

**ANTHRO 394RI: ETHNOGRAPHY IN ACTION**  
**ANTHRO 635/SPP 636: QUALITATIVE RESEARCH METHODS**  
Spring 2020 Course Syllabus & Calendar  
Integrative Experience (IE) designation (394RI)

Professor Krista Harper  
<harper@umass.edu>  
Office: 210 Machmer Hall

Office Hours: W 2-3 pm and by appointment  
Class: MW 4-5:30, Machmer E16

**COURSE DESCRIPTION:**

Qualitative research methods, including ethnography, provide essential tools for applied, client-based research. Today's public institutions and community organizations operate in complex societies and serve an increasingly diverse set of constituents and stakeholders. Anthropological research provides tools for understanding diverse perceptions, practices, and social problems in cultural and historical context.

The centerpiece of this course is an actual group research project here in western Mass: students will act as a team to design a research project, conduct field research with a partner organization, organize and analyze data, and present research findings in two ways--1) a team poster or multimedia presentation that presents findings and offers recommendations for the partner organization and 2) an individual final research portfolio and written summary. We will read anthropological and other relevant texts related to the specific topical area of the semester's research project. Students will learn key concepts of anthropological research design, methodological strategies, and think critically about the ethics of applied anthropological research.

In **Spring 2020**, the client for our class project is UMass Campus Planning. For our class project, students will learn and use ethnographic and participatory visual research methods to assess how UMass students and employees experience campus spaces, especially with respect to open spaces and campus systems for environmental sustainability. At the end of the semester, students will prepare a visual exhibition or multimedia presentation to communicate their research findings and present a research portfolio that documents their research process and includes the final report with recommendations. There will be an IE module for Anthro 394RI students and several extra readings for students taking Anthro 635/SPP 636.

**TEACHING AND LEARNING OBJECTIVES**

Goals for this semester include the following:

- 1) To explore how anthropological research, and ethnography in particular, can inform and improve organizations' planning, policy implementation, and evaluation in a diverse society;
- 2) To familiarize students with the qualitative methods "toolkit" by conducting participant observation, ethnographic interviews, focus group interviews, and other anthropological methods, and by learning how to manage and analyze qualitative data;
- 3) To design and carry out a hands-on, applied anthropology user experience (UX) research project;
- 4) To learn how to communicate research findings visually, verbally, and in writing; and
- 5) [For students in Anthro 394RI] To integrate the varied forms of expertise students have developed during their general education courses at UMass through an applied research practicum.

## COURSE REQUIREMENTS

**Readings:** Readings will be posted on the course Moodle page, and we will use Perusall for online annotations and discussion.

**Name & Pronouns:** Class SPIRE rosters are typically provided with the student's legal name. **I will gladly honor your request to address you by an alternate name or pronoun than what is listed on SPIRE.** Please advise me as soon as possible so that I use the correct name/pronoun.

**Disability services:** Students with disabilities needing modifications should let me know early in the semester. I am happy to work with the [Disability Services](#) office and the [Assistive Technologies Center](#). I am working toward a universal design class and will make changes to provide an inclusive learning environment—I welcome your feedback on how to move forward in this process.

**Respectful and professional community:** In the class, we work as an interdisciplinary team throughout the semester. Everyone has something to offer. We study how students from a wide range of backgrounds experience campus—and we will discuss experiences of racism, sexism, socioeconomic inequality, homophobia, transphobia, and other dimensions of social exclusion that affect graduate students' well-being and academic success. We will develop shared norms for treating one another with respect and having a positive classroom environment where we can learn together. We will refer to our profession's ethical guidelines and standards for guidance as needed.

**Policy on Academic Dishonesty:** Any form of academic dishonesty (including but not limited to plagiarism from another student or the Internet) will result in failure in the course. In addition, students may be turned over to the University Academic Honesty Board for further academic discipline.

