Macquarie University
Division of Society, Culture, Media and Philosophy

Anth 385
Doing Ethnography

Semester and Year:	**Second Semester, 2007**
Meets:	**Tues 11-2:00 PM E5A, 309**
Unit convenor:	**Dr. Greg Downey**
Office location:	**C3A, Room 623**
Email:	**greg.downey@scmp.mq.edu.au**
Consultation:	**Tues 2:30-5:30 PM or by appt.**
Unit webpage:	**www.anth.mq.edu.au/ug/385**

Students in this unit should read this outline very carefully. Although the unit convenor reserves the right to make minor alterations during the semester, most essential information for this unit is in the outline. Please contact the convenor if you have any questions. Please note that this syllabus is based on one created by Dr. Kirsten Bell when she taught this unit.

Special note: Please do **NOT** use the electronic mail function that is available through WebCT. The resulting mail does NOT go to my normal account, and I tend to forget to look at it, so your correspondence could languish for some time.

Unit Description

This unit, 'Doing Ethnography', provides an introduction to fieldwork in cultural anthropology. As the primary goal of the course is to teach students how to do ethnographic fieldwork, over the course of the semester, students will engage in first-hand research where they regularly participate in and observe a cultural scene of their own choosing, and in a series of exercises designed to teach the skills necessary to successfully conduct ethnographic research. Weekly meetings will discuss the fieldwork process as students learn anthropological methods and debate methodology under the guidance of an experienced staff member. Students will then apply this knowledge and practice research techniques in various ethnography-related exercises. These meetings will also provide the opportunity for students to share their fieldwork experiences with each other, and discuss the methodological issues and concerns raised by their own studies. The program will culminate in a completed research proposal due at the close of the semester.

'Ethnography' is used to describe both a set of field research techniques and a genre of writing up the results into a portrait of a distinct way of life. This practical, hands-on unit

seeks to help student to develop skills in both of these dimensions of ethnography. Learning how to study culture in its natural setting is a valuable, but challenging endeavor.

The first part of the unit introduces some of the most important data gathering techniques used by ethnographers as well as the ethical challenges of field research. We will be discussing traditional qualitative anthropological research methods, such as participant-observation, interviews, and behavioural observation, as well as quantitative methods used in anthropology, such as household surveys, freelisting, participatory mapping, and cognitive-semantic methods.

In the second part of the unit, we will discuss a variety of techniques for data analysis, research design, and how to write up ethnographic results. We will discuss some of the challenges of ethnography, including how to conduct field research when the 'field' is on-line or spread widely geographically and how to navigate the thorny political issues of representing others in one's writing.

UNIT RATIONALE

This unit is designed to teach students how to do ethnography, both to use field research methods and to develop written accounts from the analysis of these materials. Ethnographic research methods and analytical techniques are among the most important contributions made by anthropology to the social sciences and to applied fields, like development studies, social services, business management, marketing, and human rights.

In order to become a competent ethnographer, one must develop technical, observational, and analytical skills as well as knowledge about ethnographies; in other words, one must *practice* ethnographic research in order to really understand how anthropologists create and use ethnographic knowledge. For this reason, the unit is, in part, a workshop. Even though some material will be delivered through lectures, the unit is emphatically not a lecture course because students necessarily must participate actively if they hope to develop their skills.

Ethnographic field methods are not merely the hallmark of our discipline; increasingly, these research techniques are used in other disciplines and outside of academe because they are so effective at getting data inaccessible through other means. In development industries, management consulting, user research, product design, market research, health care, social services, and a range of other fields, ethnographic research skills are essential, proving a valuable resource for those who work in social research in many areas.

This unit should help to professionalize students, to give them a basic familiarity with all phases of ethnographic research, from design to write-up. From this foundation, students might go on in academic research or into applied fields.

Unit Requirements

Attendance of the unit's lecture-tutorials is required; the unit is not offered through distance learning.
Textbook: There is no required textbook for this unit. Hard copies of the tutorial readings will be available in a unit reader available for purchase from the university bookstore. I am currently trying to make the readings for tutorials available through e-reserve.

Because of the new printery policy of the university, the readings for the first weeks will be distributed electronically; publication of the unit reader has been unavoidably delayed.

Written submissions: Students are required to keep copies of all the work that they submit. In the event that you submit it, and it is mislaid by the SCMP office or instructor, you will be required to resubmit it. If there is no record of your work being submitted and you cannot produce a second copy, it will be impossible for the convenor to give you credit for the assignment.

