

Note: this syllabus is not a contract. It is subject to further change or revision, to best realize the educational goals of the course. Revisions will be announced in class or in course materials online with appropriate prior notice.

**San José State University
Department of Anthropology**

ANTH 234 Advanced Research Methods
Section 01 (20590), Spring 2020

Course and Contact Information

Instructor:	Dr. Melissa Beresford
Office Location:	Clark Hall 402G
Email:	melissa.beresford@sjsu.edu
Office Hours:	Tuesdays and Thursdays from 9 am – 10 am
Class Days/Time:	Tuesdays, 6 pm – 8:45 pm
Classroom:	WSQ 004
Scheduled Final Exam Period	Tuesday, May 19 th , 7:45 pm – 11 pm

SJSU Course Catalog Description: Advanced research methods including individual and group interviewing, structured observation, and formal analytical methods. Emphasis on data management, ethnographic writing, and presentation of data through different media. Prerequisite: ANTH 149 or equivalent.

Detailed Course Description: This graduate seminar surveys a range of data collection and analysis techniques used by professional ethnographers. Our focus will be on developing skills for the systematic collection and analysis of qualitative ethnographic data. The course is divided into three parts: (1) Research Fundamentals, (2) Data Collection, and (3) Data Analysis. Topics covered will include research design, sampling, participant-observation, ethnographic interviewing (structured, semi-structured, unstructured), and both inductive and deductive methods for the systematic analysis of qualitative data. The major goal of this course is to train students to match the appropriate ethnographic research methods to different types of research questions.

Course Learning Outcomes: Upon successful completion of this course, students will be able to:

1. Articulate working familiarity with a wide range of methods used to collect and analyze qualitative ethnographic data
2. Communicate the strengths and weaknesses of a variety of data collection and data analysis methods based on hands-on experience
3. Select appropriate methods for different research purposes and explain why the selected methods are appropriate

Required texts:

There are two text books required for this course (listed below). Other required course readings will be posted on our class Canvas site.

- Bernard, H. Russell. (2018). *Research methods in anthropology: Qualitative and quantitative approaches*. Rowman & Littlefield, 6th Edition.
- Bernard, H. R., Wutich, A., & Ryan, G. W. (2016). *Analyzing qualitative data: Systematic approaches*. SAGE publications, 2nd Edition.

Notes about textbooks:

- The SJSU library has the 5th edition of the Bernard *Research Methods in Anthropology* book available as an e-book. Students may use this version of the book to avoid purchasing the book if they wish. However, please note that all chapters and page numbers listed in the syllabus are based on the 6th edition.
- The SJSU library has one copy of the Bernard, Wutich, and Ryan *Analyzing Qualitative Data Book* on reserve for this course. However, it is not available for checkout outside of the library.

Software:

- MAXQDA, free trial for the duration of our course available at <https://www.maxqda.com/trial>. Please get course code from instructor.
- UCINET, free 30-day trial available at <http://www.analytictech.com/downloaduc6.htm> (Note: UCINET only runs on Windows operating systems. If you do not have a windows operating machine, you will be paired with a student who does. Do not download the trial until instructed by the instructor).
- ANTHROPAC, freely available at <http://www.analytictech.com/anthropac/anthropac.htm>. (Note: you will need to download and run a DOS simulator to run this program. Instructions will be provided.)

Course Requirements and Assignments:

Each week, students will read, attend class, and participate in class discussions (25% of final grade). Students will also do a weekly methodological exercise and write a response (13 exercises, 40% of final grade). These exercises will help students develop a practical understanding of how methods work and to articulate (in writing) the purpose of the method as well as the strengths and weaknesses of the method. Each week, student(s) will be assigned to lead a discussion about the method, its uses, and its limitations (10% of final grade). As they complete the course readings and exercises, students will keep a lab notebook. The lab notebook should detail each method, explain its epistemological origins and background, explain how it is used, and articulate the method's strengths and limitations. This notebook will be turned in at the end of the course, and will be graded for accuracy and detail (25% of final grade). Assignments should be turned in on or before the due date, unless excused with university-approved documentation.

Assignment	% of Grade
Participation in weekly discussions	25%
Weekly Methods Exercises (13 total)	40%
Leading Assigned Weekly Discussion(s)	10%
Final Assignment - Lab Notebook	25%
Total	100%

Success in this course is based on the expectation that students will spend, for each unit of credit, a minimum of 45 hours over the length of the course (normally three hours per unit per week, or 9 hours per week for a 3 credit course) for instruction, preparation/studying, or course related

activities, including but not limited to internships, labs, and clinical practica. Other course structures will have equivalent workload expectations as described in the syllabus.

