**CULT 503: Cultural Analysis Workshop**

**Spring 2022**

Thursdays 08:40-11:30

FASS 1001-1001A

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Office: FASS 2024

Office Hours: By appointment

**Course description:** The sole aim of this course is to help everyone prepare for their thesis research, decide on and acquire relevant methodological skills, and even begin drafting their methodology chapter.

**Course Requirements**

15% Attendance and participation

50% Ten short assignments

35% Final paper

**Attendance and participation (15%):** You must come to class having done the readings and ready to discuss them. Poor attendance and/or participation will be reflected in your grade.

Each student is expected to post on SUCourse+ two discussion questions on the week’s reading material by Wednesday noon.

**Assignments (50%):** Students will write ten short assignments, each worth 5%, throughout the semester. Details are to be found below.

**Final mini-ethnography (35%):** 8-10 double-spaced pages are due by 5 pm on June 23rd. Before writing, make sure you have identified commonthemes across interviews and fieldnotes and have tried to develop an argument from them. While writing, make sure you relate your argument both to this data (i.e. show the reader how your research material supports your argument) and to the three articles that you have selected as your mini-literature (i.e. show the reader how your argument relates to, confirms or challenges the three articles. These three articles may be the ones you discuss for Assignment 1, but you can also change and replace them if they stop working for you). In your introduction, please don’t forget to tell the reader your research question and describe your research site. In your conclusion, please reflect on the match between your research objectives and the methods you used. What were the limitations, if any, of the research material that you collected in answering the research question that you had identified at the beginning of the semester? What could have been done differently?

**Mini-ethnographic practice deadlines:**

\*During Spring break, engage in participant observation and write up your fieldnotes.

\*During the week of May 19th, conduct your first interview. You will need to have transcribed it by June 2nd.

\*Please conduct a second interview no later than June 7th. I highly recommend that you transcribe your second interview as well but if you’re pressed for time, you can also only listen for themes that parallel or expand the codes in your first interview.

**Reading List**

All readings will be available on SUCourse+ unless they are available as ebooks through the IC.

**W1 (March 3rd): Introduction to the course**

**W2 (March 10th): What can be known?**

H. Moore & T. Sanders (eds) (2014) “Anthropology and Epistemology” (pp. 1-18) in *Anthropology in Theory: Issues in Epistemology*, London: Wiley.

A. Doucet & N. S. Mauthner (2008) “What can be known and how? Narrated subjects and the Listening Guide”, *Qualitative Research*, 8(3): 399-409.

M. Pickering (2008) “Experience and the Social World” (pp. 17-31) in M. Pickering (ed) *Research Methods in Cultural Studies*, Edinburgh: Edinburgh University Press.

**W3 (March 17th): Pairing theory and method**

**Assignment 1 is due (5%):** Bring to class three journal articles that speak to your broad research interests and that you have already read. You will discuss in class how you think each article matches theory and method.

I. Tavory & S. Timmermans (2009) “Two cases of ethnography: Grounded Theory and Extended Case Method”, *Ethnography*, 10(3): 243-263.

J. Biehl & P. Locke (2010)“Deleuze and the Anthropology of Becoming”, *Current Anthropology*, 51(3): 317-337.

**W4 (March 24th): Designing research**

**Assignment 2 is due (5%):** Specify a research question for your mini-ethnography – it could feed into your possible thesis research or alternatively (depending on your time and logistical constraints) you can formulate a smaller project only for the purposes of this class. Write down your research question and one anticipated finding, and also speculate on why your findings would be worthwhile to go after (i.e. ask yourself the *so what* question). Bring your written answers to class to workshop with classmates.

W. Booth et al. (2016) “From a Broad Topic to a Focused One” (pp. 37-46) and “From Questions to a Problem” (pp. 49-63) in *The Craft of Research*, Chicago: University of Chicago Press.

K. Luker (2008) “What is this a case of, anyway?” (pp. 51-75) in *Salsa Dancing into the Social Sciences: Research in Age of Info-Glut*, Cambridge: Harvard University Press.

**Optional:**

J. Mason (2002) “Finding a Focus and Knowing Where You Stand” (pp.13-23) and “Designing Qualitative Research” (pp. 24-38) in *Qualitative Researching*, London: Sage.

