

Anthropology 562: The Practice of Ethnography

Fall 2017

Lecture 10643R

T 2-4:50PM

KAP 137

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Office Hours: T/TH 11-11:50AM; also by appointment. You can also contact me Monday-Friday via email.

Course Website: ANTH 562 course materials are accessible through Blackboard; to access, click on: <https://blackboard.usc.edu/>

Required Texts:

1. Anthropology 562 Reader. (*Abbreviated as **RDR** in Reading Schedule*; (Available in Blackboard under Course Resources)
2. Emerson, Robert M., Rachel I. Fretz, and Linda L. Shaw. 2011. *Writing Ethnographic Fieldnotes*. Second Edition. Chicago: Chicago University Press. (*Abbreviated as **Emerson** in Reading Schedule*)
3. Hurston, Zora Neale. 2008 [1935]. *Mules and Men*. New York: Harper Perennial Modern Classics. (*Abbreviated as **Hurston** in Reading Schedule*)
4. Jacobs-Huey, Lanita. 2006. *From the Kitchen to the Parlor: Language and Becoming in African American Women's Hair Care*. Oxford: Oxford University Press. (*Abbreviated as **Jacobs-Huey** in Reading Schedule*)
5. O'Reilly, Karen. 2012. *Ethnographic Methods*. Second Edition. London: Routledge. (*Abbreviated **O'Reilly** in Reading Schedule*)
6. Zinsser, William. 2006. *On Writing Well*. Seventh Edition. New York: HarperCollins Publishers. (*Abbreviated as **Zinsser 2006** in Reading Schedule*)
7. Zinsser, William. 1993. *Writing to Learn*. New York: HarperCollins Publishers. (*Abbreviated as **Zinsser 1993** in Reading Schedule*)

Highly Recommended Text

8. Jackson, John L. 2001. *Harlemworld: Doing Race and Class in Contemporary Black America*. Chicago: University of Chicago Press. (*Abbreviated as **Jackson** in Reading Schedule*)

NOTE: All texts are on reserve in Leavey Library.

Course Description: Ethnography is most commonly understood as anthropology's hallmark methodology. But to its impassioned practitioners, ethnography is much more than that. Ethnography is also a theoretical approach and a dynamic way of seeing and being in the world. In this seminar, we will explore modes of inquiry and analysis that characterize the practice of ethnography. Special attention will be devoted to the various phases of ethnographic fieldwork, from "entering the field," collecting data, to writing/representing one's findings. We will also examine such analytical paradigms as discourse analysis, narrative analysis, visual analysis, among others. A review of specific case studies will augment this training and further illuminate the intersubjective dimensions of ethnographic fieldwork. At the end of the semester, you will gain insights with which to conduct pilot and/or ongoing fieldwork, as well as an appreciation for the politics of representation and the imperative of researcher accountability, collegiality, and professionalization.

Class Expectations & Evaluation: Class meetings will consist of a brief lecture, article/data presentations, and discussion, with a strong emphasis on the latter. Accordingly, it is essential that you keep up with the weekly readings and complete written assignments on time. This seminar centers methodological training for scholars in and beyond anthropology; participants should likewise anticipate structured lectures and discussion during the first five weeks.

Class Evaluation	
Participation/Attendance:	20%
Presentations of Readings:	30%
Final Assignment:	50%

Class Participation. Regular attendance is expected. If you are unable to attend a class, please let me know in advance. *(20% - 20 points)*

Presentations of Readings. In order to facilitate class discussion, students will be required to present a 5-10 minute synopsis of up to THREE required/optional readings across the span of the semester. On the day your article/chapter is assigned, you should prepare and post in Blackboard's "Discussion Board" a handout that summarizes the author's argument, methods, and findings and offers several discussion questions for our collective consideration. Breathe life into this exercise; for example, feel free to indicate the relevance/significance of the paper, particularly as it relates to ethnographic methods and the study of culture. You might also critique the author's methods or conclusions before presenting thoughtful questions to the class that encourage a critical examination of the reading. If you are conducting research, you can also incorporate examples from your data and/or fieldwork experiences that might extend class discussion. (NOTE: I will cover most, if not all of the assigned readings from O'Reilly [Ethnographic Methods].) *(30% - 30 points)*

Final Paper. For your final paper, you have the option of completing an ethnographic analysis OR an annotated bibliography on a topic relevant to your research. A half-page summary of your paper focus is due during the 6th week of class.

