

ANTH 411

METHODS IN CULTURAL ANTHROPOLOGY

PROF. ALMA GOTTLIEB

FALL 2014

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ABOUT THE COURSE

In this course we look at field research as a continuing process of mutual discovery on the part of the field worker and members of the host culture. We'll explore the following issues (among others):

- * Are data gathered and/or created? In either case, what are the implications for conducting fieldwork?
- * How do our own identities and roles as field workers/as individuals/as members of our own communities shape both the questions we ask and the answers we receive during fieldwork?
- * What are the advantages and disadvantages of being a "native" vs. "non-native" fieldworker?
- * How might the classic anthropological techniques still be useful in the 21st century?
- * Given the uniqueness of each fieldwork experience, what can be learned from others' experiences and mistakes?

We'll engage these and related issues both through readings and your own fieldwork explorations. This is a "hands-on" course: all students will conduct local fieldwork projects of their own devising during the semester. Keeping in mind the above set of questions, the basic aims of the course are for you to:

- ◆ become familiar with the rich literature on qualitative research in anthropology and related fields
- ◆ design a feasible research project and write a cogent research proposal;
- ◆ become sensitive to, and interact in a mutually satisfying manner with, a group of people in the C-U area;
- ◆ explore the dynamic relationship between theory and method;
- ◆ think carefully and critically about ethical aspects of research and interactions with other (groups of) people, and develop skills in effectively dealing with ethical challenges posed by research;
- ◆ learn interviewing skills in formal/informal settings, in short/long installments, and in small groups as well as with individuals;
- ◆ try your hand at other formal techniques of social science research: charting social or economic networks, collecting genealogies, charting time use, guiding map drawing;
- ◆ learn to write up fieldnotes in a way that's effective for you;
- ◆ gain experience in analyzing your data and writing up your findings as a final research report;
- ◆ become conversant with research tools you can further hone in designing and carrying out future research, whether in anthropology or any related profession;
- ◆ become conversant with IRB requirements, and effectively design and use consent forms;
- ◆ become comfortable with doing fieldwork!

PREREQUISITES

Graduate students and advanced undergraduate majors in cultural anthropology or one of the other social sciences are the intended audience for this course. Minimally, undergrads should have taken ANTH 103 or ANTH 230, PLUS at least one 300-level course in cultural anthropology. All others should see me after the first session.

BOOKS

(listed in the order we'll read them)

All books are on sale at Illini Union Bookstore, and are (or will soon be) on 24-hour reserve in the Undergrad Library.

In addition, some required journal articles and book chapters are (or will soon be) on e-reserve through the university library's website.

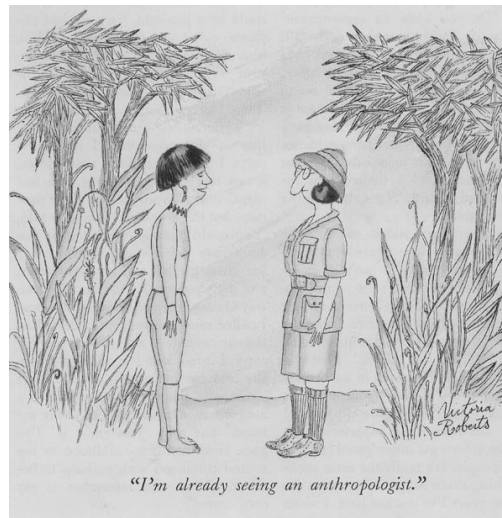
- Carolyn Fluehr-Lobban, *Ethics and Anthropology: Ideas and Practice* (Rowman & Littlefield, 2013)
- Harry F. Wolcott, *The Art of Fieldwork* (AltaMira, 2005), 2nd ed.
- Andrea Fontana and Anastasia H. Prokos, *The Interview: From Formal to Postmodern* (Left Coast Press, 2007)

- Robert Emerson, Rachel Fretz and Linda Shaw, *Writing Ethnographic Fieldnotes* (Univ. of Chicago Press, 2011), 2nd ed.
- Marit Melhuus, Jon P. Mitchell and Helena Wulff, eds., *Ethnographic Practice in the Present* (Berghahn, 2011)
- Judith Okely, *Anthropological Practice: Fieldwork and the Ethnographic Method* (Bloomsbury Publ., 2011)

FIELDWORK SUPPLIES

- 1-2 small notebooks (I recommend 5" x 7")
- recording app on a smartphone, or a portable tape recorder/digital voice recorder

FIELDWORK PROJECT AND FIELDWORK PARTNERS



Each of you will carry out a modest fieldwork project during the semester (see handout). This modest fieldwork project is a training experience. This may be your first exposure to interviewing and other anthropological techniques, and it's reasonable not to expect smooth sailing. Indeed, NO fieldwork experience is ever characterized by smooth sailing. The course should offer you intellectual and emotional tools--not to avoid all mistakes, but to help you analyze and learn from the mistakes, and deal with the frustrations, that you'll inevitably encounter in any fieldwork project you conduct.

We'll pair each of you with a Fieldwork Partner for the semester. Keeping in mind demands for your research participants' privacy, I encourage you to stay in contact regularly with your Fieldwork Partner through the course of the semester any way you can--in person, via phone, e-mail, text, FaceBook, Chat, etc. You and your Fieldwork Partner should serve as sounding boards for each other, sympathizing with problems, offering possible solutions, sharing your own fieldwork frustrations, suggesting additional tactics and strategies for your partner's fieldwork, and exchanging early drafts of written work for this class. If at any point your relationship with your Fieldwork Partner becomes less than optimally constructive for either or both of you, please discuss this with your partner and/or with me.

YOUR JOB

I expect you to read the assigned material ahead of each class session and come prepared to discuss it. This is not the sort of course in which you have the luxury of sitting back and listening to the professor and fellow students talk while you listen and take notes. Rather, this is at once a seminar and a workshop, and I expect EACH of you to be actively involved in all class sessions. If you've never participated in class discussions--your shy days are over!

Since this is a hands-on class in which active discussion by you and your classmates is the central part of the experience, I expect you to make all efforts to come to every session. If you have more than two undocumented absences, your grade will be lowered. Also, please make every effort to arrive in class on time and stay until class is over. Walking into our classroom once class has begun, or leaving before class is over, disrupts other students. And please turn off your cell phone, iPod, and anything that else that may beep, buzz, or ring!

Undergrad students: don't be intimidated by the grad students. They were once undergrads too. And probably not all that long ago!

Grad students: see above!

In addition to keeping up with the readings, I expect you to conduct your fieldwork on an ongoing basis through the semester--an average of 4-7 hours each week (the number of hours may vary from week to week, depending on both your and your informants' schedules). I further expect you to take notes continually on your field research; and come prepared to discuss any notable fieldwork problems in class.

Beginning on Sept. 24, we'll devote a portion of most class sessions to discussing your ongoing field projects. As participants in such discussions, I expect each of you to be attentive, respectful of and sympathetic to your classmates' experiences, and to offer your best suggestions to deal with their dilemmas. If frustrations in your own fieldwork arise that are too delicate to discuss in class, I expect you to discuss them with your Fieldwork Partner and/or me.

MY JOB

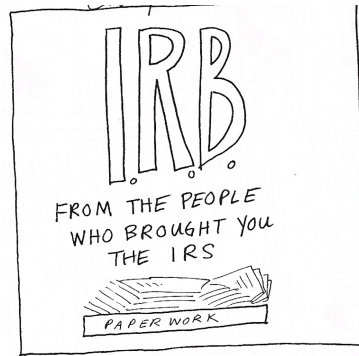
In class: You should expect me to treat you with respect and create a class atmosphere that encourages you to do the same for one another. I'll work hard to make an emotionally safe atmosphere in which you feel comfortable sharing your thoughts as well as your writing with others. You should expect that I won't monopolize class discussions by dispensing an exclusive attempt at wisdom. Rather, I'll do all I can to encourage each of you to take part in the day's discussions by creating a supportive classroom atmosphere.

Out of class: You should expect me to share with you the best I can offer about the subject at hand. On your written work, I'll give you the toughest critiques--and most helpful suggestions--I can, and I will try to offer these critiques and suggestions in a way that is gentle enough for you to "hear" them.

Please let me know if you are concerned about any aspect of the course any time in the semester.

IRB

In this course, most of you will only be working with healthy, non-incarcerated, non-pregnant adults; will plan to show your course papers only to me; and will not plan to publish any of the data you collect for this project (including using it in a BA honors thesis, MA thesis, or PhD dissertation). If you follow these guidelines, you won't need to submit IRB forms to our campus IRB office. This will probably be the case for most/all undergrad students and at least some grad students.



If any of the following applies to you, then you WILL need to submit IRB forms:

- you think you may one day publish some data from this project—whether a short, “op ed” style piece in the D.I., or an article for a peer-reviewed scholarly journal, or anything else
- you’d like to write a report to share with people beyond your interviewees (e.g., UIUC campus administrators, or directors of whatever group you study)
- you’d like to continue or expand this study for a B.A. honors thesis, or M.A. thesis, or Ph.D. dissertation, or post-doctoral research project and use the data you collect this semester for that project
- you will deliberately include children (anyone under 18) or the elderly (anyone over 65) as a planned focus of your fieldwork
- you will deliberately include pregnant women or sick people as a focus of your fieldwork
- you will deliberately include prisoners or others who might be considered structurally vulnerable as a focus of your fieldwork
- you will deliberately include undocumented immigrants, criminals, gang members, or others who are at risk for having their freedom compromised, and/or are routinely involved in dangerous activities that could put you at risk in working with them.

