# GRINNELL COLLEGE

## Applying Anthropology in the Community

Wednesday, Jan. 15, 2014 1:46 pm



Students in professor **J. Montgomery Roper**'s Practicing Anthropology class took their studies to the community in the fall semester, performing studies on behalf of local organizations. They used surveys, interviews with local experts, focus groups, archival research, and hours of observation to help suggest improvements at service organizations, for example.

"The course is about learning by doing," Roper said. "In particular, the students are learning about anthropological methods, policy-making at the community level, and the Grinnell community."

"My belief is that knowledge builds greater roots when instilled through practice, particularly when the practice involves addressing real-world problems in our own community," he added.

 One of the six student groups in the class looked into how a local food pantry could increase the frequency of donations.

The **Mid-Iowa Community Action** (MICA) food pantry in Grinnell has a problem. While the need for food remains fairly consistent throughout the year, donations fluctuate a lot.

Grinnell students **Sara Hannemann '14, Eva Metz '14,** and **Gina Falada '16** conducted in-person interviews with staff, volunteers, and local experts and surveyed community members to determine why giving varied, and to look for steps MICA could take to make donations more consistent.

They found that most community members donate food rather than money, but some don't consider the needs of the food pantry. The students suggested that the pantry get the word out about its specific needs using social media, while radio and newspaper ads, and church-bulletin items. By increasing its profile, communicating its needs, and informing the public, MICA could improve its standing supply of food and lessen the need for emergency food drives, the students found.

Rachel Porath, the Poweshiek County Family Development Director for MICA, worked with Hannemann, Metz, and Falada in the early stages of the project. "It was a pleasure working with the students," she said. "I will absolutely use some of their ideas moving forward."

 Porath suggested community members the students could interview, and provided the students with information detailing the food pantry's donations. She hopes the suggested changes will increase donations both in Grinnell and at other MICA food pantries in the state.

Other students in the class looked at issues such as assessing the need to enhance teen and tween programming at the local library, or to back a supported employment program for those with intellectual disabilities in Grinnell.

In addition to poster presentations, each group sent formal reports of their research findings to their community organization.

# GRINNELL COLLEGE

**Hands-on Liberal Arts**
Tuesday, Apr. 26, 2016 3:57 pm



Providing students with hands-on experience in a way that impacts the local community may not be the first thing that comes to mind when you think of anthropology, but that's exactly what **Monty Roper's** Applied Anthropology course is all about. "Anthropology is applied across a huge range of different professions, in the business world, in the NGO world, in development and health," says Roper, associate professor of **anthropology** and Donald Wilson Professor of Enterprise and Leadership.

**Sarah Henderson '16** and **Liz Nelson '17** decided to tackle the project proposed by the Grinnell Historical Museum — increasing attendance, which has been decreasing in recent years. Museum board members asked Henderson and Nelson to research why people weren't using the museum and what could be done to get more people in the door.

**Understanding the Community**
Henderson and Nelson conducted interviews with community members who have extensive knowledge of museums. They also conducted random interviews with townspeople and Grinnell students on the street and in the local coffee shop to find out what could be done to attract more

people to the museum.

"The experience taught me a lot of practical skills about how to approach people I didn't know, which I was nervous about at first," Nelson says. "I feel more confident approaching someone about my research, and we ended up having some really great conversations and learning a lot."

Henderson, who has been interested in museums for much of her time at Grinnell, relished the opportunity to learn to apply what she's learned in class to an organization in the community. "Actually getting to work on a real project for real people has been incredible. I care about it a lot because it feels like something meaningful and real is going to be done based on our work," says Henderson

### Solving the Problem
After a semester of research, Henderson and Nelson wrote a final report with recommendations for the museum, which they presented to the board of directors. "The board was extremely receptive and is moving forward with several of our suggestions," says Henderson.

One of those suggestions was incorporating a student intern at the museum during the school year to establish a better connection between the museum and the College. The museum has hired several to begin work this summer.

### Putting New Skills to Good Use
But the museum wasn't the only party to benefit from this research experience. In an interview for a graduate school program in museum administration, Henderson was able to talk about the project and what it taught her about the possibility of starting a museum consulting business. "The director was thrilled, and I actually got accepted into that program later that week," says Henderson.

Nelson adds, "This practicing anthropology class has been my favorite anthropology course, because you always read about theories and ethnographies, but actually getting to do something with that knowledge is so much fun!"

"It all comes back to the same set of skills that anthropologists employ," Roper says. "Learning that by doing a project of your own in the community really shows students how to apply those abilities creatively."

*Sarah Henderson '16 is an anthropology/**art history** double major from Wilton, Iowa.*

*Liz Nelson '17 is an anthropology major from Grinnell, Iowa.*

## Overview of the Course

I designed Practicing Anthropology to serve several purposes:

1. **Teach anthropological research methods**. This includes how we come up up with research questions, the role of theory, how to protect research participants and oneself from ethical concerns, the methods we employ to collect data, and the ways we analyze and present our data. It also includes the difficulties of carrying out research in dynamic communities.
2. **Survey fields of applied and practicing anthropology.** Anthropology has a long history of engaging in policy oriented and applied research, and most professional anthropologists work outside of academia. This course surveys some of the ways that anthropology – through theory, research, and knowledge - contributes to addressing practical problems in a range of areas such as international development, health and nutrition, education, and business.
3. **Contribute to, while learning about, community development.** As an applied anthropologist, I am interested in having my research (and in this case my teaching) contribute to community development. At the core of this course is a semester-long research project in which students form teams that are paired with various community organizations to carry out needs assessments or program evaluations on behalf of the organizations. In the process, students are learning first hand about the communities they are researching, community development needs, and the nature of policy and change.

