ANTH 5032.810-820 Ethnographic and Qualitative Methods
for Non-Anthropology Students
Spring 2018 Online

COURSE DESCRIPTION
This course will teach students ethnographic fieldwork methods, building on any prior experience they may have. Students will learn through readings and discussion, and by conducting a semester-long fieldwork project. They will become familiar with both traditional long-term fieldwork approaches and rapid assessment techniques used in applied anthropology. Topics covered include: the relationship of research to theory, designing a project, ethics, data collection, analysis of data, and presentation of findings. Each student will design and execute an ethnographic research project using the following fieldwork approaches: participant observation, semi-structured interviewing, and focus groups. Students will learn about different qualitative data analysis software programs, and will engage in collaborative teamwork.

COURSE INSTRUCTOR
Dr. Jamie K. Johnson, Lecturer
Department of Anthropology, CHIL 330-J
Office Hours: Mondays from 1:30pm – 3:30pm except first Monday
For questions or to schedule an appointment, email me: jamie.johnson@unt.edu
Office number: 940-369-5403

COMMUNICATION:
Announcements: It is important that you read my announcements. Because I use the "announcement" tool frequently in this class, it is very important that you turn off pop-up blockers for Blackboard use. My announcements will ALSO populate emails within your official UNT Email Account, so check it frequently.

Email me with your questions! You must email me from your UNT Email Account, including "ANTH 5032" or "Methods" in the subject line so I can identify you right off the bat.

REFERENCE MATERIALS
There are no required textbooks for you to purchase. We will utilize electronic journals from the UNT library and selected chapters from the following books:

Emerson, Robert, Rachel Fretz, and Linda Shaw
      1995   Writing Ethnographic Fieldnotes. Chicago: University of Chicago Press.
Esterberg, Kristin
      2002   Qualitative Methods in Social Research. Boston: McGraw Hill.
LeCompte, Margaret D. and Jean J. Schensul
      1999   Designing and conducting ethnographic research. Ethnographer's Toolkit, Volume 1.
      Walnut Creek: Altamira Press. (Referred to in Course Schedule as TK V1)
Schensul, Stephen L, Jean J. Schensul and Margaret D. LeCompte
      1999   Essential ethnographic methods. Ethnographer's Toolkit, Volume 2. Walnut Creek: Altamira
      Press. (Referred to in Course Schedule as TK V2)
LeCompte, Margaret D. and Jean J. Schensul
      1999   Analyzing and interpreting ethnographic data. Ethnographer's Toolkit, Volume 5. Walnut
Creek: Altamira Press. (Referred to in Course Schedule as TK V5)

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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 get behind.

Readings: Make sure you keep up with the readings and complete all of the 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*:* Please submit all abstracts and assignments as an **attached word document** so I can use "track changes" to make comments about your writing and research, and return the document to you in the assignment drop box. 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.

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.

You should know how to perform a literature search for electronic resources. You may find the following e-journals and databases helpful. They are available full text through the UNT library: *Qualitative Inquiry, Qualitative Health Research, Qualitative Market Research, Qualitative Research, Qualitative Research Journal, Qualitative Sociology, Ethnography, Ethnography and Education,* **Anthrosourse** (full text database), **Anthropology Plus**, EbscoHost (database), **Academic Search Complete** (database), JSTOR, etc..

***ANTH 5031 library Course Page** You can 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/ 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 ***

1. Abstract and Discussion Assignments (65 points): You will have writing assignments and discussion components for Lessons 1-5. These assignments involve reading an article about the lesson topic and either posting an abstract about the article to the discussion board (10 pts) or posting an original response to topics listed in the discussion board (5 pts). See detailed instructions below and within Lessons.

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 for your writing assignments. Detailed instructions and links to the abstract guidelines are embedded in the Lessons. Assignments are due by **11:59pm (central time) on the due date** indicated on the Course Schedule. The Course Schedule is posted in the Syllabus and Schedule tab within the Blackboard action menu. *I reserve the right to deduct points for each day an assignment is late.* Please let me know if you have any questions.

2. Fieldwork project (300 points): Students will conduct an individual qualitative research project over the course of the semester. You will design the project, write the interview and focus group questions, collect data via observation, semi-structured interviews and focus groups, code and analyze the data, and write up the project in a report.

