

RECEIVED

APR 10 2014

OFFICE OF THE
SENATE COUNCIL**1. General Information**

1a. Submitted by the College of: ARTS & SCIENCES

Date Submitted: 12/18/2013

1b. Department/Division: Anthropology

1c. Contact Person

Name: Carmen Martinez Novo

Email: carmen.martinez@uky.edu

Phone: 859-257-2684

Responsible Faculty ID (if different from Contact)

Name: Carmen Martinez Novo

Email: carmen.martinez@uky.edu

Phone: 859-257-2684

1d. Requested Effective Date: Semester following approval

1e. Should this course be a UK Core Course? Yes

Inquiry - Social Sciences

2. Designation and Description of Proposed Course

2a. Will this course also be offered through Distance Learning?: No

2b. Prefix and Number: ANT 339

2c. Full Title: Human Rights in Global Perspective

2d. Transcript Title:

2e. Cross-listing:

2f. Meeting Patterns

LECTURE: 3

2g. Grading System: Letter (A, B, C, etc.)

2h. Number of credit hours: 3

2i. Is this course repeatable for additional credit? No

If Yes: Maximum number of credit hours:

If Yes: Will this course allow multiple registrations during the same semester?

2j. Course Description for Bulletin: This class discusses theoretical debates on human rights within the discipline of anthropology and contrasts these approaches to those of other disciplines. Once students acquire this foundation, they apply their knowledge to a human rights problem of their own choice. They identify a researchable question about human rights and use appropriate evidence and methods to substantiate their claims. Students will also learn through experience the ethic dimensions of research and how research can have an important impact on society.

2k. Prerequisites, if any: none

2l. Supplementary Teaching Component:

3. Will this course taught off campus? No

If YES, enter the off campus address:

4. Frequency of Course Offering: Fall,

Will the course be offered every year?: Yes

If No, explain:

5. Are facilities and personnel necessary for the proposed new course available?: Yes

If No, explain:

6. What enrollment (per section per semester) may reasonably be expected?: 40

7. Anticipated Student Demand

Will this course serve students primarily within the degree program?: Yes

Will it be of interest to a significant number of students outside the degree pgm?: Yes

If Yes, explain: It is a UK core in inquiry in social sciences and it is a topic that will interest a broad audience of students.

8. Check the category most applicable to this course: Traditional – Offered in Corresponding Departments at Universities Elsewhere,

If No, explain:

9. Course Relationship to Program(s).

a. Is this course part of a proposed new program?: No

If YES, name the proposed new program:

b. Will this course be a new requirement for ANY program?: No

If YES, list affected programs:

10. Information to be Placed on Syllabus.

a. Is the course 400G or 500?: No

b. The syllabus, including course description, student learning outcomes, and grading policies (and 400G-/500-level grading differentiation if applicable, from **10.a** above) are attached: Yes

Distance Learning Form

Instructor Name:

Instructor Email:

Internet/Web-based: No

Interactive Video: No

Hybrid: No

1. How does this course provide for timely and appropriate interaction between students and faculty and among students? Does the course syllabus conform to University Senate Syllabus Guidelines, specifically the Distance Learning Considerations?

2. How do you ensure that the experience for a DL student is comparable to that of a classroom-based student's experience? Aspects to explore: textbooks, course goals, assessment of student learning outcomes, etc.

3. How is the integrity of student work ensured? Please speak to aspects such as password-protected course portals, proctors for exams at interactive video sites; academic offense policy; etc.

4. Will offering this course via DL result in at least 25% or at least 50% (based on total credit hours required for completion) of a degree program being offered via any form of DL, as defined above?

If yes, which percentage, and which program(s)?

5. How are students taking the course via DL assured of equivalent access to student services, similar to that of a student taking the class in a traditional classroom setting?

6. How do course requirements ensure that students make appropriate use of learning resources?

7. Please explain specifically how access is provided to laboratories, facilities, and equipment appropriate to the course or program.

8. How are students informed of procedures for resolving technical complaints? Does the syllabus list the entities available to offer technical help with the delivery and/or receipt of the course, such as the Information Technology Customer Service Center (<http://www.uky.edu/UKIT/>)?

9. Will the course be delivered via services available through the Distance Learning Program (DLP) and the Academic Technology Group (ATL)? NO

If no, explain how student enrolled in DL courses are able to use the technology employed, as well as how students will be provided with assistance in using said technology.

