

**Research Design and Methods in Cultural (and Linguistic) Anthropology
(ANTH 506)
Rutgers University – Spring 2019**

Prof: Kathleen Riley
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Seminar: T 10:55-1:55

Email: kcr58@anthropology.rutgers.edu
Office hours: Th 1-2, 4-5 and by appointment
Seminar room: RAB 305

Course Description:

In this course, we study how anthropological research – both cultural and linguistic – is theoretically formulated, methodologically conducted, and ethnographically presented. We read about researchers' fieldwork experiences and learn to analyze ethnographies for the intentions and techniques behind an ethnographer's findings. We experiment with a range of anthropological methods for data collection and analysis, including background research, participant observation, interviews, and discourse analysis. Based on these exercises and a growing comprehension of how research questions and designs are shaped by theory, and how these in turn guide a researcher's methods and analyses, students complete the course by writing a project proposal eligible for IRB (Institutional Review Board) approval and NSF funding.

Course Format:

Reading, discussion, and hands-on research. Sakai will be used to post the course syllabus (and revisions to it), assignment guidelines, additional resources, and powerpoint notes. Some assignments will be submitted on Sakai, and others will be submitted in class (check the guidelines for details).

Course Policies:

- Attendance counts. Report any anticipated absences at <https://sims.rutgers.edu/ssra/>. Seek assistance from a Dean of Students if you must be absent for a prolonged period.
- Some assignment due dates are flexible, and some are not (check the fine print).
- Academic integrity and ethical treatment of others is required (see the Rutgers policy on student conduct <http://studentconduct.rutgers.edu/university-code-of-student-conduct>)
- Assistance is available for students with special needs here <http://disabilityservices.rutgers.edu/>; discuss accommodations with me as soon as possible.
- Any form of recording during class requires the professor's consent in advance.

Course Assignments (see guidelines below and on Sakai for details)

- Two presentations of readings from Robben & Sluka reader (worth 20% of final grade)
- Weekly notes (in blog format) on the four ethnographies (worth 20% of final grade)
- Four fieldwork exercises (20% of final grade)
- Research proposal (40% of final grade)

Course outline

Due dates for exercises are in **bold italics**. Readings I'll make available through Sakai, e-books, or URLs are in *italics*. Robben & Sluka readings for presentations are in CAPS (book on reserve or in my dep't mailbox). Ethnographies to read in full are in **bold** (you'll need to buy, borrow, or download them).

Date	Topics	Due dates	How-to readings	Field realities	Ethno-graphies
1/22	Introduction – Theory and fieldwork, data and analysis		<i>Blommaert and Mills</i>		
1/29	Proposals		<i>IRB, IIS, NSF, Harvard</i>	R&S INTRO	Das 1-58
2/5	Ethics	<i>CITI due</i>	<i>Clark & Kingsolver; Bell</i>	R&S I	Das 59-141
2/12	Background research		<i>Blommaert</i>	R&S II	Das 142-210
2/19		<i>FE1 due</i>	<i>Bernard&Gravlee LeCompte&Schensul</i>	R&S III	Zheng 1-74
2/26	Participant observation: Notes, photos, maps, kin charts		<i>Geertz; Emmerson</i>	R&S IV	Zheng 75-141
3/5		<i>FE2 due</i>		R&S V	Zheng 142-194
3/12	Surveys, questionnaires, interviews and focus groups		<i>Briggs 2007</i>	R&S VI	Dick pp. 1-77
3/26		<i>FE3 due</i>		R&S VII	Dick pp. 78-144
Week 4/2	Discourse analysis and transcription		<i>Hymes; Bucholtz</i>	R&S VIII	Dick pp. 145-238
Week 4/9		<i>FE4 due</i>		R&S IX	Garcia-Sanchez
Week 4/16		<i>RP draft due</i>	<i>Silverman; Winslow</i>	R&S X	Garcia-Sanchez
Week 4/23	Proposal drafts workshopped		<i>Orwell; Besnier & Morales</i>		Garcia-Sanchez
Week 4/30		<i>Final RP due</i>	<i>Westbrook; Allen & Jobson</i>		

Readings (gathered by Ahearn, Haugerud, Hodgson, Riley, and Schulties)

