

September 2, 2020

Anthropological Field Methods ANTH 2210 Fall 2020

Lecture: Monday 3:30pm - 5:15pm (Zoom ID 919 5626 2719)

Tutorial 1: Monday 5:30pm - 6:15pm (Zoom ID 919 5626 2719)

Tutorial 2: Tuesday 10:30am – 11:15pm (Zoom ID TBA)

Tutorial 3: Time TBA

Instructor: Leilah VEVAINA (NAH 324, leilah.vevaina@cuhk.edu.hk)

Office Hour: by Appointment

TA: Gloria Wing Yee CHAUNG (chaungwingyee@cuhk.edu.hk)

Course Description

This course provides students with an overview of qualitative ethnographic field methods. Students will learn the basics of research design, skills in the field work process, as well as the organization and writing up of data for a final research report. In learning the theory and practice of various methods, students examine the common problems and ethical issues in conducting anthropological field work, acquire critical and reflexive thinking, and learn how to tackle dilemmas in the field. After the course, students should have gained enhanced knowledge in independent research, and developed communication and presentation skills, as well as team work related values such as personal responsibility, mutual support, and peer review. They will be prepared to embark on their final year project.

This class is designed like an extended workshop. Each Exercise will be reviewed by the class and step by step, students will compile a Research Portfolio.

Course Readings

All course readings will be posted on Blackboard. You are expected to do all the weekly readings and come prepared to discuss them during your tutorial sessions.

In addition, if you would like some **optional** readings in Chinese, please see:

趙恩潔等著, 《這反田野：人類學異托邦故事集》，左岸文化出版社，2019

香港中文大學人類學系學者, 《人類學好野 -- 關於人類的我都想學》，蜂鳥出版，2020。

Course Requirements

1. Participation 20%
 - Attendance is mandatory for tutorials

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- Marking is based not just on attendance, but how well you prepare and how much you contribute to the discussion. You should have done your readings and come prepared with questions and be proactive in discussion.
 - Fieldnotes and other assignments will be posted, read, and discussed by your classmates.
2. Ethnographic Exercises 50% (5 exercises total, at 10% each)
 - These will be posted to Blackboard and discussed in tutorials.
 - Details of each Exercise will be discussed in Lecture and tutorials
 3. Final Research Portfolio and Presentation 30%
 - Each student will collect all the materials from their Exercises and put together a write-up and reflection of their fieldwork and project. Class presentations will be focused on their reflections about the fieldwork process.

All assignments must be first uploaded to Veriguide and then uploaded to Blackboard with the signed Veriguide certificate.

Note that the University adopts a policy of **zero tolerance on plagiarism**. Using someone else's ideas or words without citing the source is plagiarism. (This includes taking material from the Internet without citing the website, or using lecture materials without citing the lectures). Works found to have plagiarized will receive a zero mark, and the case may be taken to the faculty and university disciplinary committees. It is your responsibility to familiarize yourself with the CUHK academic honesty policy at: <http://www.cuhk.edu.hk/policy/academichonesty/>

Course Outline and Readings (subject to change)

Week 1 September 7 Introduction

No tutorial this week

Week 2 September 14 What is Ethnography?

Spradley, J. P. (1980) "Ch. 1: Ethnography and Culture" and "Ch. 2 Ethnography for What?" in *Participant Observation*, pp. 3-25.

Malinowski, B. (1922) "Method and Scope of Anthropological Fieldwork", in Robben and Sluka, (2006) *Ethnographic Fieldwork*, pp. 46-67.

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Week 3 September 21 The Research Cycle

Spradley, J. P. (1980) Ch. 3. "The Ethnographic Research Cycle", In *Participant Observation*, pp. 26-35.

Kelly, M. (2012) Ch. 7 "Research Questions and Proposals," In *Researching Society and Culture*, ed. C. Seale, 3rd Edition, pp. 97-117.

Week 4 September 28 Ethics

Bourgois, Philippe (1991) "Confronting Anthropological Ethics: Lessons from Fieldwork in Central America." In Robben and Sluka (2006), *Ethnographic Fieldwork*, pp. 288-297.

American Anthropological Association (1998) "Code of Ethics." In Robben and Sluka (2006), *Ethnographic Fieldwork*, pp. 325-330.

Wednesday Sept 30 - Exercise #1 Due: Research Topic

Week 5 October 5 Participant Observation I – Overview

DeWalt, K. M. and B. R. DeWalt (2002) "Ch.1: What is Participant Observation," In *Participant Observation: a Guide for Fieldworkers*, pp. 1-15.

Boelstorff, T. (2008) *Coming of Age in Second Life*, pp.3-8 and Chapter 3 Methods.

Friday, October 9 – Exercise #2 Due: Literature Review

Week 6 October 12 Participant Observation II – Skills

DeWalt, K. M. and B. R. DeWalt (2002) "Ch.3: Doing Participant Observation: Becoming a Participant," In *Participant Observation: a Guide for Fieldworkers*. Pp. 35-66.