**Tech policy:** Students may use a laptop or tablet to take notes in class, provided that they are able to do so while remaining cognitively PRESENT in the seminar: maintaining enough eye contact, following class discussions without needing to be brought up to speed on topics, and—most importantly--*listening like a qualitative researcher*. If I find that your laptop use is distracting (to other students, yourself, or me), I will ask you to put it away for the remainder of the class time.

### Timetable of Assignments and Deadlines

Assignment	Points
1. Batten Simulation or Recruitment/Photovoice team assignment	10
2. Participant observation fieldnotes	10
3. Photovoice team session & transcription	10
4. Individual interview & transcription	10
5. Final presentation	20
6. Participation/teamwork: includes Perusall annotations, IE reflections (394RI), reading reflections (Anthro 635/SPP 636), in-class assignments, homework, CITI certification, timely data uploads	20
7. Final portfolio & written report	20
TOTAL	100

**Grading Scale:** Students' performance for the final grade will be based on the following scale:

A=93% and above

B+=87-89.5%

C+=77-79.5%

A-=90-92.5%

B =84-86.5%

D/F= Below  $\geq$ 76

B- =80-83.5%

## **ANTHRO 394RI: INTEGRATIVE EXPERIENCE REQUIREMENT**

This course is designed to fulfill requirements of an Integrative Experience course as well as the “Doing” course for anthropology majors. According to the General Education Council: “The Integrative Experience (IE) requirement at UMass Amherst addresses the challenges associated with educational fragmentation. Positioned in the upper-division, the IE provides students with a structured opportunity to look back on their early college learning experiences, reflect upon and make connections between those earlier experiences and the more advanced work in their major, and use their integrated learning to prepare for the demands of the world beyond the University.”

**ANTHRO 394RI** fulfills IE requirements in the following ways:

- 1) *By asking students to reflect upon, draw from, and apply their interdisciplinary Gen Ed training as they conduct applied anthropological research and communicate research findings.* Applied anthropologists often need to develop knowledge of seemingly disparate topics in the course of a project: an assessment of an urban gardening initiative could mean learning about the history of civil war in Somalia, U.S. federal policies like the Farm Bill and “food stamps” (now called SNAP), the risks of chemical pesticide application, and the use of medicinal plants in home remedies. Being a “quick study” of different historical, cultural, technical, and organizational contexts is a core career skill of applied anthropologists! Students will make specific links between their Gen Ed experiences and the research project through written reflections at the start and end of the course.
- 2) *Providing students with the opportunity to practice General Education learning objectives such as oral communication, collaboration, critical thinking and interdisciplinary perspective-taking, at a more advanced level.* In this class, students listen to and learn from organizational clients, contribute to research design, learn about ethical research practices, and conduct anthropological research in which the goal is eliciting and understanding diverse research participants’ perspectives. At the end of the project, students will communicate their research findings visually, orally, and in a written report. The professor expects students to work at an advanced and professional level. We will be accountable to our research clients and meet with them during the semester to discuss our project’s aims, progress and results. We are accountable as well as to research participants, reflecting on the power relationships and ethical issues inherent to qualitative research.
- 3) *Offering students a shared learning experience for applying their prior learning to new situations, challenging questions, and real-world problems.* We will achieve our learning and research aims for this course by cultivating students’ ability to work in large and small groups as well as independently. Each class session will include a large-group check-in to track progress of the overall project, as well as a small-group check-in to track more specific research tasks and goals. Students will form small teams of 4-5 members during the second week of class, according to their own collaborative planning of the research design and the work needed to carry out the project. They will determine the specific tasks assigned to each group in a participatory process facilitated by the instructor, accommodating students’ interests and the specific needs of the class research project. Since the class research project serves the needs of local clients (in this case, the UMass Main Library), students will leave the class having empirically investigated “real-world problems” and developed recommendations for applying their research findings.

## **ANTHRO 635/SPP 636**

Graduate students in the course will submit **two 1-page reflections on articles/chapters** drawn from a list that will be distributed during the second week of class. If a student has a specific interest they would like to explore, please contact the professor for suggested readings.

