ETHNOGRAPHY: theory and practice

(SCAN08005)
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Students must become familiar with course regulations applicable to first and second-year courses in the School of Social and Political Science as a whole. Thus this document should be read in conjunction with the general information concerning on teaching and learning available on the School of Social and Political Science website (http://www.sps.ed.ac.uk/undergrad/current_students/teaching_and_learning) which provides common information and procedures for students in first and/or second year courses throughout the School, including detailed information on assessment of coursework, criteria for grading coursework, plagiarism, study skills, penalties for late essays, course evaluation, etc.
# TABLE OF CONTENTS

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduction</td>
<td>3</td>
</tr>
<tr>
<td>Course Overview</td>
<td>4</td>
</tr>
<tr>
<td>Assessment Overview</td>
<td>4</td>
</tr>
<tr>
<td>Teaching</td>
<td>5</td>
</tr>
<tr>
<td>Lectures</td>
<td>5</td>
</tr>
<tr>
<td>Tutorials</td>
<td>9</td>
</tr>
<tr>
<td>Assessment</td>
<td>14</td>
</tr>
<tr>
<td>Book Review</td>
<td>14</td>
</tr>
<tr>
<td>Fieldnotes</td>
<td>17</td>
</tr>
<tr>
<td>Interview Transcript</td>
<td>18</td>
</tr>
<tr>
<td>Final Project Report</td>
<td>19</td>
</tr>
<tr>
<td>Peer Assessment</td>
<td>20</td>
</tr>
<tr>
<td>Ethics</td>
<td>21</td>
</tr>
<tr>
<td>Reading</td>
<td>22</td>
</tr>
<tr>
<td>Referencing and bibliography</td>
<td>24</td>
</tr>
<tr>
<td>Plagiarism</td>
<td>26</td>
</tr>
<tr>
<td>Word count penalties</td>
<td>26</td>
</tr>
<tr>
<td>Lateness and extensions</td>
<td>27</td>
</tr>
<tr>
<td>How to submit Your coursework on ELMA</td>
<td>27</td>
</tr>
<tr>
<td>How to sign up for tutorials</td>
<td>28</td>
</tr>
<tr>
<td>Publishing your study?</td>
<td>29</td>
</tr>
</tbody>
</table>
INTRODUCTION

Welcome to *Ethnography: Theory and Practice*. This is a course which combines a number of experiments in teaching and learning. It introduces students to the method of social research known as ethnographic fieldwork or ethnography. Although most often associated with anthropologists working in distant corners of the world, ethnography is a method increasingly employed by researchers across the social sciences, with interests that range from traditional religious practices to the use of modern high-technology products. It builds on one of the most successful and long-running components of our teaching - the Space Project, a group research project which ran for many years as part of Social Anthropology 2. The course is different from other courses in the School in several ways: it makes less use of lectures, with the key work all happening in small groups based in weekly tutorial sessions; it has no final exam, but demands more from students in terms of regular writing and engagement in practical project work; and it involves students in their own assessment, and in the assessment of other students’ work.

This course introduces undergraduate students to the theory and practice of ethnographic fieldwork. At the heart of this course is a collaborative project in which students will learn about qualitative methods by putting them to the test in practical group work. The course is open to all second year undergraduates within the School of Social and Political Science.

Aims

This course aims to familiarize students with the history, theory and practice of ethnography as a method of social science research. Through collaborative practical work, students will gain an understanding of ethnographic research methods and working in research teams. The continual assessment of written field notes and research reports will improve the writing competence of undergraduate students and make them aware of different writing styles.

Learning Outcomes

By the end of the course, students will have a thorough understanding of ethnography as a qualitative method, both practically and theoretically. They will have engaged in a collaborative research project, learned how to work in research teams, and have gained an understanding of the practice of ethnographic fieldwork and its methodology. Through the writing of field notes, interview transcripts, research reports and an ethnographic essay, students will exercise and improve their writing skills.
## COURSE OVERVIEW

<table>
<thead>
<tr>
<th>Week</th>
<th>Tutorials</th>
<th>Lectures</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1 (wc 11/1/16)</td>
<td>The space project: ethics and ethnography.</td>
<td>Anthropology and fieldwork (JH)</td>
</tr>
<tr>
<td>Week 2 (wc 18/1/16)</td>
<td>Participating and observing.</td>
<td>Participant observation (JH)</td>
</tr>
<tr>
<td>Week 3 (wc 25/1/16)</td>
<td>Reporting back: observations and field notes</td>
<td>Writing fieldnotes (JH)</td>
</tr>
<tr>
<td>Week 4 (wc 1/2/16)</td>
<td>Interviews and talking to others</td>
<td>Asking questions (TB)</td>
</tr>
<tr>
<td>Week 5 (wc 8/2/16)</td>
<td>Reporting back: observations and field notes</td>
<td>Using your senses (JH)</td>
</tr>
<tr>
<td>Week 6 (wc 22/2/16)</td>
<td>Analysing fieldwork data and finding themes</td>
<td>Taking pictures (JH)</td>
</tr>
<tr>
<td>Week 7 (wc 29/2/16)</td>
<td>Exploring relevant literature</td>
<td>When fieldwork goes wrong (KR &amp; SB)</td>
</tr>
<tr>
<td>Week 8 (wc 7/3/16)</td>
<td>Writing-up your projects – conversations and queries</td>
<td>Theorising space and place (JH)</td>
</tr>
<tr>
<td>Week 9 (wc 14/3/16)</td>
<td>Project presentations</td>
<td>Writing about others (JH)</td>
</tr>
<tr>
<td>Week 10 (wc 21/3/16)</td>
<td>No Tutorial</td>
<td>No lecture</td>
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<tr>
<td>Week 11 (wc 28/3/16)</td>
<td>De-brief, course evaluation and celebration</td>
<td>No Lecture</td>
</tr>
</tbody>
</table>

