ANTH 391-01: ETHNOGRAPHIC METHODS

Time: TBA
Room: TBA

SEMIESTER F, S, Su

Professor: Dr. Gillian Richards-Greaves
Email: grichards@coastal.edu
Office: Brittain Hall (BRTH) 227

Office Hours: Mon. 10AM-2PM;
Wed. 10AM-12 NOON, and by appointment
Office Telephone: (843) 349-6459

COURSE DESCRIPTION:
ANTH 391Q Ethnographic Methods (3). Ethnographic research (fieldwork) is one of the hallmarks of the discipline of Anthropology. In this course, we will examine the development and application of various ethnographic methods, such as participant observation, interviews, surveys, and investigations of archival data. We also explore the ways that anthropologists and other social scientists apply their ethnographic research skills in areas of education, business, and healthcare to find solutions to real world problems. Ultimately, students will gain practical research experience by designing and executing ethnographic research projects, which will require them to take fieldnotes, photograph research sites, map social spaces, and utilize other relevant anthropological research techniques. F, S, Su.

COURSE LEARNING OBJECTIVES:
1. Identify fundamental research methodologies and ethical issues associated with ethnographic fieldwork.
2. Articulate the ethical issues associated with conducting ethnographic research.
3. Discuss the challenges involved in ethnographic research and cultural representation.
4. Understand the ways that ethnographic research impacts the researcher as well as the community under examination.

STUDENT LEARNING OUTCOMES
At the conclusion of the course students will be able to:

1. Exhibit a fundamental knowledge of anthropological research methods and techniques
2. Identify how anthropological perspectives are applied to solve real life problems.
3. Utilize anthropological research methods to conduct short-term ethnographic research
4. Execute a semester-long research project that utilizes two or more anthropological research methods.
QEP SLOs
1) SLO 1.1. Demonstrate the knowledge and skills obtained through participation in experiential learning activities that are relevant/pertinent to their academic programs and/or career goals.

2) SLO 2.1. Demonstrate a high level of comprehension and skill in connecting theory with practice which is correlated to their level of participation in Experiential Learning activities.

3) SLO 2.2. Compare and contrast expected learning to their actual learning derived from Experiential Learning activities.

4) SLO 2.3. Reflect on the impact that Experiential Learning activities have had on their relationship to the world in which they live.

REQUIRED BOOK/MATERIALS


Articles: Additional articles and resources are available on Moodle in each week’s folder. Please bring a copy of the reading to class on the day it is assigned.

Assigned Readings:
All assigned reading should be completed by the date for which it appears. Students should come to class prepared and able to discuss that day’s assigned reading. Please bring a copy of the reading to class on the day it is assigned.

ASSIGNMENTS & GRADING

ATTENDANCE (20%)
Each class session is worth two (2) points for a total of 60 points. You begin the semester with 60 points and lose 2 points for each absence (excused or unexcused).

Complete assigned readings and come to class prepared to discuss issues and concepts addressed in those readings. Here are some questions to consider when reading articles:
1) What is the main point (s) of the reading?
2) How is the reading relevant to the topic course topic?
3) How can you apply what you have read to solve real life issues?

WORKSHEETS (20%)
During the semester, students will complete worksheets that address key anthropological issues discussed in readings, lectures, and other course-related materials. These worksheets will facilitate group discussions and student interactions, and help students understand and apply anthropological theories and concepts to solving contemporary problems. Worksheets MUST be completed BEFORE class, unless otherwise specified.

MIDTERM EXAM (15%)
This is an in-class, closed-book exam that will include several types of questions, including multiple-choice, true-false, short-answer, and essay. It will cover the core issues and concepts addressed in previous chapters, lectures, and other course materials.
RESEARCH PROPOSAL (5%)
You will be required to submit a proposal before beginning your ethnographic research project. The proposal must be submitted by the third week of class in order to allow me sufficient time to provide you with feedback and guidance.

RESEARCH PROJECT (25%)
Students will engage in an ethnographic research project that allows them to critically examine the concept of ethnic identity. Students will choose a culture group in the United States and examine how members of that group construct individual and collective ethnic identities. They will also explore the ways that members of the culture group embrace or reject established boundaries of their “ideal” and “real” culture. The write-up for this project will be presented in a 15-20-page report (with fieldnotes, photos, and other figures included). The goal of this project is for you to apply anthropological research methods you have learned in the classroom to solving practical problems. You should inform the instructor of your research topic by the third week of class. A detailed description of this project will be provided in class and placed on Moodle.

