COURSE DESCRIPTION

This course is intended to give the student a working familiarity with research design, qualitative research methodologies, and anthropological analysis of qualitative data. Individually or in groups, students will initiate a field site in the Portland area, performing a study on a topic meaningful to the local community. Within this larger context, students will hone their skills in applying theoretical knowledge to practical research, and will explore various ethnographic methods, including interviewing and participant observation. They will collect and analyze primary data. For their final projects, students will write a detailed proposal for a hypothetical future research project based on preliminary research performed during the quarter. Class readings and discussions will focus not only on research design and methodology but also on ethical and experiential considerations surrounding ethnographic fieldwork and writing.

LEARNING OBJECTIVES

In accord with the Anthropology Department’s undergraduate and graduate learning goals, by the end of the quarter, students will have enhanced their mastery of

- **Research**
  - Ethical issues in anthropological fieldwork
  - Library research skills
  - Principles of research design
  - Qualitative ethnographic methods, including setting up a field site and obtaining data through a variety of techniques
- **Critical Thinking**
  - Analysis of topics and situations suitable for the application of qualitative research methods
  - Techniques of analyzing qualitative data in conversation with anthropological theory
- **Communication**
  - Skills in proposal writing, including crafting a literature review and an annotated bibliography
  - Skills in presenting research plans and results in person and in video format
- **Professional Competence in employing anthropological methods in practice**
RECOMMENDED PREPARATION
Anth 304: Social Theory, Anth 305: Culture Theory, or a theory course in a related social science discipline is strongly recommended.

REQUIRED READINGS
Many class materials are posted on D2L (see below). You may either read these documents online or print a copy for personal use. The following books are required and are available at the PSU Bookstore:

(Note: This text may be accessed as an eBook through the PSU library)

D2L (Desire 2 Learn – Online Learning Management System)
Most course materials and readings will be available on D2L, and all student work will be submitted online through D2L. Students can access D2L using an Odin username and password to login at https://d2l.pdx.edu.
Please visit the online class support website if you encounter difficulties accessing or using D2L, and contact the instructor immediately if the difficulties interfere with ability to complete assignments in a timely manner. (Note: Running the “System Check” on the login page often solves problems with off-campus access to D2L.)

COURSE REQUIREMENTS
Grades in this course will be based on attendance (5%), reading quizzes (20%), field research notes (10%), an analysis of data essay and presentation (25%), and a final individual or group proposal and presentation (40%). Students in Anth 512 and Anth 412H may either undertake the same assignments as students in Anth 412 or arrange with the instructor to dovetail their work in this class with their thesis research. Students in Anth 512 and Anth 412H are also expected to complete an online ethics training (required for all students submitting applications to PSU’s Human Subjects Research Review Committee.)

Class participation (5%)  
Class participation forms an important aspect of the learning experience in this upper-level class, and is therefore both expected and required. Legitimate reasons to miss class are few and dire, and should if at all possible be reported to the instructor before the start of the class period to obtain an excused absence. Unexcused absences will result in loss of points, and students with more than 3 unexcused absences will receive no points for class participation.
In order to provide time for research and other class-related activities, on some days we will not meet in the classroom during our regularly scheduled time. Such days are marked on the schedule at the end of this syllabus.

Reading questions and quizzes (20%)  
Reading questions for many course materials will be posted in the Course Content module for each section of the course. Intended to point students toward main ideas and themes
of the readings, these questions will act as study guides. Reading questions are likely to show up on reading quizzes.

**Short reading quizzes** will be assigned related to some of the articles and book chapters for Sections 1 – 4. (Materials read for Section 5 will be evaluated through the annotated bibliography assignment.)

Students are asked to read the assigned materials and take the brief quizzes on D2L before the start of the class during which we are scheduled to discuss the assigned material. (I.e., reading quizzes are due by 9:59 AM on the day of class; unexcused late quizzes will receive only partial credit.) Days on which reading quizzes are due are noted on the syllabus.

Quizzes will contain 4-6 questions. Answers to individual quiz questions may range in length from 1-2 sentences to a short paragraph. Quiz responses will be evaluated on a check (4 points), check plus (5 points), check minus (2-3 points) basis, with a “check” constituting full credit. Quizzes are intended to ascertain whether students have done the assigned reading; anyone who has read the materials should be able to answer the questions easily.

**Field research and field notes (10%) Due Weeks 5, 6, and 7.**

This course will require that students identify a research site and/or population to work with and that they spend significant time at the location or with the people during the term. Students are expected to spend 3 to 7 weeks doing field work, committing 3-5 hours a week at minimum to interact with people and write up notes. The longer a student spends doing fieldwork, the better his or her grasp of social dynamics and the easier it will be to come up with a good project for the proposal and good data for the analysis of data exercise (see below).

Students are asked to submit field notes or other data weekly through D2L during weeks 5, 6, and 7 and in general to keep the instructor apprised of progress in their research.

