

**ANT 3212**  
**WORLD ETHNOGRAPHIES**  
**FALL 2022**

**Meeting Location:** Chem & Physics 117

**Meeting Time:** Tuesday, 1:00pm-2:15pm

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**Instructor:** Dr. Aslihan Akkaya

Department of Global and Sociocultural Studies

**Office:** SIPA 315 (ZOOM)

**Office Hours:** F, 12-1:00pm (Zoom) & by appt.

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**Phone Number:** (618) 967-1733

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### **COURSE DESCRIPTION**

This course is an introduction to ethnography, which has long been the cornerstone of empirical work in cultural and linguistic anthropology and is increasingly used in qualitative sociology, geography, education, and some sub-fields of history and psychology. In this course, students will learn how ethnography is different from other ways of producing knowledge about human experience. Students will then be introduced to some conceptual and methodological key aspects of contemporary ethnography in various global sites. The course explores how ethnographers understand diverse human experiences and the ways people make sense of their lives and the world around them. Students will discuss and evaluate the various theoretical orientations to writing and reading ethnographic texts in cultural, linguistic, and medical anthropology today. Some of the issues we will undertake include the process of writing and editing and how diverse audiences are engaged in the texts. Students will learn how ethnographic design matters, how ethical collaborations in the field are shaped, and how various key ethnographic research methods can produce knowledge about the world around us. This course will enable students to compare cultures and societies; to critically examine the methods, writing styles and formats of ethnographies; and to increase their knowledge of the interrelatedness of local, global and intercultural issues and systems.

### **GLOBAL LEARNING OUTCOMES**

**Global Awareness:** Students will be able to demonstrate knowledge of the interrelatedness of local, global, international, and intercultural issues, trends, and systems.

- Students will read various ethnographies to become aware of the diverse cultures from multiple continents.
- Students will be able to define the principal research methods of sociocultural anthropology, including participant observation, life history and in-depth interviewing, analysis of archival materials, and audiovisual approaches
- Students will write and reflect on their own cultural practices using ethnographic techniques learned in the readings.

**Global Perspective:** Students will be able to conduct a multiperspective analysis of local, global, international, and intercultural problems.

- Students will compare and contrast the various perspectives of ethnographic analysis on cultural conflicts and creative resolutions.
- Students will analyze how the ethnographer's positioning vis-à-vis the communities they study affects their data and interpretation and will reflect upon power relations in the field

**Global Engagement:** Students will be able to demonstrate willingness to engage in local, global, international, and intercultural problem solving.

- Students will practice and apply ethnographic methods to explore the possibilities, limits, and predicaments of ethnographic work.
- Students will engage in team assignments and classroom discussion to engage in local, global, international, and intercultural problem solving.
- Student will conduct a mini-ethnography to learn the art of noticing, witnessing, and connecting to increase their knowledge of the interrelatedness of local, global and intercultural issues and systems.

## **MAJOR & CURRICULUM OBJECTIVES TARGETED**

This course fulfills both the University Core Curriculum requirement (Societies & Identities category) and the Global Learning Foundational Course requirement. It is also required for the BA degree in Sociology & Anthropology (Anthropology track).

Course Prerequisites: There are no prerequisites for this course.

## **UNIVERSITY CORE CURRICULUM COURSE**

This course satisfies the following University Core Curriculum requirement for Social Science Group Two (university-required):

- Students will demonstrate the ability to examine social, cultural, and behavioral issues from a variety of points of view. Students will demonstrate an understanding of basic social and behavioral science concepts and principles used in the analysis of social, cultural, and behavioral issues, past and present, local and global.

It is supported by the following learning outcomes for the course:

- Explain how terms such as culture, ethics, ethnography, power, and hegemony are defined in anthropology.
- Explain different field techniques employed in studying human experience past and present.

- Explain and differentiate between different theoretical approaches employed in studying human experience past and present.
- Enable students to compare cultures and societies across the world; to critically examine the methods, writing styles and formats of ethnographies; and to increase their knowledge of the interrelatedness of local, global and intercultural issues and systems.
- Understand the culturally informed and quite diverse imaginations about the supernatural world and supernatural forces in different societal contexts, from the post-industrial global north (Western Europe and North America), to the BRIC countries, and so-called traditional societies in Africa, the Americas, Asia, and Australia.
- Be a better world citizen by understanding the existence of different ways of being human, and interrelatedness of local and global phenomena.

