

***Methods and Analysis in Cultural and Linguistic Anthropology***  
***(ANTH 01:070:317)***  
***Rutgers University – Fall 2019***

Prof: Kathleen Riley  
 Office: RAB 316  
 Seminar: Tues 3:55-6:55  
 Prerequisite: ANTH 01:070:101

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 Office hours: W 1:30-3:30 and by appointment  
 Classroom: BIO 205

**Course Description:**

In this course students gain a theoretical understanding of and hands-on practice in how anthropological research – both cultural and linguistic – is formulated and conducted. We read about researchers’ fieldwork experiences and learn to analyze ethnographies for the intentions and techniques behind an ethnographer’s findings. We also experiment with a range of anthropological methods for data collection and analysis: background research, participant observation, interviews, and 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 complete the course by learning to write a project proposal with which they could apply for IRB (Institutional Review Board) approval and possibly funding.

**Course Format:**

Lectures, readings, discussions, and fieldwork projects. The course syllabus (and revisions to it), assignment guidelines, additional resources, and lecture notes will be posted on Sakai. Some assignments will be submitted on Sakai, and others will be submitted in class (see below for details).

**Course Policies:**

- Attendance counts. Report any anticipated absences at <https://sims.rutgers.edu/ssra/>. Seek assistance from a Dean of Students if you must be absent for a prolonged period.
- Some assignment due dates are flexible, and some are not (check the fine print).
- Academic integrity and ethical treatment of others is required (see the Rutgers policy on student conduct <http://studentconduct.rutgers.edu/university-code-of-student-conduct>)
- Assistance is available for students with special needs here <http://disabilityservices.rutgers.edu/>; discuss accommodations with me as soon as possible.

**Learning Goals:**

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 project of your own, bearing in mind the anticipated risks and benefits to your human subjects.

**Course Assignments (see guidelines below for details)**

Assignments – credit (submission)	Course learning goals met by assignments (see list above)	Departmental learning goals met by assignments*
<i>Attendance and participation</i>	CLG 1, 2, 3	E1, 2, 3, 5
<i>Presentations</i>	CLG 1, 2	E1, 2, 4
<i>Ethnography blog entries</i>	CLG 1, 2	E1, 2, 4
<i>Fieldwork exercises and research proposal</i>	CLG 1, 2, 3, 4	E2, 3, 4, 5

\*See <https://anthro.rutgers.edu/academics/undergraduate/undergraduate-learning-goals> for a numbered list of departmental goals.

## Assignments in a nutshell (see Sakai for more detailed guidelines)

### ***1. Attendance and participation***

This class is purposely kept to a small number so that we can work intensively and somewhat intimately on issues related to conducting anthropological research. As a result, your physical attendance and intellectual participation are key to your success in this course. Unexcused absences and a lack of engagement in classroom interactions will count heavily against your final grade.

### ***2. Presentations of readings (worth 20% of final grade)***

Sign up to present two articles from the Robben & Sluka reader (or the short list of other articles). The best way to choose your articles will be to read the mini-introductions from each part of the book and select your article based on this. For instance, on 9/17 we will be discussing the topic covered in Part I of R&S. If you sign up for this week, your job is to skim the mini-introduction to Part I (pp. 51-55) and then choose one of the articles in Part I to read carefully and present it to the class. In your presentation, you will outline the key points of the article and lead a discussion with your classmates exploring how this article might affect the ways in which you all would approach doing anthropological fieldwork. Be as specific as possible about how the article touched upon your expectations (anxieties, excitements...) about doing fieldwork with specific people in specific places; and formulate three questions that will engage your classmates (who have not read the article) in considering their own expectations. Submit on Sakai a 500-word write-up of the presentation AND discussion within 48 hours after you present.

### ***3. Ethnography blog entries (worth 20% of final grade)***

We will be reading two book-length ethnographies in this class with the goal of discovering traces of how and why these anthropologists asked what they asked and found what they found through their research.

- **Weekly entries:** For each class read the assigned chapter and write a blog entry (approximately 500 words – bullet points recommended) discussing:
  - How did the researchers prepare for fieldwork, establish rapport and find/use assistants, purposefully collect their data, and recognize data when they stumbled upon them?
  - How did the researchers analyze their data (using theory), formulate their findings, and present these findings in ways that help readers understand them?
  - How did ethnographers attend to ethical issues to do with conducting fieldwork and representing their subjects to the world; did they seek out opportunities for assisting and collaborating with their subjects (and acknowledging these collaborations)?
- **Extra-credit entry (due 12/12):** compare the two ethnographies -- the settings and subjects, methods for collecting and analyzing data, theoretical interests and formulation of their findings, and approaches to ethical treatment and representation of their subjects. (1000 words, 5%)

### ***4. Fieldwork exercises (worth 20% of final grade)***

- You will experiment with four fieldwork methods in one or more semi-public venues of your choosing within the Rutgers community: background research, participant observation, situated interviews, and discourse analysis. You must complete the CITI training prior to beginning these exercises. See course outline for due dates, and submit on Sakai.

