ANT3212: World Ethnographies
Summer A, 2021 (May 10 – June 18, 2021)

Instructor: Dr. Juliet Erazo

E-mail: Canvas Messages or jerazo@fiu.edu (I will be working from home during Fall D)

Office Hours: There will be 6 optional “drop in office hours” during the 6 weeks of the course where I will be available on Zoom to answer questions related to the course material and assignments. They will be scheduled at different times (see Announcements in Canvas). I am also available for one-on-one meetings. Email me to schedule.

Course Description and Purpose
This course provides an introduction to ethnography, which has long been the principal genre of writing in cultural anthropology and is increasingly used in qualitative sociology, geography and some sub-fields of history and psychology. We will study how ethnographic research is done and the process of converting that research into a meaningful book or essay. Throughout the course, we will study ethnographies that describe and analyze diverse cultures, including hunters and gatherers in Sub-Saharan Africa; indigenous people in the Amazon; Muslim women in multiple Middle Eastern countries; favela (shanty-town) residents of Rio de Janeiro, Brazil, and migrant farm-workers in the United States. In the final unit of the course, we will explore some of the ways in which ethnography can be used to help bring about positive social change. Films and pre-recorded lectures will be used to provide ethnographic material that complements assigned readings. 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.

Course Objectives (GL signifies that they are Global Learning Objectives)
Students will be able to:
1. Evaluate what does and does not constitute ethnographic fieldwork and methods using Malinowski’s framework as a standard of comparison.
2. Assess some of the effects that state modernization projects and globalization have had on indigenous peoples (GL)
3. Compare and contrast the understandings of the veil in three different Middle Eastern cultures (GL)
4. Recognize common racial stereotypes of Afro-descendent and indigenous peoples in the Americas and how these stereotypes have shaped their lives (GL)
5. Evaluate how social and economic structures both increase migration to and shape the lives of immigrants in the United States (GL)
6. Discuss the meaning of culture through an analysis of instances of culture shock
7. Describe various ways in which culture is negotiated, not bound by strict rules
8. Apply various social theories to concrete case studies
9. Design and describe 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 do not actually need to conduct the research, only 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 Sociology & Anthropology (Anthropology track).

Teaching Methodology

This course consists of several 15-25 minute lectures, short film segments and two full-length films. Students will also read ethnographies (in-depth descriptions of cultures or subcultures) from different parts of the world and different points in history. 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 film. For each book, a study guide is provided to help students identify material in the books that is most relevant to succeeding on the quizzes and the analysis assignments. Some questions on the quizzes will cover material in the lectures and films.

Course Prerequisites: There are no prerequisites for this course.

Required Books and Course Materials

1. **Book: Life in Oil: Cofán Survival in the Petroleum Fields of Amazonia**
   
   Michael Cepek
   
   University of Texas Press, 2018
   
   
   *The library has a digital copy of this book but only one person can read it at a time. I therefore STRONGLY recommend you get your own copy.*

2. **Book: Fresh Fruit, Broken Bodies: Farmworkers in the United States**
   
   Seth M. Holmes
   
   University of California Press, 2013
   
   ISBN-10: 0520275144
   
   
   *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 will go smoothly. You may wish to purchase or rent your own copy.*
   
   You may purchase both books online at the [FIU Bookstore](https://books.fiu.edu/).

3. **Film: Persepolis.**

   Available for rent through Amazon.com ($3) or to watch in the Green Library, fifth floor, at the MMC campus (check library hours at [https://libraries.fiu.edu/](https://libraries.fiu.edu/))

Note: additional reading selections will be provided in PDF throughout the course.
## Grading

<table>
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<tr>
<th>Course Requirements</th>
<th>Number of Items</th>
<th>Points for Each</th>
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<td>Quizzes (multiple choice and short answer questions)</td>
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## Assignment Calendar

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UNIT 1: Introduction to Class and to Anthropological Fieldwork (Includes Lessons 1, 2 & 3)

Lesson 1, Topic: Introduction to the Course and to Ethnographic Fieldwork

Course Objectives:

- Evaluate what does and does not constitute ethnographic fieldwork and methods using Malinowski’s framework as a standard of comparison.

