ANTH 323 (Field Methods in Cultural Anthropology)  
Spring 2004  
TR 1:10-2:30  
Professor Donna Perry  
Office: 10 Glatfelter Hall  
Office phone: 337-6197  
E-mail: dperry@gettysburg.edu  
Office Hours: M 2:00-5:00, W 2:00-5:00  
*I can also meet at other times by appointment

COURSE DESCRIPTION
This class will prepare students to conduct anthropological research and, more generally, to think openly about cultural difference. Students will learn an array of anthropological research methods including participant-observation, structured and unstructured interviews, life histories, sampling and surveys, charting kinship, and library and Internet research. By engaging in practical, hands-on exercises, students will perfect their ability to make informative qualitative observations about social space, communication, transactions/exchanges, body language, ritual practices, and other social behaviors and beliefs.

In addition, the class will familiarize students with issues of cultural difference by offering insightful readings and videos by anthropologist who reflect upon their fieldwork. This cross-cultural encounters “track” exposes students to the personal and subjective challenges of working with human communities. Students will be challenged to confront and discuss issues of cultural relativism, poverty, political activism, and gender. Those who have traveled are encouraged to share their personal experiences with their classmates. Finally, students will learn the ethical standards set forth by the American Anthropological Association, and discuss the many ambiguous ethical scenarios that may arise during anthropological fieldwork.

LEARNING GOALS

• Students will gain practical ethnographic experience by employing an array of methodologies to study social and cultural behavior.
• Students will learn about the personal and ethical challenges that conducting anthropological fieldwork entails.
• Students will learn to construct a social scientific research problem and to “operationalize” it through appropriate methodology.
• Students will enhance their writing skills through weekly mini-projects and a final ethnography.
• Students will learn to verbally express complex ideas and to make and support claims through regular class discussion and debate.
READINGS

A. Books
Students will read five books, which are listed below. The first three concern anthropological methodology, while the last two are “reflexive” ethnographies in which anthropologists openly describe their fieldwork experiences. Each book is available at the university bookstore and each is required. In order to be prepared for in-class discussion, students should complete all readings by our Thursday class (see the schedule below).

1) Crane, Julia G., and Michael V. Angrosino

2) DeWalt, Kathleen M., and Billie R. DeWalt

3) Kutsche, Paul

4) Raybeck, Douglas

5) Gottlieb, Alma, and Philip Graham

B. Articles
The articles for this class are available electronically on Blackboard by clicking the button “Course Documents.” I will give an in-class demonstration on how to access the articles. *Students are required to print up all articles.* To see a list of articles and their full references, go to the end of this syllabus.

In order to be prepared for in-class discussion, students should complete all readings by our Thursday class (see the schedule below).

FILMS
Students will watch a number of ethnographic films that shed light on the fieldwork experience. All will be viewed in class. See the schedule below for a list of the films we will view.

ATTENDANCE POLICY
This class is highly participatory and revolves around regular discussions and group work. Therefore attendance is required. Students are permitted 3 unexcused absences, but each absence beyond that will result in a 3-point penalty to the individual’s grade. To grasp the weight of such a penalty, note that three such absences would lower one’s final grade by a full letter. If the student misses class on the day of a film, group-work, or discussion he or she will be doubly penalized since they will forfeit the points they would earn from film guides an/or participation.*See my on-line Attendance Policy for more details.*
GRADING

A. Mini-Projects: 8 @ 5 pts. each 40%
B. Final Ethnography: 45%
C. Participation: 15%

A. Mini-Projects: These projects enable you to explore a variety of methodologies that anthropologists employ while conducting fieldwork. They may or may not be incorporated into your Final Ethnography (it all depends on whether these are a) relevant to your research question and 2) feasible to do with your research community). All are due on set dates as indicated below except the Ritual and Life History Mini-projects. Because these two may be harder to arrange, they can be done and handed in any time before the end of week #13 (though I suggest you not leave them to the last minute!). I will give you explicit instructions on how to do these mini-projects one week before they are due. Most are described in the Kutsche or Crane and Angrosino books, and will be about 2 pages long. You may opt out of one of the first seven mini-projects (you may not opt out of the Ritual or Life History). All are due on Tuesdays.

- Body Language: Feb. 3
- Describing Space: Feb. 17
- Annotated Bibliography: Feb. 24
- Charting Kinship: March 2
- Interview Guide: March 9
- Gifts & Exchanges: March 23
- Survey: April 20
- Ritual: floating (due any time before the end of week #13–April 22)
- Semi-Structured Interview: floating (due any time before the end of week #13–April 22)

B. Final Ethnography: A major portion of your grade is based on a “big” ethnographic research project that consists of fieldwork conducted with a particular community written up into a paper. The paper will be about 15 pages long, and must incorporate participant-observation (at least 20 hours), interviews (5-10), and any other relevant methodologies that help you to explore your research question. You are free to incorporate data from any of the mini-projects that you do into your Final Ethnography. You must come up with a research proposal by Week #3. The first draft of the Final Ethnography is due in Week #14 and within the next week you must read and give feedback to a fellow student on their paper (the same will be done for you). The final paper will be handed in, and presented informally to the class, during Final’s Week.

