ANG 6766
RESEARCH METHODS
IN APPLIED ANTHROPOLOGY
Tuesday 3:30-6:15p  SOC 37

ANG 6766
Section 001
Spring 2017 is a 3 credit hour course
USF College of Arts and Sciences
Department of Anthropology
Instructor: Dr. Antoinette Jackson
Office: SOC 140 (enter via Suite 133)
Email: atjackson@usf.edu
Phone: 813-974-6882
Office Hours: TU 11a-noon –or- by appointment

REQUIRED TEXT
Designing and Conducting Ethnographic Research, Second Edition
By Margaret D. LeCompte and Jean J. Schensul (vol. 1, Ethnographer’s Toolkit),
Alta Mira Press, Walnut Creek, CA. 2010.

The Ethnographic Interview [Paperback]
By: James P. Spradley
Publisher:Harcourt, Brace, Janovich (April 3, 1979)

Research Methods in Anthropology: Qualitative and Quantitative Approaches, Fifth Edition.

You Owe Yourself a Drunk: An Ethnography of Urban Nomads [Paperback]
By: James P. Spradley. Waveland Pr Inc (October 8, 1999)

Preschool in Three Cultures Revisited: China, Japan, and the United States [Paperback]
By: Joseph Tobin, Yeh Hsueh, and Mayumi Karasawa. University of Chicago Press
(May 15, 2011)

RECOMMENDED/OPTIONAL TEXT
Ethnography: A Way of Seeing [Paperback]

Feminist Ethnography: Thinking through Methodologies, Challenges, and Possibilities
COURSE DESCRIPTION
Ethnographic research is the foundation of anthropological inquiry and practice. A characteristic of good ethnography is its use of both qualitative and quantitative data. This course focuses on research methods in applied anthropology with a primary emphasis on qualitative research. Qualitative research is an integral part of the whole enterprise that comprises scientific research. Qualitative research or qualitative description is kind of measurement, which represents the primary starting point for most scientific inquiries. Since anthropology is essentially an empirical enterprise—research by observation—it is critical to develop good data collection and exploratory research techniques. These techniques revolve around doing fieldwork or observing events as they occur in their natural settings; participant observation or listening and watching while doing; interviewing and conversing with participants and documenting their views; taking notes and recording observations; and organizing collected data. Once data is collected, data analysis is done in the context of several different epistemological traditions. Some empirical anthropologists identify with the positivist epistemological tradition and others favor of an interpretivist tradition for example, or other analytical tradition outside a strictly positivist realm.

COURSE GOALS AND OBJECTIVES
Upon completion of this course you should be able to:

• Define a research problem and design an appropriate data collection proposal
• Conduct a literature review and produce an annotated bibliography
• Articulate your research methodology and associated methods
• Apply anthropological research methods to a variety of research contexts individually or in collaborative teams
• Conduct an ethnographic interview
• Conduct an oral history interview
• Take field notes and maintain a field notebook/journal
• Carry out a wide range of ethnographic research techniques including observational and participatory techniques, interviewing, cognitive tasks, multi-media/audiovisual data collection, participatory research, and mapping design
• Gain a basic understanding of qualitative data analysis specifically text analysis and familiarity with possible software packages/options, such as Atlas.ti.
• Obtain IRB certification and know the importance of research ethics for anthropologists
• Understand research and data collection challenges and conflicts such as those arising in relation to research practice with regards to representation, interpretation, collaboration, participation, power, privilege, and access—particularly in multi-stakeholder, multi-ethnic, and big money/resource rich environments
• Analyze, write-up, and present original research findings
• Apply concepts from required readings and in class discussions to the applied research experience portion of the course

Final grades will be calculated as follows:
A=90-100; B+=87-89; B=80-86; C=70-79; D=60-69; 59 and below is failing. You have the opportunity to earn a maximum of 100 points.

