

FIELD METHODS



SEMS 443: Anthro: Field Methods **Semester at Sea Fall 2006** **Day A 1545-1700 Room 4**
Prof: Kristin Koptiuch, Arizona State University www.west.asu.edu/koptiuch koptiuch@asu.edu
Course Web Page! http://www.west.asu.edu/koptiuch/SAS_f06koptiuch/SASFieldMethods06/index.html

COURSE DESCRIPTION Field Methods takes full advantage of the Semester at Sea's extraordinary global explorations by engaging our itinerary as a multi-sited ethnographic field laboratory. This course will be a workshop practicum in qualitative ethnographic research techniques and interpretative analysis. Discussions, readings, and practica assignments emphasize learning-through-doing, both by ourselves and by historical and contemporary field researchers in the countries and cultures we will visit. Assignments will engage students in hands-on, guided research within a primarily anthropological but also interdisciplinary social science research framework. Students will gain experience in both the practice of ethnographic fieldwork as well as effective communication of their research in writing and other representational modes (e.g. images, digital media). Techniques of ethnographic research pursued include participant observation, interviews, cognitive mappings, collections, storytelling, digital media, etc. Skills of ethnographic interpretation and writing will be developed hand in hand with the research and are a key evaluation component of the course. Field component includes both shipboard ethnography and application of fieldwork techniques in multiple onshore field sites. Onshore fieldwork can be done in conjunction with any variety of group or self-guided activities. Students are encouraged to bring cameras. Technology permitting, assignments will be presented in the form of a student-created Web Portfolio accessible on the ship's Intranet.

COURSE OBJECTIVES

- To gain understanding of the techniques of ethnographic field research and ability to put them into immediate practice to deepen encounters with people, cultures, social events, and global processes
- To acquire critical skills to effectively communicate interpretive social/cultural analysis in written and digital media documents that can be shared with others
- To gain a greater appreciation for the insight to be gained from creative, systematic social scientific approaches to understanding local and global phenomena
- To enhance practical ability to tell effective stories of our own and others' experience using reflexive ethnography as a distinct form of knowledge production.
- To become familiar with skills and knowledge of qualitative field methods as pertains to relevant contemporary global research in order to enhance understanding on the trip, as preparation for further advanced study, and ultimately to enhance informed civic engagement in students' own communities.

REQUIRED READINGS

TEXT: Michael V. Angrosino, *Doing Cultural Anthropology: Projects for Ethnographic Data Collection*. Waveland Press 2002. \$14.50

ARTICLES: Additional required articles are available electronically in .pdf format on ship's Intranet in the folder for this course. These include discussions of fieldwork by ethnographers in countries along the itinerary. A web page with links to the articles will be posted in the course folder to facilitate access. Download to your computer, read online, or print out as you prefer.

METHODS OF EVALUATION

Students are expected to attend all classes except in case of illness; non-medical absences will result in lowering of the course grade 2 points per absence. Grades will be based on:

- 5% Informed class participation, including mini-presentations of assignments on due date
- 15% Shipboard ethnography—practica exercises
- 20% Field journal with double-entry log of concepts/practice; one column of journal will define, outline, and explain concepts, theories, readings during the course; the other column will record the student's observations and experiences (to be collected at intervals)
- 15% Several short quizzes designed to encourage completion of reading assignments
- 20% Final Multi-Sited Ethnography Project (three parts, due at intervals)
- 15% Portfolio of revised and cleaned up assignments based on fieldwork along the itinerary, emphasizing write-ups of students' research combining application of ethnographic techniques learned during the course, comparative interpretive analysis of multi-sited ethnography project, and digital media representations. Technology permitting, this will be a web-based portfolio accessible via the ship's Intranet, and students will learn web page production during the course.
- 10% Final Exam

Grading scale: A+ 98-100; A 93-97; A- 90-92; B+ 88-89; B 83-87; B- 80-82; C+ 78-79; C 70-77; D 60-69; E <60

GRADING RUBRIC

A= Demonstrates effective gathering of "evidence" and description of "data," plus a strong interpretive analysis that ***explicitly*** draws on at least one of our course readings to shape discussion. Skilled analysis and precise argument; incorporates vocabulary and concepts relevant to the course. Sophisticated writing and composition; few errors in grammar, spelling. Original insights, critical thinking, creative applications and syntheses of course content.

