**Syllabus of an educational component of a degree programme**

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| Name of unit conducting a component | ***Doctoral School of Social Sciences*** |
| Name of an educational component | ETHNOGRAPHY AS METHOD IN SOCIAL SCIENCE |
| Language of education | English |
| Goals of education | The goal of the course is to acquaint participants with the purpose, techniques, ethical requirements and theoretical relevance of ethnographic field research and ethnographic rapports. The role of ethnography in hypothesis building and case exploration in Social Science will be presented with the help of examples drawn from sociology, social anthropology, and organization studies. |
| Learning outcomes of an educational component | Student knows and understands how various types of ethnographic research designs are prepared.  Student knows and understands how ethnographers conduct participant observation and make notes while in the field.  Student knows and understands how situational analysis is conducted.  Student knows and understands how to conduct ethnographic interviews.  Student knows and understands how to draw valid inferences from the ethnographic evidence.  Student knows and understands what are ethical requirements and concerns as research is conducted and as research results are written up and published.  Student knows and understands how ethnographic rapport is prepared.  [SOC\_K02\_W02],[SOC\_K02\_W06],[SOC\_K02\_W09], [SOC\_K02\_W10].  Student is capable of using ethnographic evidence in social scientific analysis.  Student is capable of using ethnographic techniques of analysis: participant observation, situational analysis, ethnographic interviewing, narrative analysis, and autoethnography.  Student is capable of undertaking research with a deeper understanding of ethical concerns and requirements.  Student is capable of connecting ethnographic research designs with various theoretical problems and policy issues.  [SOC\_K2\_U01], [SOC\_K2\_U02], [SOC\_K2\_U03]  Student is ready to participate in ethnographic fieldwork and ethnographic interviewing. Student is ready to participate in collaborative research projects involving researchers and community members. Student is ready to elucidate, problematize and criticize his/her own tacit assumptions concerning relationship with members of different groups.  Student is ready to prepare oral presentation or written document on the basis of ethnographic evidence.  [SOC\_K2\_U08], [SOC\_K2\_U09], [SOC\_K2\_U10] |
| Verification methods and assessment criteria of learning outcomes obtained by students | Oral examination. Workshop attendance and active participation. |
| Type of an educational component (obligatory/optional) | Optional |
| Year of study | 1 st, 2nd, 3th |
| Semester | Summer |
| Name and surname of the coordinator of a component and/or person/s conducting a component | Marcin Lubaś, Katarzyna Słaby |
| Name and surname of person/s conducting an examination or granting credit in the case when this is other person than conducting a component | Marcin Lubaś |
| Manner of completion | Lectures, workshops. |
| Preliminary and additional requirements | No preliminary, or additional requirements |
| Type and number of hours of courses requiring  direct participation of academic staff and students, if in a given component such courses are included | Lectures – 12 h, workshops – 8 h. |
| Number of ECTS credits assigned to a component | 2 ECTS |
| Balance of ECTS credits | Lectures and workshops: 20 hours  Student's own work: 20 h  Preparing the readings for lectures and workshops: 15 h |
| Applied teaching methods | Lectures and workshops |
| Form and conditions of passing a component, including conditions of allowing to take an examination, as well as form and conditions of passing each type of course included in a given component | The student will be expected to answer three questions regarding the specific course problematics. Answering correctly at least one is required to pass the exam, answering correctly two questions is required to get good (4), and answering correctly three questions is required to get very good (5). Active participation in all workshops may increase the final grade by one mark. |
| Content of an educational module (with division into forms of courses completion) | 1. Research designs in ethnography – Monday, 11.04.2022, ML [90min] 2. Ethics in ethnographic encounter + process of building relationships in fieldwork – Wednesday, 20.04.2022 KS [120min] 3. Participant observation and art of making fieldnotes – Wednesday, 27.04.2022, KS [120 min] 4. Situational analysis in ethnographic research – Monday, 09.05.2022, ML [120min]; 5. Narrative inquiry and autoethnographic insight Wednesday, 18.05.2022, KS [120 min] 6. Ethnographic interviews – Monday, 23.05.2022, ML [120min] 7. Documents, artifacts, and virtuality in ethnographic research – Monday, 30.05.2022, ML [90min] 8. Writing up ethnographic texts + politics of representation in ethnographic text – Monday, 06.06.2022, ML [120min] |
| List of basic as well as supplementary literature, knowledge of which is required to pass a given component | *Literatura podstawowa (obowiązkowa dla wszystkich studentów);*  Amit, V. Constructing the Field, W: Constructing the Field. Ethnographic Fieldwork in the Contemporary World, Vered Amit (red.), London and New York 2000.  Bernard, H. Russel, Research Methods in Anthropology, Lanham and New York, 2018, p. 210-250.  Clandinin, J. Engaging in Narrative Inquiry, London and New York 2013.  Hammersley, M. Atkinson, P. Ethnography. Principles in Practice, London and New York 2019.  *Literatura uzupełniająca (dodatkowa dla studentów, którzy chcą rozszerzyć swoją wiedzę w tematyce poruszanej w ramach modułu)*  Andre, S. Searching for an Autoethnographic Ethic, Oxford and New York 2017.  Kapferer, B. In the Event: Toward an Anthropology of Generic Moments, W: Meinert L., Kapferer, B. (red.), In the Event: Toward an Anthropology of Generic Moments, Oxford and New York 2015.  McLean A. Leibing A. (red.) The Shadow Side of Fieldwork: Exploring the Blurred Borders Between Ethnography and Life, Oxford 2007. |