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This graduate* seminar prepares students in anthropology and cognate disciplines to design research projects, write grant proposals, collect and analyze data, and write up research findings. Topics addressed include the relationship between theory and method, defining researchable questions, participant observation, writing fieldnotes, interview techniques (unstructured, semi-structured, structured), transcription, sampling, designing questionnaires, coding data, data analysis, and research proposal evaluation criteria. The course also examines the ethical issues involved in social science research more broadly, from informed consent to “ownership” of data and responsible use of research results. Practical exercises provide students with “hands-on” opportunities to practice techniques of collecting, coding, analyzing and interpreting qualitative and quantitative data. Additionally, students acquire the research skills necessary for developing an NSF-style research proposal and applying for IRB certification.

Course Outcomes

- Define a research problem and design an appropriate data collection proposal.
- Apply anthropological research methods to a variety of research contexts individually and/or in collaborative teams.
- Understand the foundations of quantitative, qualitative and mixed method research design.
- Carry out a wide range of strategies for data collection and analysis including observational and participatory techniques, interviewing skills, survey design, ethnographic approaches, cognitive tasks, sampling, content analysis and coding.
- Obtain IRB certification and expertise in research ethics for anthropologists.
- Understand conflicts arising from research practice with regards to representation, collaboration, participation, power, and privilege.
- Analyze, write-up, and present original research findings.

Course Materials *

- Bernard, H. Russell. (2006) ***Research Methods in Anthropology: Qualitative and Quantitative Approaches***. Altamira Press.
- Creswell, John W. (2014). ***Research Design: Qualitative, Quantitative and Mixed Method***. Sage Publishers, Inc.
- Saldana, Johnny (2013) ***The Coding Manual for Qualitative Researchers***. Sage Publishers, Inc.

Recommended/Optional Text:

- LeCompte, Margaret, and Jean J. Schensul (2012) ***Analyzing and Interpreting Ethnographic Data***. (vol. 5, Ethnographer's Toolkit). Alta Mira Press, Walnut Creek, CA. (*Available on 3 hour course reserve at the library.*)

**** Additional course materials for each week are listed in the Course Outline and Assignment Schedule section of this syllabus, and will be provided by the instructor via Blackboard.***

Course Assignments and Expectations

In-Class & Working Group Activities (30%)

- 15% Participation (*discussion, online feedback, & in-class activities*)
- 10% Method Presentation & Handout (*lead workshop; email handout the day before*)
- 5% Case Study (*lead discussion; email questions the day before*)

Individual Projects (30%)

- 10% Journal (*post weekly entries & field notes analysis*)
- 5% Interview (*post transcript & analysis*)
- 5% Ethics Training (*email certificate*)
- 10% Article Critique Paper (*post article & critique*)

Proposal Development (40%)

- 25% Proposal Components (*post 10 @ 2.5% each: 2% for the online submission and 0.5% for your in-class discussion*)
- 10% Finalized Research Proposal
- 5% Finalized eIRB Application

Submission of All Assignments:

All written assignments are due before class time on the day they are due, either to Blackboard or emailed to me (moe2@georgetown.edu).

Grading:

Final grades are assigned based on the following scale: A = 92-100, A- = 90-91, B+ = 88-89, B = 82-87, B- = 80-81, C+ = 78-79, C = 72-77, C- = 70-71, D+ = 68-69, D = 62-67, D- = 60-61, F = <60.

Please note that S/U contracts must be signed no later than one week after the last day to add classes. An A, B, or C is considered an “S” grade, while a D or F is considered a “U” grade.

Class Discussion and Participation:

Your participation and attendance at each class meeting is critical for success in this course. Please come to class well prepared with at least one specific question per reading and ready to critically engage the material or method up for discussion. You are also encouraged to bring relevant questions or challenges from your ongoing proposal writing for class discussion.

What Constitutes a Good Class Discussion?

- Evidence of careful reading and preparation, including factual details;
- Logical, consistent, original, relevant contributions, comments and evidence;
- Clear, thoughtful and respectful comments;
- Careful listening, constructive criticism, analytical questions and focused feedback on readings.

Working Groups/Writing Partners:

In order for you to be able get as much valuable feedback and support from your peers as possible throughout the semester, we will form small working groups based on topics of interest. Collaborating with writing partners will be invaluable in improving your assignments and in future endeavors!

You will work with a classmate (preferably a working group member) to lead two class segments: 1) discussion of a **case study** and 2) **presentation of a method** of your choosing. Details on how to prepare for your case study and method presentation are on Blackboard.

