

HUMANITIES RESEARCH INTENSIVE: ETHNOGRAPHY RESEARCH

Semester No 6	Code HU-333	Credit Hours 3-0
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COURSE OBJECTIVES:

1. To expose you to major issues and debates surrounding ethnographic fieldwork and writing
2. To provide you with methodological techniques and strategies for conducting ethnographic fieldwork and writing; and
3. To encourage the development and advancement of your own research projects and agendas

COURSE LEARNING OUTCOMES:

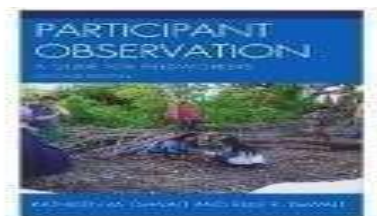
Upon successful completion of the course, the student should be able to:

1. To examine the main methods used in ethnographic research, such as participation observation and interviewing, in order to understand how cultural anthropologists practice their craft.
2. What it means to engage in ethnographic fieldwork and produce ethnographic texts.
3. To engage with course material to complete several exercises to practice their ethnographic skills and work toward their own research goals.
4. To formulate a solid research question
5. To gather the evidence that will help you to answer that question
6. To utilize archives, museums, and collections
7. To deliver your results in a public setting
8. To write an effective grant proposal

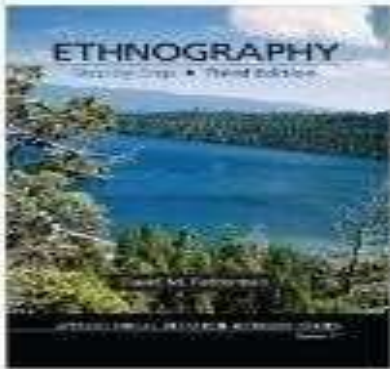
PRESCRIBED TEXT:

The following books are required for this course:

1. DeWalt, Kathleen M., and Billie R. DeWalt. 2011. Participant Observation: A Guide for Fieldworkers. Walnut Creek: AltaMira Press



2. Fetterman, David M. 2010. *Ethnography: Step-By-Step*. Newbury Park: Sage Publications



3. Ordóñez, Juan Thomas. 2015. *Jornalero: Being a Day Laborer in the USA*. Berkeley: University of California Press.



PREREQUISITE:

NIL

COURSE DESCRIPTION:

This course introduces freshmen and sophomores to the excitement of humanities research. It will prepare you to develop an independent summer research project, to work as a research aide for a NUST professor, or to apply for undergraduate research grants. You and your classmates will take a deep dive into some of the most important methods and questions driving scholarly research in the humanities today. Your laboratory will be the archives and museum collections at Pakistan Army Museum where you'll work doing hands-on research on ancient and modern books, manuscripts, artifacts, and monuments.

PROJECT DETAILS:

You will design, conduct, analyze, and write up a mini project by drawing on the concepts and methods discussed in this course. The project will revolve around three 30minute interviews with a population of your choosing on any anthropological topic.

This project can be modified to meet individual research needs, but you must discuss this with me before project commencement to ensure that you engage with course material and fulfill the project objectives. The project will have four parts:

1)CITI Training, 2) Research Proposal, 3) Data Collection and Analysis, and 4) Write Up. These parts will be due at different points during the semester (see below). The final report will be 5000- 6000 words, singled-spaced, 1" margins on all sides, Times New Roman 12-point font).

PROJECT TRAINING:

You are required to complete the Collaborative Institutional Training Initiative (CITI) Program Responsible Conduct of Research (RCR) Training as part of this course. This free training provides research ethics education to Humanities faculty and students. This training must be completed prior to carrying out any research with human subjects. For this course, you will complete the Social and Behavioral Responsible Conduct of Research portion of the training



ASSESSMENT SYSTEM:




Quizzes	10%
Reading Responses (11 Out of 12)/ Mid-term	30%
Project	40%
Project Presentation	20%



Weekly breakdown of course contents is as follows:



