



Stony Brook University

<< DEPARTMENT of ASIAN & ASIAN AMERICAN STUDIES >>

### Course Syllabus

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**Important Note:** Every effort will be made to avoid changing the course schedule but the possibility exists that unforeseen events will make syllabus changes necessary. It is your responsibility to check Blackboard for corrections or updates to the syllabus. Any changes will be clearly noted in course announcements or through email.

## Part 1: General Information

**Course Title:** [Proseminar: Topics & Methods in Contemporary Asian and Asian American Studies](#)

**Course Catalog Number & Section:** [AAS 401.01 / AAS 501.01](#)

**Class Number:** [86172 \(AAS 401\); 88594 \(AAS 501\)](#)

**Credit Hours:** 3

**Prerequisites:** [U4 standing; AAS Major](#)

**Stony Brook (Gen Ed) Curriculum Designation:** [SPK; WRTD](#)

**Classroom:** [Physics P128](#)

**Class Time:** [M/W 5:30-6:50pm](#)

**Instructor Name:** [Gregory RUF](#)

#### Contact Information

**Email:** [gregory.ruf@stonybrook.edu](mailto:gregory.ruf@stonybrook.edu)

**Office:** [Humanities 1126](#)

**Office Hours (Fall 2018):** [M/W 4:00-5:00pm; Tu 2:00-3:00pm \(and other times M-W by prior appointment\)](#)

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#### Course Description

This course introduces students to qualitative and quantitative research methods commonly used in social sciences and humanities, including narrative research, phenomenological research, ethnographic research, case study research, correlational research, and survey research. Students are expected to identify a topic of interest of their own choosing within Contemporary Asian and Asian American Studies and to develop a pilot research project. The instructor plays

the role of a facilitator by leading methodological as well as thematic discussions on research topics initiated by students. This course takes the formats of lectures, workshops, student presentations, peer critique, and one-on-one instructor-student conferences.

*Please Note: This course is co-scheduled AAS401/AAS501. Participants include both advanced undergraduate AAS majors with U4 standing as well as first-year graduate students in the AAS Master's program. Graduate students will be required to do additional readings (which are recommended – but not required – for undergraduate students), lead seminar discussions, mentor undergraduate classmates, and generally expected to produce work of higher quality.*

### **Required Course Materials**

There are three books that we will be reading in their entirety. Please order them independently:

- **Michael Angronsino (ed.), 2007, [Doing Cultural Anthropology](#), 2<sup>nd</sup> edition, Waveland Press, ISBN-13: 978-1-5776-464-2 (pbk)**
- **Michael Pickering (ed.), 2014, [Research Methods for Cultural Studies](#), Edinburgh Press; ISBN-13: 978-0-7486-2578-9 (pbk)**
- **Robert Emerson, Rachel Fretz, and Linda Shaw, 2011, [Writing Ethnographic Fieldnotes](#), 2<sup>nd</sup> edition, University of Chicago Press,; ISBN-13: 978-0-226-20683-7 (pbk)**

### **Recommended Reference Work (Required Reading for 501)**

An excellent reference text on research design and methodology is **H. Russell Bernard, 2006, [Research Methods in Anthropology: Qualitative and Quantitative Approaches](#), 4<sup>th</sup> edition, AtlaMira/Rowman & Littlefield Publishers.**

The full-text is available free, online, at:

[http://www.dphu.org/uploads/attachements/books/books\\_476\\_0.pdf](http://www.dphu.org/uploads/attachements/books/books_476_0.pdf)

### **How We Will Communicate**

I strongly encourage every student to visit my office during the first weeks of the semester. Appointments are encouraged for Office Hours, and required outside of office hours. With rare exceptions, I am always available during regularly scheduled office hours. Students with scheduled appointments (via email confirmation) will receive priority. Drop-in visits – without appointment – during office hours are always welcomed and managed on a first-come first-serve basis (as time permits around scheduled appointments). If you need to see me in person, it always best to schedule an appointment. I am not available during the 30-minutes prior to any of my classes

Aside from Office Hours, my preferred method of contact is via the email address listed at the top of this syllabus. When emailing me about the course, please use “**AAS 401/501 Fall 2018**” in the Subject Line. If you send me a subsequent email about an unrelated topic or question, you should compose a new email

(rather than respond using an existing thread of a previous and unrelated email exchange). For some well-meaning advice about emailing your professors, please check out [How to Email Your Professor](#). If you use Blackboard's Email Tool, it will automatically include your full name, course name and section when you send me an email.