The process of submitting an IRB proposal normally takes several weeks—more, for a “high-risk” population--so if this is your situation, talk to me right away and we’ll get you started ASAP!

WRITING ASSIGNMENTS AND COURSE GRADE

(Subject to change if conditions warrant)

You’ll turn in four written assignments to be graded (see handouts).

Hint: develop a fail-safe method to **back up all files of your writing**. Computer scientists tell us that **all** hard drives eventually crash! Good back-up options:

- UIUC Box (free Cloud storage up to a certain amount);
- flash/pen drive;
- external hard drive (program it to back up all your files automatically every hour!)

As you type, save your work every few minutes to BOTH places. Remember: if you write the most brilliant paper and then lose it to a hard drive crash, no one will ever read it.

BIBLIOGRAPHIES: To give proper credit to authors who have inspired you, you must be scrupulous about citing sources for all facts and theories you discuss. If you refer to a general idea permeating a work, citing the whole work

is sufficient; if you quote or paraphrase a specific passage, or refer to a specific fact, you must provide the page number(s) as well.

I don't care which citation and bibliographic format you use, as long as it's a standard one. However, if you're an anthro. major/student (esp. for anthro. grad. students), it will be good for you to become familiar w/ the U.S. anthro. model, if you're not already. Others: if you already use one of the other models and are comfortable with it, that's fine. Here are some places to go online for three common/standard models:

U.S. ANTHROPOLOGY FORMAT:

http://www.aaanet.org/publications/style_guide.pdf
(In this guide, the bibliography examples are on pp. 7-9.)

<http://artsci.wustl.edu/~anthro/courses/citations.html>

"MLA" FORMAT (MODERN LANGUAGE ASSOCIATION--USED BY MOST HUMANITIES SCHOLARS)

<http://www.cws.illinois.edu/workshop/writers/citation/mla/>

"APA" FORMAT (AMERICAN PSYCHOLOGICAL ASSOCIATION--USED BY MANY NATURAL SCIENCES SCHOLARS)

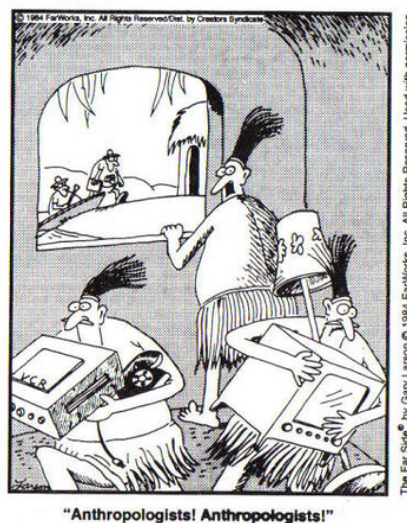
<http://www.cws.illinois.edu/workshop/writers/citation/apa/>

If you have questions, any librarian in any of our campus libraries should be able to help you.

GRADES: In calculating your course grade, I'll give equal weight (20%) to each of your four graded written assignments plus the quality and quantity of your participation in class discussions (20%). Although some papers you will write will be longer than others, I will weight them (more or less) equally to emphasize the writing process. However, I will also give consideration to the trajectory of grades for your written work. Participating actively in the community of our seminar is also critical for your success in this course. If you choose never to participate in class discussion, you'll receive a "0" for 20% of your course grade and cannot receive a final course grade higher than a "C+."

N.B. Your final grade will be lowered if attendance is problematic--see above.

THE FAR SIDE® BY GARY LARSON



"Culture is not a secret, it is something experienced . . .
and its study is not an esoteric pursuit so much as an exercise in concentration and will."
(Nigel Rapport)

Weekly Schedule

(Tentative--subject to change if conditions warrant)

Week 1 (Mon., 8/25): Introductions

Week 1 (Wed., 8/27): Ethics 101

American Anthropological Association, "Principles of Professional Responsibility" (2012), online:
<http://ethics.aaanet.org/category/statement/>. (ER)

Carolyn Fluehr-Lobban, Chs. 1 and 2 in *Ethics and Anthropology: Ideas and Practice* (R).

Grad students outside anthropology: Read the Ethics Code of your discipline.

To think about: What ethical challenges have you encountered in your life, and how have you dealt with them? What ethical dilemmas do you foresee encountering in your fieldwork?

Start imagining: possible semester long fieldwork project(s).

In class: we'll discuss possible fieldwork ideas.

Additional Resources:

A. Akeroyd, "Ethics in Relation to Informants, the Profession and Governments," in *Ethnographic Research* (New York: Academic Press, 1984), pp. 133-53. (R)

Heidi Armbruster and Anna Lærke, eds. *Taking Sides: Ethics, Politics, and Fieldwork in Anthropology* (Berghahn, 2008). (R)

Assoc. of Social Anthropologists of the UK and the Commonwealth, "Ethical Guidelines for Good Research Practice" (1999). (ER)

Philippe Bourgois, "Confronting Anthropological Ethics: Ethnographic Lessons from Central America," *J. of Peace Research* 27 (1):43-54 (1990). (ER)

Jónína Einarisdóttir, "Child Survival in Affluence and Poverty: Ethics and Fieldwork Experiences from Iceland and Guinea-Bissau," *Field Methods* 18:189-204 (2006). (ER)

Gary Fine, "Ten Lies of Ethnography: Moral Dilemmas of Field Research," *Journal of Contemporary Ethnography* 22:267-94 (1993). (ER)

Alma Gottlieb & Philip Graham, "Revising the Text, Revisioning the Field: Reciprocity over the Long Term," *Anthropology and Humanism* 24 (2):117-28 (1999). (ER)

Jack Katz, "Ethical Escape Routes for Underground Ethnographers," *American Ethnologist* 33 (4):499-506 (2006). (ER)

Gesa Kirsch, *Ethical Dilemmas in Feminist Research: The Politics of Location, Interpretation, and Publication* (State U. Press of New York, 1999). (R)

Louise Lamphere, "The Convergence of Applied, Practicing, and Public Anthropology in the 21st Century," *Human Organization* 63 (4):431-43 (2004).

Sharon Macdonald, "Making Ethics," in *Ethnographic Practice in the Present*. (R)

Donna M. Mertens and Pauline E. Ginsberg, eds., *The Handbook of Social Research Ethics* (Sage, 2009). (R)

Sassy Molyneux and P. Wenzel Geissler, "Ethics and the Ethnography of Medical Research in Africa," *Social Science and Medicine* 67 (5):685-95 (2008). (ER)

Carolyn Rouse, "Investing in Emerging Markets in Sub-Saharan Africa and Corporate Social Responsibility: Case Study, Ghana," *The African Business Review* (Jan.-Feb. 2014):26-28, online: http://theafricanbusinessreview.com/wp-content/uploads/2014/01/TABR_Jan-Feb_2014_26-28_HQ.pdf.

Nancy Scheper-Hughes, "Parts Unknown: Undercover Ethnography of the Organs-trafficking Underworld," *Ethnography* 5 (1):29-73 (2004). (ER)

Nancy Scheper-Hughes, "The Primacy of the Ethical: Propositions for a Militant Anthropology," *Current Anthropology* 36 (3):409-40 (1995). (ER)

Sjaak van der Geest, "Confidentiality and Pseudonyms: A Fieldwork Dilemma from Ghana," *Anthropology Today* 19 (1):4-8 (2003) (ER).

Joe Watkins, AAA Committee on Ethics, "Briefing Paper for Consideration of the Ethical Implications of Sexual Relationships between Anthropologists and Members of a Study Population," online at: <http://www.aaanet.org/committees/ethics/bp6.htm>. (ER)

Wolcott, *The Art of Fieldwork*, Ch. 6.

Harry Wolcott, *Sneaky Kid and Its Aftermath: Ethics and Intimacy in Fieldwork* (AltaMira Press, 2002). (R)

Lisa Wynn, "Making Ethics Training Ethnography-Friendly," *Culture Matters*, 23 April, 2009. <http://culturematters.wordpress.com/2009/04/23/making-ethics-ethnography-friendly/>.

Week 2 (Mon., 9/1): No class (Labor Day)!

Week 2 (Wed., 9/3): Ethics & the IRB

UIUC IRB website: <http://irb.illinois.edu/> -- browse carefully.

Lise M Dobrin and Rena Lederman, "Ethical Currents: Imagine Ethics without IRBs," *Anthropology News*, Feb. 1, 2012, online: <http://www.anthropology-news.org/index.php/2012/02/01/imagine-ethics-without-irbs/>.

Fluehr-Lobban, Chs. 3 and 6 in *Ethics and Anthropology* (R).

Guest speaker: Mr. Ron Banks, Human Subjects Research Coordinator of the UIUC IRB: "Ethnography/Qualitative Research and IRB Review"

Due: one typed paragraph (each) discussing one or more possible fieldwork project(s).

Additional Resources:

C. L. Bosk and Raymond G. De Vries, "Bureaucracies of Mass Deception: Institutional Review Boards and the Ethics of Ethnographic Research," *Annals of the American Academy of Political and Social Science* 595:249-63 (2004).