WEEK	TOPICS	QUIZZES	ASSIGNMENTS
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1	<p>🚦 Course Overview / Key Concepts in Ethnographic Fieldwork</p> <ul style="list-style-type: none"> • READINGS: • DeWalt and DeWalt, pg. 1-40 • Fetterman, pg. 1-32 • McGranahan, Carole. 2018. "Ethnography Beyond Method: The Importance of an Ethnographic Sensibility." <i>Sites: A Journal of Social Anthropology and Cultural Studies</i> 15:1-10 • D. Nolan, Method in Analytic Metaphysics, in <i>The Oxford Handbook of Philosophical Methodology</i>, (Eds. H. Cappelen, T. S. Gendler and J. Hawthorne), Oxford Handbooks Online (2016). 	<p>Beginning in Week 3, you will write short responses to the required readings for each week (500-600 words, singledspaced, 1" margins on all sides, Times New Roman 12point font, bibliography, Chicago Style citations). Your responses must be posted in the Discussion section of LMS. page by 11:59pm on the evening prior to class. To receive full credit, responses cannot be just summaries. They must be critical and insightful reflections of all of the weeks' readings that comment on the content of the texts and draw connections between them. Failure to post your response by the 11:59pm deadline will lower your grade. You will write 12 Reading Responses, but your lowest Reading Response grade will be dropped. Also, you are expected to read your classmates'</p>
		<p>responses before coming to class the following day. Being familiar with your classmates' take on the readings ahead of time will enrich our in-class discussions</p>

23	<p> The Field”</p> <ul style="list-style-type: none"> • READINGS: • Passero, Joanne. 1997. ““You Can’t Take the Subway to the Field!’ ‘Village’ Epistemologies in the Global Village.” In Anthropological Locations: Boundaries and Grounds of a Field Science, edited by Akhil Gupta and James Ferguson, 147- 162. Berkeley: University of California Press. • Markowitz, Lisa. 2001. “Finding the Field: Notes on the Ethnography of NGOs.” Human Organization 60:40-46. • Nader, Laura. 1972. “Up the Anthropologist: Perspectives Gained from Studying Up.” In Reinventing Anthropology, edited by Dell Hymes, 284-311. New York: Vintage Books • H. White, The Fiction of Narrative: Essays on History, Literature, and Theory, 1957–2007, John Hopkins University Press (2010). 	01	Reading Response #1 & Reading Response # 2
4	<p> Ethnography’s Colonial Legacy</p> <ul style="list-style-type: none"> • READINGS: • Asad, Talal. 1973. “Introduction.” In Anthropology & the Colonial Encounter, edited by Talal Asad, 9-19. Amherst: Humanity Books. • Deloria, Jr., Vine. 1969. “Anthropologists and Other Friends” from Custer Died for Your Sins: An Indian Manifesto, 78-100. New York: Macmillan. • Biolsi, Thomas, and Larry J. Zimmerman. 1997. “What’s Changed, What Hasn’t.” In Indians and Anthropologists: Vine 		Reading Response #3

	<p>Deloria, Jr., and the Critique of Anthropology, 3-24. Tucson: University of Arizona Press.</p> <ul style="list-style-type: none"> • J. Gibaldi, Introduction to Scholarship in Modern Languages and Literatures, The Modern Language Association of America, 2nd Edition (1992) 		
5	<p> Participant Observation</p> <ul style="list-style-type: none"> • READINGS: • Atkinson, Paul, and Martyn Hammersley. 1994. "Ethnography and Participant Observation." In Handbook of Qualitative Research, edited by Norman Denzin and Yvonna Lincoln, 248-261. Thousand Oaks: Sage Publications. • DeWalt and DeWalt, pg 4197 and 137-156 	1	Reading Response #4 & CITI Training Due
6	<p> Interviewing READINGS:</p> <ul style="list-style-type: none"> • Fetterman, pg. 33-68 • • Weiss, Robert S. 1994. Learning From Strangers: The Art and Methods of Qualitative Interview Studies (Chapters 14), 1-83. New York: The Free Press. 		Reading Response #5
7	<p> Research Design READINGS:</p> <ul style="list-style-type: none"> • Booth, Wayne et al. 2008. The Craft of Research (Chapters 3-4), 35-63. Chicago: University of Chicago Press. • DeWalt and DeWalt, pg. 109-136 	01	Reading Response #6
	<ul style="list-style-type: none"> • Silverman, Sybil. 1991. "Writing Grant Proposals for Anthropological Research." Current Anthropology 32:485-489. 		

