ETHNOGRAPHIC METHODS

Anthropology 412 (CRN 14180) / 512 (CRN 14182)
Fall 2025
Monday and Wednesday 9:00 – 10:40
KMC 350

Instructor: Dr. Michele Gamburd
Phone: (503) 725-3317
Email: gamburdm@pdx.edu

Office: 141-F Cramer Hall
Drop-in Hours: Wednesdays 11:00 – 12:00
and by appointment in person or over Zoom

COURSE DESCRIPTION

Welcome to Ethnographic Methods! This course will give the student a working familiarity with research design, qualitative research methodologies, and anthropological analysis of qualitative data. This term, working for community partners, students in the class will undertake an applied anthropological project to gather qualitative data related to awareness about and preparedness for wildfire smoke events in the Portland community. As they undertake this project, students will hone their skills in applying theoretical knowledge to practical research. They will explore how to collect and analyze ethnographic data. For their final project, students will create a presentation and written "deliverable" for our community partners. Class readings and discussions will focus not only on research design and methodology but also on ethical and experiential considerations surrounding ethnographic fieldwork and writing.[1]

RECOMMENDED PREPARATION

Before taking this course, I recommend that students take Anth 304: Identity and Society, Anth 305: Culture and Power, or a theory course in a related social science discipline will provide some insights into paradigms and perspectives used to analyze patterns in social behavior and knowledge.

READINGS

We will read the following book. It is available in paperback at the PSU Bookstore.

Bernard, H. Russell. 2018. *Research Methods in Anthropology: Qualitative and Quantitative Approaches*. 6th ed. Rowman & Littlefield.

[1] Portland State University is located in the traditional and ancestral homelands of the Multnomah, Kathlamet, Clackamas, Tumwater, Watlala bands of the Chinook, the Tualatin Kalapuya, and other Indigenous peoples of the river known as Wimal, Nchi wana, and Columbia. We are grateful to be guests on these lands.

Canvas – Online Learning Management System

Many course materials and readings will be available on Canvas, and many student assignments will be submitted online through Canvas. Students can access Canvas using an Odin username and password to login at https://canvas.pdx.edu/.

Please visit the Canvas Resources for help accessing the learning management system. Vontact the instructor immediately if you encounter difficulties accessing or using Canvas, especially if they interfere with your ability to complete assignments in a timely manner.

COURSE REQUIREMENTS

Students in Anth 412 will be evaluated on participation (5%) and a series of quizzes on readings (25% total). Related to our group project, students will undertake a library exercise (P/NP) and contribute to a preliminary group bibliography (5%) and a group annotated bibliography (10%). During the second half of the term, students will gather ethnographic data and submit two sets of individual field research notes (15%) for instructor feedback. Working in small groups, students will analyze various themes from pooled fieldnotes. They will present their findings (5% + 10%) and create a written "deliverable" for our community partners (15%). Assignments for the term conclude with an individual reflection essay (10%).

Students in Anth 512 will undertake the same set of assignments as students in Anth 412. They are expected to take a leadership role in group activities. In addition, students in Anth 512 will complete the Human Research Protection Program's online CITI training (required for all students submitting applications to the HRPP). Students in the Honors College or other programs who anticipate conducting human-subjects research for their thesis projects may also wish to complete this training.

Class participation (5%)

Class participation forms an important aspect of the learning experience in this upper-level class. Students will gain confidence and encouragement from engaging with me and their peers on a regular basis. Attendance is therefore a crucial element of the course that students should prioritize. I understand, however, that unexpected circumstances may arise. Students who cannot attend a class meeting should if at all possible inform me before the start of the class period so that I can do my best to provide support and help the student make up for the missed class. To encourage prompt communication, unexcused absences will result in loss of participation points, and students with more than *3 unexcused absences* will receive no points for class participation.

Reading questions and quizzes (25%)

Short reading quizzes will be assigned related to the textbook and the readings on ethics. These open-book, open-note quizzes have no time limit. Each quiz will contain 1-6 questions. Answers to individual quiz questions may range in length from 1-2 sentences to several short paragraphs, depending on the nature of the question. Quiz questions encourage students to

engage actively with the assigned reading; anyone who has read the materials should be able to answer the questions easily.

For the methods textbook, *Research Methods in Anthropology: Qualitative and Quantitative Approaches*, **reading questions** will be posted in the Course Content module for each section of the course. Intended to point students toward main ideas and themes of the readings, these questions will act as study guides. Hint: Reading questions are likely to show up on reading quizzes.

