Introduction and Objectives: Fieldwork in Anthropology

Doing ethnographic fieldwork is the hallmark of cultural anthropology. More than any other approach to the study of culture, it is the primary defining criteria for the field and its practitioners. For most anthropologists, having done fieldwork is both a fundamental rite of passage that moves one to a professional status and an important life event that in some fashion shapes the individual herself. This course attempts to recognize the importance of fieldwork to the student personally as well as to introduce the student to a series of methods that anthropologists use in the process of doing fieldwork and gathering data.

This course is motivated by the belief that the best way to learn such methods is to try them. This is a simple idea that is often lost in the usual academic focus on mastering written material. Here in Salango and along the coast you will learn by doing, by trying to do, by modifying what you have already tried, and by finding your own style that works. The process of doing fieldwork should be thought of as a creative activity during which discoveries are made and patterns are recognized, rather than as the pure scientific imposition of a strictly defined methodology. After all, the primary subjects of the research are both yourself and others.

The Region

The coastal region of southern Manabí province is characterized by stretches of small mountains and hills that run along the coast. Depending on altitude, the flora varies from dense tropical forest to dry scrub and cactus. Coastal villages and towns are most often located in river valleys that drain mountain runoff into the Pacific Ocean. Thus, most villages and towns are located seaside, adjacent to the beach. Their economies are dependent on ocean products. The weather during June through August is typically semiarid, but at times clouds do hang over the coast and keep the atmosphere moist. Temperatures generally stay in the low 80s during the day. Nights can be a bit clammy with a slight chilliness.

Local attractions include well-known surfing areas like Olon and Montañitas, about 20 miles to the south, a number of lesser-known surfing areas close by, the Machalilla National Park (which includes significant archaeological sites, primary rain forest, and wild primates). There is whale watching that begins in the latter part of July and continues into August.

You will be living and working in the village of Salango. The closest town to the village is Puerto Lopez, a ten minute ride by camioneta (a small truck used to transport goods and people). Puerto Lopez has an open air market, numerous small shops, pharmacies, some doctors, a small hospital, and some restaurants. The nearest city with a bank to exchange currency is Jipijapa, 90 minutes to the north. The nearest city with a number of modern conveniences such as a modern hospital, big grocery store, a small mall, and pizza restaurants is Salinas, usually 3 hours to the south.
Living Conditions in the Field

You will be living in a research center located in Salango, a home in the village, or one in the community of Rio Blanco. About twelve hundred people live in Salango. The village has a few small stores that sell soft drinks, food items, cigarettes, beer, etc. A fairly well-known restaurant, the Delfín Magico, is near the road and serves fresh seafood prepared in various local styles.

The research center is a walled compound located virtually on the beach. You will be assigned a room with at least one other person. The rooms have electric outlets and light, although electricity is likely to be intermittent. Breakfast and dinner are prepared at the center by project cooks. Expect dinners of rice, beans or lentils, vegetables, fruit, seafood and chicken (and occasionally beef or pork). Breakfast is served at 7:00 a.m. and is fairly Americanized (bread, eggs, pancakes, cereal, fresh fruit juice, etc.). Lunch is likely to be sandwiches or those foods you cook yourself in the kitchen. Drinking water (boiled) is available in the kitchen. The project will also have large bottles of drinking water from which to fill your canteens daily.

The center has showers and toilets. In Ecuador, used toilet paper is not thrown into the toilet and flushed. Rather, you should tightly fold the used paper in on itself (you'll figure it out quickly) and place it in the wastebasket next to the toilet. You will need to empty the basket daily. We recommend that you keep your living space clean as well, sweeping it regularly.

Should you decide after a couple of weeks that you would like to live in a village household and have found one to which you have been invited to stay, we can arrange for you to lodge there and offer compensation to the household.

All your meals, including weekend meals at the Center, are covered by the program fees. They are prepared by locals hired by the Salango Research Center. The diet is a basic coastal Ecuadorian meal plan, which means that variety is limited. Expect an emphasis on foods that include fruits, rice, beans, potatoes, plantains, chicken, and locally caught fish. Vegetables are supplied daily, but not in the large quantities to which North Americans might be accustomed. Students should not expect meals of North American or European style, but one will not go hungry on our project unless they choose not to eat. As with eating in any foreign country, an open mind helps.

There are no washing machines. Thus, laundry is your responsibility. Arrangements can be made to hire some local women to perform this task. Laundry expenses depend on your personal weekly load and how dirty you get. Be sure to include in your personal budget a cost of $5.00 per week approximately for this activity. If you wish to have somebody else do it for you.

Communication

Below I have listed information about how to stay connected to your life in the States. Many students (and their families) derive comfort from knowing that their loved one is easily reachable. I believe, though, that it is best for the ethnographer to communicate outside not very frequently and, that in the six week period we have, that the student orient himself to the situation at hand, rather than at home.

Phone Availability

Puerto Lopez has many Cabina Telefonicas from which you can make long distance calls at reasonable rates. The cabinas also have good internet access. Important calls can be received on Dr. Harris’s cell: from the U.S., dial 011 593 93363643 or Professor Martinez’s cell 011 593 883270712.
Medical Emergencies

We will take very good care of you. There are two hospitals nearby. One is a military hospital in the city of Salinas and the other is located in the city of Jipijapa, about 1 1/2 hours from Salango Research Center. There is also a small dispensary in Puerto Lopez (10 minutes from Salinas) and a local doctor is available. In the case of minor emergencies we will use local health facilities from the nearby town of Puerto Lopez. Serious medical conditions will be stabilized locally and then transported to Salinas or to Guayaquil for treatment there or for return to the U.S. Part of the student fee has been allocated for emergencies that might require returning any student to the United States as soon as possible in case of serious sickness. All students are required to carry international travel health insurance for the period of stay in Ecuador.

Recommended Living Supplies

- Sleeping bag or blanket (it gets chilly at night) and set of sheets (2 sets lets one be washed)
- Pillow (can be obtained locally)
- Mosquito netting for your bed (Can be obtained locally)
- Ordinary personal items: soap, shampoo, etc. (Can be obtained locally)
- Mosquito repellent
- Durable clothes, including long-sleeved shirts and sweaters (It can be chilly)
- Swinnaut
- Towel (can be obtained locally)
- Comfortable shoes/boots that are durable and easily cleaned of mud
- Sandals (Can be obtained locally)
- 1 set of casual nice clothes, if you sometimes like to look nice (villagers do)
- Basic small medical kit: aspirin, topical antibiotic cream, needle, band aids, antihistamines (if you tend to have allergies), etc. (Can be obtained locally, on an as needed basis)
- Water bottle/canteen
- Small backpack (the type that students use to carry books)
- Hat
- Small flashlight
- Sun block
- Extra eyeglasses or contacts in case of loss
- Rain poncho/jacket

Weekends

The field school runs five days a week with weekends off. We continue to run the camp throughout the weekend, providing meals. Although weekends you aren’t required to do fieldwork, some ethnographers may have projects that necessitate staying involved with villagers on Saturdays and Sundays. There will be a project-related optional excursion or two to archaeological and ecological areas of interest on at least one weekend. Transportation is covered by the program fees and we are usually back in time to have dinner at the center.

You have the rest of the weekends off to visit the numerous towns up and down the coast and the different ecological zones. There is a surfing beach (Montañita or "Little Mountain") at approximately 45 minutes travel south. The Machalilla Rain Forest is located 30 minutes travel north. While watching by boat is available at this time of the year. Finally, all along the coast you will find small fishing communities that use ancient technologies. The area is becoming a natural attraction for tourists, and as a result, restaurants have opened in nearby beaches (e.g., Olon, Manzanillo, Puerto Lopez, etc.). In addition to restaurants, the modern town of Salinas has several bars and nightclubs that offer dancing, particularly on Friday and Saturday nights.
Transportation in the area includes walking, local camionetas (truck taxis) and bus. "Camionetas" and bus rides are fairly inexpensive and run on a daily basis. Although we have never had any incidents, we recommend that care should be taken when and where you walk. Try not to walk alone at night. The "buddy system" is recommended at all times and in particular after dark. Very little car, truck or bus traffic takes place along the coast past 8:00 p.m. and you should plan accordingly.

We do not recommend traveling far from Salango during the weekends; you are responsible for being "on the job" Monday at 7:00 a.m.

Local Weather

The climate of coastal Ecuador is tropical maritime and influenced by two ocean currents: one originating from the Antarctic, and another one originating from the Equator. Coastal Ecuador has an annual pattern of two distinct seasons. The hot and dry season starts around November and continues until May. From June to October it is cool and damp with low cloud and sea mists. It is common to have the garage, misty rain, during the time we are on the coast. Thus be prepared for cool weather and mud.

Before Leaving

As you prepare for the field you are likely to feel excited and anxious. That is a natural reaction to facing the unknown. Part of undertaking field work is the process of coming to understand yourself. Gaining this type of self-knowledge is facilitated by taking yourself out of your ordinary, everyday context. Try to explore your concerns as you prepare for the field. What are you excited about? What makes you anxious? What are you imagining will happen? What are you afraid of? Ask yourself these types of questions. Before you leave for the field, begin a journal in which you discuss your expectations, concerns, and motivations. Be expansive in your writing and use your own voice.

Getting a Passport

Get a passport, if you don’t have one. You can do this through most county courthouses that stock and file the required U.S. government forms. To get a passport you need the correct type of photos, your birth certificate and other personal identification (e.g., social security number), and you’ll need to pay the passport fee. If your file through your local courthouse, your’ll receive the passport by mail within 6-8 weeks. You can pay an extra charge of to have the application expedited and receive it within two weeks. Another possibility is to go directly to the U.S. Dept. of State’s Passport Office in downtown Miami (or in that office in your particular state) with all of your documents, photos and fees. They now make appointments by phone only for in person visits. It’s best to follow this latter strategy only in case of emergency.

Money in the Field

For personal spending, a budget of at least $50.00/week is more than adequate if your vices are few. If you plan to do a significant amount of traveling, shopping or dining out you should budget more. If you bring cash, bring small bills and coins.

The nearest bank is located in Puerto Lopez, about 15 minutes by transport. They can cash travelers checks, but the fee is 5%. I don’t recommend these.

Most debit/ATM cards do work in automatic tellers/cash machines in the larger cities (Guayaquil, Manta, Montañitas, Salinas, Puerto Lopez etc.) and the charge is generally less than what is paid for cashing a
travelers check. I have been using this form of getting cash over the past five years and it has worked very well. The nearest ATM is in the nearby town of Puerto Lopez and the next closest is about 1 1/2 hours to the south, in Montañita. The more reliable and varied ATMs are in the bigger cities.

Ecuador adopted the US dollar as its currency in 2000. It’s good to bring a mix of cash and coins on hand. For cash, bring crisp, new bills with no markings and you will find exchanging easier. Ones and coins are especially handy to have, so bring them. It is often difficult to get change for a $20 bill in Salango.

MasterCard, Visa, or American Express cards: these can be used in the urban areas of Ecuador, especially at most large hotels, stores, and city restaurants. It is a good idea to bring at least one credit card with you. Do note that you cannot always use credit cards to get a cash advance. Besides, there is a charge of $10.00 per advance. You cannot use your credit cards to buy domestic airline tickets. The Ecuadorian in-country flights accept cash only.

Do not leave money or valuables in plain view in your rooms. Neither the FAU program nor the Research Center are responsible for lost or stolen property. However, we will provide a secure, locked office space (with metal doors) for you to store your valuables when you are not in the center.

Medical Preparation
We have had relatively few medical problems among students in the past. It is common to have a minor bout of diarrhea. The likelihood of becoming sick increases with your consumption of food and water from outside the Research Center. In general, when eating outside the Center consume freshly cooked, hot food. Don’t eat raw, unpeeled fruits or vegetables (e.g., lettuce). Anything you can peel, go ahead and eat. Drink bottled water and other bottled beverages. Please keep us informed of any health problems you experience.

Definitely use mosquito repellent when the bugs are biting. Use sunscreen on sunny days that you’re out in the field.

The following immunizations are recommended as a precaution. Consult with your physician to determine your particular health care needs while away. You can call your local county Department of Health to arrange vaccinations (it’s best to call them a couple of months in advance). Some of the vaccinations listed below you will already have had, as a requirement for attending the university. Check with your university health service for access to some of these immunizations and prophylaxis.

Required Vaccinations: MMR (measles, mumps, rubella), DPT (diphtheria, pertussis, tetanus - updated every 5 yrs), Malaria prophylaxis (2 month supply - begun two weeks before trip and continued for six weeks after).

AIRLINE DEPARTURE AND ARRIVAL
You are responsible for making your own travel arrangements roundtrip to Guayaquil. We suggest that you arrange a flight that arrives during the daytime. You need to be in Guayaquil on the 25th of June. Most of us will be either on the American or LAN Ecuador flight from Miami to Guayaquil. We will send you instructions for getting to the hotel from the airport (see below General Travel Information). The plan is to travel to Salango as a group on the morning of June 26. Other airlines that fly to Ecuador include: Copa, LACSA, Aviance, Continental, Aerogal, Santa Barbara.

We will depart Salango as a group on August 6, spend the night in Guayaquil, and you should depart on August 7 for home.
General Travel Information

Baggage: Try to keep your personal baggage to one checked bag of 50 lbs. or less and one SMALL carry on. Be careful not to pack dangerous items in the carry on bag.

Main/International Departure: Be sure to be at the airport with at least three hours of anticipation, as international flight ticketing and baggage check take longer than for domestic trips. If for some reason your travel plan changes significantly, please email or call our cell phone.

When you arrive at the Guayaquil airport, you will be directed through immigration and customs. If asked, declare your status as a student, request a two month visa, and collect your luggage and customs check. Do not say that you are “working” (trabajando) in Ecuador at any time -- this can cause confusion. Do your best to explain to the officers that you will be in Salango for two months in a university academic research program.

Airport transportation to hotel: It is your responsibility to transport yourself to the hotel located in the downtown area. Arrange a taxi from the airport (these are quite secure). The cost should be between $5-10, depending on the number of people and luggage. Prior to departure we will contact you with hotel information (phone, address, etc.) and contact information for us, should there develop a problem in your travel plans.

Hotel: Rooms with two and three single beds will be arranged. The cost of the room for two nights and breakfast plus lunch or dinner for is covered by the program fees. As soon as you are settled, please contact us.

There is an airport exit tax, upon your departure from Guayaquil. It has to be paid in cash at the airport and is not included in the program fees.

Arriving and Adapting

When you enter the field you are likely to feel slightly disoriented. Again, this is a natural condition when faced with new situations. Your first goal is to begin the process of adaptation to your new environment. Some of the initial difficulties you can expect have to do with the ordinary tasks of everyday life: food, shelter, establishing a schedule, finding companionship, etc. Since you are staying at the research center, most of these difficulties are half-solved for you. Still, you will have to adapt to life in a new place, the new flora and fauna, the sights, sounds, and odors of an Ecuadorian coastal village, the taste of different foods, an unfamiliar bed, insects, intermittent electricity, no television, etc. And you must begin adapting to the human actors in your new landscape. These include not only local villagers, but the professors, fellow students, and staff. Frankly, it’s a lot to deal with all at once. Hang in there by being patient and by actively remembering that this is a good time to attempt to be culturally relative.

During the first couple of days you aren’t expected to do much more than become accustomed to the center, to arrange your personal effects, and to explore your surroundings a little. In your journal record your initial impressions of your entrance to Salango. Describe the sights (sounds, odors, etc.) that struck you right away. Describe your immediate surroundings. Describe your initial feelings about the place and the people.
Entering and Adjusting to the Field Site

The most difficult stage in doing ethnographic fieldwork is that first moment when you step out alone. Each of you will make that lonely step early on and each of you will go your separate ways. Set off walking, slowly. Observe the buildings, the activities, the people, the weather, the flora and fauna. Great people you pass by. If they indicate a desire to talk, try to communicate. Don’t be afraid of making mistakes while speaking. Be polite, respectful, and friendly. Don’t be overly familiar with anyone. There is no need to rush anywhere. Wander in your own manner throughout the village or through part of it. Find a place to sit and observe the surroundings and activities. Make mental notes, and jot down some notes that seem important. What questions come to mind? Is there anything that has piqued your curiosity? Upon finishing your initial foray into the village, record your feelings about the day’s events in your journal. In your field notebook expand on those mental notes and jottings from the field. Make sketches of the areas you visited. Make a list of those things that you found interesting.

During the first week you will be doing a lot of wandering, hopefully in a systematic manner, throughout the region. You will be making general observations of people, places, events, and activities. It is important that you write as much as possible about these observations, first in the field, then back at the center in an expanded version, and finally, in your journal.

You are likely to become exhausted easily during this initial period. You will be covering a lot of physical ground. More importantly, you will be communicating nearly full-time in Spanish and this requires extraordinary mental concentration at first. There may come periods during the day when you will be unable to concentrate or focus your thoughts and you might feel very fatigued. Pay attention to how your body feels and don’t overload it. Rest your body and your mind when you have to. Record these feelings in your journal.

Interactions with Villagers

From the beginning you will see that some people are very interested to find out about you, while others appear to be completely uninterested in your presence. Do not make assumptions about either type of reaction from people. You are in a different culture and you cannot be sure that what you perceive as either interest or indifference on the part of a villager is due to the same motivations as in your own culture. However, pay attention to how people do or don’t approach and interact with you. Note how people interact with each other. How are people addressed and greeted? Where? In what situations? What do you think they are talking about? Record this information in your field notes and in your journal.

Although it sounds trite, be nice to children. They are the ones likely to be most obviously excited by your presence. Ask them questions, ask them to name things with which you are unfamiliar. Pay attention to how they are dressed, how they interact with each other, and what their daily patterns appear to be. Ask about their families. Children are your first real practice at asking questions. In addition, they will be the key to meeting adults. Adults are likely to ask the children about you, so make a good impression.

The important point to remember is to be polite, to treat people with respect, to be open and to be honest. Address older men and women as Señor or Señora, respectively. If you hear a person addressed with the honorific Don or Doña, by all means use that term. When people ask you about yourself, be as honest as you’re comfortable with. Let them know that you are a university student and that part of your interest is in learning how people on the coast of Ecuador live, work, worship, cultivate, raise children, etc. Explain why, to the best of your ability, you are interested in learning such a thing. Record in your expanded field notes the questions that people ask you and that you ask of them in return. In your journal record how you feel when you speak to people.

In the beginning personal interaction may seem both difficult and superficial, not only because of the
unfamiliar language, but also because all participants, yourself included, will be somewhat guarded. Part of the process of doing fieldwork is developing familiarity that, in turn, will develop into rapport with some individuals. As you gain familiarity with specific people, note how your and their interactions change and develop.

Your goal with regard to villagers is to learn how they live, what they believe about the world and their lives, how they make a living, what the daily and nightly and weekly routine is, what the family life is like, what foods are eaten, what medicines are used, etc. Nearly anything that you can think of is critical information and as the weeks progress, you will begin to focus on a few domains that you are particularly interested in researching in-depth. But in the beginning cast a wide net. Record each piece of data in your field notes and on topical note cards. Expand your field notes on each entry. And record in your journal how you feel about the process of doing fieldwork.

Ethics and Fieldwork

The following is the American Anthropological Association’s 1997 proposed code of ethics that is intended to supersede the code adopted in the mid-1980s. All students are expected to be familiar with the code of ethics and to put its principles into practice.

1. Anthropological researchers have primary ethical obligations to the people, species, and materials they study and to the people with whom they work. These obligations can supersede the goal of seeking new knowledge, and can lead to decisions not to undertake or to discontinue a research project when the primary obligation conflicts with other responsibilities, such as those owed to sponsors or clients. These ethical obligations include:
   1. To avoid harm or wrong, understanding that the development of knowledge can lead to change which may be positive or negative for the people or animals worked with or studied
   2. To respect the well-being of humans and nonhuman primates
   3. To work for the long-term conservation of the archaeological, fossil, and historical records
   4. To consult actively with the affected individuals or group(s), with the goal of establishing a working relationship that can be beneficial to all parties involved

2. Anthropological researchers must do everything in their power to ensure that their research does not harm the safety, dignity, or privacy of the people with whom they work, conduct research, or perform other professional activities. Anthropological researchers working with animals must do everything in their power to ensure that the research does not harm the safety, psychological well-being or survival of the animals or species with which they work.

3. Anthropological researchers must determine in advance whether their hosts/providers of information wish to remain anonymous or receive recognition, and make every effort to comply with those wishes. Researchers must present to their research participants the possible impacts of the choices, and make clear that despite their best efforts, anonymity may be compromised or recognition fail to materialize.

4. Anthropological researchers should obtain in advance the informed consent of persons being studied, providing information, owning or controlling access to material being studied, or otherwise identified as having interests which might be impacted by the research. It is understood that the degree and breadth of informed consent required will depend on the nature of the project and may be affected by requirements of other codes, laws, and ethics of the country or community in which the research is pursued. Further, it is understood that the informed consent process is dynamic and continuous; the process should be initiated in the project design and continue through implementation by way of dialogue and negotiation with those studied. Researchers are responsible for identifying and complying with the various informed consent codes, laws and regulations affecting their projects. Informed consent, for the purposes of this code, does not necessarily imply or require a particular written or signed form. It is the quality of the consent, not the format, that is relevant.
5. Anthropological researchers who have developed close and enduring relationships (i.e., covenantal relationships) with either individual persons providing information or with hosts must adhere to the obligations of openness and informed consent, while carefully and respectfully negotiating the limits of the relationship.

6. While anthropologists may gain personally from their work, they must not exploit individuals, groups, animals, or cultural or biological materials. They should recognize their debt to the societies in which they work and their obligation to reciprocate with people studied in appropriate ways.

Informed Consent and Protecting the Community’s Right to Privacy

We will operate from the assumption that the community and all of its individuals retain the right to privacy. In order to ensure that such is the case, in all written records the name of the village and personal and family names will be pseudonyms. The exact location of the village will not be divulged in any written works. In their field notes and all written records, students should assign pseudonyms or numbers to individuals. A key that identifies actual individuals must be kept in a safe location known only to the student.

Most of the practice that students will have in the field will be observational and participatory, but some of the research will include active questioning of villagers. Prior to asking questions, the student must:

1. Guarantee that the informant’s name will not be used.
2. Inform the individual that he/she can choose not to answer all or some questions and has the right to end the questioning at any time.
3. Inform the individual involved that some of what he or she says may be used in the student’s written notes and papers.

Course Design

The course is designed as a series of steps and methods that become increasingly structured and focused as time progresses. Specific methods and topical interests will be developed between each student and Dr. Harris. Fieldwork is planned as an activity for the first five weeks of the term. The last week-to-ten days are devoted to each student individually writing up an ethnographic report (minimally 25 pages).

Grading

Grades will be determined as follows:

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<th>Grade</th>
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<tr>
<td>Weekly Evaluations</td>
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<td>Method/Task Implementation/Reading and Quizzes¹</td>
<td>25</td>
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<td>Field notes</td>
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<td>Expanded field notes</td>
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<td>Attitude</td>
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<td>Discussion</td>
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<td>One-time Evaluation</td>
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<td>Written report</td>
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Each week you are responsible for completing the assigned reading, accomplishing the assigned
ethnographic tasks and methods, and taking a quiz on the material. It is essential that you keep up with
the work assigned because your field notes and expanded field notes (a combined 35% of your grade) are
further dependent on these tasks. Additionally, your attitude in the field and ability to discuss the work in
progress (another 10%) are affected by staying abreast of the course plan. Thus, not keeping up with the
work can potentially affect 60% of your final grade. Obviously, if you don’t do the work, your final report
will be incomplete.

Required Books
Crane, Julia G. and Michael V. Angrosino
Saltzman, Philip
Spradley, James P.
An English-Spanish/English dictionary.

Required Course Supplies
Hand-held digital tape recorder (or smartphone)
Four Notebooks (50 pages each, 8" x 11")—(available locally)
Pens, pencils, pencil sharpener (available locally)
6" ruler (available locally)
Flash drive
Laptop/notebook
Camera (or smartphone)
NOTE: Some students are using smartphones and apps as recorder, camera, and photo annotator. If this
is your style, do it.

Weekly Readings and Activities in the Field
Note: Specific tasks are intended as guidelines that should be accomplished during the time allotted.
However, the field situation is always uncertain and there are times when it’s best to go with the flow.
For example, if someone wants you to see, understand, or participate in an event or activity, it’s virtually
always better to go with it, rather than try to retain some type of inflexible schedule. Also note that I
haven’t scheduled course work on weekends. Some weekends you will be visiting sites with the other
students; the remaining weekends are yours to do as you wish, although I strongly encourage you to
observe at least one full Saturday and one full Sunday. Villagers’ activity patterns differ on these days.

Three discussion groups per week are planned,
1. Group with Dr. Harris on the readings, tasks, tribulations, and successes. Quizzes are given at this
time. (day and time TBA: 2 hours maximum)
2. Individually with Dr. Harris to develop particular research plans. (Variable times: 30 minutes each
minimum)
3. Students only, to discuss their projects informally, trade information, etc. (Variable times: 1-2 hours)

Beginning Daily Routine
7 a.m. Breakfast
8 a.m. In the village/fieldwork
12 noon Lunch at the center
1 p.m. Writing field notes
2 p.m. In the village/fieldwork
6:00 p.m. Dinner
7 p.m. Writing field notes, drawing maps, reading texts

This daily schedule is modifiable after two weeks, according to the focus of your project. For example, were you to study fishing, you would find that this schedule wouldn’t allow you to observe the process of fishing itself. Fishing takes place at night. Also, it is a good idea to be participating and interviewing in the village some evenings and during different days of the week. It is a good idea to vary the times and days that you observe village activities in order to get a more complete picture of what life is like.

Week 1
Readings: Spradley Ch. 1-3, Crane and Angrosino 1st third
Ethnographic tasks: Determine the physical layout of the village. Find the geographic extent of the village and attempt to approximate the number of households. Determine numbers and types of significant cultural institutions (church, library, shops, schools, etc.). Produce informal maps of the region. Begin to document the daily routines of villagers. Note proxemics. Produce descriptions of any events that take place. Begin making drawings that can be used for your map, due the following week. Note areas where people gather, their activities, the time of day, etc.

Week 2
Readings: Crane and Angrosino 2nd third, Saltman 1-2
Ethnographic tasks: Determine particular household subsistence patterns such as agricultural, marine, business, or service employment. Begin to look into family patterns of economic activity. Observe individuals in their work environments (houses, fields, beach, etc.). Begin to note differences between groups, individuals, or households on the basis of economics, class, religion, etc. Further document daily routines. Document such things as types of crops grown, animals raised, fish caught, etc. Describe the important cultural institutions of the village. Participate in and describe events. Visit other communities and note differences. Produce a detailed village map.

Week 3
Readings: Spradley Steps 4-6, Crane and Angrosino Final third
Ethnographic tasks: Begin to narrow your focus to two or three major domains. Potential domains (this list is by no means exhaustive): religion, gender roles, agricultural practices, subsistence strategies, family, household structure, health and illness beliefs, medical pluralism, animal care, fishing, economic differentiation, tree uses, diet and nutrition, child care, education, ethnobotany. Specific methods for each participant and their topic will be developed in conjunction with Dr. Harris. Describe a few domains in-depth. Collect two life histories and record at least one story. Describe how household interiors are typically laid out. Document the types of goods, decorations, technologies that are usually in the house. Participate and describe events. Produce sketches of household use areas, field areas, and other areas that you identify.

