ADVANCED QUALITATIVE METHODS IN ANTHROPOLOGY

ANG 6498
Section 0001
Spring 2020

Tuesday: 12:00 pm – 2:50 pm
HPH 409M
3 Credit Hours

Instructor: Dr. Shana Harris
Department of Anthropology
Howard Phillips Hall 409N
shana.harris@ucf.edu
407-823-4963
Office Hours: Thursdays, 11:00am – 3:00pm

Course Description

Anthropologists employ a wide range of methods to conduct research. For cultural anthropologists, qualitative methods play a particularly important role in the way we design our projects, collect and analyze data, and circulate our work both inside and outside academia. This graduate course is an exploration of the various qualitative methods that cultural anthropologists use to carry out research. It will cover the more common methods, such as participant observation and interviews, as well as the less common, including focus groups, archival analysis, and digital ethnography. Course materials will also engage with topics and issues that pertain to the qualitative research process, including fieldwork challenges, ethical concerns, data analysis and management techniques, and research dissemination. Finally, students will engage with course material to complete several exercises to practice their research skills and work toward their own research goals using qualitative research methods.

Public Course Description

Advanced qualitative methods including data collection and analysis, writing ethnographies, and research presentation

Prerequisites

ANG 6801 and admission to the Ph.D. in Integrative Anthropological Sciences program *or* Consent of Instructor

Student Learning Objectives

This course has three objectives: 1) to expose students to different methodological approaches to qualitative research used by anthropologists; 2) to provide students with methodological techniques and strategies for conducting qualitative fieldwork and writing; and 3) to develop and advance students' own research projects and agendas through the use of qualitative methods.

Class Structure

Class meetings are conducted primarily as seminars by focusing on discussion. Occasionally, short "lectures" may cover specific topics and perspectives on the week's topic, while discussions will focus on the readings assigned for that week.

Course Requirements

Attendance

Attendance for this course is required and monitored. You are allowed **one unexcused absence** during the semester. You must let Dr. Harris know in advance of any extenuating circumstance (serious illness, personal/family tragedy, etc.) that may cause you to miss more than one class. If you are absent for **more than one class** without an excuse, you will lose attendance points.

Reading and Participation

Because this course is structured as a seminar, both reading course materials and active participation are essential and required. You are expected to attend class having read the required readings as well as your classmates' reading responses (see below). Both the readings and reading responses will serve as the basis for class discussions. Doing well in the course will depend not only on keeping up with weekly readings, but also diligently participating in discussions and activities **every week**. Your participation will be recorded after each class.

Discussion leaders (assigned the first week of class) will facilitate each class discussion. Each discussion leader is expected to create a plan to encourage thoughtful and engaging in-class discussion. If there is more than one discussion leader for the week, they should meet ahead of time and work together to create a discussion plan. These discussions can take many forms; you may introduce additional information obtained from websites or print media, prepare interesting or provocative questions for the purpose of generating discussion, etc. But, the discussion leader(s) should allow space for the discussion to develop and change direction during the course of the conversation.

Reading Reflections

Beginning in Week 2, you will write short reflections on the required readings for each week (500-600 words, singled-spaced, 1" margins on all sides, Times New Roman 12-point font, bibliography,

Chicago Style citations). Your reflections must be posted in the Discussion section of the Webcourses page by **11:59pm on the evening prior to class**. To receive full credit, reflections **cannot be just summaries**. They must be critical and insightful contemplations on **all of the weeks' readings** that comment on the content of the texts and draw connections between them. Failure to post your response by the 11:59pm deadline will lower your grade. You will write 13 Reading Reflections, but **your lowest Reading Reflection grade will be dropped**. Also, you are expected to read your classmates' reflections before coming to class the following day. Being familiar with your classmates' take on the readings ahead of time will enrich in-class discussions.

