

ETHNOGRAPHIC ANALYSIS—FALL 2011

*With collaborative zeal, the ethnic leaders thus set to discussing where the CRI [Cultural Research Institute] team should be taken, **what rituals should be shown, what traits should be concealed, and how best to engage with the anthropologists....***

*After an hour of deliberation, they began finalizing their list of “model communities.” As the secretary went down the roll, eliciting each community’s final decision, **someone piped up to suggest that each ethnic group should have backup locations in mind, should the anthropologists demand a sudden change of course.** Silence followed. The mere mention that the CRI team might want to see something other than the carefully chosen and equally well prepared “model communities” drew stunned, worried looks....Finally the GS [general-secretary] broke the silence.*

“Well, in that case we will fail!” he erupted....

Meanwhile the community sprang into action, transforming the hillside hamlet into a veritable ethnological lol-lapalooza.

—C. Townsend Middleton
“Across the Interface of State Ethnography”
American Ethnologist, Vol. 38 (2)

Course: ANTH 146, Section 1
Day/Time: MW 3-4:15
Location: Mendocino Hall 3011
Instructor: Dr. Castaneda
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Office Hours: MW 1-2 pm; F 11-Noon (& by appt.)
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Catalog Description—Introduces students to current techniques, theories, and debates in ethnographic research and analysis through the use of ethnographies and related works. Critically examines the production of ethnographic knowledge in sociocultural anthropology from historical and contemporary perspectives. **Prerequisite:** ANTH 2 (3 units).

Learning Objectives—The term ethnography refers to both a qualitative research methodology and the written product resulting from that work. As the hallmark of sociocultural anthropology, ethnographic research and writing is critical to the production of anthropological knowledge. This course is designed to 1) introduce students to the basic techniques of ethnographic research, 2) familiarize them with the varieties of ethnographic writing that fall within this genre—from both a historical and contemporary perspective, and 3) engage them in the epistemological and methodological debates that animate the contemporary field of sociocultural anthropology.



Required Texts (texts marked with *asterisk* may be rented from the Hornet Bookstore)

Briggs, Jean L.

- * 1970 *Never in Anger: Portrait of an Eskimo Family*. Harvard University Press.

Lassiter, Luke E.

- 1998 *The Power of Kiowa Song*. University of Arizona Press.

Ramirez, Renya K.

- * 2007 *Native Hubs: Culture, Community, and Belonging in Silicon Valley and Beyond*. Duke University Press.

Sturm, Circe

- * 2002 *Blood Politics: Race, Culture, and Identity in the Cherokee Nation of Oklahoma*. University of California Press.

Tolley, Sara-Larus

- 2006 *Quest for Tribal Acknowledgment: California's Honey Lake Maidus*. University of Oklahoma Press.

Required Reading—S (SacCT), RR (Reserve Room)

Biolsi, Thomas (S)

- 2005 "Imagined Geographies: Sovereignty, Indigenous Space, and American Indian Struggle." *American Ethnologist* 32(2):239-259.

Boas, Franz (RR)

- 2007 [1920] "The Methods of Ethnology." In *Ethnographic Fieldwork: An Anthropological Reader*. Antonius C.G.M. Robben and Sluka, eds. Pp. 33-39. Malden, MA: Blackwell.

Clifford, James (RR)

- 1988 Identity in Mashpee. In *The Predicament of Culture*. Harvard University Press.

Degérando, Joseph-Marie (RR)

- 2007 [1800] "The Observation of Savage Peoples." In *Ethnographic Fieldwork: An Anthropological Reader*. Robben and Sluka, eds. Pp. 33-39. Malden, MA: Blackwell.

Deloria, Jr., Vine (RR)

- 2007 [1973] "Custer Died for Your Sins." In *Ethnographic Fieldwork: An Anthropological Reader*. Robben and Sluka, eds. Pp. 33-39. Malden, MA: Blackwell.

Field, Les W. (with the Muwekma Ohlone Tribe) (S)

- 2003 "UnAcknowledged Tribes, Dangerous Knowledge: The Muwekma Ohlone and How Indian Identities are 'Known.'" *Wicazo Sa Review* 18:79-94.

Gelo, Daniel (S)

- 1999 "Powwow Patter: Indian Emcee Discourse on Power and Identity." *The Journal of American Folklore* Vol. 112, No. 443: 40-57.

Goertzen, Chris (S)

- 2001 "Powwows and Identity on the Piedmont and Coastal Plains of North Carolina." *Ethnomusicology* Vol. 45 (1):58-88.

Harris, Heather **(S)**

- 2005 Indigenous Worldviews and Ways of Knowing as Theoretical and Methodological Foundations for Archaeological Research. In *Indigenous Archaeologies: Decolonizing Theory and Practice*. Smith and Wobst, eds. Pp. 33-41. London: Routledge.

