



ARIZONA STATE UNIVERSITY

GENERAL STUDIES COURSE PROPOSAL COVER FORM

Course information:

Copy and paste current course information from Class Search/Course Catalog.

College/School College of Liberal Arts and Sciences Department School of Human Evolution and Social Change
Prefix ASB Number 455 Title Practicum for Social Sciences Units: 3
Is this a cross-listed course? No If yes, please identify course(s)
Is this a shared course? No If so, list all academic units offering this course

Note- For courses that are crosslisted and/or shared, a letter of support from the chair/director of each department that offers the course is required for each designation requested. By submitting this letter of support, the chair/director agrees to ensure that all faculty teaching the course are aware of the General Studies designation(s) and will teach the course in a manner that meets the criteria for each approved designation.

Is this a permanent numbered course with topics? No

If yes, all topics under this permanent numbered course must be taught in a manner that meets the criteria for the approved designation(s). It is the responsibility of the chair/director to ensure that all faculty teaching the course are aware of the General Studies designation(s) and adhere to the above guidelines.

Chair/Director Initials

ker (Required)

Course description:

Requested designation:

Social-Behavioral Sciences-SB

Note- a separate proposal is required for each designation.

Mandatory Review: (Choose one)

Eligibility:

Permanent numbered courses must have completed the university's review and approval process. For the rules governing approval of omnibus courses, contact Phyllis.Lucie@asu.edu.

Submission deadlines dates are as follow:

For Fall 2016 Effective Date: October 1, 2015

For Spring 2017 Effective Date: March 10, 2016

Area(s) proposed course will serve:

A single course may be proposed for more than one core or awareness area. A course may satisfy a core area requirement and more than one awareness area requirements concurrently, but may not satisfy requirements in two core areas simultaneously, even if approved for those areas. With departmental consent, an approved General Studies course may be counted toward both the General Studies requirement and the major program of study.

Checklists for general studies designations:

Complete and attach the appropriate checklist

- Literacy and Critical Inquiry core courses (L)
Mathematics core courses (MA)
Computer/statistics/quantitative applications core courses (CS)
Humanities, Arts and Design core courses (HU)
Social-Behavioral Sciences core courses (SB)
Natural Sciences core courses (SQ/SG)
Cultural Diversity in the United States courses (C)
Global Awareness courses (G)
Historical Awareness courses (H)

A complete proposal should include:

- Signed course proposal cover form
Criteria checklist for General Studies designation(s) being requested
Course catalog description
Sample syllabus for the course
Copy of table of contents from the textbook and list of required readings/books

It is respectfully requested that proposals are submitted electronically with all files compiled into one PDF.

Contact information:

Name Sara Marsteller E-mail smarstel@asu.edu Phone 480-965-5304

Department Chair/Director approval: (Required)

Chair/Director name (Typed): Kaye Reed Date: 3/22/17

Chair/Director (Signature): Kaye E. Reed



**Arizona State University Criteria Checklist for**

**SOCIAL-BEHAVIORAL SCIENCES [SB]**

**Rationale and Objectives**

Social-behavioral sciences use distinctive scientific methods of inquiry and generate empirical knowledge about human behavior, within society and across cultural groups. Courses in this area address the challenge of understanding the diverse natures of individuals and cultural groups who live together in a complex and evolving world.

In both private and public sectors, people rely on social scientific findings to consider and assess the social consequences of both large-scale and group economic, technological, scientific, political, ecological and cultural change. Social scientists' observations about human interactions with the broader society and their unique perspectives on human events make an important contribution to civic dialogue.

Courses proposed for a General Studies designation in the Social-Behavioral Sciences area must demonstrate emphases on: (1) social scientific theories, perspectives and principles, (2) the use of social-behavioral methods to acquire knowledge about cultural or social events and processes, and (3) the impact of social scientific understanding on the world.

Revised April 2014

Proposer: Please complete the following section and attach appropriate documentation.

