ANG 5485 Research Design

Wednesday, 5:10 p.m. – 8:10 p.m.
TUR 2341

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Course Description and Objectives

This seminar is an introduction to research design and proposal writing in anthropology. It is organized around elements of research design that cut across subdisciplines: the logic of scientific inquiry, ethics, conceptualization and measurement, sampling, and elementary analysis of qualitative and quantitative data. Much of what we learn is the result of discussing participants' research proposals. The focus on proposals is useful not only because grant writing is an important skill in its own right, but also because an effective proposal involves all elements of research design—from statement of the problem to data analysis.

By the end of the course, you should be able to:

- Formulate a feasible research question, and design research to answer it.
- Discuss the ethical implications of research.
- Select appropriate methods of data collection and analysis for given problems.
- Critically evaluate your own research and that of other social scientists.
- Submit a grant proposal for extramural funding of your dissertation research.

Course Format

Research is a craft, and like any other craft, it takes practice to do it well. Therefore, you will learn by doing in all aspects of the course. Our time will be divided between lecture, hands-on exercises, and discussion of your research proposals. I expect you to have studied the required readings prior to class. Take time to digest the new methods and ideas before you come to class, and be prepared to apply them or to ask about points that remain unclear. Each week, at least two of you will update us on the development of your research plans and solicit feedback from the group. Everyone must come to class prepared to offer constructive criticism and suggestions.

Course Materials

📖 Required Readings

There is one required book, available locally at the UF Bookstore. Additional required readings will be made available electronically on the course website.

Bernard, H. Russell. 2011. *Research Methods in Anthropology: Qualitative and Quantitative Approaches*. Lanham, MD: AltaMira Press. [ISBN: 9780759112421]

☙ **Recommended Readings**

The following texts are recommended as reference materials, if you wish to deepen your skills in research methods and design.

Agar, M. (1996). *The Professional Stranger: An Informal Introduction to Ethnography* (Second Edition). Academic Press.

Bernard, H. Russell and Gery W. Ryan. 2010. *Analyzing Qualitative Data: Systematic Approaches*. Thousand Oaks, CA: Sage Publications.

Dewalt, K. M., & DeWalt, B. R. (2010). *Participant Observation. A Guide for Fieldworkers* (Second Edition). Lanham, MD: Altamira Press.

Emerson, R., Fretz, R., & Shaw, L. (1995). *Writing Ethnographic Fieldnotes*. Chicago: University of Chicago Press.

Handwerker, W. P. (2001). *Quick Ethnography*. Lanham, MD: AltaMira Press.

Johnson, J. C. (1990). *Selecting Ethnographic Informants*. Thousand Oaks, CA: Sage Publications.

LeCompte, M. D., & Schensul, J. J. (2010). *Designing and Conducting Ethnographic Research: An Introduction*. Ethnographer's Toolkit (Second Edition). Lanham, MD: AltaMira Press.

Locke, L., Spirduso, W., & Silverman, S. (2007). *Proposals That Work: A Guide for Planning Dissertations and Grant Proposals* (Fifth Edition). Thousand Oaks, CA: Sage Publications.

Spradley, J. (1979). *The Ethnographic Interview*. New York: Holt, Rinehart and Winston.

Spradley, J. (1980). *Participant Observation*. New York: Holt, Rinehart and Winston.

Weller, S. C., & Romney, A. K. (1988). *Systematic Data Collection*. Thousand Oaks, CA: Sage Publications.

