ANTH 6331: Research Methods in Development Anthropology

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Office Hours: Thursdays 3-4pm & by appointment

Spring Semester 2015
Classroom: Monroe 113
Class Time: 5:10-7:00pm Wednesdays

Course Description and Goals:
This course is an introduction to anthropological field research in the context of international development. The objective is to provide an overview of theories and methods relevant to conducting research concerning development projects and programs. The course will encourage an exploration of specific research methods and approaches, as well as a critical examination of certain aspects of international development.

The fields of anthropology and socioeconomic development share an extensive history and the connections are important within both. Development practice, scholarship, evaluation, advocacy, and policy overlap and stimulate change in one another. Whether such change is demonstrably, defensibly, or even likely to be beneficial to the persons and activities in which anthropologists and practitioners have an interest requires research and reporting on that.

This course is aimed at those who plan to pursue rigorous academic research in development-related topics and those who plan to undertake responsible and reflexive international development practice. Concentrating on issues pertinent to research and using readings, discussions, research exercises, and student projects and proposals this seminar course will review the relationship between anthropology and development. Throughout the seminar, the course will concentrate on approaches to conducting research to carry that relationship further.

Learning Outcomes:
By the end of the semester, students will:
• be familiar with and able to discuss the relationship of anthropology and development
• be able to practice multiple types of quantitative and qualitative data-collecting methods with an emphasis on the latter
• have participated in human subjects training
• be able to make observations, collect, analyze, and interpret data to test against a hypothesis and/or produce a new one
• be able to cite peer-reviewed sources consistently and convincingly in support of a problem statement and project proposal
• be able to create a research project timeline, budget, and evaluation design
• learn to craft a proposal for research project funding

Texts:
Articles on Blackboard
Grading:

**Proposals and projects** 80% of course grade

Grades are based on clearly written:

1. Five formal project proposals: one for quantitative and four for qualitative research, both and citing or naming sources to be used (2% each = 10%);
2. Five original research studies with appropriate field notes, transcriptions, relevant coding, and description of the analysis, and (for four of them), interpretations (10% each = 50%);
3. One well-argued proposal complete with timeline, budget, references, and works cited in MS Word using 11 pt font, 6-8 pages in length including Figures and Works Cited, spell- and grammar-checked (20%)

**Class preparation and participation** 20% of course grade

Grades are based on participation in-class and on Blackboard:

1. describing the content of the readings
2. asking questions for discussion (not those that can be answered with simple information searches), and
3. providing comments relevant to research in international development

Students must notify instructor in writing during the first week of the semester of their intention to be absent from class on day(s) of religious observance.

For any unexcused absence, students need to submit a five page formal description of the readings within six days of the missed class, or receive a grade penalty.

Any student who may need an accommodation based on the potential impact of a disability should contact the Disability Support Services office at 202-994-8250 in the Marvin Center, Suite 242, to establish eligibility and to coordinate reasonable accommodations. Please refer to: [http://gwired.gwu.edu/dss/](http://gwired.gwu.edu/dss/).

Also know that the University Counseling Center (UCC) offers 24/7 assistance and referral to address students' personal, social, career, and study skills problems. Services include: crisis and emergency mental health consultations and confidential assessment, counseling services (individual and small group), and referrals: [http://gwired.gwu.edu/counsel/CounselingServices/AcademicSupportServices](http://gwired.gwu.edu/counsel/CounselingServices/AcademicSupportServices).

At GW, academic dishonesty is defined as cheating of any kind, including misrepresenting one's own work, taking credit for the work of others without crediting them and without appropriate authorization, and the fabrication of information. See: [http://www.gwu.edu/~ntegrity/code.html](http://www.gwu.edu/~ntegrity/code.html).

Classroom Emergency Preparedness and Response Information:

To Report an Emergency or Suspicious Activity call the GW Police Department at 202-994-6111. If the line is unavailable dial 911.

Shelter in Place - General Guidance Your first reaction in an emergency should be to stay where you are. Evacuate only if you hear the fire alarm or someone instructs you to evacuate. If you are outdoors during an incident, proceed into the closest GW building unless you are told to do otherwise. The basic steps of “sheltering in place” are:

- Shelter-in-place in an interior room, above ground level, and with the fewest windows. If there is a large group of people inside a particular building, several rooms may be necessary.
• Shut and lock all windows (locking will form a tighter seal), close exterior doors, and stay away from glass doors and windows.
• Turn off air conditioners, heaters, and fans. Close vents to ventilation systems as you are able (Facilities staff will turn off ventilation systems as quickly as possible).
• Make a list of the people with you and call the list in to GWPD (see numbers above) so they know where you are.
• Visit GW Campus Advisories http://CampusAdvisories.gwu.edu or call the GW Information Line at 202-994-5050 for incident updates. If possible, turn on a radio or television and listen for further instructions. If your e-mail address or mobile device is registered with Alert DC, check for alert notifications. If you receive an Alert DC notification during class, please share the information immediately.
• Make yourself comfortable and look after one other. You will get word as soon as it is safe to come out.
• We will always evacuate if the fire alarm sounds or if Monroe becomes unsafe. In the event of an evacuation, please quickly gather your personal belongings (purse, keys, cell phone, GWorld card, etc.) and proceed to the nearest exit. Do not use the elevator.
• Once we have evacuated the building, proceed to: the Marvin Center, Food court. If the first location is unavailable, we will meet at the University library, on the ground floor.