Rena Lederman, "The Perils of Working at Home: IRB 'Mission Creep' as Context and Content for an Ethnography of Disciplinary Knowledge," *American Ethnologist* 33 (4): 482-91 (2006).

Rena Lederman, "Fieldwork Double-Bound in Human Research-Ethics Reviews: Disciplinary Competence, or Regulatory Compliance and the Muting of Disciplinary Values," forthcoming in *The Ethics Rupture*, ed. Will van den Hoonaard and Ann Hamilton (U. of Toronto Press, 2014/15).

M. Librett and D. Perrone, "Apples and Oranges: Ethnography and the IRB," *Qualitative Research* 10 (6):729-47 (2010).

Lauren Morris MacLean, "The Power of Human Subjects and the Politics of Informed Consent," *Qualitative Methods* 4 (2):13-15 (2006). (ER)

Kimberly Sue, "Are IRBs a Stumbling Block for an Engaged Anthropology?" *Somatosphere--Science, Medicine, and Anthropology* (A collaborative website covering the intersections of medical anthropology, science and technology studies, cultural psychiatry, psychology and bioethics), Aug. 9, 2012, online: <http://somatosphere.net/2012/08/are-irbs-a-stumbling-block-for-an-engaged-anthropology.html>.

Barrie Thorne, "'You Still Takin' Notes?' Fieldwork and Problems of Informed Consent," *Social Problems* 27 (3):284-97 (1980). (ER)

U.S., Dept. of Health and Services, "Belmont Report," online: http://www.hhs.gov/ohrp/archive/irb/irb_introduction.htm#b2

Week 3 (Mon., 9/8): Deconstructing the Mystique of "Participant-Observation": How Do You Observe?

Michael Angrosino & Kimberly Mays de Perez, "Rethinking Observation: From Method to Context," in *Collecting and Interpreting Qualitative Materials*, 2nd ed., ed. Norman Denzin & Yvonna Lincoln (Sage, 2003). (R)

George Perec, *An Attempt at Exhausting a Place in Paris* (1974; Wakefield Press, 2010; transl. Marc Lowenthal), pp. 5-47 (read carefully as much as you enjoy, then skim the rest quickly) + Translator's Afterword (pp. 49-54). (ER)

Group A:

Kathleen DeWalt and Billie DeWalt, "Doing Participant Observation: Becoming an Observer," in *Participant Observation: A Guide for Fieldworkers* (AltaMira, 2002), pp. 67-82. (ER)

Group B:

P. Adler & P. Adler, "Observational Techniques," in *Collecting and Interpreting Qualitative Materials*, 2nd ed., ed. Norman Denzin & Yvonna Lincoln (Sage, 1998), pp. 79-109. (R)

Due: one-page discussion (typed) of your planned fieldwork project, to share in class—**bring 2 copies.**

Additional Resources:

Gitte Wind, "Negotiated Interactive Observation: Doing Fieldwork in Hospital Settings," *Anth. & Medicine* 15 (2): 79-89 (2008). (ER)

Week 3 (Wed., 9/10): Deconstructing the Mystique of "Participant-Observation": How Do You Participate?

Wolcott, *The Art of Fieldwork*, Chs. 1-3.

Alma Gottlieb, "Ethnography: Theory and Methods," in *A Handbook for Social Science Field Research: Essays & Bibliographic Sources on Research Design and Methods*, ed. Ellen Perecman & Sara Curran (Sage, 2006), pp. 87-117. (ER)

Ashley Mears, "Entry," in *Pricing Beauty: The Making of a Fashion Model* (Berkeley: U. of California Press, 2011), pp. 1-26. (ER)

To think about: Do you imagine (your) fieldwork as primarily "artistic," "scientific," both, or neither?

Additional Resources:

Kathleen M. Blee, "White-Knuckle Research: Emotional Dynamics in Fieldwork with Racist Activists," *Qualitative Sociology* 21 (4) (1998). (ER)

Theresa Buckland, ed., *Dance in the Field: Theory, Methods and Issues in Dance Ethnography* (St. Martin's Press, 1999). (R)

Michael Coy, ed., *Apprenticeship: From Theory to Method and Back Again* (SUNY Press, 1989). (R)

Mitchell Duneier, "On the Legacy of Elliot Liebow and Carol Stack: Context-Driven Fieldwork and the Need for Continuous Ethnography," *Focus* 25 (1):33-38 (2007). (ER)

bell hooks, "Culture to Culture: Ethnography and Cultural Studies as Critical Intervention," in *Yearning: Race, Gender, and Cultural Politics* (Boston: South End Press, 1990), pp. 123-33. (ER)

Ian Harper & Alberto Corson Jiménez, "Towards Interactive Professional Ethics," *Anthropology Today* 21 (6):10-12 (2005). (ER)

Colby Hatfield, "Fieldwork: Toward a Model of Mutual Exploitation," *Anthropological Quarterly* 46:15-29 (1973). (ER)

Jeffrey C. Johnson, Christine Avenarius, and Jack Weatherford, "The Active Participant-Observers: Applying Social Role Analysis to Participant Observation," *Field Methods* 18 (2):111-34 (2006). (ER)

Adrienne Kaeppler, "The Mystique of Fieldwork," in *Dance in the Field: Theory, Methods and Issues in Dance Ethnography*, ed. Theresa Buckland (New York: St. Martin's Press, 1999), pp. 11-25. (R)

Don Kulick and M. Willson, eds., *Taboo: Sex, Identity and Erotic Subjectivity in Anthropological Fieldwork*, ed. (Routledge Press, 1995). (R)

Steven Robbins & Nancy Scheper-Hughes, "On the Call for a Militant Anthropology: The Complexity of 'Doing the Right Thing,'" *Current Anth.* 37 (2):341-46 (1996). (ER)

T. A. Schwandt, *Dictionary of Qualitative Inquiry*, 3rd ed. (Thousand Oaks, CA: Sage, 2007).

Week 4 (Mon., 9/15): MORE ON DOING RESEARCH, OBSERVING PEOPLE

Wolcott, *The Art of Fieldwork*, Chs. 4-5.

Margarethe Kusenbach, "Street Phenomenology: The Go-Along as Ethnographic Research Tool," *Ethnography* 4 (3):455-85 (2003). (ER)

To think about: Can you ever be "objective"? Are data "hard"? What are "data," anyway?

Due: Inspired by Kusenbach, design a "go-along"--see handout. **Bring 2 copies** to share in class (1 for me, 1 for your fieldwork partner).

In class: we'll designate peer fieldwork partners.

Handed back: one-page discussion of your planned fieldwork project.

Additional Resources:

Ifeoma A. Amah, "Beyond the G.P.A.: Counter-Narratives of Non-high Performing African American Students," *International Review of Qualitative Research* 5 (2):225-50 (2012).

Marie Campbell, *Mapping Social Relations: A Primer in Doing Institutional Ethnography* (AltaMira, 2004). (R)

Quetzal Castañeda, "The Invisible Theatre of Ethnography: Performative Principles of Fieldwork," *Anthropological Quarterly* 79 (1):75-104 (2006). (ER)

Michael Chibnik, "The Use of Statistics in Sociocultural Anthropology," *Annual Review of Anthropology* 14:135-57 (1985). (R)

Cati Coe, "Learning How to Find Out: Theories of Knowledge and Learning in Field Research," *Field Methods* 13 (4):392-411 (2001). (ER)

Hugh Gusterson, "Secrecy," in *Nuclear Rites* (U. of California Press, 1998), pp. 68-100. (R)

Judith Okely, "Fieldwork as Free Association and Free Passage," in *Ethnographic Practice in the Present*. (R)

Géraldine Mossière, "Sharing in Ritual Effervescence: Emotions and Empathy in Fieldwork," *Anthropology Matters* J. 9 (1) (2007). (ER)

Prina Motzafi-Haller, "When Classic Ethnographic Work Is Made Impossible: The Human Politics of Research in India," *Anthropology and Humanism* 34 (2):143-62 (2009). (ER)

Marshall Sahlins, "Notes on the Original Affluent Society," in *Man the Hunter*, ed. Richard B. Lee and Irven DeVore (New York: Aldine, 1968) pp. 85-89; online: <http://www.eco-action.org/dt/affluent.html>. (ER)

Week 4 (Wed., 9/17): PLANNING YOUR RESEARCH

Wolcott, *The Art of Fieldwork*, Ch. 8.

Read at least one of the following two chapters carefully and at least browse through the second:

Margaret LeCompte & Jean Schensul, "Choosing and Designing an Ethnographic Research Project," in *Designing and Conducting Ethnographic Research* (AltaMira/Sage, 1999), pp. 97-125. (ER)

Jeffrey Johnson, "Research Design and Research Strategies," in *Handbook of Methods in Cultural Anthropology*, ed. H. Russell Bernard (AltaMira, 1998), pp. 131-71. (ER)

To think about: What is your major research question? How will you select informants and design your research to answer this question? What ethical challenges do you foresee? How will you protect your informants' identity? Which methods are most appropriate to your project, and why (see handout: Notes toward an Ethnographic Project Proposal)?

Due: RESEARCH PROPOSAL outlining a feasible study to conduct over the next 10 weeks in or near C-U. See handout. **Bring 2 copies** to share in class tomorrow (1 for me, 1 for a class partner).

