COURSE SYLLABUS
ETHNOHISTORICAL RESEARCH METHODS
ANG 6480 - U01 #86563
Fall 2019. Wednesday 11:00 to 1:50.
SIPA 502 and Computer Lab SIPA 200.
Florida International University,
Offered by the Department of Global and Sociocultural Studies
Open to all FIU Graduate Students or by Instructor Permission
Version of August 27, 2019

To understand the present and future one must know the past. Students from a wide array of disciplines and theoretical perspectives have benefited from this course. For the course project, students can focus on their own individual topics to enhance their theses and dissertations. Professor has special expertise in cultural theme theory and analysis, organizational culture, environmental studies, higher education, material culture, and global Indigenous issues to guide students in the use of relevant theories, research topics and data sources.

Ethnohistorical research methods facilitate the compilation and analysis of a wide array of sources created a day ago, or hundreds of years ago. Triangulation and mixed methods build a chronological and longitudinal interpretation of source materials, validates their integrity, and places them in social and cultural context. Students will be immersed in a variety of data sources and taught the skills to analyze digital sources such as written texts, material objects, photographs, interviews, ethnographic fieldnotes, internet blogs, maps, etc. Project management skills using NVivo software enables the compiling, organizing and coding of primary data sources generating innovative evidence-based visualizations, explanations and interpretations.

COURSE OBJECTIVES: What you should be able to do on completion of this course
1. Integrate and link sociocultural theories, methods and data to produce new knowledge.
2. Identify "cultural themes" in texts, objects, and visual materials longitudinally over time.
3. Professionally locate, access and utilize collections and archives for research purposes.
4. Know the assumptions, validity and reliability of methods and techniques for the study of material objects, graphic images, texts, interviews, ethnographies, etc.
5. Effectively triangulate multiple historical data sources for cultural theme analysis and presentation of qualitative research.
6. Use NVivo 12 software for project management, organization, analysis, and report writing.
7. Enhance your skills for the production of evidence based professional publications.

LOCATION AND RESOURCES:
Class meets as a seminar and a portion of class time in a computer lab. Students are encouraged to utilize their own theories, research topics and data from local, national and international archives/collections. Special collections in South Florida will be highlighted such as FIU Library Special Collections, Wolfsonian, Ah-Theta-Theta-Museum, and HistoryMiami.
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COMPUTER SOFTWARE: NVivo 12.

Course includes introductory level training in the use of NVivo12 software from QSR International for project management, coding, analysis, and report writing. A minimum cost NVivo software license is available for both Windows and MAC computers through FIU PantherTech. NVivo has the capacity to digitally incorporate texts, field notes, photographs, interviews, GIS maps, audio and video as data sources. NVivo has a function that facilitates the production of texts from interview, video and audio files. Codes can be categorized and recombined as themes emerge with discourse and content analysis. As the project grows in complexity, data sources can be queried for specific themes producing new hypertexts. Generation of models and matrices represent the theory and data graphically and quantitatively. NVivo software facilitates the testing of theory based hypotheses or the generation of grounded theories.

INSTRUCTOR
Dennis Wiedman, Ph.D. Anthropologist
Associate Professor. Department of Global and Sociocultural Studies.
Office: Maidique Campus, SIPA 327, 305-348-2262
Office Hours: Tuesday 2:30 to 3:30, or by appointment.
Email: wiedmand@fiu.edu  Web Page: www.fiu.edu/~wiedmand
Email communication should be within Canvas. I try to respond within three days.

TECHNOLOGY AND SOFTWARE
Required: Must have a fully functioning laptop computer for classroom instruction. For NVivo, Microsoft Windows is best, MAC is okay, however MAC-NVivo has fewer functions for analyzing and visualizing data. Computer must have an Intel Core i5 or better. 2 GB of RAM. 4 GB of available disk space.

REQUIRED READINGS - Books
Barber, Russell J, and Frances F. Berdan
Bernard, H. Russell, Amber Wutich, and Gery Wayne Ryan
Saldaña, Johnny.

Required Journal Articles and Book Chapters are listed in the course schedule.
These are available through the FIU electronic library or within Canvas at no cost.

COURSE REQUIREMENTS
This is a hands-on-course where students are required in-class and out-of-class to become immersed in accessing, organizing, analyzing, and then reporting and presenting their research. During class meetings students discuss the readings, their research project, including insights, themes, methodological issues, and NVivo analytic techniques. In-class and out-of-class exercises facilitate the learning experience.

The following requirements incrementally build to the completion of the Course Project Paper and Presentation. These are summaries of the requirements, detailed instructions are in Canvas. A student must complete all of the course requirements in order to earn a passing grade.

