

JAN 26 2007

**UNIVERSITY OF KENTUCKY
APPLICATION FOR CHANGE IN EXISTING COURSE: MAJOR & MINOR**

**OFFICE OF THE
SENATE COUNCIL**

1. Submitted by College of Arts and Sciences Date 11/15/05
Department/Division offering course Anthropology

2. Changes proposed:
 - (a) Present prefix & number ANT 660 Proposed prefix & number ANT 660
 - (b) Present Title Ethnographic Research Methods
New Title Ethnographic Research
 - (c) If course title is changed and exceeds 24 characters (Including spaces), include a sensible title (not to exceed 24 characters) for use on transcripts:
 - (d) Present credits: 03 Proposed credits: 03
 - (e) Current lecture: laboratory ratio Seminar Proposed: Seminar
 - (f) Effective Date of Change: (Semester & Year) Spring 2007

3. To be Cross-listed as: _____
Prefix and Number _____ Signature: Department Chair _____

4. Proposed change in Bulletin description:
 - (a) Present description (including prerequisite(s):
Does not fit here - see attached

 - (b) New description:
Does not fit here - see attached

 - (c) Prerequisite(s) for course as changed: Graduate Standing in Anthropology or permission of instructor

5. What has prompted this proposal?
We are combing the content of our Methods and Data Analysis courses (ANT 660 and 661) to streamline the program and bring it into line with programs at other universities.

6. If there are to be significant changes in the content or teaching objectives of this course, indicate changes:

7. What other departments could be affected by the proposed change?
None

8. Is this course applicable to the requirements for at least one degree or certificate at the University of Kentucky? Yes No

9. Will changing this course change the degree requirements in one or more programs? Yes No
If yes, please attach an explanation of the change.*

10. Is this course currently included in the University Studies Program? Yes No
If yes, please attach correspondence indicating concurrence of the University Studies Committee.

11. If the course is a 100-200 level course, please submit evidence (e.g., correspondence) that the Community College System has been consulted.


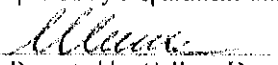
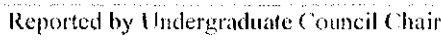
*NOTE: Approval of this change will constitute approval of the program change unless other program modifications are proposed.

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11. If the course is 400G or 500 level, include syllabi or course statement showing differentiation for undergraduate and graduate students in assignments, grading criteria, and grading scales. Check here if 400G-500.
12. Is this a minor change? Yes No
(NOTE: See the description on this form of what constitutes a minor change. Minor changes are sent directly from the Dean of the College to the Chair of the Senate Council. If the latter deems the change not to be minor, it will be sent to the appropriate Council for normal processing.)
13. Within the Department, who should be consulted for further information on the proposed course change?

Name: Monica Udvardy Phone Extension: 257-6919

Signatures of Approval:

<p><u>11-15-05</u> Date of Approval by Department Faculty</p> <p><u>10/21/06</u> Date of Approval by College Faculty</p> <p><u>Jeanine Blackwell</u> *Date of Approval by Graduate Council</p> <p>*Date of Approval by Health Care Colleges Council (HCCC)</p> <p>*Date of Approval by Senate Council</p> <p>*Date of Approval by University Senate</p>	<p> Reported by Department Chair</p> <p> Reported by College Dean</p> <p> Reported by Undergraduate Council Chair</p> <p>Reported by Graduate Council Chair</p> <p>Reported by HCCC Chair</p> <p>Reported by Senate Council Office</p> <p>Reported by Senate Council Office</p>
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*If applicable, as provided by the Rules of the University Senate.

The Minor Change route for courses is provided as a mechanism to make changes in existing courses and is limited to one or more of the following:

- a. change in number within the same hundred series;
- b. editorial change in description which does not imply change in content or emphasis;
- c. editorial change in title which does not imply change in content or emphasis;
- d. change in prerequisite which does not imply change in content or emphasis;
- e. cross-listing of courses under conditions set forth in item 3.0;
- f. correction of typographical errors. [University Senate Rules, Section III - 3.1]

Old description:

ANT 660 Ethnographic Research Methods

Cultural anthropology research techniques including key informant and ethnosemantic interviewing, participant observation, field note preparation and coding, survey methods, photography, mapping, rapid assessment procedures and other specialized techniques are discussed and practiced. Ethical responsibilities of anthropologists reviewed. Prereq: Graduate standing in Anthropology.

New description:

ANT 660 Ethnographic Research

Intensive graduate seminar designed to help students develop skills in ethnographic data collection and analysis. The aim of the course is to explore the processes through which anthropologists collect data and then transform materials of ethnographic research into analyses and interpretations. We will give careful consideration to the process of writing and issues specific to writing ethnography. Prereq: Graduate standing in Anthropology or permission of instructor.

