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COURSE DESCRIPTION AND PURPOSE

This course provides an introduction to the science and art of ethnography. Ethnography is the principle genre of cultural anthropology and is increasingly used in the disciplines of qualitative sociology, geography, and some subfields of history and psychology. In this course, students will explore the process of ethnographic research, and consider the relationship between the participants and the anthropologist, and the potential for ethnography to help meet the needs of the group under study. This course offers focus on many kinds of cultural groups, including people of the African diaspora like the Rastafarians, cosmopolitan urbanites like Tunisian merchants, and indigenous people. Students will scrutinize ethnographies about indigenous groups who are confronting many challenges, including incursion onto their lands by corporations, settler-colonial government policies, and international development agency projects designed to “improve” their lives. The study of ethnography will shed light on the ways in which indigenous groups in diverse regions, including the Kalahari Desert, the Amazon Rain Forest, the Middle East, and Indigenous farm workers who labor in North American fields, seek dignity and self-determination. The role of the ethnographer in facilitating the goals of cultural groups is also central to this course. Students will examine some of the ethnographic methods that can be part of enacting solutions to the problems faced in particular by indigenous and marginalized groups. Finally, this course will explore the role of social stratification in shaping culture, and consider the interrelatedness of local and global systems.

COURSE OBJECTIVES

Students will be able to:

1. Discuss the ways in which the ethnography conveys culture.
2. Evaluate ethnographic fieldwork and methods using Malinowski’s framework as a standard of comparison.
3. Assess some of the effects that state modernization projects and globalization have had on indigenous peoples.
4. Compare and contrast the understandings of the veil several Middle Eastern cultures.
5. Recognize common stereotypes of indigenous peoples and how these have shaped development projects.
6. Evaluate how social and economic structures shape the lives of ethnic minorities in the United States.
7. Describe various ways in which culture is negotiated, rather than bound by strict rules.
8. Apply various social theories to concrete case studies.
9. Design a research project on a social issue, discussing the researcher’s positionality vis-à-vis the topic and group researched, and relating research methods to other ethnographies we have covered in class. (Note: students will not actually conduct the research, but will choose and design a research project, imagine how they would conduct it, and then describe and analyze it.)

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 Anthropology.

TEACHING METHODOLOGY

This course consists of lectures, debates, team learning activities, and short film segments. The lectures provide guidance on identifying key issues of interest to anthropologists in the readings and the films. Students then use the assessment tools and concepts identified in the lectures to analyze the materials provided in the readings and the films. For each book, a study guide is provided (posted on Blackboard) to help students identify material in the books that is most relevant to succeeding on the quizzes and the analysis assignments.

Learning Catalytics: You will need to sign up with Learning Catalytics for this course. The cost is twelve dollars for the semester. There will be two Learning Catalytics questions given during each class period. These questions range from true/false to short essay, and cover current events and issues that are relevant to sociology. One question will be given at the beginning of class, and another will happen at a random time during the class. You will be responsible for answering each question during the class. You must be present to get the code to answer each question. If you do not answer the two Learning Catalytics questions during class, then you will be counted as absent. If you answer only one of the two questions, you will still be counted as absent. Please do not be late or absent, because this class is built on our mutual presence and discussions. Every three absences will result in you being marked down by one letter grade in the overall class.

How to set up Learning Catalytics for this class- Follow the instructions at this
ASSURANCE OF LEARNING

The College of Arts and Sciences cares about the quality of your education. For more information please visit the Assurance of Learning site to learn more on the College's commitment to this initiative.

POLICIES

Please review the FIU policies page as it contains essential information regarding guidelines relevant to all courses at FIU.

Films

Ethnographic films are a major part of this course. Most of the films are available online. On occasions where we watch only part of a film in class, the student is responsible for viewing the entire film online outside of class. A small number of films are not available online, so students should take notes while viewing the films and plan to view them in the library if they need to review the films.
Texts Required: (See FIU bookstore)


You may purchase your books online at the [FIU Bookstore](http://example.com/fiu-bookstore).
COURSE EXPECTATIONS

It is important to complete the assigned readings prior to each class. Students are encouraged to participate fully in sharing relevant ideas, experiences, opinions, and questions by raising their hands. All class discussion must be conducted in a manner that is respectful toward others. **Blackboard will be used to provide additional support for this course and is a required component of this course.**

Visit our [writing resources page](#) for more information on professional writing and technical communication skills.