### Assessment at a glance (see pages 14-21 for more information)

<table>
<thead>
<tr>
<th>Assessment</th>
<th>Assessment weighting</th>
<th>Submission Date (all course work is due at 12 noon on the date of submission)</th>
<th>Return of Feedback date (all feedback provided by 17.00 on the date below)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ethnographic Fieldnotes</td>
<td>15%</td>
<td>Tuesday, February 2&lt;sup&gt;nd&lt;/sup&gt;</td>
<td>Friday, February 12&lt;sup&gt;th&lt;/sup&gt;</td>
</tr>
<tr>
<td>Interview Transcripts</td>
<td>15%</td>
<td>Tuesday, February 23&lt;sup&gt;rd&lt;/sup&gt;</td>
<td>Friday, March 4&lt;sup&gt;th&lt;/sup&gt;</td>
</tr>
<tr>
<td>Critical Book reviews</td>
<td>20%</td>
<td>Tuesday, March 8&lt;sup&gt;th&lt;/sup&gt;, 2016</td>
<td>Tuesday, March 22&lt;sup&gt;nd&lt;/sup&gt;</td>
</tr>
<tr>
<td>Final Project Report</td>
<td>45%</td>
<td>Thursday, March 24&lt;sup&gt;th&lt;/sup&gt;, 2016</td>
<td>Thursday, April 14&lt;sup&gt;th&lt;/sup&gt;</td>
</tr>
<tr>
<td>Peer Review of Project Report</td>
<td>5%</td>
<td>Thursday, March 24&lt;sup&gt;th&lt;/sup&gt; 2016</td>
<td></td>
</tr>
</tbody>
</table>
TEACHING

This course will consist of lectures on the history and theory of ethnography and tutorials in which the practice of ethnographic methods will be prepared and evaluated. Practical ethnographic fieldwork is undertaken by the undergraduate research teams during the second half of the course. The course will be delivered by dedicated lecturers and tutors who will closely accompany the practical work undertaken by the students. The tutors’ engagement with the undergraduate research teams will be the key for the transfer of methodological skills.

Because of the importance of the tutorials it is essential that you attend every tutorial. If you cannot attend (e.g. because of illness) please contact your tutor before the tutorial in question.

Format

This course will run over ten weeks and consist of a one hour lecture and a two hour tutorial per week. The lectures will stress the history and theory of ethnography. The tutorials will facilitate the practical research work.

PLEASE NOTE: unlike most other course the tutorials for this course start in week one. Tutorial signup will be available from 16.00 on the 5th of January, please sign-up and attend your tutorial in week one (see page 28).

LECTURES

The lectures take place Tuesdays, 15:10 – 16:00
Appleton Tower, Lecture Theatre One

Week 1 – 12 January – Doing fieldwork in anthropology (John Harries)

An introduction to ethnographic fieldwork, the distinctive method of anthropological research providing a brief overview of its history and arguing it to be a peculiar mode of enquiry that emphasizes a naturalistic approach to understanding others and an inductive approach to theory-building.

Readings:


**Week 2 – 19 January – Participant observation (John Harries)**

An introduction to “participant-observation” as the key, perhaps defining, method of ethnographic fieldwork. We will consider the question of whether participant observation is simply a form of “deep hanging out” emphasizing that which makes “deep” and therefore different from more everyday processes of hanging out.

**Readings:**


**Week 3 – 26 January – Writing fieldnotes (John Harries)**

The first of two lectures on writing. This one concentrates on what you write in the field - fieldnotes - the different forms they can take, and the things you can do with them.

**Readings:**


**Week 4 – 2 February – Asking questions (Tom Bolyston)**

In this lecture we will do and talk about interviews. Some handy tips about organizing and doing interviews will be provided but, more conceptually, we will also consider the sometimes problematic place of interviews in ethnographic research.

**Readings:**


**Week 5 – 9 February – Using your senses (John Harries)**

With special emphasis on smell, this lecture on sensory ethnography aims to discuss the role senses other than sight can play in ethnography, both in terms of methodology, and in providing us with substantive themes for empirical investigation and critical analysis.

**Readings:**


**Week 6 – 23 February - Taking pictures (John Harries)**

We don’t only write of other space and places in our ethnographies, we also enfold visions of the ways other people constitute space and place into our accounts. This lecture will focus on the role of visual techniques - film, photography and drawn-line - in representing ethnographic understandings of everyday life and actively participating in forms of place making.