Week 4
Readings: Spradley Steps 7-11, Saltman 3-4
Ethnographic tasks: Focus only on one or two domains with observation, participation, and interviews. Collect data on new topics or ideas that arise. Specific methods for each participant will be developed in conjunction with Dr. Harris. Collect stories or songs.

Week 5
Readings: Spradley Step 12, Saltman 5-7
Ethnographic tasks: Continue focus on one primary domain with observation, participation and interviews. Collect data on subsidiary new topics. Travel to a nearby village and compare your findings with what you are able to determine in the new location. Begin organizing your notes and writing your report.

Week 6
Final Word

The course is a lot of work and you’re expected to be devoted to it over the six week period. The anthropological role can be very personally rewarding. In the sense that you will come to have some understanding of another culture, you will gain new perspective on yourself, and you will develop new relationships with individuals. Enjoy yourself and try to remain open to the situations into which you are thrown. Slow down your American pace. If you have any problems, questions, or worries, please see Dr. Harris.

Behavioral Guidelines and Procedures for Leaving Prior to the End of the Semester

Students are expected to follow all Florida Atlantic University Academic Policies and Regulations as listed in the FAU Undergraduate Catalog. The stresses associated with living and working in close proximity with other class members for an extended period of time in a foreign country may, for the student, become difficult to deal with. The Department of Anthropology faculty reserves the right to determine that a student’s behavior requires that the student cease participation in the field school.

The following are among the grounds for dismissal: severe difficulty adapting, consistent inability to get along with others, not completing work as part of a team, consistently not following instructions when asked, participating in excessive drinking of alcohol or drug use, or developing serious problems with Ecuadorian villagers that threaten the integrity of the program. In the event that faculty feel that a student is not performing and behaving as required above, he/she will receive a warning first and then be dismissed if noncompliant.

A dismissed student will be subject to the following protocol:
1. Field school faculty will contact the Department of Anthropology that a student is being dismissed and returned to the U.S.
2. The student will be transported to Guayaquil, housed there in a hotel, and placed on a flight as soon as possible.
3. All costs associated with dismissal will be borne by the student (hotel, food, transportation, extra airline fees, country exit fees, etc.).
4. Upon departure, field school faculty will contact the Department of Anthropology, advising them that the student has left Ecuador and a brief written report on the nature of the student’s problem will be faxed to the Department.

Students who wish to withdraw by FAU’s published deadlines may do so. The Department of Anthropology faculty will contact the University from Ecuador in this regard. The student will be transported to Guayaquil and flown back home as quickly as possible. Students are liable for any additional costs associated with this event (hotel fees, food, airline charges, exit fees, etc.).

Any student who withdraws or is dismissed from the program while in Ecuador will not receive a refund of program fees. Students who leave before the field school is complete, but who do not formally withdraw, will be evaluated on the amount of work completed up to the point of departure.

In all cases, students who withdraw, leave, or who are dismissed from the program are strongly advised to return to the U.S. as detailed above. In the event that a student declines to return to the U.S., he/she must leave the research center and a faculty member will contact the Department of Anthropology and be notified of the student’s decision.

Accommodations for Disabilities:

*In compliance with the Americans with Disabilities Act (ADA), students who require reasonable
accommodations due to a disability to properly execute coursework must register with the Office for Students with Disabilities (OSD)—in Boca Raton, SU 133 (561-297-3880); in Davie, LA 240 (954-236-1222); in Jupiter, SR 110 (561-799-8010); or at the Treasure Coast, CO 117 (772-873-3382)—and follow all OSD procedures."

**Code of Academic Integrity:**

"Students at Florida Atlantic University are expected to maintain the highest ethical standards. Academic dishonesty is considered a serious breach of these ethical standards, because it interferes with the University mission to provide a high quality education in which no student enjoys an unfair advantage over any other. Academic dishonesty is also destructive of the University community, which is grounded in a system of mutual trust and places high value on personal integrity and individual responsibility. Harsh penalties are associated with academic dishonesty".


**Signature Page**

I have read the 2016 FAU field school guidebook and understand the nature of the program, the activities and behaviors expected of me, and I agree to abide by the guidelines set forth.

Signed: ___________________________ Date: __________