Additional Resources:

Michael V. Angrosino, ed. *Doing Cultural Anthropology: Projects for Ethnographic Data Collection*, 2nd ed. (Long Grove, IL: Waveland Press, 2006). (R)

Howard Becker, "Sampling," in *Tricks of the Trade: How to Think about Your Research while You're Doing It* (U. of Chicago Press, 1998), pp. 67-103. (R)

Martha S. Feldman, Jeannine Bell, and Michele Tracy Berger, et al., *Gaining Access: A Practical and Theoretical Guide for Qualitative Researchers* (AltaMira Press, 2003). (R)

K. Gergen and M. Gergen, "Social Construction and Research Methodology," in *Handbook of Social Science Methodology*, ed. W. Outhwaite & S. P. Turner (Sage, 2007).

W. Penn Handwerker, *Quick Ethnography: A Guide to Rapid Multi-Method Research* (Walnut Creek, CA: AltaMira Press, 2002). (R)

Sherry Ortner, "Access: Reflections on Studying up in Hollywood," *Ethnography* 11 (2):211-33 (2010). (ER)

David Snow, Calvin Morrill, & Leon Anderson, "Elaborating Analytic Ethnography: Linking Fieldwork and Theory," *Ethnography* 4 (2):181-200 (2003). (ER)

William Trochim, "Research Methods—Knowledge Base: Probability Sampling," online: <http://www.socialresearchmethods.net/kb/sampprob.php>. (ER)

William Trochim, "Research Methods—Knowledge Base: Nonprobability Sampling," online: <http://www.socialresearchmethods.net/kb/samprnon.htm>. (ER)

Arthur L. Stinchcombe, *The Logic of Social Research* (U. of Chicago Press, 2005). (R)

William Wilson & Anmol Chaddha, "The Role of Theory in Ethnographic Research," *Ethnography* 10 (4):549-64 (2009). (ER)

Week 5 (Mon., 9/22): CHOOSING INFORMANTS

Read at least one of the following:

Jeffrey Johnson, *Selecting Ethnographic Informants* (Sage, 1990), Chs. 2-4.

H. Russell Bernard, "Sampling III: Nonprobability Samples and Choosing Informants," in *Research Methods in Anthropology: Qualitative and Quantitative Approaches* (Rowman Altamira, 2011, 5th ed.), pp. 143-155.

Handed back: your research proposals

Additional Resources:

Howard S. Becker, "Sampling," in *Tricks of the Trade: How to Think about Your Research while You're Doing It* (U. of Chicago Press, 1998), pp. 67-103.

William M. K. Trochim, "Research Methods—Knowledge Base: Probability Sampling," online: <http://www.socialresearchmethods.net/kb/sampprob.php>.

William M. K. Trochim, "Research Methods—Knowledge Base: Nonprobability Sampling," online:
<http://www.socialresearchmethods.net/kb/samprnon.htm>.

H. Russell Bernard, "Sampling I: The Basics," in *Research Methods in Anthropology: Qualitative and Quantitative Approaches* (Rowman Altamira, 2011, 5th ed.), pp. 113-129.

H. Russell Bernard, "Sampling II: Theory," in *Research Methods in Anthropology: Qualitative and Quantitative Approaches* (Rowman Altamira, 2011, 5th ed.), pp. 130-42.

Week 5 (Wed., 9/24): MORE ON DOING RESEARCH, OBSERVING PEOPLE

Wolcott, *The Art of Fieldwork*, Chs. 6-7.

Judith Okely, *Anthropological Practice: Fieldwork and the Ethnographic Method*, Ch. 5 ("Participation-Observation Examples"). (R)

To think about: Are data "hard"? What are "data," anyway?

Additional Resources:

Géraldine Mossière, "Sharing in Ritual Effervescence: Emotions and Empathy in Fieldwork," *Anthropology Matters Journal* 9 (1) (2007) (ER).

Eric Gable, "The Anthropology of Guilt and Rapport: Moral Mutuality in Ethnographic Fieldwork," *Hau: Journal of Ethnographic Theory* 4 (1): 237-258 (2014).

Week 6 (Mon., 9/29): INTERVIEWING I

Fontana & Prokos, *The Interview*, Chs. 1-5.

To think about: How will you choose someone to interview? What do you hope to learn?

Additional Resources:

A. Lynn Bolles, "Of Mules and Yankee Gals: Struggling with Stereotypes in the Field," *Anth. and Humanism Quarterly* 10 (4):114-19 (1985). (ER)

Mustafa Emirbayer and Matthew Desmond, "Race and Reflexivity," *Ethnic and Racial Studies* 35 (4):574-99 (2012). (ER)

Ken Erickson & Donald Stull, *Doing Team Ethnography: Warnings and Advice* (Sage), pp. 18-43. (R)

Andrea Fontana and James Frey, "The Interview: From Structured Questions to Negotiated Text," in *Collecting and Interpreting Qualitative Materials*, 2nd ed., ed. Norman Denzin & Yvonna Lincoln (Sage, 1998) pp. 61-106. (R)

Travis S. K. Kong, Don Mahoney, and Ken Plummer, "Queering the Interview," in *Inside Interviewing: New Lenses, New Concerns*, ed. James A. Holstein and Jaber F. Gubrium (Sage, 2003), pp. 91-110. (ER)

Roger W. Shuy, "In-Person versus Telephone Interviewing," in *Inside Interviewing: New Lenses, New Concerns*, ed. James A. Holstein and Jaber F. Gubrium (Sage, 2003), pp. 175-93. (ER)

R. Stake, *Qualitative Research: Studying How Things Work* (NY: Guilford Press, 2010).

Harry van den Berg, Margaret Wetherell, & Hanneke Houtkoop-Steenstra, eds., *Analyzing Race Talk: Multidisciplinary Perspectives on the Research Interview* (Cambridge U. Press, 2004). (R)

Robert Stuart Weiss, *Learning from Strangers: The Art and Method of Qualitative Interview Studies* (New York: Free Press, 1995). (R)

G. Clare Wenger, "Interviewing Older People," in *Inside Interviewing: New Lenses, New Concerns*, ed. James A. Holstein and Jaber F. Gubrium (Sage, 2003), pp. 111-30. (ER)

Paula Saukko, "Between Voice and Discourse: Quilting Interviews on Anorexia," *Qualitative Inquiry* 6 (3):299-317 (2000). (ER)

Week 6 (Wed., 10/1): INTERVIEWING II

Be patient toward all that is unsolved
In your heart and dreams
Try to love the questions themselves
-Rainer Maria Rilke

Read one of these:

Michael Angrosino, "Conducting a Life History Interview," in *Doing Cultural Anthropology: Projects in Ethnographic Data Collection*, ed. Michael Angrosino (Waveland Press, 2007, 2nd ed.), pp. 33-44, online: http://occupytampa.org/files/tristan/anthro/project%20articles/Doing%20Cultural%20Anthropology_%20Projects%20for%20Ethnographic%20Data%20Collection%20-%20Michael%20V.%20Angrosino.pdf.

McCracken, *The Long Interview* (esp. Chs. 2-3).

Atkinson, *The Life Story Interview*.

Fontana & Prokos, *The Interview*, Chs. 6, 8-9.

Group A:

Raymond Lee and Claire Renzetti, "The Problems of Researching Sensitive Topics: An Overview and Introduction," in *Researching Sensitive Topics*, ed. C. Renzetti & R. Lee (Sage, 1993), pp. 3-13.

Group B:

Patricia Adler and Peter Adler, "Ethical Issues in Self-censorship: Ethnographic Research on Sensitive Topics," in *Researching Sensitive Topics*, ed. Claire Renzetti and Raymond M. Lee (Sage, 1993), pp. 249-66.

To think about: How will you choose someone with whom to conduct a long/life history interview? What do you hope to learn from interviewing this person, and how will the interview help you answer your original research question or address your research hypothesis?

Start making preliminary contact with: members of your targeted fieldwork community

In class: We'll practice interviewing each other.

Additional Resources:

W. Bleek, "Lying Informants: A Fieldwork Experience from Ghana," *Population and Development Review* 13 (2):314-32 (1987) (ER).

Charles L. Briggs, "Learning How to Ask: Native Metacommunicative Competence and the Incompetence of Fieldworkers," *Language in Society* 13:1-28 (1984) (ER).

Week 7 (Mon., 10/6): TAKING NOTES I

Emerson, Fretz & Shaw, *Writing Ethnographic Fieldnotes*, Chs. 1-5.

Browse web sites of some current software programs for notetaking:

- <http://www.literatureandlatte.com/scrivener.php>
- <http://www.dedoose.com/>
- http://www.qsrinternational.com/default.aspx#tab_you
- <http://www.maxqda.com/>
- <http://www.qualrus.com/>

To think about: How have you been taking notes so far? Which other note-taking techniques might you try out, and why? Any software programs interest you?

Week 7 (Wed., 10/8): TAKING NOTES II

Writing Ethnographic Fieldnotes, Ch. 8.

Kathleen DeWalt and Billie DeWalt, Ch. 9: "Analyzing Field Notes," in *Participant Observation: A Guide for Fieldworkers* (AltaMira, 2002), pp. 163-94.

Sherryl Kleinman and Martha Copp, "Appendix," in *Emotions and Fieldwork* (Sage, 1993), pp. 57-62. (ER)

To think about: How have you been taking notes so far? Which other note-taking techniques might you try out, and why? Do you want to try any of the software packages you have read about or adapt some of their techniques?

Do: A long/life history interview.

