Course Information

Date Submitted: 12/17/2014

Current Prefix and Number: ANT - Anthropology , ANT 490 ANTHROPOLOGICAL RESEARCH METHODS

Other Course:

Proposed Prefix and Number: ANT 302

What type of change is being proposed?

　　Major Change

Should this course be a UK Core Course?　No

1. General Information

a. Submitted by the College of:　ARTS &SCIENCES

b. Department/Division:　Anthropology

c. Is there a change in 'ownership' of the course?　No

　　If YES, what college/department will offer the course instead:　Select...

e. Contact Person

　　　　Name:　Scott

　　　　Email:　scotthutson@uky.edu

　　　　Phone:　257-9642

　　　Responsible Faculty ID (if different from Contact)

　　　　Name:

　　　　Email:

　　　　Phone:

f. Requested Effective Date

　　Semester Following Approval: Yes　OR Effective Semester:

2. Designation and Description of Proposed Course

a. Current Distance Learning (DL) Status:　N/A

b. Full Title:　ANTHROPOLOGICAL RESEARCH METHODS

　　Proposed Title:　Ethnographic Methods: Doing Anthropology

c. Current Transcript Title:　ANTHROPOLOGICAL RESEARCH METHODS

　　Proposed Transcript Title:　Ethnographic Methods: Doing Anthropology

d. Current Cross-listing: none

Proposed – ADD Cross-listing :

Proposed – REMOVE Cross-listing:

e. Current Meeting Patterns

LECTURE: 3

Proposed Meeting Patterns

LECTURE: 3

f. Current Grading System: ABC Letter Grade Scale

Proposed Grading System: *Letter (A, B, C, etc.)*

g. Current number of credit hours: 3

Proposed number of credit hours: 3

h. Currently, is this course repeatable for additional credit?   No

Proposed to be repeatable for additional credit?   No

If Yes: Maximum number of credit hours:

If Yes: Will this course allow multiple registrations during the same semester?   No

2i. Current Course Description for Bulletin: Introduction to anthropological research methodology and techniques in ethnology, biological anthropology and archaeology.

Proposed Course Description for Bulletin: Introduction to qualitative research methods in cultural anthropology, with a focus on participant-observation, interviewing, collaborative methods, ethnographic writing, and other techniques.

2j. Current Prerequisites, if any: none

Proposed Prerequisites, if any: none

2k. Current Supplementary Teaching Component:

Proposed Supplementary Teaching Component: No Change

3. Currently, is this course taught off campus?   No

Proposed to be taught off campus?   No

If YES, enter the off campus address:

4. Are significant changes in content/student learning outcomes of the course being proposed?   No

If YES, explain and offer brief rational: It may seem like a significant change is being proposed because the new course description leaves out biological anthropology and archaeology. For at least a decade, however, the student learning outcomes have not featured biological anthropology nor archaeology (see attached syllabus for confirmation of this). So the changes in title and description basically bring the title and description in line with how the department actually teaches the course. We propose to change the course number from 490 to 302 because this course complements ANT 301 and should directly follow 301 in the catalog.

5a. Are there other depts. and/or pgms that could be affected by the proposed change?   No

    If YES, identify the depts. and/or pgms:

5b. Will modifying this course result in a new requirement of ANY program?   No

    If YES, list the program(s) here:

6. Check box if changed to 400G or 500: No

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 490 CHANGE Dept Review|20141217

SIGNATURE|ACSI222|Anna C Harmon|ANT 490 CHANGE College Review|20150203

SIGNATURE|JMETT2|Joanie Ett-Mims|ANT 490 CHANGE Undergrad Council Review|20150415

Course Change Form

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

Open in full window to print or save

Attachments:

[Browse...]   Upload File

	ID	Attachment
Delete	4668	ANT 490 Revised.docx

[First] 1 [Last]

NOTE: Start form entry by choosing the Current Prefix and Number
(*denotes required fields)

Current Prefix and Number:	ANT – Anthropology ▼ ANT 490 ANTHROPOLOGICAL RESEARCH METHODS ▼	*Proposed Prefix & Number.* (example: PHY 401G) ☐ Check if same as current	ANT 302