Harrison, Barbara **(S)**

- 2001a "The Evolution of Collaborative Programs" (Chapter 2). *Collaborative Programs in Indigenous Communities: from Fieldwork to Practice*. Pp. 31-46. Walnut Creek, CA: Altamira Press.
- 2001b "Collaborative Fieldworkers" (Chapter 3). *Collaborative Programs in Indigenous Communities* (Pp. 47-78). Walnut Creek, CA: Altamira Press.
- 2001c "Collaborative Programs in Indigenous Communities" (Chapter 11). *Collaborative Programs in Indigenous Communities* (Pp. 225-237). Walnut Creek, CA: Altamira.

Jacobs-Huey, Lanita **(S)**

- 2002 The Natives are Gazing and Talking Back: Reviewing the Problematics of Position, Voice, and Accountability Among "Native" Anthropologists. *American Anthropologist*, Vol. 104(3):791-804.

King, Cecil **(RR)**

- 2007 [1997] "Here Come the Anthros." In *Ethnographic Fieldwork: An Anthropological Reader*. Robben and Sluka, eds. Pp. 191-193. Malden, MA: Blackwell.

La Farge, Oliver La **(S)**

- 1957 "Termination of Federal Supervision: Disintegration and the American Indians." *Annals of the American Academy of Political and Social Science* 311:41-46.

Lassiter, Luke Eric **(S)**

- 2000 "Commentary: Authoritative Texts, Collaborative Ethnography, and Native American Studies." *American Indian Quarterly* 24: 601-614.
- 2001 "'From Here on, I Will Be Praying to You': Indian Churches, Kiowa Hymns, and Native American Christianity in Southwestern Oklahoma," *Ethnomusicology* Vol. 45(2): 338-352.

Malinowski, Bronislaw **(RR)**

- 2007 [1922] "Method and Scope of Anthropological Fieldwork." In *Ethnographic Fieldwork: An Anthropological Reader*. Robben and Sluka, eds. Pp. 33-39. Malden, MA: Blackwell.

Middleton, C. Townsend **(S)**

- 2011 "Across the Interface of State Ethnography: Rethinking Ethnology and its Subjects in Multicultural India." *American Ethnologist* 38(2):249-266.

Ranco, Darren **(S)**

- 2006 "Toward a Native Anthropology: Hermeneutics, Hunting Stories, and Theorizing from Within." *Wicazo Sa Review*, Vol. 21(2):61-78.

Scheper-Hughes, Nancy **(RR)**

- 2000 "Ire in Ireland." *Ethnography* Vol. 1(1): 117-140.

Sider, Gerald M. **(S)**

- 2009 "Can Anthropology Ever Be Innocent?" *Anthropology Now* Vol. 1(1): 43-50.

Slagle, Allogan (S)

1989 "Unfinished justice: Completing the Restoration and Acknowledgement of California Indian Tribes." *American Indian Quarterly* 13(6):325-345.

William Willard (S)

1994 Indian Newspapers, or "Say, Ain't You Some Kind of Indians?" *Wicazo Sa Review* Vol. 10 (2): 91-97

Recommended Reading—S (SacCT), RR (Reserve Room)

Ellis, Clyde (S)

1999 "We Don't Want Your Rations, We Want This Dance": The Changing Use of Song and Dance on the Southern Plains." *The Western Historical Quarterly* Vol. 30 (2): 133-154

Hitt, Jack (S)

2005 "The Newest Indians," *New York Times*, August 21, 2005.

Lavery, Philip (S)

2003 "The Ohlone/Coastanoan-Esselen Nation of Monterey, California: Dispossession, Federal Neglect, and the Bitter Irony of the Federal Acknowledgment Process." *Wicazo Sa Review* 18:41-78.

Morgensen, Scott Lauria (S)

2011 "The Biopolitics of Settler Colonialism: Right Here, Right Now." *Settler Colonial Studies* 1:52-76.

Medicine, Bea (RR)

2001 *Learning to Be an Anthropologist & Remaining Native*. Sue Ellen Jacobs, ed. Urbana: University of Illinois.

Scales, Christopher (S)

2007 "Powwows, Intertribalism, and the Value of Competition, *Ethnomusicology* Vol. 51 (1): 1-29.

Smith, Linda Tuhiwai (RR)

1999 *Decolonizing Methodologies: Research and Indigenous Methodologies*. Zed Books Books.

Yellow Bird, Michael (S)

1999 "What We Want to Be Called: Indigenous Peoples' Perspectives on Racial and Ethnic Identity Labels." *American Indian Quarterly* Vol. 23(2): 1-21.

Course Orientation—Each semester, this course achieves its learning objectives by examining a suite of ethnographic readings related to a specific society, process, social issue, or dimension of the human condition. This semester, our focus will be ***the politics of ethnography and American Indian identity***. We will read five ethnographies (each with its own distinctive ambitions, theoretical moorings, and methodological strategies), along with a series of articles—both historical and contemporary—in order to flesh out the broad, disciplinary contours of contemporary ethnographic inquiry and debate. The ethnographies and articles selected for this semester will allow us to pay particular attention to the historical (and ongoing) role that the discipline of anthropology—and especially state-sponsored ethnographic

research—has played in the federal government’s relationship with Native American communities, and in their own self-definition and relationship with the state.

