

# World Ethnographies

Anthro 3212 U02 Spring 2016 Online & Mondays, 2:00-3:50 in FIU Arena 117

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## 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). 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 read ethnographies that describe and analyze diverse cultures, including hunters and gatherers in Sub-Saharan Africa, indigenous activists in the Amazon, Muslim women in multiple Middle Eastern countries, favela residents in Rio de Janeiro, Brazil, and migrant farmworkers 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 will be used to test students’ knowledge of key course concepts and 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.

## GLOBAL LEARNING COURSE OUTCOMES

1. Students will evaluate what does and does not constitute ethnographic fieldwork and methods using Malinowski’s framework as a standard of comparison.
2. Students will read and be tested on ethnographies that analyze diverse cultures from multiple continents (**global awareness**).
3. Students will compare and contrast the perspectives of three different ethnographers on a social issue (**global perspective**).
4. Students will analyze how the ethnographer’s positioning vis-à-vis the studied community affects their data and interpretation (**global perspective**).
5. 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**).

## Grades:

This is a team-based learning class, meaning that a significant portion (a little more than a third) of students’ grades will be earned as part of a team. Team assignments are completed in class so there is no need to meet with teammates outside of class. The assignments ask teams to bring ethnographic material from the books together with theoretical concepts presented in lectures, so both keeping up with the reading and attending class are important for team and individual success.

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Twice during the semester, students will write a short, 3-4 page essay on their own. Students are also responsible for weekly assignments based on the readings – either an online, open book reading quiz or a discussion board posting, due one hour before class begins.

INDIVIDUAL GRADE:

<u>Assignment:</u>	<u>Points per assignment:</u>	<u>Number:</u>	<u>Total points:</u>
Quizzes	32	10	320
Discussion Board entries	30	2	60
Essay #1 (3-4 pages)	150	1	150
Final essay (2-3 pages)	100	1	100
Web activity on Coalition of Immokalee Workers (CIW)	50	1	50
<b>TOTAL INDIVIDUAL</b>			<b>680</b>

TEAM GRADE:

<u>Assignment:</u>	<u>Points per assignment:</u>	<u>Number:</u>	<u>Total points:</u>
Team assignments	30	10	300
Grade you receive from your peers	30	2	60
<b>TOTAL TEAM</b>			<b>360</b>

**TOTAL GRADE = TOTAL INDIV. (680) + TOTAL TEAM (360) = 1040**

**Your final grade will be divided by 1000. This means that 40 extra credit points are built into the class. There are also 2 additional opportunities to earn extra credit, in class, on the meetings for Lesson 10 and Lesson 15.**

**Grading Your Peers:**

Each individual will rate the contributions of all of the other members of their teams twice during the semester. The score that each person receives will be the average of the points they receive from the members of their team. The average participation grade on each team will be a B, so it is not possible for team members to give all of their team members an A.

**What Happens if I Miss Class?**

This class meets only 15 times, so each meeting is a significant part of the class. I do not take attendance, but there are team assignments or individual assignments due almost every class. If you miss class, you will receive a zero on the team assignment. You may complete the team assignment on your own on TWO OCCASIONS ONLY, writing at a 1-page, double-spaced essay

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to answer the questions that your teammates answered in class. You can recover up to 25/30 points by completing the assignment on your own. The team assignment questions will be posted after class is over, not before. Make-up assignments are due by the beginning of the following class period, unless significant, extended medical issues can be properly documented.

Missing class will also probably lead to a lower score by your team members when it comes time to evaluate your contributions to the team.

So, in sum, missing class will hurt you, but you can work to reduce the amount of damage to your grade by doing the team assignment you missed on your own and by trying to make it up to your team members during other class meetings.

### **Extra credit:**

As explained above, 40 extra credit points are built into the class in the Individual Score section. There will also be an opportunity to earn some up to 20 additional points of extra credit by making a presentation in class near the end of the semester.

### **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. Books are also available for 2 hour loan at the Green Library course reserves.**

1. Shostak, Marjorie. 2002 [1981]. *Nisa: The Life and Words of a !Kung Woman*. Cambridge, MA: Harvard University Press. (*copies of this book are available through many public libraries*).
2. Sheriff, Robin. 2001. *Dreaming Equality: Color, Race, and Racism in Urban Brazil*. New Brunswick, NJ: Rutgers University Press.
3. Holmes, Seth. 2013. *Fresh Fruit, Broken Bodies: Farmworkers in the United States*. Los Angeles: University of California Press.
4. Additional readings are posted as pdfs on the Blackboard page.