Students are asked to read the assigned materials and take the brief quizzes on Canvas *before the start of the class during which we are scheduled to discuss the assigned material*. (I.e., reading quizzes are due by 8:50 AM on the day of class.) Students who need extra time to complete quizzes are encouraged to contact me for an extension. Unexcused late quizzes will receive only partial credit. Days on which reading quizzes are due are noted on the syllabus and will be announced on Canvas.

Community-based research project

This term, we will engage in a community-based research project related to awareness of and preparedness for air quality hazards related to wildfire smoke. We will meet with our community partners throughout the term. Our community partners are Tiara Halsey, the Director of Emergency Management at Portland State University (https://www.pdx.edu/emergency-management/) and Jeremy Van Keuren, Community Preparedness Manager at the Portland Bureau of Emergency Management (https://www.portland.gov/pbem). This work will be done under the guidance of Dr. Elizabeth Briody with the Anthropology Career Readiness Network (ACRN), an initiative of the Consortium for Practicing and Applied Anthropologists (COPAA).

During Week 2, we will learn what work our partners would like us to do for them. During Week 5, we will touch base with them informally about our research questions and research design and get their suggestions and feedback. During Week 9, students will make presentations regarding their data and analysis and receive feedback on their draft deliverables, and during our 'exam' period in Week 11, we will present and deliver our final written product. Students should anticipate giving presentations during weeks 8 and 11, contributing to the group deliverable, and writing an individual final reflection at the end of the course. The term project will require about as much work as a traditional "term paper" assignment.

Because our course-based applied anthropological experience will evolve throughout the term, this syllabus provides some preliminary timelines and benchmarks for completing various stages of the project. In conversation with the instructor and our community partners, the students themselves will, as part of the project, determine the parameters of their work and the nature of the "deliverable" that the class will hand over at the end of the term.

Library exercise (P/NP), preliminary bibliography (5%) and annotated bibliography (10%)
During the term, students will seek scholarly sources with which to frame the research project on community awareness of the hazards related to wildfire smoke. Following instruction on library research provided by a Portland State University librarian, students will engage in an **interactive library exercise** to aid them in finding resources related to their areas of research interest. Students will turn in a **preliminary bibliography** of materials found from engaging in the library exercise. Once students have had a chance to review and evaluate the materials that they and their classmates have found through the library research, they will contribute to an **annotated bibliography** of articles, reports, and books of **topical, locational, and theoretical relevance** to the project. Further instructions will be available on Canvas.

Field notes (15%)
During the second half of the term, students will gather ethnographic data related to wildfire smoke hazard awareness and submit two sets of individual field research notes for instructor feedback. Students will likely gather additional data beyond what they submit to the instructor. Further instructions will be distributed through Canvas.

Preliminary (5%) and final (10%) presentations
Working in small groups, students will analyze various themes from pooled fieldnotes. Working together, they will present their preliminary and final analysis to our community partners. In these presentations, students will analyze data collected during the term and submit their presentation materials (e.g., their PowerPoint presentation) for a grade. In their presentation, students will describe the research topic, site, and design. They will outline the variables investigated, the units of analysis, and the methods chosen for gathering data. They will interpret and analyze the data in light of their chosen theoretical approaches. Detailed instructions for this assignment will be posted on Canvas and discussed in class.

Deliverable (15%)
Pooling the results of the small group analyses, students will work together to create a written "deliverable" for our community partners.

Final reflection (10%)
Work for the term concludes with an individual reflection essay (10%).

Research Integrity – Online Training (For students in Anth 512 and anyone else who anticipates going through the IRB's HRPP application process)
Students in Anth 512 are required to complete an online training in research involving human subjects. This training may take up to four hours and is free for students affiliated with PSU. Students should save a copy of the electronic certificate they receive upon completing the training and upload the document to Canvas to receive credit for this assignment. (Master's students who plan to work with human subjects as part of their thesis or internship project will need this documentation when they submit their GO-16M form.) For further details, see the HRPP website.

COURSE OUTLINE

Week 1: Introductions

During the first week of the course, we preview the trajectory for the term and consider fundamental issues related to research ethics, research design and methodology, and the analysis of data. We also discuss power dynamics in research and ask how and by whom questions get framed and projects get implemented.

