

9-2004

## ANTH 431.01: Ethnographic Field Methods

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**ANTHROPOLOGY 431:**  
**ETHNOGRAPHIC FIELD METHODS**  
**M/W/F \* 10:10am-11:00am \* Social Sciences 238**

**INSTRUCTOR:** Richard A. Sattler  
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**OFFICE:** SS 232  
**OFFICE HOURS:** T/W 11:00-12:00am  
R 3:30-4:00pm

**COURSE DESCRIPTION**

This course provides an introduction to socio-cultural anthropological methods including participant observation, interviewing and narrative techniques and analysis of qualitative data. The course takes a hands-on approach to learning, with students actively engaged in the processes under discussion. We will examine the place of anthropological research in the social sciences and its relationship to other methodologies, as well as ethical issues involved in socio-cultural research. We will then examine the procedures for designing research projects, conducting field research, & analyzing & presenting the data.

**COURSE OBJECTIVES**

1. Students will gain knowledge of established research methods in ethnology and the social sciences.
2. Students will develop an appreciation of ethical issues and practices in the socio-cultural anthropological research.
3. Students will acquire skills in the application of anthropological research methods and the analysis of anthropological data.
4. Students will learn how to articulate their findings and structure a meaningful narrative.

**COURSE REQUIREMENTS**

**Course Evaluation:**

**Course Projects:** Each student will design, implement, analyze, and present a research project based on surveys, interviews, and observation on a particular topic (see “Guide for Research Projects” on-line). Students will submit research designs, sample IRB statements, survey questionnaires, interview schedules and protocols, and observational protocols prior to engaging in research. They will also present on-going analysis of the data collected. These will be discussed in class and evaluated by the instructor. Projects are worth 40% of your grade.

**Presentations:** Each student will give a short (10-15 minute) in-class presentation on their research, presenting the results of that research, but also discussing the methods and research process (see “Guide for Presentations” on-line). Presentations are worth 20% of your grade.

**Discussion:** This course is designed for students to engage and discuss research issues in order to develop research and decision-making skills. Active participation by all students is required to achieve this goal. All students are expected to read all assigned materials and to be ready to discuss them in class. All students are also expected to contribute to the growth and development of other students through the fair and constructive discussion of their projects and research tools. Discussion counts for 20% of your grade.

**Research Papers:** Each student must write an eight to ten (8-10) page research paper based on your original research. Papers will be evaluated on the logic and support for your position, as well as the organization and style. All papers must be typed, double-spaced, on one side of the page. All papers are due on **Friday, Dec 3**. The paper is worth 20% of your grade. If you need assistance in starting your paper, please contact the instructor as soon as possible. See “Guide to Writing Assignments” on Blackboard for details.

**Graduate Students:** Graduate students are required to write a fifteen to twenty (15-20) page research paper on their research, which includes a literature survey and reference to published sources on their topic. Graduate students also are expected to take the lead in class discussion and will be graded on individual academic performance.

**Late Work and Make-Ups:** Students are expected to turn in all work on the scheduled due date listed in the syllabus. **Late work** is subject to a **1/3-letter** grade penalty **per day** (exclusive of weekends and holidays). **No late work will be accepted after the regularly scheduled final examine unless prior arrangements have been made with the instructor.**

**Academic Honesty:** The University of Montana expects its students to be academically honest, particularly in regard to plagiarism. "Plagiarism is the representing of another's work as one's own." Both copyright laws and University policies are rigid as concerns plagiarism. Consult the "Academic Policies and Procedures" section of the current University catalog for details regarding penalties for plagiarism.

**Access:** This syllabus, along with reading assignments, all guides, announcements, etc., will be available on-line through the university library's Blackboard system. You will receive information about accessing Blackboard by an email to your official university email address.

**Required Readings (Available in bookstore or on 48-hour library reserve):**

Handwerker, W. Penn. \*

2001 *Quick Ethnography*. Walnut Creek, CA: AltaMira Press.

LeCompte, Margaret D., and Jean J. Schensul\*

1999 *Analyzing & Interpreting Ethnographic Data*. Walnut Creek, CA: AltaMira Press.

Schensul, Stephen L., Jean J. Schensul, and Margaret D. LeCompte. \*

1999 *Essential Ethnographic Methods: Observations, Interviews, and Questionnaires*. Walnut Creek, CA: AltaMira Press.

Silverman, David. \*

2004 *Qualitative Research: Theory, Method, & Practice*. Thousand Oaks, CA: Sage Publications

AAA "[Code of Ethics](#)" (On-Line)

University of Montana IRB "[Guidelines for the Use of Human Subjects in Research](#)" (On-Line)

**Reserve Readings (Available on-line on blackboard or on 48-hour library reserve):**

Bernard, H Russell.

2002 *Research Methods in Anthropology: Qualitative & Quantitative Methods*. 3rd ed. Walnut Creek, CA: AltaMira Press (**Selections**).

Chapter 1: Anthropology and the Social Sciences.

Chapter 5: Research Design: Experiments and Experimental Thinking.

Chapter 6: Sampling.

Chapter 8: Nonprobability Sampling and Choosing Informants.