### **LESSON BREAKDOWN, including readings due before each class, assignments, and additional class materials.**

#### **UNIT 1: INTRODUCTION TO ETHNOGRAPHIC RESEARCH. METHODS, AND WRITING**

Lesson 1: Course Introduction: August 22 - 28.

##### In class:

1. Introduction to team based learning.
2. Lecture: "Introduction to class" and "Ethnographic fieldwork and methods."
3. Watch 10-minute video on Malinowski
4. Lecture: "Introduction to Hunters and Gatherers"
5. Watch brief (7 minute) section of documentary *N!ai: Story of a !Kung Woman*

Homework:

1. Log on to class Blackboard site at [fiu.blackboard.com](http://fiu.blackboard.com)
2. Review the syllabus for the class, posted at the top of the Course Content page
3. Click on the Lesson 1 folder to have access to everything you need to prepare for next week's class (as listed below)
4. If you missed class, answer the questions I sent you in Messages, watch the videos of the lectures I gave in class, and watch the video on Malinowski
5. Read through Nisa study guide, part 1
6. Read the following book chapters:
  - a. Malinowski, Bronislaw (1922) "Introduction: The Subject, Method and Scope of This Enquiry." In *Argonauts of the Western Pacific*. London: Routledge, p. 1-18, reprinted in *Readings for a History of Anthropological Theory* (2001), Paul A. Erickson and Liam D. Murphy, eds. New York: Broadview Press, p. 206-215.
  - b. Read *Nisa*, Introduction, pp. 1-20
7. Take practice quiz to make sure your computer works with Blackboard (it doesn't matter what your score is, but you must take it.) Use the computer or computers you will use to take the real quizzes. You can take it multiple times to test multiple computers.

Lesson 2: August 29 – September 11 (NO CLASS SEPT. 5<sup>th</sup> due to the Labor Day Holiday)

In class:

1. Team Activity #1: Methods in *Nisa*
2. Lecture: "Culture Shock"

Homework:

1. Watch the documentary *Daughter from Danang*. See Blackboard site for instructions on how to find this documentary through the FIU Library or YouTube. Quiz 1 includes questions about the documentary (ones that should be very easy to remember if you see it) and the team activity on Sept. 12 asks you to evaluate Heidi's experiences with culture shock in the documentary. So please watch it.
2. Review Nisa study guide, part 1 (posted on Blackboard)
3. Read Nisa: Finish the Introduction and read Chapters 1&2 (pp. 20-71)
4. Watch lecture posted on Blackboard: "Nisa Review and How to Read Ethnographies"
5. Take book quiz #1 on the Malinowski reading and the Nisa book (through p. 71), *Daughter from Danang*, and class material from Lessons 1 & 2. The test is posted on the class Blackboard page. It will be available to take from Sunday, September 11<sup>th</sup>, at 1pm – Monday, September 12<sup>th</sup>, at 1pm

**UNIT 2: INDIGENOUS PEOPLES AND CULTURAL CHANGE DUE TO STATE AND MARKET EXPANSION**

Lesson 3: September 12 – 18

In class:

1. Quickly review lecture on Culture Shock

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2. Team activity #2 on culture shock in *Daughter from Danang* and *Nisa*.
3. Discuss book
4. Excerpts from film *N!ai: The Story of a !Kung Woman*
5. Lecture: “Take-Home Points from the *N!ai* Film”

Homework:

1. Read through *Nisa* study guide, part 2 (posted on Blackboard)
2. Read *Nisa*, Chapters 3-5, 10 and Epilogue
3. Take book quiz #2 on the *Nisa* book, chapters 3-5, 10 and Epilogue, and class material from Lesson 3. The test is posted on the class Blackboard page. It will be available to take from Sunday, September 18<sup>th</sup>, at 1pm – Monday, September 19<sup>th</sup> at 1pm

Lesson 4: September 19 - 25:

In class:

1. Lecture “Modernization and Westernization”
2. Team Activity #3: Modernization in the United States and among the !Kung
3. Lecture: “Introduction to Governing Indigenous Territories”
4. (If time) Short video, “Children of Jumandy”