Benefits of course-based community-based research projects

Raymond, Chad. 2024. "AI and the Case for Project-Based Teaching." *The Chronicle of Higher Education*, August 27, 2024. https://www.chronicle.com/article/ai-and-the-case-for-project-based-teaching

Framing the project

Read one of the following two

Sprague, Joey. 2016. *Feminist Methodologies for Critical Research: Bridging the Differences*, second edition. Rowman and Littlefield. [Chapter 6: "Whose Questions? Whose Answers?" pp. 195-227.]

Beebe, James. 2014. *Rapid Qualitative Inquiry: A Field Guide to Team-Based Assessment*, second edition. Rowman and Littlefield. [Chapter 8: "Who Benefits, Who Pays, and Who Calls the Tune," pp. 159-176.]

Power dynamics and collaboration in research interactions

Read one of the following 2

Gunasekara, Vagisha. 2020. "(Un)packing Baggage: A Reflection on the 'Battle Over Ideas' and Labour Hierarchies in Collaborative North–South Research." The *European Journal of Development Research* 32:503–513.

Stolte, Gretchen. 2023. "Consultation Is the New C-word." *American Ethnologist* 50, no. 3: 431–38. doi:10.1111/amet.13185.

Week 2: Research ethics

In the past, researchers have done extractive, ethically dubious, and even hideous things to the people they study. We explore anthropological endeavors in light of colonial history, considering the challenges of decolonizing and re-indigenizing research. We review key ethical codes in anthropology and consider the history that has led to their formulation. We examine specific principles that now govern research with human subjects.

Indigeneity, decolonization

Lambert, Lori. 2014. *Research for Indigenous Survival: Indigenous Research Methods in the Behavioral Sciences.* University of Nebraska Press. [Selection: "Research Through Decolonizing Eyes," 59-62.]

Wilson, Shawn. 2019. "No Fucking Thanks-giving." In *Research and Reconciliation: Unsettling Ways of Knowing through Indigenous Relationships*, edited by Shawn Wilson, Andrea V. Breen, and Lindsay Dupré, 87-89. Canadian Scholars.

Power and positionality

Read one of the following three

Breen, Andrea V. 2019. "You Do Not Belong Here: Storying Allyship in an Ugly Sweater." In *Research and Reconciliation: Unsettling Ways of Knowing through Indigenous Relationships*, edited by Shawn Wilson, Andrea V. Breen, and Lindsay Dupré, 49-59. Canadian Scholars.

Gusterson, Hugh. 2025. "I Was Wrong When I Studied Russian Nuclear Weapons Scientists." *American Ethnologist* 52, no. 1: 58–63. https://doi.org/10.1111/amet.13386.

Perley, Bernard. 2014. "Living Traditions: A Manifesto for Critical Indigeneity." In *Performing Indigeneity: Global Histories and Contemporary Experiences*, edited by Laura R. Graham and H. Glenn Penny, 32-54. University of Nebraska Press.

Codes of ethics

American Anthropological Association. 2012. "Principles of Professional Responsibility." Accessed August 5, 2025. http://ethics.americananthro.org/category/statement/

Society for Applied Anthropology. 2020. "Statement of Ethics & Professional Responsibilities." Accessed August 5, 2025. https://appliedanthro.org/about/ethics-resolutions-bylaws/

Informed Consent (.pdf file on Canvas)

The National Commission for the Protection of Human Subjects of Biomedical and Behavioral Research. 1979. Belmont Report: Ethical Principles and Guidelines for the Protection of Human Subjects of Research. Accessed August 5, 2025. https://www.hhs.gov/ohrp/regulations-and-policy/belmont-report/read-the-belmont-report/index.html

Other materials of interest (optional)

U.S. Public Health Service Syphilis Study at Tuskegee. n.d. Accessed August 5, 2025. https://www.cdc.gov/tuskegee/index.html.

US Holocaust Memorial Museum. n.d. The Doctors Trial: The Medical Case of the Subsequent Nuremberg Proceedings. Accessed August 5, 2025. https://encyclopedia.ushmm.org/content/en/article/the-doctors-trial-the-medical-case-of-the-subsequent-nuremberg-proceedings

US Holocaust Memorial Museum. n.d. The Nuremberg Code. Accessed August 5, 2025. https://encyclopedia.ushmm.org/content/en/article/the-nuremberg-code

Week 3: Research and Research Design

This week, we will think critically about what we mean by 'research.' Is qualitative ethnographic research scientific? If so, how and why? If not, why not? Different scholars hold different opinions about this question. Regardless of one's position, good research has a logical structure that relies implicitly on making comparisons and analyzing patterns.

