

ANT3680: SECTION 1C18. WRITING IN ANTHROPOLOGY
fieldwork & ethnographic writing



Taking Fieldnotes on the Anthropologist.
Vicos, Peru. 2010. Jamie Lee Marks.

“What, then, is ethnography? The answer is not the same for everyone, but for me, and for this particular research, ethnography must be able to follow the question. It must be able to capture not only the site, but also the smell, feel, tastes, and motion of a locale, of a people that are a common space and intertwined lives. It must be able to grasp at least a fleeting glimpse of the dreams that people carry with them and that carry people to distant places of world and mind; of the creative imaginary through which people give substance to their thoughts and lives.

(Nordstrom, 2004: p. 6)

instructor: Jamie Lee Marks
jamielm@ufl.edu
phone [personal]: [727] 773-7081
phone [office]: [352] 846-1138
office: Tigert 302
office hours: TBA

COURSE DESCRIPTION

This course provides an overview of modes of writing in anthropology including: literature reviews and critiques, theoretical essays, and ethnographic research essays. It is designed to serve students studying anthropology but would be useful to any student in the social sciences interested in improving their understanding of research writing.

Ethnography is central to the contemporary and historical practice of anthropology. It is a complex genre of writing because it combines analytical argumentation with rich, compelling descriptions of the people and communities the analyst discusses. Recent discussions over the

importance of crafting ethnography have raised important issues about cultural representation, the accessibility of our research, and the future of our discipline. However, despite the importance and prevalence of these discussions in undergraduate and graduate classes, support and training in doing fieldwork and writing ethnography has received limited attention in coursework settings. This course is designed to serve students in the social sciences by offering them a classroom community setting in which to 1) discuss the nuts and bolts of ethnographic fieldwork and writing 2) design an exciting ethnographic project to complete over the course of the semester and 3) improve their ethnographic and analytical writing along the way. This course also encourages students to investigate the relationship between writing and knowledge, and to discover how writing as a practice can create, rather than merely transmit, knowledge. Students already working on research in biological or forensic anthropology, linguistic anthropology, or archaeology may choose to work on a final project that reflects that research, and will also benefit from the course activities designed to improve student writing precision and clarity.

outcomes

By the end of this course students will be able to

1. leave writing with more precision, force, and texture than before
2. evaluate ethnographic writing rhetorically in terms of its genre, audience, and purpose
3. read more closely and critically
4. identify, understand, and contextualize approaches to ethnographic writing in anthropology
5. discuss his or her own voice and interests as an anthropological writer
6. participate in groups with emphasis on listening, reflective thinking, and responding to group members' writing and ideas

required texts (provided to you online)

[FW] Sunstein, Bonnie S.

2012 *Fieldworking: Reading and Writing Research*. 4th ed. Boston: Bedford/St. Martins.

[AW] Narayan, Kirin

2012 *Alive in the Writing: Crafting Ethnography in the Company of Chekhov*. Chicago: University of Chicago Press.

[P/OR] Online Readings. These will be available to you on Sakai>Resources>Readings. Please come to class with the readings, your annotations, and assigned activities in order to ensure a lively discussion.

Other [free!] Writing Resources

Reading and Writing Center

http://www.at.ufl.edu/rwcenter/students/writing_assist.html

Doing Field Research UF Anthropology Library Guide

<http://guides.uflib.ufl.edu/enc>

The Purdue Online Writing Lab (OWL)

<http://owl.english.purdue.edu/>

Zotero

A browser plug-in or stand-alone reference manager. We will be discussing in class, but try to suss it out before we get there. It could help you organize material in multiple classes.

Refworks

This is free to you through UF libraries, and pretty handy. It keeps references in order for you, creates citations and bibliographies, etc. Visit the library site for more information:

<http://www.uflib.ufl.edu/refworksufpage.html>

[tip- if you have a question related to AAA or APA, check out the resources available to you on Sakai and shoot your instructor an email if you are **still** in need of an answer]

GRADING AND ASSIGNMENTS

More detailed descriptions of all assignments can be found on Sakai throughout the semester.

