

# INDEX

Page references followed by *fig* indicate an illustrated figure.

## A

Accessibility issues: description of, 29–30;  
gatekeepers as, 30; language differences as, 31  
*AIDS and Accusation* (Farmer),  
184–185  
*Ain't No Making' It* (MacLeod), 9  
Alternative models, 213–214  
Analysis is a process, 191  
Analytical focus, 56  
Analytical framework: big picture and big ques-  
tions of, 190–192; fitting the pieces together,  
184–189; identifying key themes and ques-  
tions, 175–176; inductive process of, 175,  
190; infusing theory into, 192–193; laying  
foundation for, 125; matching presentation  
style to, 204, 206; organizing identified  
themes, 176; writing from research data  
using, 174–175. *See also* Data; Ethnographic  
records; Presentation; Theoretical models  
Analytical information sources, 167–168  
Analytical research, 38  
Anderson, Nels, 8  
Anonymity issues, 32  
Apparent contradictions, 181  
Apprentice role, 42  
Archives: ethnographic use of, 161–163;  
issues of access, 163; as source of  
information, 158  
*Argonauts of the Western Pacific*  
(Malinowski), 47  
Arrival scenes, 197–198  
Artificial whole, 185  
Askew, Kelly, 86  
Assistants, 17  
Associates, 17  
Audience: cultural artifacts to evaluate, 166;  
presentation style and intended, 204–205;  
sharing the ethnography with, 218–220  
Authorship evaluation, 166  
*The Ax Fight* (documentary film), 150*fig*–152

## B

*A Bagful of Locusts and the Baboon Woman*  
(Suggs), 68–69  
Behar, Ruth, 100–101  
Behavior: collecting cultural knowledge about,  
28–29; ethnographic map representation of,  
141; examining relationship between thought  
and, 140; participant-observation to study,  
84–85; patterns of, 95–97; regular vs.  
extraordinary, 94–97  
*Being There: Fieldwork in Anthropology*  
(Watson), 12  
*Being There: The Necessity of Fieldwork*  
(Bradburd), 12  
Benedict, Ruth, 4, 5  
Benefits vs. privacy issue, 32  
Bias (researcher), 8  
Bilateral descent, 147  
*Binamu* (cousin equivalent), 149  
Boas, Franz, 11  
Bohanan, Laura, 199  
Bourgeois, Philippe, 102–103, 192  
Bradburd, Daniel, 12  
Building rapport, 7

## C

Cairo apartment mapping, 136*fig*–137*fig*  
Cameras, 72–73  
Case studies: AIDS in Haiti, 184–185; Cairo  
apartment mapping, 136*fig*–137*fig*; categories  
in Tanzanian health and illness, 145; cultural  
artifacts of Christianity in Ghana, 159; eth-  
nographer as stripper, 9; ethnographical con-  
vention of using, 200; Gabra culture  
gendered structures, 128–130*fig*; history of  
the Maasai, 162; kitchen interviews of  
Mexican woman, 100–101; Mexican convent  
as field site, 20–21; participant-observation of  
music in Tanzania, 86; participant-observation  
of Sherpas rituals, 84–85; protecting informants

