

# ANTH 5032.810-820 Ethnographic and Qualitative Methods for Non-Anthropology Majors Spring 2017 Online

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## 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. With regard to data analysis, students will learn about qualitative data analysis software, and will engage in collaborative teamwork.

## REQUIRED TEXTS

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)

## COURSE REQUIREMENTS – See Course Schedule and Assignments!

**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 turn in all assignments as an attached word document as I will use track changes to make comments in your document and return the assignment to you in the assignment drop box of the course. I will take the time to provide detailed comments about your writing and research; I expect you to *read the comments and incorporate them* into your future assignments. This is extremely important 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, Anthrosource* (full text database), Anthropology Plus, EbscoHost (database), Academic Search Complete (database), JSTOR, etc.. You need to access electronic databases through the library to get full text access to most journal articles so you can't just google 'Anthrosource' and enter the database from the internet.

**1. Assignments (65 points):** You will have writing assignments and discussion posts for lessons 1-5. These assignments involve reading an article about the lesson topic and either posting a response to the discussion board (5 pts) or posting an abstract about the article to the discussion board (10 pts). 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. 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 located on the syllabus below. *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. There will be many times in this course when there is very heavy collaboration, cooperation, and discussion. Be sure to look ahead on the syllabus to see when project assignments are due so you can manage your time wisely. Each assignment of research design, observation, interviews, etc., builds upon previous work. Be sure to **read and incorporate** my and your classmates' comments into your next project assignment. There are more detailed documents about the Project Guidelines on the Homepage of the course. You can see the breakdown of the project assignments and their point value on the syllabus below, under "Points Breakdown."

You will be placed into groups in order to give each other feedback on specific assignments. This feedback will be peer evaluated and is included as participation points (see below).

**3. Participation (110 points):** Since this course is a graduate seminar, class participation makes up a large part of your final grade. There are 2 kinds of participation points:

1. Responding to classmates' discussion posts (Lessons 1-5)
2. Giving feedback on your groupmates' work (Lessons 3-14)

**Responding to classmates' discussion posts** (5 points each; 50 points total for this section): You will be required to make comments to your classmates' assignments in the discussion board for Lessons 1-5. Specific instructions for each assignment are located within the lessons. If the assignment is to respond to a discussion topic or abstract, go to the discussion board and locate the specific lesson. Discussion topics will be posted by me for each week. The first message in each discussion thread will contain the topic, so open the message, read the topic, and then type up your **Original Response** in a word processing program (this will ensure you do not lose your work, as you can't save in the discussion message boxes and will also allow you to check your spelling, etc. before posting).

After you have typed up your original thoughts and/or posted your abstract, return to the Lesson Discussion Assignment and read what others have written. Choose at least two posts to respond to. Cut and paste your response into a new discussion thread (no attachments please). Make sure to address the person you're responding to, or at least reflect that you have read the others' post. Also, if someone has posted thoughts similar to yours, acknowledge that person's post by saying, "As So-and-So wrote earlier,..." or "Like So-and-So observed, I think XYZ,...but my take on ABC is a little different in that I believe...". You don't need to respond to similar posts in detail, just acknowledge them, as you would in a face-to-face discussion.

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 with others 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.

**Giving feedback on your groupmates' work** (60 points total for this section): In this course, you will be put into groups to receive feedback on the writing of abstracts and the design and implementation of your research project. I will create groups with 3 students each, depending on the class size. You are not doing a collaborative research project; rather, members of your team will provide constructive feedback on your individual research project. 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. There are 13 assignments where you need to get a group member to review your work and you need to review the work of a group member. Specific instructions are on the syllabus under "course schedule" and imbedded in the lesson assignments.

- **Abstracts:** 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 group member. At the end of your abstract, write the name of the reviewer and date reviewed. Try to rotate reviews each week to get the most out of your peer review groups. If each group member has time to review two abstracts a week, that's fine – but it is not required.
  - *In the weekly Lesson Discussions, students may comment on ONE – and only one – of their group member's abstracts in the discussion boards.*
- **Research Project Assignments: Lessons 4, 5, 6 Assignments** all require TWO pieces of feedback: one from a group 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.

