

Syllabus

ANTH 5031 Ethnographic and Qualitative Methods | Fall 2023

COURSE INSTRUCTOR

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Office hours: Tuesday/Thursday 1:30 – 3:00pm or Friday by appointment

COURSE DESCRIPTION

ANTH 5031 Ethnographic and Qualitative Research Methods is a 16-week course designed for applied anthropology graduate students and for graduate students whose research and/or degree plan can benefit from an anthropological approach. This course will provide a foundation for conducting applied anthropological fieldwork, building on any prior experience students may have. Instruction will combine discussion of topics and case-studies in ethnographic fieldwork, which will culminate in the design and execution of an applied research project for a non-governmental organization.

This course provides training in “traditional” long-term ethnographic fieldwork methods and in contemporary multimodal approaches used in a “rapid assessment” contexts. Topics include but are not limited to: integrating theory and methods; designing research proposals and projects; identifying vulnerable populations and weighing ethical considerations; collecting and analyzing qualitative data; and presenting findings to clients.

Students will collaborate as a team and with individual client-partners, utilizing many of the following methods: conducting observations; engaging in participant observation; recruiting participants; designing, conducting and analyzing surveys; designing, conducting and analyzing open-ended, semi-structured ethnographic interviews and possibly focus groups. Depending on the needs of our client, we may also employ hands-on methods such as pile sorts and gamification. The goals herein are to develop and refine important skill sets such as gaining informed consent; recording, writing and refining fieldnotes; transcribing and coding interviews and focus groups, and analyzing qualitative data using the online software program Dedoose.

LEARNING OBJECTIVES

Objective	Corresponding Assignment
Identify, use, and evaluate major conceptual and theoretical perspectives within anthropology	Discussions; Abstracts
Learn scholarly ethnographic fieldwork approaches as well as rapid assessment techniques used by applied anthropologists.	Discussions; Research Design
Gain hands-on experience conducting individual ethnographic research and analyzing qualitative data.	Research Project

COURSE DELIVERY

Methods will hold synchronous class meetings every Tuesday from 6:00 – 8:50pm *probably* in Sycamore 118.

COURSE MATERIALS

There are no required textbooks for you to purchase, although you can certainly purchase a used Toolkit if you choose. **Follow the syllabus**, and utilize electronic journals from the UNT [ANTH 5031 Library Course Guide](#) and selected chapters from the following books:

The Ethnographer's Toolkit updated editions listed below, are available here: <https://guides.library.unt.edu/ANTH5031>

LeCompte, Margaret D. and Jean J. Schensul. 2010. Designing and Conducting Ethnographic Research: An Introduction. *Ethnographer's Toolkit*, Volume 1, 2nd edition. Walnut Creek: Altamira Press. ISBN:9780759118690 (Referred to in Course Schedule as TKV1)

Schensul, Stephen L, Jean J. Schensul and Margaret D. LeCompte. 2012. Essential Ethnographic Methods: A Mixed Methods Approach. *Ethnographer's Toolkit*, Volume 3, 2nd edition. Walnut Creek: Altamira Press. (Referred to in Course Schedule as TK V3).

LeCompte, Margaret D. and Jean J. Schensul. 2012. Analysis and Interpretation of Ethnographic Data: A Mixed Methods Approach. *Ethnographer's Toolkit*, Volume 5, 2nd edition. Walnut Creek: Altamira Press. (Referred to in Course Schedule as TK V5).

You will also find references to selections from and other scholarly journal articles and book chapters in Canvas

REQUIRED SOFTWARE

We will be using Dedoose as our qualitative analysis software. <http://www.dedoose.com/> Users are charged \$14/month for using it, but I may be able to ask for departmental help. Please budget for this around Week 10. There are other software for analyzing qualitative data (MaxQDA, AtlasTI, NVivo, etc., but since this is a collaborative project, my instruction will focus on Dedoose.

ACTIVITIES AND ASSIGNMENTS

Weeks 1 - 4 This semester, you will learn ethnographic and qualitative research methods through traditional means and through hands-on experience. The first few weeks, you will read and write abstracts over peer-reviewed journal articles, and participate in group discussions over fundamental conceptual and theoretical perspectives within anthropology.

Weeks 5 - 9 Will be spent reading and discussing peer-reviewed journal articles, especially those pertinent to our research project design. In addition to learning about these techniques, we will begin to construct our own research project, paying special attention to research ethics and informed consent (IRB), sampling and recruiting research participants, conducting observation and/or participant observation, and constructing open-ended, semi-structured ethnographic interview questions.

