



THE ETHICS OF ENGAGING STUDY ABROAD STUDENTS IN ETHNOGRAPHIC RESEARCH

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ANT 375: ETHNOGRAPHIC FIELD SCHOOL

SUSTAINABLE FOOD AND CULTURAL HERITAGE IN PERUGIA, ITALY



HIGH IMPACT EDUCATIONAL PRACTICES (GEORGE KUH, 2008)

- Deep approaches to learning that engage students holistically
 - Includes both acquiring information and understanding underlying contexts
- Shown to have higher outcomes
 - Making connections between material and real life
 - Self reflexivity

More than anything else, being an educated person means being able to see connections that allow one to make sense of the world and act within it in creative ways. Every one of the qualities I have described here—listening, reading, talking, writing, puzzle solving, truth seeking, seeing through other people’s eyes, leading, working in a community—is finally about connecting.

[William Cronon, “Only Connect: The Goals of a Liberal Education,” *Liberal Education* 85, no. 1 (1999): 12]

HIGH IMPACT EDUCATIONAL PRACTICES (GEORGE KUH, 2008)

- Components of high-impact educational practices
 - Demand students devote considerable time and effort to purposeful tasks
 - Substantive interaction with faculty and student peers
 - Students experience diversity; get out of their comfort zone
 - Frequent constructive feedback by faculty and peers
 - Connect what they are learning outside of the classroom, in different environments (especially the community)
 - Be included in faculty research
 - Helps to understand the craft of research and humanizes the instructor

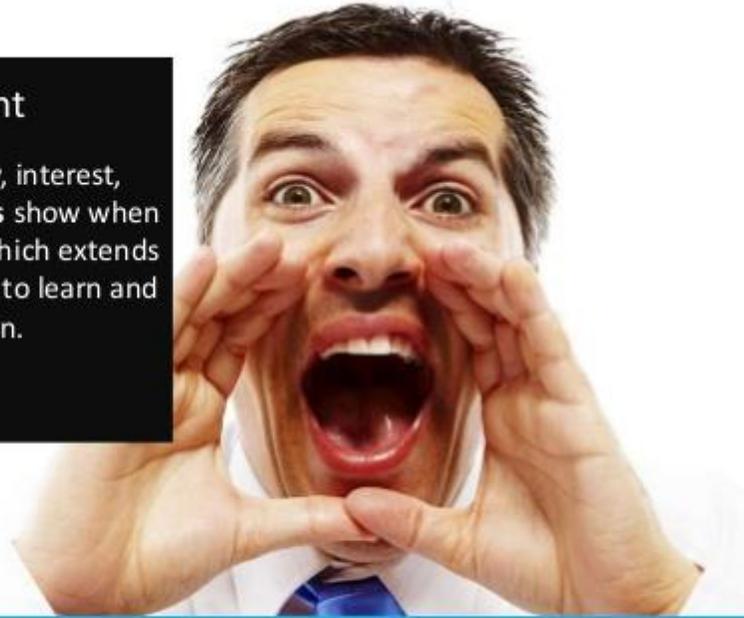
ENGAGEMENT

noun en·gage·ment \in-'gāj-mənt \

emotional involvement or commitment

Student Engagement

The degree of attention, curiosity, interest, optimism, and passion that **students** show when they are learning or being taught, which extends to the level of motivation they have to learn and progress in their education.



 visix



EMBODIMENT: BODILY ENCOUNTERS WITH ALTERITY

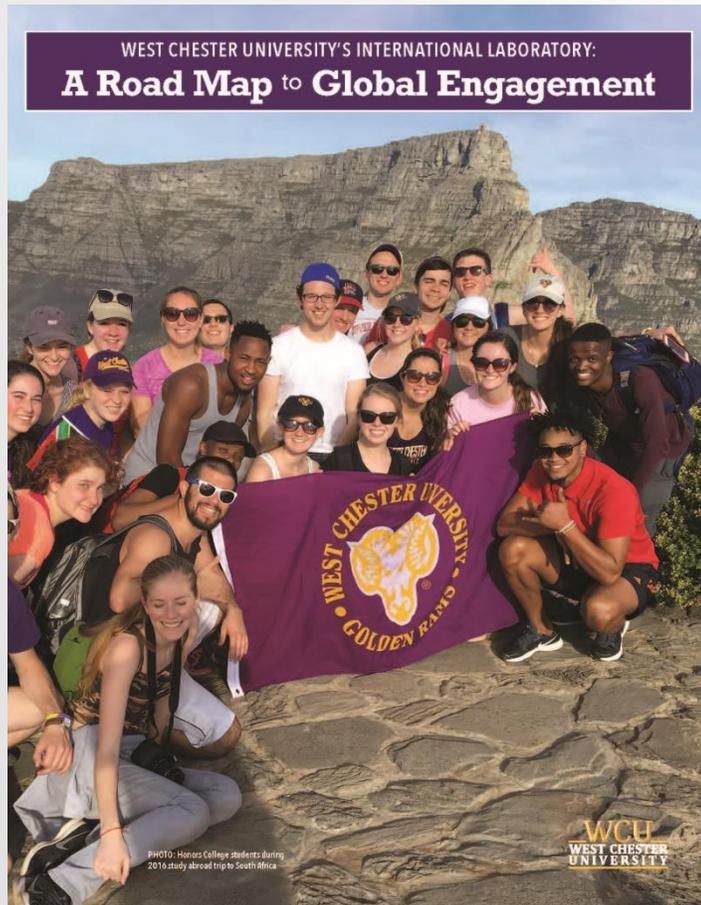


REFLEXIVITY



GLOBAL CITIZENS / INTERNATIONALIZATION

WCU ACE SELF-ASSESSMENT (2019)



“Preparing our students to be global citizens is a key component of our mission and goals.”

- WCU President Chris Fiorentino



WCU students smelling truffles for the first time

GLOBAL CITIZENS / INTERNATIONALIZATION

WCU ACE SELF-ASSESSMENT (2019)

• Goal 2:

- Increase participation in, and access to, study abroad by 50% by 2021
- Create permanent funding model to cover costs of faculty leading programs.

Goal 1: Increase the number of international students enrolled in our academic offerings onsite and through distance education.

Under the leadership of the Vice Provost for Strategic Enrollment, the University should develop and implement a plan to achieve the international student enrollment targets set by the GLI and consider the recommendations in the report.

Goal 1 Targets/Outcomes:

- Increase the international F-1 student population to 3% of the University student population by 2022.
 - Increase the student participation in international student programs and services by 25% by 2021.
- The University should also set up a task force, co-led by a representative from the Center for International Programs (CIP) and the Division of Student Affairs, to improve the programs and services available for international students on campus.*

1

Goal 2: Through improved access, diversify and strengthen international educational experiences for the WCU community.

The University should set up a task force co-led by a representative from the CIP and a Faculty Representative to achieve the education abroad targets set by the GLI and consider the recommendations in the report.

Goal 2 Targets/Outcomes:

- Increase participation in and access to education abroad programming by 50% by 2021.
- Create a permanent funding model to cover the costs of faculty/staff leading study abroad programs by 2021.

2

Goal 3: Integrate global learning outcomes into our curriculum, co-curriculum, and academic programs.

The University should develop a task force with the responsibility to achieve the joint targets and outcomes of Goal 3 and 4. The action task force would be led by representatives from the Division of Student Affairs and from Academic Affairs.

Goal 3 Targets/Outcomes:

- By the end of Spring 2020, the WCU Curriculum and Academic Policies Council (CAPC) will approve the definition of "Global Learning" and the objectives and outcomes that are required for the designation.
- By the end of Spring 2021, WCU's CAPC will designate curricular and academic programs or courses as "Global Learning" and the Division of Student Affairs will approve a Global Learning Initiative as part of its sustainable leadership programming.

3

Goal 4: Promote global awareness and engagement in research, scholarship, teaching and service.

Goal 4 Targets/Outcomes:

- By Fall 2021, academic units will update the departmental teacher-scholar models to include the consideration of globally focused criteria/standards for faculty promotion and tenure.
- All WCU divisions and units will embrace and incorporate an internationalization value statement and commitment to global engagement in their mission or program statements by Spring 2021.

4

PHOTO: Danyella Sims, Political Science - International Relations Major with Minors in Arabic and French, during her five week Arabic language and culture immersion program in Jordan, Summer 2018

THE GRAND TOUR: PRECURSOR

GRAND TOUR C. 1700S



CARL SPITZWIG, GRAND TOUR



THE GRAND TOUR: PRECURSOR

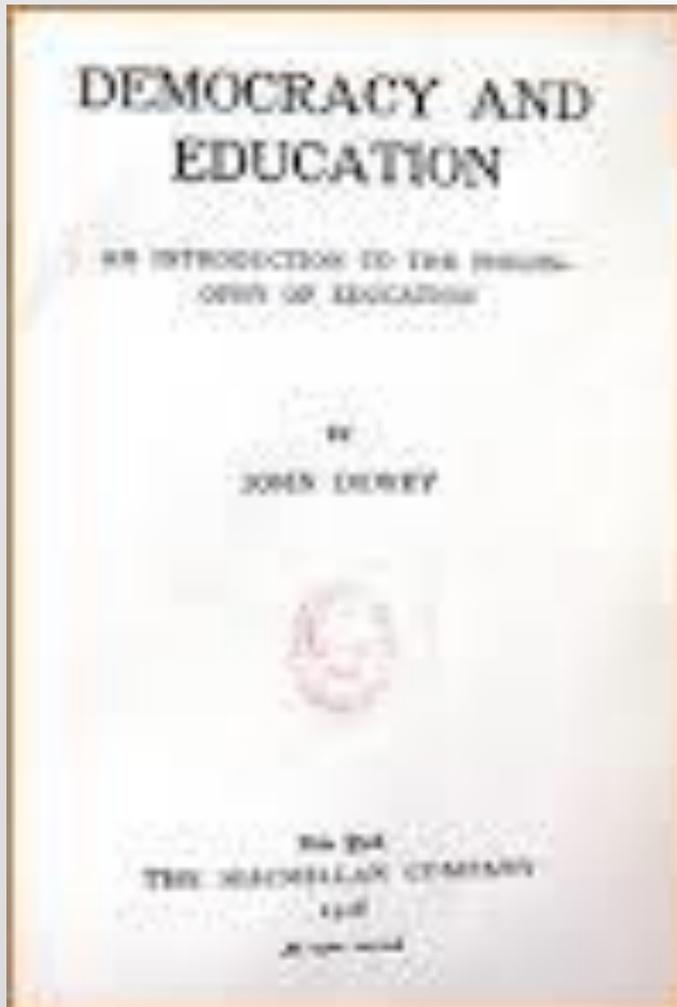
LORD BYRON AT COLOSSEUM



KEATS
AT THE BATHS OF CARACALLA



JOHN DEWEY



“
The inclination to learn
from life itself and to make
the conditions of life such
that all will learn in the
process of living is the finest
product of schooling.
”





- Bundle of qualitative research methods that are the bread and butter of anthropological research
 - Participant observation
 - Conversational interviews
 - Kinship and oral history elicitation
 - Visual anthropology (filmmaking, photography)
- Deep engagement with host communities
- “Grasp and Render” the “imponderabilia of everyday life”



ETHNOGRAPHY

- Ideally situated because it is a form of research that greatly resembles travel
- Like Grand Tour, emerged in the colonial period
- Concerned with engaging with alterity to understand ourselves



STUDY ABROAD + ETHNOGRAPHY: “HIGH IMPACT” EDUCATION

- Focuses students' gaze meaningfully on social characteristics
- Can engage people in conversations with locals
- Can immediately see how topical readings are applied on site
- Sheds light on professor's research; “humanizes” professor
- Extended, reciprocal conversations with professor and among themselves that connect professor's knowledge and research with students' questions and interests
- Teaches valuable set of research methodology; “professionalizes” and makes them “marketable”



“SLOW” RESEARCH EVEN IN FAST TRAVEL

ETHNOGRAPHY

(ethno = people; graphy = writing)

Writing about people

Must be fluent in the language of the people we study

To study daily life over a long period of time (one to two years)

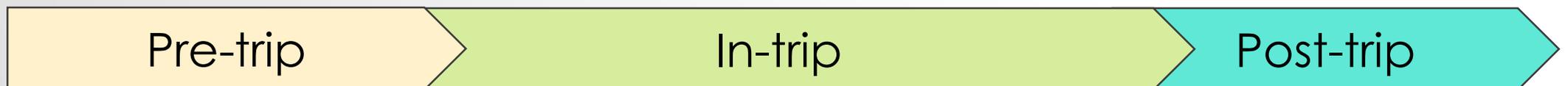
To establish mutual trust with a full range of local people

Usually stay in a specific location such as a village or a town

- Even though ideally ethnographer should live for years in a site, works well even on short “edu-tourism” trips
- Teaches them to hone the gaze
- Pushes them to interact / talk with people, which would otherwise take many months to do
- Needs to be managed correctly by the professor

THINKING ETHICALLY

- TRAINING: Do they have enough methodological training?
- TIMING: Do they have adequate time?
- ANALYSIS: Do they possess the right body of knowledge?
- BEHAVIOR: Do they know how to treat their subjects ethically?
- OUTCOMES: How do you treat their work?
- POSITIONALITY OF THE PROFESSOR: What is expected of you?



PROCESS



- Meeting in April
 - Go over syllabus and topic of research. Get students thinking about their interests
 - Discuss ethics and the IRB.
 - Share professor's accepted IRB protocol; explain CITI Training
 - Students have a deadline to complete online CITI training
- Second meeting in late April to discuss nuts-and-bolts of the trip
 - What to expect
 - What research visits are lined up based on their interests



Completion Date 11-Jan-2019
Expiration Date 10-Jan-2022
Record ID 29340708

This is to certify that:

Michael Di Giovine

Has completed the following CITI Program course:

Social & Behavioral Research - Basic/Refresher (Curriculum Group)
Social & Behavioral Research - Basic/Refresher (Course Learner Group)
2 - Refresher Course (Stage)

Under requirements set by:

West Chester University of Pennsylvania

CITI
Collaborative Institutional Training Initiative

Verify at www.citiprogram.org/verify/?wd01df8f2-15c2-4580-8a1a-387cfea5dd7d-29340708

PROCESS

Pre-trip

In-trip

Post-trip

- Syllabus front-loaded
 - Mix of excursions (touristy) and classes
 - Meet twice a day (morning excursion; afternoon topical class/discussion)
 - Classes include methodology training / topical discussions
- **Model** proper methods / anthropological approach
 - Ask questions of research subjects, even though I often know the answers and they often know me.



PROCESS



- Break into groups based on similar topics
- Gradually give independent time to explore on their own
 - Break into groups based on similar topics
 - Conduct independent research
 - If there are linguistic issues, I help translate



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BOTTLING WINE WITH LOCAL FARMER



PROCESS



- Break into groups based on similar topics
- Gradually give independent time to explore on their own
 - Break into groups based on similar topics
 - Conduct independent research
 - If there are linguistic issues, I help translate
 - They will start to forge their own relationships and engage in new experiences
 - Some will even work with research subjects to gain insight



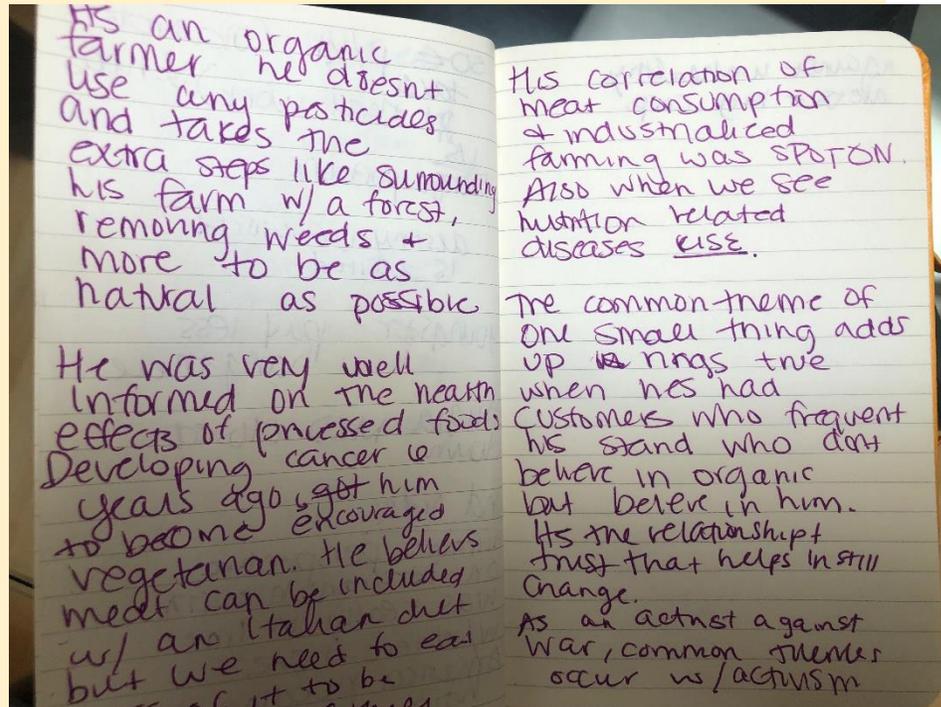
PROCESS

Pre-trip

In-trip

Post-trip

- Meetings on site (cafes, markets) in small groups to review fieldnotes and analyses



PROCESS



- Oral Presentation and Written Essay as final assessment



THINKING ETHICALLY

- **To what extent should we promise and hold students accountable for the knowledge gleaned?**
- Trip is multidisciplinary, and doesn't discriminate on which majors can participate
- Not all possess the same set of knowledge, or the knowledge-base of anthropological research, foodways, or Italian studies
- Students in health science and hard science disciplines often express nervousness at writing a paper outside of their disciplinary style (narrative, using first person, descriptive)

THINKING ETHICALLY

- **Free labor: How do we adequately acknowledge the work of others?**
 - Anthropology has had a history of minimizing the credit of less powerful collaborators (wives, “native informants”)
 - Is earning credit (or a good grade) enough compensation?
 - Do they deserve credit if their insights don't make it into your final product?
 - This is relevant for all undergraduate student research

PROCESS

Pre-trip

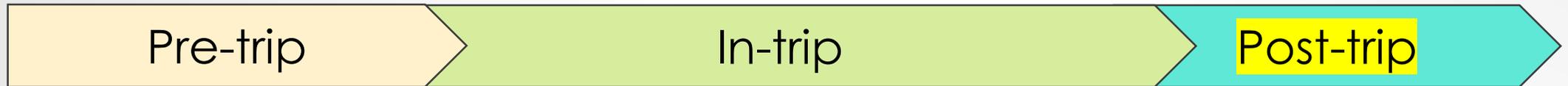
In-trip

Post-trip

- Use research for other classes / capstone
- Encourage participation in Research Day
 - Student won 2nd place and cash prize in 2017
 - 5 students submitted research for Fall 2019

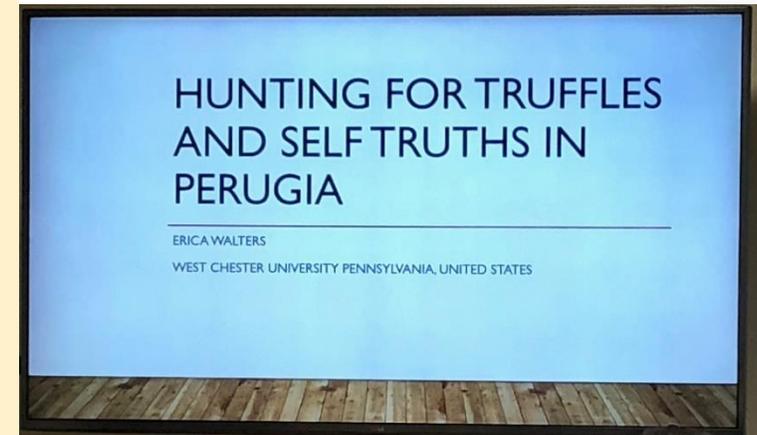


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- Encourage participation in other conferences
 - Sorbonne, Umbra Institute Food Studies Conference, AAA, SfAA

