

**Ethnographic Research Methods**  
**Anthropology 3358 CRN 23106**  
**Sociology 3358 CRN 23436 and**  
**WS 4360 Feminist Research Methods Junior/Senior Seminar in CRN 29188**  
Tuesday and Thursday 10:30-11:50 pm in Old Main 201



**Department of Sociology and Anthropology**  
**University of Texas, El Paso**

**Dr. Guillermina “Gina” Núñez-Mchiri**  
**Email:** [ggnunez@utep.edu](mailto:ggnunez@utep.edu)  
**Office:** Liberal Arts 233, 915-747-6132 phone  
**Office hours:** T/Th 1 pm to 3 pm & by appointment.

**T.A. Josue Lopez**  
[jelopez5@miners.utep.edu](mailto:jelopez5@miners.utep.edu)  
Old Main, 213. 747-6467 phone  
Tues/TH 12 to 2 pm office hours.

**Professor Terri Storey Gore, Developmental Writing Instructor**  
**Email:** [tlstoreygore@utep.edu](mailto:tlstoreygore@utep.edu) **Office:** Education 209 C.  
**Phone:** 915-747-6522 Email for appointment to discuss writing projects.

**Student Support Services. The Center for Accommodation and Support Services** is available to register for services and to make necessary accommodations for quizzes and note takers (visit the Student Union East, Room 106, 747-5148). Please speak to me early in the semester to make arrangements to accommodate your needs. The **University Counseling and Psychological Services** is located at 202 Union West, 747-5302, for walk in appointments and career, study skills, and personal worth workshops. The **Student Health Center** is located in the Union Building East, Suite 100, 747-5624. The **University Writing Center** is located in the UTEP library Room 227 for drop in tutoring and assistance with your writing assignments and final paper. I strongly encourage you to seek help if and when you need it throughout the semester.

### **I. Course Description**

This course focuses on the acquisition and application of ethnographic and feminist research methods used in the social sciences and in the humanities with a focus on ethnography as theory, method, and practice. This class will involve both intellectual and experiential learning; that is students will learn through course lectures, readings and discussions as well as hands-on ethnographic fieldwork or survey-based research. Topics covered in this class include the ethics of ethnographic and feminist research, as well as theoretical, methodological, and practical approaches to various ways of carrying out fieldwork. This course emphasizes taking systematic field notes, conducting participant-observation research, doing structured and

unstructured interviews, focus group research, narrative analysis, archival research, data analysis, and transforming primary field data into written ethnographic documents. By utilizing various methods, this course aims to link practical knowledge with disciplinary methodological and theoretical debates, as a way of applying ethnography as a critical approach to learning about culture and society.

## **II. Learning Goals and Objectives:**

### ***Knowledge:***

- \* To learn how ethnographic research methods can be used in the study of culture;
- \* To learn about the contributions of feminist research, particularly intersectionality, situated knowledge, standpoint theory; and critical self-reflections;
- \* To understand cultural diversity by reflecting upon personal and external understandings of enculturation within their own social and historical contexts;
- \* To enhance research skills through participant observation, interviewing techniques, and reflexivity; and
- \* To understand how ethnography involves qualitative, quantitative, and mixed methods.

### ***Values:***

- \* To recognize that ethnography is built on the practice of fieldwork, data analysis, interpretation, and critical reflections;
- \* To develop a respect for human beings, for their uniqueness, individuality, worth and dignity;
- \* To recognize intersectional perspectives and situated knowledge from various points of view;
- \* To understand that many individuals are born and raised in culturally different settings with value systems that may not be the same as the prevailing value system in a given society; and
- \* To acknowledge the history of ethnographic research and to develop a commitment to do no harm, protect research participants' confidentiality and other ethical research practices.

### ***Skills:***

- \* To demonstrate critical understanding of ethical considerations in ethnographic and feminist research;
- \* To conduct participant observation of campus and community events to learn to observe, listen, reflect, and interpret culture;
- \* To conduct ethnographic research using a variety of qualitative and quantitative methods;
- \* To understand the use ethnographic methods in the humanities, social science research, community based participatory research studies, and applied work;
- \* To systematic record fieldwork practices, organize, analyze, and present ethnographic data;
- \* To demonstrate confidence in identifying and interviewing key informants, entering research sites, and conducting primary field-based research;
- \* To examine how fieldwork contributes to our understanding of culture and cultural variation;
- \* To write, create, and present quality ethnographic and feminist research.

