

Anthropology 344
Ethnographic Field Methods Practicum
Rutgers * Summer 2019 * Fez Morocco Study Abroad

Instructor: Becky Schulthies, Ph.D.
Office Hours: by appointment

Email: becky.schulthies@rutgers.edu

COURSE DESCRIPTION

Most anthropology methods courses will help you gain a theoretical understanding of and hands-on practice in how ethnographic research is formulated and conducted. This course will allow you to practice those methods while in Fez Morocco. We will read brief accounts of researchers' fieldwork experiences and learn to analyze ethnographic writings for the intentions and techniques behind an ethnographer's findings. We also practice a range of anthropological methods for data collection and analysis: background research, multisensory observation, kinship and network mapping, participant observation, interviews, video ethnography, discourse analysis. Based on these exercises and a growing comprehension of how research questions are shaped by theory, and how these in turn guide a researcher's methods and analyses, students will conduct research on a topic of their choosing over the course of the summer program. Since this will be for the purposes of learning fieldwork methods, you will not be sharing the data beyond the classroom.

COURSE FORMAT

Readings, discussions, field method assignments, fieldwork project. The course syllabus (and revisions to it), assignment guidelines, additional resources, and lecture notes will be posted on the program website. Some assignments will be submitted online, and others will be submitted in class.

INTENDED LEARNING OUTCOMES

1. To expand your knowledge about how and why anthropological research has been formulated and conducted as it has been in various parts of the world past and present.
2. To increase your understanding of the relationship between anthropological theory, methods, and findings.
3. To practice a variety of research methods used by cultural and linguistic anthropologists to collect and analyze ethnographic and linguistic data.

4. To formulate an anthropological research topic bearing in mind the anticipated risks and benefits to human subjects.

ANTHROPOLOGY DEPARTMENT GOALS

This course fills the department learning goals:

1. Students gain knowledge that will allow them to identify, explain, and historically contextualize the primary objectives, fundamental concepts, modes of analysis, and central questions in their major field and demonstrate proficiency in their use of this knowledge.
2. Students are able to demonstrate proficiency in the use critical thinking skills

ASSIGNMENTS

- In-class activities/attendance 20 pts
- Mobility activity 1 5 pts
- Mobility activity 2 5 pts
- Mobility activity 3 5 pts
- Literature review 5 pts
- Research question and project design 5 pts
- Subject recruitment 5 pts
- Comparative Ethics Essay 5 pts
- Kinship/Network Chart 5 pts
- Multisensory Observation 1 5pts
- Proposal 5 pts
- Multisensory Observation 2 5pts
- Participant Observation Jottings 5 pts
- Expanded Fieldnotes 5 pts
- Semi-Structured Interview Guides 5pts
- Multisensory Observation 3 5 pts
- Video Ethnography Assignment 5 pts
- Topic Transcription 5 pts
- Video Log and Transcription 10 pts
- Transcription Coding 5 pts
- Photo Assignment 5 pts
- Ethnographic Project Paper 25 pts
- Project Presentation 10 pts

TEXTS:

- Most readings will be PDF documents on the program website.

Anthropology 344
Ethnographic Field Methods Practicum
Rutgers * Summer 2019 * Fez Morocco Study Abroad

- Required: Blommaert, Jan and Jie Dong. 2010. *Ethnographic Fieldwork: A Beginner's Guide*. Tonawanda NY: Multilingual Matters.
- Optional: Crawford, David and Rachel Newcomb. 2013. *Encountering Morocco: Fieldwork and Cultural Understanding*. Bloomington IN: University of Indiana Press.
- Optional: Robben, Antonius C.G. M. and Jeffrey A. Sluka. 2012. *Ethnographic Fieldwork: An Anthropological Reader*, 2nd ed. Malden MA: Wiley-Blackwell.

