Abstract of major topics and themes:

World Ethnography is a foundations global learning course geared to create awareness, a broadened perspective and engagement. The focus of our ethnographic inquiries are contemporary industries and collective groupings engaged in the business of tourism, education, health, criminal justice, and even movements of resistance, as they have each become commodified and objectified. They will be assessed through the ethnographic experience of several scholars and as described by participant descriptions as to how they have impact their lives, their orientation and ultimate way of living. The orientation of scholarship, whether positivist, critical theory, interpretive or constructivist, ecologically framed works, functionalist and social network research are variously chosen by researchers as paradigms within which to present their ideas. How to describe or frame one’s work and the paradigms for framing the conduct of ethnographic research are elements important in evaluating our readings. Thus a major component of the class is analysis. The group will read scholarly literature oriented from an ethnographic perspective to the more interpretive literary ethnographic realities. We will evaluate the methodologies in terms of evidence and data they bring forward. As a global learning course our purpose is to bring awareness, broaden your perspective, and create engagement in creating a positive destiny for yourself and the generations to come. Activism takes responsibility.

Course Description:

Ethnography is a useful means of exploring our everyday social and cultural environment, and in doing so demonstrates the constant need for researchers and their research to be made accountable to readers and participants. That is, the community studied usually wants to see what you have written about them. In this way, ethnography reveals as much about the frameworks of social research as it does about the societies that Ethnographers move in and out of. Ethnographic reporting is used by many disciplines, Police and investigators of crime scenes must report in an ethnographic style; social workers, and film makers use the ethnographic approach to describe what they see and expose the voice of others. Increasingly the biomedical system has recognized the value of ethnographic research in capturing risk factors and vulnerabilities for disease in our everyday lives. Advertising, business and marketing researchers have used the methodology of ethnographic analysis as central to their research on
consumer behavior since their inception. Ethnographic analysis is one approach or methodology of qualitative research. I have selected as a basic text Paul Bohannan and Dirk van der Elst, *Asking and Listening: Ethnography as Personal Adaptation*. This text will help you to conceptualize the many ways ethnographic work is implemented and its impact on both the participants and the researcher.

The Spring term is divided into three major themes. We are looking at ‘institutions’ and ‘industries’ in the intimacy of how they impact the everyday man and woman. We are looking at how they have an effect on people. The first theme explores tourism, the biggest world industry today. Tourism is one of the fastest growing industries. Our focus on what tourism entails stretches to Latin America, the Caribbean, and Africa. We will look intimately at the status of tourism, those engaged in tourist activities, whether or not it has lived up to its mission or initial objectives and goals, and how it can be improved. We can try to imagine its future. It is my ambition to use our own environment as a space in which to collect meaningful data. I have several projects in mind which we will discuss.

We begin with George Gmelch’s (2003) book, *Behind the Smile*, and *Paradise and Plantation* by Ian G. Strachan: Tourism and Culture in the Anglophone Caribbean will be assessed to probe the current status of Caribbean economies and societies and their most important industry. Assignments will also be made from *Sun, Sex, and Gold: Tourism and Sex Work in the Caribbean*, (on reserve) Boxill’s, (2005) Tourism and HIV/AIDS in Jamaica and The Bahamas will add to the discourse, addressing the issue of public health. The Boxill reading is optional. A very enjoyable read while we ponder the host is *Caribbean Erotic*, which one of our faculty, Donna Weir-Soley authors with Opal Palmer.

One of the most recent events in African Tourism is World Cup. It would be interesting to look at some of the writings on this event. Tourism generated from the African Diaspora’s historic cultural identity with the homeland, the historic Castles on the West Coast and the biblical and spirituality of new migrations to Ethiopia by Africans from the diaspora are a few examples. Many festivals today have been constructed to welcome Africans in the Diaspora back home. We will read Bruner’s, 1996 “Tourism in Ghana”, and discuss other attempts to lure diaspora tourist as the industry grows on the continent luring wider populations. Kamari Clark’s work, “Mapping Transnationality” has been included.

The second theme touches on popular culture, which includes film and music, and examines the agency of youth culture, and the commodification of cultural symbols in Hip Hop, Salsa, or Reggae, for example, and its use of the new media. The emergence of Cuban Rasta and Wunderlich (2003) presentation of Cuban Hip Hop. The power of popular culture as a tool of resistance, and the ways it challenges mainstream thinking in different spaces and geographical locations is examined. We will read Kaifa’s *Cuban Color in Tourism and La Lunch*. Grosfoguel’s comparative analysis of Miami and San Juan, Codrington’s look at rap, race and class in London and Thomas’s update on ‘modern Blackness. All of these readings speak to a commonality of elements shared by youth cross-culturally. France as well is a part of this movement in expressing the idea that Africa is on the minds of many young people today cross-culturally. Complimenting these essays and short ethnographic readings will be Linda Randall’s ethnography *Finding Grace in the Concert Hall* about the American response to Bruce
Springsteen’s performances.

