

 <b>FLORIDA ATLANTIC UNIVERSITY</b>	<b>NEW COURSE PROPOSAL</b> <b>Graduate Programs</b>		UGPC Approval _____ UFS Approval _____ SCNS Submittal _____ Confirmed _____ Banner Posted _____ Catalog _____	
	<b>Department</b> Anthropology  <b>College</b> Arts and Letters <i>(To obtain a course number, contact erudolph@fau.edu)</i>			
<b>Prefix</b> ANG  <b>Number</b> 6492	<i>(L = Lab Course; C = Combined Lecture/Lab; add if appropriate)</i> <b>Lab Code</b>	<b>Type of Course</b> <input type="text" value="Lecture"/>	<b>Course Title</b> Research Methods Sociocultural Anthropology	
<b>Credits</b> <i>(Review Provost Memorandum)</i> 3  <b>Effective Date</b> <i>(TERM &amp; YEAR)</i> Fall 2020	<b>Grading</b> <i>(Select One Option)</i>  <b>Regular</b> <input checked="" type="radio"/> <b>Sat/UnSat</b> <input type="radio"/>	<b>Course Description</b> <i>(Syllabus must be attached; see Guidelines)</i> This course is designed as a graduate level introduction to research methodologies in sociocultural anthropology. It focuses on: hypothesis and research question development, adapting research methods to goals, and using interpretive/analytic frameworks.		
<b>Prerequisites</b>		<b>Corequisites</b>	<b>Registration Controls</b> <i>(Major, College, Level)</i> Graduate student standing	
<b><i>Prerequisites, Corequisites and Registration Controls are enforced for all sections of course</i></b>				
<b>Minimum qualifications needed to teach course:</b> Member of the FAU graduate faculty and has a terminal degree in the subject area (or a closely related field.)		<b>List textbook information in syllabus or here</b> See syllabus		
<b>Faculty Contact/Email/Phone</b> Michael Harris/mharris/73233		<b>List/Attach comments from departments affected by new course</b> NA		

<b>Approved by</b> Department Chair <u>Michael S. Harris</u> College Curriculum Chair _____ College Dean _____ UGPC Chair _____ UGC Chair _____ Graduate College Dean _____ UFS President _____ Provost _____	<small>Digitally signed by Michael S. Harris          DN: cn=Michael S. Harris, ou=Anthropology,          email=mharris@fau.edu, c=US          Date: 2019.06.04 13:38:10 -0400</small>	<b>Date</b> 7/9/19 7/9/19 7/9/19 8/14/19 8/14/19 8-14-19
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Email this form and syllabus to [UGPC@fau.edu](mailto:UGPC@fau.edu) one week before the UGPC meeting.

**GRADUATE COLLEGE**

**JUL 09 2019**

**Received**

**ANG 6492 RESEARCH METHODS IN SOCIOCULTURAL ANTHROPOLOGY – 3 credits**

SO 171

561-297-3230

[mharris@fau.edu](mailto:mharris@fau.edu)

Office Hours: MWTh 9-11 am and by appointment

**Description**

This course is designed as a graduate level introduction to research methodologies in sociocultural anthropology. It focuses on: hypothesis and research question development, adapting research methods to goals, and using interpretive/analytic frameworks.

Objectives: The learning outcomes include gaining experience with how research is sequenced, operationalizing hypotheses and research questions, adapting research methods to the particular research goal, gaining familiarity with methods used by other researchers, demonstrating the accomplishment of research goals on a weekly basis, and production of a substantial ethnographic report.

**Schedule**

Week

- 1 Anthropology and the Social Sciences (Bernard 1), (Robben and Sluka 1 – 82)
- 2 The Foundations of Social Science Research (Bernard 2, 3) (Robben and Sluka 83 - 134)  
Hermann.
- 3 The Research Question and Research Design (Bernard 4), (Robben and Sluka 137 - 190)  
Moore.
- 4 The IRB Process. Begin online training:  
[http://www.fau.edu/research/researchint/citi\\_training.php](http://www.fau.edu/research/researchint/citi_training.php) (Bernard 5)
- 5 Sampling (Bernard 6-7) (Robben and Sluka 191 - 234)  
Barros-Nock. CITI training certificate due.  
Task 1: Choose a site and topic, visit it and spend time there. Make a map.
- 6 Interviewing (Bernard 8-9). (Robben and Sluka 235 - 296)  
Luhrmann  
Task 2: Begin to make observations and record them as field notes.
- 7 Cultural Domains (Bernard 10, 12) (Robben and Sluka 297 - 364)  
McDonald  
Task 3: Make a first attempt at a literature review. Develop your questions.
- 8 Participant Observation (Bernard 13) (Robben and Sluka 365 -440))  
Kelty.  
Task 4: Carry out participant observation. Produce field notes that contextualize the observations.
- 9 Fieldnotes and Databases (Bernard 14) (Robben and Sluka 441 - 510)  
Koester

Task 5. Carry out two interviews, transcribe them. Create a short survey/interview schedule and develop a sampling system.