## **III. Required Course Texts and Materials:**

Kelly, Maura and Gurr, Barbara, eds. (2020). *Feminist Research in Practice*. London: Rowman & Littlefield. ISBN:978-1-5381-2392-8

Murchison, Julian M. (2010). *Ethnography Essentials: Designing, Conducting, and Presenting Your Research*. San Francisco, CA: Jossey-Bass. ISBN: 9780470343890

Additional Course Readings (CR's) will be made available on Blackboard as digital PDF files or as class handouts.

### **Research Supplies and Equipment:**

To take your field notes, you will need small and medium sized bound composition notebooks and/or sketching paper. You will need a digital voice recorder for conducting and recording interviews (look for digital recorders with USB connections to facilitate downloading data to your computer). Free access (with UTEP ID) to a digital camera or digital video recording equipment is made possible at the UTEP library media center on the 3<sup>rd</sup> floor.

### **IV. Course Requirements:**

**A. Class Attendance and Participation Assignments (CAPA's 10 x 10 = 100 points).** Attendance and participation in class are important. While in class, you will be involved in the critical reflection, analysis of course readings, and participation in class lectures and discussions. There will also be short in-class or take home assignments to practice particular research techniques such as interviewing, coding qualitative data, narrative analysis, and writing mechanics known as **CAPA's**. Students are encouraged to bring their textbooks and reading notes to discuss course readings as part of their course attendance and participation credit.

**B. Fieldwork Assignments (100 points).** Students are responsible for selecting **2 out of the 4 assignments** on the **Fieldwork Assignments Menu**. Students are to select the assignments that best meet their research interests and personal schedules. Each assignment is worth 50 points. Please organize each graded assignment in a **Research Portfolio**, which will help in generating a systematic record of your work.

<p><b><i>Ethnographic Methods Field Assignments Menu:</i></b></p>
---

**Assignment 1: Participant observation/Community Based Participatory Research.** Select a culturally distinctive place or event to conduct participant observation research in which you are not currently acquainted with or comfortable with. Students will be invited to engaged in Community Based Participatory Research of the El Paso Senior Games, opening event February 22<sup>nd</sup>. **Take detailed field notes** of the place, people and activities of the event, and specifically describe **at least 5 distinct cultural scenes** you observed. Pay attention to how this place/space is used, while also taking note of the people's verbal and non-verbal forms of communication. Write a 3 to 4 page, double-spaced narrative essay that describes your personal observations and interaction(s) with others, seek to meet at least 3 new people in this space, as well as your critical descriptions, reflections and interpretations of the social interactions you observed. Your goal is to **describe, interpret**, and critically reflect on the social events that took place in the space(s) you have observed. The place or event may be

photographed or video-recorded if permission is acquired. **Assignment 1: Participant Observation is due on Thursday, February 27. Learning Goals: To develop skills in participant observation, entering new field sites, taking field notes, provide detailed description, and critical reflection skills.**

**Assignment 2: Life and Labor Interview.** Students are to contact a person to interview, gain a signed consent form, develop semi-structured open-ended interview questions, conduct and record the interview, transcribe at least 3-pages of the interview, code the interview to identify key themes in the person's narrative, and then write a 2-3 page synthesis of the interviewee's life and labor history. **Assignment 2: Life and Labor History due TH, March 9th, 11:59 pm. Learning Goals: To develop skills in listening and interviewing, transcription, qualitative data analysis, coding, and the ability to synthesize, and write about critical events in a person's life and labor history.**

**Assignment 3: Digging into the Archives.** Students can visit the UTEP archives in the 6<sup>th</sup> floor of the library and engage in archival research on a topic of interest. A current project Dr. Nunez is working on involves the use of menus and cookbooks to explore 100 years of gastronomical history and foodways in El Paso, TX. Students may examine at least 5 artefacts to write a 3-4 double spaced, essay on what menus and cookbooks teach us about a region's cuisine, gender norms and expectations, local foods/brands/companies, women's organizations, social groups, and regional characteristics that influence our region's cuisine. Assignment 3 is due on **March 26<sup>th</sup> in class**. Learning Goals: To conduct archival research, learn to critically examine artefacts, and to write a critical analysis of the utility of these materials to understanding our region's foodways.

