

Rationale for changes:

After teaching this course for a semester, there are some changes I would like to make in order to improve the order in which certain activities took place in the classroom.

- I would like to add readings that were successful during in class workshops and others which were asked by students regarding specific themes (like consent forms and research question guides). I will remove readings that were less helpful in teaching the methodological aspects of research design at the MA level.
- I would also like to make the final assessment of the course only a creative project that is approved by the instructor (like in the past) and is exhibited publicly during a gallery-like event after the last class. This would remove the required *revised reflection papers* from the final assessment —though they will continue to be part of the class activities. If it's necessary or desirable to maintain an archive of the projects, then the final assessment could include uploading a picture and short explanation of the creative project.
- I would like to decrease the number of reflection papers from 4 to 3. As an instructor, I provided individual feedback to each reflection paper. In an effort to balance the work done as instructor, 3 reflection papers would still accomplish the goal of guiding students in thinking methodologically about their work without overburdening the instructor. Students would continue to make 1 mandatory oral group presentation based on a monograph they read together.
- The number of pages for readings is roughly the same, it has increased by 4 pages.

ANTH4030 Advanced Anthropological Methods Syllabus

This class takes as point of departure the relevance of fieldwork as a practice of anthropological knowledge making. It explores the ethics, politics, and practice of ethnographic fieldwork. It considers questions about the way we produce evidence, the research spaces we choose (e.g., "the field"), our relationships to the people with whom we work, and "method" itself. It uses ethnographies (often monographs) to think about contemporary issues and for that it starts with the present to think about our past and our futures. Students' projects and our common lived realities (including life after COVID-19) are bases for workshops on participant observation, conducting interviews, data management, as well as a critical and ethical reflections on anthropological truth claims, scale, positionality, representation, and collaboration in ethnographic practice as it intersects with gender, class, ethnicity, and nationality. Centered in anthropology it also looks at neighboring disciplines in an effort to understand our practice in connection and conversation with other forms of knowledge making and ontological differences. Students will learn to "deep read" and think critically to produce written responses, in-class presentations, and a final creative project.

Week-by-week readings below:

1. What are Anthropological Methods?

(An introduction to the overall course, and a first overview of what anthropological methods are)

Pandian, Anand – “The World at Hand: Between Scientific and Literary Inquiry” in *A Possible Anthropology: Methods for Uneasy Times*. 2019, pp. 15-43. (28 pages)

Smith, Linda Tuhiwai – “Introduction” in *Decolonizing Methodologies: Research and Indigenous Peoples*. 2008, pp. 1-18 (18 pages)

Jobson, Ryan Cecil – “The Case for Letting Anthropology Burn: Sociocultural Anthropology in 2019,” *American Anthropologist*, 2019, 122 (2), p. 259–271. (12 pages)
<https://doi.org/10.1111/aman.13398>

2. Fieldwork and its many transformations

(Acquaints students with the historical changes fieldwork has undergone from its inception up to today)

Behar, Ruth – “Introduction” in *The Vulnerable Observer: Anthropology That Breaks Your Heart*. 1997, pp. 1-33 (33 pages)

Jackson, John L., Jr. – “Fakes, damned fakes, and ethnography” in *Fake*, Copeman, Jacob & Giovani da Col (Eds.). 2018, pp. 1-14 (14 pages)

New: Han, Clara. “Introduction” in *Seeing Like a Child: Inheriting the Korean War*. 2020, pp. 1-35. (34 pages)

Douglas-Jones, Rachel. A. Walford and N. Seaver. “Introduction: Toward an Anthropology of Data.” *Journal of the Royal Anthropological Institute* 2021, 27: 9–25. (16 pages)

Markham, A. Fieldwork in Social Media: What would Malinowski do? *Qualitative (Links to an external site.) (Links to an external site.)* 2013; 2(4): pp. 434–446 (12 pages)

Jill B. R. Cherneloff – “Introduction” *Journal of Anthropological Research* 47, no. 4 (1991): 373–76. <http://www.jstor.org/stable/3630347>. (3 pages)

~~Choose one of the following articles from the Special Issue: Legacy of Hortense Powdermaker: <https://www.jstor.org/stable/i286655>~~

- ~~1. Bourguignon, Erika. “Hortense Powdermaker, the Teacher.” *Journal of Anthropological Research* 47, no. 4 (1991): 417–28. Accessed February 24, 2021. <http://www.jstor.org/stable/3630351>. (11 pages)~~
- ~~2. Scheper-Hughes, Nancy. “Hortense Powdermaker, the Berkeley Years (1967–1970): A Personal Reflection.” *Journal of Anthropological Research* 47, no. 4 (1991): 457–71. Accessed February 24, 2021. <http://www.jstor.org/stable/3630354>. (15 pages)~~

For further readings on digital ethnography (optional texts):