Weeks 10 - 15 Will be spent conducting ethnographic interviews, transcribing and coding interviews, developing codes from transcribed interviews, refining theoretical frameworks, and finally, analyzing qualitative data and presenting findings in an accessible way to our client.

COMMUNICATION - Announcements: Because I use the "announcement" tool frequently in this class, make sure to adjust your Canvas notifications accordingly. My announcements will ALSO populate emails within your official UNT Email Account, so check it frequently. Students may email using Canvas email or official UNT

Email Account. Emails sent from personal accounts may be missed. Make sure to include "ANTH 5031 - Methods" in the subject line. I generally respond within 24 hours on weekdays.

TECHNOLOGY REQUIREMENTS - Check Canvas for a list of technical requirements.

Course pace: This is a fast-paced course, and requires a lot of tenacity. Please stay in active communication with me, especially during the research project phase, so that you do not fall behind.

Readings: Keep up with the readings and complete assignments on time. We may not go over every word of the readings in the course lesson, but this does not make them any less important than what is discussed in class. Since you are taking a graduate course, I expect you to take initiative and read what has been assigned.

Assignment File Type: Unless otherwise instructed, please type your work in a word document, save it for your records, then copy and paste into the assignment submission box so I can use Canvas to comment on your writing and research. My editing will be "heavy-handed" early-on, and is intended to help you with future assignments. Incorporating feedback is especially important later on during the fieldwork project. **Transcribed interviews will need to be attached as word documents and raw fieldnotes will need to be scanned to pdf and uploaded as attachments.**

E-journals and Electronic Databases: E-journals are electronic journals to which the library subscribes. To access e-journals, go to <http://www.library.unt.edu/>, click on e-journals, and then type the name of the journal for which you are looking. I have listed a number of anthropology e-journals in the "Research Design Assignment" guidelines.

ANTH 5031 Library Course Guide <https://guides.library.unt.edu/ANTH5031>

You may access electronic databases through the ANTH 5031 library Course Page, located under "Subject and Course Guides" on the UNT Library Homepage <http://www.library.unt.edu/> or above, and get full text access to most journal articles. You can also contact our Social Science Librarian, Jen Rowe, for assistance, and she can guide you towards the sources and materials you need. jennifer.rowe@unt.edu

COURSE SCHEDULE AND ASSIGNMENTS

Pay close attention to the Course Schedule as it contains weekly readings, assignment instructions, and due dates. These are also embedded into the Lessons. *Note: I reserve the right to add, delete, or revise segments of this course or syllabus.*

1) Reading Assignments: You will have reading, abstract-writing and discussion assignments which involve reading scholarly book selections and articles about the lesson topic and either posting an abstract about the article to the discussion board or posting an original response to topics listed in the discussion board. See detailed instructions below and within the Lessons. With few exceptions, assignments are due by 5:59pm (central time) on our class days, as indicated on the Course Schedule.

2) Welcome and Introductions: As co-producers of knowledge, building community is an important aspect of this class. We will spend the first week of class getting to know one another. This is important for me, as I want to meet you where you're at in terms of your ethnographic knowledge, skillset, and needs.

3) Abstracts: The goal in assigning scholarly articles about methods is to enhance your comprehension and writing skills and to foster class discussion. Please follow the abstract guidelines in Canvas for your writing assignments. Detailed instructions and links to the abstract guidelines are embedded in the Modules.

Originality: Some readings inspire similar responses. If someone shares thoughts similar to yours, just acknowledge that person's comment before proceeding. For example, you might begin by saying: "Like Jamie

observed, I think mollusks are particularly good when simmered in lemon butter; however, my personal recipe is a little different in that I like to add fresh minced garlic.”

Courtesy: Classroom discussions are not a collection of isolated monologues. They are the most interactive element of the course and an opportunity for collectively problem-solve. You may disagree with or espouse ideas radically different than those being expressed by others, but respect and courtesy are important aspects of any fruitful discussion. No one should ever feel attacked, cornered or dismissed during discussion. Be persuasive when expressing your views, not bullying or hostile. Persuasive writing, like persuasive speech, makes use of evidence, supports and/or critiques generalizations, and demonstrates a genuine desire to **see** others’ points of view.

4) Fieldwork project: As a class, students will be designing, conducting and analyzing an original qualitative research project over the course of the semester. You may wish to connect with a teammate, who will provide support and constructive feedback on abstracts, fieldnote writing, participant-observation, interview and focus group questions, recruiting and interviewing participants, and coding and analyzing data. In this way, you can receive feedback from scholars other than me, and you will have the chance to see how other scholars conduct research. Additional **Project Guidelines** will be posted in Canvas as we move along in the semester.