Proposal writing and ethics in a changing field

- CITI certification
- Rutgers IRB – new
- Harvard University, Department of Anthropology. “A Student’s Guide to Reading and Writing in Anthropology.” http://writingproject.fas.harvard.edu/files/hwp/files/anthropology_writing_guide_2010.pdf
- Institute of International Studies, University of California (Berkeley), “Dissertation Proposal Workshop”: <https://iis.berkeley.edu/node/304>
- National Science Foundation 2004 A Guide for Proposal Writing. <http://www.nsf.gov/pubs/2004/nsf04016/start.htm>
- Bakardjieva, M., and A. Feenberg, 2001. “Involving the virtual subject: Conceptual, methodological and ethical dimensions,” *Journal of Ethics and Information Technology* 2(4):133-140.
- Bell, Kirsten 2014 Resisting Commensurability: Against Informed Consent as an Anthropological Virtue. *American Anthropologist* 116(3): 511-522.
- Clark, Lauren and Ann Kingsolver 2000 Briefing Paper on Informed Consent, AAA Committee on Ethics. <http://www.aaanet.org/committees/ethics/bp5.htm>

- Faubion, James D., and George E. Marcus, eds. 2009. *Fieldwork Is Not What It Used to Be: Learning Anthropology's Method in a Time of Transition*. Ithaca and London: Cornell University Press.
- Geissler, P.W. 2013 Public Secrets in Public Health: Knowing Not to Know While Making Scientific Knowledge. *American Ethnologist* 40(1):13-34.
- Hodgson, Dorothy L. 2010 The Politics of Naming: Ethical Dilemmas and Disciplinary Divides in Anthropology and History. In *Anthrohistory: Unsettling Knowledge, Questioning Discipline*, Edward Murphy, David William Cohen, Chandra Bhimull, Fernando Coronil, Monica E. Patterson, and Julie Skurski, eds. Ann Arbor: University of Michigan Press, 257-282.
- Schrag, Zachary M. 2010. *Ethical Imperialism: Institutional Review Boards and the Social Sciences, 1965-2009*. Johns Hopkins University Press.
- Social Science Research Council – newsletter about research
<https://researchmatters.ssrc.org/?source=forumsnav>
- Silverman, Sydel 1991 Writing Grant Proposals for Anthropological Research. *Current Anthropology* 32(4):485-489.
- Waskul, D. 1996. "Ethics of online research: Considerations for the study of computer-mediated forms of interaction," *The Information Society* 12(2):129-140.
- Warner, Faith 2009 Ethical Considerations for Digital Fieldwork. *Anthropology News*, September, p. 27. Access via AnthroSource: <http://onlinelibrary.wiley.com/doi/10.1111/j.1556-3502.2009.50627.x/pdf>
- Winslow, Deborah 2007 What Makes an NSF Proposal Successful? *Anthropology News*, Oct. 2007, 31.