## Research Project Timeline

The research projects follow the following timeline:
1. **Identifying possible partners**. Prior to the start of the semester I work with Susan Sanning, Director of Service and Social Innovation at the Center for Careers, Life and Service (CLS) to identify and meet with possible partners. The meetings involve refining the research questions and setting research expectations.
2. **Setting up research teams**. In the first week of the semester, students form teams and select their projects. Each team then meets with their client and me to learn more about the organization, the research question, its context, and additional resources that might be useful.
3. **Developing a Terms of Reference** (TOR). Based on their meeting, each group writes a Terms of Reference that lays out the organization's problem

and research question in context and the boundaries of the project. This is submitted to the clients, who approve or request revisions.

4. **IRB and Methods Plan**. Students undergo ethics and methods training, prepare an IRB proposal for approval, and a more detailed methods plan that is submitted to the clients. Once the IRB proposal is approved, students begin research. This is typically the week following break.

5. **Research and Analysis**. Students use participant observation, focus groups, and a range of interview techniques to explore their questions. The goal is to triangulate on findings by using at least three distinct techniques.

6. **Poster Presentations**. Here you are! Enjoy.

7. **Research Reports**. Each client is provided with a more detailed final report. These are also archived on Digital Grinnell.

## Clients and Projects

In three versions of this course, we have worked with 13 different clients on 17 distinct projects. Below is a list of these.

| Community Partner | Research Question |
|---|---|
| Drake Community Library | Is there a need to enhance teen & tween programming at the library, and what might this involve? |
| Galaxy Inc. | How can the organization adjust fundraising efforts in order to increase donor support? |
| Genesis Development | Is there a need in Grinnell for a supported employment program for the intellectually disabled? |
| Grinnell Area Arts Council (GAAC) | How can the gallery better fulfill the community's needs and thus increase attendance? |
| Grinnell High School | How well prepared do recent graduates of GHS find themselves for academic success in college? |
| Grinnell Regional Medical Center (GRMC) | How can GRMC increase utilization of its programs for low-income mothers? |
| Habitat for Humanity | How can the organization increase awareness of and applications for the home repairs program, A Brush With Kindness (ABWK)? |
| Megan Cooper (Hair Stylist) | Is there a need for black hair care services in downtown Grinnell, and what might this involve? |
| Mid Iowa Community Action (MICA) | How can the Grinnell food pantry increase the frequency and amount of donations it receives? |
| Mid Iowa Community Action (MICA) | What factors affect the retention rate of clients in the Family Development and Self-Sufficiency (FaDSS) program in Poweshiek County? |
| Poweshiek Animal League Shelter (P.A.L.S.) | What can the organization do to enhance volunteer retention? |
| *This Year's Projects* | |
| Al Exito! | How were participants in the first three years of this youth Latina education program (2006-9) impacted? |
| Grinnell College Wilson Program | How should Wilson prioritize funding to support its mission? |
| Grinnell High School | Is GHS accurately determining student post-graduate plans? |
| Grinnell Historical Museum | How can the museum increase attendance by community members? |
| Mid Iowa Community Action (MICA) | Why is the range of food resource programs available to those in need not being fully utilized? |
| Poweshiek Animal League Shelter (PALS) | What additional services could PALS provide that would generate revenue and be of value to the community? |

# Project Impacts: Organizational Policy

For the most part, I have received very positive response from our clients.  The one exception was our work with GRMC.  Our direct contact left her job before our project was completed, and when we delivered our report, it turned out that others more relevant to the research question were not aware of its existence and were not happy with some of the findings.  We were asked not to make the findings public.  This year, students followed-up on past research projects.  We learned the following.

- **Grinnell High School** used our research to implement a broader set of writing requirements.

- **Galaxy Inc.** used our research in a successful grant application, but the current director was unaware of the report and initially suggested a similar project.
- **Drake Library** clients believed the findings to be accurate and useful, but have not acted on them as yet.
- **Grinnell Area Arts Council** saw a turnover in directorship shortly after our research, and the report was not passed on.
- **Genesis Development** implemented nearly all recommendations in the creation of its new Adult Career Exploration program.
- **MICA** research on the **food pantry** was seen as helpful and accurate, but not implemented due to lack of time and money. The report was also delivered at a time of transition in directorship. The current director was not aware of the report.
- **PALS** research led to some changes in training and scheduling of volunteers, but other issues identified remain unresolved.

## Project Impact: Experiential Learning on Methods and Community Development

In the last week of class, I asked each student to list five "lessons learned" about research methods while in the field and another five "lessons learned on community development. As Figure 1 shows, methods lessons clustered around a number of themes. The four most common areas included:
- **Interviewing** (how to interview effectively and confidently, and the willingness of people to participate)
- **Time management** (the importance of starting early, expecting delays, & analyzing as you go)
- **Samples** (the value of key informants, and the difficulties in getting a diverse – or any – sample)
- **Research questions** (the importance of making good questions, clear instructions, and knowing appropriate terminology for your population)

As Figure 2 shows, the most common lessons relating to community development related to:
- **The difficulty of change** (organizations often don't know what to do, act conservatively, or lack willingness or motivation)
- **Community social & political dynamics** (community politics are everywhere; family is important; community is tight knit; church is a key resource; there is a hierarchy of decision makers)
- **Diversity** (there is a range of opinion on issues; different groups have different social circumstances)
- **The importance of communication** (lack of communication underlies many problems)
- **Organization functioning** (organizations rely on good and sustained leadership; they can be isolated)

