Social Science Methods for Environmental Studies  
EVSS 632  
ONLINE  
Fall 2016  
August 22 – December 5

Instructor: Dr. William Veal  
Office: Room 315, 86 Wentworth  
School of Education, Health, and Human Performance  
Contact vealw@cofc.edu 843-953-8045 (office)  
Information: Please use email as a primary form of contact  
Course Meetings: ONLINE  
Course Location: The World  
Office Hours: Schedule phone or skype appointment via email; during this course, I will be on Eastern Standard Time, though all deadlines/communications will be calculated for EST. williamveal on Skype

Instructor: Dr. Annette Watson  
Office: Room 207, 114 Wentworth  
Department of Political Science  
Contact watsonam@cofc.edu  
Information: Please use email as a primary form of contact  
Course Meetings: ONLINE  
Office Hours: Schedule phone or skype appointment via email anetwatson on Skype

Course Description:

This course will introduce students to social science methodologies used to understand humans’ relationships to the environment. The course will provide a basic understanding of the practice of collecting both quantitative and qualitative social science data, developing mixed-methods or interdisciplinary projects, and train students on how to interpret such data.

2.6 Student Learning Objectives:

Identify the scope of social science methods of data collection and analysis

Discern the ethics and processes of conducting research, including participatory or community-based research

Develop skills in asking interdisciplinary and multi-method research questions

Develop skills identifying a literature and writing analytically about that field of inquiry

Produce a literature review, methods section, and research design for their thesis or internship incorporating social science methods
Communication Expectations

Expectations you should have of me:
I will answer emails sent to me within 24 hours, except weekends/holidays.
I will answer technical discussion boards within 48 hours, except weekends/holidays.
I will answer other discussion board questions within 48 hours, except weekends/holidays.

My expectations of you:
You should expect to dedicate 2-3 times per week engaging with course materials (especially the discussion board) on OAKS, not including reading time, or time to complete assignments. If you go over 8 days without engaging the online material, including engaging with discussion with your peers, you will receive a WA for the course. Any exceptions due to location, contextual issues, and Internet access must be communicated to the professor ASAP.

You should read the information from online resources by day 5 of the week and post a discussion response by day 7. During day 6 or 7, you should be able to respond or reply to a classmate’s post. Discussion means commenting back and forth.

Online Communication
Since this is an online course, you will be required to participate in many online discussions with the professor and peers. In order to do this, we must build a community online that allows all to express their feelings, ideas, comments, and frustrations. The following are guidelines for participating in this online community:
• Everyone must comment in both number and quality;
• Polite and cordial argumentation is healthy;
• Respect what others have to say and cite others when appropriate;
• Do not attack a person, rather argue the idea.

Navigating Through the Course
I suggest the following in navigating through the course:
1. Start on the homepage with any announcements.
2. Look at the calendar to see if there are any items that are due.
3. Go to Content.
4. Follow the Module outlines from start to finish. You may go back at any time to reread the directions or content.
5. Each Module starts with objectives; see if you can finish these by the end of each Module.
6. Lectures & Readings contain the main ‘content’ and information for learning. You should be able to read all of the information, articles, or postings within the first 4 days of class.
7. Media Sources contains any video or audio support for the lectures and readings. These can be considered part of the content and information to learn.
8. Explore sections will include any activities that you will have to do alone, in pairs, or in groups. This is the action part of the course and you will be doing something; researching, arguing, constructing, posting, and responding.
9. Assignments will have all of the assignments that you are to complete, where to turn them in, and the due date.
10. Discussion will take you to the discussion board where you will find any discussion topics and threads to follow.

Format of Course Content

Lecture and Readings
You will find some lectures recorded using voicethread. Most of these will be a guided lecture through a PPT presentation with some additional slides and explanations of content. Please progress and complete each of these. The readings are a compilation of online readings, which include chapters and articles. Most of these can be found online and are linked in the Module.

Explore
These are activities that you will do in the local Unit or complete online. There will be some projects or assignments that have you go outside and complete a task. These are for the benefit of gaining experience. Assignments to be turned in are described later. In addition to the readings and guided PowerPoint presentations, you or a pair of students will complete assignments or lead a discussion online based upon readings. Discussions may be used to follow-up on the activity.

