

AS.070.317 Methods: Getting to Know Hopkins

Instructor Naveeda Khan (nkhan5@jhu.edu)

TTh 1.30-2.45

Hodson 303

Office Hours TTh 3-4pm

Macaulay 409

General Description and Requirements

What is it to be an anthropologist? How do we pose questions? What field methods characterize our mode of inquiry? What textual sources do we turn to in support of our fieldwork or even just for inspiration? How do we glean evidence or attempt interpretation of the material we gather? How do we know if an interpretation succeeds or fails? This course will explore these questions through readings in anthropological classics and hands-on fieldwork and writing exercises. Required course background: two or more prior courses in anthropology (not cross-listed courses). This course is a requirement for anthropology majors.

Specific Description

The topic that will orient this semester's methods course is getting to know Hopkins. While we will make the Homewood Campus the focus of our research, the four general themes organizing the course are: what does it mean to be a student in 2015? What are the crises that face universities today? How do we acquire an embodied knowledge of the college campus as an environment/ecology? And what kind of a neighbor is a university to adjoining neighborhoods? How does learning about the infrastructure of the university, its physical environment and its capacities as a neighbor change our understanding of what it is to be a student in this moment?

The readings are going to be broad, pulled from classics in American literature and critical studies to draw out the Americanness of the university experience that we will be studying and classics from ethnography to provide important comparative perspectives. We will combine these with shorter pieces from anthropologists, which are meditations on ethnography as a method, elaborations of specific methodological tools or modes of analysis and questions of ethics, which immediately arise when we set out to study those around us and in our present. Readings and discussions will be combined with lectures and tours by Hopkins faculty or affiliates. The instructor retains the right to change or modify the syllabus and assignments.

Class Organization and Assignment Structure

The class will be divided into 2-3 groups depending on enrollment. Each group will read and discuss readings together, carry out collective research, write short papers and make presentations on their research. In total, each group will be required to write four 5-6 page papers, one per unit, and make one. There will be no final paper or exam for the course. The class will be graded by group so it is expected that students will work cooperatively and divide the work fairly. The assignments will assume engagement with the required readings in combination with the independent research carried out. An appendix should be attached to each paper indicating the research done, the research tool used, the distribution of labor in researching and writing the paper.

Grading and Attendance

The course is be graded out of **100 points**

Each of the **four papers** is worth 15 points for a total of **60 points**

The **final presentation** is worth **20 points**

Class participation and attendance are together worth **20 points**.

You are expected to attend all classes. Every missed class is noted and will affect your individual grade. It is your responsibility to make sure that your name is signed on the attendance sheet. Failure to sign in will not be excused later. If your attendance is influenced by illness, university activities, interviews family emergencies, religious holidays, or emotional difficulties, please inform me before class begins (emergencies excepted). Lateness is not acceptable.

You may not use anything but a notebook to take notes, and readings should be brought to class every time either in the form of a hard copy or a tablet or some other reading device but not a laptop.

The university requires permission from the Homewood Institutional Review Board (HIRB) for this kind of research. Each of you need to review and pass Collaborative Institutional Training Initiative (CITI) in order to conduct interviews with human subjects. So please visit:

<http://web.jhu.edu/Homewood-IRB/investigators.html>

It is very important that ALL students complete this training by the second week of classes.

Resources:

As this is a reading and writing course of medium intensity, students should take advantage of the Johns Hopkins Writing Center located at the Greenhouse Annex. You may make appointments at 410/516-4258 or email writingcenter@jhu.edu. For research purposes you

should utilize the resources at Milton Eisenhower Library (MSEL) as much as possible. You may call 410/510-8335, email reference service, or pay the librarians a visit during library hours.

Note on plagiarism:

Any use of another person's ideas or words, taken directly or paraphrased, without citing the source is plagiarism. **This includes taking material from the Internet without citing the website.** Please speak to the instructor or refer to *The Chicago Manual on Style* if you have any questions on how to properly cite your sources.

Required Texts (In bookstore and on reserve in Eisenhower Library)

1. Philip Roth *Indignation*, Vintage 2008/2009 (222 pages)
2. Allan Bloom *Closing of the American Mind* Simon Schuster 1987/2012 (244 pages total)
3. Eduardo Kohn *How Forests Think*, University of California 2013 (219 pages)
4. Alice Goffman *On the Run* University of Chicago 2014 (206 pages)

Required Articles or Book Sections (on e-reserve and on Blackboard)

1. AAA full text of 2012 ethics statement
2. Bronislaw Malinowski *The Argonauts of the Western Pacific* Routledge Classics 1922/2014: TOC, Foreword by Adam Kuper and Introduction--The Subject, Method and Scope of this Enquiry, 9-10, 16-66 (50 pages)
3. E.E. Evans-Pritchard *The Neur* Oxford University Press 1940/1969: TOC and Introduction, vix, 1-16 (16 pages)
4. Margaret Mead *Coming of Age in Samoa* Perennial Classic 1928/2001: Introduction, The Education of the Samoan Child, The Role of the Dance, The Experience and Individuality of the Average Girl, Our Educational Problems in the Light of Samoan Contrasts, 1-13, 20-38, 110-121, 131-157, 195-233 (114 pages)
5. Wayne C. Booth, Gregory G. Colomb and Joseph M. Williams *The Craft of Research*, University of Chicago Press 1995:

Asking Questions, Finding Answers, 29-47, 64-84 (38 pages)

6. H. Russell Bernard *Research Methods in Anthropology*

ch 8 "Interviewing I: Unstructured and Semistructured" 156-186 (30 pages)

ch 12 "Participant Observation" 256- (44 pages)

ch 13 "Field Notes and Database Management" 291-300 (9 pages)

7. Roger Sanjek "A Vocabulary for Fieldnotes" in *Fieldnotes: The Makings of Anthropology* Cornell University Press 1991: 92-121 (19 pages)

8. Dale Eickelman *Knowledge and Power in Morocco* Princeton 1985: Foreword by Clifford Geertz, Preface, Introduction, The Education of a Qadi, The Yusufiya, The Great Transformation, xi-xviii, 3-13, 57-71, 72-106, 161-180 (85 pages)

9. Claude Levi-Strauss "Introduction: History and Anthropology" in *Structural Anthropology* 1963, 1-27 (27 pages)

10. Clifford Geertz "A Strange Romance: Anthropology and Literature" in *Profession* 2003, 28-36 (9 pages)

http://www.jstor.org/stable/25595754?seq=1#page_scan_tab_contents

11. Laura Nader "Up the Anthropologist" 1971 (28 pages)

<http://files.eric.ed.gov/fulltext/ED065375.pdf>

12. Hugh Gusterson "Studying Up Revisited" *PoLAR* 20, 1997: 114-119 (6 pages)

<http://onlinelibrary.wiley.com/store/10.1525/pol.1997.20.1.114/asset/pol.1997.20.1.114.pdf;jsessionid=65AAD9D9A620E9AE606CCB3569F07AF8.f03t03?v=1&t=icwd6ipf&s=27bfa7d1024e3fc33d0d1d19f04acbb34456f3af>

13. Henry David Thoreau *Walden* Signet Reissue Edition 1854/2012

ch 2 Where I Lived and What I Lived For

ch 12 Brute Neighbors

ch 15 Winter Animals

ch 18 Conclusion

14. Margarethe Kusenbach "Street Phenomenology: The Go-Along as Ethnographic Research Tool" *Ethnography* 4(3), 2003: 455-485 (30 pages)

15. Joe Dumit "Writing the Implosion: Teaching the World One Thing at a Time" *Cultural Anthropology* 29(2), 2014: 344-362 (18 pages)

16. Clara Han *Life in Debt: Times of Care and Violence in Neoliberal Chile* University of California 2012, introduction, ch 1, ch 2: 1-91 (90 pages)

17. Sidney Mintz *Worker in the Cane: A Puerto Rican Life Story* 1974: 1-11 (10 pages)

18. Sidney Mintz "The Sensation of Moving, While Standing Still" *American Ethnologist* 16(4), 1989: 786-796 (10 pages)

19. AbdouMaliq Simone "People as Infrastructure: Intersecting Fragments in Johannesburg" in *Public Culture* 2004 16(3): 407-429 (22 pages)

Introduction: Being There/Being Here

August 27 Read AAA 2012 ethics statement
Opening Remarks, Group Formation

Unit One: Self-Cultivation

Education of North American and Samoan youth in the 1950s and 1960s: a comparative perspective

September 1 Philip Roth *Indignation*

September 3 Philip Roth *Indignation*
Margaret Mead *Coming of Age in Samoa* excerpts

Hand in print outs of your CITI certification

Johns Hopkins Students in the 1950s: how to study images

September 8 Bill Leslie, Dept of Science and Technology,
In Class Lecture

Anthropologists in the field: first entry

September 10 Malinowski *The Argonauts of the Western Pacific*
excerpt
Evans-Pritchard *The Neur* excerpt

Brainstorm research ideas and methods

Research methods: figuring out a research topic, interviewing,
participant observation, writing fieldnotes

September 15 Booth, Colomb and Williams *The Craft of Research*
29-47
Bernard *Research Methods in Anthropology* excerpts
Roger Sanjek "A Vocabulary for Fieldnotes"

Brainstorm research ideas and methods
In class roll play

September 18 Independent research

Unit Two: Aims (and Ends?) of the University

Universities of North America and Madrassas of Morocco: a comparative perspective

September 22 Allan Bloom *Closing of the American Mind* (Foreword by Saul Bellow, Introduction, Part I and Part III)

September 24 Allan Bloom *Closing of the American Mind*
Dale Eickelman *Knowledge and Power in Morocco*
excerpts

First Paper Due

Archives of the Johns Hopkins University: how to use textual material

September 29 Jim Stimpert and Jenny Kinnif, Curators of the University Archives
Tour of Special Collections, Eisenhower Library
Meet in front of the Library facing the Great Lawn

Anthropology vs. Literature and History

October 1 Claude Levi-Strauss "Introduction: History and Anthropology" from *Structural Anthropology*
Clifford Geertz "A Strange Romance: Anthropology and Literature"

Brainstorm research ideas and methods

Research Methods: how to study up

October 6 Laura Nader "Up the Anthropologist"
Hugh Gusterson "Studying Up Revisited"

Brainstorm research ideas and methods
In class roll play

October 8 Independent research

Unit Three: Campus Ecology

Immersion in Nature: Amazonia and North America compared

October 13 Eduardo Kohn *How Forests Think*

October 15 No class as Monday schedule in effect

Second Paper Due

October 20 Eduardo Kohn *How Forests Think*
Henry David Thoreau *Walden* excerpts

Campus Ecology of Johns Hopkins University: how to bring in the environment

October 22 Grace Brush, Dept. of Geography and Environmental Engineering, Meeting Place To Be Announced
Ecological tour of the Homewood campus

Research Methods: how to study interrelatedness

October 27 Margarethe Kusenbach "Street Phenomenology: The Go-Along as Ethnographic Research Tool"
Joe Dumit "Writing THE IMPLOSION: Teaching the World One Thing at a Time"

Brainstorm research ideas and methods
In class roll play

October 29 Independent research

Unit Four: University as Neighbor

Living in the shadow of institutions: North American and Chilean comparisons

November 3 Alice Goffman *On the Run*

November 5 Clara Han *Life on Debt* excerpts
Clara Han, Anthropology, in class discussion
(To Be Confirmed)

Third Paper Due

Johns Hopkins University and the Greater Homewood Community: how to learn by walking

November 10 Ira Kowler, Assistant Director, Strong City Baltimore, www.strongcitybaltimore.org
Meeting place to be announced. Students should expect to spend about two hours total on this fieldtrip.
Tour of Neighborhoods Adjoining Hopkins

Anthropology between the life story and the wider context

November 12 Sidney Mintz ""The Sensation of Moving, While Standing Still"
AbdouMaliq Simone "People as Infrastructure"

Brainstorm research ideas and methods

Research Methods: working between primary and secondary sources, analyzing data, presenting arguments

November 17 Booth, Colomb and Williams *The Craft of Research*
64-84

Brainstorm research ideas and methods
In class roll play

November 19 Independent research

November 23-29 Thanksgiving Vacation

In Conclusion

December 1 **Presentations**

December 3 **Presentations** and Concluding Remarks

Fourth Paper Due

First Assignment for Unit on Self-Cultivation

Suggested Topics: recruitment tours, admissions material, orientation experiences, student associations

Preferred Methods: Participant Observation/Survey/Interview

Possible Questions:

Describe extensively the process or product being studied

What kinds of student are being appealed to?

What kinds of experiences are being given to them?

What is expected off the students in the short and long terms?

How do students recall this process, product, appeal, experience and/or expectations?

For students to think about in terms of writing their papers: how are these different or not from what Bill Leslie presented to us on Hopkins students of the 1940s and 1950s? How different from Philip Roth's *Indignation*? Margaret Mead's *Coming of Age in Samoa*?

Second Assignment for Unit on Aims and (Ends?) of Universities

Suggested Topics: origins of the university, what makes a university a research university, senses of crisis within higher education

Preferred Methods: Archival Research

Possible Questions:

Select a specific document from the list compiled by the university archivists in the library. Describe the contents of the document.

How does the document make reference to the world outside of itself?

What is its historical moment?

What are the debates it is likely in conversation with?

What does it tell you about the history of Hopkins?

For students to think about in terms of writing their papers: How does this document depict higher education differently from say Allan Bloom in *the Closing of the American Mind*? How is this institution and education different from the madrassas described by Dale Eickelman?

Third Assignment for Unit on Campus Ecology

Suggested Topics: Foreign and indigenous species of soil, plants and animals on campus, the liminal spaces, borders and boundaries of Hopkins, the physical infrastructure, the greening of the campus

Preferred Methods: Observational Walking/Interview/Archival Research

Possible Questions:

Select a specific species, campus space, or building

Triangulate some of the methods you have been introduced to so far, such as interview, archival research and observational walking.

Attempt an exhaustive description of it, through immersing yourself in the vicinity of say a species of plant or tree or in the space of a building.

Interview those who maintain campus grounds about the history of the plant, tree, space or the building

Do archival research in the library to learn about backgrounds of these.

If you go with an issue, such as the greening of the campus then you should find the relevant office on campus to whom to speak about the issue. Possible questions:

What are the standing policies and practices associated with greening efforts of Hopkins?

Where and when did the impetus for it come from?

What is the history of such efforts?

How is it different from say beautification efforts of the university in the past?

How do they rate success? How successful have their efforts been?

What else would the university like to achieve?

For students to think about in terms of writing their papers: How are our efforts at immersion or studying the process of greening alike or not Thoreau's efforts at re-learning the economy in *Walden*? Can you imagine experiences of the kind that Kohn speaks of having in the Amazonian rainforests in *How Forests Think*?

Fourth Assignment for Unit on Neighborhoods

Suggested Topics: student orientation towards and uses of the city (what economies are they part of or what work they may be doing), university outreach efforts, the look and feel of actual neighborhoods and those who live in them, community organizations and the hands on work they do such as Greater Homewood Organization.

Preferred Methods: Survey/Interview/Observational Walking/Archival Research/Life Stories

Possible questions:

For students:

What parts of Baltimore are known? Visited?

Why? For services or for community outreach or other reasons?

What modes of transportation used?

What experiences do they have of the wider city?

How does it compare with their home towns/cities?

For university outreach offices or community organizations:

What parts of Baltimore reached out to? How?

What kinds of relationships sought? How do these relationships work?

What is the history of such efforts?

How are students involved within these efforts?

How do they fit with the mandate of the university?

For actual neighborhoods and individuals within them:

Description of the neighborhood-demographic information from census data and archival sources; spaces of specific interest (stores, public spaces of congregation, services, historical sites); comparisons across neighborhoods in terms of spaces.

If speaking to individuals, select someone who owns a store:

length of residence in the neighborhood?

life story?

Experience of being in the vicinity of Hopkins if any?

For students to think about in terms of writing their papers: How do neighborhoods and cities enter into student lives and university efforts? How do students and the university enter into neighborhood lives and individual impressions? How does this interaction compare to those described within Goffman's *On the Run* and Han's *Life in Debt*?

Script for Recruitment Purposes and Consent Form:

I am a student in 070.317 Methods in Anthropology. As part of this course I am carrying out research on student life/university history/campus ecology/neighborhoods around Hopkins. This research is to help me to learn field methods. There is no other outcome expected from it. Should you decide to participate, this research will neither harm nor benefit you. My questions should take no more than 20 minutes (if survey)/ 1 hour (if interview). I will protect your identity and ensure that there are no identifying marks in my reporting of our interaction. Should you wish to withdraw from this research at any point in our conversation please let me know and I will strike your name and information. And if you have any further questions or concerns, please feel free to contact the Institutional Review Board Office at Hopkins (that provides me the permission to carry out this research) at 410-516-6580.

If I have your permission, may I please have your signature here:
