

ANT 3212  
RVC 1248  
Online only

August 26-Dec 7

**YOUR INSTRUCTOR**

Dr. Mitzi Carter

Your TA:

Sebastian Ballestas



**STUDENT HOURS**

Tues 11am-noon via  
zoom Sign up on  
[calendly.com/  
profcarter](https://calendly.com/profcarter)

# WORLD ETHNOGRAPHIES

## Course Description

Ethnographic fieldwork and the resulting data and analyses of sociocultural systems constitute the foundation of cultural anthropology. This course will introduce students to some conceptual and methodological key aspects of contemporary ethnography in various global sites. We will explore how ethnographers understand diverse human experiences and the ways people make sense of their lives and the world around them. Students 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. Students will learn how ethnographic design matters, how ethical collaborations in the field are shaped, and how various key ethnographic research methods can produce knowledge about the world around us.



Jane Goodall in the wilds of Milwaukee.

## University Core Curriculum

This course satisfies the following University Core Curriculum requirement for Social Science Group Two (university-required): Students will demonstrate the ability to examine behavioral, social, and cultural issues from a variety of points of view. Students will demonstrate an understanding of basic social and behavioral science concepts and principles used in the analysis of behavioral, social, and cultural issues, past and present, local and global. It is supported by the following learning outcomes for the course:

Students will be able to define the principal research methods of sociocultural anthropology, including participant observation, life history and in-depth interviewing, analysis of archival materials, and audiovisual approaches;

Students will compare and contrast the various perspectives of ethnographic analysis on cultural conflicts and creative resolutions in global contexts;

## How to take this online course

This may be the first time some of you have taken a fully online course. It will require that you have regular access to a reliable computer and internet. It will require you to check this Canvas site at least two-three times a week. If you are not technologically savvy or have frequent internet or computer problems, you may want to reconsider taking this course. You are also expected to be self-directed and have strong **time management skills**. 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 complete the material. You will do well if you stay on top of the class schedule and participate in weekly class activities.

Set aside about 3-4 hours in your week to complete the readings and for any team activities.

Students will practice and apply ethnographic methods to explore the possibilities, limits, and predicaments of ethnographic work to real life scenarios.

## 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 various ethnographies to become aware of the diverse cultures from multiple continents.
- Students will write and reflect on their own cultural practices using ethnographic techniques learned in the readings.

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 in global contexts.
- Students will analyze how the ethnographer's positioning vis-à-vis the communities they study affects their data and interpretation and will reflect upon power relations in the field

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

- Students will practice and apply ethnographic methods to explore the possibilities, limits, and predicaments of ethnographic work.

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## Expectations of the Course

This course will require that you have regular access to a reliable computer and internet. It will require you to check this Canvas site at least two-three times a week. If you are not technologically savvy or have frequent internet or computer problems, you may want to reconsider taking this course or take some time on the practice sites to familiarize yourself with Canvas. You are also expected to be self-directed and have strong time management skills. 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 complete the material because of the amount of reading and critical, creative thinking skills that you will need to complete the reflection/applied assignments. You will do well if you stay on top of the class schedule and participate in weekly class activities.

**Set aside about 3-4 hours in your week** to complete the readings and for any team activities. This is your heads up about the amount of reading and activities.

**WARNING to graduating students: This is not the class to take if you are graduating and need UCC/GL credits and think this will be a breeze. I can't tell you the number of times students rack up too many classes in the last semester in an effort to graduate and blow this class off only to find they can't graduate because they have a F. If you earned the non-passing credit grade, I don't budge and you may not walk across that stage. Reconsider now, if you think you might be overburdened. This is a heavy reading course!**

This is an online course, which means all of the course work will be conducted online. Online courses require a degree of self-motivation, self-discipline, and technology skills which can make these courses more demanding for some students.

## Assessments

**Weekly Assessments:** These exercises will help you develop your critical ethnographic comprehension skills. They are sometimes in the form of a Perusall or discussion question. Perusall annotations are 15 points each. You can turn them in up to exactly one week after the deadline passes but your score will decrease each day. After one week, you will not be able to make annotations. The document "How to Use Perusall" in the Perusall app (week 1) will give you a good sense for how to make top annotations. You can even practice annotating it just to try out the app (low stakes— I won't

grade that assignment). You do not need to exchange a token for late submissions on Perusal assignments. (See token rules below).

**Canvas - "Think Deeper" Activities:** While most of your reading assessments will be through Perusal, there are several activities that will challenge you to apply those readings differently. These activities help you with higher orders of critical thinking and engagement with the material.

**Final Research Project:** Your final research project is an assignment that brings all your knowledge together in a unique, fun activity. It will be in two parts. You will be working towards the final project throughout the semester but most directly in the last three weeks of the course.