**Readings:**


http://www.qualitative-research.net/index.php/fqs/article/view/1166/2581


**Week 7 – 1 March – When fieldwork goes wrong (Koreen Reece & Sebastien Bachelet)**

Ethnographic research does not always go smoothly. In this lecture we will consider what we can learn from mistakes, and what we can do when all does not go according to plan. We will also explore what surprises, serendipity and failure bring to the practice of ethnography.

**Readings:**

Week 8 – 8 March – Theorising space and place (John Harries)

By now you will beginning to move away from simply doing research about space and place to thinking about how one may understand spaces and places theoretically and how this theoretical understanding may inform and enhance how you may understand what is going on in the spaces and places you have been researching. This lecture will introduce you to some key theoretical inspirations.

Readings:


Week 9 – 15 March – Writing about others (John Harries)

This final lecture is also the second lecture on writing ethnography, this time concentrating on the ‘finished product’, the ethnographic report you will be submitting at the end of week 10. We will consider how we may write of others “anthropologically” and the kinds of argument that have sprung up since the 1980s on the desirability of experimenting with the literary form of ethnography.

Readings:


Pollard, A. 2009. Field of Screams: Difficulty and Ethnographic Fieldwork. Anthropology Matters 11 (2). Accessible online at: http://www.anthropologymatters.com/index.php/anth_matters/article/view/10 (See also responses to Amy Pollard in the same online issue)


**TUTORIALS**

Tutorials start in week one so you will sign-up online for tutorials before the beginning of the semester. Online tutorial signup will be available from 16.00, Tuesday 5th of January (see page 28). You are expected to come to tutorials having read, and prepared to discuss the readings indicated for the lectures as well as your research projects.

**Tasks for week 1:**

- Read the course guide.
- Begin to think (very provisionally) about spaces in Edinburgh that you think might be ethnographically interesting.

**Week 1 (beginning 11/1/16) – Thinking about projects and spaces**

*Introductions:*

- Explanation of the project.
- Explanation of the book review component.


*Discussion:*

- Brainstorming on possible project sites and topics.
- Choose groups of three, exchange contact details and make arrangements to meet outside the tutorial.
- Advice on choosing an ethnography to review and hints on what to look out for when reading ethnographies.

*Tasks for week 2:*

- Find a field site and carry out a preliminary observation.
- Write a very short (no more than 250 word) “proposal” in which you state what “space” you wish to research, and how you are planning to go about doing this research. There should be only one proposal per research group. Please make sure that both your specific research group and tutorial date and time are clearly stated on this proposal. Please email a copy of this proposal to your tutor and cc in the course convenor (j.harries@ed.ac.uk) BEFORE
your tutorial in week 2. Also bring a paper copy to the tutorial. Please put the day and time of your tutorial group in the “subject” of the email.

Week 2 (beginning 18/1/16) – Encounters, ethics and ethnography

Discussion:
• Ethical issues (thinking about “Ire in Ireland)
• Entering the field, problems and possibilities.
• Research strategies, or how best to gather information.
• Establishing relationships and rapport.
• Formulating a research plan and timetable.


Tasks for week 3:
• Complete the online ethical review form (see pages 24-25). Only one form needs to be completed per project. Please have this completed by 17.00 Friday 22/1/16 at the latest.
• Pick an ethnographic monograph for review and begin reading.

Week 3 (beginning 25/1/16) - Reporting back: observation and field notes

Discussion:
• Reporting back on your chosen spaces and topics.
• Are there any practical issues or problems? Do you need to change your space or topic?
• Observing, participating and talking to people.
• Field journals: taking notes and typing up.


Tasks for week 4:
• Continue participant observation in/at your chosen space and write field notes.
• Work towards organising an interview.
• Continue reading your chosen ethnographic monograph.
• Make sure you will have your fieldnotes ready to upload onto ELMA and the wiki by 12 noon Tuesday, 2nd of Feb.
Week 4 (beginning 1/2/16) - Interviews and talking to others

Discussion:
- Talking to others: interview tactics, questions, style and taking notes.
- What are the politics of interviewing research participants? And of transcribing your interviews
- Reporting back on fieldwork and field sites.
- What have you found? How is it all going?

Tasks for week 5:
- Continue with research at your chosen fieldsite/s.

Week 5 (beginning 8/2/16) - ‘The plot thickens’: observation and fieldnotes 2

Discussion:
- How have your ideas about your chosen site changed in the past couple of weeks?
- What kind of questions has your research thrown up so far about a) your fieldsite and b) ‘the ethnographic method’?

Tasks for week 6:
- Prepare for next week’s tutorial by thinking about which themes you can identify in your data. You will get guidance with this at the tutorial, so don’t worry if you are finding it difficult.
- Make sure you have you’ll have your interview ready to upload onto ELMA by 12 noon, Tuesday 23rd of Feb.