- Evaluations: There are 4 times throughout the course when group members will evaluate each other on their group feedback. Teamwork is common in ethnographic research, and group feedback is not easy work. This holds everyone accountable to themselves and to their groups. Remember: the better you communicate with your teammates, the better feedback you'll get back from them! Each of these evaluations are worth 15 points for a total of 60 points. Group members will be evaluated on innovative or helpful suggestions, respectful and constructive comments, and timeliness. It is recommended that group members schedule firm feedback deadlines one week in advance of the due date *and stick to them*.

**Announcements and important information:** It is important that you read my announcements and my bulletin board posts. I have created a bulletin board topic called **Important Messages** and I will post all announcements and answer all questions for the entire class here. Because I use the "announcement" tool very frequently in this class, it is very important that you turn your pop-up blocker off for Blackboard use.

**Bio Statement and picture:** Your first assignment is to post a bio statement on the Welcome and Introductions discussion board. Building community is an important aspect of this class and posting a bio statement is the first step to getting to know each other. Please post your bio statement by **11:59pm (central time), Friday, Jan. 20**.

## COURSE SCHEDULE AND ASSIGNMENTS

### Week 1: Tues, Jan. 17

#### Welcome – Introduction to the Course

<p><b>Readings</b></p> <ol style="list-style-type: none"> <li>1. Syllabus</li> <li>2. Welcome Page</li> </ol>	<p><b>Assignment</b></p> <p>Your first assignment is to post a bio statement on the Welcome and Introductions discussion board by <b>11:59pm (central time), Friday, Jan. 20</b>. Your bio statement should include: your name, where you live, your degree program, your academic interests, and personal interests. Also include information about your research experience - qualitative and/or quantitative. Finally, attach a recent picture of yourself so we can get a visual!</p>
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### Week 2: Mon, Jan. 23

#### Lesson 1 — Ethnography and Anthropology

<p><b>Readings</b></p> <ol style="list-style-type: none"> <li>1. TK Vol 1, chapters 1 &amp; 2</li> <li>2. Shweder, Richard A. 1997 The Surprise of Ethnography, <i>Ethos</i>, 25(2): 152-163.</li> <li>3. Sofaer, Shoshanna 1999 Qualitative Methods: What Are They and Why Use Them? <i>Health Services Research</i> 34(5 part II): 1101-1118.</li> </ol>	<p><b>Assignment</b></p> <p>Your original posts on the topics are due <b>Wed, Jan. 25</b>. Your substantive comments on 2 classmates' posts are due <b>Fri, Jan. 27</b>.</p> <p><i>*Please note that you are only required to comment on 2 classmates' posts in total. In other words, you <b>do not</b> have to respond to 2 classmates within each Topic.</i></p> <p><b>Topic 1.</b> What were some of the methodological tools discussed in the articles? How do these articles position the authority and validity of ethnographic and qualitative methods?</p> <p><b>Topic 2:</b> In Shweder (1997), what does the author mean when he writes, "What makes a good ethnography "work" is the "suspension of disbelief" in which you do not assume that you know everything in advance and thereby permit yourself to experience the reframing</p>
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	<p>of the "really real." How is this approach different than a quantitative approach? (OVER)</p> <p><b>Topic 3:</b> Your readings discuss definitions of ethnography and how anthropological frameworks must be incorporated. What essential perspectives or understandings must be included?</p>
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**Week 3: Mon, Jan. 30**

**Lesson 2 — Social Science Research Methods**

<p><b>Readings</b></p> <ol style="list-style-type: none"> <li>1. Esterberg, Kristin 2002 Qualitative Methods in Social Research. Boston: McGraw Hill. Chapter 1</li> <li>2. One article from the "Social Science and Ethnography list"</li> </ol>	<p><b>Assignment</b></p> <p><b>Social Research Methods Abstract</b></p> <p>Your abstract post is due <b>Wed, Feb. 1</b>. Your substantive comments on 2 classmates' abstracts are due <b>Fri, Feb. 3</b>.</p> <ol style="list-style-type: none"> <li>1. Each student will read one article from the Social Science and Ethnography list. Following the abstract guidelines and sample, write a 500-700 word abstract summarizing, analyzing and discussing the article's major points. Post your assignment to the discussion topic <b>Social Research Abstract</b> in Lesson 2 as an attachment.</li> <li>2. Note: I will provide feedback on all abstracts this week, but <i>please make sure</i> they follow the instruction guidelines and are carefully proofread by you (or by a classmate, or by the UNT Writing Lab) before you post them. Beginning next week, you will be <i>required</i> to submit your abstract to at least one group member before posting them.</li> </ol>
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**Week 4: Mon, Feb. 8**