8	<p> Fieldwork Ethics READINGS:</p> <ul style="list-style-type: none"> American Anthropological Association 2012 Code of Ethics. DeWalt and DeWalt, pg. 211-226 Fetterman, pg. 133-151 • Marshall, Patricia A. 2003. "Human Subjects Protections, Institutional Review Boards, and Cultural Anthropological Research." Anthropological Quarterly 76:269-285. 		Reading Response #7 AND Research Proposal Due
9	MID-TERM		
10	<p>• Feminist Qualitative Research</p> <p>M. McHugh, Feminist Qualitative Research: Toward Transformation of Science and Society, in The Oxford Handbook of Qualitative Research (Ed., Patricia Leavy), Oxford Handbooks Online (2014).</p>		Reading Response #8
11	<p> Gaining Trust and Access READINGS:</p> <ul style="list-style-type: none"> Atkinson, Paul, and Martyn Hammersley. 2007. "Access" from Ethnography: Principles in Practice, 41-62. London: Routledge. 		Reading Response # 9

	<ul style="list-style-type: none"> Colfer, Carol J. 2000. "Of Teamwork, Faith, and Trust in Western Sumatra." In <i>Stumbling Toward Truth: Anthropologists at Work</i>, edited by Philip R. DeVita, 74-83. Long Grove: Waveland Press. Hoffman, David M. 2006. "Swimming Through Fieldwork: Constructing Trust in the Mexican Caribbean." In <i>Dispatches From the Field: Neophyte Ethnographers in a Changing World</i>, edited by Andrew Gardner and David M. Hoffman, 153-2. Long Grove: Waveland Press. 		
12	 Analyzing Data and Fieldnotes READINGS: <ul style="list-style-type: none"> DeWalt and DeWalt, pg. 157-21 Fetterman, pg. 93-109 	01	Reading Response # 10
13	 Writing READINGS: <ul style="list-style-type: none"> Marcus, George E., and Dick Cushman. 1982. "Ethnographies as Texts." <i>Annual Review of Anthropology</i> 11:25-69. Atkinson, Paul, and Martyn Hammersley. 2007. "Writing Ethnography" from <i>Ethnography: Principles in Practice</i>, 191-208. London: Routledge. Clifford, James. 1986. "Partial Truths." In <i>Writing Culture: The Poetics and Politics of Ethnography</i>, edited by James Clifford and George E. Marcus, 126. Berkeley: University of California Press. Fetterman, pg. 113-131 		Reading Response # 11 AND Data Collection and Analysis Due

14	<p> Representation READINGS:</p> <ul style="list-style-type: none"> Said, Edward. 1978. "Introduction" from <i>Orientalism</i>, 1-28. New York: Vintage Books. Ramos, Alcida. 1987. "Reflecting on the Yanomami: Ethnographic Images and the Pursuit of the Exotic." <i>Cultura Anthropology</i> 2:284-304. Simpson, Audra. 2014. "Ethnographic Refusal: Anthropological Need" from <i>Mohawk Interruptus: Political Life Across the Borders of Settler States</i>, 95-114. Durham: Duke University Press 		Reading Response # 12
15	<p> Reflexivity</p> <ul style="list-style-type: none"> READINGS: Smith, Andrea. 2013. "Unsettling the Privilege of Self-Reflexivity." In <i>Geographies of Privilege</i>, edited by France Winddance Twine and Bradley Gardener, 263-279. New York: Routledge. Uddin, Nasir. 2011. "Decolonising Ethnography in the Field: An Anthropological Account." <i>International Journal of Social Research Methodology</i> 14:455-467. Villenas, Sofia. 1996. "The Colonizer/Colonized Chicana Ethnographer: Identity, Marginalization, and Co-optation in the Field." <i>Harvard Educational Review</i> 66:711-731. 		
16	<p> Ethnography Example – Day Laborers in California READING:</p>		

	<ul style="list-style-type: none"> • Ordóñez, Juan Thomas. 2015. Jornalero: Being a Day Laborer in the USA. Berkeley: University of California Press. <p>📚 Select chapters from authored/edited books and articles from relevant journals (e.g. Current Anthropology, American Anthropologist, American Ethnologist, Ethnography; J. of Archaeological Science, J. of Human Evolution, J. of Archaeological Method and Theory, J. of World Prehistory, Antiquity, History and Theory, Past & Present, Modern Asian Studies; Philosophy and Phenomenological Research, Philosophical Studies, Indian Journal of Philosophy, Studies in History and Philosophy of Science, Osiris, ISIS; Critical Inquiry, Modern Fiction Studies, American Literature, The Explicator, Journal of Modern Literature, substance, Diacritics)</p>		
17	Students' Presentations		
18	END SEMESTER EXAMINATION		