

ANG 6766

# RESEARCH METHODS IN APPLIED ANTHROPOLOGY<sup>1</sup>

*REVISED 1/22/2013*

SPRING 2013 ~ THURSDAYS 2:00 PM-4:45 PM ~ SOC 30

Instructor: Dr. Carylanna Taylor

Office: SOC 123

Office hours: Tuesdays 11am-12pm, Thursdays 4:45-5:45pm, and by appointment

Email: carylanna@usf.edu

Phone: 974-2318 (main office SOC100)

## COURSE DESCRIPTION

Qualitative, ethnographic research is the foundation of anthropological inquiry and practice. This course serves as a broad introduction to ethnographic methods and research design in the field and is intended to provide you with a range of experiences and techniques to prepare you for future long-term research endeavors.

During the semester, we focus on four related aims:

- 1) to offer a seminar for discussion of epistemological, ethical, and practical implications of how anthropologists gather data;
- 2) to provide practical experience and exercises in many widely-used techniques of anthropological research;
- 3) to provide an opportunity to explore multiple methods; and
- 4) to engage in a collaborative learning process applicable to participatory research.

Another aim of the course is to conceptualize the ways qualitative and quantitative data can be collected in combination and to consider what types of research questions best lend themselves to particular approaches. What are the roles and responsibilities of anthropologists in conducting fieldwork? What relationships do ethnographers have with individuals and communities? How can we look critically at the assumptions we make when conducting research? How are research design, aims, and outcomes currently being transformed through anthropological practice?

During the seminar, you are encouraged to share experiences and relate course material to the challenges you will confront as you carry out your research project this semester. For each class meeting you should be prepared to share support, feedback, and critique with your peers.

## COURSE GOALS

After completing this course you should be able to:

- Define a research problem and design an appropriate data collection proposal
- Apply anthropological research methods to a variety of research contexts individually and/or in collaborative teams
- Carry out a wide range of ethnographic data collection strategies including observational and participatory techniques, sampling techniques, interviewing skills, cognitive tasks, visual data collection, and survey design

---

<sup>1</sup>Adapted from Rebecca Zarger's Fall 2012 syllabus.

- Gain a basic understanding of capabilities provided for data analysis using a qualitative data analysis software package such as Atlas.ti
- Obtain IRB certification and expertise in research ethics for anthropologists
- Understand conflicts arising from research practice with regards to representation, collaboration, participation, power, and privilege
- Analyze, write-up, and present original research findings
- Apply concepts from required readings and in class discussions to your own field research experience

### REQUIRED TEXTS\*

*Designing and Conducting Ethnographic Research, Second Edition*

By Margaret D. LeCompte and Jean J. Schensul (vol. 1, Ethnographer's Toolkit), Alta Mira Press, Walnut Creek, CA. 2010.  
(E-book available in USF library.)

*Essential Ethnographic Methods, Second Edition*

By Stephen L. Schensul, Jean J. Schensul, and Margaret D. LeCompte. (vol. 3, Ethnographer's Toolkit), Alta Mira Press, Walnut Creek, CA. 2010.  
(The first edition is available on 3 hour course reserve at the library.)

*Research Methods in Anthropology: Qualitative and Quantitative Approaches, Fifth Edition.*

By H. Russell Bernard. AltaMira Press. 2011.  
(E-book available in USF library.)

### RECOMMENDED/OPTIONAL TEXT:

*Analyzing and Interpreting Ethnographic Data*

By Margaret D. LeCompte and Jean J. Schensul (vol. 5, Ethnographer's Toolkit). Alta Mira Press, Walnut Creek, CA. 1999 (1<sup>st</sup> Edition) or 2012 (2<sup>nd</sup> Edition).  
(The first edition is available on 3 hour course reserve at the library.)