**Lesson 3 — Theory and Epistemology**

<p><b>Readings</b></p> <ol style="list-style-type: none"> <li>1. TK Vol 1, chapter 3</li> <li>2. TK Vol 2, chapter 2</li> <li>3. Third article, your choice</li> </ol>	<p><b>Assignments</b> (you have two this week, so check due dates)</p> <p><b>1) Theory and Epistemology Abstract</b></p> <p>Your abstract posts are due <b>Wed, Feb. 8</b>. Your substantive comments on 2 classmates' abstracts are due <b>Fri, Feb. 10</b>.</p> <p><b>Instructions:</b> Find a written report of a <b>qualitative</b> research project in an academic anthropology journal (sample qualitative journals listed on page 1 of syllabus). Find an article and decipher which theoretical paradigm the researcher used in the study. Read the article carefully, noting the influences of a particular theoretical paradigm. Does the researcher discuss the chosen paradigm or any other biases at the beginning of the article? Can you identify how the chosen theoretical paradigm influenced particular research methods? Following the abstract guidelines and sample, write a 500-700 word abstract.</p> <p>a) Before you post your abstract, have a group member provide feedback on the following areas:</p> <ol style="list-style-type: none"> <li>1. Following instructions (adhering to assignment guidelines)</li> <li>2. Formatting</li> <li>3. Composition and grammar (content, clarity and cohesion; abstract length; appropriate language, i.e.: sentence structure and mechanics)</li> </ol>
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	<p>b) Allow sufficient time for your reviewer(s) to provide feedback and for you to make edits, if necessary.</p> <p>c) At the end of your abstract, write: Reviewed by: (the group member who reviewed your paper) and the date you received the review.</p> <p>d) Post your abstract to the discussion board under the lesson 3 <b>Theory and Epistemology Abstract</b> as an attachment. This will allow your fellow students to read it and make comments.</p> <p><b>2) Reflection Post</b> Your original posts on the topics below are due <b>Fri, Feb. 10</b>. Your substantive comments on any 2 classmates' posts are due <b>Sunday, Feb. 12</b>.</p> <p><b>Instructions:</b> Reflect on the different traditions you have just read about. Which ones seem best suited to your research and why? With regards to your discipline and specific topic of interest, what theories and paradigms are most often used and why? What kinds of data would you get if you adopted a different paradigm?</p>
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**Week 5: Mon, Feb. 13**

**Lesson 4 — Ethics and Research**

<p><b>Readings</b></p> <ol style="list-style-type: none"> <li>1. Esterberg, Kristin, chapter 3</li> <li>2. TK Vol 1, chapter 9</li> <li>3. One article from the "Ethics Article" list</li> </ol>	<p><b>Assignments</b> (you have 3 this week, so check due dates)</p> <p><b>1) Ethics and Research Abstract:</b> Your abstract posts are due <b>Wed, Feb. 15</b>. Your substantive comments on 2 classmates' abstracts are due <b>Fri, Feb. 17</b>.</p> <p><b>Instructions:</b> For this assignment, each student will read one article from the "Ethics Article" list and write an abstract. Following the abstract guidelines and sample, write a 500-700 word abstract summarizing, analyzing and discussing its major points.</p> <ol style="list-style-type: none"> <li>a) Before you post your abstract, have a group member provide feedback on the following areas: <ol style="list-style-type: none"> <li>1. Following instructions (adhering to assignment guidelines); Formatting</li> <li>2. Composition and grammar (content, clarity and cohesion; abstract length; appropriate language, i.e.: sentence structure and mechanics)</li> <li>3. Critical discussion points</li> </ol> </li> <li>b) Post your abstract to the Lesson 4 discussion topic Ethics and Research Abstract as an attachment. This will allow your fellow students to read it and make comments.</li> </ol> <p><b>2) Reflection Post:</b> Your reflection posts are due <b>Wed, Feb. 15</b>. Your substantive comments on 2 classmates' reflections are due <b>Fri, Feb. 17</b>.</p> <ol style="list-style-type: none"> <li>1. Think about the ethical situations that your research topic may pose. Identify and discuss some of these situations and how you may handle them on the discussion board.</li> </ol> <p><b>3) Informed Consent Form:</b></p>
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	<p>Your Consent Form is due <b>Sun., Feb. 19, at 11:59pm.</b></p> <p><b>Instructions:</b> Write one consent form for your interviews and focus groups. You should follow the sample consent form on the IRB website. There is also a sample consent form in the lesson.</p> <p>a) Before you turn in your consent form, have a group member and an outside person provide feedback on the following areas:</p> <ol style="list-style-type: none"> <li>1. Following instructions (adhering to assignment guidelines)</li> <li>2. Formatting, composition and grammar (content, clarity and cohesion)</li> <li>3. Purpose of study, risks, confidentiality, and benefits</li> </ol> <p>b) Write the name and date of the reviewers at the bottom of your consent form</p> <p>c) Submit your consent form to the drop box in the Assignments folder.</p>
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**Week 6: Mon, Feb. 20**

