

**ANT 3212**Dept of Global and  
Sociocultural Studies

SEC: U02

Mondays

10:00am-11:50am

**YOUR INSTRUCTOR**Dr. Mitzi Carter  
mcarter at fiu. edu

TA: Rebecca Young

ryoun056 at fiu. edu

**CLASSROOM**

PC, Rm 426

Office hours:  
Thursdays 2:15-3:15  
or by appt in SIPA  
307 ([calendly.com/professorcarter](http://calendly.com/professorcarter))

# WORLD ETHNOGRAPHIES

## Course Description

This course will provide an introduction to the reflective practice of contemporary ethnography. Ethnographic fieldwork and the resulting data and analyses of sociocultural systems constitute the foundation of cultural anthropology. This course will introduce students to conceptual and methodological key aspects of contemporary ethnographic processes. We will discuss and evaluate the various theoretical orientations to writing and reading ethnographic texts in cultural 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. Throughout the course we will also spend time reflecting on how ethnography can potentially create social change, new understandings about people different from the readers, and new imaginaries of hope and spaces for alternative articulations of people's cultural lifeways. We will read diverse ethnographic texts that analyze various cultural practices, including understandings of Blackness and race in Brazilian families, an anthropological history of salvage ethnography, Hmong understandings of healing and illness in a US medical setting, and farmworkers' experiences of migration and labor in the US. A secondary objective of this course is to apply the ethnographic methods of observation, documentation, participation, interview, analysis, reflection and writing by working on a research design project.



Jane Goodall in the wilds of Miwullee.

## 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 and be tested on ethnographies that analyze diverse cultures from multiple continents.

## How to take this hybrid course

This may be the first time some of you have taken a course like this. It will require that you have regular access to a reliable computer. It will require you to check this Canvas site at least two-three times a week. You are also expected to be self-directed and have strong **time management skills**. Our class time will be used go deeper with the material you read **before** class. Please make a regular schedule to complete your assignments.

This course will be most difficult and frustrating for students who wait until the last minute to review the material. Our in-class time is spent on reinforcing the material you read before arriving. You will do well if you stay on top of the class schedule and participate in team activities in class. In turn, your teammates will express their gratitude on the peer evaluations.

I encourage you to download the [remind.com](http://remind.com) app (free) so you can get weekly reminders and updates from me. Course ID announced in class.

## Course Requirements

This course requires students to engage in various activities — from reading and researching to group

- Students will write reflect on their own cultural lifeways and compare and contrast with those of their teammates.

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

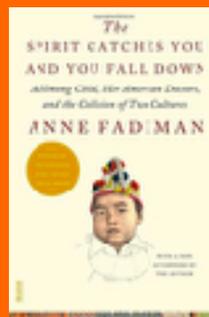
- Students will compare and contrast the various perspectives of ethnographic analysis on cultural conflicts and creative resolutions.

- Students will analyze how the ethnographer’s positioning vis-à-vis the studied community affects their data and interpretation.

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

- Students will work on a research design project throughout the semester to offer a hands-on introduction to ethnographic fieldwork to further explore the possibilities, limits, and predicaments of ethnographic work in the world around them.

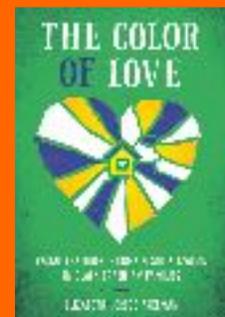
## Required Books



Fadiman, Anne. *The Spirit Catches You and You Fall Down: A Hmong Child, Her American Doctors, and the Collision of Two Cultures*. Macmillan, 1997.



Holmes, Seth. *Fresh Fruit, Broken Bodies: Migrant Farmworkers in the United States*. University of California Press, 2013.



Hordge-Freeman, Elizabeth. *The Color of Love: Racial Features, Stigma, & Socialization in Black Brazilian Families*. Univ of Texas Press, 2015.

participation and ethnographic work. There may be **up to four** opportunities to earn extra credit that will be announced on Canvas.

### Individual Grade (65%)

In a hybrid class, you are expected to read the material assigned for the week before coming to class on Sunday. We will use our class time to discuss and build on what you read.

- 1) Reading Quizzes (Top 5) (30 points each for 150 points total)
- 2) Four Discussion Board Entries + peer comments (50 points each = 200 points total)
- 3) Midterm Essay (3-4 pages) (100 points)
- 4) Research Design Project (200 points)

### Team Grade (35%)

1. Because we have so few in-person sessions together, your attendance is critical in this course. Although I will have a sign-in sheet for attendance, you are not specifically graded for just being present. You are graded on your participation in the class and in nearly all our in-person sessions, we will have an individual or team based activity that will be due. No make-ups are given for any reason, but only your top ten scores of 12 (30 points each class session starting week 3) will be included in your final course grade (300 points overall).
2. This class relies on team-based learning. You will be assigned to a team by Week 3. You will be evaluated by your fellow team members a little after midterm (50 points).

