
**ANTHUSIA Summer School @Institute for African Studies,
University of Ghana, Legon, ACCRA on
'Human security and anthropological analysis'
5-12 January 2020**

This second edition of the ANTHUSIA Summer School combines workshops with the ESRs with lectures of external speakers and focuses on analysis and writing. It makes part of the training offered by the ANTHUSIA consortium and partners.

Saturday 4 January: Arrival

Evening: Welcoming dinner

Sunday 5 January: Day 1

Morning:

Welcome by **Dzodzi Tsikata** (Director of Institute of African Studies/Legon; **Lotte Meinert** (Aarhus University and coordinator of the Anthusia project and **Ann Cassiman, Filip De Boeck, Steven Van Wolputte** (Organizers of the Summer School)

Opening lecture: *Leaving the field: what's next?* by **Adeline Masquelier** (closed lecture)

Readings

- Zoe Corwin and Randall F. Clemens. "Analyzing Fieldnotes: A Practical Guide." In *Handbook of Qualitative Research*, Sara Delamont, eds. 2012. Edward Elgar.
- Martin Cortazzi. "Narrative Analysis in Ethnography." In *Handbook of Ethnography*, Paul Atkinson et al, eds. 2001, Sage.
- Johnny Saldaña. "Writing Analytic Memos about Narratives and Visual Data." In *The Coding Manual for Qualitative Researchers*. 2016, Sage.
- Robert Emerson, Rachel Fretz, and Linda Shaw. "Writing Fieldnotes 1: At the Desk, Creating Scenes on a Page." In *Writing Ethnographic Fieldnotes*. 2nd edition. 2011.
- Kristen Ghodsee *From Notes to Narratives: Writing Ethnographies that Everyone can Read*, 2016, Chicago University Press (recommended).

Afternoon:

ESR presentations (with 3 guiding questions): Part 1 (15 minutes each + 15 minutes feedback/discussion) (9/22 ESRs)

- Discuss the two most defining moments in your field work
- What have you learned from these?
- How do they relate to the overall theme(s) that you will be elaborating in the coming months

Monday 6 January: Day 2

Morning:

Keynote Lecture by **Elisio Macamo** on Creative Writing (open to the public)

ESR presentations (with 3 guiding questions- see above): Part 1 (15 minutes each + 15 minutes feedback/discussion) Part 2 (6/22)

Afternoon:

ESR presentations (with 3 guiding questions - see above): Part 1 (15 minutes each + 15 minutes feedback/discussion), Part 3 (7/22)

ESR Meeting + election of ESR representative

Evening: Lecture: *Ebola and viral persistence: security, survivors and the narration of outbreaks* by **James Fairhead** (University of Sussex).

In the 1870s, when the origin and epidemiology of plague (Yersinia pestis) was still unknown, a debate unfolded among colonial medical scientists concerning whether the plague was manifesting in some patients in a less virulent and debilitating form that did not kill, but which allowed patients to remain "a long-term source of human infection (Lynteris)." Medics christened this Pestis ambulans or "ambulatory plague" and discussed the security implications if plague could "remain unseen over longer or shorter periods of time and then 'revive' so as to strike back at humanity." Lynteris, who documents this, shows how this idea fed into securitization anxieties "about controlling subaltern bodies, and how the concern about this "phantom" form of plague was further fanned by reports of "unrecognized cases or means of infection" lurking in European cities, such as Porto and Glasgow." In this paper, I draw on this comparative context to examine similar debates that are emerging in relation to Ebola Virus Disease, as EBOV RNA has been detected intermittently among survivors up to 40 months after infection, with some survivors testing positive even after two negative tests, and some 'flare ups' of the epidemic have been attributed to persistence in survivors up to 18 months after infection (e.g. Cheung 2019). This paper probes how the interests of security and of survivors become entangled in the representation of viral persistence and epidemic origins.

Readings

- Fairhead, J. 2016. *Understanding social resistance to the Ebola response in the forest region of the Republic of Guinea : an anthropological perspective*. *African Studies Review* 59(3) 7-31.
- Fairhead, J. and D. Millimouno 2017. *Ebola in Meliandou: Tropes of 'sustainability' at Ground Zero*. In M. Brightman and J. Lewis (eds.) 2017 "The Anthropology of Sustainability" New York: Palgrave macmillan
- Abimbola S. *The foreign gaze: authorship in academic global health*. *BMJ Global Health* 2019;4:e002068. doi:10.1136/ bmjgh-2019-002068
- Further reading: Fairhead, J. and M. Leach, 1995, 'False forest history, complicit social analysis: rethinking some West African environmental narratives', *World Development*, 23 (6): 1023-1036

Tuesday 7 January: Day 3

Morning and afternoon: Writeshop with **Paul Stoller** (West Chester University)

The aim of this two-day workshop is to introduce doctoral students to the fundamental features and essential practices of ethnographic writing in the contemporary world. During the workshop participants will learn what distinguishes ethnography from other forms of academic and nonfiction representation. The technique of "Weaving the World," the seamless linkage of ethnographic description to social analysis will be presented. Participants will be asked to read examples from the work of ethnographers who have, in various ways have attempted to use this technique to evoke social worlds through the evocation of space/place, character, and dialogue. These are strategies that ethnographic writers can use to ensure that readers come to know a people who live in a particular place. During the workshop participants will write culture. The instructor will outline ethnographic writing practices—the "tricks of the trade." He will then ask the students to begin to "Weave the World" by writing (1) short descriptions of place/space, dialogues and character portraits and (2) combine those elements into a short ethnographic essay that captures in prose the texture of place/space, dialogue, and character comprise an ethnographic event.

