

Anthropology Department

ANTH234 Advanced Research Methods Spring 2016

Contact Information

Instructor:	Dr. Marco Meniketti
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Office Hours:	Tuesday 10:30-1:30 or by appointment
Class Days/Time:	Monday 6:00-8:45
Classroom:	WSQ 4 Integrative Anthropology lab

Course materials such as syllabus, handouts, notes, assignment instructions, etc. can be found on Canvas.

Students are responsible for regularly checking with the Announcements through the canvas pages (or other communication system as indicated by the instructor) to learn any updates.

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
- interview methods and strategies
- eliciting "insider" perspectives
- asking questions that matter
- 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
- the comparative method and historical analysis
- 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

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.

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.

Course 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 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.

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.
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 statistical applications in fields of analysis with data produced during the semester.

Course Learning Outcome	Assessment Instrument or Activity	Competency Measure
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.
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.
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.
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.
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.

Required Texts/Readings

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

Paul Shackel and Erve Chambers, *Places in Mind: Archaeology as Applied Anthropology* [PMAA].

Additional readings will be available in pdf format each week for our seminar will be available on the course web pages:

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

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>

Library Liaison
Silke Higgins
King Library
silkie.higgins@sjsu.edu
408-808-2118

Course Requirements and Assignments

1. Participation. You are expected to attend seminar each week and to actively participate substantively in discussion. Critique and discussion are at the core of the course. Participation also includes at least one oral presentation of readings over the semester. Assessment will be based on effort, demonstrated comprehension, and facility with oral communication. You will write a weekly synthesis of readings (see above). **Participation accounts for 50% of the grade.**
Discussion leaders: You will be assigned to lead the seminar at least once during the semester. When it is your turn you will write an additional paragraph attached to the synthesis for the week discussing how the technique or approach for the week illustrates the uses and/or limitations of that particular inquiry. 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 inspire lively critique.

Reading summaries.

For all students: Each week read core text readings. For text each reading and supplemental article you will prepare a précis of 200 words summarizing the major points and concepts. You will follow these précis with a brief integration of the readings illustrating how they relate or intersect. [In other words, a chapter reading and two articles will equal three separate précis of 200 words each followed by synthesis]. At times it will be practical in character, other times conceptual. Please follow the specified format.

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?

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. (20 points each; 200 points total) These are folded into the participation grade.

The expectation is that each student will actively engage in seminar discussion and contribute substantive and critical evaluation. Expect to be called on by name.

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 grade reduction (20%)

Late reading summaries will not be accepted without documentation of reason. All writing in the class should conform to the AAA or AA style. Grace for one missing synthesis paper during the semester without penalty—be judicious.

2. Technology applications. Many digital cameras, smart phones and iPads have the capacity to produce video. 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. Extra credit.

Research

3. **Individual rapid meta-study.** Each of you will conduct a basic meta-study on a topic of your choosing, but it is suggested it be directly related to your research interests. Meta-study is a quick way to get up to speed on specific topics. You will make a brief ten minute class presentation of your findings. 7.5%

4. **Group research project.** The world works in teams. So will you. You will participate in two 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 group projects using a specified method with a real issue in a learning organization. Oral reports with a visual aid, supplemented by documentation (field notes and interview transcripts) will form the basis of assessment (100 points for each exercise; 200 points total) 28.5%

5. **Individual research project.** You will write a three page (minimum) 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. Alternatively, you will prepare a mock grant proposal with an identified granting agency. During your Final Exam you will deliver a brief presentation highlighting your main line of inquiry, your application or audience, the significance of your project, your planned methods, timeline and intended deliverable. 14%

Grading Summary

Meta study and presentation 50 pts

2 Group research projects 200 pts

Individual research (Final) 100 pts

Participation [includes 10 synthesis papers 20 pts each (200 pts), active discussion contribution, critiques (100pts), and active seminar leader (50pts)] 350 pts

All assignments must be completed in order to pass. Incompletes will only be given if at least 70% of the work has been done and reasons for incompleteness comply with University policy.

Grade percentages

A+ 97-100%	A 96-93%	A- 92-89%
B+ 88- 85%	B 84-81%	B- 80-77%
C+ 76-74%	C 73-70%	C- 69-64%
F Below 63%		

Grading Policy

Below are basic guidelines for grading. Additional criteria may apply depending on assignments. This grade range is generous. Please note that a grade of D or F is not an option.