- **The holistic nature of problems** (many problems are entrenched in broader systems)
- **Leadership** (leaders are not always the most informed; it is important in sustaining change/progress)
- **Philanthropy** (there is willingness to give in the community)
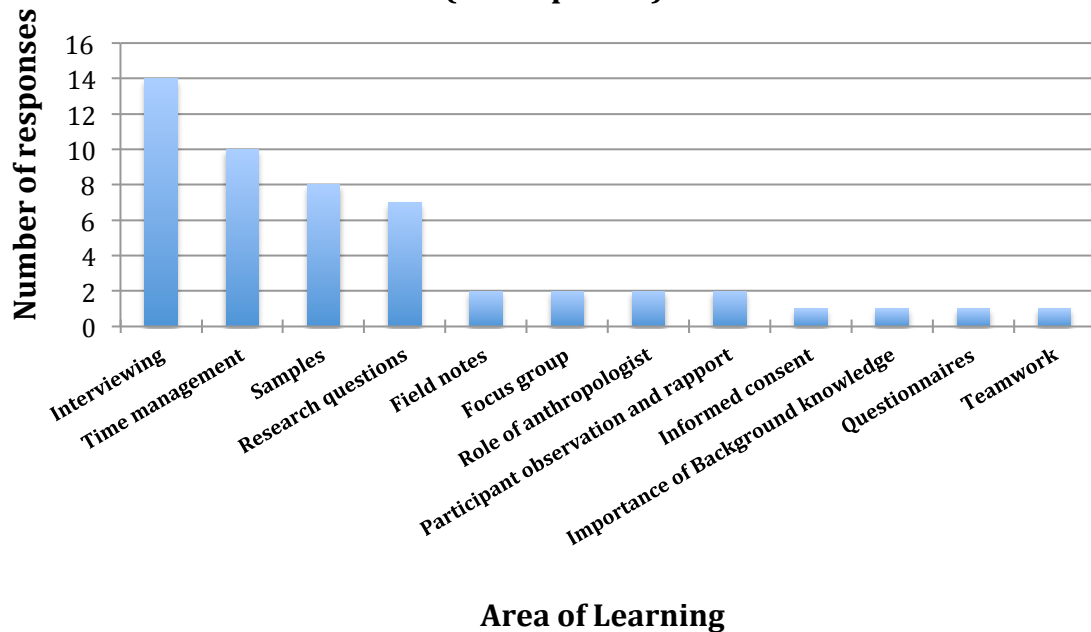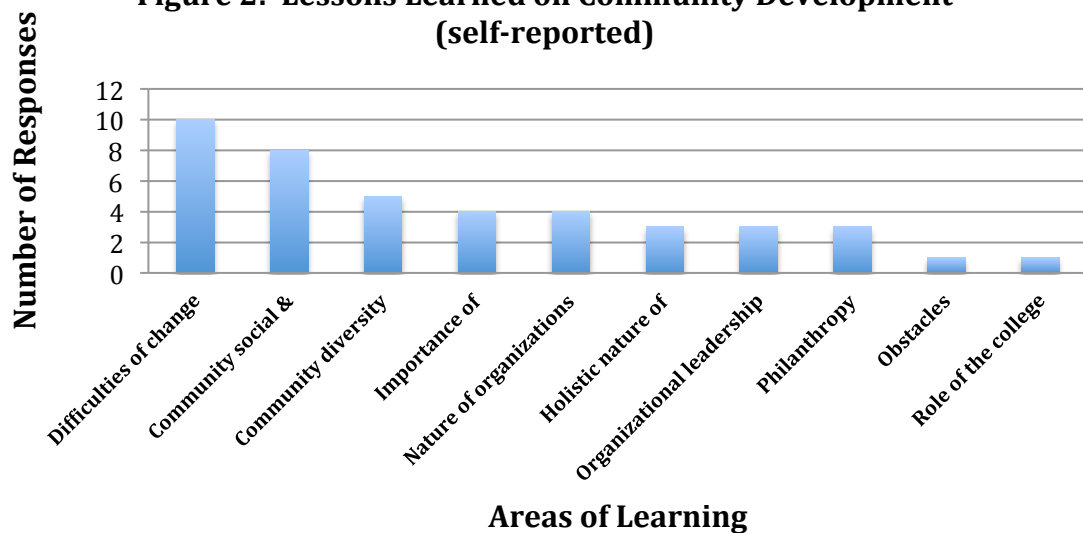
**Figure 1: Lessons Learned on Methods (self-reported)**

X-axis (Area of Learning): Interviewing, Time management, Samples, Research questions, Field notes, Focus group, Role of anthropologist, Participant observation and rapport, Informed consent, Importance of Background knowledge, Questionnaires, Teamwork

Y-axis (Number of responses): Interviewing 14, Time management 10, Samples 8, Research questions 7, Field notes 2, Focus group 2, Role of anthropologist 2, Participant observation and rapport 2, Informed consent 1, Importance of Background knowledge 1, Questionnaires 1, Teamwork 1

**Figure 2: Lessons Learned on Community Development (self-reported)**

X-axis (Areas of Learning): Difficulties of change, Community social &, Community diversity, Importance of, Nature of organizations, Holistic nature of, Organizational leadership, Philanthropy, Obstacles, Role of the college

Y-axis (Number of Responses): Difficulties of change 10, Community social & 8, Community diversity 5, Importance of 4, Nature of organizations 4, Holistic nature of 3, Organizational leadership 3, Philanthropy 3, Obstacles 1, Role of the college 1

# COURSE SYLLABUS


## Fall 2015
## Practicing Anthropology (ANT 293)

**Lecture**
M,W,F  9-9:50
**Lab**
Wed 1-3:50 pm

**Instructor**
Monty Roper
204 Goodnow Hall
Office phone: 269-3017
e-mail: **roperjm@grinnell.edu**


**Office Hours: 10-11:50 M,F**  During office hours, you are welcome to stop by without an appointment.  During non-office hours, you are also welcome to stop by, but I may be occupied and unable to meet.  I will be happy, however, to schedule appointments during non-office hours.  If you are having problems with course materials for any reason, I strongly encourage you to come see me.