**Grading:**

<table>
<thead>
<tr>
<th>Component</th>
<th>Points</th>
<th>Total</th>
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</thead>
<tbody>
<tr>
<td>Quizzes (6)</td>
<td>5 points each</td>
<td>30 pts. Total</td>
</tr>
<tr>
<td>Exams (4)</td>
<td>10 pts each</td>
<td>40 pts. Total</td>
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<tr>
<td>Ethnography</td>
<td>15 pts</td>
<td>15 pts. Total</td>
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<tr>
<td>Paper (1)</td>
<td>15 pts</td>
<td>15 pts. Total</td>
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**Total points = 100**

- **A** = 93 +
- **B-** = 80 – 82.9
- **D+** = 67 – 69.9
- **A-** = 90 – 92.9
- **C+** = 77 – 79.9
- **D** = 63 - 66.9
- **B+** = 87 -89.9
- **C** = 73 – 76.9
- **D-** = 60 - 62.9
- **B** = 83 – 86.9
- **C-** = 70 – 72.9
- **F** = below 60

**QUIZZES- 30 POINTS**

There will be six quizzes, given on the day the class begins the lecture on each book (or assigned readings). Four or five of the six questions on each quiz will be about the book. **5 points each.**

- **Quiz 1:** Malinowski pp. 1-8 & Rosaldo “Grief and a Headhunter’s Rage” (excerpt and article available online via Blackboard)
- **Quiz 2:** Nisa
- **Quiz 3:** Hawkins “HIJAB: FEMININE ALLURE AND CHARM TO MEN IN TUNIS” (articles available online via Blackboard)
- **Quiz 4:** The Making of a Human Bomb
- **Quiz 5:** Soul Rebels
- **Quiz 6:** Fresh Fruit, Broken Bodies

Each quiz will last approximately 10 minutes. Quizzes will begin at the start of the class session and will be done by student teams. **Students who arrive late to class, or who are absent, will receive an F unless**
they opt for the alternative assessment (see Alternative Assessment).
5 points each.

ALTERNATIVE ASSESSMENT – Should you miss a quiz, you may opt to do the alternative assessment. This requires that you write a closed-book five-paragraph essay in my office, in my presence within two days of missing the quiz. It will be the student’s responsibility to arrange a time to do the alternative assessment in the presence of me in my office.

TEAM ACTIVITIES- You will become part of a team and do team learning activities throughout the course. During each class, you will sit with your team members, and formulate responses to questions posed, create mini-presentations, and do other activities. Remember that three absences equals one letter grade off your grade. You must be present to answer the Learning Catalytics questions in class. Arriving after class has begun or leaving before class is over will result in being marked absent.

EXAMS- There will be four cumulative take-home written exams (essay format). Each exam covers class discussions, films, and texts. 40 points

ETHNOGRAPHY OF A RITUAL- This assignment will give you the experience of conducting field research. It requires that you conduct an ethnography on a ritual with your family or friends. The ritual can be any task that has cultural significance with your family or friends. This includes a family member making a certain food with ethnic significance, a ritual leisure activity such as a form of exercise such as weight lifting at a gym, the ritual of reading a story to a child at bed time, or the ritual of going out with friends to dance in a nightclub. You may choose any ritual, but the ritual must be at least half an hour in length. You will conduct an ethnography of this ritual that includes field notes. You must write your notes in “thick description,” as ethnographers do. 1) You must ask for consent from the people with whom you do research. 2) You must turn in your original hand-written field notes, and then 3) you must turn in your typed-up field notes, where you have filled in sentence fragments, etc. 4) You must write a 2-page double-spaced discussion of what you observed, and what you learned about the ritual through the process of conducting ethnographic research. You may include photos and video, but these must be in addition to the written parts of the assignment. 15 points.

PAPER – This research project is on a cultural group of the student's choice. Students must describe the social issues that they are most interested in studying about this group. Students must discuss their own positionality vis-à-vis the topic and group researched, and relate research methods to other ethnographies we have explored in class. 4-6 pages, double-spaced, Times New Roman font, 1-inch margins on all sides. APA or MLA format. (Note: students do NOT conduct the research, only describe and analyze it.) 15 points.