B= Demonstrates effective gathering of "evidence" and description of "data," plus interpretive analysis that ***explicitly*** draws on at least one of our course readings to shape discussion. Active and critical discussion of ideas; may be more descriptive than analytical, or informative but lacking in sharp analysis. Demonstrates critical thinking, good grasp of concepts relevant to the course. Solid and adequate writing and composition; few errors in grammar, spelling. Intellectual creativity and willingness to attempt unique applications of concepts.

C= Does not meet all requirements of the assignment, incomplete tasks (e.g. no citation of course readings). Basic grasp of the substance of course concepts and materials; while essentially correct, comprehension and arguments do not stretch beyond a superficial application of concepts and ideas. Weak, unclear, or careless writing and composition skills; many errors in grammar, spelling. Imprecise language in presentation of ideas.

D= Fugaddabowdit. *Do over!*

NOTE: There will be some variation and flexibility in grading, in accordance with uneven strengths and weaknesses. Pluses and minuses in the grade also will reflect this.

***** ANY PAPER WILL THAT MAKES NO EFFORT TO INCORPORATE INSIGHT FROM OUR READINGS CAN EARN A MAXIMUM GRADE OF "C" *****

IMPORTANT: ALL ASSIGNMENTS MUST BE SUBMITTED IN HARD COPY, TYPED, DOUBLE SPACED !!!! Check out the fabulous Technopolis for computing facilities!

ASSIGNMENTS: Students are responsible for all assigned readings. Read PRIOR to the assigned class time. Class lectures and discussions will cover material supplemental to the readings, in addition to guiding you through them, so don't miss class--come even if you are unprepared! Assignments are due on the date scheduled regardless of absence. You are encouraged to consult with instructor at any time for assistance and ideas on improving your performance.

LATE ASSIGNMENTS: Unexcused late assignments will automatically have **10 % deducted** from the grade, and must be turned in by the end of the week they were due (an additional 10 % may be deducted each two class days thereafter). Absence from class does not excuse you from delivering your assignments at the appropriate time. Advise instructor of anticipated scheduling difficulties.

CAUTION: *Harmful to your grade!*

ATTENDANCE: Class participation (including discussions, mini-presentations, and serving as engaged audience for your classmates) is important for this course to work! If you are not present, you deprive the class of your valuable contributions and miss the chance to learn from others. Therefore, each absence will result in a 2 point penalty against your grade—**CAUTION:** these can add up fast!!

WRITING GUIDELINES All work written for this course should be of a level appropriate to college students.

Mechanics and grammar DO count. Please type and proofread carefully-- Spellcheck *rules!* Everyone can improve their writing skills--even terrific writers. The **Grading Rubric** will be used as the assessment tool for your written work. Please review it!

ACADEMIC INTEGRITY: Students are expected to familiarize themselves with and strictly follow the **University of Virginia Honor Code** in this course. The absolute highest standard of integrity and ethical conduct is expected. Deviations from this principle on any graded activity will not be tolerated. Academic misconduct includes cheating on assignments and exams, and plagiarizing (using any work other than your own without proper acknowledgment). Academic dishonesty will result in a permanent failing grade. *It's not worth it!*

CAVEAT: If necessary or appropriate, the instructor reserves the option to notify students of changes to scheduled class topics, assignments, or due dates. This will enable us to remain flexible in the course.

TOPICAL OUTLINE OF COURSE:

Class format will be a combination of in-class workshop practicum and global ethnographic field lab. Active and engaged student participation will be key to the success of this course. Both individual and collaborative team research will guide students' practical acquisition of skills in field methods techniques. Topical outline addresses key themes to be covered but not necessarily in the sequential order listed. Integration of practica in ethnographic techniques in all lessons will necessarily complicate the order below.

I. FIELD/WORK AND ETHNO/GRAPHY

Constructions of "the field" in anthropology
Spaces of culture: colonial legacy, transnational challenge

II. LOCAL/GLOBAL

Multi-sited ethnography in the transnational era
Vernacular and "world" cultures
Border crossing: relational and comparative analysis

III. US AND THE OTHER

Participant-observation
Constructions of Otherness
Politics/ethics of ethnographic representation ("this is not a pipe")
Reading signs/semiotics: No Logo?

IV. FIELD TECHNIQUES

Practica will include exercises designed to develop skills in observation, interviewing (unstructured, structured, in-depth), life/work history, cognitive mapping, artifact collection analysis, storytelling, thick description, event-scene analysis, etc.)
Visualization and digital media
Do-able research—designing focused projects that you can actually finish in the time allotted!
Collaboration and interdisciplinary team research

FIELD REQUIREMENTS

Shipboard ethnography. Right off the bat we will use the ship as a field site to conduct ethnographic field research exercises in order to hone our skills for onshore research.

Fieldwork assignments and Field Journal. Students will be asked to engage in at least one type of fieldwork technique of their choice during most every onshore period. These can be conducted during the course of virtually *any* group or self-directed field practica (see suggestions below). Students will record observations in their Field Journal. Short write-up “briefs” analyzing your observations, supported by digital media documentation, become the basis for in-class mini-presentations during debriefing sessions after each country visited.

Homestays or student exchanges. Students are encouraged to select at least one homestay and/or student exchange among their other onshore activities. These will likely offer an opportunity to more intimately explore the rich potential of ethnographic field methods for understanding local/transnational culture. Such experiences are difficult to organize on one’s own, so take advantage of the SAS planning that has gone into these excellent opportunities!

SUGGESTED PRACTICA

JAPAN: Any International Student Exchange; Overnight Homestay
 QINDAO: International Student Exchange
 HONG KONG: International Student Exchange: Chinese University of Hong Kong
 INDIA: College Visit with Homestay; Rotarian Homestay; Village Homestay-Erode

Final Multi-Sited Ethnography Project. Students will select a theme of their choice to pursue for a multi-sited ethnography conducted in at least three field sites along the itinerary (preferably including both Asian and Mediterranean regions). Addressed in a comparative, transnational framework, this project will showcase student’s skills in field methods as applied to their own observation and experience on this unique global field trip, and will synthesize understanding of interpretive ethnographic analysis acquired during the semester. Many practica field visits provide a fine basis for developing this project.

In addition to at least one of the homestays/exchanges listed above, you are encouraged to participate in at least two of the following guided field practica or independent practica, in addition to your other excursions (SEE EVERYTHING!), to help you shape the focus for your multi-sited ethnography.

SUGGESTED PRACTICA

HAWAII Polynesian Cultural Center; Bishop Museum (IND) or Iolani Palace (IND)
 CHINA Cultural Exposition Center (IND)
 HONG KONG Family Insight Tour (FDP); Traditional Chinese Markets (IND)
 VIETNAM Service Visit: Hy Vong 8 School for the Deaf; Elementary School Visit; Ben Thanh Market and Museum of War Remnants; Mekong Delta Day Trip
 MYANMAR Local Markets; Service Visit: Mary Chapman School for the Deaf
 INDIA Service Projects: Dalit Work Project or Disabled Children’s Home; Rural Village and Farm Visit; Socioeconomic Problems in Chennai (FDP); Child Labor in Rural India
 EGYPT Islamic Cairo and City of the Dead
 TURKEY Jewish Tradition in Istanbul; Christian Tradition in Turkey; Islamic Practices & Islamic Art (if you can, go to all and compare!); Sufi Dervish Ceremony at Suleyman Mosque
 SPAIN Cadiz City Orientation; Flamenco; Women in Cadiz Through History

Ensenada to Honolulu (2 classes)

Classes: Course overview, constructions of “the field” in anthropology, concepts of field/work and ethno/graphy, spaces of culture, transnational multi-sited fieldwork

Practica: auto-ethnography exercises (shoebbox story); do-able mini-ethnography exercises to start our ethnographic toolbox (see instructions for Event-Scenes: freeze frame, shot/reverse-shot, storytelling)

Readings: Angrosino—*Doing Cultural Anthropology* (intro, chap 1); Articles by Gmelch, Miner, Haanstad; George Marcus on multi-sited ethnography

Honolulu to Kobe (4 classes)

Classes: debriefing session: mini-presentations of first onshore fieldwork; participant-observation, constructions of Otherness, politics of ethnographic representation (“this is not a pipe”), reading signs/semiotics, techniques of visualization; comparative interpretive analysis; key techniques of field methods (observation, interviewing, artifact collections, storytelling, digital media)

Practica: Shipboard ethnography exercises during and outside of class by individuals and teams;

Readings: Angrosino—*Doing Cultural Anthropology*: chaps 3 (life hist), 4 (narrative data), 5 (reconstructing community), 6 (museum ethnog), 10 (structured observation), 11 (cross-cultural questionnaire); and on fieldwork in Japan (Kondo, Tsuda, Bestor, Kristof, Ashikari)

Kobe to Quindao, Hong Kong to Ho Chi Minh City (2 classes)

Classes: debriefing sessions, mini-presentations; thicker description; preparation for China, Vietnam

Readings: Geertz on the Balinese cockfight; on fieldwork in China (Tracy, Zheng), Hong Kong (Constable, Smart), Vietnam (Schwenkel, Vann)

Ho Chi Minh to Yangon (3 classes)

Classes: synthesis and assessment session; “thicker” interpretation; mini-presentations, prep for Myanmar

Practica: **first part of final multi-sited ethnography project due, field journals collected**

Readings: on fieldwork in Myanmar (Jorgensen/Marshall, Stephens, Skidmore, Dean, Panam)

Yangon to Chennai (1 class)

Classes: debriefing session, mini-presentations, preparation for India

Readings: on fieldwork in India (Nanda, Dickey, Hancock)—print out to take with you if time is short

Chennai to Alexandria (4 classes)

Classes: synthesis and assessment session; debriefing sessions, mini-presentations; problem solving in analysis and interpretation of field data; preparation for Egypt & Mediterranean

Practica: **Second part of final multi-sited ethnography project due**; preparing field research documentation to share with others (technology permitting, via Web Portfolio instruction)

Readings: Angrosino—*Doing Cultural Anthropology*—read either chap 13 or 14 on virtual/electronic ethnography); on fieldwork in Egypt (Ghannam x 2, El-Saadawi, Taking Sides)

Alexandria to Istanbul, Istanbul to Dubrovnik (2 classes)

Classes: debriefing session, mini-presentations, preparation for Turkey & Croatia

Readings: on fieldwork in Turkey (White x 2, Navaro-Yasin) and Croatia (Feldman, Ritig-Beljak, Plejic, Olujic)

Dubrovnik to Cadiz (2 classes)

Classes: synthesis and assessment session; debriefing session, mini-presentations; preparation for Spain

Readings: on fieldwork in Spain (Papapavlou, Crain, Suárez-Navaz)

Cadiz to Ft. Lauderdale (2 classes, study day, finals day)

Classes: debriefing session, mini-presentations; final preparation of portfolio of assignments, **third part of final multi-sited ethnography project due** (including reflexive autoethnography on SAS experience (see chap 15); web page production if possible

Readings: Angrosino—*Doing Cultural Anthropology*—chap 15 (autoethnographic stories), Knowles (doing transnational fieldwork)

Event-Scenes

Event-Scenes are “cinematic” exercises in keen observation and descriptive writing designed to convey a richly ethnographic sense of “the field” on our voyage of discovery. When an event-scene is called during our fieldwork activities, everyone should stay wherever they are and pause whatever they’re doing. Take a 15 minutes time-out to focus on the event-scene before you. Observe, reflect, and most importantly, take notes in your Field Journal, so that you can later revise and expand upon them more fully as you compose your event-scene narrative (your memory of details will rapidly recede!). Try to take a photo of the event-scene while you’re there.

For all Event-Scenes: At the agreed upon time, individuals or teams should set up wherever they are for 15-20 minutes of serious descriptive observing and writing. Be sure to record your location (on the ship or on land) so that you can keep track of your multi-sited ethnographic observations.

Freeze-Frame Event-Scene

- ‘Frame’ a visual spot and zoom in for a close-up
- Zoom out for a wide-angle ‘shot’ (go as wide as you wish—even global; gets us to think about the larger context of a specific event or scene)
- Describe what/who you see inside the frame, both close-up and wide-angle; take notes on details—*notes*, not sentences—you can work on the sentences later
- Consider your gaze (perspective, viewpoint, angle of vision/beliefs/interests), bring in other observations from the day’s fieldwork or ideas and concepts from our readings
- Revise your rough draft notes later to produce a richly ethnographic descriptive piece

Shot/Reverse-Shot Event-Scene

- Again drawing on filmmaking for inspiration, time your description takes in two different points of view, each gaze looking back at the other.
- First, your own gaze and vantagepoint gives one perspective on the scene/seen. Describe what/who you see, consider your gaze, bring in other observations from the day’s fieldwork or readings.
- Second, step into the position of the gaze of the other looking back at you. Imagine a person there, imagine what they’d see and think looking back at you looking at them. [note: they look at ‘you’ not just as an individual but also as a member of the social group you would represent to this other’s gaze]
- As in a film, you may flip back and forth between the gazes, creating a kind of dialogue.

