



CET Syllabus of Record

Program: CET Jordan

Course Title: (AM/DIRR 399) Directed Research

Total Hours: 80

Recommended Credits: 3

Primary Discipline / Suggested Cross Listings: Determined according to subject area

Language of Instruction: English/Arabic

Prerequisites / Requirements: None

Description

Directed Research (DIRR) offers students an opportunity to take advantage of their presence in Jordan by pursuing their academic interests—and maximizing their linguistic and cultural engagement—through guided independent research. Students are expected to complete a formal research project that can contribute to their future academic and professional goals.

Research is conducted under close academic supervision, with guidance from local subject area experts and training in research methods and ethics. Students complete a formal research proposal, bibliography, and 20-page final paper, presenting their work to peers and program faculty at a final seminar. Throughout the semester, students also meet with their supervising faculty and subject area experts individually and in small groups. Research may include a combination of Arabic and English-language sources and students are supported through their language courses to conduct interviews in Arabic.

Objectives

Through this course, students gain real field-based research skills, and create a high-quality academic product that they can leverage in their future academic and professional careers, while also gaining deep, nuanced understanding of a facet of their host context.

Students learn to:

- Formulate a viable research question
- Map out a strategy for answering it in a formal research proposal
- Implement that strategy, and modify it as needed
- Ensure that the research is sensitively and ethically conducted with regard to human subjects
- Navigate linguistic, cultural, and political differences in their research environment
- Develop a bibliography to inform and support the research, with guidance and input from subject area experts and the DIRR faculty
- Process and analyze the results of their research
- Structure a 20-page paper to effectively convey their findings
- Present their findings in a presentation to peers

CET Syllabus of Record

Course Requirements

Students are expected to be academically motivated and self-directed, with a willingness to take direction from subject area experts and DIRR faculty. They are expected to bring a clear sense of their own academic interests and a willingness to adjust their expectations according to what is possible and appropriate within the local context and semester-length timeframe.

Most of all, however, students are asked to bring a sense of joy and adventure to their work—this course is not only to train students in conducting high-quality field-based research, it is also to instill in them a love of it.

Specifically, students are expected to attend all class meetings and appointments with subject area experts, complete both required and supplementary reading, and complete all writing assignments. Students must meet the minimum required amount of hours in active research, but are encouraged to spend as much time pursuing your topic as possible! Be sure to choose a topic you love.

Requirements are as follows:

- Weekly meetings with DIRR faculty and/or subject area experts, as scheduled or required
- Completion of reading and writing assignments
- Preparation for class discussion
- At least two hours weekly of reading and literature review associated with your topic, beyond reading assignments required of the group
- At least three hours weekly of active research, comprising interviews, meetings, site visits, and library/archival/online research. (Again, you are encouraged to choose something you love, and to spend as much time as you can at it!)
- A 3-5 page formal research proposal including: abstract, bibliography, timeline, Human Subjects Research statement and IRB approval if applicable.
- Journal/field log as assigned
- Mid-term report on progress
- 20-25 page final research paper
- Presentation of research to faculty and peers in final seminar

Grading

The final grade for the course is calculated as follows:

- Preparation for class and weekly meetings: 20%
- Research proposal: 10%
- Journal/field log: 20%
- Annotated bibliography: 20%
- Draft of final paper: 10%
- Final research paper: 20%

CET Syllabus of Record

Readings

In addition to the below selections of readings for class meetings, students develop a bibliography tailored to their research topic in consultation with their DIRR professor.

Richard T. Antoun, *Civil Society, Tribal Process, and Change in Jordan: An Anthropological View*. International Journal of Middle East Studies Vol. 32, No. 4. Cambridge. 2000.

Ann Marie Baylouny, "Creating Kin: New Family Associations as Welfare Providers in Liberalizing Jordan." International Journal of Middle East Studies. 38. 2006. pp. 349-368.

<http://faculty.nps.edu/ambaylou/baylouny%20creating%20kin.PDF>

Ruth Behar and Deborah A. Gordon, eds., *Women Writing Culture*, University of California Press 1996.

Wayne C. Booth, Gregory G. Colomb, and Joseph M. Williams, *The Craft of Research*, University of Chicago Press 2008.

Elizabeth Campbell, *Doing Ethnography Today: Theories, Methods, Exercises*. Wiley-Blackwell 2014.

James Clifford and George Marcus, eds., *Writing Culture: The Poetics and Politics of Ethnography*, University of California Press 2010.

Marlene de Laine, *Fieldwork, Participation and Practice: Ethics and Dilemmas in Qualitative Research*, Sage Publications 2000.

