

## SYLLABUS & SCHEDULE

**“Methods in Development Anthropology” ANTH 6331**  
**Spring 2014 | Thursdays 5:10-7pm**  
**HAH Rm #202 (2110 G St. NW)**

### **Instructor Information:**

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### **Course Summary:**

This course will introduce students to the theory and skills of anthropological field methods in the context of international development. The skills of an anthropologist are in high demand in the fields of development, humanitarian aid, and public health. The application of qualitative field methods to holistically understand the impacts of projects, or contribute to the design of new programs, is invaluable to government and non-governmental organizations. At the same time, anthropology's colonial past has obligated critical reflection on how we participate in and design research ventures, both in and out of development contexts. This course will engage with both field skill building and research design, while seriously considering the ethics and consequences of anthropological research in development.

The course will begin by dealing with the critical history of anthropology and development, and will pose questions of ethics in contemporary research contexts. The second portion of the course will deal with the design and conceptualization of anthropological research in an applied setting. The third, and largest portion of this course, will deal with the various field methodologies of anthropology used in the development context. Throughout this course, students will be applying the readings and lectures to the development of a research proposal, to be submitted at the end of the semester. Additionally, students will engage in a number of field exercises to become more familiar with the methods of anthropology.

### **Required Texts:**

- (1) Electronic readings of journal articles and .pdf selections from books on Blackboard
- (2) Emerson, Robert M., Editor.  
2001 Contemporary Field Research: Perspectives and Formulations. Prospect Heights, Illinois: Waveland Press
- (3) Maxwell, J.  
2005 Qualitative Research Design: An Interactive Approach. Thousand Oaks: Sage.

### **Optional Reference Text:**

Bernard, H. Russell  
2002 Research Methods in Anthropology: Qualitative and Quantitative Approaches. 3<sup>rd</sup> Edition. AltaMira Press.

### **Grading Equation:**

Observational Data Collection:	10%
Mapping Assignment:	10%
2 Unstructured Ethnographic Interviews, 10% each:	20%
2 Interviews with props, pile or card sorts, 10% each:	20%
Software coding of two different interviews:	10%
1-page research project proposal:	10%
Final NSF DDRI research proposal:	20%

### **Course Requirements and Assignments:**

**(1) Participation in discussions and engagement in the course** are required. We won't hesitate to call on you during class, and we expect you to come to class with questions prepared about the readings. There will be different opportunities for you to demonstrate your engagement with course materials: during class, through your assignments, and contributions you make to online discussions or forums, organized through Blackboard. Additionally: if you read or see something of relevance to the course material, please bring copies to class or post it on Blackboard so we can all take a look.

**(2) Completion of CITI Program training** for social and behavioral research with human subjects at GWU. <https://www.citiprogram.org>. (If you already have up-to-date CITI Program certification, please speak with us.)

**(3) Interview with a “class partner” about their and your research projects, and a 1-page research proposal.** For this first assignment, you will be writing a one-page memo outlining the research topic you will write on for the semester, diagramming the project, and writing a 1-paragraph review of the relevant literature. This is the topic that you will eventually develop into a NSF dissertation proposal. It will be most useful for you if the topic is close to what you plan to do your MA or dissertation work on. Once you have completed this assignment, please share it with your class partner. Your partner will then interview you about what you have written (and vice versa). They will also provide feedback on what you have proposed, and how clearly it is written. The idea here is that writing a proposal is an iterative process and it is very helpful to talk through your ideas with others. It takes time and a great deal of thought to puzzle through a plan for research. Your “interview” with your partner should take about 30 minutes. After this discussion, you will probably want to revise your own write-up to clarify what you have written and address any concerns of your research partner.

**(4) One observational data collection stint and write-up.** Pick a space in Washington DC (or the surrounding area) that is neither on GW campus nor in a coffee shop. Make field note entries using observational skills from readings and lecture to construct the social space through writing. You will submit 1) your ‘raw’ jottings, 2) your field-note write up, and 3) a more polished interpretation of the place observed. You should be spending at least 2 hours in the designated place, and your final write up should be approximately 5 pages.