**Assignment 4: Feminist Representations of Everyday Life.** Students are encouraged to conduct feminist research of women, men, and/or LGBTQIA people in the media or in our border region to write a blog, record a podcast, produce a short video documentary, dance, or community theater performance. Other creative projects are also encouraged (i.e., sculpture, comic book, and graphic/poster art). Students can choose from an array of methods to gather the background research to do their creative projects, including media and narrative analysis, archival research, a short survey on public perceptions, or focus group research. **Assignment 4 is due on April 16<sup>th</sup> in class.** Learning Goals: To conduct narrative analysis of media representations of gender in our contemporary society to generate a creative expression of contemporary culture with an intersectional feminist perspective.

**C. Feminist Praxis/Participant observation of campus and community events** (5 x 10 points = 50 points). Students will be encouraged to develop observation, listening, critical reflection, and writing skills by attending campus and community events throughout the semester. 5 events x 10 points. **Goals: To encourage active listening, observation, note-taking, critical analysis, and reflection of campus and community events as these connect with course topics and materials.**

**D. Final Paper based on Service Learning Experience or Ethnographic Research Project** (150 points). Students are to choose from: 1) doing an applied research practicum coordinated by the Center for Community Engagement and writing a final paper based on their service learning experience; 2) develop a research question, designing research tools, and

conducting a literature review of the topic (10 academic sources) to conduct their own ethnographic research project to write a “mini-ethnography” on a local sub-cultural group in the community; 3) students with media backgrounds can design, produce, and generate a video-ethnography (15-20 minutes in length.); or 4) students have the opportunity to serve as an **undergraduate research assistant** for Dr. Núñez-Mchiri on a **current research effort** or **special project** including working on mobility needs of older adults, interviewing women leaders in colonias, documenting the migrant and refugee crisis on the U.S.-Mexico border or other topics that may emerge this semester. **Goals: To develop research skills based on personal and professional interests to generate knowledge.**

\*Students will prepare a **15-minute oral presentation** of their research project in class at the end of the semester in the form of a conference talk: Introduction, Community of Study, Research Question, Theoretical framework, Methods, Key Findings, Future Research Goals, and Conclusion.

### **Deadlines for Final Research Paper:**

This project involves conducting a research project on Option 1 or 2 related to ethnographic research methods. You will define the topic, write a research design, carry out the study, analyze your data, and write up your results. You may do your project on one of the three options discussed above or another topic discussed and approved by your professor.

- TH 3/5      Research design (3 pages double spaced).** The research design defines the problem or question you are researching and describes how you will gather data: interviews, participant-observation, survey, archival research, mapping, photography, etc. If you are doing interviews, provide a list of your interview questions. Include an annotated bibliography with at least five additional scholarly sources. 25 points
- TH 4/9      Data report (3 pages double spaced):** a description of your data and how you plan to organize and analyze your research according to key themes. It should include an outline of your paper. The data report should also contain copies of the raw data, such as interview notes or transcriptions, participant observation notes, maps, photos, etc. 25 points
- TH, 5/7      Final Paper/Presentation** (10-15 pages double spaced for 100 points) with the following sections:
- abstract
  - introduction and significance of the research
  - theory
  - methods
  - findings and key contributions of your research
  - challenges and ways you would address them if you were to do the project again
  - future Research Goals
  - conclusion
  - attach to your paper typed field notes, evidence of hours completed for Service Learning option, maps, or photographs. For ideas on mapping and documenting

public spaces, see

[http://www.nytimes.com/2009/11/17/technology/internet/17maps.html?\\_r=2&hp&\\_hpid=hp&\\_hpt=t](http://www.nytimes.com/2009/11/17/technology/internet/17maps.html?_r=2&hp&_hpid=hp&_hpt=t)

**Goals of Service Learning/Ethnographic Research: To encourage first hand fieldwork experiences, participant observation, systematic documentation and critical reflection via the systematic taking of field notes, data analysis via coding, writing and editing a final ethnography. Nothing will ever compare to having first-hand research experience.**

