

CARLETON UNIVERSITY
DEPARTMENT OF SOCIOLOGY AND ANTHROPOLOGY

ANTH 6002
FALL/WINTER 2023/2024
“RESEARCH DESIGN”

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Course meets: Tuesdays, 2:35 – 5:25 p.m.

Pre-requisites & Precluded Courses: This is a course for PhD students in anthropology.

Course Description and Objectives: As the course title says this course has the purpose to provide PhD students in anthropology with guidance in designing and planning a research project that is original, innovative and feasible, and leads to the production of a successful PhD thesis. We will go through the research process step by step: identifying a research topic, questions and problem, establishing a context to which the research makes a contribution, researching literature and compiling a bibliography, choosing methods of data collection and formulating a theoretical perspective. We will also talk extensively about the ethics and other challenges of anthropological fieldwork and the research process in general.

The basic approach of the course is practice-oriented and process-based, but we will also attempt to move to a plane of critical reflection, where the research process itself becomes an object of investigation.

The **objectives of the course** are at least fourfold: 1. Give assistance and practical instruction in conceptualizing anthropological research on the PhD level, by making students acquainted with the essential elements of the research process and the relationships of these elements to each other. 2. Help students in putting together a first draft of their research proposal. 3. Familiarize students with the requirements of Carleton’s PhD program in anthropology and institutional deliverables like the Tri-Council ethics protocol, or funding applications to SSHRC and OGS. 4. Strengthen students’ understanding of anthropology from the perspective of a producer of knowledge and professional academic.

Reading (s)/Textbook (s): There are no textbooks for this class. Most readings are available digitally through the library catalogue. Where this is not the case they will be distributed via Brightspace.

Two texts that will be used to a greater extent and that students could consider purchasing are: Booth, Wayne et al. 2016. *The Craft of Research* 4th ed. Chicago: University of

Chicago Press
Eco, Umberto 2015 [1977] *How to Write a Thesis*. Cambridge/London: MIT Press,

Course Requirements & Methods of Evaluation:

Students are expected to read the assigned texts before class, as well as carry out the tasks described under the heading “To do” in the class schedule at the end of the syllabus. Readings and tasks are preliminary and can be subject to change.

Assignments:

-more information on the following assignments will be provided in class.

-draft grant proposal, 5% of total grade, due on Sept. 24, 23:59.

This is a draft of a “project description” for a SSHRC grant (SSHRC applications are due on Sept. 29)

-bibliography and annotated bibliography, 20%, due on March 01, 23:59

You are to compile a bibliography with at least 70 titles related to your research topic as defined in the course; this bibliography must contain at least **25 annotated titles of great relevance** to your topic (9 topically, 8 ethnographically and 8 theoretical/methodological)

-Presentation of “key text”, “key-source” 15%, (10% written version, 5% oral presentation in class), on Nov. 28 (and December 04, if necessary)

You will identify and present a key source or text in class that you regard as of unique importance for your research project. Summarize the text or describe the source and describe or analyze the significance it possesses for your research. The assignment has a written as well as an oral component; the oral presentation in class need not be identical with the written version. The text/source needs to be shared with the class at least 14 days before the date of presentation (that is has, to be uploaded on Brightspace by **Nov 13, 23:59**).

The written version is supposed to be between **1500 and 2000** words long, and the oral presentation should take app. 20 min. followed by discussion.

-Presentation of proposal, 10 %, on March 26, and April 02

You will present on the current state of your research proposal; presentation is to be about 30 min. long, followed by questions.

-Take Home Assignment: Research Proposal Draft (40%), due April 25, 2024

This is a draft of your research proposals, one of the deliverables in our PhD program. Your draft is supposed to be 25 -30 pages long (double spaced, not including the bibliography).

-Participation, 10% (5% per term)

This will be assessed through a mix of attendance, quality of contributions in class and small written exercises.

All assignments are to be submitted through Brightspace. Penalty for unexcused late work is 5% per day.

