**SYLLABUS | ANTH 5031.001 | Fall 2018**

**ETHNOGRAPHIC AND QUALITATIVE METHODS**

**Tuesday 6:00 – 7:30pm Lang 206**

**Online at** [**https://learn.unt.edu**](https://learn.unt.edu)

**INSTRUCTOR**: Dr. Jamie Johnson

**OFFICE LOCATION:** Chilton 330-J

**OFFICE HOURS**: Monday Skype by appointment; Thursday 11:30am – 2:30pm

**EMAIL:** [jamie.johnson@unt.edu](mailto:jamie.johnson@unt.edu)  **CELL:** (for emergencies only) 214-300-1075

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**COURSE DESCRIPTION**

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

Throughout the semester, you will learn about “traditional” (or academic) long-term fieldwork approaches as well as rapid assessment techniques used by practicing anthropologists. 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.

To operationalize what you learn, you will engage in collaborative teamwork utilizing the following methods: conducting observations and engaging in participant observation; recruiting participants; constructing open-ended, semi-structured ethnographic interview questions; and conducting ethnographic interviews focus groups. Depending on the needs of our client, we may also employ experimental methods such as spatial analysis and cognitive mapping. This process will allow you 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.

**Required Texts**

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) **and online through 5031 Course Guide**

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. **and online through 5031 Course Guide**

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) **and online through 5031 Course Guide**

RECOMMENDED TEXTS:

Bernard, H. Russell.  
 2011 Research Methods in Anthropology: Qualitative and Quantitative Approaches. 5th edition.   
 Walnut Creek: Altamira Press.

Emerson, Robert M., Fretz, Rachel I., and Shaw, Linda L.  
 2011 Writing Ethnographic Fieldnotes. 2nd edition. Chicago: University of Chicago Press.

**REQUIRED SOFTWARE**

We will be using Dedoose as our qualitative analysis software. <http://www.dedoose.com/> Users are charged $10/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, AltasTI, NVivo, etc., but since this is a collaborative project, my instruction will focus on Dedoose.

**Note about textbooks**: The 3 primary textbooks are part of a 5-volume set called The Ethnographer’s Toolkit, 2nd edition series. I have made them available through the UNT Library **5031 Course Guide**, but several are single-user access which means only one person may access them at a time. Hence, I recommend you purchase them - make sure to buy the 2nd editions. The H. Bernard Russell is available on Amazon or Alibris for around $50 and is an excellent reference book. The Emerson, Fretz, and Shaw is also available on Amazon or Alibris for next to nothing.

**Readings:** Make sure you keep up and complete all of the readings. We may not go over every word in the readings, 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. This, of course, will benefit your career as an anthropologist! After all, you are paying to be trained as a practicing anthropologist and this course is one of the foundations of that training.

**E-journals:** Beginning in Week 2, you will choose from a list of journal articles which will constitute your Abstract assignments (see below). The articles are available through e-journals to which the UNT 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 then must locate the volume # and issue # to find the specific article you need. There is also a direct link to articles on course homepage: <http://guides.library.unt.edu/home>. Articles that are not available through e-journals will be scanned and added directly to Blackboard. You should be able to click the link and access the article immediately.

**COURSE REQUIREMENTS**

**1. Attendance and Participation (10%).**

* **Class Participation:** Class participation makes up 10% of your final grade. Since this course is a graduate seminar which meets only once a week, participation is essential. Obviously, if you are absent you cannot contribute to discussions, so a high level of attendance is required for a passing grade. Students are responsible for all materials and announcements presented in class, whether or not they were there.
* **Attendance/participation for Outside Exercises:** Students will also be assigned observations, interviews and focus group exercises which will take place outside of the classroom. These exercises will be executed in teams, so coordination and equal participation is mandatory. Students will be expected to arrive on-time and to conduct themselves in a professional manner. Unexcused absence from any of these exercises will count against your total attendance and participation grade.
* If you have more than one unexcused absence in *either* the classroom *or* an outside exercise, your grade will go down one full letter grade for each consecutive absence (thus: 2 unexcused absences = automatic ‘B’, 3 unexcused absences = automatic C). After three absences, a failing grade will be assigned for the course.
* Information regarding university-excused absences can be found here: https://deanofstudents.unt.edu

**2. Abstract posts and discussions (25%).** For an abstract assignment you will be required to write an abstract on an outside article, post it on the Blackboard Discussion board, and comment on two of your classmates’ posts. The goals are to read scholarly articles about methods, enhance your writing skills and ability to explain something you’ve just read, and to foster class discussion.

**Abstracts should ideally be posted to Blackboard by classtime on Tuesday, but no later than Wednesday night if you wish to receive feedback.**

**Comments on two of your peers’ posts should be made no later than Friday, 11:59pm.**

If you wish to carry on a proper conversation with a classmate over a particular article, that can also count for your two substantial comments. Because you only have five required abstracts, please make every effort to engage in conversation with as many *different* classmates as possible.