Course Requirements	Number of Items	Points/item	Total
Weekly Activities	12	15	180
Canvas Activities (Playposits or Canvas Worksheets)	13	30	390
Final Project Part I (worksheet)	1	120	120
Final Project Part II	1	120	120
Two dropped Weekly Activity grade*	2	-30	-30
One dropped Canvas Activity grade*	1	30	-30
<b>Total</b>			<b>750</b>
*certain assignments may not be included in this drop			

The final project will require you to record yourself discussing it on the video. If you are not comfortable posting your video, you may need to reconsider this course as it's a major component of the final project.

## What happens if I fail an assignment or am late turning one in?

- In order to deal with issues that inevitably arise during the semester, we will use a token system. Tokens can be used to extend a deadline for one week for any assignment. You will start the semester with three "life happens" token. You can see the number of tokens you have earned in the grade book column labeled "Tokens Earned." Tokens can be used in the following ways:

- Use 1 token to turn in an assignments up to 1-week late (starting 1 min after deadline posts)- (multiple uses).
- Use 1 token to add 5 points extra credit at the end of the course (one use only).
- Redeem 8 tokens to be exempted from part II of the final assignment.
- If you turn in the wrong version of an assignment and you realize after the due date (ie a blank file,

**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.* Please note, this also includes students with non-visible disabilities. School can be tough enough so please do not hesitate in speaking with me or the DRC early in the semester.  
**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>

unreadable file, or draft version), you can still use a token to submit it again if it is within the grace period. Otherwise, it will be a 0 or grade earned on the incomplete/draft file. So please always double check your work before uploading.

- You can also earn additional tokens by:
- Submitting more passing work than required (announced on the syllabus as "Extra token assignment." These assignments have strict deadlines. There are no extensions on extra token work. These assignments are on Perusall and you must complete 6 passing annotations to receive a token.

### 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. This extends to Perusall annotations too. 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>.

If you miss an assignment, you still have a grace period of one week exactly to complete it (except during the last week). See the token rules above. Once that grace period expires, no late assignments are accepted. This is a firm policy. Again, you do not have to email me to request to use a token if it's within the one week grace period. The assignment will show up as late on my end and you will notice that you can still submit an assignment. Once the grace period is over, you will not see any place to upload your assignment. Then you will know it's too late unfortunately.

### What if I don't have enough tokens yet but am still within the grace period?

If you have turned in a late assignment within the one week grace period and have no tokens yet, don't worry! You can earn the token later and once you do it, I will grade the assignment later, toward the end of the semester. Just be sure that the assignment was turned in within the grace period. Only in these cases, please notify your TA to go back and grade those items now that you have a new token on hand!

**"But I had work obligations, my laptop died, I had to go on a trip, I got the 'rona (or my family member did), I just was in the dumps and didn't feel like doing any work that day..."**

Yes, life happens. I totally get it. To account for everything thrown at us in the most inopportune times, I have provided a handful of "life happens" passes built into this course with a very generous token system and I drop the two lowest 15 point scores and one lowest 30 point score. Please do not

use those lightly. They are built in for emergencies. **If you have a heavy work load that interferes with the deadlines in this class, I suggest rethinking enrolling in this course (or talking to me first in office hours in the first week) and taking a different one that suits your current schedule better.**

I am not going to lie. There are a lot of activities in this class but they are stimulating. Some weeks are much lighter than others. It is manageable. I promise. I have weekly office hours so you can check in with me if you are feeling overwhelmed and I'm more than happy to work with you on exceptional issues or review the readings slowly. I actually love doing this for students.

Here's the one big warning about these kinds online classes: you simply just need to let me know about any **major** issues as they occur so we do not get to the middle of the course and see that you have not completed any assignments! Unfortunately, it is difficult to assist if you have shown no regular effort or communication on your part throughout the semester (ie, office hours if you're stuck or at least attempting work and asking questions if your grade is consistently low). We will get through this together. **Please note, I rarely assign an "I" for incomplete work.**

## Should I email or message through Canvas?

You can email me or send me a message via Canvas. It *may* take up to three days to respond to your message and I don't usually respond on the weekends or holidays. You are more than welcome to see me during office hours via zoom or text me simple questions through my WhatsApp number I posted in announcements by the second week of classes. I respond WAY faster there. If my regularly scheduled office hours do not work for you, please request a few alternative times at least a day or two before you prefer to meet and I will try my very best to arrange my schedule to meet with you in person or virtually. **Btw, I prefer to be called Dr. Carter or Professor Carter until I pay down enough of my student loans. I would like to revel in the expensive title for a little longer :)**

## Classroom Civility Policies:

Civility in online discussion boards 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:

- 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, especially if you have a learning issue you'd like to review with me if it will help me understand your learning style better.
- 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:

- Complete assigned readings on time and use the token system seriously
- When engaging in online discussions on Canvas, use respectful language and keep comments and questions relevant to the topic at hand. We can only engage in a variety of viewpoints if we can create a safe learning space.
- Turn in their own original work, (not passing along AI material as their own). That’s cheating.
- Use Canvas messages to ask Dr. Carter questions, not email.