**Concerning e-mail communication:** I will be endeavoring to follow a policy of checking my e-mail no more than once or twice a day.  If it is urgent that you get in touch with me within 24 hours, you should use the telephone.  Do not assume that I have received or read an e-mail unless you get a note back from me.

**Accommodations for students with disabilities:**  Any student eligible for and needing academic adjustments or accommodations because of a documented disability of any kind is requested to speak with the professor no later than September 21st.  You will also need to have a conversation about and provide documentation of your disability to the Coordinator for Disability Resources, Autumn Wilke, located on the 3rd floor of the Rosenfield Center (x3702).


## Course Description and Goals

This course is designed to serve several purposes.  A central focus of the course is on how anthropologists carry out research.  This includes how we come up with research questions, the role of theory, how to protect informants and oneself from ethical concerns, the methods that we employ in the field, and the ways that we analyze and present our data.  We will examine in some detail a number of the most common methodologies, including both qualitative approaches, such as participant

observation and unstructured interviews, as well as quantitative approaches, such as surveys and statistical analysis.

Second, the course will explore the fields of applied and practicing anthropology. Anthropology has a long history of engaging in policy oriented work through social activism and advocacy, and many academic anthropologists continue to work to apply their research to address social injustices and contemporary problems in the world.  What's more, according to some estimates, one-half of all professional anthropologists work outside of academia as applied or practicing anthropologists. Applied anthropology has come to be known as the fifth field of anthropology, cutting across the other four.  This course will examine what anthropology contributes to addressing practical problems, and how practicing anthropology differs from more traditional academic approaches.  In particular, we will consider how methodologies used in practicing anthrology differ from traditional ethnographic techniques.  We will also examine a number of the key domains of applied/practicing anthropology, such as: international development, environmental issues, healthcare and medicine, business and industry, education, law, and elder care.

Finally, we will learn and practice appropriate methodologies as well as the roles that anthropologists can play in policy by serving as practicing anthropologists in the Grinnell community (yes, there is a kind of double entendre in the title). Students will form research teams, each of which will carry out a needs assessment, program evaluation, or some other project on behalf of a Grinnell organization.

<div align="center">Learning Goals of this course include:</div>

- Students will gain a greater understanding of cultural anthropology.
- Students will gain knowledge of and experience in the process of designing and carrying out cultural anthropology research, with a focus on the methods that anthropologists employ.
- Students will gain a greater appreciation for the value of anthropological skills and knowledge to the application of real-life problems and policy.
- Students will become familiar with a number of the key domains of practice for applied and practicing anthropologists, as well as the knowledge of these domains as generated through anthropological research.
- Students will gain an understanding of the similarities and differences between practicing anthropology and traditional ethnography in terms of the research process and methods.
- Students will gain a greater understanding of the Grinnell community, its organizations, and its needs.
- Students will gain practice in professionalism in a diverse community.

## Core Texts

- Ervin, Alexander M.  2005  *Applied Anthropology: Tools and Perspectives for Contemporary Practice*.  NY: Pearson.  ISBN: 0-205-41409-5 (paper)

- H. Russell Bernard  2002  *Research Methods in Anthropology: Qualitative and Quantitative Approaches.*

(Additional readings will be made available on P-web or by link to the college library database.)

## Useful Links

There are a number of good resources for one thinking about a career in applied or practicing anthropology.  The following is a sample that can be used to find even more.

- National Association for the Practice of Anthropology (NAPA): http://practicinganthropology.org/
- Society for Applied Anthropology: http://www.sfaa.net/
- Cultural Survival: http://www.culturalsurvival.org/
- Consortium of Applied and Practicing Anthropology Programs: http://www.copaa.info/index.htm
- Iealist.org:  http://www.idealist.org/
- Center for a Public Anthropology: http://www.publicanthropology.org/
- Survival International: http://www.survivalinternational.org/
- Northern Kentucky University "What can I do with anthropology": http://anthropology.nku.edu/index.php/careers-in-anthropology

## Course Requirements

### *Individual Work*

1. **Terms of reference interview and write up** (10%) Each student will prepare a "terms of reference" (TOR) that identifies and contextualizes the research question.  A single TOR from each group will be presented to the client.  (This may be a synthesized version of the individual TORs or whichever you feel will best reflect on the team in the eyes of the partner organization.)  Additional instructions will be provided.  (Individual TOR due 9/11; Group TOR due 9/16)
2. **Literature Review**  (15%) Each student will prepare a literature review that explores other case studies and theory relevant to the selected final project.  The review of literature should help in identifying relevant stakeholders, issues, and questions that will be important in devising the detailed methods plan.  These will also be shared with the client.  Additional instructions will be provided.  (Due 9/28)
3. **Field notes and Research** (15%) Each student will keep a field notebook in which they will chronicle their research activities and record their data.  **ALL** observations and interviews should be recorded or represented in the notebook.  These will be graded on the basis of clarity/organization, depth, & effort.  Pages should be

numbered and there should be a table of contents in the front of the notebook. Field notes, along with a final group self-assessment, may be used to modify the group grade for individuals in groups where individuals feel the work was not equally shared. Each student must undertake at least 2 hours of participant observation regardless of whether this ends up being a core methodology of the study. Students will be expected to comport themselves professionally while in the field. Reports of contrary behavior may negatively affect the research grade. Students are expected to make timely progress toward the completion of their project. (Due: The field notebooks will be collected and checked at various times during the semester. All hand-written and electronic data must be provided to Roper no later than Dec 18.)

