



Fieldwork Ethics and Comparative Research Methods

ANTH3500 / 4 credits / 60 class hours

International Honors Program

Climate Change: The Politics of Food, Water & Energy

PLEASE NOTE: This syllabus is representative of a typical term. 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 safety may change some course content.

Course Description

This course will support students in developing their own comparative research project to explore the politics of food, water and/or energy in relation to climate change. It will give students an introduction to the qualitative research methods that social scientists have developed for their empirical investigations. Its main goals are first, to learn how to use research methods, primarily interviewing, participant observation and comparative analysis, and second, to encourage critical thinking about the research design process. This includes matching methods to research questions, to be aware of and manage our biases and assumptions, and understand ethical dilemmas raised by fieldwork.

Research is a political enterprise, which raises serious questions in light of western academic research's institutional legacy, one that is historically embedded in relations of power, colonialism, gender, sexuality, and race. Just as our inquiries into political economy, political ecology and environmental history require fundamental analytical questions, such as "for whom? by whom? about whom? for what purpose? and with what effects?" as researchers we must also turn our analysis inward and reflect on our own positionality, actions and impacts. In the words of IHP Professor Maria Jose Bermeo, "Today, research and advocacy continue to play a role in framing specific communities within stereotypes, limiting the nuance of their given context, taking over their exercise of voice and agency in self-representation and assuming ownership of their ways of knowing. Thus, the practice of knowledge making is rife with both possibilities and risks." Researchers must negotiate the ethics and responsibilities in the creation, use, and dissemination of the knowledge they produce. As part of this course, students will be asked to choose a research topic and to conduct a comparative independent study project, which compares climate change related issues across at least two program countries.

Course Objectives

- To introduce students to various research methodologies, tools for field-based research, and their application.

- To introduce students to the problematic power dynamics associated with research and provide students with the opportunity to learn about research ethics and weigh their individual roles in field research.
- To help students understand academic research's histories of exploitation.
- To engage in non-individualistic modes of research and fieldwork support.
- To become more observant of the world and more attuned to one's place in it.
- To introduce students to research proposal formulation and writing.

Assessment and Grading Criteria

Fieldwork journal 5%
 Country memos 20%
 Assessment Research Proposal 10%
 Mid-Term Presentation (Group) 15%
 Final Comparative Analysis Paper 30%
 Final Presentation (Individual) 10%
 Participation 10%
 Total 100%

Fieldwork Journal (5%)

One of the most important aspects of your research will be the informal FIELDWORK JOURNAL you maintain throughout the course. Though your fieldwork journal will not be graded, it will help you synthesize ideas that form the basis for your (graded) Country Memos, contributions to class discussion and final research paper. Your journal might be comprised of notes from class and site visits, conversations, observations and homestay experiences; together, these will provide the ethnographic material that you will analyze in your final comparative paper and will provide the most original data from which you will draw. Throughout the semester you will have the opportunity to attend site-visits and lectures that may pertain directly or indirectly to your topic. You will take notes during these when possible (or after if that is more appropriate). You might also find yourself making observations about your daily experiences - remember that your topic may come up in unexpected moments and forms: a poster on the street, a passing conversation, a moment of culture clash – make sure to capture these as well. Your journal might also be a place for you to work out questions and frustrations, consider new methods and ideas, reflect on the ethics of a situation or your changing ideas, fine-tune and narrow your project and more deeply engage in the places we visit. Your Fieldwork Journal can be handwritten, electronic or a combination of both. Also, for your benefit, note Date, Place, People, Methods at the top of your entries.

Country Memos (20% total)

Toward the end of our stay in each country, you will read through the entries you have made in your journal and complete a Country Memo. Each of your Country Memos will be due in the final days in each country or the first days in the following country. You will be give exact due dates throughout the course of the program. I will email you the Country Memo template on a Word document. You must complete ^{SEP} it, and email it to me as a Word document, cc'ing your buddy, ON TIME, edited and proofread, to have the potential to receive full credit. In addition, please be aware that the memos might be shared with your peers. I highly suggest you work on this THROUGHOUT your time in a country, and not in the few days before it is due.

