***DOCUMENTARY FILM PROJECT: TRANSNATIONAL ANTHROPOLOGY***

***This project could be used for a wide variety of topics. It works best when you have the support of the media center at your university.***

***Ethnographic Documentary Projects:*** Students will be divided into small groups to conduct semester long ethnographic group projects. This is the major assignment for this class and is worth a total of 40% of your grade, including all steps and deadlines. You are expected to conduct primary participant observation as well as anthropological literature reviews related to your topic/case study (5 sources). You will present your findings in:

1) a 5-8 minute documentary film, 2) a contextual group presentation, and 3) a two page project summary, in which you write up your individual findings as they relate to the group project (including reference to your five sources). There will be other deadlines associated with this assignment including a proposal, an annotated bibliography, a treatment plan, film roughs (graded as part of your final film), scheduled meetings with a media person, and an evaluation of your group members.

*Ethnographic Documentary Topics:*

These are the broad themes we will be covering this year: Transnational Student Experiences; and Inclusivity and Diversity on Campus. However, your individual films should take different approaches and explore different angles of these topics. We will work on refining them throughout the semester.

Group Project Proposals: In-Class Workshop

Submit a paragraph describing what topic you would like to explore in your film, what kinds of problems or issues you are going to investigate, what kinds of questions you might seek to answer through your investigation, and possible locations/participants you will interview. Your topic should be focused and specific.

**Annotated Bibliography: Transnational Anthropology**

**Purpose**: The purpose of this assignment is to ground your ethnographic documentary film in both scholarly and popular literature and news sources. These sources should help to give some context, guide you in thinking about how to approach your topic through film, and should be used to help you establish the problem/issue as you are writing your final short film reflection paper.

For example, if you are doing your film on social services, you can look up news articles about the services for the population you are studying, including profiles of the particular place you are focusing on. For scholarly sources, if you were studying reproductive health services, you could find scholarly sources about immigrant access to reproductive health services, or culturally appropriate care etc.

**Sources**: **You should have 2 sources PER STUDENT in your annotated bibliography**, and **at least ONE of them should be scholarly sources**.

**Grade**: This assignment is worth 5 points.

**What’s in an Annotated Bibliography?**

An entry in an annotated bibliography should be about four sentences and it includes 1) the citation for your source, just like in a regular bibliography, followed by 2) a short paragraph that describes the source, and answers the four questions (see below).

**Your description may include the following:**

1. A **summary** of the material (its main points or arguments in a few sentences)
2. An **evaluation** of the source (its strengths or weaknesses)
3. How recent is it? An old article can be a strength (if you’re looking for a historical perspective) or a weakness (if you’re researching a contemporary issue).
4. Is it a reputable author/journal?
5. Any other obvious weaknesses? Strengths?
6. **How it fits in with your other sources** (if it supports your other materials or brings up new questions, highlights new evidence, or introduces a different point of view)
7. **An assessment of its value** to your work (its importance or usefulness)

**Treatment Plan for Student Video Projects – Cover Page**

**Transnational Anthropology**

# 

**A: Production Responsibilities**

Who in your group will be responsible for which roles in production *(editing text, directing camera shots or actors, finding music, scheduling meetings of the group, typing things up, operating cameras, researching, managing other equipment, late-night sessions, etc*.).

Define and assign responsibilities *(some, of course, such as editing, you may perform together)*:

# Student Name(s), roles and Responsibilities: Please list all group memers and their roles and responsibilities.

**B: Treatment Plan: Please answer the following questions** (you may type on this sheet or attach another sheet)

**Content and Audience**

1. What is the purpose? (*Why have you chosen to do* this *video? Will it show/or explain a situation? Will it tell someone’s story? Will it demonstrate something—what*? *What argument or claim are you hoping at this point to make? [It may shift as you research.])*
2. Who is your audience? (*Who will see this video? Does your intended audience have prior knowledge of the topic? Might you show it to someone other than your classmates in this course?)*
3. Describe the content of your video. (*What are the emotions you want to evoke? How will the message be communicated? What do you want the lingering thought to be after viewing?)*

**Cinematography and Interlocutors**

1. From what point of view will the video be shown? (*Who will tell the story? Will it be the central interlocutor’s point of view? That of someone outside of the action? A subordinate bystander’s view of things? Will you use an impersonal voice-over narrator?)*
2. What narrative form will your video take? (*Does it have a beginning, middle, end? Will it be presented in chronological order? With flashbacks? With commentary, or without? With sound or without? With text or without? What will the viewer experience, feel, or gain?)*
3. Where will your video be set—what place(s)? *(Will you need to reserve the space ahead of time? If it’s an outdoor location, do you have an alternative indoor location in case of bad weather?)*
4. How many people might be involved on-screen? Will there be a group member, other students or interviewees? Who might these people be?

**Interview Schedule**

1. Please list the questions you are planning to ask your interviewees (in order). Start with the basic introductory questions, then proceed through more in-depth questions. Refer back to QRM Ch. 3 on Interviews (see Canvas from 1/23). If you are doing a series of interviews with the same people or different kinds of interviews with different people (ie. you are interviewing students and administrators), include questions for all the different interviews.

**Transnational Anthropology:**

**PROJECT SUMMARY:**

Each student will write a 1-2 page reflection on this project. This paper should include the following:

* Introduce the context for your film, drawing briefly on at least three of the sources from your annotated bibliography (ie. why is this an important, documentary-worthy project).
* Reflect on what you learned by conducting your group ethnographic/ film project.
* Should be well organized, polished writing with a thesis.

**CLASS PRESENTATION:**

In a 10-12 minute presentation, cover:

1. The ethnographic methods you used--how did you find people and locations to interview and film?

2. The narrative and editing choices you made--how did you choose to tell your story, and why did you make that choice?

3. Other avenues that could have been explored--what might be other ways of looking at this cultural issue? What might you have done with more time?

4. The message/ thesis of the film: what do you want viewers to come away with?

5. Connecting to the class: what ideas from the class were most useful/ germane in thinking through your ethnographic film?