**Anthropology of Sport. 3683 (2014 Sept -Dec)**

Dr. Craig Proulx

**Office:** EC 315

**E-mail:** cproulx@stu.ca Please use my e-mail for urgent communications only. All other questions can be asked in class or in office hours.

Web site: http://www.stu.ca/academic/anth/proulx/index.htm

**Lectures:** Wednesday, Friday 9:00 -10:20 am

Room:

Cell Phones and Personal Audio devices:

All cell phones must be turned off and put away off the desk or table at the beginning of class. No personal audio devices can be worn during class or exams. No exceptions.

**In class computers:**

Are only allowed for note taking. If I catch one student surfing the net, on Facebook or playing games, all students in the class will lose in-class computer privileges.

**Expectations:**

Please read the Statement of the Mutual Academic Expectations of Instructors and Students in the St. Thomas General Calendar.

**Office Hours**

During this term I will hold office hours at the following time:

Tuesday and Thursday 10 am- 11:30 am

**Course Objectives:**

1. Students will understand how anthropology analyzes sport and why and how it is conceptualized into a topic for anthropological inquiry. Students will comprehend the interpretive processes that produce distinctions between sports, games and play. “Rituals, bodies and embodiment, aesthetics, the creation of meaning-these are some of the classical anthropological concerns, and these provide a crucial orientation that allows a deeper understanding of what sport ‘is.’” (Lithman 2004)

2. Students will understand the influence of culture on sport and how sport influences culture. We will survey how the body, health, fitness, and disability are socially constructed and idealized across cultures. Additionally, the gendered nature of sports and sports’ role in societal understandings of ethnicity and race will be explored. For example, how major sports franchises continue to use Aboriginal mascots despite protests by Aboriginal peoples about their cultural inappropriateness. Issues of cultural appropriation, racism, power, and resistance all inhere within this particular example.

3. Students will delve into the consumer/entertainment/power element of sport. We will also explore how violence in sport is directly related to ideas of power and politics found in our society. Soccer hooliganism will be one area examined in this regard.

4. Overall: By considering how sports operate to organize space, meaning, power and ethnicity, to define and modify bodies, to establish moralities, and to shape cultural perceptions, students will understand the intimate connection between culture and sport.

**Required Texts: 3 Sources**

1. Crane, Julia G. and Michael V. Angrosino. 1992. Field Projects in Anthropology: A Student Handbook 3rd ed. Long Grove Illinois: Waveland Press, Inc.

2. E-Journals at UNB library website: Where indicated you will download articles directly from the journal where the article is located.

3. Readings On 2 hour Reserve in Harriet Irving Library:

Anth3683 books on reserve:

GN454 .B56 The anthropology of sport

GV706.5 .G36 Games, sports and cultures

GV706.5 .S73256 Sport, identity and ethnicity

4.Amateur Athletics Foundation of Los Angeles

http://www.aafla.org:8080/verity\_templates/jsp/newsearch/search.jsp#

This web site enables you to download articles on sports. It has a search box which enables you to do this. Simply take the required article title and place it in the search box. You can then download the article to your desktop:

**Your original 7-digit system password remains your library PIN for the duration.**

**Evaluation:**

You are responsible for all assigned readings whether they are covered in class or not. Exam questions can come from any of the sources listed in the following outline.

Students are expected to use non-sexist writing.

**Your final mark for this course will derive from 13 sources:**

20 % Participation divided into 2.0 increments per participation (10 total marked) over the course.

20% Participant observation Ethnographic project: Take in a local sporting event. Or take in a national or international televised sporting event. **Oct 10, 2014** at beginning of class

30% Interviewing Project: **November 12, 2014:** at beginning of class

30% Research Essay due on last day of class at the beginning of class (in lieu of a final exam) due at beginning of the last class of the year. **Dec 4, 2014**

Assignment times are set. If you are booking flights or arranging rides home for holidays please book after these dates.

**PENALTIES FOR LATE ASSIGNMENTS: 5 marks per day deducted for late assignments.**

**Journals specializing in the study of sport:**

Anthropology and Sport

Journal of Applied Sport Psychology

Journal of the Legal Aspects of Sport

Journal of Sport and Social Issues

Journal of Sport Behavior

Journal of Sport Psychology

International Journal of Sport Psychology

International Review for the Sociology of Sport

International Journal of the History of Sport

Society and Sport

Sociology of Sport Journal

Women in Sport and Physical Activity Journal

Sports database: SPORTDISCUS

On-Line Ethnographies:

The Wrestler’s Body: Identity and Ideology in North India by Joseph S Alter 1992. Free on-line http://ark.cdlib.org/ark:/13030/ft6n39p104/

League of Fans website: http://leagueoffans.org/

**Assignment Guidelines:**

**Participation:** Generally, I will lecture on the first meeting of every week, however, on the announced days you will be required to work in groups to discuss the participation questions for each week. 40 minutes will be assigned for group discussion and 25 minutes for group representative reports to the class and open class discussion. New group leaders will be chosen each time. What I am interested in seeing is how well you can relate the ethnographic materials in the article to the theory that I lecture on earlier in the week. **Each student will bring at least 4 main points from the articles to discuss in groups. Each student will hand in their list of 4 questions and answers.** **Each group will then be expected to select at least 4 major points to discuss from those each individual student brings in. They must “not” only come from the beginning of the article. They must come from throughout the article.** This will insure that as each group leader speaks about one important point the next group leader will have to choose a different point from their group’s list of four topics. This will cut down on repetition. Once each group leader has discussed his/her group’s point the discussion is opened to the class to point out any missed material or any other areas of class interest. Each time the class does this each individual will receive 2.0 marks for being there and participating in the discussion. **Attendance, on those days, will be taken to insure that you are there for marking purposes. Students arriving after groups have begun to discuss will considered to be absent and lose the mark. You must therefore come to all classes. If you decide to cut class on a day where I ask for discussion then you will lose 2.0 marks**. Only doctor’s notes or a very convincing narrative with evidence will be accepted as an excuse for not being in class. If you do have to miss, and have provided the above evidence, you will be required to hand in a written response (12 point font and double spaced) with four major points discussed in detail within 2 days after your return.

**Participant Observation Ethnographic project:** Each member of the class will take in local sporting events or national or international televised sporting events. **Multiple observations will be necessary so pick a sport you can see numerous times.** You will analyze them using the theoretical and analytic tools discussed in class, films and readings. Each of you will then write and ethnographic report of what you found in the sporting events with clear and unambiguous examples. Analysis and not mere description is the aim here. Use Crane and Angrosino

**Interviewing Ethnographic Project:** Choose a sport and then find a person who plays this sport. Following the adapted guidelines to the Crane and Angrosino chapter to, interview this person. You will analyze them using the theoretical and analytic tools discussed in class, films and readings. Each of you will then write and ethnographic report of what you found in the sporting events with clear and unambiguous examples I would expect that you will create an interview schedule (see sample below) which uses the theoretical and analytic tools discussed in class, films and readings.