Tentative Schedule\* See Canvas for full weekly assignments and complete citations of reading materials.

Weekly Topic	Assignments	Special notes
<p><b>Module 1:</b> <b>Week of 8/26</b></p> <p>Overview of course; introduction to ethnography. What’s ethnography? Is this a reading course? (YES!!!)</p>	<p>1) Weekly activity #1: Take the Late Polices and Perusall quiz. You must score a 100% in order to open the next assignments for Week 2. You can take it as many times until you get a 100%.</p> <p>2) Canvas activity #1: Answer the embedded questions in Dr. Carter’s lecture on the Playposit app. Due 9/1.</p>	<p>Read the late polices document on Perusall. Practice annotating it.</p> <p>Start next week’s assignments now— the first assignments are due this <b>Sunday, 9/1</b></p> <p>Extra token: Dispute in Donngo (good chance to practice Perusall!)</p> <p>Zoom office hours are every Tuesday. They start this week, 8/27 at 11am-noon by appt only. Sign up ahead of time: (<a href="https://calendly.com/profcarter">calendly.com/profcarter</a>)</p>
<p><b>Module 2:</b> <b>Week of 9/2</b></p> <p><b>What do you mean by “culture” and “cultural practices” and how do you make sense of it in ethnography?</b></p>	<p>1) Weekly activity: Watch and answer embedded questions on Dr. Carter’s lecture on PlayPosit.</p> <p>2) Canvas activity: Identifying how ethnographers capture “culture.” Explain your “culture” to an alien anthropologist activity I.</p>	<p>All assignments due by Sunday at 9/8</p>
<p><b>Module 3:</b> <b>Week of 9/9</b></p> <p><b>What is fieldwork? What’s a field? What’s ethical in ethnographic research (case study: Japan)</b></p>	<p>1) Weekly activity: Annotate Holmes, S. (2023). “Introduction: “Worth Risking Your Life?” In <i>Fresh Fruit, Broken Bodies</i>. UC Press. (Answer prompts on Perusal on “setting a scene”).</p> <p>2) Canvas activity: Finding a field of interest. Assist an alien anthropologist in finding a field.</p>	<p>All assignments due 9/15 Extra token: “Doing Anthropology” activity on Canvas.</p>



Weekly Topic	Assignments	Special notes
<p>Module 4: Week of 9/16</p>	<p>1) Weekly activity: Weekly activity: Annotate on Perusall <a href="https://youtu.be/FsMwpq8P7Cg?si=wD5mqi-egDKcmcWh">https://youtu.be/FsMwpq8P7Cg?si=wD5mqi-egDKcmcWh</a> (Be sure to include an annotation in each chapter summary)</p> <p>2) Canvas activity: Peer review activity — read your classmates' alien anthropology activities!</p>	<p>All assignments due 9/22</p> <p>Extra token: annotate <a href="https://www.youtube.com/watch?v=D8FIQJtA5bQ">https://www.youtube.com/watch?v=D8FIQJtA5bQ</a> (Be sure your annotations are linked to the required Perusall activity this week)</p>
<p>Module 5 Week of 9/23</p> <p><b>Setting an ethnographic scene I: Disaster ethnography and ethics</b></p> <p><b>How do anthropologists “set a scene” for readers? How do they take their observations in the field and translate their analysis of global cultural practices into accessible text for others?</b></p>	<p>1) Weekly activity: annotate Introduction:" In Morimoto, Ryo. Nuclear Ghost: Atomic Livelihoods in Fukushima's Gray Zone. Univ of California Press, 2023.</p> <p>2. Canvas activity: Watch Dr. Carter's video lecture on Japanese Anthropology and framing otherness + Dr. Carter's lecture on reading ethnographies. Answer the embedded questions about Morimoto's introduction and compare to how you might set up your own scene based on your Alien Anthropologist activity.</p>	<p>All assignments due 9/29.</p>
<p>Module 6 Week of 9/30</p> <p>Setting an ethnographic scene II: disaster ethnography and entering a conversation</p>	<p>1) Weekly activity: annotate short excerpt from Schuller, M. (2012). Killing with kindness: Haiti, international aid, and NGOs. New Brunswick, New Jersey, Rutgers University Press.</p> <p>2) Canvas activity: Answer quiz questions on Canvas about the text.</p>	<p>All assignments due 10/6.</p>
<p>Module 7 Week of 10/7</p> <p>Setting a scene III: interdisciplinary disaster ethnography</p>	<p>1) Weekly activity: Annotate a short excerpt from Klinenberg, E. (2015). Heat Wave: A Social Autopsy of Disaster in Chicago. (2nd ed.) University of Chicago Press.</p> <p>2) Canvas activity: Answer quiz questions on Canvas about what you read.</p>	<p>All assignments due 10/13.</p>