When you contact me with questions, please adhere to the **"Three Before Me"** approach and check the following resources before emailing:

- 1) [course Syllabus](#)
- 2) [details posted in the Assignments folder on Blackboard](#)
- 3) [Discussion Board forums for "General Questions & Issues" and "Open Forum on Course Content" \(see below\)](#).

I strive to respond to your emails as soon as possible, but please allow between 24-48 hours for a reply. Generally speaking, I will not be monitoring my email or the course Blackboard site on weekends, so plan accordingly.

Your Stony Brook University email must be used for all University related communications. You must have an active Stony Brook University e-mail account and access to the Internet. All instructor correspondence will be sent to your SBU e-mail account. Please **check your SBU email account regularly** for course related messages. To log in to Stony Brook Google Mail, go to <http://www.stonybrook.edu/mycloud> and sign in with your NetID and password.

### **Communicating on Blackboard**

The **Discussion Board** has several non-graded forums intended to foster communication among course participants. Please make regular use of these unstructured discussion forums.

- **Introductions**
  - Please take a few minutes to introduce yourself to your classmates by visiting the course Blackboard Discussion Board forum, **"Introductions,"** by CREATING A NEW THREAD about yourself. Share with everyone some information about yourself. What is your background? What are your interests? Why were you motivated to take a course such as this? There is no grading in that discussion forum.
- **General Questions and Issues**
  - In this forum, please post any general questions, issues, or concerns regarding the course. Perhaps you have questions about how to navigate the course Blackboard site, or maybe you found an interesting website relating to the course, or some other resource or reference that is relevant to the course. You may reply to an existing thread, or **create your own new thread** pertaining to a

different question or issue. Here, you have an opportunity to post your own questions -- either for me or for your classmates. Please be sure to check this forum daily, and to reply promptly. If you post a question that goes unanswered for more than 24-hours (not counting weekends), please EMAIL ME immediately.

- **Open Forum on Course Content**
  - Please post to this Open Forum on Content any questions you may have about the course content or subject matter. Perhaps you have a question about or comment on the material, or recommendations (to offer or solicit) about other things to read, see, or do, or a favorite website to share. This forum offers an opportunity for an informal community discussion about anything relating to the course material we are covering.
  
- **Student Lounge**
  - This forum is intended to provide participants in the course with a place to socialize and chat. Feel free to share any thoughts or ideas -- they need not be related to the course, but they can be! The real purpose is to help foster a stronger sense of community. There are no deadlines, and there is no grading. Talk about whatever you want. There is no grading.

### **Technical Assistance**

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

- Visit the Stony Brook University Student Help Desk Page
- Phone:
  - (631) 632-9602 (technical support and Blackboard issues)
  - (631) 632-9800 (client support, wifi, software and hardware)
- E-Mail: [helpme@stonybrook.edu](mailto:helpme@stonybrook.edu)
- Live Chat: [Chat Live with the TLT Student Help Desk!](#)
- For assistance after **5 PM or over the weekend**, please contact the Open SUNY help desk at 1-844-673-6786 or [OpenSUNYHelp@suny.edu](mailto:OpenSUNYHelp@suny.edu)

Please do not contact me for technical assistance.

## **Part 2: Learning Objectives, Assessments, & Grading**

### **Course Goals and Learning Objectives**

This course is intended to provide students with hands-on experience in designing a viable research project in Asian and Asian American Studies. Students will produce a detailed written proposal to conduct a research project on a topic of their own choice. Ideally, such a project would be pursued in the following Spring semester as supervised research under the direction of an appropriate faculty sponsor (although this is not required). Students will have an opportunity to showcase the results of their research at the annual departmental research symposium in the Spring.

Upon successful completion of this course, undergraduate students will meet the following learning outcomes of the SPK and WRTD categories under the Stony Brook Curriculum:

1. Research a topic, develop an oral argument, and organize supporting details
2. Deliver a proficient and substantive oral presentation for an intended audience using appropriate media
3. Evaluate oral presentations of others based on specific criteria
4. Collect the most pertinent evidence, draw appropriate disciplinary inferences, organize effectively for one's intended audience, and write in a confident voice using correct grammar and punctuation.