## REQUIRED MATERIALS

### **Book-1: Fresh Fruit, Broken Bodies: Farmworkers in the United States**

Seth M. Holmes

University of California Press, 2013

ISBN-10: 0520275144, ISBN-13: 9780520275140

*The library has a digital copy of this book and multiple people can read it at a time. However, I cannot guarantee that reading the book online through the library website will go smoothly. You may wish to purchase or rent your own copy.*

You may purchase this books online at the [FIU Bookstore](#)..

### **Book-2: Beyond Surgery: Injury, Healing, and Religion at an Ethiopian Hospital**

Anita Hannig

University of Chicago Press, 2017

ISBN-10: 022645729X, ISBN-13: 978-0226457291

*The library has a digital copy of this book. It only allows one people to read it, but you are allowed to download it once you have access to it. You do not need to purchase it.*

Note: All other readings (books, and articles) and videos will be available in CANVAS.

## TECHNOLOGY REQUIREMENTS:

**CANVAS:** Additional Readings, Videos, Lectures, Lecture Slides, Assignment Guidelines will be posted in CANVAS. Additionally, you will use CANVAS to submit your assignments. Your grades will also be posted on CANVAS. Login via [canvas.fiu.edu](http://canvas.fiu.edu) and check that you can access the course website. If you encounter any technical problems, then call UTS at 305.348.2284 or go to Green Library Rm. 150.

**ZOOM:** We will use Zoom for office hours. We might also use Zoom for emergencies. You will be required to sign in with your FIU ID and password. Click on [fiu.zoom.us](http://fiu.zoom.us) and use your FIU credentials to sign in. You can also find the Zoom link in your Canvas course (Left menu). Additionally, you can download the Zoom app on your phone and connect via your phone. Make sure you have a working camera and sound.

## **COURSE FORMAT**

This is a hybrid course, which means 50% of the course work will be conducted online and 50% in class. Expectations for performance in hybrid course are the same for a traditional course, even though we spend only about half of the time together in a classroom when compared to a normal, face-to-face course. Hybrid courses require a degree of self-discipline, self-motivation, and technology skills that might make these courses more demanding for some students. In addition, this class will operate as an interactive lecture, which means that most of the class time will be used to do the harder work of assimilating that knowledge (through problem-solving, discussion, or debates).

In this vein, this course utilizes Team-Based Learning (TBL). You will be assigned to a team at the beginning of the semester. Teams are different than groups. You will understand the difference during the first week of the semester. You will be expected to get prepared for classes by completing the work outside of class and coming to class to apply that knowledge through team activities, projects, and debates. Thus, regular attendance, student preparedness, and meaningful participation are expected of each student. Coming prepared to participate in class discussions and applying your knowledge from assigned work to do problem-solving will allow all of you to better work through and conceptualize difficult concepts and theories, and to apply these theories to your own experiences and learn from each other. Weekly reflections will guide you in getting prepared for each class. Team assignments and debates will then help you to further your understanding and collaboratively put your knowledge into practice.

## **COURSE REQUIREMENTS**

1. Module Summaries (Complete 10/13 only)	35%
2. In-class Team Assignments	20%
3. Presentation and Participation	10%
4. Analysis of an Ethnography	10%
5. Mini-Ethnography	25%
<b>TOTAL</b>	<b>100%</b>

**GRADING SYSTEM:** To help you succeed in the class, grades are always available to you online through CANVAS grade center. You do not need to ask the professor. Just check CANVAS.

The cut-off points (as a percentage) for all work will be:

94 A, 90 A-, 87 B+, 83 B, 80 B-, 77 C+, 73 C, 70 C-, 67 D+, 63 D, 60 D-.

### **1. MODULE SUMMARIES (35%)**

You are required to read, review, and watch the assigned work and module slides before each class. Additionally, you are required to write a module summary for each module on all assigned work. You will be asked to complete and submit 10 module summaries out of 13. See Canvas for further detailed guidelines, rubric, submission links, and due dates.