- Proposal for Final Ethnography: February 10 (5%)
- Field logs for Final Ethnography: March 30 (10%)
- 1st Draft of Final Ethnography: April 27 (25%)
- 2nd and last draft of Final Ethnography: May 13
- Informal Presentations: May 13
- Peer-response to Final Ethnography: May 4 (5%)

1discuss this with me if it is a problem
C. Participation: Students are expected to participate actively in class discussions, group-work, and debates. Successful participation depends on a careful reading of assigned books and articles as well as attentive viewing of class films. Both instructor and student will contribute to a participation log that will be the basis for determining the student’s final participation grade. I reserve the right to give pop quizzes or other means of assessing preparation if it becomes clear that students are not doing the reading.

Note: Although you are allowed 3 unexcused absences, I do not recommend that you consider these your “right” since missing class will reduce your participation grade. You may be subject to “double jeopardy” if you take an unexcused absence on a day when we have discussion. If you are not there when we engage in group-work or discussion, that will significantly lower your participation grade for that week.

ANTHROPOLOGICAL ETHICS
We will discuss anthropological ethics in-depth. But all students should know, at the start of this class, that we adhere to two key ethical guidelines:

1) NO COVERT RESEARCH: You are a Gettysburg student conducting anthropological research. All people you work with closely and regularly in a non-public domain, including those you are interviewing, should be aware of this.

2) PROTECT YOUR INFORMANTS AT ALL TIMES: You must keep the identity of your informants anonymous and you cannot reveal things in public that might damage him or her.

HONOR CODE
In order to participate as a registered student in this class, you must agree to adhere to the standards of academic integrity espoused by Gettysburg College. In particular, you must write and sign the Gettysburg Honor’s Pledge at the end of all written work.

The Gettysburg Honor’s Pledge affirms that you have not cheated on an exam or plagiarized an essay other take-home assignment. It is considered plagiarism when you:

- Submit the words, sentences, ideas, conclusions, and/or examples from a source (a book an article, the Internet, another student’s paper) without citing the source.
- Submit another person’s work in place of your own
- “Recycle” a paper that was written for another class and for which you have already received credit
- Knowingly aided another student in plagiarizing an assignment as defined above.

Violations of this Honor code will be penalized according to the college’s policies. For more information on the Gettysburg Honor Code go to: http://www.gettysburg.edu/academics/acad/honor_code/index.html.

STUDENTS WITH DISABILITIES
Students with disabilities should notify me as soon as possible so that I can make all reasonable efforts to accommodate your needs.

SCHEDULE
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<th>Date</th>
<th>Topics</th>
<th>Readings</th>
<th>Assignments</th>
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| January 27 & 28 | Introduction to anthropological fieldwork  
Participant-Observation, continued  
Confronting Cultural Relativism | ✦ Raybeck book, chs. 1-4  
✦ Dewalt book, chs. 1 & 2  
✦ Crane book, p. 1-21 | none |
| February 3 & 5   | Participant-Observation, continued  
Cross-Cultural Encounters  
Film: “A World of Differences” | ✦ Raybeck book, chs. 5-6  
✦ Dewalt book, chs. 3, 4 & 6  
✦ Kutsche book, p. 38-57  
| February 10 & 12 | Participant-Observation, continued  
Confronting Cultural Relativism  
Film: “To Find the Baruya Story: An Anthropologist at Work with a New Guinea Tribe” | ✦ Raybeck book, chs. 7-11  
✦ Crane book, p. 64-74 & 179-189 | ✦ Proposal for Final Ethnography |
| February 17 & 19 | Doing Background Research in Cultural Anthropology  
Relationships with “Informants” and “Collaborators”  
Library Workshop (Thursday) | ✦ Turner e-reserve  
✦ Behar #1 e-reserve  
✦ Kutsche book, p. 13-26 | ✦ Describing Space |

