Without the continued grounding in the empirical that scientific aspects of our tradition provide, our interpretive efforts may float off into literary criticism and into particularistic forms of history. Without the interpretive tradition, the scientific tradition that grounds us will never get off the ground.

Much of the excitement and the trepidation of starting a new research project depends on the development of a question that can generate an answer and the excitement often lies in asking new questions which invite equally clear and specific answers. However… there are different modes of questioning, and these different modes also often have rather different senses of what might constitute `an answer'… it is important to give some thought to the assumptions you are making when you think about `a question'.

Roy Rappaport, Cultural Anthropology’s Future Agenda, pg 76

Gillian Rose, Using Social Theory: Thinking Through Research, pg 9

This seminar prepares doctoral students to design ethnographic research projects, write grant proposals, collect and analyze data, and write up research findings. Topics addressed include the relationship between theory and method, defining researchable questions, research ethics, IRB protocols, participant observation, sensory ethnography, writing fieldnotes, interview techniques (unstructured, semi-structured, structured), transcription, sampling, designing questionnaires, coding data, data analysis, research proposal evaluation criteria, peer review processes, interpersonal relations with fieldwork interlocutors, and other methodological topics of interest to seminar participants (e.g., oral histories, life histories, censuses, focus group interviews, archival research).

Practical exercises will introduce students to techniques of collecting, coding, analyzing and interpreting qualitative and quantitative data (with an emphasis on qualitative techniques). Students will review research proposals funded by a variety of agencies. We will discuss key components of successful proposals, along with screening criteria proposal reviewers use and how they vary across funding agencies. We will examine actual cases of ethical dilemmas considered by the AAA and how they were resolved, as well as Institutional Review Board (IRB) criteria for research on human subjects. Published examples of ethnographic writing will be interspersed throughout the course; we will explore their methodological, narratological, ethical, and epistemological dimensions.

**Requirements**: 1) read all required material before class 2) write a two paragraph summary of the readings to Sakai by 4pm Wednesday 3) active participation in seminars 4) complete all written exercises and research technique assignments 5) prepare a solid draft of your research proposal. A student who misses a seminar meeting should inform the instructor in advance of the reason for the absence, and by noon on the Friday following the missed class must complete not only any regular assignment but also a make-up assignment that will include a three-page summary of the readings covered that week.

**Grades**: attendance and participation 30 points; short writing assignments and exercises 30 pts; oral presentations 10 pts; research proposal initial draft 15 pts; research proposal final draft 15 pts.

**Required Readings**:

Becker, Howard S.

2007 *Writing for Social Scientists: How to Start and Finish Your Thesis, Book, or Article*. 2nd Edition. Chicago: University of Chicago Press.

Bernard, H. Russell Bernard

2011 *Research Methods in Anthropology: Qualitative and Quantitative Methods*. 5th Edition. Altamira Press.

Emerson, Robert M., Rachel I. Fretz, and Linda L. Shaw

2011 *Writing Ethnographic Fieldnotes*. 2nd Edition. University of Chicago Press.

Robben, Antonius C.G.M. and Jeffrey A. Sluka, eds.

2012 *Ethnographic Fieldwork: An Anthropological Reader*. 2nd Edition. Oxford: Blackwell.

Journal articles may be accessed through the library homepage or the Sakai course webpage resources link.

**Rutgers Policies: Please make yourself aware of the student code of conduct, especially the academic code of conduct. http://studentconduct.rutgers.edu/university-code-of-student-conduct**

Science, like art, religion, commerce, warfare, and even sleep, is based on presuppositions.