REQUIRED MEETING(S) WITH PROFESSOR (5%)
You are required to meet with the professor at least once during the course of the semester to discuss your progress in the course and receive feedback on your project. You may choose to meet with me during office hours (listed above) or during academic coaching.

FINAL PRESENTATION (10%)
This is an in-class, ten-minute presentation of your ethnographic research findings, solutions, and applications. Your presentation must be organized, informative, and creative. You may use PowerPoint, Sway, or any other form(s) of media.

Grades in this course are determined by the following criteria:

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Percentage</th>
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</thead>
<tbody>
<tr>
<td>Attendance</td>
<td>20%</td>
</tr>
<tr>
<td>Worksheets</td>
<td>20%</td>
</tr>
<tr>
<td>Midterm</td>
<td>15%</td>
</tr>
<tr>
<td>Research Proposal</td>
<td>5%</td>
</tr>
<tr>
<td>Research Project</td>
<td>25%</td>
</tr>
<tr>
<td>Required Meeting(s)</td>
<td>5%</td>
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<tr>
<td>Final Presentation</td>
<td>10%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>100%</strong></td>
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</table>

Grading Scale:
A  90-100%
B+ 88-89%
B  80-87%
C+ 78-79%
C  70-77%
D+ 68-69%
D  60-67%
F  Below 60%
The following information will help you better understand the criteria for graded material:

A= exceptionally thought-provoking, original, creative in both content and manner of presentation, and a skillful use of concepts and/or materials which are fully supported.

B= presents a solid understanding of the subject matter and an ability to handle the issues and materials encountered in the subject with only minor errors.

C= demonstrates an adequate understanding of the subject matter with central ideas present, but too general, repetitious and not clearly supported or integrated with evidence and details.

D= a minimally acceptable performance with a confusing central idea and lacking details. Parts of the assignment are missing and/or incomplete.

F= shows lack of effort and minimal comprehension of material with major mechanical errors, no thesis, and misuse of key concepts.

COURSE POLICIES AND PROCEDURES

Instructional Method
This is a lecture course.

Due Dates & Deadlines
Students are required to submit work on time to receive full credit for assignments. Deadlines for assignments are outlined in the course calendar at the end of the syllabus. **Note:** deadlines are subject to change. Do not wait until the last minute to begin assignments; computer problems will not be regarded as an appropriate excuse for incomplete or late assignments.

**Student behavior statement:** Students are expected to conduct themselves in a respectful manner at all times. Disruptive behavior, substance abuse, disparaging remarks and other behaviors that endanger or threaten the instructor or anyone in the class will NOT be tolerated.

**CELL PHONE USE IS NOT ALLOWED IN THE CLASSROOM.** Disruptive students may be asked to leave the class. Continued disruptive behavior may result in disciplinary action by Coastal Carolina University, which includes dismissal from class and being dropped from the course and/or the College.

**Laptops**
Laptop computers are allowed **ONLY** for note-taking purposes and for viewing relevant course materials during class discussion.

**Grades**
Grades will be maintained in Moodle’s online grade book. Students are responsible for tracking their progress by referring to the online grade book.

**Make-Up/Late Work Policy**
Submit assignments on the day they are due. I will deduct five (5) points from assignments submitted a day after the deadline. I will **NOT** accept assignments a week after the due date. If a student has a **SERIOUS**, verifiable emergency that prevents him/her from submitting work on time, please contact the professor immediately. If you miss a test due to an emergency, you will need to contact me ASAP (e-mail preferred) to make arrangements for a make-up exam.
Contingency Instruction
Your success in this course is directly influenced by continuous and uninterrupted instruction. In the event of extenuating factors that result in the cancellation of class, I may need to provide instruction remotely via Moodle. I will give the class detailed instructions ahead of time on how to proceed via email and Moodle. During this period, attendance will be calculated based on your timely submission of assignments. Students who have questions regarding assignments or need additional assistance many contact me via email (grichards@coastal.edu) or telephone (843-349-6459). Below is a list of the following scenarios that might require remote instruction.