**W5 (March 31st): Locating your research**

**Assignment 3 is due (5%):** Specify a site to answer your research question. Bring to class a written justification for your selection.

P. Saukko (2003) “Studying multiple sites and scapes” (pp. 176-196) in *Doing Research in Cultural Studies*, London: Sage.

J. Burrell (2009) “The Field Site as a Network: A Strategy for Locating Ethnographic Research”, *Field Methods*, 21(2): 181-199.

S. Wright & S. Reinhold (2011) “‘Studying through’: A Strategy for Studying Political Transformation. Or Sex, Lies and British Politics” (pp. 86-104), in C. Shore et al (eds) *Policy Worlds: Anthropology and the Analysis of Contemporary Power*, New York: Berghahn.

**Optional:**

R. Rapp (2000) “How Methodology Bleeds into Daily Life” (pp. 1-22) in *Testing Women, Testing the Fetus: The Social Impact of Amniocentesis in America*, New York: Routledge.

U. Hannerz (2010) “Field worries: Studying down, up, sideways, through, backward, forward, early or later, away and at home” in *Anthropology’s World: Life in a Twenty-First-Century Discipline*, London: Pluto Press, pp. 59-86.

**W6 (April 7th): Locating participants for research**

**Assignment 4 is due (5%):** Identify a sampling strategy as well as a recruitment strategy for your research participants. Thinks about how you will negotiate access. Bring to class a page of writing that includes all this information.

K. Luker (2008) “On Sampling, Operationalization, and Generalization” (pp. 99-128) in *Salsa Dancing into the Social Sciences: Research in Age of Info-Glut*, Cambridge: Harvard University Press.

C. Noy (2008) “Sampling Knowledge: The Hermeneutics of Snowball Sampling in Qualitative Research”, *International Journal of Social Research Methodology*, 11(4): 327-344.

A. Gray (2003) “Tying in the Texts” (pp. 127-146) in *Research Practice for Cultural Studies*, London: Sage.

**W7 (April 14th): Locating yourself: ethics & politics of research**

**Assignment 5 is due (5%):** Familiarize yourself with Sabanci University Research Ethics process and examine the ethics committee application form. Prepare and bring to class a consent form you will provide your research participants with.

R. Horwitz (1993) “Just Stories of Ethnographic Authority” (pp. 31-43), in C. B. Brettell (ed.) *When They Read What We Write: The Politics of Ethnography,* Westport, CT: Bergin and Garvey*.*

S. Joseph (1996) “Relationality and Ethnographic Subjectivity: Key Informants and the Construction of Personhood in Fieldwork” (pp.107-121) in D. Wolf (ed.) *Feminist Dilemmas in Fieldwork,* London: Routledge.

L.E. Lassiter (2001) “From ‘Reading Over the Shoulders of Natives’ to ‘Reading Alongside Natives’, Literally: Toward a Collaborative and Reciprocal Ethnography”, *Journal of Anthropological Research*, 57 (2): 137-49.

L.T. Smith (2012) “Responding to the Imperatives of an Indigenous Agenda: A Case Study of Maori” (pp. 165-184) in *Decolonizing Methodology: Research and Indigenous Peoples*, New York: Zed.

**W8 (April 21st): Participant observation**

**Assignment 6 is due (5%):** Please discuss in writing: (i) whether you will be an insider, outsider or a halfie (half insider, half outsider) in your research site, and the advantages as well as disadvantages this will lead to, (ii) how much previous information you have on the site and how this may color your view.

M. Crang & I. Cook (2007) “Participant Observation” in *Doing Ethnographies*, London: Sage, pp. 37-59.

T. Boellstorff et al. (2012) “Participant Observation in Virtual Worlds” (pp. 65-91) in *Ethnography and Virtual Worlds: A Handbook of Method*. Princeton: Princeton University Press.

V. Colic-Peisker (2004) “Doing ethnography in one’s own ethnic community” (pp. 82-94) in L. Hume & J. Mulcock (eds.) *Anthropologists in the Field: Cases in Participant Observation*, NY: Columbia University Press.

