__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 (20531), Spring 2021

ONLINE, ASYNCHRONOUS

Course and Contact Information

Instructor:	Dr. Melissa Beresford
Office Location:	Clark Hall 402G
Email:	melissa.beresford@sjsu.edu
Office Hours:	Tuesdays & Thursdays from 8 am – 9 am via Zoom (see departmental website for link)
Class Days/Time:	N/A: This is an asynchronous online course; optional weekly class Zoom sessions will be determined during the first week of the course based on student availability
Classroom:	N/A, this is a fully online course

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 is an advanced survey of methods for qualitative data analysis. The emphasis of the course is on developing skills that students can use to do systematic analysis of qualitative ethnographic data, including interview transcripts, field notes, and other written texts, along with photo, audio or video data. The course will explore a range of inductive and deductive approaches and will cover analytic skills that cut across traditions, including theme identification, code definition, and construction of codebooks, and teamwork in text analysis. Advanced topics covered will include schema analysis, grounded theory, classical content analysis, content dictionaries, word-based analysis, and semantic network analysis.

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

1. Develop a working familiarity with a wide range of methods used to analyze textual data (i.e., written, visual, and audio data)
2. Communicate the strengths and weaknesses of a variety of data analysis methods based on hands-on experience
3. Select appropriate methods for different research purposes and explain why the selected methods are appropriate

4. Articulate their own hands-on experiences using analytic techniques
5. Apply these skills to their own independent projects.

Course Format: This will be an asynchronous online course, taught in modular format. This means that there are no designated class meeting times. Rather, all course material will be posted in modular format on the course Canvas site. There are 14 course modules. Each module contains a series of lectures, readings, an exercise, and a discussion activity. Additionally, students will complete an individual final project in which they apply the methods they learn in class to a research question and data set of their choosing. Students are required to complete the course modules and all assignments by the dates outlined in the course schedule.

Although this is an asynchronous course, we will have an optional weekly Zoom session in which the instructor and students can touch base, discuss the course material, ask questions, and (virtually) support one another and enjoy each other's company. During the first week of the course, the course instructor will send a Doodle Poll to all students to find a weekly meeting time that works best for the majority of people in the course. This session is optional and it will be recorded. Thus, if you cannot make the Zoom session but have a question, you can email it in advance and watch the recording of the live session. This session is an ideal time for students to ask questions about how to use the course software if there is confusion (see below for information on software use in the course).

Required texts:
There is one required textbook for this course (listed below). Other required course readings will be posted on our class Canvas site.

- Bernard, H. R., Wutich, A., & Ryan, G. W. (2016). *Analyzing qualitative data: Systematic approaches*. SAGE publications, 2nd Edition.

  Notes about textbooks:
  - Students can rent or purchase the textbook and/or e-textbook from the SJSU bookstore or other independent booksellers (e.g., Amazon or Bookshop)
  - 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:
Required

- MAXQDA, free trial for the duration of our course available at https://www.maxqda.com/trial. Please get course code from instructor.

Optional

- 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 weekly discussions (25% of final grade). Students will also do methodological exercises and write responses (50% of final grade). These exercises will help students develop hands-on experience and a practical understanding of how methods work. In the last week of the course, students will apply their new skills to their own independent projects (25%

of final grade). Assignments should be turned in on or before the due date, unless excused with university-approved documentation.

> *A Note on Software:* This course is not a software course. Many of the techniques I teach can be done with paper and pencil. However, software enables researchers to manage qualitative data in more effective and efficient ways, and thus, we will be using software along with the lessons. I will do my best to guide you through how to use the MAXQDA software during our weekly (optional Q&A sessions) but students must take initiative to read the software manual trouble shoot software problems to the best of their abilities.

Assignment	**Points Each**	**Total Points**	**% of Grade**
Discussion Board Engagements (14 total; 10 counted in final grade)	20	200	20%
Methods Exercises (12 total; 10 counted in final grade)	60	600	60%
Final Assignment	N/A	200	20%
Total		**1000**	**100%**

Discussion Board Engagements: For each course module, students will be required to engage in the course discussion board. Each week's discussion engagement consists of the following: (1) an initial 200-word response to a discussion prompt related to the lesson (e.g., "What are the positives and negatives of using grounded theory for a dissertation research project?") and (2) a 50-word response to another student's post. Students will be asked to draw on their own experiences and/or discuss their own projects in answering discussion questions. There will be 14 discussion posts (one per module); each will be worth 20 points (initial post=15 points; follow-up post=5 points). While there are 14 discussion engagements in the course, only 10 will count into the final grade (meaning that students have 4 "free" posts). Of course, students are encouraged to participate in more than 10 post and students are encouraged to respond to more than one classmate, if they have the time.