**Field Projects evaluation:**

Each of the projects **must** use the guidelines presented in the projects by Crane and Angrosino. You will choose a sporting group, game or individual etc as directed by Crane an Angrosino and do the required projects. Please write up the project results and hand them in to me on the dates required. They can be in point form and do not have to be long. See research projects report format below and use this as a guide for your research and write-up. I want to be able to see who or what you researched, your process and results and any problems you encountered with doing the research. Remember, be reflexive! Ask yourself hard questions about what you are involved with and how your presence and actions were perceived by those you worked with. If you caused problems or people got angry with you then you need to make this part of your report**. All research subjects and informant/consultant groups must be approved by me.** I do not want to see anyone going into a highly charged emotional or dangerous situation where you could be harmed or you could harm others. Please read and internalize the research ethics documents attached to the bottom of this essay before doing any sort of research involving human beings. Do not pick huge un-doable projects. You must use the consent form provided below for all interviews that you do. Thinking through these issues now will aid you when you write up your ethics proposal as part of your final assignment.

**Research Essay**

**This paper is in lieu of a final exam.** You are to do a research paper on a particular sport or group of related sports (i.e., the Olympics). **I want to assess your understanding of the theory that we have used in this course and how it can be applied to your sport domain**. **For example**, if you are interested in how gender plays out in a particular sport then I would expect you to find articles focusing on gender analysis of your chosen sport. I would expect you to discuss the various theoretical schemas used to analyze this sport including theories discussed in class readings. All of this must be backed up with clear ethnographic examples that are relevant to the theories that you are using. Due to the fact that the anthropology of sport is underrepresented in the UNB library I am providing a number of extra articles for each section of the course. These are listed below. They will help you begin your research but cannot be the sole focus of your essay. The bibliographies of our course readings will help you search as well. I also have provided you with a list of journals to search in and a web site with downloadable PDF documents. **This paper must be no shorter than 8 double spaced pages and no longer than 12 pages. I expect to see you to find and use at least 6 articles in a substantive way for your paper, more would be preferable. Grammar, spelling and proper essay format will count.** If there are errors here you cannot receive a good grade. You are in 3rd year and should now be able to write an essay that does not have errors in grammar, spelling and proper essay format**. The essay must be handed in no later than the beginning of the last class of term.** As this is essentially a final exam only signed doctor’s notes on your doctor’s letterhead with a contact number will be accepted as an excuse for lateness. I will not accept e-mailed papers or papers handed in for you by a friend. You must hand in your own paper in person. No exceptions.

Never, ever, put an assignment under my office door. The paper could be lost or destroyed in a myriad of ways. The proper procedure is to take the paper to my departmental office (2nd floor ECH) and get the administrative assistant to time stamp it and then to put it in my department mail box.

**GRADES:**

A Excellent performance: A+ 100-95% 4.3 A 94-90% 4.0 A- 89-85% 3.7

B Good performance: B+ 84-80% 3.3 B 79-75% 3.0 B- 74-70% 2.7

C Satisfactory performance: C+ 69-65% 2.3 C 65-60% 2.0 C- 59-55% 1.7

D Minimally acceptable performance: D 54-50% 1.0

F Fail: F 49% and less. 0.0

**Process for appealing a grade:** Please come to office hours with a written and well thought out set of reasons as to why your grade should be changed. This will require that you present evidence from the text and lectures to justify any grade change. Please do not come to me and say “Well, I thought I did better...” and expect me to somehow figure out exactly how you did better. You must do the work to demonstrate that you did answer the question as I asked it and that I somehow missed or misinterpreted your answer.

All students should be aware of the definition and consequences of plagiarism and other forms of dishonesty. Please refer to the General Calendar 2013 – 14 for specific guidelines.

**Plan of Lectures, Seminars and Readings**

**(Subject to Change without notice)**

**WEEK 1.Sept 5:** - Introduction to the course, questions and concerns. What is sport? Why have anthropologists only recently come to look at sport systematically? How is anthropology looking at sport now? What is the potential of the anthropology of sport?

Read:

Blanchard, Kendall. 1995. “The Meaning of Sport.” In The Anthropology of Sport: An Introduction (revised edition). Westport, CT. Bergin and Garvey. (On reserve)

Dyck, Noel. 2000. Chapter 1: Games, Bodies, Celebrations and Boundaries: Anthropological Perspectives on Sport. In Games, Sports and Cultures. Ed Noel Dyck. New York: Berg. Pp 13-42. On Reserve

**WEEK 2. Sept 10, 12: Sport as Cultural text**

**Lecture: Identity**

**Part Lec #1 Sept 12**

Read:

Geertz, Clifford. 1972. “Deep Play: Notes on the Balinese Cockfight” In The Interpretation of Cultures. New York: Basic Books. **(On Reserve) or** <http://uwch-4.humanities.washington.edu/~WG/~DCIII/120F%20Course%20Reader/CR5_Geertz_Deep%20Play.pdf> or <http://www.sociologia.uniroma1.it/users/salmieri/sociologia%20della%20cultura%20e%20sociologia%20dei%20processi%20culturali%202012-2013/02_Il%20crocevia%20della%20cultura/geertz%20e%20il%20combattimento%20dei%20galli.pdf>

Gmelch George. 1992. “Baseball Magic” in Annual Editions: Anthropology 06/07. 28th ed. Editor: Elvio Angeloni. Iowa: McGraw-Hili/Dushkin pp175 - 181. (**On Reserve) or** <http://windward.hawaii.edu/facstaff/dagrossa-p/articles/Baseballmagic.pdf>

Participation Discussion Question: Imagine yourself coming upon a cockfight on the island of Bali. Discuss how Geertz analyzes the Balinese Cockfight as a cultural text using examples not discussed in my lectures

**WEEK 3. Sept 17, 19: Identity and Sport**

**Part Lec #2 Sept 19**

Read:

Robidoux, Michael A. 2002. Imagining a Canadian Identity through Sport: A Historical Interpretation of Lacrosse and Hockey. In Journal of American Folklore, Volume 115, Number 456, Spring, pp. 209-225. http://muse.jhu.edu/journals/journal\_of\_american\_folklore/toc/jaf115.456.html

Jackson Steven J. 1994. “Gretzky, Crisis and Canadian Identity in 1988: Rearticulating the Americanization of Culture Debate.” In Sociology of Sport Journal. Vol. 11. pp 428-446. **On Reserve.**

Figueroa, Arturo. 2003. Community Identity and Sports: A Social History of Soccer in Salinas, California. In Culture Society & Praxis Vol2, No. 1 November 2003http://culturesocietypraxis.org/index.php/csp/article/viewFile/23/20

Participation Discussion Question: Discuss the media's role in articulating specific political, economic, and cultural events in order to construct a crisis of Canadian identity using Gretzky examples.

**WEEK 4. Sept 24, 26. The Sporting Body**

**Lecture: Dyck and Trobriand Cricket**

**Part Lec #3 Sept 26**

Read:

Sparkes, Andrew C. 2004. “Bodies, Narratives, Selves and Autobiography: The Example of Lance Armstrong.” In Journal of Sport and Social Issues. Vol. 28, No. 4 November. Pp 397-428. Go to http://jss.sagepub.com/

Van Wolputte, Steven. 2004. “Hang Onto Your Self: Of Bodies, Embodiment and Selves.” In Annual Review of Anthropology. Vol. 33: pp 251 – 269. Go To http://arjournals.annualreviews.org/doi/pdf/10.1146/annurev.anthro.33.070203.143749

Participation Discussion Question: Each group will provide a verbal report on how Lance Armstrong demonstrated a particular body type and illness narrative at a specific time: The Body-self Pre-cancer, The Body-self during cancer and Restitution narrative, The Body-self post cancer: communicative body, and quest narrative, Restored body-self Returning to elite sport.

**WEEK 5. Oct 1, 3 Gender**

**Lecture Butler**

**Part lec #4 Oct 3**

Read:

Butterworth, Michael L. 2006. “Pitchers and Catchers Mike Piazza and the Discourse of Gay Identity in the National Pastime.” In Journal of Sport and Social Issues. Vol. 30, No. 2 May. pp 138-157.Go to: http://jss.sagepub.com/cgi/reprint/30/2/138

Wilde, Charles. 2004. “From Racing to Rugby: All Work and No Play for Gogodala Men Of Western Province. Papua New Guinea.” In Australian Journal of Anthropology. 15: 3, 286-302.

Participation Discussion Question: I want you all to pick out the ways in which what happened in the Piazza incidents demonstrates the theory and practices resulting from hegemonic masculinity.

**Oct 10, 2014 Participant observation Ethnographic project due**

**WEEK 6. Oct 8, 10 Sports and Capitalism Commodification of National Identity**

**Lecture John Fox**

**Part Lec #5 Oct 10**

Read:

Palmer, Catherine. 2002. “Wheels of Fortune: Nation, Culture and the Tour De France.” In Hop on Pop. Durham: Duke University Press. Pp 589-604. (On Reserve)

Maharaj, Gitanjali. 1997 “Talking Trash: Late Capitalism, (Re) Productivity and Professional Basketball In Social Text no. 50 pp 97-110 (Available on e-journals JSTOR) http://www.jstor.org/stable/pdfplus/466817.pdf?acceptTC=true

Participation Discussion Question: Identify and elaborate the dimensions of this national map of France which are constructed and. negotiated by the Tour de France and how this creates one, race one nation.

**Week 7 Oct 15, 17: Sports and Media**

**Part lec #6 Oct 17**

Read:

Hughson, John. 2001 “The Wogs are at it Again: The Media Reportage of Australian Soccer Riots.” In Football Studies. April Vol. 4, No. 1, p. 40-55. (This can be downloaded at this web site: Amateur Athletics Foundation of Los Angeles http://www.aafla.org:8080/verity\_templates/jsp/newsearch/search.jsp# Just place the title in the search box.)

McGarry, Karen. 2005. “Mass Media and Gender Identity in High Performance Canadian Figure Skating In The Sports Journal. Volume 8, Number 1, Winter. Go to: http://www.thesportjournal.org/2005Journal/Vol8-No1/karen\_mcgarry.asp or http://www.thesportjournal.org/article/mass-media-and-gender-identity-high-performance-canadian-figure-skatingOn

Participation Discussion Question: Discuss the various ways that the media manipulate viewer’s understandings of the public image of sport, themselves, Others, gender and the nation

**WEEK 8. Oct 22, 24, Mar 1 Sport and Race**

**Video: The Sporting Planet: Global Sport and Capitalism**

**Part Lec #7 Oct 24**

Read:

Leonard, David J. 2006. “The Real Color of Money: Controlling Black Bodies in the NBA.” In Journal of Sport and Social Issues. Vol. 30, No. 2 May. Pp 158 – 179. go to http://jss.sagepub.com/cgi/reprint/30/2/158

Jackson, Steven J. 2004. “Exorcizing the ghost: Donovan Bailey, Ben Johnson and the politics of Canadian identity.” In Media, Culture & Society Vol. 26(1): 121–141. http://mcs.sagepub.com/content/26/1/121.full.pdf+html

Simons, William. 1985 “Jackie Robinson and the American Mind: Journalistic Perceptions of the Reintegration of Baseball” Journal of Sport History. Vol. 12, No. 1 (Spring, 1985)(This can be downloaded at this web site: Amateur Athletics Foundation of Los Angeles

http://www.aafla.org:8080/verity\_templates/jsp/newsearch/search.jsp# Just place the title in the search box.)

Participation Discussion Question: Discuss how the age limit policy is linked to keeping black bodies under surveillance and is part of a white supremacist logic. What are the aims of this logic? Or discuss the racist-based exclusionary state of sports and how this exclusion operates to control sports and subaltern bodies.

**WEEK 9 Oct 29, 31: Sport and Cultural Appropriation, Political Correctness and Decolonization**

**Lecture Trouillot and Fear**

**Part Lec #8 Oct 31**

Read:

King, Richard C. 2004. “Situating Claims About Indianness in Sporting Worlds.” In Journal of Sport & Social Issues, Volume 28, No. 1, February. Pp: 30-55. (Available on e-journals)

Turner Strong, Pauline. 2004. “The Mascot Slot Cultural Citizenship, Political Correctness, and Pseudo-Indian Sports Symbols.” In Journal of Sport & Social Issues, Volume 28, No. 1, February. pp. 79-87. (Available on e-journals)

Participation Discussion Question: Discuss how Indianness is being appropriated and the various efforts to reclaim control over Indianness through decolonization. Also, discuss the affects on Native Americans of being assigned to the “mascot slot” and why the mascot slot must be destroyed.

**WEEK 10: Nov 5, 7 Sport and Trans-nationalism and Surveillance**

**Lecture: Gilroy**

**Part Lec #9 Nov 7**

**Read:**

Stroeken, Koen. 2002. “Why ‘the world’ loves watching football (and ‘the Americans’ don’t)” In Anthropology Today Vol. 18 no 3, June pp 9-13. (Available on e-journals) <http://web.ebscohost.com/ehost/pdfviewer/pdfviewer?vid=3&hid=126&sid=e82c00c5-c117-4086-b253-3edceee4c61d%40sessionmgr115>

Manley, Andrew, Catherine Palmer and Martin Roderick. 2012. Disciplinary Power, the Oligopticon and Rhizomatic Surveillance in Elite Sports Academies. Surveillance & Society 10(3/4): 303-319. <http://library.queensu.ca/ojs/index.php/surveillance-and-society/article/view/sports/sports>

Carter, Thomas. 2002 ON THE NEED FOR AN ANTHROPOLOGICAL APPROACH TO SPORT In Identities: Global Studies in Culture and Power, 9: 405–422. http://www.tandfonline.com/doi/pdf/10.1080/10702890213968

Participation Discussion Question: How is culture a contested terrain in the autonomous spaces that urban diasporic ethnic groups create for themselves?

**November 12 Interviewing project due**

**Week 11 Nov 12, 14 Sport and Violence Miscellaneous**

**Lecture: Anth of Violence**

**Part Lec #10 Nov 14**

Read:

Giulianotti , Richard and Armstrong, Gary. 2002. “Avenues of Contestation.Football Hooligans Running and Ruling Urban Space.” In Social Anthropology, 10, 2, 211–238. (Available on e-journals)

NADER, RALPH. 2011. When Sports Loses Its Soul A League of Fans from Counterpunch. http://www.counterpunch.org/nader06282011.html

Participation Discussion Question: Discuss how violence and space together can construct social relations.

**Week 12 Nov 19, 21: Extreme Sports.**

Read: Palmer, Catherine. 2002 'Shit happens': the selling of risk in extreme sport - Interlaken and Everest tourist tragedies. In Australian Journal of Anthropology. Dec. Go to: http://web.ebscohost.com/ehost/detail?vid=1&hid=6&sid=4b5bede9-8cd5-495a-a972-9ad66ae7e7ea%40sessionmgr11&bdata=JnNpdGU9ZWhvc3QtbGl2ZSZzY29wZT1zaXRl#db=a2h&AN=8600091

Kay, Joanne and Laberge, Suzanne. 2002. “The ‘new’ corporate habitus in adventure racing.” In International Review for The Sociology Of Sport. Vol. 37 No. 1: 17–36 Download at: http://irs.sagepub.com/cgi/reprint/37/1/17

**Week 13 Nov 26, 28 TBA**

**Week 14 Dec 3 (Last day of class): Research Essay 2 due at beginning of class Dec 3, 2014.**

**Essay Starter Readings:**

**Sport and the Body**

Abbas, Andrea. 2004. “The Embodiment of class, gender and age through leisure: A realist analysis of long distance running.” In Leisure Studies. Vol. 23, no 2 April pp 159-175. Go to: http://www.ingentaconnect.com/journals/browse/routledg/rlst/

**Sport and Gender**

Roth, Amanda and Basow, Susan H. 2004. “Femininity and Sports: Developing a Theory of Physical Liberation.” In Journal of Sport and Social Issues. Vol. 28, no. 3 August. Pp. 245-265. (E Journals)

**Sport and Media**:

Langley, Sandra. 2003. “Gender, Talk, TV, Hockey and ‘Canadian Identity’: Feminist Takes on ‘Television Rejection.”” In Canadian Journal of Communication. Vol 28, No. 4. Pp: 413- 426 (Available on E-Journals)

Helen Jefferson Lenskyj. 1996. “Sharing the Spirit or Manufacturing Consent? Sydney 2000, Olympic Sport and the Australian Media.” In Olympic Perspectives: Third International Symposium for Olympic Research. October 179-186. (This can be downloaded at this web site: Amateur Athletics Foundation of Los Angeles

http://www.aafla.org:8080/verity\_templates/jsp/newsearch/search.jsp# Just place the title in the search box.)

**Sport and Race**

Simons, William. 1985 “Jackie Robinson and the American Mind: Journalistic Perceptions of the Reintegration of Baseball” Journal of Sport History. Vol. 12, No. 1 (Spring, 1985)(This can be downloaded at this web site: Amateur Athletics Foundation of Los Angeles

http://www.aafla.org:8080/verity\_templates/jsp/newsearch/search.jsp# Just place the title in the search box.)

**Sport and Trans-nationalism and Nationalism**

Qadri, Ismail. 1997. “Batting Against the Break: On Cricket, Nationalism and Swashbuckling Sri Lankans.” In Social Text no. 50 pp 33-56. (Available on e-journals JSTOR)

**Sport and Cultural Appropriation, Political Correctness and Decolonization**

Farnell, Brenda. 2004. “The Fancy Dance of Racializing Discourse.” In Journal of Sport & Social Issues, Volume 28, No. 1, February. Pp: 30-55. (Available on e-journals)

**Sport and Violence**

Adair, Daryl and Vamplew, Wray. 1990. “Not So Far From the Madding Crowd: Spectator Violence in Britain and Australia. A Review Article” In Sporting Traditions, November, 1990, Vol. 7, No. 1, p. 95-103.

This can be downloaded at this web site: Amateur Athletics Foundation of Los Angeles

http://www.aafla.org:8080/verity\_templates/jsp/newsearch/search.jsp# Just place the title in the search box.)

**Sport and Art**

Reed, Susan A. 1998. “The Politics and Poetics of Dance.” In Annual Review of Anthropology. Vol. 27: 503-32. (Available on e-journals)

**Research Write up Format**

1. Research question:

a) What is it?

b) What do you hope to do and find through this research? What will this research tell you or teach you?

c) Do you have any assumptions or hypotheses of what you will find before you do the research? What do you hope to prove or disprove?

d) What might be some of the indicators that you would decide on to assess your proof both in confirming or denying your data?

e) What is the theoretical, methodological and/or applied significance of this research?

f) Why did you choose it?

2. Ethics: What are some of the ethical issues you expect to come to the fore in this research and methods will you address them? Consent forms? Protecting informant’s identity?

3. Why and how did you choose your field site?

a) Why was this location and/or unit of analysis the best place to do this research?

b) What special qualities made you choose it?

c) How did you get access to it?

4. Why and how did you choose your unit of analysis or informants?

a) Why is your unit of analysis/informants the best to do this research on?

b) What is your sample size and any special characteristics it may have?

c) What special qualities made you choose either of them?

d) How did you get access to them?

1 Permits?

2 Research protocols developed with community?

3. Will you give anything back to your informants?

5. Data collection methods:

a) What are they?

b) Why did you choose them?

c) How are they relevant to this project?

d) Indicators?

e) Variables?

f) Problems you expect or did encounter in using all of the above?

6. Research results:

a) What did you find?

7. Analysis:

a) Theories and methods you will use to analyze your data.

b) What epistemological standpoint are you interpreting your data from? Positivist? Interpretivist? Hermeneutical? Phenomenological?

c) How do you come to understand what you have found?

d) How can you help other readers understand what you have found?

8. Conclusions:

a) Tell us what you now know or suspect about what you have researched

b) Were your initial hypotheses confirmed or not and, if not, why not?

9. Self-reflection

**Sample Interview Question Guide:**

Code: Refers to the question numbers used to organize interview questions.

Contents: Refers to the actual questions asked of consultants.

10 QUESTIONS ABOUT CITY LIFE.

101 Please tell me about where you live in the city.

102 What do you think about where you live?

103 Tell me about how people get along there.

104 Tell me about the community you live in.

105 Tell me whether people help each other out or not.

11 PLEASE TELL ME ABOUT WHAT TYPE OF PLACE YOU LIVE IN.:

111 Own house?

112 Rent?

113 Street: If they live on the street ask the following questions:

114 Tell me about when you first decided to move to the street.

115 Tell me about what street life is like day-to day.

116 What’s an average day like for you?

117 Please tell me what do you do for a living.

118 How do you feel about life in the city?

119 What do you say about any other cities you’ve been in.

12. PRE-DIVERSION INVOLVEMENT WITH JUSTICE SYSTEM

120 Have you ever had trouble with the police? Tell me about that.

121 If you have gone to court, tell me about what happened.

121a What do you say about your lawyer

121b Tell me about the attitudes of the court toward you.

121c What do you have to say about the sentence you received?

121d Could anything have been handled differently?

121e Tell me how you feel generally about the whole experience.

122 Please tell me what you think about the formal justice system.

**Introductory letter to be used with your research projects**

To Whom This May Concern

My name is Dr. Craig Proulx; Assistant Professor in the Anthropology Department at St. Thomas University. Please let me introduce \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, a student from St. Thomas University who is currently enrolled in my Anthropological Methods 3913 course. The student is completing a participant observation exercise worth 10% of his/her final grade. I am writing to you to ask you to co-operate with this student as s/he attempts to understand the cultural processes that s/he has outlined to you. S/he would like to work with you and your group for 2-3 weeks during which time s/he would like to do multiple observations and participations under your supervision if you are willing to so supervise. I hope that you will extend any cooperation possible to this student. If you need to contact me to check this reference or to ask any questions please call me at 452-0462 or e-mail me at cproulx@stu.ca. Thank you for any assistance that you provide to this student.

Yours Truly

Craig Proulx

Assistant Professor

St. Thomas University

Fredericton NB

EXAMPLE OF CONSENT FORM FOR CONDUCTING INTERVIEWS

Interviewer:

Department of Anthropology

University of Alberta

Edmonton, Alberta, Canada

T6G 2H4

Interviewee:

Date:

As the Interviewee, I have been fully informed of the following points before proceeding with the interview:

1. My participation in this research is completely voluntary and I understand the intent and purpose of this research.

2. Upon my request, I understand that my identity will be kept confidential and that I have the right to withdraw from this research at any time.

3. I know that I may refuse to answer any questions and that I may withdraw at a later date. Any information provided by me can be destroyed at any time upon my request.

4. I am aware that others will be reading the results of this research and that this research will eventually be published. In any publication, I will not be identified by name.

5. Additional conditions for my participation in this research are noted here:

6. I will receive a copy of this contract.

Signatures.................... Interviewee

Interviewer

**RESEARCH ETHICS AT ST. THOMAS UNIVERSITY**

FAQ Information Sheet

Frequently Asked Questions about the Research Ethics Policy and Approval Process

The St. Thomas Research Ethics Policy was developed as a direct result of the Tri-Council Research Ethics Policy. Before beginning your ethics approval application, you should review the Tri-Council Policy. It can be found at the following web address:

http://www.pre.ethics.gc.ca/english/policystatement/policystatement.cfm

You should also review the St. Thomas Ethics Policy which can be found at:

http://www.stthomasu.ca/research/Research/Ethics/Ethicsforms.htm

What is the “Tri-Council Research Ethics Policy”?

The “Tri-Council Policy” refers to the comprehensive, Canada-wide policy on research ethics developed by the three major research grants councils in Canada: the Medical Research Council (MRC), the Social Sciences and Humanities Research Council (SSHRC), and the Natural Sciences and Engineering Research Council (NSERC). Essentially, all universities in Canada (and in the U.S.) are required to establish institutional review boards to review, document, and ensure that any research involving human subjects is conducted in accordance with the ethics standards established by the Tri-Council.

How do I know if my research needs to go through the ethics approval process?

If your research project involves human subjects, you will need to have ethics approval. Research that is archival (i.e., uses existing public or published records and materials) does not typically require ethics approval.

Where can I get the form to apply for ethics approval?

All the forms and guidelines can be downloaded or printed directly from the website: (http://www.stthomasu.ca/research/Research/Ethics/Ethicsforms.htm.)

The forms are also available from the secretary for your Department or Program.

How do I know if my project is minimal risk or not?

After having read the research ethics policies of the Tri-Council and St. Thomas University, use your judgement to estimate the degree of risk. Use the guidelines and sample consent forms that are available to help with your application, and read the relevant sections of the Tri-Council Policy on degree of risk.

Ultimately, the decision on the level of risk rests with the Board, but you should do your best to assess your project’s degree of risk to human subjects. No matter what the level of risk, focus your application for approval on making it clear to the Board how you are ensuring that ethics requirements are being met in your project.

How long does it take to get ethics approval for a research project?

The St. Thomas University Research Ethics Board meets once every month, on the last Wednesday of the month (except December). You should ensure that your complete application is submitted two weeks before the Board meets.

A project judged by the Board to be “minimal risk” will undergo an expedited review and, normally, you will know within two weeks after the monthly Board meeting at which your application was discussed. Final approval may be immediate or may take a bit longer depending on whether you need to meet any requirements of the Board.

A project judged by the Board to be “greater than minimal risk” will undergo a regular review, which may take longer depending on the risks involved and the time it takes the researcher to meet any outstanding ethics requirements. However, even for a regular review, you will hear from the Board within two weeks after the monthly Board meeting at which your application was discussed. Final approval may be immediate, or may take a bit longer depending on whether you need to meet any requirements of the Board.

Who do I give my ethics approval application to?

Submit all your materials at the same time to, Lehanne Knowlton, Office of Assistant Vice President Research. Lehanne can be reached at 506-452-0647 or (knowlton@stu.ca).

STUDENT RESEARCH

Does research by students need to have ethics approval?

Yes. Any student research that involves human subjects needs to have ethics approval. Just as for faculty research, if there are no human subjects involved, then the project normally does not need to have ethics approval.

Does student research as part of a course assignment need to have ethics approval?

Yes. Whether it is for a thesis requirement or for a course assignment, any student research that involves human subjects needs to have ethics approval.

Who approves student research projects?

For “minimal risk” student research, usually, it will be the Department or Program responsible for the course. The Department or Program is responsible for reviewing, documenting, and ensuring that student research involving human subjects is minimal risk and meets the requirements of the St. Thomas Research Ethics Policy.

For “greater than minimal risk” student research, the Research Ethics Board will be responsible for reviewing, documenting, and ensuring that the student research involving human subjects meets the requirements of the St. Thomas Research Ethics Policy.