**(5) Two Unstructured Ethnographic Interviews, and write-ups for each.** (Details on this assignment will be provided at a later date.)

**(6) Two Semi-structured Interviews with using a prop, card sort, or pile sort activity, plus one write-up for each.** (Again, more details will be provided.)

**(7) Learn how to use GIS, and complete one mapping assignment.** You will work in pairs to incorporate participatory mapping and GIS into a brief research activity. Research questions will be discussed in class. Each team will be responsible for submitting their final map and their field notes from the exercise.

**(8) Data Coding Project:** You will chose one interview assignment to code. You will need to transcribe the interview, develop a ‘code book’, and code the interview by hand or using Nvivo. Details on Nvivo coding will be provided on April 24<sup>th</sup> during an in-class tutorial.

**(9) Final NSF Proposal.** The final assignment for this class requires you to write an NSF proposal for dissertation funding in cultural anthropology. Instructions for preparing this proposal may be found here: <http://www.nsf.gov/sbe/bcs/anthro/suppdiss.jsp>. More information on this assignment will be given later in the class.

### Course Schedule

Week	Date	Topic	Assignment Due
1	Jan. 16	Introduction	
2	Jan. 23	Anthropology and Development	
3	Jan. 30	Critiques of Development	
4	Feb. 6	Ethics, IRB, Privacy	Completion of CITI Program
5	Feb. 13	Ontology, Epistemology, and Research Design	
6	Feb. 20	Sampling and Validity	
7	Feb. 27	Researcher Identity	1-page research proposal due
8	Mar. 6	Participant Observation	
9	Mar. 20	Surveys and Reproductive Histories	Observation write-up due
10	Mar 27	GIS and Participatory Mapping	
11	Apr. 3	Ethnographic Interviewing	Mapping exercise & write-up due
12	Apr. 10	Props, Pile Sorts, and Focus Groups	
13	Apr. 17	Food Security & Malnutrition	Unstructured interview write-ups due
14	Apr. 24	Data Analysis	Semi-structured interview write-ups due
15	May 1	No class	Data coding project due
16	May 8	No class	NSF Proposal Due

### Class Policies

**Electronic Device Policy:** All electronic devices must be silenced AND PUT AWAY during class, except for laptops, e-readers, or tablets when we are discussing the assigned texts and you’re reading them on the screen. It’s simple: every time you’re using devices for anything except for class work, we will deduct 5 points from your final grade.

**Academic Dishonesty:** If you are caught plagiarizing or copying anything from anyone else or any other source, including in your weekly responses, you will automatically fail the course. Academic dishonesty is defined as cheating of any kind, including misrepresenting one’s own work, taking credit for the work of others without crediting them and without appropriate authorization, and the fabrication of information. For the remainder of the code, see: <http://www.gwu.edu/~ntegrity/code.html>

**Support for Students Outside the Classroom:** Any student who may need an accommodation based on the potential impact of a disability should contact the Disability Support Services office at **(202) 994-8250** in the Marvin Center, Suite 242, to establish eligibility and to coordinate reasonable accommodations. If you will need extra time to write answers to the quizzes and final exam, please make sure you contact this office first, and we will make all appropriate arrangements. For additional information please refer to: <http://gwired.gwu.edu/dss/>. University Counseling Center (**202-994-5300**) offers 24/7 assistance and referral to address students' personal, social, career, and study skills problems. Services for students include: crisis and emergency mental health consultations, confidential assessment, counseling services (individual and small group), and referrals. See: <http://gwired.gwu.edu/counsel/CounselingServices/AcademicSupportServices>

### **Goals of the Course**

- \*Students will be able to competently discuss the contentious issues of anthropology and development.
- \* Students will undertake an ethnographic observation and will practice taking rigorous field notes.
- \*Students will practice multiple types of interviewing, and competently understand not only verbal interviewing strategies, but the incorporation of props and pile sorts as well
- \*Students will understand mapping as an ethnographic and participative tool, and will be able to use GPS/GIS in a research setting.
- \*Students will produce a research proposal for funding in cultural anthropology.
- \*Students will have participated in a human subjects training.

