

OHIO STATE NEW COURSE REQUEST

College: Social and Behavioral Sciences

Academic unit: Anthropology

Book 3 Listing: Anthropology

(e.g., Portuguese)

Proposed

Course No: 650 Full Title of Course: Research Design and Ethnographic Methods

Proposed Effective Qtr/Yr: SU AU WI SP YEAR: 2009 (See OAA Academic Organization and Curriculum Handbook for Deadlines)

A. Course Offerings Bulletin Information. Follow instructions in the OAA Academic Organization and Curriculum Handbook.

Is this a course with decimal subdivisions? If so, use one New Course Request form for the generic information that will apply to all subdivisions. Use separate forms for each new decimal subdivision, including on each form only the information that is unique to that subdivision.

18-Character Transcript Abbreviation: ResDsgn&EthnoMthds Level U G P Credit Hours: 5

Description (not to exceed 25 words): Students learn to study anthropological problems through hands-on experience with ethnographic methods, critical discussion of issues in ethnographic research, and design of an ethnographic study.

Quarter offered (check): SU AU WI SP Distribution of class time/contact hours: 2*1:48
Quarter and contact/class time hours information should be omitted from Book 3 publication: (check here)

Prerequisite (s): 202 or permission instructor

Exclusion or limiting clause: NA

Repeatable to a maximum of 0 credit hours.

Cross-listed with:

Grade Option (Please check): Letter S/U Progress

If this course is Progress graded, what course is the last one in the series?

Honors Statement:	Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>	GEC:	Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>	Admission Condition
Off-Campus:	Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	EM:	Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>	Course: Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>
Embedded Honors Statement:	Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>			
Service Learning Course*:	Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>			

*To learn more about this option, please visit <http://artsandsciences.osu.edu/currofc/>

Other General Course Information: NA

(e.g. "Taught in English." "Credit does not count toward BSBA degree.")

Subject Code 450201 Subsidy Level (V, G, T, B, M, D, or P) D
(If you have questions please email Jed Dickhaut @ dickhaut.1@osu.edu)

Will course be taught in distance learning format: Yes No

B. General Information:

1. Provide the rationale for proposing this course:

There are currently no courses in anthropology that prepare students for designing and conducting ethnographic research, even though there is a growing number of students conducting independent research and research with faculty in our department.

2. List Major/Minor affected by the creation of this new course. Attach revisions of all affected programs.

This course is (check one) Required Elective Other (Explain)

* If the course offered is less than quarter, term, or semester, please also complete the Flexibly Scheduled/Off Campus/Workshop Request form.

3. Indicate the nature of the program adjustments, new funding, and/or withdrawals that make possible the implementation of this new course.
None

4. Is the approval of this request contingent upon the approval of other course requests or curricular requests?

Yes No List:

5. If this course is part of a sequence, list the number of the other course(s) in the sequence: _____ NA

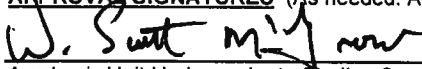
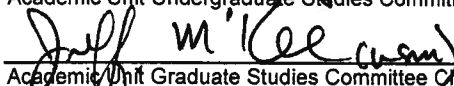

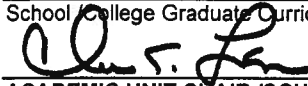
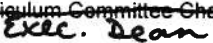
6. Expected section size: 35 Proposed number of sections per year: 1

7. Do you want prerequisites enforced electronically? (See OAA Curriculum Manual for what can be enforced.) Yes

8. This course has been discussed with and has the concurrence of the following academic units needing this course or with academic units having directly related interests (*List units and attach letters and/or forms*): Not Applicable
Comparative studies

9. Attach a course syllabus that includes a topical outline of the course, student learning outcomes and/or course objectives, off-campus field experience, methods of evaluation, and other items as stated in the *OAA Curriculum Handbook*.

APPROVAL SIGNATURES (As needed. All signatures on lines in ALL CAPS (e.g. ACADEMIC UNIT) must be completed

	W. Scott McGraw	11/17/08
Academic Unit Undergraduate Studies Committee Chair (Undergraduate course)	Printed Name	Date
	Jeff McKee	11/17/08
Academic Unit Graduate Studies Committee Chair (Undergraduate/Graduate course)	Printed Name	Date
	Jay S. Hobsourd	11/17/08
School /College Undergrad Curriculum Committee (Undergraduate/Graduate course)	Printed Name	Date
School /College Graduate Curriculum Committee (Undergraduate/Graduate course)	Printed Name	Date
	Clark Larsen	11/17/08
ACADEMIC UNIT CHAIR /SCHOOL DIRECTOR	Printed Name	Date
N/A		
COLLEGE DEAN	Printed Name	Date
Graduate School (If Appropriate)	Printed Name	Date
ASC Curriculum Committee Chair (If Appropriate) 	Printed Name	Date
University Honors Center (If Appropriate)	Printed Name	Date
Office of International Education (study tour only)	Printed Name	Date
ACADEMIC AFFAIRS	Printed Name	Date

