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.

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 country 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 country 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 country cycle, 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.

**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**

<table>
<thead>
<tr>
<th>Percentage</th>
<th>Grade</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>94-100%</td>
<td>A</td>
<td>Excellent</td>
</tr>
<tr>
<td>90-93%</td>
<td>A-</td>
<td></td>
</tr>
<tr>
<td>87-89%</td>
<td>B+</td>
<td></td>
</tr>
<tr>
<td>84-86%</td>
<td>B</td>
<td>Above Average</td>
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<tr>
<td>80-83%</td>
<td>B-</td>
<td></td>
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<tr>
<td>77-79%</td>
<td>C+</td>
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<tr>
<td>74-76%</td>
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<tr>
<td>70-73%</td>
<td>C-</td>
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<td>67-69%</td>
<td>D+</td>
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<tr>
<td>64-66%</td>
<td>D</td>
<td>Below Average</td>
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<tr>
<td>below 64</td>
<td>F</td>
<td>Fail</td>
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</table>

**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, 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, faculty, or Fellow. 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 country, except in the case of the USA where the readings were sent to you as part of your pre-departure assignments. 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 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.**

**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 country stay.

<table>
<thead>
<tr>
<th>Key Concepts</th>
<th>Class topic</th>
<th>Country</th>
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</thead>
<tbody>
<tr>
<td>inductive/deductive emergent research</td>
<td><strong>RME-1</strong> Look at Your Fish</td>
<td>USA</td>
</tr>
<tr>
<td><strong>emic / etic</strong></td>
<td><strong>Suggested Reading</strong></td>
<td></td>
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<td>----------------</td>
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<td></td>
<td>o Thick Description: Towards an Interpretive Theory of Culture. In. pp. 3-30</td>
<td></td>
</tr>
</tbody>
</table>

### RME-2

**Categorical Thinking I**

**Required Reading**


(continued on next page)

**Suggested reading**


**Workshop: Free-list with homestay on chosen domain**

### RME-3

**Categorical Thinking II**

**Required Reading**

<table>
<thead>
<tr>
<th>RME-4</th>
<th>Coding</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Required Reading</strong></td>
<td></td>
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</table>

**Workshop: Patterns and hypotheses**

<table>
<thead>
<tr>
<th>RME-5</th>
<th>Dialogical Collaboration</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Required Reading</strong></td>
<td></td>
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<tr>
<td>• De Munck, V. Ch. 7: Long Interviews.</td>
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</tbody>
</table>

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**Suggested reading**


**Workshop: semi-structured interview**

<table>
<thead>
<tr>
<th>RME-6</th>
<th>Participant Observation</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Required Reading</strong></td>
<td></td>
</tr>
<tr>
<td>• De Munck, V. Ch 9: Participant Observation</td>
<td></td>
</tr>
</tbody>
</table>

**Suggested reading**
### Workshop: Participate in everyday activity


**RME-7**

**Spatial Mapping**

**Required Reading**


**Suggested reading**


**Workshop: Mapping spatial relationships**

### RME-8

**Sensorial Research (elective)**

**I. Soundscapes**

**Required Reading**


**OR**

**II. Visualizations**

**Required Reading**

**South Africa**

**Brazil**

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### Workshop: Soundscape or visualization on chosen topic

#### Required Reading

### RME-9
**A Body of Knowledge**

#### Required Reading

#### Suggested Reading

### RME-10
**Emerging Questions: Designing Research**

#### Required Reading:
- De Munck, V. Ch. 2: Research Design.

#### Suggested Reading:
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 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 country stay.
### 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 homestay family and neighborhood friends—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:

### Table: Data Collection Exercises (2/3)

<table>
<thead>
<tr>
<th>Country</th>
<th>Task Description</th>
<th>Points</th>
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</thead>
<tbody>
<tr>
<td>India</td>
<td>Free-list with homestay family on chosen domain</td>
<td>6 pts</td>
</tr>
<tr>
<td></td>
<td>Pile-sort with homestay on swapped domain</td>
<td></td>
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<tr>
<td></td>
<td>Coding: Patterns and hypotheses</td>
<td></td>
</tr>
<tr>
<td>South Africa</td>
<td>Dialogical collaboration: semi-structured interview</td>
<td>6 pts</td>
</tr>
<tr>
<td></td>
<td>Participate in an everyday activity</td>
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<tr>
<td></td>
<td>Mapping spatial relationships</td>
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</tr>
<tr>
<td>Brazil</td>
<td>Soundscape or visualization on chosen topic</td>
<td>1 pt</td>
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<tr>
<td></td>
<td>In-class workshop: Body-mapping</td>
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</tbody>
</table>