### COURSE ASSIGNMENTS AND EXPECTATIONS

#### ***In-Class & Working Group Activities (30%)***

- 15% Participation (*discussion, online feedback, & in-class activities*)
- 10% Method Presentation & Handout (*lead workshop; email handout day before*)
- 5% Case Study (*lead discussion; email questions day before*)

#### ***Individual Projects (30%)***

- 10% Journal (*post weekly entries & field notes analysis*)
- 5% Interview (*post transcript & analysis*)
- 5% Ethics Training (*email CITI certificate*)
- 10% Article Critique Paper (*post article & critique*)

#### ***Proposal Development (40%)***

- 25% Proposal Components (*post 10 @ 2.5% each: 2% for the online submission and 0.5% for your in-class discussion*)
- 10% Finalized Research Proposal (NSF-DIG)
- 5% Finalized eIRB Application

100% ***Total***

**Grading:**

Final grades are assigned based on the following scale: A = 92-100, A- = 90-91, B+ = 88-89, B = 82-87, B- = 80-81, C+ = 78-79, C = 72-77, C- = 70-71, D+ = 68-69, D = 62-67, D- = 60-61, F = <60. Please note that S/U contracts must be signed no later than one week after the last day to add classes. An A, B, or C is considered an “S” grade, while a D or F is considered a “U” grade.

**Participation:**

Your participation and attendance at each class meeting is critical for success in this course. After all, it is a participatory research experience! Please come to class well-prepared with at least one specific question per reading and ready to critically engage the material or method up for discussion. You are also encouraged to bring relevant questions or challenges from your ongoing proposal writing for class discussion.

**Working Groups/Writing Partners:**

In order for you to be able get as much valuable feedback and support from your peers as possible throughout the semester, we will form small working groups based on topics of interest. Collaborating with writing partners will be invaluable in improving your assignments and in future endeavors!

You will work with a classmate (preferably a working group member) to lead two class segments: 1) discussion of a **case study** and 2) **presentation of a method** of your choosing. Details on how to prepare for your case study and method presentation are on Blackboard.

**Case Study Discussion:** There are 6 case studies assigned for everyone to read throughout the semester. Working with a classmate you will lead discussion of one of these. Please email your discussion questions to me by 5 p.m. the day before class and I will print them to share with the class. Allow yourselves 5-10 minutes to give a critical introduction to the article and spark discussion (about 20 minutes). You do not need to summarize the articles, as we have all read them. Jump right into the issues!

**Method Presentation:** Working individually or in pairs, you will have the opportunity to present a discussion to the class of a method of your choosing so that you can explore a method of particular relevance to your thesis and/or dissertation research interests. 1) Choose one method, in consultation with me, by the 3<sup>rd</sup> week of class. 2) Research the method and prepare a two-page handout. Send me a draft to review at least 48 hours prior to your presentation. Post the revised draft on Blackboard. I will print out copies for the class. (Specific information to include is described in the assignment posted on Blackboard.) 3) Give a “workshop” on that method, briefly summarizing it and leading a practicum that relates to the class research questions.

**Optional Wiki Entry:** Dr. Daniel Lende’s MedAnth Wiki has a growing and broadly applicable methods section that gets hundreds of “hits” per month (<http://medanth.wikispaces.com/Methods>). Your class handout is an abbreviated version of these wiki entries. With modifications, it could be an excellent resource for other anthropologists and qualitative researchers. If you are interested on publishing your work, I can give you suggestions on how to flesh out your handout as a wiki entry and submit it for peer review. If approved, you will receive instructions on revising and posting your entry.

### **Research Journal, Interview, & Experiential Research Assignments:**

In order to dedicate time to the research proposals and related activities, we will not be doing individual research projects in this class. However, we will do a series of in-class data collection and analysis assignments, including those presented by your classmates. You will also conduct individual interviews which you will record, transcribe, code, and analyze. All of these will revolve around a central set of research questions which we will design as a class in the first two weeks. In a sense, the classroom will be our shared field site and we will all be participant observers of the class.

Starting with the first week of classes and continuing through the end of the semester, keep a journal capturing steps taken, observations, and preliminary analysis on any data collection/analysis activities in class or related to course assignments. I will occasionally give you a prompt as well. Start off in whatever style makes sense to you. Answer these by the following class-time. We will discuss organizing, analyzing, and presenting field notes early in the semester. We will use your research journals for a coding and analysis activity in the latter half of the class. You will turn this in along with your research journal.