Start contacting: other members of your targeted fieldwork community

Week 8 (Mon., 10/13): INTERVIEWING III: BODIES, RACE, PHONES, SENSITIVE ISSUES

C. Dunbar, D. Rodrigue, & L. Parker, "Race, Subjectivity and the Interview Process," in *Inside Interviewing: New Lenses, New Concerns*, ed. James Holstein & Jaber Gubrium (Sage, 2003). (ER)

Read at least one of the following four articles:

Ruy Llera Blanes, "The Atheist Anthropologist: Believers and Non-believers in Anthropological Fieldwork," *Social Anthropology* 14 (2):223-34 (2006). (ER)

Paul Clough, "Knowledge in Passing: Reflexive Anthropology and Religious Awareness," *Anthropological Quarterly* 79 (2):261-83 (2006). (ER)

Katherine Ewing, "Dreams from a Saint: Anthropological Atheism and the Temptation to Believe," *American Anthropologist* 96 (3):571-83 (1994). (ER)

Charles Stewart, "Secularism as an Impediment to Anthropological Research," *Social Anthropology* 9 (3):325-28 (2001). (ER)

Group A:

P. L. Sunderland, "Fieldwork and the Phone," *Anthropological Q.* 72 (3):105-17 (1999). (ER)

Okely, *Anthropological Practice*, Ch. 3 + pp. 155-62. (R)

Group B:

Michael Herzfeld, "The Cultural Politics of Gesture: Reflections on the Embodiment of Ethnographic Practice," *Ethnography* 10 (2):131-52 (2009). (ER)

Okely, *Anthropological Practice*, Ch. 4 + pp. 155-62. (R)

Additional Resources:

W. Bleek, "Lying Informants: A Fieldwork Experience from Ghana," *Population and Development Review* 13 (2):314-32 (1987). (ER)

Charles Briggs, "Learning How to Ask: Native Metacommunicative Competence and the Incompetence of Fieldworkers," *Language in Society* 13:1-28 (1984). (ER).

Divya Sharma, "Research Ethics and Sensitive Behaviors: Underground Economy," in *The Handbook of Social Research Ethics*, ed. Donna M. Mertens and Pauline E. Ginsberg (Thousand Oaks, CA: Sage, 2009).

Smithsonian, "Local History," in "The Grand Generation: Some Possible Questions." Online: <http://smithsonianeducation.org/migrations/seek1/sample.html>.

Michelle Johnson, "Culture's Calling: Mobile Phones, Gender, and the Making of an African Migrant Village in Lisbon," *Anthropological Quarterly* 86 (1):163-90 (2013). (ER)

Week 8 (Wed., 10/15): DOING A SURVEY I; GUEST LECTURER: DR. SOWMYA ANAND (COORDINATOR OF RESEARCH PROGRAMS, UIUC SURVEY RESEARCH LABORATORY)-

Arlene Fink & Jacqueline Kosecoff, *How to Conduct Surveys: Step-by-Step Guide*, 2nd ed. (Sage, 1998)--browse and read as much as you can, especially Chs. 1-4. (ER)

Floyd J. Fowler, "Some General Rules for Designing Good Survey Instruments," in *Improving Survey Questions: Design and Evaluation* (Sage, 1995), pp. 78-92. (ER)

Alma Gottlieb & Philip Graham, "Standing Clear of a Corpse," in *Parallel Worlds: An Anthropologist and a Writer Encounter Africa* (U. of Chicago Press, 1994), pp. 65-68. (ER)

To think about: Which issues in your project lend themselves to a survey questionnaire? How will your survey address your major research question or hypothesis? Which criteria will you use in finding/selecting respondents for your survey, and how will you approach them?

Do: a long/life history interview.

Additional Resources:

Peter J. Aspinall, "'Mixed Race,' 'Mixed Origins' or What? Generic Terminology for the Multiple Racial/Ethnic Group Population," *Anthropology Today* 25 (2):3-8 (2009). (ER)

Week 9 (Mon., 10/20): DOING A SURVEY II

Due: rough draft of your survey questionnaire—bring 2 copies to share in class with your fieldwork partner.

In class: We'll go over each of your draft survey questionnaires

Week 9 (Wed., 10/22): NO CLASS

Do: Your survey.

Week 10 (Mon., 10/27): COLLECTING GENEALOGIES; CHARTING SOCIAL OR ECONOMIC NETWORKS

Julia Crane and Michael Angrosino, "Charting Kinship," in *Field Projects in Anthropology*, by J. Crane and M. Angrosino (2nd ed., 1984), pp. 44-52. (ER)

Allen Johnson, "The Exchange Orientation," in *Quantification in Cultural Anthropology* (1978), pp. 96-117. (ER)

Marie Campbell, *Mapping Social Relations: A Primer in Doing Institutional Ethnography* (AltaMira, 2004). (R)—browse through as much as you can.

Michael Chibnik, "The Use of Statistics in Sociocultural Anthropology," *Annual Review of Anthropology* 14:135-57 (1985). (ER)

In class: we'll practice eliciting and writing genealogies, and eliciting and mapping networks.

Due (some students): paper on long/life history interviews with one informant.

Week 10 (Wed., 10/29): MAPPING CULTURAL SPACES

Read at least one of the following four:

Kevin Lynch, "The Image of the Environment," in *The Image and the City* (MIT Press, 1960). (ER)

Corinna Moebius, "Design," in "Where Are You Comin' From, Where Are You Goin' to: Placing and Black Students' Discursive Construction of Community," M.A. Thesis, 1995. Online: <http://www.bordercross.com/writing/thesis/ch2design2.htm>.

Garrett Mehl with Gerry Stimson, Leanne Riley & Andrew Ball, "8. Mapping where Tobacco Is Marketed and Used," and "9. Visual Methods," in Chapter 9, "YT-RAR: Research Methods," in *Youth Tobacco: Rapid Assessment and Response Guide* (Geneva: World Health Org.: Tobacco Free Initiative and Dept. of Child and Adolescent Health and Development), pp. 16-19. Online: http://www.who.int/hpr/youth/html/yt-rar/Chapter_9.html#9.9. (ER)

Lorraine Young & Hazel Barrett, "Adapting Visual Methods: Action Research with Kampala Street Children," *Area* 33 (2):141-152 (2001). (ER)

In class: we'll do a cultural mapping exercise of "your" geocultural space

Additional Resources:

Gillian Bendelow, "Using Visual Imagery to Explore Gendered Notions of Pain," in *Researching Sensitive Topics*, ed. Claire M. Renzetti and Raymond M. Lee (Sage, 1993). (R)

Elizabeth Trolley and Margaret Bentley, "Body Mapping," pp. 2-3 in "Participatory Methods for Research in Women's Reproductive Health," *RRA Notes* 16 (1992):63-68 (London: I.I.E.D., online: http://www.iied.org/sarl/pla_notes/pla_backissues/documents/plan_01611.PDF (ER).

Christoph Niemann, "The World Cup Hairdo Hall of Fame," *The New York Times*, June 8, 2014, Sunday Magazine, p. MM60.

Fadwa ElGuindi, *Visual Anthropology: Essential Method and Theory* (AltaMira Press, 2004). (R)

Joy Johnston, "Children's Perspectives on their Young Lives: Report on Methods for Sub-Studies Peru Pilot," *Young Lives: An International Study of Childhood Poverty*, April 2006. (ER)

Smithsonian, "Local History," in "The Grand Generation: Some Possible Questions," online: <http://smithsonianeducation.org/migrations/seek1/sample.html>. (ER)

Andre Cornwall, "Body Mapping in Health RRA/PRA," *Participatory Learning and Action: RRA Notes 16: Applications for Health*:69-76 (1992). (ER)

Fernando Coronil, *Can the Subaltern See? Photography as History* (Duke U. Press, 2004). (R)

M. Davies, "A Childish Culture? Shared Understandings, Agency and Intervention: An Anthropological Study of Street Children in Northwest Kenya," *Childhood* 15 (3):309-30 (2008) [especially pp. 319- 22: "Utilization of Space"], online: <http://www.swetswise.com/eAccess/viewToc.do?titleID=40633&yevoID=2325533>. (ER)

Ruth M. C. Evans, "Tanzanian Childhoods: Street Children's Narrative of Home," *J. of Contemporary African Studies* 22 (1):69-92 (2004). (ER)

Douglas Harper, "Framing Photographic Ethnography: A Case Study," *Ethnography* 4 (2):241-66 (2003). (ER)

Ira Jacknis, "Margaret Mead and Gregory Bateson in Bali: Their Use of Photography and Film," *Cultural Anthropology* 3 (2):160-77 (1988). (ER)

Paul S. Landau and Deborah D. Kaspin, eds., *Images and Empires: Visuality in Colonial and Postcolonial Africa* (U. of California Press, 2002). (R)

Catherine Lutz and Jane Collins, "The Photograph as an Intersection of Gazes: The Example of National Geographic," in *Visualizing Theory*, ed. Lucien Taylor (Routledge, 1994). (R)

Margaret Mead and Gregory Bateson, "On the Use of the Camera in Anthropology," in *Turning Points in Qualitative Research: Tying Knots in a Handkerchief*, ed. Yvonna S. Lincoln and Norman K. Denzin (AltaMira Press, 2003), pp. 265-72. (R)

Laura C. Nelson, "Special Places: Neighborhoods, Memories, Movements," in *Measured Excess: Status, Gender, and Consumer Nationalism in South Korea* (Columbia U Press, 2000), pp. 60-66. (R)

Deborah Pellow, *Landlords & Lodgers: Socio-Spatial Organization in an Accra Community* (U. of Chicago Press, 2002). (R)

Deborah Poole, *Vision, Race, and Modernity: A Visual Economy of the Andean Image World* (Princeton U. Press, 1997). (R)

Jay Ruby, *Picturing Culture: Explorations of Film & Anthropology* (U. of Chicago Press, 2000). (R)

Due (some students): paper on your survey questionnaire.