**Essay: Analysis of Data (20%) Due Week 7.**

**Presentations (5%) Due Week 7.**

Each student (even students working on group projects) will write an individual data analysis essay. In a 6-7 page essay, students will describe and analyze data that they have gathered during their on-going fieldwork. They will briefly discuss the field site and the specific question to be addressed. They will describe the theoretical approach to the question and explain the method(s) used to gather the data. (Possible methods include: participant observation, interviews, life histories, surveys, studies of proxemics, mapping, archival research, photography, etc.) They will interpret and analyze the data in light of the chosen theoretical approach. Further assignment instructions will be posted on D2L. **Sample papers are available for consultation on D2L.**

Each student will give one 8-minute in-class presentation on his or her research. Students will describe their research site, their specific topic of investigation, the methods they use most often, the data they have gathered, and the analysis of their findings. This presentation can be based on the data-analysis essay described above or can cover new ground.

Each presentation will be followed by a brief question-and-answer period.

**Proposal for Hypothetical Future Study (40%)**

Using fieldwork performed during the quarter as a basis, working individually or in groups, students will write a 10-12 page, double-spaced research proposal for 10 weeks of
hypothetical future research. Detailed instructions for proposal-writing will be posted on D2L and discussed in class.

The proposal will require as much research and writing as a term paper. Work for this proposal will take place in a series of cumulative steps, including initiating a quarter-long research project, crafting an annotated bibliography pertaining to this research, writing a first draft of the research proposal, and revising the draft based on feedback from the instructor. Students will share their ideas with their classmates through online videos.

- **Online library research quiz (5%, P/NP) Due Week 3.**
- **Video statement of preliminary research concept (P/NP) Due Week 4.** Students will make a 2-minute video that explains their preliminary ideas for their chosen research site and project topic. The video can be a voice-over-PowerPoint, a webcam recording, or a mixture of the two. Students may work individually or in groups. Links to videos will be shared through a Google Doc. (Groups may turn in one video statement, with all group members’ names listed or mentioned and, preferably, with all members participating in the video.) Students will view and respond to classmates’ posts. Further instructions will be posted on D2L.
- **Annotated Bibliography (5%) Due Week 8.** Students will read widely on topics related to their research topic. They will turn in an annotated bibliography of articles and books of topical, locational, and theoretical relevance to the project. Each annotation should be at least a substantive paragraph long. This bibliography will form the basis of the “review of the literature” section in the research proposal. Annotated bibliographies for individually-conducted research projects should include at least 10 items; bibliographies for group projects should include at least 8 items selected by each individual, with several other items read by two or more of the group members. (Groups may turn in one bibliography, with all group members’ names listed, including indication of who has read and annotated which sources.) Sample annotated bibliographies are available for consultation on D2L.
- **Draft Proposal. Due Week 9.** Turn in a draft of the group or individual proposal. (Groups should turn in only one document.) This draft will be returned with extensive suggestions and comments. Failing to turn in a draft on the due-date will result in a deduction of 10 points on the assignment grade. Sample proposals are available for consultation on D2L.
- **Video or Face-to-Face Proposal Presentation (5%) Due Week 10.** Working individually or in groups, students will craft a 3-5 minute video presentation or 8-minute face-to-face presentation of their proposal idea. Links to videos will be shared through a Google Doc. Online video presentations and face-to-face presentations will be viewed and discussed in class.
- **Final Proposal. (25%) Due Exam week.** Groups should turn in only one document. All group members will receive the grade assigned to their collective work.

Research Integrity – Online Training (Anth 412H and 512 only) Due Week 4.

Students in Anth 412H and 512 are required to complete an online training in human subjects research. This training may take up to four hours and is free for students affiliated with PSU. Students should save the electronic certificate they receive upon completing the training; send a copy to the instructor for course credit, and submit a copy when you file your Human Research Protection Program application. For further details, see the HRPP website.
COURSE OUTLINE

SECTION 1: Research and research design
(Chapter 1: Thick Description: Toward an Interpretive Theory of Culture. Pp. 3-30.)
Bernard – Research Methods in Anthropology (RMA)
 Chapters 1-7 (skim chapters 5 and 6)
Gardner and Hoffman – Dispatches from the Field (DFF) pp. 1-52

SECTION 2: Research ethics
Gardner and Hoffman – Dispatches from the Field (DFF) pp. 53-103
Informed Consent (.pdf file on D2L)
https://www.ushmm.org/information/exhibitions/online-exhibitions/special-focus/doctors-trial.

SECTION 3: Research methods
Bernard – Research Methods in Anthropology (RMA) Chapters 8-14
(Read chapters 8, 10, 12, and 13 carefully; skim chapters 9, 11, and 14)
Gardner and Hoffman – Dispatches from the Field (DFF) pp. 105-165

SECTION 4: Analyzing research data
Bernard – Research Methods in Anthropology (RMA) Chapters 15-19
Gardner and Hoffman – Dispatches from the Field (DFF) pp. 167-235

SECTION 5: Writing research proposals
Individually chosen materials (for annotated bibliography/proposal)
CLASS POLICIES

Turning in Assignments

All work must be completed to receive a passing grade in this class. Please retain for your own records a copy of all the work you submit.