<b>ASU--[SB] CRITERIA</b>					
<b>A SOCIAL-BEHAVIORAL SCIENCES [SB] course should meet all of the following criteria. If not, a rationale for exclusion should be provided.</b>					
<b>YES</b>	<b>NO</b>		<b>Identify Documentation Submitted</b>		
<input checked="" type="checkbox"/>	<input type="checkbox"/>	1. Course is designed to advance basic understanding and knowledge about human interaction.	syllabus		
<input checked="" type="checkbox"/>	<input type="checkbox"/>	2. Course content emphasizes the study of social behavior such as that found in: <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 30%; vertical-align: top;"> <ul style="list-style-type: none"> <li>• ANTHROPOLOGY</li> <li>• ECONOMICS</li> <li>• CULTURAL GEOGRAPHY</li> <li>• HISTORY</li> </ul> </td> <td style="width: 70%; vertical-align: top; text-align: center;">anthropology</td> </tr> </table>	<ul style="list-style-type: none"> <li>• ANTHROPOLOGY</li> <li>• ECONOMICS</li> <li>• CULTURAL GEOGRAPHY</li> <li>• HISTORY</li> </ul>	anthropology	syllabus
<ul style="list-style-type: none"> <li>• ANTHROPOLOGY</li> <li>• ECONOMICS</li> <li>• CULTURAL GEOGRAPHY</li> <li>• HISTORY</li> </ul>	anthropology				
<input checked="" type="checkbox"/>	<input type="checkbox"/>	3. Course emphasizes: <ul style="list-style-type: none"> <li>a. the distinct knowledge base of the social and behavioral sciences (e.g., sociological anthropological).</li> <li style="text-align: center;"><b>OR</b></li> <li>b. the distinct methods of inquiry of the social and behavioral sciences (e.g., ethnography, historical analysis).</li> </ul>	syllabus		
<input checked="" type="checkbox"/>	<input type="checkbox"/>	4. Course illustrates use of social and behavioral science perspectives and data.	syllabus		
		<b>THE FOLLOWING TYPES OF COURSES ARE EXCLUDED FROM THE [SB] AREA EVEN THOUGH THEY MIGHT GIVE SOME CONSIDERATION TO SOCIAL AND BEHAVIORAL SCIENCE CONCERNS:</b>			
		• Courses with primarily arts, humanities, literary or philosophical content.			
		• Courses with primarily natural or physical science content.			
		• Courses with predominantly applied orientation for professional skills or training purposes.			
		• Courses emphasizing primarily oral, quantitative, or written skills.			

Course Prefix	Number	Title	General Studies Designation
ASB	455	Practicum for Social Sciences	SB

Explain in detail which student activities correspond to the specific designation criteria. Please use the following organizer to explain how the criteria are being met.

Criteria (from checksheet)	How course meets spirit (contextualize specific examples in next column)	Please provide detailed evidence of how course meets criteria (i.e., where in syllabus)
1	Course advances understanding and knowledge about human interaction through hands-on activities focused on investigating human interaction, such as the development of social science research questions, participant and direct observation at a local site, and creation of interview questions for a specific social science research question	Green highlights in syllabus
2	Course content emphasizes the study of social behavior used in anthropology through lectures, videos, and reading and activity assignments that present the fundamentals and ethics of ethnographic research	Yellow highlights in syllabus
3b	Course emphasizes the distinct methods of inquiry used in social science research through lectures, videos, and reading assignments that teach and distinguish the various techniques used by social science researchers	Gray highlights in syllabus
4	Course illustrates use of social and behavioral science perspectives and data through assignments that demonstrate how qualitative social and behavioral science data is analyzed and presented to stakeholders and other desired audiences	Blue highlights in syllabus

## **ASB 455 – Practicum for Social Sciences Course Catalog Description**

Students integrate theoretical, methodological, ethical and experiential learning related to social science research questions.

*Note: this syllabus is not a contract. It is subject to further change or revision, to best realize the educational goals of the course. Revisions will be announced in class or in course materials online with appropriate prior notice.*

### **ASB 455: Practicum for Social Sciences Master Syllabus**

#### **Course Description:**

This 3-credit online course is an upper-level undergraduate practicum designed to introduce students to social science research methods. The course will explore a range of techniques for conducting social science research including research planning, data collection, and analysis. Topics covered will include ethics, sampling, observation, interviewing, qualitative and quantitative analytic methods, and how to present research.

