

OSEA Guidelines for MIRA 2005 Student Ethnography

Students have two options for the final ethnography component of the MIRA2005 project. Option 1 is an essay in which the student follows structured guidelines on reporting the results of the research conducted. This format is more along the lines of a comprehensive term paper in which all elements of the research are presented and discussed. Option 2 is more of an open assignment in which the student aims to creatively and rigorously develop a publishable ethnographic journal article. These two options are given to allow each participant the opportunity to work within the limits of their interests, abilities, strengths, and motivations. Both options have different difficulties and “easy/easier” parts. The hope is that everyone will be up for the challenge of trying to write a publishable journal article, but your choice of options has no bearing on your grade. Assuming high quality of your final product and your interest, we can discuss the possibility of actually bringing these essays into print with a relevant and appropriate journal.

technical specifications for Either Option.. As part of the process of learning to write journal articles you must comply with rigorous formatting and technical specifications. Submission in hard copy and as electronic file on disk using MSWord. Please use the Word style sheets for this formatting. You will need to create a special style sheet.

Set norml: Use Times New Roman or Times Roman, 12 pt, 1" margins, double spacing for main body of text including quotes but not bibliography or captions; set the paragraph indentation at .5. Set these specs for the normal style. Quotes are set with indentation at .3 left and .3 right side; no additional paragraph indentation (flush left). Follow these guidelines for formatting of title and section headers.

Title in 18 pt Times, centered, capitalize first letter of words;

Section header 1 in 16 pt Times, centered;

Section header 2 in 14 pt Times left underlined, no extra spacing before;

Section header 3, in Arial 12, underlined, left, no extra spacing before.

Endnotes are numbered and use superscript

Citation and Bibliography is the American Anthropological standard. (see separate guidelines) use “Endnotes” and “Bibliography” as the titles for sections, use header level 2.

You have a range of 4-8,000 words total (including main body of text, captions, endnotes, bibliography, front matter). There are approximately 300 words per page if double spaced and 1 inch margins on all sides. This means you have a range of 13 to 26 pages (of just text). Aim for a minimum and maximum limit of 5 and 20 images for your essay. Remember that these must be appropriately captioned and that these captions are included in the total word count. You will need to prepare two sets of images. One set is publication quality jpeg format at 300 dpi at 4x6 in size (roughly). The other set is draft format of 72 dpi and reduced size of 2x3 in more or less according to how and where you want it placed in the file. Thus, you will use the second set to insert into your file. You will also need to make an identical file of the text without images and without captions. Also create a file that includes just the captions.

Name these files in the following manner:

MIRA05_Quetzil_0All.doc — this includes main body, images and captions

MIRA05_Quetzil_1text-only.doc only main text and captions with indicators where illustrations

MIRA05_Quetzil_2Image01.jpg, MIRA05_Quetzil_2Image02.jpg, MIRA05_Quetzil_2Image03.jpg

MIRA05_Quetzil_3Captions.doc

In the body of the text use the word “illustration” to refer to the images. Number these in sequence with roman numerals. To indicate where the image goes in the text without the actual images, place the word “illustration 1 here” on a separate line in the text use arial bold 9 pt. And then follow with the caption. Captions should be in arial 10 pt. Normal Single spacing. All of this should be flush left with no indentation.

Office Hours and Help

During the writing you will have opportunity to make office hours with me to meet either individually or with others to discuss your writing project. While individual help on your writing is—or at least should be helpful!—sometimes it is also productive and valuable to hear about the difficulties that other persons are having in terms of writing and to hear ways in which *their* project can be successfully worked through. This allows you to expand your thinking about issues of writing and to understand the diversity of ethnographic writing issues and resolutions. Thus, I encourage you to make individual or group appointments to discuss your writing. Also note that the time in Mérida is for finalizing projects and that I will be available for you to make appointments. However, **you need to schedule in advance** to ensure that we can find an appropriate time when we can meet and that there is adequate time to discuss the issues that need to be treated. Although my time is primarily dedicated to helping you with your writing during the final week, I will also have other commitments — from paying bills to meeting with colleagues on projects.

Course Evaluations

You will also need to turn in your course evaluations. These are a two part evaluation consisting of a numerical scoring and a narrative assessment. You will not receive a final grade for the MIRA program until these are turned in. Separate instructions are provided.

Option 2. Journal Article.

The MIRA2005 project was a comparative study of tourism cultures and destinations. Each participant had a specific research focus and project. Your research had a specific theme/issue. You must now organize all of your materials in terms of how it directly and most effectively addresses, illustrates, explores, problematizes your research theme.