**Lesson 5 — Research Design Part I**

<p><b>Readings</b></p> <ol style="list-style-type: none"> <li>1. TK Vol. 1, Chapters 4 and 5</li> <li>2. One research proposal from the list</li> </ol>	<p><b>Assignments</b> (you have two, so check due dates)</p> <p><b>1) Research Design Abstract:</b> Your abstract posts are due <b>Wed, Feb. 22</b>. Your substantive comments on any 2 classmates' posts are due <b>Fri, Feb. 24</b>.</p> <p><b>Instructions:</b> For the abstract assignment, each student will read one research proposal and write an abstract. I have listed 13 proposals in the lesson. Once you have chosen a proposal to review, write a 500-700 word abstract highlighting the topic and research design. <b>Describe the research design. Is there a clearly stated theoretical orientation? What are the main research questions? What is the population? How was the sample selected? What are the methods that will be used? Does the project seem feasible?</b> Make comments on what you thought was good or bad based on the assigned readings. <i>You don't need to follow the abstract guidelines for this assignment since the focus in your discussion should be on methods and project design rather than a summary of the article.</i></p> <p>a) Before you post your abstract to the lesson 5 discussion board, have a group member provide feedback on the following areas:</p> <ol style="list-style-type: none"> <li>1. Following instructions (adhering to assignment guidelines)</li> <li>2. Formatting; Composition and grammar (content, clarity and cohesion; appropriate language, i.e.: sentence structure and mechanics)</li> <li>3. Addressing topics mentioned above</li> </ol> <p><b>2) Introduction to your Research Topic:</b> Your Research Topic Introduction posts are due <b>Fri, Feb. 24</b>. Your substantive comments on any 2 classmates' posts are due <b>Sun, Feb. 26</b>.</p> <p><b>Instructions:</b> In this assignment, you will write a brief introduction to your qualitative research project for the class, no more than 1 page. I want you to incorporate the concepts and ideas we have discussed thus far in this course. For example, include your general research question and how literature informs your design.</p> <p>a) If you are choosing a topic that you are currently researching (or will research) for your thesis or dissertation be sure to look at the topic from different theoretical frameworks than are typically used in your</p>
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	<p>discipline. Remember, the point of this course is to learn new ways of seeing and researching the phenomenon in question.</p> <p>b) Before you post your assignment on the lesson 5 discussion board, have a group member and an outside person provide feedback on the following areas:</p> <ol style="list-style-type: none"> <li>1. Following instructions (adhering to assignment guidelines)</li> <li>2. Formatting, composition and grammar (content, clarity and cohesion)</li> <li>3. Clear research question and objectives, theoretical framework, sample population.</li> </ol> <p>c) Write the name and date of the reviewers at the end of your intro.</p> <p><b>Next week you will turn in your research design, complete with specific research questions or aims, theoretical orientation, sample and sampling strategy. The guidelines for this assignment are posted in lesson 6.</b></p> <p>You will not have any more required discussion posts for the remainder of the course.</p>
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**Week 7: Mon, Feb. 27**