#### **Course Goals/Learning Outcomes:**

By the end of this course, students will have demonstrated that they are able to:

1. Develop a relevant research question
2. Understand the history and importance of ethical issues in social science research.
3. Identify the correct sampling strategy for a research question
4. Distinguish between the variety of anthropological data derived different data collection methods
5. Conduct basic direct and participant observation
6. Conduct basic text analysis.
7. Understand how to present research results to multiple audiences

#### **Required Course Texts/ Readings:**

- All required readings are posted on the course online platform. Students do not need to purchase any books or reader. See below for list of required readings.

#### **Course Format:**

This three-credit class is taught online, in modular format. There are seven online modules in this course. Each module contains readings, lectures, videos, a quiz, and a discussion board assignment. Assignment links are also embedded in some of the modules.

The modules for the course are as follows:

- Module 1: Introduction and Preparing for Research
- Module 2: Ethics in Ethnographic Research
- Module 3: Sampling: Choosing Your Research Population and Participants
- Module 4: Observation – Participant and Direct
- Module 5: Interviewing – Unstructured, Semi-Structured, Structured
- Module 6: Analysis of Ethnographic Data
- Module 7: Presenting Your Results

#### **Pre-requisites/Co-requisites/Anti-requisites:**

Minimum 42 hours

## **Coursework/Assignments:**

Note: Please read this section of the syllabus very carefully!

Final grades for the course will be assigned on basis of the assignments described below. Detailed step-by-step instructions for each assignment are posted on the course site. Due dates are posted in the Course Schedule.

### **1. Quizzes (150 points total)**

There are eight total quizzes for this course. The Required Readiness Quiz is worth 10 points, and each module quiz is worth 20 points.

The first quiz is a "Readiness Quiz," a quiz required to open the rest of the course content. This quiz will cover the "Course Home" material, including the syllabus, due dates, and course policy information found in the Course Home section of the course online platform. You may retake the Readiness Quiz as many times as you like until the due date to receive full points. After the due date, you still must take the Readiness Quiz to unlock the course modules, but you will not receive points nor be able to re-take the quiz to acquire more points.

The seven modules will also have a quiz. To prepare for the quiz, complete the readings and view the lectures and videos within each module. These quizzes are open-book and open-lecture, but they will be timed and only available for 60 minutes. Therefore, it will be difficult to find all the right answers if you have not studied the content beforehand. Unlike the Readiness Quiz, you may NOT re-take any of the module quizzes for a better grade. The goal of these quizzes is simply to ensure you have covered the required material for that particular module.

If a student misses a quiz for any reason, they will receive a grade of 0/20 points. A make-up quiz will *only* be given in the case of a serious emergency that is documented by a physician's letter or the equivalent and approved by Dr. Stotts.

### **2. Discussion Posts and Responses (250 points total)**

There are five discussion posts and responses, one due in each module except Modules 4 and 6. All of the discussion board prompts are designed to get you thinking about the course material and interacting with your classmates.

#### **Discussion posts (40 points each)**

In response to prompts, students will make one Discussion Post (250-400 words; no longer than 450 words). This post should be in its own thread. Each student's post should have an interesting or provocative title so that others will want to read and respond to the post. To earn full points, posts must (1) adhere to the word limits; (2) have an interesting or provocative title, and (3) answer all parts of the discussion topic. Merely posting something by the due date will not guarantee any points, unless you follow all the directions. Of course, posting after the due date will not earn you any points at all.

#### **Responses (5 points each)**

Within 24 hours of the initial post deadline, students must post two responses. At least one of these responses must be a response to another classmate's initial post. If a classmate has responded to your post and posed questions or critiques to which you would like to respond, posting a response can count as your second response post. If no one has posted on your initial post or you do not want to respond to those posts, your second response post can be another response to another classmate's initial posts.

Responses should be between 50 and 150 words and engage in critical or substantive ways with the initial post (e.g., demonstrating an exemplar, critique, or question). Each response will be worth 5 points, thus students will earn an additional 10 points for each module discussion for both of their responses. To pass and earn full points responses must (1) adhere to the word limit and (2) engage critically or substantively with the initial post it is responding to. Merely agreeing with the author, or congratulating



them on a good post will not guarantee any points, unless you also follow the directions. Responding after the due date will not earn you any points at all.

Unexcused late posts *will not* be accepted. Late posts will *only* be accepted in instances of documented medical or family emergencies approved by Dr. Stotts.

### 3. Assignments (300 points total)

There will be three hands-on activities that apply the materials we study. These assignments will be in Modules 2, 4, and 6. Specific detailed instructions for each assignment are located in the course modules. They will be worth 100 points each.

#### Assignment 1: CITI Training Certification (100 points)

Students will complete ASU's Collaborative Institutional Training Initiative (CITI). This is the real training certification that all U.S.-based university professors, researchers, and students are required to obtain before doing any human subjects research. The course includes lessons on the history of ethics violations and real-world ethical challenges. All students must successfully complete the course and obtain certification to receive credit for this assignment.

#### Assignment 2: Participant and Direct Observation Activity (100 points)

Students will conduct participant and direct observation at a grocery store to become acquainted with these data collection methods. They will then evaluate the pros and cons of each method.

#### Assignment 3: Theme Identification and Coding (100 points)

Students will be given a dataset which they will use to develop familiarity with techniques for identifying themes in narrative data and to learn how to write structured codebook definitions.

Late assignments will be docked 10 points for *each* day that they are late and *will not* be accepted more than 3 days late (including weekends). Students can request an extension without penalty *only* in cases of documented medical or family emergencies approved by Dr. Stotts.

Please Note: For your own protection, you should keep a copy of everything you hand in, and you should keep your graded assignments at least until grades are finalized at the end of the semester, in the event you wish to contest any grades.

#### Extra Credit

There will be no extra credit opportunities assigned for this course.

#### Final Grades:

There are 700 total possible points to earn in this class. Final letter grades will be based on the following percentage breakdown:

A-/ A/ A+	89.5-92.4/ 92.5-97.4/ 97.5-100	Excellent
B- /B/ B+	79.5-82.4/ 82.5-87.4/ 87.5-89.4	Good
C/ C+	69.5-77.4/ 77.5-79.4	Average
D	59.5-69.4	Passing
E	<60	Failure
XE		Failure due to Academic Dishonesty
EN		Failure due to Having Never Participated

#### Incompletes:

A mark of "I" (incomplete) is given by the instructor only in the most extraordinary (and documented) circumstances, and when you have completed at least 80% of the course and are otherwise doing acceptable work (i.e., have a passing grade) but are unable to complete the course because of illness or other conditions beyond your control. You are required to arrange with the instructor for the completion of the course requirements. You need to apply as early as possible and use the Request for Grade of Incomplete form (<http://students.asu.edu/forms/incomplete-grade-request>).

**Late Assignments:**

It is your responsibility to know the due dates for all course work (see Course Schedule for dates). Quizzes and discussion board posts will not be accepted after the due date unless students can provide documentation for a medical or personal emergency that is beyond their control. Assignments will be accepted up to 3 days (including weekends) late with a 10-point reduction in grade for each day it is late. Please note that (1) this is an online course and you do not have to come to campus, an illness such as a cold or the flu will not be considered grounds for accepting a late material, and (2) this is a self-paced course where students can work a week or more ahead on their coursework. Any medical documentation must state the specific dates that you are ill or unable to complete online coursework, according to your medical professional. If you encounter a medical emergency and wish to request a late submission, contact the TA as soon as possible. *\*\*Arizona does not follow daylight savings time. It is the student's responsibility to determine the appropriate time zone conversion for timely submission of quizzes and assignments\*\**

**Final Letter Grade Appeals:**

ASU has formal and informal channels to appeal a grade. If you wish to appeal any grading decisions, please see <http://catalog.asu.edu/appeal>.

**Additional Course Policies:**

You are responsible to know and follow the additional course policies outlined in the Policies on Extensions, Feedback, and More link in the left-hand side Blackboard menu.