Week 6 (beginning 22/2/16) - Analysing your fieldwork data and identifying themes

Discussion:
- What have you discovered? How do people use and talk about your chosen space?
- Which theme/s seems most helpful for your project?
- What additional data will you need to develop that theme?
- Making the transition from field notes to full text.
- Allocate outstanding tasks and readings to members of the group.

Activity:
- Using the library and online research resources.
Tasks for week 7:


Week 7 (beginning 29/2/16) - Linking your findings to relevant existing literature

Discussion

- How to find points of contrast and comparison between the themes in your own data and those found in existing social science literature.


Tasks for week 8:

- Prepare book review for submission by 12 noon, Tuesday 8th of March. Upload your review to ELMA.
- Complete final fieldwork tasks.
- Allocate tasks for completing the final written report.
- Write up the final project report.
- Prepare a short project presentation for the tutorial in week 9.

Week 8 (beginning 7/3/16) - Writing-up your projects – conversations and queries

- This tutorial will be take the form of a drop in session to discuss any final questions, issues and queries relating to the writing-up of the project report and how best to transform your ethnographic research into a written work.

Tasks for week 9:

- Begin writing-up final project report.
- Prepare a short group presentation on your project for the next tutorial.

Week 9 (beginning 14/3/16) - Project presentations

Discussion:

- Short group presentations about each space project and the process of doing fieldwork.
- Criteria and guidance for peer review of final projects.

Tasks for week 10:

- Complete final project report and upload it to ELMA by 12 noon, Thursday 24th of March.
Week 10 (beginning 21/03/16) - No tutorial

Week 11 (beginning 28/3/16) - Project and course review

**Discussion:**

- Review of the course, thinking about what you have learned about the ethnographic method.
- Discussion: next steps – publication (see page 29), applied anthropology.

Scent Map by Kate McLean, see: [http://blogs.ucl.ac.uk/european-breton-lai/tag/kate-mclean/](http://blogs.ucl.ac.uk/european-breton-lai/tag/kate-mclean/)
ASSESSMENT

This course will be assessed in two parts:

1) A short essay taking the form of a critical book review of the field methods used in one particular monograph selected by you (20%).

2) A collaborative ethnographic research project that you will undertake in teams (80%).

The marks for the collaborative research project are calculated from four components:

1. individual writing assignment a: fieldnotes sample (15% of total course grade)
2. Individual writing assignment b: interview transcript (15% of total course grade).
3. a collaborative final project report (45% of total course grade).
4. peer assessment of the final project report (5% of total course grade).

Please refer to the School Website for important information about late coursework, penalties for exceeding the word length etc:
http://www.sps.ed.ac.uk/undergrad/on_course_students/assessment_and_regulations/coursework_requirements/coursework_requirements_years_1_and_2

Book Review

For this assignment you will write a 1,500 word critical book review of the field methods used in one particular monograph selected by you. You should upload this report onto ELMA (see page 27).

Deadline – 12 noon, Tuesday, 8th of March

In assessing the book review you submit, we will look for evidence of:

- A brief summary of what your ethnography is about.
- The extent to which you pick out and analyse the field methods used in your ethnography.
- The extent to which you discuss the degree of reflexivity shown by the ethnographer.

Tips

When reading and writing about FIELD METHODS you might find it useful to think about:

- What field methods does the ethnographer use?
- Does the ethnographer provide a description of her/his field methods? For example: use of participant observation, interviews etc.
- Where does the ethnographer discuss their field methods - at the beginning of the monograph, at the end, throughout the text?
- What kinds of issues, advantages or disadvantages does the ethnographer have to deal with as a result of the particular field methods used?
- Does the ethnographer discuss any ethical dilemmas arising from her/his chosen methods?
- How do the field methods used affect the conclusions the ethnographer draws? Can you give an example? Could the ethnographer have used other methods?

When reading and writing about REFLEXIVITY you might find it useful to think about:
- Does the ethnographer provide an account of her/his fieldwork?
  For example: arriving in the field, first meetings with informants, initial impressions, or difficulties in establishing contacts and rapport?
- Does the ethnographer reflect on her/his own positioning in the field?
- Does the ethnographer discuss how her/his own positioning and presence in the field influences the field experience and materials he/she acquires?
- What kinds of personal experiences and emotions, assumptions and perceptions does the ethnographer tell the reader?
- Does the ethnographer discuss his/her own relationships with informants?
- How aware is the ethnographer about the effect he/she has on the research, on the selection of topics and people to be studied, on the experience of fieldwork and the process of writing?

A list of marking descriptors for undergraduate coursework in SSPS can be found at: http://www.sps.ed.ac.uk/undergrad/year_1_2/assessment_and_regs/marking_descriptors

**Recommended Ethnographies for the Book Review:**

If there is a book that is not in this list that you would like to review, you must confirm your choice with your tutor during the tutorial.


Fieldnotes

For this assignment you will upload onto the ELMA (see page 27) a 750 - 1,000 word sample of your fieldnotes from your observations in week 3. You may add an Appendix with the remaining fieldnotes to set the context if you feel this is necessary, but this will not be marked.