Assignments
Some Modules will have assignments. Specific due dates with instructions will be given at the beginning of each Module. Some assignments will require you to work in pairs or groups. The DropBox will be accessible to submit all assignments. Each assignment will have a specific method for labeling each assignment.

Discussions
Each Module will have a corresponding discussion or discussions. It is required that you make a minimum of two comments per discussion topic. This can consist of an original comment or a response to someone else's comment. Secret Word – Edisto. The quality and depth of the comments will be assessed. Since this is asynchronous learning, it is expected that you will log into the course at least 2 times during the duration of the Module.

When you have a question that you would normally ask a classmate, use the OAKS discussion board called STUDENT LOUNGE. I will not be reading or answering those discussions, though you can choose to “escalate” an issue or question to the technical issues discussion board.

If you have a question about the module/assignments that are outside the content topics of discussion, post it to the OAKS discussion board called MODULE/ASSIGNMENT Qs. Use the assignment number in the subject heading of the discussion. I expect at least two posted responses before I make a contribution to that thread. I will respond in about 48 hours, unless an earlier response by me is warranted.

If you have a technical question about the course that would benefit others’ hearing your question, post it to the OAKS discussion board called TECHNOLOGY. I will respond within 48 hours—certainly students are invited to respond earlier, if they have a helpful response.
If you need to contact me about an issue that pertains only to you, please contact me via email.

Given the large amount of time you will spend on discussion boards, I want to be clear that respectful communication is **required**. For all of us to learn, everyone needs to feel they can share their reflections in a non-threatening environment. You can certainly critique ideas/assumptions of theories without being critical of a person’s feelings or identities. I expect you to take care (i.e., extra time) in how you express yourself in the online forum, to be sure your words are not mis-construed.

**2.7 Attendance Policies for Online Learners:**

You access the class 2-3 times per week participating and responding to the discussions, and engaging with course materials (especially the discussion board) on OAKS; not including reading time or time to complete assignments. If you go over 8 days without engaging the online material, including engaging with discussion with your peers, you will receive a WA for the course. Any exceptions due to location, contextual issues, and Internet access must be communicated to the professor ASAP.

The point of contact will be the OAKS interface; all of our assignments, instructions, class materials, as well as the discussion board are all on OAKS. For the greatest success in this course, you must be able to “visit” with us on OAKS at least twice a week. If your internet access is compromised, you may need to reconsider if this is the right course for you. You should download the readings ahead of time in order to work offline.

Please be sure to check for class announcements on the News tab on OAKS; and you **must** check your college email account for any communications from me.

I have scheduled approximately 75-120 pages of reading per module (25-40 per week), in addition to links to videos/lectures that introduce and deepen our understanding of concepts from these readings. The videos and lectures are not required material since some of you will not be able to download. Instead, slides or PowerPoint will be used to summarize and present some content. Although we are online, this course is highly **interactive**—this is not the kind of class where you can read through materials, take a quiz, and be done with the work. You will spend a lot of time on the discussion boards for the course, working through the course content and the concepts needed to become familiar with the range of social science methods. A lot of what we will do is to learn from each other; we will discuss the readings assigned, post/answer questions on some of my lecture/materials. Additionally, through google docs students will be workshopping your own research proposals—which will also require research/reading beyond the syllabus and into the pertinent sections of the optional reading list, and other additional readings useful to your research topic.

Readings will be assigned from the required textbooks as well as peer-review journals and books, all of which are available on OAKS. However, with the full citation in the syllabus, you have all the info you need to procure these readings from your campus library. All other lectures/class materials, and assignment instructions are available on OAKS. A separate document that contains optional readings is also organized by module; these are for students seeking more background on a topic (if they have been completely unexposed to the assumptions and procedures of those methods), and students are **required** to draw from these optional reading lists to develop their research designs. For example, if in your research design you want to develop a project using Q-Method, then you should refer to and cite those readings on both the syllabus and the optional reading list when justifying the methods you will use in your study using the same method. The list will be updated during the semester.
Academic honesty and professional ethics must be adhered to at all times. Please refer to the College’s policy on plagiarism and academic honesty; for a sample guideline of professional ethics, you can look at http://www.aag.org/cs/about_aag/governance/statement_of_professional_ethics, but check your professional organization for its own ethics statements.

