

ANTH 2517 2026 WA
Introduction to Ethnography
Syllabus

Meetings: Tuesday and Thursday 10:00-11:30 am
RB-1047

Welcome to Anthropology 2517!

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Please email either of us at any time to arrange a meeting or ask questions

In this introduction to cultural anthropology 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. Gain anthropological research experiences through practising aspects of the ethnographic method including participant observation, interviewing, taking field notes, discussing, and presenting informally and formally.
4. Develop a greater understanding of, and engagement with, anthropological research and thought.
5. Reflect on your position as an anthropologist and an encultured person.

Course Resources

1. Mannik, L. and K. McGarry, eds. 2017. *Practising Ethnography: A Student Guide to Method and Methodology*. University of Toronto Press. Soft cover \$49, Kindle \$40. Students can use older versions.
2. Guelke, Karoline. 2021. *The Living Inca Town*. Toronto: University of Toronto Press. <https://utorontopress.com/9781487525668/the-living-inca-town/> Soft cover \$30, Kindle \$25. Students can use older versions.
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 enhanced by a diversity of experiences and viewpoints. Respect each other and participate! It will help you in your learning evaluations and enrich your experience immensely.

Schedule

Date	
1. Jan 6	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. Jan 8	Section 1: What is Ethnography and How Do You Do It? 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) https://www.youtube.com/watch?v=zjCMOpnx6r8 Strangers Abroad series: "Off the Veranda" 52 min
3. Jan 13	DUE: Submit Ethics Certification before class In Class: discuss homework, do Participant Observation Activity posted online Homework: 1. Read Geertz, Deep Play. Focus your note taking on the fieldwork challenges. 2. M&M Ch 2.
4. Jan 15 (last day to enrol is Jan 16)	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 https://www.youtube.com/watch?v=f22VsAlOwbc&list=PLD00AA5F940FCCA89 2. Reading for social exchange discussion
5. Jan 20	Section 2: Ethnographies and Comparisons Between Ethnographies (Ethnology) DUE: Lab 1 Participant Observation write-up Discussion: Social Exchange Homework: Alcohol reading, 2. M&M ch 4
6. Jan 22	Discussion: Alcohol; M&M ch 4 Homework: Joking reading
7. Jan 27	Short introduction to Peru (background for reading ethnography) Discussion: Joking; Group Project Discussion and group formation Homework: Gossip reading, Guelke Ch 1
8. Jan 29	DUE: Draft Interview Questions and Permission Form for Interviews Discussion: Gossip; Term Project Discussion Homework: Guelke Ch 2, 3
9. Feb 3	Discussion: Guelke Ch 2, 3 Term Project Discussion Homework: Guelke Ch 4, 5
10. Feb 5	Discussion: Guelke 4, 5 Homework Guelke 6, 7
11. Feb 10	Discussion: Guelke 6, 7 Review for quiz
12. Feb 12	Mid-term test

	Homework over reading week: Richardson, M&M ch 5, AND Interview someone on their university experience as life experience
Feb 16-20	Reading Week!
13. Feb 24	DUE: Lab 2 Cultural Celebration Write Up Section 3: Reflections of Anthropology and Ourselves, More Ethnographic Examples Discussion: Informal presentations on your Labs 2 and 3 -what did you learn? Richardson reading, M&M discussion Homework: Salzman, and M&M ch 9
14. Feb 26	DUE: Lab 3 Interview Write Up Discuss Salzman and M&M ch 9
15. Mar 3	NO CLASS Homework: 1. M&M ch 1. 2. Canadian Anthropology discussion reading
16. Mar 5 (drop date Mar 6)	DUE: background and outline for term project Discuss M&M and Canadian Anthropology Homework: Female circumcision, M&M ch 6
17. Mar 10	Meetings for Group Projects Discussion: Female circumcision, M&M 6 Homework: Male circumcision, M&M 7
18. Mar 12	Discussion: Male circumcision, M&M 7 Discuss Thought Paper assignment Homework: Term Project
19. Mar 17	DUE: Term Project Draft Report (10%) TBA Homework: M&M ch 8 -applied anthro
20. Mar 19	NO CLASS Homework: M&M ch 10 -photos, read Sanderud 'Winter Children'
21. Mar 24	Discuss Winter Children and M&M Ch 8,10
22. Mar 26	DUE: Thought Paper Dr Dowsley's Current Research Projects Homework: M&M ch 11 videos
23. Mar 31	Discuss: ethnographic films Final meetings for term projects
24. Apr 2	Project Presentations
During Exam period	Final Project Submission and Peer Assessment

Learning Evaluations

Hands-on Field Work Labs

Ethics certification	submit as pre-condition of course work
Lab 1 Participant Observation Write up	10%
Lab 2 Cultural Celebration Observation Write up	10%
Lab 3 Interview Write up	10%

Written Evaluations

Mid-term test	20%
Cultural Reflection Thought Paper	15%
Term Project	
Draft Background and Outline	submit as precondition of final project
Draft Report	10%
Final Report and Presentation	15%
<u>Participation</u> -including homework discussions, quizzes	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).

Field Work Labs

You will have three field work lab reports to complete. The goal of these is to provide you with small assignments to practise anthropology field work skills. The topics are: Participant Observation, Cultural Celebration Observation, Interview. More details are posted on the website.

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 will be posted on the website.

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 group that was studied, 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 assignments.

Term Project

Students may work in groups of up to 3 people or individually to investigate a 'cultural scene'. This will include at least 4 field excursions per team member of at least 1 hr each, notes made on these and any photos/other information collected. Students must have some theory they are investigating with academic references. As part of the analysis students will compare their data to the academic references.

Presentation: Each group/individual 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 or visit <https://www.lakeheadu.ca/faculty-and-staff/departments/services/sas>