Deadline 12 noon, Tuesday, 2nd of February

Marking Descriptors For Fieldnotes

A (70-100%) A sharply-focused sample which maintains a high level of detail, depth of observation and reflexivity throughout. Events and experiences should be described in detail. It might also include other materials such as diagrams or photographs.

B (60-69%) A very good sample that shows qualities beyond the merely routine or acceptable. What the writer did, observations, events and experiences should be described fully. The sample should show some attempt to be reflexive – reflecting on the writer’s own positioning and experience in the field. Writing should be coherent and well presented.

C (50-59%) A satisfactory sample with elements of the routine and predictable. There should be evidence of a basic understanding of the task in question. It should provide some more detailed description, observation and reflexivity beyond basic/vital information - if rather shallow or under-developed. The quality of expression and writing should be acceptable.

D (40-49%) A passable sample which shows an understanding of the task and contains the basic/vital information and observations (who, what, where, when etc.). The general impression may be of a
rather poor effort, with weaknesses in conception or execution. It might also be the right mark for a short piece of work that at least contains basic information.

E (0-39%) A sample with evident weaknesses in understanding. It might not contain basic or adequate information and observations. It might also be a very short and fragmentary sample with merit in what is presented but containing serious gaps.

**Interview Transcript**

For this assignment you will upload onto ELMA (see page 27) a 600 - 750 word sample of your interview transcript from week 5. This should be accompanied by a 400 - 500 word reflection on the interview process (see marking descriptors). You may add an Appendix with the entire transcript to set the context if you feel this is necessary, but this will not be marked.

**Deadline 12 noon, Tuesday, 23rd of February**

**Marking Descriptors for Interview Transcripts**

A (70-100%) A sharply-focused transcript which maintains a high level of detail and direct quotes or paraphrasing throughout. The transcript should also show some attempt to be reflexive – reflecting on the interviewer’s own positioning during the interview. Do they reflect on context, rapport and experience? It might also include a reflection on how the style of interview (structured/unstructured) affected the interview process and success.

B (60-69%) A very good sample that shows qualities beyond the merely routine or acceptable. Conversation, topics, questions should be described more fully. The transcript should discuss the choice of interview style and show some attempt to be descriptive – describing the interview context. It should also contain a good attempt to quote directly or paraphrase from the interview. Writing should be coherent and well presented.

C (50-59%) A satisfactory transcript with elements of the routine and predictable. There should be evidence of a basic understanding of the task in question. It should provide some more detailed information, discuss the choice of interview style and show the ability to converse and draw information from the interviewee beyond the basic/vital information - if rather shallow or under-developed. The quality of expression and writing should be acceptable.

D (40-49%) A passable transcript which shows an understanding of the task and contains the basic/vital information (who, where, when, topic, questions etc). The general impression may be of a rather poor effort, with weaknesses in conception or execution. It might also be the right mark for a short transcript that at least contains the basic information.

E (0-39%) A transcript with evident weaknesses in understanding. It might not contain basic or adequate information and dialogue. It might also be a very short and fragmentary sample with merit in what is presented but containing serious gaps.
Final Project Report

You will write a joint final project report with your group, and upload onto ELMA (see page 27). It should be between 3000 and 4000 words.

Deadline, 12 noon, Thursday 24th of March

In assessing the final research report you submit, we will be looking for evidence of:

**TOPIC:**
- An original and practical research space and topic.

**CONTENT:**
- Quality field research and data – observation, participation, interviews, rapport etc.
- Recording and writing up of field notes.

**ANALYSIS:**
- The extent to which you analyse your data and pick out themes in order to go beyond plain description.

**COMPARISON:**
- Successful comparison with the literature including course readings and texts collected by yourself to do with your particular space and topic.

**PRESENTATION:**
- Clarity and organisation of writing and argument; use of diagrams and plans; references and bibliography.

Traffic Noise Map for the Scottish Government, 2008, see:
http://webarchive.nationalarchives.gov.uk/20060925010043/ordnancesurvey.co.uk/oswebsite/media/news/2008/may/noisemaps.html
Peer Assessment

A considerable emphasis is placed on peer assessment in this course. We shall mark the final report out of 100, and return copies of our comments to each student involved. However, we wish a component of this mark to reflect individual contributions to the overall effort.

On the front page of your final report, please put the exam numbers of all the students involved, your tutor’s name and your marks out of five for each student based on their contribution to the group effort.

<table>
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<tr>
<th>Contribution to Group Effort</th>
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<tbody>
<tr>
<td>None</td>
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<tr>
<td>0</td>
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Example:

H. Potter 3
R. Weasley 1
H. Granger 5

Suggested Criteria for Your Allocation of Marks

Think about these categories of activity:

- RESPONSIBILITY: attending meetings on time, or at all, keeping to agreements
- DOING: putting in time, “legwork”, conducting interviews, reading article suggested and/or researching other sources, note taking and keeping, checking and editing
- ATTITUDE: listening and responding to others in the group, cooperating with and supporting others, doing your fair share of the work, not too much messing around…
- COMMUNICATION: interpreting the reading and your fieldwork, contributing ideas, clarifying and articulating group impressions, care with language…
- PLANNING: initiating things, strategic thinking, organization, raising ethical or practical issues