Learning Outcomes

At the end of this unit, students should be able to do the following:

- Understand the use of a variety of ethnographic research methods, including their strengths and the sorts of projects for which they might be most useful.

- To practice doing ethnographic research using small exercises so that students might get feedback and have opportunities to discuss what they have learned with peers and instructors.

- To prepare a sample research proposal and ethics application for a feasible ethnographic study; for those students considering advanced study (such as an Honours in Anthropology), this proposal might be a stepping stone.

- To feel that they might competently discuss field research techniques and seek employment as a field researcher in a variety of occupational fields.

Generic skill development:

- Students will develop their oral presentation and communication skills through class presentations and workshop discussions.

- Students will develop their research skills through active practice.

- Students will improve their critical skills by learning how research data is produced and how choices made by researchers affect the outcome.

- Students will improve problem-solving skills through research design activities and by engaging in various forms of data analysis.

ASSESSMENT RATIONALE

The goals of the assessment tasks are to, as clearly as possible, encourage students to develop very practical research-related skills. Many smaller assignments are included so that students will develop a range of different skills at a reasonable, progressive pace.

At the end of the semester, if the student has successfully completed the assignments, he or she should be able to confidently begin an honours year in anthropology or other field-based social science or enter applied fields in business, governmental or non-governmental research.

The assessment tasks are broken up so that the full range of research skills and field techniques will be practiced, not a much smaller selection of them as might happen in a single, large assessment task. In addition, many short exercises are assigned because a skills-based approach to education demands that students not engage with a subject passively.

ASSESSMENT CRITERIA

Research Portfolio: **30%**
Over the course of the semester, students will be given a series of small tasks, some of which will be completed outside of class and some during the lectures and tutorial sessions. The instructor will review them throughout the semester, but all of these assignments should be gathered and submitted along with the research proposal at the end of the semester. Assignments may be added to, amended, or reflected upon even after the instructor offers an initial assessment, and they may be amended based upon what happens in lectures or discussions, but all material must be included. That is, revisions of work may not replace initial versions. The goal is to show the student's development and refining of research skills.

Abbreviated Ethics Application: **10%**
Based on the Macquarie University Human Ethics Review Committee's standard application (subject to revision this year), this form will need to be filled out by all students. This assignment will be distributed electronically (so please make sure that the instructor has your email address). The ethics form will typically run to about 20 pages, but much of this is relatively easy to answer. For those considering honours in anthropology, this will be a preliminary run for the applications that they will submit to the actual committee for their honours projects.

Research Proposal   **30%**
Word length (approximately 3000 words)
Due date: 13 November, 5pm
For more information on the Research Proposal, please refer to the handout, 'Preparing a Research Proposal.' Research proposals will be original project designs for ethnographic

research projects, including detailed discussions of research methods, rationales for choice of methods, background readings on the research questions (including literature review), and a plan for completion. Students are not expected to complete the projects, but proposals will be based on preliminary site visits and related research.

Format: Proposal should follow the same format as other essays, including citation and referencing guidelines. Please look up the essay writing guidelines on the Anthropology homepage if you are unsure of what this entails. Make sure all pages are numbered, your student ID number appears on your proposal, and that you submit it through the Humanities-SCMP desk in W6A.

Research Proposal Presentation   **10%**
(P/F marking, with many opportunities for class participation). Note, students should be ready to present by Week 12 of the semester, depending on the size of enrollment. Presentations will substantially overlap in material with the Research Proposal; this does not constitute self-plagiarism in this case, however, because the repetition is intentional. Presentations will be scheduled in advance and should be about 10 minutes, to be followed by questions and discussion.

Tutorial Attendance and Participation: **20%**
Although in other units, I tend to make allowances for differences in students' willingness to discuss their ideas, I cannot make such allowances in this unit because of the format, learning goals, and materials in this unit. If you cannot participate in discussions, you should probably withdraw from this unit. Tutorial participation will be recorded and will be scored like other assessment tasks.

Plagiarism

Macquarie University has clear policies defining plagiarism, the presentation of someone else's work as your own, and the convenor of this unit strictly upholds these guidelines. Guidelines can be found in Macquarie's Handbook of Undergraduate Studies or online at: http://www.student.mq.edu.au/plagiarism/ (there is a link from the unit's homepage).