ANTHROPOLOGY 660 - ETHNOGRAPHIC METHOD AND DATA ANALYSIS

Sample Syllabus

Instructor: Lisa Cliggett

Course Objective and Rationale

ANT 660 is an intensive graduate seminar designed to help students develop skills in ethnographic data collection and analysis. The aim of the course is to explore the processes through which anthropologists collect data and then transform materials of ethnographic research into analyses and interpretations. Of primary interest is exploration of the connection between theory and methodology, with particular attention to the relationship between the research question asked, the ethnographic material generated, and the analyses and theoretical interpretations which are ultimately developed. Another concern which will be explored in the course is the variety of materials which can be construed as "data," contingent, again, on the research question which has been asked and the theoretical and methodological orientations of the researcher. Finally, we will give careful consideration to the process of writing and issues specific to writing ethnography.

Instructional Strategies

The weekly sessions will be organized in seminar format, as working sessions in which participants discuss assigned readings and their usefulness for ongoing and imagined research projects. As time and circumstances dictate, there will be brief lectures by the instructor. The purpose of the lectures will be to clarify methodological and conceptual issues of concern to seminar participants, not to displace the ongoing discussion of course material. Finally, time will be allocated on a weekly basis for seminar participants to develop and discuss individual projects (detailed below).

Course Objectives

- 1) Provide students with a working knowledge of the techniques of ethnographic data collection and analysis;
- 2) Provide students the opportunity to practice those techniques through class-based projects;
- 3) Provide students with an understanding of research ethics, and the IRB process.

Course Assignments

Readings

Reading material primarily consists of the books listed below, available at the UK bookstore and Kennedy's. All have been placed on reserve at W.T. Young Library. Additional readings will be available from the instructor. Students are required to read all the assigned materials by the date specified in the course outline, and to come to class prepared to discuss these materials. As a weekly assignment, students are required to write 2-3 page commentaries based on all of that week's assigned readings, and to turn these in by the end of the class.*** This assignment can be

seen as a kind of running journal: a reflection on the readings and their usefulness for ongoing or envisioned research projects, a critique of readings for problematic assumptions or limited vision, an interrogation of methodology qua methodology, etc. The written commentaries are due by the date for which the readings are assigned, and will **not** be graded if turned in late. This assignment counts for **30%** of the final grade for the course.

*** Commentaries on the readings will **NOT** be assigned for those weeks when students prepare materials related to their research papers (9/7, 10/12, 10/26, 11/2, 11/9).

Class Participation

15% of the grade will be based on class participation. Students are expected to contribute to the discussion on a weekly basis. The written commentaries on the readings will serve as preparation for class discussion.

Student Projects

Student projects will form the basis for weekly sessions of the seminar. Presentations of student projects, and commentaries by fellow students as formal discussants, will be scheduled for the final two sessions of the course. A description of expectations for the form and content of student projects will be presented in a separate handout. This assignment will count for **55%** of the final grade (**10%**– written materials in preparation for the paper; **10%**– formal presentation of the research; **35%**– the final research paper). Research papers are due **December 5**.

Texts and Readings

M. Burowoy et al., Ethnography Unbound: Power and Resistance in the Modern Metropolis (University of California Press, 1991)

N. Denzin and Y. Lincoln, eds., The Sage Handbook of Qualitative Research, Third Edition (Sage, 2005)

Robert Emerson, Rachel Fretz, and Linda Shaw, Writing Ethnographic Fieldnotes (University of Chicago Press, 1995)

Marjorie Wolf, A Thrice-Told Tale: Feminism, Postmodernism, and Ethnographic Responsibility (Stanford University Press, 1992)

R. Sanjek, ed., Fieldnotes: The Makings of Anthropology (Cornell University Press, 1990). "On Ethnographic Validity" (pp. 385-418).

H. Wolcott, Transforming Qualitative Data: Description, Analysis, and Interpretation (Sage, 1994), ch. 2.

Disclaimer: Reading assignments may be changed in conjunction with the progress (and concerns) of the course. Students will be given at least one week's notice.