### ***5. Research proposal (worth 40% of final grade)***

- You will build a research proposal of your own based on 1) ideas developed from the readings and exercises and 2) preliminary investigation of a field site and subjects you have some genuine interest in researching. The research proposal will be completed in six steps (submitted on Sakai):
  - Research Proposal Step 1 – skeletal proposal – use form under guidelines on Sakai
  - Research Proposal Step 2 – research question and background research (~1000 words)
  - Research Proposal Step 3 – research question and theoretical approach (~500 words)
  - Research Proposal Step 4 – proposed methods for conducting the study (~500 words)
  - Research Proposal Step 5 – first draft of the research proposal (2000 words)
  - Research Proposal Step 6 -- final draft of the proposal and oral presentation during finals week

### Course Outline:

**Ethnography due dates are boldfaced.** *Readings for presentations are italicized. Fieldwork exercises and final project proposal due dates are listed in boldfaced italics.* Other readings are in plain type.

<b>Date</b>	<b>Topics</b>	<b>Readings and deadlines</b>
9/3	Introduction	<b>Barker's Preface and Tétrault's Introduction</b>
9/10	Fieldwork: theory, data, ethics, value, validity, sites, subjects, subjectivity, shock...	Discuss: Blommaert on Sakai; R&S pp. 1-33 <b>Barker Chap. 1 notes due</b>
9/17	Our ancestors	Discuss: Blommaert Chap. 1 Introduction <i>R&amp;S Part I</i> <b>Barker Chap. 2 notes due</b>
9/24	"Subjects" <b><i>CITI Certificate due</i></b>	<i>R&amp;S Part III</i> <b>Barker Chap. 3 notes due</b>
10/1	Multisensing <b><i>Ex. 1 due</i></b>	<i>R&amp;S Part VIII or Geertz article</i> Discuss: Blommaert Chap. 2 Ethnography <b>Barker Chap. 4 notes due</b>
10/8	Reflexivity <b><i>Ex. 2 due</i></b>	<i>R&amp;S Part IX or Briggs article</i> <b>Barker Chap. 5 notes due</b>
10/15	Communication <b><i>Ex. 3 due</i></b>	<i>Articles by Hymes, Ochs, or Schieffelin</i> Discuss: Blommaert Chap. 3 Prior to Fieldwork <b>Barker Chap. 6 and 7 notes due</b>
10/22	Multisiting <b><i>Ex. 4 due</i></b>	<i>R&amp;S Part VII</i> <b>Tétrault Chap. 1 notes due</b>
10/29	Identity in the field <b><i>Research Proposal Step 1 due</i></b>	<i>R&amp;S Part II</i> Discuss: Blommaert Chap. 4: In the Field <b>Tétrault Chap. 2 notes due</b>
11/5	"Us" according to "them" <b><i>Research Proposal Step 2 due</i></b>	<i>R&amp;S Part IV</i> <b>Tétrault Chap. 3 notes due</b>
11/12	Danger <b><i>Research Proposal Step 3 due</i></b>	Discuss: Blommaert Chap. 5: After Fieldwork <i>R&amp;S Part V</i> <b>Tétrault Chap. 4 notes due</b>
11/19	Ethics <b><i>Research Proposal Step 4 due</i></b>	<i>R&amp;S Part VI</i> <b>Tétrault Chap. 5 notes due</b>
12/3	Engagement <b><i>Research Proposal Step 5 due</i></b>	Discuss: Blommaert Chap. 6: Postscript <i>R&amp;S Part X</i> <b>Tétrault Chap. 6 or 7 notes due</b>
12/10	<b><i>Research proposal Step 6 due</i></b>	<b><i>Research proposal presentations</i></b>

### Required texts:

The required books are available at the bookstore and in the library on reserve.

- Barker, John (2016) *Ancestral Lines: The Mosaic of Papua New Guinea and the Fate of the Rainforest*. Toronto: University of Toronto Press.
- Blommaert, Jan, and Dong Jie (2011) *Ethnographic Fieldwork: A Beginner's Guide*. Bristol: Multilingual Matters.
- Robben, Antonius C.G. M. and Jeffrey A. Sluka (2012) *Ethnographic Fieldwork: An Anthropological Reader*, 2nd ed. Malden MA: Wiley-Blackwell. GN346.E675 2012 DON'T BUY THIS ONE – BORROW IT
- Tétrault, Chantal (2015) *Transcultural Teens: Performing Youth Identities in French Cities*. Malden MA: Wiley Blackwell. (available as an e-book through the library)

These articles are available on Sakai:

- Briggs, Charles (1984) Learning how to ask: Native metacommunicative competence and the incompetence of fieldworkers. *Language in Society* 13(1):1-28.
- Geertz, Clifford (1973) Thick Description: Toward an Interpretive Theory of Culture. In *Interpretations of Culture: Selected Essays*. Pp. 3-30. NY: Basic Books.
- Hymes, Dell (1964) Introduction: Toward Ethnographies of Communication. *American Anthropologist* 66(6), Pt. 2:1-34.
- Ochs, Elinor (1979) Transcription as Theory. In *Developmental Pragmatics*, E. Ochs and B. Schieffelin, eds. Pp. 43-72. NY: Academic Press.
- Schieffelin, Bambi B. (1979) Getting It Together: An Ethnographic Approach to the Study of the Development of Communicative Competence. In *Developmental Pragmatics*, E. Ochs and B. Schieffelin, eds. Pp. 73-108. NY: Academic Press.