Fieldwork, theory, and analysis

- Agar, Michael H. 1996 *The Professional Stranger: An Informal Introduction to Ethnography*. New York: Academic Press, 168-184.
- Ahearn, Laura 2013 Commentary: Keywords as Literacy Practice in the History of Anthropological Theory. *American Ethnologist* 40(1):6-12. (View the expanded word cloud gallery on *AE*'s website: <http://www.americanethnologist.org>)
- Angrosino, Michael V. 2002 Conducting a Life History Interview. In *Doing Cultural Anthropology*, Michael V. Angrosino, ed. Prospect Heights: Waveland, 3-44.
- Arthur Aaron, Elaine N. Aron, and Elliot J. Coups, 2005. *Statistics for the Behavioral and Social Sciences: A Brief Course*. Pearson/Prentice Hall.
- Becker, Howard S. 1998. *Tricks of the Trade: How to Think about Your Research While You're Doing It*. University of Chicago Press.
- Bernard, H. Russell. 2011. *Research Methods in Anthropology: Qualitative and Quantitative Methods*. 5th Edition. Lanham MD: Altamira Press. Douglass GN345.B36 2006 – ebook
- Besteman, Catherine 2008 Dodging Bullets. In *Transforming Cape Town*. Berkeley and Los Angeles: University of California Press, 146-162.
- Bliss, Alan 2002 Oral History Research. In *Institutional Review Board Management and Function*, Robert J. Amdur, and Elizabeth A. Bankert, eds. Sudbury, MA: Jones and Bartlett Publishers, 415-418.
- Blommaert, Jan, and Dong Jie. 2011. *Ethnographic Fieldwork: A Beginner's Guide*. Bristol: Multilingual Matters. On my kindle Adobe digital editions
- Booth, Wayne C., Gregory G. Colomb, and Joseph M. Williams 1995 *The Craft of Research*. University of Chicago Press, 29-63
- Brettell, Caroline B. 1998 Fieldwork in the Archives: Methods and Sources in Historical Anthropology. In *Research Methods in Cultural Anthropology*, Second Edition. Walnut Creek, CA: AltaMira Press, 513-546.
- Briggs, Charles (1984) Learning how to ask: Native metacommunicative competence and the incompetence of fieldworkers. *Language in Society* 13(1):1-28.
- Briggs, Charles 2007 Anthropology, Interviewing, and Communicability in Contemporary Society. *Current Anthropology* 48(4): 551-580.
- Cerwonka, Allaine, and Liisa H. Malkki, 2007. *Improvising Theory: Process and Temporality in Ethnographic Fieldwork*. Chicago and London: University of Chicago Press.
- Chibnik, Michael. 1985, "The Use of Statistics in Sociocultural Anthropology." *Annual Review of Anthropology* 14:135-57.
- Collier, John Jr., and Malcolm Collier, 1986. *Visual Anthropology: Photography as a Research Method*. Albuquerque: University of New Mexico Press.