**C**omments and General Instructions

Scholarly writing is both a skill and an art – one which takes *practice* – and builds keen skills like reading comprehension, critical thinking, evidentiary support and descriptive composition. These abstracts will build your chops, so-to-speak, as you learn how to read and write anthropologically.

Abstracts will consist of the following three (3) components:

* 1. One (1) formal, single-spaced, 11-12pt font, properly-formatted, 250 - 300 word synopsis, demonstrating the following five (5) components:
     1. the author’s **main argument** or thesis;
     2. notable supporting information, ie: **the context** surrounding the article, including but not limited to *at least one* of the following:
        + the prevailing scientific paradigm
        + the social/political/religious/historical context
        + the author’s personal context;
     3. a compelling piece of **supporting evidence** (data) the author used to make their claim;
     4. the **relevance/relationship** of author’s work to the weekly topic or other assigned readings for the week;
     5. the **relevance/relationship** of author’s work to *at least one* of the following elements:
        + a particular school of thought and/or
        + any fieldmethods employed
        + ethnographic writing style (positionality or bias, representation of research subjects, experimental techniques, etc.)
  2. One (1) **Burning Question**, **contextualized**, **queried** in conversational fashion, and **cited** with reference to specific page number(s) if appropriate

Here are some specific guidelines:

* + **original**, **substantial**, and **thought-provoking**
    - **If you grab a quote or question from a theory textbook or from the Web, I will know. Please use your own brain and do your own work.**
    - A *substantial*, *thought-provoking* question does not mean an overtly verbose, intentionally obscure, or otherwise incomprehensible question. BIG, mundane questions can sometimes lead to fruitful conversation, provided they are…..
  + **contextualized**, this means that BEFORE you even ask the question, you introduce the idea or quote you wish to question by situating it in terms of *at least one of the following*:
    - a particular school of thought
    - the author’s thesis
    - a particular passage or quote from the assigned reading
    - a topic or event presented as a framework for your question (real or hypothetical);
  + **queried** in conversational fashion, this means that you ask in such a way as to generate conversation and to avoid the following pitfalls:
    - obvious questions (those which are answered in the reading)
    - vague or ambiguous questions (those which do not contain a *specific* subject or point of reference)
    - rhetorical questions (those asked to make a point rather than to seek an answer)
    - leading questions (in legal terms: **suggestive interrogation** – those which prompt or imply a particular answer from the respondent, often phrased as **yes/no** questions;
  + **cited,** with reference to specific page number(s) if appropriate;
  1. One (1) **bibliographic reference** properly-formattedin Chicago Style
* After completing your abstract in a word document, log onto Blackboard, click on the “Discussions” tab. Upload the assignment and comment on two of your peers’ posts by the due date, following instructions carefully. No emailed assignments will be accepted.

**3. Fieldwork project (65%).** Students will conduct a collaborative project over the course of the semester. Several assignments will be used to document and evaluate your fieldwork. These are the items and how much their grades are worth:

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| --- | --- |
| **Item** | **% of Grade** |
| Observation fieldnotes | 10% |
| Interview 1 transcript | 7% |
| Interview 1 fieldnotes & reflections | 3% |
| Interview 2 transcript | 7% |
| Interview 2 fieldnotes & reflections | 3% |
| Focus group transcript | 7% |
| Focus group fieldnotes & reflections | 3% |
| Coding | 10% |
| Analysis write up | 10% |
| Client Presentation | 5% |
| Misc. – question development, teamwork, communication | 5% |

**Assignments and dates towards the end of class**: The assignments and dates towards the end of the course may change from what is in the course right now. We are doing a live project for a client and dates at the end of this process are difficult to plan this far in advance. I will give you plenty of time and keep you posted along the way, but know that some of the dates may change.

**UNIVERSITY POLICIES**

**1) Academic Integrity: C**ite 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.

**Quizzes:** ONLINE QUIZZES MUST BE COMPLETED ALONE.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 and the Department of Anthropology makes reasonable academic accommodation for students with disabilities. I personally go out of my way for physically and neuro-diverse students. Students seeking 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 an accommodation letter. **It is your responsibility to initiate a private discussion with faculty regarding your specific needs in any course.** You may request accommodations at any time, however, ODA notices of 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 accommodation for every semester and must meet with each faculty member prior to implementation in each class. For additional information see the Office of Disability Accommodation website at <http://disability.unt.edu/> . You may also contact them by phone at 940.565.4323.

**4) Sexual Discrimination, Harassment and Assault:** UNT is committed to providing an environment free of ALL forms of discrimination, harassment and assault, *particularly* those of a sexual nature, including sexual assault, domestic violence, dating violence, and stalking. If you (or someone you know) is a victim of any acts of aggression, WE ARE HERE FOR YOU. 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_0>.  Renee LeClaire McNamara is UNT’s Student Advocate and she can be reached through e-mail at [SurvivorAdvocate@unt.edu](http://SurvivorAdvocate@unt.edu) or by calling 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>

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: [jamie.johnson@unt.edu](mailto: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.