Storytelling Event-Scene

- Pause to reflect on a story unfolding during the day’s fieldwork. The story should pertain to our studies of shipboard ethnography or your experiences in the countries on our itinerary.
- A story is always waiting to be told! It can be told for people (or by people), the built environment (e.g. buildings), landscape, objects, symbols/signs, activities, borders, struggles.
- Narrate that story. Take notes now, revise later; you can combine text and images.
- If you do not have all the ‘facts of the case,’ try to find out—ask people! Or look up later in newspapers or other sources. Invest your imagination and knowledge in your telling of the tale.

Event-Process

- Select an event to occur (on ship or land) and plan to observe—and participate if possible—the event as it unfolds, in process.
- Describe what you see, from start to finish; open your observer’s lens on multiple layers and levels of the event to report on what is happening, who is involved, how they interact; describe the setting/context
- You may team up with other researchers to develop a planned strategy for “covering” the event. In this case, collaborate in your ethnographic write-up as well, each person contributing part of a packaged report.

End-of-semester Schedule

Due A20 11/21: FIELD NOTEBOOK—to be collected last class day before Spain

Due A23 12/3 final exam day: Final multi-sited ethnography project and completed web portfolio

FINAL MULTI-SITED ETHNOGRAPHY PROJECT—7-10 pp—submit hard copy and web page(s)

Focused around a theme of your choice, your multi-sited ethnography should include discussion of your field observations in at least three field sites along the itinerary (include both Asian and Mediterranean regions). Addressed in a comparative, transnational framework, this project will showcase your skills in field methods and will synthesize understanding of interpretive ethnographic analysis acquired during the semester. Must be based on non-US field sites.

Select three of your mini-ethnographies to form the base of this project. The paper should include:

1. An **introduction** explaining your theme and what the reader can expect from the project as a whole.
2. Then **your three mini-ethnographies** will serve as the main ‘chapters’ of your paper (revise and correct these, but do not pull them apart or restructure to integrate them into this paper—leave them as separate ‘chapters,’ which you will ‘link’ to this project from your web portfolio).
3. An **analysis** of your own ethnographies in relation to your theme. You may supplement your field observations with additional information about the countries as needed, drawn either from our course readings or any other sources. Keep focused on your theme!
4. A **conclusion** to wrap up your paper as a whole.

You may want to reread George Marcus’s article on multi-sited ethnography before finalizing your paper.

NOTE: This paper must include five citations of different readings from this course. These five are in addition to the one reference required in each of the three mini-ethnographies that you will combine in this paper. Most likely you will use these additional references to help you develop your analysis section.

Due: 8 mini-ethnographies (1 ½-2 pp)—try to finish all 8 before Spain to give time for feedback and leave you time to work on the final paper! You may count your Hawaii piece as one of these 8, but you cannot use this for your multi-sited ethnography.

WEB PAGES: Last two class days we will work on web pages in class. *Bring computers—charge batteries!*

- Have **texts** revised and corrected and ready to go
- Select one or two **photos** for each text, put in your Images folder; we can resize them in class.
- Don’t forget to write a brief **bio page**
- Your final piece in your web portfolio should be an **Open Letter** to an audience of your choice (e.g. web readers interested in global issues). This should be written in the form of a reflexive auto-ethnography on your SAS experiences, focusing on maybe two key points max. See Chapter 15 of *Doing Cultural Anthropology* for this assignment.

FINAL EXAM: This will be an oral exam, presenting your final multi-sited ethnography to the class. Your paper should be done by this time!!

