

# **COURSE SYLLABUS**

## **ETHNOHISTORICAL RESEARCH METHODS**

### **ANG 6480 - W01**

**Spring 2011. 11:00 AM – 1:50 PM. Wednesdays**  
**Wolfsonian museum and research center, Florida International University,**  
1001 Washington Avenue, Miami Beach. First Floor Class Room  
Offered by the Department of Global and Sociocultural Studies  
Open to all FIU Graduate Students or by Instructor Permission  
Version of January 11, 2010

#### **COURSE DESCRIPTION**

Ethnohistorical research methods enable the compilation and analysis of a wide array of data sources for the production of sociocultural theories, histories, processes and contexts. The student in this course 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 of multiple research methods builds a chronological and diachronic interpretation of source materials, validates their integrity, and places them in a social and cultural context. Through the exploration, description, organization and analysis of these data sources the trained researcher using NVivo, a specialized computer software, can bring new explanations and interpretations to the way people adapt to their changing environments in the context of globalization and modernity.

#### **COURSE OBJECTIVES: What you should be able to do on completion of this course**

1. Use sociocultural theories, methods and data for explaining globalization and modernity.
2. Efficiently 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. Comfortably triangulate multiple methods for the analysis and presentation of qualitative and quantitative research.
5. Use NVivo software for project management, organization, analysis, and report writing.
6. Enhance your skills for the production of a professional journal publication.

#### **LOCATION AND RESOURCES:**

Students are encouraged to utilize their own theories, research topics and data from local, national and international archives/collections. Otherwise, FIU's Wolfsonian collections would be the primary location for students to access sources. The world renowned collections of the Wolfsonian contain evidence of globalization processes from 1850 to 1950. These include library and material culture items for understanding the social, cultural and technological transformations in manufacturing, medicine, travel, transportation, the built environment, and the home. A comparative perspective will focus inquiry on the chronicities of modernity that affect identities, social inequalities, health and well-being.

This course was developed with support from the Andrew W. Mellon Foundation that the Wolfsonian received to enhance the academic use of the Wolfsonian collections. Students will have privileged access to over 100,000 books, works on paper, paintings, furniture and decorative design objects. Wolfsonian staff time and expertise are dedicated through this grant to support students during this semester. As students develop research topics, Museum staff would individually guide students to items of interest.

## **Syllabus - Ethnohistorical Research Methods**

(Location Continued)

Class meets once a week in the Wolfsonian second floor conference room. One meeting will be held at the Wolfsonian storage annex a few blocks away. Between class meetings each student will become immersed in their selected data sources, guided by Wolfsonian staff. The Wolfsonian library is open on Mondays through Saturdays 9:00 to 5:00 by appointment. Free parking is available on the streets west of Washington Avenue between 7am and 6pm, Monday through Fridays. Paid parking is at meters or at the City Parking Garage two blocks north on 12th Street.

### **COMPUTER SOFTWARE**

Each student would be trained to use 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 video and audio files. All of these data sources are coded in ways that the researcher considers important. 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: Wednesdays following the class at the Wolfsonian,  
Thursdays Mondays 1:30 to 3:30 pm or by appointment.

Email: [wiedmand@fiu.edu](mailto:wiedmand@fiu.edu) Web Page: [www.fiu.edu/~wiedmand](http://www.fiu.edu/~wiedmand)

Email communication should be within Blackboard. I try to respond within three days.

### **TECHNOLOGY AND SOFTWARE**

*Required:* Bring Personal lap-top computer to class each time.

Operating system must have Windows XP version or later.

With minimum 1.2 GHz Pentium Processor, 1GB memory, 1 GB available hard disk space.

NVivo – Version 9. - QSR International (Use Student Package Order form in Blackboard)

Internet Explorer

Adobe Reader

Microsoft Office with Word and Excel

*Optional:* Bibliographic software such as Endnote

### **REQUIRED READINGS**

Barber, Russell J, and Frances F. Berdan

1999 *The Emperor's Mirror: Understanding Cultures through Primary Sources.*

Tucson: University of Arizona Press. ISBN 13: 978-0-8165-1848-7

Bazeley, Patricia

2007 *Qualitative Data Analysis with NVivo.* Newberry Park, CA: Sage. ISBN: 9781412921411

Schnapp, Jeffrey

2009 *Speed Limits.* Miami, FL: Wolfsonian - Florida International University.