You will receive full credit on the Research Journal if you make at least one thoughtful entry per week and include any in-class activities. The journals are available as individual blogs on Blackboard. You are only required to include text, but journals often include pictures, maps, diagrams and other images which you can upload as well. (Alternatively, if you prefer not to use the blog, you can submit your notes as a single word document.) The idea is to keep all of your course related research in one place. Field notes aren't as private as we might like: they can be subpoenaed and I'll be grading yours. *Hint:* If you find that you have made notes not fit for my eyes you might create a "diary" version for yourself.

### **Article critique paper:**

Connecting your research to the existing literature and building theory requires expertise at evaluating others' work in published form. You will write a critique of an anthropological research article you choose that is relevant to your research for this course. This will start the literature review for your proposal. More details on this assignment are on Blackboard. Please post to Blackboard by 11:59 p.m. on 1/23/2013, the day before it is due.

### **Managing Citations & Files:**

As a class, we will build a database of the methods articles that we bring into class discussions via a class online EndNoteWeb database. *Posting your critique article and method presentation articles will count as part of your participation grade.* Posting others is optional, but recommended. You will be able to import/export between class and personal accounts. Attach articles when possible. To make them easy to find, use the following naming protocol articles/readings by "LastnameDateArticleTitle.pdf."

From the USF library pages click "Export" → EndNoteWeb

Email: ang6766usf@gmail.com

Password: researchmethods1@

*Note:* We all have access to that Gmail account, too. Same password, minus the "@."

**Tip:** If you don't have one already, now's a great time to work out a system for organizing your references. This is invaluable preparation for your qualifying exams and future writing!

**IRB online training:**

In the first half of the course, you will complete USF Institutional Review Board online training certification (CITI), or the “Foundations” course. Turn in a copy of your certificate. If you have already completed the course, print or email a copy of your certification from the eIRB website. Certification is valid for two years. Instructions for the CITI training are available at: <http://www3.research.usf.edu/dric/docs/citi-registration-instructions.pdf>

**eIRB Application:**

At the end of the course, each of you will complete the eIRB application for initial review, including any required documents such as the waiver of written consent, letter of informed consent, and sample protocols.

**NSF-style research proposal:**

The proposal is an opportunity to sketch out that plan and work through the process of crafting a clearly defined research proposal. These will take the form of research proposals for the NSF Doctoral Dissertation Program, Cultural Anthropology. A detailed description is available at <http://www.nsf.gov/sbe/bcs/anthro/suppdiss.jsp>. The detailed proposal format will be available on Blackboard, along with descriptions of the formats used in the Anthropology Department for Masters and Doctoral theses. (While you will not be submitting these to me, it will be helpful for you to keep an eye on the parallels with the NSF-style proposal.)

We are going to build these slowly over the course of the semester. Use your actual masters/PhD research topic or one that you would like to further explore. I recognize that everyone will be coming to the exercise from different points in their project development. For example, some will already have very developed literature reviews and others will be just beginning with the literature but have a lot of first-hand knowledge of the site. Just keep pace with the class, remember our focus is on methodology, and don't get too bogged down in any one piece. Of course, let me know early if you get stuck.

No matter your point of entry, writing an NSF-style proposal should prove a helpful exercise in fitting together project components and strengthening applications for external funding. We will start out by deconstructing the application and then slowly build the proposals, concluding with an in-class peer review of the proposals in which each panel must select the proposals it recommends “for funding” and then provide detailed feedback on each and overall justification for their selection. You will then take these suggestions and revise your proposal for the final, graded, draft.

The proposal is broken down into ten steps, culminating in a revised proposal and eIRB application. Page counts given below are NSF suggestions for proposals (single or double spaced, TNR 11 or 12 point). Your draft lengths may be longer, but try to approximate these in the final proposal. Instructions will be provided in class and/or on Blackboard. Post your complete draft by 11:59 the day before it is due to allow for online, informal peer review.