Anthropology 650: Research Design and Ethnographic Methods

Instructor
Email
Office
Telephone

Quarter
Days/hours of instruction
Classroom

Office hours

Students with disabilities that have been certified by the Office for Disability Services will be appropriately accommodated, and should inform the instructor as soon as possible of their needs. The Office for Disability Services is located in 150 Pomerene Hall, 1760 Neil Avenue; telephone 292-3307, TDD 292-0901; <http://www.ods.ohio-state.edu/>.

COURSE DESCRIPTION

"Methods belong to all of us" Russell Bernard (1998:13)

The primary focus of this course is on hands-on student research activities. Instead of attempting to survey the vast literature on ethnographic fieldwork, we focus on a selection of methods that are central to much anthropological fieldwork – writing fieldnotes, participant observation, interviewing, surveys, freelists, pile-sorts, and rankings. Other techniques and issues will be incorporated as they emerge from student inquiry. In addition to data-gathering methods, you will also learn and experiment with quantitative and qualitative data analyses. And because methods are meaningless if they are not part of a well thought through research design, you will also learn how to design a research project and write it up in a research proposal.

This course will be taught as a seminar. This means that students share responsibility for the success of the course and have to come to class prepared, i.e., having read and reflected on the readings. You also have to bring the readings to class for discussions.

LEARNING OUTCOMES

You will learn how to study sociocultural problems through hands-on experience with a wide range of ethnographic methods, critical discussion of issues in ethnographic research, and design of an ethnographic study.

REQUIRED READING

Required and background readings will be made available through Carmen. All assigned readings are mandatory. You are expected to have read the assigned readings once or twice before you come to class. As you read, highlight, take notes, summarize, look up new words or concepts, and come with questions for me and/or your classmates. In short, be prepared to discuss the readings in class and bring the readings to class. I also recommend you to go over the readings once more after class.

COURSE REQUIREMENTS AND EVALUATION

Attendance and participation: You are expected to be actively engaged in class; that is, coming to class prepared, paying attention, and contributing to discussions and problem solving, both by making comments and by facilitating other people's participation. Because it is difficult to do well in the course if sessions are missed *attendance at every class meeting is required*. Late arrival and early departure are considered poor participation; they are disruptive to others and make it likely to miss essential information. Please contact me if there is an emergency situation. If you are ill and must miss a class, you are responsible for getting the notes and assignment information from your classmates.

Assignments: There will be four assignments in which you experiment with and report on different ethnographic methods, like the ethnographic interview and participant observations. You will receive detailed instructions in due time (see attachment).

Research Proposal: You will design and write one research proposal for this class. The proposal is divided in seven parts: introduction, literature review, objectives, population and sample, methods, analysis, and ethics. You will receive detailed instructions on what to cover in each section (see attachment). You will present your proposal in week ten. The final proposal is due in finals week.

Evaluation: Course responsibilities will be weighted in the following way:

Attendance and participation	10%
Assignments (4)	35%
Proposal parts (6)	20%
Presentation	10%
Research proposal	25%

Final grades are based on the OSU Standard Scheme. A general guide to how you are doing is: A 93; A- 90-92; B+ 87-89; B 83-86; B- 80-82; C+ 77-79; C 73-76; C- 70-72; D+ 67-69; D 60-66; E < 60.

Special notes from the instructor:

- Except in cases of properly documented illness or personal emergency will late assignments be accepted; they will progressively lose value and will be evaluated and returned as time allows.

- I strive to make this a paper-less course. All assignments are to be submitted in the Carmen dropbox, not in hard copy or by email.
- I will use Carmen to post assignments and other information for the class (e.g., cancelled office hours, changes in reading assignments). Check it at regularly (at least twice a week).
- If you are a student with a disability and need accommodations, you are welcome to meet with me to discuss arrangements for the accommodations.
- Email related to the class must be marked in the subject line in the following way: *ANTH 650 your last name*.
- Academic dishonesty of any kind will not be tolerated and reported to the Committee on Academic Misconduct.