Also, you might wish to consider contributions to different aspects of the work, for example:

- preparing for group meetings and tutorials, pulling weight in meetings, contributing in tutorials, participating in fieldwork sessions, responsibility for writing up.
ETHICS

You are undertaking a social research projects and these projects must be guided by and mindful of ethical considerations. To this end your group will be requested to complete the (new) online ethics review form prior to your tutorial in week 3 (wc 25/1/16). You will find a link to a copy of this form and some advice about the School of Social and Political Science ethics procedures here:

http://www.sps.ed.ac.uk/research/ethics

You will note that the form consists of a number of YES/NO questions. Think about your answer and answer honestly. The main thing is to be reasonable and proportional. In theory any activity and research process has the potential to cause harm and distress (to yourself and/or others). The reality is that with most potential research projects and processes (for example visiting the zoo) the risk of causing harm and distress is very slight, and so you would answer NO to all questions. In some cases, however, the risk of causing harm and distress is considerably greater (for example observing people taking exams, where you may actually cause upset and distraction and effect exam performance). In these cases you should answer YES as appropriate. If you answer YES, however, this would require a level 2 ethics application. Given that this is not possible in the context of this course, a YES answer would require that your group rethink their proposed research idea and strategy.

Your group’s level 1 ethics application will be reviewed by your tutor in collaboration with the senior tutor and/or course convener. NOTE: your research CANNOT proceed unless your group have completed and submitted this form.

When in doubt ask your tutor and/or the course convener, but as a rough guideline be mindful of the following mostly negative prescriptions:

- Do not propose research that will involve peculiarly vulnerable people who may not be in situation to give free and informed consent.

- Try not propose research that relies overmuch on covert study. Certainly make sure the people you “interview” formally or informally understand that you are a student engaged in a research project. Informed consent can be trickier when it comes to (participant-)observation, but try your best to make people aware of your status as a researcher and the nature of your project. Certainly, any audio-recording or filming should NOT be done covertly.

- If you are engaged in “covert” observation these observations should be confined to people in public, doing things that they would be comfortable being visible and knowable in the public domain. So people waiting for buses is fine. The goings-on in your friend’s flat is, however, something that your group would need permission to research and write about (and you would need this permission from all the residents of the flat).

- Do not propose research that is about children. So the playground in the Meadows is impossible as a “space” for your proposed research. It is possible that children will be part of the social scene your group is studying (like the zoo for example). This is ok, so long as,
again, this is a public space and you are not intruding into more private domains without explicit permission. But, on the whole, your research should not “focus” on children.

- Be careful in proposing research in organizational and institutional settings. Again, if these settings are clearly, openly and unambiguously public then it may be ok for your research to proceed without the knowledge or permission of the institution (so the zoo could be ok, so long as you confine yourself to normal public activities – walking around looking at people looking at animals who are looking back etc.). In many situations, however, it may be inappropriate to proceed without the institution being aware of your presence as a researcher and your group’s research plans and having given permission for you to undertake your research on that basis. This may well be possible, especially if the place is small and the people are easy going (e.g. the local fish and chip shop, Lothian Cat Rescue), so don’t be shy to ask (nicely). Indeed, the “buy in” of the organization often greatly facilitates research. Of course, institutions which deal with more sensitive and potentially private matters both need to be asked and will likely say no. Certainly any research in NHS or social care sites is not possible. Banks will not be keen on you hanging out either.

- Do not put yourself into an unusually perilous situation, or in a situation where your presence as a researcher is potentially highly contentious and obnoxious (and remember you need to, as much as is possible, make explicit your presence as a researcher). So no (heroin) shooting galleries in Glasgow.

That’s it. For more information about ethics and anthropology please refer to ethical guidelines of that Association of Social Anthropologists: http://www.theasa.org/ethics.shtml

READING

Key readings have been assigned to individual lectures and tutorials but you will also need to organize further reading around your projects and the tasks you will need to complete in order to pass the course. The readings in section (a) (About “Ethnography”) give you background on ethnography as a methods and mode of writing, fieldnotes, transcripts etc. The books listed in section (b) (On Space) will get you started with theoretical ideas for analysing your field material. We especially recommend the volume edited by Low & Lawrence-Zuñiga for this.

(a) About “Ethnography”


**(b) On Space and How to Analyse Spaces**


Goffman, E. 1956 *The Presentation of Self in Everyday Life*. Especially chapter 3 'Regions and region behavior'


**REFERENCING AND BIBLIOGRAPHY**

References and bibliography in your essay should follow the author-date system. For example, in the body of an essay:

- Single author’s quotation or idea referred to:  (Smith 1989: 213)
- Two authors, more than one page: (Johnson & Margolin 1990: 245 - 247)
- Several authors: (Kennedy *et al* 1994: 156)
- Citation of another author’s work in a secondary text:  (Baxter 1982 cited in Comaroff 1988: 16)

In your bibliography follow these guidelines:
For a book by one author:


For two authors, a chapter in a book:


For a journal article


Long quotations (more than 4 lines) should be indented with no quotation marks; shorter quotations should be incorporated in the main text with single quotation marks.

