“Methods in Development Anthropology” ANTH 6331
Spring 2014 | Thursdays 5:10-7pm
HAH Rm #202 (2110 G St. NW)

Instructor Information:
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Office Hours: Thursdays 10-11:30am

Course Summary:

This course will introduce students to the theory and skills of anthropological field methods in the context of international development. The skills of an anthropologist are in high demand in the fields of development, humanitarian aid, and public health. The application of qualitative field methods to holistically understand the impacts of projects, or contribute to the design of new programs, is invaluable to government and non-governmental organizations. At the same time, anthropology’s colonial past has obligated critical reflection on how we participate in and design research ventures, both in and out of development contexts. This course will engage with both field skill building and research design, while seriously considering the ethics and consequences of anthropological research in development.

The course will begin by dealing with the critical history of anthropology and development, and will pose questions of ethics in contemporary research contexts. The second portion of the course will deal with the design and conceptualization of anthropological research in an applied setting. The third, and largest portion of this course, will deal with the various field methodologies of anthropology used in the development context. Throughout this course, students will be applying the readings and lectures to the development of a research proposal, to be submitted at the end of the semester. Additionally, students will engage in a number of field exercises to become more familiar with the methods of anthropology.

Required Texts:

(1) Electronic readings of journal articles and .pdf selections from books on Blackboard

Optional Reference Text:
Grading Equation:

Observational Data Collection: 10%
Mapping Assignment: 10%
2 Unstructured Ethnographic Interviews, 10% each: 20%
2 Interviews with props, pile or card sorts, 10% each: 20%
Software coding of two different interviews: 10%
1-page research project proposal: 10%
Final NSF DDRI research proposal: 20%

Course Requirements and Assignments:

(1) Participation in discussions and engagement in the course are required. We won’t hesitate to call on you during class, and we expect you to come to class with questions prepared about the readings. There will be different opportunities for you to demonstrate your engagement with course materials: during class, through your assignments, and contributions you make to online discussions or forums, organized through Blackboard. Additionally: if you read or see something of relevance to the course material, please bring copies to class or post it on Blackboard so we can all take a look.

(2) Completion of CITI Program training for social and behavioral research with human subjects at GWU. https://www.citiprogram.org. (If you already have up-to-date CITI Program certification, please speak with us.)

(3) Interview with a “class partner” about their and your research projects, and a 1-page research proposal. For this first assignment, you will be writing a one-page memo outlining the research topic you will write on for the semester, diagramming the project, and writing a 1-paragraph review of the relevant literature. This is the topic that you will eventually develop into a NSF dissertation proposal. It will be most useful for you if the topic is close to what you plan to do your MA or dissertation work on. Once you have completed this assignment, please share it with your class partner. Your partner will then interview you about what you have written (and vice versa). They will also provide feedback on what you have proposed, and how clearly it is written. The idea here is that writing a proposal is an iterative process and it is very helpful to talk through your ideas with others. It takes time and a great deal of thought to puzzle through a plan for research. Your “interview” with your partner should take about 30 minutes. After this discussion, you will probably want to revise your own write-up to clarify what you have written and address any concerns of your research partner.

(4) One observational data collection stint and write-up. Pick a space in Washington DC (or the surrounding area) that is neither on GW campus nor in a coffee shop. Make field note entries using observational skills from readings and lecture to construct the social space through writing. You will submit 1) your ‘raw’ jottings, 2) your field-note write up, and 3) a more polished interpretation of the place observed. You should be spending at least 2 hours in the designated place, and your final write up should be approximately 5 pages.

(5) Two Unstructured Ethnographic Interviews, and write-ups for each. (Details on this assignment will be provided at a later date.)

(6) Two Semi-structured Interviews with using a prop, card sort, or pile sort activity, plus one write-up for each. (Again, more details will be provided.)
(7) Learn how to use GIS, and complete one mapping assignment. You will work in pairs to incorporate participatory mapping and GIS into a brief research activity. Research questions will be discussed in class. Each team will be responsible for submitting their final map and their field notes from the exercise.

(8) Data Coding Project: You will chose one interview assignment to code. You will need to transcribe the interview, develop a ‘code book’, and code the interview by hand or using Nvivo. Details on Nvivo coding will be provided on April 24th during an in-class tutorial.

(9) Final NSF Proposal. The final assignment for this class requires you to write an NSF proposal for dissertation funding in cultural anthropology. Instructions for preparing this proposal may be found here: [http://www.nsf.gov/sbe/bcs/anthro/suppdiss.jsp](http://www.nsf.gov/sbe/bcs/anthro/suppdiss.jsp). More information on this assignment will be given later in the class.