2.8 Grading Policy:
Letter Grades Percentage Range Grade Points Interpretation
A 93 – 100% 4.0 Superior
B+ 88 - 92% 3.5 Very Good
B 83 – 87% 3.0 Good
C+ 78 - 82% 2.5 Fair
C 74 - 77% 2.0 Acceptable
D** 70 - 73% 1.0 Barely Acceptable
F 0 - 69% 0.0 Unacceptable
** A grade of 73 or below is considered a failing grade for all Graduate courses.

2.9 Technical Resources:
Have appropriate technical skills to be an online student. One important resource for navigating OAKS is: http://blogs.cofc.edu/scs/archive/tutorials/ or http://blogs.cofc.edu/oaks/tutorials/

Another important resource to help fill gaps in your technical knowledge is: http://blogs.cofc.edu/studentreadinessforonlinelearning/ (I recommend that you take their online readiness quiz, to ensure you know whether you have any gaps—it’s likely you do!)

We will be using Google Docs in addition to OAKS, for both the glossary work and for workshopping each of your proposals; be sure to have a google drive account with CofC and familiarize yourself with using this resource. See tutorials at http://blogs.cofc.edu/tlttutorials/tag/google-docs/. Never submit a google doc into the OAKS DropBox; you must download the google doc and save it on your own computer before you upload your final research design to the OAKS DropBox.

2.9 Required Equipment and Technology:
You will have to have access to a computer since this is an online course. Most of the readings will be in pdf, so you should be able to view and/or download these. A Word processor is needed to create responses and projects. We will be using Google Docs. Your CofC username and password will gain you access to Google Docs. Make sure you share the document with me.

2.9 Required and Optional Textbooks:
No books are required. Readings from peer-review journals, book chapters, and other supplementary materials, will be available on OAKS for downloading. The following were the required books, but the necessary chapters have been uploaded to OAKS.


2.10 Accommodations for Students with Disabilities:
In compliance with the Americans Disabilities Act (ADA), all qualified students are entitled to “reasonable accommodations.” Any students requiring accommodations should contact the Center for Disability Services (953-1431) and provide me with documentation of needed accommodations within the first two weeks of the course or as soon as they find out about potential accommodations if determined mid semester.

Center for Student Learning: I encourage you to utilize the Center for Student Learning’s (CSL) academic support services for assistance in study strategies and course content. They offer tutoring, Supplemental Instruction, study skills appointments, and workshops. Students of all abilities have become more successful using these programs throughout their academic career and the services are available to you at no additional cost. For more information regarding these services please visit the CSL website at http://csl.cofc.edu or call (843)953-5635. The CSL, located on the first floor of the library, offers a wide variety of tutoring and other academic resources that support many courses offered at the College. Services include walk-in tutoring, by appointment tutoring, study strategies appointments, Peer Academic Coaching (PAC), and Supplemental Instruction (SI). All services are described and all lab schedules are posted on the CSL website http://csl.cofc.edu/.

2.11 Academic Integrity Statement:
Lying, cheating, attempted cheating, and plagiarism are violations of our Honor Code that, when identified, are investigated. Each incident will be examined to determine the degree of deception involved. Incidents where the instructor determines the student’s actions are related more to a misunderstanding will handled by the instructor. A written intervention designed to help prevent the student from repeating the error will be given to the student. The intervention, submitted by form and signed both by the instructor and the student, will be forwarded to the Dean of Students and placed in the student’s file.

Cases of suspected academic dishonesty will be reported directly by the instructor and/or others having knowledge of the incident to the Dean of Students. A student found responsible by the Honor Board for academic dishonesty will receive a XF in the course, indicating failure of the course due to academic dishonesty. This grade will appear on the student’s transcript for two years after which the student may petition for the X to be expunged. The student may also be placed on disciplinary probation, suspended (temporary removal) or expelled (permanent removal) from the College by the Honor Board.

Students should be aware that unauthorized collaboration--working together without permission-- is a form of cheating. Unless the instructor specifies that students can work together on an assignment, quiz and/or test, no collaboration during the completion of the assignment is permitted. Secret Word – Edisto. Other forms of cheating include possessing or using an unauthorized study aid (which could include accessing information via a cell phone or computer), copying from others’ exams, fabricating data, and giving unauthorized assistance. Research conducted and/or papers written for other classes cannot be used in whole or in part for any assignment in this class without obtaining prior permission from the instructor.