Ethnographic Writing Exercises (6 at 25 points each= 150 points. min. 250 words each)

You will write short ethnographic exercises several times over the course of the semester. These exercises are designed to hone your descriptive writing skills. You may choose whether you wish to complete your ethnographic writing samples in a notebook, or if you wish to turn in your entries online. Please always bring the completed exercise to class when they are due. All instructions/prompts will be on Sakai. The final exercise will allow students to review one already completed and comment upon improvement.

Précis [Fancy Academic Speak for Critical Summary] (100 points. min 600 words)

Summarizing and reflecting on published work is central to anthropological writing in all four subfields. Over the course of the semester you will choose one ethnographic passage marked with a (P) to write a critical summary about. This will help you practice the art of summary and analysis, as well as prepare you for class discussion. As noted on Sakai, you may choose to focus your reflections on the writing style or ideas of the author after summarizing which arguments/aspects of his or her writing you will examine.

Proposal (100 points, min. 400 words) 3-400 words.

Students are expected to produce a final research report based on research conducted in the Gainesville area during the course of the semester. This short proposal asks students to write a statement of purpose outlining what aspect of our local cultural area they wish to explore and why, as well as how they plan to conduct their research.

Short Annotated Bibliography (100 points; 750-1000 words)

After your proposal, you will compile a list of published works on theoretical issues related to your topic as well as work that social scientists have already done on related themes. At a minimum you will review two book length studies, five articles from peer-reviewed journals, and one edited volume. You will include a 150-word paragraph discussing how you intend to use the sources in your research.

Fieldwork Research Portfolio (100 points)

Students will submit a collection of field notes, drawings, recordings, etc., they have taken while researching their topics. Format for this portfolio may be electronic, physical, etc.

Ethnographic Research Report (300 points, min. 2,700-2,800 words)

Students are expected to produce a final research report based on research conducted in the Gainesville area during the course of the semester.. The final report will be mini-article length and include the following: a problems statement based on some references to current literature; a description of the site and your data collection and analysis strategies; a statement of findings (How do your findings relate to the original problem statement? What do your findings suggest about future steps? What could you do better? What would the next steps be for further research?). Of course, narrative approaches to ethnographic reports are open for consideration as well.

Poster/Data Sharing Media (100 points)

It is crucial that anthropologists share their findings with fellow researchers, as well as with the public. As a class we will discuss the forum we feel best fits our research agenda and audience as a classroom community, and pursue a poster presentation, a publicly accessible reading, or digital story-telling forum for data sharing. It's important to me that we discuss this together as peers, so that our data-sharing strategy matches our values and research motivations as a group.

Class Participation (50 points)

This should be pretty straightforward at this point in your college career. Participate. Let me know how you're doing and how I can help you be successful, and come to class ready to discuss the readings.

Total (1000 points)

Grading Scale

A	4.0	93-100	930-1000	C	2.0	73-76	730-769
A-	3.67	90-92	900-929	C-	1.67	70-72	700-729
B+	3.33	87-89	870-899	D+	1.33	67-69	670-699
B	3.0	83-86	830-869	D	1.0	63-66	630-669
B-	2.67	80-82	800-829	D-	0.67	60-62	600-629
C+	2.33	77-79	770-799	E	0.00	0-59	0-599

GENERAL EDUCATION LEARNING OUTCOMES

Students must pass this course with a "C" or better to satisfy the CLAS requirement for Composition (C). **A grade of C- confers no credit.** Earning general education composition credit, students will

- Demonstrate forms of effective writing (focusing on analyses, arguments, and proposals)
- Learn different writing styles, approaches, and formats and successfully adapt writing to different audiences, purposes, and contexts; effectively revise and edit their own writing and the writing of others
- Organize complex arguments in writing, using thesis statements, claims, and evidence
- Employ logic in arguments and analyze their own writing and the writing of others for errors in logic
- Write clearly and concisely consistent with the conventions of standard written English
- Use thesis sentences, claims, evidence, and logic in arguments

The University Writing Requirement (WR) ensures students both maintain their fluency in writing and use writing as a tool to facilitate learning. Course grades now have two components. To receive writing credit, a student must receive a grade of C or higher and a satisfactory completion of the writing component of the course. To receive the 6,000-word University Writing Requirement credit (E6), papers **must** meet minimum word requirements totaling 6000 words. **Any assignment not reaching minimum word count will be returned.**

The instructor will evaluate and provide feedback on the student's written assignments with respect to content, organization and coherence, argument and support, style, clarity, grammar, punctuation, and mechanics. Conferring credit for the University Writing Requirement, this course requires that papers conform to the following assessment rubric. More specific rubrics and guidelines applicable to individual assignments may be delivered during the course of the semester.

