COURSE DESCRIPTION
This course provides an introduction to ethnography (ethno- = Greek for “nation”, used to refer to the study of people or cultures; -graphy = “writing,” used to denote scientific descriptions). Ethnography has long been the principle genre of writing in cultural anthropology and is increasingly used in qualitative sociology, geography and some subfields of history. We will study how ethnographic research is done and the process of converting that research into a meaningful book or essay. Then, we will explore some of the many directions that anthropology has taken, including greater attention to history and cultural change. Finally, we will explore some of the ways in which ethnography can be used to help bring about positive social change. Throughout the course, we will read ethnographies of various styles and from various places (Botswana, Morocco, Barbados, Egypt, Peru, and the United States.) These readings illustrate the breadth and depth of ethnographic writing, and will introduce students to different cultures and societies. Additionally, we will watch films in class that correspond to the ethnographies in terms of location, topic, approach and/or theoretical orientation. 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.

LEARNING OUTCOMES (COURSE OBJECTIVES)

1. In essay format, students will evaluate what does and does not constitute ethnographic fieldwork and methods using Malinowski’s framework as a standard of comparison.
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. 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).
COURSE REQUIREMENTS

Six 2-part Quizzes (4 points for each part, with 2 lowest grades dropped – totals 40% of your grade)  
(Student Learning Outcome #2: Global Perspective)

Roughly every other week, you will be responsible for turning in a two-part quiz, which will test your understanding of the main points of the lectures and readings assigned from the previous two weeks. The first part will be a take-home quiz, which you should fill out as you are reading. I recommend that you note down page numbers as you are filling out the quiz, since most of the questions are intended to help you as you are writing your take-home essays. The second part of the quiz will be taken in class, and questions are geared towards making sure you actually read the book. The second part will also include questions on lectures given, class discussions, and films viewed since the previous quiz. You must be present on these days to take the second part of the quiz. (You may email me the answers to the first part of the quiz up until the time the class starts if you know that you will be absent.) I will not be offering any make-up quizzes. If you miss the second part of the quiz, you will receive a zero on that part of the quiz. Your two lowest grades will be dropped – these can be two take-home quizzes, two in-class quizzes, or one of each.

Three take-home essays (20% each for Exams 1 & 2; 10% for Exam 3 – totals 50% of your grade)  
(Student Learning Outcome #2 & #3: Global Perspective & Global Engagement)

These essays will test your ability to integrate concepts from the readings, ethnographic films, lectures, and class discussions. The first two essays will be 6 pages each, double-spaced, in a standard font (Times or Times New Roman). The third essay will be 3 pages long, double-spaced. Though I will not be grading specifically for grammar, poor writing will get in the way of your argument and most likely lower your grade.

Students must submit all essays to the on-line plagiarism analysis program available at www.turnitin.com AND turn in hard copies of their essays. The program is designed to identify acts of plagiarism (copying sections of other people’s work without citing that work; purchasing or using papers from the internet) and of “double-dipping,” or using the same paper for multiple classes. The essay exam questions for this class are very specific to the materials we will cover together, so I would expect plagiarism to be minimal, but this program provides an extra level of assurance that all students are being evaluated equally for their own work. If you are unsure about what does or does not constitute plagiarism, please ask during class (general questions) or come to speak to me personally about your specific case.

Class Participation (6 in-class activities, 2 points each, with lowest grade dropped – totalling 10% of your grade. Additionally, your participation in class and discussions can add or subtract up to five points from your grade)  
(Student Learning Outcome #1: Global Awareness)

Your participation grade will be based on participation in class activities. If you do miss class, the first place to check is the Blackboard site at http://online.fiu.edu for the assignment, which you can complete on your own at home. I will post lecture materials, the take-home segment of the quizzes, essay exams and your grades on the Blackboard site. If you miss a film, there will also be
information on how to view the film at the Green Library (5th floor, AudioVisual check-out desk.) After reviewing the missed material, you can meet with me to further discuss it. The class is partially discussion-based and will demand a high degree of participation from students. In turn, students’ knowledge and critical thinking skills will be alternately challenged and reinforced by other students. I expect each of you to participate regularly in class by asking/answering questions, analyzing key issues, constructively debating topics, taking part in class activities, etc. I expect that you will come to class having read and annotated all materials assigned for that class. Questions and unsure ideas are very welcome, as they show engagement with the material.

REQUIRED MATERIALS: (any edition of the books is fine)
Note: do not wait until a book is assigned to obtain a copy. By the time the final two books are assigned, the bookstore will have returned the books it has ordered for this class. If you plan ahead, most books are available used on the internet for very low prices. Books are also available for 2 hour loan at the Green Library course reserves.

   NOTE: copies of this book are available through Miami-Dade and Broward public libraries.