*Grade calculation*

<b>Individual Grade</b>	<b>650 points</b>
Reading Quizzes	150 points
Discussion Board	200 points
Midterm Essay	100 points
Design Project	200 points
<b>Team Grade</b>	<b>350 points</b>
In-class participation	300 points
Peer Evaluation	50 points



940-1000	A
900-939	A-
870-899	B+
830-869	B
800-829	B-
770-799	C+
700-769	C
600-699	D
0-599	F

- If you miss class, it is your responsibility to get class notes from one of your classmates and/ or follow up with me in a timely manner during office hours (by appointment) if needed. Please do not be surprised if I do not respond to emails asking “did I miss anything important.” Make an office hour appointment instead and if the times do not work for your schedule, please see me after class to suggest alternative times and I will arrange virtual office hours.

### Technology Use in Class

Because our in-class time is limited, we'll be using every moment wisely so electronic distractions are not welcome. Please silence your phones and put them away. Laptops are fine for taking notes but you may be asked to put it away if your attention is drawn to web surfing, checking email, or doing work for other classes. Our in-class time is for team activity and developing your knowledge of the material you read/watched before class. Let's make the most of it!

## Grading Policies

Grading is based on a 1,000 point system. There is no curve.

Reading quizzes are posted every Sunday at 9 am and are available to take until the next day, Sunday at 9:30 am. There is no make up for reading quizzes or in-class activities.

Remember that only your top eight are counted toward your final grade so

there is a built-in "life happens" option. Other late assignments are discouraged and penalties are also built-in: If the work is less than one week tardy, 5 points from the grade it would have received will be deducted. No emailed late work will be accepted. You must hand it to me **in person** during office hours or in class. Thereafter, each week it is late, 5 more points from the grade are deducted. The only exception to this rule for penalties is for **documented** medical or family emergencies. *You are required to bring this documentation as soon as your need to be tardy begins.* If you wait more than a week after the event, the regular point deductions apply to you as well.

I may occasionally offer extra credit opportunities during class. Details will be announced in class or via the Reminder app. You may only earn up to **20 points of extra credit for the course.**

## Email Policies:

I can be reached at mcarter@fiu.edu. **Please do not contact me through the Canvas message link.** I may not see your message until the end of the semester! It may take up to 48 hours for me to return your email. Please be patient. You are more than welcome to see me during office hours and I may answer you faster than email! I am on campus everyday so if my regularly scheduled office hours do not work for your schedule, please request a few alternative times and I will try to arrange my schedule to meet with you or virtually. Be sure to read this wiki on how to email a professor before contacting me via email: <http://m.wikihow.com/Email-a-Professor>. **I prefer to be called Dr. Carter or Professor Carter.** Not ma'am or Ms. or Señora.

## Classroom Civility Policies:

Civility in the classroom and respect for the opinion of others is critical in this course. You may not agree with everything said or discussed in the class, yet courteous behavior and responses are expected in order to create a safe learning environment. To optimize teaching and learning, we all share the responsibility of creating a civil, non-disruptive, and safe atmosphere.

As the instructor I will:

- Start and end the class on time.
- Treat all students with courtesy and respect. I will do my best to support each and every one of your goals for this course. Please meet with me so I can fulfill this.
- Be open to constructive input from students.
- Ensure that all students will equally have an opportunity to participate in discussion, group work, and other classroom activities.
- Prepare an engaging, enlightening, and enjoyable classroom experience for all students.

Students are expected to:

- Come to class on time and refrain from packing up before the class ends.

**DISABILITY POLICIES:**  
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. *If you have a learning disability, please notify me immediately, so that I can work to accommodate your needs.*  
**Disability Resource Center**  
Location: 11200 SW 8th Street - GC 190 Website: <http://drc.fiu.edu/students/index.html>

**TUTORING RESOURCES:**  
The University Learning Center (ULC) provides several options for tutoring for all FIU students. This means that tutors help you develop specific skill and strategies during each tutoring session, including writing, reading, research, and study skills. I recommend taking advantage of their services this semester as they can help you successfully complete some of the writing assignments in this course. In addition, even if you do not take advantage of ULC's services, I encourage students to find a writing partner and proofread before turning in an assignment.  
ULC Location: First floor of the library (GL-120)  
Website: <https://ugrad.fiu.edu/cas/learning/index.html>

- Come to class prepared, having completed assigned readings and by bringing appropriate materials like a notebook, pen, and any assignments you are asked to bring to class.
- When speaking in class, use respectful language and keep comments and questions relevant to the topic at hand. We can only hear a variety of viewpoints if we can create a safe learning space.
- Silence cell phones before entering the classroom.