ISBN: 978-0-9677359-3-1.

## Syllabus - Ethnohistorical Research Methods

### Additional Selected Readings

Bernard, Russell

2006 *Research Methods in Anthropology: Qualitative and Quantitative Approaches*. Walnut Creek, CA: AltaMira Press. ISBN 13: 978-0-7591-0869-1

Hoffman, Joel M.

2002 Defining the Wolfsonian Collection through Objects, Presentations and Perceptions. *Journal of Decorative and Propaganda Arts Design, Culture, Identity* (24):8-33.

Marinetti, F. T.

1909 *Le Futurisme*. *Le Figaro*.

Miller, Daniel

2005 *Materiality: An Introduction*. In *Materiality*. D. Miller, ed. Pp. 1-50. Durham: Duke University Press.

Ryan, Gery, and Russell Bernard

2003 Techniques to Identify Themes. *Field Methods* 15:85-109.

Wiedman, Dennis. Editor

1986 *Ethnohistory: A Researchers Guide*. Williamsburg, Virginia: College of William and Mary. *Studies in Third World Societies*. Available in Blackboard.

Wiedman, Dennis

2010a Globalizing the Chronicities of Modernity: Diabetes and the Metabolic Syndrome.

*In Chronic Conditions, Fluid States: Chronicity and the Anthropology of Illness*. L. Manderson and C. Smith-Morris, eds. Pp. 18-53. New Brunswick: Rutgers University Press.

2010b Global Marketing of Indigenous Culture: Discovering Native America with Lee Tiger and the Florida Miccosukee. *American Indian Culture and Research Journal* 34(3):1-26.

## COURSE REQUIREMENTS

Each class meeting we focus on specific data sources, learn an NVivo function, discuss the readings, and demonstrate student course projects. In-class and out-of-class exercises facilitate the learning experience. This is a hands-on-course where students are required out-of-class to become immersed in collections and archives, organize and analyze data using NVivo, and then come to class prepared to share that experience. Wolfsonian staff are available to assist in use of their collections and archives. Specific object requests need advanced notification.

A student must complete all of the course requirements in order to earn a passing grade.

**1) Course Project Paper and Demonstration:** This course project and final essay demonstrates your skills in methods and analysis for triangulating texts, objects, and graphic image primary sources. Topic selection and methods are developed throughout the course. A two-page essay proposal that includes your research methods and data sources must be submitted by the scheduled date. This 15 to 20 page essay ranges from 3750 words to 5,000 words of text, not including notes and references cited.

During each class meeting selected students will discuss the progress of their research project, including insights, themes, methodological issues, analytic techniques, and NVivo strategies, etc.

## Syllabus - Ethnohistorical Research Methods

**2) Project Presentation:** At the end of the semester each student will have 20 minutes to present their completed project to the class and visitors.

**3) Source Specialist:** Each student will become a specialist on a specific data source learning how to locate, access, organize, analyze and report on this source. The source specialist presents these at the class meeting dedicated to that data source. Special readings should be recommended by the Source Specialist for other student's to read two weeks prior to the scheduled presentation. The source specialist also helps to answer questions and facilitates the use of this source.

**4) Exercises:** 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 using NVivo features. Best scores are awarded to exercises that integrate the course presentations and readings with new research and written with perfect punctuation, format and logic.

**5) 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: Discussions by 5:00 PM on Monday evening the day prior to the class.

**Style and Format:** All written assignments and PowerPoint Presentations must use the format and style used by the *American Anthropologist*. 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 left 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 letter grade less than earned, thereafter they receive a letter grade reduction for each week it is late. These are not accepted after two weeks. 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.

## **Syllabus - Ethnohistorical Research Methods**

### **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**

Students who want to ensure a better grade can produce a product or plan/prototype from their course project paper. This could range from plans to a completed product, such as a museum exhibit, film, video, conference poster, etc.

### **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 must be submitted to "Turnitin.com" 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 – CE6/Blackboard.**

Regularly check CE/Blackboard for discussions, emails, exercise instructions and deadlines.