**Student Standards:**

ASU expects and requires its students to act with honesty, integrity, and respect. Required behavior standards are listed in the Student Code of Conduct and Student Disciplinary Procedures, Computer, Internet, and Electronic Communications policy, ASU Student Academic Integrity Policy, and outlined by the Office of Student Rights & Responsibilities. Anyone in violation of these policies is subject to sanctions.

The Office of Student Rights and Responsibilities accepts incident reports from students, faculty, staff, or other persons who believe that a student or a student organization may have violated the Student Code of Conduct. Students are required to read and act in accordance with university and Arizona Board of Regents policies, including: The ABOR Code of Conduct: Arizona Board of Regents Policies 5-301 through 5-308: <https://students.asu.edu/srr>

**Expected classroom behavior:**

While this is an online class, we are still gathering together in a virtual classroom on Blackboard. In our virtual classroom, you are expected to exhibit appropriate online behavior (also known as *netiquette*). This is defined by the instructor and includes keeping course discussion posts focused on the assigned topics. Students must maintain a cordial atmosphere and use tact in expressing differences of opinion. Inappropriate Discussion Board posts may be deleted by the instructor.

Students are entitled to receive instruction free from interference by other members of the class. An instructor may withdraw a student from the course when the student's behavior disrupts the educational process per Instructor Withdrawal of a Student for Disruptive Classroom Behavior.

**Communication:**

This course uses a discussion board called "Hallway Conversations" for general questions about the course. Prior to posting a question, please check the syllabus, announcements, and existing posts. If you do not find an answer, post your question. You are encouraged to respond to the questions of your classmates. Please email your instructor if your question relates to a personal grade.

ASU email is an official means of communication among students, faculty, and staff. **All instructor correspondence will be sent to your ASU email account.** Students are expected to read and act upon email in a timely fashion. Students bear the responsibility of missed messages and should check their ASU-assigned email regularly.

All communications should be professional and succinct. You should be in the habit of checking your ASU email regularly as you will not only receive important information about your class(es), but other important university updates and information. You are solely responsible for reading and responding if necessary to any information communicated via email. For help with your email contact the help desk.

Expect faculty to respond to emails between 9am and 5pm, Monday through Friday, within forty-eight business hours. TAs will respond within 24 business hours. Be specific about the subject of the email in the mail subject heading. Use proper salutation (e.g. Dear Professor XXXX) and check spelling, grammar, and punctuation. Additionally, include the course name and line number in all emails.

**Policy against threatening behavior:**

All incidents and allegations of violent or threatening conduct by an ASU student (whether on-or off campus) must be reported to the ASU Police Department (ASU PD) and the Office of the Dean of Students. If either office determines that the behavior poses or has posed a serious threat to personal safety or to the welfare of the campus, the student will not be permitted to return to campus or reside in any ASU residence hall until an appropriate threat assessment has been completed and, if necessary, conditions for return are imposed. ASU PD, the Office of the Dean of Students, and other appropriate

**Academic Integrity:**

*Academic honesty is expected of all students in all examinations, papers, laboratory work, academic transactions and records. The possible sanctions include, but are not limited to, appropriate grade penalties, course failure (indicated on the transcript as a grade of E), course failure due to academic dishonesty (indicated on the transcript as a grade of XE), loss of registration privileges, disqualification and dismissal. For more information, see <http://provost.asu.edu/academicintegrity>.*

If you fail to meet the standards of academic integrity in any of the criteria listed on the university policy website, sanctions will be imposed by the instructor, school, and/or dean. Academic dishonesty includes borrowing ideas without proper citation, copying others' work (including information posted on the internet), and failing to turn in your own work for group projects. Please be aware that if you follow an argument closely, even if it is not directly quoted, you must provide a citation to the publication, including the author, date and page number. If you directly quote a source, you must use quotation marks and provide the same sort of citation for each quoted sentence or phrase. You may work with other students on assignments, however, all writing that you turn in must be done independently. If you have any doubt about whether the form of cooperation you contemplate is acceptable, ask the TA or the instructor in advance of turning in an assignment. Please be aware that the work of all students submitted electronically will be scanned using SafeAssignment, which compares them against everything posted on the internet, online article/paper databases, newspapers and magazines, and papers submitted by other students (including yourself if submitted for a previous class).