Bernard – Research Methods in Anthropology (RMA) Chapters 1-4

Week 4: Sampling and choosing informants

This week's readings cover issues related to sampling. Good research depends on choosing appropriate populations from which to gather data and developing and maintaining rapport with interlocutors. Reading several short pieces about fieldwork experiences, we consider how researchers actually go about initiating research projects and meeting people to speak with.

Bernard – Research Methods in Anthropology (RMA) – skim chapters 5-6 and read chapter 7

Choose and read two of the following 8

Drybread, Kristen. 2006. "Sleeping with One Eye Open: The Perils of Fieldwork in a Brazilian Juvenile Prison." In *Dispatches from the Field: Neophyte Ethnographers in a Changing World*, edited by Andrew Gardner and David M. Hoffman, 33-52. Waveland Press.

Gmelch, George and Sharon Bohn Gmelch. 2018. *In the Field: Life and Work in Cultural Anthropology.* University of California Press. [Chapter 7: Native Anthropology: Studying the Culture of Baseball, pp. 105-119.]

Haanstad, Eric J. 2006. "The Other City of Angels: Ethnography with the Bangkok Police." In *Dispatches from the Field: Neophyte Ethnographers in a Changing World*, edited by Andrew Gardner and David M. Hoffman, 223-236. Long Grove, Ill: Waveland Press.

Hendriks, Ruud. 2012. "Tackling Indifference—Clowning, Dementia, and the Articulation of a Sensitive Body." *Medical Anthropology*. 31, no. 6: 459–76. https://doi.org/10.1080/01459740.2012.674991.

Hoffman, David M. 2006. "Swimming through Fieldwork: Constructing Trust in the Mexican Caribbean." In *Dispatches from the Field: Neophyte Ethnographers in a Changing World*, edited by Andrew Gardner and David M. Hoffman, 15-31. Waveland Press.

Jones, Graham M. 2006. "Laboring under Illusionism: Notes from the Study of French Magic." In *Dispatches from the Field: Neophyte Ethnographers in a Changing World*, edited by Andrew Gardner and David M. Hoffman, 167-178. Waveland Press.

Lubit, Amanda J. 2020. "Walking together as protest: Collective identity transformation in sectarian Northern Ireland." *Anthropological Notebooks*. Vol. 26, no. 1, pp. 12-32.

Simon, Greg. 2006. "Anger Management: Working through Identity and Objectification in Indonesia." In *Dispatches from the Field: Neophyte Ethnographers in a Changing World*, edited by Andrew Gardner and David M. Hoffman, 105-118. Waveland Press.

Week 5: Doing ethnographic research

How exactly do anthropologists collect qualitative data? This week, we read about and practice a variety of ethnographic methods, including participant observation and interviewing. We also discuss how to use multiple methods to "triangulate" data collection, and how particular methods fit into research designs.

Bernard – Research Methods in Anthropology (RMA) Chapters 8-14
(Read chapters 8, 10, 12, and 13 carefully; skim chapters 9, 11, and 14)

Week 6: Analyzing research data – Part 1
Once one has gathered some information, what can one do with it? In this section, we talk about and use techniques for analyzing and interpreting data, using field notes gathered by classmates for our applied research project. We focus on how to find themes in data and how to put data into conversation with anthropological theories.

Bernard – Research Methods in Anthropology (RMA) Chapters 15-16

Week 7: Analyzing research data – Part 2
This week, we continue our conversation about how to analyze research data.

Bernard – Research Methods in Anthropology (RMA) Chapters 17-19
Selection of group field notes

Week 8: Data analysis
This week, students will analyze and present data gathered through their fieldwork. In addition, students will begin to work on their section of the group deliverable for our community partners.

Readings: Individually chosen project materials (as compiled by the group on the annotated bibliography assignment) and selection of group field notes

Week 9: Analysis of data presentation to community partners
During this short Thanksgiving week, we will present our preliminary data analysis to our community partners for their feedback.

