ANTH801

Research Methods in Anthropology

S1 Evening 2019

Dept of Anthropology

Contents

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General Information

Unit convenor and teaching staff
Timothy Lynch
timothy.lynch@mq.edu.au

Credit points
4

Prerequisites
Admission to MDevStud or MGlobalHlthDevStud or GradCertGlobalHlthDevStud or MDevStudGlobalHlth or GradCertDevStudGlobalHlth or MAppAnth or MDevCult or MSocEntre or MPPPMDevStud MPASRMDevStud or MPlan or MPH or GradDipSIA or GradCertSIA or 4cp in ANTH units at 800 level

Corequisites

Co-badged status

Unit description
This unit introduces methodological strategies used in community research. Quantitative strategies, such as questionnaire and survey methods, will be compared with qualitative ones, such as participant observation. The epistemological and ethical dimensions of methodology, and the effects of political imperatives on the conduct of research will be discussed. It includes four weeks of community-based research.

Important Academic Dates

Information about important academic dates including deadlines for withdrawing from units are available at https://www.mq.edu.au/study/calendar-of-dates

Learning Outcomes

On successful completion of this unit, you will be able to:

Understand the processes of a human research ethics application

Experience common research problems and ethical dilemmas and relate them to those that emerge in key ethnographic texts.

Consider the selection of "informants" and field sites, and how they shape both methodologies and research outcomes

Reflect on the differences/similarities between applied and academic anthropology

Design, implement, and write up a research project

Engage in collegial discussion, and provide and receive feedback with peers and

instructors

Gain familiarity with a variety of methodological techniques

Develop skills in ethnographic research, writing and oral presentation

Develop awareness about current debates over human research ethics and informed consent

Assessment Tasks

Name	Weighting	Hurdle	Due
Seminar prep and participation	20%	Yes	Weekly
Human Research Ethics Training	0%	Yes	March 15
Observational foray	10%	No	March 29
Research proposal	15%	Yes	April 12
Peer review of proposal	10%	No	May 2
Ethnographic journal	15%	Yes	May 24
Research paper	30%	No	June 8

Seminar prep and participation

Due: **Weekly**

Weighting: **20%**

This is a hurdle assessment task (see assessment policy for more information on hurdle assessment tasks)

Part a. Students complete a weekly 'participation discussion guide' based on the relevant readings (10%)

Part b. Students actively engage in seminar discussions and exercises.

On successful completion you will be able to:

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- Reflect on the differences/similarities between applied and academic anthropology
- Design, implement, and write up a research project

- Engage in collegial discussion, and provide and receive feedback with peers and instructors
- Gain familiarity with a variety of methodological techniques
- Develop skills in ethnographic research, writing and oral presentation
- Develop awareness about current debates over human research ethics and informed consent

Human Research Ethics Training

Due: **March 15**

Weighting: **0%**

This is a hurdle assessment task (see assessment policy for more information on hurdle assessment tasks)

Students complete the online Macquarie UniversityHuman Research Ethics training module.

On successful completion you will be able to:

- Understand the processes of a human research ethics application
- Develop awareness about current debates over human research ethics and informed consent

Observational foray

Due: **March 29**

Weighting: **10%**

Students engage in social observation at a location of their choice, record their findings in their ethnographic journal and report them in the seminar.

On successful completion you will be able to:

- Experience common research problems and ethical dilemmas and relate them to those that emerge in key ethnographic texts.
- Consider the selection of "informants" and field sites, and how they shape both methodologies and research outcomes
- Gain familiarity with a variety of methodological techniques
- Develop skills in ethnographic research, writing and oral presentation
- Develop awareness about current debates over human research ethics and informed consent

Research proposal

Due: **April 12**

Weighting: **15%**

This is a hurdle assessment task (see assessment policy for more information on hurdle assessment tasks)

Students prepare a proposal for the research they will conduct for their end-of-semester paper.

On successful completion you will be able to:
- Understand the processes of a human research ethics application
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- Consider the selection of "informants" and field sites, and how they shape both methodologies and research outcomes
- Reflect on the differences/similarities between applied and academic anthropology
- Design, implement, and write up a research project
- Gain familiarity with a variety of methodological techniques
- Develop skills in ethnographic research, writing and oral presentation
- Develop awareness about current debates over human research ethics and informed consent

Peer review of proposal

Due: **May 2**
Weighting: **10%**

Student read colleagues' proposals and provide oral and written feedback.