Assessment Rubric

	SATISFACTORY (Y)	UNSATISFACTORY (N)
CONTENT	Papers exhibit evidence of ideas that respond to the topic with complexity, critically evaluating and synthesizing sources, and provide an adequate discussion with basic understanding of sources.	Papers either include a central idea(s) that is unclear or off- topic or provide only minimal or inadequate discussion of ideas. Papers may also lack sufficient or appropriate sources.
ORGANIZATION AND COHERENCE	Documents and paragraphs exhibit identifiable structure for topics, including a clear thesis statement and topic sentences.	Documents and paragraphs lack clearly identifiable organization, may lack any coherent sense of logic in associating and organizing ideas, and may also lack transitions and coherence to guide the reader.
ARGUMENT AND SUPPORT	Documents use persuasive and confident presentation of ideas, strongly supported with evidence. At the weak end of the satisfactory range, documents may provide only generalized discussion of ideas or may provide adequate discussion but rely on weak support for arguments.	Documents make only weak generalizations, providing little or no support, as in summaries or narratives that fail to provide critical analysis.
STYLE	Documents use a writing style with word choice appropriate to the context, genre, and discipline. Sentences should display complexity and logical structure.	Documents rely on word usage that is inappropriate for the context, genre, or discipline. Sentences may be overly long or short with awkward construction. Documents may also use words incorrectly.
MECHANICS	Papers will feature correct or error-free presentation of ideas. At the weak end of the satisfactory range, papers may contain a few spelling, punctuation, or grammatical errors that remain unobtrusive and do not obscure the paper's argument or points.	Papers contain so many mechanical or grammatical errors that they impede the reader's understanding or severely undermine the writer's credibility.

COURSE SCHEDULE (Tentative- this schedule is a guide and subject to change according to class need as the semester unfolds)

Fieldworking [FW]; Online Reading [OR]; *Alive in the Writing* [IW]
[students should bring a copy of readings to class]

UNIT 1: Understanding Anthropological and Ethnographic Writing

Week 1: The Course and Syllabus

August 25-29

M– Review syllabus, expectations, and assignments.

HW- FW Chapter 1, p. 1-14.

W – Finish introductions. Overview of Writing in Anthropology.

HW- Read “What, then, is ethnography?” by Carolyn Nordstrom and Freire excerpt.

F – Discuss readings: ethnography + pedagogy. Ways of knowing.

HW- Read FW Ch. 1, 14-38, p.41-43. Come prepared to discuss “Friday Night at Iowa 80.”

Week 2: Critical Concepts and Definitions

September 3-5

M – NO CLASS. HOLIDAY

W – Reading Critically—Bring annotated reading to class and share reading techniques. Summary/analysis discussion.

HW- read Myerhoff reading (**P1**).

F – Discuss Myerhoff, selecting field sites.

Read- Chapter 1, p. 44-54, Chapter 2 until page 61; Complete ethnographic writing exercise 1.

Week 3

September 8-12

M – Ethnographic writing exercise 1 due. Field subject/site seeking.

HW: Read Patty Kelly excerpt (**P2**).

W– Kelly discussion. Field subject/site seeking project. This is the beginning of your fieldwork portfolio.

HW- *AW*- Chapter 1: story and theory

F – Introduction to proposals. View scenes from *Metal & Melancholy* to discuss where to look/what to research.

HW – work on proposals for workshop and review on Monday.