**Lesson 6 — Research Design Part II**

<p><b>Readings</b></p> <ol style="list-style-type: none"> <li>1. TK Vol 2, chapter 3</li> </ol>	<p><b>Assignment</b></p> <ol style="list-style-type: none"> <li>1. See lesson 6 assignment in Blackboard for detailed guidelines.             <ol style="list-style-type: none"> <li>a) Before you turn in your assignment, have a group member and an outside person provide feedback on the following areas:                 <ol style="list-style-type: none"> <li>1. Following instructions (adhering to assignment guidelines)</li> <li>2. Formatting, composition and grammar (content, clarity and cohesion)</li> <li>3. All of the areas listed on the Research Design Assignment sheet.</li> </ol> </li> </ol> </li> <li>2. Your research design is due to the “Research Design” drop box off in the course homepage by <b>Fri, Mar. 3</b>.</li> </ol>
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**Week 8: Mon, Mar. 7**

**Lesson 7 — Participant Observation**

<p><b>Readings</b></p> <ol style="list-style-type: none"> <li>1. TK Vol 2, chapter 5</li> <li>2. Writing Ethnographic Fieldnotes, chapters 1, 2, 4</li> <li>3. Review the sample fieldnotes</li> </ol>	<p><b>Assignment</b></p> <ol style="list-style-type: none"> <li>1. You will conduct 3 participant observations, a minimum of 1 hour each time. Your fieldnotes from each observation are due:             <ol style="list-style-type: none"> <li>a) 1<sup>st</sup> set of fieldnotes due <b>Fri, Mar. 10;</b></li> <li>b) 2<sup>nd</sup> and 3<sup>rd</sup> set of fieldnotes due <b>Fri., Mar. 24</b></li> </ol> </li> <li>2. Please see lesson 7 for detailed instructions.             <ol style="list-style-type: none"> <li>a) Before you turn in your <u>1<sup>st</sup> set of fieldnotes</u>, have 2 group members provide feedback on the following areas:                 <ol style="list-style-type: none"> <li>1. Following instructions (adhering to assignment guidelines)</li> <li>2. Formatting, composition and grammar (content, clarity and cohesion)</li> </ol> </li> </ol> </li> </ol>
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	<ol style="list-style-type: none"> <li>3. Observation depth and details, distinction of <i>low-inference</i> observation from <i>high-inference</i> observation, evidence of understanding processes of Inscription, Description, Transcription</li> <li>4. Description and Summary</li> </ol> <p>3. Turn in all fieldnotes to the assignment drop box off the course homepage.</p>
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**Week 9: March 13-17 – Spring Break! Be safe and have fun!**

**Week 10: Mon, Mar. 20**

**Lesson 8 — Writing Fieldnotes**

<p><b>Readings</b></p> <ol style="list-style-type: none"> <li>1. See lesson 7</li> </ol>	<p><b>Assignment</b></p> <ol style="list-style-type: none"> <li>1. See lesson 7</li> <li>2. Your 2<sup>nd</sup> and 3<sup>rd</sup> set of fieldnotes due <b>Fri., Mar. 24</b></li> </ol>
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**Week 11: Mon, Mar. 28**

**Lesson 9 — Interviews and Writing Interview Questions**

<p><b>Readings</b></p> <ol style="list-style-type: none"> <li>1. TK Vol 2, chapters 6 and 7</li> <li>2. Bernard, chapter 9</li> </ol>	<p><b>Assignment</b></p> <ol style="list-style-type: none"> <li>1. See lesson 9 for detailed instructions on your interview questions assignment. <ol style="list-style-type: none"> <li>a) Before you turn in your interview questions, have 2 group members provide feedback on the following areas: <ol style="list-style-type: none"> <li>1. Following instructions (adhering to assignment guidelines)</li> <li>2. Formatting, composition and grammar (content, clarity and cohesion)</li> <li>3. Leading or loaded interview questions and potential response effects should be identified and corrected</li> <li>4. Tip: Dialoging with your teammates is the easiest way to identify problematic questions and will give you some interview experience before you enter the field</li> </ol> </li> </ol> </li> <li>2. Your interview questions are due <b>Fri., Mar. 31</b> to the “Interview Questions” drop box in the Assignment folder.</li> </ol>
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**Week 12: Mon. Apr.3**