- Case studies (*Continued*)  
 during the writing process,  
 200–203; Spanish Harlem crack economy,  
 102–103; street culture (New York City),  
 196–197; taking field notes in Botswana,  
 68–69; Tanzanian witchcraft study conversa-  
 tion, 178–179; X-ray (or *kipimo kikubwa*  
 big test), 177; Yanomamo kinship chart,  
 150 *fig*–152. *See also* Ethnography
- Cases, 200
- Categories (field notes), 117–118
- Causal relationships, 213
- Chagnon, Napoleon, 150–152
- Charts: using charts produced by others,  
 153–154; directional flows represented by,  
 144; ethnographic record incorporation of,  
 215–216; ethnographic use of, 144; kinship,  
 7, 44–47, 89, 91, 150 *fig*–152; organizing  
 social principles using, 146; other types of  
 organizational, 149–153; relationships and  
 interactions represented by, 144, 153
- Chicago School, 8
- Closed-ended questions, 109–110
- Coding: definition of, 178–179; ethnographic  
 record sorting and, 179–180; reliability of,  
 180–181
- Cognitive maps, 138–140
- Coherent whole, 184–186
- Collaboration research model, 15–17
- Collaborative critical analysis, 123
- Coming of Age in Samoa* (Mead), 7
- Comparative data, 57
- Composite descriptions, 201
- Conceptual maps, 138–140
- Confidentiality issues, 32
- Connections, 185–186. *See also*  
 Relationships
- Contemporary cultural artifacts, 164–166
- Contestation, 214
- Context evaluation, 166
- Conventions: arrival scene, 197–198; case  
 studies, 200; composite descriptions, 201;  
 definition of, 196–197; key figures, 200;  
 stories of cultural misunderstanding,  
 198–199
- Conversations: as avenue to “real” culture, 104;  
 collecting information through, 40; creating  
 transcript of, 74–75; interviews as engaged,  
 100; recording, 73–74, 75–76; regular vs.  
 extraordinary behavior and, 94–97;  
 Tanzanian witchcraft study and significant,  
 178–179. *See also* Informal interviews
- Coresearchers, 17
- Coverage, 158
- Critique from informants, 219
- Cultural artifacts: analytical vs. popular or pri-  
 mary, 167–168; contemporary, 164–166;  
 evaluating and analyzing, 166–167; Ghanaian  
 Christianity, 159; as sources of information,  
 158–161
- Cultural empathy, 85
- Cultural knowledge, 28–29
- Cultural products: artifacts as, 158–161; mate-  
 rial culture as, 159–160; as sources of infor-  
 mation, 158
- Culture: conversations as avenue to “real,” 104;  
 dynamic nature of, 11; “ideal,” 104; interper-  
 sonal relationships as manifestation of,  
 144–146; Maasai, 162; material, 159–160;  
 New York City “street culture,” 196–197;  
 shared sets of symbols of, 95–97; space  
 and movement components of, 131–132;  
 stories of cultural misunderstanding,  
 198–199; structures of, 95, 129 *fig*–130 *fig*;  
 Tiv, 199
- Culture and the Senses* (Geurts), 192
- ## D
- Dada* (sister), 149
- Data: checking off any needed, 119–120; cod-  
 ing and sorting the, 178–181; comparative,  
 57; using computer databases to organize,  
 119; dealing with apparent contradictions in,  
 181; evaluating relative importance of,  
 186–188; evaluating relevance for project,  
 188–189; experiential, 57; fleeting nature of  
 ethnographic, 70; identifying what you have  
 learned from, 118–119; key themes in,  
 116–117, 175–176, 177; organizing your  
 notes and, 117–118; primary, 167–168,  
 214; recording interview, 105–107;  
 writing from research, 174–175. *See also*  
 Analytical framework; Field notes;  
 Information sources
- Data collection: conversations for, 40, 73–75,  
 94–97; of cultural knowledge and behavior,  
 28–29; ethics of, 78–80; photographs and  
 drawings, 47; revising your research ques-  
 tions for more, 120; tweaking the research  
 design to improve, 121; type of needed