Students can find the complete Honor Code and all related processes in the Student Handbook at http://studentaffairs.cofc.edu/honor-system/studenthandbook/index.php
Activities and Assignments:

Assignments:

<table>
<thead>
<tr>
<th>Activity</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Complete activities (readings, videos/lectures, quizzes, assignments,</td>
<td>60%</td>
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<tr>
<td>discussion interactions) for 6 Modules (15 weeks x 4%)</td>
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<tr>
<td>“Leading” General Discussion on Readings for one Unit</td>
<td>5%</td>
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<td>Google doc glossary (3 terms per module; 3 definitions per module)</td>
<td>6%</td>
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<tr>
<td>Workshopping your research design (three+ phases, during modules)</td>
<td>9%</td>
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<tr>
<td>Final Research Design using social science methods</td>
<td>20%</td>
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<td>(Intro, prelim literature review, methods section)</td>
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Building a Google Doc glossary of jargon:
During each Unit, (3 per module) students should select 2-4 technical terms and define them on a google doc made for this semester’s glossary. Do not choose vocabulary words that you can just look up in a dictionary, but find and list at least 2-4 different terms from the technical jargon for that Unit. You should add to this list each week. Use the readings and videos, if you can view them. Do not use just dictionary definitions for the terms; you may find it necessary to quote authors from the readings/lectures to create a rigorous definition for that term. Choose terms that will best assist you in studying for quizzes during the modules. These definitions will be built upon with each module, so you should be re-editing and refining definitions of terms you first posted in earlier modules. There can be no blank entries by the end of the semester.

Posting to Discussion Boards:
The discussion boards will be the heart of the course. There are two types of content-related discussion boards: ones whose questions are designed by me, to help guide you through foundational concepts in each , and questions based on the readings/materials, designed by the discussion leader(s) for the . You must engage with each of the two types of content-related discussion prompt, with a minimum of five posts for each module (in general, one post per + 2). You need to be reading what others have posted, and thoughtfully engage with your peers, if you are not the first to reply to a discussion thread.

How to “engage” with the readings/lectures/videos: you can show evidence that you read/watched the assignments by developing a question of substance on the topic addressed in the reading. A “rambling” question or response shows you have not thought carefully about the material presented in the reading—and this would be considered a “poor quality” response. A “good quality” engagement will relate the readings both to the content of the course, as well as to the themes of the discussion. An “excellent quality” engagement might discuss an issue or the evidence/method brought up in the readings, using paraphrasing or even quoting one or more readings, and you will relate this deeper discussion to the question and to the course material of the module.

How to thoughtfully engage with your peers: You will not always be the first to respond to (or to ask) a discussion question. Therefore, I will look for evidence that you have thoughtfully engaged with the discussion points developed by your peers. A “poor peer engagement” would include very brief statements such as “I agree” or “I do not agree.” A “good peer engagement” shows you are paying attention to what others’ have written and contribute a further insight that can build upon what others
already contributed. An “excellent peer engagement” can synthesize the discussion as a whole, and contribute insights to the group that deepen everyone’s comprehension of the material/topic.

**Leading class discussion (Preparation should start one-week prior to assigned date.)**

Worth 5% of your final grade. During the semester you will each be expected to lead two discussions for materials in a Unit. “Leading” means to closely read/watch all that has been assigned for the module/unit and prepare two questions for the class to discuss about the readings. I will assign partners or you can sign up for a particular topic for this once class starts. You must organize and post at least one discussion question. [Though any student is welcome to introduce a new discussion thread per Unit.] Required readings and supplemental readings should be done by the leaders. In preparation for the week of discussions on this topic, each Leader must view the videos in advance, take notes, develop a PPT. or Word document summarizing the content, and post the summaries as an attachment to the discussion question. These summaries must be posted by Monday or Tuesday of the week. For example, if the Unit starts September 13 (Tuesday), then the Lead must post the video/written summaries on Monday or Tuesday, September 12-13. This is done to ensure that those students in other countries have time to view the videos with their sometimes limited bandwidth, and the summaries of videos may help those students who cannot view the videos due to minimal connectivity and bandwidth. Remember, there are Peace Corps students in other countries taking this course and some of them have limited access to the Internet.

