



Class time: Friday 9:30 a.m. - 12:30 p.m.
Classroom: SSC 3227

Instructor: Dr. Karen Pennesi pennesi@uwo.ca
Office: SSC 3404
Office Hours: Wednesdays 1:00-2:30 p.m.

Credit Value: 0.5

Note: This syllabus may be adjusted as required throughout the term. All students are responsible for attending class and checking the course web site for information in this regard.

Course Objectives and Learning Outcomes

This course offers an introduction to the basics of research design and the techniques and methods used in anthropological and ethnographic research. My approach to this course is to give students as many opportunities as possible to actively engage in learning. This includes selecting reading materials, presenting ideas, and conducting a team research project in collaboration with a community partner. You will complete a series of assignments, some individually and some in small groups. Through readings, presentations and discussions in the classroom, we will address topics including: the nature of anthropological research, research questions and design, ethics, and the collection, management and analysis of different kinds of data. The team project will provide a common experience from which to draw during class discussions and students are encouraged to contribute considerations from their own research as well.

Upon successful completion of this course, students will be able to:

- Critically evaluate anthropological research methods in specific contexts of application
- Identify ethical issues involved in the research process
- Conduct research on a topic in sociocultural anthropology in teams and individually
- Effectively communicate research findings to academic and non-academic audiences

Course Requirements

1. Software and Equipment

NVivo qualitative data analysis software is available on four lab computers in our department (NVivo 10) and on computers in the Social Science grad lab downstairs (NVivo 11) as well as on other computers in the library. For your convenience, you can purchase a temporary student license for your personal computer for \$40 from the Campus Computer Store. See here for more details: http://ssts.uwo.ca/network/software_resources/nvivo.html

Western students can create online surveys for free using Qualtrics. See here for more details: <https://mysurveys.uwo.ca/index.html>. SurveyAct is another option, which is freely available online and not affiliated with Western: <http://www.surveyact.com/>.

The department has digital voice recorders available to borrow if necessary. A \$50 deposit is required; the full amount will be returned when the recorder is returned intact.

2. Required Readings

Mannik, Lynda and Karen McGarry (eds.)
2017 Practicing Ethnography: A Student Guide to Method and Methodology. Toronto: University of Toronto Press.

Other required readings will be made available on OWL>Course Readings.

Students will select and read additional relevant sources in preparation for assignments.

3. Participation

Attendance and participation in class activities and group discussions is fundamental to the learning experience for both you and your classmates. Expectations for participation include attending all classes, reading the assigned material and completing any other preparations, and engaging in discussions and other activities in a meaningful way. Expressing differences of opinion is encouraged but an atmosphere of respect must be maintained at all times. Students who feel comfortable talking in a group situation should refrain from dominating class discussions and be mindful of those who may be shy but have valuable contributions to make.

4. Graded Assignments

Summary of Assignments

- 15% Research Methods Presentation (individual)
- 5% Scope of Work (team)
- 15% Field Notes (individual)
- 15% Data Analysis (individual)
- 15% Contribution to Team Project (individual)
- 20% Team Project Deliverable (team; 5% from CCLC's evaluation)
- 15% Critical Evaluation of Project Methods (individual)

A. Research Methods Presentation

Due 26 Jan. or 2 Feb.

In Weeks 3 and 4, each student will make a presentation in class about a particular research method. This distributes the workload so that individuals do not have to read in depth about every method but everyone still benefits from the discussion of key issues. This also means that the team will have at least one "expert" on each method, which you may employ in the team project. It is expected that individuals will do further reading on specific methods that they plan to use and we will discuss some in more depth as the course proceeds. These presentations are intended to be an overview to begin the conversation about designing the team project and your own projects.

You will choose one of the methods listed below:

- 26 January: Individual interviews and oral histories (structured and semi-structured)
- Focus group discussions (a.k.a. group interviews)
- Surveys (written, online)
- Sampling (not a method but a strategy)

2 February: Ethnography in virtual/online communities
Photo-elicitation, photovoice
Ethnographic film
Participatory Action Research

You will do some library research on your selected method and choose **three** sources which you find especially helpful. The three sources will obviously have some overlap but there should be something distinct about each one you select. One source should be primarily **explanatory**, describing what the method is and how it works. One source should be a **good example** of how the method was used. The other source can be either a **critique** or another version of one of the first two types. You will write an **annotated bibliography** of the three sources and provide a copy to each of your classmates and the professor on the day of your presentation. The annotations should be about **300 words** each and should describe (1) the main ideas of the source and (2) any essential points you think people should keep in mind when using that method. At the end of the annotations, you can also list up to ten other relevant sources you consulted and recommend (without annotations).