### **Assignments, Assessments, and Expectations**

Every student is expected to come to class have already completed the assigned readings. You should take detailed notes on the readings, and prepare in advance written questions for discussion. Course grades will be based on the following criteria:

#### ***Attendance (5%)***

*Students are expected to attend every class session, and attendance will be recorded. Each student is allowed two unexcused absences without penalty. Any unexcused absences will incur a 5-point deduction in your attendance grade.*

#### ***Participation (5%)***

*As a student-led proseminar, active participation is a critical part of this course. Every member of the class is expected to participate actively and conscientiously in all discussions.*

#### ***Weekly Reflections (5%)***

*At the conclusion of each week, you will write a short personal reflection -- of at least 500 words -- on what you learned from that week's readings, discussions,*

and assignments. No homework, footnotes, or citations are required -- this is a short personal essay. You must submit this assignment no later than each Sunday by 11:59pm. Late submissions will receive no credit. Follow the link on Blackboard to submit your assignment.

### **Weekly Discussion Forums (5%)**

Every student must participate in the **Discussion Forum** each week. You must post your contribution no later than Sunday, 11:59pm. Please see the Blackboard **Discussion Board** for detailed information. You are also strongly encouraged to respond (in a substantive manner) to the posts of classmates.

### **Ethnographic Assignments (20%)**

Over the course of the semester, seminar participants will conduct a series of field-based assignments to practice various methodological approaches to ethnographic research. These are intended to provide students with hands-on experience in the practical application of research methods. Each assignment will be graded on a scale of 1-10 points.

#### **501 Grad Students Only: 3-2-1 Reading Reviews**

Graduate students enrolled in AAS 501 must submit a "**3-2-1 Review**" based on each of the assigned readings from H. Russell Bernard, Research Methods in Anthropology. Submissions must be formatted using the headings '**Three**,' '**Two**,' and '**One**' (in bold) to structure your text, and bullet points to separate the entries under each heading (you do not need to include the explanatory notes in brackets below):

*[Record THREE (3) things that you learned from the reading. What were the three most important or significant "take-aways" for you?]*

**Three:**

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- 
- 

*[Reflect on TWO (2) things that you found particularly interesting and about which you may want to learn more.]*

**Two:**

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- 

*[Pose ONE (1) question you have regarding the material.]*

**One:**

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### **Research Proposal Components (15%)**

Over the course of the semester, each seminar participant will submit a series of written assignments that contribute their final research proposal. This step-by-step process is intended to assist students in the timely completion of their final proposals. Each assignment will be graded on a scale of 1-10 points. Students are encouraged – even expected – to modify and revise these components as

they continue their work throughout the semester, although the initial grade assessed for each component submission will remain on record.

### **Presentation of Proposed Research (10%)**

During the final weeks of the semester, students will deliver a ten-minute verbal presentation that describes their proposed research project. Additionally, five minutes will be allotted for questions and comments from other seminar participants. Attendance throughout these final presentations is mandatory for all seminar participants. For suggestions and advice on effective oral presentations, see [Blackboard > Documents > Advice on Presentations](#).

### **Peer-Review of Proposed Research Presentations (10%)**

All seminar participants will offer peer critiques and suggestions that assess and evaluate the oral presentations of research proposal presentations, based on a scoring rubric that will be provided. These peer reviews and assessments will not factor into grades for the presentations. However, peer reviewers themselves will be graded on the quality of the critiques and comments offered to presenters.

### **Final Research Proposal (25%)**

Students will conclude the course by submitting a formal proposal for a research project of their own design, based on a topic selected in consultation with the instructor.

For assistance and suggested resources to guide in the development of your research proposal, see [Blackboard > Documents > Research Design](#)

### **Viewing Grades on Blackboard:**

Points earned for graded activities will be posted to the MyGrades screen in the Tools area of Blackboard. Final letter grades for this course will be based on the scale below. There will be no exceptions; grades are not negotiable. Please note that at Stony Brook there is no letter grade of “E” for Effort – everyone makes an effort to “try hard.”

90s = A range:		<b>A 94 &amp; above</b>	<b>A- 90-93</b>
80s = B range:	<b>B+ 87-89</b>	<b>B 84-86</b>	<b>B- 80-83</b>
70s = C range:	<b>C+ 77-79</b>	<b>C 74-76</b>	<b>C- 70-73</b>
<70s = D or F range:	<b>D+ 68-69</b>	<b>D 65-67</b>	<b>F 64 and below</b>

### **Attendance, Participation, and Late Work:**

Attendance is required, as well as active participation in class discussions. If you do not participate in class, your grade will suffer. You should come to class having read the assignments thoroughly, taken careful notes, and prepared your own summaries, questions, and comments to share with the class. Any work submitted after stipulated deadlines will receive no credit.