CITI Training

You are required to complete the Collaborative Institutional Training Initiative (CITI) Program Responsible Conduct of Research (RCR) Training as part of this course. This free, online training provides research ethics education to UCF faculty and students. Per UCF policy, this training must be completed prior to carrying out any research with human subjects. For this course, you will complete the Social and Behavioral Responsible Conduct of Research portion of the training. If you have completed this portion of the training within the past three years, you do not need to redo it if you can provide Dr. Harris with documentation (i.e. print out from CITI Training website, IRB, etc.) The instructions for creating a CITI Training account and accessing the training site are available at: https://graduate.ucf.edu/pathways-to-success/#CITI Training

Project

You will design, conduct, analyze, and write up a project by drawing on the concepts and methods discussed in this course. The project will revolve around a population of your choosing on any anthropological topic. This project can be modified to meet individual research needs, but you must discuss this with Dr. Harris before project commencement to ensure that you engage with course material and fulfill the project objectives. The project will have four parts: 1) CITI Training, 2) Research Proposal, 3) Data Collection and Analysis, and 4) Write Up. These parts will be due at different points during the semester (see below). The final report will be 5000-6000 words, singled-spaced, 1" margins on all sides, Times New Roman 12-point font).

Project Presentation

You will give an in-class 20-30 minute presentation on your project to your classmates and Dr. Harris at the end of semester. Dr. Harris will provide more information on how to give an oral presentation on a research project as the semester progresses.

Grading Structure

Reading Reflections (12 out of 13)	20% of total grade
Project	40% of total grade
Project Presentation	20% of total grade
Attendance and participation	20% of total grade (10% for discussion leadership, 10% for non-leadership participation)

Grading Scale

Reading Reflections will be graded using the following scale: √+, √, √- (If you get more than one √ or √-, please see me to discuss.)

Project assignments, project presentation, attendance, and participation will be graded using the following scale: A, A-, B+, B, B-, C+, C, C-, D+, D, D-, F

Course Policies

Respectful Behavior

You are expected to have a respectful demeanor in all class discussions and interactions with Dr. Harris and your classmates. You should also be respectful of the class start time. Arriving late to class is distracting to both Dr. Harris and your classmates. Make every effort to be punctual.

Knights Email and Webcourses Communication

Given that there will be important email and Webcourses communications between Dr. Harris and the class, you are responsible for checking your "knights.ucf.edu" email and Webcourses inboxes on a regular basis.

Late Policy

Late assignments will receive a lower grade for every day that they are late. For example, if you received an "A-" but the assignment is one day late, your grade will be a "B+". If it is two days late, your grade will be a "B". If it is three days late, your grade will be a "B-" and so on. Extensions will rarely be given except in the case of extenuating circumstances.

Grade Disputes

If you would like to dispute a grade on a particular assignment, please come to Dr. Harris's office hours **and** submit your graded work via email along with a written explanation of why you would like her to read and review your work a second time. Please be aware, though, that her willingness to re-read your work is not a guarantee that your grade for the assignment will be changed.

Academic Integrity

You are expected to do your own work in this course. You should familiarize yourself with UCF's Rules of Conduct (http://osc.sdes.ucf.edu/process/roc). According to Section 1, "Academic Misconduct," you are prohibited from engaging in the following:

- *Unauthorized assistance*: Using or attempting to use unauthorized materials, information, or study aids in any academic exercise unless specifically authorized by Dr. Harris. The unauthorized possession of examination or course-related material also constitutes cheating.
- *Communication to another through written, visual, electronic, or oral means*: The presentation of material which has not been studied or learned, but rather was obtained through someone else's efforts and used as part of an examination, course assignment, or project.

- *Commercial use of academic material*: Selling of course material to another person, student, and/or uploading course material to a third-party vendor without authorization or without the express written permission of the university and Dr. Harris. Course materials include but are not limited to class notes, Dr. Harris's PowerPoints, course syllabi, tests, quizzes, labs, instruction sheets, homework, study guides, handouts, etc.
- *Falsifying or misrepresenting* your own academic work.
- *Plagiarism*: Using or appropriating another's work without any indication of the source, thereby attempting to convey the impression that such work is your own.
- *Multiple submissions*: Submitting the same academic work for credit more than once without the express written permission of Dr. Harris.
- *Helping another student cheat* or violate academic behavior standards

Responses to Academic Misconduct

Engaging in academic misconduct it <u>will not be tolerated</u> in this course and will carry <u>serious consequences</u>. You should familiarize yourself with the procedures for academic misconduct in UCF's Student Handbook, *The Golden Rule* (http://goldenrule.sdes.ucf.edu).