Week 11 (Mon., 11/3): CHARTING TIME USE, ASSESSING INFORMANT RECALL

Daniel Gross, "Time Allocation: A Tool for the Study of Cultural Behavior," *Annual Review of Anthropology* 13 (1984):519-58. (ER) and online:
<http://www.jstor.org/view/00846570/di980523/98p0146i/0?config=jstor&frame=noframe&userID=827e1969@uiuc.edu/01cc99333c0050103a886&dpi=3> (ER).

Group A:

Michael Baksh, "The Spot Observations Technique in Time Allocation Research," *Field Methods* 1 (2): (1989). (ER)

Group A:

Judith A. Rici, Norse W. Jerome, Nadia Megally, Oman Gala, Gail G. Harrison, and Avenel Kirksey, "Assessing the Validity of Informant Recall: Results of a Time Use Pilot Study in Peri-Urban Egypt," *Human Organization* 54 (3):304-08 (1995). (ER)

To think about: Which methods are most appropriate to your project, and why—collecting genealogies, tracing social/economic networks, eliciting folk maps of geocultural spaces, or charting time use? How will collecting such data address your original research question/ hypothesis? How will you choose (an) informant(s) for trying out two of these methods?

In class: we'll practice time use interviews.

Due (for some students): short paper about genealogies or social/economic networks.

Week 11 (Wed., 11/5): "NATIVE ANTHROPOLOGY"; COLLABORATING WITH INDIGENOUS COMMUNITIES

Kirin Narayan, "How Native Is 'Native' Anthropology?" *Amer. Anth.* 95 (3):671-86 (1993). (ER)

Tamaki Kuwayama, "'Natives' as Dialogic Partners: Some Thoughts on Native Anthropology," *Anth. Today* 19 (1):8-13 (2003). (ER)

Judith Okely, Ch. 7 in *Anthropological Practice*. (R)

To think about: In which community(ies) are you a "native," and how? How might you collaborate with indigenous/minority/local scholars in future fieldwork projects?

Due (for some students): short paper about cultural mapping.

Due: 2-page discussion of the topic of your 1st person narrative—see handout. Bring 2 copies to share in class tomorrow (1 for me, 1 for your fieldwork partner).

Additional Resources:

Norman K. Denzin, Yvonna Lincoln, and Linda Tuhiwai Smith, eds., *Handbook of Critical and Indigenous Methodologies* (Sage, 2008). (R)

Ida Fadhillah, "Going Beyond 'The West' and 'The Rest': Conducting Non-Western, Non-Native Ethnography in Northern Thailand," in *Anthropologists in the Field: Cases in Participant Observation*, ed. Lynne Hume and Jane Mulcock (Columbia U. Press, 2004).

Kelly Fayard, "Collaborations with Family: Anthropological Work with the Poarch Band of Creek Indians," *Anthropology News* 55 (1-2):18 (2014). (ER)

Bhoju Ram Gujar & Ann Grodzins Gold, "From the Research Assistant's Point of View," *Anthropology & Humanism* 17 (3-4):72-84 (1992). (ER)

Barbara Harrison, *Collaborative Programs in Indigenous Communities: From Fieldwork to Practice* (AltaMira, 2001). (R)

Lanita Jacobs-Huey, "The Natives Are Gazing and Talking Back: Reviewing the Problematics of Positionality, Voice, and Accountability among 'Native' Anthropologists," *American Anthropologist* 104 (3):791-804 (2002). (ER)

Yi-Ju Lai, "Balancing Confidentiality and Transparency: A Reflexive Account of an Ethnographer in the Classroom," *Anthropology News* (Jan./Feb.):10-11 (2014). (ER)

Luke Lassiter, "Collaborative Ethnography and Public Anthropology," *Current Anthropology* 46 (1):83-107 (2005). (ER)

José Limón, "Representation, Ethnicity, and the Precursory Ethnography: Notes of a Native Anthropologist," in *Recapturing Anthropology*, ed. Richard Fox (SAR Press, 1991). (R)

Margaret LeCompte, Jean Schensul, R. Margaret Weeks, & Merrill Singer, *Researcher Roles and Research Partnerships/Ethnographer's Toolkit* (AltaMira, 1999). (R--EDX/Permanent Reserve)

Ellen Lewin, "Writing Lesbian Ethnography," in *Women Writing Culture*, ed. Ruth Behar & Deborah Gordon (U. of California Press, 1996), pp. 322-35. (ER)

Pnina Motzafi-Haller, "Writing Birthright: On Native Anthropologists and the Politics of Representation," in *Auto/Ethnography: Rewriting the Self and the Social*, ed. D. E. Reed-Danahay (Berg, 1997), pp. 195-223. (R)

Sam Pack, "How They See Me vs. How I See Them: The Ethnographic Self and the Personal Self," *Anthropological Quarterly* 79 (1):105-22 (2006). (ER)

Gillian Richards-Greaves, "Going Home: The Native Ethnographer's Baggage and the Crisis of Representation," *Anthropology News* (Nov./Dec):15-16 (2013).

Moshe Shokeid, "From the Anthropologist's Point of View: Studying One's Own Tribe," *Anthropology & Humanism Q.* 14 (1):23-28 (1989). (ER)

Patricia Zavella, "Feminist Insider Dilemmas: Constructing Ethnic Identity with Chicana Informants," in *Feminist Dilemmas in Fieldwork*, ed. Diane Wolf (Westview, 1996), pp. 138-59. (R)

Week 12 (Mon., 11/10): INTERVIEWING III. FOCUS GROUPS

David Morgan, "Focus Groups," *Annual Review of Sociology* 22:129-52 (1996). (ER)

Due (for some students): short paper about time use.

Additional Resources:

Michael Agar and J. Macdonald, "Focus Groups and Ethnography," *Human Organization* 54:78-86 (1995). (ER)

Week 12 (Wed.—11/12): ETHNOGRAPHY IN THE 21ST CENTURY

Marit Melhuus, Jon P. Mitchell and Helena Wulff, eds., *Ethnographic Practice in the Present*. (R)

Group A: Chs. 8-9 (Aud Talle, "Getting the Ethnography 'Right': On Female Circumcision in Exile"; Üte Röschenhaler, "An Ethnography of Associations? Translocal Research in the Cross River Region").

Group B: Chs. 10-11 (Cristiana Bastos, "Tracking Global Flows and Still Moving: The Ethnography of Responses to AIDS"; Demitra Gefa- Medianou, "Ethnography in Motion: Shifting Fields on Airport Grounds").

Adi Kuntsman, "Cyberethnography as Home-work," *Anthropology Matters Journal* 6 (2) (2004). Online: <http://www.anthropologymatters.com/journal/2004-2/index.html>. (ER)

Paul Stoller, "Globalizing Method: Doing Ethnography in Transnational Spaces," *Anthropology and Humanism* 17 (1):81-95 (1997). (ER)

Rena Lederman, "Archiving Fieldnotes? Placing 'Anthropological Records' among Plural Digital Worlds," in *eFieldnotes: Makings of Anthropology in a Digital World*, ed. Roger Sanjek and Susan Tratner, eds. (unpublished MS under review, 2014).

To think about: Are there any multi-sited and/or transnational dimensions to your current fieldwork project that you could pursue in the future? Does your fieldwork make you think differently about "home"? Does it give you ideas for future fieldwork "at home" or "away"?

Additional Resources:

Misty Bastian, "Nationalism in a Virtual Space: Immigrant Nigerians on the Internet," *West Africa Review* 1 (1) (1999).

Alexandru Balasescu, "On the Ethnographic Subject: Multisited Research, Urban Anthropology, and Their Methods" (2007). (ER)

Karen Brock et al., "Young Lives Methods Guide," online: <http://www.younglives.org.uk/what-we-do/research-methods/methods-guide>.

Nicholas C. Burbules, "Privacy and New Technologies: The Limits of Traditional Research Ethics," in *The Handbook of Social Research Ethics*, ed. Donna M. Mertens and Pauline E. Ginsberg (Thousand Oaks, CA: Sage, 2009).

JoAnn D'Alisera, "Field of Dreams: The Anthropologist Far Away at Home," *Anthropology and Humanism* 24 (1):5-19 (1999). (ER)

M. A. Falzon, ed., *Multi-sited Ethnography, Theory, Praxis and Locality in Contemporary Research*, ed. (Ashgate, 2007).

Kelly Fayard, "Collaborations with Family: Anthropological Work with the Poarch Band of Creek Indians," *Anthropology News* 55 (1-2):18 (2014). (ER)

Hanna Garth and Michael Powell, "A Collaborative Approach to Studying Food Justice in Los Angeles," *Anthropology News* (Jan./Feb.):15-15 (2014).