The third category of topics consists of several subthemes addressing the industries of education, migration, criminal justice, health and environment. We will assess the disparity in education comparatively, using the US and the UK and as we move along test Grosfoguel’s theoretical position of *colonality*, among youth who migrate, poor youth, and black youth. We will assess the decline in social mobility of the new generation of migrants to US and Europe’s shores. Gandara’s paper on the trend in education, and a few chapters have been selected from *Ethnography At The Edge: Crime, Deviance, and Field Research*, and *Global Outlaws Crime, money, and power in the contemporary world.*, by Carolyn Nordstrom. Taking us to the edge will be *Violence and Hope in a US Mexican Border Town* a short ethnography on the real and living going on today. Complementing this read is the paper Griffith presented this past year at the Eric Williams Memorial Lecture Series, Drugs and Crime as Problems in the Caribbean and Caribbean Sovereignty. These readings will help us learn the rules and the ethics of doing field research.

On Reserve:
Readings from a new publication *Sex, Power, and Taboo: Gender and HIV in the Caribbean and Beyond*, a book of short entries focused on the health issues emergent and problematic in the Caribbean and touches also on Miami’s transnational populations. The issues are all topics which as young professional people you will have an opportunity to change, be a part of determining policy around, and contribute to a new transformation in thinking.

Learning outcomes (Course Objectives)

1. In essay format, students will learn to evaluate what does and does not constitute ethnographic fieldwork and methods using LeCompte & Schensul (2010) or Hatch (2002).
2. In essay format, students will compare and contrast the perspectives of three different ethnographers on a social issue (global perspective).
3. In essay format, students will analyze how the ethnographer’s positioning vis-à-vis the studied community affects their data and interpretation (global perspective).
4. Students will answer short answer and multiple choice questions on the various ethnographies examined in class with at least 70% accuracy.
5. Students will answer multiple choice questions concerning major turning points in the history of ethnographic methods and data interpretation, with at least 70% accuracy.
6. Establishing our connection to the global world working in groups or individually, students will diagram economic forces and actors (including themselves as consumers) involved in a complex system of global trade (global awareness).
7. Students will draft a very basic, 3-page research proposal, identifying a social issue that ethnographic research could be used to address and how they would go about pursuing that research (global engagement).

Evaluation:

Students will be required to assess the papers presented under the three themes, comparatively
and analytically. Which ones carry the best ethnographic voice? Compare methodology. What approach was best for what type of data collection. A research inquiry is required. You will develop a particular methodology in constructing a research initiative which you will present to the class. Some students may take the opportunity to engage in applied research on tourism in Miami and South Florida. I have a few other projects that need some field investigation. The research can be participatory or archival. This proposal formation should begin as soon as possible in the term. A literature review and concept of how you would implement the work may take some field work and observation and certainly some research. This should be no more than three to five pages which gives me four grades, and an additional grade for presenting your proposal to the class. You may want to conduct a small pilot study. One multiple choice test will be given during the term and class participation is valued. Students are encouraged to attend at least one event during the term which they write about using an ethnographic format. I’m suggesting the RockersMovement One Love Festival at Bayside Feb. 18. 2012. They tried bringing this festival in November and the Jamaica artists could not come forward….so they’re doing it without them.

- Three written exams, (one in class writing) and a multiple choice exam, an event description and a research proposal. I have several alternatives for pilot research initiatives. The essays test your ability to integrate concepts from the readings, ethnographic films, anthropological theory, lectures and class discussions. The three essays will be 6 to 7 pages each, double spaced, in a standard font. The forth assignment is a research proposal. These assignments evaluate the objectives listed.
- One multiple choice in class exam will be given based primarily on our Bohannan et al. text book.
- Class participation constitutes 10% of your grade. This means

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<th>Assignment</th>
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<td>Essays (three)</td>
<td>60</td>
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<td>Proposal</td>
<td>20</td>
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<td>Multiple choice quiz</td>
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Event: attending an event on campus or in the Miami community is a necessary activity in this course. A description of the event, written in an ethnographic style is required.