UCF faculty members have a responsibility for students' education and the value of a UCF degree. We seek to prevent unethical behavior and, when necessary, respond to academic misconduct. Penalties can include a zero grade for an assignment or in the course and/or suspension or expulsion from the university. Another penalty is receiving a "Z Designation" on your official transcription, indicating academic dishonesty, resulting in the final grade for this course being preceded by the letter Z. For more information about the Z Designation: http://goldenrule.sdes.ucf.edu/zgrade

Student Accessibility

UCF is committed to providing access and inclusion for all persons with disabilities. Students with disabilities who need access to course content due to course design limitations should contact Dr. Harris as soon as possible. Students should also connect with Student Accessibility Services (SAS) at http://sas.sdes.ucf.edu, 407-823-2371, or Ferrell Commons 185. For students connected to SAS, a Course Accessibility Letter may be created and sent to Dr. Harris, which informs her of potential course access and accommodations that might be necessary and reasonable. Determining reasonable access and accommodations requires consideration of the course design, course learning objectives, and the individual academic and course barriers experienced by the student. Further conversation with SAS, Dr. Harris, and the student may be warranted to ensure an accessible course experience.

Campus Safety

Emergencies on campus are rare, but if one should arise during class, everyone needs to work together. You should be aware of your surroundings and familiar with the following basic safety concepts:

- In case of emergency, dial 911 for assistance.
- Every classroom contains an emergency procedure guide posted on a wall near the door. You should make a note of the guide's physical location and review the online version: http://emergency.ucf.edu/emergency_guide.html

- You should know the evacuation routes from the classroom and have a plan for finding safety in case of an emergency.
- If there is a medical emergency during class, you may need to access a first-aid kit or Automated External Defibrillator (AED). To learn where those are located: http://www.ehs.ucf.edu/AEDlocations-UCF (click on link from menu on the left)
- To stay informed about emergency situations, you can sign up to receive UCF text alerts by going to logging into my.ucf.edu. Click on "Student Self Service" located on the left side of the screen in the tool bar, scroll down to the blue "Personal Information" heading on the Student Center Screen, click on "UCF Alert," fill out the information (including email address, cell phone number, and cell phone provider), click "Apply" to save the changes, and then click "OK."
- Students with special needs related to emergency situations should speak with Dr. Harris outside of class.
- To learn how to manage an active shooter situation on campus or elsewhere, consider viewing this video: https://www.youtube.com/watch?v=NIKYajEx4pk

Deployed Active Duty Military Students

If you are deployed active duty military and/or National Guard personnel and require accommodation should contact Dr. Harris as soon as possible after the semester begins and/or after you receive notification of deployment to make related arrangements.

Make-Up Assignments for Authorized University Activities

If you represent UCF in an authorized activity (ex. student-athletes) and are unable to meet a course deadline due to a conflict with that event, then you must provide Dr. Harris with documentation in advance to arrange a make-up. No penalty will be applied. For more information: http://policies.ucf.edu/documents/4-401.2MakeUpAssignmentsorAuthUnivEventsorCocurricularActivities.pdf

Religious Observance

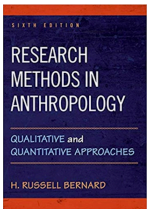
You must notify Dr. Harris in advance if you intend to miss class for a religious observance. For more information: http://regulations.ucf.edu/chapter5/documents/5.020ReligiousObservancesFINALJan19.pdf

Academic Activity Record

DO THIS ASAP! All students have to document academic activity at the beginning of each semester. To show that you began this course, complete the "Academic Activity" assignment by **Friday, January 10**, by answering a few questions pertaining to this syllabus. The assignment can be found on the course Webcourses page. This Academic Activity assignment is **not** part of your course grade; it only documents your presence in this class. Failure to complete the assignment may result in a delay in the disbursement of your financial aid.