All course assignments will be uploaded to D2L, with the D2L time-stamp serving as record of the date and time of submission. Reading quizzes are due by 9:59 AM on the day of class; late quizzes will receive only partial credit. Other assignments are due by one minute before midnight (i.e., by 11:59 PM) on the due-date noted in the syllabus.

Illness and Extensions

During the winter, viruses spread through many colleges and universities across the country. Students who feel ill (fever, sore throat, runny nose, headache, cough, aches), should stay home until they have been without fever for 24 hours without the use of fever-reducing medication. Let the instructor know about an illness. Students will not be penalized for illness-related absences, and they will have the opportunity to make up missed assignments.

Students live busy, complicated lives. Sometimes schedules and events conspire against timely submission of assignments. The instructor will grant no-questions-asked extensions on deadlines. Students who require extensions on due-dates are asked to notify the instructor in writing in advance, or as soon as possible thereafter.

Assignments turned in late (i.e., those without extensions or those turned in after the new due-date) will lose a letter grade for each day past due except in the event of severe illness or emergency. Late quizzes will receive a check-minus. The clock stops ticking when the student contacts the instructor to arrange a new deadline.

Courteous use of technology

Courteous use of technology is allowed in the classroom, including accessing reading materials on laptops or tablets and typing notes into an electronic document. Checking email and accessing social media websites is disrespectful and distracting; students who engage in these activities while class is in session will be asked to shut down their technology immediately and will be barred from using it for the remainder of the quarter. All cell phones should be silenced during class.

Academic honesty

Plagiarism (intellectual theft) is a serious academic offense. Students are responsible for reading the Anthropology Department handout on academic honesty and the student code of conduct, both of which are also linked on D2L. Note that PSU supports the plagiarism-check program Turnitin, and this function is linked to the “Assignment” dropboxes on D2L.

Suspected infractions will be turned over to the Office of the Dean of Student Life for investigation. Please ask the instructor or contact the Writing Center if you have any questions about plagiarism.

Statement on names and pronouns

Dialogue and activism characterize the history of how we address one another. Students and faculty should refer to others by their preferred name and pronoun, with the proper pronunciation. We will go over preferred forms of address on the first day of the course.
Access and Inclusion for Students with Disabilities

PSU values diversity and inclusion; we are committed to fostering mutual respect and full participation for all students. My goal is to create a learning environment that is equitable, useable, inclusive, and welcoming. If any aspects of instruction or course design result in barriers to your inclusion or learning, please notify me. The Disability Resource Center (DRC) provides reasonable accommodations for students who encounter barriers in the learning environment.

If you have, or think you may have, a disability that may affect your work in this class and feel you need accommodations, contact the Disability Resource Center to schedule an appointment and initiate a conversation about reasonable accommodations. The DRC is located in 116 Smith Memorial Student Union, 503-725-4150, drc@pdx.edu, http://www.pdx.edu/drc.

- If you already have accommodations, please contact me to make sure that I have received a faculty notification letter and discuss your accommodations.
- Students who need accommodations for tests and quizzes are expected to schedule their tests to overlap with the time the class is taking the test.
- Please be aware that the accessible tables or chairs in the room should remain available for students who find that standard classroom seating is not useable.
- For information about emergency preparedness, please go to the Fire and Life Safety webpage (http://www.pdx.edu/environmental-health-safety/fire-and-life-safety) for information.

Title IX Reporting Obligations

Portland State is committed to providing an environment free of all forms of prohibited discrimination and sexual harassment (sexual assault, domestic and dating violence, and gender or sex-based harassment and stalking). If you have experienced any form of gender or sex-based discrimination or harassment, know that help and support are available. PSU has staff members trained to support survivors in navigating campus life, accessing health and counseling services, providing academic and on-housing accommodations, helping with legal protective orders, and more. Information about PSU’s support services on campus, including confidential services and reporting options, can be found on PSU’s Sexual Misconduct Prevention and Response website at: http://www.pdx.edu/sexual-assault/get-help or you may call a confidential IPV Advocate at 503-725-5672.

Please be aware that all PSU faculty members and instructors are required to report information of an incident that may constitute prohibited discrimination, including sexual harassment and sexual violence. This means that if you tell me about a situation of sexual harassment or sexual violence that may have violated university policy or student code of conduct, I have to share the information with my supervisor or the University’s Title IX Coordinator or the Office of Affirmative Action. For more information about Title IX please complete the required student module Creating a Safe Campus in your D2L.
**CLASS SCHEDULE**

Note: This schedule is subject to adjustment and change. However, assignment due dates will never be moved earlier than on this schedule.

RMA: Research Methods in Anthropology (chapter #). Chapters in parenthesis may be skimmed.

DFF – Dispatches from the Field (followed by page numbers)

D2L: D2L materials (followed by description or author’s name)

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