Sample Country Memo Format

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Your name, country name and dates in country	
Reflection on one (1) two-to five- hour observation on your topic (300-500 words) <ul style="list-style-type: none"> Briefly describe something of interest or import in what you observed Interpret and analyze what you observed and how this relates to your topic; and/or Reflect on the process of observation or research. 	Specific place, date, time, people Involved
Informal/Formal Conversation (300-500) Reflect on the questions you asked, the notes you took during the conversation, any interpretations/analysis you have of the information that was shared and/or the process itself. Did any contradictions emerge? How might the setting and unspoken aspects of the interaction have affected what was said?	Specific place, date, time, people involved and their position(ality)
Reflection on your homestay experience OR a debrief/synthesis (300-500 words) Focus on something (a site visit, a comment, a moment etc.) that has deepened your understanding of your research topic, analytical framework or cultural understanding of a place. If you want, you may do both.	Neighborhood, dates of homestay, family members involved and their position(ality) OR Date, place and subject of debrief/synthesis
One to three quotation(s) that stand(s) out/will be helpful for your project or your thinking	Speaker, place, date and time
Your Positionality (150-500 words) What have you learned about your own position, biases, inclinations and politics?	
Overall Reflection (300-500 words) This is open-ended, but here you might reflect on how your topic is changing over time and place; think through an overarching theme, ethical concern or question; reflect on an important difference from or similarity with another place, ponder something you want to discuss with me or your peers, think through your process of gathering information (including any changes to your approach that you may wish to integrate) and/or explore questions/steps you aim to take up in the next country or phase of the project.	Write any keywords or frames of inquiry
Questions for Professor (Optional)	

Research Proposal (10%)

Students will submit a research proposal (750 words, excluding the bibliography) for the final research paper by the third week of our stay in Vietnam. The research proposal will primarily introduce the issues you plan on addressing in your final paper and their impact and relevance in at least two program countries. It should explain why your topic(s) is a good fit for the countries you are choosing, and demonstrate the use of at least three new academic resources that are not included in any of the program syllabi. It is understood that students' research will evolve over the semester, and the proposal is not set in stone. Nonetheless, we want to begin to focus early, so that we can take advantage of the experiences offered by the country programming as they unfold, instead of trying to catch-up at the end.

Mid-term Presentation (15%)

Students will be assigned to research teams of 5 to 6 people by the end of our time in Vietnam to present a specific theme related to their research. The mid-term presentations will be during Methods Class 8. The team assignments will be made based on the research proposals. The goal of the mid-term presentation is for students to discuss progress on their comparative research paper, to explore how their topics relate, and to share resources. The presentations will be a forum for students to think and work collectively and collaboratively, and to provide feedback and advice to each other on content, ethical concerns, and future research ideas.

Final Paper (30%) and Presentation (10%)

The final comparative analysis research paper should be 4500 (5500 maximum) words, excluding bibliography. (Remember that 1000- 1500 words of this paper will be a distinct PE & EH section that establishes an analytical framework that grounds your comparative analysis paper). The final paper deadline and presentation dates will be provided to students by the end of our time in Morocco. The paper and presentation should demonstrate original research, clear organization, synthesis and creative use of theoretical and historical readings from classes according to the following requirements.:

- The research study is comparative and arguments are based on primary and/or secondary data collected in at least two of the four different countries visited.
- Ideas are illustrated with data collected during field research and contextualized with references from the assigned and recommended readings. Papers without thematic ideas or arguments that lapse into mere narration, or whose arguments are buried within the text and not presented clearly for the reader, will be graded in accordance with their low-level of organization.
- The paper demonstrates the ability to reflect on the ethical implications of the chosen research topic and methods of fieldwork.
- Students explain and reflect critically upon their own position, cultural values and assumptions within the research process.
- Final presentation of the paper (10-15 minutes maximum) should demonstrate efficient, engaging and clear oral presentation.