4. **Past Project Follow-up Interview and Write-up**. (5%) Students will interview previous clients to determine how and why the research has been used (or not), and will provide a brief write-up of their findings. Additional instructions will be provided. (Due 11/18 in 9am class).

5. **Class Participation** (5%) Class time will involve a mix of lecture and class discussion. Everyone's participation is important.

## *Group Work*

## *(note that individual grades on these items may be adjusted based on group participation assessments)*

1. **IRB** (5%) Each research team will complete and submit a proposal to the college's Institutional Review Board. Students will be expected to give this serious attention, as a delay in approval will delay the beginning of research, not to mention that it is simply rude to turn in a poor proposal to a group of busy faculty and community members. This proposal MUST be approved by the IRB before the teams may begin field research. The IRB proposal form must be followed to the letter. (Due 10/7 by 5pm)

2. **Detailed Methods Plan and Tools** (15%) Each team will develop a detailed methods plan that elaborates on the TOR and explains exactly how research will be carried out (how sample was generated, what methods will be used and why, etc.) as well as associated interview guides, questionnaires, etc. Additional instructions will be provided. (Due 10/16 by end of day).

3. **Poster Presentation** (5%) Each team will present the findings of their research to the campus and the clients through a poster presentation. This will be graded primarily on organization and presentation, and to a lesser degree on content. Students will participate in evaluating one-another's presentations. (Poster file due by 9 am Dec 14; presentation is 9 am-noon Dec 16)

4.    **Final Written Report** (25%) Each team will submit a final written report of their findings to the professor and the clients.  This will be graded on content (depth and quality of research), organization (clarity of presentation), and writing.  Additional instructions will be provided.  (Due 12/18 by 3pm).

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### COURSE OUTLINE
(While the general order of our timeline will not change, readings may be added or removed.)

**F Aug 28:**    **Review of Syllabus and Final Selection of Projects.**

**M Aug 31**:    **Overview - What IS practicing anthropology?**
- Ervin Ch 1 (through p. 5)
- Napa Bulletin 20 "Careers in Anthropology: Profiles of Practitioner Anthropologists"
**History of Anthropological Methods, Applied, and Practicing Anthropology**
- Ervin Ch2:  A Brief History of Applied Anthropology
- Reclaiming Applied Anthropology: Its Past, Present, and Future

**NOTE: Much of what we do on Sept 4 is covered here (strengths of anthro...) Need to combine these two**

**W Sept 2:**    **An Overview of The Anthropologist's Toolkit**
- Kottak Ch 12: Methods in Cultural Anthropology

**LAB W Sept 2:  Terms of Reference (TOR)**
- World Bank.  Writing Terms of Reference for an Evaluation: A How-To Guide
- How to write a Terms of Reference (British Columbia Institute of Technology's School of Business)

**F Sept 4:**    **Anthropology and Policy**
- Ervin Ch4. What is Policy and How does it Relate to Anthropology
- Ervin Ch5. Strengths, Weaknesses, and Future Directions in Policy Analysis and Practice
- Eisenberg, M. 1994  Translating Research into Policy: What More Does it Take.  Practicing Anthropology 14(4):35-38.

**M Sept 7:**    **The Community of Grinnell**
- http://www.grinnelliowa.gov/

- https://en.wikipedia.org/wiki/Grinnell,_Iowa
- http://www.grinnellchamber.org/index.cfm

**W Sept 9:**   **Getting Started on Research & The Role of Theory**
- Ervin Ch 1 (pp 6-11)
- Anthropology in the Middle, Bruce Knauft
- Bernard, Ch2-4 (Foundations of Social Research, Preparing for Research, The Literature Search)

**LAB W Sept 9:**  **Work on Literature Review**
            **Field notes**
- Bernard Ch 13: Field Notes and Database Management (only up to part on coding)

**F Sept 11:**   **Needs Assessments & Program Evaluations**
- Ervin Ch 6: Needs Assessment
- Ervin Ch 7: Program Evaluation

**DUE 9/11: INDIVIDUAL TOR (in class)**

**M Sept 14:**   **Social Impact Assessments**
- Ervin Ch8: Social Impact Assessment

**W Sept 16:**   **Selecting a Sample**
- Bernard Ch5: Sampling I: The Basics
- Bernard Ch6: Sampling II: Theory (Optional)
- Bernard Ch7: Sampling III: Nonprobability Samples and Choosing Informants

**LAB W Sept 16:**  **Work on Sample**

**DUE 9/16: GROUP TOR Submitted to Client and Roper.**

**F Sept 18:**   **Advocacy Anthropology**
- Ervin Ch10: Advocacy Anthropology

**M Sept 21:**   **Participant Observation & Field notes**
- Ervin Ch11 Pp. 160-168:  Ethnography: Participant Observation and Key-Informant Interviewing
- Bernard Ch12: Participant Observation
- Bernard Ch13: Field Notes and Database Management

**W Sept 23:**   **Participant Observation & Working as a Professional**
- Ervin Ch16: Some Principles for More Effective Practice
- Ervin Ch17: Becoming a Professional

**LAB W Sept 23:  Ethics and the IRB**
- Ervin Ch3: Ethics in Applied Research and Practice
- Code of Ethics: American Anthropological Association
  - NAPA Ethical Guidelines for Practitioners http://practicinganthropology.org/about/ethical-guidelines/
  - Complete the IRB Ethics Module located under the "Community" tab on P-Web.