Note: Turning in an assignment (all or in part) that you completed for a previous class is considered self-plagiarism and falls under these guidelines. Any infractions of self-plagiarism are subject to the same penalties as copying someone else's work without proper citations. Students who have taken this class previously and would like to use the work from previous assignments should contact the instructor for permission to do so.

**Sexual Violence/Harassment:**

Title IX is a federal law that provides that no person be excluded on the basis of sex from participation in, be denied benefits of, or be subjected to discrimination under any education program or activity. Both Title IX and university policy make clear that sexual violence and harassment based on sex is prohibited. An individual who believes they have been subjected to sexual violence or harassed on the basis of sex can seek support, including counseling and academic support, from the university. If you or someone you

know has been harassed on the basis of sex or sexually assaulted, you can find information and resources at <http://sexualviolenceprevention.asu.edu/faqs/students>.

**Prohibition of Commercial Note Taking Services:**

All course content is copyrighted and any and all notes from in-person and/or online lectures may not be reproduced nor sold without explicit written permission from the instructor. Students should consult the [ACD 304-06 Commercial Note Taking Services](#) policy before written permission is sought from the official instructor of the class. If permission to reproduce notes is granted, students may not use Blackboard email or discussion boards to advertise services to other students.

**Student Support and Disability Accommodations:**

In compliance with the Rehabilitation Act of 1973, Section 504, and the Americans with Disabilities Act of 1990, professional disability specialists and support staff at the Disability Resource Center (DRC) facilitate a comprehensive range of academic support services and accommodations for qualified students with disabilities.

[Qualified students with disabilities may be eligible to receive academic support services and accommodations.](#) Eligibility is based on qualifying disability documentation and assessment of individual need. Students who believe they have a current and essential need for disability accommodations are [responsible for requesting accommodations and providing qualifying documentation](#) to the DRC. Every effort is made to provide reasonable accommodations for qualified students with disabilities.

Qualified students who wish to request an accommodation for a disability should contact their campus DRC at: <http://www.asu.edu/studentaffairs/ed/drc/>

If you are a student in need of special arrangements for we will do all we can to help, based on the recommendations of these services. For the sake of equity for all students, we cannot make any accommodations without formal guidance from these services.

**Drop and Add Dates/Withdrawals:**

Please refer to the [academic calendar](#) for the deadlines to drop/withdraw from this course as they tend to come up quickly (e.g. week 3 for 7 ½ week A/B session courses and week 11 for 15 week C session courses). Consult with your advisor and notify your instructor if you are going to drop/withdraw this course. If you are considering a withdrawal, review the following ASU policies: [Withdrawal from Classes](#), [Medical/Compassionate Withdrawal](#) and [Drop/Add and Withdraw](#).

**Campus Resources:**

As an ASU student you have access to many resources on campus. This includes tutoring, academic success coaching, counseling services, financial aid, disability resources, career and internship help and many opportunities to get involved in student clubs and organizations.

- Tutoring: <http://studentsuccess.asu.edu/frontpage>
- Counseling Services: <http://students.asu.edu/counseling>
- Financial Aid: <http://students.asu.edu/financialaid>
- Disability Resource Center: <http://www.asu.edu/studentaffairs/ed/drc/>
- Major/Career Exploration: <http://uc.asu.edu/majorexploration/assessment>
- Career Services: <http://students.asu.edu/career>
- Student Organizations: <http://www.asu.edu/studentaffairs/mu/clubs/>

For more information about the School of Human Evolution and Social Change, including our degree programs, research opportunities and advising information, please go to: <https://shesc.asu.edu/undergraduate-experience/undergraduate-advising>. Our advisors are always willing to discuss career and guidance options with you.