Hannah E. Gill, "Finding a Middle Ground between Extremes: Notes on Researching Transnational Crime and Violence," *Anthropology Matters* 6 (2) (Special Issue: Future Fields) (2004). Online: <http://www.anthropologymatters.com>.

A. Gupta & J. Ferguson, "Discipline and Practice: 'The Field' as Site, Method and Location in Anthropology," in *Anthropological Locations: Boundaries and Grounds of a Field Science*, ed. Akhil Gupta & James Ferguson (U. of California Press, 1997).

Ulf Hannerz, "Other Transnationals: Perspectives Gained from Studying Sideways," *Paideuma* 44:109-23 (1998). (ER)

Ulf Hannerz, "Being there... and there...and there! Reflections on Multi-site Ethnography," *Ethnography* 4 (2):201-16 (2003). (ER)

Elsa Lechner, "Walking the Talk of Collaborative Research with Participants: Three Challenges for Anthropology," *Anthropology News* (Jan./Feb. 2014):12-13. (ER)

Jennifer Long, Melissa Fellin and Secil Erdogan-Ertöber, "Frictions in Defining Community: Trying to Avoid the Lone Anthropologist in Community-Based Research," *Anthropology News* (Jan./Feb. 2014):16-17. (ER)

Chris Mann and Fiona Stewart, "Internet Interviewing," in *Inside Interviewing: New Lenses, New Concerns*, ed. James A. Holstein and Jaber F. Gubrium (Sage, 2003), pp. 241-65. (R)

George Marcus, "Ethnography in/of the World System: The Emergence of Multi-Sited Ethnography," in *Ethnography through Thick and Thin*, ed. George Marcus (Princeton U. Press, 1998 [1995]), pp. 79-104.

Marit Melhuus, Jon P. Mitchell and Helena Wulff, "Introduction," in *Ethnographic Practice in the Present*, ed. Marit Melhuus, Jon P. Mitchell and Helena Wulff. (R)

Sherry Ortner, "Fieldwork in the Postcommunity," *Anthropology & Humanism* 22 (1):61-80 (1997). (ER)

Sherry Ortner, "Access: Reflections on Studying Up in Hollywood," *Ethnography* 11 (2):211-33 (2010).

Susan Rasmussen, "When the Field Space Comes to the Home Space: New Constructions of Ethnographic Knowledge in a New African Diaspora," *Anthropological Quarterly* 76 (1):7-32 (2003). (ER)

Linda J. Seligmann, "Maternal Politics and Religious Fervor: Exchanges between an Andean Market Woman and an Ethnographer," *Ethos* 37 (3):334-61 (2009). (ER)

Paul Stoller, *Money Has No Smell: The Africanization of New York City* (U. of Chicago Press, 2002).

Paul Stoller, "Spaces, Places, and Fields: The Politics of West African Trading in New York City's Informal Economy," *American Anthropologist* 98 (4):776-88 (1996). (ER)

Marja Tilikainen, "The Transnational Somali Field: Ethical and Methodological Challenges," *Anthropology News* 50 (9):21 (2009). (ER)

Helena Wulff, "Access to a Closed World: Methods for a Multi-Locale Study of Ballet as a Career," in *Constructing the Field*, ed. Vered Amit (Routledge, 2000). (R)

Helena Wulff, "Yo-yo Fieldwork: Mobility and Time in a Multi-Local Study of Dance in Ireland," *Anthropological Journal on European Cultures* 11:117-36 (2002).

Week 13 (Mon., 11/17): ETHICS AND AUTHORS – INTERPRETING YOUR FINDINGS, WRITING IT UP

Emerson, Fretz, & Shaw, *Writing Ethnographic Fieldnotes*, Chs. 6-8.

Fontana & Prokos, *The Interview*, Ch. 7.

Johannes Fabian, "Ethnography and Memory," in *Ethnographic Practice in the Present*, ed. Melhuus, Mitchell and Wulff. (R)

Due (some students): short paper about your focus group interview.

Additional Resources:

Wolcott, *The Art of Fieldwork*, Ch. 9.

Talal Asad, "Ethnographic Representation, Statistics and Modern Power," *Social Research* 61 (1):55-88 (1994). (ER)

Caroline Brettell, ed., *When They Read What We Write: The Politics of Ethnography* (Bergin & Garvey, 1996). (R)

Bruce Brown and Dawson Hedges, "Use and Misuse of Quantitative Methods: Data Collection, Calculation, and Presentation," in *The Handbook of Social Research Ethics*, ed. Donna M. Mertens and Pauline E. Ginsberg (Thousand Oaks, CA: Sage, 2009).

Norman Denzin, "The Art and Politics of Interpretation," in *Handbook of Qualitative Research*, ed. Norman Denzin and Yvonna Lincoln (Sage, 1994), pp. 500-15. (ER)

R. F. Ellen, "Ethics in Relation to Informants, the Profession and Governments," in *Ethnographic Research*, ed. R. F. Ellen (Academic Press, 1984), pp. 133-54. (R)

Steven Feld, "Dialogic Editing: Interpreting How Kaluli Read *Sound and Sentiment*," *Cultural Anth.* 2 (2):190-210 (1987). (ER)

Anthony Good, "Writing as a Kind of Anthropology: Alternative Professional Genres," in *Critical Journeys: The Making of Anthropologists*, ed. Geert de Neve and Maya Unnithan-Kumar (Ashgate, 2006), pp. 91-116. (R)

Gesa Kirsch, "Whose Words? Whose Reality? The Politics of Representation and Interpretation," in *Ethical Dilemmas in Feminist Research* (SUNY Press, 1999), pp. 45-64. (R)

Gesa Kirsch, *Women Writing the Academy: Audience, Authority, and Transformation* (Southern Illinois U. Press, 1993). (R)

Sherryll Kleinman, *Feminist Fieldwork Analysis* (Sage, 2007). (R)

Julia Newton, "Visual Representation of People and Information: Translating Lives Into Numbers, Words, and Images as Research Data," in *The Handbook of Social Research Ethics*, ed. Donna M. Mertens and Pauline E. Ginsberg (Thousand Oaks, CA: Sage, 2009). (R)

Jeananne Nichols, "Practical Dimensions of Ethical Narrative Inquiry," unpublished MS. (ER)

Laurel Richardson, "Writing: A Method of Inquiry," in *Handbook of Qualitative Research*, ed. Norman Denzin and Yvonna Lincoln (Sage, 1994), pp. 516-29. (R)

Clive F. Seale, "Computer-Assisted Analysis of Qualitative Interview Data," in *Inside Interviewing: New Lenses, New Concerns*, ed. James A. Holstein and Jaber F. Gubrium (Sage, 2003), pp. 289-308. (R)

Week 13 (Wed., 11/19): WRITING UP YOUR FIELDWORK II

Kirin Narayan, "Story and Theory," "Places", "Person" and "Voice" in *Alive in the Writing: Crafting Ethnography in the Company of Chekhov* (U. of Chicago Press, 2012). (R, and on sale at IUB)

Linda Kent, "Fieldwork that Failed" in *The Naked Anthropologist: Tales from around the World*, ed. Philip R. Devita (Wadsworth, 1991), pp. 17-25. (R)

Due: A fieldwork story—one of three options—see handout. **Bring 2 copies** to share in class (1 for me, 1 for your fieldwork partner).

Additional Resources:

Lynne Hume and Jane Mulcock, "Awkward Spaces, Productive Places," in *Anthropologists in the Field: Cases in Participant Observation* (Columbia U. Press, 2004), pp. xi-xxvii.

John van Maanen, "Realist Tales" in *Tales of the Field: On Writing Ethnography*, rev. ed. (U. of Chicago Press, 1988/2011), pp. 45-72. (R)

George Marcus and Dick Cushman, "Ethnographies as Texts" in *Annual Review of Anthropology* 11:25-69 (1982). (Literary.) (ER)

Shannon Speed, "Forged in Dialogue: Toward a Critically Engaged Activist Research," in *Engaging Contradictions: Theory, Politics, and Methods of Activist Scholarship*, ed. Charles R. Hale (U. of California Press, 2008), pp. 213-36. (Activist.) (R)

John Jackson, "Real Bodies," in *Real Black: Adventures in Racial Sincerity* (U. of Chicago Press, 2005), pp. 63- 87. (Reflexive, experiential). (R)

Kamala Visweswaran, "Refusing the Subject" in *Fictions of Feminist Ethnography* (U. of Minnesota Press, 1994), pp. 60-72. (Feminist, deconstructive). (R)

Dorinne Kondo "The I/Eye," in *Crafting Selves: Power, Gender, and Discourses of Identity in a Japanese Workplace* (U. of Chicago Press, 1990), pp. 26-43. (Reflexive.) (R)

Ruth Behar, "Death and Memory: From Santa Maria del Monte to Miami Beach," *Cultural Anthropology* 6 (3): (1991), online: <http://www.culanth.org/articles/161-death-and-memory-from-santa-maria-del-monte-to>.

Paul Stoller, "Eye, Mind and Word in Anthropology," in *The Taste of Ethnographic Things* (U. of Pennsylvania Press, 1989), pp. 37-55; online: <http://www.scribd.com/doc/233581623/2/Eye-Mind-and-Word-in-Anthropology>.

To think about: What remains to be done to satisfactorily address your major question/hypothesis?

(11/24, 11/26—No class—Thanksgiving break!)