This is a DISCUSSION CLASS focused on the ethnography. The readings are not all ethnographic. Some of the readings have been selected to help establish the area focus and context. I have selected a variety of ethnographic styles. In collaborative work, which ethnographic research often tends to depend on, it is important to have discourse. Some of the readings selected help with the discourse. Anthropologists seek ways of explaining behavior and how humans are influenced by structures such as politics, economy, and social relationships and so on. To gain an understand of how these elements impact social living and world view, the ethnographer must ask questions, listen, probe, observe and report their findings in a descriptive format. Ethnographies are comprehensive descriptions of societies, as seen through the eyes of anthropologists: the human researchers, scientists and writer. Once they are written, however, ethnographies freeze societies in time at the moment of publication. Hence, an ethnographic
account is specific to the context in which it is written. The main objective of this course is to expose students to an array of societies, geographic spaces in different historical contexts, and behaviors problematized in the world, to view them ethnographically, and to utilize and apply this data gained in meaningful ways.

Students will demonstrate through research, writing, discussion and presentation an understanding of the historical, social, political and cultural contexts out of which ethnographic work emerges and the social relations of power which govern the areas studied. Critical reading and the analysis and interpretation of texts that reflect political, social, and cultural issues related to the cultures and enclaves we study help to situate these societies for us to make assessments about the future. Students will research writers of different ethnographic traditions to examine and compare the implication of cultural traditions and practice and the effects on the worlds we study. The following are questions to interrogate for our first theme:

1. Why have Caribbean governments used tourism as a development strategy? What are the distinguishing features of countries in the region which rely on tourism from those which do not?
2. Tourism development and social development are incompatible objectives. Discuss
3. What do you understand by the concept of ‘the tourist’? To what extent do Caribbean people see themselves as potential tourists?
4. Some writers argue that the growth of tourism is the result of rapid globalization, and that this situation can endanger national identities and cultures. Discuss
5. The modern/postmodern society not only facilities greater and more diverse forms of tourism, but makes it virtually impossible for any country to escape participation in global tourism. Discuss.
6. To what extent is the tourism industry responsible for changes in the structure of the family, education, and the labor market in the Caribbean? The profile of disease?
7. Discuss the socio cultural impact of tourism, and speculate on the future of tourism in any two Caribbean countries. Be sure to identify specific social impacts and the methodologies used to arrive at them, with supporting evidence in your essay.

Different Themes  Migration, identity, globalization.

In reading each text, students are expected to make an analysis of how each society "works." What makes it run properly or not run properly? These social/cultural aspects are referred to as "social structures." While reading, you should ask the important human questions that cut across disciplinary lines. Some of these questions include: Where did this system of order come from? How did our system evolve? Where is it going? What is the intention?

"Ethnographic truths are partial." Partiality is a continuing legacy of an anthropological paradox. In its process of maturity and growth, the discipline of anthropology understands that objectivity is not possible when we use the human scientist (the anthropologist) as a tool to study other human beings. Ethnographic writings are products of human interactions as in all science. The notion of objectivity need not be challenged here but assumed that both the sciences and the social sciences share an objective and subjective. Be aware of this paradox and ask yourself: If I
were to study the people's name, would I have done it differently? What was left out? What was the focus of the study? What was the context of the study? What was the funding source of the study, the theoretical orientation? Were there possible biases from funding agencies?

**Expectations:**

You are expected to come to class fully prepared to participate in class discussions. You have taken notes on the readings. If you do not understand the required reading materials, you are expected to bring this to my attention, either during class or during your office visit. (The first step toward any learning is to know what one does not know!). Since your participation in class discussions is a part of your overall grade, you will be called upon to answer a question in class, if there are no volunteers.

**You are responsible for your own education!** Since we will cover a lot of materials in this course, you will need to be up-to-date on your reading assignments and papers. I will be happy to make suggestions as needed. Reading materials are there for comprehension. Don't read just for the sake of having things read! If you do not understand any part of your assignment, please re-read and take good notes. Write down any questions you may have about the materials during your first round of reading. See if you can answer these questions yourself in your second round of reading.

You should be able to cite passages as supporting evidence and “data” for the arguments/points you wish to make in your paper. It is to your benefit to highlight these passages and take good notes the first time around. It will save you a lot of time when you are writing your papers.

**A hand-out defining the criteria for rating student essays will be issued**
Schedule

**Theme I: Tourism Africa, the Caribbean and Latin America: Assignment**

**Week 1**

*January* 12

Introduction to the course A Global Learning Initiative  
What is Ethnography?  
Bohannan and Van der Elst (1998) * Asking and Listening*, pp. 1-18  

How do Americans conceptualize the Caribbean through Tourism?

**Week 2**

17  
*Paradise and Plantation*: Ian G. Strachan pp. Chapters 1-3  
Complete Gmelch (review the various occupations and assess his methodology).  
View: Smile Orange  
Fieldnotes in Ethnographic Research (moodle)

**Week 3**

24  
C-Men and Tricksters in Smile Orange pp 21-42. *Caribbean Quarterly*, UWI (hand out)

Each student must select one of the following papers to read and assess the methodology of the researcher. The papers cover research carried out in the Caribbean and Latin America by a team of feminist. The Text is on reserve in the library at the circulation desk.