Week 4**September 15-19****M– Peer Review-Proposal****HW- Revise****W– Office hours DON'T COME TO CLASS. Come see me instead. Work on your papers!****HW- read Ch. 2. 80—91 and 99 on fieldnotes; read Ootenburg excerpt on fieldnotes.****F –DUE: Proposal. Fieldwork for ethnographic exercise 2.****HW- begin library research on your topic.**

Unit 2: Fieldwork as Practice and Theory

Week 5**September 22-26****Locating Ourselves in Our Fieldwork**

All Homework TBA

M-- Discuss library research for anthropologists. and the annotated bib.**Read: 101-117 of Ch. 3****W–Position and Reflexivity. Reading ourselves and others.****HW- finish writing exercise 2. FW Ch. 3 119-123. AAA code of ethics.****F- Begin ethics discussion. Write up for ethnographic exercise 2 DUE.****HW- Read Bourgois excerpt. (P3)****Week 6****September 29-October 3****Looking at Things and Events.****M-- Bourgois discussion. Begin discussion of reading the material.****HW- Ch.3. 124-137.****W – Discuss reading. Finish materials discussion.****HW- research for annotated bib. Read FW 220-248 on interviewing (if you want to read the parts about oral histories or family stories, go for it!)****F – Interviewing strategies discussion. Set up activity.****HW- research for annotated bib.****Week 7:****October 6-October 10**

All Homework TBA

M – Interview activity and discussion.**HW— finish annotated bib.****W – Peer review of annotated bib.**

HW – read Stewart (P4)

F- Discuss genre and narrating events. In class activity.
HW- **Augé reading (P5)**

Week 8: Gathering and Using Evidence

All Homework TBA

October 13-15

M – Augé discussion. Annotated bibliography due.
HW- finish ethnographic exercise 3.

W – Annotated bibliography due. Fieldwork check-in workshop.
finish ethnographic exercise 3

Unit 3: Ethnographic Writing: some tricks of the trade

Week 9

October 20-24

M- Ethnographic exercise 3 due, for workshopping.
HW – readings on place (*FW and AW*)

W- Place.
HW- TBA

F- finish discussion of place and space.
HW- ethnographic exercise 4 (place), read AW Ch. 3 Person

Week 10:

October 27-October 31st

M- Discussion. Ethnographic exercise 4 due.
HW – FW TBA on body and Travesti excerpt (**P6**)

W- Finish body discussion.
HW- read Heroes and Hooligans (**P7**).

F- Discourse analysis and rhetorical critique, intro.
HW- FW 276-289. reflect on the noir + carnivalesque! (*Happy Halloween, Day of the Dead, All Saints Day, and beyond to those who celebrate. Safe Festing, or traveling to the Georgia game for those who will participate!*)

Week 11: Conferencing about your paper.

November 3-7

M—Bring in an article to discuss (finish discourse analysis discussion). Ethnographic exercise 5 due (a person, body). Discuss final analysis and drafting.

W – meetings with me about your projects.

F – Continued

Week 12

November 10-14

All homework TBA.

M – **Genre and structure**

W –**Using evidence—how to incorporate ethos**

F – **Using evidence- how to incorporate logos**

UNIT 4: Drafting and Polishing

All homework TBA based on classroom community need

November 17-21

April 7-11

M – TBA

W – Revising Introductions and Conclusions

F – Keywords and abstracts. Writing Workshop.

Week 14

November 24

M – Peer Review Ethnographic writing projects.
HW-

W – HOLIDAY

F – HOLIDAY

Week 15: Revising and Portfolio

December 1-3

HW: TBA

M – public anthropology and data sharing. ethics, strategy-crafting, and decision making.

W – **preparing to data share.**

F- NO CLASS. Don't come to our classroom, I won't be there. AAA conference, maybe I will see you there?

Week 16: Portfolios, etc.**December 8-10**

M – Revision of ethnographic exercise due.

W – Final class. Research sharing (an ethnographic reading?! let's do it!)

Please make sure all materials are in to me by the 10th. It is critically important.

Course Policies**University Writing Program Attendance Policy**

Attendance is required. The policy of the University Writing Program is that if you miss more than six periods during the term, you will fail the entire course. The UWP exempts from this policy only those absences involving university-sponsored events, such as athletics and band, and religious holidays. In these cases, proper documentation must be provided.