Lesson Objectives:

- 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.

Readings:

- Nisa: The Life and Words of a !Kung Woman: Introduction and chapters 1-2 (pp. 1-71) (PDF)

Lesson To Do List

1. Take Practice Quiz to see if your computer or device works with Canvas
2. Watch 3 lectures: Intro to Class, Ethnographic Fieldwork and Methods, Intro to Hunter-Gatherers
3. Watch three 10- minute videos on Malinowski: Part 1 (entire video), Part 2 (first 3 minutes only), and Part 3 (first 7 minutes only) of "Tales from the Jungle, Malinowski,” available on YouTube.
4. Read Nisa book study guide (PDF)
5. Read from Nisa: introduction, chapters 1-2 (pp. 1-71).

Lesson 2, Topic: Culture and Culture Shock

Course Objectives:

- Evaluate what does and does not constitute ethnographic fieldwork and methods using Malinowski’s framework as a standard of comparison.
- Examine the meaning of culture through an analysis of culture shock

Lesson Objectives:

- Identify key cultural characteristics of the !Kung hunter-gatherers in the 1960s
- Deepen understanding of culture and cultural difference
Readings:

- *Nisa: The Life and Words of a !Kung Woman*: chapters 3-5 (PDF)

Lesson To Do List

1. Watch 2 lectures: Nisa Midpoint Review, and Culture Shock
2. Read Nisa book study guide, part 2 (PDF)
3. Read from *Nisa*: introduction, Chapters 3-5
4. Watch the documentary film: *Daughter from Danang* available on YouTube.
5. Take Book Quiz 1 on: Malinowski videos; Nisa pp. 1-131 (Chapters 1-5); *Daughter from Danang*, and lectures from Lessons 1 and 2 (multiple choice and short answer) (55 points plus 5 extra credit points). See dates in the Assignment Chart on p. 4 for availability of the quiz and the due date

Lesson 3, Topic: How Hunter-Gatherers Have Lost Land to Extractivism and State Modernization Projects

Course Objectives:

- Assess the effects that state modernization projects and globalization have had on indigenous peoples

Lesson Objectives:

- Identify major changes in !Kung culture after they were forced to abandon their hunter-gatherer livelihood
- Introduction to the Cofán indigenous people of the Ecuadorian Amazon

Readings:

- *Life in Oil*, Sections of Chapters 1-2 (pp. 1 – 35 and pp. 46- 55).

Lesson To Do List

1. Watch the film “N!ai: The Story of a !Kung Woman”. The first 45 minutes are required, and the rest is optional.
2. Watch lectures: "Take-Home Messages from the Film" and "Extractivism and Cultural Change: Introduction to *Life in Oil*"
3. Read *Life in Oil* study guide for Quiz 2A
4. Read *Life in Oil*, pp. 1 – 35 and pp. 46- 55
5. Take Book Quiz 2A on Chapters 1-2 of *Life in Oil, N!ai: Story of a !Kung Woman*, and lectures from Lesson 3 (multiple choice) (55 points plus 5 extra credit points) See dates in the Assignment Chart on p. 4 for availability of the quiz and the due date.
6. Complete Discussion Board 1. See chart for due dates. One response to a peer who wrote on the question YOU DID NOT ANSWER is due 24 hours after your original post is due.
UNIT 2: Indigenous Peoples, Threats to their Cultures, and Cultural Accommodation. Includes Lessons 4, 5 & 6

Lesson 4, Topic: How Hunter-Gatherers Have Had to Adapt to Their Changing World

Course Objectives:

- Assess the effects that state modernization projects and globalization have had on indigenous peoples

Lesson Objectives:

- Analyze key aspects of Cofán culture and the changes that they have experienced over the past 4 decades.