1. Reading Discussions: What are the two most important things you learned from the week’s readings? Write two essays of 200-250 words each highlighting the information, concepts, etc learned. Come to class prepared to lead a discussion on these and to discuss all the readings for the week. Post in Canvas by Monday at 11:59 PM prior to the Wednesday class.
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2. Literature Analysis: Become familiar with peer-reviewed journals that publish research on your research topic. Choose one journal that you would like to publish your research in. Locate articles that use an historical, longitudinal, or chronological approach. Critically discuss the research approach, research design, data used, methods of analysis, etc. Follow the required outline and topics in the Literature Analysis Instructions in Canvas: Course Materials. Use in-text citations and a “References Cited” section in the style of your chosen journal, or the American Anthropologist. Your Literature analysis should be 500-750 words in length (two to three pages) and posted in Canvas-Submissions-turnitin accompanied with a pdf file of the article.

3. Collections Report: Professionally introduce yourself to gain access to a collection. Interview a person responsible for the collections, rules for using the collections, and aspects of their professional careers and job responsibilities. A written report details an institution’s characteristics, specialties and collection policies. Focus on a single collection by inventorying and describing the items. What can you learn from the accession records? What are their origins? What were the collector’s purposes? Report should contain text, graphic images and web links. Post Word document in Canvas for other students to learn from. Instructor will select collections reports to be presented in class.

4. Source Specialist: Each student becomes a specialist in how to locate, access, organize, analyze and report on one specific data source. Source Specialists teach other students using a PowerPoint presentation at a class meeting dedicated to that data source. In this way students in the class gain in-depth knowledge of a specific material object, photographs, videos, maps, censuses, government documents, postcards, judicial records, diaries, ethnographies, oral histories, newspapers, etc. Student PowerPoint presentation also includes authoritative books, articles, and web pages that explain the use of the source. PowerPoint posted in Canvas. Instructor will select Source Specialist reports to be presented in class.

5. Exercises: Weekly in-class and out-of-class assignments enable students to express their research abilities while demonstrating their analytical, writing and presentation skills. Exercises include close looking at objects, Institutional Review Board (IRB) Certification, etc. Most exercises incorporate essential methodological techniques, and the use of NVivo for project management and analysis. To be prepared for the weekly NVivo lesson the student should view the videos and materials prior to the class meeting. To demonstrate completion of the exercise post the NVivo project .nvp file in Canvas by Monday 11:59 PM, prior to the scheduled class date.

6. Course Project Paper: This include two parts: a proposal and a final paper. This research demonstrates skills in methods and analysis for triangulating a small set of texts, objects, and visuals. A third into the semester the student submits a Proposal introducing the research topic/question, the research design, methods, data sources and coding sequences. The Course Project Paper is no less than 10 pages of text, not including appendices and references cited. Post in Canvas assignments to be reviewed by Turnitin.

7. Project Presentation: Each student at the end of the semester presents a PowerPoint presentation based on their Course Project to the class and visitors. PowerPoint posted in Canvas.

Style: All written assignments and PowerPoint Presentations must use the format and style used by the American Anthropologist or the student’s targeted journal. Follow style guidelines in Canvas:Instructions: “Writing Professional Research Papers Using the Style of the American Anthropologist.”

Format: For essays use MS Word, double space using 1 inch top, bottom, and side margins. Use Times Roman 12 point font. Endnotes and “References Cited” sections should follow text. Do not use footnotes. Do not use separate cover page. Place name, course title and date single-spaced on top of first page. Name should appear on the top left of each page. Center page numbers at the bottom of the page.

Timeliness: When specified by the instructor both printed and electronic versions are necessary in order to receive a grade. Unless otherwise noted, printed exercises and essays are due within 10 minutes of the beginning of the class on the due date; post electronic versions in Canvas by the specified due date. Papers received after the due time, but within 24 hours receive one half letter grade less than earned, thereafter they receive a letter grade reduction for each week it is late. A written note from a health practitioner is required in order not to receive reduced points.
**Classroom Etiquette:** During class time cell phones must be turned off and out of sight. Class discussions demonstrate the student's interest in the course, understanding of the materials, as well as critical thinking and verbal skills. Active, courteous and informed participation is highly desired.

**ATTENDANCE**
In order to succeed in this course, students are expected to attend every class. Avoid arriving late or leaving early since this disrupts the presentation and student concentration. Course materials, exercises and discussions presented in class are the responsibility of the student. In-class exercises are the instructor’s way of providing regular feedback to students while promoting attendance.

**Optional Ways to Get a Better Grade**
To ensure a better grade produce an product based on your Course Project such as a draft conference paper/poster, journal article, dissertation, book chapter, museum exhibit, film, video, or visual essay. This must go beyond or in addition to the Course Project Paper.

