**Course Description:**
Reading, doing, and writing ethnography is crucial to becoming an anthropologist and understanding our discipline and its role among other disciplines and in society. This course uses a mix of theoretical and ethnographic readings to provide tools to unpack all aspects of ethnography.

**Medium of Instruction:** Lecture: In English

**Course Texts**
We will not be using any particular text book in this course as readings will be taken from a number of books and articles which will all be put on reserve at the Central Library.

**Assessment:**
- Participation: 10%
- Presentation 1: 15%
- Presentation Final: 20%
- Short Paper: 25%
- Final Paper: 30%

**Learning Outcomes:**
- Learn how to read (a.k.a. critical reading)
- Learn how to question your viewpoint (a.k.a. empathy)
- Learn how to develop flexible thinking
- Learn how to critique the writing of anthropologists (and your own)
- Understand the connection between anthropology as a discipline and ethnography
- Understand the use of method and theory in ethnography
- Explore methodological and theoretical debates in ethnography
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<tr>
<th>Grade</th>
<th>Criteria for 1) the course and 2) for coursework</th>
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| A     | 1) Outstanding performance on all learning outcomes, particularly showing the ability to think with empathy and flexibility.  
      | 2) The work has creatively synthesized course materials and key ideas in an original way but using the strict formats provided. The argument is logical and cohesive, and grapples squarely with the concepts of form vs function. The discussion organizes and re-organizes within the format provided to make the point clear. Concrete evidence corresponds to statements and claims. |
| A-    | 1) Generally outstanding performance on all (or almost all) learning outcomes.  
      | 2) The work synthesizes course materials and key ideas in an original way, but there are areas for improvement. Writing is usually the downfall here. Often the ideas are understood, but the expression is problematic. |
| B-range | 1) Substantial performance on all learning outcomes, OR high performance on some learning outcomes which compensates for less satisfactory performance on others, resulting in overall substantial performance.  
   | 2) The work demonstrates a fairly OK grasp of course materials and key ideas (or some but not others). There are areas for improvement not just with the writing (building a cohesive argument, organizing the discussion, communicating clearly, and/or identifying relevant evidence) but also some ideas have not hit home. |
| C-range | 1) Satisfactory performance on the majority of learning outcomes, possibly with weaknesses.  
   | 2) The work shows some effort, but course materials have not been sufficiently engaged. The argument and the writing is not clear, and/or there is no evidence for statements and claims made. |
| D-range | 1) Barely satisfactory performance on a number of learning outcomes.  
   | 2) The work shows little effort to engage course materials. There are major problems with clarity of argument and writing. |
| F     | 1) Unsatisfactory performance on a number of learning outcomes, OR failure to meet specified assessment requirements.  
      | 2) The work has failed respond to the assignment prompt. |
**Academic Honesty**

The Chinese University of Hong Kong places very high importance on academic honesty, and adopts a policy of zero tolerance on cheating in examinations and plagiarism. Any such offence will lead to disciplinary action including possibly termination of studies at the University. Students should know how to properly use source material and how to avoid plagiarism. Students should read the detailed guidelines and examples for the acknowledgement of sources in the University’s website at [http://www.cuhk.edu.hk/policy/academichonesty](http://www.cuhk.edu.hk/policy/academichonesty).

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**Classes**

Week 19: January 7  Introduction: Learning how to Read
Week 20: January 14  How to read a “thing”
Week 21: January 21  Words
Week 22: January 28  Stereotypes

***********FEB 4 = HOLIDAY (Happy New Year)***********

Week 24: February 11  No fear: method and theory

***********February 11 PAPER 1 DUE***********

Week 25: February 18  The Ethnographer: Performance
Week 26: February 25  Presentations
Week 28: March 4  Your Audience is in Control: Reception & Writing
Week 29: March 11  Presentations 2
Week 30: March 18  Learning to Critique
Week 31: March 25  Disciplinary Politics
Week 32: April 1  Instrumental Anthropology
Week 33: April 8  Final Presentations

***********Final Papers due: TBA***********
Readings

Class 1: Introduction & Learning to “Read”

Introduction: Our goals for the class & how we are going to achieve them.
- Introduction to Ethnography
- Introduction to Critical Reading and the art of Critique


Class 2: Reading Space, Time & Things

The Interpretation of Things: What is “observation” to an anthropologist?

READING:
- “Why Late Night Hosts Place their Desks on the Right”, Slate Magazine Article, at url: http://www.slate.com/id/2242937/
- Clifford Geertz: Thick Description: Toward an Interpretive Theory of Culture: Chapter 1 and “the wink”

Extra Reading (Voluntary)
- “From Work place to my place”, Haaretz.com [Teacher will provide PDF]

Class 3: An Introduction to Words

An Introduction to Words and Writing: dictionary definitions; history of use; language in context; antonyms & synonyms: the biography of a word; words and numbers

READING:
- Mary Douglas, Introduction to How Institutions Think.
- Edmund Leach, Introduction to Political Systems of Highland Burma (on “kachin” and “shan”)
- “Why 9 out of 10 Americans like statistics”, The Independent, 10 October 2010 [Teacher will provide PDF]
- “Work” and its meanings [Teacher will provide PDF]

Extra Reading (voluntary):
- J.L. Austin: How to do Things with Words
Class 4: An Advanced Course in Words

*Words are never alone:* genre, metaphors, poetics & stories, stereotypes: ways of world-making

**READING:**

- Chapters 1 through 10 (and beyond if this topic fascinates you) of *Metaphors We Live By*, George Lakoff and Mark Johnson. 1980.

