**COURSE SCENARIO**

***Interdisciplinary Approaches to Nature in Urban Setting***

**CLASS 11**

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| **TOPIC** | **Ethnography in urban setting: thick description** | |
| **LEARNING CONTENT - DETAILED CHARACTERISTICS** | This class will delve into the method of urban ethnography, focusing on the "thick description" approach. Urban ethnography involves immersive fieldwork to uncover the intricate cultural, social, and spatial dynamics of urban environments. The "thick description" method, introduced by Clifford Geertz, emphasizes capturing rich contextual details to interpret the meaning behind observed behaviors. Through this class, students will gain insights into the practicalities and challenges of conducting urban ethnography and employing the "thick description" technique. | |
| **KEY WORDS** | Urban ethnography, thick description, fieldwork, cultural interpretation, contextual details. | |
| **SUGGESTED TOOLS** | PowerPoint presentation, computer, internet | |
| **TIPS / METHODOLOGICAL REMARKS**  **(If applicable)** | Examples and case studies to illustrate key concepts | |
| **IMPLEMENTATION OF THE CLASSES** | **STEP 1** | Class begins by introducing urban ethnography as a research method to understand urban life in its complexity.  Explaining the "thick description" concept and its significance in capturing the deeper meanings behind everyday behaviors. |
| **STEP 2** | Discussion on Clifford Geertz's concept of "thick description" and how it differs from "thin description." The importance of context, interpretation, and cultural understanding in thick description. |
| **STEP 3** | Presenting a case study where an urban ethnographer employed the thick description method to study a specific urban phenomenon. Analyzing how the ethnographer captured contextual details and interpreted observed behaviors. |
| **STEP 4** | Lecturer examines the challenges faced by urban ethnographers, such as establishing rapport, ethical considerations, and researcher bias. Discussion on the concept of reflexivity and how researchers navigate their own subjectivities during the research process. |
| **STEP 5** | The lecturer facilitates a class discussion on the insights gained from the excerpts and the power of "thick description" in understanding urban life.  Students reflect on the complexities and potential of this method in addressing urban research questions.  Work in class, Work card 7. |

**ADITIONAL MATERIAL 7 (WORK CARD Work in class, instructions)**

Task:

Lecturer divides the class into small groups of 4-5 students each.

Lecturer distributes different excerpts from urban ethnography studies that showcase "thick description." Instructs each group to collaboratively analyze the given excerpt and identify the following:

* Contextual Details: Highlight specific descriptions of the setting, environment, interactions, and behaviors presented in the excerpt.
* Interpretations: Identify the researcher's interpretations, insights, or cultural meanings inferred from the observed behaviors and details.
* Emotional Tone: Discuss the emotional or affective nuances captured in the excerpt, if any.

Guidelines for a lecturer:

1. Encourage each group to discuss and record their observations on a shared document or flip chart.
2. Emphasize the importance of considering the "thick" layers of context to uncover deeper meanings.
3. Remind students to look beyond surface observations and delve into the cultural implications.

Discussion and Presentation:

After the analysis session, 10 minutes allocated for each group to present their findings to the class. As each group presents, the rest of the class is encouraged to ask questions and engage in discussions about the observed contextual details, interpretations, and emotional tones.