

**San José State University Anthropology Department
ANTH 234: Advanced Research Methods**

Integrative Anthropology Laboratory WSQ4

Thursday, 6:00-8:45 pm

Final Exam May 21st

Dr. Marco Meniketti

404 N Clark Hall

Ofc Hrs: Tues/Thurs 3:00-4:30

or by appointment

924-5787

marco.meniketti@sjtu.edu

Course Description

Anthropologists must be able to use a wide range of research methods in order to investigate a variety of real world problems. To help you achieve this, we will build upon basic ethnographic methods including participant observation and ethnographic interviewing—skills which you should have already learned in your undergraduate methods course. The course should give you the knowledge necessary to design an appropriate methodological plan for conducting research projects. In particular, we will address the following topics:

Course Learning Objectives

- participant observation and the ethnographic interview
- interview methods and strategies
- eliciting "insider" perspectives
- asking questions that matter
- meta-analysis
- methods for analyzing relationships of power, identifying “gatekeepers”
- recognition of stake holder and descendant communities in archaeological studies
- techniques for conducting research and meta-studies using archival published secondary data sources
- ethnoarchaeological techniques
- appropriate mixed methods approaches
- digital anthropology
- techniques of spatial analysis and behavioral theory
- the relationship of anthropological methods to social science theory
- timeliness in anthropological research
- peer presentations and public speaking

Course Learning Outcomes

1. Students will apply selected methods of cognitive and linguistic anthropological approaches to elicit multiple perspectives on real world problems.
2. Students will conduct narrative research approaches and integrate them with other research methods.

Spring 2015

3. Students will demonstrate intermediate competency with various interviewing techniques, survey methods, and research approaches to obtain problem related data for analysis.
4. Students will apply appropriate technologies to ethnographic data analysis and presentation.
5. Students will critically evaluate and make use of appropriate statistical applications in fields of analysis with data produced during the semester.

Course Learning Outcome	Assessment Instrument or Activity	Competency Measure
CLO 1 Students will apply selected methods of cognitive and linguistic anthropological approaches to elicit multiple perspectives on real world problems.	Application exercise 1 & 2 Interviews and data collection. Analysis and interpretation. Development of protocols and instruments.	Detailed discussion of methodology and justification included in the Application exercises synopsis. Critical review of association between data and problem.
CLO 2 Students will conduct narrative research approaches and integrate them with other research methods.	Methods made evident in the Applications exercises. Instruments developed for data collection.	Inclusion of interview data, justification for methodology and coherence of method with result. Outcomes shown with statistical validity.
CLO 3 Students will demonstrate intermediate competency with various interviewing techniques, survey methods, and research approaches to obtain problem related data for analysis.	Development of appropriate protocols and instruments for data collection. Critical discussion of methods and variance of approach.	Group analysis of interpretations of data during Application exercises and Final Project. Critical review of outcomes included in synopsis.
CLO 4 Students will apply appropriate technologies to ethnographic data analysis and presentation.	Evidence of technology in the Applications exercises where appropriate. Technological applications evident in the field and for presentations	Technological application provides actual benefits to project outcomes. Critical review.
CLO 5 Students will critically evaluate statistical applications in fields of analysis with data produced during the semester.	Appropriate use of SPSS or other stat pack. Statistical application or results interpreted with meaningful statistics where necessary to facilitate analysis.	Statistical data presented with analysis of validity from core practice and interpreted in context. Critical review of application and significance.

The course is organized around four application exercises in which you will use different methodological approaches. Two will be group projects, actively working on a real problem in which research can contribute to policy and practice, and the third will reflect your own Master's project.

Throughout, we will pay particular attention to integrating different methods and forms of data, mixed methodology, presenting information to different audiences, and collecting, analyzing, and presenting data using various technological means.

The course will follow a seminar and workshop format. Individual students will be assigned weekly to summarize the readings and to lead our discussion.

The goal is to help you assess the strengths and weaknesses of each particular method, and the conditions in which it is appropriate to use. You will have the opportunity to discuss and apply different technologies that might be used for data collection, analysis, or presentation. There will also be a strong emphasis on use and interpretation of quantitative data or resources.

Spring 2015

Required Texts/Readings

The following books are required for the course:

Jean Schensul and Margaret LeCompte, Designing and Conducting Ethnographic Research 2nd edition. Book 1 [DCER]

Jean Schensul and Margaret LeCompte, Designing and Conducting Ethnographic Research 2nd edition. Book 3 [EEM]

Additional readings will be available in pdf format each week for our seminar discussions.

Readings will be available on the course web pages:

<http://www.sjsu.edu/people/marco.meniketti/courses/ARM>

See readings chart for comprehensive weekly list.