A few comments on topic selection: students will have support from country teams and DIY time from the start. During the launch we will begin discussing possible research topics and their feasibility to help guide you on your selection of a topic.

Alongside the process of selecting your topic, you will also begin to identify possible resources and approaches for learning about it. The country teams, as well as the local faculty, will be key resources for you in this step. At the start of each country you will be briefed on opportunities for conversations,

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interviews and observations. However, it is important to remember that the Country Coordinators, and their staff, are resource persons for you, not your research assistants. So please be mindful and respectful of their time, and be aware that it is your responsibility to coordinate any visits or meetings external to the established program activities. Gaining access to participants and sites, or failing to do so, is a part of research and your learning processes.

Finally, there are designated “Do It Yourself” (DIY) times throughout the semester. You will have many expectations from each of your respective courses, so it is important that you manage your time wisely so that you can make the most of these DIY time slots. To that end, be reasonable about how much extra-program travel you can accomplish and still stay healthy, and participate meaningfully in all program elements.

Participation, Expectations and Policies (10%)

- Participation requires active engagement in discussions, curiosity and interest during classes, meetings, guest lectures, and site visits, a supportive attitude and behavior towards other students, and tolerance and respect for opinions and beliefs different than your own.
- Show up prepared. Be on time, have your readings completed and questions in mind for discussion or clarification. Being prepared raises the level of class discussion for everyone. This includes being punctual and prepared for guest lectures and site visits. All students are expected to be present at every program session, with the only exceptions being illness. Unexcused absences and habitual lateness will result in penalties reflected in your participation grade. Please inform the Traveling Faculty or Fellow if you are running late.
- Have assignments completed on schedule and done in accordance to the specified requirements. This will help ensure that your assignments are returned in a timely manner.
- Ask questions in class. Be attentive, respectful and engaged with the guest lecturers and site visit hosts. These are often very busy professionals and community leaders who are doing us an honor by meeting with us and deserve your full attention and respect.
- Comply with academic integrity policies (no plagiarism or cheating, nothing unethical). Any plagiarism or cheating will result in a score of zero for that assignment and could result in additional disciplinary measures as outlined in the Academics section of the IHP Student Handbook.
- Respect differences of opinion (classmates, lecturers, site visit hosts, homestay families). You are not expected to agree with everything you hear, but you are expected to listen across difference and consider other perspectives with respect.
- Be pro-active and flexible and take ownership of your learning experience as individuals and as a group. The experiential model of learning requires that you look forward and back across the semester. The logistics of our time in each country means that coursework will not always develop in a strictly linear fashion.
- Electronic devices: Generally, the use of phones, tablets and laptops are not permitted during site visits and guest lectures, or In-Country Faculty classes. The use of cell phones during any class is prohibited, unless there is a specific need and request is made in advance. We will discuss the need for the use of tablets or laptops during this course.

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

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 substantial 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, faculty, or Fellow. Keep in mind that IHP is an experiential program and has academic requirements to attend class meetings and field activities. 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.

Late Work

Exact deadlines for assignments will be confirmed in class. Late work may be penalized. Due to the nature of the Country Module structure, late work will be difficult to manage—so work hard to be on time.

Class Preparation

This program is built upon the strong belief that your experiences result in deep insights and powerful learning. Course assignments are created to facilitate learning opportunities and experiences. Dialogue in class about these insights and participation in these activities is critical. For this reason, your participation is very important. As a learning community, each one of us will influence 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.

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

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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 footnotes 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 traveling 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.