### **Learning Outcomes**

- \*Students will understand ethical issues inherent in anthropological research and anthropological research for “development” projects or policymaking.
- \*Students will understand the theoretical and philosophical roots of research design and be able to locate their interests within broader theoretical frames.
- \*Students will understand the uses and drawbacks of survey research.
- \*Students will have learned how to conduct observational stints, ethnographic interviews, focus groups, participatory and GIS mapping exercises, and rudimentary qualitative data analysis.
- \*Students will learn how to write a research proposal for external funding.

## SCHEDULE OF READINGS & CLASSES

### PART 1. DECONSTRUCTING METHODOLOGIES

#### Thursday January 16: Introductions

No required readings.

#### Thursday January 23: Anthropology and Development: Old Bedfellows (SF)

Beebe, James.

1995 Basic concepts and techniques of rapid appraisal. *Human Organization* 54(1):42-51.

Chambers, R.

1994 Participatory rural appraisal (PRA): Analysis of experience. *World Development* 22(9):1253-1268.

Campbell, John.

2001 Participatory rural appraisal as qualitative research: distinguishing methodological issues from participatory claims. *Human Organization* 60(4).

Mosse, David

2004 Is Good Policy Unimplementable? Reflections on the Ethnography of Aid Policy and Practice. *Development and Change*. 35(4):639-671.

Gow, David

2002 Anthropology and Development: Evil Twin or Moral Narrative? *Human Organization* 61(4).

#### Supplementary Readings:

Goebel, Allison.

1998 Process, perception and power: Notes from 'participatory' research in a Zimbabwean resettlement area. *Development and Change*, 29, 277-305, 1998.

Mompati, T. and G. Prinsen.

2000 Ethnicity and participatory development methods in Botswana: some participants are to be seen and not heard. *Development in Practice*, 10 (5), 2000.

Griffith, David.

2009 Immigrants fleeing a dying industry: Applying rapid ethnographic assessment procedures to the study of tobacco farmworkers. *NAPA Bulletin*, 31:30-46.

Utarini, A., Winkvist, A. and Peltó, G.

2001 Appraising studies in health using rapid assessment procedures (RAP): eleven critical criteria. *Human Organization* 60 (4):390-400.

Manderson, Lenore and Aaby, Peter.

1992 An epidemic in the field? Rapid assessment procedures and health research. *Social Science and Medicine* 35 (7), 839-50, 1992.

Wolcott, Harry.

1999 Chapter 8: Hurried ethnography for hurried ethnographers. *In*, *Ethnography: A way of seeing*. Walnut Creek, Ca: Altamira Press, 1999.

**Thursday January 30: Critiques of Development and the Anthropology of Aid (LC)**

Asad, Talal

2002 From the History of Colonial Anthropology to the Anthropology of Western Hegemony. *In*, The Anthropology of Politics: A Reader in Ethnography, Theory, and Critique. Joan Vincent, Ed. Pp. 133-142.

De Waal, Alex

2002 Anthropology and the Aid Encounter. *In*, Exotic No More: Anthropology on the Front Lines. J. MacClancy, ed. Pp. 251-269. Chicago and London: The University of Chicago Press.

Kleinman, Arthur and Joan Kleinman

1997 The Appeal of Experience; The Dismay of Images: Cultural Appropriations of Suffering in Our Times. Pp. 1-24. *In*, Social Suffering. University of California Press.

