COURSE SYLLABUS
ETHNOHISTORICAL RESEARCH METHODS
ANG 6480 - U01 #13577
Spring 2013. Wednesday 2:00 to 4:45. MMC. SIPA 503.
Florida International University,
Offered by the Department of Global and Sociocultural Studies
Open to all FIU Graduate Students or by Instructor Permission
Version of January 9, 2013

COURSE DESCRIPTION
To understand the present and future one must know the past. This course emphasizes time, space, process and sociocultural context for understanding the human experience. Ethnohistorical research methods facilitate the compilation and analysis of a wide array of sources created a day ago, or thousands of years ago. Students will be immersed in a variety of data sources and taught the skills to combine written texts, material objects, graphic images, interviews and ethnographic fieldnotes. Triangulation and mixed methods builds a chronological and diachronic interpretation of source materials, validates their integrity, and places them in social and cultural context. Compiling, organizing and coding primary data sources with NVivo, the student learns to generate innovative 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. Professionally locate, access and utilize collections and archives for research purposes.
3. Know the assumptions, validity and reliability of methods and techniques for the study of material objects, texts, photographs, interviews, maps, graphic images, ethnographies, etc.
4. Effectively triangulate multiple methods for the analysis and presentation of qualitative research.
5. Use NVivo software for project management, organization, analysis, and report writing.
6. Enhance your skills for the production of professional publications.

LOCATION AND RESOURCES:
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, and HistoryMiami.

COMPUTER SOFTWARE
Course includes introductory level training in the use of NVivo software from QSR International for project management, coding, analysis, and report writing. NVivo has the capacity to digitally incorporate texts, field notes, photographs, interviews, GIS maps, audio and video as data sources. A transcription function 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.
Syllabus - Ethnohistorical Research Methods

INSTRUCTOR
Dennis Wiedman, Ph.D. Anthropologist
Associate Professor. Department of Global and Sociocultural Studies.
Office: Maidique Campus, SIPA 327, 305-348-2262
Office Hours: Tuesdays 3:00 to 4:00 PM, or by appointment.
Email: wiedmand@fiu.edu Web Page: www.fiu.edu/~wiedmand
Email communication should be within Blackboard. I try to respond within three days.

TECHNOLOGY AND SOFTWARE
Required: Bring fully functioning lap-top computer to every class.
Windows operating system, XP version or later. MAC users must install parallel Windows.
With minimum 1.2 GHz Pentium Processor, 1GB memory, 1 GB available hard disk space.
NVivo - Version 10. - QSR International (Use Student Package Order form in Blackboard)
Mozilla Foxfire.
Adobe Acrobat Pro (Free in FIU elabs)
Microsoft Office with Word, PowerPoint, and Excel

REQUIRED READINGS
Barnard, Russell
Lanham: AltaMira Press. ISBN: 978-0-7591-1242-1, 9780759112421
Barber, Russell J., and Frances F. Berdan
1999 The Emperor’s Mirror: Understanding Cultures through Primary Sources.
Nabokov, Peter
Woodward, Ian
ISBN: 9780761942269
Saldana, Johnny

Additional Selected Readings:
Carmack, Robert M.
1972 Ethnohistory: A Review of its Development, Definitions, Methods and Aims.
Annual Review of Anthropology 1:227-246.
Harkin, Michael
2010 Ethnohistory's Ethnohistory: Creating a Discipline from the Ground Up.
Social Science History 34(2):113-128.
Hoffman, Joel M.
2002 Defining the Wolfsonian Collection through Objects, Presentations and Perceptions.
Ryan, Gery, and Russell Bernard
2003 Techniques to Identify Themes. Field Methods 15:85-109. FIU electronic library
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Wiedman, Dennis


Wiedman, Dennis. Editor


Optional Readings:

Bazeley, Patricia


Krippendorff, Klaus


COURSE REQUIREMENTS

This is a hands-on-course where students are required out-of-class to become immersed in accessing, organizing, analyzing, and then reporting and presenting their research. During class meetings students discuss 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. A student must complete all of the course requirements in order to earn a passing grade.