## **Part 3: Course and University Policies**

### **Classroom Protocols**

Students must silence all electronic devices (especially mobile phones) for the duration of class time. You are welcome to bring a laptop or tablet computer to class, but you are required to set it to silent operation, and to confine its use during class sessions to activities and functions relevant and pertinent to class discussions (for example, you may search the web for class-related material; you should NOT use the device during class time to monitor or update social networking sites, watch videos, play games, shop, or otherwise distract the attention of yourself or those around you from class discussions; improper use of electronic media during class time will result in loss of points for that session's Participation grade). Recording (audio or visual) of class sessions is NOT allowed. All course material is protected intellectual property and its distribution (including uploading to the Internet) is **STRICTLY PROHIBITED**; violators will be subject to academic penalty and may face criminal prosecution.

### **Disability Support Services (DSS) Statement**

If you have a physical, psychological, medical or learning disability that may impact your course work, please contact Disability Support Services, ECC (Educational Communications Center) Building, Room 128, (631)632-6748. They will determine with you what accommodations, if any, are necessary and appropriate. All information and documentation is confidential.

### **Academic Integrity Statement**

Each student must pursue his or her academic goals honestly and be personally accountable for all submitted work. Representing another person's work as your own is always wrong. Faculty is required to report any suspected instances of academic dishonesty to the Academic Judiciary. Faculty in the Health Sciences Center (School of Health Technology & Management, Nursing, Social Welfare, Dental Medicine) and School of Medicine are required to follow their school-specific procedures. For more comprehensive information on academic integrity, including categories of academic dishonesty please refer to the academic judiciary website

at [http://www.stonybrook.edu/commcms/academic\\_integrity/index.html](http://www.stonybrook.edu/commcms/academic_integrity/index.html)

### **Critical Incident Management**

Stony Brook University expects students to respect the rights, privileges, and property of other people. Faculty are required to report to the Office of University Community Standards any disruptive behavior that interrupts their ability to teach, compromises the safety of the learning environment, or inhibits students' ability to learn. Faculty in the HSC Schools and the School of Medicine are required to follow their school-specific procedures. Further information about most academic matters can be found in the Undergraduate Bulletin, the Undergraduate Class Schedule, and the Faculty-Employee Handbook.

**Incomplete Policy**

Under emergency/special circumstances, students may petition for an incomplete grade. Circumstances must be documented and significant enough to merit an Incomplete. If you need to request an incomplete for this course, contact me for approval as far in advance as possible.

**Course Materials and Copyright Statement**

Course material accessed from Blackboard, SB Connect, SB Capture or a Stony Brook Course website is for the exclusive use of students who are currently enrolled in the course. Content from these systems cannot be reused or distributed without written permission of the instructor and/or the copyright holder. Duplication of materials protected by copyright, without permission of the copyright holder is a violation of the Federal copyright law, as well as a violation of Stony Brook's Academic Integrity.

## Part 4: Course Schedule

*Monday, Aug. 27*

### **Introductory Overview on Research Design**

No Readings

#### Post-Class Assignment (Due Tue. 8/28, 11:59pm):

- **Draft a C.V.**
  - For guidelines, see:
    - UCLA: "[Writing the Curriculum Vitae](#)"
    - Purdue University: "[Writing the Curriculum Vitae](#)"

*Wednesday, Aug. 29*

### **Brainstorming Research Topics**

Read:

- Chris Pole and Sam Hillyard, 2016, "What is Fieldwork?" in Doing Fieldwork, Sage Publishing, Ch. 1, pp. 1-18 [[see Blackboard > Documents](#)]
- Gerry Tierney, "Becoming a Participant Observer," in Angronsino (ed.), Doing Cultural Anthropology, Ch. 1, pp. 9-18
- Michael Pickering, "Experience and the Social World," in Pickering (ed.), Research Methods for Cultural Studies, Ch. 1, pp. 17-31

#### Post-Class Assignment (Due Tue. 9/4, 11:59pm):

- **Draft an Abstract of your Proposed Research Topic (150-200 words)**
  - For guidelines, see:
    - "Constructing the Proposal Statement"
      - [https://www.bcps.org/offices/lis/researchcourse/develop\\_write\\_construct\\_proposal.html](https://www.bcps.org/offices/lis/researchcourse/develop_write_construct_proposal.html)