Week 14 (Mon., 12/1): ON RESEARCHER SAFETY I. FIELDWORK IN DANGEROUS PLACES

Kimberly Theidon, "'How Was Your Trip?' Self-Care for Researchers Working and Writing on Violence," Social Science Research Council Working Papers—Drugs, Security, and Democracy Program-DSD Working Paper on Research Security # 2. (ER)

Daniel M. Goldstein, "Qualitative Research in Dangerous Places: Becoming an 'Ethnographer' of Violence and Personal Safety," Drugs, Security and Democracy Program-Working Papers on Research Security 1 (2014). (ER)

Additional Resources:

Nancy Howell, *Surviving Fieldwork* (Washington, D.C.: American Anthropological Association, 1990). (R)

Hannah E. Gill, "Finding a Middle Ground between Extremes: Notes on Researching Transnational Crime and Violence," *Anthropology Matters Journal* 6 (2) (2004), online: <http://www.anthropologymatters.com>.

John Pottier, Laura Hammond & Christopher Cramer, eds., *Researching Violence in Africa: Ethical and Methodological Challenges* (Leiden, Netherlands: Brill Publishers, 2011). (R)

Week 14 (Wed., 12/3): ON RESEARCHER SAFETY II. ON PERSONAL ISSUES IN FIELDWORK

Eva Moreno, "Rape in the Field: Reflections from a Survivors," in *Taboo: Sex, Identity and Erotic Subjectivity in Anthropological Fieldwork*, ed. Don Kulick and M. Willson, eds., (Routledge Press, 1995), pp. 166-89. (ER)

Lynne Hume and Jane Mulcock, "Yo, bitch ..." and Other Challenges: Bringing High-risk Ethnography into the Discourse," in *Anthropologists in the Field: Cases in Participant Observation*, ed. Lynne Hume and Jane Mulcock (Columbia U. Press, 2004). (R)

Additional Resources:

Juliana Flinn, "Reflections of a Shy Ethnographer: Foot-in-the-Mouth Is Not Fatal," in *Stumbling toward Truth: Anthropologists at Work*, ed. Philip DeVita (Waveland Press, 2000), pp. 57-64. (R)

Susan Dwyer-Shick, "Some Consequences of a Fieldworker's Gender for Cross-Cultural Research," in *Stumbling toward Truth: Anthropologists at Work*, ed. Philip DeVita (Waveland Press, 2000), pp. 84-94. (R)

Alic Pomponio, "What Did the Earthquake Mean?" in *Stumbling toward Truth: Anthropologists at Work*, ed. Philip DeVita (Waveland Press, 2000), pp. 131-41. (R)

Michael Kearney, "A Very Bad Disease of the Arms," in *Stumbling toward Truth: Anthropologists at Work*, ed. Philip DeVita (Waveland Press, 2000), pp. 166-76. (R)

Cindy Hull, "Lessons from the Field: Gullibility and the Hazards of Money Lending," in *Stumbling toward Truth: Anthropologists at Work*, ed. Philip DeVita (Waveland Press, 2000), pp. 213-19. (R)

Lisa Moore, "Among Khmer and Vietnamese Refugee Women in Thailand: No Safe Place," in *Gendered Fields: Women, Men & Ethnography*, ed. Diane Bell, Pat Caplan, & Wazir Jahan Karim (Routledge, 1993), pp. 117-27.

Week 15 (Mon., 12/8): LIVING THE FIELDWORK LIFE

Wolcott, *The Art of Fieldwork*, Chs. 10-11.

Alma Gottlieb, "Introduction: The Challenges--and Pleasures--of Switching Fieldsites," in *The Restless Anthropologist: New Fieldsites, New Visions*, ed. Alma Gottlieb (U. of Chicago Press, 2012), pp. 1-17. (ER)

Read at least one of these two:

Hilary Levey, "'Which One Is Yours?' Children and Ethnography," *Qualitative Sociology* 32 (2009). (ER)

Okely, *Anthropological Practice*, Ch. 6. (R)

Due: Write at home, bring to class today: Notes toward a Mini-Final Research Project Report—see handout. Bring 2 copies to share in class tomorrow (1 for me, 1 for your fieldwork partner). Un-graded.

To think about: What fieldwork projects can you imagine doing for a year? A decade? Or will you prefer to start new fieldwork projects every few years?

Additional Resources:

Tom Boellstorff, Bonnie Nardi, Celia Pearce, and T. L. Taylor, *Ethnography and Virtual Worlds: A Handbook of Method* (Princeton U. Press, 2012). (R)

Denise Maia Carter, "New Locations: The Virtual City," *Anthropology Matters Journal* 6 (2) (2004), online: http://www.anthropologymatters.com/index.php/anth_matters/article/viewFile/112/221.

Simon Coleman, "The Multi-Sited Ethnographer," in *Critical Journeys: The Making of Anthropologists*, ed. Geert de Neve and Maya Unnithan-Kumar (Ashgate, 2006), pp. 31-46. (R)

Sarah Davis and Melvin Konner, eds., *Being There: Learning to Live Cross-Culturally* (Cambridge: Harvard U. Press, 2011). (R)

James Davies and Dimitrina Spencer, eds., *Emotions in the Field: The Psychology and Anthropology of Fieldwork Experience* (Stanford U. Press, 2010). (R)

Edward Dutton, "Eye-glazing and the Anthropology of Religion: The Positive and Negative Aspects of Experiencing and Not Understanding an Emotional Phenomenon in Religious Studies Research," *Anth. Matters J.* 9 (1) (2007). (ER)

Fluehr-Lobban, Chs. 4, 5, 7 in *Ethics and Anthropology*.

Erika Friedl, "Stories as Ethnographic Dilemma in Longitudinal Research," *Anthropology and Humanism* 29 (1):5-21 (2004). (ER)

Alma Gottlieb & Philip Graham, *Braided Worlds* (U. of Chicago Press, 2012). (R)

Jean-Guy Goulet and Bruce G. Miller, eds., *Extraordinary Anthropology: Transformations in the Field* (U. of Nebraska Press, 2007). (R)

Rachel Irwin, "Culture Shock: Negotiating Feelings in the Field," *Anth. Matters J.* 9 (1) (2007). (ER)

Godula Kosack, "Adopting a Native Child: An Anthropologist's Personal Involvement in the Field," in *Cross-Cultural Approaches to Adoption*, ed. Fiona Bowie (Routledge, 2004), pp. 21-30. (R)

Janet McIntosh, "Maxwell's Demons: Disenchantment in the Field," *Anthropology & Humanism* 29 (1):63-77 (2004). (ER)

Athena McLean & Annette Leibing, eds., *The Shadow Side of Fieldwork: Exploring the Blurred Borders between Ethnography and Life* (Blackwell, 2007). (R)

Annette N. Markham, "The Methods, Politics, and Ethics of Representation in Online Ethnography," in *Collecting and Interpreting Qualitative Materials*, 3rd ed., ed. Norman K. Denzin and Yvonna S. Lincoln (Sage, 2008). (ER)

Anne Monchamp, "Encountering Emotions in the Field: An X Marks the Spot," *Anth. Matters Journal* 9 (1) (2007). (ER)

Carolyn Nordstrom and Antonius C. Robben, eds., *Fieldwork under Fire: Contemporary Studies of Violence and Survival* (U. of California Press, 1995). (R)

George E. Marcus & Judith Okely, "Debate Section: 'How Short Can Fieldwork Be?'" *Social Anthropology* 15 (3):353-67. (ER)

Simon Ottenberg, "Changes over Time in an African Culture & in an Anthropologist," in *Others Knowing Others: Perspectives on Ethnographic Careers*, ed. Don Fowler & Donald Hardesty (Smithsonian Inst. Press, 1994), pp. 91-118. (ER)

Moshe Shokeid, "Anthropologists and Their Informants: Marginality Reconsidered," *European Journal of Sociology* 29 (1):31-47 (1988). (ER)

Moshe Shokeid, "When the Curtain Falls on a Fieldwork Project: The Last Chapter of a Gay Synagogue Study," *Ethnos* 72 (2) (2007), pp. 219-238. (ER)

Celayne Heaton Shrestha, "Emotional Apprenticeships: Reflection on the Role of Academic Practice in the Construction of 'The Field,'" *Anthropology Matters Journal* 9 (1) (2007), online: <http://www.anthropologymatters.com/journal/2007-1/index.htm>. (ER)

Aili Mari Tripp, "Intercontinental Parenting and Fieldwork: Dilemmas and Strategies for Women," *Signs* 27 (3):793-811 (2002). (ER)

Evon Vogt, "Some Reflections on Long-term Fieldwork in Anthropology," 8th Emeritus Lecture Honoring George M. Foster, Dept. of Anth., U. of California at Berkeley, 11/13/95. (ER)

David Young & Jean-Guy Goulet, eds., *Being Changed by Cross-Cultural Encounters* (Broadview, 1994). (R)

Week 14 (Wed., 12/10): LAST CLASS!

In class: Open discussion about your fieldwork & final papers.

Due *in class:* Mini-Final Research Project Report.

- *Anthro. grad students:* I'll return your paper to your dept. mailbox over the Winter Break.
- *Everyone else:* If you'd like comments on your papers, when you hand in your paper you must **attach to your paper with a paper clip: a large, self-addressed, stamped, manila envelope (9"x12")--addressed to wherever you'll be over Winter Break--with enough stamps to cover postage.**