Learning Environment and Classroom Conduct: In this course, you are expected to learn from your texts, your teacher and from one another. This requires striving towards understanding each other but it does not imply striving towards finding agreement. Our class will be racially, religiously, politically, culturally, generationally, and economically diverse. We will be of different gender identifications and sexual orientations and our lived experiences and reactions to the course material will reflect this diversity. Sharing our perspectives and interpretations on the course material will enhance everyone's learning experience and you are encouraged to openly express any disagreements with the authors you will read, with your fellow classmates, or with the Professor in the different participation fora that are available for this course. However, you are expected to conduct yourself in such a way that shows the utmost respect to others who may – or may not – share your views. Derogatory comments and hateful behavior towards others (and their views) will not be tolerated.

Carleton University acknowledges the location of its campus on the traditional, unceded territories of the Algonquin nation. In doing so, Carleton acknowledges it has a responsibility to the Algonquin people and a responsibility to adhere to Algonquin cultural protocols.

In accordance with the Carleton University Undergraduate Calendar Regulations, the letter grades assigned in this course will have the following percentage equivalents:

A+ = 90-100	B+ = 77-79	C+ = 67-69	D+ = 57-59
A = 85-89	B = 73-76	C = 63-66	D = 53-56
A - = 80-84	B - = 70-72	C - = 60-62	D - = 50-52
F = Below 50	WDN = Withdrawn from the course		DEF = Deferred

Academic Regulations, Accommodations, Plagiarism, Etc.

University rules regarding registration, withdrawal, appealing marks, and most anything else you might need to know can be found on the university's website, here:

<https://calendar.carleton.ca/undergrad/regulations/academicregulationsoftheuniversity/>

You may need special arrangements to meet your academic obligations during the term. For an accommodation request, the processes are as follows:

Academic Accommodations for Students with Disabilities

The Paul Menton Centre for Students with Disabilities (PMC) provides services to students with Learning Disabilities (LD), psychiatric/mental health disabilities, Attention Deficit Hyperactivity Disorder (ADHD), Autism Spectrum Disorders (ASD), chronic medical conditions, and impairments in mobility, hearing, and vision. If you have a disability requiring academic accommodations in this course, please contact PMC at **613-520-6608** or **pmc@carleton.ca** for a formal evaluation. If you are already registered with the PMC, contact your PMC coordinator to send your **Letter of Accommodation** at the beginning of the term, and no later than two weeks before the first in-class scheduled test or exam requiring accommodation (*if applicable*).

*The deadline for contacting the Paul Menton Centre regarding accommodation for December full fall and late fall examinations and fall/winter midterm examinations is November 15, 2023.

*The deadline for contacting the Paul Menton Centre regarding accommodation for April full winter and late winter examinations and fall/winter final examinations is March 15, 2024.

For Religious Obligations:

Please contact your instructor with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. For more details, visit the Equity Services website: www.carleton.ca/equity/wp-content/uploads/Student-Guide-to-Academic-Accommodation.pdf

For Pregnancy:

Please contact your instructor with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. For more details, visit the Equity Services website: www.carleton.ca/equity/wp-content/uploads/Student-Guide-to-Academic-Accommodation.pdf

For Survivors of Sexual Violence

As a community, Carleton University is committed to maintaining a positive learning, working and living environment where sexual violence will not be tolerated, and where survivors are supported through academic accommodations as per Carleton's Sexual Violence Policy. For more information about the services available at the university and to obtain information about sexual violence and/or support, visit: www.carleton.ca/sexual-violence-support

Accommodation for Student Activities

Carleton University recognizes the substantial benefits, both to the individual student and for the university, that result from a student participating in activities beyond the classroom experience. Reasonable accommodation must be provided to students who compete or perform at the national or international level. Please contact your instructor with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. <https://carleton.ca/senate/wp-content/uploads/Accommodation-for-Student-Activities-1.pdf>

Plagiarism

Plagiarism is the passing off of someone else's work as your own and is a serious academic offence. For the details of what constitutes plagiarism, the potential penalties and the procedures refer to the section on Instructional Offences in the Undergraduate Calendar. Students are expected to familiarize themselves with and follow the Carleton University Student Academic Integrity Policy (See <https://carleton.ca/registrar/academic-integrity/>). The Policy is strictly enforced and is binding on all students. Academic dishonesty in any form will not be tolerated. Students who infringe the Policy may be subject to one of several penalties.

What are the Penalties for Plagiarism?

A student found to have plagiarized an assignment may be subject to one of several penalties including but not limited to: a grade of zero, a failure or a reduced grade for the piece of academic work; reduction of final grade in the course; completion of a remediation process; resubmission of academic work; withdrawal from course(s); suspension from a program of study; a letter of reprimand.

What are the Procedures?

All allegations of plagiarism are reported to the faculty of Dean of FASS and Management. Documentation is prepared by instructors and departmental chairs. The Dean writes to the student and the University Ombudsperson about the alleged plagiarism. The Dean reviews the allegation. If it is not resolved at this level then it is referred to a tribunal appointed by the Senate.

Assistance for Students:

Academic and Career Development Services: <https://carleton.ca/career/>

Writing Services: <http://www.carleton.ca/csas/writing-services/>

Peer Assisted Study Sessions (PASS): <https://carleton.ca/csas/group-support/pass/>

Important Information:

- Student or professor materials created for this course (including presentations and posted notes, labs, case studies, assignments and exams) remain the intellectual property of the author(s). They are intended for personal use and may not be reproduced or redistributed without prior written consent of the author(s).
 - Students must always retain a hard copy of all work that is submitted.
 - Standing in a course is determined by the course instructor subject to the approval of the Faculty Dean. This means that grades submitted by the instructor may be subject to revision. No grades are final until they have been approved by the Dean.
 - Carleton University is committed to protecting the privacy of those who study or work here (currently and formerly). To that end, Carleton's Privacy Office seeks to encourage the implementation of the privacy provisions of Ontario's *Freedom of Information and Protection of Privacy Act* (FIPPA) within the university.
 - In accordance with FIPPA, please ensure all communication with staff/faculty is via your Carleton email account. To get your Carleton Email you will need to activate your [MyCarletonOne account](#) through Carleton Central. Once you have activated your MyCarletonOne account, log into the [MyCarleton Portal](#).
 - Please note that you will be able to link your MyCarletonOne account to other non-MyCarletonOne accounts and receive emails from us. However, for us to respond to your emails, we need to see your full name, CU ID, and the email must be written from your valid MyCarletonOne address. Therefore, it would be easier to respond to your inquiries if you would send all email from your connect account. If you do not have or have yet to activate this account, you may wish to do so by visiting <https://students.carleton.ca/>
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Important Dates and Deadlines: Fall 2023

- August 29, 2023: Deadline for course outlines to be made available to students registered in full fall, early fall, and fall/winter courses.
- September 1, 2023: Last day for receipt of applications from potential fall (November) graduates.
- September 4, 2023: Statutory holiday. University closed.
- September 5, 2023: Academic orientation (undergraduate and graduate students).

Orientation for new Teaching Assistants.

All new students are expected to be on campus. Class and laboratory preparations, departmental introductions for students, and other academic preparation activities will be held.
- September 6, 2023: Fall term begins. Full fall, early fall, and fall/winter classes begin.
- September 12, 2023: Last day for registration and course changes (including auditing) in early fall courses.
- September 19, 2023: Last day for registration and course changes (including auditing) in full fall, late fall, and fall/winter courses.

Last day to withdraw from early fall courses with a full fee adjustment.

Graduate students who have not electronically submitted their final thesis copy to the Faculty of Graduate and Postdoctoral Affairs will not be eligible to graduate in fall 2023 and must register for the fall 2023 term.
- September 30, 2023: Last day to withdraw from full fall and fall/winter courses with a full fee adjustment.
- October 1, 2023: Last day for academic withdrawal from early fall courses.
Last day to request Formal Examination Accommodations for Oct/Nov final examinations from the Paul Menton Centre for Students with Disabilities. Note that it may not be possible to fulfil accommodation requests received after the specified deadlines.
- October 9, 2023: Statutory holiday. University closed.
- October 23-27, 2023: Fall break, no classes.
- November 15, 2023: Last day for academic withdrawal from full fall and late fall courses.

Last day to request Formal Examination Accommodations for December full fall and late fall examinations and fall/winter midterm examinations from the Paul

Menton Centre for Students with Disabilities. Note that it may not be possible to fulfil accommodation requests received after the specified deadlines.

November 24, 2023: Last day for summative tests or examinations, or formative tests or examinations totaling more than 15% of the final grade, in full fall term or fall/winter undergraduate courses, before the official December final examination period (see examination regulations in the Academic Regulations of the University section of the Undergraduate Calendar/General Regulations of the Graduate Calendar).

December 8, 2023: Fall term ends.

Last day of full fall and late fall classes.

Classes follow a Monday schedule.

Last day for final take-home examinations to be assigned, with the exception of those conforming to the examination regulations in the Academic Regulations of the University section of the Undergraduate Calendar/General Regulations of the Graduate Calendar.

December 9, 2023: No classes or examinations take place.

December 10-22, 2023: Final examinations in full fall and late fall courses and mid-term examinations in fall/winter courses will be held. Examinations are normally held all seven days of the week.

December 22, 2023: All final take-home examinations are due on this day, with the exception of those conforming to the examination regulations in the Academic Regulations of the University section of the Undergraduate Calendar/General Regulations of the Graduate Calendar.

December 25,
2023 through
January 3, 2024
inclusive:

University closed.

Important Dates and Deadlines: Winter 2024

January 1, 2024: Deadline for course outlines to be made available to students registered in full winter and early winter term courses.

January 4, 2024: University reopens.

January 8, 2024: Winter term begins. Full winter and early winter classes begin.

- January 19, 2024: Graduate students who have not electronically submitted their final thesis copy to the Faculty of Graduate and Postdoctoral Affairs will not be eligible to graduate in winter 2024 and must register for the winter 2024 term.
- January 31, 2024: Last day to withdraw from full winter courses and the winter portion of fall/winter courses with a full fee adjustment.
- February 1, 2024: Last day to request Formal Examination Accommodations for Feb/Mar final examinations from the Paul Menton Centre for Students with Disabilities. Note that it may not be possible to fulfil accommodation requests received after the specified deadlines.
- February 9, 2024: Last day for summative tests or examinations, or formative tests or examinations totaling more than 15% of the final grade, in early winter term undergraduate courses, before the official Feb/Mar final examination period (see examination regulations in the Academic Regulations of the University section of the Undergraduate Calendar/General Regulations of the Graduate Calendar).
- February 19, 2024: Statutory holiday. University closed.
- February 19-23, 2024: Winter break, no classes.
- March 1, 2024: Last day for receipt of applications for admission from candidates who wish to be guaranteed consideration for financial assistance (including Carleton fellowships, scholarships and teaching assistantships) administered by Carleton University. Candidates whose applications are received after the March 1 deadline may be considered for the award of a fellowship, scholarship or teaching assistantship (Graduate students only).
- March 15, 2024: Last day for academic withdrawal from full winter, late winter, and fall/winter courses.
- March 27, 2024: Last day to request Formal Examination Accommodations for April full winter, late winter and fall/winter final examinations from the Paul Menton Centre for Students with Disabilities. Note, that it may not be possible to fulfil accommodation requests received after the specified deadlines.
- March 27, 2024: Last day to for summative tests or examinations, or formative tests or examinations totaling more than 15% of the final grade, in full winter term or fall/winter undergraduate courses, before the official April final examination period (see examination regulations in the Academic Regulations of the University section of the Undergraduate Calendar/General Regulations of the Graduate Calendar).