Please note that the availability of online materials has made plagiarism easier for students, but it has made discovery of plagiarism even easier for convenors of units. We now have specialized databases that can quickly identify the source of particular phrases in a student's work, if not original, and evaluate how much is taken from sources in inappropriate ways. My best advice to you is to become familiar with the guidelines about plagiarism and then 'quarantine' the files that you are actually planning on turning in; that is, do *not* cut and paste materials directly into any work file that you plan to submit.

Penalties for plagiarism are defined by the division's Teaching and Learning Committee, and they have very low thresholds for unit failure and report to the University Discipline Committee. For more information, see the links from the unit's homepage: www.anth.mq.edu.au/ug/385.

GRADING POLICY

Your final mark for this unit will include a range from 'fail' to 'high distinction', along with a standardised numerical grade (SNG). The Academic Senate of Macquarie University has set guidelines for the distribution of grades. For this reason, your raw mark for a unit, composed of the various components for each assessment item, may not be identical with your final SNG.

Under guidelines from the Academic Senate, convenors are required to distribute grades, and we are held accountable if too many students (more than 20%) fail our units. Marks within a unit are scaled for comparability across the university so that unit marks are consistent over time. Scaling, however, in no way changes the ordering of students or their ranking in the class.

ABBREVIATED OUTLINE OF WEEKLY TOPICS

Week	Date	Topic
1	31 July	Introduction: Studying Culture, Near & Far
2	7 Aug	The Ethics of Ethnography
3	14 Aug	Participant Observation: The Cornerstone
4	21 Aug	Keeping Notes
5	28 Aug	Behavioural Observation
6	4 Sept	Basic Interviewing (including focus groups)
7	11 Sept	Quantitative Methods: Beyond Surveys & Questionnaires
	Mid-semester Recess	
8	2 Oct	Designing a Project
9	9 Oct	Analyzing Data: texts, for example…
10	16 Oct	Writing Ethnography
11	23 Oct	Ethnography in an Information Age: Multi-sited & Multi-media
12	30 Oct	The Politics & Ethics of Representation
13	6 Nov	Student Reports & Review

Outline of Lectures, Tutorials & Readings

The unit outline includes a short description of each class followed by a listing of the most essential readings for each week; these readings are included in the unit reader or available online. The end of the unit outline contains a much longer bibliography of selected readings on the topic for the week. Please do not be confused by the doubling listing.

Supplementary listings at the end of the unit outline are to aid in preparing proposals and in subsequent student research; every effort will be made to get these readings on three-hour reserve at the Macquarie University Library.

Week 1: Introduction: Studying Culture, Near & Far

31 July 2007

This week will introduce the unit outline and key concepts for the semester, such as 'ethnography', 'culture', and 'theory'. We will discuss the research process and the practical applications of anthropological forms of research in both academic and non-academic fields. The learning goals for the semester and their relationship to tutorials, assignments, and evaluation criteria will be explained.

Tutorial reading (not required):

Geerz, Clifford. 1973. Thick Description: Towards an Interpretive Theory of Culture. In *The Interpretation of Cultures*. Pp. 3-30. New York: Basic Books.

Week 2: The Ethics of Ethnography

7 August 2007

Ethnographic research poses distinct ethical questions for any anthropologist. During this week, we will consider some of these ethical challenges using actual cases and examples of projects that have been proposed by other researchers. For example, we will discuss serious ethical problems, such as the use of anthropology in wartime and the accusations leveled against We will consider these challenges philosophically and practically, including a discussion of Macquarie University's Human Research ethics review process, guidelines, and application. Students will begin their Abbreviated Ethics Proposal (based on the University's Human Ethics Review Application).

Tutorial discussion:

What risks might your 'proposed research project' create, for the subjects, others in the community, or you as the researcher? Also, please read the ethical dilemmas faced by the ethnographers in Jacobs' cases; do you agree with the solutions that the anthropologists provided in these cases? Please also read the one-page case distributed by the instructor. Based on your tutorial readings, how would you resolve the dilemma posed in this case. What ethical principles are at stake? What risks does the ethnographer run? To what dangers might the ethnographer expose her subjects given the case? (The instructor will subsequently draft a response, submitting it to the editor of *The Anthropology Newsletter*.)

Portfolio assignment: Project description and ethical issues: Bring a short description of your proposed research topic with bulleted list of potential ethical issues.