Scheper-Hughes, Nancy

1995 The primacy of the ethical: Propositions for a militant anthropology. *Current Anthropology*. 36(3), 409-435.

**Supplementary Readings**

Taylor, Janelle

2003 The Story Catches You and You Fall down: Tragedy, Ethnography, and "Cultural Competence." *MAQ*. 17(2).

Escobar, Arturo

1995 Encountering Development: the making and unmaking of the third world. (Selections). Princeton University Press.

Ferguson, James

1994 The Anti-Politics Machine: "Development," Depoliticization, and Bureaucratic Power in Lesotho.

**Thursday February 6: IRBs, Ethics, and Privacy (LC&SF)**

**Assignment:** Complete CITI Program for Social & Behavioral researchers: <https://www.citiprogram.org>

Smith, Linda Tuhiwai

1999 Decolonizing methodologies: Research and Indigenous Peoples. Zed Books. (selections)

Howell, Jayne.

2004 Turning out good ethnography or talking out of turn? Gender, violence and confidentiality in Southeastern Mexico. *Journal of Contemporary Ethnography*. 33(3), 323-352.

Lederman, Rena

2007 Educate Your IRB: An Experiment in Cross Disciplinary Communication. *Anthropology News*. September.

CITI Program Course Materials (online)

**Supplementary Readings:**

Bourgois, Phillipe.

2007 Confronting the ethics of ethnography: Lessons from fieldwork in Central America. *In*, Ethnographic Fieldwork: An Anthropological Reader, A. Robben & J Sluka, eds., 2007.

Petryna, Adriana

2005 Ethical variability: Drug development and globalizing clinical trials. *American Ethnologist*. May 2005, Vol. 32, No. 2: 183-197.

**RECONSTRUCTING ANTHROPOLOGICAL RESEARCH**

**Thursday February 13: “So, What Should I Study?” Ontology, Epistemology, & Research Design (SF)**

Gow, David D.

2008 Countering Development: Indigenous Modernity and the Moral Imagination. Duke University Press. (Chapter 1).

Maxwell, J.

2005 Chapter 2 (“Goals”) & Chapter 3 (“Conceptual Framework”). *Qualitative Research Design: An Interactive Approach*. Thousand Oaks: Sage

Guba, E. G., & Lincoln, Y. S.

1994 Competing paradigms in qualitative research. In N. K. Denzin & Y. S. Lincoln (Eds.), *Handbook of qualitative research* (pp. 105-117). London: Sage.

**Supplementary Readings:**

Clifford, Jim and George E. Marcus

2010[1986] *Writing Culture: The Poetics and Politics of Ethnography*.

Marcus, George E and Fischer, Michael MJ Fischer

1999 *Anthropology as Cultural Critique: An Experimental Moment in the Human Sciences*.

Firebaugh, Glenn

2008 The first rule: There should be the possibility of surprise. *Seven Rules for Social Research*. Princeton: Princeton University Press.

LeCompte, Margaret and Judith Preissle.

1993 *Ethnography and Qualitative Design in Educational Research*. Second edition. San Diego: Academic Press. Chapter 5: The role of theory in the research process.

**Thursday February 20: Sampling and Validity (SF)**

Bloor, M.

2001 Techniques of validation in qualitative research: A critical commentary. In, R. Emerson, Ed. *Contemporary Field Research: Perspectives and Formulations*. Prospect Heights, Illinois: Waveland Press, pp. 153-158.

Creswell, John and Miller, Dana.

2000 Validity in qualitative research. *Theory into Practice* 39, 3, 124-130.

Morse, Janice M., Michael Barrett, Maria Mayan, Karin Olson, and Jude Spiers

2008 Verification Strategies for Establishing Reliability and Validity in Qualitative Research. *International Journal of Qualitative Methods*. 1(2).

**Supplementary Readings:**

LeCompte, M.D., Millroy, W. and Preissle, J. (Eds.).

1992 *The Handbook of Qualitative Research in Education*. San Diego, CA: Academic Press. Chapter on sampling.