- Crane, Julia G. and Michael V. Angrosino 1992 *Field Projects in Anthropology*. Prospect Heights: Waveland, 44-52 (Charting Kinship) and 430-44 (Making Maps).
- Creswell, John W. 2008. *Research Design: Qualitative, Quantitative and Mixed Methods Approaches*, Third Edition. Thousand Oaks: Sage.
- Dewalt, Kathleen, Billie R. Dewalt, and Coral B. Wayland, 1998 Participant-Observation. In *Handbook of Methods in Cultural Anthropology*, H. Russell Bernard, ed. Lanham, MD: Altamira, pp. 259-299.
- Emerson, Robert M., Rachel I. Fretz, and Linda L. Shaw. 2011. Writing Ethnographic Fieldnotes. 2nd Edition. University of Chicago Press. Douglass needs to be recalled. On my adobe digital
- Farnell, Brenda and Laura R. Graham 2000 Discourse-Centered Methods. In *Handbook of Methods in Cultural Anthropology*, H. R. Bernard, ed. Walnut Creek, CA: AltaMira Press, 411-457.
- Geertz, Clifford (1973) Thick Description: Toward an Interpretive Theory of Culture. In *Interpretations of Culture: Selected Essays*. Pp. 3-30. NY: Basic Books.
- Ghassem-Fachandi, Parvis 2012 Touch in an Untouchable Space. In *Pogrom in Gujarat: Hindu Nationalism and Anti-Muslim Violence in India*. Princeton University Press, 109-113.
- Hammersley, Martyn and Paul Atkinson 1995 Documents. In *Ethnography: Principles in Practice*, M. Hammersley and P. Atkinson, eds. London: Routledge, 157-174
- Haugerud, Angeliue 2013 Editor's Foreword: *AE's* Keywords by Decade. *American Ethnologist* 40(1):1-5. ^[1] ^[2] ^[3] ^[4] ^[5] ^[6] ^[7] ^[8] ^[9] ^[10] ^[11] ^[12] ^[13] ^[14] ^[15] ^[16] ^[17] ^[18] ^[19] ^[20] ^[21] ^[22] ^[23] ^[24] ^[25] ^[26] ^[27] ^[28] ^[29] ^[30] ^[31] ^[32] ^[33] ^[34] ^[35] ^[36] ^[37] ^[38] ^[39] ^[40] ^[41] ^[42] ^[43] ^[44] ^[45] ^[46] ^[47] ^[48] ^[49] ^[50] ^[51] ^[52] ^[53] ^[54] ^[55] ^[56] ^[57] ^[58] ^[59] ^[60] ^[61] ^[62] ^[63] ^[64] ^[65] ^[66] ^[67] ^[68] ^[69] ^[70] ^[71] ^[72] ^[73] ^[74] ^[75] ^[76] ^[77] ^[78] ^[79] ^[80] ^[81] ^[82] ^[83] ^[84] ^[85] ^[86] ^[87] ^[88] ^[89] ^[90] ^[91] ^[92] ^[93] ^[94] ^[95] ^[96] ^[97] ^[98] ^[99] ^[100] ^[101] ^[102] ^[103] ^[104] ^[105] ^[106] ^[107] ^[108] ^[109] ^[110] ^[111] ^[112] ^[113] ^[114] ^[115] ^[116] ^[117] ^[118] ^[119] ^[120] ^[121] ^[122] ^[123] ^[124] ^[125] ^[126] ^[127] ^[128] ^[129] ^[130] ^[131] ^[132] ^[133] ^[134] ^[135] ^[136] ^[137] ^[138] ^[139] ^[140] ^[141] ^[142] ^[143] ^[144] ^[145] ^[146] ^[147] ^[148] ^[149] ^[150] ^[151] ^[152] ^[153] ^[154] ^[155] ^[156] ^[157] ^[158] ^[159] ^[160] ^[161] ^[162] ^[163] ^[164] ^[165] ^[166] ^[167] ^[168] ^[169] ^[170] ^[171] ^[172] ^[173] ^[174] ^[175] ^[176] ^[177] ^[178] ^[179] ^[180] ^[181] ^[182] ^[183] ^[184] ^[185] ^[186] ^[187] ^[188] ^[189] ^[190] ^[191] ^[192] ^[193] ^[194] ^[195] ^[196] ^[197] ^[198] ^[199] ^[200] ^[201] ^[202] ^[203] ^[204] ^[205] ^[206] ^[207] ^[208] ^[209] ^[210] ^[211] ^[212] ^[213] ^[214] ^[215] ^[216] ^[217] ^[218] ^[219] ^[220] ^[221] ^[222] ^[223] ^[224] ^[225] ^[226] ^[227] ^[228] ^[229] ^[230] ^[231] ^[232] ^[233] ^[234] ^[235] ^[236] ^[237] ^[238] ^[239] ^[240] ^[241] ^[242] ^[243] ^[244] ^[245] ^[246] ^[247] ^[248] ^[249] ^[250] ^[251] ^[252] ^[253] ^[254] ^[255] ^[256] ^[257] ^[258] ^[259] ^[260] ^[261] ^[262] ^[263] ^[264] ^[265] ^[266] ^[267] ^[268] ^[269] ^[270] ^[271] ^[272] ^[273] ^[274] ^[275] ^[276] ^[277] ^[278] ^[279] ^[280] ^[281] ^[282] ^[283] ^[284] ^[285] ^[286] 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- Wolcott, Harry F. 1994 Description, Analysis and Interpretation in Qualitative Inquiry. In *Transforming Qualitative Data: Description, Analysis and Interpretation*. Thousand Oaks: Sage Publications, 9-54.

Writing up ethnographically

- Allen, Jafari Sinclair, and Ryan Cecil Jobson. 2016. "The Decolonizing Generation: (Race and) Theory in Anthropology since the Eighties." *Current Anthropology* 57(2):129-148.
<http://www.journals.uchicago.edu/doi/pdfplus/10.1086/685502>
- Becker, Howard S. 2007. *Writing for Social Scientists: How to Start and Finish Your Thesis, Book, or Article*. 2nd Edition. Chicago: University of Chicago Press.
- Besnier, Niko, and Pablo Morales. 2018. Tell the Story: How to Write for American Ethnologist. *American Ethnologist* 45(2):163-172.
- Lamont, Michele 2009. *How Professors Think: Inside the Curious World of Academic Judgment*. Cambridge and London: Harvard University Press. E-book
- Mills, C. Wright. 2000[1959] On Intellectual Craftsmanship. In *The Sociological Imagination*. Oxford University Press, 195-226.
- Narayin, Kirin. 2012. *Alive in the Writing: Crafting Ethnography in the Company of Chekhov*. University of Chicago Press.
- Orwell, George 1945 Politics and the English Language. <http://iis.berkeley.edu/content/style>.
- Vora, Neha and Tom Boellstorff 2012 Anatomy of an Article: The Peer-Review Process as Method. *American Anthropologist* 114(4):578-583.
- David A. Westbrook, 2008. *Navigators of the Contemporary: Why Ethnography Matters*. Chicago and London: University of Chicago Press.

