
ANTH 611 – 01
METHODS IN ANTHROPOLOGICAL RESEARCH
GFC Hours 3-0
Winter 2023

Instructor: Dr. Saulesh Yessenova
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Office: ES 602C

Seminar location: ES 822
Seminar days/time: Tuesdays 3:30 - 6:15PM

Prerequisite: Consent of the Department.

COURSE DESCRIPTION

The main objective of this seminar is to motivate students to enhance their knowledge of anthropological methodology and develop skills for conducting original ethnographic research. A central premise of this course is that as a social process, ethnographic research is embedded in particular contexts of power and meaning, including anthropologists themselves. We will examine scholastic arguments on ethics, research praxis, knowledge production, positionality, representation, collaboration, and advocacy.

LEARNING OUTCOMES:

- We will work from field accounts, methodology discussions, and academic debates, covering these important themes that will contribute to students' own research products, such as individual project proposals, ethics applications, dissertations or theses.
- Written assignments, peer review, readings, oral presentations, and class discussions in this course will prepare students for fieldwork seasons conducted outside the classroom.
- Based on motivated learning throughout the course, students will feel more confident about pursuing their research projects, demonstrate enhanced knowledge of the nature of anthropological research, improve research presentation and writing skills.

COURSE FORMAT:

Graduate seminar. Students are expected to come to every class prepared to discuss the readings assigned for the class.

COURSE READINGS:

All required and additional course readings will be listed on D2L and the course outline after the first class during which students will indicate their individual topics of research and the instructor will try to accommodate their learning needs and interests. The readings and schedules below are tentative and may change; they are provided to indicate the amounts of readings to be undertaken weekly and the intensity of the course work.

REQUIRED TECHNOLOGY AND EQUIPMENT: includes a computer with a word processor and access to the Internet.

SUPPLEMENTARY FEES: N/A

COURSE ASSIGNMENTS AND ASSESEMENT

- Attendance and participation in class discussions | **10%**
- Oral presentation of project proposal | **20%**
- Progress in methodology sections of individual project proposals | **20%**
- Written contribution to the peer review of project proposal drafts | **10%**
- Final paper | **40%**

*****Please note that no extra credit or 'make up' work is available in this class*****

Students will not be automatically failed if they skip one or more assessment. But a skipped assessment will certainly be reflected on the final grade. See below for explanation of some of the course assignments.

Regarding documentation: Students may provide supporting documentation for an exemption/special request. This may include, but is not limited to, a prolonged absence from a course where participation is required, a missed course assessment, a deferred examination, or an appeal. Students are encouraged to submit documentation that will support their situation. The decision to provide supporting documentation that best suits the situation is at the discretion of the student. Students cannot be required to provide specific supporting documentation, such as a medical note. Falsification of any supporting documentation will be taken very seriously and may result in disciplinary action through the Academic Discipline regulations or the Student Non-Academic Misconduct policy.

Reappraisal of Graded Term Work: <http://www.ucalgary.ca/pubs/calendar/current/i-2.html>

Reappraisal of Final Grade: <http://www.ucalgary.ca/pubs/calendar/current/i-3.html>

Department of Anthropology and Archaeology Grading Scheme:

A+	95 – 100%	B+	80 – 84.9%	C+	67 – 70.9%	D+	55 – 58.9%
A	90 – 94.9%	B	75 – 79.9%	C	63 – 66.9%	D	50 – 54.9%
A-	85 – 89.9%	B-	71 – 74.9%	C-	59 – 62.9%	F	< 50%

INSTRUCTOR'S OFFICE HOURS: Instructor will not hold regular office. However, face to face or zoom meeting can be requested.

EMAILING TO INSTRUCTOR: Students are welcome to forward their questions and comments to the instructor or TA's email indicated at the top of this document.

LAND ACKNOWLEDGEMENT

The Department of Anthropology and Archaeology acknowledges the traditional territories of the people of the Treaty 7 region in Southern Alberta, which includes the Blackfoot Confederacy (comprising the Siksika, Piikani, and Kainai First Nations), as well as the Tsuut'ina First Nation, and the Stoney Nakoda (including the Chiniki, Bearspaw, and Wesley First Nations). The City of Calgary is also home to Métis Nation of Alberta, Region 3.