**Proposal Component I:** Brief bio/resume (2 pages max); statement of preliminary studies you have done (if any) and your preparedness for the proposed research (~1 page)

**Proposal Component II:** Title, statement of the research problem and aims, research questions (or hypotheses) (~1 page)

**Proposal Component III:** Review of the literature and significance (~2 pages, includes theory, review of existing research) and Site Description (~1 page)

**Proposal Component IV:** Proposed methods of data collection and analysis, (~4 pages)

**Proposal Component V:** Research Schedule (~1 page, up to 24 months) & Budget (~2 pages, up to \$20,000)

**Proposal Component VI:** Draft Protocol (NSF requires prior-approval and only allows up to 2 pages of interview schedules, questionnaires or task protocol, etc. More is fine for class.)

**Proposal Component VII:** Introduction and Conclusion including statement of scientific contributions (~2 pages), Abstract (~250 words)

**Proposal Component VIII:** Draft full proposal in NSF format (~10 pages for Project Description, plus title page with abstract, list of works cited, bio, budget, and appendix)

**Proposal Component IX:** Peer/Panel Review of draft proposals

**Proposal Component X:** Draft eIRB Application

**Finalized Research Proposal & eIRB Application** addressing reviewer's comments

***Submission of Proposal Components:*** All components should be submitted to the corresponding blog on Blackboard. These are visible to your classmates. Please ***also email me your final proposal and eIRB Application*** by Thursday of finals week (5/2 by 11:59 p.m.). In the subject line, please include ANG6766, your last name, and “final proposal and IRB.” In the body, indicate if there are any areas in particular on which you would like feedback.

***Preparation for class:*** Each submission is followed by an in-class workshop during which you will briefly present your work on that component in response to questions provided in the corresponding Google Presentation (link available on corresponding blog in Blackboard). Prior to the class in which the component will be discussed, please add a slide or two to the week’s Google Presentation. Take a few minutes each week to skim your classmates’ work and make note of any themes or questions. Comment respectfully. We’ll take an hour as a class to go over the first five submissions, about 5 minute presentation per student plus discussion and set-up for the next component.

***Peer Review of Draft Proposals:*** The semester will culminate with a mock panel review of proposals. To prepare, you will provide detailed feedback on the proposals (~3) assigned to your panel. As a panel you will choose the best and present your justification to the class.

**Submission of All Assignments:**

All written assignments are due ***before*** class time on the day they are due, either to Blackboard or email as specified above. Please notify me by the second week of class if online submission will be problematic for you and we can consider alternative arrangements.

All ***file names*** must follow the format: **Lastname\_AssignmentTitle\_Date.doc.**

If you ***email*** the assignment, you must clearly identify the name of the course (ANG6766), your last name, and the assignment in the subject line. If you do not receive an email acknowledging receipt within 24 hours, assume that I did not get it and resend to confirm that your assignment has been received.

## ACADEMIC HONESTY AND OTHER COURSE POLICIES

- Penalties for academic dishonesty (including cheating and plagiarism) may include: assignment of an “F” or a numerical value of zero on the assignment, quiz, exam, etc.; assignment of an “F” or an “FF” grade (the latter indicating academic dishonesty) in the course; and/or suspension or expulsion from the University. The University of South Florida has an account with an automated plagiarism detection service which allows instructors and students to submit student assignments to be checked for plagiarism. The instructor reserves the right to: 1) request that assignments be submitted as electronic files, 2) electronically submit assignments to SafeAssignment, 3) ask students to submit their assignments to SafeAssignment through myUSF. Assignments are compared automatically with a database of journal articles, web articles, and previously submitted papers. The instructor receives a report showing exactly how a student’s paper was plagiarized.
- Course notes and recordings are not permitted for sale without the express written consent of the instructor.
- Please respect your peers, your instructors, and your own time by refraining from disruptive behaviors such as instant messaging, texting, surfing the web, and doing work other than simply taking notes on discussion or accessing readings on your personal laptop or other devices. These behaviors will not be tolerated and if you engage in them your participation grade will suffer accordingly.
- **As a graduate student, your attendance is expected at each class meeting without exception.** Do not arrive late to class, as this will affect your participation grade negatively. Work, holiday travel, and other non-emergency excuses for missing class will not be accepted. If a medical or other emergency does arise, contact the instructor via email or phone right away to let me know of your situation.
- Students with disabilities should consult with me privately as soon as possible. If accommodations are needed, a letter from the Office of Academic Support and Accommodations for Students with Disabilities (SVC1133) will be required. Please inform me if there is a need for an alternate format for documents or a note-taker.
- If you must miss class due to observance of a religious holiday, notify the instructor by the second class meeting