Useful Websites in support of course content

<http://www.des.emory.edu/mfp/proposal.html>

<http://www.webdesignerdepot.com/2009/06/50-great-examples-of-data-visualization/>

<http://www.virtualrosewood.com>

<http://www.vizin.org>

Course Learning Goals

Students who successfully complete this course should be able to:

- Develop and assess research questions and problems and to link them to quantitative and qualitative data using specific research designs.
- Conceptualize problems from a comparative perspective and investigate them under limited time constraints.
- Locate, appropriately use and assess secondary data sources such as surveys and censuses. Use various archival resources (including local media, organizational documents, government documents) to investigate problems.
- Synthesize and articulate the results of research for different audiences using appropriate modes of presentation.
- Understand the role of information technologies in data collection, analysis, and presentation (including visual anthropology).
- Will recognize and be conversant with the intersections of anthropology, archaeology, and other avenues of cultural research.

ANTH 234: Advanced Research Methods Course Schedule

Schedule is subject to change with fair notice.

Week	Date	Topics, Core Readings, Assignments, Deadlines
1	1/29/15	Introduction and Course Overview Read: Designing and Conducting Ethnographic Research (DCER) Chapter 1-2 Read: see readings chart
2	2/5/15	Methodological Domains: Concepts, Propositions, Theories, Models Student leaders Read: DCER Chapter 3; EEM Chapter 1 Read: see readings chart
3	2/12/15	Research Tools and Research Design Student leaders Read: DCER Chapter 4-5; EEM Chapter 2-3 Read: see readings chart
4	2/19/15	Collecting Data, Note Taking, and Other Skills. <u>Meta Studies.</u> Student leaders Read: DCER Chapter 6; EEM Chapters 3-4 , Hart Chapter 3-4 (pdf) Read: Floden and Meniketti (No written synthesis) Read: see readings chart
5	2/26/15	Mapping and Analyzing Spaces, Contexts Student leaders Read: DCER Chapter 7; EEM Chapter 5-6 Read: see readings chart Begin Group Practicum
6	3/5/15	Asking, Listening and Hearing Data Student leaders Read DCER Chapter 9-10; EEM Chapter 7 Read: see readings chart.
7	3/12/15	Mini-Meta-study. Individual presentations
8	3/19/15	Getting into People's Lives, Focus groups Student leaders Read: EEM Chapter 8 Read: see readings chart
9	3/24-31/15	SPRING BREAK: MARCH <i>Cesar Chavez day March 31 (campus closed)</i>
10	4/2/15	Analyzing and Interpreting Data Student leaders Read: EEM Chapter 9-10 Read: see readings chart
11	4//9/15	Understanding and Evaluating Qualitative Research Student leaders Read: EEM Chapter 11 Read: see readings chart
12	4/16/15*	Society for American Archaeology Conference San Francisco 16-19 No class (Meet to prepare presentation) Read

Week	Date	Topics, Core Readings, Assignments, Deadlines
13	4/23/15	Communicating Results and Presenting Data Practicum : Groups Peer and Instructor review
14	4/30/15	The range of investigations and community involvement. <u>Student leaders</u> Read: see readings chart
15	5/7/ 15	Combining and Integrating Different Methods, Technologies <u>Student leaders</u> Read: see readings chart
Final Exam	5/21/15	FINAL EXAM (IN-CLASS PRESENTATIONS) May 21st 5:15pm -7:30 Limit 12 minutes each. Peer feedback.

Assignments

1. Reading summaries.

Each week read core text chapters.

Each week there will be supplemental articles in pdf format that you should read for the purposes of discussion. For each set of readings you will prepare a précis not exceeding 1500 words summarizing the major points and concepts. You will follow these summaries with a brief statement of integration for the readings, in other words, critically discuss the intersection of the reading themes or content. *Do not include analysis or summary of the text readings—they will serve as a catalyst for discussion and provide your framework for interpreting the readings.* Please follow the specified format.

You should concisely summarize the main points responding to the following prompts—What is the practice or approach described or applied by the author(s)? When is the approach or practice best used? What kind of knowledge can it generate? What are the limitations? Assessment will be based on ability to draw out the key points and apply them in a concrete way to applied inquiry.

The **expectation** is that each student will actively engage in seminar discussion and contribute substantive and critical evaluation of the readings. You will be cold-called during the seminars to contribute your analysis or research-based opinions. Come prepared.

Late reading summaries will not be accepted. You are allowed one by-pass without penalty. All writing in the class should conform to the AAA or AA citation and reference style, and should be free of technical writing errors.

