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.**

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 (6)</td>
<td>5 points each</td>
</tr>
<tr>
<td>Exams (4)</td>
<td>10 pts each</td>
</tr>
<tr>
<td>Team Activities (10)</td>
<td>10 pts</td>
</tr>
<tr>
<td>Paper (1)</td>
<td>25 pts</td>
</tr>
</tbody>
</table>

Total points = 100

A   = 93 +
A-  = 90 – 92.9
B+  = 87 -89.9
B   = 83 – 86.9
B-  = 80 – 82.9
C+  = 77 – 79.9
C   = 73 – 76.9
C-  = 70 – 72.9
D+  = 67 – 69.9
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 (or assigned readings). Four or five of the six questions on each quiz will be about the book (see study sheets provided for help in preparing). 5 points each.
- 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. 5 points each.

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. You must be present in class to receive points for the team activities.

EXAMS- There will be four take-home written exams (essay format). Each exam covers class discussions, films, 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. 4-6 pages, double-spaced, Times New Roman font, 1-inch margins on all sides. APA or MLA format. (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

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. ((Aug 25, 27, 29))**

*Learning Objectives:* How to read an ethnography. Deepen understanding of culture and cultural “difference.” 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.


In-Class Film: “Tales from the Jungle” on Malinowski
[http://www.youtube.com/watch?v=f22VsAlOwbc](http://www.youtube.com/watch?v=f22VsAlOwbc)
[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. ((Sept 3, 5))**

*Learning Objective:* Recognize the ways that anthropologists write about their research. Why is culture shock important to the anthropologist’s experience?

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

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

**Week 3. ((Sept 8, 10, 12))**

*Quiz 1, Sept 8: Nisa*

*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.

*Assigned Reading Due Wednesday:* "Update on the !Kung" (Available to read on the class Blackboard.)
In class clips-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 15, 17, 19))
Learning Objectives: Assess the effects that state modernization projects and globalization have had on Indigenous Peoples.

*Assigned Reading Due Monday:* Conklin article “For Love or Money” (Available on Blackboard course site.)

*Exam 1* Due @ 11:59 Sept 19, submitted through the Blackboard link. (Answers should be based on lectures, Malinowski & Rosaldo readings, Nisa, and the film, Tales from the Jungle and Daughter from Danang.)

**Week 5.** (Sept 22, 24, 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?

*Quiz 2, Sept 22:* Governing Indigenous Territories

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

Film to watch on own: "Children of Jumandy"
http://www.imdb.com/title/tt1913154/

**Week 6.** (Sept 29, Oct 1, 3):

*Exam 2* Due @ 11:59 Oct. 3, submitted through the Blackboard Link (Answers should be based on “Sin Mapa,” "Children of Jumandy," ”For Love or Money," and Governing Indigenous Territories)

**Week 7.** (Oct 6, 8, 10):
Learning Objectives: Power and Cultural Negotiation in the Middle East and North Africa.

*Quiz 3, Oct 6:* excerpts from Veiled Sentiments, Politics of Piety, and Young and Defiant in Tehran. (available on course Blackboard site)
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.

In-class clips, Film: Persepolis. http://www.youtube.com/watch?v=R97e6d0CNP

**Week 8.** ((Oct 13, 15, 17)):
Learning Objectives: Power and Islamism; Compare and contrast the understandings of the veil in three different Middle Eastern cultures; Hegemony and resistance, international power

In-class Film: “The Light in Her Eyes”

*Exam 3 Due* @ 11:59 Oct. 17, submitted through the Blackboard link (Answers should be based on Veiled Sentiments, Politics of Piety, and Young and Defiant in Tehran, and the film “Persepolis” and “The Light in Her Eyes”)

**Week 9.** ((Oct 20, 22, 24)):

Learning Objectives: 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, Oct 20: In Search of Respect

**Week 10.** ((Oct 27, 29, 31)):
Learning Objectives: 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.** ((Nov 17, 19, 21)):

Learning Objectives: Alternatives to Malinowskian ethnography – Native anthropologists, and multi-sited ethnography. 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.

*Quiz 5, Nov 17: Fresh Fruit, Broken Bodies
Week 14. ((Nov 24, 26, 28)):

Analyze the differences between ethnographic writing and social activism as well as how the two can complement one another.

EXTRA CREDIT: Sign Coalition of Immokalee Farmworkers Petition online (Extra credit 2 points)

Week 15. ((Dec 1, 3, 5)):

Assigned Readings: Assigned class reading: “The Case for Contamination,” by Appiah. (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. 5

Week 16 Final Exam: Friday, 12/12, 12:00-2:00
Presentation of Proposed Ethnography- during the designated exam time, students will give five-minute presentations of their ethnographic research paper topics. Students will turn in the ethnographic papers through the Turn-It-In site on the class Blackboard.