Readings: Project sources and field notes

Week 10: Finalize end-of-term presentation and deliverable
This week, students will work on their segments of the deliverable and prepare their portion of the slides for the final presentation

Readings: Individually chosen project materials

Week 11: Final Oral Presentation, Written Deliverable, Reflection essay
Students will give a final oral presentation and written deliverable to our community partners. They will conclude the work of the term with a short individual reflection paper.

LEARNING OBJECTIVES
In accord with the Anthropology Department's undergraduate and graduate learning goals, by the end of the quarter, students will have enhanced their mastery of

- Research
    - Ethical issues in anthropological fieldwork
    - Library research skills
    - Principles of research design

    - Qualitative ethnographic methods, including setting up a field site and obtaining data through a variety of techniques
- Critical Thinking
    - Analysis of topics and situations suitable for the application of qualitative research methods
    - Techniques of analyzing qualitative data in conversation with anthropological theory
- Communication
    - Skills in proposal writing, including crafting a literature review and an annotated bibliography
    - Skills in presenting research plans and results in person and in video format
- Professional Competence
    - Employ anthropological methods in practice
    - Co-create a COVID-19-adapted research methods course with classmates and instructor; determine what activities will satisfy a "research methods" requirement

CLASS POLICIES

Turning in Assignments

All work must be completed to receive a passing grade in this class. Please retain for your own records a copy of all the work you submit. Course assignments will be uploaded to Canvas, with the Canvas time-stamp serving as record of the date and time of submission.

Illness and Extensions

During the winter, viruses spread through many colleges and universities across the country. *Please let me know* about an illness. Students will not be penalized for illness-related absences, and they will have the opportunity to make up missed assignments.

Students live busy, complicated lives. Sometimes schedules and events conspire against timely submission of assignments. I will grant short, no-questions-asked extensions on most deadlines.

Assignments turned in late (i.e., those without extensions or those turned in after the new due-date) will lose points except in the event of severe illness or emergency; please feel free to contact me to arrange a new deadline if needed.

Technology

Courteous use of technology is encouraged in the classroom, including accessing reading materials on laptops or tablets and typing notes into an electronic document. Checking email or texts and accessing social media websites is disrespectful and distracting; please refrain. All cell phones should be silenced during class.

Statement on names and pronouns; guidelines for respectful conversations

Dialogue and activism characterize the history of how we address one another. Students and faculty should refer to others by their preferred name and pronoun, with the proper pronunciation. We will go over preferred forms of address on the first day of the course.

I request that all students work with me to create a classroom culture based on open communication, mutual respect, and inclusion. As a class we will approach all discussions with civility. Disagreements and debates are expected and welcome, but that communication must be expressed in a respectful manner and in a way that does not invalidate others' lived experiences. I want everyone to feel valued and respected and to know that they can learn and grow in this class.

Good discussions are characterized by active listening, respect, and open mindedness. Students are asked to listen to each other with compassion, to keep tangential comments to a minimum, to use 'I' statements rather than 'you' statements when replying to each other, to address the issue rather than the person, and to remain grounded in evidence when engaging in debates.

I strive to ensure an open and welcoming classroom for all students. If I ever miss the mark, please don't hesitate to come and talk to me. We are all learning together.

Emergency preparedness

Call 9-1-1 for emergencies, including immediate threats to life and safety.

Call the Campus Public Safety Office (CPSO) at 503-725-5911 for emergencies or 503-725-4407 for non-emergencies.

For information about fire emergency preparedness, please go to the Fire Prevention and Safety webpage (https://www.pdx.edu/fire-prevention/) for information. (People in Cramer Hall (CH) should assemble in the Park Blocks in the event of a fire alarm.)

PSU CARES connects students with resources when they are experiencing distress or other concerns that might impact their personal or academic success. Call PSU CARES at 503-725-4422 or email them at askdos@pdx.edu.

Academic Integrity

At the university, a student maintains a professional relationship with their instructors. I encourage students to think about how they perform in classes as being a part of the skill set that will serve them well in the pursuit of meaningful careers. Skills developed through completing course work translate into capacities that will serve employees in the work place – responsibility, timeliness, taking assignments seriously, and completing them in good faith.

