SIT SCHOOL FOR INTERNATIONAL TRAINING
STUDY ABROAD

SYLLABUS

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Fall 2020
International Honors Program
Health and Community
Track I

Community Health Research Methods and Ethics
IBPH 3510 (4 credits / 60 class hours)

PLEASE NOTE: This syllabus is representative of the anticipated Fall 2020 program. Because courses develop and change over time to take advantage of unique learning opportunities, actual course content varies from semester to semester. In addition, considerations of student/public safety may change some course content. With global public health responses rapidly unfolding, some readings and content will necessarily be added/adapted closer to the start of the semester.

Course Description
How can we be sure that our interventions in local medical policy, development, and treatment are effective? How do we know if they are needed or even wanted? And why might our own assumptions about objective data from diverse societies prevent us from asking the "right" questions, or—worse yet—might they actually do more harm than good? As public health practitioners integrate more and more field-based research methods into their practice, so will this class focus on how effective contributions to public health in diverse cultural contexts always begin with a sound but adaptive research methodology.

Drawing heavily on concepts and tools developed by anthropologists—experts who study people and their complex experiences in the world—this course achieves two goals important in the discipline of public health research.

First, it allows students to practice the research methods and skills that are increasingly needed for a professional and informed public health project. Second, it respects the fact that knowledge regarding local public health needs resides already within local communities, meaning that our teachers in this course necessarily include local experts from community-based organizations, local political advocacy groups, health practitioners who blend tradition and adaptation, local academic researchers, and other community members.

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As a student, you will learn about local experiences with health and healthcare while using tools like mapping, interviews, surveys, and visual-data collection. This will allow you to learn from first-hand experience, direct observation, and those rich learning moments found where humans live the majority of their lives: in **informal social interactions** (e.g., meals, commutes, games, visits, shopping). Unlike empirical methods that stress comparability across "big data," these anthropological tools stress research that is "emergent" and generates knowledge through analysis of "deep data." This type of deep data is what transforms focused, hypothesis-driven research into unexpected, experience-driven insight.

The central fieldwork component of this course is the **Case Study** project, a small group exercise focused on investigating a theme across all four program sites. You will also conduct individual **Data Collection Exercises** in which you will experiment with different data-collection methods on a regular basis, and a majority of class-time is devoted to discussing your experiences, strategies, and critiques of these methods in a collegial **workshop** setting. Student research and critiques will culminate in a final **Research Proposal** at the end of the semester.

You are expected to work with one another to probe and understand the issues presented to you for fieldwork and that you will do so in a methodical, but open-minded way. That is, you will apply the methods learned in class to systematically approach and report on your fieldwork while allowing your questions *to evolve along with your insights*. The insights gained will prepare you for future work or study where you will be expected to research and propose appropriate interventions in public health or other fields.

Class Format

In each country, students will encounter—and be confronted by—different realities in which human health, understood as disease, illness, and wellbeing, are at stake. To tackle these complex situations, this course will be quite different from those typically taught at a university (or even in a single country!). Instead of exploring various themes stretched out over a whole semester, key topics will be reiterated cyclically *within* each program site. These **Paths of Inquiry** comprise current interests in the social science of human health, and form the backbone of our comparative approach to understanding global Health and Community.

Within each program site, students will tackle and compare these themes by reflecting on the unique or overlapping questions they pose with respect to: (1) research methodologies, (2) ethics, and (2) techniques for analysing, interpreting, and presenting collected data. As such, students will learn to process data and communicate ideas both **individually** and within **groups** using the **workshop** format.

The spirit of this course is to create an environment where the immediacy and intensity of individual experiences shared by peers—the here-and-now of study abroad—can generate interesting questions and insights through workshops and discussions that are not only personally profound, but intellectually meaningful too.

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Learning Outcomes

The *Community Health Research Methods* course comprises 60 class hours of instruction (4 credits). In this course, students will gain an understanding of community-based health and medical anthropological research, and apply methodological and ethical approaches to investigating Case Study topics in cross-cultural contexts. By the end of the course, students will be able to:

- Formulate well-crafted research questions, and assess and choose appropriate research methodologies to explore them.
- Apply community-based approaches, principles, and tools to assignments and case study research opportunities in the field in each country.
- Understand key ethical issues and challenges to conducting research with human beings.
- Evaluate key challenges faced by both participants and researchers (individually and in a team) in engaging in community-based research projects.
- Analyze qualitative data thematically and effectively.

Grading Scale

94-100%	A	Excellent
90-93%	A-	
87-89%	B+	
84-86%	B	Above Average
80-83%	B-	
77-79%	C+	
74-76%	C	Average
70-73%	C-	
67-69%	D+	
64-66%	D	Below Average
below 64	F	Fail

Note: Where decimal points are used in grading, below 0.5 will be rounded down, while 0.5 and above will be rounded up. For example, 93.4 will be an A-, while 93.5 will be an A.

Expectations and Policies

Class preparation

This program is built upon the conviction that experiences result in deep insights and powerful learning. Course assignments are created to facilitate such first-hand learning opportunities. Dialogue in class about these insights and participation in these activities is critical. For this reason, your participation is required. As a learning community, each one of us influences the learning environment. Please take responsibility for your role in this environment and come to class prepared and ready to engage with others in a positive and thought-provoking manner.

Technology in the classroom

Electronic devices are critical tools for learning and communication, but our IHP courses prioritize engaged conversations unhindered by personal electronic devices. *Students, faculty,*

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and visitors are expected to keep cell phones, laptop computers, and other devices out of sight, sound, and mind during class sessions. There will be times when technology is needed for presentations or projects. Faculty will advise students of these times. Of course, students with accommodations are always welcome to have the technology needed.

Participation
IHP is an experiential learning program. You have to show up to have the experience. As such, participation is a minimum expectation, not generally to be rewarded with class credit. Students are expected to attend all classes, guest lectures, and field activities unless they have a medical excuse that has been communicated and approved of by IHP staff or faculty. *Missing one class means a small makeup assignment (as determined by the faculty); missing two classes means a sizable makeup assignment; missing three classes means a grade reduction of 2% of the total course grade*. Failure to attend classes or field activities means that a student may not be eligible for credit from their universities, or could result in program dismissal.

Materials
All course readings will be electronically available from the first week. Hard copy of required course readings will be distributed once you arrive in each program site. Students are responsible for downloading these materials and can print the optional readings at their own discretion. You may opt in or out of getting hard copies.

Policy on deadlines
Unless otherwise noted, coursework assignments are due on the day of the deadlines via Moodle (or on paper for a few assignments). Unexcused late work will result in a lower grade one full level per day (for example, a B will drop to a B-). No exceptions will be permitted; extensions are not given unless there are necessary circumstances. Exact deadlines for assignments will be confirmed by the instructor and provided to students at the start of each country program.

Keep an additional copy of all work you turn in, so as to avoid unexpected disaster and significant inconvenience for all parties involved; this may mean taking photos or scanning any handwritten assignments. Assignments that are not easily legible will be returned ungraded.

Academic integrity
Academic dishonesty is the failure to maintain academic integrity. It includes, but is not limited to, obtaining or giving unauthorized aid on an examination, having unauthorized prior knowledge of the content of an examination, doing work for another student, having work done by another person for the student, and plagiarism. Academic dishonesty can result in severe academic penalty, including failure of the course and/or dismissal from the institution/program.

Plagiarism is the presentation of another person's ideas or product as one's own. Examples of plagiarism are: copying verbatim and without attribution all or parts of another's written work; using phrases, charts, figures, illustrations, computer programs, websites without citing the source; paraphrasing ideas, conclusions or research without citing the course; and using all or

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part of a literary plot, poem, film, musical score, computer program, websites or other artistic product without attributing the work to its creator.

Students can avoid unintentional plagiarism by carefully following accepted scholarly practices. Notes taken for papers and research projects should accurately record sources of material to cited, quoted, paraphrased or summarized, and research or critical papers should acknowledge these sources in references or by use of footnotes.

Violations of SIT Study Abroad academic integrity policy are handled as violations of the student code of conduct and will result in disciplinary action. Please discuss this with your Program Director or faculty if you have questions.

General Considerations

- Show up prepared. Be on time, have your readings completed and points in mind for discussion or clarification. Complying with these elements raises the level of class discussion for everyone.
- Have assignments completed on schedule, printed, and done accordingly to the specified requirements. This will help ensure that your assignments are returned in a timely manner.
- Ask questions in class. Engage the lecturer. These are often very busy professionals who are doing us an honor by coming to speak.
- Comply with academic integrity policies (no plagiarism or cheating, nothing unethical).
- Respect differences of opinion (classmates', lecturers, local constituents engaged with on the visits). You are not expected to agree with everything you hear, but you are expected to listen across difference and consider other perspectives with respect.

Please refer to the SIT Study Abroad Student Handbook for policies on academic integrity, ethics, warning and probation, diversity and disability, sexual harassment, and the academic appeals process.

NB: The instructors retain the right to change the syllabus as needed. Given the flexible field program, changes may occur that are beyond our control.

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Course Schedule*

Topics, readings, and assignment details are subject to change, as deemed necessary by faculty.

All course readings will be available in Dropbox in electronic format at the beginning of the semester. Required readings will also be available as a hard copy at the beginning of each respective program site.

Key Concepts	Class topic	Program Site
inductive/ deductive emic / etic	**RME-1** **Look at Your Fish** Required Reading • Sunstein, B. and E. Chiseri-Strater. 2012. Look at Your Fish. Field Working: Reading and Writing Research. New York: Bedford. Pp. 74-84. • Agar, M. 1980. "Ethnography." In *The Professional Stranger: An Informal Introduction to Ethnography.* New York: Academic Press. Pp. 63-76. Suggested Reading • Pope, Catherine and Nick Mays. 1995. "Reaching the Parts Other Methods Cannot Reach: An Introduction to Qualitative Methods in Health and Health Services Research." BMJ 311(1). Pp. 42-45. • May, Tim. 2011. "Social Theory and Social Research." In *Social Research: Issues, Method and Process.* Berkshire: Open University Press. • Geertz, C. 1973. *The Interpretation of Cultures: Selected Essays*. New York: Basic Books. o Thick Description: Towards an Interpretive Theory of Culture. In. pp. 3-30 o Deep Play: Notes on the Balinese Cockfight. In *The Interpretation of Cultures: Selected Essays*. New York: Basic Books.	**Montana, USA**
inductive elicitation emic / etic	**RME-2** **Categorical Thinking I** Required Reading • De Munck, Victor. Ch. 3: Freelisting. *In* Research Design and Methods for Studying Cultures. London: AltaMira.	**Montana, USA**

	Suggested reading • Eastman, Caroline. "Anthropological Perspectives on Classification Systems." *Advances in Classification Research Online.* 5.1 (1994). Pp. 69-78. **Workshop: Free-list with two people on chosen domain**	
deductive elicitation emic / etic	**RME-3** **Categorical Thinking II** Required Reading • De Munck, Victor. Ch. 4: Pile Sorting. *In* Research Design and Methods for Studying Cultures. London: AltaMira. Pp. 67-75; 90-95. • The four humours (BBC) (electronic document). Time segments 0:00-5:00; 9:04-14:37; 15:20-16:00 (All other segments optional). Suggested reading • Eastman, Caroline. "Anthropological Perspectives on Classification Systems." *Advances in Classification Research Online.* 5.1 (1994). Pp. 69-78. **Workshop: Pile-sort with two people on *swapped* domain**	**Montana, USA**
coding strategies and analysis emergent research	**RME-4** **Coding** Required Reading • Saldana, J. 2009. An Introduction to Codes and Coding. The Coding Manual for Qualitative Researchers. Los Angeles: Sage. Pp. 1-31. **Workshop: Patterns and hypotheses**	**DC, USA**
subjectivity as data	**RME-5** **Dialogical Collaboration** Required Reading • De Munck, V. Ch. 7: Long Interviews. • Packer, Martin. 2011. "The Conduit Metaphor." In *The Science of Qualitative Research*. Pp. 53-56.	**DC, USA**

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	Suggested reading • Esterberg, G. Kristin. 2002. Interviews. In Qualitative methods in social research, Boston : McGraw-Hill, pp.83-113. **Workshop: semi-structured interview**	
subjectivity as data being 'a part' and 'apart'	**RME-6** **Participant Observation** Required Reading • De Munck, V. Ch 9: Participant Observation Suggested reading • May, Tim. 2011. "Participant observation perspectives and practice." In *Social Research: Issues, Method and Process.* Berkshire: Open University Press. **Workshop: Participate in everyday activity**	**DC, USA**
space as data mapping relationship	**RME-7** **Spatial Mapping** Required Reading • Sunstein, Bonnie Stone and Elizabeth Chiseri-Strater. 2012. *FieldWorking: Reading and Writing Research.* Pp. 186-190; 192-195; 197-203. • Carpiano, Richard. M.. 2009. "Come take a walk with me: The "Go-Along" interview as a novel method for studying the implications of place and health and wellbeing." *Health and Place* 15(1). Pp. 263-272. Suggested reading • Pink, Sarah. 2015. "Walking with others." In *Doing Sensory Ethnography, 2nd ed.* Los Angeles: Sage. Pp. 111-115. • Lee, Jo and Ingold, Tim. 2006. "Fieldwork on foot: perceiving, routing, socializing." In Coleman and Collins (Eds.) *Locating the Field: Space, Place and Context in Anthropology.* Oxford: Berg. Pp. 67-86. **Workshop: Mapping spatial relationships**	**South Africa**

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sound as data visual represent. as data	**RME-8** **Sensorial Research (elective)** **I. Soundscapes** Required Reading • Cardoso, Leonardo. 2012**.** Listening to São Paulo, Brazil. In *SoundingOut!* (Electronic document)**.** • 99% Invisible. 2019. Sound and Health: Cities. (Electronic document)**.** • Pink, Sarah. 2015. "Ch 1. Situating sensory ethnography: from academia to intervention." In *Doing Sensory Ethnography, 2nd Edition*. Los Angeles: Sage Publications, Pp. 3-24. **OR** **II. Visualizations** Required Reading • Guillemin, Marilys. (2004). "Understanding illness: using drawings as a research method." *Qualitative Health Research* 14(2):272-289. • Bagnoli, Anna (2009). "Beyond the Standard Interview: The Use of Graphic Elicitation and Arts-based Methods." *Qualitative Research* 9(5):547-570. • Pink, Sarah. 2015. "Ch 1. Situating sensory ethnography: from academia to intervention." In *Doing Sensory Ethnography, 2nd Edition*. Los Angeles: Sage Publications, Pp. 3-24. **Workshop: Soundscape or visualization on chosen topic**	**South Africa**
subjectivity as data creation as healing	**RME-9** **A Body of Knowledge** Required Reading • Gastaldo, D., Magalhães, L., Carrasco, C., and Davy, C. (2012). "Body-map storytelling as research: methodological considerations for telling the stories of undocumented workers through body mapping." • Ross, Fiona. (2010). "Chapter 3. Sense-scapes: sense and emotion in the making of place." In *Raw Life, New Hope. Decency, Housing and Everyday Life in a Post-Apartheid Community*. Cape Town: UCT Press, Pp. 54-75.	**South Africa**

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	Suggested Reading • Blake, R. 2011. "Ethnographies of Touch and Touching Ethnographies: some prospects for touch in anthropological enquiries" in *Anthropology Matters* Vol. 13 (1). • Sweet, E.L. and Escalante, S.O., 2014. "Bringing bodies into planning: Visceral methods, fear and gender violence." *Urban Studies*. **Workshop: Body mapping**	
organizing / presenting data asking a question	**RME-10** **Emerging Questions: Designing Research** Required Reading: • Booth, Wayne et. al. 1995. "From Questions to Problems." In *The Craft of Research.* Chicago: University of Chicago Press. Pp. 40-52. • De Munck, V. Ch. 2: Research Design. Suggested Reading: • Flyvbjerg, B., 2006. "Five misunderstandings about case-study research." *Qualitative inquiry*, *12*(2). Pp. 219-245. • Clifford, James.2010. (Second Edition)"Introduction: Partial Truths" In. James Clifford and George E. Marcus (Eds)*Writing Culture: The Poetics and Politics of Ethnography*, University of California Press, pp. 1-27. **Workshop: posing and proposing research**	**South Africa**

Assignments

Assignments (except for hard copy assignments) should be submitted via the course's Moodle site. Assignments are due the day assigned, uploaded to Moodle. Grades will be returned via Moodle as well.

Students may never use email to submit assignments, per SIT IT Policy.

PLEASE SUBMIT ALL ASSIGNMENTS AS A MICROSOFT WORD FILE to allow for in-document comments. All assignments are to be double spaced with one-inch margins in 11 Times New Roman font. The American Psychological Association (APA) referencing style is preferred.

When using APA format, follow the author-date method of in-text citation. This means that the author's last name and the year of publication for the source should appear in the text, for example, (Jones, 1998), and a complete reference should appear in the reference list at the end of the paper. If you are referring to an idea from another work but not directly quoting the

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material, or making reference to an entire book, article or other work, you only have to make reference to the author and year of publication and not the page number in your in-text reference. All sources that are cited in the text must appear in the reference list at the end of the paper.

Please include your name on every page of the assignment itself in the header, and the file name should have the following naming convention:

Name_Country_NameOfAssignment.doc
e.g. Josslyn_South Africa_MappingHealthcareSystem.doc

For hard copy assignments, you may be asked to submit the original. KEEP A DIGITAL COPY OF ALL WORK YOU TURN IN ON YOUR COMPUTER, so as to avoid unexpected disaster and significant inconvenience for all parties involved; this may mean scanning or photographing any hard copy assignments (and keeping a copy in .jpg or .pdf). Assignments that are not easily legible will be returned ungraded.

Deadlines / Point Breakdown*

**Topics, readings, and assignment details are subject to change, as deemed necessary by faculty.*
Case study presentations will always take place toward the end of each program site.

Total			**100%**
Data Collection Exercises (2/3)			**43 pts**
Montana	Due: RME 3	Free-list exercise on chosen domain	6 pts each
	4	Pile-sort exercise on swapped domain	
	5	Coding: Patterns and hypotheses	
DC	6	Dialogical collaboration: semi-structured interview	
	7	Participate in an everyday activity	
	8	Mapping spatial relationships	
South Africa	9	Soundscape or visualization on chosen topic	
	9	In-class workshop: Body-mapping	1 pt
Case Study Group Presentations			**45 pts**
Montana	Due: Final week	22 minutes (+8 min Q&A)	10
DC	of program	22 minutes (+8 min Q&A)	10
South Africa	cycle	45 minutes (+15 min Q&A)	25
Research Proposal			12 pts
South Africa	Built through the semester Due at the end	Consult rubric and prompt	12

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Data Collection Exercise

Good social science projects, especially where healthcare and cultural contexts of wellness are concerned, almost always involves **Community Based Research** alongside **collaboration with interested community members**. Data Collection Exercises offer you a chance to develop both of these skills. Each student will practice various research exercises for which strategies and critiques will be discussed in a workshop setting. This is a chance for you to open cross-cultural exchanges with your interlocutors—and for us to help you process that exchange.

Objective: 1) Take cross-cultural exchanges and turn them into meaningful, personal and intellectual learning moments. 2) Learn how to design, execute, and evaluate the effectiveness of particular research methods in a collegial, professional workshop format. The elements on the Data Collection Exercise sheet are essential methodological components of a research proposal.

Due: At the beginning of class.

Format:

1. **Class Discussion:** We will discuss the basic concept of a particular research method as a class, theorizing its basic functions and outcomes.
2. **Workshop:** In your workshop groups, you and your colleagues will:
    - Consider the assigned research method in terms of its practical, theoretical, and ethical execution.
    - Help each other brainstorm a research question/scenario for a topic of interest to individual group members.
    - Plan individual research protocols (specify fieldsites, questions, behaviors, data collection media, etc.) that are feasible and ethical for individual exercises.
    - Foresee and address any complications in logistics.
3. **Fieldwork:** You will have until the due date to conduct your Data Collection Exercise and to complete the **Data Collection Exercise** form for grading.
4. **Exercise Debrief:** Discuss the outcomes of your Data Collection Exercise, focusing as much on the methodological tools as on the findings themselves.
    - Evaluate your Exercise in terms of its ***methodological***, ***practical***, ***theoretical*** and ***ethical*** implications.
    - Discuss possible applications of the research method in question to your **Case Study** projects. Plan a research protocol (specify fieldsites, questions, behaviors, data collection media, etc.) that are feasible and ethical for Case Study research.

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- Amend any final thoughts or comments on your forms as they emerge from your Workshop discussion. Each section on the Workshop Debrief form should be about 150-200 words / 4-5 sentences.

Note: Your fieldnotes will be collected and audited periodically as part of your grade.

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Data Collection Exercise	Field Report	RME Grade: / 7

Description of Methodology

how did you do it?

what were the parts/steps?

Interpretation of Data

What information do you think it produced?

What is the interesting insight you gained?

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Evaluation of Methodology

Strengths

In what contexts would this method be productive?

What type of information would it produce elsewhere?

Limitations

In what contexts would this method be counterproductive or not helpful?

What type of information does it neglect?

Ethical Implications

(civic responsibilities)

What concerns does this approach/information raise?

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Report Narrative

(TBD in Class)

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Case Study Group Presentations

Case Studies draw on the totality of your learning experience in each program site. In Case Study projects, groups of students practice the methodological skills and theoretical concepts discussed in any and all readings, lectures, and classes. **The goal is to explore a public health topic in order to, by the end of each program site, develop a culturally insightful and academically reasoned research question relevant to the local context of that site.**

Because Coordinators arrange the logistics, ***each Case Study progresses differently***. Research themes and teams will be determined by faculty and Coordinators in the first weeks of the program, in order to accommodate time constraints and other logistical considerations. Coordinators and faculty will consult with you regularly on ways in which to integrate the concepts and tools learned in the course into your research projects.

Objective: To explore a public health topic through effective practice of methodological skills and application of theoretical concepts in order to develop a research question that is culturally informed and insightful.

Format:

1. **Workshop:** a workshop is scheduled in each of our program sites, co-designed by the Coordinator to further develop your explorations.
2. **Fieldwork:** Your site visits, panel discussions, lectures, and all other IHP programmed activities are key sources of cultural data. All students will have access to data for all case study topics. In addition, each Case Study group will spend multiple days on their particular topic and practice methodological skillsets in "Case Study Group Activity" sessions scheduled in each program site.
3. **Presentation:** During the final days in each program site, your Case Study team will present its emerging Research Question based on the previous month's work, and fellow students and faculty will have the opportunity to pose questions and offer comments about your research.

Logistics: Research sites and participants will be determined by the respective Coordinators. In many instances, the actual research agenda will be pre-determined.

Designing Your Plan: Specifics of your methods practice opportunities will necessarily be worked out with the Coordinator and Traveling Faculty, and in consideration of local opportunities that arise. However, as you develop an answerable question in each country context, you should pose questions that satisfy all five questions that any social science research should ideally be able to honestly answer "yes" to:[1]

1. Does this topic (or research site, or research method) really interest me?

2. Is this topical focus amenable to exploratory scientific research?

3. Are adequate resources available to investigate this topic? To study this population at this particular site? To use this particular method of data collection?

[1] Borrowed from: Bernard, H. R. (2006). *Research Methods in Anthropology: Qualitative and Quantitative Approaches* (4th ed.). Lanham, MD: AltaMira Press.

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4. Will my research question, or the methods I want to use, lead to unresolvable **ethical** problems?

5. Is the topic of theoretical and/or practical **interest**?

Requirements: You and your group have substantial creative freedom to craft your presentations to best fit your projects, so long, however, as group presentations address the following topics (in no particular order):

1. What were your guiding topical interests and preliminary research questions? What questions did you land on?
2. What theory/theories did you draw on to explore this topic? What theories/hypotheses do you think will be useful in addressing your final Research Question?
3. What methods did you use? How and why?
4. What worked and what did not? What methods, theoretical approaches, etc. facilitated exploration of your topic and what hindered it?
5. What types of data have you gathered from the field program and your Case Study activities?
6. What initial insights or expectations do you draw from these data collections?
7. On the basis of your data and analysis how would you initially answer the Research Question that you ended up with?
8. What ethical issues did you negotiate during the course of exploratory research?
9. How might your exploratory research apply to the research of others in the class? What are the limitations of your research?
10. With more time, how might have you continued to flesh out this project? What methods might you engage? How you might do things differently if given a second chance?

Presentations 1-3:
For the first two Case Study Group Presentations, bear in mind that Case Studies are primarily an opportunity to ***learn about practicing methodological skills and applying theoretical analysis in local community contexts***. Therefore, the details about a particular health issue that help frame your methodology should not be the sole focus of your presentation: rather, they should contextualize your project in terms of methodology, theory, practice, and ethics.

Final Presentation:
Your final Group Presentation is longer so that you can, in equally important parts:

1. Discuss your exploratory research in South Africa as a particular, country-specific, Case Study.
2. And, compare all Cases from across the entire semester as a **cumulative** and **comparative** whole.

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PEER EVALUATIONS
CASE STUDY PRESENTATIONS Group: _____

Time: Begin _____ End _____

Topical interests/ preliminary research question	
Theoretical approach	
Methods applied	
Evaluation of methodological and/or theoretical approaches	
Data types	
Insights / Expectations	
Preliminary hypothesis	

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Ethical issues negotiated	
Application/limitations of research	
Alternatives and modifications	
Objective: To explore a public health topic through effective practice of methodological skills and application of theoretical concepts in order to develop a research question that is culturally informed and insightful.	

Other Comments:

Audience Questions/Comments:

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Research Proposal

This assignment is shared in both the Research Methods course and the Health, Culture, and Community course (the assignment outline here is replicated on that syllabus too).

Grade: 12pts in RM, 12pts in HCC.

Due: On day after Final Case Study Presentation

Guidelines:
Identify a health and/or public health-related issue that you feel would warrant further research, drawing on what you now learned about that issue and what you understand to be the current state of knowledge about the issue. You are not expected to be a world- leading expert overnight. Rather, you are expected to work intelligently with what you have had access to over the course of your 3 program sites. **In short, ask an interesting Research Question given your exploratory research.**

This is to be presented as a single document even though grade points will be evenly awarded between the two courses. You may refer to any and as many of the **theoretical dimensions** explored in class. Your proposal should:

1. Be about 700-800 words long, minimum.
2. Specify the topic and location(s) of the proposed research.
3. Includes the following:
    a. Ethnographic description (10%): Specifies and vividly describes an issue that is particular to your proposed fieldsite.
    b. Theoretical framework (20%): Discusses with accuracy and clarity 1-2 theoretical approaches used to frame your research question.
    c. Research Methodology (50%): Specifies
        i. the research question;
        ii. the techniques proposed for collecting data;
        iii. your justification for these techniques;
        iv. and disclosure of their strengths / limitations
    d. Ethical considerations (10%): outlines the kinds of ethical issues the proposed research presents and offers ways of addressing them.
    e. Comparative Method (10%): Suggests applicability of research findings to other fields of study and/or to other geographical contexts.

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Research Proposal

Rubric **Name:** _____

Requirement	Incomplete	Disagree	Agree Somewhat	Agree	Strongly Agree
(score)	**0**	**6 – 6.9**	**7 – 7.9**	**8 – 8.9**	**9 – 10**
Ethnography Specifies and vividly describes an issue that is particular to your proposed fieldsite. (10%)					
Anthrop. Theory Discusses with accuracy and clarity 1-2 theoretical approaches used to frame your research question. (20%)					
Research Methods Specifies (1) the research question; (2) the techniques proposed for collecting data; (3) your justification for these techniques; (4) and disclosure of their strengths / weaknesses (50%)					

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Requirement	Incomplete	Disagree	Agree Somewhat	Agree	Strongly Agree
(score)	**0**	**6 – 6.9**	**7 – 7.9**	**8 – 8.9**	**9 – 10**
Ethics Considers the kinds of ethical issues the proposed research presents and offers ways of addressing them. (10%)					
Comparative Method Suggests applicability of research findings to other fields of study and/or to other geographical contexts. (10%)					
			Total Score (12pts per class)		