Course Policies

This is a 3-credit 300 level course. On average, you should expect to put in two hours of work outside of class for every hour of in-class time. ***This means you need to give yourself time to prepare for class.*** You are expected to ***complete the assigned readings before class, to attend all class meetings, to complete field assignments, and to come prepared to actively engage*** with course material by thinking critically and creatively about the assigned texts and the issues they raise. **Regular attendance is required.** In fact, class participation and attendance will comprise a significant portion of your grade. All assignments must be completed in order to pass the course. The dates and material in this syllabus may be subject to change, so listen carefully to announcements in class.

Since for some of you the material will be somewhat unfamiliar, it might appear quite difficult at first. We will go over concepts in class, but much of the work will be in the daily fieldwork assignments. Please bring questions on material that you do not understand to class or come talk to me. **The only "bad" questions are the ones that you don't ask.**

Please note also the following policies:

- **Late submission is not accepted without prior permission of the instructor.**
- **Online Assignment Submission:** All assignments are due before the next class unless otherwise listed. Please email them to me. For ease of reference and grading, include your name in the beginning of your document title when you email to the professor. For example: Schulthies Review ANTH 344.doc
- **Special arrangements** for students with documented needs or disabilities should be made well in advance of assignment due-dates. Follow the policies outlined here <http://disabilityservices.rutgers.edu/> and discuss this with me as soon as possible.

Rutgers Policies: Please make yourself aware of the student code of conduct, especially the academic code of conduct. <http://studentconduct.rutgers.edu/university-code-of-student-conduct>

Plagiarism: In preparing assignments a student often needs or is required to employ outside sources of information or opinion. All such sources should be listed in the bibliography. *Citations and footnote references are required for all specific facts that are not common knowledge and about which there is not general agreement.* New discoveries or debatable opinions must be credited to the source, with specific references to edition and page even when the student restates the matter in his or her own words. Word-for-word inclusion of any part of someone else's written or oral sentence, even if only a phrase or sentence, requires citation in quotation marks and use of the appropriate conventions for attribution. Please follow the American Anthropological Association style guide in the bibliography and in-text referencing. Paraphrasing or summarizing the contents of another's work is not dishonest if the source or sources are clearly identified (author, title, edition, and page), but such paraphrasing does not constitute independent work and may be rejected by the instructor. Students who have questions about accurate and proper citation methods are expected to consult Rutgers' policies on plagiarism.

Preliminary Course Schedule:

Date	Schedule	Assignments
Before June 19		<p>One month before arriving: Brainstorm two or three research topics you would like to study ethnographically and email to Professor Schulthies. Sign up for an anthropology presentation on June 21 and begin preparing.</p> <p>Read before arriving: Geertz, Clifford 1974 <i>From the Native's Point of View: On the Nature of</i></p>

Anthropology 344
 Ethnographic Field Methods Practicum
 Rutgers * Summer 2019 * Fez Morocco Study Abroad