These student-led discussion questions need to **build upon** the vocabulary you have learned from the Unit. (They will also be in your google doc glossary!), and your questions must **cross-cut** the topic(s) for the Unit. In other words, try not to ask a question of one particular reading/video, but a **thematic question** about an approach, assumptions, procedures, etc. that touches on what **most** of the assigned readings/videos present in that, or across multiple units. Use this syllabus as a guideline in thinking about what themes would encompass multiple units. The discussion Lead will need to develop their questions and post to the discussion board early when the module first opens, openings of Units are programmed every Tuesday at 1:00 a.m. EST. (discussion question(s) by Monday evening). Lastly, as discussion Leader, you need to engage with other students’ responses and questions—be prepared to contribute at least one response for each of your two discussion threads.

**Helpful hint:** learn from the activities in the module first, and engage with those discussion topics **BEFORE** you post your questions on the readings for the module. The modules are designed to introduce you to concepts and methods you are likely unfamiliar with—a vocabulary that you will need to employ when you engage with the general discussion board on the readings.

**Research Design/Workshopping your Research Design**

What are you doing for your MES degree? This class assignment gets you started in creating your proposal, for either a thesis or an internship (or for a grant application), as long as you create a component that engages social science methods. For those of you who already have project proposals approved, use this to learn how to compose quality research/grant proposals using social science; if your project does not currently engage social science methods, you are required to add a social science component to your research design. Remember, in the “real world” people outside your specialty will be reviewing your work and deciding to give you money—and they often skim! So you need to build skills on writing quality proposals. And you may need to understand what makes a rigorous social science practice if you ever have a job of reviewing such work.
For this term project you will create a draft of your proposal components, including a brief introduction and methods section of your proposed research. This will require you to develop a (brief) review of the literature, create a research question(s) and/or hypotheses to test, and design how you are going to do your research and analysis (called research design). Components will be work-shopped during modules. Final designs must include draft interview and/or survey questions, or otherwise concretely plan what kinds of data you will collect, and how you plan to analyze that data. You must cite at least 3 written sources from the main syllabus, and at least 8 sources from the optional literature list or library, to help you engage the research methods literature to justify your choices on research design.

Class Modules:

6 Modules over the course of 15 weeks, with 2-4 Units per module:

- New modules and Units open every **Tuesday at 1:00 a.m., EST**.
- Complete Assignments from each module by **Monday at 11:30 p.m., EST**.
- Final research design must be uploaded to Dropbox by **December 5th**

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<tr>
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<th>Date Tues.-Mon.</th>
<th>Module</th>
<th>Environmental problems, social science methods</th>
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<td>1</td>
<td>8/23-8/29</td>
<td>Introduction to the Social Sciences for Environmental Studies</td>
<td>Research Design with Social Sciences</td>
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<td>2</td>
<td>8/30-9/5</td>
<td>Research Ethics, the IRB, and its critics</td>
<td>Interacting with People</td>
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<td>3</td>
<td>9/6-9/12</td>
<td>Research Design with Social Sciences</td>
<td>Fieldwork, “Subjectivity,” and “Positionality”</td>
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<td>4</td>
<td>9/13-9/19</td>
<td>Research Ethics, the IRB, and its critics</td>
<td>Interviewing Basics, Focus Groups</td>
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<td>5</td>
<td>9/20-9/26</td>
<td>Interacting with People</td>
<td>Examples of the Use and Analysis of Fieldwork Methodologies</td>
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<td>6</td>
<td>9/27-10/3</td>
<td>Sampling, Using, and Obtaining Quantitative Data</td>
<td>Research Design Considerations, Asking Questions</td>
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<td>7</td>
<td>10/4-10/10</td>
<td>Sampling, Using, and Obtaining Quantitative Data</td>
<td>Research Design Examples and Considerations</td>
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<tr>
<td>8</td>
<td>10/11-10/17</td>
<td>Research Design Examples and Considerations</td>
<td>Overview of Quantitative Analysis</td>
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<td>9</td>
<td>10/18-10/24</td>
<td>Overview of Quantitative Analysis</td>
<td>Basics of Quantitative and Qualitative Analysis</td>
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<tr>
<td>10</td>
<td>10/25-10/31</td>
<td>Basics of Quantitative and Qualitative Analysis</td>
<td>Overview of Quantitative and Qualitative Analysis</td>
</tr>
<tr>
<td>11-12</td>
<td>11/1-11/14</td>
<td>Overview of Quantitative and Qualitative Analysis</td>
<td>Learning from Visual Analysis</td>
</tr>
<tr>
<td>14</td>
<td>11/22-11/28</td>
<td>Archival Methods, History, and Oral History</td>
<td>Additional Methods for the Environmental Social Science Toolbox</td>
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<tr>
<td>15</td>
<td>11/29-12/5</td>
<td>Additional Methods for the Environmental Social Science Toolbox</td>
<td>Network Analysis and GIS</td>
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<td>Advanced and Multiple Methods Research Design</td>
<td>Q-Method” and Institutional/Political Ecological Analysis</td>
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Module 1: Introduction to the Social Sciences for Environmental Studies