On successful completion you will be able to:
- Experience common research problems and ethical dilemmas and relate them to those that emerge in key ethnographic texts.
- Consider the selection of "informants" and field sites, and how they shape both methodologies and research outcomes
- Reflect on the differences/similarities between applied and academic anthropology
- Design, implement, and write up a research project
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Ethnographic journal

Due: **May 24**
Weighting: **15%**
This is a hurdle assessment task (see assessment policy for more information on hurdle assessment tasks)

Students keep an ethnographic research journal, in which they record field notes, and contemplation of theoretical, ethical and methodological issues.

On successful completion you will be able to:

- Experience common research problems and ethical dilemmas and relate them to those that emerge in key ethnographic texts.
- Consider the selection of "informants" and field sites, and how they shape both methodologies and research outcomes
- Reflect on the differences/similarities between applied and academic anthropology
- Design, implement, and write up a research project
- Gain familiarity with a variety of methodological techniques
- Develop skills in ethnographic research, writing and oral presentation
- Develop awareness about current debates over human research ethics and informed consent

Research paper

Due: **June 8**
Weighting: **30%**

Students compose an 3000 word essay based on their own ethnographic research.

On successful completion you will be able to:

- Experience common research problems and ethical dilemmas and relate them to those that emerge in key ethnographic texts.
- Consider the selection of "informants" and field sites, and how they shape both methodologies and research outcomes
- Reflect on the differences/similarities between applied and academic anthropology
- Design, implement, and write up a research project
- Gain familiarity with a variety of methodological techniques
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Delivery and Resources

iLearn will be used to support this unit but Echo360 will not be used. If students miss a session it is their responsibility -- not the convenor's -- to ensure that they are up to date.

Weekly attendance is compulsory

Unit Schedule

Week 1: Introduction to the topic and related issues

Optional Readings:

- Lave, Jean, and Steinar Kvale. 2006. What is anthropological research? An interview with Jean Lave by Steinar Kvale. *International Journal of Qualitative Studies in Education* 8(3): 219-228.
- Porter, J. D. H. 2006. Epidemiological reflections of the contribution of anthropology to public health policy and practice. *Journal of Biosocial Science,* 38, 133–144.

Week 2: Field Sites and Research Questions

Readings:

- Silverman, David. 1992. Beginning Research, Ch 1, *Interpreting Qualitative Data*, London: Sage.
- Gupta, Akhil & James Ferguson. 1997. Discipline and Practice: 'The Field' as Site, Method, and Location in Anthropology. In *Anthropological Locations: Boundaries and Grounds of a Field Science.* Gupta and Ferguson, eds. University of California Press, pp.1-18.
- Moone, Janet. 1973. The Best Laid Plans: Research Pre-design and Field Revision, *Anthropological Quarterly* (46) 1: 7-14.

Week 3: Ethical and Political Issues

Readings:

- Wynn, L.L., Paul Mason, and Kristina Everett, 2009. Human Research Ethics Online Training Module for the Social Sciences and Humanities. Available online at http://www.mq.edu.au/ethics_training. Finish reading entire module for seminar discussion in Week 3 and *turn in quiz certificate results in class during Week 4.*
- Jacobs, Sue-Ellen. 1987. Cases and Solutions. In *Handbook on Ethical Issues in Anthropology*, Joan Cassell and Sue-Ellen Jacobs, eds. American Anthropological Association. pp. 20-36.

Week 4: Participant Observation and note-taking

Readings:

- Gusterson, Hugh. 2008. Ethnographic research. In *Qualitative methods in international relations*, pp. 93-113. Palgrave Macmillan UK.

- Bernard, Russell. 2002. Field Notes: How to Take Them, Code Them and Manage Them. In *Research methods in anthropology: Qualitative and Quantitative Approaches.* 4th edition. Pp. 387-412. Lanham, MD: Alta Mira Press.

Week 5: Systematic observation

Readings:

- Kellehear, Allan. 1993. Simple observation. In *The Unobtrusive Researcher: A Guide to Methods.* Allen & Unwin, pp.115-137.
- Bestor, Theodore. 2003. Inquisitive Observation: Following Networks in Urban Fieldwork. In *Doing Fieldwork in Japan.* Theodore Bestor, Patricia G. Steinhoff, and Victoria Lyon-Bestor, eds. Honolulu: University of Hawai'i Press. pp. 315-334.