**W9 (April 28th): Writing fieldnotes**

R. Emerson et al (2011) *Writing Ethnographic Fieldnotes*. Chicago: University of Chicago Press. (Chapters 2 & 3)

P. Reynolds (2019) *The Uncaring, Intricate World: A Field Diary, Zambezi Valley, 1984-1985*. Duke University Press. (selections)

A. Causey (2016) “Introduction” (pp.1-24) in *Drawn to See: Drawing as an Ethnographic Method*. Toronto: University of Toronto Press.

H. Andrews (2012) “Mapping My Way: Map-making and Analysis in Participant Observation” in Roberts, L. (eds) *Mapping Cultures. London:* Palgrave Macmillan. https://doi.org/10.1057/9781137025050\_12

**Spring Break - Engage in participant observation at two different times** (each no less than an hour) **in your selected field site and write up fieldnotes** (minimum 4 double-spaced pages)**.**

**W10 (May 12th): Interviewing**

**Assignment 7 is due (5%):** Bring a set of interview questions to workshop.

J. Mason (2002) “Qualitative Interviewing” (pp. 62-83) in *Qualitative Researching*, London: Sage.

J. P. Spradley (1979) “Interviewing an Informant” (pp. 55-68) in *The Ethnographic Interview*, New York: Holt, Rinehart and Winston.

S. Carter & C. Bolden (2012) “Culture work in the research interview” (pp. 255-268) in  *Handbook of interview research: The complexity of the craft*. London: Sage.

P. Atkinson & A. Coffey (2003) “Revisiting the relationship between participant observation and interviewing” in J.F. Gubrium & J.A. Holstein (eds.) *Postmodern Interviewing*, London: Sage, pp.109-122.

**No class on May 19th – National Holiday. Please conduct your first interview this week.**

**W11 (May 26th): Data analysis**

**Assignment 8 is due (5%):** Bring your fieldnotes to class. In class, you will look for themes in them.

R. Emerson et al (2011) *Writing Ethnographic Fieldnotes*. Chicago: University of Chicago Press. [Chapters 5 & 6]

D. Silverman (2017) “How was it for you? The Interview Society and the irresistible rise of the (poorly analyzed) interview”, *Qualitative Research*, 17(2): 144-158.

K. Charmaz & L. Liska Belgrave (2012) “Qualitative Interviewing and Grounded Theory Analysis” (pp. 347-366) in J.F. Gubrium et al (eds) *Handbook of Interview Research: The Complexity of the Craft*, London: Sage.

C. Kohler Riessman (2012) “Analysis of Personal Narratives” (pp. 367-380) in J.F. Gubrium et al (eds) *Handbook of Interview Research: The Complexity of the Craft*, London: Sage.

**W12 (June 2nd): Writing up: Making arguments**

**Assignment 9 is due (5%):** Come to class ready to discuss how your interview went (don’t forget to take fieldnotes after each interview!). Also bring to class your transcribed interview – in class you will work on coding it.

W. Booth et al. (2016) “Making Good Arguments: An Overview” in *The Craft of Research*, Chicago: University of Chicago Press, pp.110-121.

H. S. Becker (1998) “Concepts” in *Tricks of the Trade: How to Think about Your Research While You’re Doing it*, Chicago: the University of Chicago Press, pp. 109-145.

E.H. Young & R. Lee (1996) “Fieldworker feelings as data: 'emotion work' and 'feeling rules' in first person accounts of sociological fieldwork” (pp. 97–113) in V. James and J. Gabe (eds) *Health and the Sociology of Emotions*. London: Blackwell.

**W13 (June 9th): Writing up: Degrees of storytelling?**

**Assignment 10 is due (5%):** Carole McGranahan says: “When I sat down to write my dissertation and faced the question of where to start, my advisor Ann Laura Stoler gave me a piece of advice I now share with my graduate students: start with a story you know must be in there, one that can’t be left out.”

*[Find her entire piece here: https://savageminds.org/2015/10/19/anthropology-as-theoretical-storytelling/]*

In class you will work on writing the story that you know can’t be left out of your mini ethnography.

M. Wolf (1992) *A Thrice Told Tale: Feminism, Post-modernism and Ethnographic Responsibility*. Stanford: SUP. (please read pp. 15-60, skim over pp. 61-83 but read pp.84-92, also read 93-126)