SOCIAL SCIENCE RESEARCH METHODS

ANT 360
University of Maine Farmington
Fall 2024

Instructor: Nicole C. Kellett, Ph.D.
Class Time: Monday/Wednesday 11am-12:15pm
Class Room: Roberts, Room 105
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Office Hours: Mondays and Wednesdays 9-10:30am or by appointment
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Course Objectives

The study of humankind is complex and exciting! It is not easy to discern what people do and believe and uncover the reasons why, but exploring such questions is compelling and can prove to be quite an adventure. Throughout the semester you will learn the wide array of ways in which anthropologists approach the study of people and engage in several different activities that represent key methods in social science research including designing and conducting interviews, focus groups, surveys, and more. You will also learn how to analyze narrative and numerical data. The course is designed to introduce a wide array of methods, not necessarily dive into each one in-depth. My goal as your instructor is that you leave this class with a solid understanding of how to design, conduct and analyze social science research.

By the end of the semester, you should:

- Have a solid grasp of the primary methods used in the field of cultural anthropology.
- Comprehend the distinction between quantitative and qualitative methods, the contributions and limitations of each, and how they can be used in conjunction with one another.
- Be aware of ethical issues in conducting fieldwork and writing/presenting research findings.
- Know how to collaborate with others to explore a research question and design a research project.
- Conduct and incorporate relevant literature into a research project.
- Be adept at conducting interviews, focus groups, questionnaires, and other methods.
- Be able to adequately analyze qualitative and quantitative data; and
- Understand how anthropologists have used methods towards social change.

Course Structure

I believe a key component to active learning is engaged discussion and participation, especially in a methods course. We will read, discuss, and practice methods during class time and then you will have the opportunity to try them out "in the real world." To gain the most from this class I expect you to read the assigned readings prior to coming to class. To encourage timely reading, you will complete reading responses in which you demonstrate clear engagement with the material.

As a class we will be working with an outside partner, The Center for Entrepreneurial Studies (CES), to explore issues of importance to youth in our community. Upon providing a background on social science research and applied anthropology we will dive into some core social science methodologies. You will then work with a small group to design and conduct a particular method as well as analyze the resulting data. As a small group you will write a proposal (plan of action) and prepare a presentation to share your results with the class. Throughout this process we will also explore data analysis, ethics in research, and how to write up your research findings.

Towards the end of the semester, you will work with your group as well as peers in other groups to share and analyze overall research findings. You will then work together to develop a Powerpoint presentation to share key findings for our stakeholders during finals week. You will also submit a short reflection paper on the entire process and complete a self/peer evaluation. I will provide detailed information on each assignment in class (and on Brightspace). This project offers you a unique opportunity to learn how to collaborate with your classmates to accomplish a collective goal.

Required Text:
Guest, Greg, Emily E. Namey and Marilyn L. Mitchell. 2013. Collecting Qualitative Data: A Field Manual for Applied Research. Los Angelos: Sage.

All other readings are posted on Brightspace

Course-Specific Policies

Academic Accommodations
To offer equal educational opportunities to students with **special needs**, students should notify the instructor of any need for accommodation *prior* to the first assignment to ensure that each student has the capacity to meet all course requirements. This includes constraints on internet access and other obligations (e.g., work hours). If you require accommodation please contact: Jess Berry at Academic Services for Students with Disabilities (207) 778-7295 (voice) or (207) 778-7000 (TTY/TDD) and please notify me as well to make arrangements. You can find services and information at http://accessibility.umf.maine.edu/

Names/Pronouns and Self-Identifications
The University of Maine at Farmington recognizes the importance of a diverse student body, and we are committed to fostering inclusive and equitable classroom environments. I invite you, if you wish, to tell us how you want to be referred to both in terms of your name and your pronouns (he/him, she/her, they/them, etc.). The pronouns someone indicates are not necessarily indicative of their gender identity.

Additionally, how you identify in terms of your gender, race, class, sexuality, religion, and dis/ability, among all aspects of your identity, is your choice whether to disclose (e.g., should it come up in classroom conversation about our experiences and perspectives) and should be self-identified, not presumed or imposed. I will do my best to address and refer to all students accordingly, and I ask you to do the same for all of your fellow peers.

Communication with Instructor
Email: If you need to reach out and communicate with me, please email me. Please DO NOT email me with questions that are easily found in the syllabus or on BrightSpace (i.e. when is this assignment due? How much is it worth? etc.), but please DO reach out about personal, academic, and intellectual concerns/questions. While I will do my best to respond to emails within 36 hours, please plan accordingly to allow plenty of time to adequately respond to questions.

I will send IMPORTANT announcements via Brightspace messaging. You must make sure that your email & announcement notifications (including changes in assignments and/or due dates) are enabled so you do not miss any messages. You are responsible for checking your email and Brightspace with regular frequency.