## **2. IN-CLASS TEAM ASSIGNMENTS (20% OF GRADE)**

The weekly class sessions are an important source of learning for the course. During each class, we will have multiple team activities, projects, and discussions. I will only ask you as a team to write and submit one of them for grade. However, your final team grade will be calculated individually. Not all team members will be assigned the same team grade. Your individual team grades will be based on the points you earned from your submitted teamwork, your attendance, your performance and active participation in your team. Your team members will evaluate your team attendance and performance at the end of the semester. I will make final team grade adjustments at the end of the semester based on these evaluations and your overall performance and attendance. You can miss one team assignment with no penalty.

## **3. PRESENTATION and PARTICIPATION GRADE (10% OF GRADE)**

This class will operate as an interactive class. Thus, your active participation in team and class discussions are crucial. You will earn your team presentation and participation grade through regular attendance, active participation in your team, and active participation in class discussions. Arriving late, missing more than one class, and not contributing to team and in-class discussions will negatively affect your presentation and participation grade.

## **4. ANALYSIS OF AN ETHNOGRAPHY (10% OF GRADE)**

For this assignment, you will be read and analyze an ethnographic text (Your second required book by Hannig 2017). You will write a 3-4 page paper analyzing the book to reveal the ethnographic questions the author seeks to address, the methods the ethnographer used to collect and analyze the data, the theoretical grounding, the main findings and arguments, and the contribution the author makes to the existing literature. See Canvas for detailed guidelines and submission link.

## **5. MINI-ETHNOGRAPHY PROJECT (25% TOTAL)**

Becoming an ethnographer and learning to do fieldwork takes practice and time. Instead of just passively reading ethnographic research and texts, you will be asked to experience being in the field, practicing the art of noticing, and writing in this course as a final product. For this assignment, you will prepare a report on an ethnographic research you conduct in South Florida or in a Virtual Community. You will choose a topic of interest, pose a research question, conduct fieldwork, and follow-up interviews, and write a report not only on your findings but also on the dilemmas you faced when you are in the field. This project will be conducted in phases. You will submit your proposal by Week-5, you will submit your fieldnotes by Week-9, and you will submit your final report by the final week of the semester.

STAGE-1: Write a 1-2 page research proposal. Due Week-5 (5%)

STAGE-2: Write at least 4-5 pages of field notes. Due Week 9 (5%)

STAGE-3: Produce an ethnographic work based on your analysis. Due during finals (15%)

## GENERAL CLASS POLICIES

1. Attendance: You may have one absence and you may be tardy once per semester without penalty. Any absence or tardy beyond one will result in you being marked down by two points in the overall class. Any absence or tardy beyond two will result in you being marked down by four to five points in the overall class. If you need to miss a class due to illness (medical doctor's note), religious observances or team participation (official paper work) you must notify me before class. I will accommodate legitimate, verifiable cases of illness and emergencies in addition to religious holy days (two-weeks in advance notice).

**\*\*\*MISSING MORE THAN ONE CLASS WITHOUT AN OFFICIAL EXCUSE WILL BRING YOUR OVERALL GRADE DOWN 2 POINTS PER CLASS MISSED.\*\*\***

2. Conduct in the Classroom: Students are expected to treat the professor and other students with dignity and respect, especially in cases where a diversity of opinion arises. If students disrupt the learning process or act in a disrespectful and/or threatening behavior toward the professor or other students in class, they will be asked to leave the class. However, if the same student continues engaging in disruptive behavior, they will be subjected to disciplinary action, including removal from the course.

3. Electronics Policy: Note that use of cell phones, computers, or any other devices during class other than team assignments will result in student being marked absent and receiving the two to five-point grade penalty. You will first be given a yellow card as a warning. If you continue, then you will be given a red card which shows that you are marked as absent. We will discuss and set classroom rules during the first week of the semester together.

4. Joining a Team: Each team will have 4-5 students in it. During week 1 and 2, I will explain how to form a team and enroll in your team on CANVAS. During Week 1, you will be working in a temporary team. You are required to join your team on CANVAS to receive grades for your team assignments. At the end of the semester, you will evaluate your team member's individual performances.