Readings:

- *Life in Oil*, Selections from Chapters 3-4 (pp. middle of 64- top of 70; pp. 75-85; and all of Chapter 4).

Lesson To Do List

1. Watch lectures: 1) Life in Oil, Part 2 and 2) Outsider Stereotypes and Indigenous Lives
2. Review *Life in Oil* Study Guide for Quiz 2B
3. Read *Life in Oil*, selections from Chapters 3 & 4 (see pages listed above)
4. Take Book Quiz 2B on: Chapters 3-4 of *Life in Oil*, and lecture from lesson 4 (55 points plus 5 extra credit points). See dates in the Assignment Chart on p. 4 for availability of the quiz and the due date

Lesson 5, Topic: Indigenous Resistance and Accommodation

Course Objectives:

- Assess the effects that state modernization projects and globalization have had on indigenous peoples.
- Recognize common stereotypes of indigenous peoples and racial minorities and how these affect their lives

Lesson Objectives:

- Analyze the strategies indigenous peoples use in the face of modernization and capitalism
- Analyze how outsiders' stereotypes shape the strategies indigenous peoples pursue

Readings:

- *Life in Oil*: Sections from Chapters 5-7 (pp. 124 -middle of 130; 144-163; 182-195; and all of Chapter 7 (pp. 196-231).
Lesson To Do List

1. Watch lecture: Life in Oil: Cultural Negotiation and Survival
2. Read Life in Oil, Part 2 study guide (PDF)
3. Read Life in Oil, Sections from Chapters 5-7 (pp. 124-middle of 130; 144-163; 182-195; and all of Chapter 7 (pp. 196-231).
4. Take Book Quiz 3 on Life in Oil, sections from Chapters 5-7; and lecture from Lesson 5 (55 points plus 5 extra credit points). See dates in the Assignment Chart on p. 4 for availability of the quiz and the due date.

Lesson 6, Topic: Compare and Contrast the Experiences of Different Indigenous Peoples

Course Objectives:

- Assess the effects that state modernization projects and globalization have had on indigenous peoples
- Recognize common stereotypes of indigenous peoples and racial minorities and how these affect their lives

Lesson Objectives:

- Analyze processes of globalization and Westernization in indigenous cultures

Readings:

- No new readings -- review readings from Nisa and Life in Oil, lectures from Lessons 3-5, and the N!ai film

Lesson To Do List

1. Complete Discussion Board 2 (60 points) and complete one response to a peer who wrote on the question that you did not answer in your original post (15 points). See chart for due dates. The response to a peer is due 24 hours after your original post
UNIT 3: Comparing and Contrasting Some of the Many Meanings of Veiling in the Middle East. Includes Lessons 7-9.

Lesson 7, Topic: Power and Hegemony

Course Objectives:

- Compare and contrast the understandings of the veil in three different Middle Eastern cultures

Lesson Objectives:

- Understanding veiling practices among the Bedouin of Egypt in the 1980s

Readings:

- *Veiled Sentiments* excerpts

Lesson To Do List

1. Watch lectures: 1) Introduction to Unit Veiling, Power, and Cultural Hegemony and 2) Veiled Sentiments
2. Read Veiled Sentiments excerpts (PDF)
3. Watch a 10-minute preview from the film "Dadi’s Family" (optional)
4. Take Book Quiz 4 on: Veiled Sentiments excerpts and lectures from Lesson 7 (55 points plus 5 extra credit points). See dates in the Assignment Chart on p. 4 for availability of the quiz and the due date.