### **Tips for Succeeding in this Class:**

- 1. Field notes:** The systematic writing of field notes is important in doing ethnographic research. Write during or **within 24 hours** of your participant observation experiences. Add the dates, times, and locations of your interviews, and type up your notes as soon as possible. Your field notes are your raw data, your typed notes will help you code key themes, and identify great quotes and examples to incorporate in your papers and in your final ethnography. I will review the field note-taking process, but you can use a double-entry process using Word to make two columns. On the left column describe objective descriptions including what you see, hear, experience; and on the right column provide your own subjective interpretations, thoughts, and reflections on what you have experienced.
- 2. Reading and Note-taking:** As you read, I suggest you use a double-entry log of your reading notes, and your thoughts/reflections of the material. In your notes, remember to include page numbers, key definitions, "direct quotes," examples, and visuals for later recall.
- 3. Writing:** *Pre-writing:* Start early on your fieldwork assignments, work on a draft, let it sit for a day, and then look at it with fresh eyes and revise. *Brainstorming:* When deciding what to study or who to interview, try a brainstorming exercise with lists or clusters to get your ideas going. *Drafting:* Write a rough draft in one sitting. Walk away. Rest. Do something else before returning to your work. *Revising:* Reread your draft and revise. Sharpen your key sentences and your paragraph structure. Look for evidence and examples of your key topics from your interview field notes/recordings. *Editing:* When satisfied with the content and structure of your paper, read it aloud, slowly, and improve language, typos, and grammatical errors. Ask another person to read and edit your work if necessary. *Turn it in on time.* Writing is an on-going process; your work does not have to be perfect, but it does need to get done. We will continue to work on improving our interviewing, listening, observing, note-taking, synthesizing, critical thinking, and writing skills throughout the semester. **Avoid Procrastinating and get an early start on your reading and writing assignments.**
- 4. Technology in the Classroom:** To avoid distractions, turn off your cell phones or place them on vibrate/silent mode while in class. Take notes by hand unless you have a need for special accommodations. If you prefer to surf the web or text during class

lectures or discussions, you will be asked to leave the class and will receive a zero for class-participation credit.

<b>E. <u>Grade Breakdown</u></b>	<b><u>Percentage Points</u></b>
<b>Class Attendance and Participation (10 x 10)</b>	<b>100 points</b>
<b>Fieldwork Assignments (2 x 50)</b>	<b>100 points</b>
<b>Feminist Praxis/Participant observation of campus/community events</b>	<b>50 points</b>
<b><u>Final Research Project and Final Paper</u></b>	<b><u>150 points</u></b>
<b>Total</b>	<b>_____/400 points</b>

<b>Grading Scale</b>	90 to 100%= A	80 to 89%= B	70 to 79% = C
	60 to 69% = D	59% and below = F	

**F. Important Note about Academic Integrity and research ethics.** Students must present their own efforts and contributions in all assignments and examinations. Cheating, plagiarism, and falsifying research data will not be tolerated. Plagiarism is taking someone else’s work and representing it as one’s own. Honesty and respect for your work and the work of others is essential to your success in this course and in your academic career.

Follow the Code of Ethics of the American Anthropological Association found at Principles of Professional Responsibility at: <http://ethics.aaanet.org/ethics-statement-o-preamble/>. Understand that as a UTEP student you represent yourself, your academic department, as well as the university at all times. Be respectful of yourself, your classmates, your professor, your scholarship, community, and research informants during the length of your research. In conducting fieldwork, practice safety and common sense in selecting your informants and conducting your fieldwork.

**G. A Note on the use of Photography and Video.** The use of photographs in ethnography is tricky and requires consideration particularly when working with minors, Native American, women of particular faiths, and with “hidden” populations in our society who do not wish to be photographed. Be respectful of people’s privacy, cultural and religious practices. Always seek consent and approval before taking pictures or video-taping people’s activities. If people wish to have their faces concealed, you will need to make the appropriate modifications to respect their rights.

**H. Learning Communities and Writing Center:** Students will form small groups to create learning communities at the beginning of the semester to offer one another constructive feedback on your research and writing projects. For individualized support with your writing, I encourage you to visit the University Writing Center located on the second floor in the main entrance of the library. My door is also open for us to discuss your current research interests and future academic/career goals. This course is designed to teach research skills so you can create knowledge so be as proactive as possible.