Gregory Bateson, Mind and Nature, pg 25

**Course Schedule**

|  |  |  |
| --- | --- | --- |
| **Date** | **Reading Assignment** | **Application Assignment** |
| January 22  **INTRODUCTION: SCHOLARLY IMAGINATION** | C. Wright Mills  2000[1959] On Intellectual Craftsmanship. In *The Sociological Imagination*. Oxford University Press, 195-226  Becker, Howard  2007 *Writing for Social Scientists*, 135-149 | Research conceptualization exercise (prepare before class) |
| January 29  **DEFINING A RESEARCH PROBLEM** | Watts, Michael  2001 The Holy Grail: In Pursuit of the Dissertation Proposal. (pdf link on the right side of the page) http://iis.berkeley.edu/node/304  Nuts and Bolts (link on the right side of page) sections on theory, research question, research design, concepts and terminology, and timeline  Bernard, H. Russell  2011 *Research Methods in Anthropology*, chapters 3-4  Booth, Wayne C., Gregory G. Colomb, and Joseph M. Williams  1995 *The Craft of Research*. University of Chicago Press, 29-63 (*Sakai*)  Robben, Antonius C.G.M. and Jeffrey A. Sluka, eds.  2012 *Ethnographic Fieldwork: An Anthropological Reader*. Oxford: Blackwell, 1-47.  Becker, Howard  2007 *Writing for Social Scientists*, chapters 1-2 | Problem definition exercise (prepare before class to workshop in class) |
| February 5  **RESEARCH ETHICS** | Robben, Antonius C. G. M. and Jeffrey A. Sluka, eds.  2012 *Ethnographic Fieldwork*, pp. 299-305, 318-352 (Bourgois and Berreman chapters), 359-364 (AAA Code of Ethics).  Hodgson, Dorothy L.  2010 The Politics of Naming: Ethical Dilemmas and Disciplinary Divides in Anthropology and History. In *Anthrohistory: Unsettling Knowledge, Questioning Discipline,* Edward Murphy, David William Cohen, Chandra Bhimull, Fernando Coronil, Monica E. Patterson, and Julie Skurski, eds.Ann Arbor: University of Michigan Press, 257-282.  Becker, Howard  2007 *Writing for Social Scientists*, chapters 3-4    Clark, Lauren and Ann Kingsolver  2000 Briefing Paper on Informed Consent, AAA Committee on Ethics. <http://www.aaanet.org/committees/ethics/bp5.htm>  Bell, Kirsten  2014 Resisting Commensurability: Against Informed Consent as an Anthropological Virtue. *American Anthropologist* 116(3): 511-522. (find on library website)  Warner, Faith  2009 Ethical Considerations for Digital Fieldwork. *Anthropology News*, September, p. 27. Access via AnthroSource: http://onlinelibrary.wiley.com/doi/10.1111/j.1556-3502.2009.50627.x/pdf  Parrott, Elizabeth Smith  2002 Ethnographic Research. In *Institutional Review Board Management and Function*, Robert J. Amdur, and Elizabeth A. Bankert, eds. Sudbury, MA: Jones and Bartlett Publishers, 407-414.  Bliss, Alan  2002 Oral History Research. In *Institutional Review Board Management and Function*, Robert J. Amdur, and Elizabeth A. Bankert, eds. Sudbury, MA: Jones and Bartlett Publishers, 415-418.  Information about the Institutional Review Board (IRB) at Rutgers: <https://orra.rutgers.edu/artsci>  Human subjects certification process at Rutgers:  <http://orra.rutgers.edu/irb-human-subjects-certification> | Ethical Case Studies Assignment (in class)  Complete the Rutgers Human Subjects Certification by February 14th and email the certificate to the instructor.  **Reference/Optional**  Guidelines of the African Studies Association for Ethical Conduct in Research and Projects in Africa (2000). <http://www.africanstudies.org/about-asa/ethical-guidelines>  *AE Forum November 2007:* IRBs, Bureaucratic Regulation, and Academic Freedom. *American Ethnologist* 33(4): 475-548  Schrag, Zachary M. 2010. *Ethical Imperialism: Institutional Review Boards and the Social Sciences,* 1965- 4. Johns Hopkins University Press.  Greene, Kathryn.  How to Smoothly and Successfully Complete the Process for IRB Submission. <http://orsp.rutgers.edu/sites/orsp.rutgers.edu/files/Humans/IRB%20Submission%20KG%20Slides.pdf> |