1. Faculty member is ill
2. Faculty member is attending a conference or away
3. Many students in a class are ill
4. University shut down in case of a natural disaster or pandemic (see university website due to an emergency event)

Moodle Support for Students
- Check the ITS website for Student Services www.coastal.edu/scs

Technology Requirements
Students who enroll in this course MUST possess Internet access and basic understanding of computer use, such as using e-mail, sending attachments via e-mail, and using word processing software such as Microsoft Word. Students are also expected to regularly check their Coastal Carolina University email and/or Moodle messages as indicated below. This is the PRIMARY method that the college will utilize to contact students.

<table>
<thead>
<tr>
<th>Technology</th>
<th>Expectations</th>
</tr>
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<tbody>
<tr>
<td>Email</td>
<td>Check your Coastal Carolina University email daily for course updates and/or messages from the professor. I will respond to your email within a 24-hour period, except on weekends and holidays when it may take a bit longer.</td>
</tr>
<tr>
<td>Moodle</td>
<td>The syllabus, PowerPoint slides, Assignments, and other pertinent course information will be posted on Moodle. Please check Moodle regularly for updates.</td>
</tr>
</tbody>
</table>
| Written Assignments & Papers | ❖ Your research paper must be typewritten and double-spaced, using Times New Roman 12-point font. Your paper should include a cover page, in-text citation, and a bibliography/reference list at the end of the paper.  
❖ The following citation styles are acceptable: American Anthropological Association (AAA), Chicago Manual of Style, and MLA. Acceptable academic resources include academic/peer reviewed journal articles, university press books, and electronic articles accessed through CCU’s library.  
❖ NO WIKIPEDIA articles or internet sources such as blogs. Please see me if you have questions concerning particular documents you obtained during research. |
ADDITIONAL SUPPORT

Technical Support from Student Computing Services
○ Check the website for hours, locations and other services (http://www.coastal.edu/scs).
○ Student Computing Services Main Help Desk: 843.349.2908
○ Student Computing Services Tech Support Center: 843.349.2220
○ A list of on-campus HelpDesks and the Help Request Form can be found at this link: (http://www.coastal.edu/scs/index.html?type=helpdesk).

Library Services:
○ Kimbel Library Website (http://www.coastal.edu/library)
○ Ask a Librarian (via Chat, Email or Phone):
○ http://www.coastal.edu/library/AAL/askalibrarian.html

Learning Assistance Center
○ Website: http://www.coastal.edu/lac
○ Phone number: 843.349.6536 for information about services

Student Disability Services
Coastal Carolina University is committed to providing equal access to academic programs and University administered activities with reasonable accommodations to students with disabilities, in compliance with the Americans with Disabilities Act and Amendments (ADAAA). Any student who feels he or she may need an accommodation based on the impact of a disability or learning challenge is strongly encouraged to contact the Office of Accessibility and Disability Services located in Kearns Hall 106, (843) 349-2503. For further information please contact Student Disability Services: http://www.coastal.edu/disabilityservices/rights.html

Counseling Services
○ Website: http://www.coastal.edu/counseling; Phone number: 843.349.2305

ACADEMIC INTEGRITY POLICY
Remember to give credit where credit is due. Students who present another writer’s words as their own or who neglect to cite proper bibliographical information when referring to material published on-line, in reference books, or in a journal or book of any kind are subject to disciplinary action by the university. Additionally, any student caught cheating (in any form) will earn a score of zero (0) on the examination, paper, or project; and will also be subject to review and penalties outlined in the CCU code of conduct.

To familiarize yourselves with proper citation procedures, please visit CCU’s writing center (Kimbel 221) and/or online resources such as (http://owl.english.purdue.edu/owl/). Please see the following link for more information about the university’s academic integrity policy.
http://www.coastal.edu/judicialaffairs/codeofconduct.pdf
ATTENDANCE AND PUNCTUALITY

Attendance and punctuality are crucial to your overall participation grade. I take attendance every class. You will be awarded two (2) points for each class session, so you will have the opportunity to earn up to 60 points. If you come to class more than fifteen (15) minutes late or leave more than 15 minutes early you will only earn one (1) point for that class. However, if you are more than half an hour late you will be marked absent. **If you have eight (8) or more unexcused absences, you will fail the course.** If you must miss class to observe a religious holiday, please provide me with written notification at least two weeks in advance. If you must miss class for medical reasons, please bring me a doctor’s note. CCU athletes who must miss class to attend sporting events should also provide official documentation at the beginning of the semester and whenever necessary. You are allowed one unexcused absence, but I will deduct 4 points from your final grade for each absence thereafter.

**Note:** According to Coastal Carolina University, students MUST attend at least 75% of classes to receive a passing grade. If you do fall below this standard you will earn a grade of “F” in the course.