- information determining, 40–41. *See also* Information sources; Interviews/interviewing
- Databases (ethnography), 119
- Deception, 61, 93–94
- Deductive research process, 190
- Descriptive account, 125
- Descriptive research: analytical versus, 38; formulating questions for, 39
- Detached observer, 85
- Directional flows, 144
- Distance (ethnographic map), 132
- Do Kay (Haiti), 184–185
- Documents, 161–163
- Domestic space, 135
- Drawings and photographs, 47
- Duneier, Mitchell, 8–9, 196–197
- E**
- “Eating Christmas in the Kalahari” (Lee), 199
- Egalitarian community, 152
- El Barrio neighborhood (New York City), 192
- Emic (insider) perspective, 26–27, 86
- Empathy, 85
- Engaged conversationalist, 100
- Essential ethnographic information, 188
- Ethical issues: data collection and related, 78–80; deception or misinformation, 61, 93–94; of ethnographer influence on studies, 13; ethnographers’ ethical responsibilities as, 32–33; human subjects review, 59–62; privacy and confidentiality as, 31–32
- Ethnographers: ethical responsibilities of, 32–33; gaining insider’s perspective, 7; involvement with informants by, 4; as participant-observer, 7, 9, 13; as research instrument, 13–15; social or cultural empathy of, 85; as student in collaborative research, 15–17
- Ethnographic detail, 71–72, 188, 202–204
- Ethnographic maps: of Cairo apartments, 136*fig*–137*fig*; cognitive or conceptual, 138–140; comparing kinship charts to, 46; ethnographic record incorporation of, 215–216; of Gabra culture gendered structures, 129*fig*–130*fig*; information, 7, 44–47; of interior spaces, 135–138; large- and small-scale geographic, 132–135; representing movement and behavior on, 141; shapes, scales, and distance features of, 131–132; of space and movement, 131; tools used for, 133. *See also* Information; Research techniques
- Ethnographic present, 207
- Ethnographic records: analytical framework for, 125; apparent contradictions in, 181; coding and sorting the, 178–181; creating detailed, 71–72, 188, 202–204; descriptive account of, 125, 202–204; evaluating and revising, 217–218; evaluating importance of data, 186–188; important versus superfluous information in, 76–78; incorporating maps, charts, and photographs into, 215–216; incorporating responses and critiques into, 220–221; key symbols used in, 147–148, 186, 187; limited by coverage and perspective issues, 158; moments revealed through the, 124–125; using recorders/recording for, 72–74; relevant literature incorporated into, 214–215; relying on fragments of, 213–214; variety and contestation perceived in, 214; writing the, 72–74, 123–125, 174–175, 200–203, 217–218. *See also* Analytical framework; Field notes; Presentation; Theoretical models
- Ethnographic storytelling, 176, 189, 198–199
- Ethnographic tables, 144
- Ethnographic teams, 158
- Ethnography: brief history of, 4–7; contemporary, 8–11; definition of, 4; different methods and techniques of, 4; field sites (“the field”) of, 14; as firsthand research, 12–13; infusing theory in, 192–193; objectivity, perspective, and bias issues of, 8, 15; replicability goal of, 13, 15; sharing with audience, 218–220; time commitment required for, 48; validity of, 15. *See also* Case studies
- Ethnography databases, 119
- Ethnomusicology, 86
- Etic (outsider) perspective, 26–27
- Evaluation: authorship, 166; context, 166; cultural artifacts, 166–167; of project relevance, 188–189; purpose, 166; of relative importance of data, 186–188; and revising of ethnographic records, 217–218; seeking informant, 219
- Evans-Pritchard, E. E., 4, 5, 10, 11, 45
- Events, 42
- Experiences: identifying important, 176–178; participant-observation access to, 43
- Experiential data, 57
- Exploitative relationship, 58
- Exploratory research, 38
- Extraordinary behavior/conversations, 94–97

## F

- Farmer, Paul, 184–185
- Feedback: getting informant, 122–123, 219–221; incorporating all, 220–221; proposal on opportunities for, 58–60
- Field notes: analyzing what you have learned, 118–119; creating ethnographic record from, 71–72; deciding what to include in, 76–78; developing system for taking, 69–70; different strategies for taking, 70–71; organizing key categories of, 117–118; using recorders versus writing, 72–74; style and format of, 79; Suggs’s Botswana study, 68–69. *See also* Data; Ethnographic records; Journals; Participant observation
- Field sites: cautions related to, 33–35; description of, 14; “gatekeepers” of, 30; Mexican convent as, 20–21. *See also* Research topics
- Follow-up questions, 110
- The Forest People* (Turnbull), 139
- Formal interviews: informal versus, 101–104; when to conduct, 113
- Fox, Aaron, 192
- Fragments, 213–214
- Frank, Katherine, 9
- Freeman, Derek, 10
- Fulbright-Hays, 52

## G

- G-Strings and Sympathy* (Frank), 9
- Gabra culture gendered structures: mapping, 129fig–130fig; study of, 128–129
- Gaining access, 7
- Gatekeepers, 30
- Gender roles: Gabra culture gendered structures, 128–130fig; increased ethnographic attention to, 10
- Geographic information systems (GIS), 133
- Geographic maps, 132–134
- Geopolitical maps, 132, 134–135
- Geurts, Kathryn Linn, 192
- Ghana: Anlo-Ewe of, 192; Christianity cultural artifacts of, 159
- Ghana’s New Christianity* (Gifford), 159
- Ghannam, Farha, 136–137
- Gifford, Paul, 159
- Global positioning systems (GPS), 133
- Golden Arches East* (Watson), 33

