

COURSE OUTLINE

(1) GENERAL

SCHOOL	SCHOOL OF SOCIAL SCIENCE		
ACADEMIC UNIT	SOCIOLOGY		
LEVEL OF STUDIES	UNDERGRADUATE		
COURSE CODE	MEOK3 87	SEMESTER	Fall
COURSE TITLE	Ethnographic Fieldwork		
INDEPENDENT TEACHING ACTIVITIES <i>if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits</i>		WEEKLY TEACHING HOURS	CREDITS
		3	6
<i>Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).</i>			
COURSE TYPE <i>general background, special background, specialised general knowledge, skills development</i>	Seminar of Specialization in a specific Area		
PREREQUISITE COURSES:	Introduction to Cultural Anthropology, Anthropology of Greece, Qualitative Methods in Sociology		
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	Yes, upon request and on the basis of preparing an essay and presenting it in the classroom (in English)		
COURSE WEBSITE (URL)	Course page at UoC-eLearn		

(2) LEARNING OUTCOMES

Learning outcomes

The course learning outcomes, specific knowledge, skills and competences of an appropriate level, which the students will acquire with the successful completion of the course are described.

Consult Appendix A

- Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area
- Descriptors for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and Appendix B
- Guidelines for writing Learning Outcomes

By the end of the course, students will:

- By the end of the course, students will:
 - Understand the principles and stages of the qualitative research process
 - Critically assess the ethical and methodological challenges in qualitative

fieldwork

- Gain familiarity with ethnographic research design and data collection
- Analyze and present existing ethnographic studies from sociology, anthropology, or political science
- Develop research skills applicable to future academic or applied fieldwork

Skills:

- **Becoming aware of the historical evolution of ethnographic methods in sociology and anthropology**
- **Understanding the tools of the ethnographer and the responsibilities as well**
- **Becoming conscious of the ethical issues involved in ethnographic research**

General Competences

Taking into consideration the general competences that the degree-holder must acquire (as these appear in the Diploma Supplement and appear below), at which of the following does the course aim?

Search for, analysis and synthesis of data and information, with the use of the necessary technology

Adapting to new situations

Decision-making

Working independently

Team work

Working in an international environment

Working in an interdisciplinary environment

Production of new research ideas

Project planning and management

Respect for difference and multiculturalism

Respect for the natural environment

Showing social, professional and ethical responsibility and sensitivity to gender issues

Criticism and self-criticism

Production of free, creative and inductive thinking

.....

Others...

.....

Production of free, creative and inductive thinking

Criticism and self-criticism

Decision making

Showing social, professional and ethical responsibility and sensitivity in social research, and especially ethnographic research

Working independently

(3) SYLLABUS

Course Description:

The course is structured around two parallel components:

1. Lectures & Theoretical Foundations:

Delivered by the instructor, these sessions cover key aspects of the qualitative research process, especially from the perspective of ethnographic

methodology. Topics include:

- Theoretical preparation
- Formulating research questions
- Field access and informant selection
- Ethics in fieldwork
- Data analysis in qualitative inquiry

2. Student

Research

Activities:

Students will engage in independent research and group discussions, culminating in:

- A semester-long project analyzing an existing ethnographic study
- In-class presentations on the methodological approach of the selected case study
- Peer discussion and critique of diverse ethnographic strategies

Instructor Biography

Dr.

Leonidas

Oikonomakis

Political Ethnographer | PhD | MA in International Development Studies (University of Manchester)

Dr. Oikonomakis is a political ethnographer with extensive fieldwork experience in Latin America and Greece. His ethnographic research includes:

- **Chiapas, Mexico** (2 years)
- **Chapare, Bolivia** (5 months)
- **Amazon region, Ecuador** (24 months)
- **Mountain mining villages of Chalkidiki, Greece** (9 months)

His teaching draws directly from these experiences, incorporating both **empirical insights** and **methodological reflections** into the classroom. He specializes in ethnographic methods in both sociology and political science and has actively contributed to the academic field through:

- Organizing international conferences and methodological workshops

- Presenting research at global academic forums
- Advancing the discussion on the role of ethnography in social sciences

Lecture Schedule & Content

Lecture 1: Introduction to Course Structure and Requirements

This opening lecture introduces students to the overall structure, learning objectives, and assessment requirements of the course. Attendance is crucial, as this session will serve as the basis for student selection and final enrollment in the seminar.