Course Schedule and Readings

CLASS # THEME	Readings (required and Recommended) **These should be completed BEFORE the listed class date.
SAN FRANCISCO, CALIFORNIA, USA	
CLASS 1 Introduction to Fieldwork Ethics	<p>Required readings:</p> <ol style="list-style-type: none"> 1. SIT Human Subject Research Guidelines and Policy. 2. SIT Study Abroad Policy on Ethics, (Adapted from the American Anthropological Association) 3. Kincaid, Jamaica. 2000. <i>A Small Place</i>. New York: Farrar, Straus & Giroux. 4. Thorne, Barrie. 1980. "You Still Takin' Notes?" <i>Fieldwork and Problems of Informed Consent.</i> <i>Social Problems</i> 27(3): 284-297. <p>Recommended reading:</p> <ol style="list-style-type: none"> 1. Sontag, Susan. 1990. Ch. 1: "In Plato's Cave." In <i>On Photography</i>, pp. 3-24. New York: Picador.
CLASS 2	Required readings:

<p>Power, knowledge, positionality</p>	<ol style="list-style-type: none"> 1. Hall, Stuart 1996. "The West and the Rest: Discourse and Power." In S. Hall et al. (eds) <i>Modernity: An Introduction to Modern Societies</i>, pp. 185-189 & 200-225. Malden, MA & London: Blackwell Publishing. 2. Rodríguez, Majandra. "Notes for civil society organizing against the climate crisis". https://350.org/facing-climate-change-through-justice-and-intersectionality/ 3. Sultana, Farhana. 2007. "Reflexivity, Positionality and Participatory Ethics: Negotiating Fieldwork Dilemmas in International Research." <i>ACME: An International E-Journal for Critical Geographies</i> 6(3): 374-385. 4. Tuhiwai Smith, Linda. 2006. "Chapter 1: Imperialism, History, Writing and Theory." In <i>Decolonizing Methodologies: Research and Indigenous Peoples</i>, pp. 26-35. London: Zed Books. <p>Recommended readings:</p> <ol style="list-style-type: none"> 1. Crosley-Corcoran, Gina. "Explaining White Privilege to a Broke White Person." <i>The Huffington Post</i>, pp. 1-5, July 14, 2016. http://www.huffingtonpost.com/gina-crosleycorcoran/explaining-white-privilege-to-a-broke-white-person_b_5269255.html 2. Roy, Arundhati. 2014. "Chapter 1: Capitalism: A Ghost Story." In <i>Capitalism: A Ghost Story</i>, pp. 1-48. Chicago: Haymarket Books. 3. Wane, Njoki Nathani. 2013. "[Re]Claiming my Indigenous Knowledge: Challenges, Resistance, and Opportunities." <i>Decolonization: Indigeneity, Education & Society</i>, 2(1): 93-107.
VIETNAM	
<p>CLASS 3</p> <p>Being in the field</p>	<p>Required readings:</p> <ol style="list-style-type: none"> 1. Burawoy, Michael. 2000. "Introduction: Reaching for the Global." In M. Burawoy et al., <i>Global Ethnography: Forces, Connections and Imaginations in a Postmodern World</i>, pp.1-40. Berkeley and Los Angeles: University of California Press. 2. Jorgensen, Danny. 1989. "The Methodology of Participant Observation." In <i>Participant Observation</i>, pp.12-24. Thousand Oaks: Sage Publications. 3. Emerson, Robert M. et al. 1995. "Fieldnotes in Ethnographic Research", <i>Writing Ethnographic Fieldnotes</i>, pp. 1-15. Chicago: University of Chicago Press. <p>Recommended reading:</p> <ol style="list-style-type: none"> 4. Glesne, Corrine. 2011. "Chapter 1: Meeting Qualitative Inquiry." In <i>Becoming qualitative researchers: An introduction</i> (4th ed.), pp. 1-20. Boston: Pearson.
<p>CLASS 4</p> <p>Interviewing</p>	<p>Required readings:</p> <ol style="list-style-type: none"> 1. Glesne, Corrine. 2011. "Chapter 4: Making Words Fly: Developing Understanding Through Interviewing", <i>Becoming qualitative researchers: An introduction</i> (4th ed.), pp. 79-107. Boston: Pearson.