Tutorial readings:

Jacobs, Sue-Ellen. 1987. Cases and Solutions. In *Handbook on Ethical Issues in Anthropology.* Joan Cassell and Sue-Ellen Jacobs, eds. Pp. 20-36.

AAA. 1998. Code of Ethics of the American Anthropological Association. http://www.aaanet.org/committees/ethics/ethcode.htm

Lathrop, Stacy. 2006. For Comment: Protecting Research Subjects. (Handout) American Anthropological Association. http://www.aaanet.org/committees/ethics

Week 3: Participant Observation: The Cornerstone

14 August 2007

One thing that make ethnographic methods unique is that the ethnographer him- or herself is one of the primary research instruments, inserting him- or herself into the culture, group, site, or process that is the subject of research. Participant-observation is the core of anthropological research, one of its distinctive contributions to the social sciences. But the method poses its' own challenges, both theoretical and practical; even the two terms 'participation' and 'observation' seem opposed.

Tutorial discussion:

What is participant observation according to Malinowski, one of its foundational practitioners? What makes an ethnographer's way of interacting with people distinctive? What are the challenges of interacting with people while simultaneously observing them? What sorts of information might be accessible through participant-observation?

Portfolio Assignment: Participant-Observation Prospectus: In order to conduct research about your topic, where would you go and what would you hope to see? That is, what sorts of events and settings might provide you with opportunities to engage in participant-observation?

Tutorial readings:

Wolcott, Harry F. 1999. Ethnography as a Way of Looking. In *Ethnography: A Way of Seeing.* Pp. 41-64. Walnut Creek, Ca.: AltaMira Press (Sage).

Malinowski, Bronislaw. 1922. Introduction: The Subject, Method and Scope of this Inquiry. In *Argonauts of the Western Pacific.* Pp. 1-25. New York: E. P. Dutton.

Week 4: Keeping Notes

21 August 2007

The notes, sketches, and jottings of ethnographers are their 'data', taken during observation, discussion, and even going about everyday life in the field. How do we take effective notes? What can we reasonably expect to accomplish in the field with our records? This week we will practice taking notes, coding them, organizing them, and preparing to analyze them to

be written up. Generations of field researchers have made costly mistakes and learned valuable tricks to effectively take notes in the field; we will try to learn from these insights.

Tutorial discussion:

What are field notes, according to Emerson and Wolf? From your own observation, what are they? Recordings of events? Traces of the ethnographer's thoughts? What is the relationship between fieldnotes and headnotes? Which are the 'data'? What factors influence how a researcher takes notes?

Portfolio Assignment: In class note-taking exercises: Please read the examples of field notes in your unit reader and be prepared to discuss and analyze them.

Tutorial readings:

Emerson, Robert M., Rachel I. Fretz, and Linda L. Shaw. 1995. Writing Up Fieldnotes I: From Field to Desk. In *Writing Ethnographic Fieldnotes*. Pp. 39-65. Chicago: University of Chicago Press.

Wolf, Margery. 1992. Fieldnotes. In *A Thrice-Told Tale: Feminism, Postmodernism, and Ethnographic Responsibility*. Pp. 61-92. Stanford: Stanford University Press.

Week 5: Behavioural Observation

28 August 2007

We observer people all the time, watch people, study them, read their emotions, notice markers on them of their identity, notice how they interact. But how do we turn observation into a useful research tool, one that might provide data that stands up to ethnographic scrutiny? Systematic, trained observation can be a surprisingly effective tool for studying interaction patterns, ritualized activity, workplaces, product use, and a host of other topics for both applied and theoretical anthropology. In class, we will discuss different sorts of observation protocols, spatial observation tools, and when they are most effectively used.

Tutorial discussion:

Given the suggestions made in Kellehear's article, you will be writing a basic observational protocol. Are there dimensions of your research project that might be addressed using behavioural observation? What sorts of research questions, or parts of research projects, might be addressed using observation?

Tutorial assignment: Observation protocol based upon student's proposed research topic. You should choose an observational task that might be done on campus, close to the space where we meet for our unit.

Tutorial readings:

Kellehear, Allan. 1993. Simple Observation. In *The Unobtrusive Researcher: A Guide to Methods*. Pp. 115-138. Sydney: Allen & Unwin.

