**ANT 101: Autoethnography**

Background and Overview

So far in our course, you have started to see that you belong to a set of communities, and these communities—the material objects, rituals, practices, and various phenomena—are closely tied to your identity. This relationship naturally raises multiple questions:

How do you experience your community (through particular objects)?

What communal rituals, practices, traditions, behaviours, and objects have influenced your understanding of your identity?

What does it mean to define your identity through your relationship to these phenomena/objects?

To explore these and related questions, you will compose your first major writing assignment—an autoethnography. To write this autoethnography, you will select a specific cultural issue/object, habit, ritual, or behaviour and practice and investigate it. Doing so will help you discover what this activity says about you, your personal experiences, and how those personal experiences connect to the experiences of others.

The topic must offer some take­away value, and the writer who writes about the event must be able to answer the question “So what?” The answer to this question is the primary insight of the autoethnography or the ultimate point you are trying to make. Autoethnographies are not just chronological narrations; they communicate the event’s meaning and leave readers with a dominant impression of what it might have been like to experience it themselves.

For example, you might explore:

Your preferences for certain types of food.

What do your choices say about your beliefs?

Your reading habits.

Do you read any books?

Do you read before bed? What do you read? Why? What might these habits convey about your age, class, or social group?

Requirement:

In your essay, select **one** object/social issue/habit, ritual, practice, or behaviour and reflect upon this “phenomenon,” articulating why and how it has been significant for you. How has this activity shaped you as a person within your larger community?

Whatever your topic object/social issue/habit, ritual, practice, or behaviour, your essay should be informed by close observation and provide a level of detail through example, anecdote, and explanation, which enables a reader to relate to your understanding of the action and its significance. It should provide significant insight into what has made/made you who you are by including detailed descriptions of objects/places/events while explaining the significance of these events to forming your own beliefs and behaviours.

Format:   
Title: Title the assignment, mention name and ID

Word Limit: 500-1000 words  
Font: Times New Roman, 12 font, 1.5 spacing  
Format: Themes must be organised in paragraphs.  
Dead Line: November 19th

------------------------------------------Rubric Below-----------------------------------------

1: Autoethnography Assessment Rubric (Overall)

1 = poor, 2 = fair, 3 = satisfactory, 4 = good, 5 = excellent

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| Criteria | 1 | 2 | 3 | 4 | 5 | Comments |
| 1. Presents and explores one object, habit, ritual, practice, or behaviour and reflects upon this activity, articulating why and how the activity has been significant for the writer.   Outcomes: Rhetorical Knowledge; Critical Thinking, Reading, and Composing; Processes | ☐ | ☐ | ☐ | ☐ | ☐ |  |
| 1. It uses anecdotes, examples, and explanations to present the significance of the phenomenon to the writer’s own identity.   Outcomes: Rhetorical Knowledge; Critical Thinking, Reading, and Composing; Processes | ☐ | ☐ | ☐ | ☐ | ☐ |  |
| 1. Organise the essay with the reader in mind by using structured paragraphs and building a primary insight.   Outcomes: Rhetorical Knowledge; Critical Thinking, Reading, and Composing; Processes; Knowledge of Conventions | ☐ | ☐ | ☐ | ☐ | ☐ |  |
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| Overall | ☐ | ☐ | ☐ | ☐ | ☐ |  |

Rubric segments:

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| 1. Criteria: Use of Object, Habit, Ritual or Practice | 1 | 2 | 3 | 4 | 5 | Comments |
| Presents and explores one object, habit, ritual, practice, or behaviour and reflects upon this activity, articulating why and how the activity has been significant for the writer. Outcomes: Rhetorical Knowledge; Critical Thinking, Reading, and Composing; Processes | ☐ | ☐ | ☐ | ☐ | ☐ |  |

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| 5: Excellent | presents one habit, ritual, practice, or behaviour with clarity and objectivity  thoughtfully reflects upon this activity and directly describes its influence in shaping the writer’s identity  clearly articulates why and how the activity has been significant for the  writer |
| 4: Good | presents one habit, ritual, practice, or behaviour with clarity and slight bias  reflects upon this activity and begins to address its influence in shaping the writer’s identity  articulates why and how the activity has been significant for the writer |
| 3: satisfactory | presents one habit, ritual, practice, or behaviour with clarity and some bias  reflects upon this activity and acknowledges its influence in shaping the writer’s identity  articulates why or how the activity has been significant for the writer |
| 2: fair | presents one habit, ritual, practice, or behaviour with some confusion and bias  reflects upon this activity but does not acknowledge its influence in shaping the writer’s identity  begins to articulate why or how the activity has been significant for the  writer |
| 1: needs significant work | it is not clear that the writer presents one habit, ritual, practice, or behaviour  there is no clear reflection on the activity or its relation to the writer’s identity  the activity’s significance is not addressed |

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| 1. Criteria: Use of Examples | 1 | 2 | 3 | 4 | 5 | Comments |
| It uses anecdotes, examples, and explanations to present the significance of the phenomenon to the writer’s own identity.  Outcomes: Rhetorical Knowledge; Critical Thinking, Reading, and Composing; Processes | ☐ | ☐ | ☐ | ☐ | ☐ |  |

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| 5: Excellent | provides numerous anecdotes, examples, and explanations with many details  includes descriptions of places or events with numerous details  highlights the writer’s own beliefs and behaviours with a good deal of critique |
| 4: Good | provides some anecdotes, examples, and explanations with some detail  includes descriptions of places or events with some details  highlights the writer’s own beliefs and behaviors with some critique |
| 3: Satisfactory | provides a few anecdotes, examples, and explanations with a few details  includes descriptions of places or events with a few details  highlights the writer’s own beliefs and behaviors with a little critique |
| 2: Fair | provides very few anecdotes, examples, and explanations with very few details  includes descriptions of places or events with very few details  highlights the writer’s own beliefs and behaviors with very little critique |
| 1: Needs significant work | does not provide anecdotes, examples, and explanations with any degree of detail  does not include descriptions of places or events with any degree of detail  does not highlight the writer’s own beliefs and behaviors with any  critique |

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| 1. Criterion: Use of Organization | 1 | 2 | 3 | 4 | 5 | Comments |
| Organise the essay with the reader in mind by using structured paragraphs and building a primary insight.  Outcomes: Rhetorical Knowledge; Critical Thinking, Reading, and Composing; Processes; Knowledge of Conventions | ☐ | ☐ | ☐ | ☐ | ☐ |  |

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| 5: Excellent | articulates a primary insight that the paper builds to in a clear manner  paragraphs always stay on topic and never change the main ideas  the audience can follow the paper’s organisation with no difficulty |
| 4: Good | articulates a primary insight that the paper builds to in a mostly clear manner  paragraphs almost always stay on topic and rarely change the main ideas  the audience can follow the paper’s organisation with little difficulty |
| 3: Satisfactory | articulates a primary insight that the paper builds to in a somewhat ambiguous manner  paragraphs sometimes stay on topic and sometimes change the main ideas  the audience can follow the paper’s organisation with some difficulty |
| 2: Fair | articulates a primary insight that the paper builds to in an ambiguous manner  paragraphs rarely stay on topic and often change main ideas  the audience can follow the paper’s organisation with moderate difficulty |
| 1: Needs significant work | omits a primary insight or includes a primary insight generally unrelated to the paper’s content  paragraphs do not stay on topic and very often change the main ideas  the audience can follow the paper’s organisation with great difficulty |