In this course, certain assignments will permit or even encourage the use of *generative artificial intelligence (GAI) tools such as ChatGPT*. For example, AI tools may be employed to brainstorm assignments or projects or to refine pre-existing work. It is each student's responsibility to assess the validity and applicability of any GAI output that is submitted. To uphold scholarly standards, students are required to cite any AI-generated material that contributes to their work, including in-text citations, quotations, and references. If students ask an AI to edit or refine prose, they should provide a list of the prompts they used at the end of the essay; often prompts illustrate a great deal of critical thinking. The generation of content through AI without appropriate attribution constitutes academic misconduct. Other courses at Portland State will implement different AI policies, and it is the student's responsibility to conform to expectations for each course. (The University default is that such use is disallowed unless otherwise stated, as here stated for this course.)

Plagiarism (intellectual theft) is a serious academic offense. Students are responsible for reading the Anthropology Department policy on academic honesty (provided on Canvas) and the student code of conduct. Please ask me or contact the Writing Center if you have any questions about plagiarism. Suspected infractions will be turned over to the Office of the Dean of Student Life for evaluation and (if needed) corrective training. A confirmed violation of that Code in this course may result in failure of the course.

PSU supports the plagiarism-check program Turnitin, and this function is linked to the "Assignment" drop-boxes on Canvas. Students agree that by taking this course all required papers may be subject to submission review for textual similarity for the purpose of detection of unoriginal writing, including plagiarism. All submitted papers will be included as source documents in the Turnitin.com reference database solely for the purpose of detecting unoriginal writing, including plagiarism of such papers. Use of the Turnitin.com service is subject to the Turnitin Acceptable Use posted on the Turnitin.com website.

Incomplete Policy
Students do not have a right to receive or demand an Incomplete grade. The option of assigning an Incomplete grade is at the discretion of the instructor when the following criteria are met.

Eligibility Criteria

1. Required satisfactory course completion/participation.
2. Reasonable justification for the request.
3. Incomplete grade is not a substitute for a poor grade.
4. Written agreement. (See Incomplete Contract)
5. Resolving the Incomplete.

The Office of the Registrar's website has the full Incomplete Grades policy.

STUDENT SERVICES
Disability Access Statement
Access and Inclusion for Students with Disabilities

PSU values diversity, equity, and inclusion. My goal is to create a learning environment that is accessible, equitable, inclusive, and welcoming. I am committed to fostering mutual respect and full participation for all students. If any aspects of instruction or course design result in barriers to your inclusion or learning, the Disability Resource Center (DRC) provides accommodations in the learning environment.

If you have, or think you may have, a disability that may affect your work in this class and feel you need accommodations, contact the DRC to schedule an appointment and initiate a conversation about reasonable accommodations. The DRC works with students who have physical, learning, cognitive, mental health, sensory, chronic illness, and all other disabilities.

If you already have accommodations: Please contact me to make sure that I have received your Faculty Notification Email, and to discuss your accommodations.

The DRC is located in Smith Memorial Student Union, Suite 116. You can also contact the DRC at 503-725-4150, drc@pdx.edu, or visit the DRC website.

- Please be aware that the accessible tables or chairs in the room should remain available

for students who find that standard classroom seating is not useable.

Basic Needs at Portland State

It can be challenging to do your best in class if you have trouble meeting basic needs like safe shelter, sleep, and nutrition. Resource centers across campus are here to provide assistance, referrals, and support. Please contact anyone on this list for assistance:

- Basic Needs Hub: email basicneedshub@pdx.edu to connect with the basic needs hub
- Portland State Food Pantry: email pantry@pdx.edu to connect with the PSU food pantry
- C.A.R.E. Program**:** email askdos@pdx.edu to connect with the CARE Program, or call (503) 725-4422.
- Student Health & Counseling: email askshac@pdx.edu to connect with student health and counseling, or call (503) 725-2800.
    - **Mental Health Emergencies:** If you are having a mental health emergency and need to speak with someone immediately, come into SHAC at **any** time during SHAC hours of operation. After hours and weekends call the Multnomah County Crisis Line 503-988-4888.

Understanding Sexual Misconduct

PSU desires to create a safe campus. As part of that mission, PSU requires all students to take the Understanding Sexual Misconduct and Resources learning module. If you or someone you know has been harassed or assaulted, you can find the appropriate resources on PSU's Sexual Misconduct Response website.