5. Tardiness: Assignments received after the deadline will lose 1/2 or 1 grade; one week and over 1 full grade or more. Only 3 late work accepted.

6. Plagiarism/Academic Honesty: As an FIU student, you are always expected to abide by the university's policies particularly those governing academic honesty and plagiarism as they appear in the FIU Student Handbook. If you are not familiar with how to avoid plagiarism, you will receive some instruction and additional guidelines in this course. In sum, should anything you/your team produces cite any data, research or information that you have not generated, and which is not general knowledge then you must cite it appropriately following one of the disciplinary conventions of the academic disciplines represented by the faculty teaching this course. More information about citation formatting will be given to you via Blackboard. Please become completely familiar with bibliographic styles and citation conventions. If you do not cite others' work adequately you can be accused of plagiarism and FIU takes these accusations very seriously. Several of your written assignments will be submitted using Turnitin.com to check

your work for plagiarism. Finally, I reserve the right to alter the syllabus as needed. You will be notified of any changes.

7. Academic Conduct: Florida International University is a community dedicated to generating and imparting knowledge through excellent teaching and research, the rigorous and respectful exchange of ideas, and community service. All students should respect the right of others to have an equitable opportunity to learn and to honestly demonstrate the quality of their learning. Therefore, all students are expected to adhere to a standard of academic conduct, which demonstrates respect for themselves, their fellow students, and the educational mission of the University. All students are deemed by the University to understand that if they are found responsible for academic misconduct, they will be subject to the Academic Misconduct procedures and sanctions, as outlined in the Student Handbook.

## SPECIAL NEEDS STUDENTS

Please notify me prior to or immediately upon commencement of this course about your accommodation needs as in accordance with FIU policy. You will be accommodated accordingly. FIU provides academic accommodation to students with disabilities. Students with physical, perceptual, or learning disabilities as addressed by the Americans with Disabilities Act should contact FIU's Disability Resource Center for information regarding accommodations.

Disability Resource Center

Location: 11200 SW 8th Street - GC 190

Website: <http://drc.fiu.edu/students/index.html> [Links to an external site.](#)

This syllabus is subject to change at the discretion of the faculty. Students will be notified of such changes ahead of time via email or through CANVAS.

### COURSE OUTLINE

C: CANVAS

#### MODULE 0

#### INTRODUCTION TO THE COURSE

August 23, Tuesday

Introduction, Syllabus Review, Team-based Learning, Brief Introduction to Anthropology and Ethnography, Getting to Know Each Other

**DUE: SUBMIT "SYLLABUS and COURSE CONTRACT" BEFORE WEEK 2 CLASS**

#### MODULE 1

#### INTRODUCTION TO ANTHROPOLOGY & ITS METHODS

August 30, Tuesday

Anthropology, The Concept of Culture, Ethnography, Fieldwork, Cultural Relativism vs. Ethnocentrism, The Anthropological Perspective, Etic and Emic Perspectives, Seeing your own seeing, Theory and Methods in Anthropology

**DUE: SUBMIT MODULE-1 SUMMARY BEFORE CLASS**

## MODULE 1- READINGS and VIDEOS

Read: Chapter-1 Introduction to Anthropology, Stein & Stein 2017 (Canvas)

Read: Article: Nacirema (Canvas)

Watch Lecture: Introduction to Anthropology (Canvas)

Watch Video: Theory and Methods in Anthropology (Canvas)

Check CANVAS for additional required work for this module.

### Optional Readings

Baker, Lee D. 2010. Anthropology and the Racial Politics of Culture. Durham: Duke University Press, Read "Introduction", and "Cult of Franz Boas."

Franz Boas. 1896. "The Limitations of the Comparative Method of Anthropology" In Science. New Series, Vol. 4, No. 103 (Dec. 18, 1896), pp. 901-908.

## MODULE 2 ETHNOGRAPHY: EPISTEMOLOGY, HISTORY, AND ITS POLITICS

September 6, Tuesday                      What is ethnography?, Why ethnography?, The History of Anthropology and Ethnography, Early Ethnographers, The Aim and Scope of Ethnography, Epistemology, History, and The Politics of Ethnography

DUE: **SUBMIT MODULE-2 SUMMARY BEFORE CLASS**

## MODULE 2- READINGS AND VIDEOS

Malinowski, Bronislaw. 1922. "Introduction: The Subject, Method and Scope." In Argonauts of the Western Pacific. London: Routledge. Pp. 1-20.