In this course, the time breakdown is as follows:

- 3 hours/week of in-class meeting
- 2-4 hours/week of required reading
- 2-4 hours/week of out-of-class assignments/activities

Final Grades (based on the weighted average of course assignments)

<i>Grade</i>	<i>Total Course Percentage (based on weighted average of course assignments)</i>	<i>Assessment</i>
<i>A</i>	92.5-100	Excellent
<i>A minus</i>	89.5-92.4	Excellent
<i>B plus</i>	87.5-89.4	Good
<i>B</i>	82.5-87.4	Good
<i>B minus</i>	79.5-82.4	Good
<i>C plus</i>	77.5-79.4	Average
<i>C</i>	69.5-77.4	Average
<i>D</i>	59.5-69.4	Passing
<i>F</i>	Less than 59.5	Failure

Note on “rounding” grades: The grades here have already been “rounded up” – meaning, if you earn an 89.5, I round up to give you an A minus (rather than a B plus). Grades will not be rounded up further than what is already stated here.

For your own protection, you should keep a copy of everything you hand in, and you should keep your graded assignments at least until grades are finalized at the end of the semester, and in the event you wish to contest any grades.

Extra Credit

There will be no extra credit opportunities assigned for this course.

Incompletes

A mark of "I" (incomplete) is given by the instructor when you have completed most of the course (at least 80% of coursework) and are otherwise doing acceptable work (have a passing grade) but are unable to complete the course because of illness or other conditions beyond your control. You are required to arrange with the instructor for the completion of the course requirements.

Late Assignments

Students are responsible for knowing the course due dates (listed on the course syllabus), and for turning work in on time.

- If you need an accommodation/extension on course assignments for religious practices, please follow the [university procedure](#) to request an accommodation.
- If you have a personal or medical reason for requesting an extension on an assignment, you must do so *in advance* of the assignment due date. Requests for excuses must be written, either on paper or email, and approval must be obtained, either by an email reply

or by having the paper excuse signed by the instructor. In order to get credit, with the late assignment you must turn in a copy of the email approval or signed written excuse.

- Written assignments will be accepted up to 5 days late (including weekends) and will be docked 10% points (i.e. one letter grade) for each day that they are late on top of assigned grade. Students can request an extension without penalty only in cases of medical or personal emergencies/circumstances approved by the instructor.

Please note: If there is a system-wide outage when an assignment is due you will not be punished for not turning it in on time, but will be required to turn it in by the newly stated day and time.

Absences

Students MUST provide proper documentation for excused absences of class participation activities. The conditions for approved absences include:

- *Illness/medical or other personal situation in which the student can provide documentation or has discussed their situation in advance with the instructor. Having to work is not grounds to request an excused absence or extension on assignments.*
- *Excused absences related to religious observances/practices that are in accordance with [S14-7](#) "Accommodations to Students' Religious Holidays."*

Tardiness

Tardiness is very disruptive to the class and repeated tardiness will not be tolerated and will result in a decrease participation grade. If you happen to be tardy, you should enter the classroom as quietly as possible to diminish the disruption to your fellow classmates.

Cell Phones

Cell phone ringtones should be turned off upon entering the class and speaking on cell phones during class is prohibited. Excessive use of cell phones that is not class-related will result in a decrease in participation grade.

Laptops

Students are allowed to be on their laptops for the purpose of course-related activities. Excessive use of computers on non-course related activities will result in a decrease in participation grade.

Discussions

This course will rely heavy upon your thoughts and insights as we complete discussion and activities

- Respect others' rights to hold opinions and beliefs that differ from your own. When you disagree, challenge or criticize the idea, not the person.
- Listen carefully to what others are saying even when you disagree with what is being said. Comments that you make (asking for clarification, sharing critiques, expanding on a point, etc.) should reflect that you have paid attention to the speaker's comments.
- Be courteous. Don't interrupt or engage in private conversations while others are speaking. Use attentive, courteous body language.
- Support your statements. Use evidence and provide a rationale for your points.
- Share responsibility for including all voices in the discussion. If you have much to say, try to hold back a bit; if you are hesitant to speak, look for opportunities to contribute to the discussion.
- Recognize that we are all still learning. Be willing to change your perspective, and make space for others to do the same.

University Policies Applicable to All SJSU Courses

Please go to <http://www.sjsu.edu/gup/syllabusinfo/> to review university policies, procedures, and resources that are applicable to all SJSU courses. These include the following:

- General expectations, rights, and responsibilities of students
- Workload and credit hour requirements
- Attendance and participation policies
- Expectations for timely feedback class assignments
- Accommodations to students' religious holidays
- Dropping and adding courses
- Consent for recording of class and public sharing of instructor material
- Academic integrity
- Campus policy in compliance with the American Disabilities Act
- Student technology resources
- SJSU Peer Connections (tutoring services)
- SJSU Writing Center
- SJSU Counseling and Psychological Services

Schedule of Readings and Assignments

Below is the anticipated course schedule. This schedule is subject to change in order to meet the goals of the course, and students should be sure to regularly check the course Canvas site and their SJSU email accounts for updates.