Borman, Kathryn, Ellen Puccia, Amy Fox McNulty, and Bill Goddard. 2002. Observing a Workplace. In *Doing Cultural Anthropology: Projects for Ethnographic Data Collection*. Michael V. Agrosino, ed. Pp. 99-106. Prospect Heights, Il.: Waveland Press.

Clancey, William J. 2001. Field Science Ethnography: Methods for Systematic Observation on an Expedition. *Field Methods* 13(3): 223-243. Downloaded at http://homepage.mac.com/wjclancey/~WJClancey/ClanceyFieldMethods.pdf

Week 6: Basic Interviewing (including focus groups)

4 September 2007

Interviewing would appear, at first glance, to be one of the simplest tools in the ethnographer's repertoire: what could be easier than asking questions about things you wish to know? And yet interviewing, including focus groups, tends to be far trickier than novice field researchers realize. This week we look at some of the technical, interactional, and ethical complexities of doing interviews and using interview data. In fact, anthropological research helps us to better understand the potential obstacles in the interview process and the failings of simplistic interpretation of interview data.

Tutorial discussion:

You will be asked to do a short interview with a classmate in the week leading up to this tutorial, and then to be interviewed in turn. What challenges arose in the interview that you conducted? Did your interview 'go well'? What sort of 'data' did the interview produce? How could you use it? How did it feel to be interviewed? What sorts of considerations affected the answers that you gave? What sorts of problems did Karen Nairn and her colleagues face in their interviews? What sorts of interactions might interviewing produce?

Portfolio assignment: '**Object of attachment' interviews**, with both 'headnotes' and field notes (No need to record or transcribe. Please note, this assignment is longer than most Portfolio Assignments.)

Tutorial readings:

De Laine, Marlene. 1997. Interviewing. In *Ethnography: Theory and Applications in Health Research*. Pp. 162-182. Sydney: MacLennan & Petty.

Rapley, Timothy John. 2001. The Art(fulness) of Open-ended Interviewing: Some Considerations on Analysing Interviews. *Qualitative Research* 1(3):303-323.

Nairn, Karen, Jenny Munro, and Anne B. Smith. 2005. A Counter-Narrative of a 'Failed' Interview. *Qualitative Research* 5(2):221-244.

Week 7: Quantitative Methods: Beyond Surveys & Questionnaires

11 September 2007

Many socio-cultural anthropologists suggest that ethnographic methods are inherently opposed to 'qualitative' research methods, that is, methods that produce 'hard' data in the forms of quantifiable results, numbers, or other materials that might be analysed statistically. 'Qualitative' and 'quantitative' social sciences are sometimes seen in conflict; qualitatively inclined anthropologists often criticize quantitative methods as being inherently biased, insensitive to context, incapable of producing new insights or holistic understanding, and largely misguided. In fact, field research produces opportunities to combine insights from both quantitative and qualitative techniques.

In this week, we will discuss a number of quantitative research techniques that might be used deftly, how quantitative data can be used to support and reinforce qualitative projects, and why a researcher might choose strategically to employ quantitative methods. In particular, we will focus on some of the methods used in cognitive, psychological, and semantic anthropology to elicit local systems of classification and study cultural consensus. In particular, we will be examining free listing, triad comparisons, mapmaking, and consensus analysis, among other methods.

Tutorial discussion:

Please read Crane, and then **either one of the two** articles in the reader (Garro and Hogan, *et al.*) or some of those available on line or from the instructor. Please be prepared to present your specific method to the whole class, to discuss what you think it might be useful for, its strengths and possible weaknesses.

Portfolio assignment: **Outline description of quantitative technique:** Using the articles from the reader or the others provided, write a brief, one-page outline describing how to carry out one type of quantitative ethnographic research. Be prepared to discuss and share outline.

Tutorial readings:

Crane, Julia G. 1992. Doing Ethnosemantic Research. In *Field Projects in Anthropology: A Student Handbook.* 3rd edition. Pp. 121-135. Prospect Heights, Il.: Waveland Press.

Garro, Linda C. 1986. Intracultural Variation in Folk Medical Knowledge: A Comparison Between Curers and Noncurers. *American Anthropologist* 88(2):351-370.

Hogan, Bernie, Juan Antonio Carrasco, and Barry Wellman. 2007. Visualizing Personal Networks: Working with Participant-aided Sociograms. *Field Methods* 19(2):116-144.

