COURSE DESCRIPTION AND PURPOSE

This course provides an introduction to the 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. Students will learn how ethnographic research is conducted, with particular focus on the relationship between the participants and the anthropologist, the co-construction of the research process, and the potential for ethnography to facilitate the goals of the group under study. Throughout the course, students will read ethnographies that describe many cultures, including drug dealers in New York City, foragers in Sub-Saharan Africa, Middle Eastern women, indigenous activists in the Amazon, and migrant farm workers in the United States. In the final unit of the course, the class will explore some of the ways in which ethnography can be part of applied goals to forge social change. Films will be used to further develop students’ knowledge of key course concepts and to provide ethnographic material that complements assigned readings. This course will enable students to analyze cultures, to critically examine the methods and formats of ethnographies, and to increase their knowledge of 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.

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.

Texts Required: (See FIU bookstore)


Excerpts from *Veiled Sentiments* (Abu Lughod), *Politics of Piety* (Mahmood), and *Young and Defiant in Tehran* (Khosravi). Selected required readings are posted on Blackboard or the FIU Library electronic collection.


You may purchase your books online at the [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. In addition, students will learn how to access required articles in the FIU Library electronic collection.**

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>
</tr>
</thead>
<tbody>
<tr>
<td>Quizzes (5)</td>
<td>5 points each</td>
</tr>
<tr>
<td>Exams (4)</td>
<td>10 pts each</td>
</tr>
<tr>
<td>Student Presentations (2)</td>
<td>5 pts each</td>
</tr>
<tr>
<td>Paper</td>
<td>25 pts</td>
</tr>
</tbody>
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Total points = 100

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

**QUIZZES**

- There will be five quizzes, given on the day the class **begins** the lecture on each book. Four or five of the six questions on each quiz will be about the book (see study sheets provided for help in preparing). One or two questions per quiz may come from the lecture materials covered since the previous quiz.
- **Quiz 1:** *Nisa*
- **Quiz 2:** *Governing Indigenous Territories*
- **Quiz 3:** Excerpts from *Young and Defiant in Tehran, Veiled Sentiments, and Politics of Piety* (posted on Blackboard)
- **Quiz 4:** *In Search of Respect*
- **Quiz 5:** *Fresh Fruit, Broken Bodies*
- Each quiz will last approximately 10 minutes. Quizzes will begin at the start of the class session. Students who arrive late to class, or who are absent, will receive an F.

**STUDENT PRESENTATIONS**

Students will be responsible for signing up for two class presentations. The sign-up list will be posted online on Blackboard, and students may sign up for any available spots. Students will teach an assigned section of one of the ethnographies to the class. Student presentations should be twenty minutes in length, and must end with two discussion questions posed to the class.

**Exams** - There will be four take-home written exams (essay format). Each exam covers lectures and texts.

**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. (Note: students do not actually need to
conduct the research, only describe and analyze it.)

**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.

**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](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

**Week 1. (Jan 6)**

*Learning Objective:* How to read an ethnography. Deepen understanding of culture and cultural “difference.” What a cultural anthropologist does. Culture shock.

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

**Week 2. (Jan 13)**

*Learning Objective:* 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 Readings:* Malinowski chapter: “Introduction: The Subject, Method, and Scope of this Enquiry”
Rosaldo chapter: “Grief and a Headhunter’s Rage.”

**Week 3. (Jan 20)**

*Learning Objective:* Recognize the ways that anthropologists write about their research. Shostak’s research with the !Kung. Hunter Gatherers, gender, and agency.

*Assigned Readings:* Nisa

*Quiz 1: Nisa*

**Week 4. (Jan 27)**

*Learning Objective:* Assess the effects that state modernization projects and globalization have had on Indigenous Peoples. Analyze the cultural and economic changes that have occurred to !Kung peoples over the past 4 decades.

*Assigned Reading:* "Update on the !Kung"

Film: "N!ai"
[http://fiu.catalog.fcla.edu/ki.jsp?st=N%21ai&ixkw=kw&fl=bo&v=D&S=0711365090358864&I=0#top](http://fiu.catalog.fcla.edu/ki.jsp?st=N%21ai&ixkw=kw&fl=bo&v=D&S=0711365090358864&I=0#top)

*Exam 1 Due @ 11:59 Jan 28, submitted through the Blackboard link. (Answers should be based on lectures, Nisa, and the film Daughter from Danang.)*

**Week 5. (Feb 3); How hunter-gatherers have had to adapt to a changing world**

Assess the effects that state modernization projects and globalization have on
indigenous peoples. Recognize common stereotypes of indigenous peoples and how these have shaped development projects.