SCHEDULE AND TOPICS¹

WEEK 1: ANTHROPOLOGICAL UNDERSTANDINGS

January 10: Introduction

No readings for today, but start thinking about a research topic

January 12: Epistemology

Read Schweitzer (1998:39-78)

WEEK 2: FOUNDATIONS IN SOCIAL RESEARCH

January 17: Foundations

Read Trochim (2005:2-23)

January 19: Research design

Read Johnson (1998:131-167)

WEEK 3: POPULATION AND SAMPLE

January 24: Finding a site ... abroad

Read Agar (1996:91-111)

- *Section of proposal on introduction is due*

January 26: Population and sample

Read Bernard (1994:71-101)

WEEK 4: OBSERVATIONS

January 31: Observations

Read Spradley (1980:63-84)

February 2: Fieldnotes

Read Ottenberg (1990:139-160)

- *Section of proposal on research objectives is due*

WEEK 5: INTERVIEWS

February 7: Unstructured interviews

Read Spradley (1980:55-91)

- *Section of proposal on population and sample is due*

February 9: Structured interviews

Read Trochim (2005:77-86)

- *Observation report is due*

¹ Please note that this is a tentative schedule and that the instructor reserves the right to make changes.

WEEK 6: FORMAL METHODS

February 14: Charting kinship

Read Crane & Angrosino (1992:44-52)

February 16: Freelists, pile-sorts, and ranking

Read Flinn (1998:85-96)

WEEK 7: OTHER METHODS & DATA ANALYSIS

February 21: Other methods

- *Discussion of another method is due*

February 22: Quantitative analysis

Read Trochim (2005:204-242)

- *Interview guide, survey, and report are due*

WEEK 8: DATA ANALYSIS

February 28: Consensus analysis

Read Caulkins (1998:179-195)

- *Semantic domain assignment is due*

March 2: Qualitative analysis

Read Ryan & Weisner (1998:57-68)

- *Section of proposal on methods is due*

WEEK 9: ETHICS

March 7: The Yanomamö controversy

Read Borofsky (2005:72-100), Tierney (2000:50-62), and AAA Code of Ethics

- *Critical review of ethical issues in Yanomamö controversy is due*

March 9: Internal Review Boards and ethnographic research

Read AAA Statement on Ethnography and Institutional Review Boards (2004), Fitzgerald (2005:10-1)

- *Section of proposal on data analysis is due*

WEEK 10: STUDENT PRESENTATIONS OF PROPOSALS

March 14: Presentations and discussions of student proposals

- *Draft of research proposal is due*

March 16: Presentations and discussions of student proposals

- *IRB application is due*

FINALS WEEK

- *Final version of research proposal is due on Monday March 20th before 5PM*

READING LIST

Agar, Michael H.

1996 [1980] *The professional stranger: an informal introduction to ethnography*. London: Academic Press. Pp. 91-111.

Bernard, H. Russell

2006 [1994] *Research methods in anthropology: qualitative and quantitative approaches*. Walnut Creek (CA): Altamira Press. Pp. 71-101.

Borofsky, Robert

2005 Yanomami: the fierce controversy and what we can learn from it. Berkeley (CA): University of California Press. Pp. 72-100.

Caulkins, Douglas

1998 Consensus Analysis: Do Scottish business advisers agree on models of success? *In Using methods in the field: a practical introduction and casebook.* V.C. de Munck and E.J. Sobo, eds. Pp. 179-195. Walnut Creek (CA): Altamira Press.

Crane, Julia G., and Michael V. Angrosino

1992 [1984] Charting kinship. *In Field projects in anthropology: a student handbook.* Pp. 42-50. Long Grove (IL): Waveland Press.

Fitzgerald, Maureen H

2005 The Ethics-Review Process. *Anthropology News* 46(6):10-11.

Flinn, Juliana

1998 Freelists, ratings, averages, and frequencies: why so few students study anthropology. *In Using methods in the field: a practical introduction and casebook.* V.C. de Munck and E.J. Sobo, eds. Pp. 85-96. Walnut Creek (CA): Altamira Press.

Johnson, Jeffrey C.

1998 Research design and research strategies. *In Handbook of methods in cultural anthropology.* R.H. Bernard, ed. Pp. 131-171. Walnut Creek (CA): Altamira Press.

Ottenberg, Simon

1990 Thirty years of fieldnotes: changing relationships to the text. *In Fieldnotes: the makings of anthropology.* R. Sanjek, ed. Pp. 139-160. Ithaca (NY): Cornell University Press.

Ryan, Gery, and Thomas Weisner

1998 Content analysis of words in brief descriptions: how fathers and mothers describe their children. *In Using methods in the field: a practical introduction and casebook.* V.C. de Munck and E.J. Sobo, eds. Pp. 57-68. Walnut Creek (CA): Altamira Press.