Course Requirements—Access to SacCT, consistent attendance, completion of all readings and assignments, meaningful class participation (*per rubric to be distributed in class*).

Course Evaluation—Your grade will be determined by averaging the following scores.

- In-class assignments (25%)—including (no fewer than) 11 announced and unannounced reading quizzes.* These are administered within the first 10 minutes of class (and may not be taken as makeups). Occasionally you will engage in group work that will count for the equivalent of a reading quiz.
- Participation in seminar discussions 25% (*50% of this score is based on one 5-7 min. in-class presentation/critique of a reading assignment*).
- Mid-term exam (25%)
- Final essay exam (25%).

*You will need 15 Scantron “815E” quizzstrips.

Grading Scale—A (92-100%); A- (90-91%); B+ (88-89%); B (82-87%); B-(80-81%); C+(78-79%); C (72-77%); C- (70-71%); D+ (68-69%); D (62-67%); D-(60-61%); F (59% and below).

Make-up/Late Paper Policy—No missed assignments (including reading quizzes) can be made up (even for excused absences), although the lowest reading quiz score will be dropped. Final essays (if take-home), will be marked down 15 points for each day late.

SSWD—Students who need disability accommodation are urged to approach me early in the course of the semester. See: <http://www.csus.edu/sswd/services/policies/LD-Policy.html>.

Cell Phones, Laptops/iPads, etc.—Please silence phones during class and make every effort to refrain from texting and other smart phone temptations. Laptops/Tablets are permitted for note-taking only. If you plan to surf the web regardless of this policy, please sit in the back row of the classroom so that I do not have to entertain complaints from your classmates about the distraction your activity represents to their own efforts to focus on class-related activity.

Academic Dishonesty—Plagiarism and other forms of cheating will result in a score of zero on the assignment, potentially followed by dismissal from the course. I am **very** serious about this. Review the university’s official policy: <http://www.csus.edu/manual/student/UMA00150.htm>.

SacCT — I will use [SacCT](#) to help manage the course, to deliver announcements and essay topics to you, and to make many of the reserve readings available to you electronically (through either PDFs or stable URLs).

Course Schedule*

Week 1

Aug. 29 Introduction
Aug. 31 Briggs (Introduction & Chapter 1)

Week 2

Sept. 5 ***Labor Day Holiday (No Class)***
Sept. 7 Briggs (Chapters 2-3)

Week 3

Sept. 12 Briggs (Chapters 4 – 5)
Sept. 14 Briggs (Chapter 6)

Week 4

Sept. 19 Scheper-Hughes (RR)
Sept. 21 Degérando (RR), Boas (RR), Malinowski (RR)

Friday, September 23—Exhibit Reception, Library Gallery (California Native American Day)

Week 5

Sept. 26 Sturm (Chapter 1 – 3)
Sept. 28 Sturm (Chapters 3 – 6)

Week 6

Oct. 3 Sturm (Chapters 7-8); Sider (S)
Oct. 5 Lassiter (Introduction – Chapter 2); Deloria (RR); King (RR)

Week 7

Oct. 10 Lassiter (Chapters 3 – 5); Harrison 2001a, b, c (S)
Oct. 12 Lassiter (Chapters 6 - 9); Lassiter 2000 (S)

***Saturday, October 15, AUBURN BIG TIME — POW WOW. Gold Country Fairgrounds,
1273 High Street, Auburn, CA. www.sierranativealliance.org***

Week 8

Oct. 17 Lassiter (Chapter 10-12); Gelo (S)
Oct. 19 Lassiter (Chapters 13 — Epilogue)

Week 9

Oct. 24 **Mid-term Exam**
Oct. 26 Ramirez (Introduction – Chapter 1); Jacobs-Huey (S); Ranco (S)

Friday and Saturday, October 28-19, California Indian Conference, Chico, CA

Week 10

Oct. 31 Ramirez (Chapter 2 – 3)
Nov. 2 Willard (S); Biolsi (S); Lassiter 2001 (S)

Week 11

Nov. 7 Ramirez (Chapter 4); Field and the Muwekma Ohlone (S);
Nov. 9 Ramirez (Chapters 5 – 6)

Week 12

Nov. 14 Ramirez (Chapter 7 – Epilogue)
Nov. 16 Tolley (Introduction – Chapter 2); Middleton (S)

Week 13

Nov. 21 La Farge (S); Slagle (S)
Nov. 23 Tolley (Chapter 3); Harris (S);

Week 14

Nov. 28 Tolley (Chapter 4); Goertzen (S)
Nov. 30 Clifford (RR)

Week 15

Dec. 5 Tolley (Chapters 5-6)
Dec. 7 Review

Week 16

Dec. 14 Final Exam Period 3:00 – 5:00 pm.

* This schedule is subject to change at the instructor's discretion.
NOTE: ANY CHANGES IN THE COURSE SCHEDULE WILL BE POSTED TO **SacCT**.