ANT 345 - Seminar in Field Methods/ANT 750 - Topics in Anthropology
LTS 350 - Latino/a Research Studies Seminar
Lehman Lab for Social Analysis and Public Policy (LLSAPP)- 2021 Summer Ethnographic Methods Fieldschool[1]
Credits: 3
Hours 3 - MTWTH 12:00-2:35PM[2]
Requirement Designation -Regular Liberal Arts
Prerequisite Department Consent Required (Instructor consent)
Instructors: Joseph A. Torres-González (CUNY Graduate Center-Anthropology);
Dr. Alyshia Gálvez (Department of Latin American and Latino/a Studies/CUNY Graduate Center Anthropology); Dr. Stephanie Rupp (Department of Anthropology, Lehman College)
Email: jtorresgonzalez@gradcenter.cuny.edu (main contact)

Office Hours: TBD (Why visit office hours? Click here.)

Summer 2021
4 - week 1: June 7 - July 1

Course description:
Methods of data collection and analysis in cultural anthropology. (Lehman College Catalogue)

The Lehman Lab for Social Analysis and Public Policy (LLSAPP) provides a collaborative research and teaching space where students and faculty conduct joint research concerning urgent public policy issues in the Bronx and broader New York City region, with the goal of producing actionable research that contributes to policy formation and community engagement. Simultaneously, the lab enables students to hone social science research and analytical skills, together with persuasive writing and oral presentations of their findings.

The overarching goal of each Lab course is to explore how the study of people and people's behaviors can be designed to help people and their communities address issues that they face?

In Lab courses, students will design survey instruments, deliver surveys, engage in participant observation and other qualitative methodologies. They will also engage in data analysis, instructed and supervised by professors and researchers who collaborate with the Lab.

Each Lab course is structured to address three pillars of contemporary applied anthropology:

1. Anthropological methods for research and analysis

---

[1] Funded by project grant #80210-47 189 Interdisciplinary Research Grant
[2] See calendar - online instruction, in-person field visits, and asynchronous assignments, readings, audiovisual resources

2. Social policy: understanding how anthropology intersects with policy concerns

3. Communicating results through impactful delivery: writing for public audiences; preparation of policy papers; formulation of research goals and design for funding proposals

In addition to learning and practicing essential skills of social research and analysis, students will produce several kinds of materials through their work in the Lab:

1. Analysis of issues, written for public engagement and education on Lab website, and as part of the Lab's ongoing database of issues, resources, and results;

2. Policy papers of use to local institutions and community partners;

3. Proposals for further research, funding, and community-level engagement.

Each Lab course will focus on a topic of investigation identified by the collaborating professor. The professor will provide a robust syllabus of readings, an intellectual framework for discussion and a robust syllabus of readings that will introduce students to the primary issues, texts, and controversies in the field. In addition, each course will introduce students to basic methods in social research and analysis as they apply to the central topic. Lab sessions will enable professors and students to work collaboratively on designing, undertaking, and analyzing original research to advance the field of understanding concerning the topic under investigation. In some Lab courses, students will contribute directly to the ongoing research efforts of the professor(s).

The 2021 Lab course (ANT345) will be "Social Networks and Dietary Patterns of Food Insecure Immigrant Latino Families in the Bronx." Food insecurity, inconsistent access to enough food to support active healthy lives for all household members at all times or the year, is of particular concern among Latino children in the U.S. Food insecurity is associated with deleterious nutritional patterns. Latino families may cope with food insecurity by tapping into social networks to gain support (e.g., information, food); however, little is known about these networks and how they influence food security and dietary patterns. This course will be taught as an integrated component of a CUNY IRG grant entitled "Social Networks and Dietary Patterns of Food Insecure Immigrant Latino Families" with co-principal investigators Karen Flórez, Alyshia Gálvez and Stephanie Rupp. The course will be co-taught by Joseph A. Torres-González, PhD student in Cultural Anthropology at the Graduate Center/CUNY, and engaged participation by investigators/professors Karen Flórez, Alyshia Gálvez, and Stephanie Rupp.