- March 29, 2024: Statutory holiday. University closed.
- April 1, 2024: Last day for graduate students to submit their supervisor-approved thesis, in examinable form to the department.
- April 3, 2024: Last day for summative tests or examinations, or formative tests or examinations totaling more than 15% of the final grade, in late winter term undergraduate courses, before the official final examination period (see examination regulations in the Academic Regulations of the University section of the Undergraduate Calendar/General Regulations of the Graduate Calendar).
- April 10, 2024: Winter term ends.
Last day of full winter, late winter, and fall/winter classes.
Classes follow a Friday schedule.
Last day for final take-home examinations to be assigned, with the exception of those conforming to the examination regulations in the Academic Regulations of the University section of the Undergraduate Calendar/General Regulations of the Graduate Calendar.
Last day that can be specified by an instructor as a due date for term work for full winter and late winter courses.
- April 11-12, 2024: No classes or examinations take place.
- April 13-25, 2024: Final examinations in full winter, late winter, and fall/winter courses will be held. Examinations are normally held all seven days of the week.
- April 25, 2024: All final take-home examinations are due on this day, with the exception of those conforming to the examination regulations in the Academic Regulations of the University section of the Undergraduate Calendar/General Regulations of the Graduate Calendar.
- May 10, 2024: Graduate students who have not electronically submitted their final thesis copy to the Faculty of Graduate and Postdoctoral Affairs will not be eligible to graduate in spring 2024 and must register for the summer 2024 term.

Class Schedule ANTH 6002, Fall 2023, Winter 2024

Class 1, Sept. 12 Introduction

Readings: PhD Guidelines, Portfolios Guidelines

In this first class, we will introduce ourselves to each other, and talk about your interests and project ideas for your PhD research. We will also take a look at the structure and requirements for the PhD program.

To do: Make yourselves acquainted with the guideline documents for the PhD program (see <https://carleton.ca/socanth/student-life/graduate/resources-forms/>)

Class 2, Sept. 19 Grant Proposals or Thinking from End to Beginning

Readings: -Model Proposals posted on Brightspace

-Booth, Wayne et al. 2016. *The Craft of Research* 4th ed. Chicago: University of Chicago Press; Part I, Research, Researchers, and Readers

Applications for SSHRC PhD grants are due Sept. 29 this year, and they require a special way of thinking and writing. Most of all, they require you to pretend as if you know much more than you actually do know about your research topic.

To do: Read the template proposals by other students posted on Brightspace and think about the structure of these; what are their necessary components, in what sequence are they put, and why?

Assignment: write a draft of your SSHRC proposal, **due on Sept. 24, 23:59**, to allow for feedback from instructor (**value 5%**).

Class 3, Oct 10 Research Topics and Questions

Reading: Booth et al. *The Craft of Research*, Part II, “Asking Questions, Finding Answers”
Eco, Umberto 2015 [1977] *How to Write a Thesis*. Cambridge/London: MIT Press,
Ch 1 and 2, “The Definition and Purpose of a Thesis”; and “Choosing the Topic”.

In this class, we will try to get closer to defining a workable research topic, asking meaningful and answerable research questions, and identify a research problem that your projects aims to make a contribution to.

To do: In preparation for the class, formulate three possible research topics with related research question and problem, as elaborated by Booth et al. Submit your topics by 23:59 on **Oct 08**.

-Reflect on the research guides you have read (Booth et al. and Eco); in what respect do you think they need to be adapted for anthropological research and for ethnographic fieldwork in particular?

Oct 23 – 27 Fall Break

Class 4, Oct. 31 **Multiplicity – Some Current Trends in Anthropology**

Readings: Westmoreland, Mark 2022. “Multimodality: Reshaping Anthropology.” *Annual Review of Anthropology* 51, 173 - 194

Tsing Loewenhaupt, Anna, Andrew S. Mathews, and Nils Bubandt. 2019. “Multispecies History, and the Retooling of Anthropology: An Introduction to Supplement 20.” *Current Anthropology* 60 (Supplement 20), 186 – 197

Tuhiwai Smith, Linda 2021. *Decolonizing Methodologies* 3rd Edition. XI – XXXV, and 1 - 47

There are many current developments in contemporary anthropology, some very complex ones; this situation can be confusing and intimidating to emergent anthropologists, who are supposed to “contribute” to current debates. In this class, we will discuss what it means to participate and situate one’s research in an anthropological context.