1. Discussion leaders: each of you will have the opportunity to lead class discussion at least once. You will write an additional paragraph discussing how the technique or approach for the week illustrates the uses and/or limitations of that inquiry as connected to the text chapters. You should prepare a set of five key questions or prompts to stimulate the discussion. The discussion should seek to bridge the various readings and to solicit critique. You will hand these in with your write up. 25pts. 6%

2. Participation. You are expected to attend seminar each week and to actively participate in discussion. Assessment will be based on effort, evident comprehension, and facility with oral communication (10 points each week; 100 points total). 25%

3. Group research project. The world works in teams. So will you. You will participate in a series of a major Application exercise to be conducted in teams. The exercise will focus upon a set of methods covered during a portion of the semester. Teams will be assigned by the instructor. Students will

conduct one intensive applied group project with a real issue relevant to the SJSU community. Oral reports with visual aid, supplemented by documentation (field notes and interview transcripts), will form the basis of assessment. Scoring rubrics will be available in advance. Begin on week five. (150 points total). 36%

4. Individual Meta-study. A technique of rapidly acquiring deep knowledge of a particular subject is to become immersed in the literature. Each of you will determine a topic through consultation with the instructor and engage the research by reading every research paper available on the topic published since the year 1995. Identify the best sources and annotate as many as you can. You will present your findings to the class. You will hand in your graphically organized study and a 500 word synopsis of the literature. 50 pts. 12%

5. Individual research project. You will write a project proposal outlining your basic research design, data collection protocols and analytical methods. In addition you will discuss your project deliverable (or thesis contribution) timetable, and consider innovative ways you can share your deliverable with your client. You will identify an agency or sponsoring organization appropriate for funding such a project and will prepare a grant proposal for mock submission based on your project design. This project will be presented as your Final Exam. Your presentation will be limited to 12 minutes and no more than six powerpoint slides. (50 points) 12%

Project critique. Strategic evaluation and self critique for Group research project. This follow-up assignment allows you to reassess the methods, applications, and instruments used in the group project. (25 pts) 6%

Technology applications. Many digital cameras, smart phones and iPads have the capacity to film vide, record sound, and so forth. The ethnographic lab and the Integrated Anthropology Lab have facilities and equipment for producing recordings or videos. You may wish to produce videos as a product of your Application exercises. Visual interest and completeness of content will form the basis for assessment. (12 pts) 3%

A word about writing. Take time to carefully proofread. Papers submitted with **more than five types of errors** will be returned for a redo. These may be submitted for reassessment with a 20% grade reduction.

All assignments must be completed in order to pass. Incompletes will only be given if at least 70% of the work has been done.

400 pts total. Grading distribution by percent:

100%	-	97%	A+	96	-	93	A
92	-	90	A-	89	-	87	B+
86	-	83	B	83	-	80	B-
79	-	77	C+	76	-	73	C
72	-	70	C-	Below 70			F

Classroom Protocol

This course will be conducted as a student-led seminar and faculty directed inquiry. During the semester you will each be responsible for presenting the readings for the week to your peers. If you are paired for a presentation you and your partner will also be expected to lead a critical discussion of the week's readings. Meet with me in advance of your presentation for suggestions and strategies on how best to lead the seminar.

University Policies

Here are some of the basic university policies that students must follow.

Dropping and Adding

Find the procedures and deadlines for adding and dropping classes.

Catalog Policies <http://info.sjsu.edu/static/catalog/policies.html>.

Add/drop deadlines http://www.sjsu.edu/provost/services/academic_calendars/

Late Drop Policy <http://www.sjsu.edu/aars/policies/latedrops/policy/>

Consent for Recording of Class and Public Sharing of Instructor Material

All students must obtain the instructor's permission if they wish to record lectures or distribute materials from the class.

University Policy S12-7 <http://www.sjsu.edu/senate/docs/S12-7.pdf>

Academic integrity

Learn about the importance of academic honesty and the consequences if it is violated.

University Academic Integrity Policy S07-2 <http://www.sjsu.edu/senate/docs/S07-2.pdf>

Student Conduct and Ethical Development website <http://www.sjsu.edu/studentconduct/>

Campus Policy in Compliance with the American Disabilities Act

Here are guidelines to request any course adaptations or accommodations you might need.

Presidential Directive 97-03 http://www.sjsu.edu/president/docs/directives/PD_1997-03.pdf

Accessible Education Center <http://www.sjsu.edu/aec>

Resources

The university provides resources that can help you succeed academically. Just look here.

Academic Success Center <http://www.sjsu.edu/at/asc/>

Peer Connections website <http://peerconnections.sjsu.edu>

Writing Center website <http://www.sjsu.edu/writingcenter>

Counseling Services website <http://www.sjsu.edu/counseling>

General Expectations, Rights and Responsibilities of the Student

As members of the academic community, students accept both the rights and responsibilities incumbent upon all members of the institution. Students are encouraged to familiarize themselves with SJSU's policies and practices pertaining to the procedures to follow if and when questions or concerns about a class arises. See University Policy S90-5 at <http://www.sjsu.edu/senate/docs/S90-5.pdf>. More detailed information on a variety of related topics is available in the SJSU catalog, at <http://info.sjsu.edu/web-dbgennarr/catalog/rec12234.12506.html>. In general, it is recommended that students begin by seeking clarification or discussing concerns with their instructor. If such conversation is not possible, or if it does not serve to address the issue, it is recommended that the student contact the Department Chair as a next step.