Franz Boas. 1932. "The Aims of Anthropological Research" In Science. New Series, Vol. 76, No. 1983 (Dec. 30, 1932), pp. 605-613.

Beyond the End of Anthropology: Ethnography and its Discontents: [https://histanthro.org/reviews/after-ethnos/?utm\\_source=rss&utm\\_medium=rss&utm\\_campaign=after-ethnos](https://histanthro.org/reviews/after-ethnos/?utm_source=rss&utm_medium=rss&utm_campaign=after-ethnos)

Watch: Lecture on Ethnographic fieldwork then and now (Canvas).

Check CANVAS for additional required work for this module

### Optional Readings

Brian A. Hoey. "A Simple Introduction to the Practice of Ethnography and Guide to Ethnographic Fieldnotes." Marshall University Digital Scholar (June 2014).

M. Wax (1972) "Tenting with Malinowski." Am Sociological Rev 37(1): 1-13.

Video: Off the Veranda: Click on the link below and using your FIU credentials sign in to get access: <https://ezproxy.fiu.edu/login?url=https://fod.infobase.com/PortalPlaylists.aspx?wID=107350&xtid=2544>

Brief History of Ethnography: <https://www.youtube.com/watch?v=PJFPMO5eNk4>



### **MODULE 3 ETHNOGRAPHY AND THEORY**

September 13, Tuesday Ethnography and Theory, Ethnography as Theory, Theorizing Culture, Thin and Thick Descriptions of Culture

**DUE: SUBMIT MODULE-3 SUMMARY BEFORE CLASS**

#### **MODULE-3 READING AND VIDEOS**

Geertz, Clifford. 1973. "Thick Description: Toward an Interpretive Theory of Culture," *The Interpretation of Cultures*. New York: Basic Books. Pp. 3-30.

Nader, Laura. "Ethnography as Theory." *HAU journal of ethnographic theory* 1.1 (2011): 211–219. Web.

Jackson, John L. 2013. "Thin." In *Thin Description: Ethnography and the African Hebrew Israelites of Jerusalem*. Cambridge: Harvard University Press. Pp. 149-155.

Visit this website and review theories explained: <https://anthropology.ua.edu/anthropological-theories/>

**-Check CANVAS for additional required work for this week!**

#### **Optional Readings**

Biehl, João. 2013. "Ethnography in the Way of Theory." *Cultural Anthropology* 28(4): 573-597.

Comaroff, Jean & John L. Comaroff. 2012. "Theory from the South: Or, how Euro-America is Evolving Toward Africa." *Anthropological Forum* 22(2): 113-131.

### **MODULE 4 THE FIELD: AS SITE, METHOD, AND LOCATION**

September 20, Tuesday What is a field? How one defines the boundaries of a field? The field past, now, and then, Multi-sited ethnography and fieldwork.

**DUE: SUBMIT MODULE-4 SUMMARY BEFORE CLASS**

**DUE: MINI-ETHNOGRAPHY PROPOSAL**

#### **MODULE-4 READING AND VIDEOS**

Gupta, Akhil, and James Ferguson. 1997. "Discipline and Practice: 'The Field' as Site, Method, and Location in Anthropology," in *Anthropological Locations: Boundaries and Grounds of a Field Science*. University of California Press. Pp. 1-46.

Marcus, George. 1995. "Ethnography in/out of the World System: The Emergence of Multi-Sited Ethnography." *Annual Review of Anthropology* 24: 95-117.

**-Check CANVAS for additional required work for this week!**

#### **Optional Readings**

Behar, Ruth. 1996. Ch. 1. *The Vulnerable Observer: Anthropology That Breaks Your Heart*. Boston: Beacon Press. Pp. 1-33.

Verdery, Katherine. 2018. *My Life as a Spy: Investigations in a Secret Police File*. Durham: Duke University Press.