## Anthro 394RI/635/SPP 636—Qualitative Research Methods

Week	Monday	Wednesday
<p><b>1</b></p> <p><b>Introduction and NASPAA/Batten Simulation on Sustainability</b></p>	<p>JAN 20: MLK Jr.'s Birthday</p>	<p>JAN 22</p> <ul style="list-style-type: none"> <li>• Introduction exercise: 1<sup>st</sup> day interviews</li> <li>• Presenting: THE PROJECT!</li> <li>• Syllabus and calendar</li> <li>• UMass Box folder access</li> <li>• Assignment previews: Batten Simulation (Saturday 1/25) and CITI training module/certificate</li> </ul>
<p><b>2</b></p> <p><b>Qualitative research design; client meeting</b></p>	<p>JAN 27</p> <p>READ before class: Maxwell, class syllabus, and our preliminary project proposal (Moodle)</p> <ul style="list-style-type: none"> <li>• Batten Simulation debrief</li> <li>• Research design: Developing research questions (RQs) and matching to data collection methods</li> <li>• Preview/initial questions for Campus Planning</li> <li>• Training session: Library search and Zotero reference management</li> </ul>	<p>JAN 29</p> <p>READ before class: UMass Campus Sustainability Plan</p> <ul style="list-style-type: none"> <li>• <b>Meet at 4 pm at Physical Plant</b>, Campus Planning Green Room</li> <li>• Client meeting with Campus Planning and Sustainability team members</li> </ul>
<p><b>3</b></p> <p><b>Developing research questions, reviewing literature, and research design</b></p>	<p>FEB 3</p> <p>READ before class: One relevant article from lit review</p> <p>DUE: Notes from client meeting (Box) and 100-word annotated bibliography entry (Moodle and Zotero)</p> <ul style="list-style-type: none"> <li>• Discuss: Client meeting debrief</li> <li>• Brainstorming and discussing research questions</li> <li>• Training session: Collaboration tools</li> </ul>	<p>FEB 5</p> <p>READ before class: Glesne Ch. 2 and Appendix A</p> <ul style="list-style-type: none"> <li>• Matching RQs to Methods matrix</li> <li>• Refining Research questions and finalizing the research protocol.</li> </ul>

## Anthro 394RI/635/SPP 636—Qualitative Research Methods

Week	Monday	Wednesday
<b>4</b> <b>Research ethics; Participant observation; data management</b>	FEB 10 READ before class: One of the Moodle readings on researcher identity/positionality <ul style="list-style-type: none"> <li>• DUE: CITI certificate (upload to Box) and Researcher Positionality reflection (Moodle)</li> <li>• Discussion of ethics and researcher positionality</li> <li>• Activity: “Cards against Anthropology”</li> </ul>	FEB 12 READ before class: Glesne, Ch. 3 <ul style="list-style-type: none"> <li>• Introducing Participant Observation</li> <li>• Data Management and HOW TO LABEL EVERYTHING!</li> </ul>
<b>5</b> <b>Fieldnotes; Photovoice</b>	(FEB 18: PRESIDENTS’ DAY—NO CLASS) <b>TUESDAY, FEB 19: MONDAY CLASS SCHEDULE</b> READ before class: Mannik and McGarry, “Fieldnotes” <ul style="list-style-type: none"> <li>• DUE: PO Fieldnotes (in paper copy &amp; Box) and reflection (Moodle)</li> <li>• Participant Observation discussion</li> <li>• TQF!: Total Quality Fieldnotes!</li> </ul>	FEB 20 READ before class: Gubrium and Harper, “Photovoice” <ul style="list-style-type: none"> <li>• Introducing Photovoice and photo elicitation</li> </ul>
<b>6</b> <b>Photovoice prep</b>	FEB 24 READ before class: Mannik and McGarry, “Photo Elicitation” Glesne, Ch. 4 (Box) <ul style="list-style-type: none"> <li>• Generating Photovoice prompts</li> <li>• Recruiting and sampling for photovoice</li> </ul>	FEB 26 READ before class: Morgan, “Focus Groups” <ul style="list-style-type: none"> <li>• In-class pilot Photovoice discussion and debrief</li> <li>• Recording using Otter.ai and other tools</li> </ul>
<b>7</b> <b>Photovoice sessions</b>	MAR 2 <ul style="list-style-type: none"> <li>• Please arrive early if possible; help your research participants find our classroom(s)!</li> </ul>	MAR 4 <ul style="list-style-type: none"> <li>• Please arrive early if possible; help your research participant find our classroom!</li> </ul>