Module Title	Learning Objectives	Lectures	Videos	Readings	Discussion Board	Assessments
1 Introduction and Preparing for Research	<ul style="list-style-type: none"> <li>To understand what constitutes ethnographic research and why it is important</li> <li>To learn the fundamentals of good social science research design</li> <li>To explain to your peers why it is important to understand the scientific process, even if you are not going into a research career</li> </ul>	<ul style="list-style-type: none"> <li>Module Overview</li> <li>Methods are for everyone</li> <li>Ethnographic research</li> <li>Conducting a literature review</li> </ul>	<ul style="list-style-type: none"> <li>ASU Library's Developing a Research Question tutorial</li> </ul>	<ul style="list-style-type: none"> <li>Kirby, Sandra Louise, Lorraine Greaves, and Colleen Reid. 2006. Searching the Literature. In Experience Research Social Change: Methods Beyond the Mainstream (2nd Edition), 101-117. University of Toronto Press, Toronto.</li> <li>Dunifon, Rachel. 2005. How to Read a Research Article. Cornell University Cooperative Extension Research Brief.</li> <li>Bernard, H. Russell. 2011. The Literature Search. In Research Methods in Anthropology (5th Edition), 75-81. AltaMira Press, Lanham, MD.</li> </ul>	<ul style="list-style-type: none"> <li>Introduction</li> <li>Develop a research question</li> </ul>	<ul style="list-style-type: none"> <li>Module 1 Quiz</li> </ul>
2 Ethics in Ethnographic Research	<ul style="list-style-type: none"> <li>To understand when and how ethical dilemmas occur in human subjects research</li> <li>To learn the way that social scientists go about mitigating potential harm to human subjects</li> <li>To critically engage with ethical issues unique to ethnographic research</li> </ul>	<ul style="list-style-type: none"> <li>Module Overview</li> <li>Ethics and human subjects</li> <li>Historical overview of ethics in anthropology</li> <li>Recent ethical dilemmas</li> </ul>	<ul style="list-style-type: none"> <li>The Ethics of Social Research. Part 3 of 3 on Practical Issues and Ethics by Graham R. Gibbs</li> </ul>	<ul style="list-style-type: none"> <li>AAA Statement on Research Responsibility</li> </ul>	<ul style="list-style-type: none"> <li>Ethical case studies</li> </ul>	<ul style="list-style-type: none"> <li>Module 2 Quiz</li> <li>CITI Training</li> </ul>
3 Sampling: Choosing your Research Population and Participants	<ul style="list-style-type: none"> <li>To summarize the strengths and weaknesses of sampling</li> <li>To differentiate between sampling methods</li> <li>To evaluate which sampling methods are most appropriate given a set of research parameters</li> </ul>	<ul style="list-style-type: none"> <li>Module Overview</li> <li>Why use a sample?</li> <li>Probability sampling</li> <li>Non-probability sampling</li> </ul>	<ul style="list-style-type: none"> <li>West Wing Census clip</li> <li>Census and Sampling: Against All Odds - Inside Statistics</li> </ul>	<ul style="list-style-type: none"> <li>Guest, Greg. 2015. Sampling and Selecting Participants in Field Research. In Handbook of Methods in Cultural Anthropology (2nd Edition), edited by H. Russell Bernard and Clarence C. Gravlee. 215-250. Rowman and Littlefield, Lanham, MD.</li> </ul>	<ul style="list-style-type: none"> <li>Sampling strategy for research question</li> </ul>	<ul style="list-style-type: none"> <li>Module 3 Quiz</li> </ul>
4 Observation - Participant and Direct	<ul style="list-style-type: none"> <li>To describe the methods of participant and direct observation</li> <li>To employ the methods of participant and direct observation in a research project</li> <li>To compare and contrast the methods of participant and direct observation, recognizing the benefits and drawbacks to each method</li> </ul>	<ul style="list-style-type: none"> <li>Module Overview</li> <li>Participant Observation</li> <li>Direct Observation</li> <li>Field Notes</li> </ul>	<ul style="list-style-type: none"> <li>Observational Research from Doing Sociological Research</li> </ul>	<ul style="list-style-type: none"> <li>Musante, Kathleen. 2015. Participant Observation. In Handbook of Methods in Cultural Anthropology (2nd Edition), edited by H. Russell Bernard and Clarence C. Gravlee. 251-292. Rowman and Littlefield, Lanham, MD.</li> <li>Hames, Raymond and Michael Paolisso. 2015. Behavioral Observation. In Handbook of Methods in Cultural Anthropology (2nd Edition), edited by H. Russell Bernard and Clarence C. Gravlee. 293-312. Rowman and Littlefield, Lanham, MD.</li> </ul>	<ul style="list-style-type: none"> <li>Participant and Direct Observation in a Grocery Store</li> </ul>	<ul style="list-style-type: none"> <li>Module 4 Quiz</li> </ul>