Required Texts

The following books are required for this course:



- Bernard, H. Russell. 2018. *Research Methods in Anthropology: Qualitative and Quantitative Approaches*. Sixth Edition. Lanham: Rowman & Littlefield.

- Morgan, David L. 1997. *Focus Groups as Qualitative Research*. Second Edition. Lanham: Rowman & Littlefield.

The required books are available for purchase at the student bookstore. Several articles are also required and are available electronically on the Webcourses website for this course under the "Modules" tab. All assigned articles are listed in the class schedule below, which specifies when students are expected to read them. **Please print and/or download articles** to your computers so you can make notes on them and have them available in class. To access Webcourses: login on https://webcourses.ucf.edu, go to Courses, and select ANG6498-20Spring 0001. Technical support for Webcourses is available at: webcourses@ucf.edu or 407-823-0407.

Course Schedule

Week 1

Tuesday, January 7

- TOPIC: Course Overview / Epistemology and Method
- READING: Schnegg, Michael. 2014. "Epistemology: The Nature and Validation of Knowledge." In *Handbook of Methods in Cultural Anthropology*, edited by H. Russell Bernard and Clarence G. Gravlee, 21-53. Lanham: Rowman & Littlefield.

Week 2

Tuesday, January 14

Reading Reflection #1

- TOPIC: Participant Observation
- READINGS: Bernard, pg. 272-307

Venkatesh, Sudhir. 2002. "'Doin' the Hustle': Constructing the Ethnographer in the American Ghetto." *Ethnography* 3(1):91-111.

Loftsdóttir, Krístin. 2002. "Never Forgetting? Gender and Racial-Ethnic Identity During Fieldwork." *Social Anthropology* 10(3):303-317.

Jacobs-Huey, Lanita. 2002. "The Natives Are Gazing and Talking Back: Reviewing the Problematics of Positionality, Voice, and Accountability among 'Native' Anthropologists." *American Anthropologist* 104:791-804.

Week 3

Tuesday, January 21

Reading Reflection #2

- TOPIC: Interviews
- READINGS: Bernard, pg. 163-179, 184-232

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

Robben, Antonius C.G.M. 1996. "Ethnographic Seduction, Transference, and Resistance in Dialogues About Terror and Violence in Argentina." *Ethos* 24(1):71-106.

Week 4

Tuesday, January 28

Reading Reflection #3
AND
CITI Training Due

- TOPIC: Oral History
- READINGS: Sommer, Barbara W. and Mary Kay Quinlan. 2018. *The Oral History Manual.* Lanham: Rowman & Littlefield. (Ch. 1 – 1-9, Ch. 6-7 – pg. 63-89, Ch. 10 – 111-115)

Trimble, Charles E., Barbara W. Sommer, and Mary Kay Quinlan. 2016. *The American Indian Oral History Manual.* Abington: Routledge. (Ch. 1 – pg. 15-23, Ch. 8 – pg. 101-110).

Borland, Katherine. 1991. "'That's Not What I Said': Interpretive Conflict in Oral Narrative Research." In *Women's Words: The Feminist Practice of Oral History*, edited by Sherna Berger Gluck and Daphne Patai, 63-75. New York: Routledge.

Portelli, Alessandro. 1997. *The Battle of Valle Giulia: Oral History and the Art of Dialogue*. Madison: University of Wisconsin Press. (Ch. 1 – pg. 3-23)

- CITI TRAINING: https://graduate.ucf.edu/pathways-to-success/#CITI Training

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Week 5

Tuesday, February 4

Reading Reflection #4

- TOPIC: Focus Groups

- READINGS: Morgan, David L. 1997. *Focus Groups as Qualitative Research*. Thousand Oaks: Sage Publications.