501:

Read: H. Russell Bernard, Research Methods in Anthropology, Ch. 1: "Anthropology and the Social Sciences," pp. 1-27

Submit: 3-2-1 Review (Due Sunday, 11:59pm)

*Monday, Sep. 3 – No Class – Labor Day*

*Wednesday, Sep. 5*

### **The Genealogical Method**

Read:

- Constance deRoche, "Exploring Genealogy," in Angronsino (ed.), Doing Cultural Anthropology, Ch. 2, pp. 19-32

- Steph Lawler, “Stories and the Social World,” in Pickering (ed.), Research Methods for Cultural Studies, Ch. 2, pp. 32-49
- Emerson et al, Writing Ethnographic Fieldnotes, Ch. 1, “Fieldnotes in Ethnographic Research,” pp. 1-20

**Post-Class Assignment (Due Sun. 9/9, 11:59pm):**

- **Conduct a Genealogical Interview (2-3 pages)**
  - For guidelines, see deRoche, pp. 31-32

501:

Read: H. Russell Bernard, Research Methods in Anthropology, Ch. 2: “The Foundations of Social Research,” pp. 28-68

Submit: 3-2-1 Review (Due Sunday, 11:59pm)

*Monday, Sep. 10*

**Peer Review of Genealogical Assignment**

Read:

- Aeron Davis, “Investigating Cultural Producers,” in Pickering (ed.), Research Methods for Cultural Studies, Ch. 3, pp. 53-67
- Emerson et al, Writing Ethnographic Fieldnotes, Ch. 2, “In the Field: Participating, Observing, and Jotting Notes,” pp. 21-43

**Post-Class Assignment (Due Sun. 9/11, 11:59pm):**

- **Evaluate a Sample Research Proposal (2-3 pages)**
  - For samples, see: [https://www.bcps.org/offices/lis/researchcourse/develop\\_write\\_sample.html](https://www.bcps.org/offices/lis/researchcourse/develop_write_sample.html)
  - Describe the project. How is it linked to broader theoretical and empirical issues in your area? Outline the goals of the project. Describe the methodology. Assess the extent to which the research design conforms to or supports the questions asked or pursued.

501:

Read: H. Russell Bernard, Research Methods in Anthropology, Ch. 3: “Preparing for Research,” pp. 69-95

Submit: 3-2-1 Review (Due Sunday, 11:59pm)

*Wednesday, Sep. 12*

**Life History**

Read:

- Michael Angronsino, “Conducting a Life History Interview,” in Angronsino (ed.), Doing Cultural Anthropology, Ch. 3, pp. 33-44
- Anneke Meyer, “Investigating Cultural Consumers,” in Pickering (ed.), Research Methods for Cultural Studies, Ch. 4, pp. 68-86

- Emerson et al, Writing Ethnographic Fieldnotes, Ch. 3, “Writing Fieldnotes I: At the Desk, Creating Scenes on a Page,” pp. 45-87

**Post-Class Assignment (Due Sun. 9/16, 11:59pm):**

- **Conduct a Life History Interview (2-3 pages)**
  - For guidelines, see Angronsino, pp. 43-44

*Monday, Sep. 17*

**Peer Review of Life History Assignment**

Read:

- David Deacon, “Why Counting Counts,” in Pickering (ed.), Research Methods for Cultural Studies, Ch. 5, pp. 89-104
- Emerson et al, Writing Ethnographic Fieldnotes, Ch. 4, “Writing Fieldnotes II: Multiple Purposes and Stylistic Options,” pp. 89-127

**Post-Class Assignment (Due Tue. 9/18, 11:59pm):**

- **Transcribe Verbatim a 5-10 minute Conversation**
  - Observe (but do not participate in) a conversation or discursive exchange involving two or more people, and produce a written verbatim transcription – without the use of audio-recording technology. Focus on a complete and accurate transcription of the language and words involved, but also be sensitive to non-linguistic cues or codes of relevance to the conversation. What, exactly, do you write down in your notes, and why? From this transcription, write a narrative description of the conversation, in the form similar to standard prose dialogue. Give some thought to how you represent, depict, or describe those involved and their words and actions.