		<p>Anthropological Understanding. <i>Bulletin of the American Academy of Arts and Sciences</i> 28(1):28-45.</p> <p>And Rosen, Lawrence 2010 Understanding Corruption. <i>The American Interest</i> 5(4):78-82</p>
June 20	<p>9-noon: Urban landscape walk of old walled city (<i>medina</i>), including Najjar museum and <i>madrassa</i> visits; French colonial new city ("downtown" <i>ville nouvelle</i>) walk. Lunch Afternoon: orientation and meeting with host families</p>	<p>Read before landscape walk: Lee, Jo and Tim Ingold. 2006. Fieldwork on Foot: Perceiving, Routing, Socializing. In <i>Locating the Field: Space, Place, and Context in Anthropology</i>, Simon Coleman and Peter Collins, eds. New York, NY: Berg Publishers, 67-85. Assignment 1: Keep notes on how moving through the medina differed from moving through the <i>ville nouvelle</i>. What observations did you make about the way different Moroccans you observed moved through these spaces vs. the way you did?</p>
June 21	<p>9-10:30: Introduction to cultural anthropology (US students share presentations on anthropology for Moroccan students)</p>	<p>Read before class: Crawford, David and Rachel Newcomb 2013 Introduction. In <i>Encountering Morocco: Fieldwork and Cultural Understanding</i>, David Crawford and Rachel Newcomb, eds. Bloomington IN: Indiana University Press, 1-10. Optional: Silverstein, Paul 2009 The Cultivation of "Culture" in the Moroccan Amazigh Movement. <i>The Review of Middle East Studies</i> 43(2): 168-177 Assignment: US students present a 5-minute presentation on an aspect of anthropology for our Moroccan hosts.</p>
June 22	<p>FieldTrip to Sefrou: Walking in the footsteps of anthropologists (Clifford and Hildred Geertz, Paul Rabinow, Lawrence Rosen)</p>	<p>Read before fieldtrip: Geertz, Hildred. 1979. The view from within. In <i>Architecture as Symbol and Self-Identity: Proceedings of Seminar Four in the Series Architectural Transformations in the Islamic World held in Fez, Morocco, October 9-12</i>, 63-68. Assignment 2: Observe forms of mobility on the Sefrou fieldtrip as compared with the Fez urban landscape walk. Keep notes and spend time after the fieldtrip expanding the notes you kept while on the fieldtrip. Email before Monday's class.</p>
June 23	<p>Fez mobility activity</p>	<p>Read before class: Emerson, Robert M., Rachel I. Fretz, and Linda L. Shaw, 2011 <i>Writing Ethnographic Fieldnotes, Second Edition</i>. Chicago, IL: University of Chicago Press, 21-41. Assignment 3: Spend three hours of the day moving through different parts of the city, jotting down observations of the experience. Make sure you visit an outdoor veggie <i>souq</i>, grocery store such as <i>Acima/Marjane</i>, local <i>hanout</i> in your movements. Then spend an hour or so expanding your observational jottings into narrative fieldnotes.</p>
June 24	<p>9-10:30am: theory and data, value and validity Afternoon: project assignment</p>	<p>Read before class: Blommaert, Jan and Dong Jie. 2010. <i>Ethnographic Fieldwork: A Beginner's Guide</i>. Tonawanda, NY: Multilingual Matters, 1-23. Assignment 4: Working with your project partner, develop a list of ethnographic studies and key writings related to the topic you wish to explore (start your two paragraph literature review for the proposal).</p>
June 25	<p>9-10:30am: research question and design Afternoon: project proposal</p>	<p>Read before class: Research Question and Research Design tabs on this website, <i>Nuts and Bolts</i> of Research Proposals: https://iis.berkeley.edu/node/424</p>

Anthropology 344
 Ethnographic Field Methods Practicum
 Rutgers * Summer 2019 * Fez Morocco Study Abroad