## H

- Haiti and AIDS study, 184–185
- Hierarchical relationships, 146
- The Hobo: The Sociology of the Homeless Man* (Anderson), 8
- Hodgson, Dorothy, 162
- Homogeneity, 185
- Hourglass model, 212
- Household surveys, 7
- Human subjects review: description of, 59–60; issues related to, 60–61
- Hurston, Neale, 5
- Hurston, Zora Neale, 8
- Hutchinson, Sharon, 10
- Hypotheses: gathering nonobvious information impacting, 26–28; problem statement of, 55–56; relationship between research questions and, 40. *See also* Subhypotheses
- Hypothetical questions, 110–111

## I

- “Ideal” culture or society, 104
- In Search of Respect* (Bourgois), 102–103, 192
- Inductive research process, 175, 190
- Informal interviews, 101–104. *See also* Conversations
- Informants: collaborative critical analysis with, 123; concerns and issues related to terminology of, 16–17; critique of Mead’s work with, 10; depending on guidance of, 89, 91–92; engaging potential, 92–93; ethnographer involvement with, 4, 16; feedback from your, 122–123, 219–221; gaining access and building rapport with, 7; human subjects review to protect, 59–61; interviewing representative, 44; key, 91–92; obtaining informed consent from, 61; power balance between researchers and, 5; pseudonyms to protect identity of, 62, 202–203; risks for, 60; seeking evaluation and critique from, 219. *See also* Research subjects
- Information: conversations to collect, 40; determining method used to collect, 40–41; essential ethnographic, 188; evaluating relevance for project, 188–189; important versus superfluous, 76–78; interviews used to gather, 40, 43–44; misinformation and deceptive, 61, 93–94; nonobvious, 26–28; photographs and drawings used as, 47; process of choosing, 90–91; relative significance of, 188; small

- ethnographic details, 71–72, 188, 202–204.  
*See also* Ethnographic maps
- Information sources: analytical versus popular or primary, 167–168, 214; archives as, 158; cultural artifacts as, 158–161, 164–167; cultural products as, 158; triangulating between different, 167. *See also* Data; Data collection
- Informed consent, 61
- Insider's perspective, 7
- Instruments: data collection, 72; different types of, 72–74; ethnographer as primary, 13–15
- Intellectual questions, 217
- Intended audience, 204–205
- Interactions: charts used to represent, 144; power balance of researcher-informant, 5; relationships connected by, 45
- Interior spaces, 135–138
- Interlocutors, 17
- Internal spaces, 135
- Internet-based ethnographic research, 24
- Interpersonal interactions, 145–146
- Interpersonal relationships, 144–146
- Interview schedules, 107
- Interviews/interviewing: balancing participant-observation and, 100; Behar's study of Mexican woman through, 100–101; collecting information through, 40, 43–44; conducted in Spanish Harlem on crack economy, 102–103; creating transcript of, 74–75; as engaged conversationalist during, 100; good versus bad questions for, 109–112; how to begin a, 108–109; how to record, 105–107; informal vs. formal, 101–104, 113; listening to, 105; recording, 73–74, 75–76; research plan on how to use, 57–58; scheduling, 107. *See also* Data collection; Research methods
- IRBs (institutional review boards), 60
- J**
- Jesus in Our Wombs: Embodying Modernity in a Mexican Convent* (Lester), 20–21
- Journals, 78. *See also* Field notes
- K**
- Kaka* (brother), 149
- Key figures, 200
- Key informants, 91–92
- Key methods, 41
- Key symbols: ethnographic record, 186; kinship chart, 147–148; X-ray as Tanzanian, 187
- Key themes: analytical framework for identifying, 175–176; identified from data, 116–117; organizing identified, 176; as organizing metaphor, 177
- Kinship: bilateral and unilineal descent, 147; as organizing principle, 146–149; as relationship basis, 146
- Kinship charts: basic symbols used for drawing, 147–148; comparing mapping to, 46; description of, 7, 44–45; examining social relationship using, 45–47; explained by informants, 89, 91; Yanomamo, 150*fig*–152
- Knowledge (cultural), 28–29
- !Kung people, 199
- L**
- Language issues, 31
- Leach, Edmund, 144
- Lee, Richard, 199
- Lester, Rebecca, 20–21
- Lévi-Strauss, Claude, 144
- Levirate* (Tiv widow inheritance), 199
- Linkages, 185–186. *See also* Relationships
- Literature review: conducting a, 53–55; description and functions of, 52–53
- Local topical focus, 23–26
- M**
- Maasai culture, 162
- MacLeod, Jay, 9
- Malinowski, Bronislaw, 4, 6, 10, 12, 47
- Mapping. *See* Ethnographic maps
- Material culture, 159–160
- Matrilineal descent, 147, 148–149
- McCurdy, David W., 149
- McDonald's field site, 33
- Mead, Margaret, 4, 5, 7, 10
- “The Methods of Ethnology” (Boas), 11
- Methods section, 56. *See also* Research methods; Research plans
- Misinformation, 61, 93–94
- Models. *See* Theoretical models
- Moments: identifying important, 176–178; writing about revealing, 124
- Movement: ethnographic map representation of, 141; as key cultural component, 131; mapping Gabra gendered structures, 129*fig*–130*fig*