Communication with Peers
I encourage you to reach out to peers with questions if you missed class or need clarification. Here is a space to acquire the names and contact information of at least two peers from class:

Name: _____ Contact Info: _____

Name: _____ Contact Info: _____

With a diversity of perspectives and experience, we may find ourselves in disagreement and/or debate with one another. As such, it is important that we agree to conduct ourselves in a professional manner and that we work together to foster and preserve a virtual classroom environment in which we can respectfully discuss and deliberate controversial questions.

I encourage you to confidently exercise your right to free speech—bearing in mind, of course, that you will be expected to craft and defend arguments that support your position. Keep in mind that free speech has its limit, and this course is NOT the space for hate speech, harassment, and derogatory language. I will make every reasonable attempt to create an atmosphere in which each student feels comfortable voicing their argument without fear of being personally attacked, mocked, demeaned, or devalued.

Any behavior (including harassment, sexual harassment, and racially and/or culturally derogatory language) that threatens this atmosphere will not be tolerated. Please alert me immediately if you feel threatened, dismissed, or silenced at any point during our semester together and/or if your engagement in discussion has been in some way hindered by the learning environment.

Academic Integrity
The University's Academic code is designed to ensure that the principles of academic honesty and integrity are upheld. In accordance with this code, the university does not tolerate academic dishonesty. Please ensure that you fully understand this code and its implications because all acts of academic dishonesty will be dealt with in accordance with the provisions of this code. All students are expected to adhere to this code. It is your responsibility to read it and know what it says, so you can start your

professional life on the right path. As future professionals, your commitment to high ethical standards and honesty begins with your time at the university.
It is important to note that course assistance websites, such as CourseHero, are not permitted sources, unless the instructor explicitly gives permission for you to use one of these sites. Material taken or copied from these sites can be deemed unauthorized material and a violation of academic integrity. These sites offer information that might not be accurate and that shortcuts the learning process, particularly the critical thinking steps necessary for college-level assignments.

Additionally, it is understandable that students may use a variety of online or virtual forums for course-wide discussion (e.g., GroupME or WeChat). Collaboration in this way regarding concepts discussed in this course is permissible. However, collaboration on graded assignments is strictly prohibited unless otherwise stated. Examples of prohibited collaboration include asking classmates for answers on reading responses, copying peers' work, etc.

Grades
All assessment scores will be posted on Brightspace. If you would like to review any of your grades or have questions about how something was scored, please email me to schedule a time for us to meet and discuss.

Reading responses must be turned in on the assigned due date. Group assignments must also be completed by the assigned date. A failure to participate in a group assignment (proposal, presentation, etc.) or to submit a reading response on time will result in a grade of zero. Exceptions will only be made under extreme circumstances that must be discussed with me in person.

Final letter grades are assigned based on the percentage of total points earned. To be fair to everyone I must establish clear standards and apply them consistently, so please understand that being close to a cutoff is not the same as making the cut ($89.99 \neq 90.00$). It would be unethical to make exceptions for some and not others. Below are the assignments with due dates and points.

Assignment	Due Date	Total Possible Points
RR 1	Sept. 18	5
RR 2	Sept. 25	5
RR 3	October 2	5
RR 4	October 21	5
Group Proposal	October 23	15
RR 5	October 30	5
RR 6	November 6	5
Group Presentation	November 13	15
RR 7	November 20	5
RR 8	December 2	5
Final Reflection Paper/Peer Self Review	December 16	15
Final Presentation	December 16	30
Participation	Ongoing	15
TOTAL POINTS		130

Grading Scale

93 - 100% =A	73 - 76% =C
90 - 92% =A-	70 - 72% =C-
87 - 89% =B+	67 - 69% =D+
83 - 86% =B	63 - 66% =D
80 - 82% =B-	60 - 62% =D-
77 - 79% =C+	0 - 59% =F

Course Outline

Due to the collaborative nature of our community-engaged project, the proposed schedule of readings and assignments may change. I will notify you as soon as possible of any change to the schedule. All readings not in the assigned textbook are posted on Brightspace.

PART I: SOCIAL SCIENCE RESEARCH & APPLIED ANTHROPOLOGY

Wednesday, September 4: Introduction to Course and One Another

Monday, September 9: Research History and Qualitative Research

Reading Guest, Namey, Mitchell (GNM) chapter 1: Qualitative Research
In Class: Anthrocurious Develop an Idea Worth Sharing Video
https://aotps.productdyno.com/c/1-develop-an-idea-worth-sharing-452832

Wednesday, September 11: Research Teams

Readings: LeCompte and Schensul Book 1 chapter 8: Identifying and Building Research Teams and Research Partnerships (pp. 227-250)
In-class: Anthrocurious: Influencing Public Policy Video and Exercise

Monday, September 16: Applied Anthropology

Readings: LeCompte and Schensul Book 1 chapter 9: Applying Ethnography (pp. 251-283)
*Guest Speaker: Dr. Elizabeth Briody, Anthropology Career Readiness Network