Chapter 10: Structured Interviewing: Questionnaires.

Fleur-Lobban, Carolyn.

2003 "Ethics and Anthropology 1890-2000: A Review of Issues & Principles." In *Ethics and the Profession of Anthropology: Dialogue for Ethically Conscious Practice*. 2nd ed. C. Fleur-Lobban, ed. Walnut Creek, CA: AltaMira Press, 1-28.

Fink, Arlene, ed.

2003 *How To Ask Survey Questions*. Vol. 2. The Survey Kit. 2nd ed. Thousand Oaks, CA: Sage Publications.

Fink, Arlene, ed.

2003 *How to Design Survey Studies*. Vol. 6. The Survey Kit. 2nd ed. Thousand Oaks, CA: Sage Publications.

Fowler, Floyd J., Jr.

1993 *Survey Research Methods*. 2nd ed. Thousand Oaks, CA: Sage Publications.

Chapter 5: Designing Questions to be Good Measures.

Chapter 6: Designing and Evaluating Survey Questions.

Murphy, Elizabeth, and Robert Dingwall.

**ANTH 480: ETHICS & ANTHROPOLOGY**

2001 "The Ethics of Ethnography". In *Handbook of Ethnography*, Paul Atkinson, et al., eds. Thousand Oaks, CA: Sage Publications, 339-351.

**Recommended Readings:\***

LeCompte, Margaret D., and Jean J. Schensul

1999 *Designing and Conducting Ethnographic Research*. Walnut Creek, CA: AltaMira Press.

LeCompte, Margaret D., Jean J. Schensul, Margaret R. Weeks, and Merrill Singer.

1999 *Researcher Roles & Research Partnerships*. Walnut Creek, CA: AltaMira Press.

Schensul, Jean J., Margaret D. LeCompte, Robert T. Trotter II, Ellen K. Cromley, and Merrill Singer.

1999 *Mapping Social Networks, Spatial Data, & Hidden Populations*. Walnut Creek, CA: AltaMira Press.

\* Available in the University bookstore or on 48-hour reserve in the Library.

**PROVISIONAL COURSE OUTLINE**

**WEEK 1 INTRODUCTION: ANTHROPOLOGY & SOCIAL SCIENCE RESEARCH**

READINGS: Bernard Ch. 1, 5; Handwerker, Ch. 1; Silverman Ch. 1-3, 18

**WEEK 2 ETHICS & ANTHROPOLOGICAL FIELDWORK**

READINGS: Handwerker Ch. 9; Fluer-Lobban Ch. 1; Murphy and Dingwall; University of Montana IRB "[Guidelines for the Use of Human Subjects in Research](#)" (On-Line); AAA "[Code of Ethics](#)" (On-Line)

**Sep 6 (Mon)**

**LABOR DAY – NO CLASS**

**WEEK 3 RESEARCH DESIGN:**

READINGS: Bernard Ch. 6, 8; Handwerker Ch. 2-4; Schensul, *et al.* Ch. 1-3

**WEEK 4 RESEARCH DESIGN:**

READINGS: LeCompte, *et al.* Ch. 1-2; Schensul, *et al.* Ch. 4, 10-11

**Sep 20 (Mon) - Draft Research Proposal Due**

**WEEK 5 CONDUCTING FIELDWORK: SURVEYS**

READINGS: Bernard Ch. 10; Schensul, *et al.* Ch. 8

**WEEK 6 CONDUCTING FIELDWORK: SURVEYS**

READINGS: Fink Vol. 2, 6; Fowler Ch 5-6

**Oct 4 (Mon) - Draft Questionnaire Due**

**WEEK 7 CONDUCTING FIELDWORK: INTERVIEWS**

READINGS: Handwerker Ch. 5; Schensul, *et al.* Ch. 6-7

**WEEK 8 CONDUCTING FIELDWORK: INTERVIEWS**

READINGS: Handwerker Ch. 6; Silverman Ch. 7-10

**Oct 18 (Mon) - Draft Interview Schedule & Protocol Due**

**WEEK 9 CONDUCTING FIELDWORK: OBSERVATION**

READINGS: Schensul, *et al.* Ch. 5; Silverman Ch. 13

**WEEK 10 CONDUCTING FIELDWORK: OBSERVATION**

READINGS: Handwerker Ch. 7-8; Silverman Ch. 14

**Nov 1 (Mon) - Draft Observation Protocol Due**

**WEEK 11 OTHER DATA & ANALYZING YOUR DATA:**

READINGS: LeCompte, *et al.* Ch. 3-6; Schensul, *et al.* Ch. 9; Silverman Ch. 4-6

**WEEK 12 ANALYZING YOUR DATA:**

READINGS: LeCompte, *et al.* Ch. 7-9; Silverman Ch. 11-12

**WEEK 13 ANALYZING YOUR DATA:**

READINGS: Handwerker Ch. 10; LeCompte, *et al.* Ch. 10-11; Silverman Ch. 16-17

**Nov 24-28**

**THANKSGIVING HOLIDAY**

**WEEK 14 PRESENTATIONS**

**WEEK 15 PRESENTATIONS**

**FINAL PRESENTATIONS**