Case Study Discussion:

There are 6 case studies assigned for everyone to read throughout the semester. Working with a classmate you will lead discussion of one of these. Please email your discussion questions to me by 5 p.m. the day before class and I will print them to share with the class. Allow yourselves 5-10 minutes to give a critical introduction to the article and spark discussion (about 20 minutes). You do not need to summarize the articles, as we have all read them. Jump right into the issues!

Method Presentation:

Working individually or in pairs, you will have the opportunity to present to the class a discussion of a method of your choosing so that you can explore a method of particular relevance to your thesis and/or dissertation research interests. 1) Choose one method, in consultation with me, by the 3rd week of class. 2) Research the method and prepare a two-page handout. Send me a draft to review at least 48 hours prior to your presentation. Post the revised draft on Blackboard. I will print out copies for the class. (Specific information to include is described in the assignment posted on Blackboard.) 3) Give a “workshop” on that method, briefly summarizing it and leading a practicum that relates to the class research questions.

Research Journal, Interview, & Experiential Research Assignments:

We will undertake a series of in-class data collection and analysis assignments, including those presented by your classmates. You will also conduct individual interviews, which you will record, transcribe, code, and analyze. All of these will revolve around a central set of research questions, which we will design as a class in the first two weeks. Starting with the first week of classes and continuing through the end of the semester, keep a journal capturing steps taken, observations, and preliminary analysis on any data collection/analysis activities in class or related to course assignments. Answer these by the following class-time. We will discuss organizing, analyzing, and presenting field notes early in the semester. We will use your research journals for a coding and analysis activity in the latter half of the class. You will turn this in along with your research journal.

You will receive full credit on the Research Journal if you make at least one thoughtful entry per week and include any in-class activities. The journals are available as individual blogs on Blackboard.

(Alternatively, if you prefer not to use the blog, you can submit your notes as a single word document.)

Article critique paper:

Connecting your research to the existing literature and building theory requires expertise at evaluating others’ work in published form. You will write a critique of an anthropological research article you choose that is relevant to your research for this course. This will start the literature review for your proposal. More details on this assignment are on Blackboard.

IRB online training:

In the first half of the course, you will complete Georgetown University’s Responsible Conduct of Research (RCR) Training. Turn in a copy of your certificate. If you have already completed the course, print or email a copy of your certification.

Instructions for the RCR training are available at: <https://ora.georgetown.edu/irb>

eIRB Application:

At the end of the course, each of you will complete the eIRB application for initial review, including any required documents such as the waiver of written consent, letter of informed consent, and sample protocols.

NSF-style research proposal:

The proposal is an opportunity to work through the process of crafting a clearly defined research proposal. These will take the form of research proposals for the NSF Doctoral Dissertation Program, Cultural Anthropology. A detailed description is available at <http://www.nsf.gov/sbe/bcs/anthro/suppdiss.jsp>. The detailed proposal format will be available on Blackboard, along with descriptions of the formats used in the Anthropology Department for Masters and Doctoral theses.

Withdrawals:

Protect your GPA!! If deciding to withdraw from the course, it is the responsibility of the student to be certain s/he is officially withdrawn through the Registrar. Failure to officially withdraw typically results in a failing grade due to zero scores on exams and other graded assignments.

Incompletes:

Incompletes will not be given without a documented legal or medical reason presented to the instructor. Additionally, the student must have been making a “B” average on assignments and class exercises to be considered for an Incomplete.

Academic Honesty:

This course will firmly adhere to the university code of conduct and ethical standards. Academic dishonesty includes representing another’s work as one’s own, active complicity in such falsification, and violation of test conditions. Plagiarism, whether deliberate or accidental, will be considered a form of academic dishonesty. Please consult with your instructor, or the pertinent university documentation, if unclear of what constitutes plagiarism or if unsure of how to reference your sources. Students caught engaging in any academically dishonest behavior will receive a failing grade.

Special Accommodations:

Please contact the Academic Resource Center (arc@georgetown.edu | Phone: 202-687-8354) at Leavey Center 335 to coordinate reasonable accommodations for students with *documented* disabilities.

Any student who feels s/he may require special accommodations should also contact me privately to discuss their specific needs.