ACKNOWLEDGMENT AND RESPECT FOR DIVERSITY

The Department of Anthropology and Archaeology views diversity of identity as a strength and resource. Your experiences and different perspectives are encouraged and add to a rich learning environment that fosters critical thought through respectful discussion and inclusion.

EXPLANATION OF COURSE ASSIGNMENTS

Final paper

Since Bronislaw Malinowski's ethnographic account *Argonauts of the Western Pacific*, fieldwork has been a hallmark of anthropological research methods. However, what anthropologists really do in the field beyond using techniques such as interviewing, network analysis, or participant observation remains a bit of a mystery. In the 1980s, concerns with representation, voice, privilege, authority, and power dynamics between researchers and their "informants," "interlocutors," "project participants," or "collaborators" led to a paradigm shift in anthropology, exposing the discipline's contradictory role in knowledge production. In this course, we discuss the methods of production of knowledge and the philosophy of ethnography as a methodology.

Ethnography has remained the cornerstone of anthropological inquiry by being both the method and the final product of our craft. How do we actually accomplish the task of doing and writing ethnography? James Clifford argues that "ethnography is from beginning to end enmeshed in writing" (1983: 120). "This writing includes" ... is "a translation of experience into textual form" (ibid.).

This assignment invites you to undertake such translation by relating your observations and experiences to contemporary debates in anthropology on representation, critical self-reflection, subjectivity, partiality of knowledge, the place of difference and power in cultural analysis, and ethics.

You should begin this assignment by taking fieldnotes to document your observations and thoughts on a topic of your choice. This topic could be related to your research project, the ongoing pandemic, or any other subject matter. Keeping a fieldwork notebook as a source of contextualized data and personal reflection is highly encouraged. Michael Taussig provides examples of how small notes may lead to big memories and novel ideas that support multi-scalar sociopolitical, historic, and ongoing local-global dynamics. As E. E. Evans-Pritchard, one of the most renowned British anthropologists of the past emphasized it in his ethnography *Witchcraft, oracles, and magic among the Azande*: "Anyone who is not a complete idiot can do fieldwork ... Anyone can produce a new fact; *the thing is to produce a new idea*" (1937).

By working from potentially discrepant field accounts or "collections" (Taussig 2011: 5), you will make sense of your raw data by situating it within broader frames of analysis. You should draw upon course's readings (particularly Taussig's *I swear I Saw It*) to guide your assignment.

There is no one 'correct' way of organizing your paper. Your paper should be approximately 20 pages-long, 12-point font Times New Roman, 1.5 spaced, and incorporate meaningful and substantial references to course readings. Overall, your personal voice should come through your paper as you relate your personal narrative to theoretical and analytical trends and insights. The objective of this assignment is to enhance your skills to conduct ethnographic fieldwork and produce written accounts by combining relevant personal and professional experiences and scholarly insights.

Progress in methodology sections in individual project proposals

For the purpose of this course, everyone is encouraged to expand the existing (short) versions of project proposals to incorporate a thorough discussion of methodology to be used (methodology in particular). Make sure you take advantage of suggestions outlined in Michael Watts' document. In addition, your progress will be based on your incorporation of insights from the course readings and beyond.

Peer review of project proposals

To facilitate learning, each proposal will undergo a thorough peer review. For this purpose, the class will be divided into smaller peer review groups outlined below. Each reviewer is expected to invest at least 2 hours in reviewing each draft.

Schedule of assignments

Project proposals are to be sent to the group members on the dates to be specified after the first class. Reviews to be sent to proposal's authors and for accountability purposes, copied to the instructor's email. Dates of oral presentations and other deadlines will be determined within the first two weeks of the course.