To do: -work on your research topic(s); decide for one of the three you have previously identified; this can also be a new topic not previously on your list. Be prepared to talk about why you chose this particular topic.

-identify one recent article in *Annual Review of Anthropology* that is relevant to your topic.

Class 5, Nov. 14 Literature Research – Preparing an Annotated Bibliography

Reading: Eco, Umberto 2015 [1977]. *How to Write a Thesis*. Ch. 3, “Conducting Research”, 45 – 105; or Ch. 4 106 – 144

In this class, we will be talking about compiling a bibliography and the annotated bibliography as a tool to conduct literature research for your topic.

To do: Think and be prepared to talk about how you work with your literary sources. What is your note taking process? Do you have a “system”, and what is it?

-start working on your annotated bibliography (20%), due on **March 01, 23:59**

-identify a “**key source**” for your research, a text (or other material) that you find of prime relevance for your project (see class 6). Share the text with the class by uploading it onto Brightspace before **Nov. 13, 23:59 p.m.**

Class 6, Nov. 28 **Presentation of Key Source**

Readings: Texts and other materials provided by participants in the class

In this class, you will present your chosen source, explain why it is important for your research and what its significance consists in. The idea behind this exercise is that underlying research there is often (always?) a unique relationship between the researcher and their chosen topic. This can be a text, a person or object that fascinates the researcher on a level that is never purely conceptual or intellectual. This relationship is more imitative than reflective, more magical than logical. Through this exercise you are supposed to think about the “source” of your research project.

To do: -prepare written reflection on the chosen source and its significance (length app. 1500 - 2000 words); upload on Brightspace by Nov. 26, 23:59.

Class 7, Dec. 04 **Presentation of Key Source** (as needed)

-same as class 6; wrap up of term.

End of Fall term, Holidays

Winter Term

Class 8, Jan. 16 **Methods I: Ethnographic Fieldwork and Fieldworkers**

Readings: Crapanzano, Vincent. 2010. "'At the Heart of the Discipline': Critical Reflections on Fieldwork'. In: James Davis and Dimitrina Spencer (eds.) *Emotions in the Field. The Psychology and Anthropology of Fieldwork Experience*. Stanford: Stanford University Press, 55 - 78

McIntosh, Janet. 2004. "Maxwell's Demons: Disenchantment in the Field." *Anthropology and Humanism* 29 (1), 63 – 77

Tsuda, Takeyuki. 2015. "Is Native Anthropology Really Possible?" *Anthropology Today* 31/3, 14 - 17

Ethnographic Fieldwork, engaging in participant observation is still the predominant method to produce a kind of knowledge that can claim to be specifically "anthropological". In this class, we will critically reflect on the presuppositions of this claim, in particular the perspectivity of the researcher and the relationality between researchers and researched.

To do: - be prepared to talk about the following topics, questions, among others: Do you think that fieldwork is necessary for anthropology? Are you planning to do fieldwork for your research project? What kind of obstacles and problems do you anticipate in conducting fieldwork?

Class 9, Jan 30 **Methods II: Data Collection and Production**

Readings: Briggs, Charles 1983. "Questions for the Ethnographer: A Critical Examination of the Role of the Interview in Fieldwork." *Semiotica* 46(2-4), 233-261

Downey, Greg, Dalidowicz, M., Mason, Paul H. (2015). "Apprenticeship as method: embodied learning in ethnographic practice. *Qualitative Research*. 15 (2), 183-200.

Pink, Sara (et al.) 2016. *Digital Ethnography: Principles and Practice*. London: Sage, Chs 1 and 2, 1 – 39

This week will discuss a variety of methods of data collection which are always also methods of "data production" in the sense that the chosen method inevitably shapes the materials that come to count as "data".

To do: -think and talk about the methods chosen for your project. What is the relationship between the method(s), the questions and topic of your project? Or more specifically: Are your methods adequate means to answer your research questions? Write a short reflection paper (500-1000 words) considering these and other questions regarding methods in your project. Upload the reflection no later than **Jan. 28, 23:59** onto Brightspace.