## OTHER RECOMMENDED TEXTS, REFERENCE BOOKS, & READING

Agar, Michael. 1996. *Professional stranger: An informal introduction to ethnography*, 2<sup>nd</sup> Ed. Academic Press.

Angrosino, M. 2004. *Projects in Ethnographic Research*.

Angrosino, M. 2006. *Doing Cultural Anthropology: Projects for Ethnographic Data Collection*. Waveland Press.

Becker, Howard S. 1986, *Writing for Social Scientists: How to Start and Finish Your Thesis, Book, or Article*. University of Chicago Press.

Bernard, H. Russell. Editor. 1998. *Handbook of Methods in Cultural Anthropology*. AltaMira Press.

- Bernard, H. Russell and Gery Ryan. 2010. *Analyzing Qualitative Data: Systematic Approaches*. Sage Publications.
- Denzin, Norman K. 1997. *Interpretive Ethnography: Ethnographic Practices for the 21st Century*. Thousand Oaks, California: Sage Publications.
- Denzin, N. K. and Y. S. Lincoln (1994). *Handbook of qualitative research*. Thousand Oaks, CA: Sage Publications.
- De Munck, Victor C. et al. 1998. *Using Methods in the Field: A Practical Introduction and Casebook*. Altamira Press.
- DeWalt, Kathleen M. and Billie R. DeWalt, 2002, *Participant Observation: A Guide for Fieldworkers*, Altamira Press.
- Ember, Carol R. and Melvin Ember. 2000. *Cross-Cultural Research Methods*. Oxford: AltaMira Press.
- Emerson, Robert M., Rachel I. Fretz, and Linda L. Shaw, 1995. *Writing Ethnographic Fieldnotes*. University of Chicago Press.
- Fluehr-Lobban, Carolyn, 2003. *Ethics and the Profession of Anthropology: Dialogue for Ethically Conscious Practice*, Second Edition, Altamira Press.
- Johnson, Jeffrey C. 1990, *Selecting Ethnographic Informants*. Qualitative Research Methods, Vol. 22. Sage Publications.
- Locke, L. F., W. W. Spirduso, and S. J. Silverman. 2000. *Proposals that work: A guide for planning dissertations and grant proposals*, 4th edition. Thousand Oaks, CA: Sage.
- Pelto, Pertti J. and Gretel H. Pelto. 1978. *Anthropological Research: The Structure of Inquiry*. Cambridge: Cambridge University Press.
- Robben, Antonius C.G.M. and Jeffrey A. Sluka, eds., 2007. *Ethnographic Fieldwork: An Anthropological Reader*. Oxford: Blackwell.
- Sanjek, Roger ed., 1990. *Fieldnotes: The Makings of Anthropology*. Ithaca and London: Cornell University Press.
- Spradley, James P. 1979. *The Ethnographic Interview*. New York: Holt Rinehart and Winston.
- Spradley, James P. 1980. *Participant Observation*. New York: Holt Rinehart and Winston.
- VanMaanen, John. 1988. *Tales of the Field: On Writing Ethnography*. Chicago: University of Chicago Press.
- Weller, Susan and Kimball Romney. 1986. *Systematic Data Collection*. Sage Publications.
- Wolcott, Harry. 1994. *Transforming Qualitative Data*. Thousand Oaks, CA: Sage, 1994.
- Wolcott, Harry F. 1995. *The Art of Fieldwork*. Oxford: AltaMira Press.
- Wolcott, Harry F. 1999. *Ethnography: A Way of Seeing*. Oxford: AltaMira Press.