Analyze common processes of globalization and Westernization in indigenous cultures

**Quiz 2: Governing Indigenous Territories**

**Week 6.** (Feb 10): Lecture (Globalization and Cultural Change) and (Localization and Cultural Change)


Watch clips from *Sin Mapa* (film produced by Calle 13) [http://www.youtube.com/watch?v=dDbyhMDMCIQ](http://www.youtube.com/watch?v=dDbyhMDMCIQ)

Reading: Conklin article “For Love or Money”

**Week 7.** (Feb. 17):

*Exam 2 Due @ 11:59 Feb 18 submitted through the Blackboard Link (Answers should be based on "Children of Jumandy," "For Love or Money," and Governing Indigenous Territories)

**Week 8.** (Feb 24): Power and Cultural Negotiation

*Quiz 3: * excerpts from *Veiled Sentiments*, *Veiling and Virtue*, and *Young and Defiant in Tehran*.

Compare and contrast the understandings of the veil in three different Middle Eastern cultures. Orientalism and anthropology. Describe various ways in which culture is negotiated, not bound by strict rules. Apply various social theories to concrete case studies.

Film: Persepolis. [http://www.youtube.com/watch?v=R97e6d0CNPk](http://www.youtube.com/watch?v=R97e6d0CNPk)

**Week 9.** (March 3):

Compare and contrast the understandings of the veil in three different Middle Eastern cultures; Hegemony and resistance, international power

**Topic: Comparing and contrasting the meaning of the veil across the Muslim world**

- Compare and contrast the understandings of the veil in three different Middle Eastern cultures.
- Describe various ways in which culture is negotiated, not bound by strict rules.
- Apply various social theories to concrete case studies

- Analyze how veiling and religious revival movements in the Muslim World have been shaped by globalization

Film: The Women of Hezbollah

**Week 10.** (March 17):

Describe various ways in which culture is negotiated, not bound by strict rules.
Islamism & gender in the “Arab Uprisings”

*Exam 3 Due @ 11:59 March 18 submitted through the Blackboard link (Answers should be based on *Veiled Sentiments*, *Veiling and Virtue*, and *Young and Defiant in Tehran*, and the film “Persepolis” and “The Women of Hezbollah.”)

**Week 11.** (March 24): Structure & Agency

Apply various social theories to concrete case studies. Structure vs. Agency; Social and Cultural Capital; Hegemony
Recognize historical structures that have affected the lives of Puerto Ricans living in NYC and their agency in overcoming them. What is Bourgois’ perspective on the role of the ethnographer?

*Quiz 4: In Search of Respect

Week 12. (March 31):
Evaluate how social and economic structures shape the lives of ethnic minorities in the United States.
Hegemony, Social and Cultural Capital
Evaluate how hegemony functions in the lives of Puerto Ricans living in NYC

Week 13. (April 7):
**Topic:** Alternatives to Malinowskian ethnography – Native anthropologists, multi-sited ethnography and ethnographic activism
Evaluate whether being native to a culture one studies affects both the type and quality of data gathered.
Evaluate the pros and cons of studying in more than one site.
Analyze the differences between ethnographic writing and social activism as well as how the two can complement one another.
READ Fresh Fruit, Broken Bodies, for next week.

Week 14. (April 14):
*Quiz 5: Fresh Fruit, Broken Bodies
EXTRA CREDIT: Complete Coalition of Immokalee Farmworker Worksheet online (Extra credit 2 points)

Week 15. (April 21):
*Exam 4 Due at 11:59 April 22
Assigned Readings: ”The Case for Contamination” (Appiah), available on Blackboard
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?

Week 16 Final Exam: Presentation of final paper of proposed ethnography.
04/21 5-7 PM, STUDENT PRESENTATIONS- during the designated exam time, students will give five-minute presentations of their ethnographic research paper topics.