## N

Narrative storytelling, 71  
 Narrative structure, 189  
 National Science Foundation, 52  
 New York City “street culture,” 196–197  
 The nonobvious, 26–28  
 NUDIST, 119  
*Nuer Dilemmas* (Hutchinson), 10  
*The Nuer* (Evans-Pritchard), 45  
 The Nuer studies (Sudan), 4, 5, 10–11  
*Nyungne* (Buddhist atonement ritual), 85

## O

Object of study, 23  
 Objective stance, 85  
 Objectivity: aiming for a degree of, 85; claims of, 8; ethnographer’s role affecting, 15  
 Observation. *See* Participation-observation  
 Observers, 4. *See also* Participant-observers  
*Once Intrepid Warriors* (Hodgson), 162  
 Open-ended questions, 109–110  
 Open-ended research approach, 38  
 Organizational charts: directional flows represented by, 144; ethnographic record incorporation of, 215–216; ethnographic use of, 144; kinship, 7, 44–47, 89, 91, 150*fig*–152; organizing social principles using, 146; other types of, 149–153; produced by others, 153–154; relationships and interactions represented by, 144, 153  
 Organizing metaphor, 177  
 Organizing social principles, 146  
 Ortner, Sherry, 84–85

## P

Participant-observation: apparent paradox of, 84–87; balancing interviews and, 100; balancing participation and observation, 87–88; depending on informants during, 89, 91–92; description of, 84; field notes revealing sensory experience of, 72; getting started with, 92–94; learning nonobvious information through, 26–28; overview as research method, 41–43; regular vs. extraordinary behavior/conversations, 94–97; time issue of, 88–89. *See also* Field notes; Research methods  
 Participant-observers: description as, 7, 13, 84; “ethnographer as stripper” experience as, 9. *See also* Observers; Research subjects

Patrilineal descent, 147, 148–149  
 Patterns of behavior: observing, 95; repetition of, 95–96; variation in, 96–97  
*Performing the Nation* (Askew), 86  
 Perspectives: ethnographic problems with, 8; ethnographic record limited by, 158; etic (outsider) and emic (insider), 26–27, 86; gaining insider’s, 7; interviews and conversations reflecting personal, 40; participant-observation access to, 43  
 Photographs, 47, 215–216  
 Popular information sources, 167–168  
 Potential informants, 92–93  
 Practical ramifications, 217  
 Presentation: common ethnographic conventions used in, 196–201; “ethnographic present” used in, 207; evaluating and revising, 217–218; formal to informal continuum of style, 206–208; importance of ethnographic detail in, 71–72, 188, 202–204; incorporating maps, charts, and photographs into, 215–216; incorporating responses and critiques into, 220–221; intended audience of, 204–205; relevant literature incorporated into, 214–215; style of, 196, 204–208; subject matter of, 205–206. *See also* Analytical framework; Ethnographic records  
 Presentation style: definition of, 196; formal to informal continuum of, 206–208; matching analytical framework to, 206; matching audience to, 204–205; matching subject matter to, 205–206  
 Primary data, 167–168, 214  
 Privacy issues, 31–32  
 Problem statement, 55–56  
 Proposals: human subjects review and IRB approval included in, 59–62; identifying project’s larger relevance, 58–59; literature review for, 52–55; research plan explained in, 56–58; standard structure used for, 52; statement of the problem, 55–56; summary included in, 59; transformed into hourglass model, 212  
 Pseudonyms, 62, 202–203  
 Purpose evaluation, 166

