**COURSE SCENARIO**

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

**CLASS 13**

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| **TOPIC** | **Hands-on experience in practicing urban ethnography skills in class** | |
| **LEARNING CONTENT - DETAILED CHARACTERISTICS** | This class aims to provide students with hands-on experience in practicing urban ethnography skills, specifically participant observation and fieldwork techniques. By immersing themselves in a role-playing exercise within an imaginary urban community, students will develop the ability to observe and document contextual details using the "thick description" approach. | |
| **KEY WORDS** | Urban ethnography, participant observation, fieldwork, thick description, immersive role-play. | |
| **SUGGESTED TOOLS** | PowerPoint presentation, case studies. | |
| **TIPS / METHODOLOGICAL REMARKS**  **(If applicable)** | Using relevant cases as examples, engaging in a discussion on ethical questions in anthropological research, possible hurdles in a methodology. | |
| **IMPLEMENTATION OF THE CLASSES** | **STEP 1** | Introducing the immersive role-play exercise as a simulated fieldwork scenario where students will practice these skills. |
| **STEP 2** | The class is divided into pairs or small groups and assigned each group specific roles within an imaginary urban community (e.g., shop owner, street vendor, resident, etc.).  Lecturer provides a brief description of the urban community, its characteristics, and social dynamics to set the context for the exercise. |
| **STEP 3** | Students engage in the role-play exercise, moving around the classroom and interacting with other groups in their designated roles.  Students are encouraged to actively observe and document the behaviors, conversations, and physical surroundings they encounter. |
| **STEP 4** | Lecturer brings the class back together and facilitate a group discussion. Asks each group to share their observations, insights, and challenges faced during the exercise.  Students are ecouraged to reflect on the complexity of capturing "thick descriptions" and the experiential learning gained from the activity. |
| **STEP 5** | Lecturer summarize the importance of participant observation and fieldwork skills in urban ethnography. Explains the upcoming assignment and encourages students to approach the upcoming assignment with enthusiasm and confidence, armed with their experiential learning from the role-playing exercise. |

**ADITIONAL MATERIAL 8 (WORK CARD - ASSIGNMENT)**

Objective: To apply urban ethnography methods to investigate either access to nature within an urban environment or urban biodiversity. Students will conduct fieldwork, practice participant observation, and present their findings in class. 2 weeks deadline.

Choose one of the following options:

**Option 1: Nature Access**

Select a specific urban location within your city (e.g., a park, waterfront, botanical garden) that offers access to nature. Your task is to conduct urban ethnography to explore how people from diverse backgrounds access and interact with this natural space.

**Option 2: Urban Biodiversity**

Identify an area in your city known for its urban biodiversity (e.g., a green corridor, community garden, or a neighborhood with diverse plant and animal life). Your goal is to engage in urban ethnography to understand the relationships between human residents and the local biodiversity.

Preparation and Research:

* Choose your research focus: nature access or urban biodiversity.
* Research the chosen location or area, gathering background information about its history, purpose, and significance.
* Familiarize yourself with urban ethnography methods, participant observation, and "thick description."

Fieldwork and Participant Observation:

* Spend time at the chosen location, immersing yourself in the environment and observing people's interactions.
* Use participant observation to capture behaviors, conversations, rituals, and other relevant actions related to your chosen focus.

Data Collection:

* Document your observations in a field notebook, recording detailed descriptions of interactions, emotions, and the physical environment.
* Collect photographs, sketches, or audio recordings to complement your written notes.

Analysis and Interpretation:

* Organize and analyze your fieldwork data, identifying patterns, trends, and cultural nuances related to your chosen focus.
* Use the "thick description" approach to interpret observed behaviors and interactions.

Presentation (In-class):

* Prepare a 10-15 minute presentation to share your findings with the class.
* Include rich descriptions of your fieldwork experiences, insights gained, and cultural meanings inferred.
* Reflect on the significance of your findings for understanding urban nature access or biodiversity.

Assessment Criteria:

* Quality of fieldwork observations and "thick descriptions."
* Depth of analysis and cultural interpretation.
* Clarity and organization of the presentation.
* Ability to engage the class with insights and reflections.
* Adherence to assignment guidelines and deadlines.

Note: Prior to conducting fieldwork, ensure compliance with ethical guidelines, seek any necessary permissions, and prioritize your safety and the safety of others during the research process.