More about Teamwork: There will be times in this course when considerable discussion is required. Manage your time wisely. Tip: allow yourself MORE time than you think you’ll need, especially if you have other coursework, thesis research or writing, teaching or professional employment, or family obligations.

Assignments and dates towards the end of class: While I will have the course schedule “finalized” by the first day of class, the assignments and dates may change from what is in the course right now, depending on the class’s collective progress.

GRADING Point values vary per assignment. I will be using a letter grade based on a 100% scale. Larger, more complex assignments have specific rubrics posted in Canvas.

ASSIGNMENTS and POINT BREAKDOWN:

Lessons and Assignments	Points	Grade Category
CITI Training	40	project
Lesson 2 Abstract	20	assignment
Lesson 3 Abstract	20	assignment
Lesson 3 Reflection Post	20	assignment
Lesson 4 Abstract	20	assignment
Lesson 4 Project Consent Forms	10	project
Lesson 5 Abstract	20	assignment

Lesson 5/7 Participant Observation fieldnotes	40	project
Lesson 7 Interview questions	20	project
Interview 1 transcript & fieldnotes	30	project
Interview 2 transcript & fieldnotes	30	project
Focus group transcript & fieldnotes	30	project
Themes and Codes	20	project
Final report slides	40	project
Total	300	

Absences, Late Assignments and Make-up Work: Because all student work is submitted through Canvas, only students with University-excused absences are able to make-up missed work without penalty.

A University-excused absence for this course includes:

- 1) Acute documented illness
- 2) Lasting, documented illness, including concerns about mental health
- 3) Personal or family emergency
- 4) Religious observance (in which case students may be allowed to test or submit assignments early)
- 5) Other University-excused academic or athletic event

Unexcused Absences

- 1) Missing an assignment or test without emailing the professor in advance of the due date
- 2) Confusion about assignment due dates
- 3) Waiting until the last minute to submit an assignment or test (We can see when you log in!)
- 4) Work-related absences
- 5) Personal travel-related absences

IF you miss a deadline for any reason other than those which are excused, you may submit late assignments or tests up to one week after the deadline at the discretion of the professor.

1 day late = 1/2 letter grade; 2 days late = 1 letter grade; 3 days late = 1.5 letter grade; 4 days late = 2 letter grades; 5 days late = 2.5 letter grades; 6 days late = 3 letter grades.

Contagious illness: impact on participation

If you are experiencing any **potentially contagious illness** please seek medical attention from the Student Health and Wellness Center (940-565-2333 or askSHWC@unt.edu) or your health care provider **prior** to arriving on campus. While attendance is essential to individual and collective success, your own health, and those of others in the community, is more important.

UNIVERSITY POLICIES

University Policy on Student Academic Integrity:

(Policy and Procedures number 06.003)

Academic Misconduct: “Academic Misconduct,” in this policy, means the intentional or unintentional action by a student to engage in behavior in the academic setting including, but not limited to: cheating, fabrication, facilitating academic misconduct, forgery, plagiarism, and sabotage.

- A. **Cheating:** “Cheating,” in this policy, means the use of unauthorized assistance in an academic exercise, including but not limited to: 1. use of any unauthorized assistance to take exams, tests, quizzes, or other assessments; 2. use of sources beyond those authorized by the instructor in writing papers, preparing reports, solving problems, or carrying out other assignments; 3. use, without permission, of tests, notes, or other academic materials belonging to instructors, staff members, or other students of the University; 4. dual submission of a paper or project, or resubmission of a paper or project to a different class without express permission from the instructor; 5. any other act designed to give a student an unfair advantage on an academic assignment.
- B. **Fabrication:** “Fabrication,” in this policy, means falsifying or inventing any information, data, or research outside of a defined academic exercise.
- C. **Facilitating Academic Dishonesty** (*i.e. collusion*): “Facilitating academic dishonesty,” in this policy, means helping or assisting another in the commission of academic dishonesty.
- D. **Forgery:** “Forgery,” in this policy, means intentionally falsifying or altering a score, grade, or official academic University record or the signature of another.
- E. **Plagiarism:** “Plagiarism,” in this policy, means use of another’s thoughts or words without proper attribution in any academic exercise, regardless of the student’s intent, including but not limited to: 1. the knowing or negligent use by paraphrase or direct quotation of the published or unpublished work of another person without full and clear acknowledgment or citation, or 2. the knowing or negligent unacknowledged use of materials prepared by another person or by an agency engaged in selling term papers or other academic materials.
- F. **Sabotage:** “Sabotage,” in this policy, means acting to prevent others from completing their work or willfully disrupting the academic work of others.