## Course Outline and Class Schedule\*

Week and Dates	Lecture Topics	Readings Assignments Due
<p><b>Wk 1</b> 1/21</p> <p>1/23</p>	<p><b>Course Introduction</b> Anthropological values and worldviews emic and etic perspectives</p> <p><b>What is Ethnography? What is doing Ethnography? What is Feminist research? Choosing a topic. Putting Feminist Research into practice.</b></p> <p><b>The Intersectional Wheel</b></p>	<p><b>To read this week:</b> Review your Syllabus and get your books. <b>Start reading/take notes for Thursday:</b> Murchison Chapter 1-2, What is Ethnography and Kelly and Gurr' Ch 1 Putting Feminist Research into Practice</p> <p><b>CAPA 1:</b> Personal Interest and Commitment form due via Blackboard by TH 11: 59 pm <b>Thursday: Strategies for Succeeding in this class. Center for Community Engagement Presentation.</b></p> <p><b>Lecture introducing Ethnography and Feminist Research</b></p>
<p><b>Wk 2</b> 1/28</p> <p>1/30</p>	<p><b>Participant Observation and field notes in ethnographic research</b></p> <p><b>TH: Conduct a 30-minute observation of student life at UTEP. Write time, date, location On left side column, interpret your observations on the right hand side. Write 1-page mini-Ethnography to discuss in class on Tuesday Feb. 4<sup>th</sup> in class.</b></p>	<p><b>Tues:</b> Discuss Murchison Chapters 1-2 &amp; Kelly and Gurr' Ch 1 Putting Feminist Research into Practice. Come prepared with your notes. I will ask you to "Tell me about your readings."</p> <p><b>CAPA 2: Conduct a 30-minute observation on campus, then write a mini-ethnography of what you heard, what you observed, and your own interpretation in the form of a short story. format in class next Tuesday.</b> Give your story a great title, start it with a great hook to catch your reader's attention, and provide details to take your reader to the location you observed. Describe and interpret what you observed during your 30-minute observation. Share your story of a snapshot of life on the UTEP campus. Small group discussions.</p>
<p><b>Wk. 3</b> 2/4</p> <p>2/6</p>	<p><b>Active Listening &amp; Interviewing Listening to Understand as a Radical Act of Love</b> What does an Ethnography look like? What does a feminist ethnography look like? How is an ethnography organized?</p>	<p><b>To read this Tuesday:</b> Ch 2 Overview of Sociological Research by Kelly and Ch 3: Shared Parenting by Acosta in Feminist Research in Practice</p> <p><b>Tuesday: CAPA: Active Listening Exercise/Practice Interview in class</b></p>



	<p>Browse the table of Contents, read the intro., review the chapters, and the conclusion          What theory and methods were used?          What culture was studied? How was this study done? What did the Author add to the study of this group of people?</p>	<p><b>Thursday:</b> Visit the UTEP Library and select one ethnography (search “ethnographic research on <u>culture/country/lifestyle of interest.</u>”) <b>Bring your chosen book based on ethnographic research and your 2-page analysis of the book during week 3 for Class Discussion on 2/4</b></p> <p><b>CAPA:</b> Describe the book you have chosen and describe what does an <b>ethnography</b> look like? You may also choose to discuss What a feminist ethnography look like?</p>
<p><b>Wk. 4</b> 2/11 2/13</p>	<p><b>Selecting a Research Topic. Brainstorming Topics of interest and preliminary literature review</b></p> <p><b>Research Design and writing up a research proposal          Research Ethics/Ethical Scenarios</b></p> <p><b>Discuss real-world ethical scenarios.</b> Review AAA Code of Ethics to generate a response to these scenarios.</p>	<p>Read: Murchison Chapters 3-4; Ch 4 Deep Reflexivity in Conducting Sexuality Research by Acosta in Feminist Research in Practice.</p> <p><b>CAPA:</b> One-paragraph research proposal. Discuss a research topic and incorporate 5 academic sources on what has been written about your topic and what you plan on studying in particular. Use APA or Chicago-citation style. 10 points</p> <p><b>To prepare for this week’s class discussion:</b> Visit the American Anthropological Association home page, download and print and read the Code of Ethics at <a href="http://ethics.aaanet.org/category/statement/">http://ethics.aaanet.org/category/statement/</a></p> <p><b>Bring the code of ethics for class discussion on Thursday, Feb 13<sup>th</sup></b>  <b>Read the AAA Code of Ethics</b> and be prepared to discuss ethical scenarios and present your arguments/suggestions based on your understanding of research ethics.</p> <p><b>CAPA:</b> Ethical Scenarios in Anthropological fieldwork (10 points)</p>
<p><b>Wk. 5</b> 2/18 2/20</p>	<p><b>Intro to Participant observation research, Culture Shock, and Feminist Standpoint Theory</b></p> <p><b>Open-ended Observation and writing field notes-</b> Entering the</p>	<p><b>For Tuesday:</b> Murchison Chapter 5; Ch 5 Who are Feminist in the U.S. Today, and what do they believe about social inequality? By Harnois in Feminist Research in Practice</p> <p><b>CAPA:</b> Generating open-ended interview questions (10 points)</p>

