

DOCTORAL STUDIES COURSE UNIT DESCRIPTION

Name of subject	Field of science, code	Faculty / Center	Institute / Department
Research methods and problems in social anthropology	S 005	Faculty of Philosophy	Institute of Sociology and Social Work

Student's workload	Credits	Student's workload	Credits
Lectures		Consultations	1
Independent study	6	Seminars	

Course annotation

Examination consists of two parts. In the first part, the doctoral student gets acquainted with the topics listed below by reading scientific encyclopedias and review scientific articles (they are highlighted in the bibliography) and taking the exam. In the in-depth part II, the doctoral student chooses one or more topics of interest to him / her (the doctoral student may also suggest his / her own original topics that correspond to the subject), coordinates with the lecturer and prepares a written work of at least 30 thousand characters. The written work should consist of two parts: (1) a theoretical analysis of one or more selected topics and (2) the links between these topics and the methodological aspects of dissertation preparation.

Topics:

1. **Classical ethnographic research** as the main strategy of anthropological research. Differences in definitions of ethnographic research, participatory observation, and field research. Classical ethnographic research. Emic and Ethic perspectives. Four types of observation: the role of the researcher, the features of the process, the advantages and disadvantages. Keeping field notes. Interviews and documents as data collection methods. Peculiarities of qualitative data analysis in ethnographic research. Possibilities of using quantitative data and statistical analysis in ethnographic research. Features of ethnographic research presentation.
2. **Issues of anthropological research.** Ethical dilemmas. The problem of subjectivity – objectivity and construction of intersubjective knowledge. The problem of description and proportions of conceptualization when presenting research results. Research quality issues. Conducting an ethnographic study alone or in a team of researchers.
3. **The process of ethnographic research:** psychological aspects. A researcher as a scientist, as an artist, and as a human being. Internal experiences of researchers in qualitative research. Challenges of anthropological research for the researcher. Relationship as a condition for data collection. Emotions as a form of knowledge. Issues of researcher's self-reflection and its possibilities in anthropological research.
4. **Alternative ethnographic research methods.** Institutional ethnography. Laboratory ethnography. Digital, online, social network ethnography. Autoethnography, duoethnography, and team ethnography. Ethnography using different types of art (visual, performance, ethnodrama, etc.) at different stages of research. Etc.
5. **Special types of subjects of anthropological research:** challenges of the researcher's preparation and research process. Age and gender characteristics of the researcher and research participants: impact on relationship building in the process of data collection. Challenges of social status (elite and vulnerable groups). Influence of research participants' professional and personal experiences on the data collection process. The characteristics of the material environment, internal social organization and external social environment of the research group: challenges for the research. Etc.
6. **Anthropological research and the change.** The psychology of change. The listening, empowering, and vocalizing relationship of the researcher with the research participants. Polyphonic ethnography. Involvement of research participants in the research at various stages of its conduct. Co-production of knowledge. Research led by study participants. Ethnographic study of action.
7. **Ethnographic research and other methods of social research.** Differences of ethnographic research, grounded theory, action research, phenomenology, and other qualitative research strategies; their combination and integration possibilities. Quantitative research strategy combination with / application possibilities in ethnographic research.