UNIVERSITY POLICIES

ACADEMIC ACCOMMODATIONS

Students seeking an accommodation based on disability or medical concerns should contact Student Accessibility Services; SAS will process the request and issue letters of accommodation to instructors. For additional information on support services and accommodations for students with disabilities, visit <https://live-ucalgary.ucalgary.ca/student-services/access>. Students who require an accommodation in relation to their coursework based on a protected ground other than disability should communicate this need in writing to their Instructor or the Department Head. The full policy on Student Accommodations is available at <https://www.ucalgary.ca/legal-services/university-policies-procedures/accommodation-students-disabilities-procedure>.

ACADEMIC INTEGRITY POLICY

Academic integrity is the foundation of the development and acquisition of knowledge and is based on values of honesty, trust, responsibility, and respect. We expect members of our community to act with integrity. The University Calendar includes a statement on the principles of conduct expected of all members of the university community (including students, faculty, administrators, any category of staff, practicum supervisors, and volunteers), whether on or off

university property. This statement applies in all situations where members of the university community are acting in their university capacities. All members of the university community have a responsibility to familiarize themselves with the principles of conduct statement, which is available at: www.ucalgary.ca/pubs/calendar/current/k.html.

ACADEMIC MISCONDUCT

The University of Calgary is committed to the highest standards of academic integrity and honesty. Students are expected to be familiar with these standards regarding academic honesty and to uphold the policies of the University in this respect.

Academic dishonesty is not an acceptable activity at the University of Calgary, and students are **strongly advised** to read the Student Misconduct section in the University Calendar at:

www.ucalgary.ca/pubs/calendar/current/k-3.html. Often, students are unaware of what constitutes academic dishonesty or plagiarism. The most common are (1) presenting another student's work as your own, (2) presenting an author's work or ideas as your own without adequate citation, and (3) using work completed for another course. Such activities will not be tolerated in this course, and students suspected of academic misconduct will be dealt with according to the procedures outlined in the calendar at: <https://www.ucalgary.ca/legal-services/university-policies-procedures/student-academic-misconduct-procedure>

For students wishing to know more about what constitutes plagiarism and how to properly cite the work of others, the Department of Geography recommends that they attend Academic Integrity workshops offered through the Student Success Centre: <https://www.ucalgary.ca/student-services/student-success/learning/academic-integrity>

INSTRUCTOR INTELLECTUAL PROPERTY

Course materials created by professor(s) (including course outlines, presentations and posted notes, labs, case studies, assignments and exams) remain the intellectual property of the professor(s). These materials may NOT be reproduced, redistributed or copied without the explicit consent of the professor. The

posting of course materials to third party websites such as note-sharing sites without permission is prohibited. Sharing of extracts of these course materials with other students enrolled in the course at the same time may be allowed under fair dealing. Information on Instructor Intellectual Property can be found at <https://www.ucalgary.ca/legal-services/university-policies-procedures/intellectual-property-policy>

FREEDOM OF INFORMATION AND PROTECTION OF PRIVACY ACT

Student information will be collected in accordance with typical (or usual) classroom practice. Students' assignments will be accessible only by the authorized course faculty. Private information related to the individual student is treated with the utmost regard by the faculty at the University of Calgary.

COPYRIGHT LEGISLATION

All students are required to read the University of Calgary policy on Acceptable Use of Material Protected by Copyright (<https://ucalgary.ca/legal-services/university-policies-procedures/acceptable-use-material-protected-copyright-policy>) and requirements of the copyright act (<https://laws-lois.justice.gc.ca/eng/acts/C-42/index.html>) to ensure they are aware of the consequences of unauthorized sharing of course materials (including instructor notes, electronic versions of textbooks, etc.). Students who use material protected by copyright in violation of this policy may be disciplined under the Non-Academic Misconduct Policy.