Week 6

Tuesday, February 11

Reading Reflection #5

- TOPIC: Focus Groups

- READINGS: Agar, Michael, and James MacDonald. 1995. "Focus Groups and Ethnography." *Human Organization* 54(1):78-86.

  Ward, Victoria M., Jane T. Bertrand, and Lisanne F. Brown. 1991. "The Comparability of Focus Group and Survey Results: Three Case Studies." *Evaluation Review* 15:266-283.

  Ramos Lira, Luciana, Mary P. Koss, and Nancy Felipe Russo. 1999. "Mexican American Women's Definitions of Rape and Sexual Abuse." *Hispanic Journal of Behavioral Sciences* 21:236-265.

Week 7

Tuesday, February 18

Reading Reflection #6

- TOPIC: Digital Ethnography

- READINGS: Boellstorff, Tom. 2012. "Rethinking Digital Anthropology." In *Digital Anthropology*, edited by Heather A. Horst and Daniel Miller, 39-60. London: Berg.

  Hallett, Ronald E., and Kristen Barber. 2014. "Ethnographic Research in a Cyber Era." *Journal of Contemporary Ethnography* 43(3):306-330.

Kozinets, Robert V., Pierre-Yan Dolbec, and Amanda Earley. 2013. "Netnographic Analysis: Understanding Culture Through Social Media Data." In *The SAGE Handbook of Qualitative Data Analysis*, edited by Uwe Flick, 262-276. London: Sage Publications.

Cousineau, Luc S., Harrison Oakes, and Corey W. Johnson. 2019. "Appnography: Modifying Ethnography for App-Based Culture." In *Digital Dilemmas: Transforming Gender Identities and Power Relations in Everyday Life*, edited by Diana C. Parry, Corey W. Johnson, and Simone Fullagar, 95-117. Cham: Palgrave Macmillan.

Week 8

Reading Reflection #7
AND
Proposal Due

Tuesday, February 25

- TOPIC: Digital Ethnography

- READINGS: Bonilla, Yarimar, and Jonathan Rosa. 2015. "#Ferguson: Digital Protest, Hashtag Ethnography, and the Racial Politics of Social Media in the United States." *American Ethnologist* 42(1):4-17.

  Krieg, Lisa Jenny, Moritz Berning, and Anita Hardon. 2017. "Anthropology with Algorithms? An Exploration of Online Drug Knowledge Using Digital Methods." *Medicine Anthropology Theory* 4(3):21-52.

  McGranahan, Carole. 2019. "A Presidential Archive of Lies: Racism, Twitter, and a History of the Present." *International Journal of Communication* 13:3164-3182.

Week 9

Reading Reflection #8

Tuesday, March 3

- TOPIC: Visual Ethnography

- READINGS: Pink, Sarah. 2013. *Doing Visual Ethnography*. London: Sage Publications. (Ch. 4-7 – pg. 73-160)

  De León, Jason. 2018. "The Photoethnographic Eye: Visualizing the Honduran Migrant Experience in Mexico." In *Photography and Migration*, edited by Tanya Sheehan, 115-130. Abington: Routledge.

  Wang, Caroline, and Mary Ann Burris. 1997. "Photovoice: Concept, Methodology, and Use for Participatory Needs Assessment." *Health Education & Behavior* 24:369-387.

Johnson, Ginger A. 2011. "A Child's Right to Participation: Photovoice as Methodology for Documenting the Experiences of Children Living in Kenyan Orphanages." *Visual Anthropology Review* 27(2):141-161.

Week 10

Tuesday, March 10

- NO CLASS – SPRING BREAK

Week 11

Tuesday, March 17

Reading Reflection #9

- TOPIC: Archives

- READINGS: Dirks, Nicholas B. 2002. "Annals of the Archive: Ethnographic Notes on the Sources of History." In *From the Margins: Historical Anthropology and Its Futures*, edited by Brian Keith Axel, 47-65. Durham: Duke University Press.

