

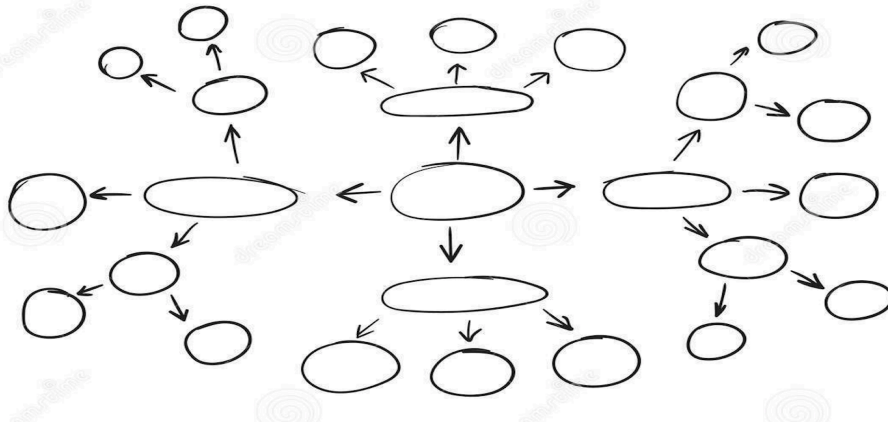
Anthropology Honors Research Design

Anth H190A

Spring 2019

Tues/Thurs
11am-12:20pm

SBSG 3200



COURSE DESCRIPTION & OBJECTIVES

Welcome to the FIRST quarter of the Anthropology Honors Program. The main goal of this course sequence is for you to produce original anthropological scholarship that contributes new ideas and perspectives to the field.

To that end, by the end of this course you will be able to:

- Conceptualize a research project;
- Review the literature in a particular area of the field;
- Evaluate ethical considerations in anthropological research.

ABOUT THE HONORS PROGRAM

The Anthropology Honors Program offers an opportunity for outstanding students to pursue advanced, independent research and to earn Honors in Anthropology upon graduation. The program is open to all Anthropology majors with a grade point average of 3.3 or higher overall, with 3.5 in Anthropology courses. Applications to the Honors Program are due in February of a student's junior year. More information and copies of the application are available on the department website at <https://www.anthropology.uci.edu/undergrad/honors.php#honors>

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Office: SBSG 3304

Office hours: Wed 10am-12pm

(angelajenks.youcanbook.me)

Course Materials

All course materials can be accessed through the website at:

<https://canvas.eee.uci.edu/courses/16941>

GRADING

This course is focused on guiding you through the research process, and I encourage you to be open to experimenting, risk taking, and discovery. You will receive frequent feedback from the instructor, your peers, and your thesis advisor.

All assignments in this course will be graded on a satisfactory/unsatisfactory basis. To achieve a satisfactory grade, assignments must:

- Be completed on time;
- Meet all specified requirements (including class activities & peer reviews).

Your final grade in the class will be determined by the instructor and through your own self-assessment.

RESOURCES

All required materials will be posted on the course Canvas site. The following resources are RECOMMENDED for further reference:

LeCompte, Margaret D. and Jean J. Schensul. 2010. *Designing and Conducting Ethnographic Research*. New York: AltaMira Press.

Maxwell, Joseph A. 2013. *Qualitative Research Design: An Interactive Approach*. SAGE Publications.

Robben, Antonius C.G.M. and Jeffrey A. Sluka, eds. 2012. *Ethnographic Fieldwork: An Anthropological Reader*. Wiley Blackwell.

Galman, Sally Campbell. 2018. *Shane the Lone Ethnographer: A Beginner's Guide to Ethnography*. Rowman and Littlefield.

COURSE REQUIREMENTS

1) In-Class Activities (15%)

This course will be conducted as a seminar workshop, and your attendance and active engagement are essential. A series of in-class exercises will give you an opportunity to practice various analytical techniques.

2) Memos (60%)

The main goal of this course is for you to design and prepare for your honors thesis research. A series of memo assignments will guide you through this process. These are listed in the calendar below and on the course Canvas page.

3) Peer Review (15%)

This class will include extensive peer review and discussion of each students' work. You are expected to engage in a close reading of your colleagues' work and to offer detailed, thoughtful feedback. You can expect to also receive such feedback from your colleagues.