	Field in Ethnographic Research, Jottings and Field notes <b>Discuss Participant Observation assignments in class</b>	<b>Senior Games open on Feb. 22<sup>nd</sup> for Participant Observation/CBPR assignment</b>
<b>Wk. 6</b> 2/25	<b>Identifying and Interviewing Informants in Ethnographic Research</b>	To Read this Week: Murchison Chapter 6 and Chapter 7.  <b>Assignment 1:</b> Participant Observation is due <u>in class</u> on Thursday, February 27 (50 points)
2/27	<b>Conducting In-Depth, Open Ended Life and Labor History Interviews</b>	
<b>Wk. 7</b> 3/3	<b>Transcribing, coding, memoing, and Analyzing</b> field notes	Tuesday: To read before class: Murchison Chapter 8 and Ch 11; Ch 10: What's so Feminist of Archival Research in Feminist Research in Practice <b>CAPA</b> Transcription Exercise (10 CAPA points)
3/5	<b>Archival Research</b>	TH Visit to the Archives on the 6 <sup>th</sup> floor of the UTEP library  <b>By TH 11:59 pm, 03/5 Turn in</b> 3 page research design
<b>Wk. 8</b> 3/10	<b>Mapping and Seeking emic meanings while Analyzing Narrative Data</b>	<b>To Read:</b> Murchison Chapters 9 and 10.  <b>CAPA:</b> Generating Thematic Codes (10 points)
3/12		<b>Assignment 2: Life and Labor History due in class, TH March 12th</b> (50 points)
<b>Wk. 9</b> 3/17 3/19		<b>(NO CLASSES)</b> <b>Spring Break is March 16<sup>th</sup> to 20th</b>
<b>Wk. 10</b> 3/24	<b>Semi-structured and Structured Interviews, Surveys, and Mixed Methods</b>	To read before class: Ch 6: An Intersectional Feminist Approach to Quantitative Research by Harnois, Ch 7: Interdependence by Kane in Feminist Research in Practice; Ch 11 Does Science do More harm than Good? By Kelly, Gauchat, Acosta, Withers, and McNair
3/26	<b>Research Surveys that Integrate Quantitative and Qualitative data</b>	<b>CAPA:</b> Working with Surveys (10 points) <b>Assignment 3:</b> Digging Into the Archives due TH 3/26 in class (50 points)