**Presentation on Professionalism**

**DUE 9/23: REVISED GROUP TOR (if necessary).  To client and Roper by 5pm.**

**F Sept 25:  Direct and Indirect Observation**
- Bernard Ch14: Direct and Indirect Observation

**M Sept 28:  Interviewing: Overview and Key Informants**
- Ervin Ch11 Pp. 168-173: Key Informant Interviews
- Bernard Ch8: Interviewing I: Unstructured and Semi-structured

**DUE 9/28: LITERATURE REVIEW (in class to Roper).**

**W Sept 30:  Interviewing: Groups**
- Ervin Ch12: Focus Groups and Other Group-Interviewing Techniques

**LAB W Sept 30:  Interviewing and Note-taking; Working with Smart Pens**

**F Oct 2:  Interviewing Cont: Surveys and Questionnaires**
- Ervin. Ch13. Quantification through Social Indicators and Questionnaires
- Bernard Ch9: Interviewing II: Questionnaires

**M Oct 5:  Interviewing Cont: Cultural Domains and Scales**
- Bernard Ch10: Interviewing III: Cultural Domains
- Bernard Ch11: Scales and Scaling

**W Oct 7:  IRB**

**LAB W Oct 7:  IRB – Complete Proposal**

**DUE 10/7: IRB PROPOSAL.  By 5pm.**

**F Oct 9:  RAPs**
- Ervin Ch14: Rapid Assessment Procedures

- James Bebe Ch1: Rapid Assessment Process

**M Oct 12:** **Participatory Research**
- Ervin Ch15: Participatory Research

**W Oct 14:** **DASIL**

**LAB W Oct 14:** **Work on Final Methods Plan; Questionnaires and Surveys**

**F Oct 16:** **Mapping**
- Murchison Ch9: Ethnographic Maps

**DUE 9/16: GROUP DETAILED METHODS PLAN (to Roper)**

**FALL BREAK**

**M Oct 26:** **Authority and representing "culture"; Relations of Power in the field**
- James Clifford: On Ethnographic Authority
- Arturo Escobar: Anthropology and the Development Encounter

**W Oct 28:** **Field notes and Managing Data**
- Bernard Ch13: Field Notes and Database Management
- Bernard Ch15: Introduction to Qualitative and Quantitative Analysis

**LAB W Oct 28:** **Project Work; Data Collection**

**F Oct 30 - M Nov 2:** **Educational Anthropology**
- Arratia, Maria-Ines. 1997. "Daring to Change: The Potential of Intercultural Education in Aymara Cummunities in Chile." *Anthropology & Education Quarterly* 28(2):229-250.
- Kozaitis, Kathryn. 2008. "Educational Reform in Science and Mathematics: An Anthropological Perspective." *Practicing Anthropology* 30(2):14-18.
- Luykx, Aurolyn. 2008. "Commentary. Eyes for Hire: Applied Anthropologists of Education as Cultural Mediators Between Research Traditions." *Practicing Anthropology* 30(2):24-28.

**W Nov 4:** **Analyzing Text**
- Bernard Ch18-19: Text Analysis 1 & II.

**LAB W Nov 4:** **Project Work; Data Collection**

**F Nov 6 - M Nov 9:  Health & Nutritional Anthropology**
- Lambert, H and C. McKevitt.  2002.  "Anthropology in Health Research: from qualitative methods to multidisciplinarity."  *BMJ* 325(27 July):210-213.
- Wight, D and M. Barnard.  1993.  "The Limits to Participant Observation in HIV/AIDS Research."  *Practicing Anthropology* 15(4):66-69.
- Schnurr, J.  2002.  "Medical Anthropology: Lessons Learned and Applied in a Medical Practice."  *Practicing Anthropology* 24(4):43-50.
- Deal, J. et al.  2010.  "A Multidimensional Measure of Diarrheal Disease Load Changes Resulting from Access to Improved Water Sources in Honduras."  *Practicing Anthropology* 32(1):15-20.

**W Nov 11:     Analyzing Cognitive Data  (MOVED THIS BACK)**
- Bernard Ch16: Cognitive Anthropology I: Analyzing Cultural Domains
- Bernard Ch17: Cognitive Anthropology II: Decision Modeling, Taxonomies, and Componential Analysis

**LAB W Nov 11:  Project Work; Data Collection**

**F Nov 13 - M Nov 16:  Business Anthropology**
- Jordan, Ann.  2003.  Ch 6.  Design Anthropology.  In *Business Anthropology*.  Waveland Press.
- Douglas Caulkins.  1995.  "Stumbling into Applied Anthropology: Collaborative Roles of Academic Researchers."  Practicing Anthropology 17 (1-2):21-24. February/March.

**W Nov 18:     Lessons from Past Projects**
- **DUE by 9a.m. class.**

**LAB W Nov 18:  Quantitative Analysis**
- Bernard Chs20-21.

**F Nov 20 - M Nov 23:  Environmental Anthropology**
- Cook, S.  2001  "A Vested Interest: Activist Anthropology in the Mountaintop Removal Debate"  *Practicing Anthropology* 23(2):15-18.
- M. Burton, M. Schoepfle, and M. Miller.  1986.  "Natural Resource Anthropology."  *Human Organization* 45(3): 261-269

**W Nov 25 - LAB W Nov 25:  Presenting Research; Project Work; Data Collection; Data Analysis**

**M Nov 30:**    **Writing Evaluation Reports**
- CDC, Preparing Evaluation Report
- CDC, Using Charts and Graphs

**W Dec 2:**    **Ethnographic Writing; Presenting Data**
- See examples of 'bad graphs' on p-web.

**LAB W Dec 2:  Project Work; Data Collection; Data Analysis**

**F Dec 4:  Anthropology and Development**
- Healy, K.  1992  "Back to the Future: EthnoDevelopment among the Jal'qa." *Grassroots Development* 16(2):22-34.