| February 12  **FIELDWORK: RELATIONS, RAPPORT, HAZARDS** | Besteman, Catherine  2008 Dodging Bullets. In *Transforming Cape Town.* Berkeley and Los Angeles: University of California Press, 146-162.  Ghassem-Fachandi, Parvis  2012 Touch in an Untouchable Space. In *Pogrom in Gujarat: Hindu Nationalism and Anti-Muslim Violence in India*. Princeton University Press, 109-113.  Robben, Antonius C. G. M. and Jeffrey A. Sluka, eds.  2012 *Ethnographic Fieldwork*, 51-81 (Beginnings), 85-134 (Fieldwork identity), 137-190 (Fieldwork relations and rapport), 443-511 (Sensorial Fieldwork), 237-296 (Fieldwork conflicts and dangers), 193-234 (Other Talks Back), 513-562 (Reflexive Ethnography), 565-612 (Engaged Fieldwork),  Robben, Antonius C.G.M.  2007 Ethnographic Seduction, Transference, and Resistance in Dialogues about Terror and Violence in Argentina. In *Ethnographic Fieldwork, First Edition*, 159-176. | Oral Presentation of Reading Section (in-class: choose one of the Robben and Sluka sections to read in detail and present the key points in a 5 minute presentation; include at least one question to pose to the class.)  (Sign-up for observation and fieldnotes exercise) |
| February 19  **PARTICIPANT OBSERVATION AND FIELDNOTES** | Emerson, Robert M., Rachel I. Fretz, and Linda L. Shaw, 2011 *Writing Ethnographic Fieldnotes, Second Edition*. University of Chicago Press, 1-170.  Sanjek, Roger  1990 Examples of Fieldnotes. In *Fieldnotes: The Makings of Anthropology*, Roger Sanjek, ed. Cornell University Press, 124-135.  Jackson, Jean E.  1990 ‘I Am a Fieldnote’: Fieldnotes as a Symbol of Professional Identity. In *Fieldnotes: The Makings of Anthropology*, Roger Sanjek, ed. Cornell University Press, 3-33.  Bernard, H. Russell  2011 *Research Methods in Anthropology*, chapters 12, 13, 14.    Optional:  Dewalt, Kathleen, Billie R. Dewalt and Coral B. Wayland, 1998 Participant-Observation. In *Handbook of Methods in Cultural Anthropology,* H. Russell Bernard, ed. Lanham, MD: Altamira, pp. 259-299. | Observation and fieldnotes writing exercise (before class) |
| February 26  **INTERVIEWS, KINSHIP AND MAPPING** | Bernard, H. Russell  2011 *Research Methods in Anthropology*, chapters 2, 7 & 8. [Skim chapter 5]  Briggs, Charles  2007 Anthropology, Interviewing, and Communicability in Contemporary Society. *Current Anthropology* 48(4): 551-580.  Agar, Michael H.  1996 *The Professional Stranger*. New York: Academic Press, 168-184.  Angrosino, Michael V.  2002 Conducting a Life History Interview. In *Doing Cultural Anthropology*, Michael V. Angrosino, ed. Prospect Heights: Waveland, 3-44.    Crane Julia G. and Michael V. Angrosino  1992 *Field Projects in Anthropology*. Prospect Heights: Waveland, 44-52 (Charting Kinship) and 430-44 (Making Maps). | Unstructured and semi-structured interview exercises |
| March 5  **STRUCTURED INTERVIEW DESIGN** | Bernard, H. Russell  2011 *Research Methods in Anthropology* chapter 9, re-read chapter 2.  Becker, *Writing for Social Scientists*, chapters 5-7, 9-10. | Questionnaire design and structured interview exercise (prepare partially before class). |
| March 12  **TEXT ANALYSIS**  **Guest lecturer:** Cécile Evers | Bernard, H. Russell  2011 *Research Methods in Anthropology* chapters 15, 18, 19.  Geissler, P.W.  2013 Public Secrets in Public Health: Knowing Not to Know While Making Scientific Knowledge. *American Ethnologist* 40(1):13-34 (Library)  Redfield, Peter  2013 Commentary: Eyes Wide Shut in Transnational Science and Aid. *American Ethnologist* 40(1):35-37. (Library)  Farnell, Brenda and Laura R. Graham  2000 Discourse-Centered Methods. In *Handbook of Methods in Cultural Anthropology*, H. R. Bernard, ed. Walnut Creek, CA: AltaMira Press, 411-457.  Wolcott, Harry F.  1994 Description, Analysis and Interpretation in Qualitative Inquiry. In *Transforming Qualitative Data: Description, Analysis and Interpretation*. Thousand Oaks: Sage Publications, 9-54. | Interview transcription exercise  Optional:  Bloomaert, Jan and Dong Jie  2010 *Ethnographic Fieldwork: A Beginner’s Guide*. Tonawanda NY: Multilingual Matters, 63-84. |
| Spring Break | | |
| March 26  **GRANT PROPOSALS: KEY COMPONENTS AND EVALUATION CRITERIA, I** | Przeworski, Adam and Frank Salomon  1988 On the Art of Writing Research Proposals. New York: Social Science Research Council.  Silverman, Sydel  1991 Writing Grant Proposals for Anthropological Research. *Current Anthropology* 32(4):485-489. (Library)  National Science Foundation  2004 A Guide for Proposal Writing. <http://www.nsf.gov/pubs/2004/nsf04016/start.htm>  Winslow, Deborah  2007 What Makes an NSF Proposal Successful? *Anthropology News*, Oct. 2007, 31.  Lamont, Michele  2009 Anthropology’s Fragile Boundaries. In *How Professors Think: Inside the Curious World of Academic Judgment*. Cambridge and London: Harvard University Press, 87-95.  Sample proposals funded by Fulbright-Hays, Fulbright IIE, Guggenheim Foundation, National Science  Foundation, Social Science Research Council, Wenner-Gren Foundation. | Proposal evaluation exercises.  Review Institute of International Studies, University of California (Berkeley) “Nuts and Bolts” sections: <http://iis.berkeley.edu/content/nuts-bolts> |