Learning Resources for Undergraduates

The Study Development Team at the Institute for Academic Development (IAD) provides resources and workshops aimed at helping all students to enhance their learning skills and develop effective study techniques. Resources and workshops cover a range of topics, such as managing your own learning, reading, note making, essay and report writing, exam preparation and exam techniques.

The study development resources are housed on 'LearnBetter' (undergraduate), part of Learn, the University’s virtual learning environment. Follow the link from the IAD Study Development web page to enrol: www.ed.ac.uk/iad/undergraduates

Workshops are interactive: they will give you the chance to take part in activities, have discussions, exchange strategies, share ideas and ask questions. They are 90 minutes long and held on Wednesday afternoons at 1.30pm or 3.30pm. The schedule is available from the IAD Undergraduate web page (see above).

Workshops are open to all undergraduates but you need to book in advance, using the MyEd booking system. Each workshop opens for booking 2 weeks before the date of the workshop itself. If you book and then cannot attend, please cancel in advance through MyEd so that another student can have your place. (To be fair to all students, anyone who consistently books on workshops and fails to attend may be barred from signing up for future events).

Study Development Advisors are also available for an individual consultation if you have specific questions about your own approach to studying, working more effectively, strategies for improving your learning and your academic work. Please note, however, that Study Development Advisors are not subject specialists so they cannot comment on the content of your work. They also do not check or proof read students' work.

To make an appointment with a Study Development Advisor, email iad.study@ed.ac.uk

(For support with English Language, you should contact the English Language Teaching Centre).
Students with Disabilities

The School welcomes disabled students with disabilities (including those with specific learning difficulties such as dyslexia) and is working to make all its courses as accessible as possible. If you have a disability special needs which means that you may require adjustments to be made to ensure access to lectures, tutorials or exams, or any other aspect of your studies, you can discuss these with your Student Support Officer or Personal Tutor who will advise on the appropriate procedures. You can also contact the Student Disability Service, based on the University of Edinburgh, Third Floor, Main Library, You can find their details as well as information on all of the support they can offer at: http://www.ed.ac.uk/student-disability-service

Plagiarism Guidance for Students

Avoiding Plagiarism: Material you submit for assessment, such as your essays, must be your own work. You can, and should, draw upon published work, ideas from lectures and class discussions, and (if appropriate) even upon discussions with other students, but you must always make clear that you are doing so. Passing off anyone else’s work (including another student’s work or material from the Web or a published author) as your own is plagiarism and will be punished severely. When you upload your work to ELMA you will be asked to check a box to confirm the work is your own. ELMA automatically runs all submissions through ‘Turnitin’, our plagiarism detection software, and compares every essay against a constantly-updated database, which highlights all plagiarised work. Assessed work that contains plagiarised material will be awarded a mark of zero, and serious cases of plagiarism will also be reported to the College Academic Misconduct officer. In either case, the actions taken will be noted permanently on the student’s record. For further details on plagiarism see the Academic Services’ website: http://www.ed.ac.uk/schools-departments/academic-services/students/undergraduate/discipline/plagiarism

Data Protection Guidance for Students

In most circumstances, students are responsible for ensuring that their work with information about living, identifiable individuals complies with the requirements of the Data Protection Act. The document, Personal Data Processed by Students, provides an explanation of why this is the case. It can be found, with advice on data protection compliance and ethical best practice in the handling of information about living, identifiable individuals, on the Records Management section of the University website at: http://www.ed.ac.uk/schools-departments/records-management-section/data-protection/guidance-policies/dpforstudents

Word Count Penalties

With both the “book review” and the “final project report” essays above the stated word limit for the give assignment (e.g. 1500 words for the book review and 4000 words for the final project report will be penalised using the Ordinary level criterion of 1 mark for every 20 words over length: anything between 1501-1520 words will lose one mark, between 1521-1540 two marks, and so on.
However, you should note that shorter essays are unlikely to achieve the required depth and that this will be reflected in your mark.

The word limit does NOT include the cover page and the reference list or bibliography but DOES include all remaining text, including headings, citations embedded in the text, captions for illustrations and footnotes.

You will not be penalised for submitting work below the word limit. However, you should note that shorter essays are unlikely to achieve the required depth and that this will be reflected in your mark.

Please note: “fieldnotes” and the “interview transcript” will not be penalised for excessive word count BUT the marker will only read and evaluate up to the word limit stated in the handbook and any additional material submitted will not be taken into account when evaluating these submissions.

The Operation of Lateness Penalties

Management of deadlines and timely submission of all assessed items (coursework, essays, project reports, etc.) is a vitally important responsibility in your university career. Unexcused lateness will mean your work is subject to penalties and will therefore have an adverse effect on your final grade.

If you miss the submission deadline for any piece of assessed work 5 marks will be deducted for each calendar day that work is late, up to a maximum of five calendar days (25 marks). Work that is submitted more than five days late will not be accepted and will receive a mark of zero. There is no grace period for lateness and penalties begin to apply immediately following the deadline. For example, if the deadline is Tuesday at 12 noon, work submitted on Tuesday at 12.01pm will be marked as one day late, work submitted at 12.01pm on Wednesday will be marked as two days late, and so on.