**Lesson 10 — Interviewing**

<p><b>Readings</b></p> <p><i>None</i></p>	<p><b>Assignment</b></p> <ol style="list-style-type: none"> <li>1. See lesson 10 for detailed instructions on conducting 2 interviews and writing interview fieldnotes.</li> <li>2. By <b>Fri., Apr. 7</b> <ol style="list-style-type: none"> <li>a) Before you turn in your 1<sup>st</sup> interview and fieldnotes, have 2 group members provide feedback on the following areas <u>of the fieldnotes</u>: <ol style="list-style-type: none"> <li>1. Following instructions (adhering to assignment guidelines)</li> </ol> </li> </ol> </li> </ol>
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	<ol style="list-style-type: none"> <li>2. Formatting, composition and grammar (content, clarity and cohesion)</li> <li>3. Was informed consent obtained?</li> <li>4. Review for context: “make it filmable”</li> </ol> <p>b) Turn in Interview transcript 1 and Fieldnotes for Interview 1 in assignment folder drop box.</p> <p>3. By <b>Fri., Apr. 14</b></p> <p>a) Turn in Interview transcript 2 and Fieldnotes for Interview 2 in assignment folder drop box.</p>
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**Week 13: Mon, Apr. 10**

**Lesson 11 — Focus Groups**

<p><b>Readings</b></p> <ol style="list-style-type: none"> <li>1. Focus Group Manual</li> </ol>	<p><b>Assignment</b></p> <ol style="list-style-type: none"> <li>1. See lesson 11 for detailed instructions on your focus group questions assignment. <ol style="list-style-type: none"> <li>a) Before you turn in your focus group questions, have 2 group members provide feedback on the following areas: <ol style="list-style-type: none"> <li>1. Following instructions (adhering to assignment guidelines)</li> <li>2. Formatting, composition and grammar (content, clarity and cohesion)</li> <li>3. Leading or loaded interview questions and potential response effects should be identified and corrected</li> </ol> </li> </ol> </li> <li>2. Your focus group questions are due <b>Fri, April. 14</b> to the assignment drop box.</li> </ol>
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**Week 14: Mon, Apr. 18**

**Lesson 12– Conducting Focus Groups**

<p><b>Readings</b></p> <p><i>None</i></p>	<p><b>Assignment</b></p> <ol style="list-style-type: none"> <li>1. See lesson 12 for detailed instructions on conducting a focus group. <ol style="list-style-type: none"> <li>a) Before you turn in your focus group transcript and fieldnotes, have 2 group members provide feedback on the following areas <u>of the fieldnotes</u>: <ol style="list-style-type: none"> <li>1. Following instructions (adhering to assignment guidelines)</li> <li>2. Formatting, composition and grammar (content, clarity and cohesion)</li> <li>3. Was informed consent obtained?</li> <li>4. Review for context: “make it filmable”</li> </ol> </li> </ol> </li> <li>2. Your focus group transcript and fieldnotes are due by <b>Fri, Apr. 21</b> to the assignment drop box.</li> </ol>
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**Week 15: Mon, Apr. 25**

**Lesson 13 — Data Analysis and Coding**

<p><b>Readings</b></p> <ol style="list-style-type: none"> <li>1. Esterberg, chapter 8</li> </ol>	<p><b>Assignment</b></p> <ol style="list-style-type: none"> <li>1. See lesson 13 for instructions on coding. You will begin to code your data this week. Your assignment is to print and read all of</li> </ol>
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	<p>your data – observation notes, transcripts, fieldnotes of interviews and the focus group. Read them several times and get familiar with the data.</p> <ol style="list-style-type: none"> <li>2. Open code the data and create a detailed code list (see lesson and examples) <ol style="list-style-type: none"> <li>a) Before you turn in your codelist, have 2 group members provide feedback on the following area: <ol style="list-style-type: none"> <li>1. Are themes based on grounded theory?</li> <li>2. Do themes address the research question?</li> </ol> </li> </ol> </li> <li>3. Turn in your code list by <b>Fri., Apr. 28</b> in the assignment folder drop box “Code List”.</li> <li>4. Group members should be prepared to rely upon each other for assistance using the Weft software.</li> </ol>
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**Lesson 14 – Mon, May 9 – Data Analysis and Coding II; Presentation of Research Findings**