**Plagiarism**

All work turned in or presented in class must be a student’s own. Any form of plagiarism is absolutely not tolerated and is grounds for a failed assignment and may also result in appropriate disciplinary action. Plagiarism includes: copying without proper citation from other sources, cutting and pasting from internet sources, using quoted material without properly citing the source. Other forms of academic misconduct will also be reported, such as paying someone else to do your work or purchasing written work online. The best way to avoid plagiarism is to develop good research and writing skills. We will be reviewing standards but you are ultimately responsible for developing these skills. Please view the University Code of Academic Integrity at: <http://www2.fiu.edu/~dwyere/academicintegrity.html>.

Tentative Schedule\* See Canvas for full weekly assignments.

Weekly Topic	In-class (see Canvas for expanded description)	Read BEFORE class (citations on Canvas)	Due in class or online BEFORE class (see Canvas for more)
<b>Unit 1</b>	<b>Introduction: Ethnographic Methods and Genealogies</b>		
<b>Week 1</b> 1/8	Overview of course; introduction to ethnography	For this week read the syllabus today and then look ahead to finish the readings for next week BEFORE our Sun class.	Log on to Canvas (Canvas) by FRIDAY and write an introduction.  Click on the “Week 1 & 2” folder in Canvas to prepare for next week. (Read ahead and take reading quiz #1)
<b>Week 2</b> 1/15	No Class— MLK Holiday		
<b>Week 3</b> 1/22 What’s a field? Who are informants?	Lecture: Defining a field, finding informants  In class activity: Finding the field/ reading ethnography & syllabus quiz	1) A Dispute in Donggo: Fieldwork and Ethnography”(Canvas) 2) Orin Starn, “Prologue: Trails to Ishi” (TEXT) 3) Appendix A of <i>The Color of Love</i> (TEXT) 4) TBD (see Canvas)	Make sure you take reading quiz #1 (due Sunday <b>before</b> class)

Weekly Topic	In-class (see Canvas for expanded description)	Read BEFORE class (citations on Canvas)	Due in class or online BEFORE class (see Canvas for more)
<p><b>Week 4</b> 1/29</p> <p><b>Franz Boas and his students; framing “us” and “them;” Malinowski and his influence on ethnographic method</b></p>	<p>“Who you callin' primitive?” A brief genealogy of early anthropology</p> <p>Team activity: What's “primitive?”</p>	<ol style="list-style-type: none"> <li>1) Franz Boas (1911) “The Mind of Primitive Man.”</li> <li>2) Bronislaw Malinowski (1922) “Introduction: The Subject, Method and Scope of This Enquiry.” (stop at Section V on p,8)</li> <li>3) Watch film excerpts on Malinowski</li> </ol>	<p>Due on Sun <b>before</b> class: Reading Quiz #2</p>
<p><b>Week 5</b> 2/5</p> <p><b>World Fairs, Human Zoos, and Salvage Ethnography, and the Code of Ethics</b></p>	<p>“Saving” Culture Watch film excerpt 10 min lecture on salvage ethnography, imperialist nostalgia Team activity #3: Ishi’s brain, ethics</p>	<ol style="list-style-type: none"> <li>1) Read <i>Ishi’s Brain</i>, chapter 1 (Canvas)</li> <li>2) Read Ishi’s Brains, Ishi’s Ashes (Canvas)</li> <li>3) Read Renato Rosaldo, “Imperialist Nostalgia” (Canvas)</li> <li>4) Skim AAA Code of Ethics</li> </ol>	<p>Due on Sun <b>before</b> class: Discussion Board #1—Be sure to comment on a peer’s post for full credit.</p>
<p><b>Unit 2</b></p>	<p>Medical Anthropology, Multisited Fieldwork</p>		
<p><b>Week 6</b> 2/12</p> <p><b>Beyond the “culture clash”</b></p>	<p>Lecture on critical medical anthropology</p> <p>Watch video excerpt: Split Horn</p> <p>Team activity #4 on critical medical anthropology</p>	<ol style="list-style-type: none"> <li>1) Read Chapters 1-4 of <i>Spirit Catches You and You Fall Down</i> (Canvas)</li> <li>2) Nancy Scheper-Hughes, “Death Without Weeping” excerpt (Canvas)</li> </ol>	<p>Discussion Board #2-due on Sun before class</p>
<p><b>Week 7</b> 2/19</p>	<p>Lecture on multisited ethnography and globalization</p>	<ol style="list-style-type: none"> <li>1) Spirit Catches You- Chapters 5, 10-15</li> <li>2) See Canvas for additional excerpts (TBD)</li> </ol>	<p>Due on Sun before class: Reading quiz #3</p>
<p><b>Week 8</b> 2/26</p> <p><b>Get a little closer: Questioning ethnographic distance in multi-sited ethnography</b></p>	<p>Lecture on ethnographic methods and asking</p> <p>Team activity #5: Developing ethnographic questions of your own cultural communities.</p>	<ol style="list-style-type: none"> <li>1) Spirit Catches You, Chapter 16-19.</li> <li>2) Final chapter of FFBB (Holmes)</li> </ol>	<p>Due on Sun before class: Reading quiz #4-will require team collaboration so start on this early in the week.</p>