**Content:** Contains important course information.

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

*Email the instructor only within Blackboard Email.*

**Discussions:** Here you can send your comments to everyone in the class for discussion.

Compose your item within a specific topic or for a new item post it in "Main."

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

*It is important to read everything posted here.*

Begin Blackboard by clicking on "Blackboard/CE6" from the FIU current student page.

## Syllabus - Ethnohistorical Research Methods

### GRADING

	Course Points
Course Project	30
Project Presentation	10
Exercises **	20
Readings Leader	20
Source Specialist	20
<b>TOTAL</b>	<b>100</b>
<b>Optional: Earn points up to</b>	
<b>Product from research paper</b>	<b>10</b>
<b>GRAND TOTAL</b>	

### FINAL GRADE CALCULATION

Grand Total Points	
<b>A</b>	= 95 – 100
<b>A-</b>	= 90 – 94.9
<b>B+</b>	= 87 – 89.9
<b>B</b>	= 84 – 86.9
<b>B-</b>	= 80 – 83.9
<b>C+</b>	= 77 – 79.9
<b>C</b>	= 74 – 76.9
<b>C-</b>	= 70 – 73.9
<b>D+</b>	= 67 – 69.9
<b>D</b>	= 64 – 66.9
<b>D-</b>	= 60 – 63.9
<b>F</b>	= 59.9 or less

\*\* 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.  $(A / B) \times C = D$

### COURSE TOPICS AND READING SCHEDULE

Assigned readings are to be completed by class meeting. Beginning in week five we focus on two specific data sources each week. Dates and types of data sources may change based on those selected by students. Additional readings will be recommended by the student source specialist. NVivo exercises will specify readings in Bazeley 2007 and QSR's 2010 NVivo 9 Fundamentals.

#### Week One: January 12

Course Overview  
 Introductions and Welcomes  
 Blackboard CE/6  
 Course Syllabus, Readings and Requirements  
 NVivo Introduction and Access  
 Topic: Course Theme of Globalization and Modernity

#### Week Two: January 19

Topic: Locating, Accessing and Ethically Utilizing Collections and Archives

##### Readings:

Barber & Berdan: Prologue & Acknowledgements xi-xiv; Introduction 3; The Scope of Ethnohistory 5-32. 36 pps.  
 Bazeley: Preface vii; Ch. 1. Perspectives. Pages 1-20  
 Ch. 2. Starting a Project. Pages 21-38. 38 pps  
 Schnapp 2009: Preface. Cathy Leff. 14-18  
 Preface. Mirko Zardini. 20-23  
 Fast (slow) Modern. Jeffrey Knapp. 26-37  
 Wiedman 2010a. Globalizing the Chronicities of Modernity

#### Week Three: January 26.

Topic: Collections, Collectors, & Survivals

##### Readings:

Bazeley - Ch 3. Making Data Records. Pages 39-58. 19 pps  
 Barber & Berdan - Ch. 13 Working in Archives and Elsewhere. Pages 293-302. 9 pps  
 Hoffman, Joel M.  
 2002 Defining the Wolfsonian Collection through Objects, Presentations and Perceptions.  
 Journal of Decorative and Propaganda Arts 24:8-33. (Available in Blackboard:Course Materials) 25 pps

## **Syllabus - Ethnohistorical Research Methods**

### **Week Four: February 2. Class meets at Wolfsonian Annex. 1538 Lennox**

Topic: Research Topics, Designs and Imagination

*Readings:*

Barber & Berdan - Ch. 2 The Reality-Mediation Model. Pages 33-47. 14 pps

Ch. 12. Formulating Research Topics and Research Designs. Pages 279-292. 13 pps.

Bazeley - Ch. 4. Working with Data. Pages 59-98. 31 pps

Bernard – Data Management 408-412.