1. Readings Leader: Individual students lead the discussion of the assigned weekly readings by reviewing the main points then leading a discussion of major issues. Two specific discussion points should be posted in Blackboard by 5:00 PM on the evening prior to the class.

2. Literature Analysis: Become familiar with Ethnohistorical journal publications. Analyze an article published in the journal “Ethnohistory.” Then analyze and compare an ethnohistorical type article in a professional journal that the student would target for publication of their research. Critically discuss the research approach, topic/question, research design, data used, methods of analysis, organization, forms of written expression. Use in-text citations and a “References Cited” section using the style of the American Anthropologist, or that of the targeted journal. Each analysis is a printed text of two to three pages in length and posted in Blackboard-turnitin.
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3. Collections Report: Professionally introduce yourself to gain access to an archival collection. Interview a person responsible for the archive about the holdings of the collections, rules for using the collections, and aspects of their professional careers and job responsibilities. A written report details the collection characteristics and a specific set of data sources held in the collection with text, graphic images and web links. Present Collections Report in class, submit written report and post in Blackboard for other students to learn from.

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 photographs, videos, maps, censuses, government documents, postcards, judicial records, diaries, ethnographies, oral histories, newspapers, material objects, etc. Student PowerPoint presentation also includes authoritative books, articles, and web pages that explain the use of the source. PowerPoint posted in Blackboard for other students to learn from.

5. Exercises: Weekly in-class and out-of-class assignments enable students to express their perspectives, course comprehension and research abilities while demonstrating their analytical, writing and presentation skills. Most exercises incorporate essential methodological techniques, coding, and the use of NVivo.

6. Course Project Paper: This final essay demonstrates skills in methods and analysis for triangulating a limited set of primary sources. 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. Submit written paper and post in Blackboard-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 Blackboard.

Style and Format: 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 Blackboard:Instructions: “Writing Professional Research Papers Using the Style of the American Anthropologist.” 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. Simply staple pages together, do not use a binder or fancy cover. 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; electronic versions in Blackboard one hour before the class. 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.
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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 advanced analysis or product based on their Course Project.

1) **Product.** Complete a product or plans, such as a museum exhibit, film, video, visual essay, conference poster, journal article, dissertation or book chapter, etc.

2) **Nvivo Advanced Analysis:** Compile, organize, and code primary data sources using NVivo, then use NVivo’s advanced functions to visualize, analyze and report on themes and relationships. A written or PowerPoint presentation details the methodological steps and is posted in Blackboard. Selected students make class demonstrations. Results can be included in the Course Project Paper and/or Presentation.

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. Student’s who violate these principles receive a grade of “F” for the course. Written exercises and papers are submitted to Blackboard-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 - Blackboard.
Specific information for course assignments is posted in Blackboard throughout the semester. Blackboard 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.

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

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

**Email:** Send emails to selected individuals using the drop down list.

   Email the instructor only within Blackboard Email.

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

Internet access can be through any computer. Computers in the FIU computer labs and the library are available for your use. Begin by clicking on “Blackboard” from the FIU current student main page.
# Syllabus - Ethnohistorical Research Methods

## Grading

<table>
<thead>
<tr>
<th>Course</th>
<th>Points</th>
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<tbody>
<tr>
<td>1. Readings Leader</td>
<td>15</td>
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<tr>
<td>2. Literature Analysis</td>
<td>10</td>
</tr>
<tr>
<td>(2 @ 5 each)</td>
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<tr>
<td>3. Collection Report</td>
<td>10</td>
</tr>
<tr>
<td>4. Source Specialist</td>
<td>10</td>
</tr>
<tr>
<td>5. Exercises **</td>
<td>20</td>
</tr>
<tr>
<td>6. Project Proposal &amp; Paper</td>
<td>25</td>
</tr>
<tr>
<td>7. Project Presentation</td>
<td>10</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td>100</td>
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</tbody>
</table>