<b>Wk. 11</b> 3/31  4/2	<b>Feminist Critical Ethnography, Community Based Participatory Research</b>	<b>Readings for Tues</b> Ch 8 Getting to Know People by Kane and Ch 9 Maxine Feldman: The Outcast at the Center of Music by Reger in Feminist Research in Practice  For TH: Ch 12 Doing Intersectional Mixed Methods Feminist Research by Kelly and McNair and Ch 13: Not Your Indian: The Meanings of Indigenous Identity in Feminist Research in Practice
<b>Wk. 12</b> 4/7  4/9	<b>Feminist Praxis, finding your voice</b> and representing meaning- Writing your own Auto-Ethnography Mapping out you're a Life Chart Writing a Monologue  Sorting and Coding Data to Identify key themes in your writing	To read for Tues. In Search of the Next Harvest PDF, Life Charting by Ramirez PDF, and Aspirational Capital  <b>CAPA: Autoethnography, Life Chart</b>  For TH: Murchison Chapters 12-13  <b>TH DUE: Data Report 4/9 in class.</b>
<b>Wk. 13</b> 4/14  4/16	<b>Focus Groups In Class Participation: Planning and Conducting a Focus Group.</b>	<b>CAPA:</b> Focus Group Exercise (10 points) Quiz on Week 13 readings from Sunday to Monday  <b>Assignment 4:</b> Feminist Representations of Everyday Life Assignment due TH 4/16
<b>Wk. 14</b> 4/21  4/23	Writing Ethnography, Reflections of Ethnographic Research Experiences	To read before class: Murchison Chapter 14-15; Ch 14 This is Hard, Writing Outside the Lines by Gurr in Feminist Research in Practice  For TH: Examine the Núñez and Heyman Entrapment Article (Read PDF before coming to class)
<b>Wk.15</b> 4/28  4/30	Marketing your Research Skills <b>Student Peer Reviews</b> <b>Class Evaluation</b>	<b>Peer Review of Final Paper Drafts</b>
<b>Wk. 16</b> 5/05 5/07	<b>Last day of Class is May 7<sup>th</sup>, 2020.</b>	<b>TH, 5/7</b> *Final Papers Due @4000 word (10-15 pages)

\*Course contents and schedule are subject to change. Syllabus was updated on 3.2.17. Please use for future assignments and due dates.

**Ethnographic Research Methods**  
**Dr. Guillermina G. Núñez-Mchiri**  
**Department of Sociology and Anthropology**  
**UTEP Spring 2020**

**Sample Consent Form to be presented in writing to your research informants.**  
**Please translate, read or explain if necessary.**

**Consent Form**

My name is \_\_\_\_\_. I am a student at the University of Texas in El Paso (UTEP). As part of the class I am taking on Ethnographic/Feminist Research Methods, I am required to conduct a short-term research project. I have chosen to do my research on \_\_\_\_\_. Your involvement in this project will contribute towards my personal and academic development by allowing me to fulfill my research requirement for this class.

Please understand that your participation in this research is voluntary and that you may withdraw at any time or decline to answer any question you choose. I would like to assure you that your responses will be held strictly confidential and that your actual personal identity will not be used in any publication(s).

If you have any questions, please do not hesitate to contact my Professor, Dr. Núñez at the Department of Sociology and Anthropology at UT El Paso at (915) 747-6132.

\_\_\_\_\_  
Name of Participant

\_\_\_\_\_  
Name of Researcher

\_\_\_\_\_  
Signature of Participant

\_\_\_\_\_  
Signature of Researcher

\_\_\_\_\_  
Phone number or contact information

\_\_\_\_\_  
Phone number or contact information

DATE: \_\_\_\_\_

**Métodos de Investigación Etnográficos**  
**Dra. Guillermina G. Núñez-Mchiri**  
**Departamento de Sociología y Antropología**  
**UTEP Primavera 2020**

**Consentimiento para ser entrevistado/a**

Mi nombre es \_\_\_\_\_. Soy estudiante en la Universidad de Texas en El Paso (UTEP). Como requisito para mi curso de metodología estaré haciendo un estudio. Yo he decidido estudiar \_\_\_\_\_. Su participación en este proyecto va a contribuir a mi desarrollo personal y profesional al apoyarme a cumplir con mis estudios.

Su participación en este estudio es voluntaria, ya que tiene el derecho de no contestar alguna pregunta que usted desee o dejar de participar en este estudio en cualquier momento. Deseo asegurarle que sus respuestas serán tratadas con respeto y confidencialidad. Su nombre o apellido no serán identificados en ningún documento o publicación si usted así lo desea.

Si tiene preguntas, favor de comunicarse con mi profesora, Dra. Núñez en el departamento de Sociología y Antropología en UTEP al (915) 747-6132.

\_\_\_\_\_  
Nombre del participante

\_\_\_\_\_  
Nombre del estudiante

\_\_\_\_\_  
Firma del participante

\_\_\_\_\_  
Firma del estudiante

\_\_\_\_\_  
Teléfono

\_\_\_\_\_  
Teléfono

\_\_\_\_\_  
Fecha de la entrevista