## COURSE SCHEDULE

*Ethnographer's Toolkit* texts referred to as *ET vols. 1, 2, & 5*

\*\*This schedule, all assignments, and requirements are subject to change if necessary.\*\*

Date	Wk	Assignment	Discussion Topic	Required Readings	Recommended Readings
1/10	1	(in class)	<i>Introduction to the course</i>		
1/17	2	PC I (Bio)	<i>Introduction to ethnographic research methods</i>	ET vol. 1, chapters 1-2  Agar, Michael H. 2001. "Ethnography," In <i>International Encyclopedia of Social and Behavioral Sciences</i> , 7:4857-62, Elsevier Science.	<i>Histories of ethnography: struggles to (re)define "fieldwork"</i>  George E. Marcus. 1986. "Contemporary Problems of Ethnography in the Modern World System," in James Clifford and George Marcus, <i>Writing Culture: The Poetics and Politics of Ethnography</i> , pp. 165-193.  Augner, Robert. 1995. "On Ethnography: Storytelling or Science?" <i>Current Anthropology</i> 36 (1): 97-130.
1/24	3	Article Critique Paper  Suggest method(s) for presentation (Individual. We'll select from these and assign partners and dates.)	<i>Navigating the "forest of method"</i>	Sobo, E. and De Munck, V. 1998. "The Forest of Methods" in <i>Using Methods in the Field</i>  <i>Ethnographic inquiry: building theory and method</i> ET vol. 1, chapters 3-4 ET vol. 3, chapter 1-2  <i>Systematics: Reliability and generalizability</i> ET vol. 3, chapter 11	
1/31	4	PC II (Questions)	Research Design: <i>Problem definition &amp; Writing successful proposals</i>	Bernard chapter 2-4 ET vol. 1, chapter 5 ET vol. 3, chapter 3	Bernard chapter 1 Michael Watts, "The Holy Grail: In Pursuit of the Dissertation Proposal." (2001, Regents of the University of California, 12 pp.)
2/7	5	PC III (Lit Review)	<i>Data Collection: Sampling, Building rapport and entering 'the field'</i>	ET vol. 1, chapter 6-7 ET vol. 3, chapter 4, 10 Bernard chapter 5, 7  <b>Case Study 1: Challenges of fieldwork</b> Gardner, Andrew. 2009. "The Unwelcome Guest: Episodes from a year in Bahrain" in <i>Dispatches From the Field</i> , 2009 Waveland Press.	

Date	Wk	Assignment	Discussion Topic	Required Readings	Recommended Readings
2/14	6	Journal Update (include an entry on how you think you will organize your field notes for your proposed stud. Apply that organization to your course Field Journal going forward.)	<i>Participant observation &amp; Field notes</i>	ET vol. 3, chapter 5  DeWalt and DeWalt. 2002. "Informal interviewing in participant observation," in <i>Participant Observation: A Guide for Fieldworkers</i>  <b>Case Study 2: Participant observation</b> Victor DeMunck. 1998. "Participant Observation: a thick explanation of conflict in a Sri Lankan village" in <i>Using Methods in the Field</i>  <i>Fieldnotes</i> Bernard chapter 13 Emerson, Fretz, and Shaw. 1995. Chapters 1-2 <i>Writing Ethnographic Fieldnotes</i> , University of Chicago Press.	Geertz, Clifford, "Being There: Anthropology and Scene of Writing" in <i>Works and Lives</i> 1988, Stanford University Press.
2/21	7	PC IV (Draft methods)	<i>The Art of Interviewing: Unstructured and semi-structured interviews</i>	ET vol. 3, chapter 6-7 Bernard chapter 8 Kusenbach 2012 "Mobile Methods" in <i>Handbook of Qualitative Research in Education</i> , Edward Elgar Publishing.	
2/28	9	PC V (Schedule & Budget)	<i>Ethics Discussion</i> (from 3/7)  <i>Ethnographic surveys, structured interviews &amp; Systematic behavioral observation</i>	ET vol. 3, chapter 8 Bernard 9 Bernard chapter 14  <b>Case Study 3: Behavioral observation and spatial analysis</b> Wright Wendel, H., R. Zarger and J. Mihelcic. 2012. Accessibility and usability: Green space preferences, perceptions, and barriers in a rapidly urbanizing city in Latin America. <i>Landscape and Urban Planning</i>	
3/7	8	Ethics Training (CITI certificate)	<i>Ethics of applied anthropological research</i>  <b>++NO CLASS++</b> (Instructor will be in D.C. participating in a panel reviewing EPA fellowship applications.)	ET vol. 1 chapters 9 and 10  Fluehr-Lobban, Carolyn. "Ethics" in R. Bernard, Ed. 1998 <i>Handbook of Methods in Cultural Anthropology</i>  Marshall, Patricia A. 2003. "Human Subjects Protections, Institutional Review Boards, and Cultural Anthropological Research." <i>Anthropological Quarterly</i> 76 no2 Spr 2003.	
3/14				<b>-Spring Break-</b>	