A: Environmental Problems, Social Science Methods

1.1 Read the Syllabus and then take the Quiz on the Syllabus

1.2 Read the introduction by Dr. William Veal

1.3 Watch the Videos (if you can. If you cannot, see my summaries for the first Module).
   “Welcome to the Anthropocene” https://www.youtube.com/watch?v=fYgG-pxlobk
   “Introduction to Social Sciences” https://www.youtube.com/watch?v=DSIIdaTSg2g

1.4 Read these required chapters and articles.

1.5 Assignment: due by Friday so others can respond. Create a PowerPoint or other media. Topics to cover in your introduction (you can answer all, or a few):
   What motivated/inspired you to become interested in the field of environmental studies?
   What is your background in research and in what particular discipline(s)?
   What do you want to gain with an MES degree? Any particular career or skill set you are looking to market to a future employer?
   What is your intended topic of research for your degree (internship or thesis)?
   How much do you already understand social systems and how they relate to ecosystems?

1.6 Assignment: Create at least two terms on the Google Doc Glossary for this Unit; attempt to define one of the glossary terms entered by your classmate.

1.7 Respond to the discussion question(s) posed for this Unit. Feel free to create a question on this Unit, even if you are not a discussion leader.

B: Research Design with Social Sciences

1.8 Watch the Videos (if you can. If you cannot, see my summaries for the first Module).
   “Inductive vs Deductive Research,” https://www.youtube.com/watch?v=QB41z6_mUxk
   “Qualitative vs Quantitative Research” https://www.youtube.com/watch?v=ddx9PshVWXI

1.9 Read these required chapters and articles.

1.10 Watch the Lecture by Dr. Watson (MES Program Director) on how to develop a proposal for this course (and in general!), voicethread

1.11 Assignment: Write a three-sentence paragraph that introduces the problem that your thesis/internship research aims to address. You are ONLY allowed three sentences to define your problem. This is a hard exercise. Do it as best you can. Create these sentences in a Google Doc, and post a link to the class via the discussion board. You need to comment on at least two of your colleagues’ problem statements. Review the edits and comments that I post on each of the problem statements. This is part of your main independent proposal project; as a class we will workshop these first three sentences of your proposal during this module. (Make sure you create a Google folder or document that you share with the professor and classmates. Post the link in the discussion folder entitled, “Problem Statement.”)

1.12 Assignment: Create at least two terms on the Google Doc Glossary for this Unit; attempt to define one of the glossary terms entered by your classmates.

1.13 Respond to the discussion question(s) posed for this Unit. Feel free to create a question on this Unit, even if you are not a discussion leader.

1.14 Assignment: Respond to at least TWO of your colleagues’ intro PPts., as they get uploaded, and be sure to ask them about their research worldviews, if they were not apparent in their presentations. Respond to questions posed to your Ppt., and be sure to describe what kind of assumptions about the practice of research you hold, using terms from the Cresswell reading.

**C: Research Ethics, the IRB, and its Critics**

1.15 Read these required documents and articles
   - The Belmont Report

1.16 CITI training and quiz (see separate instructions)

1.17 Assignment: Create at least two terms on the Google Doc Glossary for this Unit; attempt to define one of the glossary terms entered by your classmate.

1.18 Respond to the discussion question(s) posed for this Unit. Feel free to create a question on this Unit, even if you are not a discussion leader.
Module 2: Interacting with People

A: Fieldwork, “Subjectivity,” and “Positionality”

2.1 Watch the Videos (If you cannot, see summaries posted by the Lead Student for the Module). The “social construction” video: https://www.youtube.com/watch?v=GVVWmZASn8

2.2 Read these required chapters and articles.

2.3 Explore: Review some sample fieldnotes, with comments in tracked changes. Be prepared to discuss issues about the fieldnotes.