Former anthropology student Erica Walters presenting research from 2016 at the Sorbonne 2018



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 - 5 students submitted research for Fall 2019
- Encourage participation in other conferences
 - Sorbonne, Umbra Institute Food Studies Conference, AAA, SFAA
- Encourage publication by themselves in appropriate venues
 - *West Chester Living Magazine*, *The Quad*, undergraduate journals
- Co-author with professor



THE INQUISITIVE **scholar**

Sponsored by Team Toyota Glen Mills

Truffle Hunting for Health

By: Jena Wood MS, RD, LDN

Truffle hunting, vineyard pruning, coffee tasting, creating traditional Mediterranean recipes and tending to goats are not activities you typically find on the itinerary for a dietitian's education. But the more I reflect on the experiences I had during a 5-week field study in Umbria, Italy while completing my Master of Science in Community Nutrition from West Chester University, I realize they are among the most vital experiences I've had in my entire education.

Now, as a professional Registered Dietitian at a West Chester supermarket, I am able to bring my experiences from Umbria to West Chester daily through my cooking classes, culinary demonstrations, and consultations.

The bulk of my ethnographic research took place on the fertile soil of a legume farm and vineyard overlooking Lake Trasimeno. Although my Italian language skills aren't strong, I diligently took notes from the caring farmer who demonstrated true passion

Jena Wood at Di Filippo, a biodynamic vineyard outside of Assisi, Italy



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POSITIONALITY OF THE PROFESSOR

- The nature of the job as a Study Abroad Leader means there are lots of hats to wear!



POSITIONALITY OF THE PROFESSOR

- The nature of the job as a Study Abroad Leader means there are lots of hats to wear!
 - Program Director (including “Provost”, Councilor, Translator, Parent, etc.)
 - Does the professor possess all of these skills?
 - Linguistic ability?
 - Knowledge of local infrastructure?



POSITIONALITY OF THE PROFESSOR

- The nature of the job as a Study Abroad Leader means there are lots of hats to wear!

- Researcher
- Teacher
- Tour guide



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 - Tour guide
 - “Seduction” = different from education: inform or provoke?
 - Tourist yourself?



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- The nature of the job as a Study Abroad Leader means there are lots of hats to wear!
 - Tour guide
 - “Seduction” = different from education: inform or provoke?
 - Tourist yourself?
 - One of the group = erosion of professorial authority



POSITIONALITY OF THE PROFESSOR

- The nature of the job as a Study Abroad Leader means there are lots of hats to wear!
 - Researcher vs. Professor
 - How do you weigh the cultivation of long-term relationships with research subjects with advocating for students in the short-term?



POSITIONALITY OF THE PROFESSOR

- The nature of the job as a Study Abroad Leader means there are lots of hats to wear!
 - Researcher vs. Professor
 - How do you weigh the cultivation of long-term relationships with research subjects with advocating for students in the short-term?
 - How do you clarify your relationship to your research subjects?
 - ...and your professorial relationship with your students to research subjects?
 - How do you negotiate **ETHNOGRAPHIC PROXIMITY?**
 - Cultivation of a sense of closeness with different stakeholders in the ethnographic process. ... to be close but not too close to informants so as to remain objective.
 - ...but they might not understand that...

POSITIONALITY OF THE PROFESSOR

How do you negotiate ETHNOGRAPHIC PROXIMITY?



Students at the papal audience for 80,000 Padre Pio prayer group members.

Left: Photographing Pope Francis; Right: documenting pilgrims arriving the night before