- Ethnographic analyses should be no more than 15-20 double-space pages in length (excluding a bibliography of 8-10 sources) and present data gleaned from a pilot ethnographic study, interview/life history, etc. Ethnographic analyses can also employ one or several modes of analysis (e.g., discourse analysis, narrative analysis, visual analysis). Graduate students who are well beyond their 4th year are strongly encouraged to complete an ethnographic analysis.
- Annotated bibliographies should specify a central research question and include a review of 25-30 texts (e.g., articles, chapters, films, and/or books). Ideally, these texts should inform your present/projected research. Annotated bibliographies should be single-spaced and provide a three to five sentence summary for each source.

Final papers must adhere to the following format: 12 point-font, 1" top, bottom, right, and left margins. Staple your paper/review and number your pages (no folders please); also include a title page. Bibliographic entries should be formatted according to either MLA or APA format; sample guidelines are available on the web at: <http://www.intranet.csupomona.edu/~dhanne/styleman.html>. Also, ethnographic analyses should be double-spaced (please avoid extra spaces between paragraphs) and annotated bibliographies should be single-spaced. **Final papers are due in my mailbox by 4:50PM on Thursday, December 7th** (Do not email papers; late papers will be docked points). *(50% - 50 points)*

READING SCHEDULE*

[NOTE: Emerson = Writing Ethnographic Fieldnotes, Hurston = Mules & Men, Jackson = Harlemworld, Jacobs-Huey = From the Kitchen to the Parlor (unless otherwise stated), O'Reilly = Ethnographic Methods, Zinsser 2006 = On Writing Well, Zinsser 1993 = Writing to Learn, RDR = ANTH 562 Reader, TBA=To be announced]

MODES OF INQUIRY

- WK 1: 8/22 **Course Introduction**
- WK 2: 8/29 **The Practice and Ethics of Ethnography**
- O'Reilly: Chapters 1-3
- WK 3: 9/5 **Ethnographic Fieldwork/Participant Observations**
- Geertz: Being There [in RDR]
 - Jacobs-Huey: Introduction [From the Kitchen to the Parlor]
 - O'Reilly: Chapter 4
- Optional/Additional Readings:*
- Agar: Who are you to do this? [in RDR]
 - Kent: Fieldwork that Failed [in RDR]
 - Clifford: Spatial Practices [in RDR]
- WK 4: 9/12 **Writing Ethnographic Fieldnotes**
- Emerson: Chapters 1-3
 - O'Reilly: Chapter 8
- Optional/Additional Readings:*
- Emerson: Chapter 5
- WK 5: 9/19 **Ethnographic Interviews/Life Histories**
- Gwaltney: Introduction, The Many Shades of Black [in RDR]
 - O'Reilly: Chapters 5 and 6
- WK 6: 9/26 **Multi-Sited Ethnography [Post ½ Page Summary of Final Project in Blackboard]**
- Berg: The Practical Challenges of Multi-Sited Ethnography
 - Casey: How to Get from Space to Place in a Fairly Short Stretch of Time [in RDR]
 - Falzon: Multisited Field Studies [in RDR]
 - Jacobs-Huey: Chapter 6 [From the Kitchen to the Parlor]
 - Marcus: Ethnography in/of the World System [in RDR]
- Optional/Additional Readings:*
- Jacobs-Huey: Chapter 5 [From the Kitchen to the Parlor]
 - Poole: An Excess of Description [in RDR]
 - O'Reilly: Chapter 7
- WK 7: 10/3 **Reading/Writing Day [No Class]**