Weekly Topic	In-class (see Canvas for expanded description)	Read BEFORE class (citations on Canvas)	Due in class or online BEFORE class (see Canvas for more)
<b>Unit 3</b>	<b>Embodied Racial Capital in Brazil</b>		
<b>Week 9</b> <b>3/5</b> <b>Race, Symbolic Violence and Brazil</b>	Lecture: The anthropology of race  Watch: Brazilian Carnival Queen  Team activity #6: Mapping embodied racial capital in Brazil	1) Read: Elizabeth Hordge-Freeman, "Introduction" and Chapter 1 ("What's Love Got to Do With It") in <i>The Color of Love</i> .  2) Listen to the <i>Rough Translation</i> clip: Brazil in Black and White: <a href="http://one.npr.org/i/542840797:543264640">http://one.npr.org/i/542840797:543264640</a>	Discussion Board #3
<b>Week 10: Spring Break</b> <b>3/12</b>	No Class-Spring Break		
<b>Week 11</b> <b>3/19</b> <b>Reading Race</b>	Lecture: Racial Fluency and "Good Hair" in Brazil and Japan  Possible guest speaker (Ed Sumoto) will skype from Japan if not, we will watch excerpts from <i>Hafu: The Mixed Race Experience in Japan</i>  Team activity #7: Colorblind racism	1) Read: Chapters 2-4, <i>The Color of Love</i> 2) Read excerpt on mixed race in Canada ( <a href="https://www.theglobeandmail.com/news/national/multi-ethnic-mixed-race-canada-census-2016/article37475308/">https://www.theglobeandmail.com/news/national/multi-ethnic-mixed-race-canada-census-2016/article37475308/</a> )	Reading quiz #5—requires team collaboration-start early  Are you almost done with your essay? It's due next week!
<b>Week 12</b> <b>3/26</b> <b>Translating race in Miami</b>	Team activity #8: Discuss fieldwork efforts, chart data if possible.	1) Read rest of <i>The Color of Love</i> (chapters 5-conclusion)	Midterm essay due on Sunday before class.
<b>Unit 4</b>	<b>Public Anthropology</b>		
<b>Week 13</b> <b>4/2</b> <b>Writing the Emergent/ Writing for Social Change</b>	Lecture on "studying up"  Discussion on social activism and ethnography  Team activity #9: Op-eds and anthropology	1) Seth Holmes, "Introduction" <i>Fresh Fruit, Broken Bodies</i> 2) TBD	Reading quiz #6  Team Peer Evaluation due in class. Bring hard copy to class. Will not accept emailed versions.

Weekly Topic	In-class (see Canvas for expanded description)	Read BEFORE class (citations on Canvas)	Due in class or online BEFORE class (see Canvas for more)
<b><u>Week 14</u></b> 4/9 <b>Habitus and class</b>	Lecture on class and habitus  Team activity #10: Defining symbolic violence	1) Chapters 2-4 of <i>Fresh Fruit, Broken Bodies</i> 2) See Canvas for additional reading	Reading quiz #7
<b><u>Week 15</u></b> 4/9 <b>Symbolic violence and critical medical anthropology</b>	Lecture on critical medical anthropology and how to write about suffering  Team activity #11: On suffering and ethnography	1) Chapters 5- Conclusion, <i>Fresh Fruit, Broken Bodies</i>	Discussion Board #4 (questions for guest speaker -- due on Wednesday on Canvas discussion board)
<b><u>Week 16</u></b> 4/16	Final presentations (pecha kucha style) for up to 10 pts extra credit: Must have signed up and turned in draft by <b>week 14</b> -no exceptions.		Bring draft of paper— progress check — high pass, barely pass, or fail grade only, worth 50 points if high pass, 30 if low pass, 0 if progress poor. This is part of the overall final project score. If fail, must sign up for office hours THIS WEEK with Dr. Carter or Rebecca for recheck and reduced grade.
<b><u>Week 17</u></b> 4/23	Exams week— We have no final exam but you must turn in your final research design project by end of day — 4/22 on SUNDAY on Canvas.		

\*\*The instructor reserves the right to modify the course schedule. As noted earlier, please default to the course folder for the most up-to-date readings. You are required to check into Canvas at least three times a week for any announcements or changes. Please download the Remind App (free) for the fastest communication and reminders about class changes/updates/deadlines. The course code will be given during class.