Schweizer, Thomas

1998 Epistemology: the nature and validation of anthropological knowledge. *In Handbook of methods in cultural anthropology.* R.H. Bernard, ed. Pp. 39-88. Walnut Creek (CA): Altamira Press.

Spradley, James P.

1979 The ethnographic interview. New York: Wadsworth. Pp. 55-91.

Spradley, James P.

1980 Participant observation. New York: Wadsworth. Pp. 63-84.

Tierney, Patrick

2000 The fierce anthropologist. *In The New Yorker.* Pp. 50-62, Vol. 76.

Trochim, William M.K.

2005 Ch 1. Foundations. *In Research Methods: The concise knowledge base.* Cincinnati: Atomic Dog Publishing. Pp 2-23, 204-242.

Trochim, William M.K.

2005 Ch. 4 Survey Research. *In Research Methods: The concise knowledge base.* Cincinnati: Atomic Dog Publishing.

ASSIGNMENTS

Assignment One: Participant Observations

You will conduct an ethnographic observation in one activity-setting. You will observe the activity-setting twice for one hour. The first time, make a reconnaissance visit. The second time, start making systematic observations using descriptive questions. An activity-setting can be a pre-school, a play-ground, a restaurant, a day-care center, a church, a sports club, a baseball field, or other social clubs like the 4H or FFA.

You will make a detailed *Ethnographic Record* that consists of:

1. *A list of descriptive questions* that will guide your systematic observations. Write the descriptive questions before you go observe and be prepared to rewrite them after your first observations.
2. *A condensed account*, fieldnotes that document a condensed version of what actually occurred.
3. *An expanded account* (two to three pages), which is an expansion of your condensed fieldnotes (keep in mind the verbatim, concrete, and language identification principles).
4. *A journal* (two to three pages) in which you reflect on your observations and start the process of analysis and interpretation.

The condensed account should not be typed, but the descriptive questions, the expanded account and the journal should be.

The *Ethnographic Record* is an informal writing assignment. It will not be graded, but if you do not do the assignment (or do not do it seriously), you will lose points or not get any points at all.

Read sections from Spradley's book on ethnographic observations, which I have put on reserve in the library.

Spradley, James P. 1980. Participant observation. New York: Wadsworth.

All the assignments have to be typed and double-spaced. In addition, you need to follow the format guidelines of the American Anthropological Association. Always be prepared to present your findings in class.

Assignment Two: Interview Guide, Survey, and Report

For this assignment you will experiment with two kinds of interviews: semi-structured interviews and surveys. Both interviews require extensive preparation. In this assignment you will prepare, experiment with, and reflect on both kinds of interviews.

First, write an interview guide for a semi-structured interview and design a one-page survey that examines the same questions. Second, conduct 3 semi-structured interviews and 20 surveys. Third, in a three-page paper discuss the interviews and surveys that you conducted. Discuss the strengths and weaknesses of your approach, e.g., what went well, what went so-so, what was disastrous, and what you would do differently next time.

The interview guide, survey, and report have to be typed. The report should not be longer than three pages.

This is an informal writing assignment. It will not be graded, but if you do not do the assignment (or do not do it seriously), you will lose points or not get any points at all.

All the assignments have to be typed and double-spaced. In addition, you need to follow the format guidelines of the American Anthropological Association. Always be prepared to present your findings in class.

Assignment Three: Exploring other ethnographic methods

Find an article in the Journal Field Methods (formerly Cultural Anthropology methods) or any other journal, chapter, or book that describes a method that we have not yet discussed in class.

In your paper you have to critically evaluate the method. First, briefly describe the method and in what study it was used. Then, discuss what kind of data are generated by this method, what kind of questions can be pursued using this method, and what kind of methods are needed to analyze this data. Finally, discuss the strengths and weaknesses of this method.

Be prepared to present your paper and explain your method in class.

Assignment Four: Ethical issues in the Yanomamö controversy

At first glance, the Yanomami controversy might be perceived as being focused on a narrow subject. It centers on the accusations made by the investigative journalist Patrick Tierney against James Neel, a world-famous geneticist, and Napoleon Chagnon, a prominent anthropologist, regarding their fieldwork among the Yanomami, a group of Amazonian Indians. But it would be a mistake to see the Yanomami controversy as limited to these three individuals and this one tribe. It has important implications for how anthropologists work with human subjects (www.publicanthropology.org). We will examine these and other questions in a class discussion.

You will critically review the ethical issues that were raised in the Yanomamö controversy that started with the publication of Tierney's book *Darkness in El Dorado* in which he accused the prominent anthropologist Napoleon Chagnon of unethical conduct. You will read a chapter from Borofsky's (2005) study of the controversy and then write a critical review in which you briefly summarize the chapter (in about 150 words) and then discuss what the lessons are for other anthropologists working with human subjects.