Methods Exercises: For each course module, students will be asked to do a hands-on exercise that will help develop their practical skills in analysis. Examples of these exercises include theme identification, metaphor analysis, and word frequency analysis. Students will be provided with practice datasets, codebooks, and other analytic tools as needed. There will be 12 exercise assignments total; each will be worth 60 points. While there are 12 exercise assignments in the course, only 10 will count into the final grade (meaning that students have 2 "free" exercises, or, I will count only the 10 highest scores of the graded exercises). Of course, students are encouraged to complete all exercises, especially as the skills each week build on the skills we learn and practice in the previous week.

Final project and presentation: In the final assignment, students write a paper drawing on the results of independent research and application of analytical techniques. Students may use data from their own research. If they do not have data, the instructor will help them design a secondary data analysis (e.g., of song lyrics, blogs and websites, advertisements, or data from the Human Relation Area Files [HRAF]) that is related to their interests. Final projects must show mastery of one of the techniques taught in the class. Like a final exam, this assignment builds on knowledge acquired throughout the course. The assignment will be worth 200 points.

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

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

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.

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. Each week builds on skills that we learned in the previous week, so it is highly recommended that you complete the assignment activities in the or

- 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, please do your best to request this ***in advance*** of the assignment due date. Students can request an extension without penalty in cases of medical or personal circumstances or emergencies. If you are not able to request an extension in advance due to emergency circumstances, please contact me as soon as you are safely able to.

- 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. If assignments are submitted late, students may not receive feedback or comments from the instructor – only a grade. Late assignments will be graded by the end of the course, but may not be graded immediately.

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.

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/read carefully to what others are saying/writing even when you disagree with what is being said/written. 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/writer's comments.
- Support your statements. Use evidence and provide a rationale for your points.
- 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

On the following page 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.

Date	Module	Reading	Exercise
27-Jan - 29-Jan	Course Logistics		
	PART 1 - BUILDING BLOCKS		
1-Feb			
	Module 1 - Introduction to Qualitative Data Analysis	Bernard, Wutich, Ryan (2016), Ch. 1-2	Set up data sets, introduction to software
8-Feb			
	Module 2 - Identifying Themes	Bernard, Wutich, Ryan (2016), Ch. 5; Bradley et al. (2007); Steger (2007)	Identifying themes in illness descriptions
15-Feb			
	Module 3 - Building & Testing Codebooks	Bernard, Wutich, Ryan (2016), Ch. 6; MacQueen et al. (1998)	Codebook definitions, intercoder reliability
22-Feb			
	Module 4 - Describing Themes	Sandelowski (1998); Keen and Todres (2007)	Writing descriptions of themes
1-Mar			
	Module 5 - Making Comparisons	Bernard, Wutich, Ryan (2016), Ch. 7 and Ch. 9	Make structured comparisons at group and individual levels
8-Mar			
	Module 6 - Building & Testing Models	Bernard, Wutich, Ryan (2016), Ch. 8; Miles and Huberman (1994)	Identify & critique a model presented in the literature
	PART 2 - INDUCTIVE CODE BASED APPROACHES		
15-Mar			
	Module 7 - Schema Analysis	Bernard, Wutich, Ryan (2016), Ch. 12; Quinn (2005)	Metaphor analysis
22-Mar			
	Module 8 - Grounded Theory	Bernard, Wutich, Ryan (2016), Ch. 10; Abrahammson et al. (2002); Markovic (2006)	In-vivo coding, line by line coding, and memoing
29-Mar			
	NO CLASS - SPRING BREAK		
	PART 3 - DEDUCTIVE CODE BASED APPROACHES		
5-Apr			
	Module 9 - Classical Content Analysis	Bernard, Wutich, Ryan (2016), Ch. 11; Murray and Murray (1996)	Define and test code reliability, test hypotheses
12-Apr			
	Module 10 - Content Dictionaries	Colby 1966, Rosenberg et al. 1990	Make a content dictionary and use it to analyze texts
	PART 4 - WORD BASED ANALYSES		
19-Apr			
	Module 11 - Word frequencies & stop-lists	Bernard, Wutich, Ryan (2016), Ch. 17	Create a stoplist and do a word frequency analysis
26-Apr			
	Module 12 - Semantic Network Analysis	Bernard, Wutich, Ryan (2016), Ch. 19; Quinlan and Quinlan (2010); Ignatow (2009)	Create and export similarity matrices for word- and code-based analyses
	PART 5 - APPLYING THE LESSONS TO REAL DATA		
3-May			
	Moduld 13 - Step-by-step project design	No Reading	Work on Individual Final Project
10-May			
	Module 14 - Application to real projects	No Reading	Work on Individual Final Project
17-May			
21-May			Final Project due via Canvas