

**Class Syllabus  
Spring 2019**

**ANG 5485 Research Design in Anthropology**

**Wed. 5:10-8:10 Room: Ayers BEBR, Survey Lab Conference Room**

**Instructor: Jeffrey C. Johnson [johnsonje@ufl.edu](mailto:johnsonje@ufl.edu)**

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**Office Hours:** 10:00 - 1:00 Tuesday and 2:00-3:00 Wednesday

**Abstract:** This class focuses on the fundamentals of research design in anthropological research. Particular attention will be paid to the relationship between how a study is designed and the valid assessment of study results and conclusions. The linkages between theory, empirical statements or research questions, study objectives, study design, data collection methods (both qualitative and quantitative), data analysis (both qualitative and quantitative) and interpretation, inferences concerning empirical statements or research questions, and finally, drawing conclusions will be emphasized. The principals of various research designs including true experiments, quasi-experiments, and observational studies, particularly ethnographic study designs, will be reviewed with particular emphasis on how each is better or worse at dealing with various issues of both internal and external validity. Class materials will include anthropological examples as well as examples from across the social sciences.

**Class Goals and Objectives:** To give students engaged in anthropological research an understanding of the importance of research design in the valid assessment of research findings.

**Readings:** There are no texts for this class. Readings are assigned on a weekly basis from a variety of sources. All readings can be found at <https://www.jeffreycjohnson.org/cv/readings/>

Examples of readings provided:

J.C. Johnson and D. Hruschka. Research Design and Research Strategies in Cultural Anthropology. In *The Handbook of Method in Cultural Anthropology*. (R. Bernard and L. Gravlee, eds.) Altimira Press (2014).

J.C. Johnson and S. Weller. Elicitation Techniques in Interviewing. (2002) In *Handbook of Interview Research* (J. Gubrium and J. Holstein, eds.), pp 491-514, Sage: Newbury Park.

Chapters from *Research Methods in Anthropology: Qualitative and Quantitative Approaches (5<sup>th</sup> Edition)*

Author: H.R. Bernard

Sections of *Systematic Data Collection 1988*

Authors: S.C. Weller and A.K. Romney

All of *Selecting Ethnographic Informants 1991*

Author: J.C. Johnson

Chapters from *Not Even Wrong: Margaret Mead, Derek Freeman, and the Samoans*

Author: Martin Orans

**Tests and Projects:** There will be a mid-term exam and a final class project. The final project involves the development of a research proposal following National Science Foundation guidelines. This is an opportunity for students to develop their PhD dissertation proposal (or at least to begin to think seriously about a proposal) and to express it in a format suitable for submission to the DIG program at NSF. The student's proposal development will be the primary focus of the course. Therefore, the class schedule will be somewhat fluid so that the focus of the course can adapt to the needs of the mix of student topics (e.g., mix of qualitative and quantitative approaches). Students will present their research proposals during the final exam period and their proposals will be discussed and reviewed by fellow students as well as the instructor.

**Assignments:** There will occasionally be short weekly assignments involving some type of problem-solving exercise based on readings for the week. In addition, students will build their proposals on a weekly basis starting with the development of a statement of the problem, followed by research objectives, research questions and so on. These evolving proposals will be presented and discussed in class on an ongoing basis.

NSF Proposal Processing and Review:

[https://www.nsf.gov/pubs/policydocs/pappguide/nsf16001/gpg\\_3.jsp#IIIA](https://www.nsf.gov/pubs/policydocs/pappguide/nsf16001/gpg_3.jsp#IIIA)

Grading: Grades will be based on exercises, weekly proposal development assignments, tests and the final project.

Exams-25%

Assignments and Proposal Presentations and Discussions-25%

Final Proposal Project-50%

For further information on UF's Grading Policy, see:

<http://www.registrar.ufl.edu/catalog1011/policies/regulationgrades.html>

<http://www.isis.ufl.edu/minusgrades.html>

### **Tentative Topics in Sequence:**

- I. Gaining a healthy skepticism concerning research
- II. Theory and the development of objectives, empirical statements and research questions
- III. Research design and threats to validity
- IV. Design and its relation to the collection and analysis of data (both qualitative and quantitative)
- V. Making inferences and the art of interpretation
- VI. Writing a good research proposal

# January 2019

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
30	31	1 New Year's Day	2	3	4	5
6	7	8	9 Introduction	10	11	12
13	14	15	16 Developing Proposals, Threats to Validity in Research	17	18	19
20	21 Martin Luther King Day	22	23 Developing Research Objectives and Research Questions	24	25	26
27	28	29	30 Student Presentations of Research Objectives and Questions (assigned readings)	31	1	2

# February 2019

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
27	28	29	30	31	1	2
3	4	5	6	7	8	9
			Determine Study Designs/Student Presentations and Discussions			
10	11	12	13	14	15	16
			Qual/Quant Methods of Data Collection and Sampling			
17	18	19	20	21	22	23
	Presidents' Day		Phases of Research and Student Presentations (assigned readings)			
24	25	26	27	28	1	2
			Midterm Exam (assigned readings)			

# March 2019

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
24	25	26	27	28	1	2
3	4	5	6	7	8	9
			Spring Break			
10	11	12	13	14	15	16
			Ethnographic Interviewing (assigned readings)			
17	18	19	20	21	22	23
			Qualitative and Quantitative Data Analysis (assigned readings)			
24	25	26	27	28	29	30
			Data Analysis (continued) Discuss Student Proposals			
31	1	2	3	4	5	6

# April 2019

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
31	1	2	3	4	5	6
			Reviews of Student Proposal Development			
7	8	9	10	11	12	13
			Reviews of Student Proposal Development Continued			
14	15	16	17	18	19	20
			Reviews of Student Proposal Development Continued			
21	22	23	24	25	26	27
			Reviews of Student Proposal Development Continued And Wrap-up			
28	29	30	1	2	3	4
			Presentations			