Video: Symbolism in Balinese Cockfight: <https://www.youtube.com/watch?v=avW6g31hy-c>

## **MODULE 5 ENTERING THE FIELD AND PARTICIPANT OBSERVATION**

September 27, Tuesday      Entering the Field, Fieldwork, The Art of Noticing, Training the Senses, Multimodality, Participant Observation.

**DUE: SUBMIT MODULE-5 SUMMARY BEFORE CLASS**

### **MODULE-5 READING AND VIDEOS**

Clifford, James. 1990. Notes on (Field)notes. In “Fieldnotes: The Makings of Anthropology” ed. by Roger Sanjek. Cornell University Press. Pp. 47-70.

Holmes, Seth. 2013. Fresh Fruit, Broken Bodies. Chapter 1: Introduction.

Watch Lecture-1: Ethnography and Participant Observation

Watch: How to write an effective fieldnote: <https://www.youtube.com/watch?v=mp2UQQt4Mdl>

Check Franz Boas' Baffin Island Letter--Diary, 1883-1884 by Douglas Cole, pg. 17-51.

**-Check CANVAS for additional required work for this week!**

### **Optional Readings**

Jackson, Jean. 1990. “I am a Fieldnote: Fieldnotes as a Symbol of Professional Identity.” In Fieldnotes: The Making of Anthropology. Roger Sanjek, ed. pp. 3-33. Ithaca: Cornell University Press.

Forsey, Martin Gerard. 2010. “Ethnography as Participant Listening.” In Ethnography 11 (4): 558-572.

DeWalt, Kathleen and Billie R. DeWalt. 2011. “Doing Participant Observation: Becoming a Participant.” In Participant Observation: A Guide for Fieldworkers, 2<sup>nd</sup> edition, 41-66. Lanham: AltaMira Press.

## **MODULE 6 WHAT GOES WITHOUT SAYING**

October 4, Tuesday      The art of noticing, Studying and Observing the Tacit Conventions, Training the senses to notice what is not said and the invisible.

**DUE: SUBMIT MODULE-6 SUMMARY BEFORE CLASS**

### **MODULE-6 READING AND VIDEOS**

Emerson, Robert, Rachel Fretz and Linda L. Shaw. 2011. “In the Field: Participating, Observing, and Jotting Notes” In Writing Ethnographic Fieldnotes. Pp. 21-43.

Holmes, Seth. 2013. Fresh Fruit, Broken Bodies. Chapter-2 and Chapter-3.

Watch Lecture: What to Observe in Participant Observation.

-Check CANVAS for additional required work for this week!

### Optional Readings

M. Douglas, ed. 1973. Rules and Meanings, “Tacit conventions” selections, pp. 15-25.

R. Rosaldo. 1989. “After objectivism.” In R. Rosaldo, Culture and Truth: read 46-49.

H. S. Becker (1998) “Things are just people acting together” and “Nothing’s happening”. In Tricks of the Trade, pp. 46-51, 95-98.

## MODULE 7 SUBJECTIVITY, POSITIONALITY, AND REFLEXIVITY

October 11, Tuesday The Ethnographer as an Instrument, Subjectivity, Positionality, and Reflexivity in Ethnography, Native Ethnography, Power and Politics

**DUE: SUBMIT MODULE-7 SUMMARY BEFORE CLASS**

**DUE: FIELDNOTES**

### MODULE-7 READING AND VIDEOS

Narayan, Kirin. 1993. “How Native Is a “Native” Anthropologist?” American Anthropologist 95(3): 671-686.

Ferdoush, Md Azmeary. 2020. Navigating the ‘field’: Reflexivity, uncertainties, and negotiation along the border of Bangladesh and India, Ethnography 0(0) 1–21.

Watch Lecture on Ontological Turn and Recursive Method.

-Check CANVAS for additional required work for this week!

### Optional Readings

Clifford, James. 1983. “On Ethnographic Authority,” Representations 2: 118-146. Franz Boas. 1932. “The Aims of Anthropological Research” In Science. New Series, Vol. 76, No. 1983 (Dec. 30, 1932), pp. 605-613.

Behar, Ruth. 1996. Ch. 1. The Vulnerable Observer: Anthropology That Breaks Your Heart. Boston: Beacon Press. Pp. 1-33.

