

Syllabus

ANTH 5032 Ethnographic and Qualitative Methods for Non-Anthropology Graduate Students
Spring 2022 - Canvas

COURSE INSTRUCTOR

Dr. Jamie K. Johnson, Senior Lecturer

Department of Anthropology, Sycamore Hall #124

Office hours: Tuesday, Thursdays, most Fridays via Zoom

[Schedule a 15min office visit](#) [Schedule a 30min office visit](#) [Schedule a 60min office visit](#)

Email: you may email me using Canvas or at jamie.johnson@unt.edu

COURSE DESCRIPTION

ANTH 5032 Ethnographic and Qualitative Research Methods is a 16-week course designed for non-anthropology graduate students whose research and/or degree plan can benefit from an anthropological approach.

This course will provide a foundation for conducting scholarly and applied ethnographic fieldwork, building on any prior experience students may have. Instruction will combine online discussion of topics and case-studies in ethnographic fieldwork, which will culminate in the design and execution of an ethnographic research project of your choice.

COURSE DELIVERY

Methods is 100% remote instruction through Canvas. There are no synchronous class meetings.

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 5032 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/ANTH5032>

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

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

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 research project design. In addition to learning about these techniques, you will begin to construct your 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.

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 5032 - 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, so that you do not fall behind.

Readings: Make sure you 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 in 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 5032 Library Course Guide <https://guides.library.unt.edu/ANTH5032>

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.* Pay attention to the Course Announcements and email your questions as soon as they arise.

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 **11:59pm (central time) on the due date** indicated on the Course Schedule.

2) Welcome and Introductions: Building community is an important aspect of this class. Your first assignment is to post a bio statement on the Welcome and Introductions discussion board, and to form teams of two (or three under special conditions). Your teammate will offer your first round of feedback on project assignments. Please post your bio statement by **11:59pm (central time), Sunday, Jan. 23.**

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 Lessons.

4) Discussion Boards: Most Lessons have a Discussion Board component, which involve posting Abstracts and Peer Responses or posting Topic Reflections and Peer Responses.

Abstract Posts: In these, you will write an abstract over the assigned and chosen reading(s). There are examples available for you to follow in Canvas. You will swap papers with your teammate in order to receive feedback before posting your abstract into the Discussion Board. Instructions are located within the Lessons and within the Canvas Discussion Forum.

Topic Reflection Posts: Some Lessons require you to discuss Topics prompted within the Canvas Discussion Forum. Type your **Original Response** in a Word document, then copy and paste it into the thread. This will ensure you do not lose your work, and will also allow you to spellcheck before posting.

Peer Responses: After posting your work, return to the forum and read what others have posted. Discussions will ask you to provide substantial responses to **one** of your classmates’ posts (someone other than your teammate). Like your Abstracts and Topic Reflection posts, copy and paste your Peer Response into the reply thread. Address the person you’re responding to by name, at least until you get to know one another. Remember: the goal is to learn from and help one another.

Originality: Some readings inspire similar responses. If someone posted thoughts similar to yours, just acknowledge that person’s post as you would in a face-to-face discussion. 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: Discussions are not a collection of isolated monologues. They are the most interactive element of the course and an opportunity for us to come together as a supportive learning community. You may disagree or

post ideas radically different than those being expressed by others; but respect and courtesy are important aspects of any fruitful discussion, and no one should ever feel attacked or cornered in a class discussion, whether that discussion takes place face-to-face or online. Be persuasive when expressing your views, not bullying or hostile. Persuasive writing, like persuasive speech, makes use of evidence, supports generalizations, and demonstrates a desire to **see** others' points before responding.

5) Fieldwork project: Students will be designing, conducting and analyzing individual qualitative research projects over the course of the semester. You will form teams of two early in the semester. Teammates 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. **DO NOT LEAVE YOUR TEAMMATE IN THE LURCH.**

Assignments and dates towards the end of class: I will have the course schedule finalized by the middle of the first week of class. However, the assignments and dates towards the end of the course may change from what is in the course right now, depending on the class's collective progress. Remember: this is a self-directed course. You will get out of this research experience and this course what you put in.

GRADING You will find a point breakdown below this grading scale. I will be using a letter grade scale for ease of use. Larger, more complex assignments have specific rubrics posted in Canvas.