**Extra Reading (voluntary):**

- Dorothy Holland and Andrew Kipnis, “Metaphors for Embarrassment and Stories of Exposure: The Not-So-Egocentric Self in American Culture,” *Ethos*, Vol. 22, No. 3 (Sep., 1994), pp. 316-342. – example of how to use this kind of approach in ethnography
- Nelson Goodman, *Ways of Worldmaking*
- Charles Briggs: *Learning How to Ask: A Sociolinguistic Appraisal of the Role of the Interview in Social Science Research*

*****PAPER 1:

*Due: Feb 11, 12 midnight HK Time, by email.*

Assignment: A descriptive observational paper about a meal you had over New Years. Will be further explained in class.
Class 5: Method and Theory

*Method and Theory are your friends:* learning to use method and theory (rather than being used by them).

**READING:**
- *Shane, the lone ethnographer: a beginner's guide to ethnography*, by Sally Campbell Galman. GN345.G35 2007

Extra Reading (voluntary):
- Erving Goffman, *Frame Analysis*
- Wayne Fife, *Doing fieldwork: ethnographic methods for research in developing countries and beyond.*

**VIDEO:** *The ax fight* [videorecording] / Center for Documentary Anthropology ... [et al.]; film by Timothy Asch and Napoleon A. Chagnon; script, Napoleon A. Chagnon
Publisher Watertown, MA: Documentary Educational Resources, [2001?], c1975. (30 mins)

****** Prepare for Presentation 1: “dissecting an ethnography” ******

**CHOICE!**
- Read introduction in either of the following:
  - MediaSpace [electronic resource]: place, scale and culture in a media age, edited by Nick Couldry and Anna McCarthy.
  - Bettina Gransow’s introduction (pp. 3-18) in *China: New Faces of Ethnography*
- Choose one article to present. Presentation: (1) what method was used; (2) what other methods could have been used; (3) what theory was used; (4) what other theory could have been used and why
Class 6: The Ethnographer (Performance)

*Performance Theory: Beyond Etic/Emic: Who is the Ethnographer and Why does it matter?*

**READING:**
- Norah Vincent; Chapter 1 “Getting Started” in *The Self-Made Man* (in Chinese or English)
- Lifehacker, “Know what your Email Address says about you”; from [http://lifehacker.com/5447335/know-what-your-email-address-says-about-you](http://lifehacker.com/5447335/know-what-your-email-address-says-about-you)
- Introduction to *Sex, sexuality, and the anthropologist*, edited by Fran Markowitz and Michael Ashkenazi


Class 7: Presentations: Method & Theory

Class 8: Your Audience is in Control

*Reception Theory (Part I): What Audience do you want to speak to, and why does it matter?*

**Extra Reading (voluntary):**

**OR:**

*What do Anthropologists study and what do they not study*: What is the difference between sociology and anthropology? Economics and anthropology? Material science and anthropology?! LAW and anthropology?

**OR: Learning to write**

Will assign one each from: [http://writingcenter.unc.edu/handouts/](http://writingcenter.unc.edu/handouts/) Writing for Specific Fields

- Anthropology
- Art History
- Communication Studies
- Drama
- History
• Literature (Fiction)
• Music
• Philosophy
• Political Science
• Psychology
• Religious Studies
• Sciences
• Sociology

****** Prepare for Presentation 2 “Being a Different Person” ******
• Same topic as Presentation 1 – but including everything you have learned about Positionality and Audience…. 

Class 9: Presentations 2

Class 10: Learning to Critique

Method, Theory, Audience… You can read, you can write … now, can you critique: [Example: ethnography with (overt) political goals]

READING:
• Mao, Zedong, Report on the Peasant Movement in Hunan, found at: http://www.marx2mao.com/Mao/HP27.html#c8 (or read it in Chinese).
• Huan Hsu, “The Name’s Du Xiao Hua, but call me Steve”, Slate Magazine; http://www.slate.com/id/2217001

Extra Reading (voluntary):
• Edmund Leach, Conclusion to Political Systems of Highland Burma.

Class 11: The Politics of Academic Anthropology

Reception Theory, (part 2): Being the Right Kind of Anthropologist

READING:

Extra Reading (Voluntary)
  - Guide to reading: Why is Mr. Freeman famous?

VIDEO: Margaret Mead and Samoa [videorecording] / Wombat Film & Video, ; produced, directed & written by Frank Heimans. c1988. (51 mins)

Class 12: Instrumental Anthropology and Ethnography

An instrumental approach to ethnography. How anthropologists can use their skills outside anthropology.

READING:
- Stein, Howard, Chapter 5, “‘How Long Can We Circle the Wagons?’ A Study in the Sense of Doom at Work”, in Nothing Personal, Just Business: A Guided Journey into Organizational Darkness.

Extra Reading (voluntary)


**********Prepare for Final Presentation: Topic to be discussed
  • Presentations in genre of your “choice” of your proposed Final Paper

Class 13: Final Presentations

*****FINAL PAPER:

Due: TBA, by email.

Assignment: This is the real thing. Your first paper gets entirely rewritten. 10-15 pages, proper title, full citations, linking paragraphs, excellent deployment of words, with method, theory, understanding of positionality, evaluation of audience, and critique of some other theorist/ethnographer…