<p><b>Readings</b> None</p>	<p><b>Assignment</b></p> <ol style="list-style-type: none"> <li>1. Please fill out the SPOT and two assessments off the home page.</li> <li>2. See lesson 14 for detailed instructions on the final report. You will finish coding, analysis, and write-up. <ol style="list-style-type: none"> <li>a) Before you turn in your final report, have 1 group member and (optional) 1 outside member (preferably the same one who you used for previous assignments) provide feedback on the following areas: <ol style="list-style-type: none"> <li>1. Following instructions (adhering to assignment guidelines)</li> <li>2. Formatting, Composition and grammar (Content, Clarity and Cohesion)</li> <li>3. Development of research design, inclusion of anthropological perspective</li> <li>4. Relationship of theoretical framework to methodology, coding and analysis</li> <li>5. Deployment and effectiveness of qualitative data collection</li> <li>6. Discussion and significance of research</li> </ol> </li> </ol> </li> <li>3. Final report due <b>Sunday, May 7</b> to the assignment drop box.</li> </ol>
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*Note: The instructor reserves the right to add, delete, or revise segments of this course or syllabus*

**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>

**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](http://www.unt.edu/csrr)

### Points Breakdown

Assignment	Points	Grade Category
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
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 <ul style="list-style-type: none"> <li>• Abstract = 8 points</li> <li>• 1 Proof of review = 2 points</li> </ul>	10	assignment
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 <ul style="list-style-type: none"> <li>• Abstract = 8 points</li> <li>• 1 Proof of review = 2 points</li> </ul>	10	assignment
Lesson 4 Response to Classmate 1	5	participation
Lesson 4 Response to Classmate 2	5	participation
Lesson 4 Project Consent Form <ul style="list-style-type: none"> <li>• Consent Form = 8 points</li> <li>• 2 Proofs of review = 2 points</li> </ul> *one review must come from outside class	10	project

Lesson 5 Introduction to Research Topic <ul style="list-style-type: none"> <li>• Introduction = 8 points</li> <li>• 2 Proofs of review = 2 points</li> </ul> *one review must come from outside class	10	project
Lesson 5 Abstract <ul style="list-style-type: none"> <li>• Abstract = 8 points</li> <li>• 1 Proof of review = 2 points</li> </ul>	10	assignment
Lesson 5 Response to Classmate 1	5	participation
Lesson 5 Response to Classmate 2	5	participation
Lesson 6 Research Design "Proposal" <ul style="list-style-type: none"> <li>• Proposal = 18 points</li> <li>• 2 Proofs of review = 2 points</li> </ul> *one review must come from outside class	20	project
Lesson 7 Observation 1 fieldnotes <ul style="list-style-type: none"> <li>• Observation Fieldnotes = 18 points</li> <li>• 2 Proofs of review = 2 points</li> </ul>	20	project
Lesson 7 Observation 2 fieldnotes	20	project
Lesson 7/8 Observation 3 fieldnotes	20	project
Lesson 9 Interview questions <ul style="list-style-type: none"> <li>• Questions = 8 points</li> <li>• 2 Proofs of review = 2 points</li> </ul>	10	project
Lesson 10 Interview 1 transcript	30	project
Lesson 10 Interview 1 fieldnotes & reflections <ul style="list-style-type: none"> <li>• Interview Fieldnotes = 8 points</li> <li>• 2 Proofs of review = 2 points</li> </ul>	10	project
Lesson 10 Interview 2 transcript	30	project
Lesson 10 Interview 2 fieldnotes & reflections	10	project
Lesson 11 Focus group questions <ul style="list-style-type: none"> <li>• Questions = 8 points</li> <li>• 2 Proofs of review = 2 points</li> </ul>	10	project
Lesson 12 Focus group transcript	30	project
Lesson 12 Focus group fieldnotes & reflections <ul style="list-style-type: none"> <li>• Focus Group Fieldnotes = 8 points</li> <li>• 2 Proofs of review = 2 points</li> </ul>	10	project
Lesson 13 Coding and analysis <ul style="list-style-type: none"> <li>• Code List = 8 points</li> <li>• 2 Proofs of review = 2 points</li> </ul>	10	project
Lesson 14 Final report <ul style="list-style-type: none"> <li>• Report = 48 points</li> <li>• 2 Proofs of review = 2 points</li> </ul>	50	project
Group Member Evaluation	60	participation
<b>Total</b>		<b>475</b>

**Points Categories**

Assignments (reflection posts and abstracts):	65 points
Participation (responses to classmates and group evaluation):	110 points
<u>Project Assignments:</u>	<u>300 points</u>
<b>Total</b>	<b>475 points</b>