COURSE CALENDAR: TOPICS, ASSIGNED READINGS & ACTIVITIES

**Important:** Readings, class topics, and projects may be subject to minor changes. These changes will be announced on Moodle and in class. Please check Moodle each week for announcements and updates. **Readings must be done BEFORE the class on the day they are assigned.**

<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Lecture Topic</th>
<th>Readings</th>
<th>Assignments Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>01</td>
<td></td>
<td>Introductions; Course Outline</td>
<td>Syllabus</td>
<td>Introductions</td>
</tr>
</tbody>
</table>
|      |      | **Topic 1:** Anthropology: A four-field discipline | Reading: Kottak, Chapter 1  
Video: “What is anthropology?” | |
| 02   |      | **Topic 2:** Overview of Anthropological Method and Theory (Cultural Relativism, Ethnocentrism, etc.) | Reading:  
Russell, Chapters 1 & 2  
Reading: On Moodle | Bring computers/tablets to this class on Tuesday!  
Stephanie Cassavaugh and Patty Carter lead IRB session.  
Students will complete IRB training and registration. |
<p>| 03   |      | <strong>Topic 3:</strong> Research Design, Experiments | Reading: Chapters 4 &amp; 5 | Research Proposals due! |</p>
<table>
<thead>
<tr>
<th>Topic 4:</th>
<th>Reading: Russell, Chapters 6 &amp; 7</th>
<th>Worksheet #1: Design your research project</th>
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</thead>
<tbody>
<tr>
<td>Research Design, “Sampling”</td>
<td>Reading: On Moodle</td>
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<tr>
<td>Topic 5:</td>
<td>Reading: Russell, Chapters 8 &amp; 9</td>
<td>Worksheet #2: Five-minute Interview</td>
</tr>
<tr>
<td>Interviewing</td>
<td>Reading: On Moodle</td>
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<tr>
<td>Topic 6:</td>
<td>Reading: Russell, Chapter 10</td>
<td>Dr. Carolyn Dillian leads hands-on session on Forensic Anthropology</td>
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<tr>
<td>Interviewing</td>
<td>Worksheet #3: Based on Dr. Dillian’s presentation</td>
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<tr>
<td>Topic 7:</td>
<td>Reading: Russell, Chapters 13 &amp; 14</td>
<td>Worksheet #4: “Webbing” Exercise/Observation</td>
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<tr>
<td>Observation</td>
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<td>Topic 8:</td>
<td>Reading: Russell, Chapter 12</td>
<td>Worksheet #5: Life History</td>
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<tr>
<td>Participant Observation</td>
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<tr>
<td>Topic 9:</td>
<td>Reading: Russell, Chapter 16</td>
<td>Guest Lecturer: Dr. Kathy Corbett</td>
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<tr>
<td>Cognitive Anthropology, Pt. 1</td>
<td>Additional Reading: On Moodle</td>
<td>Worksheet #6: Interview Transcription and analysis</td>
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<tr>
<td>Topic 10:</td>
<td>Reading: Russell, Chapter 17</td>
<td>Fieldtrip to Brookgreen Gardens</td>
</tr>
<tr>
<td>Cognitive Anthropology, Pt. 2</td>
<td>Additional Reading: On Moodle</td>
<td>Dr. David Palmer demonstrates Historical Archaeological Methods at Brookgreen Gardens.</td>
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<tr>
<td>Topic 11:</td>
<td>Reading: Russell, Chapters 18 &amp; 19</td>
<td>Worksheet #7: Photography</td>
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<tr>
<td>Text Analysis</td>
<td></td>
<td>Worksheet #8: Research write-up (proposal, abstract, body, bibliography, images,</td>
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<tr>
<td>Date</td>
<td>Topic</td>
<td>Reading: On Moodle</td>
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<tr>
<td>13</td>
<td><strong>Topic 12:</strong></td>
<td>IN-CLASS PRESENTATIONS</td>
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<tr>
<td>14</td>
<td><strong>Topic 13:</strong></td>
<td>IN-CLASS PRESENTATIONS</td>
</tr>
<tr>
<td></td>
<td><strong>Topic 14:</strong></td>
<td>IN-CLASS PRESENTATIONS</td>
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<tr>
<td>15</td>
<td><em><strong><strong>LAST DAY OF CLASSES</strong></strong></em></td>
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</tbody>
</table>