Guest, G., Bunce, A., Johnson, L.

2006 How Many Interviews Are Enough? An Experiment with Data Saturation and Variability. *Field Methods*. 18(1): 59-82.

Morse, Janice M.

2003 The myth of holism. Editorial, *Qualitative Health Research*, 13(8): 1037-1038.

Whittemore, R., Chase, S.W., and Mandle, C.L.

2001 Validity in qualitative research. *Qualitative Health Research* 11(4), 2001, 522-537.

Curtis, S., Gesler, W., Smith, G., & Washburn, S.

2000 Approaches to sampling and case selection in qualitative research: examples in the geography of health. *Social Science and Medicine*, 50 (2000) 1001-1014.

**Thursday February 27: “How To Step Out of a White SUV”: Researcher Identity & Rapport (LC)**

Altork, Kate.

2007 Walking the Fire Line: The Erotic Dimension of the Fieldwork Experience. *In*, Ethnographic Fieldwork: An Anthropological Reader. A. Robben and J. Sluka, Eds. Blackwell Publishing, pp. 92-107.

Ewing, Katherine.

2006 Revealing and Concealing: Interpersonal Dynamics and the Negotiation of Identity in the Interview. *Ethos*. 34(1):89-122.

Goffman, Erving.

2001 On Fieldwork. *In*, Contemporary Field Research: Perspectives and Formulations. Robert Emerson, Ed. Prospect Heights, Illinois: Waveland Press, pp. 153-158.

Kondo, Dorrine

2001 How the Problem of “Crafting Selves” Emerged. *In*, Contemporary Field Research: Perspectives and Formulations. Prospect Heights, Illinois: Waveland Press, 2001, pp. 188-202.

Warren, Carol.

2001 Gender and Fieldwork Relations. *In*, Contemporary Field Research: Perspectives and Formulations. Robert Emerson, Ed. Prospect Heights, Illinois: Waveland Press.

<b>FIELD SKILLS</b>
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**Thursday March 6: Participant Observation (SF)**

Atkinson, Paul and Martyn Hammersley.

2003 Ethnography and Participant Observation. *In* Norman Denzin and Yvonna Lincoln, eds., Strategies of Qualitative Inquiry. Thousand Oaks: Sage. Pp. 110-136.

Adler, Patricia A. and Peter Adler

1994 Observational techniques. *In* N. Denzin and Y. Lincoln, (Eds.), *Handbook of Qualitative Research*. Thousand Oaks: Sage. pp. 377-392.

Maxwell, J.

2005 Chapter 5. Qualitative Research Design: An Interactive Approach. Thousand Oaks: Sage

**Supplementary Readings**

Emerson, Robert & Pollner, Melvin

2001 Constructing Participant /Observational Relations (Chapter 11). Robert Emerson, Ed. Prospect Heights, Illinois: Waveland Press

DeWalt, K. & DeWalt, B.

2011 Chapter 1. (pp. ix-18) *In*, Participant Observation: A Guide for Fieldworkers. Ca: Altamira Press.

**\*\*\*SPRING BREAK\*\*\***

**Thursday March 20: Surveys (LC)**

Fowler, F.

2001 Survey Research Methods. Thousand Oaks: Sage Publications. Chapter 5: Designing questions to be good measures. Pp. 76-103.



- Nichter, Mark, Mimi Nichter, Pamela J. Thompson, Saul Shiffman, and Anna-Barbara Moscicki  
2002 Using qualitative research to inform survey development on nicotine dependence among adolescents. *Drug and Alcohol Dependence*. 68(Supp 1, November 2002):41-56.
- Stone, Linda and Campbell, J.G.  
1984 The use and misuse of surveys in international development: An experiment from Nepal. *Human Organization* 43(1), 1984.
- World Health Organization  
1997 The sisterhood method for estimating maternal mortality: Guidance notes for potential users. [http://whqlibdoc.who.int/hq/1997/WHO\\_RHT\\_97.28.pdf](http://whqlibdoc.who.int/hq/1997/WHO_RHT_97.28.pdf).