## Anthro 394RI/635/SPP 636—Qualitative Research Methods

Week	Monday	Wednesday
<b>8</b> <b>Interview prep; more sampling and recruitment</b>	MAR 9 <ul style="list-style-type: none"> <li>• READ before class: Mannik and McGarry on Interviews</li> <li>• DUE: Draft Interview Questions</li> <li>• From RQs to IQs: Developing a draft interview protocol</li> </ul>	MAR 11 READ before class: Guest et al. (Box) <ul style="list-style-type: none"> <li>• How many? Sampling and recruitment</li> <li>• Piloting Interview questions</li> <li>• Final revisions to interview protocol</li> </ul>
<b>MARCH 14-22 — UMASS SPRING BREAK — NO CLASSES</b>		
<b>9</b> <b>Data management; design anthropology</b>	MAR 23 <ul style="list-style-type: none"> <li>• Data organization; uploading transcriptions; photos</li> <li>• Transcribing Photovoice and interviews</li> <li>• Transcription using Otter.ai and other tools</li> </ul>	MAR 25 READ: Tunstall on design anthropology <ul style="list-style-type: none"> <li>• Design with Intent” workshop</li> </ul>
<b>10</b> <b>Interview wrap- up; data analysis</b>	MAR 30 <ul style="list-style-type: none"> <li>• Interview debrief</li> <li>• DUE: Interview #1 transcription</li> </ul>	APR 1 READ: Ryan and Bernard <ul style="list-style-type: none"> <li>• Moving into data analysis: Identifying emerging themes and patterns</li> <li>• Coding fieldnotes and transcriptions by hand</li> <li>• Reflecting on data collection process to date</li> </ul>
<b>11</b> <b>Data Analysis; Dedoose software</b>	APR 6 <ul style="list-style-type: none"> <li>• DUE: Photovoice session transcription</li> <li>• Coding using Dedoose QDA Software</li> </ul>	APR 8 <ul style="list-style-type: none"> <li>• Analyzing with Dedoose QDA Software</li> <li>• Assignment preview: Data Analysis Memo</li> </ul>
<b>12</b> <b>Data Analysis</b>	APR 13 <ul style="list-style-type: none"> <li>• DUE: Data Analysis Memo</li> <li>• Large group discussion of themes/RQs</li> </ul>	APR 15 <ul style="list-style-type: none"> <li>• Large group discussion of themes/RQs</li> <li>• Planning presentation topics</li> </ul>

## Anthro 394RI/635/SPP 636—Qualitative Research Methods

<b>Week</b>	<b>Monday</b>	<b>Wednesday</b>
<b>13</b> <b>Communicating Qualitative Research</b>	APR 20: PATRIOT'S DAY—NO CLASS	APR 22 <ul style="list-style-type: none"> <li>• Wrapping up our project!</li> </ul>
<b>14</b> <b>Presentation preparations</b>	APR 27 <ul style="list-style-type: none"> <li>• Workshop for final presentations, part 1</li> </ul>	APR 29 <ul style="list-style-type: none"> <li>• Workshop for final presentations, part 2</li> </ul>
<b>Finals Week</b>	<b>Final Client Presentation Session: Monday, 5/4, 3:30-5:30 pm</b> <b>Final portfolio DUE Wednesday, 5/6 at 9 AM</b>	

NOTE: Let me know if you would like to read more deeply, and I will provide additional references.