CRITICAL/META-INQUIRIES

- WK 8: 10/10 **Native Ethnography**
- Jacobs-Huey: Chapter 7 [From the Kitchen to the Parlor]
 - Jackson: An Ethnographic Film/Flam [in RDR]
 - Kondo: The Eye/I [in RDR]
 - Navarro et al.: Sitting at the Kitchen Table [in RDR]
- Optional/Additional Readings:*
- Behar: Writing in My Father's Name [in RDR]
 - Narayan: How Native is a "Native" Anthropologist [in RDR]

ANALYTICAL PARADIGMS

- WK 9: 10/17 ***Politics of Representation***
- Geertz: I-Witnessing [in RDR]
 - Hurston: Mules and Men, Part I
 - Washington: Introduction, ZNH [in RDR]
- Optional/Additional Readings:*
- Jacobs-Huey: “Into the Breach” [in RDR]
 - Rosaldo: Grief and A Headhunters’ Rage [in RDR]
 - Rosaldo: Subjectivity & Social Analysis [in RDR]
 - Visweswaran: Betrayal: An Analysis in Three Acts [in RDR]
 - Zinsser 1993: Writing to Learn (Chapters 2, 4, and 10)
- WK 10: 10/24 ***Narrative Analysis***
- Basso: “Stalking with Stories” [in RDR]
 - Jacobs, Lawlor, Mattingly: I/We Narratives among African American Families Raising Children with Special Needs [in RDR]
 - Mattingly: Finding Narrative in Clinical Practice [in RDR]
 - Ochs & Capps: Narrating the Self [in RDR]
- Optional/Additional Readings:*
- Mattingly, Lawlor, Jacobs-Huey: Narrating September 11th [in RDR]
- WK 11: 10/31 ***Ethnographic Writing as Praxis***
- Emerson: Chapter 7
 - Geertz: Thick Description [in RDR]
 - O’Reilly: Chapter 9
 - Marcus & Fischer: Ethnography & Interpretive Anthropology [in RDR]
- Optional/Additional Readings:*
- Rankin: Meeting Readers’ Needs [in RDR]
 - Zinsser 2006: On Writing Well (Chs. 17, 20-24)

ETHNOGRAPHIC CASE STUDIES

- WK 12: 11/7 ***Ethnography of Popular Culture***
- Duranti: The Audience as Co-Author [in RDR]
 - Jacobs: Introduction; “The Arab is the New Nigger” [in RDR]
 - Jacobs: “It’s about to get real”: Kevin Hart as a Modern Day Trickster [in RDR]
 - Jacobs-Huey: Chapter 4 [From the Kitchen to the Parlor]
- Optional/Additional Readings:*
- Gwaltney: A Nation within a Nation [in RDR]
 - Jacobs-Huey: Black/“Urban” Standup Comedy: A Performance by Brandon Bowlin [in RDR]
 - Jacobs-Huey: Moralizing Whiteness in *Joan of Arcadia* [in RDR]
 - Kondo: Shades of Twilight [in RDR]
 - Morgan: Redefining “Language in the Inner City” [in RDR]
- WK 13: 11/14 ***Ethnography of/as Social Justice***
- Abu-Lughod: Do Muslim Women (Still) Need Saving? [in RDR]
 - Heath: What No Bedtime Story Means [in RDR]
 - Heath: New Love, Long Love: Keeping Social Justice and Ethnography of Education in Mind [in RDR]
 - Lund & Nabavi: A Duo Ethnographic Conversation on Social Justice Activism [in RDR]
- Optional/Additional Readings:*
- Jackson: Harlemworld
 - Manning: The Challenges of Postmodernism [in RDR]
- WK 14: 11/21 **Reading Day (Thanksgiving)**

WK 15: 11/28 **Reading Day (American Anthropological Association Meetings)**

Note: Final Papers/Annotated Bibliographies are due in my mailbox (KAP 352) by 4:50PM on TH 12/7/17. (Please do not email or post papers in Blackboard.)

Course Bibliography

- Abu-Lughod, Lila. 2013. Do Muslim Women (Still) Need Saving? *In Do Muslim Women Need Saving* (27-53). London: Harvard University Press.
- Agar, Michael. 1996. Who Are You To Do This? *In The Professional Stranger: An Informal Introduction to Ethnography*, 2nd Edition (91-111). New York: Academic Press.
- Basso, Keith H. 1988 [1984]. "Stalking with Stories": Names, Places, and Moral Narratives among the Western Apache'. *In E.M. Bruner (ed.) Text, Play, and Story: The Construction and Reconstruction of Self and Society* (19-55). Washington, D.C.: American Ethnological Society.
- Behar, Ruth. 1995. Writing in My Father's Name: A Diary of Translated Woman's First Year. *In R. Behar and D.A. Gordon (Eds.) Women Writing Culture* (65-82). Berkeley: University of California Press.
- Berg, Ulla D. 2008. The Practical Challenges of Multi-Sited Ethnography. *Anthropology News* (May: pg. 15).
- Casey, Edward. 1996. How to Get from Space to Place in a Fairly Short Stretch of Time: Phenomenological Prolegomena. *In S. Feld and K. Basso (Eds.) Senses of Place* (13-52). Santa Fe, NM: School of American Research Press.
- Clifford, James. 1997. Spatial Practices: Fieldwork, Travel, and the Disciplining of Anthropology. *In A. Gupta and J. Ferguson (Eds.) Anthropological Locations: Boundaries and Grounds of a Field Science* (185-222). Los Angeles: University of California Press.
- Collier, Jr., John and Malcolm Collier. 1986. The Challenge of Observation and the Nature of Photography. (5-18). Albuquerque: University of New Mexico Press.
- Collier, Jr., John and Malcolm Collier. 1986. Orientation and Rapport (19-28). Albuquerque: University of New Mexico Press.
- Collier, Jr., John and Malcolm Collier. 1986. Risks to Rapport in Photographic Probing. *In Visual Anthropology: Photography as a Research Method* (133-137). Albuquerque: University of New Mexico Press.
- Collier, Jr., John and Malcolm Collier. 1986. Principles of Visual Research. *In Visual Anthropology: Photography as a Research Method* (161-173). Albuquerque: University of New Mexico Press.
- Duranti, Alessandro and Donald Brenna. 1986. The Audience as Co-Author. *Text*, 6(3): 239-347.
- Duranti, Alessandro. 1997. Indexical Speech across Samoan Communities. *American Anthropologist* 99(2): 342-354.
- Duranti, Alessandro. 1997. Transcription: From Writing to Digitized Images. *In Linguistic Anthropology* (123-161). Cambridge: Cambridge University Press.
- Emerson, Robert M., Rachel I. Fretz, and Linda L. Shaw. 1995. Writing Ethnographic Fieldnotes. Chicago: Chicago University Press.**
- Falzon, Mark Anthony. 2015. Multisited Field Studies. *In J. Wright (Ed.) International Encyclopedia of the Social & Behavioral Sciences* (103-108). Amsterdam: Elsevier.
- Geertz, Clifford. 1971. Thick Description: Toward an Interpretive Theory of Culture. *In The Interpretation of Culture* (3-30). New York: Basic Books.
- Geertz, Clifford. 1988. Being There: Anthropology and the Scene of Writing. *In Works and Lives: The Anthropologist as Author* (1-24). Stanford: Stanford University Press.
- Geertz, Clifford. 1988. I-Witnessing: Malinowski's Children. *In Works and Lives: The Anthropologist as Author* (73-101). Stanford: Stanford University Press.