Lesson 8, Topic: Resistance and Negotiation Islamic Countries

Course Objectives:

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

Lesson Objectives:

- Analyze how state power is contested in Tehran, Iran and how social pressure is negotiated in Amman, Jordan

Readings:

- *Everyday Piety: Islam and Economy in Jordan* excerpts (pdf)
Lesson To Do List

1. Watch lectures: Iranian History and Islamist Regimes, and Introduction to Everyday Piety and Religious Revival Movements
2. Read study guide to Persepolis.
3. Watch the first 45 minutes of the film, Persepolis. Available to rent through Amazon.com for $3, or you can view the DVD on the 5th Floor of the Green Library at the MMC campus. The film is on reserve at the 5th-floor circulation desk.
4. Read Everyday Piety study guide (PDF)
5. Read an excerpt from "Everyday Piety" (PDF)
6. Take Book Quiz 5 on: Persepolis (first 45 minutes), Everyday Piety excerpt and lectures from Lesson 8 (55 points plus 5 extra credit points). See dates in the Assignment Chart on p. 4 for availability of the quiz and the due date.

Lesson 9, Topic: Comparing and Contrasting Different Meanings of the Veil

Course Objectives:

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

Lesson Objectives:

- Compare and contrast the three case studies of veiling

Readings:


Lesson To Do List

1. Review definitions of hegemony and domination presented in the lecture Introduction to Unit 2 (posted in Lesson 7).
2. Complete Discussion Board 3 (60 points) and complete one response to a peer who wrote on the question that you did not answer in your original post (15 points). See chart for due dates. The response to a peer is due 24 hours after your original post

Lesson 10, Topic: Introduction to the Anthropology of Race

Course Objectives:

- Recognize common stereotypes of indigenous peoples and racial minorities and how these affect their lives.
- Analyze some of the various ways in which culture is negotiated, not bound by strict rules.
- Apply various social theories to concrete case studies

Lesson Objectives:

- Analyze Brazilian history and how it has shaped the present

Readings:

- *Dreaming Equality: Color, Race, and Racism in Urban Brazil*:
  - Introduction; chapter 1; section from chapter 2 "Negro and other 'Hard' Words"; sections from chapter 3 starting with "Accounts of Silence in Morro de Sangue Bom" through the end of the chapter; chapter 4 from the beginning to "Working on the Asphalt" (pp. 1-28; 46-50; 62-95)

Lesson To Do List

1. Watch lectures: Anthropology of Race
2. Read Dreaming Equality study guide, part 1 (PDF)
3. Read from Dreaming Equality: introduction, chapter 1, sections of chapters 2-3 (pp. 1-28; 46-50; 62-95)
4. Take Book Quiz 6 on: Dreaming Equality readings and lecture from Lesson 10 (55 points plus 5 extra credit points). See dates in the Assignment Chart on p. 4 for availability of the quiz and the due date.

Lesson 11, Topic: Race in Brazil

Course Objectives:

- Recognize common stereotypes of indigenous peoples and racial minorities and how these affect their lives.
- Analyze some of the various ways in which culture is negotiated, not bound by strict rules.
- Apply various social theories to concrete case studies

Lesson Objectives:
• Analyze racial stereotypes of black Brazilians and how these shape their lives.

Readings:

• *Dreaming Equality*: pp. 95-178. This starts in the middle of Chapter 4 with the section "Working on the Asphalt" and continues through the middle of Chapter 6 with the section "Racism: Narratives and Erasures"

Lesson To-Do List

1. Watch lecture: Race in Brazil
2. Watch the 9-minute video: Brazilian Carnival Queen Too Black
3. Read Dreaming Equality study guide Part 2 (PDF)
4. Read from Dreaming Equality: sections of chapters 4-6 (pp. 95-178)
5. Take Book Quiz 7 on Dreaming Equality pp. 95-178, the Carnival Queen video, and lecture from Lesson 11 (**55 points plus 5 extra credit points**). See dates in the Assignment Chart on p. 4 for availability of the quiz and the due date.

Lesson 12, Topic: How Race and Ethnicity Shape the Ethnographic Experience & Analysis

Course Objectives:

• Evaluate what does and does not constitute ethnographic fieldwork and methods using Malinowski’s framework as a standard of comparison.
• Apply various social theories to concrete case studies

Lesson Objectives:

• Analyze racial stereotypes and how they shape lives.
• Evaluate whether being an insider to a culture one studies affects both the type and quality of data gathered

Readings:

• *Dreaming Equality*: chapter 7 section “The ‘False Discourse’” and the conclusion (pp. 200-206 and 218-224).