Crystal A, G de Seta 2020. Doing Digital Ethnography: Private Messages from the Field – a Special Issue. <https://idsr.se/ojs/index.php/idsr/issue/view/3>

Boellstorff, T. "Method" in *Coming of Age in Second Life* (Princeton: Princeton University Press, 2008), pp 60-81 [E-book via UiO \(Links to an external site.\)](#)

Glatt, Z. 2021. LSE Digital Ethnography Collective Reading List SHARED DOC - January 2021 <https://zoeglatt.com/wp-content/uploads/2021/01/LSE-Digital-Ethnography-Collective-Reading-List-SHARED-DOC-January-2021.pdf>

FIRST REFLECTION PAPER DUE

3. Finding "the field", or constructing it? Staying "at home", or going "away"?

(What is a field and do we find and / or define it? What are some of the discussions around conducting fieldwork at home, vs. abroad? Is the "native anthropologist" a useful term)

NEW: Dumit, Joseph. 2014. "Writing the Implosion: Teaching the World One Thing at a Time." *Cultural Anthropology* 29, no. 2: 344–362. <https://doi.org/10.14506/ca29.2.09>. (18 pages)

Marcus, George E. 1998. Ethnography in/of the World System. The Emergence of Multi-Sited Ethnography. *Annual Review of Anthropology*, Vol. 24 (1995), pp. 95-120. [jstor.or \(Links to an external site.\)](#) (12pages)

Jacalyn Harden. 2011. "Native like me: Confessions of an Asiatic black anthropologist". In *Critique of Anthropology*. 31 (2): pp. 139-155. (16 pages) Download from [University of Oslo Library \(Links to an external site.\)](#).

Matsutake World Research Group "A new form of collaboration: Matsutake-Worlds." In Antonius C.G.M. Robben and Jeffrey A. Sluka. 2012. *Ethnographic Fieldwork. An anthropological reader*, pp. 409- 440 (31 pages)

Roberts, Elizabeth F.S. and Camilo Sanz – "Bioethnography: A How-To Guide for the Twenty-First Century" in M. Meloni et al. (eds.), *The Palgrave Handbook of Biology and Society*. 2018, pp. 749-775. https://doi.org/10.1057/978-1-137-52879-7_32 (26 pages)

Núñez & Suarez, "How to Produce Responsive Ethnography of Data" in Tomás Sánchez Criado and Adolfo Estalella (Eds), *An Ethnographic Inventory. Field Devices for Anthropological Inquiries*. London: Routledge (Forthcoming) (12 pages)

Joanne Passaro. 1997. "You can't take the subway to the field! 'Village' epistemologies in the global village". In Akhil Gupta and James Ferguson (eds.), *Anthropological Locations*. Berkeley: University of California Press. pp. 147-162. (15 pages) (Compendium, and [e-book \(Links to an external site.\)](#))

~~Madden, R.: “Ethnographic Fields: home and away”, chapter two in (ed.) Raymond Madden: *Being Ethnographic: A Guide to the Theory and Practice of Ethnography*, 2010. Sage publications, pp. 37-55 (18 pages). E book.~~

4. Ethics and Safety in the Field.

(We will discuss problems around ethics in research and safety issues that can emerge during fieldwork, with a particular focus on (gendered) violence. We will also have a look at the AAA codes of conduct, and at the #metooanthro-guidelines on how to stay safe in the field.)

NEW: Göttke, F, Heath, D, Martín, R, Kaul, S, Sakoun, R, Sigmund, K, Thompson, A & Yates-Doerr, E 2019, *The ethnographic fact: a discussion of ethics in anthropological fieldwork*, Somatosphere. Retrieved February 2, 2023, from <http://somatosphere.net/2019/the-ethnographic-fact-a-discussion-of-ethics-in-anthropological-fieldwork.html/> (15 pages)

Bonilla, Yarimar – “Preface” in *Non-Sovereign Futures: French Caribbean Politics in the Wake of Disenchantment*. 2015, pp. xi-xviii (7 pages).

Bourgois, Philippe, “Confronting the Ethics of Ethnography: Lessons from Fieldwork in Central America,” in Antonius C.G.M. Robben and Jeffrey A. Sluka. 2012. *Ethnographic Fieldwork. An anthropological reader*. 2012, pp. 297-330 (33pages).