The following themes were developed (more or less, no?!):

- **Devon: the pleasures/experience of tourism in visual culture**
 - **Tanya and Mallika: Performativity and performance of culture**
 - **Jenna: Marketing, meaning and identity of cultural tourism commodities**
 - **Aimee: the tourist experience and meaning in narrative and space**
 - **Sergio: performance of culture and identity**
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You must first organize and assemble your research materials, including transcription of interviews, re-coding of digital images, cross-indexing, jog-notes, activities log, etc. This also includes re-reading your notes and writing additional commentaries, explanations, contextualizations to materials that you have. This is a fundamental element of the process of writing. As you do this you will gain ideas, inspiration, and a strategy for writing. You will develop story lines/plots. Identify key encounters, anecdotes, information,

There are several theoretical-analytical themes that we have developed in seminar. These ideas, issues, and concepts that were introduced there form a toolkit for you to use in the analysis of your materials. They form an analytical toolkit and framework. Some of these issues are:

- **Similarity and difference between ethnographers and tourists,**
- **How to take an ethnographic photograph – difference betw. tourist photos & ethnographic photo—how to take visual documentation**
- **“Local” visual culture, the meaning of taking photos/ of being photographed**
- **Different types of adventure, the aporias or contradictions in Simmel’s notion of adventure**
- **DeCerteau’s notions of space/place, spatial practice, tactics/strategies, the proper order**
- **Staging/performing culture, front space/back space, authenticity/ tactics of authentication,**
- **Performing ethnography, tactics of rapport, double sensation (observing/being observed)**
- **Fluidity of identity, semiotic versus structuralist approaches to signs/identity**
- **Corporeal languages and visual communication of identity, meanings, experience. Hamsters**
- **Sexual/gender styles and “tones”; masculinities, femininities as style, structure, message**
- **The articulation of language and visual based meanings and communication**

These themes are tools for you to organize/ your research materials into the shape of an ethnography. Use these to analyze the materials. You can tell stories or assume a more distanced narrative position (tour or map!). Focus on developing a theme thoroughly with the materials that you have. This means you will make a selection of your materials. Not everything you have produced goes into the ethnography. Only in so far as it allows you to elaborate your theme should it be included.

Option 1. Structured Ethnographic Narrative or Report

All ethnography, despite all the variations of theory, research practices, writing, representing and media of communication, provide some basic kinds of information indicated by these three questions:

- ***What was the research project and what was the research problem?***
- ***What were the fieldwork dynamics and processes of research?***
- ***What were the results of fieldwork and are the results of the research project?***

This structure provides you with a guideline for how to write an ethnographic narrative that addresses these three questions. If you choose this option, you need to stick very close to the structure. The page length is

The Introduction. Statement of Purpose, Goals, Definition of Genre-Form

- ***What was the research project? What was the research problem?***

The presentation of the research project and research problem functions as an introduction to the main ethnography. This introduction should be no less than half a page and probably no more

than one page of the final project portfolio. It should normally consist of 2-4 paragraphs; but depending upon the content, additional paragraphs can extend the discussion.

Here you briefly state the research problem and research project. The description is brief. It can rely heavily on statements in the research proposal (if available), yet these must be stated in a different way, i.e., rephrased for this different genre, audiences, and contexts of writing. If the proposal describes a model of research that “will be” or “could be,” the expression of the project and problem in the ethnography is as accomplished, realized, conducted, completed. [Of course, if the ethnographic reporting is prior to the completion of the project then this calls for yet a third kind syntax and tense that is not discussed here.] Be brief, concise, and precise. Include a brief synthetic or summary statement regarding any modifications to the conceptualization and conduct of the research project; on this point you must be synthetic and general in your statements since you will flesh out these points in detail in the other sections, whether in the discussion of dynamics and processes or in discussion of the results of fieldwork and research.

It must include a statement that defines how you are addressing the other core questions of ethnography: What is the structure, narrative or expository style, outline (order), and goals of your ethnography? What does each component of the ethnography set out to present (i.e., describe, analyze, interpret) and accomplish? Why this structure? Identify how you are going to discuss, describe, and present the research results, dynamics, and processes of fieldwork.

The Body of the Ethnography. Presenting the Content of Your Ethnographic Research

The body of the ethnography must deal with or address the other two core questions in 7-15 pages. Your presentation of your ethnographic materials can take any shape, style, and structure so long as you justify these decisions in the introduction. Use past tense.

- ***What was the fieldwork dynamics and processes of research?***

Present (discuss, describe) your research methodologies, strategies, tactics, and relations with research subjects. Present methodological problems, failures, achievements, hurdles, etc. What kinds of methods created what kinds of data, how and why? Relate these points to issues of intersubjectivity, transcultural interaction, and subjectivity that are often grouped together under the concept of “reflexivity” and “researcher positioning.” (See bibliography). You must decide whether include a separate subsection here to deal the above issues or whether you will narratively integrate (or interweave) these aspects into the discussion of results of fieldwork and results of the research project. This material will also inform the separate component in the conclusions Self-Assessment of your fieldwork, which includes how well you planned and actualized (or carried out) the research project.

- ***What were the results of fieldwork and are the results of the research project?***

Results of fieldwork derive from fieldwork. Results of the research project are a second order derivation based on the results of fieldwork (data, research materials, fieldwork interactions, experiences); from these additional understandings and knowledge is derived that is based on the interpretation, analysis, coding, writing, and representation of your fieldwork materials or results.