One place to start your search is in the *Practicing Ethnography* text, checking out the References and the Recommended Readings section at the end of each chapter. You can also consult the Recommended Readings at the end of this syllabus.

In your **presentation**, you will (1) briefly explain the main aspects of what the method involves, (2) describe the advantages or unique insights the method provides, and (3) outline any limitations or caveats. You will then lead a discussion prompted by ideas and questions that arose from your reading. Imagine yourself using that method for your own research or in the team project or in another context. What questions or concerns would you have in getting started or carrying it out? You should have prepared some questions or issues for the class to discuss. In total, we will devote 30 minutes to each presentation. Your talk should be no more than ten minutes to leave at least 20 minutes for discussion.

The goal of this assignment is for each student to end up with a set of annotated bibliographies on a variety of anthropological research methods which can be used for future reference when designing a project. Students should produce a set of their own notes on important issues and recommendations from the discussions to supplement the bibliographies they receive.

B. Scope of Work

Due 9 Feb.

In the first class, students will be introduced to the Cross-Cultural Learner Centre staff who are responsible for the Community Connections program. They will be your partner for the team research project. After the initial meeting, the students will arrange a separate meeting to discuss the research goals, specific tasks to be completed, timeline for research activities, and final product or "deliverable". The team will write a "Scope of Work" document describing the research plan. Guidelines for writing the Scope of Work are posted on OWL>Project Materials. **Be sure to specify which student researcher will be responsible for each task.** This should be created in collaboration with the partner and/or approved by the partner (depending on how much involvement they want in the process). Once the Scope of Work is accepted by the partner, it should be submitted to the professor. You should have this ready by 9 February to allow sufficient time to carry out the project. The Scope of Work is worth 5% of the course grade and the entire team will receive the same grade.

C. Field Notes

Due 9 March

For this assignment, you will submit a sample of your field notes from the team project. Guidelines for how to prepare field notes will be provided on OWL. Your notes will be graded on completeness, level of detail and insight, and adherence to the specified format.

D. Data Analysis

Due 23 March

This assignment will require you to analyze some data from the team project using NVivo software or another analytical tool. Further instructions will be provided on OWL after the Scope of Work has been submitted.

E. Individual Contribution to Team Project

Due 6 April

Each student will be responsible for completing work on the team project. Individual contributions should be outlined in the Scope of Work. You should also create an "internal" document (not shared with the partner) which describes more specifically what each person does in a log form. You can create this log using the Wiki tool on OWL, which allows the professor to monitor progress of the project. If you choose another format for the log, please make it accessible to the professor. The first entry should describe the role of each student and their planned tasks or responsibilities. (Teams work most effectively and efficiently when work is divided up rather than expecting everyone to do everything together.) The subsequent entries can be brief, stating the date and duration of the activity, individual names of who was involved, and a few words describing the activity. This log and the Scope of Work will be the primary means by which individual contributions will be assessed so it is your responsibility to make sure that your contributions and any changes to the assignment of roles are duly noted.

While it is normal for certain individuals to emerge as leaders and others to step back, keep in mind that everyone is expected to participate in the development of the project and to respect the contributions of others. Good leaders don't just do everything themselves to make sure it gets done right, they make room for others to step up and take responsibility. Meanwhile, effective team members don't wait to let others do the work first, they take initiative in completing tasks and offer ideas whenever they can, not just when asked.

F. Team Project Deliverable

Due 6 April

This assignment will be dependent on what the community partner wants as an outcome of the project, as specified in the Scope of Work. For example, if it is a written report, you will submit to the professor an identical copy of what you submit to the CCLC. The deliverable will be worth **15%** of the course mark and all team members will receive the same grade. Once the project is finished, the CCLC staff will be asked to complete a short evaluation of the team's work and the final product. This evaluation will be worth **5%** of the total course mark and all team members will receive the same grade.