Letter:		Range:
A	100 %	to 94.0%
A-	< 94.0 %	to 90.0%
B+	< 90.0 %	to 87.0%
B	< 87.0 %	to 84.0%
B-	< 84.0 %	to 80.0%
C+	< 80.0 %	to 77.0%
C	< 77.0 %	to 74.0%
C-	< 74.0 %	to 70.0%
D+	< 70.0 %	to 67.0%
D	< 67.0 %	to 64.0%

Letter:		Range:
D-	< 64.0 %	to 61.0%
F	< 61.0 %	to 0.0%

ASSIGNMENTS and POINT BREAKDOWN:

Lessons and Assignments	Points	Grade Category
Introductions - Bio Statement Post	5	assignment
Introduction Response to Classmate 1	5	participation
Introduction Response to Classmate 2	5	participation
Lesson 1 Topic 1 Reflection Post	5	assignment
Lesson 1 Topic 2 Reflection Post	5	assignment
Lesson 1 Topic 3 Reflection Post	5	assignment
Lesson 1 Topic Response to Classmate 1	5	participation
Lesson 2 Abstract	10	assignment
Lesson 2 Response to Classmate 1	5	participation
Lesson 3 Reflection Post	5	assignment
Lesson 3 Abstract	10	assignment
Lesson 3 Response to Classmate 1	5	participation

Lesson 4 Reflection Post	5	assignment
Lesson 4 Abstract	10	assignment
Lesson 4 Response to Classmate 1	5	participation
Lesson 4 Project Consent Forms	15	project
Lesson 5 Introduction to Research Topic	15	project
Lesson 5 Abstract	10	assignment
Lesson 5 Response to Classmate 1	5	participation
Lesson 6 Research Design “Proposal”	25	project
Lesson 7 Participant Observation 1 fieldnotes	25	project
Lesson 9 Interview questions	15	project
Lesson 10 Interview 1 transcript	30	project
Lesson 10 Interview 1 fieldnotes	10	project
Lesson 11 Interview 2 transcript	30	project
Lesson 11 Interview 2 fieldnotes	10	project

Lesson 12 Themes and Codes	20	project
Lesson 13 Analysis	30	project
Lesson 14 Final report	50	project
Lesson 15 Final report feedback	20	participation
Total	400	

COURSE POLICIES

Absences

During the COVID-19 pandemic, faculty realize that a higher rate of absenteeism is likely. Students may become ill or be asked to self-isolate because they have come in contact with someone who tested positive for COVID-19. While active class participation is expected, I am mindful of the health and safety of everyone in our community, especially given concerns about COVID-19.

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) Covid-19 related illness
- 2) Lasting, non Covid-19 related 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.

COVID-19 impact on participation

If you are experiencing any [symptoms of COVID-19 \(Links to an external site.\)](#) 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 coming to campus. UNT also requires you to contact the UNT COVID Hotline at 844-366-5892 or COVID@unt.edu for guidance on actions to take due to symptoms, pending or positive test results, or potential exposure. While attendance is an important part of succeeding in this class, your own health, and those of others in the community, is more important.

UNIVERSITY POLICIES

1) Academic Integrity: Cite your sources! This cannot be stressed enough. Students found plagiarizing their own or others' materials (incl. Canvas, the textbook, articles, online resources, etc.), will first be given an opportunity to explain themselves. If it is determined that the student unknowingly copied work without giving proper credit, that student will be given the opportunity to re-write their assignment. All make-up work deadlines apply – one week from due date is standard. If it is determined that the student knowingly copied work without giving proper credit, that student will be given a '0' ('F') for that assignment and their work may be subject to additional scrutiny.

<https://www.insidehighered.com/news/2017/11/14/could-groupme-lead-cheating-guilt-association>

You will be part of an academic community in which honesty and integrity of character are central. The Department of Anthropology does not tolerate plagiarism, cheating, or helping others to cheat (collusion). I DO NOT TOLERATE CHEATING, COLLUSION OR BLATANT PLAGIARISM. Any intentional academic misconduct will be swiftly and harshly dealt with. Students suspected of academic dishonesty will be provided the opportunity for a hearing; a guilty finding will merit an automatic "F" in the course. For information on the University's policies regarding academic integrity and dishonesty, see the UNT Center for Student Rights and Responsibilities, and especially the Student Code of Conduct: <http://www.unt.edu/csrr/>

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>

A FINAL NOTE FROM YOUR INSTRUCTOR: If you have fallen behind in course work and need help, *please* do not wait until it is too late!! The sooner you email me either in Canvas or at jamie.johnson@unt.edu the sooner I can put you in touch with the appropriate contacts and get you back on track for the remainder of the course!