10. Does the syllabus contain all the required components? NO

11. I, the instructor of record, have read and understood all of the university-level statements regarding DL.

Instructor Name:

SIGNATURE|MANGLIN|Mary K Anglin|ANT 339 NEW Dept Review|20131022

SIGNATURE|RHANSON|Roxanna D Hanson|ANT 339 NEW College Review|20140121

SIGNATURE|PCOOK2|Patricia G Cook-Craig|ANT 339 UKCEC Expert Review|20140407

SIGNATURE|JMETT2|Joanie Ett-Mims|ANT 339 ANT 339MINOR_TEXT_FOR_TITLEANT 339MINOR_TEXT_FOR_TITLE&|20140408

SIGNATURE|JMETT2|Joanie Ett-Mims|ANT 339 NEW Undergrad Council Review|20140410

Courses	Request Tracking
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New Course Form

<https://myuk.uky.edu/sap/bc/soap/rfc?services=>

[Open in full window to print or save](#)

Generate R

Attachments:

	ID	Attachment
Delete	2467	Inquiry Soc Sci ANT 339.pdf
Delete	3365	ANT 339 syllabus Revised.pdf

1

Select saved project to retrieve...

(*denotes required fields)

1. General Information

- a. * Submitted by the College of: Submission Date:
- b. * Department/Division:
- c.
- * Contact Person Name: Email: Phone:
- * Responsible Faculty ID (if different from Contact): Email: Phone:
- d. * Requested Effective Date: Semester following approval OR Specific Term/Year
- e.
- Should this course be a UK Core Course? Yes No
- If YES, check the areas that apply:
- Inquiry - Arts & Creativity Composition & Communications - II
- Inquiry - Humanities Quantitative Foundations
- Inquiry - Nat/Math/Phys Sci Statistical Inferential Reasoning
- Inquiry - Social Sciences U.S. Citizenship, Community, Diversity
- Composition & Communications - I Global Dynamics

2. Designation and Description of Proposed Course.

- a. * Will this course also be offered through Distance Learning? Yes No
- b. * Prefix and Number:
- c. * Full Title:
- d. Transcript Title (if full title is more than 40 characters):
- e. To be Cross-Listed ² with (Prefix and Number):
- f. * Courses must be described by at least one of the meeting patterns below. Include number of actual contact hours³ for each meeting pattern type.
- | | | | |
|--|--|---------------------------------|---------------------------------|
| <input type="text" value="3"/> Lecture | <input type="text"/> Laboratory ⁴ | <input type="text"/> Recitation | <input type="text"/> Discussion |
| <input type="text"/> Indep. Study | <input type="text"/> Clinical | <input type="text"/> Colloquium | <input type="text"/> Practicum |
| <input type="text"/> Research | <input type="text"/> Residency | <input type="text"/> Seminar | <input type="text"/> Studio |
| <input type="text"/> Other | If Other, Please explain: <input type="text"/> | | |
- g. * Identify a grading system:
- Letter (A, B, C, etc.)
- Pass/Fail
- Medicine Numeric Grade (Non-medical students will receive a letter grade)
- Graduate School Grade Scale
- h. * Number of credits:
- i. * Is this course repeatable for additional credit? Yes No
- If YES: Maximum number of credit hours:
- If YES: Will this course allow multiple registrations during the same semester? Yes No

j. * Course Description for Bulletin:

This class discusses theoretical debates on human rights within the discipline of anthropology and contrasts these approaches to those of other disciplines. Once students acquire this foundation, they apply their knowledge to a human rights problem of their own choice. They identify a researchable question about human rights and use appropriate evidence and methods to substantiate their claims. Students will also learn through experience the ethic dimensions of research and how research can have an important impact on society.

k. Prerequisites, if any:

none

l. Supplementary teaching component, if any: Community-Based Experience Service Learning Both3. * Will this course be taught off campus? Yes No

If YES, enter the off campus address:

4. Frequency of Course Offering.

a. * Course will be offered (check all that apply): Fall Spring Summer Winter

b. * Will the course be offered every year? Yes No

If No, explain:

5. * Are facilities and personnel necessary for the proposed new course available? Yes No

If No, explain:

6. * What enrollment (per section per semester) may reasonably be expected? 40

7. Anticipated Student Demand.

a. * Will this course serve students primarily within the degree program? Yes No

b. * Will it be of interest to a significant number of students outside the degree pgm? Yes No

If YES, explain:

It is a UK core in inquiry in social sciences and it is a topic that will interest a broad audience of students.

8. * Check the category most applicable to this course:

Traditional – Offered in Corresponding Departments at Universities Elsewhere

Relatively New – Now Being Widely Established

Not Yet Found in Many (or Any) Other Universities

9. Course Relationship to Program(s).

a. * Is this course part of a proposed new program? Yes No

If YES, name the proposed new program:

b. * Will this course be a new requirement¹ for ANY program? Yes No

If YES², list affected programs:

10. Information to be Placed on Syllabus.

a. * Is the course 400G or 500? Yes No

If YES, the *differentiation for undergraduate and graduate students must be included* in the information required in 10.b. You must include: (i) identify additional assignments by the graduate students; and/or (ii) establishment of different grading criteria in the course for graduate students. (See SR

b. * The syllabus, including course description, student learning outcomes, and grading policies (and 400G-/500-level grading differentiation if applicable 10.a above) are attached.

¹ Courses are typically made effective for the semester following approval. No course will be made effective until all approvals are received.

² The chair of the cross-listing department must sign off on the Signature Routing Log.

ⓘ In general, undergraduate courses are developed on the principle that one semester hour of credit represents one hour of classroom meeting per week for a semester, exclusive of any laboratory meeting. Laboratory meeting, generally, requires two hours per week for a semester for one credit hour. (from SR 5.2.1)
ⓘ You must also submit the Distance Learning Form in order for the proposed course to be considered for DL delivery.
ⓘ In order to change a program, a program change form must also be submitted.

Rev 8/09

Submit as New Proposal Save Current Changes

**Course Review Form
Inquiry in the Social Sciences**

Reviewer Recommendation

Accept Revisions Needed

Course: ANT 339 Human Rights in Global Perspective

Using the course syllabus as a reference, identify when and how the following learning outcomes are addressed in the course. Since learning outcomes will likely be addressed multiple ways within the same syllabus, please identify a representative example (or examples) for each outcome.

Readings, lectures, or presentations that promote students' ability to define and distinguish different theoretical approaches associated with a social science discipline, either broadly or as applied to an important social science topic.

Example(s) from syllabus:

Debate on Universality of Human Rights vs. Rights as Understood by different Cultural Traditions.
Readings from Oct 15 to Oct 24.

Brief Description:

Different approaches to culture and human rights in anthropology are discussed and these are contrasted to approaches in other disciplines like political philosophy and law. An important debate in the anthropology of human rights revised in the syllabus is the universal value of human rights versus its representation as culturally specific to Western thought. The request that the human rights framework be extracted from or adapted to different cultural traditions is debated by professor and students looking at texts that represent different perspectives in this debate.

Processes or assignments where students apply their understanding of methods and ethics of inquiry which lead to social scientific knowledge.

Example(s) from syllabus:

Team research project on human rights assignment

Brief Description:

After becoming acquainted with the concept of human rights, groups of students identify a particular human rights problem for research. They identify appropriate evidence and methods to answer their question. Students also evaluate the feasibility to conduct research on their question using appropriate documentation and the methods of anthropology such as participant observation and in depth interviews.

Artifacts of assignments or exercises that require students to demonstrate the ability to identify and use appropriate information resources to substantiate evidence-based claims.

Example(s) from syllabus:

Team research project on human rights .

Brief Description:

Students seek academic articles, and journalistic articles on their topic of research. Then, they contrast these findings and debates with direct observation and interviews. They seek informants that may speak to different sides of a particular debate on human rights.

Processes, assignments or exercises that demonstrate students' application of the knowledge of how a social science discipline influences society.

Example(s) from syllabus:

research project on human rights. Readings on indigenous rights on 11/ 14 and 11/26.

Brief Description:

They choose a relevant human rights topic for research that produces considerable debate in contemporary society locally or internationally. They understand how these debates have influences in policies or consequences for the life of real people through direct contact with informants involved in these debates. Additionally, the readings on indigenous rights show how social science debates and particularly anthropological debates reached the United Nations and had an impact on the formulation of the Declaration of the Rights of Indigenous Peoples in 2007.

Artifacts of assignments or exercises that require students to demonstrate an ability to identify a well-formulated question pertinent to a social science discipline and to employ the discipline's conceptual and methodological approaches in identifying reasonable research strategies that could speak to the question.

Example(s) from syllabus:

research project on human rights

Brief Description:

See above.

Reviewer's Comments

Anthropology 339 Human Rights in Global Perspective.

Fall 2013

Tuesday and Thursday 3:30-4:45

Lafferty Hall 213

Instructor: Dr. Carmen Martínez Novo.

Office: 201 E Lafferty Hall

Office phone: 859-257-2684

E-mail: carmen.martinez@uky.edu

Preferred method for reaching instructor is e-mail.

Office hours: Tuesday and Thursday 2:30-3:30.

Overview of course:

This class discusses theoretical debates on human rights within the discipline of anthropology and contrasts these approaches to those of other disciplines. Once students acquire this foundation, they apply their knowledge to a human rights problem of their own choice. They identify a researchable question about human rights and use appropriate evidence and methods to substantiate their claims. Students also learn through experience the ethic dimensions of research and how research can have an important impact on society.

More specifically, in this class we will discuss the historical and conceptual foundations of the doctrine of human rights. We will learn about the history of exclusions, limitations, and difficulties for the implementation of human rights in a global context. We will analyze the concepts of universalism and cultural relativism, individual and group perspectives on human rights, as well as the different types and generations of rights. Then, we will read ethnographic accounts on human rights that discuss how people throughout the world understand rights and deal with violence and suffering in their everyday lives. We will investigate how anthropologists contribute to the documentation of human rights abuses and engage in human rights activism. Finally, using the concepts and methods of the anthropology of human rights as well as those of other disciplines, students in the class will conduct group research on a human rights topic of their choice. This research will be presented to the class via multi-media technology (power point, prezi, filmed interviews, music, material culture, etc.).

Course Goals

- Teach the history and meaning of the concept of human rights and human rights struggles from a global perspective.
- Teach that human rights issues must be confronted in our everyday lives at the local level as well as in more distant locales.
- Teach how anthropology and other disciplines tackle human rights issues.
- Teach how to conduct research through an engaging and controversial topic.
- Teach about the ethics and difficulties of researching sensitive issues.

Student Learning Outcomes

1. Students will demonstrate knowledge of a variety of theoretical approaches to human rights within anthropology and as formulated by other disciplines.
2. Students will apply the knowledge of theories of human rights that they acquire through course readings to a group research project. The project will help them understand the methods and ethics of inquiry that lead to social scientific knowledge.
3. Students will choose a human rights issue of their interest and will demonstrate ability to identify and use appropriate information resources to substantiate evidence-based claims.
4. Students will understand how academic debates on human rights have influenced policy and activism in their own and other societies.
5. Students will learn how to formulate a question about human rights and will use anthropological theory and methods to answer their question through reasonable research strategies. More specifically, they will use participant observation and in-depth interviews as well as secondary sources such as academic and journalistic articles to map the debates on a human rights topic of their choice.

Required materials:

Lynn Hunt. 2007. *Inventing Human Rights: A History*. New York: Norton.

Mark Goodale (ed.). 2009. *Human Rights: An Anthropological Reader*. Malden, MA: Willey-Blackwell.

Components of course grade and value of each activity:

Class attendance and participation: 10 % (7 % attendance 3 % participation)

In-Class group presentation on the readings for one day: 15 %

In-Class group presentation of research on human rights with accompanying supporting materials (paper, power point and/or prezi): 15%.

Mid-term essay (5 pages): 25 %

Final essay (5 pages): 25 %

Pop-quizzes: 10 %

Grading Scale:

100-90 A

89-80 B

79-70 C

69-60 D

Less than 59 E

Content and Course Schedule:

8/29 Introduction to the class

Historical and Conceptual Foundations of Human Rights

9/3

Lynn Hunt. 2007. *Inventing Human Rights: A History*. Norton.
Introduction (15-34)

9/5

Chapter 2: "Bone of their Bone: Abolishing Torture" 71-92

9/10

Chapter 2: p. 92-112 "The Public Spectacle of Pain."

9/12

Chapter 3: "They have set a great example: Declaring Rights." P. 113-145.

9/17

Chapter 4; "There will be no end of it: The consequences of declaring." P. 146-167

9/19

Chapter 4 "Declaring the Rights of Women" p. 167-175.

9/24

Film to discuss torture in contemporary U.S.: "Unthinkable" by Director Gregor Jordan.

The Limits and Difficulties for the Implementation of Human Rights

9/26

Chapter 5 "The Soft Power of Humanity." P. 176-196

10/1

Chapter 5 p. 196-214.

Questions for first essay distributed (5 pages based on class readings and film).

10/3

Mark Goodale (ed.). 2009. *Human Rights: An Anthropological Reader*.

Chapter 2. Hannah Arendt "Decline of the Nation State and End of the Rights of Man."

10/8

First Essay Due.

10/10

Discussion of group research topics and methodologies.

Universal Rights vs. Cultural Relativism, Individual Rights vs. Group Rights

10/15

Chapter 3. Will Kymlicka. "The Good, the Bad, and the Intolerable."

10/17

Chapter 4. Abdullahi Ahmed An-Naim. "Towards a Cross-cultural Approach To Defining International Standards of Human Rights." **Groups hand 1 page research proposal.**

10/22 and 10/24 Groups start to work on their research this week. They do background research on their topic (at least two journal academic articles and four to six newspaper articles on their topic of research). Summaries should be handed on 10/29.

10/22

Chapter 5. Amartya Sen. "Human Rights and Capabilities."

10/24

Chapter 1. "Statement on Human Rights 1947 and Commentaries by American Anthropological Association" and Chapter 6. "Declaration on Anthropology and Human Rights 1999"

Anthropology and Human Rights Activism

10/29

Chapter 7 Ellen Messer. "Anthropology, Human Rights and Social Transformation."

10/31

Chapter 8 Victoria Sanford. "Excavations of the Heart: Healing Fragmented Communities."

11/5 and 11/7 Groups read two more academic articles and 4 newspaper articles on their topic of research. Summaries handed on 11/12.

11/5

Chapter 9 Farmer and Gastineau. "Rethinking Health and Human Rights"

11/7

Chapter 10. Nancy Scheper-Hughes. "Roten Trade: Millennial Capitalism, Human Values, and Global Justice in Organs Trafficking."

11/12

Chapter 11. "Anthropology and Human Rights: Do Anthropologists Have an Ethical Obligation to Promote Human Rights?"

Indigenous and Group Rights

11/14

Augusto Willemsen-Diaz (2009) "How Indigenous Peoples Rights Reached the UN" and James Anaya (2009). "The Right of Indigenous Peoples to Self-Determination in the Post-Declaration Era." In Claire Charters and Rodolfo Stavenhagen. *Making the Declaration Work. The United Nations Declaration on the Rights of Indigenous Peoples*. Copenhagen: IWGIA.

11/19 and 11/21 No class. Instructor travel to meetings of the American Anthropological Association. Groups continue research carrying out 4 to six interviews on their topic of research. Summary due 11/26.

11/26

Rodolfo Stavenhagen (2009). "Making the Declaration Work." From the book cited above.

Questions for Second Essay Distributed.

11/28 No class. Thanks Giving.

12/3 Student group presentations

12/5 Student group presentations. **Second Essay Due.**

12/10 Student group presentations

12/12 Student group presentations.

Course Policies:

-Students should **read** the text assigned for the day before coming to class. This is very important because we intend to have a participatory class with an inviting academic environment in which all feel free to express their informed opinions. Pop quizzes will be based on the reading of the day and may refer to previous readings. Students should be ready to take a quiz, participate, ask questions, engage in group discussion, based on the assigned readings for that day and on readings from previous days. Students are also responsible for their independent group research.

-When students present group work it should be clear the contribution of each individual student to the final product.

-Films and documentaries are class materials, students should come to class to watch them and will be tested on the content of the films. Note taking while watching films is required.

-Students should be familiar with blackboard, and should check their UK e-mail.

-**Attendance** is extremely important in this class. Students are allowed up to two unexcused absences without a repercussion in grades. Each additional absence will be reflected in a deduction of 1 point from the attendance component of the final grade.

-Students need to notify the professor of absences prior to class when possible. S.R. 5.2.4.2 defines the following as acceptable reasons for excused absences: (a) serious illness, (b) illness or death of family member, (c) University-related trips, (d) major religious holidays, and (e) other circumstances found to fit "reasonable cause for nonattendance" by the professor.

-Students anticipating an absence for a major religious holiday are responsible for notifying the instructor in writing of anticipated absences due to their observance of such holidays no later than the last day in the semester to add a class.

-Students are expected to withdraw from the class if more than 20% of the classes scheduled for the semester are missed (excused or unexcused) per university policy.

-Students may be asked to verify their absences in order for them to be considered excused. Senate Rule 5.2.4.2 states that faculty have the right to request "appropriate verification" when students claim an excused absence because of illness or death in the family. Appropriate notification of absences due to university-related trips is required prior to the absence.

-Tardiness of 15 minutes or more or leaving class early will be counted as an unexcused absence unless the student has a documented reason for arriving late or leaving early.

-Students will be given extra time to complete assignments after they provide documentation of justified cause for the delay. Students whose absence is excused will have the opportunity to make up the assignment or test for that day.

-In accordance with University Policy, plagiarism will not be allowed and will be punished with a failing grade in the course. For purposes of clarity, plagiarism is the act of using others work and attributing it as your own. This includes the failure to acknowledge the use of arguments or theories developed by another person, as well as the use of passages or quotations without proper citation of their author.

-While differences of opinion are valued and encouraged, discussion and debate must take place in a civil and respectful manner. Personal attacks or other acts of denigration will not be tolerated in this class.

-Policy on academic accommodations due to disability:

If you have a documented disability that requires academic accommodations, please see me as soon as possible during scheduled office hours. In order to receive accommodations in this course, you must provide me with a Letter of Accommodation from the Disability Resource Center (Room 2, Alumni Gym, 257-2754, email address jkarnes@email.uky.edu) for coordination of campus disability services available to students with disabilities.

THIS SYLLABUS IS SUBJECT TO CHANGE WITH NOTICE

Midterm grading statement: Midterm grades will be posted in myUK by the deadline stated in the academic calendar (<http://www.uky.edu/Registrar/AcademicCalendar.htm>)

APENDIXES

INSTRUCTIONS FOR IN CLASS GROUP PRESENTATION OF A CLASS READING

The class will be divided in Groups. Each group will be responsible for presenting and discussing the reading assigned for one day. The presentation should be visual, written (in a power point or other presentation technology), and oral, and every member of the group will participate. The presentation should contain the following elements:

1. Context for the reading:
2. A) Information on the author
B) General information on the topic or geographical location of the reading
3. Brief summary of the main points of the reading
4. Discussion of points in the reading that need further explanation
5. What is significant or interesting from this reading? What have we learned from this reading that can be of value to us?
6. Criticisms of the reading: What is unclear in the reading? Point to inconsistencies and contradictions in the argument. What do you disagree with and why?
7. Connect the reading to the student's own background. How is what is described in the reading similar or different from students' personal experiences?
8. Questions for class discussion.

Note: All students, and particularly the students presenting, should read the whole text that is being discussed in a particular day. Students shall not divide the pages of the text between the members of the group. Each member of the group should have a complete understanding of the text to be able to effectively lead the discussion. Students presenting will be asked questions about the text to check comprehension and interpretation.

INSTRUCTIONS FOR GROUP RESEARCH PROJECT

Students will be divided in groups and will choose a research project that relates to human rights and that is an important current debate in Kentucky, U.S. society, or internationally. Emphasis will be placed on topics where different kinds of rights collide or where the rights of different people collide. These are some possible topics for research:

- The debate on gun control.
- The debate on access to health care and health reform.
- The debate on environmental rights.
- The debate on religious freedom and how it may collide with the rights of others.
- The debate on LGBT rights.
- The rights of undocumented migrants or refugees.
- The rights of prisoners.
- Other topics that are related to both complex human rights issues and current debates in Kentucky and/or internationally.

The reason for choosing locally relevant topics is to teach that human rights issues must be confronted everywhere, not only in the third world or faraway places. However, these issues will be contextualized from a wider international perspective.

Groups of students with an assigned research topic will be responsible for:

- Looking for at least 10 substantial press articles on their particular theme in the national and international press. For example if researching gun control it would be interesting to find out what European or Latin American countries think about this.
- Reading four to six academic articles on their issue if possible with different perspectives.
- Conducting participant observation of their issue if feasible.
- Carrying out four in-depth interviews on the particular issue.
- Putting together a presentation in which they summarize the journalistic and academic view on the problem, the perspectives of the informants, and the results of participant observation. The presentation should use both images and words, and even music or other elements that students may find relevant to convey their research argument to the audience.