

**ANG 5485 Research Design in Anthropology**

**Wed. 9:35-12:355 Room: Tur 1208H**

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**Office Hours: Tuesday 1:00-3:00**

**Thursday 1:00-3:00**

**Abstract:** This class focuses on the fundamentals of research design in anthropological research. Particular attention will be paid to the relationship between how a study is designed and the valid assessment of study results and conclusions. The linkages between theory, empirical statements or research questions, study objectives, study design, data collection methods (both qualitative and quantitative), data analysis (both qualitative and quantitative) and interpretation, inferences concerning empirical statements or research questions, and finally, drawing conclusions will be emphasized. The principals of various research designs including true experiments, quasi-experiments, and observational studies, particularly ethnographic study designs, will be reviewed with particular emphasis on how each is better or worse at dealing with various issues of both internal and external validity. Class materials will include anthropological examples as well as examples from across the social sciences.

**Class Goals and Objectives:** To give students engaged in anthropological research an understanding of the importance of research design in the valid assessment of research findings.

**Readings:** There are no texts for this class. Readings will be assigned on a weekly basis from a variety of sources (usually provided in digital form).

Examples of readings provided:

J.C. Johnson and D. Hruschka. Research Design and Research Strategies in Cultural Anthropology. In *The Handbook of Method in Cultural Anthropology*. (R. Bernard and L. Gravlee, eds.) Altamira Press (2014).

J.C. Johnson and S. Weller. Elicitation Techniques in Interviewing. (2002) In *Handbook of Interview Research* (J. Gubrium and J. Holstein, eds.), pp 491-514, Sage: Newbury Park.

Chapters from *Research Methods in Anthropology: Qualitative and Quantitative Approaches (5<sup>th</sup> Edition)*  
Author: H.R. Bernard

Sections of *Systematic Data Collection 1988*

Authors: S.C. Weller and A.K. Romney

All of *Selecting Ethnographic Informants 1991*

Author: J.C. Johnson

Chapters from *Not Even Wrong: Margaret Mead, Derek Freeman, and the Samoans*

Author: Martin Orans

**Tests and Projects:** There will be a mid-term exam and a final class project. The final project involves the development of a research proposal following National Science Foundation guidelines. This is an opportunity for students to develop their PhD dissertation proposal (or at least to begin to think seriously about a proposal) and to express it in a format suitable for submission to the DIG program at NSF. The student's proposal development will be the primary focus of the course. Therefore, the class schedule will be somewhat fluid so that the focus of the course can adapt to the needs of the mix of student topics (e.g., mix of qualitative and quantitative approaches). Students will present their research proposals during the final exam period and their proposals will be discussed and reviewed by fellow students as well as the instructor.

**Assignments:** There will occasionally be short weekly assignments involving some type of problem-solving exercise based on readings for the week. In addition, students will build their proposals on a weekly basis starting with the development of a statement of the problem, followed by research objectives, research questions and so on. These evolving proposals will be presented and discussed in class on an ongoing basis.

**Grading:** Grades will be based on exercises, weekly proposal development assignments, tests and the final project.

Exams-25%

Assignments and Proposal Presentations and Discussions-25%

Final Proposal Project-50%

For further information on UF's Grading Policy, see:

<http://www.registrar.ufl.edu/catalog1011/policies/regulationgrades.html>

<http://www.isis.ufl.edu/minusgrades.html>

### **Tentative Topics in Sequence:**

- I. Gaining a healthy skepticism concerning research
- II. Theory and the development of objectives, empirical statements and research questions
- III. Research design and threats to validity
- IV. Design and its relation to the collection and analysis of data (both qualitative and quantitative)
- V. Making inferences and the art of interpretation
- VI. Writing a good research proposal

Month	Sun	Mon	Tue	Wed	Thu	Fri	Sat
<b>Dec 2015</b>	27	28	29	30	31	1	2
<b>Jan 2016</b>	3	4	5	6 Introdauction to Research Design (assigned readings)	7	8	9
	10	11	12	13 Developing Proposals, Threats to Validity in Research (assigned readings)	14	15	16
	17	18 HOLIDAY	19	20 Developing Research Objectives and Research Questions (assigned readings)	21	22	23
	24	25	26	27 Student Presentations of Research Objectives and Questions (assigned readings)	28	29	30
	31	1	2	3 Determining Study Designs/Student Presentations and Discussions (assigned readings)	4	5	6
<b>Feb 2016</b>	7	8	9	10 Qual/Quant Methods of Data Collection and Sampling Issues (assigned readings)	11	12	13

Month	Sun	Mon	Tue	Wed	Thu	Fri	Sat
	14	15	16	17 Phases of Research and Student Presentations (assigned readings)	18	19	20
	21	22	23	24 Midterm Exam (assigned readings)	25	26	27
	28	29 Break	1 Break	2 Break	3 Break	4 Break	5
Mar 2016	6	7	8	9 Ethnographic Interviewing (assigned readings)	10	11	12
	13	14	15	16 Qualitative and Quantitative Data Analysis (assigned readings)	17	18	19
	20	21	22	23 Data Analysis (continued) Discuss Student Proposals	24	25	26
	27	28	29	30 Reviews of Student Proposal Development	31	1	2
Apr 2016	3	4	5	6 Reviews of Student Proposal Development Continued	7	8	9
	10	11	12	13 Reviews of Student Proposal Development Continued	14	15	16
	17	18	19	20 Closing Thoughts on Developing a Research Project	21 Reading Day	22 Reading Day	23
	24	25	26	27 Student Presentations  7:30-9:30 am	28	29	30

Month	Sun	Mon	Tue	Wed	Thu	Fri	Sat
<b>May 2016</b>	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	1	2	3	4
<b>Jun 2016</b>	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	1	2

### Attendance

A student's participation in the work of a course is a precondition for receiving credit for the course. Students are expected to attend punctually all lecture and laboratory sessions and field experiences and to participate in course assignments and activities as described in the course syllabus. Absences are counted from the first class meeting after the student registers. Students registering late are expected to make up all missed assignments in a manner determined by the instructor. Class participation, which includes attendance, is an important part of your grade. I must be notified immediately about class absences and appropriate documentation for an absence must be provided. We will discuss any missed class time, tests, or assignments. Excused absences will not lower a student's course grade, provided that the student is able to make up the work that has been missed and is maintaining satisfactory progress in the course.

**Policy on Late Assignments**

Assignments must be complete by due date. Late assignments will lose one half-grade for each day late.

**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. See:

<http://www.dso.ufl.edu/sccr/honorcodes/honorcode.php>

**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. Contact the Disability Resources Center (<http://www.dso.ufl.edu/drc/>) for information about available resources for students with disabilities.

**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 (<http://www.counseling.ufl.edu/cwc/>), 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.