Teamwork: There will be times in this course when heavy collaboration, cooperation, and discussion are required. Look ahead on the syllabus and manage your time wisely. Tip: in the beginning, allow yourself MORE time than you think you'll need, especially if your research falls outside of the social sciences.

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Course trajectory: Each assignment of research design, observation, interviews, etc., builds upon previous work. You will choose a teammate early in the semester and will provide each other feedback on specific assignments. This feedback will be peer evaluated and is included as participation points (see below). Synthesizing both instructor and peer feedback will help you clarify your Research Question and Project Design, and will improve your overall outcomes.

Project Guidelines are posted on the course Homepage. There you will find the "Points Breakdown" of the project assignments. Their point value is also listed on the syllabus below.

Remember: this is a self-directed course. You will get out of this research experience and this course what you put in!

1) Discussion Boards: Most Lessons have a Discussion Board component. Like any discussion, two tasks are required of you: first, post your abstract or original topic response; then, comment on your classmates' abstracts or Lesson topic responses.

>   **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), Friday, Jan. 19**.

>   **Abstract Discussion Posts:** Lessons 1 – 5 require you to write an abstract over the assigned reading(s). You will then upload your abstract as an attachment into the corresponding Discussion Board. Assignment instructions are located within the Lessons and within the Blackboard Discussion Forum.

>   **Topic Reflection Posts**: Lessons 3 – 6 require you to respond to Discussion Topics posted within the Blackboard Discussion Forum. The first message in each discussion thread contains the topic. To respond, 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 Abstract or your Topic Reflection, return to the forum and read what others have posted. **Provide substantial responses to at least two of your classmates' posts**. 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 a particularly good when simmered in lemon butter, however, my personal recipe is a little different in that I like to add fresh minced garlic."

Remember that this is a discussion, not a collection of isolated monologues. This is the most interactive element of the course and an opportunity for us to come together as a supportive learning community. This is not to say that you can't 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 in this more anonymous realm. 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 really see the points others are making before you decide on how to respond.

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2) Participation: Since this course is a graduate seminar, class discussion makes up a large part of your final grade. There are 3 kinds of participation points:

1. Abstract and Topic Discussion Peer Response (Lessons 1-5)
2. Teammate Feedback (Peer Review) (Lessons 3-14)
3. Outside Teammate Feedback (Outside Review) (Lessons 6-14)

Remember: You are not doing a collaborative research project; rather, teammates will provide constructive feedback on your individual writing and research projects. In this way, you can receive comments from scholars other than me, and you will have the chance to see how other scholars conduct research. 13 assignments will require peer and/or outside review. Specific instructions are in the "course schedule" and are imbedded in the Lesson assignments.

- Abstract Assignments: You will all write 4 abstracts over selected, peer-reviewed articles. I will give substantial feedback on the **Lesson 2** abstract to get you started. Then, the **Lesson 3, 4, and 5 Abstracts** all require at least ONE piece of outside feedback from a team member before they are posted onto the weekly discussion boards.
  - In the weekly Lesson Discussions, try NOT to comment solely on team member's posts.

- Research Project Assignments: **ALMOST ALL** require TWO pieces of feedback before they are submitted: one from a team member and one from an outside reviewer, preferably from one's graduate committee. It is also recommended, though not required, that the Final Report (Lesson 14) receive feedback from the same outside reviewer before submission.
  - Check the Course Schedule for detailed Assignment Feedback guidelines

- Evaluations: At the end of the semester, team members will be evaluated on innovative or helpful suggestions, respectful and constructive comments, and timeliness. This will account for 20 points of each student's overall Participation score. It is recommended that team members schedule firm feedback deadlines one week in advance of the due date *and stick to them*.

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: The instructor reserves the right to add, delete, or revise segments of this course or syllabus*. Pay attention to the Course Announcements and email Dr. Johnson with questions as soon as they arise.