### Table: Case Study Group Presentations

<table>
<thead>
<tr>
<th>Country</th>
<th>Duration (Min)</th>
<th>Q&amp;A (Min)</th>
<th>Points</th>
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</thead>
<tbody>
<tr>
<td>USA</td>
<td>10</td>
<td>5</td>
<td>5</td>
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<tr>
<td>India</td>
<td>22</td>
<td>8</td>
<td>10</td>
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<tr>
<td>S. Africa</td>
<td>22</td>
<td>8</td>
<td>10</td>
</tr>
<tr>
<td>Brazil</td>
<td>45</td>
<td>10</td>
<td>20</td>
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### Table: Research Proposal

<table>
<thead>
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<th>Country</th>
<th>Duration (Min)</th>
<th>Q&amp;A (Min)</th>
<th>Points</th>
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<tbody>
<tr>
<td>Brazil</td>
<td>TBA</td>
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<td>12</td>
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</table>
o Consider the assigned research method in terms of its practical, theoretical, and ethical execution.

o Help each other brainstorm a research question/scenario for a topic of interest to individual group members.

o Plan individual research protocols (specify fieldsites, questions, behaviors, data collection media, etc.) that are feasible and ethical for individual exercises.

o 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.

   o Evaluate your Exercise in terms of its methodological, practical, theoretical and ethical implications.

   o 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.

   o 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.
<table>
<thead>
<tr>
<th>Data Collection Exercise</th>
<th>Field Report</th>
<th>RME Grade: / 7</th>
</tr>
</thead>
<tbody>
<tr>
<td>Description of Methodology</td>
<td></td>
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</tr>
<tr>
<td>how did you do it?</td>
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<td></td>
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<tr>
<td>what were the parts/steps?</td>
<td></td>
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<tr>
<td>Interpretation of Data</td>
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<tr>
<td>What information do you think it produced?</td>
<td></td>
<td></td>
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<tr>
<td>What is the interesting insight you gained?</td>
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</tbody>
</table>
**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?
Report Narrative

(TBD in Class)
Case Study Group Presentations

Case Studies draw on the totality of your learning experience in each country. 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 Country Cycle, develop a culturally insightful and academically reasoned research question relevant to the local context of that country.**

Because Country Coordinators arrange the logistics, **each Case Study progresses differently.** Research themes and teams will be determined by faculty and Country Coordinators before departing from Washington D.C. in order to accommodate time constraints and language barriers. Country 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 country stays (except the U.S.), co-designed by the Country Coordinator to further develop your explorations.

2. **Fieldwork:** Your homestay experiences, 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 4 half days on their particular topic and practice methodological skillsets in “Case Study Group Activity” sessions scheduled in each country.

3. **Presentation:** During the final days in each country, 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 Country 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 Country 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. 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?

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 three 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 Brazil as a particular, country-specific, Case Study.

2. And, compare all Cases from across the entire semester as a cumulative and comparative whole.
<table>
<thead>
<tr>
<th>Topic</th>
<th>Description</th>
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<tbody>
<tr>
<td>Topical interests/</td>
<td>Preliminary research question</td>
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<tr>
<td>preliminary research</td>
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<tr>
<td>question</td>
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<tr>
<td>Theoretical approach</td>
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<tr>
<td>Methods applied</td>
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<tr>
<td>Evaluation of</td>
<td>Methodological and/or theoretical approaches</td>
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<tr>
<td>Data types</td>
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<tr>
<td>Insights / Expectations</td>
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<tr>
<td>Preliminary hypothesis</td>
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<td>Ethical issues negotiated</td>
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<tr>
<td>Application/limitations of research</td>
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<tr>
<td>Alternatives and modifications</td>
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</tbody>
</table>

**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:**
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 4 country stays. **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.
# Research Proposal

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Incomplete</th>
<th>Disagree</th>
<th>Agree Somewhat</th>
<th>Agree</th>
<th>Strongly Agree</th>
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</thead>
</table>
| **Ethnography**
Specifies and vividly describes an issue that is particular to your proposed fieldsite. (10%) | 0          | 6 – 6.9  | 7 – 7.9        | 8 – 8.9 | 9 – 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%) |            |          |                |        |                |
<table>
<thead>
<tr>
<th>Requirement</th>
<th>Incomplete</th>
<th>Disagree</th>
<th>Agree Somewhat</th>
<th>Agree</th>
<th>Strongly Agree</th>
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<tr>
<td>Ethics</td>
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<td>0</td>
<td>6 – 6.9</td>
<td>7 – 7.9</td>
<td>8 – 8.9</td>
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<tr>
<td>Considers the kinds of ethical issues the proposed research presents and offers ways of addressing them. (10%)</td>
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<td>Comparative Method</td>
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<td>Suggests applicability of research findings to other fields of study and/or to other geographical contexts. (10%)</td>
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<td>Total Score</td>
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<td>(12pts per class)</td>
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