: http://classes.sscnet.ucla.edu/course/view/10W-ANTHROM249A-1

Supplies:
• Transcend 16 GB SDHC Class 6 Flash Memory Card TS16GSDHC6E Amazon link: http://www.amazon.com/gp/product/B001ECQVTM/ref=s9_k2a_qw_tr03?pf_rd_m=ATVPDKIKX0DER&pf_rd_s=center2&pf_rd_r=0P9KE52HGYP501CD7680&pf_rd_t=101&pf_rd_p=470938631&pf_rd_i=507846
• Access to Inqscribe, Keynote, and Final Cut Pro/iMovie (available in Digital Lab)

Class Format
Classes will have 2 components: 1) review of students’ ethnographic assignments for past week, 2) introduction to ethnographic methodologies relevant to upcoming week’s assignment.

Assignments:
• Written assignments (prose) are due Tuesday, 3PM following the Thursday class they were assigned. Send assignments to eochs@anthro.ucla.edu.
• All other assignments will be presented orally/visually in class.

General Class Assignment:
Write up 1-2 typed pages of field notes following each weekly field site visit as a Word file. Turn in your field notes as a ‘field journal’ on March 4.

January 7 Entering the Community
Guests: J. Guzman, Tami Kremer-Sadlik

Class Exercise: Introduction to fieldwork: field language(s), permissions, protecting the people you observe, becoming ‘invisible’ etc.

Assignment for January 14: (a) Write 250 words about how you entered the community you are studying and reflect on the consequences of the choices you made; (b) Write a question or issue for class discussion that reflects upon Duranti 1994 and Mendoza-Denton 2008. Send in (a) and (b) by 3PM Tuesday.

Readings:
• Duranti, Alessandro. 1997. Linguistic Anthropology, pp. 84-98
• AAA Goal of Ethics (http://www.aaanet.org/committees/ethics/ethcode.htm)

Optional Readings:
• Moore, Leslie. “On communicative competence... in the field” in Language & Communication 29 (2009) 244-253.

January 14 Participant Observation and Note-taking
Guests: M. Buchbinder, I. Garcia-Sanchez, C. Izquierdo

Class Exercise: (a) Discussion of reports of field entry and readings; (b) Introduction to participant observation of an activity and note-taking.

Assignment for January 21: (a) Observe an activity in your field site, taking notes; (b) Write your notes and impressions as a field journal entry in electronic form and bring to class for discussion. (c) Write 250 words describing the activity and its possible cultural meanings. (d) Write a question or issue for class discussion that reflects upon the process of transforming participation observation and field notes to ethnographic description and interpretation. Send in (b), (c) and (d) by 3PM Tuesday.

Readings:

Optional Readings:

January 21 Photography, Maps, and Tracking
Guest: A. Graesch

Class Exercise: (a) Discussion of participant observation and note-taking assignments; (b) Introduction to visual documentation of field site and systematic observations of activities and uses of objects and space

Assignment for January 28: Return to your field site. (a) Use photography to document activity-relevant spatial environments in relation to how they are used. Select 5 digital photographs to show in class. (b) Draw a map of a centrally relevant spatial environment, including major objects and features that are essential to the social life of the site. Bring digitized map to class. (c) Systematically document field site participants’ locations and activities every 5 minutes for 90 minutes. Graphically display the results. One figure/table should convey % of observations in which each participant is located in particular spaces. A second figure/table should convey % of observations in which each participant is engaged in particular activities. Bring in digitized form to class to present.

Readings:

Optional Readings:

January 28   Videography and Sound
Guest: P. Connor

Class Exercise: (a) Review photography, maps, and tracking assignment; (b) Hands-on use of video camera; ethnographic filmmaking.

Assignment for February 4: (a) Film establishing shots, pans, tracking shots, plus a relevant activity from 2 different angles to probe how the position of the camera and the microphone makes different phenomena salient. (b) Download video data from SDHC card to computer in Digital Lab with assistance. Be sure to follow instructions, including creating a folder and files with your last name and date. (c) Review your clips, select and label 2 brief examples of establishing shots, pans, and tracking shots and 30 seconds each from the two different angles in which you filmed an activity. (d) Transfer to class external hard drive in Digital Lab to show in class. The total footage should be less than 3 minutes!

Readings:

February 4   Video-editing an Activity
Guest: P. Connor

Class Exercise: (a) Review filming assignment; (b) Introduction to video editing

Assignment for February 11: (a) Go to your field site and film a centrally relevant activity, including interaction before it begins. (b) Download video from SDHC card to computer in Digital Lab. (c) Create a 2-minute edited sequence of the activity that includes 1 segment showing what is happening before the activity begins, 1 segment showing the beginning of the activity, and 2 segments showing the on-going activity. (d) Export the 2-minute edited sequence to class hard drive to present in class. (e) Prepare a one-page chart that delineates key features of language, body alignment, spatial organization, and object use that mark the transition into the activity and the activity as a distinct social phenomenon.
Readings:


February 11  
Transcription, Framegrabs, and Subtitles
Guest: P. Connor

Class Exercise: (a) Review video editing assignment; (b) Introduction to transcription, subtitling, and beyond.

Assignment for February 18: (a) Copy your 2-minute edited sequence to Digital Lab server (or your own hard drive) so that you can use a computer other than the class editing station. (b) Using Word transcribe 20 seconds of verbal and non-verbal interaction according to CA conventions. (c) Select 2 key framegrabs from the 20-second video segment and incorporate them into your transcript. (d) Transfer this Word document to the class hard drive and print one hard copy for instructor. (e) Using Inqscribe subtitle the entire 2-minute edited sequence. (f) Export the transcribed edited segment with subtitles. (g) Copy onto to class hard drive to show in class.

Readings:


Optional Readings:


February 18  
Interviewing
Guests: D. Hollan, J. Throop, Tami Kremer-Sadlik
Class Exercise: (a) Review transcription and subtitle assignments; (b) Introduction to interview practices

Assignment for February 25: (A) Prepare a limited set of questions or themes for an interview that explore some dimension of a participant’s life in relation to the social group/field site you are studying. (b) Audio record the interview between yourself and the participant. (c) Transcribe brief segments of the interview that reveal significant reflections. (d) Create a Word file highlighting the relevance of these reflections along with the corresponding brief transcript segments. (e) Copy onto to class hard drive to show in class.

Readings:
- CELF Interview protocols (See class website)

Optional Readings:


February 25 Micro-Macro Linkages
Guest: A. Duranti
Class Exercise: (a) Review Interview assignment; (b) Relating activity to socio-cultural context.

Readings:

**Assignment for March 4:** (a) In 700-750 words situate the relevant activity you are seeking to understand in terms of broader socio-cultural structures, ideologies, processes etc. (b) Prepare a bibliography of 10-15 references relevant to your analysis. (c) Turn in (a), (b) and (c) *field notes journal* on 3PM Tuesday.

**March 4  Bringing it All Together:**

Guest: Paul Connor

**Class Exercise:** (a) Review Micro-Macro linkages assignment. (b) Introduction to building a presentation

**Assignment:** (a) Using KeyNote, Inqscribe, and Final Cut Pro/iMovie assemble a 10-minute visual presentation that introduces your field site and analysis. The presentation should draw from and display participant observation insights, photographs, maps, tracking data, interviews, establishing and pan shots, subtitled video footage, transcripts and frame grabs. (b) Copy onto to class hard drive to show in class.

**March 11  Show Time!**

The last day of class will be devoted to final presentations of fieldwork. Presentations will be 10 minutes followed by 5 minutes of discussion.