

ETHNOGRAPHIC ANALYSIS

*The first suggestion is that what I know, in part (because we can only know a part of what we study), comes from an intensive engagement with a history of the people and the issues. This needs always to be done from primary sources, for five decades of anthropology have shown me that secondary sources almost always misrepresent what happened. But the key here is to never do history in terms of what happened, for that is the most naïve and simplistic kind of history, useful only as a starting point. **The point is to see what gets carved into people's bodies, into the landscape of their lives, what reemerges, inescapably, in confrontation with their present and their future. History, exactly like the utterly naïve anthropological concept of culture, is not something that people just have: it is something they often must struggle against, whether they want to or not.***

—Gerald M. Sider, "Can Anthropology Ever Be Innocent,"
Anthropology Now, Vol. 1 (1): 43-50 (April 2009)

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T/TH 10:30-11:45; MND 4008

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Catalogue 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).*

Required Texts

Briggs, Jean L.

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

Cattelino, Jessica R.

2008 *High Stakes: Florida Seminole Gaming and Sovereignty*. Duke University Press.

Field, Les W.

2008 *Abalone Tales: Collaborative Explorations of Sovereignty and Identity in Native California*. Duke University 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.

Required Reading—L (LOCUS), RR (Reserve Room)

Boas, Franz **(RR)**

2007 [1920] "The Methods of Ethnology." In *Ethnographic Fieldwork: An Anthropological Reader*. Antonius C.G.M. Robben and Jeffrey A. Sluka, eds. Pp. 40-45. Malden, MA: Blackwell Publishing Ltd.

Clifford, James **(RR)**

1988 "On Ethnographic Authority." In *The Predicament of Culture: Twentieth-Century Ethnography, Literature, and Art*. Cambridge: Harvard University Press.

Degérando, Joseph-Marie **(RR)**

2007 [1800] "The Observation of Savage Peoples." In *Ethnographic Fieldwork: An Anthropological Reader*. Antonius C.G.M. Robben and Jeffrey A. Sluka, eds. Pp. 33-39. Malden, MA: Blackwell Publishing Ltd.

Deloria, Jr., Vine **(RR)**

2007 [1973] "Custer Died for Your Sins." In *Ethnographic Fieldwork: An Anthropological Reader*. Antonius C.G.M. Robben and Jeffrey A. Sluka, eds. Pp. 183-190. Malden, MA: Blackwell Publishing Ltd.

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

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

Gupta, Akhil and James Ferguson **(L)**

1992 "Beyond Culture: Space, Identity and the Politics of Difference." *Cultural Anthropology* 7, No. 1 (1992): 6-23.

Harris, Heather **(L)**

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 **(L)**

- 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).
- 2001c "Collaborative Programs in Indigenous Communities" (Chapter 11). *Collaborative Programs in Indigenous Communities* (Pp. 225-237).

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

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*. Antonius C.G.M. Robben and Jeffrey A. Sluka, eds. Pp. 191-193. Malden, MA: Blackwell Publishing Ltd.

Lassiter, Luke Eric (L)

2000 Commentary: Authoritative Texts, Collaborative Ethnography, and Native American Studies. *American Indian Quarterly* 24: 601-614.

Malinowski, Bronislaw (RR)

2007 [1922] "Method and Scope of Anthropological Fieldwork." In *Ethnographic Fieldwork: An Anthropological Reader*. Antonius C.G.M. Robben and Jeffrey A. Sluka, eds. Pp. 46-57. Malden, MA: Blackwell Publishing Ltd.

Ranco, Darren (L)

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. (L)

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

Recommended Reading—L (LOCUS), RR (Reserve Room)

Clifford, James (RR)

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

Hitt, Jack (L)

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

Laverty, Philip (L)

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.

Medicine, Bea (RR)

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

Smith, Linda Tuhiwai (RR)

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

Yellow Bird, Michael (L)

1999 "What We Want to Be Called: Indigenous Peoples' Perspectives on Racial and Ethnic Identity Labels." *American Indian Quarterly* Vol. 23, No. 2 (Spring 1999): 1-21.

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.

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, *ethnography in and of Native North America* will be the focus of our analytic lens.

We will read five ethnographies (each with its own distinctive ambitions, theoretical moorings, and methodological strategies), along with a series of articles—both current and historical, in order to flesh out the broad, disciplinary contours of contemporary ethnographic inquiry and debate. At the same time, these works will train our attention upon the particular poetics and politics associated with ethnographic research in and among the Indigenous communities of North America.

Course Requirements—Attendance, completion of all reading and in-class assignments, meaningful participation in class discussion.

Course Evaluation—Your grade will be based on in-class assignments—including (no fewer than) 11 announced and unannounced reading quizzes* (25%); participation in seminar discussions [*50% of this score is based on one 5-7 min. in-class presentation/critique of a reading assignment*] (25%); a mid-term exam (25%); and a 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 your lowest reading quiz score will be dropped. Final essays (if take-home), will be marked down 15 points for each day late.

Cell Phones & Pagers—Please turn these off during class, unless you have an emergency and notify me ahead of time. Thanks in advance for your cooperation.

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

LOCUS — I will use LOCUS <<http://locus.csus.edu/locus2005/index.php>> 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). You will need to login using your saclink username and password. After this, you will need to enroll in the class using (again) your saclink account and the password for our course: _____. (FYI—a link to LOCUS can be found on the main library page, upper left hand corner.)

Course Schedule*

Week 1

Jan. 27 Introduction
Jan. 29 Briggs (Introduction & Chapter 1)

Week 2

Feb. 3 Briggs (Chapters 2-3)
Feb. 5 Briggs (Chapter 4)

Week 3

Feb. 10 Briggs (Chapter 5)
Feb. 12 Briggs (Chapter 6)

Week 4

Feb. 17 Scheper-Hughes (RR)
Feb. 19 Degérando (RR), Boas (RR), Malinowski (RR)

Week 5

Feb. 24 Sturm (Chapter 1 - 2)
Feb. 26 Sturm (Chapter 3 - 4)

Week 6

March 3 Sturm (Chapter 5 - 6)
March 5 Sturm (Chapter 7 - 8); Sider (L)

American Indian History Symposium – Sacramento State (March 5 – 6)

Week 7

March 10 Cattelino (Introduction – Chapter 1)
March 12 Cattelino (Chapter 2 – 3)

Week 8

March 17 Cattelino (Chapter 4 – 5)
March 19 Cattelino (Chapter 6-Conclusion)

Week 9

March 24 **Mid-term Exam**
March 26 Deloria (RR); King (RR); Clifford (L)

SPRING BREAK (No Class 3/30 through 4/3)

Week 10

April 7 Ramirez (Pp. 1-57); Jacobs-Huey (L)
April 9 Ramirez (Pp. 58-101)

Week 11

April 14 Ramirez (Pp. 102 - 125); Field with Muwekma Ohlone (L)
April 16 Ramirez (Pp. 126 -154)

Week 12

April 21 Ramirez (Pp. 155 - 207)
April 23 Gupta and Ferguson (L)

Week 13

April 28 Harrison 2001a, 2001b (L); Lassiter (L)
April 30 Field (Pp. 1 - 49)

Week 14

May 5 Field (Pp. 50 - 83); Harris 2005 (L)
May 7 Field (Pp. 84 - 108); Ranco (L)

Week 15

May 12 Field (Pp. 109 - 160)
May 14 Field (pp. 161 – 172); Harrison 2001c (L)

Week 16

May 21 Final Exam 10 a.m. - 12:15 p.m.

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