Course Outline, Assignments and Readings Schedule

• Week 1 – Introduction to the Course

Readings:

- Bernard, Chapters 1, 3 & 4
- Wayne C. Booth, Gregory G. Colomb, and Joseph M. Williams, 1995, *The Craft of Research*, pp. 29-63.
- Hutchinson, Sharon, (1996) “Prologue” (pp. 1-20) and “On Becoming Human in Nuer Eyes: Methods of Information Gathering” (pp. 44-55), in *Nuer Dilemmas*, University of Chicago

• Week 2 – Background to Anthropological/ Social Science Research

Readings:

- Bernard, Ch. 2
- Creswell, Ch. 1
- Antonius C.G.M. Robben and Jeffrey A. Sluka, eds. (2012), “Fieldwork in Cultural Anthropology: An Introduction,” pp. 1-47, in *Ethnographic Fieldwork: An Anthropological Reader*. Oxford: Blackwell.

• Week 3 – Defining Research Problems

Readings:

- Brown and Muchira. 2004. "Investigating the relationship between internet privacy concerns and online purchase behavior." *Journal of Electronic Commerce Research*. [*Focus on first 6 pages*].
- Noah, Mark (1998) "Birds of a Feather Sing Together" *Social Forces* 77:2. [*Focus on first 16 pages, up until the Results*]
- NOTE: The main goal for these readings is to critically examine the research problems and questions in each paper, and how the method fits the stated questions/problem.

Presentation of Case Study #1

• Week 4 – Writing Research Proposals

Readings:

- Creswell, Chapters 5, 6 & 7.
- Przeworski, Adam and Frank Salomon (1995) “The Art of Writing Proposals: Some Candid Suggestions for Applicants to Social Science Research Council Competitions.” Social Science Research Council,
- NSF Grant Proposal & Awards Policies & Procedures Guide. Available at: https://www.nsf.gov/publications/pub_summ.jsp?ods_key=gpg
- University of Tennessee Institutional Review Board Regulations. Available at: <http://irb.utk.edu>

- **Week 5 – Foundations of Quantitative, Qualitative and Mixed Methods Research Design**

Readings:

- Creswell, Chapters 1 & 10.
- Bernard. Chapter 16.
- Morse, Janice M., and Linda Niehaus (2009) *Mixed, Method Design: Principles and Procedures*. Walnut Creek, CA: Left Coast Press. Chapters 1 and 2.
- Creswell, John W., and Vicki L. Plano Clark "Designing and Conducting Mixed Methods Research." (2007): 53-106.

Article Critique Paper due

- **Week 6 – Questionnaires and Survey Data Collection**

Readings:

- Bernard, Ch. 8
- Krosnick, Jon (2009) "Question and Questionnaire Design" Stanford University and. Stanley Presser. University of Maryland.
- Saris, W., Revilla, M., Krosnick, J. A., & Shaeffer, E. (2010). Comparing questions with agree/disagree response options to questions with item-specific response options. *Survey Research Methods*, 4, 61-79.

- **Week 7 – Probability and Sampling in Quantitative and Qualitative Research**

Readings:

- Freedman, David, Robert Pisani and Roger Purves (2007) *Statistics*. Norton and Company, Inc. Chapters 19 and 20.
- Marshal, Martin (1996) "Sampling for Qualitative Research". *Family Practice*, Vol. 12. No 6.
- Bernard, Chapter 5: "Sampling".

Presentation of Case Study #2

- **Week 6 – Essentials of Ethnography**

Readings:

- Bailey, Carol A. 2007. "Observations." Chapter 6 (pp. 79-94) in *A Guide to Qualitative Field Research*, 2nd. Pine Forge.
- "Fieldnotes in Ethnographic Research." Pp. 1-16 in *Writing Ethnographic Fieldnotes*, Robert M. Emerson, Rachel I. Fretz, and Linda L. Shaw.
- Naples, Nancy. 1996. "The Outside Phenomenon." Pp. 138-149 in: *In the Field: Readings on the Field Research Experience*. 2nd ed. Edited by Carolyn D. Smith and William Kornblum. Praeger.

- **Week 7 – Participant Observation and Case Studies**

Readings:

- Berg, Chapter 10.
- Russell, Chapter 7.
- George, Alexander L. and Andrew Bennett. (2004). *Case Studies and Theory Development in the Social Sciences*. MIT Press. Chapters 1, 3 and 12.