Weekly Topic	Assignments	Special notes
<p>Module 8</p> <p><b>Week of 10/14</b></p> <p>Extending theoretical conversations in ethnographic works</p>	<ol style="list-style-type: none"> <li>1) Weekly activity: Annotate a short excerpt from: "Naming the Nuclear Ghosts" In Morimoto.</li> <li>2) Canvas activity: Watch Dr. Carter's lecture on Nausicaa, Miyazaki and the Anthropocene. Answer the embedded questions about key concepts and frameworks borrowed from anime.</li> </ol>	<p>All assignments due 10.20</p> <p>Extra token: Find an anime you love and discuss at least 3 of Dr. Carter's top points made in the Canvas lecture for this week.</p>
<p>Module 9</p> <p><b>Week of 10/21</b></p> <p>Critical participant observation</p>	<ol style="list-style-type: none"> <li>1) Weekly activity: Schedule a time to meet/chat with the partner you were assigned. Send me proof that you have made contact and schedule a time to do a 20 min interview with each other before 11/17.</li> <li>2) Canvas activity: Complete the jotting and observation activity.</li> </ol>	<p>All assignments due 10/27.</p>
<p>Module 10</p> <p><b>Week of 10/28</b></p> <p>Alternative ways of capturing ethnographic scenes/ establishing authority</p>	<ol style="list-style-type: none"> <li>1) Weekly activity: Annotate a short excerpt from Varas-Díaz, N., Padilla, M., Rodríguez Madera, S., Grove, K., Contreras Ramírez, V., Rodríguez, S. R., ... &amp; Santiago, J. W. R. (2020). Decolonial visual resistance as a public health strategy in post-María Puerto Rico. <i>Journal of visual political communication</i>, 8(1), 29-65</li> <li>2) Canvas activity: Watch the ethnographic documentary <u><a href="#">Collapse</a></u> and answer the questions on Canvas.</li> </ol>	<p>Extra token: Draw/film an ethnographic scene! Follow the directions on Canvas.</p> <p>All assignments due 11/3.</p>
<p>Module 11</p> <p><b>Week of 11/4</b></p> <p><b>GO EXERCISE YOUR RIGHT TO VOTE THIS WEEK!!</b></p> <p>What's it like to be in the field? Ask your TA who is in the field now!</p>	<ol style="list-style-type: none"> <li>1) Weekly activity: Annotate very short article "Producing Visual Anthropology" on Perusall.</li> <li>2) Canvas activity: watch your TA's video lecture and answer the embedded questions.</li> </ol>	<p>All assignments due 11/10.</p>

Weekly Topic	Assignments	Special notes
<p>Module 12</p> <p><b>Week of 11/11</b></p> <p>Interviewing skills</p>	<p>No new reading - just watch Dr. Carter's video on interviewing methods.</p> <p>1) Canvas activity: You should be done with your interview with your partner already! Turn in your interview worksheet on Kritik.</p>	All assignments due 11/17.
<p>Module 13</p> <p><b>Week of 11/18</b></p> <p>Career Corner + revisions</p>	<p>1) No new readings this week.</p> <p>2) Fill out the pecha kucha worksheet (Final Project Part I)</p> <p>3) Canvas activity: Self-assessment.</p>	All assignments due 11/24.
<p>Module 14</p> <p><b>Week of 11/25</b></p> <p>Stepping Back/Establishing Overall Significance</p>	<p>1) Weekly activity: Peer review another team's interviews/analysis on Kritik.</p> <p>2) Pecha Kucha Part II (Final Project Part II)</p>	All assignments due 12/1.
<p>Module 14</p> <p><b>Week of 11/25</b></p> <p>Social hour!</p>	<p>I'll send the class a poll during Module 13 so we try to get a critical mass to "hang out" online for a meet and greet social hour. I'll be in person for those on campus and will open a zoom session for those not in town. Come say hi, ask about grad school, Japan, anthropology, etc!</p>	Nothing due— just relax. You did it!

\*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.