Kamala Kempadoo, *Sun Sex, and Gold*. Select one article to assess:

b. “Women’s work is never done: sex tourism in Sosua, the Dominican Republic,” Amalia L. Cabezas
c. “Come to Jamaica and feel all right: tourism and the sex trade.” Shirley Campbell, Althea Perkins, and Patricia Mohammed
d. “Bleak Pasts, Bleak Futures: life paths of thirteen young prostitutes in Cartagena, Colombia,” Laura Mayorga and Pilar Velasquez
e. “Tourism and the Sex Trade in St. Maarten and Curacao, the Netherlands, Antilles, “Jacqueline Martis
f. “Gold and Commercial Sex: Exploring the link between small-scale gold mining and commercial sex in the rainforest of Suriname, “Christel C.F. Antonius-Smits, et.al.
Check the graduate student Amy E. Ritterbusch’s blog on the Global and Social Cultural Studies Program page. Her dissertation is on Street workers in Colombia, Bogata.

**Essay I** due on Readings from *Sun, Sex, and Gold*.

**February**


View: *The Lunatic* (Jamaica) A serious comedy about the liberated female traveler in the 1990’s and their cultural gaze.

14 Week 5

View: *Life and Debt/Jamaica for Sale*

Bohannan, et al. Chapter 9 The Morass of Cultural Relativism; Chapter 10, Premises and Ethnography; Chapter 11, Their Culture-and Your Culture.

Experiences in African Tourism:

Clark, Kamari, Maxine (2006)


Buner, Edward M. 1996


**Exam 1 TBA** (Exam 1 and Essay I assess the first three curriculum objectives comparing and assessing the evidence methodologically.)

**Themes II : Caribbean Diaspora: Migration, Identity, Popular Culture and Globalization**

21 Week 6

View: Film: Ras Cuba

Cjamdama Kauawardema. 2003

“Cuba: The Crown Princess of Caribbean Tourism?” *IDEAZ* 2 (2). (hand out)

L. Kaifa Roland *Cuban Color in Tourism and La Lucha*, Annelise Wunderlich, 2003

23 Week 7
Bohannan et al Chapter 12 Does Ethnography Falsify Reality?; Chapter 13, Beyond Academe.
A comparative analysis with Americas Island in the Caribbean, Puerto Ricans in New York. (PR)
Grosfoguel, Ramon, 2003
“World Cities in the Caribbean: Miami and San Juan”
In: Colonial Subjects: Puerto Ricans in a Global Perspective (A background paper) (Hand out) from *Coloniality of Power*.

Film: (American) ‘I Like it Like That’(Puerto Ricans in New York).

28 Week 8
Bohannan et al, Chapter 14 Culture Shock; Chapter 15, The Aliens Next Door; Chapter 16, The Collapse of Colonialism

Codringion, Raymond 2006
“The Homegrown Rap, Race, and Class in London”
(Soul to Soul, Trent Darby, Pato Banton, others).

Thomas, Deborah A (2006)
Modern Blackness Progress “America,” and the Politics of Popular Culture in Jamaica.

Young British and Black. A publication of the Sankofa Collective.

March 6 Week 9, March 6


Film: Malaria Concert in Africa
Week 10  **Spring Break**

Bohannan, Part III, Chapter 18, The Democratization of Ethnography

Brown, D.A.V. and M. Hunte 2003
“Listening to the ‘Youth-man’: Structure, meaning and Identity in the Explanation of Male Juvenile Delinquency Among Poor Youth in Trinidad and Tobago.” *IDEAZ* vol. 2 (2).

**Complete Finding Grace**

**EXAM 2**  Analytical essay (All Course Objectives evaluated)

20  Week 11

**Theme III**  Anthropology on the Edge: Criminality, deviance, thievery, terror and violence within our major institutions.

Bohannan, et al. Chapter 19  Ethnography and Applied anthropology

27  Week 12

War in the Caribbean: The Grenada Revolution Ras Nang Speaks: interview with Prince Nna Nna collected by Ikael Tafari. *(Several alternative reads are available).*

**April**  Week 13

3  Bohannan, Chapter 20: Ethnography in Business and Industry; Ethnography and Creativity: Art, Science and Engineering; Chapter 22 Ethnography and Government, chapter 23, The Internet, non-lineal Ethnography

Other Serious Matters:


17  Week 14

Film: The Other Side of Europe
Readings from: Nordstrom, Carolyn, (2007) Global Outlaw: Crime money and power in the contemporary world. Hand out. These readings will be divided up among the class.

- The untold Story of the Amputers 47-56
- The Culture of Criminals 139-148
- The Culture of Cops 149-156
- Human Cargo 181-190

Presentations: