

ANTH 220 – Fall 2010

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Office Hours: Tu 11-12, 1:30-2:30

Th 11-12, 1:30-2:30

Fri 10:30-11:30, and by appt.

Ethnographic Methods

This class explores what ethnography is and how ethnographers work by studying ethnographic methods and work by ethnographers. Students will design a research project, carry it out, and write up the results. Students will learn a variety of ethnographic methods and explore various research dilemmas. They will learn how time-consuming and challenging ethnographic research is. They will examine the process of writing and the pros and cons of different ways ethnographers analyze and write-up their data.

Course objectives

1. Students will learn what ethnography is.
2. Students will learn how to construct a research design, conduct independent fieldwork, analyze data, and write a research paper.
3. Students will learn and use several ethnographic methods including participant-observation, interview, life history, photography, map-making, and informant documentation.
4. Students will understand fieldwork ethics and the code of ethics of the American Anthropological Association and they will learn how to apply ethical codes to their own research.
5. Students will learn about the problems and challenges of conducting fieldwork and writing ethnography.

Required books

Fetterman, David. 2009. Ethnography: Step-by-Step. Thousand Oaks, CA: Sage, 3rd edition.

Krause, Elizabeth. 2009. Unraveled: A Weaver's Tale of Life Gone Modern. Berkeley: University of California Press.

Required articles

Code of Ethics of the American Anthropological Association. 2009.

<http://www.aaanet.org/issues/policy-advocacy/upload/AAA-Ethics-Code-2009.pdf>

Course requirements

1. **Class attendance (20 points)**. Attend class faithfully because much of the work of the course will be presented, discussed, and carried out in class. Class attendance, participation in the in-class exercises, and contributions to the regular progress reports are required. Students will earn one point for each class they attend. Students who miss class, no matter what the reason, will not get a point for attendance that day.
2. **Attend two on-campus cultural events (10 points each, 20 points total)** that have relevance to ANTH 220, and write a one-page summary of each, describing **(1) the event** and **(2) its relevance to our course**. THESE EVENTS MUST BE the following (if possible; if you have a legitimate excuse why you can't make these, you can substitute other approved events):

- “Autism and Culture: The Emergence of a Diagnosis at Home and Abroad” by Dr. Roy Richard Grinker, Professor of Anthropology at George Washington University, on Monday, September 13 at 7:30 pm in Roddy 149

- Public Lecture by Dr. Valeria Siniscalchi, “Gender and the Slow Food Movement,” Monday, Nov. 15, 4 pm in Roddy 261.

3. Four Open book quizzes (10 points each, 40 points total). Students will take four open book quizzes on the readings and the methods they cover. Bring your book to class on the quiz date.

* Tues 9/7 – Quiz 1

* Thurs 9/16 – Quiz 2

* Thurs 9/23 – Quiz 3

* Tues 10/26 – Quiz 4

4. Research Project. 100 points. Carry out several stages of the research project by the due dates. Ethnographic research is extremely time consuming and always takes longer than expected. Plan ahead and build in time for glitches. **Falling behind will have devastating consequences!** The following is a list of projects and due dates.

* Thurs 9/2 - fieldwork topics due -- discussed in class

* Tues 9/21 - revised fieldwork topics due -- discussed in class

* Tues 9/28 - research design due

* Thurs 11/4 - data report due

* Tues 11/23 - research paper and all data due

* Weds 12/15, 2:45 pm - revised research paper and first draft with comments due

* The research design should be 3-8 (750-2400 words) pages, word-processed, doubled spaced, in 12 pt font, with page numbers on every page

- It describes the problem or topic that you are investigating and explains why it is important.

- It briefly discusses what others have done on this topic and cites at least three scholarly sources.

- It describes the population you will study.

- It includes a statement of research ethics.

- It includes a sample consent form.

- It defines your methods in detail, which might include some or several of the following:

Participant-observation: state who, where, when and what you will be observing

Life histories: whose life history will you gather? List the focus and questions

Interviews: whom will you interview? Include a list of interview questions.

Informant documentation: what will you collect and from whom?

Photos, maps, drawings: of what and why?

* The data report should be a 2-4 page (500-1200 words) description of your data and discussion of how you will organize and analyze them, with an outline of your paper. If you are using tape-recorded interviews, include transcriptions. If you are using participant observation, include your fieldnotes. If you are using maps, genealogies or photographs, include them, and so on. Describe what data you still plan to collect and any changes you have made to your project.

