

ANT 371: Ethnographic Writing and Research
Spring Term, 2006: Mondays 1:30 pm – 4:20 pm, Chambers B22

Instructor: Prof. Eriberto P. Lozada Jr.

Office: Chambers B12

tel. : 704-894-2035

email: erlozada@davidson.edu

web: <http://www.davidson.edu/personal/erlozada>

Office Hours: M, W, F 9:30-10:20 am; T, Th 10:00 -11:15 am or by appointment

Fieldwork – the defining characteristic of anthropology – is central to developing critical ideas in anthropology and to better understanding social life and cultural practices. This seminar provides an overview of research design and fieldwork methodology in sociocultural anthropology. In this class, we will conduct a fieldwork-based empirical study, using a variety of qualitative research techniques, first concentrating on issues in research design – how to define a workable problem and how to select the appropriate methodology that addresses the problem – and implement such a research design. The goal of this seminar is to ground us in a wide variety of methodological and pedagogical techniques in the writing of ethnographies.

We will briefly explore various issues in fieldwork, including personal challenges and ethical concerns, and for your projects you will be required to apply for permission to do fieldwork through the college's institutional review board. Students will design a project, perform the fieldwork, and write up an in-depth ethnography based on their research. The class meets as a group during the first eight weeks of the semester and the remaining time is used for individual consultation.

Course Readings

Sunstein, Bonnie Stone and Elizabeth Chiseri-Strater 2002. *Fieldworking: Reading and Writing Research*. Bedford/St. Martin's. ISBN: 0-312-25825-9.

Levi-Strauss, Claude 1992. *Tristes Tropiques*. Penguin. ISBN: 0-140-16562-2.

Bateson, Mary 1995. *Peripheral Visions: Learning Along the Way*. Harper. ISBN: 0-060-92630-9

Additional articles will be available on Blackboard.

Course Requirements

The most important work in this course is to be prepared for each seminar meeting; this means having thoroughly read the material and being prepared to discuss particular points from the reading. Readings are due on the day listed in the class schedule. Your engagement with the material is vital for the success of this learning experience.

Seminar Participation: (15%) Students are expected to attend all classes, do the readings prior to class, and **discuss the implications of the issues** in the classroom.

Discussion Board: (10%) Each week, students will write a brief reaction towards an idea prompted by the reading; I will help initiate reactions on the discussion board, but you should feel free to write whatever you feel is relevant. They are due prior to the start of each seminar meeting. I expect you to have also reviewed you're your peers have written – you may respond to what they have written, but I expect all exchanges to be as civil as if they were said in person during the seminar meeting. When we go to the fieldwork portion of the semester, your submissions should be reflections on the fieldwork that you have accomplished – they are still due even if we are not meeting together as a group. **LATE SUBMISSIONS WILL NOT BE ACCEPTED.**

Ethnographic Paper: (75%) This grade will be broken down into sections that will be submitted separately: proposal, 10%; literature review, 15%; fieldnotes, 10%; presentation, 10%; final paper, 30%. Based on interests, students will select a particular research problem and apply at least three different and appropriate methodologies in their fieldwork. Each section will have a different handout available on Blackboard. The final paper will be due on **4 May 2006**.

While we will work together on various issues and projects, your papers are your own individual works. All work is subject to the Davidson College Honor Code as stated in the student handbook. If there are individual accommodations for special needs, please let me know and authorize the Dean of Students to contact me so that we can work something out.

Course Schedule (subject to modification)

Week 1, 9 January: Seminar Introduction

Topic: Research Design: forming a hypothesis. Research Proposal.

3:00 pm: Refworks Clinic.

Week 2, 23 January:

Readings: Sunstein and Chiseri-Strater, Chapter 1

Topic: More on Research Design and Selecting a Fieldsite.

Week 3, 30 January

Readings: Sunstein and Chiseri-Strater, Chapter 2; Chapter 7 (409-412)

Topic: Fieldnotes and Literature Reviews

Week 4, 6 February

Readings: Sunstein and Chiseri-Strater, Chapter 3 (focus on 105-124; 144-154); Chapter 4 (focus on 159-166; 169-176; 183-197; 207-212)

Topic: nVivo; meet in language laboratory

Assignment: Research Proposal Due

Week 5, 13 February

Readings: Sunstein and Chiseri-Strater, Chapter 7 (focus on 368-408)

Topic: Systematic Discourse Analysis

Week 6, 20 February

Readings: Claude Levi-Strauss' *Tristes Tropiques*

Assignment: IRB Proposal Due

Topic: Exercises in the Field: Mapping, Time Allocation

Week 7, 6 March

Readings: excerpt from Visual Anthropology (available on Blackboard)

Topic: Using Cameras, Videos, and other Media

Week 8, 13 March

Individual Consultations

Assignment: Literature Review Due

Week 9, 20 March

Individual Consultations

Week 10, 27 March

Individual Consultations

Week 11, 3 April

Individual Consultations

Week 12, 10 April

Individual Consultations

Assignment: Fieldnotes Due

Week 13, 24 April

Reading: Mary Bateson, *Peripheral Visions*

Week 14, 1 May

Assignment: Presentations

4 May: Final Paper Due