

Curriculum Change Form  
 (Present only one proposed curriculum change per form)  
 (Complete only the section(s) applicable.)

**Part I**

<input type="checkbox"/> (Check one)	Department Name	School of Justice Studies
<input checked="" type="checkbox"/> New Course (Parts II, IV)	College	College of Justice and Safety
<input type="checkbox"/> Course Revision (Parts II, IV)	*Course Prefix & Number	SJS 480
<input type="checkbox"/> Hybrid Course ("S," "W")	*Course Title (30 character limit)	Ethnography for Social Change
<input type="checkbox"/> New Minor (Part III)	*Program Title	Social Justice Studies
<input type="checkbox"/> Program Suspension (Part III)		
<input type="checkbox"/> Program Revision (Part III)	*Provide only the information relevant to the proposal.	If Certificate, indicate Long-Term (University) or Short-Term (Departmental)

  

Proposal Approved by:	Date		Date
Departmental Committee	9/11/2012	Council on Academic Affairs	10/17/2013
College Curriculum Committee	06/03/2013	Faculty Senate**	N/A
General Education Committee*	N/A	Board of Regents**	N/A
Teacher Education Committee*	N/A	EFFECTIVE ACADEMIC TERM***	Spring 2014
Graduate Council*	N/A		

\*If Applicable (Type NA if not applicable.)  
 \*\*Approval needed for program revisions or suspensions.  
 \*\*\*To be added by the Registrar's Office after all approval is received.

**Completion of A, B, and C is required: (Please be specific, but concise.)**

**A. 1. Specific action requested:** (Example: Increase the number of credit hours for ABC 100 from 1 to 2.)  
 To add SJS 480 Ethnography for Social Change as an elective course in the Social Justice Studies B.S. program.

**A. 2. Proposed Effective Academic Term:** (Example: Fall 2012) Spring 2014

**A. 3. Effective date of suspended programs for currently enrolled students:** (if applicable)

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**B. The justification for this action:** Course of one of seven upper division electives for the major. It provides an examination of the use of ethnography in social change and serves as an important complement to core and other elective courses in the major.

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**C. The projected cost (or savings) of this proposal is as follows:**

**Personnel Impact: None**

**Operating Expenses Impact: None**

**Equipment/Physical Facility Needs: None**

**Library Resources: None**

**Part II. Recording Data for New, Revised, or Dropped Course**

(For a **new required course**, complete a separate request for the appropriate program revisions.)

1. For a new course, provide the catalog text.
2. For a revised course, provide the current catalog text with the proposed text using ~~striketrough~~ for deletions and underlines for additions.
3. For a dropped course, provide the current catalog text.

New or Revised\* Catalog Text

(\*Use ~~striketrough~~ for deletions and underlines for additions. Also include Crs. Prefix, No., and description, limited to 35 words.)

**SJS 480: Ethnography for Social Change. (3) A.** Pre-requisites: sophomore standing and SJS 101 and SJS 301 and SJS 396. An advanced methods class, this course examines the use of ethnography to achieve greater understandings of, and contributions toward, social change. Readings may include studies of power and resistance in Appalachia, the homeless in San Francisco, the use of state violence in the repression of dissent, and other important works.

**Part III. Recording Data for Revised or Suspended Program**

1. For a revised program, provide the current program requirements using ~~striketrough~~ for deletions and underlines for additions.
2. For a suspended program, provide the current program requirements as shown in catalog. List any options and/or minors affected by the program's suspension.

Revised\* Program Text

(\*Use ~~striketrough~~ for deletions and underlines for additions.)

**Part IV. Recording Data for New or Revised Course** (Record only **new or changed** course information.)

Course prefix (3 letters)	Course Number (3 Digits)	Effective Academic Term (Example: Fall 2012)	College/Division:	Dept. (4 letters)*
SJS	480	Spring 2014	AS _____ BT _____ ED _____	HS _____ JS X UP _____
Credit Hrs.	Weekly Contact Hrs.		Repeatable Maximum No. of Hrs. _____	
3	Lecture <u>3</u>	Laboratory _____	Cip Code (first two digits only) 30	
Schedule Type* (List all applicable)	Work Load (for each schedule type)	Grading Mode*	Class Restriction, if any: (undergraduate only)  FR _____ JR _____ SOX _____ SR _____	
1	3	N		
B	3			
T	3			
W	3			
		Grading Information: Course is eligible for IP (in-progress grading) for: <u>Check all applicable</u>		
		Thesis _____		
		Internship _____		
		Independent Study _____		
		Practicum _____		

**CoRequisites and Prerequisites** \*\*See definitions on following page\*\*

**Co-Requisite(s):** (List only co-requisites. See below for prerequisites and combinations.)

Course Prefix and No.