Video: Orientalism: <https://fiu.kanopy.com/video/edward-said-orientalism>

## MODULE 8 ETHICS OF ETHNOGRAPHIC RESEARCH

October 18, Tuesday Ethics Codes and Conventions, AAA Code of Ethics, Who gets to study whom?, Power Relations, Engaged Anthropology

**DUE: SUBMIT MODULE-8 SUMMARY BEFORE CLASS**

### MODULE-8 READING AND VIDEOS

Low, Setha M. and Sally Engle Merry. 2010. "Engaged Anthropology: Diversity and Dilemmas." *Current Anthropology* 51: S, 203-226.

Read: Who gets to study whom? <https://www.sapiens.org/culture/anthropology-colonial-history/>

R. Lederman (2009) "Comparing Ethics Codes and Conventions." *Anthropology News*.  
<https://anthrosource.onlinelibrary.wiley.com/doi/pdf/10.1111/j.1556-3502.2009.50611.x>

American Anthropological Association Code of Ethics: go to the AAA Ethics page:  
<http://www.aaanet.org/committees/ethics/ethics.htm> and click on the "AAA Code of Ethics" link.

Holmes, Seth. 2013. *Fresh Fruit, Broken Bodies*. Chapter-4.

Watch Lecture on Ethics of Ethnographic Research

**-Check CANVAS for additional required work for this week!**

### Optional Readings

R. Lederman (2007) "Educate your IRB." *Anthropology News* 48: 33-34.

Sherry Ortner. 1995. "Resistance and the Problem of Ethnographic Refusal." In *Comparative Studies in Society and History*. 37 (1): 173-193.

Audra Simpson. 2007. "On Ethnographic Refusal: Indigeneity, 'Voice,' and Colonial Citizenship." In *Junctures* 9: 67-80.

### MODULE 9

### LEARNING HOW TO ASK

October 25, Tuesday

Participant observation, Interacting in the Field, Learning "How to Ask," Interviewing, Interview as Performance, How to conduct yourself while conducting interviews

**DUE: SUBMIT MODULE-9 SUMMARY BEFORE CLASS**

### MODULE-9 READING AND VIDEOS

Seth Holmes, *Fresh Fruit, Broken Bodies*, Chapter 5.

Briggs, Charles. 1986 *Learning How to Ask: A Sociolinguistic Appraisal of the Role of the Interview in Social Science Research*. Cambridge: Cambridge University Press. Introduction

Watch Lecture-1: How to do a Research Interview

Watch Lecture-2 Semi-structured Interviewing:

Short Article: How to Conduct Yourself While Conducting Interviews:

[https://whitneyhess.com/blog/2013/02/19/how-to-conduct-yourself-while-conducting-interviews/?utm\\_source=feedburner&utm\\_medium=feed&utm\\_campaign=Feed%3A+whitneyhess+\(Plea+sure+and+Pain\)](https://whitneyhess.com/blog/2013/02/19/how-to-conduct-yourself-while-conducting-interviews/?utm_source=feedburner&utm_medium=feed&utm_campaign=Feed%3A+whitneyhess+(Plea+sure+and+Pain))

-Check CANVAS for additional required work for this week!

### Optional Readings

Bernard, H. Russell. 2011. "Chapter 8: Interviewing I: Unstructured and Semistructured." In *Research Methods in Anthropology: Qualitative and Quantitative Approaches*, 5th edition, 171-202. Lanham: AltaMira Press.

Fujii, L. (2010). "Shades of Truth and Lies: Interpreting Testimonies of War and Violence." *Journal of Peace Research* 47(2): 231-41. [https://fiu-flvc.primo.exlibrisgroup.com/permalink/01FALSC\\_FIU/1c4r23j/cdi\\_proquest\\_miscellaneous\\_743023742](https://fiu-flvc.primo.exlibrisgroup.com/permalink/01FALSC_FIU/1c4r23j/cdi_proquest_miscellaneous_743023742)

\*\*\*LAST DAY TO DROP A CLASS WITH A DR GRADE, OCTOBER 31, 2022\*\*\*

### MODULE 10 ETHNOGRAPHER AS STORYTELLER

November 1, Tuesday The Power of Storytelling, Power and production of History and Tales, The Art of Ethnography

DUE: SUBMIT MODULE-10 SUMMARY BEFORE CLASS

DUE: ANALYSIS OF AN ETHNOGRAPHY

### MODULE-10 READING AND VIDEOS

Turner, Edith. 2007. Introduction to the Art of Ethnography. *Anthropology & Humanism*, 32(2):108–116.