NEW: Reyes-Foster, Beatriz & Rebecca Lester 2019, “Trauma and resilience in Ethnographic Fieldwork” Anthro{dendum} blog series. (5 pages).
<https://anthrodendum.org/2019/06/18/trauma-and-resilience-in-ethnographic-fieldwork/>

Demian, Melissa. 2018. "Anthropology after #MeToo." Hot Spots, *Fieldsights*, September 26. <https://culanth.org/fieldsights/anthropology-after-me-too> (5 pages)

~~Optional:-~~

~~Cynthia Mahmood. “Anthropology from the Bones: A Memoir of Fieldwork, Survival, and Commitment” in Antonius C.G.M. Robben and Jeffrey A. Sluka. 2012. *Ethnographic Fieldwork. An anthropological reader*. 2012, pp. 274-283 (9 pages). Library link~~

SECOND REFLECTION PAPER DUE

5. Participant Observation and Ethnographic Interviews

(This lecture introduces students to the basics of participant observation; makes them reflect on how to write good field notes, and acquaints them with some basic interviewing techniques)

Graeber, David – “Chapter 4: Summit of the Americas, Québec City” [Extracts] in *Direct Action: An Ethnography*. Edinburgh: AK Press, 2009, pp. 1-8 and pp.143-160. (8 pages)

NEW: Finesurrey, Samuel (N/D). “Conducting Interviews” in *Ethnography Made Simple @manifold cuny*. <https://cuny.manifoldapp.org/read/untitled-fefc096b-ef1c-4e20-9b1f-cce4e33d7bae/section/514ee90c-918e-4f9d-8122-59a3f858b135> (11 pages)

Bernard, Russel, H. "Participant Observation". In H. Russell Bernard. *Research methods in anthropology: qualitative and quantitative approaches*. Chapter 13. Lanham. Altamira Press (25 pages). (Compendium and [e-book \(Links to an external site.\)](#) max 3 readers at same time).

Skinner, J. "A Four-part Introduction to the Interview" in Skinner (ed) *The Interview: An Ethnographic Approach*. London: Routledge, <https://www.routledge.com/The-Interview-An-Ethnographic-Approach/Skinner/p/book/9781847889393> (50 pages)

Further reading (non-compulsory)

Murchison, Julian (2010). *Ethnography Essentials: Designing, Conducting, and Presenting Your Research*. London: Wiley

Jordan, David. (2012). Quick Tips for Ethnographic Interviewing (A Guide for College Students): <https://pages.ucsd.edu/~dkjordan/resources/InterviewingTips.html>

6. Sensorial fieldwork

(This section provides an overview of "sensorial" methods – i.e. visual, audio and other sensory work done by anthropologists. In addition, the lecture / seminar will deliver an introduction to urban ethnography and the kinds of methods best suited for fieldwork in city settings.

Lippman, Alexandra – "Listening across borders: migration, dedications, and voice in cumbia sonidera," *Tapuya: Latin American Science, Technology and Society*, 2018, 1:1, 201-215, DOI: [10.1080/25729861.2018.1497273](https://doi.org/10.1080/25729861.2018.1497273) (15 pages)

Feld, Steven. [Voices of the Rainforest, A Day in the Life of Bosavi](#). October 15, 2017

De León, Jason – "[Hostile Terrain 94](#)" in *Undocumented Migration Project*. Pop-up Installations. 2020

7. Situated Self as a Fieldwork Tool: Reflexivity, Positionality, and Emotions

(During this session, we think through how our own positionality and emotions can be both obstacles and useful tools during data collection)

Davies, J. 2010. Introduction: Emotions in the field. In J. Davies and D. Spencer (eds.) *Emotions in the Field: the psychology and anthropology of fieldwork experience*. Stanford. Stanford University Press. (31 pages)

Pollard, A. 2009. Field of screams: difficulty and ethnographic fieldwork. *Anthropology Matters*. 11(2):1-24. (24 pages) anthropologymatters.com (Links to an external site.)

Rosaldo, R. 2004. "Grief and a Headhunter's Rage." In Robbin Anronius (ed.). *Death, mourning, and burial: a cross-cultural reader*. (11 pages).

Hume, L. and Molcock, J. 2004. Introduction: Awkward spaces, productive places. In Hulme and J. Molcock (eds.) *Anthropologists in the field: case studies in participant observation*. Xi-xxvii. New York. Columbia University Press. (16 pages)

THIRD REFLECTION PAPER DUE

8. Visual Anthropology and Curatorial Ethnography

(Introduces visual anthropology and curatorial ethnography followed by a first round of introducing mini-fieldwork exercises)

Movie: The [Blind Panopticon](#) [El Panóptico Ciego] – Mateo Herrera (director). 2014.