Course Outline
1. Introduction
2. Foundations of social research
3. Developing research questions
4. Ethics
5. Experimental thinking and research design
6. Sampling and probability
7. Participant observation
8. Direct and indirect observation
9. Unstructured and semistructured interviewing
10. Structured interviewing
11. Analyzing qualitative data
12. Analyzing quantitative data
13. Proposal workshop
14. Proposal workshop
15. Proposal workshop

Course Requirements and Grading

Your final grade has four components: class participation (20 percent), final research proposal (40 percent), proposal sections and assignments (30 percent), and peer review (10 percent). Final grades will be A (90-100), A- (87-89), B+ (84-86), B (80- 83), B- (77-79), C+ (74-77), C (70-73), C- (67-69), D+ (64-66), D (60-63), D- (57-59), E (<57)

1. *Class participation* (20%). I expect you to attend each class meeting and to take an active part in discussions and activities. Active participation requires that you read all assigned readings and prepare thoughtful questions and critical discussion points. You will also be expected to provide constructive feedback on your peers' presentations of proposals. I will evaluate your participation on the quality, not just quantity, of your contributions.

2. *Final research proposal* (40%). The final product of the course is a research proposal written in the format of a NSF Doctoral Dissertation Improvement Grant. The proposal, including a completed IRB application, is due to me by email on December 7.

3. *Proposal sections and assignments* (30%). To help you make steady progress on your proposal, you will be required to submit sections of the proposal throughout the semester. The page lengths for each proposal section should conform to the advice from NSF reviewers available on the NSF website. See the summary of assignments due (below) for the required sections and their due dates.

4. *Peer review* (10%). You will provide written feedback on the submitted drafts of two classmates' proposals, using guidelines that will be distributed in class. You will be expected to read the proposals carefully and to provide comments that are thoughtful, respectful, and constructive. In addition to the direct benefit of getting feedback on your paper, you will also find that the process of reading and thinking critically about others' proposals will help you analyze and refine your own.

5. *Course web site*. You are responsible for all materials posted on the course web site (http://gravlee.org/research-design), including required readings, announcements, details on assignments, and other supplementary material.

Summary of Assignments and Due Dates

Assignment	Approximate Page Length	Due	Filename (submit via email)
Research interests paragraph		August 31	*<lastname>*_interests
Research question exercise		September 14	*<lastname>*_questions
Problem statement	1	September 21	*<lastname>*_problem
Literature review	2	September 28	*<lastname>*_literature
Research setting	½	October 5	*<lastname>*_setting
Research plan and methods	5	October 26	*<lastname>*_methods
Significance	½	November 2	*<lastname>*_significance
Complete draft of proposal	10	November 9	*<lastname>*_draft
Peer review		November 23	*<lastname>*_review_*<peername>*
Final proposal	10	December 7	*<lastname>*_proposal

Policy on Late Assignments

You are required to complete all assignments by the stated due dates. Late assignments will lose one half-letter grade for each day past the deadline. There are no make-up opportunities for any assignment, as you will have ample time to complete each requirement. I will not assign grades of "incomplete" except in the most unusual, extreme circumstances of incapacitating illness, death of family members, or other university-approved excuses. You must provide documentation of such circumstances from a medical doctor, funeral home, or other appropriate authority.

Academic Honor Code

Unless it is specifically connected to assigned collaborative work, all work should be individual. Evidence of collusion (working with someone not connected to the class or assignment), plagiarism (use of someone else's published or unpublished words or design without acknowledgment) or multiple submissions (submitting the same paper in different courses) will lead to the Department's and the University's procedures for dealing with academic dishonesty. All students are expected to honor their commitment to the university's Honor Code (available online at http://www.registrar.ufl.edu/catalog/policies/students.html).

Accommodation for Students with Disabilities

Students requesting classroom accommodation must first register with the Dean of Students Office. The Dean of Students Office will provide documentation to the student who must then provide this documentation to the Instructor when requesting accommodation. ***Please make any requests by the second week of class***.

UF Counseling Services

Resources are available on-campus for students having personal problems or lacking clear career and academic goals that interfere with their academic performance. These resources include:

- University Counseling Center, 301 Peabody Hall, 392-1575, personal and career counseling

- Student Mental Health, Student Health Care Center, 392-1171, personal counseling

- Sexual Assault Recovery Services (SARS), Student Health Care Center, 392-1161, sexual counseling

- Career Resource Center, Reitz Union, 392-1601, career development assistance and counseling.