G. Critical Evaluation of Project Methods

Due 13 April

When the project has been concluded, each student will write a short essay (1500-2000 words) **critically evaluating the methods used** in the team project. You will describe what worked well and what was problematic and reflect on why that was the case. You will discuss the limitations and constraints that affected this project and then propose an **alternative methodology** that could be used if resources were unlimited. Comment on how the proposed methodology might yield improved or different results. You should also include a critical reflection

on the **process of doing team research** and what you learned from the experience. You can submit this essay any time after the deliverable has been delivered to the CCLC, with an absolute deadline of 13 April.

Guidelines for Written Assignments

All written assignments should follow the guidelines below.

- Formatting: double-spaced, 12 point font, 2.5 cm margins, separate title page, number all pages except the title page
- References cited according to Chicago Manual of Style (Author-Date)
- Cite sources in text body and in reference list
- Evaluation criteria will be provided by the professor for each assignment; be sure to consult these when completing your work
- If the CCLC staff specify alternate formatting or other requirements for your final deliverable, follow those instead.

Other Course Information

1. Back-ups

Make sure to regularly **back up all your work** on an external site (such as the SSC Network H: drive, external hard drive, send it to yourself in e-mail, cloud, etc.) in case your computer crashes or is stolen. This should be standard practice for anything you do on your computer. *No extensions for any assignments will be granted because of computer malfunctions or lost files.*

2. Plagiarism and Scholastic Offences

Students must write their assignments in their own words. Plagiarism is a major scholastic offence. Students should read Western's policies regarding scholastic offences, which can be found here:

http://anthropology.uwo.ca/undergraduate/course_information/academic_policies.html .

3. Missed Deadlines and Accessibility

Occasionally illness or other personal issues make it impossible to meet deadlines. All students should familiarize themselves with Western's current academic policies regarding medical accommodation and accessibility. These policies are described in full at:

http://anthropology.uwo.ca/undergraduate/course_information/academic_policies.html .

Providing such documentation is accepted by Academic Counselling, reasonable effort will be made to accommodate your situation. Without this, no accommodations will be made.

4. Electronic devices

During regular classes, the only allowable electronic device is a laptop computer and it should be used solely for course-related purposes. Mobile phones, ipods, mp3 players etc. must be turned off during class. Remember that electronic distractions are inconsiderate to those seated around you. If you are causing distractions, you may be asked to leave and your participation mark will be lowered.

Schedule of Readings and Assignments

Check the course website at least once a week for announcements and further information on assignments. Answers to common questions may also be posted there in the Discussion forum. The Discussion forum is meant to facilitate your communication with other students and the instructor.

In the weeks marked "blended" our class will meet together with the students in the Research Methods in Archaeology/Bioarchaeology course to discuss issues common to all anthropologists.

Wk	Date	Topics	Readings	Assignment
1	12 Jan.	Introductions; Team Project with CCLC		Online training for ADOA; Health and Safety Request police check
2	19 Jan.	Developing Research Questions (blended class) Participant Observation	Silverman Ch. "Formulating a Research Question" Mannik and McGarry. Ch. 1, 2	
3	26 Jan.	Interviews; Focus Groups; Surveys; Sampling	Mannik and McGarry Ch. 4 Guest, Namey & Mitchell Ch. 2, 5 Bernard p. 195-222	Methods Presentations
4	2 Feb.	Ethnography online and in film; Photographs; Participatory Action Research	Mannik and McGarry Ch. 8, 10, 11, 12	Methods Presentations
5	9 Feb.	Ethical Issues (blended class)	Mannik and McGarry Ch. 3	Scope of Work due
6	16 Feb.	Notes, Documentation, Organizing Data, Transcription	Mannik and McGarry Ch. 5	
7	23 Feb.	NO CLASS	READING WEEK	
8	2 Mar.	Data: types, quantity, ownership (blended class)	TBD	
9	9 Mar.	Data Analysis	Mannik and McGarry Ch. 6 NVivo Manual	Field Notes due
10	16 Mar.	Team Project Workshop		

11	23 Mar.	Presenting Findings; Knowledge Mobilization	Mannik and McGarry Ch. 7, 9	Data Analysis due
12	30 Mar.	NO CLASS	GOOD FRIDAY	
13	6 Apr.	Presentation of project results; Reflection		Project Deliverable due Critical Evaluation due 13 April

***Recommended Readings* (all available through Western Libraries or online)**

1. Books

Berger Gluck, Sherna and Daphne Patai (eds.)

1991 *Women's Words: The Feminist Practice of Oral History*. London and New York: Routledge.