Mid-semester Recess

Week 8: Designing a Project

> *2 October 2007*

Taking what we have learned about diverse research methods, how would a researcher actually go about designing a research project? This week we will discuss how to turn a research interest into a set of questions, these questions into manageable research techniques that will produce appropriate data, and how these will serve the researcher's agenda. Research design, in many ways, is the most creative part of ethnographic research, when a researcher or team brainstorms about how relevant data might be obtained, attempts to anticipate obstacles and opportunities, and prepares a flexible, robust research agenda. Unlike many research techniques, ethnographic research often requires ongoing adaptation, repeated redesign, and on-site refinement, but these processes will always work better if the research design has an open-ended, multi-method framework.

Tutorial discussion:

According to Bruenes, what are some of the distinctive problems faced by ethnographic researchers who decide to do projects 'close to home'? What would a researcher have to do to make these projects more likely to succeed? What are the stages of research that need to be carried out according to Bruenes?

Assignment: Please submit your abbreviated ethics application. In class, we will do a framing exercise to think about our research project design for the proposal.

Tutorial readings:

Hammersley, Martyn, and Paul Atkinson. 1983. Research Design: Problems, Cases, and Samples. In *Ethnography: Principles in Practice.* Pp. 27-53. London and New York: Tavistock.

Bruenes, Anna Lucia. 1998. Doing Anthropology at Home. In *Research Methods in the Field: Eleven Anthropological Accounts.* Malcolm Crick and Bill Geddes, eds. Pp. 66-92.

Week 9: Analyzing Data: Documents, for example

9 October 2007

Once we have collected all of this 'soft' data, these observations, interview transcripts, analyses of found texts, and other materials, how do we analyze it? How do we move beyond simply writing 'raw' observations into something resembling social analysis? In fact, analytical techniques are nearly as varied as the research techniques that produce the original data. In this week's discussion, we will explore a range of analytical techniques, including qualitative research software, that can be used to study the data produced by various research techniques. We will discuss a number of techniques: structural, discursive, interactional, trope-based, contextual, network, and other forms of analysis.

Tutorial discussion:

In this session of the tutorial, we will be discussing different ways of analyzing texts, using some examples from the convenor's fieldwork. We will also be analyzing the personal ads that you have brought (see below).

Portfolio assignment: Bring six personal ads (searching for partners) to class. Please photocopy them or print them off. Following Silverman's suggestions, begin to do an analysis of the structure, content, significance, or meaning of these ads. We will be discussing them in tutorial.

Tutorial readings:

Silverman, David. 2001. Texts. In *Interpreting Qualitative Data: Methods for Analysing Talk, Text and Interaction.* 2nd edition. Pp. 119-158. London: Sage.

Week 10: Writing Ethnography

16 October 2007

Good ethnography is not simply the production of good data, it is the penning of persuasive ethnographic accounts. Ultimately, ethnography persuades an audience and accomplishes its

objectives only if it is written effectively. How we choose to write our accounts, however, involves stylistic, philosophical, political, and strategic choices. Especially in the 1980s, anthropologists criticized themselves and their fields for the way that they wrote, including the assumptions that were buried in the stylistic choices that we made. In this week, we will discuss writing strategies, including whether or not we use a 'neutral' or 'reflexive' voice in our ethnographies.

Tutorial discussion:

What are the advantages to writing in an 'objective' style? Does this style make ethnography more scientific? Why might we choose to make something familiar sound exotic in our accounts? What dangers do we run if we make an unfamiliar cultural practice sound 'logical' or familiar (by relating it to a common practice in our home cultures)?

Tutorial readings:

Rosaldo, Renato. 1986. After Objectivism. In *Culture and Truth: The Remaking of Social Analysis.* Pp. 47-67. Boston: Beacon Press.

Clifford, James. 1986. On Ethnographic Allegory. In *Writing Culture: The Poetics and Politics of Ethnography.* Pp. 98-121. Berkeley: University of California Press.

Week 11: Ethnography in an Information Age: Multi-sited & Multi-media

23 October 2007

Many anthropologists once feared that ethnography would disappear—along with anthropology—as technology, trade, and social change seemed to make 'primitive' or isolated groups appear increasingly endangered. Ironically, ethnography has become a bit trendy in the 'New Economy', finding favour among market researchers, product designers, software engineers, management consultants, and other knowledge workers. At the same time, anthropologists have come increasingly to realize that the 'fields' we wish to study may no longer be so easy to define. Instead, the 'field' may extend over widely separated physical spaces, or even into virtual spaces.