Course Prefix and No.

<b>Prerequisite(s):</b> (List prerequisites only. List combinations below. Use “and” and “or” literally.) (Specific minimum grade requirements should be placed in ( ) following courses. Default grade is D-.)	
Course Prefix and No.	SJS 101 and SJS 301 and SJS 396
Course Prefix and No.	
Test Scores	
Minimum GPA (when a course grouping or student cumulative GPA is required)	
<b>Co-requisite(s) and/or Prerequisite(s) Combination</b> (Use “and” and “or” literally.) (Specific minimum grade requirements should be placed in ( ) following courses. Default grade is D-.)	
Course Prefix and No.	
Test Scores	
Minimum GPA (when a course grouping or student cumulative GPA is required)	
<b>Equivalent Course(s):</b> (credit will not be awarded for both...; or formerly...)	
Course Prefix and No.	
Course Prefix and No.	
Course Prefix and No.	

Proposed General Education Element: Please mark (X) in the appropriate Element or Elements

Element 1 (9)	Element 2 (3)	Element 3 (6)	Element 4 (6)	Element 5 (6)	Element 6 (6)	Wellness
1A (3)	2 (3)	3A (3)	4(6)	5A (3)	6 (6)	
1B (3)		3B (3)		5B (3)		
1C (3)		or 3A/B Integrated A&H(6)				

**NOTE:** Do not forward validation tables with curriculum form.

(\*Use Validation Tables.)

**Eastern Kentucky University  
College of Justice and Safety  
School of Justice Studies**

**SJS 480: Ethnography for Social Change  
3 Credit Hours      CRN: \_\_\_\_\_  
Spring 2013  
Mondays 6-9pm  
Stratton 434**

Professor: Judah Schept, Ph.D.  
Office: Stratton 411  
Office Hours: MW 11:15am-12:15pm  
Office Phone: 859.622.7602  
Email: [Judah.schept@eku.edu](mailto:Judah.schept@eku.edu)

**Catalog Description**

**SJS 480: Ethnography for Social Change. (3)** An advanced methods class, this course examines the use of ethnography to achieve greater understandings of, and contributions toward, social change. Readings may include studies of power and resistance in Appalachia, the homeless in San Francisco, the use of state violence in the repression of dissent, and other important works.

*Pre-requirements for this class include sophomore standing and SJS 101 and SJS 301 and SJS 396*

**Course Description**

Relying on a diverse literature from anthropology, cultural studies, cultural geography, criminology and sociology, this course explores ethnography's capabilities as a method for the pursuit of social justice. An advanced methods class, this course will offer opportunities to read important works that critically examine the actual methods of inquiry and analysis; to engage with key epistemological and political questions of meaning, accountability, and representation; and to read important ethnographies that examine issues such as transnational crime, homelessness and drug addiction, direct action and activism, and violent resistance. Moreover, our readings will provide diverse examples of how to write reflexively, politically, and theoretically engaged ethnographic scholarship.

This class requires commitment from students to work on individual (or collaborative) semester-long projects that culminate in a seminar paper. The purpose of this is to enable you to think through course materials vis-à-vis your own research interests. We will devote class time to discussing your specific projects both as they relate to weekly topics and as your research inevitably raises questions or concerns that you want to think through and process with your classmates and myself.

**Readings**

There are five books for this class:

- Abufarha, Nasser (2009) *The Making of a Human Bomb: An Ethnography of Palestinian Resistance*, Durham, NC: Duke University Press
- Bourgois, Philippe and Schonfeld, Jeffrey (2009) *Righteous Dopefiend*, Berkeley, CA: University of California Press
- Ferrell, Jeff and Hamm, Mark (eds.) (1998) *Ethnography at the Edge: Crime, Deviance and Field Research*, Boston, MA: Northeastern University Press
- Graeber, David (2009) *Direct Action: An Ethnography*, Oakland, CA: AK Press
- Nordstrom, Carolyn (2007) *Global Outlaws: Crime, Money and Power in the Contemporary World*, Berkeley, CA: University of California Press

In addition to these texts, we will read important articles that interrogate various qualitative methods and that critically engage some of the larger epistemological and political choices and challenges of ethnography. These readings will be available on Blackboard.