Ethnographic examples:

- Das, Sonia N. (2016) *Linguistic Rivalries: Tamil Migrants and Anglo-Franco Conflicts*. New York: Oxford University Press.
- Dick, Hilary. 2018. *Words of Passage: National Longing and the Imagined Lives of Mexican Migrants*. Austin TX: University of Texas Press.
- García-Sánchez, Inmaculada María. 2014. *Language and Muslim Immigrant Childhoods: The Politics of Belonging*. Malden MA: Wiley Blackwell. Ebook at library
- Hutchinson, Sharon 1996 *Nuer Dilemmas*. Chicago: University of Chicago Press, 1-20, 44-55.
- Klaits, Frederick 1997 A Research Proposal Funded by the Social Science Research Council: Creating Parenthood and Childhood in Botswana in the Time of AIDS. *Africa Today* 44(3):327-337.
- Klaits, Frederick 1998 Dissertation Prospectus: Death and Social Loyalty in Botswana in the Time of AIDS."
- Klaits, Frederick 2001 Housing the Spirit, Hearing the Voice: Care and Kinship in an Apostolic Church During Botswana's Time of AIDS. Ph.D. Dissertation, Johns Hopkins University, 1-34.
- Klaits, Frederick 2010 *Death in a Church of Life: Moral Passion During Botswana's Time of AIDS*. Berkeley and Los Angeles: University of California Press, xi- 36 and 279-288 (Introduction: Moral Passion in Suffering and Faith, and Conclusion: Putting Love Into Words). Ebook in library
- Mintz, Sidney 1974[1960] *Worker in the Cane*. New York and London: W.W. Norton and Co.
- Mintz, Sidney 1989 The Sensation of Moving, While Standing Still. *American Ethnologist* 16(4):786-796.
- Zheng, Tiantian. 2015. *Tongzhi Living: Men Attracted to Men in Postsocialist China*. Minneapolis: University of Minnesota Press. – ebook in library

Course Assignments (see guidelines on Sakai for details)

1. Presentations of readings from Robben & Sluka reader (worth 20% of final grade)

Sign up for two presentations on articles from the Robben & Sluka reader (you'll be choosing from the Parts listed on the outline). Present the key points of the article and lead a discussion exploring how this article might affect the ways in which you would all approach doing ethnographic fieldwork. Be as specific as possible about how the article touched upon your expectations (anxieties, excitements...) about doing fieldwork with specific people in specific places. Formulate three questions that will engage your classmates (who will NOT have read the article) in considering their own expectations. Submit on Sakai a 500-word write-up of the presentation AND the discussion within 48 hours after you present.

2. Ethnography notes (worth 20% of final grade)

We will be reading four book-length ethnographies with the goal of discovering traces of how and why these anthropologists asked what they asked and found what they found through their research. Read the assigned pages and post these as blogs (approximately 500 words) discussing how researchers:

- prepared for fieldwork, established rapport and used assistants, purposefully collected their data, and recognized data when they stumbled upon them?
- analyzed their data (using theory), formulated their findings, and presented these findings in ways that help readers take an interest?
- attended to ethical issues to do with conducting fieldwork and representing their subjects to the world; and did they seek out opportunities for assisting and collaborating with their subjects (and acknowledging these collaborations)?

3. Fieldwork exercises (20% of final grade)

Experiment with four fieldwork methods in one or more semi-public venues of your choosing within the Rutgers community: background research, participant observation, situated interviews, and discourse analysis. You must complete the CITI training prior to beginning these exercises. See course outline for due dates, and submit on Sakai.

4. Research proposal (40% of final grade)

Formulate a research question and write a research proposal based on 1) background research, 2) theoretical framework, and 3) methods. We will be discussing the format for proposals and the expectations of the IRB and funding agencies throughout the semester. You will submit a first draft, which we will workshop in class, and a final draft. This draft, with some additional work, should be close to ready to submit to funding agencies.