Emerson, R. M., R. I. Fretz, et al. (2011) "Ch.1: Fieldnotes in Ethnographic Research" and "Ch.2: In the Field: Participating, Observing, and Jotting Notes." In *Writing Ethnographic Fieldnotes*. Pp. 1-43.

Week 7 October 19 Interviews

Bernard, H. R. (2011[1995]) "Ch.8: Interviewing I: Unstructured and Semistructured." In *Research Methods in Anthropology: Qualitative and Quantitative Approaches*. Pp. 156-186.

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DeWalt, K. M. and B. R. DeWalt (2002) "Ch.8: Informal Interviewing in Participant Observation." In *Participant Observation: a Guide for Fieldworkers*. Pp. 137-156.

Weiss, Robert S. (1995) "Ch. 5 Issues in Interviewing", in *Learning From Strangers*, pp. 78-94.

Friday October 23: Exercise # 3 Due: Interview and Fieldnotes

Week 8 October 26 – Holiday No Class

Week 9 November 2 Identity in the Field

DeWalt, K. M. and B. R. DeWalt (2011) "Ch.6: Gender and Sex Issues in Participant Observation." In *Participant Observation: a Guide for Fieldworkers*. Pp. 99-108.

Rabinow, P. (1977) "Ch. 32 Fieldwork and Friendship in Morocco," In Robben and Sluka, *Ethnographic Fieldwork*, pp. 520-527.

Tsuda, T., (2015) "Is native anthropology really possible," *Anthropology Today*, 31(3), pp.14-17.

Recommended: Narayan, K. (1993) "How Native is a "Native Anthropologist," *American Anthropologist*, 95 (3), pp. 671-686.

Friday, November 6: Exercise # 4 Due – Participant Observation Fieldnotes

Week 10 November 9 Internet Research/Content Analysis

Slater, D. (1998) "Analyzing Cultural Objects" in *Researching Society and Culture*, ed. C. Seale, 1st Edition, pp. 233-244.

Doostdar, A. (2004) "The vulgar spirit of blogging": on language, culture, and power in Persian weblogistan. *American anthropologist*, 106(4), 651-662.

Tobota, M. (2019) "Ethnography on the Internet – what's next?," *Antropologia 2.o*.

Week 11 November 16 Analyzing Fieldnotes and Data

Bernard, H. R. (2011[1995]) "Ch. 18 Text Analysis I" and "Ch. 19 Text Analysis II", In *Research Methods in Anthropology: Qualitative and Quantitative Approaches*. Pp. 407-457, skim parts.

Rivas, C. (2012) "Coding and Analyzing Qualitative Data," in *Researching Society and Culture*, ed. C. Seale, 3rd Edition, pp. 366-392.

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Friday, November 20: Exercise #5 Due: Photos and Commentary

Week 12 November 23 Writing-Up

Emerson, R. M., R. I. Fretz, et al. (2011) "Ch.3: Writing Up Fieldnotes I: From Field to Desk," "Ch.4: Writing Up Fieldnotes II: Creating Scenes on the Page," "Ch.7: Writing an Ethnography." In *Writing Ethnographic Fieldnotes*. Pp. 45-127 & 201-242. Chicago, University of Chicago Press.

Week 13 November 30 Reflections on Fieldwork

No Reading: Discussion and Reflection in tutorials

Week 14 * Makeup class, Monday December 7 TBD

Tuesday December 15: Final Portfolio Due

<i>Grade</i>	<i>Criteria for 1) the course and 2) for coursework</i>
A	<p>1) Outstanding performance on all learning outcomes.</p> <p>2) The work has creatively synthesized course materials and key ideas in an original way. The argument is logical and cohesive, the discussion is well-organized, and the writing is clear. Concrete evidence corresponds to statements and claims.</p>
A-	<p>1) Generally outstanding performance on all (or almost all) learning outcomes.</p> <p>2) The work synthesizes course materials and key ideas in an original way, but there are areas for improvement.</p>
B-range	<p>1) Substantial performance on all learning outcomes, OR high performance on some learning outcomes which compensates for less satisfactory performance on others, resulting in overall substantial performance.</p> <p>2) The work demonstrates a solid grasp of course materials and key ideas. There are areas for improvement with respect to building a cohesive argument, organizing the discussion, communicating clearly, and/or identifying relevant evidence.</p>
C-range	<p>1) Satisfactory performance on the majority of learning outcomes, possibly with a few weaknesses.</p> <p>2) The work shows some effort, but course materials have not been sufficiently engaged. The argument and the writing is not clear, and/or there is no evidence for statements and claims made.</p>
D-range	<p>1) Barely satisfactory performance on a number of learning outcomes.</p> <p>2) The work shows little effort to engage course materials. There are major problems with clarity of argument and writing.</p>
F	<p>1) Unsatisfactory performance on a number of learning outcomes, OR failure to meet specified assessment requirements.</p> <p>2) The work has failed respond to the assignment prompt.</p>