Syllabus Change Policy

This syllabus is a guide for the course and is subject to change with advanced notice.

Course Schedule and Readings

Week 1 (Aug. 24)   Introduction and Overview
- Overview of the course
- Proposals and pedagogy
- Funding sources

✐ Recommended reading

Bestor, T, J Comaroff, L Garro, G Ryan, S Weller (2007). Guidelines for research proposals in anthropology. In, M Lamont, P White: *Workshop on Interdisciplinary Standards for Systematic Qualitative Research* (Appendix 3), Workshop report submitted to NSF.

Pzreworski, A., & Salomon, F. (1998). *The art of writing proposals*. Brooklyn, NY: Social Science Research Council.

Silverman, S. (1991). Writing grant proposals for anthropological research. *Current Anthropology*, *32*(4), 485–489.

Winslow, D. (2007). What makes an NSF proposal successful *Anthropology News*, *48*(7), 31–31.

Winslow, D. (2008). Writing a dissertation research proposal? Be specific, be clear and proofread! *Anthropology News*, *49*(8), 27.

Winslow, D. (2010). Funding a "healthy mix" of research: Peer review at NSF. *Anthropology News*, *51*(4), 27–27.

Winslow, D. (2010). Cultural anthropology grows at NSF. *Anthropology News*, *51*(2), 29–29.

Winslow, D. (2011). Anthropology without borders. *Anthropology News*, *52*(2), 29–30.

Week 2 (Aug. 31)   Foundations
- Language and logic of social science
- Concepts, variables, and measurement
- Validity, reliability, accuracy, and precision
- Causal inference

🔢 Due – Research interests

📖 Required reading

Bernard, Ch. 1-2 (pp. 1-53)

Agar, M. (2006). An ethnography by any other name *Forum: Qualitative Social Research*, *7*(4).

Fanelli, D. (2010). Do pressures to publish increase scientists' bias? An empirical support from US states data. *PLoS ONE*, *5*(4), e10271.

Lewis, J., DeGusta, D., Meyer, M., & Monge, J. (2011). The mismeasure of science: Stephen Jay Gould versus Samuel George Morton on skulls and bias. *PLoS Biology*, *9*(6), e1001071.

☞ **Further reading**

Greenfield, P. M. 2000. What psychology can do for anthropology, or why anthropology took postmodernism on the chin. *American Anthropologist* 102:564-576.

Aunger, R. 2004. Chapter 1 (p. 1-20) "A crisis in confidence," *Reflexive ethnographic science*. Walnut Creek, CA: AltaMira Press.

Bernard, H. R., P. J. Pelto, O. Werner, J. Boster, A. K. Romney, A. Johnson, C. R. Ember, and A. Kasakoff. (1986). The construction of primary data in cultural anthropology. *Current Anthropology* 27:382-395.

McEwen, W. J. (1963). Forms and problems of validation in social anthropology. *Current Anthropology* 4:155-183.

Week 3 (Sept. 7)   Developing research questions
- The research cycle
- Types of research questions
- Matching questions and methods
- Literature search strategies

📖 Required reading

Bernard, Ch. 3 (pp. 54-81)

Gravlee, Clarence C. (2011). "Research design and methods in medical anthropology," in *A companion to medical anthropology*. Edited by Merrill Singer and Pamela Erickson, p. 69-91. Malden, MA: Blackwell Publishing.

Handwerker, W. P. 2001. Chapter 2, "Identify the question," *Quick ethnography*. Walnut Creek, CA: AltaMira Press.

☞ **Further reading**

Hart, C. 1999. *Doing a literature review: Releasing the social science research imagination*. Thousand Oaks: Sage Publications.

Week 4 (Sept. 14)   Ethics
- Professional ethical codes
- Current controversies
- Working with the IRB

ⓘ Due – Research question exercise

📖 Required reading

Fluehr-Lobban, C. 1998. "Ethics," in *Handbook of methods in cultural anthropology*. Edited by H. R. Bernard, pp. 173-202. Walnut Creek, CA: AltaMira.