Archival Research 448-450. 6 pps

Marinetti, F. T. 1909. Le Futurisme

Schnapp: (The Speeds of) History. Anthony Vidler. 38-47

Writing/Reading. Antonio Mastruzzo. 48-57

### **Week Five: February 9**

Data Source: Government Documents: Reports and Propaganda

Data Source: Objects. Transportation

*Readings:*

Barber & Berdan - Section Introduction. Page 51. Ch. 3 Paleography. Pages 53-79. 31 pps

Bazeley – Ch. 5. Connecting Ideas. Pages 99-130. 31 pps

Ryan and Bernard - Techniques to Identify Themes. Field Methods 15:85-109. 24 pps

Miller 2005 Materiality: An Introduction. 1-50. 50 pages.

Schnapp 2009: Materials. Jeffrey Meikle. 58-65

Frenzy. Pierre Niox. 66-73

### **Week Six: February 16**

Data Source: Objects. Food Production, Distribution and Consumption

Data Source: Objects – Household Items.

**Course Paper Proposal.** Due within 10 minutes of beginning of class.

*Readings:*

Barber & Berdan - Ch. 4 Calendrics. Pages 80-96. 16 pps

Ch. 5 Linguistic Analysis. Pages 97-113. 16 pps

Bazeley -. Ch. 6 Managing Data. Pages 131-154. 23pps

Schnapp: Capture. Edward Dimendberg. 74-83

Collision. Mark Seltzer. 84-91

Wiedman 2010b Global Marketing of Indigenous Culture.

### **Week Seven: February 23**

Data Source: Photos & Photography.

Data Source: Church Documents

*Readings:*

Barber & Berdan - Ch. 6 Interpretation of Names. Pages 114-147. 33 pps

Ch. 7 Source Analysis. Pages 148-177. 29 pps

Bazeley - Ch. 7. The “pit stop”. Pages 155-176. 21 pps

Schnapp 2009: Traffic. Marjorie Perloff 92-103

Production. Maria Gough 104-113

### **Week Eight: March 2**

Data Source: Films and Videos

Data Source: Objects: Personal Items

*Readings:*

Barber & Berdan - Ch. 8 Quantitative Analysis. Pages 178-201. 23 pps

Ch. 9 Visual Interpretation. Pages 202-225. 23 pps

Bazeley - Ch. 8. Going Further. Pages 177-210. 55pps

Schnapp: Capital/Credit. Timothy Alborn. 114-121

Slow (fast) Modern. Yve-Alain Bois. 122-126

## **Syllabus - Ethnohistorical Research Methods**

### **Week Nine: March 9**

Data Source: Oral Accounts, Oral Histories & Interviews

Data Source: Newspapers

#### *Readings:*

Barber & Berdan - 10 Map Interpretation. Pages 226-246. 20 pps

11 Tapping Complementary Sources of Information. Pages 247-273. 26 pps

Bernard - Ch. 9 - Interviewing 210-232. 22 pps

### **March 16, Spring Break – No Class**

### **Week Ten: March 23**

Data Source: Music and Sound Recordings

Data Source: Objects, Paintings and Drawings

#### *Readings:*

Bernard - Ch 16. Introduction to Qualitative and Quantitative Analysis 451-454. 4 pps

Data Matrices and Flow Charts 454-462. 8 pps

Ch. 17 - Text Analysis 463- 479. 16 pps

Schemas, Models and Metaphors 479-484. 5 pps

Discourse Analysis 484-492. 8 pps

### **Week Eleven: March 30**

Data Source: Spatial analyses using maps, aerial imagery, and architectural drawings.

Data Source: Objects, Buildings and Cities

#### *Readings:*

Bernard – Grounded Theory, Themes and Coding 492-497. 5 pps

Content Analysis 505-521. 16 pps

Ch 18 - Qualitative Analysis II: Models & Matrices 522-548. 26 pps

Ch 19 - Univariate Analysis: 549-584. 35 pps.

Hypothesis testing 584-593. 9 pps

### **Week Twelve: April 6**

Data Source: Organization Documents: Institutions, Corporations

Data Source: Objects: Advertisements & Brochures

### **Week Thirteen – April 13**

Data Source: Ethnographies and Ethnographic Collections

Data Sources: Censuses

**Course Project Papers due.** Printed within 10 minutes of beginning of class and electronically by noon.

**Student Presentations**

### **Week Fourteen – April 20**

**Student Presentations:**

### **Assessment Week – Week of April 27.**

**Student Presentations - if necessary.**