

## ANP/FW/FOR/GEO/RD/SOC 859

### Gender, Justice, and Environmental Change: Methods and Application Spring Semester 2007

**Time and Place:** Tuesdays, 6:00-8:50 pm, Room 201 International Center

**Instructor:** Dr. Anne Ferguson, Department of Anthropology; Room 320 Baker Hall and Room 206 International Center; fergus12@msu.edu

**Office Hours:** Wednesdays, 9:00-10:00 am and by appointment, Room 206 International Center

**Teaching Assistant:** Marisa Rinkus; rinkusma@msu.edu

**Office Hours:** Tuesdays, 3:00-5:00 pm, Room 206 International Center

#### **Course Description**

This is one of two required courses for the graduate-level Gender, Justice, and Environmental Change (GJEC) Specialization. It explores epistemological and methodological issues involved in conducting research on gender, the environment, and social justice in the US and internationally. Students will learn about ways in which gender, justice, and ethical issues can be taken into account in field and research methods. The course also addresses issues students may encounter doing fieldwork/research but which are seldom voiced or addressed in classes. These include issues of positionality and personal, social, and political circumstances in the field or research site that may affect the implementation of the study.

The course is divided into three sections:

**Part I**, focusing on epistemological issues, introduces students to critiques of scientific inquiry by drawing on the large body of literature appraising mainstream social and natural science research from the standpoint of the history of science and women, and racial and ethnic minorities.

**Part II** introduces methods used to carry out qualitative research on environmental and agricultural topics, such as interviews, life histories, focus groups, case studies, and participatory methods. Since, in some cases, these methods have not been developed to explicitly take into account gender and other forms of social differentiation or, in other cases, issues related to environmental change, ways in which such issues can be addressed will be explored. Students will have the opportunity to learn from faculty across campus as they present their own research and share their methodological expertise.

**Part III** explores little discussed but frequently experienced issues related to research. Faculty and advanced graduate students will join the class to share their fieldwork and research experiences, including dilemmas and problems that can arise due to, for example, political turmoil and violence or positionality of the researcher vis-à-vis the study site with regard to differences in gender, ethnicity, sexuality, nationality, or wealth. Issues related to love, sex, and sexual harassment will be discussed, as well as experiences taking children and other family members into the field or research site. Students will be introduced to a wide array of circumstances that researchers may face but frequently do not talk about because they usually are thought to compromise research quality.

For more information on the graduate-level GJEC Specialization, contact Carmen Bain (517-353-5040 or baincarm@msu.edu) at the Women and International Development (WID) Program and visit the GJEC Website: <http://www.msu.edu/~gendenvr/>

## Course Reading Materials

The **Required and Recommended Books** can be purchased at local bookstores or through online stores of your preference. These books are also on reserve at the Main Library. Some are available online from the MSU library (<http://www.magic.msu.edu>).

Other **Required and Suggested Readings** are on reserve in the Main Library and in the WID office (206 International Center). The articles for PART I and PART II of the class may also be purchased as a course pack from Budget Printing Center, 974 Trowbridge Road. Readings for PART III of the course are **NOT** included in the course pack. One copy of each article is on reserve at the Main Library and one copy is in the WID office; plan to copy the articles you select to read (see Part III for further details).


### **Required Books**

DeWalt, K.M. and B.R. DeWalt. 2002. Participant Observation: A Guide for Fieldworkers. Walnut Creek, CA: AltaMira Press.

Fonow, M.M. and J.A. Cook (eds.). 1991. Beyond Methodology: Feminist Scholarship as Lived Research. Bloomington and Indianapolis, IN: Indiana University Press.

Kirsch, G.E. 1999. Ethical Dilemmas in Feminist Research. Albany, NY: State University of New York Press.

Lederman, M. and I. Bartsch (eds.). 2001. The Gender and Science Reader. London and New York: Routledge.

**Note:** Readings from these books are marked with \* in the schedule of readings which follows. Online readings are specified  and are available through both the MSU Library's **MAGIC** System (<http://www.magic.msu.edu>) and the **ANGEL** Course Website (<http://www.angel.msu.edu>) unless otherwise noted. Articles by invited speakers will be available in the WID office the week prior to their presentations.

### **Recommended Book**

Reinharz, S., with L. Davidman. 1992. Feminist Methods in Social Research. London and New York: Oxford University Press.

## Course Requirements

**Class participation and article commentaries:** The class will be run as a seminar. Students are expected to attend all classes and to have completed the readings prior to class. The class will be divided into two groups. Each week, one of these groups will be responsible for writing **discussion memos**, posting them on the ANGEL Course Website, and leading in-class discussions. This means that every other week you are required to write a discussion memo. Discussion memos should pull out key points in the readings and relate them to previous readings and commentary. State what you agree or disagree with in the readings and why. The discussion memo should NOT be simply a summary of the articles. It should not exceed three double-spaced pages in length. Students **must post their discussion memos on the ANGEL Course Website by 12:00 noon on Monday**, giving the rest of the class time to read and reflect on the memos prior to class on Tuesday. Please bring a copy of your discussion memo to class.

The weeks when you are not writing a memo, you are expected to read the ones posted by the other students and come to class prepared to discuss the points they make.

Class participation as evaluated by the quality of your discussion memos and your participation in class discussions will count for 30% of your final grade.

**Final exam:** This will be an essay exam held during finals week. The exam counts for 30% of your final grade.

**Paper:** Using the readings and other information presented in class, students who are working on MS or PhD dissertation proposals are to draft a methodology section for their proposal. Students who are not at this point in their graduate studies are to write an essay in which they reflect on what they have learned and how they anticipate it will be useful to them in their research. If neither of these two options fits your situation, please see me early in the semester to identify an alternative. The paper should be no more than 15 double-spaced pages and must be handed in **on April 17**. It counts for 40% of your final grade.

**Integrity Policy:** The class will be guided by the University integrity of scholarship and grades policy which can be found on the web at <http://www.vps.msu.edu/SpLife/rule32.htm>

## **Schedule of Readings**

### **PART I: FEMINIST EPISTEMOLOGIES AND CRITIQUES OF SCIENCE**

#### **January 9: Introduction to Course Issues and Requirements and What is Feminist Methodology?**

##### **Required Readings**

- \* ■ Kirsch, G.E. 1999. "Introduction" and "Chapter 1." Ethical Dilemmas in Feminist Research. Albany, NY: State University of New York Press, pp. 1-23. **Available on ANGEL only.**
- DeVault, M.L. 1996. "Talking Back to Sociology: Distinctive Contributions of Feminist Methodology." *Annual Review of Sociology* 22:29-50.
- Harding, S. 1987. "Introduction: Is There a Feminist Method?" In S. Harding (ed.), Feminism and Methodology. Bloomington and Indianapolis, IN: Indiana University Press, pp. 1-14.

#### **January 16: Feminist Perspectives on Science and Methodology – Standpoint Theory, Situated Knowledge, Feminist Empiricism**

**Video:** The Life and Times of Sara Baartman

##### **Required Readings**

- Ramazanoglu, C., with J. Holland. 2002. "Reason, Science and Progress: Feminism's Enlightenment Inheritance." Feminist Methodology: Challenges and Choices. Thousand Oaks, CA: Sage Publications, pp. 23-40.
- Harding, S. 1991. "Feminist Empiricism." In Whose Science, Whose Knowledge. Ithaca, NY: Cornell University Press, pp. 111-118.
- \* Harding, S. 2001. "Feminist Standpoint Epistemology." In M. Lederman and I. Bartsch (eds.), The Gender and Science Reader. London and New York: Routledge, pp. 145-168.
- \* Fausto-Sterling, A. 2001. "Gender, Race, and Nation." In M. Lederman and I. Bartsch (eds.), The Gender and Science Reader. London and New York: Routledge, pp. 343-366.

#### **January 23: Feminist Perspectives on Science and Methodology – Standpoint Theory, Situated Knowledge, Feminist Empiricism (continued)**

**Video:** Who's Counting? Marilyn Waring on Sex, Lies, and Global Economics

## Required Readings

\* Haraway, D. 2001. "Situated Knowledges: The Science Question in Feminism and the Privilege of Partial Perspective." In M. Lederman and I. Bartsch (eds.), The Gender and Science Reader. London and New York: Routledge, pp. 169-188.

\* Collins, P.H. 1991. "Learning from the Outsider Within: The Sociological Significance of Blank Feminist Thought." In M.M. Fonow and J.A. Cook (eds.), Beyond Methodology: Feminist Scholarship as Lived Research. Bloomington and Indianapolis, IN: Indiana University Press, pp. 35-59.

Martin, E. 1997. "The Egg and the Sperm: How Science Has Constructed a Romance Based on Stereotypical Male-Female Roles." In L. Lamphere, H. Ragoné, and P. Zavella (eds.), Situated Lives: Gender and Culture in Everyday Life. London and New York: Routledge, pp. 85-98.

## **PART II: METHODS FOR GENDER SENSITIVE RESEARCH**

### **January 30: Research Design – Moving from Research Questions to Methods**

**Guest Speaker:** Dr. Anne Ferguson, Anthropology Department

#### **Required Readings – Select FOUR of the following articles:**

☐ Oakley, A. 1998. "Gender, Methodology and People's Ways of Knowing: Some Problems with Feminism and the Paradigm Debate in Social Science." *Sociology* 32(4):707-731.

Ramazanoğlu, C., with J. Holland. 2002. "Choices and Decisions: Doing a Feminist Research Project." Feminist Methodology: Challenges and Choices. Thousand Oaks, CA: Sage Publications, pp. 145-164.

Bentz, V.M. and J.J. Shapiro. 1998. "Research: The New Context and a New Approach." Mindful Inquiry in Social Research. Thousand Oaks, CA: Sage Publications, pp. 1-14.

Maxwell, J.A. 1998. "Designing a Qualitative Study." In L. Bickman and D.J. Rog (eds.), Handbook of Applied Social Research Methods. Thousand Oaks, CA: Sage Publications, pp. 69-100.

\* Kirsch, G.E. 1999. "Chapter 2: What Do You Know About My Life, Anyway? Ethical Dilemmas in Researcher-Participant Relations." Ethical Dilemmas in Feminist Research. Albany, NY: State University of New York Press, pp. 25-44.

Articles by Dr. Ferguson – Class Handout – Must read!

### **February 6: Feminist Ethnography and Participant Observation**

**Guest Speaker:** Dr. Zakia Salime, Sociology

#### **Required Readings**

##### **Feminist Ethnography**

Bell, D. 1993. "Yes Virginia, There is a Feminist Ethnography: Reflections from Three Australian Fields." In D. Bell, P. Caplan, and W. Karim (eds.), Gendered Fields: Women, Men and Ethnography. London and New York: Routledge, pp. 28-43.

##### **Participant Observation**

\* DeWalt, K.M. and B.R. DeWalt. 2002. Participant Observation: A Guide for Fieldworkers. Walnut Creek, CA: AltaMira Press. Read the following chapters:

Chapter 1 "What is Participant Observation?", pp. 1-15.

Chapter 2 "Learning to Be a Participant Observer: Theoretical Issues," pp. 16-34.

Chapter 3 "Doing Participant Observation: Becoming a Participant," pp. 35-66.

Chapter 4 “Doing Participant Observation: Becoming an Observer,” pp. 67-82.  
Chapter 6 “Designing Research with Participant Observation,” pp. 92-119.

Article by Dr. Salime – Class Handout – Must read!

## **February 13: Interviews and Life Histories**

**Guest Speaker:** Dr. Sabrina McCormick, Sociology

### **Required Readings**

#### **Interviews**

Oakley, A. 1981. “Interviewing Women: A Contradiction in Terms.” In H. Roberts (ed.), Doing Feminist Research. London and New York: Routledge, pp. 30-61.

☐ DeVault, M.L. 1995. “Ethnicity and Expertise: Racial-Ethnic Knowledge in Sociological Research.” *Gender and Society* 9(5):612-631.

#### **Life Histories**

Anderson, K. et al. 1990. “Beginning Where We Are: Feminist Methodology in Oral History.” In J.M. Nielsen (ed.), Feminist Research Methods: Exemplary Readings in the Social Sciences. Boulder, San Francisco, and London: Westview Press, pp. 94-112.

Slocum, Rachel et al. (eds.). 1995. “Oral Life Histories.” Power, Process and Participation: Tools for Change. London: Intermediate Technology Publications, pp. 159-163.

☐ Geiger, S. 1986. “Women’s Life Histories: Method and Content.” *Signs: Journal of Women in Culture and Society* 11(2):334-351.

### **Case Study – Select ONE of the following articles:**

☐ Wright, M.M. 1995. “‘I Never Did Any Field Work, but I Milked an Awful Lot of Cows!’: Using Rural Women’s Experience to Reconceptualize Models of Work.” *Gender and Society* 9(2):216-235.

☐ Kibria, N. 1995. “Culture, Social Class, and Income Control in the Lives of Women Garment Workers in Bangladesh.” *Gender and Society* 9(3):289-309.

☐ Polier, N. 1998. “True Transgressions: Refusal and Recolonization in the Narrative of a Papuan Migrant ‘Bighead’.” *Feminist Studies* 24(3):511-534.

Article by Dr. McCormick – Class Handout – Must read!

## **February 20: Focus Groups and Case Studies**

**Guest Speaker:** Dr. Maureen McDonough, Forestry

### **Required Readings**

#### **Focus Groups**

Krueger, R.A. and M.A. Casey. 2000. “Chapter One: Overview of Focus Groups.” Focus Groups: A Practical Guide for Applied Research. Thousand Oaks, CA: Sage Publications, pp. 3-19.

Krueger, R.A. and M.A. Casey. 2000. “Chapter Two: Planning the Focus Group Study.” Focus Groups: A Practical Guide for Applied Research. Thousand Oaks, CA: Sage Publications, pp. 21-37.

☐ van Staveren, I. 1997. “Focus Groups: Contributing to a Gender-Aware Methodology.” *Feminist Economics* 3(2):131-135.

## **Case Studies Research**

Yin, R.K. 1998. "The Abridged Version of Case Study Research: Design and Method." In L. Bickman and D.J. Rog (eds.), Handbook of Applied Social Research Methods. Thousand Oaks, CA: Sage Publications, pp. 229-259.

Reinharz, S. 1992. "Feminist Case Studies." Feminist Methods in Social Research. London and New York: Oxford University Press, pp. 164-174.

## **Case Studies – Select **ONE** of the following articles:**

Rocheleau, D.E. 1992. "Gender, Ecology and Agroforestry: Science and Survival in Kathama." *ECOGEN Case Study Series*. Boston: Clark University, pp. 1-31.

☐ Brown, P. and F. Ferguson. 1995. "‘Making a Big Stink’: Women’s Work, Women’s Relationships and Toxic Waste Activism." *Gender and Society* 9(2):145-172.

Article by Dr. McDonough – Class Handout – Must read!

## **February 27: Participatory Research Theory and Practice**

**Guest Speaker:** Dr. Antoinette WinklerPrins, Geography

## **Required Readings – Read the following articles:**

Maguire, P. 1987. "Adjusting the Lens: Participatory Research." Doing Participatory Research: A Feminist Approach. Amherst, MA: University of Massachusetts, pp. 29-49.

Greenwood, D.J. and M. Levin. 1998. "Empowerment and Liberation: Southern Participatory Action Research and Contemporary Feminist Analyses." Introduction to Action Research: Social Research for Social Change. Thousand Oaks, CA: Sage Publications, pp. 173-185.

Cleaver, F. 2001. "Institutions, Agency and the Limitations of Participatory Approaches to Development." In B. Cooke and U. Kothari (eds.), Participation: The New Tyranny? New York: Zed Books, pp. 36-55.

Cornwall, A. 1998. "Gender, Participation and the Politics of Difference." In I. Guijt and M.K. Shah (eds.), The Myth of Community: Gender Issues in Participatory Development. London: Intermediate Technology Publications, pp. 46-57.

## **Time Allocation**

Pierce Colfer, C.J. 1994. "Time Allocation Studies: A Methodological Note." In H.S. Feldstein and J. Jiggins (eds.), Tools for the Field: Methodologies Handbook for Gender Analysis in Agriculture. West Hartford, CT: Kumarian Press, pp. 163-171.

Slocum, R. 1995. "Division of Labour." In Slocum, R. et al. (eds.), Power, Process and Participation: Tools for Change. London: Intermediate Technology Publications, pp. 88-94.

Slocum, R. et al. 1995. "Gender Analysis Activity Profile." In Slocum, R. et al. (eds.), Power, Process and Participation: Tools for Change. London: Intermediate Technology Publications, pp. 100-104.

## **Community Mapping, Activity Calendars, and Wealth Ranking – Select **THREE** of the following articles:**

Rocheleau, D.. 1995. "Gendered Resource Mapping." In Slocum, R. et al. (eds.), Power, Process and Participation: Tools for Change. London: Intermediate Technology Publications, pp. 110-119.

Ross, L. and D. Rocheleau. 1995. "Land Use Feltboard." In Slocum, R. et al. (eds.), Power, Process and Participation: Tools for Change. London: Intermediate Technology Publications, pp. 132-137.

Rocheleau, D. and L. Ross. 1995. "Landscape/Lifescape Mapping." In Slocum, R. et al. (eds.), Power, Process and Participation: Tools for Change. London: Intermediate Technology Publications, pp. 138-142.

Slocum, R. et al. 1995. "Activities, Resources and Benefits Analysis." In Slocum, R. et al. (eds.), Power, Process and Participation: Tools for Change. London: Intermediate Technology Publications, pp. 59-63.

Slocum, R. et al. 1995. "Seasonal Activities Calendar." In Slocum, R. et al. (eds.), Power, Process and Participation: Tools for Change. London: Intermediate Technology Publications, pp. 181-185.

Shields, D. and R. Slocum. 1995. "Wealth Ranking." In Slocum, R. et al. (eds.), Power, Process and Participation: Tools for Change. London: Intermediate Technology Publications, pp. 214-218.

**Case Studies – Select ONE of the following articles:**

Batliwala, S. and S. Patel. 1997. "A Census as Participatory Research." In R. McTaggart (ed.), Participatory Action Research: International Contexts and Consequences. Albany, NY: State University of New York Press, pp. 263-277.

☑ Lennie, J. et al. 2003. "Feminist Discourses of (dis)Empowerment in an Action Research Project Involving Rural Women and Communication Technologies." *Action Research* 1(1):57-80.

Fortmann, L. 1996. "Gendered Knowledge: Rights and Space in Two Zimbabwe Villages." In D. Rocheleau, B. Thomas-Slayter, and E. Wangari (eds.), Feminist Political Ecology: Global Issues and Local Experiences. London and New York: Routledge, pp. 211-223.

Article by Dr. Winkler Prins – Class Handout – Must read!

**March 6: Spring Break – No Class!**

**March 13: Synthesis: Mixing Methods; Case-examples**

**Guest Speaker:** Dr. Laurie Medina, Anthropology

**Required Readings**

Reinharz, S. 1992. "Feminist Survey Research and Other Statistical Research Formats." Feminist Methods in Social Research. London and New York: Oxford University Press, pp. 76-94.

Reinharz, S. 1992. "Feminist Multiple Methods Research." Feminist Methods in Social Research. London and New York: Oxford University Press, pp. 197-213.

Reinharz, S. 1992. "Conclusions." Feminist Methods in Social Research. London and New York: Oxford University Press, pp. 240-269.

**Case Studies – Select TWO of the following articles:**

Rocheleau, D. 1995. "Maps, Numbers, Text, and Context: Mixing Methods in Feminist Political Ecology." *Professional Geographer* 47(4):458-466.

☑ Gadio, C.M. and C.A. Rakowski. 1999. "Farmers' Changing Roles in Thieudeme, Senegal: The Impact of Local and Global Factors on Three Generations of Women." *Gender and Society* 13(6):733-757.

☑ Smith, M.D. 1994. "Enhancing the Quality of Survey Data on Violence against Women: A Feminist Approach." *Gender and Society* 8(1):109-127.

Article by Dr. Medina – Class Handout – Must read!

### **PART III: FIELDWORK: THE UNSPOKEN DIMENSIONS**

Note: Readings for PART III of the course are **NOT** included in your course packet. One copy of each article is on reserve at the Main Library and one is available in the WID office (206 International Center) for you to photocopy. Select and read the indicated number of articles for each class. In some cases, you are required to read a particular article as one of your selections. Don't wait until the last minute to make your selections and photocopies!!!

#### **March 20: Ethical Dimensions of Field Work**

**Guest Speaker:** Dr. Ann Mongoven, Center for Ethics and the Humanities in the Life Sciences

#### **Required Readings**

\* Kirsch, G.E. 1999. "Chapter 3: Whose Words? Whose Reality? The Politics of Representation and Interpretation." Ethical Dilemmas in Feminist Research. Albany, NY: State University of New York Press, pp. 45-64.

☐ Esim, S. 1997. "Can Feminist Methodology Reduce Power Hierarchies in Research Settings?" *Feminist Economics* 3(2):137-139.

#### **Select TWO of the following articles:**

Fluehr-Lobban, C. 1998. "Ethics." In H.R. Bernard (ed.), Handbook of Methods in Cultural Anthropology. Walnut Creek, CA: AltaMira Press, pp. 173-202.

de Laine, M. 2000. "Ethical Dilemmas: The Demands and Expectations of Various Audiences." Fieldwork, Participation and Practice: Ethics and Dilemmas in Qualitative Research. Thousand Oaks, CA: Sage Publications, pp. 120-145.

Lather, P. 1991. "Research as Praxis." Getting Smart: Feminist Research and Pedagogy With/in the Postmodern. London and New York: Routledge, pp. 50-69.

☐ Gatenby, B. and M. Humphries. 2000. "Feminist Participatory Action Research: Methodological and Ethical Issues." *Women's Studies International Forum* 23(1):89-105.

**Read these short statements, which are available on the Website of the American Anthropological Association:** <http://www.aaanet.org/committees/ethics/bp.htm>

American Anthropological Association. 2002. Briefing Paper on Consideration of the Potentially Negative Impact of the Publication of Factual Data about a Study Population on Such Population. Draft for Comments. Prepared by J. Watkins, AAA Committee on Ethics.

American Anthropological Association. 2002. Briefing Paper on Informed Consent. Draft for Comments. Prepared by L. Clark and A. Kingsolver, AAA Committee on Ethics.

Article by Dr. Mongoven – Class Handout – Must read!

#### **March 27: Positionality – Differences of Gender, Race, Ethnicity, and Class**

**Panel:** Mamta Vardhan (not confirmed), Kate Patch, Nidal Karim (not confirmed), and Bilal Butt

#### **Going Home for Research – Select TWO of the following articles:**

Abramson, A. 1993. "Between Autobiography and Method: Being Male, Seeing Myth and the Analysis of Structures of Gender and Sexuality in the Eastern Interior of Fiji." In D. Bell, P. Caplan, and W.J. Karim (eds.), Gendered Fields: Women, Men and Ethnography. London and New York: Routledge, pp. 63-77.

Amadiume, I. 1993. "The Mouth that Spoke a Falsehood Will Later Speak the Truth: Going Home to the Field in Eastern Nigeria." In D. Bell, P. Caplan, and W.J. Karim (eds.), Gendered Fields: Women, Men and Ethnography. London and New York: Routledge, pp. 182-198.

Deutsch, N.L. 2004. "Positionality and the Pen: Reflections on the Process of Becoming a Feminist Researcher and Writer." *Qualitative Inquiry* 10(6):885-902.

Maguire, S. 1998. "Gender Differences in Attitudes to Undergraduate Fieldwork." *Area* 30(3):207-214.

Whitehead, T.L. 1986. "Breakdown, Resolution, and Coherence: The Fieldwork Experiences of a Big, Brown, Pretty-talking Man in a West Indian Community." In T.L. Whitehead and M.E. Conaway (eds.), Self, Sex, and Gender in Cross-Cultural Fieldwork. Urbana, IL: University of Illinois Press, pp. 213-239.

**Select THREE of the following articles:**

Back, L. 1993. "Gendered Participation: Masculinity and Fieldwork in a South London Adolescent Community." In D. Bell, P. Caplan, and W.J. Karim (eds.), Gendered Fields: Women, Men and Ethnography. London and New York: Routledge, pp. 215-233.

Kuehnast, K. 2000. "Ethnographic Encounters in Post-Soviet Kyrgyzstan: Dilemmas of Gender, Poverty, and the Cold War." In H.G. DeSoto and N. Dudwick (eds.), Fieldwork Dilemmas: Anthropologists in Postsocialist States. Madison, WI: University of Wisconsin Press, pp. 100-118.

Naples, N.A. 1996. "The Outsider Phenomenon." In C.D. Smith and W. Kornblum (eds.), In the Field: Readings on the Field Research Experience, second edition. Westport, CT: Praeger Publishers, pp. 139-149.

Phoenix, A. 1994. "Practising Feminist Research: The Intersection of Gender and 'Race' in the Research Process." In M. Maynard and J. Purvis (eds.), Researching Women's Lives from a Feminist Perspective. Bristol, PA: Taylor & Francis, pp. 49-71.

Wade, P. 1993. "Sexuality and Masculinity in Fieldwork among Colombian Blacks." In D. Bell, P. Caplan, and W.J. Karim (eds.), Gendered Fields: Women, Men and Ethnography. London and New York: Routledge, pp. 199-214.

McKay, D. 2002. "Negotiating Positionings: Exchanging Life Stories in Research Interviews." In P. Moss (ed.), Feminist Geography in Practice: Research and Methods. Oxford, UK, and Malden, MA: Blackwell Publishers, pp. 187-199.

**April 3: Fieldwork Relationships and Taking Families and Children to the Field**

**Panel:** Dr. Antoinette WinklerPrins, Dr. Laurie Medina, Dr. Keri Brondo, Rebecca Meuninck, and Vanessa Hull

**Fieldwork Relationships – Select THREE of the following articles:**

Giovannini, M. 1986. "Female Anthropologist and Male Informant: Gender Conflict in a Sicilian Town." In T.L. Whitehead and M.E. Conaway (eds.), Self, Sex, and Gender in Cross-Cultural Fieldwork. Urbana, IL: University of Illinois Press, pp. 103-116.

Hsiung, P-C. 1996. "Between Bosses and Workers: The Dilemma of a Keen Observer and a Vocal Feminist." In D.L. Wolf (ed.), Feminist Dilemmas in Fieldwork. Boulder, San Francisco, and London: Westview Press, pp. 122-137.

Silverman, C. 2000. "Researcher, Advocate, Friend: An American Fieldworker among Balkan Roma, 1980-1996." In H.G. DeSoto and N. Dudwick (eds.), Fieldwork Dilemmas: Anthropologists in Postsocialist States. Madison, WI: University of Wisconsin Press, pp. 195-217.

Hapke, H.M. and D. Ayyankeril. 2001. "Of 'Loose Women' and 'Guides,' or, Relationships in the Field." *Geographical Review* 91(1-2):342-352.

**Taking Families and Children to the Field – Select **TWO** of the following articles:**

Flinn, J. 1998. "Introduction: The Family Dimension in Anthropological Fieldwork." In J. Flinn, L. Marshall, and J. Armstrong (eds.), Fieldwork and Families: Constructing New Models for Ethnographic Research. Honolulu: University of Hawaii Press, pp. 1-21.

Goodenough, R.G. 1998. "Fieldwork and a Family: Perspectives over Time." In J. Flinn, L. Marshall, and J. Armstrong (eds.), Fieldwork and Families: Constructing New Models for Ethnographic Research. Honolulu: University of Hawaii Press, pp. 22-34.

Linnekin, J. 1998. "Family and Other Uncontrollables: Impression Management in Accompanied Fieldwork." In J. Flinn, L. Marshall, and J. Armstrong (eds.), Fieldwork and Families: Constructing New Models for Ethnographic Research. Honolulu: University of Hawaii Press, pp. 71-83.

Scheper-Hughes, N. 1987. "A Children's Diary in the Strict Sense of the Term: Managing Culture-Shocked Children in the Field." In J. Cassell (ed.), Children in the Field: Anthropological Experiences. Philadelphia: Temple University Press, pp. 217-236.

Starrs, P.F., with C.F. Starrs, G.I. Starrs, and L. Huntsinger. 2001. "Fieldwork...With Family." *Geographical Review* 91(1-2):74-87.

**Read this short statement, which is available in the WID office and at the library.**

American Anthropological Association. 2002. Briefing Paper on Remuneration to Subject Populations and Individuals. Draft for Comments. Prepared by G.E. Wagner, AAA Committee on Ethics.

**Read this short statement, which is available on the Website of the American Anthropological Association: <http://www.aaanet.org/committees/ethics/bp.htm>**

American Anthropological Association. 2002. Briefing Paper on the Impact of Material Assistance to Study Population. Draft for Comments. Prepared by H.V. Luong, AAA Committee on Ethics.

**April 10: Friendships, Love, and Sex**

**Panel:** Andrea Freidus, Oscar and Delanie Arreola (not confirmed)

**Required Reading**

\* DeWalt, K.M. and B.R. DeWalt. 2002. "Chapter 5: Gender and Sex Issues in Participant Observation." Participant Observation: A Guide for Fieldworkers. Walnut Creek, CA: AltaMira Press, pp. 83-91.

**Read the following short statement available on the Website of the American Anthropological Association: <http://www.aaanet.org/committees/ethics/bp.htm>**

American Anthropological Association. 2002. Briefing Paper for Consideration of the Ethical Implications of Sexual Relationships between Anthropologists and Members of a Study Population. Draft for Comments. Prepared by J. Watkins, AAA Committee on Ethics.

**Select THREE of the following articles:**

Berdahl, D. 2000. "Mixed Devotions: Religion, Friendship, and Fieldwork in Postsocialist Eastern Germany." In H.G. DeSoto and N. Dudwick (eds.), Fieldwork Dilemmas: Anthropologists in Postsocialist States. Madison, WI: University of Wisconsin Press, pp. 172-194.

Blackwood, E. 1995. "Falling in Love with an-Other Lesbian: Reflections on Identity in Fieldwork." In D. Kulick and M. Willson (eds.), Taboo: Sex, Identity, and Erotic Subjectivity in Anthropological Fieldwork. London and New York: Routledge, pp. 51-75.

Bolton, R. 1995. "Tricks, Friends, and Lovers: Erotic Encounters in the Field." In D. Kulick and M. Willson (eds.), Taboo: Sex, Identity, and Erotic Subjectivity in Anthropological Fieldwork. London and New York: Routledge, pp. 140-167.

Dubisch, J. 1995. "Lovers in the Field: Sex, Dominance, and the Female Anthropologist." In D. Kulick and M. Willson (eds.), Taboo: Sex, Identity, and Erotic Subjectivity in Anthropological Fieldwork. London and New York: Routledge, pp. 29-50.

Gearing, J. 1995. "Fear and Loving in the West Indies: Research from the Heart (as well as the head)." In D. Kulick and M. Willson (eds.), Taboo: Sex, Identity, and Erotic Subjectivity in Anthropological Fieldwork. London and New York: Routledge, pp. 186-218.

Markowitz, F. 1999. "Sexing the Anthropologist: Implications for Ethnography." In F. Markowitz and M. Ashkenazi (eds.), Sex, Sexuality, and the Anthropologist. Chicago: University of Illinois Press, pp. 161-174.

**April 17: Civil Unrest and War, Domestic Violence, Sexual Violence**

**Panel:** Dr. Jennifer Olson, Dr. Linda Racioppi, Dr. Katherine See, and Andrea Freidus

**\* \* \* FINAL PAPERS ARE DUE \* \* \***

**Select FOUR of the following articles:**

Dowler, L. 2001. "The Four Square Laundry: Participant Observation in a War Zone." *Geographical Review* 91(1-2):414-422.

Hays-Mitchell, M. 2001. "Danger, Fulfillment, and Responsibility in a Violence-Plagued Society." *Geographical Review* 91(1-2):311-321, January-April.

Lee, R.M. 1995. Dangerous Fieldwork. Thousand Oaks, CA: Sage Publications. 86 pp.

Kovats-Bernat, J.C. 2002. "Negotiating Dangerous Fields: Pragmatic Strategies for Fieldwork amid Violence and Terror." *American Anthropologist* 104(1):208-222.

Moreno, E. 1995. "Rape in the Field: Reflections from a Survivor." In D. Kulick and M. Willson (eds.), Taboo: Sex, Identity, and Erotic Subjectivity in Anthropological Fieldwork. London and New York: Routledge, pp. 219-250.

Sluka, J.A. 1995. "Reflections on Managing Danger in Fieldwork: Dangerous Anthropology in Belfast." In C. Nordstrom and A.C.G.M. Robben (eds.), Fieldwork Under Fire: Contemporary Studies of Violence and Survival. Berkeley, CA: University of California Press, pp. 276-294.

**April 24: Returning from the Field**

**Panel:** Meleia Egger, Kathryn Sarah Halter

## **Required Readings**

Bacchiddu, G. 2004. "Stepping Between Different Worlds: Reflections Before, During and After Fieldwork." *Anthropology Matters Journal* 6(2). Internet document: [http://www.anthropologymatters.com/journal/2004-2/bacchiddu\\_2004\\_stepping.htm](http://www.anthropologymatters.com/journal/2004-2/bacchiddu_2004_stepping.htm). Accessed on January 5, 2006.

Barry, C. 2002. "Identity/Identities and Fieldwork: Studying Homeopathy and Tai Chi 'At Home' in South London." *Anthropology Matters Journal*. Internet document: [http://www.anthropologymatters.com/journal/2002/barry2002\\_identity.htm](http://www.anthropologymatters.com/journal/2002/barry2002_identity.htm). Accessed on January 5, 2006.

Davis, S. 1999. "A Return to Culture Shock." *The Chronicle of Higher Education*. Internet document: <http://chronicle.com/jobs/99/11/99111903c.htm>. Accessed on January 5, 2006.

Taylor, S.J. 1991. "Leaving the Field: Research, Relationships, and Responsibilities." In W.B. Shaffir and R.A. Stebbins (eds.), Experiencing Fieldwork: An Inside View of Qualitative Research. Thousand Oaks, CA: Sage Publications, pp. 238-247.

Till, K.E. 2001. "Returning Home and to the Field." *Geographical Review* 91(1-2):46-56.

## **Finals Week: In-Class Final Exam**