Attendance Policy: Attendance will be taken during each class. Students are expected to be on time for class and to stay for the duration of the class.

Communication: Contact me by email anytime, or see me during office hours, or we can schedule an appointment at another time. Please note that you may set up an appointment to meet with me via email, but I will not discuss your grades via email.
Academic Integrity is expected and required in all coursework, including exams, quizzes, assignments, projects and attendance records. Turn-It-In and other resources will be used to ensure this standard is met. For more info about standards for academic integrity at FIU: http://library.fiu.edu/AboutUs/DepartmentsServices/ReferenceDepartment/LibraryInstructionServices/LibraryResearchAids/PlagiarismPrevention.aspx

Note: This syllabus schedule is subject to change as the need arises. Any changes will be discussed in class.
**Schedule and Required Readings for ANT 3212**

*Please note that all dates are tentative, and subject to change.*

**Week 1. (Aug 24-28)**

**Learning Objectives:**

- How to read an ethnography.
- Choosing a ritual to study (Preparation for your assignments due Week 3).
- What is “culture”? What is the problem with the concept of “bias”?
- What is it that a cultural anthropologist does?
- Evaluate what does and does not constitute ethnographic fieldwork and methods using Malinowski’s framework as a standard of comparison.
- Recognize what makes the methods used in cultural anthropology today different from those used in other social sciences as well as Malinowski’s role in revolutionizing anthropological research.

**Assigned Reading Due Monday Aug. 24:** B. Malinowski’s *Argonauts of the Western Pacific*, “Introduction: The Subject, Method, and Scope of this Inquiry,” pp 1-8.


Film: “Tales from the Jungle” on Malinowski

[http://www.youtube.com/watch?v=f22VsAIowbc](http://www.youtube.com/watch?v=f22VsAIowbc)

[http://www.youtube.com/watch?v=vgCDuuj6ksI](http://www.youtube.com/watch?v=vgCDuuj6ksI)

[http://www.youtube.com/watch?v=N-sBtFJMNrA](http://www.youtube.com/watch?v=N-sBtFJMNrA)

**Week 2. (Aug 31- Sept 4):**

*Quiz 1 Monday Aug 31:* Malinowski pp 1-8 & the film clips from “Tales from the Jungle.”

**Assigned Reading Due Wednesday Sept 2:** Rosaldo’s essay: “Grief and a Headhunter’s Rage.” (Available to read on the course Blackboard)

**Learning Objectives:**

- Recognize the ways that anthropologists write about their research.
- How does Rosaldo disagree with Malinowski?
- What does Positionality have to do with ethnography and how does it impact the research?
- Why is culture shock important to the anthropologist’s experience?

Film: "Daughter from Danang" [http://www.youtube.com/watch?v=2AU_VUe2HX0](http://www.youtube.com/watch?v=2AU_VUe2HX0)

**Week 3. (Sept 7-11):**

**Quiz 2 Monday:** *Nisa* (entire book)

**Due Sept 11th IN CLASS: ETHNOGRAPHY OF A RITUAL Assignment**

- **Learning Objectives:** Shostak's research with the !Kung.
- How have hunter-gatherers had to adapt to a changing world?
• Analyze the cultural and economic changes that have occurred to !Kung peoples over the past 4 decades.

Film: “N!ai”  
http://fiu.catalog.fcla.edu/fi.jsp?st=N%21ai&ix=kw&fl=bo&V=D&S=0711365090358864&I=0#top

Week 4. (Sept 14-18):  
Learning Objectives:  
• What is Modernization? What is Globalization and Glocalization?  
• Assess the effects that state modernization projects and globalization have had on Indigenous Peoples.  

Film: Calle Trece’s “Sin Mapa”  
https://www.youtube.com/watch?v=dDbyhMDMCIQ

Week 5. (Sept 21-25)  
Learning Objectives:  
• How do Indigenous peoples seek political autonomy within the State? How do they attempt to use the state model to their advantage?  
• Assigned Reading Due Sept 21: Conklin article “For Love or Money” (Available on Blackboard course site.)