## Q

Questions: analytical framework for identifying, 175–176; avoiding leading, 110; avoiding “simple,” 111; the big picture and big, 190–192; checking the answers to research,

119–120; descriptive, 39; ethnographic storytelling and answering, 176, 189; follow-up, 110; good versus bad interview, 109–111; hypotheses relationship to research, 40; interview use of hypothetical, 110–111; linking methods and research, 40–41; open-ended vs. closed-ended, 109–110; project's answering of intellectual, 217; research plan on how to use, 57–58; revising your research, 120; that shouldn't or can't be asked, 111–112; turning an idea or topic into research, 38–39

## R

- Real Country* (Fox), 192  
 “Real” culture or society, 104  
 Recommendations, 217  
 Recorders/recording: for ethnographic record, 72–74; interviews, 105–107; pragmatics of using technology for, 75–76  
 Relationships: causal, 213; charts used to represent, 144; culture manifested through interpersonal, 144–146; hierarchical, 146; kinship basis of, 146; kinship charts to examine, 7, 44–47, 89, 91; research-informants' exploitative, 58; social interaction connecting, 45; spatial, 45. *See also* Connections; Linkages  
 Relative informality style, 206–207  
 Relative significance, 188  
 Relevance: demonstrating project's, 216–217; including literature with, 214–215; information, 188–189  
 Reliability, 180–181  
 Religious phenomenon studies, 165  
*Remaking the Modern* (Ghannam), 136–137  
 Replicability goal, 13, 15  
 Representative informants, 44  
 Research: descriptive versus analytical, 38; exploratory, 38; presentation of, 196–208; recommendations based on, 217; relevance of, 216–217  
 Research design: historical or personal perspectives impacting, 40; tweaking the, 121  
 Research instruments: data collection, 72; different types of, 72–74; ethnographer as primary, 13–15  
 Research methods: early approaches to ethnographic, 6–8; ethnographic, 4; examining key, 41; issues to consider when selecting, 47–49; linking questions and, 40–41; participant-observation, 26–28, 41–43; research plan on using specific, 58; tools used for, 58, 133. *See also* Interviews/interviewing; Methods section; Participant-observation  
 Research moments: identifying important, 176–178; writing about revealing, 124  
 Research plans: description of, 26, 56; issues to consider for, 47–49; proposal inclusion of detailed, 56–58. *See also* Methods section  
 Research process: analysis as, 191; deductive, 190; inductive, 175, 190; revising questions and focus during, 26  
 Research projects: demonstrating relevance of, 216–217; selecting topic of, 21. *See also* Research topics  
 Research proposals. *See* Proposals  
 Research questions. *See* Questions  
 Research strategies: collaborative, 15–17; different methods and techniques of, 4; ethnography as, 4; using the Internet, 24  
 Research subjects: critique of Mead's work with, 10; ethnographer involvement with, 4; gaining access and building rapport with, 7; human subjects review to protect, 59–61; power balance between researchers and, 5; pseudonyms to protect identity of, 62, 202–203; risks for, 60. *See also* Informants; Participant-observers  
 Research techniques: ethnographic, 4; household surveys, 7; kinship charts, 7, 44–47, 89, 91, 147–148, 150fig–152. *See also* Ethnographic maps  
 Research topics: benefits of relatively specific focus for, 23–26; cautions regarding, 33–35; choosing an appropriate, 21; formulating research questions from, 38–40; issues of accessibility on, 29–31; issues of privacy related to, 31–32; object of study focus of, 23; where to look for possible, 22–23. *See also* Field sites; Research projects  
 Revising, 217–218  
 Risks, 60