SUPPORTS FOR STUDENT LEARNING, SUCCESS, AND SAFETY

Please visit the Registrar's website at: <https://www.ucalgary.ca/registrar/registration/course-outlines> for additional important information on the following:

- Wellness and Mental Health Resources
- Student Success Centre
- Student Ombuds Office
- Student Union (SU) Information
- Graduate Students' Association (GSA) Information
- Emergency Evacuation/Assembly Points
- Safewalk

TENTATIVE CLASS SCHEDULE

WEEK 1

10 January

Introduction

In lieu of the first class, students are required to email to the instructor short descriptions of their graduate projects (or the latest drafts of their proposals) and describe specific skills and knowledge they would like to gain in this course. This information was to help the instructor to organize the course outline and tailor it (as much as possible) to individual needs.

Readings:

Watts, Michael "The Holy Grail: in pursuit of the dissertation proposal," *University of California at Berkeley*, 2001, 1-12. Posted on D2L.

Taussig, Michael. *Fieldwork notebooks*. Hatje Cantz, Germany, 2011.

Next class, we will discuss these two readings. Make sure you are well familiar with both of them. Watt's (2001) paper, which is deceptively short, is a key reading. It addresses to PhD students; however, it is also useful for all students. Please read it before class along with the drafts of your proposal. See into how you can make use of his insights in your work as you are going through it. During the class, we will comb

through the text, and will use examples relating to your individual research. Google the terminology that is new to you, prepare comments and questions. The other reading is *Fieldwork Notebooks* by Michael Taussig. This text should help us start discussing the fundamentals of ethnographic fieldwork. Both readings are posted on D2L.

WEEK 2

17 January

Research design and fieldnotes

We start this class with the review of the course outline. The rest of this class is a dedicated discussion of research design. Watt's (2001) paper, which is deceptively short, is a key reading. It addresses to PhD students; however, it is also useful for all students. Please read it before class along with the drafts of your proposal. See into how you can make use of his insights in your work as you are going through it. During the class, we will comb through the text, and will use examples relating to your individual research. Google the terminology that is new to you, prepare comments and questions.

The other reading is *Fieldwork Notebooks* by Michael Taussig. This text should help us start discussing the fundamentals of ethnographic fieldwork. Both readings are posted on D2L.

Readings

Watts, Michael "The Holy Grail: in pursuit of the dissertation proposal," *University of California at Berkeley*, 2001, 1-12. Posted on D2L.

Taussig, Michael. *Fieldwork notebooks*. Hatje Cantz, Germany, 2011.

WEEK 3

24 January

Ethnography as a method of inquiry

This class is intended to provoke contemplation about the craft of ethnography as a final product of our labour as well as a method of inquiry. The texts assigned for this class represent milestones in anthropology in terms of how they shaped fieldwork and ethnographic practice. The focus in this class is on how contemporary authors have addressed political and representational practices in anthropology from the rise of interpretive or hermeneutic analysis in which culture is treated as a text (Geertz) to subsequent efforts to abandon grand theories and embrace the idea of subjectivity of ethnographic research (Clifford). Of special relevance in this discussion is the way the desire to reform the discipline impacted ethnographic fieldwork.

Readings:

Malinowski, Bronislaw. 'Introduction: The Subject, Method and Scope of This Enquiry' In: *Argonauts of the Western Pacific: An account of native enterprise and adventure in the archipelagoes of Melanesian New Guinea* (1922, reprint date 2002). Routledge, open access:
<http://www.bohol.ph/books/Argonauts/Argonauts.html>

* This is a delightful reading (all you need to read is an introduction) that belongs to Malinowski who is credited with the introduction of ethnography as a method (or 'the' method) in anthropology.

Geertz, Clifford. Thick Description: Toward an Interpretive Theory of Culture In: *The interpretation of cultures*. Vol. 5019. Basic books, 1973. This chapter is available online through the library and posted on D2L. In addition, the entire volume is posted on D2L for week 13. For general information on Geertz' contribution to anthropology, follow this link: <https://www.ias.edu/clifford-geertz-work-and-legacy>

Clifford, James 'Introduction: Partial Truths' In: Clifford, James, and George E. Marcus, eds. *Writing culture: The poetics and politics of ethnography*. University of California Press, 1986: 1:26.

