



UNIwersYTET
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W POZNANIU

Methods in Social Anthropology (General topics: module 1)

Educational subject description sheet

Basic information

Study programme Etnologia (Cultural Differences and Transnational Processes) Speciality - Organizational unit Faculty of Anthropology and Cultural Studies Study level Second-cycle programme Study form Full-time Education profile General academic		Didactic cycle 2024/25 Subject code 20ETES.21HS.10214.24 Lecture languages English Course type Obligatory Block Humanities and social subjects	
Subject coordinator		Hannah Wadle	
Lecturer		Hannah Wadle	
Period Semester 1		Activities and hours • Conversatory classes: 30, Exam	Number of ECTS points 5

Goals

Code	Goal
C1	Prepare students for individual or collaborative qualitative, ethnographic research projects with anthropological outlook
C2	Provide overview over different methodological approaches and aspects of contemporary anthropological methodologies
C3	Create supervised opportunities for students to gather first research practice experiences
C4	Familiarise students with good research practice, ethical concerns, and selfreflexivity in ethnographic research
C5	Promote transnational knowledge exchange and team work as well as peer-to-peer support

Subject learning outcomes

Code	Outcomes in terms of	Learning outcomes	Examination methods
Knowledge - Student:			
W1	student knows about the central methodological approaches in Social Anthropology and their representatives	ETE_K2_W02, ETE_K2_W03, ETE_K2_W05	Essay
W2	students knows the historical and socio-cultural contexts as well as schools of thought, in which the different methodological approaches emerged	ETE_K2_W01, ETE_K2_W02, ETE_K2_W03	Essay
W3	student knows about current trends and some of the past and contemporary controversies around methodologies in Social Anthropology	ETE_K2_W02, ETE_K2_W03, ETE_K2_W07, ETE_K2_W09	Essay
Skills - Student:			
U1	student is able to assess, discuss and critique the methodological approaches published social anthropological research or ethnographic film in oral and written form	ETE_K2_U01, ETE_K2_U02, ETE_K2_U03, ETE_K2_U08, ETE_K2_U09, ETE_K2_U10	Essay
U2	student is able to assess the relevance of an array of methods for their own research project, to design their own methodological approach and to responsibly employ their chosen methods and generate usable resources	ETE_K2_U03, ETE_K2_U04, ETE_K2_U05, ETE_K2_U10	Portfolio
U3	student is able to assess the personal, communal, and ecological risks of their research project and to create an procedure that assures the ethical and legal conduct of the research project	ETE_K2_U02, ETE_K2_U03	Portfolio
Social competences - Student:			
K1	student has critically reflected upon their own positionality in the world and is aware of their own role in global and local inequalities	ETE_K2_K04, ETE_K2_K08, ETE_K2_K10	Portfolio
K2	student has identified vulnerabilities that research partners may have and is prepared to conduct responsible research	ETE_K2_K07, ETE_K2_K08, ETE_K2_K09, ETE_K2_K10	Portfolio

Code	Outcomes in terms of	Learning outcomes	Examination methods
K3	student has collaborated with international peers and gained competences in working in international research and professional environments	ETE_K2_K02, ETE_K2_K03, ETE_K2_K08, ETE_K2_K09	Portfolio

Study content

No.	Course content	Subject learning outcomes	Activities
1.	Intoduction: Anthropology and Ethnography: What does it mean to be an anthropological researcher?	W1, W2, U1, K1	Conversatory classes
2.	Module 1a & 1b: Constructing the Ethnographic Field (reading class & practice class)	W1, W2, W3, U1, U2, K1, K2	Conversatory classes
3.	Module 2a & 2b: Research Ethics, Risk, and Informed Consent: Preparing for Fieldwork (reading class & practice class)	W1, W2, W3, U1, U2, U3, K1, K2, K3	Conversatory classes
4.	Module 3a & 3b: Immersion and Participant Observation (reading class & practice class)	W1, W3, U1, U2, K1, K2, K3	Conversatory classes
5.	Module 4a & 4b: Conversations and Narratives (reading class & practice class)	W3, U2, K1, K2, K3	Conversatory classes
6.	Module 5a & 5b: Engaged and experimental research (reading class & practice class)	W3, U1, U2, K1	Conversatory classes
7.	Module 6a & 6b: From fieldnotes to writing ethnography (reading class & practice class)	W1, W2, W3, U1, U2, K2, K3	Conversatory classes
8.	Conclusion: On the (im)possibility and pedagogy of ethnographic encounters in the shadow of histories of privileges and inequalities	W1, W2, W3, U1, U2, K1, K2, K3	Conversatory classes

Additional information

Activities	Teaching and learning methods and activities
Conversatory classes	Conversation lecture, Discussion, Work with text, Game/simulation, Project method, Work in groups

Activities	Credit conditions
Conversatory classes	<p>During the semester:</p> <ul style="list-style-type: none"> - activity and presence in class - submission of bi-weekly reading tasks on key readings (the key readings are divided in the class in reading groups and can be selected by the students according to interest, requirements: 2 readings per reading week for MA level students and 1 reading per reading week for BA level students) - submission of bi-weekly practice tasks <p>At the end of the semester:</p> <ul style="list-style-type: none"> - submission of a review essay (no AI except dictionaries permitted) - submission of the finalised practice task portfolio (no AI except dictionaries permitted) <p>The final grade is assembled from grades on:</p> <p>Participation and preparation for class 40 %</p> <p>Submitted practice exercise portfolio 40 %</p> <p>Submitted review essay 20%</p> <p>Grading criteria in all three sections inspired by Bloom's cognitive learning taxonomy:</p> <p>1. Remember</p> <p>2 (Fail): Inability to recall basic facts and concepts.</p> <p>3 (Pass): Can recall some basic facts and concepts with prompting.</p> <p>3.5 (Satisfying): Generally recalls basic facts and concepts, though with some errors.</p> <p>4 (Good): Correctly recalls most basic facts and concepts.</p> <p>4.5 (Good Plus): Recalls facts and concepts accurately with minor omissions.</p> <p>5 (Excellent): Recalls all relevant facts and concepts accurately and completely.</p> <p>2. Understand</p> <p>2 (Fail): Shows minimal or no understanding of the material.</p> <p>3 (Pass): Shows a basic understanding but lacks depth.</p> <p>3.5 (Satisfying): Understands key concepts but struggles with more complex ideas.</p> <p>4 (Good): Understands most key concepts and some complex ideas.</p> <p>4.5 (Good Plus): Understands key concepts and most complex ideas, with minor gaps.</p> <p>5 (Excellent): Demonstrates a thorough understanding of both key concepts and complex ideas.</p> <p>3. Apply</p> <p>2 (Fail): Cannot apply knowledge to new situations or problems.</p> <p>3 (Pass): Can apply knowledge to familiar situations but struggles with new contexts.</p> <p>3.5 (Satisfying): Applies knowledge to familiar situations and attempts new contexts with some success.</p> <p>4 (Good): Applies knowledge effectively to both familiar and some new situations.</p> <p>4.5 (Good Plus): Applies knowledge effectively to both familiar and new situations with minor guidance.</p> <p>5 (Excellent): Applies knowledge skillfully to new and varied situations independently.</p> <p>4. Analyse</p> <p>2 (Fail): Unable to break down information into components or see relationships.</p> <p>3 (Pass): Can break down information into basic components but struggles with complex relationships.</p> <p>3.5 (Satisfying): Breaks down information into components and identifies some relationships, with errors.</p> <p>4 (Good): Analyses information effectively, identifying most components and relationships.</p> <p>4.5 (Good Plus): Analyses information thoroughly, identifying components and most relationships accurately.</p> <p>5 (Excellent): Analyses information comprehensively, identifying all components and relationships accurately.</p> <p>5. Empathise</p> <p>2 (Fail): Shows little to no ability to understand or share the feelings of others.</p> <p>3 (Pass): Shows basic ability to understand and share the feelings of others in familiar situations.</p> <p>3.5 (Satisfying): Demonstrates empathy in familiar situations and attempts in new situations with mixed success.</p> <p>4 (Good): Demonstrates a good level of empathy in both familiar and new situations.</p> <p>4.5 (Good Plus): Consistently demonstrates strong empathy in various situations.</p> <p>5 (Excellent): Demonstrates profound empathy and understanding in diverse and complex situations.</p> <p>6. Evaluate</p> <p>2 (Fail): Unable to make judgments about the value or quality of ideas.</p> <p>3 (Pass): Makes basic judgments about ideas but lacks depth and justification.</p> <p>3.5 (Satisfying): Makes judgments about ideas with some justification but lacks thoroughness.</p> <p>4 (Good): Makes well-justified judgments about the value and quality of ideas.</p> <p>4.5 (Good Plus): Makes well-justified and nuanced judgments, considering multiple aspects.</p> <p>5 (Excellent): Makes insightful and comprehensive judgments, thoroughly justified and balanced.</p> <p>7. Create</p> <p>2 (Fail): Unable to generate new ideas or products.</p> <p>3 (Pass): Generates basic ideas or products with limited creativity.</p> <p>3.5 (Satisfying): Creates ideas or products with some originality and effectiveness.</p> <p>4 (Good): Creates ideas or products that show good originality and effectiveness.</p> <p>4.5 (Good Plus): Creates highly original and effective ideas or products with minor areas for improvement.</p> <p>5 (Excellent): Creates exceptionally original and highly effective ideas or products that demonstrate innovation and depth.</p> <p>This criteria provides a structured way to evaluate students' performance across different cognitive levels, ensuring a comprehensive assessment based on Bloom's taxonomy.</p> <p>Grades:</p> <ul style="list-style-type: none"> 2.0 (Niedostateczny) - Fail 3.0 (Dostateczny) - Sufficient/Pass 3.5 (Dostateczny Plus) - Sufficient Plus/Satisfactory 4.0 (Dobry) - Good 4.5 (Dobry Plus) - Good Plus/Very Good 5.0 (Bardzo Dobry) - Very Good/Excellent

Literature

Obligatory

1. Tim Ingold: Anthropology contra ethnography, *Hau – Journal of Ethnographic Theory* 7(1), pp.21-26.
2. Tom Boellstorff, Bonnie Nardie, Celia Pearce, and T.L. Taylor (2012) *Ethnography and Virtual Worlds – A Handbook of Method*, Chapter: Three Brief Histories, Princeton University Press, pp. 13-25.
3. Clifford, James (1986) *Partial Truths*, in: Clifford, James and Marcus, George (eds.): *Writing Culture. The Poetics and Politics of Ethnography*. University of California Press: Berkeley, Los Angeles, London, pp.1-26.
4. Amit, Vered (2000) *Introduction: Constructing the Field*, London, New York: Routledge.
5. Marcus G.E. (2011) *Multi-sited Ethnography: Five or Six Things I Know About It Now*, in: Simon Coleman and Pauline von Hellermann (eds.) *Multi-Sited Ethnography: Problems and Possibilities in the Translocation of Research Methods*, Routledge: London, pp. 16-24.
6. James Ferguson (2011) (Chapter 12) *Novelty and Method. Reflections on Global Fieldwork*, in: Simon Coleman and Pauline von Hellermann (eds.) *Multi-Sited Ethnography: Problems and Possibilities in the Translocation of Research Methods*, Routledge: London, s. 194-207
7. Geertz, Clifford (1974) "From the Native's Point of View": On the Nature of Anthropological Understanding. *Bulletin of the American Academy of Arts and Sciences*, 28 (1) pp. 26-45.
8. Câmpeanu, Claudia N. (2010) *Touristing home: muddy fields in native anthropology*, *Journal of Tourism Consumption and Practice* Volume 2 (2), s. 15-29
9. Gender, race, class, ethnicity, subalternity, agency, elitism – social construction of the researcher and the communities under the study Callaway, Helen: *Ethnography and experience: gender implications in fieldwork and texts*. In: Judith Okley and Helen Callaway: *Anthropology and Autobiography*, Routledge: London s. 29-48.
10. Jakubowska, Longina (2012) *Straw in the Anthropologist's Boot. Studying Nobility in Poland*, in Haim Hazan and Esther Hertzog: *Serendipity in Anthropological Research. The Nomadic Turn*. Farnham: Ashgate, pp. 185-198.
11. Okely J. 2005, *Anthropology and autobiography. Participatory experience and embodied knowledge* [in:] eds. Judith Okely and Helen Callaway, *Anthropology and autobiography*, London and New York, pp. 1-28.
12. Naficy, Nahal (2009) *The Dracula Ballet: A Tale of Fieldwork in Politics*, in: *Fieldwork is not what it used to be. Learning Anthropology's Method in a Time of Transition*, James Faubion and George Marcus (eds.), Cornell University Press, pp. 113-128.
13. Boellstorff, Tom, Bonnie Nardie, Celia Pearce, and T.L. Taylor (2012) *Ethnography and Virtual Worlds – A Handbook of Method*, Chapters: 2) *Ethics*, Princeton University Press.
14. Fine, Gary Alan (1992) *Ten lies of Ethnography. Moral Dilemmas of Field Research*, in: *Journal of contemporary ethnography*, 22(3), pp. 267-294.
15. Thorne, Barrie (1980) "You still taking notes?" *Fieldwork and problems of informed consent*, in: *Social Problems* 27(3), pp. 284-297.
16. Thorsen, Mille Kjaergaard (2020) *Risky notes. Reading tense situations in Cairo 2015*, in: *Anthropology inside out. Fieldworkers taking notes*, Astrid Oberborbeck Andersen et. Al. (eds.), Canon Pyon: Sean Kingston Publishing, pp. 135-151.
17. Spradley, James (1980) *Participant observation*, Orlando, s. 3-34.
18. Gary Alan Fine & James G. Deegan (1996) *Three principles of Serendip: insight, chance, and discovery in qualitative research*, *International Journal of Qualitative Studies in Education*, 9 (4).
19. Rivoal, Isabelle ; Salazar Noel (2013) *Contemporary ethnographic practice and the value of serendipity*, *Social anthropology*, Vol.21(2), pp.178-185
20. Narayan, Kirin. "On Nose Cutters , Gurus, and Storytellers." *Creativity/Anthropology*. Ithaca, NY: Cornell University Press, 2018. 30-53. Web.
21. Rapport, NJ (1999) "The Narrative as Fieldwork Technique: Processual Ethnography for a World in Motion". in V Amit (ed.), *Constructing the Field: Ethnographic Fieldwork in the Contemporary World*, London: Routledge, pp. 71-95.
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24. Kazubowski-Houston, Magdalena (2018) *Quiet Theatre: the radical politics of silence*, *Cultural Studies ↔ Critical Methodologies*, 18(6) 410-422
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27. Powell, Alison (2018) *The data walkshop and radical bottom-up data knowledge*, Chapter 9, in: Knox, H., & Nafus, D.

- (Eds.), *Ethnography for a data-saturated world* (1st ed.). Manchester University Press, pp. 212-232.
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 32. Pink, Sarah (2009) *Doing Sensory Ethnography Chapter 1: Situating Sensory Ethnography*. From Academia to Intervention London, Sage, p.7-23.
 33. Castaing-Taylor, Lucien: *Sweetgrass: 'Baaaaaaah. Bleeeeeeet'*, in R. Cox, A. Irving, Ch. Wright: *Beyond text?: Critical practices and sensory anthropology*. Manchester: Manchester Scholarship Online, 8 p.
 34. Arya, D., & Henn, M. (2021). *COVID-ized Ethnography: Challenges and Opportunities for Young Environmental Activists and Researchers*. *Societies*, 11(2), 58. MDPI AG.
 35. Chambers T. (2020) *From Fieldsite to 'Fieldsite': Ethnographic Methods in the Time of COVID*. *Studies in Indian Politics*, 8(2), pp. 290-293. Daniel Miller (2013) *Tales from Facebook*, Oxford: Wiley: Two chapters of (see attached)
 36. Boellstorff, Tom; Bonnie Nardie; Celia Pearce, and T.L. Taylor (2012) *Ethnography and Virtual Worlds – A Handbook of Methods*, Chapter: *Participant observation in Virtual Worlds*, Princeton University Press, pp. 69-91.
 37. Astrid Oberborbeck Andersen et al. (eds.) (2020), *Anthropology inside out. Fieldworkers taking notes*. Sean Kingston Publishing: please choose at least 2 chapters of the book.
 38. Taussig, Michael T. (2011) *I Swear I Saw This : Drawings in Fieldwork Notebooks, Namely My Own*, Chicago: University of Chicago Press. Chapters 1, 4, 5.
 39. 'Onofrio, Alexandra (2017) *Anthropologies and Futures : Researching Emerging and Uncertain Worlds*, edited by Juan Francisco Salazar, et al., Taylor & Francis Group, pp.195-213.
 40. Estalella, Adolf, & Criado, Tomás Sanchez (2018), *Introduction: Experimental Collaborations*, in: Estalella, A., & Criado, T. S. (Eds.), *Experimental Collaborations: Ethnography through Fieldwork Devices* (1st ed., Vol. 34). Berghahn Books, pp. 1-30.
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 44. Tucker, Hazel (2014), *Opening up spaces of Multiple Moralities in Tourism Encounters*, in: Mostafanezhad, Mary, and Kevin Hannam. *Moral Encounters in Tourism*, Taylor & Francis Group, pp. 199-208.
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Optional

1. Juris, Jeffrey and Kasnabish, Ale (2013) *Conclusion The Possibilities, Limits, and Relevance of Engaged Ethnography* | 366 (ed.) (2013) *Insurgent Encounters: Transnational Activism, Ethnography & the Political*, Duke University Press: Durham, London.
2. Schneider, Arndt (2016) *Appropriations across disciplines: the future of art and anthropology collaborations*, in R. Cox, A. Irving, Ch. Wright: *Beyond text?: Critical practices and sensory anthropology*. Manchester: Manchester Scholarship Online. 9 p.

Calculation of ECTS points

Activities	Activity hours*
Conversatory classes	30

Reading the indicated literature	55
Portfolio preparation	55
Preparation for the assessment	10
Student workload	Hours 150
Number of ECTS points	ECTS 5

* academic hour = 45 minutes

Efekty uczenia się dla kierunku

Kod	Treść
ETE_K2_K02	The graduate is ready to organize and coordinate their own and others' activities for the social good
ETE_K2_K03	The graduate is ready to properly determine priorities for achieving a specific research goal/task, considering the ethics and prestige of the profession of an ethnologist/cultural anthropologist
ETE_K2_K04	The graduate is ready to accurately identify and address contemporary civilizational problems related to the profession of an ethnologist/cultural anthropologist
ETE_K2_K07	The graduate is ready to creatively and consciously use knowledge about the complexity of cultural phenomena, the organization and functioning of culture, the significance of its individual elements, and the historical variability of forms as well as the ethnocultural diversity of the world
ETE_K2_K08	The graduate is ready to engage responsibly, tolerantly, and understandingly in favor of other cultures
ETE_K2_K09	The graduate is ready to effectively establish interpersonal contacts with representatives of various social, ethnic, and religious groups as an advocate of intercultural dialogue
ETE_K2_K10	The graduate is ready to thoroughly observe and identify the most important moral, political, social, and economic problems of the contemporary world
ETE_K2_U01	The graduate can search, analyze, evaluate, select, and integrate new information using various sources and interpretation methods, and formulate critical judgments based on this
ETE_K2_U02	The graduate can independently carry out complex research tasks, including analyzing other authors' works, synthesizing various ideas and viewpoints, selecting methods and constructing research tools, and preparing and presenting results in the field of ethnology/cultural anthropology
ETE_K2_U03	The graduate can independently and in a team, including leading its work, acquire knowledge and enhance research skills, as well as undertake independent actions aimed at lifelong development of their abilities and interests in a critical, creative, entrepreneurial, and ethical manner
ETE_K2_U04	The graduate can integrate knowledge from various disciplines in the field of humanities and social sciences and apply it in situations related to the profession of an ethnologist/cultural anthropologist
ETE_K2_U05	The graduate can conduct in-depth and critical analysis and interpretation of various types of cultural products and fields, using original approaches that consider the latest trends in ethnology/cultural anthropology and new achievements in the humanities and social sciences
ETE_K2_U08	The graduate can competently prepare complex written works in the field of ethnology/cultural anthropology
ETE_K2_U09	The graduate can competently prepare complex presentations on issues of interest in ethnology/cultural anthropology or in areas at the intersection of various scientific disciplines
ETE_K2_U10	The graduate can use a modern foreign language in accordance with the requirements specified for level B2+ of the Common European Framework of Reference for Languages
ETE_K2_W01	The graduate knows and understands in-depth subject matter and methodology of ethnology/cultural anthropology and its creative applications in professional activities
ETE_K2_W02	The graduate knows and understands in depth the specialized terminology of ethnology/cultural anthropology as well as the terminology appropriate for disciplines related to ethnology/cultural anthropology
ETE_K2_W03	The graduate knows and understands in-depth theoretical and methodological knowledge in the field of ethnology/cultural anthropology
ETE_K2_W05	The graduate knows and understands in-depth connections between ethnology/cultural anthropology and various disciplines of humanities and social sciences as well as related sciences, enabling interdisciplinary integration of research perspectives
ETE_K2_W07	The graduate knows and understands specialized methods of analysis, interpretation, evaluation, and problematization characteristic of selected traditions, theories, and research schools in the field of ethnology/cultural anthropology and related sciences

Kod	Treść
ETE_K2_W09	The graduate knows and understands in-depth complexity of nature, the complexity of conditions, and the historical variability of language, culture, and society