- Gwaltney, John Langston. 1993. Introduction and a Nation within a Nation. *In Drylongso: A Self Portrait of Black America* (xix-23). New York: The New Press.
- Gwaltney, John Langston. 1993. The Many Shades of Black. *In Drylongso: A Self Portrait of Black America* (71-92) New York: The New Press.
- Heath, Shirley Brice. 1982. What No Bedtime Story Means: Narrative Skills at Home and School. *Language in Society* 11(1): 49–76.
- Heath, Shirley Brice. 2011. “New Love, Long Love”: Keeping Social Justice and Ethnography of Education in Mind. *Anthropology & Education Quarterly* 42(4): 397–403.
- Hurston, Zora Neale. 1990 [1935]. Mules and Men. New York: HarperCollins.**
- Jackson, John L. 2004. An Ethnographic *Film/Flam*: Giving Gifts, Doing Research, and Videotaping the Native Subject/Object. *American Anthropologist* 106(1): 32-42.
- Jackson, John L. 2001. Harlemworld: Doing Race and Class in Contemporary Black America. Chicago: University of Chicago Press.**
- Jacobs, Lanita. n.d. Introduction. *In To Be Real: Truth and Authenticity in African American Standup Comedy, from 9/11 to Obama*. Manuscript under preparation for Oxford University Press.
- Jacobs, Lanita. n.d. “The Arab is the New Nigger”: African American Comics Confront the Irony and Tragedy of 9/11. *To Be Real: Truth and Authenticity in African American Standup Comedy, from 9/11 to Obama*. Manuscript under preparation for Oxford University Press.
- Jacobs, Lanita. Forthcoming. “It’s about to get real”: Kevin Hart as a Modern Day Trickster. *In* Pete C. Kunze and Jared Champion (Eds.) *Taking a Stand: American Stand-up Comedians as Public Intellectuals*. London: Palgrave Macmillan.
- Jacobs-Huey, Lanita. 2003. Black/”Urban” Standup Comedy: A Performance by Brandon Bowlin. *Theatre Journal* 55(3): 539-541 (October).
- Jacobs-Huey, Lanita. 2006. From the Kitchen to the Parlor: Language and Becoming in African American Women’s Hair Care. Oxford: Oxford University Press.**
- Jacobs-Huey, Lanita. 2009. [Moralizing Whiteness in *Joan of Arcadia*](#). In Diane Winston (Ed.) [Small Screen Big Picture: Television and Lived Religion](#) (233-258). Waco, TX: Baylor University Press.
- Jacobs-Huey, Lanita. 2011. [Into the Breach: Representing the Messy Truths of Black Women’s Hair and Language Politics](#). In Sonja L. Lanehart (Ed.) *African American Women’s Language: Discourse, Education, and Identity* (262-275). Cambridge Scholars Publishing.
- Jacobs, Lanita, Mary Lawlor and Cheryl Mattingly. 2010. I/We Narratives among African American Families Raising Children with Special Needs. *Culture, Medicine, and Psychiatry* 35(1): 3-25.
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- Marcus, George E. 1995. Ethnography in/of the World System: The Emergence of Multi-Sited Ethnography. *Annual Review of Anthropology* 24: 95-117.
- Marcus, George E. and Michael M.J. Fischer. 1986. Ethnography and Interpretive Anthropology. *In* *Anthropology as Cultural Critique: An Experimental Moment in the Human Sciences* (17-43). Chicago: University of Chicago Press.

- Manning, Peter K. 1995. The Challenges of Postmodernism. *In* J. Van Maanen (Ed.) *Representation in Ethnography* (245-272). London: Sage.
- Mattingly, Cheryl F. 1998. Finding Narrative in Clinical Practice. *In* *Healing Dramas and Clinical Plots: The Narrative Structure of Experience* (1-24). Cambridge: Cambridge University Press.
- Mattingly, Cheryl F. 2000. Emergent Narratives. *In* C. Mattingly and L. Garro (Eds.) *Narrative and the Cultural Construction of Illness and Healing* (181-211). Los Angeles: University of California Press.
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