If the Department or Program is unsure about whether the student research is minimal risk or not, the Board should be asked to make a decision on the degree of risk. Approval time for higher risk research usually is longer.

Are there any guidelines to help Departments and Programs to assess student research?

Yes. Departments and Programs should have an ethics committee that meets on all student research projects involving human subjects. Guidelines for faculty research should be used, and there are some suggested materials for assessing student research provided at the Research Ethics website (http://www.stthomasu.ca/research/Research/Ethics/Ethicsforms.htm)

Who can I talk to about other questions I have about research ethics?

**SAMPLE ETHICS CHECKLIST FOR STUDENT RESEARCHERS\***

• This checklist is designed to alert you to your ethical obligations when you conduct research involving human subjects. Please refer to the FAQ Sheet and/or the Tri-Council Policy for more information.

• These questions must be answered when a research project is proposed and before a research project is implemented.

• If any of the underlined answers (Yes or No) is selected by you, you MAY be proposing an unethical project. You should discuss and resolve the issue with the Professor. For any research project, the Professor’s signature at the end of the checklist is required before starting.

• Attach the completed and approved checklist to your final research report when you submit it.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Name of the Researcher and Course Name and Number: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Title of the Project: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Please circle your answers:

1) Will the subjects be informed of the nature of their involvement in the collection

of data and of features of the research that reasonably might be expected to influence

willingness to participate? Yes No

2) Will the subjects be told that they can discontinue their participation at any time? Yes No

3) Does the study involve concealment from and/or deception of the subject? Yes No

4) Will deception be used in order to obtain agreement to participate? Yes No

5) Will the subjects in your study be aware that they are the targets of research? Yes No

6) If the subjects are underage, will their guardians be asked to sign the consent form? Yes No N/A

7) Will the study involve subjects who are legally or otherwise not in a position to

give their valid consent to participate such as children, prison inmates, mental patients? Yes No

8) Will information on your subjects be obtained from third parties? Yes No

9) Are you in a position of power vis-à-vis the subjects? Yes No

10) Will any coercion be exerted upon subjects to participate? Yes No

11) Is the confidentiality of the subject’s identity positively ensured? Yes No

12) In cases where there is a possibility that the subject's identity can be deduced by Yes No

someone other than the researcher, is the subject's right to withdraw his/her data

respected?

13) Will the researcher fulfill all the promises made to the subjects including providing Yes No

the summary of the findings upon request?

14) Will the study involve physical stress to the subjects such as might Yes No

result from heat, noise, electric shock, pain, sleep loss, deprivation of

food and drink, drugs, alcohol?

15) Will the study cause any mental discomfort to the subjects such as fear, Yes No

anxiety, loss of self-esteem, shame, guilt, embarrassment etc.?

16) Will all necessary measures be taken to protect the physical safety of Yes No

the subjects from dangers such as faulty electrical equipment, poor

grounding, lack of oxygen, falls, traffic & industrial accidents, possibility

of hearing or vision loss etc.?

17) Will the subject be debriefed (told the true nature of the study) after Yes No

the data have been collected?

18) Will non-coded information obtained from subjects be disclosed to third parties? Yes No

19) Could publication of the research results possibly interfere with strict confidentiality? Yes No

20) Could publication of the research results possibly harm the subject - either directly Yes No

or through identification with his/her membership group?

21) Are there other aspects of the study that may interfere with the protection of the Yes No

well-being of the subjects?

22) Will the researcher make all efforts to ensure a normal human relationship between Yes No

subjects and himself/herself during and after the collection of data?

23) In cases in which the subject is dissatisfied or a complaint about the researcher or Yes No

procedure, will the researcher explain to the subject that he or she may express

this complaint to the Professor and the Chair of the Department?

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

If you have selected any underlined response, please provide comments to clarify your choice (use additional pages if necessary).

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Signature of the Student Researcher: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

APPROVED: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Signature of Course Professor/Instructor

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**WHAT IS ANALYSIS?**

Analysis of any kind involves a particular way of thinking. It is the systematic examination of something in order to:

• determine its parts,

• examine the relationships that exists among these parts,

• determine the relationship of the parts to the whole.

You can analyze almost anything. You can search for the component parts of a tree, a symphony, an interview, or anything else in human experience. For example, you can analyze a joke into:

• the opening line: "How many bodybuilders does it take to change a light bulb?"

• the topics: the strange practice of creating separate exercise routines for each part of the body and performing them only particular days of the week; the changing of illumination fixtures, speculating on beef cake capabilities

• the characters: a serious weight lifter, and possibly, a light bulb;

• and the punch line: "Only one, but she has to wait until 'Arm day'".

Or you can analyze the parts of the day into categories like "dawn, forenoon, noon early afternoon, evening and midnight". Then you can examine the relationships among these parts and their relationship, in turn, to the whole day.

In each case, analysis proceeds by:

• examining something,

• dividing it up into its constituent parts,

• identifying the relationships among the parts and their relationships to the whole

IMPORTANT: It is possible to analyze something in more than one way.

• One person might see four parts to a joke while another might see seven or eight.

• A day can be analyzed into large units like "evening" and "morning" or divided into 86,400 seconds

Analysis usually results in the identification of patterns: relationships (between the different parts OR between some of the parts and the whole) that appear again and again, and that seem to have some meaning. Finally, the person doing the analysis then explores what they think those patterns mean.

**Style Guide for Papers in Anthropology**

2002 June

Overall Rules

1. Except for the references and quotations over two lines long, the paper must be typed (or printed from a computer), double spaced, and single sided with a 2-3 cm margin on all sides. Use only 10-12 point fonts. In order to conserve paper, do not use a front or back cover page. Most instructors find plastic covers and other such devices annoying. Just staple your paper in the upper-left corner.

2. The title page contains:

(a) the title of your paper,

(b) your name and student number,

(c) the course number for which the paper is written,

(d) the name of the instructor for whom the paper is written, and

(e) the date submitted.

This can all be arranged in any way you find aesthetically pleasing on the title page.

Start the body of your essay on a new page.

3. Number each page consecutively. With the staple in the upper left, the upper right margin is a convenient place for numbers, but any consistent place is acceptable.

4. Quotations under two lines long should be incorporated into the text of your essay and enclosed in quotation marks. Quotations over two lines are single spaced, inset 1 cm from both left and right margins, and not enclosed in quotation marks. It is often better to use your own words rather than quoting. In any case, the source of all quotations and any information rephrased in your own words must be properly cited.

Do Not "Sentence Splice" Quotations. "Sentence splicing" is the act of incorporating a quote from someone else's material directly into a sentence you are writing. For example: When the spring "… rains falls into the basin, life abounds" (Weatherall 2002:14). Write the sentence in your own words, and then cite the source. For example: When the rainy season begins in the Otumba basin, all forms of life begin to flourish (Weatherall 2002:14).