Class Schedule:
JANUARY
14 1. Introductory class
   Key Term List (hand-out)
   Overview of course, assignments, and class interests
   Assignments:
   • Look up and write down definitions for key terms
     Complete and send .pdf via email of Certificate for Collaborative Institutional Training Initiative (CITI); GW is a participating organization: https://www.citiprogram.org/
   • Set up appointment to meet with instructor
   • Meet with instructor before 3rd class

21 2. International development, anthropology, and research
   Core concepts
   Proposal & Project #1 (hand-out)
   Assignments:
   • Make all arrangements for Project #1
   • Prepare Proposal #1, DUE in 3rd class
   • Read and prepare to ask questions about and discuss Folder 1 texts and Introduction in Analyzing & Interpreting Ethnographic Data

28 3. Research methods and their theories in international development
   Core concepts
   Reading discussion
   Proposal & Project #2 (hand-out)
   Assignments:
   • Revise arrangements for Project #1 based on instructor comments
   • Conduct Project #1
   • Submit all project components via email by 10 am on class day
   • Read and prepare to ask questions about and discuss Folder 2 texts

FEBRUARY
4
4. Qualitative methods and approaches to analysis of international development
   Core concepts
   Reading discussion
   Assignments:
   - Make all arrangements for Project #2
   - Prepare Proposal #2, DUE in 5th class
   - Read and prepare to ask questions about and discuss Folder 3 texts and Chapter 1 in *Analyzing & Interpreting Ethnographic Data*

5. Qualitative methods and approaches to analysis for international development
   Core concepts
   Reading discussion
   Proposal & Project #3 (hand-out)
   Assignments:
   - Revise arrangements for Project #1 based on instructor comments
   - Conduct Project #2
   - Submit all project components via email by 10 am on class day
   - Read and prepare to ask questions about and discuss Folder 4 texts and Chapter 2 in *Analyzing & Interpreting Ethnographic Data*

6. Quantitative methods and approaches to analysis of and for international development
   Core concepts
   Reading discussion
   Assignments:
   - Make all arrangements for Project #3
   - Prepare Proposal #3, DUE in 7th class
   - Read and prepare to ask questions about and discuss Folder 5 texts and Chapter 3 in *Analyzing & Interpreting Ethnographic Data*

7. Coding and analysis of data
   Core concepts
   Reading discussion
   Proposal & Project #4 (hand-out)
   Assignments:
   - Revise arrangements for Project #3 based on instructor comments
   - Conduct Project #3
   - Submit all project components via email by 10 am on class day
   - Read and prepare to ask questions about and discuss Chapters 4 and 5 in *Analyzing & Interpreting Ethnographic Data*

MARCH

4. Coding and analysis of data, continued
   Core concepts
   Reading discussion
   Assignments:
   - Make all arrangements for Project #4
   - Prepare Proposal #4, DUE in 9th class
   - Read and prepare to ask questions about and discuss Chapters 6 and 7 in *Analyzing & Interpreting Ethnographic Data*

18. Contemporary approaches to international development; real-time issues with conducting research
   Core concepts
   Reading discussion
Proposal & Project #5 (hand-out)
Assignments:
• Revise arrangements for Project #4 based on instructor comments
• Conduct Project #4
• Submit all project components via email by 10 am on class day
• Read and prepare to ask questions about and discuss Folder 6 texts and Chapter 8 in *Analyzing & Interpreting Ethnographic Data*

25

10. Mixed methods, participatory methods, rapid measurement & evaluation *of* and *for* international development
Core concepts
Reading discussion
Assignments:
• Make all arrangements for Project #5
• Prepare Proposal #5, DUE in 11th class
• Read and prepare to ask questions about and discuss Chapters 9 and 10 in *Analyzing & Interpreting Ethnographic Data*

APRIL
1

11. Mixed methods, participatory methods, rapid measurement & evaluation *of* and *for* international development, continued
Core concepts
Reading discussion
Term project: Research Project Proposal (hand-out)
Assignments:
• Revise arrangements for Project #5 based on instructor comments
• Conduct Project #5
• Submit all project components via email by 10 am on class day
• Read and prepare to ask questions about and discuss Folder 8 texts and Chapter 11 in *Analyzing & Interpreting Ethnographic Data*

8

12. Components of development project proposals vs. research project proposals
Core concepts
Reading discussion
Term project: Research Project Proposal (hand-out)
Assignments:
• Draft Research Project Proposal with all components, due by 10 am before 13th class
• Read and prepare to ask questions about and discuss Folder 9 texts and Chapter 12 in *Analyzing & Interpreting Ethnographic Data*

15

13. Presenting proposals vs. presenting research
Core concepts
Reading discussion
Assignment:
• Submit draft of project proposal via email by 10 am on class day
• Revise arrangements for project proposal based on instructor comments
• Prepare presentation for class of proposal

22

14. In-class project proposal presentations
Assignment:

Final project proposal DUE April 30th