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.

- Andrea Fontana and Anastasia H. Prokos, *The Interview: From Formal to Postmodern* (Left Coast Press, 2007)

• Marit Melhuus, Jon P. Mitchell and Helena Wulff, eds., *Ethnographic Practice in the Present* (Berghahn, 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:**
(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.
“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**


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:**


*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)


Sharon Macdonald, “Making Ethics,” in Ethnic Practice in the Present. (R)

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


Wolcott, The Art of Fieldwork, Ch. 6.

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


**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.


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:**


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.


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


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:**


**Group B:**


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

**Additional Resources:**


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


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

Additional Resources:


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


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

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


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:


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


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


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)


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:**


**Week 5 (Mon., 9/22): Choosing Informants**

Read at least one of the following:

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

**Handed back:** your research proposals

**Additional Resources:**

William M. K. Trochim, “Research Methods—Knowledge Base: Nonprobability Sampling,” online:


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:


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:


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


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


**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:**


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

Atkinson, *The Life Story Interview*.

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

**Group A:**


**Group B:**


**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:**


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


Browse web sites of some current software programs for notetaking:

- 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.


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


Read at least one of the following four articles:


Group A:

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

Group B:

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

Additional Resources:


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)


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:


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**


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


**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:**


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

**Additional Resources:**


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

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

**Group A:**

**Group A:**

**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**


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)


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


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


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


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

**Additional Resources:**


**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”; Úte Röschenenthaler, “An Ethnography of Associations? Translocal Research in the Cross River Region”).


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:

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


**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.


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


Sherryl Kleinman, Feminist Fieldwork Analysis (Sage, 2007). (R)


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


**Week 13 (Wed., 11/19): Writing Up Your Fieldwork II**


**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:


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


Additional Resources:


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


Additional Resources:


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

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


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:


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

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


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


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


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.