**ACADEMIC ETHICS**
It is strictly prohibited to submit as one's own work material provided by a professional research agency, the Internet, or other persons. It is considered “plagiarism” to not cite the sources of your information. All sources must be identified in-text and in a “References Cited” section using the style of the American Anthropologist. Students who violate these principles receive a grade of “F” for the course. Written exercises and papers are submitted to Canvas-Assignments which uses Turnitin for an assessment of originality. The instructor has the authority to consider academic misconduct charges that carry considerable penalties. Please consult the University student handbook for further information on plagiarism and its consequences.

**WEB ASSISTED COURSE MATERIALS – Canvas.**
Specific information for course assignments is posted in Canvas throughout the semester. Canvas supports the student learning experience with related readings, web page links, study aids, discussions, emails, and extra credit exercises. Student computers need Mozilla Firefox, MS Word, and Adobe Reader for pdf files. Considering this is the first time that this course is offered in the hybrid format and in Canvas Learning Management System, this schedule of events/topics is likely to change as we learn how best to use these new educational systems.

**Announcements:** This is where the instructor communicates with the students.

*It is important to read announcements as soon as they are posted.*

**Messages:** Send emails to selected individuals using Canvas inbox.

*Email the instructor only within Canvas Email.*

**Discussions:** Student discussions take place here on course topics.

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<th>GRADING</th>
<th>Course Points</th>
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<td>1. Reading Discussion</td>
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<td>2. Exercises</td>
<td>25</td>
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<td>3. Literature Review</td>
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<td>4. Collection Report</td>
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<td>5. Source Specialist</td>
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<td>6. Project Proposal</td>
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<td>7. Project Paper</td>
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<td>8. Project Presentation</td>
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<td><strong>TOTAL</strong></td>
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**FINAL GRADE CALCULATION**

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<th>Grand Total Points</th>
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**Optional:** Earn points up to
- Product from course research 10
- Advance Analysis 10
- Others ??

**GRAND TOTAL** 110

**FINAL GRADE CALCULATION**

- At the end of the semester the total number of points for the Exercises may be more or less than the Course Points. Exercise points are calculated using the following formula: A) Total points received divided by B) Total possible points, multiplied by C) Course Points = D) Course Points Earned. $(A / B) \times C = D$

- Manually calculate your scores using these criteria.

Canvas gradebook does not accurately total scores.
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COURSE TOPICS AND READING SCHEDULE
Students must be prepared to discuss the readings and materials by the indicated class date. NVivo video lessons should be viewed prior to class. Dates and types of data sources may change based on those selected by students.

Week One: August 28
- Course Overview
- Introductions and Welcomes
- Course Syllabus, Readings and Requirements
- Canvas Introduction
  *Lesson 1: From Objects to Cultural Analysis
  *NVivo Exercise 1: Overview, Installing, License
  NVivo Quick Start Tutorial from QSR international. [https://www.qsrinternational.com/nvivo/nvivo-12-tutorial-windows/00-let-s-get-started?iframecontent=true](https://www.qsrinternational.com/nvivo/nvivo-12-tutorial-windows/00-let-s-get-started?iframecontent=true)

Week Two: September 4
- Topics: Ethnohistory, Anthropology and Material Culture
  *Presentation: Anthropology, Ethnohistory and Material Culture Defined
  *Readings: (94 pages)
    - Bernard Anthropology and Social Science. Pages 1-22. 22 pps.
    - Saldana: Codes Pages 1-17.
  *Lesson 2: Close Looking at Student Objects
  *NVivo Exercise 2: Project Management, Importing, Editing, Coding and File Hierarchies.
  *Post Student Introduction in Canvas - Discussions by Monday 11:59 pm the evening before class.
  *Due: Manual Coding of Course Syllabus. (Bring printed and hand coded syllabus to class)
    Bring one object to class that says something about you.

Week Three: Sept 11
- Topics: Literature Review, Categories, Models and Theories
  *Readings: (82)
    - Saldana: Coding. Pages 18-42.
    - Barber & Berdan: 2 The Reality-Mediation Model. Pages 33-47. 14 pps
    - Opler 1945 Themes as Dynamic Forces in Culture. 198-206. 8 pps
    - Wiedman and Martinez. 2017 Organizational Cultural Theme Theory and Analysis. 10 pps.
  *Lesson 3: Books, Categories, Models and Theories
  *NVivo Exercise 3: Coding of Course Syllabus and Setting up Course Management System.
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Week Four: Sept 18 (142 pages)
Topics: Access, Collections, Documentation, Sampling, and Assumptions
Readings: (116 pps)
Barber & Berdan.
4 Calendrics. Pps 80-96. 16 pps
7 Source Analysis: External and Internal. Pps. 148-177. 29 pps

Lesson 4: Close Looking. Drawing, Attributions and Assumptions
NVivo Exercise 4: Literature Review
Adobe Connect Tutorials: From Blackboard left column – Adobe Connect
Due: NVivo Exercise 3: Syllabus Coding and Course Management System. Post nvp file Monday, 11:59 PM.