Taussig, Michael. 2004. "Heat." In *My Cocaine Museum*. Chicago: The Uni. of Chicago Press. Pp. 31-40.

Seth Holmes, *Fresh Fruit, Broken Bodies*, Chapter 6 and 7.

Watch lecture on The Power of Storytelling

-Check CANVAS for additional required work for this week!

### Optional Reading

Behar, Ruth. 2007. "Ethnography in a Time of Blurred Genres." *Anthropology and Humanism* 32(2): 145-155.

Fassin, Didier. 2014. "True Life, Real Lives: Revisiting the Boundaries Between Ethnography and Fiction." *American Ethnologist* 41(1): 40-55.

### MODULE 11 GLOBALIZATION, ASSEMBLAGES, AND FRICTIONS

November 8, Tuesday Ethnography in Global Context, Global Assemblages, Global Forms, Globalization as Problem Space, Connections, Frictions.

DUE: SUBMIT MODULE-11 SUMMARY BEFORE CLASS

### MODULE-11 READING AND VIDEOS

Ong, Aihwa, and Collier, Stephen J. 2005. *Global Assemblages: Technology, Politics, and Ethics as Anthropological Problems*. Blackwell Publishing. Introduction.

Tsing, Anna Lowenhaupt. 2005. *Friction: an Ethnography of Global Connection*. Princeton, New Jersey: Princeton University Press, Preface and Introduction (pp.1-6 only).

Watch lecture on Ethnography in Global Context.

-Check CANVAS for additional required work for this week!

## **MODULE 12 VIRTUAL AND DIGITAL ETHNOGRAPHY**

November 15, Tuesday Ethnographic Study of Online, Digital, and Virtual Worlds, Netnography, Digital Ethnography, Online participant observation

**DUE: SUBMIT MODULE-12 SUMMARY BEFORE CLASS**

### **MODULE-12 READING AND VIDEOS**

Boellstorff, Tom. 2012. *Ethnography and Virtual Worlds: a Handbook of Method*. Princeton: Princeton University Press, Chapter 5. Section 5.2 and 5.4.

Nardi, Bonnie. 2010. Chapter-2: An Ethnographic Investigation of World of Warcraft. In "My Life as a Night Elf Priest: An Anthropological Account of World of Warcraft." Ann Arbor: University of Michigan Press, pp. 27-36.

Watch lecture on Digital Ethnography

-Check CANVAS for additional required work for this week!

### **Optional Readings**

Boellstorff, Tom. *Coming of Age in Second Life: an Anthropologist Explores the Virtually Human*. Princeton: Princeton University Press, 2008. Print.

## **MODULE 13 WORKSHOP-I: DEVELOPING ETHNOGRAPHIC ACCOUNTS**

November 22, Tuesday Workshop on Developing Ethnographic Accounts, Writing Ethnography

### **MODULE-13 READING AND VIDEOS**

Holmes, Seth. 2013. *Fresh Fruit, Broken Bodies*. Appendix: On Ethnographic Writing and Contextual Knowledge.

Read: Wolf, Margery. 1990. Chinanotes: Engendering Anthropology. In *Fieldnotes: The Makings of Anthropology*, ed. by Roger Sanjek. Cornell University Press.

Check CANVAS for additional required work for this week!

## **MODULE 14 LOOKING BACK, MOVING FORWARD**

November 29, Tuesday

Workshop-II: Looking Back, Moving Forward, Concluding the Course,  
Summarizing Key Learning Points from the Course

**FINAL MODULE**

**FINAL EXAMS WEEK**

NO FINAL EXAM. SUBMIT YOUR MINI-ETHNOGRAPHY PROJECT BY DECEMBER 2

This course syllabus is subject to change if the instructor deems it necessary in order to accomplish the course objectives. Students will be advised about any change made to the syllabus.