Day 1: Ethnographic Foundations and the Evocation of Place:

- a. *Transforming academic prose into comprehensible language*
- b. *Exercise in the evocation of place*
- c. *Presentation of writing on space/place*
- d. *Feedback*
- e. *Homework: Dialogue and Character*

Readings (Read a sampling of these works)

- Behar, Ruth 2008. *An Island Called Home*. Rutgers UP
- Ghodsee, Kristin. 2016 *From Notes to Narrative*. U of Chicago Press.
- Goffman, Alice. 2014. *On the Run*. U of Chicago Press.
- Henley, Paul 2009. *The Adventure of the Real*. (Part One) U of Chicago Press
- Jackson, Michael 2011. *Life Within Limits*. Duke UP
- Stoller, Paul 1997. *Sensuous Scholarship* (Prologue, chapter 1 and Epilogue)
- Stoller, Paul 2002. *Money Has No Smell*. U of Chicago Press.
- Stoller, Paul 2014. *Yaya's Story: The Quest for Well-Being in the World*. U of Chicago Press.
- Piers Vitebsky 2005. *The Reindeer People*. New York: Basic Books
- Wulff, Helena 2016. *The Anthropologist as Writer*. London: Berghahn Books.

Evening: Workshop on *Digesting the field* with **Susan Whyte** and **Wenzel Geissler**

For this workshop we would like you to consider these questions as you think about your fieldwork and be ready to discuss them briefly with your colleagues.

1.Key moments:

Thinking of your fieldwork as an ethnographic journey, what landmarks were important and where were the turning points?

What discoveries or experiences pointed you in the direction in which you now are moving?

What stories or events changed your thinking?

2. Unexpected:

What did you learn that surprised or puzzled you?

Something that made you enthusiastic or intensely uncomfortable?

Is there anything in your fieldwork that is indigestible or likely to give you a stomach ache?

3. Clusters:

Which stories can you tell best? Which ones would you like to tell? Stories of people or objects?

Around what themes or topics do you have the most and/or the best material?

Into which bite-size pieces will you cut your material?

(Will you digest some portions first and then go on to others?)

4. Beginning:

What story, theme or cluster of material do you feel like writing about right now to make you start the work?

Assignment

Write a half page about a key moment or situation that captures something fundamental from your fieldwork.

Wednesday 8 January: Day 4

Morning and afternoon (ESRs): Writeshop with **Paul Stoller** (West Chester University)

Day 2: Dialogue and the Construction of Character

- a. *Presentation of writing on dialogue (Morning)*
- b. *Feedback*
- c. *Character Portraits (Afternoon)*
- d. *Homework: Combine elements to write a draft essay,*

At the end of the course, the participants will have the creative foundation to produce evocative ethnography through ethnographic prose and/or film--a path to an engaged 21st century ethnography!

Possibility for an individual Skype session on ethics with **George Ulrich** (contact Mia)

Evening

Lecture on *Human Security and pastoralism in Ghana* by **Steve Tonah** (University of Ghana)

Thursday 9 January: Day 5

Morning:

Workshop on *Photography and field work* with **Nii Obodai** (Accra-based photographer)

Afternoon:

Social activity:

- visit to the W.E. Dubois museum
- walk through Jamestown, visit to the Museum of Slavery
- Dinner in Jamestown

*Workshop on Emerging Possibilities and New Inequalities in Africa
(with secondment partners)*

Friday 10 January: Day 6

Morning:

Lecture: *Insecurity, informality and precarity: Waste, value and work in Africa* by **Thomas Hylland Eriksen** (University of Oslo).

Taking as a point of departure Agamben's concept of homo sacer and Bauman's perspectives in Wasted Lives, with Douglas' seminal work on purity and boundaries hovering above, I wish to discuss how people who experience exclusion get by, and how informal work articulates with security and insecurity. Empirically, the focus is on scavenging, ragpicking, small-scale recycling and other ways in which waste is transformed into value by people without access to the predictable world of formal employment.

Readings

- Chalfin, Brenda. 2019. *Waste work and the dialectics of precarity in urban Ghana: durable bodies and disposable things*. *Africa* 89 (3):499-520.
- Lazar, Sian, and Andrew Sanchez. 2019. *Understanding labour politics in an age of precarity*. *Dialectical Anthropology* 43 (1):3-14
- Millar, Kathleen M. 2014. *The precarious present: Wageless labor and disrupted life in Rio de Janeiro, Brazil*. *Cultural Anthropology* 29 (1):32-53.

Supervision sessions

Afternoon:

Online Workshop on NVIVO with **Morten Nielsen**

Anthusia Board: Board meeting

Evening: Lecture *Security from below in Burkina Faso* by **Ludovic Kibora** (INSS -Burkina Faso/Secondment partner)

Saturday 11 January: Day 7

Morning:

Short presentations by 2 secondment partners

ESRs present their work to the secondment partners through speed-presentations (part 1)

Afternoon:

ESRs present their work to the secondment partners through speed-presentations (part 2)

Interactive workshop: *Research synergies and clusters within the Anthusia project* with **Lotte Meinert** (Aarhus University)

For this workshop we will all prepare 10 keywords about our research (empirical, theoretical, methodological – any theme or issue you would like to work further with). We will “play with” these keywords on cards to see which synergies and clusters might emerge, and based on this game we will think about and suggest common panels for conferences – which might later on emerge into our common publications.

Sunday 12 January: Day 8

Morning + afternoon: *Supervision meetings + evaluation* of the Summer School

Closing dinner

Monday 13 January: Day 9

Departure