Bibliography of Required Course Readings & Films Screened in Class

REQUIRED TEXT

Michael V. Angrosino, *Doing Cultural Anthropology: Projects for Ethnographic Data Collection*. Waveland Press 2002

ADDITIONAL REQUIRED ARTICLES (Available as .pdf files or handouts):

GENERAL

- Clifford Geertz, Deep Play: Notes on the Balinese Cockfight. In *The Interpretation of Cultures*. New York, Basic Books 1973
- George Gmelch, Lessons from the Field. *Annual Editions* updated reprint, 2006/07:14-19
- Eric J. Haanstad, The *Other* City of Angels: Ethnography with the Bangkok Police. In: *Dispatches from the Field: Neophyte Ethnographers in a Changing World*, ed. Andrew Gardner & David M. Hoffman, Waveland 2006:223-235 (culture shock)
- Caroline Knowles, Here and There: Doing Transnational Fieldwork. In: *Constructing the Field: Ethnographic Fieldwork in the Contemporary World*, Routledge 2000:54-70
- George Marcus, Ethnography in of the World System: the Emergence of a Multi-Sited Ethnography. *Annual Review of Anthropology* 25(1995):95-117
- Horace Miner, Body Ritual Among the Nacirema. *Annual Editions in Anthropology 1988/89*. Ed. Elvio Angeloni. Dushkin 205-207. (orig 1956)

JAPAN

- Dorinne K. Kondo, The Eye/I. In her: *Crafting Selves: Power, Gender, and Discourses of Identity in a Japanese Workplace*, U Chicago P 1990: 3-26
- Takeyuki Tsuda, No Place to Call Home. *Annual Editions* reprint from *Natural History*, April 2004:50-55
- Theodore C. Bestor, Inquisitive Observation: Following Networks in Urban Fieldwork. In: *Doing Fieldwork in Japan*, ed. Bestor, Patricia G. Steinhoff, Victoria Lyon Bestor, U Hawai'i Press 2003:315-334
- Nicholas D. Kristof, Who Needs Love! In Japan, Many Couples Don't. *Annual Editions* reprint from *New York Times* Feb 11, 1996:1,12
- Mikiko Ashikari, Urban Middle-Class Japanese Women and their White Faces: Gender, Ideology, and Representation. *Ethnos* 31(1)2003:3-37
- FILM: *The Aroma of Enchantment*, Chip Lord, 1995 UCal Extension Ctr for Media & Independent Learning, Berkeley, 55 min
- FILM: *Koreans in Japan*, 16 min

CHINA

- Megan Tracy, Erasing SARS: Outbreak Reflections on the Ethnographic Process. In: *Dispatches from the Field: Neophyte Ethnographers in a Changing World*, ed. Andrew Gardner & David M. Hoffman, Waveland 2006:195-206
- Tiantian Zheng, Consumption, Body Image, and Rural-Urban Apartheid in Contemporary China. *City & Society* 15(2)2003:143-163
- FILM: *The Forbidden City*—Peking around 1980 (clips)

HONG KONG

- Nicole Constable, Preface and "Pleasure & Power", in her *Maid to Order in Hong Kong: Stories of Filipina Workers*, Cornell 1997:vii-xvii, 202-210
- Alan Smart, Participating in the Global: Transnational Social Networks and Urban Anthropology. *City & Society* 11(1-2)1999:59-77
- FILM: *The Amahs of Hong Kong*, 1995, 11 min

VIETNAM

- Christina Schwenkel, Recombinant History: Transnational Practices of Memory and Knowledge Production in Contemporary Vietnam. *Cultural Anthropology* 21(1)2006:3-30
- Elizabeth F. Vann, The Limits of Authenticity in Vietnamese Consumer Markets. *American Anthropologist* 108(2)2006:286-295
- FILM: *Mainland Southeast Asia—Laos & Vietnam*, (Power of Place) 1996 30 min (Vietnam at 23:00)
- FILM: *All Orientals Look the Same*. Valerie Soe, 1986, 2 min

BURMA

- Anders Baltzer Jorgensen/Rev. Harry Ignatious Marshall, Forward and Preface to *The Karen People of Burma: A Study in Anthropology and Ethnology*. Bangkok: White Lotus Press 1997 (reprinted from 1922 edition with new forward)
- Maura Stephens, The Heart Of Burma. *Opendemocracy.net* 14 September 2005 (5 pp)—general discussion of Burma
- Monique Skidmore, Darker than Midnight: Fear, Vulnerability, and Terror Making in Urban Burma (Myanmar). *American Ethnologist* 30(1)2003:5-21
- Awatsaya Panam et al, *Migrant Domestic Workers: From Burma to Thailand*. Thailand: Institute for Population & Social Research (Mahidol University), 2004 (selections)
- FILM: *The Burma Deception*, 1993, 37 min
- FILM: *Myanmar Monitor* (Business News Monthly), January 1997, 60 min (short clip)