The study uses ethnographic methods to explore the social networks of Latino families; the food-related resources gained through these conduits that influence food insecurity and dietary behavior; and the ways in which food insecure Latino families make decisions related to food

consumption. The specific aim of the project is to explore how social networks influence at-risk Latino families' food acquisition and consumption. This exploratory study lays the groundwork for our long-term goal, which is to inform the development of interventions to address food insecurity and improve dietary behavior in this population. The results are expected to have a positive impact because social networks are likely to be a moderating factor in the association between food insecurity and dietary patterns among children from Latino families.

Integrating Research, Practice, and Pedagogy in the *long term* goals of the course, the research project, and the Lehman Lab for Social Analysis and Public Policy

Students will use the de-identified interviews collected by the project researchers, and these will be integrated as part of the research methods course. Students will have a hands-on approach (facilitated by the instructors) during this process. They will be trained to use Qualitative Data Analysis Software (e.g. ATLAS.ti) using the de-identified interviews; the students will also learn how to code and identify categories and themes using this data. In addition, the data will serve as an opportunity for students to use current research as a learning tool that is embedded in the *long term* goals of this project. Students' insight regarding the use of the data will be an opportunity for researchers to observe how these practitioners interpret the data that was collected, and how they can identify parallels and differences among the interpretations concluded by the researchers. Finally, the larger project can benefit from the Lehman Lab for Social Analysis and Public Policy Summer Fieldschool by providing students and researchers a space to discuss these findings in a collaborative setting, engaging with the instructor, TA, and faculty liaisons, including reciprocal learning spaces via skills training.

Learning Objectives:

- Students will become familiar with major research methodologies in cultural anthropology
- Students will learn about the development of ethnographic methods in the history of the discipline of anthropology
- Students will practice developing research questions and identifying appropriate qualitative research methods to pursue answers to them
- Students will be trained in and practice various strategies for designing, implementing and practicing ethnographic research
- Students will learn about data coding, management and storage
- Students will become familiar with ethics surrounding research involving human subjects and will be trained and certified in the CITI program for researchers

Grading:

Assignments and grade distribution:

A- Attendance & Class Participation	10%	
B- Fieldnotes 2 entries	30%	
C- Transcription & coding- (1 interview)	30%	
D- Final Reflection	30%	

Topics to be covered & Course Calendar[3]

Week #1: Foundations of Ethnographic Research, Qualitative Research & Ethics
A- Theory and Practice
B- Research Questions
C- Planning the Logistics of Field research
D- Ethics (AAA)

Mo 6/7 - Introduction to the course, objectives, project, and assessment

Tu 6/8 - Reading Discussion: What is Anthropological Fieldwork? What is Ethnography?
Nelson, Katie. 2019. "Chapter 1-Introduction to Anthropology" in *Perspectives: An Open Invitation to Cultural Anthropology*, *2nd Edition*, Edited by Nina Brown, Laura Tubelle de González, and Thomas McIlwraith. Washington DC: American Anthropological Association. Pp. 4-28.

Nelson, Katie. 2019. "Chapter 3-Doing Fieldwork- " in *Perspectives: An Open Invitation to Cultural Anthropology*, *2nd Edition*, Edited by Nina Brown, Laura Tubelle de González, and Thomas McIlwraith. Washington DC: American Anthropological Association. Pp. 45-69.

Cochrane, Logan. 2019. "Chapter 18-Seeing Like an Anthropologist: Anthropology in Practice" in *Perspectives: An Open Invitation to Cultural Anthropology, 2nd Edition*, Edited by Nina Brown, Laura Tubelle de González, and Thomas McIlwraith. Washington DC: American Anthropological Association. Pp. 444-455.

Recommended Readings & Resources:
Sluka, Jeffrey S., Antonious C. G. M. Robben. 2012. "Fieldwork in Cultural Anthropology: An Introduction" in *Ethnographic Fieldwork: An Anthropological Reader, 2nd Edition*, Edited by Antonious C.G.M. Robben and Jeffrey S. Sluka. Malden: Wiley-Blackwell.

---

[3] This syllabus may be adjusted throughout the semester pending time constraints to ensure full understanding of concepts and class material

Digital Resources:
[Research Methods - AAA](#)
[AAA Statement of Ethics - 2012 - Current](#)

W 6/9- Qualitative Research, The Toolkit for the Ethnographic Study of Space (Readings Discussion and Mini-Workshop), and Writing Fieldnotes

Isaacs, Anton N. 2014. "An overview of Qualitative Research Methods in Public Health" *International Journal of Medicine and Public Health,* 4(4): 318-323.

Low, Setha, Troy Simpson, and Suzanne Scheld. 2019. *Toolkit for the Ethnographic Study of Space (TESS),* Public Space Research Group, Center for the Humanities, Graduate Center, CUNY.

Resource: Ethnographic Fieldwork Data Collection Sheet

Recommended Reading:
LeCompte, Margaret Diane and Jean J. Schensul. 2010. "Chapter 4: An Overview of Research Design" in *Designing & Conducting Ethnographic Research: An Introduction,* New York: Altamira Press. Pp. 87-126.

Emerson, Robert M., Rachel I. Fretz, and Linda L. Shaw. 2011. "Chapter 1- Fieldnotes in Ethnographic Research" and "Chapter 2- In The Field: Participating, Observing, and Jotting Notes" in *Writing Ethnographic Fieldnotes, Second Edition.* Chicago: The University of Chicago Press.

Th 6/10 - Field Visit to Near Lehman College, Bronx (Meet [here](#) at 12 PM). Text/call if you're lost or running late: 646-436-3158

Week #2: From theory to practice: Using qualitative Analysis Software Packages, Data Collection Techniques, and Analyzing Data (I)
A- What is Ethnography? A few examples in Food, Economy, Health and Migration
B- Interviews (I)
C- PhotoVoice

Mo 6/14 - Recap - Qualitative Research // Readings Discussion - A few examples in Food, Economy, Health, Migration and PhotoVoice (Round table)

Marte, Lidia. 2011. "Afro-Diasporic Seasonings: Food Routes and Dominican Place- Making in New York City" *Food, Culture, and Society*, 14(2): 181-204.

Gálvez, Alyshia. 2018. "Introduction" in *Eating NAFTA: Trade, Food Policies, and The Destruction of Mexico*. Berkeley: University of California Press. Pp. 1-26

Fuster, Melissa. 2017. "We like Fried Things": Negotiating Health and Taste among Hispanic Caribbean Communities in New York City" *Ecology of Food and Nutrition,* 56(2): 124-138

Lardeau, M.P., G. Healey, and J. Ford. 2011. "The use of Photovoice to document and characterize the food security of users of community food programs in Iqaluit, Nunavut" *Rural and Remote Health*, 11(1680), online journal.

Recommended Readings:

Mintz, Sidney W. and Christine M. DuBois. "The Anthropology of Food and Eating," *Annual Review of Anthropology*, 311(1): 99-119.

Riley, Kathleen C. and Jillian R. Cavanaugh. 2017. "Chapter 10: Food Talk: Studying Foodways and Language in Use Together," in *Food Culture: Anthropology, Linguistics, and Food Studies*. Edited by Janet Chrzan and John Brett. New York: Berghahn

Valera, Pamela, Jill Gallin, Dawn Schuck & Nakisha Davis. 2009. "Trying to Eat Healthy" -A Photovoice Study About Women's Access to Healthy Food in New York City" *Affilia: Journal of Women and Social Work*, 24(3): 300-314.

Roberts, Elizabeth F.S. 2017. 'What Gets Inside: Violent Entanglements and Toxic Boundaries in Mexico City.' *Cultural Anthropology*, 32(4): 592–619.

Fuster, Melissa, Ellen Messer, Robert F. Houser, Hedi Deman, Patricia Palma del Fulladosa and Odilia I. Bermúdez. 2013. "Local Notions of Healthy Eating and National Dietary Guidelines: A Comparison in Vulnerable Salvadoran Communities," *Food and Foodways,* (21): 288-314.