<p>5</p> <p>Interviewing – Unstructured, Semi-Structured, and Structured</p>	<ul style="list-style-type: none"> <li>To explain the difference between unstructured, semi-structured, and structured interviews and the types of data generated by each method</li> <li>To appraise interview techniques</li> <li>To critique the impact that interviewing techniques have on the results generated</li> </ul>	<ul style="list-style-type: none"> <li>Module Overview</li> <li>Interviewing – inductive vs. deductive approaches</li> <li>Structured interviewing</li> <li>Unstructured and semi-structured interviewing</li> </ul>	<ul style="list-style-type: none"> <li>How to do a research interview by Graham R. Gibbs</li> </ul>	<ul style="list-style-type: none"> <li>Spradley, James P. 1979. Interviewing an Informant. In <i>The Ethnographic Interview</i>. Holt, Rinehart and Winston, New York, NY.</li> <li>Weller, Susan C. 2015. Structured Interviewing and Questionnaire Construction. In <i>Handbook of Methods in Cultural Anthropology</i> (2nd Edition), edited by H. Russell Bernard and Clarence C. Gravlee. 343-390. Rowman and Littlefield, Lanham, MD.</li> </ul>	<ul style="list-style-type: none"> <li>Interview questions for research question</li> </ul>	<ul style="list-style-type: none"> <li>Module 5 Quiz</li> </ul>
<p>6</p> <p>Analysis of Ethnographic Data</p>	<ul style="list-style-type: none"> <li>To understand what a theme is in qualitative data</li> <li>To learn different techniques for finding themes in qualitative data</li> <li>To articulate the strengths and weaknesses of different techniques for identifying themes</li> <li>To understand the need for testing for validity and reliability in qualitative data analysis</li> </ul>	<ul style="list-style-type: none"> <li>Module Overview</li> <li>Identifying themes in data</li> <li>Building a codebook</li> <li>Testing reliability and validity</li> </ul>		<ul style="list-style-type: none"> <li>Wutich, Amber, Gery Ryan, and H. Russell Bernard. 2015. Text Analysis. In <i>Handbook of Methods in Cultural Anthropology</i> (2nd Edition), edited by H. Russell Bernard and Clarence C. Gravlee. 533-559. Rowman and Littlefield, Lanham, MD.</li> <li>Ryan, Gery and H. Russell Bernard. 2003. Techniques to Identify Themes. <i>Field Methods</i> 15(1): 85-109.</li> </ul>	<ul style="list-style-type: none"> <li>Module 6 Quiz</li> <li>Illness narratives</li> <li>theme identification</li> <li>and coding</li> </ul>	<ul style="list-style-type: none"> <li>Module 6 Quiz</li> </ul>
<p>7</p> <p>Presenting Your Results</p>	<ul style="list-style-type: none"> <li>To synthesize research results</li> <li>To develop models to present your research</li> <li>To design presentation strategies for diverse audiences</li> </ul>	<ul style="list-style-type: none"> <li>Module Overview</li> <li>Building models: how to create a model from your data</li> <li>Displaying models: how to present your model in your results</li> <li>Avenues for reporting results and connecting to desired audiences</li> </ul>	<ul style="list-style-type: none"> <li>Top Tips: Presenting at a Science Conference</li> <li>Talk Nerdy to Me by Melissa Marshall</li> </ul>	<ul style="list-style-type: none"> <li>Kottak, Conrad Phillip. 2015. Presenting Anthropology to Diverse Audiences. In <i>Handbook of Methods in Cultural Anthropology</i> (2nd Edition), edited by H. Russell Bernard and Clarence C. Gravlee. 695-717. Rowman and Littlefield, Lanham, MD.</li> </ul>	<ul style="list-style-type: none"> <li>Presenting your research question and/or results to two stakeholder groups</li> </ul>	<ul style="list-style-type: none"> <li>Module 7 Quiz</li> </ul>