

ANTHROPOLOGY 9201A-001

Research Methods in Sociocultural Anthropology

COURSE OUTLINE

Fall 2019

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Office hours: Thursdays 1 – 2:30 p.m.

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Credit value: 0.5 credit

Calendar Description: This course offers an introduction to a range of issues related to the practice of anthropological and ethnographic research. Among the topics we will be addressing through readings, presentations and discussions are research design, ethics, and the advantages and limitations of different approaches to data collection, analysis and presentation of results. Assignments will require students to conduct an original research project in teams.

Extended Course Description:

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. A full course schedule including a week-by-week breakdown of topics and assigned readings can be found on the last page of this document.

Learning Outcomes:

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 Materials:

Software and Equipment

[NVivo qualitative data analysis software](#) is available on lab computers in our department (SSC 3315) and on most computers in the Social Science [graduate student computer rooms](#), as well as on other computers in Weldon Library. For your convenience, you can purchase a one-year student license for your personal computer for \$40 from the [Campus Computer Store](#).

Western students can create online surveys for free using [Qualtrics](#). [SurveyAct](#) is another option, which is freely available online and not affiliated with Western.

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.

Required Readings

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

Beebe, James. 2014. *Rapid Qualitative Inquiry: a field guide to team-based assessment*. 2nd edition. Lanham, MD: Rowman and Littlefield.

Other required readings will be made available on OWL in the "Course Readings" tab.

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

Evaluation:

Timeline and Summary of Assignments:

Weekly – Participation (15%)

6 Sept. – TCPS2 CORE ethics certificate (not graded)

20 and 27 Sept. – Methods Presentation (15%)

11 Oct. – Scope of Work (5%)

15 Nov. – Field Notes and Vignette (15%)

29 Nov. – Team Project Deliverables (25%)

29 Nov. – Individual Contribution to Project (15%)

13 Dec. – Critical Evaluation (10%)

Research Ethics Training

Students will be conducting research with human participants as part of this course and therefore must complete the online training modules on research ethics developed from the Tricouncil Policy Statement (TCPS) for the Panel on Research Ethics of the Government of Canada. The certificate of completion must be submitted before research can begin, ideally in the first two weeks of class. You must complete the TCPS2 CORE modules (1-8) and module 9 on Research Involving First Nations, Métis and Inuit peoples in Canada. Here is a link to register and begin the [TCPS2 CORE](#) modules. Look for the large purple "login" button on the bottom right. Here is a link to [Module 9](#).

Participation – 15%

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 in-class activities in a meaningful way. Expressing differences of opinion is encouraged while maintaining an atmosphere of respect at all times. Students who feel comfortable talking in a group situation should refrain from dominating class discussions. Students who prefer to listen should still contribute to every class.

Research Methods Presentation – 15%

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:

- Participant observation
- Individual interviews and oral histories (structured and semi-structured)
- Focus group discussions (compared to group interviews)
- Surveys (written, online)
- Ethnography in virtual/online communities
- Photo-elicitation, photovoice
- 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 in practice. 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 on pages 6-7 of this syllabus, where I have selected relevant sources.

In your presentation, you will draw from all your readings to (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. Do not simply read your three annotations aloud. 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 30-40 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 that 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.

Scope of Work – 5%

In the first class, students will be introduced to the community partner representative 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 under “Project Materials”. Be sure to specify which student

researcher will be responsible for each task. This document 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. The Scope of Work is worth 5% of the course grade and the entire team will receive the same grade. It is due on or before 11 October to allow sufficient time to carry out the project.

Field Notes and Vignette – 15%

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. This is worth 7.5% of the course grade. Based on your notes, you will write a narrative (vignette) of about 500 words that illustrates a significant theme or aspect of the research. Further instructions will be provided on OWL. This is worth 7.5% of the course grade and is due on 15 November.

Individual Contribution to Team Project – 15%

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 whatever platform the group finds effective, as long as it allows the professor to monitor progress of the project. Some options include the Wiki function in OWL, a basic blog on a free host, a Google Doc, and a log document in NVivo. The “look” is not important since it is an internal document; I am interested in the content so I can adequately evaluate individual contributions. The first log 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 researchers involved, and a few words describing the activity. The last log entry should have a summary of tasks completed by each person. 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 noted accurately.

Your grade will be assigned at the end of the course based on the amount of work you did in relation to other team members, the quality of your work, and your general attitude as a member of the team as observed by the professor.

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.

Team Project Deliverables – 25%

Your team will present its findings in two formats. One will depend 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 partner to be graded. The second format will be different from what you submitted to the partner and you will present this in class on 29 November. For example, if you submit a written report to the partner, you may make a poster or an oral conference-style presentation to the class. You may choose other formats, which we will discuss in Week 12. Together the deliverables will be worth 20%

of the course mark and all team members will receive the same grade. The content of the deliverables should be largely the same since you are presenting your findings, however, you may divide the work of preparing these among the team members. Once the project is finished, the community partner 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. The deliverable is due by 29 November if you want feedback from the professor before submitting it to the partner. The final version is due by 6 December.