Date	Wk	Assignment	Discussion Topic	Required Readings	Recommended Readings
3/21	10	PC VI (Protocols)	<i>Cognitive methods: Freelists, Pileorts, and Patterns of Consensus and Agreement</i>	Bernard 10, 16  <b>Case Study 4: Cultural consensus analysis/models</b> Dressler, W. 2005. "What's cultural about biocultural research?" <i>Ethos</i> 33(1)20-45.	
3/28	11	PC VII (Significance) (Post interview transcript for coding.)	<i>Qualitative data analysis: Coding, categorizing, and searching for patterns</i>	<b>[Meet in Lab: SCA222]</b>  ET vol. 5, chapters 2-5 (available on Blackboard) Bernard chapters 18-19	Bernard, R. and G. Ryan. "Text Analysis: Qualitative and Quantitative Methods" in <i>Handbook (Ch. 16)</i> , Bernard, Ed. 1998.
4/4	12	Interview analysis and coded transcript	<i>Participatory action research and community-based partnerships</i>	<b>[Meet in Lab: SCA222]</b> McIntyre, Alice "Participatory Action Research" Chapter 1, 2008 Sage Publications.  <b>Case Study 5: Photovoice</b> Sands, Catherine et al 2009. A photovoice participatory evaluation of school gardening program through the eyes of fifth graders. <i>Practicing Anthropology</i> vol. 31, no. 4, Fall 2009.  <i>Mapping communities and social phenomena</i> Crane, Julia G. and Michael V. Angrosino. 1992. "Making maps." In J.G. Crane and M.V. Angrosino, <i>Field Projects in Anthropology: A Student Handbook</i> . Prospect Heights, IL: Waveland Press, 30-52.	Hale, Charles R., ed. 2008. "Forward and Introduction," <i>Engaging Contradictions: Theory, Politics, and Methods of Activist Scholarship</i> . Berkeley: University of California Press.  Fals-Borda, Orlando. The application of participatory action research in Latin America. <i>International Sociology</i> vol. 2, no. 4, pp. 329-347.
4/11	13	PC VIII (Draft full proposal)	<i>Creating interpretations and writing up findings</i>	ET vol. 5, chapters 10, 11 (available on Blackboard)  <i>Social network analysis</i> Robert T. Trotter, II. 1999. "Friends, Relatives, and Relevant Others: Conducting Ethnographic Network Studies" in vol. 4, <i>Ethnographer's Toolkit</i> .  <b>Case Study 6: Social networks mapping</b> McCarty, C. 2007. "A comparison of social network mapping and personal network visualization"	
4/18	14	PC IX (Peer review)	<i>In-class Panel Review of Proposals</i>	Drafts & review instructions will be posted on Blackboard.	
4/25	15	PC X (Draft eIRB)	<i>Ethics Revisited &amp; Course Wrap-Up</i>	<i>Review readings from 3/7</i> <i>Additional readings TBA</i>	
5/2	Finals	<b>Finalized Proposal, eIRB, &amp; Journal</b> (Post <u>AND</u> email by 11:59 PM on Thursday, 5/2.)			