Week 6: Interviewing

Readings:

- Madison, Soyini. 2005. 22-41. In *Critical Ethnography: Method, Ethics, and Performance* Thousand Oaks: Sage Press
- Briggs, Charles L. 1984. "Learning how to ask: Native metacommunicative competence and the incompetence of fieldworkers." *Language in Society* 13(1): 1-28. (If you did not do Anth 324 and read this.)
- Leech, Beth L. 2002. "Asking questions: Techniques for semistructured interviews." *PS: Political Science & Politics* 35(4): 665-668.

Week 7: Qualitative analysis

Readings:

- LeComte, Margaret D., and Jean J. Schensul. 1999. Creating Interpretations. In *Analyzing & Interpreting Ethnographic Data.* Ethnographer's Toolkit. Volume 5. Pp. 213-225. Walnut Creek, Ca: AltaMira (Sage).
- Silverman, David. 2006. 'Texts' (Chapter 5). In *Interpreting Qualitative Data: Methods for Analyzing Talk, Text and Interaction.* Sage. Pp. 159-205. (Available online through

library.)

Week 8: Digital tools & virtual research

Readings:

- Pink, Sarah. 2004. Performance, self-representation and narrative: Interviewing with video. In *Seeing is Believing? Approaches to Visual Research*, Christopher Poole, ed. pp. 61-77. Emerald Group Publishing Limited.
- Hallett, Ronald E., and Kristen Barber. 2014. Ethnographic research in a cyber era. *Journal of Contemporary Ethnography* 43(3): 306-330.

Week 9: Secondary research & globalisation

Readings:

- Falzon, Mark-Anthony. 2009. Multi-sited ethnography. In *Multi-Sited Ethnography: Theory, Praxis and Locality in Contemporary Research.* M. A. Falzon, ed. Routledge. Pp. 1-23.
- Stoller, Paul. 1997. Globalizing method: The problems of doing ethnography in transnational spaces. *Anthropology and Humanism* 22(1): 81-94.

Week 10: Applied ethnography

Readings:

- Trotter, R. T. II and J. J. Schensul. 1998. Methods in Applied Anthropology. (Ch 18) In H. Russell Bernard (ed.) *Handbook of Methods in Cultural Anthropology.* USA: Altamira Press. Pp 691-735.
- Mosse, David. 2004. Is Good Policy Unimplementable? Reflections on the Ethnography of Aid Policy and Practice. *Development & Change* 35(4): 639-671.
- Madsbjerg, Christian, and Mikkel B. Rasmussen. 2014. An anthropologist walks into a bar. *Harvard Business Review* 92(3): 80-88.

Week 11: Collaboration & field relations

Readings:

- Lassiter, Luke Eric. 2008. Moving past public anthropology and doing collaborative research. *Annals of Anthropological Practice* 29(1): 70-86.
- Green, Geraldine and Dickson, Kathryn L. 2001. Participatory action research: Lessons learned with Aboriginal grandmothers. *Health care for women international* 22(5): 471-482.

Week 12: Writing ethnography

Readings:

- Narayan, Kirin. 2007. Tools to shape texts: what creative nonfiction can offer ethnography. *Anthropology and Humanism* 32(2): 130-44.

Week 13: Reflections and reports

No Readings

Policies and Procedures

Macquarie University policies and procedures are accessible from Policy Central (https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policy-central). Students should be aware of the following policies in particular with regard to Learning and Teaching:

- Academic Appeals Policy
- Academic Integrity Policy
- Academic Progression Policy
- Assessment Policy
- Fitness to Practice Procedure
- Grade Appeal Policy
- Complaint Management Procedure for Students and Members of the Public
- Special Consideration Policy *(**Note:** The Special Consideration Policy is effective from 4 December 2017 and replaces the Disruption to Studies Policy.)*

Undergraduate students seeking more policy resources can visit the Student Policy Gateway (https://students.mq.edu.au/support/study/student-policy-gateway). It is your one-stop-shop for the key policies you need to know about throughout your undergraduate student journey.

If you would like to see all the policies relevant to Learning and Teaching visit Policy Central (https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policy-central).

Student Code of Conduct

Macquarie University students have a responsibility to be familiar with the Student Code of Conduct: https://students.mq.edu.au/study/getting-started/student-conduct

Results

Results published on platform other than eStudent, (eg. iLearn, Coursera etc.) or released directly by your Unit Convenor, are not confirmed as they are subject to final approval by the University. Once approved, final results will be sent to your student email address and will be made available in eStudent. For more information visit ask.mq.edu.au or if you are a Global MBA

student contact globalmba.support@mq.edu.au

Student Support

Macquarie University provides a range of support services for students. For details, visit http://students.mq.edu.au/support/

Learning Skills

Learning Skills (mq.edu.au/learningskills) provides academic writing resources and study strategies to improve your marks and take control of your study.