Lessons and Assignments	Points	Grade Category
Welcome and Introductions Bio Statements	5	assignment
Welcome and Introductions Team Member Selection	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 Response to Classmate 1	5	participation
Lesson 1 Response to Classmate 2	5	participation
Lesson 2 Abstract	10	assignment

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Lesson 2 Response to Classmate 1	5	participation
Lesson 2 Response to Classmate 2	5	participation
Lesson 3 Reflection Post	5	assignment
Lesson 3 Abstract • Abstract = 8 points • 1 Proof of review = 2 points	10	assignment and participation
Lesson 3 Response to Classmate 1	5	participation
Lesson 3 Response to Classmate 2	5	participation
Lesson 4 Reflection Post	5	assignment
Lesson 4 Abstract • Abstract = 8 points • 1 Proof of review = 2 points	10	assignment and participation
Lesson 4 Response to Classmate 1	5	participation
Lesson 4 Response to Classmate 2	5	participation
Lesson 4 Project Consent Form • Consent Form = 8 points • 2 Proofs of review = 2 points *one review must come from outside class	10	project and participation
Lesson 5 Introduction to Research Topic • Introduction = 8 points • 2 Proofs of review = 2 points *one review must come from outside class	10	project and participation
Lesson 5 Abstract • Abstract = 8 points • 1 Proof of review = 2 points	10	assignment and participation
Lesson 5 Response to Classmate 1	5	participation
Lesson 5 Response to Classmate 2	5	participation
Lesson 6 Research Design "Proposal" • Proposal = 18 points • 2 Proofs of review = 2 points *one review must come from outside class	20	project and participation
Lesson 7 Participant Observation 1 fieldnotes • Fieldnotes = 18 points • Peer Review = 2 points	20	project and participation
Lesson 8 Participant Observation 2 fieldnotes	20	project
Lesson 9 Interview questions • Questions = 8 points • 2 Proofs of review = 2 points	10	Project and participation
Lesson 10 Interview 1 transcript	30	project
Lesson 10 Interview 1 fieldnotes & reflections • Interview Fieldnotes = 8 points • 2 Proofs of review = 2 points	10	project and participation

Lesson 10 Interview 2 transcript	30	project
Lesson 10 Interview 2 fieldnotes & reflections	10	project
Lesson 11 Focus group questions • Questions = 8 points • 2 Proofs of review = 2 points	10	project and participation
Lesson 12 Focus group transcript	30	project
Lesson 12 Focus group fieldnotes & reflections • Focus Group Fieldnotes = 8 points • Peer review = 2 points	10	project and participation
Lesson 13 Coding and analysis • Code List = 8 points • 2 Proofs of review = 2 points	10	project and participation
Lesson 14 Final report • Report = 48 points • 2 Proofs of review = 2 points	50	project and participation
Group Member Evaluation	20	participation
Total Points for the Course	**425**	

Withdrawal and Incompletes: If you are unable to complete this course you must withdraw. Withdrawing from a course is a formal procedure which **YOU** must initiate. If you simply stop attending and do not withdraw, you will receive a performance grade, usually an F." **I will not give an incomplete unless you meet the requirements outlined by the university**: http://essc.unt.edu/registrar/academic-record-incomplete.html

Important Academic Calendar Dates:
http://catalog.unt.edu/content.php?catoid=17&navoid=1737#spring_2018

Statement on Plagiarism and Cheating: The department of anthropology holds graduate students to the highest ethical standards of practicing professionals. They are expected to follow the American Anthropological Association's code of ethics: *"Anthropological researchers bear responsibility for the integrity and reputation of their discipline, of scholarship, and of science. Thus, anthropological researchers are subject to the general moral rules of scientific and scholarly conduct: they should not deceive or knowingly misrepresent (i.e., fabricate evidence, falsify, and plagiarize), or attempt to prevent reporting of misconduct, or obstruct the scientific/scholarly research of others"* (http://www.aaanet.org/committees/ethics/ethcode.htm).

The Anthropology Department does not discriminate on the basis of an individual's disability as required by the Americans with Disabilities Act. Our program provides academic adjustments or help to individuals with disabilities in its programs and activities. Attempts will be made to meet all certified requirements.

Acceptable Student Behavior: Student behavior that interferes with an instructor's ability to conduct a class or other students' opportunity to learn is unacceptable and disruptive and will not be tolerated in any instructional forum at UNT. Students engaging in unacceptable behavior will be directed to leave the classroom and the instructor may refer the student to the Center for Student Rights and Responsibilities to consider whether the student's conduct violated the Code of Student Conduct. The university's expectations for student conduct apply to all instructional forums, including university and electronic classroom, labs, discussion groups, field trips, etc. The Code of Student Conduct can be found at www.unt.edu/csrr

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