González, R. J. (2008). "Human terrain" *Anthropology Today*, Past, present and future applications, *24*(1), 21–26.

AAA Commission on the Engagement of Anthropology with the US Security and Intelligence Communities (CEAUSSIC), Executive Summary (2009).

Gregor, T. A., and D. R. Gross. (2004). Guilt by association: The culture of accusation and the American Anthropological Association's investigation of *Darkness in El Dorado*. *American Anthropologist* 106:687-698.

U.S. Department of Health, Education, and Welfare. 1979.*The Belmont report: Ethical principles and guidelines for the protection of human subjects of research*.

Nathan, R. 2005. "An anthropologist goes under cover," in *Chronicle of Higher Education*, pp. B11-B13.

☙ **Further reading**

AAA Commission on the Engagement of Anthropology with the US Security and Intelligence Communities, **Final Report** (2007).

Meskell, L., and P. Pels. Editors. (2005). *Embedding ethics*. New York: Berg Publishers.

Armbruster, H., & Lærke, A. (2008). *Taking sides: Ethics, politics and fieldwork in anthropology*. New York: Berghahn Books.

Week 5 (Sept. 21)   Experimental thinking and research design
- Experimental and nonexperimental research
- Internal validity and causation
- Threats to validity and ways to manage them

⊡ **Due – Problem statement**

📖 **Required reading**

Bernard, Ch. 4 (pp. 82-112)

Johnson, J. C. (1998). Research design and research strategies. In H. R. Bernard, Ed., *Handbook of methods in cultural anthropology* (p. 131-171). Walnut Creek, CA: AltaMira.

Aunger, R. 2004. Chapter 5 (p. 94-115), "Reflexive realism: A new way of doing ethnography," *Reflexive ethnographic science*. Walnut Creek, CA: AltaMira Press.

Fowler, J. H. (2008). The Colbert bump in campaign donations: more truthful than truthy. *PS: Political Science & Politics*, *41*(03).

☙ **Further reading**

Campbell, D. T., and J. C. Stanley. (1966). *Experimental and quasi-experimental designs for research*. Chicago: Rand McNally College Publishing Company.

Brim, J. A., and D. H. Spain. (1974). *Research design in anthropology: Paradigms and pragmatics in the testing of hypotheses*. New York: Holt, Rinehart and Winston.

Gil-White, F. (2002). The cognition of ethnicity: native category systems under the field experimental microscope. *Field Methods*, *14*(2), 161–189.

Paluck, E. L. (2010). Is it better not to talk? Group polarization, extended contact, and perspective taking in Eastern Democratic Republic of Congo. *Personality and Social Psychology Bulletin*, *36*(9), 1170–1185.

Week 6 (Sept. 28)   Sampling: probability and nonprobability
- The central limit theorem
- Representativeness and generalizability
- Selecting ethnographic informants

⊡ **Due – Literature review**

📖 **Required reading**

Bernard, Ch. 5-7 (p. 113-155)

Handwerker, W. P., and D. F. Wozniak. 1997. Sampling strategies for the collection of cultural data: an extension of Boas's answer to Galton's problem. *Current Anthropology*38:869-875.

Benfer, R. A. 1968. The desirability of small samples for anthropological inference. *American Anthropologist* 70:949-951.

👐 **Further reading**

Johnson, J. C. 1990. *Selecting ethnographic informants*. Newbury Park, Calif.: Sage Publications.

Cohen, J. 1992. A power primer. *Psychological Bulletin* 112:155-159.

Thomas, D. H. 1986. Chapter 15 (pp. 439-456), "Sampling problems in anthropology" *Refiguring anthropology: First principles of probability and statistics*. Prospect Heights, IL: Waveland Press.

Week 7 (Oct. 5)   Participant observation
- Levels of participation
- Basic skills: Informal interviews, observing, recording, managing roles
- Writing and managing fieldnotes

⊡ **Due – Research setting**

📖 **Required reading**

Bernard, Ch. 12-13 (pp. 256-305)

Collings, P. (2009). Participant observation and phased assertion as research strategies in the Canadian Arctic. *Field Methods*, *21*(2), 133.