	<ol style="list-style-type: none"> 2. Gluck, Sherna Berger & Patai, Daphne. 1991. "Introduction" In S.B. Gluck. and D. Patai (eds) <i>Women's Words: The Feminist Practice of Oral History</i>, pp. 1-6. New York: Routledge. 3. Anderson, Kathryn & Jack, Dana, c. 1991. "Learning to Listen: Interview Techniques and Analysis." In S.B. Gluck and D. Patai (eds) <i>Women's Words: The Feminist Practice of Oral History</i>, pp. 11-26. New York: Routledge. 4. Emerson, Robert M. et al. 1995. "In the Field: Participating, Observing, and Jotting Notes." In <i>Writing Ethnographic Fieldnotes</i>, pp. 17-38. Chicago: University of Chicago Press.
	<p>Recommended readings:</p> <ol style="list-style-type: none"> 5. Booth, Wayne C. et al. 2008. "Chapter 3: From Topics to Questions." In <i>The Craft of Research</i>, pp. 35-48. Chicago: University of Chicago Press. 6. Chase, Susan E. 2005. "Narrative Inquiry: Multiple Lenses, Approaches, Voices." In N.K. Denzin, N.K and Y.S. Lincoln (eds) <i>The SAGE Handbook of Qualitative Research</i> (3rd ed), pp. 652-658. Thousand Oaks: SAGE Publications. 7. Finlay, Linda. 2012. "Five Lenses for the Reflexive Interviewer." In J.F. Gubrium et al. (eds) <i>The SAGE Handbook of Interview Research: The Complexity of the Craft</i> (2.ed), pp. 317-331. Thousand Oaks: SAGE Publications.
<p>CLASS 5</p> <p>Focus Groups</p>	<p>Required readings:</p> <ol style="list-style-type: none"> 1. Morgan, David L. 2012. "Focus Groups and Social Interaction." In J.F. Gubrium et al. (eds) <i>The SAGE Handbook of Interview Research: The Complexity of the Craft</i> (2.ed), pp. 161-176. Thousand Oaks: SAGE Publications. 2. Emerson, Robert M. et al. 1995. "Writing up Fieldnotes II: Creating Scenes on the Page." In <i>Writing Ethnographic Fieldnotes</i>, pp. 17-38. Chicago: University of Chicago Press. <p>Recommended readings:</p> <ol style="list-style-type: none"> 3. Eliot & Associates. 2005. "Guidelines for Conducting a Focus Group". 4. McGregor, Andrew. 2004. "Sustainable development and 'warm fuzzy feelings': discourse and nature within Australian Environmental Imaginaries." <i>Geoforum</i> 35(5): 593-606. 5. Romm, Norma N.A. 2015. "Conducting Focus Groups in Terms of an Appreciation of Indigenous Ways of Knowing: Some Examples from South Africa." <i>Forum: Qualitative Social Research</i> 16 (1).
MOROCCO	