* *Writing Culture* is a volume that produced a paradigm shift in anthropology, bringing to the fore of critical discussions such issues as representation, writing strategies, the role of power in shaping ethnographic accounts among other things. I posted the scan of the introduction ("Partial Truths") on D2L. But the quality of this scan is not high. If you find it difficult to read or unable to access this important piece otherwise, please read an article by the same author listed below. The arguments and ideas discussed in these two readings will be recurrent in this course, so please take them seriously.

Clifford, James. "On ethnographic authority." *Representations* 2 (1983): 118-146.

Also note another title: Bernard, H. Russell. *Research methods in anthropology: Qualitative and quantitative approaches*. Rowman & Littlefield, 2017. This volume is not included in this course; however, it is a very useful, almost encyclopedic guide to research methods that most of you would find helpful in writing your proposals. Please consult it as soon as you can. One copy of this book (not sure how relevant this piece of information is now) is available at the grad grotto in the Dept. of Anthropology and Archeology.

WEEK 4

31 January

Ethnographic fieldnotes and the world

One of the biggest challenges that we face in conducting ethnographic research in specific locations and on very specific issues is to articulate the significance of our findings beyond the parameters of our research questions and sites and figure out how local situations are informed by broader developments. This class is dedicated to learning from others about their efforts to situate their work, their observations of local life within global/national milieus and the questions that their operations pose.

Readings:

Taussig, Michael. *I swear I saw this: Drawings in fieldwork notebooks, namely my own*. University of Chicago Press, 2011. Available online through the library.

Tsing, Anna Lowenhaupt. *In the realm of the diamond queen: Marginality in an out-of-the-way place*. Princeton University Press, 1993. Preface and Opening (pp. ix-28).

Edwards, David B. "Afghanistan, ethnography, and the new world order." *Cultural Anthropology* 9.3 (1994): 345-360.

The following article is useful for the organization of narrative in your final paper.

Besnier, Niko, and Pablo Morales. "Tell the story: How to write for American Ethnologist." *American Ethnologist* 45.2 (2018): 163-172.

Additional non-required readings:

Abu-Lughod, Lila. "The cross-publics of ethnography: The case of "the Muslimwoman." *American Ethnologist* 43.4 (2016): 595-608.

Two chapters from textbooks on fieldnotes have been posted on D2L for this class. These readings are particularly useful for those who just entered the discipline of anthropology.

The following three pieces are especially relevant to students engaged in research involving industries (e.g., agro-industrial, nuclear, etc.).

Gusterson, Hugh. *Nuclear rites: A weapons laboratory at the end of the Cold War*. Univ of California Press, 1996.

Gusterson, Hugh. "Exploding anthropology's canon in the world of the bomb: ethnographic writing on militarism." *Journal of Contemporary Ethnography* 22.1 (1993): 59-79.

Gusterson, Hugh. "Studying up revisited." *PoLAR: Political and Legal Anthropology Review* 20.1 (1997): 114-119.

WEEK 5

7 February

“Do not harm:” ethics of anthropological research

Anthropology’s history is not without controversies, ranging from ethical dilemmas to direct abuse of power in the name of creation of scientific knowledge. One of the most infamous cases involves the Yanomamo people whose well-being was compromised by anthropologists (and their friends). There is a short article by Homiak, John. "Secrets of the Tribe." *American Anthropologist* 114.1 (2012): 150-152 that you can use to familiarize yourself with the examples of such gross abuse. These historical cases in anthropology and medicine prompted the development of strict codes of ethical conduct. In preparation for this class, you should familiarize yourselves with the core documents, outlining the code of research ethics involving human subjects and principles of professional behaviour. It is important to note that in Canada, we follow the code developed by the American Anthropological Association (AAA).

Code of ethics:

<http://s3.amazonaws.com/rdcms-aaa/files/production/public/FileDownloads/pdfs/issues/policy-advocacy/upload/AAA-Ethics-Code-2009.pdf>

This document is posted on D2L.