Winchatz, M. R. (2010). Participant observation and the nonnative ethnographer: Implications of positioning on discourse-centered fieldwork. *Field Methods*, *22*(4), 340–356.

Johnson, J., Avenarius, C., & Weatherford, J. (2006). The active participant-observer: Applying social role analysis to participant observation. *Field Methods*, *18*(2), 111.

☞ **Further reading**

Becker, H. (1958). Problems of inference and proof in participant observation. *American Sociological Review*, *23*(6), 652–660.

Bourgois, P. (2003). *In search of respect: selling crack in El Barrio* (Second Edition), Ch. 1 (pp. 19-47). New York: Cambridge University Press.

Dewalt, K. M., & DeWalt, B. R. (2010). *Participant observation. A guide for fieldworkers* (Second Edition). Lanham, MD: Altamira Press.

Emerson, R., Fretz, R., & Shaw, L. (1995). *Writing ethnographic fieldnotes*. Chicago: University of Chicago Press.

Spradley, J. (1980). *Participant observation*. New York: Holt, Rinehart and Winston.

Week 8 (Oct. 12)   Direct and indirect observation
- Continuous monitoring
- Time allocation
- Experience sampling
- Behavior trace methods

📖 **Required reading**

Bernard, Ch. 14 (pp. 306-336)

Paolisso, M., & Hames, R. (2010). Time diary versus instantaneous sampling: A comparison of two behavioral research methods. *Field Methods*, *22*(4), 357–377.

Wutich, A. (2009). Estimating household water use: A comparison of diary, prompted recall, and free recall methods. *Field Methods*, *21*(1), 49.

☞ **Further reading**

Johnson, A., & Sackett, R. (1998). Direct systematic observation of behavior. In H. R. Bernard (Ed.), *Handbook of Methods in Cultural Anthropology* (pp. 301–331). Walnut Creek, CA: AltaMira Press.

Graham, M. A. (2003). Adaptation of the weighed food record method to households in the Peruvian Andes and ethnographic insights on hunger. *Journal of Planning Education and Research*, *15*(2), 143–160.

Harvey, S. A., Olortegui, M. P., Leontsini, E., & Winch, P. J. (2008). "They'll change what they're doing if they know that you're watching": Measuring reactivity in health behavior because of an observer's presence—a case from the Peruvian Amazon. *Field Methods*, *21*(1), 3–25.

Week 9 (Oct. 19)   Unstructured and semistructured interviewing
- Basic skills: interview guides, active listening, probes
- Group interviews
- Transcription

Required reading

Bernard, Ch. 8 (p. 156-186)

Wutich, A., Lant, T., White, D. D., Larson, K. L., & Gartin, M. (2010). Comparing focus group and individual responses on sensitive topics: A study of water decision makers in a desert city. *Field Methods*, *22*(1), 88–110.

McLellan, E., MacQueen, K., & Neidig, J. (2003). Beyond the qualitative interview: Data preparation and transcription. *Field Methods*, *15*(1), 63–84.

Further reading

Briggs, C. (2007). Anthropology, interviewing, and communicability in contemporary society. *Current Anthropology*, *48*(4), 551–580.

Gorden, R. (1992). *Basic interviewing skills*. Long Grove, IL: Waveland Press.

Week 10 (Oct. 26) Structured interviewing
- Questionnaire design
- Cultural domain analysis
- Scale construction

Due – Methods

Required reading

Bernard, Ch. 9-11 (p. 187-255)

Further reading

Weller, S. C., & Romney, A. K. (1988). *Systematic data collection*. Thousand Oaks, CA: Sage Publications.

Weller, S. (1998). Structured interviewing and questionnaire construction. In H. R. Bernard (Ed.), *Handbook of Methods in Cultural Anthropology* (pp. 365–409). Walnut Creek, CA: AltaMira Press.