Extension Policy

If you have good reason for not meeting a coursework deadline, you may request an extension from either your tutor (for extensions of up to five calendar days) or the course organiser (for extensions of six or more calendar days), normally before the deadline. Any requests submitted after the deadline may still be considered by the course organiser if there have been extenuating circumstances. A good reason is illness, or serious personal circumstances, but not pressure of work or poor time management. Your tutor/course organiser must inform the course secretary in writing about the extension, for which supporting evidence may be requested. Work which is submitted late without your tutor’s or course organiser’s permission (or without a medical certificate or other supportive evidence) will be subject to lateness penalties.

ELMA: Submission and return of coursework

Coursework is submitted online using our electronic submission system, ELMA. You will not be required to submit a paper copy of your work.
Marked coursework, grades and feedback will be returned to you via ELMA. You will not receive a paper copy of your marked course work or feedback.

For information, help and advice on submitting coursework and accessing feedback, please see the ELMA wiki at https://www.wiki.ed.ac.uk/display/SPSITWiki/ELMA. Further detailed guidance on the essay deadline and a link to the wiki and submission page will be available on the course Learn page. The wiki is the primary source of information on how to submit your work correctly and provides advice on approved file formats, uploading cover sheets and how to name your files correctly.

When you submit your work electronically, you will be asked to tick a box confirming that your work complies with university regulations on plagiarism. This confirms that the work you have submitted is your own.

Occasionally, there can be technical problems with a submission. We request that you monitor your university student email account in the 24 hours following the deadline for submitting your work. If there are any problems with your submission the course secretary will email you at this stage.

We undertake to return all coursework within 15 working days of submission. This time is needed for marking, moderation, second marking and input of results. If there are any unanticipated delays, it is the course organiser’s responsibility to inform you of the reasons.

All our coursework is assessed anonymously to ensure fairness: to facilitate this process put your Examination number (on your student card), not your name or student number, on your coursework or cover sheet.

**Important Note to Students**

To ensure your course work is submitted successfully, students should aim to upload their submissions at least 1 hour before the deadline.

Students are responsible for ensuring they have sufficient internet access and connection to submit their course work electronically. Technical difficulties and poor internet connection are not acceptable reasons for submitting work late.

You should monitor your university student email account in the 24 hours following the deadline for submitting your work. If there are any problems with your submission the course secretary will email you at this stage.

**Guide to Using LEARN for Online Tutorial Sign-Up**

The following is a guide to using LEARN to sign up for your tutorial. If you have any problems using the LEARN sign-up, contact the course secretary by email Lauren Ayre: Lauren.Ayre@ed.ac.uk.

Tutorial sign up will open on (4/01/2016), after the first lecture has taken place, and will close at 12 noon on the Friday of Week 1 (15/1/2016).
**Step 1 – Accessing LEARN course pages**

Access to LEARN is through the MyEd Portal. You will be given a log-in and password during Freshers’ Week. Once you are logged into MyEd, you should see a tab called ‘Courses’ which will list the active LEARN pages for your courses under ‘myLEARN’.

**Step 2 – Welcome to LEARN**

Once you have clicked on the relevant course from the list, you will see the Course Content page. There will be icons for the different resources available, including one called ‘Tutorial Sign Up’. Please take note of any instructions there.

**Step 3 – Signing up for your tutorial**

Clicking on Tutorial Sign Up will take you to the sign up page where all the available tutorial groups are listed along with the running time and location.

Once you have selected the group you would like to attend, click on the ‘Sign up’ button. A confirmation screen will display.

**IMPORTANT**: If you change your mind after having chosen a tutorial you cannot go back and change it and you will need to email the course secretary. Reassignments once tutorials are full or after the sign-up period has closed will only be made in exceptional circumstances.

Tutorials have restricted numbers and it is important to sign up as soon as possible. The tutorial sign up will only be available until 12 noon on the Friday of Week 1 (15/1/2016) so that everyone is registered to a group ahead of tutorials commencing in Week 2. If you have not yet signed up for a tutorial by this time you will be automatically assigned to a group which you will be expected to attend.

**The Possibility of Publishing Your Study!**

Finally, members of the teaching staff on this course have been working on making it possible for some of the space projects to be published as short academic articles. We have a provisional agreement with *The Unfamiliar*, a peer-reviewed, student-lead Anthropology journal, to have special issue of their journal given over to a collection of writing based upon the “space projects” you have undertaken. Some of these may take the form of a “mini-ethnographies” (2000-3000 words) of “spaces” in Edinburgh. There will also be the option of including some shorter creative-submissions such as personal reflections on doing fieldwork the first time, fieldnote extracts etc.). Be warned this submission will be prepared on a tight timetable, likely involving some work in the summer of 2016, but it may be a wonderful opportunity to get a taste of what is like to publish an academic paper and, indeed, get an academic publication on your record.

For more information on the unfamiliar see: http://journals.ed.ac.uk/unfamiliar/