Presentation of Case Study #3

- **Week 8 – Life History and Narrative Research**

Readings:

- Powles, J. (2004) 'Life History and Personal Narrative: Theoretical and Methodological Issues Relevant to Research and Evaluation in Refugee Contexts'. *New Issues in Refugee Research* 104. Available at: <http://www.unhcr.org/research/RESEARCH/4147fe764.pdf>.
- Mander, H. (2010) "Words from the Heart": Researching People's Stories'. *Journal of Human Rights Practice* 2.
- Faraday, A. and Pulmer, K. (1979) 'Doing Life Histories'. *Sociological Review*, 27(4).
- Slim, H. and Thompson, P.R. (1993) 'Words from the Heart: The power of oral testimony', and 'In Their Own Words: The strengths and weaknesses of oral testimony'. In *Listening for a Change: Oral Testimony and Development*. London: Panos.

Presentation of Case Study #4

- **Week 9 – SPRING BREAK – NO CLASSES!!**

- **Week 10 – Interviewing**

Readings:

- Bernard, *Research Methods in Anthropology*, chapters 2, 7 & 8 [Skim chapter 5]
- Spradley, James (1979), *The Ethnographic Interview*, pp. 79-203. NY: Holt, Rinehart, Winston.
- Agar, Michael H. (1996), *The Professional Stranger*, pp. 168-184. New York: Academic Press.
- Angrosino, Michael V. (2002) "Conducting a Life History Interview," pp. 3-44, in *Doing Cultural Anthropology*, Michael V. Angrosino, ed. Prospect Heights: Waveland.

Interviewing Exercise Conducted in Class

- **Week 11 – Participatory Approaches and Action Research**

Readings:

- Bowd, Richard, Alpaslan Özerdem and Derese Getachew Kassa. (2010). "A Theoretical and Practical Exposition of 'Participatory' Research Methods." In

Participatory Research Methodologies in Development & Post-Disaster/Conflict Reconstruction. Ashgate. Pp. 1-18.

- Manz, Beatriz. (1995). "Reflections on an 'Antropología Comprometida'," in *Fieldwork under Fire*. 261-274.
- Onyango, G., & Worthen, M. E. (2010). Handbook on Participatory Methods for Community-Based Projects: A Guide for Programmers and Implementers Based on the Participatory Action Research Project with Young Mothers and their Children in Liberia, Sierra Leone, and Northern Uganda.

Presentation of Case Study #5

• Week 12 – Textual and Visual Content Analysis

Readings:

- Kohlbacher, Florian (2006) "The Use of Qualitative Content Analysis in Case Study Research". Volume 7, No. 1, Art. 21. Available at: <http://www.qualitative-research.net/index.php/fqs/article/view/75/153>
- Neumann, R., & Fahmy, S. (2012). Analyzing the spell of war: A war/peace framing analysis of the 2009 visual coverage of the Sri Lankan civil war in Western newswires. *Mass Communication and Society*, 15(2), 169-200.
- Milliken, J. (1999). 'The Study of Discourse in International Relations: A Critique of Research and Methods,' *European Journal of International Relations* 5(2).
- Hopf, T. (2004) 'Discourse and Content Analysis: Some Fundamental Incompatibilities'. *Qualitative Methods*. Newsletter, Spring 2004.

Presentation of Case Study #6

• Week 13 – Qualitative Data Analysis – Free Listing, Pile Sorting and Coding I

Readings:

- Saldana, Johnny (2012) *The Coding Manual for Qualitative Researchers. Chapters 1 and 2*.
- Borgatti, Stephen P. (1994). "Cultural Domain Analysis." *Journal of Quantitative Anthropology* 4: 264-278.
- Gravlee, Clarence C. et al. (2013). "Mode Effects in Free-list Elicitation: Comparing Oral, Written, and Web-based Data Collection." *Social Science Computer Review* 31: 119-132.

Free Listing and Pile Sorting Exercise conducted in Class

• Week 14 – From Qualitative to Quantitative Data Analysis – Coding II, Summary Sheets and Tallying

Readings:

- Saldana, Johnny (2012) *The Coding Manual for Qualitative Researchers. Chapters 3, 4 and 5*.
- Hahn, Chris (2008) *Doing Qualitative Research Using Your Computer: A*

Practical Guide. Sage Publications.

- Instructor's Handout placed on Blackboard.

Coding and Tallying Exercise conducted in Class
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- **Week 15 – Wrap up; last day of classes!!**

Research Journal, Finalized Research Proposal and eIRB Application due

** While this syllabus has been carefully constructed, your professor retains the right to make changes to it as course progress warrants, and pledges to give students the new information in a timely manner.*