4) Self-Assessment and Reflection Letter (10%)

This final assignment asks you to reflect on the work you have accomplished so far in the Honors Program, to discuss your development as a researcher and critical thinker, and to assess your preparation for the next quarter.

ACADEMIC SUPPORT

Your Thesis Advisor

Participation in the Honors Program offers you the opportunity to work closely with an Anthropology faculty mentor. Your thesis advisor is the main person who will determine what constitutes a satisfactory research proposal and an adequate outline, and **your final thesis must be approved by your advisor for you to graduate with Honors.** You should plan to communicate with your advisor often about your research project and your progress in the program.

Library

The UCI Library is an excellent research resource and offers a helpful [online guide to Anthropology scholarship](#).

Writing Center

The [UCI Center for Excellence in Writing and Communication](#) offers in-person and online consultations for students at any stage of the writing process in any class.

ACCESS AND INCLUSION

I am committed to providing an inclusive learning environment and to giving every student the opportunity to succeed in this course. If at any point during the quarter you encounter an issue (physical, mental, familial, legal, etc.) that affects your ability to fully participate in the course, please do not hesitate to reach out to me so we may identify an appropriate solution. Please note that you are not required to disclose private or medical information. If you need any accommodations because of the impact of a disability, please also contact the UCI Disability Services Center at 949-824-7494 or <http://disability.uci.edu>.

ACADEMIC INTEGRITY

Learning, research, and scholarship depend upon an environment of academic integrity and honesty. This environment can be maintained only when all participants recognize the importance of upholding the highest ethical standards. Academic integrity is a requirement for passing this course and for graduating with Honors. All student work must be the work of the individual(s) receiving credit. Violations of academic integrity will be referred to the Office of Academic Integrity and Student Conduct and will receive no course credit. Please familiarize yourself with UCI's Academic Integrity Policy (<https://aisc.uci.edu/policies/academic-integrity/index.php>) and speak to the Professor if you have any questions about what is and is not acceptable in this course.

HEALTH AND SAFETY

Student Health Center

The [Student Health Center](#) offers a comprehensive outpatient clinic with services available to all registered UCI students.

Counseling Center

The [Counseling Center](#) offers mental health support services for free to all UCI students. Services include urgent care, consultation, and counseling.

UCI CARE

UCI [Campus Assault Resources & Education](#) offers free and confidential support services to those impacted by sexual assault and relationship abuse/violence.

BASIC NEEDS

Food Pantry

The UCI [food pantry](#) offers free food and toiletry supplies on a confidential honor system. There are no requirements to access the pantry.

Emergency Meal Swipe Program

UCI students may apply for 10-20 [emergency meal swipes](#) per quarter at the University Dining Commons.

Basic Needs Hub & Coordinator

If you have difficulty accessing sufficient food to eat everyday or lack a safe and stable place to live, please visit the [FRESH Basic Needs Hub](#) or contact the UCI Basic Needs Coordinator, Andrea Gutierrez, at andrea.g@uci.edu

COURSE SCHEDULE

TOPIC	DATE	BEFORE CLASS	DURING CLASS	AFTER CLASS
Week 1: Introduction to the Course	Tues, 4/2	N/A	Overview of Honors Program and research process Working with a mentor	
	Thurs, 4/4	Read: Madison, D. Soyini. 2005. “‘Do I really need a method?’ A Method...or Deep Hanging-Out.” Pp. 17-41 in <i>Critical Ethnography: Methods, Ethics, and Performance</i> .	Project hopping AAA Code of Ethics	Memo: Topic brainstorm Complete CITI Training
Week 2: Situating Your Project: Literature Review	Tues, 4/9	Find and bring to class: A journal article that addresses a topic and/or population similar to yours	Using library resources Sources and citations Review of article methods	
	Thurs, 4/11	Read: Becker, Howard S. “Terrorized by the Literature.” Pp. 135-149 in <i>Writing for Social Scientists</i> .	Conceptual frameworks Mind-mapping Guest speaker: Gregoria Barazandeh, UROP Advisor	Memo: Literature review spreadsheet
Week 3: Defining Research Questions	Tues, 4/16	Read: LeCompte and Schensul. 2010. “Choosing and Designing an Ethnographic Research Project,” Part 1. Pp. 129-142 in <i>Designing and Conducting Ethnographic Research</i> .	Delineating a project Developing research questions	Make an appointment with your advisor
	Thurs, 4/18	N/A	Hierarchy research questions	Memo: Research questions
Week 4: Identifying Data Sets	Tues, 4/23	Read: LeCompte and Schensul. 2010. “Choosing and Designing an Ethnographic Research Project,” Part 2. Pp. 143-172 in <i>Designing and Conducting Ethnographic Research</i> .	Peopling a project Data matrix Budgeting	Memo: Research design grid
	Thurs, 4/25	N/A	Proposal writing IRB protocols	
Week 5: Drafting a Proposal	Tues, 4/30	N/A	Drafting	Rough draft of UROP proposal & IRB protocol
	Thurs, 5/2	Read: 2 students’ proposals (TBA)	In class: Proposal peer review	
UROP Proposal and IRB Protocol Due (Exact date TBA)				

