

**ANTH 2517 2024 FA**  
**Introduction to Ethnography**  
**Syllabus**

Meetings: Tuesday and Thursday 1-2:30  
RB 3049

*Welcome to Anthropology 2517!*

Instructor: Dr. Martha Dowsley: Office: RC 2006H; [mdowsley@lakeheadu.ca](mailto:mdowsley@lakeheadu.ca)

Teaching Assistant: Tehya Quachegan; [tquacheg@lakeheadu.ca](mailto:tquacheg@lakeheadu.ca)

Please email either of us at any time to arrange a meeting or extra help!

In this introductory methods course, we are going to be developing anthropological fieldwork skills and understandings of how socio-cultural anthropologists gather data and write about culture while linking it to theory in the discipline.

Ethnography is the study of one culture, while ethnology is the comparison of different cultures and the theory that is developed from such comparisons. We will touch on both in this course, but our focus is how socio-cultural anthropology is conducted, and thus we will focus on ethnography.

### **Learning Objectives**

1. Be able to discuss common and particular challenges of anthropological fieldwork.
2. Recognize the contributions of several anthropologists to the development of ethnography as a research method as well as to the theoretical development of anthropology with special focus on Canada.
3. Develop a greater understanding of, and engagement with, anthropological research and thought.
4. Reflect on your position as an anthropologist and an encultured person.
5. Gain anthropological research experiences through practising aspects of the ethnographic method including participant observation, interviewing, taking field notes, discussing, and presenting informally and formally.

### **Course Resources**

1. Mannik, L. and K. McGarry, eds. 2017. *Practising Ethnography: A Student Guide to Method and Methodology*. University of Toronto Press.
2. Guelke, Karoline. 2021. *The Living Inca Town*. Toronto: University of Toronto Press.  
<https://utorontopress.com/9781487525668/the-living-inca-town/>
3. Other readings and homework questions will be posted on D2L
4. Peers – perhaps the best resource will be your peers. Our conversations will be greatly enriched by diversity. Respect each other and participate! It will help you in your learning evaluations and enrich your experience immensely.

## Schedule

Date	
1. Sept 3	In class: Introductions, interview methods Homework for next class: Ethics certification, acquire texts, visit course web site and view posted YouTube Videos to learn about ethnography (on the website in the Contents folder under homework and readings: Homework from Class 1)
2. Sept 5	<b>Section 1: What is Ethnography and How Do You Do It?</b> Class discussion of YouTube videos about ethnography In Class: Participant Observation introductory activity from lecture slides Homework: 1. Mannik and McGarry Introduction and ch 3. 2. Watch on YouTube video on Malinowski (qu posted) <a href="https://www.youtube.com/watch?v=zjCMOpnx6r8">https://www.youtube.com/watch?v=zjCMOpnx6r8</a> Strangers Abroad series: "Off the Veranda" 52 min
3. Sept 10	<b>DUE: Submit Ethics Certification before class</b> In Class: discuss homework, do Participant Observation Activity posted online -print it! Homework: 1. Read Geertz, Deep Play. Focus your note taking on the fieldwork challenges. 2. M&M Ch 1 and 2.
4. Sept 12	Informal oral report on Part. Ob. Activity, take notes and write it up formally for submission next class Slides on doing participant observation Homework: 1. YouTube video on Malinowski (6 x 10 min segments) Tales from the Jungle: Malinowski <a href="https://www.youtube.com/watch?v=f22VsAlOwbc&amp;list=PLD00AA5F940FCCA89">https://www.youtube.com/watch?v=f22VsAlOwbc&amp;list=PLD00AA5F940FCCA89</a> 2. Reading for social exchange discussion
5. Sept 17	<b>Section 2: Ethnographies and Comparisons Between Ethnographies (Ethnology)</b> <b>DUE: Participant Observation write-up (10%)</b> Discussion: Social Exchange Homework: Alcohol reading, 2. M&M ch 4
6. Sept 19	Discussion: Alcohol; M&M ch 4 Homework: Joking reading
7. Sept 24	Discussion: Joking; Group Project Discussion and group formation Homework: Gossip reading, Guelke Ch 1
8. Sept 26	Discussion: Gossip; Group Project Discussion Homework: Guelke Ch 2, 3
9. Oct 1	Discussion: Guelke Ch 2, 3 Homework: Guelke Ch 4, 5
10. Oct 3	<b>DUE: Draft Interview Questions and Permission Form for Interviews</b> Discussion: Guelke 4, 5 Homework Guelke 6, 7
11. Oct 8	Discussion Guelke 6, 7 Review for quiz
12. Oct 10	<b>Mid-term test 20%</b> Homework over reading week: Richardson, M&M ch 5, AND Interview someone on their university experience as life experience