### Optional: Earn points up to

| Product from course project | 10 |
| Advance Analysis            | 10 |

**GRAND TOTAL 110**

## Final Grade Calculation

<table>
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<tr>
<th>Grand Total Points</th>
<th>A</th>
<th>C</th>
<th>A-</th>
<th>C-</th>
<th>B+</th>
<th>D+</th>
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<td>= 74 - 76.9</td>
<td>= 90 - 94.9</td>
<td>= 70 - 73.9</td>
<td>= 87 - 89.9</td>
<td>= 67 - 69.9</td>
<td>= 84 - 86.9</td>
<td>= 64 - 66.9</td>
<td>= 80 - 83.9</td>
<td>= 60 - 63.9</td>
<td>= 77 - 79.9</td>
</tr>
</tbody>
</table>

**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) x C = D**

## Course Topics and Reading Schedule

Students must be prepared to discuss the readings and materials by the indicated class date. Dates and types of data sources may change based on those selected by students.

### Week One: January 9

- Course Overview
- Introductions and Welcomes
- Course Syllabus, Readings and Requirements
- Blackboard Introduction
- NVivo Lesson: Introduction and Access
- Presentation: Anthropology & Ethnohistory Defined

### Week Two: January 16 (150 pages)

**Topics:** Ethnohistory, Anthropology and Historiography

- NVivo Lesson: Project Structure, Navigation and Major Functions

**Readings:**
- Bernard Anthropology and Social Science. Pages 1-22. 22 pps.
- Harkin. Ethnohistory's Ethnohistory: Creating a Discipline from the Ground Up. 15 pps. FIU Electronic Library
- Wiedman. Type II Diabetes Mellitus, Technological Development and the Oklahoma Cherokee Technological Development and Diabetes Mellitus. 28 pps. Blackboard pdf.

**NVivo Tutorial:** NVivo 10 edemo indepth tour 44:21 min.
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Week Three: January 23 (183 pages)
Topics: Collections, Collectors. Literature Analysis, Research Topics and Designs.
   Quest Speaker: Wolfsonian Museum, Library and Research Center.
   NVivo Lesson: Sources, Folders and Text Documents
Readings:
   Barber & Berdan: 2 The Reality-Mediation Model. Pages 33-47. 14 pps
   Section Introduction. Page 51-52 and 3 Paleography. Pages 53-79. 31 pps
   7 Source Analysis. Pages 148-177. 29 pps
   13 Working in Archives and Elsewhere. Pages 293-302. 9 pps
   Bernard. Fieldnotes & Data Management 291-305. 16 pps
   Hoffman. Defining the Wolfsonian Collection through Objects, Presentations. Blackboard pdf 25 pps
   NVivo Tutorial: Literature Review: https://www.qsrinternational.com/en/nvivo9-literature-review-edemo/ 60 min

Week Four: January 30 (164 pages)
Topics: Literature Analysis. Research Designs. Interviews, IRB, Ethics
   Quest Speaker – FIU Library Special Collections
   NVivo: Nodes, Coding, Audio and Video. Transcriptions
Readings:
   Barber & Berdan 8 Quantitative Analysis. Pages 178-201. 23 pps
   11 Tapping Complementary Sources of Information. Pages 247-273. 26 pps
   Interviewing 156-186. 20 pps
   Intro to Qualitative and Quantitative Research 337-345. 8 pps
   Saldana. An Introduction of Codes and Coding. Pps. 1-40
   Wiedman. Native American Embodiment of the Chronicities of Modernity. 17 pps
   Due: Literature Analysis of Ethnohistory Journal Article.