<p>CLASS 6</p> <p>Elaborating Theories</p>	<p>Required readings:</p> <ol style="list-style-type: none"> 1. Burawoy, Michael. 1991. "Reconstructing Social Theories." In M. Burawoy, et al. <i>Ethnography Unbound: Power and Resistance in the Modern Metropolis</i>, pp. 8-27. Berkeley and Los Angeles: University of California Press. 2. Moore, Donald S. 1993. "Contesting Terrain in Zimbabwe's Eastern Highlands: Political Ecology, Ethnography and Peasant Resistance." <i>Economic Geography</i> 69(4): 380-401. <p>Recommended readings:</p> <ol style="list-style-type: none"> 3. Scott, James. 1985. "Small Arms Fire in the Class War" and "Normal Exploitation, Normal Resistance." In <i>Weapons of the Weak: Everyday Forms of Peasant Resistance</i>, pp. 1-27 and 28-47. New Haven and London: Yale University Press.
<p>CLASS 7</p> <p>Analyzing your data</p>	<p>Required readings:</p> <ol style="list-style-type: none"> 1. Emerson, Robert M. et al. 1995. "Processing Fieldnotes: Coding and Memoing." In <i>Writing Ethnographic Fieldnotes</i>, pp. 142-168. Chicago: University of Chicago Press. 2. Riessman, Catherine K. 2012. "Analysis of Personal Narratives." In J.F. Gubrium et al. (eds) <i>The SAGE Handbook of Interview Research: The Complexity of the Craft</i> (2.ed), pp. 367-379. Thousand Oaks: SAGE Publications. <p>Recommended readings:</p> <ol style="list-style-type: none"> 3. Borland Katherine. 1991. "'That's Not What I Said': Interpretive Conflict in Oral Narrative Research." In S.B. Gluck and D. Patai (eds) <i>Women's Words: The Feminist Practice of Oral History</i>, pp. 63-75. New York: Routledge.
<p>CLASS 8</p>	<p>Student Presentations</p>
<p>BOLIVIA</p>	
<p>CLASS 9</p> <p>Comparative Method</p>	<p>Required readings:</p> <ol style="list-style-type: none"> 1. Skocpol, Theda & Somers, Margaret. 1980. "The Uses of Comparative History in Macrosocial Inquiry." <i>Comparative Studies in History and Society</i> 22(2): 174-197. 2. McKay, Ben, Nehring, Ryan & Walsh-Dilley, Marygold. 2014. "The 'state' of food sovereignty in Latin America: political projects and alternative pathways in Venezuela, Ecuador and Bolivia." <i>The Journal of Peasant Studies</i> 41(6): 1175-1200. <p>Recommended readings:</p> <ol style="list-style-type: none"> 3. Knight, Alan. 2003. "The Domestic Dynamics of the Mexican and Bolivian Revolutions." In M. Grindle & P. Domingo (eds) <i>Proclaiming Revolution:</i>

	<p><i>Bolivia in the Comparative Perspective</i>. David Rockefeller Center for Latin American Studies, Harvard University.</p> <p>4. Bergene, Ann Cecilie. 2007. "Towards a Critical Realist Comparative Methodology: Context-Sensitive Theoretical Comparison." <i>Journal of Critical Realism</i> 6(1): 5-27.</p> <p>5. Urkidi, Leire & Walter, Mariana. 2011. "Dimensions of environmental justice in anti-gold mining movements in Latin America." <i>Geoforum</i> 42(6): 683-695.</p>
<p>CLASS 10</p> <p>Writing Clinique</p>	<p>Required readings:</p> <p>1. Emerson, Robert M. et al. 1995. "Writing an Ethnography." In <i>Writing Ethnographic Fieldnotes</i>, pp. 169-210. Chicago: University of Chicago Press.</p> <p>2. Booth, Wayne C. et al. 2008. "Chapter 7: Making Good Arguments: An Overview." In <i>The Craft of Research</i>, pp. 108-119. Chicago: University of Chicago Press.</p> <p>Recommended readings:</p> <p>3. Richardson, Laurel & Adams St. Pierre, Elizabeth. 2005. "Writing: A Method of Inquiry." In N.K. Denzin, N.K and Y.S. Lincoln (eds) <i>The SAGE Handbook of Qualitative Research</i> (3rd ed), pp. 959-978. Thousand Oaks: SAGE Publications.</p>
<p>CLASS 11</p> <p>Ethics and Responsibility</p>	<p>Required readings:</p> <p>1. Alcoff, Linda. 1991-1992. "The Problem of Speaking for Others." <i>Cultural Critique</i> 20: 5-32.</p> <p>2. Community Economies Collective. 2001. "Imagining and enacting noncapitalist futures." <i>Socialist Review</i> 28(3&4): 93-135.</p> <p>Recommended readings/watching:</p> <p>3. Pulido, Laura. 2008. "FAQs. Frequently (Un)Asked Questions About Being a Scholar Activist." In C. Hale (ed.) <i>Engaging Contradictions: Theory, Politics, and Methods of Activist Scholarship</i>, pp. 341-365. GAIA Books. Publicly available at: https://escholarship.org/uc/item/7z63n6xr</p>

* This syllabus draws from the syllabi of previous IHP Climate Change and IHP Human Rights Faculty.

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