Oct 14-18	<b>Reading Week!</b>
13. Oct 22	<b>Section 3: Reflections of Anthropology and Ourselves, More Ethnographic Examples</b> Discussion: Informal presentation on your interview – What style did you use? What did you learn? Richardson reading, M&M discussion Homework: Salzman, and M&M ch 9
14. Oct 24	<b>DUE: Formal Submission of Interview (10%)</b> Discuss Salzman and M&M
15. Oct 29	<b>NO CLASS – meet with your group to complete your draft background and outline for group project. Due Midnight Oct 30th</b> Homework: 1. M&M ch 1. 2. Canadian Anthropology reading Research Hallowe'en as a cultural event (at least 2 academic references) and provide a 5-minute informal presentation in costume next class (bonus up to 2% grade)
16. Oct 31	Present Hallowe'en homework, receive candy from prof (and bonus marks) Discuss M&M and Canadian Anthropology Homework: Female circumcision, M&M ch 6
17. Nov 5	<b>Meetings for Group Projects</b> Discussion: Female circumcision, M&M 6 Homework: Male circumcision, M&M 7
18. Nov 7 (drop date Nov 8 )	Discussion: Male circumcision, M&M 7 Discuss Thought Paper assignment Homework: Term Project
19. Nov 12	<b>DUE by Midnight: Term Project Draft Report (10%)</b> Homework: M&M ch 8 -applied anthro
20. Nov 14	My work on cultural landscapes Homework: M&M ch 10 -photos, read Sanderud 'Winter Children'
21. Nov 19	Discuss Winter Children and photos as aids to ethnographic field work
22. Nov 21	<b>DUE: Thought Paper (15%)</b> <b>FREE PERIOD TO WORK ON TERM PROJECT</b> Homework: M&M ch 11 videos
23. Nov 26	Discuss: ethnographic films
24. Nov 28	<b>Group Project Presentations</b>
During Exam period	<b>Final Group Project Submission and Peer Assessment</b>

### Learning Evaluations

Ethics certification	submit as pre-condition of course work
Participant Observation Write up	10%
Mid-term test	20%
Interview Write up	10%
Cultural Reflection Thought Paper	15%
Participation -homework discussions, quizzes	15%

### Term Group Project

Draft Background and Outline	submit as precondition of final project
Draft Report	10%

### **Ethics Certification**

All research involving human subjects is governed by a set of ethics. In Canada the Tri-Council Policy Statement on Ethical Conduct for Research involving humans is used (TCPS2). As researchers, we need to complete a national tutorial on this topic to make ourselves aware of some of the issues.

To do your tutorial, click on this link to the LU research ethics and integrity website:

<https://www.lakeheadu.ca/research-and-innovation/ethics/human-subjects/resources>. Under External Resources select the bullet "on-line tutorial for the Tri-Council Policy Statement: Ethical conduct for research involving humans."

After completion, download the certificate and submit a copy to the professor via the course web site with your name in the subject line. Keep an electronic copy for yourself for future use as well (you might do another course on this topic, become a research assistant or participate in a field school).

### **Cultural Reflection Thought Paper**

This exercise is to remind us that we are encultured people by exploring our cultural understandings of a topic. More details on the topic later. ....4-6 references. 4-5 pages double spaced.

### **Discussions**

1. You will be assigned a reading with your Study Group. Read it and answer these questions:

1. Determine whether the paper is ethnographic or ethnological.
2. If ethnographic,
  - a. Describe the study group, geographic location and social situation/reason for the study
  - b. What methods did the authors use? What ethical/social or other challenges did they face?
3. What does the paper say about the researcher/s? Who are they (might need to search for them on internet)? What motivated them to study this topic?
4. Summarize the data, discussion and conclusions of the paper (what did it contribute to anthropological theory?)

2. Briefly meet with your Study Group in the next class to review

3. Break up and form new Discussion Groups, teach each other about your Study Group's paper

4. In the Discussion Group, compare the various papers presented

1. What links do you see between the papers?
2. Compare the methods and challenges of the research
3. How do the papers build theory?
4. What should be studied next to continue to build the theoretical area?
5. You may be assigned another question specific to the topic...