10 Qualitative and Quantitative Analysis (Bernard 15-16). (Robben and Sluka 511 -562)

Mason.

Task 6. Administer the survey/interview schedule.

11 Analyzing Cultural Domains (Bernard 17) (Robben and Sluka 563 – 611)

Ho.

Task 7. Continue with survey or interviews. Begin analyzing interview data.

12 Text Analysis (Bernard 18) Meerwarth.

Task 8. Write three pages of research methodology.

13 Univariate Analysis (Bernard 19) Robins.

Task 9. Write three pages of introduction.

14 TBA, Salcido, Moore et al.

. Task 10. Write three pages presenting some aspect of analysis.

15 Wrap Up Writing and Analysis

Final Exam Period: Presentations

**Required Texts:**

**Bernard, H. Russell**

**2017 Research Methods in Anthropology: Qualitative and Quantitative Approaches. 6<sup>th</sup> edition. Rowman and Littlefield: Lanham, MD.**

**Robben, Anbtonius and J. A. Sluka**

**2012 Ethnographic Fieldwork: An Anthropological Reader. Wiley-Blackwell.**

**Articles** (available on-line through the FAU Library electronic journals):

**Barros-Nock**

**Swap Meets and Socio-economic Alternatives for Mexican Immigrants. Human Organization 68(3):307-318. 2009.**

**Gable, Eric and Richard Handler**

**Horatio Alger and the Tourist's Quest for Authenticity, or, Optimism, Pessimism, and Middle-Class American Personhood**

***Anthropology & Humanism, Vol. 30, pp. 124-132, December 2005***

**Hermann, Gretchen M.**

**Garage Sales Make Good Neighbors: Building Community through Neighborhood Sales**

**Human Organization. Washington: Summer 2006. Vol. 65, Iss. 2, p. 181-191 (11 pp.)**

**Ho, Karen**

Situating Global Capitalisms: A View from Wall Street Investment Banks *Cultural Anthropology*, Vol. 20 , pp. 68-96, February 2005

**Kelty, Christopher**

Geeks, Social Imaginaries, and Recursive Publics  
*Cultural Anthropology*, Vol. 20 , pp. 185-214, May 2005

**Koester, David**

Global movements and local historical events: Itelmen of Kamchatka appeal to the United Nations  
*American Ethnologist*, Vol. 32 , pp. 642-659, November 2005

**Luhrmann, Tanya M.**

Metakinesis: How God Becomes Intimate In Contemporary U.S. Christianity  
*American Anthropologist*, Vol. 106 , Pp. 518-528, September 2004

**McDonald, James H.**

The Narcoeconomy and Small-town, Rural Mexico  
*Human Organization*. Washington:Summer 2005. Vol. 64, Iss. 2, p. 115-125 (11 pp.)

**Mason, Michael Atwood**

Initiation in Cuban Santería  
*Anthropology & Humanism*, Vol. 29 , pp. 186-189, Winter 2004

**Meerwarth, Tracy L., , Elizabeth K Briody, Devadatta M Kulkarni**

Discovering the Rules: Folk Knowledge for Improving GM Partnerships  
*Human Organization*. Washington:Fall 2005. Vol. 64, Iss. 3, p. 286-302 (17 pp.)

**Moore, Robert J., E. Cabell Hankinson Guthman, Nicholas Ducheneaut**

From 3D Space to Third Place: The Social Life of Small Virtual Spaces. *Human Organization*. 2009. 68(2): 230-241.

**Robins, Steven**

From "Rights" To "Ritual": Aids Activism In South Africa  
*American Anthropologist*, Vol. 108 , Pp. 312-323, June 2006

**Salcido, Olivia and Madelaine Adelman**

"He Has Me Tied with the Blessed and Damned Papers": Undocumented-Immigrant Battered Women in Phoenix, Arizona .*Human Organization*. Washington:Summer 2004. Vol. 63, Iss. 2, p. 162-172 (11 pp.)