*Exam 1 Due @ 11:59 Sept 25, submitted through the Blackboard link. (Answers should be based on lectures, Malinowski, Rosaldo, and Conklin readings, the book Nisa, and the films, “Tales from the Jungle,” “N!ai,” “Daughter from Danang,” and “Sin Mapa.”)

Week 6. (Sept 28- Oct 2):  
*Quiz 3 Monday Sept 28 Simon Hawkins’ article, “Feminine Allure and Charm to Men in Tunis” (available online on Blackboard)  
Learning Objectives:  
• Cosmopolitanism, Globalization, and Gender Hierarchy in the Middle East and North Africa  
• Orientalism and Anthropology, Colonialism & Imperialism  
Assigned Reading Due Monday Sept 28: Hawkin’s article

Week 7. (Oct 5-9):  
Cultures of Resistance in the Middle East and North Africa: The Palestinian resistance movements.  
Learning Objectives:  
• Native Anthropology  
• Revisiting Rosaldo, analyzing the role of the native anthropologist.  
• The Palestinian situation: culture, history, representation.

Film: “Slingshot HipHop” (not available online, in class only)
Week 8. (Oct 12-16):
Learning Objectives:
- How do Palestinians resist colonization?
- How is violence used as a unifying force? What are the limitations of violence? How are the arts used by Palestinians for political purposes?
*Exam 2 Due @ 11:59 Oct 16, submitted through the Blackboard Link (Answers are cumulative should be based on all readings and films through “Slingshot Hip Hop”)

WEEK 9: (Oct 19-23).
Learning Objectives:
- Religion as a vehicle for liberation: Rastafarianism
- Structure and Agency
- Social and Cultural Capital

Week 10. (Oct 26-30):
*Quiz 5, Oct 26 Soul Rebels (entire book)
Learning Objectives:
- Multisite ethnography: Evaluate whether being native to a culture one studies affects both the type and quality of data gathered.
- Cultural Hegemony, cultural resistance
- How do Rastafarians use religion to rebel against the economic system?
- Rastafarianism and transnationalism: How do the Rastas negotiate capitalism in the USA?
*Exam 3 Due @ 11:59 Nov 6, submitted through the Blackboard link (This exam is cumulative, Answers should be based on all of the readings & films that we have studied so far.

Week 11. (Nov 2-6):
Workshop Week

Learning Objectives: Students will analyze and critically discuss their research proposal papers. They will do preliminary presentations in class and get feedback.
Nov 2: Students bring to class: one-page summary of their research proposal, including: It should include: a description of the group that you plan to study, the problem/question that you have about this group, why you would like to do this research. Expect feedback from your fellow students, and from me.

Nov 4: Come to class with one written page on how your positionality will impact your research. Expect feedback from your fellow students, and from me.

Nov 6: Come to class with revisions to be worked on in teams. To be turned in to me at end of class Friday. You must turn in a hard copy at the end of the class period. Emailed papers will not be accepted.

Week 12. (Nov 9-13): Ch. 12
Learning Objectives:

- multisited ethnography. Evaluate the pros and cons of studying in more than one site.

Week 13. (Nov 16-20):

**Quiz 6, Nov 16, Fresh Fruit, Broken Bodies (entire book)**

Learning Objectives:

- Indigenous rights in the USA and Mexico
  
  Film: “Food Chains”

Week 14. (Nov 23-27) **THANKSGIVING HOLIDAY Nov 26-27**

Learning Objectives

- Applying anthropology… What is it, and what are the things that applied anthropologists do?
- Social activism and field work. Anthropologists as activists.
- Medical anthropology: opportunities and questions. Analyze the differences between ethnographic writing and social activism as well as how the two can complement one another.

Week 15. (Nov 30- Dec 4)

**Assigned Reading Due Nov 30:** “The Case for Contamination,” by Appiah, class discussion.

(Available to read on course Blackboard site.)

Class Discussion: Appiah draws a contrast between agreeing with people from other cultures vs. getting used to people from other cultures. Which does he advocate and why?

*Exam 4* Due at 11:59 Dec 4 (This exam will be cumulative. It will require you to write about all the readings and films from the class.)

**FINAL EXAM WEEK (Dec 7-11)**

Final Exam:

**Due 11:59 Pm Friday the 11th to be turned in via Blackboard: Ethnographic proposal paper.**