Reading list
Čiubrinskas, V. (2007). Socialinės ir kultūrinės antropologijos teorijos: mokomoji knyga.
Given, L. M. (Ed.). (2008). <i>The Sage encyclopedia of qualitative research methods</i> . Sage publications.
Atkinson, P. (2007). <i>Ethnography: Principles in practice</i> . Routledge.
Atkinson, P., Coffey, A., Delamont, S., Lofland, J., & Lofland, L. (Eds.). (2001). <i>Handbook of ethnography</i> . Sage.
Atkinson, P., & Hammersley, M. (1998). Ethnography and participant observation. <i>Strategies of Qualitative Inquiry</i> . Thousand Oaks: Sage, 248-261.
LeCompte, M. D., & Goetz, J. P. (1982). Problems of reliability and validity in ethnographic research. <i>Review of educational research</i> , 52(1), 31-60.
Ellis, Carolyn; Adams, Tony E. & Bochner, Arthur P. (2010). Autoethnography: An Overview. <i>Forum Qualitative Sozialforschung / Forum: Qualitative Social Research</i> , 12(1), Art. 10.
Ellis, C. (2004). <i>The ethnographic I: A methodological novel about autoethnography</i> (Vol. 13). Rowman Altamira.
Jones, S. H., Adams, T. E., & Ellis, C. (Eds.). (2016). <i>Handbook of autoethnography</i> . Routledge.
Boylorn, R. M., & Orbe, M. P. (Eds.). (2016). <i>Critical autoethnography: Intersecting cultural identities in everyday life</i> (Vol. 13). Routledge.
Chang, H., Ngunjiri, F., & Hernandez, K. A. C. (2016). <i>Collaborative autoethnography</i> . Routledge.
Lapadat, J. C. (2017). Ethics in autoethnography and collaborative autoethnography. <i>Qualitative Inquiry</i> , 23(8), 589-603.
Evans, J., Huising, R., & Silbey, S. S. (2016). Accounting for accounts: Crafting ethnographic validity through team ethnography. <i>Handbook of qualitative organizational research: Innovative pathways and methods</i> , 143-155.
Creese, A., Takhi, J. K., & Blackledge, A. (2016). 13 Reflexivity in team ethnography. <i>Researching Multilingualism</i> .
Gerstl-Pepin, C. I., & Gunzenhauser, M. G. (2002). Collaborative team ethnography and the paradoxes of interpretation. <i>International Journal of Qualitative Studies in Education</i> , 15(2), 137-154.
Austin, D. E. (2003). Community-Based Collaborative Team Ethnography: A Community-University-Agency Partnership. <i>Human Organization</i> , 143-152.
Beneito-Montagut, R., Begueria, A., & Cassián, N. (2017). Doing digital team ethnography: being there together and digital social data. <i>Qualitative Research</i> , 17(6), 664-682.
Pink, S. (2016). Digital ethnography. <i>Innovative methods in media and communication research</i> , 161-165.
Underberg, N. M., & Zorn, E. (2013). <i>Digital ethnography: Anthropology, narrative, and new media</i> . University of Texas Press.
Varis, P. (2016). Digital ethnography. <i>The Routledge handbook of language and digital communication</i> , 55-68.
Hine, C. (2008). Virtual ethnography: Modes, varieties, affordances. <i>The SAGE handbook of online research methods</i> , 257-270.
Crichton, S., & Kinash, S. (2003). Virtual ethnography: Interactive interviewing online as method. <i>Canadian Journal of Learning and Technology/La revue canadienne de l'apprentissage et de la technologie</i> , 29(2).
Driscoll, C., & Gregg, M. (2010). My profile: The ethics of virtual ethnography. <i>Emotion, Space and Society</i> , 3(1), 15-20.
Hine, C. (2017). From virtual ethnography to the embedded, embodied, everyday internet. In <i>The Routledge companion to digital ethnography</i> (pp. 47-54). Routledge.
Wheeler, K. (2017). The Ethics of Conducting Virtual Ethnography on Visual Platforms. <i>Fieldwork in Religion</i> , 12(2), 163-178.
Kozinets, R. V. (2007). Netnography. <i>The Blackwell Encyclopedia of Sociology</i> , 1-2.
Bowler Jr, G. M. (2010). Netnography: A method specifically designed to study cultures and communities online. <i>The Qualitative Report</i> , 15(5), 1270.
Bartl, M., Kannan, V. K., & Stockinger, H. (2016). A review and analysis of literature on netnography research. <i>International Journal of Technology Marketing</i> , 11(2), 165-196.
Elliott, R., Shankar, A., Langer, R., & Beckman, S. C. (2005). Sensitive research topics: netnography revisited. <i>Qualitative market research: An international journal</i> .