* The research paper (100 points) should be 10-25 pages (2500-6000 words), word-processed, double spaced, with at least 1” margins all around and page numbers on every page. You must hand in all your data with your research paper. It should include the following sections:

- Abstract: 100-200 word summary of your paper’s focus, methods, data, and findings
- Acknowledgments: thanks to those who were helpful in your project
- Introduction: statement of the research question or problem
- Methodology: description of who and what you studied and the methods you used to gather data. (Include interview questions and/or other details in Appendix).
- Findings: organized description of what you found out
- Significance: discussion of what your findings mean and why your research is important
- Problems: discussion of problems you encountered in either conceptualizing or conducting your research and how you would remedy them in the future; what you would do differently if you were to do this project over again
- Conclusion
- Appendices (optional): inclusion of information not in body of paper (e.g. list of informants, list of interview questions, glossary of key terms, list of recipes, etc.)
- Bibliography with at least three scholarly sources relevant to your project

* You must give an oral presentation of your research in the end of the semester. It should be 10-15 minutes long and be accompanied by powerpoint slides or other visual aids (**20 points**).

<u>Summary of assignments</u>		<u>Grading scale</u>	
Class attendance	20	A	180-200 (A- 180-189, A 190-200)
Open book quizzes	40	B	160-179 (B- 160-165, B 166-172, B+ 173-179)
Cultural events	20	C	140-159 (C- 140-145, C 146-152, C+ 153-159)
Oral presentation	20	D	120-139 (D- 120-125, D 126-132, D+ 133-139)
Research paper	<u>100</u>	F	below 120
TOTAL	200 points		

SYLLABUS

<u>date</u>	<u>topic</u>	<u>assignment</u>
8/31	introduction: ethnographic methods, the course	
9/2	the ethnographic enterprise and fieldwork * fieldwork topics due—discussed in class	<u>Ethnography</u> chapter 1
9/7	Anthropological concepts * open book QUIZ 1	<u>Ethnography</u> chapter 2
9/9	Fieldwork, interviews, & participant observation	<u>Ethnography</u> pp. 33-55
<i>Monday, September 13, 7:30 pm Roddy 149 required public lecture by Dr. Richard Grinker, “Autism and Culture: The Emergence of a Diagnosis at Home and Abroad”</i>		
9/14	Dr. Richard Grinker guest lecture	Grinker article
9/16	methods: questionnaires, personal documentation, maps * open book QUIZ 2	<u>Ethnography</u> pp. 55-79
9/21	Ethnographic equipment, photography, new media * revised fieldwork topics due-- discussed in class	<u>Ethnography</u> chapter 4
9/23	Ethics in anthropology * open book QUIZ 3	<u>Ethnography</u> chapter 7 Read AAA code of ethics
9/28	* research design due	
9/30	Analysis of ethnographic data	<u>Ethnography</u> chapter 5
10/5	Ethnographic writing	<u>Ethnography</u> chapter 6
10/7	Your projects	work on fieldwork
10/12	NO CLASS – FALL BREAK	
10/14	Research design and the experience of fieldwork	<u>Unraveled</u> Intro, chaps 1-2
10/19	Fieldwork and writing	<u>Unraveled</u> chapters 3-5
10/21	Ethnography vs. fiction	<u>Unraveled</u> chapters 6-8
10/26	The power and the drawbacks of fiction * open book QUIZ 4	<u>Unraveled</u> chapters 9-12

10/28	conferences	research project
11/2	conferences	research project
11/4	Writing ethnography * data report due * will be discussed in class—make sure you bring it to class	prepare data report
11/9	Ethnography, fieldwork, and analysis	<u>Unraveled</u> chapters 13-16
11/11	Ethnography and scholarship	<u>Unraveled</u> chapters 17-20

*Dr. Valeria Siniscalchi, Professor of Anthropology, EHESS, “Gender in the Slow Food Movement”,
Monday, November 15, 4 pm, Roddy 261*

11/16	Guest lecture from Dr. Valeria Siniscalchi “Methods for Studying the Slow Food Movement”	research project
11/18	NO CLASS – AMERICAN ANTHROPOLOGICAL ASSOCIATION CONFERENCE	
11/23	<i>student presentations</i> * Research papers due with data *	presentations & project
11/25	NO CLASS – THANKSGIVING	
11/30	<i>student presentations</i>	presentations & project
12/2	<i>student presentations</i>	presentations & project
12/7	<i>student presentations</i>	presentations & project
12/9	<i>student presentations</i>	presentations & project

*** Revised research papers attached to first draft with my comments are due** at the final exam period: **Wednesday, December 15, 2:45-4:45 pm**
Student presentations will take place