Statement on the principles of professional behavior: <http://ethics.americananthro.org/category/statement/>

In this class, we will make sure that all students are familiar with these documents. In addition, it is important for everyone be informed about specific procedures instituted by IRISS office at our university.

https://research.ucalgary.ca/conduct-research/additional-resources/iriss?utm_source=iriss&utm_medium=redirect&utm_campaign=redirect

To be able to register your study with IRISS, you will need your supervisor’s approval. I want to make sure you are aware that prior to be able to submit your application for ethics clearance, you are required to take an online workshop. It is important that we use this class time to ensure that you know what to expect and how to meet the requirements setup by IRISS. Do not leave ethics application till the last moment!

As part of the procedure to obtain ethics clearance, you will be required to produce an informed consent form (standard versions of which are posted on D2L). You should make sense of the form and bring to this class a draft of your own informed consent form with the goal of workshopping it.

Among other issues that you are to address in this form, is an issue of anonymity as a way of protecting individual privacy and confidentiality (note that privacy and confidentiality are treated as separate fields in the ethics application). The question remains, however, how well the guarantee of anonymity helps to protect people’s privacy. There is a short article discussing this issue: May, Shannon. "Rethinking anonymity in anthropology: A question of ethics." *Anthropology News* 51.4 (2010): 10-13.

In the remaining time of this class, we will concentrate on gray areas of what constitutes ethical research based on personal experiences documented by a distinguished medical anthropologist, Dr. Nancy Scheper-Hughes. What is harm? What responsibilities do we carry as anthropologists in the field and how it changes upon our return ‘home’?

Readings:

Scheper-Hughes, Nancy “Culture, Scarcity, and Maternal Thinking: Maternal Detachment and Infant Survival in a Brazilian Shantytown” *Ethos* 1985, 13/4: 291 – 317.

Scheper-Hughes, Nancy. "Ire in Ireland." *Ethnography* 1.1 (2000): 117-140.

Scheper-Hughes, Nancy. "Parts unknown: Undercover ethnography of the organs-trafficking underworld." *Ethnography* 5.1 (2004): 29-73.

Scheper-Hughes, Nancy. "The primacy of the ethical: Propositions for a militant anthropology." *Current anthropology* 36.3 (1995): 409-440.

Additional readings:

Here you can find additional resources discussing what constitutes ethnical behavior that you might want to review: <http://www.americananthro.org/ParticipateAndAdvocate/Content.aspx?ItemNumber=1895&RDtoken=9542&userID=6944>

WEEK 6

14 February

On collaboration as a method

“Collaboration” and “partnership” are popular ways of thinking about the relationship with individuals and communities among which we learn. Yet, what practices and ideas stand behind these words are less understood, especially outside anthropology. In this class, we will discuss various ways of defining and establishing partnerships and collaborations with people as well as with other disciplines, including arts, sciences and education.

Readings:

Lassiter, Luke Eric. "Collaborative ethnography and public anthropology." *Current Anthropology* 46.1 (2005): 83-106.

Rappaport, Joanne. "Beyond participant observation: Collaborative ethnography as theoretical innovation." *Collaborative anthropologies* 1.1 (2008): 1-31.

Reddy, Deepa. "Caught! The predicaments of ethnography in collaboration." *Fieldwork is not what it used to be: Learning anthropology's method in a time of transition* (2009): 89-112. Available online through the library.

Said, Edward W. *Culture and imperialism*. Vintage, 2012. Introduction and chapter one. Posted on D2L.

Additional non-required readings:

Said, Edward W. "Representing the colonized: Anthropology's interlocutors." *Critical inquiry* 15.2 (1989): 205-225.

WEEK 7

NO CLASS, TERM BREAK

21 February

WEEK 8

28 February

Indigenous methodologies (part 1)

During these two classes, we will discuss colonialism as well as the promise and the practice of decolonization in ethnographic research. Key issues would include epistemology as knowledge and the means of knowledge creation and the possibilities of embracing and juxtaposing different epistemological traditions for academic and political purposes of liberation.

Readings:

Kovach, Margaret. *Indigenous methodologies: Characteristics, conversations, and contexts*. University of Toronto press, 2021. Prologue, introduction, Part 1 and 2 (pp. 1 – 154).

