This course will explore the interrelationships between theory, practice and ethics in development-oriented research strategies, through a conceptual and practical engagement with major forms of data gathering and their meaning and implications. This will be done, not only within the class-room, but through student group research. Assessment will be based on a paper drawn from this research.

   This is a discussion without any beginning and certainly without any end. It has philosophical, cultural and moral aspects that insistently feed back and forth into one another. But, above all, it is about the responsibility of the intellectual, to a time and a place, and to things that transcend both. The first readings are by two of the century’s preeminent scholars in the fields of sociology and anthropology, respectively, but their papers could equally be read at any point during the course. They are about “method” in the most existential sense.


2. Jan 19: The Relevance of Theory to the Research Project.
   The starting-point of the course is need for theory to inform research and for this to be reflected in the operationalization of data collection. Beyond the theoretical necessity of such a process is the need for research to be accountable to a community of scholars and to minimally subjective standards of verification.


Anthropological research and theory-building has long been compromised by the confused epistemological status of its data. An inter-subjective approach to data collection and evaluation minimally involves ways of discriminating between different sources, quality and accountability of data that transcends the interests and personal assumptions of individual investigators.


How do we reconcile the fact that anthropologists have often chosen to study isolated and “unique” communities with the need to generalize and compare? How do we collect data in a way that sub-serves the time-honored anthropological tradition of existential engagement with that unique reality, while transcending its subjective limitations?

______________Matsigenka Ethnography. Chapter 6 ("Making a Living").


5. Feb 9: *Interviewing.*
The “interview” is one of the principal sources of anthropological information; yet, if it is more art than science, how does it yield credible and authentic information that can generate comparative insight and foster theory-building?


The oral history is far more than an extended interview and very different from autobiography. But, how does it illuminate the key features of a particular society and rise above an idiographic level?

Mintz, Sidney 1960 *Worker in the Cane: A Puerto Rican Life History.* New Haven, CT: Yale University Press.


Lewis, Oscar *Children of Sanchez.*

Remembering With Pop - Natasha Freidus  
[http://www.archive.org/details/NatashaFreidusRememberingWithPop_0](http://www.archive.org/details/NatashaFreidusRememberingWithPop_0)


FILM: Lynne Littman with Barbara Meyerhoff, *Number Our Days,* 1977 A film version of the interviews conducted by anthropologist Barbara G. Meyerhoff to document lives of Jewish senior citizens of Israel Levin Senior Adult Center, Venice, California.

Anthropology, more, perhaps, than other social sciences, has always had an extraordinary opportunity to incorporate and synthesize a wide variety of novel forms of information. This, however, raises compelling questions about how different forms of data can be made compatible, to achieve a holistic, integrated and coherent portrait of a social system.
"Captivity and Restoration" by Mrs. Mary Rowlandson, 1851, Project Gutenberg
http://www.gutenberg.org/dirs/etext97/crmmr10.txt


8. March 2: National Anthropology Archives (Visit)

http://ateliers.revues.org/document3132.html#texte

Guide to the Collections of the National Anthropology Archives
http://www.nmnh.si.edu/naa/guide/_toc.htm

SPRING BREAK, March 9-13

9. March 16: Fieldnotes and Diaries


Archiving for the future/discussion of archives

10. March 23: The "Participant Observer": Contradictions and Crises


11. March 30: *Studying Survival Strategies in Complex Societies*


12. April 6: *Localizing the Global/Globalizing the Local: Fieldwork in Modern Times*

Anthropologists face ethical challenges and quandaries at many different levels and stages of their professional activities, from how their research is funded, to how (and from whom) data is collected, to how (and for whom) it is written about. In conducting field research, there are few research decisions that have no moral connotation. In this class, many of these cross-cutting issues will be discussed, but priority will be given to consideration of a number of real case studies for which no definitive solution exists.

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__________1960 Ch. 8 (“History Within History”), *Worker in the Cane.*


[http://www.chomsky.info/articles/19670223.htm](http://www.chomsky.info/articles/19670223.htm)


Jaschik, Scott 2008 Threat Seen to Oral History. *Inside Higher Ed* Jan 3


14. April 20: *The Anthropologist as Story and Story-Teller*


15. April 2: *Summing Up*