Elhaik, Tarek, and George E. Marcus. 2010. “Curatorial Designs in the Poetics and Politics of Ethnography Today: [Part 1.](#)” In *Beyond Ethnographic Writing*, edited by Luca Simeone and Ana Maria Forero Angel, 283. Rome: Armando Editore. (12 pages)

Walley, Christine – South East Chicago Archive & Storytelling Project:
<https://www.sechicagohistory.org/>

9. Life Stories

(Introduces students to life histories as an anthropological method)

Walley, Christine – “Introduction” In *Exit Zero: Family and Class in Post-Industrial Chicago*. 2013, Chicago: University of Chicago Press. [Watch movie and Introduction to the book]. (17 pages)

Biehl, Joao. “Introduction” in *Vita: Life in a Zone of Abandonment*. Berkely: UCPress (32 pages)

Carsten, J. (ed) 2007. *Ghosts of Memory: Essays on Remembrance and Relatedness*. Introduction pages 1- 35 [link](#). (35 pages)

~~Naguib, N. “Middle East Encounters 69 Degrees North Latitude: Syrian Refugees and Everyday Humanitarianism in the Arctic.” *Int. J. Middle East Stud* 49 2017, p 645 – 660
Link <https://www.cambridge.org/ezproxy.uio.no/core/services/aop-cambridge-core/content/view/9FDD31C1F4341D72F9B9B60D9852398E/S0020743817000630a.pdf/div-class-title-middle-east-encounters-69-degrees-north-latitude-syrian-refugees-and-everyday-humanitarianism-in-the-arctic-div.pdf> (15 pages)~~

10. New Trends in Anthropology

(The last session will discuss recent attempts at more-than-human research, discuss the opportunities and dilemmas brought up activist anthropology, and step into debates around the decolonization of the discipline and its methodological toolkit today, in addition to providing a summary of the key themes and insights of the course).

Fikry, N. 2019. ‘Rooftop Recipes for Relating Ecologies of Humans, Animals and Life’ *Anthropology of the Middle East*, Vol. 14, No. 2, Winter 2019: 42–54 (12 pages)

Kirsch, S. 2010. "Experiments in Engaged Anthropology". In *Collaborative Anthropologies*. Vol. 3, pp. 68-80. (12 pages).

Rana, J. 2018. "The Continuous Decolonization of Anthropology: The Case of Muslims in Europe." In *Etnofoor*. 30:2, pp. 77-82 (6 pages).

NEW: Hetherington, Kregg (2020). "Introduction" and "The Vast Tofu Conspiracy" in *The Government of Beans: Regulating Life in the Age of Monocrops*. Durham: Duke University Press. (32 pages)

Suggested Monographs. Choice of one.

@Khosravi, S. 2010 'Illegal' Traveller: An Auto-Ethnography of Borders. New York: Palgrave Macmillan.

@Kenner, Alison - Breathtaking: Asthma Care in a Time of Climate Change: University of Minnesota Press. 2018.

@Lila Abu Lughod 2008, *Writing Women's Worlds* Oakland: University of California Press

@Radhika Govindarajan 2018 *Animal Intimacies*. Chicago: The University of Chicago Press

@Han, Clara 2012 *Life in Debt: Times of Care and Violence in Neoliberal Chile*. University of California Press

@Rosa, Jonathan. 2018. *Looking Like a Language, Sounding Like a Race: Raciolinguistic Ideologies and the Learning of Latinidad*. Oxford University Press.

@Jatin Dua 2019 *Captured at Sea*. Oakland: University of California Press

@Heather Paxson 2012. *Life of Cheese*. Oakland: University of California Press

@Miriam Ticktin 2012 *Casualties of Care*. Oakland: University of California Press

@Yates-Doerr, Emily. 2015. *The Weight of Obesity Hunger and Global Health in Postwar Guatemala*. University of California Press

@Philippe Bourgois 2003. *In search of respect. Selling Crack in El Barrio*. New York: Cambridge University Press

@Tsing, Anna Lowenhaupt. 2015. *The Mushroom at the End of the World: On the Possibility of Life in Capitalist Ruins*. Princeton University Press.

@Tousignant, Noémi. 2018. *Edges of Exposure: Toxicology and the Problem of Capacity in Postcolonial Senegal*. Duke University Press

@ Kivland, Chelsey L. · 2020. *Street Sovereigns: Young Men and the Makeshift State in Urban Haiti*. Cornell University Press.

Final project description (due at the end of the course)

How can art, music, photography, sound, archives, games, media, theater, movies, dance, and so much more be part of our ethnographic thinking and making? How can we devise formats that communicate and complement our ethnographic writing? For this final project we will use the understanding of ethnography as a method of experiencing the world around us and design a complementary form of thinking-communicating your design research project. The final format is up to you and it can include a broad range of possibilities included (but certainly not limited) to: a podcast, a playlist, a dance, a short movie, a photograph exhibit (digital or analog), a sound map, a piece of art, a game, a sculpture, a script (movie or theater), a tik-tok series, a radio show, and many, many more formats (just check with me first). It will be accompanied by a short description of 300 words max in which you explain to the class what inspired and guided your final production.

I would like you to imagine this creative project as an opportunity for describing scenes, characters, problems and situations. Most importantly, this project should be a relaxing and fun experience that can be developed over time and can also be a space for using many of your other talents.