Marcus, George E. "Ethnography in/of the world system: The emergence of multi-sited ethnography." *Annual review of anthropology* 24.1 (1995): 95-117.

This article written by a non-indigenous author will be used to situate indigenous methodologies within broader anthropological research.

Additional non-required readings:

Harrison, Rodney. "On Heritage Ontologies: Rethinking the Material Worlds of Heritage." *Anthropological Quarterly* 91.4 (2018): 1365-1383.

Harrison, Rodney. "Forgetting to remember, remembering to forget: late modern heritage practices, sustainability and the 'crisis' of accumulation of the past." *International Journal of Heritage Studies* 19.6 (2013): 579-595.

WEEK 9

7 March

Indigenous methodologies (part 2)

Readings:

Kovach, Margaret. *Indigenous methodologies: Characteristics, conversations, and contexts*. University of Toronto press, 2021. Part 3 and 4 (pp. 155 – 279).

Ray, Lana. "Deciphering the "Indigenous" in Indigenous methodologies." *AlterNative: An International Journal of Indigenous Peoples* 8.1 (2012): 85-98.

Additional non-required readings:

Archibald, J. (2008). An Indigenous storywork methodology. In J.G. Knowles & A.L. Cole (Eds.) *Handbook of the arts in qualitative research: Perspectives, methodologies, examples, and issues* (pp. 371-384). Sage.

Bartlett, Cheryl, Marshall, Murdena, Marshall, Albert (2012). Two-eyed seeing and other lessons learned within a co-learning journey of bringing together indigenous and mainstream knowledges and ways of knowing. *Journal of Environmental Studies and Sciences*, 2, 331–340.

WEEK 10

14 March

From Malinowski's "ethnographic present" to an anthropology of history

Readings:

Stoler, Ann Laura. *Along the archival grain: Epistemic Anxieties and Colonial Common Sense*. Princeton University Press, 2010. Chapters 1 and 2 (pp. 1-54). Hard copy of this book is available at the library. Consider timely effort to obtain it!

Edwards, David B. *Before Taliban*. University of California Press, 2002. Preface and Introduction (pp. xv-21). Available online through the library.

WEEK 11

21 March

Participant observation and other methods

Participant observation is a key strategy of collecting data and developing insight in ethnographic research. What it is that we observe and in what we participate and to what ends are the key questions to be addressed in this class along with the situations involving challenges of establishing rapport with the individuals and groups of people in whose social worlds we are interested as researchers. In addition, we will consider other methods of data collection, including interviewing and focus groups. Finally, we will address research methodologies, seeking to analytically unbound societies and their cultures by determining complex links

between different kinds of social phenomena that problematize the conventional definition of ethnographic research site.

Readings:

Musante, Kathleen, and Billie R. DeWalt. *Participant observation: A guide for fieldworkers*. Rowman Altamira, 2010. This is a textbook. Pick two chapters from this book. Available online through the library.

Kanna, Ahmed. *Dubai, the city as corporation*. U of Minnesota Press, 2011. Available online through the library. Preface and Introduction (pp. ix-42). Available online through the library.

Davies, James, and Dimitrina Spencer. *Emotions in the field: The psychology and anthropology of fieldwork experience*. Stanford University Press, 2010. Introduction, Chapters one and four (please note that we'll focus in this class on these two chapters, but please read the introduction to familiarize yourself with the context of discussion). Available online through the library.

Additional non-required readings:

Hayden, Dolores. *The power of place: Urban landscapes as public history*. MIT press, 1997.

Lefebvre, Henri, Eleonore Kofman, and Elizabeth Lebas. *Writings on cities*. Vol. 63. Oxford: Blackwell, 1996.

Lock, Margaret M., and Vinh-Kim Nguyen. *An anthropology of biomedicine*. John Wiley & Sons, 2018.

WEEK 12	28 March
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Student presentations	
WEEK 13	4 April
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Student presentations	
Week 14	11 April
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Student presentations	