Supplementary Readings:

- Hruschka, D., Cummings, B., Cobb St. John, D., Moore, J. et al.  
2004 Fixed choice and open-ended response formats: A comparison from HIV prevention research in Zimbabwe. *Field Methods* 16(2), 2004:184-202.
- Nichter, Mark, Gilbert Quintero, Mimi Nichter, Jeremiah Mock, and Sohaila Shakib  
2004 Qualitative Research: Contributions to the Study of Drug Use, Drug Abuse, and Drug Use(r)-Related Interventions. *Substance Use & Misuse*. 39(10-12):1907-1969.

**Thursday March 27: Mapping the World -- GIS and Participatory Mapping (SF)**

- Aporta, Claudio and Eric Higgs.  
2005 Satellite Culture: Global Positioning Systems, Inuit Wayfinding, and the Need for a New Account of Technology. *Current Anthropology* 46(5): 729–753.
- Glantz, Namino, and Ben McMahan  
2007 Introduction: The Anthropology-Map Merger. *Practicing Anthropology* 29(4): 4–5.
- Glantz, Namino, and Ben McMahan  
2007 Formative Research and Participatory GIS Mapping: Elder Well-Being in Chiapas, Mexico. *Practicing Anthropology* 29 (4): 6–14.
- Herlihy, Peter H., and Gregory Knapp  
2003 Maps Of, By, and for the Peoples of Latin America. *Human Organization* 62 (4): 303–314.
- McMahan, Ben, and Brian Burke  
2007 Participatory Mapping for Community Health Assessment on the US-Mexico Border. *Practicing Anthropology* 29(4): 34–38.

Supplementary Readings:

- Sheller, Mimi  
2013 The Islanding Effect: Post-Disaster Mobility Systems and Humanitarian Logistics in Haiti. *Cultural Geographies* 20(2): 185–204.
- Cinderby, Steve, and John Forrester  
2005 Facilitating the Local Governance of Air Pollution Using GIS for Participation. *Applied Geography* 25 (2): 143–158.
- Aswani, Shankar and Matthew Lauer  
2006 Incorporating Fishermen's Local Knowledge and Behavior into Geographical Information Systems (GIS) for Designing Marine Protected Areas in Oceania. *Human Organization* 65 (1): 81–102.

**Thursday April 3: Unstructured & Semi-Structured Ethnographic Interviewing (LC)**

- Briggs, Charles.

- 1986 Interview techniques vis-à-vis native metacommunicative blunders; or on the analysis of communicative blunders. In, *Learning How to Ask: A Sociolinguistic Appraisal of the Role of the Interview in Social Science Research* (Chapter 3). Cambridge: Cambridge University Press.
- Fife, Wayne.  
2005 Interviewing. Chapter 6. In, *Doing Fieldwork: Ethnographic Methods for Research in Developing Countries and Beyond*. New York: Palgrave Macmillan, pp. 93-106.

Supplementary Readings:

- Seidman, Irving  
1991 Technique isn't everything, but it is a lot. In *Interviewing as Qualitative Research*. New York: Teachers College Press, 56-71.
- Johnson, Jeffrey and Weller, Susan.  
2001 Elicitation techniques for interviewing. In Jaber Gubrium and James Holstein, (eds), *Handbook of Interview Research*. Thousand Oaks, CA: Sage Publications. Pp. 491-514.
- LeCompte, Margaret, Wendy Millroy, and Judith Preissle (Eds.)  
1992 *The Handbook of Qualitative Research in Education*. San Diego, CA: Academic Press. (Chapter on data collection strategies)
- Rubin, Herbert and Irene Rubin.  
2005 Designing main questions and probes. In *Qualitative Interviewing, the Art of Hearing Data*, 2nd ed. Thousand Oaks: Sage, 152-72.