Wednesday, September 18: Community Engagement

*Guest Speaker: Bonita Tompkins, Center for Entrepreneurial Studies
*Reading Response #1 DUE (GNM chapter 1, LeCompte and Schensul Book 1, chapter 8 and 9)

PART II: ESSENTIAL METHODOLOGIES

Monday, September 23: Sampling in Qualitative Research

Reading: GNM: Chapter 2: Sampling in Qualitative Research

Wednesday, September 25: Participant Observation

Reading: GNM: Chapter 3: Participant Observation

Optional Reading: Emerson, Fretz and Shaw chapter 1: Field Notes in Ethnographic Research (pp. 1-20) and Chapter 2: In the Field: Participating, Observing and Jotting Notes (pp. 21-43)

*Reading Response #2 DUE (GNM chapter 2 and 3)

Monday, September 30: Interviews

Reading: GNM: Chapter 4: In-depth Interviews

Wednesday, October 2: Focus Groups

Reading: GNM: Chapter 5: Focus Groups

*Reading Response #3 DUE (GNM chapter 4 and 5)

Monday, October 7: Additional Qualitative Data Collection Methods / Photovoice

Reading: GNM: Chapter 6: Additional Data Collection Methods

In-class Watch: Videos on Brightspace about Photovoice Projects and Review Photovoice Projects Training Manual by United for Prevention in Passaic County

Wednesday October 9: Workshop

*Assign Working Groups

In-class workshop: Groups meet to create plan

Monday, October 14-18: FALL BREAK

Monday, October 21: Surveys

Reading: Schensul and LeCompte Book 3 Chapter 9: Structured Approaches to Ethnographic Data Collection: Survey

*Reading Response #4 DUE (GNM chapter 6, Schensul and LeCompte book 3, chapter 9)

Wednesday, October 23: Workshop

*Group Proposal DUE (proposed plan of action)

Meet with each group to discuss plan

PART III: DATA COLLECTION & ANALYSIS

Monday, October 28: Qualitative Data Management

Readings: GNM: Chapter 7: Qualitative Data Management

Wednesday, October 30: Analyzing Interviews

Readings: Rubin and Rubin Chapter 10: What Did You Hear? (pp. 226-256)

*Reading Response #5 DUE (GNM chapter 7, Rubin and Rubin chapter 10)

Monday, November 4: Processing Fieldnotes

Readings: Vivanco chapter 12: Processing Field Notes (pp. 129-140)

Wednesday, November 6: Quantitative Analysis

Readings: LeCompte and Schensul Book 5 chapter 9: Analyzing Ethnographically Based Survey Data (pp. 205-244).

*Reading Response #6 DUE (Vivanco chapter 12, LeCompte and Schensul book 5, chapter 9)

Monday, November 11: Veteran's Day (no class)

Wednesday, November 13: Group Presentations

*Group Presentation DUE (present findings/group analysis)

PART III: Ethics and Putting It All Together

Monday, November 18: Ethical Dimensions of Qualitative Research

Reading: GNM: Chapter 8: Ethical Dimensions of Qualitative Research

Wednesday, November 20: Decolonizing Methodologies/Ethics

Readings: (**you will be assigned just ONE of these chapters to read and share with classmates) Decolonizing Methodologies by Linda Tuhiwai Smith Chapter 2, 3: Colonizing Knowledges (pp. 61-80), 5: Notes from Down Under (pp. 98-110, 6: The Indigenous Peoples' Project: Setting a New Agenda (pp. 111-126, and 7: Articulating an Indigenous Research Agenda (pp. 127-142).

*Reading Response #7 DUE (GNM chapter 8, Decolonized chapter)

Monday, November 25: Putting Parts Together

Readings: LeCompte and Schensul book 5 chapter 10: Creating Preliminary Results: Putting Parts Together (pp. 245-264)

*In-class: Collective Analysis of Overall Findings

Wednesday, November 27: NO CLASS Thanksgiving

Monday, December 2: Fine Tuning Results

Readings: LeCompte and Schensul book 5 chapter 11: Fine-Tuning Results and Beginning the Write Up (pp. 265-300) AND LeCompte and Schensul book 5 chapter 12: Creating Interpretations (pp. 301-314)

In Class: Anthrocurious: Storytelling: Video and Exercise

https://aotps.productdyno.com/c/3-tell-a-great-story-464905

*Reading Response #8 DUE (LeCompte and Schensul book 5, chapter 10, 11, and 12)

Wednesday, December 4: Workshop

Workshop our final report and presentation

Monday, December 9: Workshop

Finalize our final report and presentation

Wednesday, December 11: Workshop
Practice Presentation

FINALS WEEK: December 16-20: Public Presentation
*****Monday, December 16: 10:30am-12:30pm
*Final Report, Reflection Paper, and Self/Peer Evaluation DUE