Lecture 2: Introduction to Key Concepts in Social Research

Focuses on core epistemological and methodological questions in social research:

- Ontology, epistemology, methodological approaches
- Differences between qualitative and quantitative research
- Strengths and limitations of each approach
- Overview of qualitative methods:
 - In-depth interviews (semi-/unstructured)
 - Document and archival analysis
 - Ethnography/participant observation
 - Biographical narratives
 - Focus groups

Required Reading (indicative):

- Tsiolis, G. (2013, 2014)
 - Isari & Pourkos (2015)
 - Bryman, A. (2017)
 - Babbie, E. (2018)
-

Lecture 3: Semi-/Unstructured Interviews, Biographical Narratives, and Focus Groups

A methodological deep dive into key qualitative research tools:

- Designing interview guides
- Conducting and managing interviews
- Using narratives and group discussions for data collection
- Illustrated with examples from the instructor's own fieldwork

Required Reading (indicative):

- Thompson, P. (2002)
- Bryman, A. (2017)
- Isari & Pourkos (2015)

Lecture 4: Field-Based Ethnographic Research

Explores:

- Ethnography in sociology vs. political anthropology
- The history of ethnographic methods in the social sciences
- Multi-method ethnographic practices (interviews, archives, observation)
- Political ethnography as a subfield
- Fieldwork examples from the instructor's research

Required Reading (indicative):

- Auyero, J. (2006)
 - Marcus, G.E. (1995)
 - Copans, J. (2004)
 - Eriksen, T.H. (2007)
-

Lecture 5: Ethics and Researcher Reflexivity

Addresses:

- Ethical dilemmas in qualitative fieldwork
- Research preparation, field access, informant selection
- Positionality and reflexivity
- Power dynamics and researcher's influence on data

Required Reading (indicative):

- Becker, H.S. (1967)
- Bourgois, P. (1990)
- Haraway, D. (1988)
- Brettell, C. (1993)
- Robson, C. (2010)
- Bryman, A. (2017)

Lectures 6–13: Student Presentations and Group Discussion

In these sessions, students will present their semester research papers. Topics will be chosen based on individual interests and from a list provided by the instructor. The papers replace final exams and require:

- Methodological analysis of an ethnographic study
- Application of course concepts
- Critical discussion in class

Sample Case Studies (indicative):

- Bourgois, P. *In Search of Respect*
- Du Bois, W.E.B. *The Philadelphia Negro*
- Orwell, G. *Down and Out in Paris and London*

- Goffman, E. *Asylums*
- Boo, K. *Behind the Beautiful Forevers*
- Pachirat, T. *Every Twelve Seconds*
- Goffman, A. *On the Run*
- Khan, S.R. *Privilege*
- Barley, N. *The Innocent Anthropologist*
- Vitebsky, P. *The Reindeer People*

The instructor will offer guidance, feedback, and supplementary reading throughout the semester.

(4)TEACHING and LEARNING METHODS - EVALUATION

DELIVERY <i>Face-to-face, Distance learning, etc.</i>	Face to face	
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY <i>Use of ICT in teaching, laboratory education, communication with students</i>	Use of ICT in teaching and communication with students	
TEACHING METHODS <i>The manner and methods of teaching are described in detail. Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc.</i> <i>The student's study hours for each learning activity are given as well as the hours of non-directed study according to the principles of the ECTS</i>	Activity	Semester workload
	Lectures	50
	Autonomous study	30
	Study and Analysis of Bibliography	30
	In class presentation	20
	Course total	150
STUDENT PERFORMANCE EVALUATION <i>Description of the evaluation procedure</i> <i>Language of evaluation, methods of evaluation, summative or conclusive, multiple choice questionnaires, short-answer questions, open-ended questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory work,</i>	Language of evaluation: Greek Method of evaluation: Final test with short answer questions (end of semester) The method and criteria of evaluation are included in the course syllabus and explained to students during the first lecture of the semester.	

clinical examination of patient, art interpretation, other

Specifically-defined evaluation criteria are given, and if and where they are accessible to students.

(5) ATTACHED BIBLIOGRAPHY

- *Suggested bibliography:*

Bibliography

I. Greek-Language Sources

- Babbie, Earl. (2018). *Εισαγωγή στην Κοινωνική Έρευνα*. Αθήνα: Κριτική.
- Bryman, Alan. (2017). *Μέθοδοι Κοινωνικής Έρευνας*. Αθήνα: Gutenberg.
- Corans, Jean. (2004). *Η επιτόπια εθνολογική έρευνα*. Αθήνα: Gutenberg.
- Eriksen, Thomas Hylland. (2007). *Μικροί Τόποι, Μεγάλα Ζητήματα*. Αθήνα: Κριτική.
- Ίσαρη, Φ., & Πουρκός, Μ. (2015). *Ποιοτική Μεθοδολογία Έρευνας*. Κάλυπος.
- Robson, Colin. (2010). *Η έρευνα του πραγματικού κόσμου*. (Επιμ. Κ. Μιχαλοπούλου, Μτφρ. Β. Νταλάκου & Κ. Βασιλικού). Αθήνα: Gutenberg.
- Τσιώλης, Γ. (2013). «Η σχέση ποιοτικής και ποσοτικής προσέγγισης στην κοινωνική έρευνα». Στο Μ. Πουρκός (Επιμ.), *Δυνατότητες και όρια της μείξης των μεθοδολογιών στην κοινωνική και εκπαιδευτική έρευνα* (σελ. 271–292). Αθήνα: Ίων.
- Τσιώλης, Γ. (2014). *Μέθοδοι και τεχνικές ανάλυσης στην ποιοτική κοινωνική έρευνα*. Αθήνα: Κριτική.
- Τσιώλης, Γ., Σερντεδάκης, Ν., & Κάλλας, Γ. (Επ.) (2011). *Ερευνητικές Υποδομές και Δεδομένα στην Εμπειρική Κοινωνική Έρευνα*. Αθήνα: Νήσος.
- Thompson, Paul. (2002). *Φωνές από το Παρελθόν – Προφορική Ιστορία*. (Επιμ. Κ. Μπάδα, Ρ. Βαν Μπούσχοτεν, Μτφρ. Ρ. Β. Μπούσχοτεν, Ν. Ποταμιάνος). Αθήνα: Πλέθρον.