Thursday April 10: Getting Fancy: Focus Groups, Props, & All Sorts of Sorting (LC)

- Bledsoe, Caroline H. and Monica F. Goubaud  
1985 The reinterpretation and distribution of western pharmaceuticals: an example from the Mende of Sierra Leone. In, *The Context of Medicines in Developing Countries*. S. van der Geest and SR Whyte, eds. Kluwer Academic Publishers. Pp. 253-276.
- Wellings, K., Branigan, P. and Mitchell, K.  
2000 Discomfort, discord and discontinuity as data: using focus groups to research sensitive topics. *Culture, Health & Sexuality* 2(3): 255-267.
- Helitzer-Allen, D., Makhambera, M. and Wangel, A.  
1994 Obtaining sensitive information: the need for more than focus groups. *Reproductive Health Matters*. 3: 75-82.
- Hollander, J.A.  
2004 The social context of focus groups. *Journal of Contemporary Ethnography* 33(5): 602-637.
- Poss, Jane, and Mary Ann Jezewski  
2002 The Role and Meaning of *Susto* in Mexican Americans' Explanatory Model of Type 2 Diabetes. *Medical Anthropology Quarterly*. 16(3):360-377.

Supplementary Readings

- Bernard, H. Russell  
2002 11: Structured Interviewing: Cultural Domain Analysis. In, *Research Methods in Anthropology: Qualitative and Quantitative Approaches*. 3<sup>rd</sup> Edition.
- Morgan, David  
1998 *The Focus Group Guidebook*. (Kit 1) What Focus Groups Are and Are Not. Thousand Oaks, Ca: Sage Publications.
- Kidd, P. and Parshall, M.  
2000 Getting the focus and the group: Enhancing analytical rigor in focus group research. *Qualitative Health Research* 10(3): 293-308.
- Matoesian, G., and Coldren, J.

2002 Language and bodily conduct in focus group evaluations of legal policy. *Discourse and Society* 13(4): 469-493.

**Thursday April 17: Critical Approaches to Measuring Food Security and Malnutrition (LC)**

Baro, Mamadou, and Tara Deubel

2006 Persistent Hunger: Perspectives on Vulnerability, Famine, and Food Security in Sub-Saharan Africa. *Annual Review of Anthropology* 35:521-538.

Kalofonos, Ippolytos Andreas

2010 "All I Eat Is ARVs". *Medical Anthropology Quarterly* 24(3):363-380.

**Thursday April 24: Coding and Qualitative Data Analysis (SF)**

Corbin, Juliet and Anselm Strauss.

2008 Basics of Qualitative Research. Thousand Oaks, CA: Sage Publications. Pp. 117-142. (Chapter 6)

LeCompte, Margaret.

2000 Analyzing Qualitative Data. *Theory into Practice* 39(3):146-154.

*\*In class: Nvivo Tutorial on the basic features of qualitative data analysis software.*

**Supplementary Readings:**

Lofland, John and Lyn Lofland.

1994 Analyzing Social Settings: A Guide to Qualitative Observation and Analysis. Wadsworth Publishing. (Ch. 9: Developing Analysis).

Silverman, David

2003 Analyzing Talk and Text. In Norman Denzin and Yvonna Lincoln, eds. *Collecting and Interpreting Qualitative Materials*. Thousand Oaks: Sage. pp. 340-362.

LeCompte, Margaret and Jean Schensul

1999 Designing and Conducting Ethnographic Research. Walnut Creek: Altamira Press. (Ch 7 Data Analysis: How Ethnographers Make Sense of Their Data, pp. 147-160)

Richardson, Laurel

2003 Writing: A Method of Inquiry. In Norman Denzin and Yvonna Lincoln, eds. *Collecting and Interpreting Qualitative Materials*. Thousand Oaks: Sage. pp. 499-541.