There are many different kinds of results of fieldwork. The primary results are the data that you collected, produced, created, documented. Describe your data. It is crucial that you remember that **data is information that directly relates to your research questions and research problem**. Thus, your description of the results of fieldwork must be clearly related to those criteria. Other kinds of results include aspects reflexivity, researcher positioning,

intersubjectivity and transcultural interaction; you must figure out how to address these issues as a separate element or as something interwoven into your narrative description of results.

Based on your description of these data you must then present an analysis or interpretation of the fieldwork results and materials. This is the **main part** of what constitutes the “results of the research project.”

By results of the research project we are here relying upon a common distinction between a) description (of fieldwork data and material) and b) the analysis or interpretation (of these materials). The relationship between description and analysis is tricky, sometimes elusive, but utterly significant and fundamental. **See OSEA Handout on Forms of Analysis.** There are two major forms of writing analysis based on ethnographic description: A) first you present the description and then subsequently do the analysis; B) interweave description and analysis together. Neither is necessarily more or less difficult; the nature of the research and fieldwork results will determine which is the more appropriate form.

The **secondary part** of what constitutes the “results of the research project” is the larger implications that you can draw out from your analyses and interpretations. The results of research is a second level or meta-level of “results”— it is not the data per se but the meaning, understanding, value, and significance that the data and fieldwork dynamics have for you. This (meaning, understanding, value, significance) is something that you actively create through different kinds of interpretation and analysis. These points are elaborated (“argued” or “presented”) in detail in the body of the ethnography. These points are also fundamental for you to draw out your content conclusions, which in part synthesis and summarize these points.

Conclusions of the Ethnography. Self-Assessment and Content Conclusions

The conclusions of your ethnography are of two sorts, content conclusions and self assessment. In the context of the OSEA Training Program, the former should be between half page to a page but no more than a page and a half. The latter should be one full page of text.

Content conclusions include synthetic summary of the descriptions, analyses, and interpretations that you made in the body of the ethnography. It should also include the extraction of broader points based on the research materials you presented. These “broader points” can be of different types according to the theoretical tradition and genre-form of ethnographic writing. It can aim toward the definition of generalizations, whether to build theory or to make humanist statements regarding cultural realities. These statements can be abstract and philosophical “mid-range” theory building or typifications, implications, consequences that are closely tied to the ethnographic reality that was presented in the ethnography.

The Self-Assessment component of the conclusions is a discussion of the successes, failures, frustrations, detours, and rethinking of the research project. Especially important is an honest consideration of the amount and quality of energy, motivation, commitment, and time that you put into the project. You need discuss your use of the methodologies and the overall structuring of the time and time table for conducting research.

The following chart is a simplified schema of types of ethnographic writing/representation
 You may find it useful to think with in terms of this or future projects. If not then ignore it.

| A Comparison of Three Generic Types of Ethnographic Genres or Genre-Forms of Ethnographic Representation | | | |
|--|---|---|--|
| Genre-Form | "Narrative"/Story | Report | Analysis |
| Master Trope | Narrative or Story Telling, (re-) telling stories | Presentation, Presenting Information | Interpretation, Interpreting Information |
| Type of Description | Stories, narrative re-telling of events from subject position of author or other | Cases or data-sets / events, processes, dynamics, situations, texts | "Puzzles"/events, processes, dynamics, situations, texts |
| Type of Analysis | Story telling Many different theoretical frameworks are available and can be used for each type of analysis | Explanation | Interpretative |
| Objects of Description | Lived experiences in diverse forms (reported 2 nd hand or witnessed 1 st hand), | Observable behaviors, social relations, material or objective culture, social patterns, institutions | Texts, narratives, meanings, symbols, events, situations, social action, power relations |
| Goal of Analysis | Existential, dialogical, intersubjective, subjectivist, and/or trans-cultural experience & meaning; "nature" of being human | To make or test models of reality (using causality, correlation, association, probability, structural conditioning of factors) | "critique" in the sense expressed by Marx: breaking down of object into elements thorough understanding the "root" of how it works or exists |
| Main Theoretical Traditions that are associated with each Genre | Phenomenology, dialogical anthropology, "philosophical" &/or humanist anthropologies, postcolonial and subaltern feminisms, neo-enlightenment feminisms | Positivism, objectivism, empiricism, traditional Marxisms, enlightenment feminisms, some standpoint gender feminisms, functionalisms, social structuralisms | Interpretive, symbolic, dialogical anthropologies, queer theory, "postmodern" & postcolonial feminisms, critical theory Marxisms, linguistic structuralisms, deconstructive & discourse theories |
| Goal of the Ethnography | Communicate experience (experiential knowledge) | Explain social reality (representational knowledge) | Understand cultural realities (theoretical knowledge) |
| Rationale of the Ethnographic Project | To get at the nature of human existence in relation to sociocultural life-worlds | Build or test theory; or to produce knowledge of social reality | To intervene in the world through the production of knowledge |