Week Five: February 6 (162 pages)
Topics: Historicity and Time, Collections Presentations.
   NVivo: Queries, Text Search, Memos, Annotations and Reports, Coding for time.
Readings:
   Barber and Berdan 4 Calendrics. Pages 80-96. 16 pps
   5 Linguistic Analysis. Pages 97-113. 16 pps
   6 Interpretation of Names. Pages 114-147. 33 pps
   Nabokov: A Forest of Time. Introduction 1-28. 28 pps
   One – Historicity 29-57. 28 pps
   Two – Memory and Oral Traditions 58-84. 25 pps
   Saldana. Writing Analytic Memos 41-57. 16 pps.
   Due: Literature analysis of second selected Journal article

Week Six: February 13 (180 pages)
Topics: Time, Chronologies, Collections Presentations
   NVivo: Word & Node frequencies, Classifications and Attributes
Readings:
   Saldana - First Cycle Coding, Grammatical Methods 58-83. 25 pps
   Nabokov: A Forest of Time.
      Three – Timeless Truths, Myth and History 85-104. 19 pps.
      Four – Memorates 105-125. 20 pps
      Five – Place and Geography 126-149
      Six – Material Culture 150-171. 21 pps
      Seven – Rituals 172-191. 18 pps
      Eight – Writing and Power 192-217. 25 pps.
      Nine – Futures 218-240. 12 pps.
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Week Seven: February 20 (119 pages)
Topics: Sampling, Theme Analysis. Data Sources - Oral Histories and Ethnographies
NVivo: Links, Hyperlinks, Compound Queries.
Source Specialist Presentation - Ethnographies
Source Specialist Presentation: Oral Histories
Ryan and Bernard - Techniques to Identify Themes. Field Methods 15:85-109. 24 pps
Bernard Sampling I: The Basics. 113-129. 16 pps
Bernard Text Analysis I: 407-428. 21 pps
Saldana. Elemental Methods 83-105. 20 pps
Affective Methods 105-122. 17 pps

Week Eight: February 27 (Pages 180)
Topics: Text and Visual Analysis. Data Sources - Visual Sources
NVivo: Sets, Graphs, Charts and Hypertexts.
Source Specialist Presentation: Photographs
Source Specialist Presentation: Video media
Readings:
Barber and Berdan. 9 Visual Interpretation. Pages 202-225. 23 pps
Bernard Text Analysis II. 429-457. 28 pps
1. Material as Culture. 1-16. 16 pps
2. Studying Material Culture. 17-32. 15 pps
4. Object as Symbol. 57-83. 26 pps
5. Materials as Cultural Categories. 84-110. 26 pps.

Week Nine: March 6 (171 Pages)
Topics: Grounded Theory Analysis. Source Specialists, Material Culture
NVivo: Matrices, Collections.
Source Specialist Presentation- Clothing
Source Specialist Presentation- Paintings, Drawings, Posters
Readings:
Woodward: Understanding Material Culture. Pages 111-176
6. Expressive Materiality. 111-132. 21 pps
7. Material Culture and Identity 133-150. 17 pps
Saldana: Literary and Language methods 123-141. 18 pps
Exploratory Methods 141-150. 9 pps
Procedural Methods 150-181. 31 pps
Due: Written Collections Report

March 13, Spring Break - No Class
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Week Ten: March 20 (124 pages)
Topics: Advanced Analyses. Data Sources - Maps, Newspapers
NVivo: Models and Concept Maps
Source Specialist Presentation: Maps
Source Specialist Presentation: Newspapers
Readings: Barber and Berdan 10 Map Interpretation. Pages 226-246. 20 pps
  Second cycle coding 207-245. 38 pps
  After Second cycle Coding 246-260. 14 pps.
  Univariate Analysis. 458-491. 33 pps

Week Eleven: March 27 (35 pages)
Topics: Data Sources - Organization Documents
NVivo: Charts, Clusters, Tree Maps, Relationships.
Source Specialist Presentation: Government Documents
Source Specialist Presentation: Church Documents
  In Ethnohistory: A Researchers Guide. Pp. 25-60. 35 pps.

Week Twelve: April 3
Topics: Data Sources - Secondary Data Sets
NVivo: Visualizations and Report Writing
Source Specialist Presentation: Censuses
Source Specialist Presentation: Surveys

Week Thirteen: April 10
Topic: Course Project Presentations

Week Fourteen - April 17
Topic: Course Project Presentations
Course Project Papers due. Printed within 10 minutes of beginning of class and electronically an hour before class.

Finals Week - April 24. See University schedule
Student Course Project Presentations - if necessary.