

**San José State University**  
**Anthropology Department**  
**ANTH 234: Advanced Research Methods**  
**Spring 2012 Semester**

<b>Instructor:</b>	Dr. Jan English-Lueck
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<b>Office Hours:</b>	Th 4:30-5:30 pm
<b>Class Days/Time:</b>	Th 6:00-8:45 pm
<b>Classroom:</b>	CL 204, supported by D2L
<b>Prerequisites:</b>	ANTH 149 or instructor consent
<b>Course Websites:</b>	<a href="http://www.sjsu.edu/people/jan.english-lueck/courses/Anth234/">http://www.sjsu.edu/people/jan.english-lueck/courses/Anth234/</a> and <a href="https://sjsu.desire2learn.com">https://sjsu.desire2learn.com</a>
<b>Course Fees:</b>	N/A

### **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:

- participant observation and the ethnographic interview
- eliciting "insider" perspectives
- methods for analyzing relationships of power
- techniques for conducting research using archives and other secondary data sources
- the comparative method and historical analysis
- individual life histories and other methods that explore individual lives in depth
- tracing connections (or "networks") linking people, things, and ideas
- non-verbal techniques including spatial analysis
- the relationship of anthropological methods to social science theory
- timeliness in anthropological research

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

The course is organized around three 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. You will read about these methods, discuss them in seminar, and work in small groups to determine how they might be applied to the simulation exercises. 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. Finally, you will have the opportunity to discuss different technologies that might be used for data collection, analysis, or presentation.

## **Course Goals and Student Learning Objectives**

### Course Objectives

Students who successfully complete this course should be able to:

1. Develop and assess research questions and problems and to link them to quantitative and qualitative data using specific research designs.
2. Conceptualize problems from a comparative perspective and investigate them under limited time constraints.
3. Locate, appropriately use and assess secondary data sources such as surveys and censuses.
4. Use selected methods of cognitive and linguistic anthropological approaches to elicit multiple perspectives on problems.
5. Use various archival resources (including local media, organizational documents, government documents) to investigate problems.
6. Conduct narrative research approaches (including life history, "day in the life," etc.) and integrate them with other research methods.
7. Conduct network-based research that elicits structures of interconnections among people and that trace the movement of people, artifacts, and ideas.
8. Synthesize the results of research for different audiences using appropriate modes of presentation.
9. Understand the role of information technologies in data collection, analysis, and presentation (including visual anthropology).

### Departmental Objectives

1. Understanding culture as the distinguishing phenomenon of human life, and the relationship of human biology and evolution.
2. Awareness of human diversity and the ways humans have categorized diversity.
3. Knowledge of the significant findings of archaeology, cultural anthropology, and physical anthropology, and familiarity of the important issues in each sub-discipline.
4. Knowledge of the history of anthropological thought and its place in modern intellectual history.

5. Comprehension of migration, colonialism, and economic integration as significant phenomenon shaping global society.
6. Ability to access various forms of anthropological data and literature.
7. Awareness of importance and value of anthropological knowledge in contemporary society, and the ability to apply it to social issues.
8. Knowledge of the research methods of the sub-disciplines of anthropology, and the ability to apply appropriate research methods in at least one sub-discipline.
9. Ability to present and communicate anthropological knowledge and the results of anthropological research to different audiences.
10. Knowledge of political and ethical implications of social research.

## **Required Texts/Readings**

### **Textbooks**

The following books are required for the course:

1. Sally Campbell Galman, *Shane, the Lone Ethnographer*;
2. Jean Schensul and Margaret LeCompte, *Designing and Conducting Ethnographic Research*, [DCER] 2nd edition (1<sup>st</sup> edition on reserve);
3. Jean Schensul and Margaret LeCompte *Essential Ethnographic Methods* [EEM](available through Spartan rental, and on reserve);
4. Herbert and Irene Rubin, *Qualitative Interviewing: The Art of Hearing Data* [QI](on reserve)

In addition, we will have readings available on Desire to Learn (D2L) in pdf format. These include:

- Creswell, “Data Collection” excerpt qualitative approaches
- Cromeey, “Mapping Social Spaces”
- Guest, “How many interviews are enough?”
- Gotshi “Participatory Photography”
- Irving,” Strange Distance”
- Jones et al. “Using GPS-Enabled Mobile Computing to Augment Qualitative Interviewing: Two Case Studies.”
- Jordan, “Persuasive Encounters: Ethnography in the Corporation”
- Kimbell, “Reassembling the Visual”
- Leavy, Patricia, *Essentials of Transdisciplinary Research*, “Transdisciplinarity”
- LeCompte, Margaret and Jean Schensul, *Analyzing and Interpreting Ethnographic Data*, “Fine-tuning Results”
- Nader, “Up the Anthropologist”
- Nelson, “From Quantitative to Qualitative: Adapting Life History Calendar”

Useful Websites:

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

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

Optional readings on technology available through Desire to Learn include:

- Lapum et al. 2012, “Employing the Arts in Research as an Analytical Tool and Dissemination Method: Interpreting Experience through the Aesthetic”
- Annechino et al. 2010, “Bridging the Qualitative-Quantitative Software Divide.”
- Meyer and Avery, 2009, “Excel as a Qualitative Data Analysis Tool”

### **Classroom Protocol**

This course will be conducted as a student-led seminar. In other words, several times during the semester you (along with a partner) will be responsible for presenting the week's readings to your peers. You and your partner will also be expected to lead a critical discussion of the week's readings.