When you directly quote source materials by using a sentence, a number or statistic, you MUST cite the page from the source. For example: Although Mexico has roughly three times the population of Canada, it has 16 times the number of millionaires (INGEI 2000:145). Note that references are cited at the end of the sentence and before the period.

5. At the end of your essay, give the list of references – the sources that you have cited in the text of your essay. Use the heading "References", not "Works Cited" or "Bibliography". Start references on a new page.

6. Although there are a few cases where they are useful, footnotes are generally avoided in anthropological writing. The general rule is that, if the information is important enough to include in a footnote, rewrite the main text to include it. In no case should the reader have to read a footnote to follow the argument of a paper. Endnotes are usually considered very poor form, because they force the reader to flip back and forth.

7. Words in any language other than English (except proper nouns) must be in italics or underlined.

Scholarly sources

An academic source is generally written the way your instructors are insisting that you write your essays. That is, the author of an academic paper or book must cite the source of all material brought together in her writing. The first clue is to look in the back of the book or the end of the paper. There should be either a list of references or a bibliography. Some academic works are cited using footnotes or endnotes. If no sources of information are given, you may be holding fiction or a work written primarily for entertainment, business, or propaganda.

Even if the work is properly referenced, check the dates – a book published in 1998 but with references only in the 1930s may be a new book based on old information. That may or may not be appropriate. Similarly, it may be important to check the major sources of information. For instance, a paper written about the benefits of a drug but based primarily on research conducted by the drug manufacturer may be questionable.

Academic journals and most academic books are also peer reviewed – that is, other academics with expertise in the area are asked to criticise the material before it is accepted for publication. In this process, a lot of junk is rejected.

Academic publications are generally not supported by advertising. Nor are they funded by business, religious, or political organizations. Most government funding is supposed to be indirect and with no strings attached. This ivory tower approach is an attempt to keep research and the dissemination or knowledge untainted by other interests.

Do Not Make Quotations from Class Notes. This is, unfortunately, a common mistake that many students make. Technically, class notes are not from a referenced source. Lectures, and the notes they produce, fall under a category known as "Personal Communications". In order to properly cite a "per. com.", you would require the permission of the individual who delivered the lecture and a particular method of citation. This type of citation is only used when you interview someone or talk with them, formally, about their research projects. Most, if not all, instructors see the use of class notes in research papers as a lack of scholarly activity and poor effort on the part of the student. If you do wish to pursue a point made by your instructor in class, talk with them and ask where you might find the original source material. Do not cite class notes in a research paper!

National Geographic, Equinox, and the like are magazines, not academic journals. Although the pictures (and even the text sometimes) can be informative, they are primarily designed for entertainment to sell advertising and are not necessarily reliable sources of information. Similarly, encyclopaedias without proper citations do not qualify as scholarly sources even if they do serve as useful guides.

Finally, although the internet provides a wealth of information, picking out the treasures from among the murk may be difficult. For your essays and for other times when the reliability of the information is crucial, stick to peer-reviewed online academic journals. Otherwise, use the internet primarily the way you would an encyclopaedia – as a starting guide.

These are just rules of thumb. In some cases, non-scholarly sources can provide data to support an argument. In other cases, truly academic works may legitimately lack references. Use caution, and, if you are in doubt, ask your instructor.

Make sure you are familiar with current STU policies on plagiarism.

For some additional insight into this issue see also "Plagiarism: What It is and How to Recognize and Avoid It" at http://www.indiana.edu/~wts/wts/plagiarism.html

Citations

Whenever you use someone else’s work either directly quoted or paraphrased, you must cite that author. That is, you must tell your reader where you got every piece of information. If you do not cite someone, you are claiming a piece of information as your own; that would be OK if it is, indeed, your own work; but, if you got it from someone else, you are guilty of plagiarism if you fail to cite your source.

It is unacceptable form to cite an author in-text with only one reference per paragraph or page. The first time you use his/her material (Author Date: page) and every subsequent time that you cite material from that author a citation must be used (Author Date: page) or (ibid.) providing the material comes from the same page in the same article. If the material does not come from the same page then a whole new (Author Date: page) must be used.

Every quotation must be cited. For example: "Forest apes are such good moisture conservers that they rarely need to visit predator-haunted water holes. They get enough water from the fruit and vegetation they eat, and from the rain that falls on leaves" (Morgan 1982:45).

Every fact and statistic must be cited. For example: With estimates for the number of languages in the world ranging from 3000 to 10,000 (Crystal 1987:284), it is far from clear that …

If you say, for example, “Many anthropologists say…” Then you must include in-text citations (Author Date: page) for all the “many” anthropologists.

As a rule of thumb, no one should be able to read any sentence you have written and ask, "Says who?"

1. The Basic Rule: (Author year: page). That is: left parenthesis, author’s surname, space, year, colon, page, right parenthesis. e.g. (Chomsky 1957:12).

2. If you use the name of the author in your own text, omit it in the citation.

e.g. In Chomsky’s earliest notable publication (1957:12), he provokes …

3. If you are citing an entire work, rather than a portion, omit the page number.

e.g. The first serious work in syntax (Chomsky 1957) sent linguistic anthropology into …

4. If you are citing several pages, give the start and end page numbers separated by a hyphen.

e.g. Chomsky’s attack on Markov state models (1957:7-24) begs the question.

5. If there are two authors, give both their surnames joined with "and".

e.g. (Maltz and Borker 1982:203).

6. If there are more than two authors, give the first surname plus "et al.".

e.g. (Flinn et al. 1998). On the reference page, all names are written out in full.

7. If you are citing several works by the same author, give the years separated by commas. e.g. (Hymes 1964, 1971).

8. If you are citing several works by different authors, separate the works of each author with a semicolon. e.g. (Chomsky 1957, 1971; Hymes 1964, 1971).

9. If an author has several works in the same year, distinguish them consistently by appending a letter to the year alphabetically. e.g. (Levi-Strauss 1960a, 1960b, 1962).

10. The most common mistake made by students when referencing sources used for their research papers is incorrectly citing the proper author in an edited volume. An edited volume consists of contributions from many authors. You must be certain that you are citing the correct author of the contribution (article) you are using. Please read the section on the next page titled, Paper in an edited volume.

References

Each publication that you cite in your paper must be included in the list of references at the end. If you do not cite a publication, do not include it. If you used a publication extensively and did not cite it, however, you should probably go back to check why you failed to cite it. Failure to cite material used in-text equals plagiarism.

References are ordered alphabetically by the author’s surname. If an author has several publications, they are ordered chronologically under the author’s name. If an author has several publications in the same year, they are distinguished by the letter attached to the year which must be used consistently throughout the paper.