DUE DATES

UNIT 1: INTRODUCTION TO ETHNOGRAPHIC RESEARCH AND WRITING

Wednesday, January 6: Introductions and Review of Course Objectives and Expectations.
   Introduction to Nisa.
Wednesday, January 13:

Readings:


LECTURE TOPICS: What is ethnographic fieldwork and what makes it different from investigative reporting? What sorts of specific methods are used during fieldwork? How to read and evaluate ethnographies.

IN CLASS FILM: *Off the Verandah* (1990) Produced and directed by Andre Singer; written and presented by Bruce Dakowski.

Wednesday, January 20:

Readings:
1. *Nisa*, pp. 95-179 (chapters 4-8)

QUIZ on *Nisa*. It covers all readings and lectures through Jan. 20. Take-home questions on *Nisa* are also due at the beginning of class.

LECTURE TOPICS: Update on the !Kung and in-class activity on hunters and gatherers today. Discussion of *Nisa*. Introduction to *Fieldwork in Morocco*.

Wednesday, January 27:

Readings: *Reflections on Fieldwork in Morocco*, pp. 1-69 (Introduction and chapters 1-3)

IN CLASS FILM: *Daughter from Danang*. Directed by Gail Dolgin and Vicente Franco.

Wednesday, February 3

**Readings:** *Reflections on Fieldwork in Morocco*, pp. 70-149 (chapters 4-8)

**QUIZ on Reflections on Fieldwork in Morocco** (entire book.) It also covers lectures from January 20-27.

**LECTURE TOPICS:** Discussion of *Fieldwork in Morocco*. In-class debate on the appropriateness of Rabinow’s “act of violence.” Introduction to Unit 2.

Wednesday, February 10

EXAM – Take-home Essay Exam 1 due at the beginning of class on Wednesday, February 10. Turn in a hard copy in class AND turn in an electronic copy to [www.turnitin.com](http://www.turnitin.com) (see instructions on exam assignment sheet).

**Readings:** No readings due.

**LECTURE TOPICS:** Globalization and Cultural Change. Introduction to *Designing Women*, *Veiled Sentiments*. Power part 1

**UNIT 2: DIVERSIFYING METHODS, NEW QUESTIONS**

February 17:


*Veiled Sentiments*, Chapter 1-2

**QUIZ on Designing Women and chapters 1-3 of Veiled Sentiments.** Also covers lectures from Feb. 3-10.

**LECTURE TOPICS:** In-class debate related to Designing Women. Power part 2; Native anthropologists; Kinship in Veiled Sentiments

February 24:

**Readings:** *Veiled Sentiments*, Chapters 3-4

**LECTURE TOPICS:** Knowing the Other, Power and honor codes, Hasham
March 3:

**Readings:** *Veiled Sentiments*, Chapters 5-8.


**LECTURE TOPICS:** Honor, Poetry, and Sentiment; Discussion of Veiled Sentiments; In-class activity on governmental sedentarization of nomadic peoples; Romance of Resistance; Introduction to *Nightwatch*

**You Tube video** on Bedouin poetry competitions

March 10:

**Readings:** *Nightwatch*: Introduction and Chapters 1-2 (Note: you can skip the section on the Shining Path (pp. 17-19) and the section on Reconceptualizing the Peasantry (pp. 29-33).

**LECTURE TOPICS:** Romance of Collective Action; Multi-Sited Ethnography

**Film** segment from Calle 13: Sin Mapa (first 15 minutes of film)

March 17: SPRING BREAK

March 24

**Readings:** *Nightwatch*: Chapters 3-4 (pp. 105-191)

**LECTURE TOPICS:** Between Resistance and Revolution; Dr. Erazo’s research in Ecuador; *Water and Autonomy* comparative analysis.

**Film:** *Water and Autonomy* (15 minutes, Chiapas Media Project)

March 31

**Readings:** *Nightwatch*: Chapter 5 and Epilogue (pp. 192-223 and 261-275)

**QUIZ on Nightwatch.** Also covers lectures and films from March 3-24.

**LECTURE TOPICS:** Discussion of *Nightwatch*. In-class small group activity on community justice. Neoliberalism, Development, and NGOs. Introduction to *With These Hands.*
April 7

EXAM – Take-home Essay Exam 2 due at the beginning of class. Turn in a hard copy in class AND turn in an electronic copy to www.turnitin.com (see instructions on exam assignment sheet).


With These Hands, pp. xvii – xxii and 1-90 (Preface and chapters 1-3)


LECTURE TOPICS: Discuss The Angel Returns, the ethics of combining ethnography and activism. Farmer organizing in Florida.

April 14

Readings: With These Hands, pp. 90-180 and 323-326 (chapters 4-6 and “The Space between These Hands”)

QUIZ on With These Hands. Also covers lectures and films from March 31-April 7.

LECTURE TOPICS: Discuss With These Hands; In-class charting activity on the food system and the role of consumers. Optional Student Presentations, class evaluations and wrap-up

April 21: Final Exam week: Essay exam #3 due 11:59pm to turnitin.com ONLY