Week/Date	Subject	Reading (due in class this week)	Exercises (due in class by next week's class period)
INTRODUCTION & FOUNDATIONS OF RESEARCH			
1 1/28	Introduction: Course overview, expectations, requirements, syllabus	---	Set up lab notebook (due in class 2/4)
2 2/4	Foundations: Epistemology, measurement, units of analysis, validity, causality	HRB: Chapters 1 & 2 Spradley Ch. 1 pp. 3-16	Operationalization article review (due in class 2/11)
3 2/11	Research preparation, Design, & Ethics: Theory, ethics, experimental thinking, research design, threats to validity	HRB: Chapters 3 & 4	Ethics scenario (due in class 2/18)
4 2/18	Sampling: Types of samples, sampling theory, power analysis, sample size estimation	HRB: Chapters 5, 6, & 7 Guest et al. (2006)	Draw 3 samples (due in class 2/25)
METHODS OF DATA COLLECTION			
5 2/25	Participant Observation & Fieldnotes: Fieldwork stages, basic skills, key informants, ethnographic and non-probability sampling	HRB: Chapters 12 & 13	Participant observation and fieldnotes (due in class 3/3)

6 3/3	Unstructured interviewing, Semi-structured interviewing, & transcription: Basic skills, group interviews, probes/prompts, response effects, transcription	HRB: Chapter 8 Spradley: Step Two pp 55-68	Conduct & transcribe an interview (due in class 3/10)
7 3/10	Structured & Cultural Domain Interviewing: Questionnaire design; survey modes; response rates, translation, research teams, cultural domains, free listing, piles sorts, cultural consensus	HRB: Chapters 9 & 10	Free list interview with 3 probes (due in class 3/17)
METHODS OF DATA ANALYSIS			
8 3/17	Cultural Domain Analysis: Matrices, multi-dimensional scaling, correspondence & cluster analysis, consensus analysis	HRB: Chapter 16 Bernard, Wutich, and Ryan: Chapter 18	Analyze free lists (due in class 3/24)
9 3/24	Theme Identification: MAXQDA & other QDA software, theme definition, 12 techniques to identify themes	Bernard, Wutich, and Ryan: Chapter 5	Set up MAXQDA; ID themes using 3 techniques (due in class 4/7)
10 3/31	Spring Break – No Class		
11 4/7	Building & Applying Codebooks: Codes, coding, & codebooks, testing inter-rater reliability	Bernard, Wutich, and Ryan: Chapter 6	Create a structured codebook definition, code, and test interrater reliability, using MAXQDA (Due via Canvas on 4/14)
12 4/14	NO CLASS MEETING – Online Lectures & Discussion <i>Required Online Lecture:</i> Describing themes & making comparisons: Types of comparison description & types of description <i>Optional online lecture:</i> Building and Testing Models Types of models, benefits and disadvantages of different model types	<i>Required Reading:</i> Bernard, Wutich, and Ryan: Chapters 7 & 9 <i>Optional Reading:</i> Bernard, Wutich, and Ryan: Chapter 8	Make a structured theme comparison & write up description (due in class 4/21) <i>Optional exercise:</i> Identify and critique a model presented in the literature (due in class 4/28 if you would like instructor feedback)
13 4/21	Deductive Analysis Methods: Classical Content Analysis & Word-based analysis:	Bernard, Wutich, and Ryan: Chapter 11	Develop proximity matrices for word-by-word and code-by-code analyses (due in class 4/28)

	Hypothesis testing, codebook application, stop-lists, KWIC, semantic networks		
14 4/28	Inductive Analysis Methods: Schema analysis & Grounded Theory: Analytical induction; in-vivo coding; memoing; what grounded theory is <i>NOT</i> , metaphors, cultural schemas	Bernard, Wutich, and Ryan: Chapters 10, 12 & 15	Line-by-line coding, in-vivo coding, and memoing (due in class 5/5)
15 5/5	Review and Conclusion: Students' choice: Review of methods, clarification of techniques, working with computer programs, (MAXQDA, UCINET ANTHROPAC)	---	Lab notebook (due 5/12)
FINAL ASSIGNMENT			
5/13	Lab Notebooks Due – printed versions due to <u>Anthropology Department front office no later than 4 pm</u> ; electronic versions due via email to the instructor by 11:59 pm		