Homework:

1. If we did not see “Children of Jumandy” in class, please watch it on your own
2. Read through study guide for *Governing Indigenous Territories*
3. Read *Governing Indigenous Territories*: Preface and Chapter 2 through p. 87
4. Submit answer to Discussion Board on Modernization in the Ecuadorian Amazon (worth 30 points) DUE BEFORE CLASS

Lesson 5: September 26 – October 2

In class:

1. Discussion of book
2. Lecture “Second Lecture on Governing Indigenous Territories”
3. Team Activity #4: Multiculturalism and Indigenous Peoples

Homework:

1. Read *Governing Indigenous Territories*: Chapter 5 and Conclusion
2. Take Book Quiz 3 on all of the excerpts from *Governing Indigenous Territories* you have been assigned (Preface, Chapter 2 excerpt, Chapter 5, and Conclusion). It will be available to take from Sunday, October 2<sup>nd</sup> at 1pm – Monday, October 3<sup>rd</sup> at 1pm

**UNIT 3: HEGEMONY, POWER, AND THE MANY MEANINGS OF THE VEIL AMONG MUSLIMS**

Lesson 6: October 3 - 9:

In class:

1. Discussion of book

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2. Team activity #5 on localization in the Ecuadorian Amazon
3. Lectures: “Introduction to Unit 2” and “Veiled Sentiments”
4. Watch 10-minute preview from film, “Dadi’s Family”

Homework:

1. Read over study guide for *Veiled Sentiments*
2. Read Abu-Lughod, Lila. 2000 [1988]. *Veiled Sentiments: Honor and Poetry in a Bedouin Society*. Berkeley: University of California Press: Excerpts (posted on Blackboard)
3. Take book quiz 4 on the *Veiled Sentiments* excerpts. The test is posted on the class Blackboard page (in the Assessments section). It will be available to take from Sunday October 9<sup>th</sup> at 1pm – Monday October 10<sup>th</sup> at 1pm

Lesson 7: October 10 - 16

In class:

1. Discussion of “Veiled Sentiments”
2. FIRST TEAM ASSESSMENTS (rate the contributions of your teammates)
3. Lecture: “Iranian history and Islamist Regimes” and introduction to the book, *Young and Defiant in Tehran*
4. Watch first 40 minutes of the film *Persepolis*

Homework:

1. Read over study guide for *Young and Defiant in Tehran*
2. Read Khosravi, Sharam. *Young and Defiant in Tehran* excerpts. Read the following:
  - a. Preface and Introduction (in their entirety – total of 16 pages)
  - b. Chapter 1: 15-23; 29-31
  - c. Chapter 2: 38-48
  - d. Chapter 3: 57-70
  - e. Chapter 4: 91-98
  - f. Chapter 5: 122-128
  - g. Chapter 6: 140 (bottom) - 151
3. Take book quiz #5 on the *Young and Defiant in Tehran* excerpts. The test is posted on the class Blackboard page (in the Assessments section). It will be available to take from Sunday at 1pm – Monday at 1pm

Lesson 8: October 17 - 23

In class October 17<sup>th</sup>:

1. Discussion of *Young and Defiant in Tehran*
2. Lecture “Introduction to Everyday Piety and Religious Revival Movements”
3. Excerpts from film, “The Light in Her Eyes” and discussion
4. Team activity # 6 on power, hegemony and the veil

Homework:

1. Read over study guide for *Everyday Piety* by Sarah Tobin

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2. Read *Everyday Piety* excerpts posted on Blackboard
3. Take book quiz #6 on the *Everyday Piety* excerpts. The test is posted on the class Blackboard page (in the Assessments section). It will be available to take from Sunday at 1pm – Monday at 1pm

Lesson 9: October 24 – 30

In class October 24:

1. Discussion of *Everyday Piety*
2. Class exercise contrasting methods in *Veiled Sentiments*, *Young and Defiant in Tehran*, and *Everyday Piety*
5. Q &A for Essay 1

Homework:

1. Review class materials from the past 4 Lessons and write Essay #1. Instructions are posted on the “Assignment Dropbox” section of Blackboard. There is also a place to submit the essay there. Essay #1 is DUE BY 11:59pm on Sunday, October 30th