*	What type of change is being proposed?	☑ Major Change ☐ Major -- Add Distance Learning ☐ Minor - change in number within the same hundred series, exc 799 is the same "hundred series" ☐ Minor - editorial change in course title or description which doe change in content or emphasis ☐ Minor - a change in prerequisite(s) which does not imply a cha course content or emphasis, or which is made necessary by the e or significant alteration of the prerequisite(s) ☐ Minor - a cross listing of a course as described above

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

1.	General Information		
a.	Submitted by the College of: ARTS & SCIENCES		Submission Date: 12/17/2014
b.	Department/Division:	Anthropology	
c.*	Is there a change in "ownership" of the course?		
	☐ Yes ☉ No If YES, what college/department will offer the course instead? Select... ▼		
e.*	* Contact Person Name: Scott Email: scotthutson@uky.edu Phone: 257-9642		
	* Responsible Faculty ID (if different from Contact) Email: Phone:		
f.*	Requested Effective Date:	☑ Semester Following Approval OR Specific Term: [2]	
2.	Designation and Description of Proposed Course.		

a.	Current Distance Learning(DL) Status:	☉ N/A ☐ Already approved for DL* ☐ Please Add ☐ Please Drop	
	*If already approved for DL, the Distance Learning Form must also be submitted unless the department affirms (by checking this box) that the proposed chang affect DL delivery.		
b.	Full Title:	ANTHROPOLOGICAL RESEARCH METHODS	Proposed Title: *	Ethnographic Methods: Doi Anthropology
c.	Current Transcript Title (if full title is more than 40 characters):		ANTHROPOLOGICAL RESEARCH METHODS	
c.	*Proposed Transcript Title (if full title is more than 40 characters):*		Ethnographic Methods: Doing Anthropology	
d.	Current Cross-listing:	☑ N/A	OR	Currently[3] Cross-listed with (Prefix & Number):	none

	Proposed — ADD[3] Cross-listing (Prefix & Number):					
	Proposed — REMOVE [3,4] Cross-listing (Prefix & Number):					

e.	Courses must be described by **at least one** of the meeting patterns below. Include number of actual contact hours [5] for each meeting patterns					
Current:	Lecture 3	Laboratory[5]		Recitation	Discussion	Indep. Stud
	Clinical	Colloquium		Practicum	Research	Residency
	Seminar	Studio		Other	Please explain:	
Proposed: *	Lecture 3	Laboratory[5]		Recitation	Discussion	Indep. Stud
	Clinical	Colloquium		Practicum	Research	Residency
	Seminar	Studio		Other	Please explain:	

f.	Current Grading System:	ABC Letter Grade Scale
	Proposed Grading System:*	⦿ Letter (A, B, C, etc.) ○ Pass/Fail ○ Medicine Numeric Grade (Non-medical students will receive a letter grade) ○ Graduate School Grade Scale

g.	Current number of credit hours:		3	Proposed number of credit hours:*	3

h.*	Currently, is this course repeatable for additional credit?	○ Yes ⦿
*	Proposed to be repeatable for additional credit?	○ Yes ⦿
If YES:	Maximum number of credit hours:	
If YES:	Will this course allow multiple registrations during the same semester?	○ Yes ○

i.	Current Course Description for Bulletin:
	Introduction to anthropological research methodology and techniques in ethnology, biological anthropology and archaeology.

*	Proposed Course Description for Bulletin:
	Introduction to qualitative research methods in cultural anthropology, with a focus on participant-observation, interviewing, collaborative methods, ethnographic writing, and other techniques.

j.	Current Prerequisites, if any:
	none

*	Proposed Prerequisites, if any:
*	none

k.	Current Supplementary Teaching Component, if any:	○ Community-Based Experience ○ Service Learning ○ Both

	Proposed Supplementary Teaching Component:		○ Community-Based Experience ○ Service Learning ○ Both ◉ No Change
3.	**Currently, is this course taught off campus?**		○ Yes ◉
*	*Proposed to be taught off campus?*		○ Yes ◉
	If YES, enter the off campus address:		
4.*	**Are significant changes in content/student learning outcomes of the course being proposed?**		○ Yes ◉
	If YES, explain and offer brief rationale:		

It may seem like a significant change is being proposed because the new course description leaves out biological anthropology and archaeology. For at least a decade, however, the student learning outcomes have not featured biological anthropology nor archaeology (see attached syllabus for confirmation of this). So the changes in title an description basically bring the title and description in line with how the department actually teaches the course. W propose to change the course number from 490 to 302 because this course complements ANT 301 and should directly follow 301 in the catalog.

5.	**Course Relationship to Program(s).**		
a.*	**Are there other depts and/or pgms that could be affected by the proposed change?**		○ Yes ◉
	If YES, identify the depts. and/or pgms:		
b.*	**Will modifying this course result in a new requirement[Z] for ANY program?**		○ Yes ◉
	If YES[Z], list the program(s) here:		
6.	**Information to be Placed on Syllabus.**		
a.	☐ Check box if <u>changed to</u> <u>400G or 500</u>.	If <u>changed to</u> 400G- or 500-level course you must send in a syllabus and *you must include the differentiation* between under graduate students by: (i) requiring additional assignments by the graduate students; and/or (ii) establishing different grading course for graduate students. (See *SR 3.1.4.*)	

[1]See comment description regarding minor course change. *Minor changes are sent directly from dean's office to Senate Council Chair.* If Chair deems the change as "not minor," the form will b appropriate academic Council for normal processing and contact person is informed.
[2]Courses are typically made effective for the semester following approval. No course will be made effective until all approvals are received.
[3] Signature of the chair of the cross-listing department is required on the Signature Routing Log.
[4] Removing a cross-listing does not drop the other course – it merely unlinks the two courses.
[5] Generally, undergrad courses are developed such that one semester hr of credit represents 1 hr of classroom meeting per wk for a semester, exclusive of any lab meeting. Lab meeting gene least two hrs per wk for a semester for 1 credit hour. (See *SR 5.2.1.*)
[6] You must *also* submit the Distance Learning Form in order for the course to be considered for DL delivery.
[7]In order to change a program, a program change form must also be submitted.

Tuesdays and Thursdays, 3:30-4:45pm
Lafferty Hall, Room 213

Prof. Kristin Monroe
kristin.monroe@uky.edu
Office Hours: Wednesdays 2:45-4:15pm (or by appointment), Lafferty 203D

*   *   *   *   Note: This syllabus is subject to change *   *   *   *

Current Course Description: Introduction to anthropological research methodology and techniques in ethnology, biological anthropology and archaeology.

Proposed Course Description: Introduction to qualitative research methods in cultural anthropology, with a focus on participant-observation, interviewing, collaborative methods, ethnographic writing, and other techniques

Course Overview:
This course introduces students to ethnographic research methods in anthropology. It is intended for anthropology majors in their junior or senior year. Students are required to devise original research as individuals and provide feedback to their peers during the different stages of the development of the research project. Course participants will carry out practical activities and exercises that are central to the methods of interviewing and participant-observation, and to the production of research questions, project proposals, and ethnographic analyses.

Student Learning Objectives:
This course is designed to provide students with practical experience in designing and conducting original ethnographic research projects. By the end of the semester, students will have acquired knowledge and skills related to the following:
- Understanding the essential steps necessary for carrying out qualitative, ethnographic research
- Developing skills to analyze and critique the research methods of others
- Constructing, framing, and communicating a focused research topic in written form
- Developing an understanding of the ethical issues involved in ethnographic research
- Developing an understanding of the relationship between theory and practice
- Developing an understanding of how ethnographic methods are utilized in various research contexts including those in the academic, policy and planning, and consumer realms.

Required Text:

Writing Ethnographic Fieldnotes (2011) – Emerson et. al.

Additional readings will made available on Blackboard.

The text is available UK Bookstore. If you do not find a copy there, it is available for purchase online. **Be sure to bring the book with you to class when we are discussing it.**

Course Requirements and Due Dates:

Readings are discussed on the date they are due. All written assignments are due in electronic form (submitted to Blackboard), with the exception of the final project, by the time our class begins on the date they are due. **Assignments submitted late without an excused absence will be penalized by half a letter grade for each day that they are late**. Since it is essential for this course that students "keep up" with the research exercises in preparation for the final project, **I will not accept assignments that are more than two days late, i.e. assignments for which I have to take more than a full grade off.** <u>**Please note: No late submissions of the final project will be accepted unless lateness results from an excused absence stipulated by the University Senate.**</u>

I am happy to meet with you about any course assignments and to provide you with feedback about drafts and outlines of the research exercises. Deadlines for rough drafts will be included on guidelines for each assignment, but will generally be several days prior to the due date so that I can provide you with feedback in a timely manner.

Course Policies:

<u>Academic Honesty</u>: Academic honesty means that each of us produces original work that appropriately and accurately credits and cites the ideas and words of other individuals that we use. Violating this system of integrity is a serious offense. University policy states that any student who plagiarizes (presents the work of others as if it is their own) or cheats will face a range of consequences including failing the assignment, obtaining an E in the course, and suspension from the University. Students are expected to know and adhere to University policies concerning academic integrity, plagiarism and the use of library materials. For questions with specific writing assignments, please consult with me or the UK Writing Center. The UK definition of plagiarism is available at: <u>http://www.uky.edu/Ombud/Plagiarism.pdf</u>

<u>Writing Assistance:</u> The Writing Center (257-1368, www.uky.edu/AS/English/WC/) offers writing resources and assistance.

<u>Academic Accommodations</u>: If you have a documented disability that requires academic accommodations, please see me as soon as possible. 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, jkarnes@uky.edu) for coordination of campus disability services available to students with disabilities. We can then collaborate on the best solution.

<u>Notes on technology and communication:</u> Please feel free to use laptops to take notes during our class meetings. **However, be aware that inattention in the classroom will be noted by me and will affect your grade.** No one should be browsing on the internet during the class. Of course, cell phones and electronic devices must be turned off. **No texting is allowed during the class.**

Regarding electronic communication, please know that I do not respond to emails during the weekend, and please allow for a 24 hour response time to email sent to me during the weekdays. **Please remember that when you communicate with me, in person or electronically, the tone and form of your communication should be of a professional and respectful manner.**

<u>Classroom behavior and conduct</u>: This Department respects the dignity of all people and values differences among members of the academic community. **Because differences of opinion are valued and encouraged, discussion and debate must take place in a civil and respectful manner. It is the responsibility of all of us to create a safe space for the healthy exchange of ideas.** Accordingly, personal attacks or any other acts of denigration will not be tolerated in this class and anyone acting in this manner will be asked to leave the classroom.

Attendance: This course is run as a workshop and seminar. In-class activities not listed on the syllabus will be announced in advance or on the date we conduct them. Please keep in mind that **showing up in class is not the same as participating in class. Attendance is not the same as participation. Consistent attendance _and_ thoughtful participation, preparation, effort, attention, and engagement are required** both for the success of your own project and that of your fellow students.

More than three (3) unexcused absences will result in an E for "class attendance and participation". The following are acceptable reasons for excused absences: 1) serious illness; 2) illness or death of a family member; 3) University related trips; 4) religious holidays. For any of these absences you need to provide me with written documentation stating the date of and reason for the absence, signed by a doctor or other official, with a contact phone number where I can reach them. Additionally, you may be excused for major religious holidays that the University has not officially recognized. As stated in "Students Rights and Responsibilities" handbook, section 5.2.4.2: "Students are responsible for notifying the instructor, in writing, of anticipated absences due to their observance is of such holidays no later than the last day for adding a class."

Students will be able to make up one (1) unexcused absence by attending an academic lecture on or off campus and submitting a write-up (double spaced, 12 point font, 1 inch margins on all sides) that provides both a) a 1-page summary of the lecture and b) a 1 page discussion of how the lecture relates to and connects with at least 2 different issues relevant to the course's focus on research methods, ethics, and representation **NOTE: The lecture will need to be approved by me in advance, simply forward the lecture announcement to me by email and I will send you approval electronically.**

Grade Assessment:

1) Attendance and Participation (**15% of final grade**)
(attendance, overall engagement, effort, in-class writing and discussion exercises)

2) Reading Responses (**10% of final grade**)
Reading response about participant observation due on January 17
Reading response about ethics due on January 24
Reading response on applied anthropology due on February 7

3) **Five research exercises (50% of final grade)**
       Exercise #1: Abstract – due February 19 (5%)
       Exercise #2: Literature Review - due February 28 (10%)
       Exercise #3: Research Proposal – due March 7 (15%)
       Exercise #4: Interview Assignment – due March 28 (10%)
       Exercise #5: Fieldnotes Selection – due April 11 (10%)

Instructions for each of these exercises will be distributed in class a couple of weeks before their due date. Instructions will also be available on Blackboard.

4) **Oral Presentation of your final project minutes in final weeks of semester (5% of final grade)**

5) **Final project – HARD COPY due in class on Thursday, April 25 (20% of final grade)**

Course Schedule:

Part I – Ethnographic Knowledge, Ethics, and Fieldwork

This section of the course provides an overview of the purposes of anthropological research as an investigation of cultural and social life, diversity, and cross-cultural difference. We pay particular attention to the ways anthropological theories about culture, meaning, and power are linked to ethnographic methods of participant-observation fieldwork. In this first part of the course, our goal is to answer the following questions: What does it mean to "think anthropologically"? What is ethnography? What are some of the ethical issues surrounding ethnographic fieldwork? What are the unique insights made possible by the methodology of participant-observation? What do we mean by the "field" in "fieldwork" and where do find it?

Thursday, January 10
Introduction to the Course

Tuesday, January 15
Ethnographic Research: Overview of methods and aims

Reading due:
- Malinowski: introduction to *Argonauts of the Western Pacific*, Malinowski

Thursday, January 17
Participant-Observation and Fieldwork

*Written reading response due and in class discussion on (one of the following):
- Briggs: "Daughter and Pawn: One Ethnographer's Routes to Understanding Children,"
- Delaney: "Participant Observation: The Razor's Edge"
- Prentice: "Knowledge, Skill, and the Inculcation of the Anthropologist: Reflections on Learning to Sew in the Field"

Tuesday, January 22
Fieldwork, Ethics, and Representation

Reading due:
- American Anthropological Association statement on ethics
- Kingsolver: "Thinking and Acting Ethically in Anthropology"
- Scheper-Hughes: "The Primacy of the Ethical: Propositions for a Militant Anthropology" (article finishes on page 13)

Thursday, January 24
Fieldwork, Ethics, and Representation

*Written response due

Radio broadcast due:
- "Marines Tap Social Sciences in Afghan War Effort"
  http://www.npr.org/templates/story/story.php?storyId=125502485

In-Class Film Screening: *Stranger with a Camera* (2000)

Tuesday, January 29
Fieldwork, Ethics, and Representation

No Reading due, conclusion of film and in-class discussion of film

Thursday, January 31
Fieldwork, Ethics, and Representation

Reading due:
- Pearson and Bourgois: "Hope to Die a Dope Fiend"

Tuesday, February 5
Overview of Ethnographic Methods for Applied Research

Reading due:
- Ryklo-Bauer, et. al.: "Reclaiming Applied Anthropology"
- Kedia: "Recent Changes and Trends in Applied Anthropology"

Thursday, February 7
Ethnographic Methods for Applied Research: Medical, Environmental/Agricultural, and Planning/Development

*Written reading response due (on one of the following) and in-class discussion:
- Goździak: "Training Mental Health Providers: Ethnography as a Bridge to Multicultural Practice"
- Lalone: "An Anthro-Planning Approach to Local Heritage Tourism: Case Studies from Appalachia"
- Rao: "North Carolina Growers' and Extension Agents' Perceptions of Latino Farmworker Pesticide Exposure"

Tuesday, February 12
Ethnographic Methods for Applied Research: Business

Reading due:
- Baba: "Uniting Theory and Practice in American Corporations"
- Squires: "Doing the Work: Customer Research in the Product Development and Design Industry

Part II – Developing a Research Project
In this section of the course, you will learn how to undertake a literature review and how to formulate an original research question for ethnographic inquiry. We consider our ethical responsibilities to those whose lives we participate in and observe and discuss how to address potential ethical problems we may encounter. We continue our discussion of the relationship between theoretical questions and ethnographic investigation as students devise their research proposals.

Thursday, February 14
Developing a Research Project: Selecting a topic

No Reading due, in class discussion of research topics

Tuesday, February 19
Developing a Research Project: Literature Review

*Class Meets in Young library B108a
*Abstracts due

No Reading due
Discussion of and begin work on Literature Review Assignment

Thursday, February 21
Developing a Research Project: Literature Review

No regularly scheduled class, individual meetings today and continue work on literature review

Tuesday, February 26
Developing a Research Project: Literature Review

No regularly scheduled class, individual meetings today and continue work on literature review

Thursday, February 28
Developing a Research Project: Formulating a Research Question and Methodology

*Literature Review assignment due

Part III – Fieldwork and Fieldnotes
Participating and observing social life puts in the mode of fieldwork: by assuming the role of fieldworker, we *create* "the field." In this section of the course, we will explore how fieldwork situates the researchers vis-à-vis our interlocutors and discuss the ways personal relationships may become a source of knowledge and understanding. We examine techniques for writing our impressions and observations, and discuss questions of voice, style, and depiction of scenes of life in fieldnotes. We also discuss and practice the technique of interviewing as a method of dialogue through which a researcher and subject negotiate a set of meanings and knowledge.

Tuesday, March 5
Conducting Fieldwork

Introduction of new unit. Discussion of conducting fieldwork for ethnographic insights and interview assignment.

Thursday, March 7
Conducting Fieldwork: The Interview

*Research Proposal due

Classroom Workshop on Interviewing with Doug Boyd, Director of Louie B. Nunn Center for Oral History

Spring Break Tuesday, March 12 and Thursday, March 14

Tuesday, March 19
Conducting Fieldwork: Fieldnotes

*Class Meets in Student Center Room 359: In-Class Fieldnotes Exercise

Thursday, March 21
Conducting Fieldwork: Fieldnotes

Reading due:
- Chapter 1 & Chapter 2, *Writing Ethnographic Fieldnotes*

Tuesday, March 26
Conducting Fieldwork: Fieldnotes
Reading due:
- Chapter 3 & Chapter 4, *Writing Ethnographic Fieldnotes*

Thursday, March 28
Conducting Fieldwork: Fieldnotes

*Interview Assignment due and Discussion of Fieldnotes assignment
Reading due:
- Chapter 5, *Writing Ethnographic Fieldnotes*

Part IV – Analyzing the Data
Having conducted participant-observation fieldwork and interviews, it is now time to discuss how to transform our data into ethnographic analysis. We focus on the process of reading fieldnotes, coding fieldnotes, and producing ethnography from fieldnotes. In addition to learning about techniques of data analysis, we consider the challenges of representing people's lives.

Tuesday, April 2
Data Analysis: Coding

Reading due:
- Chapter 6, *Writing Ethnographic Fieldnotes*

Thursday, April 4
Data Analysis: Coding
- Assignment due: coding interview transcript

In class activity: coding transcripts for ethnographic analysis. You will be provided, in advance, with a transcript an interview. Drawing on your reading and our discussions of *Writing Ethnographic Fieldnotes*, code the transcript of this interview. Bring your coded transcript to class. We will watch the video of the interview together in class before we discuss the coding exercise

Tuesday, April 9
Writing Up

Discussion of writing up, final project, and final presentations

Thursday, April 11
Writing Up
No class, American Ethnological Society Spring Conference

*Fieldnotes assignment due

Tuesday, April 16
No regularly scheduled class, individual consultations

Thursday, April 18
No regularly scheduled class, individual consultations

Tuesday, April 23
Final Project Presentations

Thursday, April 25
Final Project Presentations

HARD COPY of Final project due in class on Thursday, April 25– NO EXCEPTIONS