Margolis, E., & Pauwels, L. (Eds.). (2011). <i>The Sage handbook of visual research methods</i> . Sage.
Sawyer, R. D., & Norris, J. (2013). <i>Duoethnography</i> . Oxford University Press.
Breault, R. A. (2016). Emerging issues in duoethnography. <i>International Journal of Qualitative Studies in Education</i> , 29(6), 777-794.
Pink, S. (2013). <i>Doing visual ethnography</i> . Sage.
Alfonso, A. I., Kurti, L., & Pink, S. (Eds.). (2004). <i>Working images: Visual research and representation in ethnography</i> . Routledge.
Collier, J., & Collier, M. (1986). <i>Visual anthropology: Photography as a research method</i> . UNM Press.
Kaley, A., Hatton, C., & Milligan, C. (2019). More Than Words: The Use of Video in Ethnographic Research With People With Intellectual Disabilities. <i>Qualitative health research</i> , 29(7), 931-943.
Warr, D., Guillemin, M., Cox, S., & Waycott, J. (2016). <i>Ethics and Visual Research Methods</i> . New York: Palgrave Macmillan.
Pacheco-Vega, R., & Parizeau, K. (2018). Doubly engaged ethnography: Opportunities and challenges when working with vulnerable communities. <i>International Journal of Qualitative Methods</i> , 17(1), 1609406918790653.
Campbell, M. L., DeVault, M. L., Diamond, T., Eastwood, L., Griffith, A., McCoy, L., ... & Weatherbee, D. (2006). <i>Institutional ethnography as practice</i> . Rowman & Littlefield Publishers.
Smith, D. E. (2005). <i>Institutional ethnography: A sociology for people</i> . Rowman Altamira.
Taber, N. (2010). Institutional ethnography, autoethnography, and narrative: An argument for incorporating multiple methodologies. <i>Qualitative Research</i> , 10(1), 5-25.
Latour, B., & Woolgar, S. (2013). <i>Laboratory life: The construction of scientific facts</i> . Princeton University Press.
Stephens, N., & Lewis, J. (2017). Doing laboratory ethnography: reflections on method in scientific workplaces. <i>Qualitative Research</i> , 17(2), 202-216.
Knorr-Cetina, K. D. (2013). <i>The manufacture of knowledge: An essay on the constructivist and contextual nature of science</i> . Elsevier.
Shaffer, D. W. (2017). <i>Quantitative ethnography</i> . Madison, Wis. : Cathcart Press.
Caplan, P. (Ed.). (2004). <i>The ethics of anthropology: Debates and dilemmas</i> . Routledge.
Hammersley, M. (2006). Ethnography: problems and prospects. <i>Ethnography and education</i> , 1(1), 3-14.
Janesick, V. J. (1998). Journal Writing as a Qualitative Research Technique: History, Issues, and Reflections.
Davies, J., & Spencer, D. (2010). <i>Emotions in the field: The psychology and anthropology of fieldwork experience</i> . Stanford University Press.
Petružytė, D. (2014). Tyrėjo subjektyvaus patyrimo episteminei reikšmė lauko tyrimuose. <i>Socialinė teorija, empirija, politika ir praktika</i> , 7-20.
Tobin, J., & Davidson, D. (1990). The ethics of polyvocal ethnography: Empowering vs. textualizing children and teachers. <i>International Journal of Qualitative Studies in Education</i> , 3(3), 271-283.
Holt, L. (2004). The 'voices' of children: De-centring empowering research relations. <i>Children's Geographies</i> , 2(1), 13-27.
Tacchi, J. A., Slater, D., & Hearn, G. N. (2003). <i>Ethnographic action research: A user's handbook</i> . Unesco.
Timmermans, S., & Tavory, I. (2007). Advancing ethnographic research through grounded theory practice. <i>Handbook of grounded theory</i> , 493, 513.
Enria, L. (2016). Co-producing knowledge through participatory theatre: reflections on ethnography, empathy and power. <i>Qualitative research</i> , 16(3), 319-329.
Nind, M. (2014). <i>What is inclusive research?</i> . A&C Black.
Bravington, A., & King, N. (2019). Putting graphic elicitation into practice: tools and typologies for the use of participant-led diagrams in qualitative research interviews. <i>Qualitative Research</i> , 19(5), 506-523.
Vayena, E., Brownsword, R., Edwards, S. J., Greshake, B., Kahn, J. P., Ladher, N., ... & Rid, A. (2016). Research led by participants: a new social contract for a new kind of research. <i>Journal of Medical Ethics</i> , 42(4), 216-219.
Littlechild, R., Tanner, D., & Hall, K. (2015). Co-research with older people: perspectives on impact. <i>Qualitative Social Work</i> , 14(1), 18-35.
Smith, R., Monaghan, M., & Broad, B. (2002). Involving young people as co-researchers: Facing up to the methodological issues. <i>Qualitative Social Work</i> , 1(2), 191-207.
Pettigrew, S. F. (2000). Ethnography and grounded theory: a happy marriage?. <i>ACR North American Advances</i> .

The names of consulting teachers	Science degree	Main scientific works published in a scientific field in last 5 year period
Donata Petružytė	Dr.	<p>Petružytė, D. (2014). Tyrėjo subjektyvaus patyrimo episteminė reikšmė lauko tyrimuose. <i>STEPP: socialinė teorija, empirija, politika ir praktika</i>, 8, 7-20</p> <p>Šumskienė, E., Mataitytė-Diržienė, J., Klimaitė, V. ir Petružytė, D. (2017). Stigmos daugiamatiškumas psichikos sveikatos priežiūros sistemoje. <i>Filosofija. Sociologija</i>, 28(4), 277-284</p> <p>Petružytė, D. (sudaryt.) ir Šumskienė, E. (sudaryt.) (2017). <i>Psichikos sveikatos ir gerovės paradigmos kaita Lietuvoje (monografija)</i>. Vilnius: Vilniaus universiteto leidykla</p>
		<p>Šumskienė, E., Petružytė, D., & Klimaitė, V. (2018). Biomedical and psychosocial interventions in the mental health care system in Lithuania: "Leaving the psychiatrist's clinic - with at least a couple of prescriptions". <i>Archives of psychiatry and psychotherapy</i>, 20(1), 67-75.</p>
		<p>Babušytė, J., Rabikauskaitė, D., & Petružytė, D. (2015). Building psychosocial resilience in young people: the possibilities of Forum theatre. <i>Humanities and social sciences Latvia</i>, 23(2), 21-36</p>

Certified during Doctoral Committee session on 2020-02-26. Protocol No. 250000-KI-7

Committee Chairman prof. Arūnas Poviliūnas