You may find additional information at Robert Borofsky's Public Anthropology web site: <http://www.publicanthropology.org/yanomami/public/index.php>

RESEARCH PROPOSAL

The proposal is an exercise in learning how to design a research project. Your proposal does not have to be related to any of the other exercises in ethnographic methods that you have to do for this class. It also does not have to be your proposal for your thesis (or any other project). In fact, you can pursue any topic in any location, for example, you can design a study that examines how globalization affects marriage patterns of Turkana herders in Kenya.

The goal of writing a research proposal in this course is that you learn to think as a social scientist and will be able to examine and evaluate any research proposal or project. In short, you can be creative in the choice of your topic and in the examination of your topic (as long as it is rigorous, scientific, and ethnographic).

The research proposal consists of seven parts:

1. introduction
2. literature review
3. objectives
4. population and sample
5. methods
6. data analysis
7. ethics

All the proposal parts have to be typed and double-spaced. In addition, you need to follow the formatting and citation guidelines of the American Anthropological Association (Chicago Style).

You will present your proposal and turn in a draft of your proposal in week ten (March 14th). In this way you get extensive feedback from me and your fellow students, which you will incorporate in the final version which is due on Monday of finals week (March 20th).

The six proposal parts counts for 20% of your grade, the presentation 10%, and the final research proposal is worth 25%.

Always be prepared to explain and discuss your proposal parts in class.

Introduction: This is basically an outline of your research proposal. It should discuss what your research project attempts to resolve, what your objective is, why it matters, why we should care, how does it fit in with anthropology (and/or other disciplines), and why did you choose to pursue this research.

This particular part of the proposal is an informal writing assignment. It will not be graded, but if you do not do the assignment (or do not do it seriously), you will lose points or not get any points at all.

◆ The introduction is due: January 24th ◆

Literature Review: In this course there is no need to do actual the literature review or “read” everything. But you do need to address the following questions: what questions do you need to address, what bodies of literature do you need to examine, and in what databases do you find this literature? The goal here is to identify the literature and the questions that you need to examine.

Secondly, you need to write an annotated bibliography of five articles, chapters or books that are critical for your project. The annotated bibliography should list the references in AAA format and discuss each reference in two to three sentences and explain how it fits in your research proposal. Something like this:

Jorgensen, Danny L.

1989 Participant observation: a methodology for human studies. Newbury Park (CA): Sage Publications. *A succinct overview of the basic principles and strategies of participant observation: the author's intention is to provide an introduction to participant observation for those with no prior familiarity with the approach. This text is useful to me because it outlines a systematic approach to participant observation.*

◆ The literature review is due: March 14th (as part of your draft) ◆

Objectives: In this section you have to discuss the objectives of your research project. You have to formulate your research objectives in three different forms: as goals, questions, and hypotheses. Make sure that you formulate your hypothesis as null *and* alternative hypotheses (see, Trochim 2005:9-10).

◆ The research objectives are due: February 2nd ◆

Population and sample: In this section describe the population, sampling frame, and sample. Then explain how will you draw your sample, e.g., what is your sampling method, what is your rationale for this decision, what are the advantages and disadvantages of this method? You have to justify your choice of sampling method.

◆ The population and sample section is due: February 7th ◆

Methods: In this section you have to discuss in detail what data do you need to collect to test your hypothesis and what methods are most appropriate to collect that data. Make sure that you justify your choice of methods. Be creative and thorough in your selection of methods.

◆ The methods section is due: March 2nd ◆

Data Analysis: In this section you will discuss in detail how will you analyze the data (that you will collect with your methods) in order to test your hypotheses and/or answer your questions. Be explicit in how you would be able to accept or reject your hypotheses.

◆ The data analysis section is due: March 9th ◆

Ethics: You will have to consider the ethical implications of your research design. This means that you have to read the *AAA Code of Ethics* and make sure that your project conforms to that code.

In addition, your research has to meet the ethics standards for work with human and animal subjects that are set forth by Internal Review Board (IRB). The IRB evaluates whether research meets the ethics standards for work with human and animal subjects. Approval from the IRB is required if you want to present or publish your results.

For this assignment you have to fill and print out the IRB application forms.

◆ The IRB application is due: March 16th ◆

Reference list: Make sure that you cite your sources in the proposal and that your citations and reference list follow the AAA format. Copy an article (that you are interested in) from the journal *American Anthropologist* and use that as a model for how to format the citations and reference list. Do not only cite sources for facts and theories but also for methods.