* = Mini-Projects  
♦ = Final Ethnography  
*complete all readings by Thursday and be prepared for discussion or group work  
*complete all assignments by Tuesday
<table>
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<th>Week</th>
<th>Topic Details</th>
<th>Readings</th>
<th>Assignments</th>
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<td>5</td>
<td><strong>February 24 &amp; 26</strong></td>
<td><strong>Readings:</strong> Dewalt book, chs. 8 &amp; 9, Emerson et al. e-reserve (change this—wrong chapter. Use chapter 4)</td>
<td><strong>Assignments:</strong> Annotated Bibliography</td>
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<td><strong>Topics:</strong> Taking, Organizing, &amp; Analyzing Fieldnotes Cross-Cultural Encounters</td>
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<td>6</td>
<td><strong>March 2 &amp; 4</strong></td>
<td><strong>Readings:</strong> Gottlieb book, chs. 1-4, Crane book, p. 44-63</td>
<td><strong>Assignments:</strong> Charting Kinship</td>
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<td><strong>Topics:</strong> Interviewing</td>
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<td>7</td>
<td><strong>March 9 &amp; 11</strong></td>
<td><strong>Readings:</strong> Gottlieb book, chs. 5-7, Dewalt book, ch. 7</td>
<td><strong>Assignments:</strong> Interview Guide</td>
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<td><strong>Topics:</strong> Interviewing, continued My fieldwork slides</td>
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<td>8</td>
<td><strong>March 16 &amp; 18</strong></td>
<td><strong>Readings:</strong> Gottlieb book, chs. 7-end, Kutsche book, p. 85-209</td>
<td><strong>Assignments:</strong> Ritual Life History</td>
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<td><strong>Topics:</strong> Spring recess</td>
<td><strong>forgot to assign Kutch chapter on ritual</strong></td>
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<td><strong>Note the following two “floating” Assignments, which have no set due date. They can be handed in any time before the end of week #13</strong></td>
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<td>9</td>
<td><strong>March 23 &amp; 25</strong></td>
<td><strong>Readings:</strong> Dewalt book, ch. 5, Briggs e-reserve, Kondo e-reserve</td>
<td><strong>Assignments:</strong> Gifts &amp; Exchanges will make this due on Thursday</td>
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<td><strong>Topics:</strong> Studying Ritual Gender &amp; Fieldwork Will have to finish talking about interviewing and errors</td>
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<td>Film clips on ritual</td>
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| March 30 & April 1 | Collecting Life Histories  
Gender & Fieldwork, continued  
teach how to use Transcriber program  
Film: “N!ai: Story of a !Kung Woman” | Shostak e-reserve  
Crane book, p. 75-107 | Field logs for Final Ethnography |
| April 6 | Ethics & Fieldwork: The Anthropologist as Activist | Schepers-hughes e-reserve  
Hodgson e-reserve | none |
| April 13 & 15 | Ethics & Fieldwork: Human Subjects Protocols  
*Move this to much earlier in class!!  
Film: “A Man Called Bee”  
NEEDS TO BE VIEWED OUTSIDE OF CLASS | Bourgois e-reserve  
Geest e-reserve  
Tierney e-reserve  
Dewalt book, ch. 10 | none |
| April 20 & 22 | Sampling & Surveying  
Final Fieldwork Issues: Understanding  
Film: “Margaret Mead: Taking Note” | Rosaldo e-reserve  
Behar #2 e-reserve  
Winther e-reserve | Survey |
| April 27 & 29 | Sampling & Surveying  
Final Fieldwork Issues: Knowing  
Film: “Rigoberto Menchu: Broken Silence” | Burgos-deBray e-reserve  
Stoll e-reserve | 1st Draft of Final Ethnography |
### May 4 & 6

**Topics:**
- Wrap-up
- Final Fieldwork Issues: Believing

**Film:** “In Her Own Time: Barbara Myerhoff’s Final Fieldwork” **NEEDS TO BE VIEWED OUTSIDE OF CLASS**

### FINAL’S WEEK

**Thursday, May 13, 8:30 AM**

**Assignments:**
- 2nd and last draft of Final Ethnography
- Informal Presentations

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### List of articles and chapters on e-reserve

 Behar, Ruth  

 Bourgeois, Philippe  

 Briggs, Jean  

 Burgos-Debray, Elisabeth  

 Emerson, Robert M., Rachel I. Fretz, and Linda L. Shaw  

 Geest, S. V. D.  

 Hodgson, Dorothy L.  

 Kondo, Dorinne K.  

 Rosaldo, Renato  
Scheper-Hughes, Nancy

Shostak, Marjorie

Stoller, Paul, and Cheryl Olkes
1987  Chapter 1 (Mehanna); Chapter 2 (A Lesson in Survey Research); Chapter 3 (Discussion Groups); Chapter 4 (Guided Interpretations); & Chapter 5 (Two Birds in the Rafters Are Better Than One in the Bush). In In Sorcery's Shadow: a Memoir of Apprenticeship Among the Songhay of Niger. Paul Stoller and Cheryl Olkes, Pp. 1-27. Chicago and London: University of Chicago Press.

1987  Chapter 22 (Frightening Discoveries); Chapter 23 (Evidence of Power); Chapter 24 (Repelled by the Cold in Ayoro); Chapter 25 (An Interpretation); Chapter 26 (The Path to the Wanzerbe); Chapter 27 (A Test of Hardness). In In Sorcery's Shadow: a Memoir of Apprenticeship Among the Songhay of Niger. Paul Stoller and Cheryl Olkes, Pp. 117-49. Chicago and London: University of Chicago Press.

Tierney, Patrick
2000  The Fierce Anthropologist. The New Yorker

Turner, Victor

Winther, Paul