**Course Schedule**

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<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Topic</th>
<th>Assignment Due</th>
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<tr>
<td>1</td>
<td>Jan. 16</td>
<td>Introduction</td>
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<td>2</td>
<td>Jan. 23</td>
<td>Anthropology and Development</td>
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<td>3</td>
<td>Jan. 30</td>
<td>Critiques of Development</td>
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<td>4</td>
<td>Feb. 6</td>
<td>Ethics, IRB, Privacy</td>
<td>Completion of CITI Program</td>
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<td>5</td>
<td>Feb. 13</td>
<td>Ontology, Epistemology, and Research Design</td>
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<td>6</td>
<td>Feb. 20</td>
<td>Sampling and Validity</td>
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<td>7</td>
<td>Feb. 27</td>
<td>Researcher Identity</td>
<td>1-page research proposal due</td>
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<td>8</td>
<td>Mar. 6</td>
<td>Participant Observation</td>
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<td>9</td>
<td>Mar. 20</td>
<td>Surveys and Reproductive Histories</td>
<td>Observation write-up due</td>
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<td>10</td>
<td>Mar. 27</td>
<td>GIS and Participatory Mapping</td>
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<td>11</td>
<td>Apr. 3</td>
<td>Ethnographic Interviewing</td>
<td>Mapping exercise &amp; write-up due</td>
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<td>12</td>
<td>Apr. 10</td>
<td>Props, Pile Sorts, and Focus Groups</td>
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<td>13</td>
<td>Apr. 17</td>
<td>Food Security &amp; Malnutrition</td>
<td>Unstructured interview write-ups due</td>
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<td>14</td>
<td>Apr. 24</td>
<td>Data Analysis</td>
<td>Semi-structured interview write-ups due</td>
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<td>15</td>
<td>May 1</td>
<td>No class</td>
<td>Data coding project due</td>
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<td>16</td>
<td>May 8</td>
<td>No class</td>
<td>NSF Proposal Due</td>
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**Class Policies**

**Electronic Device Policy:** All electronic devices must be silenced AND PUT AWAY during class, except for laptops, e-readers, or tablets when we are discussing the assigned texts and you’re reading them on the screen. It’s simple: every time you’re using devices for anything except for class work, we will deduct 5 points from your final grade.

**Academic Dishonesty:** If you are caught plagiarizing or copying anything from anyone else or any other source, including in your weekly responses, you will automatically fail the course. 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. For the remainder of the code, see: [http://www.gwu.edu/~ntegrity/code.html](http://www.gwu.edu/~ntegrity/code.html)
Support for Students Outside the Classroom: 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. If you will need extra time to write answers to the quizzes and final exam, please make sure you contact this office first, and we will make all appropriate arrangements. For additional information please refer to: http://gwired.gwu.edu/dss/. University Counseling Center (202-994-5300) offers 24/7 assistance and referral to address students' personal, social, career, and study skills problems. Services for students include: crisis and emergency mental health consultations, confidential assessment, counseling services (individual and small group), and referrals. See: http://gwired.gwu.edu/counsel/CounselingServices/AcademicSupportServices

Goals of the Course
* Students will be able to competently discuss the contentious issues of anthropology and development.
* Students will undertake an ethnographic observation and will practice taking rigorous field notes.
* Students will practice multiple types of interviewing, and competently understand not only verbal interviewing strategies, but the incorporation of props and pile sorts as well
* Students will understand mapping as an ethnographic and participative tool, and will be able to use GPS/GIS in a research setting.
* Students will produce a research proposal for funding in cultural anthropology.
* Students will have participated in a human subjects training.

Learning Outcomes
* Students will understand ethical issues inherent in anthropological research and anthropological research for “development” projects or policymaking.
* Students will understand the theoretical and philosophical roots of research design and be able to locate their interests within broader theoretical frames.
* Students will understand the uses and drawbacks of survey research.
* Students will have learned how to conduct observational stints, ethnographic interviews, focus groups, participatory and GIS mapping exercises, and rudimentary qualitative data analysis.
* Students will learn how to write a research proposal for external funding.
SCHEDULE OF READINGS & CLASSES

PART 1. DECONSTRUCTING METHODOLOGIES

Thursday January 16: Introductions
No required readings.

Thursday January 23: Anthropology and Development: Old Bedfellows (SF)
Beebe, James.

Chambers, R.

Campbell, John.
2001 Participatory rural appraisal as qualitative research: distinguishing methodological issues from participatory claims. *Human Organization* 60(4).

Mosse, David

Gow, David

Supplementary Readings:
Goebel, Allison.

Mompati, T. and G. Prinsen.
2000 Ethnicity and participatory development methods in Botswana: some participants are to be seen and not heard. *Development in Practice*, 10 (5), 2000.

Griffith, David.

Utarini, A., Winkvist, A. and Pelto, G.

Manderson, Lenore and Aaby, Peter.

Wolcott, Harry.
**Thursday January 30: Critiques of Development and the Anthropology of Aid (LC)**

Asad, Talal  

De Waal, Alex  

Kleinman, Arthur and Joan Kleinman  

Scheper-Hughes, Nancy  

**Supplementary Readings**

Taylor, Janelle  

Escobar, Arturo  

Ferguson, James  

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**Thursday February 6: IRBs, Ethics, and Privacy (LC&SF)**

**Assignment:** Complete CITI Program for Social & Behavioral researchers: [https://www.citiprogram.org](https://www.citiprogram.org)

Smith, Linda Tuhiwai  

Howell, Jayne.  

Lederman, Rena  

CITI Program Course Materials (online)

**Supplementary Readings:**

Bourgois, Phillipe.  