  Stoler, Ann Laura. 2002. "Colonial Archives and the Arts of Governance." *Archival Science* 2:87-109.

  Verdery, Katherine. 2014. "Ethnography in the Securitate Archive." *Acta Universitatis Sapientiae, Social Analysis* 4(1-2):7-29.

  Murphy, Fiona. 2011. "Archives of Sorrow: An Exploration of Australia's Stolen Generations and Their Journey into the Past." *History and Anthropology* 22(4):481-495.

Week 12

Tuesday, March 24

Reading Reflection #10

- TOPIC: Data Collection and Analysis

- READINGS: Bernard, pg. 308-322, 437-470

  Hsieh, Hsiu-Fang, and Sarah E. Shannon. 2005. "Three Approaches to Qualitative Content Analysis." *Qualitative Health Research* 15(9):1277-1288.

Weston, Cynthia, Terry Gandell, Jacinthe Beauchamp, Lynn McAlpine, Carol Wiseman, and Cathy Beauchamp. 2001. "Analyzing Interview Data: The Development and Evolution of a Coding System." *Qualitative Sociology* 24(3):381-400.

Week 13

Tuesday, March 31

Reading Reflection #11
AND
Data Collection and Analysis Due

- TOPIC: Data Management
- GUEST LECTURE: Rachael Root
- READINGS: Bourdon, Sylvain. 2002. "The Integration of Qualitative Data Analysis Software in Research Strategies: Resistances and Possibilities." *Forum: Qualitative Social Research* 3(2):Art. 11.

  Woods, Megan, Rob Macklin, and Gemma K. Lewis. 2016. "Researcher Reflexivity: Exploring the Impacts of CAQDAS Use." *International Journal of Social Research Methodology* 19(4):385-403.

Week 14

Tuesday, April 7

Reading Reflection #12

- TOPIC: Indigenous Methodologies
- READINGS: Alonso Bejarano, Carolina, Lucia López Juárez, Mirian A. Mijangos García, and Daniel M. Goldstein. 2019. *Decolonizing Ethnography: Undocumented Immigrants and New Directions in Social Science*. Durham: Duke University Press. (Ch. 1 – pg. 17-37)

  Kovach, Margaret. 2009. *Indigenous Methodologies: Characteristics, Conversations, and Contexts*. Toronto: University of Toronto Press. (Ch. 1 – pg. 23-38, Ch. 5 – pg. 94-108)

  Porsanger, Jelena. 2004. "An Essay About Indigenous Methodology." URL: https://munin.uit.no/bitstream/handle/10037/906/article.pdf

  Steinhauer, Evelyn. 2002. "Thoughts on an Indigenous Research Methodology." *Canadian Journal of Native Education* 26(2):69-81.

Week 15

Tuesday, April 14

Reading Reflection #13

- TOPIC: Feminist Ethnography

- READINGS: Skeggs, Beverley. 2001. "Feminist Ethnography." In *Handbook of Ethnography*, edited by Paul Atkinson, Amanda Coffey, Sara Delmont, John Lofland, and Lyn Lofland, 426-442. London: Sage Publications.

  Abu-Lughod, Lila. 1990. "Can There Be a Feminist Ethnography?" *Women & Performance* 5(1):7-27.

  Davis, Dána-Ain, and Christa Craven. 2016. *Feminist Ethnography: Thinking Through Methodologies, Challenges, and Possibilities*. Lanham: Rowman & Littlefield. (Ch. 6 – pg. 121-143)

  Harrison, Faye V. 2007. "Feminist Methodology as a Tool for Ethnographic Inquiry on Globalization." In *The Gender of Globalization: Women Navigating Cultural and Economic Marginalities*, edited by Nandini Gunewardena and Ann E. Kingsolver, 23-31. Santa Fe: School for Advanced Research Press.

FINALS WEEK

Tuesday, April 21

- Presentations (1:00pm – 3:50pm)

Project Report due via Webcourses by 11:59pm