In anthropological references, special care is taken with formatting. Each publication is single spaced, but a double space is left between entries. Each author starts at the left margin, then the year of publication, then the title of the article (underlined or italicized) unless it is published in a journal in which case the article title is placed in quotation marks and the journal title is underlined or italicized. The place where the article was published and the publisher follow. Page numbers are added at the end of the reference. This formatting highlights the author’s name and years of publication. When you are familiar with the literature, citing an author by year will probably bring a specific publication to mind.

Most contemporary word processing applications have a ruler with movable symbols that represent tabs, margins, and paragraph indentations. To do this formatting conveniently, leave the paragraph indent symbol at the real left margin, move the left margin symbol in about 2.5 cm, and place a left-aligning tab between them at about 5 mm from the left margin.

1. Book: author’s surname, comma, other names, return, tab, year, tab, title and subtitle, period, space, space, place of publication, colon, space, publisher, period, return, return. If there is more than one author, only the first name is inverted. If the book is an edited volume, use the editor’s name(s) as author, but terminate the author line with "ed." or " eds." depending on the number of editors. The title is in italics or underlined. The first word of the title and all lexemes (non-grammatical words) are capitalized. If the book is translated from another language, give the translator’s name(s) as indicated below.

Bohannan, Paul and Dirk van der Elst. 1993. Asking and Listening: Ethnography as Personal Adaptation. Prospect Heights, IL: Waveland Press.

Fleischhauer, Ghnter. 1942. Melanesian Subsistence Strategies. Translated by Hermann Z. B` hl. Oyama, BC: Worldwide Press.

Hymes, Dell, ed. 1964. Language in Culture and Society: a Reader in Linguistics and Anthropology. New York: Harper & Row.

1971 Pidginization and Creolization of Languages. Cambridge: Cambridge University Press.

2. Paper in an edited volume: author and year as above, tab, title of paper, period, space, "In", space, editor’s name(s), comma, "ed." or "eds.", space, book title and subtitle, period, space, place of publication, colon, space, publisher, period, space, space, page range, period, return, return. The title of the book from which the paper comes is in italics or underlined.

Herzog, George. 1964. Drum-signaling in a West African Tribe. In. Language in Culture and Society: a Reader in Linguistics and Anthropology. Ed. Dell Hymes. New York: Harper & Row. 312-329.

3. Journal article: Author and date as above, tab, title of paper, period, space, journal name in italics or underlined, space, volume number, colon, page range, period, return, return. If a volume of the journal is published in several issues, the sequence is: volume number, left parenthesis, issue number, right parenthesis, colon, page range.

Gumperz, John J. 1967. On the Linguistic Markers of Bilingual Communication. Journal of Social Issues 23(2):48-57.

Pike, Kenneth. 1960. Toward a Theory of Change and Bilingualism. Studies in Linguistics 15:1-7.

4. WWW source: Author and date as above, tab, title of site, period, space, less than sign (<), internet address, which is also called the URL, greater than sign (>). If there is an author, use that name. If there is no author, make an acronym of the title of the site and use that as the author name, both in the references and in citations. If there is a date of publication, use that. If no date is given, use the date on which you consulted the source as the date of publication. If page numbers are given in the document, use them. Otherwise, use the number of the paragraph as a page number. Be certain to copy the URL of your source exactly as it appears on the Internet. An incomplete or incorrect URL address might lead to suspicions of plagiarism.

Hellmuth, Nicholas. 2000. Musea Popol Vuh: Guatemala City. http://www.maya-archaeology.org/html/popol1.html

One should also be certain that the internet source which has been used is from a peer reviewed, on-line journal - and there are very few in anthropology (at least at this point in time anyway). Googled sources are unacceptable.

5. Reviews follow the same conventions as other citations, but the author of review is the author you are citing not the author of the text being reviewed. The year under the name of the author of the review is the publication date of the review. As shown in the following examples, all the other relevant information is given for the text under review, in the same order. This holds true whether the item reviewed is a book or journal article. Finally, you must give the source of the review itself.

Pratt, J. 1999 Review of Paul Bohannan and Dirk van der Elst. 1998. Asking and Listening: Ethnography as Personal Adaptation. Prospect Heights, IL: Waveland Press. In Journal of Ethnographic Methods 17(3):155-157.

Jyll, Jack N. 1976. Review of Dell Hymes, ed. 1964. Language in Culture and Society: a Reader in Linguistics and Anthropology. New York: Harper & Row. In Journal of Linguistic Sophistry 12:112-113.

Goodenough, Ward. 1960. Review of Kenneth Pike: Toward a Theory of Change and Bilingualism. Studies in Linguistics 15:1-7. In Studies in Linguistics 16:27-29.

Sample Reference List

References

Bateez, Hylo and Cy Amang. 1982. Swinging: the Way to Go. Toronto: Prehensile Press.

Hellmuth, Nicholas 2000 Museo Popol Vuh: Guatemala City

http://www.maya-archaeology.org/html/popol1.html

Neaubeau, Beau, S. Pithikus, and Smilo Dekteez 1995. Primate Attractions. Spokane, WA: Opposable Press.

Paniskus, P. 1987a. Sex and the Single Primatologist. International Journal of Ape and Monkey Business 17(2):122-147.

1987b Furry Temptation and Impression Management during Ethological Fieldwork. In Pongo Pigmayis, Hilo Battease, Pappy Oh, and Mah Kakka, eds. Ethical Considerations in Field Primatology. London: Knuckle-Walker Press. 97-123.

1985. Four Hands on the Floor: a Guide to Ethology and Ethnology among Quadrupedal Primates. London: Knuckle-Walker Press.

Troglo-Diteez, P. 1994 Keeping a Straight Muzzle in Bipedal Populations. Journals of Primate Secrets 62:245-258.

Zappa, Frank. 1987. Studies in Quadrupedal Musicology. Eds. Zappa, Frank and Julia Childe, Hollywood, CA: Vanity Press.

For other referencing questions not dealt with here see the Style Guide of the American Anthropological Association at http://www.swt.edu/~rw04/anthropology/info/theory/long-style-guide.htm

**Email Etiquette:**

**I do not accept assignments through email except participatory lecture write-ups;**

Address all e-mails to me starting with “Dr. Proulx”. “Hi” or “Yo” are unacceptable. Be professional. I will address you as “Ms.” Or “Mr.”

• I will not respond to emails regarding grades/marks. Please use the grading appeals process above;

• I will not respond to emails requesting my notes or requesting information on what you have missed in class, if you were absent for that day. It is your responsibility to attend class or, if you cannot attend, get notes from classmates.

• I will not respond to any complaints through emails (please see me in person);

• I will only respond to professional written emails (this includes a proper salutation);

• Politeness is a must;

• Disrespectful and unprofessional emails will be deleted immediately;

• Although I do try to answer emails as quickly as possible, please respect my time;

• Any emails written in a threatening or intimidating tone will be forwarded to the Chair of the department.