**Evaluation**

**Point Breakdown (see below for detail):**

1. Field Notebook	60 points
2. Seminar Paper	70 points
3. Reading Discussant	30 points
4. Participation/Attendance	40 points

Total = 200 points

This is a writing intensive course, although perhaps not in the traditional sense. I firmly believe that writing is a *method* of learning. I use writing assignments in this class as both a way for me to engage further with you and, more importantly, as a way for you to more deeply engage with, and reflect on, your research, the content of the course, and the relationship between the two.

## 1. Field Notebook (60 points; in response to weeks 1-10).

Your field notebook should begin immediately and should include reflections on your specific research project with respect to our weekly readings. You should write as often as you like, but at minimum you should be writing each week in response to issues raised by readings (although you need not comment on every reading; select those that are the most relevant for you). Please think of this as an ongoing journal and organize it as such, dating each entry and using the space to reflect on and integrate actual encounters with your subjects or research with reflections on the readings. In terms of length, it is more important to demonstrate “thick” and ongoing engagement with your material than to write a set number of pages. However, a reasonable guideline would be at least 2 pages per topic. Please type.

***You will hand me a copy of this on the first Monday after spring break (Monday, March 12<sup>th</sup>), at which point I will read them and assign grades. Your last entry should be in response to issues of media and representation raised in the readings for Week 10.*** I urge you to continue your electronic copies during the second half of the semester as we read ethnographies and as you continue with your research and writing. From personal experience with ethnography, my field notebook was invaluable to my critical and deep engagement with my material and to developing a theoretical framework within which to place it.

## 2. Seminar Paper (70 points)

Your thinking about this paper should begin immediately. This paper should demonstrate your ability to conceptualize a research project in relation to a set of methodological issues. It must draw on the field research you conducted during the semester.

All papers start from a researchable question (although part of being a reflexive and engaged ethnographer is being open to other, perhaps more important, questions arising) and involve ongoing fieldwork. The final paper may take a number of forms:

- Develop a brief ethnography based on your field research. The paper must be (1) organized around a well-defined research question; (2) theoretically grounded; (3) demonstrate attentiveness to methodological issues raised in the class. (For students with ongoing ethnographic projects, this paper may represent one component.)
- Develop a project that relies on another form of qualitative research (such as ethnographic content analysis; semiotic analysis; etc.) The paper must be (1) organized around a well-defined research question; (2) theoretically grounded; (3) demonstrate attentiveness to methodological issues raised in the class. (For students with ongoing ethnographic projects, this paper may represent one component.) I hesitate to provide specific examples because this should reflect your own emerging interests but here are a couple:
  - How does 21<sup>st</sup> century American hip-hop construct the relationship between police and the community?
  - What kinds of messages are communicated in the training materials of private military companies?
  - How do Kentucky media outlets represent mountain top removal?

Again, for students with ongoing qualitative projects, this could serve as a section or some other component.

- Develop a paper in which you consider the ways an existing larger project in which you are engaged articulates with one or more of the methodological questions raised in the course (e.g. ethical or political commitment, representation, etc.). You should (1) consider how the methodological issues you select have been addressed from different theoretical perspectives in the literature; (2) bring these issues to bear on the field research you engaged with during the semester. How does your research articulate with or complicate these issues?

In all cases, your paper must integrate your own specific field research materials.

3. **Reading Discussant. (30 points.)** Once during the semester, you will be responsible for leading the discussion for one of the day's readings. **By no later than 6 pm on the Sunday before you are scheduled to lead discussion**, you should circulate by e-mail a 1-2 page summary that covers the following: (1) the main argument of the reading; (2) the literatures and/or arguments the author is responding to; (3) the intellectual location of the author (field, subfield, intellectual orientation); (4) the ways the argument is supported; (5) methodological issues the article raises; (6) questions for discussion. You will then be responsible for initiating and partly facilitating the discussion of that reading. (Note that whether or not you are responsible for a given reading, these are the kinds of questions you should be thinking about as you read for this class.) *If your email is received too late for the class to read it, it will be marked down.*
4. **Participation and Attendance (40 points).** As an advanced methods seminar, I expect that our class feels much more like a community of intellectuals critically discussing material than anything resembling a "sage on the stage" model of education. That means that I anticipate (and expect) that you are just as accountable for course discussion as me and that we all assume responsibilities for being present—in all senses of the word—for class meetings.

### **Grading Scale**

90-100% = A    80-89% = B    70-79% = C    60-69% = D    59% and below = F

### **Student Progress**

You should regularly check the course Blackboard site to see your current academic standing in the course. I will upload grades to Blackboard regularly. You will then be able to monitor the points per assignment you have earned but also your current overall class grade at that point in time. Please alert me immediately if you think there are any inconsistencies or discrepancies.

### **Class Discussion and Classroom Environment**

I hope you will consider this class as a time to critically engage with the topics and readings. I believe we are all experts in one way or another, and I'd like this class to be a time where we examine these important issues and consider their relevance to our own lives.

I do not pretend to be objective. Frankly, I don't see the benefit of pretending that I don't have an opinion, or attempting to leave those opinions at the door when it is class time. Like you, I hold views that have been shaped over the years by my own experiences. That said, the last thing I ever want to do is force, coerce, or shame you into agreement. I strive to be honest and transparent about my beliefs, while also doing my absolute best to honor and value your own.

### **Group Agreements**

At the risk of sounding cliché, my hope is that our time together feels more like a community of learning than a traditional class. Given that we will be discussing controversial issues, and that all of us will be taking risks by offering our own perspectives or experiences, I propose the following group agreements:

1. **One Mic:** One person speaking at a time
2. **Respect and value diversity of opinion**
3. **Language or behavior that is sexist, racist, homophobic, or xenophobic, will not be tolerated.** I reserve the right to ask anyone who violates this to leave the class.
4. **Step up/Step back:** Some people feel more comfortable speaking in class than others. I don't want to put anyone on the spot, but I ask that we all challenge ourselves to "step up" if we incline towards staying quiet, and to "step back" if we find ourselves talking a lot. Let's recognize that being an active participant in the discussion includes listening, discussing and coming prepared with all reading and assignments completed.

### **Additional Information**

#### **Last day to drop:**

Please refer to the *Colonel's Compass* to find this date.

#### **Disability Statement**

*A student with a "disability" may be an individual with a physical or mental impairment that substantially limits one or more major life activities such as learning, seeing or hearing. Additionally, pregnancy or a related medical condition that causes a similar substantial limitation may also be considered a disability under the ADA.*

If you are registered with the Office of Services for Individuals with Disabilities, please obtain your accommodation letters from the OSID and present them to the course instructor to discuss any academic accommodations you need. If you believe you need accommodation and are not registered with the OSID, please contact the office in the Whitlock Building Room 361 by email at [disserv@eku.edu](mailto:disserv@eku.edu) or by telephone at (859) 622-2933. Upon individual request, this syllabus can be made available in an alternative format. **Academic Integrity**

Students are advised that ECU's Academic Integrity Policy will strictly be enforced in this course. The Academic Integrity policy is available at <http://www.academicintegrity.eku.edu/>. Questions regarding the policy may be directed to the Office of Academic Integrity.

## Class Schedule

### **Week 1 (Monday January 14<sup>th</sup>). Course Introduction**

Topics:

- Interviewing exercise
- What is ethnography?
- What do ethnography and other qualitative methods offer?
- Course review

**(Your field notebook should begin immediately in response to our first class and should continue in response to weekly readings, discussions, and your own research).**

### **Week 2 (Monday January 21<sup>st</sup>). NO CLASS- MLK**

### **Week 3 (Monday January 28<sup>th</sup>). Taking Sides: Writing for Justice**

Readings:

- *Ethnography at the Edge*, Foreword and Introduction (pp. xii-42)
- D'Andrade, Roy (1995). Moral Models in Anthropology, *Current Anthropology*, 36 (3): 399-408
- Scheper-Hughes, Nancy (1995) The Primacy of the Ethical: Propositions for a Militant Anthropology, *Current Anthropology*, 36 (3): 409-20