COURSE SCHEDULE

TOPIC	DATE	READINGS AND CLASS ACTIVITIES	ASSIGNMENTS
Week 6: Identities, Positions, and Reflexivity	Tues, 5/7	Loftsdottir, Kristin. 2002. "Never forgetting? Gender and racial-ethnic identity during fieldwork." <i>Social Anthropology</i> 10(3): 303-317.	
	Thurs, 5/9	Robben, Antonius G.C.M. 2007. "Reflexive Ethnography: Introduction." Pp. 443-446 in <i>Ethnographic Fieldwork: An Anthropological Reader</i> . Agar, Michael. "Who are you to do this?" Pp. 92-112 in <i>The Professional Stranger</i> . Guest speaker: Nandita Badami (Identity and reflexivity in fieldwork)	Memo: Figuring oneself
Week 7: Rapport and Relationships	Tues, 5/14	Sluka, Jeffrey A. 2007. "Fieldwork Relations and Rapport: Introduction." Pp. 137-142 in <i>Ethnographic Fieldwork: An Anthropological Reader</i> .	
	Thurs, 5/16	Davis, Dona L. 1993. "Unintended Consequences: The Myth of 'The Return' In Anthropological Fieldwork." Pg. 27-35 in <i>When They Read What We Write</i> . Guest speaker: Greg Kohler (Rapport and relationships)	Memo: Relationships
Week 8: Fieldwork Challenges	Tues, 5/21	Sluka, Jeffrey A. 2007. "Fieldwork Conflicts, Hazards, and Dangers: Introduction." Pp. 237-244 in <i>Ethnographic Fieldwork: An Anthropological Reader</i> . Lareau, Annette. 1996. "Common Problems in Field Work: A Personal Essay." Pp. 195-236 in <i>Journeys Through Ethnography: Realistic Accounts of Fieldwork</i> .	
	Thurs, 5/23	Listen: AnthroPod podcast: https://culanth.org/fieldsights/1660-when-fieldwork-breaks-your-heart Guest speaker: Melissa Wrapp (Fieldwork challenges)	Memo: Anticipating challenges
Week 9: Collaborative Research	Tues, 5/28	Buford May, Reuben A., and Mary Pattillo-McCoy. 2000. "Do You See What I See? Examining a Collaborative Ethnography." <i>Qualitative Inquiry</i> 6(1): 65-87.	
	Thurs, 5/30	Matustake Worlds Research Group. 2009. "A New Form of Collaboration in Cultural Anthropology: Matsutake Worlds." <i>American Ethnologist</i> 36(2): 380-403. Guest speaker: Kim Fortun (Collaborative ethnography and PECE)	

COURSE SCHEDULE

TOPIC	DATE	READINGS AND CLASS ACTIVITIES	ASSIGNMENTS
Week 10: Project and Data Management	Tues, 6/4	La Pelle, Nancy. 2004. "Simplifying Qualitative Data Analysis Using General Purpose Software Tools." <i>Field Methods</i> 16(1): 85-108. Guest speaker: Katie Cox (Project management considerations and tools)	
	Thurs, 6/6	In class workshop: Qualitative data analysis software	Memo: Project management plan
Final Exam	Tues, 6/11	Self assessment and reflection letter due	