Critical Evaluation of Project Methods – 10%

When the project is finished, 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. Be sure to write about data analysis as well as data collection. 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 partner, with an absolute deadline of 13 December.

Course Specific Statements and Policies

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 community partner specifies alternate formatting or other requirements for your final deliverable, follow those instead.

Statement on Seeking Special Accommodations:

No accommodations will be granted retroactively more than 10 days after an assignment's due date. Please see your academic counsellor immediately if you will be seeking accommodations based on medical or compassionate grounds.

Statement on Backing up Your Work:

Make sure to regularly back up all your work on an external site (such as the Western One Drive, an 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.

Statement on Plagiarism:

Students must write their assignments in their own words. Whenever students take an idea from another author, they must acknowledge their debt both by using quotation marks where appropriate and by proper referencing. It is also a scholastic offence to submit the same work for credit in more than one course. Plagiarism is a major scholastic offence.

Policy on Laptops and Cellphones in Class:

Laptops and tablets are permitted for note-taking in class but if it is observed that students are on social networking sites, or using their devices for anything other than course activities, they will be asked to close the laptop and will not be permitted to use it for the remainder of the class. If you are causing distractions, you may be asked to leave and your participation mark will be lowered. Be sure that all cellphones are turned off at the beginning of class.

Institutional Statements and Policies

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, accessibility, plagiarism and scholastic offences. These [Academic Policies](#) are outlined, with links to the full policies, on the Anthropology website.

Recommended Readings (all available through Western Libraries or online)

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.

Briggs, Charles. 1986. *Learning How to Ask: A Sociolinguistic Appraisal of the Role of the Interview in Social Science Research*. New York: Cambridge University Press.

Cerwonka, Allaine and Liisa Malkki. 2007. *Improvising Theory: Process and Temporality in Ethnographic Fieldwork*. Chicago: University of Chicago Press.

Chilisa, Bagele. 2012. *Indigenous Research Methodologies*. Los Angeles: Sage Publications. Ch. 7 "Decolonizing the Interview Method" and Ch. 8: "Participatory Research Methods".

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.

Given, Lisa (ed.) 2008. *The Sage Encyclopedia of Qualitative Research Methods*. [see the intriguing entries on arts-based research, among others]

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. Available in Course Readings on OWL.]

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.

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

Articles

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

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]

Sandelowski. 2001. Real Qualitative Researchers Do Not Count: The Use of Numbers in Qualitative Research. *Research in Nursing and Health* 24(3): 230-240.

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

Websites

[A good overview of qualitative research](#)

[A good overview of sampling](#)

[Human Relations Area Files](#)

[Tri-Council Policy Statement on Ethical Conduct for Research Involving Humans \(2014\)](#)

Weekly Schedule of Topics and Readings:

Week	Date	Topics	Readings	Assignments
1	6 Sept.	Introductions (Blended class 60 min); Team Project with partner	Mannik and McGarry: Introduction, Ch. 1	Online training for TCPS2 CORE ethics certificate
2	13 Sept.	Developing Research Questions; Indigenous Methodologies (Blended class)	Silverman: Ch. 6 Choose one from list of Indigenous Methodologies	Summarize one reading on Indigenous Methodologies and discuss in class
3	20 Sept.	Participant Observation; Surveys; Interviews; Focus Groups	Mannik and McGarry: Ch. 2, 4 Guest, Namey & Mitchell: Ch. 5 Bernard: p. 195-222	Methods Presentations
4	27 Sept.	Ethnography online; Photographs; Participatory Action Research; Sampling	Mannik and McGarry: Ch. 8, 10, 12 Guest, Namey & Mitchell: Ch. 2	Methods Presentations
5	4 Oct.	Rapid Qualitative Inquiry; Working in Teams	Beebe 2014	
6	11 Oct.	Notes; Documentation; Organizing Data; Transcription	Mannik and McGarry: Ch. 5	Scope of Work
7	18 Oct.	Ethical Issues (Blended class)	Mannik and McGarry: Ch. 3	Prep for discussion questions in class
8	25 Oct.	Data Analysis	Mannik and McGarry: Ch. 6 NVivo Manual	Bring laptops with NVivo installed and project files to work on
9	1 Nov.	Alternative Approaches across Subfields (Blended class)		Prep for project presentation to bio/arch class
10	8 Nov.	NO CLASS	READING WEEK	
11	15 Nov.	Project Workshop: data analysis with NVivo in class		Field Notes and Vignette
12	22 Nov.	Presenting Findings; Knowledge Mobilization	Mannik and McGarry: Ch. 7, 9	
13	29 Nov.	Presentation of Project Results (Blended class) Reflection		Project Deliverables Critical Evaluation due 16 December