INDIA

- Serena Nanda, Arranging a Marriage in India. *Annual Editions* reprint from *Stumbling Toward Truth: Anthropologists at Work*, ed Philip R. DeVita, Waveland 2000:196-204
- Sara Dickey, Selections from her *Cinema and the Urban Poor in South India*. Cambridge 1993:15-43
- Mary E. Hancock, Modernities Remade: Hindu Temples And Their Publics in Southern India. *City & Society* 14(1)2002:5-35.
- Sudharak Olwe, Not a pretty picture: Mumbai's street workers. *Open Democracy* 18-2-2004 (photo essay)
http://www.opendemocracy.net/globalization-photography/article_1742.jsp
- FILM: *Kasthuri: A South Indian Film Star*, 1993, 30 min

EGYPT

- Farha Ghannam, Researching 'Modern' Cairo. In her: *Remaking the Modern: space, Relocation, and the Politics of Identity in a Global Cairo*, U Cal P 2002:1-24
- Farha Ghannam, Relocation and the Creation of a Global City. In her: *Remaking the Modern: space, Relocation, and the Politics of Identity in a Global Cairo*, U Cal P 2002:25-42
- Nawal El-Saadawi, The Mutilated Half: The Question that No One Would Answer. In *The Hidden Face of Eve*. Boston: Beacon Press 1980:7-11.
- Taking Sides, Should Anthropologists Work to Eliminate the Practice of Female Circumcision? (Merrilee H Salmon v Elliott P. Skinner) In: *Taking Sides: Clashing Views in Cultural Anthropology*, ed. Robert L Welsch & Kirk M. Endicott. McGraw-Hill 2006:359-378
- FILM: *Cairo: Urban Complexities*, 1989 (North/South), 20 min

TURKEY

- Jenny B. White, Preface and Introduction, *Money Makes Us Relatives: Women's Labor in Urban Turkey*. U Texas P 1994
- Jenny B. White, Bridge Between Europe and Asia, *Money Makes Us Relatives: Women's Labor in Urban Turkey*. U Texas P 1994: 21-31 (on Istanbul-all courses)
- Yael Navaro-Yasin, The Historical Construction of Local Culture. In: *Istanbul—Between the Global and the Local*, ed. Caglar Keyder, Rowman & Littlefield 1999: 59-75
- FILM: *Istanbul (Not Constantinople)*, 1991, 2:30 min (animation to the famous song—fun!)
- FILM: *Turkey: Fundamental Change* (Power of Place) 1996 14 min

CROATIA

- Lada Cale Feldman, Ines Prica, Reana Senjkovic, eds., *Fear, Death and Resistance: An Ethnography of War: Croatia 1991-1992*. Institute of Ethnology & Folklore Research, Zagreb: Matrix Croatica X-Press 1993:
- Poetics of Resistance, 1-4
- Nives Ritig-Beljok, War Lunch, 163-176
- Irena Plejic, All that we had, all that we were, reduced to memories, 229-239
- Maria B. Olujic, Embodiment of Terror: Gendered Violence in Peacetime and Wartime in Croatia and Bosnia-Herzegovina. *Medical Anthropology Quarterly* 12(1)1998:31-5

SPAIN

- Maria Papapavlou, The City as a Stage: Flamenco in Andalusian Culture. *Journal of the Society for the Anthropology of Europe* 3(2) 2003:14-24
- Mary Crain, The Remaking of an Andalusian Pilgrimage Tradition: Debates Regarding Visual (Re)presentation and the Meanings of 'Locality' in a Global Era. In: *Culture Power Place: Explorations in Critical Anthropology*, ed. Gupta & Ferguson, Duke 1997:291-311
- Liliana Suárez-Navaz, Introduction to *Rebordering the Mediterranean: Boundaries and Citizenship in Southern Europe*. Berghahn Books 2004:1-20