Absences and Tardiness

Attending class means arriving punctually and remaining until the end of each class period. An attendance sign-up sheet will be circulated at the beginning of each session after the first few weeks of class. If you are more than 15 minutes late, it will count as an absence for the entire class session. In such a case, however, you may enter the class and receive credit for in-class work that you complete during the remaining class time.

Because much of our work depends upon group discussion of the texts and in-class writing activities, you should plan to attend every class session. However, you may miss up to three classes without penalty EXCEPT that you will lose credit for whatever in-class work you miss. After the third unexcused absence, half a letter grade [50 points] will be deducted from your final grade. In the case of all absences, it is your responsibility to contact a classmate to obtain notes on the materials covered while you were away.

Please note: *As per University of Florida policy, more than 6 absences will result in a failing grade.*

Requirements for class attendance and make-up exams, assignments, and other work in this class are consistent with university policies that can be found at

<https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>

Technology in Class

Cell phones are permitted in class to be used only as [silent] clocks. If your phone rings in class, or I notice that you are texting, I will ask you to step outside to take care of your business and not come back that day; the incident will count as one absence. Even in the case that I don't ask you to step out because I don't feel like dealing with it at the moment, know that I take note of it and dislike it. Don't run the risk that one of your instructors might find it, and you, disrespectful of the learning environment.

Laptops and other computing devices will only be used in class on designated writing/revising class sessions. These will not be frequent. The urge to surf, or work on other things, is simply too

great and we want the writer in us all to get the most out of our time together. Your instructor will announce in advance which classes near the end of the semester are “laptop friendly.”

Plagiarism

Plagiarism is a serious violation of the [Student Honor Code](#). The Honor Code prohibits and defines plagiarism as follows:

Plagiarism. A student shall not represent as the student’s own work all or any portion of the work of another. Plagiarism includes (but is not limited to):

- a.) Quoting oral or written materials, whether published or unpublished, without proper attribution.
- b.) Submitting a document or assignment which in whole or in part is identical or substantially identical to a document or assignment not authored by the student. (University of Florida, Student Honor Code, 15 Aug. 2007
<<http://www.dso.ufl.edu/judicial/honorcode.php>>)

University of Florida students are responsible for reading, understanding, and abiding by the entire [Student Honor Code](#).

Important Tip: You should never copy and paste something from the internet without providing the exact location from which it came.

Classroom Behavior

The best kinds of discussions emerge out of classes where the classroom is thought of as a community of learners and knowers, in which each participant is assured of a position as both. Thus, it is very important that everyone feels comfortable expressing his or her opinions in an environment that is free from hostility, even in moments where we might disagree. Please keep in mind that students come from diverse cultural, economic, and ethnic backgrounds. Most of the texts we will discuss and write about engage controversial topics and opinions. Diversified student backgrounds combined with provocative texts require that you demonstrate respect for ideas that may differ from your own. Disrespectful behavior will result in dismissal, and accordingly an absence from the class.

Peer Review

As you may have noticed, we will be reviewing the work of our peers in this class. Disrespectful comments on papers will not be tolerated. Likewise, any reviewer failing to point out areas of growth in paper that s/he clearly notices will be docked points for not respecting the importance of her/his role as an honest reviewer.

Course Evaluations and Surveys

Students are expected to provide feedback on the quality of instruction in this course by completing online evaluations at <http://evaluations.ufl.edu>. Evaluations are typically open during the last two or three weeks of the semester, but students will be given specific times

when they are open. Summary results of these assessments are available to students at <https://evaluations.ufl.edu/results>.

Because I value checking in with you along the way to make sure you get the most out of it, I may organize online, ANONYMOUS surveys to be taken at certain points in the course. I ask that you take the time to make thoughtful suggestions for change or let me know if something worked well for you. This will help us make small adjustments in what we are doing before the semester is over and those adjustments would, at that time, be relevant to your experience of the course. Of course, if you need extra assistance or have any suggestions do not hesitate to contact me at any point.

Deadlines and Participation

You must submit assigned work on the specified due date even if you are absent (and even if you are taking one of your allowed absences). Work submitted late, if I choose to accept it, will receive a significant grade deduction. Papers and drafts are due at the beginning of class and/or on-line at the assigned deadline. Failure of technology is not an excuse.

