

SOCI 362: Ethics and the Responsible Conduct of Research

8-24-15

Fall Semester 2015
University of Nebraska–Lincoln

Scott Engineering Center (SEC) 241
MWF 2:30-3:20 p.m.

Instructor: Dr. Wayne A. Babchuk
Offices: 803 Oldfather Hall (OLDH); 225 Teachers College (TEAC)
Phone: 402-472-7942 (OLDH office); 402-472-2261 (TEAC office)
E-mail: wbabchuk1@unl.edu (office); wbabchuk@windstream.net (home)
Office Hours: MW 9:30-11:00 a.m. or by appointment

Course Description

Ethics and the Responsible Conduct of Research 362 provides a comprehensive overview of ethical and responsible decision making in the conduct of research. We will identify, define, and analyze ethical issues and explore emergent areas of human subjects in an *interdisciplinary* context. Building on a foundational introduction to moral reasoning, we will examine ethical decision making, civic responsibility, and stewardship in the human subjects research. The core elements of this course focus on issues related to research misconduct, data management, bias, conflicts of interest, protection of human subjects, authorship, peer review, collaboration, mentoring, and social responsibility.

Achievement-Centered Education (ACE) Student Learning Outcomes

The University of Nebraska—Lincoln seeks to provide quality education to all of its students. To that end, it has designated certain classes as ACE certified. These classes provide and assess specific learning outcomes. As an ACE class, *SOCI 362: Ethics and the Responsible Conduct of Research*, will facilitate Learning Outcome #8 (Explain ethical principles, civics, and stewardship, and their importance to society). This class will:

- Foster student understanding of ethics and ethical decision making in research.
- Facilitate students learning how ethical considerations inform the responsible conduct of research including civic responsibility and stewardship.
- Assist students to develop problem-solving skills involved in applying ethical standards, and identifying potential responses, to human subjects research case studies.
- Provide the student with the information needed to analyze how ethical standards are translated into civics, stewardship, and responsible conduct guidelines as applied to human subjects research.
- Facilitate these goals through lecture, readings, class discussion, and in-class activities.

ACE learning outcomes in this class will be assessed by:

- Exams, class discussions, and written assignments.

Required and *Recommended Texts

Macrina, F. L. (2014). *Scientific integrity: Text and cases in responsible conduct of research* (4th ed.). Washington, D.C.: ASM Press. ISBN: 978-1-55581-661-2.

Siebler, J.E., & Tolich, M.B. (2013) *Planning ethically responsible research*. Thousand Oaks, CA: Sage. ISBN: 978-4522-0259-4.

Steneck, Nicholas H. (2004). *Introduction to the responsible conduct of research*: Office of Research Integrity, U.S. DHHS. ISBN: 978-0-16-72285-1.

*Fluehr-Lobban, C. (2013). *Ethics and anthropology*. New York: AltaMira. ISBN 978-07591-2186-7.

Book Chapters and Articles

Additional readings including articles and book chapters drawn from the list below will be posted upon the course Blackboard website. As a student enrolled in this course, you are allowed to print these materials off for your own use in this class, but are encouraged *not to* distribute these materials to others.

- Babchuk, W.A., & Brand, L.L. (2015). Improving research-based practice through qualitative inquiry: A community-based study of minority health care. Revised Report.
- Canella, G.S., & Lincoln, Y.S. (2011). Ethics, research regulations, and critical social science. In N.K. Denzin & Y.S. Lincoln (Eds.), *The Sage handbook of qualitative research* (4th ed.).
- Christians, C.G. Ethics and politics in qualitative research. In N.K. Denzin & Y.S. Lincoln (Eds.), *The Sage handbook of qualitative research* (4th ed.). Thousand Oaks, CA: Sage
- Creswell, J.W. (2015). *Educational research* (5th ed.). Boston: Pearson Education, Inc.
- Creswell, J. W. (2013). *Qualitative inquiry and research design: Choosing among five approaches* (3rd ed.). Thousand Oaks, CA: Sage.
- Ember, C.R., Ember, M., & Peregrine, P.N. (2015). *Anthropology* (14th Ed.) Upper Saddle River, NJ: Pearson Education Inc.
- Flinn, L.R., & Goldsmith, R.E. (2013). *Case studies for ethics in academic research in the social sciences*. Thousand Oaks, CA: Sage.
- Fluehr-Lobban, C. (1998). Ethics. In H.R. Bernard (Ed.), *Handbook of methods in cultural anthropology*. Landham, MD: AltaMira Press.
- Goode, E. (2015). The ethics of qualitative methodology in the study of deviance and crime. In J.H. Bopes & J. M. Miller (Eds.), *The Routledge handbook of qualitative criminology*, London & New York: Routledge.
- Hammersley, M., & Atkinson, P. (2007). *Ethnography* (3rd ed.). New York: Routledge.
- LeCompte, M.D., & Schensul, J.J. (2015) *Ethics in ethnography: A mixed methods approach*. New York: Altamira Press.
- Lichtman, M. (2013). *Qualitative research in education: A user's guide* (3rd ed.). Thousand Oaks: Sage.
- Macionis, J. (2015). *Society: The basics*, (13th ed.) Boston: Pearson Education Inc.
- Murphy, E., & Dingwell, R. (2007). The ethics of ethnography. In P. Atkinson, A. Coffey, S. Delamont, J. Lofland, & L. Lofland (Eds). *Handbook of ethnography*. Thousand Oaks, CA: Sage. Ch. 23.
- Neuman, W.L. (2011). *Social research methods: Qualitative and quantitative approaches*. Boston: Pearson Education Inc.
- Welsch, R.L., & Endicott (2012). *Clashing views in anthropology* (5th ed.). Guilford, CT: McGraw-Hill.

Course Policies

Attendance and Instructional Approach

Classes will be held MWF from 2:30-3:20 p.m. in the Scott Engineering Center (SEC) 241. Students are expected to have completed the assigned readings assigned for the week before class sessions and are encouraged to ask questions and participate in class discussions. Attendance will be taken every session and your participation in the class is a critical aspect of evaluation in this course. (Please refer to the *Grading and Evaluation* section of this syllabus). Instruction will consist of lectures, class discussions, small group work, films, guest speakers and in- and out-of-class activities. All students are expected to have successfully completed six hours of social or biological science prior to enrollment in this course. Although *Ethics and the Responsible Conduct of Research 362* presupposes no prior background or experience in the planning and design of research with human subjects, or detailed knowledge thereof, students are expected to think critically and reflect upon complex theoretical and practical issues surrounding the research enterprise as the course progresses.

Academic Integrity

When you place your name on an assignment, exam, or research paper, I interpret this to mean that you have received no unauthorized assistance on the assignment, exam, or research paper. Unauthorized assistance includes but is not limited to: cheating on an exam, turning in assignments/exams/research papers as your own work when it is not, and plagiarism (i.e., presenting someone else's published ideas as your own). These acts will not be tolerated and will be handled according to university policy.

Students with Disabilities

Students with disabilities are encouraged to contact the instructor for a confidential discussion of their individual needs for academic accommodation. It is the policy of the University of Nebraska-Lincoln to provide flexible and individualized accommodation to students with documented disabilities that may affect their ability to fully participate in course activities or meet course requirements. To receive accommodation services, students must be registered with the Services for Students with Disabilities (SSD) office, 132 Canfield Administration (402-472-3787) or visit <http://www.unl.edu/ssd> for more information.

Instructor's Note: The experiences, opinions, and knowledge each of us brings to the classroom are unique and deserving of respect from your peers and from the instructor. This course is designed to encourage open discussions regarding often contentious and conflicting viewpoints as well as the underlying assumptions on which they are based. These discussions must at all times remain within (hopefully) obvious parameters of respect for others' backgrounds, views, and beliefs. All faculty, staff and students are responsible for understanding and complying with harassment policies. For more information, visit <http://www.unl.edu/equity>.

Grading and Evaluation

There are a total of 400 possible points in this course as detailed below:

| | Points/Percentage | |
|---|-------------------|-------------|
| Attendance and Class Participation | 80 | 20% |
| Exams | 80 | 20% |
| Case Study Analyses and Interpretations | 160 | 40% |
| Research Paper/Case Study 5 | 80 | 20% |
| Total Points | 400 | 100% |

Attendance and Class Participation: 80 points

Students are required to attend all class sessions and to *participate in class discussions*, small group work, and in all other individual and group activities. Participation includes reading all assigned materials according to the schedule outlined in this syllabus and the willingness to share knowledge and ideas about these readings with small groups and the entire class. Many of the PowerPoints used in the lectures and class discussions will be posted on Blackboard. Attendance will be taken every class session. There are 42 class sessions not including the first day of class, scheduled absences, and the final exam. Students will receive 2 points for each class up to a total of 80 points. Attendance and class participation constitute 80/400 points or 20% of the final grade.

Midterm and Final Exams: 80 points

There will be two exams in this course. The first exam will be a take-home exam consisting of two or three essay questions based on lectures, readings, videos, guest speakers, and class discussions. It will be distributed on **October 16** and is due on **October 23** and is worth 50 points. Exam 2 will be an in-class essay exam held on Wednesday, **December 16** from **1:00-3:00 p.m.** and is worth 30 points. This exam will consist of one essay question drawing upon the "big picture" of this course and how it relates to the students' own interests and research goals. The exams constitute 80/400 points or 20% of the final grade.

Case Study Analyses and Interpretations: 160 points (40 points each)

There will be 4 written assignments involving the analysis of ethical issues in a case study: (1) Darkness in El Dorado, (2) Tearoom Trade, (3) Kennewick Man, and (4) The Glaser-Strauss Debate. These case studies have been selected to reinforce core areas of ethical standards, civics, and stewardship in the responsible conduct of human subjects research. The assignments require that you identify the ethical issue(s) involved in the case studies, provide recommendations for how the ethical issue could have been avoided, examine civic and stewardship implications, and present an approach to resolve ethical issues given the decisions that have already been made. More detailed instructions will be posted on Blackboard. A preliminary listing of key references needed to successfully complete these assignments is listed at the end of this syllabus. Case study analyses and interpretations are due on **September 21, October 16, November 13** and **December 2** and constitute 160/400 points or 40% of the final grade.

Research Project: 80 points

All students are required to complete a research project. There are two options for completing this assignment: **Option 1: Research Paper**, and **Option 2: Case Study Interpretation and Analysis**.

Option 1: Research Paper can be viewed as a “traditional” assignment similar to those required in other social sciences courses. The research paper should focus on a particular area of investigation, research problem, or any topic discussed in class discussions, films, or in the readings. It should include: (a) a **cover sheet** with course title, course number, student name, date submitted, and the title of the paper, (b) an **abstract** consisting of a succinct single-spaced one-paragraph summary of the paper, (c) an **introduction** which states the research problem or area of investigation (what is your topic, why is it important to study, what you are hoping to accomplish), (d) the **main body** of the paper where you cite relevant literature and develop your own point of view or argument, (e) the **conclusion** which discusses the implications of the research as it pertains to previous studies in the field, the strengths and limitations of your study, suggestions for future research, etc., and (f) “**References Cited**” including all citations listed on a separate page. The research paper should be approximately 7-8 pages in length, double-spaced, numbered, and with one-inch margins. Please use Times New Roman 12 pt. font and follow APA style (6th ed.). Research papers should employ a minimum of *five literature sources in addition to textbooks and internet citations* cited in the body of the paper and included on a separate page titled “References Cited.” Research papers are due on **November 23**. Each student must submit a one-paragraph abstract of their topic for instructor approval by **November 2**. The research paper constitutes 80/400 points or 20% of the final grade.

Option 2: Case Study Analysis and Interpretation can be viewed as an extension of the case study assignments required for this course. Those selecting this option need to first identify a controversial issue pertinent to the ethics and responsible conduct of research. This case study cannot be an elaboration of one of the four case studies already assigned for this course. As in *Option 1* above, Case Study 5 should include: (a) a **cover sheet** with course title, course number, student name, date submitted, and the title of the case study, (b) an **abstract** consisting of a succinct single-spaced one-paragraph summary of your analysis, (c) an **introduction** which presents the fundamental aspects of the case and why it is important, (d) the **main body** of your paper where you cite relevant literature in analyzing and interpreting the case study, (e) the **conclusion** which discusses the implications of the case study as it pertains to the ethics and responsible conduct of research, and (f) “**References Cited**” including all citations listed on a separate page. Case Study Analysis and Interpretation 5 should be approximately 7-8 pages in length, double-spaced, numbered, and with one-inch margins. Please use Times New Roman 12 pt. font and follow APA style (6th ed.). Case Study 5 must use a minimum of *five literature sources in addition to textbooks and internet citations* cited in the body of the paper and included on a separate page titled “References Cited.” Case Study 5 is due on **November 23**. Each student is required to submit a one-paragraph abstract of their case study for instructor approval by **November 2**. The case study analysis constitutes 80/400 points or 20% of the final grade.

Preliminary Course Schedule

Green = No Class;

Blue = Case Study Due

Red = Midterm and Final Exam

Purple = Research Abstracts and Research Paper/Case Study 5 Due

| | | |
|---|--------------------------------------|--|
| Week 1 August 24 August 26 August 28 | Topics Readings: | COURSE INTRODUCTIONS AND SYLLABUS (August 24) Research Methods in the Social Sciences and Education Macionis (2015) Ch. 1; Ember, Ember, & Peregrine (2015) Ch. 25; Creswell (2015) Ch. 1 |
| Week 2 October 31 September 2 September 4 | Topics: Readings: | Epistemological and Philosophical Assumptions of the Research Enterprise; The Ethics of Social and Educational Research Neuman (2011) Ch. 4; Creswell (2013) Ch. 2 (Recommended); Neuman (2011) Ch. 5 |
| Week 3 September 7 September 9 September 11 | Topics: Readings: Film: | LABOR DAY (September 7) The Ethics of Social and Educational Research Continued Lichtman (2013) Ch. 3; Bates (2005) pp. 87-107; Chagnon (2013) Ch. 16. <i>The Yanomamo: A Multidisciplinary Study</i> |
| Week 4 September 14 September 16 September 18 | Topics: Readings: Film: | The Ethics and Politics of Human Subjects Research Christians (2011) Ch. 4; Cannella & Lincoln (2011) Ch. 5 <i>Secrets of the Tribe</i> |
| Week 5 September 21 September 23 September 25 | Topics: Readings: Film: | CASE STUDY 1 DUE (September 21) History of Ethics in Human Subjects Research Fluehr-Lobban (1998) Ch. 5; Fluehr-Lobban (2003) Ch. 1 <i>Solving Concerns and Balancing Social Mandates (Protecting Human Subjects)</i> |
| Week 6 September 28 September 30 October 2 | Topics: Readings: Film: | The Responsible Conduct of Research, Ethics and the Scientist Macrina (2005) Chs. 1-2; Siebler & Tolich (2013) Chs. 1-3 <i>Quiet Rage</i> |
| Week 7 October 5 October 7 October 9 | Topics: Readings: Film: | Shared Values: Government, Professional and Personal Ethics Steneck (2004) Chs. 1-2; Macrina (2014) Appendix III; Siebler & Tolich (2013) Ch. 5, 12 <i>Moral Development: The Milgram Study</i> |
| Week 8 October 12 October 14 October 16 | Topics: Readings | CASE STUDY 2 DUE (October 16); EXAM 1 DISTRIBUTED (October 16) Planning Research: Protection of Human Subjects Steneck (2004) Ch. 3; Siebler & Tolich (2013) Ch. 4, 9; Goode (2015) |
| Week 9 October 19 October 21 October 23 | Topics: Readings: Film: | FALL BREAK (October 19); EXAM 1 DUE (October 23) Planning Research: Conflicts of Interest Steneck (2004) Ch. 5 <i>Kennewick Man Controversy</i> (60 Minutes Episode) |
| Week 10 October 26 October 28 October 30 | Topics: Readings: Film: | Planning Research: Managing Competing Interests Macrina (2014) Ch. 7 <i>Thieves of Time: Who Owns the Past</i> |
| Week 11 November 2 November 4 November 6 | Topics: Readings: Film: | RESEARCH PAPER/CASE STUDY 5 ABSTRACT DUE (November 2) Conducting Research: Data Management Steneck (2004) Ch. 6; Creswell (2015) Chs. 5, 7 <i>Bones of Contention: Native American Archaeology</i> |

| | | |
|---|------------------------------------|--|
| Week 12 November 9 November 11 November 13 | Topics: Readings: | Case Study 3 Due (November 13) Conducting Research: Mentoring Steneck (2004) Ch. 7; Macrina (2014) Ch. 3 |
| Week 13 November 16 November 18 November 20 | Topics: Readings: | NO FORMAL CLASS MEETING (November 16) Conducting Research: Collaborative Work Steneck (2004) Ch. 8; Macrina (2014) Ch. 8 |
| Week 14 November 23 November 25 November 27 | Topics: | RESEARCH PAPERS DUE (November 23) THANKSGIVING (November 25, 27) Reporting Research: Authorship and Publication Steneck (2004) Ch. 9; Macrina (2014) Ch. 9 |
| Week 15 November 30 December 2 December 4 | Topics: Readings: | Case Study 4 Due (December 2) Reporting Research: Peer Review Steneck (2004) Ch. 10; Macrina (2014) Ch. 4 |
| Week 16 December 7 December 9 December 11 | Topics: Readings: | The Ethics of Community-Based Participatory Research Siebler & Tolich (2013) Ch. 6 Babchuk & Brand (2015) |
| Week 17 December 16 | | EXAM 2 (Wednesday 1:00-3:00 p.m.) |

Case Study References

Readings for the case study assignments are listed below and available on Blackboard. As above, you are allowed to print these materials off for your own use in this class, but are encouraged *not to* distribute these materials to others. This is a preliminary listing and more sources may be forthcoming.

Case Study Analysis and Interpretation 1: *Darkness in El Dorado*

- Alice Domurat Dreger's web site: <http://www.alicedreger.com/home.html>
- Bates, D.G. (2005). *Human adaptive strategies*. Boston: Pearson Education. Ch. 4.
- Cantor, N. (2000). Statement by the University of Michigan Provost on the book, *Darkness in El Dorado* by Patrick Tierney (November 13).
<http://www.ns.umich.edu/Releases/2000/Nov00/r111300a.html>
- Chagnon, N. (2013). *Noble savages: My life among two dangerous tribes—the Yanomamo and the anthropologists*. New York: Simon & Schuster. Ch. 16.
- Dreger, A. (2011). Comments on Chagnon, the Yanomamo, and the AAA.
<http://machimon.wordpress.com/2011/03/01/alice-dreger-yanomamo-and-more/>
- Dreger, A. (2011). Darkness's descent on the American Anthropological Association: A cautionary tale. *Human Nature* 22(2): 225-246.
<http://www.springerlink.com/content/1648u57278202674/fulltext.pdf>
- Dreger, A. (2015). *Gallileo's middle finger: Heretics, activists, and the search for justice in science*. New York: Penguin Press.
- Fluehr-Lobban, C. (2003). Darkness in El Dorado: Research ethics, then and now. In C. Fluehr-Lobban *Ethics and the profession of anthropology* (2nd ed.). Walnut Creek, CA: AltaMira Press.
- Gregor, T.A., & Gross, D.R. (2004). Guilt by association: The culture of accusation and the American Anthropological Association's investigation of Darkness in El Dorado. *American Anthropologist* 106(4) 687-698.

- Hill, K. Statement on Patrick Tierney's text, *Darkness in El Dorado*.
<http://www.psych.ucsb.edu/research/cep/eldorado/kimhill.html>
- Lancaster, J.B., & Hames, R. (2011). Statement on the publication of Alice Dreger's investigation, Darkness's descent on the American Anthropological Association: A Cautionary tale. *Human Nature* 22(2): 11. http://www.nku.edu/~humed1/darkness_in_el_dorado/documents/0616.pdf
- Peters-Golden, H. (2012). *Culture sketches: Case studies in anthropology* (6th ed.). New York: McGraw-Hill. Ch. 15.
- Sponsel, L.E. (2011). Alice Dreger descends into darkness: Scholarship or more obfuscation?
http://anthroniche.com/darkness_documents/0617.htm
- Sponsel, L.E., & Turner, T. (2001). Letter to Nancy Cantor, Provost, University of Michigan.
<http://www.soc.hawaii.edu/sponsel/EI%20Dorado%20Controversy/Miscellaneous/Michigan.html>
- Tierney, P. (2000). *Darkness in El Dorado: How scientists and journalists devastated the Amazon*. New York: HarperCollins.
- Tierney, P. (2000). The fierce anthropologist. *The New Yorker*, October 9 (pp. 55-61).
- Turner, T. (2001). Ethical issues arising from Patrick Tierney's Darkness in El Dorado and the ensuing controversy. http://anthroniche.com/darkness_documents/0475.htm
- Welsch, R.L., & Endicott (2012). *Clashing views in anthropology* (5th ed.). Guilford, CT: McGraw-Hill. Issue #18.

Case Study Analysis and Interpretation 2: Tearoom Trade

- Christians, C.G. Ethics and politics in qualitative research. In N.K. Denzin & Y.S. Lincoln (Eds.), *The Sage handbook of qualitative research* (4th ed.). Thousand Oaks, CA: Sage. Ch. 4.
- Desroches, F. (1990). "Tearoom Trade: A Research Update." *Qualitative Sociology* 13: 39 - 62.
- Gallihier, J.F., Brekhus, & Keys, D.P. (2004). *Laud Humphreys: Prophet of homosexuality and sociology*. Madison, WI: University of Wisconsin Press.
- Hamblin, R. L. (1989). Sociology and a developing administrative tradition at Washington University: 1957-1971. *The American Sociologist* 20(4): 324-329.
- Humphreys, L. (1970). *Tearoom trade: Impersonal sex in public places*. London: Duckworth.
- Humphreys, L. (1972). *Out of the closets: The sociology of homosexual liberation*. Englewood Cliffs, N.J.: Prentice-Hall.
- Humphreys, L. (1972). Tearoom trade: Impersonal sex in public places (summary article). In W. Fiegelman (Ed.), *Sociology full circle; Contemporary readings on society* (pp. 259-277). NY: Praeger Publishers. <http://www.angelfire.com/or3/tss/tearoom.html>
- Lenza, M. (2004). Controversies surrounding Laud Humphreys' tearoom trade: An unsettling example of politics and power in methodological critiques. *The International Journal of Sociology and Social Policy* 24(3-5): 20-31.
<http://convictcriminology.org/pdf/mlenza/Humphrey's%20tearoom%20trade.pdf>
- Lucas, C. (2010). Is ethical fieldwork possible?
<http://anthromodeologist.wordpress.com/2012/01/23/question-is-ethical-fieldwork-possible/>
- Marsden, S., & Melander, M. (ND). University of North Dakota.
<http://www.und.edu/instruct/wstevens/PROPOSALCLASS/MARSDEN&MELANDER2.htm>
- Nardi, P.W. (1995). "The breastplate of righteousness": Twenty-five years after Laud Humphrey's tearoom trade: Impersonal sex in public places. *Journal of Homosexuality* 30(2): 1-10.
- Neuman, W.L. (2011). *Social research methods: Qualitative and quantitative approaches*. Boston: Pearson Education Inc.
- Pittman, D.J., & Boden, D. (1989). Sociology at Washington University in St. Louis: History and reflection, 1906-1989. *The American Sociologist* 20(4): 305-321.
- Siebler, J. (1977-1978). Laud Humphreys and the tearoom sex study.
<http://web.missouri.edu/~bondesonw/Laud.html>

Case Study Analysis and Interpretation 3: *Kennewick Man*

- Bonvillain, N. (2013). *Cultural anthropology* (3rd ed.). Upper Saddle River, NJ: Pearson.
- Chatters, J.C. (2001). *Ancient encounters: Kennewick man and the first Americans*. New York: Simon and Schuster.
- Chatters, J.C. (2004). Kennewick man. Originally published in the newsletter from the American Anthropological Association. http://www.mnh.si.edu/arctic/html/kennewick_man.html
- Confederated Tribes of the Umatilla Indian Reservation (CTUIR). Ancient One/Kennewick Man. <http://www.umatilla.nsn.us/ancient.html>
- Ember, C.R., Ember, M., & Peregrine, P.N. (2011). *Anthropology* (13th ed.) Upper Saddle River, NJ: Pearson.
- Kirkpatrick, K. (2011). *Mysterious bones*. New York: Holiday House.
- Lavenda, R.H., & Schultz, E.A. (2012). *Anthropology: What does it mean to be human*. New York: Oxford University Press.
- Lynot, M. J. (2007). Ethics in archaeology. In Ember, C.R., Ember, M., & Peregrine, P.N. (Eds.), *Discovering anthropology: Researchers at work*. Upper Saddle River, NJ: Pearson.
- Macrina, Francis L. (2005). *Scientific integrity: Text and cases in responsible conduct of research*. Washington, D.C.: ASM Press.
- Morenon, E. P. (2003). Nagged by NIAGPRA: Is there an archaeological ethic? In C. Fluehr-Lobban *Ethics and the profession of anthropology* (2nd ed.). Walnut Creek, CA: AltaMira Press
- Rubalcaba, J., & Robertshaw, P. (2010). *Every bone tells a story*. Watertown, MA: Charlesbridge Publishing Company.
- Slayman, A. (1997). A battle over old bones. *Archaeology* 50: 16-23.
<http://www.archaeology.org/9701/etc/specialreport.html>
- Thomas, D.H. (2000). *The skull wars*. New York: Basic Books

Case Study Analysis and Interpretation 4: *The Glaser-Strauss Debate*

- Babchuk, W.A. (2004). Glaser or Strauss?: Grounded theory and adult education. In R.L.Gabriel (Ed.), *Search for shared meanings* (pp. 89-100). University of the Philippines, Lumos Publishing House, Los Banos, Philippines.
- Babchuk, W. A. (2008). Variations on a theme revisited: Operationalizing grounded theory for research and practice. In M. L. Rowland (Ed.), *Proceedings of the 27th Annual Midwest Research-to-Practice Conference in Adult, Continuing, and Community Education* (pp. 7-13). Bowling Green, KY: Western Kentucky University.
- Babchuk, W.A. (2011). Grounded theory as a “family of methods”: A genealogical analysis to guide research. *US-China Education Review*, 1(3): 383-388.
- Bryant, A. (2002). Re-grounding grounded theory. *Journal of Information Technology Theory and Application*, 41(1), 25-42.
- Bryant, A., & Charmaz, K. (2007a). Grounded theory research: Methods and practices. In A. Bryant & K. Charmaz (Eds.), *The Sage handbook of grounded theory*. Thousand Oaks, CA: Sage. Introduction.
- Bryant, A., & Charmaz, K. (2007b). Grounded theory in historical perspective: An epistemological account. In A. Bryant & K. Charmaz (Eds.), *The Sage handbook of grounded theory*. Thousand Oaks, CA: Sage.
- Charmaz, K. (2000). Constructivist and objectivist grounded theory. In N. K. Denzin & Y. Lincoln (Eds.), *Handbook of qualitative research* (2nd ed.). Thousand Oaks, CA: Sage.
- Charmaz, K. (2014). *Constructing grounded theory: A practical guide through qualitative analysis* (2nd ed.). London: Sage.
- Glaser. B.G. (1992). *Emergence vs. Forcing: Basis of grounded theory analysis*. Mill Valley, CA: Sociology Press.

- Goulding, C. (2002). *Grounded theory: A practical guide for management, business, and market researchers*. London: Sage.
- Hood, J. C. (2007). Orthodoxy vs. Power: The defining traits of grounded theory. In A. Bryant & K. Charmaz (Eds.), *The Sage handbook of grounded theory* (2nd ed.). Thousand Oaks, CA: Sage.
- Kelle, U. (2007). The development of categories: Different approaches to grounded theory. In A. Bryant & K. Charmaz (Eds.), *The Sage handbook of grounded theory*. Thousand Oaks, CA: Sage.
- Stern, P.N. (2009). In the beginning Glaser and Strauss created grounded theory. In J.M. Morse, P.N. Stern, J. Corbin, B. Bowers, K. Charmaz, & A.E. Clarke (Eds.), *Developing grounded theory: The second generation*. Walnut Creek, CA: Left Coast Press, Inc.
- Strauss, A., & Corbin, J. (1994). Grounded theory methodology: An overview. In N.K. Denzin & Y.S. Lincoln (Eds.), *Handbook of qualitative research*. Thousand Oaks, CA: Sage

IMPORTANT DATES

| | |
|--------------------|---|
| August 24 | Class Begins |
| September 7 | Labor Day (Student and Staff Holiday) |
| September 21 | Case Study 1 Due |
| October 16 | Exam 1 Distributed |
| October 16 | Case Study 2 Due |
| October 19 | Fall Semester Break (Student Holiday—UNL Offices Open) |
| October 23 | Exam 1 Due |
| November 2 | Research Paper/Case Study Abstracts Due |
| November 13 | Case Study 3 Due |
| November 16 | No Formal Class Meeting (Research-to-Practice Conference in Adult and Higher Education (Oklahoma City, OK). |
| November 23 | Research Papers Due |
| November 25 and 27 | Thanksgiving Vacation (Student and Staff Holiday—UNL Offices Closed) |
| December 2 | Case Study 4 Due |
| December 16 | Exam 2 |