Week Five: Sept 25
Topics: IRB, Ethics. Research Designs, Archives
Readings: (102 pages)
Bernard Ch. 4: Research Design II: Collecting Data. Pps. 63-100. 37 pps
Barber and Berdan
13 Working in Archives and Elsewhere. Pages 293-302. 9 pps

Week Six: October 2
Topics: Objects as Cultural Expressions
Readings: (101 pps.)
Bernard Ch. 5: Finding Themes. Pps. 101-124. 23 pps.
Caple 2006 Investigating Objects: Theories and Approaches. 1-32. 32 pps.
Martinon-Torres 2002 Chaine operatoire, the concept and applications. 29-43. 14 pps
Wiedman. 1985 Staff, Fan, Rattle and Drum: Oklahoma Peyotists. 38-45. 7 pps
Due: NVivo Exer 4 Literature Review. Post nvp file Monday, 11:59 PM.

Week Seven: Oct 9 (132 pages)
Topics: Photographic and Visual Evidence
Readings: (102)
Bernard Ch. 6: Codebooks and Coding. Pps. 125-160. 35 pps.
Barber and Berdan. Ch 9 Visual Interpretation. Pages 202-225. 23 pps
Lesson 6: Photographs and Visual Evidence
NVivo Exercise 5: Concept Maps and Graphing

Week Eight: Oct 16
Topics: Spatial and Global Connections
Collection Reports
Source Specialist Presentations
Readings: 90 (pages)
Bernard Ch. 7: Introduction to Data Analysis. Pps. 161-174. 13 pps.
Ch. 8: Conceptual Models. Pps. 175-198. 23 pps.
Barber and Berdan 10 Map Interpretation. Pages 226-246. 20 pps
Bell 2014 Veracity of Form. 105-122. 17 pps.
Due: IRB Human Subjects Certification. Post nvp file by Monday 11:59 PM.
Due: NVivo Exercise 5: Concept Maps and Graphing. Post nvp file Monday, 11:59 PM.
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Week Nine: Oct 23
Topics: Grounded Theory and Theme Analysis
Readings: (82 pages)
  Bernard Ch. 9: Comparing Attributes of Variables. Pps. 199-218. 19 pps.
  Ch. 10: Grounded Theory. Pps. 219-242. 23 pps.
  Barber and Berden: Linguistic Analysis. Pages 97-113. 16 pps
NVivo Exercise 6: Content and Theme Analysis
Source Specialist Presentations
Due: Project Proposal. Post nvp file Monday, 11:59 PM.

Week Ten: Oct 30
Topics: Text Analysis and Mixed Methods
Collection Reports
Source Specialist Presentations
Readings: (81 Pages)
  Barber and Berden
  Ch. 6 Interpretation of Names. Pages 114-147. 33 pps
  Ch. 8. Quantitative Analysis. Pages 178-201. 23 pps

Week Eleven: Nov 6
Topics: Content and Schema Analysis, Representativeness
Collection Reports
Source Specialist Presentations
Readings: (68 Pages)
  Bernard Ch. 11: Content Analysis. Pps. 243-268. 25 pps.
  Ch. 12: Schema Analysis. Pps. 269-284. 15 pps
  Wingfield 2013 Reassembling the London Missionary society Collection. 61-87. 28 pps.
Due: NVivo Exercise 6: Content and Theme Analysis. Post nvp file Monday, 11:59 PM.

Week Twelve: Nov 13
Topics: Visualizations and Presentations of Evidence
Collection Reports
Source Specialist Presentations
Lesson 11: Visualizations and Presentations of Evidence
Due: Collections Report. Post by Monday 11:59 PM.

Week Thirteen: Nov 20
Topics: Community Engagements and Collaborations
Readings: (18 pps)
Collection Reports
Source Specialist Presentations

Week Fourteen: Nov 27
Topic: Course Project Presentations

Week Fifteen – Dec 4
Topic: Course Project Presentations.
Course Project Papers due. Printed within 10 minutes of beginning of class and electronically an hour before class.

Final Exam Week – Dec 18: At scheduled University time, or TBA.
Topic: Course Project Presentations. If necessary.