COURSE OUTLINE

8/24 Introduction to the Course

8/31-9/7 Ethnographic Research

Reading for 8/31:

Burowoy, chs. 1-7

Reading for 9/7:

Burowoy, chs. 8-14

9/14 Writing Ethnography I

M. Wolf, chs. 1-5

9/21 Ethnographic Research as Theoretical Inquiry

Reading:

Denzin and Lincoln: chs. by Fine and Weiss, Tuhiwai Smith, Bishop, Olesen, Ladson-Billings and Donner, Kincheloe and McLaren, Saukko, and Plummer

[Denzin and Lincoln: other chapters in the sections, "Locating the Field" and "Paradigms and Perspectives in Contention"]

9/28 Treating Ethnographic Materials

Reading:

Emerson et al., chs. 4, 6

Sanjek, "On Ethnographic Validity"

[Sanjek, "The Secret Life of Field Notes"]

10/5 Description

Reading:

Wolcott, ch. 2

Emerson et al., ch. 5

10/12 Analysis, Part One

Reading:

Denzin and Lincoln: chs. by Chase, Fontana and Fey, Angrosino, Markham, Atkinson and Delamont

McCall, "The Complexity of Intersectionality"

[Denzin and Lincoln, other chapters in the section, "Methods of Collecting and Analyzing Empirical Materials"]

- 10/19** **Analysis, Part Two**
 Reading:
 Emerson et al., ch. 7
 Mullings et al., "Qualitative Methodologies and Community Participation
 in Examining Reproductive Experiences"
 D. Wolf, ed., chs. 1, 4, 7, 10
- 10/26** **Writing Ethnography II**
 Reading: Denzin & Lincoln
- 11/2** **Interpretation, Part One**
 Reading: Denzin & Lincoln
- 11/9** **Interpretation, Part Two**
 Reading:
 Denzin and Lincoln:
- 11/16** **STUDENT PROJECTS – ORAL REPORTS I**
- 11/23** **STUDENT PROJECTS – ORAL REPORTS II**
- 11/30** **No Class-- AAA Meetings in Washington, D.C.**
- 12/5** **RESEARCH PAPERS DUE – PLACE IN INSTRUCTOR'S MAILBOX**
- 12/7** **Final Class**
 Reading: TBA

ANT 660 - STUDENT PAPERS

As the major assignment for this course, students are required to write a 15-20 page paper, **due December 5**. The paper will be evaluated on the basis of: thoroughness of the discussion of the research project as a whole, integration of field materials with the relevant theoretical literature/s, and articulation of the themes of the research project within the broader context of anthropology.

CONTENT AND STRUCTURE OF THE RESEARCH PAPER:

Statement of the problem – a concise presentation of the research question which informs the ethnographic project

Description of theoretical perspectives – discussion of the theories in anthropology (and possibly other disciplines) that inform this research, and to which your research project contributes

Methods – description of the field setting and research techniques employed (e.g., participant observation for ___ months, ___ interviews, archival research examining ___ kinds of documents, use of ___ quantitative techniques, etc.)

Findings – substantive discussion of the themes that have emerged from the research: identify the key themes and illustrate through numerous examples from interview material and field notes (digested and reframed for the purposes of this presentation). if applicable, presentation/description of quantitative data and how these augment findings from qualitative research

Analysis – discussion of how the themes of this research articulate with theoretical perspectives in anthropology

Conclusions – summary of significant findings from the research project, with special attention to why they are significant, how they contribute to the literature on ___ and the discipline of anthropology, in general

TIMETABLE FOR RESEARCH PROJECT

8/24-31 Prepare initial statement of research project

9/7 Select/describe journal articles to serve as models for the research project/paper

- 8/24 - 10/12 If necessary, students can continue research projects in order to have the requisite amount of field data (e.g., 25-30 pages of field notes, transcriptions of 2 taped interviews that are at least one hour long apiece)
- 10/12 Submit transcribed interviews, list of themes/codes for interviews, and 1-2 passages that exemplify each theme.
- 10/26 Submit 2-3 page summary of field notes. The summary should contain a detailed discussion of the themes/codes which have emerged in the field notes, with citation of specific passages that exemplify these themes. The summary should also answer the questions: Do the same themes emerge in both field notes and interviews? Do the field notes and interviews complement each other-- covering separate but related issues, in part-- or do they overlap?
- 11/2 Draw upon field notes and transcribed interviews to write 3 page description of field setting/research project. Include in this a statement of the research question and the types of data collected.
- 11/9 In 3 pages, write a summary of: 1) the theoretical issues addressed in the relevant anthropological literature (e.g., key journal articles identified at the outset of research, supplemented by additional library research); 2) the ways and extent to which your research addresses those issues.
- If you do not feel you can answer the second part, explain why this is the case. Is this due to the limited amount of data collected? Is this a result of events and/or problems that complicated the research? What might you do differently to be able to address these issues more effectively, or did you discover that these are the wrong issues? Might you select a different theoretical orientation if you were to pursue this research further?
- 11/16- 23 Make a formal presentation of research to students, professor, and outside examiner. The presentation will include: a description of your theoretical argument along with a discussion of methods, findings, conclusions, and any additional comments you would like to make about the future of this research. Students will typically prepare overheads and handouts to focus the presentation.
- 12/5 Submit final (expanded and rewritten) version of research papers.