Johnson, J. C., & Weller, S. C. (2002). Elicitiation techniques for interviewing. In J. F. Gubrium & J. A. Holstein (Eds.), *Handbook of Interview Research*. Thousand Oaks, CA: Sage Publications.

Reyes-Garcia, V., Byron, E., Vadez, V., Godoy, R., Apaza, L., Limache, E., Leonard, W., et al. (2004). Measuring culture as shared knowledge: Do data collection formats matter? Cultural knowledge of plant uses among Tsimane' Amerindians, Bolivia. *Field Methods*, *16*(2), 135–156.

Kennedy, D. (2005). Scale adaptation and ethnography. *Field Methods*, *17*(4), 412–431.

Week 11 (Nov. 2)   Analyzing qualitative data
- Thinking with matrices
- Basic skills: Identifying themes, codebooks and coding
- Traditions of text analysis

🗓 **Due – Significance**

📖 **Required reading**

Bernard, Ch. 15 (pp. 337-345) and Ch. 18-19 (pp. 407-457)

Ryan, G., & Bernard, H. (2003). Techniques to identify themes. *Field Methods*, *15*(1), 85–109.

DeCuir-Gunby, J. T., Marshall, P. L., & McCulloch, A. W. (2011). Developing and using a codebook for the analysis of interview data: An example from a professional development research project. *Field Methods*, *23*(2), 136–155.

Wutich, Amber and Clarence C. Gravlee. (2010). Water decision-makers in a desert city: text analysis and environmental social science. In I. Vaccaro, E. A. Smith, S. Aswani (Eds.), *Environmental Social Sciences: Methods and Research Design* (p. 188-211). New York: Cambridge University Press.

〰 **Further reading**

Bernard, H. Russell and Gery W. Ryan. 2010. *Analyzing qualitative data: Systematic approaches*. Thousand Oaks, CA: Sage Publications.

Week 12 (Nov. 9) Analyzing quantitative data
- Basic skills: Data management, descriptive and inferential statistics
- Visualization
- Statistical literacy

🗓 **Due – Complete draft of proposal**

📖 **Required reading**

Utts, J. 2003. What educated citizens should know about statistics and probability. *The American Statistician* 57:74-79.

Handwerker, W. P., and S. P. Borgatti. (1998). Reasoning with numbers. In H. R. Bernard (Ed.), *Handbook of Methods in Cultural Anthropology*. (p. 549-587). Walnut Creek, CA: AltaMira.

Whallon, R. (1987). Simple statistics. In M. Aldenderfer (Ed.), *Quantitative research in archaeology: Progress and prospects* (pp. 135–150). Sage Publications.

Weller, S. (2007). Cultural consensus theory: Applications and frequently asked questions. *Field Methods*, *19*, 339–368.

Chavez, L., Hubbell, F., McMullin, J., Martinez, R., & Mishra, S. (1995). Structure and meaning in models of breast and cervical cancer risk factors: A comparison of perceptions among Latinas, Anglo Women, and physicians. *Medical Anthropology Quarterly*, *9*(1), 40–47.

✍ **Further reading**

Bernard, Ch. 20-22 (p. 458-558)

Freedman, D. A. (1991). Statistical models and shoe leather. *Sociological Methodology*, *21*, 291–313. American Sociological Association.

Long, J. S. (2009). *The workflow of data analysis using Stata* (p. 379). College Station, TX: Stata Press.

Salkind, N. J. (2010). *Statistics for people who (think they) hate statistics* (Fourth Edition). Thousand Oaks, CA: Sage Publications, Inc.

Tufte, E. R. (2001). *The visual display of quantitative information*. Cheshire, CT: Graphics Press.

Week 13 (Nov. 16) Proposal workshop

Week 14 (Nov. 23) No Class—Thanksgiving

⊡ **Due – Peer review**

Week 15 (Nov. 30) Proposal workshop

Week 16 (Dec. 7)   Proposal workshop

⊡ **Due – Final proposal**