### **Dropping and Adding**

Students are responsible for understanding the policies and procedures about add/drops, academic renewal, etc. [Information on add/drops are available at http://info.sjsu.edu/web-dbggen/narr/soc-fall/rec-298.html](http://info.sjsu.edu/web-dbggen/narr/soc-fall/rec-298.html). [Information about late drop is available at http://www.sjsu.edu/sac/advising/latedrops/policy/](http://www.sjsu.edu/sac/advising/latedrops/policy/). Students should be aware of the current deadlines and penalties for adding and dropping classes.

### **Assignments and Grading Policy**

Assignments for this course include the following:

1. *Reading summaries.*

*For all students:* For the weeks marked with an asterisk (\*), you should prepare précis (summary). *Each reading* should have 100-150 words summarizing the major points. You should concisely summarize the main points responding to the following prompts—What is the practice or approach described by the author(s)? When is the approach or practice best used? What kind of knowledge can it generate? What are the limitations? In addition you will select one point and discuss potential uses in either your group or individual MA research project.

Late reading summaries will not be accepted without documentation. All writing in the class should conform to the AAA style. Submit your papers through D2L (desire to learn).

*Discussion leaders:* You will lead the discussions. To bring home application of points, you will find a written (peer reviewed, published or gray literature) project report that illustrates the theme of the weekly readings. You will write an additional

paragraph discussing how the technique or approach illustrates the uses and/or limitations of that inquiry.

Assessment will be based on ability to draw out the key points and apply them in a concrete way to applied inquiry. Written communication will also be assessed. (10 points each; 100 points total)

2. *Participation.* You are expected to attend seminar each week and to actively participate in discussion. Participation also includes one presentation of readings over the course of the semester. You may work with another person. Assessment will be based on effort, apparent comprehension, and facility with oral communication (10 point each week; 150 points total)

3. *Technology video.* Each of you will sign up to work in a team to create a 5-8 minute online video to be posted to Youtube (urls to be posted to the D2L site). Flip cameras are available for checkout through the department. Many digital cameras, smart phones and ipads have the capacity to film video. The videos you produce will introduce a particular technology and discuss how it is being used by researchers today. Sign up for topics on D2L. The videos should be viewable by all parties by April 16, discussions to ensue online and on the 19th. Visual interest and completeness of content will form the basis for assessment (50 points total).

*Topics include:*

*Global Positioning Systems and Geographic Information Systems  
Audio Recorders, Transcription, Voice Recognition  
Cameras and Still Photography  
Video Cameras and tracking visual data  
Analytical Software for qualitative and quantitative research  
Communicating and Visualizing Data through Images*

Note additional optional readings on D2L on technology use in research.

3. *Group research project.* You will participate in a series of two application exercises to be conducted in teams. Each exercise will focus upon a set of methods covered during a portion of the semester. Teams will be assigned by the instructor and will change from one exercise to the next. Students will conduct two applied anthropology group projects with a real issue in a learning organization (SJSU!). Oral reports with a visual aid, supplemented by documentation (fieldnotes and interview transcripts) will form the basis of assessment (100 points for each exercise; 200 points total)

4. *Individual research project.* You will write a five page proposal outlining your basic research design, data collection and analytical methods. In addition you will discuss your project deliverable (or thesis contribution) and consider innovative ways you can share your deliverable with your client. During your final period you will deliver a five minute elevator speech highlighting your main line of inquiry, your application or audience, the significance of your project, your planned methods, timeline and deliverable. (50 points)

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

### Grading Distribution

100	-	97	A+	79	-	77	C+
96	-	93	A	76	-	73	C
92	-	90	A-	72	-	70	C-
89	-	87	B+	69	-	67	D+
86	-	83	B	66	-	63	D
83	-	80	B-	Below 63			F

## **University Policies**

### **Academic integrity**

Students should know that the University's [Academic Integrity Policy is available at http://www.sa.sjsu.edu/download/judicial\\_affairs/Academic\\_Integrity\\_Policy\\_S07-2.pdf](http://www.sa.sjsu.edu/download/judicial_affairs/Academic_Integrity_Policy_S07-2.pdf). Your own commitment to learning, as evidenced by your enrollment at San Jose State University and the University's integrity policy, require you to be honest in all your academic course work. Faculty members are required to report all infractions to the office of Student Conduct and Ethical Development. The website for [Student Conduct and Ethical Development is available at http://www.sa.sjsu.edu/judicial\\_affairs/index.html](http://www.sa.sjsu.edu/judicial_affairs/index.html).