Petryna, Adriana  

**RECONSTRUCTION ANTHROPOLOGICAL RESEARCH**

Gow, David D.

Maxwell, J.

Guba, E. G., & Lincoln, Y. S.

Supplementary Readings:
Clifford, Jim and George E. Marcus

Marcus, George E and Fischer, Michael MJ Fischer
1999 Anthropology as Cultural Critique: An Experimental Moment in the Human Sciences.

Firebaugh, Glenn
2008 The first rule: There should be the possibility of surprise. Seven Rules for Social Research. Princeton: Princeton University Press.

LeCompte, Margaret and Judith Preissle.

Thursday February 20: Sampling and Validity (SF)

Bloor, M.

Creswell, John and Miller, Dana.

Morse, Janice M., Michael Barrett, Maria Mayan, Karin Olson, and Jude Spiers

Supplementary Readings:
LeCompte, M.D., Millroy, W. and Preissle, J. (Eds.).

Guest, G., Bunce, A., Johnson, L.

Morse, Janice M.

Whittemore, R., Chase, S.W., and Mandle, C.L.

Curtis, S., Gesler, W., Smith, G., & Washburn, S.
2000 Approaches to sampling and case selection in qualitative research: examples in the geography of health. Social Science and Medicine, 50 (2000) 1001-1014.
Thursday February 27: “How To Step Out of a White SUV”: Researcher Identity & Rapport (LC)
Altork, Kate.

Ewing, Katherine.

Goffman, Erving.

Kondo, Dorrine

Warren, Carol.

FIELD SKILLS

Thursday March 6: Participant Observation (SF)
Atkinson, Paul and Martyn Hammersley.

Adler, Patricia A. and Peter Adler

Maxwell, J.

Supplementary Readings
Emerson, Robert & Pollner, Melvin
DeWalt, K. & DeWalt, B.

***SPRING BREAK***

Thursday March 20: Surveys (LC)
Fowler, F.
Nichter, Mark, Mimi Nichter, Pamela J. Thompson, Saul Shiffman, and Anna-Barbara Moscicki  

Stone, Linda and Campbell, J.G.  

World Health Organization  

**Supplementary Readings:**

Hruschka, D., Cummings, B., Cobb St. John, D., Moore, J. et al.  

Nichter, Mark, Gilbert Quintero, Mimi Nichter, Jeremiah Mock, and Sohaila Shakib  

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**Thursday March 27: Mapping the World -- GIS and Participatory Mapping (SF)**

Aporta, Claudio and Eric Higgins.  

Glantz, Namino, and Ben McMahan  

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Herlihy, Peter H., and Gregory Knapp  

McMahan, Ben, and Brian Burke  

**Supplementary Readings:**

Sheller, Mimi  

Cinderby, Steve, and John Forrester  

Aswani, Shankar and Matthew Lauer  

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**Thursday April 3: Unstructured & Semi-Structured Ethnographic Interviewing (LC)**

Briggs, Charles.
1986    Interview techniques vis-à-vis native metacommunicative blunders; or on the analysis of communicative blunders. In, Learning How to Ask: A Sociolinguistic Appraisal of the Role of the Interview in Social Science Research (Chapter 3). Cambridge: Cambridge University Press.
Fife, Wayne.

**Supplementary Readings:**
Seidman, Irving
1991    Technique isn’t everything, but it is a lot. In Interviewing as Qualitative Research. New York: Teachers College Press, 56-71.
Johnson, Jeffrey and Weller, Susan.
LeCompte, Margaret, Wendy Millroy, and Judith Preissle (Eds.)
(Chapter on data collection strategies)
Rubin, Herbert and Irene Rubin.

**Thursday April 10: Getting Fancy: Focus Groups, Props, & All Sorts of Sorting (LC)**
Bledsoe, Caroline H. and Monica F. Goubaud
Wellings, K., Branigan, P. and Mitchell, K.
Helitzer-Allen, D., Makhambera, M. and Wangel, A.
Hollander, J.A.
Poss, Jane, and Mary Ann Jezewski

**Supplementary Readings**
Bernard, H. Russell
Morgan, David
Kidd, P. and Parshall, M.
2000    Getting the focus and the group: Enhancing analytical rigor in focus group research. Qualitative Health Research 10(3): 293-308.
Matoesian, G., and Coldren, J.

Thursday April 17: Critical Approaches to Measuring Food Security and Malnutrition (LC)
Baro, Mamadou, and Tara Deubel
Kalofonos, Ippolytos Andreas

Thursday April 24: Coding and Qualitative Data Analysis (SF)
Corbin, Juliet and Anselm Strauss.
LeCompte, Margaret.

*In class: Nvivo Tutorial on the basic features of qualitative data analysis software.

Supplementary Readings:
Lofland, John and Lyn Lofland.
Silverman, David
LeCompte, Margaret and Jean Schensul
1999  Designing and Conducting Ethnographic Research. Walnut Creek: Altamira Press. (Ch 7 Data Analysis: How Ethnographers Make Sense of Their Data, pp. 147-160)
Richardson, Laurel