**M Dec 7:  Anthropology in the Military**
- McFate, M.  "The Military Utility of Understanding Adversary Culture"  JFQ 38: 42-48.
- Griffin, M.  2007.  "Research to Reduce Bloodshed."  *The Chronicle of Higher Education.*  (Nov 30, 2007).

**W Dec 9:**    **Preparing Poster Presentations**

**LAB W Dec 9:  Project Work; Analysis; Preparing Data to Present; Posters**

**F Dec 11:**    **Wrapping up**

**12/14 DUE Poster Files due by 9:00 am.**

*December 16, 9:00 am – Noon.  Final Poster Presentations*

# Assignments

**Initial Client Interview and the Terms of Reference (TOR) Assignment**
**Individual Assignment - 10% of Final Grade**

You will write your Terms of Reference using information gathered from your partner organization's web site, whatever information your client provides about their organization, and your team's first meeting with the contact person, which we will make every effort to arrange for the second week of classes (8/29-9/4). This is the only meeting in which all members of the group must be present. I recognize that you have busy schedules, as do your potential clients and I. Given this, it will be very hard to find a time when all individuals are "free," and thus I am hopeful that you will make every effort to open time on your schedule if necessary. I expect that employers, coaches, and other faculty will be as open to a one-time required meeting as they would if you were attending a sporting event, family wedding, or other activity for which accommodations are made.

It is <u>very</u> important that you make good use of this meeting to gain a clear understanding of your organization's research needs. While you may follow up this meeting with e-email to clarify certain issues, the less of this you have to do the better as your clients are busy and it could appear unprofessional to not have taken advantage of your initial meeting to gain the necessary information. Though please note that it would be a bigger error for your TOR to provide incorrect information or misrepresent what was told to you in the meeting, so if you need to follow up, you should.

The TOR identifies and contextualizes the research question and lays out the research, communication, and final presentation expectations between the clients and the research group. It is a short and to-the-point document that should be no longer than four pages single-spaced. It should be divided into distinct, labeled sections and should include the following information:

- A brief overview of the organization and its mission (particularly as it relates to your project).
- The problem that the organization is currently experiencing and how this relates to the mission or future goals of the organization.
- The specific question to be researched.
- The scope of the research and boundaries on expectations.
- Persons to be involved and their qualifications, including oversight and support personnel.
- The methods to be used.
- Resources and support to be provided by the client.

- Expectations of communication between key parties (researchers and client), including possible meetings.
- Products to be provided and a timeline for the work to be done.
- The budget (Note that there will be NO cost to the client aside from time, but this should be made clear in the document.  If there are expected research expenses, you need to address how these will be covered.)

More information on the nature of TORs can be found in the assignments section of the P-Web page, though please note that you will be doing a relatively trimmed down version.  The one that probably comes closest to what you should be doing is represented by BCIT's first version: http://faculty.bcitbusiness.org/kevinw/4800/documents/HOWTOwriteTORs.pdf

Each individual will submit a TOR to the professor for a grade, and the group will submit a single TOR to the client.  The TOR submitted to the client may be a synthesized version of the individual TORs or whichever you feel will best reflect on the team in the eyes of the partner organization.

The client will review and then approve or ask for revisions to the TOR.   The TOR then serves as the basic contract for the research.  The initial TOR will not include details on methods.  These will be provided as part of the IRB proposal, which will be provided to the clients as an addendum to the TOR.

The TOR will be graded based on content, organization and writing, including the degree to which the document has a professional look.

**Value**: 15% of final grade
**Format**: 3-4 pages single spaced.  12 point font.  Normal margins.
**Due**: 9/28

**Rationale**: Each group has a core question or problem to research, but how do you go from here to a good set of focused questions that can serve to generate the data that you need to answer that question or address the problem?  One strategy would be to just think about things logically and come up with a bunch of questions.  The problem with this is that some of your questions will likely be irrelevant, and there may be some really important issues that you fail to think about.   You also don't have a lot of time in the field to do lots of open-ended questions that would help to better frame the project such that you could then go back and ask more focused questions (though you SHOULD make use of your client for this).  A key to doing quick, policy-oriented research is to be as focused as possible and ask the right questions.

Luckily, it is unlikely that you are working on an issue that is completely unrelated to anything that anyone has ever done research on before.  So, you are not really starting from scratch.  You can use other people's work in similar fields on similar issues or in similar social settings to help to narrow your list of likely variables and identify likely key stakeholders and thus come up with questions that will be more likely to provide meaningful data.  This doesn't mean that you go in knowing everything.  You are likely to want to have some open ended questions.  But reviewing the literature helps you to prepare to do things more quickly and efficiently.

While the writing of the literature review is an independent project, you SHOULD be discussing your thoughts and findings with your other team members as a means of developing a group methodology and research tools (surveys, questionnaires, etc.).

**Description**: Each student will write a paper that explores other case studies and theory relevant to the selected final project.  Your goal is to identify key issues, variables, and questions that you should be taking into account that might inform your own research methods.  The review **should NOT** appear as a kind of refined annotated bibliography, going through one resource at a time and providing all of the key information on that source before moving on to the next one.  Rather, your paper should be organized around key topics that address the question: what useful findings have others produced doing research similar to my own?  **More specifically, your paper should endeavor to answer your research question if you generalized it out from your specific case.**  This will help to identify the state of knowledge concerning your research question, and what important and useful

findings have been generated by others regarding the question.  I have provided some examples below based on past research.

