

Department of Community Sustainability and Department of Anthropology

ANP/FOR/FW/GEO/WS/SOC/CSUS 859:
Gender, Justice, and Environmental Change (GJEC) Methods

(If you wish to have your enrollment in this course appear on your record as FOR 859 or FW 859 or GEO 859 or SOC 859 or WS 859 or CSUS 859, enroll in ANP 859 and then contact the FOR or FW or GEO or SOC or WS or CSUS department when this class is completed.)

Semester and Year: Spring 2020

Class Meeting Days and Times: Tuesday, 1:50 PM - 4:40 PM,

Location: 255 Baker Hall

Date of Final Exam: Wednesday, Apr 29 2020 10:00am - 12:00pm in 255 Baker Hall

Part 1: Course Information

Instructor: *Wenda K. Bauchspies, PhD.*

Pronouns: *She, Her, Hers*

Office: *319 Natural Resources, 206 International Center*

Office Hours: *Wednesday 1-3pm in 319 Natural Resources or by appointment*

Office Telephone: *517-353-5040; 517-432-7733*

Email: *bauchspi@msu.edu*

Course Description

Methods and case studies related to gender, ecology, and environmental studies. Methodological and fieldwork issues from a feminist perspective in international and intercultural contexts. Qualitative and quantitative methods for integrating social and environmental data.

Course Overview

This course is designed as an exploration of feminist methodologies and a survey of qualitative research methods for social science research in human-environment relation. Through the semester you will (a) examine in depth the most salient methods in qualitative research and their application to the study of gender, justice, and environmental change; (b) reflect on the intersection of power and knowledge in research design, data collection/production, and writing; (c) obtain hands-on experience by participating in the design and planning of a collaborative research study. This is one of two required courses for the graduate-level Gender, Justice, and Environmental Change (GJEC) Specialization.

This course has three components:

Part I: Offers a brief overview of epistemological issues drawing on the large body of literature appraising mainstream social and natural science research from the standpoint of history of science and political ecology.

Part II: Explores methodologies and research methods used to carry out qualitative research. Methods to be covered include participant-observation, interviews, life histories, focus groups, surveys and questionnaires, cognitive mapping and cultural domain analysis, and diverse participatory methods. You will have the opportunity to learn from faculty across campus as they present their own research and share their methodological expertise. Guest presentations are about 20-minutes long and are followed by a 15-minute informal discussion.

Part III: Addresses issues that often arise while conducting research but are seldom voiced or addressed in formal academic training. These include issues of positionality and personal, social, and political circumstances in the field or research site that may affect the implementation of the study. Advanced



graduate students will join the class as panelists to discuss their fieldwork and research experiences, with particular attention to the challenges associated with the development of emotional attachments and conflicts.

Prerequisite

- Background in social science, environmental science, or natural resources.
- **Complete the MSU IRB certification before class and bring a copy the first day.**
<https://hrpp.msu.edu/training/index.html>

Textbook & Course Materials

Required

Title: Writing Ethnographic Fieldnotes, Second Edition
Author: Robert M. Emerson, Rachel I. Fretz, Linda L. Shaw
ISBN: 9780226206868
Publisher: University of Chicago Press
Copyright/Published Date: 2011-12-25

Title: Flint Fights Back: Environmental Justice and Democracy in the Flint Water Crisis
Author: Benjamin J. Pauli
ISBN: 9780262536868
Publisher: MIT Press
Copyright/Published Date: 2019-05-07

Recommended

Title: Contemporary Feminist Research from Theory to Practice
Author: Patricia Leavy, Anne Harris
ISBN: 9781462520251
Publisher: Guilford Publications
Copyright/Published Date: 2018-08-07

Other Readings

Are available in the MSU library as an ebook or as an article. Those unavailable in the library are posted on D2L as pdfs.

Course Requirements

- Internet connection (DSL, LAN, or cable connection desirable) and a means to access Desire2Learn (D2L).
- **Any changes to the course content will be announced in class and via D2L**

Technical Assistance

If you need technical assistance at any time during the course or to report a problem you can:

- Visit the Desire2Learn Help Site (<http://help.d2l.msu.edu/>)



Part 2: Course Objectives

The primary learning objectives for this course are:

- examine in depth the most salient methods in qualitative research and their application to the study of gender, justice, and environmental change;
- (b) reflect on the intersection of power and knowledge in research design, data collection/production, and writing;
- (c) obtain hands-on experience by participating in the design and planning of a collaborative research study

You will meet the objectives listed above through a combination of the following activities in this course:

I. Attendance and participation (5pts@day for 80 pts)

Students are expected to actively, relevantly, and respectfully contribute to every class discussion throughout the semester.

II. Student-led discussion and hand out (75pts)

Students will **lead class discussion once** during the semester. Student presenters are responsible for preparing an informal short presentation of the readings and for bringing a few questions/exercises to engage the class in discussion. The presentation should clearly synthesize the articles' central arguments, place the argument in its intellectual context, and establish connections to other readings. Please prepare and print out a handout for the class that includes: background; context and importance; key concepts; additional references; and broader social impacts.

III. Research participation, coordination, and write-ups (Due Dates TBA: 3@50pts; Total 150 pts)

The class will be working closely with a visiting scholar at MSU from the University of Nigeria, Nsukka who is developing a new, international research project in collaboration with a MSU professor. The objectives of this collaboration are (a) to design and create a research protocol coherent with a research question(s), (b) to learn how to plan and ultimately to conduct research ethically and respectfully of community research partners, (c) to navigate the challenges of collaborative and community-based research, and (d) to be able to justify selection of a method and review its application.

Throughout the semester students will be engaged in different exercises, relevant to the material covered in class. This may include (1) talking field notes and peer-reviewing them, (2) developing interview guides and conducting a semi-structured interview, (3) transcribing interviews, (4) developing code-book for text analysis.

V. Final Paper (Total 300 pts)

Ideas and options for final papers will be discussed in class.

1. **Submit an outline** with beginning bibliography of what shape your question/paper is taking. (25pts) Due 25 February 2020.
2. **Conference-style presentation** (12-15 minutes) of your final paper (75pts). Due 21 April 2020.
3. **Final Paper:** Research paper on topic of your choice related to gender, justice and environmental change. Approximately 25-30 pages. (200pts). This paper can feed into your dissertation or master thesis project. Please keep me posted as to the direction and focus of your paper throughout the semester – ie my expectation is that you will visit me at least once during the semester to discuss your paper. Due 29 April 2020 by midnight.



Part 3: Course Outline/Schedule

Overview of epistemological issues

7 January 2020, Week 1: **Feminist perspectives on methodology and epistemology**

- Ramazanoglu, C. and J. Holland. 2002. Introduction. In *Feminist Methodology: Challenges and Choices*. Thousand Oaks, CA: Sage Publications, pp. 1-22. [Available as e-book at MSU library]
- Harding, S. 1987. Introduction: Is There a Feminist Method In S. Harding (Ed.), *Feminism and Methodology*. Bloomington and Indianapolis, IN: Indiana University Press. Pp. 1-14. [Available as e-book at MSU library]
- Harding, S. 1991. What is feminist epistemology? In *Whose Science, Whose Knowledge*. Ithaca, NY: Cornell University Press. Pp. 105-137. (D2L)
- Haraway, D. 1988. Situated knowledges: the science question in feminism and the privilege of partial perspective. *Feminist Studies*, 14(3): 575-599. (available MSU Library)
- DeVault, M.L. 1996. Talking back to sociology: Distinctive contributions of feminist methodology. *Annual Review of Sociology*, 22: 29-50. (available MSU Library)
- McCann, H. Epistemology of the Subject: Queer Theory's Challenge to Feminist Sociology. *Women's Studies Quarterly* 44, no. 3/4 (2016): 224-43. www.jstor.org/stable/44474071.

Case Study – Choose ONE

- Martin, E. 1997. The egg and the sperm: How science has constructed a romance based on stereotypical male-female roles.” In L. Lamphere, H. Ragoné, and P. Zavella (eds.), *Situated Lives: Gender and Culture in Everyday Life*. London and New York: Routledge. Pp. 85-98. (D2L)
- Fausto-Sterling, A. 2001. Gender, race, and nation: The comparative anatomy of ‘Hottentot’ women in Europe (1815-1817). In M. Lederman and I. Bartsch (eds.), *The Gender and Science Reader*. London and New York: Routledge. Pp. 343-366. (D2L)

14 January 2020, Week 2: **Political ecology: An overview**

Guests: Michelle Snitgen and Stephanie Brewer, Center for Community Engaged Learning (3-4pm)
Helen Agu, University of Nigeria Nsukka (2pm)

- Paulson, P., L.L. Gezon, and M. Watts. 2005. Politics, ecologies, genealogies. *Political Ecology Across Space, Scale and Social Groups*. Pp. 17-33. New Brunswick: Rutgers University Press. [Available as e-book via MSU library]
- Heynen, N., M. Kaika, and E. Swyngadeuw. 2006. Urban political ecology: Politicizing the production of urban natures. In *In the Nature of Cities*. Pp. 1-19. (D2L)
- Heynen, N. 2018. Urban political ecology III: The feminist and queer century. *Progress in Human Geography*, 42(3): 446–452

Case Study – Choose TWO

- Truelove, Y. (2011) (Re-)conceptualizing water inequality in Delhi, India through a feminist political ecology framework. *Geoforum*, 42 (2): 143–152.
- Nightingale, A. (2011) Bounding difference: Intersectionality and the material production of gender, caste, class and environment in Nepal. *Geoforum*, 42 (2): 153–162.
- Sultana, F. (2011) Suffering *for* water, suffering *from* water: Emotional geographies of resource access, control and conflict. *Geoforum*, 42(2): 163-172.



21 January 2020, Week 3: **Knowledge, politics, & positionality: The Flint case study**

Guest speaker: Yanna Lambrinidou, PhD is affiliate faculty in Science and Technology in Society at Virginia Tech and founder of the non-profit children's environmental health organization Parents for Nontoxic Alternatives. As a resident of Washington DC, Yanna experienced first-hand the District's lead-in-water crisis of 2001-2004. Since 2007, she has conducted extensive investigative, ethnographic, and public policy research on lead in drinking water nationally, including lead in water in US schools.

- **Pauli, B.J.** Flint Fights Back: Environmental Justice and Democracy in the Flint Water Crisis (Read Entire Book)

Methods and Methodologies

28 January 2020, Week 4: **Research Design: Research questions to methodology and methods**

Guest: Chelsea Wentworth, PostDoc in CSUS *Lead: Lalaki*

- LeComte, M.D. and J.J. Schensul. 1999. Choosing and designing an ethnographic research project. In *Designing and Conducting Ethnographic Research*. Lanham, MD: AltaMira Press. Pp. 97-126. (D2L)
- Bernard, R.H. 2011. Preparing for research. In *Research Methods in Anthropology: Qualitative and Quantitative Approaches*. Lanham, MD: AltaMira Press. Pp. 54-81. [Available as e-book via MSU library]
- Ramazanoglu, C., with J. Holland. 2002. Choices and decisions: Doing a feminist research project. *Feminist Methodology: Challenges and Choices*. Thousand Oaks, CA: Sage Publications. Pp. 145-164. [Available as e-book via MSU library]
- **Case study** – Find ONE monograph (or article) on your area of interest (What can you tell about the research design that lead to that publication?)

4 February 2020, Week 5: **Participatory research and practice**

Visit to MSU Library: Special Collections Reading Room

Lead: Garrett

- Cleaver, F. (2001) Institutions, agency and the limitations of participatory approaches to development. In B. Cooke and U. Kothari (Eds.), *Participation: The New Tyranny?* New York: Zed Books. Pp. 36-55.
- Bergold, J. and S. Tomas (2012) Participatory research methods: A methodological approach in motion. *Forum: Quantitative Social Research*, 13(1): 30.
- Caretta, M.A and Y. Riaño (2016) Feminist participatory methodologies in geography: creating spaces of inclusion. *Qualitative Research*, 16(3) 258–260. [Notice, you are not assigned the entire article]
- Janice Ollerton & Debbie Horsfall (2013) Rights to research: utilising the Convention on the Rights of Persons with Disabilities as an inclusive participatory action research tool, *Disability & Society*, 28:5, 616-630, DOI: 10.1080/09687599.2012.717881
- Fields, Jessica. "The Racialized Erotics of Participatory Research: A Queer Feminist Understanding." *Women's Studies Quarterly* 44, no. 3/4 (2016): 31-50. www.jstor.org/stable/44474061.

Case study – Choose TWO

- Harper, Krista (2012) Visual interventions and the “crises in representation” in environmental anthropology: Researching environmental justice in a Hungarian Romani neighborhood. *Human Organization*, 71(3): 292-305.
- Healey, G.K. et al. (2011) Community perspectives on the impact of climate change on health in Nunavut, Canada. *Arctic* 64(1): 89-97.
- Whitzman, C, James, K & Poweseu, I (2013) Travelling together: participatory research methods for disability inclusive road development in Papua New Guinea. *Journal of Transport Geography*, 26, 65-71. <http://dx.doi.org/10.1016/j.jtrangeo.2012.09.001>



- Hartley, SD, et al (2017) Community Action Research in Disability (CARD): An Inclusive Research Programme in Uganda. *Disability, CBR & Inclusive Development*, Vol. 28, No.1, 2017; doi 10.5463/DCID.v28i1.630
- Alminde, S & Warming, H (2019) Future workshops as a means to democratic, inclusive and empowering research with children, young people and others. *Qualitative Research*, <https://doi-org.proxy2.cl.msu.edu/10.1177/1468794119863165>
- Strnadova, I, et al (2016) Diverse faces of inclusive research: reflecting on three research studies. *Scandinavian Journal of Disability Research*, 18:1, 52-64. <http://dx.doi.org/10.1080/15017419.2014.964766>.
- Fang, ML, et al (2016) Place-making with older persons: Establishing sense-of-place through participatory community mapping workshops. *Social Science & Medicine*, 168, 223-229. <http://dx.doi.org/10.1016/j.socscimed.2016.07.007>
- Lundy, L & McEvoy, L (2011) Children's rights and research processes: Assisting children to (in)formed views. *Childhood*, 19(1) 129–144. DOI: 10.1177/0907568211409078

11 February 2020, Week 6: **Ethical considerations in social sciences research**

Guest: **Geoffrey M Henebry, Dept of Geography, Environment, and Spatial Sciences**

Lead: **Vanessa**

- Kirsch, G.E. (1999) What do you know about my life, anyway? Ethical dilemmas in researcher-participant relations. In *Ethical Dilemmas in Feminist Research*. Albany, NY: State University of New York Press, pp. 25-44. [Available as e-book via MSU library]
- Kirsch, G.E. (1999) Whose words? Whose reality? In *Ethical Dilemmas in Feminist Research*. Albany, NY: State University of New York Press. Pp. 45-64. [Available as e-book via MSU library]
- Cote, I. (2013) Fieldwork in the era of social media: Opportunities and challenges. *PS: Political Science and Politics*, 46(3): 615-619.
- Tweedy, A. Openings, Obstacles, and Disruptions: Desire as a Portable Queer Method. *Women's Studies Quarterly* 44, no. 3/4 (2016): 208-23. www.jstor.org/stable/44474070.

Case study – Choose Two

- Sultana, F. (2007) Reflexivity, positionality and participatory ethics: Negotiating fieldwork dilemmas in international research. *ACME: An International E-Journal for Critical Geographies*, 6(3): 374- 385.
- Clark, J.N. (2016) Working with survivors of war rape and sexual violence: fieldwork reflections from Bosnia-Herzegovina. *Qualitative Research*, 1-16.
- Maria Berghs (2010) Coming to terms with inequality and exploitation in an African state: researching disability in Sierra Leone, *Disability & Society*, 25:7, 861-865, DOI:10.1080/09687599.2010.520903 To link to this article: <https://doi.org/10.1080/09687599.2010.520903>
- Maria Berghs (2011) Embodiment and Emotion in Sierra Leone, *Third World Quarterly*, 32:8, 1399-1417, DOI: 10.1080/01436597.2011.604515

18 February 2020, Week 7: **Ethnographic sensibilities: Participant observation & field notes**

Lead: **Antoinette**

- Emerson, R.M, R.I. Fretz, and L.L. Shaw (2011) In the field: Participating, observing, and jotting notes. In *Writing Ethnographic Fieldnotes*. Chicago: University of Chicago Press. Pp. 21-44.
- Emerson, R.M, R.I. Fretz, and L.L. Shaw (2011) Writing Field notes 1: On the desk – creating scenes on a page. In *Writing Ethnographic Fieldnotes*. Chicago: University of Chicago Press. Pp. 45-87.



- (2017) Ethnography: Participant observation, a potentially revolutionary praxis. *HAU: Journal of Ethnographic*, 7(1): 45-59.
- Driessen, H. and W. Jansen (2013) The hard work of small talk in ethnographic fieldwork. *Journal of Anthropological Research*, 69(2): 249-263.

25 February 2020, Week 8: **Ethnographic sensibilities: Participant observation & field notes**

Guest: Sharlissa Moore, James Madison College, [Meet in the Library: 360 and 201J](#)

See map on D2L if you need help locating it.

Lead: Abi

- Agar, M. (2006) An ethnography by any other name ... *Forum: Qualitative Social Research*, 7(4): Art. 36.
- Emerson, R.M., R.I. Fretz, and L.L. Shaw (2011) Processing field notes: Coding and memoing. In *Writing Ethnographic Fieldnotes*. Chicago: University of Chicago Press. Pp. 171-201.
- Buch, E. D. and K. M. Staller (2007) The feminist practice of ethnography. In S. N. Hesse-Biber and P. L. Leavy (Eds.), *Feminist Research Practice: A Primer*. Thousand Oaks, London and New Delhi: SAGE Publications. Pp. 192-221.
- Shah, A. (2017) Ethnography: Participant observation, a potentially revolutionary praxis. *HAU: Journal of Ethnographic*, 7(1): 45-59.

10 March 2020, Week 9: **Interviewing**

Lead: Nanteza

Guest: Michael Lachney, Department of Counseling, Educational Psychology & Special Education
Educational Psychology and Education Technology Program

Lead: Nanteza

- Bernard, R. (2011) Interviewing I: Unstructured and semi-structured. In *Research Methods in Anthropology: Qualitative and Quantitative Approaches*. Lanham, MD: AltaMira Press. Pp. 156- 186. [Available as e-book at MSU Library]
- Hesse-Biber, S. N. (2007) The practice of feminist in-depth interviewing. In S. N. Hesse-Biber and P. L. Leavy (Eds.), *Feminist Research Practice: A Primer*. London: SAGE Publications, pp. 111-148.
- DeVault, M. L. (1999) Talking and listening from women's standpoint: Feminist strategies for interviewing and analysis. *Social Problems*, 37(1): 96-116.
- Slocum, Rachel et al. (eds.) (1995) Oral life histories. *Power, Process and Participation: Tools for Change*. London: Intermediate Technology Publications. Pp. 159-163.
- Slater, R (2000) Using life histories to explore change: Women's urban struggles in Cape Town, South Africa. *Gender and Development*, 8(2): 38-46.
- Johnson, E. P. (2016) Put a Little Honey in My Sweet Tea: Oral History as Quare Performance. *Women's Studies Quarterly* 44, (3/4): 51-67. www.jstor.org/stable/44474062.

* Due today: Interview guide for the XXXXX project. Bring the interview guide to class for discussion. To guide you through this exercise review:

- Mack, Natasha et al. (2011). In-depth interviewing. In *Qualitative Research Methods: A Data Collector's Field Guide*. Mack et al. (eds). Pp. 29-49. Research Triangle Park, NC: Family Health International.

17 March 2020, Week 10: **Focus Groups**

Leads:

Guest: Rowenn Kalman, Anthropology

Lead: Lily

- Hollander, J.A. 2004. The social contexts of focus groups. *Journal of Contemporary Ethnography*, 33(5): 602-637.



- Onwuegbuzie et al. 2009. A qualitative framework for collecting and analyzing data in focus group research. *International Journal of Qualitative Methods*, 8(3): 1-21.
- Merrick, E. 1999. Like chewing gravel: On the experience of analyzing qualitative research findings using a feminist epistemology. *Psychology of Women Quarterly*, 23: 47-57.
- Cyr, J. 2016. The pitfalls and promise of focus groups as a data collection method. *Sociological Methods & Research*, 45(2) 231-259.

Case study – Choose TWO

- Peek, L. and A. Fothergill. 2009. Using focus groups: lessons from studying daycare centers, 9/11, and Hurricane Katrina. *Qualitative Research*, 9(1) 31–59.
- Pollack, S. 2003. Focus-group methodology in research with incarcerated women: Race, power, and collective experience. *Affilia*, 18 (4): 461-472.
- Wibeck, V. 2012. Social representations of climate change in Swedish lay focus groups: Local or distant, gradual or catastrophic? *Public Understanding of Science*, 23(2): 204-219.

24 March 2020, Week 11: Analyzing Texts

Guest: Katie Kendig, Philosophy

Lead: Angela

- Bernard, R. 2011. Text Analysis II: Schema analysis, grounded theory, content analysis, and analytic induction. *Research Methods in Anthropology: Qualitative and Quantitative Approaches*. Pp. 429-457. [Available as e-book at MSU Library]
- DeCuir-Gunby, J.T et al. 2011. Developing and using a codebook for the analysis of interview data: An example from a professional development research project. *Field Methods*, 23(2) 136-155
- MacQueen, K.M. 1998. Codebook development for team-based qualitative analysis. *Cultural Anthropology Methods* 10(2): 3 1-36.
- Cobb, H. (2005) Straight down the Line? A Queer Consideration of Hunter-Gatherer Studies in North-West Europe. *World Archaeology* 37 (4): 630-36. www.jstor.org/stable/40025098.

31 March 2020, Week 12: Surveys

Lead: Morgan

- Bernard, R. 2011. Interviewing II: Questionnaires. In *Research Methods in Anthropology: Qualitative and Quantitative Approaches*. Lanham, MD: AltaMira Press. Pp. 187-222. [Available as e-book at MSU Library]
- Fowler, F.J. and C. Cosenza. 2009. Design and evaluation of survey questions. In *Handbook of Applied Social Research Methods*. L. Bickman and D.J. Rog (Eds.) Thousand Oaks, CA: Sage. Pp. 375- 412. [Available as e-book at MSU library]
- Grzanka, P. R. Queer Survey Research and the Ontological Dimensions of Heterosexism. *Women's Studies Quarterly* 44, no. 3/4 (2016): 131-49. www.jstor.org/stable/44474066.

Case Study – Choose TWO

- Steinman, S.H. 2001. Gender, pastoralism, and intensification: Changing environmental resource use in Morocco. *Yale F&ES Bulletin*, 81-107.
- Bulled, N. 2016. The effects of water insecurity and emotional distress on civic action for improved water infrastructure in rural South Africa. *Medical Anthropology Quarterly*, Early View.



- Batliwala, S. and S. Patel. 1997. A census as participatory research. In R. McTaggart (Ed.), *Participatory Action Research: International Contexts and Consequences*. Albany, NY: State University of New York Press. Pp. 263-277.
- Doan, P. L. (2016) To Count or Not to Count: Queering Measurement and the Transgender Community. *Women's Studies Quarterly* 44 (3/4): 89-110. www.jstor.org/stable/44474064.

7 April 2020, Week 13: **Being in the field: Negotiating intimacy and safety in the field**

Lead: Cydney

- Naples, N.A. 1996. The outsider phenomenon. In C.D. Smith and W. Kornblum (Eds), *In the Field: Readings on the Field Research Experience*, second edition. Westport, CT: Praeger Publishers. Pp. 139-149.
- Browne, K. 2004. Negotiations and fieldworkings: Friendship and feminist research. *ACME: An International E-Journal for Critical Geographies*, 2 (2): 132-146.
- Sharp, G. and Kremer, E. 2006. The safety dance: Confronting harassment, intimidation, and violence in the field. *Sociological Methodology*, 36:317-327.
- Rinkus, Marisa A. et al. (2018). Gendered considerations for safety in conservation fieldwork. *Society and Natural Resources*, 31(12):1419-1426.

Case Studies Choose ONE

- La Pastina, A. 2006. The implications of an ethnographer's sexuality. *Qualitative Inquiry* 12(4): 724-735.
- Hawkins, R. L. 2009. Outsider in: Race, attraction, and research in New Orleans. *Qualitative Inquiry* 16(4): 249-261.
- Irwin, K. 2006. Into the dark heart of ethnography: The lived ethics and inequality of intimate field relationships. *Qualitative Sociology*, 29:155-175.
- Gerharz, E. (2017) Navigating Unpredictable Sites: Methodological Implications of Positioning during and after Fieldwork in Conflict Societies. *Social Analysis*; Oxford 61(3): 1-18. DOI:10.3167/sa.2017.610301

14 April 2020, Week 14: **Leaving the field and writing up**

Lead: Emily

- Snow, D. 1980. The disengagement process: A neglected problem in participant observation research. *Qualitative Sociology*, 3:100-122.
- Taylor, S.J. 1991. Leaving the field: Research, relationships, and responsibilities. In W.B. Shaffir and R.A. Stebbins (Eds.), *Experiencing Fieldwork: An Inside View of Qualitative Research*. Thousand Oaks, CA: Sage Publications. Pp. 238-247.
- Iversen, R.R. 2009. Getting out' in ethnography: A seldom-told story. *Qualitative Social Work*, 8: 9-26.
- O'Hare, P. 2007. Getting down to writing up: Navigating from the field to the desk and the (re)presentation of fieldwork. *Anthropology Matters Journal*, 9(2).
- Deutsch, N.L. 2004. Positionality and the pen: Reflections on the process of becoming a feminist researcher and writer. *Qualitative Inquiry* 10(6): 885-902.
- Nordstrom, Carolyn. 1997. *A different kind of war story*. Philadelphia: University of Pennsylvania Press. (selections on D2L)

21 April 2020, Week 15: Class Presentations

29 April 2020, Week 16: Wednesday, 10:00am - 12:00pm in 255 Baker Hall
Final Discussion with Helen Agu, UNN on her emerging research project.



Part 4: Grading Policy
Graded Course Activities

Format of written work: You should adhere to a publication manual for citation of sources in your written work. You may already be familiar with a certain style of citation, in which case you may use the style with which you are most familiar or that is used in the discipline where you expect to publish.

The table below describes the graded course activities including points and activity description. The first column includes the points possible, and the second column includes a description for each activity.

Points	Description
80	Participation/Attendance 5pts@day
75	Discussion Lead
50	Research Activities
50	Research Activities
50	Research Activities
200	Final Paper
75	Final Presentation
25	Outline of Final Paper
605	Total Points Possible

Late Work Policy

All work is due in class on the date indicated.

Viewing Grades

Grades will be posted in D2L within 2 weeks of submission, unless stated otherwise.

Letter Grade Assignment (Grading Scale)

Grade	Percentage	Performance
4.0	93-100%	Brilliant
3.5	86-92.9%	Excellent
3.0	80-85.9%	Well Done
2.5	72-79.9%	Satisfactory
2.0	70-71.9%	Less than satisfactory
1.5	67-69.9%	Needs Improvement
1.0	61-66.9%	Suboptimal
0.0	60% and below	Unsatisfactory



Part 5: Course Policies

Attendance

Students whose names do not appear on the official class list for this course may not attend this class. Students who fail to attend the first four class sessions or class by the fifth day of the semester, whichever occurs first, may be dropped from the course. You can find information regarding MSU's attendance policies on the website for the [Office of the University Ombudsperson](#).

Participation

Students are expected to participate in all activities as listed on the course calendar. Participation will be evaluated through attendance; engagement with the readings in class discussions and written work; and professionalism towards all course activities.

Build Rapport

If you find that you have any trouble keeping up with assignments or other aspects of the course, make sure you let your instructor know as early as possible. As you will find, building rapport and effective relationships are key to becoming an effective professional. Make sure that you are proactive in informing your instructor when difficulties arise during the semester so that we can help you find a solution.

Complete Assignments

Assignments for this course will be submitted electronically through D2L unless otherwise requested by professor or student.

Commit to Integrity: Academic Honesty

Article 2.3.2 of the [Academic Freedom Report](#) states that "The student shares with the faculty the responsibility for maintaining the integrity of scholarship, grades, and professional standards." In addition, the Department of Community Sustainability adheres to the policies on academic honesty as specified in General Student Regulations 1.0, Protection of Scholarship and Grades; the all-University Policy on Integrity of Scholarship and Grades; and Ordinance 17.00, Examinations. (See [Spartan Life: Student Handbook and Resource Guide](#) and/or the MSU website: www.msu.edu.)

Therefore, unless authorized by your instructor, you are expected to complete all course assignments, including homework, lab work, quizzes, tests and exams, without assistance from any source. You are expected to develop original work for this course; therefore, you may not submit course work you completed for another course to satisfy the requirements for this course. Also, you are not authorized to use the www.allmsu.com Web site to complete any course work in this course. Students who violate MSU academic integrity rules may receive a penalty grade, including a failing grade on the assignment or in the course. Contact your instructor if you are unsure about the appropriateness of your course work. (See also the [Academic Integrity webpage](#).)

Cell Phone, Laptop, Calculators, Other Electronic Equipment Use Policies

Electronic equipment is allowed in the classroom in a professional manner. The class will discuss what norms will be applied for optimal learning of all.

Mental Health

Mental health concerns or stressful events may lead to diminished academic performance or reduce a student's ability to participate in daily activities. Services are available to assist you with addressing these and other concerns you may be experiencing. You can learn more about the broad range of confidential mental health services available on campus via the Counseling & Psychiatric Services (CAPS) website at www.caps.msu.edu.



Religious Observance Policy

It has always been the policy of the University to permit students and faculty to observe those holidays set aside by their chosen religious faith. It is the responsibility of those students who wish to be absent to make arrangements in advance with their instructors. It is also the responsibility of those faculty who wish to be absent to make arrangements in advance with their chairpersons, who shall assume the responsibility for covering their classes.

Chosen Name and Pronoun Policy

All people have the right to be addressed and referred to in accordance with their personal identity. Many people do not identify with the name on their birth certificate, school ID, or other forms of identification. In this class, I will include the opportunity for students to indicate the name and the pronouns they use. If you would like to change your name, you can do that through StuInfo. Your gender marker can be changed by filing a request at the Office of the Registrar at the Hannah Administration Building. More information about MSU's preferred name policy can be found at: <https://lbgtrc.msu.edu/trans-msu/msu-preferred-name-policy/>. I will do my best to respect students by using the correct name and pronouns for them. Please advise me at any point if you need to update your name and/or pronouns in my records.

Limits to Confidentiality

Essays, journals, and other materials submitted for this class are generally considered confidential pursuant to the University's student record policies. However, students should be aware that University employees, including instructors, may not be able to maintain confidentiality when it conflicts with their responsibility to report certain issues to protect the health and safety of MSU community members and others. As the instructor, I must report the following information to other University offices (including the Department of Police and Public Safety) if you share it with me:

- Suspected child abuse/neglect, even if this maltreatment happened when you were a child,
- Allegations of sexual assault or sexual harassment when they involve MSU students, faculty, or staff, and
- Credible threats of harm to oneself or to others.

These reports may trigger contact from a campus official who will want to talk with you about the incident that you have shared. Please see: <http://titleix.msu.edu/policy-info/mandatory-reporting.html>

In almost all cases, it will be your decision whether you wish to speak with that individual. If you would like to talk about these events in a more confidential setting you are encouraged to make an appointment with the MSU Counseling Center. Michigan State University is committed to fostering a culture of caring and respect that is free of relationship violence and sexual misconduct, and to ensuring that all affected individuals have access to services. For information on reporting options, confidential advocacy and support resources, university policies and procedures, or how to make a difference on campus, visit the Title IX website at www.titleix.msu.edu.

Accommodations for Students with Disabilities

Michigan State University is committed to providing equal opportunity for participation in all programs, services and activities. Requests for accommodations by persons with disabilities may be made by contacting the Resource Center for Persons with Disabilities online at rcpd.msu.edu. Once your eligibility for an accommodation has been determined, you will be issued a Verified Individual Services Accommodation ("VISA") form. Please present this form to me at the start of the term in order to facilitate any accommodations that may need to be made.

Drops and Adds

The last day to add this course is the end of the first week of classes. The last day to drop this course with a 100 percent refund and no grade reported is 1/31/2020. The last day to drop this course with no refund and



no grade reported is 2/26/2020. You should immediately make a copy of your amended schedule to verify you have added or dropped this course.

Commercialized Lecture Notes

Commercialization of lecture notes and university-provided course materials is not permitted in this course.

Internet

Some professional journals will not consider a submission for publication if the article has appeared on the Internet. Please notify your instructor in writing if you do not want your course papers posted to the course Web site.

Campus Emergencies

In the event of an emergency arising within the classroom, Dr. Bauchspies will notify you of what actions may be required to ensure your safety. It is the responsibility of each student to understand the evacuation, “shelter-in-place,” and “secure-in-place” guidelines posted in each facility and to act in a safe manner. You are allowed to maintain cellular devices in a silent mode during this course, in order to receive emergency SMS text, phone or email messages distributed by the university. When anyone receives such a notification or observes an emergency situation, they should immediately bring it to the attention of the Professor. If an evacuation is ordered, please ensure that you do it in a safe manner and facilitate those around you that may not otherwise be able to safely leave. When these orders are given, you do have the right as a member of this community to follow that order. Also, if a shelter-in-place or secure-in-place is ordered, please seek areas of refuge that are safe depending on the emergency encountered and provide assistance if it is advisable to do so.

Limits to Confidentiality

Please see: <http://titleix.msu.edu/policy-info/mandatory-reporting.html>

Michigan State University is committed to fostering a culture of caring and respect that is free of relationship violence and sexual misconduct, and to ensuring that all affected individuals have access to services. For information on reporting options, confidential advocacy and support resources, university policies and procedures, or how to make a difference on campus, visit the Title IX website at www.titleix.msu.edu.

Spartan Code of Honor: “As a Spartan, I will strive to uphold values of the highest ethical standard. I will practice honesty in my work, foster honesty in my peers, and take pride in knowing that honor is worth more than grades. I will carry these values beyond my time as a student at Michigan State University, continuing the endeavor to build personal integrity in all that I do.”

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