5. Take notes! Material can appear on tests and can help you in your thought papers

### **Group Presentation**

Each group must give a full presentation of their research project. Include background/motivation for study, literature review, fieldwork plan and execution, challenges of fieldwork, data (present in an organized way), analysis, conclusion. Submit 2 pages of notes for distribution to the class, include reference list (4-6 references).

## **University Statements**

Lakehead University respectfully acknowledges its campuses are located on the traditional lands of Indigenous peoples.

Lakehead Thunder Bay is located on the traditional lands of the Fort William First Nation, Signatory to the Robinson Superior Treaty of 1850. Lakehead Orillia is located on the traditional territory of the Anishinaabeg. The Anishinaabeg include the Ojibwe, Odawa, and Pottawatomi nations, collectively known as the Three Fires Confederacy.

Lakehead University acknowledges the history that many nations hold in the areas around our campuses, and is committed to a relationship with First Nations, Métis, and Inuit peoples based on the principles of mutual trust, respect, reciprocity, and collaboration in the spirit of reconciliation.

## **Academic Integrity**

A breach of Academic Integrity is a serious offence. The principle of Academic Integrity, particularly of doing one's own work, documenting properly (including use of quotation marks, appropriate paraphrasing and referencing/citation), collaborating appropriately, and avoiding misrepresentation, is a core principle in university study. Students are strongly advised to familiarize themselves with the Student Code of Conduct - Academic Integrity ("The Code") - and, in particular, sections 26 and 83 through 85. Non-compliance with the Code will NOT be tolerated in this course and the Code will be adhered to in terms of disciplinary action. The Code provides a full description of academic offences, procedures when Academic Integrity breaches are suspected and sanctions for breaches of Academic Integrity.

## **Copyright Compliance**

I understand and agree that all instructional, reference, and administrative materials to which I am given access in this course (the "course materials"), whether they consist of text, still or kinetic images, or sound, whether they are in digital or hard copy formats, and in whatever media they are offered, are protected in their entirety by copyright, and that to comply with this copyright and the law.

(a) I may access and download the course materials only for my own personal and non-commercial use for this course; and

(b) I am not permitted to download, copy, store (in any medium), forward or share, transmit, broadcast, show, post or play in public, adapt, or change in any way any text, image, or sound component of the course materials for any other purpose whatsoever except as expressly authorized, and only to the extent authorized, in writing, by the course instructor.

I further understand and agree that, if I infringe the copyright of the course materials in any way, I may be prosecuted under the Lakehead University Student Code of Conduct – Academic Integrity, which requires students to act ethically and with integrity in academic matters and to demonstrate behaviours that support the University's academic values.

## **Exam/Assignment Integrity**

I understand and agree that:

(a) Unless otherwise allowed by the course instructor, I must complete the assignments in this course without the assistance of anyone else.

(b) Unless otherwise allowed by the course instructor, I must not access any sources or materials (in print, online, or in any other way) to complete any course exam.

I further understand and agree that, if I violate either of these two rules, or if I provide any false or misleading information about my completion of course assignments or exams, I may be prosecuted under the Lakehead University Student Code of Conduct – Academic Integrity, which requires students

to act ethically and with integrity in academic matters and to demonstrate behaviours that support the University's academic values.

### **GenAI Use is Prohibited**

Generative artificial intelligence (Generative AI or GenAI) is a category of AI systems capable of generating text, images, or other media in response to prompts. These systems include ChatGPT and its variant Bing (built by OpenAI) and Bard (built by Google) among several others. Other Generative AI models include artificial intelligence art systems such as Stable Diffusion, Midjourney, and DALL-E.

**Any use of GenAI systems to produce assignments for this course is not permitted.** All work submitted for evaluation in this course must be the student's original work. The submission of any work containing AI generated content will be considered a violation of academic integrity ("Use of Unauthorized Materials").

### **Student Accommodations**

Lakehead University is committed to achieving full accessibility for persons with disabilities/medical conditions. Part of this commitment includes arranging academic accommodations for students with disabilities/medical conditions to ensure they have an equitable opportunity to participate in all of their academic activities. If you are a student with a disability/medical condition and think you may need accommodations, you are strongly encouraged to contact Student Accessibility Services (SAS) and register as early as possible. For more information, please email [sas@lakeheadu.ca](mailto:sas@lakeheadu.ca) or visit <https://www.lakeheadu.ca/faculty-and-staff/departments/services/sas>