To earn an A: All assignments must be completed, on time, and demonstrate mastery of conceptual as well as critical content. Assignments will exhibit thoughtful and critical analysis, effort at conceptual synthesis, and originality. Papers will be carefully proofread for grammatical and typographical errors and exhibit exemplary writing appropriate to the discipline. Assignments must be of consistently high quality in terms of content and

execution. Examinations will score in the range of 90% and above. Final project complete, original, or free of technical errors.

To earn a B: All assignments must be completed, on time, and demonstrate general comprehension of conceptual as well as critical content. Assignments will exhibit thoughtful analysis and effort should be made at conceptual synthesis. Seminar responsibilities achieved. Papers will be carefully proofed for grammatical and typographical errors and exhibit very few writing problems. Assignments must be of good quality in terms of content and conform to standards appropriate to the discipline. Exams may score in the 80% and above range. Final project completed and original or innovative.

To earn a C: At least 80% of assignments must be completed, on time, and demonstrate general understanding of critical content. Knowledge of basic conceptual material should be demonstrated. Seminar responsibilities achieved. Assignments will exhibit thoughtful effort with few errors in content. Papers will likely contain grammatical and typographical errors and exhibit general writing problems. Citation standards incorrect. Exams may score in the 70% and above range. Final project completed at average level of competence.

To earn an F: Failure to turn in assignments in a timely manner or to complete and submit more than 50% of assignments. Basic knowledge of conceptual material and critical analysis not demonstrated. Assignments exhibiting a lack of careful or thoughtful effort and major errors evident in content. Papers will likely contain grammatical and typographical errors along with general writing problems, especially in word usage. Citation standards incorrect. Exams score below the 60% range. Final project possibly incomplete or late. Failure to take Final Exam or submit the required term paper will result in automatic failing grade for the semester regardless of other work.

Grade I: Special circumstances. Failure to complete and submit better than 60% of assignments owing to extraordinary causes as defined by University policy. Must complete Final Exam. To make up this grade will require an additional project at instructor's discretion.

Classroom Protocol

All lectures and handout materials including exams and exercises are copyrighted and may not be distributed without written permission to do so.

- Students will be held to the highest standards of academic integrity and intellectual ethics. The chief product in the social sciences is new knowledge and original thinking. Plagiarism is intellectually dishonest and a form of theft. It will not be tolerated and will be dealt with in accordance with university Academic Integrity Policy.
- Clear criteria for grading will be provided for each assignment format. Feedback to students will be immediate and as detailed as manageable. The instructor will make every reasonable effort to provide timely and constructive feedback to students concerning performance throughout the semester, especially with written work.

- Students are encouraged to ask questions before, during, and after class and to take full advantage of scheduled office hours or to make appointments.
- Students who hand in research draft papers for pre-assessment will have the opportunity to make revisions and improvements before final grading.
- **Assignments will not be accepted by email or after the last scheduled class.**
- Participation is a vital element in a social science environment and attendance is foundational to academic success. Students are expected to attend class. Although no formal role will be taken, informal attendance records will be monitored.
- As a courtesy and in respect for fellow students and instructor please turn off your cell phones and other electronics. Text messaging during class is disruptive and not only disrespectful, but insulting. It also prevents you from concentrating on the lecture. If you must, then please leave the room.
- Discussions of controversial topics can become emotional. Such discussion demands respect and intellectual honesty toward and between fellow students, instructor, and from instructor toward students. Personal attacks on individuals holding non-conventional/controversial ideas will not be tolerated.
- Late assignments will not be accepted without valid excuse.* No papers will be accepted after the last day of classes or during Finals week.
- The instructor reserves the right to adjust the syllabus, exam dates, or course content as deemed necessary to facilitate the highest achievement and performance of the class, or to explore timely topics.
- Students are encouraged to ask questions before, during, and after class and to take full advantage of scheduled office hours or to make appointments.
- There will be no extra credit assignments for this course. There is already plenty to do.
- Incomplete (I) can not be given to avoid an F grade (University Policy)

ANTH234 Advanced Research Methods

Course Schedule

The schedule is subject to change with fair notice by announcements in class and on course webpage.