Cooper, C. M., & Yarbrough, S. P. 2010. "Tell me—show me: Using combined focus group and photovoice methods to gain an understanding of health issues in rural Guatemala." *Qualitative Health Research*, 20(5): 644-653.

Valera, Pamela, Jill Gallin, Dawn Schuck & Nakisha Davis. 2009. "Trying to Eat Healthy" -A Photovoice Study About Women's Access to Healthy Food in New York City" *Affilia: Journal of Women and Social Work*, 24(3): 300-314.

Stevenson, E. G., Greene, L. E., Maes, K. C., Ambelu, A., Tesfaye, Y. A., Rheingans, R., & Hadley, C. 2012. "Water insecurity in 3 dimensions: an anthropological perspective on water and women's psychosocial distress in Ethiopia". *Social science & medicine*, *75*(2): 392-400.

Belasco, Warren. 2008. "Convenience: The Global Food Chain," in *Food: The Key Concepts*. New York: Berg. Pp. 55-77.

Tu 6/15 - Collecting Ethnographic Data & Interviews

LeCompte, Margaret Diane and Jean J. Schensul. 2010. "Chapter 6: Collecting Ethnographic Data" in *Designing & Conducting Ethnographic Research: An Introduction,* New York: Altamira Press. Pp. 173-193.

W 6/16 - Using Qualitative Data Analysis Software - ATLAS.ti

AT HOME:

- Read "The Bronx and Queens are Crying out for Help" by Catalina Cruz and Michael Blake, *The New York Times*, June 9, 2020.
- Read "Karen Washington: It's Not a Food Desert, it's Food Apartheid" by Anna Brones,
- in *Guernica*, May 7, 2018.
- Read *NY Food 20/20,* CUNY Urban Food Policy Institute.
- Watch https://atlasti.com/product/what-is-atlas-ti/

IN CLASS:

- Discussion of Food Insecurity in the Bronx
- Introduction to Qualitative Data Analysis
- In class: Download the ATLAS.ti Trial Version (Free) https://atlasti.com/free-trial-version/

Digital Resources:
https://atlasti.com/product/what-is-atlas-ti/
https://atlasti.com/video-tutorials/atlas-ti-9-videos/

Th 6/17 - No Class

Week #3: From theory to practice: Using qualitative Analysis Software Packages, Data Collection Techniques, and Analyzing Data-Coding (II)
A- Creating an interview schedule
B- Transcribing Interviews
C- Coding Interviews

Mo 6/21 - Fieldnotes/Observations Due//Review - Using Data Analysis Software ATLAS.ti & Coding

- Export interviews into ATLAS.ti
- Exploring the software, learning the basics, and practicing with interviews
- Questions, troubleshooting, coding interviews, and images.
- Creating an interview schedule

Additional Resource: Interview Schedule Sample Template (University of Hawaii)

Recommended Reading:
LeCompte, Margaret Diane and Jean J. Schensul. 2013. "Chapter 1: Why Are Analysis and Interpretation necessary?" and "Chapter 3: Tidying Up, Cataloguing, and Creating Data Inventories" in *Analysis and Interpretation of Ethnographic Data: A Mixed Methods Approach,* New York: Altamira Press. Pp. 1-26; 51-64.

Additional Resource: Interview Schedule Sample Template (University of Hawaii)

Tu 6/22 - Analyzing Data: What can we do with this information? - Readings Discussion and Data Analysis/Interpretation

LeCompte, Margaret Diane and Jean J. Schensul. 2013. "Chapter 5: Ways to Begin Analysis" in *Analysis and Interpretation of Ethnographic Data: A Mixed Methods Approach,* New York: Altamira Press. Pp. 79-109.

LeCompte, Margaret Diane and Jean J. Schensul. 2010. "Data Analysis: How Ethnographers Make Sense of Their Data" in *Designing & Conducting Ethnographic Research: An Introduction,* New York: Altamira Press. Pp. 195-226.

W 6/23 - Oral History//Readings Discussion

Thompson, Paul. 2006. "[The Voice of the Past: Oral History](#)" in *The Oral History Reader*, Second Edition, Edited by Robert Perks & Alistair Thomson. New York: Routledge, Pp. 25-31.