Class 10, Feb. 13 **Theory: Grounded and Abstract**

Readings: Geertz, Clifford 2000 [1973]. “Thick Description. Toward an Interpretive Theory of Culture” In: *The Interpretation of Cultures*. New York: Basic Books, 3 – 30

Ortner, Sherry B. 2016. “Dark Anthropology and its Others: Theory since the Eighties.” *HAU Journal of Ethnographic Theory*, 6(1), 47-73

There is a tendency in anthropology to claim that theories should be developed inductively, grounded in the realities of others, experienced in the field. At the same time, anthropology and contemporary anthropology in particular is quite heavy in its use of abstract theory. This class is supposed to show the opposition as not absolute and help students to develop a productive use of theory.

To do: -reflect on the use of theory for your project. What function does theory fulfill in it? To which theoretical debates or problems do you think your research will contribute? Write a short reflection (500 to 1000 words) on the theoretical perspective you intend to take toward your research topic. Describe the perspective and explain why you chose it.

Feb. 19 – 23 Winter Break

Class 11, Feb. 27 **Ethics as Formal Process**

Readings: Code of Ethics of the American Anthropological Association (AAA), 2009 version

<https://americananthro.org/wp-content/uploads/AAA-Ethics-Code-2009-1.pdf>

Current Statement on Ethics (AAA) <https://americananthro.org/about/policies/statement-on-ethics/>

Ehrenreich, Jeffrey David 1996. “Worms, Witchcraft and Wild Incantations: The Case of the Chicken Soup Cure.” *Anthropological Quarterly* 69(3), 137-141

Lederman, Rena 2006. “Introduction: Anxious Borders between Work and Life in a Time of Bureaucratic Ethics Regulation.” *American Ethnologist* 33 (4): 477 – 481

In this class we are going to look at the institutional ethics process that the vast majority of PhD students in anthropology have to go through. As all regulations of human behavior, and in particular ethical ones, codes of ethics provide useful guidelines but fail inevitably in predicting and solving the individual case or issue completely. Anthropology is an ethically highly complex and challenging endeavor and students are encouraged to think with, but also beyond the ethics protocols of their institutions.

To do: - read the document checklist and the ethics protocol form provided by Carleton’s Office of Research Ethics (<https://carleton.ca/researchethics/forms-and-templates/>). How would you describe the understanding of ethics that animates these documents? Do you think that it will prepare you for the ethical challenges you will be facing in the field?

- do the mandatory TCPS CORE tutorial (<https://tcps2core.ca/welcome>), if you have not already done so, and submit the certificate via Brightspace by 23:59 **on Feb. 26.**

March 01, 23:59, annotated bibliography is due

Class 12, March 12 **The Unpredictable in Fieldwork**

Readings: Schneider, Luisa T. 2020. "Sexual Violence during Research: How the Unpredictability of Fieldwork and the Right to Risk Collide with Academic Bureaucracy and Expectations." *Critique of Anthropology* 40 (2): 173 -193

Wolcott, Harry 2005. *The Art of Fieldwork* 2nd edition. Walnut Creek et al: Altamira Press. Ch. 11, "The Art of Discretion"

Scheper-Hughes, Nancy 2000. "Ire in Ireland". *Ethnography* 1(1), 117 – 140

The others studied by anthropologists possess agency, during and after fieldwork. This produces risks and dangers, as well as other forms of vulnerability and unpredictability. In this class we are going to deepen the topic of fieldwork ethics by also speaking about the responsibility that the fieldworker has towards themselves, and how this responsibility is intertwined with that towards others.

To do: Think about what dangers or ethical challenges might potentially be present in your fieldsite? How can you prepare for the unpredictable?

-send in your **draft proposal by March 10, 23:59**

Class 13, March 26 **Presentations**

Class 14, April 02 **Presentations**

No Readings

In these last two class sessions, you will present on your research proposal. Presentations will be about 30 min each and should be structured following the major steps of research design: research topic, questions, problem; ethnographic and topical context, theoretical perspective and methodological approach, ethical considerations, work plan.

April 25, 23:59 – Take Home Exam (Draft of Research Proposal) is due