	assignment	<p>Optional: Booth, Wayne C., Gregory G. Colomb, and Joseph M. Williams. 1995. <i>The Craft of Research</i>. Chicago, IL: University of Chicago Press, 29-63.</p> <p>Assignment 5: Send me your revised research question. Start writing a 400-500 word project proposal. Include a project title, central research question, a paradox or analytical puzzle you want to explore, and methods to answer these questions (you will be using participant observation, interviews, video recording, and discourse analysis) —including a rationale for the methods, subjects, sites.</p>
June 26	9-10:30am: sites, subjects, subjectivity, and shock Afternoon: project assignment	<p>Read before class: Crapanzano, Vincent 1980 <i>Tuhami: Portrait of a Moroccan</i>. Chicago IL: University of Chicago Press, selections.</p> <p>And Schulthies, Becky Forthcoming, <i>Channeling Communicative Failure in Morocco</i>, Fordham University Press, selections.</p> <p>Assignment 6: Add to your proposal a section about your research site(s), number of subjects, and how you plan to recruit them.</p>
June 27	9-10:30am: Research ethics Afternoon: project assignment	<p>Read before class: Parrott, Elizabeth Smith 2002 Ethnographic Research. In <i>Institutional Review Board Management and Function</i>, Robert J. Amdur, and Elizabeth A. Bankert, eds. Sudbury, MA: Jones and Bartlett Publishers, 407-414.</p> <p>And Hoffman, Katherine 2013 Suspicion, Secrecy, and Uncomfortable Negotiations over Knowledge Production in Southwestern Morocco. In <i>Encountering Morocco: Fieldwork and Cultural Understanding</i>, David Crawford and Rachel Newcomb, eds. Bloomington IN: Indiana University Press, 99-115.</p> <p>Assignment 7: Write a brief essay about the ethics of doing ethnographic research in Morocco, using the readings as your comparison.</p>
June 28	9-10:30am: Kinship/Network Analysis Afternoon: fieldwork assignment	<p>Read before class: Crane Julia G. and Michael V. Angrosino 1992 <i>Field Projects in Anthropology</i>. Prospect Heights: Waveland, 44-52 (Charting Kinship).</p> <p>And Trotter, Robert T., III. 2000 Ethnography and Network Analysis: The Study of Social Context in Cultures and Societies. In <i>Handbook of Social Studies in Health and Medicine</i>, Gary L. Albrecht, Ray Fitzpatrick, and Susan C Scrimshaw, eds. Sage Publications, 210-216.</p> <p>Assignment 8: Working with two Moroccans, make extended family kinship charts, including aunts/uncles/first cousins and spouses, without using names. Using network analysis, ask them to identify family members who have lived or are living outside of Fez, and how they came to live/work/study in that place (focusing on social networks).</p>
June 29	Fieldtrip: Shrines and Tombs; Moulay Idriss Zerhoun,	<p>Read before fieldtrip: Stoller, Paul and Cherly Olkes 2012 The Taste of Ethnographic Things. In <i>Ethnographic</i></p>

Anthropology 344
Ethnographic Field Methods Practicum
Rutgers * Summer 2019 * Fez Morocco Study Abroad

	Meknes	<p><i>Fieldwork: An Anthropological Reader</i>, 2nd edition, Antonius C. G. M. Robben and Jeffrey A. Sluka, eds. Malden MA: Wiley-Blackwell Publishers, 465-479.</p> <p>Assignment 9: Focus your observation jottings on the smells of the sites you visit on the fieldtrip. Write up an expanded narrative of your fieldnotes when you return home and email before Monday's class.</p>
June 30	Develop Research Project	<p>Read: Blommaert, Jan and Dong Jie 2010 <i>Ethnographic Fieldwork: A Beginner's Guide</i>. Tonawanda, NY: Multilingual Matters, 24-61.</p> <p>Assignment 10: Finish writing your three-page research proposal, including the following sections: research question/paradox, literature review, research methods and rationale (design), timeline for completing the project, your group's qualifications for conducting the research, bibliography</p>
July 1	9-10:30am: Observation: multisensory mapping Afternoon: fieldwork assignment	<p>Read before class: Kapchan, Deborah 2015 Body. In <i>Keywords in Sound</i>, David Novak and Matt Sakakeeny, eds. Durham, NC: Duke University Press, 33-44.</p> <p>And Crane Julia G. and Michael V. Angrosino 1992 <i>Field Projects in Anthropology</i>. Prospect Heights: Waveland, 30-44 (Making Maps).</p> <p>Assignment 11: Walk around your neighborhood or a context related to your research project, taking fieldnotes on the sounds that you encounter in relation to the space. A while later, walk through the neighborhood/project context with your project partner and have them map the sounds that relate to the spaces (review Geertz reading from June 22). How do your soundscapes differ or relate? (For extra credit, you can do this for taste or touch)</p>
July 2	9-10:30am: Participant observation Afternoon: fieldwork assignment	<p>Read before class: Musante-Dewalt, Kathleen 2014 Participant-Observation. In <i>Handbook of Methods in Cultural Anthropology</i>, H. Russell Bernard, ed. Lanham, MD: Rowman and Littlefield Publishing, 251-291. Read the following sections: first two pages (skip historical development and method and theory), Why incorporate participant observation into research (and all subsections), The Balance between Participating and Observing (basic skills, Forms of Participation, rapport, reciprocity, talking the talk), Being an Observer, Limits of Observation, and Fieldnotes.</p> <p>Assignment 12: Start participant observation for two hours on some aspect of your ethnographic research project. Keep jottings.</p>
July 3	9-10:30am: Writing Fieldnotes Afternoon: fieldwork assignment	<p>Read before class: Emerson, Robert M., Rachel I. Fretz, and Linda L. Shaw 2011 <i>Writing Ethnographic Fieldnotes, Second Edition</i>. Chicago, IL: University of Chicago Press, 57-81 (or all the way to page 86).</p> <p>Assignment 13: Using your fieldnotes from the participant observation of the day before, write a narrated entry with one analytical aside/commentary (see Emerson reading).</p>
July 4	9-10:30am: Ethnographic	<p>Read before class: Dwyer, Kevin</p>