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<td>Final project report/paper (written)</td>
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<td>Final project presentation</td>
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<td>Proposal</td>
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<td>Book/article review/critique(s)</td>
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<td>Class Participation</td>
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<td>Methods assignments/field exercises</td>
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<td>(participant observation; ethnographic interview; oral history; mapping; survey); Journal; IRB certification; Methods presentation; Annotated bibliography</td>
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**OTHER COURSE POLICIES**

**General Policy**
All assignments and requirements are made at the discretion of the instructor and are subject to change as deemed necessary by the instructor with sufficient notice given to the students. If you are absent from class, it is your responsibility to find out what was discussed. No late assignments will be accepted. If you have any problems, concerns or questions about the class, please feel free to meet with me. My office hours are posted and appointments can be scheduled.

**Classroom Conduct.** This is a graduate seminar and you will be evaluated from an expectation of the highest levels of professionalism and respect. These include—punctuality, regular attendance (unless excused), attentiveness and courtesy during classroom activities and exchange, and no cellphone usage or other interruptions during class. Your grade depends on active participation. Please come to class well prepared and ready to critically engage the material and topics covered each week. You will have opportunities to present to the class throughout the semester.

**Sexual Harassment**
The University has strict rules regarding sexual harassment. Harassment (of any kind) will not be tolerated in this class. Any incident of sexual harassment should be reported immediately. All reported cases will be brought to the attention of the chair of the anthropology department.

**Disability Policy**
Any student with a disability should be encouraged to meet with the instructor privately during the first week of class to discuss accommodations. Please refer to this website [http://www.sds.usf.edu](http://www.sds.usf.edu) for more information on the responsibilities of students with disabilities.

**University Honesty Policy**
You are required to commit yourselves to academic honesty including abstaining from cheating, plagiarism, and other acts of academic dishonesty including misrepresentation and fabrication.

The University of South Florida has an account with an automated plagiarism detection service which allows instructors to submit student assignments to be checked for plagiarism. I reserve the right to submit assignments to this detection system. Assignments are compared automatically with a huge database of journal articles, web articles, and previously submitted papers. The instructor receives a report showing exactly how a student's paper was plagiarized. **Turnitin.com:** This course will utilize turnitin.com, an automated system which instructors can use to quickly and easily to detect plagiarism. After the assignment is processed, as instructor I receive a report from turnitin.com that states if and how another author's work was used in the assignment. For more info: visit [http://www.turnitin.com](http://www.turnitin.com).

If you are caught participating in any act of academic dishonesty, you will be reported to the Chair of the Anthropology Department. You will receive an F for the assignment and possibly an FF grade for the course. Please see the following websites for specific details on Academic Dishonesty:
a. Procedures for Alleged Academic Dishonesty or Disruption - http://www.ugs.usf.edu/catalogs/0708/adadap.htm

Attendance/Participation
Attendance will be taken and is expected at each class meeting. Your participation and attendance at each class meeting is critical for the success of this course and critical to your success as a student in this course. Please do not arrive late to class, as this will affect your participation grade negatively. If a medical or other emergency does arise, be prepared to meet with me immediately following your hardship and have proper documentation substantiating your absence.

Religious observance absence policy
Students who anticipate the necessity of being absent from class due to the observation of a major religious observance must provide notice of the date(s) to the instructor, in writing, by the second day of class.

University Emergency
In the event of an emergency, it may be necessary for USF to suspend normal operations. During this time, USF may opt to continue delivery of instruction through methods that include but are not limited to: Cnavas, Elluminate, Skype, and email messaging and/or alternate schedule. It is the responsibility of the student to monitor the USF Canvas site for each class for course specific communication, and the main USF, College, and department websites, emails, and MoBull messages for important general information.

Additional Grading Policy
No late assignments are accepted.

S/U grading: College policy states that the S/U option must be agreed to by the student and instructor during the first three weeks of the semester.

No “I” or incomplete grades will be given in this course.

No Final Exam will be given.

Class Participation
All students are expected to create a Net-ID on Canvas. Announcements, assignments, readings, group activities, and other materials will be posted on Canvas throughout the semester. Communications are made to your official USF email account. If you use another email address you must forward all USF email messages to that account.

**Cell Phone Policy**
All cell phones should be turned off during class. **Please leave cell phones noise making devices at home or turn them off.