**Strober, Elizabeth.**

"Is Power-sharing Possible?" Using Empowerment Evaluation with Parents and Nurses in a Pediatric Hospital Transplantation Setting. *Human Organization*. Washington:Summer 2005. Vol. 64, Iss. 2, p. 201-210 (10 pp.)

**Recommended but not required**

Crane, Julia G. and Michael V. Angrosino  
1992 *Field Projects in Anthropology*. Waveland Press.

Emerson, Robert M., Rachel I. Fretz, and Linda L. Shaw

1999 *Writing Ethnographic Fieldnotes*. Chicago: University of Chicago Press.

Salzman, Philip

2001 Understanding Culture: An Introduction to Anthropological Theory. Waveland Press.

Spradley, James P.

1980 Participant Observation. New York: Holt, Rinehart and Winston.

1979 The Ethnographic Interview. New York: Holt, Rinehart and Winston.

### Grading Percentages

25% Weekly task completion: graded on timeliness, adequacy to the task, and quality of writing.

50% Final ethnographic report (15 or more pages text, with additional diagrams, charts, tables, appendices, references cited, etc.)

15% Attendance and participation in discussion. For every unexcused three classes missed your grade is reduced by one letter.

10% Completion of CITI training

A	93-100
A-	90-92.9
B+	87.5-89.9
B	82.5-87.4
B-	80-82.4
C+	77.5-79.9
C	72.5-77.4
C-	70-72.4
D+	67.5-69.9
D	62.5-67.4
D-	60-62.4
F	< 59.9

**Grading Scale:** Traditional 90, 80, 70, etc., unless a curve is necessary due to low overall grades.

### Classroom Policies

The FAU Honor Code is enforced in the class and it should be read in its entirety at the online FAU Catalog.

Students with disabilities should consult with the **Office of Student with Disabilities** for classroom and test taking help and consult the university catalog for further information on accessibility issues.

**Cell phones** are for emergencies only during class time. **Laptops** are for class-related purposes only during class time.

**Attendance Policy Statement:** Students are expected to attend all of their scheduled University classes and to satisfy all academic objectives as outlined by the instructor. The effect of absences upon grades is determined by the instructor, and the University reserves the right to deal at any time with individual cases of non-attendance. Students are responsible for arranging to make up work missed because of legitimate class absence, such as illness, family emergencies, military obligation, court-imposed legal obligations or participation in University approved activities. Examples of University-approved reasons for absences include participating on an athletic or scholastic team, musical and theatrical performances and debate activities. It is the student's responsibility to give the instructor notice prior to any anticipated absences and within a reasonable amount of time after an unanticipated absence, ordinarily by the next scheduled class meeting. Instructors must allow each student who is absent for a University-approved reason the opportunity to make up work missed 3 without any reduction in the student's final course grade as a direct result of such absence.

**Disability policy statement:** In compliance with the Americans with Disabilities Act Amendments Act (ADAAA), students who require reasonable accommodations due to a disability to properly execute coursework must register with Student Accessibility Services

(SAS) and follow all SAS procedures. SAS has offices across three of FAU's campuses – Boca Raton, Davie and Jupiter – however disability services are available for students on all campuses. For more information, please visit the SAS website at [www.fau.edu/sas/](http://www.fau.edu/sas/).

**Counseling and Psychological Services (CAPS) Center:** Life as a university student can be challenging physically, mentally and emotionally. Students who find stress negatively affecting their ability to achieve academic or personal goals may wish to consider utilizing FAU's Counseling and Psychological Services (CAPS) Center. CAPS provides FAU students a range of services – individual counseling, support meetings, and psychiatric services, to name a few – offered to help improve and maintain emotional well-being. For more information, go to <http://www.fau.edu/counseling/>

**Code of Academic Integrity policy statement:** Students at Florida Atlantic University are expected to maintain the highest ethical standards. Academic dishonesty is considered a serious breach of these ethical standards, because it interferes with the university mission to provide a high quality education in which no student enjoys an unfair advantage over any other. Academic dishonesty is also destructive of the university community, which is grounded in a system of mutual trust and places high value on personal integrity and individual responsibility. Harsh penalties are associated with academic dishonesty. For more information, see University Regulation 4.001. If your college has particular policies relating to cheating and plagiarism, state so here or provide a link to the full policy—but be sure the college policy does not conflict with the University Regulation.