- Workshops
- StudyWise
- Academic Integrity Module for Students
- Ask a Learning Adviser

Student Services and Support

Students with a disability are encouraged to contact the Disability Service who can provide appropriate help with any issues that arise during their studies.

Student Enquiries

For all student enquiries, visit Student Connect at ask.mq.edu.au

If you are a Global MBA student contact globalmba.support@mq.edu.au

IT Help

For help with University computer systems and technology, visit http://www.mq.edu.au/about_us/offices_and_units/information_technology/help/.

When using the University's IT, you must adhere to the Acceptable Use of IT Resources Policy. The policy applies to all who connect to the MQ network including students.

Graduate Capabilities

PG - Capable of Professional and Personal Judgment and Initiative

Our postgraduates will demonstrate a high standard of discernment and common sense in their professional and personal judgment. They will have the ability to make informed choices and decisions that reflect both the nature of their professional work and their personal perspectives.

This graduate capability is supported by:

Learning outcomes

- Experience common research problems and ethical dilemmas and relate them to those that emerge in key ethnographic texts.

- Consider the selection of "informants" and field sites, and how they shape both methodologies and research outcomes
- Reflect on the differences/similarities between applied and academic anthropology
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- Develop awareness about current debates over human research ethics and informed consent

Assessment tasks

- Seminar prep and participation
- Human Research Ethics Training
- Observational foray
- Research proposal
- Peer review of proposal
- Ethnographic journal
- Research paper

PG - Discipline Knowledge and Skills

Our postgraduates will be able to demonstrate a significantly enhanced depth and breadth of knowledge, scholarly understanding, and specific subject content knowledge in their chosen fields.

This graduate capability is supported by:

Learning outcomes

- Understand the processes of a human research ethics application
- Experience common research problems and ethical dilemmas and relate them to those that emerge in key ethnographic texts.
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- Research proposal
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- Ethnographic journal
- Research paper

PG - Critical, Analytical and Integrative Thinking

Our postgraduates will be capable of utilising and reflecting on prior knowledge and experience, of applying higher level critical thinking skills, and of integrating and synthesising learning and knowledge from a range of sources and environments. A characteristic of this form of thinking is the generation of new, professionally oriented knowledge through personal or group-based critique of practice and theory.

This graduate capability is supported by:

Learning outcomes

- Experience common research problems and ethical dilemmas and relate them to those that emerge in key ethnographic texts.
- Consider the selection of "informants" and field sites, and how they shape both methodologies and research outcomes
- Reflect on the differences/similarities between applied and academic anthropology
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Assessment tasks

- Seminar prep and participation
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- Observational foray

- Research proposal
- Peer review of proposal
- Ethnographic journal
- Research paper

PG - Research and Problem Solving Capability

Our postgraduates will be capable of systematic enquiry; able to use research skills to create new knowledge that can be applied to real world issues, or contribute to a field of study or practice to enhance society. They will be capable of creative questioning, problem finding and problem solving.

This graduate capability is supported by:

Learning outcomes

- Understand the processes of a human research ethics application
- Experience common research problems and ethical dilemmas and relate them to those that emerge in key ethnographic texts.
- Consider the selection of "informants" and field sites, and how they shape both methodologies and research outcomes
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- Research paper

PG - Effective Communication

Our postgraduates will be able to communicate effectively and convey their views to different social, cultural, and professional audiences. They will be able to use a variety of technologically

supported media to communicate with empathy using a range of written, spoken or visual formats.

This graduate capability is supported by:

Learning outcomes

- Design, implement, and write up a research project
- Engage in collegial discussion, and provide and receive feedback with peers and instructors
- Develop skills in ethnographic research, writing and oral presentation

Assessment tasks

- Seminar prep and participation
- Observational foray
- Research proposal
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- Ethnographic journal
- Research paper

PG - Engaged and Responsible, Active and Ethical Citizens

Our postgraduates will be ethically aware and capable of confident transformative action in relation to their professional responsibilities and the wider community. They will have a sense of connectedness with others and country and have a sense of mutual obligation. They will be able to appreciate the impact of their professional roles for social justice and inclusion related to national and global issues

This graduate capability is supported by:

Learning outcomes

- Understand the processes of a human research ethics application
- Experience common research problems and ethical dilemmas and relate them to those that emerge in key ethnographic texts.
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Changes since First Published

Date	Description
20/02/2019	Typographical error in the 'assessments' section was corrected.