**UNIT 4: RACE, CLASS, AND SYMBOLIC VIOLENCE IN THE AMERICAS**

Lesson 10: October 31 – November 6

In class October 31:

1. Lecture on “Anthropology of Race”
2. Extra Credit activity on the anthropology of race (worth 10 points. You must be in class to get the points)
3. Introduction to *Dreaming Equality*

Homework:

1. Review study guide for *Dreaming Equality* (part 1)
2. Read *Dreaming Equality*: (the following selections)
  - a. Introduction, Chapter 1 (pp. 1-28)
  - b. Chapter 2 section: “Negro and other ‘Hard’ Words” (pp. 46-50)
  - c. Chapter 3 sections: starting with “Accounts of Silence in Morro de Sangue Bom” through the end of the chapter (pp.62 – 83)
  - d. Chapter 4: beginning of chapter up to the beginning of “Working on the Asphalt” (pp. 84-95).
3. Take book quiz 7 on the sections listed above from the first half of *Dreaming Equality* and lectures from last class. It is available Sunday at 1pm – Monday at 1pm

Lesson 11: November 7 - 13

In class November 7:

1. Discussion of first half of book
2. Lecture on “Race in Brazil”
3. Watch video “Brazilian Carnival Queen”

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4. Team activity #7 on racism in the age of multiculturalism
5. Introduction to Discussion Board Assignment, due November 21<sup>st</sup>

Homework:

1. Review study guide for *Dreaming Equality* (part 2)
2. Read sections of chapters 4-6 of *Dreaming Equality* (pp. 95-178)
  - a. Chapter 4 sections: “Working on the Asphalt” through the end of the chapter
  - b. Chapters 5-6 from the beginning of 5 up until “Racism: Narratives and Erasures”
3. Take book quiz 8 on pp. 95-178 of *Dreaming Equality* and lectures from this lesson. Available to take on Blackboard Sunday 1pm – Monday 1pm.

Lesson 12: November 14 - 20

In class November 14:

1. Discussion of book
2. Lecture on “Native Anthropologists”
3. Team activity #8 on native anthropology

Homework:

1. Review the study guide for *Dreaming Equality*, part 2 (posted in Lesson 11 on BB)
2. Read Chapter 7 section “The False Discourse” (pp. 200-206) and the Conclusion (pp. 218-224) of *Dreaming Equality*
3. Select one of the two options provided for the Discussion Board, Lesson 12 assignment (due at 1pm on Monday, November 21<sup>st</sup>)

Lesson 13: November 21 - 27

In class November 21

1. Watch lectures, “Multi-sited Ethnographies” and “Symbolic Violence”
2. Team activity #9
3. Take volunteers to give preliminary Essay 2 presentations for extra credit on November 28<sup>th</sup>

Homework:

1. Review the Study Guide for *Fresh Fruit, Broken Bodies*
2. Read Chapters 1-3 of *Fresh Fruit, Broken Bodies*
3. Take book quiz 9 on Chapters 1-3 and lecture from last Lesson (available between 1pm Sunday and 1pm Monday)

Lesson 14: November 28 – December 4

In class:

1. Discussion of first half of book
2. Lectures on “Class and Habitus” and “Ethnography and Social Activism”
3. Team activity #10 on habitus
4. Presentation by farm worker activist from the Coalition of Immokalee Workers (CIW)



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Homework:

1. Coalition of Immokalee Workers (CIW) assignment will be available to take between November 29<sup>th</sup> and Monday, December 12<sup>th</sup> at 1pm. Approximate time to complete = 2 hours
2. Review study guide for *Fresh Fruit, Broken Bodies* (part 2)
3. Read chapters 4-7 of *Fresh Fruit, Broken Bodies*
4. Take book quiz 10 on Chapters 4-7 of FFBB and lecture material. It is available from 1pm Sunday – 1pm Monday.

Lesson 15: December 5 - 11

In class:

1. Discussion of Book
2. Volunteer extra credit presentations for Essay #2 (must have been previously scheduled)
3. Evaluations of teammates and class

Homework:

1. Turn in Essay 2 on Blackboard (due 11:59pm December 9<sup>th</sup>)
2. Coalition of Immokalee Workers (CIW) assignment closes at 1pm December 12<sup>th</sup>

No final exam. Happy Break!