Title IX Reporting

Students frequently come to me for assistance in matters not related to the course material. Please be aware that PSU's policies require me and other instructors to report any instance of sexual harassment, sexual and relationship violence and/or other forms of prohibited discrimination to university officials, who will keep the information private. If you would rather share information about these matters with a PSU staff member who does not have these reporting responsibilities and can keep the information confidential, please use these campus resources:

- Connect with Confidential Advocates: 503-894-7982 or schedule online to talk with a Confidential Advocate (for matters regarding sexual harassment and sexual and relationship violence).
- Center for Student Health and Counseling: 1880 SW 6th Avenue #200; 503-725-2800

Discrimination and Bias Incidents

The Office of Equity and Compliance (OEC) addresses complaints of discrimination, discriminatory harassment, and sexual harassment against employees (faculty and staff). If you or someone you know believes they have been discriminated against, you may file a complaint. Someone from the OEC will contact you to discuss how to best address your complaint.

The Bias Review Team (BRT) gathers information on bias incidents that happen on and around campus, and gives resources and support to individuals who experience them. You can report a bias incident you experienced or learned about. A member of the BRT will contact you if you

indicate you would like to be contacted.

Religious Accommodations
If you would like to obtain religious accommodations, such as flexibility in attending evening courses or an extension on assignments, please contact your instructors. If you need additional assistance, please contact the Office of the Dean of Student Life (DOSL) by emailing askdos@pdx.edu.

Cultural Resource Centers
Cultural Resource Centers (CRCs) create a student-centered inclusive environment that enriches the university experience. They honor diversity, explore social justice issues, celebrate cultural traditions, and foster student identities, success, and leadership. They provide opportunities for student leadership, employment, and volunteering; student resources such as computer labs, event, lounge, and study spaces; and extensive programming. All are welcome!

- Multicultural Student Center
- La Casa Latina Student Center
- Native American Student and Community Center
- Pan African Commons
- Pacific Islander, Asian, and Asian American Student Center
- Middle East, North Africa, South Asia Student Center

CLASS SCHEDULE

RMA: *Research Methods in Anthropology*. Chapters in parenthesis may be skimmed.

Week	Day	Date	Readings, assignments due, guest presentations
1	Mon	29 Sep	Syllabus, introductions **Read**: Raymond, 1 of 2 [Sprague or Beebe]
	Weds	1 Oct	**Read**: 1 of 2 [Gunasekara or Stolte] ACRN?
	Fri	3	**Due**: Quiz #1 (short reflection essay)
2	Mon	6	**Read**: Lambert, Wilson, 1 of 3 [Perley, Gusterson, or Breen] **Project**: Meet community partners – PSU-EM and PBEM / ACRN?
	Weds	8	**Read**: Codes of ethics **Read**: Library research and preliminary bibliography assignment Guest presentation: Library research
	Fri	10	**Due**: Quiz #2 (short reflection essay)
3	Mon	13	**Read and take quiz** #3: RMA 1, 2
	Weds	15	**Read and take quiz** #4: RMA 3, 4
4	Mon	20	**Read and take quiz** #5: RMA (5), (6), 7
	Weds	22	**Read**: 2 of 8 [Drybread, Gmelch & Gmelch, Hendriks, Hoffman, Haansten, Jones, Lubit, or Simon]
	Fri	24	**Due**: HRPP training [grad and honors students] **Due**: Library exercise and preliminary bibliography
5	Mon	27	**Read and take quiz** #6: RMA 8, (9), 10, (11) **Project**: Touch base with community partners
	Weds	29	**Read and take quiz** #7: RMA 12, 13, (14)
	Fri	31	**Due**: Field notes #1
6	Mon	3 Nov	**Read:** Field notes
	Weds	5	**Read and take quiz** #8: RMA 15, 16
7	Mon	10	**Read and take quiz** #9: RMA 17, 18
	Weds	12	**Read and take quiz** #10: RMA 19 **Due**: Field notes #2
	Friday	14	**Due**: Annotated bibliography
8	Mon	17	Continue data collection; Group work: Analysis of data
	Weds	19	Final data collection; Group work: Data Presentation prep
	Fri	21	**Due**: Presentation slides
9	Mon	24	**Project**: Present preliminary data analysis to community partners
	Weds	5	TBA
			Thanksgiving Holiday; PSU closed Thurs 11/27 and Fri 11/28
10	Mon	1 Dec	**Due:** Draft deliverable
	Weds	3	Presentation dress rehearsal; ACRN? **Due**: Draft presentation
11	Mon	8	**Project**: Oral presentation and deliverable for community partners WAITING ON REGISTRAR'S OFFICE for final exam schedule
	Weds	10	**Due**: Final individual reflection essay