501:

Read: H. Russell Bernard, Research Methods in Anthropology, Ch. 4: “The Literature Search,” pp. 96-108  
Submit: 3-2-1 Review (Due Sunday, 11:59pm)

*Wednesday, Sep. 19*

**Discourse and Narrative Analysis**

Read:

- Nancy Redfern-Vance, “Analyzing Narrative Data,” in Angronsino (ed.), Doing Cultural Anthropology, Ch. 4, pp. 45-62
- Martin Barker, “Analyzing Discourse,” in Pickering (ed.), Research Methods for Cultural Studies, Ch. 8, pp. 150-172
- Emerson et al, Writing Ethnographic Fieldnotes, Ch. 5, “Pursuing Members’ Meanings,” pp. 129-169

**Post-Class Assignment (Due Sun. 9/23, 11:59pm):**

- **Conduct a Narrative Analysis**
  - For guidelines, see Redfern-Vance, pp. 51-62 (Do All Four Exercises)

*Monday, Sep. 24*

**Peer Review of Narrative Analysis**

Read:

- Sarah Pink, "Analysing Visual Experience," in Pickering (ed.), Research Methods for Cultural Studies, Ch. 7, pp. 149
- Emerson et al, Writing Ethnographic Fieldnotes, Ch. 6, "Processing Fieldnotes: Coding and Memoing," pp. 171-199

501:

Read: H. Russell Bernard, Research Methods in Anthropology,  
Ch. 4: "The Literature Search," pp. 96-108

Submit: 3-2-1 Review (Due Sunday, 11:59pm)

*Wednesday, Sep. 26*

**Workplace Observations**

Read:

- Kathryn Borman, Ellen Puccia, Amy Fox McNulty, and Bill Goddard, "Observing a Workplace," in Angronsino (ed.), Doing Cultural Anthropology, Ch. 7, pp. 83-90
- Virginia Nightingale, "Why Observing Matters," in Pickering (ed.), Research Methods for Cultural Studies, Ch. 6, pp. 105-122

**Post-Class Assignment (Due Sun. 9/30, 11:59pm):**

- **Conduct a Workplace Observation**
  - For guidelines, see Borman et al., pp. 89-90

*Monday, Oct. 1*

**Peer Review of Workplace Observation**

Read:

- Emerson et al, Writing Ethnographic Fieldnotes, Ch. 7, "Writing an Ethnography," pp. 201-242

501:

Read: H. Russell Bernard, Research Methods in Anthropology,  
Ch. 6: "Sampling," pp. 146-168

Submit: 3-2-1 Review (Due Sunday, 11:59pm)

*Wednesday, Oct. 3*

### **Structured Observations**

Read:

- Laurie Price, "Carrying Out a Structured Observation," in Angronsino (ed.), Doing Cultural Anthropology, Ch. 8, pp. 91-98
- Emily Keightley, "Engaging with Memory," in Pickering (ed.), Research Methods for Cultural Studies, Ch. 9, pp. 175-192

### Post-Class Assignment (Due Sun. 10/7, 11:59pm):

- **Conduct a Structured Observation**
  - For guidelines, see Price, pp. 97-98

*Monday, Oct. 8 – No Class – Fall Break*

*Wednesday, Oct. 10 – No Class – Independent Work on Literature Review*

### Proposal Component Due – Sun. 10/14, 11:59pm:

- **Description and Significance of Proposed Research Project (500 words each)**
- **Annotated Bibliography**

501:

Read: H. Russell Bernard, Research Methods in Anthropology,  
Ch. 8: "Nonprobability Sampling and Choosing  
Informants," pp. 186-209

Submit: 3-2-1 Review (Due Sunday, 11:59pm)

*Monday, Oct. 15*

### **Surveys and Questionnaires**

Read:

- Roberta Baer and Susan Weller, "Designing a Questionnaire for Cross-Cultural Research," in Angronsino (ed.), Doing Cultural Anthropology, Ch. 9, pp. 99-107
- Michael Pickering, "Engaging with History," in Pickering (ed.), Research Methods for Cultural Studies, Ch. 10, pp. 193-213

### Post-Class Assignment (Due Tue. 10/16, 11:59pm):

- **Draft a Survey or Questionnaire (10-15 questions)**
  - Draft a short survey questionnaire of your own design. What topics and questions do you include, and why? In what order or sequence do you ask the questions? How do you best phrase the wording of the questions to accommodate possible responses? What sample size do you plan for, and how will you construct such a sample?