## S

- Samoa studies (Mead), 4, 5, 7, 10  
 Scales (ethnographic map), 131–132  
 Sensory experience, 72  
 “Shakespeare in the Bush” (Bohanan), 199  
 Shapes (ethnographic map), 131–132  
 Shared sets of symbols: patterns of, 95; repetition of, 95–96; variation of, 96–97  
 Sharing ethnography, 218–220

- Sherpas Through Their Rituals* (Ortner), 84–85  
*Sidewalk* (Duneier), 9, 196–197  
 Small ethnographic details, 71–72, 188, 202–204  
 Social empathy, 85  
 Social interactions: charts used to represent, 144; power balance of researcher-informant, 5; relationships connected by, 45  
 Social relationships: charts used to represent, 144; hierarchical, 146; kinship charts to examine, 7, 44–47, 89, 91; research-informants' exploitative, 58; social interaction connecting, 45; spatial, 45  
 Societies: dynamic nature of, 11; egalitarian community, 152; "ideal," 104; interpersonal relationships shaped by, 144–146; "real," 104  
 Sorting: definition of, 180; ethnographic record coding and, 178–180  
 Spaces: domestic, 135; internal, 135; as key cultural component, 131; mapping Cairo apartments, 136*fig*–137*fig*; mapping Gabra household gendered, 129*fig*–130*fig*  
 Spanish Harlem crack economy, 102–103  
 Spatial relations, 45  
 Specific topical focus, 23–26  
 Storytelling, 176, 189, 198–199  
*Street Corner Society* (Whyte), 9  
 Street culture (New York City), 196–197  
 Structures: cultural, 95; ethnographic narrative, 189; mapping Gabra cultural gendered, 129*fig*–130*fig*  
 Style of presentation: definition of, 196; formal to informal continuum of, 206–208; matching analytical framework to, 206; matching audience to, 204–205; matching subject matter to, 205–206  
 Subhypotheses, 56. *See also* Hypotheses  
 Subject matter, 204, 205–206  
 Subject position, 84  
 Suggs, David N., 68–69
- T**
- Tables (ethnographic), 144  
 Tanzania: health/illness categories study in, 145; music study in, 86; witchcraft study in, 178–179; X-ray as key symbol in, 187; X-ray (or *kipimo kikubwa* big test) of, 177  
 Target field site, 33  
 Techniques. *See* Research techniques  
 Theoretical models: alternative, 213–214; creating coherent whole using, 184–186; deductive process of, 190; hourglass shape as, 212; inductive process of, 175, 190; infusing theory in ethnography through, 192–193. *See also* Analytical framework; Ethnographic records  
 Theory, 192–193  
 Thought-behavior relationship, 140  
 Time issues: ethnographic time commitment, 48; of participant-observation, 88–89  
 Tiv culture, 199  
 Tools: GPS and GIS mapping, 133; proposal explanation of, 58  
 Topics. *See* Research topics  
 Transcript of interview, 74–75  
 Transcription, 74–75  
*Translated Woman* (Behar), 100–101  
 Triangulating information sources, 167  
 Trobriand Islanders, 4, 6, 10, 47  
 Turnbull, Colin, 139
- U**
- Unilineal descent, 147–149
- V**
- Validity, description of, 15  
 Variety, 214  
 Video cameras: for ethnographic record, 73–74; recording interview data using, 105–107
- W**
- Wal-Mart field site, 33  
 Watson, C. W., 12  
 weiner, Annette, 10  
 Wenner-Gren, 52  
*When Men are Women* (Wood), 128–130*fig*  
 Whyte, William, 9  
 Witchcraft study (Tanzania), 178–179  
*Women of Value, Men of Renown* (Weiner), 10  
 Wood, John, 128–130  
 Writing process: of ethnographic records, 123–125; evaluating and revising, 217–218; at midway point of research, 123–125; protecting informants during the, 200–203; recording versus field notes, 72–74; about revealing moments, 124; writing from the data, 174–175
- X**
- X-ray (or *kipimo kikubwa* big test), 177, 187
- Y**
- Yanomamo kinship chart, 150*fig*–152