Department Policy on Student Academic Integrity:

The Department of Anthropology expects its students to abide by the high ethical standards of practicing professionals within the field of anthropology. The Department does not tolerate cheating, fabrication, facilitating academic dishonesty, forgery, plagiarism, or sabotage. This includes the use of unauthorized professional writing/editing services and generative AI for assignments. Students are expected to follow the [American Anthropological Association’s code of ethics](#): “In their capacity as researchers, anthropologists are subject to the ethical principles guiding all scientific and scholarly conduct. They must not plagiarize, nor fabricate or falsify evidence, or knowingly misrepresent information or its source” (<http://ethics.americananthro.org/category/statement/>).

Students are encouraged to use the [UNT Writing Center](#). For additional resources to help with paper writing, including how to avoid plagiarism and how to use citations, see the [Department of Anthropology Writing Guide](#). For information on the University’s policies and procedures regarding academic integrity and dishonesty, see the UNT [Student Academic Integrity policy](#).

Procedures:

All coursework shall be original to the student and to the class. Any work not meeting this standard will be evaluated and subject to either a re-write for partial credit, if the Instructor concludes that the assignment was unintentionally plagiarized, or a zero for the assignment. If a student is suspected of using generative IA, the burden of proof to show originally sourced material is on the student. Egregious forms of academic misconduct are subject to a formal review. A finding of academic dishonesty may result in a range of academic penalties or sanctions ranging from admonition to expulsion from the University. A report of academic integrity violation shall be filed against the student with UNT and the student will have an opportunity to appeal the decision according to UNT's appeal process.

3) ODA Policy: The University of North Texas makes reasonable academic accommodation for students with disabilities. Students seeking reasonable accommodation must first register with the Office of Disability Accommodation (ODA) to verify their eligibility. If a disability is verified, the ODA will provide you with a reasonable accommodation letter to be delivered to faculty to begin a private discussion regarding your specific needs in a course. You may request reasonable accommodations at any time, however, ODA notices of reasonable accommodation should be provided as early as possible in the semester to avoid any delay in implementation. Note that students must obtain a new letter of reasonable accommodation for every semester and must meet with each faculty member prior to implementation in each class. Faculty members have the authority to ask students to discuss such letters during their designated office hours to protect the privacy of the student. For additional information, refer to the Office of Disability Accommodation website at <http://www.unt.edu/oda>. You may also contact ODA by phone at (940) 565-4323.

4) Sexual Discrimination, Harassment and Assault: Under Policy 16.004, The University of North Texas (University) prohibits discrimination and harassment because of race, color, national origin, religion, sex, sexual orientation, gender identity, gender expression, age, disability, genetic information, veteran status, or any other characteristic protected under applicable federal or state law in its application and admission processes; educational programs and activities; employment policies, procedures, and processes; and university facilities. The University takes active measures to prevent such conduct and investigates and takes remedial action when appropriate.

The federal Title IX law makes it clear that violence and harassment based on sex and gender are Civil Rights offenses. UNT has staff members trained to support you in navigating campus life, accessing health and counseling services, providing academic and housing accommodations, helping with legal protective orders, and more. UNT's Dean of Students' website offers a range of on-campus and off-campus resources to help support survivors, depending on their unique needs: <http://deanofstudents.unt.edu/resources> UNT's Student Advocate can be reached through e-mail SurvivorAdvocate@unt.edu the Dean of Students' office at 940-565-2648. You are not alone. We are here to help.

HELPFUL RESOURCES

1) Veteran Students: For students who are active or retired military, thank you for serving our country! If you are a new or returning student, UNT has a lively Student Veteran organization, and a number of other campus resources available here: <http://studentaffairs.unt.edu/student-veteran-services>

2) UNT Learning Center: The UNT Learning Center is an AMAZING department filled with AMAZING people – all here to help you, the student, maximize your potential in college and beyond. Not only do they provide us with our Supplemental Instructors, they also offer *free of charge* a number of services such as tutoring, academic coaching, study and learning workshops, speed reading, campus resources, and a number of other academic success-related topics! Check them out here: <https://learningcenter.unt.edu/>

3) UNT Writing Lab: Another AWESOME resource available to students is the UNT Writing Lab. Need a refresher course in academic writing or some quick links for your next paper: <https://writingcenter.unt.edu/resources> On-campus and want to attend a workshop to improve your writing skills? <https://writingcenter.unt.edu/workshops> Off-campus and struggling with academic paper writing? Check out their online tutoring link here: <https://writingcenter.unt.edu/online-tutoring>

4) Life happens! If you are experiencing a personal or family crisis which is affecting your success as a student here at UNT, please check out the resources here at UNT. <http://deanofstudents.unt.edu/resources>