

# Anthropology Department

## ANTH234 Advanced Research Methods

### Spring 2018

#### Contact Information

<b>Instructor:</b>	Dr. Marco Meniketti
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<b>Office Hours:</b>	Tues /Thurs 3:00-4:30
<b>Class Days/Time:</b>	Thursday 6:00-8:45
<b>Classroom:</b>	WSQ04 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

- ethno-archaeological techniques
- appropriate mixed methods approaches
- digital anthropology / archaeology
- techniques of spatial analysis and behavioral theory
- the relationship of anthropological methods to social science theory
- utility of GIS and mapping in social research
- 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.

An important 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 or thesis research.

### **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.

6. Students will deliver two formal spoken presentations with appropriate supporting materials. Scoring will follow a standardized rubric.

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

King, Thomas 2008, *Cultural Resource Laws and Practice*. Third edition. Altamira Press Rowman and Littlefield.

Ladner, Sam 2014, *Practical Ethnography*. Left Coast Press. Walnut Creek

LeCompte and Schensul, *Designing and Conducting Ethnographic Research Ethnographer's Toolkit Book 1*, 2nd edition. 2010 Altamira Press. Rowman and Littlefield.

Numerous additional readings will be available in pdf format each week for our seminars.

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](mailto:silkie.higgins@sjsu.edu)  
408-808-2118

## Course Requirements and Assignments

**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). 7% directly. Participation is embedded in all assignments and seminars and accounts for 50% of the grade indirectly.

### **Reading summaries.**

**1. For all students:** Each week read the core text readings. For each supplemental readings set you will prepare a précis summarizing the major points and concepts of the articles and describe how they reflect the core text readings. You will follow these with an integrated analysis of the readings illustrating how they relate or intersect. These should be critical, not descriptive. At times the readings 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 (10 points each; 100 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. 33%.

**1a. Discussion leaders:** You will be assigned to lead the seminar twice 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 the text material. You should prepare a set of five key questions or prompts to stimulate the discussion. Your discussion should seek to bridge the various readings and inspire lively critique. I will expect to meet with you in advance of your seminar to go over important points.

**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 minimum grade reduction (25%) 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 or late synthesis paper during the semester without penalty—be judicious. It still needs to be submitted even if ungraded.

### **Research**

**2. 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. Mets-Studies should have a minimum of 25 current

citations with 8 annotated. You will make a formal ten minute class presentation of your findings as part of your Final Exam 50pts. 17%

**3. Research scavenger hunt.** Research often requires creativity. Sources are not always obvious. In this assignment you will locate a specific item which may require creative approaches to locate. Written Synopsis (1 page) video of your research tactics will be presented along with sought for item, and a 1.5-2 minute edited. 30pts. 10%

**4. Application of Skills: Group research project.** The world works in teams. So will you. You will participate in two Application Exercises 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 (50 points for each exercise; 100 points total) 33%

**4a. Oral presentations** will be evaluated in accordance to the Oral Communication Rubric being developed by University assessment.

**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 (beyond ppt). Visual interest and completeness of content will form the basis for assessment. In addition, we will introduce 3D modeling applications. (Extra credit up to 25 pts.).

Grading Summary

Participation [includes 10 critical synthesis papers] 10 pts each (100 pts) 33%

Active discussion contribution during seminars 20 pts. 7%

Research Scavenger Hunt 30 pts. 10%

2 Group research projects plus Oral communication/presentations 50 pts (100 pts) 33%

Final Exam Individual Meta study and presentation 50 pts 17%

300 pts total.

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.
- **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.\* 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.
- Incomplete (I) cannot 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	Jan 25	<b><u>Introduction and Course Overview</u></b> Read: DCER Chapter 1-2 (review); Ladner Chapter 1-2; assigned Readings (no student leader week one) <b>Begin group project 1</b> (due March 15th) Workshop
2	Feb 1	<b><u>Methodological Domains: Concepts, Propositions, Theories, Models</u></b> Read: DCER Chapter 3; Ladner Chapter 3&6; King Chapter 1-3 Preservation Law basics, Part 1 Concept: Performing a Meta-study (Begin) <b>Set 1 Write-up 1 due</b>
3	Feb 8	<b><u>Research Tools and Research Design</u></b> Read: DCER Chapters 4; Ladner Chapter 4; Hart 2-3 (for discussion only; <u>not for</u> write-up) <b>Set 2 Write-up 2 due</b> Workshop
4	Feb 15	<b><u>Watching, Listening, Note Taking, and Other Skills</u></b> Read: DCER Chapters 5-6 <b>Set 3 Write-up 3 due</b>
5	Feb 22	<b><u>Mapping and Analyzing Spaces, Contexts</u></b> Multiple readings from ESRI journals. Digital anthropologies /application creativity Read Ladner Chapter 5; <b>Set 4 Write up 4 due</b>
6	Mar 1	<b><u>Sampling, Measuring, Statistics</u></b> Read: Ladner Chapter 7-8; King 4-6. Preservation Law basics, Part 2 <b>Discussion</b>
7	Mar 8	<i>Society for California Archaeology Conference (San Diego)8th-11th. No class.</i>
8	Mar 15	<b><u>Communicating: Presenting Data from Practicum 1:</u></b> What did you learn from your observations? Presentations. <b>Set 5 Write-up 5 due</b>
9	Mar 22	<b><u>Asking, Listening and Hearing Data</u></b> Begin group Project 2 (Due May 3rd) Read: Ladner Chapter 8 Workshop <b>Set 6 Write up 6</b>
10	Mar 29	<b><i>SPRING BREAK: MARCH 26– 30</i></b>

Week	Date	Topics, Core Readings, Assignments, Deadlines
11	Apr 5	<b><u>Getting into People's Lives</u></b> Read: DCER Chapter 10 <b>Set 7 Write-up 7 due</b>
12	Apr 12	<b><u>Analyzing and Interpreting Data</u></b> Read: DCER Chapter 9 ; Ladner Chapter 9; <b>Set 8 Write-up 8</b>
13	Apr 19	<b>Interrogating Power, Cultural Capital and Representing Data</b> Read: King Chapters 8-9 Workshop <b>Set 9 Write-up 9 due</b>
14	Apr 26	<i>UNESCO STAB meetings (Paris)</i> . No class
15	May 3	<b><u>Communicating: Presenting Data from Practicum II</u></b> <b>Set 10 Write-up 10 due</b> <b>Research Scavenger Hunt results.</b>
16	May 10	<b><u>Synthesis. Applied Anthropology, Archaeology as Applied Anthropology</u></b> Workshop (Meta Study Presentation Series A)
Final Exams	May 17	FINAL EXAM Thursday May 17, 5:15 pm (Meta Study Presentation Series B)

## Departmental Goals

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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

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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) <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/](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](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**

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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>