Anthropology 344
 Ethnographic Field Methods Practicum
 Rutgers * Summer 2019 * Fez Morocco Study Abroad

	interviewing 1 Afternoon: fieldwork assignment Guest Lecture 4pm Dr. Naima Tajamouti Lahbil	1982 <i>Moroccan Dialogues</i> . Baltimore: The Johns Hopkins University Press, skim pages 1-20, read either dialogue one 21-35) or two (36-52—it's like reading a novel) Assignment 14: Using the class discussion and readings from today and tomorrow, create an interview guide for a focus group and semi-structured interviews related to your research project, including the kinds of questions you will ask.
July 5	9-10:30am: Ethnographic interviewing 2 Afternoon: fieldwork assignment	Read before class: Briggs, Charles 1986 <i>Learning How to Ask: A sociolinguistic appraisal of the role of the interview in social science research</i> . Cambridge: Cambridge University Press, 39-60. Assignment 15: Over the weekend, conduct one focus group interview (with up to three people), and three semi-structured individual interviews related to your research project. Record the interviews if possible, and take notes of each interview.
July 6	Fieldtrip: Economies of the Amazigh/Berber in the Middle Atlas; Immouzer, Ain Leuh, Azrou, el-Hajeb	Assignment 16: Focus your observation jottings on the haptics (touch, textures, feel) of the sites you visit on the fieldtrip. Write up an expanded narrative of your fieldnotes when you return home and email before Monday's class.
July 7	Work on Projects	Assignment: Continue with your interview assignment.
July 8	9-10:30am: Transcription Afternoon: fieldwork assignment	Read before class: Farnell, Brenda and Laura R. Graham 2014 Discourse-Centered Methods. In <i>Handbook of Methods in Cultural Anthropology</i> , H. Russell Bernard, ed. Lanham, MD: Rowman and Littlefield Publishing, 411-457. Read the following sections: the first four pages, Method: Data Collection, Reading Archiving Ethics, Processes of Translation and Transcription, Collaborative Transcription and Analysis. Assignment 17: Prepare a topic transcription for one of your interviews.
July 9	9-10:30am: Video ethnography Afternoon: fieldwork assignment	Read before class: Pink, Sarah 2007 <i>Doing Visual Ethnography</i> . London: Sage Publishing, 103-123. Read the following sections: Video in Ethnographic Research, Local Video Cultures, Potential of Video as a Recording Method, Getting Started, Learning to See, Collaboratively Representing Everyday Experiences. Assignment 18: Audiovideo record at least twenty minutes of an interaction related to your project, using the techniques we discussed in class.
July 10	9-10:30am: Life Histories and Archives Afternoon: fieldwork Guest lecture in class by Dr. Christine Nutter El-Ouardani	Read before class: Gregg, Gary S. 1999 Themes of authority in the life histories of young Moroccans. In <i>In the Shadow of the Sultan: Culture, Power and Politics in Morocco</i> , Rahma Bourqia and Susan Gilson Miller. Cambridge MA: Harvard University Press, 215-240. <i>Optional:</i> Angrosino, Michael V. 2002 Conducting a Life History Interview. In <i>Doing Cultural Anthropology</i> , Michael V. Angrosino, ed. Prospect Heights: Waveland, 3-44. Assignment 19: Complete the video ethnography data chart, and transcribe 2 minutes for analysis on July 12.
July 11	9-10:30am: Photos and Documents Afternoon: fieldwork	Read before class: Crawford, David 2014 <i>Nostalgia for the Present: Ethnography and Photography in a Moroccan Berber Village</i> . Amsterdam: Amsterdam