Note taking/taping of class lectures
Students are allowed to tape the class. BUT, you cannot sell this to anyone else nor use taped materials in any way without written consent of the Instructor. Doing so will fail you out of class.
WEEKLY COURSE SCHEDULE

*Ethnographer's Toolkit, LeCompte/Schensul,* texts referred to as *ET books 1, 2, 3, 4, 5 [** denotes optional, but recommended reading]*

**Week 1 (Jan. 10)**
Perspectives and Orientation

**Topic(s):**
- What is Ethnography? Applying Ethnography
- Paradigms for Framing the Conduct of Research
- Research Ethics and Protection of Risk to Human Subjects
- Research Design

**Week 2 (Jan. 17)**

**Topic(s):**
- What is Ethnography? Applying Ethnography
- Paradigms for Framing the Conduct of Research
- Research Ethics and Protection of Risk to Human Subjects

*Focus:* What is ethnography? Ethics of anthropological research; Research paradigms

**Readings**

*Ethnography*
- *ET book 1* (Chapters 1, 2, 9)
- Spradley book (Chapters 1, 2)
- Wolcott (Chapters 2, 3, 4)

*Research Paradigms*
- *ET book 1* (Chapter 3)
- Bernard (Chapter 1, 2)
- Wolcott (Chapter 6)
- Davis and Craven (Chapter 1—Feminist Ethnography)
- *ET book 2* (Chapter 11)

*Ethics*
- *ET book 1* (Chapters 10)
- Spradley book (Chapter 3)

*Due today:*
- 1 page review of ethnography as a method/methodology
- Prepare 1 page review/critique of your selected research frame/paradigm (i.e., see *ET book 1, CH 3*)
Week 3 (Jan. 24)
Research Day
*Library workshop, tour, and consultation with USF librarian and anthropology liaison – Tomaro Taylor

Topic (s):
- Using Archival and Secondary Data
  Readings
  - Archival data/literature search
    - Bernard (Chapter 3)
    - ET book 2 (Chapter 9)

  Due today:
  - IRB certification

Week 4 (Jan. 31)
Guest Lecture– Dr. Jay Sokolovsky
Reading—Sokolovsky book, CH 4 (“Hey Mister are you an Anthropologist”)

Topic (s):
- Collecting Ethnographic Data
  Focus: Entering the field; participant observation and casual conversation; ethnographic interview
  Readings:
  - LeCompte/Schensul book 1 (Chapter 6)
  - Spradley book (Steps 1,2,3,4)
  - Bernard (Chapters 12, 13)
  - Angrosino book, “Naturalistic Observation”
  - ET book 2 (Chapters 4, 5)

  Due today:
  - Annotated bibliography with 2 entries

Week 5 (Feb. 7)
Topic (s):
- Research Design
  Focus: Formulating a research plan; Defining a problem statement; Articulating research questions
  Readings
  - ET book 1 (Chapters 4, 5)
  - Bernard (Chapter 3)
  - Davis and Craven (Chapter 4)

- Collecting Ethnographic Data
Focus: Entering the field; participant observation and casual conversation;
Selecting Informants/Sampling; Ethnographic Interview
Readings:
  o  ET book 1 (Chapter 6)
  o  Spradley book (Steps 1,2,3,4,7,9)
  o  Bernard (Chapters 7, 8)
  o  Angrosino book, “Naturalistic Observation”**
  o  ET book 2 (Chapters 4, 5)

**Due today:
  o  Participant Observation exercise
  o  Journal entry—research design/research plan: what is it and why is important? Compare and contrast the way it is discussed/outlined in 2 of our readings.
  o  Journal entry—discuss/describe method/methodology covered in Dr. Sokolovsky’s lecture and how it was applied and received in the field

Week 6 (Feb. 14)
Topic(s):
 ivering Ethnographic Data
Focus: Entering the field; Interview strategies/types; Ethnographic Interview; Oral History/Life History
Readings:
  o  ET book 1 (Chapter 6)
  o  Spradley book (Steps 4,7,9)
  o  Bernard (Chapter 8)
  o  Angrosino book, “Exploring Oral History” (Chapters 1,5,8)

Due today:
  o  Journal entry—1 page write-up on selecting informants and sampling based on readings; Compare/contrast Bernard reading and Spradley readings on topic
    o  Spradley book Step 1, Tasks 1.1,1.2,1.3 (p.54)
    o  Bernard (Chapter 7)
  o  Ethnographic Interview exercise 1
    o  See: Spradley book Step 2, Tasks 2.1, 2.2 (p.68)
    o  See: Spradley book Step 4, Task 4.2 (p. 91)

Methods Presentation  ____________________
Methods Presentation  ____________________
Week 6 (Feb. 21)
Guest Lecture- Dr. Beverly Ward

Topic(s): Using Mixed Methods
Focus: Mixed methods; mapping; survey data

Readings:
- Bernard (Chapter 9, 10, 15)
- Additional readings TBA
  *Readings/resources will posted on Canvas

Due today:
- Research plan/proposal for Final project (submit draft of proposed plan)

Week 8 (Feb. 28)
Topic(s): Collecting Ethnographic Data, Ethnographic Writing

Due today:
- Book Review/discussion #1 (Group A: write-up and lead class discussion)
- Journal entry—1 page review of a method/methodology covered in Dr. Ward’s lecture and how it was applied
- An ethnographic map—produce a map of your research site or a site or place of interest to you

Week 9 (Mar. 7)
Topic: Collecting Ethnographic Data; Enhanced Ethnographic Methods
Focus: Student review/presentation of selected research method: Audiovisual methods/multi-media methods, visual documentation (i.e., Photovoice, photo essay, iPhoto), questionnaires, focus groups, genealogy data, pile sorts, free lists, participatory action research, feminist ethnography

Readings:
- ET book 1 (Chapter 6, 9)
- Bernard (Chapter 10)
- ET book 3 (Chapters 1, 2)
- Davis and Craven (Chapter 4)
- Angrosino book—“Doing Cultural Anthropology” (*selected chapters posted on Canvas)

*Additional readings/resources TBA and will be posted on Canvas
Due today:
  o Journal entry—1 page write-up on oral history—What is the difference between oral history and ethnographic interview?
  o Ethnographic Interview exercise 2
    o Spradley book Step 9, Task 9.3 (p.172)

Week 10 (Mar. 13-18) Spring Break— NO CLASSES

Week 11 (Mar. 21)
Topic (s): Collecting Ethnographic Data
Focus: Oral History, Ethnographic interview, and Applying Archival Research
Readings:
  o Davis and Craven (Chapters 4, 5))
  o Angrosino book, “Exploring Oral History” (*Chapter 8, pp. 64-69)

  Additional Readings/resources TBA and will be posted on Canvas

Due today:
  o Research plan/proposal for Final project (submit revised/updated plan)
  o Oral history interview and 1-page write-up of method (optional/extra credit)
**Week 12 (Mar. 28)**
*Society for Applied Anthropology Conference Week*

**RESEARCH DAY—NO CLASS**

*Readings:*
- Spradley book (Steps 5, 6, 8, 11)
- ET book 1 (Chapter 7)
- Bernard (Chapters 18, 19)

**Week 13 (Apr. 4)**

**Topic(s):** Collecting *Ethnographic Data*, *Data Analysis*, and producing findings/ethnographic study

*Readings:*
- Spradley book (Steps 5, 6, 8, 11)
- ET book 1 (Chapter 7)
- Bernard (Chapters 18, 19)

**Due today:**
- *Book Review/discussion #2* (Group B: write-up and lead class discussion)
- 1 ethnographic/oral history interview *transcribed*
- Journal entry—1 page write-up on ethnographic data analysis—What is the purpose? How does ethnographic data analysis differ from methods used in quantitative analysis?

**Week 14 (Apr. 11)**

**Topic(s):** Qualitative *Data Analysis*

*Focus: Organizing collected data; Cultural themes/domains; Coding; Data analysis software tools*; writing an ethnography/ethnographic report of findings

*Readings*
- ET book 1 (Chapter 7, 9)
- Spradley book (Step 11, 12)
- Bernard (Chapters 18,19)
- ET book 5 (Chapters 3,4,5,6,7)

**Due today:**
- Bibliography (list of current sources/resources)
- Journal entry—ethnographic data analysis of interview/oral history—What is a domain analysis? What is taxonomic analysis? What are cultural themes?
  - Spradley book Step 6, Tasks 6.1&6.2 (p.119)
  - Spradley book Step 8, Tasks 8.1&8.3, (p.172)
  - Spradley book Step 11, Tasks 11.1, 11.2, 11.3 (p.201-203)
- Journal entry—qualitative analysis software tool(s)—identify and describe one qualitative analysis package (i.e., ATLAS.ti)
Week 15 (Apr. 18)
Topic(s): Qualitative Data Analysis/Writing up Findings
Focus: Organizing collected data; writing an ethnography/ethnographic report of findings

Due today:
- Journal/Fieldnotebook

Presentation of Final Projects

Week 16 (Apr. 25)
Presentation of Final Projects

Week 17
FINALS WEEK— Final Project paper due May 1

***This schedule, all assignments, and requirements are subject to change if necessary***
COURSE ASSIGNMENTS SUMMARY

Participation
Your participation and attendance at each class meeting is critical for success in this course. It is a participatory research experience! Please come to class well prepared with at least 2 specific questions based on assigned readings and come ready to critically engage the material or method up for discussion. You are also encouraged to bring relevant questions or challenges from your ongoing field research up for class discussion.

In order for you to be able get as much valuable feedback and support from your peers as possible throughout the semester, you will be grouped into small research “working groups.” Sometimes class activities will require that you work with your small group. Groups will be assigned a specified topic from the assigned readings to present. Details on how to prepare for your presentation will be provided/posted on Canvas.

IRB and ethics training (10 pts)
At the beginning of the course, each of you will complete USF Institutional Review Board online training certification, or the “CITI” course. Instructions for the CITI training are available at: http://www3.research.usf.edu/dric/docs/citi-registration-instructions.pdf. You will upload a copy of your certificate once you complete the training in Canvas. Save a copy of the confirmation screen for your records in case there is an error with the eIRB system. If you have already completed the course, you can just submit an existing copy of your certification from the eIRB website, do not take the course again. Certification is valid for two years. We discuss basic information about applying for IRB approval human subjects research at USF. If you think you may wish to publicly present the research you carry out for this course at a conference or submit for publication in the future, then IRB approval is required. Contact me if you have questions about IRB applications and process. [This assignment must be completed by January 24th.]

Annotated Bibliography/Bibliographic Database (10 pts)
One research requirement of this course is that you create an annotated bibliography (minimum of 2 entries) and build and maintain a bibliography of sources cited or consulted. Optionally, you may also choose to obtain and use a bibliographic software program (i.e., RefWorks or EndNote) for keeping track of references and data sources (books, articles, …) collected as part of your research in this course. There is a special session planned with Ms. Tomaro Taylor (USF librarian and anthropology liaison). She is a resource for you in developing a literature review and identifying and gathering archival data and setting everything up. Additional details and requirements will be supplied (see Canvas). [Draft 1—Due: January 31]

Journal (10 pts)
You are required to keep a journal for this class in a separate physical notebook. This journal provides a free space for exploration of course material and exercises, as well as a place for keeping research and fieldwork notes. For example, notes on participation observation, interviews, and surveys can be made here. Ideas about one’s own research can be sketched out. Comments and ideas provoked by readings can be put here. The journal is an open canvas, and aims to capture that all-important process of cultivating ethnographic insight that proves essential to long-term research. You will be asked to turn in the journal to me at specified points during the semester.
Book/article review and critique (20 pts)
Connecting your research to the existing literature and building theory requires expertise at evaluating others’ work in published form. You will write a critique of research presented in selected books/articles relevant to research objectives for this course. All students are required to read the selected book/article before class, and the student group in charge that day will guide us through an analysis of the research and methods presented in the book/article. Additional details on this assignment will be posted on Canvas.

*Note (1): There are 2 required ethnographic books. Although everyone is required to read both books, you are only required to do a written review & presentation of 1 of the books (listed below):

* You Owe Yourself a Drunk: An Ethnography of Urban Nomads
  By: James P. Spradley  (Due: 2/28)

* Preschool in Three Cultures Revisited: China, Japan, and the United States
  By: Joseph Tobin, Yeh Hsueh, and Mayumi Karasawa  (Due: 4/4)

*Note (2): there will be additional articles assigned throughout the semester and in some cases you will be required to submit a written review. Point totals for written reviews of selected articles will be provided by the Instructor at the time of assignment.