2.4 Assignment: Create at least two terms on the Google Doc Glossary for this Unit; attempt to define one of the glossary terms entered by your classmate.

2.5 Respond to the discussion question(s) posed for this Unit. Feel free to create a question on this Unit, even if you are not a discussion leader.

B: Interviewing Basics, Focus Groups

2.6 Read these required chapters and articles.

2.7 Read transcripts of sample interviews of a tribal chief of the Cofan, with comments in track changes from Veal. Be prepared to discuss any insights you have from reading and analyzing them yourself.

2.8 Assignment: Create at least two terms on the Google Doc Glossary for this Unit; attempt to define one of the glossary terms entered by your classmate.

2.9 Respond to the discussion question(s) posed for this Unit. Feel free to create a question on this Unit, even if you are not a discussion leader.

C: Examples of the Use and Analysis of Fieldwork Methodologies

2.10 Watch the Videos (If you cannot, see summaries posted by the Lead Student for the Module). “Ethnography” TED talk https://www.youtube.com/watch?v=nV0jY5VgymI

2.11 Read these required chapters and articles.

2.12 Explore:

2.13 Assignment: Create at least two terms on the Google Doc Glossary for this Unit; attempt to define one of the glossary terms entered by your classmate.

2.14 Respond to the discussion question(s) posed for this Unit. Feel free to create a question on this Unit, even if you are not a discussion leader.

2.15 Quiz on Modules 1 and 2

Module 3: Research Design: Sampling, Statistics, and Surveys

Unit A: Research Design Considerations, Asking Questions

3.1 Watch the Videos (If you cannot, see summaries posted by the Lead Student for the Module). Review of making good questionnaire questions:
https://www.youtube.com/watch?v=7onVHIkS1YY
Formatting Likert scale questions in Word:
https://www.youtube.com/watch?v=IDhMPHhDWDw

3.2 Read these required chapters and articles.

3.3 Explore: Read through the documents included in the OAKS folder in developing research questions. Prepare to use this information to construct your question and an outline of your proposal. There are some PPT presentations and well as documents to help you learn how to develop good research questions.

3.4 Assignment: Develop your 3-sentence problem statement into a full paragraph or page, using secondary data and statistics to focus your problem (cite your sources!). Through your use of this literature, you should be able to pose either an inductive or deductive research question at the end of this document. Link the class to your google doc from the discussion board, and comment on at least two others’ paragraphs/page by the end of the module. This workshopping exercise will lead you to revise your first paragraph into a short introduction. Due by end of module. Include an outline of your proposal with as much detail as you can. Specific directions are found in OAKS.
3.5 Assignment: Create at least two terms on the Google Doc Glossary for this Unit; attempt to define one of the glossary terms entered by your classmate.

3.6 Respond to the discussion question(s) posed for this Unit. Feel free to create a question on this Unit, even if you are not a discussion leader.

**Unit. B: Research Design Examples and Considerations**

3.7 Read these *required* chapters and articles.


3.10 Assignment: Create at least two terms on the Google Doc Glossary for this Unit; attempt to define one of the glossary terms entered by your classmate.

3.11 Respond to the discussion question(s) posed for this Unit. Feel free to create a question on this Unit, even if you are not a discussion leader.
Module 4: Basics of Quantitative and Qualitative Analysis

Unit. A: Overview of Quantitative Analysis

4.1 Watch the Video (If you cannot, see summaries posted by the Lead Student for the Module).
   Webinar on basic quant analysis: https://www.youtube.com/watch?v=4q5UZwwidRI

4.2 Read these required chapters and articles.

4.3 Assignment: Create at least two terms on the Google Doc Glossary for this Unit; attempt to define one of the glossary terms entered by your classmate.

4.4 Respond to the discussion question(s) posed for this Unit. Feel free to create a question on this Unit, even if you are not a discussion leader.

4.5 Assignment: Revise your research design and revise your research question, your hypothesis (if you are doing deductive research), and spell out your plan for gathering empirical data, as well as a plan for analyzing your data. Upload links to your google doc to the class for workshopping during the remainder of this module. Due by end of module; comment on at least two of your peers’ draft research designs.