1. PALS was interested in having a research team identify ways to enhance their retention of volunteers.  More generally, this calls for an exploration of why volunteers turn over at such a high rate, and what kinds of things might be done about it.  So the broader research question for the review paper could become: *how might an animal shelter facing high volunteer turnover enhance its retention rate.*
2. The High School was interested in knowing how well they prepared students who went on to college, and in what areas those students were feeling under prepared.  This question could be generalized by simply asking: *what kinds of challenges do students commonly experience in making the transition from high school to college level work.*
3. Drake Library was interested in knowing what kinds of additional programming might be popular among middle school students.  Here the literature review could essentially ask this exact question: *what kinds of library programming is popular among middle school students.*  To the degree that it is possible, it might be beneficial to focus on other cases that are somewhat similar to Grinnell (e.g. small cities rather than larger urban areas).

I hope these examples help.  If you are having trouble generalizing your question or finding literature that you think would be relevant, please feel free to talk with me.

**Q&A**
Q: Do we need a thesis?
A:  I think this would be appropriate, but it would likely be very broad.  For example, it might be something like: *community libraries pursue a wide range of programming for middle school students, and their success depends on an equally wide range of factors.*

Q: What kinds of information should we be looking for beyond a simple list of examples of solutions?
A:  It would be appropriate to talk about the contexts in which attempted solutions worked or didn't.  The goal here is to try to understand not just a set of solutions to test, but a broader range of key variables that might affect success or failure.

# Fall 2015
## Practicing Anthropology
## IRB PROPOSAL AND METHODS PLAN

The **IRB proposal** must be completed and submitted to the college's Institutional Review Board. This is a critical step in the research process. The IRB has two weeks to respond. Generally, they will either provide approval or ask for clarification. In some cases, forgetting to address some question on the IRB, or being less than clear on some response can delay your research by 4 weeks. The IRB will generally NOT comment on the soundness of your methodology (i.e. how well your proposed methods are likely to work to do what you intend to do). Rather, the focus of the IRB proposal is on how you will protect your informants through informed consent and data management. As part of the proposal, you will need to make clear who your sample includes, how you are generating your research sample, what their experience will entail as a result of your methods, what discomfort or danger may exist for your research population as a result of your research, what you are doing to avoid discomfort or danger to your research population, how you are protecting your data and the identity of your informants, as well as the potential benefits of your research. You MUST use the IRB form provided by the college. You must have informed consent scripts prepared for each sample that you use.

## Detailed Methods Plan Assignments

Each group will prepare a **methods plan** that elaborates on the TOR and IRB proposal and explains how research will be carried out (data gathering and analysis – though it is recognized that we will not have discussed analysis of data yet). Having a clear plan to gather and analyze your data is critical to a successful research project. The plan must be built out of a clear understanding of your research problem, the time and resources available to you, and a good familiarity with methodological options. Every part of your methodology should have a purpose and you should justify each choice taking into account class discussions and the Ervin and Bernard texts (by choice, I mean sampling strategy and core methods, not the wording of every question). If this part of the research process is hastily thrown together, you are guaranteed frustration and wasted time in the analysis phase.

You should not think of this as a thesis driven paper. Think of it more as a mini-manual or instructions on how to carry out the research, which will include justifications for each choice you make (so how and why). I will leave the format of this document up to you. In deciding how to structure the document, you should be guided by its purpose. It should be clear and easy to read.

The methods plan will be graded on writing (clarity, clear organization, well-structured prose appropriate for purpose, spelling, etc.) and content (do your methods make sense in terms of your research – is your research strategy sound).

While it is understandable that your methods might be tweaked some (e.g. you might add a question to an unstructured survey or drop a focus group you had planned to do), you should not have to make any major changes.  Indeed, significant changes (e.g. adding groups of informants or a new methodology) will require going back to the IRB.

Your methods plan will likely include the following components:
- A brief explanation of the research problem or question being examined.  If this problem or question logically breaks down into a clear subset of questions, these should be presented as well.
- An identification of your research population, how you will draw samples from this population, and a justification for these choices.
- A summary table of possible research strategies for anthropologists showing which will be carried out, which will not, and why.
- An explanation and justification for each method to be practiced as well as a justification for the collection of methods.  (Exactly what will you be doing and why?  What kinds of data will you end up with?)
- What is the time frame for carrying out the methods (research schedule).  Is there a logical progression of data gathering?  Is there an iterative process in data gathering?
- An explanation of how data will be analyzed.  What will you do with it once you have it?  This can be less developed, but it should be addressed.
- An appendix with a copy of any interview guides, surveys or questionnaires to be used.
- How will results be presented?

**Individual Assignment: Project Follow-up**
**5% of final Grade**
**Due: Monday, Nov 23**

This is an individual assignment, but students should work in groups to carry out the interviews (when these are possible). These can be done in person or by phone.

The goal of this assignment is to provide a brief (at most, one page single-spaced) follow-up assessment of a previous project. I will provide the terms of reference for the project, the final report, and any communications I have that make reference to the final use of the project. Your written assessment will be publicly archived along with the reports.

This should be written as an essay in the style of a brief report or executive summary. The report should address the following:
1. What question did the researchers set out to answer?
2. Very briefly provide a summary of the methods.
3. Summarize the findings.
4. Briefly assess the strength of the findings in light of the methods and difficulties that might have been encountered in the research process. (The goal here is not to criticize the researchers or research, but to make a simple factual claim based on your understanding of the methods and scope of findings or recommendations.)
5. What, if any, impact has the report had on the organization?
6. Are there particular factors that have enabled or lessoned its impact?
7. If it has not had an impact, why not?

(I could imagine this report as four brief paragraphs: Qs 1&2; 3; 4; 5 & 6, or 7)

Findings should be turned in electronically as a typed report by 9:00 am, Monday Nov. 23. These findings will be discussed in class on that day.