501:

Read: H. Russell Bernard, Research Methods in Anthropology,  
Ch. 9: "Interviewing: Unstructured and Semistructured,"  
pp. 210-250

Submit: 3-2-1 Review (Due Sunday, 11:59pm)

*Wednesday, Oct. 17*

### **Peer Review of Surveys & Questionnaires**

Proposal Component Due – Sun. 10/21, 11:59pm:

- **Goals, Objectives, and Methodology of proposed research project (1000 words)**

*Monday, Oct. 22*

### **Focus Groups**

Read:

- Carol Bryant, "Planning and Moderating Focus Group Research," in Angronsino (ed.), Doing Cultural Anthropology, Ch. 11, pp. 115-127

Post-Class Assignment (Due Tue. 10/16, 11:59pm):

- **Team-Project: Conduct a Focus Group**
  - For guidelines, see Bryant, pp. 125-127

Proposal Component Due – Sun. 10/23, 11:59pm:

- **Schedule for proposed research project (500 words) – including start date, timeline for completion, and detailed plan of work**

501:

Read: H. Russell Bernard, Research Methods in Anthropology,  
Ch. 10: "Structured Interviewing I: Questionnaires," pp.  
251-298

Submit: 3-2-1 Review (Due Sunday, 11:59pm)

*Wednesday, Oct. 24*

### **Peer Review of Focus Groups**

Proposal Component Due – Sun., 10/28, 11:59pm

- **Research Proposal, Draft 1**

*Monday, Oct. 29*

**Peer Review of Proposal Draft 1**

Proposal Component Due – Tue., 10/30, 11:59pm

- Research Proposal Budget

501:

Read: H. Russell Bernard, Research Methods in Anthropology,

Ch. 13: “Participant Observation,” pp. 342-386

Submit: 3-2-1 Review (Due Sunday, 11:59pm)

*Wednesday, Oct. 31*

**Peer Review of Proposal Draft 1 (continued)**

Proposal Component Due – Sun., 11/4, 11:59pm

- Research Proposal, Draft 2

*Monday, Nov. 5*

**Peer Review of Proposal Draft 2**

Read:

- “Getting Started” – University Research and Creative Activities (URECA):  
<https://www.stonybrook.edu/commcms/ureca/students/gettingstarted.html>
- “Human Subjects in Research” – especially Section 5: ‘Obtaining Informed Consent from Research Subjects’ (see PDF on Blackboard > Documents)
- Sample Informed Consent Form (see PDF on Blackboard > Documents)

Proposal Component Due – Tue., 11/6, 11:59pm

- Informed Consent Form & Introductory Cover Letter

*Wednesday, Nov. 7*

**The ‘Elevator Pitch’**

Read:

- “The 30 Second Elevator Speech”
  - <http://sfp.ucdavis.edu/files/163926.pdf>
- “Crafting an Elevator Pitch”
  - <https://www.mindtools.com/pages/article/elevator-pitch.htm>
- Mike Simpson, “How to Write A Killer Elevator Pitch (Examples Included)”
  - <https://theinterviewguys.com/write-elevator-pitch/>
- Ryan Robinson, “The Art of the Elevator Pitch: 4 Tips for Making an Impressions”
  - <https://www.forbes.com/sites/ryanrobinson/2017/09/05/elevator-pitch-tips-making-impression/#4e46bd2a7234>
- Alyssa Gregory, “Essential Tips for Writing an Effective Elevator Pitch”

- <https://www.thebalancesmb.com/writing-effective-elevator-pitch-2951691>
- Alyssa Gregory, “7 Steps for Writing a Powerful Elevator Pitch”
  - <https://www.thebalancesmb.com/how-to-write-an-elevator-pitch-2951690>

**Post-Class Assignment (Due Sun., 11/11, 11:59pm)**

- Powerpoint Summary Presentation of Proposed Research
- 3-Minute Elevator Pitch (transcript)

*Monday, Nov. 12*

**Student Presentations of Research Proposals**

*Wednesday, Nov. 14*

**Student Presentations of Research Proposals**

*Monday, Nov. 19*

**Student Presentations of Research Proposals**

*Wednesday, Nov. 21 – NO CLASS – Thanksgiving Break*

*Monday, Nov. 26*

**Student Presentations of Research Proposals**

*Wednesday, Nov. 28*

**Student Presentations of Research Proposals**

*Monday, Dec. 3*

**Student Presentations of Research Proposals**

*Wednesday, Dec. 5*

**Looking Forward: Reflections for Implementation**