Instances of academic dishonesty will not be tolerated. Cheating on exams or plagiarism (presenting the work of another as your own, or the use of another person's ideas without giving proper credit) will result in a failing grade and sanctions by the University. For this class, all assignments are to be completed by the individual student unless otherwise specified. If you would like to include in your assignment any material you have submitted, or plan to submit for another class, please note that SJSU's Academic Policy F06-1 requires approval of instructors.

### **Campus Policy in Compliance with the American Disabilities Act**

If you need course adaptations or accommodations because of a disability, or if you need to make special arrangements in case the building must be evacuated, please make an appointment with me as soon as possible, or see me during office hours. Presidential Directive 97-03 requires that students with disabilities requesting accommodations must register with the DRC (Disability Resource Center) to establish a record of their disability.

## ANTH 234: Advanced Research Methods Spring 2012 Course Schedule

*Schedule is subject to change with fair notice.*

Week	Date	Topics, Readings, Assignments, Deadlines
1	01/26/12	<p><b><u>Introduction and Course Overview</u></b></p> <p>Read Essential Ethnographic Methods (EEM) Chapter 1; Graphic non-fiction book, Shane: The Lone Ethnographer (entire book)</p>
2	02/02/12	<p><b><u>Methodological Domains: Concepts, Propositions, Theories, Models</u></b></p> <p>Read*: EEM Chapter 2; Designing and Conducting Ethnographic Research (DCER) Chapter 2; Leavy, “Transdisciplinarity” (online at D2L)</p>
3	02/9/12	<p><b><u>Research Tools and Research Design</u></b></p> <p>Read:* DCER Chapters 3, 4, 5</p>
4	02/16/12	<p><b><u>Sampling, Measuring, Statistics</u></b></p> <p>Read:* EEM Chapter 10; Guest, “How many interviews are enough?” (online at D2L); Creswell, “Data Collection” excerpt qualitative approaches (online at D2L)</p>
5	02/22/12	<p><b><u>Watching, Listening, Note Taking, and Other Skills</u></b></p> <p>Read:* EEM 5; DCER 9 ; Emerson, “Writing up fieldnotes” (online at D2L)</p>
6	03/01/12	<p><b><u>Mapping and Analyzing Spaces, Contexts</u></b></p> <p>Read:* Jones et al. “Using GPS-Enabled Mobile Computing to Augment Qualitative Interviewing: Two Case Studies.” Cromey, “Mapping Social Spaces” (both online at D2L)</p>
7	03/8/12	<p><b><u>Communicating: Presenting Data Practicum 1:</u></b> <b>What did you learn from your observations?</b></p> <p><b>Fieldnotes from observations due</b></p>
8	03/16/12	<p><b><u>Asking, Listening and Hearing Data</u></b></p> <p>Read:* EEM 6; Qualitative Interviewing: The Art of Hearing Data (QI) Chapters 3, 6, 8</p>
9	03/22/12	<p>Workshops: Interviewing; Linking Research, Interview Questions and Observational Queries <b>(bring a tentative MA project hypothesis or research question);</b> <b><i>SPRING BREAK: MARCH 26 – 30</i></b></p>

<b>Week</b>	<b>Date</b>	<b>Topics, Readings, Assignments, Deadlines</b>
10	04/05/12	<b><u>Getting into People's Lives</u></b>  Read:* Irving, "Strange Distance" (all online at D2L) Nelson, "From Quantitative to Qualitative: Adapting Life History Calendar" Gotshi "Participatory Photography"
11	04/12/12	<b><u>Analyzing and Interpreting Data</u></b>  Read:* DCER Chapter 7 QI Chapter 10 LeCompte et al., "Fine-tuning results" (online at D2L)
12	04/19/12	<b><u>Online Ethnotechnofest</u></b> <b>All technology videos to be posted by 4/16 to be viewed by all.</b>  Note optional readings online at D2L on technology use. [Note: SWAA meetings in Chico 4/20-21)
13	04/26/12	<b><u>Interrogating Power, Cultural Capital and Representing Data</u></b>  Read:* Nader, "Up the Anthropologist" (all online at D2L) Jordan, "Persuasive Encounters: Ethnography in the Corporation" Kimbell, "Reassembling the Visual"
14	05/03/12	<b><u>Communicating: Presenting Data Practicum 2:</u></b> <b>What did you learn from your interviews?</b>  <b>Interview transcript due</b>
15	05/10/12	<b><u>Combining and Integrating Different Methods</u></b>  Read:* EEM Chapters 8, 9 DCER Chapter 8
16		N/A
Final Exam		<b>FINAL EXAM (IN-CLASS PRESENTATION)</b> Tuesday, May 22 (5:15-7:30 pm) in regular class meeting room. Present project plan orally to the group (5 minutes), <b>project proposal due.</b>

\*Indicates that summaries will be posted for that week's readings.