Hionidou, Violetta. 2011. "[What do starving people eat? The case of Greece through oral history](#)" *Continuity and Change,* 26(1): 113-134.

Th 6/24 - No Class

Week #4: "Leaving the field", final reflections, and returning to the community
A- Preparation of analysis for the community
B- Engaging participants and communicating results
C- Preparing final reports for the Principal Investigator (PI)
D- Reflections on the fieldwork (fieldschool) experience and wrap-up.
E- Engagement with anthropology as a field of practice - and social change.

M 6/28 - Interview Coding Exercise Due//Integrating Communities & Ethnographic research

Gravlee, C., Szurek, S., & Mitchell, M. 2015. "Integrating Methods Training and Community-Based Participatory Research: The NSF-Supported Ethnographic Fieldschool in Tallahassee, Florida" *Practicing Anthropology,37*(4), 4-8.

Jessee, N., K. Collum, & Gragg, R. 2015. "Community-Based Participatory Research: Challenging "Lone Ethnographer" Anthropology in the Community and the Classroom. *Practicing Anthropology, 37*(4), 9-13.

Tu 6/29- "Native" Ethnographer, Positionality, & Preparing the Final Reflections on Field-school experience

Limón, José. 1991. "Representation, Ethnicity, and the Precursory Ethnography: Notes of a Native Anthropologist" in *Recapturing Anthropology*, Edited by Richard Fox. Santa Fe: School of American Research Press, Pp. 115-136.

Zeb Mughal, Muhammad Aurang. 2015. "Being and becoming native: a methodological enquiry into doing anthropology at home" *Anthropological Notebooks,* 21(1): 121-132.

Recommended Reading:

Borofski, Robert. 2019. "Chapter 19-Public Anthropology" in *Perspectives: An Open Invitation to Cultural Anthropology, 2nd Edition*, Edited by Nina Brown, Laura Tubelle de González, and Thomas McIlwraith. Washington DC: American Anthropological Association. Pp. 456-488.

W 6/30 - Last Day of Class – Presentation with <u>Dr. Karen Florez</u>, Assistant Professor at the CUNY School of Public Health, and PI – "Social Network of Mexican Americans"

Fr 7/2 - Final Reflection Due

College resources and information:

- ACE (http://www.lehman.edu/academics/tutoring-support.php) has writing tutors, online writing support, writing groups, workshops and more! You are already paying for this service out of your tuition and fees. Make sure you use it. And don't leave this until the last minute. ACE support will be much more effective if you make a habit of using their services regularly throughout the semester.
- You are required to sign into your Lehman student email account for course messages—and check it! Blackboard will only allow me to send individual and mass messages to Lehman accounts. If there is an issue, this is the only account to which I can send and if I email the class something, the fact that you didn't know about an assignment or course change because you don't use your Lehman account will never be accepted for not knowing the information. For Information Technology: http://www.lehman.edu/itr/
- Academic integrity: Academic dishonesty is prohibited in The City University of New York. Penalties for academic dishonesty include academic sanctions, such as failing or otherwise reduced grades, and/or disciplinary sanctions, including suspension or expulsion. All violations are reported to the Department and college's Academic Integrity Officer. For detailed information on definitions and examples of Academic Dishonesty, including Cheating, Plagiarism, Obtaining Unfair Advantage and Falsification of Records and Documents, please refer to the student handbook or visit: http://lehman.smartcatalogiq.com/en/2017-2019/Undergraduate-Bulletin/Academic-Services-and-Policies/Academic-Integrity
- Lehman College Counseling Center Old Gym Building, Room 114, Tel: 718-960-8761, E-mail: counseling.center@lehman.cuny.edu.
- Accommodating Disabilities: Lehman College is committed to providing access to all programs and curricula to all students. Students with disabilities who may need classroom accommodations are encouraged to register with the Office of Student Disability Services. For more information, please contact the Office of Student Disability Services, Shuster Hall, Room 238, phone number, 718-960-8441.