Participation is a crucial part of success in this class. Students will be expected to work in small groups and participate in group discussions, writing workshops, peer reviews, and other in-class activities. Be prepared for unannounced quizzes or activities on the readings or classroom discussion. Students must be present for all in-class activities to receive credit for them. Many of them will be counted as part of larger assignments. In-class work cannot be made up. Writing workshops require that students provide constructive feedback about their peers' writing.

In general, students are expected to contribute constructively to each class session. Be brave and be respectful. Every person's opinion is welcome here.

Paper Maintenance Responsibilities

Students are responsible for maintaining duplicate copies of all work submitted in this course and retaining all returned, graded work until the semester is over. Should the need arise for a resubmission of papers or a review of graded papers, it is the student's responsibility to have and to make available this material.

Mode of Submission

All papers will be submitted as MS Word (.doc) or Rich Text Format (.rtf) documents to E-learning/Sakai and as hard copies. Final drafts should be polished and presented in a professional manner. All papers must be in 12-point Times New Roman or Calibri font, double-spaced with 1-inch margins and pages numbered. You must use AAA or APA formatting, which we will learn and discuss over the course of the semester. Be sure to staple papers before submitting hard copies. **Unstapled papers will not be accepted. Papers without word counts will not be accepted. Papers without page numbers will be docked points.** This is not because I am a grading ogre, it's because I'd like to make comments on your work, know whether or not it meets the word count requirements, and not lose random sheets of your printed work while grading. Help a lady out, here.

Students with Disabilities

The University of Florida complies with the Americans with Disabilities Act. Students requesting accommodation should contact the Students with Disabilities Office, Peabody 202. That office will provide documentation to the student whom must then provide this documentation to the instructor when requesting accommodation. Please do let me know as soon as possible as well, and we will make every attempt we possibly can to make the necessary accommodations.

Contacting Your Instructor

I look forward to learning with and from you in this class. Please do not hesitate to contact me with any questions or concerns you might have that cannot be easily answered by looking at the syllabus. I have an open door policy and mean that—really. **It is very important that you feel comfortable meeting with or e-mailing me when you have questions or feel that you need additional assistance.** I will make every effort to get back to you within 24 hours of your email on weekdays.

Please use the email provided on the syllabus or the email addresses I use to email you (you will see this address in your inbox over the course of the semester). If you message me using Sakai, please check the box that allows you to send a copy to my email address. Checking Sakai mail is not part of our daily routine and I cannot guarantee as speedy a response if you choose to contact one me in that way without forwarding it to my email addresses.

Other Helpful Resources

UF Library: <http://www.uflib.ufl.edu/instruct/neworient.html>

UF Grading System: <http://www.isis.ufl.edu/minusgrades.html>.

UF Disability Services: <http://www.ufl.edu/disability>

UF Counseling Services: www.council.ufl.edu

UF Student Mental Health Services: www.shcc.ufl.edu/smhs

UF Career Resource Center: Reitz Union, 392-1601

Pascal's Coffee House

112 NW 16th Street
Gainesville, FL 32603

The CSC is a nice place to meet, grab a coffee, write, etc.. Some TAs, including myself, hold conferences and class there, so I've decided to include an address on the syllabus.

For your use [to fill in as class progresses, as things often shift]

Assignment	Draft Due	Peer Review?	Final Draft Due	Total Points
Ethnographic Writing 1: the ordinary	N/A	N/A		
Ethnographic Writing 2: selves and others	N/A	N/A		
Ethnographic Writing 3: an event	N/A	N/A		
Ethnographic Writing 4: a place	N/A	N/A		
Participation Challenge 5: a person with a body	N/A	N/A		
Rewrite	N/A	N/A		
Précis	N/A	N/A		
Proposal				
Annotated Bibliography				
Mini Discourse Analysis				
Ethnographic Project Draft				
Draft of Final Paper				
Final Draft of Paper				
Final Data Sharing (poster, reading, digital story) prepared				

Track Your Own Absences:

Week 1:

Week 2:

Week 3:

Week 4:

Week 5:

Week 6:

Week 7:

Week 8:

Week 9:

Week 10:

Week 11:

Week 12:

Week 13:

Week 14:

Week 15:

Week 16: