


Undergraduate Curriculum Change Memo

Date: November 4, 2019
From: Proposing Faculty Member, Department
Through: Dr. Guillermina Gina Núñez-Mchiri 
Through: Dr. Denis O'Hearn
To: Crystal Herman

Subject:

Explain the nature of the change and the rationale.

We are adding a Feminist Research Methods (WS 4312) course to our major and minor as a core course in our degree plan to ensure that our students are prepared in research methods. This course is currently cross-listed with Ethnographic Research Methods in Anthropology and Sociology. We are also proposing a course on Masculinities (WS 3395) to the major and minor as a core course in our degree plan. We are seeking to add ANTH 4371 and SOCI 3342 as cross-listed courses with the approval of the Masculinities course so the course can be added to the Anthropology and Sociology degree plans as well.

CURRICULUM CHANGE PROPOSAL

APPROVAL PAGE

Proposal Title: Masculinities course. Course has previously been offered as an elective.

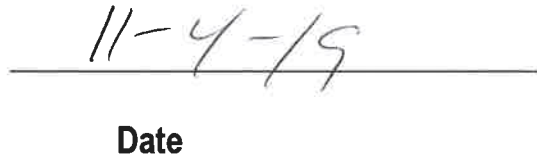
College: Liberal Arts

Department: Women's and Gender Studies

DEPARTMENT CHAIR

I have read the enclosed proposal and approve this proposal on behalf of the department.


Signature


Date

COLLEGE CURRICULUM COMMITTEE CHAIR

I have read the enclosed documents and approve the proposal on behalf of the college curriculum committee.

Signature

Date

COLLEGE DEAN

I have read the enclosed documents and approve the proposal on behalf of the college. I certify that the necessary funds will be allocated by the college in support of this proposal.

Signature

Date

COURSE ADD

All fields below are required

College : Liberal Arts

Department : Women's and Gender Studies

Rationale for adding the course:

Moving the masculinities course from an elective to the core in Women's and Gender Studies

All fields below are required

Subject Prefix and # WS 3398

Title (29 characters or fewer): Masculinities

Dept. Administrative Code :

[CIP Code](#)

Departmental Approval Required Yes No

Course Level UG GR DR SP

Course will be taught: Face-to-Face Online Hybrid

How many times may the course be taken for credit? (Please indicate 1-9 times): 2

Should the course be exempt from the "Three Repeat Rule?" Yes No

Grading Mode: Standard Pass/Fail Audit

Description (600 characters maximum):

This course will focus on social relations and cultural practices associated with constructing and performing masculine identities. Drawing on theories of gender and sexuality, this course will consider how these spaces and roles have continued to be transformed over time. This course will approach gender and sexual identity as contextually produced, and will consider its linkages with work, family, and leisure, as well as with broader economic and political connotations. To be crosslisted with Anthropology and Sociology.

Contact Hours (per week): 3 Lecture Hours Lab Hours Other

Types of Instruction (Schedule Type): Select all that apply

- | | | | |
|---------------------------------------|-------------------|----------------------------|-------------------------------------|
| <input checked="" type="checkbox"/> A | Lecture | <input type="checkbox"/> H | Thesis |
| <input type="checkbox"/> B | Laboratory | <input type="checkbox"/> I | Dissertation |
| <input type="checkbox"/> C | Practicum | <input type="checkbox"/> K | Lecture/Lab Combined |
| <input type="checkbox"/> D | Seminar | <input type="checkbox"/> O | Discussion or Review (Study Skills) |
| <input type="checkbox"/> E | Independent Study | <input type="checkbox"/> P | Specialized Instruction |
| <input type="checkbox"/> F | Private Lesson | <input type="checkbox"/> Q | Student Teaching |

COURSE ADD

All fields below are required

College : Liberal Arts

Department : Anthropology and Sociology

Rationale for adding the course:

Moving the masculinities course from an elective to the core in Anthropology and Sociology. Course has been previously offered in Anthropology and Sociology, and in Women's and Gender Studies. We seek to continue cross-listing this course with ANTH/SOC/WS.

All fields below are required

Subject Prefix and # ANTH 4371 and SOC 3342

Title (29 characters or fewer): Masculinities

Dept. Administrative Code :

[CIP Code](#)

Departmental Approval Required Yes No

Course Level UG GR DR SP

Course will be taught: Face-to-Face Online Hybrid

How many times may the course be taken for credit? (Please indicate 1-9 times): 2

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Fall 2018
ANTH 4370-001 / SOCI 3341-002 / WS 3390-003
MASCULINITIES

Place: Physical Science 314
Time: Mon and Wed, 12.00 to 1.20 p.m.

Instructor: **Pratyusha Basu**
Associate Professor of Geography
Department of Sociology and Anthropology
and Director, Asian Studies Program

Office: Old Main 316
Email: pbasu@utep.edu
Tel: 915-747-5964
Office Hours: Mon and Wed, 2.00 to 4.00 p.m., or by appointment.

Teaching Assistant: **Erik Otto**
M.A. student
Department of Sociology and Anthropology

Office:
Email:
Tel:
Office Hours:

COURSE DESCRIPTION

This course will focus on social relations and cultural practices associated with constructing and performing masculine identities. Drawing on theories of gender and sexuality, this course will consider how 'men' and 'masculinity' have occupied distinctive spaces and roles in society and culture, and how these spaces and roles have continued to be transformed over time. This course will approach gender and sexual identity as contextually produced, and consider its linkages with work, family, and leisure, as well as its broader economic and political connotations.

Topics that will be covered include:

- Theoretical approaches to social construction of identities
- Gender and sexual identity at home and work
- Political economy of gender roles
- Globalization and masculinity
- Masculinity in religion and culture
- Masculinity and popular culture

ASSIGNMENTS AND GRADING

Attendance, In-Class and Homework Assignments: 20%

In-class assignments will consist of short quizzes (short answer questions based on assigned reading for that day) and group assignments (discussion topic drawn from assigned readings with each student submitting a brief summary of the group discussion and their contributions and analysis). Homework assignments will be provided via Blackboard. Please note that in-class and homework assignments will count towards class grade only when the student is present in class, unless student provides a valid reason for absence or discusses alternative arrangements with instructor.

Short Reflection Essays (4): 30%

Topics / questions for reflection essays will be drawn from class readings. Each essay should be at least 500 words in length (around 2 double-spaced pages) and show an understanding of and engagement with class readings by discussing the main themes of the readings, and building comparisons between readings. Essays will be submitted via Blackboard.

Exams (2): 30%

There will be a mid-term and final exam for the course consisting of essay questions drawn from class readings. Further details on the exams will be provided during exam review sessions in class.

Final Research Paper and Proposal: 20%

The final paper can focus on any topic associated with masculinities. A proposal for the final paper has to be submitted which will provide the topic of the final paper, an outline of main sections, and a list of academic references that will be used (around 2-5 pages). The paper should utilize theories of gender and sexuality discussed in the class. The final paper should be 8-10 pages in length (2000-2500 words, excluding references), and has to be written as a formal article with an introduction, literature review/methods section, findings/discussion sections, conclusion, and references. Please note that the final paper has to be submitted to obtain a passing grade for the class.

Grading scale (based on weighted total percentage points)

A = 90% plus

B = 80-89.9%

C = 70-79.9%

D = 60-69.9%

F = 59.9% and below

TEXTBOOKS

Connell, R.W. 2005, 2nd edition. **Masculinities**. University of California Press.

Kimmel, Michael. 2017, 4th edition. **Manhood in America: A Cultural History**. Oxford University Press.

Additional readings for the class will be available as pdf files on Blackboard.

Please contact Dr. Basu in case of any difficulties in obtaining access to course materials.

SCHEDULE OF READINGS AND ASSIGNMENTS

27 Aug	Discussion of syllabus (<i>syllabus available on Blackboard</i>)
29 Aug	readings on Blackboard
3 Sep	No class (<i>homework assignment available on Blackboard</i>)
5 Sep	readings on Blackboard
10 Sep	Connell, Ch 1 (science of masculinity)
12 Sep	Connell, Ch 2 (men's bodies)
17 Sep	Connell, Ch 3 (social organization of masculinity)
19 Sep	Kimmel, Ch 1 (birth of self-made man)
24 Sep	Kimmel, Ch 2 (born to run)
26 Sep	Kimmel, Ch 3 (men at work)
Oct 1	Kimmel, Ch 4 (playing for keeps)
Oct 3	Kimmel, Ch 5 (room of his own)
Oct 8	Kimmel, Ch 6 (muscles, money)
Oct 10	Kimmel, Ch 7 (conformists and playboys)
Oct 15	TBD
Oct 17	Mid-term Exam

Oct 22	Connell, Ch 4 (live fast)
Oct 24	Connell, Ch 5 (whole new world)
Oct 29	Connell, Ch 6
Oct 31	Connell, Ch 7 (men of reason)
Nov 5	Connell, Ch 8 (history of masculinity)
Nov 7	Connell, Ch 9 (masculinity politics)
Nov 12	Connell, Ch 10 (practice and utopia)
Nov 14	Kimmel, Ch 8 (masculine mystique)
Nov 19	Kimmel, Ch 9 (contemporary crises)
Nov 21	TBD
Nov 26	Kimmel, Ch 10 (anxiety and anger since 1990s)
Nov 28	TBD
Dec 3	Final Exam
Dec 5	No class

Dec 10 (Mon of final exams week): Final paper due

Supplementary Course Information

Class Environment

It is important to recognize that the classroom is an environment that requires respect for all participants. Therefore, students are expected to conduct themselves in a considerate manner. All participants in the class must respect the classroom environment by being on time, turning off cellphones, earphones, and headphones, avoiding extraneous talking and chatting, refraining from reading non-class material, and by not eating during class time.

Help with Writing

The University Writing Center (Library Building, Room 227, Tel. 747-5112) provides walk-in assistance with writing to all UTEP students at no cost (including walk-in assistance and on-line

assistance with writing and citations). Check the website – <http://uwc.utep.edu/index.php/hours-location> – for a Spring 2016 schedule and more information.

Special Facilities

Individuals who have any disability, either permanent or temporary, which might affect their ability to perform in this class, must inform the instructor at the start of the semester. Adaptations of methods, materials, or testing may be made as required for equitable participation.

Incomplete Grades

Incomplete grades (I) will not be given in the course except under exceptional circumstances, based on written documentation, and at the discretion of the instructor.

Religious Preference Absence

Students who anticipate being absent from class due to the observation of a major religious activity must provide written notice of the dates to the instructor by the second week of the semester.

Selling Class Notes and Audio / Video Recordings

It is not permitted to sell notes and audio /video recordings from this class. If you need audio and video recordings of the class for personal study, please inform the instructor and obtain permission before doing so.

Academic Dishonesty

Cheating is unethical and not acceptable. Plagiarism is using information or original wording in a paper without giving credit to the source of that information: it is also not acceptable. Do not submit work under your name that you did not do yourself. If you are found to be cheating or plagiarizing, you will be subject to disciplinary action, per UTEP catalog policy. Refer to <http://sa.utep.edu/osccr/academic-integrity/> for further information.

CURRICULUM CHANGE PROPOSAL

APPROVAL PAGE

Proposal Title: Feminist Research Methods

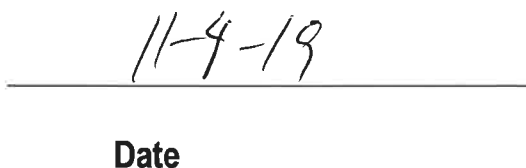
College: Liberal Arts

Department: Women's and Gender Studies

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COURSE ADD

All fields below are required

College : Liberal Arts

Department : Women's and Gender Studies

Rationale for adding the course:

Course description change for Feminist Theory

All fields below are required

Subject Prefix and # 4320 and 5320 (concurrently)

Title (29 characters or fewer): Feminist Research Methods

Dept. Administrative Code :

CIP Code

Departmental Approval Required Yes No

Course Level UG GR DR SP

Course will be taught: Face-to-Face Online Hybrid

How many times may the course be taken for credit? (Please indicate 1-9 times):

Should the course be exempt from the "Three Repeat Rule?" Yes No

Grading Mode: Standard Pass/Fail Audit

Description (600 characters maximum):

This course focuses on the acquisition and application of feminist research methods used in the social sciences with a focus on ethnography. This class will prepare students through course lectures, readings and discussions as well as hands-on ethnographic fieldwork and survey research. Topics covered in this class include feminist standpoint, oral history, focus groups, ethnographic interviews, content analysis, mixed methods, survey research, community based participatory research, performance ethnography, and feminist praxis This course is also cross listed with Anthropology and Sociology.

Contact Hours (per week): 3 Lecture Hours Lab Hours Other

Types of Instruction (Schedule Type): Select all that apply

- | | | | |
|---------------------------------------|-------------------|----------------------------|-------------------------------------|
| <input checked="" type="checkbox"/> A | Lecture | <input type="checkbox"/> H | Thesis |
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Ethnographic Research Methods
Anthropology 3358 CRN 23791
Sociology 3358 CRN 24208 and
Feminist Research Methods in Women's and Gender Studies 3390 CRN 27173
Tuesday and Thursday 10:30-11:50 pm in Liberal Arts Building Room 211



Department of Sociology and Anthropology
University of Texas, El Paso

Updated 3.8.17

Dr. Guillermina “Gina” Núñez-Mchiri

Email: ggnunez@utep.edu

Office: Liberal Arts 233, 747-6132 phone

Office hours: T/Th 9:20 to 10:20 am & by appt.

Student Support Services. The **Center for Accommodation and Support Services** is available to register for services and to make necessary accommodations for quizzes, exams, and note takers (visit the Student Union East, Room 106, 747-5148). Please speak to me early in the semester to make arrangements to accommodate your needs. The **University Counseling Center** is located at 202 Union West, 747-5302, for walk in appointments and career, study skills, and personal worth workshops. The **Student Health Center** is located in the Union Building East, Suite 100, 747-5624. The **University Writing Center** is located in the UTEP library Room 227 for drop in tutoring and assistance with your writing assignments and final paper. I strongly encourage you to seek help if and when you need it throughout the semester.

I. Course Description

This course focuses on the acquisition and application of ethnographic research methods used in the social sciences with a focus on ethnography as theory, method, and practice. This class will involve both intellectual and experiential learning; that is students will learn through course lectures, readings and discussions as well as hands-on ethnographic fieldwork or survey-based research. Topics covered in this class include the ethics of ethnographic research, as well as theoretical, methodological, and practical approaches to various ways of carrying out fieldwork. This course emphasizes taking systematic field notes, conducting participant-observation research, doing structured and unstructured interviews, data analysis, and transforming primary field data into written ethnographic documents. By utilizing various ethnographic methods, this course aims to link practical knowledge with disciplinary methodological and theoretical debates, as a way of applying ethnography as a social scientific methodology as a critical approach to learning about culture and society within the fields of Anthropology and Sociology.

This class has been designated as a Liberal Arts Honors Program [LAHP] course. It has received this designation because it features at least five of the Honors course criteria, which include student leadership, advanced readings and/or reviews, opportunities for intensive writing, opportunities for intensive research, opportunities to utilize technology, opportunities

to make extensive use of campus resources, community-based experiences, pre-professional opportunities, and development of critical thinking. In broader terms, this course is honors-designated because of its creativity and/or intellectual rigor, both of which are integral components of the Liberal Arts Honors Program. No additional coursework is necessary for this course to count towards the LAHP Honors minor. If you are not a member of the LAHP, and are interested in the program, please visit the LAHP website at <http://academics.utep.edu/lahp>.

II. Learning Goals and Objectives:

Knowledge:

- * To learn how ethnographic research methods can be used in the study of culture;
- * To understand cultural diversity by reflecting upon personal and external understandings of enculturation within their own social and historical contexts;
- * To enhance research skills through participant observation, interviewing techniques, and reflexivity; and
- * To understand how ethnography involves qualitative, quantitative, and comparative methods.

Values:

- * To recognize that anthropology is built on the practice of fieldwork, data analysis and interpretation;
- * To develop a respect for human beings, for their uniqueness, individuality, worth and dignity;
- * To understand that many individuals are born and raised in culturally different settings with value systems that may not be the same as the prevailing value system in a given society; and
- * To acknowledge the history of ethnographic research and to develop a commitment to confidentiality and other ethical research practices.

Skills:

- * To demonstrate critical understanding of ethical considerations in ethnographic research;
- * To conduct ethnographic research using a variety of qualitative and quantitative methods;
- * To use ethnographic methods for social science research, community based studies, and applied work;
- * To systematic record fieldwork practices, organize and present ethnographic data;
- * To demonstrate confidence in identifying and interviewing key informants, entering research sites, and conducting primary field-based research;
- * To examine how fieldwork contributes to our understanding of culture and cultural variation;
- * To assist in a literature review of Central American migrants and refugees in the U.S.; and
- * To write and present quality ethnographic materials.

III. Required Course Texts and Materials:

Angrosino, Michael V. 2007. *Doing Cultural Anthropology*. 2nd ed. Prospect Heights, Illinois: Waveland Press.(ISBN:9781577664642);

Davis, D. A. & Craven, C. 2016. *Feminist Ethnography* (ISBN 978-07591-2245-1); and

Murchison, Julian M. 2010. *Ethnography Essentials: Designing, Conducting, and Presenting Your Research*. San Francisco, CA: Jossey-Bass. ISBN: 9780470343890

Additional Course Readings (CR's) will be made available on Blackboard as PDF files or as class handouts.

Research Supplies and Equipment:

To take your field notes, you will need small and medium sized bound composition notebooks and/or sketching paper. You will also need different colored pens and highlighters for the editing and revision process of your writing assignments. You will need a digital voice recorder or tape recorder for conducting and recording interviews (look for digital recorders with USB connections to facilitate downloading data to your computer). Free access (with UTEP ID) to a digital camera or digital video recording equipment is made possible at the UTEP library media center on the 3rd floor.

IV. Course Requirements:

A. Class Attendance and Participation Assignments (CAPA's = 100 points). Attendance and participation in class are important. Courses will begin with writing prompts based on the course readings and topics in the first 5 minutes of class. While in class, you will be involved in the critical analysis of course readings and engaged participation in class lectures and discussions. There will also be short in-class or take home assignments to practice particular ethnographic techniques such as interviewing, coding qualitative data, and writing mechanics known as **CAPA's**. Students are encouraged to participate in class by discussing course readings as part of their course attendance and participation credit.

B. Fieldwork Assignments (200 points). Students are responsible for selecting **2 out of the 3 assignments** on the **Fieldwork Assignments Menu**. Students are to select the assignments that best meet their research interests and personal schedules. Each assignment will add up to 100 points. Please organize each graded assignment in a **Research Portfolio**, which will help in generating a systematic record of your work. **No late assignments will be accepted past their due date unless students have a documented health or family emergency.**

Ethnographic Methods Field Assignments Menu:

Assignment 1: Participant observation/Culture Plunge. Select a culturally distinctive place or event to conduct participant observation research in which you are not currently acquainted with or comfortable with. **Take detailed field notes** of the place, people and activities of the event, and specifically describe **at least 3 distinct cultural scenes** you observed. Pay attention to how this place/space is used, while also taking note of the people's verbal and non-verbal forms of communication. Write a 3 to 4 page, double-spaced narrative essay that describes your personal observations and interaction(s) with others as well as your critical descriptions, reflections and interpretations of the social interactions you observed. Your goal is to **describe** and **interpret** the social events that took place in the space(s) you have observed. The place or event may be photographed or video-recorded if permission is acquired. Assignment may be done individually or as a team (2-3 people).

Assignment 1: Participant Observation is due on Thursday, February 23. Goals: To develop skills in participant observation, entering new field sites, taking field notes, and to develop detailed description and critical reflection skills.

Assignment 2: Life and Labor Interview. Students are to contact a person to interview, gain a signed consent form, develop semi-structured open-ended interview questions, conduct and record the interview, transcribe at least 3-4 pages of the interview, code the interview to identify key themes in the person's narrative, write a 2 paragraph abstract of the interview, and then write a 2-3 page synthesis of the interviewee's life and labor history. **Assignment 2: Life and Labor History due TH, March 9th, 11:59 pm. Goals: To develop skills in listening and interviewing, transcription, qualitative data analysis, coding, and the ability to synthesize, and write about critical events in a person's life and labor history.** Assignment may be done individually or as a team (2-3 people).

Assignment 3: Autoethnography and Life Chart. This is a reflexive autobiographical assignment based on Leigh Berger & Carolyn Ellis "Composing Autoethnographic Stories," in Angrosino's book (161-176), and G.G. Núñez's *In Search of the Next Harvest* IN Homelands: Women's Journeys Across Race, Place, and Time, and Ramirez' Life Charts (Ch 4 in *Against Machismo*). Write a 4-5 page autoethnographic narrative written in the first person. Students are to select a key social issue or topic of personal interest, identify one theoretical perspective to address this issue, provide a one page literature review of how this topic is addressed in anthropology/sociology, and tie your personal experience to this topic. Life Charts should have at least three lines of reflection, academics, family, labor history, and significant others in your life. A reflection describing your life chart and analyzing key themes and patterns in your life chart should accompany your work. **Auto-ethnography and life chart due on TH, April 20th. Goals: To develop skills in writing, linking personal insights with social science theory, and critical reflection.**

C. Quizzes. Quizzes will consist of multiple choice and short essay questions and will cover your course readings and lectures (Each quiz is worth 20 points for a total of **100 points**). Class attendance, reading presentations, and discussions will help contribute questions and content for your quizzes. **Goals: To encourage reading, note-taking, critical analysis, and comprehension of course topics and materials.**

D. Final Paper based on Independent Research Project (200 points). Students are to choose from: 1) doing an applied research practicum coordinated by the Center for Civic Engagement and writing a final paper based on their service learning experience; 2) develop a research question, designing research tools, and conducting a literature review of the topic (10 academic sources) and conduct their own ethnographic research project to write a "mini-ethnography" on a local sub-cultural group in the community; 3) students with media backgrounds can design, produce, and generate a video-ethnography (15-20 minutes in length.); or 4) students have the opportunity to serve as an **undergraduate research assistant** for Dr. Núñez-Mchiri on a **current research effort** or **special project** including participation with La Fe Preparatory School, physical activity among youth/older adults, indigenous immigration, food/culture and/or other issues pertaining to U.S.-Mexico border communities. **Goals: To develop critical research skills based on individual interests and future application of social science in career goals.**

*Students will prepare a **15 minute oral presentation** of their research project in class at the end of the semester in the form of a conference talk: Introduction, Community of Study, Research Question, Theoretical framework, Methods, Key Findings, and Future Research Goals.

Deadlines for Final Research Paper:

This project involves conducting a research project on Option 1 or 2 related to ethnographic research methods. You will define the topic, write a research design, carry out the study, analyze your data, and

write up your results. You may do your project on one of the three options discussed above or another topic discussed and approved by your professor.

- TH, 2/18** One-paragraph description of research proposal. 10 points
- TH 3/20** 2-3 page **research design**, annotated bibliography, and interview questions or description of your Service Learning location with brief history, mission, population served, etc. The research design defines the problem or question you are researching and describes how you will gather data: interviews, participant-observation, library research, mapping, photography, etc. Additional pages with interview questions must be included. A briefly annotated bibliography with at least three scholarly sources must be included. 25 points
- TH 4/6** **3-page data report:** a description of your data and how you plan to organize and analyze them. It should include an outline of your paper. The data report should also contain copies of the raw data, such as: notes on readings, interview notes or transcriptions, participant observation notes, maps, photos, etc. 25 points
- TH, 5/4** Final Paper @4000 word (10-15 pages) research paper due with the following sections:
- abstract
 - introduction
 - theory
 - methods
 - findings
 - significance of the research
 - challenges and ways you would address them if you were to do the project again
 - Future Research Goals
 - Conclusion
 - attach to your paper typed field notes, evidence of hours completed for SL option, maps, or photographs. For ideas on mapping and documenting public spaces, see <http://www.nytimes.com/2009/11/17/technology/internet/17maps.html? r=2&hp&>.

Goals of Service Learning/Ethnographic Research: To encourage first hand fieldwork experiences, participant observation, systematic documentation and critical reflection via the systematic taking of field notes, data analysis via coding, writing and editing a final ethnography. Nothing will ever compare to having first-hand research experience.

Tips for Succeeding in this Class:

1. **Field notes:** The systematic writing of field notes is important in doing ethnographic research. Write during or **within 24 hours** of your participant observation experiences. Add the dates, times, and locations of your interviews, and type up your notes as soon as possible. Your field notes are your raw data, your typed notes will help you code key themes, and identify great quotes and examples to incorporate in your papers and in your final ethnography. I will review the field note-taking process, but you can use a double-entry process using Word to make two columns. On the left column describe objective descriptions including what you see, hear, experience; and on the right column provide your own subjective interpretations, thoughts, and reflections on what you have experienced.

2. **Reading and Note-taking:** As you read, I suggest you use a double-entry log of your reading notes, and your thoughts/reflections of the material. In your notes, remember to include page numbers, key definitions, “direct quotes,” examples, and visuals for later recall.
3. **Writing:** *Pre-writing:* Start early on your fieldwork assignments, work on a draft, let it sit for a day, and then look at it with fresh eyes and revise. *Brainstorming:* When deciding what to study or who to interview, try a brainstorming exercise with lists or clusters to get your ideas going. *Drafting:* Write a rough draft in one sitting. Walk away. Rest. Do something else before returning to your work. *Revising:* Reread your draft and revise. Sharpen your key sentences and your paragraph structure. Look for evidence and examples of your key topics from your interview field notes/recordings. *Editing:* When satisfied with the content and structure of your paper, read it aloud, slowly, and improve language, typos, and grammatical errors. Ask another person to read and edit your work if necessary. *Turn it in on time.* Writing is an on-going process; your work does not have to be perfect, but it does need to get done. We will continue to work on improving our interviewing, listening, observing, note-taking, synthesizing, critical thinking, and writing skills throughout the semester. **Avoid Procrastinating and get an early start on your reading and writing assignments.**
4. **Technology in the Classroom:** Turn off your cell phones or place them on vibrate/silent mode while in class. No surfing the web, texting or text messaging during class or during exams. If you bring your laptop to class, you are expected to stay on task, take notes and actively participate. If you prefer to surf the web or text during class lectures or discussions, you will be asked to leave the class and will receive a zero for class-participation credit.

E. <u>Grade Breakdown</u>	Percentage Points
Class Attendance and Participation Assignments	100 points
Fieldwork Assignments	200 points
Quizzes	100 points
Final Research Project and Final Paper	200 points
Total	_____/600 points

Grading Scale	90 to 100%= A	80 to 89%= B	70 to 79% = C
	60 to 69% = D	59% and below = F	

F. Important Note about Academic Integrity and research ethics. Students must present their own efforts and contributions in all assignments and examinations. Cheating, plagiarism, and falsifying research data will not be tolerated. Plagiarism is taking someone else’s work and representing it as one’s own. Honesty and respect for your work and the work of others is essential to your success in this course and in your academic career.

Follow the Code of Ethics of the American Anthropological Association found at Principles of Professional Responsibility at: <http://ethics.aaanet.org/ethics-statement-o-preamble/>. Understand that as a UTEP student you represent the Department of Sociology and Anthropology, as well as the overall university at all times. Be respectful of yourself, your classmates, your professor, your scholarship, community, and research informants during the length of your research. In conducting fieldwork, practice safety and common sense in selecting your informants and conducting your fieldwork.

G. A Note on the use of Photography and Video. The use of photographs in ethnography is tricky and requires consideration particularly when working with minors, Native American, women of

	<p>What culture was studied? How Was this study done? What did the Author add to the study of this Group of people?</p>	<p>Will open on Saturday from 12 noon to Monday up to 11:59 pm</p>
<p>Wk. 3 1/31 2/02</p>	<p>Research Design and writing up a research proposal Brainstorming Topics of interest and preliminary literature review</p> <p>Learn how to Actively listen Class Participation Exercise 2/04</p> <p>Conduct and Record a 3 minute Practice Interview for next Tuesday</p> <p>Digital video cameras may be checked out from the 3rd floor of the UTEP library with you student ID. You can also reserve a study group room to conduct your interview on campus. Upload your sample interview on Youtube or Vimeo. Send link to Dr. Nunez by no later than Monday Feb. 9th by midnight.</p>	<p>To read this Tuesday: Murchison Chapters 3-4:</p> <p>CAPA: Discuss what does an ethnography look like in class (10 points). What does feminist research look like in particular? CAPA: Active Listening Exercise on 2/2 (10 points)</p> <p>For next Tuesday:</p> <p>Videorecord a 3 minute interview session. A couple of interviews will be selected to review in class on Tuesday of next week for peer feedback.</p> <p>Quiz on Week 3 readings and lecture open Friday noon and closes Monday by midnight</p>
<p>Wk. 4 2/7 2/19</p>	<p>Research Ethics/Ethical Scenarios</p> <p>Discuss real-world ethical scenarios. Review AAA Code of Ethics to generate a response to these scenarios.</p>	<p>To prepare for this week's class discussion: Visit the American Anthropological Association home page, download and print and read the Code of Ethics at http://ethics.aaanet.org/category/statement/</p> <p>Bring the code of ethics for class discussion on Thursday, Feb 11th Read the AAA Code of Ethics and be prepared to discuss ethical scenarios and present your arguments/suggestions based on your understanding of research ethics.</p> <p>CAPA: Ethical Scenarios in Anthropological fieldwork (10 points)</p>
<p>Wk. 5 2/14 2/16</p>	<p>Intro to Participant observation research, Culture Shock, and Feminist Standpoint Theory</p> <p>Open-ended Observation and writing field notes- Entering the Field in Ethnographic Research, Jottings and Field notes Discuss Participant Observation assignments in class</p>	<p>For Tuesday: Exploratory or Open-ended Observation and Angrosino 83-90 by Borman et al; and Murchison Chapter 5. Feminist Standpoint epistemology/ Abigail Brooks.</p> <p>CAPA: Generating open-ended interview questions (10 points)</p> <p>Assignment 1: Participant Observation is due <u>in class</u> on Thursday, February 23 (100 points)</p>

	TH, 2/16 Submit One-paragraph description of research proposal	Quiz on Week 5 lecture and readings Friday-Monday.
Wk. 6 2/21 2/23	Identifying and Interviewing Informants in Ethnographic Research Conducting In-Depth, Open Ended Life and Labor History Interviews/Genealogies in Ethnographic and Feminist Research	To Read this Week: Angrosino 19-32; Angrosino pp. 33-44, and Murchison Chapter 6 and Chapter 7. CAPA: Mapping out a kinship diagram (10 points) Quiz on Week 6 lecture and readings Friday to Monday Assignment 1: Participant Observation is due <u>in class</u> on Thursday, February 23 (100 points)
Wk. 7 2/28 3/2	Transcribing, coding, memoing, and Analyzing field notes Class Discussions of Life Histories	CAPA Transcription Exercise (10 CAPA points) To read before class: Murchison Chapter 8; Angrosino 45 to 62. Assignment 2: Life and Labor History due via Blackboard. March 9th 11:59 pm (100 points) via Blackboard or in class.
Wk. 8 3/07 3/9	Mapping and Seeking emic meanings while Analyzing Narrative Data	To Read: Murchison Chapters 9 and 10. CAPA: Generating Thematic Codes (10 points) Quiz on Weeks 7 and 8 lecture and readings Friday to 5 pm to Sunday 11:59 pm. By TH 11:59 pm, 03/10 Turn in 1-3 page research design Fieldwork opportunity: Friday, 3/10 8 am to 5 pm. Food and Culture in Hatch, NM.
Wk. 9 3/14 3/16		(NO CLASSES) Spring Break is March 13th to 17th
Wk. 10 3/21 3/23	Semi-structured and Structured Interviews/ Mixed Methods Research Surveys that Integrate Quantitative and Qualitative data	To read before class: Angrosino 99-107 by Baer & Weller and Working with Numerical Data in Angrosino 109-114 by Rees CAPA: Working with Census Data (10 points) TH: Research day
Wk. 11 3/28 3/30	Feminist Critical Ethnography, Community Based Participatory Research	PDF readings for Tuesday. Patricia Zavella on Insider/Outsider Status and Lengel's Researching the Other, Transforming

	Society for Applied Anthropology	Ourselves: Methodological Considerations of Feminist Ethnography
Wk. 12 4/04	Feminist Praxis, finding your voice and representing meaning- Writing your own Auto-Ethnography	To read for Tues.: Angrosino: 161-176; and GG Núñez' "In search of the Next Harvest" PDF, and PDF Life Chart Chapter by Ramirez via Blackboard.
4/06	Women's History Conference 7th Sorting and Coding Data to Identify key themes in your writing	For TH: Murchison Chapters 12-13 Quiz on Week 10-12 lecture and readings Friday to Monday DUE: Data Report 4/06 11:59pm via Blackboard or in class.
Wk. 13 4/11 4/13	Focus Groups In Class Participation: Planning and Conducting a Focus Group.	April 11th- April 12th attend the Women's History Conference. 10 am Plenary Session in the Tomas Rivera Conference Room. You Pick can attend other session, take notes, and write a 2-page synthesis for 10 points extra credit) To read before class: Angrosino: 115-122 by Bryant and GG Núñez' Focus Groups Handout; and Zavella's article on Focus Groups. CAPA: Focus Group Exercise (10 points) Quiz on Week 13 readings from Sunday to Monday
Wk. 14 4/18 4/20	Writing Ethnography, Reflections of Ethnographic Research Experiences Make Arrangements for Peer Review of Final Paper Drafts	To read before class: Murchison Chapter 14-15; Examine the Núñez and Heyman Entrapment Article (Read PDF before coming to class) DUE: Assignment 3: Auto-ethnography due on TH, April 20th Quiz on Week 14 readings Friday to Monday
Wk.15 4/25 4/27	Marketing your Research Skills Student Peer Reviews Class Evaluation	Catch up/Work on your research/Write up Peer Review Process
Wk. 16 5/02 5/04	Last day of Class is May 4th, 2017. Final Extra Credit: Saturday, May 6 th , Track and Field 8 am Montwood High School, 12000 Montwood Dr. Write up 2 page observations and reflections.	TH, 5/4 *Final Paper @4000 word (10-15 pages) Final paper presentations: Thursday, May 11 Th, 10:00 am -12:45 pm

*Course contents and schedule are subject to change. Syllabus was updated on 3.2.17. Please use for future assignments and due dates.

Ethnographic Research Methods
Dr. Guillermina G. Núñez-Mchiri
Department of Sociology and Anthropology
UTEP Spring 2017

Sample Consent Form to be presented in writing to your research informants. Please translate, read or explain if necessary.

Consent Form

My name is _____. I am a student at the University of Texas in El Paso (UTEP). As part of the class I am taking on Ethnographic Research Methods, I am required to conduct a short-term research project. I have chosen to do my research on _____. Your involvement in this project will contribute towards my personal and academic development by allowing me to fulfill my research requirement for this class.

Please understand that your participation in this research is voluntary and that you may withdraw at any time or decline to answer any question you choose. I would like to assure you that your responses will be held strictly confidential and that your actual personal identity will not be used in any publication(s).

If you have any questions, please do not hesitate to contact my Professor, Dr. Núñez at the Department of Sociology and Anthropology at UT El Paso at (915) 747-6529.

Name of Participant

Name of Researcher

Signature of Participant

Signature of Researcher

Phone number or contact information

Phone number or contact information

DATE: _____

Métodos de Investigación Etnográficos
Dra. Guillermina G. Núñez-Mchiri
Departamento de Sociología y Antropología
UTEP Primavera 2017

Consentimiento para ser entrevistado/a

Mi nombre es _____. Soy estudiante en la Universidad de Texas en El Paso (UTEP). Como requisito para mi curso de metodología estaré haciendo un estudio. Yo he decidido estudiar _____. Su participación en este proyecto va a contribuir a mi desarrollo personal y profesional al apoyarme a cumplir con mis estudios.

Su participación en este estudio es voluntaria, ya que tiene el derecho de no contestar alguna pregunta que usted desee o dejar de participar en este estudio en cualquier momento. Deseo asegurarle que sus respuestas serán tratadas con respeto y confidencialidad. Su nombre o apellido no serán identificados en ningún documento o publicación si usted así lo desea.

Si tiene preguntas, favor de comunicarse con mi profesora, Dra. Núñez en el departamento de Sociología y Antropología en UTEP al (915) 747-6529.

Nombre del participante

Nombre del estudiante

Firma del participante

Firma del estudiante

Teléfono

Teléfono

Fecha de la entrevista