Unit. B: Overview of Qualitative Analysis

4.6 Watch the Video (If you cannot, see summaries posted by the Lead Student for the Module).
   Qualitative Analysis of Interview Transcript: https://www.youtube.com/watch?v=DRL4PF2u9XA

4.7 Read these required chapters and articles.

4.8 Assignment: Create at least two terms on the Google Doc Glossary for this Unit; attempt to define one of the glossary terms entered by your classmate.

4.9 Respond to the discussion question(s) posed for this Unit. Feel free to create a question on this Unit, even if you are not a discussion leader.
4.10 Read these required chapters and articles.

4.11 Explore: If you can, depending on your Internet access and bandwidth, look at the series of pictures I have from the indigenous tribe in the Amazon, the Cofan. What do these pictures tell you about my research question, the Cofan culture, and my theoretical perspective? What lens am I using? What other pictures do you expect to see to complete an interpretation?

4.12 Assignment: Create at least two terms on the Google Doc Glossary for this Unit; attempt to define one of the glossary terms entered by your classmate.

4.13 Respond to the discussion question(s) posed for this Unit. Feel free to create a question on this Unit, even if you are not a discussion leader.

**Unit. D: Network Analysis and GIS**

4.14 Watch the Videos (If you cannot, see summaries posted by the Lead Student for the Module).
   Introduction to social network analysis [https://www.youtube.com/watch?v=fgr_g1q2ikA](https://www.youtube.com/watch?v=fgr_g1q2ikA)
   Introduction to GIS for social sciences: [https://www.youtube.com/watch?v=7g3GUYIYfZM](https://www.youtube.com/watch?v=7g3GUYIYfZM)

4.15 Read these required chapters and articles.

   **SKIM** through these examples:

4.16 Assignment: Create at least two terms on the Google Doc Glossary for this Unit; attempt to define one of the glossary terms entered by your classmate.

4.17 Respond to the discussion question(s) posed for this Unit. Feel free to create a question on this Unit, even if you are not a discussion leader.

4.18 Quiz on modules 3 and 4
Module 5: Additional Methods for the Environmental Social Science Toolbox

Unit A: Archival methods, History, and Oral History; and Comparing Neoclassical and Marxian Economic Methods

Week 14

5.1 Watch the Videos (If you cannot, see summaries posted by the Lead Student for the Module).
   - Introduction to social network analysis: https://www.youtube.com/watch?v=fgr_g1q2ikA
   - Introduction to Environmental Economics, an extension of neoclassical economics: https://www.youtube.com/watch?v=dHn_bNfbllA
   - Introduction to Marxian Economics: https://www.youtube.com/watch?v=W0GFSUu5UzA

5.2 Read these required chapters and articles.

5.3 Explore: Listen to an NPR interview of a historical person or for an event. Find another podcast or electronic interview. Be prepared to discuss your finding and an analysis of the methods used for the interview and the context behind the methods.

5.4 Assignment: Create at least two terms on the Google Doc Glossary for this Unit; attempt to define one of the glossary terms entered by your classmate.

5.5 Respond to the discussion question(s) posed for this Unit. Feel free to create a question on this Unit, even if you are not a discussion leader.
Module 6: Advanced and Multiple Methods Research Design

Unit. A: “Q-Method” and Institutional/Political Ecological Analysis  Week 15

6.1 Watch the Videos (If you cannot, see summaries posted by the Lead Student for the Module).
   Introduction to Q-Methodology: https://www.youtube.com/watch?v=ZbZ2Kq-Fzxo
   Review Q-Method resources: http://schmolck.userweb.mwn.de/qmethod/

6.2 Read these required chapters and articles.
   Koyukon Athabascan communities in rural Alaska. Sustainability: Science, Practice, &
   Doolittle, A.A. (2010). Stories and maps, images and archives: Multimethod approach to the
   political ecology of native property rights and natural resource management in Sabah,
   Malaysia. Environmental Management, 45, 67-81. DOI 10.1007/s00267-008-9144-0

6.3 Explore: Find an article of interest to you that focuses on an environmental issue that uses or may
   warrant the use of Q-Method. Be prepared to “bring” this article to the discussion.

6.4 Assignment: Create at least two terms on the Google Doc Glossary for this Unit; attempt to define
   one of the glossary terms entered by your classmate.

6.5 Respond to the discussion question(s) posed for this Unit. Feel free to create a question on this
   Unit, even if you are not a discussion leader.