Research proposal (15 pts)
The main focus of the course is to become engaged in “doing” research. This requires a decision about your research early on in the form of a very brief research proposal. Since a 15-week semester is a limited time frame, students and the Instructor will work together to decide on a feasible research topic and plan. The proposal is an opportunity to sketch out that plan and work through the process of crafting a clearly defined research proposal. A description of the proposal format and expectation will be posted on Canvas. The key to this assignment is for students to get practice developing a grant proposal and to demonstrate that they have thought through and are ready to address those dimensions of a grant proposal that relate directly to what is covered in this class.

[Research plan/proposal for Final project is due: 3/2]

Methods Presentation (15 pts)
Once during the semester, each student will present on a specific method. This method should be one they plan to use in their own research. Alongside talking the class through the use of the method in question, students should provide a handout that outlines relevant details about the methods and includes key citations that describe the method and that demonstrate its use in original research.

Students should plan on having about 20 minutes to present on their method, and should think of this portion of classtime as a workshop (not a lecture). Your job is to teach us about this method, what it does, how it is used, why it is important, and so forth. Any hands-on components will be useful. Where relevant, powerpoint slides can be used – however, the emphasis should be on the student taking us through the method itself and how to use it.

Your choice of method needs to be specific, rather than something general like “interviews” or “participant observation.” If there is a specific approach you want to take to interviewing or surveys, that is appropriate, or it can be a stand-alone method (e.g.,...
Photovoice; Pile Sorts; Focus groups; Person-centered interview; PAR; Using Sanborn maps; kinship/genealogy; census data; …). Students can discuss potential methods with the professor, and also consult journals like Field Methods, Qualitative Health Research, American Ethnologist, American Anthropologist, and other relevant journals.

Once the student finishes covering the method, it is appropriate for discussion to turn to what the student plans to do for research more generally. Come prepared to discuss overall plans for research, whether that is the specific project you’ll execute for the class or the research you are planning as part of your graduate studies.

Field exercises/in-class methods assignments (5-10 pts/assignment)
During the semester, there will be several short assignments designed to give you first-hand experience with various methods and techniques of data collection and qualitative analysis. Each of these assignments may be components of your final paper if they are appropriate to your topic. For example, you will carry out participant observation, do a small set of interviews, and collect survey or mapping data so they can put into practice what we learn in class. You will turn in 1-2 page reports on each assigned field exercise. These reports should consist of a concise summary of the results and a reflection on how the research method works for gathering data.

Final Project Presentation (15 pts)
The seminar will culminate in a mini-conference at which each of you will present the findings of your research project. The presentations will be an opportunity for you to summarize your findings from your individual research project and you will receive feedback from your peers. More details about the format and expectations for the presentations will be provided later in the semester.

[April 18 and April 25th]

Final paper (100 pts)
You will choose a research topic and conduct independent ethnographic research on it over the course of the semester (for example, conducting interviews and doing participant observation to develop a qualitative understanding of the phenomenon). The paper should be 10-12 pages double-spaced, and provide an introduction, summarize the methods used, provide a substantive ethnographic vignette, present the main results, and discuss ethnographic insights into the topic researched. A detailed framework for the paper will be provided on Canvas.

[The final paper is due by 5p on May 1st.]

**All written assignments are expected to be submitted via Canvas by the start of class on the day the assignment is due. Paper copies will also be accepted. All submitted assignments should identify the name of the assignment and your name and file names or subject lines are expected to follow the format: LASTNAME_ASSIGNMENT TITLE_DATE.doc. If you send an assignment via email, make sure to obtain confirmation from the Instructor that your assignment has been received.

Please note that if you plan to present this research in a public forum or publish on this research, you will need to obtain human subjects approval from the IRB. Students are also required to gain human subjects certification as part of this class, or to present the necessary documentation about a previously obtained and still valid certification.
Other Recommended Texts, Reference Books, & Reading


** Additional resources will be posted on Canvas