### **Week 4 (Monday February 4<sup>th</sup>). Mechanics of Inquiry: Interviews and Participant Observation**

Readings:

- Briggs, Charles (1986). *Learning How to Ask: A Sociolinguistic Appraisal of the Role of the Interview in Social Science Research*, New York, NY: Cambridge University Press
  - Please read pp. 1-6; 39-50; 93-125
- Dewalt, Kathleen M., Dewalt, Billie R., and Wayland, Coral B. (1998) "Participant Observation," in H. Russell Bernard (ed.) *Handbook of Methods in Cultural Anthropology*, Walnut Creek, CA: Altamira Press, pp. 259-293
- *Righteous Dopefiend*, Introduction and Chapters 1-4 (pp. 1-145)

### **Week 5 (Monday February 11<sup>th</sup>). Reflexivity**

Readings:

- *Ethnography at the Edge*
  - Kraska, Peter. "Enjoying Militarism"
  - Tunnell, Ken, "Honesty, Secrecy, and Deception in the Sociology of Crime," in *Ethnography at the Edge*
- *Righteous Dopefiend*, Chapters 5-7 (pp. 147-239)

### **Week 6 (Monday February 18<sup>th</sup>). Ethics**

Reading:

- Adler, Patricia, "Researching Dealers and Smugglers"
- Van Maanen, John, "On the Ethics of Fieldwork"
- *Righteous Dopefiend*, Chapters 8-Conclusion (pp. 241-320)

### **Week 7 (Monday February 25<sup>th</sup>). Semiotics**

Reading:

- Nordstrom, Carolyn. *Global Outlaws*, Preface and Chapters 1-10 (pp. xv-101)

### **Week 8 (Monday March 4<sup>th</sup>). Methodological Accountability under Globalization and Transnationalism**

Readings:

- *Global Outlaws*, Chapters 11-end (pp. 105-208)
- Appadurai, Arjun (1996) *Modernity At Large: Cultural Dimensions of Globalization*, Ch. 2 (pp. 27-47)



- Gupta, Akhil and Ferguson, James (1997) Discipline and Practice: 'The Field' as Site, Method, and Location in Anthropology, in Gupta, Akhil and Ferguson, James (eds.) *Anthropological Locations: Boundaries and Grounds of a Field Science*, pp. 1-46

**Week 9 (Monday March 11<sup>th</sup>). NO CLASS- SPRING BREAK**

**Week 10 (Monday March 18<sup>th</sup>). Media and Representation**

Reading

- Croteau, David and Hoynes, William (2003) *Media/Society*, pp. 14-23 and 153-163
- Mitchell, Don (2000), *Cultural Geography: A Critical Introduction*, pp. 13-16 and 66-70
- *The Making of a Human Bomb*, Chapters 1-4 (ix-133)

Viewing:

- Media Education Foundation, *Representation and the Media: Stuart Hall*, <http://www.youtube.com/watch?v=aTzMsPqssOY>
- Media Education Foundation, *On Orientalism: An Interview with Edward Said*, [http://www.youtube.com/watch?v=xwCOSkXR\\_Cw](http://www.youtube.com/watch?v=xwCOSkXR_Cw)

**\*\*Field Notebook due in Class**

**Week 11 (Monday March 25<sup>th</sup>). Resistance and Violence**

Reading:

- Nordstrom and Robben (eds.) *Fieldwork under Fire: Contemporary Studies of Violence and Survival*, TBA
- *The Making of a Human Bomb*, Chapters 5-end (134-241)

**Week 12 (Monday April 1<sup>st</sup>). Ethnography of a movement**

Reading:

- *Direct Action*, Preface through Chapter 3 (pp.vii-142)

**Week 13 (Monday April 8<sup>th</sup>). Ethnography of a movement**

Reading:

- *Direct Action*, Chapters 4-6 (pp. 143-286)

**Week 14 (Monday April 15<sup>th</sup>). Ethnography of a movement**

Reading:

- *Direct Action*, Chapters 7-8 (pp. 287-436)

**Week 15 (Monday April 22<sup>nd</sup>). Ethnography of a movement**

Reading:

- *Direct Action*, Chapters 9-10 (pp. 437-538)

**Week 16 (Monday April 29<sup>th</sup>). Student Presentations**

**\*\* Final Papers Due in Class**