Course Schedule

Week	Date	Topics, Core Readings, Assignments, Deadlines
1	Feb 1	<u>Introduction and Course Overview</u> Read: DCER Chapter 1 (review) Read PMAA introduction pgs 1-15 Preservation law basics part 1 Concept: Meta-study (Begin: due 22 nd)

Week	Date	Topics, Core Readings, Assignments, Deadlines
2	Feb 8	<u>Methodological Domains: Concepts, Propositions, Theories, Models</u> Read: DCER Chapter 2, 8 PMAA 2,3; Jordan and Dalal; Jick Begin group project 1 (Due 29 th)
3	Feb 15	<u>Research Tools and Research Design</u> Read: DCER Chapters 3-4; Guest; Volis et al.; Meyer and Avery. Hart 2-3 (not for write-up)
4	Feb 22	<u>Watching, Listening, Note Taking, and Other Skills</u> Read: DCER Chapters 5; Emerson Meta-study presentation
5	Feb 29	<u>Mapping and Analyzing Spaces, Contexts</u> Multiple readings from ESRI journals. Jones et al. Digital anthropologies Presenting Data Practicum 2: Group Project 1 Presentation
6	Mar 7	<u>Sampling, Measuring, Statistics</u> Read: DCER 7; Chapter 6-7; Wutich et al., Preservation law basics part 2
7	Mar 14	<u>Communicating: Presenting Data Practicum 1:</u> What did you learn from your observations? Field notes from observations due Read: Kimball; Gotschi et al.; Lapum; Bird and Godwin; Begin group Project 2 (Due Apr 25 th)
8	Mar 21	<u>Asking, Listening and Hearing Data</u> Read: PMAA 4,5
9	Mar 28-Apr 1	<i>SPRING BREAK: MARCH 25– 29</i>
10	Apr 4	<u>Getting into People’s Lives</u> Read: DCER Chapters 10; PMAA 6, 8;
11	Apr 11	<u>Analyzing and Interpreting Data</u> Read: DCER Chapter 7 revisited; Nelson; Curtis;
12	Apr 18	<u>Interrogating Power, Cultural Capital and Representing Data</u> Read: Wedel et al.; Chen
13	Apr 25	<u>Communicating Results</u> Presenting Data Practicum 2: Group project 2 Presentations
14	May 2	<u>Combining and Integrating Different Methods</u> Readings: Forlizzi and Battarbee; TBA
15	May 9	<u>Synthesis. Applied Anthropology, Archaeology, Policy</u> Readings Coleman; TBA
16	May 16	FINAL EXAM (IN-CLASS PRESENTATIONS) ** Series 1 Final day of instruction

Week	Date	Topics, Core Readings, Assignments, Deadlines
Final Exam	May 23	FINAL EXAM Monday May 23 5:15pm- 7:30pm (IN-CLASS PRESENTATIONS Series 2

Departmental Goals

Learn about the goals of the anthropology department and how it can benefit your education.

Goals <http://www.sjsu.edu/anthropology/departmentinfo/goals/index.html>

Credit Hours

Success in this course is based on the expectation that students will spend, for each unit of credit, a minimum of forty-five hours over the length of the course (normally 3 hours per unit per week with 1 of the hours used for lecture) for instruction or preparation/studying or course related activities including but not limited to internships, labs, clinical practica. Other course structures will have equivalent workload expectations as described in the syllabus.

University Policies

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

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. To learn important campus information, view [University Policy S90-5](http://www.sjsu.edu/senate/docs/S90-5.pdf) at <http://www.sjsu.edu/senate/docs/S90-5.pdf> and SJSU current semester's [Policies and Procedures](http://info.sjsu.edu/static/catalog/policies.html), at <http://info.sjsu.edu/static/catalog/policies.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 address the issue, it is recommended that the student contact the Department Chair as the next step.

Dropping and Adding

Find the procedures and deadlines for adding and dropping classes.

[Catalog Policies](http://info.sjsu.edu/static/catalog/policies.html) <http://info.sjsu.edu/static/catalog/policies.html>.

[Add/drop deadlines](http://www.sjsu.edu/provost/services/academic_calendars/) http://www.sjsu.edu/provost/services/academic_calendars/

[Late Drop Policy](http://www.sjsu.edu/aars/policies/latedrops/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) <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) <http://www.sjsu.edu/senate/docs/S07-2.pdf>

[Student Conduct and Ethical Development website](http://www.sjsu.edu/studentconduct/) <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) http://www.sjsu.edu/president/docs/directives/PD_1997-03.pdf

[Accessible Education Center](http://www.sjsu.edu/aec) <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/) <http://www.sjsu.edu/at/asc/>

[Peer Connections website](http://peerconnections.sjsu.edu) <http://peerconnections.sjsu.edu>

[Writing Center website](http://www.sjsu.edu/writingcenter) <http://www.sjsu.edu/writingcenter>

[Counseling Services website](http://www.sjsu.edu/counseling) <http://www.sjsu.edu/counseling>