| April 2  **CODING AND ANALYZING QUAL AND QUANT DATA** | Emerson, Robert M., Rachel I. Fretz, and Linda L. Shaw, 2011 *Writing Ethnographic Fieldnotes, Second Edition*. University of Chicago Press, chapters 7-8.  Bernard, H. Russell  2011 *Research Methods in Anthropology* chapters 15, 18-20 | Data coding exercise. |
| April 9  **IN THE ARCHIVES, ORAL HISTORY, CENSUSES, MULTI-SITED FIELDWORK** | Brettell, Caroline B.  1998 Fieldwork in the Archives: Methods and Sources in Historical Anthropology. In *Research Methods in Cultural Anthropology*, Second Edition. Walnut Creek, CA: AltaMira Press, 513- 546.    Hammersley, Martyn and Paul Atkinson  1995 Documents. In *Ethnography: Principles in Practice*, M. Hammersley and P. Atkinson, eds. London: Routledge, 157-174    Vansina, Jan  1996 Epilogue: Fieldwork in History. In *In Pursuit of History: Fieldwork in Africa*, Carolyn Keyes Adenaike and Jan Vansina, eds. Portsmouth, NH: Heinemann, 127-140.    Robben, Antonius C. G. M. and Jeffrey A. Sluka, eds.  2012 *Ethnographic Fieldwork*, 367-373 (multi-sited fieldwork), 347-358 (Edwards), 399-408 (Hannerz), 409-440 (Matsutaki).    Optional:  Marcus, George E.  1995 Ethnography In/Of the World System: The Emergence of Multi-Sited Ethnography. *Annual Review of Anthropology* 24:95-117. |  |
| April 16  **GRANT PROPOSALS: KEY COMPONENTS AND EVALUATION CRITERIA, II**  Guest lecture: Angelique Haugerud | Lamont, Michele  2009 *How Professors Think: Inside the Curious World of Academic Judgment*. Cambridge and London: Harvard University Press, 107-158, 159-201.  Sample proposals funded by Fulbright-Hays, Fulbright IIE, Guggenheim Foundation, National Science Foundation, Social Science Research Council, Wenner-Gren Foundation. | Proposal evaluation exercises.  **\*\*Draft #1 of research proposal due 3:00 p.m. Friday, April 17** |
| April 23  **WRITE-UP** | Hutchinson, Sharon  1996 *Nuer Dilemmas*. Chicago: University of Chicago Press, 1-20, 44-55.  Mintz, Sidney  1974[1960] *Worker in the Cane*. New York and London: W.W. Norton and Co, excerpts.  Mintz, Sidney  1989 The Sensation of Moving, While Standing Still. *American Ethnologist* 16(4):786-796.  Emerson, Robert M., Rachel I. Fretz, and Linda L. Shaw, 2011 *Writing Ethnographic Fieldnotes, Second Edition*. University of Chicago Press, 201-248.  Becker, Howard  2007 *Writing for Social Scientists*, re-read chapters 2-4,  Haugerud, Angelique  2013 Editor’s Foreword: *AE*’s Keywords by Decade. *American Ethnologist* 40(1):1-5. (Library)  Ahearn, Laura  2013 Commentary: Keywords as Literacy Practice in the History of Anthropological Theory. *American Ethnologist* 40(1):6-12. (Library)  View the expanded word cloud gallery on *AE*’s website: http://www.americanethnologist.org  Orwell, George  1945 Politics and the English Language. http://iis.berkeley.edu/content/style.  Vora, Neha and Tom Boellstorff  2012 Anatomy of an Article: The Peer-Review Process as Method. *American Anthropologist* 114(4):578-583. (Library) | Writing and editing exercise (in class) |
| April 30  **WRITE-UP II** | Klaits, Frederick  1997 A Research Proposal Funded by the Social Science Research Council: Creating Parenthood and Childhood in Botswana in the Time of AIDS. *Africa Today* 44(3):327-337.  Klaits, Frederick  1998 Dissertation Prospectus: Death and Social Loyalty in Botswana in the Time of AIDS.”    Klaits, Frederick  2001 Housing the Spirit, Hearing the Voice: Care and Kinship in an Apostolic Church During Botswana’s Time of AIDS. Ph.D. Dissertation, Johns Hopkins University, 1-34.  Klaits, Frederick  2010 *Death in a Church of Life: Moral Passion During Botswana’s Time of AIDS*. Berkeley and Los Angeles: University of California Press, xi- 36 and 279-288 (Introduction: Moral Passion in Suffering and Faith, and Conclusion: Putting Love Into Words). | Connections exercise: alignments of research problem, theory, and method. Continuities and discontinuities between Klaits’ doctoral research proposal and book (in class) |
| **\*\*RESEARCH PROPOSAL DUE THURSDAY, MAY 7** (5:00 p.m. on Sakai, no late submission) | | |