Anthropology 344
 Ethnographic Field Methods Practicum
 Rutgers * Summer 2019 * Fez Morocco Study Abroad

	assignment Guest Lecture 4pm Dr. Fatima Sadiqi	University Press, 1-14. AND Westermarck, Edward and Kirsti Suolinna <i>2000 Portraying Morocco: Edward Westermarck's fieldwork and photographs 1898-1913.</i> Abo: Abo Akademis Forlag, 30-49 <i>Optional:</i> Hammersley, Martyn and Paul Atkinson 1995 Documents. In <i>Ethnography: Principles in Practice</i> , Hammersley and Atkinson, eds. London: Routledge, 157-174 Assignment 20: Analyze a publicly available photograph related to your research project using the techniques from class. Submit a two-paragraph analysis.
July 12	9-10:30am: Coding and Analysis Afternoon: fieldwork assignment	Read before class: Blommaert, Jan and Dong Jie. 2010. <i>Ethnographic Fieldwork: A Beginner's Guide.</i> Tonawanda, NY: Multilingual Matters, 63-85. <i>Optional:</i> Worthham, Stanton and Angela Reyes 2015 <i>Discourse Analysis Beyond the Speech Event.</i> New York: Routledge, 1-15, 24-39. Assignment 21: Write a one-page analysis of your video transcription using coding techniques we discussed in class. Submit before class on July 15
July 13	Work on projects	Assignment: Conduct fieldwork on your project, spending at least two hours expanding fieldnotes into analysis paragraphs.
July 14	Work on projects	Assignment: Conduct fieldwork on your project, spending at least two hours expanding fieldnotes into analysis paragraphs.
July 15	9-10:30am: Ethnographic writing (realist, impressionist) Afternoon: fieldwork	Read before class: Pandolfo, Stephania 1997 <i>Impasse of the Angels.</i> Chicago IL: University of Chicago Press, 15-30. And Boum, Aomar 2013 <i>Memories of Absence: how Muslims remember Jews in Morocco.</i> Stanford, CA: Stanford University Press, 1-10. <i>Optional:</i> Van Maanen, John 2011 <i>Tales from the Field: On Writing Ethnography.</i> Chicago IL: Chicago University Press, 1-13. Assignment 22: Begin writing your ethnographic project final paper, including the thesis that emerged from your research question, your methods, and analysis. Use your analytical memos, transcription, coded interviews, and/or photo/document/video analysis. Be explicit about what kind of ethnographic writing style you wish to convey your ethnographic explorations.
July 16	9-10:30am: Ethnographic writing (confessionalist, novel) Afternoon: fieldwork	Read before class: Rabinow, Paul 1977 <i>Reflections on Fieldwork in Morocco.</i> Berkeley, CA: University of California Press, 1-30. And Mernissi, Fatima 1995 <i>Dreams of Trespass: Tales of a Harem Girlhood.</i> New York: Addison-Wesley Publishing, 1-30 (very easy reading) Assignment 22: Continue connecting your fieldwork assignments to your research project analysis as you write-up your project.

Anthropology 344
Ethnographic Field Methods Practicum
Rutgers * Summer 2019 * Fez Morocco Study Abroad

July 17	Project write-up	Assignment 22: Finalize your 8-page, single-space ethnographic paper conveying the results of your project. Include the benefits and difficulties of mobility walks, sensory mapping, kinship charts, video recording/transcription, participant observation, photo/document analysis, and interview methods in relation to your project.
July 18	9-noon: Project Presentations	Assignment 23: Prepare and present a 10-minute presentation on your research project.
July 19	Departure from Fez	Program end