Tutorial discussion:

How did the various sites that Teaiwa visited affect her own view of her research agenda? What is 'homework'? Would the research project that you are proposing require you to work in more than one site? How are these sites connected? Are the boundaries around your field site clear? What influences would you imagine impinging upon the site you propose to study? What media might be part of your research subject?

Portfolio assignment: No portfolio assignment for this week.

Tutorial readings:

Marcus, George E. 1998. Ethnography in/of the World System: The Emergence of Multi-Sited Ethnography. In *Ethnography Through Thick and Thin.* Pp. 79-104. Princeton: Princeton University Press.

Teaiwa, Katerina Martina. 2004. Multi-sited Methodologies: "Homework" in Australia, Fiji, and Kiribati. In *Anthropologists in the Field: Cases in Participant Observation.* Lynne Hume and Jane Mulcock, eds. Pp. 216-233. New York: Columbia University Press.

Week 12: The Politics & Ethics of Representation

30 October 2007

How anthropologists represent their subjects has ethical implications, just as the research techniques they employ do. How we talk about people, describe them and their worldviews, has political implications. This week we will discuss some of the political and ethical concerns that anthropologists have had about the way that we write about the people we study in what has come to be called a 'crisis of representation'. These concerns may seem abstract, but they influence the ways that we include direct quotes in our writing, how we describe the perspectives of the people we have studied, even what tense of verb we use in describing their lives. In this week, we will discuss how our ethical commitments to our subjects and our political concerns continue to orient ethnography in our writing strategies.

Tutorial discussion:

What sorts of 'authority' do Obeyesekere and Sahlins use in their writing? Whose argument do you find most convincing? What are the implications of the way that Sahlins chooses write about the beliefs of Hawaiians?

Tutorial readings:

Obeyesekere, Gananath. 1992. Chapter One. In *The Apotheosis of Captain Cook: European Mythmaking in the Pacific.* Pp. 3-22. Princeton: Princeton University Press.

Sahlins, Marshall. 1995. Introduction. In *How 'Natives' Think: About Captain Cook, for Example.* Pp. 3-22. Chicago: University of Chicago Press.

Week 13: Student Reports & Review

6 November 2007

During this week's session, each student will briefly present his or her 'research proposal' following the format given out by the instructor. Students will discuss their area of interest, their research question, how they propose to get materials or data that might bear on their research question, and how they would analyze that material. This session will be in a 'workshop' format, with each student given 10 minutes to present (note: depending on enrollment, proposal presentations may start in Week 12).

We will also discuss ways to think about the 'theoretical significance' of our research (the topic of the reading available for this week).

Tutorial readings:

LeComte, Margaret D., and Jean J. Schensul. 1999. Creating Interpretations. In *Analyzing & Interpreting Ethnographic Data.* Ethnographer's Toolkit. Volume 5. Pp. 213-225. Walnut Creek, Ca: AltaMira (Sage).

Readings on Lecture Topics

The following are not required, but they are provided to give the students a much clearer understanding of the materials upon which the unit lectures and exercises are based. Especially as a student designs a research project, for this class or subsequently, these materials may prove invaluable. None of these readings is required, however, for the student's participation in tutorials.

Many of these texts will be placed on reserve at the Macquarie University Library. Some of the journal articles are available on-line through the library's 'Journal Finder'.

General resources on ethnography

Agar, Michael H. 1980. *The Professional Stranger: An Informal Introduction to Ethnography.* New York: Academic Press.

Bernard, H. Russell, ed. 1998. *Handbook of Methods in Cultural Anthropology.* Walnut Creek, Ca.: AltaMira (Sage).

Jean J. Schensul, and Margaret D. LeCompte, eds. 1999. *The Ethnographer's Toolkit.* Seven volumes. Walnut Creek, Ca.: AltaMira (Sage).

Week 2: The Ethics of Ethnography

7 August 2007

De Laine, Marlene. 2000. *Fieldwork, Participation, and Practice: Ethics and Dilemmas in Qualitative Research.* London: Sage.

Fluehr-Lobban, Carolyn, ed. 1991. *Ethics and the Profession of Anthropology: Dialogue for a New Era.* Philadelphia: University of Pennsylvania.

Katz, Jack. 2006. Ethical Escape Routes for Underground Ethnographers. *American Ethnologist* 33(4):499-506.

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4 September 2007

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