II. English-Language Sources

- Appadurai, A. (1991). "Global Ethnoscapes." In *Recapturing Anthropology*, edited by R. Fox. Santa Fe: SAR Press.
- Aronoff, M. (2006). "Forty Years as a Political Ethnographer." *Ab Imperio*, 4, 1–15.
- Asad, T. (Ed.). (1995). *Anthropology & the Colonial Encounter*. New York: Humanities Press.
- Aubry, A. (2011). "Otro Modo de Hacer Ciencia." In *Luchas muy otras*, eds. R. Stahler-Sholk et al. Mexico City: UAM.
- Auyero, J. (2006). "Introductory Note." *Qualitative Sociology*, 29(3), 257–259.
- Auyero, J. (2021). "Afterword: Going Granular." *Qualitative Sociology*, 44(3), 473–477.
- Baiocchi, G., & Connor, B. T. (2008). "The Ethnos in the Polis." *Sociology Compass*, 2(1), 139–155.
- Balsiger, P., & Lambelet, A. (2014). "Participant Observation." In *Methodological Practices in Social Movement Research*, edited by D. della Porta. Oxford University Press.
- Balandier, G. (1970). *Political Anthropology*. New York: Pantheon.
- Becker, H. S. (1967). "Whose Side Are We On?" *Social Problems*, 14(3), 239–247.
- Bourgois, P. (1990). "Confronting Anthropological Ethics." *Journal of Peace Research*, 27(1), 43–54.
- Bourgois, P. (2002). *In Search of Respect* (2nd ed.). Cambridge University Press.
- Brettell, C. (1993). *When They Read What We Write*. Bergin & Garvey.
- Haraway, D. (1988). "Situated Knowledges." *Feminist Studies*, 14(3), 575–599.
- Marcus, G. E. (1995). "Ethnography In/Of the World System." *Annual Review of Anthropology*, 24, 95–117.
- Goffman, E. (1989). "On Fieldwork." *Journal of Contemporary Ethnography*,

18(2), 123–132.

- Gold, R. (1997). “The Ethnographic Method in Sociology.” *Qualitative Inquiry*, 3(4), 388–402.
- Pachirat, T. (2018). *Among Wolves: Ethnography and the Immersive Study of Power*. Routledge.
- Plows, A. (2008). “Social Movements and Ethnographic Methodologies.” *Sociology Compass*, 2(5), 1523–1538.
- Stacey, J. (1999). “Ethnography Confronts the Global Village.” *Journal of Contemporary Ethnography*, 28(6), 687–697.
- Tilly, C. (2006). “Afterword: Political Ethnography as Art and Science.” *Qualitative Sociology*, 29(3), 409–412.
- Vitebsky, P. (2006). *The Reindeer People*. Boston: Mariner Books.

III. Supplementary Readings for Research Papers

- Barley, N. (2005). *Ο Ανυποψίαστος Ανθρωπολόγος*. Αθήνα: Αιώρα.
- Engels, F. (1887). *Η κατάσταση της εργατικής τάξης στην Αγγλία*. Αθήνα: Δημιουργία.
- Du Bois, W. E. B. (1899). *The Philadelphia Negro*. University of Pennsylvania Press.
- Καρυσιński, R. (2014). *Ταξίδια με τον Ηρόδοτο*. Αθήνα: Μεταίχμιο.
- Orwell, G. (1933/2010). *Οι Αθλιοι του Παρισιού και του Λονδίνου*. Αθήνα: ΑΣΒΟΣ.
- Goffman, E. (1961). *Asylums*. Αθήνα: Ευρύαλος.
- Scott, J. (1985). *Weapons of the Weak*. Yale University Press.
- Stevens, M. L. (2007). *Creating a Class*. Harvard University Press.
- Khan, S. R. (2012). *Privilege*. Princeton University Press.
- Boo, K. (2012). *Behind the Beautiful Forevers*. Random House.
- Pachirat, T. (2013). *Every Twelve Seconds*. Yale University Press.

- Goffman, A. (2014). *On the Run*. University of Chicago Press.
- Vitebsky, P. (2006). *The Reindeer People*. Boston: Mariner Books.

- Related academic journals:

Ethnography

Journal of Contemporary Ethnography

HAU:Journal of Ethnographic Theory