Lesson To-Do List

1. Watch lecture: Native Anthropologists
2. Read from *Dreaming Equality*: chapter 7 section and the conclusion (pp. 200-206, 218-224)
3. Complete Discussion Board 4 (**60 points**) and complete one response to a peer who wrote on the question that you did not answer in your original post (**15 points**). See chart for due dates. The response to a peer is due 24 hours after your original post
UNIT 5: Migration, Violence, and the US Food System. Includes Lessons 13, 14, & 15

Lesson 13, Topic: Structural and Symbolic Violence

Course Objectives:

- Recognize common stereotypes of indigenous peoples and racial minorities and how these affect their lives.
- Apply various social theories to concrete case studies.

Lesson Objectives:

- Gain a better understanding of Bourdieu's concepts of "symbolic violence" and "structural violence."

Readings:

- *Fresh Fruit, Broken Bodies*: chapters 1-3

Lesson To Do List

1. Watch lectures: Symbolic Violence, Multi-Sited Ethnographies
2. Read *Fresh Fruit, Broken Bodies* study guide (PDF)
3. Read from *Fresh Fruit, Broken Bodies*: chapters 1-3
4. Take Book Quiz 8 on: *Fresh Fruit, Broken Bodies* chapters 1-3 and lectures from Lesson 13 (55 points plus 5 extra credit points). See dates in the Assignment Chart on p. 4 for availability of the quiz and due date.

Lesson 14, Topics: 1) Bourdieu's concept of "habitus" and 2) Ethics and Activist Ethnography

Course Objectives:

- Recognize common stereotypes of indigenous peoples and racial minorities and how these affect their lives.
- Apply various social theories to concrete case studies

Lesson Objectives:

- Evaluate the ethics of engaging in different research projects

Readings:

- *Fresh Fruit, Broken Bodies*: chapters 4-6 and pp. 190-198

Lesson To Do List
1. Watch lectures: Class and Habitus, Anthropology and Social Activism
2. Review Fresh Fruit, Broken Bodies study guide (PDF)
3. Read from Fresh Fruit, Broken Bodies: chapters 4-6
4. Take Book Quiz 9 on Fresh Fruit, Broken Bodies (chapters 4-6) and lectures from Lesson 14 (55 points plus 5 extra credit points). See dates in the Assignment Chart on p. 4 for availability of the quiz and due date.

Lesson 15, Bringing it home: Slavery in the Fields and Farmworker Activism in Florida

Course Objectives:

- Recognize common stereotypes of indigenous peoples and racial minorities and how these affect their lives.
- Apply various social theories to concrete case studies

Lesson Objectives:

- Learn about human slavery and farmworker activism in Florida

Lesson To Do List

1. Complete Coalition of Immokalee Farmworker Multiple-Choice Activity (50 points). See dates in the Assignment Chart on p. 4 for the due date.

Final Project: Designing Your Own Activist Research Project and Comparing it to Ethnographies We Have Read (due June 19)

Course Objectives:

- Design a project to research some example of structural or symbolic violence and explain how it is an example of that type of violence.
- Elaborate methods to study the selected form of violence that would fit Malinowski’s framework of ethnographic methods.
- Evaluate whether your methods are an ethical project, based on the American Anthropological Association's Code of Ethics (described in lecture).
- Discuss your habitus and positionality vis-a-vis the topic and group researched

Lesson To Do List

1. If useful, review lectures on Symbolic Violence (Lesson 13), Ethnographic Fieldwork and Methods (Lesson 1), Anthropology and Social Activism (Lesson 14), Native Anthropologists (Lesson 12), and Class and Habitus (Lesson 14).
2. Write and submit Mini Research Proposal (100 pts). See dates in the Assignment Chart on p. 4 for the due date.