Robert M. Emerson, Rachel I. Friezt, and Linda L. Shaw, *Writing Ethnographic Fieldnotes*, University of Chicago Press 2011.

Osama Tayel Hasan Gharibeh, *Anthropology in Jordan: A New Phenomenon in the Twentieth Century?* Shaker Verlag. 2009.

Samah Hajawi and Nawal Ali. Updated by Alaa Younes and Samah Hajawi, *Compendium of Cultural Policies & Trends. Country Profile: Jordan*. 2013.

https://www.culturalpolicies.net/wp-content/uploads/2019/10/jordan_full_profile_2013.pdf

Naomi Johnston, "Tribal Dispute Resolution and Women's Access to Justice in Jordan." WANA Institute. 2015.

<http://wanainstitute.org/sites/default/files/publications/Tribal%20Dispute%20Resolution%20and%20Women%E2%80%99s%20Access%20to%20Justice%20in%20Jordan.pdf>

Julian Murchison, *Ethnography Essentials: Designing, Conducting, and Presenting Your Research*, Jossey-Bass 2010.

Eugene L. Rogan, "Archival Resources and Research Institutions in Jordan". *Middle East Studies Association Bulletin*. Vol 23, No. 2. December 1989. pp. 169-179.

<https://www.jstor.org/stable/23060715>

CET Syllabus of Record

Edward Said, *Orientalism*. Pantheon Books. 1978.

Edward Said, *Culture and Imperialism*. Chatto & Windus. 1993.

Robert Weiss, *Learning From Strangers: The Art and Method of Qualitative Interview Studies*, Free Press 1995.

Additional Resources

Manual on Human Rights Monitoring. Ch. 11 Interviewing. United Nations Human Rights Office of the High Commissioner. 2nd Edition. 2011.

<https://www.ohchr.org/Documents/Publications/Chapter11-MHRM.pdf>

Manual on Human Rights Monitoring. Ch.10 Monitoring and Protecting the Rights of Refugees and/or Internally Displaced Persons Living in Camps. United Nations Human Rights Office of the High Commissioner. 2001. <https://www.ohchr.org/Documents/Publications/training7part10en.pdf>

Hannaford, Alex; Jess Hurd; Jason Parkinson; Katy Robjant; Raniah Salloum; Jeanny Gering. *Reporting on Refugees: Tips on Covering the Crisis*. Dart Center for Journalism and Trauma. 2016.

<https://dartcenter.org/resources/reporting-refugees-tips-covering-crisis>

Phenix Center for Economic and Informatics Studies. Amman, Jordan. <https://en.phenixcenter.net/>

Outline of Course Content

The course covers one topic or task per week during the semester, and two per week in the summer.

- Topic/Task 1 - Introduction to Directed Research. Overview of Timeline, Assignments, Evaluation. Role of DIRR faculty and subject area experts. Choosing a topic. Formulating the research question. Research ethics. Do I need an IRB approval?
- Topic/Task 2 - Review of past student research. 1:1 meetings with DIRR faculty to confirm topic. What an ethnographic approach can offer. The field log, the journal. Amman, Jordan as field site.
- Topic/Task 3 - Meetings with subject area expert. Choosing the topic and/or field site. Preparing the research proposal.
- Topic/Task 4 - Present research proposal. 1:1 meetings with DIRR faculty to discuss and finalize.
- Topic/Task 5 - The art of asking questions. The art of establishing relationships. Working with an academic partner in the field.
- Topic/Task 6 - How does one both participate and observe? The location of the self in field-based research. The voice in which you write. Meeting with subject area expert.

CET Syllabus of Record

- Topic/Task 7 - What is culture? Us and Them. Insiders and outsiders. Confronting, interrogating assumptions, dichotomies, reactions. Developing nuance.
- Topic/Task 8 - Cultural heritage: local initiatives and perspectives. Meet representative from Jordan Heritage.
- Topic/Task 9 - Gender, social stratifications, and boundaries in field research. Feminist, queer, multicultural ethnographies.
- Topic/Task 10 Encountering roadblocks. - questions. Tweaking and refining the strategy as research moves forward. Midpoint 1:1 with DIRR faculty.
- Topic/Task 11 - Validating your findings: how to know it's 'real'?
- Topic/Task 12 - Capturing historicity in contemporary research. Meeting with subject area expert.
- Topic/Task 13 - How to trace a line from prior scholarship to yours. How to translate your research and experiences experience into 'findings.'
- Topic/Task 14 - Analysis and preparation of research. 1:1 Meeting with DIRR faculty.
- Topic/Task 15 - Presentation of research in final seminar.