Bernard, Russell

2018 *Research Methods in Anthropology: Qualitative and Quantitative Approaches*. 6th Edition. Lanham, MD: Rowman and Littlefield.

Cerwonka, Allaine and Liisa Malkki

2007 *Improvising Theory: Process and Temporality in Ethnographic Fieldwork*. Chicago: University of Chicago Press.

Davies, Martin

2007 *Doing a Successful Research Project: Using Qualitative and Quantitative Research Methods*. New York: Palgrave MacMillan.

Davies, J. and D. Spencer (eds.)

2010 *Emotions in the Field: the Psychology and Anthropology of Fieldwork Experience*. Stanford: Stanford University Press.

Denzin, Norman and Yvonna Lincoln (eds.)

2017 *The Sage Handbook of Qualitative Research*. 5th Edition. Thousand Oaks, CA: Sage Publications.

Faubion, J. and George Marcus (eds.)

2009 *Fieldwork Is Not What It Used to Be*. Ithaca: Cornell University Press.

Guest, Greg, Kathleen MacQueen, and Emily Namey

2012 *Applied Thematic Analysis*. Thousand Oaks, CA: Sage Publications.

Guest, Greg, Emily Namey and Marilyn Mitchell

2013 *Collecting Qualitative Data: A Field Manual for Applied Research*. Thousand Oaks, CA: Sage Publications. (Chapter 6 describes several different methods for collecting data for use with individuals and groups, and gives appropriate contexts for use. E.g. rating/ranking, listing, photos, decision-modelling, laddering, mapping, drawing, categorizing, timelines, etc.)

Kirby, Sandra and Kate McKenna
1989 *Experience, Research, Social Change: Research from the Margins*. Toronto, ON: Garamond Press.

Kvale, Steinar
1996 *InterViews: An Introduction to Qualitative Research Interviewing*. Thousand Oaks, CA: Sage Publications.

Marcus, George
1998 *Ethnography through Thick and Thin*. Princeton, Princeton University Press.

Nolan, Riall (ed.)
2013 *A Handbook of Practicing Anthropology*. Malden, MA: Wiley-Blackwell.

Robben, A. and J. Sluka (eds.)
2007 *Ethnographic Fieldwork: an Anthropological Reader*. Malden: Blackwell Publishers.

Silverman, David
2013 *Doing Qualitative Research: A Practical Handbook*. 4th Edition. Thousand Oaks, CA: Sage.

2. Journals

Field Methods

International Journal of Qualitative Methods

International Journal of Social Research Methodology

Journal of Contemporary Ethnography

Journal of Mixed Methods Research

Qualitative Inquiry

Qualitative Research

Social Science Research

Sociological Methods and Research

3. Articles

Briggs, Charles
2007 "Anthropology, Interviewing and Communicability in Contemporary Society." *Current Anthropology* 48(4): 551-580.

Evans, Michael, Adrian Miller, Peter Hutchinson and Carlene Dingwall
2014 "Decolonizing Research Practice: Indigenous Methodologies, Aboriginal Methods and Knowledge/Knowing." In Patricia Leavy (ed.) *The Oxford Handbook of Qualitative Research*. DOI: 10.1093/oxfordhb/9780199811755.013.019 [Available online through Western Libraries]

Kemmis, Stephen and Robin McTaggart

2005 "Participatory Action Research: Communicative Action and the Public Sphere," in Norman Denzin and Yvonna Lincoln (eds.) *The Sage Handbook of Qualitative Research*, 3rd Edition. Thousand Oaks, CA: Sage Publications, pp. 559-603.

McHugh, Maureen

2014 "Feminist Qualitative Research: Toward Transformation of Science and Society." In Patricia Leavy (ed.) *The Oxford Handbook of Qualitative Research*. DOI: 10.1093/oxfordhb/9780199811755.013.014. [Available online through Western Libraries]

Smithson, Janet

2000 "Using and Analyzing Focus Groups: Limitations and Possibilities," *International Journal of Social Research Methodology* 3(2): 103-119.

4. Websites

A good overview of qualitative research can be found at: <http://www.qualres.org/index.html> .

A good overview of sampling: <http://www.qualres.org/HomeSamp-3702.html>

Human Relations Area Files: <http://ehrafworldcultures.yale.edu/ehrafe/>

Tri-Council Policy: Ethical Conduct for Research Involving Humans (2005). Download available at: http://pre.ethics.gc.ca/english/pdf/TCPS%20October%202005_E.pdf .